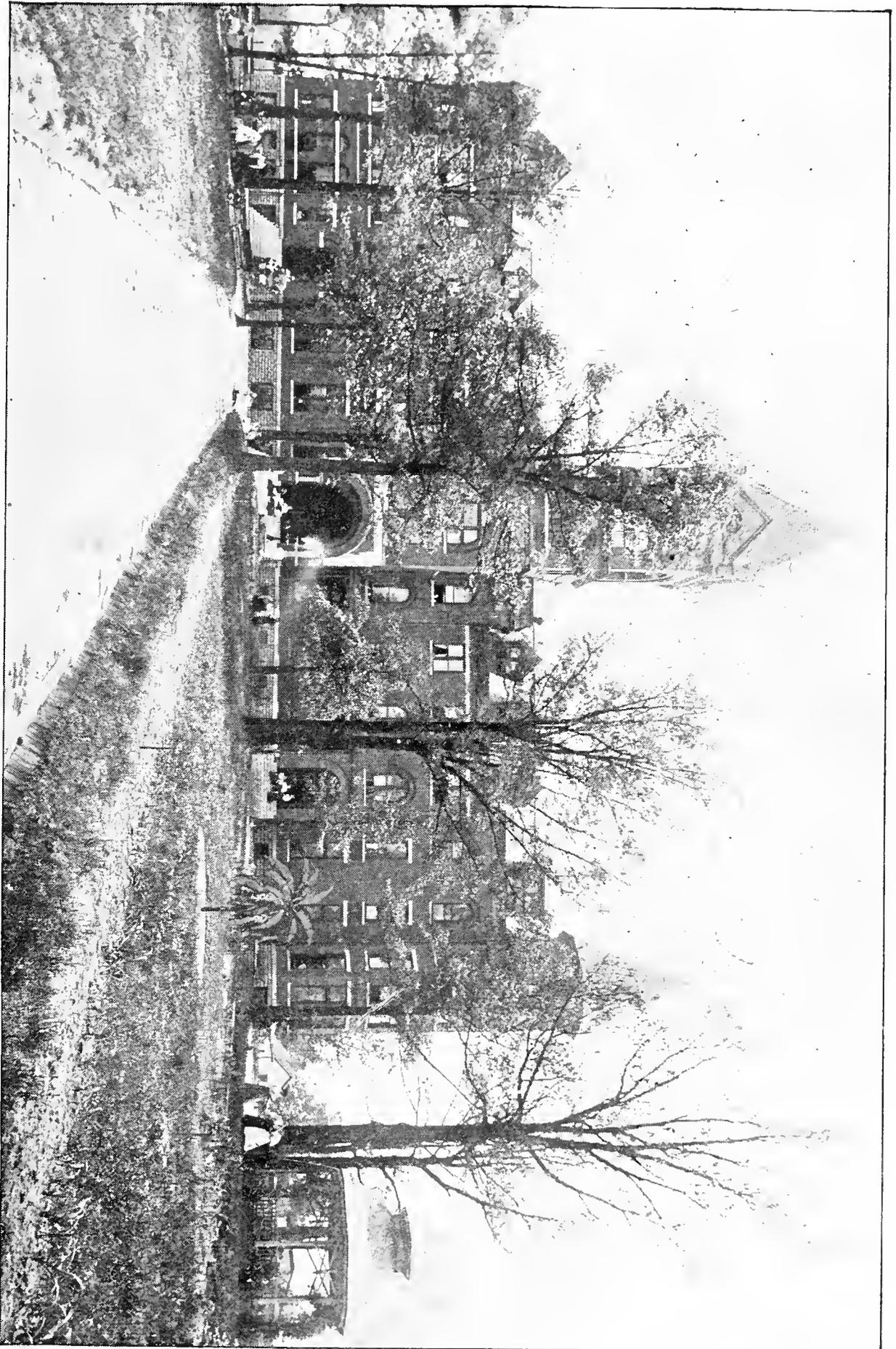


ELEVENTH
ANNUAL CATALOGUE
AND
ANNOUNCEMENT
OF
AGNES SCOTT INSTITUTE,
DECATUR, GEORGIA.
1899-1900.

ATLANTA, GA.
The Franklin Printing and Publishing Co.
1900.



AGNES SCOTT INSTITUTE.

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Calendar.

1900-01.

FALL TERM.

September 5th, 1900, to January 16th, 1901.

CHRISTMAS HOLIDAYS.

Begin December 20th; end December 31st, 1900.

SPRING TERM.

January 17th to May 29th, 1901.

COMMENCEMENT SERMON.

Sunday, May 26th, 1901.

COMMENCEMENT DAY.

Wednesday, May 29th, 1901.

Agnes Scott Institute.

THE AGNES SCOTT INSTITUTE began its career in a rented building September, 1889, under the auspices of the Decatur Presbyterian church. The following Spring, Colonel Geo. W. Scott, an elder of the church, generously proposed to give \$40,000 to provide a permanent home for the school. The Board of Trustees having gratefully accepted this offer, Colonel Scott began at once to carry into execution his plans. He purchased the beautiful lot upon which the Institute now stands, containing about five and a half acres. After a personal inspection of school buildings in the North, he had erected under his own supervision the present elegant structure. After completing it he furnished it throughout in the best manner. When he had finished what he had undertaken, he had paid out \$112,500, instead of the sum he had originally proposed to give. For this splendid property Colonel Scott delivered deeds to the Board of Trustees, and it was dedicated to the cause of the Christian education of young women November, 12, 1891, in the presence of the Synod of Georgia. In recognition of this great gift, the Board of Trustees gave the institution the name of Colonel Scott's sainted mother, Agnes Scott. Since his original gift, he has added fully \$8,000 in improvements, making a permanent investment of \$120,000.

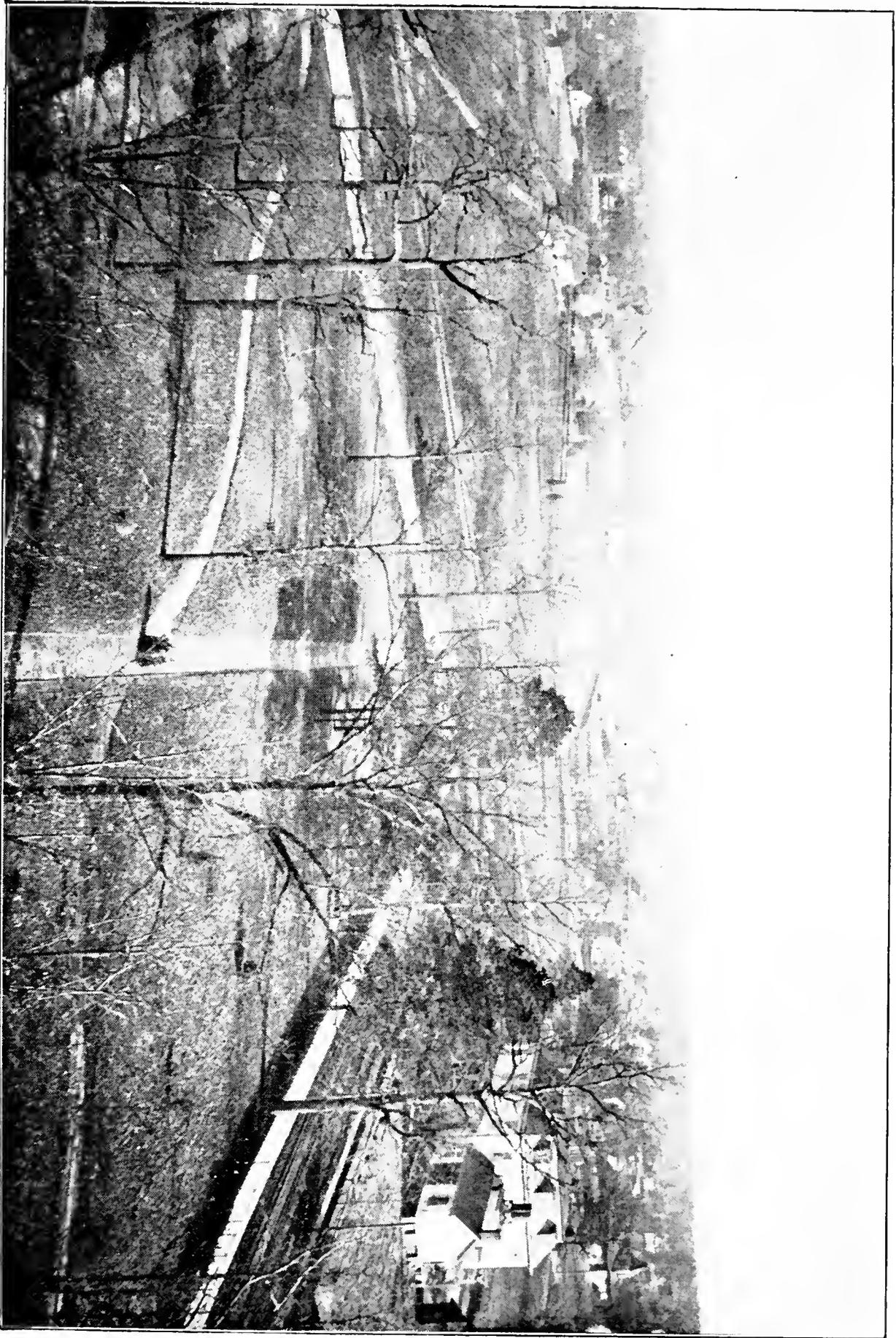
Agnes Scott Institute.

LOCATION.

Decatur, the county site of DeKalb county, is a town of some 2,000 inhabitants on the Georgia Railroad, six miles east of the Union Depot, Atlanta. All the conditions of healthfulness seem to be met perfectly here: an elevation of 1,050 feet; no large streams or bodies of water near enough to give dampness to the atmosphere; fine freestone water; excellent drainage, and freedom from malaria. There are Presbyterian, Methodist and Baptist churches with resident pastors, and also an 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 nearness and accessibility of Decatur to Atlanta render available all the advantages of the city. Besides the Georgia Railroad with frequent passenger trains, there are two electric lines with twenty- and thirty-minute schedules. It thus is made entirely convenient and practicable for the students to attend the lecture and concert courses in the city, always, of course, accompanied by teachers. During the past session some of the most noted lecturers in the profession have visited Atlanta, while among the musical attractions were Thomas' orchestra and Paderewski. All things considered, it would seem difficult to find a location combining more advantages for a great institution of learning than this.



VIEW OF SECTION OF DECATUR, LOOKING NORTH FROM INSTITUTE.

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 basement. The laboratory, engine-room, electric light plant, 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, 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, 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 sanitation has been arranged with the utmost care, and is regularly inspected and kept in order.

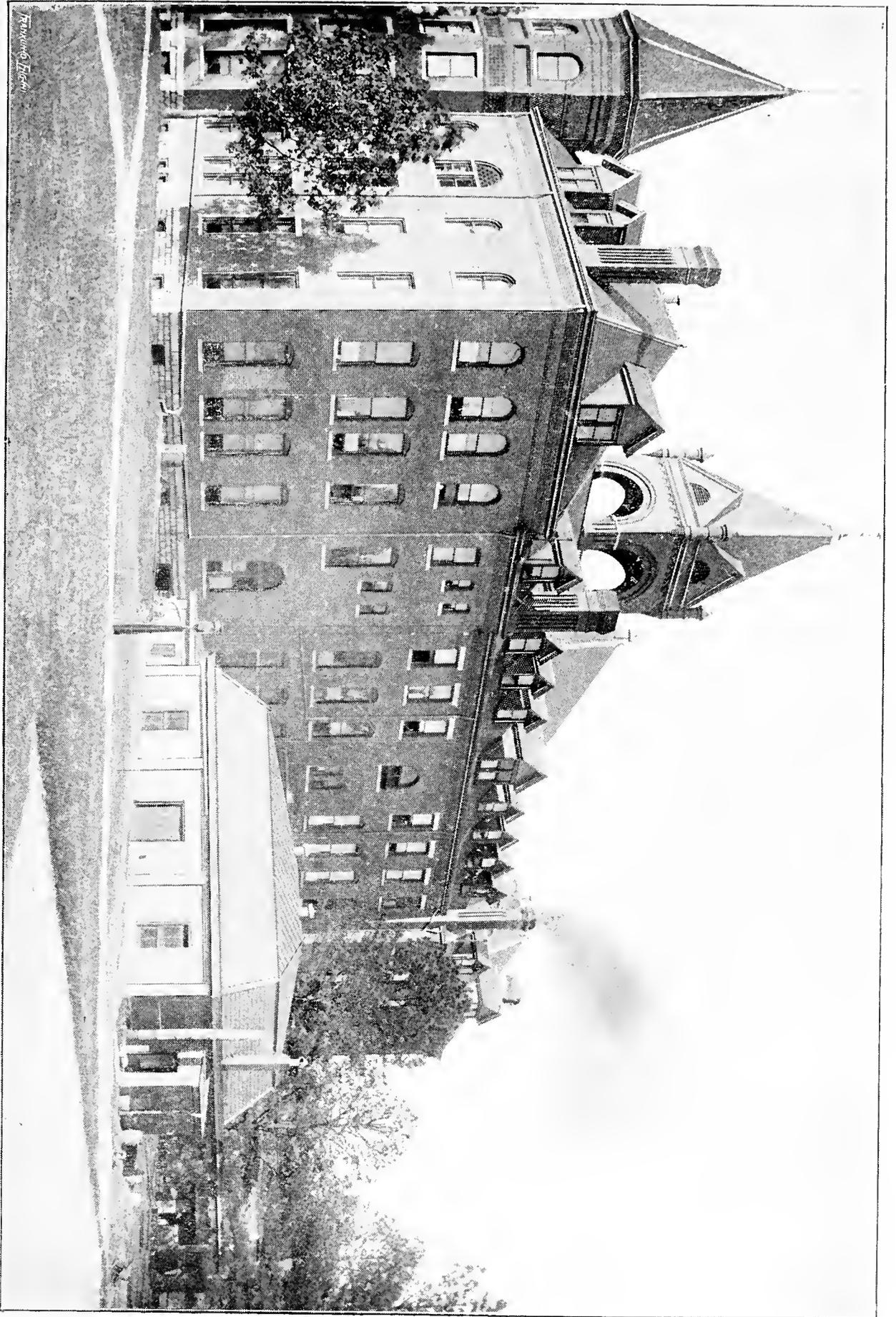
Agnes Scott Institute.

OBJECT OF THE INSTITUTE.

The glory of God in the higher Christian Education of young women. The founders of the institution believe that God in His Word has 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 carefully guards and promotes her physical development; which gives thorough mental training and furnishing; which gives that refinement and those accomplishments which adorn womanhood; and which, *above all*, forms and develops 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 two Courses, Classical-Scientific and Literary, with electives to suit all.
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



FRANKLIN TOWN

REAR VIEW OF BUILDING.



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.

7. *By making the religious features of the Institute such as are adapted to form and develop* CHRISTIAN CHARACTER.

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.

AGNES SCOTT CHRISTIAN BAND,

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

Agnes Scott Institute.

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.

While the above are the *means* by which the authorities of the Institute seek to accomplish the great object 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.

All pupils are advised to pursue a regular course. The wide-spread lack of thorough preparation often causes serious disappointment to applicants for the collegiate department.

It is therefore urged that pupils give the most careful attention to preparatory work.

A *thorough* study of the following subjects is required as preparation for the Freshman class.

Mathematics.

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

(b) *Algebra*.—Through Quadratics.

Latin—Classical Course.

Tuell and Fowler's First Latin Book or its equivalent, and Gate to Cæsar. After the session of 1900-

1901, two books of Cæsar will be required in addition to the above.

English.

(a) *Grammar*.—Reed and Kellogg's Higher Lessons in English or an equivalent.

(b) *Rhetoric*.—Lockwood's Lessons or an equivalent. The pupil must be able to write a creditable composition, correct in spelling, punctuation, use of capitals, and grammatical form.

Science.

(a) *Physical Geography*.—Maury's or an equivalent.

(b) *Physiology*.—Blaisdell's Practical Physiology or an equivalent.

History.

Elementary histories of Greece and Rome.

After considerable experience, it is deemed best not to subject applicants for admission to the Freshman class (or Academic classes) to a rigid entrance examination.

Such examinations place pupils at a disadvantage, and are therefore not a true test. Hence, students will be admitted on *probation* to the above classes by certificates from accredited schools; and changes, if necessary, will be made after actual test in daily recitations.

ADVANCED CLASSES.

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

SPECIAL STUDENTS.

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

Course of Instruction.

COLLEGIATE DEPARTMENT.

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

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

ENGLISH LANGUAGE AND LITERATURE.

Miss Lytle.

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 and give insight into the times of which they are

Course of Instruction.

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.

First 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 poetry of Scott, Keats, Tennyson, Burns, Goldsmith, and Lanier.

Essay-Work.—Formal essays, subjects assigned; weekly one- or two-page themes.

Required Reading.—Goldsmith's 'The Vicar of Wakefield'; George Eliot's 'Silas Marner'; Dickens' 'A Tale of Two Cities'; Pope's 'Iliad', Books I, VI, XXII, and XXIV.

Second 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 of Macaulay studied with reference to sentence and paragraph structure. Exercises in narration, description, outlining, and much other written work required.

Literature.—Three of Shakespere's plays, Hamlet, King Lear, Macbeth (or any others the teacher may select); Marlowe's Edward II.; Paradise Lost,

Course of Instruction.

Books I and II; Lycidas, Comus, L'Allegro and Il Penseroso; Lamb's Essays of Elia; De Quincey; and Burke's Speech on Conciliation with the American Colonies.

Essay-Work.—Formal essays, subjects assigned; weekly themes.

Required Reading.—Shakespeare's The Merchant of Venice, Coriolanus, A Midsummer Night's Dream; Marlowe's The Jew of Malta; Beaumont and Fletcher's Philaster; George Eliot's Romola; Blackmore's Lorna Doone; Hawthorne's The Marble Faun.

Third Year.

(Three hours a week.)

History of the English Language and Advanced English Grammar.

Literature.—Careful study of the Prologue, The Knight's Tale (or some other of the Canterbury Tales); The Faerie Queen, Book I; Carlyle's Hero Worship; Coleridge's Principles of Criticism; and selections from Newman and Arnold.

Essay-Work.—Formal essays, subjects assigned; weekly themes.

Required Reading.—De Quincey's The Flight of the Tartar Tribes and The Opium Eater; Dryden's Palamon and Arcite; Addison and Steele's The De Coverley Papers; Carlyle's The Diamond Necklace and Essay on Burns; Mrs. Browning's Aurora Leigh; George Eliot's Felix Holt; Thackeray's Vanity Fair, or The Newcomes.

Fourth Year.

(Two hours a week.)

(a) History of English Literature; library work.

Course of Instruction.

(b) Anglo-Saxon ; Bright's Anglo-Saxon Grammar and Reader. If sufficient progress is made, the class will study also Stopford Brooke's History of Early English Literature.

(c) The Study of Poetry.

At this point the student is introduced to different views as to the nature of poetry, especial attention being given to the opinions of such writers as Emerson, Stedman, Coleridge, Carlyle and others. These principles are then applied in a critical study of the poetry of Wordsworth, Coleridge, Browning and Shelley.

For a *certificate* in this school all of the work is required ; for *graduation*, years one, two and three, and any one of the studies in the fourth year.

SCHOOL OF MATHEMATICS.

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. Frequent written tests are given, and no pupil is allowed to advance unless thoroughly prepared to do so.

First Year.

(Five hours a week.)

Involution and Evolution, Fractional and Negative Exponents, Radicals, Quadratic Equations, Ratio and Proportion, Arithmetical, Geometrical and Harmonical Progression ; about two books of

Course of Instruction.

Geometry, with numerous exercises for original solution. Required of all candidates for graduation.

It is found necessary to emphasize the fact that the preparation *essential* for this course is a good knowledge of Arithmetic and of Algebra to Involution, special stress being laid upon Factoring.

The text-books used are Hall's Algebra and Wentworth's Geometry.

Second Year.

(Four hours a week.)

Geometry, Plane and Solid. Original demonstrations of propositions forms a very important part of this course. Required of Classical-Scientific students.

Text-books—Wentworth's Geometry ('99 edition).

Third Year.

(Four hours a week.)

Plane and Spherical Trigonometry, including applications of the principles of Spherical Trigonometry to problems relating to the celestial sphere. This is followed by a course in Higher Algebra, embracing the subjects of Permutations and Combinations, Undetermined Coefficients, Binomial Theorem, Summation of Infinite Series, Exponential Equations.

A good training in the original solution of Geometrical problems is a necessary preparation for this course. Required of Classical-Scientific students.

Text-books—Wentworth's Trigonometry, Wells' University Algebra.

Course of Instruction.

Fourth Year.

(Four hours a week.)

Analytical Geometry: Elective (Text-book: Wentworth.)

Arithmetic. Review of the entire subject. Required of Normal Students.

Fifth Year.

(Four hours a week.)

Differential Calculus (Elective).

From time to time during the year lectures on the History of Mathematics will be given.

SCHOOL OF PHYSICAL AND BIOLOGICAL SCIENCES.

H. B. Arbuckle.

Miss Annie Gash.

A.—Chemistry.

I. INORGANIC CHEMISTRY.—This course consists of lectures, recitations, and laboratory work in inorganic chemistry, using Remsen's Inorganic Chemistry (briefer course) as basis of the work. Laboratory work is essential. No student who is not faithful and persevering in this branch of the work will be promoted. 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 execute certain experi-

Course of Instruction.

ments 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.

A brief course of lectures on the simpler compounds of carbon of the aliphatic and the aromatic series will close this year's work.

This course is designed to give that general knowledge of chemical facts and phenomena that is the prerequisite of a liberal education, and to cultivate correct habits of observation and manipulation.

Recitations three hours per week throughout the year; laboratory work three hours per week.

Each student is required to keep a record of her laboratory work. The care and originality shown in this record will be an important factor in the determination of class-standing.

Students applying for admission to higher classes must furnish evidence of systematic laboratory work in chemistry, as it is the quality and not the quantity of their work in chemistry that will be considered. Laboratory books must, therefore, be presented before the student is admitted to examination.

Text-books—Remsen's Briefer Course in Inorganic Chemistry and Remsen's Organic Chemistry.

Books of Reference—Mendeléeff's Principles of Chemistry and Remsen's Inorganic Chemistry.

2. (a) ORGANIC CHEMISTRY.—This class meets

twice a week throughout the year for a more extended study of the compounds of carbon, and regular hours of laboratory work will be required of the students taking this course.

Text-book—Remsen's Organic Chemistry.

Books of Reference—Bernthsen's Organic Chemistry.

(b) QUALITATIVE ANALYSIS.—This course offers students the opportunity of acquiring a practical knowledge of qualitative analysis. It is essentially a laboratory course, seven hours per week being required in the laboratory. This class recites once a week.

Text-book—Odling's Practical Chemistry and Muter's Analytical Chemistry.

Books of Reference—Vollhard.

3. (a) QUANTITATIVE ANALYSIS.—The most common methods of gravimetric and volumetric analysis are studied in this course, and the students will be drilled by the many practical analyses which will be required. This year's work will be given only to those students who have chosen the special chemistry course. Laboratory work, seven hours a week.

Text-book—Cairn's Quantitative Analysis.

(b) ORGANIC PREPARATIONS.—A general course in organic preparations is offered during the latter portion of the last year to the students taking the special chemistry course. The work will be selected from the books of Levy and Gattermann on Organic Preparations. Laboratory work, seven hours a week.

Course of Instruction.

The Institute has recently provided a separate building for laboratory purposes.

This building is near the engine and dynamo rooms, and is, therefore, supplied with steam heat, electricity, and hot and cold water.

The chemical laboratory is well equipped for general experimentation, having a good stock of inorganic and organic chemicals, convenient laboratory desks, and a complete assortment of the necessary laboratory apparatus.

Some of the best reference books and current scientific journals are kept in the library. In the Balance room is found the Becker balance of high grade. The students in Analytical and Organic Chemistry are now enabled to undertake full courses in laboratory work, and those who take General Chemistry have all the laboratory advantages they could wish.

B.—Physics.

There are two courses offered in Physics.

1. **INTRODUCTORY PHYSICS.**—This class recites three hours a week and meets in the laboratory three hours a week. This course is elementary, and designed to present the simpler laws and principles of Mechanics, Heat, Sound, Light and Electricity.

Text-book—Wentworth and Hill's Physics.

2. **GENERAL PHYSICS.**—This is a more extended course, embracing a general study of Mechanics, Sound, Heat, Light, and Electricity, and the solution of a large number of problems under each of the branches named. The lectures and recitations

will be enforced by numerous demonstrations, and regular time will be provided for in the laboratory.

The laboratory is being equipped year by year with the necessary apparatus. During this year several very valuable pieces of apparatus have been added. Recitations three hours per week.

Text-book—Avery's Principles of Physics.

Books of Reference—Barker's Physics and Ganot's Physics.

C.—Biology.

The Biological department is provided with very fine compound microscopes, dissecting implements, and sectioning and staining apparatus, and the students are thus enabled to do a large amount of practical work. There are four courses offered in this department.

I. GENERAL BIOLOGY.—This is a practical course, 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-books 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.

Course of Instruction.

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.

This class will recite three times a week.

Text-books—Needham's Lessons in Zoology, Davis's Biology—Part I, and Bergen's Elements of Botany.

Books of Reference—Brook's Invertebrate Zoology, Comstock's Manual for Study of Insects, Gray's School and Field Botany, and Chapman's Botany.

2. STRUCTURAL BOTANY.—Microscopic methods are studied more in detail. Sectioning, staining, and mounting of slides are put to practical use in the study of the structure and relations of the different organs and parts of the plant. Recitations two hours a week. Laboratory work five hours a week.

Text-book—Strasburger's Practical Botany.

3. ANIMAL PHYSIOLOGY.—This course is designed to give the student a thorough knowledge of the functions of life as demonstrated in man and the higher animals. It is largely an experimental course in physiology, and so the student will carry out many of the studies in the laboratory. In connection with the work the dissection of a mammal will be required. This class meets four times a week.

Text-book—Martin's Human Body.

Books of Reference—Foster and Howell.

Course of Instruction.

4. ANIMAL MORPHOLOGY.—This is a laboratory course offered to students who have completed General Biology (1). It embraces a study of the morphology and embryology of simple invertebrate and vertebrate types, and a brief course in comparative Osteology. This class meets twice a week, and spends seven hours a week in the laboratory.

Text-books—Sedgwick and Wilson's Biology, Brooks' Invertebrate Zoology, Quain's Osteology.

D.—Geology.

1. (*a*) Mineralogy and Crystallography are studied from a practical standpoint, resort being had to previously acquired chemical knowledge for identification of minerals; (*b*) Petrography will embrace a study of the origin, physical properties, distribution and classification of rock structures; (*c*) 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; (*d*) 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.

This class recites three hours a week.

Text-book—LeConte's Geology.

Book of Reference—Dana's Mineralogy and Geikie's Geology.

Through the kindness and generosity of Mr. N. P. Pratt, Dr. D. A. Shumate, Colonel Geo. W. Scott and others, a mineralogical cabinet of over

Course of Instruction.

300 choice specimens has been recently added to this department, which will be of great value to the geological students.

E.—Astronomy.

This course in Astronomy is based on Young's General Astronomy. A knowledge of Trigonometry and Analytical Geometry is necessary.

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 adds much interest to these studies.

Text-book—Young's General Astronomy.

Reference—Newcombe & Holden.

SCHOOL OF THE BIBLE.

Dr. Gaines.

This is a three years' course, beginning with Sophomore year. 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.

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 :

First Year.

(Two hours a week.)

1. From the Creation to the Kingdom ; Text-books : The Bible ; Bible Course : Outline and Notes (Gaines) ; Manual of Biblical Geography (Hurlbut).

Course of Instruction.

Second Year.

(Two hours a week.)

2. From the Kingdom to End of Old Testament ; same text-books continued.

Third Year.

(Two hours a week.)

3. The New Testament ; same text-books continued, with the following additional : Harmony of the Gospel (Broadus) ; 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.

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

Course of Instruction.

periodicals, enables the pupils to prepare themselves for a weekly discussion of topics of the day and matters of general information.

First Year.

(Two hours a week.)

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

(a) The civilizations 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; the Iliad and 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 development of the constitution; the rise of the Plebeians; the internal weakness 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, Mahaffy's Social Life in Greece, Wilkin's Roman Antiquities, Creasy's Fifteen Decisive Battles, Bulfinch's Mythology, and standard historians.

Second Year.

(Two hours a week.)

2. Myers' Mediæval and Modern History.

Emerton's Introduction to the Middle Ages.

The settlement of the Teutonic peoples, the growth of the Christian Church, the Feudal System,

Course of Instruction.

the Crusades, the rise of the Free Cities, the Renaissance, the Reformation, are leading topics.

Reference books—The Epoch series of histories, Guizot's History of Civilization, Froude's Studies, Duruy's History of the Middle Ages.

Third Year.

(Two hours a week.)

3. 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 in general as for the above course, adding Fyffe's History of Modern Europe, Guizot's History of France, V. Hugo's "Ninety-three."

Fourth Year.

(Two and a half hours a week.)

4. (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 attainment of self-government, the political and social reforms 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; Feilden's Constitutional History.

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

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

For a certificate in this school, a review of the History of the United States (one hour a week) is required in addition to the above.

SCHOOL OF PHILOSOPHY.

Miss Sheppard.

This school includes Psychology, Logic, History of Philosophy, Ethics and Pedagogy. For a certificate of proficiency the entire course must be completed. Psychology, Elementary Logic and Ethics are necessary to graduation in either Classical-Scientific or Literary course. Pedagogy is elective, and is designed especially for those who desire to make teaching a profession. Effort is made to inculcate the great principles underlying the science of education. History of Philosophy and Advanced Logic belong to elective groups of studies. Ethics cannot be pursued previous to Psychology.

PSYCHOLOGY.

I. *Psychology*.—This course is not taken up until the Junior year. Besides recitations from the textbook, collateral reading, class discussions and lectures are employed. The great object of the course

Course of Instruction.

is to give a thorough grounding in a sound psychology, and to enable the student to reason clearly and correctly.

2. *Elementary Logic.*—This is taken in connection with Psychology. Attention is confined to Formal Logic. Terms, propositions and syllogistic reasoning are considered.

Recitations: Two hours a week throughout the year.

Text-books—Hopkins and Poland with reference to Compayre, Dewey, Porter, James, Ladd, Bowen and others.

ETHICS.

1. *Theoretical Ethics.*—Study is made of the Sensibilities, the Will, and Theories of the Ethical Sentiments.

2. *Practical Ethics.*—The First Principles of Social Ethics are discussed and their application to the Individual, the Family, the State and Property. Special Relations and Relations to God are considered.

Recitations—Two hours a week throughout the year.

Text-books—Dabney's Practical Philosophy and Hopkins' Law of Love and Love as a Law, with references to other authors. Written exercises, including essays, reviews and critical comparisons are required.

PEDAGOGY.

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

Course of Instruction.

Recitations—Two hours a week throughout the year.

2. 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.

Recitations : —Five hours a week throughout the year.

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.

Work in this department occupies two years, and can not be elected previous to the study of Psychology.

LOGIC.

1. Elementary Logic must be pursued in its proper place before Advanced Logic can be elected.

2. Advanced Logic : Formal Logic is studied more exhaustively than heretofore, and Material Logic including Intuition, Analogy, and Truth of Thought in general, is pursued.

Recitations—Two hours a week throughout the year.

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

HISTORY OF PHILOSOPHY.

1. Domain, Divisions and Development of Philosophy.

2. Schools of Philosophy, ancient, mediæval and modern.

Course of Instruction.

Recitations—Two hours a week throughout the year.

Text-books—James, Ladd and others, with constant library work. This subject can not precede Psychology.

SCHOOL OF ANCIENT LANGUAGES.

LATIN.

Miss Morrow.

The first two years are given largely to the study of forms and syntax and to their practical application in translation and in prose composition. Sight-reading and writing are insisted on, as this gives a facility hard to acquire otherwise. Frequent abstracts of translated passages are made, and the geography and history of the text studied. During the last two years of the course, less time is given to form and syntactical work and more to the spirit and style of the writers. The translations are not so literal as in the early part of the course, though the use of good English is required in all the classes.

The Roman pronunciation is used. Students in this department are required to take the course in Roman History and Mythology given in the school of History, and also to take a course in Mythology.

The applicant for entrance must know thoroughly Collar and Daniell's, or Tuell and Fowler's First Latin Book, or an equivalent, and must have done some reading preparatory to beginning Cæsar.

Course of Instruction.

After the session of 1900-1901, two books of Cæsar will be required for entrance.

First Year.

(Four hours a week.)

Text-books—Gildersleeve-Lodge Latin Grammar (used through the whole course); Cæsar I.–IV., *Viri Romæ* for sight-reading; Parallel reading, Church's *Story of the Old World*; Daniell's *New Latin Prose Composition*.

Forms are reviewed and the rules of syntax are studied regularly in the Grammar, and applied in daily blackboard work and in weekly written exercises in prose composition.

Second Year.

(Four hours a week.)

Text-books—Cicero, *Selected Orations*, Vergil's *Æneid*, Books I.–IV.; Daniell's *New Latin Prose Composition*; parallel reading, Church's *Roman Life in the Days of Cicero*.

The prosody of the *Æneid* is studied, some papers on assigned subjects, sight-reading from easy passages, and some sight exercises are required.

Third Year.

(Three hours a week.)

(a) Text-books—Horace, *Selections*; Ovid, *Selections*; Letters of Pliny, Junior, selected for sight-reading; *Last Days of Pompeii*, parallel reading; Daniell's *Composition*.

The study of meter is continued in connection with the poems of Horace and of Ovid. Some sight exercises are required and some written translation with criticism of the author's style, manner-

Course of Instruction.

isms, etc. Pupils are encouraged to make metrical translation.

(Two hours a week.)

(b) Text-books—Catullus, Propertius and Tibullus, selections.

This class will study carefully Latin lyric and elegiac poetry, noting the poet's personal characteristics, his style, philosophy, mastery of the technique of his art, the influence of his surroundings on him, his influence on the thought of his times, etc.

Fourth Year.

(Three hours a week.)

(a) Text-books—Livy, XXI.–XXII.; sight-reading, Sallust; Tacitus' Agricola and Germania; sight reading, Cæsar, V.–VI.; Mackail's Roman Literature.

Papers on assigned subjects are required and monthly sight exercises in prose composition.

(Two hours a week.)

(b) Text-book—Vergil.

This class will study Vergil from a literary point of view, reading all the Æneid with critical study of it, and also reading largely from the Georgics and the Eclogues. They will endeavor to gain a comprehensive knowledge of the man and of his work and influence.

SCHOOL OF GREEK.*

Miss Morrow.

The methods of teaching will in this department be substantially the same as are used in the school

* Greek classes will not be organized for less than six pupils.

Course of Instruction.

of Latin. All pupils in Greek will be required to study Grecian history and mythology as given in the School of History, and a course in mythology.

First Year.

(Two hours a week.)

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

Second Year.

(Four hours a week.)

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 the easier passages will be given with prose composition and some easy sight exercises.

Third Year.

(Three hours a week.)

Plato's Apology and Crito, Dyer ; Thucydides' Fall of Platea and Plague at Athens, from Books II. and III., edited by Sutthery 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.

Fourth Year.

(Three hours a week.)

Æschylus, The Seven Against Thebes (Flagg) ; Sophocles' Antigone (Jebb) ; Jebb's Classical Greek Poetry ; sight-reading, Homer ; parallel work, pa-

Course of Instruction.

pers on assigned topics prepared by pupils and read before the class. During this year Prosody will be studied.

SCHOOL OF MODERN LANGUAGES.

FRENCH.

Miss Massie.

First Year.

(Three hours a week.)

I. La 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.

Second Year.

(Three hours a week.)

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

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

Third Year.

(Three hours a week.)

Macmillan's Third Year in French. Fortier's History of French Literature. Corneille's Le Cid, Racine's Athalie, Molière's L'Avare and Le Misanthrope. Selections from Victor Hugo. Exercises in composition, dictation, letter-writing and conversation.

Course of Instruction.

Fourth Year.

(Four hours a week.)

Literature of the Nineteenth Century studied.
Instruction given exclusively in French.

Aside from the reading done in the class-room, private parallel reading is required in this year, and in the year preceding.

Throughout the whole course French is used, as far as practicable, as the medium of instruction.

GERMAN.

Miss Sheppard.

First Year.

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

Second Year.

Deutsche Grammatik, Collar's Eysenbach; L' Arabiata; Stein's Exercises; First Part; Im Zwielight, Part II.; Immensee; Höher als die Kirche; Conversation and Written Exercises; Selections Memorized.

Third Year.

Deutsche Grammatik; Spanhoofd, Maria Stuart; Stein's Exercises, Second Part; Burg Neideck; Die Einsamen; Anfang und Ende; Es war Einmal; Wilhelm Tell; Iphigenie; Poems Memorized.

The explanation of class directions in German is given during the first few lessons of the study, and

Course of Instruction.

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.

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

Postgraduate Work.

Provision is made for postgraduate work in German. During the fourth and fifth years of study, attention is given to the Classics, as well as to the works of the best modern German writers. The nucleus for a German library has been donated by Drysen and Pfeiffer, of New York City.

COURSES OF STUDY.

Two courses of study are offered, viz.: the Classical-Scientific and the Literary, which are outlined on pages 49-53, showing the number of hours required in each year of each course. No student will be granted a diploma who has not satisfactorily completed the studies indicated in one of these courses.

There are no electives in either course in the Freshman and Sophomore years. In the Junior and Senior years only a certain number of studies, as indicated, are required, the rest being elective. Advisory committees from the Faculty will endeavor to direct each student into the special course best suited to her tastes and ability.

CLASSICAL-SCIENTIFIC COURSE.

Figures in parentheses refer to the years.

Freshman.	Hours per week.	Sophomore.	Hours per week.
English (1).....	3	English (2).....	3
Mathematics (1).....	5	Mathematics (2).....	4
Latin or Greek (1).....	4	Latin or Greek (2).....	4
History (1).....	2	French or German (1).....	3
Biology (1).....	3	Chemistry (1) or Physics(1)	3
		Bible (1).....	2
	<hr/>		<hr/>
	17		19

Course of Instruction.

Junior. Required.	Hours per week.	Senior. Required.	Hours per week.
Bible (2)	2	Bible (3)	2
English (3)	3	Mathematics (3)	4
French or German (2)	3	History (2) or (3)	2
Psychology (1)	2	Ethics (2)	2
Electives	7	Electives	7
	<hr style="width: 10%; margin: 0 auto;"/> 17		<hr style="width: 10%; margin: 0 auto;"/> 17

Elective Groups of the Classical-Scientific Course.

In addition to the required studies in the Junior and Senior years, *one* of the following groups must be chosen.

1. English—Special.

Junior.	Senior.		
English (4) <i>a</i>	2	English (4) <i>b</i>	2
Latin (3)	3	English (4) <i>c</i>	2
* German or French (2)	3	Latin and Literature, (4), or * German or French (3) ..	3
*(German, if French is elect- ed in the Sophomore year, and <i>vice versa</i> .)		*(German, if French is elected in the Sophomore year, and <i>vice versa</i> .)	

2. Latin—Special.*

Junior.	Senior.		
Latin (3)	3	Latin (4)	3
Latin (3) <i>b</i>	2	Latin and Literature (4) <i>b</i> ..	2
Greek (3) or Chemistry (2) or * German or French (2)	3	Greek (4) or Astronomy and Geology, or * German or French (3)	3
*(German, if French is elected in the Sophomore year, and <i>vice versa</i> .)		*(German, if French is elected in the Sophomore year, and <i>vice versa</i> .)	

*This course will not be offered Session 1900-1901.

Course of Instruction.

Elective Groups of the Classical-Scientific Course— Continued.

3. Modern Languages—Special.

Junior.	Hours per week.	Senior.	Hours per week.
Latin (3).....	3	French and Literature (4)..	4
History or Chemistry (2)	2 or 3	German and Literature (4).	3
* German or French (3)....	3		
* (German, if French is elected in the Sophomore year, and <i>vice versa</i> .)			

4. Mathematics—Special.*

Junior.		Senior.	
Mathematics (3).....	4	Mathematics (4).....	4
Physics (2)	3	Astronomy (1).....	3

5. History—Special.

Junior.		Senior.	
History (2).....	2	History (3)	2
History and Science of Government (4).....	2	History of Philosophy (1) and (2).....	2
Latin (3) or Geology (1)...	3	French or German (3).....	3

6. Pedagogy—Special.

Junior.		Senior.	
{ Theory and Practice (1)		Lectures on Pedagogy (2) .	2
{ Methods (1)	3	History of Education (2)..	1
History (3) or (4).....	2	Outlines of Educat'nal Doctrine (2).....	1
Biology (Physiology) (3) or Physics (1) or Astronomy (1) and Geology (1).....	3	Methods (2)	1
		English (4) <i>a</i>	2

7. Chemistry—Special.

Junior.		Senior.	
Chemistry (2)	3	Chemistry (3).....	3
Biology (4) or (2).....	2	Astronomy (1) and Geology (1).....	3
Physics (1) or Latin (3) ...	3	French or German (3).....	3

* This course will not be offered Session 1900-1901.

Course of Instruction.

Elective Groups of the Classical-Scientific Course— Continued.

8. Biology—Special.

Junior.	Hours per week.	Senior.	Hours per week.
Biology (Physiology) (3)	4	Biology (2) or (4)	2
Physics (1) or Latin (3)	3	Chemistry (2) or Astrono- my (1) and Geology (1)	3
		French or German (3)	3

(Music or Art, one hour a week, is allowed as additional work in each of the Groups of the Classical-Scientific Course.)

Literary Course.

Figures in parentheses refer to years.

Freshman.	Hours per week.	Sophomore.	Hours per week.
English (1)	3	English (2)	3
Mathematics (1)	5	Bible (1)	2
Biology (1)	3	Physics (1)	3
Music, Art, French (1) or Latin (1)	3	Music, Art or French (2)	3
German (1) or French (1)	3	German (2), French (2) or Latin (2)	3
Elocution	1	Elocution	1
		History (1)	2
	18		17
Junior.		Senior.	
Required.		Required.	
English (3)	3	English (4)	3
Bible (2)	2	Bible (3)	2
Philosophy (1)	2	Ethics (2)	2
Chemistry (1)	3	Elective	10
History (2)	2		
Elective	5		
	17		17

Course of Instruction.

Elective Groups of the Literary Course.

In addition to the required studies in the Junior and Senior years one of the following groups must be chosen.

1. English—Special.

Junior.	Hours per week.	Senior.	Hours per week.
English (4) <i>a</i>	2	English (4) <i>b</i>	2
French or German (3)	3	French or German (4)	3
		History (2) or (3)	2
		Logic (2)	2

History—Special.

Junior.	Senior.
History (2)	History (3)
3	3
French or German (3)	French or German (4)
3	3
	History and Science of Gov- ernment (4)
	2
	Logic (2)
	2

3. Modern Languages—Special.

Junior.	Senior.
French (3)	French (4)
3	3
German (3)	German (4)
3	3
	English (4) <i>a</i>
	2
	History (2) or (3)
	2

4. Music—Special.

Junior.	Senior.
Music	Music
2	5
French or German (3)	French or German (4)
3	3
	English (4) <i>b</i>
	2

5. Art—Special.

Junior.	Senior.
Art	Art
5	7
	French or German (3)
	3

(Music or Art, one hour a week, is allowed in each group of the Literary Course as additional work for students not making music or art a specialty.)

Course of Instruction.

Schedule of Recitations—Collegiate Department.

HOURS	MONDAY.	TUESDAY.	WEDNESDAY.	THURSDAY.	FRIDAY.
8:30-9	CHAPEL AND DICTATION.	CHAPEL AND DICTATION.	BIBLE.	CHAPEL AND DICTATION.	CHAPEL AND DICTATION.
9-10	English, 1. Science, 3. Mathe- matics, 2. German, 1. French, 1.	History, 1. Mathe- matics, 2. Latin, 3. English, 4.	English, 1. Science, 3. Mathe- matics, 2. German, 1. French, 1.	English, 1. Science, 3. Mathe- matics, 2. German, 1. French, 1.	History, 1. Mathe- matics, 2. Latin, 3. English, 4.
10-11	Science, 4. Mathe- matics, 3. French, 2. German, 2. Latin, 1.	Elocution. Mathe- matics, 3. History, 2. Latin, 1.	Science, 4. Mathe- matics, 3. French, 2. German, 2. Latin, 1.	Science, 4 Mathe- matics, 3. French, 2. German, 2. Latin, 1.	Elocution. Mathe- matics, 3. History, 2. Latin, 1.
11-12	Pedagogy, 2. English, 3. Mathe- matics, 1. Science, 2.	Pedagogy, 2. Bible, 2. Mathe- matics, 1. History, 3.	Pedagogy, 2. English, 3. Mathe- matics, 1. Science, 2.	Pedagogy, 2. English, 3. Mathe- matics, 1. Science, 2.	Pedagogy, 2. Bible, 2. Mathe- matics, 1. History, 3.
12-1	Mathe- matics, 4. Pedagogy, 1. English, 2. French, 1.	Psychology, 1 Bible, 1. History, 1.	Mathe- matics, 4. Pedagogy, 1. English, 2. French, 1.	Mathe- matics, 4. Pedagogy, 1. English, 2. French, 1.	Psychology, 1 Bible, 1. History, 1.
1-2	French, 3. German, 3. English, 1. Latin, 2. Science, 1.	Bible, 3. Latin, 2.	French, 3. German, 3. English, 1. Latin, 2. Science, 1.	French, 3. German, 3. English, 1. Latin, 2. Science, 1.	Bible, 3. Latin, 2.

The years are indicated by figures.

ACADEMIC DEPARTMENT.

The work in this department extends over four years, and has been so arranged as to prepare students for the graduate courses in the Collegiate department. Too great importance cannot be attached to a regular and thorough preparation for college. The degree of success of a student in the college classes will depend largely on *what* she has done in the Academy and especially upon *how* she has done it. This department has therefore been organized with very great care with a view to giving the best preparation for our Freshman class. Only an outline of the work is given below. Detailed information will be given on application.

English.—Higher English Grammar, Elementary Rhetoric with composition work in class and weekly themes.

In connection with this the pupil is required to study masterpieces of English and American Literature.

Mathematics.—A thorough study of Arithmetic with frequent drills in mental arithmetic and Concrete Geometry; Elementary Algebra through Quadratics.

Text-Books—Prince's Arithmetic by Grades through No. 7; Hall's Algebra.

Latin.—Tuell and Fowler's First Latin Book; Gate to Cæsar; Two books of Cæsar.

History.—Elementary histories of Greece, Rome, England, and the United States.

Geography.—Maury's Manual; Frye's Complete.

Course of Instruction.

Science.—Maury's Physical Geography; Blaisdell's Physiology.

Bible.—Foster's Story of the Bible; Hurlbut's Four Gospels.

PREPARATORY DEPARTMENT.

This department is designed to give the best training in the elementary branches. Specially trained and experienced teachers are in charge. The course has been carefully arranged so as to prepare for Academic department. A separate pamphlet giving detailed information will be furnished on application.

SCHOOL OF MUSIC.

The work of this department embraces instruction in piano, organ, violin, voice culture, art of singing, harmony, 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. 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.

Literary Course with Music as a Leading Study.

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, there has been arranged a course with music as a special study (see pages 52 and 53). This course includes study of a solo instrument or singing, together with the full course in Harmony, History of Music, and Musical Science, offering to the student broad musical training, which may serve as the basis for the practical work of a specialist.

Course of Instruction.

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.

PIANO.

Preparatory Grade.

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

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.

VOICE CULTURE AND ART OF SINGING.

First Grade.

Marchesi, Scales, Book I; S. C. Marchesi, Twenty Elementary and Progressive Vocalises; Sieber, op. 78 and 79. Simple English Songs.

Second Grade.

Advanced Scale Work; Lamperti Studies, Books I, II, and III; Sieber, op. 129 and 130; English, French and German Songs.

Third Grade.

Advanced Scale and Agility work; Duprez Studies, Books I and II; Bordogni, Thirty-six Studies; selection from oratorios and operas.

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.

THEORY.

This course is arranged to cover four years. The first three grades are required for the completion of

Course of Instruction.

the regular musical course ; the fourth is optional, and should be undertaken only by those who have fully mastered the preceding grades and give evidence of talent in melodic invention.

Grade I.

Elementary Theory.—The staff, notation, rhythm, major and minor scales, slurs, syncopation, triads, appoggiaturas, ornamentation, etc.

Collateral reading concerning lives of Bach, Handel, Haydn, Mozart and Beethoven

Grade II.

Harmony.—Preliminaries, intervals, triads and their inversions, seventh-chords and their inversions, altered chords, modulation, suspensions, organ-point, passing-tones and chords.

Collateral reading concerning lives of Schubert, Schumann, Mendelssohn, Wagner and Brahms.

Grade III.

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

Grade IV.

Counterpoint, single and double; canon; fugue; elements of orchestration; musical forms.

Practical work based on manuals of Brockhoven, Chadwick, Bridge and Jadassohn.

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.

This study covers the last two years of the Musical Course.

Third Year.

General History from earliest times to present day, especially since death of Palestrina.

Fourth Year.

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

VIOLIN.

Instruction on this instrument is thorough and systematic and according to best modern methods.

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

Course of Instruction.

pieces of varied styles ; to pass satisfactory examinations in playing at sight and in the first three grades 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 first three grades of theory, and a good general knowledge of musical literature.



THE STUDIO.

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.

4.—Life Class.

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

Course of Instruction.

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 are 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 Preparatory Department without extra charge; also to students in Academic Department for one hour a week during one session.

ART HISTORY.

Students in the Freshman year of the Literary Course taking Art as an elective branch, will have, in connection with it, the study of Art History.

There will be an hour lesson once a week, the study extending over a two years' course. Excellent illustrations will be provided to aid in the interest and profitableness of the study. Reference will also be made to literature in its connection with Art.

Other pupils of the school may, with permission of the President, be admitted to this class. All studio pupils are expected to study Art History if so advised by the teacher of the department.

ELOCUTION.

The aim of this department is to lead pupils to appreciate and correctly interpret good literature.

All pupils in their Freshman and Sophomore years of the Literary course have the privilege of studying Elocution in general classes without extra charge. Class work includes voice-training, pronunciation, enunciation, and all the principles of good reading. For those who wish to give special attention to this study, a carefully graded course has been arranged. No pupil will be given a certificate in Elocution who has not taken the entire course in English Language and Literature.

Examinations.

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 seven times during the school year.

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.

Examinations.

Those pupils whose average is above 90 are *distinguished*, 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 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 either of the two courses of study, viz.: Literary or Classical-Scientific, receives a diploma with the title *Graduate*.

SCHOLARSHIPS AND MEDALS.

The Board of Trustees offer the following scholarships for the next session :

For General Excellence in College Department.

Tuition in the Institute for the *next* session will be given to the student, in any class below senior,

Examinations.

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

For General Excellence in Academic 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 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 on commencement day to those pupils who, after a

Examinations.

year's faithful study, pass the best examination before a committee of musicians.

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 awarded to the student of the Junior and Senior class who makes the highest average for the year in Mathematics, provided the average is above ninety.

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

General Information.

GENERAL INFORMATION.

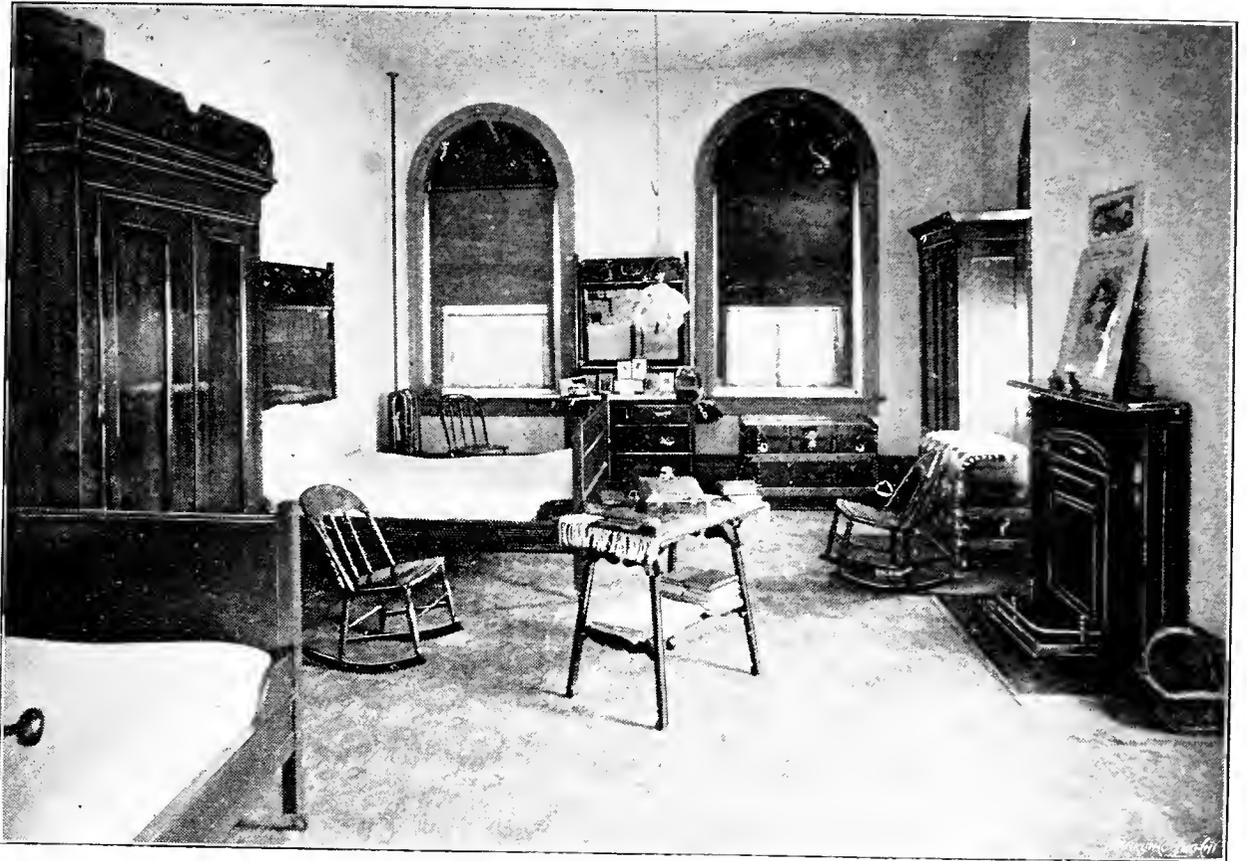
The Institute Home.

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.

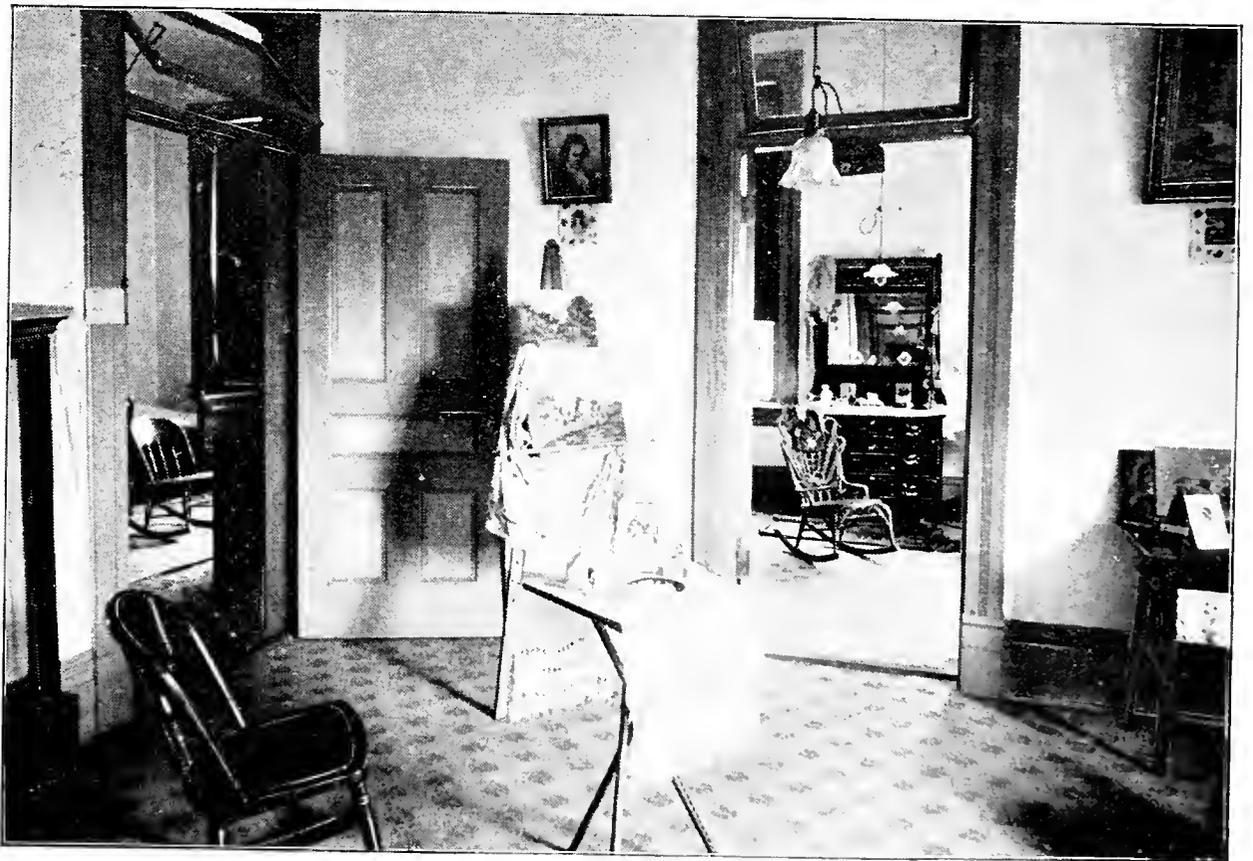
A student who persists in disobedience or disrespect, or even neglect of duty, and who is evidently gaining no good herself and hindering others, is not permitted to remain in the Institute. Pupils are not allowed to leave the grounds without permission, or unaccompanied by a teacher. Frequently during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

The bedrooms 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 constructed for two and three occupants and are never crowded.



BED ROOM (LARGE SIZE).



GLIMPSE OF INFIRMARY.

General Information.

When there is sufficient space, a pupil may occupy one of the smaller rooms alone, for which privilege an extra charge at the rate of \$50 for the session will be made.

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 Lady 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 high-necked evening dress 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 Institu-

General Information.

tion a close and intelligent supervision over the health of the boarding pupils. The best medical advice is secured and a trained 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 will be in charge of a trained nurse. Thus every provision has been made for taking the best and most skillful care of girls when sick.

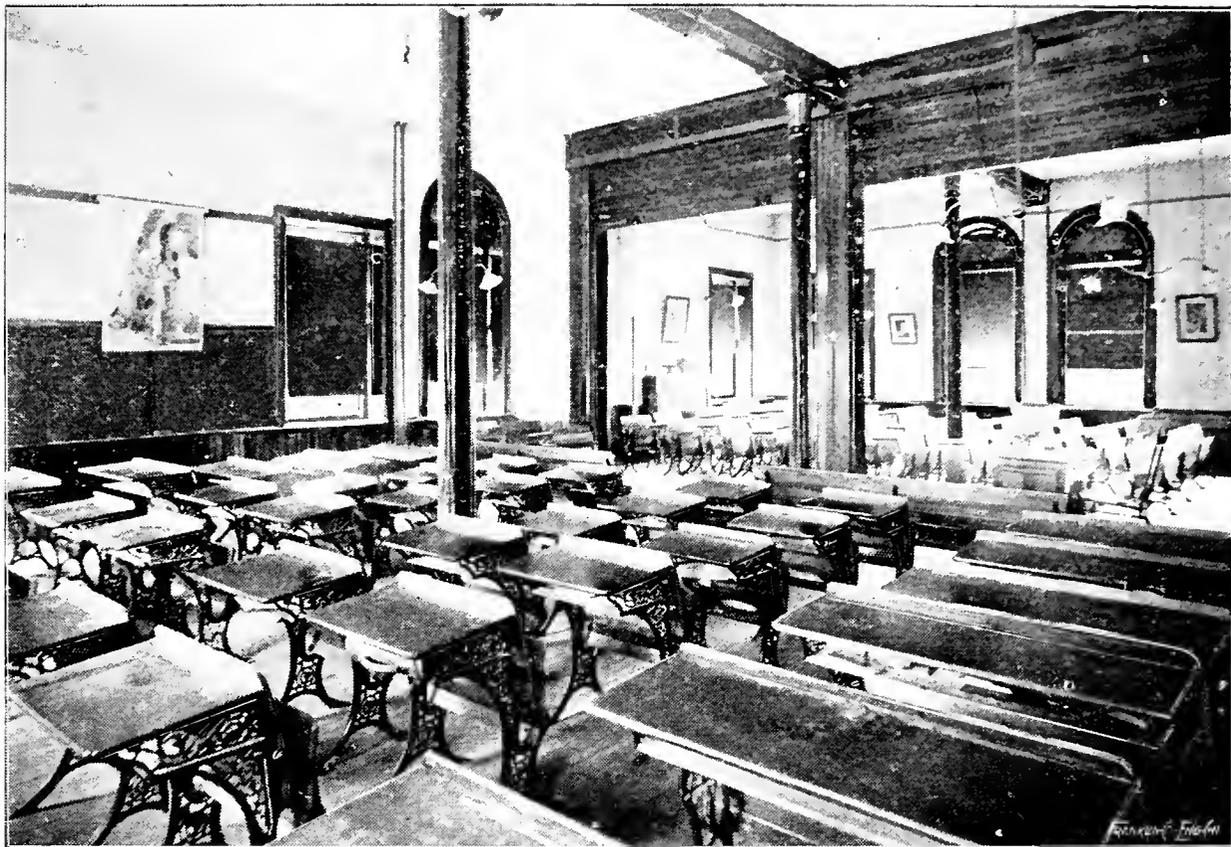
Dr. W. S. Kendrick, the Institute physician, is in telephonic communication, visits the school periodically, and in case of illness is summoned promptly.

Parents are urged to communicate freely with the Lady 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.

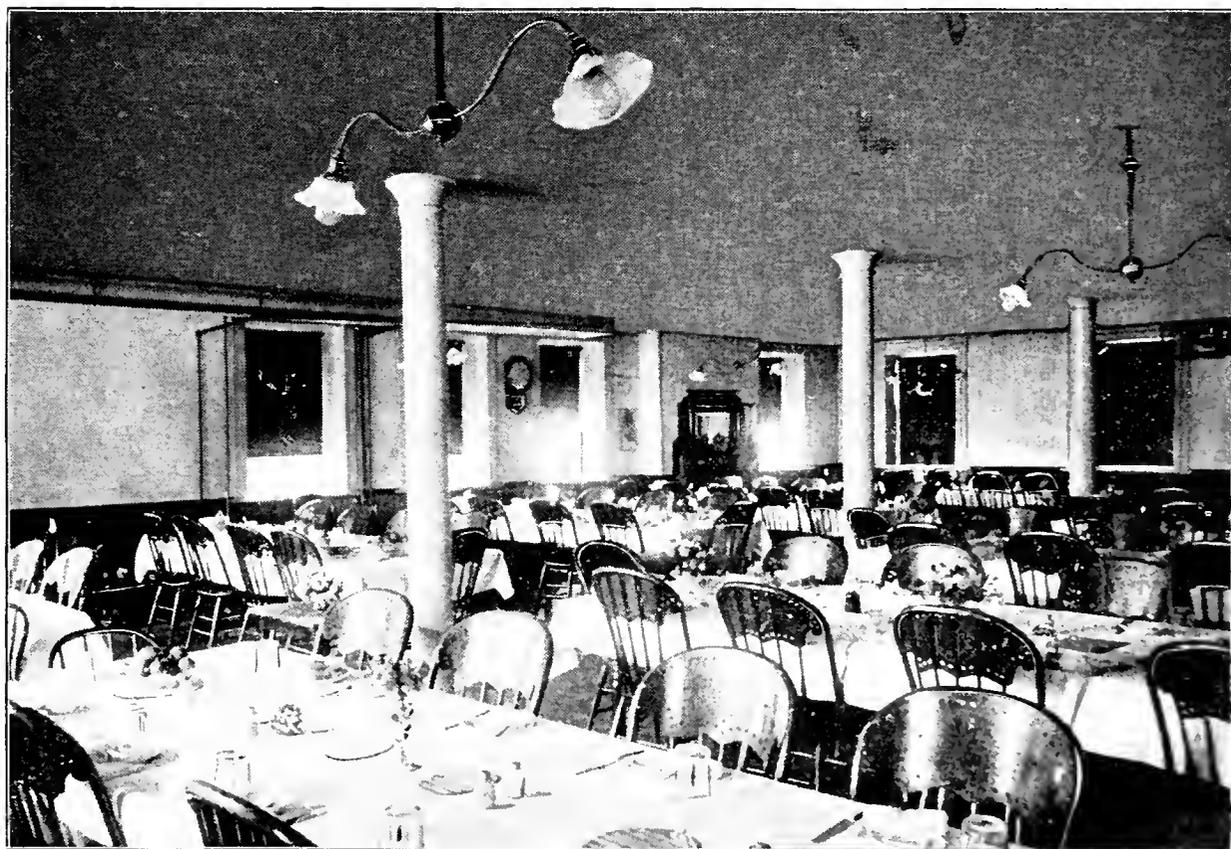
The Trustees feel that they can conscientiously assure parents that, in cases of illness, their daughters will receive prompt and skillful medical attention, faithful and tender nursing, and in every case of serious illness they will be promptly advised.

Physical Culture.

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



SECTION OF STUDY HALL.



SECTION OF DINING-ROOM.

General Information.

to 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 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 over 1,300 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, New York Observer, Popular Science Monthly, Scientific American, Werner's Magazine, Youth's Companion, Southern Presbyterian, Christian Observer, Christian Index, Christian Advocate, Music Courier, Art Interchange, Biblical World, Educational Review, Forum, Ladies' Home Journal, Music.

Literary Societies.

The Literary Societies contribute much to the social life and literary attainments of the students, and are valuable as a means of cultivating ease of manner and expression, of fostering a taste for good literature, and of developing social and literary gifts.

The Mnemosynean Society was organized in October, 1891, and the Propylean in May, 1897.

These societies have beautiful and attractive halls in the Institute. They meet once a week, and their programs consist of readings, recitations, essays, debates and music.

In order to encourage and stimulate literary composition, each society offers a handsome gold medal to the member preparing during the year the three best papers, essays, or stories, under such condi-

General Information.

tions as the society shall determine. The method of awarding and presenting this prize is prescribed in the constitution of each society.

These societies are using their funds year by year in the building up of excellent libraries for the benefit of their members.

Under the auspices of the societies prominent lecturers will be brought to the Institute every session.

The Aurora,

The school publishes monthly *The Aurora*, a paper which is well conducted, and which is a source of literary profit and pleasure to the students.

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 a check for \$60.00 for the past five years.

The Alumnæ Scholarship.—The Alumnæ have

General Information.

caught the spirit of *helpfulness* which characterizes their Alma Mater, and, though comparatively a small band, have nobly resolved to maintain a scholarship. For several sessions they have given a day scholarship.

The Mnemosynean Scholarship.—Awarded by the Mnemosynean Literary Society. This scholarship pays \$60.00. The beneficiary is chosen by the society, the preference always being given to deserving members. If no member is in need of the aid, the society still reserves the right of nomination.

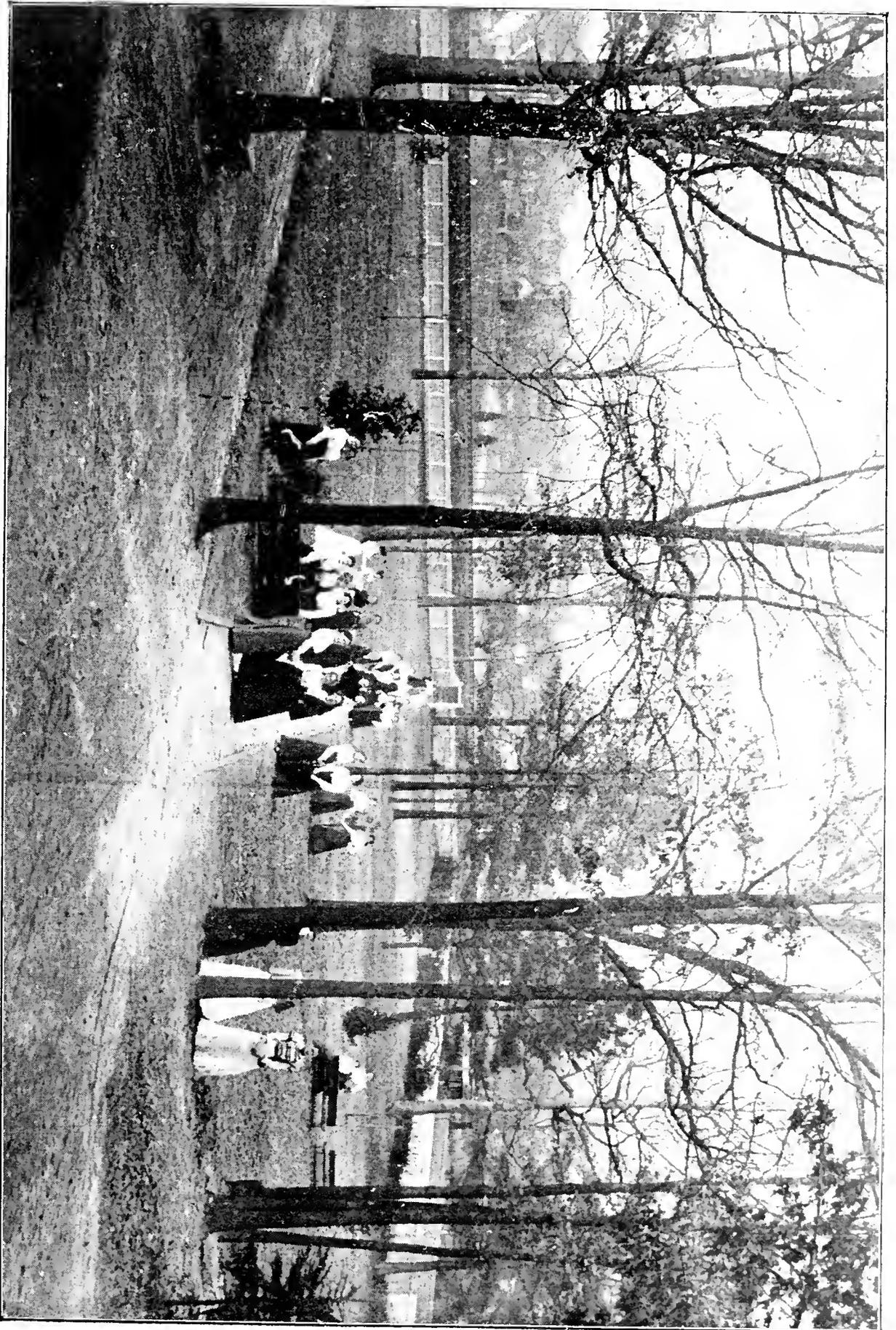
No Institute scholarship or medal will be awarded until all charges have been satisfactorily arranged. All dues must also be arranged before graduation.

CHARGES.

The charges given below are designed to cover the actual cost of the advantages 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, these charges could doubtless be reduced. But the best advantages and home comfort 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



PARTIAL VIEW OF FRONT YARD OF INSTITUTE.



General Information.

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 provision for conducting the school must be made in advance for the entire year. Patrons can, therefore understand 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 charges here given are for one term, which is one-half the session.

FOR ONE TERM.

Board, including furnished room, light, heat, laundry, and trained nurse in case of sickness ; also tuition in the Literary Department, \$127 50

Day Pupils.

Collegiate Department, Freshman and Sophomore,	27 00
Collegiate Department, Junior and Senior.	32 00
Academic Department,	22 00
Preparatory Department,	17 00
French or German,	5 00

The above charges include use of library and incidental expenses.

General Information.

	Special.
Piano,	\$30 00
Organ,	30 00
Private Vocal Lessons,	30 00
Violin,	30 00
Harmony, Theory and Musical History in classes, free.	
Use of instrument for practice two hours daily,	5 00
Use of instrument for practice each extra hour,	1 25
Private Elocution,	25 00
Art,	25 00
Laboratory fee for scientific students only	2 50

All of the above charges are for the term, or half session, and are payable September 5 and January 17. The expenses for the scholastic year may be estimated by doubling the charges given above. In addition to the above each boarding pupil pays a physician's fee of \$5.00 for the session or for any part of it.

This fee secures the services of a prominent Atlanta physician for the entire session, *except in cases of protracted and aggravated illness*. This arrangement is made entirely in the interest of our patrons. The Institute does not receive one cent of these fees, but pays the entire amount to the physician. The economy of the plan is seen in this, that the attendance of the physician *for the session* is secured for an amount charged by an Atlanta physician for a *single* visit to Decatur.

A young lady occupying a room alone will be charged \$50 extra for the session. Even with this

General Information.

extra charge the Institute reserves the right to grant this privilege or not.

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. If remittance is by local check add 25c. for exchange.

Discounts.

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

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

Special studies, physician's fee and laundry at regular rates.

To ministers regularly engaged in their calling, who send their daughters as day pupils, a discount of ten per cent. will be given on tuition in Literary Department. Branches under the head *Special* at catalogue rates. Incidental and library fees of \$2.00 each for the session will be charged as in other cases.

Patrons will notice that, with two exceptions, all discounts have been discontinued. This has been done because rates were already at cost.

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

General Information.

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 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.

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.

Examinations are not only a test of scholarship, but are an important means of mental training, and an incentive to close application.

OUR TABLE IS ABUNDANTLY SUPPLIED WITH WHOLESOME FOOD, AND PARENTS ARE URGED NOT TO SEND THEIR DAUGHTERS EATABLES. PLACING BEFORE THEM A TEMPTATION TO EAT RICH FOOD AT

General Information.

ALL HOURS IS A MOST EFFECTUAL MEANS OF DEFEATING ALL THE ENDS FOR WHICH THEY HAVE BEEN SENT TO SCHOOL.

Frequent visiting has been found to seriously interfere with the work of pupils, therefore they are permitted to visit only on holidays with the written permission of their parents, and even then the matter must be subject to the discretion of the Lady Principal.

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 lists of persons with whom they wish their daughters to correspond.

MONEY FOR BOOKS, MUSIC AND INCIDENTAL EXPENSES CAN NOT BE ADVANCED. A deposit of ten or fifteen dollars should be made at the beginning of each term, an itemized statement of the expenditure of which will be rendered. Heretofore the Institute has been running an account for books and stationery with parents of boarding pupils. This will be discontinued in the future, and they must pay cash for what they get in these lines.

General Information.

Books, sheet music, art materials, etc., will be supplied at actual cost only to boarding pupils; 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 of 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. If by local check add twenty-five cents to pay exchange.

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

REGISTER OF PUPILS.

Name.	Parent or Guardian.	State.
Adams, Edith	C. E. Adams,	N. Carolina.
Adams, Lily	D. L. Adams,	Georgia.
Alexander, Lucile	J. H. Alexander,	Georgia.
Alexander, Ethel	J. H. Alexander,	Georgia.
Alford, May C.	E. H. Alford,	Florida.
Anderson, Lottie	J. P. Anderson,	Georgia.
Anderson, Dora	C. L. Anderson,	Georgia.
Ansley, Laura	E. P. Ansley,	Georgia.
Ansley, Frances	W. S. Ansley,	Georgia.
Appleyard, Mary		Georgia.
Arbuckle, Mrs. H. B.	H. B. Arbuckle,	Georgia.
Arnold, Addie	W. B. Arnold,	Georgia.
Ausley, Gertrude	J. C. Ausley,	Georgia.
Austin, Louise	L. B. Austin,	Georgia.
Baker, Olive	James Baker,	N. Carolina.
Baker, Gertrude	James Baker,	N. Carolina.
Barker, Mary	Mrs. D. L. Barker,	Georgia.
Barker, Meta	Mrs. D. L. Barker,	Georgia.
Barker, Minnie Rae	Mrs. D. L. Barker,	Georgia.
Barker, Tommie Dora	Mrs. D. L. Barker,	Georgia.
Barry, Mrs. R. E.	R. E. Barry,	Georgia.
Barry, May	R. E. Barry,	Georgia.
Barry, Ruth	R. E. Barry,	Georgia.
Bathey, Mary	G. M. Bathey,	Georgia.
Bidwell, Agnes	Mrs. C. B. Bidwell,	Georgia.
Bishop, Florence	W. J. Bishop,	Georgia.
Boyd, Addie	J. S. Boyd,	Georgia.

Register of Pupils.

Name.	Parent or Guardian.	State.
Booth, Margaret	Henry Booth,	Alabama.
Bradley, Kate	J. W. Bradley,	Georgia.
Braswell, Bonnie L.	W. W. Braswell,	Georgia.
Bluthenthal, Leah	A. Bluthenthal,	Georgia.
Brown, Myrtice	J. G. Brown,	Georgia.
Brown, Carrie	J. G. Brown,	Georgia.
Brown, Willie	W. J. Brown,	Georgia.
Brawner, Bertha	J. M. Brawner,	Georgia.
Burwell, Frances M.	Mrs. M. W. Burwell,	N. Carolina.
Bucher, Marion	J. C. Bucher,	Georgia.
Caldwell, Amanda	J. L. Caldwell,	Arkansas.
Caldwell, Mary Oates	J. P. Caldwell,	N. Carolina.
Caldwell, Daisy	Mrs. E. E. Caldwell,	Georgia.
Caldwell, Laura	Mrs. E. E. Caldwell,	Georgia.
Candler, Ruth	M. A. Candler,	Georgia.
Candler, Laura	C. M. Candler,	Georgia.
Candler, Rebekah	C. M. Candler,	Georgia.
Candler, Eliza	Mrs. N. S. Candler,	Georgia.
Candler, Lucy	A. G. Candler,	Georgia.
Calloway, Carrie	Mrs. W. H. Burnett,	Georgia.
Cohen, Mollie	O. E. Cohen,	Georgia.
Colmery, Lorine	J. S. Colmery,	Mississippi.
Collier, Sarah	H. L. Collier,	Georgia.
Connally, Eugenia	Mrs. M. D. Cole,	Georgia.
Cook, Mary	James F. Cook,	Virginia.
Cowles, Maury Lee	C. A. Cowles,	Georgia.
Cox, Maud	L. F. Cox,	S. Carolina.
Cox, Eula	L. F. Cox,	S. Carolina.
Cox, Juliet	A. H. Cox,	Georgia.
Cox, Katharine	A. H. Cox,	Georgia.
Craig, Jeannette	W. C. Craig,	Mississippi.
Crane, Virginia	B. S. Crane,	Georgia.

Register of Pupils.

Name.	Parent or Guardian.	State.
Crane, Georgia	B. S. Crane,	Georgia.
Cloud, Mrs. O. L.	O. L. Cloud,	N. Carolina.
Cubbedge, Angie	E. W. Cubbedge,	Georgia.
Danner, Venetia	A. C. Danner,	Alabama.
Danner, Mary	A. C. Danner,	Alabama.
Daum, Anna	J. Daum,	Georgia.
Davant, Ethel	J. S. Davant,	Tennessee.
Davis, Willibert	A. L. Hawes,	Georgia.
Dennis, Lucile	J. L. Dennis,	Georgia.
Dickerson, Marian	Mrs. E. M. Dickerson,	Georgia.
Dostor, Vera	B. R. Dostor,	Georgia.
Doster, Ada	John Lee,	Georgia.
Dortch, Mary	W. R. Dortch,	Alabama.
Dowdell, Annie Kirk	A. G. Dowdell,	Alabama.
Dunnington, Belle	F. P. Dunnington,	Virginia.
Dunwody, Katie	J. D. Dunwody,	Georgia.
Duncan, Mary Lu	Mrs. R. P. Duncan,	Georgia.
Duncan, Mattie	W. S. Duncan,	Georgia.
Emery, Julia	H. F. Emery,	Georgia.
Furlow, Eugene	C. F. Furlow,	Georgia.
Farnsworth, Clio	G. W. Griner,	Georgia.
Farrar, Annie	J. M. Farrar,	Georgia.
Gamble, Eulalie	R. L. Gamble,	Georgia.
Gammon, Rosa	W. M. Gammon,	Georgia.
Gash, Annie	T. L. Gash,	Georgia.
George, Louise	W. H. George,	Georgia.
Goetchius, Marie	Geo. T. Goetchius,	Georgia.
Goetchius, Lucy	Geo. T. Goetchius,	Georgia.
Goss, Roba	J. H. Goss,	Georgia.
Green, Rebecca	J. H. Green,	Georgia.
Green, Margaret	J. H. Green,	Georgia.
Green, Daisy	Mrs. A. F. Green,	Georgia.

Register of Pupils.

Name.	Parent or Guardian.	State.
Gress, Marie	G. V. Gress,	Georgia.
Griggs, Mae	C. J. Griggs,	Georgia.
Gilmore, Nannie	S. D. Gilmore,	Georgia.
Gray, Emma	Mrs. C. M. Gray,	Georgia.
Hall, Marion	G. C. Hall,	Georgia.
Hall, Jessie	J. A. Hall,	Georgia.
Hamilton, Ida	C. A. Hamilton,	Georgia.
Hamilton, Isabelle	C. A. Hamilton,	Georgia.
Harlow, Marion	B. F. Harlow,	Georgia.
Harrison, Frances		Georgia.
Harwell, Ruth	W. O. Harwell,	Alabama.
Haralson, Kate	Mrs. M. Haralson,	Georgia.
Hill, Pattie	T. P. Hill,	Georgia.
Hocker, Alice	W. A. Hocker,	Florida.
Hobson, Margaret	J. M. Hobson,	Alabama.
Howard, Martha Cobb	Warren Howard,	Georgia.
Hudson, Janie	James Swann,	Georgia.
Hunter, Susie	Mrs. E. K. Hunter,	Georgia.
Hunter, Clifford	Mrs. E. K. Hunter,	Georgia.
Hunter, Jule	Mrs. E. K. Hunter,	Georgia.
Hunter, Eddie	Mrs. E. K. Hunter,	Georgia.
Hurst, Loulie		Georgia.
Jarnagin, Mary B.	Mrs. A. W. Jarnagin,	Tennessee.
Jenkins, Orie	Eli Jenkins,	Georgia.
Jennings, Louise	L. I. Jennings,	S. Carolina.
Jewett, Mabel	H. R. Jewett,	Georgia.
Johnson, Rena	W. A. Johnson,	N. Carolina.
Johnson, Maud	J. L. Johnson,	Georgia.
Johnson, Ruth,	J. L. Johnson,	Georgia.
Johnson, Lois	J. L. Johnson,	Georgia.
King, Lillian	Geo. E. King,	Georgia.
King, Christine	Geo. E. King,	Georgia.

Register of Pupils.

Name.	Parent or Guardian.	State.
Kirkpatrick, Mary	John A. Kirkpatrick,	Alabama.
Kirkpatrick, Emma	Mrs. K. W. Kirkpatrick,	Georgia.
Kirkpatrick, Kathleen	Mrs. K. W. Kirkpatrick,	Georgia.
Kirkpatrick, Lizzie W.	Mrs. K. W. Kirkpatrick,	Georgia.
Kyser, Georgia	G. W. Kyser,	Alabama.
Lemon, May	J. L. Lemon,	Georgia.
Leslie, Sadie	Mrs. S. C. Leslie,	Alabama.
Lewis, Ruth	T. S. Lewis,	Georgia.
Lewis, Lela Lee	J. W. Lewis,	Tennessee.
Little, Mary	William Little,	Georgia.
Lockwood, Marguerite	L. D. Lockwood,	Florida.
Lovett, Lina	R. O. Lovett,	Georgia.
Lutz, Jean	R. E. Lutz,	Alabama.
Mable, Katharine	Joel Mable,	Georgia.
Mable, Cliff	Joel Mable,	Georgia.
Mable, Clio	Joel Mable,	Georgia.
Martin, E. T.		Georgia.
Mason, Ethel	Mrs. M. A. Mason,	Georgia.
Mason, Erma	T. C. Mason,	Georgia.
Mead, Florence	E. N. Mead,	Georgia.
Matthews, Pearl	V. C. Matthews,	Georgia.
Montgomery, Olivia	E. C. Montgomery,	Louisiana.
Morrisette, Carrie	F. S. Morrisette,	Alabama.
Morrow, Mary Frank	R. B. Morrow,	Alabama.
McClellan, Marianne	J. G. McClellan,	Georgia.
McCord, Lucile	J. W. McCord,	Georgia.
McCord, Mary	J. W. McCord,	Georgia.
McGill, Lillian	Daniel McGill,	Georgia.
McGinnis, Frankie	C. B. McGinnis,	Georgia.
McLendon, Sallie	J. S. McLendon,	Georgia.
McIntosh, Cora	R. C. McIntosh,	Georgia.
McPhaul, Jennie B.	J. G. McPhaul,	Georgia.

Register of Pupils.

Name.	Parent or Guardian.	State.
McDaniel, Maud		Georgia.
Norman, Louise	A. P. Norman,	Georgia.
O'Neal, Leuelle	Mrs. Chloe O'Neal,	Georgia.
Patton, Clemmie	J. G. Patton,	Georgia.
Patton, Anna	J. G. Patton,	Georgia.
Parrott, Mamie	A. C. Parrott,	Tennessee.
Ramspeck, Evelyn	T. R. Ramspeck,	Georgia.
Ramspeck, Charlotte	T. R. Ramspeck,	Georgia.
Ramspeck, Jean	G. A. Ramspeck,	Georgia.
Ramsey, Annie	C. T. Ramsey,	Georgia.
Randall, Ethel	B. Randall,	Georgia.
Reagan, Kate	E. J. Reagan,	Georgia.
Routzahn, Madeline	Mrs. A. G. Whitehead,	Georgia.
Schaefer, Hilda	E. Schaefer,	Mississippi.
Schaefer, Adeline	E. Schaefer,	Mississippi.
Sams, Dagmar	H. D. D. Sams,	Georgia.
Scott, Neena	A. K. Scott,	Georgia.
Scott, Louise	G. B. Scott,	Georgia.
Shonts, Marguerite	T. P. Shonts,	Illinois.
Shonts, Theodore	T. P. Shonts,	Illinois.
Smith, Henrietta	S. S. Smith,	Georgia.
Smith, Alice	S. S. Smith,	Georgia.
Stevens, Anna Mae	E. H. Stevens,	Georgia.
Stokes, Florence	W. F. Stokes,	Georgia.
Stokes Margaret	W. F. Stokes,	Georgia.
Stokes, Julia	W. F. Stokes,	Georgia.
Stribling, Mary	W. J. Stribling,	S. Carolina.
Strong, Daisy	Mrs. C. G. Strong,	S. Carolina.
Swanton, Eleanor	Mrs. J. F. Swanton,	Georgia.
Tate, Evelyn	S. C. Tate,	Georgia.
Tilley, Mattie	J. S. A. Tilley,	Georgia.
Tolbert, Aline	M. L. Tolbert,	Georgia.

Register of Pupils.

Name.	Parent or Guardian.	State.
Trellue, Fannie	N. B. Trellue,	Louisiana.
Trotti, Annie	Mrs. E. E. Trotti,	Georgia.
Treadwell, Mamie	R. R. Treadwell,	Georgia.
Turner, Audrey	J. C. Turner,	Georgia.
Thomson, Edith	W. S. Thomson,	Georgia.
Vereen, Jennie	W. C. Vereen,	Georgia.
Watson, Agnes	Thomas E. Watson,	Georgia.
Wesley, Rushá	P. J. Wesley,	Georgia.
Wesley, Daisy	P. J. Wesley,	Georgia.
Westbery, Florine	J. S. Westbery,	Georgia.
Webb, Estelle	W. J. Webb,	Georgia.
Whitehead, May	Mrs. J. Whitehead,	Georgia.
Wilson, Marie	John Carothers,	Alabama.
Wilson, Annie	G. E. Wilson,	N. Carolina.
Winn, Emily	P. P. Winn,	Georgia.
Williams, Juliet	W. F. Williams,	Georgia.
Wise, Nellie	Miss Nettie Wise,	Florida.
Young, Susan	Samuel Young,	Georgia.

Boarding Pupils,	84
Day Pupils,	121
Total,	205

Summary by States.

Georgia,	159	Louisiana,	2
Alabama,	14	Tennessee,	4
Florida,	4	Virginia,	2
South Carolina,	5	Arkansas,	1
Mississippi,	4	Illinois,	2
North Carolina,	8		

Register of Pupils.

Classification of Pupils.

Collegiate Department.

Bible Course	43	Private Elocution	10
Blaikie's Bible History	13	Latin	39
English	109	Philosophy	29
Composition	86	Pedagogy	6
French	31	History	32
German	29	Civil Government	3
Mathematics	71	Science	72
Elocution	30	Art	25

Primary and Preparatory Departments.

Arithmetic	135	Latin	48
Algebra	36	Reading	36
Bible	113	Science	24
Composition	101	Spelling	129
English	96	Writing	85
French	16	Physical Culture	101
Geography	31	Drawing	51
History	59		

Department of Music.

Piano	78	Harmony	14
Voice	23	Theory,	22
Violin	1	History of Music,	9

GRADUATES.

Session 1893.

Scientific Course—

Mary Josephine Barnett ----- Atlanta, Ga.
Mary Mack (Mrs. Benjamin Ardrey), Fort Mill, S. C.

Session 1894.

Classical Course—

Mary Mel Neel (Mrs. W. J. Kendrick), Griffin, Ga.

Session 1895.

Classical Course—

Florence Olivia McCormick ----- Bessemer, Ala.
Orra Hopkins ----- Hot 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 (Mrs. T. L. Williams),
Buena Vista, Ga.

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.

Session 1898.

Classical Course—

Mary Eugenia Mandeville ----- Carrollton, Ga.

Session 1899.

Normal Course—

Lucile Alexander, Atlanta, Ga., First Honor
Grade.

Bernice Chivers, Decatur, Ga., Second Honor
Grade.

Mary Elizabeth Jones, Decatur, Ga., Second
Honor Grade.

Rosa Belle Knox, Covington, Ga.

Emma Wesley, Lithonia, Ga.

Classical Course—

Ruth Candler, Decatur, Ga.

Helen Lenox Mandeville, Carrollton, Ga.

Mabel Eve Lawton, Columbus, Ga., First Honor
Grade.

Nannie Winn, Clayton, Ala., Second Honor Grade.

Scientific Course—

Annie Jean Gash, Decatur, Ga., First Honor
Grade.

NEEDS 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 \$150,000 has been contributed in grounds, buildings, equipment and support. 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 :

1. AN ADDITIONAL BUILDING.—There is now urgent need for a new building which would supply larger chapel, art studio, library, gymnasium and additional dormitories.

2. ENDOWMENT.—The necessity for endowment had become so urgent that the Board of Trustees, at a meeting in October of last year, determined to make an effort to raise \$100,000 as a permanent endowment fund. The President of the Institute was commissioned to undertake this work. Accordingly, at the meeting of the Synod of Georgia in Marietta, November, 1899, he presented the needs and claims of the Institute. The Synod indorsed the movement by a rising unanimous vote, and the members present at once subscribed \$3,200 to the

Needs of the Institute.

fund. Since the meeting of the Synod, the President has visited many of the churches in the interest of the fund, and has met with much encouragement from ministers and a liberal response. At this date the subscriptions aggregate \$49,225. It is earnestly hoped this sum will very soon be increased to a minimum of \$100,000 in order that Agnes Scott may be put upon an assured basis, and its efficiency and usefulness increased. By a united effort the Presbyterians of Georgia and the South may speedily make Agnes Scott the equal of the best colleges for women in the United States.

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 endowment scholarships and annual scholarships. The sum of \$5,000 will endow a scholarship for a boarding pupil, or \$1,000 a day pupil. The sum of \$250 will procure a scholarship for a boarding pupil for one year, or \$50 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:

“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. 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. For three successive years a day pupil was maintained in school by the Alumnae, and over four hundred dollars have been collected by them toward the establishment of a permanent scholarship fund. By securing small contributions from a great number, it is hoped that the interest, sympathy and prayers of many will be enlisted for those who would otherwise be unable to secure an education.

Donations to the fund will be gratefully received, sacredly guarded, and faithfully used.

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

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