

1906

State Female Normal School Catalogue, Twenty-Second Session, 1905-1906

Longwood University

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1906



STATE
FEMALE
NORMAL
SCHOOL

FARMVILLE, VIRGINIA



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State Female Normal School
Farmville, Virginia

TWENTY-SECOND SESSION
1905-1906

ANNOUNCEMENTS
1906-1907

EVERETT WADDEY COMPANY
PRINTERS
RICHMOND, VA.

CALENDAR

1906

September 5 and 6—Entrance Examinations. (See note below.)

September 6.—Opening of the XXIII. Session.

December.—Christmas holiday—One Week.

1907

January 25.—Winter Term ends.

January 30.—Spring Term begins.

June 5.—Session ends.

NOTE.—The Dormitory will not be open for boarders until Tuesday, September 4. All *new students* are required to come that day, so as to be in place for the *Entrance Examinations* on the morning of the 5th. All *former students* should also come that day, so that the schedule committee may wait upon them *before* Friday. All *Seniors* who expect to teach in the training school *must* report to the principal of the training school *not later* than the 5th.

Schedule of Entrance Examinations

Wednesday, September 5.—Room J.

9 o'clock.—Arithmetic.

11 o'clock.—Grammar.

2 o'clock.—Geography.

4 o'clock.—United States History.

Thursday, September 6.—Room J. The above schedule repeated.

Thursday, September 6.—Room I.

9 o'clock.—Spelling.

10 o'clock.—Reading.

Friday, September 7.—Room J.

9 o'clock.—Algebra.

11 o'clock.—Latin.

2 o'clock.—General History.

4 o'clock.—English.

Friday, September 7.—Room I.

9 o'clock.—Spelling.

10 o'clock.—Reading.

NOTE.—Examinations will not be given after these dates, except for the most urgent reasons.

STATE FEMALE NORMAL SCHOOL

1906

Board of Trustees

HON. ROBERT TURNBULL, <i>President</i>	Lawrenceville.....	1891
HON. JOHN JACKSON, <i>Vice-President</i>	Richmond.....	1895
HON. J. D. EGGLESTON, SUPT. PUBLIC		
INSTRUCTION (<i>ex-officio</i>).....	Richmond.....	1906
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DR. W. E. ANDERSON.....	Farmville.....	1904
EDWARD S. TURNER, ESQ.....	Warrenton.....	1904
HON. H. C. T. RICHMOND.....	Ewing.....	1904
JOHN HART, ESQ.....	Roanoke.....	1905
REV. T. S. WILSON.....	News Ferry.....	1906
JUDGE A. D. WATKINS, FARMVILLE, <i>Secretary and Treasurer</i> .		

Executive Committee

MESSRS. TURNBULL, NELSON, EGGLESTON (*ex-officio*), JACKSON, ANDERSON
and WARE.

Committee on Instruction

MESSRS. NELSON, EGGLESTON, C. H. WALKER, HART and WILSON

Committee on Grounds and Buildings

MESSRS. G. W. WALKER, JACKSON, WILSON, RICHMOND, HART and C. H.
WALKER.

Committee on Finance

MESSRS. WARE, ROBINSON, ANDERSON, HARGRAVES and TURNER.

FACULTY

J. L. JARMAN, B. A., *President*,

B. A. Emory and Henry College; University of Virginia, 1886-'89.

*ELMER E. JONES, B. A., M. A.,

Psychology and Education, and Director of the Training School.

B. A. Monmouth College; M. A., University of Colorado; Fellow in Psychology and Education, Columbia University, 1901-'02.

J. FRANKLIN MESSENGER, PH. D.,

Substitute in Psychology and Education; Director of Training School.

B. A. University of Kansas; M. A., Harvard University; Ph. D. Columbia University.

OTIS B. SEARS, B. A., PH. D.,

History.

B. A., Christian University; Ph. D., University of Virginia.

J. CHESTER MATTOON,

Manual Training.

Graduate of Baltimore Polytechnic Institute and Maryland Institute Schools of Art and Design.

*VIRGINIA REYNOLDS,

Geography and Hygiene.

Graduate of Normal School, Indiana, Pa., 1884; Graduate of Oswego Normal School, 1887; Course in Biology at Harvard and Cornell.

MINNIE V. RICE,

Latin.

Graduate of Farmville College, 1880.

LILA LONDON,

Mathematics.

Graduate of Public High School, Roanoke, Va.; Special Student in Mathematics at Summer Schools, Charlottesville, Va., and Knoxville, Tenn.

ESTELLE SMITHEY,

French and German.

Graduate in Modern Languages, Randolph-Macon College, 1895; Diploma of *L'Alliance Francaise*, Paris, 1899.

LULA OCILLEE ANDREWS,

English Language.

L. I. Peabody Normal College, Nashville, 1892.

MARTHA W. COULLING,

Drawing and Form.

L. I. Peabody Normal College, 1887; Student in Teachers' College, New York, 1895-'96 1903-'04.

*On leave of absence.

- LAURA KING HILLS,
Director of Physical Training.
Graduate of Hartford Public High School; Graduate of New Haven Normal School of Gymnastics, and Proficient in Medical Gymnastics with Dr. E. Herman Arnold, 1901.
- LULIE G. WINSTON, B. S.,
Chemistry and Physics.
B. S. Richmond College.
- ALLEEN ANDREWS,
Sight Singing and Assistant in Latin.
Peabody Normal College and University of Nashville, 1901-'03.
- LAETITIA MORRIS SNOW, A. B., PH. D.,
Biology.
A. B., Woman's College of Baltimore, 1895; Ph. D., Chicago University, 1904.
- MARIE LOUISE WHITING,
Literature and Reading.
Graduate Montgomery Female College; Summer Course, Knoxville, Tenn., and under Dr. Clark at Chautauqua, 1905.
- HELEN BLACKISTON,
Substitute in Geography.
Graduate State Female Normal School, 1902.
- ELOISE AMBLER HARRISON,
Assistant in Mathematics and History.
L. I. Peabody College for Teachers, 1903.
- NATALIE LANCASTER,
Assistant in Mathematics.
Graduate State Female Normal School, 1902.
- MARY VENABLE COX,
Assistant in Manual Training.
Graduate State Female Normal School, 1900; Graduate Teachers' College, N. Y., 1904.
- ELSIE LINDSAY GWYN,
Assistant in History and Reading.
Graduate State Normal College, Greensboro, N. C.
- CARRIE SUTHERLIN,
Assistant in English.
Graduate State Female Normal School, 1904.
- MARY CLAY HINER,
Assistant in English.
Graduate State Female Normal School, 1904.

JENNIE M. TABB, *Secretary to the President.*

ALICE B. DUGGER, *Librarian.*

DOROTHY ROGERS
FANNIE MOORE
HENRIETTA DUNLAP } *Student Assistants in Library.*

Training School

MARY ST. CLAIR WOODRUFF,

Principal and Supervisor of seventh and eighth grades.

L. I. Peabody Normal School, Nashville, 1894; B. L., University of Nashville, 1895.

MARGARET WINIFRED HALIBURTON,

Supervisor of First and Second Grades.

Graduate of Greensboro Female College; Student in Teachers' College, N. Y.; Principal of Training School of State Normal College, Greensboro, N. C.; Instructor in Primary Methods at the Summer School of the South, Knoxville, Tenn., in 1902, 1904, 1905; Author of Graded Classics.

FANNIE WYCHE DUNN, L. I.,

Supervisor of Third and Fourth Grades.

Graduate of Public High School, Petersburg, Va.; Student for one year at Jno. B. Stetson University, DeLand, Fla.; L. I. Peabody Normal College.

MARY D. PIERCE, L. I., B. A.,

Supervisor of Fifth and Sixth Grades.

L. I. Peabody Normal College, Nashville, Tenn.; B. A., University of Nashville; Student, Chicago University.

Kindergarten

MARY V. BLANDY,

Graduate of Lucy Wheelock Kindergarten Training School, Boston, Mass

Standing Committees

Committee on Schedule of Recitations.—Mr. Jones, Mr. Mattoon, Miss Lula Andrews and Miss Coulling.

Committee on Course of Study.—Mr. Jones, Miss Lula Andrews, Dr. Sears, Miss Snow, Miss London and Miss Whiting.

Committee on Higher Classification.—Miss Rice, Miss Smithey and Miss London.

Committee on Entertainments.—Miss Coulling, Miss Alleen Andrews, Miss Hills and Miss Harrison.

Committee on Literary Societies.—Miss Whiting, Miss Gwyn and Miss Cox.

Magazine Committee.—Miss Whiting, Miss Gwyn and Miss London.

Chapel Committee.—Mr. Mattoon, Miss Coulling, Miss Hills, and Miss Lula Andrews.

Domestic Department

MRS. JANE K. COCHRAN,
Head of the Home.

MISS MARY WHITE COX,
Assistant Head of the Home.

MRS. PATTIE F. THACKSTON }
MISS SUSIE E. ALLEN, } *Assistants in Home Department.*

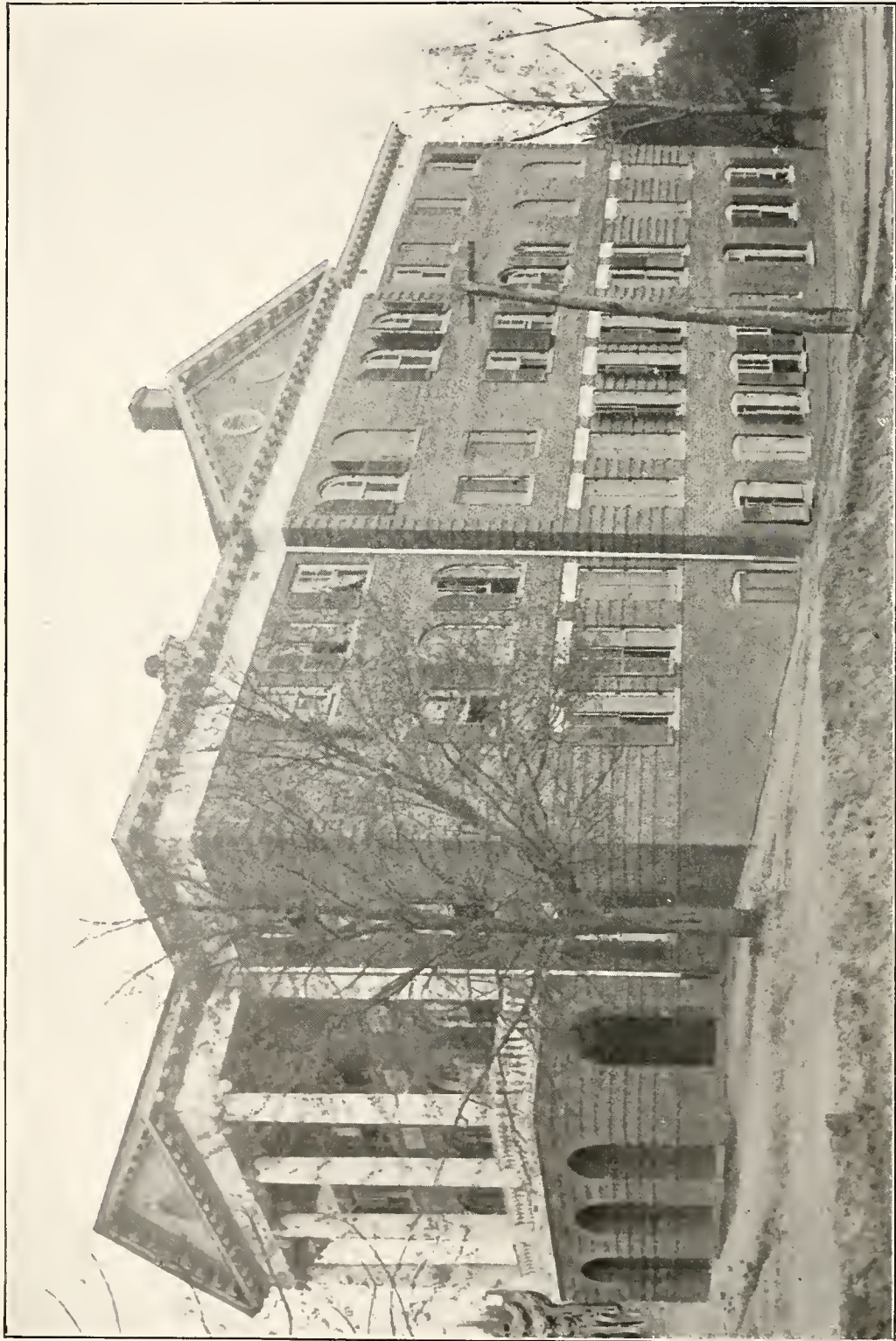
MRS. BESSIE CAMPBELL JAMISON,
Housekeeper.

MISS ANNIE J. THRAVES.
Trained Nurse.

MRS. SALLIE E. NEWBY,
Supervisor of Laundry.

MR. B. M. COX,
Steward.

DR. PETER WINSTON.
Attending Physician.



WEST WING

STATE FEMALE NORMAL SCHOOL

General Information

It was not until about thirty years ago that the public mind in Virginia came to connect the stabledness of free institutions with the intelligence of the people, and to see that general education is the basis of general thrift. The first Legislature to assemble after the adoption of the *post-bellum* Constitution established (July 11, 1870) a system of public free schools. For a dozen years or more the conduct of these schools was entrusted to such teaching force as was found ready at hand. In this experimental period nothing was more fully demonstrated than that, if the returns were to be in any wise commensurate with the cost and the high mission of the system, some provision must be made for a reliable source of supply for teachers fitted by education and training for their work. To meet this demand the Legislature, in March, 1884, passed an act establishing the *State Female Normal School*. In October of the same year the work of the school was begun, buildings long in use for school purposes having been procured in the town of Farmville.

One hundred and ten students were enrolled the first session. From the outset the school has steadily grown, making necessary from time to time, the enlargement of its accommodations.

The school is supported by funds from the following sources: (1) *The State Appropriation*, (2) *the Peabody Fund* (used in extending and strengthening the Normal work), and (3) *Tuition Fees*, paid by Virginia students in excess of the number who receive free tuition, and by students from other States.

During the twenty-two years of its existence the school has sent out over six hundred graduates, nearly all of whom are, or have been, teachers of the public schools in the State. There

have been over two thousand matriculates. Of these, a large number (besides those who have graduated) have carried to the different sections of the State some knowledge of the methods and aims of the school. There is hardly a county or city in the State where one of its graduates may not be found, and no section where its influence has not been felt. From all quarters come the most gratifying assurances of the excellence of their work, and of the high esteem in which it is held.

Purpose

The State Female Normal School exists as a technical institution for the training of teachers to carry on the work of popular education in the State of Virginia. The central idea in the school is to inspire young women to enter the profession of teaching with clear and accurate ideas of the various educational problems that confront the public school teacher.

It is no longer deemed adequate in the qualifications of an individual for the profession of teaching, to accept of one who has merely thorough academic training. But it is now conceded that the teacher must be specifically trained. The teacher's education must consist not only of a thorough training in the subject matter to be taught, but courses in psychology are given to throw light on the laws of mental development, that these may not be violated in the training of youth. Courses in the history of education give the teacher the evolution of the educational ideals of the present day, and bring her face to face with the educators and teachers of all ages, together with their methods and systems. Courses in school management are designed to help the teacher in the organization and conducting of a school upon sound pedagogical principles. Actual teaching in our Training School under the guidance and criticism of special supervisors gives to the State a body of teachers specially trained for their profession. Every department in the institution lends

its assistance to the department of education in inspiring the young teachers with the loftiest ideals of what the true teacher should be, and what sort of service should be given the State.

Thus, it becomes apparent that the purpose of the institution is to give to the teachers of the State of Virginia the highest professional skill possible in the training of her future citizens.

Farmville

Is a healthful and pleasant town of about three thousand inhabitants. It is one of the chief tobacco marts of Virginia, having a large export trade. Hampden-Sidney College is near by, and the social life of the town has the advantages that have come of over a hundred years of wholesome college influence. It has good schools and five churches—Baptist, Episcopal, Methodist, Presbyterian, and German Lutheran. Its location at the junction of the Tidewater and Western railroad with the Norfolk and Western, about midway between Lynchburg and Petersburg, puts it in communication with all parts of the State.

Buildings

The old buildings in which the school started have all been replaced by more substantial structures of brick. Besides class rooms, laboratories, and offices, there are home accommodations at present for four hundred and twenty girls.

Generous provision is made for comfort and convenience throughout the institution by an ample equipment of bathrooms, electric lights, gas for the laundry and laboratories, and steam for both power and heating. The school is also provided with a gymnasium furnished with modern appliances for physical development.

A large four-story brick building was completed in 1903. On the first floor are six large class rooms, two of them being occupied by the Kindergarten, and one handsomely fitted with every convenience used by the manual training classes.

The second floor is the home of the Training School, containing seven class rooms, with modern furnishings, besides the principal's office. These class rooms have been made attractive by good pictures in artistic frames.

On the third floor are the library, reading room and three class rooms. On the fourth floor in addition to dormitories, is a well furnished infirmary, thoroughly sanitary in its appointments and presided over by a trained nurse.

During the past year a large new building, known as the east wing, has been completed. With the exception of a sitting room and a parlor, the entire ground floor is occupied by the Auditorium, which is filled with comfortable opera chairs, seating seven hundred and thirty, while the commodious stage provides sittings for a hundred more. Its ceilings and walls are a delight to those who enjoy artistic mural decorations.

The second and third floors are devoted entirely to dormitories.

By the fall term another new building will be nearing completion. This will contain five additional class rooms, one of them being a well equipped studio for the drawing classes. The rest of the building will be given up to dormitories, all of which will be attractively furnished and provided with white iron beds as are the dormitories in the other wings.

In the center of this building is a spacious new reception hall with an arcade open to the roof, and there crowned by a graceful dome, decorated on the interior with beautiful paintings,

A Word to Division Superintendents

The Normal School is supported by the State in order that, through the agency of trained teachers, the large annual appropriation for public schools may be made productive of the best results in promoting the intelligence and prosperity of the people.

All parts of the State must contribute alike to the support of the school, they should all share alike in its benefits. The extent to which this is realized depends largely upon Division Superintendents of Education. The co-operation of every Superintendent is earnestly desired in securing for every county its just representation. In no way can you render better service to the young women of your Division, or more reasonably hope to equip your schools with the kind of teachers essential to their highest efficiency, than by urging them to attend this school, taking care at the same time, to recommend only such applicants as come up fully to the requirements.

Do not hesitate to call upon the President of the school for any service he can render. If you want a good teacher, write to him. He may be able to supply your wants exactly. (See Virginia Normal League, page —.)

Discipline

In the conduct of a school for young women about to assume the responsibilities of a serious and dignified profession like teaching, there is little occasion for arbitrary, iron-clad discipline. Beyond the expectation that the life of our students shall conform to the requirements of promptness and fidelity to duty, and exhibit that gentle demeanor and considerate regard for others which characterize refined womanhood, we have few fixed rules. This does not mean, however, that the girls are absolutely without restrictions, with the opportunity to turn freedom into license. It is the sole duty of the able head of the home and her faithful assistants to keep in close contact with the daily life and conduct of pupils, to know where they are and what they are doing, and to provide suitable chaperonage whenever necessary. When there appears occasion for admonition and reproof, they are faithfully given. The faculty, which meets once a month to consider matters relating to the work and progress of the school,

is also in close touch with the student life. If a pupil is found to be falling off in her studies, neglecting duty or exerting an unwholesome influence, prompt steps are taken for her amendment. A young woman who does not show some disposition to conform to high standards can hardly be considered good material for a teacher; so, if one is found unresponsive to patient endeavors to bring her to the line of duty, her connection with the school is quietly severed, by virtue of the following order of the trustees: "If, in the judgment of the President, it shall at any time appear that a student is not making proper use of the advantages which the State offers in the State Female Normal School, or that her influence is in any way prejudicial to the interests of the institution, or of her fellow-students, it shall be his duty to declare her place vacant."

We seek by all means to lead our students to choose the right; we recoil from any attempt to force their choice. The results of the system are wholly satisfactory.

Religious Life of the School

While a State institution, and hence not under denominational influence, the importance of a life higher than the intellectual is fully realized, and the religious interests of the students are a matter of constant and prayerful concern. School is opened every morning with the reading of the Scriptures, a hymn, and prayer. The ministers of the several denominations of the town take part in conducting these services.

The members of the faculty, at the beginning of each term obtain lists of students of their respective denominations, and see that each one is invited to the church and Sunday-school which she is in the habit of attending at home. There are several teachers belonging to each of the religious denominations represented in Farmville, and our students are cordially welcomed at whatever church they may attend. Attendance on church services is not compulsory, but its regular observance is urged upon the students as a sacred duty.

The school endeavors to maintain high moral and Christian standards, and to create an atmosphere of earnestness; for it is esteemed to be not the least important mission of the institution to send out young women equipped with a steady purpose to perform well and faithfully the duties that lie before them—a holy purpose to make most of themselves that they may do most for others.

Young Woman's Christian Association

The object of the association is the development of Christian character in its members, and the prosecution of active Christian work, particularly among the young women of the institution.

Officers for 1906-'07

Flora Thompson	.....	President
Mary Schofield	.....	Vice-President
Grace Thorp	.....	Secretary
Gertrude Davidson	.....	Corresponding Secretary
Mary Glasgow	.....	Treasurer

The Membership Committee presents the object of the association and urges all young women of the institution to unite with it.

The Devotional Committee provides programs for the regular devotional meetings held in the auditorium every Saturday afternoon at five o'clock. All students and faculty members are cordially invited to attend these meetings.

The Committee on Bible Study arranges for the Bible classes, and seeks to enlist every student in some form of Bible study. The classes are led by active association members.

A course in Mission Study is open to all students, and appeals for its membership come from the Missionary Committee. Missionary meetings are held in the auditorium once a month.

Very short prayer meetings are held by the students every Wednesday night, at half past nine o'clock.

Pleasant receptions are given for new students at the beginning of each term.

The members of the Y. W. C. A.—the “White Ribbon Girls”—show every courtesy to the new student as she adjusts herself to the new and bewildering routine of school life.

There is at present no Y. W. C. A. room, but every effort is being put forth to raise the necessary money to build one. Any contribution to this fund from old students, or friends of the institution, will be gladly received.

Literary Societies

Two societies have been organized to arouse and encourage the literary and social instincts. These are known as the Argus Literary Society and the Cunningham Literary Society. They meet bi-weekly, and offer excellent opportunities for exercising the power of argument in debate, for studying parliamentary usage, for pursuing some light but pleasant and helpful line of work not provided for in any class room, and for cultivating the simple social graces which give charm to young womanhood. These societies exhibit a friendly rivalry in preparing the best programs, and in electing to membership the ablest girls. Members are chosen from any class above the First Year.

A magazine, *The Guidon*, is published bi-monthly by the students. Its editors are chosen from the literary societies, but its pages are open to any student who has something to say, and all phases of school life are represented in its various departments. The Magazine is established to encourage definite thinking and its vigorous expression in idiomatic English, and to furnish the student a new field for activity. It is also hoped that it will serve as a link between the graduates and their Alma Mater.



AUDITORIUM

Virginia Normal League

- Miss M. W. Coulling.....President
- Miss L. M. Snow.....Vice-President
- Miss Virgie McCue.....Secretary
- Miss Edith Rogers.....Treasurer

Education Bureau Committee

- Mr. J. L. Jarman.....Chairman

Aid Fund Committee

- Miss RiceChairman

Finance Committee

- Miss Lula Andrews.....Chairman

This association was formed to promote the efficiency of the public schools in Virginia. It seeks to do this through the agency of the *Education Bureau* and the *Aid Fund*.

The EDUCATION BUREAU seeks to serve as a free medium of communication between teachers, trained and approved by the School, and persons who wish to employ teachers of this sort. It engages to recommend only such as are believed to be thoroughly qualified for the work contemplated, and in all respects trustworthy. County superintendents, school trustees, and others desiring good teachers, will do well to apply to the Bureau. Full information will be furnished gratis.

The Aid Fund is maintained by voluntary contributions from outside sources, and by the annual fees of members of the association. Its aim is to help by loans, without interest, worthy young women who wish to prepare for effective service as teachers. It offers a good opportunity to all who are willing to extend a helping hand to coming generations, as well as this. There is no better place to invest money, with this view, than in the brain of an earnest, honest young women. The committee will grate-

fully receive, and faithfully use any contribution, large or small, that may be sent.

The Education Bureau will be glad to hear from former students of the school. Tell us where you are, and what you are doing. Please bring the Bureau, as far as you can, to the knowledge of the public, especially those interested in employing teachers, and inform us of vacancies whenever you can. We beg you also to take the lead in organizing auxiliary societies in your counties. Circulars of information as to these will be sent on application. Address, VIRGINIA NORMAL LEAGUE, Farmville, Va.

Library

The students are supplied with collateral reading and reference work from a library of about four thousand volumes completely classified, and seven hundred pamphlets, to which additions are constantly being made. During the past year three hundred and twenty-five volumes have been added. These are standard works and the very latest publications on the various subjects taught in the school. The library contains general reference books, such as encyclopedias, dictionaries, atlases, etc.; books relating to all the departments in the academic course, Pedagogy, Psychology, English, History, Geography, Geology, Botany, Chemistry, Physics, Zoology, Mathematics, French, German, Latin, Music and Drawing; also government documents, in which the students find valuable information.

Library hours on school days are from 9 A. M. to 9:30 P. M., with the exception of meal hours and the recreation period; on Saturdays from 9 A. M. to 1 P. M.; during which time the students have free access to the shelves and do much supplementary reading. For reference work that requires time and thought, books may be taken from the library. Books of fiction

may be taken from the library for the space of ten days and may then be renewed. It is the object of the library to furnish the students with the standard works in all academic departments and to give them material for research, making it a literary workshop.

Reading Room

In connection with the library is a reading room, where the daily papers are on file, together with the following educational, scientific, literary and popular magazines and pamphlets of the day.

Educational Literature

American Education, American Journal of Psychology, American Physical Education Review, Birds and Nature, The Chatauquan, Country Life in America, The Craftsman, Education, Educational Foundations, Electric Journal, Elementary School Teacher, Educational Review, International Quarterly, International Studio, New England Journal of Education, Journal of Geography, Journal of Pedagogy, Kindergarten Magazine, Kindergarten Review, The Musician, Manual Training Magazine, Mind and Body, Modern Language Notes, Monist, New York Teachers' Monographs, Normal Instructor, Nature Study Review, Perry Magazine, Popular Educator, Primary Education, Psychological Review, Primary School, Pedagogical Seminary, School Journal, School Arts Book, School Review, School Science and Mathematics, Science, Sewanee Review, Teacher's Institute, Teachers' College Record.

General Literature

Atlantic Monthly, Bookman, Century, Cosmopolitan, Current Literature, Everybody's Magazine, Forum, Harper's Monthly, Harper's Weekly, Ladies' Home Journal, Literary Digest, McClure's, Nation, Outlook, Our Times, Popular Science Monthly,

Review of Reviews, Saturday Evening Post, Scribner's Magazine, St. Nicholas, Search Light, Success, World's Work, Youth's Companion.

State Scholarships

Any young lady desiring an appointment as State student should apply to the President for application blank. This blank, when filled out and signed by the Division Superintendent, should be returned to the President. If the application is favorably considered, the applicant will be notified of her appointment.

Every State student is required to sign a pledge that she will teach in the public schools of Virginia for at least two years after leaving the Normal School. While thus teaching she receives pay for her services as any other teacher.

All students applying for State scholarships must be sound of health.

Young women from Virginia, not appointed as State students, and applicants from other States, are admitted as pay students, the charge for tuition being \$30.00 per session.

All communications of inquiry, requests for catalogues, etc., should be made to the President.

In writing, always give your county as well as post office. The school has to do with counties and cities, not post offices. If you wish your letter to receive prompt attention, give your county, even though you live in a town.

Expenses

A registration fee, payable in advance, for entire session \$5.00, for spring term \$3.00. Public school teachers entering in April are charged no registration fee.

Board, including lights, fuel, towels, bedding, washing, physician's attendance, *everything*—per month, payable in advance, \$13.25.

Tuition for pay students, for the half-session, payable in advance, \$15.00.

The total expense per session for a State student, as shown above, is \$124.25; for a pay student, 154.25.

N. B.—Checks for board or tuition should *not* be made payable to the President, but to the student herself.

All moneys due the school should be paid to Mr. B. M. Cox, Business Manager and receipts taken therefor.

No account is taken of absence under a half-month.

The dormitory accommodates 420 students. For applicants in excess of this number board is obtained in private families, at prices about equal to those given above. No student, however, is allowed to board outside of the building without the consent of the President.

No diploma or certificate is granted to anyone until all sums due the school are paid; nor are students at liberty to occupy the rooms previously assigned to them until they have made the advance payment.

Each student must supply her own text-books. Books will be furnished at publisher's prices, with cost of handling added.

Each student is allowed a reasonable number of articles in the laundry each week, but elaborately trimmed garments are not received.

Registration fees should be paid to Mr. Cox as soon as possible after arrival at school, as no student is enrolled in her classes until she can show a receipt for this fee.

Reduced Rates of Travel

Tickets on the Norfolk and Western Railroad are issued at reduced rates on presentation of a certificate, signed by the President of the School. These certificates may be had upon application. Tell the name of the station on the Norfolk and Western at which you expect to take the train, and do not fail to enclose an envelope, self-addressed and stamped, for mailing you the certificate. The certificate will not be sent to *anyone* who fails to observe these directions.

These certificates will not be issued except at the beginning and end of the fall and spring terms.

With your reduced rate certificate will be sent a trunk-tag. Do not give your check to anyone at the station on arrival at Farmville, but keep it until you get to the school and give it to Mr. Cox.

Classification

The course of study (see page 27) is arranged by terms, the A classes being offered in the fall and the B classes in the spring term. With some exceptions in the mathematics department, the work of the fall term is not repeated in the spring term. Hence it is much better for students to enter in September than in February.

In classifying pupils, the aim is to make their classification as nearly regular as possible, yet the graded system is not strictly adhered to.

The following are the general regulations governing classification:

1. Graduates of approved high schools are admitted to the Professional Course for High School Graduates (see page 28), those from four year high schools to receive the full diploma upon the completion of this course, and those from three year high schools the professional diploma. Graduates of three year

high schools wishing the full diploma are required to take one year of academic work before entering upon the Professional Course for High School Graduates. The work of this year is to be selected by the committee on higher classification to fit the case in question. Graduates from either the three or the four year high schools may, if they wish, take the one year professional course and receive the certificate.

2. Students coming from approved high schools before graduating are fitted into the Regular Course in line for the full diploma or the certificate, as they may prefer.

3. Students coming from colleges, academies or private schools, having done the equivalent of high school work, are admitted upon trial, subject to the same conditions as high school graduates. Those not having done the equivalent of high school work are fitted into the Regular Course, in line for the full diploma or the certificate, as they may prefer.

4. Pupils having completed the eighth grade of a good grammar school are admitted to Second Year, Section A (see page 27).

5. All students not classified as mentioned above, are required to take entrance examinations for Second Year, Section A. These examinations will presuppose a good grammar school knowledge of the following subjects: Grammar, Geography, Arithmetic, United States History, Reading and Spelling. Those failing to pass these examinations will be required to enter the First Year.

6. All candidates for higher classification are urged to bring with them their diplomas or certificates of proficiency, together with a catalogue or course of study of the school from which they come, as well as testimonials from their teachers. If these prove satisfactory to the committee on higher classification, their holders will be admitted to the proper classes without examination, otherwise they must be examined upon all subjects below the

class for which they are applying. All classification based upon certificates and diplomas from other schools is conditional. If at any time the student shows inability to do the work of any class to which she has been thus admitted, she will be assigned to a lower class at the discretion of the teacher of that department.

7. Teachers of public schools are admitted without examination on a basis of their licenses, and without tuition fees. Those whose schools close in March will find it greatly to their advantage to enter at that time, as a sufficient amount of the regular course will be obtained to provide them with much new material in professional work and methods. They will, too, be allowed to observe in the training school.

8. Under no circumstances will examinations be sent out to applicants to be taken at home. All examinations must be taken after reaching school, and new students are required to report for this purpose on September 5th. Do not report later than this, except for the most urgent reasons.

9. Students who re-enter school after an absence of a year or more will be admitted without examination, but they will be expected to conform to the requirements of the later catalogue—not of that under which they first entered.

Courses and Diplomas

Three courses are offered: The Regular, The Professional Course for High School Graduates, and The Elementary Course.

1. *The Regular Course.* This course consists of one year preparatory, three years academic, and two years professional work (see page 34).

Upon the completion of this course the full diploma is awarded. This diploma entitles the holder to a Collegiate Certificate, given



PARLOR

by the State Board of Examiners and Inspectors. This certificate continues in force for ten years and may be renewed for ten years.

2. *The Professional Course for High School Graduates.* This course is practically the two professional years of the Regular Course, with some modifications to meet the conditions.

Upon the completion of this course the full diploma is awarded to those graduates who come from four year high schools, and the professional to those who come from approved three year high schools.

The professional diploma entitles the holder to a professional certificate, given by the State Board of Examiners and Inspectors. This certificate continues in force for seven years and may be renewed for seven years.

3. *The Elementary Course.* This course is arranged to meet the need of a large number of students who cannot remain in school long enough to complete the Regular Course, but wish some professional work as preparation for teaching in the rural schools. For the first three years this course is the same as the Regular Course. To this is added one year of professional work.

Upon the completion of this course a certificate is given.

N. B.—Let it be understood that no student is counted worthy of a diploma, whatever may be the grade of her academic attainments, who has not been found uniformly dutiful and trustworthy.

Record of Students

A record of each student's work is kept in the President's office.

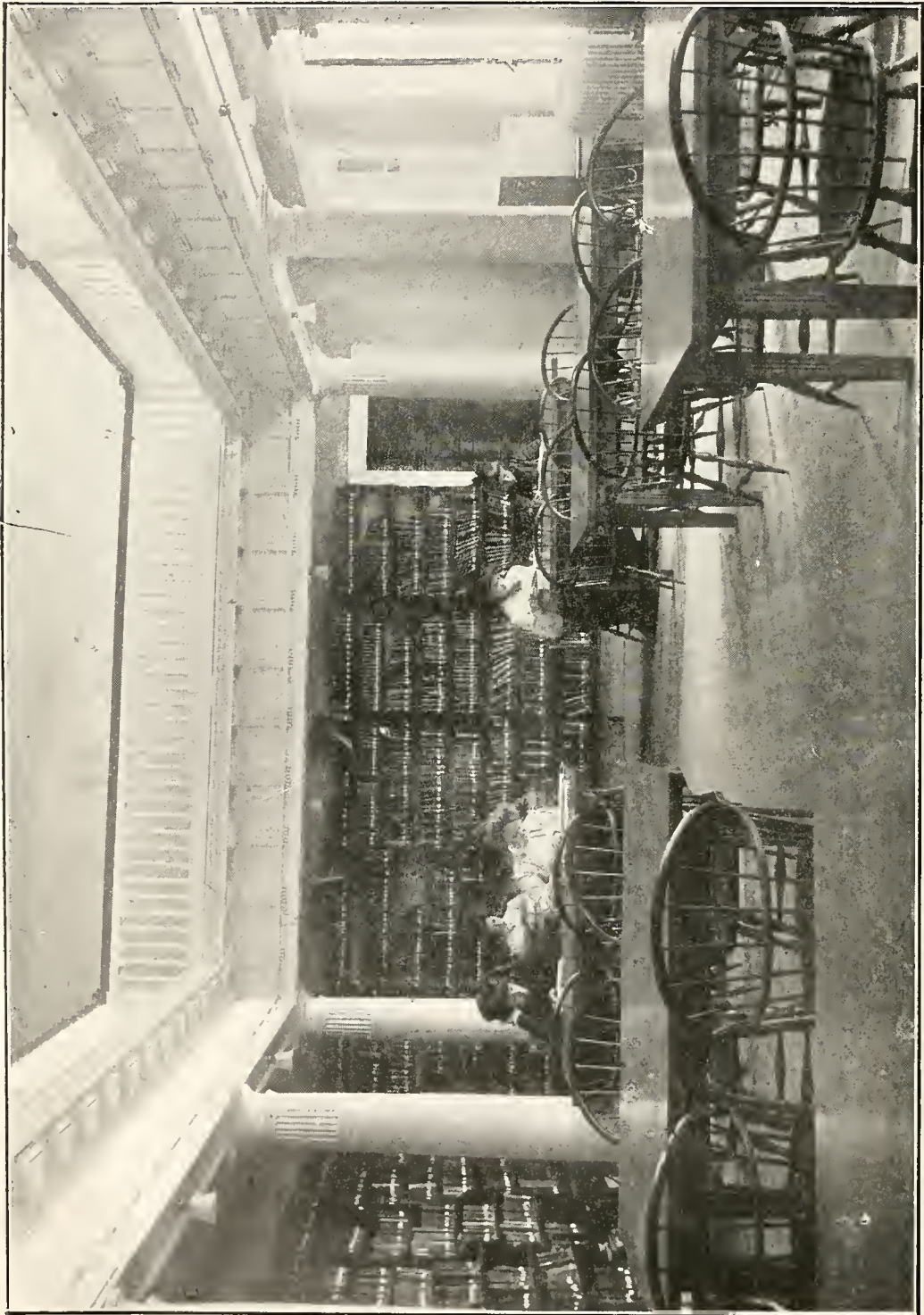
Bi-weekly reports from the various members of the Faculty are handed in and every student who has not made a passing grade for that time is notified of the fact.

At the close of the fall and spring terms reports for the half-session are sent to parents and guardians.

The work of students is graded as follows: excellent, very good, good, fair, and poor. Poor indicates failure for the half-session.

No student is allowed to enter upon her teaching work in the training school unless she has made an average of good on public school subjects.

No student will be allowed to graduate who has not made a grade of good in teaching and in the public school branches, i. e., English, History, Geography, Arithmetic, Reading and Writing.



LIBRARY

COURSE OF STUDY

FIRST YEAR.

SECTION A—Arithmetic, 4; Grammar, 4; Reading, 3; Spelling, 2; Geography, 4; U. S. History, 3; Hygiene, 2; Writing, 1; Physical Training, 2.

SECTION B—Arithmetic, 4; Grammar, 4; Reading, 3; Spelling, 2; Geography, 4; U. S. History, 2; Civics, 3; Writing, 1; Physical Training, 2.

SECOND YEAR.

SECTION A—Algebra, 5; Rhetoric, 3; Reading, 2; General History, 3; Mythology, 2; Latin, 3; Drawing, 2; Music, 2; Manual Training, 2; Physical Training, 2.

SECTION B—Algebra, 3; Arithmetic, 3; Rhetoric, 3; General History, 3; Latin, 3; Drawing, 2; Music, 2; Manual Training, 2; Constructive Geometry, 2; *Elements of Pedagogy, 3; Physical Training, 2.

THIRD YEAR.

SECTION A—Geometry, 3; Algebra, 3; Composition, 3; American Literature, 3; Zoology, 5; Latin, French or German, 3; Drawing, 2; Music, 2; Physical Training, 2.

SECTION B—Geometry, 3; Composition, 3; Physics, 5; Botany, 5; Latin, French or German, 3; Drawing, 2; Music, 2; Physical Training, 2.

FOURTH YEAR.

SECTION A—English Literature, 3; French History, 3; Chemistry, 6; Latin, French or German, 3; Manual Training, 2; Physical Training, 2; and any one of the following: Solid Geometry, 4; Physics, 5; Biology, 6.

*Not in the regular Course, but offered for the benefit of students who feel that they cannot return to school another year.

SECTION B—English History, 3; Economics, 3; Physiology, 4; Physical Geography, 3; Latin, French or German, 3; Manual Training, 2; Physical Training, 2; and any one of the following: Trigonometry, 4; Biology, 6; Chemistry, 6; Literature, 3.

JUNIOR YEAR.

SECTION A—Psychology (Elementary), 3; Grammar, 3; Arithmetic, 3; Reading and Methods, 3; History, 3; Geography, 3; Writing and Methods, 1; Drawing and Methods, 2; Manual Training, 2; Physical Training, 2.

SECTION B—Child Study, 2; Grammar and Methods, 2; Arithmetic and Methods, 2; Geography and Methods, 2; History and Methods, 2; Nature Study, 3; Juvenile Literature, 2; Primary Methods, 3; Music and Methods, 2; Manual Training, 2; Physical Training, 2.

SENIOR YEAR.

SECTION A—Methods and Management, 3; History of Education, 3; Civics, 3; Manual Training, 2; Educational Gymnastics, 2; Physical Training, 2; Teaching, 5.

SECTION B—Psychology (Advanced), 3; Education, 3; Seminar, 1; Manual Training, 2; Physical Training, 2; Teaching, 10.

Professional Course for High School Graduates

JUNIOR YEAR.

SECTION A—Psychology (Briefer), 3; Grammar, 3; Arithmetic, 3; Reading and Methods, 3; Geography, 3; Biology, 4; Writing and Methods, 1; Music, 2; Physical Training, 2.

SECTION B—Child Study, 2; Grammar and Methods, 2; Arithmetic and Methods, 2; Juvenile Literature, 2; Geography and Methods, 2; Nature Study, 3; Primary Methods, 3; Music, 2; Drawing, 2; Manual Training, 2; Physical Training, 2.

SENIOR YEAR.

SECTION A—Methods and Management, 3; History, 3; Music and Methods, 2; Drawing, 2; Manual Training, 2; Educational Gymnastics, 2; Physical Training, 2; Teaching, 5.

SECTION B—History and Principles of Education, 3; Seminar, 1; History and Methods, 2; Drawing and Methods, 2; Manual Training, 2; Physical Training, 2; Teaching, 10.

Elementary Course

First Year, Second Year, Third Year—Same as the Regular Course.

SENIOR YEAR.

SECTION A—Psychology (Briefer), 3; Methods and Management, 3; Grammar and Methods, 3; Geography and Methods, 3; Arithmetic and Methods, 3; Reading and Methods, 3; History and Methods, 3; Drawing and Methods, 2; Physical Training, 2.

SECTION B—History and Principles of Education, 3; Primary Methods, 3; Physiology, 3; Nature Study, 3; Music and Methods, 2; Physical Training, 2; Teaching, 5.

Kindergarten Course

JUNIOR YEAR.

SECTION A—Theory of Froebel's Gifts, 2, (practical use of the same); Theory of Froebel's Occupations, 2, (practical use of the same); Stories, 1; Games and Songs, 2; Biology, 4; Psychology (Elementary), 3; Music, 2; Physical Training, 2; Observation, daily.

SECTION B—Theory of Froebel's Gifts, 2, (practical use of the same); Theory of Froebel's Occupations, 1, (practical use of the same); Stories, 1; Games and Songs, 2; Drawing, 2; Mother Play, 1; Child Study, 2; Nature Study, 3; Primary Methods, 3; Music, 2; Physical Training, 2; Observation, daily.

SENIOR YEAR.

SECTION A—Theory of Froebel's Occupations, 2; Mother Play, 2; Kindergarten Principles, Methods and Programme, 1; Drawing, 2; English Literature, 3; Physical Training, 2; Practice Teaching and Observation, daily.

SECTION B—Mother Play, 2; Education of Man, 1; Kindergarten Principles, Methods and Programme, 1; Psychology (Advanced), 3; Physical Training, 2; Practice Teaching and Observation, daily.

Instrumental Music

For this study no provision is made in the curriculum of the school, nor are students allowed to pursue it and at the same time undertake the full work of their classes. Instruction, however, can be had from competent teachers in the town, who charge \$15.00 per term of four and a half months.

DEPARTMENTS OF INSTRUCTION

Department of English Language

Grammar, Composition, Rhetoric, Spelling.

MISS ANDREWS, MISS HINER, MISS SUTHERLIN.

The academic work of the first three years of this department seeks the following results:

1. Word study, with vocabulary gains in view.
2. Correct spelling and an educated pronunciation.
3. Thoughtful, observant, appreciative reading.
4. Mastery of the essential principles of punctuation.
5. A systematic study of formal English Grammar, which is much too important to be incidentally learned above the lowest grammar grades.
6. Elementary correctness in oral usage—the application of the principles of grammar to everyday English. This is encouraged and tested by frequent conversation lessons.
7. A clear understanding of the basal facts of composition and rhetoric, with frequent opportunities for practice in the ready writing of pure grammatical English. Ease, originality and power are sought for in both oral and written expression.
8. Development of literary taste through an enjoyable acquaintance with a few simple English and American classics used as supplementary reading in each class.

The professional work of the Junior Year is pre-eminently a teachers' course.

It is designed, in the first place, to give mastery of the simple essentials of good English, so that students may, both in conversation and in writing, express their thoughts with correctness

and precision always, and, to the greatest extent possible, with freedom, life and grace.

In the second place, it aims at a breadth of view, a catholicity of spirit not possible in any lower class. This is imparted by a study of many text-books—the best available—rather than one. Such study is further supplemented and enriched by the required reading of pedagogical works and articles from the magazines bearing directly upon the English situation. In addition, students are encouraged to cultivate the love of general literature for its own sake, as well as for the added impetus thus given to the cause of good English.

Again, the attempt is made to give pupil-teachers a right attitude toward English training, and to show to each her individual duty to the mother-tongue. The course seeks to dignify and magnify the office of English in the common schools, and to show that teachers can bring life and interest to school children in the study of the vernacular, which should be to them the most enjoyable subject of all, as it is the most important.

With the foregoing as a foundation, the last end in view is an intelligent, discriminating, unprejudiced study of methods or modes of procedure in the class room. No dogmatic presentation of arbitrary, cut-and-dried methods is attempted; rather the effort is made to arouse and stimulate the pupil's spontaneity and ingenuity in making her own methods.

The teachers in all departments co-operate with the teachers of English in encouraging good habits in speech and writing. In every class a student notably deficient in English suffers a corresponding loss of rank and standing in that class because of such weakness.

The entire course in this department, by subjects and classes, is as follows:



DINING ROOM

FIRST YEAR.

SECTION A—*Language Lessons and Grammar*, four periods a week; *Spelling*, two periods a week.

TEXT BOOKS: Gordy and Mead's *Grammar Lessons* and Merrill's *Speller*.

SECTION B—The work of Section A continued and enlarged, six periods.

SECOND YEAR.

SECTION A—*Rhetoric*, three periods a week.

TEXT BOOK: Merkley's *Modern Rhetoric*, Book I.

SUPPLEMENTARY READING: Scott's "Lady of the Lake," Dickens' "Cricket on the Hearth," and Wiggin's "Timothy's Quest."

SECTION B—*Rhetoric*, three periods a week.

TEXT BOOK: Merkley's *Modern Rhetoric*, Book II.

SUPPLEMENTARY READING: Scott's "The Talisman," Lowell's "The Vision of Sir Launfal," and Goldsmith's "Deserted Village."

THIRD YEAR.

SECTION A—*Composition*, three periods a week. Special attention is given to oral composition.

TEXT BOOK: Scott and Denney's *Elementary Composition*.

SUPPLEMENTARY READING: George Eliot's "Silas Marner," Franklin's "Autobiography," and Whittier's "Snow-Bound."

SECTION B—*Composition*, three periods a week. Written expression is emphasized.

TEXT BOOK: Scott and Denney's *Composition*.

SUPPLEMENTARY READING: Charlotte Bronte's "Shirley," Holmes's "The Autocrat of the Breakfast Table," and Tennyson's "Idylls of the King."

JUNIOR YEAR (Regular Course).

SECTION A—Three periods a week. *Grammar*, strengthened by much old-fashioned drill on difficult verb-forms. A thorough course in *Criticism of Written English*. The *Law of Usage* emphasized; the language is looked at as a living growth determined by the needs, habits and social obligations of living people. An *Educated Pronunciation* is sought by means of drills on lists of troublesome words compiled by the class itself. *Exercises in Invention*, oral and written. Some work in *Methods*.

REFERENCE BOOKS: Buehler's *Modern English Grammar*, *Mother Tongue*, Book II., Baskervill and Sewell's *English Grammar*, and others.

SUPPLEMENTARY READING: Annie Hamilton Donnell's "Rebecca Mary."

SECTION B—Two periods a week. *Formal Grammar* continued, when necessary. *Professional Literature* bearing on English read and reported. *Methods* and *Lesson Plans* emphasized. *The Story* considered as a factor in language work. *Picture Stories*: a collection of pictures suitable for such work made by each member of the class. *A Course of Study in English*, for intermediate and grammar grades, formulated and discussed.

TEXT BOOK: *The Teaching of English*, Carpenter-Baker-Scott.

SUPPLEMENTARY READING: George Madden Martin's "Emmy Lou."

JUNIOR YEAR (Course for High School Graduates).

Same as Junior Year of Regular Course.

SENIOR YEAR (Elementary Course).

SECTION A—Three periods a week. *Grammar*, *Elementary Language* and *Methods*. This is a condensed course, including the main points merely of the full Junior Year.

Department of Literature and Reading

MISS WHITING, MISS GWYN.

LITERATURE: The work in Literature is designed with a three-fold object:

1. It aims to arouse a love for the best literature and to inspire the student with a desire to read it.

2. An effort is made to acquaint the pupil with representative masterpieces by critical study in class, by class discussion of required reading, and by written reports on parallel reading.

3. An attempt is made to give a general view of English literature as a groundwork for future study, showing its historical development and its intimate relation to life; and by copious reference to the best biography and criticism to give the pupil a sense of the personality of great writers and a living interest in their work.

A Professional Course in Juvenile Literature is also offered. It is designed to aid the teacher in the public schools; it aims to give a working knowledge of good literature for children, its selection, and correlation with other studies; and to discuss the best methods of making it a vital part of public school work.

READING. "*It is a great thing to be able to read a page of English.*"

In the Reading Course an effort is made to establish high ideals of expression and interpretation. The course aims not only to train the pupil in the mechanics of reading—articulation, pronunciation, fluency, readiness—but to stimulate imagination, quicken responsiveness, and increase the power of getting thought from the printed page. The pupil learns to go to the text for guidance as to the expression of any given passage, rather than to depend upon arbitrary rules. It is designed to make every reading lesson primarily a lesson in thought-getting;

and the practice in apprehending and expressing shades of thought should be of value to the pupil in all school work.

A Professional Course in Reading and Methods is offered. This course attempts to acquaint the student with the criteria of vocal expression, and discusses the best methods of instruction.

FIRST YEAR.

This year's work should enable the pupil to read prose and poetry of ordinary difficulty with simplicity and animation, in a clear, natural voice, with distinct utterance.

SECTION A—*Reading*, three periods a week. Simple narrative prose; drills in enunciation and articulation, in tone production, in pronunciation.

TEXT BOOKS: "A Dog of Flanders," "The Nürnberg Stove," "A Christmas Carol," "Tanglewood Tales," Part II.

SECTION B—*Reading*, three periods a week. Narrative prose, narrative and lyric poetry, and recitation of short poems from memory. Drills as in preceding term.

TEXT BOOKS: "Sharp Eyes," "Tales of a Wayside Inn," selected lyrics and ballads from Longfellow.

SECOND YEAR.

SECTION A—*Reading*, two periods a week. The work in this term is designed to cover a wider range of emotion and expression. In addition to the reading, the course will include simple recitations selected and prepared by the students.

To encourage the habit of reading, a course in Library Reading is designed in connection with the class work in this year. The course advised will be adjusted to individual needs and correlated with the student's work and interests.

TEXT BOOKS: "Sohrab and Rustum," "Enoch Arden," with selected prose, and lyric and dramatic poems.

THIRD YEAR.

SECTION A—*American Literature*, three periods a week. The development of American literature, with especial attention to the New England Movement, and to Southern literature.

a. Class Study: Emerson's "Nature," Lanier's "The Marshes of Glynn" and "Sunrise," selected poems from Longfellow, Whitman, Emerson and Poe.

b. Parallel Reading with class discussion: Weber's "Southern Poets," selections from Bryant, Lowell, Holmes, Irving, Hawthorne.

c. Supplementary Reading: Selected stories from Poe, "The House of the Seven Gables," one of which the student selects for a written theme.

TEXT BOOK: Pancoast's Introduction to American Literature.

FOURTH YEAR.

SECTION A—*English Literature*, three periods a week. The historical development of English Literature. The text books are supplemented by library reading from the best biography and criticism.

a. Parallel Reading with class discussion: Chaucer's "Prologue," ballads from Percy's "Reliques," "L'Allegro" and "Il Penseroso," "The Rime of the Ancient Mariner," selected essays of Lamb, and selected poems of Browning and Tennyson. The constant use of Palgrave's "Golden Treasury" acquaints the student with English lyric poetry.

b. Supplementary Reading: Carlyle's "Essay on Burns," "Henry Esmond," on one of which the student writes a theme.

TEXT BOOKS: Halleck's History of English Literature, Stopford Brooke's English Literature Primer.

SECTION B—*Shakespeare and the Drama*, three periods a week. A careful study of Shakespeare's plays (except some of

the earlier and some of the historical plays) will be preceded by a study of the Renaissance, and of the rise of the drama. Dowden's "Mind and Art of Shakespeare," Mabie's "William Shakespeare, Dramatist and Man," will be read, with selected portions of Symond's "Shakespeare's Predecessors in the English Drama," and "The Renaissance."

TEXT BOOKS: Shakespeare Primer, Dowden; The Globe Shakespeare.

This course alternates with a course on the Victorian Poets.

JUNIOR YEAR (Regular Course).

SECTION A—*Reading and Methods*, three periods a week. This course attempts:

1. To acquaint the student with the elements of vocal expression—time, tone, pitch, force—and with the psychology of their use, that the pupil's own reading may be improved, and that as a teacher she may have definite standards of criticism.

2. Discussion of Methods; application of standards of criticism. Outlines and plans of lessons are made by the student. The plans seek to deal (*a*) with the interpretation of the Reading Lesson, or with Thought-getting; (*b*) with the Expression of the lesson, or with Thought-giving.

TEXT BOOK: How to Teach Reading in the Public Schools, Clark.

SECTION B—*Juvenile Literature*, two periods a week. A course designed to aid the teacher in the public schools. A discussion of the place and function of literature in the child's development; of the best methods of making it vital; reading, reproduction, memorizing; of the selections of books, their sequence and correlation with other studies; public school libraries, their selection and use.

JUNIOR YEAR (Course for High School Graduates).

SECTION A—*Reading and Methods*, three periods a week. Same as Junior A of Regular Course.

SECTION B—*Juvenile Literature*, two periods a week. Same as Junior B of Regular Course.

SENIOR YEAR (Elementary Course).

SECTION A—*Reading and Methods*, three periods a week. Same as Junior A of Regular Course.

Department of Latin

MISS RICE.

SECOND YEAR.

SECTION A—Three periods a week. In the study of Latin the following objects are kept constantly in view:

1. The etymology of English words of Latin origin. Pupils are encouraged to search for and note the English derivatives of Latin words, with correspondences and differences in shades of meaning.

2. Comparative grammar. Roman forms of thought are examined in order to make a comparison with English forms. A pupil never knows that his own language contains idioms until he has studied some language other than his own. The study of one language throws light upon another.

3. Mental power resulting from the expression in the equivalent forms of one language of the thought gained in another.

TEXT BOOK: Bennett's Foundations of Latin.

SECTION B—Three periods a week. A continuation and enlargement of the work of the Second Year A class.

TEXT BOOK: Bennett's Foundations of Latin.

THIRD YEAR.

SECTION A—Three periods a week. Translation of simple prose. A short course in grammar.

TEXT BOOK: *Viri Romæ*.

SECTION B—Three periods a week. The most difficult constructions of syntax are studied critically.

TEXT BOOK: *Cæsar*.

FOURTH YEAR.

SECTION A—Three periods a week. Latin poetry. One book

TEXT BOOKS: *Vergil*; *Horace*.
of the *Æneid* and some odes of *Horace*.

Parallel Reading: *Life and Times of Vergil and Horace*; *Greek and Roman mythology*.

SECTION B—Three periods a week. A course in grammar. *Oratio in Catilinam I.* and *Oratio pro A. Licinio Archia*.

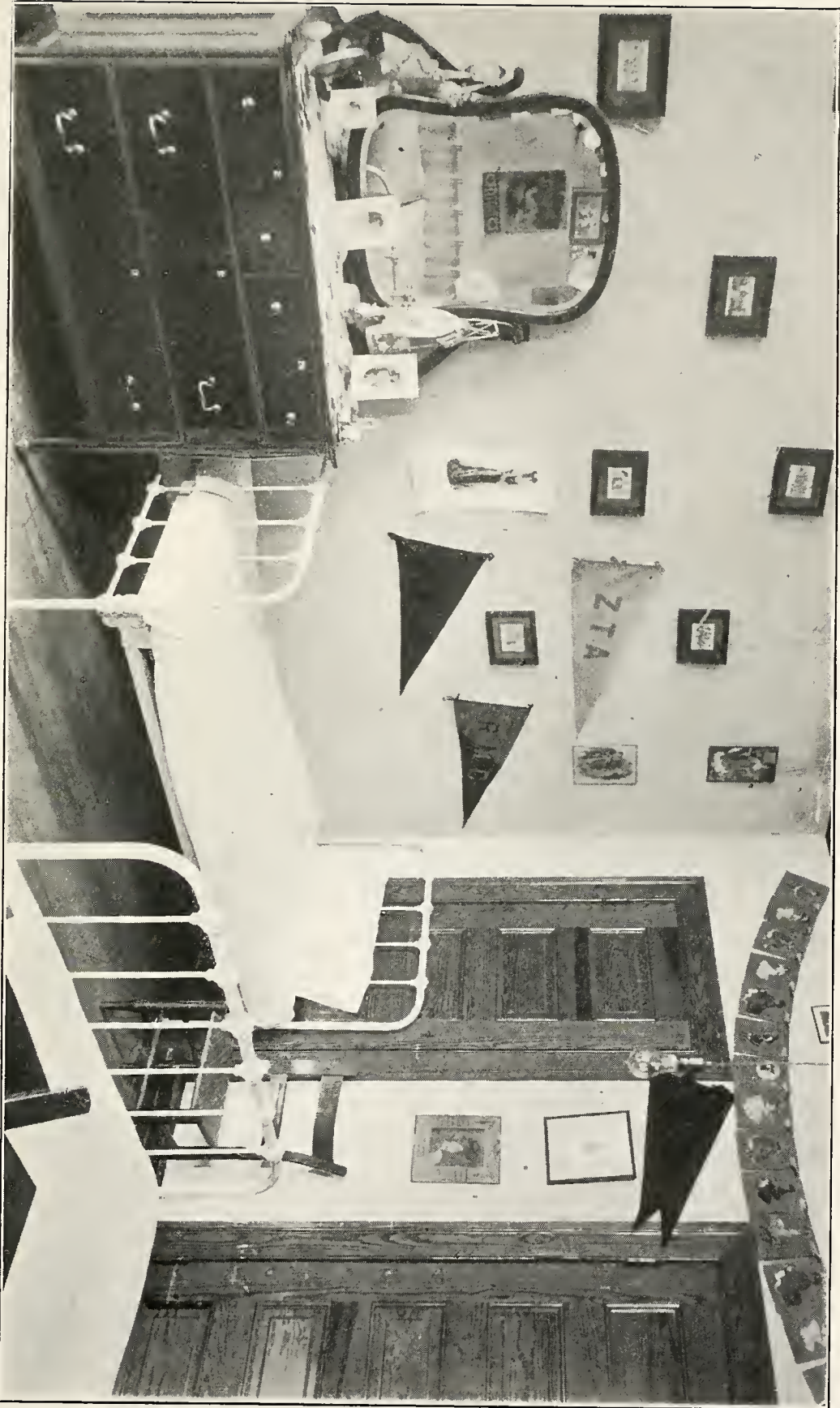
TEXT BOOK: *Cicero*.

Parallel Reading: *Life and Times of Cicero*.

Department of Modern Languages

MISS SMITHEY.

In both French and German the work of the first half term is designed for beginners. Careful attention is given to pronunciation and composition. As an aid to this, and in order to train the ear, exercises in dictation are used. The Language Phone Method has been introduced, and is now a regular part of the required work of the class room. From the beginning, the pupil is encouraged to note the structure of the language studied and to compare this with English.



DORMITORY

THIRD YEAR.

SECTION A—*French*. Three periods a week. The elements of the language will be studied through the medium of the language itself. A few simple lyrics will be read and memorized.

TEXT BOOK: *Méthode Berlitz, Premier livre.*

SECTION A—*German*. Three periods a week. The work of this class is similar in character to that of this section in French. Much oral drill is given so that the pupil may acquire fluency in pronunciation and a feeling for the language.

TEXT BOOK: *Méthode Berlitz, Erstes Buch.*

SECTION B—*French*. Three periods a week. The work of the first term will be continued. In addition to this, the study of French Grammar and the translation of French into English will be required.

TEXT BOOKS: *Contes et Légendes I. Guerber, Whitney's Grammar.*

SECTION B—*German*. Three periods a week. The work of the first term is continued. The translation of German into English and the study of Grammar.

TEXT BOOK: *Thomas's Practical German Grammar, Glück Auf, Müller and Wenckeback.*

FOURTH YEAR.

SECTION A—*French*. Three periods a week. The work of this term will be devoted to the study of selections taken from the writers of the seventeenth century. *Le Misanthrope*, one of Moliere's comedies, will be studied in detail.

Translations from English into French and simple original compositions in French will be required in this class.

SECTION A—*German*. Three periods a week. Translation of Anderson's *Bilderbuch ohne Bilder*, and Storms' *Immensee*, Schiller's *Jungfrau von Orleans*. This class will also continue the study of the German ballads and lyrics.

Simple composition work in German and the translation of English into German will form a part of the work of this class.

SECTION B—*French*. Three periods a week. The study of selections taken from the writers of the nineteenth century will be the basis of the work of this term.

French composition and translation from English into French will be continued.

SECTION B—*German*. Three periods a week. Lessing's "Emilia Galotti" and Goethe's "Herman und Dorothea" will be translated during this term.

The written work will be of the same character as that of Section A.

Department of History, Economics, and Civil Government

DR. SEARS, MISS GWYN.

In the History classes the effort is made:

1. To give the student, through the careful study of standard text books, a small store at least of valuable historical information.

2. To develop, by means of lectures and required reading that make the student acquainted with the broad, general field of history, a spirit of historical interest that may lead to further historical reading.

3. To make the student realize, through a knowledge of important current events, that history is found not only in valuable records of the past, but also in the life of society at present; that it is the life of the human race, and not mere chronicles.

4. To increase, through the preparation of reports of books

read and the presentation to the class now and then of topics for discussion, the student's ability rightly to interpret and use historical facts.

5. To present the most approved methods of making the subject interesting and helpful.

The Elementary Course in History, while not so thorough as the Regular Course, is designed to make the student reasonably familiar with the leading facts and principles of American History. Being a rather brief and comprehensive course, it is admirably adapted to those teachers who wish a review of History and cognate subjects, after the completion of their public school work in the spring.

Mythology: The aim of this course is to familiarize the student with the religion of the Ancients, thus enabling her to understand humanity more thoroughly; the beautiful conceptions of Mythology have a distinct cultural value; and the frequent references to it in Literature make it essential to the understanding of that subject.

Economics acquaints the young teacher with the development of human industries, with banks, tariffs, finances, trusts, labor unions, and strikes; and equips her for handling the live, practical questions of the day.

Civics: The purpose of this course is to train the student to be a good citizen and to help others become good citizens. It familiarizes her with the government of County, State, and Nation. It explains taxes, elections, political parties, and the public school system. It enables her to answer the multitude of questions about government that interest all children.

FIRST YEAR.

SECTION A—*United States History.* Three periods a week. The work of this term extends through the War of 1812.

SECTION B—*United States History.* Two periods a week. The course in United States History completed.

SECTION B—*Civics*. Three periods a week. This is a general course in Civics, including the Civil Government of Virginia.

TEXT BOOKS: Lee's History of the United States, Townsend's Shorter Course in Civil Government.

SECOND YEAR.

SECTION A—*General History*. Three periods a week. The work of this term extends to the Period of Mediæval History.

SECTION A—*Mythology*. Two periods a week. In this course the Greek Mythology is emphasized as an adjunct to the work in General History.

SECTION B—*General History*. Three periods a week. The course in General History completed.

TEXT BOOKS: Anderson's New General History, Berens's Hand-Book of Mythology.

FOURTH YEAR.

SECTION A—*French History*. Three periods a week.

SECTION B—*English History*. Three periods a week.

SECTION B—*Economics*. Three periods a week.

TEXT BOOKS: Yonge's History of France; Morris's French Revolution; The Oxford Manuals of English History; Bly's Descriptive Economics.

JUNIOR YEAR (Regular Course).

SECTION A—*American History*. Three periods a week.

SECTION B—*American History, and Methods*. Two periods a week.

TEXT BOOKS: Hart's Epochs; Jones's History of the United States; Curry's Southern States of the American Union.

SENIOR YEAR (Regular Course).

SECTION A—*Civics*. Three periods a week.

TEXT BOOK: Fiske's Civil Government in the United States.

SENIOR YEAR (Course for High School Graduates).

SECTION A—*American History*. Three periods a week.

SECTION B—*American History, and Methods*. Two periods a week.

TEXT BOOKS: Same as in Junior Year of the Regular Course.

SENIOR YEAR (Elementary Course).

SECTION B—*American History*. Three periods a week.

TEXT BOOK: Fiske's History of the United States.

Department of Mathematics

MISS LONDON, MISS LANCASTER, MISS HARRISON, MISS COX.

Academic Arithmetic: (First Year, Sections A and B; Second Year, Section B.) The purpose of the academic work in arithmetic is to review and supplement the student's knowledge of the subject; to correct errors, crudities, or imperfections which may remain from previous teaching; and to train the student in neat and systematic arrangement of written work, as evidence of orderly thinking.

The aim is made to have the student see the unity of the subject, the few underlying principles, and the relation and dependency of all subsequent work upon these few principles, showing that each is merely another language for the solution of the problems of the other.

The solution of every problem in arithmetic involves seeing relations and calculating values. Arithmetical training should develop power in one, and accuracy and rapidity in the other. For this purpose much illustrating, diagraming, and practical measurement work is done. Clearness of statement in both oral and written work is insisted upon, in recognition of the fact that mathematics is the science of order, and that no better opportunity can be afforded for drill in neat habits, and in the use of truth-telling, carefully-chosen English.

Professional Arithmetic: (Regular Course: Junior Year, Sections A and B; Elementary Course: Senior Year, Section A.) The aim of this course is to train the students to teach arithmetic. To do this successfully it is necessary, first, that they know the subject matter; second, that they know the best methods of presenting it; and, third, that they have a real and living interest in the subject and a comprehensive appreciation of its place in the school curriculum.

With these ends in view, the first term is devoted to a review of the subject matter. A text book is used, and the material is chosen to fit the needs of each particular class. The second term is given entirely to methods. No book is used. A brief discussion of the value of arithmetic as a culture and ethical study, of the historical development of arithmetic as a science, and of the various leaders who have undertaken in our day to reform and systematize the teaching of the subject is intended to give the student a better point of view from which to see the relative importance of the various topics of this branch of knowledge.

The work is taken up both topically and by grades, and the most approved methods of teaching the subject discussed.

For the Senior Year, Section A, of the Elementary Course, the professional work outlined above is abridged and condensed into one term.

Algebra: By an intelligent study of algebra the view of the whole field of mathematics is broadened, the ability to think more abstractly than heretofore is gained, and the reasoning powers are disciplined. Moreover, the understanding of algebraic truths and principles is fundamentally necessary to the further pursuance of mathematics, and also to a clear understanding of the more abstract processes of arithmetic.

The power to see relations which was developed in arithmetic is here strengthened by the constant demand to separate the

known from the unknown and to see the relation existing between the two in order to obtain the one from the other.

Care, clearness, and accuracy are everywhere insisted upon.

Geometry: To develop in the student the power of logical, systematic thought, to secure clear and accurate expression, and to strengthen the reasoning powers are some of the most important objects in teaching geometry. With this in mind the work is so arranged that constant emphasis is laid upon the relation existing between the known and the unknown.

Special attention is given to original work and constructions, in order to develop self-reliance and to stimulate the spirit of inquiry into mathematical truths.

The language of geometry furnishes an excellent drill in exactness of expression—not over-saying nor under-saying the truth.

Trigonometry: This is a short, practical course in plane trigonometry. The aim is to give as briefly as is consistent with clearness the fundamental principles of the subject, to have the student derive the necessary formulas, and then to make the problems as practical and as interesting as possible.

FIRST YEAR.

SECTION A—*Arithmetic.* Four periods a week. This term is devoted to the mastery of the fundamental processes and basic principles of arithmetic. The material used is determined largely by the needs of the class, and an aim is made to have no two consecutive classes use the same material, so that those repeating the work may gain the end in view, and yet have their store of knowledge increased. Work is selected from the following topics: Notation and numeration, factoring, common and decimal fractions, practical measurements, and easy work in percentage.

SECTION B—*Arithmetic.* Four periods a week. In this term the processes and principles already learned are applied to the

business transactions of life. A careful study of these transactions from the practical point of view is made, believing that most of the difficulty usually encountered in the study of these topics comes, not so much from ignorance of arithmetic as from ignorance of business customs.

The material used is chosen almost entirely from the applications of percentage and of interest.

SECOND YEAR.

SECTION A—*Algebra*. Five periods a week. In this course the fundamental operations are taught, the use of symbols of aggregation, the various methods of factoring, common divisors and multiples, the combining and simplifying of simple equations with one or more unknown quantities.

SECTION B—*Algebra*. Three periods a week. Simultaneous equations, involution and evolution, theory of exponents, radicals, and easy work in quadratic equations.

SECTION B—*Arithmetic*. Three periods a week. The aim of this term's work is to review, complete if necessary, and extend the work of the previous year, considering in addition the following topics: Greatest common divisor, least common multiple, powers and roots, mensuration, and the metric system.

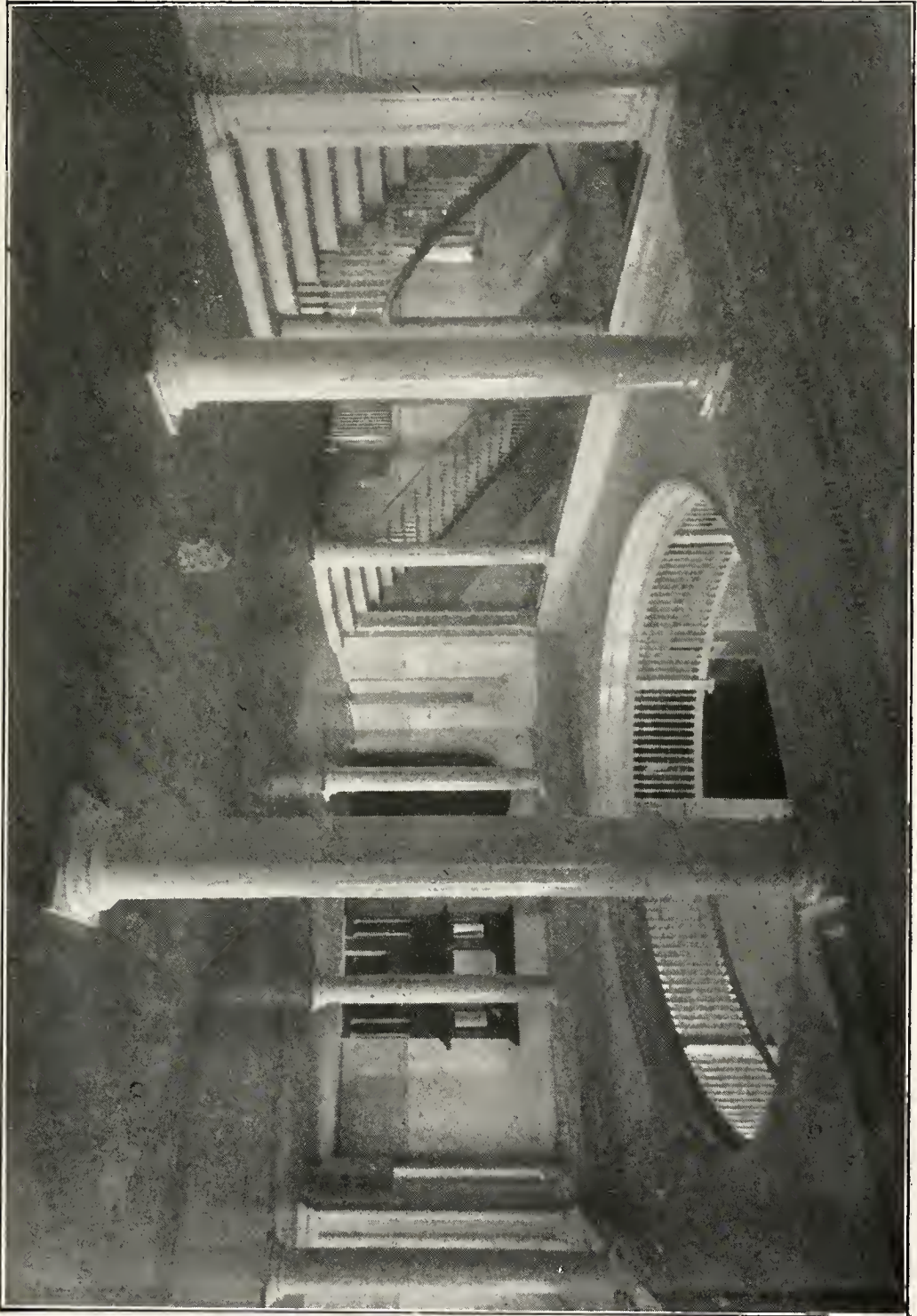
THIRD YEAR.

SECTION A—*Algebra*. Three periods a week. Radicals reviewed, quadratic equations and all equations reducible to the quadratic form, ratio and proportion, and the progressions.

SECTION A—*Geometry*. Three periods a week. The work of this term is to teach the students simple, geometrical constructions, and to lead them to frame and then to demonstrate theorems based upon these constructions. The ground covered is usually the first book in geometry with parts of the second.

SECTION B—*Geometry*. Three periods a week. An abridged course in plane geometry completed.

RECEPTION HALL



FOURTH YEAR.

SECTION A—*Solid Geometry*. (Elective.) Four periods a week.

SECTION B—*Trigonometry*. (Elective.) Four periods a week.

JUNIOR YEAR (Regular Course).

SECTION A—*Arithmetic*. Three periods a week. A topical review of the subject matter of arithmetic from the teacher's standpoint.

SECTION B—*Arithmetic*. Two periods a week. A course in methods, designed to be an aid to the student teacher in her work in the Training School and elsewhere.

JUNIOR YEAR (Course for High School Graduates).

Same as Junior Year of Regular Course.

SENIOR YEAR (Elementary Course).

SECTION A—*Arithmetic and Methods*. Three periods a week. A combined course in subject matter and methods.

TEXT BOOKS.

Arithmetic: Smith's Grammar School Arithmetic, Colaw and Ellwood's Advanced Arithmetic, and Beman and Smith's Higher Arithmetic.

Algebra: White's School Algebra.

Geometry: Well's Plane and Solid Geometry (Revised Edition) and Phillips and Fisher's Elements of Geometry (Abridged Edition).

Trigonometry: Wentworth's Plane and Spherical Trigonometry and Tables.

Department of Physics and Chemistry

MISS WINSTON.

The study of Physics and Chemistry, important as it is in itself, is almost essential to a thorough understanding of related

subjects. This course is intended primarily as a groundwork for these latter and is elementary in character.

THIRD YEAR.

SECTION B—*Physics*. Five periods a week. In this class as much ground is covered as possible, so as to give the student a general survey of the subject as a whole.

FOURTH YEAR.

SECTION A—*Physics*. Five periods a week. Heat, Light and Electricity are dealt with in this class, each being treated in detail.

TEXT BOOKS: Higgins' Lessons in Physics; A Brief Course in Physics, Hoadley.

FOURTH YEAR.

SECTION A—*Chemistry*. Six periods a week. This course is devoted exclusively to the study of the non-metals. Four periods a week are spent in the Laboratory.

SECTION B—*Chemistry*. Six periods a week. This class deals with the metals. These are studied by means of a brief course in Qualitative Analysis with constant reference to Descriptive Chemistry. The work is confined almost entirely to the Laboratory.

A fee of one dollar is charged for each course in Chemistry.

TEXT BOOKS: Elementary Chemistry, Clarke and Dennis; Laboratory Manual, Dennis and Clarke; Qualitative Analysis for Secondary Schools, by C. W. Irish.

Department of Biology

DR. LAETITIA MORRIS SNOW.

In this department courses are provided (1) for students entering for the regular work; (2) for high school graduates entering without Botany or Zoology, and who will be required

to take Elements of Biology as a substitute, and also Physiology if not credited therewith; (3) for students wishing to specialize in this department to fit themselves for teaching the biological sciences.

The aim of the work is to develop interest in Nature, to acquire habits of accurate observation, exact statement and independent thought. It is believed that the study of living organisms, their structure, activities and relations will give the student a deeper and broader appreciation of all life, while a scientific view-point is essential for the solving of many of the problems which confront the public school teacher. This training will better fit her to inspire and direct the spirit of observation and investigation in her pupils, thus carrying into the public schools principles of accuracy and thoughtful inquiry, in addition to a broader love of Nature and an interest in the life-processes surrounding us.

The laboratory is equipped with Bausch and Lomb compound microscopes, black-topped tables, an aquarium with flowing water, besides various glass aquaria, chemicals, glassware, implements, prepared slides, materials for the preservation and mounting of specimens, charts of the human body, plaster models of the eye and ear, and a limited number of museum specimens—the nucleus of a museum which will grow from year to year.

THIRD YEAR.

SECTION A—*Zöology*. Five periods a week. This course is divided into three parts:

1. Field work—in which the emphasis is laid upon the life relations of animals, i. e., their modes of getting a living, their adaptation to environment, the grouping of animals in similar habitats, etc.

One double period a week.

2. Laboratory work—in which animal forms (chiefly those collected on the field trips) are studied in greater detail as to form, structure and activities. No dissection is allowed. Careful notes and drawings are kept.

One double period a week.

3. Recitation and discussion of laboratory and field work.

One period a week.

The course is especially designed to stimulate the student's powers of observation. A practical element is introduced in the study of beneficial and injurious forms.

No prerequisite.

TEXT: Jordan, Kellogg and Heath's Animal Studies.

SECTION B—*Botany*. Five periods a week. A spring course parallel with the fall work in Zoölogy.

1. Field work—a study of plants in their relation to other plants and to their habitat, their life habit, activities, and adaptations.

One double period a week.

2. Laboratory work—in which the plants are studied more minutely as to form and structure, and their response to stimuli. Careful drawings and records of work are kept.

One double period a week.

3. Recitation and discussion of field and laboratory work.

One period a week.

The course will be conducted with special reference to careful and accurate observations and records of ascertained facts. The elements of classification will be introduced, with the identification of a limited number of forms in the local flora.

No prerequisite.

TEXT: Coulter's Plant Studies and Coulter's Analytical Key to the Flowering Plants.

FOURTH YEAR.

SECTION A AND B—*General Biology*. (Elective.) Six periods a week. It is hoped by this course to give the student an oppor-

tunity to acquire that mental balance and breadth of view which can only be secured by studious consideration of the great problems of life. An effort will be made to develop by comparative study the conception of the unity of Nature and the similarity of life processes in plants and animals. The study of ontogenetic and phylogenetic development will lead to the consideration and discussion of the most important theories offered for the solution of vital problems.

Practice in collecting, preserving and mounting material will be a part of the work.

PREREQUISITES: Zoölogy and Botany.

Recitation, two periods a week.

Laboratory and field work, two double periods a week.

SECTION B—*Physiology*. Four periods a week. By this course the student is made familiar with the essential facts concerning the structure and functions of the body, thereby becoming better able to preserve her health and that of her future pupils. Healthful dress, diet, exercise, ventilation and sanitation are among the practical points discussed. As the course is designed especially to prepare students for Psychology, the study of the nervous system is given particular emphasis, with regard to the nervous control of the various functions of the body, as well as the brain and sense organs.

JUNIOR YEAR (Regular Course).

SECTION B—*Nature Study*. Three periods a week. A course especially designed to gather together the facts and methods with which the student has become acquainted in her academic work in Biology, and to organize them, so that she may learn to discriminate between essentials and non-essentials in the teaching of Nature Study. The material will be supplemented when necessary, especially in Forestry and Agriculture.

An essential part of the work will be an endeavor to develop breadth of view and sympathy with Nature. This can best be accomplished by a study of life at first hand, supplemented by assigned reading. Each student will be expected to own a copy of Hodge's Nature Study.

PREREQUISITES: Zoology, Botany and Physiology, or their equivalent.

JUNIOR YEAR (Course for High School Graduates).

SECTION A—*Biology*. Four periods a week. This course is arranged for high school graduates entering without Zoology or Botany. The aim, therefore, will be to acquire and so organize the essential facts of these sciences that the material can be used as a basis for Nature Study.

No prerequisites.

Several texts will be used and readings assigned.

Recitation, two periods a week.

Laboratory and field work, one double period a week.

SECTION B—*Nature Study*. Three periods a week. Same as Junior B of Regular Course.

SENIOR YEAR (Elementary Course).

SECTION B—*Nature Study*. Three periods a week. Same as Junior B of Regular Course.

SECTION B—*Physiology*. Three periods a week. As this is a briefer course than that offered in the Regular Course, special emphasis is laid upon those parts of the subject which will be of the most value to teachers; for example, school hygiene, public sanitation, first aid to the injured, and a number of simple experiments to illustrate physiological principles.

No laboratory work will be required, but class-room demonstrations will be made.

PREREQUISITES: Zoology and Botany.

TEXT: Colton's Physiology (Briefer Course).

Department of Geography

*MISS REYNOLDS.

MISS BLACKISTON.

FIRST YEAR.

SECTION A—The course includes a brief study of the essential facts and principles of mathematical, physical and civic geography and a thorough study of Virginia, all based on outdoor work and a good text book.

SECTION B—During this term there will be a more detailed study of the eastern hemispheres and frequent suggestions in regard to the application of the year's work in the grades of the public schools. The suggestions will be for the benefit of teachers who do not expect to take the professional work.

FOURTH YEAR.

SECTION B—The course includes the development and systematic classification of the leading physiographic features, corresponding in amount to the contents of an elementary text book on physical geography. Field and laboratory work are required.

JUNIOR YEAR (Regular Course).

SECTION A—*Type Studies of North America and Europe.* The course will consist of an intensive study of the United States and Great Britain and a general review of the remaining countries of the world, together with their geographic influences and relations.

SECTION B—*Aims and Problems in Geography.* This course consists of lectures, discussions and exercises dealing with the actual problems of the class-room. Topics for discussion: The chief aims in teaching geography; geography in its relation to other subjects; the use and misuse of maps, moulding boards,

*On leave of absence

etc., as a means of teaching; methods of conducting the recitation; use of text books, pictures, etc.

JUNIOR YEAR (Course for High School Graduates).

Same as Junior Year of Regular Course.

SENIOR YEAR (Elementary Course).

SECTION A—*Geography and Methods*. Three periods a week. A combined course in subject matter and methods. For this course the professional work of the Junior Year is abridged and condensed into one term.

Sight Singing

MISS ALLEEN ANDREWS.

The purpose of this course is to give the students the necessary preparation for teaching music in the public schools.

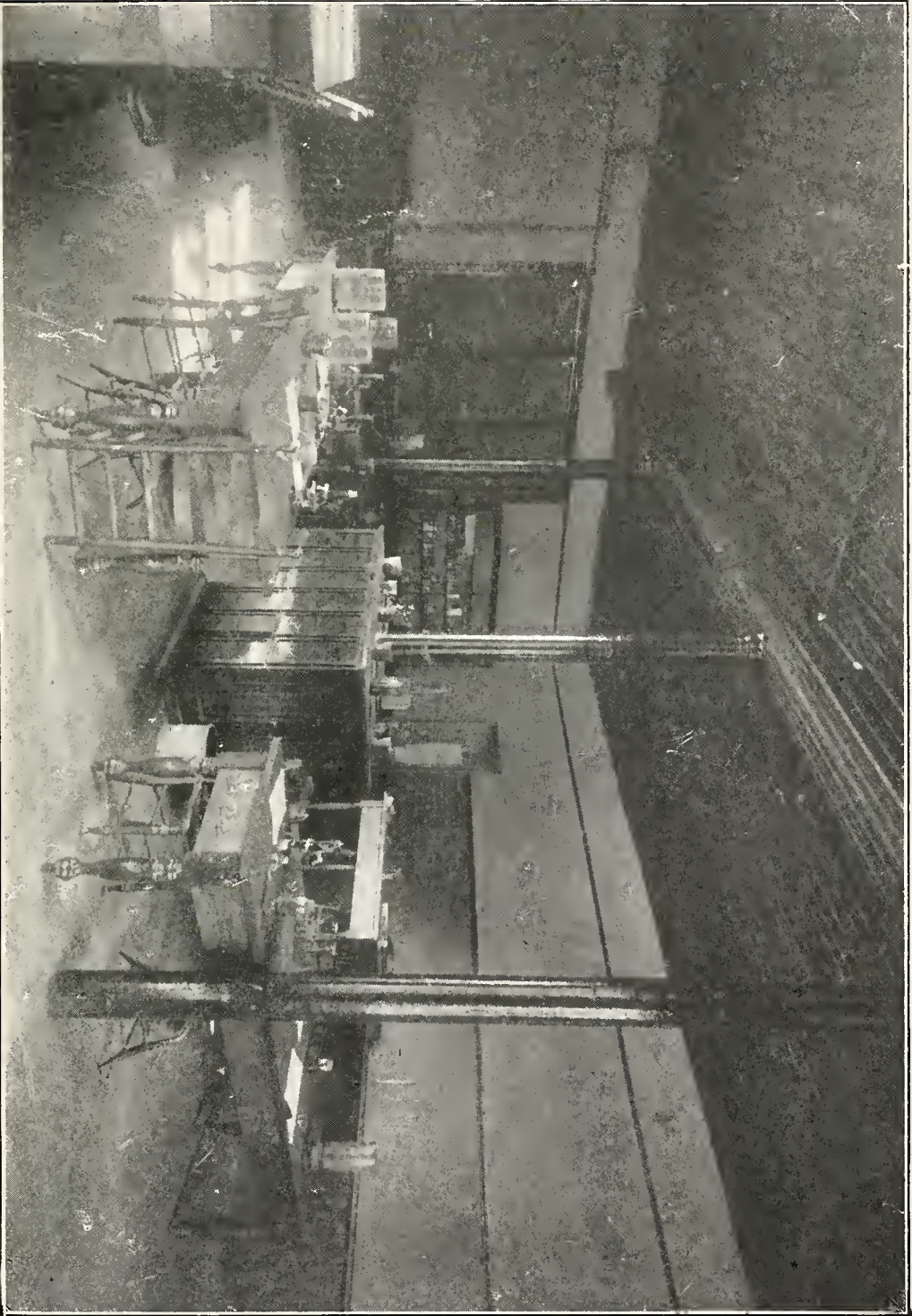
SECOND YEAR.

SECTION A—Two periods a week. Rote songs. Work in ear-training and establishing tone-relation. Sight reading begun. Elementary theory of keys; structure of the major scale. Distinguishing minor from major songs. Simple varieties of rhythm. Writing simple phrases and exercises from memory and dictation.

TEXT BOOK: First Book, Modern Music Series.

SECTION B—Two periods a week. Continuation of ear-training and sight reading. Intermediate tones. Key-relationship. Transposition. Song interpretation; voice work. Composition of simple exercises applying knowledge of melodic and rhythmic elements already learned. Two and three-part rounds; two-part songs.

TEXT BOOK: Second Book, Modern Music Series.



BIOLOGICAL LABORATORY

THIRD YEAR.

SECTION A—Two periods a week. Major, minor, and chromatic scales. Composition of simple exercises continued. Two-, three-, and four-part songs; supplementary choruses.

TEXT BOOK: Second Book, Modern Music Series.

SECTION B—Two periods a week. Intervals; major and minor triads. Continuation of written exercises. Two-, three-, and four-part songs; supplementary choruses.

TEXT BOOK: Alternate Third Book, Modern Music Series.

Professional Course

JUNIOR YEAR.

SECTION A—Two periods a week. This course is designed for graduates of High Schools where no music is taught, and for students applying for the Kindergarten diploma. The aim is to give them a knowledge of the elements of notation necessary for teachers in public schools, and practice in ear-training, sight singing, and writing music.

TEXT BOOK: Common School Book of Vocal Music, Modern Music Series.

SECTION B—Two periods a week. The work of this term is divided into two sections:

Section I. is a continuation of the work of the Junior A class, on the part of High School graduates.

Section II. is a class composed of students who have completed all the lower courses of this department. The foregoing courses are reviewed from the teacher's standpoint. The best and most artistic songs for children of the primary and intermediate grades are carefully studied. Methods of presenting rote songs, and the first steps in notation and sight singing are given.

SENIOR YEAR.

SECTION A—Two periods a week. This course is a repetition of the method work of Section II. for the High School graduates having completed two terms of academic work.

A Glee Club, consisting of thirty-five or forty members, selected by the director of music from the best singers and readers of music, receives weekly training in three- and four-part choruses, glees, and college songs. Public recitals are given annually.

Manual Arts

MR. MATTOON, MISS COX, MISS COULLING.

The aim of the Manual Arts course is to encourage a greater growth of individual power and resource, to stimulate thought, individuality and expression, to train the hand as the obedient servant of the brain. It is of vital importance that students learn responsibility, habits of order, exactness, and concentration upon the matter under consideration. It is only by doing things that we gain confidence in ourselves, and thereby make our school life not an imitation of life, but a part of life itself.

Manual Training and Drawing will be correlated under the head of Manual Arts. Abundant opportunity will be given in this course for practical teaching in the Training School, where the subject will be taught in all grades under the direction of a special supervisor. The methods employed will be largely governed by the needs of the students, and will follow, as far as possible, the methods in use in the best schools. Freedom for original work will be given, and it is confidently expected that a greater degree of independence and self-reliance will be the direct result of this course. At least one specimen of work from each certificate set will be selected and retained as the property of the school for exhibit purposes.

In the Second Year—Section B—the work in Constructive Geometry is designed as a foundation for Mechanical Drawing and Projection in the Manual Training work in the Fourth Year. It is also intended to give a preliminary impetus to the study of Geometry prior to the regular work in the Third Year.

Manual Training

MR. MATTOON, MISS COX.

SECOND YEAR.

SECTION A—Two periods per week. Braiding and Cord Work, Elementary Basketry, Weaving. Paper Folding and Cutting. Elementary Sewing. Original Work.

SECTION B—Two periods per week. Advanced Sewing and Basketry, Textile Weaving. Original Work. Applied Design.

SECTION B—Two periods per week. Constructive Geometry.

FOURTH YEAR.

SECTION A—Two periods per week. Lectures on Use of Drawing Instruments, Significance of Terms Used. Drills in Measurements. Geometric Construction. Cardboard Construction and Paper Work. Original Work.

SECTION B—Two periods per week. Advanced Cardboard Construction; Mechanical Drawing in two views; Simple Projection; Theory and Practice of Working Drawings and Isometric Perspective. Elementary Sloyd Knife Work. Original Work.

JUNIOR YEAR (Regular Course).

SECTION A—Two periods per week. Advanced Sloyd Work; Mechanical Drawing in three views; Projection; Working Drawings to Scale. Lectures on Care and Use of Tools. Practical Design and Decoration. Construction Work covering the Fourth, Fifth and Sixth Grades.

SECTION B—Two periods per week. Elementary Bench Work in Wood; Mechanical Drawing to Scale. Elementary Wood Carving; Care and Use of Tools. Original Designing. Theory and Practice. Construction Work covering the Seventh and Eighth Grades.

SENIOR YEAR (Regular Course).

SECTION A—Two periods per week. Advanced Bench Work in Wood; Mechanical Drawing to Scale. Advanced Wood Carving. Elementary Venetian Iron Work. Original Designing. Theory and Practice, including review of previous work. Teaching.

SECTION B—Two periods per week. Advanced Bench Work in Wood; Venetian Iron Work; Carving. Original Designing. Theory and Practice, including review of previous work. Teaching.

JUNIOR YEAR (Course for High School Graduates).

SECTION B—Two periods a week. Braiding and Cord Work, Elementary Basketry, Original and Applied Design. Weaving.

SENIOR YEAR (Course for High School Graduates).

SECTION A—Two periods a week. Paper Folding and Cutting. Lectures on the Use of Drawing Instruments. Drills in Measurements, Elementary Projection. Cardboard Construction. Original Work.

SECTION B—Two periods a week. Working Drawings in three views; Projection. Sloyd Knife Work. Lectures on the Care and Use of Tools. Working Drawings to Scale. Practical Design and Decoration. Elementary Bench Work in Wood.

Drawing

MISS COULLING.

The aim of the course is to develop an appreciation of the beautiful, and the power to express this appreciation in ways that are practicable and wise.

SECOND YEAR.

SECTION A—*Color*: Spectrum; values; color scales; harmonies of first, second, third mode. *Representation*: Free treatment of flowers, fruits, and leaves in naturalistic color. *Design*: Space breaking in straight lines, plaids, book cover; in curved lines in bowls, cups, vases.

SECTION B—*Representation*: Perspective principles; curved and straight line objects in pencil outline; suggested light and shade, and flat wash in two and three values. *Design*: Conventional animal and insect forms on squared off paper. Applications in borders or surfaces. Study of plant growths and making of designs based on these worked out in color.

THIRD YEAR.

SECTION A—*Color*: Review color harmonies; make scales of complements and neutralize. *Representation*: Free treatment of flowers, fruits, and vegetables. *Design*: Spray composition; decorative landscapes; abstract spot; balance of measures; straight and curve line patterns; drop.

SECTION B—*Representation*: Drawings from objects and cast in pencil, wash, charcoal; blackboard drawing. *Design*: Conventionalized flowers and insect motifs worked out in surface and border patterns in the different harmonies.

JUNIOR YEAR.

SECTION B-2—This is a class in methods of teaching Drawing in primary, intermediate and grammar grades. Lectures are given in theory and practice of teaching Drawing, illustrated by the actual work of the Training School pupils. Model lessons are taught before the class. Lesson plans are made and discussed. The course is made as practical as possible. At the beginning of the next term the students enter the Training School and have an opportunity to apply the principles just learned.

JUNIOR YEAR.

This class is for High School graduates who have had no Drawing and who are applying for the professional diploma. Applicants for the Kindergarten diploma are also required to take this class.

SECTION B-1—The course comprises the most important parts of the course given in the second year, the amount of subject matter being determined by the ability of the class.

SENIOR YEAR.

SECTION A—This course comprises the essential points of the third year, especially the Blackboard work, which will be of a nature to aid teachers in illustrating school work.

SECTION B—Methods of teaching Drawing. The class is for applicants for the professional diploma. For the character of the work see Junior B-2.

The cost of all materials for each session is from one to two dollars.

Physical Education

HYGIENE.

MISS HILLS.

“Health is Wealth,”—Emerson

All hopeful educational effort presupposes a substantial physical basis. The women who are to teach in our public schools should, first of all, be themselves physically strong, and should be proficient in the exercises which have been found best adapted for school use in developing the bodily vigor and symmetry of the young. To serve these important ends the State Normal School maintains a gymnasium. The work is based upon principles of hygiene and education. It aims to maintain a general healthy state of the body; to train and strengthen the organs, especially

the organs of circulation and respiration; to develop the muscular and nervous system; to form correct postures, and to train some of the psychological powers.

The first half of the Senior Year is devoted to Theory, with practical applications, two periods per week. The aim of this course is to acquaint our future teachers with the principles underlying physical training; also to show how these principles are applied to practical work, to prepare the students to teach intelligently school gymnastics and to adapt their work to the varying conditions which may be met. The theory includes talks on the history of physical training, applied anatomy, physiology of exercise, gymnastic movements and positions, terminology, systems of physical training, methods of teaching, common defects among school children, gymnastic games and athletics. Each student will be required to make plans and teach a section of the class under the supervision of the director. This will be followed by class criticism.

Class work in the gymnasium, two periods a week, is required of every student.

The regulation suit is required, which consists of a blouse, divided skirt, and low cut gymnasium shoes. The blouse and divided skirt are made of dark blue serge or flannel. The directions for making the suit will be sent to pupils who desire to have their suits made at home. All others must come prepared to purchase them. Expense will not exceed \$5.00.

Hygiene

FIRST YEAR.

SECTION A—Two periods a week. The object of this course is to give the pupils the fundamentals of personal and practical hygiene, that they may not only know the importance of good health, but may gain a knowledge of the best means of securing and retaining it.

TEXT BOOK: *Elementary Physiology and Hygiene*, Conn.

Psychology and Education

DR. MESSENGER.

Psychology (Elementary)

JUNIOR A—Three periods a week. With Titchener's Primer of Psychology as a text, a general study of the meaning, scope, methods, and terminology of psychology is undertaken. Other texts, such as Krohn's Practical Lessons in Psychology, Halleck's Psychology and Psychic Culture, James' Briefer Course, Tracy's Psychology of Childhood, etc., are used for reference. In addition, each student is required to do some experimental work involving easy introspections. A few of the most important types of experimentation are employed in calling for accuracy of observation and right interpretation of results.

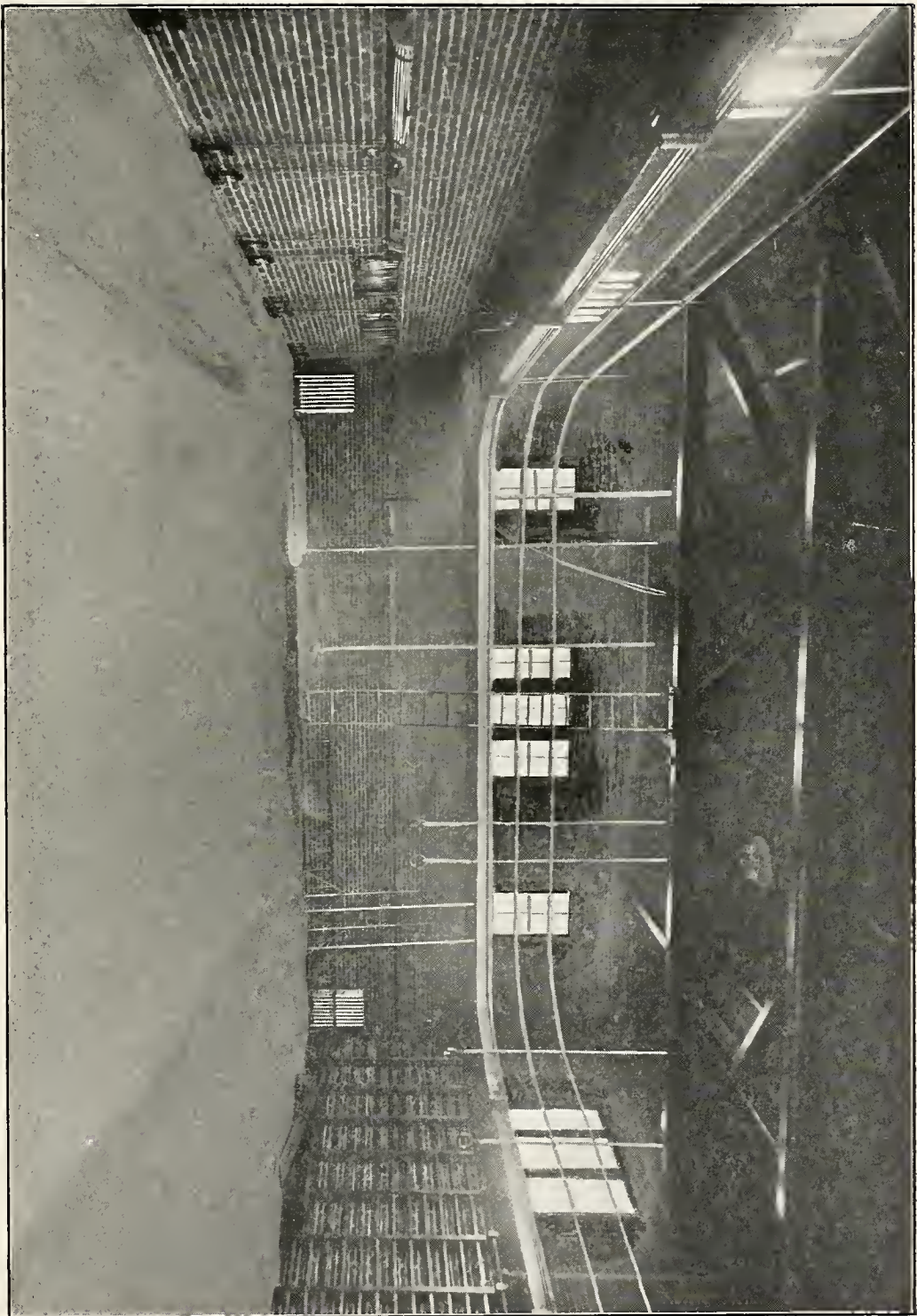
Psychology (Advanced)

JUNIOR A—Three periods a week. This course is intended to be an extension and elaboration of the elementary course, and the study of several additional topics. Such subjects as habit, association, memory, imagination, apperception, attention, sensory and motor training, the emotions, instinct and will, receive careful attention. Students are directed in their reading, and reports and discussions are given a prominent place. The students read carefully certain selected chapters from a number of standard works, and the leading psychological journals are frequently consulted.

Psychology (Briefer Course)

JUNIOR A—Three periods a week. This is a one term course in psychology intended primarily for high school graduates. An effort is made to select those parts of the subject which are of most value to the teacher, and to apply the principles to teaching. The whole field is covered, but, of necessity, in a less thorough

GYMNASIUM



manner. As far as possible, technicalities and details are omitted and fundamentals emphasized.

Child Study

JUNIOR B—Two periods a week. Kirkpatrick's *Fundamentals of Child Study* is used as a text. This is supplemented by readings and reports from the works of Baldwin, Groos, Judd, Oppenheim, Rowe, Warner and others. The purpose of the course is to give the student a more thorough knowledge of child nature, to enable her better to understand a child's conditions, to interpret his actions, to appreciate his feelings and motives, and thus to take advantage of the "psychological moment" to interest him in things he ought to know. The meaning of infancy, the value and significance of plays and other childish activities, the order of development of instincts and problems of the period of adolescence are some of the topics discussed.

Philosophy of Education

SENIOR B—Three periods a week. Horne's *Philosophy of Education* is used as a text. The meaning of education is discussed from the points of view of biology, physiology, sociology, psychology, and philosophy. The aim of the course is to give to education a broader and deeper significance and to systematize and unify the facts and principles which are most important in the construction of an educational theory.

Educational Seminar

SENIOR B—It is the purpose of the seminar to acquaint the student with the best current literature upon the subject of education. Worthy articles in the leading educational magazines will be studied and discussed. The course will be as flexible as possible and open to the study of all educational problems.

History of Education

SENIOR A—Three periods a week. Monroe's text book in the *History of Education* will form the basis of the course. This

book covers the field of the history of education very completely, and insures a fair understanding of the principal factors in the development of education. The influence of the most significant historical movements and the writings of the great educational reformers will constitute the chief subjects of study. The aim is always to find what of permanent value each age has to transmit to us.

History and Principles of Education

SENIOR B—Three periods a week. This course consists of a study of educational theory from the standpoint of history. The writings of the great educational reformers are made the basis of the work, and from these writings a theory of education is constructed. A fair insight into the historical development of education is given, but the chief aim is to attain a comprehensive view of educational theories and practices of today. It is thus a combination of the History of Education and the Philosophy of Education.

Method and Management

SENIOR A—Three periods a week. This course includes General Method and School Management. The former consists of a study of the forms of presentation which suit the mental processes involved in learning. The nature and means of instruction, deduction, induction, analysis, synthesis, the nature and use of hypotheses and theories, requisites of scientific classification, principles of scientific investigation, the uses of analogy, generalization and demonstration are some of the topics studied.

It is the purpose of the latter to discuss the various problems confronting the teacher in the organization and conduct of a school. It will be made as practical as possible for those who will teach in the rural schools as well as for those who will enter the graded schools.

Elements of Pedagogy

SECOND B—Three periods a week. This course is intended for those students who expect to teach without being able to complete the full work for graduation. The aim is to select for discussion those topics which will give the student some insight into the field of pedagogic thought and at the same time to prepare her to deal judiciously with the practical problems which every teacher meets in organizing and managing a school. Methods applicable to rural schools will receive special attention.

Froebel's Education of Man

SENIOR A—One period a week. Required of students in the Kindergarten Course. Herford's adaptation of Froebel's famous work is used as a text. This is supplemented by lectures and outside reading. The aim is to present and discuss the fundamental principles of Froebel's philosophy upon which the practical work of the kindergarten rests.

Primary Methods

MISS HALIBURTON.

JUNIOR YEAR.

SECTION B—Three periods a week. This is a course in methods of teaching arithmetic, nature study, spelling, reading and language in primary grades. It will consist of observation of work with classes of children in the Training School, discussion of the principal methods of teaching reading and a comparison of their respective merits, of the value and aim of storytelling in primary work, sources of stories, kinds of stories suitable, and practice in adapting and telling these stories.

One period a week of this work will be devoted to the training of teachers in the systematic use of Phonetics according to a scientific method, as serving three purposes:

1. To train the ear and the vocal organs in the niceties of speech, and thus eradicate slovenly habits and local peculiarities. This is done by drill in the correct pronunciation of vowel sounds, in the distinct enunciation of consonants, and the use of pleasant tones.

2. To give such training in phonetics as shall lead the pupil gradually to become conscious of the common principles of Spelling, which principles he will later formulate in rules. This is done by drills in syllabifying, accenting, and pronouncing words, and later by the marking of words diacritically.

3. To show the use of phonetics as a preparation for reading, and as an aid to that early proficiency in mastering unknown words without the use of such apparatus as diacritical marks, enabling even the young child to quickly, accurately, and silently get the meaning from the printed pages of a book.

Writing

MISS DUNN.

JUNIOR YEAR.

SECTION A—One period a week. This course is taken by students during the year preceding the one in which they teach in the Training School.

The students are taught to write a clear, free vertical, especial attention being given to its use in board work. Movement drills are given to develop speed.

Students are also directed as to the work that should be attempted in the various grades; suggestions are given as to variation of work and devices for class use.

Kindergarten Department

MISS BLANDY.

General Statement

The object of Kindergarten Training is to give technical knowledge of Kindergarten principles and methods and broad, general culture.

Admission Requirements

The same preparation as would be required to enter upon other professional work of the Normal School.

Special Stress is laid on the ability to speak and write good English.

Minimum age, eighteen.

A certificate of good health is required.

Ability to sing and play the piano is essential.

A high school certificate or credentials showing equivalent educational advantages is necessary.

It must be understood that students are received on probation for not less than two months.

Diplomas

A satisfactory completion of the two years' course entitles a student to a diploma for Kindergarten work from the Normal School.

The standard of scholarship will be determined by examinations held at the end of every term. Ability shown in practical work will also be a determining factor.

The following list of books is given, from which students may select for reading and study preparatory to the Course:

Froebel's Autobiography, Michaelis & Moore; *Children's Ways*, Sully; *Educational Reformers*, Quick; *History of Pedagogy*, Hailmann; *History of Education*, Painter; *Kindergarten and Child-Culture*, Dr. Barnard; *The Child, and Reminiscences of Froebel*, Barboness Marenholz-Bulow; *Conscious Motherhood*, Emma Warwedel; *Lectures to Kindergartners*, Elizabeth P. Peabody; *Study of the Child*, Elizabeth Harrison; *Froebel and Education by Self-Activity*, H. Courthope Bowen; *Infant Mind*, Preyer; *Froebel's Educational Laws*, Hughes; *The Children of the Future*, Nora A. Smith; *Children's Rights*, Kate Douglas Wiggin; *Educational Ideals*, Munroe; *Love and Law in Child Training*, Emilie Poulsson; *The Meaning of Education*, Nicholas Murray Butler; *Symbolic Education*, Susan Blow.

TRAINING SCHOOL

*ELMER E. JONES,

Director.

J. F. MESSENGER,

Director.

MISS WOODRUFF,

Principal and Supervisor of Seventh and Eighth Grades.

MISS PIERCE,

Supervisor of Fifth and Sixth Grades.

MISS DUNN,

Special Supervisor Third and Fourth Grades.

MISS HALIBURTON,

Special Supervisor of Primary Grades.

MISS BLANDY,

Kindergartner.

The school consists of a Kindergarten and eight grades, including two Primary, four Intermediate, and two Grammar Grades.

The teaching force consists of the Principal, Heads of Departments, Special Supervisors, and the members of the Senior Class.

*On leave of absence

Relations of Supervisors to Heads of Departments

The Heads of Departments make out the Course of Study for the Training School. It is understood that they will consult with the Supervisors in making out this course, and that the Supervisors will consult with them in planning details for the carrying out of the same.

Heads of Departments are responsible for a pupil-teacher's knowledge of subject matter when she enters the Training School.

Supervisors are expected to consult with Heads of Departments in assigning work to pupil-teachers, and as far as practicable consider their special qualifications in assigning work. Yet no Head of a Department has a right to refuse as a teacher any student whom she has passed into the Training School.

Methods

Heads of Departments will offer special courses in methods of teaching their several branches. These courses, while intended primarily to be of specific aid to the pupil-teacher in her work in the Training School and elsewhere, should be of such a general nature as to leave the student some scope for freedom and originality in adapting her method to suit the exigencies of her particular school.

The special methods employed in carrying out the daily recitations are under the control of the Supervisors, but should be made to harmonize with those given by Heads of Departments in their methods classes. To this end it is necessary that the Supervisors be familiar with the trend of the work done in the methods classes.

For each special lesson during the week pupil-teachers are required to make lesson plans for the Supervisors, to be criticised and returned before the lesson is presented.

Criticisms

Very naturally the greater part of the criticisms of pupil-teachers will be given by the Supervisors. Yet the Heads of Departments are expected to observe and criticise work done in their special subjects. All such criticisms are to be made in writing to the Supervisors. Yet Supervisors and Heads of Departments are free to arrange the matter of criticisms in any way that may seem to them best in attaining the end in view.

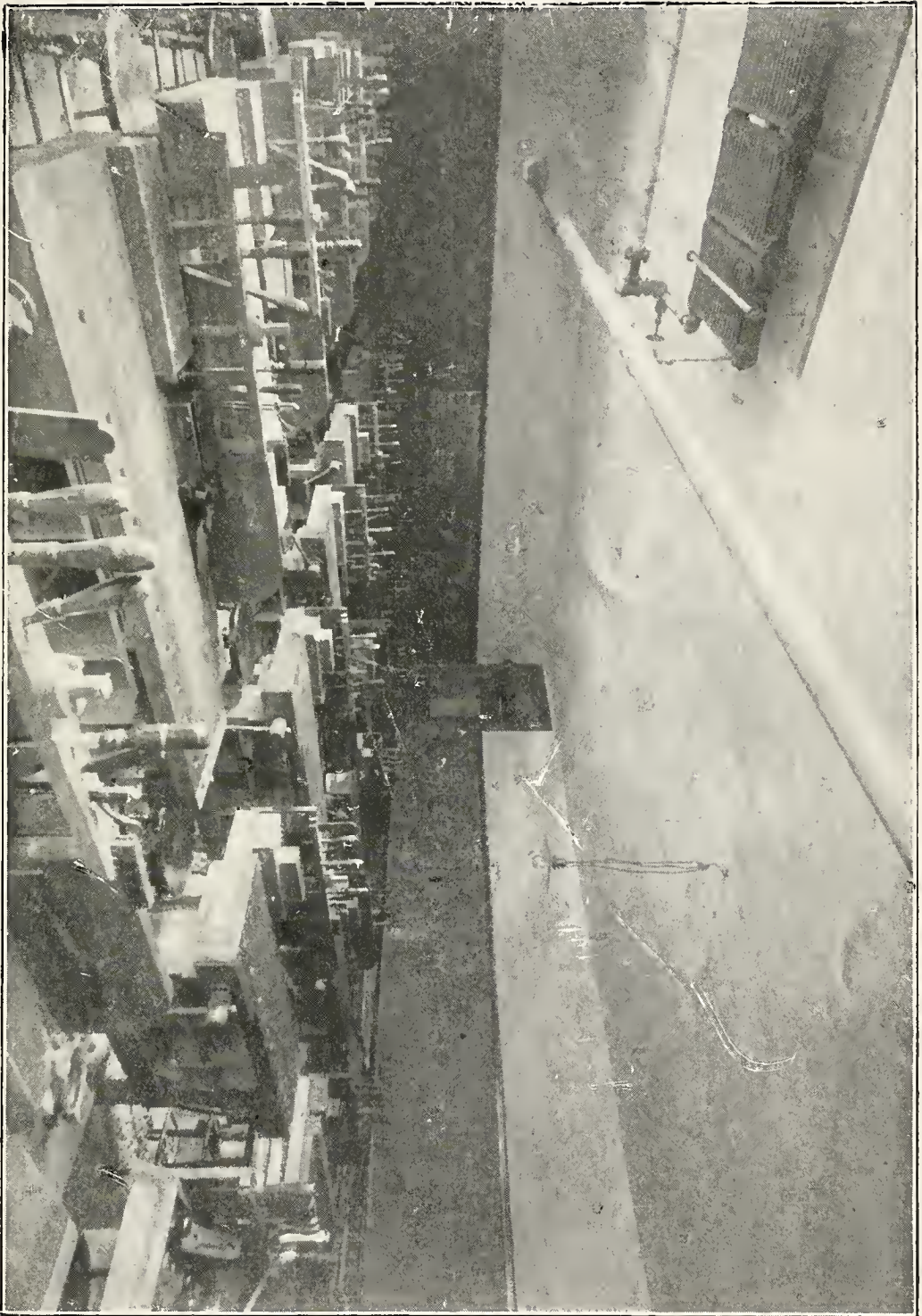
Purpose

The school has a double purpose. Primarily, it has been instituted that our pupil-teachers may get actual experiences in solving the various problems confronting the teacher. They are placed in charge of a room and held responsible for its discipline, and, being closely supervised, are required to teach the different branches in the grades. They are observed and criticised, and required to make out lesson plans, directed in methods of instruction, and are not allowed to graduate, no matter how proficient they may be in the academic branches, until they have satisfied the Training School Faculty that they are qualified to teach.

Second. The Department of Education is closely associated with the Training School, and will insist that the pupils are trained according to the very latest educational thought. The pupils are not "practiced upon" by those who have no conception of the work of the teacher, but are taught by those whose work is supervised by a professional expert.

Juvenile Library

A library, containing about two hundred carefully selected volumes, has just been added to the Training School. This is regarded somewhat as a complicated piece of school apparatus, something to be studied and used in order to be well understood. The pupil-teachers are given an opportunity to learn



MANUAL TRAINING ROOM

how to manage and use a small library by seeing and directing its use among the pupils of the Training School.

A fee of \$5.00, payable \$2.50 a term in advance, is charged every pupil entering the Training School. In the first and second grades this fee provides pupils with all material except text books. In the intermediate and grammar grades the following material is supplied: drawing paper, colored crayons, water colors, rules, erasers, dividers, drawing pencils, pen points, ink, theme paper, and pictures for work in language and history.

Minutes a Week in Each Grade

	GRADE							
	1	2	3	4	5	6	7	8
Opening Exercises	75	75	75	75	75	75	75	75
Language, Composition and Grammar	125	125	90	90	135	135	180	180
Phonics, Spelling and Dictation	200	125	165	165	150	150	105	105
Reading	200	225	150	150	150	135	150	150
Literature	60	60	135	135	135	135	135	135
Geography			60	90	90	90	90	90
Elementary Science	100	100	60	60	60	60	90	90
Arithmetic	100	100	225	225	225	225	150	120
History and Civics	75	75	120	90	90	135	90	120
Drawing	90	90	90	90	90	90	90	90
Music	75	75	75	75	75	75	75	75
Writing	100	100	120	90	80	80	60	60
Manual Training	60	60	90	90	90	90	90	90
Physical Exercise	50	50	75	75	75	75	75	75
Study Periods	50	100	135	105	105	120	170	180

Kindergarten**FIRST YEAR.****MORNING CIRCLE.**

Songs and stories, based partly upon home and animal life, nature, surrounding occupations.

NATURE STUDY.

Talks based on outdoor excursions, and on material gathered on these excursions. Observation and naming of objects of nature.

HAND WORK.

Work with first, second, third and fourth gifts, sticks, rings, tablets, and with other material. Sewing, Weaving, Pasting, Cutting, Drawing, Stringing, Clay Modeling, Sand-table Work.

MATHEMATICS.

Correlated with Gift Work, Games, and Hand Work.

LITERATURE.

Nature and Animal Stories, Fairy Tales, Myths and Folk Stories, Humorous Stories.

MUSIC.

Morning Circle; Musical Games.

PHYSICAL EXERCISES.

Games, Marches and Plays.

SECOND YEAR.**NATURE STUDY.****MORNING CIRCLE.**

The same as the First Year.

Talk based on outdoor excursions and on material collected on these excursions. Observation and naming of objects of nature.

HAND WORK.

Work with fifth and sixth gifts, and with sticks, rings, tablets and other material. Coloring, Drawing, Weaving, Sewing Folding, Cutting, Clay Modeling and Sand-table Work.

MATHEMATICS.

Correlated with Gift Work, Games and Hand Work.

LITERATURE.

Nature and Animal Stories, Humorous Stories, Fairy Tales, Myths and Folk Stories, Bible Stories.

MUSIC.

Same as First Year.

PHYSICAL EXERCISES.

Same as First Year.

English

LANGUAGE.

The aim of language study in our schools can be stated with transparent simplicity and clearness. It is to make every child a master of good English for common uses.—*Charles A. Mc-Murry.*

First Grade

Conversations based on daily events in home and school life, nature observations, and pictures; memorizations of Mother Goose Rhymes, accumulative refrains, and process stories; reproduction of selected myths, fables, and fairy stories. Special attention to correct pronunciation, enunciation, and English.

Use of periods and interrogation points taught, also use of capitals.

I. ORAL LANGUAGE.

Conversation Lessons. Brief exercises following action, investigation, observation of nature or narration of daily events in home and school life; also description of pictures or of objects placed in certain positions, in which the child is led to use correctly the common idioms until they become a part of his oral vocabulary.

Correction of Common Errors. Drills to help overcome incorrect forms of speech.

Picture Lessons. Stories based on pictures which appeal to the child's imaginative faculty.

Reproduction of Stories. Stories told by the teacher and reproduced by the children.

Dramatization. Stories which are known dramatized by the children in the simplest way.

Memorization. Mother Goose melodies, rhymes, "memory gems," and short poems memorized.

II. WRITTEN LANGUAGE.

Spelling. Simple sentences imitated. Phonics introduced so as to give drill in the elements of orthography as well as in clear enunciation and correct pronunciation.

Capitals and Punctuation. Beginning of sentences, pronoun I, names of persons, days of weeks, months, and lines of poetry. Period and question mark at end of sentences.

Word Study. Recognition of known words in script and print. Writing and pronunciation of such words. List of words classified according to similarity of sound and representing symbol.

Second Grade

I. ORAL LANGUAGE.

Work of the first grade continued. Reproduction of many of the reading lessons.

II. WRITTEN LANGUAGE.

Spelling. Work of the first grade continued. A few of the simpler rules of spelling developed inductively. Words from reading and other lessons studied as spelling. Shepp's Word Studies in the pupils' hands.

Capitals and Punctuation. Work of the first grade continued. Period after abbreviation; apostrophe in contractions and in possessive; comma after yes and no, with names of persons addressed. Quotation marks in undivided quotations; hyphen in division of words by syllables.

Word Study. Work of the first grade continued; syllabication emphasized in special drills.

Third Grade

ORAL LANGUAGE.

Conversation lessons based on daily happenings at home, at school, in the town or community, and on observation, stories, pictures, and objects; memorizing poems and short sayings; dramatization of stories and poems; well worded answers to questions in all classes; training in usage, or proper conversational forms; sentence building; word study, for vocabulary gains.

WRITTEN LANGUAGE.

Simple copying of short stories and poems; dictation, for punctuation, capitalization, and other simple formalities; sentence work upon any previous oral lesson; homonyms, contractions, and simplest necessary abbreviations; easy exercises in original composition, one paragraph long; friendly letters.

SPELLING.

Sight, sound, oral, and written spelling, with simplest diacritical marks.

TEXT BOOKS: Blaisdell's Speller, Part I. No text book in language in the hands of the children.

Fourth Grade

ORAL LANGUAGE.

Conversation lessons continued; easy analysis of simple sentences; troublesome verb-forms; formation of regular plurals; special drills on usage to correct common errors; word study, for clearness, correctness, variety, and interest; memory work, easy incidental grammar, as needed in the understanding of correct language forms.

WRITTEN LANGUAGE.

Copying and dictation continued, for new needs in punctuation and capitalization; simple original work, not more than two paragraphs long, based mainly on personal incidents or experiences, and on easy, short descriptions; elementary principles of paragraphing; work from outlines made by the class.

SPELLING.

Plans of the third grade continued; syllabification and accent; the marking of easy vowels; word grouping; easy synonyms and homonyms; first use of a small dictionary; attention to correct pronunciation.

TEXT BOOKS: Blaisdell's Speller, Part II., and Woodley-Carpenter's "Foundation Lessons in English," Book I., Part I.

Fifth Grade

ORAL LANGUAGE.

Unceasing attention to usage; careful application of all forms of correct language taught in the lower grades; conversations on personal experiences, school and community happenings; holidays, local excursions, pictures, poems, and stories; description of persons, places and things; topical recitations, and reports

based on observation; word study, for variety, accuracy, and beauty; simplest figures of speech; memory work.

WRITTEN LANGUAGE.

Copying poetry and prose to be kept; dictation, for more advanced needs in formalities, with the development of the chief rules for the use of capitals, periods, commas, apostrophes, and quotation marks; formation of possessives; additional contractions, and abbreviations, if necessary; extension of composition to three paragraphs; original compositions upon subjects selected with regard to the knowledge and tastes of the children; letter writing.

SPELLING.

New and difficult words from all subjects; exercises derived from mistakes in papers; root-words and simple derivatives; grouping words by association or similarity; drills upon vowel and consonant sounds; marking vowels and diphthongs; words commonly mispronounced.

INCIDENTAL GRAMMAR.

Sentence study, kinds and parts; nouns, proper and common; subject and object forms of pronouns distinguished; number and tense of troublesome verbs; adjectives and adverbs; simple idea of case.

TEXT BOOKS: Blaisdell's Speller, Part III., and Woodley-Carpenter's "Foundation Lessons in English," Book I., Part II.

Sixth Grade

ORAL LANGUAGE.

Usage drills continued; oral composition of the fifth grade continued, with additional conversations on school or community entertainments, interesting or pretty church occasions, visits to places of interest, noteworthy men, women, and children, sim-

ple affairs of State, and "Things I have done, and how I did them;" reproduction of matter silently read; topical recitations.

WRITTEN LANGUAGE.

Copying and dictation continued; study of punctuation, accompanied by much observation of punctuation in general reading; drill in sentence and paragraph structure, for variety and smoothness; original papers, of not more than four paragraphs, on topics selected from the oral work; encouragement to self-criticism.

WORD STUDY.

Some discrimination in the choice of words of kindred meanings; toning down gross exaggerations; a little historical word study; simile and personification recognized.

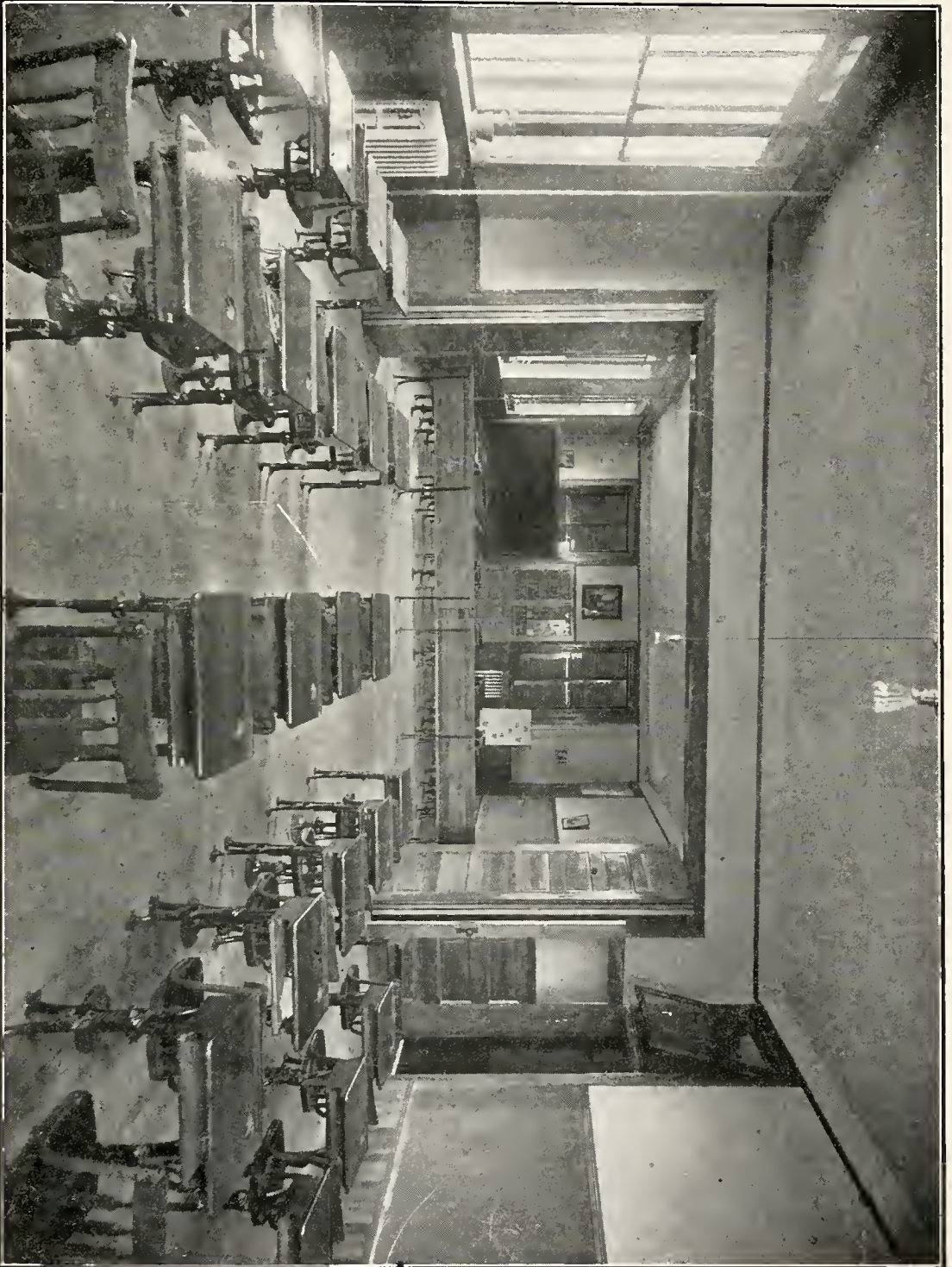
SPELLING.

Fifth grade plans continued, with a thorough review of phonics; the marking of vowels, diphthongs, and consonants; careful attention to pronunciation; simple spelling rules; regular assignments in a speller or other text book.

INCIDENTAL GRAMMAR.

Analysis of simple and compound sentences; proper, common, and collective nouns; rules for plurals; simplest uses of the several cases; personal pronouns distinguished; transitive and intransitive verbs; the copula; auxiliaries most needed; verb-phrases constantly used; number and tense, as needed for agreement; kinds and comparison of adjectives; adverbs, prepositions, and conjunctions.

TEXT BOOKS: Blaisdell's Speller, Part IV., and Woodley-Carpenter's "Foundation Lessons in English," Book II., Part I.



TRAINING SCHOOL, (1st and 2nd Grade)

Seventh Grade

ORAL LANGUAGE.

Usage drills, selecting the forms to be studied from the most difficult ones of the lower grades, with such additions as are found necessary; work of previous grade in oral composition continued, with additional conversations on noteworthy national events, matters of world-wide interest, distinguished people, occupations and professions; continuation and enlargement of all other plans for oral work.

WRITTEN LANGUAGE.

Dictation continued; sentence and paragraph practice; writing, by outline, reproductions and reports based on reading and observation; original compositions of four or five paragraphs, the principles of paragraphing being carefully regarded; letter writing.

WORD STUDY.

Former plans continued, and enlarged by definite attempts to extend the vocabulary, to curb absurd extravagances of speech, and to guard against objectionable slang.

SPELLING.

Work of the sixth grade continued in more advanced form; analysis of words and sounds; comparative lists of words; spelling rules.

TECHNICAL GRAMMAR.

Grammar as a formal study begun, but still subsidiary to language work; sentence study; proper, common, collective, and abstract nouns; number, gender, and case; personal, interrogative, and relative pronouns; transitive and intransitive verbs; the copula and the copulative verbs; auxiliary verbs; future,

perfect, progressive, and passive verb-phrases; elementary view of infinitive and participle; indicative and imperative modes; adjectives, adverbs, prepositions, conjunctions, and interjections.

TEXT BOOKS: Branson's "Common School Speller," Book II., and Woodley-Carpenter's "Foundation Lessons in English," Book II., Part II.

Eighth Grade

ORAL LANGUAGE.

Drill work of the seventh grade continued, with the intention of giving the pupils the mastery of the simple essentials of good English; reviews and summaries of all previous forms of usage; oral composition, as before; how to use reference books; simple view of the history of the English language.

WRITTEN LANGUAGE.

Reviews and summaries of previous work in punctuation and capitalization; synonyms, homonyms, and antonyms; continuation of seventh grade composition, with greater encouragement to independence, individuality, freedom, and fluency; imitation of fables; simplest versification; original stories; principal forms of prose composition studied by illustrations; letter writing.

WORD STUDY.

Previous plans continued; thorough study of slang, its origin, character, and influence.

SPELLING.

Continued upon seventh grade plans.

TECHNICAL GRAMMAR.

Now studied for its own sake, following the subject matter and treatment of a good text book.

TEXT BOOKS: Merrill's "Word and Sentence Book," and Woodley-Carpenter's Grammar.

Literature

“Whilest that the child is young let him be instructed in virtue and literature.”—*Lyly*.

In the lower grades, literature and reading are closely allied, and complement each other; both are intended to furnish practice in reading, to quicken responsiveness and to stimulate appreciation of good literature.

An effort is made to acquaint the child with the best books, suited to his development, to give him some knowledge of their authors, and to direct his appreciation, that he may love good books and form the habit of reading them. Especial attention is given to memorizing, that the child's mind may be early stored with fine thoughts fittingly clothed.

The course includes class study, memorizing, home reading, and books that are read to the class.

Third Grade

To be studied: “Old Indian Legends,” Andersen's “Fairy Stories.”

To be memorized: Many selections from Stevenson's “Child's Garden of Verse.”

To be read to children: “Little Lord Fauntleroy,” “Alice in Wonderland,” “Uncle Remus,” “The Pied Piper,” “The Wonderful Chair and the Tales It Told,” “Lady Jane,” “Black Beauty,” “Santa Claus's Partner.”

Fourth Grade

To be studied: Selections from “Child Life” Fourth Reader, and Whittier's “Child Life in Poetry and Prose.” A few ballads.

To be memorized: Poems in texts above indicated for study, and a few of Eugene Field's.

To be read to children: "The Little Lame Prince," "The Nürnberg Stove," "Lob-Lie-by-the-Fire," "A Queer Little Princess," "The Jungle Book," selections from "Arabian Nights," "The Bird's Christmas Carol."

Fifth Grade

To be studied: Longfellow's life, with "The Wreck of the Hesperus," "From My Arm Chair," and selections from "Hiawatha;" Helen Hunt Jackson's "November;" Ruskin's "King of the Golden River;" "Pilgrim's Progress."

To be studied and memorized: Helen Hunt Jackson's "September" and "October;" Longfellow's "The Village Blacksmith" and "The Children's Hour;" Riley's "The Poet Longfellow's Love for Children;" Blake's "Tiger."

To be read to children: "Two Little Pilgrims' Progress," "Jenny Wren's Boarding House," "A Captured Santa Claus," "Melody," "Wild Animals I Have Known," "Beautiful Joe," "Timothy's Quest."

Sixth Grade

To be studied: Lives of Whittier and Irving; Longfellow's "My Lost Youth," "To the River Charles" and "The Bell of Atri;" Mrs. Ewing's "The Story of a Short Life."

To be studied and memorized: Whittier's "The Corn Song," "The Huskers," "In School Days," and "The Poet and the Children;" Longfellow's "The Old Clock on the Stair" and "Children."

To be read to children: "Two Little Confederates," "The Boy's King Arthur," "Hans Brinker," "Tilda Jane," "The Hoosier School Boy," "Sonny Sahib," "Lives of the Hunted," Mary Seymour's "Tales from Chaucer."

Seventh Grade

To be studied: Longfellow's life reviewed, lives of Dickens and Miss Alcott; Longfellow's "Skeleton in Armor" and

“Birds of Killingworth;” Holmes’s “Grandmother’s Story of Bunker Hill Battle;” Lowell’s “Dandelion.”

To be studied and memorized: Longfellow’s “Christmas Bells” and “To the Avon;” Mrs. Heman’s “The Landing of the Pilgrims;” Bryant’s “Song of Marion’s Men;” Carlyle’s “To-day.”

To be read to children: “Little Women,” Van Dyke’s “First Christmas Tree,” “Master Skylark,” “Will Shakespeare’s Little Lad,” selections from “Ten Boys from Dickens,” and “Ten Girls from Dickens.”

Home reading: Yonge’s “Book of Golden Deeds;” “Captain January.”

Eighth Grade

To be studied: Lives of Bryant, Lowell and Scott; Tennysons “Sir Galahad;” Lowell’s “The Vision of Sir Launfal.”

To be studied and memorized: Longfellow’s “Maidenhood” and “The Legend Beautiful;” Bryant’s “To the Fringed Gentian” and “Lines to a Waterfowl;” Thaxter’s “Sandpiper;” Lanier’s “Song of the Chattahoochee;” Browning’s “Pippa’s Song.”

To be read to children: “David Copperfield,” “The Other Wise Man,” “Life of Helen Keller.”

Home reading for class discussion: Longfellow’s “Evangeline,” Scott’s “Kenilworth.”

“The Youth’s Companion” and “St. Nicholas” are taken in the Training School.

Reading

The course is planned to include practice in rapid silent reading, and simple reading for fluency, as well as that which shall exercise the child’s power of thought-getting and of expression.

From the earliest grades an effort is made to teach the child that the object of reading aloud is to give thought, not to pro-

nounce words. The ideal attempted is simple and natural reading in a clear voice. Special attention is given to enunciation and articulation.

First Grade

READING AND LITERATURE.

Reading taught by the method which combines the phonic with the word or sentence method.

Books used: "Carnefix Chart," "Culture Reader," Book I., "Sunbonnet Babies Primer," Bass' "Beginner's Reader," Haliburton's "Playmates' Primer," Blaisdell's "Child Life Primer," Craik's "Bow-Wow and Mew-Mew," Haliburton's "Graded Classics" First Reader.

Literature: Myths, fables, fairy stories, legends, humorous stories, hero stories, history stories, Bible stories told and read to the children. Poems from Eugene Field and other poets read to the children.

Second Grade

READING AND LITERATURE.

Aims: Power to get thought by silent reading of the printed page; ability to give expression to thought by using good natural tones; knowledge of phonetics which will aid in clear enunciation and correct pronunciation; appreciation, from the beginning, of what is good and beautiful in story and poem.

Books used: Blaisdell's "Child Life" Second Reader, Haliburton's "Graded Classics" Second Reader, Cyr's "Dramatic First Reader," "Culture Reader," Book II., Holbrook's "Hiawatha Primer," Haliburton's "Grimm's Fairy Tales," Baldwins "Fifty Famous Stories," Eugene Field Reader.

Literature: Continuation of work in the first grade.

Third Grade

Stevenson's "Child's Garden of Verse," Blaisdell's "Child Life" Third Reader, Haliburton's "Graded Classics" Third

Reader, Holbrook's "The Book of Nature Myths," McMurry's "Robinson Crusoe for Boys and Girls."

Fourth Grade

Scudder's "Book of Legends," Pratt's "Legends of Norseland," selections from Whittier's "Child Life in Poetry and Prose," Blaisdell's "Child Life" Fourth Reader.

Fifth Grade

Haliburton's "Graded Classics Reader," Hawthorne's "Wonder Book," Part I, and "Tanglewood Tales," Part II, Andrew's "Ten Boys," "Frithjof," Zenaide Ragozin's adaptation.

Sixth Grade

Church's "Stories from the Old World," Pratt's "Legends of King Arthur," Ouida's "A Dog of Flanders," selected poems from Longfellow, "Gulliver's Travels," "Rip Van Winkle."

Seventh Grade

Longfellow's "Courtship of Miles Standish," Dickens' "Christmas Carol," Lamb's "Tales from Shakespeare," Irving's "Legend of Sleepy Hollow," Longfellow's "Paul Revere's Ride" and selected lyrics.

Eighth Grade

Scott's "Ivanhoe," Stevenson's "Treasure Island," Burroughs' "Birds and Bees," selected lyrics.

Arithmetic

The direct aim of arithmetic teaching, in the grades, should be to meet the needs of, and arouse interest in the number side of life. But, just as it is necessary that the child learn to read before the truths of history and of literature can be revealed to him, so it is necessary that he become master of the pure mechanics of arithmetic before this branch of knowledge can be

made to serve him. Hence, as far as knowledge is concerned, there are two prominent purposes in the teaching of Arithmetic: First, acquaintance with certain processes; and second, acquaintance with valuable facts of a quantitative nature. For the first five years of school life, the first is perhaps most prominent, while for the last three we are concerned principally with the second. Therefore, in arranging the following course, our aim has been to give in each grade whatever there might be a need for, either in the child's school or home life, and at the same time to let each grade see some one or more of the fundamental processes or practical topics completed.

I. Exercises with objects.

1. Counting objects in the school room, as chairs, desks, etc., afterwards objects to be counted limited to kindergarten sticks or splints.

2. Recognizing numbers in groups, using cards with dots in a group.

3. Separating numbers into two groups, using cards with dots in two groups.

4. Measuring lengths, using inch, foot-rules and yard-stick.

5. Cultivating ability to judge capacity, using actual measures, the pint, quart, gallon and half gallon.

6. Teaching money value, using real coin or toy money, playing at buying and selling.

7. Teaching meaning of terms, one-half, one-third and one-fourth.

8. Counting by twos, threes, fours and fives, using kindergarten splints or numeral frame.

9. Counting by tens to a hundred, by tens to a thousand, and using kindergarten sticks and rubber bands for bundling into tens.

II. Exercises with Symbols.

1. Making and reading figures 1 to 100. "Place value" taught and emphasized by use of splint and splint box.



KINDERGARTEN

2. The 36 facts of addition so taught as to give inversely the facts in subtraction and comparison. The meaning and use of the signs plus and minus (+ and —) taught by use in simple problems, which problems must appeal to the home life and immediate needs of the children.

Second Grade

Counting. Counting by 2's, 3's, 4's and 5's to 10 times each number as a basis for the multiplication table which is taught through 10×5 .

Denominate Numbers. Review work of the first grade; add table of weight: ounce, pound; dry measure: quart, peck, bushel; time: reading time by the clock, current dates.

Addition, Comparison, Subtraction. Problems in all three processes given after thorough review of the 36 facts of addition.

Division. Division only within the range of the multiplication table taught.

Symbols. The reading and writing of figures to 10,000. Terms "plus" and "minus" taught.

Problems. In general these shall involve but one operation.

Third Grade

Work of previous grades reviewed; multiplication table completed, and short and long multiplication and short division taught; fractional parts and fractions in connection with the multiplication table; writing of United States money; idea of surface and of volume developed; denominate numbers and fractions as given in the text; Roman numerals.

The formal statement of problems is begun in this grade, but written work is still subordinate to oral.

TEXT BOOK: The Southworth-Stone Arithmetic, Book II., Part I,

Fourth Grade

Work of previous grade reviewed and enlarged upon; underlying principles emphasized; long division taught; measure of

surface and of volume extended; some drawing to a scale done; easy bill forms; denominate numbers and fractions as given in text; problems involving two or more processes; attention to form and statement in written work; oral work daily.

TEXT BOOK: Southworth-Stone Arithmetic, Book II., Part II.

Fifth Grade

Work of previous grades reviewed; reduction of, and fundamental processes with, common fractions; work in factoring, cancellation, greatest common divisor and least common multiple as necessary to the fraction work; denominate numbers and measurements as given in text; some construction work done; introductory work in decimals; neatness and accuracy in written work emphasized; oral work daily.

TEXT BOOK: Southworth-Stone Arithmetic, Book II., Part I.

Sixth Grade

Work of previous grades reviewed; decimal fractions completed, and easy work in percentage, and in interest; problems involving practical measurements; abundance of oral work.

TEXT BOOK: Southworth-Stone Arithmetic. Book II., Part II.

Seventh Grade

Work of previous grades reviewed; percentage, with its applications; interest and business arithmetic; mensuration as given in the text. Oral work daily.

TEXT-BOOK: Southworth-Stone Arithmetic. Book III., Part I.

Eighth Grade

Three periods a week. Work of previous grades reviewed; factors, multiples, and divisors discussed; powers and roots; mensuration, proportion; and the metric system.

TEXT-BOOK: Southworth-Stone Arithmetic. Book III., Part II.

Geography

Third Grade

I. The Earth (the part we can see).

1. The land. What it is made of. The minerals of the vicinity, sand, clay, etc. The formation of soil and agents at work forming it from the rocks. Highland and lowland, hill, valley, etc. What the land produces. Trees and plants of the vicinity and their uses. The animals which live on it and their relations to plant life.

2. The water—properties, forms, disposition of rain that falls, circulation, rainbow, etc.

3. The atmosphere—properties, form, temperature, moisture, wind, uses.

II. Direction—Cardinal and semi-cardinal points, based on lessons on the compass.

III. The Houses of Men.

1. Materials, lesson on brick, stone, etc.
2. The furnishing.
3. City and country home compared.
4. The rich and poor home compared.
5. The life of the children in the different homes.

IV. Food and industries related to it; money value and trade.

V. Clothing and industries related to it. Lessons on different materials in connection with their power to conduct heat.

VI. Local Map-Making. Drawing to a scale. Map of school room, school grounds, section of town.

VII. Map of Town presented, and children taught to interpret it. Physical features, climate, products, industries, and trade. Rules and laws to regulate behavior of children and men.

VIII. Map of County and surrounding counties presented.

IX. Map of State presented, and the elements of its physical and political geography taught.

Fourth Grade

I. Virginia. Its physical and civic geography, teaching land and water forms necessary for an intelligent study of the State.

II. Relief map of United States; relief map of North America. Large description topics presented. Free-hand maps drawn.

1. A Large City.
2. Made in New England.
3. The Coal Mines of Eastern United States.
4. A Southern Trip.
5. Down the Mississippi River.
6. The Great Lakes and Chicago.
7. A Ranch.
8. The Indians.
9. Pacific Highland Wonders.
10. A Land of Sunshine, Fruit and Flowers, etc.

III. Map of the World Presented. Continents and oceans located, etc.

IV. The Most Important Countries of the World and their commercial relations with the United States.

Fifth Grade

I. Globe presented. Circle, great and small circles, degree, equator, poles, meridian, circles, latitude, longitude, seasons, day and night.

II. United States, detailed study.

III. South America. Analytic study, including its mathematical and physical geography. Brazil, and the Amazon River. Between the sea and the mountain. The Germans in Argentina. Panama and the canal.

IV. Across the Atlantic to Europe. Europe and North America compared. England and her physical advantages, her people, her cities, her possessions. Germany and the Germans. Paris and the French people. The Republic among the mountains. Sunny Italy. The Siberian Peninsula. Stories told by Greece. "The Land of the Midnight Sun." Little Holland and her brave people. The Russian Empire. The Danube and commerce. The Sultan's possessions.

V. Into Africa. Analytic study—"Darkest Africa" twenty years ago and now. A trip around the coast, across the desert, down the Nile. The English in Africa. In the Kimberley mines, across the Vaal, along the Congo, etc.

VI. In Asia. Its large area, its long coast line, its high mountains, its low seas, its great rivers, its variety in climate, its plant and animal life, its past history. The home of the Chinese. "The Land of the Rising Sun." England in India. The Trans-Siberian Railroad. The story of Russia in the East.

VII. The Island Continent. The story of its discovery, and its strange people. Some interesting facts about Australia of to-day.

VIII. The Philippines. Some pictures of life in the islands.

Sixth Grade

I Review mathematical geography of Fifth Grade.

II. The triple parts of our earth—the land sphere, the water sphere, the vapor sphere, and the effect on each other.

1. Denudation and its agents.
2. Surface and underground water.
3. Study of the atmosphere.

III. The world's great mountains.

IV. The world's great plains.

V. The world's great rivers.

VI. The world's great cities.

VII. Products—raw and manufactured; amount of labor involved in preparing them for the market; methods of securing and preparing; their economic significance. Gold, iron, mercury, copper, petroleum, natural gas, salt, coffee, tea, rubber, sugar, silk, cotton, wool, forest woods, sulphur, machinery, leather goods, etc., etc.

VIII. The great commercial centres of the world; the routes.

IX. The important canals and their economic significance.

X. The important railroads.

XI. Problems involving duty.

XII. How different countries in the world are governed.

XIII. General review, conducted by use of geographical cards.

Seventh Grade

I. Mathematical Geography.

1. Teach inclination of axis and motions of the earth.
2. Change of seasons, and relative length of day and night.
3. Easy problems, showing relation of longitude and time.

II. Physical Geography.

1. Heating of the globe.
2. Circulation of the atmosphere.
3. Climate.
4. Distribution of plants, and migration of animals.
5. Distribution of minerals, and their effect on population and civilization.

III. Commercial Geography.

1. A commercial trip around the world—from Boston to Buffalo, from Buffalo to Duluth, by way of the Lakes, from the Lakes to the Pacific, across the Pacific, across the Eastern Continent, a winter voyage across the Atlantic.

IV. A detailed study of South America, Asia, Africa, Australia, with special reference to the leading questions of the day.

Eighth Grade

I. Mathematical Geography.

1. Review of previous work.
2. Teach longitude and time, including standard time belts.

II. Physical Geography.

1. Terrestrial and extra-terrestrial forces at work on the earth and their results.
2. Effect of certain products on man's progress.
3. Detailed study of North America and Europe.

Nature Study

First Grade

MOTIVE: The creation of interest and intelligent observation of environment. Record of weather and season phenomena. Directed observation of moon and stars. Plant and animal life studied from outdoor observation and specimens in schoolroom. Plants, animals, and birds, named as observed. Special lessons on a few common plants, shade and fruit trees, birds, insects, and flowers. A little geographical nature study of the simplest kind, including direction, position, distance.

Second Grade

Observation continued. Comparison and simple classification begun. Form associated with function and environment. Adaptation of plants and animals. Simple health lessons.

Third Grade

Plant study: Seed-bearing plants. Observation, during the year, of special trees, to discover their life histories. Study of special flowers.

Animal study: Birds. A few common birds observed during the whole year. Study of striking characteristics and types of birds.

General study: The Three Kingdoms. Observation of life phenomena of the seasons.

Fourth Grade

Plant study: Special trees and flowers observed during the whole year.

Animal study: Reptiles, Amphibians, Fish, Mollusks, Spiders, studied through at least one type of each. Insects studied through the moth and butterfly as types.

Sky study.

General study: Observation of life and season phenomena.

Fifth Grade

Plant study: Spore-bearing plants. Review of seed-bearing plants, for contrast. Adaptation of plants.

Animal study: Insects. At least one type of each class of insects. Community life among insects: Ants, Bees, Wasps. Adaptation of insects.

General study: Organic and inorganic matter. Observation of life phenomena, especially birds. Review, collating and summarizing matter developed in Grades III. and IV., with especial reference to adaptation.

Sixth Grade

Observation continued. Special plant study. Elements of forestry. Earth-worms and toads will be considered as to their life habits and economic importance.

Seventh Grade

Observation continued. Special plant study. Elements of agriculture, with practical work in the garden. A study of harmful and beneficial animals will be made with special reference to the birds.

Eighth Grade**SCIENCE.**

Elementary physiology and hygiene, with the addition of such phases of domestic science as bear especially upon the preservation of health.

TEXT-BOOK: Khohn's Graded Lessons in Hygiene.

History

The aims of history study are wide and varied. In the beginning this subject should be so treated that the young child may be able to "take up into himself the experience of the race by living and feeling those things of primitive life which he can appreciate by intellect and sympathy." "In thus bringing by degrees the past into manifest relation to the present," we may hope to show the child, as he develops, how "historical ideas and experiences are being constantly projected into the present, are, in fact, the controlling forces in our social and industrial life."

While making the child more intelligent about his country, we should, by bringing into the school the lives, words and deeds of great and patriotic men, aim to make him also "more sensitive to his country's true dignity and honor. We should, as we teach, clarify and purify the sentiment of patriotism."

Lastly, and chiefly, there should run through all history study an aim to "socialize the child, that is to make him more regardful of the interests of others, less stubborn and isolated in his individuality, less selfish; an aim to give strong impulses toward the formation of character."

First Grade

Home life studied in the Kindergarten reviewed and extended in this grade as a basis for comparison with Primitive Life, i. e., The Tree Dwellers and Cave Men.

Second Grade

Primitive Life studied in the First Grade reviewed in this grade, the children reading Dopp's "Tree Dwellers" and "Cave Men." Eskimo and Indian Life developed, the children reading Smith's "Eskimo Stories," and Holbrook's "Hiawatha Primer."

Third Grade

Continued study of Indian Life: Cliff-Dwellers, Mound-Builders, Aztecs, Pueblos, "Indian Children" in hands of pupils.

Pastoral Life: The Hebrews. Text-book to be selected.

Fourth Grade

Biographical study from European history. "Famous Men of Greece," "Famous Men of Rome," used as text-books.

Fifth Grade

The work in this grade will consist largely of a biographical study of the men of our own country.

TEXT-BOOK: Eggleston's "First Book in American History."

Sixth Grade

Introductory study of English History with a special study of Chivalry and the Crusades.

TEXT-BOOK: Warren's "Stories from English History."

Seventh Grade

United States History to 1776: Discovery and Exploration. Colonization in America. English in Virginia, Cavaliers. English in Massachusetts, Puritans. English in North Carolina, Raleigh. English in Georgia, Oglethorpe. Spanish in Florida. French in South Carolina, Huguenots.

A thorough study will be made of Virginia history.

TEXT-BOOK: Thompson's United States History.

Eighth Grade

United States History continued, from the War of the Revolution to the present day: Causes of the Revolution. Declaration of Independence. Important Battles of the Revolutionary War. Development of Government. Causes of the Civil War; important battles. The Confederacy. Growth of the United States.

Elementary civics will be studied in connection with the development of government.

TEXT-BOOK: Thompson's United States History.

Writing

First Grade

Writing. Words and simple sentences copied. Free, large movements encouraged. Unsized and unruled paper and waxed packing crayons or soft pencils used first. Practice in simple dictation begun.

Second Grade

Pen and ink introduced, copy books used. Natural System of Vertical Writing, Books I. and II. Written reproduction of simple sentences written in answer to questions, picture stories, simple compositions on nature subjects, filling in sentences, simplest form of letter writing, regular exercises in dictation.

Third Grade

Special Aims: Good position of body and pen, free movement, good arrangement of all written work. Copy-books used: Natural System of Vertical Writing, Books II. and III. Whole-arm drills.

Fourth Grade

Continuation of work of Third Grade. Beginning of forearm drills.

Copy-Books: Natural System of Vertical Writing, Books III. and IV.

Fifth Grade

Copy Books IV. and V. of the Natural System of Vertical Writing.

Sixth Grade

Copy Books V. and VI. of the Natural System of Vertical Writing.

Seventh Grade

Copy Books: Natural System of Vertical Writing, Books VI. and VII.

Eighth Grade

Same as Seventh Grade.

Drawing**First Grade**

Plant drawing in fall and spring. Very simple landscapes, showing atmospheric effects and the seasons. Spectrum and the colors red, yellow, blue, orange, green, violet. Free expressions in drawings connected with Thanksgiving, Christmas, and other special occasions. Action drawings of people and animals suggested by games and occupations; this done from copy, memory, life. Illustrative drawing.

MEDIUMS: Black and colored crayons, ink, and brush.

Second Grade

Subject matter similar to that of first grade. Hues of color taught; RO., OY., YG., RV., VR.

Third Grade

Drawing of plants and vegetables. Placing of these in an enclosing form. Tints and shades of spectrum colors made. Chart in five values. One mode harmony. Space breaking in stripes, borders, and landscape. Appropriate drawing for Thanksgiving, Christmas, and other important days. Drawing

from pose suggested by games. These and animal drawings used to illustrate stories, games, historical events, etc. Spring growths.

Mediums: Water color, crayons.

Fourth Grade

Drawing fall fruits and leaf and flower sprays and their correct placing in enclosing forms. Warm and cool colors. Keying. One mode harmony. Space breaking illustrated by designs in stripes and borders. Proportions of planes. Drawing from pose in familiar attitudes. Drawing of animals, birds, and insects from copy, memory, object. Simple designs derived from plant and animal units.

Mediums: Pencil, crayons, water color.

Fifth Grade

Flower and leaf sprays, fruits and vegetables put in flat wash in two tones. Complementary colors illustrated by designs in plaids and simple decorative landscapes. Object drawing of spherical and hemispherical forms. Drawings of animals, birds, insects from copy, memory, object.

Drawings of spring growths in outline and flat wash.

Designs based on units derived from material gathered during the session.

Mediums: Pencil, water colors, crayons.

Sixth Grade

Naturalistic drawings of flowers, fruits, vegetables in characteristic color. Interrelated colors, charts made. Design-balance, surface patterns, full drop and half drop repetition. Object drawing of cylindrical forms. Detailed study of animals, birds, insects from copy, memory, object-conventionalized flower, and insect forms used as motifs for designs, worked out in simple color harmonies.

Mediums: Pencil, crayons, water-color.

Seventh Grade

Naturalistic drawings of flowers, fruits, leaves in pencil and water color. Decorative arrangements of these. Abstract curves applied in making bowls, cups, vases. Balance of areas. Color scales in five values. Keying for dominant tone. Object drawing of simple groups of curvilinear forms placed in enclosing form with divided background. Drawings of birds and animals, in familiar attitudes from copy, memory, object. Designs in first, second, third mode, motifs derived from animal, and insect, and plant forms.

Mediums: Pencil, crayon, water color.

Eighth Grade

Detailed plant study worked out in characteristic color in values for decorative composition. Color scales in nine values. Abstract spot. Surface designs in first, second, third mode. Object drawings of rectangular forms in pencil. Pose drawing in characteristic attitudes. Drawings of animals and insects from copy, memory, objects. Surface designs and borders, using plant and animal motifs.

Mediums: Pencil, crayons, water color.

Music

In the short time allotted to music, it is impossible to develop perfect sight singing; indeed, those who can sing accurately at *first* sight, even after long training, are few. In this course the child is given constant practice in recognizing the relations of tones when he hears them sung or when he sees them represented by the position of notes on the staff, and is also given the elementary principles of the theory of music. The chief aim, however, is not to impart merely the technique of music. Carefully selected songs add new life and interest to the subjects with which they are correlated, stimulate the appreciation of the

beautiful in nature, arouse patriotic loyalty to country, create a love for good music, and stir the heart to higher, nobler aspirations. Phillips Brooks says, "A school song in the heart of a child will do as much for his character as a fact in his memory or a principle in his intellect."

First Grade

Songs of the seasons and nature; trade songs; marching and patriotic songs; songs of the family relationship; "Mother Goose" melodies; little hymns. Simple tone drills. Scale by rote.

Text-Book: Primer, Modern Music Series, in the hands of the teacher.

Second Grade

Simple drills in intervals and tone-relations. Ear training. Beginnings of notation taught from the black-board. Chart work. Appropriate rote songs.

Text-Book: Primer, Modern Music Series.

Third Grade

Exercises in the nine common keys. Use of music copy-books. Translation of simple figure exercises. Musical spelling. Tone drills. Ear-training drills. Rote songs.

Text-Book: Primer, Modern Music Series.

Fourth Grade

Exercises in all the nine common keys. Signature, and position of *do* in the nine common keys. Tone discrimination. Two-part singing begun. Copy-book work. A few rote songs.

Text-Book: First Book, Modern Music Series.

Fifth Grade

Structure of the major scales. Common accidentals, sharp-four and flat-seven. Time problems. Translation and transposition. Two-part songs. Supplementary music.

Text-Book: Second Book, Modern Music Series.

Sixth Grade

Major scales continued. Key relationship. Copy-book work. Two- and three-part rounds; two-part songs; supplementary music.

Text-Book: Second Book, Modern Music Series.

Seventh Grade

Major and chromatic scales in all keys. All varieties of rhythm. Marks of expression. Tone discrimination. Rapid sight reading. Writing original exercises. Two-part songs. Supplementary songs.

Text-Book: Alternate Third Book, Modern Music Series.

Eighth Grade

Same as Seventh Grade Course.

Manual Training**First Grade**

Paper-Cutting to illustrate stories given in the grade. The making of objects to illustrate the activities of Primitive Life.

Second Grade

Paper-Cutting in Primitive Life work, and in illustration of stories continued. Cord Work and Simple Braiding. Construction of various articles based upon Braiding.

Third Grade

Cord Work continued. Work in Paper Folding, Weaving, Raffia and Elementary Sewing. Other work relating to Nature Study and the needs of the class room.

Fourth Grade

Card-board construction. Drills in measurements. Drawing from dictation in planning dimensions. Construction of simple models and various articles of use from working drawings. Decoration. Original Designing. Advanced work in Raffia, Weaving, Basketry, Sewing.

Fifth Grade

Card-board construction. Elementary Sloyd Knife Work. Mechanical Drawing in two views from dictation. Whittling with and across the grain. Working drawings from black-board sketches. Construction of various articles of use in wood. Simple knife carving. Original work.

Sixth Grade

Advanced Sloyd and Bench Work in Wood. Mechanical Drawing to Scale; Working Drawings in two views. Construction of models from working drawings made by pupils. Simple Knife Carving. Original Work.

Seventh Grade

Bench work in wood. Mechanical drawing, involving three views. Working drawings from models. Calculating material for models. Construction of models from drawings. Construction of various joints to be used in advanced work. Carving. Original Work.

Eighth Grade

Advanced Bench Work. Mechanical Drawing. Construction of models from working drawings. Ornamentation of models; Original Designs for models and decoration. Elementary Ornamental Iron Work. Carving.

Physical Training

A period of fifteen minutes a day is devoted to gymnastic exercises in the various grades. In the first two grades games and gymnastic plays will be used. In the other grades such formal gymnastics as are adapted to school room use will be given—as

- a. Tactics—forward, sideward, and backward marching, marking time, facings.

- b. Free Exercises—Movements that involve groups of arm, leg, and trunk muscles; head exercises.
- c. Hand Apparatus—Dumb-bells, wands, bean bags.
- d. Dancing Steps—Running, skipping, hopping and change steps.
- e. Games.

LIST OF STUDENTS

NAME.	CLASS	COUNTY.	ADDRESS.
ABBITT, MERLE.....	Sr. B.....	Norfolk	Port Norfolk
ADAMS, LOUISE.....	Sr. B.....	Prince Edward.....	Farmville
ADAMS, MARY LOUISE.....	3 A.....	Cumberland.....	Lawford
AGEE, EVLA CLAIRE.....	2 B.....	Buckingham	Ransons
ALLEN, ROBERTA BRUMWELL....	Sr. B.....	Cumberland.....	McRae's
ANDERSON, CARRIE BURKE.....	1 $\frac{1}{4}$ B.....	Buckingham.....	Dillwyn
ANDERSON, KATHERINE E.....	3 A.....	Prince Edward.....	Farmville
ARMISTEAD, BLANCHE HASKINS	2 B.....	Prince Edward.....	Farmville
ASHBY, FLORIDA.....	Sr. B.....	Prince Edward.....	Farmville
BAGBY, GILLETTE FLEET.....	2 B.....	King and Queen.....	Stevensville
BAILEY, JENNIE.....	2 B.....	Sussex.....	Gray
BAIRD, MARY EVELYN.....	1 B.....	Cumberland.....	Farmville
BAKER, JOSEPHINE I.....	Jr. B.....	Louisa.....	Louisa, R. F. D. No. 1
BAKER, NELLIE MAE.....	Sr. B.....	Norfolk	Berkeley
BALDWIN, KATHLEEN.....	2 B.....	Prince Edward.....	Farmville
BALDWIN, MAMIE FRIEND.....	1 B.....	Buckingham.....	Farmville
BARR, FLORENCE RAY.....	Jr. B.....	.....	Washington, D. C.
BASKERVILLE, LULIE HERBERT	1 B.....	Mecklenburg	Boydton
BATTEN, FLORENCE MARSHALL..	2 B.....	Isle of Wight.....	Isle of Wight
BATTIE, LIZZIE LITTLETON.....	2 A.....	Isle of Wight.....	Isle of Wight
BAYLEY, CAROLINE BOULWARE	Jr. B.....	Brunswick.....	Lawrenceville
BEALE, GRACE ISABEL.....	3 B.....	James City.....	Williamsburg
BEDINGER, CAMILLA BLANTON..	2 B.....	Cumberland	Adriance
BENNETT, NANNIE L.....	2 B.....	Pittsylvania.....	Witt
BERGER, LUCY WAYDE.....	1 B.....	Pittsylvania.....	Elba
BERRY, RUBY MARIE.....	Jr. B.....	Nottoway	Crew
BERSCH, MARY CLARICE.....	2 B.....	Buckingham.....	Diana Mills
BEVERAGE, BESSIE.....	2 A.....	Highland.....	Monterey
BIDGOOD, ANNIE VIRGINIUS....	2 B.....	Dinwiddie	Petersburg
BLAIR, MARY LILLIAN.....	Sr. B.....	Carroll.....	Galax
BLAKEMORE, ALICE KATHERINE	2 A.....	Lancaster	Millenbeck
BLAND, ANNIE BOOTHE.....	3 A.....	King and Queen.....	West Point
BLAND, LILLIAN BEVERLEY....	2 B.....	Buckingham.....	Sheppards
BLANKINSHIP, VERNIE.....	Jr. B.....	Campbell.....	Naruna

State Female Normal School

NAME.	CLASS	COUNTY.	ADDRESS.
BLANTON, EMMA ELIZABETH...	2 B.....	Prince Edward.....	Farmville
BLANTON, MARTHA KING.....	3 A.....	Prince Edward.....	Farmville
BLANTON, MARTHA VIRGINIA...	2 B.....	Prince Edward.....	Farmville
BLANTON, MILDRED ELIZABETH	3 A.....	Prince Edward.....	Farmville
BLISS, CAROLINE HELEN.....	2 B.....	Prince Edward.....	Farmville
BOATWRIGHT, NELLIE TYLER...	3 B.....	Spottsylvania.....	Fredericksburg
BOISSEAU, VIVIAN TEMPERANCE	Sr. A.....	Dinwiddie.....	Waldemar
BONNER, MAYNER BELLE.....	2 B.....	Alleghany.....	Clifton Forge
BOOKER, F. GARNETT.....	1 B.....	Northumberland.....	Lottsburg
BOOKER, MARY FENTON.....	1 B.....	Cumberland.....	Sunny Side
BOWERS, GERTIE INSKEEP.....	Sr. B.....	Hanover.....	Ashland
BOWLES, MATTIE EUGENIA.....	3 A.....	Fluvanna.....	Tabscott
BOYD, NANNIE BELLE.....	2 A.....	Mecklenburg.....	Orgainsville
BRAITHWAITE, BERTHA APA...	1 B.....	James City.....	Williamsburg
BRANDON, MARIE.....		Dinwiddie.....	Nelson
BRAY, OPHELIA SMITHER.....	3 B.....	Middlesex.....	Church View
BRIDGES, ELLEN ELIZABETH...	2 B.....	Gloucester.....	Bridges
BRIGHTWELL, MARY ELIZABETH	2 A.....	Prince Edward.....	Prospect
BRISTOW, FANNIE.....	1 B.....	Powhatan.....	Ballsville
BRISTOW, NELLIE TREVILIAN...	2 B.....	Prince Edward.....	Farmville
BRITTON, FRANCES CLEVELAND.	1 B.....	Rockbridge.....	Raphine
BRITTON, KATHERINE S.....	Jr. B.....		New York
BROOKES, BESSIE MAY.....	1 B.....	Halifax.....	Hyco
BROOKES, BIRDIE ALICE.....	1 B.....	Halifax.....	Hyco
BROSIUS, BELLE.....	Sr. A.....	Smyth.....	Marion
BROWN, MARGARET WOODS...	3 B.....	Rockingham.....	Penn Laird
BRUCE, FLORA ANNE.....	Jr. B.....	Wise.....	Big Stone Gap
BRUCE, MATTIE MAUDE.....	2 B.....	Prince Edward.....	Rice
BRYANT, VIRGIE EULA.....	1 B.....	Nelson.....	Bryant
BRYDON, MARGARET PAGE.....	Sr. Kdgtn	Pittsylvania.....	Danville
BUCKNER, MARSHALL LEE.....	2 B.....	Orange.....	True Blue
BUGG, HARRIET KING.....	Jan. Grad	Prince Edward.....	Farmville
BULL, CARRIE LEE.....	Sr. B.....	Accomac.....	Melfa
BULL, HATTIE W.....	2 A.....	Accomac.....	Melfa
BURGER, L. AGNES.....	2 B.....	Prince Edward.....	Farmville
BURKE, ROSA BELLE.....	2 B.....	Amelia.....	Namozine
BURTON, GERTRUDE.....	Sr. B.....		La Fayette, Ala.
BUTTON, RUTH FRANKLIN.....	3 A.....	Culpeper.....	Jeffersonton
BYERLEY, MOLLIE BLAND.....	Jr. B.....	Cumberland.....	Farmville

NAME.	CLASS	COUNTY.	ADDRESS.
BYRD, LILLIAN	1 B.	Henry	Sydnersville
CALDWELL, LIZZIE LORENA	2 B.	Craig	New Castle
CALDWELL, ROSA BLACKFORD	Jr. B.	Campbell	Concord
CAMPBELL, STEPTOE CHRISTIAN	Sr. B.	King William	King William
CARDWELL, ETHEL	1 B.	Appomattox	Concord
CARNEAL, NELLIE V.	Jan. Grad	Caroline	Lent
CARTER, ALICE E.	3 B.	Fauquier	Warrenton
CARTER, INEZ THERRECCA	1 B.	Pittsylvania	Dry Fork
CARUTHERS, CARRIE NINDE	2 B.	King George	Alden
CASTLE, ALICE LEE	Jr. B.	Norfolk	Norfolk
CHAMBERS, MARY LOU	1 B.	Buckingham	Arvonnia
CHANEY, FLORA	2 B.	Halifax	Sutherlin
CHAPMAN, DAISY CORNELIUS	Sr. A.	Isle of Wight	Raynor
CHAPMAN, HANNAH LEE	2 A.	Isle of Wight	Raynor
CHAPMAN, MINNIE JAIRA	2 B.	Isle of Wight	Smithfield
CHAPPELL, KATHLEEN	1 B.	Dinwiddie	Waldemar
CHARLTON, LIZZIE KIRBY	2 B.	Pulaski	Draper
CHILDRESS, LELIA PEARL	2 B.	Campbell	Gladys
CHILDREY, HELEN AGNEW	Jan. Grad.	Henrico	Oakwood Ave
CHRISMAN, HALLIE BRYARLY	2 B.	Clarke	White Post
CHRISTIAN, FANNIE L.	Jr. B.	Appomattox	Vera
CLARK, LUCRETIA VIRGINIA	Sr. A.	Amelia	Jetersville
CLAY, ANNA E.	Sr. A.	Charlotte	Rough Creek
CLAY, ANNIE LELIA	Irregular	Dinwiddie	Church Road
CLAYBROOK, MARY SUE	3 B.	Lancaster	Kilmarnock
CLEMENTS, GRACE TERRELL	3 B.	Hanover	Beaver Dam Mills
CLOPTON, MARY ELIZA	2 B.	York	Oak Tree
CLEVERIUS, JENNIE MAY	2 B.	King and Queen	Little Plymouth
COBB, RUTH BATTEN	Sr. A.	Southampton	Ivor
COLEMAN, ELLA MABEL	1 B.	King and Queen	Daisy
COLEMAN, MARY ANDERSON	Sr. B.	Gloucester	Signpine
COLLEY, EMMA	1 B.	Dickenson	Birchleaf
COLLEY, NANNIE	1 B.	Dickenson	Birchleaf
COLLIER, SADIE	1 A.	Surry	Surry
COLTON, CLARA AVERY	Jr. B.		Newton, N. C.
COMPTON, ISA MCKAY	Sr. B.	Warren	Front Royal
CONDREY, FANNIE WATKINS	1 B.	Chesterfield	Winterpock
COPENHAVER, NELLIE H.	Irregular	Smyth	Marion
COVEY, JULIA ALICE	2 B.	Pulaski	East Radford

NAME.	CLASS	COUNTY.	ADDRESS.
COX, BEVIE.....	Sr. B.....	Prince Edward	Farmville
COX, EDNA.....	Sr. B.....	Prince Edward	Farmville
COX, HATTIE REBECCA.....	2 B.....	Prince Edward	Farmville
COX, MARY GRYMES.....	Irregular.	Chesterfield	Church Road
COX, MAUDE ELIZABETH.....	2 B.....	Chesterfield	Winterpock
COX, SALLIE.....	Sr. B.....	Prince Edward	Farmville
COX, SUSIE W.....	3 B.....	Isle of Wight.....	Smithfield
CRAWLEY, FENNELL.....	Jan. Grad.	Cumberland.....	Adriance
CREEKMORE, GEORGIE MAE....	2 B.....	Norfolk.....	Norfolk
CRIGLER, JENNIE PARRY.....	2 A.....	Rockbridge.....	Lexington
CRITTENDEN, LOLLIE MAY....	3 A.....	Fauquier.....	Morrisville
CRUTE, HATTIE WINIFRED....	Jr. B.....	Buckingham.....	Curdsville
CUNNINGHAM, MARY JOHNSTON	2 A.....	Prince Edward	Farmville
CUNNINGHAM, MARTHA M....	Irregular	Prince Edward	Farmville
CUTCHINS, MARY ZULEINE....	Sr. A.....	Southampton.....	Franklin
DANIEL, AGNES ANDERSON.....	1 B.....	Prince Edward.....	Putney's
DAVIDSON, MARGARET G.....	Jr. B.....	Rockbridge.....	Buena Vista
DAVIDSON, MARY VIRGINIA....	Irregular	Prince Edward	Farmville
DAVIDSON, WIRT.....	3 A.....	Lee.....	Jonesville
DAVIES, ELVA E.....	2 B.....	Campbell.....	Evington
DAVIES, ANNIE MAUDE.....	2 B.....	Pittsylvania.....	Sutherlin
DAVIS, ELIZABETH GERTRUDE.	Jr. B.....	Prince Edward	Farmville
DAVIS, GYPSY LEMAY.....	1 B.....	Southampton.....	Aidyl
DAVIS, MARGARET M.....	2 B.....	Prince Edward	Farmville
DAVIS, MARY KYLE.....	2 B.....	Franklin.....	Waidsoboro
DAVIS, MILDRED MAY.....	2 B.....	Dinwiddie.....	Blackstone
DAVIS, NANNIE MAY.....	1 B.....	Prince Edward.....	Meherrin
DAVIS, SUDIE PATE.....	3 B.....	Halifax.....	Birch
DEBAUM, THEODOSIA.....	Sr. A.....	Norfolk.....	Berkley
DEEP, LILLIE VIRGINIA.....	3 B.....	Grayson.....	Elk Creek
DESHAZO, IVA MAY.....	1 B.....	Dinwiddie.....	Sutherland
DEY, ALYDA HATFIELD.....	2 B.....	Norfolk	Norfolk
DIGGS, DAISY.....	2 B.....	Mathews.....	Port Haywood
DILLARD, ELLA MARTIN.....	2 A.....	Henry.....	Axton
DILLON, LETA.....	1 B.....	Prince Edward.....	Pamplins
DOBIE, ANNIE BELLE.....	Sr. B.....	Sussex.....	Yale
*DOWDY, OLIVIA J.....	1 B.....	Cumberland	Ca Ira

*Entered since March 1st.

NAME.	CLASS	COUNTY.	ADDRESS.
DRUMMOND, MAUD JAMES.....	1 B.....	Amherst.....	Amherst
DUDLEY, BLANCHE WRIGHT....	1 B.....	Princess Anne.....	Creeds
DUNGAN, CARRIE PEARL.....	Sr. B....	Smyth.....	Chilhowie
DUNLAP, HENRIETTA C.....	Jan. Grad.	Rockbridge.....	Lexington
DUNNAVANT, AMANDA E.....	1 A.....	Charlotte.....	Charlotte
DUNNAVANT, ETHEL TERRY....	1 A.....	Charlotte.....	Ward's Fork
DUNKUM, MINNIE C.....	1 B.....	Buckingham.....	Curdsville
DUNTON, BELLE SARAH.....	Jr. B....	Northampton.....	Birds Nest
DUPUY, MARY PURNELL.....	2 B.....	Prince Edward.....	Worsham
DUVALL, EDITH BRENT.....	Jr. Kdgtn	Prince Edward.....	Farmville
DUVALL, JANET AMANDA.....	Sr. A....	Prince Edward.....	Farmville
EAST, BEULAH ELIZABETH.....	1 B.....	Accomac.....	Oak Hall
EDWARDS, AMANDA ELIZABETH	Jr. B....	Warwick.....	Newport News
EDWARDS, EMMA HOLLAND....	2 A.....	Isle of Wight.....	Smithfield
EDWARDS, MARY ESTHER.....	1 B.....	King William.....	Skyron
ELAM, SALLIE ADAMS.....	1 B.....	Buckingham.....	Rival
ELCAN, LUCY IRVING.....	1 B.....	Buckingham.....	Sheppards
ELMORE, EDITH TRUMAN.....	2 A.....	Brunswick.....	Octagon
ELLINGTON, LEONA.....	Jr. B....		Magazine, Ark.
ESKRIDGE, REBECCA WHARTON	1 A.....	Montgomery.....	Cambria
ETHERIDGE, JOHN HELOISE....	2 A.....	Norfolk.....	St. Brides
EWING, MAGGIE LEE.....	2 B.....	Prince Edward.....	Meherrin
FALLWELL, CLARA.....	Sr. A....	Prince Edward.....	Farmville ^e
FALLWELL, EUGENIA.....	2 B.....	Prince Edward.....	Farmville
FARINHOLT, LOUISE ALLEN....	Jr. B....	New Kent.....	Plum Point
FARISH, MARGARET CAMPBELL	Sr. B....	Caroline.....	Jerrell
FERGUSON, BESSIE CLOUD....	Jr. A....	Clarke.....	Berryville
FIGG, EVELYN CLARK.....	2 B.....	Prince George.....	Garysville
FINNEY, LILLIE GRAVE.....	1 A.....	Pittsylvania.....	Rivermont
FIREBAUGH, MAMIE A.....	1 B.....	Botetourt.....	Troutville
FISKE, ETHEL MAE.....	1 B.....	Norfolk.....	Indian Creek
FITCHETT, ESTELLE.....	2 B.....	Sussex.....	Waverly
FLOURNOY, BESSIE M.....	2 B.....	Brunswick.....	Lawrenceville
FLOURNOY, ISABELLE CABELL..	3 A.....	Charlotte.....	Charlotte
FORBES, LOUISE FLIPPIN.....	1 B.....	Cumberland.....	Olesko
FORD, MARY SHERMAN.....	Jan. Grad.	Henry.....	Martinsville
FORD, SUSIE EMILY.....	Jan. Grad.	Clarke.....	Boyce

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NAME.	CLASS	COUNTY.	ADDRESS
FOREMAN, RUTH WALTER	2 B.	Norfolk	Norfolk
FOSTER, LEVERNA	1 B.	Cumberland	Hawk
FRETWELL, IDA VIRGINIA	3 A.	Augusta	New Hope
FRETWELL, MATTIE BELLE	3 A.	Augusta	New Hope
FULLER, LIZZIE EVA	2 B.	Pittsylvania	Banister
*FULTON, CLEOPATRA HEARON	Irregular	Grayson	Summerfield
FULTON, KATE PENN	2 B.	Patrick	Critz
GARNETT, MARY ANDERSON	2 A.	Buckingham	Arcanum
GARRETT, ANNIE LEONORA	3 A.	Cumberland	Cumberland
GARROW, ANNIE GRAY	2 B.	Warwick	Denbigh
GENTRY, BLANCHE MADELINE	3 B.	Dinwiddie	Petersburg
GILLESPIE, LOIS	Sr. A.	Accomac	Temperanceville
GILLIAM, HATTIE BELLE	Sr. A.	Prince Edward	Farmville
GILLIAM, MAGGIE NEVILLE	1 B.	Buckingham	Toga
GILLS, BESSIE POINDEXTER	2 B.	Botetourt	Buchanan
GLASGOW, MARY THOMPSON	Jr. B.	Rockbridge	Buena Vista
GLENN, LILLIAN	1 B.	Appomattox	Hixburg
GRAHAM, GERALDINE	3 A.	Nottoway	Crewe
GREAVER, LILLIAN MAY	2 B.	Alleghany	Clifton Forge
GRENELS, EFFIE MYRTLE	3 B.	Middlesex,	Wake
GRESHAM, MARIA LETITIA	2 B.	Fairfax	Herndon
GRUBBS, ALICE L.	2 B.	Surry	Dendron
GUY, MARY SIDNEY	Jr. A.	Nottoway	Winnie
HAGER, BESSIE MCGAVOCK	2 B.	Wythe	Max Meadows
HALL, SUSAN POWERS	2 B.	Westmoreland	Templemans x Roads
HAMILTON, REVA GOLD	1 B.	Albemarle	Charlottesville
HAMLETT, SUE	Sr. A.	Prince Edward	Farmville
HARDAWAY, ELLEN LUNDIE	1 B.	Sussex	Peanut
HARDWICK, FLORENCE M.	1 B.	Giles	Newport
HARRIS, ANNE ELIZA	2 B.	Prince Edward	Farmville
HARRIS, IRMA	1 B.	Prince Edward	Pamplins
HARRIS, JOYCE ELIZABETH	1 B.	Prince Edward	Five Forks
HARRISON, ISABELLE W.	3 A.	Powhatan	Vinita
HARVEY, SALLIE VIRGINIA	3 A.	Nelson	Bryant
HASKINS, MATTIE BLANCHE	1 B.	Prince Edward	Meherrin
HATCHER, LELIA BELLE	2 B.	Bedford	Penicks
HATHAWAY, BESS	1 B.	Norfolk	North West
HAWKINS, LESLIE MAY	1 B.	Campbell	Gladys

*Entered since March 1st.

NAME.	CLASS	COUNTY.	ADDRESS.
*HAYES, LILLIE N	Irregular	Charlotte	Duprees
HEARRING, MABELLE	2 A	Norfolk	Fentress
HENDERSON, MARGARET I	Sr. B	Northumberland	Kilmanock
HENDERSON, NELLIE LOUISE	2 B	Botetourt	Springwood
HIGGINBOTHAM, SUSIE WILLIS	1 B	Nelson	Roseland
HINER, LUCY CARY	Jan. Grad.	Highland	McDowell
HINER, LUCY CRAWFORD	1 B	Augusta	Parnassus
HOLLAND, ELISE SAUNDERS	Sr. B	Louisa	Poindexter
HOLT, MARY SILLS	Jr. Kdgtn	Norfolk	Norfolk
HONAKER, EDITH BROWN	2 B	Pulaski	Draper
HOUP, MYRTLE FERNE	Sr. A	Loudoun	Leesburg
HOWARD, BERNICE	3 A	Pulaski	Pine
HOWARD, MARY ELIZABETH	Sr. B	Pulaski	Pulaski
HOY, MARTHA ALBINE	3 B	Charlotte	Charlotte
HUBBARD, ETHEL BRADLEY	2 B	Charles City	Roxbury
HUBBARD, MARTHA ANNA	3 A	Prince Edward	Farmville
HUMPHRIES, MAGGIE BONDE	2 B	Rockbridge	Vesuvius
HUNDLEY, JULIETTE JEFFERSON	Sr. A	Prince Edward	Farmville
HUNLEY, ADELE	2 B	Mathews	Mathews
HURD, WILLIE AYRES	2 A	Prince Edward	Farmville
INGRAM, FLORENCE LINDWOOD	Jan. Grad.	Halifax	South Boston
INGRAM, NELL DOUGLASS	Jan. Grad.	Halifax	South Boston
IRBY, MARIA SUSAN	1 B	Hanover	Vontay
IRBY, RUFENIA WYATT	2 A	Hanover	Vontay
JACKSON, LELIA MADISON	Sr. B	Cumberland	Farmville
JACOB, ANNIE TURNER	2 A	Accomac	Craddockville
JAMISON, ELEANOR NEALE	Jr. B	Roanoke	Salem
JENNINGS, ELIZABETH BELLE	1 B	Prince Edward	Prospect
JENNINGS, ETHELLENA	1 B	Smyth	Camp
JENNINGS, TILLIE WORTLEY	1 B	Prince Edward	Prospect
JOHNS, SARAH HATCHER	1 B	Buckingham	Farmville
JOHNSON, BEULAH	2 B	Elizabeth City	Rip Raps
JOHNSON, JANE	2 B	Elizabeth City	Rip Raps
JOHNSON, JANE BYRD	2 B	Amelia	Sunny Side
JOHNSON, MARY CARRINGTON	1 B	Prince Edward	Farmville
JOHNSON, NELLIE FRENCH	Sr. A	Prince Edward	Farmville

*Entered since March 1st.

NAME.	CLASS	COUNTY.	ADDRESS.
JOLLIFFE, ANNA BURWELL C.	Jan. Grad.	Clarke	Boyce
JONES, A. LOUISE	2 B	Buckingham	Sheppards
JONES, BEATRICE RECORD	1 B	Accomac	Chincoteague
JONES, BESSIE GRAY	1 B	Henry	Martinsville
JONES, CHARLIE RICHARD	2 B	Prince Edward	Farmville
JONES, EMMA BROADUS	1 B	Culpeper	Raccoon Ford
JONES, FLORENCE WINIFRED	1 B	Buckingham	Sheppards
JONES, FRANK PRESCOTT	Sr. A	Prince Edward	Farmville
JONES, LILLIAN BERLIN	Jr. B	Clarke	Berryville
JONES, LOUISE JORDAN	3 B	Nansemond	Driver
JONES, MAMIE LUCY	3 B	James City	Williamsburg
JONES, MARIAM AGNEW	2 B	Nottoway	Crewe
JONES, SALLIE ELIZABETH	Sr. B	Dinwiddie	McKenney
JORDAN, HELEN	3 A	Alleghany	Clifton Forge
JUSTIS, BESSIE VELMA	Sr. B	Chesterfield	Dry Bridge
*KELLY, HATTIE JAKE	Sr. B	Chesterfield	Manchester
KELLY, JOSEPHINE HULL	4 B	Smyth	Chilhowie
KENT, JULIA IONE	Jr. B	Northumberland	Hopeside
KING, ANNIE HYLTON	1 B	Henry	Spencer
KING, GERTRUDE CAROLINE	Jan. Grad.	Henry	Spencer
KING, HALLIE VIRGINIA	2 B	Patrick	Tim
KING, IDA	3 B	Halifax	Omega
KING, MARIETTA	2 B	Isle of Wight	Windsor
KIZER, LIZZIE B.	Sr. B	Roanoke	Salem
KNOTT, MARY KATHERINE	Irregular	Dinwiddie	Church Road
KYLE, CAROLINE LLEWELYN	Jr. B	Prince Edward	Farmville
LABOYTEAUX, ETHEL SCOTT	3 B		Charles Town, W. Va.
LABOYTEAUX, ZOULA DANIEL	Sr. B		Charles Town, W. Va.
LACKEY, MARY GILL	2 B	York	Lackey
LANCASTER, ANNIE LEITCH	Jr. B	Hanover	Ashland
LEE, DAISY VIRGINIA	1 B	Dinwiddie	DeWitt
LEE, SALLIE	Sr. A	Nottoway	Crewe
LEONARD, LOIS GERTRUDE	Sr. A	Elizabeth City	Hampton
LEWELLING, FRANCES	Sr. B	Elizabeth City	Hampton
LIGON, ETHEL VIRGINIA	Jr. B	Amelia	Mattoax
LIGON, MYRTLE	1 B	Cumberland	Farmville

*Entered since March 1st.

NAME.	CLASS	COUNTY.	ADDRESS.
LINKOUS, ORA ANICE	2 A	Montgomery	Cambria
LINKOUS, WINNIE RACHEL	1 B	Montgomery	Cambria
LONG, ANNA KEVILLE	1 B	Norfolk	Norfolk
LOWRY, LUCILLE LANDER	2 B	Bedford	Bedford City
McCLINTIC, ARCHIE BELLE	1 B	Bath	Shanklin
McCLINTIC, BLANCHE BONNER	1 B	Bath	Shanklin
McCRAW, BESSIE EDMONIA	Sr. B	Buckingham	Andersonville
McCUE, VIRGIE CLARE	Sr. B	Rockbridge	Lexington
McDOWELL, ALMA KNEE	Jr. B	Rockingham	Broadway
McGEHEE, LILA HASKINS	2 B	Prince Edward	Abilene
McGEORGE, MARY ELIZABETH	2 B	King and Queen	Walkerton
MACHENHEIMER, WILLIE	3 A	Franklin	Novelty
McKEE, MAUD	2 B	Washington	Glade Spring
McLEAN, ANNIE BELLE	2 B	Mecklenburg	Abbyville
McNUTT, FANNIE VENABLE	1 B	Halifax	Cluster Springs
MAHON, JANET CARTER	Jr. B	Caroline	Bagby
MAHON, MATTIE BUTLER	1 B	Caroline	Bagby
MALLORY, GRACE BOOTH	2 B	Brunswick	Lawrenceville
MANN, REBECCA	3 A		Waco, Texas
MARKS, ANNIE EDNA	1 B	Prince George	Newville
MARCUSON, CORNELIA	1 B	Brunswick	Zero
MARSHALL, ANNIE MAE	Jr. B	Warwick	Newport News
MARTIN, BELLE BOYD	1 B	Charlotte	Charlotte
MARTIN, LELIA CLARKE	2 B	Franklin	Calloway
MASON, CARRIE KNOLL	Jr. B	Amelia	Mattoax
MASON, ELIZABETH MAY	1 B	Accomac	Bloxom
MASON, MAUD A	Sr. B	Amelia	Mattoax
MASON, VIRGINIA	2 B	Sussex	Gray
MASSEY, JULIA HOWLAND	Sr. B	Elizabeth City	Hampton
MATHEWS, CARRIE BESSIE	1 B	Accomac	New Church
MATTHEWS, EMMA J	2 A	Franklin	Wardoboro
MATTHEWS, PEARL DUNTON	1 B	Brunswick	Meredithville
MAUZY, MARTHA SCOTT	1 B	Highland	New Hampden
MAUZY, MOLLIE	3 A	Highland	New Hampden
MAXEY, LAURA ELLEN	2 B	Buckingham	Ransons
MILLER, ALICE PARKER	2 B	Mathews	Cardinal
MILLER, CONNIE EVA	1 B	Nelson	Massie's Mill
MILLER, EVA CABELL	3 A	Nelson	Tyro

NAME.	CLASS	COUNTY.	ADDRESS.
MILLER, SALLIE HUGER	Sr. A.	Bedford	Rodes
MILLS, ETHEL L.	3 B.	Chesterfield	Manchester
MILLS, MARY GOODWIN	1 B.	Augusta	Staunton
MINOR, ANNIE RUTH	2 B.	Gloucester	Coke
MINOR, EDITH CRYSTAL	2 A.	King and Queen	Owenton
MONTGOMERY, ALMA E	1 B.	Augusta	Clare
MOORE, ALMA	Irregular		College Grove, Tenn.
MOORE, ANNIE ELIZABETH	2 B.	Sussex	Jarratt
MOORE, FANNIE LARUE	3 A.	Clarke	Berryville
MOORE, MARY NELSON	2 B.	Rockbridge	Raphine
MOORE, NINA R.	Irregular	Mecklenburg	Radcliffe
MORELAND, NELLIE BRAY	Jr. B.	Elizabeth City	Hampton
MORGAN, ANTOINETTE	Sr. A.	Pulaski	Churchwood
MORRIS, BERYL	Jr. B.	Prince Edward	Farmville
MORRIS, LENA ELIZABETH	1 B.	Smyth	Chilhowie
MOTLEY, LOLA SUE	1 B.	Pittsylvania	Chatham
MUNDEN, FRANCES S.	Sr. B.	Elizabeth City	Hampton
MURFEE, SALLIE VIDA	1 B.	Southampton	Pinopolis
MYERS, MAYMIE OLIVE	2 B.	Pittsylvania	Whitmell
NANCE, LOU	2 A.	Charles City	Charles City
NEWBY, GEORGIE WARD	Jr. A.	Alexandria	Alexandria
NICHOLSON, HELEN RANEY	1 B.	Isle of Wight	Zuni
NICHOLSON, NANNIE MORTON	Sr. A.	Nottoway	Crewe
NIDERMAIER, ANTOINETTE	2 B.	Giles	Poplar Hill
NIDERMAIER, BLANCHE KING	3 A.	Giles	Poplar Hill
NIDERMAIER, JESSIE	3 A.	Giles	Poplar Hill
NOEL, BESSIE MERCEDES	2 B.	Prince Edward	Farmville
NUCKOLS, ANNIE	1 B.	Tazewell	Tazewell
NUNN, VIRGIE EMMA	Sr. B.	Henry	Martinsville
OBENSHAIN, RUTH	3 B.	Botetourt	Buchanan
ORANGE, EDITH IRVING	2 B.	Prince Edward	Farmville
OSBORNE, ELLA	1 B.	Russell	Blue Grass
OWEN, BERTHA	2 A.	Sussex	Loco
OWEN, FANNIE LOUISE	1 B.	Prince Edward	Green Bay
OWENS, ESTHER OTEMAN	2 B.	Hanover	Newmans
PALMER, AGNES GERTRUDE	Jr. A.	Lancaster	Kilmarnock
PALMER, MABEL CLARE	1 B.	Loudoun	Aldie

NAME.	CLASS	COUNTY.	ADDRESS.
PARSONS, WINNIE ETHEL.....	2 B.....	Accomac.....	Accomac
PATTESON, ANNIE F.....	2 A.....	Buckingham.....	Ranson
PAULETT, BESSIE HOGE.....	2 B.....	Prince Edward.....	Farmville
PAULETT, HATTIE.....	Sr. A.....	Prince Edward.....	Farmville
PAULETT, JULIA MAY.....	2 B.....	Prince Edward.....	Farmville
PAULETT, VIRGINIA B.....	2 A.....	Prince Edward.....	Farmville
PAYNE, ANNA KATHERINE.....	1 B.....	Chesterfield.....	Swansboro
PAYNE, SALLIE.....	3 A.....	Pittsylvania.....	Soapstone
PENN, MARY AUGUSTA.....	1 B.....	Halifax.....	Sutherlin
PENNYBACKER, KATHERINE...	3 A.....	Rockingham.....	Broadway
PERKINS, MARY ROBERTSON...	3 B.....	Louisa.....	Poindexter
PERROW, URANIA VIRGINIA....	1 B.....	Campbell.....	Gladys
PERRY, KATHERINE FLEET.....	3 A.....	Culpeper.....	Culpeper
PETERSON, MABEL EVA.....	2 B.....	Norfolk.....	South Norfolk
PHILLIPS, IRMA ELIZABETH...	1 B.....	Mecklenburg.....	Baskerville
PHILLIPS, LUCYE ESTELLE....	1 B.....	Pittsylvania.....	Danville
PIERCE, MARY CLOPTON.....	2 B.....	Prince George.....	City Point
PIERCE, PAGE HENLEY.....	Sr. B.....	Henrico.....	Richmond
PLEASANTS, LUCILE RANDOLPH.	2 B.....	Mecklenburg.....	Boydton
POLLOK, KATYE LEE.....	2 B.....	Pittsylvania.....	Danville
POOLE, AILEEN.....	2 B.....		Pittsburg, Pa.
POPE, ALICE HOWARD.....	1 B.....	Brunswick.....	Champe
POTTS, HELEN.....	2 B.....	New Kent.....	Barhamsville
PRESTON, MARY.....	Sr. B.....	Roanoke.....	Salem
PRICE, MARY VENABLE.....	Irregular	Prince Edward.....	Rice
PRICE, MILDRED TURNER.....	3 B.....	Franklin.....	Dillons Mill
PRICE, MINNIE ESTELLE.....	Jan. Grad	Franklin.....	Dillons Mil ₁
QUIGLEY, MARY PEARL.....	2 A.....	Cumberland.....	Hawk
QUILLEN, CORA ETHEL.....	Irregular	Russell.....	Blue Grass
RAIFORD, ALLIE MAY.....	2 B.....	Isle of Wight.....	Whitley
RAWLINGS, FLORENCE BAKER..	3 B.....	Spotsylvania.....	Fredericksburg
REA, MYRTIE RUCKER.....	Jr. B.....	Albemarle.....	Crozet
READ, MARY BRUMFIELD.....	3 B.....	Henry.....	Lynchburg
*READER, EUGENIA.....	Irregular	Princess Anne.....	Lynnhaven
REAMES, INEZ.....	1 B.....	Dinwiddie.....	Ford
REAMES, SARAH EMELINE.....	1 A.....	Dinwiddie.....	Ford
REBURN, VIRGIE.....	1 B.....	Bedford.....	Rodes

*Entered since March 1st.

State Female Normal School

NAME.	CLASS	COUNTY.	ADDRESS.
REDD, MARY ELIZABETH.....	Sr. B....	Prince Edward	Farmville
REDD, RUTH	2 B....	Halifax	Sutherlin
REYNOLDS, ANNIE LAURA	Sr. B....	Norfolk	Norfolk
REYNOLDS, PAULINE E	Sr. A	Rockingham.....	McGaheysville
RICE, LUCY KELLY.....	Jr. B....	Prince Edward	Farmville
RICE, MARY WEBSTER	2 B....	Prince Edward	Farmville
RICHARDSON, ANNE LAVINIA...Jr. B....	Jr. B....	Prince Edward	Farmville
RICHARDSON, HARRIET E	Sr. Kdgtn	Prince Edward	Farmville
RICHARDSON, MILDRED RIVES..2 B....	2 B....	Prince Edward	Farmville
RITTER, MARTHA J	1 B....	Southampton	Unity
ROBERTSON, LELIA EGGLESTON 2 B....	2 B....	Prince Edward	Farmville
ROBERTSON, IDA MILDRED.....1 B....	1 B....	Franklin.....	Callaway
ROBINS, LUCY ELIZABETH	3 A....	Gloucester.....	Money
ROBINSON, LOUISE BRAXTON...2 B....	2 B....	Warwick	Newport News
ROCK, WILLIMETTE.....	1 A....	Charles City	Bradley's Store
ROGERS, ANNA ROYSTER	Jan. Grad	Buckingham.....	Wily
ROGERS, DOROTHY.....	Sr. B....	Nelson	Lovingston
ROGERS, EDITH	3 A....	Nelson	Lovingston
ROSBACK, LOTTIE M.....	2 B....	Hanover.....	Highland Springs
ROSE, LILLIAN BRUCE.....	2 B....	Norfolk	Port Norfolk
ROSE, SALLIE MARY	2 B....	Southampton	Isaac
ROSSEN, LENA GERTRUDE	1 B....	Louisa.....	Lasley
RUCKER, BESSIE KATE	2 B....	Prince Edward	Throck
RUFFIN, SUE.....	2 B....	Charles City.....	Westover
RYLAND, LEONORA TEMPLE....Sr. A....	Sr. A....	King and Queen	Walkerton
SADLER, MARY FRANCES.....	2 B....	Fluvanna	Wilmington
SANDERLIN, CLARA CHARLOTTE Post Grad	Post Grad	Princess Anne	Norfolk
SAMPSON, BESSIE ELEANOR...3 B....	3 B....	Chesterfield.....	Manchester
SAVAGE, KARLIE	4 B....	Norfolk	Norfolk
SCATES, CARRIE LENA.....	1 B....	Pittsylvania	Sandy River
SCATES, FANNIE HUNDLEY....2	2	Pittsylvania	Sandy River
SCARBOROUGH, RUTH COOPER..2 A....	2 A....	Dinwiddie	Rowanta
SCHENCK, MARGARET.....	2 B....	York	Oak Tree
SCHOFIELD, MARY MERCER....Sr. A....	Sr. A....	Alexandria.....	Alexandria
SCOTT, IDA SUBLETT.....	2 B....	Prince Edward	Millbank
SCOTT, RHEA CLARKE.....	Sr. Kdgtn	Hanover	Ashland
SEAT, LOTTIE.....	2 B....	Halifax	Virgilina
SEMONES, LOUISE BERNARD....Jr. B....	Jr. B....	Pittsylvania	Callands
SHARPE, EDNA.....	1 B....	Sussex.....	Waverly

NAME.	CLASS	COUNTY.	ADDRESS.
SHARPE, LILLIE	1 B.	Sussex	Waverly
SHARP, MARGARET W.	Irregular	Albemarle	Charlottesville
SHEPARD, AGNES RUTH.	1 B.	Buckingham	Rival
SHEPARD, BLANCHE GARLAND.	1 B.	Buckingham.	Rival
SHEPARD, MARY WILSON	1 B.	Buckingham	Rival
SHEPHERD, LOUISE MARY	1 A.	Warwick	Halsteads Point
SHUGERT, MARIA THORNTON.	3 B.	Clarke	Berryville
SHUMAN, MABEL CLARE	3 A.	Caroline	Point Eastern
SIMMONS, ANNIE	2 A.	Princess Anne	Renoville
SINCLAIR, GEORGIE WRAY.	1 B.	Gloucester.	Seldens
SMITH, ADA MAY	Sr. B.	Henrico	Station A.
SMITH, CLARA GRESHAM.	Jr. B.	Warwick	Newport News
SMITH, DEBERNIERE HARPER.	Sr. B.	Charlotte	Charlotte
SMITH, ETHEL.	1 B.	Cumberland.	Farmville
SMITH, LELIA VIRGINIA.	2 B.	Prince Edward.	Prospect
SMITH, LIZZIE LEE.	1 B.	Surry	Dendron
SMITH, NELLIE BLACKWELL	3 B.	Prince Edward	Framville
SNAVELY, MARIAN.	3 B.	Wythe	Wytheville
SNELL, CLARA LOUISE.	1 B.	Charlotte	Rolling Hill
SNOW, CHLOE D	3 B.	Northumberland	Heathsville
SPAIN, JULIA CALHOUN	3 B.	Dinwiddie.	Sutherland
SPENCER, MARY HENLEY.	3 B.	James City	Williamsburg
STARLING, BETTIE PRICE.	Jan. Grad.	Henry.	Lone Oak
STARLING, HALLIE BROWN.	1 B.	Henry.	Lone Oak
STEED, HELEN MILDRED.	3 A.	Brunswick	Forest Hill
STEGER, MARY VIRGINIA.	Jr. B.	Pittsylvania.	Danville
STEMBRIDGE, IRIS NEWBILL.	2 A.	Mecklenburg.	Red Oak
STEPHENS, MARY MOSBY.	3 B.	Montgomery	Cambria
STEPHENSON, GEORGIANA E.	Jan. Grad.	Highland.	Bolar
STERRETT, ELIZABETH C.	2 B.	Rockbridge	Hot Springs
STILL, LILLIAN CLAIR.	2 A.	Pittsylvania.	Byrdville
STOKES, ELIZABETH KEESEE	Sr. A.	Prince Edward	Farmville
STONE, SUSAN J.	3 A.	Culpeper	Godfrey
STONEHAM, FLORENCE E	2 B.	Lancaster	Molusk
STONEHAM, MAMIE PIERSON.	Irregular	Lancaster.	Monaskan
STONER, WILLIE FRANCES.	2 B.	Rockbridge.	Sherwood
STUART, ELLEN ELIZABETH.	1 B.	Cumberland	Adriance
STUART, SARAH VIRGINIA	1B	Cumberland.	Farmville
STUBBLEFIELD, VIRGINIA E.	Sr. A.	Henrico	Richmond
SUTHERLAND, ANNIE FIELD	1 B.	Dinwiddie.	Sutherland

NAME.	CLASS	COUNTY.	ADDRESS.
SUTHERLIN, LULA	3 A	Halifax	Sutherlin
TATEM, LOUISA CAROLINE	2 B	Norfolk	Berkley
TATUM, MARY HUNTER	2 B	Patrick	Stuart
TAYLOR, ELLEN DRUE	2 B	James City	Toano
TAYLOR, MAGGIE AUSTIN	3 B	Appomattox	Wildway
TERRELL, MARY MACKIE	3 B	Hanover	Beaver Dam
THOMAS, MARY	Sr. B	Pulaski	Pulask
THOMPSON, FLORA CLENDENIN	Sr. A		Bluefield, W. Va.
THOMPSON, LILLIAN F.	Jan. Grad.		Bluefield, W. Va.
THOMPSON, HAZEL MARIE	Jr. B	Henrico	Richmond
THOMPSON, MAUD CATHERINE	2 B	Lunenburg	Turner
THORPE, GRACE	2 B	Henrico	R. F. D. No. 2
THORPE, LOTTIE LEE	2 B	Henrico	R. F. D. No. 2
THRAVES, MATTIE GERTRUDE	1 B	Amelia	Belona
TINSLEY, DORA VIRGINIA	1 B	Culpeper	Crooked Run
TINSLEY, POCAHONTAS	2 B	Montgomery	East Radford
TOMS, ELAINE MCKAY	3 B		Knoxville, Tenn.
TOWNSEND, PEARL	2 A	Middlesex	Warner
TRENOR, LELIA LORENA	1 B	Craig	Sinking Creek
TRENT, GRAHAM FRANCES	3 A	Buckingham	Andersonville
TUCKER, MARGARET LEWIS	Jr. B	Amherst	Sandiges
TUCKER, SARA MILDRED	2 B	Amherst	Sandiges
TURNER, HATTIE ROBYN	2 A	Brunswick	Turner
VAIDEN, MARY TEMPIE	4 B	Dinwiddie	Ford
VAUGHAN, ANNIE VIRGINIA	2 B	Halifax	News Ferry
VAUGHAN, IVA PEARL	Jan. Grad.	King and Queen	Cumnor
VENABLE, EMMA CABELL	Irregular	Prince Edward	Hampden Sidney
VERSER, ELIZABETH C.	Sr. B	Prince Edward	Farmville
*WADE, STELLA ALVA	1 B	Floyd	Willis
WALKER, ALMA	Jr. B	King and Queen	Walkerton
WALKER, ATALA	2 A	Charles City	Willcox Wharf
WALTERS, EVA MEBANE	2 B		Blanche, N. C.
WALTON, EMMA LOCKETT	Jr. B	Prince Edward	Farmville
WALTON, IDA ESTELLE	Irregular	Prince Edward	Rice
WALTON, MARY GRACE	Sr. B	Prince Edward	Farmville
WALTON, MILDRED BRYAN	1 A		Albemarle, La.
WAMBERSIE, ANNIE LOWRY	1 B	Orange	Orange

*Entered since March 1st.

NAME.	CLASS	COUNTY.	ADDRESS.
WARE, ALICE BOWDEN	2 B	James City	Williamsburg
*WARING, EMMA LAWSON	Sr. B	Essex	Ware's Wharf
WATKINS, MARGUERITE IRVING	1 B	Prince Edward	Farmville
WATKINS, MARY VENABLE	3 A	Charlotte	Charlotte
WATKINS, MARTHA LOIS	Jr. B	Chesterfield	Hallsboro
WATSON, VEDAH MAY	2 B	Prince Edward	Darlington Heights
WATTS, LUCY MORTON	3 B	Northampton	Franktown
WARBURTON, LUCY A	3 B	James City	Williamsburg
WHEALTON, IDA VIRGINIA	1 B	Accomac	Chincoteague
WHITE, ESTHER ELIZA	1 B	Nottoway	Spainville
WHITE, EVA LOVELACE	4 B	Halifax	Scottsburg
WHITE, MARGARET ROBINSON	2 B	Rockbridge	Lexington
WHITE, MARY SHERWOOD	1 B	Caroline	Woodford
WHITWORTH, ELIZABETH H	2 B	Halifax	Scottsburg
WIATT, ELEANOR BAYTOP	Sr. A	Gloucester	Gloucester
WIATT, MARGARET LEIGH	3 A	Gloucester	Sign Pine
WILDER, HAPPY	2 B	Halifax	South Boston
WILKERSON, IVA N	1 B	Nansemond	Chuckatuck
WILLIAMS, MARTHA UNITY	2 B	Southampton	Dory
WILLIAMS, MOODIE ELIZABETH	Irregular	Montomery	Cambria
WILLIAMSON, BEULAH BENTON	2 B	Norfolk	Norfolk
WILLIAMSON, PAULINE B	Sr. B	Pulaski	Pulaski
WILSON, CORNELIA ELLEN	2 B	Prince Edward	Farmville
WILSON, EVELYN HARWOOD	2 B	Norfolk	St. Brides
WILSON, MARY HOWARD	1 B	Prince Edward	Farmville
WINFREE, LOTTIE ARCHER	1 B	Chesterfield	Swansboro
WINGO, EUNICE BEATRICE	2 A	Prince Edward	Farmville
WISE, ANNIE THOMAS	2 B	Accomac	Craddockville
WISE, WILLIS PAGE	1 B	Northampton	Dalbys
WITHERS, CARRIE VIRGINIA	1 B	Botetourt	Roanoke
WOODSON, MAMIE E	Sr. B	Albemarle	Yancey Mills
WOODY, DORIS VANE	2 A	Appomattox	Spout Spring
WOODY, MARIE THORNHILL	1 B	Nottoway	Crewe
WOOLFOLK, LUCY KATE	2 B	Rockbridge	Glasgow
WRIGHT, ETTA JOSEPHINE	1 B	Caroline	Ideal
WRIGHT, GRACE ELNER	1 B	Nansemond	Copeland
WRIGHT, LEONARDINE	2 B	Bedford	Peaksville
WRIGHT, SUSIE D	Jr. B	Pittsylvania	Sandy Level
WYATT, GRACE L	2 B	Elizabeth City	Rip Raps

*Entered since March 1ss.

TRAINING SCHOOL

Kindergarten

COBBS, MARTHA	LEWIS, ELIZABETH
COX, BEN	LINDSAY, MARY
CUNNINGHAM, WALLACE	MORRIS, JOHN
DILLON, MARY	OSBORNE, ELBERT
FOSTER, JOHN	PAULETT, ARCHIE
GILLIAM, JANIE	PAULETT, IDA
GARLAND, MARY	RICHARDSON, MARY RIVES
GILL, ALBERT	RUFFIN, THOMAS
HALL, NORIN	SMITH, LUCILE
HATCHER, SAM	SAUNDERS, WALBY
HART, MARTHA	SPENCER, PORTIA
HUNT, ALMA	STOKES, JOHN
HUNT, HARRY	TATUM, ALMA
HURT, LOTTIE	WATKINS, NEWTON
JONES, ANDERSON	WELLS, DOROTHY

KOHEN, ANNA

First Grade

BARROW, RUTH	HART, WILLARD
BLANTON, IRVING	KAYTON, HARRY
BUGG, ROBERT	PAULETT, MABEL
BULLOCK, LOYD	PUTNEY, WILEY
CUNNINGHAM, ELIZABETH	RICHARDSON, VIRGINIA
DAVIS, ELIZABETH	ROBINSON, CASSIE
GARLAND, EDNA	SMITH, ARTHUR
GARLAND, ERNEST	SPENCER, ETHEL
GARLAND, JACK	WELLS, AGNES
GRAY, IDA LEE	WILSON, JUNIUS
HARDY, WILLIE	VENABLE, REGINALD

Second Grade

ANGLEA, WATSON	JONES, ROSA
BOYD, CARRIE	KELSEY, HENRY

CARROLL, LIZZIE
CHICK, BESSIE
CUNNINGHAM, BOOKER
EDMUNDS, INDIA
EGGLESTON, ELIZABETH
HARDY, JOHN
HARDY, MARY
HARRIS, RILL
HUNDLEY, CAMPBELL
HUNT, FLORENCE
JARMAN, JOSEPH

MARING, LURLINE
PUTNEY, ALICE
RICHARDS, ROBERT
RICHARDSON, LEONARD
SMITH, BEVERLY
SPENCER, KATHLEEN
VENABLE, PETIT
WALL, BARRYE
WATKINS, IRVINE
WATKINS, CUNNINGHAM
WATKINS, EDWARD

Third Grade

ALLEN, JENNIE
BALDWIN, MARGARET
BARROW, MARY FOOTE
BLANTON, RUTH
BONDURANT, LOUISE
BULLOCK, THELMA
BYERLEY, EDWARD
COX, KATE
DAVIS, LEONE
DUGGER, GRACE
DUVALL, WALLACE,
FOSTER, MARTHA
GARNETT, CHARLIE
HATCHER, GERTRUDE

HUNDLEY, ELIZABETH
KEARNEY, JANIE
KING, CLARA
MILLER, ROBBIE LEE
MOORE, JOHN
MORRIS, EUGENIA
PAULETT, ERNEST
PAULETT, RICHARD
PHILLIPS, HAZEL
PRICE, MARIE
RICE, IRMA
RICHARDSON, ROBERT
ROBINSON, RUTH
WOOD, CARTER

Fourth Grade

BARROW, LAURA
BOOKER, JOSIE
CARROLL, DANIEL
CHAPPELL, EDWIN
DUVALL, ALTHA
GARNETT, NANNIE
GRIGG, LOUISE
HARRIS, EUNICE
HOUSTON, RUTH
JARMAN, ELIZABETH

JONES, BERTHA
KAYTON, AURELIA
MOOREFIELD, CLAUDE
MORRIS, MARY
PAULETT, VIVA
SPENCER, SARAH
SPENCER, BURNICE
TUCKER, ANNIE
WATKINS, ELOISE
WOOD, MARGUERITE

Fifth Grade

ANDERSON, BEN
 BLANTON, HOWARD
 BUGG, CHARLES
 BUGG, MARTHA
 COBB, HAZEL
 DAVIS, SUSIE
 GRAHAM, ALICE

MOORE, WILLIE
 PUTNEY, EDNA
 RICHARDSON, ALICE
 RICHARDSON, LELIA
 ROBINSON, JUDSON
 STONE, BESSIE
 UPTON, MARGUERITE

KENEDY, ROSA

Sixth Grade

BALDWIN, LUCILE
 BRISTOW, MARIA
 CARROLL, ANNIE
 COX, JOHN
 DOYNE, MATTIE
 GARNETT, RUTH
 GILLIAM, GERTRUDE
 GILLIAM, LIZZIE
 HARRIS, OLIVE
 HIGHT, EXIE
 HILL, FRANKIE
 HUNDLEY, ROBERT

JOHNSON, NANNIE
 KELSEY, PHILANDER
 LEWIS, JOSEPH
 MORRIS, PARKE
 PUTNEY, MARY
 RICHARDSON, KATE
 RICHARDSON, WALTER
 SMITH, AUBREY
 SMITH, ELIZABETH
 TREVILIAN, FLORENCE
 TUCKER, LILLIE
 WEST, MARIAN

HURD, NELLIE

Seventh Grade

ANGLEA, PEARL
 BLANTON, THELMA
 BUGG, LILLIAN
 BUGG, VIRGILIA
 DAVIS, FRANCES
 JARMAN, EMERSON
 POOLE, ALBERTA
 PRICE, BESSIE

PRICE, FANNIE
 RICE, LILLIAN
 ROBINSON, ANNIE
 SMITH, BETTIE GAY
 STONE, ANNIE LAURIE
 TRAYLOR, MARY
 TURNES, SADIE
 WILSON, LILLIAN

Eighth Grade

CLAIBORNE, MAMIE
 GILLIAM, LENA

RICHARDSON, CELESTE
 ROBERTS, SUSIE

GRIGG, MATTIE, LEE

SMITH, LIZZIE

JONES, BESSIE GORDON

SUTHERLAND, ELIZABETH

RANSON, NANNIE

WILSON, JOHN

Recapitulation

January Graduates—Full Course.....	9
January, Graduates—Professional Course.....	10
Undergraduates.....	546
Total in Normal School.....	562
Total in Training School.....	193
Total number receiving instruction in this school.....	<hr/> 758

ALUMNAE

Any one discovering mistakes in the alumnae record will kindly forward the corrections to the President.

1885

BLANTON, ANNIE (Mrs. Barrett).....Tacoma, Ga.
DUNCAN, LULA.....
PHILLIPS, LULA..... Richmond, Va.

1886

ANDERSON, KATHARINE,Teaching, Lynchburg, Va.
BLANTON, BESSIE (Mrs. Jones).....Holly Springs, Miss.
BUGG, FANNY (Mrs. Burton Blanton).....Brooklyn, N. Y.
BRIGHTWELL, CARRIE (Mrs. Hopkins).....Bedford City, Va.
CARRUTHERS, JEAN (Mrs. Boatwright).....Lynchburg, Va.
MAPP, MADELINE (Mrs. G. T. Stockley).....Keller, Va.
MCKINNEY, LULA.....Teaching, Agnes Scott Institute, Ga.
PARRISH, CELESTIA.....Prof. of Pedagogy, Normal School, Athens, Ga.

February, 1887.

*CARSON, LELIA (Mrs. Flippen).....
*DAVENPORT, EMMA
*QUINN, SALLIE (Mrs. Dillard).....
RANSON, ESTELLE (Mrs. Marchant).....Mathews C. H., Va.
RICHARDSON, EMMA (Mrs. John Geddy)..... Toano, Va.
*SMITHSON, FANNY.....
SMITHSON, BEULAH.....Teaching, Nogales, Ariz.

June, 1887.

BERKELEY, MARTHA (Mrs. R. Baxter Tuggle).....Farmville, Va.
COLEMAN, ALICE (Mrs. Bethel)..... Danville, Va.
CREWS, ANNIE L..Trained Nurse, 822 Hamilton Terrace, Baltimore, Md.
JEFFRIES, WILLIE (Mrs. Painter).....Roanoke, Va.
JOHNSON, JULIA (Mrs. Jos. Eggleston). Richmond, Va.

*Deceased.

WICKER, KATHERINE..Teaching Eng. and Hist., High School, Tampa, Fla.
 *WHITING, HENRIE AUGUSTINE (Mrs. C. R. McIlwaine)
 2326 Highland Ave.....Knoxville, Tenn.

February, 1888.

*AGNEW, MARY.....
 BALL, LULA.....
 CAMPBELL, SUSIE (Mrs. Ned Hundley).....Farmville, Va.
 FUQUA, LOUISE (Mrs. W. B. Strother).....Chester, Va.
 HASKINS, HALLIE.....Teaching, Houston, Tex.
 *MCLEAN, MATTIE.....
 WINSTON, LIZZIE.....Teaching, Richmond, Va.

June, 1888.

BERKELEY, FANNIE.....Teaching, Salem, Va.
 DOUGLAS, CARRIE (Mrs. Dr. Arnold).....
 DUNCAN, MATTIE.....Teaching, Roanoke, Va.
 FORBES, MARION.....Principal Woman's College, Richmond, Va.
 FERGUSON, KATE (Mrs. Morehead)Salem, Va.
 GURLEY, ANNIE (Mrs. Carroll).....Charlottesville, Va.
 HUNT, KATE.....Principal Stonewall Jackson Institute, Abingdon, Va.
 HIX, ANNIE (Mrs. Edward Earle).....Waco, Tex.
 *HUBBARD, IDA (Mrs. Giles).....
 MOSLEY, BLANCH (Mrs. Cooke).....
 *MARTIN, ROSA.....
 PHAUP, SUSIE.....
 PIERCE, MARY (Mrs. E. F. Watson).....Box 133, Richmond, Va.
 *THORNHILL, ANNA.....
 WINSTON, JOSIE (Mrs. Woodson).....Farmville, Va.
 WATTS, IDA.....Teaching, Lynchburg, Va.

February, 1889.

BOSWELL, LUCY (Mrs. Montague).....Mount Laurel, Va.
 CHRISMAN, ROSA.....Teaching, 2042 Fifth Avenue, New York City.
 COMPTON, MYRA (Mrs. Allnut)Dawsonville, Md.
 HARDY, SALLIE (Mrs. McElveen).....Workman, S. C.
 HILL, SUSIE (Mrs. Dunn).....Bartlesville, Indian Territory
 PAYNE, OLA.....Teaching, Albemarle County, Charlottesville, Va.

*Deceased.

Full Graduates, June, 1889.

HARRIS, MINNIE (Mrs. Atwell)..... Danville, Va.
 LITTLETON, FANNIE (Mrs. Linus Kline).....Duluth, Minn.
 MAEGHER, MARGARET.....Teaching, Richmond, Va.
 PERKINS, MRS. FANNIE..... Asheville, N. C.
 VAN VORT, BERTHA.....314 East Grace Street, Richmond, Va.
 WALKER, FANNIE (Mrs. J. H. Long)..... White Springs, Fla.

Professional.

HIGGINBOTHAM, LAVALETTE (Mrs. Chapman).....Tazewell, Va.

Full Graduates, June, 1890.

CAMPBELL, MINNIE (Mrs. Ellis)..... Lynchburg, Va.
 CAMPBELL, MARY..... Teaching, Charles Town, W. Va.
 EDWARDS, CLARA..... Teaching, South Boston, Va.
 EUBANK, MAMIE (Mrs. St. Clair).....Hampton, Va.
 McILWAINE, ANNE (Mrs. Dr. Dunn)..... Richmond, Va.
 *MEREDITH, MAMIE.....
 NOBLE, MAUDE (Mrs. Morgan).....
 VADEN, SALLIE (Mrs. Geo. Wray).....Norfolk, Va.

Professional Graduates.

BINSWANGER, BLANCHE (Mrs. Lewis Rosendorf).....Elma, Ala.
 BOTTIGHEIMER, HORTENSE.....Teaching, Richmond, Va.
 COULLINGS, ELOISE..... Teaching, Haw River, N. C.
 RICHARDSON, LOUISE (Mrs. Jos. White).... 414 N. Tenth St., Richmond, Va.
 *RICHARDSON, ELOISE.....
 SNAPP, MAUD (Mrs. Funkhouser).....Winchester, Va.

Full Graduates, June, 1891.

GILLIAM, BLANCHE (Mrs. Putney). Farmville, Va.
 HARDY, MRS. SADIE (Mrs. Lewis Claiborne).....Lawrenceville, Va.
 SAUNDERS, NEVA (Mrs. Geo. Prince).....Chase City, Va.
 TREVETT, MAUD..... Glen Allen, Va.
 VAUGHAN, CORINNE (Mrs, Hoffman).....Roanoke, Va.
 WOMACK, MARY.....Teaching Biology, High School, New York, N. Y.

*Deceased.

Professional Graduates.

DUFF, MADGE.....
 EMERICH, ADDIE (Mrs. Isadole Dreyfus).....New York, N. Y.
 IRVINE, LUCY (Mrs. J. Irvine)..... Clare, Augusta County, Va.
 *MONTAGUE, EMMA.....
 POWERS, AURELIA (Mrs. Wm. Ahern)....Thirty-Second St., Richmond, Va.
 RICHARDSON, NELLIE (Mrs. Rogers)..... Richmond, Va.

Full Graduates, February, 1892.

BURTON, ANNIE (Mrs. A. A. Cox)..... Farmville, Va.
 BOSWELL, MAY (Mrs. Chas. Gordon).....Remington, Va.
 FARLEY, MAMIE (Mrs. E. H. Witten).....Bramwell, W. Va.
 SPAIN, MYRTIS (Mrs. Hall)..... Lancaster C. H., Va.
 TWELVETREES, LOUISE (Mrs. Hamlett).....Hampden-Sidney, Va.

Professional Graduates.

BERKELEY, MARY..... Teaching, Miller School, Va.
 WEST, ELLA (Mrs. C. W. Gray)..... Memphis, Tenn.

June, 1892.

*BLACKMORE, MARY.....
 *BUNDURANT, MYRTLE (Mrs. Corley).....
 DAVIDSON, JULIA..... Farmville, Va.
 EWING, LOVELENE (Mrs. C. C. Wall)..... Richmond, Va.
 FARLEY, ELIZABETH.....Stenographer, 214 Church Street, Roanoke, Va.
 FORD, JULIETTE.... Gov't Position, 1202 K. St., N. W., Washington, D. C.
 FOX, LILY.....Teaching, Beulahville, Va.
 HARVIE, LELIA JEFFERSON, (Mrs. J. S. Barnett)..... Palo Alto, Cal.
 HUNDLEY, ALICE.....Teaching, Roanoke, Va.
 MICHIE, LIZZIE (Mrs. Johnson).....315 Eleventh Street, Lynchburg, Va.
 MITCHELL, MAGGIE (Mrs. Bryan)..... Richmond, Va.
 POWERS, AURELIA (Mrs. Wm. Ahern)....Thirty-second St., Richmond, Va.
 PORTER, BELLE (Mrs. Ellington).....105 S. Fifth St., Richmond, Va.
 THOMPSON, ELLEN (Mrs. W. E. Coons).....Culpeper, Va.
 THOMPSON, ELVA (Mrs. J. T. Walker)..... Smyrna, Va.
 TRENT, ELLA (Mrs. H. B. Taliaferro).....Houston, Tex.

*Deceased.

WATKINS, MARGARET.....Trained Nurse, Richmond, Va.
 WOMACK, PRESTON.....Stenographer, 215 E. Franklin St., Richmond, Va.

Professional Graduates.

CREW, MARY.....
 HUDGINS, NELLIE (Mrs. Oscar Hudgins)..... 14 W. Cary, Richmond, Va.
 MEAGHER, MELANIA..... 2715 E. Grace St., Richmond, Va.
 MAYO, LALLA.....Teaching, Manchester, Va.
 MINOR, JANIE (Mrs. Nash)..... Cartersville, Va.
 PEAL, FLORENCE (Mrs. Ledbetter).....Birmingham, Ala.
 PRITCHETT, SALLIE.....Teaching, Boys' High School, Suffolk, Va.
 TODD, AMMIE (Mrs. Leon Ware)..... Staunton, Va.
 WILLIS, EVA (Mrs. Robt. Cralle)..... Farmville, Va.
 WINGFIELD, NORA (Mrs. W. N. Sebrell).....Courtland, Va.

Full Graduates, February, 1893.

BLAND, ALMA.....Shackelfords, Va.
 BOYD, MARY (Mrs. Cabell Flounoy).....Gap Mills, W. Va.
 CURTIS, ROBERTA.....Teaching, Private School, Newport News, Va.
 DAVIDSON, MATTIE.....Farmville, Va.
 DAVIS, MYRTIS (Mrs. Phillips).....Crewe, Va.
 GILLIAM, SALLIE (Mrs. Gilliam)..... Darlington Heights, Va.
 GRAY, MARY.....Teaching, Winchester, Va.
 HARGROVES, ALICE.....Portsmouth, Va.
 *MICHIE, SUSIE.....
 MORTON, NETTIE (Mrs. Walker Scott)..... Farmville, Va.
 TABB, JANIE M.....Secretary to President, S. F. N. S., Farmville, Va.
 TURNER, BESSIE.....Teaching, Newport News, Va.
 WHITEHEAD, LILLIAN (Mrs. Russell).....Fredericksburg, Va.

Full Graduates, June, 1893.

BALDWIN, BLANCHE (Mrs Hines)..... Lynchburg, Va.
 BIDGOOD, FANNIE (Mrs. Price)..... Petersburg, Va.
 CRUMP, EMILY..... Stenographer, 10th and Main Sts; Richmond, Va.
 MAPP, ADA (Mrs. James Hyslup)..... Grangeville, Accomac County, Va.
 *MORTON, ROSALIE.....
 MOSBY, MERRIMAC.....Teaching, Martinsville, Va.
 ROGERS, MITTIE (Mrs. B. W. Jones).....Churchville Gap, Va.

*Deceased.

STEGER, HATTIE.....Teaching, Rockingham County, Va.
 WALTON, LENA (Mrs. Roberts).....Charlotte County, Va.
 WATSON, GEORGIA (Mrs. Copeland).....Hampton, Va.
 WHITE, MARY (Mrs. Pearson).....Bristol, Tenn.
 WICKER, BELLE.....Teaching English and History, Anderson, S. C.
 WOMACK, ROSE (Mrs. Wm. Henderson)...Briery, Prince Edward County, Va.

Professional Graduates.

EGGLESTON, JULIA.....Teaching, West End School, Richmond, Va.

Full Graduates, February, 1894.

ARMISTEAD, MARTHA (Mrs. Morton).....Crewe, Va.
 CHEWNING, LOU (Mrs. S. F. Sharper).....Saluda, Va.
 CUNNINGHAM, PEARLE (Mrs. Boyle).....Rocky Mount, N. C.
 HARDY, JANE (Mrs. Long).....Johnson City, Tenn.
 HARWOOD, NANNIE (Mrs. Disharoon).....Hampton, Va.
 HUNT, FLORINE.....Teaching, Bramwell, W. Va.
 SHELL, EFFIE.....Teaching, Meridian, Va.

Full Graduates, June, 1894.

BENNETT, LIZZIE.....Teaching, High School, Leesburg, Va.
 BLAND, LOLA.....Teaching, Pinetta, Gloucester County, Va.
 BRANCH, MABIN (Mrs. Branch).....White Plains, Va.
 CHANDLER, JENNIE (Mrs. Carpenter).....Caroline County, Va.
 FITZHUGH, MARY (Mrs. Eggleston).....Portsmouth, Va.
 GAYLE, LULA (Mrs. Bland).....Shackleford, Va.
 GREEVER, VIRGINIA.....Chilhowie, Va.
 HARRIS, ALMA.....Teaching, Dinwiddie C. H., Va.
 HARRIS, PAULINE (Mrs. Richardson).....Dinwiddie, C. H., Va.
 HUDGINS, RUBY (Mrs. Diggs).....Hampton, Va.
 OGLESBY, MARY SUE.....Draper, Pulaski County, Va.
 ROBERTS, MABEL (Mrs. S. D. Tankard).....Franktown, Va.
 STAPLES, JANIE (Mrs. Eddie Chappell).....Briery, Va.
 TROWER, LENA (Mrs. Ames).....Onley, Accomac County, Va.
 WESCOTT, GEORGIA (Mrs. Stockley).....Elizabeth City County, Va.
 *WILKIE, KATHIE.....

*Deceased.

Professional Graduates.

BUCHANAN, MATTIE.....	Governess, Farmville, Va.
HARRISON, JULIA (Mrs. Pedrick).....	Portsmouth, Va.
HIGGINS, EMMA (Mrs. L. B. Johnson).....	Gilmerton, Va.
LEACHE, JULIA.....	Teaching, Pulaski, Va.
POLLARD, MAUD (Mrs. R. S. Turman).....	Atlanta, Ga.

Full Graduates, February, 1895.

ARMISTEAD, ELLEN (Mrs. Guerrant).....	Pilot, Va.
BOYD, CARRIE.....	Bryant, Nelson County, Va.
DAVIS, EULALIE (Mrs. Woodson).....	Richmond, Va.
EGGLESTON, MARTHA.....	Teaching, Fairburn, Ga.
FEREBEE, MARY (Mrs. Old).....	Lynnhaven, Va.
GODWIN, MARY.....	Teaching, Fincastle, Va.
IVY, MRS. SALLIE B.....	Governess, Hampton Roads, Va.
JAYNE, MATTIE.....	Teaching, 1603 Thirtieth St., N. W., Washington
*KEAN, ELVIRA.....	
MARABLE, SUDIE (Mrs. Scales).....	Hulcolm's Rock, Va.
OSBORNE, TEMPE.....	
RATCLIFFE, MARY (Mrs. Chenery).....	Ashland, Va.
THRIFT, SUSIE.....	Teaching, Big Stone Gap, Va.
WOLFE, BESSIE.....	Teaching, Glenolden, Penn.

Professional Graduates.

BURTON, KATE (Mrs. Glenn).....	Radford, Va.
HOOPER, MARY (Mrs. Bernard McClaugherty).....	Bluefield, W. Va.

Full Graduates, June, 1895.

BADGER, HELEN.....	Stenographer, 1910 N. 22d St., Philadelphia, Pa.
*BRADSHAW, CORNELIA.....	
BONDURANT, GEORGIA.....	
BRIMMER, ROSE.....	Teaching, Danville, Va.
CONWAY, DAISY (Mrs. H. L. Price).....	Blacksburg, Va.
DAVIDSON, LOTTIE.....	Farmville, Va.
GALLOWAY, LIZZIE.....	Teaching, Roanoke, Va.
GRAY, MAUD (Mrs. O'Neil).....	Chapel Hill, N. C.

*Deceased.

LITTLEPAGE, CARRIETeaching, White Post, Va.
 O'BRIEN, CLARA.....Teaching, Manchester, Va.
 RANEY, SUE (Mrs. Short).....Lawrenceville, Va.
 STONE, KATE.....Roanoke, Va.
 STUBBS, LINWOOD.....Woods Cross Roads, Va.
 WICKER, NELLIE.....Supt in Hospital Polk, Penn.
 WOOTEN, AGNES (Mrs. Richard Spencer).....Farmville, Va.

Professional Graduates.

BULLARD, IRENE, M. D.....Birmingham, Ala.
 DAVIS, MARY.....Madenburg, Va.
 FULKS, SUSIE (Mrs. Edwin Williams).....St. Louis, Mo.
 FORD, ELLA.....Teaching, High School, Washington, D. C.
 HARDY, PEARL.....Teaching, Nottoway County, Va.
 HATHAWAY, VIRGINIA.....Teaching, White Stone, Lancaster County, Va.
 *HIGGINBOTHAM, NANCY.....
 NULTON, BESSIE (Mrs. J. B. Noffman).....905 Delaware Ave. Wilmington, Del.
 PARLETT, MATTIE.....Teaching, 28 York Place, Norfolk, Va.
 TRENT, ADELAIDE.....Teaching, Moss Point, Miss.
 WINFREE, EMMA.....Teaching, Steeles' Tavern, Augusta County, Va.

Full Graduates, February, 1896.

BROWN, MYRTLE.....Danville, Va.
 CURTIS, BETTIE.....Teaching, Newport News, Va.
 HARDY, ZOU.....Teaching, Roanoke, Va.
 JONES, ETHELYN (Mrs. Morris).....Henderson, N. C.
 LEE, NELLIE CAMERON.....Pittsburg, Penn.
 LINDSEY, BESSIE.....Teaching, Georgetown, S. C.
 MORRIS, LOUISE.....Teaching, Farmville, Va.
 PAINTER, MARTHA.....Governess, Woods, Albemarle County, Va.
 PHILLIPS, JENNIE.....
 THORNTON, MATTIE (Mrs. T. J. Pennybacker).....South McAllister, I. T.
 VAUGHAN, LIZZIE.....Morven, Va.
 VERSER, MERRIE.....Teaching, Rocky Mount, N. C.
 WARREN, MARY.....Stenographer, Silver, Burdett & Co., New York.
 WICKER, MAUD.....Stenographer, Barnwell, S. C.
 WILSON, MATTIE (Mrs. James Womack).....Farmville, Va.

Professional Graduates.

MILLER, MAGGIE.....Teaching, 210 Clay Avenue, Norfolk, Va.

*Deceased.

WELSH, MABELLE (Mrs. Clifford Rudd).....Richmond, Va.

Full Graduates, June, 1896.

ASHLEY, DAISY..... Teaching, 31 Falkland St., Norfolk, Va.
 BERKELEY, ROBBIE.....Teaching Music, Farmville, Va.
 BLAND, PATTIE.....426 Greene Avenue, Brooklyn, N. Y.
 BLAND, ROSALIE..... Shackelfords, Va.
 CARROLL, MARGUERITE.....384 Boulevard Avenue, St. Louis, Mo.
 CHISMAN, LILA.....Teaching, Hampton, Va.
 DAVIS, AZILE.....Teaching, Selma, Ala.
 FLETCHER, KATE.....Stenographer, Welch, W. Va.
 HAISLIP, THERESA.....Teaching, Hot Springs, Va.
 HOLLAND, MELL..... Teaching, Chester, Va.
 McCRAW, ANNIE (Mrs. J. W. Anderson)..... Dillwyn, Va.
 NEALE, RUSSEL.....Teaching, Poquoson, York County, Va.
 PARSONS, BERTIE (Mrs. E. T. Taylor)..... Oak Hall, Va.
 SCOTT, ANNIE (Mrs. Robt. Branch) Morven, Va.
 SMITHSON, ELIZABETH.....Teaching, I. A. Marsella 417, City of Mexico
 TAYLOR, MARY B.....Teaching, Amelia County, Va.
 TAYLOR, MARY H.....Teaching, Sandiges, Va.
 VAUGHAN, EUGENIA (Mrs. Brannon)..... Pettit, Miss.
 VENABLE, RUBY..... Farmville, Va.
 WALTON, LILY (Mrs. W. W. Bondurant)..... Sherman, Texas

Professional Graduates.

CAMERON, JEAN.....Principal Goshen High School, Goshen, Va.
 HATCHER, ELIZABETH.....Teaching English and History, Fork Union, Va.
 LINDSEY, ELLEN.....Teaching, Yellow Tavern, Henrico County, Va.
 McCABE, MARGARET.....Teaching, Washington, D.C.
 MORTON, LOULIE..... Farmville, Va.
 SMITH, EVA (Mrs. Ferebee).....London Bridge, Va.
 *WALTHALL, JULIA.....

Full Graduates, February, 1897.

COPER, IDA (Mrs. Seim).....Baltimore, Md.
 DANIEL, MARY B. (Mrs. Randolph Jones) ...Rival, Buckingham County, Va.
 KENNERLY, MARTHA.....Teaching Biology, High School, New Haven, Conn.

*Deceased.

PARSONS, MAMIE..... Teaching, Atlantic, Va.
 SPAIN, KATE.....Teaching, Sutherland, Dinwiddie County, Va.
 STONE, VIRGINIA..... Teaching, Pulaski, Va.
 WATKINS, ALICE..... Stenographer, Richmond, Va.

Professional Graduates.

KIPP, LANDONIA (Mrs. Alec. Black).....Blacksburg, Va.
 MASSENBURG, MARY.....Teaching, Phoebus, Va.
 POLLARD, MINNIE (Mrs. Austin)..... Hinton Street, Norfolk, Va.
 SHELL, PEACHY (Mrs. R. E. Brown).....1295 W. Cary St., Richmond, Va.
 SLAUGHTER, MARIE (Mrs. Harvie Hall).....Roanoke, Va.
 WELCH, CHARLOTTE.....624 Rorer Avenue, S. W., Roanoke, Va.

Full Graduates, June, 1897.

BALLOU, ANNIE (Mrs. Talley Ballou).....Houston, Va.
 DIVINE, LILLIAN.....Teaching, Jefferson Institute, Falls Church, Va.
 DOUGHTY, GRACE (Mrs. Gladson).....Exmore, Northampton County, Va.
 FERREBEE, ANNIE.....Bookkeeper, 318 Boush Street, Norfolk, Va.
 FLOYD, SALLIE (Mrs. A. T. Bell).....Marionville, Va.
 GILLIAM, LILLIAN..... Teaching, Toga, Buckingham County, Va.
 IRVING, ANNE, (Mrs. Evans)Truxillo, Amelia County, Va.
 LECATO, EMMA.....Teaching, Pungotaegue, Accomac County, Va.
 LESTOURGEON, FLORA.....St. Katharine's School, Bolivar, Tenn.
 MAPP, ZILLA (Mrs. J. Winn).....Atlantic, Accomac County, Va.
 POLLARD, PATTIE (Mrs. Morrow).....High Hill, Halifax County, Va.
 *PRICE, LILY.....
 *PRICE, MATTIE.....
 SPENCER, EDNA..... Teaching, Alaciha, Fla.
 SLAUGHTER, MARIE (Mrs. Harvie Hall).....Roanoke, Va.
 WAINWRIGHT, MATTIE (Mrs. Ernest Whitehead)..... Farmville, Va.
 WILKIE, MARY C.....Teaching, Lexington, Ky.
 YOUNG, JESSIE.....Teaching, Hebron, Va.

Professional Graduates.

BRINSON, MARY ELEY .. Teaching, High School, Hampton, Va.
 BULLIFANT, BLANCHETeaching, High School, Hampton, Va.
 DYER, LOTTIE (Mrs. Schneider).....Herndon, Va.

*Deceased.

State Female Normal School

EWELL, JENNIE.....	Teaching, Canon City, Col.
HOLDEN, MINNIE (Mrs. Thos. J. Davis).....	Summerton, S. C.
HUMPHRIES, MADGE.....	Principal Schools, Lignum, Culpeper County, Va.
IVY, ELIZABETH.....	Teaching, 111 Thirty'second St., Newport News, Va.
SMITH, LILY.....	Miller School, Va.
WRAY, CHARLOTTE.....	Teaching, Hampton, Va.

Full Graduates, February, 1898.

BALDWIN, LAURA.....	Farmville, Va.
BLAND, LILY (Mrs. W. F. D. Williams).....	
BOOTH, ANNIE.....	Teaching, Drake's Branch, Va.
CHISMAN, MARY WHITING (Mrs. Harry Holt).....	Hampton, Va.
COX, MARY WHITE.....	Farmville, Va.
CUTHERELL, RUBY.....	Teaching, Rosemont, Norfolk County, Va.
HARRIS, LAURA.....	Teaching, DeWitt, Va.
SPAIN, CORA.....	Teaching, Swansboro, Henrico County, Va.
SPIERS, EUNICE (Mrs. John Robinson).....	Drewry's Bluff, Va.
TURNER, MARTHA (Mrs. Cook).....	Newport News, Va.
VADEN, MARY (Mrs. B. L. Blair).....	Troy, N. C.
VENEBLE, GENEVIEVE.....	Farmville, Va.
WARREN, ODELLE (Mrs. M. L. Bonham).....	Wilmington, N. J.

Professional Graduates.

MEARS, BELLE (Mrs. Burke).....	Hampton, Va.
Oakey, NELLIE.....	Teaching, Salem, Va.

Full Graduates, June, 1898.

AMOS, MARTHA.....	Teaching, Roanoke, Va.
BLAND, EMMA.....	Teaching, Blackstone, Va.
BOYD, MARY (Mrs. Samuel Scott).....	Vinita, Goochland County, Va.
BOYD, SUSAN.....	Teaching, Great Bridge, Norfolk County, Va.
BRANDIS, FLORENCE (Mrs. Geo. Davidson).....	Manchester, Va.
CRALLE, LOULIE (Mrs. James Lancaster).....	Farmville, Va.
*COX, LILLIAN.....	
CUNNINGHAM, ANNIE.....	Teaching, Rocky Mount, N. C.
DANIEL, ANNA.....	Farmville, Va.
FOWLKES, MARY.....	Teaching Meherrin, Prince Edward County, Va.

*Deceased.

HARGRAVE, ELIZABETH (Mrs. E. V. Clements)Manquin, Va.
 JACKSON, MARY..... Teaching, Arvonias, Va.
 MORRIS, KATHARINE (Mrs. Anderson).....Crewe, Va.
 OTLEY, LOUISE (Mrs. Koiner).....Waynesboro, Va.
 PIERCE, ELSIE.....Principal, Graded Schools, Rixeyville, Va.
 ROBERTS, MARY (Mrs. Mark Pritchett).....South Hill, Va.

Professional Graduates.

BIRDSALL, ELIZABETH (Mrs. Moon).....Fredericksburg, Va.
 BROADWATER, CORRIE.....St. Paul, Va.
 DARDEN, LALLA.....Teaching, Hampton, Va.
 GREEVER, IDA.....Teaching, Burk's Garden, Va.
 MCKINNEY, CHARLOTTE (Mrs. Lee Gash)Decatur, Ga.
 MEASE, MISSIE.....Teaching, Randlett, Utah.
 PERCIVAL, PATTIE.....Teaching, Ettrick, Dinwiddie County, Va.
 POLLARD, BERNICE.....Teaching, Lambert's Point, Norfolk Co., Va.
 RILEY, KATHLEEN.....Teaching, Falls Church, Va.
 THOMPSON, GERTRUDE.....Teaching, 200 N. Park Avenue, Norfolk, Va.
 WHITAKER, ALICE (Mrs. Edw. Bates).....Ivor, Va.

Full Graduates, January, 1899.

CARTER, LILY (Mrs. Vaughan).....Amelia C. H., Va.
 MICHIE, SALLIE.....Teaching, Covington, Va.
 PRESTON, NELLY.....Seven Mile Ford, Va.
 SCOTT, LELIA.....Teaching, Covington, Va.
 TALIAFERRO, CARRIE BROWN.....Teaching, Chatham Institute, Va.
 THORNTON, LUCY (Mrs. Von Weise).....Inidan Territory.
 VAUGHAN, JULIA (Mrs. Kirk Lunsford).....Roanoke, Va.
 WRIGHT, LUCY (Mrs. Robt. James).....Newport News, Va.

Professional Graduates.

FEATHERSTONE, MARTHA.....Teaching, Roanoke, Va.
 RICHARDSON, ELLEN.....Teaching, Charlotte C. H., Va.
 READ, DAISY.....Teaching, Pulaski, Va.

Full Graduates, June, 1899.

ARMSTRONG, ELLEN.....Hampden-Sidney Va.
 CLAIBORNE, SALLIE (Mrs. Kempar Huff).....Waynesboro, Va.

DRIVER, FRANCES.....	Portsmouth, Va.
FRANKE, FLORENCE.....	Teaching, Charlotte C. H., Va.
GODWIN, ELLA.....	Teaching, Clarke County, Va.
JONES, MATILDA.....	Stenographer, Richmond, Va.
LEIGH, RUBY.....	Plain View, Va.
LEWIS, DELLA.....	
READ, DAISY.....	Teaching, Pulaski, Va.
SOMERS, LOLA (Mrs. J. R. Brown).....	Bloxom, Accomac County, Va.

Professional Graduates.

JORDON, NELLIE (Mrs. Dr. Wasling).....	Pulaski, Va.
LANCASTER, NATALIE.....	Assistant Teacher, S. F. N. S., Farmville, Va.
LEACH, ANNETTE (Mrs. Andrew Gemmell).....	Pulaski, Va.
OSBORNE, ALVERDA.....	
WELSH, ALICE.....	Teaching, Richmond, Va.

Full Graduates, January, 1900.

CHILTON, JULIA (Mrs. C. H. Dunaway).....	Richmond, Va.
CULPEPER, ELIZABETH (Mrs. Martin).....	Portsmouth, Va.
GOODE, MARGARET.....	Teaching, Hopkinsville, Ky.
HENING, LILY.....	Teaching, Swansboro, Va.
HOLLAND, KELLOGG.....	Teaching, Burlington, N.C.
JOHNS, MARTHA.....	Teaching, Farmville, Va.
WATKINS, ELIZABETH (Mrs. Harry R. Houston).....	Hampton, Va.

Professional Graduates.

BINNS, VIVIAN (Mrs. Parker).....	Newport News, Va.
HAWKINS, CELIA.....	Teaching, Bluefield, W. Va.
HOWARD, IDA.....	Teaching, Pulaski, Va.

Full Graduates, June, 1900.

ARMSTRONG, SADIE.....	Teaching, Woodville, Rappahannock County, Va.
CHILTON, LAURA.....	Teaching, Lancaster C. H., Va.
CLEMENTS, NORMA.....	Teaching, 1227 Twenty-fifth St., Newport News, Va.
COLEMAN, MARY.....	Private Secretary, 66 Clark St., Brooklyn, N. Y.
COX, MARY VENABLE.....	Teaching, Math. S.F.N.S., Farmville, Va.
DAVIS, LOUISE (Mrs. Hall).....	Scranton, Penn.
JONES, MAUD (Mrs. Wm. Homer).....	Rosemary, N. C.

LANCASTER, NATALIE.....Assistant in Math., S. F. N. S., Farmville, Va.
 ROYAL, NANNIE (Mrs. Armistead Rice)Farmville, Va.
 RICE, BESSIE.....Teaching, Tazewell C. H., Va.

Professional Graduates.

CRAFFORD, HELEN.....Teaching, Morrison, Warwick County, Va.
 HALE, MARGARET (Mrs. Noell).....Clarksburg, W. Va.
 HOUP, ELLA.....Teaching, High School, Leesburg, Va.
 HOUSTON, BRUCE (Mrs. Davis).....Jellico, Tenn.
 MILLIE, LIDA.....Teaching, 101 Central Avenue, Norfolk, Va.
 RANDOLPH, ELEANOR.....Greenville, Va.
 RICHARDSON, MARY.....Teaching, Elizabeth College, Charlotte, N. C.
 SIBLEY, MAGGIE (Mrs. H. S. Smith).....Baltimore, Md.

Full Graduates, January, 1901.

CARPER, BESSIE Medical Student, Woman's Medical College, Philadelphia, Pa.
 CRIM, MERCY.....Teaching, High School, Leesburg, Va.
 GOODWYN, JOSEPHINE.....Teaching, Arrington, Nelson County, Va.
 HOOK, LILLIAN.....Teaching, Doe Hill, Va.
 *WATKINS, MARION (Mrs. A. L. Martin).....
 WELLS, BESSIE..... Teaching, Manchester, Va.

Professional Graduates.

CHEATHAM, LILIAN.....Teaching, Blickville, Dinwiddie County, Va.
 CHERNAULT, HESSIE..... Teaching, Williamsburg, Va.
 SHARPE, IDA.....Teaching, Bristol, Va.
 WATTERSON, PEARL.....Teaching, Olmsted, W. Va.

Full Graduates, June, 1901.

ATKINSON, ALICE.....Teaching, Monroe, N. C.
 BARNES, EMMA.....Teaching, Newport News, Va.
 COLEMAN, ALICE.....Teaching, Va.
 HOGG, SARAH.....Teaching, Newport News, Va.
 HOGWOOD, LOUISE..... Northampton, Co., Va.
 JACKSON, JENNIE (Mrs. Edw. Roberts).....Arvonnia, Va.
 LUCK, JOSEPHINE.....Teaching, Elizabeth City, N. C.
 MILLER, MARTHA.....Teaching, Stonega, Wise County, Va.

*Deceased.

PALMER, BESSIE (Mrs. Saunders).....Asheville, N. C.
 WHEALTON, JANIE.....Teaching, Chester, N. C.

Professional Graduates.

CAMPER, PAULINE.....Teaching, Salem, Va.
 COLEMAN, ETHEL.....Teaching, Gloucester C. H., Va.
 COX, JESSIE.....Teaching, Prentis School, Portsmouth, Va.
 ELCAN, GRACE.....Teaching, Tallahassee, Fla.
 FINKE, BEULAH.....Teaching, Roanoke, Va.
 HENDERSON, MATTIE.....Teaching, Vinton, Va.
 HOUSER, NANNIE.....Teaching, Greenville, Va.
 LATIMER, NINA.....Teaching, 800 W. Marshall St., Richmond, Va.
 PHILLIPS, MOLLIE.....Teaching, Hampton, Va.
 RENICK, MILDRED.....Teaching, Roanoke County, Va.
 SELDEN, MARY.....Hampton, Va.
 STEIGLEDER, EDITH.....Teaching, East Richmond, Va.
 WHITE, FRANCES (Mrs. Dr. P. S. Mertins).....Montgomery, Ala.
 WHITE, JEANNETTE.....Teaching, Salem, Va.
 WILLIAMS, JANIE.....Teaching, Well water, Buckingham, County, Va.

Full Graduates, January, 1902.

FARTHING, MARY.....Teaching, Charlotte C. H., Va.
 MOORE, WILLIE.....Teaching, Harwell, Mecklenburg County, Va.
 MUNDY, NELLIE.....Teaching, Priddys, Va.
 SMITH, FRANCES Y.....Teaching, Graham, N. C.

Professional Graduates.

DYER, RUTH.....Teaching, Roanoke, Va.
 JONES, MARY C.....Teaching, Morrison, Warwick County, Va.
 SPARKS, MARY.....Teaching, Orange, Va.
 OWENS, EMMA (Mrs. J. G. Enliss).....Richmond, Va.
 TIGNOR, ZILPAH.....Teaching, Hampton, Va.
 WINSTON, HELEN.....Teaching, Bristol, Va.

Full Graduates, June, 1902.

BRACY, JENNIE.....Teaching, Valley Mills, Augusta County, Va.
 COLE, CORA.....Teaching, Fredericksburg, Va.
 COLE, ETHEL.....Teaching, Norton, Va.

SCAGGS, JULIA (Married).....Fredericksburg, Va.
 WOOD, LUCY.....Teaching, Grove, James City County, Va.

Professional Graduates.

BLACKISTON, HELEN.....Assistant Teacher, S. F. N. S., Farmville, Va.
 BRYAN, GEORGIA (Mrs. Arthur Hutt).....Norfolk, Va.
 CHUMBLEY, LELIA.....Teaching, Keezletown, Va.
 CLARK, MARY E.....Teaching, Morven, Amelia County, Va.
 DEXTER, ROSE.....Teaching, Hampton, Va.
 GOODE, CARRIE (Mrs. Bugg).....Boydton, Va.
 HALL, EVA.....Teaching, Great Bridge, Va.
 HALL, ELIZABETH.....Teaching, Pulaski, Va.
 HARRIS, ORA.....Teaching, Near Waynesboro, Augusta County, Va.
 HIX, CARRIE.....Teaching, Roanoke, Va.
 KING, EMMA.....Teaching, Rockford, Va.
 KINZER, ANNA (Mrs. Ernest Shawen).....213 Rose Ave., Norfolk, Va.
 KIZER, CLAUDINE.....Teaching, Roanoke, Va.
 MARSH, MARTHA.....Teaching, Lancaster, Va.
 MORRIS, SALLIE.....Principal Haley High School, Louisa, Va.
 PILSWORTH, NORA.....Richmond, Va.
 POWERS, MARY F.....Teaching, White Post, Clarke Co., Va.
 ST. CLAIR, KATIE.....Teaching, Pulaski Institute, Pulaski, Va.
 VAUGHAN, KATHERINE (Mrs. Southall Farrar).....Jetersville, Va.
 WADE, MAMIE.....Teaching, Crewe, Va.
 WARNER, SUSIE.....Teaching, Reedsville, Va.
 WINFIELD, FLORENCE.....Teaching, Diston, Dinwiddie County, Va.

Full Graduates, January, 1903.

PHELPS, MAY.....Teaching, Monita, Va.
 WHITTMAN, PEARL.....Teaching, Tip Top, Tazewell County, Va.

Professional Graduates.

BASKERVILLE, ELIZABETH...Teaching, Clifton Forge, Alleghany County, Va.
 TAYLOR, MINNIE.....Teaching, Greenville, N. C.
 TURNER, NANNIE.....Teaching, Newport News, Va.
 WHITE, ELEANOR.....Teaching, Male Academy, Tarboro, N. C.

Full Graduates, June, 1903.

BASKERVILLE, ELIZABETH, Teaching, Clifton Forge, Alleghany, County, Va.

DOUGHTY, ANNIE.....	Teaching, Windsor, Va.
HANKINS, HARRIET.....	Teaching, Williamsburg, Va.
HARVEY, OTELIA.....	Studying Music, Richmond
PAXTON, ANNA.....	Teaching, 417 Moore St., Bristol, Tenn.
PECK, MARY.....	Teaching, Fincastle, Botetourt County, Va.
WATKINS, NEVILLE.....	Teaching, Dumbarton, Henrico County, Va.

Professional Graduates.

ADAIR, JANIE.....	Bluff City, Va.
ADAMS, GRACE.....	Teaching, Stonega, Va.
ARWIN, ETHEL.....	Teaching, Wilburn, Va.
BERRYMAN, LOUISE.....	Teaching, Brambleton, Norfolk, Va.
*BRADSHAW, BERNICE.....	
BROOKS, OLIVE.....	Teaching, Crittendon, Nansemond County, Va.
CARTER, LAURA (Mrs. Dr. Hundley).....	Newport News, Va.
CLARK, MARY (Mrs. R. R. Claiborne).....	Farmville, Va.
CLENDENING, RUTH (Mrs. Gaver).....	Washington, D. C.
COOK, MILDRED.....	Teaching, Spencer, N. C.
CRIGLER, ELMER.....	Teaching Private School, Bath County, Va.
DANIEL, MARY RIVES.....	Teaching, Suffolk, Va.
EPPS, MARY.....	Teaching, Brambleton, Norfolk, Va.
FORD, JANIE.....	Teaching, Martinsville, Va.
FOSTER, DAISY.....	Teaching, Hampton, Va.
FRAYSER, MARY.....	Teaching, Reidsville, N. C.
GANNAWAY, SUE.....	Teaching, Delton, Pulaski County, Va.
GOGGIN, MARY (Mrs. Page D. Nelson).....	
GOGGIN, MARTHA (Mrs. C. W. Woodson).....	
GRAY, ELLA.....	Teaching, Newport News, Va.
GRESHAM, ANNIE.....	Teaching, Newport News, Va.
HOLMES, GRACE.....	Teaching, Tacoma Park, D. C.
JAMES, GEORGIA.....	Teaching, Rip Raps, Va.
McLAVE, AGNES.....	Teaching, Hastings, N. Y.
MOORMAN, LIZZIE.....	Teaching, Near Lynchburg, Va.
PARRAMORE, LOUISE.....	Teaching, Hampton, Va.
PEEK, NELLIE.....	Teaching, near Hampton, Va.
PICKRELL, JUSTINE.....	Teaching, Davis College, Petersburg, Va.
SINCLAIR, ETTA.....	Teaching, Hampton, Va.
STEPHENS, KATIE.....	Teaching, Riner, Montgomery County, Va.
STEPHENSON, DAISY,.....	Teaching, Theological Seminary, Alexandria, Va.

*Deceased.

WARREN, GRACE.....	
WATKINS, HENRIETTA.....	Teaching, Whitewell, Va.
WHITE, NELLIE.....	Teaching, near Salem, Va.
YOUNG, EULA.....	Teaching, Stuarts Draft, Augusta County, Va.
YOUNG, EULA.....	Teaching, Bristol, Va.

Full Graduates, January, 1904.

EVANS, MILDRED.....	Teaching, Radford, Va.
GRAY, MARY.....	Grayton, Md.

Professional Graduates.

EATON, BERTIE.....	Bristol, Va.
ETHERIDGE, MARIE.....	Teaching, Indian Creek, Norfolk County, Va.
GODWIN, LOUISE.....	Teaching, Birds Nest, Northampton County, Va.
HARRIS, BERTHA.....	Farmville, Va.
HAERRING, MIRIAM.....	Teaching, Elba, Norfolk County, Va.
HETERICK, EVA.....	Teaching, Farmville, Va.
HOLMAN, MARTHA.....	Teaching, Morven, Va.
KING, ELIZABETH.....	Alexandria, Va.
MASON, ANNIE.....	Teaching, Elks, Va.
MCGEORGE, BESSIE.....	Teaching, Bruington, King and Queen County, Va.
MCGEORGE, CARRIE.....	Teaching, Bruington, King, and Queen County, Va.
McLAUGHLIN, ANNIE.....	Teaching, Halstead Point, Va.
MERRILL, CHARLOTTE.....	Teaching, Hampton, Va.
MILLER, ILIA.....	Teaching, Mendota, Washington County, Va.
MOOMAW, LUCILE.....	Roanoke, Va.
PERKINS, CLAUDIA.....	Teaching, Newport News, Va.
SUTHERLIN, CARRIE.....	Assistant in English, Farmville, Va.
TAYLOR, COURTNEY.....	Teaching, Mattoax, Amelia County, Va.
TILLAR, BEULAH.....	Seven Pines, Henrico County, Va.
TOPPING, ETHEL.....	Amburg, Middlesex County, Va.

Full Graduates, June, 1904.

BALDWIN, MARY CECIL.....	Teaching, Radford, Va.
BURGER, MARY ELLA.....	Student Woman's College, Lynchburg, Va.
SMITHEY, NELLIE CARSON.....	Teaching, Sabot, Va.

Professional Graduates.

BEARD, OLLIE MERTON.....	Teaching, Berkley, Va.
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BRITTINGHAM, AUDREY ESTELLE.....	Teaching, Hampton, Va.
BURGE, NANNIE.....	Teaching, Martinsville, Va.
CAMPBELL, MARY LOUIS.....	Teaching, Pulaski City, Va.
CARTER, BESSIE WHITWORTH.....	Teaching, Prospect, Va.
CHRISMAN, LUCY CARTER.....	Teaching, Natural Bridge, Va.
CLARY, INEZ L.....	Teacher, Manchester, Va.
COBBS, ELIZABETH FLOURNOY.....	Teaching, Rip Raps, Va.
DEY, JESSIE.....	Teaching, Norfolk, Va.
FINKE, JESSIE VIRGINIA.....	Teaching, Salem, Va.
GILBERT, MARY BLANCHE.....	Teaching, Giles County, Va.
GOODE, SARAH MASSIE.....	Teaching, Chase City, Va.
GRIFFIN, GERTRUDE.....	Portsmouth, Norfolk Co. Va.
HAHN, ELLA CLARA.....	Teaching, Newport News, Va.
HARRISON, AMELIA RANDOLPH.....	Teaching, Brunswick County, Va.
HERBERT, MARY EILZABETH.....	Teaching, Norfolk, Va.
HINER, MARY CLAY.....	Assistant in English, S. F. N. S., Va.
HODNETT, FANNY.....	Teaching, Burk's Garden, Tazewell School, Va.
HURT, JEMIMA.....	Teaching, Virnon, Roanoke County, Va.
JOHNSON, BLANCHE.....	Teaching, Roanoke County, Va.
KAY, CORA MAY.....	Teaching, Caroline County, Va.
KING, BESSIE BYRD.....	Teaching, Glen Allen, Va.
LEARY, SADIE VASHTI.....	Teaching, Deep Creek, Norfolk Co., Va.
MCCHESNEY, MARY JULIA.....	Teaching, Millbank, Prince Edward County, Va.
MARTIN, CARRIE.....	Teaching, Tazewell, Va.
MILLER, HALLIE J.....	Teaching, Afton, Va.
MOOREHEAD, MELVINA F.....	Teaching, New River Depot, Va.
MURFEE, BETTIA EULA.....	Teaching, Worsham, Va.
PAINTER, ELLEN GILMORE.....	Teaching, Draper, Va.
POWERS, MARY LITTLEPAGE.....	Teaching, Berryville, Va.
REYNOLDS, ETHEL.....	Teaching, Park Place, Norfolk, Va.
REYNOLDS, ALDA.....	Teaching, Maysville, Ga.
RODES, MARIANA.....	Lexington, Va.
SAMPSON, ETTA HANCOCK.....	Teaching, Manchester
SANDERLIN, PEACHY.....	Norfolk, Princess Anne County, Va., R. F. D. No. 2
SAUNDERS, LILIAN A.....	Teaching, Newport News, Va.
SNEAD, LOTTIE.....	Teaching, Crewe, Va.
STARKE, SCOTIA.....	Teaching, Natural Bridge, Va.
STEARNS, LUCY JACKSON.....	Teaching, Nelson Co., Va.
THOMPSON, MINNIE.....	Teaching, Roanoke County, Va.
VAUGHAN, LOUISE FRANKILN.....	Teaching, Sunny Side, Va.
WHITMORE, JESSIE EVANS (Mrs. Elliott Booker).....	Farmville, Va.

Full Graduates, January, 1905.

CHERNAULT, MAUDE.....Teaching, Prince Edward Co., Va.
 CRUTE, JANIE.....Teaching, Bedford City, Va.
 JEFFRIES, MARY.....Culpeper, Va.

Professional Graduates.

ABBITT, ELEANOR.....Teaching, Portsmouth, Norfolk County, Va.
 ALLEN, AVICE.....Teaching, King and Queen, Va.
 ANDERSON, LUCY.....Teaching, Abilene, Prince Edward, Va.
 ATKINSON, MARJERY,.....Teaching, Smithfield, Va.
 COCKE, MARIA.....Bon Air, Va.
 DAVIS, SALLIE.....Teaching, Elk Hill, Tazewell Co., Va.
 GRAVELEY, GEORGIA.....Teaching, Nansemond Co., Va.
 IVES, MAUD.....Land of Promise, Princess Anne County, Va.
 JAMES, LIZZJE.....Teaching, Ben Bois, Tazewell County, Va.
 JOHNSON, LAURA.....Sandy Ford, Va.
 LA BOYTEAUX, BEE.....Teaching, Uvilla, W. Va.
 MOORE, MAY SUE.....Teaching, Franklin, Southampton County, Va.
 REYNOLDS, STELLA.....Teaching, Marengo, N. C.
 SMITH, ZAIDEE.....Teaching, Lovingston, Va.
 TUCK, URSULA.....Teaching, Moffet, Va.
 WARE, ALICE.....Teaching, Toano, Va.

Full Graduates, June, 1905.

ANDERSON, MAUD MARSHALL.....Teaching, Norton, Va.
 BROOKE, LUCY MORTON.....Teaching, Culpeper, Va.
 CHILTON, SUSIE KATHERINE.....Lancaster, Va.
 DAY, MARY FRENCH.....Teaching, Brambleton, Norfolk, Va.
 DRICKEY, EDITH SEIGH.....Teaching, Miller School, Va.
 DUVALL, EDITH BRENT.....Student, S. F. N. S., Farmville, Va.
 PAULETT, ALICE EDMUNDS.....Teaching, Emory, Va.
 WADE, ELIZABETH HAMILTON.....Teaching, Birch, Halifax Co., Va.

Professional Graduates, June, 1905.

CLEMMER, LENNIE MAY.....Murat, Rockbridge Co., Va.
 DIEHL, ANNA LOIS.....Burgess, Dinwiddie County, Va.
 EDWARDS, FLORENCE C.....Arvonnia, Va.

EWELL, MARY ISH.....	Ruckersville, Greene Co., Va.
FLETCHER, MAMIE EDNA.....	Fletcher, Greene Co., Va.
GOULDING, ETHEL FITZHUGH, Teaching,	Rap'h'n'k Academy Caroline Co., Va.
HEATH, NELLIE GRAY.....	Teaching, Naruna, Va.
HINMAN, OLIVE MAY.....	Trained Nurse, Orange N. J.
HODGES, WILLIE KATE.....	Bluefield, W. Va.
HOMES, MARY VIRGINIA.....	Boydton, Mecklenburg County, Va.
HOWARD, MYRA.....	Teaching, Greendale, Washington County, Va.
HURST, GRACE.....	Kilmarnock, Lancaster County, Va.
LEE, ELLEN MOORE.....	Teaching, Gloucester, Va.
LEMON, BETSEY.....	Callaway, Franklin County, Va.
LEWIS, CARLOTTA.....	Buchanan, Botetourt County, Va.
LUTTRELL, MILDRED ELIZABETH.....	Hopeside, Northumberland, Va.
MANSON, LUCY HAWES.....	Pleasant Shade, Brunswick Co., Va.
MUSE, SUE.....	Teaching, Bristol, Tenn.
NEWCOMB, MAUD.....	Teaching, McKenney, Dinwiddie County, Va.
PIERCE, FANNY MAY.....	Berkley, Va.
RICHARDSON HARRIET ELIZABETH....	Student, S. F. N. S., Farmville, Va.
STEPHENS, MARGERET LYNN.....	Teaching, Pilot, Va.
TINSLEY, ELIZABETH. GARLAND.....	Teaching, Crooked Run, Va.
WATTHALL, EPSIE.....	Teaching, Surry Co., Va.
WATSON, CALVA HAMLET.....	Teaching, Sheppards, Va.
WHITLEY, MARY EDITH.....	Indika, Isle of Wight County, Va.
WILSON, GRACE MACON.....	Teaching, Farmville, Va.
WOLFE, FRANCES ROBERDEAU.....	Teaching, Blackstone, Va.
WOODRUFF, HESSIE ST. CLAIR.....	Anniston, Ala.

Full Graduates, January, 1906.

BUGG, HATTIE KING.....	Farmville, Va.
CHILDREY, HELEN AGNEW.....	Richmond, Va.
CRAWLEY, FENNELL.....	Teaching, Adriance, Va.
FORD, MARY SHERMAN.....	Martinsville, Va.
FORD, SUSIE EMILY.....	Teaching, Dunbarton, Va.
INGRAM, FLORENCE LINDWOOD.....	Teaching, Barton Heights, Va.
INGRAM, NELL DOUGLAS.....	Teaching, Charlottesville, Va.
SANDERLIN, CLARA CHARLOTTE.....	Student, S. F. N. S., Farmville, Va.
STEPHENSON, GEORGIANA ELIZABETH,	Teaching, Spoot wood Augusta Co., Va.

Professional Graduates, January, 1906.

CARNEAL, NELLIE V.....	Teaching, White's Mill, Caroline County, Va.
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DUNLAP, HENRIETTA CAMPBELL,	Assistant Librarian, S. F. N. S., Farmville, Va.
HINER, LUCY CARY.....	Student, S. F. N. S., Farmville, Va.
JLOLITTE, ANNA B. C.....	Boyce, Clarke County, Va.
KING, GERTRUDE CAROLINE.....	Spencer, Henry County, Va.
PRICE, MINNIE ESTELLE.....	Teaching, Sutherland, Va.
ROGERS, ANNA ROYSTER.....	Wily, Buckingham County, Va.
STARLING, BETTIE PRICE.....	Lone Oak, Henry Co., Va.
THOMPSON, LILLIAN FREDREICA.....	Bluefield, W. Va.
VAUGHAN, IVA PEARL.....	Student, S. F. N. S., Farmville, Va.

As shown in the foregoing list, The Normal School at Farmville has sent out 662 graduates. With few exceptions they have all rendered faithful and efficient service as teachers—most of them in the common schools of the State, some in high schools and colleges. Nearly 450 are now engaged in this important work.

About 190 are married—having first taught awhile—and as intelligent *home-makers* these are now fulfilling the high mission upon which the most vital interests of the Commonwealth depend. Besides these six hundred and more graduates, there are other hundreds who have gone out from the school without graduating, and who are doing good work in the schools and homes of Virginia.

Wherever these young women go, a high value is set upon their services; and when once a community comes to see something of the work of the Normal teacher it thenceforth is hardly satisfied with anything less. And so the demand for our teachers has far outgrown the supply.

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