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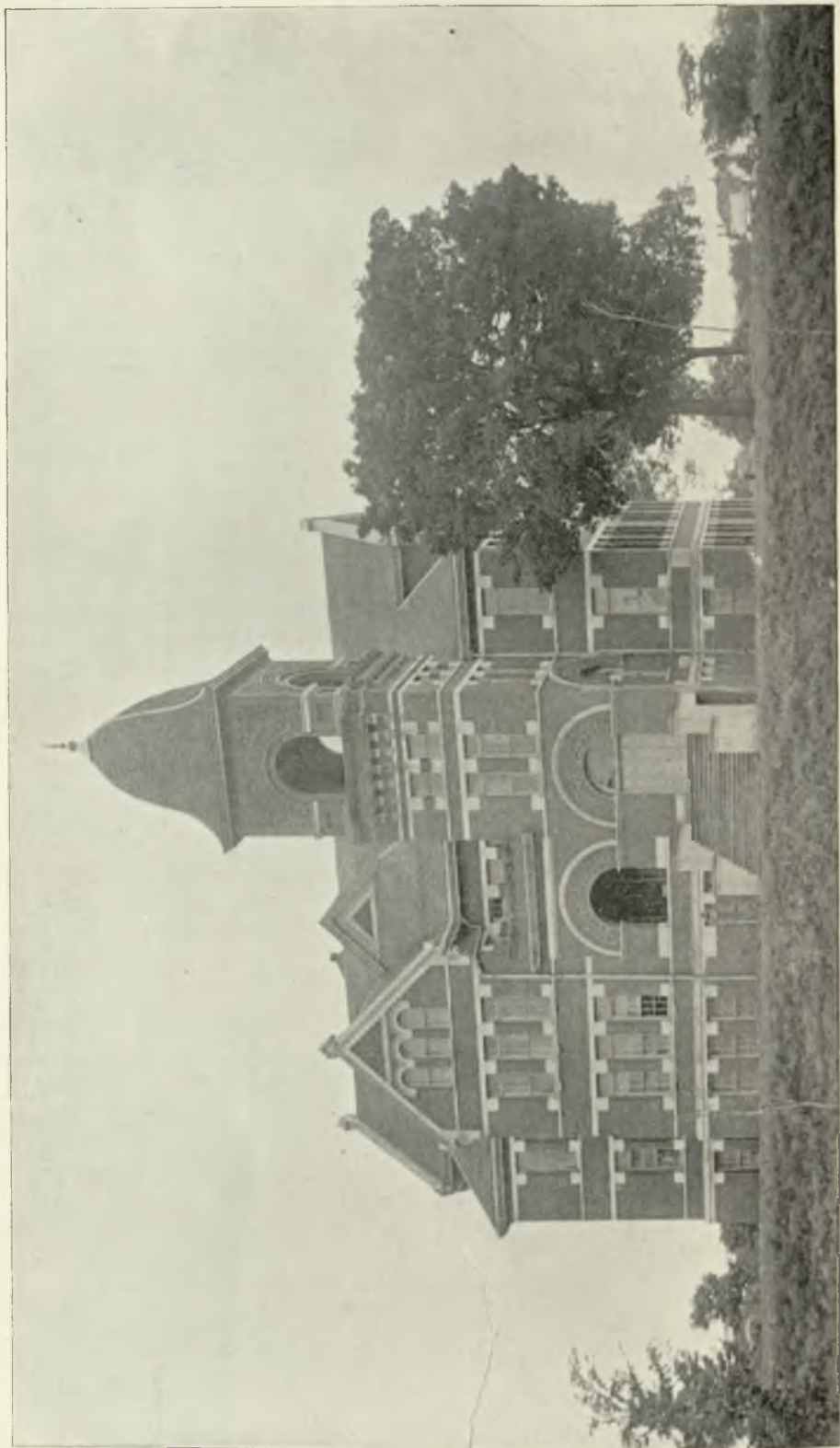


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GEORGIA
NORMAL
AND
INDUSTRIAL
COLLEGE

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AND MECHANICAL ARTS



SEVENTH ANNUAL

ANNOUNCEMENT AND CATALOGUE

OF THE

GEORGIA

NORMAL AND INDUSTRIAL COLLEGE,

MILLEDGEVILLE, GA.

1897-'98.

NEXT SESSION BEGINS ON WEDNESDAY, SEPTEMBER 14, 1898.

ATLANTA, GA.:
THE FOOTE & DAVIES COMPANY,
PRINTERS AND BINDERS.
1898.

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1897-98

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PREFACE.

By consulting the index at the end of this pamphlet the reader may turn readily to any subject on which he may wish to be specially informed.

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

Special attention is also called to the articles on "Class Entrance Examinations," "The Five Courses of Study," and "Instructions to Applicants." It is important that all persons expecting to patronize the school should study these subjects with care.

In preparing this catalogue, 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 can not find what he wants to know clearly stated somewhere in the catalogue.

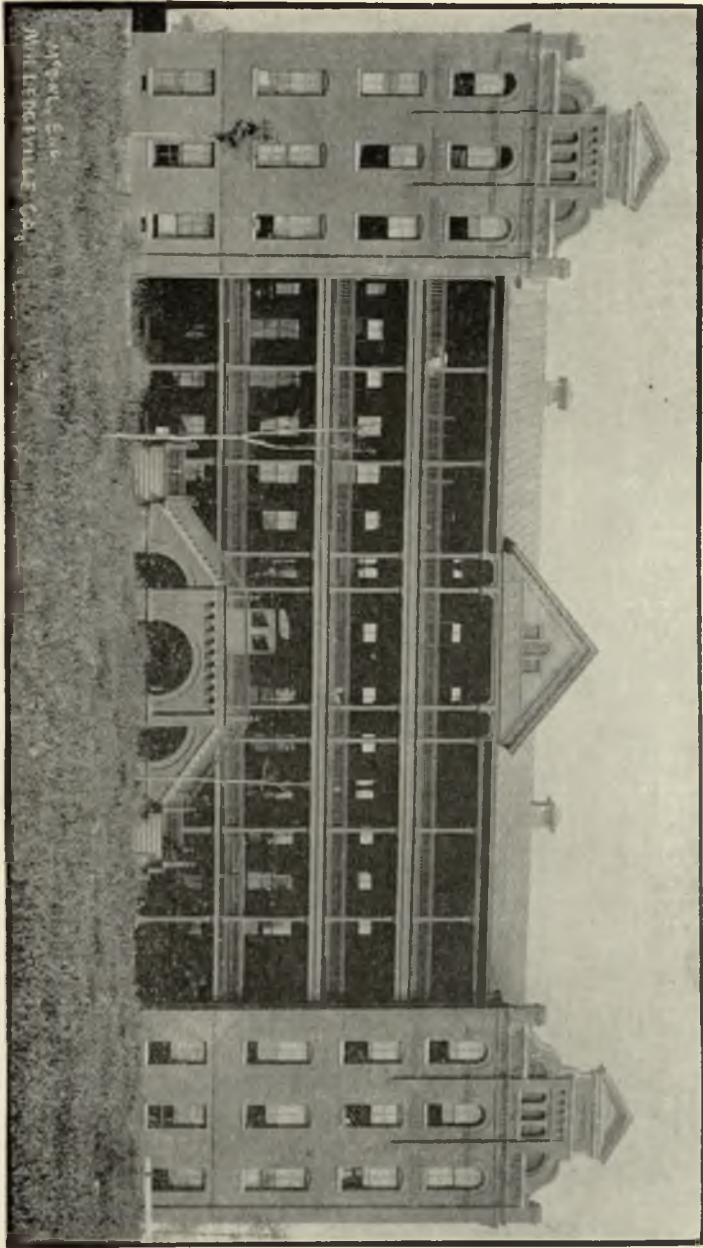
CALENDAR FOR SESSION 1898-'99.

1898.

September 14th, Wednesday Opening Day.
November 24th, Thursday Thanksgiving Holiday.
December 25th to January 2d Christmas Holidays.

1899.

February 6th to February 9th Intermediate Examinations.
April 26th, Wednesday Memorial Day Exercises.
May 7th, Friday Annual May Holiday.
May 29th to June 2d Final Examinations.
June 4th to June 6th Closing Exercises.



Atkinson Hall
Walter Dorrville Co.

ATKINSON HALL. (Dormitory.)



GEORGIA NORMAL AND INDUSTRIAL COLLEGE.

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, the act 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 16th, 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 30th, 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 21st, 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 had spread throughout the State.

After a vacation of three months the school was re-opened for its annual session on Wednesday, September 21st, 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 three hundred and fifty 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 the State 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.

During the past session (1897-'98), there were three hundred and eighty-eight regular students in attendance, coming from one hundred and three counties in the State. Three hundred and sixty-five (365) of the number were boarding pupils, most of them boarding in the College Dormitories. Besides the regular College students there were sixty-two children from six to fourteen years of age in the Model School, making the entire attendance for the session four hundred and fifty pupils. A great many applicants from all parts of the State were turned away for want of room.

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 showing themselves largely throughout the State. More than four

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, bookkeepers, dressmakers and telegraphers.

The institution will start upon its eighth 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 centre 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 a very healthful place, being free from malaria and all climatic diseases. 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 and the Central of Georgia Railway.

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 MAIN COLLEGE BUILDING

Is situated near the centre 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, classrooms, 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 classroom purposes, and will accommodate three hundred and sixty pupils.

ATKINSON HALL.

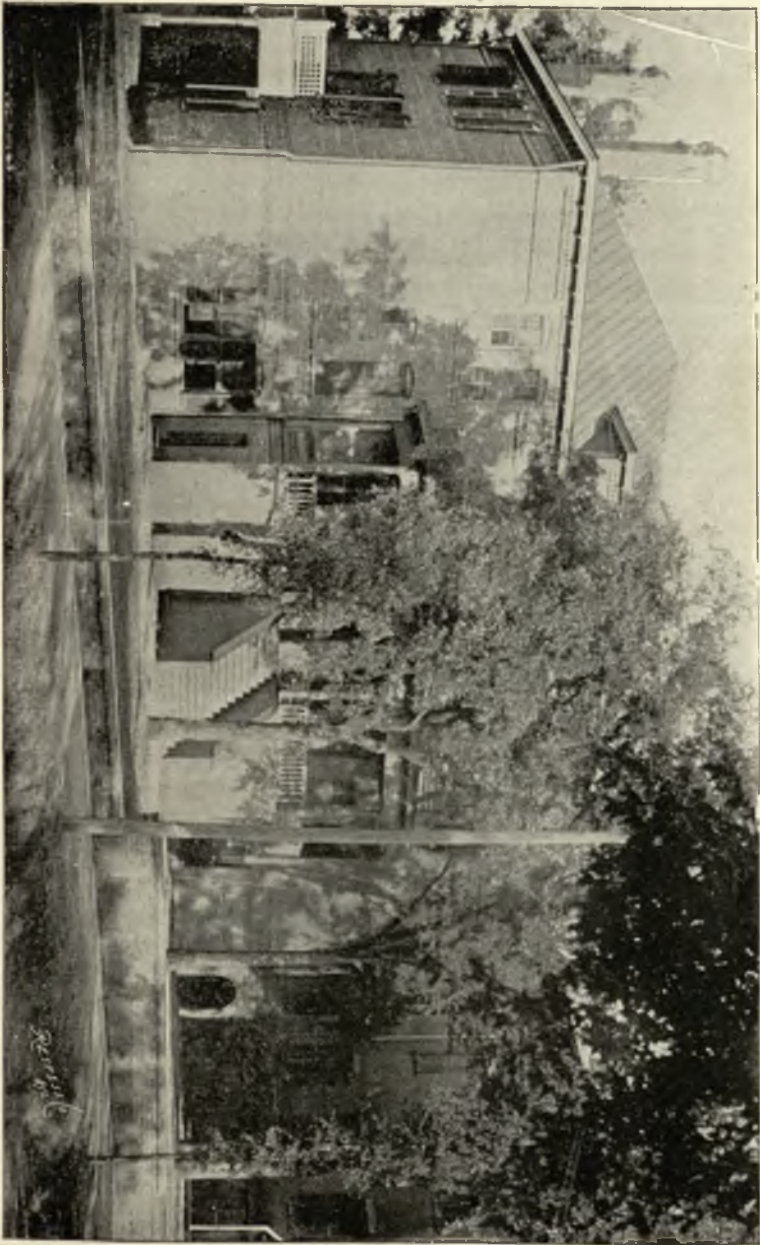
This is the new Dormitory erected two years ago at a cost of twenty-five thousand dollars. It is located fifty yards south of the Main College Building. It is a handsome brick building, and accommodates one hundred and forty students, besides apartments for the matron, housekeeper, and several teachers.

It is heated by steam and lighted by electricity. There are bathrooms and water-closets on every floor, and the entire house is furnished in every way with the best modern conveniences. The rooms are commodious and airy; most of them are arranged for two students each, a few larger ones accommodate four students each.

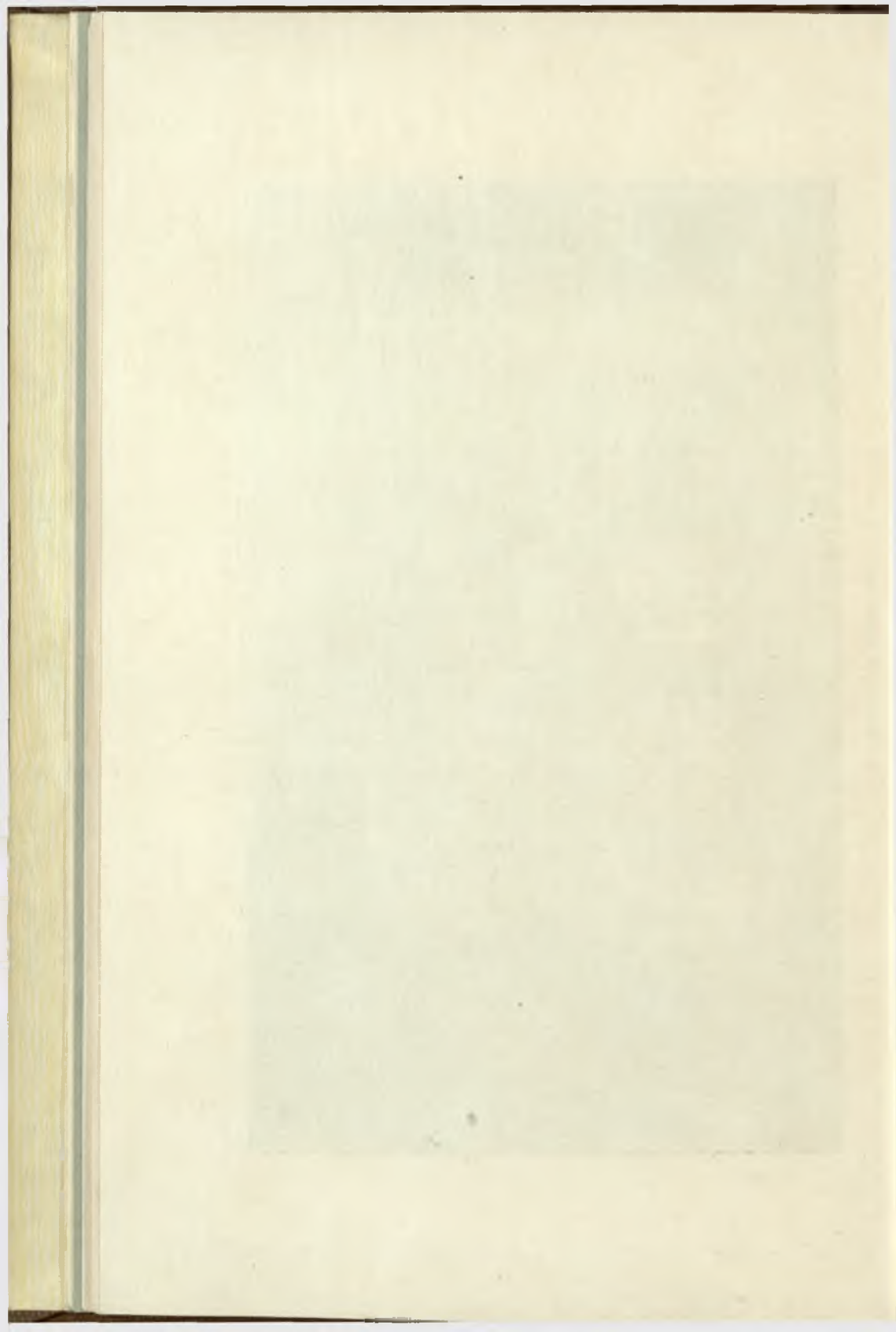
The building was named for that distinguished Georgian, Gov. W. Y. Atkinson, who may justly be regarded as the founder of the College and who has always been its most devoted and helpful friend.

THE MANSION

Is another Dormitory situated on another lot across the street from the Main College Building. It is the magnificent "Executive Mansion," or Governor's residence, of former years, when Milledgeville was the capital of the State. It is a grand and spacious old building in the old Colonial style of



THE MANSION. (Dormitory.)



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-nine years ago. Seven years ago its interior was thoroughly remodeled and arranged for the new purpose to which it has been put, and during the summer of 1895 many repairs and improvements were made both on the outside and inside of the building.

THE ANNEX

Is situated on the north side of the Mansion, with which it is connected by a short arcade, or covered passage-way, the two forming practically one establishment. The Annex was erected six years ago, and is a handsome three-story brick structure. The extensive ground floor is occupied by a study-hall and a recreation-hall, and the two upper floors are taken up with bedrooms.

Between the Mansion and Annex is a three-story brick building with bathrooms and water-closets of the latest patterns and the best sanitary plumbing.

The Mansion and Annex together form one household and will accommodate one hundred and ten students, besides ample apartments for the President's family and the matron and housekeeper. The grounds of this Dormitory are rendered very beautiful by flower-gardens and green swards of bermuda and blue-grass, and a lawn shaded by elms a century old.

EQUIPMENT.

The equipment of the College is new and is first class in every particular. The recitation-rooms are all furnished with Andrews's "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, appliances, and specimens 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 dormitories are handsomely furnished throughout.

THE LIBRARY.

This is an important adjunct to the College and an invaluable aid to its work. It occupies a pleasant and commodious room easily accessible, 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.

A considerable sum 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 magazines 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 and fine 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 pedagogics.

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 earn their own livelihood as instructors in music or in fine art.

4. 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.

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

To accomplish these several educational purposes, the courses of study pursued in the school are divided, in a general way, into five principal departments, namely:

1. The Normal Department.
2. The Industrial Department.
3. The Collegiate Department.
4. The Domestic Department.
5. The Music and Fine Art Department.

It must not be supposed that each of these departments constitute a distinct and separate school. On the contrary they are co-ordinate and equal 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 fivefold classification. This will be made plain by the following brief account of the several departments:

NORMAL DEPARTMENT.

GENERAL PLAN.

The purpose of this department is to prepare young women for the business of teaching. In the proper preparation of the teacher there are three principal elements, namely:

1. Broad and accurate scholarship.
2. Professional knowledge.
3. Skill in the practice of teaching.

The first of these requisites, namely, broad and accurate scholarship, this College undertakes to give in the course of collegiate study as stated in detail on pages 46-50 of this pamphlet.

The second requisite, namely, professional knowledge, it undertakes to give in the study of Psychology and Pedagogy, in the Junior and Senior classes, as stated in detail below.

The third requisite, namely, skill in the practice of teaching, it undertakes to give by a thorough course of practical training in teaching the children of the various grades in the Model School and by instructions in methods of teaching. The plan of this part of the work is more fully given below under "Special Training Class."

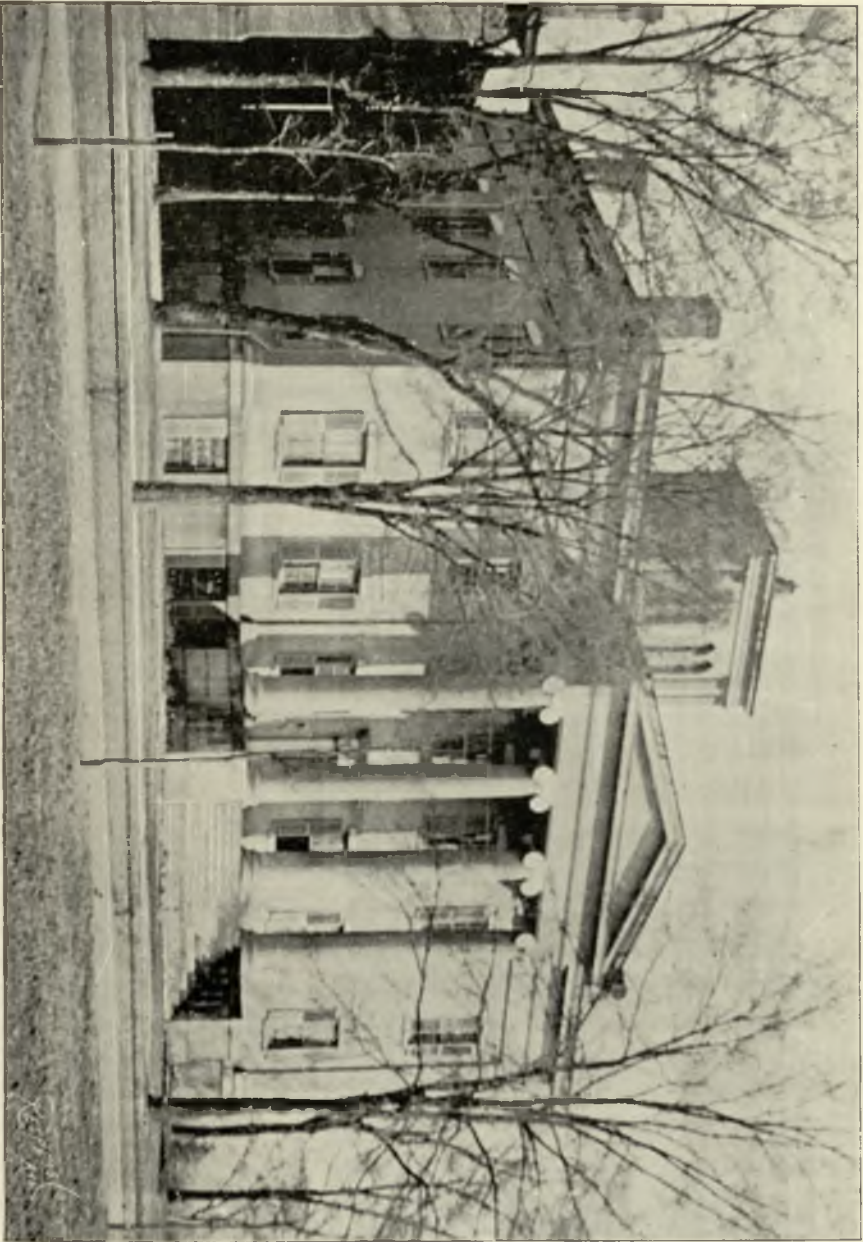
COURSE OF STUDY.

The course of study in the Normal Department is, in detail, as follows:

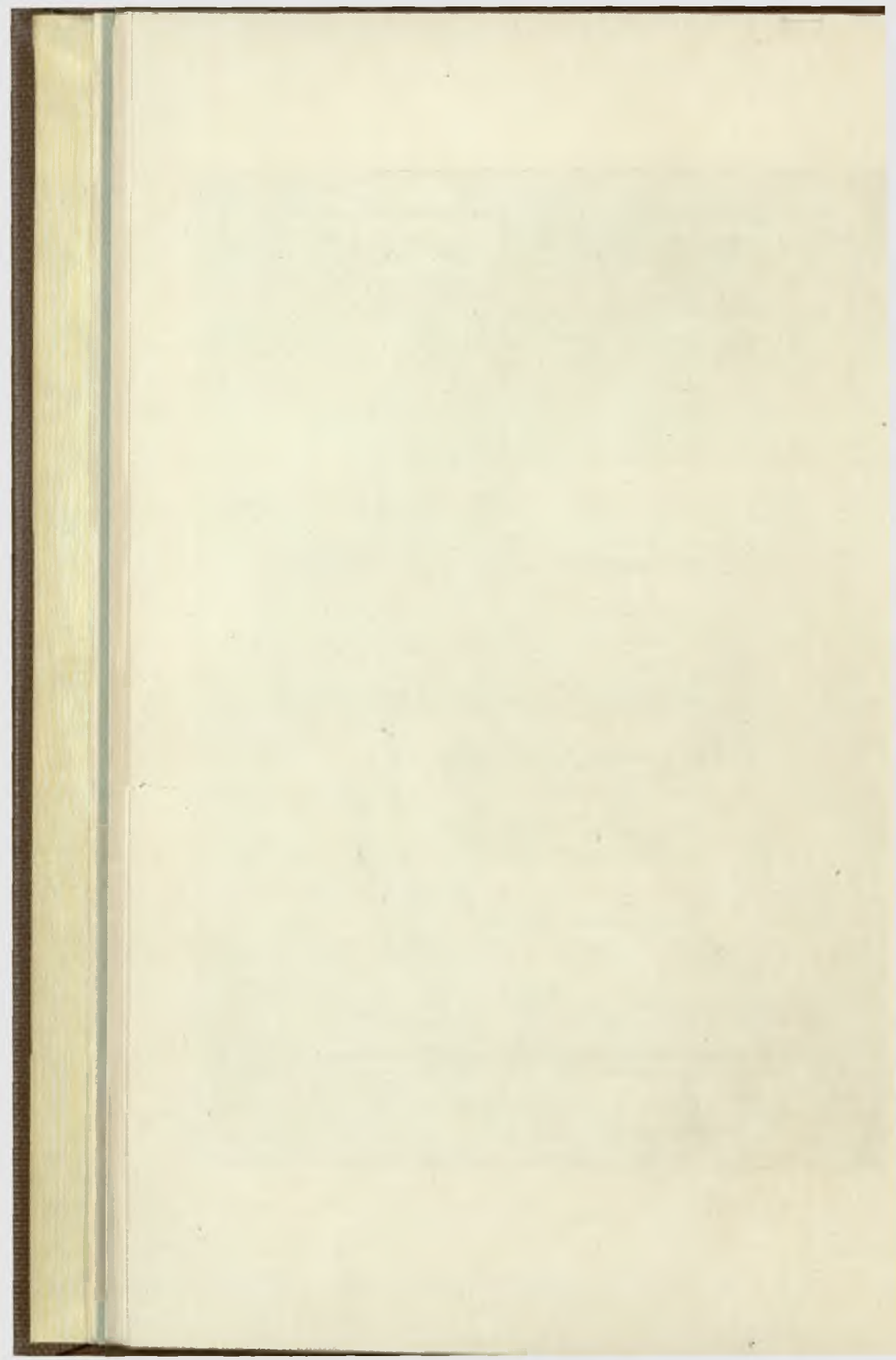
1. *Freshman Class.*—The regular collegiate studies as given on page 49. No professional study or technical normal work will be pursued by this class.

2. *Sophomore Class.*—The regular collegiate studies as given on page 49. No professional study or technical normal work will be pursued by this class.

3. *Junior Class.*—(a) Psychology, the subject-matter, classifications, and applications to Education, making Psychology the basis of methods of teaching. Halleck's Psychology, also Harris's Psychologic Foundations of Education. Three hours a



THE ANNEX. (Dormitory.)



week. (b) History of Education with special reference to the principles of teaching illustrated by the Educational Reformers. Painter's History of Education. Two hours a week. (c) The Junior collegiate studies as given on page 49 omitting Junior science. (d) Free-hand Drawing.

4. *Senior Class*—(a) Methods of Teaching and of School Management. Two hours a week. (b) Practice Teaching in the Model School. Four hours a week. (c) The Senior collegiate studies as given on page 49, with the privilege of omitting Trigonometry or Latin as the student may elect. (d) Free-hand Drawing.

Students who shall complete satisfactorily the above course of study will be entitled to a Normal Diploma.

5. *Special Normal Class*.—Students who for good reason can spend but one year in college may make special arrangement to take course (a) of the Junior Class and courses (a) and (b) of the Senior Class together, with other work in college classes, provided their scholarship is sufficient to enter them in Junior in the majority of studies.

The course of study in the Special Normal Class is particularly suited to young women who are already engaged in teaching school but who wish to take a year off for the purpose of learning in a practical training-school the best modern methods of teaching.

INSTRUCTION IN METHODS.

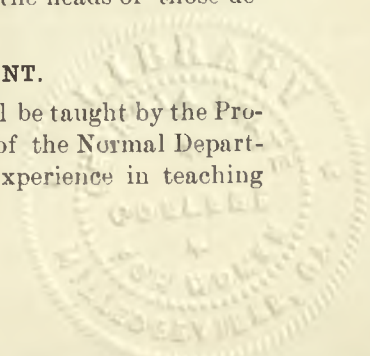
The lessons in methods of teaching, given to the Senior Class and to the Special Normal Class, embrace the most important principles in the art of teaching Arithmetic, Grammar, Geography, United States History and Elementary Science.

These lessons are given by the Professor of Pedagogy and by the Normal Training Teachers.

Lessons and practice in methods of teaching later and advanced Natural Science will be given by the heads of those departments when specially desired.

SCHOOL MANAGEMENT.

This exceedingly important subject will be taught by the Professor of Pedagogy, who is also Director of the Normal Department. His extensive and successful experience in teaching



country schools and both as teacher and superintendent of city graded schools, together with his assiduous study of the best books on the subject, fit him splendidly for this work. The subject will include Organization, Classification, Discipline, Recitation, Promotion and related subjects, all of which will be illustrated, as far as possible, by the large Model School connected with the Normal Department.

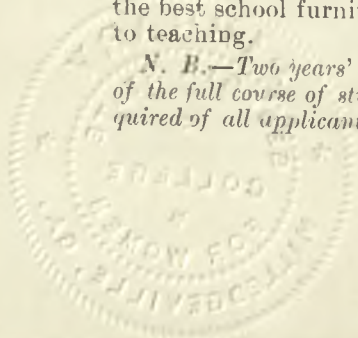
PRACTICE TEACHING.

Connected with the Normal Department is a large, well-organized Training-School. It is known as the Peabody Model School. It consists of three rooms, three training teachers, and eight grades of primary and grammar school work, covering the entire course of study usually pursued in the best city public schools through what are generally called the "Grammar Grades." The attendance is made up of about one hundred children, ranging from six years to fourteen years of age. This school is much more than an adjunct to the Normal Department. Aside from methods in high school and collegiate subjects, it is the centre about which the work of the entire Normal Department is organized. It 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.

Students taking special Normal Course are organized into training-classes, and under the careful instruction of the three training teachers are required to do throughout the year regular practice teaching in the various grades of the Model School. The training teachers are normally educated, experienced and highly gifted instructors, and are thoroughly familiar with the best modern school methods.

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

N. B.—Two years' attendance on the College and the completion of the full course of study of the Junior and Senior Classes are required of all applicants for a Normal Diploma.



INDUSTRIAL DEPARTMENT.

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. Bookkeeping.
3. Dressmaking.
4. Free-Hand and Industrial Drawing.
5. 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 three arts mentioned have a greater business value for women than any other employment whatever. The fourth 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 fifth 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 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 in the several departments were chosen with the utmost care from a great number of competitive applicants. Each of them is an expert of extensive and successful experience in teaching the special branch for which she has been employed.

SPECIAL NOTICE.

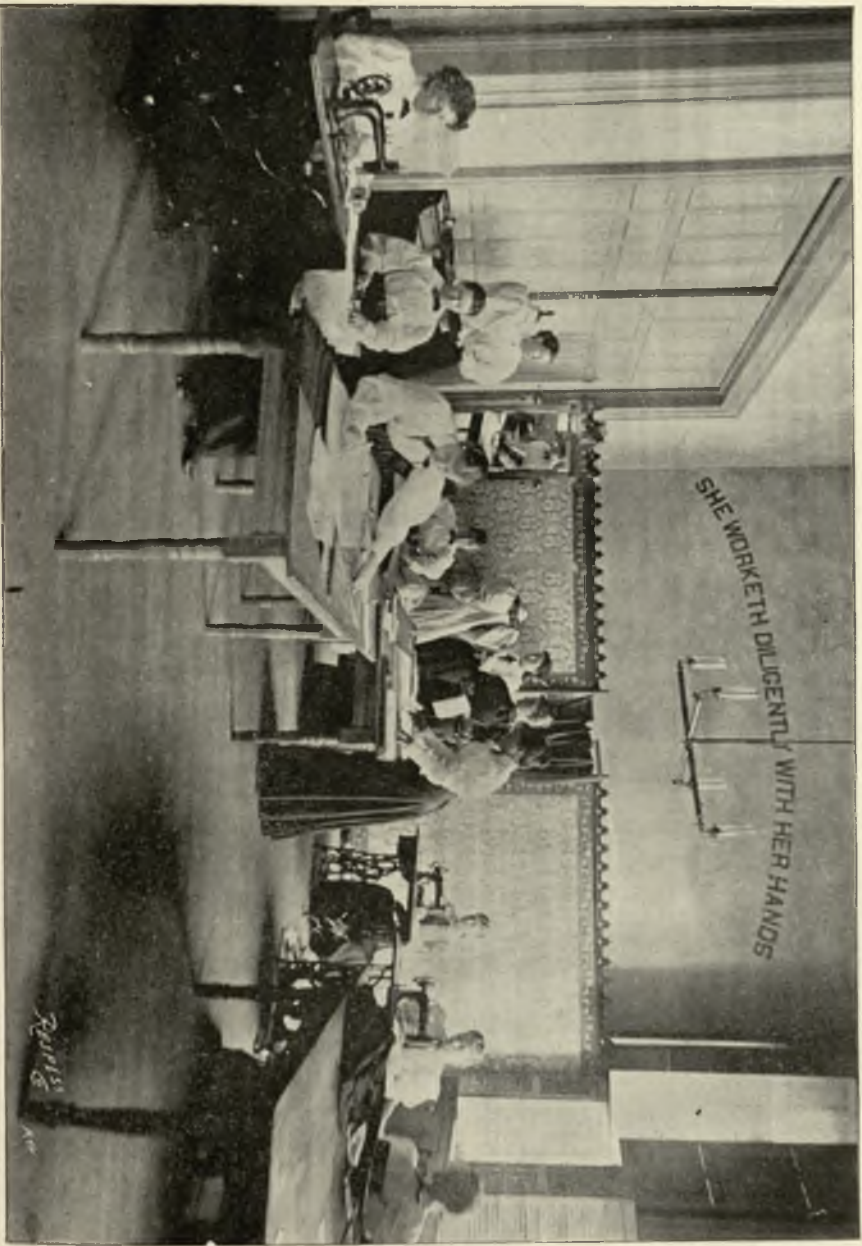
Members of the Preparatory and Sub-Freshman Classes are not allowed to take any of the Industrial Arts, as their entire time will be required for their regular scholastic studies. Exceptions to this rule may, in the discretion of the President, be made in the case of girls over sixteen years old.

BUSINESS AND INDUSTRIAL TRAINING.

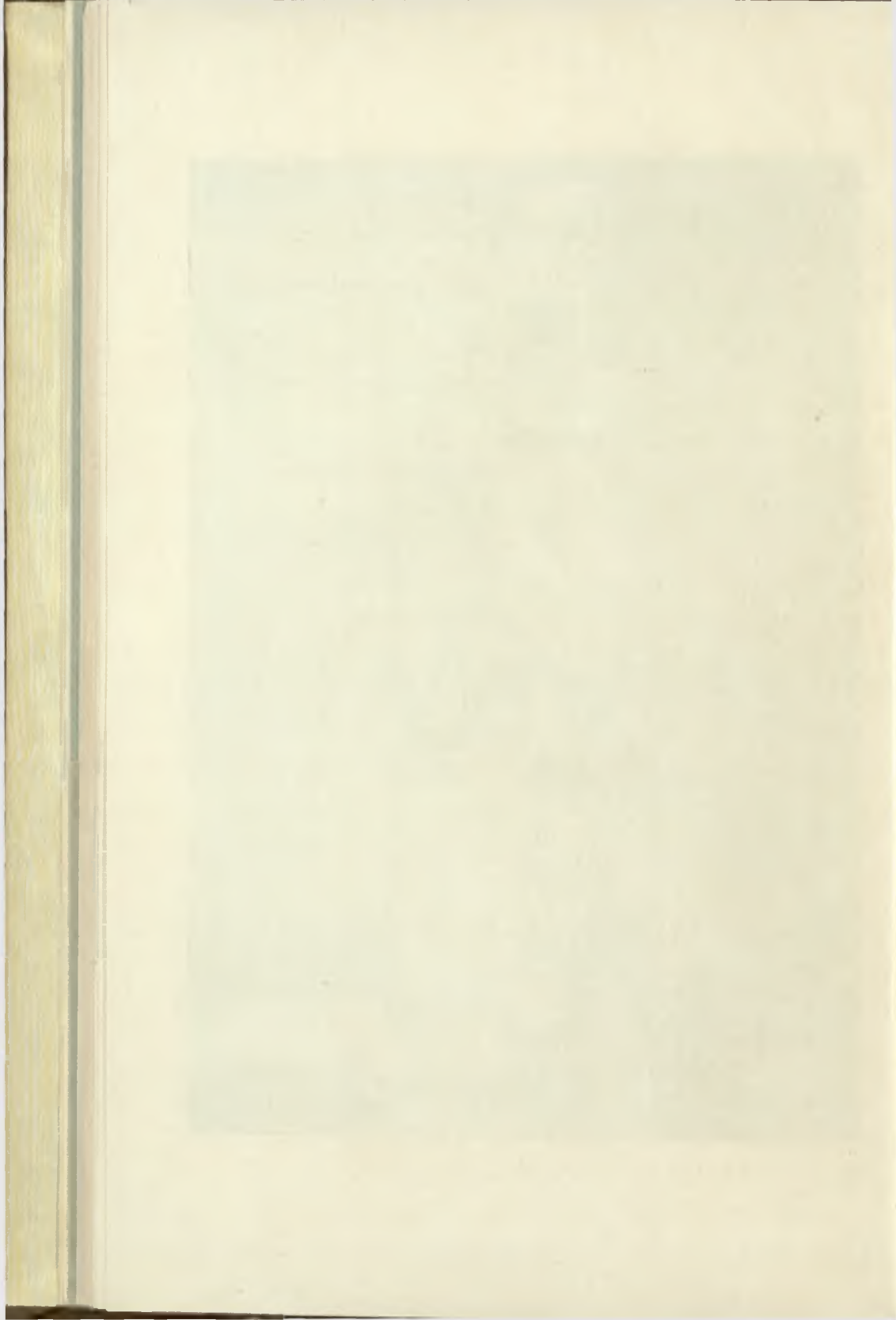
It is a fact recognized by all that a sound and thorough training in business is a necessity to the young woman of to-day. Even those who are freed from the necessity of self-support are often burdened with the care of property, for the wise management of which some knowledge of business laws and methods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



SCHOOL OF DRESSMAKING. (Section 1.)



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.

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 a full Freshman or sub-Freshman course in addition to Stenography and Typewriting the first year, completing the course in Stenography the second year with special speed lessons and commercial drills.

SPECIAL COURSE IN STENOGRAPHY.

Those who are able to pass satisfactory examinations in English, Arithmetic, Geography, and United States History, may take a special course in Stenography. This course includes: Stenography and Typewriting, English in some one of the college classes, History (American or English), Commercial Arithmetic, Business Forms and Correspondence, and Penmanship if necessary.

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 Collegiate Class in English, and the Freshman Class in Arithmetic.

METHOD OF INSTRUCTION.

The system of Shorthand taught is the Benn Pitman 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 long-hand 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 princi-

ples, 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 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 equaled by the followers of the craft.

SCHOOL OF BOOKKEEPING.

The Department of Bookkeeping includes both practical and theoretical work.

For beginners, W. H. Sadler's Budget System is used. This involves the actual handling of cash, notes, bills, checks, etc., and necessitates constant intercourse with the bank. From this the pupils pass to more difficult theoretical work—using transactions from Williams & Rogers' text. Here they become familiar with all auxiliary as well as principal books, both double and single entry, and finally, are given a rigid examination, which tests their fitness for office work. Facilities for such work have been recently provided. For this purpose three large offices have been arranged and equipped in this department. In these the pupil becomes practically conversant with the forms and methods of business, such as she will encounter outside the schoolroom.

Pupils from collegiate classes who can devote only one or two periods per day to this work do not usually accomplish it under two years' time, but for special bookkeeping pupils a one-year's course is provided.

All pupils from industrial classes are taught business arithmetic—text, Williams & Rogers'. They are also given instruction in business forms, customs and accounts—text, Seymour Eaton. Here they become familiar with every form of business paper. Commercial law will be included in this course.

All pupils from preparatory classes are taught penmanship—Spencerian system; also such pupils from collegiate and industrial classes who may need improvement in this line.

Pupils who at a final examination can stand a rigid and exacting test of knowledge of the science and practical details of bookkeeping, and who can also pass the required examination in the commercial course named above, will be awarded a Certificate of Proficiency.

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 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.

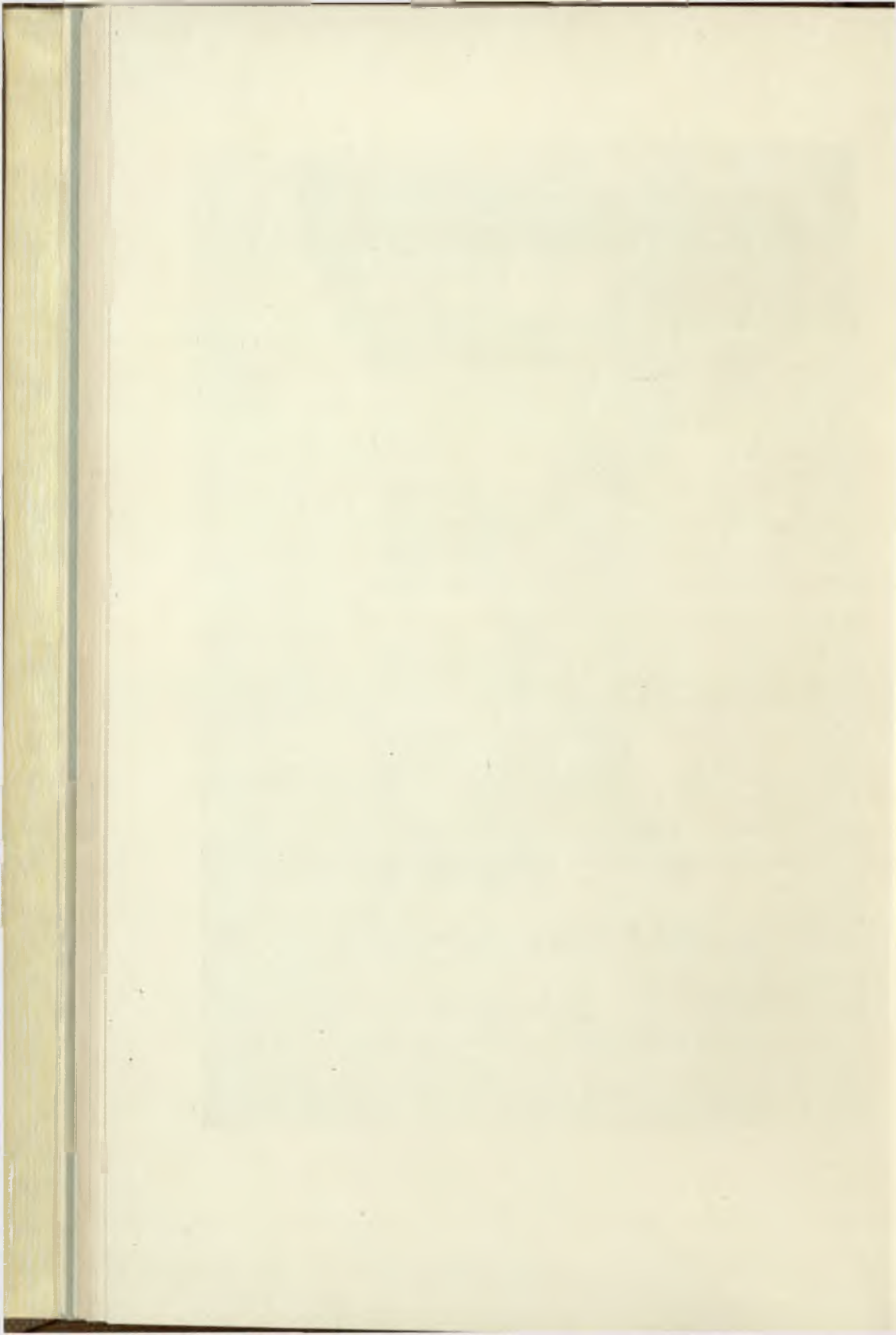
There are two classes of pupils who study this art in our College: 1. Those who wish to learn it merely for home or domestic uses. 2. Those who wish to learn it as a trade. For the first class, one hour a day devoted to the work throughout the session is usually sufficient, but for those who wish to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

All pupils studying dress-making 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 dress-making 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 dress-making establishment, which carries on the trade of dressmaking under strictly business regulations. The establishment is in direct charge of Mrs. Phillips, 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. Phillips, and all money paid for work must pass through her hands. No



COOKING SCHOOL ROOM - (Sullivan)



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.

All students of dressmaking are required to take a course of study in the branches of an ordinary English education, including Arithmetic, Grammar, and Geography, unless they can show by passing a prescribed examination that they are already familiar with these subjects or unless for some good reason they are specially excused by the President.

A Certificate of Proficiency is granted to those pupils who have attained the requisite degree of skill in the art and who can pass an examination equivalent to the final examination for the Sub-Freshman Class.

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. Modeling 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 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 broomstick 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. 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 a practical instruction in architectural drawing this study is of great value.

Modeling 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 calipers 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-modeling is the best artistic expression of form, and as such it should be a fundamental element in all art study.

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 two-year's course in Free-Hand Drawing is required of every applicant for a Normal Diploma from this College.

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 Designing, 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. All students pursuing the regular college course are required to take Free-Hand Drawing for one year before entering the Junior Class.

Special Normal Art Course.

There is throughout the South a growing demand for teachers and supervisors of drawing in public schools and 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 above said, 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 its branches. The most approved work tables and benches and the very best of modeling-clay are used.

SCHOOL OF COOKING.

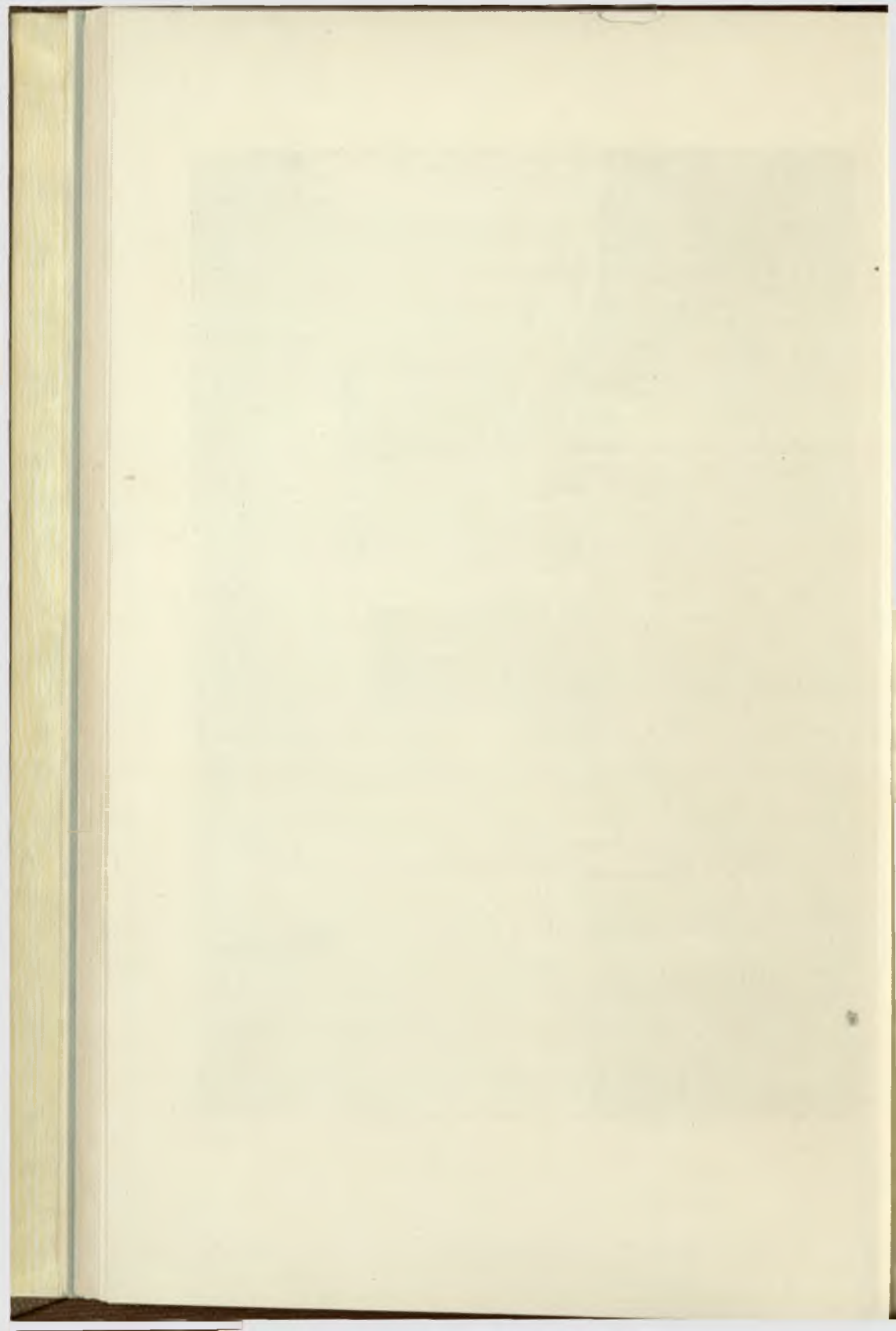
This is the pioneer institution of the sort in the South. Neither expense nor pains have been spared in fitting it up. It occupies a neat cottage situated about two hundred yards from the Main College Building. The spacious cooking-room is furnished with the best make of stoves and ranges manufactured 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 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 meat and vegetables, and the preparation of simple deserts; 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.



COOKING SCHOOL ROOM (See page 21)



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 from 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.

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.

THE INDUSTRIAL-ENGLISH COURSE.

The design of this College is to educate the head as well as the hand, and its firm purpose is to avoid turning out mere workwomen ignorant of everything except the narrow craft by which they earn their living. Such a course would be a wrong both to pupils and to society. No pupil, therefore, is allowed to devote herself to the industrial arts to the exclusion of all other studies unless she can demonstrate to the President that she already has a good English education. For the benefit, therefore, of those young women who come to this institution mainly for the industrial arts, and who will wish to devote most of their

time to them, a special limited course of study, including only the most important and practical English branches, has been established in the school, under the name of the *Industrial-English Course*. Pupils pursuing this course are formed into classes according to their advancement and the studies pursued are as exactly as possible adapted to their particular needs. These studies usually require not more than from eight to twelve hours a week of the pupil's time, including preparation and recitation, and in no case need they interfere with the proper and successful pursuit of the industrial arts, to which every pupil is encouraged to devote as much time and energy as it is right she should do for her own best and permanent interest.

In no instance will a certificate of proficiency in any industrial art taught in this school be awarded to any pupil until she has passed a satisfactory examination in the Industrial-English or some equivalent course of study.

COLLEGIATE DEPARTMENT.

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.

COURSE OF STUDY IN COLLEGIATE DEPARTMENT.

Preparatory Classes.

FIRST GRADE—Bacon's Arithmetic, Part II; Frye's Advanced Geography; Language Lessons; Footprints of Travel; Pratt's American History Stories; Select Readings for Children, Primary Science; Free-Hand Drawing; Penmanship.

SECOND GRADE—Common Sense Arithmetic, Part II; Frye's Advanced Geography; Smith's History of Georgia; Sheldon's Advanced Language Lessons; Select Readings; Primary Science, Free-Hand Drawing; Penmanship.

Sub-Freshman Class.

Mathematics.—Wentworth's Grammar School's Arithmetic.

English.—Tarbell's English Grammar. Sheldon's Advanced Language Lessons.

Geography.—Frye's Geography; Atlas.

Literature.—Selections from American Authors.

History.—Myer's General History.

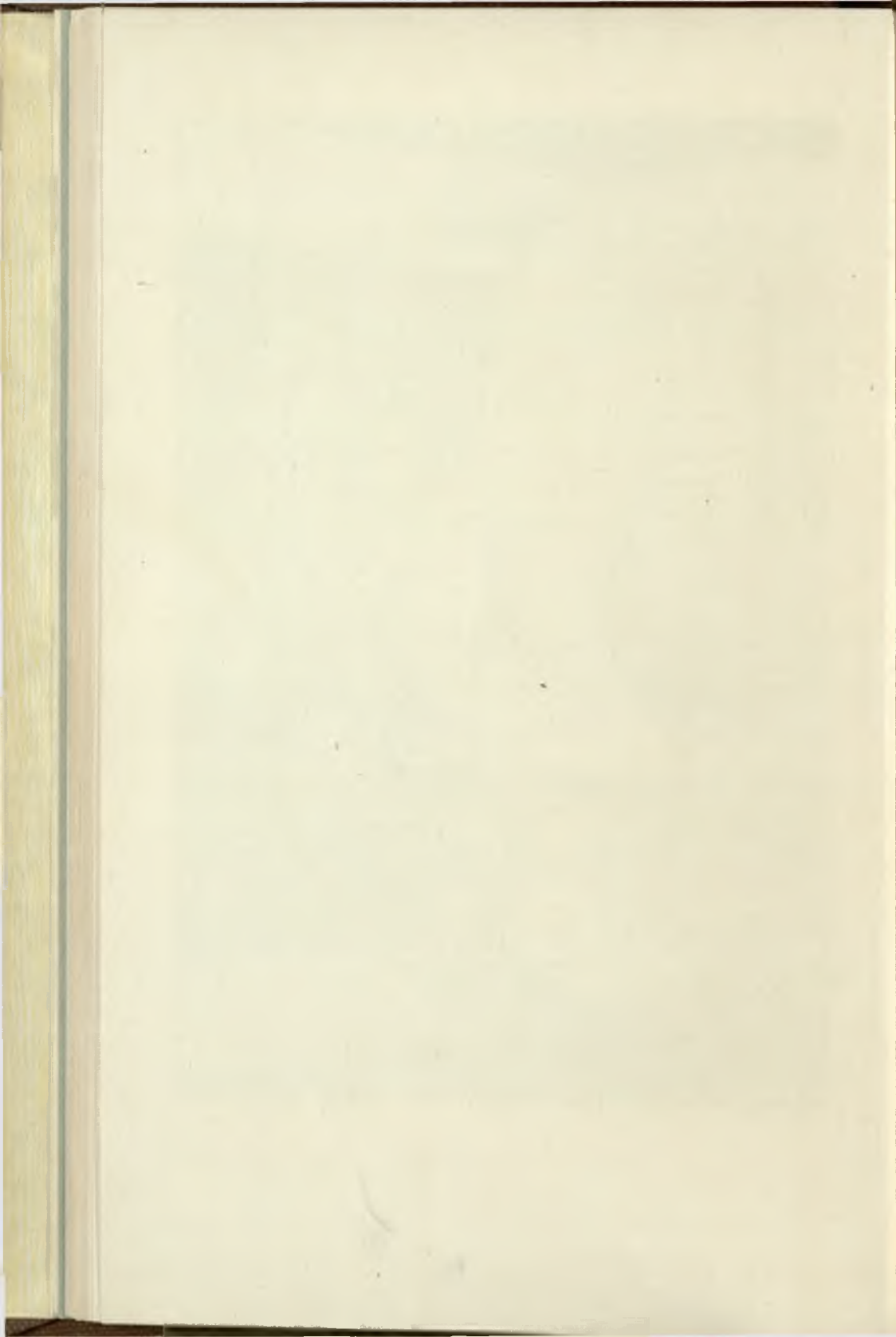
Latin.—Collar and Daniell's Beginner.

Penmanship.

Physical Culture.



TRAINING DINING-ROOM.



Freshman Class.

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

English.—Painter's American Literature; Maxwell's English Grammar; American Authors.

History.—Jones' United States History.

Science.—Physiology; Martin's Human Body.

Latin.—Collar & Daniell's Latin Beginner.

Physical Culture.

Sophomore Class.

Mathematics.—Wentworth's School Algebra; Geometry begun.

English.—Clarke's Rhetoric; Pancoast's English Literature.

History.—Montgomery's English History.

Science.—Gage's Introduction to Physical Science; Remsen's Elements of Chemistry.

Latin.—Allen & Greenough's Grammar; First Latin Readings; Eutropius and Cæsar; Collar's Latin Composition.

Physical Culture.

Free-Hand Drawing.

Junior Class.

Mathematics.—Wentworth's New Plane Geometry.

English.—Pancoast's English Literature. Strang's Exercises in English.

History.—General History.

Science.—Storer & Lindsay's Chemistry.

Latin.—Livy—Books XXI. and XXII.; Virgil's Æneid; Latin Composition; Allen & Greenough's Grammar; Edward's Handbook of Mythology.

Physical Culture.

Cooking.

Senior Class.

Mathematics.—Wentworth's Plane Trigonometry; Wentworth's Solid Geometry.

English.—Studies in Shakespeare, Sidney Lanier and Browning; Review Maxwell's English Grammar.

History.—Fisher's History of the Nations.

Science.—Farr's Elements of Geology ; Howe's Descriptive Astronomy.

Latin.—Allen & Greenough's Latin Grammar ; Horace's Odes ; Cicero de Amicitia ; Edward's Mythology ; Versification ; Collar's Latin Composition.

Physical Culture.

REMARKS ON COLLEGIATE COURSE OF STUDY.

1. The above course of college study is so arranged that it will not in any class, except Preparatory Classes and the Sub-Freshman, occupy all 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 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, except members of classes below the Freshman.

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 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.

3. The Georgia Normal and Industrial College, since the introduction of the Preparatory Department a year ago, offers a perfectly organized, unbroken course of study from the lowest primary grade in the Model School up to the Senior Class.

4. In this College the Normal, the Industrial and the Collegiate studies take precedence of music and fine art. Students will not be allowed to neglect the former for the latter class of studies unless they are preparing, *in good faith*, to become *teachers* of music or of fine art. A *moderate* amount of time, however, will be allowed for the study of music and art for all who may wish to take them.

CLASS ENTRANCE EXAMINATIONS.

Every new student applying for admission into any class 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 testimony of any teacher be accepted in lieu of these examinations.

These examinations will be short and simple, but at the same time a thorough test of the applicant's preparation for the work of the class to which she applies for admission. If a girl wishes to enter a class, let her see that she is thoroughly prepared on the subjects prescribed before she comes to the College. She is admitted on what she knows and not on what she has at some time and in some manner studied. A very large majority of the new students who come to this College fail to enter the class for which they apply because in the schools at home they have been allowed to go through books and over subjects without learning anything thoroughly.

It would be a serious wrong in this College to allow a girl to enter a class for which she is not really prepared. Under such conditions her work would inevitably be unsatisfactory to both pupil and teacher and would almost certainly end by her being put back in the same class a second year.

Bear in mind that there is no possible way for any new student to escape these Class Entrance Examinations.

The requirements for admission to each of the four regular College classes may be thus briefly stated:

FRESHMAN CLASS.—Arithmetic to Percentage, as given in Wentworth's Grammar School Arithmetic, or its equivalent. Elements of English Grammar, Common School Geography. Ability to write in correct, good English a simple original composition. (No knowledge of Latin required, though acquaintance with the elements is desirable).

SOPHOMORE CLASS.—Arithmetic (Wentworth's or some equivalent), from beginning to end; Algebra to Factoring; English

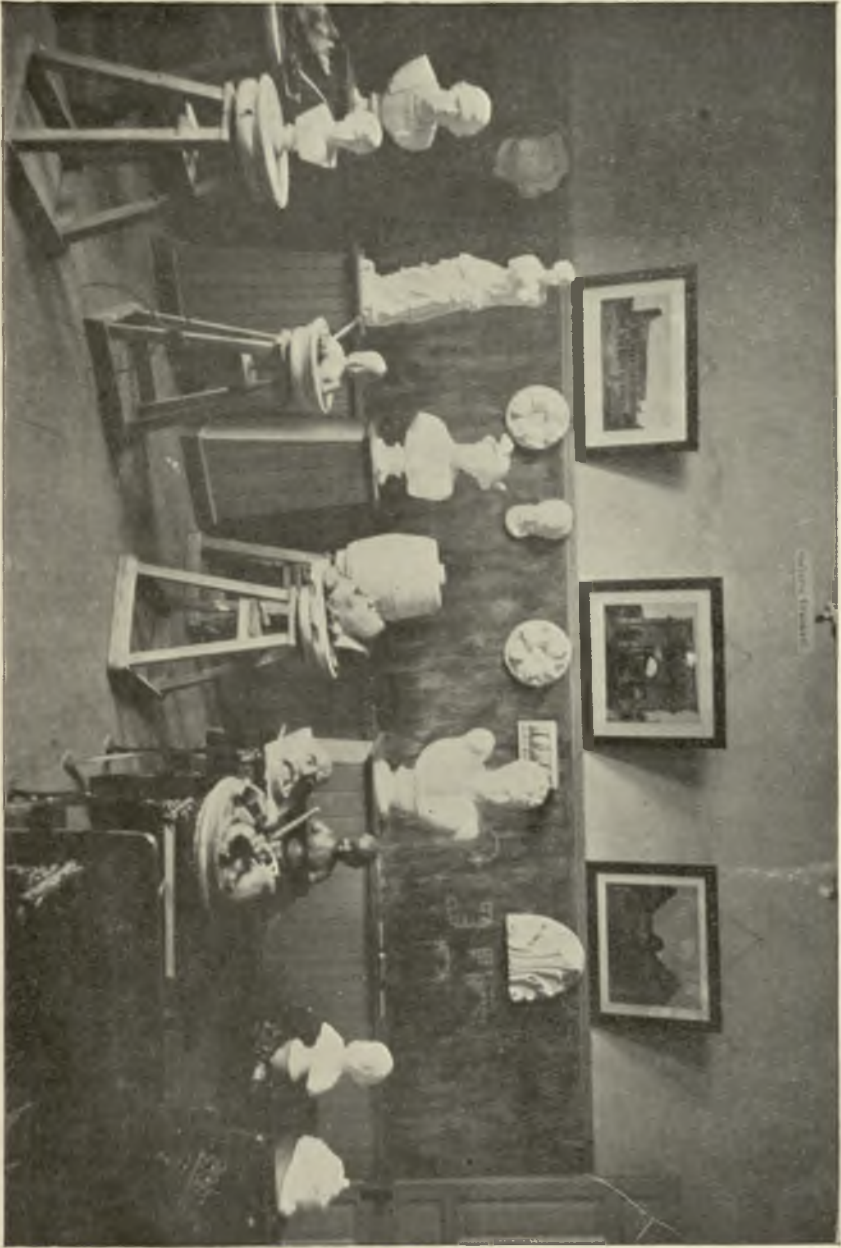
Grammar throughout; United States History; some general acquaintance with American Literature; a thorough acquaintance with Latin declensions and conjugations and the common rules for cases and modes, and ability to translate short sentences correctly and with ease.

JUNIOR CLASS.—Algebra throughout, as given in Wentworth's School Algebra or some equivalent, omitting Logarithms and stressing Radicals; History of England (Montgomery's or some equivalent); Principles of Rhetoric; some general acquaintance with standard English and American Literature; four books of Cæsar or their equivalent of Latin prose; thorough acquaintance with the more important rules of Latin Grammar, such as Indirect Discourse and the use of the subjunctive modes in conditions.

SENIOR CLASS.—Algebra as in the Junior Class; Plane Geometry as given in Wentworth or some equivalent; some acquaintance with the works of standard English and American writers; United States and General History; a thorough knowledge of Latin Grammar and Latin Composition, with ability to read correctly and with ease the Latin books prescribed in the previous classes or their equivalents.

INTERMEDIATE AND FINAL EXAMINATIONS.

During the first week in February, and during the last week of the session, searching written examinations are held in every study in review of all matter gone over. The average between the marks made in these written examinations and the marks made in daily recitations constitute the pupil's annual average. To be promoted to the next higher class the pupil must make an annual average of seventy-five or more in every study pursued. Pupils failing to make this average in only one study are encouraged to try to make it up during the summer vacation, and if they can pass a satisfactory examination in it at the opening of the next session they are promoted to the next higher class. Pupils failing to make the required annual average in two or more studies, are put back in the same class they were in the session before.



SECTION OF CLAY-MODELING ROOM.



SCHOOL OF MUSIC.

PIANO.

The Georgia Normal and Industrial College offers splendid advantages in this department of female accomplishments. Only able teachers, those well versed in the best conservatory methods, are employed, and the course of instruction and training is thorough and complete. 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 before audiences.

The music-rooms are of convenient size, well arranged, and are furnished with good instruments.

THEORY.

A full course of lessons in the theory of music with historical sketches of the works and lives of the great masters will be given throughout the session by the principal of the Music Department to such music pupils as are sufficiently advanced and who may wish to join the theory class.

STRINGED INSTRUMENTS.

The Guitar and Mandolin are taught by a thoroughly competent and skillful teacher. The pupils of this department are organized into a Mandolin and Guitar Club, and as a means of increasing their interest and proficiency they give during the session several public recitals or concerts.

VOCAL MUSIC.

A teacher of marked ability and of extensive and successful experience will have charge of this branch next session. Additional instructors will be employed as the necessity arises. The best modern methods of voice culture and of teaching the art of singing will be used. Pupils will be taught either singly or

in groups of four. The latter method makes the cost to each individual considerably less, and in most cases is almost as good as the single teaching.

SIGHT-SINGING.

The Senior Normal Class will receive thorough instruction in sight-singing by the Mason Chart method. It will constitute a part of their regular course of study, and every member of the class will be required to take it. There will be no charge for these lessons. Every class in the College will also be taught chorus singing free of charge.

CHARGES FOR MUSIC INSTRUCTION.

In the School of Music the full session of nine months will be divided into three terms of three months (or twelve weeks) each, and payments must invariably be made for a full term in advance. The charges will be as follows:

Piano.

Two lessons a week for three months	\$ 9 00
Use of piano one hour a day for three months	1 50
	<hr/>
Total	\$10 50

Vocal Lessons.

Two lessons a week for three months	\$ 9 00
Use of piano one hour a day for three months	1 50
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Total	\$10 50

Theory.

One lesson a week for three months.....	\$3 00
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Guitar and Mandolin.

Two lessons a week for three months.....	\$7 50
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BUSINESS REGULATIONS OF MUSIC DEPARTMENT.

No pupil will be allowed to enter the Music Department for a less time than for the full term of three months.

No pupil will be allowed to begin taking music lessons until she has paid down, cash in advance, the full charge for three months' instruction.

No part of the music tuition money will be refunded to a pupil on account of her withdrawal before the end of the three months, unless such withdrawal was occasioned by some providential cause requiring her to leave school.

Three months of four weeks each constitute the scholastic term in the school of music.

No deductions will be made for loss of lessons in music unless the loss is owing to the failure of the teacher to be present at the time the lesson was due.

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, Drawings 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	\$1 50
Instruction in Painting (Oil or Water Colors)	2 50
Instruction in Portraiture, per month	2 50
Instruction in China-Painting, per month	2 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.

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 condition of the physical system. Realizing these truths, the trustees have established the teaching of physical culture in the Georgia Normal and Industrial College, and the study now forms a regular 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 has achieved in her work shows that the College was particularly fortunate in securing her services.

The Physical Culture course embraces the following features:

1. Gymnasts.
2. Outdoor Exercise.
3. Physiology and Hygiene.
4. Dress Reform.

GYMNASTICS.

The Swedish or Ling system of gymnastics is exclusively used. The 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.

OUTDOOR EXERCISES.

One day in every week is set aside as "field day," on which occasion the classes take their physical culture exercise out of doors in games and sports especially designed for the purpose.

To encourage the girls still further in outdoor exercises, two model lawn-tennis courts have been constructed at considerable expense, and the new and rollicking outdoor 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 are required to take a long and vigorous walk every afternoon.

PHYSIOLOGY AND HYGIENE.

The Senior Class is thoroughly instructed by the teacher of Physical Culture in the most important parts of hygiene 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 Jenness 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 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 advantages over the old unhealthful styles are clearly explained on scientific principles. This important matter will be more stressed than ever next session.

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 teacher 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 71; 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.

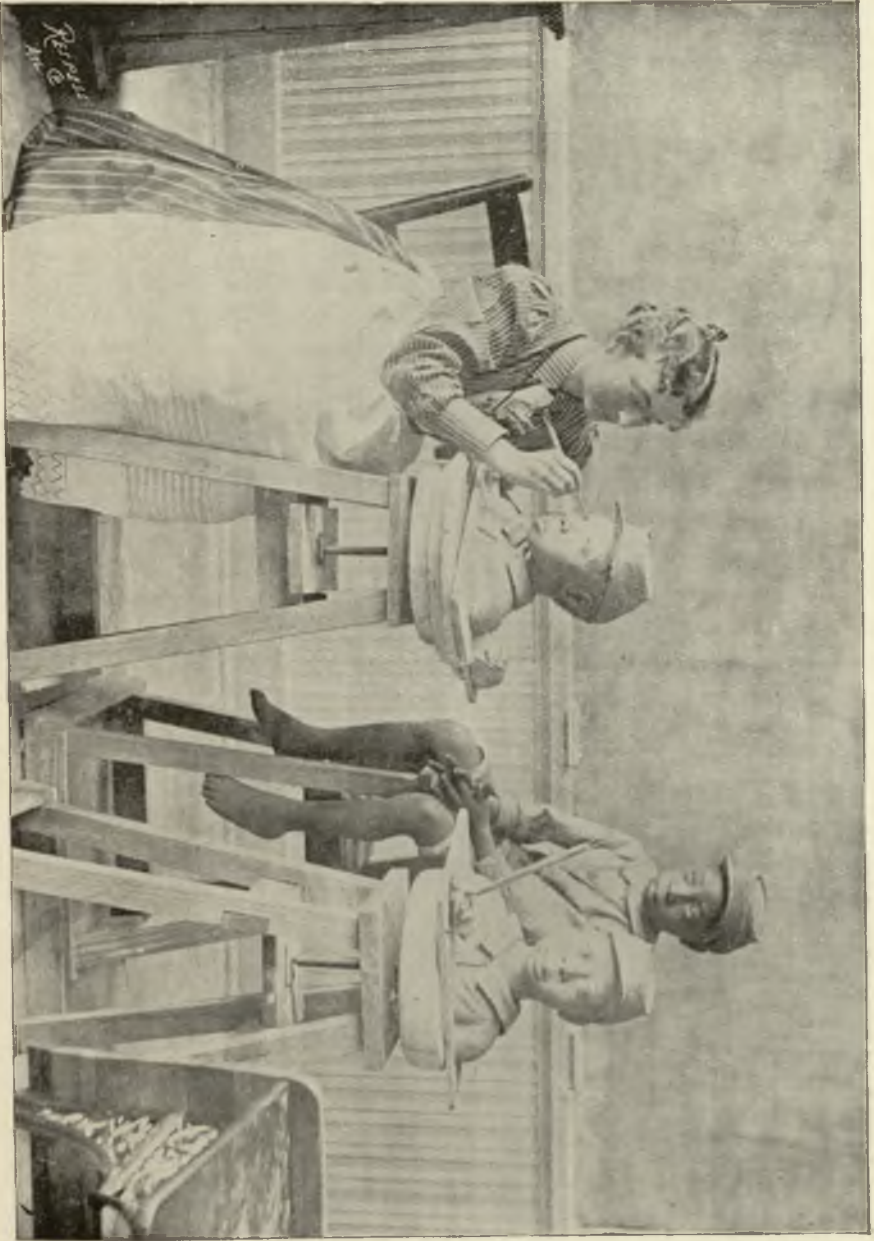
SPECIAL NOTICE.—Girls of sluggish physical disposition and of lazy habits are usually the ones most loath to take the physical culture exercises; and yet they are the very ones that need it most and to whom it will be of the greatest advantage. Parents are earnestly requested not to encourage such girls 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.

THE FIVE COURSES OF STUDY.

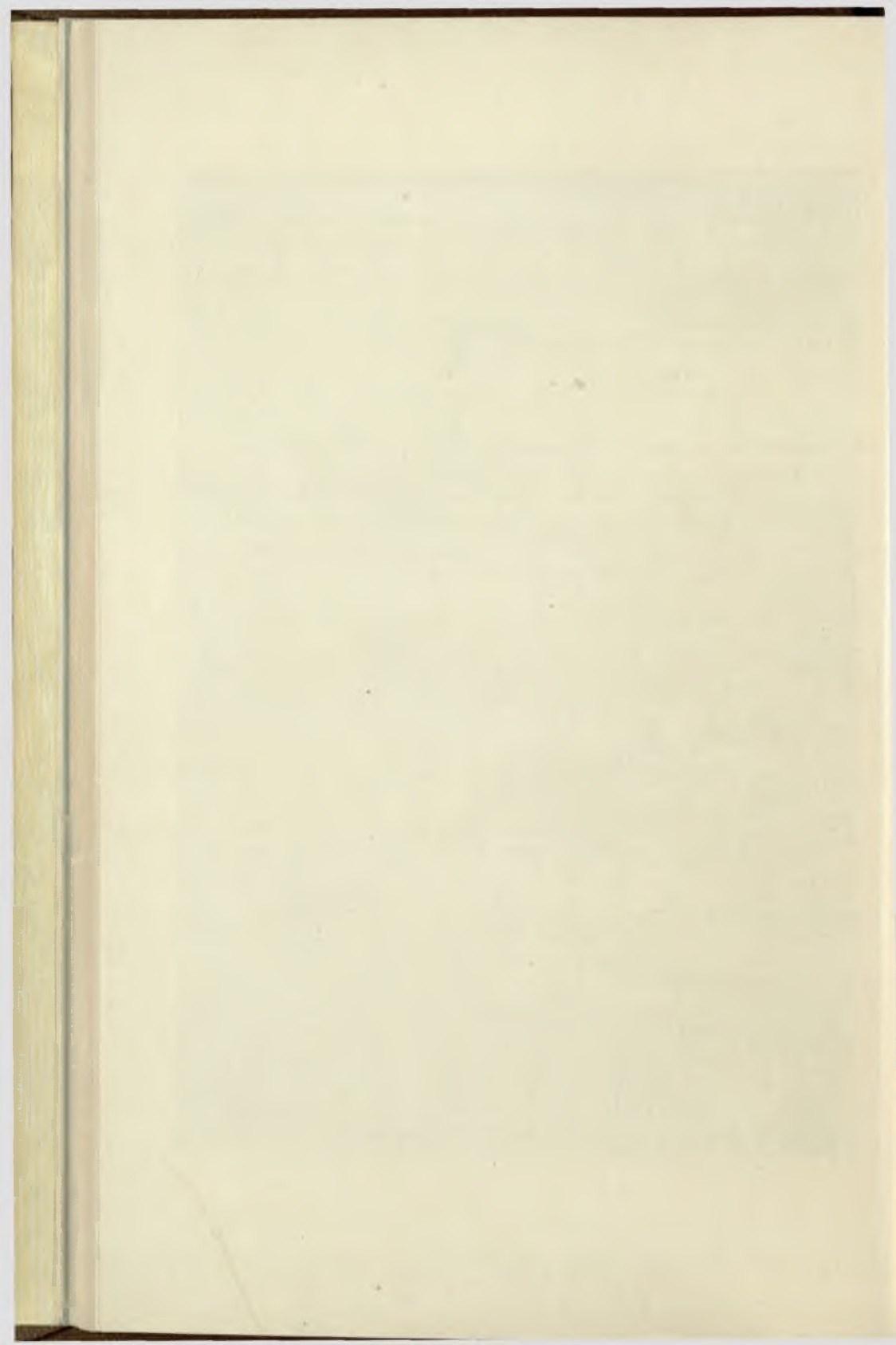
Reviewing the entire scope and purposes of this institution—including its three principal departments, Normal, Industrial, and Collegiate—the work that is done may be divided into five different courses of study exactly suited to the several classes of pupils who come here for an education. The five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

1. The Collegiate Normal Course including the course of study as given on pages 22–25. This course is intended for those young women who come here for the purpose of preparing themselves for teaching by a collegiate education and a thorough course in those pedagogical studies that are the foundation of the profession of teaching.

2. The Collegiate-Industrial Course, including the full collegiate course (pages 46–50) and one industrial art. This course is suited to those girls who expect to remain in the College two



CLAY-MODELING FROM LIFE.



or more years, and who wish to get a thorough collegiate education, and at the same time to become proficient in one or more 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 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 Special-Industrial 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.

5. The Special Normal Course, including the studies as given on page 25. This course is intended for young women who have already completed their general education and who wish to fit themselves for teaching by spending a year in the practice work in the Model School and in pursuing the accompanying studies of Methods, etc.

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

THE DOMESTIC DEPARTMENT.

In the dormitories or College boarding-houses, pupils are required to make up their own rooms and to keep them in perfect order, and to do all of the dining-room work, such as setting and serving the table, etc. Pains is also taken by the matrons and housekeepers to instruct them carefully in other details of

housekeeping. As far as practicable the same duties are required of pupils boarding in private families in town as are exacted of those living in the dormitory. It is believed that this system of discipline and work will prove an admirable training for the girls, and will go far towards fitting them for the responsible duties of housewives and home-makers. The Cooking School and the Dressmaking School, full accounts of which are given elsewhere, may also be regarded as branches of the Domestic Department, since a knowledge of these arts are essential to every woman who expects to be a true home-maker.

THE DORMITORIES.

There are two dormitories known respectively as "The Mansion" and "Atkinson Hall." (See page 16 and illustrations.) Together they will accommodate about 250 boarding students.

The buildings are arranged, furnished and equipped throughout in the best possible manner for the purpose intended. Everything is done to make them comfortable, pleasant and healthful houses for the students.

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 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 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 some of the dining-room work, by which the cost of servant's hire is lessened.

The girls in their domestic life in the dormitory are under the direct control of the Matrons, 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.

STUDY-HALL.—Each building contains a commodious hall furnished with tables and chairs, and used as a general study-hall every school night in the week, and on Saturday nights as a place for holding games and frolics and entertainments of various kinds.

INFIRMARIES.—In each building a large, airy, comfortable room is provided as an infirmary. It is furnished in a manner suitable for a sick person, and the inmates receive the most careful nursing and attention. Sick girls are in all cases promptly removed from their bedrooms to the infirmary.

FURNISHINGS BY PUPILS.

Pupils are required to furnish their own blankets and sheets and other bed-covering, pillow-cases, towels and napkins; and also for the dining-table one teaspoon, one fork and one knife, the spoon and fork to be either of solid silver or heavily plated. Each of these articles must be plainly marked with the owner's name. Every pupil must also bring a gossamer, pair of overshoes, and umbrella; these articles are of the utmost importance.

COST OF ATTENDANCE.

Tuition is free to all Georgia girls, no charge being made for instruction in any branch taught in the school except for music and fine art.

Pupils from other States than Georgia are charged 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.

Every student is required to pay an incidental fee of \$10.00 on the day she enters the College. No deduction is made from this fee on account of late entrance, and under no circumstances is any part of it refunded.

Board in the Dormitory, including fuel, lights and laundry, costs (on the co-operative plan) about \$90.00 for the session of nine months. That is a liberal estimate; the actual cost always falls below that.

An incidental fee of \$2.00 per session (payable in advance) is charged every member of the Cooking Class.

An incidental fee of \$2.00 is charged every pupil of the Model School, payable on day of entrance. No deduction is made from this charge under any circumstances.

A charge of 50 cents a week is made for incidentals while a student is occupying the infirmary on account of sickness.

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

The entire cost of a year's attendance, including board, incidental fee, books and stationery, is only \$110.00. In no other educational institution in America can a girl get such fine advantages at so small a cost.

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 bookkeeper. 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 at the Dormitory are charged board from the time the place is held for them, whether they occupy it or not.

Students leaving the Dormitory during the session for any except providential causes 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 one month.

Students who enter at the beginning of the session or at any time before Christmas will be charged with board up to the 1st of January, even if they leave before that time.

N. B.—Don't engage board in the Dormitory unless you are able and willing to comply with all of the above requirements.

Pupils are required to furnish their own blankets and sheets and other bed-covering, pillow-cases, towels and napkins; and also for the dining-table one teaspoon, one fork and one knife, the spoon and fork to be either of solid silver or heavily plated. Each of these articles must be plainly marked with the owner's name. Every pupil must also bring a gossamer, pair of over-shoes and umbrella; these articles are of the utmost importance.

SUMMARY OF CHARGES FOR THE ENTIRE SESSION OF NINE MONTHS.

Incidental fee	\$10 00
Board (including fuel, lights and laundry)	90 00
Music lessons (instrumental)	27 00
Music lessons (vocal)	27 00
Music theory lessons	9 00
Painting and portraiture lessons	22 50
Drawing lessons (fine art)	13 50
Use of piano for practice	4 50
Cooking-school fee	2 00
Model-school incidental fee	2 00
Diploma fee	2 00
Certificate fee	50
Books and stationery (about)	10 00
Tuition (charged only to students from other States than Georgia)	40 00
Dressmaker's outfit	8 00

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 a 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 \$5.50. 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.

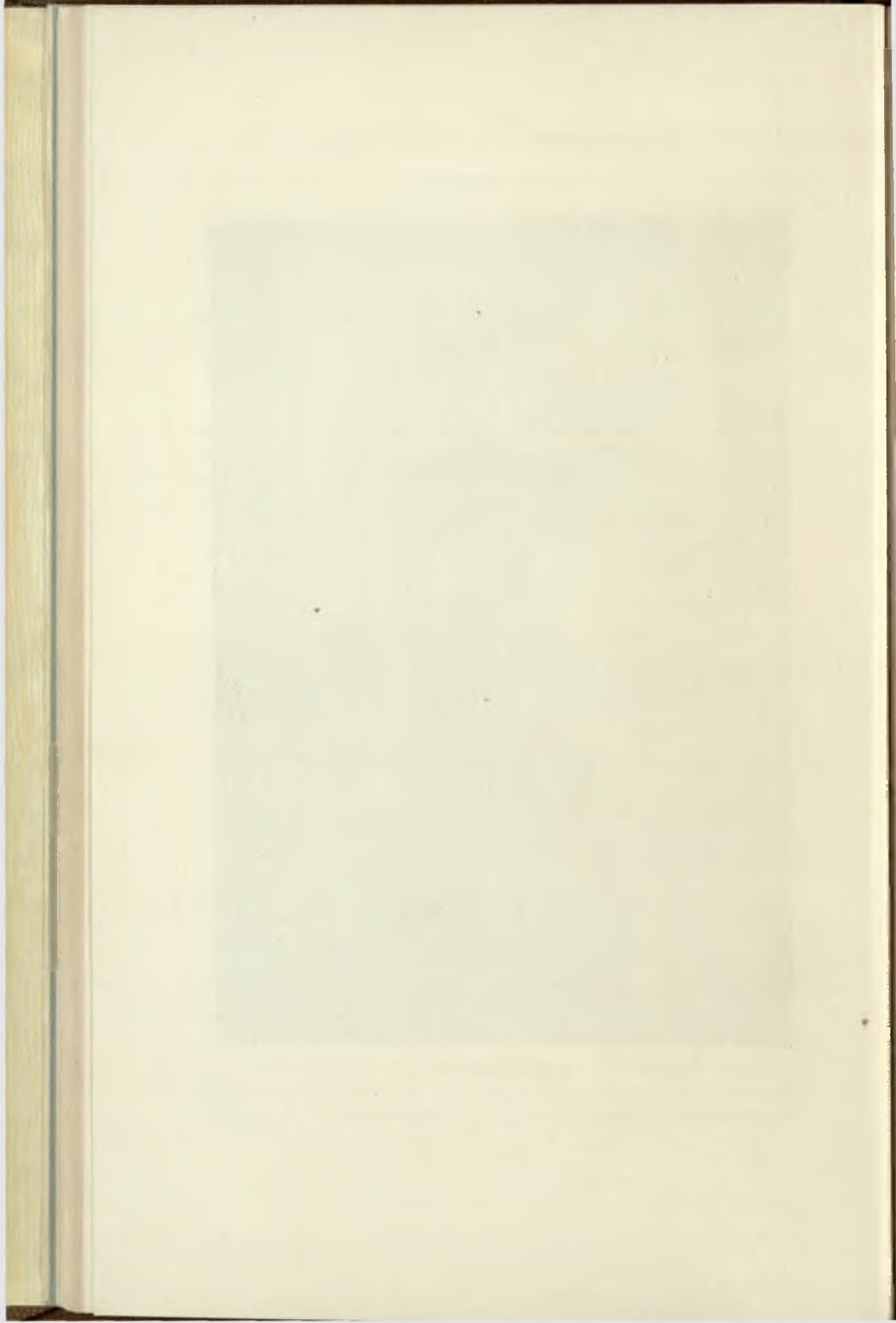
No. 2. FALL AND SPRING SUIT.

Shirt-waist made of percale, with white ground, with small 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.

A circular containing full and explicit directions for making this suit will be sent to every prospective student of the College before the middle of August. The circular will also



WINTER UNIFORM.



contain an itemized price-list of the goods required and the address of Milledgeville merchants from whom they may be obtained. Students are urged not to undertake to make up this uniform or to buy any part of the material until after the circular is received.

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. Gymnasium shoes. The entire cost of this suit will be \$4.00. (See illustration.)

No. 4. COMMENCEMENT DRESS.

A beautiful dress of white pique with suitable trimmings and belt, made after a model designed in the Dressmaking Department. The entire cost of this dainty and elegant dress including the making is only \$4.00. All who saw it at the last commencement pronounced it a great bargain at that price.

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.

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 are most rigidly enforced. Any attempt at evasion or par-

tial violation of them by pupils will be in every instance promptly and positively put down.

2. 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, and no other goods, however similar, will be permitted.

3. Pupils are required to wear the full uniform on the cars in traveling 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.

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

5. 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.

6. 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 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.

INSTRUCTIONS TO APPLICANTS FOR ADMISSION TO THE COLLEGE.

To be eligible to admission into the College a girl must be at least fourteen years of age. She must be of good moral char-

acter and of sound physical health. An industrial school is no place for a weakly or sickly girl.

The College as now organized offers a carefully systematized and unbroken course of study, from the lowest primary grade in the Model School up through the Senior College Class; so there is a place for every girl that may come, whatever her advancement or lack of advancement may be. Hence the plan that was formerly pursued of requiring applicants to pass an entrance examination at home under the County School Commissioner has been abolished. Applicants are now examined only for class admission after they reach Milledgeville, as explained on pages 51, 52 of this catalogue.

COUNTY REPRESENTATION.

According to section 12 of the Act establishing the school, "The Board of Directors shall apportion to each county its quota of scholars which can be received into said College on the basis of white population (according to the United States census, taken just preceding its apportionment), in the State and several counties, provided that each county shall be entitled to at least one scholarship in said College.

In accordance with this law the calculation has been accurately made, based on the official census of 1890, and results in the following:

NUMBER OF SCHOLARSHIPS FOR EACH COUNTY.

Appling 2	Chatham 8	Dodge 2	Gordon 4
Baker 1	Chattahoochee 1	Dooly 3	Greene 2
Baldwin 2	Chattooga 3	Dougherty 1	Gwinnett 6
Banks 3	Cherokee 5	Douglas 2	Habersham 4
Bartow 5	Clarke 3	Early 1	Hall 6
Berrien 3	Clay 1	Echols 1	Hancock 2
Bibb 5	Clayton 2	Effingham 1	Haralson 4
Brooks 2	Clinch 2	Elbert 3	Harris 2
Bryan 1	Cobb 6	Emanuel 3	Hart 3
Bulloch 3	Coffee 2	Fannin 3	Heard 2
Burke 2	Colquitt 2	Fayette 2	Henry 3
Butts 2	Columbia 1	Floyd 7	Houston 2
Calhoun 1	Coweta 4	Forsyth 3	Irwin 2
Camden 1	Crawford 1	Franklin 4	Jackson 5
Campbell 2	Dade 2	Fulton 18	Jasper 2
Carroll 7	Dawson 2	Gilmer 3	Jefferson 2
Catoosa 2	Decatur 3	Glascokk 1	Johnson 2
Charlton 1	DeKalb 4	Glynn 2	Jones 1

NUMBER OF SCHOLARSHIPS FOR EACH COUNTY.—CONTINUED.

Laurens	3	Morgan	2	Rockdale	2	Upson	2
Lee	1	Murray	3	Schley	1	Walker	5
Liberty	2	Muscogee	5	Screven	3	Walton	4
Lincoln	1	Newton	3	Spalding	2	Ware	2
Lowndes	2	Oconee	1	Stewart	2	Warren	2
Lumpkin	2	Oglethorpe	2	Sumter	3	Washington	4
McDuffie	1	Paulding	4	Talbot	1	Wayne	2
McIntosh	1	Pickens	3	Taliaferro	1	Webster	1
Macon	2	Pierce	2	Tatnall	3	White	2
Madison	3	Pike	3	Taylor	2	Whitfield	4
Marion	1	Polk	4	Telfair	1	Wilcox	2
Meriwether	3	Pulaski	2	Terrell	2	Wilkes	2
Miller	1	Putnam	1	Thomas	4	Wilkinson	2
Milton	2	Quitman	1	Towns	1	Worth	2
Mitchell	2	Rabun	2	Troup	3		
Monroe	2	Randolph	2	Twiggs	1	Total	360
Montgomery	2	Richmond	8	Union	3		

The places will be kept open for each county until the 10th of August. To insure admission of the representation to which it is entitled, each county must send in its applications by or before the 10th of August. The places will be kept open until that date. After that the President of the College is authorized to fill vacancies left by any county with applicants from other counties, even though they be in excess of the quota regularly assigned them.

It is hoped that no county in the State will allow its right to representation to go by default next session.

N. B.—Tuition is free to all Georgia girls but every one is required to pay for her own board, books, and stationery, and also an incidental fee of \$10.00 is payable on the day that she enters the college. There is no exception whatever to this rule. For full particulars in regard to "cost of attendance" see pages 65, 66.

HOW TO APPLY FOR ADMISSION.

Inserted between the pages of this pamphlet will be found a loose sheet containing a "Form of Application." Let every applicant carefully fill out this form by writing answers to the questions in the blank spaces left for the purpose. Sign the paper in the place indicated and mail it to the President at Milledgeville. Unless some reason appears to the contrary, he will in due time send you a certificate of admission to the College and assignment to a place in the Dormitory.

If the form should not be found in the pamphlet or if by any means it should be lost or misplaced, write to the President and he will furnish you with another copy, or with as many copies as may be wished.

Don't make application unless in good faith you intend to become a student of the College during the next session.

N. B.—Pupils of last session who expect to return must make this formal application just the same as new pupils. The fact that you registered to return before leaving the College this summer is not sufficient. To insure the holding of your place you must renew your application by filling out the enclosed blank and mailing it to the President.

YOUNG WOMAN'S CHRISTIAN ASSOCIATION.

A branch of the above-named organization was established in the College several years ago, and is in a most flourishing condition. A very large number of the students are members of it. They have regular weekly meetings and frequent special services of an ennobling and inspiring character. The organization receives every encouragement from the President of the College and is under the constant fostering care and guidance of the women of the faculty. Its fine religious and moral influence is felt throughout the College.

COLLEGE SUNDAY-SCHOOL.

At a full faculty meeting held towards the close of last session, it was decided by a unanimous vote to organize and establish at the beginning of the next session a College Sunday-school. The object of this Sunday-school will be to give to the pupils of the Georgia Normal and Industrial College a systematic and graded course of instruction in the Bible. The classification of the pupils will be non-sectarian and the entire spirit and teaching of the school will be undenominational. The instructors will be members of the College faculty, all of whom have had extensive experience as Sunday-school teachers. Every leading Protestant church will be represented in the corps of teachers. The utmost pains have been taken in

the selection of text-books, and in making out the course of study, and the school will be organized and taught on a plan that can not fail to make it of great benefit to the pupils. The aim will be to make it a model Sunday-school in every respect—attractive, instructive, and edifying.

Attendance on this Sunday-school will be entirely voluntary, though the President and faculty earnestly hope that every pupil of the College will become a member. No student of the College except those who live in Milledgeville and those of the Roman Catholic faith will be permitted to attend any of the town Sunday-schools.

The exercises of the school will last from 9:30 to 10:30 o'clock every Sunday morning, and will be held in the chapel and the classrooms of the College building, which are admirably adapted to the purpose. Each pupil must furnish her own text-books and literature, the College will furnish the song-books.

GOVERNMENT.

We deem it unnecessary to give here all 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 best to state explicitly the following requirements:

1. Students from a distance are not allowed to board out of the Dormitory except by special permission of the President, and then only at such places as he approves.
2. Boarders are not allowed to spend the night out 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.

3. Students are not allowed to absent themselves from school or from any recitation in order to pay visits home or elsewhere. The Christmas holidays will give all who may wish to do so ample opportunity for paying such visits.

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. Students are allowed to attend the church of their choice, but are forbidden to gad about from church to church.

Attendance on the College Sunday-school is most earnestly advised and encouraged, but is not required.

Boarding pupils are not allowed to attend the town Sunday-schools. An exception to this rule is made in the case of members of the Roman Catholic 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 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.

10. No suspension of rules in regard to social privileges will be made during Christmas or any other holidays. This, of course, does not apply to students who go home for the holidays.

11. Pupils who go home for the Christmas holidays must be back on the opening day of school after Christmas. Any pupil violating this rule will forfeit her place, both in the Dormitory and in the College.

12. 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.

13. 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.

14. 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.

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

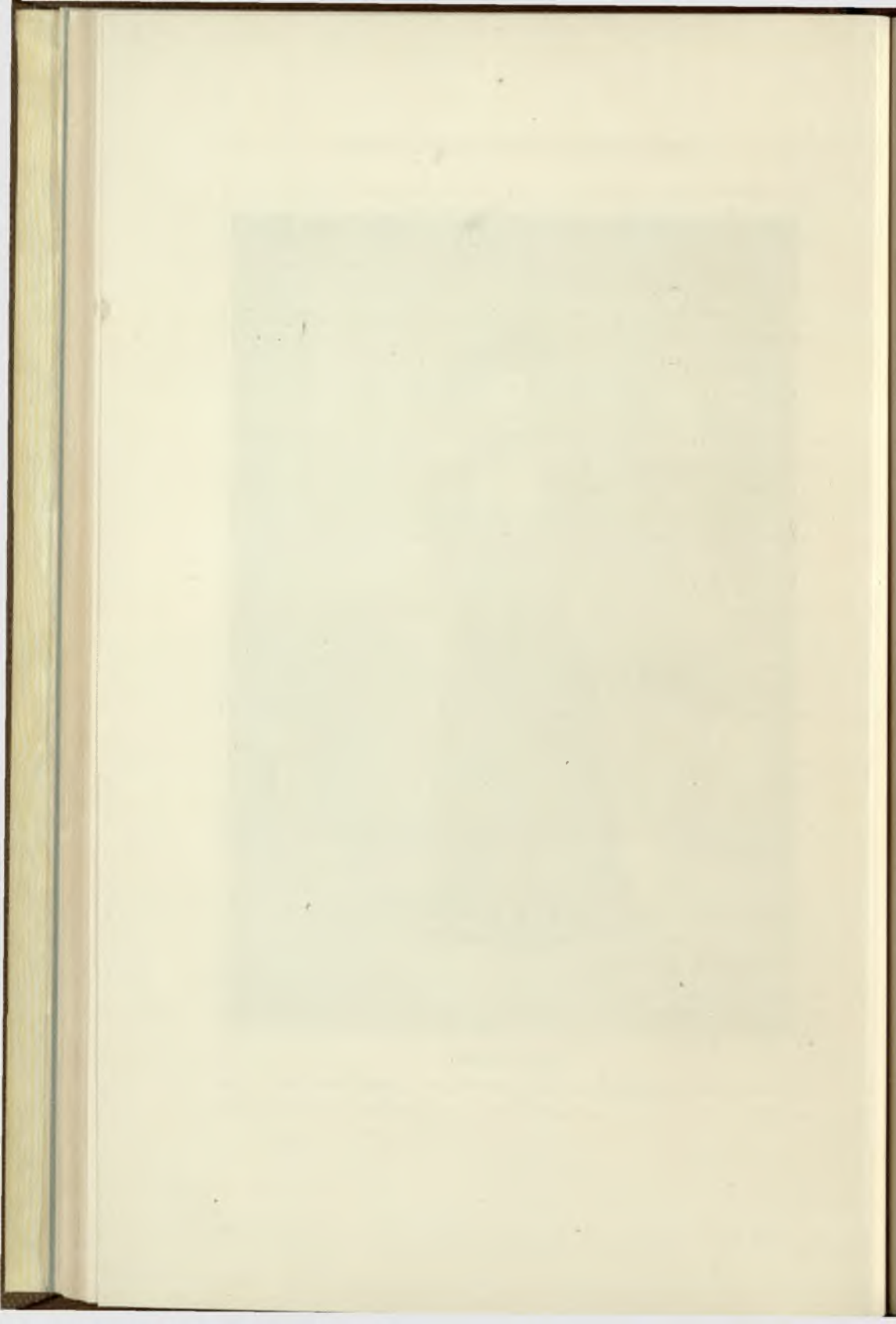
16. Correspondence with young men, unless by permission of the girl's parents, is forbidden. As far as practicable this rule will be enforced. The President reserves the right of opening and inspecting any letters which he suspects to be a violation of this rule.

17. Visits from young men are positively prohibited. This rule applies to cousins of all degrees as well as to other young men. Parents of students are earnestly requested not to ask the President to make any exceptions to this rule unless in rare and particular cases. Girls while pursuing their studies at this College must let boys and young men absolutely alone. If you do not approve of this principle, please don't send your daughter here.

18. All association or communication of any sort whatever with boys and young men is forbidden.



FALL UNIFORM.



The above rules are given here because it has been found by experience that they are those which ill-disciplined girls are most apt to violate and about which they 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.

Special attention is called to the last two rules (17 and 18). Prospective patrons are solemnly warned in advance that these two regulations will be most rigidly enforced, and students violating them will be promptly expelled from the college.

Bi-monthly reports will be sent to parents and guardians, showing the scholarship and deportment of students. These reports should in every instance be carefully inspected by parents.

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 can not 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 —) unless some special different arrangement is made with the President.

3. No deduction in board will be made for absence for less time than one month.

4. No deduction from board will be made for absence during the brief Christmas holidays.

5. An Infirmary fee at the rate of fifty cents a week is charged students while actually occupying the Infirmary. This charge is made to help pay for the delicacies and nursing that will always be abundantly provided for sick girls.

6. In cases of sickness where a special or extra nurse is required the patient must pay her wages.

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

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

9. 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.

10. Boarding pupils will not be allowed to take music lessons outside of the College.

12. The Cooking School fee of \$2.00 and the Model School fee of \$2.00 must invariably be paid in advance.

13. Boarders who withdraw from the Dormitory before the close of the session (unless they do so at Christmas) will be charged with board for a full month after they leave, except when such leaving is from a providential cause.

14. All students who enter at any time before Christmas will be charged board up to the 1st of January even if they leave before that time.

15. 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 carry it over.

16. 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 sees fit to extend the time, but in no case shall this time exceed thirty days.

17. Parents and friends visiting students can not be accommodated in the Dormitories, as there is no room for them. They

can secure good board at low rates in private families near the College.

18. Graduates are charged a Diploma fee of \$2.50 and proficient in the industrial arts a Certificate fee of fifty cents.

19. 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.

20. All checks, postal orders, express orders, etc., for College dues should be made payable to the President of the College, but the envelope containing these and all other remittances should be addressed as follows: "Bookkeeper of G. N. and I. College, Milledgeville, Ga." By following these simple directions much confusion will be avoided.

21. When bank-checks are sent the sender must always add enough to pay the cost of collection.

22. Money deposited with the President for safe keeping will be held by him subject to the check or order of the student or her parents.

23. Patrons must not ask the President to advance or lend money to students for any purpose whatever.

24. Patrons must not ask to be credited for any College or Dormitory dues.

CATALOGUE OF STUDENTS

FOR THE SESSION 1897-'98.

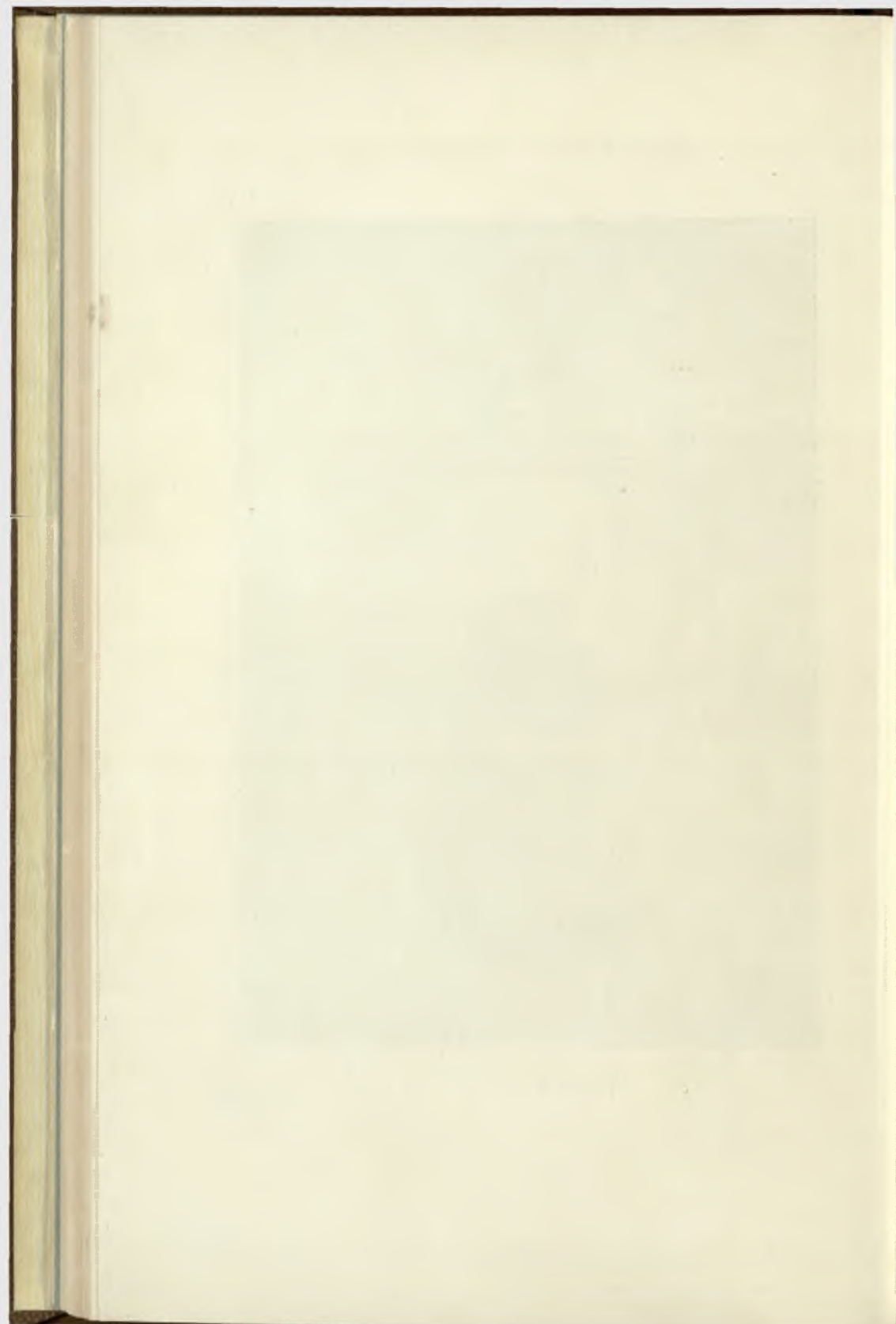
	NAME.	COUNTY.
Adams,	Miss Mabel	Washington.
Allen,	Miss Emily	Fulton.
Allen,	Miss May	Baldwin.
Almand,	Miss Cora B.	Rockdale.
Almand,	Miss Bessie J.	Rockdale.
Anderson,	Miss Allene	Pulaski.
Anderson,	Miss Lottie	Bartow.
Anderson,	Miss Marietta	Jasper.
Anderson,	Miss Yula	Jasper.
Angely,	Miss Booddy	Wilcox.
Arden,	Miss Bertha	Chatham.
Armstrong,	Miss Ida	Baldwin.
Arnold,	Miss Clyde	Oglethorpe.
Ash,	Miss Julia	Clarke.
Ash,	Miss Lily	Clarke.
Atkinson,	Miss Lucile	Fulton.
Atkinson,	Miss Minnie R.	Fulton.
Bailey,	Mrs. Daisy	South Carolina.
Baker,	Miss Clifford	Habersham.
Baker,	Miss Iola B.	Bibb.
Barrett,	Miss Mary	Baldwin.
Barron,	Miss Kate	Jones.
Bass,	Miss Annie G.	Hancock.
Baynes,	Miss Octavia	Jasper.
Bazemore,	Miss Annie	Baldwin.
Bazemore,	Miss Birdie	Baldwin.
Beach,	Miss Ora	Ware.
Beckham,	Miss Julia	Pike.
Betts,	Miss Lena	Clarke.
Bevin,	Miss Edna	Chatham.
Blackmer,	Miss Allie	Habersham.
Blackwell,	Miss Irby	Fulton.
Blalock,	Miss Maud	Baldwin.
Bowen,	Miss America	Bulloch.
Bracey,	Miss Mary P.	Richmond.
Brandon,	Miss Mattie	Leon, Fla.
Branham,	Miss Louise	Douglas.
Brannan,	Miss Carrie	Hancock.
Brassell,	Miss Susie	Glascok.
Brazell,	Miss Anna	Tatnall.
Brazell,	Miss Nora	Tatnall.

NAME.	COUNTY.
Brewster,	Miss Maggie Polk.
Bridges,	Miss Ophelia Spalding.
Brooks,	Miss Amy Sumter.
Brooks,	Miss Laura Walker.
Brooks,	Miss Mary Baldwin.
Brown,	Miss Annabel Baldwin.
Brown,	Miss Ellie Baldwin.
Brown,	Miss Mamie Calhoun.
Brown,	Miss Sallie Bulloch.
Bullard,	Miss Alma Baldwin.
Bullard,	Miss Lucille Baldwin.
Burdick,	Miss Lucille Bibb.
Byrd,	Miss Lillian Pierce.
Caldwell,	Miss Eula Harris.
Calhoun,	Miss Nona Montgomery.
Callaway,	Miss Em. Washington.
Callaway,	Miss Lucy Bibb.
Camp,	Miss Curtice Jackson.
Camp,	Miss Lillian Coweta.
Cannon,	Miss Belle Rockdale.
Carey,	Miss Fannie Taliaferro.
Carr,	Miss Edith Baldwin.
Carswell,	Miss Kate Richmond.
Carter,	Miss Lillian Burke.
Cassell,	Miss Laura B. Liberty.
Cheney,	Miss Musette Oglethorpe.
Clarey,	Miss Maud Richmond.
Glemens,	Miss Jennie Camden.
Cliaatt,	Miss Grace McDuffie.
Coleman,	Miss Estelle Hancock.
Colwell,	Miss Kate Dooly.
Combs,	Miss Jessie Bartow.
Cook,	Miss Alice Jasper.
Cook,	Miss Anna Baldwin.
Cook,	Miss Callie Baldwin.
Cook,	Miss Sallie G. Lee.
Combs,	Miss Annie Twiggs.
Corn,	Miss Addie Towns.
Cornwell,	Miss Ada E. Jasper.
Crozier,	Miss Nellie Early.
Culver,	Miss Marcia Hancock.
Cumming,	Miss Aline Spalding.
Cumming,	Miss Maud Spalding.
Cunningham,	Miss Marion Decatur.
Cunningham,	Miss May Decatur.
Curry,	Miss Ellie Decatur.
Dancer,	Miss Ada C. Miller.
Daniel,	Miss Bessie Burke.
Daughtry,	Miss Helen V. Wilkinson.
Davant,	Miss Pattie Greene.
David,	Miss L'Angel Lincoln.
Davis,	Miss Addie Appling.

	NAME.	COUNTY.
Davis,	Miss Clara	Newton.
Davis,	Miss Gussie	Bibb.
Davis,	Miss Helen	Greene.
Davis,	Miss Mattie	Escambia, Fla.
Davis,	Miss Minnie	Greene.
Dimmock,	Miss Alberta	McIntosh.
Dixon,	Miss Pearl	Houston.
Dixon,	Miss Annie	Schley.
Dodenhoff,	Miss Annie	Dougherty.
Darminy,	Miss Julia	Irwin.
Dunn,	Miss Flossie	Sumter.
DuPree,	Miss Hattie	Macon.
DuPree,	Miss Leila	Sumter.
Dwelle,	Miss Laura	Bartow.
Ellis,	Miss May	Meriwether.
Ellison,	Miss Evie	Baldwin.
Erwin,	Miss Meta	Bibb.
Fagan,	Miss Connie	Sumter.
Ferrell,	Miss Louise	Baldwin.
Ferris,	Miss Lena	Richmond.
Ficklen,	Miss Elizabeth	Washington.
Flemister,	Miss Gussie	Spalding.
Florence,	Miss Emma	Cobb.
Fink,	Miss Zenobia	Coffee.
Geesling,	Miss Jessie	Warren.
Gehrken,	Miss Hilda	Richmond.
Gilmore,	Miss Annie	Baldwin.
Gilmore,	Miss Lily	Washington.
Glenn,	Miss Mary B.	Bibb.
Goert,	Miss Fannie	Baldwin.
Goettee,	Miss Belle	Emanuel.
Goettee,	Miss May	Emanuel.
Goodman,	Miss Bertha	Harris.
Goodman,	Miss Effie	Berrien.
Goodman,	Miss Maud	Berrien.
Gozney,	Miss Inez	Troup.
Gould,	Miss Olive	Effingham.
Graham,	Miss Ollie	Bartow.
Green,	Miss Caddie	Bulloch.
Green,	Miss Annie	Laurens.
Green,	Miss Daisy	DeKalb.
Green,	Miss Laura	DeKalb.
Greer,	Miss Bessie	Jasper.
Griffith,	Miss Marcella	Clarke.
Griffin,	Miss Georgia M.	Decatur.
Hall,	Miss Willie B.	Worth.
Harp,	Miss Algia	Macon.
Harp,	Miss Adrienne	Macon.
Harper,	Miss Claude	Baldwin.
Harper,	Miss Blanche	Baldwin.
Harper,	Miss Eloise	Baldwin.
Harper,	Miss Mabry	Baldwin.



SPRING UNIFORM.



NAME.	COUNTY.
Harper, Miss Minnie	Baldwin.
Harper, Miss Minnie May	Sumter.
Harper, Miss Moody	Baldwin.
Harrell, Miss Donie	Baldwin.
Harrington, Miss Gertrude	Laurens.
Harris, Miss Luvada	Walton.
Harris, Miss Mattie	Catoosa.
Harris, Miss Maud	Catoosa.
Harris, Miss Ollie	Richmond.
Harris, Miss Roxie	Chattooga.
Harvey, Miss Emma	Lee, Alabama.
Hawes, Miss Eva	Fulton.
Hawes, Miss Nellie	Fulton.
Hawkins, Miss Marianna	Baldwin.
Heath, Miss Nettie	Burke.
Henley, Miss Maggie	Douglas.
Herndon, Miss Ona	Coweta.
Herrington, Miss Hattie	Burke.
Heyfron, Miss Josephine	Baldwin.
Hicks, Miss Mattie	Burke.
Hilton, Miss Minnie	Early.
Hilton, Miss Nettie	Early.
Hines, Miss Beulah	Baldwin.
Hinson, Miss Idel	Appling.
Hogan, Miss Maud	Cherokee.
Hollinshead, Miss Clara	Baldwin.
Hollinshead, Miss Marion	Baldwin.
Hollinsworth, Miss Libbie	Baldwin.
Holmes, Miss Hattie	Colquitt.
Holmes, Miss Rosa	Fulton.
Houser, Miss Elma	Houston.
Houston, Miss Lydia	Chatham.
Howard, Miss Lily	Richmond.
Howell, Miss Mary E.	Newton.
Hughes, Miss Hennie	Twiggs.
Humphries, Miss Clara	Screven.
Hutcheson, Miss Bessie	Morgan.
Jackson, Miss Eddie B.	Muscogee.
James, Miss Nelle	Houston.
Johnson, Miss Mabelle	Cobb.
Johnson, Miss Sarah E.	Putnam.
Johnstone, Miss Georgia	Richmond.
Johnstone, Miss Evelyn	Baldwin.
Johnstone, Miss Kate	Baldwin.
Johnstone, Miss Kathleen	Fulton.
Johnstone, Miss Mary	Fulton.
Jones, Miss Jess B.	Baldwin.
Jones, Miss Laura	Walker.
Jones, Miss Leola	Hancock.
Jones, Miss Lizzie	Baldwin.
Jones, Miss Martha	Laurens.
Jones, Miss Minnie	Laurens.

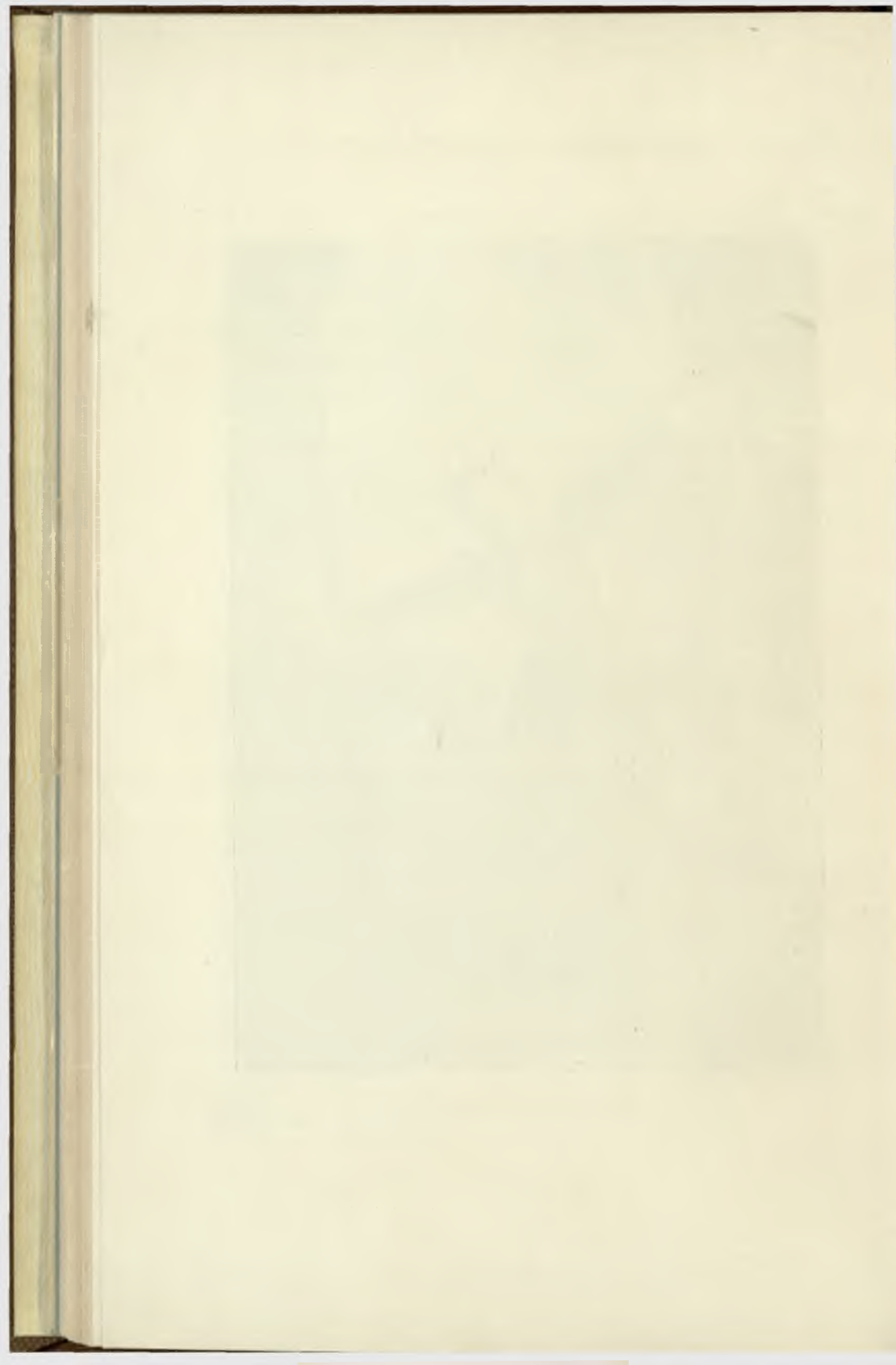
NAME.		COUNTY.
Jones,	Miss Mattie	Twiggs.
Jordan,	Miss Mamie	Washington.
Jordan,	Miss Ruby	Washington.
Kingsman,	Miss Annie	Jones.
Kelly,	Miss Maggie	Chatham.
Kelly,	Miss Lillian	Glascok.
Knox,	Miss Bessie	Chattooga.
Lang,	Miss Kate	Charlton.
Lawrence,	Miss Laura	Putnam.
Lester,	Miss Mamie E.	Jones.
Lewis,	Miss Mary	Berrien.
Little.	Miss Bertha	Jackson.
Lindenstruth,	Miss Bessie	DeKalb.
Lindenstruth,	Miss Meta	DeKalb.
Lombard,	Miss Beulah	Richmond.
Longino,	Miss Annie	Campbell.
Lurke,	Miss Laree	Columbia.
Lyon,	Miss Vashti	Cherokee.
Malone,	Miss Bertha	Jasper.
Malpass,	Miss Minnie	Baldwin.
Matthews,	Miss Maud	Marion.
Matthews,	Miss Mamie	Baldwin.
Mercier,	Miss Cornelia	Madison.
Merrett,	Miss Lucy	Decatur.
Merrett,	Miss Nannie	Decatur.
Michael,	Miss Beatrice	Decatur.
Miller,	Miss Minnie	Ware.
Mills,	Miss Nellie	Liberty.
Mingledorff,	Miss Alma	Effingham.
Mitcham,	Miss Bessie	Troup.
Mizell,	Miss Geneva	Charlton.
Morell,	Miss Margaret	Chatham.
Morgan,	Miss Jessie	Bartow.
Morgan,	Miss Nina	Bryan.
Morris,	Miss Edythe	Baldwin.
Morris,	Miss Willie	Henry.
Mullis,	Miss Sallie	Pulaski.
Mullis,	Miss Ida	Pulaski.
Murphy,	Miss Julia	Jefferson.
Myrick,	Miss Lillian	Baldwin.
McComb,	Miss Nettie	Baldwin.
McCoy,	Miss Mary B	Richmond.
McDowell,	Miss Sallie	Talbot.
McKenzie,	Miss Annie	Burke.
McLain,	Miss Alma	Terrell.
McLendon,	Miss Allie	Terrell.
McLester,	Miss Birdie	Fulton.
McMillan,	Miss Carrie	Baldwin.
McMillan,	Miss Hattie	Baldwin.
McMurria,	Miss Blanche	Baker.
McMurria,	Miss Maud	Baker.
McMurria,	Miss Ruth	Baker.

NAME.	COUNTY.	
McNar,	Miss Emmie	Twiggs.
McRae,	Miss Bertie	Montgomery.
Nalley,	Miss Vinnie B.	Douglas.
Neisler,	Miss Timie	Taylor.
Newell,	Miss Dorothy	Baldwin.
Nisbet,	Miss Mary L.	DeKalb.
Norris,	Miss Irene	Richmond.
Ogburn,	Miss Melissa	Taylor.
Orr,	Miss Martha	Coweta.
Ozmer,	Miss Allie	DeKalb.
Palmer,	Miss Mary W.	Hancock.
Palmer,	Miss Viola	Fulton.
Parramore,	Miss Lena	Stewart.
Parramore,	Miss Mattie	Stewart.
Parham,	Miss Marie	Meriwether.
Parker,	Miss Mamie	Wilkinson.
Pearson,	Miss Tabitha	Coffee.
Peebles,	Miss Ida O.	Glascok.
Peeler,	Miss Willie B.	Whitfield.
Perry,	Miss Trudie	Newton.
Peterson,	Miss Carrie	Montgomery.
Pfeiffer	Miss Annie	Screven.
Phelps,	Miss Elinor	Fulton.
Phillips,	Miss Eva	Putnam.
Pound,	Miss Fleta	Baldwin.
Pound,	Miss Myrtice	Putnam.
Powell,	Miss Maud	Decatur.
Powers,	Miss Lilla	Baldwin.
Price,	Miss Lula E.	Worth.
Putnam,	Miss Florie	Glynn.
Quailes,	Miss Elia	Terrell.
Ramsey,	Miss Maud	Columbia.
Ramsey,	Miss Nellie	Columbia.
Reese,	Miss Arnoldina	Bibb.
Reese,	Miss Mary	Bibb.
Reeves,	Miss Marie S.	Gordon.
Reeves,	Miss Minnie B.	Spalding.
Reid,	Miss Janie	Taliaferro.
Reppard,	Miss Mary	Liberty.
Reynolds,	Miss Fannie	Greene.
Rhodes,	Miss Stella	Wilkes.
Richy,	Miss Ruby	Banks.
Richter,	Miss Ida	Morgan.
Ridenhour,	Miss Virginia	Muscogee.
Rivers,	Miss Myrtle	Jefferson.
Roan,	Miss Myrtice	Campbell.
Robinson,	Miss Annabel	Montgomery.
Robinson,	Miss Daisy	Hancock.
Robinson,	Miss Sadie	Baldwin.
Robinson,	Miss Lula	Colquitt.
Roebuck,	Miss Eva	Pulaski.
Rogers,	Miss Amelia	Houston.

NAME.		COUNTY.
Rogers,	Miss Annie L.	Glascok.
Rodgers,	Miss Viola	Washington.
Roop,	Miss Bessie	Carroll.
Roquemore,	Miss Claude	Walton.
Rylee,	Miss Maud	Clarke.
Saddler,	Miss Annie	Dougherty.
Sanders,	Miss Myrtice	Madison.
Saunders,	Miss Mattie	Florida.
Savage,	Miss Ruby	Terrell.
Schweigert,	Miss Annie	Richmond.
Sessions,	Miss Lalla	Worth.
Shannon,	Miss Ethel	Twiggs.
Shell,	Miss Edna	Coweta.
Shelor,	Miss Ryland	Gordon.
Shinn,	Miss Hallie	Arkansas.
Shockley,	Miss Fannie	Cobb.
Short,	Miss Nellie	Baldwin.
Simmons,	Miss May	Newton.
Simmons,	Miss Cora	Floyd.
Simpson,	Miss Cora	Gwinnett.
Smallwood,	Miss Edna	Decatur.
Smith,	Miss Bonnie	Whitfield.
Smith,	Miss Dedie	Madison.
Smith,	Miss Florence	Emanuel.
Smith,	Miss Ina M.	Dougherty.
Smith,	Miss Lilla A.	DeKalb.
Smith,	Mrs. Lula	McDuffie.
Smith,	Miss Ola	Decatur.
Smith,	Miss Uva	Douglas.
Sparks,	Miss Ruth	Thomas.
Stanley,	Miss Florrie	Hancock.
Starr,	Miss Rena M.	Newton.
Stembridge,	Miss Agnes	Baldwin.
Stewart,	Miss Jimmie	Fulton.
Storey,	Miss Pearl	Marion.
Stovall,	Miss Florrie	Morgan.
Stroud,	Miss Maud	Crawford.
Strauss,	Miss Jennie	Chatham.
Sutherland,	Miss Mattie	Pulaski.
Sutton,	Miss Eva	Wilkes.
Swift,	Miss Winnie A.	Texas.
Swords,	Miss Clara	Rockdale.
Tackett,	Miss Willie	Douglas.
Tanner,	Miss Leslie	Washington.
Tappan,	Miss Rachel	Greene.
Taylor,	Miss May	Pike.
Tennent,	Miss Annie	Bibb.
Thomas,	Miss May	Baldwin.
Thompson,	Miss Emila	Terrell.
Thompson,	Miss Kate	Jasper.
Thompson,	Miss Mildred	Fulton.
Trapnell,	Miss Selma	Bulloch.



PHYSICAL CULTURE SUIT.



NAME.		COUNTY.
Truett,	Miss Lonnie	Harris.
Turk,	Miss Florence	Baldwin.
Turner,	Miss Nettie	Jones.
Vinson,	Miss Leila	Baldwin.
Vinson,	Miss Mabel	Baldwin.
Walker,	Miss Jessie	Hancock.
Walters,	Miss Mary L.	Macon.
Walton,	Miss Grace	Richmond.
Walton,	Miss Eugenia	Richmond.
Walton,	Miss Hattie D.	Washington.
Waters,	Miss Emmie L.	Taylor.
Ware,	Miss Noona	Lee.
Weaver,	Miss Leona	Jasper.
Wells,	Miss Willie	Screven.
West,	Miss Willie B.	Hancock.
West,	Miss Nellie	Polk.
Whaley,	Miss Louise	Putnam.
Whatley,	Miss Emma	Meriwether.
Whatley,	Miss Lucia	Harris.
Whitaker,	Miss Marie	Baldwin.
Whitaker,	Miss Marion	Baldwin.
White,	Miss Juvernia	Baldwin.
Whitehead,	Miss Mamie	Jones.
Whitehead,	Miss Minnie	Gwinnett.
Whitten,	Miss Agnes	Liberty.
Whittle,	Miss Pallie	Fulton.
Wiley,	Miss Willie M.	DeKalb.
Williams,	Miss Vera	Monroe.
Williams,	Miss Rebecca	Telfair.
Wilson,	Miss Fannie	Brooks.
Wisdom,	Miss Lula.	Gwinnett.
Wood,	Miss Ora	Decatur.
Woodruff,	Miss Annie	Newton.
Woodruff,	Miss Eura	Newton.
Wright,	Miss Beulah	Baldwin.
Wright,	Miss Elizabeth	Burke.
Wright,	Miss Mattie W.	Richmond.
Wynn,	Miss Cora	Wilkes.
Total		388
Counties represented		102

In addition to the above list there were 62 children in the Model School, making the

Total Attendance 450

CLASSIFICATION OF STUDENTS.

Model School	62
Preparatory Department	58
Sub-Freshman Class	54
Collegiate-Normal	98
Collegiate-Industrial	146
Special Industrial	32
Total Attendance	
	450

Number of students instructed in each of the Industrial Arts during the session :

Stenography and Typewriting	33
Bookkeeping	30
Dressmaking	102
Cooking	49
Free-Hand Drawing	326

GRADUATES AND PROFICIENTS.

On Graduating Day, Wednesday, June 2d, 1898, Diplomas and Certificates of Proficiency were awarded as follows:

NORMAL GRADUATES.

Miss Bessie John Almand	Rockdale County.
Miss Janie Agnes Bennett	Wayne County.
Miss Ada E. Cornwell	Jasper County.
Miss Maud Cumming	Spalding County.
Miss Laura Lee Dwelle	Bartow County.
Miss Caroline Elizabeth Gilmore	Washington County.
Miss Elizabeth Carlton Hutcheson	Morgan County.
Miss Sallie Jennie McDowell	Talbot County.
Miss Nellie V. Mills	Liberty County.
Miss Emmie McNair	Twiggs County.
Miss Daisy Cornelia Robinson	Hancock County.
Miss Mattie Lou Sutherland	Pulaski County.
Miss May Taylor	Pike County.
Miss Emma Ulagene Whatley	Meriwether County.

COLLEGIATE GRADUATES.

Miss Yula Beatrice Anderson	Jasper County.
Miss Agnes Lucile Burdick	Bibb County.
Miss Laura Isabel Cassels	Fulton County.
Miss Jessie Clayton Combs	Bartow County.
Miss Adrienne Harp	Macon County.
Miss Jessie Claude Harper	Baldwin County.
Miss Mary Hines Jordan	Washington County.
Miss Mary Walker Neisler	Taylor County.
Miss Marie Anne Parham	Meriwether County.

PROFICIENTS IN STENOGRAPHY.

Miss Laura Belle Cassels	Liberty County.
Miss Jessie Combs	Bartow County.
Miss Ollie Harris	Richmond County.

Miss Edith Morris	Baldwin County.
Miss Jessie Morgan	Bartow County.
Miss May Thomas	Baldwin County.

PROFICIENTS IN BOOKKEEPING.

Miss Sallie Brown	Bulloch County.
Miss Ollie Harris	Richmond County.
Miss Rosa Belle Holmes	Fulton County.

APPENDIX.

At the request of the Board of Directors 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 catalogue.

BACCALAUREATE ADDRESS.

To the Seventh Graduating Class of the Georgia Normal and Industrial College, Delivered by President J. Harris Chappell, Wednesday, June 1, 1898.

"DEEP CALLS UNTO DEEP."

YOUNG LADIES OF THE GRADUATING CLASS :

I have often thought that it would be best for me to abandon the practice of making this annual farewell speech to the Graduating Class, because any words that I can utter always seem to me so totally inadequate to express the feelings of my heart or to do justice to the beauty, the tenderness, the deep significance of this occasion. I believe that every person in this large audience feels with me at this moment that this is one of those occasions when, to use the beautiful words of the Psalmist, "deep calls unto deep." And I shall take that little sentence as the theme of my discourse to you this morning—"Deep Calls Unto Deep." That is what I want to talk to you about to-day—"deep calls unto deep."

The human soul has its shallows and the human soul has its deeps, and the universe that environs the human soul has its shallows and has its deeps, and the shallow things of the uni-

verse are continually calling unto the shallows in the human soul and the deep things of the universe are continually calling unto the deeps in the human soul: Shallow calls unto shallow, deep calls unto deep. Several years ago during that great exposition in Atlanta, I sat one night with a crowd of ten thousand people on the sloping terraces overlooking the exposition grounds, and I saw the most magnificent display of fireworks that I had ever witnessed. It was gorgeous, brilliant, dazzling beyond description, and that whole crowd of ten thousand human beings went into ecstasies of delight over the spectacle, and the biggest fool in that crowd enjoyed that show as much as the finest intellect there. It was shallow calling unto shallow. It flashed up and went out, and was as if it had never been. In less than one hour it was all over and darkness settled upon the earth again; and then I just happened to look up and I saw all the stars of God, those ineffable, beguiling stars which, through all the ages, have sung their silent songs to the hearts of men, which through all the ages have been the object of profoundest study to the finest minds of earth, which through all the ages have been an inspiration to poets and to devout and worshipful souls,—I saw those quiet, eternal stars looking serenely down from the high heavens on that foolish crowd that had gone wild over the bursting of sky-rockets, and somehow the stars never seemed so beautiful and sublime to me as they did that night after that fanforade of fireworks; and I thought to myself: Here are two symbols of human life; that was shallow calling unto shallow; there is deep calling unto deep.

All through your life, young ladies, you will meet with experiences like that. All through your life from the universe without there will come to your soul within calls, shallow calls and deep calls—shallow calling unto shallow, and deep calling unto deep. In the books that you read, in the persons that you meet, in the events of your own life, in the work that you do, there will be shallows and there will be deeps, shallow calling unto shallow, and deep calling unto deep; and your soul, your spirit, your whole nature will get its education by responding to these calls—shallow responding unto shallow, and deep responding unto deep.

In the first place, in the books that you read, you will find shallow calling books, and you will find deep calling books. Several years ago, as you doubtless remember, a book by the name of "Trilby" was published, and all the fools in the world, and nearly all the wise people too, went wild over "Trilby;" and certainly it was a very charming book, written by a bright and gifted man, and the biggest fool that read it could appreciate it for all that it was worth about as much as the wisest man that read it—it was shallow calling unto shallow. More than three centuries ago William Shakespeare wrote "Hamlet," and for all these three hundred years the study of that play has been a perpetual delight and joy to the finest intellects of earth, and for all the ages to come it will continue to be to profoundest minds deep calling unto deep. So there are shallow calling books and there are deep calling books; and there are also shallow calling speakers and deep calling speakers. There is living in this country at this time a very brilliant man who goes around delivering lectures. His name is Robert Ingersoll, or Bob Ingersoll as he is familiarly called. Last winter this Bob Ingersoll delivered one of his fascinating lectures up here in Atlanta, and by the universal agreement of all who heard it, the finest part of that lecture was what he had to say about the preciousness of children; the passage was so beautiful that it was copied in many of our daily newspapers and was read by thousands of people. I read it myself and it certainly was a masterpiece of exquisite word-painting. But nearly two thousand years ago another lecturer in a little impromptu speech of less than a dozen words discussed precisely that same subject, the preciousness of children. It happened this way: "And they brought young children unto him that he might lay his hands upon them, and the disciples rebuked those that brought them; but when Jesus saw it he was much displeased, and said unto them: Suffer little children to come unto me and forbid them not, for of such is the Kingdom of God. Verily, I say unto you whosoever does not receive the Kingdom of Heaven as a little child, shall in nowise enter therein. And he took them up in his arms and laid his hands upon them and blessed them." As

long as the human race endures, and for centuries after the pretty conceits of Mr. Bob Ingersoll shall have fallen into oblivion, that little speech of Jesus Christ's will continue to appeal to mother-hearts, deep calling unto deep. My dear young friends, in our day and time there is an abundance and a very excessive superabundance of books of the "Trilby" kind, and speakers of the Bob Ingersoll kind, bright, smart, clever, witty, brilliant books and speakers, but most of them, or quite all of them are but shallow calling unto shallow.

Some of these books are undoubtedly good, strong books well worth reading, books that all young people like yourselves ought to read, because the shallows of man's nature must be educated as well as the deeps. It is just as important to educate the shallows as it is to educate the deeps; and as a matter of fact much the larger portion of the education of most people necessarily consists in the education of the shallows. So I do not mean by what I have said to make a wholesale condemnation of all present-day literature. But what I do wish to say to you in all seriousness is this: If you confine your reading exclusively even to the very best books now being produced, the great deeps of your spirit will never be touched; if you confine your thinking to what is called the modern progressive trend of thought, the greatest and noblest powers with which the Almighty has endowed your mind will become atrophied from sheer disuse. Not one book in ten thousand reaches or is capable of reaching the great deeps of the human spirit. If I should speak entirely from my own individual experience I would say that only two writers of the English language in this nineteenth century have reached the very deeps, and they are the American Emerson and the English Carlyle. Of course there are others, but with them I am not personally acquainted, and in this last talk that I shall make to you I am determined to speak exclusively from my own experience and observation, and from the deepest convictions of my own individual mind and heart. After you leave school I want to beg you to try Emerson and Carlyle, Carlyle especially, for not only in my own humble opinion but in the judgment of the finest intellects of this time, his is the most powerful, deepest calling voice that

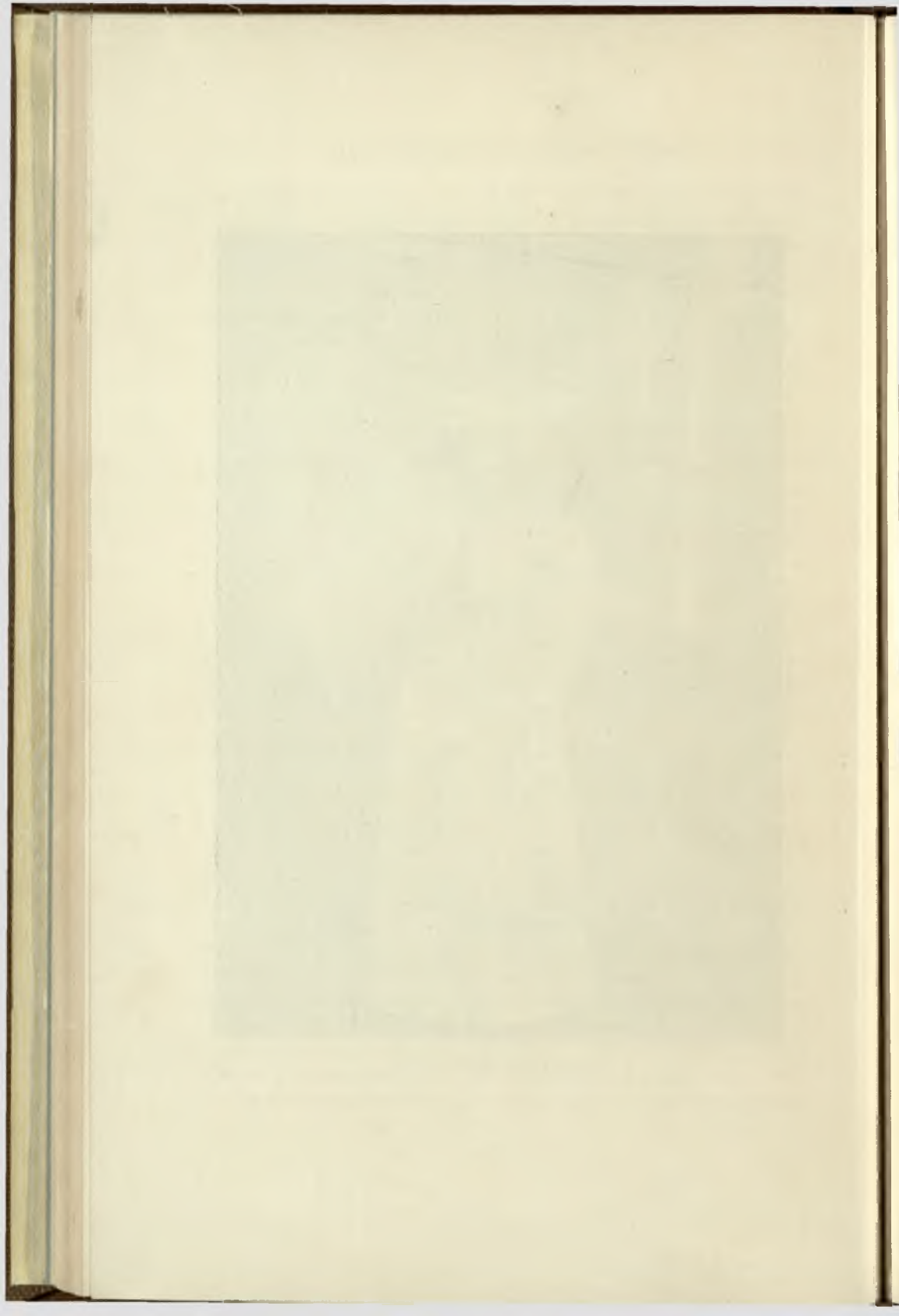
has spoken to the spirit of man in this nineteenth century. I want you to read Carlyle's lectures on Heroes and Hero Worship; his essays on Robert Burns, Samuel Johnson, Voltaire, Rousseau, and that remarkable essay on Characteristics, and also those matchless little gems of biography, his sketch of his own father John Carlyle, and his own wife Jane Welch Carlyle; and I want you to read from Emerson his essays on Nature, Self-Reliance, Behavior, Manners, Spiritual Laws and so on. I sincerely believe if you will read, absorb, and assimilate these things you will have harkened to the very deepest calling voices that have spoken to the human spirit in this nineteenth century. But young ladies you must go much further back than the nineteenth century to find the very deepest calling of all books, that oldest of all books, the Hebrew Bible, Holy Bible, we call it. It is a sacred book to us because it teaches the religion in which we believe, but leaving entirely out of consideration its sacred or religious character and regarding it as mere human literature, the Bible is still the grandest book that ever has been written. If I were an atheist like Voltaire and believed the Bible to be the exponent of a baleful superstition, if I were a materialist like Herbert Spencer and believed the religion of the Bible to be a delusion and a dream, if I were a blatant agnostic like Bob Ingersoll and believed the doctrines of the Bible to be a lie, I should still say that as mere human literature the Bible is the grandest book that ever has been written and a priceless treasure to mankind. In clearness and depth of insight into human nature and human life, in the vivid portraiture of actual men and women, in grand presentation of sublime human tragedies, in beauty and in power of expression, in everything that constitutes the finest and noblest qualities of what we call literature, the Bible is the supreme masterpiece of all the ages, surpassing even Shakespeare which comes next to it. After you leave school I presume, as a matter of course, that you will continue to study the Bible as religion, but I want to ask you to study it also as literature. I want you to read over and over again the Psalms, Isaiah, Jeremiah, Job, and Revelations, because they contain not in their entirety but in frequent passages and chapters, the

sublimest poetry that ever burst from the human soul. I want you to read the two books of Kings, the two books of Samuel, Ruth, Esther, and Daniel, because every one of these great life stories is better told and more interesting than the greatest novel in the world; I want you to read the four gospels over and over again, because they present in a manner that is simply perfect, the profoundest, and most pathetic tragedy that was ever enacted on this earth and tell in language of matchless eloquence the most beautiful and deepest reaching truths that ever stirred the human heart or edified the human soul. Now, in conclusion on this part of my subject, upon which I have already dwelt too long (I promise you I will not dwell so long on the other parts), let me give you a few hints or suggestions as to how to read great books. In the first place, read them, as far as practicable, only when your mind is in its highest and best moods. In the second place, read them over and over again. In the third place, read them by yourselves—read them alone. Above all things, don't make the mistake of taking your great book and running with it to one of these literary societies or clubs with any hope that the smart, nicely dressed ladies and gentlemen assembled there can in anywise interpret to your soul the message that the great book has for you. These literary societies and clubs which are so extremely popular in our day are most commendable institutions. Far be it from me to say a disparaging word about them, because I believe in them sincerely and strongly; but after all, they are only splendid devices for cultivating the shallows of the human intellect, and in that they are doing a great work, for, as I have said, the shallows must be educated as well as the deeps. But no literary society or club or coterie in this world ever has or ever can help the human soul into the real understanding or the real enjoyment of any truly great book. Take your Browning to the literary club if you wish to, but not your Carlyle, not your Shakespeare, not your Bible! Read your great book as you say your prayers—in your closet with the door shut. In solitude only can your soul truly respond to that still, small voice in which deep calls unto deep.

In the second place, young ladies, in the persons that you



SCHOOL COOKING SUIT.



meet, in the acquaintances that you form, in the friends that you make, you will get from some—and they will be the large majority—shallow calling unto shallow; you will get from others, and they will be the few rare and choice spirits, deep calling unto deep. Sir Richard Steele, the brilliant English essayist, once said about Lady Flora Temple, "To know Lady Flora is a liberal education." That is considered one of the finest compliments that was ever paid to any human being, but now I want to tell you about a compliment that I once heard that was much greater and finer than that. In my youth I once read a private personal letter written to an old man by one of the most distinguished statesmen that the South has produced in these latter years, a native Georgian but the adopted son of another State. The letter was written at a time when this statesman was passing through the stormiest and most trying period of his long public career under circumstances that were putting him to a crucial test. In the letter he said to the old man: "During the whole of this terrible ordeal my soul has turned towards you. You are the Gamaliel at whose feet I learned the noblest lessons of my life. The impression that your character, the purest and loftiest that I have ever known, made upon me in my young manhood has been to me in every trying hour a great inspiration, and more than anything else has helped me through all the temptations and corruptions of political life to preserve mine integrity and to keep my soul erect. Pardon me, my dear sir, for this plain speaking, but my heart knows to whom it owes its debt of deepest gratitude and loves to acknowledge it." Now, my dear friends, to know a person like that is better than a liberal education. One of the most fortunate things that can happen to a boy or a girl or a young man or a young woman is to be brought into close and intimate relations with a good and lofty spirit like that whose influence will be to them all through life, as it was to that distinguished statesman, deep calling unto deep. It is often said that young people are very fine judges of human character, and I suppose in a certain sense that may be true, but in another sense it is very far from being true. Young people, and especially fine-grained impressionable young peo-

ple, are very apt to pay too great hero worship to persons who are merely bright and clever and charming in manner and conversation, and who possess what is called personal magnetism but who are lacking in integrity and sincerity and nobility of character. Young people of naturally noble instincts and impulses often suffer irreparable and lasting harm from falling under the influence of a person like that. Robert Burns, the great Scotch poet and a most noble-natured man, suffered a lifelong damage to his moral habits and had his instinctively fine ideals of conduct debased and degraded just because when he was a youth he happened to be thrown for six months into intimate friendship with a person like that—that is, of brilliant intellect, charming manners, personal magnetism, but of low character. Young ladies, several months ago I read a very interesting description of a famous picture painted by some celebrated artist. It was called "The Heart of the Andes," and it represented a landscape scene in the midst of the great Andes Mountains in South America. In the background of the picture was a lofty mountain peak covered with eternal snows and lit up by the golden beams of the setting sun. In the foreground were trees and beautiful tropical flowers and birds of gorgeous plumage and crags and cliffs and lights and shades and mountain streams and foaming cataracts wildly leaping. Thousands of people came to see that picture, and all were deeply impressed not only with its beauty but with its grandeur and nobility; and as they stood in front of it many were the enthusiastic comments on those beautiful features in the foreground; the trees, the beautiful tropical flowers, the birds of gorgeous plumage, the crags and the cliffs, the lights and shades, the mountain streams, the foaming cataract wildly leaping, all came in for their share of enthusiastic admiration, but scarcely one person in a hundred seemed to notice that mountain peak snow-covered and sunlit in the background; but now you just step to that picture and with your hand or some larger screen cover up and conceal from view that mountain peak, and lo, what a change! From the picture the grandeur and the glory have departed! And even to the casual observer all of those pretty details in the foreground had lost much of

their charm and soon became wearisome and unsatisfying. My young friends, what the background is to the picture, character is to men and women. There are men and women who are like a picture with beautiful, elaborately wrought details in the foreground but with only a mean, insignificant, ignoble background. I have in my life known men and women who were intellectual, highly cultured, bright, smart, clever, charming, fascinating, and yet who, with it all, were but shallow calling unto shallow, because you felt that behind all their brilliant parts and splendid accomplishments there was no great earnestness, no true sincerity, no depth of conviction, no sublime faith, no loftiness of soul; and on the other hand, I have known men and women whose simplest words and simplest acts were enhanced in beauty and in power because you knew that they were projected on a background of a great and noble character—shallow calls unto shallow, deep calls unto deep! Youth is the time to put in the background of the picture. It is the morning sky that gets the crimson blush. I believe if lofty conceptions of duty, pure and noble sentiments, high ideals of life, are not fixed in the mind and incorporated into the character long before the age of thirty, they can never be acquired; and that is why I want you now in the days of your youth to read and assimilate at least three or four of the very few supremely great books, and why I wish that you may be brought into close association with strong and noble men and women, because I believe that such influences as these will have a mighty power towards bringing out and developing what is best and highest in your own natures, so that, when in your maturer years your life stands out as a picture painted, those who look upon it may see beyond the beautiful skills or accomplishments in the foreground, the lofty mountain-peak snow-covered and sunlit standing in the background, deep calling unto deep.

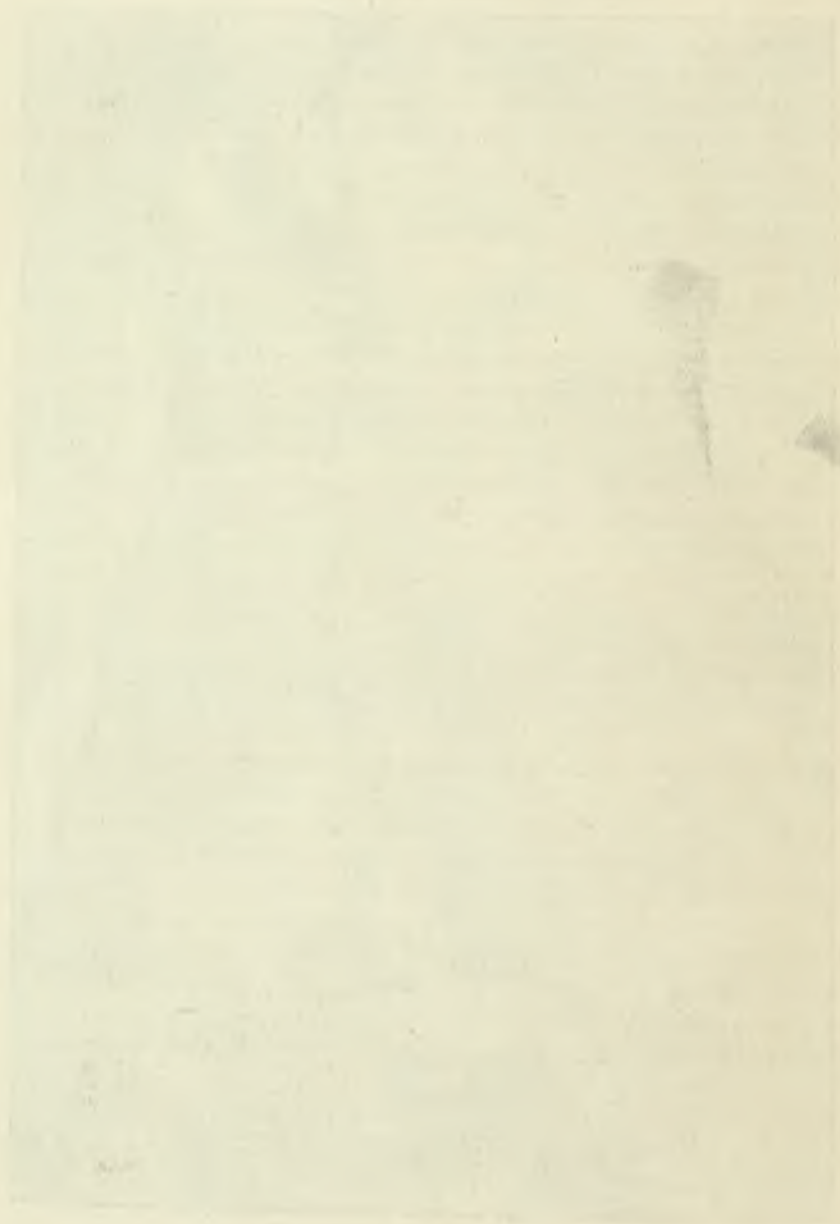
In the third place, young ladies, in the events of your own life you will find shallows and you will find deeps; that is to say in your life you will have shallow calling experiences and you will have deep-calling experiences. Those events of your life which concern chiefly your pleasures and enjoyments, which adminis-

ter chiefly to your appetites and tastes, which gratify chiefly your personal pride, ambition and vanity, which promote chiefly your self-interest and your self-aggrandizement, may appear to you just the most important events in your life, they so appear to most people; but such events are only shallow calling unto shallow. They appeal to no great depths in your nature, they summons into action no noble or heroic power with which the Almighty has endowed you. A dance, a ball, a party, the theatre, the opera, a new dress, a devoted admirer, a summer at one of these fashionable resorts, a trip to Europe, a literary distinction, a social triumph, such things as these naturally seem to a young woman important events in her life, and I would wish that a moderate measure of such events might come into the life of every woman; but when a woman's soul hungers and thirsts after events like these and after nothing higher or nobler, when her existence, her thinking existence, her feeling existence, her active existence, is absorbed and consumed by events like these, when her ideal of a happy life is that it shall be crowded with experiences like these, then she is in a sad condition. Then she has become a thoroughly worldly-minded woman; and a worldly-minded woman or a worldly-minded man is a pitiful creature. I should say that a thoroughly worldly-minded person is one who responds with eager alacrity to the shallow calls of human life but who turns a deaf ear and a stony heart to its deep calls. My young friends, there are thousands of people who have gained what is generally considered success in life; that is, have attained wealth, influence, power, social distinction, political promotion and so on, by virtue of being thoroughly and entirely worldly-minded; but God pity the man or the woman who has gained that kind of success. At what a cost it has been purchased! At the cost always of a dwarfed and stunted soul; and even in a temporal sense "what profiteth it a man if he gain the whole world and lose his own soul," or, what amounts to the same thing, gets his own soul dwarfed and stunted. People are constantly seeking for and striving after the shallow-calling experiences and events of human life; but the deep-calling events are not to be sought after. They come of themselves, and into every human



McDermott

INTERIOR OF DINING ROOM.
(ARRISON HALL.)



life they are sure to come. They come generally, not always but most frequently, in some disagreeable or repulsive or hateful form; in the form of a bitter disappointment, a great adversity, a humiliating defeat, a discouraging failure, a serious error or mistake unwarily committed a terrible grief, a profound sorrow—heart-breaking sorrow, we call it, but if properly responded to, heart-purifying, spirit-ennobling sorrow it generally proves. I once heard this story told about a young woman: She was beautiful and brilliant and accomplished, and was universally recognized as the leader of the fashionable life in the large city in which she lived, and at every brilliant social gathering she was the bright, particular star, the cynosure of all eyes. Her utterly frivolous and worldly life was rapidly causing a serious estrangement between her husband and herself. One night she had arranged to go to a specially distinguished and splendid social function, as they call it, but after she had dressed and was about to start her little three-year-old girl, a beautiful and charming child, to whom she was very deeply devoted, lying asleep in its bed showed symptoms of an attack of croup, and her husband tried to dissuade her from going, uttered a mild protest against her going and leaving the child—a mild protest, because he had learned from sad experience not to oppose her strongly in anything—but making some plausible excuse for herself she sent for the doctor and before he arrived she left the sick child with the nurse and went to the ball. About one o'clock that night when the festivities were at their height and she as usual was surrounded with an admiring crowd, there came to her from that home of hers a message that made all the color fly from her cheeks and caused a look of terror to drive the sparkle and the laughter from her eyes. She hurried down stairs as quickly as possible got into her carriage and was driven rapidly home, getting there just in time to clasp that baby girl to her bosom and to see the unrecognizing glaze come over its eyes and to feel its last breath on her own cold, pallid cheek, and then with one wild scream of agony she fell upon the floor in all her ballroom finery in a dead faint. When she recovered from that stupor she was a completely changed woman. In the twinkling of an eye she had been converted from a butterfly of fashion into one of the noblest, most

earnest-minded, most consecrated of women. That awful event had been to her indeed deep calling unto deep. Parents are prone to wish for their sons that they may have a life of uninterrupted prosperity and for their daughters that their pathway from the cradle to the grave may be flower-strown; but I do not know that it is a wise wish. God pity the man that has never had an adversity, God pity the woman that has never had a sorrow. It is from experiences like these that the human spirit gets its finest and noblest education; it is in events like these that deep calls unto deep.

In the fourth place and lastly, young ladies, in the work that you will do there will be shallows and there will be deeps. In considering this proposition, let us confine ourselves to a single illustration or to a single kind of work. Most of you expect to enter very soon upon the work of teaching, and as a matter of fact all of you, whether you expect it or not, will almost certainly become teachers. Women are the heaven-ordained teachers of the human race; that is her great specialty; that is the high calling to which God and Nature have appointed her. The ideal teacher must have two principal qualifications. In the first place, she must have the technical or shallow calling qualification. In the second place, she must have the spiritual or deep-calling qualification. This Normal School or College, which you have been attending several years, has provided you in a large measure with the teacher's technical qualification; that is, it has given you scholarship in the principal branches of education; it has given you knowledge of pedagogy, psychology, methods of instruction, and so on. You will find these things, these technicalities of the profession, to be of inestimable value to you in the work of teaching. But from a far higher source than any normal school in this world must come that deep call that will give you the teacher's spiritual qualification—the earnest mind, the loving heart, the consecrated soul. One of the greatest, if not the very greatest teachers that ever lived in this world, that teacher whom men call Divine, but for our present purpose let us leave his divinity entirely out of consideration, let us forget the miracles that he is said to have performed, let us put aside for our present pur-

pose the religion that he established, and let us regard him as a purely human man doing only those things that it is entirely possible for a purely human man to do, and let us judge his teaching work by the rigid criterion of our science of pedagogy—even regarding him in this purely human aspect, I say still that one of the greatest, if not the very greatest teachers that ever lived in this world was he who taught two thousand years ago in the far East in a little country called Palestine, by the shores of the Mediterranean sea. He never went to a normal school, he never studied psychology or pedagogy, he never attended a teachers' institute, he never read an educational journal, and yet he taught the multitudes that thronged around him in temples, in synagogues, in city streets, among the mountains, by the seashore, on the green, grassy plains, he taught them, I say, with a power that has never been equaled in the whole history of educational institutions; he taught them in parables and in living object-lessons which for beauty, directness and aptness are absolutely matchless in the whole range of your fine art of pedagogy.

Now, if you analyze the secret of that great teacher's power you will find that it consists of three things: First, in his vivid conception of the truths that he had to teach; second, in his entire consecration of purpose to teach that truth; third, in his sincere, deep love and sympathy for the human hearts and human lives around him. And, my dear young friends, after all is said and done, from like sources must come your real power as a teacher—from your clear, vivid conception of of the truths that you have to teach, your perfect consecration of purpose to teach that truth, and your deep, sincere love for the young human souls that gather around you to receive that teaching. Without these great fundamental underlying qualities of mind, and heart and spirit, all that normal schools and pedagogy and psychology can do for you will avail you little. Those of you who have read George Eliot's great novel "Adam Bede," doubtless remember that beautiful character Dinah, Dinah the poor, pious woman preacher; and you probably remember how at the great revival meetings that were going on in her neighborhood she astonished and thrilled the

people with her beautiful and powerful prayers, and you remember how the highly cultured and gifted young parson went to her one day and said: "Dinah, where did you learn to pray so well? With all my education and years of experience I can not pray such beautiful and powerful prayers as you do. How did you learn to pray so, Dinah?" "Nay, master," she said, "I did not learn to pray; I love the great God and I love his people, and when I kneel among them at our meetings the prayers just come, but I know not how they come. Nay master, I did not learn to pray." And so, my young friends, if you have any of the born teacher in you, the very best thing that you will ever do in the schoolroom will not be the things that you have learned to do from this normal school or that you can learn to do from pedagogy or psychology, but they will be the things that will just come to you in rare and luminous moments of your life when the spirit most informs you, when deep calls unto deep, just as the parables came to the blessed Jesus, just as the beautiful prayers came to the lips of poor, pious Dinah. After all is said and done, after normal schools, pedagogy, psychology, teacher's institutes and educational journals have done their best, your real power as a teacher, must come from an earnest mind and loving heart and consecrated spirit: shallow calls unto shallow and deep calls unto deep!

From the classic halls and quiet academic groves of this Georgia Normal and Industrial College you are about to pass out into the world, carrying with you this official testimonial of the good and faithful work that you have done in this institution; but deeper than that, and I hope to you far more precious than that, you will carry with you the sincere, warm affection of the president and of every teacher in this institution. You will carry with you the deep, abiding love and the earnest blessing of your Alma Mater. Out of reach of her "speech and language" you are about to pass, but without these may her voice, her tender, loving voice, still always be heard by you, deep calling unto deep!

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