

COURSES OF INSTRUCTION

The following courses are now offered by this school :

I. Regular Normal Course, one to four years.

II. Professional Course for Four-Year High School Graduates, two years.

III. Household Arts Course, two years.

IV. Manual Arts course, two years.

V. Kindergarten Training Course, two years.

In the following schedule of courses the time assignments are by quarters, a quarter representing about twelve weeks' work, and three quarters constituting a full academic year.

Students may complete the required work in any of the four quarters of the school year, any three quarters counting as one full year.

The figures following the subjects denote the number of periods per week given to the subjects during the different quarters. The length of a period is forty-five minutes. In the case of laboratory or field work the number of periods represents the same time as in the other classes, as a rule, but the custom is to count two such periods as the equivalent of one recitation or lecture period, therefore the totals shown in this schedule are not so great as they seem.

Students are required to be present only during the periods in which they have classes, and at other times are expected to remain quietly in their rooms preparing for classes, or in the library doing reference reading, unless assigned to outdoor exercise.

A number of the classes in the different subjects will be repeated in quarters following the one to which they are here assigned, to meet the needs of those entering at the beginning of the quarter, or other exigencies that may arise. This will be particularly true of the Summer Quarter.

I. REGULAR NORMAL COURSE

The Regular Normal Course has been planned for the purpose of preparing teachers for the public schools of Virginia, graded and ungraded, rural and urban. To this end it includes the subjects which are taught in the public schools, and covers the requirements of the State Board of Examiners for its various teaching certificates. Many of the names of subjects that appear in the course are familiar in the curriculum of our graded and high schools, but *the attitude toward them is different* from that of the ordinary school. We do not attempt to give here an ordinary high-school course in any complete sense, as our public high-schools throughout the state are becoming more and more efficient, and it is our desire to avoid encroaching on their field of work. Every young lady is expected, *and usually required*, to complete the course in the high-school of her own community before coming to the Normal School.

Although we offer a considerable amount of advanced work in the various academic branches, the subjects are taught here from the standpoint of *application in teaching* rather than for the acquisition of subject-matter alone.

The Normal course has been planned after a careful study of the conditions and needs in our State, after an extensive examination of similar courses offered in the best Normal Schools of America, and after consultation with a large number of educators in all grades of work in our state. The fact that this is a Normal School, and as such exists primarily for the purpose of training teachers for the public schools of Virginia, has been kept constantly in mind. We do not claim that this is an ideal course of study for all Normal Schools, nor are we absolutely certain that it is the best that can be formulated for our school; but every subject in this course as outlined has been given its allotted place and time for some good and sufficient reason, and it is hoped that this course may stand the test of actual use.

In planning this course the idea has been to make each year's work as complete as possible in itself and leading to a certificate of some sort. A student may, after the completion of the work of one year, continue one, two, or three years longer and win one of the higher certificates or diplomas; but if she stops after the completion of one year she will have finished a complete unit of work and will have a certificate to show for it.

By this arrangement of work a student who is compelled to leave after even one year's work will not feel that her work is entirely incomplete, as is often the case elsewhere. The arrangement by years with a definite end in view for each year enables us to suit the work of the school to individual needs. Moreover, the assignment of subjects in the different years is not iron-clad; but it may be changed, as far as the program will allow, to fit special cases, with the approval of the faculty.

A student will not be required to repeat work that she has already mastered satisfactorily simply because it comes in the course for the year in which the student is classified. Few are able to omit subjects placed in the course, on account of the *professional* manner in which they are taught in a Normal School. Students will be allowed to enter any year of the course for which they are prepared, and the individuality of the student will be carefully considered. The effort will be made to adapt the courses of study to the students to be taught rather than to adapt the students to inflexible courses of study.

II. PROFESSIONAL COURSE FOR FOUR-YEAR HIGH SCHOOL GRADUATES

This two-year course is limited to graduates of first-class high schools and is strictly professional. It will lead to the Full Diploma.

III—V. SPECIAL COURSES OF STUDY.

The school, by reason of its unusually fine facilities for training in the special branches is now enabled to offer three courses for the training of *specialists*—teachers who desire to prepare themselves for teaching or supervising special branches of school work.

The course in the Household Arts offers excellent facilities for those who wish to specialize in the teaching or supervision of Domestic Science, including Cooking, Sewing, etc.

The course in the Manual Arts enables students to prepare themselves for teaching or supervising Drawing and Manual Training.

The course in Kindergarten Training^a offers excellent facilities for those who wish special training for the work of teaching public or private Kindergartens.

By choosing certain electives and spending three years in the pursuit of special work instead of two, a student may combine two of the special courses and complete the required work of both. Thus, in three years a student may prepare herself for teaching, or supervising, both the Household Arts and the Manual Arts branches, and at the same time do some work in Rural Arts.

The demand for special teachers is already becoming considerable in our state and must increase greatly in the near future. These positions pay better than the regular grade positions and usually offer greater advantages in other ways. There is no reason why our Virginia school authorities should go outside the state for such teachers if proper facilities are offered in the state for this special training. It is to meet this demand that the management of this institution provides the special training courses here outlined.

The President of the school will be glad to correspond with any young lady, whether now a teacher or not, who is considering the matter of specializing in the industrial subjects, either for school or home use.

PARTIAL COURSES

In special cases, when approved by the faculty, students are permitted to pursue partial courses in the school. Such students must be of sufficient maturity to profit by the work and they must satisfy the instructors, in charge of the classes that they desire to enter, as to their preparation for the work. They are subject to the same school regulations as other students.

Young women who may desire to take work in Household Arts with no expectation of teaching it, may be permitted to pursue certain courses in this department, or take the two-year Household Arts course, substituting other subjects for the purely professional subjects in Education.

ADMISSION AND CLASSIFICATION OF STUDENTS

A young lady to be admitted as a student in this school must be at least fifteen years of age, of good moral character and have educational preparation satisfactory to the faculty. To be granted a State Scholarship she must declare it to be her intention to prepare herself to teach in the public schools of Virginia. In connection with the age requirements, attention is called to the requirements under the head of "Certificates."

Upon entrance students will be classified according to their previous educational preparation and experience. Except in the case of teachers entrance to this school will hereafter be limited to young ladies who have had at least *two years* of high school work, or its equivalent. Applicants who have completed two years of high school work will be admitted to the First Year of the Regular Normal Course (a four-year course); those who have completed three years of high school work will be admitted to the Second Year of this course; and those who have completed four years of high school work will be admitted to the Professional Course (a two-year course.)

This school will urge every young lady to complete the work as far as given in the high school of her own commun-

ity; and the faculty reserves the right to reject any applicant who has not done this. Applicants who have not completed the course at their home high school will be expected to give sufficient reason and to present a letter from the principal of the high school recommending admission here.

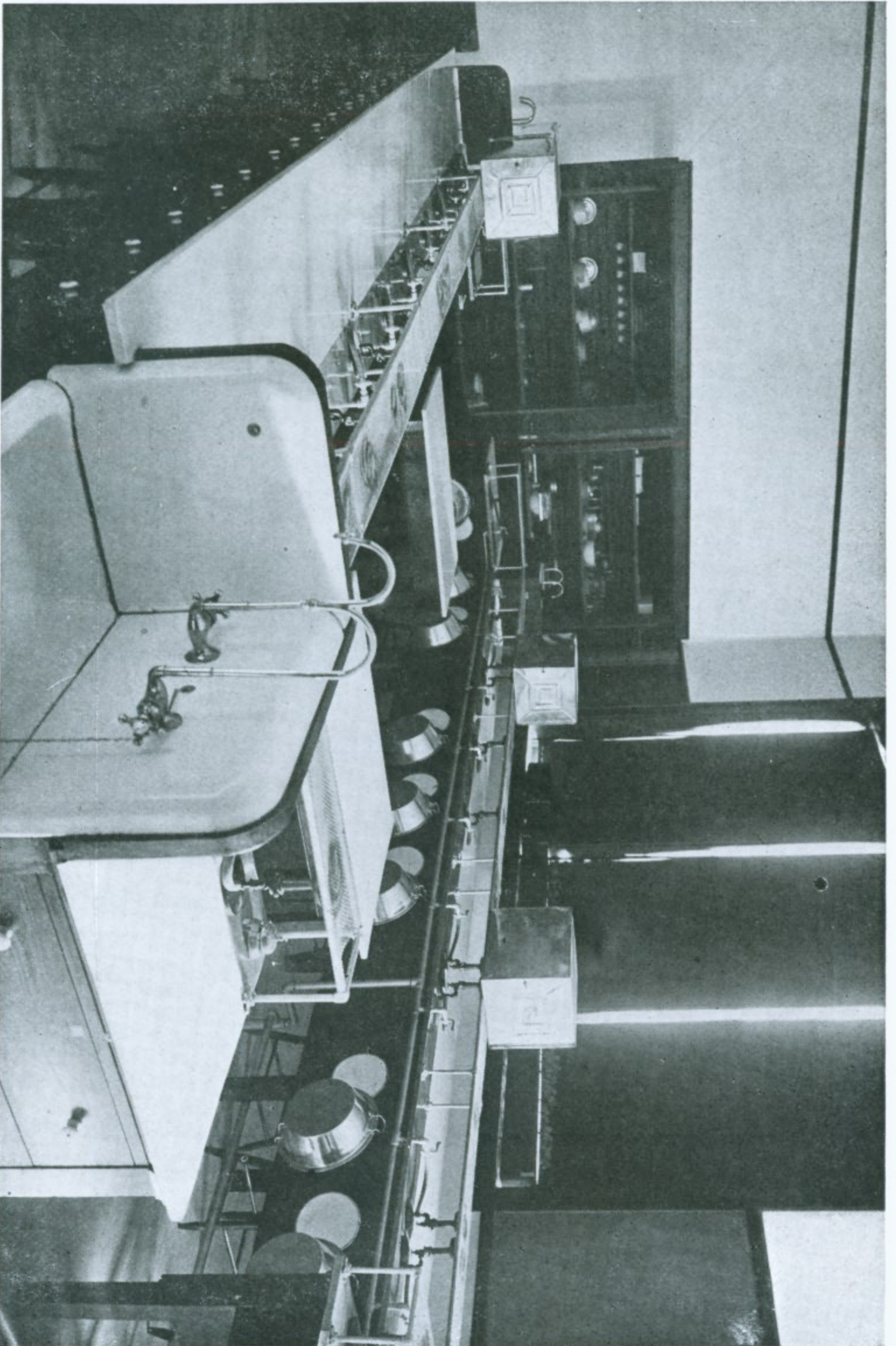
Teachers will be admitted on the basis of the certificate held by them.

Exceptions to the above may be made in the case of certain mature persons who for good reasons have not had as much as two years of high school work. Such applicants should state their cases fully to the faculty, which will decide whether the applicant is prepared to profit by the work of the school.

The Normal School at Harrisonburg does not give a *high school course*, but in case a student has not had the opportunity to secure the necessary high school preparation arrangements may be made for her to enter the Harrisonburg High School upon payment of the tuition charged to non-residents, namely, \$27 per year. The Harrisonburg High School has one of the best courses and equipments in the state and the record of its graduates is second to none in the state.

The requirements for the admission of students to the different courses are stated in the following schedules. However, these are not to be taken as covering all cases. Each application for admission will be considered on its own merits, and every effort will be made to classify students where they properly belong. The school has no desire to keep back a student, but must maintain a certain standard for each of the certificates which it grants.

Students coming from schools other than the public schools of the State will be admitted on the same basis as former public school pupils if their preparation appears to be equivalent.



COOKING LABORATORY

GROUPING OF STUDENTS

For the coming year the students of the school will be divided into five groups, as follows:

1. *Seniors*: This group will include all students who are candidates for the Full Diploma, the Household Arts Diploma, the Manual Arts Diploma, or the Kindergarten Training Diploma, and who have not more than three quarters of attendance remaining in order to complete the requirements for graduation.

2. *Juniors*: This group will include all students who are not included in group 1 and who are registered in the Professional Course for Four-year High School Graduates, the Household Arts Course, the Manual Arts Course, the Kindergarten Training Course, and the Third Year of the Regular Normal Course.

3. *Second Year*: This group will include all students who are registered in the Second Year of the Regular Normal Course.

4. *First Year*: This group will include all students who are registered in the First Year of the Regular Normal Course.

5. *Special Students*: This group will include all students who are pursuing partial courses, and are not candidates for certificates or diplomas.

DIPLOMAS

The following diplomas are now offered by the school:

1. *Full Diploma*: Granted upon completion of the Fourth Year of the Regular Normal Course, or the Second Year of the Professional Course for Four-Year High School Graduates.

To the holder of this diploma the State Board of Examiners will grant a "Full Normal Certificate," which is good for ten years and renewable for ten year periods, making it practically a life certificate. This certificate replaces the certificate formerly called "Collegiate," and is of the same grade and duration.

2. *Household Arts Diploma:* Granted upon completion of the two-year course in Household Arts. This diploma will be accepted by the State Board of Examiners as qualifying the holder for a special certificate to teach or supervise work in Household Arts (Sewing, Cooking, Domestic Economy, etc.)

3. *Manual Arts Diploma:* Granted upon completion of the two-year course in Manual Arts. This diploma will be accepted by the State Board of Examiners as qualifying the holder for a special certificate to teach or supervise work in Manual Arts (Manual Training and Drawing).

4. *Kindergarten Training Diploma:* Granted upon completion of the two-year course in Kindergarten Training. This diploma will be accepted by the State Board of Examiners as qualifying the holder for a special certificate to direct or supervise kindergartens.

CERTIFICATES

Diplomas are given for complete courses, certificates for partial courses. The following certificates are now offered by this school:

1. *Professional Certificates:* Granted upon completion of the Third Year of the Regular Normal Course and the First Year of the Professional Course for Four-Year High School Graduates. This certificate will be accepted by the State Board of Examiners as entitling the holder to a State Teachers' Certificate of Professional Grade, which continues in force for seven years and is renewable for seven years.

2. *First Grade Certificate:* Granted upon completion of the Second Year of the Regular Normal Course. This certificate will be accepted by the State Board of Examiners as entitling the holder to a State Teachers' Certificate of First Grade, continuing in force for three years. A student who finds herself compelled to leave the school after only one year's work, and who is qualified to enter the first year of the Regular Normal Course, may be admitted, by

special action of the faculty, to the *Second Year* of this course instead of the First Year, at the end of which she may receive a First Grade Certificate good for *two* years. A student who enters the school on this plan and afterwards wishes to return and continue her course here, must take the *First Year* before she can go on with the Third Year. Upon completion of the work of the First Year (the Second Year having been previously completed), she may have her certificate extended from two to three years.

3. *Primary Methods Certificate*: In accordance with a recently established regulation of the State Board of Examiners this school is authorized to grant a *Special Primary Certificate* to teachers who hold the First Grade Certificate and have taught successfully in primary grades, upon the completion of one year's work at the school, or of the work of two summer terms of six weeks each (in two separate summers). The courses to be taken for this certificate during any term will be stated to anyone interested upon application to the President of the school.

Except under the most extraordinary circumstances no one will be permitted to take a *diploma* from this school unless she has been in attendance at least *two* years. Under no circumstances will this school grant a diploma or certificate to a student who has not been in residence at least *three* quarters; but these quarters need not be consecutive. Students who have not completed a course may at any time secure a written statement of the work they have satisfactorily completed.

Attention is called to the fact that the State Board of Examiners requires that a person shall be eighteen years of age before being granted a State Teachers' Certificate of any grade. For a First Grade Certificate nineteen years of age is the requirement, but those who do not fulfill this requirement, if they are at least eighteen years of age, may be granted a Second Grade Certificate instead, the same to be changed to a First Grade after one year.

SELECTION OF WORK

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

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

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

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

RECORD OF STUDENTS

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

On the quarterly reports of students the grades in the various subjects will be recorded in letters (A, B, C, D, E); and no numerical marks will be published.

In students' reports A is considered *very good*; B is considered *good*; C is considered *passable*; all being above 75 per cent, which is the *standard pass mark*. A student receiving D on any study is *conditioned* in that study and is allowed to take another examination. E signifies *failure*, and the entire work of the quarter in this study must be repeated if credit is desired.

*SCHEDULES OF COURSES OF INSTRUCTION

I. REGULAR NORMAL COURSE

FIRST YEAR

	1st Quar.	2d Quar.	3d Quar.
English 31-32-33—Language Study.....	5	5	5
Geography 31-32—Physical Geography	5	5	0
Geography 33—Industrial and Commercial Geo- graphy.....	0	0	5
History 31—Social, Economic and Industrial His- tory.....	5	0	0
History 32—Rural Sociology.....	0	5	0
History 33—English History.....	0	0	5
Mathematics 31-32-33—Algebra.....	5	5	5
Electives from the following to make	3-4	3-4	3-4
Education 31-32-33.....	2	2	2
Foreign Languages.....	3	3	3
Household Arts	2-4	2-4	2-4
Manual Arts	2-4	2-4	2-4
Music	2	2	2
Natural Science.....	4	4	4
Rural Arts	2-4	2-4	2-4
	23-24	23-24	23-24

Entrance Requirements: The completion of two years of high school work, *or* the possession of a 3d Grade Teachers' Certificate obtained by State Examinations, *or* the equivalent, when approved by the faculty.

Leads to: Promotion to Second Year of this course.

NOTE: Applicants who can spend only one year at the school may be admitted to the Second Year of this course, provided they have the qualifications for entrance to the First Year. At the end of the one year's work they may obtain a First Grade Certificate good for *two* years. Registrations of this kind must be approved by the faculty, which will decide whether or not the applicant possesses the necessary preparation, maturity and definiteness of purpose to profit by the course taken under these conditions.

A student who enters on this plan, completes the year's work, and returns to continue the course for a higher certificate or diploma, must complete the First Year before taking up the work of the Third Year. Upon completion of the First Year she may have her certificate extended from two to three years.

*Classes in Physical Education are not listed in these schedules, as they are required in all the years of all the courses, and assignments will be made after the opening of the quarter.

(REGULAR NORMAL COURSE—Continued)

SECOND YEAR

	1st Quar.	2d Quar.	3d Quar.
Education 41—School Hygiene	5	0	0
Education 42—School Management.....	0	5	0
Education 43—Principles and Methods of Teaching	0	0	5
English 47—Language Study Methods.....	0	0	5
Geography 47—Geography and Methods	5	0	0
History 47-48—United States History and Methods	0	5	5
Mathematics 47-48—Advanced Arithmetic and Methods	5	5	0
* { Mathematics 21—Elementary Algebra, <i>or</i> Geography 33—Industrial and Commercial Geo- graphy.....	0	0	5
{ Natural Science 31-32—Physiology and Hygiene, <i>or</i> Geography 31-32—Physical Geography.....	5	5	0
Electives from the following to make.....	3-4	3-4	3-4
Education 31-32-33.....	2	2	2
Foreign Languages	3	3	3
Household Arts	2-4	2-4	2-4
Manual Arts	2-4	2-4	2-4
Music.....	2	2	2
Natural Science.....	4	4	4
Rural Arts	2-4	2-4	2-4
	23-24	23-24	23-24

Entrance Requirements: The completion of the First Year of this course, *or* of three years of high school work, *or* the possession of a 2d Grade Teachers' Certificate obtained by State Examinations, *or* the equivalent, when approved by the faculty. See note under *Entrance Requirements for First Year.*

Leads to: First Grade Certificate good for three years, and promotion to Third Year of this course, or to First Year of either of the special courses in Kindergarten Training, Household, Manual or Rural Arts.

*If both Mathematics 21 and Geography 33 have been previously completed, the student may, with the approval of the faculty, choose any course or courses amounting to 5 periods per week during the 3d Quarter.

(REGULAR NORMAL COURSE—Continued)

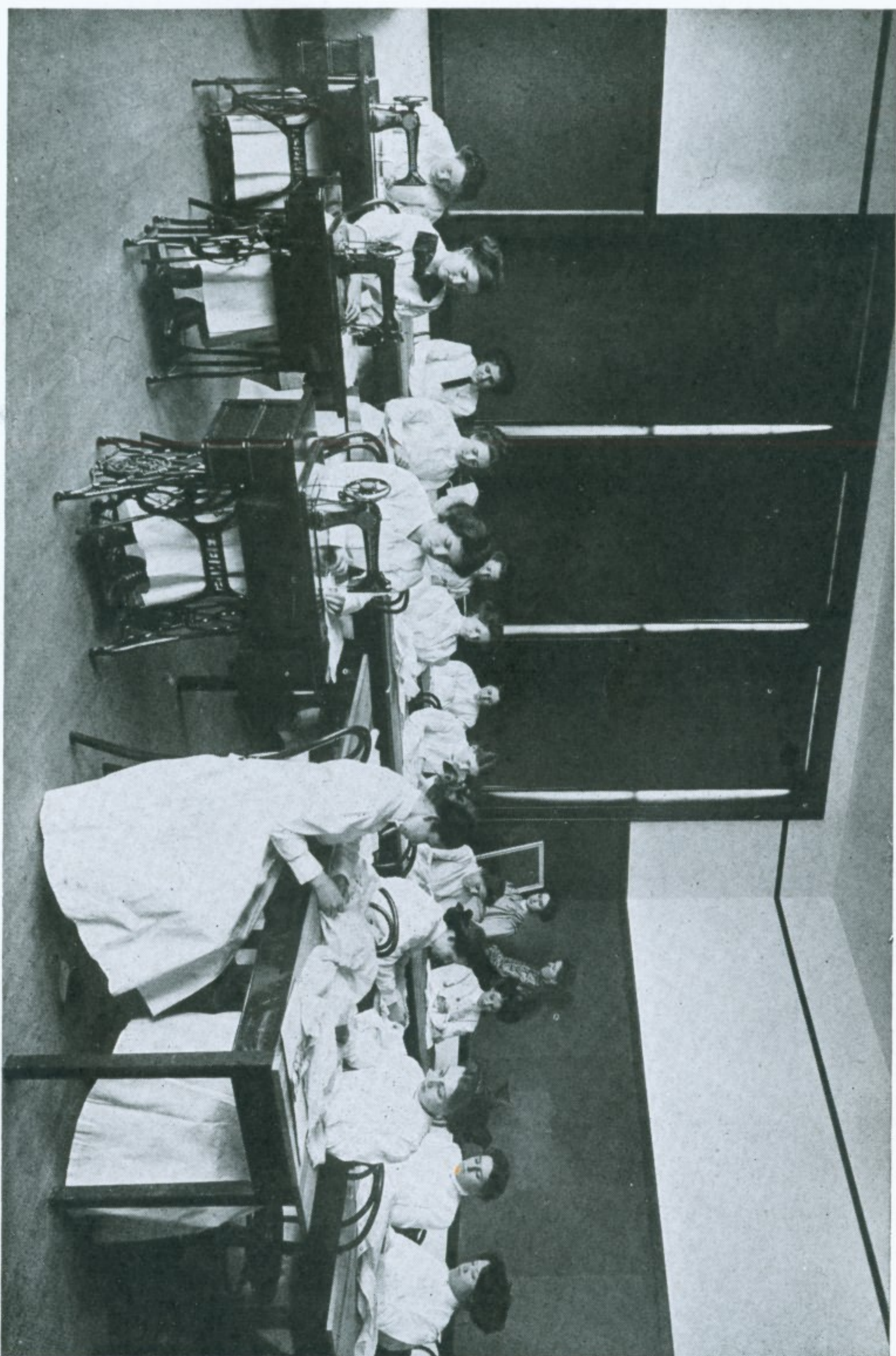
THIRD YEAR

	1st Quar.	2d Quar.	3d Quar.
Education 51-52—Educational Psychology	5	5	0
Education 54-55-56—The School Program and Methods.....	5	5	5
English 51—Rhetoric and Composition.....	5	0	0
English 52—English Literature.....	0	5	0
English 53—American Literature	0	0	5
* { History 51-52—Ancient, Mediaeval and Modern History, <i>and</i> History 53—Civil Government, <i>or</i> History 31—Social, Economic and Industrial History, <i>and</i> History 32—Rural Sociology, <i>and</i> History 33—English History, <i>or</i> Natural Science 47-48-49—Chemistry	5	5	5
Natural Science 57—Physiology and Hygiene Methods	0	0	5
Electives from the following to make.....	3-4	3-4	3-4
Education 31-32-33.....	2	2	2
Foreign Languages	3	3	3
Household Arts	2-4	2-4	2-4
Manual Arts	2-4	2-4	2-4
Music.....	2	2	2
Natural Science.....	4	4	4
Rural Arts	2-4	2-4	2-4
	23-24	23-24	23-24

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

Leads to: Professional Certificate and promotion to the Fourth Year of this course.

*The choice must be made according to the previous work of the student, and must be approved by the faculty.



ONE OF THE SEWING CLASSES

(REGULAR NORMAL COURSE—Concluded)

FOURTH YEAR

	1st Quar.	2d Quar.	3d Quar.
Education 53—Child Psychology.....	0	0	5
Education 60—Practice Teaching.....	0	*	0
Education 61-62—History of Education.....	5	5	0
Education 63—Philosophy of Education.....	0	0	5
Education 64-65-66—Educational Seminar.....	1	1	1
English 61-63—Literary Epochs.....	5	0	5
History 61—Ethics.....	5	0	0
‡ { Mathematics 51-52—Plane Geometry, <i>and</i> Mathematics 53—Solid Geometry, <i>or</i> Elective.....	5	5	5
	21	*	21

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

Leads to: Full Diploma.

*Practice teaching as directed by the Supervisor of Training, the time varying according to the needs of the student as developed in the work.

‡Unless previously completed to the satisfaction of the Faculty, Mathematics 51-52-53 must be taken. If allowed to choose an elective the student may take any course or courses amounting to as much as five periods per week through three quarters, if approved by the faculty.

II. PROFESSIONAL COURSE

FIRST YEAR

	1st Quar.	2d Quar.	3d Quar.
Education 51-52—Educational Psychology	5	5	0
Education 54-55-56—The School Program and Methods	5	5	5
English 47—Language Study Methods.....	0	0	5
Geography 47—Geography and Methods.....	5	0	0
History 47-48—United States History and Methods	0	5	5
Mathematics 47-48—Advanced Arithmetic and Methods	5	5	0
Natural Science 57—Physiology and Hygiene Methods	0	0	5
Electives from the following to make	2-6	2-6	2-6
Education 31-32-33	2	2	2
Household Arts	2-4	2-4	2-4
Manual Arts.....	2-4	2-4	2-4
Music	2	2	2
Natural Science.....	4-6	4-6	4-6
Rural Arts	2-4	2-4	2-4
	22-26	22-26	22-26

Entrance Requirements: The completion of a good four-year high school course approved by the faculty, *or* the possession of a First Grade or Professional Certificate, obtained by State Examinations, *or* the equivalent approved by the faculty.

Leads to: Professional Certificate (under special conditions to be determined by the faculty) and promotion to the Second Year of this course.

(PROFESSIONAL COURSE—Concluded)

SECOND YEAR

	1st Quar.	2d Quar.	3d Quar.
<i>SECTION I.</i>			
Education 42—School Management.....	0	5	0
Education 43—Principles and Methods of Teaching	5	0	0
Education 53—Child Psychology.....	0	0	5
Education 60—Practice Teaching.....	0	0	*
Education 61-62—History of Education.....	5	5	0
Education 63—Philosophy of Education.....	0	0	5
Education 64-65-66—Educational Seminar.....	1	1	1
English 61-62—Literary Epochs	5	5	0
History 61—Ethics	5	0	0
History 62—Sociology	0	5	0
	21	21	*
<i>SECTION II.</i>			
Education 42—School Management.....	0	0	5
Education 43—Principles and Methods of Teaching	5	0	0
Education 53—Child Psychology.....	0	0	5
Education 60—Practice Teaching	0	*	0
Education 61-62—History of Education	5	5	0
Education 63—Philosophy of Education.....	0	0	5
Education 64-65-66—Educational Seminar.....	1	1	1
English 61-63—Literary Epochs	5	0	5
History 61—Ethics	5	0	0
History 62—Sociology	0	5	0
	21	*	21
<i>SECTION III.</i>			
Education 42—School Management.....	0	5	0
Education 43—Principles and Methods of Teaching	0	0	5
Education 53—Child Psychology.....	0	0	5
Education 60—Practice Teaching.....	*	0	0
Education 61-62—History of Education.....	5	5	0
Education 63—Philosophy of Education	0	0	5
Education 64-65-66—Educational Seminar	1	1	1
English 62-63—Literary Epochs	0	5	5
History 61—Ethics	5	0	0
History 62—Sociology	0	5	0
	*	21	21

Entrance Requirements: The completion of the First Year of this course.
Leads to: Full Diploma.

NOTE: Students in the Second Year of this course are divided into sections in order to provide for the practice teaching. The work of the sections is the same, although the quarter in which some of the classes are taken varies.

*Practice teaching as directed by the Supervisor of Training, the time varying according to the needs of the student as developed in the work.

III. HOUSEHOLD ARTS COURSE

FIRST YEAR

	1st Quar.	2d Quar.	3d Quar.
Education 41—School Hygiene	5	0	0
Education 43—Principles and Methods of Teaching	0	0	5
Education 51-52—Educational Psychology.....	5	5	0
Geography 33—Industrial and Commercial Geo- graphy.....	0	0	5
History 31—Social, Economic and Industrial His- tory.....	5	0	0
History 32—Rural Sociology.....	0	5	0
Household Arts 31—Elementary Sewing.....	4	0	0
Household Arts 32-33—Cooking	0	4	4
Household Arts 34—Home Economics	2	0	0
Household Arts 35—Home Cleaning.....	0	2	0
Household Arts 36—Home Nursing.....	0	0	2
Household Arts 41-42—Sewing.....	0	4	4
Electives from the following to make	5-6	5-6	5-6
English	5	5	5
Manual Arts.....	2-4	2-4	2-4
Music	2	2	2
*Natural Science	5	5	5
Rural Arts	2-4	2-4	2-4
	26-27	25-26	25-26

Entrance Requirements: The completion of a four-year high school course approved by the faculty; *or* the possession of a First Grade, *or* a Professional Certificate, obtained by State Examinations; *or* the completion of the First and Second Years of the Regular Normal Course; *or* the equivalent approved by the faculty. Graduates of *three-year* high schools will be admitted for the coming year.

Leads to: Promotion to the Second Year of the course.

*Unless Natural Science 47-48-49—Chemistry—has been completed in a satisfactory manner here, or its equivalent elsewhere, it must be chosen as an elective in this course.

(HOUSEHOLD ARTS COURSE—Concluded)

SECOND YEAR

	1st Quar.	2d Quar.	3d Quar.
Education 53—Child Psychology.....	0	0	5
Education 61-62—History of Education.....	5	5	0
Education 64-65-66—Educational Seminar.....	1	1	1
History 62—Sociology.....	0	5	0
Household Arts 44-45—Dressmaking.....	2	0	2
Household Arts 51-52—Millinery.....	2	2	0
Household Arts 54-55-56—Advanced Cooking.....	6	6	6
Household Arts 60—Practice Work	0	0	*
Household Arts 67-68—Theory and Practice of Teaching Household Arts	3	3	1
Manual Arts 67—The Place of Industrial Branches in Education	3	0	0
‡Elective.....	4-6	4-6	4-6
	26-28	26-28	*

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

Leads to: Household Arts Diploma.

*Practice work will be assigned by the head of the department, the time depending upon the needs of the student.

‡This elective may be taken from any department, with the approval of the faculty. Unless Manual Arts 31-32-33 and Manual Arts 34-35-36 have been completed they must be chosen here. It is strongly recommended that Rural Arts 31-32-33 be taken where possible, unless already completed.

IV. MANUAL ARTS COURSE

FIRST YEAR

	1st Quar.	2d Quar.	3d Quar.
Education 43—Principles and Methods of Teaching	0	0	5
Education 51-52—Educational Psychology.....	5	5	0
Geography 33—Industrial ² and Commercial Geo- graphy.....	0	0	5
History 31—Social, Economic and Industrial His- tory.....	5	0	0
History 32—Rural Sociology.....	0	5	0
Manual Arts 31-32-33—Handwork for Primary Grades.....	2	2	2
Manual Arts 34-35-36—Drawing for Primary Grades.....	2	2	2
Manual Arts 41-42-43—Handwork for Grammar Grades.....	2	2	2
Manual Arts 44-45-46—Drawing for Grammar Grades.....	2	2	2
Manual Arts 47-48-49—Woodworking.....	4	4	4
Electives from the following to make.....	5-6	5-6	5-6
Education 31-32-33.....	2	2	2
English.....	5	5	5
Household Arts.....	2-4	2-4	2-4
Mathematics.....	5	5	5
Music.....	2	2	2
Natural Science.....	5	5	5
Rural Arts.....	2-4	2-4	2-4
	27-28	27-28	27-28

Entrance Requirements: The completion of a four-year high school course approved by the faculty; *or* the possession of a First Grade, *or* a Professional Certificate, obtained by State Examinations; *or* the completion of the First and Second Years of the Regular Normal Course; *or* the equivalent approved by the faculty. Graduates of *three-year* high schools will be admitted for the coming year.

Leads to: Promotion to the Second Year of the course.

(MANUAL ARTS COURSE—Concluded)

SECOND YEAR

	1st Quar.	2d Quar.	3d Quar.
Education 53—Child Psychology.....	0	0	5
Education 61-62—History of Education.....	5	5	0
Education 64-65-66—Educational Seminar.....	1	1	1
History 62—Sociology.....	0	5	0
Manual Arts 51—Household Mechanics.....	2	0	0
Manual Arts 54-55-56—Sketching.....	2	2	2
Manual Arts 57-58-59—Advanced Woodworking ..	4	4	4
Manual Arts 60—Practice Teaching in Manual Arts.....	0	0	*
Manual Arts 61-62-63—Supplementary Work in Drawing and Handwork.....	1	2	2
Manual Arts 67—The Place of Industrial Branches in Education.....	3	0	0
Manual Arts 68—Theory and Practice of Teaching Manual Arts.....	0	3	0
Natural Science 41—Botany.....	4	0	0
‡Elective.....	4-6	4-6	4-6
	26-28	26-28	*

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

Leads to: Manual Arts Diploma.

*Practice work will be assigned by the head of the department, the time depending upon the needs of the student.

‡This elective may be taken from any department, with the approval of the faculty. Unless Household Arts 31-32-33 and Rural Arts 31-32-33 have been completed they must be chosen here.

V. KINDERGARTEN TRAINING COURSE

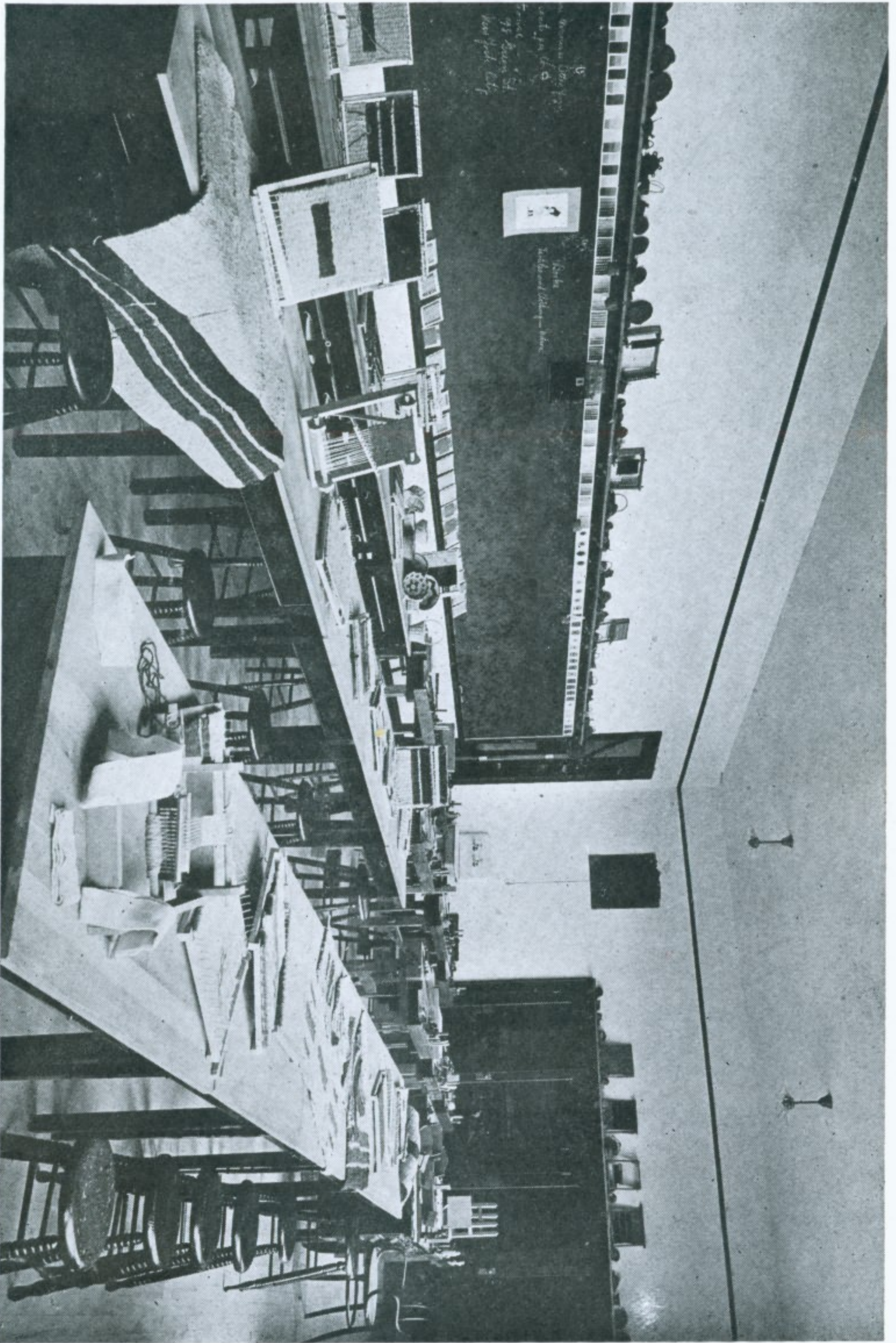
FIRST YEAR

	1st Quar.	2d Quar.	3d Quar.
Education 31-32-33—Kindergarten Methods for Primary Teachers	2	2	2
Education 34-35-36—Kindergarten Materials.....	3	3	3
Education 50—Observation of Kindergarten Work	*	*	*
Education 51-52—Educational Psychology.....	5	5	0
Education 53—Child Psychology.....	0	0	5
Manual Arts 34-35-36—Drawing for Primary Grades.....	2	2	2
Electives from the following to make	6-8	6-8	6-8
Education.....	5	5	5
English	5	5	5
Household Arts	4	4	4
Manual Arts	2	2	2
Music	2	2	2
Rural Arts	2-4	2-4	2-4
	26-28	26-28	26-28

Entrance Requirements: The completion of a four-year high school course approved by the faculty; *or* the possession of a First Grade, *or* a Professional Certificate, obtained by State Examinations; *or* the completion of the First and Second Years of the Regular Normal Course; *or* the equivalent approved by the faculty. Graduates of *three-year* high schools will be admitted for the coming year.

Leads to: Promotion to the Second Year of this course.

*Not less than eight periods per week will be assigned by the instructor for observation of kindergarten work and assistance in the Kindergarten of the Training School.



MANUAL ARTS ROOM

(KINDERGARTEN TRAINING COURSE—Concluded)

SECOND YEAR

	1st Quar.	2d Quar.	3d Quar.
Education 57-58-59—Theory and Practice of Kindergarten Teaching	5	5	5
Education 60—Practice Teaching.....	*	*	*
Education 61-62—History of Education.....	5	5	0
Education 63—Philosophy of Education.....	0	0	5
Education 64-65-66—Educational Seminar	1	1	1
Electives from the following to make	5-7	5-7	5-7
‡ { English 61-63 and			
{ History 62	5	5	5
Education.....	5	5	5
English	5	5	5
Household Arts	2-4	2-4	2-4
Manual Arts.....	2-4	2-4	2-4
Music	2	2	2
Rural Arts.....	2-4	2-4	2-4
	—————	—————	—————
	26-28	26-28	26-28

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

Leads to: Kindergarten Training Diploma.

*Practice teaching in the kindergarten will be assigned by the instructor, for not less than ten periods per week throughout the year. A portion of the time may be given to practice work in the lower primary grades, at the discretion of the instructor.

‡It is recommended that students elect English 61-63 and History 62.

*VI. RURAL ARTS COURSE

FIRST YEAR

	1st Quar.	2d Quar.	3d Quar.
Education 43—Principles and Methods of Teaching	0	0	5
Education 51-52—Educational Psychology	5	5	0
Geography 33—Industrial and Commercial Geo- graphy	0	0	5
History 31—Social, Economic and Industrial History	5	0	0
History 32—Rural Sociology.....	0	5	0
Rural Arts 31-32-33—Nature Study and School Gardening	2	2	4
Rural Arts 41-42-43—Elementary Agriculture.....	4	4	4
Rural Arts 44-45-46—Horticulture	4	4	4
Electives from the following to make	6-8	6-8	6
Education.....	2-5	2-5	2-5
English	5	5	5
Household Arts.....	2-6	2-6	2-6
‡Manual Arts	2-6	2-6	2-6
Mathematics	5	5	5
Music	2	2	2
‡Natural Science.....	4-5	4-5	4-5
	26-28	26-28	28

Entrance Requirements: The completion of a four-year high school course approved by the faculty; *or* the possession of a First Grade, *or* a Professional Certificate obtained by State Examinations; *or* the completion of the First and Second Years of the Regular Normal Course; *or* the equivalent approved by the faculty.

Leads to: Promotion to the Second Year of this course.

*No registrations will be accepted in this course for the session of 1910-1911.

‡Unless Manual Arts 44-45-46 and Natural Science 41-42-43, or their equivalent, have been completed previously, they must be chosen here.

(RURAL ARTS COURSE—Concluded)

SECOND YEAR

	1st Quar.	2d Quar.	3d Quar.
Education 53—Child Psychology	0	0	5
Education 61-62—History of Education.....	5	5	0
Education 64-65-66—Educational Seminar	1	1	1
History 62—Sociology	0	5	0
Manual Arts 51—Household Mechanics.....	2	0	0
Manual Arts 67—The Place of Industrial Branches in Education.....	3	0	0
Rural Arts 51-52—Dairying.....	4	4	0
Rural Arts 53—Poultry-raising and Bee-culture....	0	0	4
Rural Arts 54—Forestry	4	0	0
Rural Arts 55—Floriculture	0	4	0
Rural Arts 56—Landscape Gardening.....	0	0	4
Rural Arts 60—Practice Work in Rural Arts	0	0	*
Rural Arts 67-68—Theory and Practice of Teach- ing the Rural Arts	3	3	0
†Elective.....	4-6	4-6	4-6
	<u>26-28</u>	<u>26-28</u>	<u>*</u>

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

Leads to: Rural Arts Diploma.

*Practical work in Rural Arts will be assigned by the instructor, the time depending upon the needs of the student.

†This elective may be taken from any department, with the approval of the faculty.

DEPARTMENTS OF INSTRUCTION

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 practical 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.

31-32-33. KINDERGARTEN METHODS FOR PRIMARY TEACHERS.—*1st, 2d and 3d Quarters; 2 periods per week.*—Miss Harrington.

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. Text-Books: Dopp's *The Place of Industries in Elementary Education*; Dewey's *The Relation of Theory to Practice*.

34-35-36. KINDERGARTEN MATERIALS.—*1st, 2d and 3d Quarters; 3 periods per week.*—Miss Harrington.

A mastery of the kindergarten material will be sought in this course. Familiarity with the use of the simple tools, materials and processes of the kindergarten will be gained, and through the practical work the principles underlying the gifts and occupations will be developed. Students will work through a simple course as carried out by children in the kindergarten.

In this course will also be included a study of the songs, games and stories suitable for use in the kindergarten. Students will engage in the practical playing of games, singing of songs and story-telling; and through such practice they will gain familiarity with, and skill in, using them in the kindergarten. A general survey of appropriate literature for little children, including folk-and fairy-tales, history stories, nature stories, fables and poems will be included.

41. SCHOOL HYGIENE.—*1st Quarter; 5 periods per week.*—Professor Heatwole.

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. Text-Book: Burrage and Bailey's *School Sanitation and Decoration*.

42. SCHOOL MANAGEMENT.—*2d Quarter, 5 periods per week; repeated in 3d Quarter.*—Professor Heatwole.

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. Text-Book: Bagley's *Class-room Management*.

43. PRINCIPLES AND METHODS OF TEACHING.—*1st Quarter; 5 periods per week; repeated in 3d Quarter.*—Professor Heatwole.

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. Text-Books: James's *Talks to Teachers*; Bagley's *Educative Process*; McMurry's *Method of Recitation*.

44. RURAL SCHOOL PROBLEMS AND METHODS.—*3d Quarter, 5 periods per week.*

In this course will be taken up various important problems of the management and teaching of rural schools, with a view to helping in their solution by those engaged in teaching or preparing to teach in country schools. The adaptation of the State uniform course of study to the conditions prevailing in ungraded schools, the formulation of daily programs, the proper distribution of time to the different branches, the selection of subject-matter, and special methods in the different branches, will be considered in such a way as to be of practical value to the teacher

in her work. The relation of the rural school to the community, its importance and its possibilities as a social center, and similar topics, will be discussed.

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

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

Its second purpose is to apply principles of psychology to the teaching process. 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. Text-Book: Betts's *The Mind and Its Education*; James's *Talks to Teachers on Psychology*.

53. CHILD PSYCHOLOGY.—*3d Quarter; 5 periods per week.*—Miss Shoninger.

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 in 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. Text-Books: Kirkpatrick's *Fundamentals of Child Study*; Thorndike's *Notes on Child Study*.

54-55-56. THE SCHOOL PROGRAM AND METHODS.—*1st, 2d and 3d Quarters; 5 periods per week.*—Miss Shoninger.

Methods of teaching the various branches of the primary curriculum will be considered in this course, and the relations of these branches to each other will be studied with a view to formulating a proper program for the primary grades. The course aims to make clear the guiding principles that determine what the primary program in general should include. Considerable attention will be given to sources of materials for each of the various branches and to the use of games and to story-telling in the primary grades, and to the selection of juvenile literature. Observation of class-work in the training-school will form an important part of this course. Text-Books: Arnold's *Reading: How to Teach It*; Johnson's *Education by Plays and Games*; Chubb's *The Teaching of English*; Bryant's *How to Tell Stories to Children*.

57-58-59. THEORY AND PRACTICE OF KINDERGARTEN TEACHING.—*1st, 2d and 3d Quarters; 5 periods per week.*—Miss Harrington.

The methods and subject-matter of the kindergarten will be considered in this course. The principles included in Froebel's "Mother Play,"

“Pedagogics of the Kindergarten,” “Education by Development,” and “Education of Man” as foundations of the kindergarten system, will be studied; and the student will prepare to make application of the principles of kindergarten theory to the practical work of teaching in the kindergarten. A study will be made of the kindergarten materials with a view to the formulation and arrangement of a kindergarten program, which will be used in actual practice. Students will make out plans of work and discuss them in class before attempting to apply them in their practice work. Various subjects will be discussed, such as, discipline in the kindergarten, subject-matter from everyday life, the relation of the kindergarten teacher to the parents of the children, the relation of the kindergarten to the community, and means for the development of intelligent interest on the part of parents through mothers’ meetings, etc. Text-Books: as named above.

60. PRACTICE TEACHING.—*1st, 2d and 3d Quarters; periods per week as directed.*—Miss Shoninger, with other members of the faculty.

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.

Students in the special courses, Kindergarten, Household Arts, and Manual Arts, will be allowed to do practice teaching in their special subjects, under the general supervision of the head of the special department, who will arrange for the work with the Supervisor of Training.

Opportunities will be offered for practice teaching in rural schools as well as in the town schools. All practice teaching will be done under real *public school conditions*.

61-62. HISTORY OF EDUCATION.—*1st, and 2d Quarters, 5 periods per week.*—Professor Heatwole.

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. Text-Book: Monroe’s *Brief Course in the History of Education*.



IN THE SCHOOL GARDEN

63. PHILOSOPHY OF EDUCATION.—*3d Quarter ; 5 periods per week.*—Professor Heatwole.

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. Text-Book : Horne's *The Philosophy of Education*.

64-65-66. EDUCATIONAL SEMINAR.—*1st, 2d and 3d Quarters, 1 period per week.*—Professor Heatwole with other members of the faculty.

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.

SPECIAL METHODS AND OBSERVATION—In the presentation of subject-matter in all departments attention will be given throughout to methods of teaching the subject. The use of the material in the work of teaching will be constantly kept in mind in every course.

In all courses in methods and in other courses, where advisable, students are required to observe lessons taught to children by skilled teachers, and to make reports of the observations. All observations will be arranged with the Supervisor of Training, who will have general supervision of classes observing. The instructor in charge of the subject will accompany the class and students will be directly responsible to the instructor.

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