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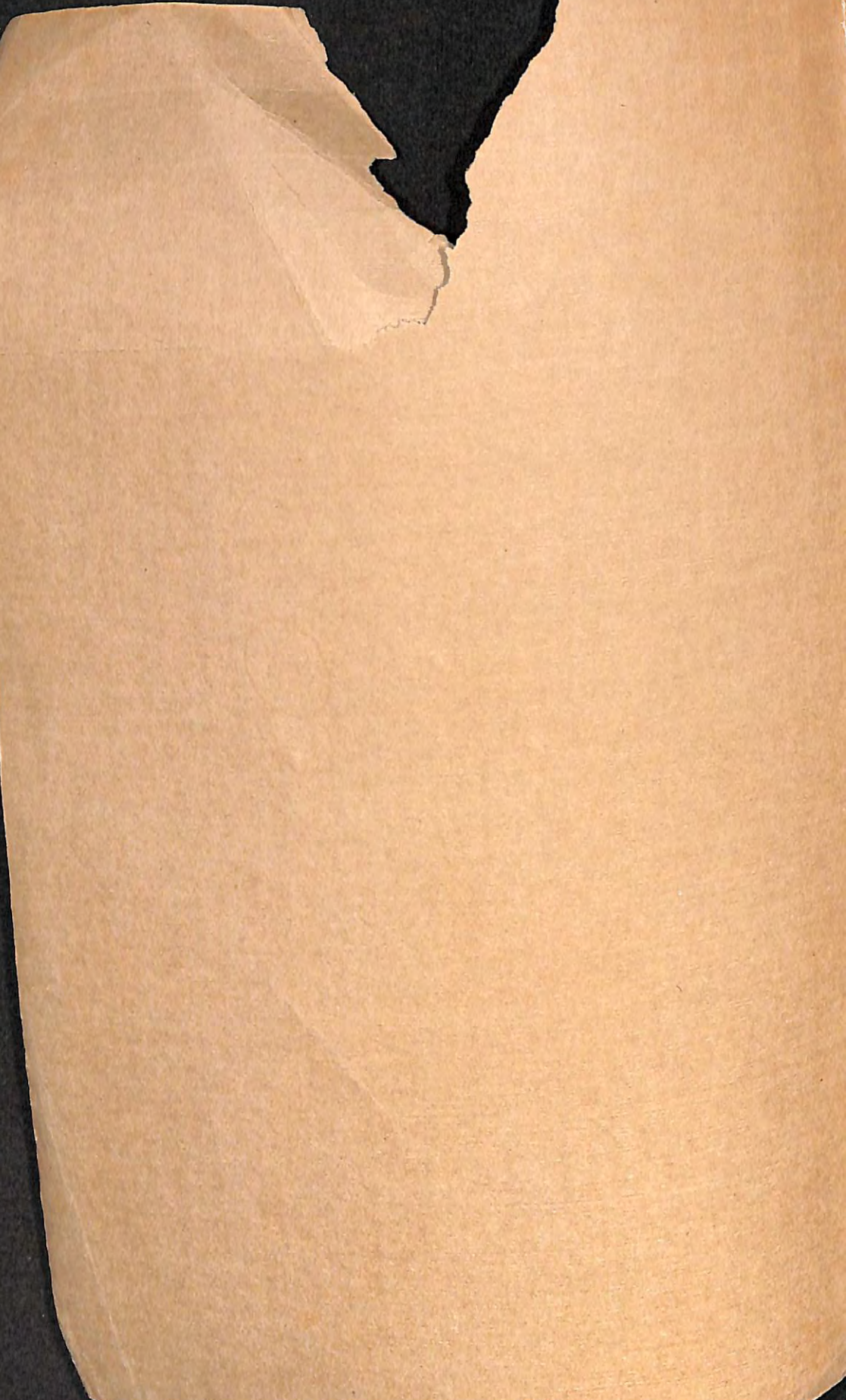
Je n. Tabb

State Female Normal School

FARMVILLE, VIRGINIA

CATALOGUE

1910-1911





STATE FEMALE NORMAL SCHOOL, FARMVILLE, VIRGINIA

State Female Normal School

Farmville, Virginia



1910-1911

Twenty-Seventh Session Opens

September 7th, 1910

THE SCHOOL OF COMMERCE
State Female Normal School



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CALENDAR

1910.

September 7 and 8—Entrance Examinations. (See note below.)

September 7—Opening of XXVII Session.

December—Christmas holiday.

1911.

January 23—Fall Term ends.

January 24—Spring Term begins.

June 7—Close of Session.

NOTE.—The Dormitory will not be open for boarders until Tuesday, September 6. All *new students* are required to come on that day, so as to be in place for the *Entrance Examinations* or classification on the morning of the 7th. All *former students* are also required to come that day, so that the Schedule Committee may wait upon them *before* Friday. All *Seniors* who expect to teach in the training school *must* report to the Director of the Training School *not later* than the 7th.

Dormitory room will not be reserved for students later than the morning of Wednesday, September 7th, except in cases of special arrangement.

ENTRANCE EXAMINATIONS*

Wednesday, September 7—Room N.

9:00—Arithmetic.

11:00—Grammar.

2:00—Geography.

4:00—United States History.

Thursday, September 8—Room N.

9:00—Spelling.

10:00—Reading.

Friday, September 9—Room N.

9:00—Algebra.

11:00—Latin.

2:00—General History.

4:00—Rhetoric.

SCHEDULE APPOINTMENTS†

Wednesday, September 7.

9:30—Room E—Teaching Senior A Class.

9:30—Room D—Second A Academic Class.

10:30—Room E—Academic Senior A's.

11:30—Room E—Junior A's who have come up from lower classes.

2:30—Room E—Elementary Professional Class.

2:30—Room D—Second A Elementary Class.

4:00—Room E—Fourth A Class.

Thursday, September 8.

9:30—Room E—Junior A Class, High School Graduates.

9:30—Room D—First Year Academic Class.

11:00—Room E—Third A Class.

2:30—Room E—All new students who have been classified by examination or certificates, and all irregular students not yet provided for by the Schedule Committee.

2:30—Room D—First Year Elementary Class.

*Examinations will not be given after these dates except for the most urgent reasons.

†A fee of one dollar must be paid by all students who have schedules made after the time appointed for their class.

BOARD OF TRUSTEES

HON. ROBERT TURNBULL, *President.*

REV. JAMES NELSON, D. D. and LL. D., *Vice-President.*

JUDGE A. D. WATKINS, Farmville, Va., *Secretary and Treasurer.*

Term expires in 1910.

*PROF. GEO. W. WALKER.....	Blacksburg.
‡JUDGE J. M. CRUTE.....	Farmville.
*HON. H. C. T. RICHMOND.....	Ewing.
‡O. E. JORDAN.....	Dublin.
†REV. T. S. WILSON, D. D.	News Ferry.
‡T. C. WATKINS.....	South Boston.
DR. BRUCE R. PAYNE.....	University of Va.
J. B. BOTTS.....	Roanoke.
G. T. PORTERFIELD.....	Maybrook <i>Pearisburg</i>
<i>M. P. Farrier</i>	
HON. J. B. WATKINS.....	Midlothian.

Term expires in 1912.

HON. ROBERT TURNBULL.....	Lawrenceville.
REV. JAMES NELSON, D. D., LL. D.....	Richmond.
J. S. WARE.....	Berryville.
HON. C. HARDING WALKER.....	Heathsville.
HON. J. J. OWEN.....	Green Bay.
†S. R. DONAHOE.....	Fairfax.
‡SUPT. M. D. HALL.....	Burks.
HON. J. D. EGGLESTON, Supt. of Public Instruction.....	(<i>ex officio</i>).

STANDING COMMITTEES

Executive Committee—Messrs. Turnbull, Nelson, Walker, Ware, Owen, and Crute.

Committee on Instruction—Messrs. Nelson, Eggleston, Walker, Payne, Hall, and Jordan.

Committee on Grounds and Buildings—Messrs. J. B. Watkins, Payne, Hall, and Jordan.

Committee on Finance—Messrs. Ware, Botts, Porterfield, Crute, and T. C. Watkins.

*Deceased. †Resigned. ‡Appointed to fill unexpired term.

FACULTY

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

B. A. Emory and Henry College; University of Virginia, 1886-1889; LL. D. Hampden-Sidney College.

CLIFF W. STONE, B. S., Ph. D.,

Education and Director of Training School.

B. S. Teachers College, Columbia University; Ph. D. Columbia University; Full Diploma State Normal, Oshkosh, Wis.

~~FREDERICK ARTHUR HODGE, B. A., M. A.,~~ *Maddy*

Psychology and Education.

B. A. Virginia Christian College; M. A. University of Virginia, 1907; Graduate Student, University of Virginia, 1908-09.

J. CHESTER MATTOON,

Manual Training.

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

F. A. MILLIDGE, B. A., M. A., Ph. D., *M*

Geography and Nature Study.

B. A. University of New Brunswick, Canada; M. A. University of New Brunswick, Canada; Ph. D. Lelapsic University; Student at Normal School, New Brunswick, 1878-79; Summer Course at Cook County Normal School, 1892, 1893; Chautauqua Science Course, 1893; University of Chicago, 1894-95; Summer Course University of Chicago, 1894, 1895; University of New Brunswick, 1896.

~~ROBERT THOMAS KERLIN, A. M., Ph. D.,~~ *Granger*

Literature and Reading.

A. M. Central College, Missouri; Ph. D. Yale; Graduate Student Johns Hopkins University, 1889-90; Harvard, 1894-95 and 1898-99; Yale, 1905-06.

~~G. L. KITE, B. S., M. D.,~~ *Miss Biddle*

Biology.

B. S. University of Chicago; M. D. University of Virginia.

J. M. LEAR, A. B., A. M.,

History and Social Sciences.

A. B. Randolph-Macon College, Ashland, Va.; A. M. Randolph-Macon College, Ashland, Va.

MARTHA W. COULLING, L. I.,

Drawing and Form.

L. I. Peabody Normal College, 1887; Martha's Vineyard Summer School, 1888; Student under Fred H. Daniels, Summer 1900, and under W. T. Bear, Chautauqua Summer School, 1894. Student in Teachers College, New York, 1895-96 and 1904-05; Applied Arts Summer School, Chicago, 1909.

MINNIE V. RICE,

Latin.

Graduate Farmville College; Summer Course at Harvard.

ESTELLE SMITHEY,

French and German.

Graduate in Modern Languages, Randolph-Macon College, 1895; Diploma of L'Alliance Française, Paris, 1899; Student at the Sorbonne, Paris, 1904-05.

LULA OCILLEE ANDREWS, L. I.,

English Language.

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

*LULIE G. WINSTON, B. S.,

Chemistry and Physics.

B. S. Richmond College; Summer Courses in Chemistry and Physics Harvard University, 1903, 1906.

NANNIE MEEM LEWIS, B. S.,

Substitute in Chemistry and Physics.

B. S. Vanderbilt University, 1909; Graduate Price's College, Nashville, Tenn.; Special Student in Science and Mathematics, Vanderbilt University; Summer Quarter, University of Chicago, 1905.

LILA LONDON,

Mathematics.

Graduate High School, Roanoke, Va.; Course in Surveying, Roanoke College, Salem, Va.; Special Student in Mathematics under Dr. Wm. M. Thornton, University of Virginia; Summer Course at Knoxville, Tenn., 1903, and at Cornell University, 1909.

EVA MINOR,

Miss Perkins
Sight Singing.

Graduate in Piano, Voice and Sight Singing, Greensboro Female College, Greensboro, N. C.; Summer Course (Voice), Dr. Wheeler Wilson, New York, 1897; Summer Course (Piano, Voice, Sight Singing and Choral Work), under Wm. H. Sherwood, Dr. Wilson, and Dr. Leason, Chautauqua, N. Y., 1900.

LYDIA OVERALL, B. S.,

Director of Physical Training.

B. S. Clinton College; Graduate of Posse Normal School of Gymnastics, Boston; Summer Course Harvard University, 1907.

HELEN BLACKISTON,

Miss Murrell
Assistant in Mathematics and Geography.

Graduate State Female Normal School, Farmville, Va., 1902; Student Cornell Summer School, 1905.

ELOISE AMBLER HARRISON, L. I.,

Assistant in Mathematics.

L. I. Peabody College for Teachers, 1902; Student in University of Nashville, 1903; Summer Course Cornell University, 1906 and 1908.

*On leave of absence, student at Johns Hopkins University.

CARRIE SUTHERLIN,

Assistant in English.

Graduate State Female Normal School, Farmville, Va., 1904.

MARY CLAY HINER,

Assistant in English.

Graduate State Female Normal School, Farmville, Va., 1904.

HANNAH FENNELL CRAWLEY,

Assistant in History and Reading.

Graduate Danville College, Danville, Va.; Student at University of North Carolina, at Cornell University, and under Dr. Clark at Chautauqua.

WORTHY JOHNSON, L. I.,

Miss Clason
Assistant in Manual Training, and Acting Teacher of Domestic Science.

L. I. State Normal School, Athens, Ga., 1902; Student of University Summer School, Athens, Ga., 1903, 1904, 1905; Student at Teachers College, N. Y., 1906-07, and Summer, 1907.

VIRGINIA BUGG,

Assistant in History.

ETHEL JARRETT, A. B.,

Assistant in Mathematics.

A. B. Cornell University.

AGNES G. SMITH, A. B.,

Assistant in Literature and Reading.

A. B. Cornell University, 1902; Graduate of Emerson College of Oratory, 1908.

RUTH REDD,

Student-Assistant in Gymnasium.

TRAINING SCHOOL

CLIFF W. STONE, B. S., Ph. D.,

Director.

MARY ST. CLAIR WOODRUFF, L. I., B. L.,

+ Peck
Principal of Training School, and Supervisor of Seventh and Eighth Grades.

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

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

+ Robe
Supervisor of Fifth and Sixth Grades.

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

FANNIE WYCHE DUNN, L. I.,

Forman + Tillman
Supervisor of Third and Fourth Grades.

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

Miss Stone

MARGARET WINIFRED HALIBURTON, *+ Falls.*

Supervisor of First and Second Grades.

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

MARY V. BLANDY,

Supervisor of Kindergarten.

Graduate Lucy Wheelock Kindergarten Training School, Boston, Mass.

GRACE I. BEALE,

Assistant in Kindergarten.

Graduate of State Female Normal School, Farmville, Va., 1908.

MARTHA W. COULLING, *Secretary of Faculty.*

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

ALICE B. DUGGER, *Librarian.*

MAUD K. TALIAFERRO, *Assistant Librarian.*

IRMA E. PHILLIPS, *Student-Assistant in Library.*

STANDING COMMITTEES*

Committee on Schedule of Recitations—Miss Andrews, Miss Coulling, Miss Hiner, Miss Sutherlin, and Miss Jarrett.

Committee on Course of Study—Miss Andrews, Miss London, Dr. Kite, Dr. Kerlin, Mr. Hodge, Dr. Millidge, and Mr. Lear.

Committee on Classification—Dr. Jarman, Miss Rice, Miss Smithey, and Miss London.

Committee on Training School Course of Study—Dr. Stone, Mr. Lear, Miss Woodruff, Miss Dunn, and Miss London.

Committee on Entertainments—Miss Coulling, Miss Minor, Miss Overall, and Miss Smith.

Committee on Editing Catalogue—Miss London, Miss Dunn, and Mr. Lear.

Committee on Annual—Miss Andrews, Miss Coulling, Miss Winston, and Mr. Mattoon.

Committee on Athletics—Miss Overall, Miss Lewis, and Mr. Mattoon.

Committee on Literary Societies—Dr. Kerlin, Miss Smith, Mr. Lear, and Mr. Hodge.

Chapel Seating Committee—Mr. Mattoon, Miss Coulling, and Miss Overall.

*The President is ex-officio member of all committees and chairman of the Committee on Course of Study.

HOME DEPARTMENT

Mrs. J. E. BOOKER,
Head of the Home.

Miss MARY WHITE COX,
Assistant Head of the Home.

Mrs. PATTIE F. THACKSTON,
Miss SUSIE E. ALLEN,
Assistants in Home Department.

Miss M. EUGENIA READER,
Student-Assistant in Home Department.

Miss LOGAN CARY,
Night Matron.

Mrs. BESSIE CAMPER JAMISON,
Housekeeper.

Mrs. NANNIE V. BERGER,
Assistant Housekeeper.

Mrs. LILLIAN V. NUNN,
Supervisor of Laundry.

Dr. SUSAN WILSON FIELD,
Resident Physician.

Miss S. ELIZABETH ROLLER, R. N.,
Trained Nurse.

Mr. B. M. COX,
Business Manager.

Miss FLORENCE CLAYTON,
Clerk to Business Manager.

GENERAL INFORMATION

HISTORY OF THE SCHOOL

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

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

The school is supported by funds from *The State Appropriation*, and by *Tuition Fees*, paid by Virginia students in excess of the number who receive free tuition, and by students from other States.

During the twenty-six years of its existence the school has sent out over nine hundred graduates, nearly all of whom are, or have been, teachers of the public schools in the State. There have been over two thousand matriculates. Of these, a large number (besides those who have graduated) have carried to the different sections of the State some knowledge of the methods and aims of the school. There is hardly a county or city in the State where one of its graduates may not be found, and no section where its influence has not been felt.

PURPOSE.

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

It is no longer deemed adequate that a teacher be proficient in subject matter only; professional training must be added. Hence, even in the academic work of the school, the professional idea is emphasized. Incidental instruction in methods is everywhere given in connection with the presentation of subject matter. Courses in psychology are given to throw light on the laws of mental development, that these may not be violated in the training of youth. Courses in the history of education give the teacher the evolution of the educational ideals of the present day, and bring her face to face with the educators and teachers of all ages, together with their methods and systems. Courses in school management are designed to help the teacher in organizing and conducting a school upon sound pedagogical principles. Actual teaching in our Training School under the guidance and criticism of special supervisors gives to the State a body of teachers specially trained for their profession. Every department in the institution lends its assistance to the department of education in inspiring the young teachers with the loftiest ideals of what the true teacher should be, and what sort of service should be given the State.

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

LOCATION.

Farmville is a healthful and pleasant town of about three thousand inhabitants. It is one of the chief tobacco marts of Virginia, having a large export trade. Hampden-Sidney College is near by, and the social life of the town has the advantages that have come of over a hundred years of wholesome college influence. It has good schools and five churches

—Baptist, Episcopal, Methodist, Presbyterian and German Lutheran. Its location at the junction of the Tidewater and Western Railroad with the Norfolk and Western, about midway between Lynchburg and Petersburg, puts it in communication with all parts of the State.

BUILDINGS.

The old building in which the school started has been added to and replaced until practically nothing of the original remains. The present plant is a three-story brick structure, consisting of the Main Building, East Wing, Middle East Wing, West Wing, Middle West Wing, South (or Dining Room) Wing, and the Science Hall, which is the only detached building.

The school now contains an auditorium, with seating capacity for seven hundred thirty; a reception hall, parlors, students' sitting room, a library of five thousand volumes, reading room, twenty class rooms, chemical, biological, and geographical laboratories, manual training workshop, gymnasium, ten class rooms for the training school and kindergarten, six offices, and home accommodations for four hundred ten students.

Throughout the building, provision is made for comfort and convenience by an ample equipment of bathrooms, electric lights, gas for laundry and laboratories, and steam for both power and heating. The dormitories are attractively furnished and provided with white iron beds.

There is a well-equipped infirmary, in charge of a woman physician and a trained nurse, both of whom live in the building and devote their entire time to the health of the students.

To meet the demands of the school, a new infirmary is soon to be erected. The building will be commodious and up to date throughout, affording not only every possible means for the best care of the sick, but also providing for the pleasure and welfare of the convalescent. There are to be four wards, several isolating suits, baths, diet kitchen, dining room, solarium, and convalescents' reading room, beside office rooms and apartments for doctor and nurse.

The new infirmary will be near the main building, yet entirely apart from it, in a quiet portion of the campus.

Neither thought nor time is spared in providing for the physical welfare of the students of the school.

A WORD TO DIVISION SUPERINTENDENTS.

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

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

Do not hesitate to call upon the President of the school for any service he can render. If you want a good teacher, write to him; he may be able to supply your wants exactly. (See page 20.)

DISCIPLINE.

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

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

RELIGIOUS LIFE OF THE SCHOOL.

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

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

The school endeavors to maintain high moral and Christian standards, and to create an atmosphere of earnestness; for it is esteemed to be not the least important mission of the institution to send out young women equipped with a steady

purpose to perform well and faithfully the duties that lie before them—a holy purpose to make most of themselves that they may do most for others.

YOUNG WOMEN'S CHRISTIAN ASSOCIATION.

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

OFFICERS.

Lilian Cook.....	President
Louise Ford.....	Vice-President
Lelia Robertson.....	Corresponding Secretary
Rebekah Peck.....	Recording Secretary
Mary Fitzgerald.....	Treasurer
Ruth Dabney.....	Librarian

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

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

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

A course in Mission Study is open to all students, and appeals for its membership come from the Missionary Committee. On the first Saturday in each month the regular Y. W. C. A. meeting is in the hands of this committee.

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

A morning prayer circle is held daily, at 7.15 o'clock.

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

In the Y. W. C. A. rooms, students will find books and magazines, and are welcomed at any time.

Every effort is being put forth to raise the necessary money for a building. Any contribution to this fund from old students, or friends of the institution, will be gladly received.

LITERARY SOCIETIES.

There are four literary societies—the *Argus*, the *Cunningham*, the *Pierian* and the *Athenian*—each with a membership of fifty students. These are an important factor in the intellectual and social life of the School, imparting as they do a strong impulse to literary work and reading and bringing the girls together at regular times for a common intellectual purpose. Stated yet more analytically, the object of these societies is to promote a real interest in literature; to arouse and encourage social instincts; to develop and exercise individual talent, and to afford practice in organization, parliamentary usage, and criticism.

The members are chosen by the societies from any class above the First Year, and each society endeavors to secure the ablest girls for membership. Meetings are held every two weeks throughout the year, and a spirit of friendly rivalry is shown in the effort to offer interesting programs. Each society chooses some special period of literature or group of writers to be studied during the year, and this study forms the basis of the literary programs. Besides these programs, spirited debates are held at regular intervals. These develop the power of argument and of clear, forceful thinking. In addition to these, special meetings are planned which give an added variety. These programs are in a lighter vein, and afford an opportunity for the exercise and encouragement of musical and histrionic talent.

VIRGINIA NORMAL LEAGUE.

The objects of the League are twofold: First, to found and maintain an aid fund for those students who would otherwise be unable to attend school. Second, to conduct a free educational bureau for our students.

OFFICERS.

Miss M. W. Coulling.....	President
Dr. F. A. Millidge.....	Vice-President
Miss Lelia Robertson.....	Secretary
Miss Louise Ford.....	Treasurer

EDUCATIONAL BUREAU COMMITTEE.

Dr. J. L. Jarman.....	Chairman
-----------------------	----------

AID FUND COMMITTEE.

Miss M. V. Rice.....	Chairman
----------------------	----------

FINANCE COMMITTEE.

Miss L. O. Andrews.....	Chairman
-------------------------	----------

The Aid Fund is maintained by the annual one dollar fees of members of the League and by voluntary contributions from outside sources. Its aim is to help by loans, without interest, worthy young women who wish to prepare for effective service as teachers. Eight of these have received such aid during the past year, making a total of forty-five beneficiaries of the League since its organization. It offers a good opportunity to all who are willing to extend a helping hand to coming generations as well as this. There is no better place to invest money, with this view, than in the brain of an earnest, honest young woman. The committee will gratefully receive, and faithfully use, any contribution, large or small, that may be sent. The League has now over two thousand six hundred dollars, all of which is in use. As soon as any amount is returned it is lent out again at once, *for the demand for aid is greater than can be supplied.* All requests for aid should be made by May 10th.

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

We shall be glad to hear from former students of the school. Tell us where you are, and what you are doing. Please bring

the Bureau, as far as you can, to the knowledge of the public, especially those interested in employing teachers, and inform us of vacancies whenever you can. We beg you also to take the lead in organizing auxiliary societies in your counties. Circulars of information as to these will be sent on application. Address, VIRGINIA NORMAL LEAGUE, Farmville, Virginia.

CUNNINGHAM MEMORIAL FUND.

The Alumnæ of the school who graduated during the administration of Dr. John A. Cunningham, from 1886 to 1896, have 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 decided that, instead of letting it lie idle until it reached a sufficient sum to endow the scholarship, it should be placed in the hands of the President of the School, to be loaned, at five per cent. interest, to worthy students who could not pay their own expenses. Thus, it is bearing fruit even before the scholarship is established, and proving of great assistance to some of our best students.

Those wishing to obtain a loan from this fund should apply to President Jarman.

STATE LOAN FUND.

The State of Virginia provides that a sum equal to one per cent. of the annual appropriation of State institutions be used as a Loan Fund for the benefit of students who are unable to defray their expenses. Not more than \$100.00 per session is loaned to a student. The interest required is four per cent., and all notes must be properly endorsed.

Applications for assistance from the State Loan Fund should be addressed to President Jarman.

LIBRARY AND READING ROOM.

LIBRARY.

The students are supplied with collateral reading and reference work from a library of over five thousand volumes, completely classified, to which additions are made each year. The library contains books relating to all departments in the academic course, Literature, English, Pedagogy, Psychology, History, Geography, Geology, Botany, Chemistry, Physics, Zoölogy, Mathematics, Domestic Science, Gymnastics, French, German, Latin, Music, and Drawing; also government documents, in which the students find valuable information; and about four hundred and fifty volumes of fiction.

Library hours, on school days, are from 9 A. M. to 9:00 P. M., with the exception of meal hours; on Saturdays, from 10:30 A. M. to 4:30 P. M., with the exception of dinner hour, during which time the students have free access to the shelves, and do much supplementary reading. For collateral reading which requires time and thought, books may be taken from the library. Books of fiction may be taken from the library for the space of ten days, and may then be renewed. It is the object of the library to furnish the students with the standard works in all academic departments and to give them material for research, making it a literary workshop.

READING ROOM.

In connection with the library is a reading room, where may be found encyclopædias, dictionaries, and atlases, the daily papers of the State and the following educational, scientific, literary, and popular magazines and pamphlets of the day.

Educational Literature: American Education, American Historical Review, American Journal of Psychology, Correct English, Country Life in America, The Craftsman, Dial, Editor, Education, Educational Review, Elementary School Teacher, Etude, History Teacher's Magazine, Illustrated London News, International Studio, Journal of American History, Journal of Geography, Journal of Philosophy, Psychology and Scientific Methods, Keramic Studio, Kindergarten Review, Manual Training Magazine, National Geographic Magazine, Nature Study Review, Normal Instructor,

Pedagogical Seminary, Popular Mechanics, Primary Education, Printing Art, Public Libraries, School Arts Book, School Review, School Science and Mathematics, South Atlantic Quarterly, Southern Educational Review, Survey, Teachers' College Record, Virginia Journal of Education.

General Literature: Atlantic Monthly, Boston Cooking Magazine, Century, Collier's Weekly, Forum, Harper's Monthly, Harper's Weekly, Ladies' Home Journal, Life, Literary Digest, National Food Magazine, New York Times Saturday Review, North American Review, Outlook, Popular Science Monthly, Puck, Review of Reviews, St. Nicholas, Scribner's, Table Talk, Travel Magazine, Uncle Remus, Woman's Home Companion, World's Chronicle, World's Work, Youths' Companion.

STATE SCHOLARSHIPS.

Any young lady desiring an appointment as State student should apply to the President for application blank. This blank, when filled out and signed by the Division Superintendent, should be returned to the President. If the application is favorably considered, the applicant will be notified of her appointment. Every State student is required to sign a pledge that she will teach in the public schools of Virginia for at least two years after leaving the Normal School. While thus teaching she receives pay for her services as any other teacher.

Upon the expiration of this period she is required to send to the President a statement, signed by a Division Superintendent, to the effect that she has fulfilled this pledge; or make to him a satisfactory explanation of her failure to do so. Otherwise, she will receive a bill for her tuition.

All students applying for State scholarships must be at least fifteen years of age, of good moral character and sound health.

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

EXPENSES.

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

Board, including lights, fuel, towels, bedding, washing, physician's attendance, *everything*—per month, payable in advance, \$15.00.

No account is taken of absence under a month, nor for Christmas holidays.

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

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

The total expense per session for a State student, as shown above, is \$140.00; for a pay student, \$170.00.

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

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

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

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

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

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

Students desiring rooms in the dormitories must make application during the summer for Dormitory Blank; fill in this blank and mail to Head of the Home, State Female Normal School, Farmville, Va. This blank should *not* be addressed to any member of the Home Department. If so addressed it will not reach the office nor be filed for the Head of the Home.

Rooms will *not* be held for students later than the morning of Thursday, September 8th; except in cases of special arrangement. In applying for this blank, send stamped, self-addressed envelope.

With your Dormitory Blank will be sent a trunk-tag. Do

not give your check to anyone at the station on arrival at Farmville, but keep it until you reach the school and give it to Mr. Cox.

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

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

ENTRANCE REQUIREMENT AND CLASSIFICATION.

The course of study (see page 31) is arranged by terms, the A classes being offered in the fall and the B classes in the spring term. The work of the fall term is not repeated in the spring term, hence it is much better for students to enter in September than in February.

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

The following are the general regulations governing entrance and classification:

1. Graduates of approved* high schools are admitted to Professional Course II (see page 34), those from four-year high schools to receive the full diploma upon the completion of this course, and those from the three-year high schools the professional diploma. Graduates of three-year high schools wishing the full diploma are required to take one year of academic work before entering upon Professional Course II. The work of this year is to be selected by the committee on classification to fit the case in question.

Graduates from four-year approved high schools are admitted to the Household and Manual Arts Course, and upon its completion receive the special diploma of the course.

Graduates from either three- or four-year approved high schools are admitted to the Kindergarten Course, and upon the completion of this course receive the special diploma of the course.

*See "Accredited Schools," page 27.

Let it be distinctly understood, however, that all applicants for the Kindergarten Course *must* meet the musical requirements (See Kindergarten Diploma, page 29). Graduates from either the three- or four-year high schools may, if they wish, take the professional year of the Elementary Course and receive the certificate.

2. Students coming from approved high schools *before graduating* are fitted into the Academic Course or into the Elementary Course as they may prefer.

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

4. All students not classified as mentioned above are required to take entrance examinations for the first year of the Academic Course. These examinations will presuppose a good grammar school knowledge of the following subjects: Grammar, Geography, Arithmetic, United States History, Reading, and Spelling.

5. All candidates for admission by certificate must file with the Classification Committee, not later than September 1st, their certificates of preparation, made out on the blank furnished by the registrar. These blanks must come from some recognized institution or accredited school, must be made out by some member of the faculty, and must bear the signature of the head of the school from which they come. They must come direct to the Classification Committee and not through the hands of the candidate in question. The persons filling out these blanks are requested to make them as full, explicit, and definite as possible.

Certificates of preparation from private tutors and from ungraded rural schools will not be accepted. Students thus prepared must in all cases take the entrance examinations.

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

7. Teachers of public schools are admitted to any classes they are prepared to take without examination on a basis of their licenses, and without tuition fees.

8. In the professional years, because of the strictly technical nature of the work, no credit is given for courses completed at other institutions.

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

10. Students other than those within *one year* of the Professional Courses will be required to follow the Course of Study as outlined in the present catalogue, substituting year for year.

ACCREDITED SCHOOLS.

A four-year high school to be approved must have at least sixteen units of work as specified below, and three teachers devoting their entire time to high school work.

A three-year high school to be approved must have at least twelve units of work and two teachers devoting their time to high school work.

A unit is a year's work in any high school subject, covering five periods a week, of at least forty minutes, during not less than thirty-six weeks, and constituting approximately a quarter of a full year's work. In other words, sixteen units will not be credited if done in less time than four years, nor twelve units if done in less than three years. For schools in which the number of periods given to any study, or the length of the period is below the standard here specified, the credit for such study will be reduced *pro rata*. In the scientific subjects two hours of laboratory instruction will be counted as the equivalent of one hour of recitation.

Of the units offered by a four-year high school there must be four in English, three in Mathematics, two in History, and two in Science.

Of the units offered by a three-year high school there must be three in English, two in Mathematics, two in History, and

*This science must be Physics or Chemistry.

two in Science. Of the two in Mathematics, one must be Plane Geometry.

The remaining units may be selected from the following list:

SUBJECTS FROM WHICH UNITS MAY BE SELECTED.*

<i>Subject.</i>	<i>Topics.</i>	<i>Units.</i>
English:	Grammar and Composition.....	1
	Rhetoric and Composition.....	1
	English Literature, with critical study of selections American Literature, or critical study of any portion of American, or of any portion of English Literature	1
	Mathematics:	
	Algebra, to Quadratic Equations.....	1
	Secondary Algebra completed.....	1
	Plane Geometry	1
	Solid Geometry	½
	Plane Trigonometry	½
History:	Ancient History	1
	Mediæval and Modern European History.....	1
	English History	1
	American History and Civil Government.....	1
Latin:	Grammar, Composition and Translation.....	1
	Cæsar's Gallic Wars, I-IV; Grammar, Composition	1
	Cicero's Orations (6); Grammar, Composition....	1
	Vergil's Æneid I-VI; Grammar, Composition.....	1
German:	Grammar, Composition, and Translation.....	1 to 3
French:	Grammar, Composition, and Translation.....	1 to 3
Science:†	Physical Geography	1
	Chemistry with Laboratory work.....	1
	Experimental Physics	1
	Botany	½
	Zoölogy	½
	Agriculture	½
		Drawing .....	1 to 3
	Manual Training	1 to 3
	Domestic Science	1 to 2

*It is understood that the units as credited in this list cover the required time and refer only to high school work.

†High school courses in Science, otherwise adequate, will be allowed only half credit unless field work and individual laboratory work has been done and attested either by certificate or by the presentation of properly certified note books.

NOTE: A list of approved high schools is being made and will be published in next year's catalogue.

DIPLOMAS.

Four diplomas and a certificate are offered: The Full Diploma, The Professional Diploma, The Kindergarten Diploma, the Manual Arts Diploma, and the Certificate.

1. *The Full Diploma*: This diploma is given upon the completion of either of the Professional Courses (see pages 33 and 34), provided the student has had as foundation for her professional work any one of the following: the four years of the Academic Course (see page 31); a diploma from an approved *four* year high school, or its equivalent; or a diploma from an approved *three* year high school, or its equivalent, with one additional year of academic work done in this school.

The Full Diploma entitles the holder to a Full Normal Certificate, given by the State Board of Examiners and Inspectors. This certificate continues in force for ten years and may be renewed for ten years.

2. *The Professional Diploma*: This diploma is given upon the completion of either of the Professional Courses (see pages 33 and 34), based upon either of the following: the first three years of the Academic Course (see page 31); or a diploma from an approved *three* year high school or its equivalent.

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

3. *The Kindergarten Diploma*: This diploma is given upon completion of the Kindergarten Course (see page 35). The minimum requirement for entrance to this course is three years of the Academic Course (see page 31); or a diploma from an approved three-year high school or its equivalent, together with sufficient knowledge of instrumental music to enable the applicant to play simple marches with ease. She must also be capable of leading the children in the singing of simple songs. The student's ability in music is tested by the Supervisor of the Kindergarten.

4. *The Household and Manual Arts Diploma*: This Diploma is given upon the completion of the Household and Manual Arts Course (see page 35). The requirement for en-

trance to this course is four years of the Academic Course (see page 31); or a diploma from an approved four-year high school or its equivalent, or a diploma from an approved three-year high school or its equivalent with one year of additional work done here.

5. *The Certificate*: This certificate is given upon completion of the Elementary Course (see page 36), and entitles the holder to a First Grade Certificate, given by the State Board of Examiners and Inspectors. This certificate continues in force for three years. If, however, the third year of this course is omitted the certificate is good for one year only.

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

RECORD OF STUDENTS.

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

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

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

The work of students is graded as follows: excellent, very good, good, fair, and poor. Fair is the passing grade, except in the professional classes, where good is required in English, History, Government, Geography, Arithmetic, Reading, and Teaching.

COURSE OF STUDY

ACADEMIC COURSE.

FIRST YEAR.

<i>Term A.</i>		<i>Term B.</i>	
Composition	3	Composition	3
Reading	2	Reading	2
Algebra	5	Algebra	3
Ancient History	3	Ancient History	3
Geography	2	Geography	2
Domestic Science	2	Domestic Science	2
Physical Training	2	Arithmetic	3
And one of the following groups:		Physical Training	2
*I. Manual Training and Drawing	4	And one of the following groups:	
II. Latin (Grammar).....	5	†I. Manual Training and Drawing	4
Number of periods.....	23 or 24	II. Latin (Grammar).....	5
		Number of periods.....	24 or 25

SECOND YEAR.

<i>Term A.</i>		<i>Term B.</i>	
Rhetoric	3	Rhetoric	3
Mythology	2	American Literature	3
Geometry	4	Geometry	4
Modern History	3	Modern History	3
Music	2	Music	2
Algebra	3	Physical Training	2
Physical Training	2	And one of the following groups:	
And one of the following groups:		Group I { Manual Training and Drawing	4
Group I { Manual Training and Drawing	4	Group I { Botany	5
Group I { Zoölogy	5	Group I { Latin (Cæsar)	3
Group I { Latin (Bellum Helveticum)	3	Group II { and French or German.....	3
Group II { and French or German.....	3	Number of periods.....	23 or 26
Number of periods.....	25 or 28		

*Students taking Group I are in line for Professional Course I; those taking Group II are in line for Professional Course II.

Students who elect the Manual Training and Drawing of the First Year must continue these subjects in the Second and Third Years.

†The figures in these columns indicate the number of forty-five-minute periods per week.

THIRD YEAR.

<i>Term A.</i>		<i>Term B.</i>	
English Literature	3	English Literature	3
Commercial Geography	3	Industrial History	3
Composition	3	Physiology	4
Physics	5	Physics	5
Reading	2	Reading	2
Music	2	Music	2
Physical Training	2	Physical Training	2
And two of the following:		And two of the following:	
Manual Training and Drawing....	4	Manual Training and Drawing....	4
*Chemistry I	6	*Chemistry II	6
Solid Geometry	4	Plane Trigonometry	4
English History	3	English History	3
Latin (Cæsar)	3	Latin (Cicero)	3
French	3	French	3
German	3	German	3
Number of periods.....26 to 30		Number of periods.....27 to 31	

FOURTH YEAR.

<i>Term A.</i>		<i>Term B.</i>	
Advanced Rhetoric	3	Advanced Rhetoric	3
*Chemistry I	6	*Chemistry II	6
Physical Training	2	Physical Training	2
†And twelve or fourteen periods of the following:		†And twelve or fourteen periods of the following:	
English Classics (Victorian Poets)	3	English Classics (Shakespeare)	3
Advanced Algebra	4	Teaching of Mathematics.....	4
Economics	3	Sociology	3
Chemistry III	6	*Chemistry IV	6
Geology	3	Astronomy	3
Advanced Zoölogy	6	Advanced Zoölogy	6
Latin (Cicero)	3	Latin (Vergil and Horace).....	3
French	3	French	3
German	3	German	3
Drawing	2	Drawing	2
Music	2	Music	2
Domestic Science	2	Domestic Science	4
Number of periods.....21 to 23		Number of periods.....21 to 23	

*Chemistry I and II is required in the Fourth Year of all students who did not elect it in the Third Year, thus making it an elective subject for the Professional Diploma and a required subject for the Full Diploma. Chemistry III and IV is provided for those students who elected Chemistry I and II in the Third Year and wish to continue the subject with reference to teaching in high schools. The six periods of Chemistry being largely laboratory work counts as four on the schedules.

†This selection will depend largely upon which Group was elected in the First Year, and must also receive the sanction of the Schedule Committee. Students not taking Chemistry I and II in the Fourth Year must take three or four more periods of elective work.

PROFESSIONAL COURSE I.

JUNIOR YEAR.

<i>Term A.</i>	<i>Term B.</i>
Grammar 3	Methods in Language..... 3
Methods in Arithmetic..... 3	Arithmetic (Subject Matter)..... 3
American History 3	American History and Methods.. 3
Geography 3	Geography and Methods..... 3
Principles of Teaching 3	Psychology 3
Reading and Methods..... 3	Primary Methods 3
Drawing 2	Manual Training 2
Educational Gymnastics 2	Observation 3
Music 2	Music 2
Physical Training 2	Physical Training 2
Number of periods.....26	Number of periods.....27

SENIOR YEAR.

<i>Term A.</i>	<i>Term B.</i>
(*SECTION I.)	(SECTION I.)
American Government 3	Teaching and Observation.....18
Nature Study 3	Methods and Management..... 3
Juvenile Literature 2	Ethics 2
History of Education..... 5	Physical Training 2
Philosophy of Education..... 5	Number of periods.....25
Seminar 1	(SECTION II.)
Physical Training 2	American Government 3
Number of periods.....21	Nature Study 3
(SECTION II.)	Juvenile Literature 2
Teaching and Observation.....18	History of Education 5
Methods and Management..... 3	Philosophy of Education..... 5
Ethics 2	Seminar 1
Physical Training 2	Physical Training 2
Number of periods.....25	Number of periods.....21

*This division of the Senior Class is made in order that the students who are teaching in the Training School may have practically all of their time free for the Training School work.

PROFESSIONAL COURSE II.

JUNIOR YEAR.

<i>Term A.</i>	<i>Term B.</i>		
Grammar	3	Methods in Language.....	3
Methods in Arithmetic.....	3	Arithmetic (Subject Matter).....	3
American History	3	American History and Methods..	3
Geography	3	Geography and Methods.....	3
Primary Methods	3	Reading and Methods.....	3
Manual Training	2	Manual Training	2
Drawing	2	Drawing	2
Music	2	Music	2
Principles of Teaching.....	3	Observation	3
Physical Training	2	Physical Training	2
Number of periods.....	26	Number of periods.....	26

SENIOR YEAR.

<i>Term A.</i>	<i>Term B.</i>		
(*SECTION I.)	(SECTION I.)		
American Government	3	Teaching and Observation.....	20
Nature Study	3	Methods and Management.....	3
Manual Training	2	Physical Training	2
Drawing	2	Number of periods.....	25
Juvenile Literature	2	(SECTION II.)	
Educational Gymnastics	2	American Government	3
History of Education.....	3	Nature Study	3
Philosophy of Education.....	5	Manual Training	2
Seminar	1	Drawing	2
Physical Training	2	Juvenile Literature	2
Number of periods.....	25	Educational Gymnastics	2
(SECTION II.)		History of Education.....	3
Teaching and Observation.....	20	Philosophy of Education.....	5
Methods and Management.....	3	Seminar	1
Physical Training	2	Physical Training	2
Number of periods.....	25	Number of periods.....	25

*This division of the Senior Class is made in order that the students who are teaching in the Training School may have practically all of their time free for their Training School work.

KINDERGARTEN COURSE.

JUNIOR YEAR.

<i>Term A.</i>	<i>Term B.</i>
Froebel's Gifts and Occupations (Theory and Practice)..... 4	Froebel's Gifts and Occupations (Theory and Practice)..... 4
Stories 1	Stories 1
Songs and Games..... 1	Songs and Games..... 1
Primary Methods 3	Mother Play 1
Principles of Teaching..... 3	Psychology 3
*Manual Training 2	*Manual Training 2
*Drawing 2	*Drawing 2
Observation daily in Kinder- garten.	Observation daily in First Pri- mary Grade and in Kinder- garten.

SENIOR YEAR.

<i>Term A.</i>	<i>Term B.</i>
Theory of Froebel's Occupa- tion 2	Songs and Games..... 1
Songs and Games..... 1	Mother Play 2
Mother Play 1	Kindergarten, Principles, Meth- ods, and Program..... 1
Kindergarten, Principles, Meth- ods, and Program..... 1	*Manual Training 2
*Drawing 2	Philosophy of Education..... 5
History of Education..... 3	Practice Teaching and Observa- tion, as in Term A.
Education of Man..... 1	
Practice Teaching in First Pri- mary Grade, with Observation in Kindergarten, or Practice Teaching in Kindergarten, with Observation in First Pri- mary Grade.	

HOUSEHOLD AND MANUAL ARTS COURSE.

JUNIOR YEAR.

<i>Term A.</i>	<i>Term B.</i>
Psychology 3	Psychology 3
Physical Training 2	Physical Training 2
*Manual Training (Design)..... 2	*Manual Training (Design)..... 2
*Freehand Drawing 2	*Perspective 2
*Mechanical Drawing 2	*Woodwork 2
*Handwork 2	*Handwork 2
*Composition (Color) 2	*History of Art..... 2
*Domestic Science 2	*Domestic Science 2
Number of periods.....29	Number of periods.....29

*The periods referred to here are double periods.

SENIOR YEAR.

<i>Term A.</i>	<i>Term B.</i>
Physical Training 2	Physical Training 2
History of Education..... 5	Art Appreciation 2
Teaching and Observation.....10	Teaching and Observation.....10
Methods in Manual Training..... 2	Methods in Manual Training..... 2
Methods in Drawing..... 2	Methods in Drawing..... 2
Pose Drawing 2	*Composition and Drawing..... 2
*Domestic Science 2	*Domestic Science 2
Number of periods.....27	Number of periods.....26

ELEMENTARY COURSE.

FIRST YEAR.

<i>Term A.</i>	<i>Term B.</i>
Composition 3	Composition 3
Reading 2	Reading 2
Algebra 5	Algebra 3
Ancient History 3	Ancient History 3
Geography 2	Geography 2
Manual Training 2	Manual Training 2
Drawing 2	Drawing 2
Domestic Science 2	Domestic Science 2
Physical Training 2	Arithmetic 3
Number of periods.....23	Physical Training 2
	Number of periods.....24

SECOND YEAR.

<i>Term A.</i>	<i>Term B.</i>
Rhetoric 3	Rhetoric 3
Mythology 2	American Literature 3
Zoölogy 5	Botany 5
Modern History 3	Modern History 3
Manual Training 2	Manual Training 2
Drawing 2	Drawing 2
Music 2	Music 2
Algebra 3	Physical Training 2
Physical Training 2	Number of periods.....22
Number of periods.....24	

*The periods referred to here are double periods.

THIRD YEAR (ELECTIVE).

<i>Term A.</i>	<i>Term B.</i>
English Literature 3	English Literature 3
Commercial Geography 3	Industrial History 3
Composition 3	Physiology 4
Physics 5	Physics 5
Reading 2	Reading 2
Music 2	Music 2
Manual Training and Drawing.... 4	Manual Training and Drawing.... 4
Physical Training 2	Physical Training 2
Number of periods.....27	Number of periods.....28

FOURTH YEAR (PROFESSIONAL).

<i>Term A.</i>	<i>Term B.</i>
Grammar 3	Methods in Language..... 3
Methods in Arithmetic..... 3	Arithmetic (Subject Matter)..... 3
American History 3	American History and Methods.. 3
Geography 3	Geography and Methods..... 3
Reading and Methods..... 3	Primary Methods 3
Principles of Teaching..... 3	*Observation 3
Nature Study 3	School Management 2
Juvenile Literature 2	Civics 3
Physical Training 2	Seminar 1
Number of periods.....25	Physical Training 2
	Number of periods.....26

SPECIAL SPELLING CLASS.

A special spelling class is formed the first of October. To it are assigned all students from any class, who, during the first month's work, show weakness in spelling. Other students are required to enter this class later, as it may seem necessary, and all will be kept there until decided and permanent improvement is shown. The professional classes will be watched with especial care, and no student notably poor in spelling will be allowed to graduate until such weakness is remedied.

INSTRUMENTAL MUSIC.

For this study no provision is made in the curriculum of the school, nor are students allowed to pursue it and at the same time undertake the full work of their classes. Instruction, however, can be had from competent teachers in town who charge from \$15.00 to \$22.00 per term of four and one-half months.

*Not required of those who omitted the third year.

DEPARTMENTS OF INSTRUCTION

DEPARTMENT OF ENGLISH LANGUAGE

Spelling, Grammar, Composition, Rhetoric, Methods in Language

MISS ANDREWS, MISS HINER, MISS SUTHERLIN.

The academic work of this department strives for the following results:

1. First of all, the awakening of a language-sense, a language-conscience, and a language-pride, in the individual pupil.
2. An increased working vocabulary, through wider knowledge and thought, and through definite word study for the sake of variety, interest, accuracy, force, and beauty.
3. An educated, refined pronunciation of the familiar, but troublesome, words of our everyday speech, as opposed to slovenly, slipshod habits of pronunciation on the one hand, and to mere "fads" and pedantic niceties on the other.
4. Good spelling, with the mastery of such principles of phonics and word-structure as may prove helpful in fixing correct word-images.
5. A thorough acquaintance with elementary English grammar, which is much too important to be learned incidentally above the lower grammar grades.
6. A reasonable degree of correctness in oral usage, through an earnest study of common errors, their causes, and their remedies—the practical application of the principles of grammar to everyday English.
7. Mastery of the essential principles of punctuation.
8. A clear understanding of the basal facts of composition and rhetoric, with much practice in ready writing, aiming, especially in the lower classes, to establish the sentence-sense—the appreciation of the sentence as a thought-unit, definite and complete, as opposed to the rambling, run-on type of expression.

9. The power to express connected thought at all times, both in speech and writing, without undue awkwardness and embarrassment, but with ease, freedom, and correctness; in short, in a manner that will not be a reproach to the speaker or the writer.

10. The encouragement of thoughtful, appreciative reading of good literature through an enjoyable acquaintance with a few simple American and English classics, used as supplementary reading in each class.

The professional work of the Junior Year is preëminently a teachers' course.

It is designed, in the first place, to set the feet of student-teachers in those paths of self-effort by which they may reach the mastery of the simple essentials of good everyday English, and strengthen their expressional powers in conversation and in writing.

In the second place, it aims at a breadth of view, a catholicity of spirit regarding the whole language question, not possible in any lower class. The study of good text books is supplemented and enriched by the required reading of pedagogical works and magazines bearing directly upon the English situation. In addition, students are encouraged to cultivate the love of general literature for its own sake, as well as for the added impetus thus given to the cause of good English.

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

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

The teachers in all departments coöperate with the teachers of English in encouraging good habits in speech and in writing.

In every class a student notably deficient in English suffers a corresponding loss in her standing in that class because of such weakness.

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

FIRST YEAR.

TERM A—*Elementary Composition*. Three periods a week. Miss Hiner and Miss Sutherlin. Special attention is given during this term to oral composition, with the purpose of helping students to overcome embarrassment, disorderly thinking, and stumbling expression, and to acquire freedom and ease, clearness and order, in expressing thought in conversation and in class. Much practice is afforded by the telling of news items, personal incidents and experiences, by the reproduction of anecdotes, stories, and poems, by oral reports based on reading and observation, by topical recitations on the subject matter of composition or of other subjects, and by extempore discussions of questions pertaining to school life. The pupils make a good beginning in learning to think on their feet, on the instant, and at the same time express their thoughts correctly and exactly. There is also occasional practice in writing.

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

SUPPLEMENTARY READING: Wiggin's "Timothy's Quest," Stockton's "Bee-Man of Orn" and "Old Pipes and the Dryad," and Scott's "Lady of the Lake."

TERM B—*Elementary Composition*, continued. Three periods a week. The emphasis is now shifted to written composition. Frequent five- and ten-minute exercises in ready writing in class provide practice in acquiring freedom and fluency, in establishing the sentence-sense, in developing the paragraph-idea, in choosing words with some appreciation of their fitness, and in mastering the essentials of punctuation, capitalization, and other simple technicalities of written expression. In addition, there are more extended themes, prepared out of class, to promote the qualities of clearness, order, interest, and originality. Every set of papers is followed up by individual and class criticism.

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

SUPPLEMENTARY READING: Dickens' "Cricket on the Hearth," and Goldsmith's "Deserted Village."

SECOND YEAR.

TERM A—*Elementary Rhetoric*. Three periods a week. Miss Hiner and Miss Sutherlin. The elementary principles of composition are briefly reviewed, and followed by a detailed study of the choice and use of words, the forms and qualities of sentences, the structure and requirements of paragraphs, the structure and essentials of the whole composition.

TEXT BOOK: Brooks and Hubbard's *Composition-Rhetoric*.

SUPPLEMENTARY READING: Franklin's "Autobiography," and Whittier's "Snow-Bound."

TERM B—*Elementary Rhetoric*, continued. Three periods a week. The kinds of prose composition are now taken up—description, narration, exposition, argument, and letters are considered, with copious illustrations from literature, and much practice in writing. Figures of speech follow, after which the qualities, elements, and kinds of poetry, as well as the common varieties of verse, are studied, with abundant illustrations.

TEXT BOOK: Brooks and Hubbard's *Composition-Rhetoric*.

SUPPLEMENTARY READING: George Eliot's "Silas Marner," and Lowell's "The Vision of Sir Launfal."

THIRD YEAR.

TERM A—*Advanced Composition*. Three periods a week. Miss Andrews. The course begins with a brisk review and a summary, with the purpose of crystallizing, as it were, the main principles of expression studied and applied in all preceding classes, and shaping them into permanent and usable possessions of the pupils. The final attempt is made at mastery of the letter, the one universal type of composition. Particular attention is given to the paragraph, its types and its qualities, with frequent ready-writing exercises in the development of single paragraphs. More advanced practice in real invention is provided in all kinds of prose composition,

with special attention given to debate and to the short story. The term closes with a second view of versification, and some simple attempts at writing verse—first, such lighter varieties as jingles, drolls, limericks, and school songs, followed by a few more dignified forms such as ballads, hymns, odes, and lyrics.

REFERENCE BOOKS: There is no prescribed text book, but frequent references are made to the texts used in preceding classes, and to Scott and Denney's Paragraph Writing, Lamont's English Composition, Arlo Bates' Talks on Writing English, Barrett Wendell's English Composition, Woolley's Handbook of Composition, and others.

SUPPLEMENTARY READING: Dickens' "A Tale of Two Cities," Ruskin's "Sesame and Lilies," and Tennyson's "Idylls of the King."

FOURTH YEAR.

TERM A—*Advanced Rhetoric*. Three periods a week. Miss Andrews. The work of this year is intended to guide students into an understanding of the higher, finer stylistic qualities of expression that are practical enough for the class room. The subject matter of the text and the supplementary illustrations are considered from the literary and critical as well as the technical standpoint.

TEXT BOOK: Genung's Practical Elements of Rhetoric.

SUPPLEMENTARY READING: Charlotte Brontë's "Jane Eyre," and Coleridge's "Rime of the Ancient Mariner."

TERM B—*Advanced Rhetoric*, continued. Three periods a week.

SUPPLEMENTARY READING: Scott's "Quentin Durward," and Arnold's "Sohrab and Rustum."

JUNIOR YEAR.

(Professional Course I.)

TERM A—*Grammar*. Three periods a week. Miss Andrews. This course presupposes a good knowledge of elementary grammar as a basis for a broader view of the whole field of descriptive grammar, aiming primarily at giving

pupil-teachers a deeper, surer knowledge of the subject matter of grammar. New light and interest are afforded by frequent touches of comparative and historical grammar. The language is considered mainly from the functional side in such a way as to provide training in the actual processes of thinking. It is looked at as a living growth determined by the needs, habits, and social obligations of a living people, and emphasized, therefore, as a record of usage rather than as an arbitrary law of usage.

The subject-matter themes for discussion include, among others, the following: the sentence and all its elements—analysis; nouns, with a brief introduction to the historical study of names; the personal pronouns, with their history, forms, and uses; case and its functions; modifiers, their form and uses; above all, the verb and the verbals, in all phases and functions. There will be, in addition, a discussion of such professional topics as may prove most helpful to the class, including the historical development of grammar teaching, the place of grammar in the elementary school, the practical relation of grammar to language work, and methods of teaching grammar.

TEXT BOOK: Buehler's *Modern English Grammar*, with frequent references to *The Mother-Tongue*, Book II; Emerson and Bender's *Modern English*, Book II; Baskervill and Sewell's *English Grammar*, and others.

SUPPLEMENTARY READING: George H. Palmer's "Self-Cultivation in English."

TERM B—*Methods in Language*. Three periods a week. Miss Andrews. This course presents, as fully as possible in the time allowed, the essentials of matter and method in the language work of all grades in the public school above the first and second. Among the topics studied are the following: the purpose and plan of language work; language environment; the relation of language to other subjects; language and character; the child's activities as a basis for language work; literature as a basis for language; vital points in language teaching; the importance of oral training in language; the types of oral lessons—the conversation lesson, the story lesson, poem study, the oral report, dramatization, the dis-

cussion of a picture, the lesson in usage; the value and method of memorizing poems and short passages of prose; the function of written work; the types of written lessons; spelling and word study; the use of the dictionary; lesson plans.

TEXT BOOK: McMurry's "Special Method in Language," with constant parallel study of selected chapters from Chubb's "The Teaching of English," Carpenter, Baker, and Scott's "The Teaching of English," O'Shea's "Linguistic Development and Education," Hinsdale's "Teaching the Language Arts," and others.

(Professional Course II.)

The same as the Junior Year, Professional Course I.

For the Elementary Course, the first three years in English are the same as the first three years of the Academic Course, and the fourth year is the same as the Junior Year of Professional Course I.

Special Spelling. Two periods a week. Miss Andrews. This course has already been mentioned on page 37, at the conclusion of the Course of Study. Since it is the special object of this class to remedy marked weakness in spelling, earnest and intense study is given to every possible principle, plan, or device that may appeal to the eye, the ear, and the hand, in impressing correct word-forms upon the memory.

DEPARTMENT OF LITERATURE AND READING

DR. KERLIN, MISS SMITH.

Literature: The work in Literature is designed with a threefold object:

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

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

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

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

Reading: "It is a great thing to be able to read a page of English."

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

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

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

FIRST YEAR.

TERM A—*Reading*. Two periods a week. The work in this term is designed to cover a wider range of emotion and expression. In addition to the reading, the course will include the memorizing and rendition of selections chosen from the text books.

TEXT BOOKS: "Evolution of Expression," Vol. I, and "Timothy's Quest," by Wiggin.

TERM B—*Reading*. Two periods a week. This work is a continuation of the work done in Term A, special attention being given to constant practice in sight reading so that the pupil may acquire the ability to read aloud at sight with animation and ease.

TEXT BOOKS: "Evolution of Expression," Vol. II, and Dickens' "Cricket on the Hearth."

SECOND YEAR.

TERM A—*Mythology*. Two periods a week. Mythology is taught for its own sake, and as a basis for literature. An effort is made to show the beauty and meaning of the Greek Myths and Legends, to acquaint the student with their most poetic expression in English, and to stimulate sympathy and appreciation.

TEXT BOOK: Gayley's "Classic Myths."

TERM B—*American Literature*. Three periods a week. Special attention is bestowed upon the development and distinctive traits of American Literature, and to the diversity of literary materials afforded by different parts of America. Our literature is studied as an expression of the life, character, and environment of our varied population; hence, we make territorial division in the chronological order of development the chief basis of our study.

TEXT BOOKS: Pancoast's "Introduction to American Literature"; "Literary Masterpieces"; and Weber's "Southern Poets."

PARALLEL READING: Additional selections from the various authors studied and some from authors not studied but only discussed in the class room. The list is posted on the bulletin at the beginning of the term.

THIRD YEAR.

TERM A—*Reading*. Two periods a week. The aim is to develop still further the pupil's power to express thought and interpret literature intelligently and adequately.

TEXT BOOK: "Evolution of Expression," Vol. III.

TERM A—*English Literature*. Three periods a week. The literature of England, from its beginnings with Cædmon and King Alfred to the time of Pope, is studied in the great representatives of its various periods.

TERM B—*Reading*. Two periods a week. The work of Term A is continued and the pupil is taught to surrender herself so fully to the message she has to reveal that nothing in her presence, voice or action, obtrudes itself upon the hearer. Thus she becomes a free channel for truth.

TEXT BOOK: "Evolution of Expression," Vol. IV.

TERM B—*English Literature*. Three periods a week. From Pope to the present time.

The literature itself and its history are studied together, that there may result to the student not only knowledge of historical and biographical facts, but a development of literary taste and appreciation.

TEXT BOOKS: Halleck's "English Literature"; George's "From Chaucer to Arnold."

PARALLEL READING: As in American Literature, a list of selections for required reading is posted at the beginning of each term.

FOURTH YEAR.

TERM A—*English Classics—Victorian Poets*. (Elective.) Three periods a week. Mrs. Browning, Robert Browning, Tennyson and Arnold are selected for study.

TERM B—*English Classics—Shakespeare.* (Elective.) Three periods a week. A study of the origin and development of the English drama and of five or six of Shakespeare's chief plays is undertaken. Among the books found helpful in the course are: Dowden's "Shakespeare Primer," and "Mind and Art of Shakespeare"; Mabie's "William Shakespeare, Dramatist and Man"; Raleigh's "Life of Shakespeare" and Sidney Lee's "Life of Shakespeare."

JUNIOR YEAR.

(Professional Course I.)

TERM A—*Reading and Methods.* Three periods a week. This course aims to improve the pupil's own reading, and to give her, as a teacher of reading, definite standards of criticism.

It includes discussion of methods, application of standards of criticism, outlines and plans of lessons made by the pupils, and practice-teaching before the class. The twofold aim of oral reading—to get the thought and to give the thought—is emphasized throughout the course.

TEXT BOOK: "Reading in Public Schools," Briggs and Coffman.

(Professional Course II.)

TERM B—*Reading and Method.*

Same as Term A of Professional Course I.

SENIOR YEAR.

(Professional Course I.)

TERM A (Section I)—*Juvenile Literature.* Two periods a week. This study is designed to aid the teacher in the public schools. The course considers the place and function of literature in the child's development; the best methods of making it vital; reading, reproduction, memorizing; the selection of books and their proper sequence and correlation with other studies; public school libraries, their formation and use. Close attention is given to the actual teaching of literature

in the training school, so that the validity and worth of theories may be tested and that the principles studied and approved may be worked out and realized in practice.

TERM B (Section II)—*Juvenile Literature*. Two periods a week. The work given Section I in Term A is repeated for Section II in Term B.

(Professional Course II.)

Same as Professional Course I.

For the Elementary Course the first three years in Literature and Reading are the same as the first three years of the Academic Course.

In the Fourth Year of this course the Juvenile Literature is the same as the Senior Year of Professional Course I, and the Reading and Methods the same as Junior A of Professional Course I.

DEPARTMENT OF MATHEMATICS

MISS LONDON, MISS JARRETT, MISS HARRISON,
MISS BLACKISTON.

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

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

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

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

With these ends in view, the first term is devoted to a study of the subject from the teacher's point of view. A brief discussion of the value of arithmetic as a culture and ethical

study, of the historical development of arithmetic as a science, and of the various leaders who have undertaken in our day to reform and systematize the teaching of the subject is intended to give the student a better point of view from which to see the relative importance of the various topics of this branch of knowledge.

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

The second term is given to a review of the subject matter. A text book is used, and the material is chosen to fit the needs of each particular class.

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

The power to see relations, which was developed in arithmetic, is here strengthened by the constant demand to separate the known from the unknown and to see the relation existing between the two in order to obtain the one from the other.

Care, clearness, and accuracy are everywhere insisted upon.

The course in Higher Algebra is elective, and is intended for those students who wish to strengthen themselves in mathematics.

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

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

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

Trigonometry: A short course in Plane Trigonometry is given. The aim of this course is to give as briefly as is con-

sistent with clearness the fundamental principles of the subject, to have the student derive the necessary formulas and then to make the problems as practical and as interesting as possible.

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

FIRST YEAR.

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

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

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

TEXT BOOKS: Arithmetic to be selected, Milne's Standard Algebra.

SECOND YEAR.

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

TERM A—*Geometry*. Four periods a week. The work of this term is to teach the students simple, geometrical constructions, and to lead them to frame and then to demonstrate theorems based upon these constructions. The ground covered is usually the first two books in Plane Geometry.

TERM B—*Geometry*. Four periods a week. An abridged course in Plane Geometry completed.

TEXT BOOKS: Milne's Standard Algebra, Shultze and Sevenoak's Plane Geometry.

THIRD YEAR.

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

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

TEXT BOOKS: Phillips and Fisher's *Elements of Geometry* (Abridged Edition), Robbins' *Plane Trigonometry*.

FOURTH YEAR.

TERM A—*Advanced Algebra*. (Elective.) Four periods a week.

TERM B—*The Teaching of Mathematics*. (Elective.) Four periods a week.

TEXT BOOKS: To be selected.

JUNIOR YEAR.

(Professional Course I.)

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

TEXT BOOKS: J. W. A. Young's *The Teaching of Mathematics*, and David Eugene Smith's *The Teaching of Elementary Mathematics*.

SUPPLEMENTARY READING: Current literature on the subject in the mathematical and educational magazines.

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

TEXT BOOK: Moore and Minor's *Practical Business Arithmetic*.

(Professional Course II.)

Same as Professional Course I.

For the Elementary Course the first two years in mathematics are the same as the first two years of the Academic Course, with the omission of Plane Geometry.

In the Fourth Year of this course the arithmetic is the same as the Junior Year of Professional Course I.

DEPARTMENT OF HISTORY AND SOCIAL
SCIENCES

MR. LEAR, MISS BUGG, MISS CRAWLEY.

The work of the first two years of the Academic Course is intended to make the student conscious of the vastness and dignity of the province of history, to enlarge her sympathies and appreciations, and to bring her to regard history not as a series of disconnected facts but as the life story of humanity, and to realize that even the vicissitudes of nations are but incidents in the steady progress of the race. Instruction in methods of study is given frequently and persistently.

The Industrial History of the third year selects for especial study the most interesting, distinctive, and important phase of American History, namely, our labors and success in the prosecution and organization of every branch of industry, and the social and political problems arising therefrom. The work of our inventors is especially emphasized. The pupil is shown the business reasons for the separation from England and for the opposition of North and South, and finds out how and why there have come to be tariff questions, money questions, trusts and great corporations. No attempt is made to settle for the student problems yet unsolved, but she becomes acquainted with the solutions most frequently proposed, and learns something of the reasons advanced by their advocates.

The elective courses in history, economics, and sociology are designed to give the student who is fond of history an opportunity of pursuing the subject further and of gaining an introduction to the kindred sciences. She may thus fit herself for the teaching of history in the high school as well as in the grades.

The aim in the Junior and Senior years is to prepare the student to teach American History and Government. It undertakes to make the knowledge gained in the grammar grades fuller, clearer, and more exact; to call attention to movements and tendencies; to point out the many causes of an important event, and, in turn, its many effects, and to trace the casual relation through several steps and across wide

intervals. The question as to what should constitute the subject matter of a course in history and civics for the grades is considered, and the outline of such a course is formulated. Methods of presenting the proposed work to children are then suggested and discussed.

The work of this department by classes is as follows:

FIRST YEAR.

TERM A—*Ancient History*. Three periods a week.

TERM B—*Ancient History*. Three periods a week. The period covered in this year extends from the earliest times to 800 A. D.

TEXT BOOK: *Ancient History for Beginners*, Botsford.

SECOND YEAR.

TERM A—*Modern History*. Three periods a week.

TERM B—*Modern History*. Three periods a week. The thread of European history is followed from the time of Charlemagne down to the present day.

TEXT BOOK: *Modern History*, West.

THIRD YEAR.

TERM A—*English History*. (Elective) Three periods a week.

TERM B—*English History*. (Elective) Three periods a week. A survey of English History from the earliest times to the present. Social and industrial development and the growth of the political power of the people are the two phases that receive chief attention. In order to gain time for these studies all save the most highly significant events in the military history and foreign political relations of England are omitted from consideration.

TERM B—*Industrial History of the United States*. Three periods a week. This course is based on the work of the previous term in commercial geography.

TEXT BOOKS: *Short History of England*, Cheney, *Economic History of United States*, Bogart.

FOURTH YEAR.

TERM A—*Economics*. (Elective.) Three periods a week. The courses previously required in commercial geography and in the economic history of the United States may be expected to equip the student with a very considerable number of economic facts which will help her now to reach an understanding of the general laws that everywhere and under all conditions govern the business relations of men.

TERM B—*Sociology*. (Elective.) Three periods a week. The present social structure and social conditions in America are studied, and efforts now being put forth toward social betterment are discussed. Especial attention is given to educational activities.

JUNIOR YEAR.

(Professional Course I.)

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

TERM B—*American History and Methods*. Three periods a week. In this year the survey of the history of our country is first completed, and then a study is made of the methods of teaching history in the grades.

TEXT BOOKS: *American History*, James and Sanford; *The McKinley Outline Maps*.

(Professional Course II.)

Same as Junior Year, Professional Course I.

SENIOR YEAR.

(Professional Course I.)

TERM A (Section I)—*American Government and Methods*. Three periods a week. The various forms of local government found in our country are studied in their present development and are rapidly traced back through American and English History to the political institutions of the Saxons. The local governments of Virginia are carefully examined in detail, both

for their own sake and as types. The state governments are followed from the earliest times down to the present, Virginia being again taken as a type. The history of the formation of the Federal government is reviewed, and its present workings considered.

Through special reports based upon parallel reading an attempt is made to awaken a keener interest in present-day civic questions such as parcels post, the referendum, city government by commission, etc.

The work of the term concludes with a brief consideration of the methods of teaching civil government in the grades.

TERM B (Section II)—*American Government and Methods*. Three periods a week. The work given Section I in the A term is repeated for Section II in the B term.

TEXT BOOKS: *American Government*, Revised Edition, Ashley; *Civil Government of Virginia*, Smithey.

(Professional Course II.)

Same as Senior Year, Professional Course I.

For the Elementary Course, the first two years in History are the same as the first two years of the Academic Course, and the Fourth Year is the same as the Junior Year of Professional Course I.

In the Civics of this course the main topics covered in the work of the Senior Year in government are presented in more elementary form.

In the spring term, classes in American History and Government are conducted for the benefit of those students who can not return to school but wish to take the State examination for teachers' certificates.

DEPARTMENT OF GEOGRAPHY AND NATURE
STUDY

DR. MILLIDGE, MISS BLACKISTON.

Geography: This is one of the great culture studies of the common schools. Its special task is to carry the pupil out of the narrow bounds of his home, to dignify his life by making it part of the great life of mankind. Beginning with observation of the known, it cultivates the imagination by transferring the knowledge thus gained to the comprehension of the unknown. The moral effect upon the pupil in thus coming into harmony with the world in which he lives is not less valuable than the training of the faculties of observation, comparison, and judgment which this study, if properly taught, so richly supplies. The aim of the work in the Department of Geography is twofold:

First, to train the mind to the close and accurate observation of the world in which we live, to note the forces at work moulding its surface and fitting it to be the home of man, and to reason accurately upon the phenomena presented by observation, always tracing the relation between cause and effect.

Second, to broaden the mind by the fullest possible presentation of the races of mankind, their homes, industries, and habits. This knowledge leads to wider sympathies and broader views, and the process of tracing the dependence of all these upon geographical conditions is a mental discipline of the highest value.

Nature Study: The aim of this course is to lay especial stress upon its agricultural bearings. In this State it is important that the products and capabilities of the soil should receive especial attention. The school garden brings the students into close relation with Nature.

The adaptation of plants and animals to their environment is one of the main objects of Nature Study. The habit of close observation cultivated by the study of this adaptation leads directly to the intelligent practice of agriculture, upon which the welfare of the State so largely depends.

The keenness of observation, soundness of inference, and dependence upon one's own judgment, fostered by Nature Study, all tend directly to individuality of character, and this is the foundation of a sound democracy.

The work of this department by classes is as follows:

FIRST YEAR.

TERM A—*Physical Geography*. Two periods a week. This is a comprehensive course, covering the requirements of the State examination for first-grade certificate. The main principles of Physical Geography are discussed in class and illustrated by field work and experiments. Written reports required from each student.

TERM B—*Physical Geography*. Two periods a week. Work of Term A continued. Lessons given in chalk modeling and map-drawing, with instruction in methods. Written reports required from each student.

THIRD YEAR.

TERM A—*Commercial Geography*. Three periods a week. In this term Commercial Geography is taken up, including a brief survey of Ancient and Mediæval Trade Routes, Modern Colonization, Areas of Production of great staples and of minerals, means of transportation, manufacturing areas, position of the United States among the Commercial Nations of the World, and similar topics. The dependence of Commercial Activity upon physiographic conditions is emphasized throughout the course.

TEXT BOOK: A Commercial Geography, Adams.

FOURTH YEAR.

TERM A—*Geology*. (Elective.) Three periods a week. This term is devoted to Geology with emphasis on those sections which specially illustrate geography, such as dynamical and structural geology. Field work is used to supplement and elucidate the text book.

TEXT BOOK: Elements of Geology, Norton.

TERM B—*Astronomy*. (Elective.) Three periods a week. Astronomy is taken up with special reference to the Earth in its relation to the Sun and the Solar System. The telescope is used in the study of the Moon and the Planets, and actual observations of the constellations are made throughout the term.

TEXT BOOK: Lessons in Astronomy, Young.

JUNIOR YEAR.

(Professional Course I.)

TERM A—*Physical Geography*. Three periods a week. The whole subject of Mathematical and Physical Geography is gone into thoroughly. Experiments to elucidate the principles developed. Field work emphasized. The practical side of the subject dwelt upon, rather than the theoretical. Interdependence of History and Geography illustrated. Type studies made, with collateral reading.

TERM B—*Physical Geography*. Three periods a week. Work of the first term continued. Methods of teaching geography specially taken up. Chalk modeling on the blackboard and making of sand maps required of each student. Full written reports to be made by each student at intervals during the term.

TEXT BOOK: To be selected.

(Professional Course II.)

Same as Professional Course I.

SENIOR YEAR.

(Professional Course I.)

TERM A (Section I)—*Nature Study*. Three periods a week. This course is devoted to the study of plant and animal life, illustrated by actual observation of nature. The function is specially emphasized. A portion of the course is devoted to simple experiments suitable for the schoolroom with home-made apparatus.

The whole course is practical, being such as the students may use later as teachers in the schools of Virginia. Much of the work of the spring term will be done in the school garden.

TERM B (Section II)—*Nature Study*. Three periods a week. The work given Section I in the A term is repeated for Section II in the B term.

(Professional Course II.)

Same as Professional Course I.

For the Fourth Year of the Elementary Course the Geography is the same as in the Junior Year of Professional Course I, and the Nature Study of this year is the same as for the Senior Year of Professional Course I.

DEPARTMENT OF PHYSICS AND CHEMISTRY

MISS WINSTON, MISS LEWIS.

In this department the effort is made to develop the scientific habit of thought, to teach the student to observe accurately and to make application of her knowledge to the facts which are common in her daily experience.

The work of the department by classes is as follows:

THIRD YEAR.

TERM A—*Physics*. Five periods a week. A course consisting of reading, problems, and illustrative experiments. The work during the first term deals chiefly with the Mechanics of Solids and Fluids, and with Sound.

TERM A—*Chemistry I*. (Elective.) Six periods a week. Four laboratory periods. Inorganic Chemistry dealing principally with the non-metals.

TERM B—*Physics*. Five periods a week. A continuation of the above course treating in detail, Heat, Light, Magnetism, and Electricity.

TERM B—*Chemistry II*. (Elective.) Six periods a week. Four laboratory periods. In this course the metals are studied by means of a brief course in Qualitative Analysis.

TEXT BOOKS: Elementary Chemistry by Clarke and Dennis, Irish's "Qualitative Analysis for Secondary Schools," Hoadley's "A Brief Course in Physics."

The prerequisites for Physics are Algebra through quadratic equations, and mensuration in arithmetic.

FOURTH YEAR.

TERM A—**Chemistry I*. Six periods a week. Same as Chemistry I of Third Year, Term A.

*Chemistry I and II is required in the Fourth Year of all students who did not elect it in the Third Year, thus making it an elective subject for the Professional Diploma and a required subject for the Full Diploma.

TERM A—**Chemistry III*. (Elective.) Six periods a week, four laboratory periods. An advanced course in Qualitative Analysis.

TERM B—†*Chemistry II*. Six periods a week. Same as Chemistry II of Third Year, Term B.

TERM B—**Chemistry IV*. (Elective.) Six periods a week, four laboratory periods. Organic Chemistry, consisting of a general survey of the chemistry of the compounds of carbon, together with the preparation of some of the more familiar compounds.

TEXT BOOK FOR CHEMISTRY II: To be selected.

*Chemistry III and IV is provided for those students who elected Chemistry I and II in the Third Year and wish to continue the subject, with reference to teaching in High Schools.

†Chemistry I and II is required in the Fourth Year of all students who did not elect it in the Third Year, thus making it an elective subject for the Professional Diploma and a required subject for the Full Diploma.

DEPARTMENT OF BIOLOGY

DR. KITE.

In this department courses are provided, (1) for students entering for regular work; (2) for students wishing to specialize in this department to fit themselves for teaching the biological sciences; (3) for students preparing to take the public school examinations.

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

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

The work of this department by classes is as follows:

SECOND YEAR.

TERM A (Group I)—*Zoölogy*. Five periods a week. This course is divided into three parts:

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

2. Laboratory work—in which animal forms (chiefly those collected on field trips) are studied in greater detail as to form, structure, and activities. Careful notes and drawings are made. One double period a week.

3. Recitation and discussion of laboratory and field work. One period a week. The course is especially designed to stimulate and develop the student's powers of observation. A practical element is introduced in the study of beneficial and injurious forms.

TEXT BOOKS: Linville and Kelly's Text Book in General Zoölogy, and Linville and Kelly's Guide for Laboratory and Field work in Zoölogy.

TERM B (Group I)—*Botany*. Five periods a week. A spring course parallel with the fall work in Zoölogy.

1. Field work—a study of plants in their relation to each other and to their habitat, their life habits, activities, and adaptations. One double period a week.

2. Laboratory work—in which the plants are studied more minutely as to form and structure and their response to stimuli. Careful drawings and records are made. One double period a week.

3. Recitation and discussion of field and laboratory work. One period a week. The course will be conducted with special reference to accurate observations and careful records of ascertained facts. The elements of classification will be introduced, with the identification of a few forms of the local flora.

Zoölogy is usually required as a prerequisite, although in certain cases students have been allowed to take the Botany first.

TEXT BOOKS: Coulter's Text Book of Botany and Coulter's Analytical Key to the Flowering Plants.

THIRD YEAR.

TERM B—*Physiology*. Four periods a week. Two laboratory periods. The aim of this course is to familiarize the student with the elements of physiology, hygiene and sanitation.

TEXT BOOK: Hough and Sedgwick's Human Mechanism.

FOURTH YEAR.

TERM A—*Advanced Zoölogy*. (Elective.) Laboratory and field work, two double periods a week. Recitation, two periods a week. This course is designed to prepare students to teach Zoölogy in secondary schools. The field of invertebrate and vertebrate zoölogy is covered by a detailed study of several types of each class of animals. The latter part of the spring term is devoted to the study of the cell and the development of the frog and chick. Practice in histological technique is an essential part of this course.

PREREQUISITES: Zoölogy, Botany, and Physiology.

TERM B—*Advanced Zoölogy*. (Elective.) Six periods a week. Work of preceding term continued.

TEXT BOOKS: Galloway's First Course in Zoölogy; Parker and Haswell's Text Book of Zoölogy; Reighard and Jennings' Anatomy of the Cat; Wilson's Cell; Lillie's Development of the Chick.

In the second year of the Elementary Course the Zoölogy and Botany are the same as in the second year of the Academic Course, Group I.

In the spring a class in Elementary Physiology is conducted. This class is intended for those students who are unable to return to school, and who desire some Physiology as preparation for teaching the subject. Special emphasis is laid upon those parts of the subject which will be of most value to teachers; for example, school hygiene, public sanitation, and first aid to the injured. A number of simple experiments are given to illustrate physiological principles. A small amount of laboratory work will be required, and class room demonstrations will be made.

TEXT BOOK: Colton's Physiology (Briefer Course).

DEPARTMENT OF LATIN

MISS RICE.

In the study of Latin, the following objects are kept constantly in view:

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

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

3. Mental discipline. The expression in the equivalent forms of one language of the thought gained in another gives power.

An effort is made throughout this work to study the government and the private life of the Romans as well as their literature and language.

The work of this department by classes is as follows:

FIRST YEAR.

TERM A (Group II)—Five periods a week. Drill in the forms of inflection and the essentials of syntax; derivation of words; translation of easy Latin prose into English and English into Latin.

TEXT BOOK: Ritchie's First Steps in Latin.

TERM B (Group II)—Five periods a week. Continuation and enlargement of the work of the first term.

TEXT BOOK: *Bellum Helveticum*.

SECOND YEAR.

TERM A (Group II)—Three periods a week. More difficult prose; short course in grammar; exercises based upon text.

TEXT BOOKS: *Cæsar's Gallic War*, Books I and II; *D'Ooge's Latin Composition*, Part I.

PARALLEL READING: Life and Times of Cæsar.

TERM B (Group II)—Three periods a week. Continuation of the work of the Second Year, A Class. Critical study of the most difficult constructions in Cæsar.

TEXT BOOKS: Cæsar's Gallic War, Books III and IV; Bennett's Grammar; D'Ooge's Latin Composition, Part I.

THIRD YEAR.

TERM A (Elective)—Three periods a week. Orations against Catiline I and II; syntax of cases and verbs; exercises based upon text.

TERM B (Elective)—Three periods a week. Manilian Law, and Defence of Archias; review of grammar; exercises based upon text.

TEXT BOOKS: Cicero; Bennett's Grammar; D'Ooges's Latin Composition, Part II.

PARALLEL READING: Life and Times of Cicero.

FOURTH YEAR.

TERM A (Elective)—Three periods a week, Latin Poetry. Two Books of the Æneid; the elements of Latin versification.

TERM B (Elective)—Three periods a week. Two Books of the Æneid.

TEXT BOOK: Virgil.

PARALLEL READING: Life and Times of Virgil.

DEPARTMENT OF MODERN LANGUAGES

MISS SMITHEY.

In addition to the general disciplinary value that comes from the serious study of a language other than the mother tongue the work in French and German is designed to develop the following:

1. *Mental Alertness*: By training the tongue, the ear and the eye, pupils are made more alert, quicker to receive impressions, and more ready to impart their own thoughts to others. Thus they become more wide-awake.

2. *Feeling for the Language*: An effort will be made from the first lesson to enable the pupil to grasp the thought from the French or German without the aid of translation. This will give an appreciation of the beauty and genius of the language and literature, and an insight into the life and heart of the people that will never come to those who merely translate from one language into another.

3. *The enlargement of ideals*: The opening up of a new literature to one carries with it the privilege of entering into the intellectual and emotional life of its people. Any serious study of the manners and customs, the ideals and institutions, the successes and failures of another nation, must broaden the sympathies and give a larger view of life.

The work of this department by classes is as follows:

FRENCH.

SECOND YEAR.

TERM A (Group II)—Three periods a week. The elements of the language will be studied through the medium of the language itself. Frequent exercises in the simplest forms of sentence structure will be required. Dictation in French is begun the first week, and is continued throughout the whole course.

TEXT BOOK: Méthode Berlitz, Premier livre.

TERM B (Group II)—Three periods a week. The work of the first term will be continued. In addition to this, simple original composition in French will be assigned. Easy prose and a few lyrics will be studied through the French.

TEXT BOOKS: *Méthode Berlitz, Premier livre*; Guerber's *Contes et Legendes*.

THIRD YEAR.

TERM A (Elective)—Three periods a week. The study of Grammar from a text book will begin in this class. French Composition will continue. Translation from English into French and from French into English will be commenced. The reading of more difficult prose and poetry. Reproduction in French of stories and anecdotes read in class.

TEXT BOOK: Bézeat de Bordes' *Elements of French*.

The reading for this term will be changed from year to year, hence no texts are given.

TERM B (Elective)—Three periods a week. The general character of the work of this term will be the same as that of the preceding class. Every effort will be made to stimulate pupils to be independent in grasping the thought, and to force the meaning of new words from the context.

TEXT BOOKS: Coppée's *Le Luthier de Crémone et le Trésor*, Labiche's *La Cigale chez les Fourmis* and Légouvé's *Le Voyage de Monsieur Perrichon*.

FOURTH YEAR.

TERM A (Elective)—Three periods a week. Pupils having taken the work of the second and third years should be well prepared to begin the study of French literature through the works of the great writers. Selections from such writers of the seventeenth century as will be most helpful in understanding the social and literary conditions of that period. One play by Corneille, Racine and Molière will be studied critically.

The text for this term may be changed from year to year.

TERM B (Elective)—Three periods a week. The writers of the nineteenth century will form the basis of the work of this term. This will include the Romantic Movement in French Literature, also the study of some of the best lyrics of this period.

TEXT BOOKS: To be selected as for Term A.

GERMAN.

SECOND YEAR.

TERM A (Group II)—Three periods a week. The work of this class is similar in character to that of this section in French. Much oral drill is given so that pupils may acquire fluency in pronunciation as well as a feeling for the language.

TEXT BOOK: *Méthode Berlitz, Erstes Buch.*

TERM B (Group II)—Three periods a week. The work of the first term is continued. Pupils will begin writing of short original papers in German. The reading of easy prose and simple lyrics will occupy a part of the time of this class.

TEXT BOOKS: *Méthode Berlitz, Erstes Buch, Guerber's Märchen und Erzählungen.*

THIRD YEAR.

TERM A (Elective)—Three periods a week. The formal study of Grammar will begin in this class. Simple composition work in German will continue. Translation from English into German and from German into English will form a part of the work of this term.

TEXT BOOKS: *Andersen's Bilderbuch ohne Bilder, Storm's Immensee, Thomas' Practical Grammar.*

TERM B (Elective)—Three periods a week. Composition in German continued, the reproduction of short stories and anecdotes in German; Grammar; Translation and sight-reading.

TEXT BOOKS: *Thomas' Practical Grammar, Schiller's Jungfrau von Orleans, Goethe's Hermann und Dorothea.*

FOURTH YEAR.

TERM A (Elective)—Three periods a week. The leading facts in the study and the development of the German language and literature will be studied in this class. Selections will be studied from the writers of the Second Classical period. Ballads and lyrics will be taken up in this class.

The text for this term may be changed from year to year.

TERM B (Elective)—Three periods a week. Some study of the writers of the present day. The study of German Literature continued. Much sight-reading will be done in this class.

TEXT BOOKS: To be selected.

DEPARTMENT OF MANUAL ARTS

MR. MATTOON, MISS COULLING, MISS JOHNSON.

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

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

A special two-year course (see page 35) in Manual Training, Drawing and Household Arts is provided for those students who desire to prepare themselves for supervising Manual Training, Drawing and Household Arts in the elementary schools of the State. This combination is made in order to meet the demand by schools where there is not sufficient reasons for the employment of separate specialists in each department, thus making it possible to combine two or more departments of the work under one teacher.

Throughout the course an effort will be made to have the work embody sound principles of and appreciation for construction, beauty and service, and to recognize the value of economy of time, labor and material commensurate therewith.

MANUAL TRAINING.

MR. MATTOON, MISS JOHNSON.

FIRST YEAR.

TERM A (Group I)—Two periods a week. Mechanical Drawing: This course is given for the purpose of training in habits of accuracy in measurements, a knowledge of geometric constructions and relations, and as a basis for perspective and freehand design, and embraces the use of various instruments with practical examples in type forms, theory of views, working drawings to scale and development of surfaces.

TERM B (Group I)—Two periods a week. Paper and Cardboard: Folding life, geometric and design forms in paper. Free Cutting. Working drawings to scale and planning objects of use in cardboard. Construction and decoration. Elementary Knife Work in thin wood; practical exercises in control of the knife and material. Simple designs in form. Chip carving.

SECOND YEAR.

TERM A (Group I)—Two periods a week. Household Art. Sewing: See Household Arts Department, page 80.

TERM B (Group I)—Two periods a week. Household Art. Sewing: See Household Arts Department, page 80.

THIRD YEAR.

TERM A (Group I)—Two periods a week. This course embraces work in more advanced construction and design with a view to further artistic and utilitarian development and includes work in Raffia: Wrapping, knotting, braiding, etc. Basketry; sewed and woven baskets, using various stitches and weaves. Original work in form and design. Chair caning.

TERM B (Group I)—Two periods a week. Bench Work: Care and use of tools. Planning models, scale drawings. Form design and decoration. Carving.

JUNIOR YEAR.

(Professional Course I.)

TERM B—*Methods in Manual Training.* Two periods a week. The topics considered in this course are as follows: The place of Manual Training in schools; its relation to the life of the child and to the other work of the school; the different forms of Manual Training and their relative importance; courses of study for each of the grades; the plan of the lesson; possibilities for Manual Training teaching in rural schools where there is no equipment.

(Professional Course II.)

TERM A—Two periods a week. Raffia: Braiding, knotting, and weaving; construction of mats, bags, simple baskets, etc. Basketry: Reed mats and baskets; woven baskets in design, using various stitches; use of home materials.

TERM B—Two periods a week. Paper and Cardboard: This course is similar to that offered in the First Year, Term B, but condensed and suited to the advanced standing of the students. Some attention will be given to methods.

(Kindergarten Course.)

Same as Junior Year, Professional Course II.

(Arts Course.)

TERM A—*Mechanical Drawing.* Two double periods a week. Thorough drill in the use of various instruments. Geometric constructions, theory of views, working drawings to scale. Simple house plans. Original work.

TERM A—*Handwork for the Primary Grades.* Two double periods a week. This course includes the forms of Manual Training that are practicable in the primary grades. The purpose is to represent real industries by the lines of work pursued. In each case reference is made to the industry represented for projects and processes and at the same time the needs and capacities of children of the various grades are

considered. The forms of work taken up are weaving, sewing, pottery, basketry, and constructions in paper and cardboard, metal, leather, and wood.

TERM B—*Wood Work*. Two double periods a week. Knife work in thin wood; control of the knife and material. Planning projects and calculating material. Decorating and finishing. Bench Work: Work involving the use of all the ordinary tools. Instruction in the care of tools and their particular uses. Construction principles and nature of materials. Decorating and finishing. Carving: Designs in relief; geometric, plant forms, etc.

TERM B—*Handwork for Primary Grades*. Two double periods a week. Continuation of work of Term A.

SENIOR YEAR.

(Professional Course II.)

TERM A (Section I)—*Knife Work*. Two periods a week. This course is similar to that offered in the First Year, Term B, but more advanced.

TERM B (Section II)—Two periods a week. The work given Section I in Term A is repeated for Section II in Term B.

(Kindergarten Course.)

TERM B—Two periods a week. Same as Senior Year, Professional Course II.

(Arts Course.)

TERM A—*Methods*. Two periods a week. Discussions relating to the nature of the work for various grades, lesson plans and presentation of subject matter, correlation with other subjects, planning courses of study for elementary schools and other points looking toward more efficient teaching.

TERM B—*Methods*. Two periods a week. Continuation of the work of Term A.

For the Elementary Course the first three years in Manual Training are the same as the first three years of the Academic Course, Group I.

DRAWING.

MISS COULLING.

The purpose of the course is to train the powers of observation, secure some degree of skill in expression, develop originality, and cultivate an appreciation of the beautiful.

FIRST YEAR.

TERM A (Group I)—Two periods a week. Pictorial representation of grasses, flowers, and fruits in pencil outline, and gray wash and color. Simple landscape composition from photographs in charcoal and in wash, in two or three values. Still life composition of curvilinear forms singly and in groups of two in shaded outline, and suggested light and shade. Design, constructive and decorative, to be applied in the manual training classes. This includes straight-line designs on squared paper for borders, surfaces, book covers, cutting of bowls and vases, designs of articles to be made in wood, and basketry. Lettering.

TERM B (Group I)—Two periods a week. Freehand perspective of curvilinear forms and rectilinear forms in parallel perspective. Study of color, fine arts, design. Throughout the course the principles of balance, rhythm, harmony, are emphasized in working out all problems.

SECOND YEAR.

TERM A (Group I)—Two periods a week. Flower composition. Landscape composition from photographs and nature-details, accents, color, copying for technique. Study of color harmonies and their application in design. Stencil and wood block designs made. Pottery decoration.

TERM B (Group I)—Two periods a week. Mechanical perspective and freehand application in drawings in outline and light and shade, using geometric solids and related still life forms. Original designs made from plant, insect, and abstract spot motifs.

THIRD YEAR.

TERM A (Elective)—Two periods a week. Still life compositions in full light and shade in charcoal and color. Pose drawing. Students pose as models.

TERM B (Elective)—Two periods a week. History of art. Study of the chief characteristics of leading styles of ornament, drawing of historic motifs and original designs based on these as time allows. The course is illustrated as fully as possible.

FOURTH YEAR.

TERM A (Elective)—Two periods a week. Original arrangements of still life groups to be drawn in charcoal and water color. Pose drawing.

TERM B (Elective)—Two periods a week. Art appreciation. The text book used throughout the course is Prang's "Art Education for High Schools," supplemented by much illustrative material and lectures by the teacher.

JUNIOR YEAR.

(Professional Course I.)

TERM A—Two periods a week. This is a course in methods of teaching drawing in the grades. The course is based on that given in the Training School. Students examine the different courses used in our State schools in order to recognize their relative value. Courses of study are made to fit possible conditions. Lessons are given in the theory and practice of teaching drawing. Model lessons are taught by the teacher and discussed with the class. Lesson plans are written from time to time.

(Professional Course II.)

TERM A—Two periods a week. There is begun in this class a three-term course for high school graduates who have had no drawing. The course is based on Seegmiller's "Applied Arts Drawing Books," chiefly books five, six and seven supplemented by lectures on the principles of design, color harmony and perspective.

TERM B—Two periods a week. This is a continuation of the work of the first term.

(Kindergarten Course.)

Same as Professional Course II.

(Arts Course.)

TERM A—Six double periods a week. Freehand drawing of still life forms singly and in groups, in pencil outline. Freehand perspective of curvilinear objects and rectilinear objects in parallel perspective.

Manual training design. This is a course in constructive and decorative design based on objects to be made and decorated in the manual training classes.

Flower and landscape composition in line, light and dark, and color, materials furnished from photographs and nature. Study of color harmony begun. Blackboard drawing is used in all classes as seems best.

TERM B—Six double periods a week. Manual training design, a continuation of the course in Term A.

Perspective. A mechanical drawing course in parallel, angular and oblique perspective with applications in freehand sketches.

History of art. A study of the leading characteristics of ancient, mediæval and modern art, and copying of some good examples.

Blackboard drawing is used this term as in the one preceding.

SENIOR YEAR.

(Professional Course II.)

TERM A (Section I)—Two periods a week. This course is similar to Junior I.

TERM B (Section II)—Two periods a week. The work given Section I in Term A is repeated for Section II in Term B.

(Kindergarten Course.)

TERM A—Two periods a week. Same as Professional Course II.

(Arts Course.)

TERM A—Four periods a week. Pose drawing and composition. Students pose as models. Pencil and charcoal used as mediums.

Methods of teaching drawing. This course extends throughout the year. Different courses of study are examined and compared. Model lessons are taught and discussed. Lesson plans are written. The relationship of drawing to other subjects in the course is considered. Students plan courses of study to meet possible conditions. As much time as possible is given to drawing such things as will serve for illustrative material in their own school rooms.

As this course runs parallel with the teaching and observation these students are doing in the Training School it is a particularly practical one.

TERM B—Eight periods a week. For the methods course see preceding term.

Composition and Drawing. Advanced work in composition and drawing from still life and cast. The time given to the different subjects will be determined by the needs of the class. Mediums used—pencil, charcoal, water color.

Art appreciation.

Each student will be expected to furnish all books and materials.

For the Elementary Course the first three years in drawing are the same as the first three years of the Academic Course, Group I.

DEPARTMENT OF HOUSEHOLD ARTS

*MISS JOHNSON.

The aim of the Household Arts Course is first, education; that education which is a development of power over self and over environment, enabling the student to live the best life possible for herself and to be of the most service to others. It is believed that this study will give an abiding interest in the most fundamental of all the industries of human life, home-making and the getting and preparing of food and clothing; that it will enable the student to see in one thing done rightly the likeness of all things done rightly; that habits of accuracy, neatness, correct judgment, and inventiveness will be established.

In the second place the aim is to impart knowledge that will be of practical value. Our welfare as individuals and as a nation depends upon our home life; the making of this home life is entirely in the hands of woman. Every woman has something to do with the business of housekeeping in some way, at some time; even if she should not, "the mission of the ideal woman is to make the whole world homelike." Therefore every woman should have an understanding of the principles underlying this industry. She should know how to make a home healthful and attractive and how to keep it so; how to supply such food as will maintain the body in as nearly a state of perfect health as possible.

A third aim is to prepare students for the teaching of this subject in the schools of the State. As a result of this teaching we may look forward to a better quality of education and to the day when every child in the land will have wholesome, properly-cooked food, and—"will be guided by intelligent hands over the threshold of that earthly paradise, a clean, restful, beautiful home."

FIRST YEAR.

TERM A—*Cooking*. One double period a week. This course includes the following topics: Combustion and heat;

*Acting teacher.

transmission of heat in cooking; cooking apparatus and their care; cooking processes using the simplest forms of the different food classes; furnishing and care of kitchen and dining room; relation of food and method of preparation to health.

TERM B—*Cooking*. One double period a week. Topics covered: Cooking processes continued, with preparation of breakfast as central thought; table service and hospitality; planning, cooking, and serving breakfast; visits to creamery and market.

Laboratory fee one dollar.

TEXT BOOK: Elements of the Theory and Practice of Cookery, Williams and Fisher.

SECOND YEAR.

TERMS A AND B—*Sewing*. One double period a week. In this course articles are made that require the use of the stitches most commonly used in hand sewing. Garment mending is taken up. Simple garments are made. Some study is given to material and to economical cutting in using patterns. Some elementary weaving and cord work is done.

Students furnish their own materials.

JUNIOR YEAR.

(Arts Course.)

TERM A—*Cooking*. One double period a week. The following topics are covered: Fundamental principles and processes of cookery; composition and nutritive value of foods; digestion of food and its uses in the body; balance in diet; expenditures for various meals; substitutes in various menus; planning meals, selecting the foods in the market, cooking, and serving; household accounts; duties of hostess and waitress; value of garnishing. Cleansing processes, including laundry work, are also taken up.

TERM A—*Sewing*. One double period a week. This course includes the principal stitches used in hand sewing applied to useful and ornamental articles; the making of undergarments,

using machine; making of simple wash dresses; study of raw material, process of preparation and conversion into cloth; weaving and knitting.

TERM B—*Cooking*. One double period a week. Continuation of work of Term A.

TERM B—*Sewing*. One double period a week. Continuation of Term A.

TEXT BOOK: Elements of the Theory and Practice of Cookery, Williams and Fisher.

Laboratory fee for Cooking, one dollar.

Prerequisite for Cooking Course, one year of Chemistry.

Students furnish their own materials in Sewing.

SENIOR YEAR.

(Arts Course.)

TERM A—*Cooking*. One double period a week. Topics covered: Tests for food substances; classification of foods; changes effected in food principles by application of heat; relation of food to body, digestion and production of tissue and energy; study of foods, from point of composition, suitable for old people and children; food sources including cultivation, manufacture, transportation, and preservation of foods; market conditions and cost of food; relation of prices to nutrition and digestibility; planning dinner with the different food principles in the proper proportion, cooking and serving; computing cost of single dishes and of entire meals; diet for the sick.

TERM A—*Dressmaking*. One double period a week. In this course attention is given to dress designing; selection of suitable material, adaptation of pattern to the design, fitting and the processes necessary in making. The effort is made to cultivate good taste in dress. Stenciling and block printing are taken up as decoration for articles of dress and in the home.

TERM B—*Cooking*. One double period a week. Continuation of work of Term A.

TERM B—*Home Economics*. Two periods a week. The aim of this course is to give some knowledge of how to select

location for house; nature of building material; how the house may be planned so as to be most convenient, healthful and attractive; how to select furnishings that are durable and tasteful; plumbing, water supply, ventilation, lighting, and heating of the house; how to beautify the surroundings of home and neighborhood. The school building is considered along with the home.

TEXT BOOK: Selection and Preparation of Food, Bevier and Van Meter.

Laboratory fee for Cooking, one dollar.

Students furnish their own materials in sewing.

DEPARTMENT OF MUSIC

MISS MINOR.

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

SECOND YEAR.

TERM A—Two periods a week. Work in ear-training and establishing tone relation. Elementary theory of keys. Structure of the major and minor scales with reasons for the same. Distinguishing minor from major songs. Varieties of rhythm, sight-reading of songs in the nine common keys. Simple transposition.

TEXT BOOK: First Book—Modern Music Series.

TERM B—Two periods a week. Continuation of ear-training. Structure of chromatic scales ascending and descending, with reasons for the same. Advanced transposition. Sight-reading of songs: two-part songs; two- and three-part rounds. Song interpretation and voice work. Complete study of intervals.

TEXT BOOK: Same as in Term A.

THIRD YEAR.

TERM A—Two periods a week. Review of major, minor, and chromatic scales and intervals. Structure and location of major, minor, augmented and diminished triads. Two- and three-part songs. Supplementary Courses.

TEXT BOOK: Second Book—Modern Music Series.

TERM B—Two periods a week. Review of intervals and triads. Structure and location of dominant, diminished, and secondary seventh chords. Cadences. The common forms of modulation. Two- and three- and four-part songs. Supplementary choruses.

TEXT BOOK: Same as in Term A.

FOURTH YEAR.

TERM A (Elective)—Two periods a week. Advanced chorus work. A study of the best and standard compositions.

TERM B (Elective)—*Music History*. Two periods a week. A study of the lives and characteristics of the individual composers and their compositions.

JUNIOR YEAR.

(Professional Course I.)

TERM A—Two periods a week. Work in presentation of rote songs, scale work, transposition and sight singing for those having completed two years of academic work.

TEXT BOOK: Common School Book.

TERM B—*Method Class*. Two periods a week. Work of fall term continued with discussions of methods to be used in public school music.

TEXT BOOK: Fourth Book—Modern Music Series.

(Professional Course II.)

TERM A—Two periods a week. A course designed for graduates of high schools. Major, minor, and chromatic scales. Staff notation, translation, transposition. Intervals; Ear-training; Sight-reading in two-part songs.

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

TERM B—Two periods a week. Continuation of work of Term A. More advanced ear-training, sight-reading and chorus work.

TEXT BOOK: Fourth Book—Modern Music Series.

For the second and third years of the Elementary Course, the music is the same as for the second and third years of the Academic Course.

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

DEPARTMENT OF EDUCATION

DR. STONE, MR. HODGE.

The understanding of the process of Education and skill in the art of teaching are the two main phases of the aim of professional work.

PROFESSIONAL COURSE I.

JUNIOR YEAR.

TERM A—*Principles of Teaching*. Three periods a week. This course aims to equip the student with the elementary principles of teaching. Teaching is regarded as a means of facilitating learning. The elementary facts of educational psychology are studied with special reference to their significance for teaching. Students illustrate these facts from their own past and present learning experience, and opportunity is given for each student to do some work in simple experimentation in the problems of learning. Thorndike's *Principles of Teaching*, and the *Dynamic Psychology* of Thorndike's *Elements* constitute the basis of the term's work.

TERM B—*Psychology*. Three periods a week. This course is designed to broaden and deepen the student's knowledge of general psychology in so far as this lays the foundation for educational theory. Special attention is given to the brain and nervous system, and to the development from childhood to the adult stage of memory, imagination, habit formation, association, feeling and the emotions, interest and volition.

TEXT BOOK: Betts' "The Mind and Its Education."

TERM B—*Observation*. Three periods a week. This course is a direct continuation of Term A work in *Principles of Teaching*. In this work the student advances one more step toward actual teaching, i. e., she sees and studies the principles as they are used to facilitate the learning process. The observation of illustrative lessons is the basis for this work. These lessons are taught by heads of departments or by supervisor and are

so planned as to illustrate especially some particular principle of teaching. Thus the elementary facts of educational psychology are reviewed by using them to interpret the teaching observed.

It is essential that this course be taken before practice teaching.

SENIOR YEAR.

*TERMS A AND B—*Methods and Management*. Three periods a week. This course is taken parallel with practice teaching; and it is a continuation and an enlargement of the Junior work in *Principles of Teaching, Psychology, Special Methods, and Observation*. Its aim is to enable student-teachers to study the problems of teaching from the standpoint of actual practice. Methods and Management are treated as two inseparable phases of teaching. Part of the work is based on senior observation. An average of about one and one-half periods per week is taken from senior observation for this purpose.

Special attention is given to teaching to study. McMurry's *How to Study and Teaching to Study* is used in this phase of the work; Charters' *Methods of Teaching* is also used as a text.

*TERMS A AND B—*Philosophy of Education*. Five periods a week. This course covers the field formerly included under Philosophy of Education and Child Study, and is open only to students having completed the Junior course in Principles of Teaching or Psychology, or the equivalent. It aims to set forth the fundamental principles of educational theory and practice as they are derived from physiology, sociology, biology, psychology and philosophy. Special emphasis is laid upon the logical principles which underlie the thinking process. To this end such topics as induction and deduction, concept and percept, development in the formation of judgments, factors of reasoning and kindred topics receive careful consideration, and exemplification is sought in the work of the Training School. The basic principles of education thus set forth provide the future teacher with a comprehensive grasp

*All Senior work is given both fall and spring because of the division of the Senior Class. (See pages 33 and 34.)

of the subject that enables her to test for herself the value of educational theories, and makes her their master rather than their servant.

TEXT BOOK: Miller's "The Psychology of Thinking."

*TERMS A AND B—*Ethics*. Two periods a week. Ethics is the study of human conduct from the standpoint of worth or value. It seeks to derive from human nature some rational principle for the evaluation of action. In order to study conduct from the standpoint of the teacher, careful attention is given to the rise of moral judgments in child-life and the successive development, both in the child and the race of action, from the instinctive, the social and the individual standpoints is traced. The psychological motive of action as also its end or consequences furnish leading principles of classification. During the course many practical social, political, economic, and religious problems are discussed.

*TERMS A AND B—*History of Education*. Five periods a week. Educational theory can best be presented through its history. Here we come face to face with results. A knowledge of the past is most valuable for the successful inauguration of present ideals. This course attempts to set forth the causes that have made for success or failure in the great epochs of the past. Graves' "History of Education" will be made the basis of the work in the ancient classical periods, and Hoyt's "Studies in the History of Modern Education" for the modern movements. The middle ages will be treated in lectures and reference work. Special emphasis is laid upon the educational doctrines that have lived, the aim always being to find the causes of such permanent values as each age or individual has transmitted to us.

TERMS A AND B—*Seminar*. One period a week. It is the purpose of the seminar to acquaint the student with the best current literature upon the subject of education. Worthy articles in the leading educational magazines will be studied and discussed. The course will be as flexible as possible and open to the study of all educational problems.

*All Senior work is given both fall and spring because of the division of the Senior Class. (See pages 33 and 34.)

PROFESSIONAL COURSE II.

JUNIOR YEAR.

TERM A—*Principles of Teaching*. Three periods a week. Same as Junior Year, Term A, of Professional Course I.

TERM B—*Observation*. Three periods a week. Same as Junior Year, Term B, of Professional Course I.

SENIOR YEAR.

TERMS A AND B—*History of Education*. Three periods a week. This course is similar to that given in Professional Course I, but covers the ground more rapidly and less completely. In the Greek and Roman periods only the most important topics are touched. The men and movements from Comenius to the present time are considered very carefully, the chief aim being to get a clear insight into the historical development of education in modern times.

*TERMS A AND B—*Methods and Management*. Three periods a week. Same as Senior Year, of Professional Course I.

*TERMS A AND B—*Philosophy of Education*. Five periods a week. Same as Senior Year, of Professional Course I.

*TERMS A AND B—*Seminar*. One period a week. Same as Senior Year, of Professional Course I.

KINDERGARTEN COURSE.

JUNIOR YEAR.

TERM A—*Principles of Teaching*. Three periods a week. Same as Junior Year, Term A, of Professional Course I.

TERM A—†*Education of Man*. One period a week. Herford's adaptation of Froebel's famous work is used as a text. This is supplemented by lectures and outside reading. The

*All Senior work is given both fall and spring because of the division of the Senior Class. (See pages 33 and 34.)

†Beginning with 1910-11 this course will be given only in alternative years and will be taken by Juniors and Seniors together.

aim is to present and discuss the fundamental principles of Froebel's philosophy upon which the practical work of the kindergarten rests.

TERM B—*Psychology*. Three periods a week. Same as Junior Year, Term B, of Professional Course I.

SENIOR YEAR.

TERM A—*History of Education*. Three periods a week. Same as Senior Year, of Professional Course II.

TERM A—**Education of Man*. One period a week. Same as Junior Year.

TERM B—*Philosophy of Education*. Five periods a week. Same as Senior Year, of Professional Course I.

ELEMENTARY COURSE.

FOURTH YEAR.

TERM A—*Principles of Teaching*. Three periods a week. Same as Junior Year, Term A, of Professional Course I.

TERM B—*Seminar*. One period a week. The purpose of this seminar is to acquaint the student with rural life and rural education. The work will be in the nature of elementary rural sociology with special reference to education. Particular attention will be given to present tendencies in the better rural schools of Virginia.

TERM B—*Observation*. Three periods a week. Same as Junior Year, Term B, of Professional Course I.

TERM B—*School Management*. Two periods a week. This work is a study of the practical problems of teaching. Bagley's *Class Room Management* will be the basis of the work.

PRACTICE TEACHING.

The ability to teach is the ultimate test of students in the professional department. Skill in teaching is regarded as one of the essential requisites of the Normal School graduate, and

*Beginning with 1910-11 this course will be given only in alternative years and will be taken by Juniors and Seniors together.

unless sufficient ability is attained to discipline a room properly, and to give suitable instruction in the subject matter, the student can not be graduated. The teaching is done in the Training School, under the special supervision and direction of the heads of departments and the supervisors for the grades. The effort is continually made to inspire the young teacher with the true professional spirit, and to give her such methods and help as to make her efficient in her work. One term of teaching is required of all students, and it is evident that this much actual experience in the school room gives the student teacher a power which could not be gained by any amount of theoretical information. Hence practice teaching is required in the Senior Year of Professional Courses I and II and of the Kindergarten Course.

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

THE KINDERGARTEN DEPARTMENT

MISS BLANDY, MISS BEALE.

The aim of the Kindergarten Department is to qualify teachers for positions in public and private kindergartens where superior skill and scholarship are required. It offers special work in relation to the primary grades.

The Kindergarten Course comprises a broad, liberal culture and a technical training for a practical vocation.

Froebel's Gifts and Occupations: This course is intended to give technical mastery of kindergarten material as well as insight into their educational value and place in the Froebelian scheme. The geometric forms are so arranged that they give to the child his first lessons in the evolution of form and help him to classify objects about him, thus leading to intelligent creative construction. The occupations of the kindergarten are studied in their logical unfolding and also in their relation to the industries of the primitive races and to the constructive work. The skill of fingers is developed as well as a practical knowledge of the use of tools, such as needles, scissors, pencils, and brushes.

Stories: Story-telling is an important phase of kindergarten work. The course comprises a familiarity with the great sources of the world's literature, from which to draw the best material and secure a cultivated power of expression; it gives a general survey of appropriate literature for little children, including folk and fairy tales, history stories, nature stories, fables, and poems.

Songs and Games: Much of the inspiration of the kindergarten comes from the songs and games, where the children play out the manifold relations of human life. Here the impulse is given to that social feeling which unites them in one common bond. The kindergartner must comprehend the value and meaning of play, must be educated in musical appreciation and expression, and must possess dramatic power. This course comprises a study of the words, music, and form of the kindergarten games, with practice in playing.

The outline of the kindergarten year is followed by beginning with such games as acquaint the children with one another; next come those that exercise the muscles in rhythmic movements, such as ball games, marches, etc.; then follow representative games of plant, animal, and human life, tradition games, and the like. Each student in the course must conduct the play circle and must originate a game. This course also includes a study of the origin, meaning, and purpose of games.

Mother Play: This book by Froebel contains the kindergarten principles. "It is a profound treatise on the philosophy of education." It shows in the most practical way how to study children in order to gain a correct understanding of their instincts and interests; it gives insight into the individual development of the child. An original interpretation of this book is required from each student; each play is studied to find its fundamental principle; this principle is reinforced by a study of the masterpieces of art, literature, and history; it is then applied to the threefold development of the child and to life in general.

Kindergarten Principles, Methods, and Program: The aim of this course is to familiarize the student with the methods and subject matter of the kindergarten; as to *what* is done, *how* it is done, and *why* it is done. This course consists of plans of work made out by the student for definite divisions (that is, work for first year children and for second year children) so that the student may test her power to apply educational principles to daily programs of work. Discussions are held concerning discipline, methods, and subject matter for the kindergarten, mothers' meetings, etc. The senior students will present a year's program and conduct the kindergarten for a specified time.

Practice Teaching and Observation: Especial advantages are offered by this department for practice, training, and observation in the kindergarten and primary grades. Here the student has the opportunity to put into practice with the children her educational theories and work them out under the criticism of supervisors.

The work of this department by classes is as follows :

JUNIOR YEAR.

TERM A—*Froebel's Gifts and Occupations*. (Theory and Practice.) Four periods a week. A general survey of Gifts and Occupations. A special study of the first, second, third, and fourth gifts. Original and progressive games with each gift are required. The occupations of pricking, sewing, drawing, and thread games are taken up.

TERM A—*Stories, Games, and Songs*. Two periods a week. These are based on the Mother Play. (Ten Mother Plays.)

TERM B—*Froebel's Gifts and Occupations*. (Theory and Practice.) Four periods a week. A special study of the fifth, sixth, seventh, eighth, ninth, and tenth gifts. Original and progressive games with each gift are required. The occupations of weaving, interlacing, and parquetry are taken up.

TERM B—*Stories, Games, and Songs*. Two periods a week. This work is based on the remaining Mother Plays.

TERM B—*Mother Play*. One period a week. A study of the following plays, the subjects considered being: The instinct of activity in the child and how to meet it; the child a self-making being; effort the law of growth; the instinct of imitation and its value; beginnings of the religious life; first experience of change and what it means to the child; the law of continuity and its effect upon life; and the training of the senses.

SENIOR YEAR.

TERM A—*Theory of Froebel's Occupations*. Two periods a week. The occupations of folding, cutting, and coloring are taken up.

TERM A—*Mother Play*. Two periods a week. A study of the following plays, the subjects considered being: How to cultivate a sense of responsibility and time in the child. Value of the individual and its relation to the whole. The child's recognition of nature and its response to him. Environment and its effect upon the child. How true freedom may be attained. Law of compensation. Personal responsibility and its relation to child-training. How to teach children helpful

coöperation. The mother love. The father's part. The home. Beginnings of number. Value of courtesy. Family duties and relations. Rhythm and music and their relation to the child. Retrospection and its value.

TERM A—*Kindergarten Methods, Principles, and Program.* One period a week. The work of this class is based on Froebel's *Mother Play* and Hughes' *Educational Laws*. The subjects discussed are: self-activity, unity, nature study, individuality, and coöperation.

TERM B—*Mother Play.* Two periods a week. A study of the following plays, the subjects considered being: Life and its spiritual analogy. How to meet the negative in the child. The transformation of nature and its value to the child. The dignity of labor. The child's relation toward the industrial world. Reconciliation of contrasts. Responsibility of superior to inferior life. The child's relationship to nature. Privilege of nature. Working and doing. Value of the ideal to the child. Training of the conscience. Aspiration. Value of money. The child's relationship to God. How to develop the creative self-activity of the child.

TERM B—*Kindergarten Principles, Methods, and Program.* One period a week. Advanced work in the kindergarten. The relation of the kindergarten to the primary school is carefully worked out. The intention is not to prescribe a program of work, but to enable the student to test her power to apply educational principles in her daily program of work.

DEPARTMENT OF PHYSICAL EDUCATION

MISS OVERALL.

"Health is Wealth."—Emerson.

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

Physical Training: Two periods a week throughout the entire course of study.

The regulation suit is required, which consists of blouse, divided skirt, and low-cut gymnasium shoes. These will be ordered by the Head of the Department. Cost of suit, \$5.00; shoes, \$1.50.

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

SPECIAL COURSES

PRIMARY METHODS.

MISS HALIBURTON.

In recognition of the fact that primary work requires special training, a course in *Primary Methods* is required of all students taking professional work. This is a course in methods of teaching arithmetic, nature study, spelling, reading, and language in primary grades. It will consist of observation of work with classes of children in the Training School, discussion of the principal methods of teaching reading and a comparison of their respective merits, of the value and aim of story-telling in primary work, sources of stories, kinds of stories suitable, and practice in adapting and telling of these stories.

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

1. To train the ear and the vocal organs in the niceties of speech, and thus eradicate slovenly habits and local peculiarities. This is done by drill in the correct pronunciation of vowel sounds, in the distinct enunciation of consonants, and the use of pleasant tones.
2. To give such training in phonetics as shall lead the pupil gradually to become conscious of the common principles of Spelling, which principles he will later formulate in rules. This is done by drills in syllabifying, accenting, and pronouncing words, and later by the marking of words diacritically.
3. To show the use of phonetics as a preparation for reading, and as an aid to that early proficiency in mastering unknown words without the use of such apparatus as diacritical marks, enabling even the young child to get quickly, accurately, and silently the meaning from the printed pages of a book.

LIBRARY METHODS.*

MISS DUGGER.

The purpose of this course is to aid the students in the intelligent use of the school library.

The work in Term B of the Junior Year is to prepare them to take charge of the Juvenile Library in the Training School during their Senior Year; also to train them in the administration of a small school library when teaching. A part of this course includes the study of reference works. All students who have completed the work of the second and third years will be excused from this part of the work.

FIRST YEAR.

TERM A—Four periods a term required. This term covers: Rules and regulations concerning the use of the school library; circulation of books; general arrangement of books in the library; and dictionaries studied in regard to their use and the information to be found in an unabridged dictionary.

SECOND YEAR.

TERM A—Four periods a term required. In this term the card catalog and how to use it is taken up, and encyclopædias and atlases are studied in the same manner that dictionaries were in the First Year.

THIRD YEAR.

TERM A—Four periods a term required. In this term are studied: Biographical reference works; magazines and periodical indexes; and special reference works; and a review of dictionaries and encyclopædias.

SPECIAL COURSE.

All new students who enter above the First Year and below the Junior Year are required to take two additional periods of work in the fall term. The time for this is extra, and, as it

*All of this except that of Special Course and Term B of Junior Year is done in the time scheduled for English.

requires no outside preparation, will be called for at vacant periods when convenient for the library. This work covers: Rules and regulations concerning use of school library and arrangement of books in the library.

JUNIOR YEAR.

TERM A—All Juniors who have had no previous library methods are required to take four periods of work. Two periods taken from time scheduled for English and two periods extra. This course covers: Rules and regulations concerning use of library; arrangement of books and use of the catalog; contents of reference department.

TERM B—Eighteen periods a term required. Time taken from that scheduled for observation. This work is required of all Juniors and is devoted to the administration of a school library when teaching, and is preparatory to the work in the Training School, in the Senior Year.

TRAINING SCHOOL DEPARTMENT

JOSEPH L. JARMAN.....	<i>President</i>
CLIFF W. STONE.....	<i>Director</i>
MARY ST. CLAIR WOODRUFF.....	<i>Principal</i>
MARY ST. CLAIR WOODRUFF.....	<i>Supervisor of Seventh and Eighth Grades</i>
MARY D. PIERCE.....	<i>Supervisor of Fifth and Sixth Grades</i>
FANNIE WYCHE DUNN.....	<i>Supervisor of Third and Fourth Grades</i>
MARGARET WINIFRED HALIBURTON.....	<i>Supervisor of First and Second Grades</i>
MARY V. BLANDY.....	<i>Supervisor of Kindergarten</i>
GRACE BEALE.....	<i>Assistant in Kindergarten</i>

NOTE.—Heads of Departments, whose subjects are represented in the Training School, are also members of the Training School Faculty.

GENERAL STATEMENT

The Training School, which consists of a Kindergarten and eight grades, is in charge of a Director, assisted by the Principal of the Training School, Heads of Departments, Supervisors, and members of the Senior Class. The Director is also Head of the Department of Education, hence the work of the Training School is in close touch with the best educational thought. The purpose of this school is to give to the student-teachers actual experience in solving the various problems which confront the teacher. They are placed in charge of a room and held responsible for its discipline, and are required to teach some of the branches in the grades under supervision. They are observed and criticised and directed in methods of teaching.

At the beginning of the Senior Year the Director of the Training School divides the Senior Class into two sections. The members of one section finish up their class work, while the members of the other devote almost their entire time to teaching. In the spring term the sections reverse. This division is made in order that the students who are teaching in the Training School may be practically free for this work.

No student is allowed to graduate, however proficient she may be in the academic branches, until she has satisfied the Training School Faculty that she is qualified to teach.

*ORGANIZATION.

Heads of departments offer special courses in methods of teaching their several branches. In these courses no attempt is made to limit the methods to those to be used in any particular class; rather a broad, liberal view of the entire subject is aimed at; the work is of such a general nature as to leave the student scope for freedom and originality in adapting her methods to meet the needs of her particular school. In order to make these courses as directly helpful to the Training School work as is consistent with the above-stated aim, the heads of departments consult with the supervisors in making out these courses.

The Director of the Training School assigns each student-teacher to the grade in which she is to teach. The assignment of the subjects in the grades is made by the supervisors. "Each head of department hands to the Director a list of all prospective student-teachers, with grades, also a separate list, arranged in order of preference, of not fewer than thirty girls whom he considers best able to teach his subject in the Training School," and, as far as practicable, the supervisors consider the student-teacher's special qualifications in assigning work.

Supervisors are responsible for the work of the grades in their charge. Hence all student-teachers are responsible to the supervisors under whom they are teaching. Student-teachers are required to make daily lesson plans for the supervisor, to be criticised and returned before the lesson is presented.

Each supervisor does as much of the teaching as is practicable, and devotes the remainder of her time to the supervision of the student-teachers. As occasion offers, she conducts illustrative lessons in the presence of her student-teachers, the amount of such teaching varying with the needs of the grade and of the student-teacher.

*Other phases of organization are covered in the "*Report of the Committee on Relationship in the Training School.*"

All criticisms are intended to be helpful and suggestive, and are not intended to be interpreted as warnings of failure. If a student is found to be failing in her teaching, she is notified of the fact.

JUVENILE LIBRARY.

The Training School is equipped with a library containing four hundred seventy-four carefully selected volumes and about a dozen magazines suited to young readers. Student-teachers are assigned work here just as in other departments, and are given practical experience in the administration of a small library among the pupils of the Training School. This library serves the double purpose of giving the pupils of the Training School the advantages of a library, and at the same time of giving the student-teachers training in properly directing such libraries as may be located in the schools where they are called to teach.

EXPENSES.

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

COURSE BY DEPARTMENTS

GARDENING AND ELEMENTARY AGRICULTURE

The chief aims of this work are:

1. To enable the children to get first-hand experience in raising some of the common flowers, vegetables, fruits, and farm crops; and incidentally to acquaint them with seeds and seedsmen.

2. To provide the children with an opportunity to put their ideas into practice.

3. To provide basal experience for work in "book" agriculture, nature study, geography, arithmetic, language, etc.

4. To arouse an interest in the common garden and farm plants.

5. To establish the habit of finding pleasure in the commonplace things of life, and to foster a desire to add to the delight and comfort of home life.

6. To engender an appreciation of labor and the laborer's life.

From the standpoint of elementary agriculture, the garden work in the primary and intermediate grades is designed primarily to acquaint the children with the common plants, and at least one good way of producing them, thus affording data for the comparison of methods which is taken up experimentally in the seventh grade.

The outline of plants listed for the various grades is designed to be suggestive rather than a prescribed list. The teacher should feel free to make use of the children's interests.

Since adequate knowledge of producing a plant can not be gained by one production of it, an attempt has been made to repeat at intervals certain plants, which are typical for this locality.

FIRST GRADE.

Fall: Harvest and store popcorn and pumpkins planted by preceding First Grade. Visit corner, granary, barn. Lay out garden beds and edge with sweet violets, brought by

children if possible. Plant crocus bulbs out of doors, and Chinese lily in water in the house. Make an onion bed. Mulch and protect with leaves.

Winter: Care for house plants. Skim milk and make butter in modern churn.

Spring: Rake and cultivate onion bed. Plant popcorn, pumpkins. Plant nasturtium seed in the house and transplant to garden. Transplant speedwell from roadside to garden.

SECOND GRADE.

Fall: Plant turnips. Visit a farm, to see fall work. Harvest and store corn planted by preceding Second Grade. Gather cosmos and sunflower seed. Plant tulips in garden plot and paper narcissus in water in the house.

Winter: Care for house plants. Make butter by shaking milk. Make meal of corn. Plant date seed.

Spring: Plant corn and English peas. Gather and shell peas. Plant peach seed to see if they germinate the first season. Plant sunflower and cosmos. Transplant wild violets from the woods.

THIRD GRADE.

Fall: Gather tomatoes, for seed and canning. Transplant wild strawberry plants from woods to garden. Pick and seed cotton from Eighth Grade plot. Make a lettuce bed. Plant snowdrops out of doors and jonquilla campernelle in water in the house. Collect seed of verbena.

Winter: Cultivate and protect lettuce. Make butter in old-fashioned churn.

Spring: Plant tomatoes, beets, and apple seed. Plant hollyhock and verbena seed, or transplant. Transplant blood-root from woods to garden plot.

FOURTH GRADE.

Fall: Slip roses out of doors; plant sweet peas and lily of the valley. Pot, for the window garden, calla lily, Otaheite orange or Wonder Lemon, and a palm. Harvest sorghum and sugar beet.

Winter: Keep house plants free from scale and aphids. Care for.

Spring: Plant sugar beet and sorghum, scarlet sage and Japanese anemone. Repot window plants and dry off calla bulbs. Transplant anemone and jack-in-the-pulpit from woods to garden. Cultivate and train sweet peas planted in fall. Keep sweet peas and roses free of aphids.

FIFTH GRADE.

Fall: Plant Spanish iris bulbs, spice pink, and sweet peas out of doors, and double violets and myosotis (forget-me-nots) in cold frame; plant turnip seed for winter salad and set out potato onion sets; sow winter rye on next spring's corn space. Pot begonias and other house plants. Gather corn, butter-beans, and peanuts.

Winter: Plant bulbs in bowls for room decoration and Christmas presents; care for house plants. Dig salsify.

Spring: Plant moonflower out of doors and phlox, aster, coreopsis, nasturtium, and thunbergia in cold frame. Plant string beans, salsify, butter-beans, garden corn; plow under winter rye or clover and plant field corn and peanuts. Gather flowers and vegetables.

SIXTH GRADE.

Fall: Plant tulip bulbs and spice pink out of doors and double violets, cowslip, and candytuft in cold frame; plant lettuce and transplant to cold frame for winter use; sow wheat; pot house plants. Gather flowers, navy beans, celery, and sweet potatoes.

Winter: Plant bulbs in bowls for room decoration and for presents; care for house plants. Gather lettuce.

Spring: Plant Madeira vine bulbs, and bed begonias out of doors and coleus, canna, thunbergia, and nasturtium in cold frame; plant English peas, navy beans, celery, cucumbers and sweet potato plants. Sow clover on wheat. Gather flowers and vegetables.

SEVENTH GRADE.

Fall: Dig carrots and Irish potatoes. Plant trumpet narcissus bulbs out of doors.

Spring: Plant carrots, radishes, Irish potatoes, and string beans in the vegetable garden, and Shasta daisy, sweet alyssum, and cypress vine in the flower garden. Gather radishes and string beans.

EIGHTH GRADE.

Fall: Harvest corn. If necessary, bring cotton plant in the house to mature pods. Plant iris for spring blooming. Make a pansy bed.

Spring: Plant mignonette, balsam apple, and wall flower in flower garden, and corn, cotton, and parsley in vegetable garden.

MANUAL TRAINING

FIRST GRADE.

Home Life and Homes of Other Peoples: Planning houses, using sticks and crayons. Making small model house of paper. Furnishing playhouse; wall paper, painting, furniture, rugs, curtains, etc. Making Eskimo homes of clay, Filipino houses of grass, Indian wigwams of cloth, Indian village. Making moccasins, head dress, etc. Illustrating stories or activities with free paper cutting and modeling in clay or sand. Other occupations reflecting child life and activities.

SECOND GRADE.

Simpler Occupations and Primitive Methods: Dressing dolls in the costumes of hunter and shepherd. Making moccasins and head dress, etc. Simple baskets, sacks, boxes, envelopes, etc., for garden seed. Primitive plows and harrows to contrast with modern tools. Making mats as primitive substitutes for beds, chairs, etc. Free paper cutting, modeling in clay and sand to illustrate primitive methods of carrying on industries. Work in connection with holidays, etc.

THIRD GRADE.

Neighborhood Occupations and Pioneer Life: Weaving with cotton and wool. Braiding and making mats, hats, etc. Cardboard and paper construction of gifts for holidays, involving more difficult problems in measurements. Calendars, picture frames, fancy boxes, fans, toys, etc.

FOURTH GRADE.

Transportation and Life in Other Lands: Wood and cardboard construction of models of the simpler means of transportation. Raffia and reed mats, baskets and whiskbroom holders. Sewed baskets. Advanced cardboard construction of useful articles, gifts, toys, etc.

FIFTH GRADE.

Boys: Mechanical drawing for models in knife work. Construction of various useful articles. Lessons in control of knife and materials.

Girls: Sewing—The common stitches, such as blanket stitching, basting, hemming and combination stitch applied to various useful articles as hair receiver, pencil case, iron holder, book cover, sewing bag, etc.

SIXTH GRADE.

Boys: Mechanical drawing for models in knife work; advanced work. Use of tools. Construction of articles of use about the home and for other purposes. Simple carving and decoration.

Girls: Sewing—Stitching, hemming, overhanding, French felling, sewing on buttons, gathering and setting in gathers, applied to articles as tie, handkerchief, pin ball, bean bag, apron with band, sleeve protector, etc. Cord Work—Scissors and curtain cords.

SEVENTH GRADE.

Boys: Mechanical drawing to scale in making working drawings. Bench work in wood. Construction of articles of use for home use and other purposes. Carving and decoration.

Girls: Sewing—Feather stitching, chain, herring bone, couching, buttonhole, eyelet, loop, applied to articles as collar, sofa pillow, bag with design, work apron, traveling case. Crocheting and knitting doll slippers, wash cloth, etc. Patterns used in making doll clothes.

EIGHTH GRADE.

Boys: Working drawings to scale. More advanced bench work in wood. Original models. Design. Elementary bent iron work. Making simple furniture. Chair caning.

Girls: Sewing—Rolling and whipping ties. Each girl will make one garment for herself, using a pattern. Drafting patterns for doll clothes, cutting and making. Stenciling applied to curtains, sofa pillow or centerpiece.

DRAWING

The course is based on Wilhelmina Seegmiller's "Applied Arts Drawing Books." As far as seems wise the work in Drawing is correlated with the other subjects taught, especially in the primary grade.

FIRST GRADE.

Landscape drawings showing sky, earth, clouds, distance, and trees at different seasons. Drawings of flowers, fruits and animals from life, copy, memory;—this work connected with nature study. Drawing of toys and familiar objects. Action drawings suggested by games and occupations. Free expression in drawings connected with Thanksgiving, Christmas, and other special occasions. Illustrative drawing. Design based on geometric planes and conventional units on squared paper. Study of type solids. Movement exercises to develop muscular control.

MEDIUMS: Black and colored crayons, ink, water color. Color chart of the twelve leading colors kept before class all year.

SECOND GRADE.

Work similar to that of First Grade.

THIRD GRADE.

Landscapes in light and dark and color, showing path, level and rolling country, seasons, correct space divisions. Illustration. Tree sketches in crayon. Brush drawing of flowers, leaves, buds. Bird study. Designs in straight lines on squared paper, and leaf designs. Application of these in Manual Training. Free expression in drawing connected with special occasion at different seasons. Making of color notes throughout the session. Figure study illustrating activities in games and occupations, correlated with work in history. Illustration of animal stories. Drawing of toys and familiar objects in pencil outline.

MEDIUMS: Water color, crayons, ink, pencil. Color chart kept hanging in the room all session.

FOURTH GRADE.

Landscape in light and dark and color to teach space division and time of day. Illustrative landscapes of texts and seasons. Tree studies in pencil and ink mass. Making of color notes throughout session. Object drawing from very simple objects singly and in groups of two. Drawing and painting of plants, flowers and fruits in season, including correct placing and composition. Drill exercises with brush in making leaves and simple plant forms. Figure studies of games and occupations. Design for borders and surfaces on squared paper and from plant forms. Colored bird and moth studies. Making book cover for color notes and bird studies. Figure drawing from games and occupations, connected with history and literature.

MEDIUMS: Water color, crayons, ink, pencil. Color chart kept before the class all session.

FIFTH GRADE.

Original coloring of landscape outlines to illustrate different atmospheric conditions. Sketching original landscapes, using finder to select composition. Illustrative landscapes. Drawing individual trees. Pencil drawing of still life forms. Copying for technique. Decorative drawings of grasses, seed pods, plants, and vegetables in pencil and flat wash. Figure study. Working drawings of simple geometric solids. Perspective drawing of curvilinear objects. Design with abstract spots and plant motifs worked up in decorative units, borders or surfaces.

MEDIUMS: Water color, crayons, ink, pencil. Color chart kept before class all session.

SIXTH GRADE.

Sunset landscape from memory. Landscape composition using finder. Illustration of texts. Pencil sketches from photographs. Drawing of weeds, leaves, and individual trees in pencil. Lettering. Still life studies. Decorative grass and plant studies. Perspective of rectilinear objects parallel to eye. Drawing of handles and spouts. Designs for tiles, block-

printing, vase forms and their decoration. Figure study. Working drawings of geometric solids. Pattern making.

MEDIUMS: Water color, crayons, ink, pencil. Color chart kept before class all session.

SEVENTH GRADE.

Decorative landscape composition. Pencil sketching. Composition using tree trunks and trees. Illustrative sketching. Copying for technique. Decorative leaf and plant studies. Still life studies. Angular perspective. Design for candle shade, circular border of plate, tray or mat. Line, abstract spot, leaves, seed pods, insects used for motifs. Lettering.

MEDIUMS: Water color, crayons, ink, pencil. Color chart kept before class all session.

EIGHTH GRADE.

Landscapes in pencil and charcoal. Pencil sketches of flowers. Tree studies. Decorative plant study in color, pencil, charcoal. Still life composition in pencil and charcoal. Perspective continued. Working drawings of solids. Lettering. Figure drawing. Copying for technique. Coloring interiors. Design for book cover. Straight line and spot designs for rugs. Making color notes.

MEDIUMS: Water color, crayons, ink, charcoal, pencil. Color chart kept before class all session.

ELEMENTARY SCIENCE

For the work of the first, second, and third grades, see Geography (pages 115-116.) In these grades Elementary Science and Geography are treated as one topic.

FOURTH GRADE.

Nature Study: Study of trees of neighborhood, to determine which, by direction of growth and quality of wood, are best suited for the making of simpler types of boats. Learn to identify wood and bark of those studied. Review trees already studied, and include birch, pine, and cedar in list for special study. Study the stems of plants. Make sugar and molasses. Make candy. Crystallize salt from a saline solution.

Study house materials—wood, brick, stone, slate, metals. Identify granite, mica, quartz; tin, lead iron; cabinet woods. Source and important characteristic of each. Review tree study of fall in connection with means of land transportation. Study formation of soils. Visit clay bank, etc., to account for varieties of soil.

Collect caterpillars in fall, noting their food trees. Learn the tent and tussock caterpillars, and their cocoons. Keep some caterpillars in the school room, especially the great American silk-worms. Study the silk-worm and silk culture. Look for egg masses of tent caterpillar. Distinguish from egg mass of praying mantis. Collect bag-worm cases and keep for development. Study and identify emerging moths and butterflies in spring. Observe lady beetle and praying mantis on plants in garden. What are they doing? Study the toad, and introduce one into the garden. Pay special attention to returning birds. Review those already known, and introduce the class, through talks and pictures, to those which individual pupils observe. Learn woodthrush, brownthrasher, mockingbird, catbird, and cuckoo, and note their service to trees and garden.

FIFTH GRADE.

The work in the fifth and sixth grades aims to teach in a simple way those scientific facts which are needed for the proper comprehension of the work in geography and for intelligent gardening. The course consists largely of simple experiments to illustrate the needed facts, whether they be of physics, chemistry, geology, or agriculture.

Such facts are: Expansion by heat; contraction due to cold and pressure; air pressure; evaporation; condensation; latent heat; radiation of heat; rocks and the formation of soil; germination of seeds; seed testing to ascertain the percentage of live seeds and the presence of foreign seeds; preparation of seed beds; fertilizing; how to make and manage a cold frame.

As this grade contains boys eligible to membership in the Corn Clubs of the State, a special study of corn, and how to grow it is taken up here.

The work is correlated with arithmetic, and a special record of facts learned is kept.

SIXTH GRADE.

Review of fifth grade work, if needed; study of roots and root hairs in their relation to air spaces, moisture, tillage, and methods of fertilizing; the study of those insects which give trouble in the garden work; illustration of pollination. As in the fifth grade the work is correlated with arithmetic, and a record kept of facts learned.

In addition to this general science the sixth grade takes up the study of sanitation and its relation to preventable diseases.

TEXT BOOK: "Primer of Sanitation," Ritchie.

SEVENTH GRADE.

Agriculture: The course in agriculture consists as largely as possible of the observation of plants and soils and of experiments to illustrate their relation to each other. Soil formation, drainage, and tillage are especially dwelt upon. Flowers are studied to illustrate pollination; insects divided into useful and injurious, and observed; observations are made in the field

of available crops, and a garden is cultivated by the pupils. In a word, the practical is emphasized, rather than the theoretical.

TEXT BOOK: "Agriculture for Beginners," Burkett, Stevens, and Hill.

EIGHTH GRADE.

Hygiene: The aim of this course is to acquaint the pupils with the important laws of health. Public and private sanitation are emphasized and certain features of domestic science are introduced to show the necessity for hygienic care of the home.

TEXT BOOK: Ritchie's "Human Physiology."

GEOGRAPHY

FIRST GRADE.

Geography and Nature Study: Outdoor lessons on hills, valleys, ridges, and meadows; on brooks, ponds, and springs; on rills, gullies, and rain puddles.

Directed observation of moon and stars, sunrise and sunset, lengthening of day and fall of shadows; of dew or frost, rain or snow, cloud or sunshine. Teaching cardinal points. Teaching names of seasons and watching phenomena of each in turn.

Observation of blooming and fading flowers; forming, falling and dissemination of seeds; coloring and falling of leaves; ripening and gathering of fruits in the fall; leaves and snow as a shelter to plants. Budding, leafing, and blooming of plants; forming of fruits in the spring.

Special trees: sugar maple, oak, tulip tree, spruce—use to man; contour; recognition and coloring and fall of leaves; leafing, blossoming, and seeding in spring; maple keys. Look for new leaves on the spruce. Does the spruce ever lose its leaves? Narcissus blooming in water; the bulb as a plant store house. Crocus and violet blossoms in garden, and speedwell for wild flower acquaintance.

Observation of animal and insect life in vicinity of school; migration of birds in the fall and return of birds in the spring, especially of the robin; hibernation of animals in fall, wakening of animals in spring; forming of cocoons and chrysalids in fall, emerging of moths and butterflies in spring. Lessons in winter on domestic animals and on animals connected with fables and geographical stories—cow, pig, turkey in connection with Thanksgiving; the cat as a helper in the barn; rabbit and bear, dog and reindeer in connection with Eskimo; blue-bird, robin, and cardinal grosbeak as birds for special study.

SECOND GRADE.

Geography and Nature Study: Work of first year reviewed and extended. Lessons on hills, valleys, slopes, ridges, divides; on brooks, creeks, ponds; work of brooks; mud banks or

deltas; shore forms found in ponds; idea of hill expanded into that of mountain; meadow into plain; brook into river; pond into lake.

Sky studies continued as in first year. Observation of season phenomena extended by study of forms of water, experiments with boiling water, freezing water, etc.

Plant and animal life continued as in first year. Thorough study of the cosmos plant as a whole in the fall. Collect and name fall wild flowers, especially those similar to sunflower. Learn asters and goldenrod. Look for seed of trees studied. Scattering of such seed, how accomplished. Plant some of each. Study of germination of seeds in the spring. Need of plant for heat, light, water, and food shown by experiments. Review first grade trees, and add peach and sycamore. Study fruit, flowers, and leaves, noting time of appearance, as compared with other trees. Study of sheep and goat, of the dog as a servant of hunting and shepherd peoples; of wild relatives of the dog and cat, especially the wolf, as an enemy of sheep; of horse and camel in connection with Arabs. Winter birds—chickadee, titmouse, recognized by sight and note, and observed. Their relation to the trees which are studied in the grade. Arrival of common birds in spring noted. Red-headed woodpecker—color markings, note, characteristic movements, value. Ducks and ducklings.

Study of the children of other lands. "Around the World," Book I, in the hands of the children.

THIRD GRADE.

Geography and Nature Study: Work of second year reviewed and extended. Earth study in two phases: (1) How the Earth supplies the needs of man—soil, water, air, heat, land and water forms, plant and animal life; (2) How man makes use of the Earth's supplies—occupations of our own community and of our country; degrees of civilization; the town or city as a center of civilization.

Sky studies: Attention directed to the winter skies. Changing position of sun. Simple lessons on the sun, moon, stars, planets, etc., based on Miss Proctor's "Storyland of Stars," and as much observation as practicable.

Plant and animal life continued. Review trees of preceding grade, and add apple, elm, red maple. Observe in fall for fruit, leaves, and bud. Winter twigs of red and sugar maple, oak, elm, apple, tulip, peach, sycamore. Learn to recognize. Measure year's growth and compare rate. Take a census to determine which are most abundant and where they prefer to grow. In which are most bird nests found. Identify nests where possible. Force in house lilac and apple buds. Study buds as plant storehouses. Observe early blooming of elm and red maple. Look for their seed. Review birds already learned and add turkey vulture for constant observation, and humming bird, snowbird, and goldfinch in season. Add wild strawberry, bloodroot, mallow and coral honeysuckle to the list of wild flower acquaintances.

In connection with study of simpler occupations and pioneer life, study cotton plant, indigo, flax; dry apples and wild grapes; gather roots, berries, bark, etc., from which dyes may be made; can tomatoes, visit cannery, study tomato sphinx caterpillar and moth, comparing the latter with the humming bird.

Life in other lands: "Big People and Little People of Other Lands," in pupils' hands.

FOURTH GRADE.

Beginning of formal geography. From this grade our attention is directed to the Earth as a unit. Earth discussed as a globe; idea of pole and equator developed, with observation of the North Star. Zones of heat and belts of plant and animal life simply treated with special reference to the Earth as a unit. Observations taken of the midday sun at short intervals from this grade on to the end of the Training School Course. Special attention paid in each grade to Vernal and Autumnal Equinoxes and to Summer and Winter Solstices, as near as may be to the correct dates. Weather Record kept in this and succeeding grades.

Each continent is then taken up as a unit and simply treated as to outline, relief, drainage, belts of animal and plant life and races of mankind. Political geography not emphasized in this grade. Simple map drawing and modeling of each continent in sand.

TEXT BOOK: Frye's First Course in Geography, followed as far as needed to cover the above points.

FIFTH GRADE.

Observations as outlined in Grade IV continued and developed. Taking up advanced text book, an elementary study is made of latitude and longitude, change of seasons, winds and rainfall, emphasizing afresh the view of the Earth as a unit, leaving the detailed study of these topics to the eighth grade.

Each continent from now on to be treated in detail under the heads of position, shape, outline, dimensions, relief, drainage, winds and rainfall, zones of climate, belts of plant and animal life and races of mankind. Correlation between Arithmetic and Geography to be kept in mind in this and succeeding grades. Relation between cause and effect developed at every step. North America treated only as above in this grade; South America and Africa have their political subdivisions taken up after each has been treated as a whole as above. Map drawing and sand modeling. The geographical readers which are used in the grade are to be read rapidly by class to illustrate the text.

TEXT BOOK: Frye's Grammar School Geography.

READERS: Carpenter's South America; Carpenter's Africa.

SIXTH GRADE.

Observations as outlined in Grade IV continued and developed. Europe, Asia and Australia to be taken up on the same plan as outlined in the work of Grade V.

Each continent to be taken up as a test of power gained from previous study before proceeding to the text. History to be correlated where possible, and its connection with and dependence upon geography emphasized.

TEXT BOOK: Frye's Grammar School Geography.

READERS: Carpenter's Europe; Carpenter's Asia.

SEVENTH GRADE.

Review of North America in greater detail than in fifth grade. Intensive study of United States as to physiography

and climate. Products of United States, as results of physical structure of continent, acted upon by climatic agencies. Political divisions of United States with location of more important trade centers. Areas, populations, and lengths of great rivers impressed by correlation of arithmetic and geography. Colonial history correlated with geography of United States in this grade. Other countries of North America. Review of general principles of Physical Geography. Current events of the week with location of places discussed on the map.

EIGHTH GRADE.

Climate of the Earth studied in detail with mathematical geography. Observations of Equinoxes and Solstices with special reference to their meaning in mathematical geography.

Review of races of men and zones of plant and animal life as preparation for study of commercial geography. Commercial Geography taken up. Routes of Trade studied in connection with winds and ocean currents. Roads, canals and railways discussed. Ships and steamships in connection with ocean traffic. Colonial possessions of Great Powers from the point of view of World Trade. Detached Parts of United States, correlated with study of Territorial Growth of United States in History.

Current events as in seventh grade.

HISTORY

The chief aims of the course in *history* are:

1. To equip the pupil with a limited number of facts, chiefly concerning the history of his own country.
2. To make the child acquainted with a few of those men and women of the past who are best worth knowing.
3. By some study of peoples widely separated from us in time, space, and manner of life, to lay the basis for an understanding of the largeness of humanity.
4. By beginning the work with a description of a very simple mode of life, and studying thereafter types of continually increasing complexity, to bring the child to realize that our institutions have slowly grown to their present form, and are yet growing.

The work in *civics* is designed to give the pupil an elementary knowledge of the mechanical workings, and, more especially, of the usefulness of his local, state, and national, government.

All these specific ends are sought because of the effects upon the mental, moral, and social nature of the child which may be expected from their realization.

History as a distinct subject is begun in the fourth grade, but in the first three grades much historical matter of independent value is learned, and the child is prepared for the continuous study of the subject.

FIRST GRADE.

Observation of such historical events as Thanksgiving, Christmas, and Easter; the birthdays of Washington, Lee, and Jackson.

SECOND GRADE.

Continuation of Grade I with the addition of the study of Indian life in connection with the study of "Hiawatha's Childhood," and the study of Eskimo life in connection with Smith's "Eskimo Stories."

THIRD GRADE.

The history of this grade consists of stories of the life of earlier days in our country. The lives of the children of long ago, their school days and Sabbaths, holidays and restrictions; the occupations of the homes, both of New England villages and Southern plantations, when food and clothing, furniture, soap, fuel, and lights were nearly all home products; the peril by fire and Indians; dangers of travel and difficulties of communication; and a few of the achievements which so changed the conditions of life for us, are presented in picturesque stories, which appeal to the child's imagination, create a sympathetic interest in the events of the past, and store his mind with knowledge and images which will enrich his future history study.

Such stories as are available are in the pupil's hands for his own reading; and these are supplemented by stories told by the teacher. The work is done in the reading and language periods.

TEXT BOOKS: For study or reference: "Everyday-Life in the Colonies," Stone and Fickett; "Days and Deeds a Hundred Years Ago," Stone and Fickett; "Colonial Children," Pratt.

FOURTH GRADE.

By the time that the pupils have reached this grade they are demanding stories that are true, not only in general application but in particular fact. Here, then, with the story of the Roman nation, is begun a study of the conspicuous features of general history, each with an individual as its center. The life, customs, religious beliefs, valor, and achievements of the Romans are shown in the biographies of their great men.

TEXT BOOK: In the hands of pupils: "Famous Men of Rome," Haaren and Poland.

FIFTH GRADE.

History of Greece: The myths and history of Greece are presented through a study of the doings of her great men as connected with the progress of Athens, Sparta, Thebes, and Macedonia. Emphasis is placed upon the heroes of peace.

The story of Greece appears more complex than that of Rome, both from the narrative and social view-point; hence the order in which the two are studied.

TEXT BOOKS: "Famous Men of Greece," Haaren and Poland; "Ten Boys," Andrews.

Local Civics: This work aims merely to acquaint the child with some of the civic facts in the life about him. Study the fire department. Discuss the "run to a fire"; visit a fire station and contrast present method of fighting fire with old bucket method; teach that the department is a community interest, and that it is to the interest of each citizen to see that the system is good; develop the ideal of bravery and faithful performance of duty; teach causes of fires, means of prevention, and Farmville's new fire alarm system.

Treat the police department in a similar manner. Study the ordinances of Farmville both as to content and process of making, taking up in detail necessary prohibitive ordinances, such as those relating to fireworks, shooting in corporate limits, gambling, etc. Study the city council, its personnel, and the election of members; learn the names of the mayor, and important committeemen, and if practicable visit the council in session.

Current events are discussed in opening exercises and correlated with geography.

SIXTH GRADE.

History of England: English history studied with somewhat more attention to the acquisition and retention of facts, but with the emphasis still upon the interpretation of those facts as factors in human progress. The text, though dealing with the progress of a nation, is in story form and the stories usually center about a single character of historical eminence. Heroes of peace are emphasized.

TEXT BOOKS: "Stories from English History," Warren; "Ten Boys," Andrews.

Local Civics: Study the water system in fact and in relation to disease. Visit the pump house; examine the method of filtering; develop the idea of criminality of unsanitary water supply; discuss purpose of drinking fountains and possible communication of disease through delivery of water in bottles.

In the same way take up the lighting and sewerage systems. Study streets and sidewalks; sanitation and care of streets; talk about clean streets; services rendered by the garbage-man and street sprinkler; spitting; objectionable bill boards as first impression for newcomers; the new grass plot being made by the railroad company; trees. Ascertain sources of money for public utilities; fines, taxes, dispensary. Study the post-office; schools and churches as public utilities.

Current events as in fifth grade.

SEVENTH GRADE.

History: American history to Washington's administration. Work with the text book is supplemented by library reading and reports. Virginia and Massachusetts receive especial attention as type colonies. The importance of Virginia in the Revolution is emphasized.

TEXT BOOK: United States History, Thompson.

Civics: Civics in this grade is closely correlated with history. There is an easy transition from the colonial government of Virginia to the present State government. A study of Richmond is made in geography.

1. The three departments of state government:

The legislative department,—The General Assembly, what constitutes it, time of meeting. A careful study of the two houses. How a law is made. The state constitution.

The executive department,—The executive officers, their election, term of office, duties.

The judicial department,—In whom the power is vested. How a trial is conducted.

2. Other topics for study are:

State education.

The work of the state board of health.

State charities.

State taxation.

3. An effort is made in this grade to interest the children in the promotion of civic beauty. This is done by studying the improvements already made in Farmville, those that need to be made, and the children's part in adding to the attractiveness of their home place.

TEXT BOOK: "The Community and the Citizen," Dunn.

EIGHTH GRADE.

History: United States history from the beginning of Washington's administration to the present time. Virginia's part in the Civil War is emphasized.

History in the seventh and eighth grades is correlated with geography. Appropriate literature will also be studied in connection with the history.

TEXT BOOK: United States History, Thompson.

Civics: This grade takes up a study of the work of the national government, correlating it with the formation of the government studied in eighth grade history. In this connection there is a review and comparison of city, county, state, and national government.

1. A thorough study is made of our national capital.
2. Departments of the national government: legislative, executive, judicial; how constituted; chief duties vested in each.

3. Other topics studied:

A broader view of the postal system.

The army and navy.

Harbors, lighthouses, and life-saving stations.

The customs department.

The making of Americans.

Taking the census.

How the expenses of the government are met.

4. An effort is made to familiarize the children with some of the most far-reaching questions of the day that concern our government.

5. The special aim of this course is to impress upon the children the privilege and duties of good citizenship.

TEXT BOOK: "The Community and the Citizen," Dunn.

ARITHMETIC

The direct aim of arithmetic teaching, in the grades, should be to meet the needs of, and arouse interest in, the number side of life. But just as it is necessary that the child learn to read before the truths of history and of literature can be revealed to him, so it is necessary that he become master of the pure mechanics of arithmetic before this branch of knowledge can be made to serve him. Hence, as far as knowledge is concerned, there are two prominent purposes in the teaching of Arithmetic: first, acquaintance with certain processes; and, second, acquaintance with valuable facts of a quantitative nature. For the first five years of school life, the first is perhaps most prominent, while for the last three we are concerned principally with the second. Therefore, in arranging the following course, our aim has been to give in each grade whatever there might be a need for, either in the child's school or home life, and at the same time to let each grade see some one or more of the fundamental processes or practical topics completed.

FIRST GRADE.

Counting: Number space from 1 to 100; counting objects by 1's to 100, using bundled splints; counting by 5's to 30, applied to reading time by the clock; counting forward and backward by 2's, 3's and 4's to 12, using numeral frame or other objects.

Operations with objects—number space from 1 to 12: Separation and combination of the numbers 2, 4, 6, 8, 9, 10, and 12, and, afterwards, of the numbers 3, 5, 7, and 11, involving operations in addition, subtraction, multiplication, and division; making and solving oral problems involving all the above processes.

Measuring, Form Study, and Denominate Numbers; Estimating and measuring distances with inch, foot, and yard; learning to know the square, oblong, triangle, and circle, the cube, square prism, and cylinder; learning to know real coins, as the penny, nickel, dime, dollar (as ten dimes), quarter-

dollar, and half-dollar; exercises in buying and selling learned from dramatization of store; the pint, quart, and gallon, the peck, bushel, and half-bushel learned from actual use of these measures.

Fractions: The fractional parts $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$, 1-3, of a single object learned, and, afterwards, these parts of a number of objects.

Making and reading figures—number space from 1 to 150 or more: Figure-making taught as exercise in penmanship, figure-making connected with finding pages of reading book used; Roman figures from I to XII connected with reading time from the clock.

SECOND GRADE.

Previous work reviewed and extended. Counting by 10's, using bundled splints, extended to 1,000; counting forward and backward by 2's, 4's and 5's, using numeral frame, extended to 20; by 3's and 6's to 8; by 5's to 15.

Operations with objects from 1 to 20, involving processes of addition, subtraction, multiplication, and division; operations with figures and signs confined to the processes of addition and subtraction. Oral problems involving the application of all four fundamental processes.

Arithmetical reading from Pierce's "First Steps in Arithmetic," book completed.

Fractions extended to 1-5, 1-6, 1-7, and 1-8.

Making and reading figures. Work of First Year extended to 1,000; Roman numerals to XXX.

THIRD GRADE.

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

Written work is subordinate to oral.

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

FOURTH GRADE.

Work of previous grade reviewed and enlarged upon; underlying principles emphasized; long division taught; measure of surface extended; idea of volume measure developed; some drawing to a scale done; easy bill forms; denominate number and fractions as given in text; problems involving two or more processes.

The written statement of problems is begun in this grade, and especial attention is given to form in both oral and written work; oral work daily.

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

FIFTH GRADE.

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

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

SIXTH GRADE.

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

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

SEVENTH GRADE.

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

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

help. No one method is slavishly followed, the word-and-sentence method being combined with the phonic method, without any use of diacritical marks. The first lessons are in script reading from the blackboard of children's own sentences, which follow observation, action, or narration, and which are the result of pupils' effort to tell what they have seen or done, or to reproduce stories heard. The following books are used: Haliburton's "Playmates' Primer," Bass' "Beginner's Reader," Blaisdell's "Child Life Primer," Murray's "Wide-Awake Primer," Grover's "Sunbonnet Babies' Primer," Haliburton's "Graded Classics," First Reader, Baker and Carpenter's "First Language Reader," and Book I of "Heart of Oak" Readers.

SECOND GRADE.

Literature: Continuation of work of the first grade. Stories and poems read to children in connection with Nature Study and other class work. Hick's "Once Upon a Time Stories," Biggam's "Merry Animal Tales," Haliburton's "Grimm's Fairy Tales," read by the children at home and during periods of recreation. Selected poems read and memorized.

Reading: The aim is now increased proficiency in the mechanics of reading and firmer establishment in the habit of reading for thought. Books used: Blaisdell's "Child Life," Second Reader; Haliburton's "Graded Classics," Second Reader; Baker and Carpenter's "Language Reader, II"; Warner's "Culture Reader, II"; Cyr's "Dramatic Reader, I"; Holbrook's "Hiawatha Primer"; Craik's "Bow-wow and Mew-mew"; and Baldwin's "Fifty Famous Stories."

THIRD GRADE.

To be read by children: Baker and Carpenter's "Third Language Reader"; Haliburton's "Graded Classics," Third Reader; Holbrook's "Nature Myths"; Stevenson's "Child's Garden of Verses"; Baldwin's "Old Stories of the East."

To be memorized: Selections from reading texts, especially "Child's Garden of Verses."

To be read to children: "Little Lord Fauntleroy," "Alice in Wonderland," "Nights with Uncle Remus," "The Wonderful

Chair and the Tales it Told," "The Tapestry Room," "Wonder Book," "Tanglewood Tales."

The children have stated periods during which they read at pleasure in the Juvenile Library.

FOURTH GRADE.

To be read by children: Blaisdell's "Child Life," Fourth Reader; Pratt's "Legends of Norseland"; Scudder's "Book of Legends"; Hazard's "Three Years with the Poets," selections.

To be memorized: Selections from "Three Years with the Poets," and poems of Eugene Field and Riley.

To be read to children: "The Jungle Book," "The Little Lame Prince," "Lob-Lie-by-the-Fire," "The Birds' Christmas Carol," "Lady Jane," "Arabian Nights," selections.

Reading in Juvenile Library as in third grade.

FIFTH GRADE.

To be read by children: For simple oral reading, Collodi's "Pinocchio", The Heath Reader, Book Five; for dramatization, Eggleston's "Hoosier School Boy"; for appreciative study and reading, Hazard's "Three Years with the Poets" and Longfellow's "Hiawatha."

To be memorized: Selections from the above.

To be read to the children: "Little Men," "Two Little Confederates," "Melody," selections from "Wild Animals I Have Known" and "Lives of the Hunted."

Reading in Juvenile Library as in third grade.

SIXTH GRADE.

To be read by children: For simple oral reading, Spyri's "Heidi"; Ouida's "Dog of Flanders" and "Nürnberg Stove"; for appreciative study and reading, Whittier's "Child Life in Prose and Poetry," Blake's Graded Poetry Reader, Sixth Year.

To be memorized: Selections from the above.

To be read to children: "Hans Brinker," "Tilda Jane," "Prince and Pauper," "Sonny Sahib," "Lance of Kanana."

Reading in Juvenile Library as in third grade.

SEVENTH GRADE.

Literature: To be studied: The lives of Longfellow and Dickens in detail. Sketches of the lives of Irving and Whittier.

Those of Longfellow's poems that illustrate his life. "The Birds of Killingworth," "Snow Bound," and other nature poems.

In correlation with History: "The Skeleton in Armor," Joaquin Miller's "Columbus," "The Landing of the Pilgrims," "Paul Revere's Ride," "The Concord Hymn," "Grandmother's Story of Bunker Hill Battle," "The Song of Marion's Men."

To be memorized: Carlyle's "To-day," Joaquin Miller's "Columbus," poems from Longfellow, and nature poems.

To be read to children: "The First Christmas Tree," Stockton's "Fanciful Tales," "Will Shakespeare's Little Lad," Bunyan's "Pilgrim's Progress," selections from "Ten Boys from Dickens" and "Ten Girls from Dickens."

Home reading with class discussion: "Captain January," "Grandfather's Chair," and Cooke's "Stories of the Old Dominion."

Reading in Juvenile Library as in third grade.

Reading: Longfellow's "Courtship of Miles Standish"; Dickens' "A Christmas Carol"; Lamb's "Tales of Shakespeare"; Irving's "Legend of Sleepy Hollow," and other essays from the Sketch Book; and selected poems.

EIGHTH GRADE.

Literature: Literature based upon chivalry. Nature poems. Further reading of authors previously studied.

To be studied: The life of Scott and Lanier in detail, sketches of the lives of Poe, Bryant, and Lowell. Poe's "Annabel Lee" and "The Bells," "The Vision of Sir Launfal," Tennyson's "Sir Galahad," Longfellow's "The Legend Beautiful," "The Fringed Gentian," "The Waterfowl," "The Sandpiper," "The Song of the Chattahoochee," Burns' "The Cotter's Saturday Night," "Lines to a Daisy," "Lines to a Mouse," "A Man's a Man for A' That."

To be memorized: Browning's "Pippa's Songs," selections from "The Legend Beautiful," nature poems.

Home reading with class discussion: "Kenilworth," "Evangeline."

Reading in Juvenile Library as in third grade.

Reading: Scott's "Ivanhoe"; Eliot's "Silas Marner"; Burroughs' "Birds and Bees"; Hawthorne's "Tales of the White Hills"; "The Coming of Arthur" and "The Passing of Arthur"; and selected poems.

ENGLISH LANGUAGE

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

FIRST GRADE.

Oral Language: Conversations based upon children's experiences and observations, and upon other subjects discussed in the school room; imitation of sentences spoken by the teacher; games as drills in learning the common idioms; the use of "a" and "an" with nouns; use of common verbs to agree with singular and plural nouns; correction of list of selected errors common among the pupils; pantomime reproduction of the activities of homes, school, and community; descriptions of selected pictures; inventing and telling stories suggested by pictures studied; memorizing and repeating "Mother Goose" rhymes and a few poems; dramatizing "Mother Goose" rhymes, poems, and pictures; retelling stories; general use of complete sentences by children when reciting in all subjects.

Written Language: Use of capital letters at beginning of proper nouns, at beginning of sentences and lines of poetry; use of period and interrogation point at end of sentences taught incidentally in connection with early reading from blackboard; imitation of written forms of words used in reading lesson; copying words from reading books used.

Phonics and Word Study: Elementary sounds of the language learned from the slow pronunciation of words in the child's vocabulary; associating elementary sounds with their written and printed symbols; analyzing written and printed words into elementary sounds; building new words from familiar sounds and symbols. Phonic Drill Book in hands of pupil during last half of term.

Spelling: Oral and written spelling of easy words from reading lesson during last half of term. Syllabication of words begun.

SECOND GRADE.

Oral Language: Relating experiences and observations; retelling stories; memorizing and repeating poems; dramatizing stories, poems and pictures; inventing and telling stories suggested by pictures; oral reproduction of reading lesson; games as drills in correct forms of expression needed by the class; complete sentences by the children when reciting in all subjects.

Written Language: Sentences copied; sentences written from dictation; composite work in composition; simple form of social letter. Period after abbreviation; comma with "yes", "no", and names of persons addressed; quotation marks in undivided quotations; hyphen; apostrophe to denote possession.

Phonics and Word Study: Continued analysis of spoken, written, and printed words into their elementary sounds as a means of independent word-getting, and as drills to secure distinctness in enunciation and correct pronunciation of words; building new words from familiar sounds and symbols; exercise in syllabifying list of words. Phonic Drill Book completed.

Spelling: Oral and written spelling of words learned; making and keeping lists of the words that make up the pupil's spelling vocabulary.

THIRD GRADE.

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

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

Spelling: Sight, sound, oral, and written spelling, with simplest diacritical marks. Sheppe's "Primary Word Studies," Parts II and III.

TEXT BOOKS: No text book in language in the hands of the children.

FOURTH GRADE.

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

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

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

TEXT BOOKS: Sheppe's "Primary Word Studies," Part IV, and Emerson and Bender's "Modern English," Book I.

FIFTH GRADE.

Oral Language: Unceasing attention to usage; careful application of all forms of correct language taught in the lower grades; conversations on personal experiences, school and community happenings; holidays, local excursions, pictures, poems, and stories; description of persons, places and things; topical recitations, and reports based on observation; word study, for variety, accuracy, and beauty; simplest figures of speech; memory work.

Written Language: Copying poetry and prose to be kept; dictation, for more advanced needs in formalities, with the development of the chief rules for the use of capitals, periods, commas, apostrophes, and quotation marks; formation of

possessives; additional contractions, and abbreviations, if necessary; extension of composition to three paragraphs; original compositions upon subjects selected with regard to the knowledge and tastes of the children; letter writing.

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

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

TEXT BOOKS: Sheppe's "Advanced Word Studies," Part I, and Emerson and Bender's "Modern English," Book I.

SIXTH GRADE.

Oral Language: Usage drills continued; oral composition of the fifth grade continued, with additional conversations on school or community entertainments, interesting or pretty church occasions, visits to places of interest, noteworthy men, women, and children, simple affairs of State, and "Things I have done, and how I did them"; reproduction of matter silently read; topical recitations.

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

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

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

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

TEXT BOOKS: Sheppe's "Advanced Word Studies," Part II, and Emerson and Bender's "Modern English," Book I.

SEVENTH GRADE.

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

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

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

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

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

phrases; elementary view of infinitive and participle: indicative and imperative modes; adjectives, adverbs, prepositions, conjunctions, and interjections.

TEXT BOOKS: Sheppe's "Advanced Word Studies," Part III, and Emerson and Bender's "Modern English," Book II.

EIGHTH GRADE.

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

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

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

Spelling: Continued upon seventh grade plans.

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

TEXT BOOKS: Emerson and Bender's "Modern English," Book II, Sheppe's "Advanced Word Studies"—a review of the work done in the grammar grades for the purpose of enabling the children to apply more readily the principles already learned.

MUSIC

FIRST GRADE.

Songs of the seasons and nature; marching and patriotic and trade songs; those of family relationship. Little hymns. Scale by rote.

TEXT BOOKS: Gaynor's, Smith's and other Primary Song Books, in the hands of the teacher.

SECOND GRADE.

Rote songs continued. Ladder song, and scale taught from ladder. Beginnings of notation taught from blackboard.

TEXT BOOK: To be selected.

THIRD GRADE.

Signature, position of Do, and exercises in the nine common keys. Translation of simple figure exercises by syllable. Use of music copy books. Musical spelling. Tone drill. Rote songs.

TEXT BOOK: Primer, to be in the hands of the teacher.

FOURTH GRADE.

Sight reading in simple exercises and songs. Exercises in all nine common keys. Thorough review of signature, and position of Do. Copy book work. Some rote songs.

TEXT BOOK: First Book, Modern Music Series.

FIFTH GRADE.

Structure of the major scales, and rules for same. Common accidentals, sharp four and flat seven. Time problems. Translation and transposition. Songs and exercises sung by syllable at sight. Two-part songs.

TEXT BOOK: Second Book, Modern Music Series.

SIXTH GRADE.

Drill and review of major scales. Key relationship. Copy book work. Two- and three-part rounds. Two-part songs. Meanings of musical terms.

TEXT BOOK: Second Book, Modern Music Series.

SEVENTH GRADE.

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

TEXT BOOK: Common School Book.

EIGHTH GRADE.

Same as seventh grade.

WRITING

FIRST GRADE.

Free large writing on blackboard; later, on unruled paper with packing crayons; and, during last half of term, on wide-ruled paper with large soft pencil. Words and short sentences copied.

SECOND GRADE.

Pen and ink used. Haaren's Semi-Slant, Book I.

THIRD GRADE.

Special Aims: Good position of body and pen, free movement, good arrangement of all written work. Copy book used: Haaren's Semi-Slant, Book II.

FOURTH GRADE.

Continuation of work of third grade. Beginning of forearm drills. Copy book: Haaren's Semi-Slant, Book III.

FIFTH GRADE.

When children reach the fifth grade they have, with few exceptions, learned to write. From this time on writing becomes more and more a means and less and less an end. The result is a tendency to careless writing in all written work except formal writing exercises. To counteract this tendency copy book work is required of those only who need practice in legible writing, and special attention is paid to the writing of all the pupils in all written work. Occasional drills are given the class as needed for position, correct pen holding, proper movement, etc.

SIXTH GRADE.

The same as fifth grade.

SEVENTH GRADE.

Correct position of body and pen emphasized. Drills for speed. Writing required only when necessary.

EIGHTH GRADE.

Same as seventh grade.

PHYSICAL TRAINING

In the first four grades especial attention is given to games, particularly on the playground. As the pupils advance into the higher grades, less direction is given to their recreation, but they are still supervised.

Formal gymnastics also are used in grades above the fourth, the regular Swedish Day's Order being followed.

LIST OF STUDENTS

<i>Name</i>	<i>County or City</i>	<i>Address</i>
ABBITT, OLA LEE *(Sr)	Appomattox	Appomattox
ACREE, FLORENCE DUNREATH (Sr)	Lynchburg	510 Rivermont Ave.
ADAMS, JESSIE (F)	Prince George	Blairs
ADAMS, PEARL (S)	Mathews	Hicks Wharf
ADAMS, SUE DUVAL (J)	Lynchburg	1008 Wise St.
AGEE, M. PEARL (S)	Appomattox	Fores Store
ALDERSON, MATTIE B. (F)	Russell	Hansonville
ALLEN, MARY BRANCH (R)	Cumberland	Guinea Mills
ALLEN, SUSIE ROSELAND (S)	Prince Edward	Prospect
AMONETTE, JANET P. (R)	Amherst	James River
AMONETTE, KATHERINE (I)	Amherst	James River
AMOS, NANNIE PRICE (F)	Cumberland	Farmville, R. No. 1
ANDERSON, CARRIE BURKE (J)	Buckingham	Dillwyn
ANDERSON, EVA EVANS (S)	Farmville	618 Oak St.
ANDERSON, MARY ALICE (J)	Norfolk	802 W. Highland Ave.
ANDERSON, MARY W. D. (J)	Rappahannock	Ben Venue
ANDREWS, MARY EMMA (F)	Caroline	Shumansville
ANDREWS, MUSA B. (F)	Caroline	Central Point
ANGLEA, PEARL LENNIS (T)	Farmville	531 Main St.
ANKERS, NORVETTA BLANCHE (J)	Loudoun	Sterling
ARMISTEAD, JULIA TRAVIS (Sr)	Elizabeth City	Hampton
ARMISTEAD, MARY FRANCES (T)	Halifax	Lennig
ARTHUR, GLADYS IRENE (E P)	Campbell	Lawyers
ASHE, HATTIE ESTELLE (F)	Gloucester	Achilles
BABB, ANNIE MARY (Sr)	Southampton	Ivor
BAGBY, GILLETTE FLEET (Sr)	King and Queen	Stevensville
BAILEY, ETTA ROSE (F)	Sussex	Gray
BAILEY, FLETCHER ERNESTINE (F)	Sussex	Gray
BAILEY, GEORGE BARHAM (F)	Sussex	Gray
BAILEY, VARINA (S)	Isle of Wight	Windsor
BALDWIN, KATHLEEN (J)	Farmville	709 High St.
BALDWIN, LUCILE ELLIOTT (S)	Farmville	709 High St.
BALDWIN, MATTIE ELIZABETH (F)	Montgomery	East Radford
BALTIMORE, ETHEL REED (F)	Cumberland	Raines
BAREFORD, ALBERTA (I)	Baltimore, Md	1437 Marshall St.
BARKSDALE, MAMIE McDONALD (R)	Halifax	Sutherlin
BARNES, ELLA (I)	Mecklenburg	Chase City
BARNETT, KATHLEEN A. (S)	Roanoke	Catawba

*The initials embraced by parentheses denote the classes—as (R) Review Year, (F) First Year, (S) Second Year, (T) Third Year, (F Y) Fourth Year, (J) Junior, (Sr) Senior, (I) Irregular, (E P) Elementary Professional, (J K) Junior Kindergarten, (S K) Senior Kindergarten, (J G) January Graduate.

<i>Name</i>	<i>County or City</i>	<i>Address</i>
BARNHARDT, IDA M. (F)	Franklin	Callaway
BARNWELL, LILLIAN (F)	Farmville	Water St.
BARRON, MAY (E P)	Shenandoah	Woodstock
BARTLETT, ESLIE J. (F)	Nansemond	Suffolk
BARTON, CLARA (Sr)	Norfolk	207 Central Ave.
BASKERVILLE, EMMA VIRGINIA (F)	Dinwiddie	Champe
BASKERVILLE, GORDON COLEMAN (Sr)	Clifton Forge	64 Alleghany St.
BATTEN, CLARA ETHEL (F)	Princess Anne	Back Bay
BATTEN, MITTIE PORTER (Sr)	Isle of Wight	Smithfield
BEATTIE, ANNIE BELE (T)	Smyth	Chilhowie
BEDINGER, CAMILLA BLANTON (Sr)	Cumberland	Farmville, R. No. 1
BELL, CARRIE LEE (J)	Northampton	Marionville
BELL, SARAH KENT (J)	Pulaski	Dublin
BELVIN, CONSTANCE (T)	Montgomery	Christiansburg
BENNETT, NANNIE L. (Sr)	Pittsylvania	Witt
BERGER, LULA (R)	Franklin	Union Hall
BERGER, MARY (R)	Franklin	Union Hall
BERGER, PEARL (Sr)	Danville	703 N. Main St.
BERGER, RUBY HETTIE (Sr)	Danville	703 N. Main St.
BILLUPS, MABEL (S)	Mathews	Port Haywood
BLAIN, ARCHIE PAULINE (J)	Augusta	Deerfield
BLAND, ANNIE BOOTHE (J G)	King and Queen	West Point
BLANTON, THELMA WILTSE (T)	Farmville	800 High St.
BOATWRIGHT, SALLIE JEAN (J)	Lynchburg	606 Church St.
BOBBITT, ELLA ALEXANDER (J)	Mecklenburg	Smilax
BONHAM, EDNA (J)	Tazewell	Graham
BOOKER, ETHEL M. (R)	Pittsylvania	Level Run
BOOKER, SOPHIE GRAHAM (T)	Farmville	S. F. N. S.
BOOMER, ADDIE LEE (J)	Nansemond	Suffolk
BOSTON, FLORENCE FRAZER (F)	Fauquier	Warrenton
BOULDIN, ANNE VENABLE (I)	Charlotte	Drakes Branch
BOWERSSETT, EVELYN H. (F)	Culpeper	Culpeper
BOWERSSETT, WILLIE F. (F)	Culpeper	Culpeper
BOWMAN, VERA (E P)	Madison	Rochelle
BOWYER, IDA PEARL (J)	Botetourt	Fincastle
BOXLEY, LUCY LIPSCOMB (I)	Louisa	Trevilians
BRACEY, ETHEL RIDDICK (F)	Mecklenburg	Bracey
BRACEY, PATTIE HITE (R)	Mecklenburg	Bracey
BRIGGS, ANNA ATKINSON (J)	Sussex	Homeville
BRIGGS, IRENE ELIZABETH (T)	Albemarle	Scottsville
BRIGGS, MAY ROYALL (J)	Rappahannock	Amissville
BRISTOW, MARIA ADAMS (S)	Farmville	301 Second Ave.
BRISTOW, NELLIE TREVILIAN (J)	Farmville	301 Second Ave.
BROOKE, ELIZABETH BRUCE (Sr)	Culpeper	Culpeper
BROOKE, MILLIAN CARTER (S K)	Culpeper	Culpeper
BROOKING, CORA ROGERS (Sr)	Orange	Orange
BROOKING, MARY VIVIAN (Sr)	Orange	Orange
BROOKS, ANNIE LEE (F)	Halifax	Nathalie

<i>Name</i>	<i>County or City</i>	<i>Address.</i>
BROOKS, SAMMYE (S)	Halifax	Nathalie
BROWN, MARY C. (R)	Norfolk	213 N. Marshall Ave.
BROWN, PEARL PEDIGO (T)	Roanoke	Vinton
BRUCE, BERRIE (J)	Chesterfield	Chester
BRUCE, LOTTIE LEVERT (S)	Lunenburg	Meherrin
BUCKLES, OLLIE GRACE (I)	Russell	Hansonville
BUFORD, FLORENCE DELAUNAY (S)	Brunswick	Fitzhugh
BUGG, LILLIAN PAULETT (F)	Farmville	411 High St.
BUGG, MARTHA KING (F)	Farmville	701 High St.
BUGG, VIRGILIA IRVING (T)	Farmville	411 High St.
BULL, LOLA F. (F)	Accomac	Melfa
BURGER, LAURA AGNES (J)	Farmville	Pine St.
BURKS, BLANCHE (S)	Halifax	Paces
BURNET, JOSEPHINE NEFF (S)	Louisa	Trevilians
BURTON, LILLIAN M. (E P)	King and Queen	Shacklefords
BURTON, MARY OCHILTRE (Sr)	Augusta	Parnassus
BYRD, LILLIAN MAUDE (J)	Henry	Sydnersville
CALDWELL, GLADYS G. (S)	Craig	New Castle
CALDWELL, MATTIE MAE (F)	Appomattox	Appomattox, R. No. 1
CAMPBELL, MYRTLE (S)		Phelps, Ky.
CAMPBELL, NELLIE GESSEE (S)		Phelps, Ky.
CAMPBELL, ROBBIE DALE (E P)	Smyth	Saltville
CANDLER, DOROTHY (F)	Russell	Carterton
CAREY, SARA LOUISE (T)	Westmoreland	Hague
CARTER, ADELE VIRGINIA (J)	Newport News	348 26th St.
CARTER, ELLA WOODING (E P)	Halifax	Houston
CARTER, MILDRED LEE (S)	Roanoke	113 8th Ave.
CARY, RUTH C. (J)	Montgomery	Blacksburg
CHANDLER, NETTIE M. (E P)	Isle of Wight	Windsor
CHAPMAN, ANNIE MAE (I)	Surry	Dendron
CHARLTON, FANNIE HOWARD (J)	Buckingham	Dillwyn
CHEATHAM, ANNIE BESSIE (E P)	Appomattox	Evergreen
CHEATHAM, PAULINE (J)	Sussex	Waverly
CHEWNING, ANNIE CATHERINE (T)	Hanover	Beaver Dam
CHRISTIAN, LETA RANDOLPH (T)	Augusta	Staunton, R. No. 2
CLARK, ANNE PERMELIA (T)	Roanoke	Salem
CLARK, ELIZABETH (E P)	Patrick	The Hollow
CLARK, EUGENIA O. (I)	Pulaski	Snowville
CLARK, FRANCES (F)	Pulaski	Delton
CLARK, MARY LOUISE (J)	Newport News	1151 24th St.
COBB, HETTIE (Sr)	Southampton	Franklin
COCKE, ANNIE GERTRUDE (S)	Charlotte	Red House
COCKE, JANIE (S)	Charlotte	Red House
COLBERT, MARGUERITE KYLE (S)	Spottsylvania	Massaponax
COLE, ANNE TAYLOR (T)	Spottsylvania	Fredericksburg
COLE, EMILY (S)	Halifax	Vernon Hill
COLE, VIRGINIA LUCILE (J)	Danville	645 Jefferson St.

Name	County or City	Address
COLEMAN, ELLA MCKARG (J)	Mecklenburg	Smilax
COLEMAN, MARY LIN (F)	Spottsylvania	Massaponax
COMPTON, MATTIE LEE (E P)	Warren	Front Royal
CONDREY, PEARL ALICE (S)	Chesterfield	Winterpock
CONDUFF, ABBIE MAY (J)	Floyd	Willis
COOK, JULIA KATHARINE (J)	Roanoke	1012 Roanoke Street
COOK, LILLIAN GLOVER (J)	Chesterfield	Bon Air
COOK, SUE BROWN (J)	Danville	839 N. Main Street
COPELAND, ADDIE (Sr)	Hampton	Bloxoms Box
COPELAND, ALBERTA (F)	Henry	Leatherwood
COPELAND, ANNIE LELIA (F)	Nansemond	Holland
COPELAND, JESSIE MAIE (F)	Henry	Leatherwood
COPENHAVER, HATTIE V. (E P)	Smyth	Seven Mile Ford
COPPEDGE, BESSIE (Sr)	Bedford City	227 Washington Street
COUCH, JANIE LOVE (F)	Rockbridge	Sherwood
COUSINS, MARY LUCILE (J)	Petersburg	224 E. Washington Street
COX, EMMA B. (F)	Chesterfield	Winterpock
COXE, KATHERINE SYESTER (I)	Roanoke	916 Nelson Street
CREEKMORE, GEORGE MAE (Sr)	Norfolk	218 Rose Avenue
CRENSHAW, FRANCES LUCILE (J)	Montgomery	Cambria
CRISMOND, EVELYN COLEMAN (S)	Spottsylvania	Fredericksburg
CROWDER, NANNIE LOUIS (T)	Montgomery	Blacksburg
CROXTON, NATALIE (F)	Halifax	News Ferry
CRUMP, SUSIE LEE (T)	Lynchburg	1321 Church Street
CUNNINGHAM, JULIA G. (F)	Prince Edward	Pamplins
CUNNINGHAM, VARA G. (S)	Prince Edward	Pamplins
DABNEY, RUTH (JK)	Newport News	2912 West Avenue
DADMUN, HOPE ALICE (F)	Farmville	501 Buffalo Street
DAUGHTREY, BALLIE WILSON (S)	Nansemond	Holland
DAVIS, ESTHER LEONORA (EP)	Albemarle	Shafter
DAVIS, ETHEL LOUISE (J)	Danville	Box 312
DAVIS, FRANCES WATKINS (T)	Farmville	First Avenue
DAVIS, ISABELLE (Sr)	Alleghany	Covington
DAVIS, LOUISE S. (J)	Richmond	Tidewater
DAVIS, SUSIE VENABLE (F)	Farmville	First Avenue
DEISHER, OLIVIA ALLEN (F)	Botetourt	Eagle Rock, R No. 1
DENTON, WINNIE MADISON (R)	Nelson	Buffalo Station
DICKENSON, GRACE (S)	Franklin	Union Hall
DICKENSON, ROSE B. (JK)	Jacksonville, Fla	Box 495
DIEHL, WILLIE ESTELLE (J)	Dinwiddie	Sutherland
DILLEMUTH, MINNA KATRINA (J)	Nottoway	Blackstone
DIXON, ZOZO LOBEDIA (J)	Wythe	Rural Retreat
DODD, NINA MAY (T)	Tazewell	Graham
DOYNE, MATTIE LOVE (R)	Farmville	315 Virginia Street
DRINKARD, SALLIE W. (J)	Appomattox	Appomattox
DRISCOLL, LANNIE ONIE (T)	Montgomery	Cambria
DRIVER, LULU SLATER (J)	Rockingham	Bridgewater

<i>Name</i>	<i>County or City</i>	<i>Address</i>
DRUMELLER, MARTHA E. (F)	Farmville	Second Street
DRUMMOND, ROBBIE MORTON (I)	Amherst	Amherst
DUMIRE, MRS. LAURA (EP)	Prince Edward	Farmville, R. F. D.
DUNLAP, ISABELLE W. (EP)	Rockbridge	Kerrs Creek
DUVAL, CASSIE LOUISE (S)	Buckingham	Arvonnia
EDMUNDS, CLARA MAY (S)		Bluefield, W. Va.
ELLER, EMMA CHLOE (EP)	Smyth	Marion
ELLIS, EMILY JANE (S)	Augusta	Lyndhurst
EPES, MARTHA ELIZABETH (J)	Dinwiddie	Dinwiddie
EUBANK, HONORA LOUISE (J)	Essex	Dunnsville
EVANS, NITA THACKSTON (J)	Halifax	South Boston
EVERETT, FLORENCE T. (J)	Nansemond	Beamon
EWART, EDNA VIOLET (T)	Campbell	Rustburg
FALLWELL, EUGENIA (JG)	Lynchburg	407 Main Street
FARRAR, ELIZABETH LOVE (F)	Mecklenburg	Baskerville
FERGUSON, LOUISE RA (J)	Hampton	519 N. King Street
FERGUSON, MARIE (Sr)	Hampton	519 N. King Street
FIRTH, MARY EMILY (I)	York	Messick
FISHER, OLA (Sr)	Bedford City	420 E. Main Street
FISHER, SUSIE NORMA (R)	Dinwiddie	Wilson
FITCHETTE, FLORA LEAH (T)	Northampton	Chesapeake
FITCHETTE, MISSOURI TROWER (T)	Northampton	Chesapeake
FITZGERALD, MARY E. (J)	Pittsylvania	Elba
FITZPATRICK, NELLE MARTHA (J)	Bedford	Bedford City
FITZPATRICK, VIRGINIA P. (J)	Buckingham	Buckingham
FLEMING, LILLIE BLANCHE (I)	Cumberland	Columbia
FORBES, RUTH PAGE (I)	Cumberland	Olesko
FORD, ANNIE LOUISE (J)	Warren	Front Royal
FORE, HATTIE GRAY (S)	Appomattox	Vera, R. F. D. No. 3
FORE, KATHLEEN E. (S)	Lynchburg	2700 Fifth Avenue
FOSTER, ELBA F. (R)	Mathews	Hicks Wharf
FOSTER, IVA MCFARLAND (S)	Prince Edward	Farmville, R. No. 3
FOSTER, MARY ELIZABETH (S)	Prince Edward	Darlington Heights
FOSTER, OLIVE EARLE (S)	Prince Edward	Farmville, R. No. 3
FOWLKES, A. GERTRUDE (J)	Roanoke	724 South Avenue, S. W.
FRANCES, HAZEL WARD (I)	Smyth	Marion
FREEMAN, GRACE STROTHER (T)	Culpeper	Culpeper
FULTON, RUTH KYLE (T)	Grayson	Carsonville
FUQUA, MARY ELIZABETH (R)	Surry	Walls Bridge
GAINES, JANIE E. (J)	Henrico	Richmond, R. No. 1
GALUSHA, MYRON HENRY (I)	Dinwiddie	Dinwiddie
GARBEE, FLORENCE ESTHER (J)	Campbell	Lawyers
GARBEE, IDA CLAIRE (R)	Campbell	Lawyers
GARDNER, ANNIE MAE (R)	Nansemond	Holland
GARNETT, MARGARET BASINGER (T)	Charlotte	Charlotte

Name	County or City	Address
GARNETT, MARY GLADYS (S)	Prince Edward	Rice, R. No. 2
GARNETT, RUTH VERNON (S)	Farmville	Pine Street
GARRETT, ANNIE LELIA (S)	Cumberland	Cumberland
GARRETT, EMMA NATIALY (S)	King William	King William
GARRETT, KATE BURNLEY (S)	King and Queen	Shanghai
GARROW, NANCY GRAY (Sr)	Warwick	Denbigh
GASSMAN, ELOISE (J)	Rockbridge	Lexington
GEORGE, RUSSELLE (S)	Augusta	Moffets Creek
GILES, REBECCA VERNA (F)	Pittsylvania	Chatham
GILLETTE, NANCY G. (S)	Southampton	Courtland, R. No. 1
GILLIAM, CLAIRE EVERETT (J)	Southampton	Franklin
GILLIAM, GERTRUDE WILSON (S)	Farmville	304 Pine Street
GILLIAM, JANIE LOGAN (EP)	Appomattox	Pamplins
GILLIAM, LENA MILLER (J)	Farmville	304 Pine Street
GILLIAM, MAGGIE NEVILLE (EP)	Buckingham	Toga
GILLS, LUCIE M. (I)	Appomattox	Appomattox
GLEAVES, ALINE ELIZABETH (T)	Wythe	Cripple Creek
GOODWIN, CALLY S. (S)	Louisa	Fredericks Hall
GRAHAM, FRANCES MAGILL (T)		Tsing-Kiang-Pu, China
GRAHAM, LUCY JANE (F)	Pulaski	Draper
GRANDY, ALICE HINTON (Sr)	Norfolk	614 Colonial Avenue
GRAVES, ELLA ELIZABETH (F)	Spottsylvania	Holladay
GRAY, KATIE WALKER (J)	James City	Williamsburg
GREENE, MARY JULIA (EP)	Norfolk	Bowers Hill
GREENLEE, GEORGENA M. (S)	Hanover	Studley
GREENLEE, JAMIE F. (F)	Hanover	Studley
GRIFFIN, EULA (EP)	Isle of Wight	Everetts
GRIFFITH, MABEL EUDORA (S)	Alleghany	Ben
GRUBBS, ADA BLANCHE (EP)	Hanover	Richmond, R. No. 1
GRUBBS, ALICE LOUISE (Sr)	Surry	Dendron
GWALTNEY, MADGE HARTWELL (S)	Surry	Berryman
HAIZLIP, LUCY RIETTA (F)	Henry	Leakesville, N. C.
HALL, HENRIETTA ESTELLE (Sr)	Newport News	229½ 30th Street
HAMM, MARY BRANCH (EP)	Albemarle	Barboursville
HAMNER, HALLIE B. (EP)	Amelia	Ammon
HARDY, ELLEN IRBY (Sr)	Nottoway	Blackstone
HARGROVES, MARGARET V. (J)	Norfolk	258 Bute Street
HARPER, ANNIE PRESTON (F)	Pulaski	Draper
HARRIS, ANNIE LEE (I)	York	Harris Grove
HARRIS, OLIVE DILLON (S)	Farmville	S. Main Street
HARRISON, EMMA BURKS (J)	Madison	Madison
HARRISON, JACQUELINE AMBLER (R)	Cumberland	Cartersville
HARVEY, ELSIE MILNE (I)	Henrico	School
HARWOOD, JANIE STUART (EP)	Appomattox	Pamplins
HASKINS, ELIZABETH (J)	Halifax	South Boston
HATCH, ELIZABETH MARSHALL (S)	Charlotte	Drakes Branch
HATCH, MARY LOUISE (J)		Colorado, Texas

<i>Name</i>	<i>County or City</i>	<i>Address</i>
HATCH, ROSA DEAN (J)	Colorado	Texas
HATCHER, GAY ASHTON (J)	Chesterfield	Chester
HATCHER, KATHERINE ASHLYN (Sr)	Bedford City	518 North Street
HATCHETT, M. AGNES (E P)	Lunenburg	Kenbridge
HAWTHORNE, ANNIE ELIZABETH (T)	Lunenburg	Whittles Mill
HEALY, ALICE CATHERINE (S)	Mathews	Mathews
HEATH, ANNIE MYRTLE (F)	Campbell	Naruna
HEDRICK, BLANCHE LAMAR (I)	Giles	Bane
HERNDON, DELPHY (S)	Pittsylvania	Dry Fork, R. D.
HIGHT, EXIE (F)	Farmville	1001 High Street
HILL, PEARL MOFFETT (I)	Pittsylvania	Danville, R. No. 4
HINDLE, SELINA HOWARTH (J)	Amelia	Amelia
HINER, MARGARET MCCOY (S)	Highland	McDowell
HINER, WINNIE VICTORIA (T)	Highland	McDowell
HINES, FLORENCE MAY (R)	Halifax	Clarkton
HISCOCK, ALICE PARHAM (E P)	Dinwiddie	Church Road
HODGES, BERTHA ROANE (I)	Mathews	Cobbs Creek
HOLT, MARY ARMISTEAD (J)	Hampton	241 Armistead Avenue
HOLT, MARY LIZZIE (E P)	Campbell	Spring Mills
HOMES, LAURA COGBILL (J)	Mecklenburg	Boydton
HOPE, ETTA VIRGINIA (J)	Hampton	226 Lee Street
HORTON, BESSIE LEIGH (I)	Nansemond	Somerton
HOWARD, PAULINE WHITNEY (F)	Pulaski	Belton
HOWERTON, ANNA JAMES (J)	Rockbridge	Lexington
HOY, HELEN LOUISE (Sr)	Charlotte	Charlotte
HUBBARD, ETHEL BRADLEY (Sr)	Charles City	Roxbury
HUDDLE, MARY MARGARET (S)	Wythe	Ivanhoe
HUDGINS, CARRIE IRENE (S)	Mathews	Port Haywood
HUDGINS, VICTORIA (F)	Mathews	Port Haywood
HUDSON, JUANITA (S)	Bland	Ceres
HUDSON, MARY ELIZABETH (I)	Mecklenburg	Dockery
HUDSON, MARY MARGUERITA (Sr)	Orange	Lahore
HUFFORD, WILLIE (I)	Tazewell	North Tazewell
HUGHES, LILLIE B. (F)	Nelson	Bryant
HUMPHRIES, ANNE CATHERINE (R)	Spottsylvania	Partlow, R. No. 1
HUNTER, CARRIE OLIVIA (J)	Appomattox	Appomattox
HURD, NELLIE (S)	Farmville	108 High Street
IRBY, ANNIE FLORINE (J)	Halifax	Vernon Hill
JACKSON, CHELLIE (R)	Madison	Rochelle
JAMISON, BEULAH A. (F)	Franklin	Boone Mill
JAYNE, FLORENCE MELISSA (J)	Powhatan	Rock Castle
JENNINGS, ALICE HOLMAN (F)	Richmond	222 S. Belvidere Street
JENNINGS, LOTTIE LEE (I)	Appomattox	Appomattox
JOHNS, HARRIET (S)	Buckingham	Farmville
JOHNS, SARAH HATCHER (Sr)	Buckingham	Farmville
JOHNSON, ANNIE LAURIE (S)	Pulaski	Draper

<i>Name</i>	<i>County or City</i>	<i>Address</i>
JOHNSON, EMILY WINIFRED (J)	Portsmouth	635 High Street
JOHNSON, HELEN E. (S)	Isle of Wight	Windsor
JOHNSON, JULIA (S K)	Fauquier	Warrenton
JOHNSON, MARY LOUISE (E P)	Nansemond	Hobson
JOHNSON, NANNIE LEWIS (F)	Farmville	907 High Street
JOHNSON, VIRGINIA HOWARD (J)	Norfolk	417 Olney Road
JONES, AMELIE T. (J)	Petersburg	357 Washington Street
JONES, BESSIE GORDON (J)	Farmville	300 Pine Street
JONES, CHARLIE RICHARD (Sr)	Farmville	Beech Street
JONES, LALLA RIDLEY (J)	Portsmouth	908 Court Street
JONES, MABEL (F)	Amelia	Earles
JONES, MARIE SHEPPARD (F)	Buckingham	Sheppards
JONES, MARY HESTER (Sr)	Highland	Doe Hill
JONES, MATTIE HARRIS (E P)	Lunenburg	Brydie
JONES, SADIE (F)	Louisa	Trice
JONES, TRESSIE OLA (S)	Louisa	Poindexter
JORDAN, LEONA HOWE (Sr)	Pulaski	Dublin
JORDAN, MARY ALMETA (S)		Bluefield, W. Va.
JUSTICE, PEARL McVOY (J)	Sussex	Gray
JUSTIS, A. LAURA (I)	Accomac	Guilford
JUSTIS, EVELYN (S)	Accomac	Justisville
KABLER, GRACE DOUGLASS (T)	Campbell	Forest Depot, R. No. 1
KENT, MARY EMMA (T)	Halifax	Ingram
KESSLER, ELIZABETH (S)	Montgomery	Blacksburg
KING, MARIETTA (Sr)	Isle of Wight	Windsor
KIPPS, MARY ELOISE (J K)	Montgomery	Blacksburg
KIRKPATRICK, ALICE (S)	Mathews	Mathews
LABOYTEAUX, ETHEL SCOTT (J G)		Charlestown, W. Va.
LACKEY, MARY EGLENTINE (Sr)	Rockbridge	Fairfield, R. No. 2
LANDRUM, ELSIE FLORENCE (J)	Lynchburg	218 Walnut Street
LANE, FLORENCE H. (R)	Petersburg	106 South Street
LANGSLOW, VICTORIA MAY (J)	Newport News	2900 Chestnut Avenue
LARMOUR, EVA (S)	Norfolk	336 Fairfax Avenue
LASHLEY, FANNIE PRINCE (E P)	Brunswick	Newell
LAYMAN, KATIE VIRGINIA (I)	Botetourt	Troutville
LEA, FLORA LESSIE (T)	Pittsylvania	Ringgold
LEA, IRENE FAULKNER (T)	Pittsylvania	Ringgold
LEAKE, LUCY BEVERIDGE (J)	Petersburg	111 S. Sycamore Street
LEE, LILY MAY (F)	Nottoway	Crew
LEE, LULA REBECCA (E P)	Greensville	Emporia
LEE, SUSIE A. (E P)	Fauquier	Midland, R. No. 2
LESTER, MARTHA ELLA (F)	Patrick	Elamsville
LEWIS, ELIZABETH ROSE (S)	Nelson	Howardsville
LEWIS, RUTH (F)	Botetourt	Buchanan
LIBBY, CARRIE GRICE (Sr)	Isle of Wight	Smithfield
LIGON, SARAH (R)	Cumberland	Farmville, R. D.

<i>Name</i>	<i>County or City</i>	<i>Address</i>
LIGON, SUSIE (S)	Prince Edward	Farmville
LONG, CORRIE WARD (S K)	Wythe	Wytheville
LONG, SALLIE (F)	Page	Luray
McCABE, JANIE (S)	Patrick	Critz
McCLINTIC, ARCHIE BELLE (T)	Bath	Shanklin
McCLINTIC, BLANCHE BONNER (S)	Bath	Shanklin
McCRAW, CAROLIENE WOOLFOLK (J)	Halifax	Nathalie
McCRAW, MARY GREEN (E P)	Nottoway	Wellville
McCRAW, RICHIE SPOTSWOOD (Sr)	Halifax	Nathalie
McDONALD, MERTIE EDITH (J)	Roanoke	1102 Patterson Ave. S. W.
MACDOUGALL, MARGATER (S)	Lynchburg	College Park
McGEHEE, LILA HASKINS (I)	Charlotte	Charlotte, R. No. 1
McGINNIS, OLA (S)	Pulaski	Dublin
McMATH, GEORGIA ADA (J)	Accomac	Onley
MADDOX, FLORA E. (I)	Campbell	Gladys
MANNING, JUANITA (F)	Richmond	2013 E. Broad Street
MANSON, ELLA (E P)	Lunenburg	Jorgenson
MAPP, MARIE TALMAGE (J)	Norfolk	Cape Henry
MARSHALL, BESSIE ZOLICKOFFER (T)	Lynchburg	403 Fifth Street
MARSHALL, ERA (E P)	Henry	Martinsville
MARSHALL, MARY VIOLET (J)	Bedford	Big Island, R. No. 1
MARSHALL, MARY WORTHINGTON (T)	Lynchburg	403 Fifth Street
MARTIN, ALICE BELLE (S)	New Kent	Lanexa
MARTIN, JENNIE VERNON (S)	New Kent	Providence Forge
MARTIN, MYRTLE DORMER (J)	Newport News	1016 26th Street
MASON, RUTH SPOTSWOOD (S)	Sussex	Gray
MASSEY, MAMIE L. (Sr)	Accomac	Atlantic
MASSIE, HELEN CHURCHILL (J)	Danville	902 Paxton Street
MATTHEWS, AMENTA MARGARET (I)	Montgomery	Blacksburg
MAUPIN, NELLIE (J)	Culpeper	Culpeper, R. No. 1
MAXEY, LAURA ELLEN (J)	Buckingham	Ransons
MAXEY, MARY MARSHALL (S)	Mecklenburg	Clarksville
MAYES, CARRIE ALICE (I)	Sussex	Dunning
MAYES, OLIVE W. (F)	Sussex	Dunning
MAYO, MAUDE M. (Sr)	Albermarle	Charlottesville
MERRYMAN, FRANCES CATHERINE (T)	Campbell	Rustburg
MERRYMAN, HELEN LESLIE (T)	Campbell	Rustburg
MILES, HILDA (S)	Mathews	Hicks Wharf
MILES, LENA BLAINE (F)	Montgomery	Otey
MILHEIM, NELLIE M. (F)	Cumberland	Farmville, R. No. 2
MILLER, JULIA (S)	Mathews	Susan
MILLER, MABEL LEE (E P)	Mathews	Cobbs Creek
MILLIGAN, EFFIE BERRY (J)	Northampton	Cape Charles
MINETREE, LOUISE CUSTIS (Sr)	Norfolk	Elizabeth Apts.
MINKEL, MILDRED (F)	Cumberland	Raines
MOORE, ISABELL C. (S)	Lunenburg	Victoria
MOORE, LUCY LAVINIA (F)	Prince Edward	Farmville

<i>Name</i>	<i>County or City</i>	<i>Address</i>
MOORE, WILLIE EVERETT (F)	Farmville	909 High Street
MOORMAN, WILLIE B. (Sr)	Franklin	Hendricks
MORING, FANNIE (F)	Nottoway	Crewe
MORRIS, ZELA (F)	Mecklenburg	South Hill
MORRISON, ETTA WATKINS (J)	Isle of Wight	Smithfield
MOTLEY, LIZZIE LEE (S)	Caroline	Rock Stop
MUNDIE, HATTIE A. (I)	Essex	Lloyds
MURFEE, SALLIE VIDA (Sr)	Southampton	Drewryville
MURRAY, EMMA NORMA (Sr)	Newport News	825 28th Street
MYERS, ANNIE LEE (J)	Montgomery	Cambria
MYERS, BERT CARL (J)	Richmond	2205 W. Grace Street
MYERS, MAYMIE OLIVE (Sr)	Pittsylvania	Whitmell
NEAL, MARY MAUD (R)	Pittsylvania	Java
NOFFSINGER, HATTIE BLANCHE (I)	Botetourt	Parr
NOFFSINGER, LURA ELIZABETH (I)	Botetourt	Eagle Rock
NORTHERN, MAE ELIZABETH (Sr)	Norfolk	322 Raleigh Avenue
NUNNELLY, CARRIE EVELYN (S)	Nottoway	Blackstone, R. No. 1
OLGERS, MARION GRACE (F)	Dinwiddie	Sutherland
OLIVER, RUBY BENTON (J)	Nottoway	Crewe, R. No. 2
ORGAIN, EVA (E P)	Lunenburg	Kenbridge
OULD, MATTIE (S)	Campbell	Evington
OUTLAND, FLOSSIE A. (F)	Isle of Wight	Windsor, R. No. 1
OWEN, VIRGINIA ARSELLE (F)	Essex	Howertons
PAMPLIN, MARGUERITE LOVING (S)	Wythe	Ivanhoe
PARSLEY, PEARL ALDANA (J)	James City	Williamsburg
PATTESON, ANNIE FLOYD (Sr)	Buckingham	Ransons
PATTESON, CELESTE ALLEN (I)	Augusta	Harrison
PATTESON, ELLA J. (S)	Buckingham	Ransons
PATTESON, KATE (T)	Buckingham	Manteo
PATTIE, EDNA SYDNOR (Sr)	Fredericksburg	1618 Main Street
PAULETT, ELIZABETH HOGE (Sr)	Farmville	103 High Street
PAULETT, JULIA MAY (Sr)	Farmville	103 High Street
PAULETTE, VIRGINIA BEAUREGARDE (J)	Farmville	417 Water Street
PAXTON, MARY MCFARLAND (Sr)	Rockbridge	Glasgow
PECK, REBEKAH (J)	Botetourt	Fincastle
PENN, MADELINE M. (I)	Patrick	Stella
PEOPLES, LUCIE CATHERINE (I)	Mecklenburg	Keats
PERKINS, EVELYN ALLEN (J)	Petersburg	107 Grove Avenue
PERROW, URANIA VIRGINIA (J)	Campbell	Lynchburg
PETTIT, RUTH (R)	Fluvanna	Stearnes
PHELPS, LUCY (J)	Bedford	Bedford City, R. No. 4
PHELPS, RUTH EVA (T)	Bedford	Bedford City, R. No. 4
PHILLIPS, IRMA ELIZABETH (J)	Mecklenburg	Bakersville
POLLOK, LULU MAY (Sr)	Danville	217 Jefferson Street
POOLE, AILEEN (S K)	Lancaster	Molusk

<i>Name</i>	<i>County or City</i>	<i>Address</i>
POOLE, SUSIE ELEANOR (Sr)	Bedford	Forest Depot, R. No. 1
POPE, ELLA BLANCHE (T)	Southampton	Drewryville
POTTAGE, MARGARET K. (S)	Halifax	News Ferry
POWELL, ANNIE HOLMES (I)	Halifax	Lennig
POWELL, MAGGIE B. (F)	Princess Anne	Lynnhaven
POWELL, SUSIE JEANETTE (T)	Greenville	Emporia
PRICE, ALEAN (S)	Franklin	Wirtz, R. No. 1
PRICE, BESSIE HASKINS (T)	Farmville	201 St. George Street
PRICE, FANNIE HARRISON (T)	Farmville	300 Beech Street
PRICE, HONOR (J)	Albemarle	Ivy Depot
PRICE, IRMA FRANCES (F Y)	Craig	Sinking Creek
PULLEY, LIZZIE (T)	Southampton	Ivor
PURYEAR, LILLIAN BLANCHE (Sr)	Hanover	Farrington
PUTNEY, EDNA ELIZABETH (F)	Farmville	512 Main Street
PUTNEY, MARY FRANCES (S)	Farmville	512 Main Street
PUTNEY, NELLIE LEE (S)	Cumberland	Guinea Mills
QUESSENBERRY, LOURA ADA (S)	Floyd	Willis
RAGSDALE, MAMIE G. (E P)	Dinwiddie	DeWitt
RANSON, ETHEL ROSELYNNE (F)	Prince Edward	Felden
RANSON, MARGUERITE VIRGIE (S)	Prince Edward	Felden
RANSON, NANNIE FRANKLIN (E P)	Prince Edward	Farmville, R. No. 3
READER, MARY EUGENIA (Sr)	Princess Anne	Lynnhaven
REAMES, JESSIE LEE (S)	Dinwiddie	Ford
REAMES, VIRGINIA INEZ (E P)	Dinwiddie	Ford
REDD, FLORA OVERTON (J)	Halifax	Sutherlin
REDD, RUTH (Sr)	Halifax	Sutherlin
REDD, SALLIE EDMUNDS (T)	Halifax	Sutherlin
REESE, MAGGIE BISHOP (S)	Southampton	Sebrell
RENNIE, CARRIE C. (J K)	Richmond	Highland Park
REYNOLDS, KATE L. (T)	Tazewell	North Tazewell
REYNOLDS, VERA LEE (S)	Norfolk	504 24th Street
RICE, LILLIAN ESTELLE (T)	Farmville	Planters Bank Bldg.
RICE, RUTH STUART (J)	Appomattox	Pamplin
RICHARDSON, ALICE TEMPLETON (F)	Farmville	309 Buffalo Street
RICHARDSON, CELESTE BUSH (S)	Farmville	301 Buffalo Street
RICHARDSON, KATHERINE V. (S)	Prince Edward	Farmville
RICHARDSON, MAUDE KATHERINE (Sr)	Halifax	South Boston
RIDINGER, MAUDE (S)	Montgomery	Cambria
RIEDEL, MINNIE CORA (S)	Nansemond	Holland
RIVES, GERTRUDE BRANCH (S)	Dinwiddie	McKenney
ROBERTS, FLORENCE GENE (E P)	Halifax	Houston
ROBERTS, GERTRUDE (J)	Elizabeth City	Hampton
ROBERTS, MARY ELIZABETH (E P)	Halifax	Crystal Hill
ROBERTSON, HATTIE MAY (Sr)	Newport News	228 29th Street
ROBERTSON, LELIA EGGLESTON (J)	Norfolk	199 Duke Street
ROBERTSON, MARY L. (T)	Franklin	Callaway

<i>Name</i>	<i>County or City</i>	<i>Address</i>
ROBINSON, MAGGIE JUDSON (F)	Farmville	Third Street
ROBINSON, SUSIE ELIZABETH (J)	Petersburg	217 E. Liberty Street
ROBINSON, SUSIE HOWE (T)	Pulaski	Dublin
RODES, ETHEL BIBB (S)	Nelson	Bryant
RODES, HALLIE BERTRAM (S)	Nelson	Bryant
ROGERS, MAUDE AUGUSTA (E P)	Fairfax	Lewinsville
ROLLINS, MATTIE LEE (I)	York	Messick
ROPER, CAROLINE M. (Sr)	Portsmouth	411 Webster Avenue
RORER, MARY ETHEL (F)	Pittsylvania	Sandy Level
ROSS, SARAH LENNICE (J)	Brunswick	Edgerton
ROWE, ANNE KING (Sr)	Hampton	260 Victoria Avenue
ROWE, LYNDA WIATT (F)	Gloucester	Achilles
ROWELL, MARTHA (F)	Surry	Bacons Castle
ROWLEY, MACON (J)	Norfolk	Portsmouth
RUFFIN, MARY HARRISON (I)	Charles City	Westover
SANDERLIN, ANNIE ELIZABETH (J)	Princess Anne	Norfolk, R. No. 2
SAUNDERS, BUENA PHILLIPS (R)	Nansemond	Everetts
SAUNDERS, MARTHA ROBERTS (J)	Newport News	222 49th Street
SAVEDGE, MARY ADAMS (Sr)	Sussex	Littleton
SAVILLE, JUDITH (Sr)	Rockbridge	Murat
SAVILLE, KATHLEEN (J)	Rockbridge	Murat
SCHLOSSER, LYDIA MAE (Sr)	Culpeper	Inlet
SCOTT, KATHERINE M. (E P)	Buckingham	Howardsville
SCOTT, MAUELLE (S)	Campbell	Brookneal
SCOTT, PEARL AUGUSTA (I)	Bedford	Robertsons
SEAMAN, ELEANOR L. (R)	Caroline	Goodloes
SEARS, FANNIE E. (R)	Northumberland	Byrdton
SEGAR, LUCY GREY (E P)	Middlesex	Warner
SELDEN, GRACE C. (F)	Buckingham	Sheppards
SEYBERT, SALLIE (Sr)	Highland	Monterey
SEYMOUR, ANNIE PEGRAM (S)	Brunswick	Brodnox
SHACKFORD, CALLIE BUZZELL (I)	Richmond	2205 Hanover Avenue
SHANKLIN, EVA GRAYSON (S)	Montgomery	East Radford
SHANKLIN, MARY (I)	Montgomery	Snowville
SHAW, MARY ALLEN (J)	Mecklenburg	Shaws Store
SHELTON, MAMIE (E P)	Campbell	Reusens
SHEPARD, AGNES RUTH (J)	Buckingham	Guinea Mills
SHEPARD, BLANCHE GARLAND (E P)	Buckingham	Guinea Mills
SHEWEY, MABEL (J)	Rockbridge	Rockbridge Baths
SHOCKEY, RHODA (S)		Mannering, W. Va.
SHORTER, MARY MARGUERITE (S)	Charlotte	Taro
SHUGERT, MARIA THORNTON (J G)	Clarke	Berryville
SISSON, CLARA KATHERINE (F)	Botetourt	Nace
SKELTON, BETTIE TURNER (F)	Dinwiddie	Westboro
SLAUGHTER, JANE C. (I)	Culpeper	Mitchells
SLEDD, FLORENCE T. (R)	Powhatan	Fine Creek Mills
SLEDD, MARION DUNDENA (I)	Powhatan	Fine Creek Mills

<i>Name</i>	<i>County or City</i>	<i>Address</i>
SMITH, ADA B. (J)	Newport News	2602 Chestnut Ave.
SMITH, ANNIE ELIZABETH (S)	Warwick	Denbigh
SMITH, LOUISE L. (S)	Spottsylvania	Partlow
SMITH, LURLINE AGEE (F)	Cumberland	Farmville
SMITH, MABEL MUIR (J)	Petersburg	105 St. Andrew Street
SMITH, MARTHA FRANCES (J)	Port Norfolk	258 Maryland Avenue
SNELL, CLARA LOUISE (E P)	Charlotte	Rolling Hill
SNIDOW, EUNICE A. (F)	Giles	Pembroke
SNOW, MARY LUCILE (I)	Northumberland	Wicomico Church
SOLES, DORA CATHERINE (I)	Mathews	Soles
SOUTHWORTH, ADA M. (S)	Essex	Tappahannock
SPAIN, WILLIE IDA LOVING (E P)	Dinwiddie	Church Road
STANLEY, ETHEL MAY (T)	Henry	Martinsville
STANLEY, IRIS E. (F)	Henry	Martinsville
STAPLES, EMMA MEBANE (Sr)	Rockbridge	Lexington
STARLING, ANNIE PRESTON (S)	Henry	Lone Oak
STATON, CORA BETHEL (I)	Amherst	Sandiges, R. No. 2
STEBBINS, LOUISE CARY (I)	Halifax	Paces
STEBBINS, WILLIE (F)	Halifax	Paces
STEELE, MYRTLE L. (Sr)	Bedford	Bedford City
STEPTOE, LUCY C. (J)	Bedford	Boonsboro
STERLING, BELLE CUTHBERT (Sr)	Norfolk	85 Duke Street
STEVENSON, FLORENCE (I)	Pulaski	Pulaski
STILL, EVELYN (E P)	Pittsylvania	Vance
STONE, ANNIE LAURIE (S)	Farmville	208 Doyne Street
STONEHAM, HELEN (S)	Lancaster	Molusk
STOREY, DAISY (J K)	Farmville	605 High Street
STROTHER, BESSIE ROBERTS (T)	Culpeper	Culpeper
STROTHER, LUCY MORDECAI (J)	Chesterfield	Chester
STUART, SARAH (J)	Farmville	Bridge Street
SUTHERLAND, ELIZABETH A. (I)	Farmville	506 Buffalo Street
SUTHERLAND, MINNIE (Sr)	Albemarle	Miller School
SWETNAM, DAISY (J)	Fairfax	Swetnam
TALLEY, LILY PEARL (I)	Spottsylvania	Curlew
TATE, ELIZABETH GRAHAM (Sr)	Pulaski	Draper
TATUM, MARY HUNTER (Sr)	Patrick	Stuart, R. No. 1
TAURMAN, RUTH ERLE (T)	Henrico	Richmond, R. No. 2
TAYLOR, CATHERINE HETH (Sr)	Manchester	Box 121
TAYLOR, EUNICE MARIE (F)	Portsmouth	21 Hatton Street
TAYLOR, INEZ M. (F)	Northampton	Wardtown
TAYLOR, LOUISE (R)	Brunswick	Fitzhugh
TAYLOR, MARY ELIZABETH (Sr)	Albemarle	Miller School
TERRY, NATALIE SUE (J)	Halifax	News Ferry
THOM, ANNE PARKER (J)	Norfolk	192 Bute Street
THOMAS, THURZETTA (J)	Roanoke	601 Janette Avenue, S. W.
THOMPSON, MARJORIE SCHAU (Sr)		Lake City, Fla.
THOMPSON, MARYE HILL (Sr)	Hanover	Ashland, R. No. 3
THORNHILL, ANNIE MOSELEY (S)	Appomattox	Pamplin, R. No. 1

<i>Name</i>	<i>County or City</i>	<i>Address</i>
THORNTON, BROWN (S)	Madison	Wolftown
THORPE, LOTTIE LEE (J)	Henrico	Dumbarton
TIGNOR, VERA (J)	Portsmouth	39 Court Street
TINSLEY, MARY COLE (Sr)	Richmond	516 N. 8th Street
TOWNES, MARY MYRTLE (J)	Charlotte	Drakes Branch
TOWNSEND, CRETE L. (I)	Lunenburg	Keysville
TOWNSEND, M. KATHLEEN (T)		Raiford, N. C.
TRAYLOR, MARY VIRGINIA (I)	Farmville	Virginia Street
TROUGHTON, CHARLOTTE L. (J)	Fauquier	Remington
TUCKER, MARIA FIELD (F)	Brunswick	Rawling
TUCKER, VIRGINIA LEWIS (R)	Amherst	Sandidges
TURNBULL, PATTIE PRINCE (J)	Brunswick	Lawrenceville
TURNER, A. RUTH (S)	Amherst	Winesap
TURNER, BESSIE L. (F)	Franklin	Hendricks Store
TURNER, MARION (Sr)	Richmond	2106 E. Grace Street
TURPIN, MARY E. (Sr)	Mecklenburg	Boydton
TWITTY, LAURA LEIGH (Sr)	Nansemond	Suffolk
TYLER, CHARLOTTE VELETTE (S)	Warwick	Denbigh
UMBERGER, MARY M. (I)	Wythe	Ivanhoe
VAUGHAN, ANNIE MANERVA (R)	Nottoway	Burkeville
VAUGHAN, MILDRED WATKINS (S)	Prince Edward	Rice
WADE, STELLA ALVAH (F)	Floyd	Willis
WALKER, CORA KINGSBURY (I)	Westmoreland	Oldhams
WALKER, ELIZABETH NOWLIN (S)	Bedford	Bedford City, R. No. 3
WALKER, FRANCES MOORMAN (T)	Bedford	Bedford City, R. No. 3
WALKER, JESSIE MAE (F)	Appomattox	Pamplins
WALKER, LOUISE M. (J)	Northampton	Nassawaddox
WALKER, MARY (I)	Northumberland	Heathsville
WALKUP, ELIZABETH (S)	Botetourt	Gala
WALKUP, NANCY WYNDHAM (Sr)	Botetourt	Gala
WALL, LILLIAN CLARE (J)	Tazewell	Graham
WALLER, ALICE PAGE NELSON (I)	Stafford	Stafford
WALLER, MARY R. (F)	Stafford	Stafford
WALLER, ROBERTA LEE (T)	Spottsylvania	Goodloe
WALSH, GRACE (I)	Lynchburg	413 Fifth Avenue
WALTERS, EVA MEBANE (Sr)	Charlotte	Charlotte
WARBURTON, LUCY A. (Post. Grad.)		Williamsburg
WARD, EMILY SUSAN (Sr)	Norfolk	711 W. Highland Avenue
WARREN, JOSEPHINE B. (T)	Accomac	Modest Town
WATKINS, EUNICE LeGRANDE (T)	Chesterfield	Midlothian
WATKINS, MARTHA SCOTT (F)	Farmville	First Avenue
WATKINS, NANNIE GAMMON (J)	Danville	403 Chestnut Street
WATKINS, ROCHE (F)	Chesterfield	Midlothian
WATSON, LUCILE ADELIA (S)	Prince Edward	Darlington Heights
WATSON, MYRTLE ALMA (S)	Prince Edward	Darlington Heights
WATTS, KATHERYNE THOMAS (F)	Amherst	Salt Creek
WATTS, PAULINE GARNETT (I)	Middlesex	Saluda

<i>Name</i>	<i>County or City</i>	<i>Address</i>
WEST, ARIANNA RANDOLPH (F)	Louisa	Trevilians
WEST, EMMA LYLE (F)	Louisa	Trevilians
WEST, MATTIE LYLE (E P)	Louisa	Trevilians
WEYMOUTH, LELIA HUGHES (J)	Hampton	241 Cary Street
WHITE, DAUGHT AGATHA (T)	Princess Anne	Fentress, R. No. 1
WHITE, LENA (S)	Pittsylvania	Chatham
WHITE, MARY PORTER (F)	Augusta	Churchville
WHITE, PENELOPE B. (J)	Portsmouth	940 North Street
WHITLEY, OLLIE MAIE (I)	Isle of Wight	Windsor
WHITNEY, ALICE (J)	Newport News	1128 23d Street
WILKERSON, IVA NAOMI (J)	Nansemond	Chuckatuck
WILKERSON, MOLLIE V. (S)	Nansemond	Chuckatuck
WILKINS, MARY ELIZABETH (I)	Northampton	Bridgetown
WILKINSON, ANNIE PERRY (S)	Lunenburg	Nebletts
WILLARD, EULALIA MOFFETT (R)	Halifax	Moffett
WILLIAMS, BLANCHE ROSALIE (F)	Dinwiddie	Church Road
WILLIAMS, ELLIE LOUISE (J)	Lynchburg	1030 Church Street
WILLIAMS, LOLA VIRGINIA (S)	Portsmouth	1007 Dinwiddie Street
WILLIAMS, LUCILLE K. (F)	Culpeper	Winston
WILLIAMS, MOODIE ELIZABETH (Sr)	Montgomery	Cambria
WILLIAMSON, BESSIE MAE (J)	Nansemond	Driver
WILSON, ELSIE EMMA (J)	Newport News	235 26th Street
WILSON, LILLIAN LEIGH (T)	Farmville	Oak Street
WILSON, VIRGINIA ELMO (J)	Pittsylvania	Ringgold
WILTON, ANNIE LEYBURN (R)	Augusta	Waynesboro
WIMBISH, HELEN (F)	Halifax	Denniston
WIMBISH, NANNIE COLEMAN (J)	Halifax	Denniston
WINCKLER, SADIE (R)	Chesterfield	Winterpock
WINFIELD, MARTHA E. (F)	Dinwiddie	Stony Creek
WINGFIELD, OLIVE (F)	Campbell	Brookneal
WINGO, GERMANIA JUDSON (J)	Prince Edward	Farmville
WISE, WILLIS PAGE (I)	Northampton	Dalbys
WOMACK, VIRGINIA J. (S)	Halifax	Vernon Hill
WOOD, HELEN (E P)	Norfolk	Fentress
WOODSON, GRACE T. (T)	Albemarle	North Garden
WOODSON, LILLIAN PAGE (Sr)	Norfolk	Port Norfolk
WORNON, NANNIE V. (F)	York	Poquoson
WRENN, EFFIE B. (J)	Sussex	Sussex
WRIGHT, ALICE (F)	Caroline	Upper Zion
WRIGHT, CECIL (I)	Norfolk	Portsmouth, R. No. 1
WRIGHT, NORNA BRENDA (J)	Lynchburg	914 Harrison Street
WYCHE, MATTIE (I)	Greensville	Emporia
WYCHE, SARAH (S)	Greensville	Emporia
WYNN, MAUDE MANSON (I)	Brunswick	Warfield, R. No. 1
WYNNE, BESSIE MAY (J)	York	Dare
WYNNE, ELLA LETITIA (F Y)	Southampton	Drewryville
YANCEY, HELEN LEIGH (R)	Mecklenburg	Buffalo Station
YANCEY, MARTHA BEDFORD (Sr)	Halifax	South Boston

TRAINING SCHOOL

KINDERGARTEN.

FIRST YEAR.

ANDERSON, ELISE	HODGE, GRACE
BOOGHER, DUDLEY	NOEL, DOROTHY
BUGG, ELIZABETH	NUNN, CLAUDE
CHAPPELL, ELIZABETH	PHILLIPS, RUTH
COWAN, JEWEL	PUTNEY, HAROLD
DADMUN, BLANCHE	RICHARDSON, EDWARD
FUGATE, HENRIETTA	VENABLE, VIRGINIA
HODGE, DOROTHY	

SECOND YEAR.

DUGGER, ARCHIE	NUNN, LILLIAN
DAVIDSON, JAMES	PHILLIPS, VIVIAN
GARNETT, EDNA	STEGER, ELIZABETH
HARDY, CRENSHAW	UPTON, LUCILE
HARDY, JAMES	VAIDEN, MILDRED
HUNT, MARY	WATKINS, SAM
JARMAN, HELEN	WELLS, JOHN
MACNAMEE, VIOLA	YOUNG, RUBY
NOEL, WILLIE WALKER	

FIRST GRADE.

ANDERSON, VIRGINIA	HILLSMAN, JAMES
BAIRD, JOHN	HODGE, FREDERICK
BOOGHER, MARY	JEHNE, TEDDY
BUCHANAN, CARRINGTON	JONES, JANIE
COX, RUTH	LANCASTER, STEPHEN
CRALLE, ROBERT	LINDSEY, VIRGINIA
DAHL, LOUIS	LIPSCOMB, REBECCA
DAVIDSON, MEADE	MOORE, STUART
DAVIS, WILLIAM	MORING, ELIZABETH
FOSTER, KATHERINE	PUTNEY, WALTER
GARLAND, ROBERT	SIMPSON, PERCY
GRAY, SALLIE MAY	VAIDEN, RODNEY
GREEN, MARY LOVE	WALL, VIRGINIA
HART, SCOTT	WALTON, DOROTHY
HERST, GARLAND	

SECOND GRADE.

ANDERSON, IRENE	LEWIS, MARY
ANDERSON, LAURA	LIPSCOMB, JAMES
ANGLEA, CELESTE	McFADDEN, LOLA
ATKINSON, DAPHNE	MOORE, MARGARET
ATKINSON, VIRGINIA	MORSE, ESTHER
BULLOCH, ANNA	RICE, MARY
CLARK, EMILY	RICHARDSON, HETTIE

DAHL, DALLAS
 DAVIS, JOHN
 FUGATE, HENLEY
 GILLIAM, DAPHNE
 GREEN, RALEIGH OLD
 HACKETT, MAUD
 HUNT, HARRY

SMITH, MARY
 SPENCER, VIRGINIA
 STEGER, MARGARET
 VENABLE, JACQUELINE
 WATKINS, JANIE
 WILKERSON, JACK

THIRD GRADE.

CARTER, ELISE
 COBB, MARSA
 COX, BEN
 CUNNINGHAM, WALLACE
 FOSTER, JOHN
 FUGATE, MARY
 GARLAND, MARY
 HART, MARTHA
 HURT, LOTTIE
 LANCASTER, HARRY
 LINDSAY, MARY
 MORRIS, JOHN
 MORSE, VERNON
 PAULETT, ARCHIE
 PAULETT, IDA

RICHARDSON, MARY RIVES
 SANFORD, LELAND
 SEAY, GRACE
 SEAY, MAMIE
 SIMPSON, BLANCHE
 SPENCER, CARYL
 TATUM, ALMA
 VAIDEN, VICTORIA
 VENABLE, REGINALD
 WATKINS, ASA
 WATKINS, NEWTON
 WELLS, DOROTHY
 WOOD, LUCILE
 YOUNG, PEARLE

FOURTH GRADE.

BOWMAN, WILLIE
 BULLOCK, LLOYD
 CHICK, BESSIE
 COWAN, MACK
 CUNNINGHAM, ELIZABETH
 DAVIS, ELIZABETH
 FOSTER, ETHEL
 GREEN, FLETCHER
 HART, WILLARD
 HATCHER, PAUL
 JOHNSON, ALBERT
 JONES, ANDERSON

LANCASTER, MARY
 MCFADDEN, LARKIE
 MORSE, CECIL
 PILLOW, LILLIE
 PRICE, BLAIR
 PUTNEY, WILEY
 RICE, GORDON
 SHUMATE, JOSEPH
 SPENCER, PHILIPPA
 SPENCER, PORTIA
 WHITLOCK, ALMA

FIFTH GRADE.

BARROW, RUTH
 BLANTON, IRVING
 BUGG, ROBERT
 DADMUN, HENRY
 FRETWELL, MATTIE LEIGH
 GARLAND, ERNEST
 GARNETT, CHARLIE
 GRAY, IDA LEE
 HUNDLEY, CAMPBELL
 HUNDLEY, MARGARET
 LEWIS, ELIZABETH
 LIGON, IMOGEN
 PAULETTE, MABEL

RICHARDSON, LEONARD
 RICHARDSON, VIRGINIA
 SPENCER, ETHEL
 STUART, JAMES
 STUART, WILLIE
 VENABLE, PETTIT
 WATKINS, EDWARD
 WATKINS, FRANK
 WEBSTER, LUCY LEE
 WELLS, AGNES
 WILLIAMSON, CLEE
 WILSON, JUNIUS

SIXTH GRADE.

BARROW, MARY FOOTE	MORING, LURLINE
BLISS, OWEN	MORRIS, JEAN
BULLOCK, THELMA	PHILLIPS, HAZEL
COX, KATE	PRICE, MARIE
CUNNINGHAM, BOOKER	PUTNEY, ALICE
DUVALL, WALLACE	RICE, IRMA
FOSTER, MARTHA	SANFORD, WALLER
FRETWELL, EOLIN	SHUMATE, JUDIETH
GARLAND, JACK	SIMPSON, ILA
HARDY, MARY	SPENCER, KATHLEEN
HARRIS, RILL	WALL, BARRYE
HUNT, FLORENCE	WATKINS, CUNNINGHAM
JARMAN, JOSEPH	WATKINS, IRVINE
JONES, ROSA	WHITLOCK, LOTTIE
KEARNEY, JANIE	WILLIAMS, LYDIA

SEVENTH GRADE.

BARNWELL, EVA	LIGON, NEMMIE
BLANTON, RUTH	OVERTON, ERCELLE
BONDURANT, LOUISE	PAULETT, ERNEST
DAVIS, LEONE	PAULETT, RICHARD
DOYNE, MARIE	RICHARDSON, ROBERT
DRUMELLER, LEE	ROBINSON, RUTH
DRUMELLER, LOUIS	SERPELL, RUTH
DUGGER, GRACE	SHUMATE, JAMES
FOSTER, LOVELINE	STONE, BESSIE
HATCHER, GERTRUDE	WILSON, EDITH
HUNDLEY, ELIZABETH	

EIGHTH GRADE.

✓ ALLEN, ROSA	✓ KAYTON, AURELIA
✓ BARROW, LORA	✓ MORRIS, MARY
✓ COBB, HAZEL	✓ PAULETTE, VIVA
✓ COLLYER, CHARLES	✓ RICHARDSON, LELIA
✓ DADMUN, CHARLOTTE	✓ SPENCER, BERNICE
✓ DUVALL, ALTHA	✓ SPENCER, SARAH
✓ GARNETT, NANNIE	✓ TUCKER, ANNIE
✓ HARRIS, EUNICE	✓ WATKINS, ELOISE
✓ JARMAN, ELIZABETH	✓ WILLIAMSON, MAMIE
✓ JONES, BERTHA	✓ WOOD, MARGUERITE

RECAPITULATION.

Total in Normal Department.....	692
Total in Training School Department.....	235
	<hr/>
Total number receiving instruction in this School.....	927

275

$$\begin{array}{r} 235 \\ 86 \\ \hline 149 \end{array}$$

ALUMNÆ

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

Full Graduates, June, 1885.

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

Full Graduates, June, 1886.

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

Full Graduates, February, 1887.

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

Full Graduates, June, 1887.

BERKELEY, MARTHA (Mrs. R. Baxter Tuggle).....Farmville, Va.
 COLEMAN, ALICE (Mrs. Bethel).....Danville, Va.
 CREWS, ANNIE L.....Trained Nurse, 822 Hamilton Terrace, Baltimore, Md.
 JEFFRIES, WILLIE (Mrs. N. P. Painter).....Seventh Avenue, Roanoke, Va.
 JOHNSON, JULIA (Mrs. J. D. Eggleston).....Richmond, Va.
 WICKER, KATHERINE.....Teaching Eng. and Hist., High School, Tampa, Fla.
 WHITING, HENRY AUGUSTINE (Mrs. C. R. McIlwaine).....
 2326 Highland Avenue.....Knoxville, Tenn.

Full Graduates, February, 1888.

*AGNEW, MARY.....
 BALL, LULA.....
 CAMPBELL, SUSIE (Mrs. Ned Hundley).....Farmville, Va.
 FUQUA, LOUISE (Mrs. W. B. Strother).....Chester, Va.

*Deceased.

HASKINS, HALLIE H.....	Teaching, Houston, Tex.
*MCLEAN, MATTIE.....	
WINSTON, LIZZIE.....	Teaching, Richmond, Va.

Full Graduates, June, 1888.

BERKLEY, FANNIE.....	Teaching, Salem, Va.
DOUGLAS, CARRIE (Mrs. Arnold).....	
DUNCAN, MATTIE.....	Teaching, Roanoke, Va.
FORBES, MARION.....	Lady Principal Woman's College, Richmond, Va.
FERGUSON, KATE (Mrs. Morehead).....	Salem, Va.
GURLEY, ANNIE (Mrs. Chas. Carroll).....	Baltimore, Md.
HUNT, KATE.....	Principal Stonewall Jackson Institute, Abingdon, Va.
HIX, ANNIE (Mrs. Edward Earle).....	Waco, Tex.
*HUBBARD, IDA (Mrs. Giles).....	
MOSLEY, BLANCHE (Mrs. Cooke).....	
*MARTIN, ROSA.....	
PHAUP, SUSIE.....	Teaching, Atlantic City, Norfolk, Va.
PIERCE, MARY (Mrs. E. F. Watson).....	Box 133, Richmond, Va.
*THORNHILL, ANNA.....	
WINSTON, JOSIE (Mrs. T. A. Woodson).....	Lynchburg, Va.
WATTS, IDA.....	Teaching, Lynchburg, Va.

Full Graduates, February, 1889.

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

Full Graduates, June, 1889.

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

Professional Graduates, June, 1889.

*HIGGINBOTHAM, LAVALETTE (Mrs. Chapman).....	
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Full Graduates, June, 1890.

CAMPBELL, MINNIE (Mrs. Nathan Eller).....	Lynchburg, Va.
CAMPBELL, MARY.....	Teaching, Charlestown, W. Va.
EDWARDS, CLARA (Mrs. W. K. Ballou).....	South Boston, Va.
EUBANK, MAMIE (Mrs. Sinclair).....	Hampton, Va.
McILWAINE, ANNE (Mrs. Wm. Dunn).....	Clifton Forge, Va.
*MEREDITH, MAMIE.....	
NOBLE, MAUDE (Mrs. Morgan).....	
VADEN, SALLIE (Mrs. George Wray).....	Hampton, Va.

*Deceased.

Professional Graduates, June, 1890.

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

Full Graduates, June, 1891.

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

Professional Graduates, June, 1891.

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

Full Graduates, February, 1892.

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

Professional Graduates, February, 1892.

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

Full Graduates, June, 1892.

*BLACKMORE, MARY.....	
*BONDURANT, MYRTLE (Mrs. Corley).....	
DAVIDSON, JULIA.....	Farmville, Va.
EWING, LOVELINE (Mrs. C. C. Wall).....	Richmond, Va.
FARLEY, ELIZABETH.....	Stenographer, 214 Church Street, Roanoke, Va.
FORD, JULIETTE.....	Gov't Position, 1202 K St. N. W., Washington, D. C.
FOX, LILY.....	Teaching, Elko, Va.
HARVIE, LELIA JEFFERSON (Mrs. J. S. Barnett).....	
.....	Tulane University, New Orleans, La.
HUNDLEY, ALICE.....	Teaching, Danville, Va.
MICHIE, LIZZIE (Mrs. Johnson).....	315 Eleventh Street, Lynchburg, Va.
MITCHELL, MAGGIE (Mrs. Bryan).....	Richmond, Va.
POWERS, AURELIA (Mrs. Wm. Ahren)....	Thirty-Second St., Richmond, Va.

*Deceased.

PORTER, BELLE (Mrs. Ellington)	105 S. Fifth St., Richmond, Va.
THOMPSON, ELLEN (Mrs. W. E. Coons)	Culpeper, Va.
THOMPSON, ELVA (Mrs. J. T. Walker)	Teaching, Eatonton, Ga.
TRENT, ELLA (Mrs. H. B. Taliaferro)	Houston, Tex.
WATKINS, MARGARET	Trained Nurse, Richmond, Va.
WOMACK, PRESTON	501 Colfax Avenue, Denver, Col.

Professional Graduates, June, 1892.

CREW, MARY	
HUDGINS, NELLIE (Mrs. Oscar Hudgins)	Ginter Park, Richmond, Va.
MEAGHER, MELANIA	Designer, 22 E. 21st Street, New York City
MAYO, LALLA	Teaching, Manchester, Va.
MINOR, JANIE (Mrs. Nash Snead)	Cartersville, Va.
NEAL, FLORENCE (Mrs. Ledbetter)	Birmingham, Ala.
PRITCHETT, SALLIE	Teaching, Miller School, Va.
TODD, AMMIE (Mrs. Leon Ware)	Staunton, Va.
WILLIS, EVA (Mrs. Robt. R. Cralle)	Farmville, Va.
WINGFIELD, NORA (Mrs. W. N. Sebrell)	Courtland, Va.

Full Graduates, February, 1893.

BLAND, ALMA	Shakelfords, Va.
BOYD, MARY (Mrs. Cabell Flournoy)	Bay View, Va.
CURTIS, ROBERTA	Teaching, Private School, Newport News, Va.
DAVIDSON, MATTIE	Farmville, Va.
DAVIS, MYRTIS (Mrs. Phillips)	Crewe, Va.
GILLIAM, SALLIE (Mrs. Gilliam)	Darlington Heights, Va.
GRAY, MARY	Teaching, Winchester, Va.
HARGROVES, ALICE	Portsmouth, Va.
*MICHIE, SUSIE	
MORTON, NETTIE (Mrs. Walker Scott)	Farmville, Va.
TABB, JANE M.	Secretary to President, S. F. N. S., Farmville, Va.
TURNER, BESSIE	Teaching, Staunton, Va.
WHITEHEAD, LILLIAN (Mrs. E. H. Russell)	Richmond, Va.

Full Graduates, June, 1893.

BALDWIN, BLANCHE (Mrs. E. T. Hines)	2241 W. Grace, Richmond, Va.
BIDGOOD, FANNIE (Mrs. R. W. Price)	234 Hinton St., Petersburg, Va.
CRUMP, EMILY (Mrs. Frank Starke)	Smithburg, Md.
MAPP, ADA (Mrs. James Hyslup)	Grangeville, Accomac County, Va.
*MORTON, ROSALIE	
MOSBY, MERRIMAC	Teaching, Martinsville, Va.
ROGERS, MITTIE (Mrs. B. W. Jones)	Churchville Gap, Va.
STEGER, HATTIE	Teaching, Rockingham County, Va.
WALTON, LENA (Mrs. Roberts)	Charlotte County, Va.
WATSON, GEORGIA (Mrs. Copeland)	Hampton, Va.
WHITE, MARY (Mrs. Pearson)	Bristol, Tenn.
WICKER, BELLE	Teaching, High School, Tampa, Fla.
WILLIS, EVA (Mrs. Robt. R. Crallé)	Farmville, Va.
WOMACK, ROSE (Mrs. Wm. Henderson)	Darlington Heights, Va.

*Deceased.

Professional Graduates, June, 1893.

EGGLESTON, JULIA (Mrs. F. C. Tower)....1514 Grove Ave., Richmond, Va.

Full Graduates, February, 1894.

ARMISTEAD, MARTHA (Mrs. C. E. Morton).....Crewe, Va.
 CHEWNING, LOU (Mrs. S. F. Sharper).....Saluda, Va.
 CUNNINGHAM, PEARLE (Mrs. Boyle).....Washington, D. C.
 HARDY, JANE (Mrs. Long).....Johnson City, Tenn.
 HARWOOD, NANNIE (Mrs. Disharoon).....Hampton, Va.
 HUNT, FLORINE (Mrs. A. M. Fowler).....511 W. 122d St., N. Y.
 SHELL, EFFIE (Mrs. Chappell).....Dinwiddie, Va.

Full Graduates, June, 1894.

BENNETT, LIZZIE.....117 Thirty-First Street, Newport News, Va.
 BLAND, LOLA.....Teaching, Pinetta, Gloucester County, Va.
 BRANCH, MABIN (Mrs. Branch).....White Plains, Va.
 CHANDLER, JENNIE (Mrs. Carpenter).....Caroline County, Va.
 FITZHUGH, MARY (Mrs. Eggleston).....Portsmouth, Va.
 GAYLE, LULA (Mrs. Bland).....Shackelfords, Va.
 GREEVER, VIRGINIA.....Chilhowie, Va.
 HARRIS, ALMA.....Teaching, Dinwiddie C. H., Va.
 HARRIS, PAULINE (Mrs. A. E. Richardson).....Dinwiddie C. H., Va.
 HUDGINS, RUBY (Mrs. Chap Diggs).....Hampton, Va.
 OGLESBY, MARY SUE.....Teaching, Draper, Pulaski County, Va.
 ROBERTS, MABEL (Mrs. S. D. Tankard).....Franktown, Va.
 STAPLES, JANIE (Mrs. Eddie Chappell).....Briery, Va.
 TROWER, LENA (Mrs. Ames).....Onley, Accomac County, Va.
 WESTCOTT, GEORGIA (Mrs. Stockley).....Teaching, Temperanceville, Va.
 *WILKIE, KATHIE.....

Professional Graduates, June, 1894.

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

Full Graduates, February, 1895.

ARMISTEAD, ELLEN (Mrs. Guerrant).....Farmville, Va.
 BOYD, CARRIE.....Bryant, Nelson County, Va.
 DAVIS, EULALIE (Mrs. Woodson).....Richmond, Va.
 EGGLESTON, MARTHA.....Teaching, Roanoke, Va.
 FEREBEE, MARY (Mrs. Old).....Lynnhaven, Va.
 GODWIN, MARY.....Fincastle, Va.
 IVY, MRS. SALLIE B.....Norfolk, Va.
 JAYNE, MATTIE.....Teaching, 1603 Thirtieth St. N. W., Washington
 *KEAN, ELVIRA.....
 MARABLE, SUDIE (Mrs. Scales).....Holcombs Rock, Va.
 OSBORNE, TEMPE.....R. F. D. No. 2, Berryville, Va.

*Deceased.

RATCLIFFE, MARY (Mrs. Chenery).....	Ashland, Va.
THRIFT, SUSIE.....	Teaching, Big Stone Gap, Va.
WOLF, BESSIE.....	Teaching, Glenolden, Pa.

Professional Graduates, February, 1895.

BURTON, KATE (Mrs. Fred Glenn).....	100 Wise Street, Lynchburg, Va.
HOOPER, MARY (Mrs. Bernard McClaugherty).....	Bluefield, W. Va.

Full Graduates, June, 1895.

BADGER, HELEN.....	Stenographer, 1910 N. 22d St., Philadelphia, Pa.
*BRADSHAW, CORNELIA (Mrs. Bassett Watts).....	
BONDURANT, GEORGIA.....	Teaching, Graham, Va.
BRIMMER, ROSE.....	Teaching, Danville, Va.
CONWAY, DAISY (Mrs. H. L. Price).....	Blacksburg, Va.
DAVIDSON, LOTTIE (Mrs. Marion Kemper Humphreys)....	Washington, D. C.
GALLOWAY, LIZZIE.....	Teaching, Roanoke, Va.
GRAY, MAUD (Mrs. O'Neal).....	Chapel Hill, N. C.
LITTLEPAGE, CARRIE.....	Teaching, Emporia, Va.
O'BRIEN, CLARA.....	Teaching, Manchester, Va.
RANEY, SUE (Mrs. S. H. Short).....	Lawrenceville, Va.
STONE, KATE.....	Roanoke, Va.
STUBBS, LINWOOD.....	Woods Cross Roads, Va.
WICKER, NELLIE.....	Superintendent in Hospital, Polk, Pa.
WOOTEN, AGNES (Mrs. Richard Spencer).....	Farmville, Va.

Professional Graduates, June, 1895.

BULLARD, IRENE, M. D.....	Birmingham, Ala.
DAVIS, MARY.....	Madenburg, Va.
FULKS, SUSIE (Mrs. Edwin Williams).....	St. Louis, Mo.
FORD, ELLA.....	New York City
HARDY, PEARL.....	Teaching, Blackstone, Va.
HATHAWAY, VIRGINIA.....	Teaching, White Stone, Lancaster County, Va.
*HIGGINBOTHAM, NANCY.....	
NULTON, BESSIE (Mrs. J. B. Noffman).....	
.....	905 Delaware Avenue, Wilmington, Del.
PARLETT, MATTIE.....	Teaching, 28 York Place, Norfolk, Va.
TRENT, ADELAIDE.....	Teaching, Moss Point, Miss.
WINFREE, EMMA.....	
....	Teaching, Highland Park School, 108 S. Third St., Richmond, Va.

Full Graduates, February, 1896.

BROWN, MYRTLE.....	Danville, Va.
CURTIS, BETTIE.....	Teaching, Newport News, Va.
HARDY, ZOU.....	Teaching, Roanoke, Va.
JONES, ETHELYN (Mrs. Wiley Morris).....	
.....	Designer for "Modern Priscilla," Boston, Mass.
LEE, NELLIE CAMERON.....	Pittsburg, Pa.
LINDSEY, BESSIE.....	Teaching, Charlotte, N. C.
MORRIS, LOUISE.....	Farmville, Va.

*Deceased.

PAINTEK, MARTHA (Mrs. J. H. Gruver).....	Union Theological Seminary, Richmond, Va.
PHILLIPS, JENNIE (Mrs. Henry Elliott).....	Hampton, Va.
THORNTON, MATTIE (Mrs. T. J. Pennybacker).....	South McAlester, I. T.
VAUGHAN, LIZZIE.....	Morven, Va.
VERSER, MERRIE (Mrs. W. O. Howard), 200 E. Franklin St.,	Richmond, Va.
WARREN, MARY.....	Metropolitan Museum, New York
WICKER, MAUD.....	Farmville, Va.
WILSON, MATTIE (Mrs. James Womack).....	Farmville, Va.

Professional Graduates, February, 1896.

MILLER, MAGGIE.....	Teaching, 210 Clay Avenue, Norfolk, Va.
WELSH, MABELLE (Mrs. Clifford Rudd).....	Richmond, Va.

Full Graduates, June, 1896.

ASHLEY, DAISY.....	Teaching, 31 Falkland Street, Norfolk, Va.
BERKELEY, ROBBIE BLAIR (Mrs. W. C. Burnet).....	Savannah, Ga.
BLAND, PATTIE (Mrs. Birdsall).....	426 Greene Avenue, Brooklyn, N. Y.
BLAND, ROSALIE.....	Shackelfords, Va.
CARROLL, MARGUERITE.....	384 Boulevard Avenue, St. Louis, Mo.
CHISMAN, LILA.....	Teaching, Hampton, Va.
DAVIS, AZILE (Mrs. B. B. Ford).....	Macon, Ga.
FLETCHER, KATE.....	Stenographer, Welch, W. Va.
HAINSLIP, THERESA.....	Assistant Editor, Staunton, Va.
HOLLAND, MELL.....	Teaching, Chester, Va.
MCCRAW, ANNIE (Mrs. J. W. Anderson).....	Andersonville, Va.
NEALE, RUSSELL.....	Teaching, Poquosin, York County, Va.
PARSONS, BERTIE (Mrs. F. T. Taylor).....	Oak Hall, Va.
SCOTT, ANNIE (Mrs. Robt. Branch).....	Morven, Va.
SMITHSON, ELIZABETH (Mrs. Thomas Morris).....	Martinsville, Va.
TAYLOR, MARY BYRD.....	Teaching, Mannboro, Va.
TAYLOR, MARY HANNAH.....	Teaching, R. F. D. No. 2, James River, Va.
VAUGHAN, EUGENIA (Mrs. Brannon).....	Pettit, Miss.
VENABLE, RUBY.....	Trained Nurse, Washington, D. C.
WALTON, LILY (Mrs. W. W. Bondurant).....	Sherman, Tex.

Professional Graduates, June, 1896.

CAMERON, JEAN.....	Teaching, Bennettsville, S. C.
HATCHER, ELIZABETH.....	Teaching English and History, Fork Union, Va.
LINDSAY, ELLEN.....	Teaching, Phœbus, Va.
MCCABE, MARGARET.....	Teaching, Washington, D. C.
MORTON, LOULIE M. (Mrs. G. G. Gooch).....	Roanoke, Va.
SMITH, EVA (Mrs. Ferebee).....	Virginia Beach
*WALTHALL, JULIA.....	

Full Graduates, February, 1897.

COFER, IDA (Mrs. R. W. Seim).....	1629 W. North Avenue, Baltimore, Md.
DANIEL, MARY B. (Mrs. Randolph Jones).....	Rival, Buckingham County, Va.
KENNERLEY, MARTHA.....	White Post, Va.

*Deceased.

PARSONS, MAMIE.....Teaching, Atlantic, Va.
 SPAIN, KATE (Mrs. A. K. Powell).....Sutherland, Dinwiddie County, Va.
 STONE, VIRGINIA.....Teaching, 711 Highland Ave., Bristol, Va.
 WATKINS, ALICE.....Stenographer, 4 W. Cary Street, Richmond, Va.

Professional Graduates, February, 1897.

KIPPS, LANDONIA (Mrs. Chas. Black).....Blacksburg, Va.
 MASSENBURG, MARY (Mrs. Hardy).....Hampton, Va.
 POLLARD, MINNIE (Mrs. Austin).....Hinton Street, Norfolk, Va.
 SHELL, PEACHY (Mrs. R. E. Brown).....1295 W. Cary St., Richmond, Va.
 SLAUGHTER, MARIE (Mrs. Harvie Hall).....Roanoke, Va.
 WELSH, CHARLOTTE.....624 Rorer Avenue, S. W., Roanoke, Va.

Full Graduates, June, 1897.

BALLOU, ANNIE (Mrs. Ballou).....Houston, Va.
 DIVINE, LILLIAN.....Teaching, Jefferson Institute, Falls Church, Va.
 DOUGHTY, GRACE (Mrs. Gladson).....Exmore, Northampton County, Va.
 FERREBEE, ANNIE.....Bookkeeper, 318 Boush Street, Norfolk, Va.
 FLOYD, SALLIE (Mrs. A. T. Bell).....Marionville, Va.
 GILLIAM, LILLIAN.....Teaching, Toga, Buckingham County, Va.
 IRVING, ANNE (Mrs. A. M. Evans).....Teaching, Amelia, Va.
 LEGATO, EMMA (Mrs. C. D. Eichelberger).....Quinby, Va.
 LESTOURGEON, FLORA.....St. Katherine's School, Bolivar, Tenn.
 MAPP, ZILLAH (Mrs. Arthur Winn).....Boydton, Va.
 POLLARD, PATTIE (Mrs. Morrow).....High Hill, Halifax County, Va.
 *PRICE, LILY.....
 *PRICE, MATTIE.....
 SPENCER, EDNA (Mrs. J. E. Haynsworth).....Haynsworth, Fla.
 SLAUGHTER, MARIE (Mrs. Harvie Hall).....Roanoke, Va.
 WAINWRIGHT, MATTIE (Mrs. Ernest Whitehead).....Farmville, Va.
 WILKIE, MARY C.....Teaching, Lexington, Ky.
 YOUNG, JESSIE.....Teaching, High School, Lexington, Va.

Professional Graduates, June, 1897.

BRINSON, MARY ELEY (Mrs. J. E. Elliott).....
575 W. 183d Street, New York City
 BULIFANT, BLANCHE.....Teaching, High School, Hampton, Va.
 DYER, LOTTIE (Mrs. Schneider).....Herndon, Va.
 EWELL, JENNIE.....Teaching, Hickory Grove, Chesterfield County, Va.
 HOLDEN, MINNIE (Mrs. Thos. J. Davis).....Summerton, S. C.
 HUMPHRIES, MADGE.....Principal Schools, Lignum, Culpeper County, Va.
 IVY, ELIZABETH.....Supervisor of Drawing, Hampton and Phœbus, Va.
 SMITH, LILY.....Miller School, Va.
 WRAY, CHARLOTTE.....Primary Supervisor, Petersburg, Va.

Full Graduates, February, 1898.

BALDWIN, LAURA.....Farmville, Va.
 BLAND, MARIA LILBOURNE (Mrs. W. F. D. Williams).....Cape Charles, Va.
 BOOTH, ANNIE.....Teaching, Drake's Branch, Va.

*Deceased.

CHISMAN, MARY WHITING (Mrs. Harry Holt)	Hampton, Va.
COX, MARY WHITE	Asst. Head of the Home, S. F. N. S., Farmville, Va.
CUTHERELL, RUBY	Teaching, R. F. D. No. 4, Norfolk, Va.
HARRIS, LAURA (Mrs. W. H. Lippitt)	Teaching, Dinwiddie, Va.
SPAIN, CORA (Mrs. Jno. A. Meade)	Sutherland, Va.
SPIERS, EUNICE (Mrs. John Robinson)	Drewry's Bluff, Va.
TURNER, MARTHA (Mrs. W. L. Cooke)	Newport News, Va.
VADEN, MARY (Mrs. B. L. Blair)	Troy, N. C.
VENABLE, GENEVIEVE (Mrs. Morton Holladay)	Hampden-Sidney, Va.
WARREN, ODELLE (Mrs. M. L. Bonham)	28th Street, Richmond, Va.

Professional Graduates, February, 1898.

MEARS, BELLE (Mrs. Burke)	Teaching, 131 W. Queens St., Hampton, Va.
Oakey, Nellie	Teaching, Salem, Va.

Full Graduates, June, 1898.

AMOS, MARTHA	Teaching, Roanoke, Va.
BLAND, EMMA	Teaching, Blackstone, Va.
BOYD, MARY (Mrs. Samuel Scott)	Vinita, Goochland County, Va.
BOYD, SUSAN	Teaching, Charlottesville, Va.
BRANDIS, FLORENCE (Mrs. Geo. Davidson)	Manchester, Va.
CRALLE, LOULIE (Mrs. James Lancaster)	Farmville, Va.
*COX, LILLIAN	
CUNNINGHAM, ANNIE HAWES	Teaching, Burkeville, Va.
DANIEL, ANNA	Teaching, Red Springs, N. C.
FOWLKES, MARY	Teaching, Meherrin, Prince Edward County, Va.
HARGRAVE, ELIZABETH (Mrs. E. V. Clements)	Manquin, Va.
JACKSON, MARY	Teaching, Burkeville, Va.
MORRIS, KATHERINE (Mrs. A. S. Anderson)	Gastonia, N. C.
OTLEY, LOUISE (Mrs. Koiner)	Waynesboro, Va.
PIERCE, ELSIE	Principal, Graded Schools, Rixeyville, Va.
ROBERTS, MARY (Mrs. Mark Pritchett)	South Hill, Va.

Professional Graduates, June, 1898.

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

Full Graduates, January, 1899.

CARTER, LILY (Mrs. Vaughan)	Amelia, Va.
MICHIE, SALLIE	Teaching, Lodore, Va.

*Deceased.

PRESTON, NELLY.....	Seven Mile Ford, Va.
SCOTT, LELIA.....	Teaching, Morven, Va.
TALIAFERRO, CARRIE BROWN.....	Teaching, Chatham Institute, Va.
TALIAFERRO, LUCY (Mrs. Von Weise).....	Indian Territory
VAUGHAN, JULIA (Mrs. Kirk Lunsford).....	Roanoke, Va.
WRIGHT, LUCY (Mrs. Robt. James).....	Newport News, Va.

Professional Graduates, January, 1899.

FEATHERSTONE, MARTHA.....	Teaching, Roanoke, Va.
RICHARDSON, ELLEN (Mrs. H. W. Walker).....	Oklahoma City, Okla.
READ, DAISY.....	Teaching, Pulaski, Va.

Full Graduates, June, 1899.

ARMSTRONG, ELLEN.....	Decatur, Ga.
CLAIBORNE, SALLIE (Mrs. Kempar Huff).....	Waynesboro, Va.
DRIVER, FRANCES.....	Teaching, Bowers Hill, Va.
FRANKE, FLORENCE.....	Teaching, Orange County, Va.
GODWIN, ELLA (Mrs. James Ridout).....	Roanoke, Va.
JONES, MATILDA.....	Stenographer, 210 W. Main Street, Richmond, Va.
LEIGH, RUBY B. (Mrs. A. W. Orgain).....	Dinwiddie, Va.
LEWIS, DELLA (Mrs. Hundley).....	Claremont, Va.
READ, DAISY.....	Teaching, Pulaski, Va.
SOMERS, LOLA (Mrs. J. R. Brown).....	Bloxom, Accomac County, Va.

Professional Graduates, June, 1899.

JORDAN, NELLIE (Mrs. R. H. Woolling).....	Pulaski, Va.
LANCASTER, NATALIE, Head Dept. of Math., Harrisburg Normal School, Va.	
LEACH, ANNETTE (Mrs. Andrew Gemmell).....	Montezuma, N. C.
OSBORNE, ALVERDA.....	R. F. D. No. 2, Berryville, Va.
WELSH, ALICE.....	Secretary of Principal of High School, Richmond, Va.

Full Graduates, January, 1900.

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

Professional Graduates, January, 1900.

BINNS, VIVIAN (Mrs. C. E. Parker).....	122 27th Street, Newport News, Va.
HAWKINS, CELIA (Mrs. E. D. Hatcher).....	Bluefield, W. Va.
HOWARD, IDA (Mrs. J. H. Chiles).....	Oviedo, Fla.

Full Graduates, June, 1900.

ARMSTRONG, SADIE.....	Teaching, Woodville, Va.
CHILTON, LAURA.....	Teaching, Lancaster C. H., Va.
CLEMENTS, NORMA.....	Teaching, 1227 25th Street, Newport News, Va.

COLEMAN, MARY CHANNING, Student at Wellesley College, Wellesley, Mass.	
COX, MARY VENABLE (Mrs. J. C. Mattoon)	Farmville, Va.
DAVIS, LOUISE (Mrs. S. R. Hall)	Scranton, Pa.
JONES, MAUD (Mrs. Wm. Horner)	Rosemary, N. C.
LANCASTER, NATALIE..Head Dept. of Math., Harrisburg Normal School, Va.	
*ROYALL, NANNIE (Mrs. Armstead)	
RICE, BESSIE	Teaching, Emporia, Va.

Professional Graduates, June, 1900.

CRAFFORD, HELEN	Teaching, Lee Hall, Va.
HALE, MARGARET (Mrs. George M. Noell)	Ronceverte, W. Va.
HOUPT, ELLA	Teaching, Roanoke, Va.
HOUSTON, BRUCE (Mrs. W. E. Davis)	Jellico, Tenn.
MILLER, LIDA	Teaching, 101 Central Avenue, Norfolk, Va.
RANDOLPH, ELEANOR	Greenville, Va.
RICHARDSON, MARY	Teaching, Elizabeth College, Charlotte, N. C.
SIBLEY, MAGGIE (Mrs. H. S. Smith)	Baltimore, Md.

Full Graduates, January, 1901.

CARPER, BESSIE	
CRIM, MERCY	Teaching High School, Leesburg, Va.
GOODWIN, JOSEPHINE (Mrs. E. P. Parsons)	Massie's Mills, Va.
HOOK, LILLIAN	Teaching, Roanoke, Va.
*WATKINS, MARION (Mrs. A. L. Martin)	
WELLS, BESSIE	Teaching, Manchester, Va.

Professional Graduates, January, 1901.

CHEATHAM, LILLIAN	Teaching, Drewry's Bluff, Va.
CHERNAULT, HESSIE	Farmville, Va.
SHARPE, IDA (Mrs. Walter J. Cox)	Teaching, Crewe, Va.
WATTERSON, PEARL	Teaching, Olmstead, W. Va.

Full Graduates, June, 1901.

ATKINSON, ALICE	Dresden, Germany
BARNES, EMMA	Teaching, Newport News, Va.
COLEMAN, ALICE	Supervisor of Music, Norfolk, Va.
HOGG, SARAH	Teaching, Newport News, Va.
HOGWOOD, LOUIS (Mrs. Harry Russell)	Cape Charles, Va.
JACKSON, JENNIE (Mrs. Edw. Roberts)	Arvonnia, Va.
LUCK, JOSEPHINE	Teaching, Highland Park, Va.
MILLER, MARTHA (Mrs. John Williams)	Disputanta, Va.
PALMER, BESSIE (Mrs. Saunders)	Asheville, N. C.
WHEALTON, JANIE (Mrs. T. S. Leitner)	Chester, S. C.

Professional Graduates, June, 1901.

CAMPER, PAULINE	Teaching, Salem, Va.
COLEMAN, ETHEL	Teaching, Signpine, Va.
COX, JESSIE	Teaching, Prentis School, Portsmouth, Va.
ELCAN, GRACE (Mrs. John Garrett)	R. F. D. No. 1, Farmville, Va.
FINKE, BEULAH	Teaching, Roanoke, Va.

*Deceased.

HENDERSON, MATTIE.....	Teaching, Vinton, Va.
HOUSER, NANNIE.....	Teaching, Greenville, Va.
LATIMER, NINA.....	Teaching, 800 W. Marshall Street, Richmond, Va.
PHILLIPS, MOLLIE.....	Teaching, Hampton, Va.
RENICK, MILDRED (Mrs. P. F. Traynham).....	Roanoke, Va.
SELDEN, MARY.....	Teaching, Newport News, Va.
STEIGLEDER, EDITH.....	Teaching, East Richmond, Va.
WHITE, FRANCES (Mrs. P. S. Mertins).....	Montgomery, Ala.
WHITE, JEANNETTE (Mrs. Morehead).....	Cleveland, O.
WILLIAMS, JANIE.....	Teaching, Well Water, Buckingham County, Va.

Full Graduates, January, 1902.

FARTHERING, MARY.....	Teaching, Charlotte C. H., Va.
MOORE, WILLIE.....	Teaching, Radcliffe, Va.
MUNDY, NELLIE.....	Teaching, Diana Mills, Va.
SMITH, FRANCES Y.....	Sec. Y. W. C. A., Industrial School, Montevallo, Ala.

Professional Graduates, January, 1902.

DYER, RUTH.....	Teaching, Normal Training School, Gate City, Va.
JONES, MARY CAMPBELL (Mrs. Batt).....	Norfolk, Va.
SPARKS, MARY.....	Teaching, Culpeper, Va.
OWENS, EMMA (Mrs. J. G. Enliss).....	Richmond, Va.
TIGNOR, ZILPAH.....	Teaching, Hampton, Va.
WINSTON, HELEN.....	Teaching, Bristol, Va.

Full Graduates, June, 1902.

BRACEY, JENNIE.....	Teaching, Bluefield, W. Va.
COLE, CORA.....	Teaching, Fredericksburg, Va.
COLE, ETHEL (Mrs. E. H. Ould).....	Middleboro, Ky.
SCAGGS, JUIA (Mrs. Curtis Biscoe).....	Fredericksburg, Va.
WOOD, LUCY.....	Richmond, Va.

Professional Graduates, June, 1902.

BACKISTON, HELEN.....	Assistant in Geography, S. F. N. S., Farmville, Va.
BRYAN, GEORGIA (Mrs. Arthur Hutt).....	Norfolk, Va.
CHUMBLEY, LELIA.....	Teaching, Big Stone Gap, Va.
CLARK, MARY E.....	Teaching, Morven, Amelia County, Va.
DEXTER, ROSE.....	Teaching, Hampton, Va.
GOODE, CARRIE (Mrs. John Bugg).....	Phillis, Va.
HALL, EVA.....	Teaching, McClung, Va.
HALL, ELIZABETH.....	Pulaski, Va.
HARRIS, ORA.....	Teaching, Wise, Va.
HIX, CARRIE.....	Teaching, Bluefield, W. Va.
KING, EMMA (Mrs. H. H. Edwards).....	Goldvein, Va.
KINZER, ANNA (Mrs. Ernest Shawen).....	213 Rose Avenue, Norfolk, Va.
KIZER, CLAUDINE.....	Teaching, Laurel, Miss.
MARSH, MARTHA.....	Teaching, Lancaster, Va.
MORRIS, SALLIE.....	Teaching, Trevilians, Louisa County, Va.
PILSWORTH, NORA.....	Richmond, Va.
POWERS, MARY FRANCES.....	White Post, Va.

ST. CLAIR, KATIE.....Teaching, Rocky Mount, Va.
 VAUGHAN, KATHERINE (Mrs. Southall Farrar).....Jetersville, Va.
 WADE, MAMIE (Mrs. Wm. B. Pettigrew).....Florence, S. C.
 WARNER, SUSIE WARE (Mrs. W. A. Maddox).....Ware's, Essex County, Va.
 WINFIELD, FLORENCE.....Teaching, Diston, Dinwiddie County, Va.

Full Graduates, January, 1903.

PHELPS, MAY.....Teaching, Roanoke, Va.
 WHITMAN, PEARL.....Teaching, Tip Top, Tazewell County, Va.

Professional Graduates, January, 1903.

BASKERVILLE, ELIZABETH.....Teaching, Orangeburg, S. C.
 TAYLOR, MINNIE.....Teaching, Greenville, N. C.
 TURNER, NANNIE.....Teaching, Newport News, Va.
 WHITE, ELEANOR C.....Teaching, 303 Oak St., Bristol, Va.

Full Graduates, June, 1903.

BASKERVILLE, ELIZABETH.....Teaching, Orangeburg, S. C.
 DOUGHTY, ANNIE.....Teaching, Cedar Bluff, Va.
 HANKINS, HARRIET PARKER.....Trained Nurse, Washington, D. C.
 HARVIE, OTELLA.....Chula, Va.
 PAXTON, ANNA.....Teaching, 417 Moore Street, Bristol, Va.
 PECK, MARY.....Teaching, Ginter Park, Richmond, Va.
 WATKINS, NEVILLE (Mrs. B. H. Martin).....R. F. D. No. 2, Richmond, Va.

Professional Graduates, June, 1903.

ADAIR, JANIE.....Bluff City, Va.
 ADAMS, GRACE.....Teaching, Stonega, Va.
 ARVIN, ETHEL (Mrs. Walton E. Bell).....Wilburn, Va.
 BERRYMAN, LOUISE.....Teaching, Brambleton, Norfolk, Va.
 *BRADSHAW, BERNICE.....
 BROOKS, OLIVE.....Teaching, Crittendon, Nansemond County, Va.
 CARTER, LAURA (Mrs. Harry Hundley).....Norfolk, Va.
 CLARK, MARY (Mrs. R. R. Claiborne).....St. Francesville, La.
 CLENDENING, RUTH (Mrs. C. D. Gaver).....Washington, D. C.
 COOK, MILDRED.....Teaching, Surrey, Va.
 CRIGLER, ELMER.....Teaching, Steels' Tavern, Va.
 DANIEL, MARY RIVES.....
Head of Bus. Dept. and H. S. Asst., South Norfolk, Va.
 EPPS, MARY.....Teaching, Brambleton, Norfolk, Va.
 FORD, JANIE.....Teaching, Martinsville, Va.
 FOSTER, DAISY.....Teaching, Roanoke, Va.
 FRAYSER, MARY (Mrs. J. W. McGehee).....Reidsville, N. C.
 GANNAWAY, SUE.....Teaching, Delton, Pulaski County, Va.
 GOGGIN, MARY (Mrs. Page D. Nelson).....Lynchburg, Va.
 GOGGIN, MARTHA (Mrs. C. W. Woodson).....Rustburg, Va.
 GRAY, ELLA.....Teaching, Newport News, Va.
 GRESHAM, ANNIE (Mrs. L. F. Orrison).....
Mt. Vernon Flats, Washington, D. C.
 HOLMES, GRACE.....Teaching, Tacoma Park, D. C.
 JAMES, GEORGIA.....Teaching, Mathews, Va.

*Deceased.

McLAVE, AGNES.....	Teaching, Hastings, Va.
MOORMAN, LIZZIE.....	Teaching, near Lynchburg, Va.
PARRAMORE, LOUISE.....	Teaching, Hampton, Va.
PEEK, NELLIE.....	Teaching, Hampton, Va.
PICKRELL, JUSTINE.....	Teaching, Roanoke, Va.
SINCLAIR, ETTA.....	Teaching, Hampton, Va.
STEPHENS, KATHERINE.....	Teaching, Burk's Garden, Va.
STEPHENSON, DAISY.....	Teaching, Indian Government School, Eufaula, Okla.
WARREN, GRACE (Mrs. Jas. R. Rowell, Jr.).....	Teaching, Roanoke, Va.
WATKINS, HENRIETTA (Mrs. C. R. Warren).....	Teaching, Chatham, Va.
WHITE, NELLIE.....	Teaching, near Salem, Va.
YONGE, MARY.....	Teaching, Stuarts Draft, Augusta County, Va.
YOUNG, EULA (Mrs. R. D. Morrison).....	Teaching, Big Stone Gap, Va.

Full Graduates, January, 1904.

EVANS, MILDRED.....	Teaching, South Boston, Va.
GRAY, MARY F.....	Teaching, Roanoke, Va.

Professional Graduates, January, 1904.

EATON, BERTIE.....	Teaching, 519 Lee Street, Bristol, Va.
ETHERIDGE, MARIE.....	Teaching, Indian Creek, Norfolk County, Va.
GODWIN, LOUISE.....	Teaching, Birds Nest, Northampton County, Va.
HARRIS, BERTHA (Mrs. Roland Woodson).....	Raleigh, N. C.
HEARRING, MIRIAM.....	Teaching, Elba, Norfolk County, Va.
HETERICK, EVA.....	Teaching, Smithfield, Va.
HOLMAN, MARTHA (Mrs. J. D. Rand).....	Morven, Va.
KING, ELIZABETH.....	Teaching, Alexandria, Va.
MASON, ANNIE.....	Teaching, Elks, Va.
McGEORGE, BESSIE.....	Teaching, Manchester, Va.
McGEORGE, CARRIE.....	Teaching, Manchester, Va.
McLAUGHLIN, ANNIE.....	Teaching, South Boston, Va.
MERRILL, CHARLOTTE.....	Teaching, Collegeville, Pa.
MILLER, ILIA.....	Teaching, 3 Buford Street, Bristol, Va.
MOOMAW, LUCILE.....	Roanoke, Va.
PERKINS, CLAUDIA.....	Teaching, Newport News, Va.
SUTHERLIN, CARRIE.....	Assistant in English, S. F. N. S., Farmville, Va.
TAYLOR, COURTNEY.....	Teaching, Amelia, Va.
TILLAR, BEULAH.....	Seven Pines, Henrico County, Va.
TOPPING, ETHEL.....	Amburg, Middlesex County, Va.

Full Graduates, June, 1904.

BALDWIN, MARY CECIL.....	Teaching, Worsham, Va.
PERKINS, CLAUDIE.....	Teaching, Newport News, Va.
BURGER, MARY ELLA (Mrs. T. M. Morgan).....	Brookwood, Ala.
SMITHEY, NELLIE CARSON.....	Student at Teachers College, New York, N. Y.
SUTHERLIN, CARRIE.....	Assistant in English, S. F. N. S., Farmville, Va.

Professional Graduates, June, 1904.

BEARD, OLLIE MERTON.....	Teaching, Berkeley, Va.
BRITTINGHAM, AUDREY ESTELLE.....	Teaching, Hampton, Va.
BURGE, NANNIE (Mrs. Lewis Shumate).....	Abingdon, Va.

CAMPBELL, MARY LOUISE (Mrs. J. M. Graham)	Graham's Forge, Va.
CARTER, BESSIE WHITWORTH	Teaching, Prospect, Va.
CHRISMAN, LUCY CARTER	Teaching, Barton Heights, Va.
CLARY, INEZ L.	Teaching, Manchester, Va.
COBBS, ELIZABETH FLOURNOY	Teaching, Barton Heights, Va.
DEY, JESSIE	Teaching, Norfolk, Va.
FINKE, JESSIE VIRGINIA	Teaching, Salem, Va.
GILBERT, MARY BLANCHE	Teaching, Doe Hill, Va.
GOODE, SARAH MASSIE (Mrs. C. C. Branch)	Burgaw, N. C.
GRIFFIN, GERTRUDE	Portsmouth, Norfolk County, Va.
HAHN, ELLA CLARA	Teaching, Newport News, Va.
HARRISON, AMELIA RANDOLPH	Teaching, Brunswick County, Va.
HERBERT, MARY ELIZABETH (Mrs. Jas. R. Peake)	Norfolk, Va.
HINER, MARY CLAY	Assistant in English, S. F. N. S., Farmville, Va.
HODNETT, FANNY (Mrs. Thomas Moses)	Norfolk, Va.
HURT, JEMIMA	Teaching, Roanoke, Va.
JOHNSON, BLANCHE	Teaching, Roanoke County, Va.
KAY, CORA MAY	Teaching, Caroline County, Va.
KING, BESSIE BYRD (Mrs. W. A. Eckles)	Glen Allen, Va.
LEARY, SADIE VASHTI	Teaching, Deep Creek, Norfolk County, Va.
MCCHESNEY, MARY JULIA (Mrs. Jas. Shakleton), R. F. D. 2, Meherrin,	Va.
MARTIN, CARRIE	Teaching, Rocky Mount, Va.
MILLER, HALLIE J.	Teaching, Afton, Va.
MOOREHEAD, MELVINA F.	Teaching, New River Depot, Va.
MURFEE, BETTIE EULA	Teaching, Norfolk, Va.
PAINTER, ELLEN GILMORE (Mrs. Landon C. Painter)	Greenwood, Va.
POWERS, MARY LITTLEPAGE	Teaching, Atlee, Va.
REYNOLDS, ETHEL (Mrs. Jno. E. White)	Park Place, Norfolk, Va.
REYNOLDS, ALDA	Teaching, Maysville, Ga.
RODES, MARIANA	Lexington, Va.
SAMPSON, ETTA HANCOCK	Supervisor of Drawing, Manchester, Va.
SANDERLIN, PEACHY	Brambleton No. 1, Norfolk, Va.
SAUNDERS, LILIAN A.	Teaching, Newport News, Va.
SNEAD, LOTTIE	Teaching, Dendron, Va.
STARKE, SCOTIA	Bumpus, Va.
STEARNS, LUCY JACKSON	Teaching, Roanoke, Va.
THOMASSON, MINNIE	Teaching, Roanoke County, Va.
VAUGHAN, LOUISE FRANKLIN (Mrs. M. A. French)	Sunny Side, Va.
WHITMORE, JESSIE EVANS (Mrs. Elliott Booker)	Farmville, Va.

Full Graduates, January, 1905.

CHERNAULT, MAUDE	Teaching, Prince Edward County, Va.
CRUTE, JANIE (Mrs. Paul Traywick)	Curdsville, Va.
JEFFRIES, MARY	Culpeper, Va.

Professional Graduates, January, 1905.

ABBITT, ELEANOR	Teaching, Portsmouth, Norfolk County, Va.
ALLEN, AVICE	Teaching, King and Queen, Va.
ANDERSON, LUCY	Teaching, Laurel, Miss.

ATKINSON, MARGERY.....	Teaching, Emporia, Va.
COCKE, MARIA.....	Bon Air, Va.
DAVIS, SALLY GUY.....	Teaching, Emporia, Va.
GRAVELEY, GEORGIA.....	Teaching, St. Paul, Va.
IVES, MAUD.....	Land of Promise, Princess Anne County, Va.
JAMES, LIZZIE.....	Teaching, Barton Heights, Va.
JOHNSON, LAURA.....	Teaching, Coeburn, Va.
LA BOYTEAUX, BEE.....	Teaching, Uvilla, W. Va.
MOORE, MAY SUE.....	Teaching, Chester, Va.
REYNOLDS, STELLA.....	Teaching, Merenga, N. C.
SMITH, ZAIDEE.....	Teaching, Norwood, Va.
TUCK, URSULA (Mrs. Buckley).....	Richmond, Va.
WARE, ALICE.....	Teaching, Highland Park School, Richmond, Va.

Full Graduates, June, 1905.

ANDERSON, MAUD MARSHALL.....	Supervisor of Music, Bristol, Va.
BROOKE, LUCY MORTON.....	Teaching, Culpeper, Va.
CHILTON, SUSIE KATHERINE.....	Lancaster, Va.
DAY, MARY FRENCH.....	Teaching, Ghent, Norfolk, Va.
DICKEY, EDITH LEIGH.....	Teaching, Covington, Va.
DUVALL, EDITH BRENT.....	Teaching, Roanoke, Va.
PAULETT, ALICE EDMUNDS (Mrs. Geoffrey Creyke).....	.....
.....	1421 U Street N. W., Washington, D. C.
WADE, ELIZABETH HAMILTON.....	..... N. C.

Professional Graduates, June, 1905.

CLEMMER, LENNIE MAY.....	Teaching, Iron Gate, Va.
DIEHL, ANNA LOIS (Mrs. John Fraser).....	Olden Place, Va.
EDWARDS, FLORENCE C.....	Teaching, Arvonnia, Va.
EWELL, MARY ISH.....	Teaching, Ruckersville, Va.
FLETCHER, MAMIE EDNA.....	Teaching, Fletcher, Va.
GOULDING, ELIZABETH FITZHUGH (Mrs. C. A. Sale).....	Moss Neck, Va.
HEATH, NELLIE GRAY (Mrs. John P. Walker).....	.....
.....	The Ontario, Washington, D. C.
HINMAN, OLIVE MAY.....	Prang Educational Co., New York
HODGES, WILLIE KATE (Mrs. M. T. Booth).....	Nathalie, Va.
HOMES, MARY VIRGINIA (Mrs. Wallace Coleman).....	Boydton, Va.
HOWARD, MYRA.....	Teaching, Pine, Va.
HURST, GRACE.....	Kilmarnock, Lancaster County, Va.
LEE, ELLEN MOORE.....	Teaching, near Richmond, Va.
LEMON, BETSY (Mrs. Chas. J. Davis).....	Callaway, Franklin County, Va.
LEWIS, CARLOTTA.....	Teaching, Covington, Va.
LUTTRELL, MILDRED ELIZABETH (Mrs. B. L. Payne).....	Diascund, Va.
MANSON, LUCY HAWES (Mrs. Chas. M. Simpson).....	.....
.....	Teaching, Whaleyville, Va.
*MUSE, SUE.....	.....
NEWCOMB, MAUD.....	Teaching, Burgess, Va.
PIERCE, FANNY MAY.....	Berkley, Va.
RICHARDSON, HARRIET EIZABETH.....	Farmville, Va.
STEPHENS, MARGARET LYNN.....	Teaching, Cambria, Va.

*Deceased.

TINSLEY, ELIZABETH GARLAND (Mrs. J. M. Apperson).....	Culpeper, Va.
*WALTHAL, EPSIE.....	
WATSON, CALVA HAMLET.....	Teaching, Dumbarton, Va.
WHITLEY, MARY EDITH.....	Indika, Isle of Wight County, Va.
WILSON, GRACE MACON (Mrs. Jas. E. Bosworth).....	Brownsburg, Va.
WOLFE, FRANCES ROBERDEAU.....	Teaching, Lawrenceville, Va.
WOODRUFF, HESSIE ST. CLAIR (Mrs. J. Luckin Bugg).....	Farmville, Va.

Full Graduates, January, 1906.

BUGG, HATTIE KING.....	Teaching Music, Farmville, Va.
CHILDREY, HELEN AGNEW.....	Teaching, Richmond, Va.
CRAWLEY, FENNELL.....	Teaching, Ashland, Va.
FORD, MARY SHERMAN (Mrs. A. B. Gathright).....	Dumbarton, Va.
FORD, SUSIE EMILY.....	Teaching, 411 Spencer Street, Bristol, Va.
INGRAM, FLORENCE LINWOOD.....	Teaching, South Boston, Va.
INGRAM, NELL DOUGLAS.....	Teaching, Burkeville, Va.
SANDERLIN, CLARA CHARLOTTE.....	Tarboro, N. C.
STEPHENSON, GEORGIANA ELIZABETH.....	Teaching, Covington, Va.

Professional Graduates, January, 1906.

CARNEAL, NELLIE V.....	Teaching, White's Mill, Caroline County, Va.
DUNLAP, HENRIETTA CAMPBELL.....	Teaching, Lexington, Va.
HINER, LUCY CARY.....	Teaching, Berryville, Va.
JOLIFFE, ANNA B. C.....	Boyce, Clarke County, Va.
KING, GERTRUDE CAROLINE.....	Spencer, Henry County, Va.
PRICE, MINNIE ESTELLE.....	Teaching, Dorchester, Va.
ROGERS, ANNA ROYSTER.....	Teaching, Nuckols, Va.
STARLING, BETTIE PRICE.....	Teaching, Danville, Va.
THOMPSON, LILLIAN FREDERIKA.....	Teaching, Lake City, Fla.
VAUGHAN, IVA PEARL (Mrs. W. A. Childrey).....	3400 E. Broad Street, Richmond, Va.

Full Graduates, June, 1906.

ADAMS, LOUISA.....	Teaching, Atlee, Va.
ASHBY, FLORIDA.....	Teaching, Lovingsston, Va.
BAKER, NELLIE.....	Teaching, Pulaski, Va.
BULL, CARRIE.....	Teaching, Roanoke, Va.
COLEMAN, MARY.....	Teaching, Roanoke, Va.
COMPTON, ISA.....	Teaching, Laurel, Miss.
DUNGAN, CARRIE.....	Teaching, Bristol, Va.
FARISH, MARGARET (Mrs. J. G. Thomas).....	Atlee, Va.
JACKSON, LELIA.....	Teaching, Wilmington, N. C.
JONES, SALLIE E.....	Teaching, Champ, Dinwiddie County, Va.
*LA BOYTEAUX, ZOULA.....	
MCCRAW, BESSIE.....	Teaching, News Ferry, Va.
MASON, MAUD.....	Mattoax, Va.
MASSEY, JULIA.....	Teaching, Hampton, Va.
REDD, MARY ELIZABETH.....	
ROGERS, DOROTHY.....	Teaching, Toano, Va.
SANDERLIN, CLARA.....	Tarboro, N. C.

*Deceased.

SMITH, ADA MAY.....	Teaching, Ashland, Va.
SMITH, DEBERNIERE.....	Charlotte C. H., Va.
VERSER, ELIZABETH.....	Teaching, Farmville, Va.

Kindergarten Graduates, June, 1906.

BRYDON, MARGARET.....	Teaching, Atlee, Va.
RICHARDSON, ELIZABETH.....	Farmville, Va.
SCOTT, RHEA.....	Teaching, Normal Training Class, Charlottesville, Va.

Professional Graduates, June, 1906.

ABBITT, MERLE.....	Port Norfolk, Va.
BOWERS, GERTRUDE.....	Teaching, Ashland, Va.
BURTON, GERTRUDE.....	Teaching, Birmingham, Ala.
CAMPBELL, STEPTOE C.....	Teaching, Roseland, Va.
COX, BEVIE.....	Teaching, R. F. D. No. 1, Wise, Va.
COX, EDNA.....	Teaching, R. F. D. No. 1, Wise, Va.
COX, SALLIE.....	Teaching, Petersburg, Va.
DOBIE, BELLE.....	Teaching, Wakefield, Va.
HENDERSON, MARGARET.....	Teaching, Crewe, Va.
HOLLAND, ELISE.....	Teaching, Lackey, Va.
HOWARD, ELIZABETH.....	Teaching, Roanoke, Va.
JUSTICE, ELIZABETH.....	Dry Bridge, Va.
KELLY, HATTIE JAKE.....	Teaching, 130 31st St., Newport News, Va.
KIZER, LIZZIE.....	Teaching, Laurel, Miss.
LEWELLING, FRANCES.....	Newport News, Va.
MCCUE, VIRGIE.....	Lexington, Va.
MUNDEN, FRANCES.....	Teaching, Cape Charles, Va.
NUNN, VIRGIE.....	Teaching, Shawnee, Okla.
PRESTON, MARY.....	Teaching, Hampton, Va.
RICHARDSON, ELIZABETH.....	Farmville, Va.
THOMAS, MARY.....	Teaching, Pulaski, Va.
WALTON, GRACE.....	Farmville, Va.
WARING, EMMA.....	Teaching, Roanoke, Va.
WILLIAMSON, PAULINE.....	Teaching, Roanoke, Va.

Full Graduates, January, 1907.

CHAPMAN, DAISY CORNELIUS.....	Teaching, Wakefield, Va.
COBB, RUTH BATTEN.....	Ivor, Va.
GILLESPIE, LOIS VIRGINIA.....	Teaching, Cheriton, Va.
GUY, MARY SIDNEY.....	Teaching, Blackstone, Va.
LEONARD, LOIS GERTRUDE.....	Teaching, Newport News, Va.
RYLAND, LEONORA TEMPLE (Mrs. R. G. Dew).....	Walkerton, Va.
SCHOFIELD, MARY MERCER.....	Teaching, Washington, D. C.
STOKES, ELIZABETH KEESEE.....	Teaching, Rice, Va.
WIATT, ELEANOR BAYTOP.....	Teaching, Hampton, Va.

Professional Graduates, January, 1907.

BOISSEAU, VIVIAN TEMPERANCE.....	Teaching, McKenney, Va.
CLARK, LUCRETIA V.....	Teaching, Rice, Va.
DEBAUN, THEODOSIA ELIZABETH, R. F. D. No. 3, Berkley Sta., Norfolk, Va.	

HOUPT, MYRTLE FERNE (Mrs. Wm. C. Trueheart).....	Chester, Va.
HUNDLEY, JULIETTE JEFFERSON.....	Teaching, Kinston, N. C.
MORGAN, ANTOINETTE.....	Teaching, Darvils, Va.
PALMER, MARGARET MEREDITH.....	Teaching, Kilmarnock, Va.
PIERCE, PAGE HENLEY.....	Teaching, R. F. D. No. 5, Richmond, Va.
REYNOLDS, PAULINE ELIZABETH.....	Teaching, Covington, Va.
SHORTER, FANNY BELLE.....	Teaching, Newport, Va.
STUBBLEFIELD, VIRGINIA EMELINE.....	Teaching, Richmond, Va.

Full Graduates, June, 1907.

BAKER, JOSEPHINE INEZ.....	Teaching, R. F. D. No. 1, Louisa, Va.
BAYLEY, CAROLINE BOULWARE.....	Teaching, Graham, Va.
BROSIUS, BELLE BERYL.....	.....
BYERLEY, MOLLIE BLAND.....	Teaching, Hampton, Va.
COLTON, CLARA AVERY.....	.....
CRUTE, HATTIE WINIFRED.....	Teaching, Dillwyn, Va.
DAVIDSON, MARGARET GERTRUDE.....	Teaching, Buena Vista, Va.
DUVALL, JANET AMANDA.....	Teaching, Hampton, Va.
EDWARDS, AMANDA ELIZABETH.....	Prin. High School, Stony Creek, Va.
FARINHOLT, LOUISE ALLEN.....	Teaching, Phœbus, Va.
GLASGOW, MARY THOMPSON, Prin. School, Darvils, Dinwiddie County, Va.	
JONES, FRANK PRESCOTT.....	Teaching, Pearisburg, Va.
KENT, JULIA IONE.....	Teaching, Hopeside, Va.
KYLE, CAROLINE LLEWELYN.....	Farmville, Va.
LIGON, ETHEL VIRGINIA.....	Teaching, Crump, Amelia County, Va.
MARSHALL, ANNIE MAE.....	Teaching, Newport News, Va.
MASON, CARRIE KNOLL.....	Student, Cornell University, Ithaca, N. Y.
MORRIS, BERYL.....	Teaching, Miller School, Va.
NICHOLSON, NAN MORTON.....	Teaching, Crewe, Va.
REA, MYRTLE RUCKER.....	Teaching, Smithfield, Va.
RICE, LUCY KELLY.....	Farmville, Va.
RICHARDSON, ANNE LAVINIA.....	Teaching, Roanoke, Va.
SMITH, CLARA GRESHAM.....	Teaching, Newport News, Va.
TUCKER, MARGARET LEWIS.....	Teaching 124 Solar St., Bristol, Va.

Kindergarten Graduates, June, 1907.

DUVALL, EDITH BRENT.....	Teaching, Roanoke, Va.
HOLT, MARY SILLS.....	Norfolk, Va.
RICE, LUCY KELLY.....	Farmville, Va.

Professional Graduates, June, 1907.

ALLEN, ROBERTA BRUMWELL.....	Teaching, Pollard, Va.
BARR, FLORENCE RAY.....	Teaching, Roanoke, Va.
BRUCE, FLORA ANNE.....	Teaching, Coeburn, Va.
CASTLE, ALICE LEE.....	Teaching, Bristol, Va.
DAVIS, ELIZABETH GERTRUDE.....	Teaching, Crewe, Va.
FALLWELL, CLARA.....	Teaching, Bristol, Tenn.
GILLIAM, HATTIE BELLE.....	Teaching, Craigsville, Va.
HAMLETT, SUE ELIZABETH.....	Hampden-Sidney, Va.

MORELAND, NELLIE BRAY.....	Teaching, Hampton, Va.
REYNOLDS, ANNIE LAURA.....	Teaching, 117 W. Brambleton Ave., Norfolk, Va.
SEMONES, LOUISE BERNARD.....	Teaching, Danville, Va.
STEGER, MARY VIRGINIA.....	Teaching, Danville, Va.
*THOMPSON, FLORA CLENDENIN.....	
THOMPSON, HAZEL MARIE.....	Teaching, Newport News, Va.
VAUGHAN, REBECCA POCAHONTAS.....	Teaching, Chester, Va.
WRIGHT, SUSAN DICKENSON.....	Teaching, Danville, Va.

Full Graduates, January, 1908.

BERRY, RUBY MARIE.....	Teaching, Crewe, Va.
BLANKINSHIP, VERNIE VASHTI.....	Teaching, Gate City, Va.
CHRISTIAN, FANNIE L.....	Teaching, Highland Park, Richmond, Va.
JAMISON, ELEANOR.....	Teaching, Smithfield, Va.
JOHNSON, NELLIE FRENCH.....	Teaching, Hickory, Va.
JONES, LILLIAN BERLIN.....	Teaching, Berryville, Va.
JORDAN, HELEN.....	Clifton Forge, Va.
LANCASTER, ANNIE LEITCH.....	Teaching, Ashland, Va.
WALTON, EMMA LOCKETT.....	Farmville, Va.
WATKINS, MARTHA LOIS (Mrs. Winfree Chewning).....	Hallsboro, Va.

Professional Graduates, January, 1908.

BLANTON, EMMA E.....	Teaching, Ashland, Va.
BLANTON, MARTHA VIRGINIA (Mrs. Fred. Handbury).....	Eagle Rock, N. C.
BRITTON, KATHERINE STOCKDELL.....	2834 Parkwood Avenue, Baltimore, Md.

Full Graduates, June, 1908.

ANDREWS, EUGENIA BEVERLY.....	Teaching, Lynchburg, Va.
BRINKLEY, FRANCES THOMPSON.....	Roanoke, Va.
BURTON, MARY CLAIRE.....	Teaching, Lynchburg, Va.
CALDWELL, ROSA BLACKFORD.....	Teaching, Lynchburg, Va.
DAVIDSON, WIRT.....	Teaching, Ewing, Va.
DUNTON, BELLE SARAH.....	Teaching, Bridgetown, Va.
GARRETT, ANNIE LEONORA.....	Teaching, Farmville, Va.
GARRISON, VIRGINIA McBLAIR.....	Teaching, Norfolk, Va.
GRENELS, EFFIE MYRTLE.....	Teaching, Valley High School, Va.
HASSELL, IDA VIOLA.....	Teaching, Newport News, Va.
HORNER, MARY PICKETT.....	Teaching, Lynchburg, Va.
HOWARD, CLARA BERNICE.....	Teaching, Newport, Va.
HUTTER, IMOGEN GORDON.....	Teaching, Lynchburg, Va.
MAUZY, MOLLIE.....	Teaching, McDowell, Va.
MORGAN, MABEL MAUDE.....	Teaching, Newport News, Va.
NELSON, VIRGINIA LAFAYETTE.....	Teaching, News Ferry, Va.
NEWBY, GEORGEANNA WARD.....	Teaching, Lincoln, Va.
NIDERMAIER, JESSIE.....	Teaching, Poplar Hill, Va.
PAULETT, HARRIET CRUTE.....	Farmville, Va.
PRICE, MILDRED TURNER.....	Teaching, Dorchester, Va.
READ, MARY BRUMFIELD.....	Teaching, Lynchburg, Va.
ROGERS, EDITH.....	Teaching, Washington, D. C.

*Deceased.

SAMPSON, BESSIE ELEANOR.....	Teaching, Manchester, Va.
SAVAGE, KARLIE.....	Teaching, Portsmouth, Va.
SPAIN, JULIA CALHOUN.....	Teaching, Dumbarton, Va.
SPENCER, MARY HENLEY.....	Teaching, Dendron, Va.
STEED, HELEN MILDRED.....	Teaching, Brunswick County, Va.
TAYLOR, MAGGIE AUSTIN.....	Teaching, Franklin, Va.
TUCKER, MARY LOUISE.....	Teaching, Lynchburg, Va.
WATKINS, MARY VENABLE.....	Teaching, Glen Allen, Va.
WATSON, VEDAH MAY.....	Teaching, Dorchester, Va.

Kindergarten Graduates, June, 1908.

BEALE, GRACE ISABEL.....	Asst. in Kindergarten, S. F. N. S., Farmville, Va.
PHILLIPS, IDA CURLE.....	Teaching, Barton Heights, Va.
WHITE, EVA LOVELACE.....	Teaching, Buchanan, Va.

Professional Graduates, June, 1908.

BLANCHARD, MARY WALLACE.....	Teaching, South Boston, Va.
FITZGERALD, GERALDINE.....	Teaching, 1004 N. Main St., Danville, Va.
GRAHAM, GRACE NORA.....	Teaching, Appalachia, Va.
HAYNES, ELIZABETH.....	Teaching, Bluefield, W. Va.
JONES, BYRDIE MAY.....	Teaching, Morrisville, Va.
KNOTT, MARY KATHERINE.....	Teaching, Sutherland, Va.
LEWELLING, EMILY.....	Teaching, Newport News, Va.
ROWE, MAYME MORRIS.....	Teaching, Hampton, Va.
WINGATE, PEARL AGNES.....	Teaching, Appalachia, Va.

Full Graduates, January, 1909.

ANDERSON, CATHERINE ELIZABETH.....	Teaching, Barton Heights, Richmond, Va.
BLANTON, MARTHA KING.....	Teaching, Normal Training School, Abingdon, Va.
BLANTON, MILDRED ELIZABETH.....	Teaching, Roanoke, Va.
CUTCHINS, MARY ZULINE.....	Teaching, Franklin, Va.
DAVIS, MILDRED MAY.....	Teaching, Barton Heights, Va.
GRAHAM, GERALDINE.....	Teaching, Greenville, Va.
HARRISON, ISABELLE WILLIAMS.....	Teaching, Cape Charles, Va.
NIDERMAIER, ANTOINETTE.....	Teaching, Bluefield, Va.
NIDERMAIER, BLANCHE KING.....	Teaching, Normal Training School, Woodlawn, Va.
PENNYBACKER, KATHERINE.....	Teaching, Waynesboro, Va.
ROBINS, LUCY ELIZABETH.....	Teaching, Wakefield, Va.
WILDER, HAPPY.....	Teaching, Greenville, Va.

Professional Graduate, January, 1909.

DUNCANSON, ANNA LEITH.....	Teaching, Culpeper, Va.
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Full Graduates, June, 1909.

BELL, GLADYS LURENE.....	Teaching, Waverly, Va.
BENDALL, GRACE EDMUNDS.....	Teaching, Danville, Va.

BENNETT, VIRGINIA.....	Teaching, Newport News, Va.
BERSCH, MARY CLARICE.....	Teaching, Diana Mills, Va.
BIDGOOD, ANNIE VIRGINIUS.....	Teaching, Burkeville, Va.
BLAND, LILLIAN BEVERLY.....	Teaching, 531 North St., Portsmouth, Va.
BLISS, CAROLINE HELEN.....	Teaching, 531 North St., Portsmouth, Va.
BOATWRIGHT, NELLIE TYLER.....	Teaching, Fredericksburg, Va.
BROWN, ETHEL LOUISE.....	Teaching, Waverly, Va.
CARTER, ALICE ELIZABETH.....	Teaching, Steel's Tavern, Va.
CARUTHERS, CARRIE NINDE.....	Teaching, Waverly, Va.
CHRISMAN, HALLIE BRYARLY.....	Teaching, Faber, Va.
CLAYTON, FLORENCE MERRITT.....	Office Asst., S. F. N. S., Farmville, Va.
COX, HATTIE REBECCA.....	Teaching, Danville, Va.
DAVIS, ALICE EVELYN.....	Teaching, R. F. D. No. 2, Hampton, Va.
DAVIS, MARGARET MORTON.....	Teaching, Dumbarton, Va.
DAVIS, SUDIE PATE.....	Teaching, Paces, Va.
DELP, LILLIE VIRGINIA.....	Teaching, R. F. D. No. 1, Rural Retreat, Va.
DUPUY, MARY PURNELL.....	Teaching, Pocahontas, Va.
FARISH, EMMA STOCKTON.....	Teaching, Rivanna, Va.
FITZGERALD, SALLIE TAZEWELL.....	Teaching, Pocahontas, Va.
FLOURNOY, ISABELLE CABELL.....	Teaching, Bedford City, Va.
FRETWELL, MATTIE BELLE.....	Teaching, Dayton, Va.
HAMNER, EVELYN READ.....	Teaching, South Boston, Va.
HOY, MARTHA ALBINE.....	Teaching, Crewe, Va.
JONES, MAMIE LUCY.....	Teaching, Deep Creek, Va.
MILLS, ETHEL LAVERNIA.....	Teaching, Louisa, Va.
PARSONS, WINNIE ETHEL.....	Teaching, Waverly, Va.
PERKINS, MARY ROBERTSON.....	Teaching, Chase City, Va.
PIERCE, MARY CLOPTON.....	Teaching, Homeville, Va.
REED, MARY JOSEPHINE.....	Teaching, Waverly, Va.
RICHARDSON, MILDRED RIVES.....	Farmville, Va.
RUFFIN, SUE.....	Teaching, Louisa, Va.
SANDIDGE, ETHEL LEE.....	Teaching, Lynchburg, Va.
SHELTON, MARY SUSANNA.....	Teaching, Hampton, Va.
STEPHENS, MARY MOSBY.....	Student, Cornell University, Ithaca, N. Y.
STONE, SUSAN JANE.....	Teaching, Batria, Va.
STONER, WILLIE FRANCES.....	Teaching, Pocahontas, Va.
SUTHERLIN, LULA.....	Teaching, Culpeper, Va.
WARBURTON, LUCY ALLEN.....	Student, State Normal School, Farmville, Va.
WATKINS, KATE FRIEND.....	Teaching, Danville, Va.
WOODSON, MABEL HARRIS.....	Teaching, Lynchburg, Va.

Kindergarten Graduates, June, 1909.

COOPER, MAE ALMA.....	Teaching, Drewryville, Va.
KIZER, RUTH JOSEPHINE.....	Teaching, Laurel, Miss.
SOUTHALL, ALBERTA MAUDE.....	Teaching, 505 Jefferson St., Danville, Va.

Professional Graduates, June, 1909.

CLAY, MARGARET.....	Teaching, Benbow, Va.
HANNABASS, HENRIE MAUDE.....	Teaching, North Tazewell, Va.

HARDBARGER, MARGARET CHESTER.....	Teaching, Victoria, Va.
HURD, WILLIE AYRES.....	Teaching, R. F. D. No. 3, Prospect, Va.
KELLY, JOSEPHINE HULL.....	Teaching, Bristol, Tenn.
LAIRD, CASSANDRA.....	Teaching, Pocahontas, Va.
MCCORMICK, HALLIE MAY.....	Teaching, Bluefield, W. Va.
MINOR, LILLIAN.....	Teaching, Oxford, N. C.
RAWLINGS, FLORENCE BAKER.....	Teaching, Abingdon, Va.
WRIGHT, BETTY CAMPBELL.....	Teaching, Yorktown, Va.

Total number of graduates, 894.

CALENDAR—1910

September					October					November					December												
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
...	...	...	...	1	2	3	...	...	...	...	...	1	...	...	1	2	3	4	5	...	...	...	...	...	1	2	3
4	5	6	7	8	9	10	2	3	4	5	6	7	8	6	7	8	9	10	11	12	4	5	6	7	8	9	10
11	12	13	14	15	16	17	9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	12	13	14	15	16	17
18	19	20	21	22	23	24	16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23	24
25	26	27	28	29	30	...	23	24	25	26	27	28	29	27	28	29	30	...	...	25	26	27	28	29	30	31	
...	...	...	...	...	...	...	30	31	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

1911

January							February							March							April						
1	2	3	4	5	6	7	...	...	...	1	2	3	4	...	...	...	1	2	3	4	...	...	...	...	...	1	
8	9	10	11	12	13	14	5	6	7	8	9	10	11	5	6	7	8	9	10	11	2	3	4	5	6	7	8
15	16	17	18	19	20	21	12	13	14	15	16	17	18	12	13	14	15	16	17	18	9	10	11	12	13	14	15
22	23	24	25	26	27	28	19	20	21	22	23	24	25	19	20	21	22	23	24	25	16	17	18	19	20	21	22
29	30	31	...	...	...	...	26	27	28	...	...	...	...	26	27	28	29	30	31	...	23	24	25	26	27	28	29
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	30	...	...	...	...	...	...

May							June							July							August						
...	1	2	3	4	5	6	...	...	...	...	1	2	3	...	...	...	...	...	1	...	...	1	2	3	4	5	
7	8	9	10	11	12	13	4	5	6	7	8	9	10	2	3	4	5	6	7	8	6	7	8	9	10	11	12
14	15	16	17	18	19	20	11	12	13	14	15	16	17	9	10	11	12	13	14	15	13	14	15	16	17	18	19
21	22	23	24	25	26	27	18	19	20	21	22	23	24	16	17	18	19	20	21	22	20	21	22	23	24	25	26
28	29	30	31	...	...	...	25	26	27	28	29	30	...	23	24	25	26	27	28	29	27	28	29	30	31	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	30	31	...	...	...	...	...	...	...	...	...	...	...

September					October					November					December												
...	...	...	...	1	2	1	2	3	4	5	6	7	...	...	...	1	2	3	4	...	...	...	...	1	2		
3	4	5	6	7	8	9	8	9	10	11	12	13	14	5	6	7	8	9	10	11	3	4	5	6	7	8	9
10	11	12	13	14	15	16	15	16	17	18	19	20	21	12	13	14	15	16	17	18	10	11	12	13	14	15	16
17	18	19	20	21	22	23	22	23	24	25	26	27	28	19	20	21	22	23	24	25	17	18	19	20	21	22	23
24	25	26	27	28	29	30	29	30	31	...	...	...	...	26	27	28	29	30	...	...	24	25	26	27	28	29	30
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	31	...	...	...	...	...	...

