

NINTH

ANNUAL CATALOGUE

AND

ANNOUNCEMENT

OF THE

AGNES SCOTT INSTITUTE

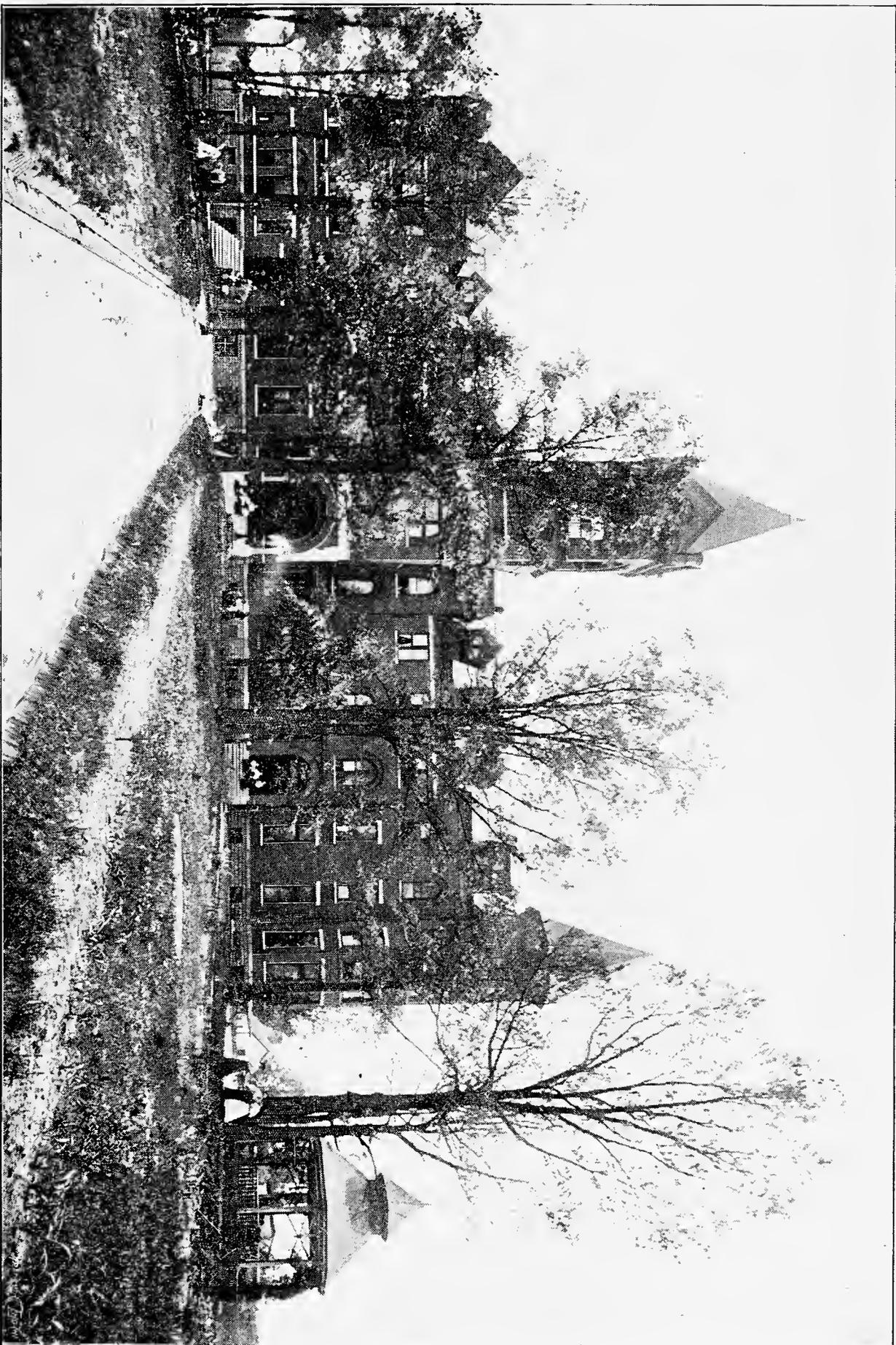
DECATUR, GEORGIA

1897-98

ATLANTA.

FRANKLIN PRINTING AND PUBLISHING Co.
GEO. W. HARRISON (State Printer), Manager.

1898.



AGNES SCOTT'S INSTITUTE.

BOARD OF TRUSTEES.

GEORGE W. SCOTT,	-	-	-	Decatur
F. H. GAINES,	-	-	-	Decatur
E. H. BARNETT,	-	-	-	Atlanta
CHARLES MURPHY CANDLER,	-			Decatur
JAMES G. PATTON,	-	-	-	Decatur
THERON H. RICE,	-	-	-	Atlanta
GEORGE B. SCOTT,	-	-	-	Decatur
MILTON A. CANDLER,	-	-		Decatur

ORGANIZATION OF BOARD.

PRESIDENT,	-	-	-	-	GEO. W. SCOTT.
VICE-PRESIDENT,	-	-	-	-	JAS. G. PATTON.
SECRETARY,	-	-	-	-	F. H. GAINES.

Officers and Instructors.

Officers of Government and Instruction.

F. H. GAINES, D.D., President,
BIBLE COURSE AND ETHICS.

MISS NANNETTE HOPKINS, Lady Principal,
MATHEMATICS.

MISS M. LULA MCKINNEY,
ENGLISH LANGUAGE AND LITERATURE.

MISS NANNIE R. MASSIE,
FRENCH AND HISTORY.

MISS MARY D. SHEPPARD,
PHILOSOPHY, PEDAGOGY AND GERMAN.

H. B. ARBUCKLE, A.M., PH.D. (Johns Hopkins),
SCIENCE.

Officers and Instructors.

MISS MAUD MORROW, A.B. (Univ. Miss.),

LATIN AND GREEK.

MISS ANNA I. YOUNG,

ASSISTANT IN MATHEMATICS.

MISS LIBBIE A. ALBY,

PREPARATORY DEPARTMENT.

MISS MATTIE E. COOK,

PREPARATORY DEPARTMENT.

MISS M. MELSON, A.B. (Univ. Nashville),

PREPARATORY DEPARTMENT AND PHYSICAL
CULTURE.

MISS CLAIR BIDWELL,

PRIMARY DEPARTMENT.

MISS SHATTEEN MITCHELL,

ELOCUTION.

Officers and Instructors.

SCHOOL OF MUSIC.

JOSEPH MACLEAN, Director,
PIANO, ORGAN AND THEORY.

MISS MARGARET KLEBS,
VOICE CULTURE AND SIGHT-READING.

MISS PAULINE JENNINGS,
PIANO AND MUSICAL HISTORY.

MISS ANNA E. HUNT,
VIOLIN.

WM. O. BARNWELL,
MANDOLIN AND GUITAR.

SCHOOL OF ART.

MISS EMMA G. BUCK,
PAINTING AND DRAWING.

W. S. KENDRICK, M.D.,
PHYSICIAN TO INSTITUTE.

MRS. E. P. HULL,
INTENDANT OF INFIRMARY.

DOMESTIC DEPARTMENT.

MISS REBECCA SMITH.

Officers and Instructors.

LECTURERS.

JOHN B. HENNEMAN, PH.D.,
Professor of English, University of Tennessee,
ENGLISH LITERATURE.

HENRY LOUIS SMITH, PH.D.,
Professor of Natural Philosophy, Davidson College,
SCIENCE.

Others to be announced.

1898-99.

FALL TERM.

September 7th, 1898, to January 18th, 1899.

CHRISTMAS HOLIDAYS.

Begin December 22d ; end December 29th, 1898.

SPRING TERM.

January 19th to May 31st, 1899.

COMMENCEMENT SERMON.

Sunday, May 28th, 1899.

COMMENCEMENT DAY.

Wednesday, May 31st, 1899.

Agnes Scott Institute.

DECATUR FEMALE SEMINARY, with a faculty of four teachers, entered the field of Christian education in a rented building September, 1889. The following spring Col. George W. Scott, a member of the Board of Trustees, and one of the leaders in founding the institution, generously proposed to provide a permanent home for the school.

His liberal offer having been gratefully accepted, he purchased a beautiful site, erected the present brick building, furnished and equipped it in the best manner at a total cost of over \$112,000, and at its dedication, November 12, 1891, presented to the Board of Trustees a deed of gift covering the entire property. The only two conditions of this great gift were readily accepted by the Board, and were as follows :

1. "The institution shall be perpetually known as the Agnes Scott Institute. I desire it to bear this title in memory of my deceased mother, to whose prayers and faithful training I owe much.

2. The property shall be used perpetually as a female school of learning."

The growth of the Institute has been marked and most gratifying in every respect—in the number of teachers and pupils, in curriculum, in standard, in spirit, and in advantages. It has won for itself a wide reputation for honest, thorough work, and for offering the highest and best things in education.

OBJECT OF THE INSTITUTE.

Its great object from the very first has been, The glory of God in the higher Christian Education of young women. The founders of the institution believe that God in His Word had assigned to woman a sphere, and given to her a work of inexpressible importance to the welfare of church and state. They also believe that to fit woman for the greatest efficiency in her God-given sphere and work, she needs the very best education—an education which would carefully guard and promote her physical development; which would give thorough mental training and furnishing; which would give that refinement and those accomplishments which adorn womanhood; and which, *above all*, would form and develop the highest type of character.

HOW IT IS PROPOSED TO ACCOMPLISH THIS
OBJECT :

1. *By having a liberal curriculum.*
2. *By making the Bible Course a part of the curriculum.* It is confidently believed that the Bible is essential to the *higher* education, and *indispensable* to the formation and development of the highest type of character.
3. *By offering optional Courses of study.* Recognizing the fact that minds, tastes and future plans differ, the Institute offers four different Courses, Classical, Literary, Scientific and Normal.
4. *By having the best teachers.* The Board of Trustees have endeavored to secure teachers who possess the highest qualifications for teaching; who

have had a successful experience in their profession ; who possess the highest type of character ; who are in full sympathy with the objects and plans of the school, and who will do all they can *in and out of* the class room to insure the largest success of the institution.

5. *By maintaining a high standard of scholarship.* The Institute endeavors to do honest, thorough work. No student will be promoted from one class to another, much less graduated, who does not come up to the prescribed standard.

6. *By making the Institute a delightful Christian home,* and filling it with refining, elevating and edifying influences.

While the above are the *means* by which the authorities of the Institute seek to accomplish the great objects they have in view, yet the fact is distinctly recognized that after all they are only *means*, and that success must come from God. As in the past, so in the future, they will earnestly plan and labor in humble reliance upon Him.

ADMISSION TO THE COLLEGIATE DEPARTMENT.

Candidates for the Freshman Class will be required to take examinations on the following subjects:

Mathematics.

(a) *Arithmetic.*—Fundamental Rules, Common and Decimal Fractions, Compound Numbers, Percentage, the Metric System, Square and Cube Root.

(b) *Algebra.*—Least Common Multiple, Greatest Common Divisor, Factors, Fractions, Equations of First Degree, Involution and Evolution.

Agnes Scott Institute.

English.

- (a) *Grammar*.—Including Analysis of Sentences.
(b) *Rhetoric*.—Lockwood's Lessons in English, or an equivalent.
(c) *Composition*.—Of not less than thirty lines, the subject to be assigned at the time of examination. This must be correct in spelling, punctuation, use of capitals, and grammatical form.

Latin.

The beginner's Latin Book (Collar & Daniell), or its equivalent, with some additional reading, preparatory to beginning Cæsar. The student must be familiar with the grammatical forms of the language, and with the principal rules of Syntax, and be able to translate from Latin into English, and from English into Latin. Latin will not be required of a pupil who elects a course of study which does not include that language.

History.

History of the United States.

Science.

Physical Geography and Physiology.

ADVANCED CLASSES.

Candidates for the higher classes will be examined on the subjects previously studied by the class which they propose to enter.

Special students are permitted to elect any study for which they give evidence of sufficient preparation.

COLLEGIATE DEPARTMENT.

This department is distributed into the following Schools, each constituting a complete course on the subject taught :

1. School of English.
 2. School of Mathematics.
 3. School of Science.
 4. School of the Bible.
 5. School of History.
 6. School of Philosophy.
 7. School of Ancient Languages.
 8. School of Modern Languages.
 9. School of Pedagogy.
-

ENGLISH LANGUAGE AND LITERATURE.

Miss McKinney.

The aim of the English course is twofold, viz. : to train pupils to write not only correctly, but also clearly and impressively; and to create in them a desire to read and to know what is best in literature.

To gain the desired result in the former, pupils are taught the principles which govern clear and correct writing, and are frequently called upon to put these principles into practice, in essays upon given subjects.

As the first step toward gaining the object of the Literature course, the student is required to study carefully the works of such authors as will interest

Course of Instruction.

and give insight into the times of which they are representative. These masterpieces are carefully discussed in class. As a second step toward this object, at the end of each session a course of instructive and pleasant reading, outside of regular class work, is assigned to each class, to be reported upon by the end of the following session.

Believing that no English course is well rounded without some knowledge of the history of the Language and of Old English, these subjects have been introduced into the course.

Freshman Year.

(Three Hours a Week.)

Rhetoric.—Genung's Outlines of Rhetoric. Mastery of Materials, including the chapters on Diction, Phraseology, and Special Objects in Style. Much written work required.

Literature.—Selections from the works of Irving, Scott, Lamb, Keats, Tennyson and Lanier.

Essay Work.—Six formal essays, subjects assigned; weekly themes.

Sophomore Year.

(Three Hours a Week.)

Rhetoric.—Genung's Outlines of Rhetoric. Organization of Materials, including the chapters on the Sentence, the Paragraph and the Whole Composition. Some essay studied with reference to sentence and paragraph structure. Exercises in narration and description and other written work.

Literature.—Careful study of the Prologue and the Knight's Tale; Faerie Queene, Book I.; three of

Shakespeare's plays, Hamlet, King Lear, Twelfth Night, and the Sonnets; Edward II.; Paradise Lost, Books I. and II.; Lycidas and Comus.

Essay Work.—Five formal essays; weekly themes; book reviewing.

Junior Year.

(Three Hours a Week.)

History of the English Language.—O. F. Emerson.

Literature.—Selections from Addison and Steele, Burke, DeQuincey, Carlyle, Coleridge, Newman and Arnold. The work of this year is devoted to the study of English prose style.

Essay Work.—Five formal essays; book reviewing; exposition; argumentation; weekly themes.

Senior Year.

(Two Hours a Week.)

Course 1.—History of English Literature; library work.

Course 2.—Anglo-Saxon; Bright's Anglo-Saxon Grammar and Reader.

Course 3.—Selections from the poetry of Burns, Wordsworth, Coleridge, Robert Browning and Mrs. Browning.

[For a *certificate* in this school, all of the work is required; for *graduation*, the work of Freshman, Sophomore and Junior years, and any *one* of the subjects in the Senior year.]

Course of Instruction.

READING COURSES FOR 1898-99.

Freshman Year.

Goldsmith's Vicar of Wakefield.
Johnson's Rasselas.
George Eliot's Silas Marner.
Dickens's Tale of Two Cities.
Wallace's Ben-Hur.

Sophomore Year.

Shakespeare's Julius Cæsar, Merchant of Venice,
The Tempest.
Marlowe's Jew of Malta.
Fletcher and Shakespeare's Two Noble Kinsmen.
Barrett Wendell's Life of William Shakespeare.
George Eliot's Romola.
Blackmore's Lorna Doone.
Hawthorne's The Marble Faun.

Junior Year.

Defoe's History of the Plague in London.
De Quincey's Flight of the Tartar Tribe, The
Opium Eater.
Southey's Life of Nelson.
Carlyle's Essay on Burns.
George Eliot's Daniel Deronda.
Thackeray's Vanity Fair or The Newcomes.
Lanier's Theory of the English Novel.

Senior Year.

Life of Wordsworth, } English Men of Letters.
Life of Coleridge, }

Life and Letters of Robert Browning—Mrs. Sutherland Orr.

Mrs. Browning, } Famous Women Series.
George Eliot, }

Studies in Literature—Dowden.

SCHOOL OF MATHEMATICS.

Miss Hopkins.

Miss Young.

The aim of this department is to cultivate habits of clear and exact reasoning.

Pupils are required to be self-reliant and independent in their work.

Freshman Year.

(Five Hours a Week.)

Algebra through Involution, Evolution, Radicals, Quadratic Equations, Ratio and Proportion, Logarithms, Arithmetical and Geometrical Progression; Geometry, through the second book of Plane Geometry, with numerous exercises for original solution. It is found to be necessary to emphasize the fact that the preparation *essential* for this class is a good knowledge of Arithmetic and of Algebra to Radicals.

Sophomore Year.

(Five Hours a Week.)

Geometry, Plane and Solid, with numerous exercises for original solution.

Course of Instruction.

Junior Year.

(Four Hours a Week.)

Algebra, through Variation, Permutations and Combinations, Undetermined Coefficients, Binomial Theorem, Summation of Infinite Series, Exponential Equations, Exponential Theorem; Plane and Spherical Trigonometry. A good training in the original solution of Geometrical problems is a necessary preparation for this class.

Senior Year.

(Four Hours a Week.)

Plane Analytic Geometry; Theory of Equations; Arithmetic reviewed.

Text-Books.

Arithmetic, Brooks's Normal; Algebras, Wells's University, Hall; Geometry, Wentworth; Trigonometry, Wentworth; Analytic Geometry, Wentworth.

SCHOOL OF SCIENCE.

H. B. Arbuckle.

Freshman Year.

(Four Hours a Week.)

A practical course in General Biology is offered during this year, which includes a study of animal morphology and physiology—Zoology; and a study of vegetable morphology and physiology—Botany.

This course will be elementary and founded on selected portions of Davis's text-book of Biology. In connection with the lectures and recitations a

regular course of laboratory work will be maintained, in which the lower forms of life, such as the amœba, the hydra, the yeast plant, moulds, etc., will be studied under the microscope, and higher forms, such as the oyster, the crayfish, the frog, the chicken, etc., will be dissected. The object of this course is to give the students a knowledge of the most important phenomena of animal and plant life.

During a part of the second term an elementary course in the botany of flowering plants is given. The various parts of a plant, such as seeds, roots, stem, leaves, etc., are studied and this is followed by an examination and classification of the ordinary native plants of the vicinity. This course comprises two hours a week of laboratory work, and so much of field work as circumstances will allow. The text-book will be Gray's School and Field Botany, including Manual.

These courses in Biology are supplemented by special courses in the Sophomore year, which will be elective and designed especially for those desiring special work in Zoology and Botany with a view to teaching these branches.

Sophomore Year.

The time during this year is divided between Chemistry and Physics, two-thirds being devoted to Chemistry and one-third to Physics. The Chemistry course consists of lectures, recitations, and laboratory work on inorganic chemistry, using Remsen's Inorganic Chemistry (small book) as basis of the work. In this course laboratory work is *essential*.

Course of Instruction.

No student who is not faithful and persevering in this branch of the work will be allowed to pass.

Many experiments will serve as class demonstrations, but all except the most difficult ones must be repeated by the students in the laboratory. From time to time students will be called upon to arrange and execute certain experiments before the class, under the direction of the instructor.

Monthly lectures will be given on industrial chemistry, which are designed to explain the principles of many important manufacturing processes, such as glass-making, rubber manufacture, pottery, tanning, dyeing, bleaching, etc.

The Physics of this year will embrace a study of those properties of matter and those facts and laws of mechanics, heat, light and electricity which stand in most intimate connection with chemical phenomena. The two sciences will thus be developed side by side, so that their mutual relations will be understood. The Institution affords unusual facilities for laboratory work in Physics, and this will be required of every student pursuing these studies.

An elective course is offered throughout this year to students who desire to extend their studies in Zoology and Botany.

It will be almost wholly a laboratory course, and fine opportunities are offered students to learn the various uses of the compound microscope in this field. Dissection of plants and animals will be extended to more complex forms, collection of specimens will be made with a view to giving the Institute a good museum, and sectioning, staining, and preserving microscopical specimens will be studied.

Junior Year.

Two-thirds of the time will be devoted to a further study of Physics. Mechanics, sound, heat, electricity, magnetism and light will be taken up in order and, besides the lectures and demonstrations by the instructor, the students must spend regular hours in the laboratory performing such experiments as illustrate the facts and principles brought out in the class-room. The text-book will be Avery's Physics. Reference—Ganot and Barker.

The remaining third of the time will be devoted to a study of Organic Chemistry (Remsen's Organic Chemistry), the laboratory work bearing a just proportion to the lectures and recitations.

There is offered during this year an elective course in chemistry which is essentially a laboratory course, and is designed to give the students a practical knowledge of qualitative chemistry, and of the most common methods of quantitative analysis. A portion of the time is given to inorganic and organic preparations.

The students will have access to certain of the current scientific periodicals, and every effort will be made to cultivate in them the faculty of observation and the spirit of investigation.

Senior Year.

The study of Geology extends throughout the first term, and its various branches are taken up systematically. 1, Mineralogy and Crystallography are studied from a practical standpoint, resort being had to previously acquired chemical knowledge for identification of minerals; 2, Petrography

Course of Instruction.

will embrace a study of the origin, physical properties, distribution and classification of rock structures; 3, Dynamical and Structural Geology will explain the forces which have been at work and are now at work in determining the form and structure of the earth; 4, Historical Geology and Paleontology will be included in the course, and application will be made of knowledge acquired in Zoology and Botany to the interpretation of the animal and plant life represented in the fossil remains of the geological ages of the earth's history.

LeConte's Geology will be the text-book, but reference to Dana's Mineralogy, Geikie's Geology and other suitable books will be made.

Through the kindness and generosity of Mr. N. P. Pratt, Dr. D. A. Shumate, Geo. W. Scott and others a mineralogical cabinet of over 300 choice specimens has been recently added to this department, which will be of great value to the geological students.

The second term will be devoted to Astronomy, which will be studied in two divisions: 1, Celestial Mechanics; 2, Practical and Theoretical Astronomy.

Though denied the use of the large and refined instruments now at the command of wealthy institutions, photographs and stereopticon views of the instruments now in use in the Yerkes and Lick Observatories will be presented, and their working described. The Institute has a small telescope which will add much interest to these studies. Text-book, Young. Reference, Newcomb & Holden.

SCHOOL OF THE BIBLE AND ETHICS.

Dr. Gaines.

This is a three years' course, beginning with Sophomore year, *two hours a week*. It forms a necessary part of the graduate courses.

Objects.

1. To give a clear knowledge of Biblical History. The facts of this history not only form the basis of our religion, but have determined the history of the race, and especially of Christendom.

2. To give in some measure an adequate view of the *value* of the Bible. While the Bible is theoretically considered the greatest book in existence, yet comparatively few have a true appreciation of the ground of this claim.

3. To teach *how* to study the Bible. Much Bible reading and even Bible *study* is unsatisfactory for the lack of the best method of study.

How the Course is Taught.

1. The Bible itself is the main text-book ; other books are used only as guides or helps.

2. The Bible is taught *systematically*, *i. e.* according to a *plan*. The plan used is to divide each Testament into periods according to the epoch in the history, and to study these periods in order.

3. The Bible is taught *analytically*. Each period is carefully analyzed and the material orderly arranged. Then, as time permits, books and chapters are analyzed.

Course of Instruction.

4. The Bible is taught in the *light of Biblical Geography*. The location of an event not only makes it more real and helps to fix it in the mind, but often enables us to understand it. The latest Biblical Geography and the best wall maps are used.

5. The Bible is always taught as the inspired word of God.

The course is arranged as follows :

Sophomore Year.

Creation to the Kingdom; Bible Course: Outlines and Notes (Gaines); Manual of Biblical Geography (Hurlbut); Manual of Bible History (Blaikie).

Junior Year.

Old Testament completed; Bible Course: Outlines and Notes (Gaines); Hurlbut and Blaikie continued.

New Testament; Bible Course: Outlines and Notes (Gaines); Harmony of the Gospels (Broadus); Hurlbut and Blaikie continued; Evidences of Christianity (Alexander).

Each student should be supplied with a good copy of the Revised Version.

All students who do not take the regular Bible course are required to recite one lesson a week either in the Story of the Bible (Foster), Studies in the Four Gospels (Hurlbut), or Blaikie's Bible History.

ETHICS.

Text-books.—Dabney's Practical Philosophy, and Hopkins's Law of Love and Love as a Law. References are made to Jouffroy, Dewey and others. Written exercises, including essays, reviews and

critical comparisons, are required throughout the year.

The first part of the year is devoted to the study of Theoretical Ethics as treating of the Sensibilities, the Will, and Theories of the Ethical Sentiments. The second part of the course considers Applied Ethics in which the First Principles of Social Ethics are discussed and their connection with the Individual, the Family, the State, with Property, with Special Relations and Relations to God.

SCHOOL OF HISTORY.

Miss Massie.

In this department effort is made to arouse in the pupil enthusiasm and love for the study of History, and to teach the best methods of pursuing it, not only for its own sake, but also as an essential to the intelligent pursuit of other branches. The course for the first two years is carried on by means of recitations, topical work—both written and oral—maps, chronological tables and outlines. In the third year, in addition to the above, parallel reading is assigned and essays required at intervals.

A reading-room, well supplied with the best periodicals, enables the pupils to prepare themselves for a weekly discussion of topics of the day and matters of general information.

Freshman Year.

The history of the Eastern Empires, and of Greece and Rome, Sheldon's General History, part I.

Course of Instruction.

(a) The civilization of the ancient East and its contribution to Greece ; the influence upon Greece of its physical geography ; Greek political history to the Roman conquest ; the characteristics of Greek civilization ; origin and development of the Greek drama ; several plays of Æschylus and of Sophocles read.

(b) The history of Rome to the fall of the Empire in the West; the physical advantages of Italy ; the growth of the constitution; the rise of the Plebeians; the internal weaknesses of the latter days of the Republic and of the Empire ; the spread of Christianity ; the barbarian invasions.

Mythology by topical study.

Reference books: Plutarch's lives, Mahaffey's Social Life in Greece, Wilkins' Roman Antiquities, Creasy's Fifteen Battles, Bulfinch's Mythology and standard historians.

Sophomore Year.

Myers' Mediæval and Modern History.

The settlement of the Teutonic Peoples, the growth of the Christian Church, the Feudal system, the Crusades, the Rise of the Free Cities, the Renaissance, the Reformation, are the leading topics.

Reference books: The Epoch series of histories, Guizot's History of Civilization, Froude's Studies.

Junior Year.

Myers' Mediæval and Modern History.

The rise of the modern kingdoms, the French Revolution, the rise of the German Empire, united Italy, are subjects of special study.

Reference books the same as for the above course.

Senior Year.

(a) Montgomery's Leading Facts of French History.

The History of France from the earliest times to the French Revolution; readings from Guizot's History of France and History of Civilization; studies from the works of St. Amand; Stephen's Lectures on the History of France.

(b) Montgomery's Leading Facts of English History.

The Physical Geography of England, the Puritan Revolution, the Development of the English Constitution and the History of the Nineteenth Century are the leading topics of study.

Reference books: Green's Short History of the English People; Macaulay's Essays and History; McCarthy's History of Our Times.

(c) One lesson weekly in Civil Government in the United States.

History of the United States reviewed.

Pupils who have not taken the entire History course in this institution are required to pass an examination on some elementary History of England in order to enter this class.

SCHOOL OF PHILOSOPHY.

Miss Sheppard.

This is a two years' course, beginning with the Junior Class. It comprises Psychology, Logic and Ethics (p. 28). Besides recitations from the text-

Course of Instruction.

books, collateral reading, class discussions and lectures are employed. The great object of the course is to give a thorough grounding in a sound psychology; to enable the student to reason clearly and correctly, and while exposing the false systems of ethics, to establish the true.

Psychology.—Hopkins, with references to Compayre, Dewey, Porter, Dabney and others.

The Place of Man; the Body; Mind; Intellect; the Reason; the Senses; Consciousness; the Representative Faculty; Concepts and their Properties; Reasoning; the Sensibility; Intellect, Sensibility and Will; Conduct; Character; Action and Its Consequences; the Position of Man as a Worshipper.

Logic.—Poland, with references to Jevon-Hill, Bowen, Davis and others.

SCHOOL OF ANCIENT LANGUAGES.

LATIN.

Miss Morrow.

It is of first importance that the student have a knowledge of Latin forms and syntax. To this end the first two years will be given largely to a study of these and to their practical application in prose composition. Sight-reading and writing will be insisted on from the first, as this gives a facility hard to acquire otherwise. Frequent abstracts of passages translated will be made. The Geography and History of the text will be studied. Pupils in this department will be required to take the course

in Roman History given in the School of History. During the last two years of the course less time will be given to form and syntactical work, and more attention paid to the spirit and style of the writers. The translations will not be so literal as in the early part of the course, though the use of clear, pure English will be insisted on throughout.

The Roman pronunciation will be used.

The applicant for entrance will be expected to have a good, general knowledge of forms and syntax as included in Collar and Daniell's First Latin Book, or its equivalent, and to have done some reading preparatory to beginning Cæsar.

Freshman Year.

Text-books: Allen & Greenough's Latin Grammar (used throughout the course); Cæsar I.-IV.; Viri Romæ for sight-reading; parallel reading, Church's Roman Life in the Days of Cicero; Allen & Greenough's Prose Composition, Part I.

Forms will be reviewed and syntax regularly studied in the Grammar, and practically applied in daily blackboard work and weekly written exercises in prose composition.

Sophomore Year.

Text-books: Vergil's Æneid I.-IV.; Cicero's Selected Orations; Prose Composition, Part II.; parallel reading, Church's Stories from Vergil; Guerber's Myths of Greece and Rome.

Mythology and Prosody will be studied during this year, especial regard being paid to the dactylic hexameter. Occasional papers on subjects bearing on the text will be assigned. Sight-reading from

Course of Instruction.

easy passages and some sight exercises will be required.

Junior Year.

Text-books: Horace, selected Odes, Satires and Epistles; Ovid, *Bondurant*; sight-reading, Pliny's Letters; parallel reading, *Last Days of Pompeii*.

The study of meter will be continued in connection with the poems of Horace and Ovid. Exercises based on assigned Latin and written at sight will be given, and also some written translation with criticism of the author's style, peculiarities, etc. Pupils are encouraged to try their hand at metrical translation.

Senior Year.

Text-books: Livy I.; Tacitus, *Agricola* and *Germania*; sight-reading, Simpson's selected poems from Catullus; parallel reading.

Some papers will be required on such subjects as *The Roman House and Family Marriage Customs, Funerals, etc.*—information on these subjects to be gotten by reading from the library and from passages in the authors read in the course.

The Allen & Greenough series will be used except where otherwise designated.

GREEK.

Miss Morrow.

In the South the standard of education for woman is growing broader and higher every year, and with this growth comes a demand for Greek in female

schools. Mississippi, Texas and other Southern States now teach Greek in their best public schools. The study of Latin is now almost universally required. Why should not Greek be, giving, as it does, the same mental drill, but paving the way for the appreciation and enjoyment of a literature of which the Roman was largely a follower, and which has never been surpassed in the literature of any race?

The methods of teaching will in this department be substantially the same as are used in the school of Latin. Mythology will not be taught here, as most students who take Greek will take Latin also, and a course in Mythology is given there. All pupils in Greek will be required to study Grecian history as given in the School of History.

Freshman Year.

Text-books: White's First Greek Book, Cebe's Tablet; parallel reading, Hawthorne's Tanglewood Tales and Wonder Book.

Sophomore Year.

Text-books: Goodwin's Grammar (used throughout); Xenophon's Anabasis, I.-III., Goodwin & White; Xenophon's Hellenica, I.-III.; parallel reading, Church's Story of the Iliad and Story of the Odyssey. Sight-reading from easier passages will be given with prose composition and some easy sight exercises.

Junior Year.

Plato's Apology and Crito, Dyer; Thucydides's Fall of Platea and Plague at Athens, from Books

Course of Instruction.

II. and III., edited by Sutherland and Graves. First term, Mahaffy's Old Greek Life; second term, Jebb's Literature Primer; parallel reading, Chapman's Homer's Iliad; Greek Prose Composition with sight exercises; sight-reading, John's Gospel.

Senior Year.

Æschylus, The Seven Against Thebes (Flagg); Sophocles, Antigone (Jebb); Jebb's Classical Greek Poetry; sight-reading, Homer; parallel work, papers on assigned topics, to be prepared by different pupils and read before the class.

During this year Prosody will be studied.

SCHOOL OF MODERN LANGUAGES.

FRENCH.

Miss Massie.

Freshman Year.

Le Français Pratique, Bercy.

In this the elements of French Grammar are studied, its principles being illustrated from easy prose readings. Almost daily memorizing is required as a means of acquiring a good pronunciation and as an aid to conversation.

Sophomore Year.

The more difficult principles of French Grammar are studied in this class, exercises are written and idioms are carefully considered.

Reading of college plays, Daudet's Contes, dictation, memorizing and conversation.

Junior Year.

Macmillan's Third Year in French. The History of French Literature.

Exercises in prose composition, dictation, letter-writing and conversation. The first half-year the classical drama is studied, the rest of the year is given to the nineteenth century writers. Aside from the reading done in the class-room, private parallel reading is required. Throughout the course French is used as far as practicable as the medium of instruction.

GERMAN.

Miss Sheppard.

Freshman Year.

Deutsche Grammatik, Joynes-Meissner; Studien und Plaudereien, 1st Series; Bilderbuch ohne Bilder; Im Zwielight, Part I.; Conversation, with Written Exercises; Exercises Memorized.

Sophomore Year.

Deutsche Grammatik, Collar's Eysenbach; Studien und Plaudereien, 2d Series; Im Zwielight, Part II.; Immensee; Undine; Conversation and Written Exercises; Selections Memorized.

Junior Year.

Deutsche Grammatik; Spanhoofd, Maria Stuart or Jungfrau von Orleans; Herman and Dorothea; Wilhelm Tell; Iphigenie; Poems Memorized.

The explanation of class directions in German is

Course of Instruction.

given during the first few lessons of the study, and the language is itself used in giving instruction. This is more and more exclusively done as the vocabulary of the pupils increases. Chief attention is paid the first year to reading the language with ease and to acquiring a knowledge of the idiom. Declension and conjugation forms are memorized.

The second year the aim is mostly translation and composition. Declension and conjugation forms are reviewed, and model sentences, embodying difficult grammatical constructions, are memorized. While committing vocabularies is not depended upon entirely in securing command of the language, it is used to the extent of learning the vocabularies in the grammar.

The reading of the third year is combined with a critical study of the language and its literature.

A Conversation Club has been formed, into which it is designed to introduce readings, recitations, music and dramatic performances.

Throughout the course sight translation is a prominent feature, and the material read in class is made the basis of conversation.

SCHOOL OF PEDAGOGY.

Teaching is rapidly becoming a profession for which special training and technical knowledge are demanded. All parts of the country are seeking teachers of a much higher standard of qualification than ever before. Every thinking person must

acknowledge that this demand for thoroughly trained and equipped teachers is reasonable and right. It is difficult to conceive of a more important and responsible work than that of training the rising generation. To prepare those who are to engage in this work is the object of the Institute in arranging a Normal Course.

This school is a specific part of the Normal Course, the general character of which is indicated on page 47.

Work in this school is arranged to occupy two years, three hours a week. It can be taken up in connection with or subsequent to that in the School of Philosophy.

The most recent works on Education are consulted as well as the writings of Locke, Rousseau, Pestalozzi, Froebel, Page, Payne, Compayre, Richter, Spencer, Goethe, Plato, and many others.

Able lecturers engaged in educational work address the students from time to time, and the classes of the Institute and of the Atlanta Public Schools are cordially open for observation work.

First Year.—Theory and Practice; Methods; Forms of Desire; Will; Aim of Education; Moral Strength of Character; Observation Work; Lectures on Pedagogy.

Second Year.—Outlines of Educational Doctrine; History of Education; School Requisites; School Organization; School Ethics; School Government; Many-Sidedness of Interest; The Doctrine of Apperception, Its Application to Pedagogy; The Teacher; Methods; Observation Work; Lectures.

Course of Instruction.

COURSES OF STUDY.

Numerals indicate the number of hours of recitation a week.-

CLASSICAL COURSE.

FRESHMAN.	SOPHOMORE.	JUNIOR.	SENIOR.
Higher Algebra...5	Geometry5	Philosophy2	Ethics.....2
English3	English3	Latin3	Latin3
Latin.....4	Latin4	French or Germ'n.3	Bible2
French or Germ'n.3	French or Germ'n.3	Bible2	History..... 2
History.2	Bible2	Trigonometry4	English 3
		Science3	Science3

LITERARY COURSE.

FRESHMAN.	SOPHOMORE.	JUNIOR.	SENIOR.
Higher Algebra ..5	Geometry.....5	Trigonometry4	History2
English3	French3	English3	English 3
French3	German3	French3	Science3
German(2d Year).3	Bible2	Philosophy2	Ethics.....2
History.....2	English 3	Bible2	Bible2
		Science3	Analyti'l Geom.3

SCIENTIFIC COURSE.

FRESHMAN.	SOPHOMORE.	JUNIOR.	SENIOR.
Higher Algebra, .5	Geometry5	Trigonometry ...4	English2
English 3	English3	English3	Ethics.....2
French, German or Latin3 to 4	French, German or Latin.....3 to 4	French, German or Latin.....3	Bible 2
History,2	Bible2	Bible2	Science3
Science 2½	Science3	Science3	History2
	History 2	Philosophy2	Analyti'l Geom.3
			Latin3

NORMAL COURSE.

Elective after the Sophomore year of any course.

FRESHMAN.	SOPHOMORE.	JUNIOR.	SENIOR.
.....	Trigonometry4	English 2
.....	English3	Ethics.....2
.....	Bible2	Bible2
.....	Psychology2	Astron. & Chem.3
.....	Logic1	History2
.....	Theory & Pract'e.1	Outlines of Ed Doctrine.....2½
.....	Methods1	Lectures on Ped1½
.....	Science3	History of Edu1½
.....	Methods.....1

One year in Class Elocution is required in each of the above courses. This work must be taken in the Freshman or Sophomore year.

DESCRIPTION OF COURSES OF STUDY.

Classical Course.

FRESHMAN CLASS.

First Term.

Mathematics.—Higher Algebra (Wells' University), beginning with Involution and Evolution; Original Problems. Five hours a week.

English.—Genung's Outlines of Rhetoric. Literature and Essay work (p. 18). Three hours a week.

*Latin.**—Allen and Greenough's Grammar; Cæsar I.–IV. Sight and Parallel Reading (p. 33). Four hours a week.

French. †—Le Français Pratique, Bercy (p. 36). Three hours a week.

History.—Sheldon's General History, Part I. (p. 29). Two hours a week.

Bible.—Hurlbut's Four Gospels. One half-hour a week.

Second Term.

Mathematics.—Algebra Completed; Geometry (Wentworth) begun. Five hours a week.

In all the other branches the work of first term continued.

* Greek may be substituted.

† German may be substituted.

Course of Instruction.

SOPHOMORE CLASS.

First Term.

Mathematics.—Geometry, Plane and Solid ; Original Problems. Five hours a week.

English.—Genung's Outlines of Rhetoric continued. Literature and Essay work (p. 18). Three hours a week.

*Latin.**—Vergil's *Æneid* I.–IV.; Cicero's selected Orations ; Prose Composition, Sight and Parallel Reading (p. 23). Four hours a week.

French.†—Daudet's *Contes*, Dictation, Memorizing and Composition, Grammar, Written Exercises. Three hours a week.

Bible.—Bible Course: Outlines and Notes (Gaines); Manual of Biblical Geography (Hurlbut). Two hours a week.

Second Term.

Work of First Term continued.

JUNIOR CLASS.

First Term.

Mathematics.—Trigonometry, Plane and Spherical (Wentworth); Algebra beginning at Variation (p.). Four hours a week.

*Latin.**—Horace, Selected Odes, Satires and Epistles ; Ovid (Bondurant); Sight and Parallel Reading (p. 34). Three hours a week.

French.†—Macmillan's Third Year in French, History of French Literature, Prose Composition (p. 37). Three hours a week.

* Or Greek.

† Or German.

Course of Instruction.

Bible.—Bible Course: Outlines and Notes (Gaines); Manual of Biblical Geography (Hurlbut). Two hours a week.

Philosophy.—Psychology (Hopkins), with references to other authors (p. 32). Logic (p. 32). Two hours a week.

Science.—Physics and Organic Chemistry (p. 25). Three hours a week.

Second Term.

Work of First Term continued.

SENIOR CLASS.

First Term.

English.—(p. 19.) Two hours a week.

Latin.—Livy I.; Tacitus, Agricola and Germania. Sight and Parallel Reading (p. 34). Three hours a week.

Bible.—Bible Course: Outlines and Notes (Gaines); Manual of Biblical Geography (Hurlbut); Evidences of Christianity (Alexander). Two hours a week.

Ethics.—Dabney's Practical Philosophy. Two hours a week.

History.—Montgomery's Leading Facts of French History (p. 31). Two hours a week.

Science.—Geology (Le Conte) (p. 26). Three hours a week.

Second Term.

Work of First Term continued in Latin, Bible, Ethics and English.

History.—Montgomery's Leading Facts in Eng-

Course of Instruction.

lish History. Civil Government in the United States. Two hours a week.

Science.—Astronomy. Two hours a week.

LITERARY COURSE.

The same throughout as the Classical with the following exceptions:

(1) Two modern languages required instead of one modern and one ancient.

(2) In Junior year, English.

(3) In Senior year, Mathematics.

Music may be substituted for French in this course, and for Mathematics in Junior and Senior years.

SCIENTIFIC COURSE.

The same throughout as the Classical with the following exceptions:

(1) Only one foreign language required, which may be any one of the four offered.

(2) In Freshman and Sophomore years, Science.

(3) In Sophomore year, History.

(4) In Junior year, English.

(5) In Senior year, Mathematics.

NORMAL COURSE.

Elective after the Sophomore year of any course.

The same throughout as the Junior and Senior year of the Classical with the following exceptions

- (1) No foreign language required.
- (2) In Junior year, English required.
- (3) In Junior and Senior years, Pedagogy.

Course of Instruction.

SCHEDULE OF RECITATIONS—COLLEGIATE DEPARTMENT.

HOUR.	SENIOR.	JUNIOR.	SOPHOMORE.	FRESHMAN.
A.M. 8:30-9	Chapel— Mon., Tues., Thu., Fri.	Chapel and Dic- tation— Mon., Tues., Thu., Fri.	Chapel, Spelling and Dictation— Mon., Tues., Thu., Fri.	Chapel, Spelling and Dictation— Mon., Tues., Thu., Fri. Bible—Wed.
A.M. 9-10	English— Tu., Thu. Latin— 8:40-9:30. Mon., Wed., Fri.	Physics— 8:40-9:30; Mon., Tues., Th., Fri. Latin— 9:30 daily.	Geometry— Daily.	English, Sec- tion A— Mon., Wed., Fri. German— Mon., Wed., Fri. History, Sec- tion A— Tu., Thu.
A.M. 10-11	Science— Mon. Wed., Fri. Ethics— Tu., Thu	Trigonometry— Mon., Wed., Fri. Higher Alge- bra— Tu., Thu.	History— Tu, Thu. French— Mon., Wed., Fri. German— Mon., Wed., Fri.	Latin— Daily.
A.M. 11-12	Pedagogy— Mon., Wed., Fri. History— Tu., Thu.	English— Mon., Wed., Fri. Bible— Tu., Thu.	Science— Mon., Wed., Fri.	Higher Algebra and Geometry— Daily.
P.M. 12-1	Analytical Ge- ometry— Mon., Wed., Fri. Arithmetic— Tu., Thu.	Philosophy— Mon., Wed., Fri. Logic— Tuesday. History and Doctrine of Ed- ucation— Thursday.	English— Mon., Wed., Fri. Bible— Tu., Thu.	French, Sec- tion B— Mon., Wed., Fri. History, Sec- tion B— Tu., Thu. Science; Sec- tion A— 12:30-1 daily.
P.M. 1-2	Bible— Tu., Thu.	French— Mon., Wed., Fri. German— Mon., Wed., Fri.	Latin— Daily.	English, Sec- tion B— Mon., Wed., Fri. Science, Sec- tion B— 1:30-2 daily.

PREPARATORY DEPARTMENT.

An institution can maintain a high standard only when adequately supported by good preparatory schools. The object of this department is to give thorough preparation for the collegiate work. The course of study is so arranged as to give this preparation in as short a time as is consistent with thoroughness.

TEXT-BOOKS.

First Year.

Reading.

History.—Gardiner's English History.

Arithmetic.—Prince's Arithmetic by Grades.

(No. 4.)

Spelling.—Lippincott's Speller, Part II.

Geography.—Maury's Manual.

Writing.

Drawing.

Science.—Common Plants.

Story of the Bible.—One lesson a week.

Physical Culture.

English.

Language Lessons—Daily exercise in composition.

The Children's Garland, selections from Tanglewood Tales, and stories by Mrs. Ewing and by Mary E. Wilkins.

Course of Instruction.

Miscellaneous.

Additional poetry and prose for composition work.

Required Reading.

At the Back of the North Wind, The Prince and the Pauper, Little Lord Fauntleroy, and selections from Arabian Nights.

Second Year.

Reading.

History.—Yonge's History of England.

Arithmetic.—Prince's Arithmetic by Grades.
(No. 5.)

Geography.—Maury's Manual.

Spelling.—Dictation Exercises.

Science.—Domestic Animals and Birds.

Story of the Bible.—One lesson a week.

Writing.

Drawing.

Physical Culture.

English.

Language Lessons.—Daily exercise in composition.

The Children's Garland, selections from Andersen's Fairy Tales, Bimbi, and The Legend of Sleepy Hollow.

Miscellaneous.

Additional poetry and prose for composition work.

Required Reading.

Jan of the Windmill, A Dog of Flanders, Hans Brinker, Patsy.

Course of Instruction.

Third Year.

Reading.

History.—Yonge's History of Greece.

Arithmetic.—Prince's Arithmetic by Grades.
(No. 6.)

Review of Geography.—Frye's Advanced.

Latin.—Collar & Daniell's First Latin Book, or
German or French.

Science.—Common Minerals.

Spelling.

Writing.

Drawing.

Physical Culture.

Bible.—One lesson a week.

Geometry.—Hunt's, for Grammar Schools.

English.

Advanced Language Work, Composition work in class, and weekly themes.

Evangeline, Kéramos, Snow Bound, and short poems by American writers.

The Great Stone Face, selections from Alhambra, A Christmas Carol, and Southern Literature.

Required Reading.

Miles Standish, Hiawatha, Girls Who Became Famous, My Summer in a Garden, Paul and Virginia, and Scottish Chiefs.

Fourth Year.

History.—Field's United States.

Arithmetic.—Prince's Arithmetic by Grades.
(No. 7.)

Algebra.—Lyman Hall.

Course of Instruction.

Physical Geography (Guyot); *Physiology and Hygiene* (Brown).

Bible.—One lesson a week.

Spelling.

Writing.

Latin.—Collar & Daniell's First Latin Book reviewed and Gate to Cæsar, or *German* or *French*.

English.

Rhetoric.—Lockwood's Lessons in English. (During this year the subjects of punctuation, errors in English and figures are thoroughly studied.)
Composition work.

Literature.

Mosses from an Old Manse, Prue and I, Selections from Scott's Poems, and Masterpieces of British Literature.

Required Reading.

Kenilworth, Ivanhoe, The Talisman, Dream Life, and The House of Seven Gables.

PRIMARY DEPARTMENT.

TEXT-BOOKS.

First Year.

Reading.—From the blackboard, Cyr's and Stickney's First Readers.

Arithmetic.—Mental and written exercises with small numbers.

Drawing.

Writing.

Bible.—One lesson a week.

Physical Culture.

Second Year.

Reading.—Stickney's Second Reader, with supplementary reading.

Spelling.—Stickney's Word by Word, Primary.

Arithmetic.—Prince's Arithmetic by Grades.

Drawing.

Science.—Weekly lesson.

Bible.—One lesson a week.

Writing.

Physical Culture.

Third Year.

Reading.—Stickney's Third Reader, with supplementary reading.

Spelling.—Stickney's Word by Word, Advanced.

Language.—First Book in Language.

Geography.

Arithmetic.—Prince's Arithmetic, by Grades.

Drawing.

Course of Instruction.

Science.—Weekly lesson.

Writing.

Bible.—One lesson a week.

Physical Culture.

Fourth Year.

Reading.—Stickney's Fourth Reader, with supplementary readings.

Spelling.—Stickney's Word by Word, Advanced.

Language.—First Book in Language.

Geography.—Frye's Primary, with map-drawing.

History.—Montgomery's First Steps in American History.

Arithmetic.—Prince's Arithmetic, by Grades.

Drawing.

Science.—Weekly lesson.

Writing.

Bible.—One lesson a week.

Physical Culture.

SCHOOL OF MUSIC.

The work of this department embraces instruction in piano, organ, violin, voice culture, art of singing, harmony, mandolin, guitar, theory of music, history of music, sight-reading and chorus singing. Only experienced teachers of special talent and training are employed; there are no tutors or assistants. Pupils in piano, organ, violin and voice-culture have two lessons a week of half an hour each. Harmony, theory, sight-reading, etc., are taught in classes, which meet twice a week. These classes are open free of charge to all pupils taking private lessons. The preparatory pupils in piano have four lessons a week of fifteen minutes each, thereby greatly assisting them in mastering the rudiments of music and technique. Each pupil is expected to perform the part assigned her in frequent recitals. Piano pupils in the preparatory grade are expected to practice one hour daily; more advanced pupils, two hours. Pupils in voice culture will practice one hour a day. Special students can arrange for more time.

PIANO.

Preparatory Grade.

Rudiments, position of hands and muscular development; simple studies; major scales and chords; easy pieces; Sonatinas.

Course of Instruction.

Intermediate Grade.

Rhythmical scale studies ; major and minor scales ; arpeggios; finger studies to be transposed into every key ; wrist studies ; studies in phrasing and expression ; trill studies ; study of polyphonic music begun ; easy sonatas ; pieces by modern composers ; playing at sight (pieces for four and eight hands) ; playing from memory.

Advanced Grade.

Technical studies continued ; study of standard sonatas ; concertos and pieces of modern composers ; systematic study of works of the great composers, together with reading of musical biography, analysis, etc.; ensemble playing.

ORGAN.

At least one year's study in piano playing is necessary before undertaking the organ.

This course is planned especially to meet the needs of those preparing themselves for church choir work.

Studies.—Stainer's Organ Primer ; Whiting's First Six Months ; D. Buck's Pedal Phrasing ; Rink's Four Books ; Bach's Preludes and Fugues ; Church Music by Best, Smart, Merkel, etc.

The Institute has a two-manual organ for the use of pupils.

VIOLIN.

First Grade.

Hermann Violin School, Book 1. Schradieck, Technical Studies. Scales.

Second Grade.

Hermann School, Book 2. Mazase, Op. 36, Dancla, École du Mécanisme.

Third Grade.

Dont, Op. 37, Kreutzer, 42 Etudes; Sitt, Scale and Arpeggio Studies.

Fourth Grade.

Fiorillo, Capricen; Sitt, Scal, Studies in Double Stopping; Select Pieces from various composers.

Fifth Grade.

Rode, 24 Caprices; Concertos by Rode, Kreutzer; Sonatas by Mozart.

Sixth Grade.

Gavinies, 24 Etudes; Concertos by Sitt, De Beriot; Sonatas by Beethoven.

Seventh Grade.

Dancla, Op. 73; Pieces by Vieuxtemps, Leonard, Godard, Wieniawski; Sonatas by Bach; Concertos by Sitt, Spohr, David.

VOICE CULTURE AND ART OF SINGING.

First Grade.

Breathing exercises; exercises for gaining control of the tongue and soft palate; exercises for firm and

Course of Instruction.

clear attack of tongue in connection with different vowel sounds ; proper methods of blending tones of different pitch ; first grade vocalizes.

Second Grade.

Exercises in vocalization and solfeggio continued ; songs of moderate difficulty with a view to acquiring correct pronunciation, enunciation and phrasing.

Third Grade.

Embellishments and colorature exercises of greater difficulty ; minor scales ; selection of Italian, French and German songs.

Fourth Grade.

Exercises for development of the trill ; chromatic scale ; selections from oratorios, operas, etc.

Fifth Grade.

Advanced studies in vocalization and building up of repertoire of church, concert and oratorio music.

In connection with the above course, there are sight-reading and chorus classes, open to all the pupils of the school. All pupils in the vocal department will be required to attend these classes.

MANDOLIN AND GUITAR.

Instruction is given on the mandolin, and guitar according to latest methods.

THEORY.

Elementary Course.

The staff; notation; rhythm; major and minor scales; slurs; syncopation; triads; appoggiaturas; ornamentations, etc.

HARMONY.

First Grade.

Preliminaries; intervals; triads and their inversions; seventh-chords and their inversions.

Second Grade.

Altered chords; modulation; suspensions; organ-point; passing tones and chords.

Third Grade.

Part-writing for two, three and four voices; harmonic-accompaniment to give melody.

Text-books.—Emery and Chadwick.

MUSICAL SCIENCE.

Phenomena of Sound, in their relation to Music and Musical Instruments. (This is included in the regular study of Physics.)

HISTORY OF MUSIC.

First Division.

General History from Earliest Times to Present Day, especially since death of Palestrina.

Course of Instruction.

Second Division.

Special study of different epochs, with particular attention to the development of the Sonata and other forms. Musical Analysis and Criticism.

Text-books.—Filmore's Histories; Parry's Evolution of Music; various treatises for reference.

CERTIFICATES

Will be given pupils in piano playing and voice-culture.

Requisites for Certificates.

Recognizing the necessity of a broad and liberal culture in every department of study, it is required that candidates for a certificate in this department shall have a training in English commensurate with the Second Year's course in the Collegiate Department. In addition:

In *piano-playing*—Ability to give a public recital (mostly from memory), the program to include a movement from a standard piano concerto, and pieces of varied styles; to pass satisfactory examinations in playing at sight, and in full course of theory, and a good general knowledge of musical literature.

In *voice-culture*—Ability to give a public recital, to be advanced to at least the Intermediate grade in piano-playing, to pass satisfactory examination, in sight-reading, and in the full course of theory and a good general knowledge of musical literature.

COLLEGIATE DEPARTMENT.

To meet more fully the needs of an increasing number of young women who wish to acquire at the same time a liberal literary as well as musical education, it has been decided to open this department. Music thereby becomes an elective study in the Literary Course. This includes study of a solo instrument or singing, together with the full course in Harmony, History of Music and Musical Science. Special attention is called to this department, offering as it does such broad musical training, which may serve as the basis for the practical work of a specialist, either in musical criticism or in music in the public schools.

The library is well supplied with standard books of reference, histories, biographies, collections of letters, critical and historical essays, theoretical works, etc. The leading musical periodicals are also received.

DEPARTMENT OF ART.

The aim of this department is to give a systematic course of study which shall be both thorough and inspiring, cultivating the eye to quick observation and the hand to facility of touch.

The regular art course is divided into four classes.

1.—Elementary Class.

Drawing.—Elementary Casts, Parts of Human Figure.

Clay Modeling.—Ornament, Casts of Foliage, Parts of Human Figure.

Perspective.—Theory, drawing from groups of solids, etc.

2.—Preparatory Antique Class.

Drawing.—Fragments and masks from the Antique.

Painting.—From still-life in oil colors.

Sketching.—Time-sketches in pencil or charcoal, outdoor sketching in pencil.

3.—Antique Class.

Drawing.—Busts and full length figure.

Painting.—Studies in oil or water color.

Sketching.—In pencil, charcoal, or pen and ink from still life, outdoor sketches in drawing or color.

Art History.

4.—Life Class.

Drawing.—Full length figure from antique, head from life, from draped model.

Painting.—Head from life.

Sketching.—Outdoor sketching in color.

Students cannot enter an advanced class without passing an examination on the work preceding.

Excellent opportunity in the way of good models and thorough instruction is offered those desiring to study china painting, tapestry, and other lines of decorative painting.

Pastel and photo-crayon also taught.

A sufficient knowledge of drawing will be required before entering upon the study of these branches.

Instruction in free-hand drawing is given to the pupils in the Primary Department without extra charge; also to all other students for one hour a week during one term.

ELOCUTION.

Miss Mitchell.

The method aims to develop strong, graceful and natural speakers and readers ; to do away with superficial work, all tricks of voice and gesture, and to teach how to interpret the highest and best forms of literature with simplicity and truth.

Classes in reading give special attention to breathing, articulation, pronunciation, and correct voice production. They are carefully trained also in analysis and expression.

EXAMINATIONS.

In addition to frequent reviews, two general examinations are held each year.

While these examinations are thorough and comprehensive, they are not of such length as to be irksome and injurious.

The final grade and promotion of the pupil is determined from the record of daily recitations and examinations, and thus the student is stimulated to thorough preparation for the class-room, and also to a permanent acquisition of knowledge.

A grade mark or percentage of at least 80 in each class must be obtained to pass a pupil from a lower to a higher class.

REPORTS.

A permanent record of attendance, deportment, and class standing is kept, from which reports are made and sent to parents and guardians quarterly.

THE BLUE LIST.

For the information of parents and friends of pupils, there is distributed on Commencement Day The Blue List.

This list is in the nature of a roll of honor, and contains the names of all pupils who have obtained an average mark of 80 or more on their year's work in their respective classes, and are consequently passed to the higher classes.

Those pupils whose average is above 90 are *dis-*

Examinations.

tinguished, and their names are printed on The Blue List, with numbers preceding, which indicate the order of their class standing, and they also receive *certificates of distinction*; the others are placed in alphabetical order.

The Blue List also contains the names of all graduates, medalists, etc.

The member of the graduating class who has made an average of 95 or above on the entire course will be awarded the *First Honor*. The member of the class whose average on the entire course is above 90 and less than 95, will be awarded *Second Honor*.

CERTIFICATES AND DIPLOMAS.

Certificates of Distinction are given to those pupils whose yearly average is 90 per cent. or more.

Certificates of Proficiency are given to those pupils who complete satisfactorily the course of study prescribed in any school.

DIPLOMAS.

A pupil who completes satisfactorily any one of the four courses of study, viz.: Literary, Classical, Scientific, or Normal, receives a diploma with the title *Graduate*.

SCHOLARSHIPS AND MEDALS.

The Board of Trustees have decided to offer the following scholarships for the next session.

For General Excellence in Collegiate Department.

Tuition in the Institute for the *next* session will be given to the student who makes the highest *gen-*

eral average above 90. In order to compete for this prize the student must pursue a regular course. The scholarship is not transferable and is only good for the session immediately succeeding the one for which it was awarded.

For General Excellence in Preparatory Department.

Tuition in the Institute for the *next* session will be given to the student who makes the highest *general* average above 90, under the same conditions as above.

English.

In order to stimulate and encourage the study of English, a special prize is offered to the student in the Junior or Senior class who presents the best essay on the subject assigned by the teacher of English. Conditions under which this prize will be awarded :

1. The student must have made an average of 90 or above in the previous English course.
2. The essay must be correct in spelling, punctuation, use of capitals and paragraphing, and must be neatly and plainly written.
3. It must be original, and accompanied by a certificate to that effect signed by the writer.
4. It must be handed to the president by April 15 unsigned, but accompanied by certificate referred to above.

Music.

Two Scholarships are given; one in piano playing, and one in voice culture. They are awarded

Examinations.

on Commencement Day to those pupils who, after a year's faithful study, pass the best examination before a Committee of musicians.

Another is given by the Polymnia Club.

Art.

Tuition in the art department of the Institute for the next session will be given to the student who does the best piece of work from cast or nature.

No one can compete for this scholarship who has not been a diligent student in the art department for the entire session.

The Laura Candler Medal.

This medal is given by Mrs. Nellie S. Candler, and is awarded to the student of the Junior or Senior class who makes the highest average for the year in Mathematics, provided the average is above ninety.

In awarding all scholarships and diplomas, attendance, deportment, and punctuality are considered.

GENERAL INFORMATION.

Location.

The Institute is located so nearly upon the crest of a commanding ridge that the rain from one side of the roof, following the natural watershed, finds its destination in the Gulf of Mexico, and from the other side flows on to the Atlantic.

The elevation of the main building is approximately 1,050 feet above sea level, and from its central tower may be seen the peaks of the North Georgia mountains and those of the Blue Ridge.

The climate is bracing, the drainage naturally perfect, and the water, the purest freestone, is uncontaminated by sewerage.

Decatur is six miles northeast of Atlanta, immediately on the Georgia Railroad. It is also connected with the city by two electric lines with 20- and 30-minute schedules. The Georgia Railroad runs frequent passenger-trains, all of which stop at Decatur, thus making it quite convenient for all those living between Lithonia and Decatur, as well as between Atlanta and Decatur, to attend the Institute.

The accessibility and nearness of Decatur to the city of Atlanta, with its system of railways reaching every portion of the South Atlantic States, places the Institute within convenient reach of every section.

The situation of Decatur, sheltered from the cold

General Information.

winds of the more northerly section by the Blue Ridge range of mountains, and yet at an altitude far beyond the malarial lowlands of the South Atlantic and Gulf States, gives to the institute many of the pleasant and beneficial effects of a delightful health resort. Persons residing in South Georgia, Florida, South Alabama, Mississippi and other Gulf States, will find here an atmosphere invigorating and bracing, but *not severe*; while others resident in more northerly sections will escape the severities of a rigorous winter climate without encountering malarial or enervating influences.

The town has excellent telegraphic, telephonic, postal and express facilities.

Presbyterian, Methodist and Baptist churches have regular services and resident pastors. There are also weekly services at the Episcopal chapel.

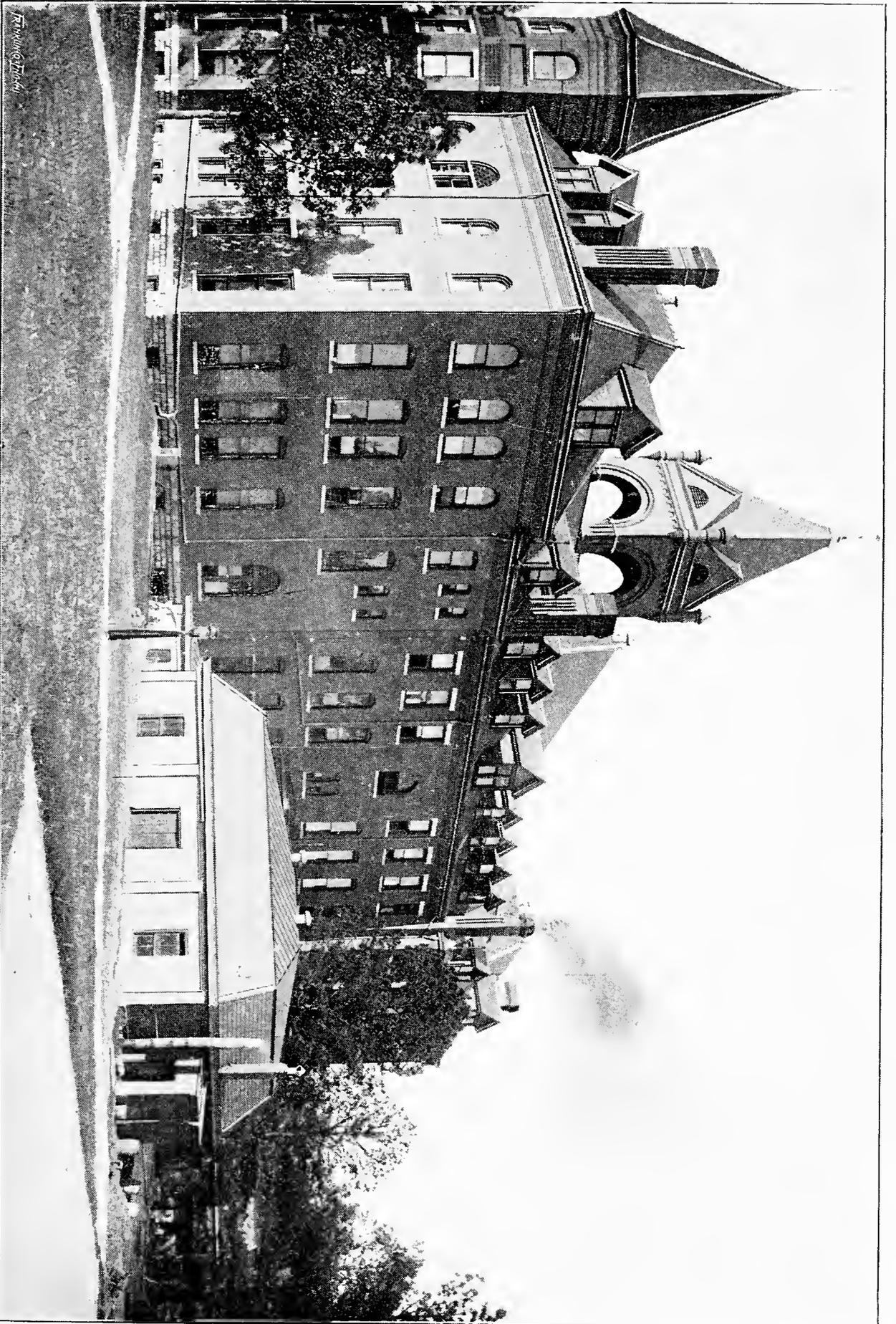
The Donald Fraser High School for boys, a preparatory school of high grade and superior management, is located here.

The society is educated and refined, and characterized by an unusually high moral tone. The founders of this school believe its location to be an ideal one.

Buildings.

The Main Building, completed and occupied for the first time in the fall of 1891, is a massive edifice, simple in architecture, yet not lacking in impressiveness.

It is constructed of brick, granite and marble; is one hundred and ninety-four feet long, fifty-four feet wide, and four stories high exclusive of base-



REAR VIEW OF BUILDING.

REAR VIEW OF BUILDING.

ment. The engine room, electric light plant, steam laundry and kitchen are apart from the main building.

The entire building is heated and ventilated by the indirect steam method, and lighted by electricity.

Chapel, parlors, office and class-rooms occupy the first floor ; the sleeping apartments, accommodating two to four pupils each, the second and third floors of the building. All of these rooms are thoroughly ventilated by outside windows and over 500 feet of wide halls.

The chambers are unusually large and arranged so as to admit abundant sunlight, and in their construction especial attention was given to securing perfect ventilation. The furniture and appointments are homelike and comfortable, and the building is carpeted throughout. While luxury has not been studied, every convenience necessary for health and comfort has been supplied. In this respect few homes in the country are more complete.

The school of music and the art studio occupy the entire fourth floor.

Each floor is supplied with water, bath and toilet rooms, electric bells and ample hose and fire buckets. The buildings and grounds are abundantly supplied with pure freestone water from a large spring near the Institute, from which the water is pumped into a cistern, and thence into a large tank in the tower, and from this distributed through the buildings and grounds. Drinking-water is supplied from an excellent well in the grounds.

General Information.

A watchman is on duty all night, and his numerous stations throughout the building and around premises are registered by an electric watchman's clock.

The Institute Home.

Every effort is made to give the Institute the character of a Christian home. Teachers and pupils constitute one household. Care is taken to render the home life of the student not only attractive, but conducive to the cultivation of those graces of character which mark refined women. Only such restrictions are thrown around the pupils as are considered important for their health, safety, and improvement. Importance is attached to the cultivation of that considerate regard for the wishes and feelings of others which leads to courteous deportment.

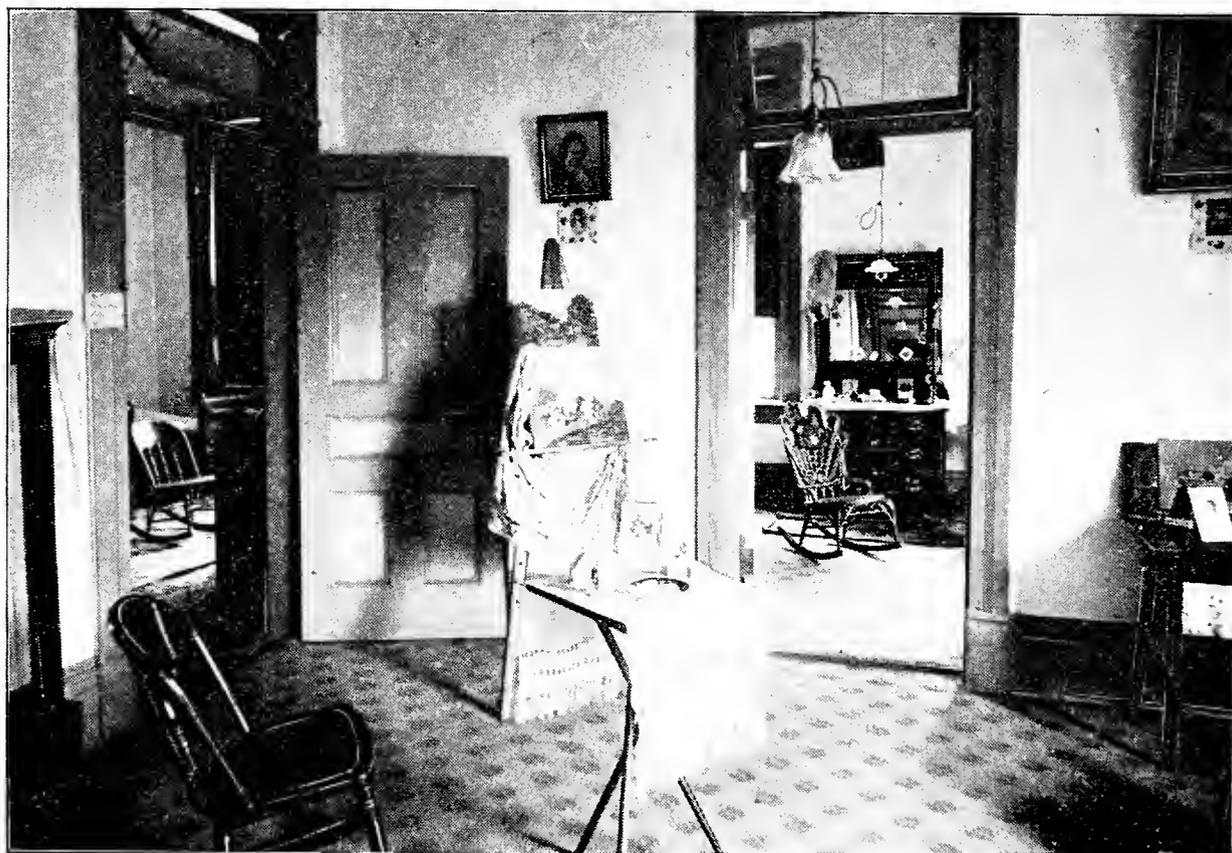
A student who persists in disobedience or disrespect, or even neglect of duty, and who is evidently gaining no good herself and hindering others, is not permitted to remain in the Institute. Pupils are not allowed to leave the grounds without permission, or unaccompanied by a teacher. Frequently during the school year instruction in manners and etiquette is given by the principal.

The rooms of the Institute are carpeted and comfortably furnished, and are thoroughly warmed and ventilated. The occupants of each room are required to keep it in order, and all rooms are daily inspected.

The rooms are never crowded; they are constructed for two, three, and a few for four occupants,



BED ROOM (LARGE SIZE).



GLIMPSE OF INFIRMARY.

General Information.

and in no instance will they be crowded beyond their capacity for health and comfort.

Rooms are assigned in the order of application for entrance.

The Intendant of the Infirmary is in special charge of the dormitory floors. She will at all times rigidly inspect the rooms of the pupils and see that they are neatly and properly kept in order, reporting any dereliction to the Principal.

Outfit.

Each boarding pupil must furnish two pair of sheets, two pair of pillow-cases, six table napkins, napkin ring, six towels, two laundry bags, gossamer, umbrella, and a pair of rubber shoes. The pillow-cases should be 35 by 22 inches.

All articles, including trunks, must be plainly and durably marked with the name of the owner. Failure to comply with this requirement causes confusion and loss.

It is urged upon parents not to burden their daughters with the care of valuable jewelry or an expensive wardrobe. Each outfit should contain, besides school dresses, one street suit and wraps of light and heavy weight. A simple evening dress, high-necked and long-sleeved, will be found convenient, but not necessary. *Pupils will not be permitted to wear low-necked dresses.*

Health and Physical Training.

In pursuing a course of study good health is of the highest importance. There is in this institution a close and intelligent supervision over the

General Information.

health of the boarding pupils. The best medical advice is secured and a competent nurse provided. All the conditions of proper sanitation are carefully observed. The Institute has a superior system of sewerage and an abundant supply of the purest water. From basement to attic much care is exercised to maintain cleanliness and healthfulness.

A suite of rooms including bedroom, sitting-room and nurse's room, in a retired section of the building, on the second floor, has been set aside and is used exclusively as an infirmary. The infirmary is in charge of the intendant, who is in constant attendance in cases of sickness.

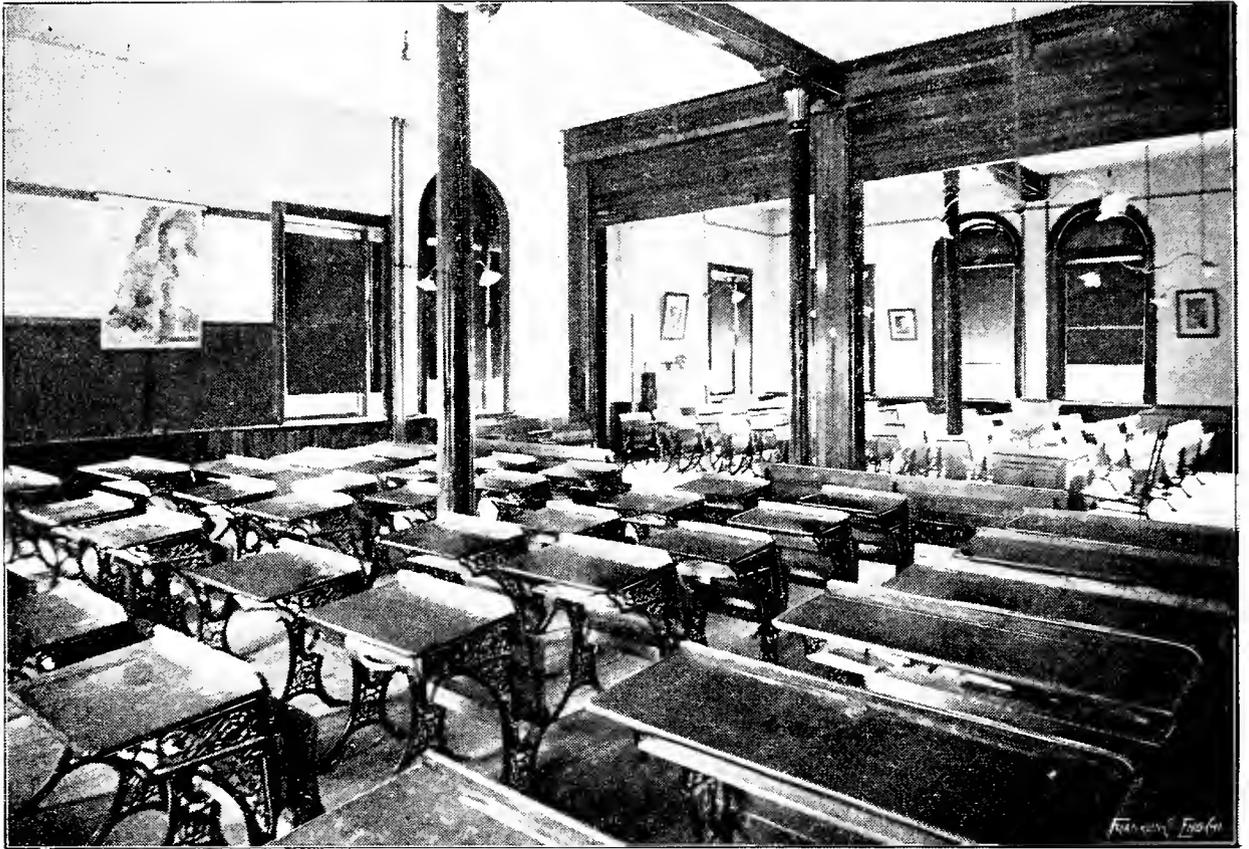
Dr. W. S. Kendrick, the Institute physician, is in telephonic communication, visits the school periodically, and in case of illness is summoned promptly.

Parents are urged to communicate freely with the Principal concerning the physical condition of their daughters at the time of their entrance; and to state whether their daughters have any special weakness, or tendency to disease, or idiosyncrasies of constitution.

The Trustees feel that they can conscientiously assure parents that, in cases of illness, their daughters will receive prompt and skillful medical attention, faithful and tender nursing, and in every case of serious illness they will be promptly advised.

Physical Culture.

The Trustees, appreciating the importance of physical exercise and training as conducive alike to



SECTION OF STUDY HALL.



SECTION OF DINING ROOM.

health and grace of carriage, have provided a regular and systematic course in physical culture.

The Institute Gymnasium contains the best apparatus, including Horizontal and Vaulting Bars, Horse, Flying-rings, Chest-weights, Clubs, Wands, Dumb-bells, Rings, Hoops, etc.

All of the work is under the supervision of a competent teacher, and the greatest care is taken that no one overtax her strength. All students, unless excused by the proper authority, are expected to exercise daily in the gymnasium, for which no extra charge is made. When the weather permits, exercise out of doors is frequently substituted for work in the gymnasium. Two tennis courts and a croquet ground furnish opportunity for healthful and bracing outdoor games.

Each pupil is expected to supply herself with a suit of blue flannel—blouse and divided skirt—and gymnasium shoes.

The Physical Culture suit may be obtained in Decatur at a total cost of about three and a half dollars for material and making.

Library and Reading-Room.

The library now contains about 1,000 volumes, selected with care and with a view to the needs of pupils. It includes works of history, standard fiction, biography, travels, essays, and treatises upon literature, the classics, Biblical and miscellaneous topics. The Sunday-school library has been selected with extreme care, and is much read by the pupils.

It is the intention of the Trustees to add such

General Information.

reference books as will keep the departments fully abreast with the advancement made in the different lines of study.

The Reading-room is supplied with a large selection of choice periodicals, and receives regularly the following magazines and papers, to wit :

Harper's Monthly, Century, St. Nicholas, Harper's Bazar, Art Amateur, China Decorator, Eclectic Magazine, Etude, Current Literature, Literary Digest, N. Y. Observer, Popular Science Monthly, Chautauquan, Scientific American, Werner's Magazine, Youth's Companion, Southern Presbyterian, Christian Observer, Christian Index, Christian Advocate, Churchman, Music Courier, Art Interchange, Biblical World, Educational Review, Forum, Ladies' Home Journal, Music.

A number of lectures upon a variety of topics, such as Literature, Science, Art, Music, etc., are given at intervals throughout the school year.

These lectures are open to all the pupils of the Institute, and are delivered at intervals of three or four weeks.

The boarding pupils, invariably under charge of members of the faculty, have frequent opportunity of attending lectures, concerts, recitals, etc., in Atlanta. The nearness of Decatur to the city, and the frequent and convenient schedules on the electric and Georgia railroads make attendance thereon easy and pleasant. Pupils are thus able to enjoy rare advantages in this direction to be found only in large cities. Such visits are not permitted to inter-

fere with school duties, and the utmost care is exercised as to the character of the entertainment.

SOCIETIES.

Mnemosynean Society

is a literary society organized in October, 1891, and has a large and active membership. The object of this organization is to foster a taste for polite literature and to acquire on the part of its members familiarity with standard authors, musicians and artists. Readings, recitations, discussions, essays and musical numbers constitute its program. The members are actively and successfully engaged in accumulating a library of standard books. The Society also publishes the "*Mnemosynean Monthly*," which has a large circulation among the pupils and friends of the Institute.

The Propylean Literary Society

was organized in May, 1897. Its object is "to promote the intellectual and social interest of its members, and to prove a nucleus of culture in the school of which it is a part." For the attainment of its end, regular meetings are held once a week, when programs, consisting of readings, debates, and musical selections, along special lines interesting and instructive, are rendered. That its members may keep up with the times, programs consisting of topics and literature of the day are frequently prepared. Besides the constitutional object, the Society intends working with the Institute, by contributing to its library.

General Information.

The Polymnia Club,

composed of the teachers and most of the pupils of the Music Department, was organized in the spring of 1895, and has grown steadily in interest and usefulness.

Its regular meetings are held every two weeks, at which instrumental and vocal numbers, and readings or essays upon musical subjects are rendered. Since its organization this club has donated about sixty volumes of musical works to the School Library, known as the "Polymnia Collection." During the current year they have maintained a scholarship in the Music Department, and for the coming year will offer one in piano.

Scholarships.

The W. A. Moore Scholarship.—Under the will of the late William A. Moore, a Ruling Elder of the First Presbyterian Church, of Atlanta, the Institute received, in 1892, a legacy of \$5,000.

The will of Mr. Moore provides that "this sum shall be held as a permanent fund or endowment for the education at this Institute of worthy girls of Presbyterian parents, who are unable to provide a collegiate education for their daughters," the same to be permanently invested, and only the interest to be used.

Scholarships under this fund are annually awarded by the Trustees, as directed in Mr. Moore's will.

The W. P. Pattillo Scholarship.—This is a day scholarship, for which Mr. Pattillo, of Atlanta, has

generously sent us his check for \$60.00 for the past four years.

The Alumnæ Scholarship.—The Alumnæ have caught the spirit of *helpfulness* which characterizes their Alma Mater, and, although comparatively a small band, have nobly resolved to maintain a scholarship. For next session they have already undertaken a day scholarship.

The Polymnia Scholarship in Music.—This club has arranged to offer one scholarship for next session, in Piano under Director (\$60.00). For information address Prof. Joseph Maclean, Decatur.

Religious Features.

The formation and development of Christian character constitute one of the great objects of this Institution. The religious features of the school have, therefore, been very carefully considered.

The daily sessions are opened with religious exercises held in the chapel.

The Bible is a text-book, and the Bible Course made necessary to graduation.

The Sabbath is considered the most important day in the week for spiritual culture, and it is the constant effort of the Faculty to make it the most delightful and profitable.

A Sabbath-school is conducted by the resident teachers in the Institute chapel, and all the boarding pupils are expected to attend.

General Information.

The Agnes Scott Christian Band,

made up of boarding pupils and teachers, meets every Sabbath afternoon. Its object is Christian edification and usefulness. The exercises are conducted by the members according to a program previously arranged by the Devotional Committee.

Membership in the Band is entirely optional, but nearly all the boarding pupils are members.

A weekly prayer-meeting, conducted by members of the Christian Band, is also held every Thursday afternoon.

All boarding pupils are required to attend church at least once on Sabbath, when not providentially hindered.

Expenses.

The charges given below are for the session of 38 weeks. No pupils will be admitted for less than the entire session, *unless otherwise specially stipulated.*

Terms.

ONE-HALF PAYABLE AT THE TIME OF ENTRANCE, THE OTHER HALF AT THE BEGINNING OF THE SECOND TERM, JANUARY 19.

Boarding Pupils.

Board, including furnished room, light, heat, laundry (18 pieces a week); and tuition, including all the studies of the Course (except those under the head Special), class elocution, physical culture, free-hand drawing, lectures, use of library and cabinets, \$245 00

General Information.

Medical fee for entire session or any part of
it, payable on entrance, 5 00

Day Pupils.

Collegiate Course, Freshman or Sophomore, \$50 00
Collegiate Course, Junior or Senior, . . . 60 00
French or German, 10 00
Preparatory Course, 40 00
Primary Course, 30 00

SPECIAL.

School of Music.

Piano, under the Director, \$60 00
Piano, Intermediate or Advanced, under a
lady teacher, 50 00
Piano, Elementary, 40 00
Organ, under the Director, 60 00
Violin, 60 00
Mandolin or Guitar, 60 00
Private Vocal Lessons, 60 00
Private Lessons in Harmony and Theory, 50 00
Use of Instrument for practice, two hours
daily, 10 00
Use of Instrument for practice, each extra
hour, daily, 5 00

School of Art.

Painting or Drawing, 50 00

General Information.

Elocution.

Private Lessons, including Gesture, Delsarte System of Expression, Dramatic Reading, Study of at least one Shakespearean Drama, etc.,	\$50 00
Advanced Class Instruction, in above, classes three to five,	30 00

The above charges are as low as the advantages offered can be furnished. By employing inferior teachers, and using an ordinary building without any modern improvements, and without any special equipment; by providing fewer comforts in the home department, and making no special provision for caring for pupils in case of sickness, the above charges could doubtless be reduced. But the best advantages and home comforts cannot be furnished at a lower price. The Institute does not hope or desire to do more than to maintain the school at its present high state of excellence.

The entering of a pupil in this Institute shall be deemed a formal and explicit contract for her to remain until the close of the school year. The institution obligates itself to furnish board, instruction and all the advantages it offers *for the scholastic year*, while the patron upon his part, by entering his daughter, or ward, *obligates* himself to send her *for the entire session*. In no other way can a school without endowment be maintained, since all engagements with teachers, and other provisions for conducting the school must be made in advance for the entire year. Patrons can therefore understand

General Information.

why no portion of the fees will be refunded in case of withdrawal, unless such withdrawal is recommended or approved by the Institute physician on account of sickness.

The terms of payment are one-half at time of entrance in September, the balance at the beginning of the second term, January 19. Patrons who may find these terms inconvenient will be allowed to pay quarterly in advance by applying to the President. Pupils matriculating during the first two weeks of the term are charged as from the first day ; afterwards from date of entrance.

The medical fee covers the attendance of the Institute Physician and nursing, *except in cases of protracted or aggravated sickness.* This fee does not pay for medicines.

No deductions for *any cause* will be allowed pupils withdrawing after the middle of the second term.

All drafts, checks and money orders should be made payable to F. H. Gaines, President.

Discounts.

When two or more boarding pupils are entered from the same family, a discount of *ten per cent.* on their total bills is allowed.

When two or more day pupils are entered from the same family, a discount of fifty cents per month will be made for each pupil.

Pupils paying for the full Literary course and for *two music studies*, are allowed a discount of ten dollars for each term.

When the discount of ten per cent. is allowed for

General Information.

two or more pupils from the same family, no further discount is made.

To ministers regularly engaged in their calling the following rates are given: Board, tuition in Literary Department, including heat, light, library fee, physical culture, for school year, \$180.00.

Special studies, medical fee and laundry at regular rates.

To ministers who send their daughters as day pupils a discount of ten per cent. will be allowed.

No further discounts will be given.

Suggestions to Parents or Guardians.

The success of pupils in their school work depends largely upon the co-operation of the parents with the faculty. Parents or guardians who place their daughters in this school are understood to accept the conditions as defined in the catalogue.

Every expressed wish of parents is met so far as it is consistent with the general good.

Parents will find it to the interest of their daughters to confer frankly with the President or Lady Principal concerning anything in the management of which complaint is made.

Parents are urgently requested not to interfere with the studies of their daughters by withdrawing them during the session to spend a week or so at home. Parents are also requested not to withdraw their daughters until after Commencement, except for urgent reasons. Such withdrawals seriously interrupt the progress of the pupil, are positively injurious to the classes, and tend to distract the whole school.

General Information.

Parents *cannot* give their daughters permission to do what is prohibited, nor to omit what is required by the rules of this Institute, and they apply alike to every inmate of the school.

Parents are requested to consult with the President or Lady Principal before excusing their daughters from examinations, or advising them to make any change in their course of study.

OUR TABLE IS ABUNDANTLY SUPPLIED WITH WHOLESOME FOOD, AND BOXES OF EATABLES ARE FORBIDDEN. PLACING BEFORE YOUR DAUGHTERS A TEMPTATION TO EAT RICH FOOD AT ALL HOURS IS A MOST EFFECTUAL MEANS OF DEFEATING ALL THE ENDS FOR WHICH THEY HAVE BEEN SENT TO US.

Pupils will not be allowed to go to Atlanta oftener than is absolutely necessary for shopping purposes, and then only when accompanied by a teacher.

Pupils are not allowed to receive callers on the Sabbath.

Visitors will not be received during school or study hours: 8:30 A. M. to 2 P. M., and 7 P. M. to 9 P. M.

Young gentlemen are not received unless they bring letters of introduction from parents or guardians to the President or Lady Principal, and then only at their discretion.

Parents are expected to furnish list of persons with whom they wish their daughters to correspond.

Money for books, music and incidental expenses cannot be advanced; a deposit of ten or fifteen dollars should be made at the beginning of each term,

General Information.

an itemized statement of the expenditure of which will be rendered.

Books, sheet music, art materials, etc., will be supplied to boarding pupils *only* at actual cost ; day pupils are convenient to the book stores, and must supply themselves.

Dentistry should be attended to before leaving for school.

Punctuality is indispensable to progress. If possible have your daughter present on the first day of school.

For repeated violations of the rules parents will be requested to take their daughters home.

The proper address for telegrams and letters is in care Agnes Scott Institute, Decatur, Ga.

All letters on business, concerning the admission or dismissal of pupils, concerning any of the departments of instruction, concerning the general management and conduct of the institution, or application for catalogues, should be addressed to the President.

Remittances of money should be by post-office order, registered letter, New York draft, or express, to the President, Decatur, Ga., or payments may be made to him in person.

Letters concerning the pupils personally, progress in their studies, health, rooms, roommates, etc., should be addressed to the Lady Principal.

REGISTER OF PUPILS.

Name.	Parent or Guardian.	State.
Adams, Sadie	R. E. Adams,	Georgia.
Adderton, Winifred	Z. V. Walser,	N. Carolina.
Alexander, Lucile	J. H. Alexander,	Georgia.
Alexander, Ethel	J. H. Alexander,	Georgia.
Alford, Douscha	W. McD. Alford,	S. Carolina.
Anderson, Estelle	Mrs. F. H. Anderson,	Georgia.
Anderson, Dora	C. L. Anderson,	Georgia.
Ansley, Alice May	Frank J. Ansley,	Georgia.
Arnold, Addie	W. B. Arnold,	Georgia.
Arnold, Nellie	W. B. Arnold,	Georgia.
Askew, Thyrsa	Mrs. Laura E. Askew	Georgia.
Ausley, Gertrude	J. C. Ausley,	Georgia.
Austin, Stella	H. C. Austin,	Georgia.
Austin, Mrs. T. H.	T. H. Austin,	Georgia.
Baker, Nanna May	W. E. Q. Baker,	Georgia.
Barry, Mae	R. E. Barry,	Georgia.
Barry, Ruth	R. E. Barry,	Georgia.
Barry, Mrs. R. E.	R. E. Barry,	Georgia.
Barco, Minnie	N. C. Barco,	Georgia.
Barker, Mary C.	Mrs. Dora Barker,	Georgia.
Barker, Meta	Mrs. Dora Barker,	Georgia.
Bates, Mary	E. E. Bates,	Georgia.
Benjamin, Rosalie	M. Benjamin,	Georgia.
Bethel, Sybil	L. W. Bethel,	Florida.
Bidwell, Agnes	Mrs. C. B. Bidwell,	Georgia.
Birdsong, Leola	A. H. Birdsong,	Georgia.
Booth, Margaret	Henry Booth,	Alabama.

Register of Pupils.

Name.	Parent or Guardian.	State.
Boyd, Addie	J. S. Boyd,	Georgia.
Boyd, Mattie		Georgia.
Boylan, Ella Rae	Mrs. P. A. Tappan,	Georgia.
Braswell, Bonnie L.	W. W. Braswell,	Georgia.
Braswell, Cleo	W. W. Braswell,	Georgia.
Braswell, Eloise	W. W. Braswell,	Georgia.
Brown, Myrtice	J. G. Brown,	Georgia.
Brown, Carrie	J. G. Brown,	Georgia.
Brumby, Lucy Leigh	Mrs. A. E. Brumby,	Georgia.
Bucher, Mary R.	R. A. Bucher,	Pennsylvania.
Bucher, Marion	J. C. Bucher,	Georgia.
Buchanan, Myrtis	R. H. Buchanan,	Georgia.
Buchanan, Mamie	R. H. Buchanan,	Georgia.
Caldwell, Lottie	J. P. Caldwell,	N. Carolina.
Caldwell, Amanda	J. L. Caldwell,	Arkansas.
Caldwell, Daisy	Mrs. E. E. Caldwell,	Georgia.
Caldwell, Laura	Mrs. E. E. Caldwell,	Georgia.
Calloway, Louise	C. M. Calloway,	Georgia.
Calhoun, Nettie A.	W. L. Calhoun,	Georgia.
Candler, Ruth	M. A. Candler,	Georgia.
Candler, Lucy B.	A. G. Candler,	Georgia.
Candler, Laura	C. M. Candler,	Georgia.
Candler, Rebekah	C. M. Candler,	Georgia.
Candler, Eliza	Mrs. Nellie S. Candler,	Georgia.
Carter, Lillian	D. A. Carter,	Georgia.
Chivers, Bernice	Mrs. Robt. Brown,	Georgia.
Cloud, Mrs. O. L.	O. L. Cloud,	N. Carolina.
Cole, Lucy E.	Mrs. M. D. Cole,	Georgia.
Cone, Nellie	H. S. McCallum,	Georgia.
Cook, Mary E.	J. F. Cook,	Virginia.
Cotten, Corinne S.	Mrs. L. Cotten,	Georgia.
Cotten, Margaret	Mrs. L. Cotten,	Georgia.

Register of Pupils.

Name.	Parent or Guardian.	State.
Council, Anne	G. W. Council,	Georgia.
Cowles, Maury Lee	C. A. Cowles,	Georgia.
Craig, Jeannette	W. C. Craig,	Mississippi.
Craig, Lena M.	W. L. Craig,	Georgia.
Cramer, Annie Mel	T. E. Cramer,	Texas.
Crane, Belle F.	B. S. Crane,	Georgia.
Crane, Virginia	B. S. Crane,	Georgia.
Crockett, Willie	John S. Tye,	Georgia.
Crockett, Maud	Mrs. J. P. Crockett,	Georgia.
Crockett, Clyde	Mrs. J. P. Crockett,	Georgia.
Davis, Rose S.	Edwin D. Davis,	Georgia.
Deaderick, Mary	Mrs. S. H. Deaderick,	Florida.
Denmark, Carrie A.	Mrs. C. R. Denmark,	Georgia.
Duncan, Mary Lou	Mrs. R. P. Duncan,	Georgia.
Ebbert, Virginia	A. P. Ebbert,	Georgia.
Ehle, Cora Blanche	W. F. Ehle,	Georgia.
Everhart, Elfrida	E. Everhart,	Georgia.
Evers, Frances L.	John F. Evers,	Georgia.
Farnsworth, C. McB.	Mrs. S. A. Taylor,	Georgia.
Farrar, Annie P.	Mrs. J. M. Farrar,	Georgia.
Flake, Mrs. W.	Walter Flake,	Georgia.
Furlow, Gene	C. F. Furlow,	Georgia.
Gash, Annie	W. D. Gash,	Georgia.
Gentry, Cornelia	Henry Gentry,	Georgia.
George, Miriam	B. F. George,	Georgia.
George, Louise	W. H. George,	Georgia.
Gill, Grace Ethel	W. C. Gill,	Georgia.
Gilmore, Nannie	S. D. Gilmore,	Georgia.
Goldsmith, Leomie	A. J. Goldsmith,	Georgia.
Gregory, Eufaula	J. H. Gregory,	Georgia.
Hackett, Coonie	Miss S. M. Sloan,	Georgia.
Hager, Alice	F. D. Hager,	Georgia.

Register of Pupils.

Name.	Parent or Guardian.	State.
Hall, Marion	G. C. Hall,	Georgia.
Hall, Jesse	J. A. Hall,	Georgia.
Hamilton, Ida	C. A. Hamilton,	Georgia.
Hamilton, Isabelle	C. A. Hamilton,	Georgia.
Hannah, Annie Grace	Dr. G. W. T. Hannah,	Georgia.
Harper, Blanche	Mrs. Mattie Harper,	Georgia.
Harralson, Kate	M. Harralson,	Georgia.
Harris, Mattie	M. W. Harris,	Georgia.
Harris, Bessie	I. P. Harris,	Georgia.
Hervey, Annie	S. B. Hervey,	Mississippi.
Hervey, Ida	S. B. Hervey,	Mississippi.
Hill, Julia	T. P. Hill,	Georgia.
Hill, Pattie	T. P. Hill,	Georgia.
Hill, Edna	T. P. Hill,	Georgia.
Howard, Mattie Cobb	Warren Howard,	Georgia.
Hull, Eliza	Joseph Hull,	Georgia.
Jewett, Mabel	H. R. Jewett,	Georgia.
Johnson, Maud	J. L. Johnson,	Georgia.
Johnson, Ruth	J. L. Johnson,	Georgia.
Johnson, Lois	J. L. Johnson,	Georgia.
Jones, Bessie	H. C. Jones,	Georgia.
Jones, Nettie	Mrs. Cornelia Jones,	S. Carolina.
Jones, Florence Belle	Madison Jones,	Alabama.
Jordan, Lizzie Gray	A. T. Gray,	Georgia.
Kerr, Laurene	J. S. C. Kerr,	Georgia.
Killian, Imogene Julia	Mrs. A. B. Killian,	Georgia.
King, Sarah Hull	C. W. King,	Georgia.
King, Lillian	George E. King,	Georgia.
Kingsbery, Mary	Chas. S. Kingsbery,	Georgia.
Kingsbery, Rosa B.	Chas. S. Kingsbery,	Georgia.
Kirkpatrick, Emma	Mrs. K. W. Kirkpatrick,	Georgia.
Kirkpatrick, Kathleen	Mrs. K. W. Kirkpatrick,	Georgia.

Register of Pupils.

Name.	Parent or Guardian.	State.
Kirkpatrick, Lizzie W.	Mrs. K. W. Kirkpatrick,	Georgia.
Knox, Rosa Belle	Mrs. J. F. Rogers,	Georgia.
Lamar, Susie	Thomas R. Lamar,	Georgia.
Langford, Nettie May	Richard Langford,	Georgia.
Lathrop, Lillie	E. S. Lathrop,	Georgia.
Lawton, Eulalie	J. P. Lawton,	Georgia.
Lawton, Ethel	J. P. Lawton,	Georgia.
Lawton, Mabel	J. P. Lawton,	Georgia.
Lewis, Ruth	T. S. Lewis,	Georgia.
Lovejoy, Edith	John Lovejoy,	Texas.
Lovejoy, Mary	John Lovejoy,	Texas.
McAden, Midge	J. H. McAden,	N. Carolina.
McClesky, Lillian	John McClesky,	Georgia.
McClellan, Marianne	J. G. McClellan,	Georgia.
McGill, Lillian	Mrs. W. W. McKown,	Georgia.
McGinnis, Frankie	C. B. McGinnis,	Georgia.
McClain, Loula	T. B. McClain,	S. Carolina.
McLendon, Sallie	J. S. McLendon,	Georgia.
McMillan, Lettie	J. G. McPhaul,	Georgia.
McPhaul, Jennie Belle	J. G. McPhaul,	Georgia.
Maddox, Myra	J. E. Maddox,	Georgia.
Mandeville, Eugenia	L. C. Mandeville,	Georgia.
Mandeville, Nellie	L. C. Mandeville,	Georgia.
Mason, Ethel	Mrs. M. A. Mason,	Georgia.
Mead, Florence	E. N. Mead,	Georgia.
Mixon, Bessie	W. B. Shepherd,	Georgia.
Montgomery, Carrie L.	W. A. Montgomery,	Georgia.
Moore, Mamie	M. B. Moore,	Alabama.
Morgan, Rixford	John L. Morgan,	Florida.
Moss, Fannie Kate	W. F. Pattillo, Sr.,	Georgia.
Murphy, Kate V.	A. S. Murphy,	Alabama.
Orr, Lena	W. W. Orr,	Georgia.

Register of Pupils.

Name.	Parent or Guardian.	State.
Pagett, May	J. R. Pagett,	Georgia.
Pagett, Annie Lou	J. R. Pagett,	Georgia.
Parry, Sadie	H. L. Parry,	Georgia.
Pattillo, Estelle	W. F. Pattillo,	Georgia.
Patton, Clemmie	J. G. Patton,	Georgia.
Patton, Anna	J. G. Patton,	Georgia.
Payne, Mary	Miss A. E. Payne,	Georgia.
Peek, Eva L.	S. W. Peek,	Georgia.
Price, Hattie	Mrs. F. M. Price,	Georgia.
Rabun, Lila	J. W. Rabun,	Georgia.
Ragsdale, Louise	W. M. Ragsdale,	Georgia.
Ramspeck, Helen	Geo. A. Ramspeck,	Georgia.
Ramspeck, Jean	Geo. A. Ramspeck,	Georgia.
Ramspeck, Evelyn	T. R. Ramspeck,	Georgia.
Ramspeck, Charlotte	T. R. Ramspeck,	Georgia.
Rankin, Nellie	J. L. Rankin,	Georgia.
Rawls, Nellie	Q. E. Rawls,	N. Carolina.
Robins, Ezra	J. Robins,	Alabama.
Rogers, Willie May	W. A. Rogers,	Georgia.
Sams, Dagmar	H. D. D. Sams,	Georgia.
Schaefer, Hilda	E. Schaefer,	Mississippi.
Scott, Louise	G. B. Scott,	Georgia.
Simpson, Martha	F. T. Simpson,	Georgia.
Smith, Reba	R. E. Smith,	Texas.
Smith, Nannie	R. E. Smith,	Texas.
Smith, Rowena	R. E. Smith,	Texas.
Smith, Clara May	P. F. Smith,	Georgia.
Smith, Henrietta	S. S. Smith,	Georgia.
Smith, Alice	S. S. Smith,	Georgia.
Snook, Harriet	P. H. Snook,	Georgia.
Stanley, Alma	Mrs. M. F. Durand,	Georgia.
Stevens, Annie May	E. H. Stevens,	Georgia.

Register of Pupils.

Name.	Parent or Guardian.	State.
Swanton, Eleanor	Mrs. J. F. Swanton,	Georgia.
Tate, Eva	S. C. Tate,	Georgia.
Tidwell, Clemmie	J. G. Tidwell,	Georgia.
Tillson, Mamie	J. C. F. Tillson,	Georgia.
Tilly, Mamie	J. S. A. Tilly,	Georgia.
Thomson, Lucy	John Thomson,	Florida.
Thomson, Edith	W. T. Thomson,	Georgia.
Thomas, Isabelle	J. W. Thomas,	Georgia.
Tolleson, Kate	J. G. Tolleson,	Georgia.
Trawick, Myra B.	Mrs. M. L. Trawick,	Alabama.
Trotti, Annie	Mrs. Ella Trotti,	Georgia.
Tuggle, Mamie	J. P. Tuggle,	Georgia.
Vereen, Jessie	W. C. Vereen,	Georgia.
Vereen, Jennie	W. C. Vereen,	Georgia.
Walden, Emily	J. W. Walden,	Georgia.
Wallace, Susie May	Mrs. Campbell Wallace,	Georgia.
Webb, Estelle	W. J. Webb,	Georgia.
Weir, Katie	A. M. Weir,	Georgia.
Wellborn, Ona Belle	W. L. Wellborn,	Georgia.
Wellborn, Willie	W. L. Wellborn,	Georgia.
Wesley, Emma	P. J. Wesley,	Georgia.
Wesley, Rusha	P. J. Wesley,	Georgia.
West, Edith	A. M. West,	Georgia.
White, Clyde	Frank White,	Georgia.
Winn, Nannie	J. J. Winn,	Alabama.
Winn, Emily	P. P. Winn,	Georgia.
Williams, Edith	Miss M. Stokes,	Georgia.
Williams, Cora	R. W. Williams,	Georgia.
Wolfe, Sarah Lillie	J. K. Wolfe,	N. Carolina.
Wootten, Katie	R. H. Wootten,	Georgia.
Young, Bessie E.	Samuel Young,	Georgia.
Young, Susan	Samuel Young,	Georgia.

Register of Pupils.

Name.	Parent or Guardian	State.
Young, Jesse G.	C. H. Young,	Georgia.
Young, Amy	C. H. Young,	Georgia.

Boarding Pupils	69
Day Pupils	151
Total	220

Classification of Pupils.

Bible	111	Psychology	21
English	113	Theory and Practice ..	13
Composition	109	History	57
French	40	Civil Government	3
German	27	Latin	42
Mathematics	65	Science	52
Ethics	2		

Physical Culture, 77 ; Art, 12 ; Free-hand Drawing, 59.

Department of Music.

Piano	64	Violin	5
Voice	26	Harmony	9

Primary and Preparatory Department.

Arithmetic	119	History	71
Algebra	24	Latin	33
Bible	46	Reading	111
Composition	102	Science	30
English	102	Spelling	127
French	7	Writing	76
Geography	70		

GRADUATES.

Session 1893.

Scientific Course—

Mary Josephine Barnett ----- Atlanta, Ga.
Mary Mack ----- Fort Mill, S. C.

Session 1894.

Classical Course—

* Mary Mel Neel ----- Griffin, Ga.

Session 1895.

Classical Course—

Florence Olivia McCormick ----- Bessemer, Ala.
Orra Hopkins ----- Warm Springs, Va.
Sallie Allen Watlington ----- Dayton, Ala.
Winifred Quarterman ----- Marlow, Ga.
Margaret F. Laing ----- Atlanta, Ga.
Anna Irwin Young ----- Atlanta, Ga.

Session 1896.

Classical Course—

Martha Edwards Cardozo ----- Lunenburg, Va.
Mary Ethel Davis ----- Decatur, Ga.
Olive Laing ----- Atlanta, Ga.
Mary Ramsey Strickler ----- Richmond, Va.

Scientific Course—

† Leonora Augusta Edge ----- Beuna Vista, Ga.

* Mrs. W. J. Kendrick.

† Mrs. T. L. Williams.

Graduates.

Session 1897.

Scientific Course—

Caroline Haygood. Atlanta, Ga.
Lillie Wade Little Macon, Ga.
Cora Strong Walhalla, S. C.

Literary Course—

Julia Palmer Whitfield Monticello, Fla.

THE ANNUAL.

This is a handsomely printed and illustrated publication gotten out by the student body, entitled *Aurora*. Besides much interesting historical matter, it gives a full representation of student life at Agnes Scott in its various phases.

NEED OF THE INSTITUTE.

The institute was founded for a great purpose; *The Glory of God in the Higher Christian Education of Woman*. For the accomplishment of this purpose more than \$125,000.00 has been contributed in grounds, buildings, equipment and support. But the advance in female education has been so great in recent years that now equally as fine advantages are demanded for our daughters as for our sons. If this institution is to meet this demand, and most fully and successfully accomplish the great purpose for which it was founded, it yet has great needs.

Some of these are :

I. AN ADDITIONAL BUILDING.—There is now urgent need for a new building which would supply

larger chapel, art studio, library, gymnasium and additional dormitories.

3. ENDOWMENT.—At present the institute has no endowment. There are many reasons why this is needed. It is needed to secure and retain the best teachers; to keep up the buildings and equipment; to provide suitable library and apparatus; to guard against contingencies; to offer the best advantages at a minimum cost; to insure the highest efficiency and permanency of the Institute. This endowment may be made either by a general endowment fund to be used for the Institute at the discretion of the Board of Trustees, or by endowing Professorships or Scholarships.

3. SCHOLARSHIPS.—We often have applications from worthy young women for aid in securing an education. While we are always glad to do what we can our ability is limited. There is great need both for endowed scholarships and annual scholarships. The sum of \$5,000.00 will endow a scholarship for a boarding pupil; or \$1,000.00 for a day pupil. The sum of \$250.00 will procure a scholarship for a boarding pupil for one year; or \$50 for a day pupil.

Any who may desire to aid in this great work are requested to correspond with the President.

Form of Bequest or Devise.

The Agnes Scott Institute is a corporation created by and existing under the laws of the State of Georgia, and a proper form of bequest would be as follows :

The Alumnae Association.

“To The Agnes Scott Institute, I give and bequeath the sum of Dollars, (or I devise a certain tract or parcel of land, etc.,) to be used by the Trustees for the use of said Institute, as provided for in its charter.”

THE ALUMNAE ASSOCIATION.

During the commencement of 1895 the Agnes Scott Alumnae Association was organized. Since its organization a scholarship fund has been established, and a successful Reading Circle formed.

The object of the Association is to strengthen the interest of those who have been connected with the school in each other and in the Institute, to place them in a helpful relation toward it, and to arouse and quicken interest in Christian education.

Already great interest and enthusiasm have been manifested, and the results have been very gratifying to the Alumnae, to the trustees of the Institute and to their many friends.

Any donation to the Scholarship Fund will be gratefully received by the Alumnae, whether it be large or small. The money will be sacredly guarded and faithfully used for the cause of education. Another object is hoped to be attained by the securing of contributions, and that is the enlistment of the interest and sympathy of every one who aids this noble cause.

Any money for this cause will be received and receipted for by the President of the Institution.

Musicales and Recitals.

The following are some of the recitals given during the past year:

Thursday Evening, Dec. 2, 1897.

PROGRAM.

1. Trio for piano, violin and violoncello,
op. 21, *Dvorak.*
First movement.
Miss Hunt, Mr. Pappenheimer and Mr. Maclean.
2. The Two Grenadiers, *Schumann.*
Mr. Pearson.
3. Violoncello solo, $\left\{ \begin{array}{l} a. \text{ Air from Suite, . . } \textit{Bach.} \\ b. \text{ Prize-song from} \\ \text{ "Meistersinger," } \textit{Wagner.} \end{array} \right.$
4. Entreaty, *Meyer-Helmund.*
Mrs. Pearson.
5. $\left\{ \begin{array}{l} a. \text{ Ballet from "Orpheus," . . . } \textit{Gluck.} \\ b. \text{ Marguerite's song from "Faust," } \textit{Berlioz.} \end{array} \right.$
Miss Hunt, Violin. Mr. Pappenheimer, 'Cello.
Miss Clark, Piano. Mr. Maclean, Organ.
6. Vocal Duet. Love's Command, *Goring-Thomas.*
Mr. and Mrs. Pearson.
7. Largo (for violin, 'cello, piano and organ), *Handel.*

Musicales and Recitals.

Thursday Evening, April 21, 1898.

PROGRAM.

TRIO—D minor, for Piano, Violin
and Violoncello, *F. Mendelssohn.*

ALLEGRO MOLTO.

ANDANTE CON ESPRESSIONE.

Finale—ALLEGRO ASSAI APPASSIONATA.

SONGS—From thy dear eyes, *F. Ries.*

Evermore lost to me,

King Henry III, (1574.)

To the Sunshine, *Schumann.*

VIOLIN SOLO—Adagio Pathetique }
Canzonetta, } *B. Godard.*

VIOLONCELLO SOLO—Romanza, *E. A. McDowell.*

Cradle Song, *B. Godard.*

SONG—Bright Star of Love, *Robaudi.*

(With Violin Obligato.)

NORWEGIAN DANCES, *E. Grieg.*

Mrs. S. M. Burbank, Contralto.

Miss Anna E. Hunt, Violin.

Mr. Oscar Pappenheimer, Violoncello.

Mr. Joseph Maclean, Piano.

Recital, Friday Evening, April 15, 1898.

PROGRAM.

QUARTETT—My hame is where the
heather blooms *DeKoven.*
{ Misses McClellan, Snook, }
{ Williams and Gilmore. }

PIANO SOLO—Pas des Amphores . . . *Chaminade.*
Miss Clara Smith.

VOCAL DUET—Fly away, Birdling . . . *F. Abt.*
Misses McClellan and Gilmore.

PIANO SOLO—*a.* La Cinquantaine . *Gabriel-Marie.*
b. At the Spinning Wheel . *Schultze.*
Miss Annie Grace Hannah.

SONG—My little love. *Hawley.*
Miss Snook.

PIANO SOLO—*a.* Scherzino. *E. Schuett.*
b. Hungarian Dance . *F. Borowski.*
Mrs. R. E. Barry.

QUARTETT—Last Night *H. Kjerulf.*
{ Misses McClellan, Snook, }
{ Williams and Gilmore. }

Musicales and Recitals.

Recital, Wednesday Evening, May 18, 1898.

PROGRAM.

- Waltz, D flat *P. Scharwenka.*
Miss Addie Boyd and Mr. Maclean.
- Sing, Nightingale *H. Kjerulf.*
Miss Carrie Lou Montgomery.
- Introduction and Allegro *Joachim Raff.*
Miss Hilda Schaefer.
- Constancy *Webster.*
Miss Emma Kirkpatrick.
- Sorrentina *Th. Lack.*
Petite Mazurka *W. Sapellnikoff.*
Miss Lila Rabun.
- Passing out of the Shadows *Hoskins.*
Autumn Song *E. Nevin.*
Miss Nannie Gilmore.
- A Music Box *A. Liadow.*
Reveille of the Birds *C. Lysberg.*
Momento Giojoso *Moszkowski.*
Miss Ethel Lawton.
- Spring Song *W. H. Neidlinger.*
Miss Ray Boylan.
- The Carnival *H. Hofmann.*
Misses Ethel and Mabel Lawton.

Recital, Thursday Evening, May 19, 1898.

PROGRAM.

- Sonata for Piano and Violin, op. 12, No. 1,
Allegro con Brio . . . *Beethoven.*
Misses Mamie Tillson and Clara Smith.
- Berceuse *Gaston de Lille.*
Miss Sadie King.
- Spring Song *Oscar Weil.*
Miss Ethel Lawton.
- Barcarole *E. A. MacDowell.*
Miss Clara Smith.
- Hush-a-bye *Gerard Lane.*
Miss Nellie Rawls
- Legende *C. Bohm.*
Miss Mamie Tillson.
- The Chase *J. Rheinberger.*
Album-Leaf *E. Grieg.*
Miss Corinne Cotten.
- Staccato Polka *R. Mulder.*
Miss Nellie Rawls.
- Hungarian Rhapsody (for two pianos) . . *J. Loew.*
Misses Smith and Cotten.

Musicales and Recitals.

Recital, Friday Evening, May 20, 1898.

PROGRAM.

Norwegian Dance, A major *E. Grieg.*

Hunting Song *H. Hofmann.*

Misses Leola Birdsong and Clyde White.

Quel Ruschelletto *Paradies (1710).*

Ma Charmante Marguerite *Old French.*

Miss Martha Simpson.

Serenade *C. Chaminade.*

The Butterfly *E. Grieg.*

Miss Mary L. Duncan.

Lithuanian Song *F. Chopin.*

Miss Belle Crane.

Norwegian Peasant Dance *E. Haberbier.*

Miss Nellie Mandeville.

Ave Maria *St. Saens.*

Misses E. and M. Lawton.

Pierrette *C. Chaminade.*

Miss Leola Birdsong.

A Spray of Myrtle, Evening, from

“Brautlieder.” *P. Cornelius.*

Miss Snook.

Étude *E. Neupert.*

At the Spinning-Wheel *C. Schultze.*

Miss Annie G. Hannah.

Ye Who Have Yearned Alone *P. Tschaikowski.*

Ritornelle *C. Chaminade.*

Miss Belle Crane.

Musicales and Recitals.

Monday Evening, May 30, 1898.

PROGRAM.

- Evening Song *F. Abt.*
Misses McClellan and Gilmore.
- Gavotte and Bourree *Bach.*
Canzonetta *J. L. Nicode.*
Will-o-the-Wisp *A. Jensen.*
Miss Estelle Pattillo.
- “Ah! Rendimi,” from “Mitrane.” . . . *Rossi.*
Miss Edith Williams.
- In the Hammock *E. A. MacDowell.*
March *A. Hollaender.*
Miss Clyde White.
- O, Sunny Beam *R. Schumann.*
French Dance Song *E. Hildach.*
Miss Marian McClellan.
- Praeludium in E major *Bach.*
Murmuring Zephyrs *Jensen-Niemann.*
Siegmond's Love Song *F. Bendel.*
Miss Jeannette Craig.
- Break, Break, Break *Whitney Coombs.*
Miss Edith Williams.
- Prelude and Fugue *Bach.*
Scotch Poem *E. A. MacDowell.*
To the Spring *E. Grieg.*
Miss Jean Ramspeck.
- The Lonely Rose *G. Hermes.*
Misses McClellan, Williams and Gilmore.
- Fantasie, C minor *Bach.*
Valse, E minor *F. Chopin.*
Hungarian Dance *F. Borowski.*
Mrs. R. E. Barry.

INDEX.

Board of Trustees	5
Officers and Instructors	6-9
Lecturers	10
Calendar	11
Agnes Scott Institute	13-15
Admission	15-16
Collegiate Department	17
School of English	17-19
Reading Courses for 1898-99	20-21
School of Mathematics	21-22
School of Science	22-26
School of the Bible and Ethics	27-29
School of History	29-31
School of Philosophy	31-32
School of Ancient Languages	32-36
School of Modern Languages	36-38
School of Pedagogy	38-39
Courses of Study, Tabular Statement of	40
Description of Courses of Study	41-45
Schedule of Recitations	46
Preparatory Department	47-50
Primary Department	51-52
School of Music	53
Piano	53-54
Organ	54
Violin	55
Voice Culture and Art of Singing	55-56
Mandolin and Guitar	56
Theory	57
Harmony	57

Index.

School of Music—*continued*—

Musical Science	57
History of Music	57-58
Certificates	58
Collegiate Department	59
Department of Art	60-61
Elocution	62
Examinations	63
Reports	63
Blue List	63
Certificates and Diplomas	64
Diplomas	64
Scholarships and Medals	64-66
General Information	67
Location	67
Buildings	68
Institute Home	72
Outfit	75
Health and Physical Training	75
Physical Culture	76
Library and Reading-Room	79
Societies	81
Scholarships	82
Religious Features	83-84
Expenses	84-88
Suggestions to Parents or Guardians	88-90
Register of Pupils	91-98
Classification of Pupils	98
Graduates	99-100
Annual	100
Need of the Institute	100-102
Alumnæ Association	102
Programs of Musicales and Recitals	103-109