THE SUMMER QUARTER
A WARTIME PROGRAM
WAR-EMPHASIS COURSES
(All regular college credit.)

Education for the Consumer and Investor (Bus. Ed. 391).

Filing and Machine Calculation (Bus. Ed. 351) also Typewriting, Shorthand, and Secretarial Practice.

Refresher Course for Elementary Teachers (Ed. 350) Especially for Those Re-entering Teaching.

World Literature (The Literature behind the War).
The Democratic Tradition (American Literature, Eng. 342).

Contemporary Trends in Modern Geography (Geog. 310) Including Global Geography.

Courses for War Physical Fitness Programs (Phys. Ed.).

Safety Education and First Aid (P. E. 320).

Advanced First Aid for Civilian Defense (P. E. 380).

History of American Foreign Relations (S. S. 320).


Latin America (S. S. 390).

Economic Problems (S. S. 472).


Nutrition (H. Ec. 370).

Demonstration Wartime Cookery (H. Ec. 240).

Consumer Problems (H. Ec. 300).

Emergency Course in Essential Mathematics (Math. 360).

Music in Wartime (Mus. 340).

Introduction to Pre-Flight Aeronautics (P. S. 381).

(For a complete listing of courses offered, see last pages of this pamphlet.)
SPECIAL FEATURES OF SUMMER QUARTER

FIRST TERM—June 14-July 17 (Five Weeks)
SECOND TERM—July 17-August 20 (Five Weeks)

Special Programs for Entering Freshmen
Many Courses with Wartime Emphasis
Refresher Course for Re-entering Teachers
Special Courses for National Defense
National Defense Acceleration Program
Providing Graduation in Three Years
Training School Facilities Entire Quarter
Complete Program for Juniors and Seniors in Elementary Teaching and Supervision

Regular Courses for Secondary Teaching
Speech Education, Dramatics, Play Production
Audio-Visual Education
Education in Arts and Crafts
Enlarged Program in Home Economics
Music Conference—Dr. Luther A. Richman, Directing
Liberal Dormitory Regulations for Mature Students
Special Off-Campus Dormitory for Men

Delightful Mountain Environment:
Cool Nights
Elevation 1300 Feet

Recreational Facilities
Summer Camp on Shenandoah River
Outdoor and Indoor Swimming Pools, Tennis Courts, Athletic Fields
Two Gymnasiums

Entertainments:
Series of Lectures and Artists
EDUCATION AND NATIONAL DEFENSE

America is still at war as this bulletin goes to the press. The conflict may be soon over; it may last many years. One thing is certain, however, if we are to win this war, if we are to meet the exacting demands of the postwar period, this generation must be well educated.

We must prepare teachers to assume, with courage and faith, the task of rearing and educating another generation of Americans. To neglect to educate a single generation of Americans would be a national calamity second only to losing the war.

The preservation of democracy, freedom of speech, freedom of the press, and freedom of religion, depend very largely upon our schools and colleges.

Economic or business recovery and reorganization, the promotion of the health and physical vigor of our people, the cultivation of our interest in the fine arts and the spiritual inheritances of our race for the next generation will rest largely with those who are or should be in our colleges now forming a great second line of defense.

As a result of the last World War, perhaps fifteen million women entered the professions and industrial enterprises. Today, when the services of all women cannot be used for military purposes, women can best serve their nation by preparing themselves most thoroughly for the great responsibilities that lie ahead of them on the homefront. They may rest assured that if and when the government needs their services they will be called upon.

THE ACCELERATED PROGRAM

When conditions are so uncertain, as in wartime, and the need for educated service is so great, women and men alike wish to complete their education as quickly as possible. Madison College was the first Virginia college to organize its work on a four-quarter basis. It has been possible for more than thirty years for students to complete a four-year curriculum (or course) at Madison College in three years by taking work in the summer quarter as well as in the winter sessions.
PROGRAMS FOR FRESHMAN STUDENTS

Since the United States became involved in war, some students have planned to begin their work in the summer quarter rather than wait to enter college in September. By continuing their education throughout the four quarters of each year, such students can complete their work in three calendar years.

Acceleration for freshmen may be accomplished in two ways: First, by freshmen entering college in June and graduating in June, three years hence; Second, by freshmen entering college in September and graduating in August three years afterward.

The faculty of the college has arranged the following programs for the freshmen who enter college in the summer quarter and expect to continue their work through both terms. A student may determine the curriculum that she wishes to pursue by referring to either the summer or winter session catalog.

The suggestions made below are not rigid for every student but indicate what are the most satisfactory combinations for beginning freshmen so that two complete courses may be completed in one summer of ten weeks. Students will consult with Curriculum Advisers in case they desire a different program. Freshmen will be expected to choose subjects from the 100's and 200's.

Curricula I, II, III, IV, VI, VII, VIII, IX, and A.

First Term:

English 131-132—English Fundamentals
Social Science 161—American History

or

English 131-132—English Fundamentals
Chemistry 131—General Chemistry

Second Term:

English 290—Composition and Rhetoric (for English 133)
Social Science 162-163—American History

or

English 290—Composition and Rhetoric (for English 133)
Chemistry 132-133—General Chemistry
Curricula V, XI, and B.

First Term:

English 131-132—English Fundamentals
Social Science 161—American History

or

English 131-132—English Fundamentals
One of the following:
  B. E. 152—Introduction to Business
  B. E. 221—Beginning Typewriting
  B. E. 241—Office Efficiency

Second Term:

English 290—Composition and Rhetoric (for English 133)
Social Science 162-163—American History

or

English 290—Composition and Rhetoric (for English 133)
B. E. 292—Mathematics for the Consumer
B. E. 319—Typewriting Laboratory

THE ACCELERATED PROGRAM FOR UPPER CLASSMEN

Students who plan to finish a four-year curriculum in three calendar years will need to make choices with special care in the summer session. Wherever it is possible to take complete sequences or work off short course requirements much gain will be had in relieving possible conflicts later on.

In the main, students should secure the assistance of Curriculum Advisers for their particular curriculum. The chairmen of these advisory groups are, as follows: Curriculum I, Miss Anthony; Curricula II and III, Mr. Hounchell; Curricula IV, IX, and X, Mrs. Varner; Curricula V, XI, and B, Mr. Barber; Curricula VII and VIII, Mr. Schubert; and Curriculum A, Dr. Weems.

Students will find that some courses can be taken to much better advantage in the winter session while other courses are taken with almost equal ease either in the summer or in the winter. Where substitutes are needed you will consult the Dean of the College.
REFRESHER COURSE FOR ELEMENTARY TEACHERS RE-ENTERING TEACHING

The fall of 1943 finds Virginia schools faced with the problems of a nation at war. At the same time the shortage of teachers is so acute that unless many former teachers are called back into service for the duration some of the schools will have to be closed. These former teachers have usually had rich experiences in work and in family life. They will make a valuable contribution to Virginia children provided they can have access to certain "refresher" activities. Madison College will give such a refresher course for the summer school of 1943.

This course will be offered the first term and repeated the second term. It will meet two hours daily, and will carry 6 quarter hours credit. The student will be able to take an additional 3 credit course each term. Thus in one term the student can secure the 9 credits required for renewal of certificate in Virginia and in both terms the 18 credits required for revival of an expired certificate.

The work in this course will be organized around the practical problems teachers will face this fall. Several superintendents and elementary supervisors are being asked to cooperate in determining these problems and in working toward their solution. Among activities stressed will be: the use of the revised edition of the Tentative Course of Study for Elementary Schools, the recent developments in studying children and in making community surveys, and the setting up of a program of activities in the elementary school.

The war effort is causing the schools to avail themselves of much new knowledge in fields such as nutrition, consumer education, and geography. During the coming winter quarter committees from the Madison College faculty, including the Training School Supervisors, will prepare summaries of such new knowledge in their several fields. These summaries will be made available to students in the refresher course. They will also be used by the Training School Supervisors in the summer school so that students will have an opportunity to observe the elementary school program as modified by the war effort.
Courses in home economics for the summer are planned for four groups of students: first, students who wish to accelerate their programs; second, students in the elementary curriculum who need a year in home economics; third, students who wish to elect home economics; fourth, teachers who desire the newer knowledge of special home economics courses.

The courses which will accelerate the program are Advanced Nutrition (H. E. 370 and H. E. 380), Home Management Residence (H. E. 440), and Consumer Problems (H. E. 300).

Students in the elementary curriculum can complete a year's requirement in home economics (H. E. 301-302-303) during the summer.

Two courses are designed for electives and may be taken by any student registered at the college. They are Nutrition for National Defense (H. E. 230) and Demonstration Wartime Cookery (H. E. 240).

The course in Nutrition for National Defense is given as a refresher course for students who have had nutrition in the past and for students who have never had any work in nutrition. A Red Cross Certificate will be given at the completion of the work.

The course in Demonstration Wartime Cookery is to acquaint the student with the present food situation and how it affects daily life. A study will be made of the effects of rationing and possibilities of meeting the challenge from the standpoint of the consumer. Demonstrations in the actual preparation of food will be made by the instructor.

Other desirable courses for general education are Consumer Problems (H. E. 300) and Child Development (Ed. 400).

College graduates who have not had home economics courses in recent years and who wish to return to the field of vocational home economics teaching or to some other activity requiring home economics background may choose from eleven courses during the summer. There is a need for more home economics teachers, and it is hoped that former teachers will feel the patriotic duty of returning to this field. Nutritionists, dietitians, research workers, and nursery school supervisors are also in demand.
PROGRAM IN LIBRARY SCIENCE

The Library Science program for the summer session is arranged so that students with no previous work in the field can take a full program of three courses each term to complete the requirements of the State Board of Education for teacher-librarian work. Students who already have as many as six courses in Library Science can secure three additional courses during the first term. The course in Audio-visual Materials is also recommended for librarians who want to be qualified to serve as the school’s representative for service from the Regional Centers which have been established by the State Department of Education for the distribution of teaching materials.

AUDIO-VISUAL EDUCATION

In cooperation with the program of the State Department of Education the college will give during the first term a course in Audio-visual Materials. The course is designed to acquaint teachers with the contents and use of the films, film strips, slides and recordings, available to the public schools in Virginia, and to provide instruction and practice in the use of various kinds of equipment.

The materials which have been placed in Madison College Regional Center for the use of public schools in this area will be available for the course.

MUSIC CONFERENCE

June 22, 23, 24, 25, 26

Dr. Luther A. Richman, State Supervisor of Music, will be at the College to confer with music teachers, music classes, and all who are interested in music.

This annual conference offers excellent opportunity to bring individual problems to Dr. Richman. Inspiration, as well as practical help, will be gained from these informal, personal contacts.

Individual study of music in organ, voice, and piano will be available in addition to various music classes listed elsewhere.

A chorus will be available for all who wish to have this experience.
EXPENSES
(Per Term of Five Weeks)

College fees for Virginia students ............... $15.50
Room, board, laundry (all boarding students) .... 35.00*

Total per term .................................... $50.50

The above schedule of fees does not cover laboratory fees or the cost of books and supplies.

All students from other states are charged $10.00 more per term, or $20.00 more per quarter tuition than the above schedule of expenses.

AUDITORS OR OBSERVERS

Many teachers fatigued from a strenuous year of teaching, without the urgent need of college or certificate credit, may like to attend the summer session, observe in various classes, attend a special series of lectures, take excursions and field trips, and yet not be subject to the regular requirements of class attendance and preparation.

Inasmuch as the college has ample accommodations for a larger student body than usually attends the summer quarter, it will admit such teachers this summer at regular rates for board but with observers' fees of $1.00 per day, $5.00 per week, or $7.50 per term.

*We have been advised by the Director of the Budget to insert the following paragraph in our statement regarding expenses: "Due to the uncertain condition prevailing with respect to the cost of food supplies and of food services, Madison College reserves the right to change its rates for table board at any time throughout the year to meet such additional costs." The rate of board for the summer quarter of 1943 was fixed on December 11, 1942 by The State Board of Education.
COURSES OFFERED
REGULAR COLLEGE PROGRAM

First Term, June 14-July 17


BIOLOGY: 331, 332, 333—General Biology.

BUSINESS EDUCATION: 152—Introduction to Business; 221—Typewriting; 261—Personnel Relations in Business and Industry; 319—Typewriting Laboratory; 323—Secretarial Practice; 361—Marketing; 391—Education for the Consumer and Investor.


EDUCATION: 350—Virginia Elementary Schools and the War Program; 392—The Public School Curriculum; 420—Directed Teaching; 461, 462, 463—Foundations of Education.

ENGLISH: 131—English Fundamentals (I); 132—English Fundamentals (II); 221—World Literature (I); 222—World Literature (II); 253—Literature for Children; 231—Survey of English Literature (I); 242—American Literature (II); 371—Oral Interpretation (I); 372—Oral Interpretation (II); 430—Writing for Publication; 485—The Short Novel.

FINE AND INDUSTRIAL ARTS: 221, 222—Art Structure; 311, 313—Art Appreciation and History.

GEOGRAPHY: 332—Climates and Man; 310—Contemporary Trends in Modern Geography; 345—Geography of Virginia.

HEALTH EDUCATION: 370—Health Education.


MATHEMATICS: 122—General Mathematics; 131—College Algebra; 360—Emergency Course in Essential Mathematics.

MUSIC: 333—History and Appreciation; 340—Music in Wartime; 352—Music Materials; Piano 111, 211, 311, 411; Voice 111, 211, 311, 411.

PHYSICAL SCIENCE: 291—Fundamentals of Science; 351, 352—General College Physics; 362—Descriptive Astronomy; 381—Introduction to Pre-Flight Aeronautics.

PSYCHOLOGY: 221, 222—General Psychology; 322—Abnormal Psychology; 323—Psychology of Personality.

Second Term, July 17 (Registration)—August 20

BIOLOGY: 350—Ornithology; 352—Field Botany; 363—Heredity.

BUSINESS EDUCATION: 221—Typewriting; 292—Mathematics for the Consumer; 320—Typewriting Laboratory; 323—Secretarial Practice; 351—Filing and Machine Calculation; 363—Money and Banking.

CHEMISTRY: 132, 133—General Chemistry; 233—Biochemistry.

EDUCATION: 350—Virginia Elementary Schools and the War Program; 393—Classroom Management and Teaching; 425—Directed Teaching; 450—School Law; 461, 462, 463—Foundations of Education.

ENGLISH: 223—World Literature (III); 251—Literature for Children; 290—Composition and Rhetoric; 232—Survey of English Literature (II); 233—Survey of English Literature (III); 373—Oral Interpretation of Literature; 491—The Development of the English Language.

FINE AND INDUSTRIAL ARTS: 223—Art Structure; 312—Art Appreciation and History; 343—Crafts.

GEOGRAPHY: 331—Man's Physical World; 333—Industrial Geography; 433—Conservation of Natural Resources.


LIBRARY SCIENCE: 352—Administration of School Libraries; 353—Classification and Cataloging; 360—Reading Guidance in the Junior and Senior High School.


MUSIC: 365—Practical Problems; 330—Opera and Symphony; 361—History and Appreciation; Piano 111, 211, 311, 411; Voice 111, 211, 311, 411.


PHYSICS: 292, 293—Fundamentals of Science; 353—General College Physics.

PSYCHOLOGY: 223—General Psychology; 323—Psychology of Personality.
Wilson Hall
(Administration Building)
WAR-EMPHASIS COURSES

(All regular college credit.)

Education for the Consumer and Investor (Bus. Ed. 391).
Filing and Machine Calculation (Bus. Ed. 351) also Typewriting, Shorthand, and Secretarial Practice.
Refresher Course for Elementary Teachers (Ed. 350) Especially for Those Re-entering Teaching.
World Literature (The Literature behind the War).
The Democratic Tradition (American Literature, Eng. 242).
Contemporary Trends in Modern Geography (Geog. 310) Including Global Geography.
Courses for War Physical Fitness Programs (Phys. Ed.).
Safety Education and First Aid (P. E. 320).
Advanced First Aid for Civilian Defense (P. E. 380).
History of American Foreign Relations (S. S. 320).
Latin America (S. S. 390).
Economic Problems (S. S. 472).
Nutrition (H. Ec. 370).
Demonstration Wartime Cookery (H. Ec. 240).
Consumer Problems (H. Ec. 300).
Emergency Course in Essential Mathematics (Math. 360).
Music in Wartime (Mus. 340).
Introduction to Pre-Flight Aeronautics (P. S. 381).

(For a complete listing of courses offered, see last pages of this pamphlet.)
SUMMER SESSION, 1943
FOR MEN AND WOMEN

First Term, June 14-July 17
(Students register Monday, June 14)

Second Term, July 17-August 20
(Students register Saturday, July 17)

Students may enter at the beginning of either term of the Summer Quarter. Attendance during three full quarters, whether consecutive or not, will be considered as one school year, and so credited for the diploma and certificates offered by the College, provided work of appropriate character is done. Students entering for second term only register on Saturday, July 17.
GENERAL STATEMENT

Madison College, a Virginia state college for women, at Harrisonburg was established in 1908 by the Legislature of Virginia. The College enrolls at the present time approximately 1,000 students in the winter session and 500 in the summer quarter.

The College is under the immediate control of the Virginia State Board of Education and is devoted primarily to the education of teachers. It also offers work in liberal arts and in professional curricula such as business education, the education of dietitians, home economists, institutional managers, and other specialists in the home economics field. The College also offers a pre-nursing curriculum of two years, and pre-professional education for laboratory technicians and students of law and medicine.

Eleven distinct curricula are offered by the College leading to either the A.B., B.S., A.B. in Education, or B.S. in Education degree. The College offers also two-year curricula in Business Education and in Pre-Nursing Education.

The College is an accredited member of the Southern Association of Colleges and Secondary Schools, the American Association of Teachers Colleges, and the Virginia Association of Colleges.

The expenses for a boarding Virginia student, including all expenses except for laboratory fees, books, and supplies, amount to $50.50 for each term. Tuition for day students is $15.50 per term. For an out-of-state student the expenses are $10 greater per term than for a Virginia student.*

Men as well as women are admitted to the summer session of the college. Rooming accommodations, as well as meals, will be provided at the college for men students.

Detailed information regarding the College will be found in the succeeding pages of this catalog.

*See footnote page 27.
SPECIAL FEATURES OF SUMMER QUARTER

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SECOND TERM—July 17-August 20 (Five Weeks)

Special Programs for Entering Freshmen
Many Courses with Wartime Emphasis
Refresher Course for Re-entering Teachers
Special Courses for National Defense
National Defense Acceleration Program
Providing Graduation in Three Years
Training School Facilities Entire Quarter
Complete Program for Juniors and Seniors in Elementary Teaching and Supervision

Regular Courses for Secondary Teaching
Speech Education, Dramatics, Play Production
Audio-Visual Education
Education in Arts and Crafts
Enlarged Program in Home Economics
Music Conference—Dr. Luther A. Richman, Directing
Liberal Dormitory Regulations for Mature Students
Special Off-Campus Dormitory for Men

Delightful Mountain Environment:
  Cool Nights
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Recreational Facilities
  Summer Camp on Shenandoah River
  Outdoor and Indoor Swimming Pools, Tennis Courts, Athletic Fields
  Two Gymnasiums

Entertainments:
  Series of Lectures and Artists
EDUCATION AND NATIONAL DEFENSE

America is still at war as this bulletin goes to the press. The conflict may be soon over; it may last many years. One thing is certain, however, if we are to win this war, if we are to meet the exacting demands of the postwar period, this generation must be well educated.

We must prepare teachers to assume, with courage and faith, the task of rearing and educating another generation of Americans. To neglect to educate a single generation of Americans would be a national calamity second only to losing the war.

The preservation of democracy, freedom of speech, freedom of the press, and freedom of religion, depend very largely upon our schools and colleges.

Economic or business recovery and reorganization, the promotion of the health and physical vigor of our people, the cultivation of our interest in the fine arts and the spiritual inheritances of our race for the next generation will rest largely with those who are or should be in our colleges now forming a great second line of defense.

As a result of the last World War, perhaps fifteen million women entered the professions and industrial enterprises. Today, when the services of all women cannot be used for military purposes, women can best serve their nation by preparing themselves most thoroughly for the great responsibilities that lie ahead of them on the homefront. They may rest assured that if and when the government needs their services they will be called upon.

THE ACCELERATED PROGRAM

When conditions are so uncertain, as in wartime, and the need for educated service is so great, women and men alike wish to complete their education as quickly as possible. Madison College was the first Virginia college to organize its work on a four-quarter basis. It has been possible for more than thirty years for students to complete a four-year curriculum (or course) at Madison College in three years by taking work in the summer quarter as well as in the winter sessions.
PROGRAMS FOR FRESHMAN STUDENTS

Since the United States became involved in war, some students have planned to begin their work in the summer quarter rather than wait to enter college in September. By continuing their education throughout the four quarters of each year, such students can complete their work in three calendar years.

Acceleration for freshmen may be accomplished in two ways: First, by freshmen entering college in June and graduating in June, three years hence; Second, by freshmen entering college in September and graduating in August three years afterward.

The faculty of the college has arranged the following programs for the freshmen who enter college in the summer quarter and expect to continue their work through both terms. A student may determine the curriculum that she wishes to pursue by referring to either the summer or winter session catalog.

The suggestions made below are not rigid for every student but indicate what are the most satisfactory combinations for beginning freshmen so that two complete courses may be completed in one summer of ten weeks. Students will consult with Curriculum Advisers in case they desire a different program. Freshmen will be expected to choose subjects from the 100's and 200's.

Curricula I, II, III, IV, VI, VII, VIII, IX, and A.

First Term:

English 131-132—English Fundamentals
Social Science 161—American History

or

English 131-132—English Fundamentals
Chemistry 131—General Chemistry

Second Term:

English 290—Composition and Rhetoric (for English 133)
Social Science 162-163—American History

or

English 290—Composition and Rhetoric (for English 133)
Chemistry 132-133—General Chemistry
Curricula V, XI, and B.

First Term:

English 131-132—English Fundamentals
Social Science 161—American History

or

English 131-132—English Fundamentals
One of the following:
  B. E. 152—Introduction to Business
  B. E. 221—Beginning Typewriting
  B. E. 241—Office Efficiency

Second Term:

English 290—Composition and Rhetoric (for English 133)
Social Science 162-163—American History

or

English 290—Composition and Rhetoric (for English 133)
B. E. 292—Mathematics for the Consumer
B. E. 319—Typewriting Laboratory

THE ACCELERATED PROGRAM FOR UPPER CLASSMEN

Students who plan to finish a four-year curriculum in three calendar years will need to make choices with special care in the summer session. Wherever it is possible to take complete sequences or work off short course requirements much gain will be had in relieving possible conflicts later on.

In the main, students should secure the assistance of Curriculum Advisers for their particular curriculum. The chairmen of these advisory groups are, as follows: Curriculum I, Miss Anthony; Curricula II and III, Mr. Hounchell; Curricula IV, IX, and X, Mrs. Varner; Curricula V, XI, and B, Mr. Barber; Curricula VII and VIII, Mr. Schubert; and Curriculum A, Dr. Weems.
REFRESHER COURSE FOR ELEMENTARY TEACHERS RE-ENTERING TEACHING

The fall of 1943 finds Virginia schools faced with the problems of a nation at war. At the same time the shortage of teachers is so acute that unless many former teachers are called back into service for the duration some of the schools will have to be closed. These former teachers have usually had rich experiences in work and in family life. They will make a valuable contribution to Virginia children provided they can have access to certain “refresher” activities. Madison College will give such a refresher course for the summer school of 1943.

This course will be offered the first term and repeated the second term. It will meet two hours daily, and will carry 6 quarter hours credit. The student will be able to take an additional 3 credit course each term. Thus in one term the student can secure the 9 credits required for renewal of certificate in Virginia and in both terms the 18 credits required for revival of an expired certificate.

The work in this course will be organized around the practical problems teachers will face this fall. Several superintendents and elementary supervisors are being asked to cooperate in determining these problems and in working toward their solution. Among activities stressed will be: the use of the revised edition of the Tentative Course of Study for Elementary Schools, the recent developments in studying children and in making community surveys, and the setting up of a program of activities in the elementary school.

The war effort is causing the schools to avail themselves of much new knowledge in fields such as nutrition, consumer education, and geography. During the coming winter quarter committees from the Madison College faculty, including the Training School Supervisors, will prepare summaries of such new knowledge in their several fields. These summaries will be made available to students in the refresher course. They will also be used by the Training School Supervisors in the summer school so that students will have an opportunity to observe the elementary school program as modified by the war effort.
HOME ECONOMICS PROGRAM

Courses in home economics for the summer are planned for four groups of students: first, students who wish to accelerate their programs; second, students in the elementary curriculum who need a year in home economics; third, students who wish to elect home economics; fourth, teachers who desire the newer knowledge of special home economics courses.

The courses which will accelerate the program are Advanced Nutrition (H. E. 370 and H. E. 380), Home Management Residence (H. E. 440), and Consumer Problems (H. E. 300).

Students in the elementary curriculum can complete a year's requirement in home economics (H. E. 301-302-303) during the summer.

Two courses are designed for electives and may be taken by any student registered at the college. They are Nutrition for National Defense (H. E. 230) and Demonstration Wartime Cookery (H. E. 240).

The course in Nutrition for National Defense is given as a refresher course for students who have had nutrition in the past and for students who have never had any work in nutrition. A Red Cross Certificate will be given at the completion of the work.

The course in Demonstration Wartime Cookery is to acquaint the student with the present food situation and how it affects daily life. A study will be made of the effects of rationing and possibilities of meeting the challenge from the standpoint of the consumer. Demonstrations in the actual preparation of food will be made by the instructor.

Other desirable courses for general education are Consumer Problems (H. E. 300) and Child Development (Ed. 400).

College graduates who have not had home economics courses in recent years and who wish to return to the field of vocational home economics teaching or to some other activity requiring home economics background may choose from eleven courses during the summer. There is a need for more home economics teachers, and it is hoped that former teachers will feel the patriotic duty of returning to this field. Nutritionists, dietitians, research workers, and nursery school supervisors are also in demand.
PROGRAM IN LIBRARY SCIENCE

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AUDIO-VISUAL EDUCATION

In cooperation with the program of the State Department of Education the college will give during the first term a course in Audio-visual Materials. The course is designed to acquaint teachers with the contents and use of the films, film strips, slides and recordings, available to the public schools in Virginia, and to provide instruction and practice in the use of various kinds of equipment.

The materials which have been placed in Madison College Regional Center for the use of public schools in this area will be available for the course.

MUSIC CONFERENCE

June 22, 23, 24, 25, 26

Dr. Luther A. Richman, State Supervisor of Music, will be at the College to confer with music teachers, music classes, and all who are interested in music.

This annual conference offers excellent opportunity to bring individual problems to Dr. Richman. Inspiration, as well as practical help, will be gained from these informal, personal contacts.

Individual study of music in organ, voice, and piano will be available in addition to various music classes listed elsewhere.

A chorus will be available for all who wish to have this experience.
AUDITORS OR OBSERVERS

Many teachers fatigued from a strenuous year of teaching, without the urgent need of college or certificate credit, may like to attend the summer session, observe in various classes, attend a special series of lectures, take excursions and field trips, and yet not be subject to the regular requirements of class attendance and preparation.

Inasmuch as the college has ample accommodations for a larger student body than usually attends the summer quarter, it will admit such teachers this summer at regular rates for board but with observers' fees of $1.00 per day, $5.00 per week, or $7.50 per term.
OPPORTUNITIES AFFORDED BY THE
SUMMER SESSION
(Regular Program)

The Collegiate Professional Certificate

This is the highest certificate given by the State Board of Edu-
cation and for the last ten years the teachers colleges have prepared
the great majority of people earning this certificate. The summer
school is composed largely of students who are now pursuing
courses leading to this certificate.

The State Board of Education has recently announced the
gradual elimination of curricula leading to the Normal Profes-
sional certificate and new teachers who enter the profession in
1942 and later will be required to earn the Collegiate Professional
certificate or have at least four years of college education. Teach-
ers now at work in the field are finding that in many school divis-
ions in Virginia standards are being raised so rapidly that ob-
taining this higher certificate is often the only means to real
security in their profession. Curricula outlined in the latter part
of the catalog prepare teachers for this goal in the elementary and
secondary fields, and also in business education and in home
economics teaching. This college has found that at the present
time there is a genuine shortage in the number of holders of the
Collegiate Professional certificate who want to teach in the ele-
mentary grades and in home economics.

Special Preparation in Home Economics

As this institution is one of those set aside in the State for the
preparation of teachers under the regulations of the Federal Board
for Vocational Education, the summer program has been planned
to enable teachers to supplement or continue preparation in this
field. Other workers requiring a home economics background such
as dietitians, institutional managers, commercial and home demon-
stration agents, will find excellent opportunities in the summer
quarter for advancement of their preparation.
Curricula in Business Education

A complete department of business education has been added to the college program, providing for opportunities to be educated not only for teaching commercial branches but also for active participation in business or commerce. A limited amount of this work is given in the summer quarter.

Additional College Credits

Students at other colleges, including liberal arts colleges, have found in the past through the wide range of courses offered here a fine opportunity to make up deficiencies and secure advanced credit toward degrees and diplomas. As the student body at this institution has become more and more of junior and senior level, the offerings are much improved each year for such students as well as for students of the Harrisonburg winter session. Since the summer school is a regular and vital part of the school year, such students may save time in the completion of the work for a degree.

The Renewal of Certificates

The most satisfactory of the various methods of certificate renewal is the completion of three courses in a six weeks' summer term. With a little care in selection of these courses they can also be applied on a diploma or a higher certificate.

Broadening One's General Education and Professional Equipment

Both through the courses offered, through the library and laboratory facilities, and through the special lectures and lyceum numbers, teachers and other professional workers will find in the summer quarter both the atmosphere and the opportunity for real cultural development. Auditors and observers not seeking credit will have all other fees but board reduced to approximately one-half the usual rate. Many teachers find this opportunity for real physical and mental renewal at a very inexpensive rate.
Planning Your Program of Study

Correspondence with the dean of the college, with heads of departments, or with members of the faculty and administrative staff, will enable prospective students to secure additional information about curricula, and the nature of courses offered in different departments, and to develop a specific plan for graduation. If prospective students have credits from other higher institutions, it is best to ask the proper person in such schools to send the credits to the president of this college at an early date.
THE STATE BOARD OF EDUCATION

Supt. Joseph H. Saunders, President
Judge Rose MacDonald
Hon. Virginius R. Shackelford
Hon. W. N. Neff
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Dr. Joseph D. Eggleston
Mr. Dabney S. Lancaster
(State Superintendent of Public Instruction, Secretary)

OFFICERS OF ADMINISTRATION

(FOR THE SUMMER QUARTER)

Samuel P. Duke, A.M., LL.D., President
Walter J. Gifford, Ph.D., Dean of College
Helen Frank, A.M., Registrar
H. G. Pickett, Ph.D., Secretary of the Faculty
Annie B. Cook, M.A., Dean of Women
Dorothy S. Garber, B.S., Dean of Freshmen
Howard K. Gibbons, B.L., Business Manager
Clara G. Turner, A.M., Dietitian; Director of the Dining Hall
Richard H. Logsdon, Ph.D., Librarian
Ferne Hoover, M.A., Assistant Librarian
Martha T. Boaz, B.S., B.S. in L.S., Assistant Librarian
Rachel F. Weems, M.D., School Physician
Mary R. Waples, R.N., School Nurse
Williette E. Hopkins, Director of Dormitories
John M. Aldrich, Superintendent of Buildings and Grounds
Alma L. Reiter, Secretary to the President
Bess T. Hamaker, Assistant to the Business Manager
HeLEN SHARPEs, Assistant to the Business Manager
Thelma K. Branch, Secretary to the Dean
Laura Smiley, Secretary to the Registrar
Lena Ralston, Supply Room Clerk
Charlotte Allen, M.A., Secretary to Education and Home Economics Departments
Marine Aleshire, B.S., Secretary to Dean of Women
Frances J. Nash, Secretary to Dean of Freshmen
Wilma Wampler, Assistant Secretary to the President
FACULTY

(For the Summer Quarter)

SAMUEL PAGE DUKE, A.B., A.M., LL.D. .................. President
A.B., Randolph-Macon College; A.M., Teachers College, Columbia University; LL.D., Hampden-Sydney College; 1919—.

ALIMAE AIKEN, B.S., A.M. .................. Professor of Fine Arts
Graduate, Texas State College for Women, Denton, Texas; student, Art Institute of Chicago (summers); B.S., A.M., Teachers College, Columbia University; student, Art Academy, Florence, Italy; 1922—.

KATHERINE MINER ANTHONY, B.S., M.A.  
Professor of Education; Director of Training School
Graduate, State Normal School, Livingston, Alabama; B.S., M.A., George Peabody College for Teachers; student, University of Tennessee, Lake Chautauqua, N. Y., and Teachers College, Columbia University (summer sessions); student, University of Chicago; 1919—.

MARY T. ARMENTROUT, B.S., A.M., Ph.D.  
Associate Professor of History and Social Sciences
B.S., Madison College; A.M., Ph.D., University of Virginia; 1939—.

Professor of Business Education
A.B., Central College; M.B.A., Harvard Graduate School of Business Administration; M.A., Colorado State College of Education; D.Ed., Graduate School of Ed., Harvard University; 1941—.

ADELE RAYMOND BLACKWELL, B.S., M.A.  
Associate Professor of Home Economics
B.S., M.A., George Peabody College for Teachers; 1928—.

MARTHA T. BOAZ, B.S., B.S. in L.S. .................. Assistant Librarian
B.S., Madison College; B.S. in Library Science, George Peabody College; 1940—.

MARIE LOUISE BOJE, A.B., A.M. .................. Associate Professor of English
A.B., Western Reserve University; A.M., Columbia University; student, Cleveland School of Education, 1925—.

GEORGE WARREN CHAPPELEAR, B.S., M.S. ....... Professor of Biology
B.S., M.S., Virginia Polytechnic Institute; 1918—.

HENRY A. CONVERSE, A.B., Ph.D. .................. Professor of Mathematics
A.B., Hampden-Sydney College; Ph.D., Johns Hopkins University; 1912—.

ANNIE BAILEY COOK, B.S., A.M. .......... Dean of Women
B.S., State Teachers College, Hattiesburg; A.M., Teachers College, Columbia University; 1931—.

ELIZABETH C. DAVIS, B.S., M.A. ................. Instructor in Art
B.S., Hood College; M.A., University of Chicago; 1940—.

HELEN FRANK, A.B., A.M. .......... Registrar; Instructor in Business Education
A.B., Fairmount College; A.M., Teachers College, Columbia University; 1939—.

OTTO F. FREDERIKSON, B.S., A.M., Ph.D.  
Professor of History and Social Sciences
B.S., State Teachers College, Emporia; A.M., State Teachers College, Greeley; student, University of Minnesota, University of Iowa, University of Nebraska; Ph.D., University of Kansas; 1931—.

DOROTHY S. GARBER, B.S. .................. Dean of Freshmen
B.S., Madison College; 1922—.
HOWARD K. GIBBONS, B.L. .... Instructor in School Law
B.L., Washington and Lee University; 1926—.

WALTER JOHN GIFFORD, A.B., A.M., Ph.D.
Professor of Education; Dean of the College
A.B., Oberlin College; A.M., Ph.D., Columbia University; 1919—.

RAUS McDILL HANSON, B.S., A.M. .... Associate Professor of Geography
B.S., Nebraska Wesleyan University; A.M., University of Nebraska; student, King's College, University of London; 1925—.

AINSLIE HARRIS, B.A., M.A. .... Associate Professor of English
B.A., Florida State College for Women; M.A., Teachers College, Columbia University; graduate work, University of Wisconsin; 1948—.

ELIZABETH JAQUELIN HARRIS .... Instructor in Music
Certificate, Peabody Conservatory, Seymour Music School; pupil of Ernest Hutcheson; student, Soutte Summer School; 1940—.

FERNE R. HOOVER, A.B., M.A. .... Assistant Librarian; Instructor in Library Science
A.B., Bridgewater College; M.A., George Peabody College for Teachers; 1934—.

PAUL HOUNCHELL, B.A., M.A., Ph.D. .... Professor of Education; Assistant Director of Training School
B.A., Georgetown College; M.A., Ph.D., George Peabody College for Teachers; 1935—.

CHARLES HERBERT HUFFMAN, A.B., A.M., Ph.D.
Professor of English
A.B., Bridgewater College; A.M., Clark University; Ph.D., University of Virginia; 1924—.

ALTHEA L. JOHNSTON, A.B., A. M. .... Professor of Physical Education
Graduate, Manassas Institute; student, Hanover College, Indiana; A.B., Carroll College, Wisconsin; M.A., Columbia University; 1909—.

CONRAD TRAVIS LOGAN, A.B., A.M. .... Professor of English
A.B., Randolph-Macon College; A.M., Columbia University; graduate student, Teachers College, Columbia University; 1919—.

RICHARD H. LOGSDON, A.B., B.S. in L.S., Ph.D. .... Librarian; Associate Professor in Library Science
A.B., Western Reserve University; B.S. in L.S., Western Reserve University Library School; Ph.D., University of Chicago; 1939—.

JOHN N. McILWRAITH, B.S., A.M.
Professor of History and Social Sciences
B.S., A.M., Teachers College, Columbia University; graduate, State Normal School, Bridgewater, Mass.; student, Harvard University; 1924—.

E. N. McWHITE, B.S., M.S. .... Associate Professor of Physics
B.S., The Citadel; student, Purdue University and Duke University; M.S., University of Georgia; 1939—.

WINOGENE B. MAUCK, B.S. .... Assistant in Physics
B.S., Madison College.
The Campus from the Air

Home Economics Dinner and Tea
PEARL POWERS MOODY, B.S., A.M...Professor of Home Economics
Graduate, Tuscaloosa Female College; student, University of Alabama, Summer School of the South; graduate, State Normal School, Florence, Alabama; B.S., George Peabody College for Teachers; A.M., Teachers College, Columbia University; 1916—.

GRACE MARGARET PALMER, A.B., Ph.B., M.A.
Associate Professor of Fine Arts
A.B., Kansas State Teachers College; Ph.B., University of Chicago; M.A., Teachers College, Columbia University; 1928—.

HOWELL GRADY PICKETT, B.S., M.S., Ph.D...Professor of Chemistry
B.S., M.S., Ph.D., University of North Carolina; 1928—.

LONDON A. SANDERS, B.S., M.S.
Associate Professor of Business Education
B.S., M.S., University of Tennessee; student, University of Pittsburgh; 1939—.

DOROTHY L. SAVAGE, B.S., M.A.
Assistant Professor of Physical Education
B.S., M.A., Teachers College, Columbia University; 1933—.

EDYTHE SCHNEIDER, B.M.............Instructor in Music
B.M., Bush Conservatory; pupil of Frank LaForge and Coenraad Bos, New York; 1939—.

MARY LOUISE SEEGER, B.S., A.M...Associate Professor of Education
Diploma, Kindergarten Training School, Indianapolis, Indiana; diploma, Kindergarten Supervision, Teachers College, Columbia University; B.S., A.M., Teachers College, Columbia University; 1918—.

EDNA TROUT SHAEFFER.....................Instructor in School Music
Pupil of Dennee, New England Conservatory of Music, Boston; student, school of music and pipe organ, Teachers College, Columbia University; 1915—.

CLYDE P. SHORTS, A.B., A.M.............Professor of Education
Graduate, Edinboro State Normal, Edinboro, Pa.; A.B., University of Pittsburgh; A.M., Teachers College, Columbia University; student, Pittsburgh School of Childhood and University of Wisconsin; 1919—.

CLARA G. TURNER, B.S., A.M..........Dietitian and Director of the Dining Hall; Associate Professor of Home Economics
Graduate, Mt. Allison Ladies' College, Sackville, N. B.; B.S., A.M., Columbia University; 1928—.

BERNICE REANEY VARNER, B.S., M.A...Professor of Home Economics
Graduate, Home Economics Course, Illinois Wesleyan University; student, Ward-Belmont, Teachers College, Columbia University, Illinois State Normal University, Johns Hopkins Hospital, University of Chicago; B.S., M.A., George Peabody College for Teachers; 1923—.

PERCY H. WARREN, B.S., M.A...........High School Counselor
B.S., College of William and Mary; M.A., Teachers College, Columbia University; 1945—.

MYRTLE L. WILSON, B.S., A.M...Associate Professor of Home Economics
B.S., A.M., Teachers College, Columbia University; graduate, Michigan State Normal College, Ypsilanti; 1929—.
TRAINING SCHOOL FACULTY

The Training School will be operated both terms.

PAUL HOUNCHELL, B.A., M.A., Ph.D.............Director of Training

RUTH COOPER, B.S., M.A.
B.S., State Teachers College, Radford; M.A., George Peabody College for Teachers.

GLADYS G. CRAIG
B.S., Madison College; M.A., George Peabody College for Teachers.

LUCIBEL SHULL, B.S., M.A.
B.S., Teachers College, Johnson City, Tenn.; M.A., George Peabody College for Teachers.

JANE ELIASON, B.S., M.A.
B.S., Madison College; M.A., George Peabody College for Teachers.

LYDIA A. PURSER, A.B., M.A.
A.B., East Carolina Teachers College; M.A., Teachers College, Columbia University.

VIOLETTA DAVIS RYAN, B.S., M.A.
B.S., Madison College; M.A., Teachers College, Columbia University.

ETHEL SPILMAN, A.B.
A.B., Presbyterian College for Women; student, University of North Carolina and Summer School of the South.

EVELYN WATKINS, A.B., M.A.
A.B., Mississippi State College for Women; M.A., Columbia University.
GENERAL INFORMATION

THE SUMMER SESSION

A large number of Virginia teachers have been concerned for several years in helping develop a program for the improvement of instruction organized around the needs and interests of boys and girls of the elementary and secondary schools. As a result of these efforts a large body of curriculum materials has emerged. Greater emphasis has been placed upon procedures and techniques which deal with the whole child in his total environment. At present, success of the Virginia program depends upon teachers in every school who can build by sound teaching on the beginnings already made.

Madison College has been closely identified with the Virginia program for the improvement of instruction from the beginning and is now ready to enter upon phases of interpretation and evaluation of this program. Success now depends most of all upon adequately prepared teachers, both in liberal and in professional education. The program of the College presents a balanced offering of academic and professional opportunities designed to help active teachers meet their responsibilities.

Summer School Emphasis

The summer school at Harrisonburg emphasizes a number of features which should benefit teachers now working in elementary and secondary schools who want to become fully qualified for their work.

1. General Preparation in College Courses. Requirements for the college degree now call for above eighty per cent of academic work. A full line of college courses in subject fields is a main part of the summer offering. Many teachers should give most attention to subjects which lead to college graduation.

2. Faculty, Regular Staff. All courses are taught by regular members of the staff.
3. Training Schools for Demonstration and Student Teaching. The campus training school will be operated both terms of the summer school. During the first term the campus school will include three groups of elementary school children. During the second term it will include two groups of elementary children and one of secondary. The Main Street School will also be open for the first term for both elementary and secondary teaching. All groups will be of sufficient size to represent normal public school conditions. The supervisors are all members of the winter training school staff. They have all had very definite experience in working with the new curriculum. Each supervisor will teach a part of each day so that summer school students will have ample opportunity for observation.

Types of experiences offered include:

I. Observation in both schools. Observations in connection with college classes are usually made in the campus school. Individual observations may be arranged there or at the Main Street school. Teachers not regularly enrolled as students of the summer school may secure observation privileges upon payment of an observation fee.

II. Supervised teaching. This work is done in both the campus and the Main Street schools.

Supervised Teaching for Transfers from Other Colleges

During the summer of 1943 there will be opportunity for a few students from other colleges to take supervised teaching. These students must include in the prerequisites for supervised teaching recent work in elementary or secondary education, according to the grade level at which each student will teach. Unless this recent work includes actual participation in classroom activities, the student must do such work either before or parallel with the supervised teaching. Three plans are open to such students.

a. Take the prerequisite course in education referred to above during the first term and Ed. 425 during the second term. This gives six quarter hours credit in supervised teaching.
b. Take the prerequisite course in education parallel with Ed. 420 during the first term and Ed. 425 during the second term. This gives nine quarter hours credit in supervised teaching.

c. Take the prerequisite course parallel with Ed. 420 or 425 either term. This gives six quarter hours credit in supervised teaching.

Students electing Ed. 420 or 425 during their first quarter of residence at Harrisonburg will be asked to furnish a statement concerning suitable personality for teaching from a responsible person in their college or school system.

Since only a limited number of places are available, those interested should communicate with Dr. Paul Hounchell, Assistant Director of Training, as early as possible.

4. Evaluation and Philosophy of Education. Teachers of Virginia need to take stock of their situation and determine the next steps they can take. Some courses will give major emphasis to this phase and others will touch upon it as there is opportunity.

5. Program of Lectures and Conferences. As for the past two summers, the college will present a series of lectures open to all students. Speakers will include prominent lecturers from other colleges and universities, Virginia supervisors, superintendents, and college teachers. All speakers will be available for consultation by the students. A special bulletin announcing this program will be sent upon request.

6. Emphasis on Music. Interest in public school music is being quickened by the vigorous leadership of Dr. Luther A. Richman, the State Supervisor of Music, who will conduct a conference at the college on June 22 to June 26. Dr. Richman’s advice has been followed in the reorganization of the music courses at the college.

Status of the Summer Quarter

All of the work of the summer quarter is of collegiate grade. Full credit, except to special students, is given toward all certificates, diplomas, and degrees offered during the winter session for
all work completed during the summer quarter except courses in business education. These will carry credit only for those majoring in business education.

The College is a full member of the Association of Colleges and Secondary Schools of the Southern States and is a member also of the American Association of Teachers Colleges. This means that the graduates of the College receive full credit and value for their work in appropriate courses in the standard universities and colleges of America.

Admission Requirements*

To be admitted unconditionally to the summer quarter, the applicant must be a graduate of an accredited high school or secondary school or else be an experienced teacher holding a first grade certificate or a certificate of higher rank. Teachers twenty years of age or older who do not meet these requirements may be admitted as special students without college credit until the usual entrance requirements are met. High school graduates must have such records as to recommend them for admission to College.

Auditors or Observers Without College Credit and at Reduced Cost

Many teachers fatigued from a strenuous year of teaching without the urgent need of college or certificate credit may like to attend the summer session, observe in various classes, attend a special series of lectures, take excursions and field trips, and yet not be subject to the regular requirements of class attendance and preparation.

Inasmuch as the college has ample accommodations for a larger student body than usually attends the summer quarter, it will admit such teachers this summer at regular rates for board but with observers' fees of $1 per day, $5 per week, or $7.50 per term.

Thorough provision with a definite scheme of guidance will be made for teachers, under this plan, to recuperate their physical

*Further details of admission of students are given under “Admission and Classification.”
strength in the invigorating mountain climate of the Valley and, at the same time, to renew their enthusiasm for, and grasp of, the newer and better ideals in teaching.

Location—Environment

Harrisonburg is a delightful city of 9,000 people, situated near the center of the beautiful Shenandoah Valley, midway between the Alleghany Mountains and the Blue Ridge. The colorings and outlines of the mountains form an attractive and inspiring background for the college. The elevation of 1300 feet insures an invigorating atmosphere and cool nights. Splendid soft freestone water is supplied to the college by the city from its watershed in the Shenandoah Mountains fifteen miles away. Malaria is unknown in this section.

Mountain Climate and Scenery

The presence in the Valley of a number of caverns, the Shenandoah National Park, the Skyline Drive, the George Washington National Forest, the Natural Bridge, and a great variety of alluring mountain scenery, is making of this section of Virginia one of the great playgrounds of America for the vacation-seeker and tourist.

Buildings and Grounds

The college campus consists of 60 acres facing on the famous Valley Pike, the Main Street of the City of Harrisonburg.

The college plant is striking in appearance and represents a total value of approximately $2,200,000. The college group consists of twenty buildings, sixteen of them being constructed of native blue limestone with red tiled roofs. The infirmary and two small dormitories are converted residences. The college plant embraces an administration building, Wilson Hall; a service building, Harrison Hall; a science building, Maury Hall; the health education building, Walter Reed Hall; a student activities building, Alumnae Hall; an infirmary, Cleveland Cottage; the President’s residence, Hillcrest; a practice house for home economics; and eleven dormitories or residence halls—Jackson, Ashby, Spotswood, Sheldon, Johnston, Senior Hall, Junior Hall, Carter House,
Lincoln House, Messick House, and Shenandoah Apartments. The equipment includes two gymnasiums and two swimming pools—one indoor, one outdoor.

Library and Laboratories

A beautiful new library building at a cost of $140,000 has been constructed and has been occupied since September, 1939.

The library is well equipped with more than 30,000 volumes of live, usable material and the most modern type library equipment. Separate reading rooms are well equipped with furniture and a comprehensive list of newspapers and periodicals applying to all phases of college work and student life.

Ample laboratory facilities are available for practical work in biology, chemistry, physics, home economics, audio-visual education, and fine and industrial arts. The kitchen, dining halls, and the college tea room are used as laboratory material in institutional management.

Training in Speech and Dramatics

Because of the constant demand for better classroom speaking, correcting speech defects, and for training in public speaking, such courses have been added to the summer’s offerings. Teachers who themselves direct high school dramatics will find the opportunities offered summer school students to participate in the presentation of a full-length play to be of great practical value.

Business Education

Courses in business education will be given for those students who wish such instruction for commercial purposes and to others who may wish assistance in the performance of their usual duties as teachers. Such courses will carry regular credit for those majoring in business education.

Opportunities for Recreation

The policy of the college at all times is to offer ample opportunities to its students for enjoyable and healthful recreation. This is especially true in the summer when many teachers need recre-
ation, perhaps as much as they need instruction. The college is equipped with a large athletic field, tennis and volley ball courts, two gymnasiums, and two swimming pools. These make possible an inclusive and comprehensive program of general physical education for the entire student body.

Near the college are two golf clubs, the Spotswood and the Massanutten, which are available to faculty members and students. There are also excellent courses at Staunton and New Market.

Excursions will be organized, if wartime regulations permit, to visit such places as the beautiful caverns of the Valley, the Shenandoah National Park and the Skyline Drive, the Natural Bridge, the Natural Chimneys, or to take hikes to the tops of some of the nearby mountain peaks. Excursions in normal times are also made to places of civic and historic interest, such as Charlottesville, Washington, Lexington, and Williamsburg.

Sound Pictures

The College has the most improved type of sound picture equipment, and will give sound pictures of both educational and popular type during the summer quarter. The cost is provided for in the regular fees.

Organs

A four-manual pipe organ has recently been installed in the auditorium and will be available for instructional, concert, and chapel uses. For instructional purposes the college has provided a two-manual organ and a Hammond electric organ.

Lyceum Course

During the coming summer the college will provide for the students a series of lectures and entertainments. When these features are combined with the student activities it will be seen that the program of recreation should provide that spirit of happiness and congeniality that is essential to the most successful work. All such provisions are handicapped at present by the war emergencies.
Week-End Camp on Shenandoah River

A distinct feature of the summer quarter at Harrisonburg is the use of the College Camp on the Shenandoah River. A farm on the river above Port Republic has been purchased and converted into a camp where students in large groups may go to spend a few days in recreation. This camp is liberally patronized by summer students.

Living Accommodations

The college is able to supply ample dormitory and dining room accommodations to all of its students without crowding. All students will be able to secure dormitory rooms with only two occupants and there will be a number of rooms, at a small additional cost, for one occupant only.

Women Students

Women boarding students who do not live at home or with near relatives must live on the campus. Students will not be admitted to the college unless their living arrangements are approved by the President or the Dean of Women of the College.

Men Students

The college will be able to furnish dormitory and dining room accommodations for men as well as women. The same rates will apply to both men and women.

Dining Hall and Tea Room

The college is splendidly equipped with modern kitchen equipment and three beautiful dining halls that will accommodate 1,000 students at one time. Meals are scientifically planned and prepared under the direction of a trained dietitian. The college tea room will furnish lunch for day students who wish such provision.
MADISON COLLEGE

Expenses

All fees are payable in advance.

First Term

College fees for Virginia students ....................... $15.50
Room, board and laundry (see footnote) .................. 35.00*

Total ................................................. $50.50

Second Term

College fees for Virginia students ....................... $15.50
Room, board and laundry (see footnote) .................. 35.00*

Total ................................................. $50.50

The above schedule of fees does not cover laboratory fees or
the cost of books and supplies.

All students from other states are charged $10.00 more per
term, or $20.00 more per quarter tuition than the above schedule
of expenses.

If any student wishes to room alone she may secure such ac-
commodation by paying $5.00 additional per term.

Medical attention is provided only for boarding students.

All financial accounts must be settled before the award of any
diploma or certificate credit.

Refund of Fees

A student withdrawing within five days after registering shall
have her fees refunded in full except the sum of $5.00 to cover
cost of registration and her name shall be stricken from the rolls.

If she withdraws or is dropped from the rolls for any cause
after the tenth day of the term and before the middle thereof, her
fees shall be returned pro rata.

*We have been advised by the Director of the Budget to insert the following para-
graph in our statement regarding expenses: "Due to the uncertain condition prevailing
with respect to the cost of food supplies and of food services, Madison College reserves
the right to change its rates for table board at any time throughout the year to meet
such additional costs." The State Board of Education on December 11 fixed the fees
for the summer quarter of 1943 as stated above.
If she withdraws or is dropped from the rolls for any cause after the middle of any term no refund shall be made for that term except in case of sickness, when the refund shall be prorated upon certificate of the college physician or other reputable medical practitioner.

In any case a minimum charge of $5.00 shall be made to cover the cost of registration.

A student withdrawing from college before the end of a term will be charged board for the time actually in residence at the monthly, weekly, or daily rate of pay as the case may be.

Student Activities

As far as possible the student activities of the winter session are carried over into the summer quarter in order to develop the loyalty and school spirit that is so characteristic of the students of the college. A student government and honor system is developed to take care of the major problems of student government; swimming, dramatics, basket ball, volley ball, tennis, archery, golf, and other sports are provided for, and class organizations and a chorus are formed. The local chapter of the national scholarship society, Kappa Delta Pi, also functions regularly in the summer quarter. Every student is urged to take part in some extra-curricular activity.

Regulations of Social Life

Every effort is made to make student life in the summer quarter enjoyable as well as profitable. Entertainments, receptions, excursions, and like social activities are encouraged, and a happy and congenial group spirit is developed.

In regard to social conduct, every student is required to conform strictly and sympathetically to the regulations of the student government association and the school authorities.

Advanced and Mature Students

Advanced and mature students are granted, by the Faculty of the College, special privileges which allow ample freedom in such matters. Such students are placed as far as practicable in separate dormitories.
Classes in Morning Only

The College arranges its class schedule so that classes are completed during the morning session which extends to 1:00 P. M. This morning schedule means that a teacher has practically one-half of each day in which to get into the open air and take trips to nearby caverns and points of historical interest, thus renewing his physical strength as he improves his professional equipment. This spare time is utilized by many teachers at the College Camp on the Shenandoah River.

Junior and Senior Halls P. W. A. Notice

Notice is hereby given to all students of Madison College that the college officials reserve the right to assign students to rooms in Senior Hall and Junior Hall in preference to rooms in other dormitories or living quarters. The purpose of the reservation of this right and its exercise is to assure maximum occupancy of such designated dormitories until the debt incurred in connection with their construction has been liquidated. The cost for room accommodations in these dormitories is the same as in other dormitories on the campus.

Scheme of Registration

Registration will begin at 10 A. M. in the Faculty room on Monday, June 14, for the first term. Complete schedule of registration hours is as follows:

9 A. M. to Noon; 1:30 P. M. to 4:30 P. M.; 7:30 P. M. to 9:30 P. M. (Faculty meeting 8:30 A. M.)

General Assembly of the College

A general assembly of the student body and faculty is held on each Wednesday afternoon at 2 P. M. and students and faculty members are required to attend this assembly.
ADMISSION, CLASSIFICATION, AND GRADUATION

ADMISSION REQUIREMENTS

Madison College seeks to obtain as a student body young women possessing, in a high degree, the qualifications for intellectual and social leadership. Such qualities as good character, pleasing personality, good mental ability, excellent physical and mental health, and sincerity of purpose, are essential for future success. With these qualifications in mind, students are admitted on the following bases:

1. (a) Graduation from a public or private secondary school accredited by the State Board of Education or other recognized state accrediting agent of the state of residence. A complete record of secondary school work is required on a form supplied by Madison College. In lieu of such record, one must complete examinations at the College before the opening of the fall quarter.

   (b) Completion of one, two, or three years in some other collegiate institution with a good scholastic record and honorable dismissal. Transcripts of the work completed in secondary school and of the collegiate work are required.

2. A report on the applicant's character, personality, and intellectual promise made by the principal of the secondary school. Such data will be supplied on the usual blank for certification for admission to college.

3. A health examination given by the applicant's physician certifying that the applicant is in good health, free from any communicable disease and is physically capable of performing the usual duties required by the college program.*

   Experienced teachers who hold an elementary certificate but who have not fully met the requirements for graduation from high school should apply for information as to the requirements of the State Board of Education. Women over twenty years of age may

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*Such students as do not bring a physician's statement will be given a physical examination by the college physician.
be admitted as special students if satisfactory evidence is shown that they have the ability to pursue successfully the courses for which they desire to register. No college credit will be given until entrance requirements are fully met.

Application for Admission

An admission blank appears at the back of the catalog. It should be filled in by the applicant and forwarded to the President of the College. No deposit fee is required for registration.

Advanced Standing

Students transferring from other institutions of collegiate rank must present an honorable dismissal and must satisfy the entrance requirements of this college. If a student is accepted for entrance she will receive credit for all courses which are a fair equivalent of courses in the curriculum which she chooses.

Any student wishing to transfer credits from another college should ask the registrar or dean of that college to send a full statement of her credits to the President of this College several weeks in advance of the opening of this session. Former students of this institution, whose courses have been interrupted for any considerable period of time, will conform to the requirement of the latest catalog, except as herein noted. Students completing the four-year curricula in preparation for the Bachelor of Arts or Bachelor of Science degree are required to earn 192 quarter hours of credit, and also to meet the qualitative standards of the College.

One college session hour of credit is the equivalent of two semester hours or three quarter hours. The last is the unit of credit used at Madison College. A student bringing a total of 32 semester hours receives 48 quarter hours, provided all courses are acceptable in the curriculum chosen.

Not more than twenty-five per cent of the work toward any degree or diploma may be done through extension or correspondence. Such work shall be relevant to the degree or diploma for which the student is enrolled. Students will make arrangements with the Dean of the College in the choice of such courses.
Classification

A student is classified freshman, sophomore, junior, or senior on the basis of work accomplished either in this College or in other colleges from which she has transferred.

Students with less than 41 quarter hours of credit will be rated as freshmen. Students with 41 to 88 quarter hours of credit and a quality rating of 1.60 will be rated as sophomores. Students with 89 to 137 quarter hours of credit and a quality rating of 1.60 will be rated as juniors. Students with more than 137 quarter hours of credit and a quality rating of 1.60 will be rated as seniors.

Selection of Curriculum and Courses

The work of guidance is fundamentally a coordination of all the various services of the college. The faculty and administration aim to give each student all necessary guidance in the choice of her work throughout the full period of residence. Each of the various curricula has a faculty chairman and one or more faculty advisers for the class groups. Frequent conferences provide opportunity for reviewing a student's record, and making plans for her further work. When it seems desirable students may be allowed to transfer from one curriculum to another, although it may mean some loss of time and credit.

Correspondence with the Dean of the College relative to the choice of studies will receive careful attention. Interviews may often be arranged in advance of registration. The Dean of the College, heads of departments concerned, and faculty advisers are allowed to make suitable substitutions where it proves necessary. The student, however, is expected to assume final responsibility for meeting the requirements of the curriculum which she selects.

In the description of individual courses in the pages that follow, a number of courses have been described as "unit courses." By this is meant that the completion of the year's work is required before full credit is given towards any diploma or degree. Such exceptions as might need to be made would include students who bring a satisfactory record for a fraction of such unit courses and, therefore, might be allowed to enter the course in the second or third quarter. The same principle will hold in the summer
FOODS AND NUTRITION
session but will of necessity be administered with more flexibility.

The right is reserved to add to, or take from, any student’s program of work at any time during the year in case this seems advisable to the faculty.

The College reserves the right not to organize any class, should there be less than five applicants.

_Students may take, as electives, only those courses whose catalog numbers indicate that they are planned for students not more than one year removed from them in classification, except as permission is secured of the Dean._ Courses 100-199 are intended for freshmen; 200-299 for sophomores; 300-499 for juniors and seniors. An exception will be made in Business Education 321-322-323; freshmen with an adequate preparation may regularly be allowed to take this course for credit.

**Student Load**

In all curricula the normal load is represented by 16 quarter hours of credit. The number of classroom periods will vary, depending upon the number of laboratory courses a student is taking. Students may add to the normal load, one of the one-credit courses in applied music without special permission, making a load of 17 credits. Students of sophomore, junior, and senior standing, with a general rating of “B” or better, may carry a load of 18 or 19 credits without special permission.

Sophomores who have completed in the preceding year not less than 45 hours of work, with a rating of “C” or better, may apply for additional credit not to exceed 19. The Chairman of the Committee of Advisers for that curriculum has power to grant approval in such cases.

Juniors and seniors who are meeting the minimum quality rating, and who need an additional three-credit course for one or more quarters in order to meet the graduation requirements, may also take a load of 18 or 19 credits. _For students in the summer quarter the normal load is slightly heavier, namely, 9 or 10 credits for each five weeks’ term._

All students must have their schedules of classes approved by some member of the Schedule Committee or by the Dean. _No_
classes may then be dropped from this schedule, no additions may be made to this schedule, and no transfers may be made to other sections unless these changes are approved by the Dean. Changes in schedule must be approved during the first two weeks. No credit will be given for courses not listed on the program card in the Registrar’s office.

Records of Students

The College keeps a complete record of each student’s work and sends a statement to the parent or guardian as soon as possible after the quarter’s work is completed. Work missed by late entrance or excused absence must be made up. Absence can be excused only by designated members of the College staff.

To be awarded any certificate, diploma, or degree a student must have a satisfactory record, not only as to grades and qualitative record in her studies, but also as to faithfulness in the performance of all College duties. All financial accounts must be settled before the award of any diploma or certificate credit.

On quarterly reports, grades are reported in letters—A, B, C, D, E, and F. A indicates distinctive achievement and genuine excellence; B, independence of work and high grade accuracy of knowledge; C, familiarity with the work of the course, and evidence of growth and mastery; D, passable achievement, in work of such quantity and quality as to be allowed for graduation, provided it is balanced by better than average work in other courses; E, a condition which may be removed by examination, or, in a unit course, by making a C in the succeeding quarter; and F, failure which may not be removed by examination.

A student who has grades of E and F in more than 40% of her program is required to remove these conditions by another quarter of work. When an E is made up by any other procedure than the repetition of the course, the highest grade obtainable is D.

Absence from examination is reported as X, which automatically becomes F if a student does not present in the next quarter a satisfactory excuse from some member of the administration. A mark of I means incomplete and is given only when a student, for sickness or some equally satisfactory reason, is unable to complete the work. If completed the next quarter in
residence, the grade will be determined in the usual way; otherwise the grade becomes an F. A mark of W shows that the student has been given permission by the Dean of the College to withdraw from the course.

Attention is called to the establishment in 1941 of unit courses in a number of departments. Such courses are indicated in the course descriptions later in the catalog. A record will be made when a student has finished a fraction of such a course but credit is withheld until the course is completed.

### Scholastic Probation

Students who fail or are conditioned on fifty per cent of their work for any quarter are placed on academic probation for the succeeding quarter. Students on probation failing to make fifty per cent of their work for two consecutive quarters may be dropped from the roll.

Students whose work remains very low throughout all the freshman year, or for the freshman and sophomore years, may also be asked to withdraw.

### Excused Absences and Class Leaves

Excuses for absence from class as a result of sickness are secured from the College physician. Absence necessitated by an emergency such as illness in one’s family is excused by the Dean of Women, except in the case of day students whose excuses are handled by the Dean of the College. Permission to be absent as a representative of the college is granted by the President of the College. Permissions to be absent for purposes of placement are handled by the Dean of the College. The student is expected to obtain permission in advance.

All absences from classes not covered under the above fall under the heading of class leaves. The number of class leaves for which a student is eligible depends on her quality rating during the previous quarter in residence. The leave must be approved in advance by the College Registrar.
Qualitative Rating System

In keeping with current college practice, Madison College has inaugurated a qualitative rating system requiring in general that students must make a record nearer C than D in order to complete any curriculum in the usual length of time.

Quality points will be assigned per quarter hour of credit as follows: A, 4 quality points; B, 3 quality points; C, 2 quality points; and D, 1 quality point. Thus the grade of B in a course bearing 3 quarter hours credit would give 9 quality points; a grade of C, 6 quality points. No quality points will be allowed for an E which is removed by examination, or otherwise, than by repetition of the course. Courses may be repeated, subject to the approval of the Dean or Classification Committee, in order to increase the number of quality points.

For graduation from any curriculum a student entering this College prior to September 1, 1942, must make a scholarship index of 1.75 on those subjects which are counted in the work for the diploma or degree. Students entering Madison College after September 1, 1942, must make a minimum average grade of C (2.00) on those courses offered for meeting requirements for a degree or a diploma. This index is computed by dividing the number of quarter hours pursued into the number of quality points earned. For example, if a student takes 16 quarter hours of work and earns 28 quality points, her scholarship index is 1.75.

If a student’s scholarship index remains persistently below the standard, she will need to repeat courses in which she has made low grades, and to spend more than the normal amount of time in the curriculum. Summer school courses offer an excellent opportunity for such students.

Additional Requirements for Graduation

The majority of students are able to meet the requirements of Curricula A and B in two years and of Curricula I to XI in four years. Students whose work is of high standard may petition the Classification Committee to complete the work for a four-year curriculum in less than the usual time. Students whose work is below average will need to spend more time in residence.
Fifty per cent of the credits for a diploma must be obtained by residence work in this college. The same principle applies to candidates for a degree except that, in the discretion of the Classification Committee, three-fourths of a student’s work may be accepted from other institutions provided the student brings a satisfactory record of previous work. The student must be a resident in this institution during the quarter in which the requirement for a diploma or degree is completed. The minimum number of credits for a student graduating in one year of residence shall be 48 quarter hours. *One year or three quarters must be spent in residence.*

A student who, for any acceptable reason, is absent from a class, not to exceed one-fifth of the time during a quarter, will be required to do such extra work as the faculty may assign. This may necessitate a longer period of attendance to complete her work. The summer quarter is advantageous for this purpose, as it is divided into two terms.

*Responsibility for meeting the requirements of any curriculum rests with the students.* Each student who expects graduation at the end of any quarter must file a written application with the Registrar at the opening of that quarter.

Responsibility must also be taken by a student who upon graduation wishes to secure a certificate to teach. Such student should consult the State Board of Education Bulletin, entitled “Regulations Governing the Certification of Teachers.”

**Degrees, Diplomas, and Certificates**

*Bachelor of Arts in Education*

Granted upon the completion of Curriculum II as outlined for the A.B. degree in secondary education.

The holder is entitled to the Collegiate Professional Certificate. This certificate, valid for ten years, enables the holder to teach in high schools those subjects in which she has specialized, and also in the upper elementary grades—six, seven, and eight. This certificate is renewable for ten-year periods.

*Bachelor of Science in Education*

Granted upon the completion of Curricula I, III, IV, V, and VI.

The holder is entitled to the Collegiate Professional Certificate,
which is valid for ten years and renewable for like periods. Students completing Curriculum I may be employed in any grade in the elementary school, and may teach in the high school those subjects in which they have concentrated, for example, music, art, social science, or English. Students completing Curricula III, IV, and V, are entitled to teach in high school those subjects in which they have specialized, and also to teach in the upper elementary grades—six, seven and eight. Students completing Curriculum VI may prepare either for elementary or secondary teaching.

Bachelor of Arts

Granted upon the completion of Curriculum VII, as outlined for the Bachelor of Science degree.

Students who wish to specialize in the languages and do not wish to teach may take this degree with profit. They will be prepared to go on to graduate work in those fields of concentration which they have followed in college.

Bachelor of Science

Granted upon the completion of Curriculum VIII, as outlined for the Bachelor of Science degree.

Students who wish to specialize in the sciences may take this degree with profit. They will be able to continue for graduate degrees at other high institutions, or by careful choice of courses, may prepare for specialized work as laboratory technician or research worker.

The Bachelor of Science degree is also offered for work done in the three non-teaching professional curricula, IX, X, and XI, for specialized work in home economics and business education.

Secretarial Diploma

Granted upon the completion of Curriculum B, a two-year program of studies, which is devoted to the intensive preparation of stenographers, secretaries, and general clerical workers. All students interested in secretarial work who find it possible to remain in college for four years are urged to enroll in Curriculum XI, which offers the Bachelor of Science degree and a much more com-
prehensive preparation for stenographic and secretarial work. Those interested in teaching business subjects in high schools should enroll in Curriculum V. The course requirements of Curriculum B are arranged in such a manner that a student who completes this curriculum may shift to either Curriculum XI or V without loss of time or credit.

Extension and Renewal of Certificates

A certificate may be extended or renewed by the State Department of Education subject to the requirements of the State Board of Education. All students contemplating the renewal, extension, or reinstatement of a certificate should write to the Director of Teacher Education, State Board of Education, Richmond, Va., for instructions.

Typically, certificates are renewed by successful teaching, by reading the books in the Teachers' Reading Course, and by earning nine quarter hours credit. These credits may be offered toward a diploma or a degree, if chosen with that purpose in mind.

Placement of Graduates

The college aims to be of the utmost service in bringing its graduates to the attention of prospective employers. Naturally, those students making the best scholarship and citizenship records, offering the best experience record, or having the most adequate education are in the greatest demand. All students desirous of work will need to cooperate in furnishing adequate data to the Dean of the College who is director of placement. No charges are made for this service.

During the freshman and sophomore years students should investigate opportunities for work in those fields in which they desire to specialize.

Candidates for diplomas or degrees who desire to obtain teaching positions in states other than Virginia must satisfy themselves that they have selected such credits as will meet the requirements for certification in the state in which they desire to be certificated.
Correspondence is welcomed with alumnae and former students who wish to prepare themselves for better positions. Frequently well-equipped alumnae can be aided in securing positions which mean a definite promotion.

Division superintendents and principals desiring teachers, and others desiring competent workers in those fields for which preparation is made at Madison College, are requested to state their needs to the Dean. Correspondence is invited at all times concerning the work of persons who are in attendance at the College. Interviews will be arranged at the convenience of the prospective employer.

Considerable help can also be given non-teachers, such as dietitians, secretaries, institution workers, and laboratory technicians. A careful record in the way of credentials and faculty testimonials is always on file so that prospective employers can be furnished adequate data about a graduate whether she is seeking promotion in the same field or is changing the type of work in which she has formerly been engaged.
The curricula offered have been planned to meet the conditions and needs of the state. All curricula, professional and non-professional, are directed toward the development of young women of sound scholarship, the poise and ability to think intelligently, and the willingness and qualifications to work cooperatively with others in their chosen fields. A broad program of co-curricular activities supplements the curricular offerings as a means to the realization of these goals.

The College prepares teachers for kindergarten, primary, grammar grade, junior high school, high school, home economics, and business education. Graduates of the College are now successfully teaching in all grades of school work from the kindergarten through the high school, are holding positions as principals, teachers, and supervisors, and are giving instruction in normal schools and colleges.

The College recognizes also its duty to prepare young women for occupations peculiarly adapted to women, such as dietitians, nutrition workers, commercial and home demonstration agents, laboratory technicians, secretaries, stenographers, nurses (pre-nursing), and homemakers.

The curricula leading to the Bachelor of Arts and the Bachelor of Science degrees enable students not interested in teaching to secure academic training equivalent to that offered in liberal arts colleges. This work will be maintained at the same high level as has been characteristic of the older professional curricula.

Work completed at this institution has been fully credited at institutions of the highest rank and students have pursued courses in such institutions with credit to themselves and to the college. A study made of the records of a large number of graduates who had undertaken graduate work indicates that Madison College graduates are well prepared for university work.

The general emergency in which the nation and therefore the colleges find themselves at this time may make necessary slight changes in any of the following curricula for the duration of the war.
CURRICULA OFFERED

1. Four-Year Curricula in Teacher Education

Curriculum I. Bachelor of Science in Education (Elementary Education)
Curriculum II. Bachelor of Arts in Education (Secondary Education)
Curriculum III. Bachelor of Science in Education (Secondary Education)
Curriculum IV. Bachelor of Science in Education (Home Economics Education)
Curriculum V. Bachelor of Science in Education (For Teachers of Business)
Curriculum VI. Bachelor of Science in Education (Major in Music)

2. Four-Year Curricula in Liberal Arts

Curriculum VII. Bachelor of Arts
Curriculum VIII. Bachelor of Science

3. Four-Year Non-Teaching Professional Curricula

Curriculum IX. Bachelor of Science (Institution Management)
Curriculum X. Bachelor of Science (General Home Economics)
Curriculum XI. Bachelor of Science (Secretarial Education)

4. Two-Year Pre-Professional Curricula

Curriculum A. Two-Year Curriculum in Pre-Nursing
Curriculum B. Two-Year Curriculum for Secretaries
I. Four-Year Curricula in Teacher Education

Curriculum I was set up at Madison College in 1932 to meet a need for better equipped teachers for the elementary school. In January, 1938, after six years of successful operation, this curriculum was standardized by the State Board of Education. The largest single demand for teachers in Virginia schools is for graduates of this curriculum.

Curricula II and III are designed to meet the needs of teachers in junior and senior high schools who will work in the standard academic program. Students choosing the sciences should normally take the degree of Bachelor of Science in Education, and those taking the foreign languages, the Bachelor of Arts in Education. Students need to keep in mind that unlike Curriculum I, which is offered in only a few Virginia colleges, the equivalent of these curricula is offered in a much larger number. Students, therefore, taking II and III should prepare themselves in a wide range of subjects.

Curriculum IV is designed for teaching home economics in the high schools of the state. This curriculum has been arranged to meet adequately the requirements of the Federal Board for Vocational Education. Teachers of home economics are frequently called upon to teach science and occasionally to teach one other subject. It is wise, therefore, to develop any special talent in some other field and thus to widen one’s prospects of placement. This curriculum is identical in the first two years with Curricula IX and X except for the sophomore work in physical education.

Curriculum V is a curriculum designed to meet the need of teachers of business—typewriting, shorthand, bookkeeping, and related business subjects. By a wise choice of electives, students can prepare themselves to teach in one or two other fields.

Curriculum VI represents an arrangement of courses in music with supplementing courses in other fields, and prepares for teaching or supervising music in the elementary and secondary schools. The curriculum calls for two minors in addition to the major in school music, if one desires to teach at the secondary level. Graduates in this curriculum will find more positions open in the elementary field at the present time than in the secondary field and should plan their elective courses accordingly. Since Curricula II, III, VII, and VIII offer opportunities for a major or a minor in music, students who elect Curriculum VI are expected to show real promise as music teachers or music supervisors.
CURRICULUM I

Bachelor of Science in Elementary Education

Constants in required quarter hours of credit: Art, 9; English, 27; General Mathematics, 6; Home Economics, 9; Library Science, 3; Music, 9; Physical and Health Education, 12; Psychology, 9; Science (Biological and Physical), 18; Social Science, 27; Education: Elementary Education, 9; Directed Teaching, 9; Philosophy of Education, 9. Total constants, 156—Electives, 36. Total, 192.

Freshman Year

<table>
<thead>
<tr>
<th>PROGRAM OF CLASSES</th>
<th>Class Periods</th>
<th>Quarter I</th>
<th>II</th>
<th>III</th>
<th>Hrs. Credit</th>
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<tbody>
<tr>
<td>Biol. 131-132-133—General Biology</td>
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<td>Eng. 131-132-133—Freshman English</td>
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<td>Math. 121-122-123—General Mathematics</td>
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<td>Mus. 161-162-163—Music Fundamentals</td>
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<td>P. E. 131-132-133—Physical Education I</td>
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<td>S. S. 161-162-163—American History</td>
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Sophomore Year

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<th>Hrs. Credit</th>
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<tr>
<td>Art 221-222-223—Art Structure</td>
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<td>Eng. 251-252-253—Literature for Children</td>
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<td>P. E. 271-272-273—Physical and Health Education</td>
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<tr>
<td>Psy. 221-222-223—Psychology II</td>
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<td>P. S. 291-292-293—Physical Science</td>
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<td>Electives</td>
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Junior Year

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<tr>
<th>PROGRAM OF CLASSES</th>
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<th>II</th>
<th>III</th>
<th>Hrs. Credit</th>
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<tbody>
<tr>
<td>Ed. 311-312-313—Elementary Education</td>
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<td>Eng. 371-372-373—Oral Interpretation of Literature</td>
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<td>Geog. 331-332-333—Fundamentals of Geography</td>
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<td>H. E. 301-302-303—General Home Economics</td>
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<td>S. S. 311-312-313—The Community and Its Problems</td>
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<td>Electives</td>
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Senior Year

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<th>PROGRAM OF CLASSES</th>
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<th>Quarter I</th>
<th>II</th>
<th>III</th>
<th>Hrs. Credit</th>
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<tbody>
<tr>
<td>Ed. 435—Directed Teaching (one quarter)</td>
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<td>Ed. 461-462-463—Foundations of Education</td>
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<tr>
<td>Electives</td>
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1Electives to bring the total number of credits to 192, an average of 48 credits per year.
2English 381-382-383 may be substituted.
MAJORS AND MINORS IN CURRICULA II, III, VI, VII, AND VIII

In the four-year Curricula II, III, VII, and VIII, a major-minor plan has been adopted to give assurance of a fair degree of concentration of the student’s work.

The student will choose one, and only one, major of thirty-six quarter hours of credit, and two minors of twenty-seven credits each. Students will do well to consider the desirability of having these fields of concentration bear some relation to one another. Students who wish to prepare for teaching the newer integrated Virginia program in the junior and senior high school should prepare to handle English, Science, and Social Science.

The minor in Science includes one year each of Biology, Chemistry, and Physics. It is normally expected that the major in Science will consist of one more year of work in each of two of these fields, though other combinations can be acceptably worked out, including the addition of Geology.

Curriculum advisers are assigned to all of these curricula to assist in the selection of suitable combinations of courses and of electives, and will work in cooperation with the heads of the departments of major and minor choices. The department head of the major subject will advise in the selection of suitable minors.
CURRICULUM II
Bachelor of Arts in Secondary Education

Constants in required quarter hours of credit: English, 27; Fine Arts (Music or Art), 9; Foreign Language, 18 (27 if 9 credits are not taken in Mathematics); Physical and Health Education, 9; Psychology, 9; Science, 9; Social Science, 27; Education: Secondary Education, 9; Directed Teaching, 9; Philosophy of Education, 9. Total constants, 144. Electives including major and minors, 48. Total, 192.

Freshman Year

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<thead>
<tr>
<th>PROGRAM OF CLASSES</th>
<th>Quarter I</th>
<th>Quarter II</th>
<th>Quarter III</th>
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</table>
| Science: Biology, Chemistry, Geology, or Physics | 4 | 4 | 3
| Eng. 131-132-133—Freshman English | 3 | 3 | 3
| P. E. 131-132-133—Physical Education I | 3 | 3 | 3
| Foreign Language | 3 | 3 | 3
| Social Science | 3 | 3 | 3
| Elective Sequence | 3 | 3 | 3


Sophomore Year

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<th>Quarter I</th>
<th>Quarter II</th>
<th>Quarter III</th>
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</table>
| Eng. 231-232-233—Survey of English Literature | 3 | 3 | 3
| Foreign Language or Mathematics | 3 | 3 | 3
| Psy. 221-222-223—Psychology II | 4 | 4 | 3
| Fine Arts (Music or Art) | 3 | 3 | 3
| P. E. 231-232-233—Physical Education II | 2 | 2 | 1
| Elective Sequence | 3 | 3 | 3


Junior Year

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<tr>
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<th>Quarter I</th>
<th>Quarter II</th>
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</thead>
</table>
| English 381-382-383—Basic Principles of Speech | 3 | 3 | 3
| Ed. 331-332-333—Secondary Education | 4 | 4 | 3
| Foreign Language (if not completed) | 3 | 3 | 3
| Social Science | 3 | 3 | 3
| Major, Minors, and Electives | 3 | 3 | 3


Senior Year

<table>
<thead>
<tr>
<th></th>
<th>Quarter I</th>
<th>Quarter II</th>
<th>Quarter III</th>
</tr>
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</table>
| Social Science (if not completed) | 3 | 3 | 3
| Ed. 461-462-463—Foundations of Education | 3 | 3 | 3
| Ed. 435—Directed Teaching (one-half year) | 9 or 9 |
| Major, Minors, and Electives | 3 | 3 | 3

---

1Two years (18 credits) of one foreign language are required in this curriculum. A third year in the same, or a different foreign language to alternate with Math. 131-132-133.

2This may be S.S. 161-162-163, S.S. 151-152-153, or S.S. 181-182-183.

3This may be in art, science, foreign language, music, or social science.

4Either Eng. 231-232-233, or Eng. 241-242-243 is required for English majors. Other courses in English numbered in the 200’s may be elected by other students.

5Music 161-162-163; Music 381-382-383; Art 241-242-243; Art 311-312-313; or Art 131-132-133.

6Must include H. Ed. 370 and other subjects to bring the total to 192.

7Eng. 371-372-373 may be substituted.
CURRICULUM III

Bachelor of Science in Secondary Education

Constants in required quarter hours of credit: English, 27; Fine Arts (Music or Art), 9; Physical and Health Education, 9; Psychology, 9; Science (any two: Biology, Chemistry, Geology, and Physics), 18; Social Science (including Geography), 27; Education: Secondary Education, 9; Directed Teaching, 9; Philosophy of Education, 9. Total constants, 126. Electives including major and minors, 66. Total, 192.

Freshman Year

<table>
<thead>
<tr>
<th>PROGRAM OF CLASSES</th>
<th>Class Periods</th>
<th>Quarter Hrs. Credit</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>I</td>
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<tr>
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<tr>
<td>Eng. 131-132-133—Freshman English</td>
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<tr>
<td>P. E. 131-132-133—Physical Education I</td>
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<tr>
<td>Social Science</td>
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Sophomore Year

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<tbody>
<tr>
<td></td>
<td>I</td>
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<tr>
<td>Eng. 231-232-233—Survey of English Literature</td>
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<tr>
<td>Fine Arts (Music or Art)</td>
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<tr>
<td>P. E. 231-232-233—Physical Education II</td>
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<tr>
<td>Psy. 221-222-223—Psychology II</td>
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<tr>
<td>Second Science</td>
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<td>Major and Minors (Elective sequence)</td>
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Junior Year

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<tbody>
<tr>
<td></td>
<td>I</td>
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<tr>
<td>Ed. 331-332-333—Secondary Education</td>
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<tr>
<td>Eng. 381-382-383—Basic Principles of Speech</td>
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<tr>
<td>Social Science</td>
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<td>Major, Minors, and Electives</td>
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Senior Year

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<tbody>
<tr>
<td></td>
<td>I</td>
</tr>
<tr>
<td>Ed. 435—Directed Teaching (one-half year)</td>
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<tr>
<td>Ed. 461-462-463—Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>Social Science (if not completed)</td>
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<tr>
<td>Major, Minors, and Electives</td>
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</tbody>
</table>

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1This may be S.S. 161-162-163, S.S. 161-162-153, or S.S. 131-132-133.
2These may be in art, science, foreign language, mathematics, or social science. Math. 131-132-133 is recommended for those majoring in science, but has, as a prerequisite, high school algebra and geometry.
3Either Eng. 231-232-233 or Eng. 241-242-243 is required for English majors. Other courses in English numbered in the 200's may be elected by other students.
4Music 191-192-193; Music 291-292-293; Art 241-242-243; Art 311-312-313; Art 121-122-123.
5Must include H. Ed. 370 and other credits to bring the total to 192.
6Eng. 371-372-373 may be substituted.
CURRICULUM IV*
Bachelor of Science in Home Economics Education

Constants in required quarter hours of credit: American Government, 9; Art, 9; Biology, 9; Chemistry, 18; English, 18; Physical and Health Education, 9; Physics, 9; Psychology, 9; Social and Economic Problems, 9; Clothing and Textiles, 12; Foods and Nutrition, 21; The Family, 18; Education: Home Economics Education, 9; Directed Teaching in Home Economics, 9; Philosophy of Education, 9. Total constants, 177. Electives, 15. Total, 192.

Freshman Year

<table>
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<tr>
<th>PROGRAM OF CLASSES</th>
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<th>Quarter Hrs. Credit</th>
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<tbody>
<tr>
<td></td>
<td>I</td>
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<tr>
<td>Biol. 131-132-133—General Biology</td>
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<tr>
<td>Chem. 131-132-133—General Chemistry</td>
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<td>Eng. 131-132-133—Freshman English</td>
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<tr>
<td>H. E. 141-142-143—Foods and Nutrition</td>
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<td>P. E. 131-132-133—Physical Education I</td>
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<tr>
<td>S. S. 151-152-153—American Government</td>
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Sophomore Year

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<td>Art 231-232-233—Design</td>
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<td>Chem. 351-352-353—Chemistry of the Carbon Compounds</td>
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<tr>
<td>Eng. 221-222-223—Types of Modern Literature</td>
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<tr>
<td>H. E. 231-232-233—Clothing and Textiles</td>
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<td>P. E. 231-232-233—Physical Education II</td>
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<tr>
<td>Psy. 221-222-223—Psychology II</td>
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Junior Year

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<tbody>
<tr>
<td></td>
<td>I</td>
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<tr>
<td>Ed. 361-362-363—Foundations of Education</td>
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<td>H. E. 300-310-320—The Family</td>
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<td>H. E. 361-362-363—Food Preservation; Table Service; Housing and Equipment</td>
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<td>H. E. 370-380—Nutrition</td>
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<td>H. Ed. 350—Home Nursing and Infant Care</td>
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<td>P. S. 331-332-333—General Physics</td>
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Electives 2

Senior Year

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<td>Ed. 400-410-420—Home Economics Education</td>
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<td>Ed. 435—Directed Teaching in Home Economics</td>
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<tr>
<td>H. E. 430—Clothing for the Family</td>
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<tr>
<td>H. E. 440—Home Management Residence</td>
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<tr>
<td>S. S. 471-472-473—Social and Econ. Problems</td>
<td>3</td>
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</tbody>
</table>

Electives 3

*Students wishing to major both in teaching home economics, Curriculum IV, and in institution management, Curriculum IX, may arrange to do so by electing work in the two fields and spending not less than one additional quarter in residence. Only students of high scholastic standing and excellent health should follow this plan.

1Any other English course numbered in the 200's may be substituted.

2Electives to bring the total credits to 192 quarter hours.
CURRICULUM V
Bachelor of Science for High School Teachers of Business Subjects

**Constants** in required quarter hours of credit: Business Education: Shorthand and Stenography, 21; Accounting, 18; Typewriting, 10; Secretarial and Office Practice, 4; Business Mathematics, 3; General Business Subjects, 13; English, 18; Physical and Health Education, 9; Psychology, 9; Science, 9; Social Science (including Geography), 30; Education: Secondary Education, 9; Directed Teaching in Business Education, 9; Philosophy of Education, 9. Total constants, 171. **Electives**, 21. Total, 192.

<table>
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<th>Freshman Year</th>
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<th>Quarter Hrs. Credit</th>
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</tr>
<tr>
<td></td>
<td>Quarter</td>
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<tr>
<td>Eng. 131-132-133—Freshman English</td>
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<td>3</td>
</tr>
<tr>
<td>S. S. 151-152-153—American Government</td>
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<tr>
<td>Science: Biology, Chemistry, or Physics</td>
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<tr>
<td>B. E. 151-152-153—Business Foundations</td>
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<tr>
<td>P. E. 131-132-133—Physical Education I</td>
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<td>H. E. 201-202-203—General Home Economics</td>
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<td></td>
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<tr>
<td>Sophomore Year</td>
<td>Eng. 221-222-223—Types of Modern Literature</td>
<td>3</td>
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<tr>
<td></td>
<td>Psy. 221-222-223—Psychology II</td>
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<td></td>
<td>Bus. Ed. 221-222-223—Typewriting</td>
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<td>Bus. Ed. 231-232-233—Shorthand</td>
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<td>P. E. 231-232-233—Physical Education II</td>
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<td>Electives</td>
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<td>Junior Year</td>
<td>S. S. 371-372-373—Economics</td>
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<td>Ed. 331-332-333—Secondary Education</td>
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<td>Bus. Ed. 341-342-343—Accounting</td>
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<td>Bus. Ed. 331-332-333—Advanced Shorthand</td>
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<td>Bus. Ed. 321-322—Advanced Typewriting</td>
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<td>Bus. Ed. 323—Secretarial Practice</td>
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<td>Bus. Ed. 351—Filing and Machine Calculation</td>
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<td>Bus. Ed. 352-353—Merchandising</td>
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<td>Senior Year</td>
<td>S. S. 341-342-343—Recent European History</td>
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<td>Ed. 461-462-463—Foundations of Education</td>
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<td>Bus. Ed. 441-442-443—Advanced Accounting</td>
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<td>Bus. Ed. 481-482—Business Law</td>
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<td>Bus. Ed. 433—Stenography</td>
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1Instead of H. E. 201-202-203, students may elect F. A. 131-132-133—Art Appreciation; Math. 121-122-123—College Algebra and Trigonometry (pre-requisite: high school algebra and geometry); a year of foreign language, or an additional year of science.
2Any other English course numbered in the 200's may be substituted.
3Must include H. E. 370 and electives to bring the total credits to 192.
CURRICULUM VI

Bachelor of Science in Education with Music Major

**Constants** in required quarter hours of credit: English, 18; Music, 63; Physical and Health Education, 9; Psychology, 9; Science, 9; Social Science, 18; Education: Elementary or Secondary Education, 9; Directed Teaching, 9; Philosophy of Education, 9. Total constants, 153. **Electives**, 39. Total 192.

**Freshman Year**

<table>
<thead>
<tr>
<th>PROGRAM OF CLASSES</th>
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<th>Quarter Hrs. Credit</th>
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<tbody>
<tr>
<td></td>
<td>I</td>
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<tr>
<td>Eng. 131-132-133—Freshman English</td>
<td>3</td>
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</tr>
<tr>
<td>Mus. 161-162-163—Music Fundamentals</td>
<td>3</td>
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<tr>
<td>Mus. 171-172-173—Instrumental Music I</td>
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<tr>
<td>P. E. 131-132-133—Physical Education I</td>
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<td>S. S. 161-162-163—American History</td>
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**Sophomore Year**

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<tbody>
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<td>II</td>
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<tr>
<td>Eng. 221-222-223—Types of Modern Literature²</td>
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<tr>
<td>Mus. 261-262-263—Theory I</td>
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<td>Mus. 271-272-273—Instrumental Music II</td>
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<td>Mus. 331-332-333—History and Appreciation</td>
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<td>P. E. 231-232-233—Physical Education II²</td>
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<td>Psy. 221-222-223—Psychology II</td>
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<td>Electives³</td>
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**Junior Year**

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<tbody>
<tr>
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<tr>
<td>Ed. 311-312-313—Elementary Education</td>
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<td>or Ed. 331-332-333—Secondary Education</td>
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<tr>
<td>Mus. 351-352-353—Music Materials</td>
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<tr>
<td>Mus. 461-462-463—Conducting</td>
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<td>P. S. 351-352-353—General Physics</td>
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**Senior Year**

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<tr>
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<td>I</td>
<td>II</td>
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<tr>
<td>Ed. 435—Directed Teaching</td>
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<tr>
<td>Ed. 461-462-463—Foundations of Education</td>
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<td>3</td>
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<tr>
<td>Applied Music</td>
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<tr>
<td>Electives and Minors⁵</td>
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</tbody>
</table>

¹A modern foreign language is recommended.
²Or P. E. 261-262-263 II—Dancing.
³Either Eng. 281-282-283 or Eng. 241-242-243 is required for English majors. Other courses in English numbered in the 200's may be elected by other students.
⁴Must include H. Ed. 370 and electives to bring total credits to 192 quarter hours. Students choosing to teach in the elementary school should elect geography, children's literature, and general science.
II. FOUR-YEAR CURRICULA IN LIBERAL ARTS

Since Virginia has provided four state colleges distinctly for the general education of women, they have been given the privilege of offering standard liberal arts work leading both to the Bachelor of Arts and the Bachelor of Science Degrees. The requirements for the majors and minors are indicated on page 45.

In Curriculum VII the emphasis is laid on language. It is possible, however, through electives to obtain a broad cultural education. A student, who wishes to do so, may specialize in fields of study which may be profitable in further graduate work. The A. B. Degree is given on completion of this curriculum.

Curriculum VIII is a new program set up by the State Board of Education in January, 1938. This curriculum emphasizes science and has large possibilities through electives for cultural education and as preparation for graduate study. The B. S. degree is given on completion of this curriculum.

Students desirous of becoming laboratory technicians (medical technologists) should take Curriculum VIII. Such students will need not less than 20 quarter hours in biology including zoology and bacteriology; 26, in chemistry; 12, in physics. It is also recommended that they elect sociology and psychology to meet the standards of the A. S. C. P.

Curriculum VIII is also recommended for pre-medical students since medical colleges are requiring two calendar years of study before the student enters the medical college.

Since these two curricula lead to degrees of long standing, they are recognized as preparatory degrees to graduate study, and students are not credited with the more vocational types of courses. Electives will be chosen from the fields of study listed on page 45, in which majors and minors may be earned. Additional standard language and science courses and Biblical literature may also be used as electives.

Both Curriculum VII and Curriculum VIII lead to degrees that should make it possible for the student to go on to graduate
study with the maximum ease of adjustment. To this end electives should be largely chosen from the same fields of study as those which may be used for majors and minors in these two curricula (see page 45). Additional standard courses in foreign language, science, and Biblical literature may be elected. In addition, subject to the approval of the Curriculum Adviser or the Dean of the College, not more than 18 quarter hours of credit may be earned in the more professional or semi-vocational fields: library science, education, physical education, business education, and home economics. Such electives must be chosen from those courses numbered in the 300’s and 400’s which do not emphasize the development of skills.
### CURRICULUM VII

**Bachelor of Arts—Liberal Arts**

*Constants* in required quarter hours of credit: English, 18; Fine Arts (Music or Art), 9; Foreign Language, 18 (27 if 9 credits are not taken in Mathematics); Philosophy, 9; Physical and Health Education, 9; Psychology, 9; Science (any two: Biology, Chemistry, Geology, and Physics), 18; Social Science (including Geography), 27. Total constants, 126. *Electives*, including major and minors, 66.* Total, 192.

#### Freshman Year

<table>
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<th>Hrs.</th>
<th>Credit</th>
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<td>P. E. 131-132-133—Physical Education I</td>
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<td>Foreign Language</td>
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<td>Social Science</td>
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#### Sophomore Year

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<th>Quarter</th>
<th>Hrs.</th>
<th>Credit</th>
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<tbody>
<tr>
<td></td>
<td>I</td>
<td>II</td>
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<tr>
<td>Eng. 231-232-233—Survey of English Literature</td>
<td>3</td>
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<tr>
<td>Fine Arts (Music or Art)*</td>
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<tr>
<td>Foreign Language or Mathematics</td>
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<td>P. E. 261-262-263—A, or B, or C—Advanced Practice</td>
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<td>Psy. 221-222-223—Psychology II</td>
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<td>Second Science</td>
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#### Junior Year

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<td>I</td>
<td>II</td>
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<tr>
<td>Foreign Language (if not completed)</td>
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<tr>
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<td>Major, Minors, and Electives</td>
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#### Senior Year

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<td>Phil. 471-472-473—Fundamentals of Philosophy</td>
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<td>Social Science (if not completed)</td>
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<tr>
<td>Major, Minors, and Electives</td>
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1. Two years (18 credits) of one foreign language required. A third year in the same or a different language is alternative with Math. 131-132-133.
2. This may be in art, foreign language, mathematics, music, science or social science.
5. Must include H. Ed. 370 and restricted electives to bring the total credits to 192.
6. See pages 51 and 52.
**CURRICULUM VIII**

**Bachelor of Science—Liberal Arts**

*Constants* in required quarter hours of credit: English, 18; Fine Arts (Music or Art), 9; Mathematics, 9; Physical and Health Education, 9; Psychology, 9; Science (any two: Biology, Chemistry, Geology, and Physics), 27; Social Science (including Geography), 27. Total constants, 108. *Electives*, including major and minors, 84.* Total, 192.

### Freshman Year

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<thead>
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<td>Math. 151-152-153—College Algebra and Trigonometry</td>
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<td>P. E. 131-132-133—Physical Education I</td>
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### Sophomore Year

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<tr>
<td>Psy. 221-222-223—Psychology II</td>
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### Junior Year

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<th>III</th>
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<tbody>
<tr>
<td>Science (if not completed)</td>
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<tr>
<td>Social Science</td>
<td>3 3 3</td>
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<tr>
<td>Major, Minors, and Electives*</td>
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### Senior Year

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<tr>
<td>Major, Minors, and Electives*</td>
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<tr>
<td><strong>Total</strong></td>
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<td>16 16 16</td>
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1Prerequisite: high school algebra and geometry.
2This may be S.S. 161-162-163, S.S. 151-152-153, or S.S. 131-132-133.
3This may be in art, foreign language, music, science, or social science.
4Art 121-122-123; Art 241-242-243; Art 311-312-313; Music 161-162-163; or Music 331-332-333.
5Either Eng. 231-232-233 or Eng. 241-242-243 is required of English majors. Other students may elect any English course numbered in the 200's.
6Must include H. Ed. 370 and restricted electives to bring the total credits to 192.
7See pages 51 and 52.
III. FOUR-YEAR NON-TEACHING PROFESSIONAL CURRICULA

Curriculum IX, which leads to the Bachelor of Science degree in Institution Management, is so planned as to enable students to prepare rather adequately for a variety of undertakings in home economics. A considerable number of graduates each year undertake further practical training in some of our larger hospitals, not only in Virginia, but also in a number of other states. This single year of apprentice training has enabled them to enter many of our best hospitals as full-time dietitians. Other graduates enter commercial work with public service companies, and still others work in cafeterias, tea rooms, and so forth. This is a steadily expanding field and offers considerable possibilities for employment. Curriculum IX meets all the requirements set up by the American Dietetics Association. This curriculum is identical in the first two years with Curricula IV and X except for the sophomore work in physical education. Students are expected to choose their home economics major in the third quarter of the sophomore year.

Curriculum X which leads to the Bachelor of Science degree in General Home Economics is planned to give freer selection than is possible in the other home economics curricula, so that a student can follow her line of special interest to a larger degree. This curriculum offers splendid equipment for the duties of home making.

Curriculum XI, which leads to the Bachelor of Science degree in Business Education, is available for students who desire a thorough and adequate training as secretaries and office workers. Students who undertake this course are equipped to go on to graduate work in the field of business education and commerce. Such students will do well to elect modern foreign language.

To meet individual interests of individual students, Curriculum XI may be varied to include majors in accounting, or in secretarial science combined with a major in biology, chemistry, or physics when preparation for a career in those industries where scientific knowledge is fundamental to placement, security, and advancement, is the vocational objective. If sufficient demand arises, a major will be set up in retailing with emphasis upon preparation for entry into the food or clothing industry.
CURRICULUM IX
Bachelor of Science in Institution Management

**Constants** in required quarter hours of credit: American Government, 9; Art, 9; Biology, 18; Chemistry, 18; English, 18; Physical and Health Education, 9; Physics, 9; Psychology, 9; Social and Economic Problems, 9;


**Freshman Year**

<table>
<thead>
<tr>
<th>PROGRAM OF CLASSES</th>
<th>Periods</th>
<th>Class</th>
<th>Quarter</th>
<th>Hrs. Credit</th>
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<tbody>
<tr>
<td>Biol. 131-132-133—General Biology</td>
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<tr>
<td>Chem. 131-132-133—General Chemistry</td>
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<td>4</td>
</tr>
<tr>
<td>Eng. 131-132-133—Freshman English</td>
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<td>III</td>
<td>III</td>
<td>3</td>
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<tr>
<td>H. E. 141-142-143—Foods and Nutrition</td>
<td></td>
<td>I</td>
<td>I</td>
<td>3</td>
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<tr>
<td>P. E. 131-132-133—Physical Education I</td>
<td></td>
<td>II</td>
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<td>3</td>
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<tr>
<td>S. S. 151-152-153—American Government</td>
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**Sophomore Year**

<table>
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<th>Class</th>
<th>Quarter</th>
<th>Hrs. Credit</th>
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<tbody>
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<td>Art 231-232-233—Design</td>
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<tr>
<td>Chem. 351-352-353—Chemistry of the Carbon Compounds</td>
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<td>II</td>
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<td>4</td>
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<tr>
<td>Eng. 221-222-223—Enjoyment of Literature</td>
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<td>III</td>
<td>III</td>
<td>3</td>
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<tr>
<td>H. E. 231-232-233—Clothing and Textiles</td>
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<td>I</td>
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<td>5</td>
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<td>P. E. 261-262-263—A, B, or C—Advanced Practice</td>
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<td>Psy. 221-222-223—Psychology II</td>
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**Junior Year**

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<th>Quarter</th>
<th>Hrs. Credit</th>
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<td>H. E. 300-310-320—The Family</td>
<td></td>
<td>II</td>
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<td>3</td>
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<tr>
<td>H. E. 361-362-360—Food Preservation; Table Service; Experimental Cookery</td>
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<tr>
<td>H. E. 370-380—Nutrition</td>
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<td>I</td>
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<td>5</td>
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<tr>
<td>H. Ed. 350—Home Nursing and Infant Care</td>
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<td>P. S. 331-332-333—General Physics</td>
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**Senior Year**

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<th>Quarter</th>
<th>Hrs. Credit</th>
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<td>H. E. 463—Special Problems in Nutrition</td>
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<td>S. S. 471-472-473—Social and Econ. Problems</td>
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<tr>
<td>Electivesa</td>
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<td></td>
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</tbody>
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1 Students wishing to major both in teaching home economics, Curriculum IV, and in institution management, Curriculum IX, may arrange to do so by electing work in the two fields and spending not less than one additional quarter in residence. Only students of high scholastic standing and excellent health should follow this plan.

2 Any other English course numbered in the 200's may be substituted.

3 Students who plan to enter A. D. A. hospitals for a hospital dietitian course will take at least two quarters of general education in the junior or senior year (Ed. 361-362-363—Foundations of Education), and are advised to take at least two quarters of Chemistry 351-352-353 (Qualitative and Quantitative Analysis) in the senior year. Also electives to bring the total credits to 192 quarter hours.
MADISON COLLEGE

CURRICULUM X

Bachelor of Science in Home Economics
(General Curriculum)

Constants in required quarter hours of credit: American Government, 9; Art, 9; Biology, 9; Chemistry, 18; English, 18; Physical and Health Education, 9; Physics, 9; Psychology, 9; Social and Economic Problems, 9; Clothing and Textiles, 9; Foods and Nutrition, 21; The Family, 18. Total constants, 147. Electives, 45. Total, 192.

Freshman Year

<table>
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<th>Quarter Hrs. Credit</th>
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<tr>
<td></td>
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<td>II</td>
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<tr>
<td>Biol. 131-132-133—General Biology</td>
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<td>Chem. 131-132-133—General Chemistry</td>
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<td>Eng. 131-132-133—Freshman English</td>
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<td>H. E. 141-142-143—Foods and Nutrition</td>
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<td>S. S. 151-152-153—American Government</td>
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Sophomore Year

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<td>Art 231-232-233—Design</td>
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<tr>
<td>Chem. 351-352-353—Chemistry of the Carbon Compounds</td>
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<td>Eng. 221-222-223—Enjoyment of Literature</td>
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<td>H. E. 231-232-233—Clothing and Textiles</td>
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Junior Year

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<td>H. E. 300-310-320—The Family</td>
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<td>H. E. 361-362-363—Food Preservation; Table Service; Housing and Equipment</td>
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<td>H. E. 370-380—Nutrition</td>
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<td>H. Ed. 350—Home Nursing and Infant Care</td>
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Senior Year

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<td>II</td>
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<tr>
<td>H. E. 440—Home Management Residence</td>
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<td>S. S. 471-472-473—Social and Econ. Problems</td>
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<td>Restricted Electives (Home Economics and Art)</td>
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<td>Free Electives^2</td>
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^1Other English courses numbered in the 200's may be substituted.
^2Electives to bring total credits to 192 quarter hours.
CURRICULUM XI

Bachelor of Science Degree in Business Education for Secretaries

Constants in required quarter hours of credit: Business Education: Accounting, 18; Business Mathematics, 3; General Business Subjects, 22; Secretarial and Office Practice, 4; Shorthand and Stenography, 21; Typewriting, 10; English, 18; Physical and Health Education, 9; Psychology, 9; Science, 9; Social Science (including Geography), 30. Total constants, 153. Electives, 39. Total, 192.

Freshman Year

PROGRAM OF CLASSES

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<td>131-132-133</td>
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</tr>
<tr>
<td>Physical Education I</td>
<td>201-202-203</td>
<td>5</td>
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<tr>
<td>General Home Economics</td>
<td>3</td>
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</table>

Sophomore Year

<table>
<thead>
<tr>
<th>Class</th>
<th>Quarter</th>
<th>I</th>
<th>II</th>
<th>III</th>
</tr>
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<tbody>
<tr>
<td>Types of Modern Literature</td>
<td>221-222-223</td>
<td>3</td>
<td>3</td>
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<tr>
<td>Psychology II</td>
<td>221-222-223</td>
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<tr>
<td>Typewriting</td>
<td>221-222-223</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Shorthand</td>
<td>231-232-233</td>
<td>4</td>
<td>4</td>
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<tr>
<td>Physical Education II</td>
<td>231-232-233</td>
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<tr>
<td>Electives</td>
<td>221-222-223</td>
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Junior Year

<table>
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<tr>
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<th>I</th>
<th>II</th>
<th>III</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economics</td>
<td>371-372-373</td>
<td>3</td>
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<tr>
<td>Accounting</td>
<td>341-342-343</td>
<td>4</td>
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</tr>
<tr>
<td>Advanced Shorthand</td>
<td>331-332-333</td>
<td>4</td>
<td>4</td>
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</tr>
<tr>
<td>Advanced Typewriting</td>
<td>321-322</td>
<td>5</td>
<td>5</td>
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<tr>
<td>Secretarial Practice</td>
<td>323</td>
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<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Filing and Machine Calculation</td>
<td>351</td>
<td>5</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Merchandising</td>
<td>352-353</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Electives</td>
<td>221-222-223</td>
<td>3</td>
<td>3</td>
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</tbody>
</table>

Senior Year

<table>
<thead>
<tr>
<th>Class</th>
<th>Quarter</th>
<th>I</th>
<th>II</th>
<th>III</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recent European History</td>
<td>341-342-343</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Advanced Accounting</td>
<td>441-442-443</td>
<td>3</td>
<td>3</td>
<td>3</td>
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<tr>
<td>Business Law</td>
<td>481-482</td>
<td>3</td>
<td>3</td>
<td>3</td>
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<tr>
<td>Stenography</td>
<td>431</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Marketing</td>
<td>461</td>
<td>3</td>
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<td>0</td>
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<tr>
<td>Business Organization and Man't.</td>
<td>462</td>
<td>0</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Money and Banking</td>
<td>463</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Electives</td>
<td>221-222-223</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

1 Instead of H. E. 201-202-203, students may elect F. A. 121-122-123—Art Appreciation; Math. 131-132-133—College Algebra and Trigonometry (prerequisite: high school algebra and geometry); a year of foreign language, or an additional year of science.

2 Any other English course numbered in the 200's may be substituted.

3 Must include H. Ed. 370 and electives to bring the total credits to 192.
VARIATIONS OF CURRICULUM XI

PLAN II

ACCOUNTING MAJOR

<table>
<thead>
<tr>
<th>REQUIRED COURSES</th>
<th>Class Periods</th>
<th>Quarter I</th>
<th>Quarter II</th>
<th>Quarter III</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. E. 151-152-153—Business Foundations</td>
<td>3 3 3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>B. E. 221-222-223—Typewriting</td>
<td>5 5 5</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>B. E. 341-342-343—Accounting</td>
<td>4 4 4</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>B. E. 441-442-443—Accounting</td>
<td>5 0 0</td>
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<tr>
<td>B. E. 462—Business Organization and Management</td>
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Group I

<table>
<thead>
<tr>
<th>REQUIRED COURSES</th>
<th>Class Periods</th>
<th>Quarter I</th>
<th>Quarter II</th>
<th>Quarter III</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. E. 321-322-323—Advanced Typewriting and Office Practice</td>
<td>5 5 5</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>B. E. 231-232-233—Shorthand</td>
<td>4 4 4</td>
<td>3</td>
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<td>3</td>
</tr>
<tr>
<td>B. E. 331-332-333—Advanced Shorthand</td>
<td>4 4 4</td>
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</table>

or Group II

<table>
<thead>
<tr>
<th>REQUIRED COURSES</th>
<th>Class Periods</th>
<th>Quarter I</th>
<th>Quarter II</th>
<th>Quarter III</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. E. 352—Merchandising</td>
<td>0 2 2</td>
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<td>2</td>
</tr>
<tr>
<td>B. E. 333—Industrial Geography</td>
<td>3 0 0</td>
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<tr>
<td>B. E. 381—Advertising*</td>
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<tr>
<td>B. E. 461—Marketing</td>
<td>3 0 0</td>
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</table>

or Group III

Any Science—total of 18 hours.

PLAN III

SECRETARIAL MAJOR

<table>
<thead>
<tr>
<th>REQUIRED COURSES</th>
<th>Class Periods</th>
<th>Quarter I</th>
<th>Quarter II</th>
<th>Quarter III</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. E. 151-152-153—Business Foundations</td>
<td>3 3 3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>B. E. 221-222-223—Typewriting</td>
<td>5 5 5</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>B. E. 231-232-233—Shorthand</td>
<td>4 4 4</td>
<td>3</td>
<td>3</td>
<td>3</td>
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<tr>
<td>B. E. 241—Office Efficiency</td>
<td>3 0 0</td>
<td>3</td>
<td>0</td>
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<tr>
<td>B. E. 242—Business Report Writing</td>
<td>0 3 0</td>
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<td>0</td>
<td>0</td>
</tr>
<tr>
<td>B. E. 321-322-323—Advanced Typewriting and Office Practice</td>
<td>5 5 5</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>B. E. 331-332-333—Advanced Shorthand</td>
<td>4 4 4</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>B. E. 351—Filing and Machine Calculation</td>
<td>5 0 0</td>
<td>2</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Eng. 131-132-133—Freshman English</td>
<td>3 3 3</td>
<td>3</td>
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<td>3</td>
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<tr>
<td>Psy. 221-222-223—Psychology II</td>
<td>4 4 4</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>P. E. 131-132-133—Physical Education</td>
<td>3 3 3</td>
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<td>1</td>
<td>1</td>
</tr>
<tr>
<td>S. S. 341-342-343—Recent European History</td>
<td>3 3 3</td>
<td>3</td>
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</tbody>
</table>

Any Science minor of 27 hours.

*Not offered in 1943-1944.
IV. TWO-YEAR PRE-PROFESSIONAL CURRICULA

In each case the two-year curricula have been set up to provide for those students whose limitations of time and finances do not enable them to undertake a four-year curriculum. Students who find themselves able to continue in college will be able to adjust their work into a corresponding four-year curriculum.

In 1934 Curriculum A was inaugurated to enable students who wish to enter nursing to secure a cultural and professional background before entering a hospital. Since directors of hospitals differ in what they require, this curriculum is adaptable, especially in the second year, to the needs of individual students. Students desiring pre-medical preparation will take Curriculum VIII, which offers the Bachelor of Science degree in Liberal Arts. Some of the better hospitals also give preferment to four-year graduates. Students preparing for work as laboratory technicians (medical technologists) register in Curriculum VIII.

In offering Curriculum B the College is giving opportunity for students who cannot finish a four-year curriculum in preparation for secretarial positions to secure intensive training for office work. Should a student later find she can continue her college work she could enter a four-year curriculum for business education—Curriculum V—which prepares for teaching, or Curriculum XI, which provides for the higher types of secretarial positions. Either of these two curricula can normally be finished in two more years.

Throughout the whole history of the College students have been offered opportunity to make preparation for elementary teaching. However, the State Board of Education has ruled that the summer of 1942 was the last date for offering work for the Normal Professional Certificate, although teachers who hold this certificate from previous study will be able to renew it.
CURRICULUM A

Curriculum in Pre-Nursing Education

The work of the modern professional nurse is expanding rapidly in its scope. Her work required a broader knowledge along social, scientific, and cultural lines than formerly was the case.

This two-year curriculum has been arranged in cooperation with leaders in the nursing profession to assist students to enter upon hospital training with a helpful pre-professional education and with a desirable cultural background of which they might otherwise be deprived.

The first year's work has been planned with a minimum of election. In the second year of the course, the student will be directed in her choice of courses by the registration committee and by the recommendations of the director of training of the hospital or other institution which the student expects to enter.

First Year

<table>
<thead>
<tr>
<th>PROGRAM OF CLASSES</th>
<th>Periods</th>
<th>Quarter I</th>
<th>II</th>
<th>III</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biol. 131-132-133—General Biology</td>
<td>131-132-133</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Chem. 131-132-133—General Chemistry</td>
<td>131-132-133</td>
<td>4</td>
<td>4</td>
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<tr>
<td>Eng. 131-132-133—Freshman English</td>
<td>131-132-133</td>
<td>3</td>
<td>3</td>
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<tr>
<td>P. E. 131-132-133—Physical Education I</td>
<td>131-132-133</td>
<td>3</td>
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</tr>
<tr>
<td>Psy. 121-122-123—Psychology I</td>
<td>121-122-123</td>
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<tr>
<td>Elective sequence</td>
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</table>

Second Year (Suggested)

<table>
<thead>
<tr>
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<th>Periods</th>
<th>Quarter I</th>
<th>II</th>
<th>III</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biol. 321-322-323—Physiology and Bacteriology</td>
<td>321-322-323</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>P. E. 261-262-263—A, B, or C—Advanced Practice</td>
<td>261-262-263</td>
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<td>2</td>
<td>1</td>
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<tr>
<td>Electives</td>
<td>261-262-263</td>
<td>9</td>
<td>9</td>
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</tbody>
</table>

1Students contemplating the study of medicine will need a year each of mathematics and physics and should elect Curriculum VIII. Some hospitals and schools of nursing lay down the same requirement. Students who desire to become laboratory technicians (medical technologists) will elect Curriculum VIII.
CURRICULUM B

Two-Year Curriculum in Business Education
Leading to the Secretarial Diploma

The College offers this two-year program for secretaries to meet the needs of such students as are unable to complete the four-year program, Curriculum XI. It naturally does not include as much general or cultural work as can be included in a four-year program. It can be recommended only as an emergency arrangement.

Any student who finds it possible to stay in school longer can adjust into Curriculum XI, since courses are so arranged as to facilitate such adjustment. It will be equally feasible to change to Curriculum V, the four-year program in teacher education which prepares for the teaching of business subjects.

Freshman Year

<table>
<thead>
<tr>
<th>PROGRAM OF CLASSES</th>
<th>Class Periods</th>
<th>Quarter Hrs. Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eng. 131-132-133—Freshman English</td>
<td>3 3 3</td>
<td>3 3 3</td>
</tr>
<tr>
<td>Science: Biology, Chemistry, or Physics</td>
<td>4 4 4</td>
<td>3 3 3</td>
</tr>
<tr>
<td>Bus. Ed. 221-222-223—Typewriting</td>
<td>5 5 5</td>
<td>2 2 2</td>
</tr>
<tr>
<td>Bus. Ed. 231-232-233—Shorthand</td>
<td>4 4 4</td>
<td>3 3 3</td>
</tr>
<tr>
<td>Bus. Ed. 151-152-153—Business Foundations</td>
<td>3 3 3</td>
<td>3 3 3</td>
</tr>
<tr>
<td>P. E. 131-132-133—Physical Education</td>
<td>3 3 3</td>
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Sophomore Year

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>S. S. 151-152-153—American Government</td>
<td>3 3 3</td>
<td>3 3 3</td>
</tr>
<tr>
<td>Psy. 221-222-223—Psychology II</td>
<td>4 4 4</td>
<td>3 3 3</td>
</tr>
<tr>
<td>Bus. Ed. 331-332-333—Advanced Shorthand</td>
<td>4 4 4</td>
<td>3 3 3</td>
</tr>
<tr>
<td>Bus. Ed. 341-342-343—Accounting</td>
<td>4 4 4</td>
<td>3 3 3</td>
</tr>
<tr>
<td>Bus. Ed. 321-322—Advanced Typewriting</td>
<td>5 5 5</td>
<td>2 2 2</td>
</tr>
<tr>
<td>Bus. Ed. 323—Secretarial Practice</td>
<td>0 0 0</td>
<td>0 0 0</td>
</tr>
<tr>
<td>Bus. Ed. 351—Filing and Machine Calculation</td>
<td>5 5 5</td>
<td>2 2 2</td>
</tr>
<tr>
<td>Bus. Ed. 352-353—Merchandising</td>
<td>0 2 2</td>
<td>0 2 2</td>
</tr>
<tr>
<td>P. E. 261-262-263—A, B, or C—Advanced Practice</td>
<td>2 2 2</td>
<td>1 1 1</td>
</tr>
</tbody>
</table>

*Students presenting two units of high school typing are registered in B. E. 821-822-823 which is followed by B. E. 381-382-383. Students presenting two units of shorthand are not to register in shorthand (B. E. 331-332-333) until their second year and are to elect H. E. 201-202-203, General Home Economics; F. A. 121-122-123, Art Appreciation; Math. 131-132-133, College Algebra and Trigonometry (prerequisite: high school algebra and geometry); one year of a foreign language; or one additional science during their first year.
DESCRIPTION OF COURSES OFFERED

I. Department of Biology

COURSES OFFERED FIRST TERM

Biol. 331. General Biology.—First term; 2 double laboratory periods and 4 single periods a week; 3 credits.

Mr. Chappelear

Planned to help teachers in the field with their work as affected by biology. Students will study in laboratory, field, and conference periods the problem which they meet in their individual teaching situations. It is not open to students who have had Biol. 131-132-133. Laboratory fee: $1.00 per term.

Biol. 332. General Biology.—First term; 2 double laboratory periods and 4 single periods a week; 3 credits.

Mr. Chappelear

This course is a continuation of Biol. 331 and is subject to the same regulations. Both Biol. 331 and Biol. 332 may be taken the same term but Biol. 332 may not be taken alone unless Biol. 331 or Biol. 131 has been previously taken. Laboratory fee: $1.00 per term.

Biol. 333. General Biology.—First term; 2 double laboratory periods and 4 single periods a week; 3 credits.

Mr. Chappelear

This course is a continuation of Biol. 331-332 which are, however, not prerequisite. It is not open to students who have taken Biol. 133. Laboratory fee: $1.00 per term.

COURSES OFFERED SECOND TERM

Biol. 350. Ornithology.—Second term; daily; 3 credits.

Mr. Chappelear

This is a course in the study of birds as to identification, life, habits, and economic importance. Numerous field trips are arranged after the class has been organized.

Biol. 352.—Field Botany.—Second term; 2 double laboratory periods and 4 single periods a week; 3 credits.

Mr. Chappelear

A study of the common species of plants both wild and cultivated as to identification, habitats, uses and culture. Laboratory fee: $1.00 per term.

Biol. 363.—Heredity.—Second term; daily; 3 credits.

Mr. Chappelear

This course deals with the study of heredity and eugenics and is valuable for students in any of the curricula.
II. Department of Business Education

COURSES OFFERED FIRST TERM

Bus. Ed. 152. Introduction to Business.—First term; daily; 3 credits.  
Mr. Barber

An orientation course intended to give the student a general acquaintance with the institution of business. Some elementary concepts of economics are treated together with the history of business, the relationship between business and other institutions of society, and the functions of finance, personnel, production, distribution, and administrative organization.

Bus. Ed. 221. Typewriting.—First term; two periods daily; five days a week; 2 credits.  
Mr. Sanders

This course is designed for those who have had no college typewriting. Emphasis is placed on mastery of the keyboard and upon the development of speed and accuracy on straight-copy material. A few simple applications of typewriting skill are introduced. Laboratory fee for depreciation of equipment, $1.00.

Mr. Barber

This course is a study of employer-employee relationships in business and industry. Personnel management, women in industry, employee associations, traits, characteristics, and habits essential to business success and promotion are studied and stressed in this course. This course is based upon carefully made studies and reports of experiences of successful office personnel.

Bus. Ed. 319. Typewriting Laboratory.—First term; two periods daily; five days a week; 2 credits.  
Mr. Sanders

This course is designed for those who have had one year or more of high school typewriting and for those who have had one quarter or more of college typewriting. The work will consist of speed drills, technique drills, and the application of typewriting skill to practical problems in correspondence, manuscripts, business forms, legal documents, tabulation, etc. Laboratory fee for depreciation of equipment, $1.00.

Bus. Ed. 323. Secretarial Practice.—First term; two periods daily; five days a week; 2 credits.  
Mr. Sanders

This course is designed to acquaint the student with desirable personal qualifications and vocational qualifications of the secretary; to acquaint the student with a secretary's duties and responsibilities; and, finally, to provide an opportunity for the attainment of skill in the use of dictating and duplicating equipment. Laboratory fee for depreciation of equipment, $2.00.
Bus. Ed. 361. Marketing.*—First term; daily; 3 credits.  

Mr. Barber

This course deals with the role of marketing in our economic society, marketing agencies, functions, methods, and costs. Attention is also given to the value and purposes of marketing research.

Bus. Ed. 391. Education for the Consumer and Investor.—First term; daily; 3 credits.  

Mr. Barber

This course is designed to lead to improved handling of such personal business problems as commonly must be faced by everyone. The problem of investing savings and of providing for a maximum amount of security for the teacher and the fixed salaried individual is stressed.

Courses Offered Second Term

Bus. Ed. 221. Typewriting.—Second term; two periods daily; five days a week; 2 credits.  

Mr. Sanders

This course is designed for those who have had no college typewriting. Emphasis is placed on mastery of the keyboard and upon the development of speed and accuracy on straight-copy material. A few simple applications of typewriting skill are introduced. Laboratory fee for depreciation of equipment, $1.00.


Mr. Barber

Fundamental facts and processes of arithmetic are presented from the point of view of the consumer. Emphasis will be given in the comparison of weights and volumes of packages, personal budgeting and financial management, installment buying and personal records.

Bus. Ed. 320. Typewriting Laboratory.—Second term; two periods daily; five days a week; 2 credits.  

Mr. Sanders

This course is designed for those who have had one year or more of high school typewriting and for those who have had one quarter or more of college typewriting. The work will consist of speed drills, technique drills, and the application of typewriting skill to practical problems in correspondence, manuscripts, business forms, legal documents, tabulation, etc. Laboratory fee for depreciation of equipment, $1.00.

*Students may not offer Bus. Ed. 461 for credit if Bus. Ed. 361 is offered.
Bus. Ed. 323. Secretarial Practice.—Second term; two periods daily; five days a week; 2 credits.

Mr. Sanders

This course is designed to acquaint the student with desirable personal qualifications and vocational qualifications of the secretary; to acquaint the student with a secretary's duties and responsibilities; and, finally, to provide an opportunity for the attainment of skill in the use of dictating and duplicating equipment. Laboratory fee for depreciation of equipment, $2.00.

Bus. Ed. 351. Filing and Machine Calculation.—Second term; 5 periods a week; 2 credits.

Mr. Barber

This course is designed to give the student an understanding of the development and purposes of filing, experience with various filing routines and systems, and to enable the student to use calculating and other commonly used office machines with speed and accuracy. Laboratory fee for depreciation of equipment: $2.00.

Bus. Ed. 363. Money and Banking.*—Second term; daily; 3 credits.

Mr. Barber

This course deals with the function of finance in business, the evolution of money, its value, effects of monetary fluctuations, monetary reform, and the structure and functions of banking including governmental agencies which are intended to supplement private institutions.

May not be offered for credit together with Bus. Ed. 463.

III. Department of Chemistry

Courses Offered First Term

Chem. 131. General Chemistry.—First term; 2 double laboratory periods and 4 single periods a week; 3 credits.

Mr. Pickett

This course covers the first quarter's work in general chemistry. It includes the fundamental theories and laws of chemistry. Problems illustrating the practical side are studied. Several of the more common non-metallic elements are included in this course. Laboratory fee: $3.00.

Chem. 231. Chemistry of the Carbon Compounds.—First term; 2 double laboratory periods and 4 single periods a week; 3 credits.

Mr. Pickett

This course is what is commonly called Organic Chemistry. It is an introduction to the aliphatic hydrocarbons and their more commonly encountered derivatives. Class study includes theory of structure, type and group reactions, isomerism and important syntheses of carbon compounds. The laboratory work requires the preparation of hydrocarbon derivatives and a brief outline of the analytical chemistry of carbon compounds. Laboratory fee: $4.00.

*Students may not offer Bus. Ed. 463 for credit if Bus. Ed. 363 is to be offered toward a degree.
CHEM. 232. Chemistry of the Carbon Compounds.—First term; 2 double laboratory periods and 4 single periods a week; 3 credits.  MR. PICKETT

A continuation of Chemistry 231. The chemistry of the carbohydrates and their related compounds is studied. An introduction is made to the chemistry of the carbon compounds of aromatic series. Laboratory fee: $4.00.

COURSES OFFERED SECOND TERM

CHEM. 132. General Chemistry.—Second term; 2 double laboratory periods and 4 single periods a week; 3 credits.  MR. PICKETT

This course is a continuation of Chem. 131, and continues the study of the fundamental law of the science. The chemistry of the non-metallic elements and an introduction to a study of the more common metallic elements are included in this course. Much attention is given to the solution of problems in chemical arithmetic and the writing of the more complicated chemical equations. Laboratory fee: $3.00.

CHEM. 133. General Chemistry.—Second term; 2 double laboratory periods and 4 single periods a week; 3 credits.  MR. PICKETT

A study of the more common metallic elements and their compounds. It is the conclusion of the work usually offered in the first year of college chemistry. The program of classes in chemistry is so arranged that a student can complete a year's work in general chemistry in the summer session. Chem. 131 and 132 are prerequisite. Laboratory fee: $3.00.

CHEM. 233. Biochemistry.—Second term; 2 double laboratory periods and 4 single periods a week; 3 credits.  MR. PICKETT

This course is devoted to the study of the applications of chemistry to living processes. It includes a study of the various foodstuffs, their digestion and metabolism, bodily secretions and excretions, animal calorimetry and nutrition with applied chemical methods concerned. Laboratory fee: $4.00. Prerequisite: Chem. 231 and 232.
IV. Department of Education, Psychology, and Philosophy

Courses Offered First Term

A. Education

Ed. 350. Virginia Elementary Schools and the War Program.—First term; 2 hours daily; 6 credits. MISS ANTHONY

This is a refresher course for experienced teachers coming back into the schools for the duration. Students will become familiar with the revised edition of The Course of Study for Virginia Elementary Schools, and with adaptations made necessary by war conditions. Readings and discussions will be definitely related to observations in the College elementary schools. Conferences will be scheduled with the faculty concerning recent developments in subject matter fields basic to the war effort.

Ed. 392. The Public School Curriculum.—First term; daily; 3 credits. MR. HOUNCHELL

Scope and organization of the Virginia curriculum. Changes in subject matter emphasis—recent, present, and pending. Study of published materials for Virginia program by grades and subjects. Unit organization and teaching by units. Activities as part of the school program. Individual problems will be worked out according to interests of the members of the group. Substitute for Ed. 512 or Ed. 332. Observations in the training school. Open to students with teaching experience in Curriculum I, II, and III.

Ed. 420. Directed Teaching.—First term; daily; 6 credits. MR. HOUNCHELL AND SUPERVISORS

Gives experience in teaching under public school conditions with emphasis on the use of the Virginia curricula. One group conference will be arranged each week. Advanced registration is necessary. Write Mr. Paul Houchell, Assistant Director of Training.

This course is for seniors in Curricula I, II, and III. Students who also complete Ed. 425 in the second term will be credited with Ed. 435, Directed Teaching, which is a standard 9 credit course offered in the winter session. Students from other colleges should see pages 20, 21 of this bulletin for a statement concerning prerequisites and credits.

Ed. 461. Foundations of Education.—First term; daily; 3 credits. MR. HOUNCHELL

Historical background of modern educational theories. A critical survey of the major concepts and issues in the history of philosophical and educational thought which underlie current philosophies of education. This is the first unit of the course Ed. 461-462-463. By taking 461 and 462 the first term it is possible to complete this course in the summer quarter.
Ed. 462. **Foundations of Education.**—*First term; daily; 3 credits.*  
**MR. GIFFORD**  
Current educational practices are examined from the standpoint of modern philosophical theory.

Ed. 463. **Foundations of Education.**—*First term; daily; 3 credits.*  
**MISS SEEGER**  
A study of the inter-relations of school and community.  
Note: Since the catalog went to press, Mr. Percy Warren has been added to the faculty and will offer the following courses (see schedule):

Ed. 330. **The Public High School.**—*First term; daily; 3 credits.*

Ed. 360. **Teaching the Subnormal Child.**—*First term; daily; 3 credits.*

**B. Psychology**

*Psy. 221. **General Psychology.**—*First term; daily; 3 credits.*  
**MR. SHORTS**  
Introductory study of the whole field of mental life and activity. Required in all curricula.

Psy. 222. **General Psychology.**—*First term; daily; 3 credits.*  
**MR. SHORTS**  
Develops the major problems of educational psychology, particularly the learning process and individual differences. Should be preceded by, or taken parallel with, Psy. 221. Required in all curricula.

Psy. 322. **Abnormal Psychology.**—*First term; daily; 3 credits.*  
**MR. SHORTS**  
Presents the subject in three natural divisions: first, a study of feeblemindedness with its accompanying educational and social problems; second, the milder forms of mental deviation including neurasthenia, hysteria, etc., with a study of their recognition, prevention, and treatment; third, the more serious types of psychoses requiring institutional treatment. Attention will be paid to such milder forms of abnormality as appear among school children. Prerequisite: Psy. 221 or equivalent.

Psy. 323. **Psychology of Personality.**—*First term; daily; 3 credits.*  
**MISS SEEGER**  
The practical analysis of the elements in, and cultivation of, the normal, wholesome personality. Particularly recommended to teachers who wish to understand their children better. Prerequisite: Psy. 231 or equivalent.

*Students are advised to take the whole sequence Psy. 221-222-223. Psy. 223 is given the second term.*
COURSES OFFERED SECOND TERM

A. EDUCATION

ED. 350. VIRGINIA ELEMENTARY SCHOOLS AND THE WAR PROGRAM.—Second term; 2 hours daily; 6 credits.

MISS ANTHONY

This is a refresher course for experienced teachers coming back into the schools for the duration. Students will become familiar with the revised edition of The Course of Study for Virginia Elementary Schools, and with adaptations made necessary by war conditions. Readings and discussions will be definitely related to observations in the College elementary schools. Conferences will be scheduled with the faculty concerning recent developments in subject matter fields basic to the war effort.

ED. 393. CLASSROOM MANAGEMENT AND TEACHING.—Second term; daily; 3 credits.

MR. HOUNCHELL

Study of the responsibilities of the classroom teacher in caring for children and causing learning. Planning and use of materials, including the place of unit organization and teaching by units. Emphasis upon assignment, direction of study, activities program. Observations in training school. May be substituted for Ed. 313 or Ed. 333.

ED. 425. DIRECTED TEACHING.—Second term; daily; 3 credits.

MR. HOUNCHELL AND SUPERVISORS

This course with Ed. 420 completes the 9 hours of supervised teaching required for the Collegiate Professional certificate. Such students will be credited with Ed. 435 as in the winter session. One group conference each week will be arranged. Advance registration is necessary. Write Mr. Paul Hounchell, Director of Training.

This course is for seniors in Curricula I, II, and III. Students from other colleges should see pages 20 and 21 of this bulletin for a statement concerning prerequisites and credits.

ED. 450. SCHOOL LAW.—Second term; daily; 3 credits.

MR. GIBBONS

The object of this course is to familiarize the student with laws governing the relationships of a teacher with the State, locality, school board, parents of pupils, and pupils.

ED. 461. FOUNDATIONS OF EDUCATION.—Second term; daily; 3 credits.

MR. HOUNCHELL

Historical background of modern educational theories. A critical survey of the major concepts and issues in the history of philosophical and educational thought which underlie current philosophies of education. This is the first unit of the course Ed. 461-462-463. By taking 461 and 462 the first term it is possible to complete this course in the summer quarter.
Ed. 462. **Foundations of Education.**—*Second term; daily; 3 credits.*

MR. GIFFORD

Current educational practices are examined from the standpoint of modern philosophical theory. The course will include an evaluation of the fundamental concepts of progressive education. Special attention will be given to the issues raised by the essentialist-progressive controversy in education in an effort to reach a sound theory of education that conserves the values of both positions.

Ed. 463. **Foundations of Education.**—*Second term; daily; 3 credits.*

MISS SEEGER

A study of the inter-relations of school and community. Consideration will be given to such topics as the social function of education, the meaning of education for democracy, and the community survey as the core of the curriculum.

**B. Psychology**

Psy. 223. **General Psychology.**—*Second term; daily; 3 credits.*

MR. SHORTS

Lays special emphasis on the problems—emotional, social, moral, religious, of the boy and girl. Also considers further problems of educational psychology. Prerequisite: Psy. 221, or its equivalent.

Psy. 323. **Psychology of Personality.**—*Second term; daily; 3 credits.*

MR. SHORTS

Deals with the development of human personality, particularly in its earlier stages. The implications of mental hygiene for the school child and for the teacher will be studied. Special emphasis will be placed on the interplay of original nature and the various forces of environment and of society on the development of the integrated personality.

**V. Department of English Language and Literature**

**Courses Offered First Term**

Eng. 131. **English Fundamentals (I).**—*First term; daily; 3 credits.*

MR. HUFFMAN, MISS BOJE

Principles of grammar that function in the single paragraph and other service forms of composition. An introduction to the best procedures for effective use of the library.
Eng. 132. English Fundamentals (II).—First term; daily; 3 credits. 

MR. HUFFMAN, MISS BOJE

Skill in the selection of material and its organization into finished prose compositions of some length, including the directed preparation of a research paper.

Eng. 221. World Literature (I).—First term; daily; 3 credits. 

MR. HUFFMAN

Those points where the currents of world classics have entered the stream of English and American literature will be examined, and the influence of these works of art on our national culture will be explained. The elements of social content will be stressed. This course deals chiefly with Greek and Roman literature in translation.

Eng. 222. World Literature (II).—First term; daily; 3 credits. 

MR. LOGAN

The literature of modern Europe, with special study of influential and controversial writing from Machiavelli to Hitler. Rich in the materials which reveal the conflicting ideologies of the world-at-war.

Eng. 231. Survey of English Literature (I).—First term; daily; 3 credits. 

MISS BOJE

A general survey, with collateral readings, discussions, and reports. Chaucer to Dryden.

Eng. 253. Literature for Children.—First term; daily; 3 credits. 

MISS SEEGER

Contemporary literature for children, including the Newbery prize awards. Emphasis is placed on the means of stimulating and improving children's reading interests. Required in Curriculum I.

Eng. 371. Oral Interpretation (I).—First term; daily; 3 credits. 

MISS HARRIS

A study of the technique of effective reading, aiming at skill in reading, both aloud and silently; the correction of speech defects; the study of elementary phonetics; the acquiring of a pleasing platform manner; the training of the sense of literary appreciation. Required in Curriculum I.

Eng. 372. Oral Interpretation (II).—First term; daily; 3 credits. 

MISS HARRIS

The principles of good voice production will be applied to problems of emotion and meaning in interpretation, with a careful study of pitch, volume, and vocal quality. Regular readings, with both oral and written précis, will be carefully criticized. Required in Curriculum I. Prerequisite: Eng. 371.
ENG. 373. ORAL INTERPRETATION OF LITERATURE.—First term; daily; 3 credits.
MISS HARRIS

The student will apply the elements of expression to both prose and verse. The aim throughout the course will be to establish good habits of reading and speaking rather than to practice "piece speaking." Appreciation of good literature will be constantly emphasized. Prerequisite: Eng. 371.

ENG. 430. WRITING FOR PUBLICATION.—First term; daily; 3 credits.
MR. LOGAN

Instruction and practice in writing. Book reviews and feature articles will be stressed.

ENG. 485. THE SHORT NOVEL.—First term; daily; 3 credits.
MR. LOGAN

In addition to the novelettes of Joseph Conrad, Thomas Hardy, and Henry James, this course will include successful examples of this literary form by contemporaries such as Willa Cather, Zona Gale, Robert Nathan, Edith Wharton, and Thornton Wilder.

COURSES OFFERED SECOND TERM

ENG. 223. WORLD LITERATURE (III).—Second term; daily; 3 credits.
MR. HUFFMAN

A brief culminating summary of English and American literature as related to world literature. For those who have taken Eng. 211 and 212.

ENG. 232. SURVEY OF ENGLISH LITERATURE (II).—Second term; daily; 3 credits.
MR. HUFFMAN

A general survey, with collateral readings, discussions, and reports. Dryden to Wordsworth.

ENG. 233. SURVEY OF ENGLISH LITERATURE (III).—Second term; daily; 3 credits.
MR. LOGAN

A general survey, with collateral readings, discussions, and reports. Since Wordsworth.

ENG. 242. AMERICAN LITERATURE (II).—Second term; daily; 3 credits.
MR. LOGAN

Readings in American literature that trace the democratic tradition through the writings of Emerson, Thoreau, and Whitman, and with minor attention to Crevecoeur, Jefferson, Lincoln, and Clemens.
Eng. 251. Literature for Children.—Second term; daily; 3 credits. MISS SEEGER
A survey of traditional literature for children—folk tales, myths, fables, legends, ballads, and romances. Required in Curriculum I.

Eng. 290. Composition and Rhetoric.—Second term; daily; 3 credits. MR. HUFFMAN
This course is designed to meet the requirements of those who feel the need for additional training in the theory and practice of composition. By arrangement with the professor this class can be substituted for Eng. 133.

Eng. 491. The Development of the English Language.—Second term; daily; 3 credits. MR. LOGAN
History of language development, with comparative readings in Old, Middle, and Modern English; levels of usage, standards of pronunciation and of grammatical correctness, English idioms; phonetics and semantics—with special application to propaganda analysis.

VI. Department of Fine and Industrial Arts

Courses Offered First Term

Art 221. Art Structure.—First term; 3 double and 3 single periods a week; 3 credits. MISS PALMER
This course, for primary and grammar grade teachers, consists of practical problems: posters, lettering, paper cutting, clay modeling, friezes, linoleum printing and other problems; educational methods and observations. Materials fee: $1.50.

Art 222. Art Structure.—First term; 3 double and 3 single periods a week; 3 credits. MISS DAVIS
This course is for both primary and grammar grade teachers. Art observation lessons will be given in the training school. Problems will include a study of bulletin board arrangements, exhibitions, story and poem illustrations, clay modeling, pottery, animals, booklets, woodwork, paper cutting, lettering, posters, and other problems in the curriculum. Art Structure 221 is not a prerequisite. Materials fee: $1.50.
Art 311. Art Appreciation and History.—First term; daily; 3 credits. MISS PALMER

This is a general appreciation course for teachers of all grades and also for those who do not intend to teach. It does not deal with the greater arts—painting, sculpture, and architecture—to any extent, but rather takes up the minor art and aims at an understanding and appreciation of the simple art objects which surround us in everyday life. Materials fee: $1.00.

Art 313. Art Appreciation and History.—First term; daily; 3 credits. MISS DAVIS

This is a chronological study of master paintings and artists of all ages and countries from the early Renaissance to the present time. The appreciative side is stressed. It is for elementary and secondary school teachers and for students of liberal arts. Art 311 and 312 are not prerequisites. Materials fee: $1.00.

Art 341. Crafts.—First term; 3 double and 3 single periods a week; 3 credits. MISS PALMER

For teachers of all grades and high school who wish to develop understanding of various crafts and handiwork applicable with the children and which are contained in the State curriculum. Problems studied are such as clay modeling, stencils, pottery, plaster casting, gesso, batik, crayonex, book binding, simple woodwork, etc. Materials fee: $1.50.

Art 342. Crafts.—First term; 3 double and 3 single periods a week; 3 credits. MISS DAVIS

This course is a continuation of Crafts 341 listed above and consists of similar problems. Crafts 341 is not a prerequisite. Materials fee: $1.50.

Courses Offered Second Term

Art 223. Art Structure.—Second term; 3 double and 3 single periods a week; 3 credits. MISS AIKEN

This course is for both primary and grammar grade teachers. Art observation lessons will be given. Problems will include a study of bulletin board arrangements, exhibitions, story and poem illustrations, clay modeling, pottery, animals, booklets, woodwork, paper cutting, lettering, posters, and other problems in the curriculum. Art 221 and 222 are not prerequisites. Materials fee: $1.50.
Art 312. Art Appreciation and History.—Second term; daily; 3 credits. MISS AIKEN

This course is an appreciative study of the masterpieces of architecture and sculpture of all ages and periods in chronological order. It is planned for those interested in liberal arts, secondary and primary work. Lecture and slide method is used. Art 311 is not a prerequisite. Materials fee: $1.00.

Art 343. Crafts.—Second term; 3 double and 3 single periods a week; 3 credits. MISS AIKEN

For teachers of all grades and high school who wish to develop understanding of various crafts and handiwork applicable with the children and which are contained in the State curriculum. Problems studied are such as clay modeling, stencils, pottery, plaster casting, gesso, batik, crayonex, book binding, simple woodwork, etc. Crafts 341 and 342 are not prerequisites. Materials fee: $1.50.

VII. Department of Geography

Courses Offered First Term

Geog. 332. Climates and Man.—First term; daily; 3 credits. MR. HANSON

A world survey course organized to study climatic regions. The chief types of climate, their characteristics and distribution, with man’s response to each type are studied.

Geog. 310. Contemporary Trends in Modern Geography.—First term; daily; 3 credits. MR. HANSON

This course will consider global geography as well as the natural and human resources of selected areas. Library studies and visual aids will be planned to acquaint the student with the possibilities of complete geography. In order to suit the course to those enrolled, it will include units of work basic to teaching the new curriculum.

Geog. 345. Geography of Virginia.—First term; daily; 3 credits. MR. HANSON

Linked with a study of the natural environment, the course will consider the natural resources of the state as they influence the present occupations. Also, some study will be made of probable future developments.
Courses Offered Second Term

Geog. 331. Man’s Physical World.—Second term; daily; 3 credits. MR. HANSON

The course begins with special attention to stars, planets, rocks, and soils. This is followed by a study of the earth’s surface features, from the standpoint of their origin and modification, and their influence upon the modes of living, industries, institutions, and distribution of peoples.

Geog. 333. Industrial Geography.—Second term; daily; 3 credits. MR. HANSON

In this course the fundamentals of manufacture are studied. The typical raw materials of industry from their production through their manufacturing and marketing are considered.

Geog. 433. Conservation of Natural Resources.—Second term; daily; 3 credits. MR. HANSON

This course is designed especially to prepare teachers for the new curriculum. The exploitation of the natural resources which led to the present movement to direct their utilization in the interests of the general good will first be studied. Then the topics which will be considered will be reclamation of overflow, swamp, and arid land, maintenance of soil fertility, reduction of ravages of pests, development of scientific forestry, elimination of waste in mining and in the use of mineral fuels and metals, and the development and utilization of water-ways and water powers.

VIII. Department of Health and Physical Education

A. Health Education

Courses Offered First Term

H. Ed. 370. Health Education.—First term; daily; 3 credits. MRS. JOHNSTON

This course is intended for the elementary and rural teacher especially and will consider the place of health education in the new curriculum. It stresses the attitude and abilities of health education in the different grades.

B. Physical Education

Courses Offered First Term

P. E. 261-A-1. Elementary Swimming for Women.—First term; 5 periods a week; 1 credit. MISS SAVAGE

This course is for students and teachers who do not know how to swim. It is a progressive course of elementary skills, strokes and beginning dives. A Beginner’s Certificate will be issued to all those who qualify.
P. E. 262-A-1. Intermediate Swimming for Women.—First term; 5 periods a week; 1 credit. MISS SAVAGE

This course aims to teach the side, breast and crawl strokes; safety skills and diving. The Intermediate Certificate will be awarded to those who pass the practical tests.

P. E. 254. Game Skills and Games.—First term; daily; 3 credits. MRS. JOHNSTON

The game activities listed in the new course of study for high schools and elementary schools will be analyzed as to values and the methods of teaching the skills involved, as well as the games themselves.

P. E. 255. Calisthenics and Individual Activities.—First term; daily; 3 credits. MRS. JOHNSTON

The purpose of this course is to give the class a knowledge of the above subjects as outlined in the new physical education manuals for high school and elementary school girls and boys. Practice in using the test cards will be given as well as examples of study of the individual child and prescribing for his physical development.

P. E. 320. Safety Education and First Aid.—First term; daily; 3 credits. MISS SAVAGE

This course prepares teachers to give instruction in safety education. Sufficient time will be devoted to the study of first aid so that a Red Cross Standard First Aid Certificate may be obtained if desired. Open to all students.

P. E. 380. Advanced First Aid for Civilian Defense.—First term; daily; 3 credits. Prerequisite—P. E. 320 or Red Cross Standard First Aid Certificate. MISS SAVAGE

The purpose of this course is to devote time to the solution and practice of practical problems in First Aid. It also gives accident prevention material to leaders of young people and adults. An Advanced Red Cross First Aid Certificate may be obtained.

Courses Offered Second Term

Physical Education

P. E. 262-A-1. Intermediate Swimming for Women.—Second term; 5 periods a week; 1 credit. MISS SAVAGE

This course aims to teach the side, breast, and crawl strokes; safety skills and diving. The Intermediate Certificate will be awarded to those who pass the practical tests.
P. E. 255. **Calisthenics and Individual Activities.**—*Second term; daily; 3 credits.* MISS SAVAGE

The purpose of this course is to give the class a knowledge of the above subjects as outlined in the new physical education manuals for high school and elementary school girls and boys. Practice in using the test cards will be given as well as examples of study of the individual child and prescribing for his physical development.

P. E. 380. **Advanced First Aid for Civilian Defense.**—*Second term; daily; 3 credits.* Prerequisite—P. E. 320 or Red Cross Standard First Aid Certificate. MISS SAVAGE

The purposes of this course are to devote time to the solution and practice of practical problems in First Aid and to give accident prevention material to leaders of young people and adults. An Advanced Red Cross First Aid Certificate may be obtained.

P. E. 320. **Safety Education and First Aid.**—*Second term; daily; 3 credits.* MISS SAVAGE

This course prepares teachers to give instruction in safety education. Sufficient time will be devoted to the study of first aid so that a Red Cross Standard First Aid Certificate may be obtained if desired. Open to all students.

IX. Department of History and Social Science

**Courses Offered First Term**

S. S. 161. **American History: Colonial Period.**—*First term; daily; 3 credits.* MR. McILWRAITH

This course deals with the exploration, settlement, and development of the colonies and gives particular attention to the American Revolution and the making of the constitution.

S. S. 320. **History of American Foreign Relations.**—*First term; daily; 3 credits.* MISS ARMENTROUT

The object of this course is to give the student a broad outline of our country's foreign policies and relations from the Revolutionary Period to the present time.
S. S. 341. Europe from 1500 to 1789.—First term; daily; 3 credits.
MR. McILWRAITH
This course covers from the Reformation to the French Revolution. Special attention is given to the political, economic, social, and colonial changes of the period.

S. S. 343. Europe from 1870 to 1942.—First term; daily; 3 credits.
MISS ARMENTROUT
This course covers European history from the Franco-Prussian War to the peace of Versailles. Emphasis will be placed on the nationalistic and imperialistic rivalries of the leading world powers.

S. S. 360. Current Public Affairs.—First term; daily; 3 credits.
MR. McILWRAITH
This course, based upon a survey of present-day problems, aims to develop a proper evaluation of current magazine and newspaper reading. Students in this course will observe the demonstration of the new curriculum in the Training School.

S. S. 390. Latin America.—First term; daily; 3 credits.
MR. FREDERIKSON
This course is designed to acquaint the student with the history, culture, and importance of the republics to the south of us. Emphasis is placed upon inter-American relations and the defense of the southern hemisphere.

MISS ARMENTROUT
This is a brief but comprehensive course in the study of our Federal Government. Attention is given to the constitutional background and present-day functions of government, with special emphasis upon the impact of war on our political life.

S. S. 471. Social Problems.—First term; daily; 3 credits.
MR. FREDERIKSON
This course aims to acquaint the student with outstanding social problems such as those connected with crime, illiteracy, recreation, accidents, physical and mental deficiencies and diseases, population quality, race, propaganda, leadership, and prevention of war.

S. S. 472. Economic Problems.—First term; daily; 3 credits.
MR. FREDERIKSON
This course is designed to acquaint the student with the nature of the American economic order and also to inform him of the characteristics of the rival economic systems of socialism, communism, and fascism. Special stress is placed upon labor and production problems associated with the present war and attention is given to the relationship of government to business.
COURSES OFFERED SECOND TERM

S. S. 162. American History: Middle Period.—Second term; daily; 3 credits. 
MR. McILWRAITH

This course deals with the national development of the United States from 1789 through the Civil War.

S. S. 163. American History: Recent Period.—Second term; daily; 3 credits. 
MR. FREDERIKSON

This course deals with the political, social and economic history of the United States since the reconstruction era. Special attention is given to America's part in the Second World War and the problems associated with this conflict.

S. S. 342. Europe from 1789 to 1870.—Second term; daily; 3 credits. 
MR. McILWRAITH

A study of Europe from the French Revolution through the Franco-Prussian War. Stress is laid on the democratic and nationalistic movements.

MR. McILWRAITH

This course, based upon a survey of present-day problems, aims to develop a proper evaluation of current magazine and newspaper reading. Students in this course will observe the demonstration of the new curriculum in the Training School.

S. S. 471. Social Problems.—Second term; daily; 3 credits. 
MR. FREDERIKSON

This course aims to acquaint the student with outstanding social problems such as those connected with crime, illiteracy, recreation, accidents, physical and mental deficiencies and diseases, population quality, race, propaganda, leadership, and prevention of war.

S. S. 473. Economic Problems.—Second term; daily; 3 credits. 
MR. FREDERIKSON

This course deals with a number of the more important economic problems. Special attention is given to inflation, taxation, public debt, and post-war business, labor, and agricultural adjustments.
X. Department of Home Economics

Courses Offered First Term

H. E. 230. Nutrition for National Defense.—First term; 2 double and 4 single periods a week; 3 credits.

MRS. VARNER

This course is given as a refresher course for students who have had nutrition in the past and for students who have never had any work in nutrition. A Red Cross Certificate will be given at the completion of the work. Open to all students registered in the College. Laboratory fee: $3.00.

H. E. 240. Demonstration Wartime Cookery.—First term; 2 double and 4 single periods a week; 3 credits.

MISS WILSON

This course is to acquaint one with the present food situation and how it affects our daily life. A study will be made of the effects of rationing and possibilities of meeting the challenge from the standpoint of the consumer. Demonstrations in the actual preparation of food to illustrate sugar saving, food preservation, meat alternates, etc. will be given. Open to all students. Laboratory fee: $3.00.

H. E. 301. Home Economics for Teachers of the Elementary School.—First term; 2 double and 4 single periods a week; 3 credits.

MRS. MOODY

This course is organized around the home economics activities of the new curriculum of the elementary school. It deals with fundamental principles of nutrition, food preparation, and serving. Some observation in the elementary grades will be provided so those who take this course can see the use made of home economics subject matter and activities in the integrated program. Laboratory fee: $3.00.

H. E. 302. Home Economics for Teachers of the Elementary School.—First term; 2 double and 4 single periods a week; 3 credits.

MISS WILSON

This course is designed to give the students in the elementary grades the knowledge and experience necessary to handle satisfactorily textile and clothing problems as they arise in the new integrated curriculum. Some practical work is done in clothing construction, but greater emphasis is placed on intelligent selection, purchase, and care of clothing and household textiles. Observation in the elementary grades will be provided for those who take this course. Laboratory fee: $2.00.
H. E. 370. Nutrition.—First term; 2 double and 4 single periods a week; 3 credits. MRS. VARNER

This course deals with the fundamentals of nutrition and their application to the feeding of individuals and families under varying conditions. Recent developments in the field of nutrition are brought to the attention of the student. Chemistry 353 is a prerequisite. Laboratory fee: $2.00.

H. E. 440. Home Management Residence.—First term; 3 credits. MRS. MOODY

Each member of the group will live in the home management house and will serve there in all capacities. The student thus gains experience which may easily be applied in her own home or in the instruction of others in home duties. The supervisor lives with the students and directs their work. (Six credits are necessary to complete the required work in H.E. 440.) Laboratory fee: $1.50.

Courses Offered Second Term

H. E. 300. Consumer Problems.—Second term; daily; 3 credits. MRS. BLACKWELL

This course is designed to help the student solve personal and household problems of consumption efficiently through acquaintance with recent publications in the field of buying. Special consideration is given standardization of merchandise, branding and labeling, specifications, advertising, and special household commodity information. Open to juniors and seniors in all curricula.

H. E. 303. Home Economics for Teachers of the Elementary School.—Second term; daily; 3 credits. MRS. BLACKWELL

This course deals with the principles of planning and furnishing the home, the care of the house, and problems in arrangement and budgeting. It is the third quarter of a year's course in home economics and is planned around the activities of the home to meet the problems of the new curriculum in the elementary grades.

H. E. 380. Nutrition.—Second term; 2 double and 4 single periods a week; 3 credits. MRS. VARNER

This course is a continuation of H. E. 370 which deals with the fundamentals of nutrition and their application to the feeding of individuals and families under varying conditions. Recent developments in the field of nutrition are brought to the attention of the student. H. E. 370 is a prerequisite. Laboratory fee: $2.00.
H. E. 440. **Home Management Residence.**—*Second term; 3 credits.*

*MRS. BLACKWELL*

Each member of the group will live in the home management house and serve there in all capacities. The student thus gains experience which may easily be applied in her own home or in the instruction of others in home duties. The supervisor lives with the students and directs their work.

Ed. 400. **Child Development.**—*Second term; daily; 3 credits.*

*MRS. VARNER*

A study is made of factors involved in physical, mental, social, and emotional development of the young child. Special emphasis will be given to the importance of home relationships. The kindergarten, first grade, and nursery schools of Harrisonburg will be used for observation studies. Each student will also observe a baby in a home. *Open to all students.*

**XI. Department of Library Science**

The Collegiate Professional Certificate will be endorsed for teaching Library Science and for serving as librarian in public elementary and secondary schools on presentation of six college session hours credit. The six courses recommended for teacher librarians are Libr. Sci. 351, 352, 353, 360, 362, and English 253. Students who desire additional work should take Libr. Sci. 363, 390, and Libr. Sci. 343. Students who are fulfilling the Library Science requirement in Curriculum I should take Libr. Sci. 362 or 351.

**Courses Offered First Term**

**Libr. Sci. 343. Audio-Visual Materials.**—*First term; daily; 3 credits.*

*MISS HOOVER*

This course will offer the in-service as well as the pre-service teacher an opportunity to become acquainted with the many types of audio-visual teaching materials now being used in the public schools. Attention will be given to (1) the role and status of auditory and visual aids in assisting the achievement of educational objectives; (2) principles involved in the selection and evaluation of audio-visual materials for specific educational purposes; (3) techniques for utilizing audio-visual materials in the classroom; (4) mechanical aspects of the operation of projectors and other types of equipment. (This course may not be taken for credit by those who have taken A. V. 300 or Ed. 300 in previous summers.)
Libr. Sci. 351. Book Selection for School Libraries.—*First term; daily; 3 credits.* Miss Hoover

Principles of book selection as applied to materials of instruction; includes a study of book-selection aids; editions and publishers; reading and discussion of books; compiling of selective lists.

Libr. Sci. 362. Reference and Bibliography.—*First term; daily; 3 credits.* Mr. Logsdon

A study of encyclopedias, dictionaries, yearbooks, periodical indexes and special reference books used in the school library.

Libr. Sci. 363. Reference and Bibliography.—*First term; daily; 3 credits.* Mr. Logsdon

This course is a continuation of Library Science 362. Emphasis is placed on a subject approach to reference books and reference work. Students will be given practice in working out reference problems which occur frequently in library work. Library Science 362 is prerequisite.

Libr. Sci. 390. The Library as a Social Institution.—*First term; daily; 3 credits.* Mr. Logsdon

This course is a study of the organization and functions of various types of libraries. Its purpose is to give the prospective librarian an understanding of the role of libraries and the library profession in modern society.

Eng. 253. Literature for Children.—*First term; daily; 3 credits.* Miss Seeger

(See English Department for full description of this course.)

Courses Offered Second Term

Libr. Sci. 352. Administration of School Libraries.—*Second term; daily; 3 credits.* Miss Hoover

The functions, organization, planning, equipment, and management of the small school library.

Libr. Sci. 353. Classification and Cataloging.—*Second term; daily; 3 credits.* Miss Boaz

A study of the principles and methods of classification and cataloging with modifications for small libraries. Students will classify and catalog books under supervision. Ability to use a typewriter is important.
LIBR. SCI. 360. READING GUIDANCE IN THE JUNIOR AND SENIOR HIGH SCHOOL.—Second term; daily; 3 credits.
MISS HOOVER

A survey of the literature suitable for junior and senior high school students. Principles of reading guidance and methods of developing reading tastes of adolescents.

ENG. 251. LITERATURE FOR CHILDREN.—Second term; daily; 3 credits.
MISS SEEGER

(See English Department for full description of this course.)

XII. Department of Mathematics

COURSES OFFERED FIRST TERM

MATH. 122. GENERAL MATHEMATICS.—First term; daily; 3 credits.
MR. CONVERSE

This course is based on the study of problems which are liable to arise in the life of the average individual. The problems will be so chosen as to bring in and show the necessity of all the processes that are essential in the mathematics of the elementary schools.

MATH. 131. COLLEGE ALGEBRA.—First term; daily; 3 credits.
MR. CONVERSE

This course includes the topics usually given in the first half of a course in college algebra.

MATH. 360. EMERGENCY COURSE IN ESSENTIAL MATHEMATICS.
—First term; daily; 3 credits.
MR. CONVERSE

This course contains those parts of arithmetic, geometry, algebra, and trigonometry needed by persons entering the armed service, and is designed for such persons, and for high school teachers who may be called upon to give such a course in the high school.

COURSES OFFERED SECOND TERM

MATH. 123. GENERAL MATHEMATICS.—Second term; daily; 3 credits.
MR. CONVERSE

This course is a continuation of Mathematics 122 based on problems of a different sort and does not presuppose knowledge of Mathematics 122.
Math. 132. College Algebra.—Second term; daily; 3 credits.

This course includes topics usually given in the second half of a course in college algebra.


—Second term; daily; 3 credits.

This course contains those parts of arithmetic, geometry, algebra, and trigonometry needed by persons entering the armed service, and is designed for such persons, and for high school teachers who may be called upon to give such a course in the high school.

XIII. Department of Music

Applied Music

Opportunity is offered for individual instruction in applied music; namely, piano and voice. Credit is granted for work in applied music leading to a music major. Nine hours may be offered toward the B.S. and A.B. degrees.

Preparation for Examinations for Music Teachers

Students who wish to review theory and harmony and history of music in preparation for the State examinations in music may arrange for private instruction in this work.

Fees for Individual Instruction

All individual instruction is offered at $1.13 for one-half hour lesson. For the student who voluntarily drops the course before the end of the term, the fee is $1.25 a lesson.

The use of the piano for practice will be $1.50 for six weeks.

Piano 111, 211, 311, 411.—Both terms; 1 credit each term.

MISS HARRIS

The work in piano is suited to the needs of the individual with special attention given to the fundamentals of correct technique. Every effort is made to acquaint the student with the best in piano literature and to inculcate an appreciation for piano music in general.

Voice 111, 211, 311, 411.—Both terms; 1 credit each term.

MISS SCHNEIDER

This course is suited to the needs of the individual. Breath control, voice building, diction, and interpretation are given special attention.
Courses Offered First Term

Mus. 333. History and Appreciation.—First term; daily; 3 credits.

MISS SHAFFER

This course will include a study of the musical literature of the latter part of the 19th century and the beginning of the 20th century. Carefully selected phonograph records are used as illustrations.

Mus. 340. Music in Wartime.—First term; daily; 3 credits.

MISS SHAFFER

This course will include a study of songs of the United Nations and the Latin American countries, practical experience in choral conducting, singing songs suitable for school groups who wish to serve their communities with timely and stimulating music for patriotic and other programs of general interest.

No previous musical experience in music is required.

At all times singing and listening to music should be encouraged; in wartime, both are essential.

Mus. 352. Music Materials.—First term; daily; 3 credits.

MISS SHAFFER

In this course a study is made of suitable music for the many varied musical activities, and includes a discussion of the methods and problems involved in their use. The campus laboratory classes offer opportunity for demonstration.

Courses Offered Second Term

Mus. 330. Opera and Symphony.—Second term; daily; 3 credits.

MISS SHAFFER

This course is designed to increase the understanding and taste of students through a study of some of the best musical literature in these forms. Lectures, discussions and illustrations of recorded music are included.

No previous musical experience is required.

Mus. 361. History and Appreciation.—Second term; daily; 3 credits.

MISS SHAFFER

This course deals with the growth of music in America including folk songs, national music, music in the public schools, music of contemporary writers, etc. “Our American Music” by John Tasker Howard will be used as an outline. Phonograph records will be used as illustrations.

Mus. 365. Practical Problems.—Second term; daily; 3 credits.

MISS SHAFFER

This course will aid teachers who need to find interesting music material and to survey the song slides and recorded music available to schools from the Audio-Visual distributing center at Madison College.
XIV. Department of Physical Science*

Courses Offered First Term

P. S. 291. Fundamentals of Science.—First term; 2 double and 4 single periods a week; 3 credits.

MR. McWHITE

This course is especially designed for teachers of the new elementary course of study. Demonstrations of the experiments that are likely to arise in the average classroom will play an important role in this course. The following topics will be covered: elementary mechanics, simple machines, transportation, and heat. Laboratory fee: $2.00.

P. S. 351. General College Physics.—First term; 2 double and 4 single periods a week; 3 credits.

MR. McWHITE


P. S. 352. General College Physics.—First term; 2 double and 4 single periods a week; 3 credits.

MR. McWHITE

Magnetism and Electricity. Magnetism, static electricity, current electricity, electromagnetic induction, generators, motors, discharge through gases, electrical instruments, radio, and vacuum tubes. Introduction to modern physics. Laboratory work and demonstrations. Laboratory fee: $2.00.

P. S. 362. Descriptive Astronomy.—First term; 2 double and 4 single periods a week; 3 credits.

MR. McWHITE

A non-mathematical course covering the solar system, the constellations of our galaxy, and the extra-galactic systems. Attention is given to the historical development of astronomy and the origin of the names of the constellations. Laboratory replaced occasionally with evening observations with the telescope. Laboratory fee: $2.00.

*Faculty notation: Mrs. Winnie Mauck will be the Laboratory Instructor during the first term of the summer school.
P. S. 381. **Introduction to Pre-Flight Aeronautics.**—*First term; 2 double and 4 single periods a week; 3 credits.*

MR. McWHITE

A course designed for prospective teachers of pre-flight aeronautics in the high schools. An effort will be made to adapt the content of the course to the needs of the students, so that they in turn may best instruct in the high schools; that is, particular mathematical and physical applications will be developed in the lecture room and in the laboratory as the students' requirements demand them. It is strongly urged that those planning to enroll in this course will have had either physics or physical science and a good mathematical background. Laboratory fee: $2.00.

**Courses Offered Second Term**

P. S. 292. **Fundamentals of Science.**—*Second term; 2 double and 4 single periods a week; 3 credits.*

MR. McWHITE

A continuation of P. S. 291. The following topics will be covered: magnetism, electricity, telephone, telegraph, and radio. Laboratory fee: $2.00.

P. S. 293. **Fundamentals of Science.**—*Second term; 2 double and 4 single periods a week; 3 credits.*

MR. McWHITE

A continuation of P. S. 291 and 292 the following topics will be covered: sound and musical instruments, light, optical instruments, X-rays, infra-red, ultra-red, ultra-violet, elementary photography and elementary astronomy. Laboratory fee: $2.00.

P. S. 353. **General College Physics.**—*Second term; 2 double and 4 single periods a week; 3 credits.*

MR. McWHITE

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<thead>
<tr>
<th>Class</th>
<th>Instructor</th>
<th>Days</th>
<th>Room</th>
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<tr>
<td>Art 222</td>
<td>Davis</td>
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<td>Biol. 331</td>
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<td>Chem. 232</td>
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<tr>
<td>Ed. 392</td>
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<td>Daily</td>
<td>R4</td>
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<tr>
<td>Eng. 131</td>
<td>Boje</td>
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<td>W33</td>
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<td>Huffman</td>
<td>Daily</td>
<td>W32</td>
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<td>Eng. 371</td>
<td>Harris</td>
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<td>Geog. 310</td>
<td>Hanson</td>
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<td>Mus. 340</td>
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<td>Daily</td>
<td>MR</td>
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<tr>
<td>P. E. 320</td>
<td>Savage</td>
<td>Daily</td>
<td>R8</td>
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<td>Daily</td>
<td>JH</td>
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<tr>
<td>P. S. 352</td>
<td>Mauck</td>
<td>FS</td>
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<tr>
<td>S. S. 471</td>
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**PERIOD II—8:30-9:20**

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<td>Bus. Ed. 323</td>
<td>Barber</td>
<td>Daily</td>
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<td>Chem. 232</td>
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<td>Hounchell</td>
<td>Daily</td>
<td>R4</td>
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<tr>
<td>Eng. 132</td>
<td>Boje</td>
<td>Daily</td>
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<td>Huffman</td>
<td>Daily</td>
<td>W32</td>
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<tr>
<td>Eng. 430</td>
<td>Logan</td>
<td>Daily</td>
<td>W31</td>
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<td>Libr. Sci. 343</td>
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<td>Hoover</td>
<td>Daily</td>
<td>W24</td>
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<td>P. E. 380</td>
<td>Shaeffer</td>
<td>Daily</td>
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<td>P. S. 381</td>
<td>McWhite</td>
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<tr>
<td>Psy. 221</td>
<td>Shorts</td>
<td>Daily</td>
<td>W21</td>
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<tr>
<td>S. S. 320</td>
<td>Armentrout</td>
<td>Daily</td>
<td>R14</td>
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<tr>
<td>S. S. 360</td>
<td>McIlwraith</td>
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**NOTE:** P. S. 351 and 352 will be so arranged so that 351 will be completed the first two and a half weeks and 352 will be completed the last two and a half weeks.
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<td>Pickett</td>
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<td>M11</td>
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<td>*Ed. 350</td>
<td>Virginia Elementary Schools and the War Program</td>
<td>Anthony</td>
<td>Daily</td>
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<td>Ed. 463</td>
<td>Seeger</td>
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<td>Libr. Sci. 390</td>
<td>The Library as a Social Institution</td>
<td>Logsdon</td>
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<td>Math. 360</td>
<td>Emergency Course in Essential Mathematics</td>
<td>Converse</td>
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<td>P. E. 254</td>
<td>Game Skills and Games</td>
<td>Johnston</td>
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<td>Introduction to Pre-Flight Aeronautics</td>
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<td>Psy. 222</td>
<td>General Psychology</td>
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<td>S. S. 161</td>
<td>American History</td>
<td>McIlwraith</td>
<td>Daily</td>
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<td>S. S. 343</td>
<td>Europe from 1870 to 1942</td>
<td>Armentrout</td>
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<td>S. S. 472</td>
<td>Social Problems</td>
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<td>Education for the Consumer and Investor</td>
<td>Barber</td>
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<td>Chemistry of the Carbon Compounds</td>
<td>Pickett</td>
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<td>Ed. 330</td>
<td>The Public High School</td>
<td>Warren</td>
<td>Daily</td>
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<td>Virginia Elementary Schools and the War Program</td>
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<td>Ed. 462</td>
<td>Foundations of Education</td>
<td>Gifford</td>
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<td>Eng. 221</td>
<td>World Literature (1)</td>
<td>Huffman</td>
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<td>Eng. 485</td>
<td>The Short Novel</td>
<td>Logan</td>
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<td>Home Economics for Teachers of the Elementary School</td>
<td>Wilson</td>
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<td>Mus. 333</td>
<td>History and Appreciation</td>
<td>Shaeffer</td>
<td>Daily</td>
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<td>P. E. 261-A-1</td>
<td>Elementary Swimming for Women</td>
<td>Savage</td>
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<td>General College Physics</td>
<td>Mauck</td>
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<td>Descriptive Astronomy</td>
<td>McWhite</td>
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<td>Psy. 323</td>
<td>Psychology of Personality</td>
<td>Seeger</td>
<td>Daily</td>
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<td>S. S. 390</td>
<td>Latin America</td>
<td>Frederikson</td>
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### PERIOD V—11:15-12:05

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<td>W25</td>
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### SCHEDULE OF CLASSES†—SUMMER 1943
#### Second Term

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**PERIOD III—9:25-10:15**

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**Note:** P. S. 292 and 293 will be so arranged so that 292 will be completed the first two and a half weeks and 293 will be completed the last two and a half weeks.
### PERIOD IV—10:20-11:10

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### PERIOD VI—12:10-1:00

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### PERIOD VII—2:00-3:00

| Assembly           | JW         | W         |

Room assignments are as follows: R stands for Reed Hall; W, for Wilson Hall; M, for Maury Hall; EG, for gymnasium in Reed Hall; AG, for gymnasium in Ashby Hall; JH, for basement in Johnston Hall; MR (with no number following) for the Music Room in Harrison Hall; L, for Library.

*Double period courses.*