

1884

Catalogue & Circular of the State Female Normal School, First Session 1884 - '85

State Female Normal School

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J. B. R.

STATE NORMAL SCHOOL

AT

FARMVILLE, VIRGINIA.

CATALOGUE AND CIRCULAR.

FIRST SESSION.

1884-1885.

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PRINTED BY
J. M. HARRIS, FARMVILLE, VA.
1885

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The above names are given in the order of appointment.

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Model School.

MISS BELLE JOHNSON,
Piano.

The State Normal School of Virginia,

At Farmville, was created by Acts of the Legislature of 1883-'84. (*See Sess. Acts, '83-'84, p. 417; Ex. Sess., p. 11.*) The school was established "expressly for the training and education of white female teachers for the public schools." In the organization and conduct of the school so far the law has been faithfully observed: and it is the intention of the authorities to maintain this professional character, not only because the law requires it, but because of the great need and demand for trained teachers in our public schools. This professional character does not unfit the school for general usefulness, because sound scholarship must precede or accompany the technical work, and the disciplinary training of the technical system is just what is needed to render true education possible in many cases.

The location is healthful and pleasant. The school, and all connected with it, are treated by the good people of Farmville with the utmost cordiality. The Norfolk and Western Railroad carries the students coming and leaving at two cents a mile. Farmville is in two hours of Lynchburg, forty minutes of Burkeville, three hours of Petersburg, four hours of Richmond, and five hours and twenty minutes of Norfolk. Hampden-Sidney College is seven miles distant. Farmville is a village of over 2,000 inhabitants. It is an important tobacco market, has good public schools, and is well supplied with churches. The truly remarkable group of ten or more distinct mineral springs lately discovered, and insufficiently designated as the "Farmville Lithia Springs," is within half a mile of the limits of the village.

As to the *School* itself it was described by the Principal in Richmond, February 12th, in an address before the County Superintendents of Schools, from which the following is taken:

WHAT HAS BEEN DONE AT FARMVILLE.

On Sept. 17th, the trustees ordered the Normal School to be opened Oct. 30—in about six weeks. All that we had then was a principal, an appropriation, a rough scheme, and an old academy building. Not a teacher, nor a book, nor a piece of furniture or apparatus; and more things to be done than any human mind could foresee. But we had a good "board of trustees," a good executive committee, efficient help from Supt. Farr in printing and distributing notices and blanks, prompt action by County Superintendents, and what would commonly be called "a good run of luck" generally. Teachers had to be sought far and wide; and let men say what they may, the instructors in a Normal School should be specifically trained for their work. Teachers of this sort were searched for with assiduity, and invited to come. Not a member of the faculty sought the position which he or she holds. The build-

ing had to be repaired and added to, everything required for a large boarding-house, and for the uses of the school in its various departments, had to be thought of and obtained.

Whilst we were still up to our shoulders in preparatory work, the girls came rushing in upon us with their laughing faces, and they had to be looked after in many ways; but, thanks to a kind Providence, the water was turned on the wheel the first day, and the mill has been grinding steadily ever since, excepting two days at Christmas.

We now have eight teachers, including the teacher of piano music, and 111 names on the roll [121 now], 98 of which belong or have belonged to the Normal School proper. Some of these are not present at this time. The lady teachers and 44 students board in the school building, which is its full capacity. Thirty-nine counties and cities are represented.

We have been fortunate in our teachers. The teacher of the Model School was taken from the front rank of the Richmond corps of public-school teachers. One of the normal teachers has had a liberal education in one of our best Virginia female colleges, and a full course in the excellent Tennessee Normal School; and has since been teaching. In each of these spheres she won the highest distinctions. Two other of our instructors have had the special advantage, not only of normal training, but of successful teaching for years in the Connecticut State Normal School; from which they came directly to us. One of these is the Vice-Principal, who is among the best known of the New England teachers, both as a normal instructor and an author. We have lately added to our corps a graduate of Hampden-Sidney College, who comes with high testimonials; and have invited a teacher of vocal music, who has had the Boston training. [She has since arrived, and more than met expectations.] The piano music is in charge of a highly valued young lady of Farmville.

We have been equally fortunate in the character of our students. As a body, they are bright, intelligent, and cheerful. Many of them have had good literary and social culture. We found, as we expected, that they had been carried over too much surface, and that careful review and drill were needed in the primary branches. A number of our students have had experience as teachers, and some of them have reached middle age. The average age is, I think, 17 or 18 years.

As to the subject matter, we are teaching fully the *Elementary Course*, as outlined in my circular of information, dated September 22d, 1884.

The design of the *Elementary Course* is to prepare teachers for the primary schools, not only by review and drill in the studies taught in these lower schools, but by instruction in the best methods of teaching these branches. The methods are taught both theoretically and practically. Language is carried somewhat into elocution, rhetoric, English classics, and Latin. In mathematics stress is laid on mental combinations, and the subject is pursued through arithmetic into algebra and geometry. Natural science begins with geography (including map-drawing) and physiology, to which are added lessons in physics, chemistry, mineralogy, geology, zoology and botany. The design of these physical lessons is to widen the scope of the student's mind, to cultivate the habit of observation, to inspire a love of nature, and specially to prepare for giving object-lessons in the schools. History of the United States is taught comprehensively, with an introduction of general history. Drawing is taught on the most thorough system. Vocal music, book-keeping, and calisthenics are carefully, though simply taught. The special course of didactics comprises some elementary psychology, the leading principles of education, the methods of teaching particular branches, school management, and the school law of Virginia.

Special attention is given to the morals and manners of the students; and an excellent course of lectures on the subject is given by the Vice-Principal. Practical hygiene is also made prominent. Social culture is provided for by special arrangements. Literary societies have been formed, to be carried on exclusively by the students. Religious observance is not neglected, but all regulations on this point are subject to any exceptions demanded by the rights of conscience.

In a word, we have obeyed the law and the orders of the trustees, and have established a Professional School, in which we aim to prepare our students for teaching; and the preparation is meant to cover mind, character, manners, health, knowledge of subjects and the methods of teaching them. It is not claimed that we are doing these things perfectly, but this is what we are trying to do in all good conscience and according to the best of our ability.

It may be expected that in making a report concerning our school, something more specific should be said in reference to the peculiar *Modes of Teaching* employed by the instructors. On this point I would remark that in normal schools generally the oral method of instruction is employed more fully than is usually practicable in other schools. On most subjects there is no text-book used in the way text-books are commonly employed. That is, there is no uniform set of books in which lessons are assigned to be conned and recited. Books are used only for reference, and any book containing the facts or expositions wanted may be resorted to. In teaching the elementary principles of any study, no use whatever is made of a book.

The principle sought is developed as far as possible by a system of questions addressed orally to the students in class, which will often bring together truths already known in such a way as to reveal their fundamental relations, and suggest the desired principle. Examples and perhaps concrete illustrations may also be employed as guides. The teacher must, of course, make affirmative statements, but these are made only when the principle or the fact cannot be reached through the previously-existing knowledge or the understanding of the student. When, by the combined efforts of teacher and students, the desired statement is put in due form, it is written on the blackboard, and copied into the note-books, and subsequently recited upon.

After a time topics are assigned, which the students are required to prepare themselves to expound; and they are expected to resort not to particularly specified books, but to any books they can find which will afford them the help they need. A reference-room, furnished with suitable books, is provided for this purpose; and publishing houses are glad to send donations of their school books for the use of the students.

The details of a system like this will vary, of course, with the nature of the study, and with the intellectual training already possessed by the student. There are some branches in which the teacher must tell more, and the student must use books more, than in others.

But a still more specialized feature in the course is the *Teaching Exercise* given daily by the students as a part of each lesson. The students repeat the teacher's work according to their several ability. Usually the student is notified in advance that she will be called upon to teach a given topic at the proper time, and she is expected to develop the subject by a carefully-prepared system of questions and statements, exactly as if she were instructing a class in her own school. And at the same time she is expected to keep order, and to be treated with all the respect accorded to the regular teacher. At the end of each exercise the members of the class are allowed to make criticisms, and the teacher also corrects any error as to matter or manner.

The effect of this teaching exercise is almost magical, in rousing the faculties, in

securing thoroughness of study, clearness of apprehension and of statement, and dignified manner. Every institution might introduce something of this sort with advantage to the scholarship and deportment of the students. *Docendo discimus.*

Our Model School has been in operation from the beginning, and has been ably taught, but it has not attracted so many young children as we desired, and hence has not afforded the full field we hoped to have for putting into operation the improved methods of primary instruction.

Upon the whole, the friends of normal education have reason to be encouraged; but the enterprise as yet is a mere fledgling. What has been done only the more plainly shows the necessity for greater facilities. Instead of eight teachers we ought to have twenty, and instead of boarding accommodations for fifty people, we should have rooms for two hundred. The demand for normal education is already great, but it is only beginning. Situated as we now are, there is but little room for growth. The boarding accommodations of Farmville are by no means extensive, unless higher prices be paid than can usually be afforded by girls preparing to teach. We furnish board and washing in the school building for \$12 per month, and can do so without much, if any, loss. Outside the cost is from \$3 to \$5 greater; and in case of increased demand, the prices will rise higher and higher. Moreover we can do more and better for the girls if we have them all under one roof, than if they are scattered. With our annuity of \$10,000, and \$2,000 Peabody money, we cannot furnish all the academical advantages which should be found in such an institution.

Of all the State institutions on the list, this one received much the smallest appropriation. The annuities of \$30,000, and the very large extra appropriations to the University and Military Institute, are not too large. Nor are the annuity of \$20,000 and outfit of \$100,000 given to the Colored Normal School too large; but these certainly make our outfit of \$5,000, and annuity of \$10,000, look decidedly small. We do not by any means despise \$10,000; it is a great deal better than nothing; but it is hard to understand why the white teachers of Virginia and the white women of Virginia should be thought of so little comparative importance.

Our field is decidedly the largest of all. There are upwards of 4,000 teachers wanted for white public schools, an increasing majority of whom are and will be females, and this is the only school in the State where a professional education in the full sense can be obtained. What a work is here! and this by no means exhausts the mission of the school. It offers to the poor girls of the State, whether looking forward to teaching or not, a good education at small expense. And how pitifully large is this class! Its instructions will in time be sought also by many who have abundant means, but who are attracted by the deliberate, thorough, developing methods of a normal school. It is true that there are some who would avoid the school because it does not traverse so much surface in a given time as ordinary schools. Already we have heard something of this sort from outside parties: "You are too elementary; you do not go fast enough; you do not spread yourself wide enough." Some of our young ladies for awhile deluded themselves with notions of this sort. But we hear no such talk from them now—whatever talk may go on outside.

We want it clearly understood that we go for quality rather than quantity. We believe in knowledge, yea, in erudition, if you please, but we do not mean to attempt more than can be done thoroughly. And much as we value knowledge, we value mental training far more. The power to get for one's self is better than a heap of the thing to be gotten. And if in the beginning of a four years' course we go slowly, it is that on the home-stretch the superiority of trained powers may be felt and seen.

By thus exhibiting the peculiarities of normal training, and calling for increased

facilities, it is not in any spirit of rivalry, still less of hostility, toward the other female schools in the State. They will always have their own patronage-ground, and will do a work that we cannot do. And, moreover, the spirit of education is like the spirit of religion: it is diffusive! What revived influence is gained by one church is not lost by another. The sacred influence spreads, and all are made partakers. So will it be in the matter of female education. If the friends of the Normal School at Farmville will ring the changes on the importance of female education, and the shameful neglect under which Virginia women have suffered at the hands of the State for a hundred years, until the Legislature at length awakes to its responsibility, and places this school where in justice it belongs—namely: on the same plane with the University and Military Institute—the effect would be to strengthen every meritorious female school in the State.

My first desire is to secure trained teachers for our public schools; and in this view I appeal to every school officer, to every parent, yea, to every patriot, to lift his voice in behalf of this school: but my vision is not confined to this school or to any school; it is turned with anxious longing upon the entire body of Virginia women! How strangely they have been neglected by the ruling sex! They are mixed through and through our social life; we love them as we love nothing else upon earth; they have an immeasurable power over us, they dictate our social habits, they rear our children, they refine our tastes, they conserve our morals, they keep burning the fires of religion. Everywhere in our daily life are found the skillful hand, the ready mind, the quenchless heart of woman. And, yet, where has there ever been any public recognition of her inestimable claims upon society? Men make provision for their boys out of public funds, and for themselves, too—duly conserving every interest they have; but how wretchedly small has been the share doled out to her who deserves everything!

This is an injustice that will make our children ashamed of their fathers. But it is not only an injustice. It is an infatuation: an infatuation similar to that which kept down popular education generally in Virginia until a few years ago. The power residing in woman, if vitalized and directed, would give to society a life, a grace, a purity, a skill, a progressiveness peculiarly its own. And the coming generations would receive a training in the homes, in the schools, in the social circles, in all the quiet yet immeasurably potent centres and lines of influence such as can come from nowhere else. Behold what woman does now in a state of neglect, and try to imagine what she could and would do if allowed the privileges which men have so liberally provided for themselves. Do justice to the women of Virginia, and every good thing will be developed in the State.

The school, when fully developed, will consist of the Normal School with regular courses, the Model School for children, and extra studies, for which fees will be charged in all cases. These fees are fixed by the faculty.

There will be two regular courses in the Normal School of two years each—namely: An Elementary Course and an Advanced Course. The scale of the two reaches from the primary studies to the top of an ordinary high-school course; and nearly everything is taught by normal methods. Besides which, a full course of strictly professional studies runs through the entire period of study.

The following is the list of studies comprised in the two regular courses :

COURSES OF INSTRUCTION.

ELEMENTARY COURSE.

1. *Language*—Orthography ; Reading and Elocution ; English Grammar ; Composition ; Outlines of Rhetoric and English Classics ; Elements of Latin.
2. *Mathematics*—Mental Arithmetic ; Written Arithmetic ; Algebra ; Geometry.
3. *Natural Science*—Political Geography ; Elements of Mathematical and Physical Geography ; Physiology ; Lessons in Natural Science.
4. *History*—History of the United States ; Constitution of the United States ; Constitution and School Law of Virginia.
5. *The Arts*—Penmanship ; Drawing ; Vocal Music ; Book-Keeping ; Calisthenics.
6. *Teaching*—School Economy ; Method of Instruction ; Lectures on Education ; Practice of Teaching.

ADVANCED COURSE.

1. *Language*—As in Elementary Course ; Rhetoric ; English Composition ; English Literature ; Analysis of English Classics ; Latin.
2. *Mathematics*—As in Elementary Course ; Higher Algebra ; Trigonometry ; Analytical Geometry.
3. *Natural Science*—As in Elementary Course ; Geology ; Chemistry ; Physics ; Zoology ; Botany.
4. *History*—As in Elementary Course ; General History ; History of Virginia.
5. *The Arts*—As in Elementary Course.
6. *Teaching*—As in Elementary Course ; Mental Philosophy ; Moral Philosophy ; Logic ; Lectures on the History of Education and the Philosophy of Education ; Observation and Practice in Teaching.

THE MODEL SCHOOL.

The Model School is intended as a school of observation and practice for the senior class of the Normal School. The teaching in it at all times will be of the highest character, and will exhibit the best methods. It is desired to have in this school children who are just beginning their education, and to continue their instruction in subsequent studies. During the current session the Model School has been used partly to improve the preparation of students for the regular normal classes.

In respect to the studies of the next session, full and exact information cannot be given until after the meeting of the trustees in June. Whether they will regard our present income as sufficient to make

full provision for all the studies above named, may be regarded as somewhat doubtful, and yet it is possible that the way may be opened whereby this may be done. Detailed information will be given to the public promptly after the meeting. It will be found in the *Educational Journal* and in circulars which will be sent to County and City Superintendents of Schools; and will be sent to all applicants.

The school session will be eight months in length, and will probably begin some time in September, but the day for beginning has not yet been fixed.

Although each course is put down as a two-years' course, the time actually needed for its mastery will vary so much with the ability and previous preparation of the students severally, that no one should come with her mind set upon finishing it in any particular time.

Students should bring with them such text-books as they may have upon the subjects to be studied, and depend upon making up deficiencies in books after they get here.

Forty four students can be accommodated in the school-building, and will be charged about twelve dollars (\$12.00) a month. Probably about one-half the rooms are already engaged for next session. Boarding can be had in excellent families, convenient to the school, for about fifteen dollars (\$15.00) a month. More particular information on this subject will also be given hereafter.

Social intercourse, under proper restrictions, is encouraged and provided for. Special instruction is given on this subject, as well as in regard to behavior generally.

The four leading religious denominations have churches in Farmville, and the students are expected to attend the church of their choice at least once on the Sabbath day, and the ministers are encouraged to exercise watchful care over the students belonging to their respective denominations. The school is opened with religious exercises daily. Of course the peculiar religious convictions of each and all are duly respected, and no form of denominational aggression is tolerated in the institution.

TERMS OF ADMISSION.

Four classes of students are received into the institution, but three of these classes are admitted only when vacancies remain after all the regular State Students have been received. The State Students, for whose benefit the institution is specially designed, are students from the several counties and cities of the State who wish to prepare themselves to teach in the public schools, and who will on entering subscribe a pledge promising to teach at least two years in the public schools immediately after leaving the Normal School. Every county and every city of over five thousand inhabitants is entitled to send at least one student; and if

any county or city sends more than one delegate. to the Legislature, it shall have the privilege of sending as many students to the Normal School as it sends delegates to the Legislature. In order that there may be no mistake on this point, a table is given below showing the representation in this school to which the various counties and cities are entitled.

The State Students pay no tuition or fees of any sort for the regular instructions given in the school, but if extra branches be taken by the students, they must pay for instruction in these branches.

The second class of students we call *substitutes*. They are persons received without reference to the locality from which they come, in order to fill vacancies which may be left by the failure of particular counties or cities to send their quota of students.

The third class of students consists of teachers who have been actually engaged in the work and expect to continue in the profession, but who come in order to prepare themselves the better for the work. These are also taught free of charge for tuition.

The fourth class received into the Normal School are pay students, who have been charged \$30.00 for tuition. Most of these will become teachers, but do not care to sign the pledge which requires them to teach.

Among these classes the State Students will always have the preference, provided they will give notice of their intention to come before the opening of the school long enough to enable the faculty to inform other applicants as to whether or not they can be received.

State Students must be recommended by the Superintendent of Schools of their respective counties or cities, after an examination as to their attainments. Due notice will be given by each Superintendent as to the time and place when such examinations will be held. The applicant for admission will also be examined after reaching the institution, not only to decide whether or not she is prepared to enter, but also to determine the classes to which she shall be assigned.

The conditions of admission are that the applicant should be at least sixteen years of age in all ordinary cases, and should be able to stand a good examination on the six studies required by law to be taught in the public schools, viz.: Orthography, Reading, Writing, Arithmetic, English Grammar, and Geography. She should also be possessed of a vigorous constitution, good natural capacity, and, of course, a blameless moral character.

TRAVELLING EXPENSES.

Students travelling on the Norfolk & Western Railroad can buy tickets at the rate of 2 cents a mile, provided that in coming they apply to their respective School Superintendents for an order such as will be furnished to each Superintendent in due time. Leaving the school, they will be provided with tickets purchased here. ✓

NUMBER OF STATE STUDENTS TO WHICH EACH COUNTY AND
CITY IS ENTITLED.

COUNTIES.	NO.	COUNTIES.	NO.
Accomac, - - - - -	1	Madison, - - - - -	1
Albemarle, - - - - -	2	Matthews, - - - - -	1
Alexandria, - - - - -	1	Mecklenburg, - - - - -	1
Alleghany, - - - - -	1	Middlesex, - - - - -	1
Amelia, - - - - -	1	Montgomery, - - - - -	1
Amherst, - - - - -	1	Nansemond, - - - - -	1
Appomattox, - - - - -	1	Nelson, - - - - -	1
Augusta, - - - - -	2	New Kent, - - - - -	1
Bath, - - - - -	1	Norfolk, - - - - -	1
Bedford, - - - - -	2	Northampton, - - - - -	1
Bland, - - - - -	1	Northampton and Accomac, - - - - -	1
Botetourt, - - - - -	1	Northumberland, - - - - -	1
Brunswick, - - - - -	1	Nottoway, - - - - -	1
Buchanan, - - - - -	1	Orange, - - - - -	1
Buckingham, - - - - -	1	Page, - - - - -	1
Campbell, - - - - -	2	Patrick, - - - - -	1
Caroline, - - - - -	1	Pittsylvania, - - - - -	3
Carroll, - - - - -	1	Powhatan, - - - - -	1
Charles City, - - - - -	1	Prince Edward, - - - - -	1
Charlotte, - - - - -	1	Prince George, - - - - -	1
Chesterfield, - - - - -	1	Princess Anne, - - - - -	1
Clarke, - - - - -	1	Prince William, - - - - -	1
Craig, - - - - -	1	Pulaski, - - - - -	1
Culpeper, - - - - -	1	Rappahannock, - - - - -	1
Cumberland, - - - - -	1	Richmond, - - - - -	1
Cumberland and Buckingham, - - - - -	1	Roanoke, - - - - -	1
Dickenson, - - - - -	1	Rockbridge, - - - - -	2
Dinwiddie, - - - - -	1	Rockingham, - - - - -	2
Elizabeth City, - - - - -	1	Russell, - - - - -	1
Essex, - - - - -	1	Scott, - - - - -	1
Fairfax, - - - - -	1	Shenandoah, - - - - -	1
Fauquier, - - - - -	1	Smyth, - - - - -	1
Floyd, - - - - -	1	Southampton, - - - - -	1
Fluvanna, - - - - -	1	Spotsylvania, - - - - -	1
Franklin, - - - - -	1	Stafford, - - - - -	1
Frederick, - - - - -	1	Surry, - - - - -	1
Giles, - - - - -	1	Sussex, - - - - -	1
Gloucester, - - - - -	1	Tazewell, - - - - -	1
Goochland, - - - - -	1	Warren, - - - - -	1
Grayson, - - - - -	1	Warwick, - - - - -	1
Greene, - - - - -	1	Washington, - - - - -	2
Greensville, - - - - -	1	Westmoreland, - - - - -	1
Halifax, - - - - -	2	Wise, - - - - -	1
Hanover, - - - - -	1	Wythe, - - - - -	1
Henrico, - - - - -	1	York, - - - - -	1
Henry, - - - - -	1		
Highland, - - - - -	1		
Isle of Wight, - - - - -	1		
James City, - - - - -	1	CITIES.	
King and Queen, - - - - -	1	Alexandria, - - - - -	1
King George, - - - - -	1	Danville, - - - - -	1
King William, - - - - -	1	Fredericksburg, - - - - -	1
Lancaster, - - - - -	1	Lynchburg, - - - - -	1
Lee, - - - - -	1	Manchester, - - - - -	1
Loudoun, - - - - -	1	Norfolk, - - - - -	2
Loudoun and Fauquier, - - - - -	1	Petersburg, - - - - -	2
Louisa, - - - - -	1	Portsmouth, - - - - -	1
Lunenburg, - - - - -	1	Richmond, - - - - -	4
		Staunton, - - - - -	1

CORRESPONDENCE.

Persons desiring further information, or wishing to make arrangements as to boarding, etc., may address Judge F. N. WATKINS, Farmville, Va., or W. H. RUFFNER, Principal, whose post-office will be Farmville, except during July and August, when it will be Lexington, Va.

FARMVILLE, VA.,
1st May, 1885.

LIST OF STUDENTS FOR SESSION ENDING JUNE 23d, 1885.

NAME.	POST-OFFICE.	COUNTY.	CLASS.
Anette Allen,	Enonville,	Buckingham,	C
Irene Allen,	Farmville,	Prince Edward,	M
Pattie E. Amos,	Guinea Mills,	Cumberland,	M
Bettie Anderson,	Farmville,	Prince Edward,	M
Mary C. Anderson,	"	"	C
Catherine M. Anderson,	Lynchburg,	Campbell,	A
Amy E. Barber,	Farmville,	Prince Edward,	M
Mary Berkeley,	"	"	M
Willis Berkeley,	"	"	C
Fannie L. Berkeley,	"	"	B
Martha Berkeley,	"	"	B
Mamie W. Bidgood,	"	"	C
Annie L. Blanton,	"	"	A
Bessie H. Blanton,	"	"	B
Mary Blanton,	"	"	M
Lelia Bliss,	"	"	M
Lulie Bradley,	Jordon's Store,	Powhatan,	C
Virginia Bragg,	Farmville,	Prince Edward,	M
Carrie B. Brightwell,	Prospect Depot,	"	B
Leonora C. Bristow,	Hixburgh,	Appomattox,	C
Louise Budd,	Farmville,	Prince Edward,	M
Fannie Bugg,	"	"	B
Annie Burton,	"	"	M
Sallie N. Burton,	Danville,	Pittsylvania,	C
Susan Campbell,	Abingdon,	Washington,	B
Emma Carter,	Ca Ira,	Cumberland,	M
S. Jean Carruthers,	Lynchburg,	Campbell,	B
M. Kate Childress,	Jetersville,	Amelia,	C
M. Johnnie Cole,	Drake's Branch,	Charlotte,	B
Elsie A. Cook,	South Boston,	Halifax,	C
Lelia K. Corson,	McRae's,	Cumberland,	C
Mary C. Crallé,	Farmville,	Prince Edward,	B
Annie Crews,	News Ferry,	Halifax,	C
Nettie L. Crymes,	Nut Bush,	Lunenburg,	B
Clara Cunningham,	Farmville,	Prince Edward,	C

NAME.	POST-OFFICE.	COUNTY.	CLASS.
Emma B. Davenport,	Enfield,	King William,	B
Emma B. Davis,	Trenton Mills,	Cumberland,	C
M. Winston Davis,	Farmville,	Prince Edward,	C
M. J. Drinkard,	Pamplins,	Appomattox,	B
Lula M. Duncan,	Hale's Ford,	Franklin,	A
Lina E. Dupuy,	Wardsfolk Mills,	Charlotte,	M
Lena E. Farrar,	Farmville,	Prince Edward,	C
Louise Fuqua,	Cumberland C. H.,	Cumberland,	C
Henrietta E. Garnett,	Dunnsville,	Essex,	C
Fannie Guthrie,	Farmville,	Prince Edward,	C
Flora V. Guthrie,	Smithville,	Charlotte,	M
	McRae's,	Cumberland,	B
Ida Hamlet,	Red House,	Campbell,	C
Ormand Hamlet,	Hat Creek,	"	C
Mary Hanes,	Trenton Mills,	Cumberland,	B
Laura Harris,	Suffolk,	Nansemond,	C
Genie Heidelberg,	Clover Depot,	Halifax,	B
Annie B. Hix,	Hixburgh,	Appomattox,	C
Mary Hooper,	Farmville,	Prince Edward,	M
Ella G. Hundley,	Dunnsville,	Essex,	C
Pauline Hunter,	Farmville,	Prince Edward,	M
Vira Hunter,	"	"	M
Annie Hurd,	"	"	M
Willie M. Jeffress,	Green Bay,	Prince Edward,	B
Mattie Jennings,	Farmville,	"	M
Julia Johnson,	"	"	B
Annie P. Jones,	New Store,	Buckingham,	C
D. Colie Keatts,	Chalk Level,	Pittsylvania,	B
Bettie Keen,	South Gaston,	Halifax Co., N. C.,	C
Mary J. Kellam,	Locustville,	Accomac,	M
Courtney Kennon,	South Gaston,	Halifax Co., N. C.,	M
Lucie M. Keys,	Alexandria,	Alexandria,	C
Minnie Kindrick,	Pamplin City,	Appomattox,	C
Madeline L. Mapp,	Grangeville,	Accomac,	B
B. McIvor Mays,	Wicksford,	Greensville,	B
Mary McIlwaine,	Farmville,	Prince Edward,	M
Bessie McKinney,	"	"	C
Loula McKinney,	"	"	B
Mattie F. McLean,	Alexandria,	Alexandria,	B
Rosa L. Meador,	Oak Forest,	Cumberland,	C
Effie L. Miller,	Petersburg,	Prince Edward,	C
	Farmville,	"	C
Mary V. Morse,	"	"	A
Bettie Morton,	"	"	C
Susan Morton,	"	"	C
Laura Nelson,	Farmville,	Prince Edward,	B
Mary Nelson,	Orange C. H.,	Orange,	M
Angela Noel,	Central Plains,	Fluvanna,	B
L. M. Norris,	State Mills,	Culpeper,	B
Hattie L. O'Neill,	Norfolk,		C
Lizzie B. Pankey,	Pamplins,	Appomattox,	B
Bettie Parr,	Alwood,	Amherst,	C
Lula Parr,	"	"	C

NAME.	POST-OFFICE.	COUNTY.	CLASS.
Celestia Parrish,	Danville,	Pittsylvania,	B
Ola E. Payne,	Charlottesville,	Albemarle,	C
Annie B. Person,	Branchville,	Southampton,	B
Lula Phillips,	Richmond,	Henrico,	A
Fannie W. Powell,	Forkland,	Nottoway,	C
Willie A. Prince,	Drewrysville,	Southampton,	C
Addie R. Pugh,	Matthews C. H.,	Matthews,	B
Sallie J. Quinn,	Fredericksburg,		B
Estelle Ransone,	Hick's Wharf,	Matthews,	B
Emma Rice,	Farmville,	Prince Edward,	M
Emma Richardson,	Richmond,	Henrico,	B
Cordelia Roberts,	Windsor,	Isle of Wight,	C
Ethel M. Ruffner,	Charleston,	Kanawha Co., W. Va.,	B
Emma L. Scott,	Farmville,	Prince Edward,	B
Carrie A. Shelton,	Gum Spring,	Louisa,	A
Beulah M. Smithson,	Farmville,	Prince Edward,	B
Fannie S. Smithson,	"	"	B
Minnie Staples,	Meherrin Depot,	Lunenburg,	B
Fannie B. Stoneham,	Monaskon,	Lancaster,	B
Minnie Swoope,	Buckingham C. H.,	Buckingham,	A
Ella Lee Swanger,	Locustville,	Accomac,	C
Marie T. Taylor,	Light Foot,	James City,	C
Sue E. Tunstall,	Burkeville,	Nottoway,	B
Hortense Vaughan,	Lowesville,	Nelson,	B
Maggie Watkins,	Farmville,	Prince Edward,	A
Katie Wicker,	"	"	B
Lelia Wicker,	"	"	M
Hattie S. Williams,	Lunenburg C. H.,	Lunenburg,	B
Addie Whitehurst,	Farmville,	Prince Edward,	B
S. Catherine Whitehurst,	Great Bridge,	Norfolk,	A
Letitia R. Wooling,	"	"	B
Mary Wright,	Fork Union,	Fluvanna,	C
	Charlottesville,	Albemarle,	M

Total number, including fourteen pupils who properly belong to the Model School, - - - - - 121

A—Most advanced class.
B—Next below.

C—Next below.
M—Model School.

88 State Students.
30 Pay Students.
23 School Teachers (counted with State Students).
3 Ministers' daughters.

Some of the regular normal students were instructed during part of the session as a matter of convenience in the Model School, and hence they are put down on the roll as pupils of the Model School.

