

DEPARTMENTS OF INSTRUCTION.

For the first year twelve departments of instruction will be organized. Other departments will be formed as the needs arise and as funds become available. It is believed that the following departments, arranged in alphabetical order, cover fairly well the *necessary* work of an institution of this character. In each department will be found a number of courses, offering a considerable variety of work, and adapted to the various needs of students training to be teachers or home-makers. In some of the departments other courses than those here noted will be formed before or soon after the opening of the session. The remarks under each course are intended to give *only a very general idea* of the character of the work that may be expected in the course, and further information will be given in later announcements. The instructors in the different departments will outline their work in detail. *All courses included here are subject to change, but due notice will be given of any changes that may be made.*

I. EDUCATION.

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

Education is a science, and the technical and professional sides of the art of teaching are being more and more emphasized. It will be the purpose of this department to give the best possible professional preparation to young women for the work of teaching and supervising in the public schools of Virginia. Successful teaching must be based upon certain principles of mental and social development, and there must be an understanding of the meaning and aim

of education. The good teacher must know the subjects she has to teach and also the pupil to whom her instruction is given, hence in addition to sound scholarship she must have a good knowledge of the nature and growth of the child's mind. To give the teacher the professional training which she needs, the Normal School must present work in theory as related to teaching, and practice in teaching under competent supervision.

The work must include a study of the local educational conditions and problems, of the principles and history of education, of the elements of school management and school economy, and of methods of teaching the different branches in the school.

The theoretical side of the work will be furnished by the various courses noted below, and the practical side provided for in the carefully guided observation of correct methods of teaching and practice under skilled supervision in the training schools of the Normal School.

Particular care will be taken to make the work in all the courses of the department as practicable as possible, in order that they may be of the greatest value to the student after she begins to teach. Every-day school-room problems will be brought into the work, and every effort will be made to apply theory to practice.

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

The training schools, both rural and graded, connected with the Normal School will be the "laboratories" of this department. Full announcements as to these training schools will be made in a later Bulletin to be issued in May.

The following courses will be offered by this department, and others may be organized later as occasion arises.

27. OBSERVATION OF TEACHING.—*1, 2 or 3 Quarters, periods per week as stated in the course Schedules.*

The object of this course is to acquaint the student with the management and work of the school in a general way, in the early days of her Normal School training, to lay a foundation for future work in the Normal Course. It is desirable to introduce the student to actual class-room practice during the early years of her connection with the Normal School, in order to impress upon her the fact that she is being trained to teach and give her some idea of the duties and responsibilities involved.

The students will observe the teaching of lessons in various subjects in the different grades by the heads of departments, supervisors, or other skilled teachers. The observation will be followed from time to time with discussion of the lessons observed and the simpler and more general and fundamental educational principles concerned in them.

30. SCHOOL HYGIENE.—*1 and 2 Quarters, 2 periods per week.*

This course will deal with the fundamental principles of school sanitation and hygiene and their practical application in the work of the class-room. The care of the child's health in school is of vast importance and no teacher can afford to be ignorant along this line. Among the topics discussed in the course will be: the planning of school buildings; light, heat and ventilation; the improvement of school grounds; sanitary equipment; selection of desks and patent appliances; arrangement of programs, recesses, etc.; detection of physical defects in children and their treatment in the school-room; treatment of special and emergency cases, etc.

31. SCHOOL MANAGEMENT.—*1 and 2 Quarters, 3 periods per week.*

This course will be especially adapted to the needs of teachers who must manage schools without the help of a principal, and of those who may become principals of schools. It will deal with everyday practical problems that arise in everyday school-rooms of whatever grade. Rural school problems will be given special attention, as the problem of the graded system for rural schools and the adaptation of the State uniform course of study to the conditions existing in rural schools. Among the topics included in the course will be school organization; classification and grading of pupils; school discipline; the relation of teachers to pupils, parents and school authorities; the daily programme; busy or seat work; special cases demanding special treatment; the school as a social center and its relation to other interests and endeavors of the community. Important points in the Virginia School Law will be discussed and explained; and certain facts concerning public education in Virginia will be brought out. The chief aim of the course will be to develop in future teachers ability to take charge of a school, enroll pupils, organize and classify them, and manage the school properly and successfully. Many teachers of excellent scholarship fail in their work because of a lack of knowledge as to what to do when various problems of management arise, and this course will endeavor to give help in this direction. It will also help the teacher to understand certain routine matters, as the keeping of records, making of reports, etc.

35. KINDERGARTEN METHODS FOR PRIMARY TEACHERS.—*1, 2 and 3 Quarters; 2 periods per week.*

This course will endeavor to show teachers how the methods of the

Kindergarten may be used to advantage in the work of the early primary grades. The use of constructive work in this connection will receive considerable attention.

39. PRACTICE TEACHING IN RURAL SCHOOLS.—1, 2, or 3 Quarters, 6 periods per week.

Following the observation of the work of skilled teachers, the students in this course will be given an opportunity for practice teaching under the careful supervision of skilled teachers, and *in the midst of real school conditions*. The student teacher will be put in charge of the school-room and held responsible for results. The lessons must be planned with care and discussed before and after teaching with the supervising teachers, who will offer such criticisms and suggestions as may be needed. This required training in practical work brings the student face to face with *actual problems of the country schools*. It is the plan of this Normal School to provide for practice teaching in one or more already existing rural schools, so that there will be no artificiality about the work.

40. PRINCIPLES AND METHODS OF TEACHING.—1 and 2 Quarters; 3 periods per week.

This course will include a study of the underlying principles of the science of education and the art of teaching. In addition to the work in general method attention will be given to relation of the different subjects of the public school course. The work will be made as practical as possible, and will seek to help the future teacher solve the many problems that will confront her in the school room. This course will supplement and be supplemented by the work in practice teaching.

49. PRACTICE TEACHING IN GRADED SCHOOLS.—1, 2 or 3 Quarter, 8 periods per week.

The training schools connected with the Normal will be the laboratories of the department of education. In them will be offered facilities for the study of children, the observation of correct methods of teaching and practice work in actual teaching *under real conditions*. In them the theories of method will be put to the test of practice. Students in this course will be assigned to certain work under the direction of skilled and experienced supervisors, and they will be held strictly responsible for their management and teaching. Helpful criticisms will be made, in the progress of the work, by the supervisors. This training will give the student experience in planning lessons and teaching them, in managing classes and in carrying out the numerous details of school-room work; and will develop in her confidence and skill.

50. HISTORY OF EDUCATION.—1, 2 and 3 Quarters, 3 periods per week.

The work of this course will include the systematic study of the course of educational theory and practice from the earliest times down to modern education as exemplified in America, England, France and Germany. The most important topics in Greek and Roman education will be considered and some attention will be paid to education during the Middle Ages, but the greatest portion of the time will be given to the great Educational Reformers and the historical development of the education of our own times. The value of such a course in giving a perspective to the study of educational theory and practice, in giving balance to the

judgment of the future teacher and in shaping her educational ideals is certainly very great. By studying what has been aimed at and what has been accomplished in education by various people in the past, the student may gain some idea of what education should reasonably expect to accomplish in the future.

55. EDUCATIONAL PSYCHOLOGY.—*1 and 2 Quarters; 3 periods per week.*

The purpose of this course is, first, to make a study of the elements of psychology in order to give an understanding of what mental processes are, and how the mind is developed. Such an understanding will make the future teacher more proficient in developing the minds of her pupils, and will enable her to understand psychological terms which often occur in educational literature.

Its second purpose is to apply principles of psychology to the teaching process. Throughout the course technical and unessential portions will be omitted and only those topics which will be of practical value to the teacher will receive attention.

56. CHILD PSYCHOLOGY.—*1 and 2 Quarters; 2 periods per week.*

The purpose of this course is to give the student a better knowledge of the child's nature, so that she may be better able to interpret his actions and make use of his instincts and interests at the proper time. The work will include a study of the physical development of the child and the development of motor activities; of instincts and their functions of development; of the significance of play, of the development of the intellect; of the influence of heredity and of environment on the child, and of the effect of abnormalities. Special attention will be given to the processes of learning and of habit forming, and the practical application of the principles learned to the work of the teacher in the school-room.

57. OBSERVATION OF TEACHING.—*1, 2 or 3 Quarter; 2 periods per week.*

Similar to course 27.

60. PHILOSOPHY OF EDUCATION.—*1 and 2 Quarters; 3 periods per week.*

This is an advanced course in educational theory, which seeks the foundations of education in biology, physiology, sociology, psychology and philosophy, and endeavors to interpret the nature, place and meaning of education in the world. The purpose of the course in this school will be to give a broader view of education as a whole, and especially to interpret the progress and development of educational thought and practice in the light of the social life of peoples in different ages, with a view to determining the form of education demanded by our own age. The larger aims of modern education and the duty of the school to society are to be emphasized.

61. SCHOOL ADMINISTRATION.—*1 and 2 Quarters, 3 periods per week.*

This course will include a thorough study of school economy; location and construction of school buildings, equipment, play-grounds; the rela-

tions of school principals and teachers to Superintendent, Board and patrons; grading, promotions, examinations; records; supervision of instruction; improvement of teachers in service; the relation of the school to the social environment, the school as a community center; boys' and girls' clubs; public entertainments and exhibits of children's work; co-operation of the school and other educational forces; and similar topics. The course will be especially adapted to the needs of those students, or teachers of experience, who desire to prepare for principalships or school supervision. Special attention will be given throughout to the educational conditions and needs in Virginia.

68. EDUCATIONAL SEMINAR.—*1 and 2 Quarters, 1 period per week.*

This seminar will be a meeting of the instructors and advanced students to discuss important educational topics, chiefly those of current interest. The more important articles appearing in educational periodicals will be considered, and new books will be reviewed and discussed as far as time will allow.

69. PRACTICE TEACHING.—*1, 2 or 3 Quarter, 20 periods per week.*

The work of this course will be similar to that of courses 39 and 49, assignments being made by the supervisor to suit the needs of the students. All work will be subject to the criticism and direction of the supervisors. Students will be afforded the opportunity to test theories, lesson plans, etc., in the schoolroom.

ELEMENTARY METHODS.

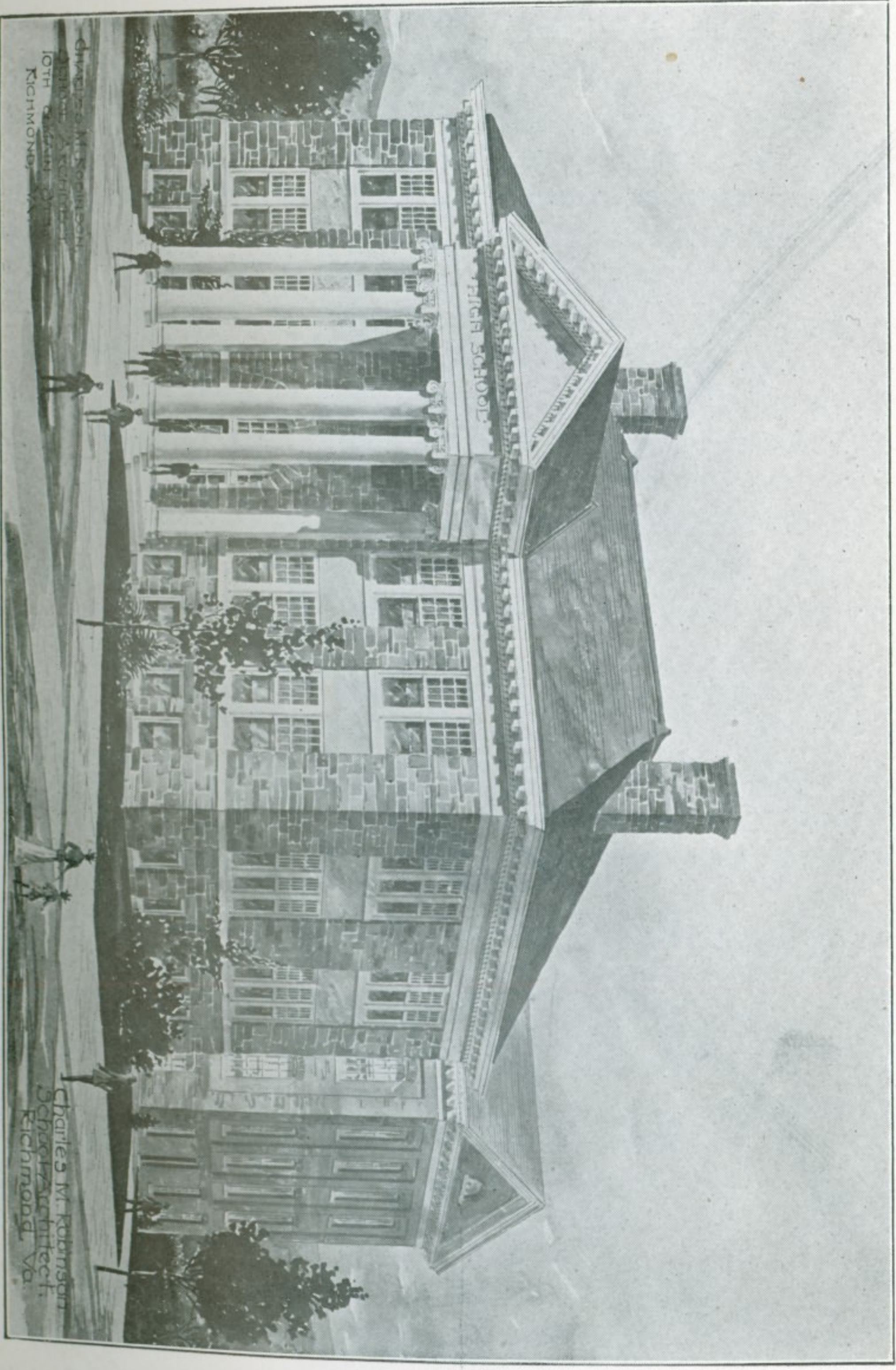
In the presentation of subject-matter in all courses attention will be given throughout to methods of teaching the subject. This may sometimes include lectures by the instructors in Education, observation of lessons taught by skilled teachers and practice teaching by the students.

For courses in the Theory and Practice of Teaching the special subjects of Rural Arts, Household Arts and Manual Arts, and courses in Observation and Practice Teaching of these subjects, see under the respective departments.

II. ENGLISH LANGUAGE AND LITERATURE.

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

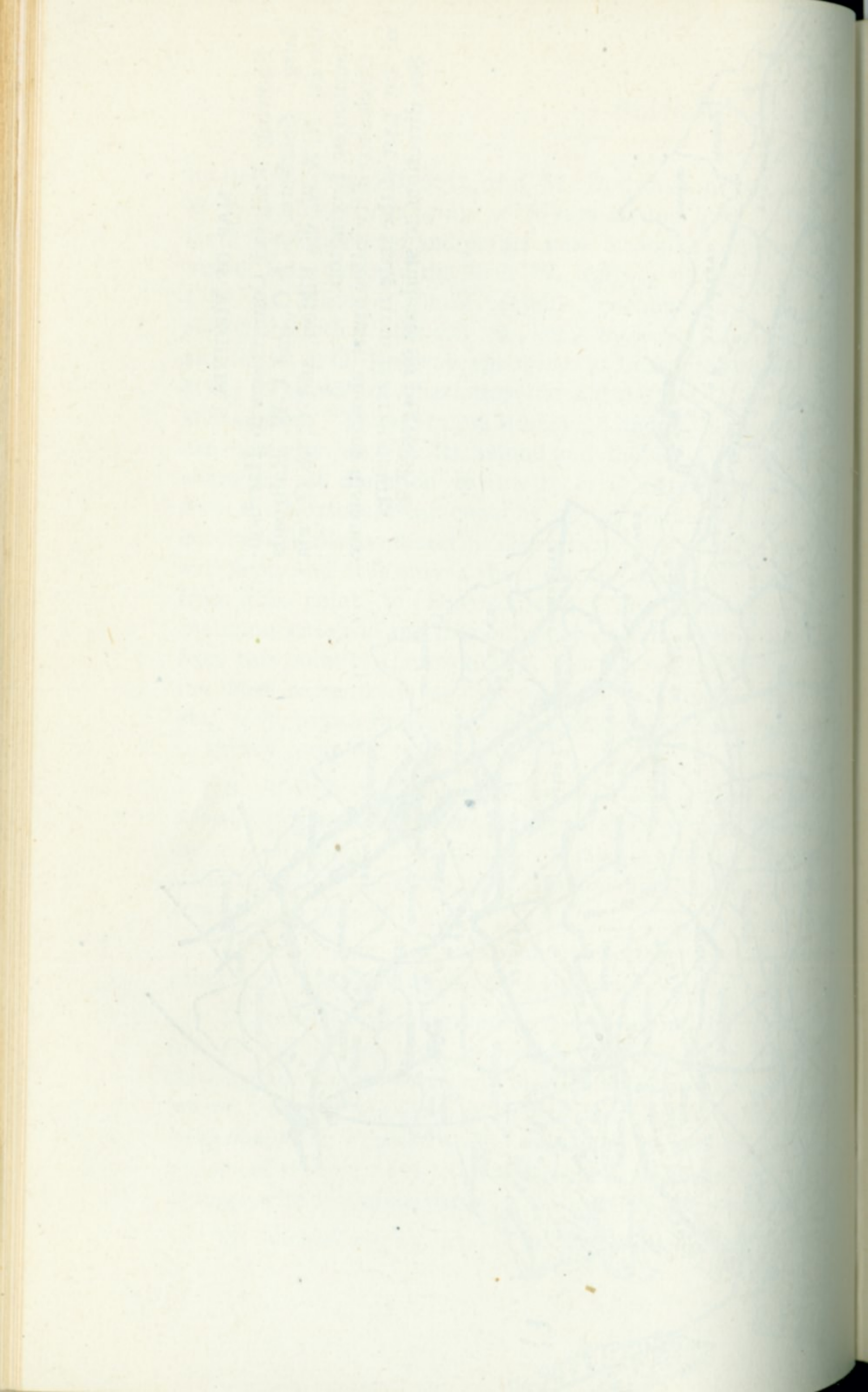
It is of the greatest importance that our teachers be well grounded in their mother tongue, and it is better that the study of other branches be neglected than that anything be lacking in the training in English. This school recognizes this fact and has provided courses in English Language



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in every schedule of work open to its students. In the work of this department the objects sought will be:—

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

In the work of the department reference will be made to many books which may be obtained in the school library, and much collateral reading required in general literature and also in pedagogical literature referring to the teaching of English. The school library is the "laboratory" of this department, and every effort will be made to provide a sufficient number of serviceable books. Constant additions will be made as the demands require and the means allow.

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

The students will be encouraged to organize literary and debating societies, and literary entertainments will be arranged from time to time under the auspices, and with the co-operation of this department.

10. ELEMENTARY LANGUAGE STUDY.—*1, 2, and 3 Quarters, 10 periods per week.*

This is an elementary course arranged to meet the needs of those who feel that they have not had sufficient foundation work in these branches, and those who wish to review them. The course will endeavor to make up deficiencies in previous preparation and serve as an introduction to the more pronounced method teaching of the following year. The course will include:—Reading, Writing, Spelling, Dictation, Grammar

and Composition. Special attention will be given to developing a large vocabulary, a correct pronunciation and a practical use of punctuation, through a study of word analysis and word building, through the constant use of the dictionary, and through the practical application of the principles of grammar to everyday English in oral and written exercises.

20. LANGUAGE STUDY AND METHODS.—*1, 2 and 3 Quarters; 5 periods per week.*

This course will consider at some length the teaching of Reading, Spelling, Elementary Language, Grammar, Writing and Elementary Composition in the elementary school. Its object is to give to students who are preparing to teach in elementary schools some additional drill in the subject-matter of the elementary curriculum, and to give them the essentials of method in the teaching of the English branches.

The course will pre-suppose a good knowledge of these branches and the ability to use it; and students will be expected to have completed course 10, or its equivalent, before entering this course.

30. ADVANCED LANGUAGE STUDY AND METHODS.—*1 and 2 Quarters, 5 periods per week; 3 Quarter, 3 periods per week.*

This course will continue the work of course 20 and make a more extended study of grammar and rhetoric, with a view to giving the student additional subject-matter for teaching purposes and for her own improvement. It will include the reading of a number of classics and the discussion of them in class together with written work based on these and others read outside of class. This course will pre-suppose a good grounding in the elements of English, and students found deficient will be required to take extra classes in language work.

31. JUVENILE LITERATURE.—*3 Quarter, 2 periods per week.*

This course will be given especially for helping teachers in the schools in the selection of suitable literature for use with children in the different grades. It will consider possible sources; the selection of material for certain purposes; the place of such literature in the education of children; reading; reproducing and memorizing; the use of "memory gems;" the correlation of this with other branches of the curriculum; the selection, securing and management of school libraries; and similar topics.

40. RHETORIC AND COMPOSITION.—*1 and 2 Quarters, 3 periods per week.*

This course will make a study of diction, the forms and properties of style, metre and poetry.

Prose composition will be emphasized, and much practice will be given in the writing of paragraphs, outlines, reports, descriptions, stories and original compositions on a variety of subjects. Attention will be given to oral as well as written composition. Supplementary reading of literary master-pieces will be required. Much practical work and many illustrative examples will be included and the actual needs of the prospective teacher will be kept in mind.

41. ENGLISH LITERATURE.—*1, 2 and 3 Quarters; 2 periods per week.*

It will be the aim of this course to acquaint the student with the best

literary creations, with those men and women who have contributed largely to the growth of literature, and with the conditions under which literature has been created in the different ages, since the life and spirit of an age is reflected in its literature. A general view of the whole field of English Literature will be given, and an outline will be made to show the great literary movements and epochs. Through such a study the student will not only be put in possession of a valuable fund of literary material, but also her mind will be enriched and she will gain increased power of expression.

50. ADVANCED RHETORIC AND COMPOSITION.—*1, 2 and 3 Quarters; 3 periods per week.*

This course will be a continuation of the study of course 40, and will include constant practice in writing and a study of the best English models for improvement in style. Theme-writing, story-writing, oratory and debate will receive attention.

In addition to the work in constructive rhetoric will be given work on the side of critical rhetoric, and the laws of discourse will be traced through the study of literary works. In addition to the text-books used, many references will be made to works on general literature and on rhetoric. The preparation of teachers trained in the correct and effective use of the language will be constantly in mind as the highest aim of the course.

51. AMERICAN LITERATURE.—*1, 2 and 3 Quarters, 2 periods per week.*

It will be the aim of this course to study the development of American Literature, and to acquaint the student with its best productions, their authors and the conditions that have produced them. The early formation periods, the New England Renaissance and more recent productions, will receive attention. Special attention will be given to Southern Literature.

61. LITERARY EPOCHS AND CRITICISMS.—*1, 2 and 3 Quarters; 3 periods per week.*

This will be an advanced course in literature and theme-writing. The aim will be to make a careful and systematic study of a few of the more important literary periods. A portion of the course will be given to a study of the English drama, and of Shakespeare as the great dramatic artist, a student of the human heart, and a teacher of ethics. The course will include a study of the main principles of literary criticism and specimens of literature will be studied as illustrations of these principles.

III. FOREIGN LANGUAGES.

The school offers as elective courses work in three foreign languages, namely, Latin, French and German. No student will be *required* to take these courses for graduation. The right is reserved to withdraw any course for which the number of applicants is considered too small to warrant its being given during the quarter.

The work will be made as practical as possible, chiefly with a view to enriching the student's English vocabulary and improving her written and spoken English.

20. INTRODUCTORY LATIN.—*1, 2 and 3 Quarters, 3 periods per week.*

This course will be intended for beginners and will introduce the student to the grammar of the Latin language, and give some practice in reading Latin and in the translation of easy sentences and short paragraphs from Latin into English, and English into Latin. The effort will be made to teach the student to use her study of Latin grammar in improving her English work.

30. ELEMENTARY LATIN.—*1, 2 and 3 Quarters, 3 periods per week.*

This course will continue the study of Latin grammar and translation. A portion of Caesar's Gallic War will be read, and practice given in exercises based on the text. Familiarity with the grammatical constructions will be emphasized and the use of good English in the translation will be required. Some attention will be given to the life and times of Caesar in parallel reading and by lectures.

40. INTERMEDIATE LATIN.—*1, 2 and 3 Quarters, 3 periods per week.*

This course will continue the study of Latin grammar and composition; and will include reading in Cicero's Orations. Some attention will be given to the life and times of Cicero in parallel reading and by lectures.

50. ADVANCED LATIN.—*1, 2 and 3 Quarters, 3 periods per week.*

This course will continue and review Latin grammar, and will continue composition. The reading will be from Vergil, and also from Horace if the time permits. Some attention will be given to versification and scanning. The life and times of Vergil and Horace will be considered in lectures and parallel reading.

24. ELEMENTARY FRENCH.—*1, 2 and 3 Quarters, 3 periods per week.*

This course will be for beginners in French and will include a study of grammar, reading, composition and oral exercises. Dictation will receive attention throughout the course. Some attention will be given to conversation and the development of a correct pronunciation.

34. INTERMEDIATE FRENCH.—*1, 2 and 3 Quarters, 3 periods per week.*

This course will continue the study of grammar, reading and composition. Simple original composition, stories and letters will be required. Prose and lyrics will be studied. Translation from English into French and French into English will be practiced continually. Selections from standard authors will be read.

44. ADVANCED FRENCH.—1, 2 and 3 Quarters, 3 periods per week.

This course will review grammar and will continue reading from French classics. French literature will be studied through the works of the great French authors, as Corneille, Racine, Moliere, Lamartine, Hugo, &c. Considerable sight reading will be required.

27. ELEMENTARY GERMAN.—1, 2 and 3 Quarters, 3 periods per week.

This course will be for beginners in German, and will seek to give a familiarity with the rudiments of grammar, the ability to translate easy prose and simple lyrics and to put English sentences into German. Attention will be paid to pronunciation and oral drill will be frequently given.

37. INTERMEDIATE GERMAN.—1, 2 and 3 Quarters, 3 periods per week.

This course will continue the study of grammar, reading and composition. Simple original compositions, stories and letters will be required. Reading from standard authors, both prose and poetry. Much practice will be given in translation from German into English and from English into German.

47. ADVANCED GERMAN.—1, 2 and 3 Quarters, 3 periods per week.

This course will review grammar and continue reading and composition. Readings from Schiller, Goethe and others, including prose, ballads and lyrics. Some attention to German literature. Considerable sight-reading will be required.

IV. GEOGRAPHY.

Geography is one of the most valuable branches of the school curriculum, as it brings the school into contact with the world and the life and work of people in the various sections of the world; and thus relates the pupil to society at large. It brings the unknown into the experience of the pupil through the medium of the known; and it cultivates habits of observation and comparison. In the department of Geography courses will be offered in General, Commercial and Physical Geography, and in Methods of Teaching Geography in the Schools.

The laboratory method will be used in teaching this subject as far as possible.

10. GENERAL GEOGRAPHY.—*1, 2 and 3 Quarters, 4 periods per week.*

This course will be offered for the special purpose of reviewing and extending the work in Geography done by the student before coming to this school. It will aim to give a survey of the entire field of common and political Geography, and will give special attention to North America, the United States and Virginia. The elements of mathematical and physical Geography are included, but detailed study is reserved for course 42. The main object of the course is to give the student a good foundation of subject-matter by supplementing and fixing more definitely what she has already studied.

38. GEOGRAPHY AND METHODS.—*1 Quarter, 5 periods per week.*

This course will be based on course 10 and will pay special attention to "Home Geography." It will deal with methods of teaching Geography in the different grades. Simple apparatus will be planned and made by the students, field lessons will be arranged, and courses mapped out for the different grades of the elementary school. Pedagogical literature on the subject will be studied, and a sound foundation for teaching the subject will be sought. The work will be made practical and will be illustrated by lessons in the training schools.

40. INDUSTRIAL AND COMMERCIAL GEOGRAPHY.—*1 Quarter, 3 periods per week.*

The emphasis in this course will be upon the social and industrial rather than the political and physical environments of man. The earth will be considered as the home of man, the scene of his work and the theater of his actions. Sections will be studied with reference to their productions of raw materials and manufactured goods. Reference will be made to the natural conditions that affect commerce, as climate, soils, winds and currents. The location and growth of cities, transportation, exports and imports, food materials, textiles and manufactures, metals and minerals, forestry and immigration, and related topics are included in the course. The industrial life of our own State is considered at length. Throughout the course it will be pointed out how social and economic conditions, habits and customs are resultants from the geographic conditions of the environment. The future teacher will be shown how to use this material in the school-room.

42. PHYSICAL GEOGRAPHY.—*1 and 2 Quarters, 4 periods per week.*

In this course a thorough review will be made of mathematical geography and elementary meteorology, after which the study of land forms, their origin, and the agents at work upon the land producing them, will be pursued in a detailed way. Topographic maps will be studied carefully, and their use in the school and the method of reproducing explained. Sand-modeling, chalk-modeling, and the making of relief maps in clay, putty or other materials will be practiced by the students. Field work will be included in the course, the region near the school being well adapted to this purpose. Constant reference will be made to the best way of presenting the material logically, the apparatus needed, the field study essential, etc. The work will be made practical throughout.

V. HISTORY AND SOCIAL SCIENCES.

In the work in History the aim will be to enable the student to interpret the society of which she is herself a part, and her part in the social whole. To do this the development of civilization must be traced from the early historical ages to the present. History will be studied as a connected story of man's life on the earth rather than as a jumble of disconnected facts. The courses in Civics supplement the work in History and explain many portions of the latter. Together with the courses in Economics, Ethics and Sociology the work in Civics gives the student a conception of society and government and the relation of man to his fellow-men. In all of the courses of the department methods of presenting the subject will be considered.

The school library will contain a good number of historical works and frequent references to these will be given.

In addition to the courses indicated below, talks on Ethics and on matters of current significance will be made by members of the Faculty and outsiders at daily assembly. Current events will be brought up for discussion in the different classes from time to time.

10. VIRGINIA HISTORY.—*1 Quarter, 4 periods per week.*

This course will give a brief review of colonial history and the history of the State, with a view to extending the knowledge of the students and fixing in their minds the essential facts. The lives and achievements of the great men of the State will be considered, and the contributions of the State to the Nation will be pointed out.

11. UNITED STATES HISTORY.—*2 and 3 Quarters, 4 periods per week.*

This course will review the history teaching of the lower schools and extend the same, endeavoring to furnish the student with the essentials of the subject and directing her as to the collection and grouping of material for use in her work as teacher. In connection with the history of different periods, short biographical sketches from the lives of great men of the periods will be used. Special attention will be given to the development of historical movements, and to a study of the institutional life of the country and the causes and effects involved. Details of wars will be omitted and more time than usual will be put on social and economic conditions.

25. ELEMENTARY CIVICS AND METHODS.—1 *Quarter*, 4 *periods per week*.

This course will give special attention to State government, with Virginia as the type. City, town, and county government will be included. The relation of the State to the Federal government will be discussed. The necessity for government and the relation of the individual to the government will be brought out in the course. Methods of teaching the subject in the elementary school will be considered throughout the course.

37. RURAL SOCIOLOGY.—1 and 2 *Quarters*, 1 *period per week*.

The object of this course is to present in a brief way, by means of lectures and the reading of references, some of the most significant facts as to the conditions of life in the country and the relations of the rural population as a whole, and especially as regards their work, their business welfare and interests, the character of their homes, and the social influences of community life in rural sections.

The various agencies which may be made to contribute to the improvement of the means of communication, the homes, the schools, and the general well-being, will be pointed out and discussed. The aim of the course is to give prospective teachers in rural communities a right understanding of and a proper attitude to country life, so that they may arouse in the minds of their pupils a love and respect for such life. The school life of the child should dignify country life in the mind of the learner. This course will attempt to give the student an intelligent comprehension of the possibilities of farm life and to show her how most of the apparent disadvantages of such life may be remedied.

38. UNITED STATES HISTORY AND METHODS.—2 *Quarters*; 5 *periods per week*.

The purpose of this course will be to review and extend the study of American History; and to study the methods of teaching it in the grades of the elementary school. Additional material will be drawn from General History and English History. References will be given to the best pedagogical literature on the subject. The work will be made practical and will be illustrated by lessons in the training schools.

43. SOCIAL, ECONOMIC AND INDUSTRIAL HISTORY.—2 *Quarters*; 3 *periods per week*.

This course will make a rapid survey of the chief topics in the history of our country which relate to its social, economic and industrial progress. The development of other great commercial and industrial nations will also receive some attention. The economic motives behind great historical events will be pointed out. The great inventions and their part in the industrial revolution; modern factory and machine methods of production; modern transportation; modern methods of farming, and related topics, will be discussed. The position of the United States among commercial and industrial nations, and the place of our own State in the United States, will be shown by comparisons. The course will supplement Geography course 40, and will be of considerable help to teachers of Geography and History in the graded or high school.

46. ENGLISH HISTORY.—3 *Quarter*, 5 *periods per week*.

This will be a general course in English History from the earliest times to the present, but special emphasis will be placed on those portions which refer to constitutional development and those portions which have the most direct bearing on American History and institutions.

The military history of England and her relations to foreign powers will receive less attention than the social and industrial development of the nation and the political progress of the people.

The course will be valuable to all future teachers as furnishing a background for the teaching of United States History and Civics.

50. ANCIENT, MEDIAEVAL AND MODERN HISTORY.—1 and 2 *Quarters*, 5 *periods per week*; 3 *Quarter*, 2 *periods per week*.

This course will begin with a general survey of the history of the ancient world, particularly Greece and Rome, and will cover Mediaeval History and Modern History. The mediaeval period will be considered rather briefly, and will attempt to show in a concise way the development of the barbaric nations into the cultured people of modern Europe. Most of the time will be given to the modern period, and in this the student's attention will be directed especially to the contributions of the past to the present, to the growth and development of those institutions out of which have arisen most of those of today, and to the marvelous progress of the last century. Special attention will be given to the history of England, France and Germany.

55. CIVIL GOVERNMENT.—3 *Quarter*, 3 *periods per week*.

This course will include a study of the government of the United States and a comparison with that of European nations. The origin, nature, theory and necessity of government; the various forms of local government found in our country and their origin and development; the origin of the Federal Union, and the forms of governing it under the Continental Congress, the Confederation and the Constitution; the origin and development of the various parts of our government, and the political parties and their characteristic policies, are among the topics considered. Attention will also be given to the methods of teaching the subject in the schools, and its relation to the work in History.

65. ECONOMICS.—1 *Quarter*, 3 *periods per week*.

This course will presuppose the possession of a number of important economic facts as brought out in Geography course 40 and History course 43. Abstract theories will be avoided and the important economic principles and laws will be explained as simply and concretely as possible, with the use of illustrations and practical applications. The chief aim will be to give the student a fair understanding of the laws that form the business relations of men, and to this end such topics as, business management and government protection, co-operation, industrial organization and labor conditions, taxation, public ownership and regulation of industrial corporations, will be briefly treated.

66. ETHICS.—2 *Quarter*, 3 *periods per week*.

This course will make a brief and elementary study of moral principles, the vital moral questions involved in human life and conduct, both as regards the individual himself and society; and an outline and examination of ideals for future guidance in right living will be sought.

Practical applications will be made and the work should result in giving the student a better comprehension of her relations to others and how she may teach morals and manners in the school.

67. SOCIOLOGY.—3 *Quarter*, 3 *periods per week*.

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

VI. HOUSEHOLD ARTS.

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

The general aim of the work of the department will be to teach the art of right living, through the elevation of the ideals of the home and through the application of scientific principles to the management and work of the household. It is hoped that this very desirable instruction may be spread among the people of the State by sending out from our Normal School young women trained in these subjects, to teach them to the children of the public schools and to influence the homes in the communities where they teach. Better, more attractive, and more sanitary homes will make

better citizens and more efficient workers; and wholesome, well-prepared food will lessen intemperance and other evils.

Attention is called to the *Special Course in Household Arts*, which has been arranged for those who wish to prepare themselves for supervisors or special teachers of these branches of school work, or who wish to prepare themselves for the work of the home as home-makers, house-keepers, etc.

The equipment provided for the work of this department will be modern and quite complete, and it is believed its courses will be among the most popular offered by the school.

20. SEWING.—1 *Quarter*, 4 *periods per week*.

This will be an elementary course in sewing, planned for beginners, but some knowledge of sewing will be presupposed. If the student does not know how to use the needle at all, she will be required to practice during certain additional periods under direction. The course will include needle-work, simple machine-sewing, simple pattern-drafting and garment-making. The students will make working plans for typical problems in constructive sewing, learning the various hand-stitches and simple forms of machine-sewing directly on useful articles, including undergarments. All the fundamental principles of sewing will be taught in this course; and each problem will be considered as it may be taught to children, and its adaptation to use in public school work. Attention will also be given to the artistic possibilities of the different problems, and so far as practicable some simple and appropriate design will be developed and applied in the form of decoration best suited to the article being made.

Special attention will be given to garment mending and darning with the idea that while in school the student will not only learn how to sew and how to teach sewing, but also will be able to apply her knowledge in properly repairing and caring for her own clothing.

25. COOKING.—2 and 3 *Quarters*, 4 *periods per week*.

This will be an elementary course in cooking, including the study of foods as to their general composition and nutritive value, the effect of heat upon foods and their preparation, cooking processes, food preservation, the management of utensils and stoves, and the planning, preparation and serving of meals. Typical ways of cooking will be studied and common processes best suited to the material to be cooked will be used. The selection, purchase and cost of foods will also be studied. It will be the aim of the course to develop skill, efficiency, neatness, and definiteness in handling materials and apparatus.

Methods of teaching the subject in the public schools, and planning the equipment necessary to this work, will be included in this course. In addition to the regular equipment, the kitchen in the Dormitory will afford opportunity for observation of the preparation of food on a considerable scale.

32. HOME ECONOMICS.—*1 Quarter, 2 periods per week.*

Among the topics studied in this course will be:

The location, planning and construction of the house; water supply and sanitation; heating, ventilation and lighting; selection and cost of furnishings; labor-saving devices in and around the home; household service; organization and systematic methods of housekeeping; household accounts and cost of living.

The course will be very practical and will contain much of value to teachers and home-makers.

36. HOME CLEANING.—*2 Quarter, 2 periods per week.*

This course will consider cleansing processes; the cleaning and care of rooms; the making of simple repairs and the application of paints and varnishes in the home; the principles and processes of laundry work, the equipment necessary, a study of the kinds of cloth and the proper methods of cleaning them, the removal of stains, the use of bluing, the preparation and use of starch, etc.

The purpose of the course is to give the student knowledge of the scientific principles involved, with sufficient practical work to produce skillful results.

Students will be expected to apply their knowledge in the care of their own rooms.

The laundry of the Dormitory will furnish opportunity for observation, and practical use if desired, of laundry machines, washers, mangles, etc.

The course will contain much of practical value to teachers and home-makers, and will supplement course 32.

37. HOME NURSING.—*3 Quarter 2 periods per week.*

This course will include work in home nursing, emergencies and the care of children. Its purpose is to give a knowledge of what to do in cases of accident or other emergencies in the absence of a physician, to give ability to nurse cases of sickness in the home in an intelligent manner, and to prepare food for the sick in the home. The theoretical instruction will be accompanied by practical demonstrations, and will be valuable to the teacher in caring for her pupils in school as well as in the home. This course does not in any way aim to prepare young women as *trained nurses*. This course should follow Natural Science course 20—Physiology and Hygiene.

39. OBSERVATION OF HOUSEHOLD ARTS TEACHING.—*1, 2 and 3 Quarters, 1 period per week.*

The object of this work will be to acquaint the student with the work of teaching the special subjects of this department in the public schools. The class will observe the work of the head of the department and her assistants, and will be required to make reports of the lessons observed.

The observation will be followed from time to time with discussions as to methods, etc.

40. NEEDLEWORK AND EMBROIDERY.—*1 Quarter, 2 periods per week.*

The object of this course will be to give the necessary stitches used in decorative needlework, simple knitting and crocheting, and the application of these stitches in completed articles. The decoration of undergarments and waists, of curtains and other household articles, of collars and parts of dresses, etc. will receive attention.

41. MILLINERY.—*2 and 3 Quarters, 2 periods per week.*

This course will include the planning, construction and trimming of hats, beginning with the use of foundation materials. The designing and drafting of paper patterns will be followed by making hat frames from buckram to be cut and wired and covered and trimmed in various styles. Wire frames will be constructed by given dimensions and from approved models and fashion plates. These will be covered and completed in various ways. The renovation of old materials and remodeling of old hats is also considered.

This course will be useful to those who wish to teach Domestic Art or obtain such training for personal use.

45. FOOD PREPARATION.—*1, 2 and 3 Quarters, 2 periods per week.*

This course will presuppose the work of course 25, and will seek to give a broader knowledge of foods and their preparation. The principles involved in the cooking of foods will be studied and experiments made to illustrate them. The study of proportions, nutritive value and cost, is also included, and flour mixing and baking will receive attention.

55. ADVANCED COOKING.—*1, 2 and 3 Quarters, 4 periods per week.*

This course will presuppose courses 25 and 45 or their equivalent, and will advance on the work given in them. It will include class demonstrations of the principles and processes in cooking; the principles and practice of canning, preserving, making jelly and jam; the arrangement of menus with reference to the occasion; the combination of foods and the cost; the preparation and serving of meals. The preparation of simple dishes for children and invalids, as well as of more elaborate dishes, will receive attention. Special consideration will be given to the preparation of simple and wholesome meals, and meals for a certain number of people at a limited cost. The work will be very practical, as the students will be required to assume in turn the duties of hostess, guest and waitress as well as prepare the food. Practical cooking and serving in large quantities will be studied to some extent in the kitchen and dining-room of the Dormitory.

58. THEORY AND PRACTICE OF TEACHING THE HOUSEHOLD ARTS.—*1 and 2 Quarters, 3 periods per week.*

This course is designed to present the methods of teaching the subjects of this department in schools of all grades. It will include the consideration of courses of study, their relation to the school curriculum, the pupils and the school conditions; the planning and presentation of lessons; the planning of equipment, etc. It will also consider certain topics in theory and principles which cannot be included in other courses. This course will be required for the special certificate in Household Arts, and all who are working in this department, whether training for teaching or housekeeping, are advised to take it.

59. PRACTICE WORK IN HOUSEHOLD ARTS.—*1, 2 or 3 Quarters, 10 periods per week.*

This work will consist in assisting the head of the department in teaching, in taking charge of classes in the subjects of the department

in the training schools, and in the performance of such duties of assistance in the management of the school housekeeping as may be assigned to the student from time to time.

VII. MANUAL ARTS.

The importance of the manual side of education has become almost universally recognized. Nearly all public school systems in America provide for manual instruction, and it is being constantly extended and put on a firmer and broader basis. Thinking educators discovered long ago the value of the manual activities as a medium of expression for children, and as a means of acquiring a large body of experience and information in a natural and effective way. "Learn to do by doing" has long been a favorite maxim with educational leaders. It is now generally accepted without question that handwork leads children to think more for themselves and to express more clearly what they think; that it makes them more self-reliant; that it develops individuality, and that it trains to habits of accuracy, neatness, attention, perseverance, industry, economy, etc. In addition to these desirable elements in personal character, it has been demonstrated that such training enables the individual to get a better understanding of the world and his place in it, and prepares him to become a productive unit in society. It brings the school into closer touch with the world outside, and it permits the pupil to take a part in the life and work of the world, and also helps to a better understanding of the various branches of the school curriculum.

The demand for instruction in the Manual Arts has been steadily increasing throughout the South in recent years, and the need of suitably prepared teachers has been felt very strongly. In most cases it has been necessary for school authorities to engage teachers from other states for this work, or else entrust it to poorly prepared teachers.

With a number of our own Virginia young women thoroughly trained for this special work at a Virginia insti-

tution, this important branch of instruction may be put on a firm and popular basis in our public schools. It is with this end in view that this department will be established at this school, and developed as extensively as the needs may require and as the resources of the school may permit. The courses of this department will be arranged to give to teachers of all grades in rural as well as in city schools an opportunity to prepare themselves to teach the subject in connection with other subjects; and, in addition to the work offered in the Normal Courses, a Special Course in Manual Arts will be offered for those who wish to prepare themselves for positions as supervisors of these branches, or as special teachers of them.

The courses will be arranged with special reference to the conditions to be met in our State; and, so far as possible, inexpensive and native materials, and simple equipment, will be used, in order to demonstrate the fact that the Manual Arts may be taught in all schools, and need not be rejected for fear of additional cost of operating the school.

10. DRAWING AND HANDWORK FOR PRIMARY GRADES.

—1, 2 and 3 Quarters; 2 periods per week.

The work of this course will be planned to cover the Drawing and Handwork suitable for the first four years of the elementary school. The Drawing will include work in pencil, chalk, charcoal, colored crayons, and brush and ink. Familiar objects, as fruits, vegetables, flowers, leaves, etc., will be used as models, and the simple elements of perspective will be given attention. The Handwork will include the making of simple articles in paper, cardboard, cord, clay and other simple materials; and will be correlated with the Drawing and other subjects in the school course. The value of Drawing and Handwork in making more real the subject-matter of other branches of study, by offering a means of expression and representation in concrete form, will be demonstrated. The students will be shown in this course how Drawing and Manual Training may be taught in the lower grades in a profitable way, with the simplest sort of equipment and the most inexpensive materials.

20. DRAWING FOR GRAMMAR GRADES.—1, 2 and 3 Quarters, 2 periods per week.

In this course the student will continue still-life drawing and the study of the principles of perspective, and will work in water colors in addition to the mediums used in course 10.

Much practice will be given in the use of nature specimens. Some attention will be given to simple landscape work in charcoal and color

and to simple design and decoration. The work will be suitable for use in the last four grades of the elementary school. The equivalent of course 10 is a pre-requisite for this course.

25. HANDWORK FOR GRAMMAR GRADES.—1 and 2 Quarters, 2 periods per week.

This course will include instruction in certain forms of handwork suitable for the last four grades of the elementary school, such as basketry, weaving, and work in wood, Venetian iron, leather, etc. Useful articles will be made, and the more important processes will be practised sufficiently to acquire a fair degree of skill. Special attention will be given to the use of native materials and teachers will be shown that much may be accomplished with a very simple and inexpensive equipment. The practical side of the work will be emphasized and also the aesthetic, and some attention will be given to methods of introducing the work and teaching it in the public schools.

26. HOUSEHOLD MECHANICS.—3 Quarter, 2 periods per week.

This will be a brief course in the study and practice of mechanical work about the home, which can be performed by women. It will include the study and manipulation of certain household devices, such as window shades, door and window fixtures; and study of such processes as curtain and picture hanging, the repairing of small articles, picture-framing, chair-seating, simple upholstery, etc. It may also include the making of a few simple articles of furniture, if the time allows.

30. SKETCHING.—1, 2 and 3 Quarters, 2 periods per week.

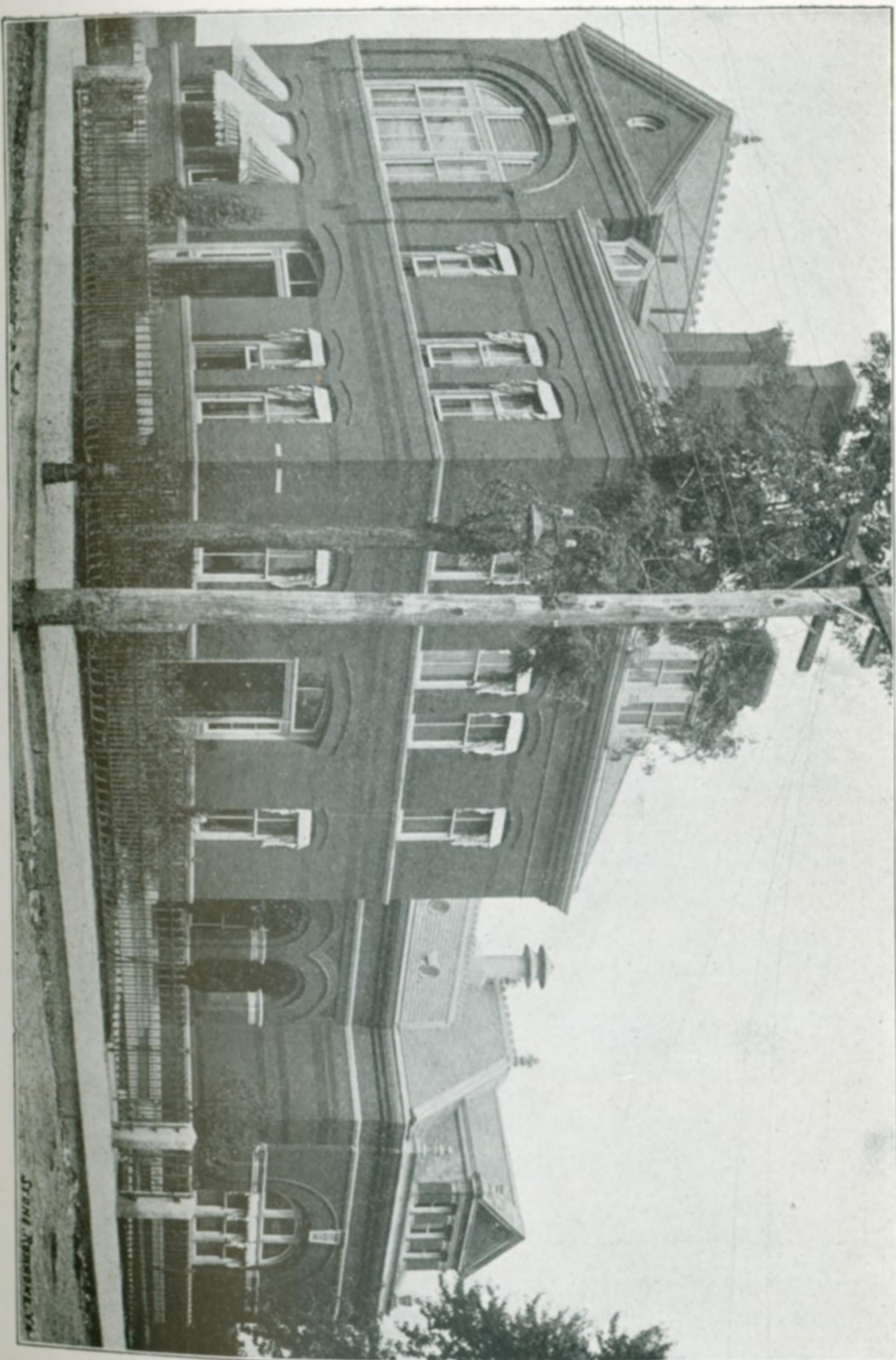
This course will include instruction in simple sketches for illustrating purposes. The mediums used will be brush and ink, charcoal, pencil, chalk, crayons and water-colors. The instruction given in this course will be very helpful to teachers in drawing on the blackboard to illustrate various portions of the work in Geography, Nature Study and other subjects. Course 20 or its equivalent is pre-requisite to this course.

33. SUPPLEMENTARY WORK IN DRAWING AND HANDWORK.—3 Quarter, 2 periods per week.

This course will supplement the preceding courses for those who are specializing in Manual Arts. It will consist of practical work in drawing and certain forms of handwork as directed by the instructor.

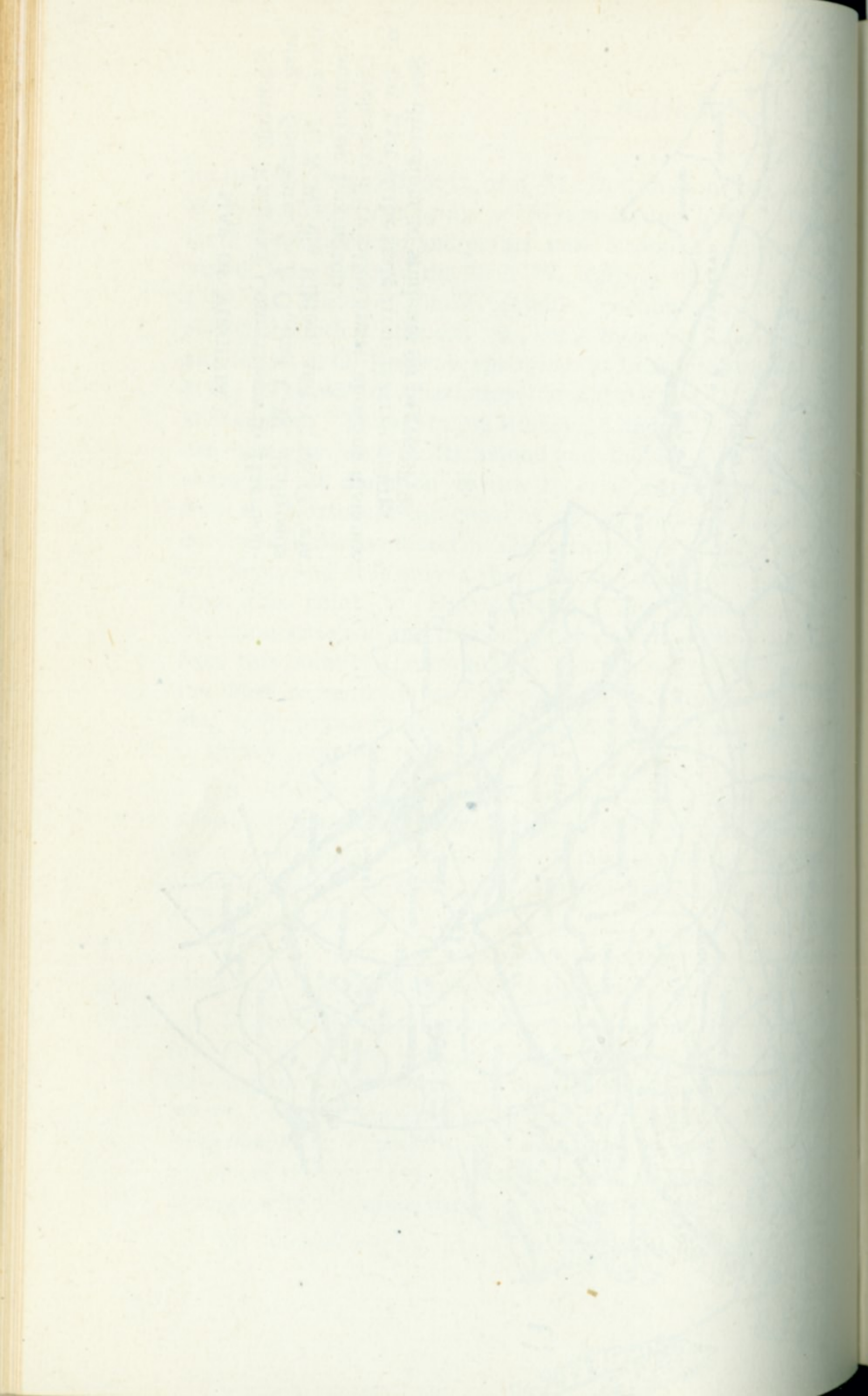
35. WOODWORKING.—1, 2 and 3 Quarters, 2 periods per week.

This will be an elementary course in benchwork in wood. A comprehensive set of tools and various woods will be used. The articles made will each be complete in itself and useful. The series of projects will be arranged to advance gradually from the simpler to the more difficult constructions, and attention will be given to the design of the article to be made, so that it may be, as far as possible, beautiful as well as useful. Instruction in the use and care of tools will be included, also methods of finishing.



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39. OBSERVATION OF MANUAL ARTS WORK.—1, 2 and 3 Quarters, 1 period per week.

This will include the observation of lessons in Manual Arts taught by the instructors of the department; of the work being done by more advanced students in the department; and of industrial processes being carried on in the community. Students may also be called upon from time to time to assist the instructors in these branches in the work of the training schools.

45. ADVANCED WOODWORKING.—1, 2 and 3 Quarters, 4 periods per week.

This course presupposes course 35 or its equivalent, but students may be permitted to pursue the two in parallel, with the consent of the instructor. This course will advance on course 35, and in it larger projects in bench-work in wood will be attempted. Special attention will be given to constructive design.

58. THEORY AND PRACTICE OF TEACHING MANUAL ARTS.—1 and 2 Quarters, 3 periods per week.

This course will consider the history, theory and philosophy of Manual Arts; the branches of Manual Arts and the various systems that have been followed; the place of Manual Arts in education and in the school; the different forms of handwork suitable for use in the different grades; the correlation of Manual Arts with other school subjects; the organization of Manual Arts instruction in the school system; the formulation of courses; plans of equipments; the purchase of supplies and materials; the instruction of grade teachers in Manual Arts, and similar topics. Methods of presenting the work and conducting classes will be given much attention. The course will be especially valuable to those who are preparing for positions as supervisors or special teachers of the Manual Arts.

59. PRACTICE TEACHING IN MANUAL ARTS.—1, 2 or 3 Quarter, 10 periods per week.

This will include practice teaching of lessons in Manual Arts branches in the training schools, assisting the instructors of the department in the classes of the training schools, or in the elementary classes of the department. Students will teach under supervision and subject to the criticism of the instructors of the department; they will plan lessons, and will discuss lessons, before and after giving them, with the instructors.

VIII. MATHEMATICS.

The subject of Mathematics has always occupied an important place in the curriculum; and, on account of its direct practical value, it is not likely that it will ever lose its place. In whatever grade the teacher may be called upon to work she will need a knowledge of Mathematics and of how it should be taught. Students are found deficient

in this subject perhaps more frequently than in any other of the regular branches. The aim of this department will be first to make up any deficiencies that may appear in the previous preparation of the student, and then to give her a knowledge of the best methods together with a more extended study of the subject-matter. Many teachers fail in teaching because they are ignorant of business methods and practices, and so they fail to command the respect of patrons and pupils, and this is particularly true as regards Mathematics. Therefore, the department will give especial attention to business forms and methods and to the application of the branches of Mathematics to practical purposes.

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

Approved text-books will be used and full explanations will be given by the instructor. Written solutions of selected problems and review exercises involving preceding work will be frequently assigned. The blackboard will be freely used. Attention will be given to original problems and solutions.

10. ARITHMETIC.—*1, 2 and 3 Quarters; 4 periods per week.*

This course will be a thorough review of the Arithmetic of the elementary schools, emphasis being placed on the more important and more difficult topics. The aim will be to make up any deficiencies that may exist in the previous preparation of the students and to give an increased and more extensive fund of knowledge of the subject-matter of Arithmetic. Practical application of the principles to every-day problems will be sought. Simple algebraic methods will be introduced where found desirable.

20. BUSINESS ARITHMETIC AND METHODS.—*1 and 2 Quarters, 5 periods per week.*

This course will deal especially with those portions of Arithmetic which are of greatest use in business affairs. Practical application will be made throughout, and special attention will be paid to business forms, and simple methods of keeping accounts. The students will be made acquainted with important business customs, so that they may make their work as teachers more nearly meet the demands of the business world upon the public schools. Simple algebraic methods will be introduced as found desirable. Methods of teaching Arithmetic in the public schools will be considered at length.

21. ELEMENTARY ALGEBRA AND METHODS.—*3 Quarter, 5 periods per week.*

This course will include the fundamental operations in Algebra, the use of symbols, factoring, combining and simplifying of simple equations of one or more unknown quantities, etc. The study will extend as far as the time will allow, but thoroughness in fundamentals is considered more important than extent. The course is given with a view to helping the teacher of Arithmetic and to prepare the way for a study of Arithmetic methods and the later study of more advanced Algebra.

The connection of Algebra and Arithmetic and its bearing on the latter will receive special attention. Methods of teaching will receive much attention throughout.

38. ADVANCED ARITHMETIC AND METHODS.—*3 Quarter, 5 periods per week.*

This course will give some review in certain portions of subject-matter, but its chief attention will be directed toward giving the future teacher the essentials of method in the presentation of number work in the different grades. The course will pre-suppose a good knowledge of Arithmetic, and the completion of courses 10 and 20, or their equivalent, will be required for admission to it.

40. ALGEBRA.—*1, 2 and 3 Quarters, 5 periods per week.*

This will be a general course covering the entire field of high school Algebra. The fundamental operations will be thoroughly taught, after which the class will be advanced as rapidly as is consistent with good work. The connection of Algebra and Arithmetic and its bearing on the latter as an aid in teaching it will receive attention. Methods of teaching Algebra will be considered, and the work will be very helpful to future teachers of Arithmetic in all grades as well as to teachers of Algebra.

50. PLANE GEOMETRY.—*1 and 2 Quarters, 3 periods per week; 3 quarter, 6 periods per week.*

This course will cover the work as usually given in high-school and elementary college text-books. The work in Geometry will be correlated with Arithmetic and Algebra. The course will also include work in Constructive Geometry, and the students will make simple pieces of apparatus used in teaching Geometry. The course should cultivate in the student powers of observation, judgment, logical thinking and reasoning and concrete expression.

60. SOLID GEOMETRY.—*1 Quarter, 5 periods per week.*

This course will complete the study of Geometry. It will include the making of simple pieces of apparatus for use in teaching Geometry.

61. PLANE TRIGONOMETRY.—*2 Quarter, 5 periods per week.*

This course will deal with the solution of plane triangles. The fundamental principles of the subject will be taught, and the student will derive the formulas and apply them to the solution of problems. The work will be made practical and interesting, and will be both educational and cultural.

62. HIGHER MATHEMATICS.—*3 Quarter, 5 periods per week.*

This course will be a brief study in some branch of Mathematics higher than the preceding courses, and may include Higher Algebra, Analytical Geometry, Arithmetic Review and Methods, or the Teaching of Mathematics, to be determined by the needs and purposes of the students taking the course.

IX. MUSIC.

It is important that the ear be trained, even if only to a limited extent, in order that the individual may be capable of appreciating to some degree the beauties of sound. It is important that the voice be trained to some extent so that the individual may be able to express his feelings in the most expressive way. We must recognize also the value of music in bringing individuals together into sympathetic companionship and co-operation, it being one of the most potent social influences in this respect.

The work of this department will be limited the first year to vocal music, and it will have for its chief aim the preparation of the students for conducting simple school singing in their schools after they begin to teach.

While instruction in instrumental music will not be offered at present in this school, arrangements for it may be made with private music teachers in the town, the charges being arranged between the student and the teacher. No student will be allowed to pursue such work, however, without the consent of the President of the school, who will judge whether or not the student can undertake such work without detriment to her Normal School course.

It is expected that soon after the opening of the session musical organizations will be formed among the students,

and that public entertainments may be arranged from time to time. Singing at the chapel assemblies, in the training schools, and in the choirs of the various churches of the town, will give ample opportunity for practical work in vocal music.

20. VOCAL MUSIC.— *1, 2 and 3 Quarters, 2 periods per week.*

The aim of this course will be to give training in time and tune and a fair proficiency in sight singing. To this end numerous exercises will be given for the development of tone perception, of syncopation and rhythm, and a systematic presentation of the major, minor and chromatic scales will be made.

30. SCHOOL MUSIC.— *1, 2 and 3 Quarters, 2 periods per week.*

This course will continue the work of the preceding course, and, besides helping the student to develop her own powers, it will give her an idea of how to teach singing in the elementary schools and how to select suitable music for school use. Practice through songs enables the student to study to some extent forms of notation, and different qualities of voice; and exercises will be given to develop smoothness, flexibility and brilliancy of tone.

48. METHODS IN SCHOOL MUSIC.— *1, 2 and 3 Quarters, 2 periods per week.*

This course will have special reference to the school song, its selection, and the manner of conducting singing in the school. Standard school songs will be learned by the students and school and general song collections will be examined, the aim being to develop skill and judgment in the choice of material and its interpretation. Capable students will be given opportunity to do practice teaching in the training schools.

X. NATURAL SCIENCE.

This department will embrace, for the present, the courses in Physiology and Hygiene, Botany and Zoology, Physics and Chemistry. Courses in Nature Study and Agriculture will be found under the head of "Rural Arts."

The work of the department will tend to develop the student's power of observation and judgment; it will acquaint her with natural objects and phenomena and enable her to appreciate more fully the wonders of Nature. The aim will not be to turn out scientists or experts in any division of science, but to give a general scientific knowl-

edge, elementary, but valuable. The work will be especially adapted to the needs of teachers in the elementary schools, and attention will be paid to methods of teaching elementary science under ordinary school conditions with little or no equipment.

20. PHYSIOLOGY AND HYGIENE AND METHODS.—2 and 3 Quarters, 4 periods per week.

Physiology is the one science that is universally recognized as a necessary part of the elementary school curriculum. The aim of this course will be to give a brief but comprehensive survey of the subject to make the student familiar with the essential facts relating to the structure of the body and the functions of the different parts.

The work will be practical throughout and the students will be instructed in various methods of teaching the subject to make it more interesting and personally helpful to the pupils of the schools which they afterward teach.

The instruction in Hygiene will refer especially to air, respiration, food, sleep, regularity in bodily habits, temperance, prudence, exercise, dress, etc.

The hygiene of the school-room will be referred to in the courses in Education, and personal hygiene will be considered in the work in Physical Education.

40. BOTANY AND ZOOLOGY.—1, 2 and 3 Quarters, 4 periods per week.

This course will study; (1) Plants, their form, structure, habits and environment; (2) Animals, including birds and insects, their structure, habits and environment. Some attention will be given to classification and determination of species, but the length of the course will not permit much attention to details. Typical specimens of the different groups will be chosen for detailed study. Special attention will be given to the common domestic plants and animals, and to economic plant and animal life. Field and laboratory work will be included in this course, and students will be given the opportunity to collect sets of specimens for use in teaching elementary science in the grades of the public schools. Methods of procuring and preserving materials, of conducting simple experiments and demonstrations, and of presenting lessons under ordinary public school conditions will be considered.

43. PHYSICS.—1 Quarter, 6 periods per week.

This course will include text-book work, lectures and recitations, demonstrations and experiments. Experiments will be recorded in a permanent note book. Special attention will be directed to those parts of the subject which will help in the study or teaching of the common branches, and in the teaching of elementary science in the public schools. Such topics as the properties of gases and their relation to the atmosphere; the production and distribution of heat in evaporation, winds, rain and snow; the simple mechanics in physiology; measuring and weighing; the use of thermometers and barometers, etc., will be considered.

46. CHEMISTRY.—2 and 3 Quarters, 6 periods per week.

This course will include text-book work, lectures and recitations, demonstrations and experiments. The students will be required to keep

permanent notes of experiments. The work will give a general knowledge of the elements and their combinations, of formulas and equations. It will include simple experiments, which may be performed under ordinary school conditions, with inexpensive apparatus. The effort will be made to develop in the student habits of close and accurate observation, and to teach her to apply her knowledge to everyday experiences.

XI. PHYSICAL EDUCATION.

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

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

The institution will encourage pure and healthful recreation, and the department will give its support and direction to all suitable indoor and outdoor games. All such games will, of course, be kept within the bounds of propriety, and lady-like behavior will be required at all times.

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

All students will be required to take some form of physical exercise, approved by the instructor, daily throughout the year. Students will be assigned to the different groups and to the various exercises by the instructor, who will

consider the individual needs and preferences of each student as far as possible.

I. ATHLETICS.

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

10. TACTICS.

This work will include plain and fancy marching, class evolutions and floor formations. It will be helpful in the personal development of the students and will also be suitable for their use in public school work.

15. PERSONAL HYGIENE.

This course will consider the human body as an organic machine, and will study the means of preserving and improving the health and efficiency of the human mechanism. It will consider the structure and functions of the human body; the conditions necessary to the perfect state of the body and the activity of the various functions; the causes of weakness, injury, degeneration and disease; the prevention of disease and the improvement of health by hygienic means.

20. LIGHT APPARATUS WORK.

This course will give instruction in the use of simple pieces of apparatus, as dumb-bells, wands, hoops, Indian clubs, etc. It will include class drills and individual exercise at the discretion of the instructor. The exercises will be such as tend to develop a correct poise and good presence and grace and ease of manner.

38. CALISTHENICS.

This work will include selected exercises suitable for pupils of the various grades of the elementary and high schools. It will also contribute to the personal development of the students themselves. The chief idea of the course will be to give future teachers the knowledge necessary for instructing classes in physical culture without apparatus and under ordinary school-room conditions. The place of physical culture in the education of the child, principles underlying physical culture, and methods of teaching it in the public schools, will be considered in this course.

40. GAMES AND PLAYS.

In this course the effort will be made to familiarize the students with a varied list of games and plays suitable for indoor and outdoor use, both for their own personal development and for use in teaching. The course may include some work in dramatic interpretation. The needs of the different grades of school work will be considered.

XII. RURAL ARTS.

According to the last census, more than forty-five per cent of the persons engaged in gainful occupations in the State of Virginia are employed in agricultural work. Our

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

Young women who go into rural communities to teach must adjust themselves to the life of the community, they must take a sympathetic interest in the welfare of the community. They must be intelligent and appreciative participants in the work and interests of the people with whom they come in social and business contact. Teachers should understand the environment of their pupils, and their instruction should be influenced by this environment. High standards should prevail in both country and city, but misleading ideals should be avoided. Country boys and girls must be taught that country life has its advantages, its honors and its rewards as well as city life. The country school should be a center from which radiate influences making for the enrichment of country life. It should interest its pupils in the life, the work and the interests of the farm and the home, it should give an appreciation for such things and an intelligent knowledge of them.

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

The work of the department will be conducted by means of text-book study, reference work, lectures, demonstrations, observation of field work, laboratory experiments,

practical work in the greenhouse and school gardens, and teaching of classes of children. The equipment of the school for this work will be unusually complete, as ample laboratory room will be provided, a large area of the school ground will be assigned to the purposes of field work, and the grounds include two orchards which may be used for demonstration purposes.

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

Besides the courses offered to students pursuing the Regular Normal Course, the department will offer courses especially intended for those who desire to specialize in the teaching or supervision of Nature Study and Agriculture in the schools.

20. NATURE STUDY AND SCHOOL GARDENING.—*1, 2 and 3 Quarters; 4 periods per week.*

This course is designed to make the student a nature lover and to acquaint her with some of the elementary facts of all the sciences in the phases that appeal to children, and to discuss the spirit, aims and methods of Nature Study in the schools. It will include representative work in elementary agriculture, botany, zoology, physiology, physics, chemistry, physiography, meteorology, domestic science and manual training. Children's clubs, Nature Study excursions and mechanical toy-making will be considered.

A large part of the time will be given to actual work in school-gardening, in which such topics as laying off a garden, how it should be dug, cultivated and fertilized, what vegetables and what flowers may be raised to mature during the school session, the effect of certain insects for good or for bad, and other interesting topics arising during the process of cultivation, will be treated.

The immediate aims of the work will be to learn how plants grow, how to help them grow, how animals, birds, insects and worms help or hinder them in growing, and the value and uses of plants. Field trips for observation and collection of specimens will be made from time to time. Laboratory work will supplement the outdoor work.

30. HORTICULTURE.—*1, 2 and 3 Quarters, 4 periods per week.*

This course will have for its purpose the giving of a good fund of practical information concerning the growing of vegetables, berries and small fruits in garden and greenhouse, and some of the more important facts and principles connected with the care of orchards. It will include an elementary study of the more important native horticultural crops, their history and the methods of improving them, the soil and its prepa-

ration, cultivation, gathering and marketing; the principles of growing plants under glass, and methods of forcing; and the planting, grafting and caring for fruit trees. The work will be conducted by lectures, demonstrations, experiments in the laboratory and practical work in garden, greenhouse and orchard. The course will be valuable for home-makers as well as for teachers in rural and town schools.

33. ELEMENTARY AGRICULTURE.—*1 and 2 Quarters, 4 periods per week; 3 Quarter, 2 periods per week.*

The purpose of this course is to acquaint the student with the general field of Elementary Agriculture. It will combine the descriptive and the experimental. It will include a consideration of the working and fertilizing of the soil; the planting of seeds; the cultivation of crops, the rotation of crops; descriptions of different varieties and breeds of domestic plants and animals; plant propagation and culture; combating insect, fungus and weed enemies of the garden; corn judging; elementary stock judging; the home garden; the school garden; elementary questions of farm economy, the location of barns, stock-pens, etc. The work will include lectures, reading of references, observation and experiments in laboratory and outdoors. Special attention will be given to the needs of teachers. Making collections for school use, outlining courses, conducting practical work, and other subjects connected with the teaching of Agriculture under ordinary school conditions, will receive careful consideration.

36. POULTRY-RAISING AND BEE-CULTURE.—*3 Quarter, 2 periods per week.*

This will be a brief practical course especially for students who expect to specialize in Rural Arts or Household Arts, with a view to teaching these subjects, or to taking charge of country households. It will consider: (1) Poultry-raising, the varieties of fowls, their care, the location and construction of houses and yards, sanitation, incubation, brooding, feeding, improvement of stock, eggs and their uses as food. (2) Bee-culture, location and arrangement of hives, manipulation of bees and hives, gathering and caring for honey, etc.

39. OBSERVATION OF RURAL ARTS TEACHING.—*1, 2 and 3 Quarters, 1 period per week.*

The object of this course will be to acquaint the student with the work of teaching the special subjects of this department in the public schools. The class will observe the work of the instructors of the department, and will be required to make reports of the lessons observed, to be followed with discussions as to methods, etc.

50. DAIRYING.—*1 and 2 Quarters; 2 periods per week.*

The purpose of this course will be to give a scientific, practical knowledge of different lines of dairy work, particularly the art of butter-making, and the simple methods of cheese-making on the farm. Students will be taught the more important principles of stock-judging for dairy purposes; of milk and cream testing for butter fat; of improvement of dairy herds; of testing for tuberculosis; of the care of milk on the farm; of the use of machines and apparatus for separating, testing, churning, etc. The work will be conducted by lectures, demonstrations and laboratory practice, with reference reading and discussions.

54. FORESTRY.—*1 Quarter, 2 periods per week.*

The object of this course will be to familiarize the student with the native trees and their distinguishing characteristics; together with the principal facts in the life of the tree. Such topics as the structure of the tree; the various requirements of trees; reproduction; struggle for existence; enemies of the forest; destructive and conservative lumbering; effect of forests upon climate, temperature and rainfall; the uses of trees; will receive attention. The course will be taught by lectures, reference reading and observations in field and laboratory.

55. FLORICULTURE.—*2 Quarter, 2 periods per week.*

This course will deal with the growing of decorative plants for the home and the home grounds. The work will include a study of the soil; the germination of seeds; the transplanting of seedlings; the potting and care of plants after transplanting; the propagation of plants by cutting, divisions, layering, etc.; the growing of cut flowers; the arrangement of flowers; and floral decoration. The course will be taught by lectures, observation and practical work in the greenhouse and outdoors.

56. LANDSCAPE GARDENING.—*3 Quarter, 4 periods per week.*

This course will be a study of the fundamental principles of landscape art with special reference to the improvement of home grounds and country places. It will include an analysis of the different styles of gardening, and a detailed study of the material which may be employed in landscape work. Such topics as unity; variety; finish; styles of landscape designs; planting grounds; locations of buildings; roads, paths; entrances; lawns, flower beds and borders, fences, etc. The culture and use of the most important trees, shrubs and ornamental plants; the massing of trees, shrubs, etc., will receive attention.

The practical work of course 55 will be continued to some extent in this course. The work will be conducted by lectures, reference reading, observation, and practical work in the drawing of plans and designs, in the cultivation of plants, etc.

58. THEORY AND PRACTICE OF TEACHING THE RURAL ARTS.—*1 and 2 Quarters, 3 periods per week.*

This course is designed to present the methods of teaching the subjects of this department in schools of all grades. It will include the consideration of courses of study, their relation to the school curriculum, the pupils and the school conditions; the planning and presentation of lessons; the planning of equipment, laying out of school grounds, etc. It will also include certain topics in theory and principles which cannot be included in other courses.

59. PRACTICE WORK IN RURAL ARTS.—*1, 2 or 3 Quarter, 10 periods per week.*

This work will consist in assisting the instructors of the department in teaching classes in the subjects of the department in the training schools, and in the performance of such duties as may be assigned to the student from time to time in connection with the work of the department.

SOME SPECIAL FEATURES OF THIS SCHOOL.

1. It is at present one of two State Normal Schools for young white women. The State, recognizing its duty to its public schools and to its worthy young women, has established this institution as a training school for teachers. It is, therefore, not a charity institution, not an orphanage, not a hospital, not an asylum, not a reformatory; but a high-class school for the rich and poor alike, if they desire to attend and can meet the necessary conditions for entrance.

2. The school will be open practically the *entire year*, and students may enter five times during the year. Any three quarters of work will constitute a full year for credit, whether they are consecutive or not.

3. Students will be given credit for previous work. Teachers will be admitted on the basis of the grade of their teaching certificate.

4. The Normal Course is planned to accomplish *definite results in each year*, a certificate of a certain grade being awarded at the end of each year's work of the regular course. The arrangement of the course enables the student to take a short and intensive course or a continued and extensive course as fits her particular needs. Each year's work will be a complete unit in itself.

5. The length of time required to complete a course for graduation depends upon the year of the course the student is prepared to enter and the way in which she does her work. The time varies from one to six years, according to the year entered and the certificate or diploma which the student desires to obtain.

6. This school is the only one in the State offering complete courses in the Industrial Branches in addition to the regular Normal Branches. Special courses and unusu-