

4-1936

# Bulletin of the State Teachers College, Catalogue 1936-1937, Vol. XXII, No. 2, April 1936

Longwood University

Follow this and additional works at: <http://digitalcommons.longwood.edu/catalogs>

---

## Recommended Citation

Longwood University, "Bulletin of the State Teachers College, Catalogue 1936-1937, Vol. XXII, No. 2, April 1936" (1936). *Catalogues*.  
35.

<http://digitalcommons.longwood.edu/catalogs/35>

This Book is brought to you for free and open access by the Library, Special Collections, and Archives at Digital Commons @ Longwood University. It has been accepted for inclusion in Catalogues by an authorized administrator of Digital Commons @ Longwood University. For more information, please contact [hinestm@longwood.edu](mailto:hinestm@longwood.edu).

BULLETIN  
OF THE  
STATE TEACHERS COLLEGE  
FARMVILLE, VIRGINIA

---

VOL. XXII, No. 2

PUBLISHED QUARTERLY

APRIL, 1936

---

*Catalogue*  
*1936-1937*

---

Entered as second-class matter November 12, 1914, at the post office at  
Farmville, Virginia, under the act of August 24, 1912

# CALENDAR

1936							1937							1938						
<b>JULY</b>							<b>JANUARY</b>							<b>JULY</b>						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
..	..	..	1	2	3	4	..	..	..	..	1	2	..	..	..	..	1	2	3	
5	6	7	8	9	10	11	3	4	5	6	7	8	9	4	5	6	7	8	9	10
12	13	14	15	16	17	18	10	11	12	13	14	15	16	11	12	13	14	15	16	17
19	20	21	22	23	24	25	17	18	19	20	21	22	23	18	19	20	21	22	23	24
26	27	28	29	30	31	..	24	25	26	27	28	29	30	25	26	27	28	29	30	31
..	..	..	..	..	..	..	31	..	..	..	..	..	..	..	..	..	..	..	..	..
<b>AUGUST</b>							<b>FEBRUARY</b>							<b>AUGUST</b>						
..	..	..	..	..	..	1	..	1	2	3	4	5	6	..	1	2	3	4	5	6
2	3	4	5	6	7	8	7	8	9	10	11	12	13	7	8	9	10	11	12	13
9	10	11	12	13	14	15	14	15	16	17	18	19	20	13	14	15	16	17	18	19
16	17	18	19	20	21	22	21	22	23	24	25	26	27	20	21	22	23	24	25	26
23	24	25	26	27	28	29	28	..	..	..	..	..	..	27	28	..	..	..	..	..
30	31	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
<b>SEPTEMBER</b>							<b>MARCH</b>							<b>SEPTEMBER</b>						
..	..	1	2	3	4	5	..	1	2	3	4	5	6	..	..	1	2	3	4	
6	7	8	9	10	11	12	7	8	9	10	11	12	13	5	6	7	8	9	10	11
13	14	15	16	17	18	19	14	15	16	17	18	19	20	12	13	14	15	16	17	18
20	21	22	23	24	25	26	21	22	23	24	25	26	27	19	20	21	22	23	24	25
27	28	29	30	..	..	..	28	29	30	31	..	..	..	26	27	28	29	30	..	..
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
<b>OCTOBER</b>							<b>APRIL</b>							<b>OCTOBER</b>						
..	..	..	1	2	3	..	..	..	..	1	2	3	..	..	..	..	..	1	2	..
4	5	6	7	8	9	10	4	5	6	7	8	9	10	3	4	5	6	7	8	9
11	12	13	14	15	16	17	11	12	13	14	15	16	17	10	11	12	13	14	15	16
18	19	20	21	22	23	24	18	19	20	21	22	23	24	17	18	19	20	21	22	23
25	26	27	28	29	30	31	25	26	27	28	29	30	..	24	25	26	27	28	29	30
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
<b>NOVEMBER</b>							<b>MAY</b>							<b>NOVEMBER</b>						
1	2	3	4	5	6	7	..	..	..	..	1	..	..	1	2	3	4	5	6	7
8	9	10	11	12	13	14	2	3	4	5	6	7	8	8	9	10	11	12	13	14
15	16	17	18	19	20	21	9	10	11	12	13	14	15	15	16	17	18	19	20	21
22	23	24	25	26	27	28	16	17	18	19	20	21	22	22	23	24	25	26	27	28
29	30	..	..	..	..	..	23	24	25	26	27	28	29	29	30	31	..	..	..	..
..	..	..	..	..	..	..	30	31	..	..	..	..	..	..	..	..	..	..	..	..
<b>DECEMBER</b>							<b>JUNE</b>							<b>DECEMBER</b>						
..	..	1	2	3	4	5	..	..	1	2	3	4	5	..	..	1	2	3	4	
6	7	8	9	10	11	12	6	7	8	9	10	11	12	5	6	7	8	9	10	11
13	14	15	16	17	18	19	13	14	15	16	17	18	19	12	13	14	15	16	17	18
20	21	22	23	24	25	26	20	21	22	23	24	25	26	19	20	21	22	23	24	25
27	28	29	30	31	..	..	27	28	29	30	..	..	..	26	27	28	29	30	31	..
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..





MAIN ENTRANCE

BULLETIN  
OF THE  
STATE TEACHERS COLLEGE  
FARMVILLE, VIRGINIA

---

Vol. XXII, No. 2

PUBLISHED QUARTERLY

APRIL, 1936

---



*Catalogue*

Register for 1935-1936

Announcements for 1936-1937

FIFTY-THIRD YEAR BEGINS SEPTEMBER 23, 1936

---

PUBLISHED BY  
THE STATE TEACHERS COLLEGE  
FARMVILLE, VIRGINIA  
1936



# Table of Contents


---

	Page
COLLEGE CALENDAR.....	7
STATE BOARD OF EDUCATION.....	8
OFFICERS OF ADMINISTRATION.....	9
ASSISTANTS TO THE ADMINISTRATION.....	9
THE FACULTY.....	11
FACULTY COMMITTEES.....	14
STUDENT ASSISTANTS.....	15
OFFICERS OF STUDENT ORGANIZATIONS.....	16
GENERAL INFORMATION.....	18
Problems of the High School Graduate.....	18
Purpose of the Teachers College.....	18
The Farmville State Teachers College.....	19
Present Purposes.....	20
Historical Stages of Development.....	20
National Standing.....	21
Location and Convenience.....	21
Basis of Low Expenses.....	22
The Association of Alumnae.....	22
College Standards.....	22
The College Year.....	23
Diplomas, Degrees, and Certificates.....	23
Admission Requirements.....	23
Credits and Courses.....	24
Student Load.....	25
Honors and Privileges.....	25
Citizenship Requirements.....	26
Service to Students and Alumnae.....	26
Keeping Student Records.....	27
Transferring Credits.....	27
Providing Guidance.....	27
Securing Certificates.....	27
Securing Positions.....	27
Expenses.....	28
Expenses of Day Students.....	28
Expenses of Boarding Students.....	28
Expenses for Nine-Months Session.....	29
Method of Paying Fees.....	29
Financial Aid to Students.....	29
Service Scholarships.....	29
N. Y. A. Scholarships.....	30
United Daughters of the Confederacy Loan Fund.....	30
Daughters of American Revolution Loan Fund.....	30
Virginia Normal League Loan Fund.....	30
Cunningham Memorial Loan Fund.....	30
State Loan Fund.....	31
Mu Omega Loan Fund.....	31
Alpha Phi Sigma Loan Fund.....	31
Gamma Theta Loan Fund.....	31
Gamma Theta Alumnae Loan Fund.....	31
Tri-Sigma Loan Fund.....	31
Jennie Masters Tabb Memorial Fund.....	32



	Page
Physical Equipment and Facilities.....	32
Administration Quarters.....	32
Dormitories.....	32
Dining Hall.....	33
Auditoriums.....	33
Health Service.....	33
Laundry.....	33
Lecture Rooms.....	34
Libraries.....	34
Science Laboratories.....	34
Home Economics Laboratories.....	34
Provisions for Student Activities.....	35
Student Building as an Activity Center.....	35
Gymnasium.....	35
Swimming Pool.....	35
Athletic Grounds.....	35
Recreation Centers.....	35
Recreation Hall.....	35
Student Building as Recreation Center.....	35
The Longwood Estate.....	35
Training School Facilities.....	36
MAJOR PHASES OF STUDENT LIFE.....	37
Physical Life.....	37
Moral and Religious Life.....	37
Social and Recreational Life.....	38
Academic and Professional Life.....	39
PROGRAM OF STUDIES AND ACTIVITIES.....	41
Curricula and Extra-Curricula.....	42
Two-Year Curricula.....	43
Curriculum I-A for Primary Teachers.....	44
Curriculum I-B for Grammar Grade Teachers.....	47
Curriculum II Preparation for Nursing and Dentistry.....	50
Four-Year Curricula for B. S. Degree.....	51
Curriculum III-A for Elementary Teachers and Supervisors.....	53
Curriculum III-B for Elementary Teachers and Supervisors.....	54
Curriculum IV-A for High School Teachers.....	55
Curriculum IV-B for Home Economics Teachers.....	56
Curriculum IV-C for Physical Education Teachers.....	57
Four-Year Curricula for A. B. Degree.....	58
Curriculum V for Liberal Education.....	58
DEPARTMENTS OF INSTRUCTION.....	61
Biology.....	61
Chemistry and Physics.....	63
Science for Elementary Teachers.....	64
Education and Philosophy.....	64
Education.....	66
Philosophy.....	68
Psychology.....	68
Directed Teaching.....	69
English.....	70
Fine and Applied Arts.....	74
Handwriting.....	74
Typewriting.....	74
Shorthand.....	74
Art.....	75

	Page
Geography .....	76
History and Social Sciences.....	79
History.....	79
Government.....	80
Economics.....	81
Political Science.....	81
Sociology.....	82
Home Economics.....	83
Latin.....	86
Mathematics.....	87
Modern Languages.....	89
German.....	89
French.....	90
Spanish.....	91
Music.....	92
Physical and Health Education.....	94
Speech.....	98
<b>STUDENT ACTIVITIES.....</b>	<b>100</b>
Relation to Curricula.....	100
Student Government.....	100
Young Women's Christian Association.....	100
Athletic Association.....	101
Student Publications.....	101
Rotunda.....	101
Farmville Quarterly Review.....	101
Virginian.....	101
Students' Handbook.....	101
Honor Societies.....	101
Kappa Delta Pi.....	102
Alpha Kappa Gamma.....	102
Alpha Phi Sigma.....	102
Pi Gamma Mu.....	103
Sigma Pi Rho.....	103
Beta Pi Theta.....	103
Gamma Psi.....	103
Pi Kappa Delta.....	103
Beorc Eh Thorn.....	103
Professional Sororities.....	104
National Sororities.....	104
Local Sororities.....	104
Student Clubs.....	104
Debate Club.....	104
Dramatic Club.....	104
Cotillion Club.....	104
Music Organizations.....	105
International Relations Club.....	105
<b>REGISTER OF STUDENTS.....</b>	<b>106</b>
<b>ENROLLMENT FOR THE YEAR.....</b>	<b>119</b>



Digitized by the Internet Archive  
in 2011 with funding from  
LYRASIS Members and Sloan Foundation

# Calendar

1936

## Fall Quarter

Sept.	22—Tuesday	Dormitories and dining room open.
Sept.	23—Wednesday	Registration for fall quarter.
Sept.	24—Thursday	Classes begin.
Nov.	25—Wednesday—Noon	Thanksgiving holidays begin.
Nov.	30—Monday—8:30 A. M.	Classes resumed.
Dec.	16—Wednesday	Examinations begin.
Dec.	19—Saturday—12:30 P. M.	{ Examinations end. Christmas holidays begin.

1937

## Winter Quarter

Jan.	4—Monday	{ Dormitories and dining room open. Registration of new students.
Jan.	5—Tuesday	Classes begin.
March	6—Saturday	Founders Day.
March	15—Monday	Examinations begin
March	18—Thursday	{ Examinations end. Winter quarter ends.

## Spring Quarter

March	19—Friday	{ Spring quarter begins. Registration of new students.
March	25—Thursday—12:00 M.	Easter holidays begin.
March	30—Tuesday—8:30 A. M.	Classes resumed.
June	1—Tuesday	Examinations begin.
June	4—Friday	Examinations end.
June	6—Sunday	Baccalaureate sermon.
June	7—Monday	Class Day exercises.
June	8—Tuesday	{ Graduation exercises. Spring quarter ends.

## Summer Quarter

June	14—Monday	{ Dormitories and dining room open. Registration first term of quarter.
June	15—Tuesday	Classes begin.
July	23—Friday	{ First term ends. Registration for second term.
July	24—Saturday	Second term begins.
Aug.	27—Friday	Second term ends.

## State Board of Education

---

E. LEE TRINKLE, <i>President</i> .....	Roanoke
J. GORDON BOHANNON.....	Petersburg
ROBERT W. DANIEL.....	"Brandon," Deal
VIRGINIUS R. SHACKELFORD.....	Orange
DAVE E. SATTERFIELD, JR.....	Richmond
ROSE MACDONALD.....	Berryville
JOSEPH H. SAUNDERS.....	Newport News
SIDNEY B. HALL, <i>State Superintendent of Public Instruction and Secretary of the Board</i> .....	Richmond

## Officers of Administration

---

J. L. JARMAN, LL. D.	President
JOHN P. WYNNE, Ph. D.	Director of Teacher Training
MARY WHITE COX	Head of the Home
SAMUEL M. HOLTON, M. A.	Principal of Campus Training School
VIRGILIA I. BUGG	Registrar
SAMUEL L. GRAHAM	Business Manager
WINNIE V. HINER	Treasurer
MARY McCAULEY SNEAD, B. A.	Librarian
SUSAN W. FIELD, M. D.	Resident Physician
BESSIE CAMPER JAMISON	Dietitian

## Assistants to the Administration

---

MARY W. WATKINS, B. S.	Secretary to the President and Assistant Registrar
GRACE E. MIX, M. A.	Assistant Principal of Campus Training School
MAUD K. TALIAFERRO	Postmistress and Manager of Bookroom
EVA HETERICK WARREN	Assistant in Home Department
ANNIE FARRAR SHELTON	Assistant to Dietitian
EMMA BUGG BLANTON	Night Matron
WILLIE R. MCKEE	Resident Nurse
*MARY SWIFT, B. S.	Assistant Librarian
CARMEN CLARK, B. S.	Assistant Librarian
HOUSTON BLACKWELL	Assistant in Home Department
NETTIE D. HURT	Assistant in Home Department
HALLIE K. LAING	Assistant in Home Department
LILLIAN V. NUNN	Supervisor of Laundry
MARY MORGAN PROVINCE	Supervisor of Pantry
JANE BOWEN ROYAL, B. S.	Secretary to Head of Home
FRANCES M. LANCASTER, B. A., B. S.	Clerk in Registrar's Office
MARY F. DIEHL, B. S.	Clerk in Registrar's Office

\*On leave of absence.



# The Faculty

---

J. L. JARMAN, LL. D., *President*

University of Virginia, 1836-1889; LL. D., Hampden-Sydney College.

MARY BARLOW, B. S., M. A., *Professor of Physical and Health Education*

B. S., Diploma in Health Education, and M. A., Teachers College, Columbia University; graduate Possé School of Physical Education, Boston, Mass.; Summer Course, Institute of Gymnastics, Denmark.

VIRGINIA BEDFORD, B. S., M. A., *Assistant Professor of Fine and Applied Arts*

B. S. in Education, University of Missouri; M. A., Teachers College, Columbia University.

LEON E. BELL, B. A., M. A., *Associate Professor of Education*

B. A., Northwestern University; M. A. and Master's Diploma in Education, Teachers College, Columbia University; graduate student, University of Chicago, and Boston University.

PAULINE CAMPER, B. S., M. A., *Supervisor of Rural Education*

B. S., M. A., and Diploma as Director of Rural Education, Teachers College, Columbia University.

ALICE E. CARTER, B. S., M. A., *Supervisor of Fifth and Sixth Grades, Campus Training School*

B. S., M. A., and Diploma in Normal School Supervision, Teachers College, Columbia University.

MARTHA W. COULLING, L. I., *Professor of Fine and Applied Arts*

L. I., George Peabody College; Martha's Vineyard Summer School; student under Fred W. Daniels and W. T. Bear, Chautauqua Summer School; student for two years, Teachers College, Columbia University; Applied Arts Summer School, Chicago; Summer Course, University of Chicago.

M. BOYD COYNER, B. A., M. A., *Professor of Education*

B. A., Concordia College; M. A., University of Virginia; graduate student for two years, Columbia University.

OTTIE CRADDOCK, B. A., *Assistant Professor of Fine and Applied Arts*

B. A., Roanoke College; Summer Courses, University of Virginia and Columbia University; special work under Dr. Frank N. Freeman, of University of Chicago.

HELEN DRAPER, B. S., M. A., *Associate Professor of Modern Languages*

B. S., State Teachers College, Farmville; M. A., Middlebury College, Middlebury, Vt. One year study in France.

LOUISE ROBERTSON FITZPATRICK, B. S., M. A., *Assistant Professor of Physical Education*

B. S., M. A., and Diploma in Physical Education, Teachers College, Columbia University; Summer Courses, Bennington School of the Dance.

NANCY FOSTER, B. A., M. A., *Assistant Professor of English*

B. A., Mississippi State College for Women; M. A., University of Virginia; graduate student, Summer, University of Virginia.

RAYMOND HOLLIDAY FRENCH, B. S., M. S., *Assistant Professor of Chemistry and Physics*

B. S., M. S., Virginia Polytechnic Institute; Summer Courses, Virginia Polytechnic Institute.

JAMES M. GRAINGER, B. A., M. A., *Professor of English*

B. A., University of Cincinnati; M. A., University of North Carolina; graduate student for one year, Columbia University.

MARY BURNS HAYNES, B. S., M. A., *Supervisor of First Grade, Campus Training School*

B. S., M. A., George Peabody College for Teachers.

SIBYL HENRY, B. A., M. A., *Supervisor, Second Grade, Campus Training School*

B. A., University of North Carolina; M. A., Duke University.

MARY CLAY HINER, B. S., M. A., *Professor of English*

B. S., M. A., George Peabody College for Teachers; Summer Courses, George Peabody College for Teachers, University of Virginia and Johns Hopkins University.

SAMUEL M. HOLTON, B. A., M. A., *Principal of Campus Training School and Associate Professor of Education*

B. A., M. A., Duke University; Summer Courses, University of North Carolina and Duke University.



- OLIVE T. ILER, B. S., *Associate Professor of Physical Education*  
Graduate, Sargent School of Physical Education; B. S., State Teachers College, Farmville.
- GEORGE W. JEFFERS, B. S., M. A., Ph. D., *Professor of Biology*  
B. S., M. A., Boston University; Ph. D., University of Toronto.
- E. LUCILE JENNINGS, B. S., M. S., *Assistant Professor of English*  
B. S., M. S., University of Virginia; graduate student, Summer, University of Virginia.
- BESSIE H. JETER, B. S., M. A., *Associate Professor of Home Economics*  
B. S., M. A., and Teachers Diploma, Teachers College, Columbia University; Summer Courses, Columbia University and Cornell University.
- BESSIE GORDON JONES, B. S., M. A., *Supervisor, Rice Rural Training School*  
B. S., State Teachers College, Farmville; M. A., Teachers College, Columbia University.
- MARY PHILLIPA JONES, B. S., *Associate Professor of Education*  
B. S., Teachers College, Columbia University; Summer Courses, Teachers College, Columbia University; University of Chicago; Vanderbilt University.
- LILA LONDON, B. S., M. A., *Professor of Mathematics*  
B. S., George Peabody College for Teachers; M. A. and Master's Diploma as Teacher of Mathematics in Normal Schools and Teachers Colleges, Teachers College, Columbia University.
- WILHELMINA PALESKE LONDON, B. S., M. A., *Associate Professor of English*  
B. S., State Teachers College, Farmville; M. A. and Master's Diploma as Teacher of English in Normal Schools and Teachers Colleges, Teachers College, Columbia University.
- THOS. A. McCORKLE, B. A., M. S., *Professor of Chemistry and Physics.*  
B. A., Washington and Lee University; M. S., University of Chicago; five years chemist in U. S. Navy.
- GRACE ELDRIDGE MIX, B. S., M. A., *Supervisor of Kindergarten*  
B. S., M. A., Teachers College, Columbia University; Summer Courses, University of Chicago.
- GRACE B. MORAN, B. S., M. A., *Associate Professor of Geography*  
B. S., State Teachers College, Farmville; M. A., George Peabody College.
- MARY NICHOLS, B. S., M. S., *Assistant Professor of English and Spanish*  
B. S., State Teachers College, Farmville; M. S., University of Virginia; graduate work, Middlebury College, Middlebury, Vt.
- GEORGIE NORRIS, B. S., M. A., *Supervisor of Fourth Grade, Campus Training School*  
Graduate Woman's College, Greenville, S. C.; B. S., State Teachers College, Farmville; M. A., University of South Carolina.
- MARY E. PECK, B. S., M. S., *Associate Professor of History and Social Sciences*  
B. S., State Teachers College, Farmville; M. S., University of Virginia.
- IDA WOODROW PENNEY, B. A., M. A., *Supervisor of Third Grade, Campus Training School*  
B. A., Winthrop College, S. C.; M. A. and Master's Diploma as Director of Teacher-Training in Normal Schools and Teachers Colleges, Teachers College, Columbia University.
- MARY D. PIERCE, B. A., M. A., *Associate Professor of Education; Supervisor of Seventh Grade, Campus Training School*  
B. A., George Peabody College for Teachers; M. A., and Master's Diploma in Elementary Supervision, Teachers College, Columbia University; graduate student, Teachers College, Columbia University.
- LISABETH PURDOM, B. Mus., *Assistant Professor of Music*  
Bachelor of Music, Brenau College Conservatory, Gainesville, Ga.; Summer Courses, Conservatory of Music, Cincinnati; University of Georgia; University of New York.
- MINNIE V. RICE, *Professor of Latin*  
Graduate, Farmville College; Summer Courses, Harvard University, Columbia University, University of Chicago.
- FRANCIS BUTLER SIMKINS, B. A., M. A., Ph. D., *Associate Professor of History and Social Sciences*  
B. A., University of South Carolina; M. A., Ph. D., Columbia University; Fellow in American History, Columbia University.

- ESTELLE SMITHEY, B. A., *Professor of Modern Languages*  
B. A., Randolph-Macon College, Ashland, Va.; Diploma of L'Alliance Francaise; student at The Sorbonne, Paris; Summer Courses, Columbia University.
- GEORGIANA ELIZABETH STEPHENSON, B. S., M. A., *Supervisor, Worsham Rural Training School*  
B. S., State Teachers College, Farmville; M. A., Teachers College, Columbia University.
- EDITH STEVENS, M. A., Ph. D., *Associate Professor of Biology*  
B. A., M. A., West Virginia University; Ph. D., University of Chicago.
- ANNIE LAURIE STONE, B. S., *Supervisor, John Randolph Rural Training School*  
B. S., State Teachers College, Farmville; Summer Courses, Teachers College, Columbia University.
- ALFRED H. STRICK, *Professor of Music*  
Certificated Pianist, Trinity College, London, England; honors in harmony, counterpoint; post graduate work, London; research work, London, Paris.
- FLORENCE HAMER STUBBS, B. S., M. A., *Associate Professor of History and Social Sciences*  
B. S., M. A., George Peabody College for Teachers.
- CARRIE B. TALIAFERRO, B. S., M. A., *Professor of Mathematics*  
B. S., M. A., Diploma as Teacher of Mathematics and Diploma as Supervisor of Mathematics, Teachers College, Columbia University; Student at Cornell University.
- STELLA BOSWORTH TAYLOR, B. A., M. A., *Assistant Professor of English*  
B. A., Fairmont State Teachers College, Fairmont, W. Va.; graduate and postgraduate, Emerson College of Oratory; M. A., Teachers College, Columbia University.
- SARAH BOYD TUCKER, B. A., M. A., *Associate Professor of History and Social Sciences*  
B. A., Winthrop College; M. A., Columbia University; Summer Courses, University of Chicago, Columbia University and University of California.
- KATHARINE TUPPER, B. S., M. A., *Professor of Home Economics*  
Diploma, Ontario Ladies College, Whitby, Canada; B. S., M. A., and Master's Diploma in Supervision of Household Arts, Teachers College, Columbia University.
- JAMES ELLIOTT WALMSLEY, M. A., Ph. D., *Professor of History and Social Sciences*  
M. A., Randolph-Macon College; Ph. D., Illinois Wesleyan University; graduate student, University of Chicago.
- FRANCES WATERS, B. S., M. A., *Assistant Professor of Geography*  
B. S., M. A., George Peabody College for Teachers.
- LEOLA WHEELER, B. A., M. A., *Professor of Speech and Dramatics*  
B. A., Smith College; diploma and post-graduate diploma, Emerson College of Oratory; graduate student School of Expression, Boston; M. A., Teachers College, Columbia University.
- JOHN P. WYNNE, B. A., M. A., Ph. D., *Professor of Education and Director of Teacher-Training*  
B. A., M. A., Trinity College (now Duke University); Ph. D., Columbia University.

## Committees of the Faculty

---

**COLLEGE COURSE OF STUDY:** Mr. Jarman, Miss Barlow, Miss Coulling, Mr. Grainger, Mr. Jeffers, Miss Lila London, Mr. McCorkle, Miss Moran, Miss Rice, Miss Smithey, Mr. Strick, Miss Tupper, Mr. Walmsley, Miss Wheeler, Mr. Wynne.

**SUMMER SCHOOL (Administrative Council):** Mr. Wynne, Mr. Grainger, Miss Lila London, Miss Mix, Mr. Walmsley.

**ADMISSION AND CERTIFICATION:** Miss Bugg, Miss Rice, Miss Taliaferro, Miss Tucker.

**CATALOG:** Mr. Wynne, Miss Bugg, Miss Hiner, Mr. McCorkle.

**SCHEDULES:** Mr. McCorkle, Mr. Coyner, Miss Jeter, Mr. Walmsley.

**LIBRARY:** Mr. Grainger, Miss Lila London, Mr. McCorkle.

**COLLEGE ANNUAL:** Mr. McCorkle, Miss Bedford, Miss Foster.

**QUARTERLY MAGAZINE:** Mr. Grainger, Miss Camper, Miss Jennings, Mr. McCorkle, Mr. Walmsley.

**CHAPEL ATTENDANCE:** Miss Barlow, Mrs. Fitzpatrick, Miss Iler.

**NORMAL LEAGUE LOAN FUND:** Miss Coulling, Miss Rice, Miss Smithey.

## Student Assistants

---

### Library

IDA SUE CARTER  
MARGARET CLARK  
ALICE GRAINGER  
EVELYN HASTINGS  
ANNIE WATSON HOLDEN  
PATTIE JEFFREYS

EDITH NICHOLS  
NANNIE MAE PARKER  
LUCILLE WARE  
REBECCA WILLIAMS  
NANCY WOODWARD  
ELIZABETH McINTOSH

BLANCHE LANE

### Training School

MARTHA GWALTNEY

LOIS VASSAR

BILLIE MORGAN

### Laboratory-Biology

EMMA BINGHAM

### Physical Education

LELIA SANFORD

LOUISE WALMSLEY

# Officers of Student Organizations

---

## Student Government Association

HAZEL SMITH.....	<i>President</i>
LUCY POTTER.....	<i>Vice-President</i>
BONNIE LANE.....	<i>Secretary</i>
MARTHA HAMLET.....	<i>Treasurer</i>
ELIZABETH MORRIS.....	<i>Chairman of Campus League</i>

## Young Women's Christian Association

AGNES CROCKETT.....	<i>President</i>
SUE WALDO.....	<i>Vice-President</i>
ELIZABETH WALTON.....	<i>Secretary</i>
DOROTHY WISE.....	<i>Treasurer</i>
ELIZABETH SHIPPLETT.....	<i>Freshman Councillor</i>

## Athletic Association

LOUISE WALMSLEY.....	<i>President</i>
----------------------	------------------

## Kappa Delta Pi

DORIS MOORE.....	<i>President</i>
------------------	------------------

## Alpha Kappa Gamma

ITASCA WATERS.....	<i>President</i>
--------------------	------------------

## Alpha Phi Sigma

BONNIE LANE.....	<i>President</i>
------------------	------------------

## Pi Gamma Mu

MARGARET FARRAR.....	<i>President</i>
----------------------	------------------

## Sigma Pi Rho

MARGARET POLLARD.....	<i>President</i>
-----------------------	------------------

## Beta Pi Theta

AGNES BONDURANT.....	<i>President</i>
----------------------	------------------

## Gamma Psi

MARJORIE BOOTON.....	<i>President</i>
----------------------	------------------

## Pi Kappa Delta

MARGARET POLLARD.....	<i>President</i>
-----------------------	------------------

## Farmville Chapter, Association for Childhood Education

MARGARET DORTCH.....	<i>President</i>
----------------------	------------------

**Dramatic Club**MARGARET POLLARD.....*President***Debate Club**MARGARET POLLARD.....*President***Orchestra**DOROTHY WISE.....*President***Choir of the College**HELEN BOSWELL.....*President***Choral Club**RUTH PHELPS.....*President***The Rotunda**FLORENCE SANFORD.....*Editor-in-Chief*EVELYN MASSEY.....*Business Manager***The Virginian**LELIA SANFORD.....*Editor-in-Chief*MARGARET CLARK.....*Business Manager***Class Organizations**ITASCA WATERS.....*President of Senior Class*MARY BOWLES.....*President of Junior Class*MARY ADELINE MCGLOTHLIN.....*President of Sophomore Class*SARAH HAYES.....*President of Freshman Class*

# General Information

---

## PROBLEMS OF THE HIGH SCHOOL GRADUATE

Many people upon the completion of their high school courses have to make an important decision. They will enter the life of the world or they will continue their education in an institution of higher learning. Those who have found their high school work almost beyond their capacity will not find college work less difficult. But those who have been able to do the work required in the high school with a reasonable degree of effort should find that they can do the work required in college with about the same degree of effort. Those who have found high school activities interesting might find the activities of the college likewise interesting. The first thing that the high school graduate has to decide is whether or not he wants to continue on a higher level in a wider field the kind of life he has led in the high school.

If he should decide to continue his education in the college, he should then make a study of his capacities and interests and the opportunities offered for service in the various fields of life. After such a study of himself and the opportunities that are available and after deciding in what direction he wishes to travel, he should consider the kind of education that is best suited to his needs. If he has not quite decided what he intends to do in life but still wishes to continue his education in the meantime, he should attend some institution that supplies a liberal background in many fields. If he decides definitely to enter a particular profession, he should attend the type of institution that will enable him to make the necessary preparation for this profession. For instance, the student who expects to study medicine should enter an institution which enables him to get the best preliminary education preparatory to entering medical college. If on the other hand he expects to teach he should enter an institution which will provide for him the kind of education that leads to the teaching profession.

## PURPOSE OF THE TEACHERS COLLEGE

In some respects the teachers college is like any other college. Its primary business is to prepare teachers for various types of service in the high schools and the elementary schools. It is therefore a professional institution. But it is more than that. In order to be a professional institution dedicated to the training of teachers, it must also be an educational institution of broad perspective. Teachers need as general a background in scholarship and social experience as do the members of other professions.

The teachers college thus undertakes not only to help students to learn those things that are especially important for teachers but also other things that are important for educated people everywhere. It provides many courses in which the work is influenced by the particular type of teaching which the student is expected to enter. It provides for supervised practice teaching through which the student learns to teach by teaching and in consequence of which college courses become more meaningful and significant. But it also provides for its students, even as do other colleges, courses in the fine arts, including literature, music, and art; foreign languages; mathematics; the natural sciences; history and the social sciences; philosophy and psychology.

The teachers colleges in Virginia are different from those in many other states in two important respects. First, teachers colleges in some states are open to both men and women. In Virginia they are open during the winter session to women only. However, they are open to men in the summer and a few men have received degrees from the teachers colleges of the State. Second, in some teachers colleges only professional degrees leading to teaching are offered. But the teachers colleges in Virginia now offer the A. B. degree, which provides for an education in the liberal arts like that offered by the liberal arts colleges. In other words, the teachers colleges are for the women of the State both professional institutions for teachers and liberal arts colleges. They are open to those qualified young women who wish to teach and also to others who wish to continue their general education in the liberal arts before preparing definitely for a profession. *Furthermore, many young women who expect to enter religious education, social welfare, nursing, and library work may make a selection of courses offered that will provide for them the necessary preparatory training in these fields.* In some instances different curricula have been provided in such fields. But whether an outline of work is provided for a given occupational group or not, every student can with the help of the faculty and college authorities usually get whatever combination of courses she needs preparatory to practically any profession.

### THE FARMVILLE STATE TEACHERS COLLEGE

The State Teachers College at Farmville represents the development of the State Female Normal School established in 1884. Its sole function was to supply teachers for the public schools of the State. This has been the function of the teachers college into which the normal school developed. For more than fifty years the sole purpose of this institution has been to supply the public schools of the State with adequately trained teachers.



### Present Purposes

The progress of the State and the school system during the last fifty years has been reflected in a natural variation of emphasis in the educational activities of the institution from time to time. The growth and development of the college have extended its service in many forms. But the abiding purpose for which the institution was founded remains today as firmly before the administration and the faculty as in the past. The aim of this institution is to supply the elementary schools and the secondary schools of the State, whether in the cities or rural communities, with the best possible teachers.

The privilege of conferring the A. B. degree will in no way detract from the aim of educating young women for the teaching profession. It is one way of recognizing the character of the courses that the institution has long been providing for students who were preparing to teach. Students working for the A. B. degree will doubtless take more of the general courses and correspondingly fewer professional courses than those who are preparing to teach. But general courses are as necessary for teachers as they are for others. Young women interested in a liberal education can therefore have an opportunity to enter the college and work for the A. B. degree and receive advantages that have heretofore been denied them because they did not expect to teach and therefore did not wish to do practice teaching. But the main purpose of this institution has always been and will continue to be the education of teachers for the cities and rural communities of the State.

### Historical Stages of Development

This college in the very beginning represented the response of far-sighted educational statesmen to the needs of the public school system. The first Legislature to assemble after the adoption of the *post-bellum* constitution established July 11, 1870, a system of public schools. For twelve years or more the conduct of the schools was entrusted to such teaching forces as were found ready at hand. During this period it became evident to educational leaders that if the returns were to be in any wise commensurate with their cost and the high mission of the system some provision had to be made for the proper training of teachers. To meet this demand the Legislature, on March 7, 1884, passed an act establishing a State Female Normal School. In October of the same year the school was opened at Farmville with 110 students enrolled.

Since that time there have been three important landmarks in the history of the institution. In 1914 the Legislature changed the

name to State Normal School for Women at Farmville and in January, 1924, to the State Teachers College at Farmville. In 1916 the college was authorized by the Virginia Normal School Board to offer a four-year curriculum leading to the B. S. degree in Education. In 1935 it was authorized by the Virginia State Board of Education to offer the standard A. B. degree.

### National Standing

The privilege of granting the A. B. degree places the college on an equal footing with the liberal arts colleges for women. As a teacher-training institution it has a professional rating that places it in the very highest rank. It is a member of the Association of Colleges and Secondary Schools of the Southern States, which is the highest rating agency in the South. The work of the college is therefore fully recognized and accredited by these colleges and universities which the graduates of the institution may enter for further study. It is also a "Class A" member of the American Association of Teachers Colleges and is ranked as a standard teachers college by other rating organizations. Its national reputation revealed in the McGinnis Study appeals to its alumnae and friends as a great achievement. In 1927 Mr. Howard J. McGinnis of the East Carolina Teachers College sent a complete list of the teachers colleges of the country to a large number of prominent educators, asking them to check the twenty-five that they considered the most outstanding ones. The men and women who were asked to do this rating were not connected with teachers colleges, but all of them were considered competent of judging such institutions since every one of them had been at some time in the teacher-training work or connected with it. *The State Teachers College at Farmville was the only institution in the South which was placed in the list of the first twelve.*

### Location and Convenience

The college is situated in the heart of a progressive and thriving town. Farmville is the business and educational center of Southside Virginia. It has good schools, hotels, and churches, and the Southside Hospital is located there. It is located on the Norfolk and Western Railroad fifty miles from Lynchburg and seventy-one miles from Petersburg and at the intersection of highways leading North and South, East and West. Good railroad service, bus lines, and excellent highways place Farmville in direct connection with the life activities of the State.

### **Basis of Low Expenses**

Virginia students do not have to pay any tuition. The expenses for them for a nine-month session are \$318, while tuition charges of twenty dollars a quarter make the expenses for students from outside this State \$375. This relatively low cost to the student arises from the effort of the State to bring within reach of worthy young women the advantages of a liberal education and supply its public schools with adequately educated teachers.

### **Association of Alumnae**

The Association of Alumnae serves both the college and its former students. It keeps the alumnae informed of the activities of the college and keeps the college informed as to the problems and needs of the alumnae. The Association of Alumnae is a kind of clearing house through which the alumnae and the college can work together to their mutual benefit. It also serves to keep former students of the college interested in one another by organizing them into local associations and bringing them back to the college on special occasions.

The Association operates in many ways. It keeps a record of former students, holds reunions, aids worthy students through the Normal League, Cunningham Memorial Loan Fund, Jennie Masters Tabb Memorial Fund, and organizes local chapters of alumnae in counties and cities. It makes available the college news through *The Rotunda*, the weekly publication of the college, and brings to the attention of the college the achievements and needs of individual alumnae. It holds one annual meeting at the college on Founders' Day in March and another in Richmond during the meeting of the Virginia Education Association in November.

### **COLLEGE STANDARDS**

Certain standards are recognized by the administration, the faculty, and the student body as a means to the achievement and maintenance of high scholarly and professional ideals. Reasonable requirements for entrance, for a diploma, or for a degree are necessary to secure the recognition given the graduates of this college as teachers in the State and as graduate students in universities. Likewise the high standards of good citizenship in cooperative community life are responsible, in part at least, for the traditional spirit of devotion which the alumnae invariably manifest for their Alma Mater.

### **The College Year**

The college is open all the year with the exception of a few days in June and a few days in August and September. There are four quarters of work offered each calendar year, any three of which constitute a college year. The student may enter at the beginning of any quarter or at the beginning of the second term of summer school. The fall quarter is the most convenient time for most students. However, the spring quarter is often convenient for many teachers whose schools close early. By entering college in the latter part of March they may complete the spring quarter and the summer quarter before their schools open in September. The winter session consists of three quarters, the fall quarter, the winter quarter, and the spring quarter. The summer session consists of two terms, one of six weeks and one of five weeks.

### **Diplomas, Degrees, and Certificates**

For a diploma six quarters or two years of work are necessary. The diploma leads to the Normal Professional Certificate and to teaching in either the kindergarten and primary grades or in the grammar grades. Two degrees are offered. The B. S. degree in Education leads to the Collegiate Professional Certificate and to teaching and supervision in the elementary grades or to teaching and administration in the secondary school. The A. B. degree provides a liberal education and supplies a foundation for advanced work in graduate and professional institutions. It also leads to the Collegiate Professional Certificate and to teaching for those students electing the necessary professional courses. The Normal Professional Certificate, valid for five years and renewable for like periods, entitles the holder to teach any grade in the elementary schools. The Collegiate Professional Certificate, valid for ten years and renewable for like periods, is the highest form of certificate issued in the State and entitles the holder to teach in the high schools those subjects in which he is qualified and also to teach in the elementary schools.

### **Admission Requirements**

Students are admitted to the college in four different ways:

1. They may enter as freshmen upon presentation of a certificate of graduation from a public or private high school accredited by the State Department of Education in Virginia or the accepted accrediting agency of any other state.

2. They may enter as freshmen by passing an examination given by the college, by the State Department of Education, or by the Col-

lege Entrance Examination Board. Those who wish to take such an examination should make arrangements with the Registrar of the college before the beginning of the fall term.

3. Experienced teachers who cannot meet the usual entrance requirements may be admitted, provided they hold an elementary certificate and have taught successfully for five years or longer.

4. Students on transferring to this institution from other state teachers colleges and other recognized institutions of higher learning are given a fair equivalent in credit for the courses they have taken, provided an honorable discharge is presented and the entrance requirements of the college are satisfied. Not more than nine quarter hours of correspondence work and not more than twenty-four quarter hours of both extension and correspondence work may be credited toward a diploma. Not more than twenty-one quarter hours of correspondence work and not more than forty-five quarter hours of extension and correspondence work may be credited toward a degree.

In the back of this catalog is a blank to be used in making application for admission. No fee is required for application and prospective applicants should apply at as early a date as possible. Students wishing to transfer credits from another college should have the registrar or dean of their college send to the Registrar of this college a full statement of their credits, preferably before the beginning of the session. Students returning to this college after an interruption of their college work are to conform to the requirements of the latest catalogue.

### Credits and Courses

The credit hour, abbreviated as credit, is the "quarter hour." Three credits are equal to one standard session hour. In general a credit means attendance of one class period a week for one quarter. For instance, a class meeting three hour periods a week for one quarter gives three credits. Laboratory periods two hours in length give the same credit as lecture periods one hour in length.

Some exceptions are made to this rule either because the nature of the work requires less preparation than the standards, as in the case of many courses in physical education, or because, in order to meet the professional demands of elementary subject matter, the student has work not of college grade as is the case in arithmetic. These exceptions are given in the tabulation of requirements in the various curricula in which both class periods and credits are indicated (pp. 44-60).

The courses numbered between 100 and 200 are designed for first-year students; those between 200 and 300 for second-year students;

those between 300 and 400 for third-year students; and those between 400 and 500 for fourth-year students. However, first- and second-year courses are interchangeable and third- and fourth-year courses are interchangeable, and juniors and seniors may receive as many as eighteen credits in courses numbered below 300.

The achievement of a student in her courses is indicated by the marks she receives. The significance of these marks is shown below.

A—Excellent  
B—Good  
C—Average  
D—Fair

E—Conditioned  
F—Failure  
I—Incomplete

The lowest passing mark is D. However, for a degree a student must make a general average of C on all of her college work. Sometimes it is necessary to repeat certain courses or take additional courses in order to bring one's general average up to this requirement. Any student who fails to make a passing grade on as much as fifty per cent of her work during the first quarter is put on probation the second quarter. The student must make an average of D on all of her work during the first year in order to be eligible for entrance the second year without special permission of the administration.

### Student Load

The normal schedule of the student during any quarter is sixteen credits, the number of class hours varying with the number of laboratory periods. By special permission the student may be allowed to carry as much as nineteen credits provided she is in good health, has attained a record during the preceding quarter that is satisfactory, and needs an extra credit to increase quality points or to meet minimum requirements for graduation.

### Honors and Privileges

The college recognizes superior scholarship and good citizenship in several ways. The Honor Roll for each quarter is open to all students. To be placed on the Honor Roll a student must make a mark of A or B on at least three-fourths of her work for the quarter; must have no failures, no conditions, no unexcused absences, and no reports from the Home Department or Student Government. The Dean's List for each quarter is open to juniors and seniors. To make the Dean's List a student must make B or higher on all of her work, with the ex-

ception of floor work in Physical Education on which she must make C or higher. But an average for the previous three quarters cannot be lower than C. The student on the Dean's List may attend classes or not in order to use her time in ways that seem to be to her most profitable.

Students who make an average nearer A than B on all work for the two-year diploma or a degree are graduated with honors. The faculty takes into account the extra-curricular activities of these honor graduates and selects a first and a second honor graduate from the diploma class and a first and a second honor graduate from the degree class. The names of the honor students are announced at Commencement. The first honor graduate from the diploma class makes the salutatory address and the first honor graduate from the degree class delivers the valedictory address.

### **Citizenship Requirements**

The long tradition manifested in the cooperative spirit of the administration, the faculty, and the student body makes strict rules and regulations almost obsolete. Most students appreciate the privileges and opportunities which the State has generously provided them and conduct themselves as becomes citizens who wish to make the best of their opportunities and allow others to make the best of theirs. The student without the disposition to do her duty and without proper regard for others does not fit into the life of the community and does not measure up to the high ideals of the State in the establishment and maintenance of the college.

The Head of the Home Department and her assistants keep in touch with the daily life of the students, and provide for proper chaperonage when necessary. Whenever a student is found failing in her work, neglecting duty, or exercising an unwholesome influence on others, every effort is made to diagnose the case and save her for herself, for her parents and friends, and for the State. No student can be suspended or expelled by the student government without the approval of the President of the college.

### **SERVICE TO STUDENTS AND ALUMNAE**

The college undertakes to provide several types of service to its students and alumnae. Some of the more important of these consist of keeping records, transferring credits, securing certificates, providing educational guidance, securing positions, and keeping in touch with alumnae.

### **Keeping Student Records**

A complete record of every student's work is kept in the Registrar's Office. At the end of each quarter every member of the faculty reports to the Registrar the record of the achievement of each student in each of his courses. As soon as possible thereafter the parents or guardians are sent the complete record of the student's work for the quarter.

### **Transferring Credits**

The college not only keeps the record of students on file but it makes provision for sending on demand transcripts of such records to other institutions. For instance, the student who for any reason wishes to have her credits transferred to another college or university or to another state for purposes of securing a teaching certificate there informs the Registrar. Her credits are then transferred immediately.

### **Providing Guidance**

The college makes every effort to meet the needs of students who wish guidance and help in selecting curricula and courses. Any student is free to consult the registrar, the heads of the departments, and the director of teacher training in regard to educational questions. The general procedure followed in guidance is to help the student to see the situation and conditions as they exist and leave it to her to make final decisions.

### **Securing Certificates**

The college serves as an agency of the State Board of Education in certificating its graduates. At the beginning of the last quarter preceding her graduation whether with a diploma or with a degree, the student is notified by the Registrar of the courses she still needs for graduation. Then the Registrar secures the certificate blanks from the State Board of Education, and has the students fill them out. They are then sent to the State Board of Education to pass on and endorse. The certificate is returned to the college to be presented to the student just before graduation on Commencement day.

### **Securing Positions**

The college maintains an employment service for the benefit of its students. Notices of vacancies are secured from superintendents, principals, supervisors, and alumnae. The character of the positions and the qualifications of available graduates are given careful study and the best person in the estimation of the authorities is recommended.



The efficiency of the employment service for many years is due to several factors. First, correspondence of students and alumnae receive immediate and careful attention. Second, administrative authorities wishing teachers do not hesitate to make known their needs. Third, the frankness with which the qualifications of applicants for positions are stated challenges the respect of school officials. In order to secure the best possible service administrative officials should state clearly the character of positions to be filled, and the alumnae needing help should state clearly their needs and promptly make known their acceptance of positions or change in positions.

### EXPENSES

The vast majority of students are boarding students and live on the campus. Excellent provisions are made for boarding students in the dormitories and in the dining room. Each dormitory room is supplied with good bedding, single beds, and other necessary furniture. All buildings are supplied with modern conveniences, with an abundance of hot and cold water and plenty of bathrooms. The dining room and kitchen are furnished with all modern equipment and conveniences. Trained and experienced managers are in charge of the dormitories, kitchen, and dining room. Only the best quality of foods is used and all laundry work is done in a modern laundry owned by the college. The price of board is \$75 per quarter. This includes board, room, bedding, and laundry.

#### Expenses of Day Students

There are a number of students who do not live in the college. Most of these students live in the community in the homes of parents or relatives. The same educational opportunities are offered the day students that are offered the boarding students. But they are expected to pay only the laboratory fees and a regular college fee of \$29 a quarter, which does not include medical service.

#### Expenses of Boarding Students

The expenses of students are light compared with the expenses in many other types of educational institutions. This is due to several factors. *First*, the student pays only for the cost of the services she receives and no profit is realized by the institution. *Second*, food and supplies are purchased in quantities by the State at the lowest possible expense. *Third*, beginning with the session of 1936-37 no tuition is required of Virginia students. *Fourth*, the tuition is \$20 per quarter for out of State students. The large majority of the students are from

the State of Virginia. They live on the campus. For this group the expenses are as follows:

### Expenses for Nine-Month Session

Board, \$75.00 each quarter. . . . .	\$225.00
College fees (except laboratory fees), \$31.00 each quarter. . . . .	93.00
	93.00
Total for the session of nine months. . . . .	\$318.00

Laboratory fees vary with different departments and are not indicated in the above tabulation. All students from without the State are charged a tuition fee of \$20 per quarter. Board includes room and laundry for students living on the campus. Day students living in the community with parents and relatives do not pay college board.

### Method of Paying Fees

All fees for the quarter are paid before entering classes. Board is payable by the quarter in advance. For those who find it more convenient it may be paid in nine monthly installments of \$25 each, payable in advance on the fifteenth of the month. The student is expected to pay her own bills. Consequently parents should make the checks for all fees and board payable not to the treasurer of the college but to the student. All sums due the college must be paid prior to receiving a diploma, degree, or certificate. There is no charge for either a diploma or for a certificate.

## FINANCIAL AID TO STUDENTS

Some students are unable to defray all of their expenses without some financial assistance. There are two general types of aid available to students. The one consists of scholarships and the other of loan funds. There are two kinds of scholarships and eight loan funds available.

### Service Scholarships

Some students obtain what is known as service scholarships and work in the dining room, the college library, the training school, and as assistants in various departments. These scholarships vary in value from \$90 to \$150 a year depending upon the type of work, and the experience and efficiency of the student.

### **N. Y. A. Scholarships**

During the last session about fifteen per cent of the student body was granted scholarships by the National Youth Administration. They are similar in character to the service scholarships. As long as the N. Y. A. makes this aid available to college students this institution will receive its quota.

### **United Daughters of the Confederacy Loan**

The Virginia Division of the United Daughters of the Confederacy has established the Kate Noland Garnett Loan Fund. This loan amounts to \$150 and is granted to a sophomore, junior or senior who is a lineal descendant of a Confederate soldier. Application should be made to Mrs. Sidney Cox, Chairman, Committee on Education, Virginia Division U. D. C., Smithfield, Virginia.

### **Daughters of the American Revolution Loan Fund**

The Daughters of the American Revolution have established a student loan fund for the aid of worthy students in Virginia colleges. Not more than \$300 is available for any one institution, and no student may borrow more than \$300, or more than \$150 in one session. This loan is available only to juniors and seniors. Application should be made to the President of the College. The students to whom this loan was made in 1934-35, were Miss Mary Chenault and Miss Virginia Rawlings.

### **Virginia Normal League Loan Fund**

The Virginia Normal League was organized in 1899 by Dr. Robert Fraser, then President of the school. The object of the League is to found and maintain a loan fund for those students who would otherwise be unable to attend college. This fund is maintained by the annual membership dues of one dollar, and by voluntary contributions from outside sources, and is granted worthy students without interest. The largest amount available for any one student in a session is \$150. Application for loans should be made in writing, by May 10 of the preceding session to Miss Minnie V. Rice, Secretary of the Normal League, State Teachers College, Farmville, Virginia.

### **Cunningham Memorial Loan Fund**

The alumnae of the college who were graduated during the administration of Dr. John A. Cunningham, from 1886 to 1896, raised a fund, intending to establish a scholarship in memory of his faithful and loving

service to them and to the State, feeling that the most fitting tribute that could be paid him would be the effort to give to those who are unable to obtain it for themselves the training for the work to which he devoted his life. When this fund amounted to \$1,000 it was changed from a scholarship fund to a loan fund. Properly endorsed notes bearing five per cent interest are required.

### **State Student Loan Fund**

The college has a loan fund, which has been appropriated by the State. Not more than \$150 per session is granted to any one student, evidenced by interest bearing notes. Five per cent interest is charged on these loans, and all notes must be properly endorsed. Application should be addressed to the President of the College.

### **Mu Omega Loan Fund**

This fund was established in 1930 by the Mu Omega Sorority for the purpose of helping students who need financial assistance in order to pursue their college course.

### **Alpha Phi Sigma Loan Fund**

This fund was established in 1931 by Alpha Phi Sigma Society. Loans are made at five per cent interest to students who need financial assistance in their college course.

### **Gamma Theta Loan Fund**

This fund was established by Gamma Theta Sorority, in March, 1934, at the Golden Anniversary of the College. Its purpose is to assist worthy students who need help in their college expenses.

### **Gamma Theta Alumnae Loan Fund**

This fund was established by the Gamma Theta Sorority Alumnae Chapter on March 21, 1936, at the Silver Anniversary of the sorority. This fund is dedicated to Dr. Jarman and Alma Mater as a testimony of loyalty and appreciation.

### **Tri-Sigma Loan Fund**

This fund was established at the Golden Anniversary of the college in March, 1934, by Sigma Sigma Sigma Sorority, for helping worthy students who need financial aid in order to complete their college course. Five per cent interest is charged on these loans. The fund is administered by the President of the College.

### **The Jennie Masters Tabb Memorial Fund**

The alumnae and friends of Jennie Masters Tabb, Registrar of the College and secretary to the President from 1904-1934, established in 1935 a loan fund in her memory. This fund is to be used to aid worthy students and to be administered by the President of the College.

### **PHYSICAL EQUIPMENT AND FACILITIES**

The buildings and equipment of the college have been selected and arranged primarily from the point of view of their usefulness and convenience. The size, number, and relations of the buildings to each other give a pleasing aesthetic effect because they fit in a well conceived plan and serve the purpose for which they were made. The whole plant is compact rather than scattered. The various structures are so related by connecting links that the student hardly knows when she goes from one building to another. Such an arrangement has the advantage of linking the student activities and the classroom work closely together. It enables students to move from one part of the college to another without exposure in bad weather. It saves time in that the classrooms, the laboratories, the assembly halls, the dining hall, and the dormitories are all connected and walking long distances is unnecessary. It also gives the effect of the comfort and security of a well organized home. The furniture and draperies throughout the whole network of buildings are beautiful because they fit in a larger pattern that is satisfying.

### **The Administration Quarters**

The main building faces to the north and is situated back about one hundred feet from High Street. It is a three-story brick structure, extending the full length of two blocks giving the appearance of a continuous building. There are in fact five distinct buildings or wings which protrude toward the street. About midway between the Student Building, or the right wing, and the Library Building, or left wing, is the main entrance to the Rotunda and Reception Hall. Down the Hall on the left of the Rotunda on entering are the offices of the President, the Superintendent of Buildings and Grounds, the Treasurer, and the Registrar. Down the hall to the right on entering are the offices of the Home Department and the parlors.

### **The Dormitories**

The dormitories consist of the second and third floors of the main group of buildings including the five wings and Cunningham Hall, which

is a new three-story brick structure, southwest of the main building. Every building is supplied with steam heat, electric lights, and hot and cold water with ample bathrooms on each floor. Every room is supplied with single beds and other necessary furniture. The rooms in Cunningham Hall are grouped in suites with connecting baths. Each building is supervised by a trained matron who undertakes to make it homelike and comfortable.

### **The Dining Hall**

The dining hall is located at the rear of the main entrance and is entered from the Rotunda. In this building are located the dining room, kitchen, bakery, refrigerating plant, and a recreation hall.

The dining room is in the form of a large Maltese cross and will seat 1,000 students on the main floor, and 100 students in each of the two balconies. The kitchen and bakery to the rear of the dining room are modern in every respect with a capacity to meet the needs of the student body. The refrigerating plant on the ground floor provides for the proper preservation of foods. The recreation hall also on the ground floor is convenient for social gatherings after meals and on other occasions.

### **Auditoriums**

In the Student Building, which constitutes the right wing of the main building considered as a unit, is an auditorium which is used by the Young Women's Christian Association and for public lectures. In the building west of the student building and parallel with it is the general assembly hall.

### **Health Service**

The infirmary is situated at the rear of the building connecting the assembly hall with the Student Building. It contains one ward, two semi-wards, and private rooms with baths sufficient to meet the needs of many more students than normally require medical attention at one time. The Southside Community Hospital, one of the best equipped institutions of its kind in the country, is available for emergency cases.

### **The Laundry**

The laundry, situated in a separate building, is equipped with all the necessary machinery for doing excellent work and it is ample in capacity to meet the needs of the institution.

### **Lecture Rooms**

In general the classrooms are on the first floor of the various buildings, which in effect constitute the main building. For the most part the classrooms of any given department are situated in the same section of the building. Every classroom is well lighted and is supplied with comfortable chairs and slate blackboards. Efficient maid service keeps classrooms and halls clean and tidy. Drinking fountains are convenient to students in going from one classroom to another.

### **The Libraries**

The main library occupies the second floor of the Library Building. The collection includes 27,129 classified bound volumes, selected with reference to the instruction given at the college. It provides facilities for reading, study, and research. Over 2,000 State and Federal documents, and as many pamphlets, supplement the general collection. Several thousand new books are added each year. The reading room accommodates 150 readers and makes accessible to the student a careful selection of 240 current national and foreign periodicals, together with fourteen daily newspapers. The college maintains also in the Campus Training School a separate library of some 2,500 volumes. Some of these are designed primarily for the students who are teaching in the Training School and the others are for the use of the pupils.

### **Science Laboratories**

The departments of natural science are provided with well-lighted laboratories and classrooms, and are equipped with modern apparatus to meet the needs of students. They are also provided with departmental libraries, and all of the supplies necessary to make the students' work efficient, inexpensive, and pleasant. The Department of Biology is located on the ground floor of the postoffice wing of the main building while the Department of Chemistry and Physics occupies the second floor of the Science Hall.

### **Home Economics Laboratories**

The Home Economics Department is located on the first floor of the Science Building. Ample laboratory rooms and equipment enable students to participate in the practical activities involved in the domestic arts. The furniture and equipment of the department are designed for use in cooking, sewing, and home keeping.

## Provision for Student Activities

The college, in both equipment and arrangement of buildings, is designed to meet the needs and convenience of students in their extra-curricular activities.

*Student Building.* The Student Building is intended primarily to serve these ends. It is a large four-story building fronting High Street, parallel with the assembly hall, the administration quarters, and the library building. It contains a large lounge for social gatherings; an auditorium for the use of the Young Women's Christian Association and other public meetings; rooms for the Student Council, the Y. W. C. A. Cabinet, and the publications, and specially equipped rooms for the honor societies and the social sororities.

*Gymnasium and Swimming Pool.* On the basement floor of the Student Building is a modern gymnasium and the quarters of the physical education department. The gymnasium is well equipped for basketball, gymnastics, and many features of physical education. Just to the back of the gymnasium and opening into it is a new swimming pool of the most modern design housed in a building harmonizing in effect with the student building in which the gymnasium is housed.

*Athletic Grounds.* The athletic grounds recently have been enlarged and improved. They meet the needs of all students interested in outdoor sports such as tennis, baseball, hockey, lacrosse, and golf.

## Recreation Centers

*The Recreation Hall* just beneath the dining room and back of the Rotunda is a beautiful hall in which hundreds of students assemble after dinner and on special occasions. Here they dance and sing, give their class stunts, and have good times in many ways.

*The Student Building* is a place for the more serious work of the student organizations, but it is also an important recreational center. The lounge, the auditorium, the Y. W. C. A. reception room, and the specially equipped sitting rooms for the use of various societies and sororities provide recreational and social activities of many kinds.

*The Longwood Estate*, just a mile east of Farmville, once the home of General Joseph E. Johnston, is owned by the college. Here is one of the oldest and most beautiful homes of the old South. In this artistic home in the atmosphere of the old South in all of its beauty the students have teas, receptions, and hold week-end parties. In the thickly wooded section of the estate is a log cabin where students go in groups for rest and recreation. On the Longwood Estate is the large open amphitheatre where the May Day festivals are held. Here also



is a nine-hole golf course for the use of the students and faculty of the college.

### **Training School Facilities**

Adequate training school facilities have been provided in two ways. The college operates its own training school and also employs four rural schools as teaching centers.

The Campus Training School, a modern brick building just south of the main buildings, contains forty rooms and is the home of the College High School, the elementary school, the kindergarten, and the nursery school. In the Rice school, six miles to the east of Farmville, the students teach in the elementary grades. In the Worsham school, five miles to the south of Farmville, the students of the college teach both in the high school and in the elementary grades. In the John Randolph High School, seven miles northeast of Farmville, the students teach in the elementary grades. In the Curdsville High School, twelve miles to the north of Farmville, the students teach the high school classes.

The Head of the Department of Education is also Director of Teacher-Training. The professional courses of the college and the teaching in the training schools are thus unified and associated in a way that would not be possible if the two phases of the work were under separate control. Each of the elementary grades of the Campus Training School is in charge of a grade supervisor. The heads of the academic departments of the college, whose courses are represented in the primary and grammar grades, observe the teaching of their respective subjects in the grades and cooperate with the general supervisors in the professional guidance of the student teachers, and of the pupils. In the high school, the work of each department is under the direct supervision of that member of the college department whose special field is the teaching of his or her subject in the secondary schools.

The student teaching at John Randolph, Rice, Worsham, and Curdsville is under the general guidance of the Director of Teacher-Training and under the special guidance of another member of the department especially trained in rural education. In addition to these two, the teaching of the students in each school is under the direction of a supervisor. In this two-fold organization the professional spirit of the college pervades the instruction in the rural schools as it does in the Campus Training School, and the instruction in each school is unified throughout.

# Major Phases of Student Life

---

In recent years much has been written about the education of the whole individual. In this institution, in order to provide for a well-rounded development, the life of the student is considered from several points of view. Some of the more important phases of the student life are the physical, the moral and religious, the social and recreational, and the academic and professional.

## PHYSICAL LIFE

The physical life of the student supplies the foundation for her liberal education and success as a teacher. However important other things may be, a strong healthy body is fundamental. Consequently, every possible precaution is taken to safeguard the health and develop a strong constitution. By providing regular physical examinations, well heated and ventilated dormitories, balanced meals, and regular exercise, the college seeks to protect its students against disease in the present, improve their power of resistance in the future, and develop their capacity to work without strain and nervousness. Through athletics, dancing, and regular exercise the students not only have a good time but maintain health and vigor.

But after all possible precautions are taken against disease some sickness naturally occurs. The college therefore maintains an infirmary in charge of a full-time resident physician and a trained nurse. There is also available in the town the Southside Community Hospital to take care of emergency cases. Because of the unusually healthful climate, wholesome living, and the efficient health and medical service there has not been a death to occur in the college since 1916, not even during the great epidemic of influenza in 1918.

## MORAL AND RELIGIOUS LIFE

The moral and religious aspects of education are considered as important as are the physical and intellectual. During the history of the college a tradition of good will, cooperation, and high standards of personal relationship has developed. Such a stabilizing influence cannot be described; it can be appreciated only through living in the atmosphere it engenders. But this intangible influence is experienced by both students and faculty to such a degree that it has become a distinct moral force in the whole college community.

The college is a home in which everyone is expected to do his part and share in a give-and-take relationship with others. Certain modes of life are prized and valued because in a long history they have proved their worth and are therefore meaningful and significant to all. In such an atmosphere it is difficult for the young student not to develop high ideals and a wholesome moral outlook on life.

The Young Women's Christian Association to which all students belong is a strong religious force in the community. It provides a training and experience for the officers and others interested in religious work. The short daily devotional exercises conducted by the ministers of the town, the president of the college, and members of the faculty at Chapel give students a rest from class work and time to reflect on spiritual things. The Y. W. C. A. conducts daily evening prayer services, holds special weekly Morning Watch services, urges attendance at Sunday school and church, and fosters a spirit of religious life and service. Under its auspices the World Week of Prayer is observed, mission study classes are conducted by the faculty and others, a series of addresses by some Christian leader is given each year on the fundamental principles of the Christian religion, and noted speakers representing the international point of view address the students on important current movements.

The Baptist, Episcopal, Lutheran, Methodist, and Presbyterian Churches of Farmville are all provided with good ministers who participate in the religious life of the college. These churches welcome the students to their services. They provide for students many Sunday school classes and social functions. Members of the faculty are also members of the churches and enter into the religious activities of the community. They are liberal and sympathetic in dealing with the religious problems of young people. Courses in Biblical literature are available to students especially interested in religious work. Throughout the life of the college attention is given to moral and religious questions but without any effort to direct students into fixed moulds.

### **SOCIAL AND RECREATIONAL LIFE**

The individual with a well-rounded and balanced personality is social in outlook and attitude. He is able to work and to play with other people. The community life in the college makes it easy for the students to participate in social life in many ways. There are a number of activities in which the recreational and social life are very closely related.

In the recreation halls students gather for dances. In the parlors they entertain their friends. They have several dances a year to which

young men and young women are invited from outside the institution. The Y. W. C. A. reception to freshmen during the opening week of the college where the new students meet the upper classmen and the faculty is a delightful occasion for all. The Founders Day celebration in March in which the students, the alumnae, and the friends of the college all participate is one of the great events of the year. The Mardi Gras Ball, held on Tuesday before Ash Wednesday, is a time of fun-making and jollity. The college circus given every year by the student body is a notable event in the whole community. The May Day Festival, an annual occurrence held in the Amphitheatre at Longwood and featuring the crowning of the May queen, involves pantomime and dancing by students in expression of the spirit of an original production by some member of the student body.

Some of the more serious social and recreational activities consist of a series of entertainments provided by professional musicians, actors, dancers, and speakers given in the college auditorium at intervals throughout the college year. The College Choir and the College Orchestra offer an opportunity for many students to participate in programs for the entertainment and recreation of the whole college community. The Dramatic Club under the auspices of the department of speech offers a similar opportunity to students with some talent in the dramatic arts.

Participation in activities of this kind lends meaning and significance to life. The students learn through the experiences thus provided to appreciate and enjoy the best cultural elements of the race. They have in them the happy experience of cooperating in bringing joy and delight to others. They learn to entertain themselves, to live together in a dignified, yet free and easy, atmosphere of culture and refinement.

### ACADEMIC AND PROFESSIONAL LIFE

The academic and professional life of the college constitutes the main emphasis to which all other activities are secondary and contributory. It centers mainly around the courses of instruction offered in the various departments of the college and the directed teaching of the students under supervision. Some courses are primarily cultural, liberal, and broadening in outlook. Others are primarily professional and designed to prepare students definitely for teaching in the elementary and secondary schools of the State. In still others academic scholarship and the professional spirit are very closely combined.

The spirit of the class work is rather free and informal. The members of the faculty and the students work together as members of a large family in which every one is expected to do his part. The stu-

dents accept their instructors as friends and guides. Through such a spirit of fellowship and good-will are developed initiative, cooperation, responsibility, self-control, and other intangible qualities of personality and character. The method and spirit of the classroom are considered by the faculty as important as the content of the courses. More emphasis is placed on growth in perspective and professional outlook than on routine and mechanical performance. A well-rounded personality capable of adjustment to the demands of a changing civilization rather than the mechanically trained expert is the controlling ideal. The more serious work of the classroom is not separated in spirit and method from other activities; it is rather an integral part, although a more serious part, of the whole life of the institution.

## The Program of Studies and Activities

---

The program of studies and activities, usually called the program of studies, includes the curricula and extra-curricula. The curricula consist of the various combinations of courses leading to certificates, diplomas, and degrees. The extra-curricula consist of student activities which are not definitely required of students or directly controlled by the faculty as are the curricula.

A curriculum in the administrative sense consists of an outline of courses for some large occupational group of students. The college offers five general curricula which in some cases are divided into groups of courses in order to meet the needs of different groups of students.

The extra-curriculum consists of that part of the educational curriculum usually classified as extra-curricular activities. Any given extra-curriculum consists of a group of activities that are related to a certain type of student organization just as any given curriculum consists of a group of activities that are related to certain selected courses of instruction. Just as a curriculum is described in terms of courses, an extra-curriculum is described in terms of student organizations. The more important extra-curricular activities are related to seven organizations or types of organizations that have developed in the college.

The different curricula offered by the college are described in tabular form indicating class periods and credits. Similar information with regard to the extra-curricula are supplied students by the President of the Student Body. The courses required and the electives provided in the various curricula are described in the departments of instruction. The activities of the extra-curricula are described under the general head of Student Activities.

## CURRICULA PROVIDED

### Two-Year Curricula Leading to the Diploma

- CURRICULUM I-A. Leading to teaching in the kindergarten and primary grades.
- CURRICULUM I-B. Leading to teaching in the grammar grades.
- CURRICULUM II. Leading to the professions of nursing and dentistry.

### Four-Year Curricula Leading to the B. S. Degree in Education

- CURRICULUM III. Leading to teaching and supervision in the elementary schools.
- CURRICULUM IV-A. Leading to teaching and management in the secondary schools (high schools).
- CURRICULUM IV-B. Leading to teaching home economics and
1. Satisfying the standards set by the American Dietetics Association for a major in foods and nutrition.
  2. Preparing for general home making.
  3. Preparing for positions in lunch rooms and cafeterias.
- CURRICULUM IV-C. Leading to specialization in physical education with majors and minors selected in other fields.

### Four-Year Curriculum Leading to the A. B. Degree

- CURRICULUM V. Leading to a Liberal Education.

## EXTRA-CURRICULA PROVIDED

### Extra-Curricula Activities Related to These Organizations

- I. Student Government Association.
- II. Young Women's Christian Association.
- III. Athletic Association.
- IV. Student Publications.
- V. Honor Societies.
- VI. Student Clubs.
- VII. Professional Sororities.

## TWO-YEAR CURRICULA

Three different two-year curricula are provided. Curriculum I-A leads to the diploma, the Normal Professional Certificate, and teaching in the kindergarten and primary grades. Curriculum I-B leads to the diploma, the Normal Professional Certificate, and teaching in the grammar grades. Curriculum II leads to the professions of nursing and dentistry.

### Curricula Preparatory to Teaching

The courses in Curricula I-A and I-B are arranged in three groups, A, B, and C, in order to make the necessary arrangements for directed teaching. All teaching in each group of both of these curricula falls in the sophomore year. The A groups teach in the fall, the B groups in the winter, and the C groups in the spring. Courses for all groups are given in tabular form on pages 44-59.

### Curriculum Preparatory to Nursing and Dentistry

The curriculum preparatory to nursing and dentistry has been provided in order to meet the needs of those young women who expect to enter hospitals for training as nurses and medical colleges to prepare for dentistry. Success in either of these fields now requires a general background in human culture including the natural and social sciences beyond what is possible for the student to obtain in the high school. The increasing responsibilities of nurses require superior training and the emphasis in dentistry now given to caring for children's teeth provides for women many opportunities in this field. Curriculum II tabulated on page 50 is designed to meet the needs of these two groups and will therefore be adapted to the demands of the hospitals or medical colleges which the student is planning to enter.



## Curriculum I-A

*Leading to Teaching in the Kindergarten and Primary Grades*

## GROUP A

## FIRST YEAR

	CLASS PERIODS			CREDITS		
	Fall	Winter	Spring	Fall	Winter	Spring
Psychology 101.....	3	0	0	3	0	0
Education 121, 122.....	0	3	3	0	3	3
Education 115.....	0	0	3	0	0	3
English 101, 102, 103.....	3	3	3	3	3	3
English 116.....	3	0	0	2	0	0
Geography 111, 112, 113.....	3	3	3	3	3	3
Mathematics 111, 112, 113.....	3	3	3	2	2	2
Music 111, 112.....	0	2	2	0	1	1
Art 111, 112, 113.....	2	2	2	1	1	1
Handwriting 101, 102.....	2	1	0	1	1	0
Physical Education 101, 102, 103...	3	3	3	1	1	1
	<u>22</u>	<u>20</u>	<u>22</u>	<u>16</u>	<u>15</u>	<u>17</u>

## SECOND YEAR

Education 223, 216.....	3	0	3	3	0	3
Teaching 200.....	12	0	0	12	0	0
Psychology 202.....	0	0	3	0	0	3
English 217.....	0	3	0	0	3	0
Speech 211.....	0	3	0	0	2	0
History 131, 132.....	0	3	3	0	3	3
Government 201.....	0	0	3	0	0	3
Sociology 201, 202.....	0	3	3	0	3	3
Music 223.....	0	2	0	0	1	0
Health Education 206.....	0	3	0	0	3	0
Physical Education 214, 215.....	0	3	3	0	2	1
	<u>15</u>	<u>20</u>	<u>18</u>	<u>15</u>	<u>17</u>	<u>16</u>

## Curriculum I-A—Continued

## GROUP B

## FIRST YEAR

	CLASS PERIODS			CREDITS		
	Fall	Winter	Spring	Fall	Winter	Spring
Psychology 101.....	0	3	0	0	3	0
Education 115, 121.....	3	0	3	3	0	3
English 101, 102, 103.....	3	3	3	3	3	3
English 116.....	0	3	0	0	2	0
Geography 111, 112, 113.....	3	3	3	3	3	3
Mathematics 111, 112, 113.....	3	3	3	2	2	2
Music 111, 112.....	2	0	2	1	0	1
Art 111, 112, 113.....	2	2	2	1	1	1
Handwriting 101, 102.....	0	2	1	0	1	1
Health Education 206.....	3	0	0	3	0	0
Physical Education 101, 102, 103...	3	3	3	1	1	1
	<u>22</u>	<u>22</u>	<u>20</u>	<u>17</u>	<u>16</u>	<u>15</u>

## SECOND YEAR

Psychology 202.....	0	0	3	0	0	3
Education 122, 223.....	3	3	0	3	3	0
Education 216.....	3	0	0	3	0	0
Teaching 200.....	0	12	0	0	12	0
English 217.....	0	0	3	0	0	3
Speech 211.....	0	0	3	0	0	2
History 131, 132.....	3	0	3	3	0	3
Government 201.....	3	0	0	3	0	0
Sociology 201, 202.....	3	0	3	3	0	3
Music 223.....	0	0	2	0	0	1
Physical Education 214, 215.....	3	0	3	2	0	1
	<u>18</u>	<u>15</u>	<u>20</u>	<u>17</u>	<u>15</u>	<u>16</u>

## Curriculum I-A—Continued

## GROUP C

## FIRST YEAR

	CLASS PERIODS			CREDITS		
	Fall	Winter	Spring	Fall	Winter	Spring
Psychology 101.....	3	0	0	3	0	0
Education 115.....	0	3	0	0	3	0
English 101, 102, 103.....	3	3	3	3	3	3
English 116.....	0	0	3	0	0	2
Government 201.....	3	0	0	3	0	0
Geography 111, 112, 113.....	3	3	3	3	3	3
Mathematics 111, 112, 113.....	3	3	3	2	2	2
Music 111, 112.....	2	2	0	1	1	0
Art 111, 112, 113.....	2	2	2	1	1	1
Handwriting 101.....	0	0	2	0	0	1
Health Education 206.....	0	0	3	0	0	3
Physical Education 101, 102, 103...	3	3	3	1	1	1
	<u>22</u>	<u>19</u>	<u>22</u>	<u>17</u>	<u>14</u>	<u>16</u>

## SECOND YEAR

Psychology 202.....	0	3	0	0	3	0
Education 121, 223.....	3	0	3	3	0	3
Education 122.....	0	3	0	0	3	0
Teaching 200.....	0	0	12	0	0	12
Education 216.....	0	3	0	0	3	0
English 217.....	3	0	0	3	0	0
Speech 211.....	3	0	0	2	0	0
History 131, 132.....	3	3	0	3	3	0
Sociology 201, 202.....	3	3	0	3	3	0
Music 223.....	2	0	0	1	0	0
Handwriting 102.....	0	1	0	0	1	0
Physical Education 214, 215.....	3	3	0	2	1	0
	<u>20</u>	<u>19</u>	<u>15</u>	<u>17</u>	<u>17</u>	<u>15</u>

## Curriculum I-B

*Leading to Teaching in the Grammar Grades*

## GROUP A

## FIRST YEAR

	CLASS PERIODS			CREDITS		
	Fall	Winter	Spring	Fall	Winter	Spring
Education 122.....	0	0	3	0	0	3
English 101, 102.....	3	3	0	3	3	0
Psychology 101.....	0	0	3	0	0	3
Speech 121.....	0	0	3	0	0	3
History 235, 236.....	3	3	0	3	3	0
Geography 121, 122, 123.....	3	3	3	3	3	3
Mathematics 121, 122, 123.....	3	3	3	2	2	2
Music 111.....	2	0	0	1	0	0
Art 121, 122, 123.....	2	2	2	1	1	1
Handwriting 101, 102.....	2	0	1	1	0	1
Physical Education 101, 102, 103...	3	3	3	1	1	1
Speech 211.....	0	3	0	0	3	0
	<u>21</u>	<u>20</u>	<u>21</u>	<u>15</u>	<u>16</u>	<u>17</u>

## SECOND YEAR

Education 223, 202.....	3	0	3	3	0	3
Teaching 200.....	12	0	0	12	0	0
English 103.....	0	0	3	0	0	3
English 227, 228.....	0	3	3	0	3	3
General Science 210, 211.....	0	3	3	0	3	3
Government 201.....	0	3	0	0	3	0
Sociology 201, 202.....	0	3	3	0	3	3
Music 222, 223.....	0	2	2	0	1	1
Health Education 206.....	0	3	0	0	3	0
Physical Education 224, 225.....	0	3	3	0	2	1
	<u>15</u>	<u>20</u>	<u>20</u>	<u>15</u>	<u>18</u>	<u>17</u>

## Curriculum I-B—Continued

## GROUP B

## FIRST YEAR

	CLASS PERIODS			CREDITS		
	Fall	Winter	Spring	Fall	Winter	Spring
Psychology 101.....	3	0	0	3	0	0
English 101, 102, 103.....	3	3	3	3	3	3
Speech 211.....	0	0	3	0	0	3
Speech 121.....	3	0	0	3	0	0
History 235, 236.....	0	3	3	0	3	3
Geography 121, 122, 123.....	3	3	3	3	3	3
Mathematics 121, 122, 123.....	3	3	3	2	2	2
Music 111.....	0	2	0	0	1	0
Art 121, 122, 123.....	2	2	2	1	1	1
Handwriting 101, 102.....	0	2	1	0	1	1
Physical Education 101, 102, 103...	3	3	3	1	1	1
	<u>20</u>	<u>21</u>	<u>21</u>	<u>16</u>	<u>15</u>	<u>17</u>

## SECOND YEAR

Education 122, 223.....	3	3	0	3	3	0
Psychology 202.....	3	0	0	3	0	0
Teaching 200.....	0	12	0	0	12	0
English 227, 228.....	3	0	3	3	0	3
General Science 210, 211.....	3	0	3	3	0	3
Government 201.....	0	0	3	0	0	3
Sociology 201, 202.....	3	0	3	3	0	3
Music 222, 223.....	2	0	2	1	0	1
Health Education 206.....	0	0	3	0	0	3
Physical Education 224, 225.....	3	0	3	2	0	1
	<u>20</u>	<u>15</u>	<u>20</u>	<u>18</u>	<u>15</u>	<u>17</u>

## Curriculum I-B—Continued

## GROUP C

## FIRST YEAR

	CLASS PERIODS			CREDITS		
	Fall	Winter	Spring	Fall	Winter	Spring
Psychology 101.....	3	0	0	3	0	0
English 101, 102, 103.....	3	3	3	3	3	3
Speech 121.....	0	3	0	0	3	0
History 235, 236.....	3	0	3	3	0	3
Government 201.....	0	3	0	0	3	0
Geography 121, 122, 123.....	3	3	3	3	3	3
Mathematics 121, 122, 123.....	3	3	3	2	2	2
Music 111.....	0	0	2	0	0	1
Art 121, 122, 123.....	2	2	2	1	1	1
Handwriting 101.....	0	0	2	0	0	1
Physical Education 101, 102, 103...	3	3	3	1	1	1
	<u>20</u>	<u>20</u>	<u>21</u>	<u>16</u>	<u>16</u>	<u>15</u>

## SECOND YEAR

Psychology 202.....	0	3	0	0	3	0
Education 223.....	0	0	3	0	0	3
Education 122.....	0	3	0	0	3	0
Teaching 200.....	0	0	12	0	0	12
English 227, 228.....	3	3	0	3	3	0
Science 210, 211.....	3	3	0	3	3	0
Sociology 201, 202.....	3	3	0	3	3	0
Music 222, 223.....	2	2	0	1	1	0
Handwriting 102.....	0	1	0	0	1	0
Health Education 206.....	3	0	0	3	0	0
Physical Education 224, 225.....	3	3	0	2	1	0
Speech 211.....	3	0	0	3	0	0
	<u>20</u>	<u>21</u>	<u>15</u>	<u>18</u>	<u>18</u>	<u>15</u>

## Curriculum II

### *Leading to Nursing and Dentistry*

#### FIRST YEAR

	CLASS PERIODS			CREDITS		
	Fall	Winter	Spring	Fall	Winter	Spring
English 101, 102, 103 . . . . .	3	3	3	3	3	3
Biology 131, 132, 133 . . . . .	4	4	4	4	4	4
Physical Education 101, 102, 103 . . . . .	3	3	3	1	1	1
Speech 211 . . . . .	3	0	0	2	0	0
Home Economics 132, 133 . . . . .	0	3	3	0	3	3
Government 201 . . . . .	0	0	3	0	0	3
Electives . . . . .	6	6	3	6	6	3
	<u>19</u>	<u>19</u>	<u>19</u>	<u>16</u>	<u>17</u>	<u>17</u>

#### SECOND YEAR

English 217 and one additional course	0	3	3	0	3	3
Chemistry 131, 132, 133 . . . . .	4	4	4	4	4	4
Physical Education . . . . .	3	3	3	1	1	1
Biology 370 . . . . .	0	3	0	0	3	0
Health Education 206 . . . . .	0	3	0	0	3	0
Economics 462 . . . . .	3	0	0	3	0	0
Sociology 201 . . . . .	3	0	0	3	0	0
Education 241, 242, 243 . . . . .	3	3	3	3	3	3
Home Economics 200 . . . . .	3	0	0	3	0	0
Electives . . . . .	0	0	6	0	0	6
	<u>19</u>	<u>19</u>	<u>19</u>	<u>17</u>	<u>17</u>	<u>17</u>

## THE FOUR-YEAR CURRICULA

### *Leading to the B. S. Degree in Education*

Curricula leading to the B. S. in Education and to the A. B. are provided. The requirements for the A. B. are described on pages 58-60. There are two general curricula leading to the B. S. Degree in Education and the Collegiate Professional Certificate.

Curriculum III leads to teaching and supervision in the elementary schools. This general curriculum assumes two types of organization to meet the needs of two groups of students. The first form, Curriculum III-A, is intended to meet the needs of students who have completed one of the two-year curricula or the equivalent. The second form, Curriculum III-B, is intended to meet the needs of students who on entering college expect to remain four years and are therefore not interested in the two-year diploma and the Normal Professional Certificate.

Curriculum IV leads to teaching in the secondary schools, including the high school and the junior high school. It assumes three forms in order to meet the needs of three groups of students. The first form, Curriculum IV-A, is intended to meet the needs of students preparing to teach in the general fields in the secondary schools. The second form, Curriculum IV-B, is intended to meet the needs of students preparing to teach home economics. It meets the standards set by the American Dietetics Association for a major in foods and nutrition, qualifies for teaching science in the secondary schools of Virginia, and prepares for home-making and positions in lunch rooms and cafeterias. The third form, Curriculum IV-C, is intended to meet the needs of students preparing to teach physical education together with some other subject or subjects in the secondary schools.

The constants required in credit hours for the B. S. Degree in Education are as follows:

Directed Teaching . . . . .	12
Education . . . . .	18
English . . . . .	18
History and Social Science . . . . .	18
Natural Science . . . . .	9
Physical and Health Education . . . . .	9
Psychology . . . . .	9

The requirements for majors and minors in credit hours in the different departments are as follows:



*Majors*

Biology.....	39
Chemistry and Physics.....	39
Education.....	30
English.....	48
Fine and Applied Arts.....	32
History and Social Science.....	36
Home Economics.....	54
Latin.....	33
Mathematics.....	33
Modern Languages.....	33
Music.....	49
Physical Education.....	40

*Minors*

Biology.....	24
Chemistry and Physics.....	24
Education.....	15
English.....	30
Fine and Applied Arts.....	19
Geography.....	21
History and Social Science.....	18
Latin.....	18
Mathematics.....	18
Modern Languages.....	18
Music.....	22
Physical Education.....	28



## Curriculum III-B

*Leading to Teaching and Supervision in the Elementary Schools*

## FIRST YEAR

	CLASS PERIODS			CREDITS		
	Fall	Winter	Spring	Fall	Winter	Spring
Biology 131, 132, 133.....	4	4	4	4	4	4
English 101, 102, 103.....	3	3	3	3	3	3
English 116.....	0	0	3	0	0	2
Geography 113, 121, 122.....	3	3	3	3	3	3
Mathematics 121, 122, 123.....	3	3	3	2	2	2
Handwriting 101, 102.....	2	1	0	1	1	0
Music 111, 112, 222..... (2)	2	2	2	1	1	1
Speech 201.....	0	3	0	0	2	0
Physical Education 101, 102, 103...	3	3	3	1	1	1
	<u>20</u>	<u>22</u>	<u>21</u>	<u>15</u>	<u>17</u>	<u>16</u>

## SECOND YEAR

Psychology 101, 202, 203.....	3	3	3	3	3	3
English 227, 228.....	3	3	0	3	3	0
Speech 202.....	0	0	3	0	0	2
Fine and Applied Arts... (9)	3	3	3	2	2	2
Government 201.....	3	0	0	3	0	0
Sociology 201, 202.....	0	3	3	0	3	3
Music... (6)	2	2	2	1	1	1
Health Education 206.....	0	0	3	0	0	3
Physical Education 214, 215, 236...	3	3	3	2	1	1
Science 210, 211.....	3	3	0	3	3	0
	<u>20</u>	<u>20</u>	<u>20</u>	<u>17</u>	<u>16</u>	<u>15</u>

## THIRD YEAR

Education 361, 363.....	3	0	3	3	0	3
Psychology 362.....	0	3	0	0	3	0
Education 216... (Reading)	0	3	0	0	3	0
History 347, 348.....	3	3	0	3	3	0
Economics 462.....	0	0	3	0	0	3
Geography 331.....	0	3	0	0	3	0
Home Economics 310, 311, 312... (3)	3	3	3	3	3	3
Science 332, 333.....	3	0	3	3	0	3
Electives.....	3	0	3	3	0	3
Physical Education.....	0	3	3	0	1	1
	<u>15</u>	<u>18</u>	<u>18</u>	<u>15</u>	<u>16</u>	<u>16</u>

## FOURTH YEAR

Education 441, 442, 443.....	3	3	3	3	3	3
English 447, 448.....	0	3	3	0	3	3
Teaching 400.....	9	0	0	9	0	0
Electives.....	3	12	9	3	12	9
	<u>15</u>	<u>18</u>	<u>15</u>	<u>15</u>	<u>18</u>	<u>15</u>



## Curriculum IV-B

*Leading to Teaching Home Economics and Specializing in Foods and Nutrition*

## FIRST YEAR

	CLASS PERIODS			CREDITS		
	Fall	Winter	Spring	Fall	Winter	Spring
English 101, 102, 103.....	3	3	3	3	3	3
Home Economics 131, 132, 133.....	3	3	3	3	3	3
Chemistry 131, 132, 133.....	4	4	4	4	4	4
Art 131, 132.....	3	3	0	3	3	0
History, Three Quarters.....	3	3	3	3	3	3
Physical Education 101, 102, 103...	3	3	3	1	1	1
	<u>19</u>	<u>19</u>	<u>16</u>	<u>17</u>	<u>17</u>	<u>14</u>

## SECOND YEAR

Psychology 241, 242, 243.....	3	3	3	3	3	3
English 205 and two others.....	3	3	3	3	3	2
Home Economics 200, 232, 233.....	3	3	3	3	3	3
Chemistry 200, 201, 202.....	4	4	4	4	4	4
Health Education 206.....	0	0	3	0	0	3
Geography 112.....	0	3	0	0	3	0
Physical Education 224, 225, 236...	3	3	3	2	1	1
	<u>16</u>	<u>19</u>	<u>19</u>	<u>15</u>	<u>17</u>	<u>16</u>

## THIRD YEAR

Education 335, 337.....	3	0	3	3	0	3
Home Economics 300, 301, 304.....	3	3	3	3	3	3
Home Economics 302, 303, 332.....	3	3	3	3	3	3
Government 333.....	0	3	0	0	3	0
Sociology 201, 202.....	3	3	0	3	3	0
Biology 346, 347, 348.....	4	4	4	4	4	4
Electives.....	0	0	3	0	0	3
	<u>16</u>	<u>16</u>	<u>16</u>	<u>16</u>	<u>16</u>	<u>16</u>

## FOURTH YEAR

Education 441.....	3	0	0	3	0	0
Teaching 400.....	4	4	4	4	4	4
Home Economics 401, 445, 447.....	3	3	3	3	3	3
Home Economics 403, 404, 446.....	3	3	3	3	3	3
Physics 441, 442, 443.....	4	4	4	4	4	4
	<u>17</u>	<u>14</u>	<u>14</u>	<u>17</u>	<u>14</u>	<u>14</u>

## Curriculum IV-C

*Leading to Teaching and Supervising Physical and Health Education*

	FIRST YEAR					
	CLASS PERIODS			CREDITS		
	Fall	Winter	Spring	Fall	Winter	Spring
Biology 131, 132, 133.....	4	4	4	4	4	4
English 101, 102, 103.....	3	3	3	3	3	3
Physical Education 101, 102, 103...	3	3	3	1	1	1
Geography 112.....	0	3	0	0	3	0
Physical Education 125.....	3	0	0	3	0	0
Physical Education 210, 211, 212...	3	3	3	1	1	1
Physical Education 242, 243, 244...	3	3	3	1	1	1
Minor.....	3	3	3	3	3	3
Electives.....	0	0	3	0	0	3
	22	22	22	16	16	16
	SECOND YEAR					
Psychology 241, 242, 243.....	3	3	3	3	3	3
English 116, 205.....	3	3	0	2	3	0
Physical Education 236, 224, 225...	3	3	3	1	2	1
Physical Education 300.....	0	0	3	0	0	3
Sociology 201, 202.....	3	3	0	3	3	0
Home Economics 200.....	3	0	0	3	0	0
Speech 341.....	0	0	3	0	0	3
Physical Education 245, 246, 247...	3	3	3	1	1	1
Physical Education 251, 252, 253...	3	3	3	1	1	1
Minor.....	3	3	3	3	3	3
	24	21	21	17	16	15
	THIRD YEAR					
Education 335, 336, 337.....	3	3	3	3	3	3
Biology 351.....	3	0	0	3	0	0
Government 333.....	3	0	0	3	0	0
History 347, 348, 349.....	3	3	3	3	3	3
Physical Education 303, 304.....	0	3	3	0	3	3
Physical Education 342, 343, 313...	3	3	3	1	1	1
Physical Education 347.....	0	0	3	0	0	3
Electives.....	3	6	3	3	6	3
	18	18	18	16	16	16
	FOURTH YEAR					
Teaching 400.....	4	4	4	4	4	4
Education 441, 442, 443.....	3	3	3	3	3	3
Physical Education 354, 355, 356...	3	3	3	1	1	1
Physical Education 457, 458.....	0	3	3	0	3	3
Electives.....	6	6	3	6	6	3
	16	19	16	14	17	14

## THE FOUR-YEAR CURRICULA

### *Leading to the A. B. Degree*

The curriculum leading to the A. B. degree is intended to meet the needs of students who wish a broad background in the liberal arts. It provides for some degree of uniformity in certain courses considered fundamental in a well rounded education. Through the general electives including a major, two minors, and free electives, it gives considerable latitude for selection to meet the requirements of students with varying interests and capacities.

By proper selection the student may not only secure a broad liberal education but she may establish a foundation for professional work in many fields. She may prepare herself for graduate work in the universities; select courses which will lead to social welfare work; select courses that meet the requirements for advanced work in library science. In addition she may, if she chooses, take as electives courses in education and directed teaching leading to the Collegiate Professional Certificate and teaching in the secondary schools.

### Curriculum V

#### *Leading to a Liberal Education*

The curriculum leading to the A. B. degree requires a total credit of 189 quarter hours. The "constants" total 117 quarter hours, and the general electives total seventy-two quarter hours. The "constants" consist of courses in prescribed fields required of all candidates for the degree. The general electives include those courses of the majors and minors not included in the "constants" and also free elective courses, as explained below.

In the "constants" twenty-seven quarter hours in foreign languages, eighteen in Latin and nine in modern language, are required. Entrance requirements, prerequisite to the language requirements, consist of three high school units in Latin and two high school units in modern language. For students not offering these entrance requirements in foreign language, several classes meeting five times a week, with three hours credit are provided. These courses are counted in the minimum requirements for the degree, but are not included in the total credits required for a major or minor.

One major and two minors are required. A major consists of credits totaling thirty-six quarter hours in any one of six general fields. A minor consists of credits totaling twenty-seven quarter hours selected from a group of subjects related to the major. But the credits required

in the "constants" are included in estimating the credits required for major and minors. For instance, the student who wishes a major in English must secure credits in English totaling thirty-six quarter hours, including the eighteen credits in the "constants" and eighteen additional quarter hours. If the student with a major in English decides to take her minors in foreign language, twenty-seven credits are required in Latin and twenty-seven in modern language. But the eighteen credits in Latin required in the "constants" are to be included in the credits for the first minor, thus necessitating only nine additional credits in Latin. Likewise, nine credits in modern language required in the "constants" are to be included in the twenty-seven hours required for the second minor, necessitating eighteen additional hours. In a similar way credit requirements in majors and minors may be estimated in other fields.

#### *Constants or Core Curriculum*

The "constants" required of all candidates are specified as follows:

English.....	18 credits
Foreign Language (Latin, 18; Modern Language, 9).....	27 credits
History.....	18 credits
Mathematics.....	9 credits
Philosophy and Psychology.....	9 credits
Physical Education and Hygiene.....	9 credits
Science.....	18 credits
Social Science (Economics, Geography, Government, Sociology).....	9 credits

Total requirements.....117 credits

#### *Major and Minor Offerings*

The general fields in which the student may take a major are listed below with the minor groups corresponding to each of these fields. The student who takes a major in any one of the six major fields should select her minors from the group of selected fields as indicated below:

Major Fields	Corresponding Minor Groups
English.....	Latin, Modern Language, History, Fine Arts, Music, and Social Sci- ence (Economics, Geography, Gov- ernment, Sociology).



Foreign Language.....	English, History, Fine Arts, a foreign language other than the major, Social Science (Economics, Geography, Government, Sociology).
History.....	English, Modern Language, Latin, Philosophy and Psychology, Social Science (Economics, Geography, Government, Sociology).
Mathematics.....	Science, Philosophy and Psychology.
Science.....	Mathematics, Philosophy and Psychology, and a science other than the major.
Social Science (Economics, Geography, Government, Sociology)....	Science, English, History, Philosophy and Psychology, Fine Arts, and Music.

#### *Free Electives*

The number of credits available for free electives varies with the number of credits required in the major and minors. For instance, the student with a major in English, one minor in Latin and the other in modern language would have a total of 117 credits in "constants" and in addition eighteen credits in English and twenty-seven credits in Foreign Language, making a total of 162 credits. The difference between 162 (the total number of credits required in the "constants," major, and the two minors) and 189 (the total number of credits required for the degree) is twenty-seven. This represents the number of credits available for free electives. In a similar manner the number of credits available for free electives may be estimated when the major and minors are in other fields.

2. Biol  
3. Chem  
4. Geol  
5. Physics  
6

# Departments of Instruction

---

## BIOLOGY

MR. JEFFERS, MISS STEVENS, AND ASSISTANTS

Students intending to major in biology are advised to minor in either chemistry or mathematics. Because biology teachers are frequently called upon to teach general science, students not choosing chemistry as a minor are urged to elect general chemistry and general physics early in their college course.

The state requirement for science teachers is four session hours each in biology, chemistry, and physics.

A major in this department requires the first ten courses listed below.

A minor requires Biology 131, 132, 133 and either 231, 232, 233, or 333, 334, 335.

In all courses in the department of biology except those of the first year, the number of laboratory hours indicated should be regarded as minimal, since students may frequently find it necessary to give more than the required time in order to complete the assigned work. Laboratory fees must be paid at the Treasurer's Office before entering classes.

In order to more nearly meet the needs of science teachers the science departments of the college cooperate in offering a major in science which requires eight session hours in one science and four session hours in each of two other sciences. Only courses that include regularly scheduled laboratory work will be accepted in meeting this requirement.

### **Biology 131, 132, 133. General Biology.**

*Fall, winter, and spring quarters; 2 single and 2 double periods a week; 4 credits each quarter. Fee: \$2.00 each quarter.*

MR. JEFFERS, MISS STEVENS

Fall quarter: the general principles of biology and a survey of the animal kingdom. Winter quarter: prehistoric man; the structure and function of the important systems of the human body. Spring quarter: general survey of the plant kingdom; the essential features of structure, reproduction, and classification of plants.

### **Biology 231, 232, 233. Botany.**

*Fall, winter, and spring quarters, 2 single and 2 double periods a week; 4 credits each quarter. Fee: \$3.00 each quarter.*

MISS STEVENS

Fall quarter: type forms of cryptogamic plants. Winter quarter: nutrition, assimilation, metabolism, and growth of plants. Spring quarter: morphology, classification, and ecology of seed plants.

**Biology 333, 334, 335. Zoölogy.**

*Fall, winter, and spring quarters; 2 single and 2 double periods a week; 4 credits each quarter. Fee: \$3.00 each quarter.*

MR. JEFFERS

Fall quarter: type study of the more important groups of invertebrates. Winter quarter: comparative anatomy of the vertebrates. Spring quarter: identification, classification, and economic importance of animals, particularly those of Virginia.

**Biology 331. Methods in Biology.**

*Spring quarter; 3 periods a week; 3 credits. Required of majors in biology.*

MR. JEFFERS

Construction of courses of study in biology; methods of teaching biology as applied to recitation, laboratory, demonstration and field work.

**Biology 346, 347, 348. Advanced General Biology.**

*Fall, winter, and spring quarters; 2 single and 2 double periods a week; 4 credits each quarter. Fee: \$2.00 each quarter.*

MR. JEFFERS

A course similar in scope to General Biology, but adapted to advanced students, and modified to meet the needs of teachers in the elementary school.

**Biology 351. Human Physiology.**

*Fall quarter; 3 periods a week; 3 credits. Open to students who have had one year of biology in college. Alternating with Biology 352; not offered in 1936-37.*

MR. JEFFERS

The main facts and more important advances in human physiology together with personal applications.

**Biology 352. Mammalian Anatomy.**

*Fall quarter; 1 single and 3 double periods a week; 4 credits. Fee: \$3.00. Alternating with Biology 351; offered 1936-37.*

MR. JEFFERS

This course may be taken only with the consent of the instructor. A single species is dissected in detail.

**Biology 353. Genetics.**

*Winter quarter; 3 periods a week; 3 credits. Open to students who have had one year of biology in college. Alternating with Biology 354; not offered 1936-37.*

MR. JEFFERS

An elementary course dealing with the principles of heredity and their application to evolution and eugenics.

**Biology 354. Embryology.**

*Winter quarter; 3 periods a week; 3 credits. Open to students who have had one year of biology in college. Alternating with Biology 353; offered 1936-37.*

MR. JEFFERS

An elementary treatment of maturation, fertilization, cleavage, organography, and the development of the foetal membranes in mammals.

**Biology 370. Bacteriology.**

*Winter quarter; 1 single and 2 double periods a week; 3 credits. Fee: \$3.00.*

MISS STEVENS

General survey of bacteria and techniques used in their study.

## CHEMISTRY AND PHYSICS

MR. McCORKLE, MR. FRENCH

The department of chemistry and physics includes courses in chemistry, physics, and science for teachers in the elementary and secondary schools.

A major in this department requires the following courses: Chemistry 131, 132, 133, 200, 201, 204, 300, 301, 302, 331 and Physics 441, 442, and 443.

A minor in Chemistry: Six courses in Chemistry with laboratory.

The State requirement for general science teachers is four session hours each in Biology, Chemistry, and Physics.

In order to more nearly meet the needs of science teachers the science departments of the college cooperate in offering a major in science which requires eight session hours in one science and four session hours in each of two other sciences. Only courses that include regularly scheduled laboratory work will be accepted in meeting this requirement.

**Chemistry 131, 132, 133. General Chemistry.**

*Fall, winter, and spring quarters; 2 single and 2 double periods a week; 4 credits each quarter. Laboratory fee: \$3.00 each quarter.* MR. FRENCH

A course for beginners including the history, preparations, properties, reactions, and uses of the more important elements and their compounds. The laboratory work of Chemistry 133 is a study of the metals from the viewpoint of qualitative analysis.

**Chemistry 200, 201. Organic Chemistry.**

*Fall and winter quarters; 2 single and 2 double periods a week; 4 credits each quarter. Prerequisite, Chemistry 133. Laboratory fee: \$4.00 each quarter.* MR. McCORKLE

An elementary study of the chemistry of carbon and its compounds.

**Chemistry 203. History of Chemistry.**

*Fall quarter; 3 periods a week; 3 credits. Prerequisite, Chemistry 133.* MR. FRENCH  
 Beginnings of science, philosophy of the ancients, views and aims of the alchemists, iatrochemistry, phlogiston period, and modern period. The development of chemical theory with biographical studies of the leaders and the characteristics of each period.

**Chemistry 204. Physiological Chemistry.**

*Spring quarter; 2 single and 2 double periods a week; 4 credits. Laboratory fee: \$4.00. Prerequisite, Chemistry 201.* MR. McCORKLE

Introduction to Physiological Chemistry.

**Chemistry 300, 301, 302. Quantitative Analysis.**

*Offered on demand; 4 double periods a week each quarter; 4 credits each quarter. Fee: \$4.00 each quarter.* MR. McCORKLE

Applied volumetric and gravimetric analysis. Arranged to suit the needs of the student in so far as the laboratory equipment will permit.

**Chemistry 303. Qualitative Analysis.**

*Offered on demand; 4 double periods a week; 4 credits. Fee: \$4.00.* MR. McCORKLE  
An advanced course in qualitative analysis.

**Chemistry 331. The Teaching of High School Chemistry.**

*Winter quarter; 3 periods a week; 3 credits.* MR. FRENCH

A study of the aims, purposes and methods of teaching secondary school chemistry, laboratory problems, and management.

**Chemistry 341, 342, 343. General Chemistry.**

*Fall, winter, and spring quarters; 2 single and 2 double periods a week; 4 credits each quarter. Laboratory fee: \$3.00 each quarter.* MR. FRENCH

This course covers the same general topics as Chemistry 131, 132, and 133, but is adapted to advanced students.

**Physics 441, 442, 443. General Physics.**

*Fall, winter, and spring quarters; 2 single and 2 double periods; 4 credits each quarter. Laboratory fee: \$4.00 each quarter.* MR. McCORKLE

A beginners' course in general college Physics.

**Science for Elementary Teachers****Science 210, 211. Elementary Science.**

*Fall and winter quarters, 210; winter and spring quarters, 211; 3 periods a week; 3 credits each quarter.* MR. McCORKLE, MR. FRENCH

Selection and organization in typical life activities of those elements of scientific knowledge, astronomy, chemistry, geology, and physics that supply a background in these fields for teachers in the elementary grades in their use of the new Virginia Course of Study.

**Science 332. History of Science.**

*Fall quarter; 3 periods a week; 3 credits.* MR. McCORKLE

History and development of science designed for teachers in the elementary schools.

**Science 333. Teaching of Science.**

*Spring quarter; 3 periods a week; 3 credits.* MR. FRENCH

The development of a course of instruction for use of teachers in adaptation of the aims and materials of the State Course of Study. Planning of units and procedure for different grade levels.

**EDUCATION AND PHILOSOPHY**

MR. WYNNE, MR. COYNER, MR. BELL, MISS MARY P. JONES, MR. HOLTON, MISS CAMPER, MISS CARTER, MISS HAYNES, MISS HENRY, MISS BESSIE G. JONES, MISS MIX, MISS NORRIS, MISS PENNY, MISS PIERCE, MISS STEPHENSON, MISS STONE

The faculty of the Department of Education and Philosophy includes the supervisors of the elementary grades of the Campus Training School and the supervisors of the rural training schools, the super-

visors of the secondary schools being included in the faculties of the other departments.

The courses of the Department of Education and Philosophy are grouped under four heads: Education, Philosophy, Psychology, and Directed Teaching.

The required courses in Curriculum I-A leading to teaching in the primary grades, to a diploma, and to the Normal Professional Certificate are as follows:

Education 115, 216, 121, 122, 223.

Psychology 101 and 202.

Teaching 200 required of all, but Teaching 211 is taken by students teaching in the first grade in the Campus Training School.

The required courses in Curriculum I-B leading to teaching in the grammar grades, to a diploma, and to the Normal Professional Certificate are as follows:

Education 122, 223.

Psychology 101, 202.

Teaching 200.

The required courses in Curriculum III leading to the B. S. degree in Education and to the Collegiate Professional Certificate are:

In Curriculum III-A for students who have completed Curriculum I or II or the equivalent:

Education 361, 362, 363, 441, 442.

Psychology 343.

Teaching 400 required only of those who have not taught under supervision and elective for others.

In Curriculum III-B for students who pursue the four-year curriculum from the beginning:

Education 361, 363, 441, 442, 443.

Psychology 101, 202, 203, 362.

Teaching 400.

In Curriculum IV leading to the B. S. degree in Education and to the Collegiate Professional Certificate:

In Curriculum IV-A for students preparing to teach in the general fields of the secondary schools:

Education 335, 336, 337, 441, 442, 443.

Psychology 241, 242, 243.

Teaching 400.

In Curriculum IV-B for students preparing to teach home economics in the secondary schools:

Education 335, 337, 441.

Psychology 241, 242, 243.

Teaching 400.

In Curriculum IV-C for students preparing to teach physical education in the secondary schools:

Education 335, 336, 337, 441, 442, 443.

Psychology 241, 242, 243.

Teaching 400.

In Curriculum V leading to the A. B. degree nine credits required in the constant and twenty-seven credits required for a minor to be selected from:

Psychology 245, 246, 247, 339, 343.

Philosophy 351, 352, 353, 355, 356, 357, 452, 453, 454.

## Education

**Education 115. The Teaching of Reading and Language in the Lower Primary Grades.**

*Offered every quarter; 3 periods a week; 3 credits. Required in Course I-A. MISS JONES*

A consideration of how children learn to talk under stimulus of environment in pre-school age. Continuation of the same natural method by integration of language with school activities wherever needed. Creative language as the approach to reading. Laws of learning as guides to procedure. Methods in pre-primer, primer, and first readers stages. Observation and discussion of lessons taught by experts.

**Education 216. The Teaching of Reading and Language in the Primary Grades.**

*Offered every quarter; 3 periods a week; 3 credits. Required in Course I-A. MISS JONES*

Mastery of mechanical difficulties. Phonics as an aid in independent recognition. Cultivation of reading interests. Development of power to get thought. Materials suitable for these grades. Methods of procedure. Standard and informal tests with reference to achievement, diagnosis, and remedial work. The teaching of the related subjects of oral and written composition and spelling. Integration with all activities as needed. Observation and discussion of lessons taught by experts.

**Education 121, 122, 223. Elementary Education.**

*Offered every quarter; 3 periods a week; 3 credits a quarter. Required in Courses I-A and I-B. MISS CAMPER, MISS JONES, MR. HOLTON, AND SUPERVISORS*

Survey of current practices of school organization and procedures in the United States. Professional ethics involving the relationship of the teacher to the pupils, school, and community. Problems of management involving records, reports, and school marks. Principles and technique of unit teaching. Illustrative materials selected from observation and teaching by students of the class.

**Education 335, 336, 337. Secondary Education.**

*Fall, winter, and spring quarters; 3 periods a week; 3 credits each quarter. Required in Curriculum IV.* MR. COYNER AND MR. HOLTON

Historical background of current principles and practices in the secondary schools of the United States with special reference to Virginia. Problems of administration and management in the secondary schools as they are related to the work of the teacher, particularly in Virginia. Curriculum and method in the secondary school involving unit teaching and the proper use of the Virginia Course of Study. Observation during the third quarter under the direction of the supervisor with whom the student expects to teach the next year.

**Education 361, 362, 363. Elementary Education.**

*Fall, winter, and spring quarters; 3 periods a week; 3 credits each quarter. Required in Curriculum III.* MISS CAMPER, MISS CARTER, MR. HOLTON, AND MR. WYNNE

General survey of the problems of elementary education with special reference to Virginia. First quarter: historical background of current principles and practices. Second quarter: the elementary school curriculum, involving unit teaching, evaluation of instruction, and problems of management. Third quarter: administration and supervision of elementary education, with special reference to Virginia.

**Education 343. Educational Measurements.**

*Fall and winter quarters; 3 periods a week; 3 credits. Required in Curriculum III and elective in Curriculum IV.* MR. COYNER

A course in the construction of tests and the use of tests in classifying pupils, diagnosis, teaching, measuring efficiency, and vocational guidance. Statistical and graphical methods developed.

**Education 401. The Junior High School.**

*Spring quarter; 3 periods a week; 3 credits. Elective for Juniors and Seniors.* MR. HOLTON

Essential features of the junior high school in the light of the principles of education. Special emphasis on methods in teaching, the curriculum, and the extra-curriculum.

**Education 403. Individual Research.**

*Every quarter; 3 periods a week; 3 credits. Elective for Juniors and Seniors.* MR. WYNNE AND SUPERVISORS

The pursuit of some plan of study in the field of education or teaching, approved by the Head of the Department.

**Education 404. Curriculum Construction.**

*Fall quarter; 3 periods a week; 3 credits. Elective for Juniors and Seniors.* MR. WYNNE AND MR. HOLTON

General principles and techniques involved in curriculum construction with special emphasis on the needs of Virginia. Designed to meet the demands of those using the State Courses of Study.

**Education 416. The Pre-School Child.**

*Fall quarter; 3 hours a week; 3 credits.*

Mental health in the education of young children. The Nursery School and the Kindergarten as means of pre-school education. Designed to prepare students for contact with parents in the home and in Parent-Teacher Associations.



**Education 441, 442, 443. Philosophy of Education.**

*Fall, winter, and spring quarters; 3 periods a week; 3 credits each quarter. Education 441, 442 and 443 required for B. S. in Education.*

Important modern theories of education as they have developed historically; their foundation in science and philosophy; their basis in social, economic, political, and educational conditions; their implications for school practice with special reference to curriculum, method, administration, and supervision.

**Education 464. Supervision in the Elementary Schools.**

*Spring quarter; 3 periods a week; 3 credits.*

MISS PIERCE

Principles and practices of supervision in the elementary schools, particularly in Virginia. Supervisory experience in the training schools.

**Philosophy****Philosophy 351, 352, 353. History of Philosophy.**

*Fall, winter, and spring quarters; 3 periods a week; 3 credits each quarter. Constant or minor for A. B. with Psychology 245, 246, 247 as alternate. Elective for B. S. in Education.*

MR. BELL

Greek philosophy, with special study of Plato's *Republic*. Hellenistic, Medieval, and Renaissance philosophy from Bruno to Descartes. Modern philosophy from Descartes, including recent thought as represented by Russell, Royce, Dewey, and Whitehead.

**Philosophy 355, 356, 357. Types of Philosophic Thought.**

*Fall, winter, and spring quarters; 3 periods a week; 3 credits each quarter. Elective for Seniors.*

MR. WYNNE AND MR. BELL

Consideration of the different philosophic approaches to the nature of the world and man, such as dualism, idealism, materialism, realism, and experimentalism. Implications of different points of view as they are represented in logic, ethics, and aesthetics.

**Philosophy 441, 442, 443. Philosophy of Education.**

*Fall, winter, and spring quarters; 3 periods a week; 3 credits each quarter. See Education 441, 442, 443. Elective for A. B.*

MR. WYNNE AND MR. BELL

**Philosophy 452, 453, 454. Philosophy and Civilization.**

*Fall, winter, and spring quarters; 3 periods a week; 3 credits each quarter. Elective for Juniors and Seniors. Elective for A. B. and B. S. in Education or minor for A. B.*

MR. WYNNE

Examination of the more important theories of modern social institutions, their foundation in science and philosophy; their basis in social, economic, and political conditions, and their bearing upon current problems in the fields of economics, government, religion, and education.

**Psychology****Psychology 101, 202, 203. Educational Psychology.**

*Fall, winter, and spring quarters; 101, 3 periods a week in Curricula I-A and I-B; 3 credits; fall and winter, 202, 3 periods a week; 3 credits in Curricula I-A and I-B; spring, 203, 3 periods a week; 3 credits in Curriculum III.*

MR. COYNER AND MR. BELL

General survey of the field of educational psychology with special emphasis on the needs of teachers in the elementary schools. Reading, class discussion, and observation in the Training School. First quarter, development of conceptions of both educational and general psychology. Second quarter, problems of teaching and individual differences. Next quarter, systematic observation in the Training School under the direction of the instructor and supervisor.

**Psychology 241, 242, 243. Educational Psychology.**

*Fall, winter, and spring quarters; 3 periods a week; 3 credits each quarter. Curriculum IV.* MR. BELL, MR. COYNER

General survey of the field of educational psychology with special emphasis on needs of teachers in the Secondary School. Development of conceptions common to both general and educational psychology. Problems of learning and individual differences with particular attention to adolescence. Reading, class discussion, and observation in the college high school.

**Psychology 245, 246, 247. General Psychology.**

*Fall, winter, and spring quarters; 3 periods a week; 3 credits each quarter.* MR. BELL, MR. COYNER

Principles and methods employed in the field of psychology. First quarter: general nature of human traits and their relation to environmental influences; the physiological basis of behavior, feelings, emotions, motivation and intelligence. Second quarter: sensory activities and experiences, habit forming, remembering, thinking, and general effects of specific training. Third quarter: the whole human being in action; the factors that make up a well-rounded personality and their development.

**Education 339. Mental Hygiene.**

*Winter quarter; 3 periods a week; 3 credits. Elective for Juniors and Seniors.* MR. COYNER

Nature and development of a healthy mental life and stable personality. Methods of avoiding maladjustments, such as tantrums, emotional complexes, criminal tendencies, and other undesirable traits. Proper treatment of common mental disturbances. Study of general principles through analysis of numerous concrete case studies.

**Psychology 343. Tests and Measurements.**

*Fall quarter; 3 periods a week; 3 credits.* MR. COYNER

For description see Education 343.

**Psychology 362. Psychology of Elementary School Subjects.**

*Winter quarter; 3 periods a week; 3 credits in Curriculum III-B.* MR. COYNER

Relationship of psychological principles and procedures to current practices in the elementary schools. Techniques of testing and evaluating the outcomes in different subjects.

## Directed Teaching

**Teaching 200. Directed Teaching Management for Sophomores.**

*Fall, winter, or spring quarter. Periods per week varying with conditions. 12 credits. Required in Curricula I-A and I-B.*

MR. WYNNE, MR. HOLTON, MISS CAMPER, AND SUPERVISORS

Teaching under supervision in either the Campus Training School or in one of the rural training schools. Conferences with supervisors involving consideration of principles and procedures represented in the students' own teaching and management. Choice of grades and schools given students in so far as possible.

**Teaching 211. Directed Teaching in the Kindergarten.**

*Fall, winter, or spring quarter; periods per week varying with conditions; 3-12 credits. Correspondingly fewer credits in Teaching 200 required.* MISS MIX

Directed teaching and management under supervision in kindergarten of the Campus Training School. Considerable experience in dealing with children of the pre-school age. Conferences with the supervisor involving problems of method and management in the light of accepted principles and procedures.

**Teaching 400. Directed Teaching for Seniors.**

*Fall, winter, and/or spring quarters; 15 periods per week varying with conditions; 12 credits in Curriculum III-A and Curriculum IV; 3 credits elective for other Juniors and Seniors.*

MR. WYNNE, MR. HOLTON, MISS CAMPER, AND SUPERVISORS

Teaching under supervision in the Campus Training School or in one of the Rural Training Schools. Conferences with supervisors and the director of teacher-training involving a consideration of principles and procedures represented in the students' own teaching. Choice of grades and schools given students in so far as possible.

**ENGLISH**

MR. GRAINGER, MISS HINER, MISS W. LONDON, MISS FOSTER,  
MISS JENNINGS, MRS. TAYLOR, MISS NICHOLS, MISS SNEAD

The work in the English Department includes courses in composition and literature and in teaching the language in the elementary and secondary schools. The courses in composition aim to give practical training in the effective use of standard everyday forms of oral and written discourse, especially with reference to the needs of teachers. The courses in literature aim to increase the student's knowledge, appreciation, and enjoyment of good reading for the worthy use of leisure and as an influence in the growth of character and personality. Further improvement of each student's equipment for teaching is sought by acquainting her with the best literature for children and by courses in methods of teaching English in school. The attempt is made constantly to suit the work to the immediate needs and working possibilities of the students and to their prospective needs in teaching. The English Department seeks to co-ordinate its work with that of the other departments in the college and to secure the active coöperation of all of the instructors in maintaining the use of good English in all classes. Many student activities also furnish motivation for the formal instruction in the English class room. Required courses in the Department of Speech are counted as a part of the requirement in English and electives in that department may be taken as electives in English.

For graduation the following courses in English are required:

Curriculum I-A: English 101, 102, 103, 116, 217, Speech 211.

Curriculum I-B: English 101, 102, 103, 227, 228, Speech 121.

Curriculum III-B: English 101, 102, 103, 205, Speech 200, and one other course elected from those offered in the First or Second Year.

One year of work in English is required in Curriculum III-A.

A major in English in Curriculum IV-A requires the following courses: English 101, 102, 103, 205, 131, 132, 133, 234, 235, 236, 333, 334, either 441, 442, or 443 and three additional courses numbered in the

two, three, or four hundreds. A minor requires the first ten of those required for a major.

A major in English in Curriculum V requires the following courses: English 101, 102, 103, 205, 131, 132, 133, 234, 235, 236, 441 and one additional course numbered in the two, three, or four hundreds. A minor requires the first ten of the above courses.

For students in Curriculum IV-A who are looking toward the possibility of teaching in the upper elementary grades, English 227 and 228 are also recommended as electives.

**English 101, 102. Composition and Grammar.**

*Fall and winter quarters; 3 periods a week; 3 credits each quarter. Required in all curricula.*

Freshman composition. Practical work to enable the students to talk and write effectively and acceptably. Spoken English more emphasized in the fall, written English in the winter term. A review of English grammar for corrective and teaching purposes. Parallel readings with bi-weekly reports. A brief introduction to the use of the library. Special help is given to freshmen who need it.

**English 103. Literature.**

*Spring quarter; 3 periods a week; 3 credits. Required in all curricula.*

A general introduction to literature with intensive study of typical masterpieces and a view to future reading. Supplementary composition as needed and as a creative activity.

**English 104. Business English.**

*Fall quarter; 3 periods a week; 3 credits. May be substituted for English 101. Given upon demand.*

Practical work in oral and written English adapted to the needs of freshmen and with special emphasis on the kinds of writing and speaking used in business.

**English 116. Child Literature.**

*Offered every quarter; 3 periods a week; 2 credits. Required in Curricula I-A and III-B.*  
MISS FOSTER

A survey of literature for small children. Practice in the selection and analysis of poems and stories suitable for kindergarten and primary grades. Methods and practice in presentation of poetry and in story telling. Adaptation and dramatization of stories. Observation in the Training School. Relationship to the Virginia Course of Study.

**English 131, 132, 133. American Literature.**

*Fall, winter, and spring quarters; 3 periods a week; 3 credits each quarter. Required for a major or minor in English.*

MISS JENNINGS, MRS. TAYLOR, MISS LONDON, MISS NICHOLS

A survey with wide readings to follow the development of American ideals; English 131, American Literature to 1850, English 132, American Literature from 1850 to 1876; English 133, American Literature since 1876.

**English 205. Advanced Composition.**

*Offered every quarter; 3 periods a week; 3 credits. Required in Curriculum IV. Prerequisite, English 101, 102.*

MR. GRAINGER, MISS JENNINGS, MISS LONDON

The final term of required composition in Curriculum IV, continuing the work of English 101 and 102 in a more advanced way. Opportunity for creative writing.

**English 217. Advanced Composition.**

*Offered every quarter; 3 periods a week; 3 credits. Required in Curriculum I-A. Prerequisite, English 101 and 102.* MISS FOSTER

The final term of required composition in Curriculum I-A, continuing the work of English 101 and 102 in a more advanced way. Opportunity for creative writing.

**English 227. Juvenile Literature.**

*Fall and winter quarters; 3 periods a week; 3 credits. Required in Curricula I-B and III-B.* MISS HINER

A survey of literature and periodicals suitable for youthful readers. Selection and analysis of literature with suggestions for leading young people to love books and profit by reading them.

**English 228. Advanced Composition.**

*Winter and spring quarters; 3 periods a week; 3 credits. Required in Curricula I-B and III-B. Prerequisite, English 101 and 102.* MISS HINER

Advanced oral and written composition based on the study of the principles underlying the teaching of grammar and language work in the grammar grades.

**English 234, 235, and 236. English Literature.**

*Fall, winter, and spring quarters; 3 periods a week; 3 credits each quarter. Required for a major or minor in English.* MR. GRAINGER, MISS JENNINGS, MISS NICHOLS

A survey of British literature by periods. Intensive study of chosen authors and masterpieces. English 234, the periods of Classicism and Romanticism; English 235, the Victorian and later periods; English 236, the beginnings through the seventeenth century.

**English 333 and 334. English in Secondary Schools.**

*Winter and spring quarters; 3 periods a week; 3 credits each quarter. Required for a major in English.* MRS. TAYLOR, MISS LONDON

Definite preparation for teaching English in secondary schools, with particular reference to the activities in language arts proposed in the Virginia Curriculum for secondary schools. English 333, grades VIII and IX. English 334, grades X and XI.

**English 335. Library Technique.**

*Offered every quarter; 3 periods a week; 3 credits. Prerequisite, two years of English.* MISS SNEAD

Procedures to be employed by librarians and teachers in the organization and development of school libraries, and in handling materials for the Virginia Course of Study.

**English 341, 342, 343. The Novel.**

*Fall, winter, and spring quarters; 3 periods a week; 3 credits each quarter.* MISS FOSTER

Reading and study of representative English and American novels with a survey of the development of the type. English 341, one novel each by Dickens, Thackeray, George Eliot, Hardy, with others to illustrate the history. English 342, American fiction; English 343, recent fiction in English.

**English 344, 345. Literary Types.**

*Winter and spring quarters; 3 periods a week; 3 credits each quarter.* MISS HINER

Study of the principal types of literature. English 344, types of poetry; English 345, types of prose.

**English 347, 348. Shakespeare.**

*Winter and spring quarters; 3 periods a week; 3 credits each quarter.* MR. GRAINGER

Ten plays selected for study, others for reading. Shakespeare's life and the criticism of his works. English 347, tragedies; English 348, comedies.

**English 351, 352, 353. The Short Story.**

*Winter and spring quarters; 3 periods a week; 3 credits each quarter.* MISS JENNINGS

English 351, the American short story with emphasis on the development of the type; English 352, short stories from Great Britain and other countries, with emphasis upon the work of Stevenson and Kipling.

**English 353. Short Story Writing.**

*Given upon demand; 3 periods a week; 3 credits. Prerequisite, English 205 and either 351 or 352.* MISS JENNINGS

**English 355. Tennyson.**

*Spring quarter; 3 periods a week; 3 credits.* MISS JENNINGS

Reading and study of the principal poems and of the life of Tennyson.

**English 356. School Journalism.**

*Fall quarter; 3 periods a week; 3 credits. Prerequisite, English 205. Open to Third and Fourth Year students and to qualified Second Year students.* MISS JENNINGS

Practice in writing for school and other publications. The study of representative national and local papers and the workings and influence of the periodical press in relation to the modern mind.

**English 357 and 358. Modern Poetry.**

*Winter and spring quarters; 3 periods a week; 3 credits each quarter. Prerequisite, English 101, 102 and 103.* MISS JENNINGS

Studies in contemporary poetry in English. English 357, American; English 358, British.

**English 441, 442, 443. The English Language.**

*Spring, fall, and winter quarters; 3 periods a week; 3 credits each quarter.* MR. GRAINGER

A study of the development of the English language. English 441, Modern English; English 442, Chaucer and Middle English; English 443, Introduction to Old English.

**English 444, 445. The Essay.**

*Winter and spring quarters; 3 periods a week; 3 credits each quarter.* MISS NICHOLS

Reading and study of classic and contemporary essays.

**English 447, 448. Biblical Literature.**

*Fall and winter quarters; 3 periods a week; 3 credits each quarter.* MR. GRAINGER

The reading from Moulton's *Modern Reader's Bible*, of selected books as literary wholes and the interpretation of their central meanings and their relation to living. Recognition of the principal literary types found in the Bible and the general character of biblical poetry and prose.

**English 455. Browning.**

*Fall quarter; 3 periods a week; 3 credits.* MISS HINER

Reading and study of the principal poems and of the life of Browning.

**English 460. Honors Course in English.**

*Fall, winter, and spring quarters of the senior year; equivalent to an average of one period a week throughout the year; 3 credits for the year; degree awarded "With Honors in English." Open to students with a major in English who, at the end of the second quarter of their junior year, have attained an average of B or above in English and of C or above in their total work.* MR. GRAINGER, CHAIRMAN OF COMMITTEE

Individual study, research, or creative writing, under the guidance of a committee of the English Faculty, in a field chosen by the student with the approval of the Head of the Department. Frequent regular conferences with the Committee. Monthly reports of progress. Final paper and oral examination.

## FINE AND APPLIED ARTS

MISS COULLING, MISS CRADDOCK, MISS BEDFORD

The department of fine and applied arts includes courses in fine arts, industrial arts, and writing. Under the head of writing are listed courses including handwriting and typewriting. Under the head of art are listed courses including fine arts and industrial arts. The content and procedure employed in these courses are selected with reference to the special needs of teachers in the elementary and secondary schools. Some distinction in emphasis is made between work for teachers in the upper grades and those in the lower grades. The activities in these courses are considered as fundamentally related to the more inclusive units which often involve one or more general fields.

A major in Curriculum IV-A requires the following courses: Arts 112 or 113, and 122 or 123, 131, 132, 133, 201, 202, 246, 346, 347, 348, 350, 441 or 442 or 443.

A minor in Curriculum IV-A requires the following courses: Arts 112, or 113, or 122, or 123, 131, 132, 133, 201, 246, 347, 348, 350, 443.

A minor in Curriculum V may also be secured in fine and applied arts.

**Writing 101. Remedial Handwriting.**

*Fall, winter, or spring quarters; 2 periods a week; 1 credit. Required of all students preparing to teach in the elementary grades. Those who have attained a standard of proficiency equal to 70 on the Ayres scale may be excused from Writing 101.* MISS CRADDOCK

Definite instruction in diagnosing individual difficulties and in remedial work in order to secure a legible product with a minimum expenditure of time and energy.

**Writing 102. The Teaching of Handwriting.**

*Fall, winter, or spring quarter; 1 period a week; 1 credit. Required of all students preparing to teach in the elementary grades.* MISS CRADDOCK

The development of modern handwriting, including psychology, philosophy, and individual differences. Progressive improvement through self-evaluation. Recognition of individuality. Consideration of means of maintaining standards in all written work. Attention directed to the abilities listed in the Virginia Tentative Course of Study as a basis of checking results.

**Writing 234. Typewriting.**

*Fall, winter, and spring quarters; 3 periods a week.*

MISS CRADDOCK

Development of skill including speed, accuracy, and rhythmic touch. Application of fundamental principles of directed skill learning. Use of good form in typing letters, manuscripts, and stencils. Consideration of correct technique of arrangement, tabulation, centering, proof reading, error analysis, and care of machine.

**Writing 324. Shorthand.**

MISS CRADDOCK

A course for beginners; application of principles of shorthand; practice in secretarial activities, including dictation and transcription; development of accuracy and speed.

**Fine and Applied Arts 111, 112, 113. Elementary Industrial Arts.**

*Fall, winter, and spring quarters; 2 periods a week; 1 credit each quarter. Required of Curriculum I-A. Fee: \$1.00.* MISS BEDFORD

Constructive activities relating to food, shelter, clothing, records, and transportation, integrated with other subjects together with principles of color and design, creative drawings, landscape composition, lettering, and poster making, and art appreciation.

**Fine and Applied Arts 121, 122, 123. Elementary Industrial Arts for Grammar Grades.**

*Fall, winter, and spring quarters; 2 periods a week; 1 credit each quarter. Required of Curriculum I-B. Fee: \$1.00.* MISS COULLING

Lettering and poster making, color theory and applications, principles, pose drawing and costumes of nations, sand table projects, clay modeling, landscape composition, nature drawing. Interrelation with other subjects.

**Fine and Industrial Arts 131, 132, 133. General Course in Art Structure.**

*Fall, winter, and spring quarters; 3 periods a week; 2 double, 1 single; 3 credits each quarter. Fee: \$1.00. Required of majors in Art and Home Economics.* MISS COULLING

Lettering—forms for various uses, different mediums, color theories, harmonies, and applications. Elements and principles of design with application to class activities—creative expression. Perspective and object drawing, studies in line, charcoal, color, decorative treatments. Clay modeling, and pottery. Landscape composition in different mediums, and techniques, creative composition.

**Fine and Applied Arts 201. Charcoal from Cast.**

*Fall quarter; 3 double periods a week; 3 credits. Prerequisite, 131, 132, 133. Fee: \$1.00.* MISS COULLING

**Fine and Applied Arts 202. Clay Modeling and Pottery.**

*Winter quarter; 3 double periods a week; 3 credits. Fee: \$1.00.* MISS COULLING

**Fine and Applied Arts 203. Drawing and Composition.**

*Spring quarter; 3 double periods a week; 3 credits. Fee: To cover expenses.* MISS COULLING

**Fine and Applied Arts 246. Arts and Crafts.**

*Fall, winter, and spring quarters; 3 double periods a week; 3 credits. Required of majors and minors in Fine and Applied Arts. Open to any student above first year. Fee: \$2.50.* MISS BEDFORD

Emphasis on skill, and creative beauty in hand crafts; use of materials and tools, and vocational recreation; weaving, wood decoration, block printing and stenciling of cloth, applied metal, leather tooling, cardboard construction and book binding.

**Fine and Applied Arts 247. Advanced Arts and Crafts.**

*Fall, winter, and spring quarters; 3 double periods a week; 3 credits. Prerequisite, Art 246. Fee: To cover expenses.* MISS BEDFORD

Special creative problems in advanced crafts with emphasis on originality, skill, and beauty.

**Fine and Applied Arts 345. Blackboard Sketching.**

*Fall, winter, or spring quarter; 3 double periods a week; 3 credits. Fee: To cover expenses.* MISS COULLING

Course given with special reference to value for illustrative purposes for elementary grades.



**Fine and Applied Arts 346. Color and Design.**

*Fall quarter; 3 double periods a week; 3 credits. Required for major in Fine and Applied Arts. Prerequisites, Art 131 and 201. Fee: \$1.00.* MISS BEDFORD

Color in theory and practice applied in pure design and composition. Creative problems using various mediums and materials. Critical analysis of color and composition.

**Fine and Applied Arts 347. Lettering and Poster Design.**

*Winter quarter; 3 double periods a week; 3 credits. Required of majors and minors in Fine and Applied Arts. Fee: \$1.00.* MISS BEDFORD

Lettering for spacing, form, and accuracy as related to general poster and advertising design.

**Fine and Applied Arts 348. Figure Construction.**

*Spring quarter; 3 double periods a week; 3 credits each quarter. Required for majors and minors in Fine and Applied Arts. Fee: \$1.00.* MISS BEDFORD

Figure drawing in various mediums working for proportion and unity. Compositions related to poster medium and decorative treatment.

**Fine and Applied Arts 350. The Teaching of Fine and Industrial Arts.**

*Spring quarter; 3 periods a week; 3 credits. Required for majors in Fine and Applied Arts and recommended for Curriculum III-A. Fee: to cover expenses.* MISS BEDFORD

Principles of teaching applied to the study of fine and industrial arts in the elementary and secondary school. Materials and methods developed for use with different grades.

**Fine and Applied Arts 441, 442, 443. Art Appreciation.**

*Fall, winter, and spring quarters; 3 periods a week; 3 credits. Art 443 recommended for art majors.* MISS COULLING

Appreciation of architecture, fall quarter; appreciation of sculpture, winter quarter; appreciation of painting, spring quarter.

**GEOGRAPHY**

MISS MORAN, MISS WATERS

The subject matter of geography includes materials from both the natural and the social science fields. Since major emphasis is placed upon the life of people as it is related to natural environment, courses in geography may be counted as credits in social science.

A minor in this department requires seven courses, including Geography 131, 132 or 121, and 331.

**Geography 111. Nature Study and Geography.**

*Fall quarter; 3 periods a week; 3 credits.*

MISS MORAN

Fall nature experiences, with emphasis upon common trees, birds, insects, and flowers. Field work by both group and individual supplemented by laboratory work and by library reading. A study of fundamentals of climate and of natural earth conditions as preparation for later work. Major emphasis given to nature study in 111, and to social studies in 113.

**Geography 112. Geography of Type Environment.***Winter quarter; 3 periods a week; 3 credits.*

MISS MORAN

Life of people in varied type regions; natural environmental factors that help determine human activities as exemplified in the Nile Valley, the Tigris-Euphrates Valley, Mediterranean Lands, Switzerland, the Netherlands, and the extreme northern lands.

**Geography 113. Social Studies and Nature Study.***Spring quarter; 3 periods a week; 3 credits.*

MISS MORAN

Unit work in social studies, dealing with food, clothing, and shelter, emphasizing geographic factors in their production; means of transportation and communication. Subject matter organized for unit teaching, as suggested in the Virginia Tentative Course of Study. College texts paralleled by materials available for primary grades. Spring experiences with transient and summer resident birds, trees, flowering plants, insects, frogs; problems of restocking aquarium and indoor gardens. Frequent field trips supplemented by work in the library.

**Geography 121. The Principles of Geography.***Fall quarter; 3 periods a week; 3 credits.*

MISS WATERS

The earth's surface features and the agencies that modify them; the fundamental principles underlying climate; the chief types of climate, their characteristics, and distribution. Principles developed through a study of activities in varied regions which best illustrate man's adjustment to his natural environment.

**Geography 122. Geography of the Americas.***Winter quarter; 3 periods a week; 3 credits.*

MISS WATERS

Economic and commercial activities of man in the major regions of North and South America, as modified by natural environment. Subject matter presented with idea of giving a definite background of knowledge for teaching in the upper elementary grades. Texts of college grade required, but efforts made to familiarize students with basal and supplemental texts and materials needed in teaching.

**Geography 123. Geography of the Eastern Hemisphere.***Spring quarter; 3 periods a week; 3 credits.*

MISS WATERS

The economic and commercial activities of man in the eastern hemisphere; emphasis upon the British Commonwealth of Nations, Northwestern Europe, the Mediterranean Lands, China, and Japan. Point of view similar to that in Geography 122. Suggestions for organization of subject matter for unit teaching.

**Geography 131. Geography of the Lands.***Fall quarter; 3 periods a week; 3 credits.*

MISS WATERS

The earth's surface features, their origin, and the agencies which modify them; relationships between cultural and natural landscapes in different regions of the United States.

**Geography 132. Climates of the World.***Winter quarter; 3 periods a week; 3 credits.*

MISS WATERS

The fundamental principles underlying climate; the chief types of climate; their characteristics and distribution; man's response to each type.

**Geography 133. Geography of North America.***Spring quarter; 3 periods a week; 3 credits.*

MISS WATERS

The natural regions of North America; emphasis on man's response to the geographic environment of each region.

**Geography 231, 232, 233. Geography of South America, Europe, Asia and Africa.***Winter, spring, and fall quarters; 3 periods a week; 3 credits each quarter.*

MISS WATERS, MISS MORAN

Geography 231, South America: natural regions; present economic development of countries; possibilities for future development; trade relations. Geography 232, Europe: importance of geographic factors in the development of European nations; special emphasis on world powers; current questions stressed. Geography 233, Asia and Africa: independent countries, with emphasis on natural resources, and possibility of future development; colonies and mandatories and the value of each; current questions stressed.

**Geography 331. Problems in the Teaching of Geography.***Winter quarter; 3 periods a week; 3 credits. Open to third and fourth year students; required for minor in geography.*

MISS MORAN

Objectives in the teaching of geography; means of realizing the objectives; selection and organization of units of work; employing the many types of activities suggested in the Virginia Tentative Course of Study.

**Geography 332. Descriptive Astronomy.***Winter quarter; 3 periods a week; 3 credits.*

MR. COYNER

A study of the solar system and the stars, designed to give the student an understanding of the main facts about celestial objects and phenomena, and of the methods used by astronomers in their investigation.

**Geography 341. Historical Geography of the Americas.***Fall quarter; 3 periods a week; 3 credits.*

MISS MORAN

A brief survey of early European commerce and trade routes as influenced by geography; conditions leading to the discovery of America; how each permanent settlement on the continent became adjusted to environmental conditions; expansion from Atlantic seaboard to Mississippi River; problems of transportation leading to purchase of Louisiana Territory and expansion beyond the Rockies; problems of slavery resulting from this expansion and leading to Civil War; and a study of vast resources leading to development of the United States into a world power.

**Geography 342. Geography of the Bible.***Spring quarter; 3 periods a week; 3 credits. Offered on request.*

MISS WATERS

Palestine and neighboring districts; importance of geographic conditions in their history. Especial emphasis upon regional contrasts within Palestine. Present-day conditions compared with those of Bible times.

**Geography 343. Geography of Virginia.***Spring quarter; 3 periods a week; 3 credits.*

MISS WATERS

An intensive study of the natural regions of Virginia, noting apparent relationships between types of agricultural and industrial activity and conditions of natural environment. Emphasis upon possibilities for greater development in future. Suggestions for unit studies organized around centers of interest listed in Virginia Tentative Course of Study.

**Geography 441, 442, 443. Current Problems of the Americas.***Fall quarter; 3 periods a week; 3 credits.*

MISS MORAN

Geography 441, major problems of the Americas discovered from current periodicals. Intensive study of problems that seem most vital and interesting. College texts and other library sources used in discussing these questions: To what extent are geographic conditions responsible for the existence of these problems? Will their solution be influenced by geography? Geography 442, Current Problems of Europe. Geography 443, Current Problems of Asia. Problems selected and developed, with slight modifications, as in 441.

## HISTORY AND SOCIAL SCIENCES

MR. WALMSLEY, MISS TUCKER, MISS STUBBS, MR. SIMKINS,  
MISS PECK

The work of this department, as at present organized, includes the classes in History and in four of the Social Sciences: Economics, Government, Political Science, and Sociology.

In History, a major for the B. S. degree requires: History 131, 132, 133, 234, 235, 236, 347, 348, 349, Social Science 335, and two courses in Economics; for the A. B. degree, the first nine courses mentioned above and 443, 451, 452, with Social Science 335. A minor requires six courses in History for the B. S. degree, and nine for the A. B. degree with Social Science 335 in either degree curriculum.

A major in Social Science for the B. S. degree and for the A. B. degree requires Social Science 335, and twelve courses in Social Science so chosen as to include three in Economics, three in Sociology, and two in Government. A minor for the B. S. degree is six courses in two social sciences; for the A. B. degree, nine courses in three social sciences with Social Science 335 in either degree curriculum.

Students preparing to enter *social welfare work* should take at least thirty credits in Sociology and Social Psychology, twelve credits in Biology, and nine credits in Economics.

### Social Science

**Social Science 335. The Meaning of the Social Sciences.**

*Fall, winter, and spring quarters; 3 periods a week; 3 credits. Required for all majors and minors in History and in Social Science.*

MR. WALMSLEY

The place of the Social Sciences in a democratic program of education.

### History

**History 131, 132, 133. History of Western Civilization.**

*Fall, winter, and spring quarters; 3 periods a week; 3 credits each quarter.*

MR. WALMSLEY, MISS TUCKER, MR. SIMKINS

The background, social and economic, of modern life as it has grown from primitive time.

**History 234. Contemporary European History.**

*Fall quarter; 3 periods a week; 3 credits.*

MISS TUCKER

Liberalism and imperialism in the nineteenth and twentieth centuries, alliances, World War, and reconstruction.

**History 235, 236. Early American History.***Winter and spring quarters; 3 periods a week; 3 credits each quarter.*

MISS TUCKER, MISS PECK

The economic and social background of America from Colonial days to the end of its sectional struggle of the 60's.

**History 331. The Teaching of Social Sciences in the High School.***Fall quarter; 3 periods a week; 3 credits.*

MISS PECK

Aims and methods of secondary school history with special reference to the evaluation and observation of demonstration classes in the application of the principles of the new curriculum.

**History 347, 348. Later American History.***Fall and winter quarters; 3 periods a week; 3 credits each quarter.*

MISS PECK, MR. WALMSLEY

History 347, the United States from the Civil War to the twentieth century; History 348, the New Freedom, the World War, and the New Deal.

**History 349. World Politics.***Spring quarter; 3 periods a week; 3 credits.*

MISS PECK, MR. WALMSLEY

The relation of the United States to the problems of Imperialism and World Organization.

**History 443. Advanced Virginia History.***Three periods a week; 3 credits. (Not offered in 1936-37.)*

MR. WALMSLEY

A detailed study of two or three political crises in Virginia history.

**History 447, 448. Latin-American History.***Winter and spring quarters; 3 periods a week; 3 credits each quarter*

MR. SIMKINS

History 447, the exploration, colonization, and early history of Latin America; History 448, the national periods of the Latin American states including their relations with Europe and the United States.

**History 451, 452. The British Empire.***Three periods a week; 3 credits each quarter. (Not offered in 1936-37.)*

MR. WALMSLEY

The formation and present influence of the British Commonwealth, involving a brief treatment of colonialism, imperialism, and federation.

**History 454. Oriental History.***Three periods a week; 3 credits. (Not offered in 1936-37.)*

MISS TUCKER

A study of the conflicting interest of the Far East as affected by world politics.

**History 455. Classic Civilization.***Three periods a week; 3 credits. (Not offered in 1936-37.)*

MISS TUCKER

A study of those phases of Roman life, as affected by Greek culture, which left their impress on the life and the language of the Romance countries.

## Government

**Government 201. Citizenship.***Fall, winter, and spring quarters; 3 periods a week; 3 credits.*

MR. SIMKINS, MISS PECK

A course in the problems of American citizenship, with emphasis on state and local government.

**Government 333. American Government.**

*Fall and winter quarters; 3 periods a week; 3 credits.*

MR. WALMSLEY.

A study of the more advanced problems arising from the attempt to extend a democracy to the control of national questions.

**Government 457. State Government.**

*Spring quarter; 3 periods a week; 3 credits.*

MR. WALMSLEY

A study of the principles underlying state government, with special reference to Virginia conditions and problems.

**Government 459. Parliamentary Law.**

*Fall quarter; 1 period a week; 1 credit.*

MR. WALMSLEY

The theory of Parliamentary practice with class exercises in the problem of organized assemblies.

**Economics**

**Economics 461. Economic History.**

*Three periods a week; 3 credits. (Not offered in 1936-37.)*

MR. WALMSLEY

The historical background of economic movements and forces; the story of industrial revolution, transportation, currency and banking problems, labor and capital.

**Economics 462, 463. Economic Theory.**

*Fall and winter quarters; 3 periods a week; 3 credits.*

MR. WALMSLEY

The principles of economic theory and the basis of the economic problems of modern society.

**Economics 464. Economic Problems.**

*Spring quarter; 3 periods a week; 3 credits.*

MR. WALMSLEY

A specialized study of one or two pressing problems of the day. Labor Problems for 1936-37.

**Economics 465. The Economics of the New Deal.**

*Offered on demand; 3 periods a week; 3 credits.*

MR. WALMSLEY

The background and apparent outcomes of the Roosevelt legislation.

**Economics 466. The South and the New Economics.**

*Spring quarter; 3 periods a week; 3 credits.*

MR. WALMSLEY

The significant economic factors that have shaped the historic South and conditioned the present South.

**Political Science**

**Political Science 441. Political History.**

*Winter quarter; 3 periods a week; 3 credits.*

MR. WALMSLEY

A brief course in the history of political thought and political parties, especially in the United States.

**Political Science 442. Practical Politics.**

*Spring quarter; 3 periods a week; 3 credits.*

MR. WALMSLEY

A study of the principles, organization, and actual working of political parties in the United States.

**Political Science 444. International Relations.***Fall quarter; 3 periods a week; 3 credits.*

MR. WALMSLEY

A study of the international trade and international peace, the steps toward world organization.

**Political Science 457. American Problems.***Three periods a week; 3 credits. (Not offered in 1936-37.)*

MR. WALMSLEY

An attempt to evaluate some of the elements entering into the social America of today.

**Sociology****Sociology 201. Introduction to Sociology.**

*Fall and winter quarters; 3 periods a week; 3 credits. Required in Curricula I-A and I-B. Elective in Curriculum IV.*

MISS STUBBS

A consistent and integrated presentation of sociological theory, with concrete illustrative material; a study of human behavior and social life with its two-fold task; a description of human personality and of social organization.

**Sociology 202. Community Organization.**

*Winter and spring quarters; 3 periods a week; 3 credits. Required in Curricula I-A and I-B, elective in Curriculum IV.*

MISS STUBBS

A continuation of Sociology 201 with emphasis the last of the quarter on a practical study of typical community organizations in Virginia, such as Community Leagues, Junior Leagues, Boy Scouts, 4-H Clubs, and Woman's Clubs.

**Sociology 301. Social Progress.***Winter quarter; 3 periods a week; 3 credits.*

MISS STUBBS

A study of the significance and meaning of other studies in their relations to the culture pattern as a whole; the awakening of the fascination of research in fields of potential interests.

**Sociology 302, 303. Social Psychology.***Winter and spring quarters in odd years; 3 periods a week; 3 credits.*

MISS STUBBS

A study of the processes of intersocial stimulation and their products in the form of social attitudes and values, status, personality, and leadership.

**Sociology 341. Principles of Sociology.***Fall quarter; 3 periods a week; 3 credits.*

MISS TUCKER

Social population, social forces, social processes.

**Sociology 343. The Family and Personality.***Spring quarter of odd years; 3 periods a week; 3 credits.*

MISS TUCKER

Interpretation of human behavior, case studies, family life, and personality development, interaction of parent and child in unstable homes.

**Sociology 344. Contemporary Social Movements.***Winter quarter; 3 periods a week; 3 credits.*

MISS TUCKER

Revolution, nationalism, race consciousness, distinctive contributions of Eastern and Western civilizations, cosmopolitanism.

**Sociology 401. The Negro.***Spring quarter; 3 periods; 3 credits.*

MISS STUBBS

A study of the American Negro and race relation problems with particular reference to the South; lectures and field studies.

**Sociology 402. Population Problems.***Spring quarter; 3 periods; 3 credits.*

MISS STUBBS

A study of the quantitative and qualitative aspects of population as a primary agency of social change.

**Sociology 404. Child Welfare.***Fall quarter; 3 periods a week; 3 credits.*

MISS STUBBS

A constructive study of child welfare from the standpoint of the teacher-school situation; studies and observations made locally and in city centers with the cooperation of the Virginia Public Welfare Department; lectures and clinics.

**Sociology 405. Urban Sociology.***Winter quarter of even years; 3 periods a week; 3 credits.*

MISS STUBBS

A study of the process of urban growth with its complex social organization and the problem of adjustments, with emphasis on the "way of urban life" and the impact of the city upon personality, rather than on the economic functions and political controls.

**Sociology 406. Rural Sociology.***Spring quarter of even years; 3 periods a week; 3 credits.*

MISS STUBBS

A study of rural society, its organization and changes, from the point of view of important backgrounds, recent developments, and significant trends, with emphasis on the recently and rapidly developed forces and tendencies; the interdependence of rural and urban elements; consideration of future national policies for rural America.

**Sociology 445. Character Adjustment.***Spring quarter even years; 3 periods; 3 credits.*

MISS TUCKER

The negative approach to character development, criminal personality, attitudes, causes, treatment, effects, teacher's work in prevention, police schools.

**HOME ECONOMICS**

MISS TUPPER, MISS JETER

The general aim of this department is to train students to teach home economics in the public schools, to give some training in the scientific administration of the home, and to prepare students to become dietitians.

A major in home economics requires the following courses: Home Economics 131, 132, 133, 200, 232, 233, 300, 301, 302, 332, 303, 304, 401, 402, 403, 446, 447, 449 and Art 131, 132.

In the third and fourth years, the additional courses required for this major take the place of the same number of electives. Students majoring in home economics take science as their minor and are certified to teach science as well as home economics. There is no minor in home economics.



The department has a practice apartment consisting of kitchen, toilet, combined bedroom and living room, and dining room.

All laboratory fees must be paid at the Treasurer's office before registering for a class.

**Home Economics 131. Principles of Sewing and Textiles.**

*Fall quarter; 2 double and 1 single period a week; 3 credits. Elective in the first and second years of Curriculum IV-B.* MISS TUPPER

Principles of sewing and garment construction with related problems in art and textiles. Materials furnished by students.

**Home Economics 132, 133. Elementary Foods and Cookery.**

*Winter and spring quarters; 2 double and 1 single period a week; 3 credits each quarter. Elective in first year of Curriculum IV-B.* Laboratory fee: \$2.00. MISS JETER

The composition of foods and the principles underlying their preparation. The sources, manufacture, and cost of foods. Preparing, planning, and serving of meals.

**Home Economics 200. Elementary Food and Nutrition.**

*Fall quarter; 2 single and 1 double period a week; 3 credits. Elective in second year of Curriculum IV-B.* Laboratory fee, \$1.50. MISS JETER

Advanced study of foods, with special emphasis on the fundamental principles of nutrition. Planned for physical education majors and minors. Prerequisite, for home economics majors, Home Economics 132 and 133.

**Home Economics 232. Costume Design.**

*Winter quarter; 2 double and 1 single period a week; 3 credits. Elective in second and third years of Curriculum IV-B.* MISS TUPPER

A study of line, form, color, and design in relation to clothing selection and construction. Prerequisite for home economics majors, Art 131 and 132.

**Home Economics 233. Principles of Sewing and Textiles.**

*Spring quarter; 2 double and 1 single period a week; 3 credits. Elective in second and third years of Curriculum IV-B.* MISS TUPPER

Practice work in the application of the principles of costume design to dress construction with related textile study. Materials furnished by students. Periods arranged for convenience of students.

**Home Economics 300, 301. House Planning and Furnishing.**

*Fall and winter quarters; 1 double and 2 single periods a week; 3 credits each quarter. Open to third and fourth year students.* MISS TUPPER

The house, its construction, furnishing, decoration, and care. The structural and decorative design of the house and its furnishings. Elective either quarter.

**Home Economics 302. Dressmaking.**

*Fall quarter; 2 double and 1 single period a week; 3 credits. Open to second and third year students.* MISS TUPPER

Clothing problems and garment construction with units on the construction of children's garments, individual and family clothing budgets, hygiene and care of clothing. Materials furnished by students.

**Home Economics 303. Home Nursing and Child Care.**

*Winter quarter; 3 periods a week; 3 credits. Elective in third and fourth years of any course.* MISS JETER

Preventive measures and care of the sick in the home when the service of a professional nurse is not required. Equipment and care of the sick room. Aids in emergencies and accidents. In the second half of the course especial attention given to child care and guidance.

**Home Economics 304. Family Relationships and Home Managements.**

*Spring quarter; 1 double and 2 single periods a week; 3 credits. Open to third and fourth year students.* MISS JETER

The family as a social and economic unit. Home relationships and home ideals. Division of labor, budgeting, sanitation, and efficient management of the home.

**Home Economics 310, 311, 312. Social and Economic Aspects of Food, Clothing, and Housing.**

*Fall quarter; 3 periods a week; 3 credits. Open to third and fourth year students of any course except those majoring in home economics.* MISS TUPPER, MISS JETER

Man's use of materials to meet his needs for food, clothing, and shelter. Investigations of problems from the standpoint of the individual and family as consumers.

**Home Economics 332, 401. The Teaching of Home Economics.**

*Spring and fall quarters; 3 periods a week; 3 credits each quarter. Required in the third and fourth years of students majoring in home economics.* MISS TUPPER, MISS JETER

Theories and practices of home economics curriculum construction evaluated in terms of research in this field and present-day courses of study. Units of work organized in relation to consumer's needs in food, clothing, textiles, and housing, and the problems involved in teaching them translated in terms of aims, management, laboratory planning, use of materials and equipment, including reference books.

**Home Economics 402. Advanced Clothing and Millinery.**

*Winter quarter; 1 double and 2 single periods a week; 3 credits. Open to third and fourth-year students. Fee: \$.25.* MISS TUPPER

Recapitulation and supplementation of all previous courses in clothing, textiles, and design. Illustrative materials for clothing problems in teaching selected and organized.

**Home Economics 403, 404. Nutrition and Dietetics.**

*Winter and spring quarters; 1 double and 2 single periods a week; 3 credits each quarter. Open to third and fourth year students.* MISS JETER

The fundamental principles of human nutrition and the application of these principles to the feeding of individuals and families under varying physiological, economic, and social conditions. Second quarter planned for students entering the dietetic fields.

**Home Economics 446. Advanced Foods and Cookery.**

*Fall quarter; 2 double and 1 single period a week; 3 credits. Open to fourth year students.* MISS JETER

Advanced experimental work in class and individual problems relating to foods and their preparation. Demonstrations required of each student to familiarize her with this method of teaching. Laboratory fee: \$4.00.

**Home Economics 447. Clothing Appreciation and Economics.**

*Spring quarter; 2 double and 1 single period a week; 3 credits. Open to third and fourth year students.* MISS TUPPER

Economics of consumption in relation to selection of clothing, household supplies, and furnishings from the viewpoint of the family.

**Home Economics 449. Quantity Cookery.**

*Spring quarter; 2 double and 1 single period a week; 3 credits. Laboratory fee: \$4.00.*  
MISS JETER

Tea room and cafeteria management. Large quantity planning, buying, storing and preparing. Market conditions studied through visits to retail and wholesale establishments.

**Home Economics 450. Institutional Management.**

*Spring quarter; 2 double and 1 single period a week; 3 credits.* MISS JETER

An opportunity for the students to observe and assist in planning, buying, preparing, and serving food in large quantities in the college tea rooms and kitchen. (Offered in alternate years with 404.)

**LATIN****MISS RICE**

The work of this department is planned primarily to prepare teachers of Latin for the high schools of the State.

A major for the B. S. degree in this department requires the following courses: Latin 141, 142, 143, 241, 242, 243, 341, 343, 344, and two courses selected from those open to Fourth Year students. A. B. degree requires one additional quarter.

A minor for the B. S. requires the first two years of the major. A minor for the B. A. requires the first three years of the major.

Prerequisite to choosing a major or a minor in this department: Three units of Latin.

**Latin 101, 102, 103. Rush Latin.**

*Fall, winter, and spring quarters; 5 periods a week; 3 credits each quarter; without major or minor credit.* MISS RICE

A rapid survey of forms and syntax, illustrated by short passages from representative authors; a more detailed study of certain masterpieces.

**Latin 141. Virgil's Aeneid I, II, III.**

*Fall quarter; 3 periods a week; 3 credits.* MISS RICE

Roman mythology and religion; the Augustan Age; life of Virgil and the effect of environment upon his poetic genius and literary art; epic poetry; hexameter verse; grammar and composition.

**Latin 142. Virgil's Aeneid, IV, VI.**

*Winter quarter; 3 periods a week; 3 credits.* MISS RICE

The structure of the Aeneid as a masterpiece of design and execution; Virgil's influence on past and present; grammar and composition.

**Latin 143. Virgil's Bucolics, Georgics, Aeneid, VII-XII.**

*Spring quarter; 3 periods a week; 3 credits.* MISS RICE

The Interpreter of Life for All Time.

**Latin 241. Ovid's Metamorphoses.**

*Fall quarter; 3 periods a week; 3 credits.* MISS RICE

Mythology; scansion; derivation of words; grammar and composition.

**Latin 242. Horace and Catullus.**

*Winter quarter; 3 periods a week; 3 credits.*

MISS RICE

Latin lyrics and their influence upon modern writers; scansion; grammar and composition.

**Latin 243. Roman Comedy.**

*Spring quarter; 3 periods a week; 3 credits.*

MISS RICE

*Captivi* and *Menaechmi* from Plautus; *Adelphoe* and *Andria* from Terence. The origin and history of Greek and Roman comedy; the staging of plays.

**Latin 341. Intensive Study of Cicero's Orations.**

*Fall quarter; 3 periods a week; 3 credits.*

MISS RICE

Brief history of the last century of the republic; personality and career of Cicero; comparison between Caesar and Cicero; typical structure of a Roman oration; practice in sight-reading; derivation of words; grammar and composition.

**Latin 344. Livy's Roman History.**

*Winter quarter; 3 periods a week; 3 credits.*

MISS RICE

Parts of Books I, XXI, and XXII; grammar and composition.

**Latin 343. The Teaching of Latin.**

*Spring quarter; 3 periods a week; 3 credits.*

MISS RICE

The present high school organization and the Latin curriculum; source of vocabulary for first-year Latin; first-year Latin in relation to the grade in which it is taught and to the general aims and values of classical study; methods of presentation; proper emphasis upon geography, ancient life, and historical connection; use of maps, pictures, and various classroom helps; books for use of teachers and for reference purposes of pupils.

**Latin 441. Pliny's Letters.**

*Fall quarter; 3 periods a week; 3 credits.*

MISS RICE

Study of Roman life in the time of Domitian and Trajan; contact of Christian ideals with pagan thought; grammar and composition.

**Latin 442. Cicero's Essays.**

*Winter quarter (elective); 3 periods a week; 3 credits.*

MISS RICE

**Latin 443. Horace's Satire and Ars Poetica.**

*Winter quarter (elective); 3 periods a week; 3 credits.*

MISS RICE

General account of the history of satire.

**Latin 444. Studies in Tacitus.**

*Winter quarter (elective); 3 periods a week; 3 credits.*

MISS RICE

**Latin 453. Advanced Syntax and Composition.**

*Spring quarter; 3 periods a week; 3 credits.*

MISS RICE

**MATHEMATICS**

MISS LONDON, MISS TALIAFERRO

The work of this department is planned primarily to prepare students to teach mathematics in the elementary and secondary schools of the State. The effort is made everywhere to link up the work with the demands of real life.

Since teachers of high school mathematics are often called upon to teach arithmetic either in the high school or in the upper elementary grades, it is strongly urged that students who choose a major or a minor in this department take as elective work some time during their course, preferably in the first year, Mathematics 121, 122, and 123, or Mathematics 200.

A major in this department for the B. S. degree requires the following courses: Mathematics 141, 142, 144, 241, 242, 243, 331, 332, 341, 342, and 430.

A minor for the B. S. degree requires Mathematics 141, 142, 144, 241, 242, and 331 or 332.

The year of mathematics required as a constant for the A. B. degree consists of Mathematics 141, 144, and 241.

A major for the A. B. degree includes, in addition to the required courses of the first year, Mathematics 142, 242, 243, 331, 332, 341, 342, 343, and 430.

A minor for the A. B. degree requires Mathematics 141, 142, 144, 241, 242, 243, 341, 342, 343.

Prerequisites for choosing a major or minor in this department: One and one-half units of algebra and one unit of geometry.

**Mathematics 111, 112, 113. Arithmetic for Primary Teachers.**

*Fall, winter, and spring quarters; 3 periods each week; 2 credits each quarter.*

MISS LONDON

The historical development of number concepts and systems. Methods of obtaining desirable outcomes in the form of arithmetical skills and abilities through the integrated units growing out of the centers of interest suggested by the new Virginia Course of Study, and by direct teaching. Some attention given to the keeping of accounts, and to the making of personal and household budgets.

**Mathematics 121, 122, 123. Arithmetic for Grammar Grade Teachers.**

*Fall, winter, and spring quarters; 3 periods each week; 2 credits each quarter.*

MISS LONDON

Place of arithmetic in the social order shown through the quantitative side of the activities connected with units of work growing out of the centers of interest suggested by the new Virginia Course of Study. The more common social activities requiring arithmetic, with emphasis upon modern business methods. Some attention given to the keeping of accounts, and to the making of personal and household budgets.

**Mathematics 200. Advanced Arithmetic.**

*Spring quarter; 3 periods a week; 3 credits.*

MISS LONDON

An advanced course in arithmetic treated professionally. Planned primarily to meet the needs of students in Course III who have mathematics as their major or minor subject and who wish one quarter of arithmetic as an elective. Open also to students from other departments who need arithmetic as a tool.

**Mathematics 141. Trigonometry.**

*Fall quarter; 3 periods a week; 3 credits.*

MISS TALIAFERRO

Study of the properties of the trigonometrical functions and the solution of right and oblique triangles. Emphasis upon trigonometrical analysis in its immediate application and as a tool for higher mathematics.

**Mathematics 144, 241. College Algebra.***Winter and spring quarters; 3 periods a week; 3 credits each quarter.*

MISS TALIAFERRO

Some review of high school algebra in relation to more extended treatment, in relation to its use in college algebra, and in relation to the principles of learning and teaching. Study of various topics of college algebra, with especial attention to the elementary theory of equation.

**Mathematics 142, 242. Analytic Geometry.***Fall and winter quarters; 3 periods a week; 3 credits each quarter.*

MISS TALIAFERRO

Principles and applications.

**Mathematics 243. Solid Geometry.***Spring quarter; 4 periods a week; 3 credits.*

MISS TALIAFERRO

Study of the principles of solid geometry with emphasis upon the method of analysis.

**Mathematics 331, 332. The Teaching of High School Mathematics.***Fall and spring quarters; 3 periods a week; 3 credits each quarter.*

MISS TALIAFERRO

Discussion of the objectives of high school mathematics. General principles of secondary education applied specifically to the teaching of mathematics. A study of the presentation of typical parts of the different branches of the subject. Especial attention to the Virginia Course of Study for general mathematics.

**Mathematics 341, 342, 343. The Calculus.***Fall, winter, and spring quarters; 3 periods a week; 3 credits each quarter.*

MISS TALIAFERRO

Principles and applications.

**Mathematics 430. History of Mathematics.***Winter quarter; 3 periods a week; 3 credits.*

MISS TALIAFERRO

Study of the evolution of mathematical knowledge and its relation to the progress of human civilization. Application for the purposes of enrichment to the teaching of mathematics in the secondary schools.

**MODERN LANGUAGES**

MISS SMITHEY, MISS DRAPER, MISS NICHOLS

The courses of the Modern Language Department are designed to meet the needs of students preparing to teach modern languages in the secondary schools, and to fulfill the requirements of those interested in a liberal education and the degree of Bachelor of Arts. Requirements and courses in French and Spanish are listed below, and should there be sufficient demand, similar courses will be given in German.

For graduation with the degree of Bachelor of Arts, a constant of three consecutive courses, or 9 credits, is required.

For the degree of Bachelor of Science or the degree of Bachelor of Arts, a major requires a prerequisite of two years of Latin and two years of modern languages, and thirty-six credits in the language selected.

For the degree of Bachelor of Science or the degree of Bachelor of Arts, a minor requires a prerequisite of two years of Latin and two years of modern languages, and twenty-seven credits in the language selected.

## French

### French 101, 102, 103. Beginners' French.

*Fall, winter, and spring quarters; 5 periods a week; 3 credits each quarter.*

MISS DRAPER

A careful training in the elements of French grammar, with special emphasis on pronunciation and conversation. Reading of simple texts. (For students who have not had the prerequisite for a major or minor in this department. This course does not give major or minor credit, but may count as the constant for the degree of Bachelor of Arts.)

### French 131, 132, 133. Intermediate French.

*Fall, winter, and spring quarters; 3 periods a week; 3 credits each quarter.*

MISS SMITHEY, MISS DRAPER

A general review of grammar; composition, dictation, conversation; reading of modern prose. (For all students offering two or three years of preparatory French.)

### French 201, 202, 203. Intermediate French.

*Fall, winter, and spring quarters; 3 periods a week; 3 credits each quarter.*

MISS DRAPER

A course similar to French 131, 132, 133, but more comprehensive. (For students offering French 101, 102, 103, or two or three years of preparatory French.)

### French 231. Practical Phonetics in French.

*Fall quarter; 3 periods a week; 3 credits.*

MISS DRAPER

Study of French articulation and intonation. Practice in the phonetic alphabet. Systematic exercises in pronunciation. Use of phonograph records. Recitation and reading aloud. (Prerequisite, French 131, 132, 133, or 201, 202, 203.)

### French 232. Advanced Grammar and Composition.

*Winter quarter; 3 periods a week; 3 credits.*

MISS DRAPER

A systematic and thorough review of French grammar. Practice in written and oral composition, and the rendering of English texts into French. (Prerequisite, French 131, 132, 133, or 201, 202, 203.)

### French 233. Methods of Teaching French.

*Spring quarter; 3 periods a week; 3 credits.*

MISS DRAPER

A study of the modern methods of teaching French, with special reference to the direct method and its application; the selection of textbooks; the use of realia in the classroom; practical demonstrations of class work. (Prerequisite, French 232.)

### French 341. French Literature.

*Fall quarter; 3 periods a week; 3 credits.*

MISS SMITHEY

An outline study of French literature with special reference to the origin and development of the language and of the literature. This course includes special study of the literature of the sixteenth century. (For juniors and seniors.)

### French 342. French Literature of the Seventeenth Century.

*Winter quarter; 3 periods a week; 3 credits.*

MISS SMITHEY

A study of the most important writers of this period with special emphasis upon the work of Moliere. (Prerequisite, French 341.)

**French 343. French Literature of the Eighteenth Century.***Spring quarter; 3 periods a week; 3 credits.*

MISS SMITHEY

Special study of the works of Montesquieu, Rousseau, Voltaire, and Beaumarchais. (Prerequisite, French 341.)

**French 431. French Literature of the Seventeenth Century.***Fall quarter; 3 periods a week; 3 credits.*

MISS DRAPER

A study of tragedy with special emphasis upon the works of Corneille and Racine. (For juniors and seniors. Prerequisite, French 341.)

**French 432. French Literature of the Nineteenth Century.***Winter quarter; 3 periods a week; 3 credits.*

MISS DRAPER

The Romantic Movement in French Literature. Reading of representative works. (For juniors and seniors. Prerequisite, French 341.)

**French 433. French Civilization.***Spring quarter; 3 periods a week; 3 credits.*

MISS DRAPER

A study of the development of the French nation; the geography of France; French life and culture. (For juniors and seniors.)

## Spanish

**Spanish 101, 102, 103. A Course for Beginners.***Fall, winter, and spring quarters; 5 periods a week; 3 credits each quarter.*

MISS NICHOLS

For students wishing to begin the study of Spanish with the view of continuing the subject. To be included in total requirements for graduation but not in credits for major or minor. Foundation course prerequisite to courses credited for major or minor. Direct method of instruction through the medium of the Spanish language following the revised State curriculum in the Spanish language.

**Spanish 131, 132. Grammar, Composition, Pronunciation.***Fall and winter quarters; 3 periods a week; 3 credits each quarter.*

MISS NICHOLS

A critical study of grammar, pronunciation based upon the phonetics of the language. Intensive and extensive reading of standard texts for first year college classes. Oral and written reproduction including dictation.

**Spanish 133. Literature and Composition.***Spring quarter; 3 periods a week; 3 credits.*

MISS NICHOLS

An introduction to the work of some classic writers. Special emphasis upon the portrayal of Spanish customs, and the study of the idioms of the language. Original compositions, oral and written, including dictation.

**Spanish 231. Literature and Composition.***Fall quarter; 3 periods a week; 3 credits.*

MISS SMITHEY

Selected readings in Spanish of stories and plays for second year college classes. Oral and written reproduction of texts read. Intensive and extensive study of a few lyrics.

**Spanish 232. Literature and Composition.***Winter quarter; 3 periods a week; 3 credits.*

MISS SMITHEY

Selected readings for second year college classes. Oral and written reproductions of texts read including dictation.



**Spanish 233. Literature and Composition.***Spring quarter; 3 periods a week; 3 credits.*

MISS SMITHEY

Outline course in Spanish literature as a basis for further study of some of the leading Spanish writers. Oral and written reproduction based upon texts read.

**Spanish 341. Literature and Composition.***Fall quarter; 3 periods a week; 3 credits.*

MISS SMITHEY

Continuation of Spanish 233.

**Spanish 342, 343. Literature and Composition.***Winter and spring quarter; 3 periods a week; 3 credits each quarter.*

MISS SMITHEY

The reading of plays, stories, and lyrics of medium and advanced difficulty; oral and written reproduction; dictation.

**Spanish 441. Literature and Composition.***Fall quarter; 3 periods a week; 3 credits. Elective in third and fourth years.*

MISS SMITHEY

Some study of the origin and development of Spanish literature.

**Spanish 442. Literature and Composition.***Winter quarter; 3 periods a week; 3 credits. Elective in third and fourth years.*

MISS SMITHEY

Study of Cervantes, Lope de Vega, and Calderon.

**Spanish 443. Literature and Composition.***Spring quarter; 3 periods a week; 3 credits. Elective in third and fourth years.*

MISS SMITHEY

Study of Spanish writers of today.

**MUSIC****MR. STRICK, MISS PURDOM**

The aim of this department is to emphasize the aesthetic, intellectual, and social values of music; to broaden the conception of the function of music in the public schools; to prepare the grade teachers to teach music in their respective grades; to prepare supervisors and special teachers of music in elementary and high schools; to help students in the use of the singing voice; and to bring all into an understanding and appreciation of the best music through group participation in song and through directed listening to the world's greatest musical literature.

A major in Music requires the following courses: Music 111, 112, 222, 223, 201, 202, 203, 341, 350, 351, 352, 353, 360, 401, 451, 452, 453, 460, and Speech 341.

A minor in Music requires the following courses: Music 111, 112, 222, 223, 201, 202, 203, 341, 350, and 360.

**Music—Group Singing.***Every quarter; 1 period a week; no credit. Required of all students.*

MR. STRICK

A general background for music education through vital experience in performing and listening to music, with singing as the core activity.

**Music 111. Music for Elementary Grades.**

*Offered every quarter; 2 periods a week; 1 credit. Required in Curricula I-A and I-B.*  
MISS PURDOM

The first quarter of a three-quarter course leading to the teaching of music in the elementary grades of the rural school. The reasons for teaching music in the schools and the musical needs of the teachers. Practical procedures for rural schools. Preparation of rote song repertoire, voice training, rhythmic participation, music appreciation, music reading, use of the pitch pipe and the piano keyboard, and the study of the rudiments of music.

**Music 112. Reading and Interpreting of Primary Grade Music.**

*Winter and spring quarters; 2 periods a week; 1 credit. Required in Curriculum I-A.*

MISS PURDOM

Reading accurately and interpreting songs for primary grades; introducing staff notation and music reading through vital song experience; rhythm play and dramatization; listening to music; the study of the child voice; correlation.

**Music 222. Reading and Interpreting of Intermediate Grade Music.**

*Offered every quarter; 2 periods a week; 1 credit. Required in Curriculum I-B.*

MISS PURDOM

Reading and interpreting songs for the intermediate grades; voice training; part singing; creative music; correlation; appreciation; preparation of pageants and programs.

**Music 223. Methods in Elementary Grade Music.**

*Offered every quarter; 2 periods a week; 1 credit. Required in Curricula I-A and I-B.*

MR. STRICK

The teaching of music in the elementary grades; preparation of a course of study; music appreciation; school choirs, etc.

**Music 201, 202, 203. History of Music.**

*Fall, winter, and spring quarters; 3 periods a week; 3 credits each quarter.*

MISS PURDOM

**Music 301, 302, 303. General Music Appreciation.**

*Fall, winter, and spring quarters; 3 periods a week; 3 credits each quarter.* MR. STRICK

An elective course in the general appreciation of music, for advanced students.

**Music 341. Conducting Choirs and Orchestras.**

*Winter quarter; 3 periods a week; 3 credits.*

MR. STRICK

Choral and orchestral conducting; terminology; score reading; instrumentation; programs; materials; methods, and curriculum in junior and senior high schools.

**Music 350. Sight-Reading and Ear-Training.**

*Spring quarter; 3 periods a week; 3 credits.*

MISS PURDOM

Advanced sight reading and dictation.

**Music 351. Elementary Harmony.**

*Fall quarter; 3 periods a week; 3 credits.*

MISS PURDOM

Scales, keys, simple and compound time problems, intervals, transposition.

**Music 352. Elementary Harmony.**

*Winter quarter; 3 periods a week; 3 credits.*

MISS PURDOM

Continuation of Music 351. Tonal tendencies and their use in melodies. Chords, cadences, keyboard practice. Original melody writing. Harmonization of given melodies.

**Music 353. Elementary Harmony.***Spring quarter; 3 periods a week; 3 credits.*

MISS PURDOM

Continuation of Music 352. Chords in minor. Dominant chord modulation. Harmonization of original melodies.

**Music 360. Voice Class.***Fall quarter; 2 periods a week; 1 credit. Open to all students.*

MR. STRICK

**Music 361. Orchestra.***Offered every quarter; 2 periods a week; 1 credit. Open to all students.* MISS PURDOM

Students desiring to elect Orchestra must play acceptably a simple composition for the Director of the Orchestra. Study of the works of modern and classical composers and participation in public performance. Open to all students.

**Music 401. Advanced Choral Work.***Offered every quarter; 2 periods a week; 1 credit.*

MR. STRICK

A choir of forty voices will be selected from the regular Choral Club to do advanced work in choral singing, with lectures on hymnology, oratorio, and general choral work.

**Music 451. Music Appreciation.***Fall quarter; 3 periods a week; 3 credits.*

MR. STRICK

The media, quality of vocal and instrumental music. Study of instruments. Early folk music. National tendencies.

**Music 452. Music Appreciation.***Winter quarter; 3 periods a week; 3 credits.*

MR. STRICK

Continuation of Music 451. Early church music. Development of instruments and their influence. Study of smaller forms of music. Beginning of opera, oratorio, and suite

**Music 453. Music Appreciation.***Spring quarter; 3 periods a week; 3 credits.*

MISS PURDOM

Continuation of Music 452. Sonata, symphony, oratorio, opera, modern suite. Romantic school. Modern music.

**Music 460. Choral Club.***Offered every quarter; 2 periods a week; 1 credit.*

MR. STRICK

Students desiring to elect choral club must have voices tested by director of music department, and upon selection may register for course. Study of best classical and modern choruses and preparation for one formal program each quarter.

**Violin for Beginners.***Two periods a week throughout the year.*

Preparation for orchestral playing. Simple exercises and solos in first and third position.

**PHYSICAL AND HEALTH EDUCATION**

MISS BARLOW, MISS ILER, MRS. FITZPATRICK

This department has a two-fold purpose: First, to provide professional courses in physical and health education that will prepare students to direct play and recreational activities, teach hygiene, and conduct school health service programs; second, to provide oppor-

tunity for all students to engage in developmental and recreational activities.

A major and a minor in physical and health education are offered. For tabulation of subjects required for a major see page 57. The requirement for a minor consists of eighteen credit hours in physical and health education chosen from courses offered in the department in addition to the ten credit hours in physical and health education required in Curriculum III-B. The more specific requirements in physical education are given in the tabulation for the various curricula.

The requirement for a major in this department provides for a number of electives. This makes it possible for a student specializing in physical and health education to obtain a major and a minor in other departments which is very desirable since most teachers of physical and health education in Virginia also teach another subject as well. A year in chemistry and a year in physics will give the student specializing in this department a major in science according to the State requirement for science teachers. A year in zoology will give her a minor in biology. In history and social science an additional year beyond the constant requirements will give her a minor in that field.

It is desirable for the high school student who wishes to specialize in physical and health education to have a year of high school chemistry and a year of physics before entering college. It is desirable for the teacher of physical education or a worker in the field of recreation to have ability in music, dancing, handcrafts, dramatic art, and experience in scouting, camping, and various sports.

The following college electives are recommended for students majoring or minoring in this department: General Chemistry; General Physics; Home Nursing and Child Care (Home Economics 303); Mental Hygiene (Education 339); Sanitation and Genetics (Biology 352, 353); Arts and Crafts (Fine and Applied Arts 246); Music Appreciation; Social Science.

The swimming pool will be open to students at certain hours for recreational purposes. Those desiring this privilege must register at the swimming pool office and wear the regulation swimming suit.

A regulation suit is required in all activity classes. The suits are purchased through the college.

**Physical Education 125. History and Literature of Physical and Health Education.**

*Fall quarter; 3 periods a week; 3 credits. Required of majors in Physical and Health Education.*

MISS BARLOW

An orientation course, acquainting the student with the history of physical education and literature in the two related fields, and supplying a basis for an understanding of the principles underlying both subjects.

**Physical Education 101, 102, 103. Freshman Practice.**

*Fall, winter, and spring quarters; 3 periods a week; 1 credit each quarter. Required of all first year students.*

MISS ILER, MRS. FITZPATRICK

First and third quarters, practice in games, gymnastics, and general athletics; second quarter, rhythms and elementary folk dancing.

**Physical Education 206. Health Education.**

*Offered every quarter; 3 periods a week; 3 credits. Required in all curricula.*

MISS BARLOW

Principles of health education and procedures in the conduct of the school health program as required in Virginia under the West Law.

**Physical Education 210. Swimming for Beginners.**

*Offered every quarter; 3 periods a week; 1 credit. Open to all students.*

MRS. FITZPATRICK

Instruction and practice in elementary swimming. Regulation swimming suit required.

**Physical Education 211, 212. Swimming, Intermediate and Advanced.**

*Offered every quarter; 3 periods a week; 1 credit for each course. Open to all students. Required for students majoring in Physical Education. Prerequisite, Physical Education 210 or equivalent.*

MRS. FITZPATRICK

Instruction and practice in intermediate and advanced swimming and diving. Physical Education 212 helps to qualify students to take the Junior and Senior Life-Saving Test of the American Red Cross.

**Physical Education 214, 215. Principles and Methods in Physical Education.**

*Physical Education 214, fall and winter quarters; 215, winter and spring quarters; 3 periods a week; 214, 2 credits; 215, 1 credit. Required in Curriculum I-A. Prerequisite, one or more practice courses in Physical Education.*

MISS BARLOW

Instruction in the principles and techniques involved in the conduct of physical activities adapted to the interests and needs of children in the primary grades. Consideration given to material in the State Course of Study. Observation in the Training School and practice teaching within the class.

**Physical Education 224, 225. Principles and Methods in Physical Education.**

*Physical Education 224 offered fall and winter quarters; 225, winter and spring quarters; 3 periods a week; 224, 2 credits; 225, 1 credit. Required in Curricula I-B, III-B, and IV-A. Prerequisite, one or more practice courses in physical education.*

MISS BARLOW

Same as Physical Education 214 and 215 with work adapted to the needs and interests of children in the upper elementary grades and high school.

**Physical Education 236. Recreational Activities.**

*Offered fall and winter quarters; 3 periods a week; 1 credit. Required in Curricula III-B and IV-A.*

MISS ILER

Practice in minor sports, stunts, mixers, social activities, and special programs adapted to the average playground, home, and community recreation center.

**Physical Education 242, 243, 244. Fundamentals of the Dance.**

*Fall, winter, and spring quarters; 3 periods a week; 1 credit each quarter. Open to all students. Required of majors in Physical and Health Education.*

MRS. FITZPATRICK

Practice in fundamental rhythms, skills, and techniques in dance movement including elementary study of eurhythmics and percussion as related to simple dance forms.

**Physical Education 245, 246, 247. Tap and Character Dancing.**

*Fall, winter, and spring quarters; 3 periods a week; 1 credit each quarter. Open to second, third, and fourth year students. Required of majors in physical education.*

MRS. FITZPATRICK

Special practice in tap, clog, athletic, and character dancing suitable for upper grades, high school, and college. Sandals or leather-soled gymnasium shoes required.

**Physical Education 251, 252, 253. Seasonal Sports.**

*Fall, winter, and spring quarters; 3 periods a week; 1 credit each quarter. Open to second, third, and fourth year students. Required of majors in physical education.*

MISS ILER

Practice and study of techniques in sports. Fall quarter (251), hockey, field ball, speed ball, soccer, and tennis; winter quarter (252), basketball, ring tennis, paddle tennis, and volley ball; spring quarter (253), lacrosse, baseball, field and track, archery, tennis, and golf fundamentals.

**Physical Education 300. Health Education.**

*Offered every quarter; 3 periods a week; 3 credits. Required in Curricula III-B and IV-A.*

MISS BARLOW

A course in scope similar to Physical Education 206, but adapted to advanced students.

**Physical Education 303. Anatomy and Kinesiology.**

*Winter quarter; 3 periods a week; 3 credits. Required of majors in physical education given alternate years. Offered 1936-37. Prerequisite, Biology 351.*

MISS BARLOW

Study of the skeletal and muscular systems of the body. Analysis of bodily movements involved in types of muscle activity in relation to the development of motor skill, growth of the body, and physical efficiency.

**Physical Education 304. Physiology of Exercise.**

*Spring quarter; 3 periods a week; 3 credits. Required of majors in physical education given alternate years. Offered 1936-37. Prerequisite, Biology 351 and Physical Education 303.*

MISS BARLOW

Effect of neuro-muscular action upon the organs of the body; principles underlying the development of organic vigor and the conservation of human energy.

**Physical Education 313. The Teaching of Swimming.**

*Offered every quarter; 3 periods a week; 1 credit. Open to all students. Required of majors in physical education. Prerequisite, Physical Education 212 and the approval of the instructor.*

MRS. FITZPATRICK

Organization of class work, analysis of strokes and diving and practice-teaching of these under supervision.

**Physical Education 342, 343. Dance Composition.**

*Fall and winter quarters; 3 periods a week; 1 credit each quarter. Open to second, third, and fourth-year students. Required of majors in physical education. Prerequisite, Physical Education 242, 243.*

MRS. FITZPATRICK

Dance composition from various standpoints. Sketches and dances presented for criticism. Dance as an art form. Use of the dance in drama and festivals. Students doing outstanding work and interested in continuing the work may become members of the Artist Dance Group.

**Physical Education 347. Recreational Leadership.**

*Spring quarter; 3 periods a week; 3 credits. Open to second, third, and fourth year students. Required of majors in physical education.*

MISS ILER

A study of the organization and management of playground activities and community recreational programs. Training in leadership in school and community recreational clubs and extra-curricular activities. Includes scouting and camp craft.

**Physical Education 354, 355, 356. Principles of Coaching Athletics.**

*Fall, winter, and spring quarters; 2 periods a week; 1 credit each quarter. Open to third and fourth year students. Required of majors in physical education. Prerequisite, Physical Education 251, 252, 253, or equivalent.* MISS ILER

Techniques and practice in coaching and officiating in seasonal sports. Prevention and treatment of athletic injuries, including massage.

**Physical Education 457. Physiotherapy.**

*Winter quarter; 3 periods a week; 2 credits. Required of majors in physical and health education. Given alternate years.* MISS BARLOW

Lectures, observations and practice in physical diagnosis, first aid treatment, massage and remedial gymnastics.

**Physical Education 458. Organization of Physical and Health Education.**

*Spring quarter; 3 periods a week; 3 credits. Required of majors in physical and health education. Given alternate years.* MISS BARLOW

Organization of physical and health education in relation to the State curricula for the elementary and secondary schools, and colleges for women. Consideration of various tests and measurements in physical and health education. Planning special projects and units of instruction.

**SPEECH**

MISS WHEELER

This department gives opportunity for acquiring the techniques and skills in the various aspects of the speech arts and prepares students to teach reading and the speech arts in public schools.

A dramatic club, under the direction of this department, gives opportunity for the development of special talent in any phase of play production. Any student may register for the apprentice period of three months. Those who show most ability are elected to full membership in the club and are assigned to work in one or more of the departments. The departments are: acting, stage design, costume, make-up, lighting, property, and business. Several one-act plays are presented before the club, and two public performances of full-length plays are given each year. It is the aim of the director to give each member of the dramatic club sufficient training to enable her to direct a play.

**Speech 121. The Teaching of Reading in Grammar Grades.**

*Offered every quarter; 3 periods a week; 3 credits. Required in Curriculum I-B.*

MISS WHEELER

Basic principles underlying desirable reading experiences of children. Application of these principles in connection with selection of materials and in consideration of the place of drills, tests, remedial work, reading in and out of school. Emphasis upon the place of reading in activity programs with especial attention to the State Course of Study for the language arts.

**Speech 200. Voice and Diction.**

*Offered every quarter; 3 periods a week; 3 credits. Required in Curriculum IV-A.*

MISS WHEELER

Development and use of the speaking voice. Correction of defects in speech and voice. Opportunity for application of skills learned, in the reading of short selections of poetry and prose, in brief talks and reports and in other speech activities.

**Speech 211. Elements of Speech and Oral Interpretation.**

*Offered every quarter; 3 periods a week; 2 credits. Required in Curriculum I-A and I-B.*

MISS WHEELER

A brief course in voice and speech training. Practice in voice and speech skills. Correction of individual defects. Oral interpretation of literature and story telling.

**Speech 201. Voice and Diction.**

*Winter quarter; 3 periods a week; 2 credits. Required in Curriculum III-B.*

MISS WHEELER

Development and use of the speaking voice. Similar to Speech 200 but with less time required for outside preparation.

**Speech 202. Oral Interpretation of Literature.**

*Spring quarter; 3 periods a week; 2 credits. Required in Curriculum III-B. Prerequisite, Speech 201.*

MISS WHEELER

Application of the skills and techniques acquired in Speech 201, in reading the various types of literature, in extemporaneous talks, in brief reports and in other types of speech activities. Especial emphasis on oral reading as an educative exercise for the development of the individual.

**Speech 341. Plays and Festivals.**

*Spring quarter; 3 periods a week; 3 credits. Required for major in Music or Physical Education.*

MISS WHEELER

Various types of dramatic entertainment suitable for presentation in public schools—plays, festivals, and pageants. Opportunity for study and application of the principles of play production: stage design, costuming, lighting, make-up; practice in planning and producing festivals and pageants.

**Speech 441, 442, 443. History and Development of Drama.**

*Fall, winter, and spring quarters; 3 periods a week; 3 credits each quarter.*

MISS WHEELER

A study and survey of the development of the drama, particularly in England and America. Fall quarter, brief study of primitive and folk drama of various countries. Greek and Roman drama as bearing upon development in England. More careful study of beginnings of drama in England. Winter quarter, Elizabethan drama. Shakespeare's predecessors and contemporaries carefully studied, briefer notice being given to Shakespeare. Parallel reading, class study, and criticism of plays. Spring quarter, Modern English and American drama. Modern trend of drama as to subject and technique contrasted with earlier forms. Study of significant modern dramatists and of contemporary dramatic criticism.



# Student Activities

---

The extra-curricular activities of student organizations constitute a feature of the program of studies and activities corresponding to the curricula. The student activities represent a more detailed description of these organizations in the same way that the departments of instruction represent a more detailed description of the curricula.

## STUDENT GOVERNMENT

The whole student body is organized for purposes of government. The business of the organization is conducted by two administrative bodies, the Student Council and the House Council. The Student Council is headed by the president of the student body. Representatives from each of the four college classes are on the Council. The officers are elected by the student body, class representatives being chosen by the classes themselves. It is the duty of the Student Council to enforce the general rules and regulations of the college. The House Council, whose president is also elected by popular vote, has as its duty the enforcement of dormitory rules and regulations. The Student Government is not only a means of maintaining wholesome standards of citizenship and of representing the will of the student body, but also supplies a direct method of learning to perform the duties of citizenship in the larger life of a democratic society.

## YOUNG WOMEN'S CHRISTIAN ASSOCIATION

The Association in the college is a branch of the national Y. W. C. A. The administrative direction is in the hands of the students assisted by an advisory committee of the faculty. It promotes a number of religious activities. Daily prayer services and weekly devotional meetings are held. Usually these exercises are conducted by the students. From time to time some recognized religious leader is brought to the campus by the Association to discuss with students questions of religious interest and help individuals with personal religious problems. Through the Association Bible study classes are organized in each of the churches of the town. The organization through its committees welcomes new students individually and sponsors a reception to Freshmen early in the fall. It likewise provides informal entertainment for other groups of students from time to time during the year.

## ATHLETIC ASSOCIATION

The Athletic Association includes the whole student body. The Athletic Council consisting of students and a faculty adviser has control of both inter-mural and inter-collegiate sports and contests and attends to all the business of the organization. Contests between classes and between organizations are held in tennis, basketball, baseball, hockey, volley ball, lacrosse, and swimming. The new nine-hole course at Longwood gives students an opportunity to play golf. In collegiate sports teams are maintained in tennis, basketball, and hockey.

## STUDENT PUBLICATIONS

The students of the college sponsor four publications, *The Rotunda*, *Farmville Quarterly Review*, *The Virginian*, and the *Students' Handbook*.

*The Rotunda* is a weekly newspaper, which keeps the students and faculty informed of the college news and the interests of the college when observed from the point of view of the students. It not only expresses the attitude of the students towards various phases of college life and current activities but also exerts an important influence in the development of the ideals of the community.

*The Farmville Quarterly Review* is a literary magazine to which students, members of the faculty, alumnae, and others contribute. It publishes in literary form some of the results of the thinking and writing done in the college and among its friends.

*The Virginian* is the year book of the college. Students are responsible for the art work, the editing, and the management of the publication. Each issue represents a cross section of the college life for the year. It is, therefore, prized and valued by the members of the graduating classes.

*Students' Handbook*, edited by the president of the student body, is the manual of rules and regulations governing the conduct of the students. In addition, it contains the constitutions and by-laws of the Student Government Association, the Young Women's Christian Association, and the Athletic Association, and briefer descriptions of such organizations as the Dramatic Club, the honor societies, and the Pan-Hellenic Council. It serves as the orientation textbook for all new students in the college.

## HONOR SOCIETIES

There are two types of honor societies in the college. The first consists of those organizations that are comparatively general in character and not confined to any department or section of college life.

They are open to all students who meet the high standards of excellence required in scholarship and character. There have been established on the campus local chapters of the following national organizations: Kappa Delta Pi, Alpha Kappa Gamma, and Alpha Phi Sigma. The second type includes a number of societies which place most emphasis on special fields. There have been established on the campus four of these national honor societies: Pi Gamma Mu, Sigma Pi Rho, Beta Pi Theta, and Pi Kappa Delta. Of this type also are the local organizations, Gamma Psi and Beorc Eh Thorn.

*Kappa Delta Pi* is a national honor society in education in the broad sense. Its membership consists of students interested in the activities of the teaching profession including all fields. The membership in this organization is confined to students of the Junior and Senior years, whose scholarship ranks in the upper fourth of that of the student body.

The Beta Epsilon Chapter of Kappa Delta Pi was organized in 1928. It represents the development of Pi Kappa Omega, a local honor society founded in 1918 in response to a need felt by the faculty and students for an organization through which scholarship, character, and service might be given recognition. Ten years later it was merged into Kappa Delta Pi, which emphasized the qualities recognized by Pi Kappa Omega with an additional emphasis on a professional outlook as broad as the college itself in all of its departments and activities.

*Alpha Kappa Gamma*, national honor society for leadership, was organized in 1928. It represents the merging of local societies which had been founded in order to bring together groups of representative students and faculty members, whose purpose was to foster high ideals and standards of leadership. Alpha Delta Rho, organized in 1925, became the Joan Circle of Alpha Kappa Gamma and was one of the charter members of the organization. Its field of work is the promotion of desirable coordination of various activities and interests of the college.

*Alpha Phi Sigma* is an honorary society confined to A grade teachers colleges. Its membership is confined to students of high scholarship rating. Valedictorians and salutatorians of high schools are automatically eligible to membership. Other students in any class of the college are eligible when their scholarship becomes satisfactory. The Delta Chapter, the local chapter of this society, was established in 1930 with seventy-five members. The activities of this organization are designed not only to benefit its membership but to further interest in scholarship in the whole institution.

*Pi Gamma Mu* is a national social science honor society. The purpose of this society is to further the scientific study of the problems of social science. The Virginia Gamma chapter, the local organization of *Pi Gamma Mu*, was organized in 1927. In addition to a high standard of general scholarship required for entrance each member must show an outstanding interest in the social sciences and must carry on while a member of the society a piece of original work in some of the social sciences.

*Sigma Pi Rho* became a national organization in 1932, first organized at Farmville in 1930. The purpose of *Sigma Pi Rho*, the local organization of which is the Virginia Alpha Chapter, is to give recognition to those who have shown a deep interest in the field of Latin, and have attained a certain scholastic standing to afford them further opportunities in the work, and to create in others an interest in Latin.

*Beta Pi Theta* is a national French honor society and its purpose is to organize representative men and women in universities and colleges who will advance the progress of literary French; who will maintain a high standard of scholarship; who will encourage individual effort of social service and the highest ideals of a liberal education; and who will recognize and award merit in productive French literature. The *Pi Zeta* chapter of *Beta Pi Theta* was established in the college in 1930. In order to be eligible, in addition to a high standard of scholarship in French, students must also attain a high standard of general scholarship. Students are not eligible for membership until they have full junior standing.

*Gamma Psi* is a local honor society in fine arts. It was established in 1932 to give recognition to those students of the college who show an interest in the field of art and attain a certain scholastic standard; to create and foster these interests in new students; and to render art service to the college.

*Pi Kappa Delta* is a national forensic honor society. It is the largest of three honor societies in this field. The Virginia Alpha Chapter was chartered in 1928 and is one of the one hundred and forty chapters in thirty-four states. Its purpose is to develop and maintain a high standard of skill and sportsmanship in debating and oratory.

*Beorc Eh Thorn* is a new honor society in English founded at Farmville, in October, 1935. The three Old English rune letters, which it has adopted for its name, symbolize the quest of literature to which the members are pledged and the inspiration and discipline which it affords. The society seeks to encourage creative writing and the study of literature. It gives its active support to the publi-

cation of the college literary quarterly and sponsors visits of distinguished writers to the College.

### PROFESSIONAL SORORITIES

The sororities found in the Teachers College are professional in character. They assume professional obligations and seek in various ways to render an educational service. They establish student loan funds, support libraries, and engage in other educational undertakings. Of the six educational sororities in this institution Sigma Sigma Sigma, Alpha Sigma Alpha, Pi Kappa Sigma, and Alpha Sigma Tau are national; Gamma Theta and Mu Omega are local. Several of these organizations have provided loan funds to help needy and deserving students make their way in the college.

### STUDENT CLUBS

In addition to the various honor societies there are a number of clubs that appeal to the interests of different groups. Among the more active of these organizations are the Debate Club, the Cotillion Club, the Dramatic Club, and the music organizations including the Choral Club, the College Choir, and the College Orchestra.

*The Debate Club* is a student organization in which opportunity is given to experiment with and participate in the various forensic activities. This club undertakes to train students for intercollegiate debates and public speaking contests. The record in debate and oratory has been outstanding during the past few years.

*The Dramatic Club* is open to all students interested in the dramatic arts. The 150 members of the organization are divided into groups according to their varied tastes, and these groups provide dramatic entertainment for the meetings of the club as a whole. The club gives training in coaching and producing high school plays and sponsors an annual play contest among the high schools of Southside Virginia. Under the direction of a competent coach the Dramatic Club each year gives a fall and spring production for the entertainment of the whole college community.

*The Cotillion Club* is an organization with a membership of two hundred students whose primary aim is the promotion of good dancing. The club sponsors two major dances each year, one in the fall and one in the spring. These dances have come to be regarded as important events in the social life of the college year. They are promoted entirely

by students and are conducted in such good taste that faculty and administrative officers are generally interested spectators, if not actual participants.

*The Music Organizations* of the college are the College Choir, the Choral Club, and the Orchestra. These are important factors in the life of the college. They select their members through try-outs at the beginning of the session and give several concerts each year.

*The International Relations Club* consists of a group of students who are interested in present world conditions. The organization meets weekly for discussion of questions of diplomacy and of peace and war. A feature of this club is its participation in State and regional conferences on world relations held under the auspices of the Carnegie Foundation.

# Register of Students 1935-36

## WINTER SESSION

NAME AND YEAR	CITY OR COUNTY
Acworth, Virginia Lee, 3 . . . . .	Birds Nest, Northampton
Adams, Mary Frances, 3 . . . . .	721 N. Main St., Danville
Adams, Sue Duval, 1 . . . . .	Sweet Briar, Amherst
Adkins, Doris, 1 . . . . .	485 W. Main St., Danville
Adkins, Dorothy, 1 . . . . .	485 W. Main St., Danville
Adist, Elsie, 1 . . . . .	East Falls Church, Arlington
Agee, Virginia, 2 . . . . .	Dehue, W. Va.
Aldredge, Margarette, 4 . . . . .	520 Worsham St., Danville
Aldridge, Eliza Kate, 1 . . . . .	813 Windsor Ave., Roanoke
Allen, Dudley, 2 . . . . .	Hebron, Dinwiddie
Allgood, Louise, 1 . . . . .	Boydton, Mecklenburg
Alsop, Caroline, 2 . . . . .	Prospect, Prince Edward
Alsop, Margaret, 4 . . . . .	Prospect, Prince Edward
Alston, Lucy, 1 . . . . .	228 E. Kingston, Charlotte, N. C.
Anderson, Lillian, 1 . . . . .	817 Beverly St., Covington
Anderson, Mary Lena, 3 . . . . .	Second St., Farmville
Andrews, Anne Olivia, 2 . . . . .	502 Virginia St., Farmville
Anthony, Louise, 1 . . . . .	249 Jefferson Ave., Danville
Arthur, Mary Irvin, 2 . . . . .	509 High St., Franklin
Atkins, Myrtle, 2 . . . . .	Green Bay, Lunenburg
Austin, Jane, 2 . . . . .	Proffit, Albemarle
Avery, Bonnalynn Wyatt, 1 . . . . .	Holdcroft, Charles City
Badger, Mary Elizabeth, 1 . . . . .	Marionville, Northampton
Bagby, Dorothy, 2 . . . . .	Center St., Ashland
Bagwell, Harriet Letitia, 2 . . . . .	Halifax, Halifax
Bailey, Kathleen, 2 . . . . .	Hornstown, Accomac
Bailey, Annie Leigh, 2 . . . . .	Wakefield, Surry
Bailey, Elise, 3 . . . . .	Rice, Prince Edward
Bailey, Mattie Louise, 4 . . . . .	Jeffress, Mecklenburg
Bailey, Irene, 4 . . . . .	Rustburg, Campbell
Baird, Annie Ruth . . . . .	Savage, Prince George
Baker, Virginia, 3 . . . . .	5 Court St., Portsmouth
Ball, Elizabeth, 1 . . . . .	Salvia, King and Queen
Bane, Ruby, 1 . . . . .	Vernon Hill, Halifax
Barlow, Ruth, 1 . . . . .	Beverly, W. Va.
Barnard, Elizabeth, 1 . . . . .	Prince George, Prince George
Barnes, Mary Ethel, 1 . . . . .	Boykins, Southampton
Barnes, Mary Taylor, 2 . . . . .	Tazewell, Tazewell
Barrett, Juliette, 2 . . . . .	Newsoms, Southampton
Barrow, Grace, 4 . . . . .	512 S. Main St., Farmville
Baskerville, Lucy Jean, 1 . . . . .	McKenney, Dinwiddie
Bass, Grace Virginia, 4 . . . . .	Evington, Campbell
Baynard, Sue, 3 . . . . .	Stockton, Md.
Beal, Jacqueline, 1 . . . . .	Scottsville, Albemarle
Beale, Evelyn Christine, 1 . . . . .	Smithfield, Isle of Wight
Beale, Evelyn, 1 . . . . .	Waverly, Sussex
Beale, Sara, 1 . . . . .	Smithfield, Isle of Wight
Bean, Virginia, 3 . . . . .	South Hill, Mecklenburg
Bell, Gwendolyn, 1 . . . . .	218 Harvey St., Washington, N. C.
Berryman, Elizabeth, 1 . . . . .	Surry, Surry
Billings, Dorothy, 4 . . . . .	509 Appomattox St., Farmville
Bingham, Emma, 4 . . . . .	1810 Bourbon Ave., Norfolk

NAME AND YEAR	CITY OR COUNTY
Birdwell, Margaret, Sp.....	Farmville, Prince Edward
Black, Ella Arthur, 3.....	917 Watauga St., Kingsport, Tenn.
Black, Margaret, 1.....	Shores, Fluvanna
Black, Mary Rives, 2.....	Pamplin, Appomattox
Blackwell, Marguerite, 1.....	424 Washington Ave., Roanoke
Blair, Barbara Lee, 1.....	Army Base, Norfolk
Bland, Nancy Leigh, 4.....	Plain View, King and Queen
Bland, Rebecca, 1.....	La Crosse, Mecklenburg
Blankenship, Mary Virginia, 3.....	402 W. 14th St., Richmond
Blanton, Betsy, 1.....	Rt. 5, Oakland Road, Richmond
Blanton, Ruby Hazel, 4.....	Guinea Mills, Cumberland
Boaz, Ruth, 1.....	Stuart, Patrick
Boggs, Mary Alice, 3.....	Island, Goochland
Bolick, Edna Ruth, 2.....	Crewe, Nottoway
Bolton, Pauline, 1.....	Fincastle, Botetourt
Bondurant, Agnes, 4.....	Rice, Prince George
Bonner, Lucille, 2.....	Warm Springs, Bath
Booth, Alma Elizabeth, 3.....	727 5th St., Portsmouth
Booton, Marjorie, 4.....	Luray, Page
Borden, Louise, 1.....	Front Royal, Warren
Boswell, Helen, 4.....	Bracey, Mecklenburg
Boswell, Cassie, 3.....	Burkeville, Nottoway
Boswell, Nell Gray, 4.....	Bracey, Mecklenburg
Bounds, Pattie Alston, 1.....	1228 Spottswood Ave., Norfolk
Bowles, Mary Elizabeth, 3.....	1636 Mt. Vernon Ave., Petersburg
Bowman, Helen, 1.....	Riverton, Warren
Bowman, Murrill, 1.....	314 Burwell St., Salem
Boyd, Carolyn, 1.....	Susan, Mathews
Boyette, Catherine, 1.....	Newsoms, Southampton
Boylan, Elizabeth, 3.....	210 Washington St., Portsmouth
Bracey, Betty Hix, 1.....	Sheppards, Buckingham
Bradshaw, Ellenah, 1.....	Burkeville, Nottoway
Bradshaw, Frances Elizabeth, 1.....	Rice, Prince Edward
Bradshaw, Leslie Chappell, 2.....	Waverly, Sussex
Branch, Jane, 1.....	237 E. 40th St., Norfolk
Bress, Florence, 1.....	930 Gates Ave., Norfolk
Briggs, Annie Louise, 4.....	Sebrell, Southampton
Briggs, Helen, 2.....	Whaleyville, Nansemond
Britton, Frances, 2.....	Waverly, Sussex
Britton, Margaret, 1.....	Waverly, Sussex
Brooks, Kathleen, 1.....	Clarksville, Mecklenburg
Brumfield, Emily Lyle, 3.....	Farmville, Prince Edward
Bryan, Frances, 1.....	Crewe, Nottoway
Buchanan, Sara, 3.....	Tazewell, Tazewell
Buckland, Dorothy, 1.....	607 Marshall Ave., Roanoke
Burch, Mrs. Berkley, 4.....	Clover, Halifax
Burgess, Ethel Cuthbert, 2.....	Fork Union, Fluvanna
Burgess, Helen, 1.....	Courtland, Southampton
Burke, Elizabeth Lewis, 1.....	St. Stephens Church, King and Queen
Burke, Jane, 1.....	Appomattox, Appomattox
Burks, Ethel Maxine, 2.....	Amherst, Amherst
Burton, Mable, 1.....	Highland Springs, Henrico
Butler, Elizabeth, 1.....	329 Fairfax Ave., Norfolk
Butterworth, Alma Harris, 1.....	DeWitt, Dinwiddie
Butterworth, Elizabeth, 2.....	De Witt, Dinwiddie
Button, Sarah Lewis, 1.....	800 High St., Farmville
Byrd, Caroline Houston, 4.....	Warm Springs, Bath
Byrd, Marguerite, 4.....	Whaleyville, Nansemond
Cabell, Elsie Frances, 3.....	304 Dundee Ave., Richmond
Callihan, Helen, 2.....	North Holston, Smyth



NAME AND YEAR	CITY OR COUNTY
Callis, Juanita, 2	Mathews, Mathews
Carlton, Kathryn, 2	Center Cross, Essex
Carlton, Ruth, 3	Farmville, Prince Edward
Carney, Helen, 2	Churchland, Norfolk
Carrall, Margaret, 3	558 Broad St., Portsmouth
Carrall, Mary Elizabeth, 2	222 Claibourne Ave., Rocky Mount
Carrall, Virginia, 1	222 Claibourne Ave., Rocky Mount
Carter, Ida Sue, 2	Cumberland, Cumberland
Carter, Rebecca Dale, 2	Burkeville, Nottoway
Chambliss, Delha Pope, 2	Rawlings, Brunswick
Chandler, Louise Pattie, 1	Virgilia, Mecklenburg
Channell, Emily, 3	Smithfield, Isle of Wight
Channell, Sarah Frances, 3	Smithfield, Isle of Wight
Chappell, Inez, 2	Meherrin, Prince Edward
Chappell, Mary McCraw, 3	Keysville, Prince Edward
Chappell, Ruby Catherine, 4	Drakes Branch, Charlotte
Chenault, Mary Adeline, 4	Venter, King William
Clark, Margaret Whitehurst, 4	Miller School, Albemarle
Clark, Mary Wilson, 2	359 Blair Ave., Newport News
Clark, Susie Evans, 2	305 Beech St., Farmville
Clements, Audrey Mae, 4	Route 3, Hampton
Clevenger, Chloe, 4	Grundy, Buchanan
Coates, Doris, 4	700 W. Princess Anne Road, Norfolk
Cobb, Anne Adair, 1	110 Bridge St., Farmville
Cobb, Mary Kemper, 4	401 Spruce St., Farmville
Cocks, Minnie Louise, 3	Prospect, Prince Edward
Coe, Virginia, 1	Saltville, Smyth
Coffey, Edith, 3	Concord Depot, Campbell
Coleman, Elizabeth Irene, 4	Nelly's Ford, Nelson
Coleman, Katherine Anderson, 1	2319 Indian River Road, Norfolk
Coleman, Virginia, 3	Crewe, Nottoway
Coleman, Virginia Haskins, 1	Boydton, Mecklenburg
Collie, Frances Ethel, 2	South Boston, Halifax
Collings, Alice, 4	1217 Roanoke St., Roanoke
Connelly, Hortense, 2	Alberta, Brunswick
Conner, Elizabeth, 2	Nathalie, Halifax
Conyers, Ellen, 1	Chester, Chesterfield
Conyers, Grace Fern, 2	Chester, Chesterfield
Cooke, Sarah Elizabeth, 1	York, Penn.
Cooley, Nancy Elizabeth, 1	Rural Retreat, Wythe
Cooper, Katherine King, 2	Critz, Patrick
Cover, Mary Lucille, 1	Elkton, Rockingham
Covert, Ione Elizabeth, 4	Masonic Home, Richmond
Cox, Grace, 1	1211 Colley Ave., Norfolk
Cox, Kathryn, 1	4610 Colonial Ave., Norfolk
Cox, Mary Joyner, 2	Smithfield, Isle of Wight
Craddock, Oattie, Sp.	Farmville, Prince Edward
Cralle, Elizabeth, 1	505 Appomattox St., Farmville
Crenshaw, Margaret, 2	South Boston, Halifax
Critcher, Margaret Hannah, 1	Roxboro, N. C.
Crockett, Agnes Oglesby, 4	Wytheville, Wythe
Crockett, Evelyn Jane, 1	Tangier, Accomac
Crockett, Ida Catherine, 1	Tangier, Accomac
Crockett, Mrs. Patsy Nottingham, 4	5215 St. George Ave., Baltimore, Md.
Cross, Violet, 1	Whaleyville, Nansemond
Crumley, Ruth Lucille, 3	1017 Euclid Ave., Bristol
Culpeper, Ardayre, 1	1037 Holladay St., Portsmouth
Cummings, Betty Sue, 1	Big Stone Gap, Wise
Cunningham, Amy Louise, 2	Allen's Creek, Nelson
Curan, Janet Lucille, 1	Saltville, Smyth
Custis, Georgia, 2	Craddockville, Accomac

NAME AND YEAR	CITY OR COUNTY
Davies, Mildred Thornton, 2.....	Culpeper, Culpeper
Davis, Jacqueline, 2.....	Raccoon Ford, Orange
Davis, Leah Ann, 2.....	Painter, Accomac
Davis, Martha Glenn, 3.....	1621 Princeton Road, Richmond
Davis, Mildred, 3.....	Chester, Chesterfield
Davis, Nellie, Sp.....	602 S. Main St., Farmville
Davis, Virginia Lucille, 2.....	214 Highland St., Covington
Dawson, Yetive Sue, 1.....	Saxe, Charlotte
Deans, Dorothy Allen, 4.....	930 B St., Portsmouth
DeJarnette, Louise 1,.....	Clarkton, Halifax
Denny, Mary Katherine, 3.....	White Post, Clarke
Dickerson, Erna Thornton, 2.....	Spout Spring, Appomattox
Dickerson, Evelyn, 2.....	Spout Spring, Appomattox
Dickinson, Frances, 1.....	630 W. 34th St., Norfolk
Dillon, June, 1.....	Pamplin, Prince Edward
Dix, Catherine Ellen, 1.....	White Stone, Lancaster
Dodd, Elsie, 1.....	3409 Noble Ave., Richmond
Dodson, Eleanor Laird, 2.....	517 Maryland Ave., Norfolk
Doggett, Brenda Griffin, 1.....	Windsor, Isle of Wight
Dortch, Margaret, 3.....	South Hill, Mecklenburg
Doughty, Virginia Walker, 2.....	Exmore, Northampton
Douglass, Dolly, 1.....	107 King St., Kinston, N. C.
Dowdy, Julia, 1.....	Farmville, Prince Edward
Drake, Margaret, 3.....	210 Webster Ave., Portsmouth
Dressler, Elizabeth Adelaide, 1.....	Covington, Alleghany
Driskill, Beatrice, 1.....	Drakes Branch, Charlotte
Drumheller, Mabel, 1.....	Gladstone, Amherst
Duck, Maude, 2.....	Franklin, Nansemond
Dugger, Ann, 1.....	200 Second Ave., Farmville
Duling, Beulah Elizabeth, 2.....	Village, Northumberland
Dunham, Elinor, 3.....	1806 Erwin Road, Durham, N. C.
Dunnivant, Sylvia Lee, 2.....	Enonville, Buckingham
Dunnington, Ruth, 3.....	Hampden-Sydney, Prince Edward
Dunton, Mary Emily, 1.....	Nassawadox, Northampton
Easley, Emma Virginia, 1.....	South Boston, Halifax
Eason, Alma Doris, 1.....	1412 Park St., Roanoke
Eastham, Sue Wyatt, 2.....	Culpeper, Culpeper
Eastman, Claire, 3.....	1002 W. South St., Raleigh, N. C.
Eaton, Dorothy, 1.....	Princess Anne, Princess Anne
Ebel, Vera Blunt, 1.....	3605 Seminary Ave., Richmond
Elder, Alice, 3.....	Clarkton, Halifax
Elliott, Alma Thomas, 4.....	214 E. Thomas St., Danville
Elliott, Charlotte, 3.....	Hampton, Elizabeth City
Ellis, Anne, 2.....	Suffolk, Nansemond
Ellis, Blanche, 1.....	Gasburg, Brunswick
Ellis, Richie, 2.....	Gasburg, Brunswick
Elmore, Claudia, 1.....	Exmore, Northampton
English, Lucille, 1.....	Oldhams, Westmoreland
Etter, Martha, 1.....	Rising Sun, Md.
Eubank, Etta Louise, 1.....	Chase City, Mecklenburg
Eubank, Grace Willard, 4.....	1129 23rd St., Newport News
Eubank, Winnie Frances, 4.....	307 Norfolk St., Franklin
Fagg, Elizabeth, 1.....	Elliston, Montgomery
Faris, Frances, 2.....	Crewe, Nottoway
Farrar, Margaret Reed, 4.....	107 1st Ave., Farmville
Ferguson, Margaret, 4.....	207 E. Thomas St., Danville
Ficklen, Miriam, 1.....	3204 Brook Road, Richmond
Fitzgerald, Kathryn, 3.....	Chatham, Pittsylvania
Floyd, Martha, 1.....	Hilton Village, Warwick

NAME AND YEAR	CITY OR COUNTY
Foster, Ida Belle, 4	Farmville, Prince Edward
Foster, Louise, 1	Link Road, Lynchburg
Foutz, Jessie Estelle	Route 1, Roanoke
Fowler, Jane Wood, 1	Blackstone, Nottoway
Frale, Margaret, 2	Appalachia, Wise
Francis, Mary Louise, 4	White Gate, Giles
French, Mary Louise, 2	Sunny Side, Cumberland
Furnival, Julia, 1	Orange, Orange
Gage, Helen, 1	Rt. 3, Hampton, Elizabeth City
Galushasha, Ann Deal, 3	Dinwiddie, Dinwiddie
Galushasha, Katherine, 2	Dinwiddie, Dinwiddie
Garnett, Alpha Lee	3808 Brook Road, Richmond
Garrett, Ruth, 1	863 Paxton Ave., Danville
Gaskins, Emily Frances, 1	Suffolk, Nansemond
Garthright, Merwyn, 3	Goochland C. H., Goochland
Garthright, Louise Goodwin, 4	Goochland, Goochland
Gentry, Mildred, 1	Crozet, Albemarle
Gibboney, Lena Mildred, 2	103 Bridge St., Farmville
Giles, Frances, 3	Blanch, N. C.
Gill, Marie, 1	Crozet, Albemarle
Gillette, Victoria, 3	Courtland, Southampton
Gillette, Rebecca, 1	Courtland, Southampton
Gilliam, Esther, 1	Farmville, Prince Edward
Gilliam, Jennie Belle, 2	414 Clinton St., Petersburg
Gills, June, 1	Sheppards, Buckingham
Glass, Helen Elizabeth, 3	605 S. Main St., Farmville
Glass, Mary Alice, 4	605 S. Main St., Farmville
Gleaves, Josephine, 4	Ivanhoe, Wythe
Gleaves, Ruth, 4	Ivanhoe, Wythe
Glenn, Lavelette, 1	Prospect, Prince Edward
Glenn, Rebecca, 3	Prospect, Prince Edward
Goodwin, Leah, 2	Chuckatuck, Nansemond
Goodman, Winifred, 4	405 Chesapeake Ave., Newport News
Graham, Anne, 2	Goshen, Rockbridge
Grainger, Alice, 3	Farmville, Prince Edward
Gray, Amanda, 3	3321 Chesapeake Ave., Hampton
Gray, Nancy, 1	618 Bellerville Road, Roanoke
Greear, Rosalie, 2	112 1st Ave., Farmville
Green, Elizabeth, 1	Blacksburg, Montgomery
Greene, Elsie Lorraine, 2	Churchland, Norfolk
Greene, Helen, 1	Staunton, Augusta
Gregory, Nancy, 2	Stovall, N. C.
Gregory, Nett, 1	Stovall, N. C.
Gresham, Susan Emmerson, 4	518 Crawford Place, Portsmouth
Gunter, Thelma, 2	Appomattox, Appomattox
Gwaltney, Martha, 3	Windsor, Isle of Wight
Gwaltney, Sarah, 1	Windsor, Isle of Wight
Gwathmey, Caroline, 1	Walkerton, King and Queen
Habel, Katherine, 1	Jetersville, Amelia
Habel, Mildred, 2	Jetersville, Amelia
Hailey, Clara, 2	Drakes Branch, Charlotte
Hale, Mary Reeves, 3	Spring Valley, Grayson
Hall, Nell Virginia, 4	Union Level, Mecklenburg
Hamilton, Ervin May, 2	310 Virginia St., Farmville
Hamlet, Martha Tisdale, 3	Phenix, Charlotte
Hammack, Edith, 2	Box 193-B, Rt. 5, Durham, N. C.
Hankley, Elizabeth, 2	Clarkton, Halifax
Hannah, Virginia, 3	2040 W. Grace St., Richmond
Hansbrough, Marion, 2	Salem, Roanoke

NAME AND YEAR	CITY OR COUNTY
Hardy, Ann Louise, 1	Hampton, Elizabeth City
Hardy, Elizabeth, 1	Kenbridge, Lunenburg
Harper, Claudia, 4	113 35th St., Newport News
Harper, Mary Anness, 2	Marion, S. C.
Harris, Grace, 4	2113 Stuart Ave., Richmond
Harris, Louise, 4	3881 Peakland Place, Lynchburg
Harris, Elizabeth, 2	South Boston, Halifax
Harrison, Betty Gray, 2	Brandon, Prince George
Harrison, Dartha Louise, 4	Waverly, Surry
Harrison, Martha Lucile, 4	Waverly, Surry
Hart, Bessie, 4	Union Level, Mecklenburg
Hart, Edith, 2	Union Level, Mecklenburg
Hart, Elizabeth, 4	Sutherland, Dinwiddie
Hart, Janice, 1	428 W. 27th St., Norfolk
Harvey, Edna, 2	Dillwyn, Buckingham
Harvey, Mary Baldwin, 2	Curdsville, Buckingham
Harvey, Virginia Lee, 2	Lowesville, Amherst
Haskins, Roberta, 2	Alberta, Brunswick
Hastings, Evelyn, 2	Blackstone, Brunswick
Hastings, Frances, 1	Blackstone, Brunswick
Hatcher, Susan Edith, 2	Ballsville, Powhatan
Hatchett, Gene Lynwood, 1	Route 6, Danville
Hayes, Sarah, 1	Hilton Village, Warwick
Henderson, Dorothy Virginia, 1	Saltville, Smyth
Hendrickson, Gladys Mae, 2	2323 Springfield Ave., Norfolk
Higginbotham, Rose, 1	Tazewell, Tazewell
Hill, Lelia, 3	Paces, Halifax
Himes, Elizabeth, 1	562 Arlington Road, Roanoke
Hines, Edith, 2	919 Fairfax Ave., Norfolk
Hines, Neyra, 1	Gretna, Pittsylvania
Hock, Anna, 2	Lewisburg, W. Va.
Hoge, Marie, 1	Bland, Bland
Holden, Annie Watson, 2	109 N. Union St., Petersburg
Holland, Jane, 1	474 W. Main St., Danville
Holland, Jess, 2	709 Redgate Ave., Norfolk
Holloway, Frances, 1	Smithfield, Isle of Wight
Holmes, Evelyn, 2	Union Level, Mecklenburg
Hooke, Virginia, 4	McDowell, Highland
Hoon, Carolyn, 4	811 N. Alamo, San Antonio, Texas
Hopkins, Zell, 3	Dawes, W. Va.
Houck, Ethel Izell, 4	Blackstone, Nottoway
Houpe, Thelma, 1	Rice, Prince Edward
Howell, Evelyne, 3	Franklin, Nansemond
Hoyer, Anna, 2	Hampton, Elizabeth City
Hubard, Mary Stafford, 2	Fayetteville, W. Va.
Hubard, Ruth Whittle, 2	Fayetteville, W. Va.
Hubbard, LeNoir Walton, 1	Crewe, Nottoway
Hudgins, Frances, 3	Farmville, Prince Edward
Hudgins, Harriet, 2	Palmer Springs, Mecklenburg
Hudson, Mrs. Evelyn Burger, Sp.	216 3rd St., Farmville
Humphrey, Gwendolyn, 1	Cedar Bluff, Tazewell
Hundley, Myrtle Marie, 4	Sedley, Southampton
Hunter, Margaret Cordelia, 1	Richlands, Tazewell
Hunter, Nancy Louise, 1	Richlands, Tazewell
Hunter, Rose-Marie Turner, 2	King George, King George
Hurt, Katherine Carr, 3	16 Broad St., Salem
Hurt, Margaret, 4	Nassawadox, Northampton
Huse, Elizabeth, 4	609 Elm Ave., Roanoke
Hutcheson, Dorothy, 3	Lexington, Rockbridge
Hutcheson, Frances, 1	Lexington, Rockbridge
Hyde, Cecile, 2	Amelia, Amelia

NAME AND YEAR	CITY OR COUNTY
Irby, Katherine, 3.....	510 Buffalo St., Farmville
Irby, Virginia, 1.....	510 Buffalo St., Farmville
Irving, Frances, 1.....	26 Court St., Portsmouth
Isbeil, Doris, 2.....	Beaverdam, Hanover
Ivess, Henrietta, 1.....	338 55th St., Newport News
Jackson, Mary, 1.....	2923 Noble Ave., Richmond
James, Ruth Mason, 1.....	3022 Montrose Ave., Richmond
Jamison, Kathryn, 2.....	510 Walnut Ave., Roanoke
Jarman, Virginia, 1.....	Crozet, Albemarle
Jeffress, Cornelia, 1.....	Boydton, Mecklenburg
Jeffrey, Florence, 1.....	Arvonnia, Buckingham
Jeffreys, Pattie, 2.....	Drakes Branch, Charlotte
Jeffries, Lucy, 1.....	Shacklefords, King and Queen
Jenkins, Lois, 3.....	Powhatan, Powhatan
Jennings, Sallie, 4.....	Nathalie, Halifax
Jenkins, Lois Ruth, 3.....	Howard St., Ashland
Johnson, Copeland, 2.....	Route 2, Charlottesville
Johnson, Doris, 1.....	429 W. 30th St., Norfolk
Johnson, Anne Ransom, 2.....	512 S. Main St., Blacksburg
Johnson, Dorothy, 1.....	Alberta, Brunswick
Johnson, Jacqueline, 2.....	Carrollton, Isle of Wight
Johnston, Lucille, 2.....	Farmville, Cumberland
Jolly, Eugenia, 2.....	1671 Westover Ave., Petersburg
Jones, Annie Laurie, 2.....	Concord Depot, Campbell
Jones, Elizabeth Deaner, 1.....	Charlotte C. H., Charlotte
Jones, Jeannette, 4.....	Smithfield, Isle of Wight
Jones, Lois Crenshaw, 4.....	2419 M. St., Lynchburg
Jones, Louise, 1.....	La Crosse, Mecklenburg
Jones, Maude, 4.....	La Crosse, Mecklenburg
Jones, Nora, 2.....	Rawlings, Brunswick
Jones, Virginia Bernice, 3.....	107 St. James Ave., Suffolk
Jordan, Ivylyn, 2.....	Hadensville, Goochland
Joyce, Ann, 2.....	Fries, Grayson
Jung, Margaret Ping, 1.....	732 E. Main St., Norfolk
Kaylor, Edith Louise, 1.....	Appalachia, Wise
Kelly, Anne Walden, 1.....	Gainesville, Fauquier
Kelly, Lloyd, 3.....	Big Stone Gap, Wise
Kemp, Beulah Virginia, 1.....	209 17th Ave., Hopewell
Kent, Frances, 2.....	Saltville, Smyth
Kite, Virginia, 1.....	Culpeper, Culpeper
Lambert, Mabel, 2.....	Mount Hope, W. Va.
Lane, Blanche, 2.....	Dendron, Surry
Lane, Bonnie, 3.....	Jefferson Apts., Roanoke
Lane, Susan Anne, 2.....	Altavista, Campbell
Latimer, Nellwyn, 2.....	833 Windsor Ave., Bristol
Layne, Virginia, 2.....	109 High St., Farmville
Lee, Virginia, 4.....	Alta Vista, Campbell
Le Grand, Marcia Elizabeth, 1.....	R. F. D. 2, Box 199, Farmville
Leonard, Virginia, 3.....	3414 Noble Ave., Richmond
Levy, Gertrude, 2.....	327 49th St., Newport News
Lewis, Blanche, 3.....	Aylett, King William
Lewis, Dorothy, 1.....	2417 Fairview Road, Raleigh, N. C.
Lewis, Ella, 2.....	Appomattox, Appomattox
Lewis, Maxine, 2.....	511 Appomattox St., Farmville
Lewis, Louise, 3.....	Appomattox, Appomattox
Ligon, Elvira, 1.....	Keysville, Charlotte
Lohr, Mrs. Lucile, 2.....	Warm Springs, Bath
Lohr, Mildred, 1.....	Uno, Madison
Long, Margaret, 3.....	St. Paul, Wise

NAME AND YEAR	CITY OR COUNTY
Love, Anna Catherine, 1	Box 24, Roxboro, N. C.
Lybrook, Jane, 2	Fincastle, Botetourt
McAllister, Meriel, 2	Masonic Home, Richmond
McCann, Kathleen, 2	305 St. Andrews St., Petersburg
McConnaughey, Jean, 1	Amelia C. H., Amelia
McCrary, Anne, 3	Parksley, Accomac
McCullough, Mary, 1	Lane, S. C.
McGlothlin, Bess, 3	1212 N. Calvert St., Baltimore, Md.
McGlothlin, Mary Adeline, 2	1212 N. Calvert St., Baltimore, Md.
McIntosh, Elizabeth, 1	1007 High St., Farmville
McMillion, Elise, 3	622 Woods Ave., Roanoke
McNamee, Dorothy, 4	208 2nd St., Farmville
McPherson, Ethel, 1	703 Jamison Ave., Roanoke
Main, Jane Alyce, 4	1806 Powhatan Ave., Petersburg
Major, Gladys, 1	Charles City, Charles City
Mallory, Sue, 3	Lawrenceville, Brunswick
Mann, Bernice, 2	107 Bridge St., Farmville
Mann, Evelyn, 2	107 Bridge St., Farmville
Manning, Gertrude, 3	Boydton, Mecklenburg
Marsh, Elizabeth, 2	Miskimon, Northumberland
Marsh, Leah, 1	Miskimon, Northumberland
Marshburn, M. Elise	Englewood, Rocky Mount, N. C.
Marston, Nancy, 1	Roxbury, Charles City
Martin, Edna Jane, 1	Huddleston, Bedford
Martin, India, 3	Bedford, Bedford
Mason, Ellen Burruss, 4	2 Vista Ave., Lynchburg
Massey, Evelyn, 4	Post Oak, Spotsylvania
Massey, Faye, Sp.	New Glasgow, Amherst
Maxey, Frances, 2	Clarksville, Mecklenburg
Mayes, Rebecca, 2	Jarratt, Sussex
Maynard, Catherine, 1	Williamsburg, York
Maynard, Mary, 1	Lenoir, N. C.
Mayo, Elsie, 4	Schuyler, Nelson
Meredith, Elinor, 3	Beaverdam, Hanover
Milby, Katherine, 3	405-A Westchester Apt., Washington, D. C.
Miller, Doris, 1	700 Shallowford St., Winston-Salem, N. C.
Mims, Mary Ellen, 1	171 S. Court St., Luray
Minor, Mary Elizabeth, 2	Jefferson Park Ave., Charlottesville
Minton, Charlotte, 1	113 Winona Ave., Roanoke
Mitchell, Bessie, 3	Epworth, King William
Montague, Norvell, 2	Kenmore Cottage, Fredericksburg
Montgomery, Evelyn, 2	Ronceverte, W. Va.
Montgomery, Ruth, 2	Baskerville, Mecklenburg
Moore, Doris Cecil, 4	Masonic Home, Richmond
Moore, Marie Parker, 3	612 Victoria Ave., Hampton
Moore, Martha, 2	Chuckatuck, Nansemond
Morgan, Billie, 4	Andersonville, Buckingham
Morris, Mary Elizabeth, 2	Big Stone Gap, Wise
Morrison, Catherine, 1	63 Pear Ave., Newport News
Morton, Charlotte, 1	Drakes Branch, Charlotte
Moseley, Lucile, 3	2511 Orcutt Ave., Newport News
Moseley, Rachel, 2	Baskerville, Mecklenburg
Moss, Elizabeth, 1	415 Prince St., Alexandria
Motley, Sarah Margaret, 1	Chatham, Pittsylvania
Munt, Carter Belle, 2	324 Fillmore St., Petersburg
Murden, Mable, 2	St. Brides, Norfolk
Nelson, Alice 2	Route 5, Box 39, Richmond
Nelson, Katherine, 1	Crozet, Albemarle
Newman, Mrs. Katherine Harvey, 4	Beech St., Farmville
Nichols, Edith, 2	613 Lafayette Ave., S. Norfolk

NAME AND YEAR	CITY OR COUNTY
Nimmo, Valla, 2.	Suffolk, Nansemond
Noel, Ernestine, 3.	531 Main St., Farmville
Norfleet, Addie, 4.	419 N. Main St., Suffolk
Nottingham, Clara, 1.	Eastville, Northampton
Nottingham, Page, 3.	Eastville, Northampton
Nottingham, Martha, 4.	Eastville, Northampton
O'Brien, Claudine, 4.	Appomattox, Appomattox
Olgers, Grace Alma, 3.	Rice, Prince Edward
Overbey, Elizabeth, 2.	Bon Air, Chesterfield
Padgett, Marie Beatrice, 1.	110 Yeardley Ave., Lynchburg
Painter, Louise, 1.	Draper, Pulaski
Panton, Perle Elizabeth, 1.	Ore Bank, Buckingham
Park, Thulia, 2.	Skipwith, Mecklenburg
Parker, Dora, 2.	Holland, Nansemond
Parker, Geneva, 3.	1701 Monticello Ave., Petersburg
Parker, Irene, 3.	2707 Third Ave., Richmond
Parker, Nannie, 1.	Cartersville, Cumberland
Parker, Sara, 1.	201 Bosley Ave., Suffolk
Partridge, Louise, 2.	Drewryville, Southampton
Pate, Mary Ellen, 1.	2900 Moss Side Ave., Richmond
Payne, Ernestine, 4.	Warm Springs, Bath
Payne, Virginia, 4.	20 Lafayette St., Petersburg
Pearson, Pauline, 2.	Dillwyn, Buckingham
Pendleton, Mary Jane, 2.	Troutville, Botetourt
Penn, Cornelia, 1.	Emporia, Greensville
Peple, Anne Diggs, 2.	3200 Hawthorne Ave., Richmond
Perdue, Helen Fern, 2.	Chester, Chesterfield
Perkins, Helen, 1.	3604 Moss Side Ave., Richmond
Perrow, Sallie, 4.	1106 Federal St., Lynchburg
Phelps, Ruth, 2.	Madison Heights, Amherst
Phipps, Mary, 2.	McKenney, Dinwiddie
Pierpont, Nellie, 3.	194 W. M St., Salem
Pilcher, Catherine, 1.	Midland, Fauquier
Pilcher, Virginia, 2.	Covington, Alleghany
Pinckard, Clara, 2.	Stuart, Patrick
Pinnell, Mary Elizabeth, Sp.	Warrenton, N. C.
Pittard, Grace Allen, 2.	Clarksville, Mecklenburg
Pittard, Margaret, 3.	Buffalo Junction, Mecklenburg
Pleasant, Mildred, 2.	South Hill, Mecklenburg
Plummer, Isabel, 2.	101 Shore St., Petersburg
Pobst, Nancy Sanford, 2.	Grundy, Buchanan
Pohlig, Ann, 3.	104 W. Lancaster Road, Richmond
Pollard, Margaret Beverly, 4.	Route 2, Amelia, Amelia
Pollock, Ada Virginia, 2.	Dogue, King George
Pond, Marian, 3.	639 New Jersey Ave., Norfolk
Pope, Kitty Wilroy, 1.	Drewryville, Southampton
Porterfield, Mary Wanda, 1.	Newport, Giles
Potter, Mildred, 2.	1st Ave., Farmville
Potter, Louise, 4.	Boyton Plank Road, Petersburg
Powell, Agnes, 2.	2003 Chestnut Ave., Newport News
Powell, Amy, 1.	Wachapreague, Accomac
Powell, Bessie, Sp.	Emporia, Greensville
Powell, Livian, 2.	Boykins, Southampton
Powell, Mary Lee, 4.	Boykins, Southampton
Price, Dorothy, 3.	Brookneal, Campbell
Price, Grace, 2.	Farmville, Prince Edward
Price, Virginia, 1.	Meherrin, Lunenburg
Prince, Elizabeth, 1.	Capron, Southampton
Pritchard, Margaret, 1.	Hilton Village, Warwick

NAME AND YEAR	CITY OR COUNTY
Pruden, Eva Tapelle, 4.....	Suffolk, Nansemond
Puckette, Elizabeth, 2.....	Gladys, Campbell
Puller, Rose, 2.....	South Hill, Mecklenburg
Putney, Fannie Mae, 1.....	Guinea Mills, Cumberland
Putney, Mary Virginia, 2.....	Farmville, Cumberland
Putney, Nellie, 1.....	Farmville, Prince Edward
Quinn, Josephine Duval, 2.....	308 Palen Ave., Hilton Village
Rambo, Ella, 1.....	Damascus, Washington
Ramsey, Anna, 1.....	Ivor, Isle of Wight
Raney, Julia May, 1.....	207 Mulberry St., Goldsboro, N. C.
Ranson, Kathleen, 4.....	Farmville, Prince Edward
Raper, Dorothy, 1.....	Hanover, Hanover
Rawlings, Elizabeth, 1.....	Birds Nest, Northampton
Rawlinson, Mrs. Nora, 4.....	Farmville, Prince Edward
Rawls, Jean, 1.....	Franklin, Nansemond
Read, Pela Love, 2.....	Palmer Springs, Mecklenburg
Read, Ruth, 1.....	Palmer Springs, Mecklenburg
Reed, Althea, 1.....	Troutville, Botetourt
Reid, Pauline, 1.....	Keysville, Charlotte
Reuter, Evelyn, 1.....	Route 3, Hampton, Elizabeth City
Reynolds, Celso, 2.....	Appomattox, Appomattox
Reynolds, Flossie Hall, 1.....	Prospect, Prince Edward
Rhodes, Dorothy, 4.....	Cartersville, Cumberland
Rhodes, Lucile McBride, 3.....	Mayesville, S. C.
Rhodes, Pauline, 4.....	Charlottesville, Albemarle
Rice, Charlotte, 3.....	502 Day Ave., Roanoke
Ritchie, Virginia, 1.....	Ocean View, Norfolk
Rivers, Betty, 3.....	Appomattox St., Farmville
Rives, Maud, 1.....	McKenney, Dinwiddie
Roache, Margaret, 2.....	Fentress, Norfolk
Roberts, Elizabeth, 2.....	Norton, Wise
Roberts, Katherine L., 3.....	607 Virginia St., Farmville
Roberts, Katherine S., 1.....	Nassawadox, Northampton
Roberts, Mamie, 1.....	Madisonville, Charlotte
Roberts, Nellie, 1.....	Union Level, Mecklenburg
Robertson, Dorothy, 3.....	326 Oakridge Blvd., Lynchburg
Robertson, Elizabeth, 2.....	Spout Spring, Appomattox
Robertson, Marjorie Lee, 2.....	2413 Lamb Ave., Richmond
Robeson, Mary Evans, 4.....	Blacksburg, Montgomery
Robinette, Antheia, 3.....	1436 W. 40th St., Norfolk
Robinette, Trilby, 1.....	Big Stone Gap, Wise
Rock, Jennie Maria, 1.....	1000 Wise St., Lynchburg
Rodé, Mrs. Sallie, 3.....	Lynchburg, Campbell
Rodgers, Eleanor, 1.....	Faber, Nelson
Rosser, Eurlean, 1.....	Pamplin, Appomattox
Rowe, Julia, 1.....	Norton, Wise
Rowett, Florence, 1.....	Franklin, Southampton
Rucker, Elizabeth, 2.....	Jetersville, Amelia
Rudder, Dorothy, 1.....	Brookneal, Campbell
Russell, Margaret, 2.....	Scottsburg, Halifax
Ryburn, Kathryn, 2.....	Glade Spring, Washington
Salsbury, Henrietta, 4.....	620 North Road, Richmond
Samford, Edith, 4.....	Alberta, Brunswick
Sanderson, Mary, 1.....	Birds Nest, Northampton
Sandidge, Geraldine Becky, 1.....	Amherst, Amherst
Sanford, Florence Hope, 4.....	Orange, Orange
Sanford, Lelia Johnson, 4.....	Orange, Orange
Saunders, Deane, 2.....	Bedford, Bedford



NAME AND YEAR	CITY OR COUNTY
Saunders, Jane, 1	5906 Huntington Ave., Newport News
Sawyer, Minnie Kathleen, 1	Princess Anne, Princess Anne
Scaggs, Janie, 1	Fincastle, Botetourt
Scales, Mary Anne, 3	Cascade, Henry
Scanlan, Virginia, 2	West Point, King William
Schools, Casell, 1	601 Massachusetts Ave., Norfolk
Scott, Margaret, 1	Arcadia, Fla.
Scott, Ruth, 2	Arcadia, Fla.
Scott, Willis, 2	Orange, Orange
Sears, Ruth, 2	113 E. Indian River Road, Norfolk
Sellman, Anne Ludwell, 1	Scarsdale, N. Y.
Sessoms, Madeline, 2	R. F. D. No. 4, Ahoskie, N. C.
Seward, Nan Cuthbert, 2	Johnson Road, Petersburg
Sexton, Beverley, 1	Arcadia, Fla.
Shackleton, Eleanor, 2	Meherrin, Prince Edward
Sharp, Dorothy, 1	1615 Laburnum Ave., Richmond
Shelton, Mildred, 1	Chase City, Lunenburg
Shelton, Ferne, 1	Fieldale, Henry
Shenton, Browning, 2	Dillwyn, Buckingham
Shields, Lucy Knight, 4	702 High St., Farmville
Shiflett, Anna, 2	2817 Hawthorne Ave., Richmond
Shipplett, Elizabeth, 4	224 Virginia Ave., Roanoke
Shorter, Elna, 2	Charlotte C. H., Charlotte
Sieber, Mary Elizabeth, 2	352 Church Ave., Roanoke
Simmerman, Ellen, 4	Wytheville, Wythe
Simmons, Virginia Whitaker, 4	McKenney, Dinwiddie
Simpson, Elkanah, 2	1615 La Salle Ave., Norfolk
Simpson, Mary Francis, 1	Success, Warren
Skillman, Ellen, 1	Victoria, Lunenburg
Slater, Mary Elizabeth, 3	Lewisburg, W. Va.
Slayton, Mildred, 4	Crewe, Nottoway
Smith, Elizabeth Alice, 3	2507 Orcutt Ave., Newport News
Smith, Ellen Elizabeth, 1	Farmville, Prince Edward
Smith, Frankie, 1	Culpeper, Culpeper
Smith, Hazel, 4	404 Marshall Ave., Roanoke
Smith, Helen, 1	Lenoir, N. C.
Smith, Lucy, 1	Dillwyn, Buckingham
Smith, Mildred Winston, 4	535 Main St., Farmville
Smith, Minnie, 3	South Hill, Mecklenburg
Smith, Virginia Whitehead, 1	Princess Anne, Princess Anne
Smith, Virginia Winston, 1	Dumbarton, Henrico
Smoot, Catherine Griffith, 4	219 S. St. Asaph St., Alexandria
Snell, Marguerite, 1	Phenix, Charlotte
Snodgrass, Marjorie, 1	Glade Spring, Washington
Somers, Rosa B., 3	Burkeville, Nottoway
Somers, Sylvia Sue, 3	Parksley, Accomac
Speake, Buena Vista, 1	Luray, Page
Spencer, Dorothy Sharpe, 3	Meherrin, Prince Edward
Spiers, Kathryn, 2	1926 Princess Anne Ave., Richmond
Sprinkle, Isabelle, 1	Buchanan, Botetourt
Stallard, Margaret, 1	Fairfield, Ky
Steed, Frances, 1	Meredithville, Brunswick
Stephenson, Louise Hale, 2	Monterey, Highland
Stone, Elizabeth, 1	109 Henry St., Roanoke
Stone, Mildred, 2	Bland, Bland
Strick, Alfreda, 2	402 High St., Farmville
Sullenberger, Mary, 1	Monterey, Highland
Sutton, Elizabeth Bland, 4	Plain View, King and Queen
Sykes, Inez, 1	Boykins, Southampton
Tankard, Florence, 4	Franktown, Northampton

NAME AND YEAR	CITY OR COUNTY
Tanner, Eunice, 2	Gladys, Campbell
Taylor, Annie Laurie, 1	Oak Hall, Accomac
Taylor, Frances, 1	208 Yeardeley Ave., Lynchburg
Taylor, Jean, 1	Lexington, Rockbridge
Taylor, Irene, 2	Irwin, Goochland
Teass, Frances, 2	504 Victoria Ave., Lynchburg
Terrell, Frances May, 1	Beaverdam, Hanover
Terry, David, 1	5100 Huntington Ave., Newport News
Tharp, Margaret Ruth, 1	1614 Ashland Ave., Norfolk
Thomas, Frances, 2	Dumbarton, Henrico
Thomas, Margaret, 2	Atlee, Hanover
Thomas, Mary Frances, 1	Skipwith, Mecklenburg
Thomas, Mary Lynn, 2	South Hill, Mecklenburg
Thomas, Zaida, 3	Wytheville, Wythe
Thompson, Ella Agnes, 3	South Hill, Mecklenburg
Thompson, Marjorie, 1	Honaker, Russell
Throckmorton, Nan Withers, 1	418 W. 118th St., New York, N. Y.
Tillett, Dorothy, 1	340 52nd St., Newport News
Tilman, Virginia, 3	Saltville, Smyth
Tindall, Elizabeth, 1	Hatton, Albemarle
Tissue, Virginia, 2	Mt. Hope, W. Va.
Totten, Goldie, 1	Saltville, Smyth
Trent, Ethel Elizabeth, 4	Gloucester, Gloucester
Trent, Nannie Page, 2	Dillwyn, Buckingham
Tuck, Clyde Amelia, 4	Virgilina, Halifax
Tuck, Virginia Sue, 1	Blackstone, Nottoway
Turner, Dorothy, 3	Crewe, Nottoway
Turner, Elise Bolling, 2	116 Overbrook Road, Richmond
Turner, Ruth, 1	Crewe, Nottoway
Turner, Mrs. Susie R., 4	403 St. Andrew St., Petersburg
Turnes, Louise, 1	Concord Depot, Appomattox
Turnes, Nellie, 3	Concord Depot, Appomattox
Twyford, Kathleen, 1	Hopeton, Accomac
Tyree, Elizabeth, 1	216 Virginia Ave., Danville
Umberger, Marion, 4	Wytheville, Wythe
Upshur, Caroline, 2	Cheriton, Northampton
Van Hook, Jessie, 1	Roxboro, N. C.
Varner, Aurelia, 2	Farmville, Cumberland
Vassar, Lois, 2	Keysville, Prince Edward
Vaughan, Lucy Byrd, 1	Burkeville, Nottoway
Vaughan, Mary Harrison, 2	South Boston, Halifax
Via, Margaret, 2	South Boston, Halifax
Vick, Marcia, 4	Courtland, Southampton
Waite, Catherine, 1	Culpeper, Culpeper
Walden, Catherine, 2	Jamaica, Middlesex
Walden, Edna Garnette, 1	Centre Cross, Essex
Waldo, Julia Ann, 2	Churchland, Norfolk
Waldo, Sue Virginia, 4	Churchland, Norfolk
Walker, Linda Allen, 4	Guinea Mills, Cumberland
Walker, Lucy, 1	Rustburg, Campbell
Walker, Mary Virginia, 3	Nassawadox, Northampton
Walker, Mollie Fletcher, 3	Blackstone, Nottoway
Wall, Nancy, 3	Boydton, Mecklenburg
Walmsley, Louise Jordan, 4	409 Beech St., Farmville
Walton, Elizabeth James, 4	Clifton Forge, Allegheny
Ware, Lucile, 3	Dunnsville, Essex
Waters, Itasca Mapp, 4	Onley, Accomac
Watterson, Mary Elizabeth, 2	Elliston, Montgomery

NAME AND YEAR	CITY OR COUNTY
West, Selma Beale, 1	1201 Chesapeake Ave., Newport News
Wickline, Amanda, 2	Covington, Allegheny
Wicks, Marjorie, 1	616 Raleigh Ave., Norfolk
Wilkerson, Margaret, 1	Farmville, Prince Edward
Wilkins, Helen, 1	No. 1 Cedar Drive, Lynchburg
Wilkinson, Aline Beverley, 4	924 Court St., Lynchburg
Wilkinson, Elizabeth, 1	Cumberland, Cumberland
Williams, Eloise, 1	2305 Grove Ave., Richmond
Williams, Frances, 1	Victoria, Lunenburg
Williams, Goldie, 3	Hayes Store, Gloucester
Williams, Martha, 2	South Boston, Halifax
Williams, Rebecca, 1	4811 Huntington Ave., Newport News
Willis, Caroline Hunter, 1	1106 Princess Anne St., Fredericksburg
Willis, Jean, 3	Cape Charles, Northampton
Wills, Ann, 1	Fincastle, Botetourt
Wills, Josephine, 1	Fincastle, Botetourt
Wilson, Audrey, 4	Ridgeway, Henry
Wilson, Elizabeth, 1	Lexington, Rockbridge
Winfield, Bernice, 1	120 30th St., Newport News
Wise, Dorothy, 3	Craddockville, Accomac
Wood, Eleanor, 2	Sabot, Goochland
Wood, Jeannette, 1	Route 3, Box 477, Petersburg, Chesterfield
Wood, Mary Elizabeth, 4	Amelia, Amelia
Woodward, Virginia, 1	Lexington, Rockbridge
Woodward, Nancy, 1	Masonic Home, Richmond
Woolfolk, Marjorie, 2	Orange, Orange
Wright, Dorothy, 1	111 3rd St., Farmville
Yager, Virginia, 1	Rochelle, Madison
Yester, Frances, 4	Clarksburg, W. Va.
Yonce, Sidney, 1	113 High St., Salem
York, Marguerite, 3	Virginia St., Farmville
Young, Janie Lee, 2	Rose Hill Farm, Franklin
Young, Peggy, 1	1030 Harrington Ave., Norfolk
Zeigler, Juanita, 2	Norton, Wise
Zimmerman, Shirley, 1	Lexington, Rockbridge

# Enrollment for the Year 1935-36

## COLLEGE DEPARTMENT

### Summer Session 1935

Students living in Virginia.....	348
Students living outside Virginia.....	17
	<hr/>
	365
Freshmen.....	7
Sophomores.....	65
Juniors.....	148
Seniors.....	55
Special students.....	90
	<hr/>
Total in summer session.....	365

### Winter Session 1935-36

Students living in Virginia.....	689
Students living outside Virginia.....	49
	<hr/>
	738
Freshmen.....	297
Sophomores.....	205
Juniors.....	117
Seniors.....	114
Special students.....	5
	<hr/>
Total in winter session.....	738
	<hr/>
Total college students.....	1,103

## TRAINING SCHOOL DEPARTMENT

High school pupils.....	144
Elementary school pupils.....	685
	<hr/>
Total training school pupils.....	829
	<hr/>
Total in all departments.....	1,932





