

Vol. I

MAY, 1909

No. 2

The Normal Bulletin



State Normal and Industrial School

Harrisonburg, Virginia

ANNOUNCEMENT

First Year Begins September 28, 1909

ACADEMIC CALENDAR FOR THE SESSION 1909 -- 1910

1909. September 28, Tuesday—Fall Quarter, First Year, begins. Registration of students.
September 29, Wednesday—Registration of students, continued. Organization of classes.
September 30, Thursday—Class work begins.
November 25, Thursday—Thanksgiving Day, Holiday.
December 23, Thursday—Fall Quarter ends.
December 24, Friday—Christmas Holidays begin.
1910. January 3, Monday—Christmas Holidays end.
January 4, Tuesday—Winter Quarter begins.
February 22, Tuesday—Washington's Birthday, holiday.
March 24, Thursday—Winter Quarter ends.
March 25, Friday—Easter Holidays begin.
March 28, Monday—Easter Holidays end.
March 29, Tuesday—Spring Quarter begins.
June 12, Sunday—Commencement Sermon.
June 15, Wednesday—President's Reception.
June 16, Thursday—Class Day Exercises.
June 17, Friday—Commencement Day. Final Exercises. Spring Quarter ends.
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THE NORMAL BULLETIN

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Copies of any number of the Bulletin will be mailed without charge to any address upon application to the President of the school.

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FACULTY.

JULIAN A. BURRUSS.....*President.*

B. S., Virginia Polytechnic Institute, 1898; student, Richmond College, 1898-99; Professor of Mathematics and Natural Science, Reinhardt Normal College, 1899-00; Professor of Mathematics and Science, Speers-Langford Military Institute, and Searcy Female Institute, 1900-01; Principal of Leigh School, Richmond, 1901-04; graduate student, University of Chicago, 1902 and 1905; student, Harvard University, 1903; student, Columbia University, 1904; Director of Manual Arts, Richmond Public Schools, 1904-08; Scholar in Industrial Education, Teachers College, New York City, 1905-06; A. M., Columbia University, 1906; Master's Diploma, Teachers College, 1906; Fellow in Education, Columbia University, 1906-07, graduate work for Ph. D.

CORNELIUS J. HEATWOLE.....*Education.*

Graduate, Shenandoah Normal School, 1889; L. I., Peabody Normal College, 1895; student, University of Virginia, 1897-98; Principal, McGaheysville Public School; Scholar in Education, Teachers College, New York City, 1902-03; Superintendent of Schools, Morristown, Tennessee; Scholar in Education, Teachers College, New York City, 1907-08; B. S., Columbia University, 1908; Bachelor's Diploma, Teachers College, 1908; Instructor in Education, University of Virginia Summer Session, 1908 and 1909; Dean of the Department of Education and Professor of Education, State College for Women, Tallahassee, Florida, 1908-09.

JOHN W. WAYLAND.....*History and Social Sciences.*

Teacher in public schools, 1890-93; student in summer normals, 1891 and 1892; B. A., Bridgewater College, 1899; Instructor in Bridgewater College, 1895-99; Professor of Latin, Bridgewater College, 1899-00; graduate student, University of Virginia, 1900-01; Professor of History, Bridgewater College, 1901-03; graduate student, University of Virginia, 1903-05; Licentiate in History, University of Virginia, 1904-05; Professor of History and Literature, Bridgewater College, 1905-06; Member of Board of Managers, Bridgewater College; Instructor in History, University of Virginia, 1906-07; Ph. D., University of Virginia, 1907; Instructor in University of Virginia Summer Session, 1907; Master in History and English, Jefferson School for Boys; Instructor in History, University of Virginia, 1907-09; Editor of the Alumni Bulletin, etc.; Official Correspondent, University of Virginia; author of *The German Element of the Shenandoah Valley of Virginia*, *The Political Opinions of Thomas Jefferson*, etc.

ELIZABETH P. CLEVELAND....*English Language and Literature.*

University of Virginia Local Examinations, 1886, passed with honor; Scholarship Medal, Hollins Institute, 1887; Classical Degree, Hollins Institute, 1887; Instructor, Hollins Institute, 1888-89; A. B., Hollins Institute, 1889; Instructor, Hollins Institute, 1889-90; Instructor in Latin and Mathematics, Ouachita College, 1890-91; Head of Latin Department, Ouachita College, 1891-93; Principal, Palmyra High School, 1893-95; Professor of English Language and Literature, Central College, 1895-99; Lady Principal, Central College, 1896-99; Professor of English and Literature, Hollins Institute, 1899-1909.

NATALIE LANCASTER *Mathematics.*

Graduate State Female Normal School, Farmville, 1900; special student in Mathematics, University of Virginia; student, Harvard University; Assistant Professor of Mathematics, State Female Normal School, Farmville, Virginia, 1900-08; Scholar in Mathematics, Teachers College, Columbia University, 1908-09.

YETTA S. SHONINGER *Primary Methods and Supervisor of Practice Teaching.*

Graduate, Normal Training School, Louisville, 1897; Teacher of Primary Grades, Louisville Public Schools, 1897-1904; graduate, Kindergarten Training School, 1904; B. S., Columbia University, New York City, 1906; Bachelor's Diploma for Primary Supervision, Teachers College, 1906; Instructor, Danville, Virginia; Instructor, Summer Normal School, Covington, Virginia; Supervisor, Training School, State Normal School, Springfield, Missouri, 1908-09.

ALTHEA E. LOOSE *Physical Education and Foreign Languages.*

Graduate, Manassas Institute, Virginia; student, Hanover College, Indiana, 1903-05; Teacher of Primary Grades of Public School, Elkhart, Illinois, 1905-06; student, Carroll College, Wisconsin, 1906-08; A. B., Carroll College, 1908; special student in physical education; teacher, Williamsville, Illinois, 1908-09.

MARGARET G. KING *Geography and Natural Science.*

Student, Leache-Wood Seminary, Norfolk, Virginia; student, St. Gabrielle, Peekskill, N. Y.; student Norfolk Kindergarten Training School, 1900-01; instructor in kindergarten, Norfolk, 1901-2; post-graduate student, Kindergarten Training School, New York City, 1902-3; instructor, Ghent Kindergarten, Norfolk, 1905-8; special student in school gardening, New York University; instructor, Jamestown Exposition School Farm, 1907; director of school gardens, Co-operative Educational Association, 1908-; instructor in nature study, University of Virginia Summer Session, 1908; director of normal training school, Big Stone Gap, Va., 1909.

S. FRANCES SALE *Household Arts.*

Student, John Gibson Institute, Georgia, 1896-97; Teacher of Primary and Intermediate Grades, Public Schools, 1898-1902; graduate, State Normal School, Athens, Georgia, 1905; Instructor in Household Arts, State Normal School, Georgia, 1905-07; Head of the Department of Household Arts, State Normal School, Georgia, 1907-08; student, Columbia University, 1907; student, Teachers College, New York City, 1908-09; Diploma in Domestic Science, Teachers College, 1909.

MATTIE A. SPECK *Manual Arts.*

Teacher in public schools; special student in drawing and design under private instruction; student, University of Virginia summer session, 1905 and 1908; teacher, Harrisonburg public schools, 1900-08; instructor of art in private classes; supervisor of drawing, Harrisonburg public schools, 1908-.

EVELYN V. LIGGETT *Secretary to the President.*

Graduate, Eastman Business College, Poughkeepsie, N. Y.

MRS. R. B. BROOKE *Matron.*

Matron, Stuart Hall School, Staunton, Va., 1899-1909.

ANNOUNCEMENT.

This number of the Bulletin is intended to supplement the prospectus issued in February. It gives the organization of the faculty as far as completed, important additional statements with reference to the courses of study offered for the first year, an important statement with reference to the Training School work of the institution, and other notes which it is thought will be of interest to those whose attention has been drawn to the school.

This Bulletin is forwarded to your address because we believe you are interested in this school. If not interested yourself, kindly hand it to someone whom you think may be interested.

If anyone who receives this copy of the Bulletin has not received a copy of Bulletin No. 1, issued in February, containing a Prospectus of the State Normal and Industrial School, he is requested to send his name and address to the President of the school, who will be glad to forward a copy at once.

It is desired by the management that The Normal Bulletin be circulated as widely as possible in the state, and those who receive copies will confer a great favor by sending to the President of the school the names and addresses of any parties who may possibly be interested in the school and its work, so that copies of the Bulletin may be sent to them. The next number will be published in August and will contain final announcements concerning the opening of the school for the Fall Quarter of the First Year, September 28, 1909.

COURSES OF STUDY.

This school offers the following courses of study:

1. Regular Normal Course. Students are received in the first year of this course from the Seventh Grade of the public schools, and those with more advanced preparation are fitted into the course in the proper year, each student being allowed to take as advanced work as she can pursue with profit. Teachers will be admitted to the different years of this course according to the grade of certificate which they hold. The entire length of the course for a student entering from the Seventh Grade is six years, and for advanced entrance the time for completion is shortened according to the year the student is able to enter. A certificate of some grade is obtainable at the completion of each year of this course except the first two.

II. Training Class Certificate Course. This is a special one-year course for those who have had two years of high school work and wish to prepare for teaching only in the lower grades of the rural schools.

III. Professional Course for Four-Year High School Graduates. This course is two years in length and is strictly professional, leading to the full diploma.

IV. Household Arts Course. A special two-year course leading to the special certificate for teaching or supervising domestic science, etc.

V. Manual Arts Course. A special two-year course leading to the special certificate for teaching or supervising drawing, manual training, etc.

VI. Rural Arts Course. A special two-year course leading to the special certificate for teaching or supervising nature study, agriculture, school gardening, etc.

VII. Kindergarten Course. A special two-year

course leading to the special certificate for teaching in or directing kindergartens.

Schedules and descriptions of the above courses, with the exception of the last (Kindergarten Course) are contained in Normal Bulletin, No. 1 (Prospectus), together with statements as to the requirements for entrance, diplomas and certificates granted, etc. Copies of the Bulletin containing these will be sent to any address on application.

KINDERGARTEN COURSE.

Appreciating the importance of kindergarten education in the modern school system, and the growing interest in it throughout the state and the country generally, the management of this school takes pleasure in announcing that, since the publication of the last number of the Bulletin, arrangements have been made for the addition of a special two-year course for the training of Kindergartners.

This course will be under the direction of the Department of Education and will be strictly professional. The schedule arranged for this course follows. This schedule is subject to change if found desirable at a later date; but it is believed that it is ample, and the equivalent of any training course for kindergarten teaching to be found in the South.

The public kindergarten to be added to the public school system of the town will be operated jointly by the public school authorities and the management of the Normal School, and will afford excellent facilities for observation and practice teaching for the Normal students taking this course. Besides observation and practice teaching in the Kindergarten, each student registering for this special course will be required to take observation and practice work in the primary grades, in order that she may be familiar with the work of the schools into which the kindergarten children will go after completing the course,

and in order that she may appreciate and understand the relation of one grade of work to the other.

Young women who feel that they are adapted to kindergarten teaching, and who desire to prepare themselves for it, are invited to correspond with the President of the school. The opportunities in this special line of school work are growing better and more numerous all the time.

VII. KINDERGARTEN COURSE.

(Two Years.)

FIRST YEAR.

	1st Quar.	2d Quar.	3d Quar.
Education 27—Observation of Teaching.....	2	2	2
*Education 30—School Hygiene	2	2	0
Education 33—Kindergarten Gifts and Occupations	3	3	3
Education 34—Kindergarten Songs, Games and Stories	3	3	3
*Education 35—Kindergarten Methods for Primary Teachers.....	2	2	2
Education 49—Practice Teaching in Graded Schools...	0	0	8
Education 55—Educational Psychology	3	3	0
Education 56—Child Psychology.....	2	2	0
*Manual Arts 10—Drawing and Handwork for Primary Grades.....	2	2	2
*Rural Arts 20—Nature Study and School Gardening..	4	4	4
	—	—	—
	23	23	24
	†(-4)	(-4)	(-6)

Entrance requirements:—Age 17 or over, and at least three years of work in a good high school approved by the Faculty, or the completion of the Second Grade Certificate Year or the Training Class Certificate Year, or the equivalent of either; and sufficient knowledge of music to be able to play simple marches and lead children in the singing of simple songs.

‡SECOND YEAR—SPECIAL CERTIFICATE.

Education 43—Kindergarten Principles and Methods...	3	3	3
Education 44—Theory and Practice of Kindergarten Teaching	2	2	2
Education 50—History of Education.....	3	3	3
Education 59—Practice Teaching in the Kindergarten..	10	10	10
Education 60—Philosophy of Education... ..	3	3	0
Education 68—Educational Seminar	1	1	0
History 67—Sociology	0	0	3
*Manual Arts 20—Drawing	2	2	2
	—	—	—
	24	24	23
	†(-5)	(-5)	(-5)

Entrance requirements:—Completion of the First Year of the Kindergarten Course.

*Students who have completed these subjects in a previous year will substitute an equivalent amount of work in other subjects, all substitutions to be approved by the Faculty.

†These periods should be deducted from the total number on account of laboratory work, in which two periods may be counted as one.

‡No registrations in Second Year before June, 1910.

DEPARTMENT OF EDUCATION—ADDITIONAL SUBJECTS.

To offer the above course the following additional subjects will be included under the Department of Education; the remaining courses called for in the schedule being described in the last (February) Bulletin.

33. KINDERGARTEN GIFTS AND OCCUPATIONS.—*1, 2 and 3 Quarters; 3 periods per week.*

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.

34. KINDERGARTEN SONGS, GAMES AND STORIES—*1, 2 and 3 Quarters; 3 periods per week.*

In this course will 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.

43. KINDERGARTEN PRINCIPLES AND METHODS—*1, 2 and 3 Quarters; 3 periods per week.*

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," and "Education by Development," as foundations of the kindergarten system, will be studied.

44. THEORY AND PRACTICE OF KINDERGARTEN TEACHING—*1, 2 and 3 Quarters; 2 periods per week.*

In this course the student will prepare to make application of the principles of kindergarten theory to the practical work of teaching in the kindergarten in Course 59. 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 later 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.

59. PRACTICE TEACHING IN THE KINDERGARTEN—1, 2 and 3 Quarters; 10 periods per week.

In addition to the observation afforded in Course 27, which will include observation in the lower primary grades as well as in the kindergarten, in this course students will be given further opportunities for observation, after which they will be required to take charge of kindergarten groups and do the actual work of teaching. Advantages will be offered for this work by the public kindergarten connected with the town public school system, which will provide an exceptionally fine opportunity for the students in this course to put into actual practice with the children the theories studied, and to work them out under the criticism and guidance of the supervisor, *in the midst of real public school conditions.*



TRAINING SCHOOL

The Training School is an important part of every Normal School. It is to the department of Education what the laboratory is to the department of Chemistry. It is a place where experiments are tried and theories proven, a place where real work is done according to the plans made in the class-room. In the Training School the teacher-in-training is given the opportunity of gaining practical experience in solving the various problems which will confront her when she leaves the Normal School to take charge of a school-room.

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

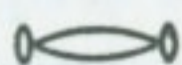
The public school system of Harrisonburg has for many years been exceptionally good for a place the size of this town, and every effort will be made to keep it up to the highest standard in every way. The schools embrace a Kindergarten, eight primary and grammar grades, and a four-year High School. The pupils in these schools num-

ber about 700. A handsome new building has just been constructed and will be ready for occupancy at the opening of the coming session. This building has been carefully planned throughout, and is lighted, heated and ventilated in the most approved modern manner. The equipment will be modern throughout, will include a school library, and among other up-to-date devices will be sanitary drinking-fountains and an automatic program clock system which will provide correct time in each room and sound signals for class changes, etc. The local schools are in the hands of wise and far-seeing business men, keenly alive to the possibilities of the situation here; and the citizens of the town take a pride in their schools, hence the success of the arrangement as a proper Training School for our Normal students is assured. Both parties to the agreement will do everything possible to bring the material equipment and the work of the schools up to the highest standard of excellence, so that they may become as nearly "model schools" as it is possible to make them.

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

In their Training School work the students will first observe the work of skilled teachers, supervisors and heads of departments, and will then be placed in charge of a school-room and held responsible for the discipline and instruction, under the supervision of skilled teachers, supervisors and heads of departments, who will observe carefully their work and criticize and direct them in the methods used. Criticisms will be helpful and suggestive, construc-

tive rather than destructive. The Supervisor of Practice Teaching will assign all students whose courses include such work to the different grades and direct them as to their work. In making such assignments the Supervisor will consult with the heads of departments, and, as far as practicable, will consider the student's special qualifications in assigning the work. Students in the special courses will be given the opportunity of teaching their specialty.



THE FACULTY

The Board of Trustees at its meeting April 14 elected six additional members of the Faculty for the coming session. These with the six previously elected are named in the preceding pages of this Bulletin.

Eleven of the twelve members of the Faculty come from Virginia, the other one being a native of Georgia. The eleven Virginians come from nine different counties in the state, every section of the state being represented, two being from the northern part of the state, two from the eastern, one from the southern, three from the western and three from the central portion.

Great diversity is shown in their academic preparation, four universities being represented, seven colleges, six normal schools and four special schools. Of the twelve members of the Faculty, six have received university training, nine have been educated in colleges, six in normal schools and six in special schools. Both northern and southern educational institutions are represented in the list, including some of the best known institutions of America.

Of the ten instructors nine have at some time in their teaching career taught in elementary schools, five have taught in high schools, four in colleges, six in other normal schools and two in universities. In addition to this several have taught at various times in summer normal schools.

LAYING OF CORNER-STONE

Although ready for the corner-stone several months previous to the date selected, it was thought best to postpone the ceremonies until the late spring when the weather conditions would probably be more favorable. Thursday, April 15, was chosen, and on this date the corner-stone was laid under the happiest auspices.

A parade nearly a mile long, composed of school children, military and civic organizations, and carriages with public officials and specially invited guests, among them many members of the State Legislature, marched to the Normal School grounds, where the impressive Masonic ritual was followed and the corner-stone duly laid by the Grand Lodge of Masons of Virginia, assisted by local lodges.

The corner-stone was laid in a corner of the entrance to the Science Hall. An immense throng of people witnessed the ceremonies, which were carried to completion without the occurrence of anything to mar the pleasure or success of the occasion.

After the ceremonies at the buildings, the parade was re-formed and marched to Assembly Hall, where addresses were made by Senators Keezell, King and Halsey, and Hons. Rosewell Page and Ben. P. Owen. Governor Swanson was expected as the orator of the day, but at the last moment was forced to remain at home on account of the illness of Mrs. Swanson. The Governor sent a telegram of regret for his enforced absence and expressed his interest in the school and its future. He was represented by his Secretary, Hon. Ben. P. Owen. Greetings were received from several state educational institutions. A large and enthusiastic audience heard the addresses.

IMPORTANT NOTICE.

Applications for rooms in the school dormitories are now being filed. Young ladies who desire to reserve accommodations in the dormitories should write for same *as soon as possible*, as rooms are assigned in order of application. If the enrolment of boarding students exceeds the limit of the dormitories, arrangements will be made for securing good board and rooms in private homes in the town. All who come may be assured that satisfactory boarding accommodations will be provided, and the school will leave nothing undone to make its students comfortable and happy in their school homes.