

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.

II. ENGLISH LANGUAGE AND LITERATURE

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

It is of the greatest consequence that our teachers be well grounded in their mother tongue ; and it is better that the study of other branches be neglected than that anything be lacking in the training in English. This school recognizes this fact, and has provided courses in English language 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 will be 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 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 are conducting two successful literary societies, and literary entertainments are arranged from time to time under the auspices, and with the co-operation of this department.

1. SPELLING AND COMPOSITION.—*1st, 2d and 3d Quarters, twice a week during Assembly period.*—Miss E. P. Cleveland and Miss Goode.

This is a special course in spelling and composition designed to help students who have not had sufficient foundation work in these branches. The assembly period on two mornings of each week is used to give the whole school a drill in spelling or in writing short compositions. This practice is found to be of considerable value in improving the written work of the students in the regular English courses, as well as in other departments.

Text-Books: Sandwick and Bacon's *Word Book*; and Thomas's *Spelling Blank, No. 2*.

11-12-13.—ELEMENTARY LANGUAGE STUDY.—*1st, 2d and 3d Quarters; 5 periods per week.*—Miss E. P. Cleveland and Miss Goode.

This elementary course will be arranged to meet the needs of those who show that they have not had sufficient foundation in these branches to do the work of course 31. It will endeavor to make up deficiencies in previous preparation and will serve as an introduction and supplement to course 31. The course will include:—reading, writing, spelling, dictation, grammar and composition, according to the needs of the students.

Text-Book: Longmans's *English Grammar*.

31-32-33. LANGUAGE STUDY.—*1st, 2d and 3d Quarters; 5 periods per week.*—Miss E. P. Cleveland.

This course will make a 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 course 11-12-13, either as an extra class or a substitution, this course to be taken in the following year, in the latter case.

Text-Books: Buehler's *Modern English Grammar, Book II*, Huntington's *Elementary English Composition* and *Masterpieces of British Literature*.

47. LANGUAGE STUDY METHODS.—*3d Quarter; 5 periods per week.*—Miss E. P. Cleveland.

This course will consider at some length the teaching of reading, spelling, language, grammar, writing, and 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 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 31-32-33, or its equivalent, before entering this course. Text-Book: Chubb's *The Teaching of English*.

51. RHETORIC AND COMPOSITION.—*1st Quarter, 5 periods per week.*—Miss E. P. Cleveland.

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 to 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. Text-Books: *Baldwin's Writing and Speaking*, Woolley's *Handbook of Composition*, and Anderson's *Study of English Words*.

52. ENGLISH LITERATURE.—*2d Quarter; 5 periods per week.*—Miss E. P. Cleveland.

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. Text-Books: *Halleck's History of English Literature* and special editions of classics to be selected during the course.

53. AMERICAN LITERATURE.—*3d Quarter, 5 periods per week.*—Miss E. P. Cleveland.

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. Text-Books: Pancoast's *Introduction to American Literature*; Watkins's *Primer of American Literature*, and special editions of classics to be selected during the course.

61-62-63. LITERARY EPOCHS AND CRITICISM.—*1st, 2d and 3d Quarters; 5 periods per week.*—Miss E. P. Cleveland.

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 less than five.

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.

Students who have not had at least one year's work in a foreign language will not be encouraged to begin it at this school. No beginner's Latin class will be formed, and it is probable that work in French and German will be limited to those who have begun the study of the language elsewhere, although beginners' classes in these two languages are listed below and may be formed if the number of applicants justifies.

21-22-23. ELEMENTARY LATIN.—*1st, 2d and 3d Quarters, 3 periods per week.*—Miss Loose.

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. Text-Books: Harkness & Forbes's *Caesar's Gallic War* (four books); Harkness's *Complete Latin Grammar*; Bennett's *Preparatory Latin Writer*.

31-32-33. INTERMEDIATE LATIN.—*1st, 2d and 3d, Quarters, 3 periods per week.*—Miss Loose.

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. Text-Book: Harkness, Kirtland & Williams's *Cicero's Orations* (six orations).

41-42-43. ADVANCED LATIN.—*1st, 2d and 3d Quarters, 3 periods per week.*—Miss Loose.

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. Text-Books: Greenough & Kittredge's *Virgil's Aeneid I-VI and Bucolics* (with vocabulary).

24-25-26. ELEMENTARY FRENCH.—*1st, 2d and 3d Quarters, 3 periods per week.*—Miss A. V. Cleveland.

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. Attention will be given to the development of a correct pronunciation. Original conversations and sight-reading will be introduced early in the course. Text-Books: Char-denal's *Complete French Course (revised)* with Muzzarelli's *Brief French Course* and other grammars for reference: Stern and Meras' *Etude Progressive de la Langue Francaise*; Mairret's *La Tache du Petit Pierre*, and other easy, attractive stories in good, modern French.

34-35-36. INTERMEDIATE FRENCH.—*1st, 2d and 3d Quarters, 3 periods per week.*—Miss A. V. Cleveland. (Not given if course 24-25-26 is given.)

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.

44-45-46. ADVANCED FRENCH.—*1st, 2d and 3d Quarters, 3 periods per week.* (Not given in 1910-1911.)

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, Corneille, Racine, Moliere, Lamartine, Hugo, &c. Considerable sight-reading will be required.

27-28-29. ELEMENTARY GERMAN.—*1st, 2d and 3d Quarters, 3 periods per week.*—Miss Loose.

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. Text-Books: Bacon's *German Grammar* and selections for reading to be made later.

37-38-39. INTERMEDIATE GERMAN.—*1st, 2d and 3d, 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.

47-48-49. ADVANCED GERMAN.—*1st, 2d and 3d Quar- ters, 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. The department is well equipped with the apparatus needed in the work.

11. GENERAL GEOGRAPHY.—*3d Quarter, 5 periods per week.*—Miss King.

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 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.

Text-Book: Dodge's *Advanced Geography*.

31-32. PHYSICAL GEOGRAPHY.—*1st and 2d Quarters, 5 periods per week.*—Miss King.

In this course a 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.

Text-Book: *Davis's Elementary Physical Geography*.

33. INDUSTRIAL AND COMMERCIAL GEOGRAPHY.—*3d Quarter, 5 periods per week.*—Miss King.

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. Text-Book: Redway's *Commercial Geography*.

47. GEOGRAPHY AND METHODS.—*1st Quarter, 5 periods per week.*—Miss King.

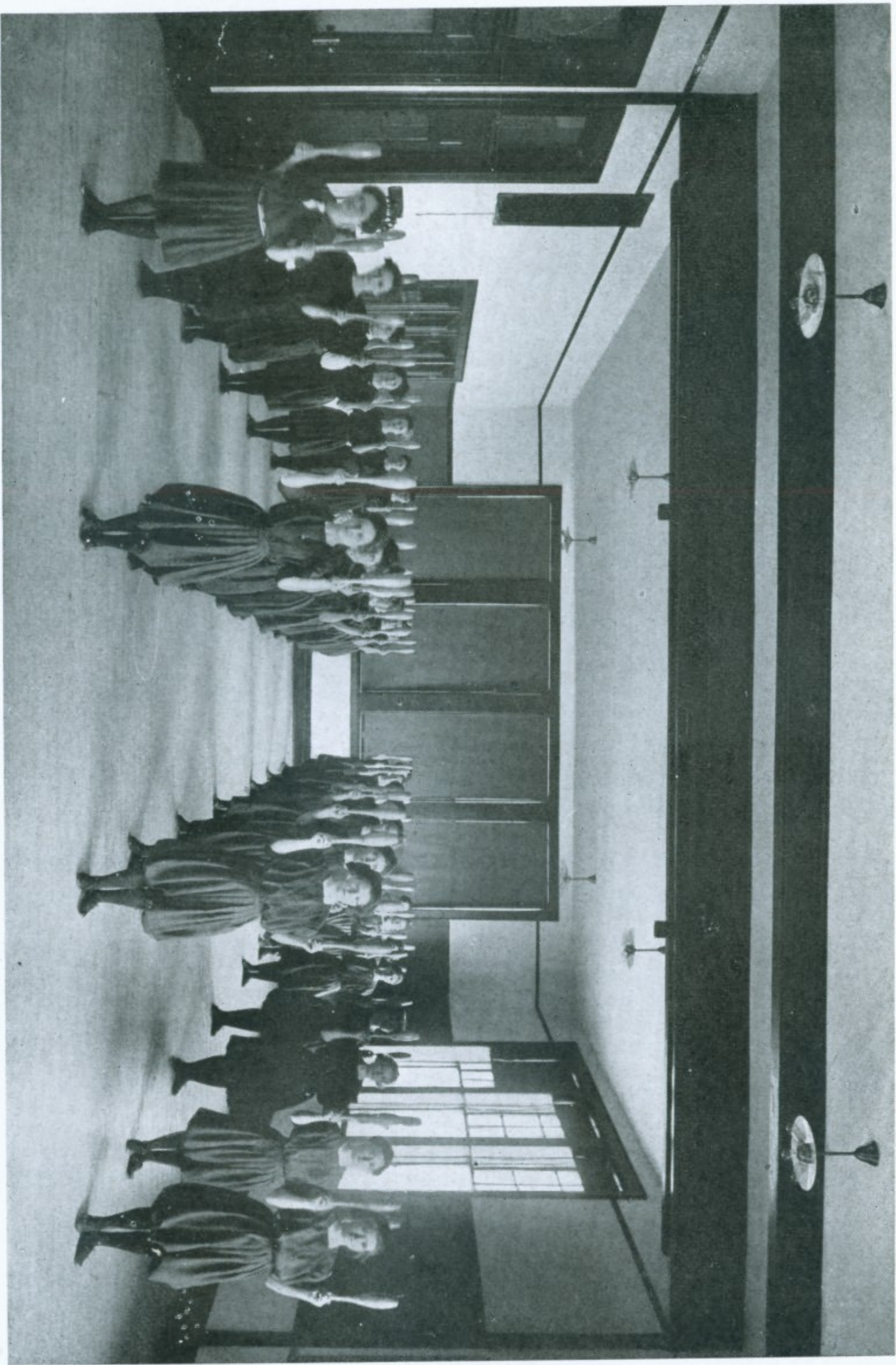
This course will pay special attention to "home geography." It will deal with methods of teaching geography in the different grades. Simple apparatus will be planned and made by the students, field lessons will be arranged, and courses mapped out for the different grades of the elementary school. Pedagogical 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. Text-Books: Redway's *The New Basis of Geography*; Dodge's *Elementary and Advanced Geographies*.

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 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 contains 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.



INDIAN CLUB DRILL (IN TEMPORARY GYMNASIUM)

11. VIRGINIA HISTORY AND CIVICS.—*3d Quarter, 5 periods per week.*—Doctor Wayland.

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. A portion of the time will be devoted to a study of elementary civics, with Virginia as the type of state government. The relation of the State to the Federal Government, and of the individual to the government of both, will be brought out in the course.

Text-Books: Magill's *History of Virginia*; McBain's *How We Are Governed in Virginia and the Nation*.

14. UNITED STATES HISTORY.—*3d Quarter, 5 periods per week.*—Doctor Wayland. (Not given if course 11 is given.)

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.

Text-Books: Bruce's *School History of the United States* and Hart's *Source Book of American History*.

31. SOCIAL, ECONOMIC AND INDUSTRIAL HISTORY.—*1st Quarter; 5 periods per week.*—Doctor Wayland.

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 be of considerable help to teachers of geography and history in the graded or high school. Text-Book: Bogart's *Economic History of the United States*.

32. RURAL SOCIOLOGY.—*2d Quarter, 5 periods per week.*—Doctor Wayland.

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. Text-Book: Butterfield's *Chapters in Rural Progress*.

33. ENGLISH HISTORY.—*3d Quarter, 5 periods per week.*—Doctor Wayland.

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. Text-Books: Cheyney's *Short History of England* and *Readings in English History*.

47-48. UNITED STATES HISTORY AND METHODS.—*2d and 3d Quarters; 5 periods per week.*—Doctor Wayland.

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. Text-Books: Fiske's *History of the United States*; MacDonald's *Documentary Source Book of American History*; Channing and Hart's *Guide to American History*.

51-52. ANCIENT, MEDIAEVAL AND MODERN HISTORY.—*1st and 2d Quarters, 5 periods per week.*—Doctor Wayland.

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. Text-Books: Goodspeed's *History of the Ancient World*; Robinson's *History of Western Europe*; Ogg's *Source Book of Mediaeval History*.

53. CIVIL GOVERNMENT.—*3d Quarter, 5 periods per week.*—Doctor Wayland.

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. Text-Books: Flickinger's *Civil Government*; Ashley's *American Government*.

61. ETHICS.—*1st Quarter, 5 periods per week.*—Doctor Wayland.

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. Text-Books: Bierbower's *Ethics for Schools*; Dewey's *Lesson on Morals* and *Lessons on Manners*.

62. SOCIOLOGY.—*2d Quarter, 5 periods per week.*—Doctor Wayland.

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. Text-Book: Wright's *Outline of Practical Sociology With Special Reference to American Conditions*.

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 is modern and quite complete, and it is believed its courses will be among the most popular offered by the school.

31. ELEMENTARY SEWING.—*1st Quarter, 4 periods per week.*—Miss Davis, in co-operation with Miss Sale.

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 under-

garments. 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. Laboratory fee: 50 cents.

32-33. COOKING.—*2d and 3d Quarters, 4 periods per week.*—Miss Sale.

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.

Students in this course must be provided with the uniform apron and cap, which are very inexpensive and may be made by the student before coming to the school, or in the sewing class at the school. Directions for making the same may be obtained from the instructor.

In addition to the text-book mentioned below students in this course use a large number of printed recipes, the entire collection being furnished at the supply room for fifteen cents. Bulletins issued by the United States Department of Agriculture are also freely used, and are obtained free of charge. Laboratory fee: \$1.00 per quarter. Text-Book: Williams and Fisher's *Theory and Practice of Cookery*.

34. HOME ECONOMICS.—*1st Quarter, 2 periods per week.*—Miss Sale.

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.

35. HOME CLEANING.—*2d Quarter, 2 periods per week.*—Miss Sale.

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 suffi-

cient practical work to produce skillful results. Students will be expected to apply their knowledge in the care of their own rooms. The course will contain much of practical value to teachers and homemakers, and will supplement course 34. Laboratory fee : 25 cents.

36. HOME NURSING.—*3d Quarter, 2 periods per week.*—Miss Sale.

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*. Laboratory fee : 25 cents.

41-42. SEWING.—*2d and 3d Quarters, 4 periods per week.*—Miss Sale and Miss Davis.

This course will pre-suppose course 31 and will continue the work in hand and machine-sewing, application being made to the making of garments. Students will furnish their own material, the finished work being the property of the students after the annual exhibition. Laboratory fee: 50 cents per quarter.

44-45. DRESSMAKING.—*1st and 3d Quarters, 2 periods per week.*—Miss Sale.

This course will pre-suppose the work of course 41-42. It will include the fundamental principles of dressmaking, the drafting, making and adjusting of patterns to measurement, the fitting of garments, etc. Students will provide, subject to the approval of the instructor, suitable materials for the work, the finished work being the property of the students after the annual exhibition. Laboratory fee: 50 cents per quarter.

51-52. MILLINERY.—*1st and 2d Quarters, 2 periods per week.*—Miss Sale.

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 material 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. Students will provide, subject to the approval of the instructor, suitable materials, the finished work being the property of the students after the annual exhibition.

54-55-56. ADVANCED COOKING.—*1st, 2d and 3d Quarters, 6 periods per week.*—Miss Sale.

This course will pre-suppose course 32-33 and will advance on the work given in it. 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 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. 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. Methods of teaching and planning the equipment for public school work will be included in the course. Laboratory fee: \$1.50 per quarter. Text-Book: Lincoln and Barrows's *Home Science Cook Book*.

60. PRACTICE WORK IN HOUSEHOLD ARTS.—*1st, 2d or 3d Quarter, periods per week as directed.*—Miss Sale.

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. All practice teaching will be preceded by observation of the work of the instructor, in order to familiarize the student with the methods of presenting the subject.

67-68-69.—THEORY AND PRACTICE OF TEACHING THE HOUSEHOLD ARTS.—*1st and 2d Quarters, 3 periods per week, 3d Quarter, 1 period per week.*—Miss Sale.

This course is designed to present the methods of teaching the subjects of this department in schools of all grades. It 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.

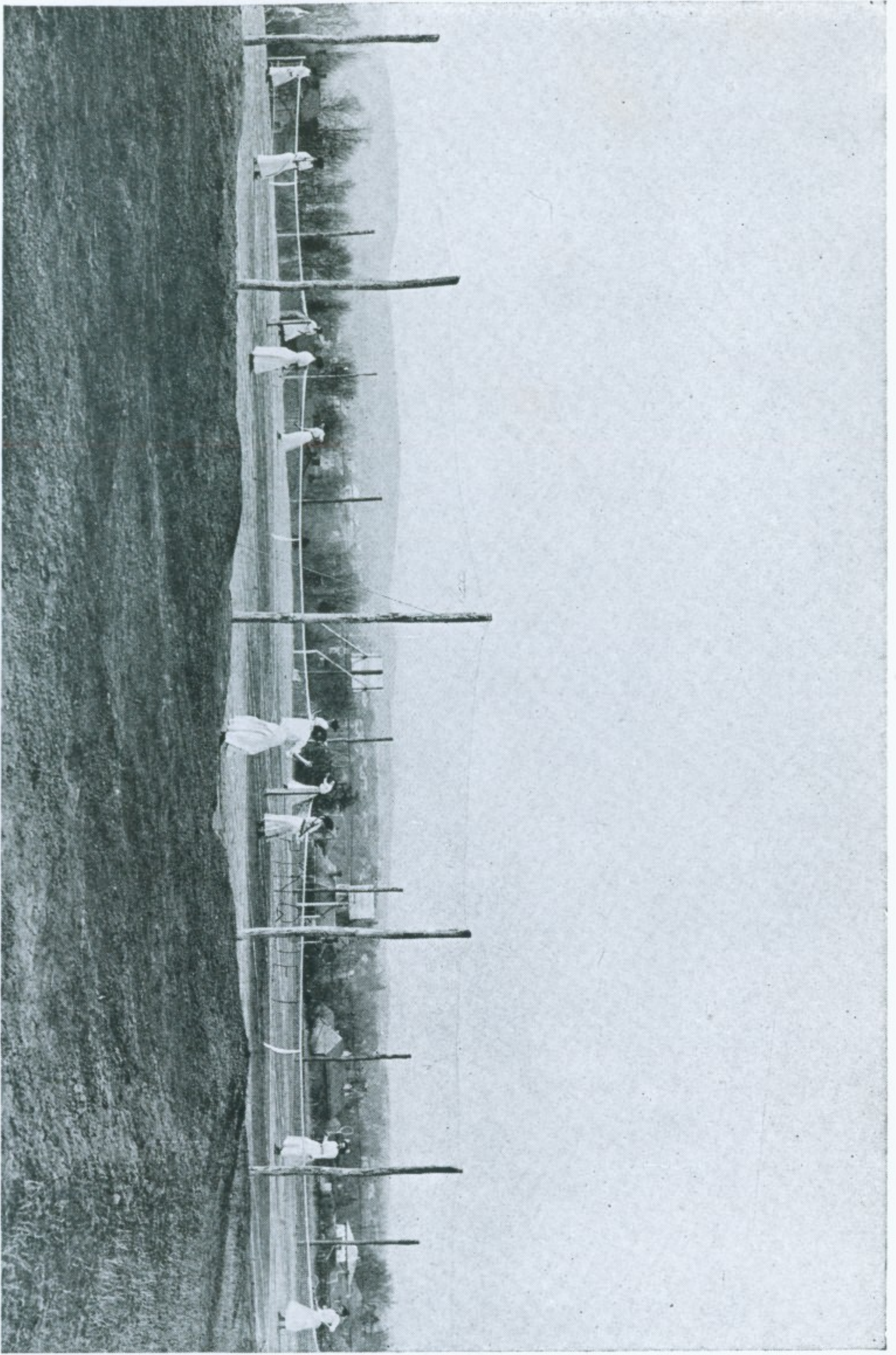
VII. MANUAL ARTS

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 exper-

ience 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 institution, 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 has been established at this school. The courses of this department are arranged to give to teachers of all grades in rural as well as in city schools an opportunity to prepare themselves to teach the subject in connection with other subjects; and, in addition to the work offered in the Normal Courses, a Special Course in Manual Arts is offered for those who wish to prepare themselves for positions as supervisors of these branches, or as special teachers of them.



TENNIS AND BASKET-BALL COURTS.

The courses are 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.

31-32-33. HANDWORK FOR PRIMARY GRADES.—*1st, 2d and 3d Quarters, 2 periods per week.*—Miss Speck and Miss Davis.

This course will include the processes and materials suitable for use in the handwork of the first four grades, such as raffia, cord, paper, cardboard, clay, etc. Simple articles of interest to children, such as baskets, doll hats, boxes, toys, rugs, etc., will be made. The student will be shown in this course how manual training may be taught in the lower grades in a profitable way, with the simplest sort of equipment and inexpensive materials, and with a minimum expenditure of time. Correlation with drawing and other branches of the primary grades will be noted. Laboratory fee: 50 cents per quarter.

34-35-36. DRAWING FOR PRIMARY GRADES.—*1st, 2d and 3d Quarters; 2 periods per week.*—Miss Speck.

The work of this course will be planned to cover the drawing suitable for the first four years of the elementary school. It 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 value of drawing in making more real other branches of study by offering a means of concrete expression will be pointed out.

Students will furnish their own materials, which are very inexpensive.

41-42-43. HANDWORK FOR GRAMMAR GRADES.—*1st, 2d and 3d Quarters, 2 periods per week.*—Miss Speck.

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 practiced 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.

Laboratory fee: 50 cents per quarter.

44-45-46. DRAWING FOR GRAMMAR GRADES.—*1st, 2d and 3d Quarters, 2 periods per week.*—Miss Speck.

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 31-32-33.

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

Students will furnish their own materials, which are very inexpensive.

47-48-49. WOODWORKING.—*1st, 2d and 3d Quarters, 4 periods per week.*—Miss Speck.

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.

Laboratory fee: 50 cents per quarter.

51. HOUSEHOLD MECHANICS.—*1st Quarter, 2 periods per week.*—Miss Speck and Miss Sale.

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.

Laboratory fee: 50 cents.

54-55-56. SKETCHING.—*1st, 2d and 3d Quarters, 2 periods per week.*—Miss Speck.

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 44-45-46 or its equivalent is pre-requisite to this course.

Students will furnish their own material, which will be very inexpensive.

57-58-59—ADVANCED WOODWORKING.—*1st, 2d and 3d Quarters, 4 periods per week.*—Miss Sale, in co-operation with President Burruss.

This course pre-supposes course 47-48-49 or its equivalent, and in it larger projects in bench-work in wood will be attempted. Special attention will be given to constructive design.

Laboratory fee: \$1.00 per quarter. This fee will not cover the cost of materials for special pieces of woodwork made for the individual use of the student; in such cases the student will pay for the material, the article becoming her property after the annual exhibition.

60. PRACTICE TEACHING IN MANUAL ARTS.—*1st, 2d or 3d Quarter, periods per week as directed.*—Miss Speck.

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.

All practice teaching will be preceded by observation of the work of the instructors in order to familiarize the student with the methods of presenting the subject.

61-62-63. SUPPLEMENTARY WORK IN DRAWING AND HANDWORK.—*1st Quarter, 1 period per week; 2d and 3d, Quarters, 2 periods per week.*—Miss Speck in co-operation with President Burruss.

This course will supplement the preceding courses for those specializing in the Manual Arts. It will consist of certain problems in drawing and certain forms of handwork as directed by the instructors. The projects will have direct relation to, and grow out of, the work of courses 67 and 68.

67. THE PLACE OF INDUSTRIAL BRANCHES IN EDUCATION.—*1st Quarter, 3 periods per week.*—President Burruss.

This course will consider briefly the place of the industrial element in education, its importance and its relation to other elements. The household, manual and rural arts will be discussed in the light of sociology and the history and principles of education with a view to determining their proper place in the school curriculum. Some attention will be given to the various systems of education in different countries with reference to the industrial element.

68. THEORY AND PRACTICE OF TEACHING MANUAL ARTS.—*2d Quarter, 3 periods per week.*—President Burruss.

This course will consider 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.

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 special attention to business forms and methods and to the application of the branches of mathematics to practical purposes.

In addition to making students familiar with the principles and processes that are directly applicable to practical questions, the work in mathematics 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.

11-12-13. ARITHMETIC.—*1st, 2d and 3d Quarters, 5 periods per week.*—Miss Lancaster and Miss Lawson.

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 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.

Text-Books: Wentworth-Smith's *Complete Arithmetic*.

21. ELEMENTARY ALGEBRA.—*3d Quarter, 5 periods per week.*—Miss Lancaster.

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.

Text-Book: Milne's *Standard Algebra*.

31-32-33. ALGEBRA.—*1st, 2d and 3d Quarters, 5 periods per week.*—Miss Lancaster.

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.

Text-Book: Milne's *Standard Algebra*.

47-48. ADVANCED ARITHMETIC AND METHODS.—*1st and 2d Quarters, 5 periods per week.*—Miss Lancaster.

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 some knowledge of algebra, such as may be obtained from courses 11-12-13 and 21. Students who do not possess sufficient ability in the solution of arithmetical problems will be required to take course 11-12-13 or a portion of it, either as a parallel or preceding course. Text-Books: Colaw and Ellwood's *Advanced Arithmetic*; Smith's *The Teaching of Arithmetic*.

51-52. PLANE GEOMETRY.—*1st and 2d Quarters 5 periods, per week.*—Miss Lancaster.

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. Text-Book: Wentworth's *Plane and Solid Geometry (revised.)*

53. SOLID GEOMETRY.—*3d Quarter, 5 periods per week.*—Miss Lancaster.

This course will make a study of solid geometry. It will include the making of simple pieces of apparatus for use in teaching geometry. It will cover the work as usually given in high-school and elementary college text-books. Text-Book: Wentworth's *Plane and Solid Geometry (revised.)*

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 is at present limited to vocal music, and has for its chief aim the preparation of the students for conducting simple school singing in their schools after they begin to teach.

The course provided for the first two years is a thorough course in sight-singing, a study of the important elements of music to the beginnings of harmony, and seeks to gain some knowledge of the great composers of all ages. Much attention is paid to part singing, the students being trained to sing two and three-part songs at sight. A clear knowledge of major and minor scales and the formation of chords is sought. In the third year the course makes practical application of the knowledge gained in the preceding years

to the teaching of music in the public schools. This course will be valuable in giving the best methods of teaching songs to children and conducting music in the schools. This course will be limited to students who have had one or both of the preceding years in this department, or its equivalent.

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.

During the past session a large number of students have taken instrumental music. The number of applicants being so great it has been arranged so that piano lessons may be taken in the school building, opportunities being provided also for practice. The school is in no way responsible for the charges to students for instrumental music and accounts must be settled with the instructor direct. The charge is usually \$3.50 per month for two lessons per week. However, charges in the town vary from \$3.00 to \$5.00 per month.

The instructor in school music will be glad to give further information, if desired, or prospective students may get such information at the school office.

A large Glee Club has been formed among the students, and this organization has given several public entertainments during the year. Singing at the assemblies, in the choirs of the various churches of the town, and in the Sunday Schools and young peoples' societies, gives ample opportunity for practical work in vocal music.

21-22-23. VOCAL MUSIC.—*1st, 2d and 3d Quarters, 2 periods per week.*—Miss L. P. Cleveland.

It is the aim of this course to give training in sight-reading, ear-training and tone relation. It includes a systematic presentation of major and minor scales, transposition, proper management of the voice, intervals, sight-singing in all major keys and written exercises. Two-part singing is practiced and a study is made of the fundamental principles of notation. Text-Books: *The New Educational Music Course, First Reader*, and Bell's *Music Copy Books, Nos. 1 and 2*.

31-32-33. ADVANCED VOCAL MUSIC.—*1st, 2d and 3d Quarters, 2 periods per week.*—Miss L. P. Cleveland.

This course continues the work of the preceding course, taking up more advanced notation, with continued practice in sight-reading and in two and three-part singing. The formation of chords and advanced transposition are studied, so that an intelligent knowledge of the forms of music and the important characteristics of the compasses is gained. Special attention is given to the proper use of the voice and to the interpretation of songs. Rote songs are learned, and exercises are given in dictation and writing from memory. Text-Books: *The New Educational Music Course, Second and Third Readers*, and Bell's *Music Copy Books, Nos. 3 and 4*.

47-48-49. METHODS IN SCHOOL MUSIC.—*1st, 2d and 3d Quarters, 2 periods per week.*—Miss L. P. Cleveland.

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. A special study of rote-songs will be made with regard to interpretation. Capable students may be given an opportunity to do practice teaching in music in the training schools.

X. NATURAL SCIENCE

This department embraces at 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 knowledge, 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.

31-32. PHYSIOLOGY AND HYGIENE.—*1st and 2d Quarters, 5 periods per week.*—Miss Loose.

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 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.

41-42-43. BOTANY AND ZOOLOGY.—*1st, 2d and 3d Quarters, 4 periods per week.*—Miss King.

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.

Text-Book: Bailey's *Botany*.

44. PHYSICS.—*1st Quarter, 5 periods per week, with additional periods for laboratory work.*

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.

47-48-49. CHEMISTRY.—*1st, 2d and 3d Quarters, 5 periods per week, with additional periods for laboratory work.*—Professor Johnston.

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.

Text-Book: Newell's *Descriptive Chemistry*.

57. PHYSIOLOGY AND HYGIENE METHODS.—*3d Quarter, 5 periods per week.*—Miss Loose.

This course will briefly review certain portions of physiology, but will presuppose a fair knowledge of the subject. Its chief attention will be given to the methods of teaching physiology and hygiene in the schools. The work will be practical throughout, and it will endeavor to show teachers how the subject may be made more interesting and personally helpful to school children.

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 has been 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 encourages pure and healthful recreation, and the department gives its support and direction to all suitable indoor and outdoor games. All such games are, of course, kept within the bounds of propriety, and lady-like behavior will be required at all times.

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

All students are required to take some form of physical exercise, approved by the instructor, daily throughout the year. Students are 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.

Dormitory No. 2, now in course of construction, will contain a gymnasium and bowling-alley. Temporary arrangements are now made for gymnasium work until the gymnasium is completed. A full complement of Indian clubs, dumb-bells, wands, medicine balls, chest machines, etc. has been provided.

During the past session four basket-ball teams and two tennis-clubs have been organized, all of them taking considerable interest in outdoor games. Tournaments and match games are held at intervals during the year.

31-32-33. GENERAL COURSE.—*1st, 2d and 3d Quarters, 2 periods per week.*—Miss Loose and Miss Round.

All students, unless excused by the school physician, or for other good cause, will be assigned to sections for this work, which will consist in tactics, light apparatus work, indoor games, and instruction in personal hygiene. In the tactics will be included plain and fancy marching, class evolutions and floor formations, which will not only be helpful in the personal development of the student, but also suitable for use in public school work with children. In the light apparatus work dumb-bells, Indian clubs, wands, etc. will be used in various drills. The instruction in personal hygiene will consider the body as an organic machine, and will consider the means of preserving and improving the health and efficiency of the human mechanism.

The sections of this course will be graded so as to provide for students who have had some instruction in the use of hand apparatus, in tactics and drills, as well as for beginners.

47-48-49. CALISTHENICS, GAMES AND PLAYS.—*1st, 2d and 3d Quarters, 2 periods per week.*—Miss Loose and Miss Round.

This course will consider certain exercises suitable for pupils of the various grades of the elementary and high schools, and will also contribute to the personal development of the students themselves. Students will be made familiar with a varied list of games and plays suitable for both indoor and outdoor use, and with exercises which may be given to the children in the public schools without the use of apparatus and under ordinary schoolroom conditions. The needs of the different grades of school work will be considered. The place of physical culture in the education of the child, the principles underlying physical culture, and methods of teaching it in the schools, will be considered.

50. ATHLETICS.

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

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.

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 this department will be conducted by means of text-book study, reference work, lectures, demonstrations, observation of field work, laboratory experiments, practical work in the school gardens, etc. The equipment of the school for this work is already unusually good, as ample laboratory room is provided, a large area of the school ground has been assigned to the purposes of field work, and the grounds include two orchards which are 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 at present to students pursuing the Normal Course, the department will later offer courses especially intended for those who desire to specialize in the teaching or supervision of nature study and agriculture in the schools.

31-32-33. NATURE STUDY AND SCHOOL GARDENING.
—*1st and 2d Quarters, 2 periods per week; 3d Quarter, 4 periods per week.*—Miss King.

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.

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 to 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. Text-Book: Holtz's *Nature Study*.

41-42-43. ELEMENTARY AGRICULTURE.—*1st, 2d and 3d Quarters, 4 periods per week.*—Miss King.

The purpose of this course is to acquaint the student with the general field of elementary agriculture. It 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 the 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.

Text-Book: Warren's *Elements of Agriculture*.

44-45-46. HORTICULTURE.—*1st, 2d and 3d Quarters, 4 periods per week.* (Not given in 1910-1911.)

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 preparation, 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.

51-52. DAIRYING.—*1st and 2d Quarters; 4 periods per week.* (Not given in 1910-1911.)

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.

53. POULTRY-RAISING AND BEE-CULTURE.—*3d Quarter, 4 periods per week.*—(Not given in 1910-1911.)

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, brood-

ing, 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.

54. FORESTRY.—*1st Quarter, 4 periods per week.* (Not given in 1910-1911.)

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.—*2d Quarter, 4 periods per week.* (Not given in 1910-1911.)

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.—*3d Quarter, 4 periods per week.* (Not given in 1910-1911.)

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.

60. PRACTICE WORK IN RURAL ARTS.—*1st, 2d or 3d Quarter, periods per week as directed.* (Not given in 1910-1911.)

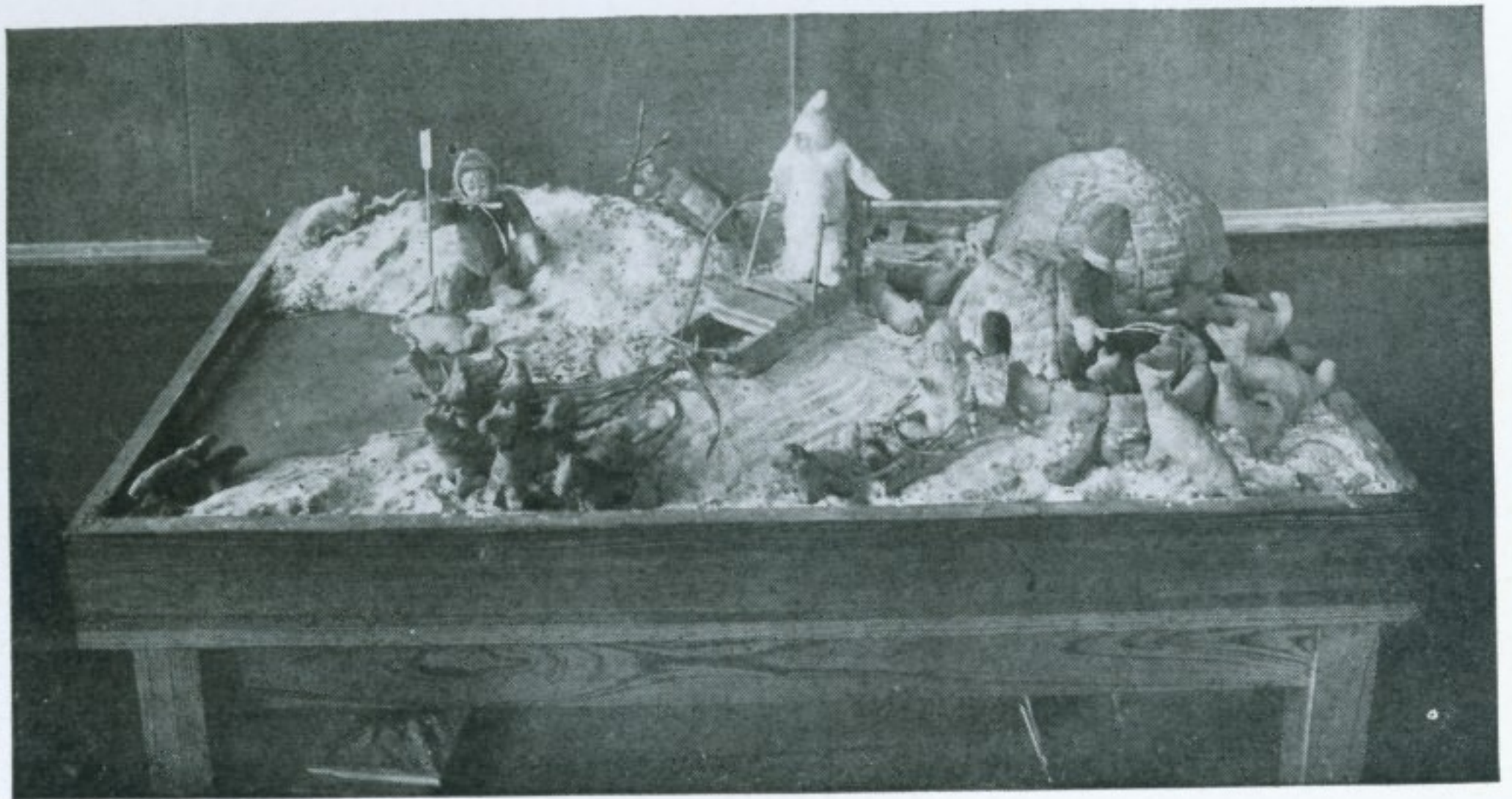
This work will consist in assisting the instructors of the department in teaching classes in the subjects of the department in the training schools, and in the performance of such duties as may be assigned to the student from time to time in connection with the work of the department. All practice teaching will be preceded by observation of the work of the instructor, in order to familiarize the student with the methods of presenting the subject.

67-68. THEORY AND PRACTICE OF TEACHING THE RURAL ARTS.—*1st and 2d Quarters, 3 periods per week.* (Not given in 1910-1911.)

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.



A STUDY OF INDIAN LIFE



A STUDY OF ESKIMO LIFE

Handwork in the Primary Grades of the Training School

