

Spring 1894

## Catalog 1894 - 1895

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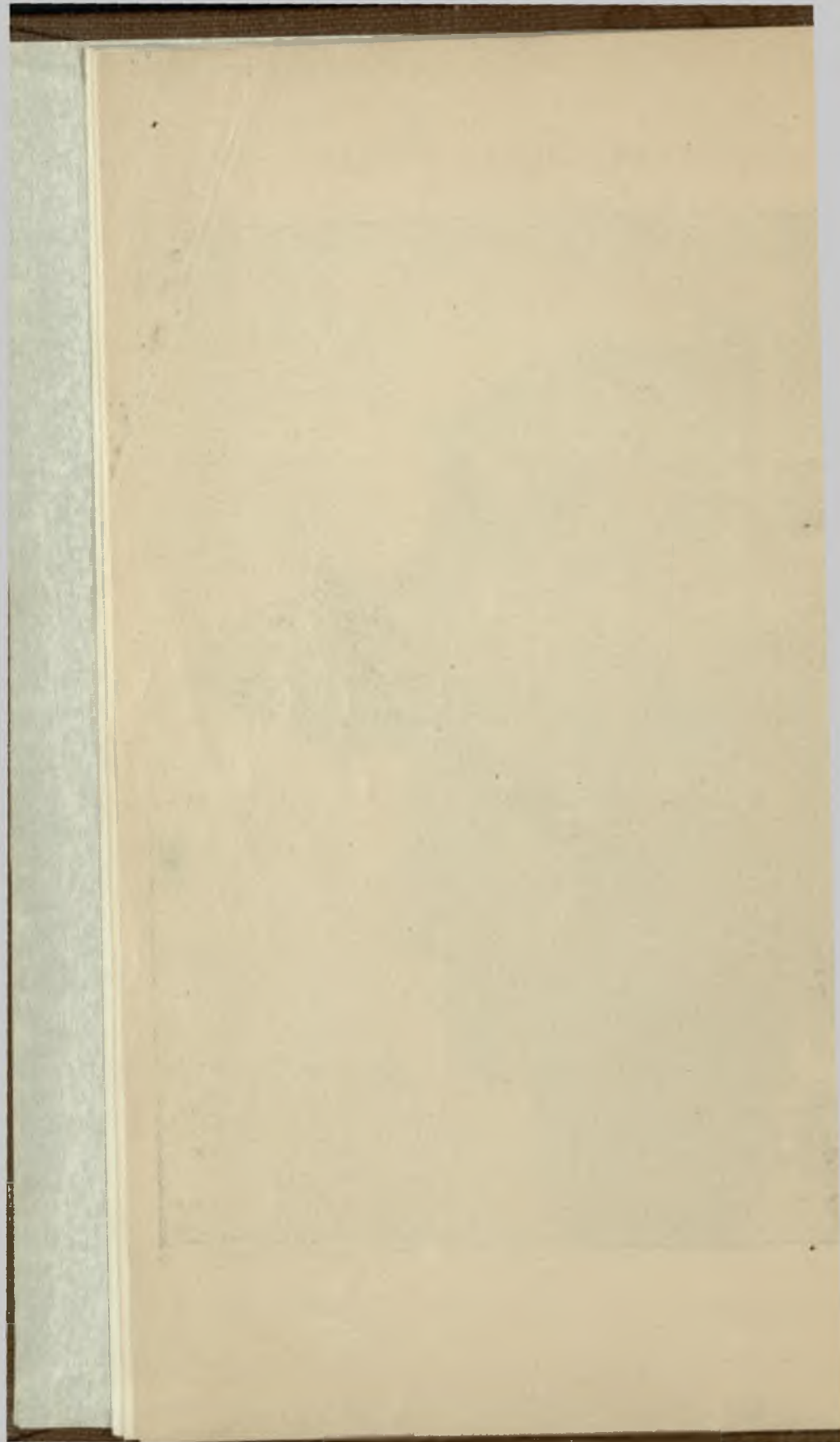
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MAIN COLLEGE BUILDING.



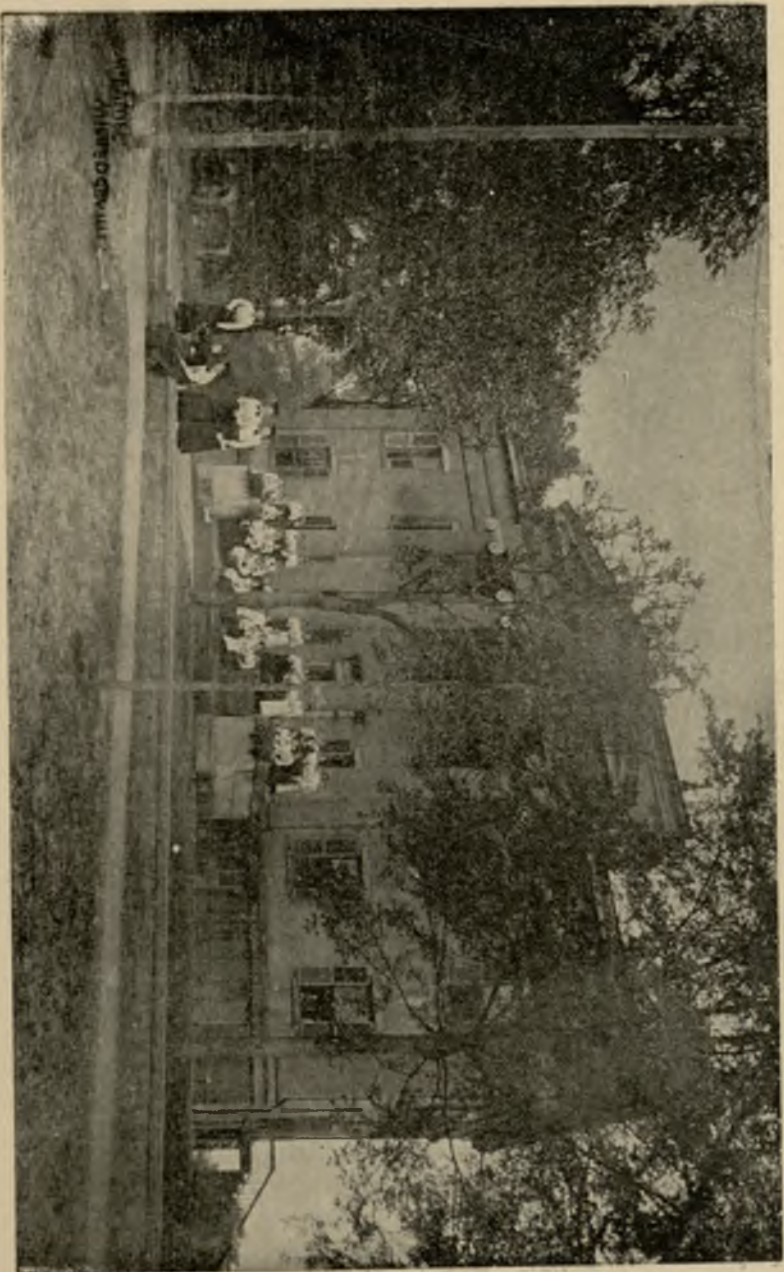
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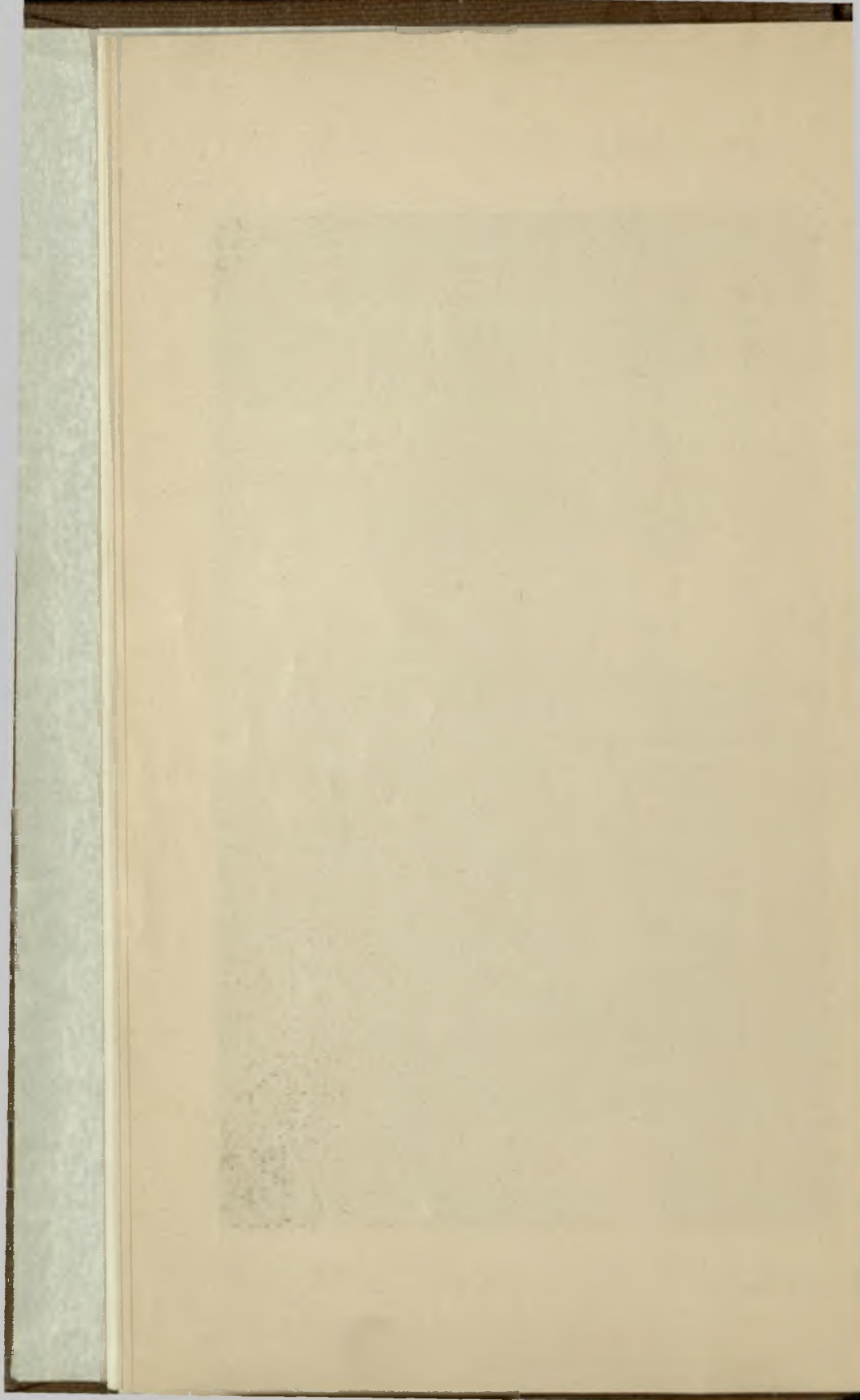
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THE MANSION—(Part of Dormitory of the Georgia Normal and Industrial College,



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## Calendar for Session 1895-96.

1895.

September 11th, Wednesday ..... Opening Day  
November 28th, Thursday ..... Thanksgiving Holiday  
Dec. 14th to Dec. 27th ..... Christmas Holidays

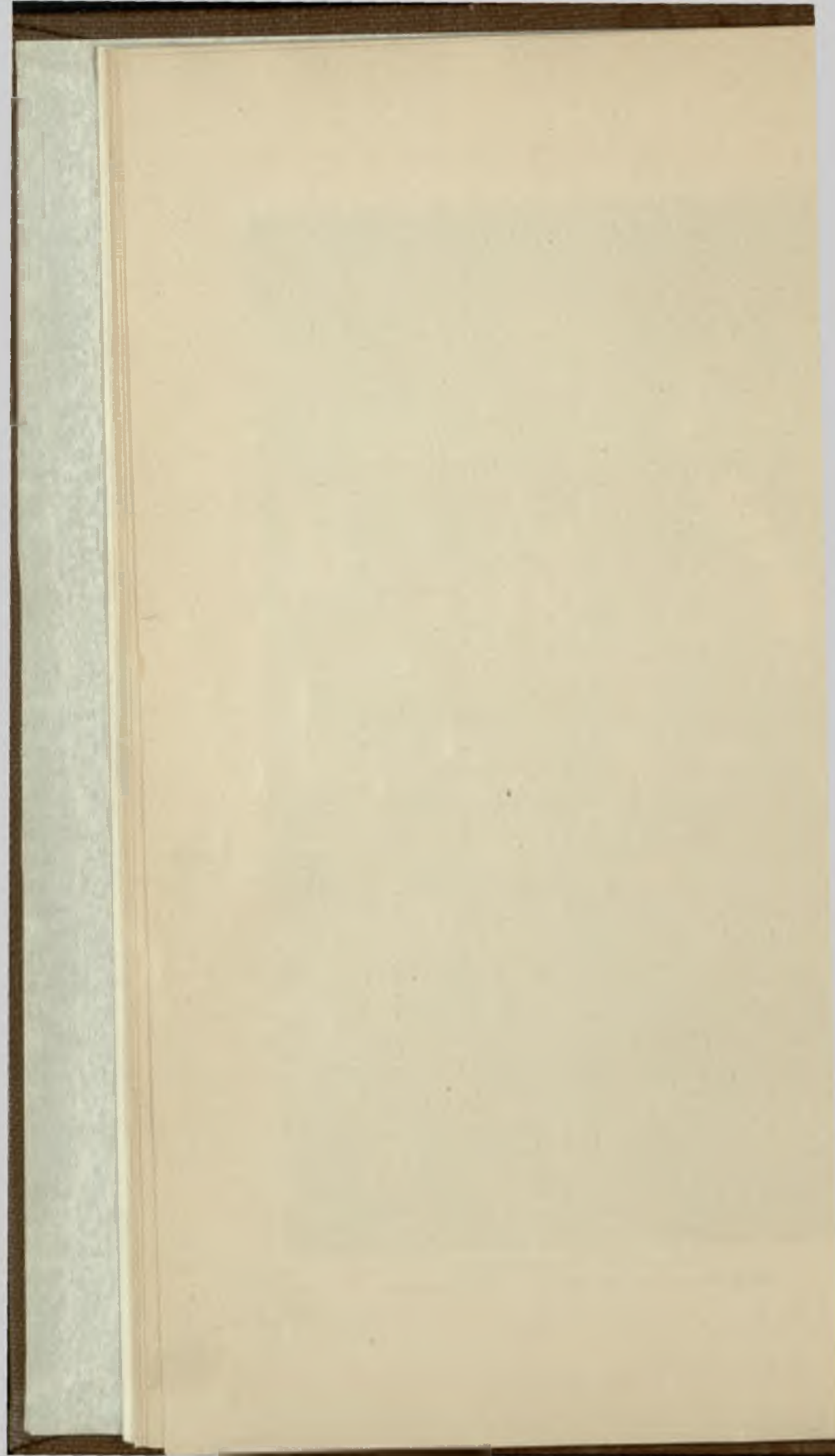
1896.

May 1st, Friday ..... May Holiday  
May 31st, Sunday ..... Commencement Sermon  
June 1st, Monday ..... Exhibition Day  
June 2nd, Tuesday ..... Graduating Day





PART OF THE MANSION LAWN,  
With Student in Dress Uniform in the Foreground.



FOURTH

335  
72

Annual Announcement and Catalogue

OF THE

GEORGIA

NORMAL  INDUSTRIAL COLLEGE,

MILLEDGEVILLE, GA.

1894-95.

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Next Session Begins on Wednesday, September 11th, 1895.

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## FACULTY.

---

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Professor of Pedagogy.

D. L. EARNEST,

Professor of Natural Science.

MISS PAULINE PEARCE,

Teacher of Mathematics.

MISS MARY A. BACON,

Teacher of English.

MISS JENNIE T. CLARKE,

Teacher of Latin.

MISS ALICE NAPIER,

Teacher of Sub-Freshman Class.

MISS MARY P. JONES,

Normal Training Teacher.

MRS. EMMA K. HEAD,

Principal of Model School.

MISS LULA GUINN,

Assistant Teacher of English.

MISS ANNIE H. RICHEY,

Assistant Teacher of Model School.

MISS FLORENCE A. FITCH,

Teacher of Free-Hand and Industrial Drawing.

MISS JULIA A. FLISCH,

Teacher of Stenography and Telegraphy.

FACULTY—Continued.

---

MISS EMY NORRIS,  
Teacher of Book-Keeping.

MRS. F. I. CROWELL,  
Teacher of Dressmaking.

MISS LILLA MOREL,  
Teacher of Cooking.

MISS SARAH E. BOUDREN,  
Teacher of Physical Culture.

MRS. J. CARAKER,  
Assistant Teacher of Dressmaking.

MRS. M. R. LAMAR,  
Teacher of Instrumental Music.

MRS. C. S. LIGGETT,  
Teacher of Vocal Music.

MISS HATTIE N. ELLIS,  
Teacher of Fine Art.

MRS. KATE GLENN,  
Matron.

MISS LIZZIE NAPIER,  
Assistant Matron.

K. C. BULLARD,  
Book-Keeper.

JESSE T. LEONARD,  
Engineer.

HENRY WALTON,  
Janitor.



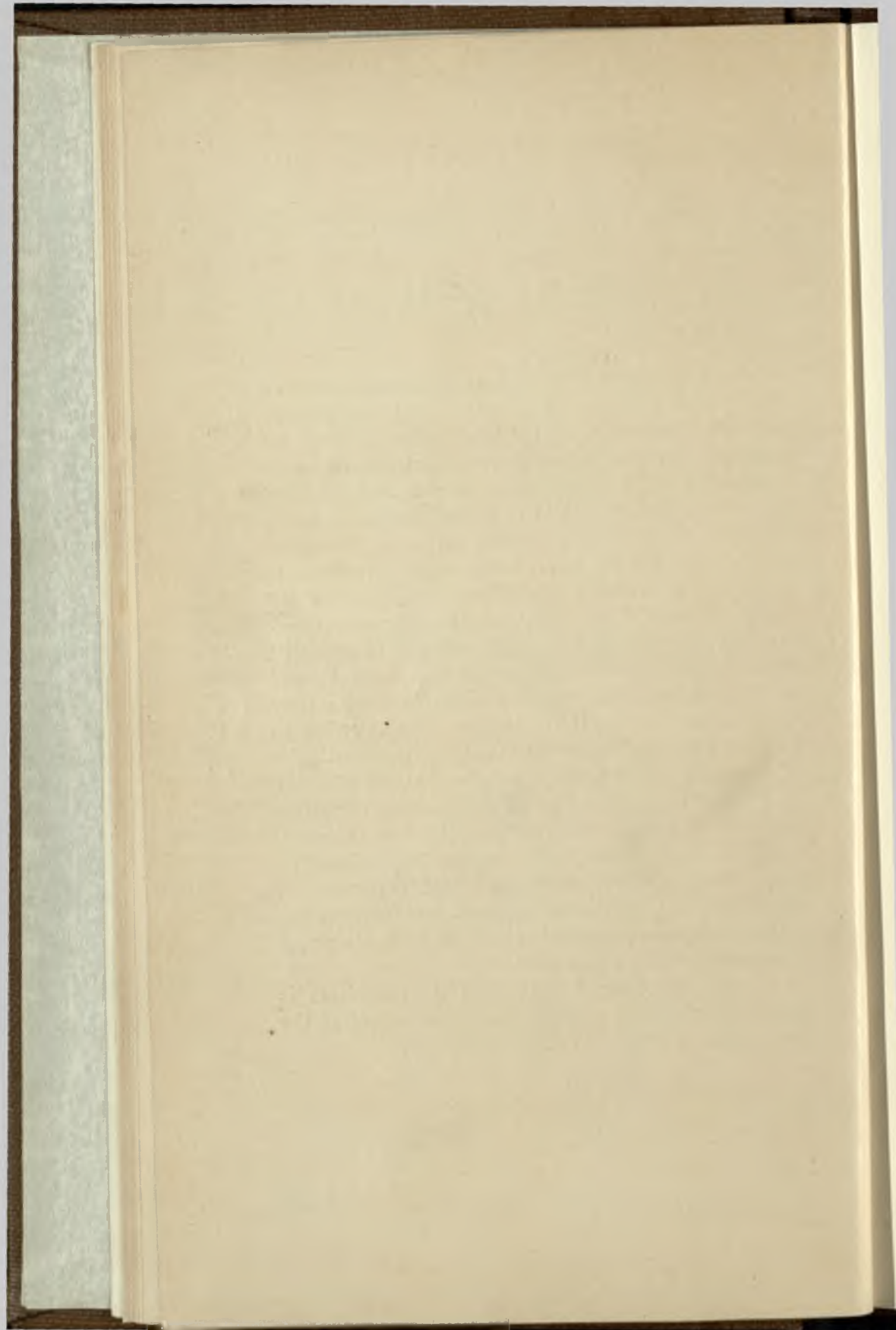
## PREFACE.

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In preparing this fourth annual announcement of the Georgia Normal and Industrial College the President has tried to give all the information necessary for those who think of patronizing the institution. Owing to the multiplicity of subjects, however, and the brief space in which they had to be treated, he has doubtless failed to be sufficiently explicit on some points, so persons wishing further information are requested to write to the President at Milledgeville, and he will answer promptly and fully any questions they may ask; but to avoid needless correspondence he begs that every inquirer before writing will look carefully and see if he cannot find what he wants to know clearly stated somewhere in the catalogue. By referring to the Index the reader can turn readily to any particular subject upon which he may wish to be informed.

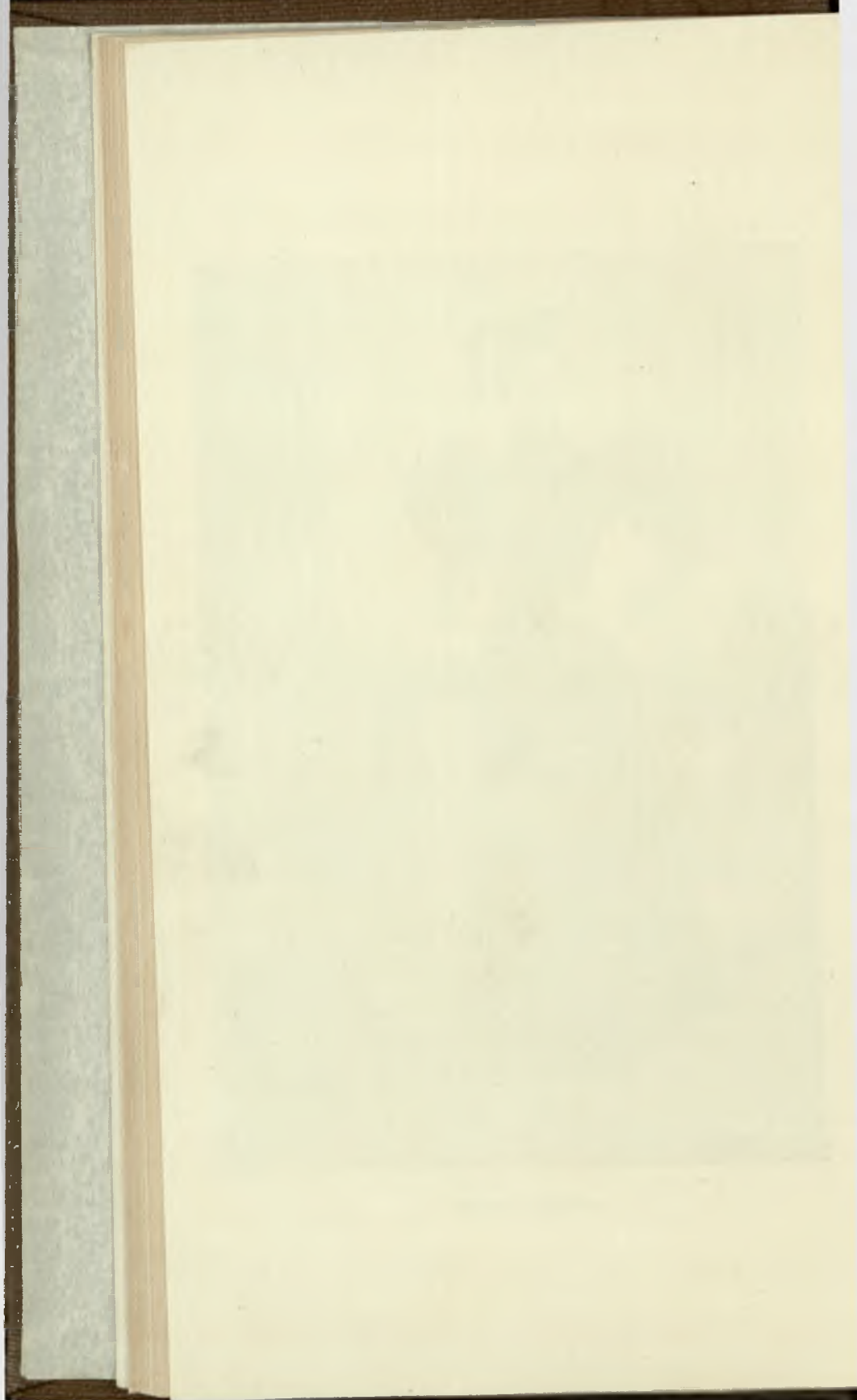
Prospective patrons and students of the College are earnestly requested to read with special care "Government" on pages 60-63, and "Business Regulations" on pages 64-65. Please understand that every one of these laws will be rigidly enforced, and persons not willing to render perfect obedience to them are urged to keep away from this school.

It will be observed that the List of Students is placed near the end of the pamphlet instead of at the beginning, as is usual in college catalogues.





WINTER UNIFORM.



# Georgia Normal and Industrial College.

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## HISTORY.

THE original bill for the establishment of this institution was introduced in the House of Representatives of the Georgia Legislature in the summer of 1889, by Hon. W. Y. Atkinson, then a member of the Legislature from Coweta county, now Governor of Georgia. The idea of establishing the school was first suggested to Mr. Atkinson by his wife. The measure met with great favor from the legislative assembly and passed both Houses by a large majority. On the 8th of November, 1889, it received the Governor's signature and became a law.

The enterprise was received with hearty enthusiasm by the people and the press throughout the State. A year was spent in perfecting arrangements for the establishment of the school, and on November 27th, 1890, the corner stone of the Main College Building was laid with impressive ceremonies in the presence of the Governor and the entire body of the Georgia Legislature and many distinguished men and women, who had come from all parts of the State to do honor to the occasion. On May 16, 1891, at a meeting of the Board of Directors held in Atlanta, a president was elected for the institution. At meetings held several weeks subsequently in Milledgeville and in Atlanta the other members of the faculty were elected, and plans for the organization of the school were fully outlined.

On Monday, September 30, 1891, the College was opened. There were present on the first day eighty-eight pupils, coming from fifty-two counties in the State. This number was increased during the session to one hundred and seventy-one pupils, coming from seventy-five counties. The session closed with appropriate commencement exercises, on June 21, 1892. The school in its first year's work had surpassed the best expectations of its most sanguine friends, and the fame of the institution has spread throughout the State.

After a vacation of three months the school was reopened for its annual session on Wednesday, September 21, 1892. There were present on the first day two hundred and sixty-eight pupils, coming from eighty-two different counties in Georgia. The enrollment for the entire session reached three hundred and sixty-nine pupils, coming from ninety-eight counties in the State.

Since the beginning of the second year the school has been almost constantly crowded to its utmost capacity, the average attendance being about 350 students. Fully ninety per cent. of those who attend are boarding pupils, or pupils from a distance, coming from all parts and sections of the State. From first to last nearly every county in Georgia has been represented. No other educational institution in Georgia has ever approached this College either in the number of its boarding pupils or in extensiveness of State representation.

The school has now become thoroughly installed in the confidence and affections of the people of Georgia. The wisdom of its progressive and aggressive steps in the education of women has been demonstrated beyond the cavil of a doubt. The beneficent practical results

of this education are already showing themselves largely through the State. Over two hundred pupils of the College, graduates and undergraduates, are now teaching or have been teaching school in Georgia or in other States, and many others have found good, paying places as stenographers, book-keepers, dress-makers and telegraphers.

A number of improvements in the equipment and the organization of the school have been planned for next session, and the institution will start upon its fifth year prepared to do better work than ever before.

#### LOCATION.

The College is located in Milledgeville, a town of four thousand inhabitants, situated in Baldwin county, on the Oconee River, near the geographical center of the State. As the old capital of the State for so many years during the most interesting periods of Georgia's history and in the days of her greatest statesmen, it is full of inspiring historic associations. It is now a quiet, reposeful town, entirely free from those excitements, distractions and temptations that are so apt to withdraw the minds of young people, to a greater or less extent, from the earnest pursuit of their studies.

It is an exceedingly healthful place, being entirely free from malaria and all climatic diseases. Among the four hundred students in attendance during the past session there was not a single case of fever or pneumonia or any disease that could be attributed to climatic causes or to bad sanitary surroundings. The Dormitory Infirmary, where students are always put when seriously sick, remained unoccupied during the entire year. The town is abundantly supplied with the purest water from an admirable system of water-works, and from wells and springs. The surrounding country

is rolling in its formation and presents to the eye as beautiful and varied landscapes as can be seen anywhere in Georgia. The soil in the vicinity is very productive, and the people are generally in a prosperous condition. The society is as good as can be found in any locality in the State. There are Methodist, Baptist, Presbyterian, Episcopal and Catholic churches in the town, with regular services in each every Sunday.

The town is easily accessible from all parts of the State by means of the Macon and Augusta Railroad, the Middle Georgia and Atlantic Railroad and a branch of the Central Railroad.

In Milledgeville are located the Middle Georgia Military and Agricultural College, a well conducted and flourishing school attended by many young men from all parts of the State, and also the State Lunatic Asylum, situated two miles out of town.

#### **BUILDINGS AND GROUNDS.**

The College Building is situated near the center of the twenty acre lot given by the State for this purpose. It is a beautiful and commodious edifice four stories high, constructed in the best style of modern school architecture, with admirably arranged assembly halls, class rooms, art and music rooms, cloak rooms and closets. It is supplied throughout with water and gas. The hot water system of heating, acknowledged to be the best in the world, is exclusively used, and the ventilation is in strict accordance with the best known laws of sanitary science. The entire structure cost nearly fifty thousand dollars. It is used exclusively for teaching, or class room purposes, and will accommodate three hundred and sixty pupils.

The dormitory, or college boarding-house, is situated

on another lot across the street and only a few hundred yards distant from the main college building. It consists of two distinct houses, known respectively as the "Mansion" and the "Annex." The Mansion is the magnificent Governor's residence of former years. It is a grand and spacious old building in the Colonial style of architecture, and besides its impressive appearance it has been rendered sacred by many noble historic associations. It is as sound now from basement to cupola as it was when it was first erected fifty-eight years ago. Four years ago its interior was thoroughly remodelled and arranged for the new purpose to which it has been put, and during the present summer many repairs and improvements will be made both on the outside and the inside of the building.

On the north side of the "Mansion," and connected with it by an arcade or covered passage way, is the "Annex," a handsome three-story brick building erected three years ago. The extensive ground floor of this new building is occupied by a study hall and a recreation hall. The two upper floors are taken up with bedrooms. The house is heated throughout by the splendid hot water system, the same as is used in the main college building.

Between the "Mansion" and the "Annex," and accessible to each by covered passage-ways, is a three-story brick building containing an abundance of water-closets and bath-rooms of the latest and most approved patterns and with the best sanitary plumbing.

The dormitory grounds are rendered exceedingly beautiful by green swards of bermuda and blue grass, a well cultivated flower garden, and a large grove of superb elms a hundred years old.

The entire dormitory will accommodate about one hundred and twenty girls, and has besides ample apart-

ments for the President's family and the matron and the housekeeper.

### **EQUIPMENT.**

The equipment of the college is new and is first class in every particular. The recitation rooms are all furnished with Andrews' "New Triumph" single desks, the best in the world, and with an ample supply of maps, charts, and all other needful accessories of teaching. The laboratory is supplied with the very best apparatus and appliances for teaching the natural sciences. The various Industrial Departments have splendid outfits of everything necessary to carry on successfully their several branches of work. The School of Physical Culture is supplied with apparatus embracing the essential features of a thoroughly equipped gymnasium. The dormitory is handsomely furnished throughout.

### **THE LIBRARY.**

This is an important adjunct to the college and an invaluable aid to its work. It occupies one of the pleasantest and most commodious rooms on the first floor of the college building, and has an ample outfit of shelves, tables, chairs, etc. It now contains about two thousand volumes, comprising mainly books of reference and standard works in art, science and literature. These are constantly used by pupils as supplementary to text-books in the pursuit of their studies.

The sum of five hundred dollars is spent yearly in the purchase of new books for the library, and its shelves are thus kept constantly supplied with the best things in current literature and with standard works in nearly all departments of letters. The books are selected with great care by the members of the faculty. The library is also supplied with choice mag-

azines and periodicals, and with all the leading daily newspapers published in Georgia. These the students read with great interest and intelligence, thus keeping up wonderfully well with the important current events of the day.

We believe that no library connected with any educational institution was ever more constantly or more studiously used, or used to better purpose, than is the library of the Georgia Normal and Industrial College. The room is open to students at nearly all hours of the day every day in the week except Sunday, and a librarian is always present to preserve order.

The students' reading is directed in very large measure by the various teachers of the faculty, and is done mainly in connection with the regular college studies.

#### PURPOSES OF THE COLLEGE.

The object of the State in establishing this school is to provide for the young women of Georgia an institution in which they may get such special instruction and training as will prepare them to earn their own living by the vocation of teaching or by those industrial arts that are suitable for women to pursue. Subsidiary to these two main objects the institution also teaches those branches of learning that constitute a general good education. It furthermore instructs and trains its pupils in those household arts that are essential to the complete education of every woman, whatever her calling in life may be or in whatever sphere of society she may move.

In other words, the purpose of the College is to prepare Georgia girls:

1. To do intelligent work as teachers, according to the best methods known to modern pedagogies.

2. To earn their own livelihood by the practice of some one or other of those industrial arts suitable for women to follow.

3. To exert an uplifting and refining influence on family and society by means of a cultured intellect, which can only be attained by a systematic education in the higher branches of learning.

4. To be skilful and expert in those domestic arts that lie at the foundation of all successful house-keeping and home-making.

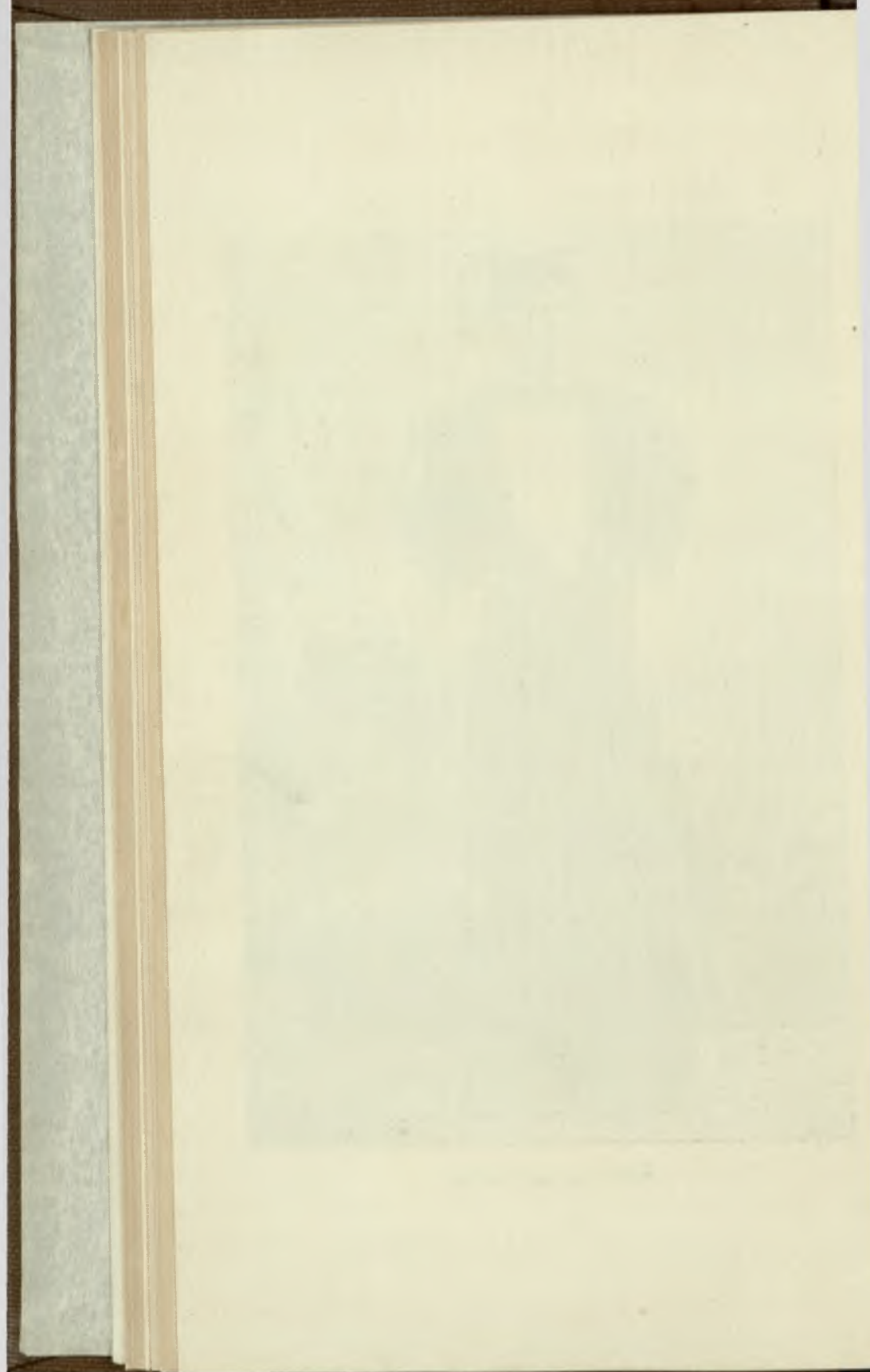
To accomplish this fourfold educational purpose, the courses of study to be pursued in the school are divided, in a general way, into four principal departments, namely:

1. The Normal Department.
2. The Industrial Department.
3. The Collegiate Department.
4. The Domestic Department.

It must not be supposed that each of these departments constitutes a distinct and separate school. On the contrary, they are co-ordinate and coequal parts of one complete system, and are so united as to form one harmonious whole. Many of the studies pursued in the College belong in common to all of the departments, but in certain lines of study the departments differentiate, giving rise to the above fourfold classification. This will be made plain by the following brief account of the several departments.



SPRING AND FALL UNIFORM.



## Normal Department.

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### I. PURPOSES.

The purpose of this department is to prepare young women for the business of teaching. In the proper education of the teacher there are two principal elements, namely: 1st. Broad and accurate scholarship. 2d. Professional knowledge and practice in teaching.

### II. COURSE OF STUDY.

The culture side of the training the normal students will receive here is adequately shown elsewhere in the studies undertaken in the regular collegiate course. (See page 38.) This full course all normal students are required to take.

The professional studies likewise extend throughout the four years and are as follow:

**FRESHMAN YEAR.**—The common school subjects, including United States History, Georgia History, and Physiology, Methods and Test Reviews. Text, "Common School Courses and Methods."

**SOPHOMORE YEAR.**—Psychology—twenty topics applied to teaching. Lesson plans in the common school subjects by the students. Text, "Sully's Handbook of Psychology."

**JUNIOR YEAR.**—Pedagogy—five great educational reformers and epochs. Lesson plans and teaching exercises by the students. Observation in Model School Rooms. Text, "Quick's Educational Reformers."

**SENIOR CLASS.**—Practice teaching in the Model School rooms one hour per day. Each student has

entire charge of each model class at least one week during the year. Text, "Lang's Pedagogy of Herbert."

Ten topics in school organization and *management*.

In the Collegiate Department the teachers will give each a series of ten lessons on methods to the normal students, as follows:

#### MATHEMATICS.

Miss Pauline Pearce's normal course will involve Compound Quantities, Fractions, Decimal Fractions, Percentage and Proportion.

#### LATIN.

Miss J. T. Clarke's course in methods covers the following subjects: Pronunciation, Formation of Nouns from Stems, Classes of Pronouns, Conjugations, Sequence of Tenses, Subjunctive Clauses, Ablative Absolute, Purpose, Indirect Discourse.

#### PHYSICS AND CHEMISTRY.

Professor D. L. Earnest's special work with the normal classes will consist of Experiments by Students, Drawings, Invention, and Preparation of Home-made Apparatus, Teaching Exercises by Students, with Criticisms and Suggestions.

#### ENGLISH.

Miss M. A. Bacon will treat the following subjects: Classics for Little Children, Relation of Literature to Science, the Place of Literature in Public Schools, Language and Grammar Work in Under Classes, *The Heroic in History Teaching*.

#### DRAWING AND SINGING.

A year's course in Free-Hand Drawing and a year's course in Sight-Singing are requisite to graduation in the Normal Department (see pages 31 and 47).

### III. THE PEABODY MODEL SCHOOL

Will consist next session of three rooms, three model teachers, and eight grades of primary and grammar school work, covering the entire course of study usually pursued in the best city public schools. The attendance will be made up of about one hundred and twenty children (boys and girls), ranging in age from six years to fourteen years. This school is much more than an adjunct to the Normal Department. Aside from methods in high school and college subjects, it is the center about which the work of the entire Normal Department is organized. There will be added to it next session another room, another teacher, and two higher grades of pupils, which will greatly increase its efficiency and make it one of the most complete and thoroughly practical training schools in the entire country.

This school is maintained mainly by means of an exceedingly liberal annual donation from the Peabody Educational Fund, obtained through the kindness of the manager of that fund, Dr. J. L. M. Curry, who has visited our College frequently, and who feels a great interest in its work. No more precious gift could have been conferred upon the Normal Department than this Model School. It is of incalculable advantage to the normal students. It serves both as a school of observation and as a practice school for them. These pupils are taught by three normally educated, thoroughly trained, experienced and highly gifted teachers, to whom higher salaries are paid than perhaps to any other similar teachers in the Southern States. Members of the Junior Normal Class are required to pay frequent visits to this school so that they may observe the best methods of teaching as they are actually and skilfully employed in the instruction of children; but

they are not allowed to take any direct part in the teaching. Members of the Senior Normal Class are organized into a professional training class, and under the careful supervision of the training teachers are required to do regular practice work in the Model School rooms. Under certain circumstances students who belong to the two lower Normal Classes are also allowed the privilege of the practical training in the Model School.

The rooms of the Model School are splendidly equipped with the best school furniture and with all of the most approved aids to teaching.

(For admission to the Model School see page 54).

#### IV. NEED FOR PROFESSIONAL TEACHER TRAINING.

It is not enough for normal students merely to see skilful teaching. They need actually to do the work, however blunderingly at the start. Nothing so much as this requirement puts and keeps them in the attitude of teachers and obliges them to analyze the results and hunt down the principles of good teaching.

If it were entirely sufficient that they sit under expert teaching to be good teachers, then all of us would be great scientists, steeped as we all are in the phenomena of forms and forces and occurrences in nature. But in point of fact we are not physicists until we begin to reason about the mechanical changes in matter, nor chemists until we begin to reason about the chemical changes in matter, nor astronomers until we begin to reason about the heavenly bodies. Nor do students begin to be teachers until they begin to reason about the principles of good teaching from the standpoint of teachers. Nor is this sufficient. They need at once to convert theories into practice under

the best guidance at hand. Moreover no locomotive engineer now starts where Stephenson did; he needs to start where all the results of modern locomotive engineering leave off.

Similarly young teachers need to begin where all the best results in teaching in the great world end; wherefore the value of Historical Pedagogy in the normal course.

### V. DIPLOMAS.

Three years of the normal course, including always the year's work in the Practice Training Class, are required for applicants for normal diplomas. An abridged two years' course will be sufficient for students of one or more years of experience in teaching, and successful work in the last two years of the course will entitle them to diplomas.

### VI. SPECIAL NORMAL COURSE.

Young women who have had some experience in teaching and who wish to improve themselves in their profession but have not time to take the full normal course, will be permitted to devote themselves to such studies as may be most needful for them. No student, however, will be allowed to take such a special course except by the approval of the President of the College and the Director of the Normal Department. They will always give their consent when they are convinced that it is best for the student.

Under this arrangement a student may devote, whenever expedient, much of her time to the practical training in the Model School.

## Industrial Department.

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### GENERAL INFORMATION.

The object of this department is to give thorough instruction in those industrial arts that are suitable for women to follow as a means of livelihood. The department will confine itself for the present to the following branches:

1. Stenography and Typewriting.
2. Telegraphy.
3. Book-keeping.
4. Dressmaking.
5. Free-Hand and Industrial Drawing.
6. Cooking.

In selecting these from all the available industries, the authorities of the College had regard primarily to their business value and secondarily to their culture value. By their business value is meant the degree of certainty with which persons skilled in them find lucrative employment. By their culture value is meant their worth as a means of intellectual training and development. Carefully compiled statistics show that the first four arts mentioned have a greater business value for women than any other employment whatever. The fifth in the list, namely, Free-Hand and Industrial Drawing, was selected mainly for its culture value, though if pursued as a specialty for two or more years by persons who have a natural aptitude for drawing, it will afford the most pleasant and lucrative means of livelihood of any of the industrial arts taught in this school. Cooking, the sixth and last art

in the list, was selected, of course, almost entirely for its domestic or household value.

No pains have been spared to make the Industrial Department all that it should be. The President of the College, in order to get data and information to guide him in the organization and conduct of this department, has, during the past four years, devoted several months and visited and inspected the leading industrial schools in the United States, including Pratt Institute, Brooklyn; Drexel Institute, Philadelphia; the Girls' Industrial Institute, Columbus, Miss., and all of the most famous manual training schools, cooking schools, dressmaking schools and schools of industrial designing in New York City and Boston. The department in the Georgia College has been modeled after the best features found in these various schools. The teachers of the several departments were chosen with the utmost care from a great number of competent applicants. Each of them is an expert of extensive and successful experience in teaching the special branch for which she has been employed.

#### **BUSINESS AND INDUSTRIAL TRAINING.**

It is a fact recognized by all, that a sound and thorough training in business is a necessity to the young woman of to-day. Even those who are freed from the necessity of self support are often burdened with the care of property, for the wise management of which some knowledge of business laws and methods is essential.

If such knowledge is requisite for those who have means at their command, how much more important is it to the woman who must by her own effort secure herself against abject want or galling dependence.

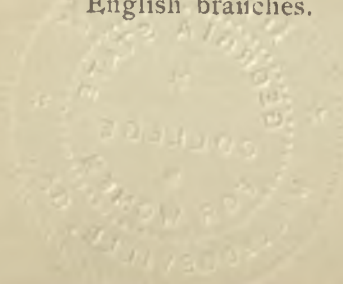
Women, driven by necessity, are pressing into the

ranks of the wage-earners, and it is both just and wise that the State should have offered to them this opportunity to fit themselves by proper education and training adequately and successfully to fulfil the duties of the professions they are about to enter.

It is a fact recognized by wise and thoughtful men, that in this day of feverish competition only the skilled laborer can hope to succeed, the unskilled must sooner or later be driven to the wall. For this reason the authorities of this College have thought best to raise the standard of its Business and Industrial Departments, to enlarge their scope and to meet the growing demand for intelligent and thoroughly equipped laborers by offering to its pupils full and thorough training in the various lines of domestic and business effort.

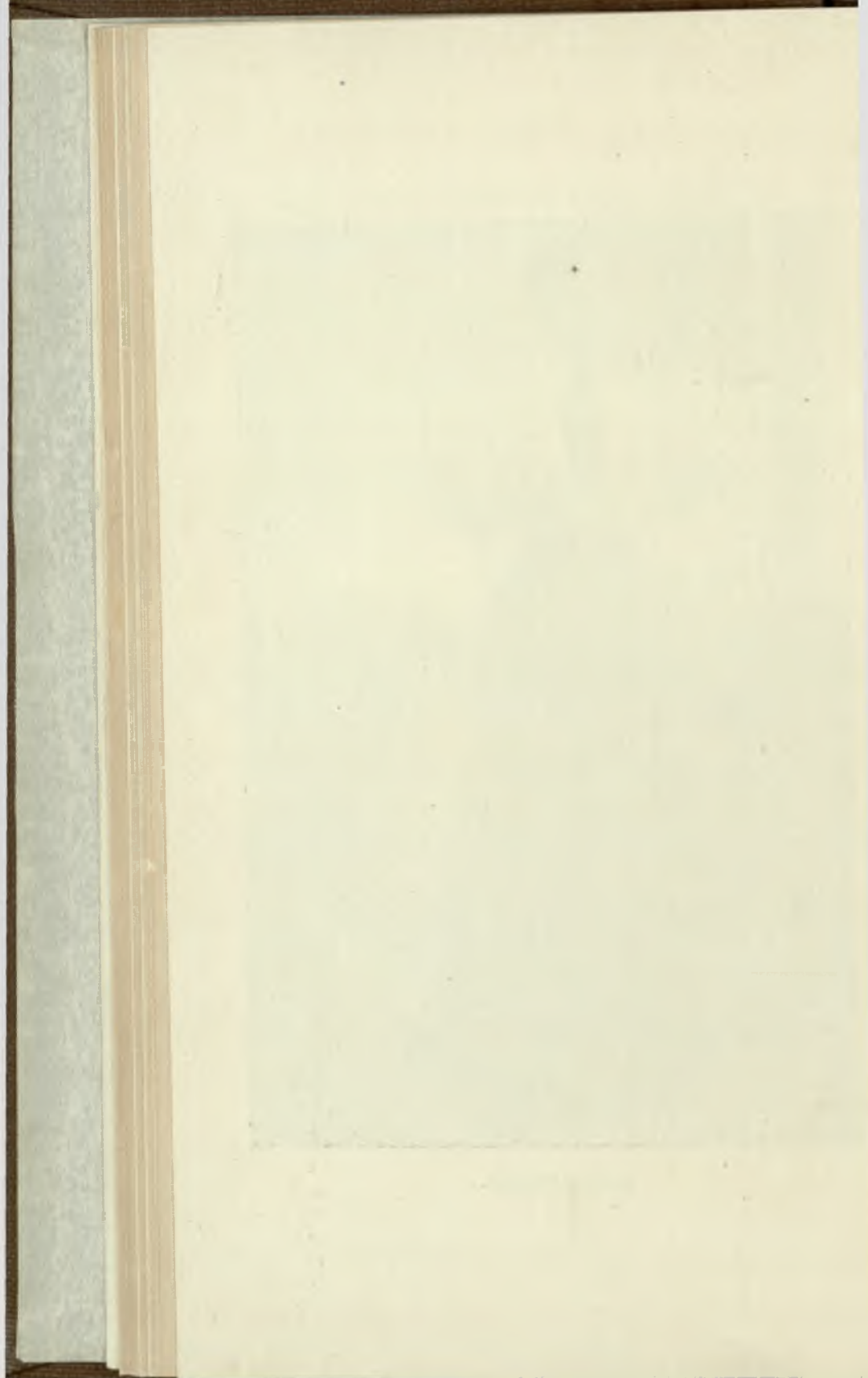
Two courses of study and practice have been provided for the coming year. The first is a full General Commercial Course, which will fit the pupil not only for a particular profession, but also for an intelligent business career in any line. It is a course which we would recommend to all those wishing to pursue any business or industrial branch, one which, while requiring more time, will in the long run prove the more serviceable and economical in both a mental and pecuniary point of view.

The second course provided as a special course in the several branches with a supplement of so much of the general course as the limited time at the disposal of the pupil may permit. In order, however, that the pupil may pursue with success the special course, it is necessary that she should be well up in the elementary English branches.





SUMMER UNIFORM.



## **I. FULL COMMERCIAL COURSE.**

18 MONTHS.

To pursue this course with any degree of success, the pupil should be not less than sixteen years of age, and should be able to pass satisfactorily the examination for entrance into the Freshman Class of the College. General Arithmetic (review), Commercial Geography, English, Business Forms and Correspondence, Penmanship, General History, Physical Training, Typewriting, One Business or Industrial Branch, viz: Stenography, Book-keeping, Telegraphy, Dress-making or Cooking.

### **SECOND YEAR.**

Commercial Arithmetic, English, Rhetoric and Literature, Commercial Law, American History, Civics, Physical Training, Typewriting, One Business or Industrial Branch concluded, viz: Stenography, Book-keeping, Telegraphy, Dressmaking or Cooking.

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## **SPECIAL COURSES.**

9 MONTHS.

### **STENOGRAPHY AND TYPEWRITING.**

The chief aim of the Stenography and Typewriting Course is to prepare young women for employment as secretaries, amanuenses and assistants in business offices. We think it needful to add a few words of explanation and caution.

In no other branch of professional work is there such a lack of knowledge as to the real scope and demand of this profession. Young girls immature in mind, feeble in health and deficient in education enter our classes hoping to fit themselves by a few months' study to earn their own living. As a fact, the art itself

can be mastered in three months, but much more than the learning of the principles is required of one who claims to be a stenographer. Speed in writing and in reading notes is required, and this can only be accomplished after much practice. The stenographer, moreover, must have a ready and available acquaintance with business forms and customs, must be able to copy from manuscript, must be able to recognize and correct grammatical errors, must be a rapid and accurate accountant, must know something of history and geography, must have some acquaintance at least with current events, and above all must have that discipline and self-control which nothing but an intelligent knowledge of business in general, can give. For these reasons we suggest that those who know themselves to be deficient in general knowledge take the full Commercial Course of eighteen months, and for these reasons also we require those who take the Special Course to supplement their study of Stenography by the Industrial English Course, unless they pass a thorough and satisfactory examination in English, Arithmetic, Geography and United States History.

Pupils to pursue this course satisfactorily should be not less than sixteen years of age, and should be able to pass satisfactorily the examination for entrance into the Sophomore Class of the College.

#### COURSE.

Stenography, Typewriting, Commercial Arithmetic, Business Forms and Customs, Commercial Law, Commercial Geography, Rhetoric and Literature, American History, Penmanship, if necessary.

The system of shorthand taught is the Burnz system, and is divided into three grades: elementary, intermediate and advanced. Each grade covers three

months. Frequent reviews and examinations are given and each pupil is given personal attention.

The first three months cover the principles, with frequent exercises and dictations based on these principles.

The second three months cover contractions, phrasing and dictations based on the principles, and easy correspondence. The last three months cover Railroad, General Merchandise, Legal, Editorial and General Literary Work, and speed dictations.

In addition to this, each pupil will be given some practice in general office work, and will be taught manifolding, letter press copying, indexing and filing and the use of the mimeograph.

Before a pupil can obtain a certificate, she must be able to take dictations not less than one hundred words a minute on new matter and to transcribe the same accurately either in longhand or on the typewriter. Certificates will not be given to any pupil who does not prove satisfactory in spelling, punctuation and grammar, and who has not a fair proficiency in the ordinary transactions of business.

#### TYPEWRITING.

Pupils in this branch are taught on strictly scientific principles, which have been evolved from years of experience of the greatest experts in the art; consequently they become much better operators than persons who learn it in a haphazard sort of way. They are also carefully instructed in all the minute details of the business, and in the mechanism and proper care of the machine. Together with the stenographers they have regular lessons in spelling, punctuation, letter and business forms. The work of our graduates will be found to be invariably characterized by a clear and

beautiful accuracy rarely equalled by the followers of the craft.

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### SCHOOL OF BOOK-KEEPING.

The Williams and Rogers system of book-keeping is exclusively used in this department. The course embraces both Single and Double Entry. Pupils are also taught commercial law and commercial arithmetic, and are thoroughly instructed in business forms, business correspondence, and the ordinary details of banking and mercantile transactions. Whenever there is need for it, pupils in this department are also given special lessons in penmanship. A thorough course in banking will be added to this department next session.

A pupil to enter this department must be at least fifteen years old, must have a fairly good English education and a thorough knowledge of ordinary school arithmetic.

In connection with the study of book-keeping she will be required to pursue the regular commercial course of studies, including Arithmetic, Commercial Geography, English, Business Forms and Correspondence, and Penmanship (see page 25).

Pupils who at a final examination can stand a rigid and exacting test of knowledge of the science and practical details of book-keeping, and who can also pass the required examination in the Commercial Course named above, will be awarded a *Certificate of Proficiency*.

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### SCHOOL OF TELEGRAPHY.

The equipment of this department is as perfect as can possibly be conceived. The large room used for the purpose presents a complete miniature Western

Union system. None but the very finest instruments and implements are used. Twelve stations, representing leading cities in the United States, are connected by overhead wires, and are furnished with switches so that any connection or combination of connections desirable can be made. By means of blanks and account books drawn up in regulation form, pupils are taught all the business of an actual telegraph office. They are also instructed in the use of the relay instrument and how to charge and take care of the batteries.

Pupils of any age or collegiate class may be admitted to this department under the following regulations: They must stand an entrance examination in elementary English, arithmetic and penmanship, and if found deficient in these branches will not be admitted.

Students of this branch are required to take the first year's Commercial Course of study (see page 25), or some course that shall be accepted in lieu of it.

Pupils who on final examination shall be found competent to send at the rate of twenty-five words a minute and to receive correctly at the rate of eighteen words a minute, and who can also pass a satisfactory examination in the prescribed Business Course, shall be entitled to a *Certificate of Proficiency*.

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### SCHOOL OF DRESSMAKING.

The whole practical work of dressmaking is taught in this department, including cutting, fitting, draping, hand sewing and machine sewing. Careful instruction is also given in the principal branches of sewing in white goods.

The S. T. Taylor system of dressmaking, generally acknowledged to be the best in the world, is used. It is based on strictly mathematical principles, which

insures accurate results, and, where it is well learned, guarantees a perfect and artistic fit in every case. Although thoroughly scientific, it is simple and not very difficult to learn.

The department is furnished with an abundance of the very best and finest makes of sewing machines, and with all other furniture, implements and devices that go to make up a perfect equipment.

There are two classes of pupils who study this art in our college: 1. Those who wish to learn it merely for home or domestic uses. 2. Those who wish to learn it as a trade. For the first class, one hour a day devoted to the work throughout the session is usually sufficient, but for those who wish to become professional, artistic dressmakers, from three to five hours a day for at least one year are necessary.

All pupils studying dressmaking are required, by way of practice, to make their own college uniform dresses, or to do any other work that may be required of them by the principal.

In order to afford those pupils who intend to make dressmaking a profession the practice absolutely necessary to acquiring a high degree of proficiency in this art, there has been organized in connection with the department a regular dressmaking establishment, which carries on the trade of dressmaking under strictly business regulations. The establishment is in direct charge of Mrs. J. Caraker, under whose careful supervision all work will be done. A number of licensed assistants from among the most skilled pupils in the department are appointed for this establishment, and will receive reasonable compensation for any work they may do. All contracts for work to be done must be made directly with Mrs. Caraker, and all money paid for work must pass through her hands. *No work*

*shall be done for pay in the Dressmaking Department except in this trade-school and under these regulations.*

It is hoped that this will in time become one of the best and most artistic dressmaking establishments in Georgia. The charges will be reasonable and all work will be strictly guaranteed.

N. B. Those pupils who wish to learn cutting and fitting must provide themselves with the S. T. Taylor text-book and accompanying drafting and measuring instruments. The whole outfit costs \$7.00, and can be purchased at the college. Pupils who wish to take only sewing or any branch of needle-work will not require this outfit.

All students of Dressmaking, unless specially excused, are required to take the first year's "Commercial Course" of study (see page 25), or some equivalent course.

A Certificate of Proficiency in Dressmaking is granted to those pupils who have attained the requisite degree of skill in the art, and who can pass a satisfactory examination in the prescribed Commercial course of study.

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## FREE-HAND AND INDUSTRIAL DRAWING.

This beautiful and exceedingly valuable branch of education is taught with the utmost thoroughness and efficiency in the Georgia Normal and Industrial College. The work is divided into four principal branches, namely:

1. Free-Hand Drawing.
2. Industrial Drawing.
3. Historic Ornament.
4. Modelling in Clay.

These are closely correlated arts, and as taught in

this college they constitute a full two years' course of study. The following brief statement will give some idea of the special purpose of each of these branches:

**Free-Hand Drawing** is the rapid sketching, with pencil, crayon, charcoal, or pen and ink, and by the eye alone (that is, without the aid of ruler or measure of any kind), of any object whatever of which a picture can be made, from the simplest geometric forms up to the living human face. Everything is drawn directly from the object itself, nothing from another picture. In connection with Free-Hand Drawing careful instruction is also given in the elements of water-color painting, by which the eye is educated to the nice distinction and to the artistic blending of colors.

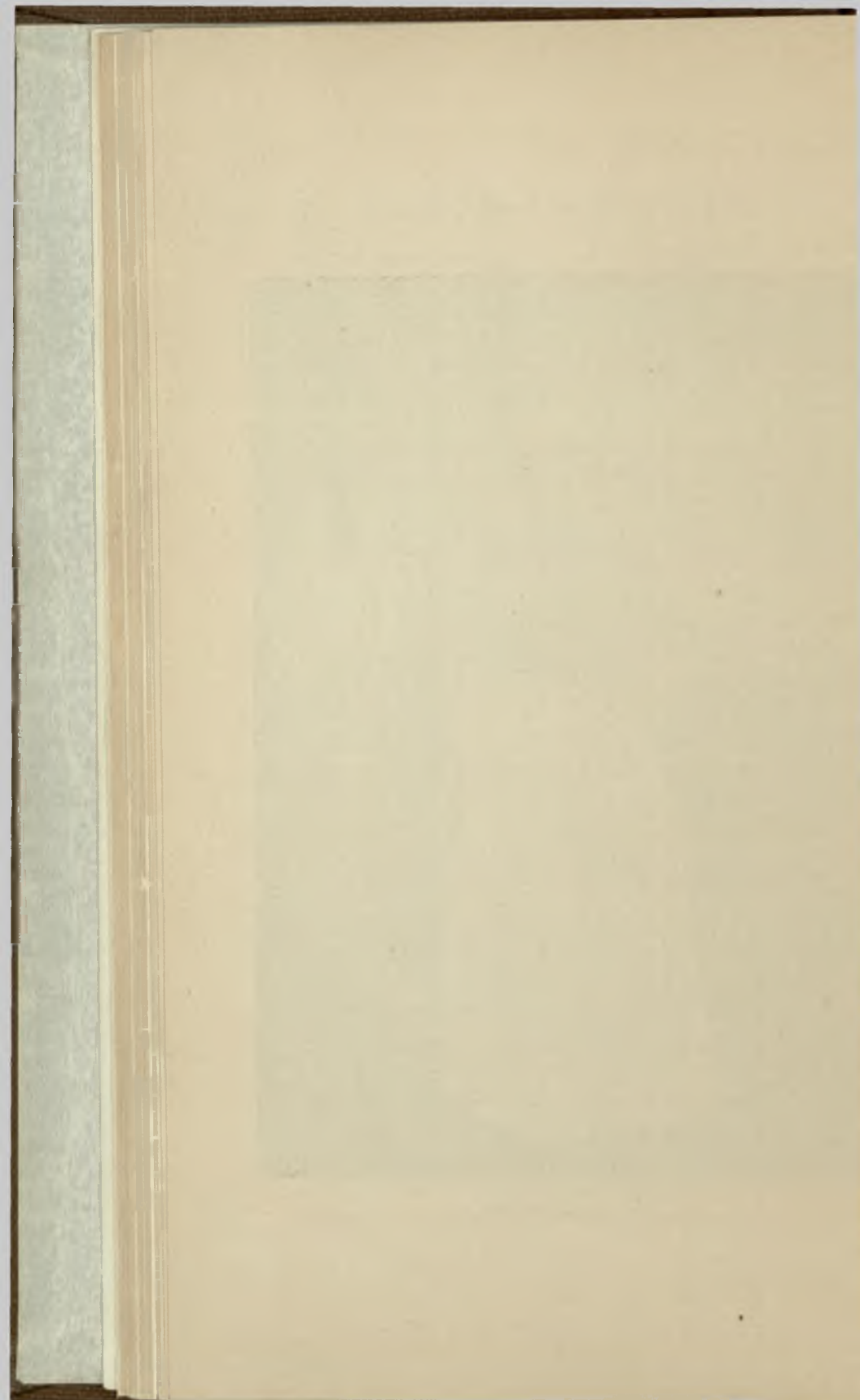
**Industrial Drawing** is that branch of art whose ultimate aim is to make expert draughtsmen, or artists, capable of making a "working drawing" of any article to be manufactured—from a broom stick to a palace—so that it may be placed in the workman's hands as a pattern. It naturally includes industrial designing, or the making of original patterns for wall paper, carpets, oil cloth, laces, calicoes, etc., etc. This is rapidly becoming a favorite and lucrative profession for women.

**Historic Ornament** consists chiefly in the study of the main artistic features of ancient Egyptian, Greek, and Roman architecture. The study embraces not only lessons in drawing, but also text-book lessons and lectures explanatory of the subject. Both as a means of liberal culture and as practical instruction in architectural drawing this study is of great value.

**Modelling in Clay** is the making of images of objects, either actual or imaginary, in plastic clay. The work is done entirely with the fingers without the aid of any instrument whatever except a pair of cali-



COOKING-SCHOOL SUIT.



pers and a thin-bladed knife. Beginning with the simple geometric solids, such as the cube and the sphere, the lessons extend to making masks, busts, and statues from "living models." Original designing, in the various ways in which it may be applied in this branch of art, is also taught and encouraged. Clay-modelling is the best artistic expression of form, and as such it should be a fundamental element in all art study.

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There are four classes of pupils who attend this college to whom a full course of instruction in free-hand drawing is specially valuable:

1. **TO NORMAL PUPILS.**—Every teacher in graded city schools or in ungraded country schools should be able to teach the elements of drawing to her pupils. Every teacher should be able to illustrate her teaching whenever the subject calls for it, by pictures sketched rapidly on the blackboard. Hence a full year's course in free-hand drawing is required of every applicant for a normal diploma from this college, and a two-years' course is recommended in all cases where it is practicable.

2. **TO DRESSMAKING PUPILS.**—Some skill in free-hand drawing is of great service to any one who is seeking to become an artistic dressmaker, and a course of instruction in the branch will be arranged specially adapted to the needs of this class of pupils.

3. **TO FINE ART PUPILS.**—All persons who have a natural gift for art will find this a delightful and most improving study, and the best foundation for attainments in the higher branches of painting and drawing. It is also a necessary preparation for Industrial Design-

ing, which is now rapidly becoming a favorite and lucrative profession for women.

4. TO COLLEGIATE PUPILS.—There are very few branches taught in schools or colleges that possess greater general educational value than Free-Hand and Industrial Drawing. It is a splendid training at once of the mind, the eye, and the hand in things that are vitally related both to the useful and the beautiful in human life. No student of our college who can possibly find time for it can afford to dispense with this study.

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#### **SPECIAL NORMAL ART COURSE.**

There is throughout the South a growing demand for teachers and supervisors of drawing in public schools and in other educational institutions. A Normal Art Course has been established in this college for the special purpose of qualifying pupils for such positions. The class is limited to pupils who possess special ability, and who are willing to give their time almost exclusively to this work. The full course of instruction embraces two years of study, though pupils of exceptional talent and with some previous knowledge of the subject may, by unusual diligence, accomplish it in one year. It is essentially the same course as is pursued in the Massachusetts Normal Art School, Boston, and in the Pratt Institute, Brooklyn, notably the foremost normal art schools in America. It not only qualifies pupils for positions as teachers and supervisors of drawing, but also affords a splendid preparation for the profession of industrial drawing, which, as was said above, is now rapidly opening as a new, noble and lucrative calling for women.

The teaching in this department is up to a higher standard of excellence than was ever before reached by any Southern school in this branch of art.

#### EQUIPMENT.

The department is finely equipped with a complete outfit of casts, drawings, designs, and all other models necessary to the best teaching of the subject in all of its branches. The most approved work tables and benches and the very best of modelling clay are used.

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#### SCHOOL OF COOKING.

This is the pioneer institution of the sort in the South. Neither expense nor pains have been spared in fitting it up. It occupies a neat cottage situated about two hundred yards from the main college building. The spacious cooking room is furnished with the best make of stoves and ranges manufactured by the famous Buck Stove and Range Co., of St. Louis, Mo., and also with the most approved patterns of oil stoves and with a full outfit of improved cooking implements.

The course of study is better adapted to the particular needs of the Southern kitchen and to the dietary of Southern households, and the methods of instruction are thoroughly practical. The aim of the course of study is to acquaint the girls with all the fundamental principles of cooking, and to give them a practical training in the most healthful and economical methods of preparing such articles of food as are usually found on a well appointed Southern family table. Special stress is laid upon the making of plain bread and biscuit, the cooking of ordinary meats and vegetables, and the preparation of simple desserts; sufficient attention is also paid to fancy dishes. Several special lessons are given on cooking for invalids.

Each cooking class consists of twelve pupils, and each class receives one lesson of two hours' duration every week, and at each of these lessons every pupil in

the class does actual cooking directly under the eye of the teacher. In connection with every lesson instruction is given in hygiene as related to foods, in the nutritive properties and values of the materials used and in the chemical changes caused by cooking.

No girl of even ordinary application can go through this splendid course of instruction in the most important of all household arts without acquiring knowledge that will be of incalculable value to her through life.

#### DINING-ROOM TRAINING.

As an adjunct to the Cooking School there has been established a well equipped, nicely appointed dining-room, in which girls are taught to make out bills of fare, to set the table, to serve meals, and to do everything in this branch of housekeeping in the best and most approved manner. Occasionally ladies and gentlemen from outside, prominent people of Milledgeville and distinguished visitors, are invited to dinner or luncheon in this model dining-room. The girls themselves prepare and serve all the dishes and wait on the table, and different ones of them are appointed each time to act as hostesses. Thus they are trained not only in the practical details, but also in the manners and etiquette of the dining-room.

The cooking lessons are obligatory upon all members of the Senior Class. No student shall be awarded a diploma from this college until she has taken the course in cooking and has stood a satisfactory examination in the same. Ordinarily only seniors are allowed in this department, but girls over sixteen years of age who expect to be in the college only one year will also be permitted to take the lessons if they wish to do so.

An incidental fee of two dollars is charged in this department, and must be paid when the student's name is enrolled in the class. No other charge is made.

## Collegiate Department.

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The object of the Collegiate Department is twofold:

1. To give to those young women who wish to prepare themselves for the vocation of teaching that broad, liberal and accurate scholarship which is requisite to the education of every teacher.

2. To give to those young women who have the time, taste and capacity for it, that higher education that develops a cultivated womanhood.

Pupils who take the full college course of study will be entitled to a Collegiate Diploma.

Pupils who take the full college course of study and the normal studies besides (see page 21) will be entitled to a Normal Diploma. A Normal Diploma ranks higher than a Collegiate Diploma.

The curriculum is given in full further on. No attempt is made to advance the standard of learning beyond what is already established in leading Southern female colleges, but in thoroughness and accuracy it is believed the work of this school is superior to anything yet done in any higher female educational institution in Georgia. That sham and superficial learning which has made fashionable female college education the gibe of the world is not tolerated in this institution. Pupils are not allowed to enter any college class without first proving their fitness for that class by passing an examination given by the faculty. Pupils are not permitted to rise from a lower to a higher class until they have mastered the studies of the lower, and none receive diplomas except those who have fully and thoroughly accomplished the work marked out in the curriculum.

This college has set its face firmly against the too common practice of turning out as graduates pupils who have done little more than to make a pretense of going through the course of study. On this subject there must be good faith between the college and its students.

Care has been taken not to overcrowd the curriculum with a multiplicity of studies. The plan of instruction is intensive rather than extensive. The special reason for making the studies fewer than are usually found in college courses is that time may be had for the industrial arts, to which every student is required to give a fair share of her attention. This mixing of industrial studies with culture studies is the ideal method of education, and has worked most admirably in its practical application in this school.

Every branch named in the curriculum is taught by teachers of the highest order of ability and after the best and most advanced methods of education; and if any pupil does not understand and assimilate every study that she goes over, it will be either on account of her own indolence or for want of mental capacity.

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## COURSE OF STUDY IN COLLEGIATE DEPARTMENT.

### SUB-FRESHMAN CLASS.

MATHEMATICS.—Common Sense Arithmetic.

ENGLISH.—Tarbell's English Grammar.

GEOGRAPHY.—Frye's Geography; Atlas.

LITERATURE.—Selections from American Authors.

HISTORY.—Barnes' General History.

PENMANSHIP.

PHYSICAL CULTURE.

FRESHMAN CLASS.

MATHEMATICS. — Wentworth's Grammar School Arithmetic; Wentworth's First Steps in Algebra.

ENGLISH.—Selections from American Authors.

HISTORY.—Oral Lessons in U. S. History.

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

LATIN.—Collar & Daniel's Latin Beginner; Roman History.

PHYSICAL CULTURE.

SOPHOMORE CLASS.

MATHEMATICS.—Wentworth's School Algebra.

ENGLISH.—Rhetoric; American Literature.

SCIENCE.—Gage's Introduction to Physical Science.

HISTORY.—English History.

LATIN.—Allen & Greenough's Grammar; Allen & Greenough's Cæsar; Collar's Latin Composition.

PHYSICAL CULTURE.

JUNIOR CLASS.

MATHEMATICS.—Wentworth's New Plane and Solid Geometry.

ENGLISH.—English Literature.

HISTORY.—General History.

SCIENCE.—Williams' Chemistry; LeConte's Compend of Geology.

LATIN.—Sallust's Catiline; Allen & Greenough's Grammar; Edwards' Hand Book of Mythology; Virgil's Æneid (Allen & Greenough); Latin Composition.

PHYSICAL CULTURE.

SENIOR CLASS.

MATHEMATICS.—Wentworth's Plane Trigonometry; Arithmetic Reviewed.

ENGLISH.—Strang's Exercises in English; Studies in English Classics; Review in English Grammar.

HISTORY.—Fisk's Civil Government.

SCIENCE.—Steele's New Astronomy.

LATIN.—Allen & Greenough's Grammar; Horace; Cicero de Senectute; Edwards' Mythology; Versification; Latin Composition.

PHYSICAL CULTURE.

COOKING.

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### REMARKS ON COLLEGIATE COURSE OF STUDY.

1. The above course of college study is so arranged that it will not in any class, except the Sub-Freshman, occupy all of the pupil's time. Every pupil in the four upper classes, therefore, may devote and must devote at least six or eight hours a week to work in other departments of the school, either to the normal studies or to the industrials, or to music and art, as she may prefer. *No girl will be allowed to come to this school and take only the collegiate course.*

2. Every student in the Collegiate Department will be required to take all of the studies prescribed in each class unless there is good and sufficient reason for excusing her from some of them. At the opening of every session scores and scores of girls come to the President with that same old tiresome speech, "I want to take an irregular course." In most cases this wish springs either from indolence and a desire to avoid the "hard studies," or from sheer whim and caprice. It will hereafter not be allowed except in cases where excellent reasons for it can be shown. The faculty is, in most cases, far more competent to decide this matter than either the girl herself or her parents.

3. In connection with the course in English, exercises in original composition are required of all classes throughout the session.



PHYSICAL CULTURE SUIT,



4. Occasionally on Friday afternoons brief lectures on special subjects are delivered in the College Chapel by the President or by members of the faculty for the instruction of all students who may wish to be present. Attendance on these lectures is not compulsory.

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### CLASS EXAMINATIONS.

Every new student applying for admission to any class higher than the Sub-Freshman is subjected on her arrival at Milledgeville to a rigid class examination in Mathematics, English and Latin, with a few general questions in natural science. While the faculty takes great care not to make these examinations too hard, they are a thorough test of the student's fitness to enter the class for which she applies. In no case will a diploma or a certificate from any other educational institution or the testimonial of any teacher be accepted in lieu of these examinations. Bear in mind that the preparation required to enter any class is a good knowledge of the principal work in the class just below the one you wish to enter; for instance, to enter the Sophomore Class you must have a good knowledge of Arithmetic, Elementary Algebra, English Grammar and Composition and Latin Grammar, and also some knowledge of United States History. The faculty wish to urge applicants not to try to enter classes higher than those for which they are *thoroughly* prepared.

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### COLLEGIATE DIPLOMA.

Students who complete satisfactorily the full course of prescribed study will be entitled to a diploma. No student who enters the college in any class higher than

the Freshman will be allowed to graduate unless she can satisfy the faculty that she has done work equivalent to that required in all of the classes below the one she entered.

Every candidate for a diploma will be required at some time during her senior year to pass an examination in Elementary English, including Arithmetic, United States History, Geography and English Grammar.

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#### THE FOUR COURSES OF STUDY.

Reviewing the entire scope and purposes of this institution—including its three principal departments, Normal, Industrial, and Collegiate—the work that is done may be divided into four different courses of study exactly suited to the several classes of pupils who come here for an education. The four courses are as follows:

1. THE COLLEGIATE-NORMAL COURSE, including all of the normal studies as given on pages 17 and 18, and the full collegiate course as just given. This course is intended for those young women who come here for the purpose of fitting themselves for the profession of teaching. It is very full work, and as a rule no pupil who undertakes it should attempt anything outside.

2. THE COLLEGIATE-INDUSTRIAL COURSE, including the full collegiate course and one industrial art pursued as a sort of side issue. This course is suited to those girls who expect to remain in the college two or more years, and who wish to get a thorough collegiate education, and at the same time to become proficient in one of the industrial arts. This may be done by giving one hour a day to the industrial art, and the rest of the time to the collegiate studies. In no instance

should a girl in this course undertake to carry *two* industrial arts *at the same time*. By diligence she may, while carrying on the full collegiate course, perfect herself in one industrial art each year.

3. THE INDUSTRIAL ENGLISH COURSE, including one or more of the industrial arts pursued *as a specialty*, and the most important and practical branches of an English education. This is intended for those young women who wish to become thoroughly proficient in one of the industrial arts in the shortest practicable time, with a view to using it as a means of livelihood, but who must at the same time make up deficiencies in their English education.

4. THE COLLEGIATE MUSIC-ART COURSE, including the full collegiate course and also lessons in music or art, or both. This course is for those young ladies who come here mainly for the purpose of getting a finished education, and who wish to give *special* attention to music or art.

Making due allowances for some irregularities in individual cases, every matriculate pupil that attends this institution may come and must come under one or another of these four classes.

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## SCHOOL OF PHYSICAL CULTURE.

"The first requisite to happiness and success in life is to be a good animal." This aphorism from Emerson contains a fundamental principle in the science of education.

Soundness of body is the foundation of human happiness, and intellectual activity is largely based upon healthy and vigorous conditions of the physical system. Realizing these truths, the trustees two years

ago introduced the teaching of physical culture into the Georgia Normal and Industrial College, and the study now forms a regular and imperative part of the curriculum and is obligatory upon every student who attends the College. The teacher who has this important work in charge is a full graduate of the famous Boston Normal College of Gymnastics, which is universally conceded to be the foremost and best school of physical culture on the American continent. The splendid success that this lady achieved in her work last session shows that the College was particularly fortunate in securing her services.

The Physical Culture course embraces the following features:

1. Gymnastics.
2. Out Door Exercise.
3. Physiology and Hygiene.
4. Dress Reform.

#### GYMNASTICS.

The Swedish or Ling system of gymnastics is exclusively used. This system is based upon strictly scientific principles and has been perfected by long years of most careful study and experiment. In all the foremost educational institutions throughout Europe and at the North it is rapidly taking the place of all other systems of physical culture, and it has the enthusiastic approval of eminent physicians all over the world. The exercises are intended to develop beauty of form and to produce health and strength and grace of body, and when persistently practiced they bring about these results in a wonderful degree. The department is provided with a well equipped gymnasium, including all the most important apparatus and appliances required by the Swedish system.

## OUT DOOR EXERCISE.

One day in every week is set aside as "field day," on which occasions the classes take their physical culture exercises out of doors in games and sports especially designed for the purpose. To encourage the girls still further in out door exercise, a model lawn tennis court has been constructed at considerable expense, and the new and rollicking out door game known as "Basket Ball" has been introduced with great success. Twenty girls may play at once at this game, and it is one of the most enjoyable and healthful of sports.

The students will also be required to take a long and vigorous walk every afternoon.

## PHYSIOLOGY AND HYGIENE.

The Junior and Senior classes are thoroughly instructed by the teacher of physical culture in the most important parts of hygienic physiology. Charts, diagrams, a manikin, human skeleton, chemical experimentation, and everything else needed to make the teaching of this subject thorough and impressive is provided in the College Laboratory.

## DRESS REFORM.

Great pains are taken to instruct the girls in the best features of modern dress reform as advocated by Jeuness Miller and others, and while no coercion is used yet earnest effort is made to persuade pupils to adopt these wise methods of dress; many of them do so every year after their attention has been thus impressively called to the matter. Corsets and tight lacing especially is rapidly being abandoned by the students of this College.

Specimens of the best dress reform garments—especially in underwear—are exhibited to the girls and

their advantage over the old unhealthful styles are clearly explained on scientific principles. This important matter will be more stressed than ever next session.

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### RULES GOVERNING THE SCHOOL OF PHYSICAL CULTURE.

1. Every student in the college will be required to take the physical culture exercises unless specially excused by the President. A reputable physician's certificate showing that owing to some physical infirmity it would be imprudent for the student to take the lessons is the only excuse that will be accepted. The physician must state specifically what the ailment is, and then it will lie entirely in the discretion of the teachers to excuse the girl or not. She will always do so when there is any good reason for it. A mere request from parents that their daughters be excused will not be heeded.

2. The teacher is exceedingly careful not to require any student to take the exercises at times when it may be imprudent for her to do so; and during the progress of the lessons, if any member of the class becomes over-fatigued, she is allowed to drop out.

3. Every pupil is required to wear, during the exercises, the physical culture suit described on page 51 and is prohibited from wearing a corset or any other tight or binding garment.

4. In the game of lawn-tennis each player must furnish her own racquet; borrowing from other girls is forbidden. The balls are furnished by the college.

SPECIAL NOTICE.—Girls of sluggish physical disposition and of lazy habits are usually the ones most loath to take the physical culture exercises, and yet they are the very ones that need it most and to whom

it will be of the greatest advantage. Parents are earnestly requested not to encourage such girls in trying to get out of this extremely important part of their education. The exercises are also found to be of special benefit to weakly and delicate girls.

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### SCHOOL OF MUSIC.

This department receives special attention, and includes the teaching of both instrumental and vocal music. Only the ablest and most progressive teachers, those thoroughly versed in the best conservatory methods, are employed, and the course of instruction and training is thorough and complete. No school or college in Georgia offers finer advantages in this department of female accomplishments. The wants and capacities of different pupils are carefully considered, and exercises for technique and pieces for æsthetic culture selected accordingly. Numerous opportunities are given for those auxiliaries almost as essential as good instruction, namely, hearing good music, playing and singing before audiences. The music rooms are of convenient size, well arranged, and supplied with good instruments.

In connection with the Department of Vocal Music, the entire student body will be taught chorus singing free of charge.

*Sight Singing* by the Mason Chart Method will also be taught. All members of the Senior Normal class are required to take a year's course in sight singing.

The charges in this department will be \$15.00 a quarter for instrumental music and \$15.00 a quarter for vocal music, payable always quarterly in advance. Twelve weeks constitute a quarter.

N. B.—*Boarding pupils will not be allowed to take music outside of the college.*

**SCHOOL OF ART.**

The lady in charge of this department has won an enviable reputation as a teacher. There has been but one opinion from her pupils, patrons and those who have seen her work with her pupils, and that is expressive of the high esteem in which she is universally held as an accomplished lady and excellent teacher. The department is kept constantly supplied with the best models and art material. The art course embraces nearly all the branches usually taught in the best female colleges, viz: Painting in Oil and in Water Colors; Drawing in Pencil, Crayon and Pastel; Portraiture; China Painting; Sketching from Nature, etc.

The charges are as follows:

Instruction in Drawing (Pencil or Crayon) per month .....	\$3 50
Instruction in Painting (Oil or Water Colors).....	5 00
Instruction in Portraiture, per month.....	5 00
Instruction in China Painting, per month.....	4 00

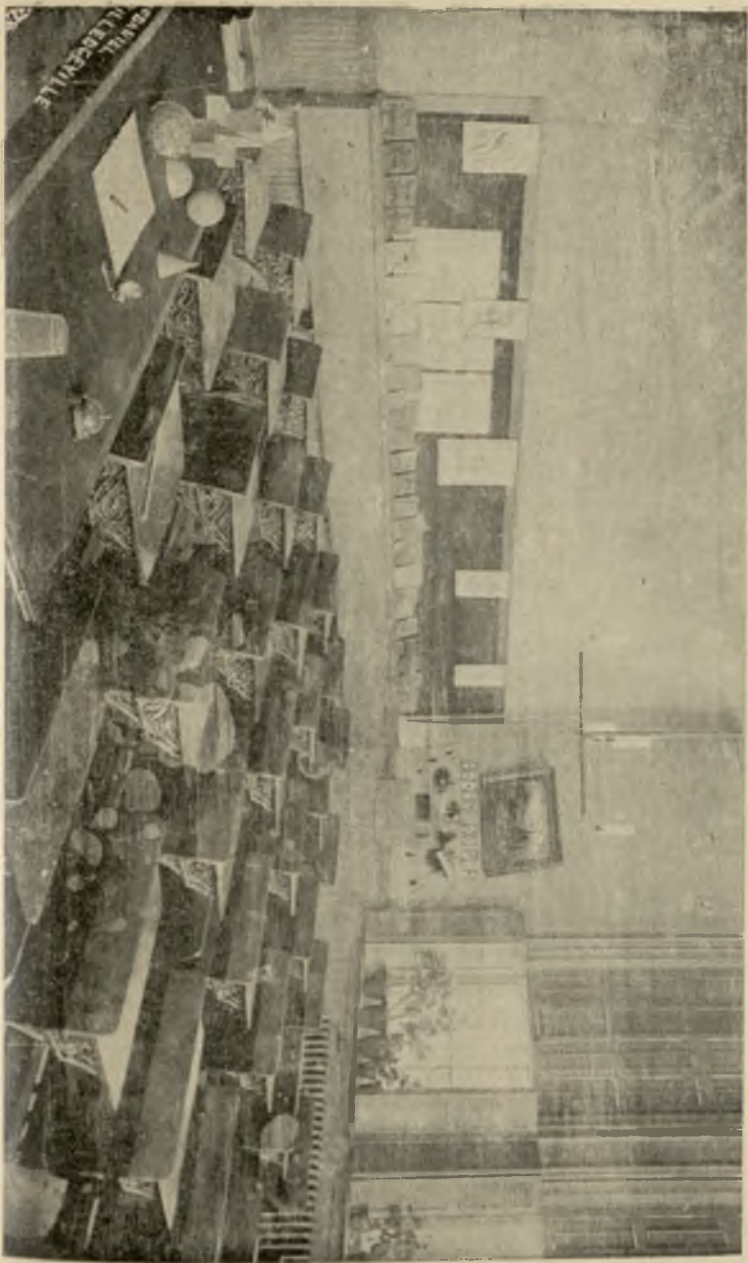
The Departments of both Music and Art are open to all persons outside the college who may wish to avail themselves of the fine advantages offered.

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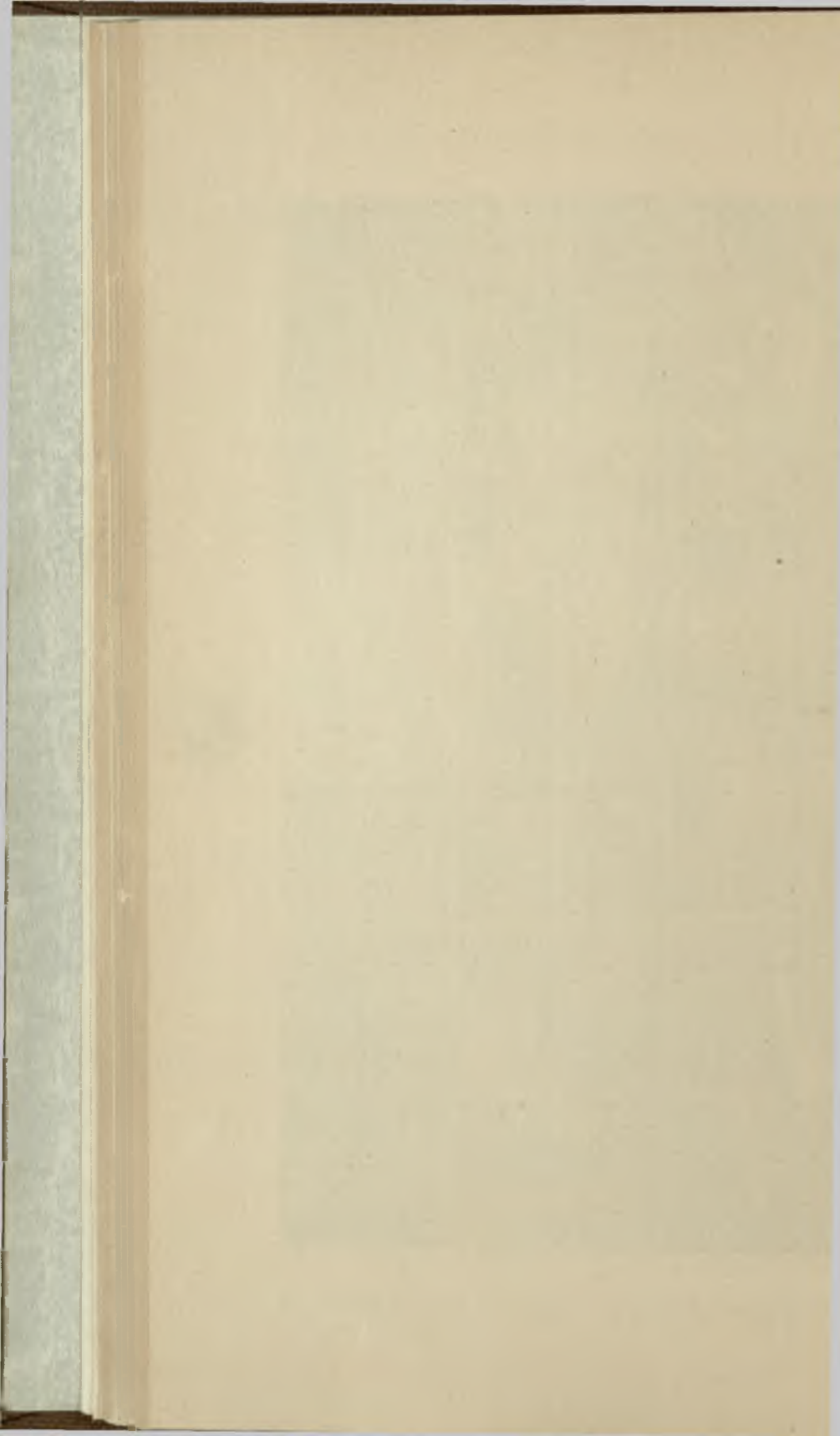
**LECTURES AND CONCERTS.**

At frequent intervals during the session distinguished educators and famous professional lecturers are engaged to deliver their best productions in the College Chapel for the benefit of the students. The college provides a special fund for this purpose and the lectures are free to students.

Professional concert companies of a high order—the finest that travel—are also employed from time to time to give entertainments under the auspices of the college, to which students are admitted at small cost.



FREE HAND DRAWING ROOM.



### **COST OF ATTENDANCE.**

Tuition is free to all Georgia girls. To pupils who board in the dormitory the entire cost of attendance for the scholastic year of nine months will be as follows:

Incidental fee.....	\$ 10 00
Board, including fuel, lights, washing (about)	90 00
Total .....	\$100 00

Based on our experience in the past, ninety dollars is a very liberal estimate for the year's board. It is very likely to fall below that amount; it will almost certainly not go beyond it.

To pupils who board in private families the cost of attendance will be as follows:

Incidental fee.....	\$ 10 00
Board, including fuel, lights, washing (about)	125 00
Total .....	\$135 00

To regular pupils no charge is made for anything taught in the school except for music and art.

Pupils from other States will be admitted into the college on the payment of a tuition fee of \$40.00 a year, payable \$20.00 at the opening of the session and \$20.00 on the first day of February.

Pupils furnish their own books and stationery. These usually cost from \$5.00 to \$12.00 for the entire year, according to the class to which the student belongs.

Music pupils pay \$1.00 a month for the use of piano for practicing.

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### **SPECIAL PUPILS.**

Ladies of adult years who may wish to make a specialty of any of the industrial arts taught in the school, but who do not wish to be placed strictly

under college discipline, will be admitted on the payment of a tuition fee of \$5.00 a month for each industrial art taken.

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### UNIFORM DRESS.

Pupils are required to wear a uniform dress on all occasions while in attendance on the college. The several suits devised for this purpose, while very inexpensive, are exceedingly pretty and becoming. Illustrations on different pages of this pamphlet will give some idea of their appearance. They are as follows:

#### NO. 1. WINTER DRESS.

The material for this costume is brown serge of beautiful shade and excellent quality, and makes an elegant and becoming dress and one that will wear remarkably well. The entire material for a suit, including cloth, lining, buttons, thread, etc., costs only \$6.24. It is cut and fitted in the Dressmaking Department of the college under the supervision of the teacher of dressmaking at a nominal cost. It will be made up in the Dressmaking Department in the very best style at the small cost of \$2.50. Or if the pupil prefers, she may make it herself and thereby save this charge; but in every instance the suit must be made under the immediate supervision of the teacher of dressmaking, and precisely after the prescribed model. It is best to have two suits of this uniform, one for every day wear and one to keep fresh for Sunday; but the two suits must be in every particular identically alike.

The picture on another page gives a good representation of this dress.

#### NO. 2. FALL AND SPRING SUIT.

Shirt waist made of percale (with white ground, some small figure or stripe) for every-day wear, and

shirt waist of pure white lawn for Sunday. Skirt precisely the same as the winter fatigue suit just described. Eton jacket, with long sleeves made of same material as skirt, to be worn on cool days in fall and spring. This suit should in every case, if possible, be made up before the pupil leaves home and should be worn as a traveling dress in coming to Milledgeville. T. L. McComb & Co., Peter J. Cline, or Adolph Joseph, merchants of Milledgeville, will sell you the goods cheaper than you can buy them anywhere else, and will ship you them promptly on receipt of price. Write to either or to each of them for samples and prices.

(See illustrations.)

#### NO. 3. PHYSICAL CULTURE SUIT.

Blouse or shirt waist (according to weather); divided skirt of brown serge; lawn tennis shoes. No corset or other binding or cramping garment allowed. The entire cost of this suit will be \$2.45. (See illustration).

#### OTHER ITEMS OF THE UNIFORM.

CAP.—The Oxford Student's Cap is worn on all occasions when the pupils appear on the streets, at church, or in any public place. The cost of the cap is \$1.50, and one cap lasts throughout the entire session of nine months.

CLOAK.—Fawn-colored reefer, made of ladies' cloth (or light kerseys). Price from \$4.00 to \$8.00, according to quality of goods. Pupils who already have good cloaks are not required to buy new ones, but whenever they do have to purchase they must provide themselves with the one prescribed.

GLOVES.—Barietye undressed kid, dark tan color, costing about one dollar.

COOKING DRESS.—Usual fatigue suit with white cap, long white apron and white lawn cuffs coming up to elbow. (See illustration).

NO. 4. COMMENCEMENT DRESS.

Pure white lawn simply made up in a style to be decided by the teacher of dressmaking just before Commencement.

REMARKS ON UNIFORM DRESS.

1. In most female colleges where a uniform dress is attempted it turns out to be little better than a sham or pretense. Such is not the case in this college. The rules in regard to the matter will be even more rigidly enforced next session than heretofore. Any attempt at evasion or partial violation of them by pupils will be in every instance promptly and positively put down.

2. Heretofore two qualities of serge have been used, a cheaper and a finer quality, and pupils have been allowed their choice between the two. The cheaper goods, however, has invariably proven very unsatisfactory, and in the long run really more expensive than the finer goods; hence next session none but the better quality of serge will be allowed. It will be sold at a considerably lower price than it was last year, and will make the best suit for the money that the college has yet had.

3. All uniform goods are made by the manufacturers expressly for this school, and are sold to pupils for cash by Milledgeville merchants at an exceedingly small profit. Pupils must *not attempt to buy them elsewhere than in Milledgeville*, as it is impossible to exactly match them elsewhere.

4. Pupils are required to wear the full uniform on the cars in travelling between the college and their homes, and also while at home during any brief visit during the session or the short holidays, but during the long summer vacation they may wear it or not as they choose.

5. Pupils are forbidden to give or sell their cast-off uniforms, or any part thereof, to servants or other persons about Milledgeville.

6. Pupils are requested not to bring any other dresses to the college than the uniform suits. It is perfectly useless to bring others, for under no circumstances will they be permitted to wear them. A wrapper or two (of any material suitable) to wear around the house will, however, be allowed.

7. The principal object in requiring pupils to wear a uniform is economy. The outfit as described for the entire session costs less than many a girl at most female colleges pays for her commencement dress alone. Under our regulations extravagance in dress is impossible, and a millionaire's daughter (if we should have one among our pupils) could not be distinguished by her dress from the poorest girl in the school. Notwithstanding the wonderful economy of the outfit, every suit is strikingly pretty, becoming and stylish. The hundreds of persons from all parts of the State who have seen it are struck with its beauty, neatness and good taste.

8. The following is a very liberal estimate of the cost of the entire outfit of uniform goods for a full year:

2 full suits of uniform No. 1.....	\$12 50
1 Eton jacket .....	2 30
6 percale shirt waists.....	2 30
3 white lawn waists.....	1 40
1 physical culture skirt.....	1 00
1 pair physical culture shoes .....	1 00
Commencement dress.....	2 00
1 student's cap .....	1 50
1 pair of gloves .....	1 00

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\$25 00

This estimate includes linings, trimmings, thread, buttons, and all incidentals.

### REQUIREMENTS OF ADMISSION.

To be eligible to admission into the college a girl must be at least fourteen years of age. She must be of good moral character and of sound physical health. An Industrial School is no place for weakly or sickly girls. She must be a resident of Georgia. If, after all of the competent Georgia girls who may wish to attend the school have been accommodated, there is still room for more, pupils from other States will be admitted.

No pupil will be admitted who has not already an elementary knowledge of the ordinary branches of an English education, viz: Arithmetic, grammar, geography and history.

In order to insure this preparation all applicants for admission will be required to stand an entrance examination, which (see page 55) will be carefully prepared by the President of the college and sent to each County School Commissioner in the State, under whose supervision the examination will be held on Saturday, August 10th, or at a date as near thereto as can be arranged by the Commissioner in each county. The examination will consist of common sense questions in the elements of grammar, arithmetic, geography, history, and a simple practical test in English composition. Each question will have a value attached, and applicants making a lower average than 75 per cent. of the whole will not be eligible to appointment.

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### ADMISSION TO THE MODEL SCHOOL.

Girls under fourteen years of age, or older girls who cannot pass the entrance examination for admission to the college classes, may be admitted into the Model School (see page 19). Since the addition of the two higher grades the school furnishes a splendid prepara-

tion for the Sub-Freshman College Class. No school of its grade in America offers finer advantages than it does. An incidental fee of \$3.00 a year is charged, but tuition is entirely free.

Parents who think of entering their daughters in this branch of the college are specially requested to correspond with the President in regard to it.

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### APPOINTMENT OF PUPILS.

The appointment of pupils to the scholarships lies in the hands of the President of the college under the recommendation of and advice of the County Board of Education and the County School Commissioner. The Board of Education, for convenience, usually delegates its power in the matter entirely to the School Commissioner.

The appointments must be made under the following regulations:

On Saturday, August 10th, an examination of applicants for admission must be held in every county in the State under the supervision of the County School Commissioner. Said Commissioner must, through the newspapers or otherwise, give the most public and general notice possible of the examination for at least two weeks in advance of the time appointed for holding. The examination questions will be made out by the President of the college, and copies will be sent in due time to all County School Commissioners in the State.

Immediately after the examination the County School Commissioner shall carefully look over and grade the examination paper of each applicant. No applicant making a lower average than 75 per cent. will be eligible to an appointment.

The County Board of Education (or the County School Commissioner) must send to the President of the college as soon as possible a list of all applicants who made 75 per cent. or over in the examination and who are otherwise eligible to appointment. The President will promptly forward to each applicant thus recommended a Certificate of Scholarship which will entitle her to a place in the college until she graduates.

It is very important for every student to start, if possible, at the beginning of the session. Applicants, however, who for any reason cannot be present at the examination on the 10th of August, may have a special examination at any time during the year that it may suit the County School Commission to accommodate them.

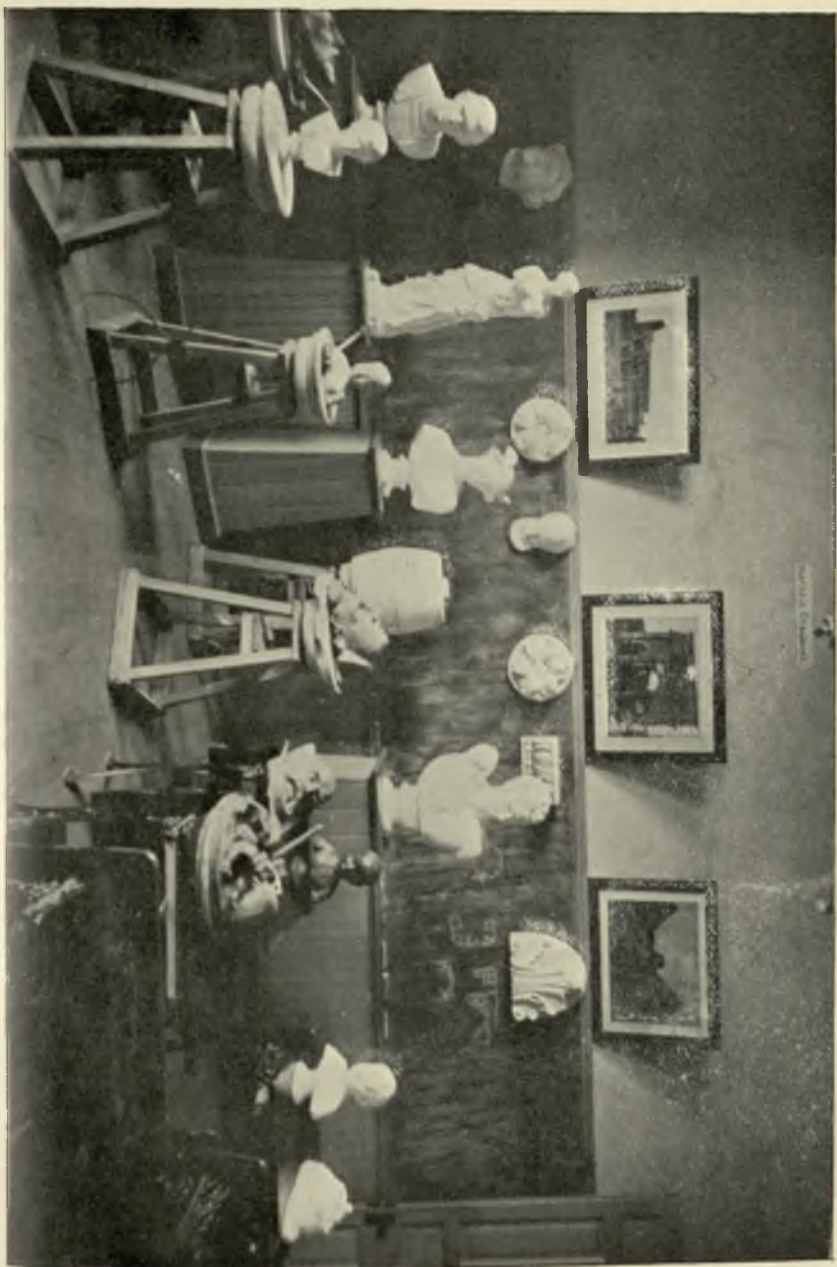
**SPECIAL NOTICE.**—The passing of the Entrance Examination above described merely shows that the applicant is prepared for admission to the Sub-Freshman, or lowest college class. Applicants who wish to enter any higher class than that will be required to stand still another, or class examination, after reaching Milledgeville. (See page 41).

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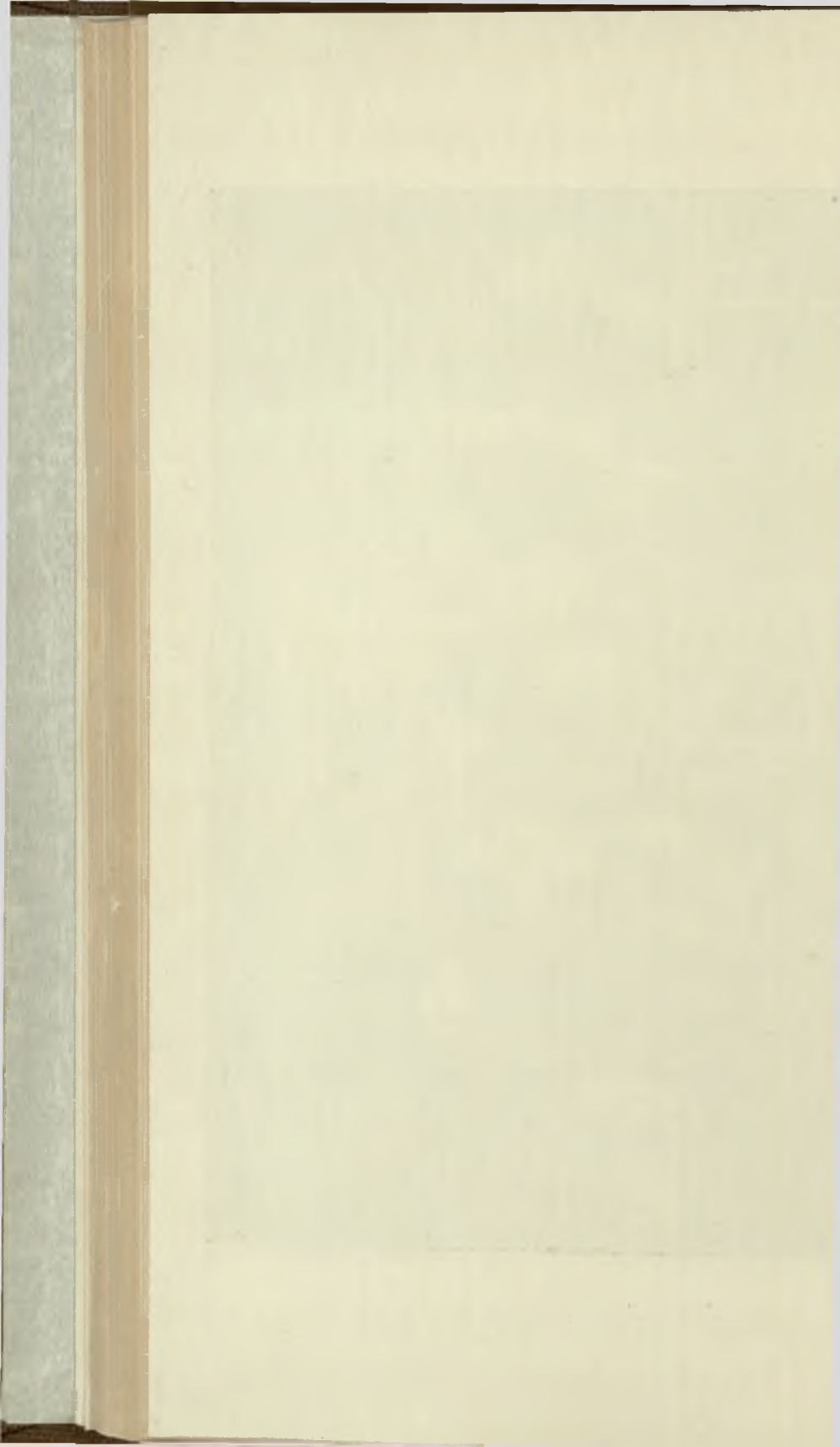
#### **BOARD IN THE DORMITORY.**

The dormitory accommodates one hundred and eighteen girls, the President's family, the Matron and the Housekeeper. The girls in their domestic life in the dormitory are under the direct control of the Matron, the President exercising general supervision.

It is needless to give here in detail the rules and regulations by which the establishment is governed. Suffice it to say that they are such as require of every girl good morals, good order, neatness, promptness, faithful discharge of duty, and ladylike conduct,



SECTION OF CLAY MODELLING ROOM.



Pupils are required to make up their own rooms and to keep them in perfect order, and also to do all the lighter dining-room work, such as setting and serving the table, taking care of the dishes, etc.

The expenses of the dormitory are paid strictly on the co-operative plan. At the end of each month an accurate account is rendered of the exact cost of running the establishment, and this sum is divided *pro rata* among the inmates of the house. By this plan the entire expense of living, including board, fuel, lights and washing, costs about ten dollars a month, or sometimes considerably less than that.

The style of living is in every particular as good as that found in the best conducted and most refined female colleges. The scores of visitors, ladies and gentlemen from all parts of the State, who during the past three years have inspected the boarding department from basement to garret and have taken meals with the girls in their every-day fare in the dining-room, will fully indorse this statement.

The way in which living is made so cheap in this institution is easily explained: In the first place, no one makes a cent of profit out of the boarders. In nearly all other female colleges the boarding department is the principal source of profit, but in this college no one makes a cent of profit out of it, the boarders paying only the actual expenses of running the establishment. In the second place, the boarding department is managed with the finest economy. Provisions are purchased in quantities and at the lowest cash prices. Waste is reduced to a minimum. The boarders do nearly all of the bedroom and dining-room work, by which the cost of servant's hire is greatly lessened.

**THE INFIRMARY.**—A large, airy, comfortable room

is set aside as an infirmary for the dormitory. It is furnished in a manner suitable for sick persons, and the inmates receive the most careful nursing and attention. Sick girls are in all cases promptly removed from their bedrooms to the infirmary.

THE STUDY HALL is an elegant room forty-five feet square, situated on the ground floor of the Annex. It is furnished with tables and chairs, and is used as a general study hall every school night in the week, and on Saturday nights as the place of holding the games and frolics and entertainments of various kinds provided for the pleasure of the dormitory girls and any schoolmate friends whom they may wish to invite.

RECREATION HALL is a spacious room also on the ground floor of the Annex. It is used, as its name implies, as a place of free recreation for the girls whenever they are not engaged in their college duties.

TERMS OF BOARD.—Pupils boarding in the dormitory are required immediately on their arrival at the college to make a deposit of twenty dollars (\$20) with the book-keeper. This amount will be placed to their credit and will be charged from month to month with the monthly board. When it is exhausted, or nearly so, the pupil or her parents will be notified and another deposit of twenty dollars must be made. Pupils who do not comply promptly with this regulation will not be allowed to remain in the dormitory.

Students who engage quarters in the dormitory are charged board from the time the place is held for them, whether they occupy it or not.

Students leaving the dormitory for any except providential causes, or other sufficient reasons, are chargeable with board for a full month after they leave. Under no circumstances will deduction from board be made for an absence of less than two weeks.

### **APPLICATION FOR ADMISSION TO DORMITORY.**

Nearly all of the places in the dormitory are already engaged for next session, and applicants have been turned away by scores. The few remaining places—not more than fifty in all—will be reserved for the following classes of girls:

1. Those who are to pay all their expenses here with money earned by themselves.

2. Those who are sent by the Educational Loan Associations that have been organized in the different counties in the State.

3. Those who are sent by parents or friends for the earnest purpose of preparing themselves to make their living, but who positively cannot come unless they can get the cheap rates of living at the dormitory.

Every applicant must enclose a testimonial from the County School Commissioner or from some member of the County Board of Education certifying to the circumstances that, under the above regulations, entitle her to consideration for a dormitory place.

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### **BOARDING IN PRIVATE FAMILIES.**

Good board for over two hundred pupils can be obtained in the best private families in Milledgeville for \$13.50 a month, including fuel, lights and washing. The charge is the same in all private boarding houses. Nearly two hundred pupils of the school boarded in this way last session, and it was found entirely satisfactory.

Pupils boarding in private families are subject to the same rules and regulations as those living in the dormitory. They are under the constant supervision of the President and other members of the faculty, who pay frequent visits of inspection to the several boarding

houses. The lady of the house is requested to report every instance of breach of discipline, and the delinquent is held strictly to account.

Board in private families is payable invariably monthly in advance. Boarders are required to furnish their own bed-clothing, towels and napkins, and to take care of their own rooms.

Parents are earnestly requested not to engage board for their daughters in any private family in Milledgeville without first consulting the President of the college. He knows perfectly the places where it is best for the girls to board, and the places where it is best for them not to board, and he will give you this information fully and frankly if you will write to him. Remember that the success of your daughter's course in the college depends in great measure on the place where she boards. A mistake in this particular might result very seriously. You cannot make a mistake if you will take the President's advice. No girl will be received into the college who engages board at any place disapproved by the President.

Students are not allowed to change their boarding places without the President's permission.

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### GOVERNMENT.

We deem it unnecessary to give here all of the rules and regulations by which the school is governed. Suffice it to say, in a general way, that the government is the very best that experienced, intelligent, conscientious and loving teachers can make it. The splendid discipline heretofore maintained with so much ease is a guarantee that the laws, written and unwritten, by which the student body is governed, have been wisely ordained and are discreetly but firmly enforced,

To prevent possible misunderstanding on some points, it is perhaps well to let pupils know in advance of the following requirements:

1. Visits from young men are positively prohibited. Young gentlemen coming from the homes of pupils will not be received unless they bring letters of introduction to the President from parent or guardian. This rule applies to cousins of all degrees as well as to other young men.

2. All association and communication with young men are forbidden.

3. Boarders, whether living in the dormitory or in private families, are not allowed to spend the night out of the boarding place, except by written request of parents, and such requests must always be addressed directly to the President and not to him through the pupil. The President reserves the right of refusing to grant any such request.

4. Attendance at church on every Sunday morning is required of every pupil, except in case of sickness or other valid reason. Attendance on church at night, either during the week or on Sunday, is forbidden except on extraordinary occasions and by special permission of the President. Attendance on Sunday-school is encouraged, but is not required. Pupils must not be members of two Sunday-schools at the same time, and unless there is some good reason to the contrary must belong to the same Sunday-school as the church which they attend. Pupils are allowed to attend the church of their choice, but must not gad about from church to church.

5. Visitors are not admitted to the private apartment of students unless by special permission of the Matron. Calls are not allowed to interfere with college duties.

6. Students will not be allowed to receive boxes of eatables sent from home or elsewhere. Such boxes will always be promptly confiscated by the Matron, and the contents will be properly disposed of. This rule does not apply to good, wholesome fruit, which parents may send to their daughters at any time they please. This regulation will be enforced at private boarding houses as well as at the dormitory.

7. The College Uniform must be worn as required on all occasions.

8. No one will be excused from the Physical Culture exercises except on certificate from a reputable physician that she is afflicted with some physical infirmity that makes it imprudent for her to take the exercises.

9. Card playing is absolutely prohibited both at Dormitory and in private boarding houses.

10. No suspension of rules in regard to social privileges will be made during Christmas or any other holidays.

11. Every pupil must remain at the College through the commencement exercises unless called away by some providential cause or excused by the President for some good and valid reason. Any pupil willfully violating this rule will thereby forfeit her place in the school and her right to any diploma, certificate or recommendation to which she would otherwise have been entitled.

12. Pupils will not be allowed to linger in Milledgeville after they have withdrawn from the school or after commencement exercises in the summer, unless their parents address to the President a written request to that effect.

13. The President's authority over the conduct of students continues until the expiration of twenty-four

hours after the close of commencement exercises, by which time all students living away from Milledgeville will have had an opportunity of getting off for home.

14. Cheating in examinations or any dishonest practice in recitations or examinations will be visited with the severest punishments that it is in the power of the faculty to inflict.

15. Every one of the above rules (except, of course, 12) will be just as strictly enforced in the case of girls who live in Milledgeville as with boarding pupils.

These few rules are given here because it has been found by experience that they are those about which ill-disciplined girls are most apt to complain. Let us say in advance that they, like all other rules and regulations for the government of the institution, will be rigidly enforced, and girls who are not willing to render to them a perfect obedience are earnestly requested not to come to this school.

Pupils guilty of frequent violation of rules, of insubordination to authority, or of any instance of grossly unlady-like conduct, will be promptly expelled from the college.

Reports of standing in studies and in deportment are sent to parents or guardians at the end of every second month.

N. B. All letters of inquiry addressed by parents or other authorized persons to the President in regard to the progress, deportment, or general welfare of their daughters or wards, will be answered promptly and frankly. Patrons are strongly urged to use freely this privilege of confidential communication with the President. It cannot result in anything but good both to the students and to the school. The President will not complain of any amount of work that may be put upon him in answering reasonable letters of this kind.

**BUSINESS REGULATIONS.**

1. The matriculation fee of ten dollars must be paid, in every instance, in advance, on the day that the pupil enters school. No deduction will be made from this fee on account of late entrance, nor will any part of it be refunded on any account.

2. Students boarding at the dormitory must pay the dues strictly as required (see page 56) unless some special different arrangement is made with the President.

3. Students boarding in private families must pay monthly in advance. No deduction will be made for absence for less time than two weeks.

4. No deduction from board either in the dormitory or in private families will be made for absence during the brief Christmas holidays.

5. Music tuition must be paid quarterly in advance. Three months of four weeks each constitute a scholastic quarter in the school of music.

6. Art tuition must be paid monthly in advance. Four weeks constitute a scholastic month in art.

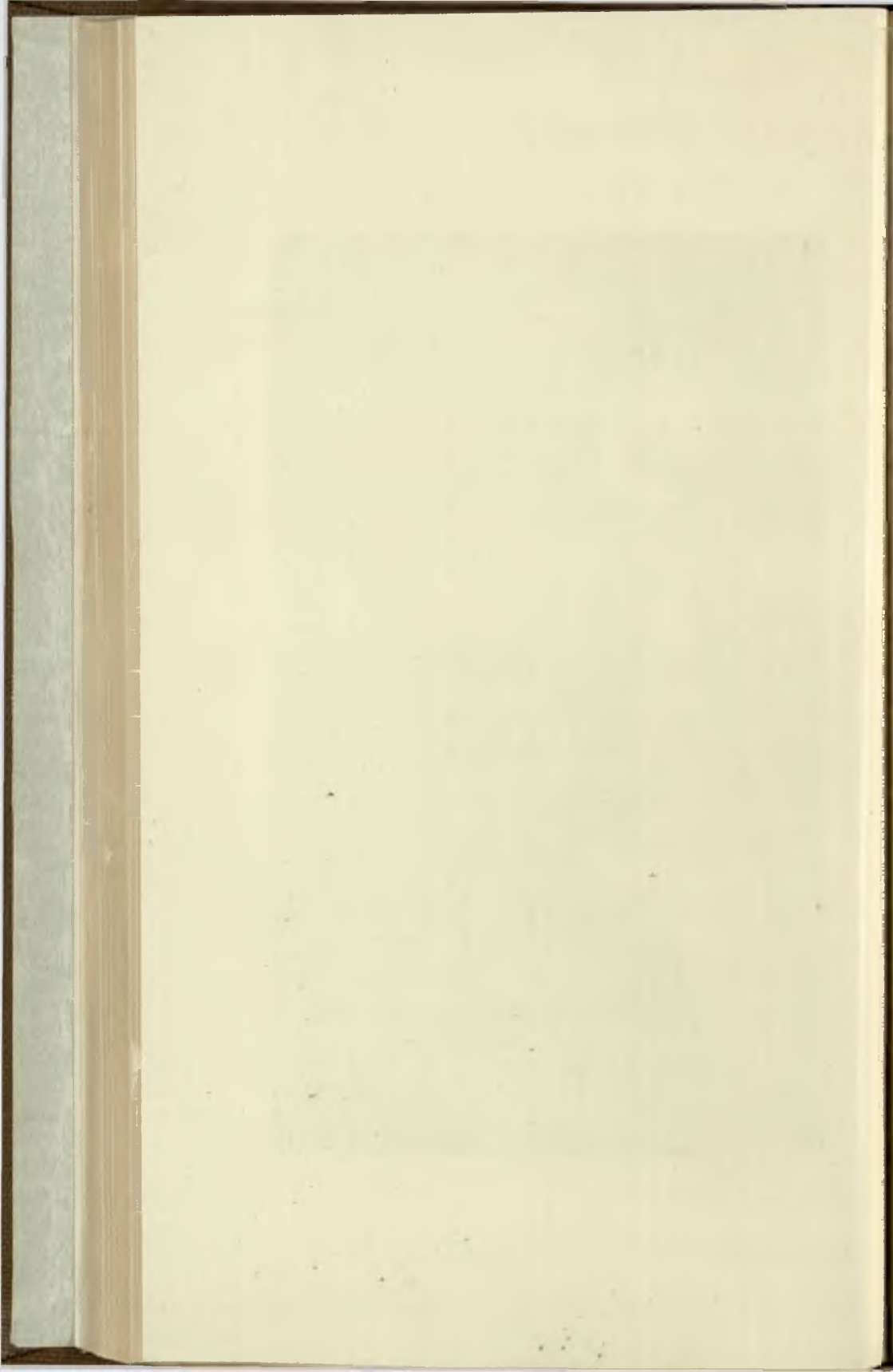
7. No deductions will be made for lost lessons in music or in art unless the loss is owing to the failure of the teacher to be present at the time the lesson was due. No deduction will be made for the brief Christmas holidays.

8. Boarding pupils will not be allowed to take music lessons outside of the college.

9. Letters containing remittances for college dues of pupils must be addressed to the President. When checks are sent, the sender must always add enough to pay the expense of collection. This is usually twenty-



MCDANIEL  
MILLEDGEVILLE



five cents on the smaller towns and fifteen cents on the larger towns of the State.

10. If any pupil leaves at the end of the session in arrears for college dues or dormitory dues, she shall be debarred from ever entering the school as a pupil again until the account is fully settled, unless the Directors see fit in their discretion to cancel the debt or to carry it over.

11. Graduates are charged a diploma fee of \$2.50, and proficient in the industrial arts a certificate fee of fifty cents.

12. Pupils are not permitted to make accounts at stores. Physicians' and druggists' bills must be paid before the end of the session. It is the duty of the President to protect the practitioners of Milledgeville in this matter.

13. Dormitory boarders who remain absent from the College for ten days from the opening of the session shall by that absence forfeit their place, unless for good and timely excuse rendered the President see fit to extend the time, but in no case shall this time exceed thirty days.

14. Letters to pupils boarding in the dormitory should always be addressed "Care of the Mansion." Letters to those boarding in private families should be addressed to the care of the head of the family.

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### EXPOSITION EXHIBIT.

At the Cotton States and International Exposition to be held in Atlanta next fall this College will be represented by an interesting exhibit. It will be placed in the Georgia State Building, and will include speci-

mens of work from every department and branch of the institution. Owing to the contracted space, the display will necessarily be comparatively meagre, and can in no sense do full justice to our school; nevertheless it will be the finest and most comprehensive educational exhibit ever made by any single school or college in the South or perhaps in the Union, and to any one who will examine it carefully it will give a fair idea of the variety and the excellence of the work done in the Georgia Normal and Industrial College. We earnestly trust that no Georgian who visits the Exposition will fail to inspect this exhibit.



## Catalogue of Students.

SESSION 1894-95.

NAME.	POST-OFFICE.	COUNTY.
Adams, Miss Mintie.....	Reynolds .....	Taylor.
Anderson, Miss Aurie.....	Milledgeville .....	Baldwin.
Anderson, Miss Berta.....	Hillsboro .....	Jasper.
Anderson, Miss Yula.....	Hillsboro .....	Jasper.
Angus, Miss Florence.....	Griffin .....	Spalding.
Ashurst, Miss Mary.....	Eatonton .....	Putnam.
Athon, Miss Meida.....	Aikenton .....	Jasper.
Baldwin, Miss Addie May...	Talbotton .....	Talbot.
Barksdale, Miss Lou.....	Milledgeville.....	Baldwin.
Barksdale, Miss Nan.....	Milledgeville.....	Baldwin.
Barrett, Miss Hettie.....	Milledgeville.....	Baldwin.
Barrett, Miss Lucile.....	Milledgeville.....	Baldwin.
Barron, Miss Annie.....	Clinton .....	Jones.
Bass, Miss Bessie.....	Devereaux .....	Hancock.
Bass, Miss Pearl.....	Milledgeville.....	Baldwin.
Bearden, Miss Leila May...	Madison.....	Morgan.
Belcher, Miss Ida.....	Millen .....	Burke.
Bell, Miss Sue.....	Milledgeville .....	Baldwin.
Bennett, Miss Janie.....	Jessup .....	Wayne.
Benton, Miss Rebecca.....	Pembroke .....	Bryan.
Berrien, Miss Lollie.....	Waynesboro .....	Burke.
Beville, Miss Coral.....	Lake Park.....	Lowndes.
Booker, Miss Annie Lou...	Milledgeville .....	Baldwin.
Bostwick, Miss Claire.....	Nolan.....	Morgan.
Boykin, Miss Minette.....	Milledgeville .....	Baldwin.
Boylan, Miss Susie.....	White Plains.....	Greene.
Bradley, Miss Rosamond...	Hagan .....	Tattnall.
Brannon, Miss Eddie.....	Georgetown .....	Quitman.
Brazell, Miss Anna.....	Reidsville .....	Tattna l.
Britt, Miss Sallie Lou.....	Fort Valley .....	Houston.
Brown, Miss Annabel.....	Milledgeville .....	Baldwin.
Brown, Miss Kittie.....	Macon .....	Bibb.
Brown, Miss Rosa.....	Milledgeville .....	Baldwin.
Bullard, Miss Alma M.....	Milledgeville.....	Baldwin.
Bullard, Miss Corinne.....	Machen .....	Jasper.
Burton, Miss Susie.....	South Carolina .....	
Bush, Miss Nellie N.....	Cuthbert .....	Randolph.
Bush, Miss Pearl.....	Homer .....	Banks.
Callaway, Miss Lucy.....	Lexington.....	Oglethorpe.
Caraker, Miss Ethel.....	Milledgeville.....	Baldwin.
Caraker, Miss Ida.....	Milledgeville.....	Baldwin.

CATALOGUE OF STUDENTS - *Continued.*

NAME	POST-OFFICE.	COUNTY.
Card, Miss Sallie.....	Macon .....	Bibb.
Carter, Miss Dixie.....	Americus .....	Sumter.
Carter, Miss Joanna.....	Dade .....	Laurens.
Carter, Miss Mamie.....	Americus .....	Sumter.
Carter, Miss May Belle.....	Baxley .....	Appling.
Cassels, Miss Eva.....	Flemington .....	Liberty.
Cassels, Miss Laura Belle.....	Flemington .....	Liberty.
Casewell, Miss Addie.....	Hinesville .....	Liberty.
Chambers, Miss Mary.....	Haddocks .....	Jones.
Chambless, Miss Ola.....	Graves .....	Terrell.
Cheney, Miss Eva.....	Ellaville .....	Schley.
Clay, Miss Bessie.....	Walnut Grove.....	Watson.
Coker, Miss Julia.....	Nona .....	Putnam.
Cook, Miss Julia.....	Attapulugus .....	Decatur.
Cook, Miss Mamie.....	Boston.....	Thomas.
Cone, Miss Kate.....	Milledgeville.....	Baldwin.
Connor, Miss Jessie.....	Cave Spring .....	Floyd.
Conyers, Miss Mary.....	Stilesboro .....	Bartow.
Cox, Miss Leila.....	Sargent .....	Coweta.
Crawford, Miss Corinne.....	Milledgeville.....	Baldwin.
Crisler, Miss Daisy.....	Canton.....	Cherokee.
Crittenden, Miss Lannie.....	Shellman .....	Randolph.
Curry, Miss Mary.....	Pelham .....	Mitchell.
Daniels, Miss Berta.....	Leary .....	Calhoun.
Dasher, Miss Arline.....	Berryville .....	Effingham.
Deadwyler, Miss May.....	Maysville.....	Jackson.
Dennard, Miss Dora.....	Edna .....	Wilcox.
Dillard, Miss Fannie.....	Crawford .....	Ogelthorpe.
Dixon, Miss Clara .....	Garden Valley.....	Macon.
Dodge, Miss Katie .....	Augusta.....	Richmond.
Drew, Miss Lula.....	Swan.....	Irwin.
Dumas, Miss Dallis .....	Blountville .....	Jones.
Duncan, Miss Lizzie May.....	Dublin .....	Laurens.
Durrett, Miss Edna.....	Macon .....	Bibb.
Edwards, Miss Mary D.....	Tazewell .....	Macon.
Elam, Miss Willie.....	Meriwether.....	Baldwin.
Ennis, Miss Cora.....	Milledgeville.....	Baldwin.
Evans, Miss Mattie.....	Thomasville .....	Thomas.
Fisher, Miss Ina.....	Eastman .....	Dodge.
Flemister, Miss Gussie.....	Griffin .....	Spalding.
Freeman, Miss Ella.....	Newborn .....	Newton.
Frierson, Miss Lucille.....	Butler .....	Taylor.
Foster, Miss Genie.....	Dallas .....	Paulding.
Foute, Miss Mary.....	Atlanta .....	Fulton.
Gilmore, Miss Annie .....	Stevens Pottery.....	Baldwin.

CATALOGUE OF STUDENTS — *Continued.*

NAME.	POST-OFFICE.	COUNTY.
Gilmore, Miss Bessie.....	Stevens Pottery ...	Baldwin.
Gobert, Miss Fannie.....	Milledgeville.....	Baldwin.
Greene, Miss Blanche.....	Apple Valley.....	Jackson.
Griffin, Miss Cora.....	Woodville.....	Greene.
Griffin, Miss Cathie.....	Bainbridge.....	Decatur.
Griner, Miss Sallie.....	Patterson.....	Pierce.
Griner, Miss Zada.....	Statesboro.....	Bulloch.
Hadley, Miss Cora.....	Atlanta.....	Fulton.
Hall, Miss Sadie.....	Milledgeville.....	Baldwin.
Hardeman, Miss Maggie.....	Haddocks.....	Jones.
Harper, Miss Annie.....	Merriwether.....	Baldwin.
Harper, Miss Claude.....	Meriwether.....	Baldwin.
Harper, Miss Mabry.....	Meriwether.....	Baldwin.
Harrell, Miss Julia.....	Staunton.....	Berrien.
Harris, Miss Mamie.....	Milledgeville.....	Baldwin.
Harris, Miss Lora.....	Ringgold.....	Catoosa.
Harris, Miss Lavada.....	Jersey.....	Walton.
Hartsfield, Miss Louisa.....	Roswell.....	Cobb.
Harvey, Miss Nan.....	Beuna Vista.....	Marion.
Haygood, Miss Serena.....	Conyers.....	Rockdale.
Hays, Miss Clyde.....	Starrsville.....	Newton.
Heard, Miss Pearl.....	Union Point.....	Greene.
Hendrix, Miss Corinne.....	Milledgeville.....	Baldwin.
Herring, Miss Dora.....	Lone Oak.....	Meriwether.
Herring, Miss Margaret.....	Lone Oak.....	Meriwether.
Herrington, Miss Hattie.....	Hillis.....	Burke.
Hester, Miss Margaret.....	Monroe.....	Walton.
Hicks, Miss Annie.....	Atlanta.....	Fulton.
Hines, Miss Mattie.....	Milledgeville.....	Baldwin.
Hill, Miss Fannie.....	Oglethorpe.....	Macon.
Hood, Miss Estelle.....	Harmony Grove.....	Jackson.
Howland, Miss Maud.....	Summertown.....	Emanuel.
Huchins, Miss Beulah.....	Devereaux.....	Hancock.
Hulsey, Miss Sallie Sue.....	Panthersville.....	DeKalb.
Humber, Miss Kate.....	Milledgeville.....	Baldwin.
Hunnicutt, Miss Emmie.....	Athens.....	Clarke.
Hunnicutt, Miss Lyda.....	Athens.....	Clarke.
Hutcheson, Miss Bessie.....	Winterville.....	Oglethorpe.
Hutcheson, Miss Mary Lou.....	Winterville.....	Oglethorpe.
Inman, Miss Daisy.....	Davisboro.....	Washington.
Jackson, Miss Daisy.....	La Grange.....	Troup.
Jackson, Miss Justina.....	Upatoie.....	Muscogee.
James, Miss Rosa.....	James Station.....	Jones.
Jarrett, Miss Lizzie.....	Tugala.....	Habersham.
Jernigan, Miss Josie.....	Plains.....	Sumter.

CATALOGUE OF STUDENTS—*Continued.*

NAME.	POST-OFFICE.	COUNTY.
Johnson, Miss Elva.....	Hazlehurst.....	Appling.
Johnston, Miss Evelyn B....	La Grange.....	Troup.
Johnson, Miss Mary E.....	Milledgeville.....	Baldwin.
Jones, Miss Fannie.....	Blakely.....	Early.
Jones, Miss Hattie.....	Devereaux.....	Hancock.
Jones, Miss Nettie.....	Spring Haven.....	Laurens.
Jordan, Miss Fannie B.....	Sandersville.....	Washington.
Jordan, Miss Mamie.....	Sandersville.....	Washington.
Jordan, Miss Ruby.....	Newton.....	Baker.
Julian, Miss Jamie.....	Woolley's Ford.....	Hall.
Kennedy, Miss Dora.....	Americus.....	Sumter.
Kerr, Miss Vera E.....	Bainbridge.....	Decatur.
Kingman, Miss Daisy.....	James Station.....	Jones.
Lamar, Miss Marie.....	Milledgeville.....	Baldwin.
Lane, Miss Berta.....	Lowndes.....	Valdosta.
Liggett, Miss May.....	Milledgeville.....	Baldwin.
Little, Miss Nina.....	Eastman.....	Dodge.
Lively, Miss Nina.....	Millen.....	Burke.
Lott, Miss Lilla.....	Shepherd.....	Coffee.
Lovette, Miss Mattie.....	LaConte.....	Berrien.
Loyd, Miss Carrie.....	Newborn.....	Morgan.
Loyd, Miss Mattie.....	Newborn.....	Morgan.
Lumpkin, Miss Lizzie.....	Milledgeville.....	Baldwin.
Lumsden, Miss Etta.....	Macon.....	Bibb.
Malpass, Miss Minnie W.....	Milledgeville.....	Baldwin.
Mapp, Miss Annie.....	Milledgeville.....	Baldwin.
Marshall, Miss Emma.....	Reynolds.....	Taylor.
Martin, Miss Addie Lee.....	Sandersville.....	Washington.
Mathews, Miss Mamie.....	Madison.....	Morgan.
Mathews, Miss Sallie.....	Atlanta.....	Fulton.
McComb, Miss Nettie.....	Milledgeville.....	Baldwin.
McConnell, Miss May Belle..	Marlow.....	Effingham.
McCray, Miss Lena.....	Milledgeville.....	Baldwin.
McCroan, Miss Mattie.....	Hinesville.....	Liberty.
McCullough, Miss Annie.....	Round Oak.....	Jones.
McDaniel, Miss Nettie.....	Calhoun.....	Gordon.
McDonald, Miss Mattie.....	Fort Valley.....	Houston.
McDowell, Miss Sallie J.....	Bellevue.....	Talbot.
McGee, Miss Minnie.....	Patterson.....	Pierce.
McNair, Miss Emmie.....	Jeffersonville.....	Twiggs.
McRae, Miss Eva O.....	Ailey.....	Montgomery.
Melton, Miss Clyde.....	Abbeville.....	Wilcox.
Michael, Miss Lanie.....	Good Hope.....	Walton.
Miller, Miss Margaret E.....	Walthourville.....	Liberty.
Miller, Miss Fidel.....	Blountville.....	Jones.

## CATALOGUE OF STUDENTS—Continued.

NAME.	POST-OFFICE.	COUNTY.
Mills, Miss Nellie V. ....	Hinesville .....	Liberty.
Mims, Miss Corrie. ....	Elliott .....	Appling.
Mobley, Miss Bessie May ....	Atlanta .....	Fulton.
Moody, Miss Sue Belle. ....	Maxeys. ....	Oglethorpe.
Moore, Miss Cynthia E. ....	Laston .....	Bulloch.
Moore, Miss Florida. ....	Augusta .....	Richmond.
Morgan, Miss Theodocia. ....	Ellabell .....	Bryan.
Morris, Miss Edith. ....	Milledgeville .....	Baldwin.
Murrow, Miss Maud. ....	Rutledge .....	Morgan.
Myrick, Miss Kattie. ....	Milledgeville. ....	Baldwin.
Myrick, Miss Sallie. ....	Milledgeville. ....	Baldwin.
Napier, Miss Emma. ....	La Fayette. ....	Walker.
Neisler, Miss Carrie. ....	Butler .....	Taylor.
Neisler, Miss Tinie. ....	Butler .....	Taylor.
Newell, Miss Dorothy. ....	Milledgeville. ....	Baldwin.
Newell, Miss Mary. ....	Milledgeville. ....	Baldwin.
Nisbet, Miss Martha. ....	Kirkwood. ....	DeKalb.
Ogden, Miss Virgie. ....	Marietta .....	Cobb.
Otis, Miss Angela. ....	Atlanta .....	Fulton.
Ozmer, Miss Allie. ....	Lithonia .....	DeKalb.
Palmer, Miss Mary Will. ....	Carrs Station. ....	Hancock.
Parham, Miss Tula. ....	Stinson .....	Meriwether.
Parish, Miss Maggie. ....	Valdosta. ....	Lowndes.
Park, Miss Lila. ....	Godfrey. ....	Putnam.
Patterson, Miss Nettle. ....	Sunny Side. ....	Spalding.
Peacock, Miss Minnie. ....	Snow. ....	Dooly.
Pearson, Miss Lillian. ....	Altamaha .....	Tattnall.
Pinkus, Miss Minnie. ....	Milledgeville. ....	Baldwin.
Phillips, Miss Eva. ....	Clapton .....	Putnam.
Poer, Miss Mary. ....	West Point. ....	Harris.
Powell, Miss Nettle. ....	Buena Vista. ....	Marion.
Powers, Miss Ona. ....	Tusculum. ....	Effingham.
Pound, Miss Susie. ....	Milledgeville. ....	Baldwin.
Prather, Miss Roberta. ....	Harlem .....	Columbia.
Prosser, Miss Agnes. ....	Milledgeville. ....	Baldwin.
Prosser, Miss Lily. ....	Milledgeville. ....	Baldwin.
Rainey, Miss Lizzie. ....	Ellaville .....	Schley.
Randle, Miss Florie Bell. ....	Jester .....	Stewart.
Ray, Miss Lily. ....	Aribi .....	Dooly.
Reagan, Miss Nollie. ....	McDonough. ....	Henry.
Reppard, Miss F. Augusta. ....	Flemington. ....	Liberty.
Reppard, Miss Mary C. ....	Flemington. ....	Liberty.
Reynolds, Miss Jessie. ....	Brownwood. ....	Terrell.
Reynolds, Miss Minnie. ....	Blackshear. ....	Pierce.
Richey, Miss Anna. ....	Harmony Grove. ....	Banks.

CATALOGUE OF STUDENTS—*Continued.*

NAME.	POST-OFFICE.	COUNTY.
Richey, Miss Leila.....	Harmony Grove...	Banks.
Ripley, Miss Louise.....	Macon .....	Bibb.
Rives, Miss Mary.....	Devereaux .....	Hancock.
Robbins, Miss Eva.....	Hinesville .....	Liberty.
Roberts, Miss Lila.....	Robertsville .....	Jones.
Roberts, Miss Mittie.....	Dawson .....	Terrell.
Robinson, Miss Daisy.....	Sparta .....	Hancock.
Rodgers, Miss Annette.....	Griffin .....	Spalding.
Rogers, Miss Alma.....	Gibson .....	Glascock.
Rogers, Miss Pearl.....	Warrenton .....	Warren.
Ross, Miss Mary.....	Opelika.....	Alabama.
Roquemore, Miss Mamie....	Clopton .....	Putnam.
Rudin, Miss Ella.....	Columbus.....	Muscogee.
Rudolph, Miss Emily.....	Folkston .....	Char ton.
Rumph, Miss Mary I.....	Atlanta .....	Fulton.
Russell, Miss Gussie.....	Tompkins.....	Camden.
Sammons, Miss Janie.....	Wrens.....	Jefferson.
Sanders, Miss Otie.....	Danielsville.....	Madison.
Sands, Miss Ella.....	West Point.....	Harris.
Sca'es, Miss Katie.....	Bolingbroke.....	Monroe.
Scott, Miss Fannie.....	Milledgeville.....	Baldwin.
Scott, Miss Lula .....	Lowndesboro .....	Alabama.
Sheppard, Miss Annie.....	Halcyondale .....	Screven.
Sheppard, Miss Jennie.....	Toombsburg .....	Wilkinson.
Silas, Miss Clara .....	Roberta .....	Jones.
Sloat, Miss Agnes.....	Valdosta .....	Lowndes.
Slocumb, Miss Sallie.....	Bradley .....	Jones.
Smith, Miss Anna.....	Milledgeville.....	Baldwin.
Smith, Miss Clara.....	Milledgeville.....	Baldwin.
Smith, Miss Emmie B.....	Palmetto .....	Campbell.
Smith, Miss May.....	Milledgeville.....	Baldwin.
Smith, Miss Mary Will.....	Kittell.....	Johnson.
Smith, Miss Mattie.....	Hagan.....	Tattnall.
Smith, Miss Lily.....	Bradley .....	Jones.
Smith, Miss Louise.....	Barrington .....	McIntosh.
Smith, Miss Maggie.....	Locust Grove.....	Henty.
Spence, Miss Emmie.....	Camilla .....	Mitchell.
Stanley, Miss Bessie.....	Devereaux .....	Hancock.
Stanley, Miss Florrie.....	Devereaux .....	Hancock.
Stephens, Miss Mozelle.....	Cusseta .....	Chattahoochee
Stevens, Miss Annie W.....	Augusta .....	Richmond.
Stevens, Miss Carrie.....	Shellmon .....	Randolph.
Stokes, Miss Mamie.....	Thomson .....	McDuffie.
Stone, Miss Mary Glenn.....	Linton .....	Hancock.
Stovall, Miss Claire.....	Appalachee.....	Morgan.



COOKING SCHOOL ROOM (Section 1.)



## CATALOGUE OF STUDENTS—Continued.

NAME.	POST-OFFICE.	COUNTY.
Sturges, Miss Bessie.....	Milledgeville.....	Baldwin.
Sturges, Miss Florence.....	Milledgeville.....	Baldwin.
Swearengen, Miss Irma.....	Montezuma.....	Houston.
Sykes, Miss May H.....	Sparta.....	Hancecock.
Tatum, Miss Kittie.....	Milledgeville.....	Baldwin.
Terry, Miss Hattie.....	Bronwood.....	Terrell.
Thomas, Miss Mattie.....	Milledgeville.....	Baldwin.
Tigner, Miss Mary.....	Stinson.....	Meriwether.
Tompkins, Miss Marilu.....	Albany.....	Dougherty.
Tomlinson, Miss Lucy.....	Dasher.....	Lowndes.
Turner, Miss Mary L.....	McDonough.....	Henry.
Turnbull, Miss Ida.....	Tugala.....	Habersham.
Turnipseed, Miss Belle.....	Fort Gaines.....	Clay.
Van Horn, Miss Mamie.....	Atlanta.....	Fulton.
Vann, Miss Eulena.....	Atlanta.....	Fulton.
Vinson, Miss Hattie.....	Milledgeville.....	Baldwin.
Ward, Miss Helen.....	Machen.....	Jasper.
Ware, Miss Nannie.....	Goshen.....	Lincoln.
Ware, Miss Roberta.....	Macon.....	Bibb.
West, Miss Olive.....	Griffin.....	Spalding.
West, Miss Rosa Lee.....	Cedartown.....	Polk.
Whitaker, Miss Gertrude.....	Milledgeville.....	Baldwin.
White, Miss Myrtle.....	Milledgeville.....	Baldwin.
Whitehead, Miss Maggie.....	Pinehurst.....	Dooley.
Wilkins, Miss Annie.....	Colquit.....	Miller.
Williams, Miss Maggie.....	Augusta.....	Richmond.
Williams, Miss Frankie.....	Clopton.....	Putnam.
Williams, Miss Nellie.....	Statesboro.....	Bulloch.
Williams, Miss Nora.....	Waycross.....	Ware.
Williams, Miss Zuma.....	Raines.....	Dooley.
Williamson, Miss Mary.....	Ellaville.....	Schley.
Wilson, Miss Jennie.....	Quitman.....	Brooks.
Wise, Miss Belle H.....	Thomasville.....	Thomas.
Woodward, Miss Kathrine.....	Keysville.....	Jefferson.
Woolard, Miss Lee.....	Poulau.....	Worth.
Worley, Miss Burt.....	Hickory Flat.....	Cherokee.
Wotten, Miss Annie.....	Augusta.....	Richmond.
Wright, Miss Louise.....	Milledgeville.....	Baldwin.
Wright, Miss Louise H.....	Augusta.....	Richmond.
Wright, Miss Margaret B.....	Augusta.....	Richmond.
Young, Miss Annie L.....	Lexington.....	Oglethorpe.
Young, Miss Irene.....	Bandstown.....	Greene.

Total number students.....309

Counties represented.....96

N. B.—The 56 pupils of the Model School and the several special pupils in Music and Art are not included in the above list,

## REMARKS ON ATTENDANCE.

The total number of students in attendance on the institution during the session was as follows:

Sub-Freshman Class.....	50
Freshman Class.....	82
Sophomore Class .....	63
Junior Class.....	44
Senior Class.....	33
Industrial-English Class.....	34
Model School.....	56
Specials .....	3

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 365

Besides the regular literary or collegiate courses of study nearly all the students took one or more of the special branches taught in the school, either the normal studies or one or more of the Industrial Arts. The enrollment in these various special branches is as follows:

Normal Studies.....	158
Stenography and Typewriting .....	29
Book-Keeping .....	59
Telegraphy.....	3
Dress-Making .....	150
Free Hand Drawing.....	79
Cooking .....	47

It will be seen at a glance that these figures added up would give a sum greatly in excess of the total number of regular collegiate students (309) in attendance. The explanation is that a great many of the students took more than one of the special branches named, and hence are enumerated twice and in some cases three times over.

**GRADUATES AND PROFICIENTS.**

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On Commencement Day, Tuesday, June 4th, 1895,  
Diplomas and Certificates were awarded as follows:

**NORMAL GRADUATES.**

NAN HARVEY BARKSDALE.....	Milledgeville, Ga.
SALLIE LOU BRITT.....	Fort Valley, Ga.
KATIE AUGUSTA DODGE.....	Augusta, Ga.
IMOGENE FOSTER.....	Dallas, Ga.
ANNIE ELIZA HARPER.....	Meriwether, Ga.
ESTHER THEODORA HERRING.....	Lone Oak, Ga.
LYDA JANE HUNNICUTT.....	Athens, Ga.
LORA HATTIE JONES.....	Devereaux, Ga.
MARY BERTIE LANE.....	Valdosta, Ga.
SALLIE ATHER MATTHEWS.....	Atlanta, Ga.
BESSIE MAY MORLEY.....	Atlanta, Ga.
NETTIE MCDANIEL.....	Calhoun, Ga.
ANGELA CECILIA OTIS.....	Atlanta, Ga.
ANNA LEONA RICHEY.....	Harmony Grove, Ga.
EMMIE BESSIE SMITH.....	Palmetto, Ga.
MAGGIE MATILDA SMITH.....	Locust Grove, Ga.
ANNIE WINN STEVENS.....	Augusta, Ga.
ROBERTA MASON WARE.....	Macon, Ga.
OLIVE WEST.....	Griffin, Ga.
LOUISE HORTENSE WRIGHT.....	Augusta, Ga.

**COLLEGIATE GRADUATES.**

ROSA CORNELIA BROWN....	Milledgeville, Ga.
MARY ELIZABETH CONYERS.....	Stilesboro, Ga.
MARY DENNIS EDWARDS.....	Tazewell, Ga.
NANCY COX HARVEY.....	Buena Vista, Ga.
MATTIE BELLE HINES.....	Milledgeville, Ga.
FANNIE TALULA PARHAM.....	Stinson, Ga.
MARY POER.....	West Point, Ga.

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EMMIE SPENCE.....Camilla, Ga.  
HARRIETT THOMAS VINSON.....Milledgeville, Ga.  
KATHARINE ALPHA WOODWARD.....Keysville, Ga.

PROFICIENTS IN STENOGRAPHY.

CORINNE CRAWFORD.....Milledgeville, Ga.  
CORA ENNIS.....Milledgeville, Ga.  
MARGARET B. WRIGHT.....Millen, Ga.

PROFICIENTS IN BOOK-KEEPING.

IDA CARAKER.....Milledgeville, Ga.  
MATTIE McCROAN.....Haleyondale, Ga.  
EVA ROBBINS.....Hinesville, Ga.  
BELLE WISE.....Thomasville, Ga.

PROFICIENTS IN DRESSMAKING.

NELL N. BUSH.....Cuthbert, Ga.  
MATTIE McCROAN.....Hinesville, Ga.

## APPENDIX.

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At the request of the Board of Trustees of the Georgia Normal and Industrial College, and to gratify the students of the college—especially the members of the graduating class—the President's Baccalaureate Address is published each year as an appendix to the annual catalogue. Any person that may specially wish to read the previous addresses may get copies by writing to the President.

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### BACCALAUREATE ADDRESS

TO THE

FOURTH GRADUATING CLASS OF THE GEORGIA NORMAL  
AND INDUSTRIAL COLLEGE.

DELIVERED BY PRESIDENT J. HARRIS CHAPPELL,  
TUESDAY, JUNE 4TH, 1895.

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#### *Young Ladies of the Graduating Class:*

For several years past you have been diligently and earnestly engaged in getting what is commonly called an higher education. It has been a long and laborious task, but to you, I believe, not an unpleasant one. This morning you are supposed to bring that task to a well rounded completion; you are now supposed to have an higher education. And what is an higher education? When a young man goes to a Medical College, or a Law School, or a School of Technology, he has a perfectly clear, definite idea of the real meaning of that education, and of its aim, its purpose and its value; but have you a perfectly clear, definite idea of the real meaning of an higher education, such as you are supposed to

have gotten at this college, and of its aim, its purpose and its value? Now, young ladies, I do not intend to waste any time this morning bragging on the Georgia Normal and Industrial College; or in reminding you of what it has done for you or what you owe to it. I am afraid I have done too much of that sort of thing in my previous Baccalaureate addresses. I have come to the conclusion that it is in bad taste, and I am not going to do it any more—at any rate, not at this commencement. But without any reference whatever to what this college has done for you, or at least with just as little reference to it as possible, I do want to consider with you very earnestly and very seriously this morning: What is the real meaning of an higher education?

Let me give you my idea of it by a very simple illustration: Many years ago, in looking through an old library, I chanced to come across a volume of Essays by William Hazlitt, a very gifted and brilliant writer, who flourished in England about seventy-five years ago. In one of these essays Hazlitt relates a personal experience like this. (Now it has been nearly twenty-five years since I read that article, and I quote this morning entirely from memory after that long lapse of time; but the article made a very deep impression upon my mind, and I am sure I have it practically correct). Hazlitt's father was a Unitarian preacher. He lived out in the country, and he was himself a man of great culture and scholarship, and right frequently distinguished men and scholars used to come from London and other places to spend the night, or a day or two, at his hospitable country home. On these occasions, as the company gathered around the family hearthstone at night for the purpose of talking, young Hazlitt, who was then a youth of seventeen or eighteen years of age, used to sit in a corner by himself listening silently and delightedly to the conversation of these distinguished men; but one day a slab-sided, awkward moving man, with a big, beautifully shaped, classic head set upon his rounded shoulders, came to this Hazlitt home.

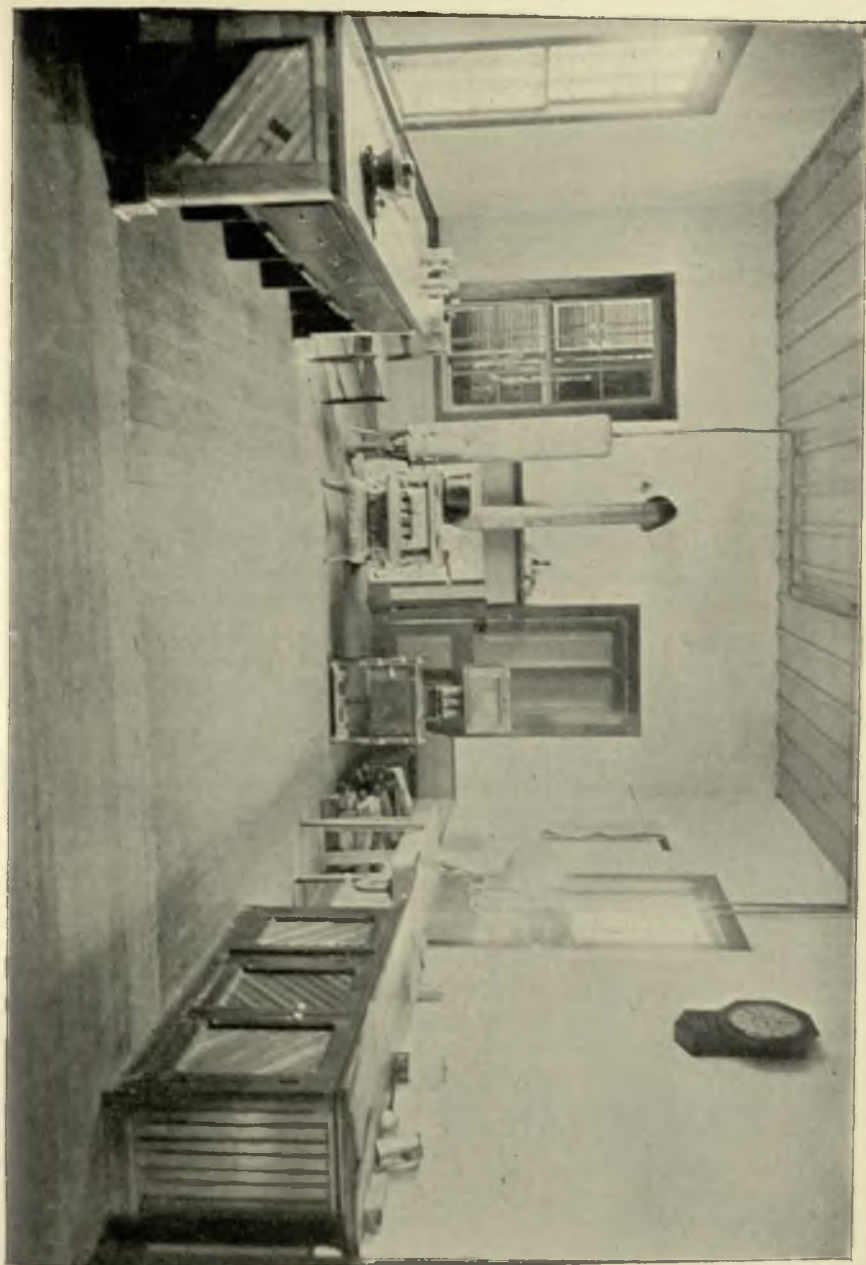
It was the poet Coleridge, undoubtedly one of the most gifted brilliant intellects ever born into the world, and especially noted for the almost preternatural splendor of his conversational powers. As the elder Hazlitt and Coleridge sat before the fire that night conversing, young Hazlitt sitting silently in his corner, recognized in Coleridge's conversation something finer, something superior to anything he had ever heard from mortal lips, and he listened entranced and infatuated. That night, just as they were

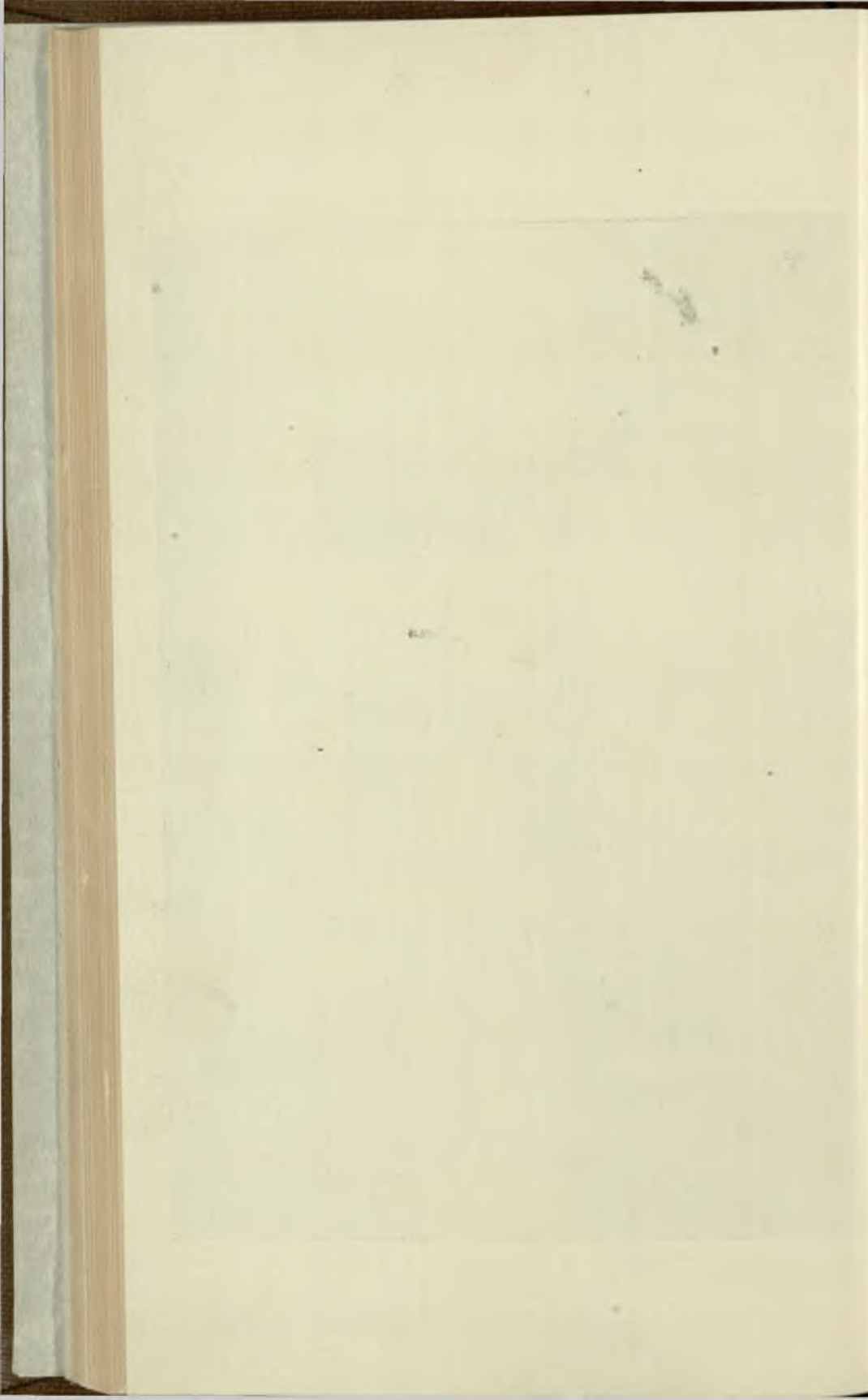
going to bed, old man Hazlitt said, "Son, to-morrow morning you will have to walk to the station with Mr. Coleridge to carry his luggage for him." Nearly all night long that boy lay awake anticipating with delight the walk with Coleridge next morning. Morning came. "It was a bright, beautiful, perfect spring day," says Hazlitt. "The station was four miles distant; all the way there Coleridge talked incessantly and I listened rapturously. He talked of nothing except the things immediately around us, of the trees and the grass and the flowers and the birds and the white cumulus clouds floating across the deep blue sky; but, oh, what glorious talk it was! What luminous power it had! It seemed to send a light away down into the deepest depths of my mind. It floated the universe for me in an atmosphere of thought and of poetry. As I trod that same road on my way back from the station, the world seemed transformed to me, and trees and grass and flowers and floating clouds and blue sky had acquired for me a higher duty and a deeper meaning. That walk with Coleridge was the great intellectual quickening of my life; but for that walk with Coleridge, I should never have persisted in the study of metaphysics and the higher literature; but for that walk with Coleridge, I believe, I should never have written a line for publication."

Now, young ladies, that was higher education. The effect that Coleridge's talk had upon that boy's mind was higher education; and if some such effect has not been produced upon your mind during your four miles walk, or your three miles walk, or your two miles walk, taking the years for miles, that you have had with the teachers of this Faculty, then you have received from this institution no higher education. If by reason of your sojourn at this college, God's universe has not acquired for you a higher beauty, God's eternal laws a deeper and a grander meaning; if during your sojourn at this college your mind has not been illuminated in its deepest depths; if the higher powers of your intellect have not been quickened into a life that will last; if the activities of your nature have not been aroused to put forth your utmost efforts to develop yourselves in the direction of the best and highest tendencies of your nature, then however much learning and scholarship you may have acquired, however perfect your recitations and your examinations and your reports may have been, you have received from this college no higher education!

Higher education, my young friends, is the assimilation by mind, heart and soul of those perennial truths of God that edify and inspire the immortal spirit that dwells in man's mortal body. There are a great many different kinds and sorts and degrees and uses and functions of educational truth, but only those truths whose principal purpose and effect is to edify and inspire the immortal spirit of man belong properly to higher education. Now what do I mean by truths that edify and inspire? Let me illustrate: Last winter during the time our street electric lights here in Milledgeville were cut off, I noticed that in front of the residence of a certain good citizen in this town, on every dark night, a little kerosine lamp was shining, set upon a low post, giving light for a few square yards around. It was a little light, a lowly light, but good and useful as far as it went; and blessed it was by every man that had occasion to pass that way. Very well, then, for the little kerosine lamp with its good, useful light. Now our whole city is illuminated by brilliant electric lights, performing the same function as did that little kerosine lamp, but performing it better, over a much wider area, and for an hundred-fold more people. Very well for the brilliant, broad, spreading electric lights. Only a few nights ago I saw, and you did too, on a lawn in front of a residence in this town, all the trees festooned with pretty Chinese lanterns with candles burning in them. They were intended not so much to give light as for mere show and beauty, and to charm the senses of the nicely dressed ladies and gentlemen that moved in social converse beneath them. Very well for the pretty Chinese lanterns with their showy lights! Over there on the Dormitory grounds on last Christmas night for one brief hour all the atmosphere overhead was rendered gorgeous by the flashing light of bursting sky-rockets and Roman candles, while a great throng of people looked on with delight. Very well for your sky-rockets and Roman candles! Every now and then we cry out in startled admiration as a brilliant meteor flashes its scintillant train of fire athwart the dark background of the sky and then goes out forever. Very well for your brilliant meteors! But now, young ladies, go out on one of these sweet June nights, look up into the blue bending dome of heaven where the everlasting stars are shining serene and beautiful! They were lit by the hand of Almighty God before the foundation of the world. They are the same bright, beautiful stars that edified the soul of poor suffering Job in the palm groves of Arabia four thousand years ago. They have guided all sailors across the oceans of the

COOKING SCHOOL ROOM (Section 2)





world. They have lighted all nations the way to dusty death. So will they shine serene and beautiful until this earth is passed away and the universe is rolled up like a scroll. So, young ladies, there are lights and there are lights; and just so, there are truths and there are truths.

Far be it from me to under-value those lowly lights, those common place practical educational truths that serve to guide our foot-steps aright along the pathway of the ordinary every day duties of life. Over in that cooking school yonder you got a receipt how to make biscuit. If you learned that receipt well and thoroughly both theoretically and practically, you have had from this Institution no more important, no more precious lesson. There is no department or branch of this college that I value more highly than I do our cooking and our dress-making school; and I should be delighted if we could teach well and thoroughly more of these home-making studies in our college, for after all is said and done, they are just the most important part of a woman's education, and I have little respect for any woman who despises or who disparages them, or who fails to make herself proficient in them, and from the bottom of my heart I am sorry for the poor woman who never has any need for them, for the poor woman who in all her life has no call to use them. But it is needless for me to dwell upon the importance that the founders and trustees of this college attach to these home-making studies, and to those other industrial or bread-winning studies, such as your Teacher Training, your Stenography and Typewriting, your Dress-making and such like. A thorough teaching of such things as these constitutes as everybody knows the characteristic features of this college. This stone which the educational builders of former days rejected has become the chief corner-stone of the Georgia Normal and Industrial College.

I regret, young ladies, that I have not time to talk to you about those broad sweeping electric lights of education that stand upon a higher intellectual plane than these home-making studies and these bread-winning studies. I mean those educational lights by which you acquire general information, general intelligence, worldly knowledge, worldly wisdom; by which you are brought in sympathy with the progress of the times and put in touch with the spirit of the age. This is an exceedingly important kind of education, and it is a kind of education in which women are usually woefully deficient. It is an important subject, but I haven't time to discuss it this morning. Neither have I

time to do anything more than barely mention another kind of educational light that shines quite conspicuously in America these days. I mean these pseudo-intellectual pastimes that are becoming so popular all over the country and of which we have had some fine illustrations right here in Milledgeville during the past year, such as your "Demorest Contests," your "Evening with Burns," your public debate about Hamlet's insanity and Macbeth's guilt, and such like—pretty Chinese lanterns of the intellect under whose showy and not too brilliant light it is very well for nicely dressed ladies and gentlemen to spend an evening now and then. Nor have I time to discuss the kind of educational light furnished by professional lecturers, like the Dr. Hall from New York, who so greatly entertained us in this chapel a few months ago; these popular professional lecturers who run over the country shooting off their intellectual pyrotechnics, sky-rockets and roman candles of the mind to the delight of big audiences, who go away exclaiming: "Wasn't that splendid!" and that's the end of it. Nor have I time to talk to you about these meteoric "Trilby's" and "Ships that Pass in the Night," and "Marcellas," that at right frequent intervals flash up in the literary heavens and almost before the society young lady or the society matron can cry out "Isn't it lovely!" goes out forever. All of these educational lights have their uses and value; some of them are of the greatest importance, and some of them are quite trifling; but all of them have their value, more or less, and in wisdom and discretion you should avail yourself of all of them; but, young ladies, as graduates of the Georgia Normal and Industrial College, I want to remind you that above all of these educational lights the everlasting stars are shining serene and beautiful! As graduates of the Georgia Normal and Industrial College, I want to beg you not to forget to go out some nights and listen to their silent songs; to be edified by their serene and quiet beauty; to harmonize your soul and attune your life to their grand and rhythmic movements!

In other words, my young friends, dropping the metaphor and speaking literally, I want to remind you that after all practical utilitarian knowledge is acquired, after all worldly wisdom and social graces and accomplishments are acquired, after all of that superficial intellectual polish that society calls culture is acquired, there is still something beyond, and that something beyond is the true higher education, or the assimilation by mind, heart, and soul of those perennial truths that edify and inspire the immortal

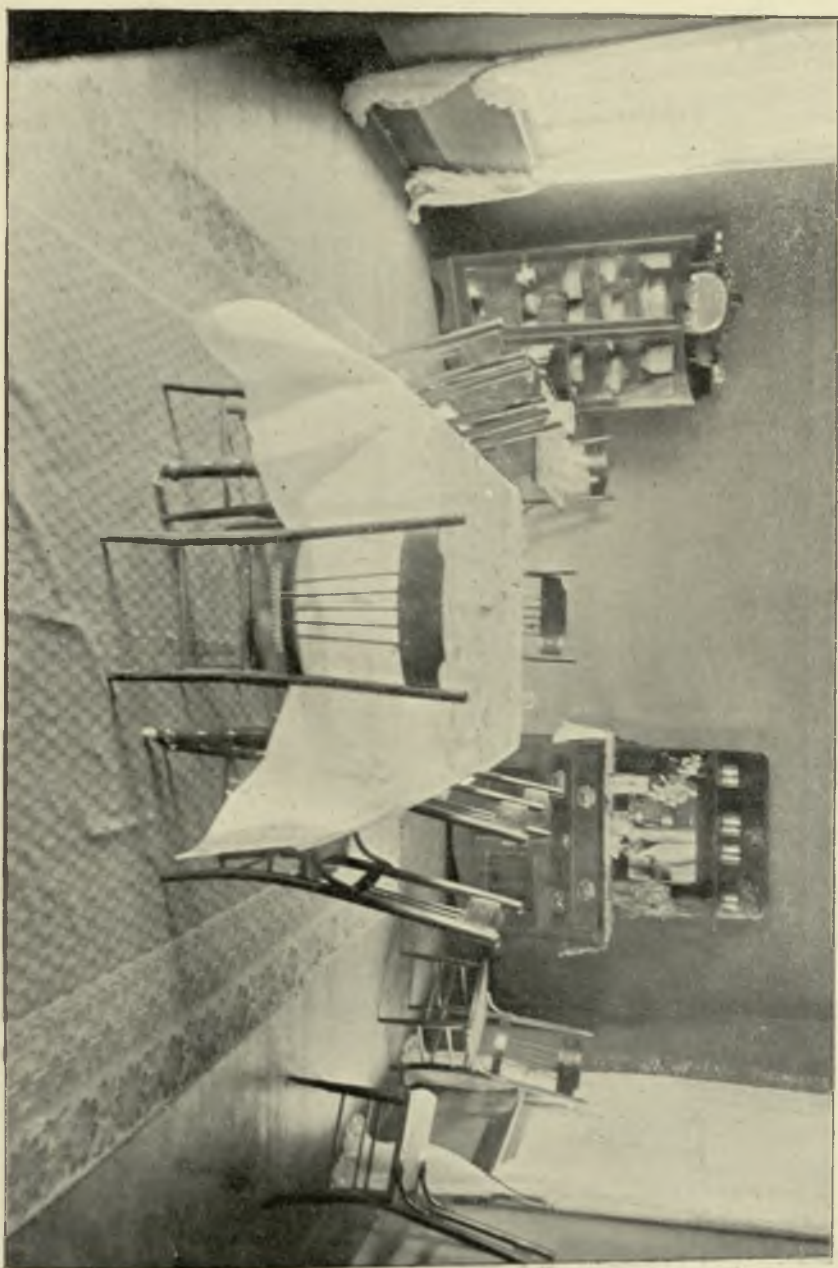
spirit that dwells in your mortal body. By edify, I mean that gives you a grand and lofty conception of God's universe of matter and universe of man and that gives you a high ideal of human life. By inspire, I mean that stirs the divinity that dwells within you and moves you to put forth your utmost efforts to develop yourself in the direction of the best and highest and noblest tendencies of your nature.

Now, young ladies, let me give you just a little of my own personal experience in acquiring what I consider the best part of my own higher education, such as I have, limited as it is, and then I think you will understand precisely what I mean by assimilating truths that edify and inspire. A long time ago I taught a school in which there were many little girls from 10 to 12 years old. As spring approached I determined to try to teach these girls botany. I had never studied botany myself and I knew absolutely nothing about it, but I got a few of the simplest, most elementary text books on the subject and I studied them diligently; but I didn't allow my pupils to use any text book at all. I taught them entirely by object and oral lessons; and in order that I might teach them aright I carefully prepared a sort of experimental botanical garden in which I observed with my own eyes with the utmost care and scrutiny the whole wonderful, beautiful, edifying process of plant growth from the very first quickening of the tiny germ in the seed to the full blooming of the flower and the formation of the green fruit. This beautiful, wonderful process of nature I watched not only once but time and time again and in a great variety of specimens, and it was one of the most delightful, the most glorious, the most edifying lessons that I ever learned; it was indeed to me the assimilation by mind, heart and soul of a perennial truth of God's material universe, and its educational value was enhanced an hundred fold to me because I learned the lesson not merely from the books of men but directly from God's inspired book of nature.

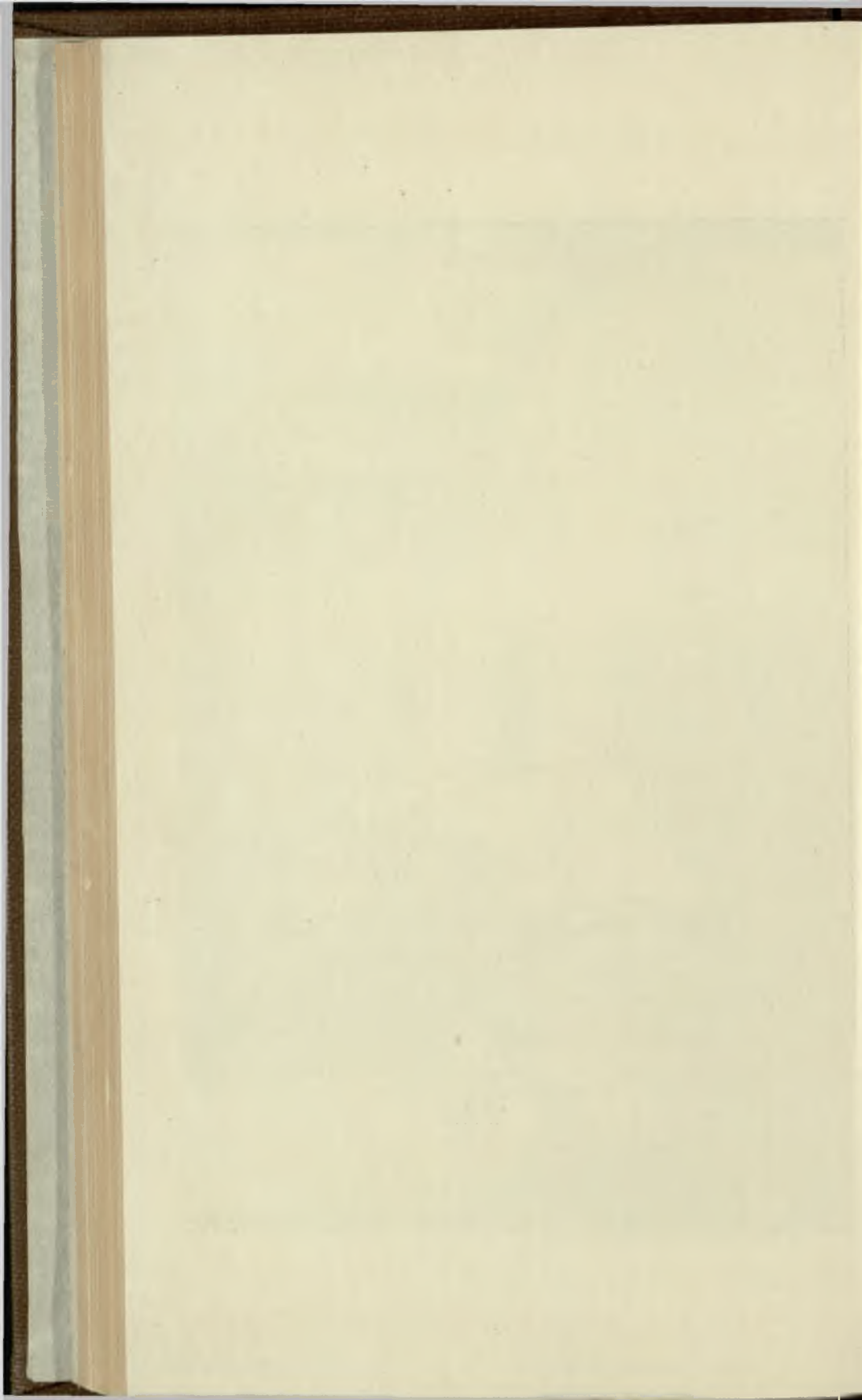
The little that I know about astronomy I learned after precisely the same method and under similar circumstances. In the college in which I was teaching when the session opened one September, the class in Astronomy, all unexpected to myself, was turned over to me to teach. I had never studied astronomy in my life and I knew absolutely nothing about the subject, but I procured several of the best text books and star maps and with their aid I began the study of the broad expanse of the heavens themselves. I studied the heavens diligently and assiduously day and

night for months, for years. Every movement, every change, every phenomenon of the heavenly bodies, sun, moon and stars, planets and constellations, that can be seen with the naked eye, I watched closely over and over again, until the whole mighty drama of the skies became perfectly familiar to my sight, perfectly clear to my mind, and very dear to my soul. It was, I believe, just the most edifying study that I ever pursued in my life, and to this day it is and always will be to me a source of the purest and deepest intellectual joy. I have studied the books of Tyndall and Huxley and Darwin and nearly all of the greatest scientists of the nineteenth century, and I value very highly the instruction and information that I have gotten from them, but I value infinitely more highly the little I know about botany and astronomy because I learned these lessons directly from God's inspired book of nature.

And, young ladies, the educational value of any scientific truth is enhanced an hundred fold when it is gotten directly from God's inspired book of nature instead of being taken merely from the books of men. Out yonder in the western skies on these evenings and in the early night you see the planet Venus shining in her matchless beauty. Now any good teacher with the aid of an ugly diagram drawn on a blackboard can, in an hour's lesson, or a half hour's lesson, teach you all about that beautiful planet and its complex movements so that you will understand it perfectly; and that is the way, and the only way, in which it is usually taught in schools and colleges—an hour's lesson on the blackboard, you understand it perfectly, and you dismiss it from your mind forever. By such a lesson you have gained some knowledge, have had some mental discipline, perhaps, but you have not really assimilated any truth of God's. But it would take you eighteen months just to read the lesson through in that book out yonder—in God's inspired book of nature; nine months watching the queenly planet in her royal journey up and down among the constellations in the western skies as evening star, and then seeing her flash up in the eastern horizon, and nine months up and down there as morning star! Once read the lesson through that way and you will have assimilated, mind, heart and soul, one of the sublimest truths of God's material universe, and you will have added a priceless jewel to the treasures of your mind. By such a study of science your whole intellectual being is edified and ennobled. You know perfectly well, young ladies, that in this college—down there in our Model and



TRAINING DINING ROOM.



in our regular Science Department—you have been carefully taught how to read science directly from God's inspired book of nature. That book lies out there before you; to you it is an open book. You can do nothing better for your own higher education than to read from its glowing pages. As teachers you can do nothing better for the true higher education of the young human souls committed to your charge than to lead them forth and teach them, while they are yet in the spring-time of life, to read truth directly from God's inspired book of nature!

But, young ladies, it is very probable, almost certain in fact, that much the largest part of your future higher education will be derived from another source than from the study of natural science, and that is from the study of literature. It is perfectly natural and entirely right, perhaps, that you should love literature more than you love science. That is as it should be. But I want to warn you that literature is a very dangerous thing. There is entirely too much literature in the world in our day. There is an enormous, oppressive, distracting superabundance and excess of literature in the world this nineteenth century.

A literary plethora pervades our country like a disease and it is seriously damaging, I believe, to the best powers of the human mind and to the strongest and finest qualities of human character. "Of the making of many books there is no end," said the preacher in disgust five thousand years ago, and the saying applies with ten fold force in this close of our nineteenth century. Sixty thousand books claiming to be new and original were published in the world in the year 1894. I believe the world would be better off intellectually, morally and spiritually if fifty-five thousand of those books had never seen the light. Most books are either positively bad or perfectly worthless, comparatively few are good, and the smallest possible number are really great. Now, young ladies, I haven't time this morning to give you but one piece of advice about your reading, but I give that very earnestly and very seriously, and that is: Try to read at least a few of the really great books. Read them, study them, absorb them, assimilate them, love them, believe in them, open your mind, heart and soul freely to their influence. If you will only do that you will have nothing to fear from the pernicious literature that so abounds in our day. One of the most fortunate things that can happen to a young human soul in the process of getting an education is to come strongly under the influence of a really great, good book. And there is no mistaking a really

great book. By this sign shall you know it, by its power to edify and inspire you. It makes no difference what a book is about, it makes no difference for what particular purpose it is written, it makes no difference what literary form it may assume; the infallible test of the real greatness of any book is its edifying and its inspiring power. No book is really great that does not edify and inspire.

Of the hundreds of books that I have read in my life there are just five that have had a more powerful influence over me, intellectually, morally and spiritually, than all the others put together; they are Emerson, Carlyle, Ruskin Shakespeare, and the Bible. I count these as infinitely the greatest books that I ever read, not because they entertained me so mightily, not because they gave me so great instruction and knowledge, but because, far beyond all others, they edified and inspired me; and if I were going to make out a course of reading for you girls this morning I should say, read Ruskin's "Sesame and Lilies," "Ethics of the Dust," "Crown of Wild Olives." Read Emerson's essays on "Character," on "Conduct," on "Manners," on "Self Reliance," on "Transcendentalism," on "Representative Men," read Carlyle's "Heroes and Hero Worship," his "Sartor Resartus," his essays on "Burns," "Samuel Johnson," "Voltaire" and "Characteristics," his biographical sketches of his own father "John Carlyle," and his own wife "Jane Welch Carlyle;" read Shakespeare's "Hamlet," "Othello," "Lear," "Macbeth," "As You Like It," "Mid-Summer Night's Dream;" read in the Bible nearly all that is contained in the four gospels and certain selected chapters from the Epistles, the Psalms, and from Job, Jeremiah and Isaiah. Read these things, and you will have read the sublimest truths, the most edifying and inspiring truths ever uttered in human language; and expressed in a form of perfect beauty absolutely matchless in the whole range of the literature of the world. These are just the greatest books that have ever been written. In them the human mind reached the high water mark of literary achievement. It will never rise so high again.

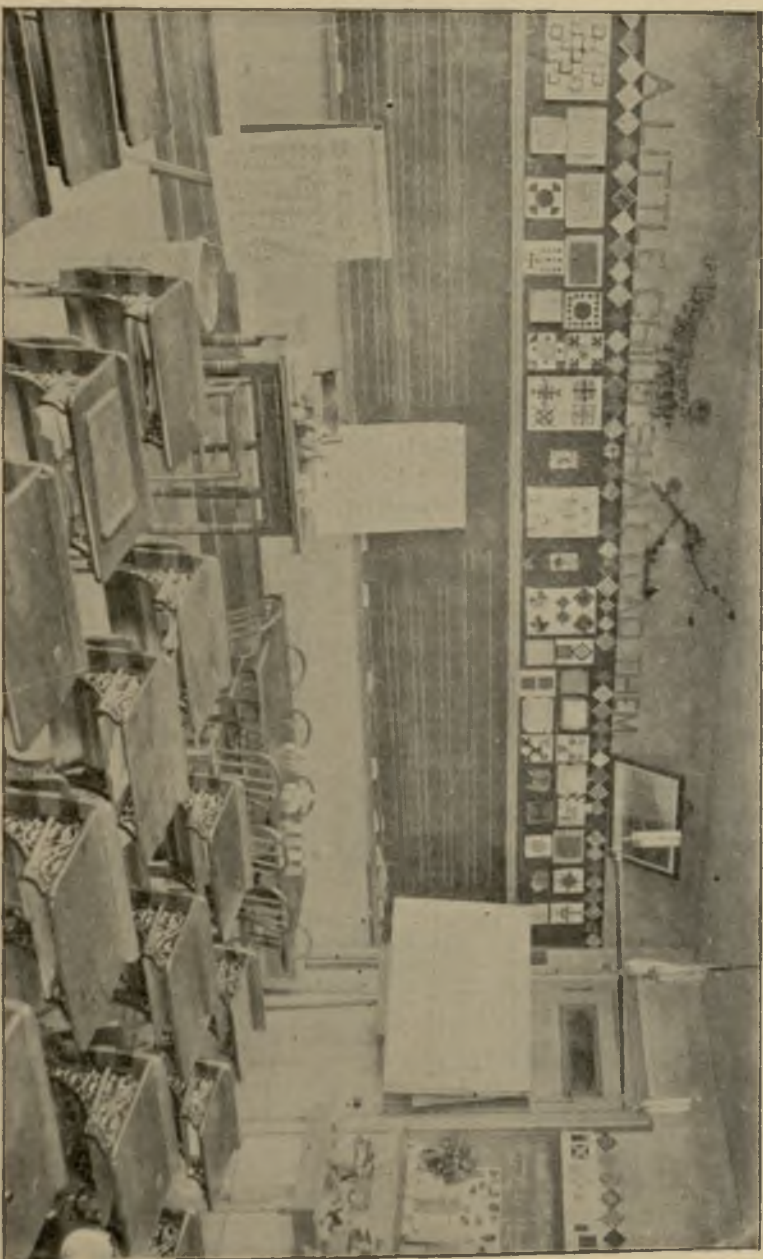
All these productions put together would not occupy more than three ordinary sized volumes; but don't try to read them in a month or in several months. Read them through years; read them through all the years of your life; read them as your mind and character develop to receive them; read them over and over again, read them with all the aid you can get to help you understand and appreciate them. All these productions together would

perhaps constitute not more than one thousandth part of your entire reading, but if you read them aright they will have a more powerful and more salutary influence over you intellectually, morally and spiritually, than all the rest of your reading put together. Read these books and such books as these, read them, study them, absorb them, assimilate them, love them, believe in them, and you will have nothing to fear from the inferior, worthless and bad books that so abound in our times. All the imps and devils, the filth mongers, babbling fools, puling sentimentalists, hysterical women, and perverted men, that so infest the world of letters in our day will be powerless to harm you. You bear a charmed life. You carry in your very blood an antidote to the worst poison the vilest book contains. Young ladies in this college, you have been taught how to read good books, and one of the principal purposes of all your studies here has been to prepare your minds for high thinking, your hearts for fine feeling. A sacred obligation rests upon you to try to bring this culture to perfection. A sacred obligation rests upon you to beware lest the wicked one sow tares among the wheat and when the master of the field shall come he will find the harvest ruined.

Now, young ladies, let me say just one more thing to you in regard to your higher education and then I am done. I have told you that higher education is the assimilation by mind, heart and soul of truths that edify and inspire. Now let me tell you that there are two kinds of truth which Almighty God reveals to the mind of man in this human life: First, those truths that can be comprehended by the understanding; second, those truths that cannot be comprehended by the understanding but which "passeth all understanding." The Almighty has furnished the human mind with a finer, a higher and a nobler power than the mere understanding. We sometimes call this power intuition. Understanding bears the same relation to intuition that the earth's atmosphere bears to that finer and more subtle fluid which scientists call ether. You have studied physical geography, and you know it teaches you that the atmosphere is wholly "of the earth, earthy;" it can be handled and weighed and analyzed; it clings close to the earth; it rises only a little above the earth; but this fine and subtle ether, which your physical geography teaches you exists just as certainly as the atmosphere does, is an intangible and impalpable substance, and it not only permeates all terrestrial things far more subtly than the atmosphere does, but it rises infinitely higher than the atmosphere, and brings down to us on its ethereal waves

the light of sun, moon and stars and all heavenly bodies! Just so, understanding is "wholly of the earth, earthy;" it reveals to the mind of man those truths by which he is related to the earth and to the things of the earth; but there is an intuition that transcends the understanding and brings down to the longing soul of man those divine truths by which he is related to the ever-living God—the archetype of his being. Simple, unquestioning, abiding belief in these transcendent divine truths and the harmonizing of one's whole life to their promptings, constitutes the crowning glory of all human education. Nearly two thousand years ago, just as the beautiful day was breaking on a sweet spring morning, Mary Magdelene went to the tomb of the Savior bearing spices and ointments, but when she got there she found the sepulchre empty, the body of the Lord was gone, and as she sat there weeping bitterly a man approached softly and standing over her asked: "Woman, why weepest thou?" Without raising her head, and thinking it was the gardener that spoke, she cried: "They have taken my Lord away and I know not where they have laid him!" "Mary!" he said, and in that tender, loving tone she recognized the voice of the Savior himself, and raising her head she looked up into his face and falling upon her knees at his feet she cried, "Master!" Young ladies, the very highest education that any woman ever has received or ever can receive in this world is that which brought that worshipful "Master!" from Mary's lips as she knelt at the Savior's feet. In this world of ours, with its sunshine and shadow, with its joys and its sorrows, that divine voice still speaks to worshipful souls just as tenderly and lovingly as it spoke to Mary in the Arimathean's garden two thousand years ago. Oh, may you hearken to that voice and may your heart too, like Mary's, go out in glad response to it—"Master!"

And now, young ladies, in behalf of the faculty of the Georgia Normal and Industrial College, I must say farewell to you. Many of you have been here with us since the very first day that this school was opened on that golden October morning, nearly four years ago. In the meantime, hundreds of girls have come and gone, but "ye have been with us from the beginning;" and now you must go too, but like Napoleon's "Old Guard," you leave us wearing the "cross of the legion of honor" upon your breast and carrying with you the esteem and warm affection of these teacher generals under whom you have fought so well and nobly the quiet, earnest battles of the schoolroom!



SECTION OF MODEL SCHOOL ROOM NO. 1.



You have been here with us almost ever since you were little girls, and with a tenderer love than you can ever know we have watched your growth and development in body, in mind, in heart, and in character, until now we see you in your beautiful young maidenhood

“Standing with reluctant feet  
Where the brook and river meet.”

We send you forth believing that you are the “chosen vessels of the Lord,” appointed under providence to bear in blessings to the people the fruit of this tree planted by the rivers of waters. We send you forth believing that in your daily lives you will demonstrate that every touch of a noble culture bestowed upon a woman’s mind is a jewel in the nation’s crown; that every seed of right education planted in a woman’s heart will bring forth an abundant harvest in priceless benefits to the commonwealth. We send you forth feeling assured that your higher education will redound to the good, to the honor, and to the glory of dear old Georgia for generations and generations to come, forever and forevermore!

