

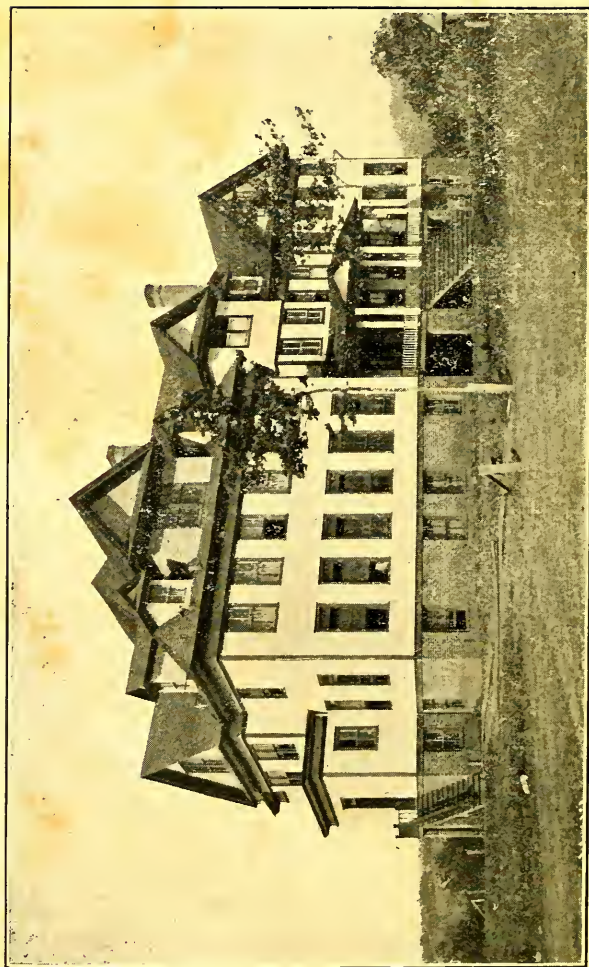
Brevard Institute

1910-1911

Brevard, North Carolina



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BREVARD INSTITUTE

CATALOGUE

OF

BREVARD INSTITUTE

1910—1911

BREVARD, NORTH CAROLINA

SYLVAN VALLEY NEWS PRINT

1910

Calendar 1910—1911

FIRST TERM (twelve and one-half weeks) begins September 1, ends November 26, 1910.

Thanksgiving holiday, November 24, 1910.

SECOND TERM (twelve weeks) begins November 29, closes February 27, 1910.

Christmas holiday, December 24—January 4.

LAST FIVE MONTHS' SESSION opens January 4, 1911.

THIRD TERM (twelve weeks) begins February 28, 1911, closes May 23.

Commencement exercises May 20-23, inclusive.

Former Principals

REV. FITCH TAYLOR, 1895-1901

E. E. BISHOP, C. E., 1902-1907.

FACULTY 1910-11

C. H. TROWBRIDGE, A.B., *Principal and Teacher of Psychology, Physics and Geometry.*

A.B., Pritchett Institute, 1893; Teacher Missouri Public Schools, 1893-'95; Principal Gilliam High School, 1895-'96; Professor of Science, Central Female College, 1896-'00; Student Chicago University, Summers of 1896-1903-'05; A.B., Harvard, 1901; A.B., Harvard, 1902; Instructor in Chemistry, St. Louis Manual Training School, 1902-'07; Principal Brevard Institute since 1907.

J. A. LIVINGSTON, *Assistant Principal and Teacher of Bookkeeping, Arithmetic and History.*

Graduate Pee Dee Institute, 1905; Student Trinity College, 1905-'07; Assistant Principal Public High School, Granite Quarry, 1907-'08; Student Summer School, University of N. C., 1908; State High School Teachers' Certificate; Principal Graded School, Canton, 1908-'09; Student Certified Public Accountant's Course, Intercontinental University; Assistant Principal Brevard Institute since 1909.

MRS. W. I. WOOTEN, *Housekeeper and Teacher of Household Economics.*

Graduate Stantonsburg High School; Manager Boarding House for Trinity Students, Durham; Housekeeper, Brevard Institute since 1909; Student Summer School of the South, 1910.

MISS BERTHA REID, A.B., *Teacher in Grammar School.*

A.B., Galloway College; Teacher Ruth Hargrove Seminary, 1903-'07; Certificate in Manual Arts; Student Teachers' College of Columbia University, Summer of 1906; Teacher Grammar School of Brevard Institute since 1907.

MISS MAE INGALLS, A.B., *Librarian and Director of High School and Teacher of Latin, Algebra and High School English.*

Graduate of Englewood High School; A.B., University of Chicago, 1907; Teacher High School of Brevard Institute, 1908; Librarian, Teacher and Director of High School, Brevard Institute since 1908.

MISS NINA E. LAW, *Director Music Department and Teacher of Piano-Playing, Voice Culture and Methods of Teaching Music.*

Graduate Mercer Academy; Student in Piano-Playing in Grove City College, with Hermann Poehlmann; Graduate Music Department of Mercer Academy; Post-Graduate Student Music Department of Mercer Academy; Student in Voice Culture with T. H. Wheeler; Assistant Teacher of Piano-Playing and Voice Culture in Grove City College and Mercer Academy; Summer Student in Harmony, Northwestern University; Summer Student at New England Conservatory; Director Music Department, Brevard Institute, since 1908,

MISS MARGARET MAE MITCHELL, *Director of Primary and Normal Departments and Teacher of Pedagogy.*

Student Reidsville Female Seminary, State Normal College (Greensboro), A. and M. College (Raleigh), Summer School of the South; Teacher in Graded Schools of White Oak, Ruffin and Greenville; Director of Normal and Primary Departments of Brevard Institute since 1909.

MRS. M. E. WOODARD, A.B., *Teacher of Stenography, Modern Languages and Lace-Making.*

Graduate Lasell Seminary; Certificate in Science and Languages, Boston University; Student in Stenography, Lasell and Atlanta Business Colleges; Student Madame Burr's French School, Washington; Traveller for Seven Years in France, Spain, Germany and Italy; Teacher of Lace-making in the Emma Willard Art School, Troy, N. Y.; Teacher of Modern Languages and Music in Jacksonville, Fla.; Author of "The Making of Cluny and Other Laces;" Teacher of Stenography, Modern Languages and Lace-making in Brevard Institute since 1909.

MISS ALLIE CANTRELL, *Assistant Librarian.*

Student in Brevard Institute; Assistant Librarian in Brevard Institute since 1908.

MISS EARLEENE POINDEXTER, *Assistant in Stenography.*

Graduate of Winston-Salem High School; Teacher in North Carolina Public Schools 1905-'08; Graduate in Stenography, Brevard Institute, 1910.

REV. C. S. KIRKPATRICK, *Pastor and Teacher Mission Study Class.* L.I., Peabody Normal, 1900; Principal High School, Madison Co., 1900-'02; Graduate in Theology, Vanderbilt University, 1905; Pastor Western North Carolina Conference, 1905; Pastor and Teacher Mission Study Class, Brevard Institute, since 1909.

GOODE CHEATHAM, M.D., *Physician and Lecturer on Hygiene.*

Student Trinity College; M.D. North Carolina Medical College; Post-Graduate Student Johns Hopkins Medical School with Osler; Practicing Physician; County Health Officer; Physician and Lecturer on Hygiene, Brevard Institute, since 1905.

Brevard Institute

HISTORY

This school is the outgrowth of the Brevard Epworth School, started in 1895 by Rev. Fitch Taylor, under the auspices of the Western North Carolina Conference of the M. E. Church, South. The school and the conference suffered a great loss when Mr. Taylor died in Brevard, March 16, 1909. His life was a benediction to all who knew him.

Owing to the lack of sufficient financial support, Mr. Taylor ran his school under disadvantages. The enterprise was finally suspended and remained dormant for two years. The Board of Trustees at last agreed to finish and furnish the school building and turn the property over to the Woman's Home Mission Society of the same church. The proposal was accepted, and the enterprise passed into the hands of the women in June, 1903, E. E. Bishop being made principal. On October 20, school was opened with an enrollment of fifty students, two of whom were boarders. The house was enlarged the second year to accommodate increased patronage.

The indebtedness of the school to these two men cannot be over-estimated. The courage of the one and the perseverance of the other should always be revered by every friend of the school.

In 1907 the Woman's Board needed the services of Mr. Bishop to put on foot their Vashti Home, and the present administration was installed.

PURPOSES OF THE SCHOOL

Every worthy parent strives to provide for the present and future welfare of his family. While comparatively few

men can leave a fortune for their children, those who live in the vicinity of good schools can usually give them a better heritage than money or property. They can equip their sons and daughters so well by education for the battles of life that they can make their own way in the world, fortune or no fortune.

Many parents, however, are not so happily situated. It may be they have large families, little means and poor schools in their vicinity, while the usual boarding school expenses are so high as to exclude their children from the benefits of a good education.

It is the design of this school to reach and help such families by offering their children an accurate and practical education at a very low rate.

Again there are those who have no parents to help them, who must depend upon their own labor or upon their relatives or friends, whose chances of self-support would be vastly improved by a few months in a school of this kind. Our exceedingly low rates afford an excellent opportunity for every church, society, or individual, by small contributions, to develop some worthy girl of the community for a life of usefulness and honor.

We endeavor to give the best educational advantages at less than the usual and actual cost. We do not take girls of bad character; we cannot take girls of bad health. Our mission is to that large and most respectable and sensible class of girls, who, though unable to pay the usual boarding school expenses, are nevertheless eager for an education that their lives may be happier and more useful.

ADVANTAGES

LOCATION

Brevard is well located for a school. It is in the midst of the great health region of the South, between Asheville and Lake Toxaway. It lies between ranges of mountains that

border the beautiful valley of the French Broad River. It has an elevation of twenty-two hundred fifty feet, which frees it from mosquitoes and all malarial diseases.

It is an interesting region physically. Clear springs of fresh water burst from every hillside. Beautiful waterfalls are found on every stream; green mountain ranges border the valley on every side, while the atmosphere is so pure and the sky so blue that this region is popularly called "The Sapphire Country" or "The Land of the Sky."

Brevard is on the line of the Southern Railroad, forty-four miles from Asheville. It has good train service at all seasons, but in summer and fall it has four daily trains, two each way, enabling students to reach Brevard at almost any time of day, via Asheville or Spartanburg and Hendersonville.

BUILDING

The building, valued at \$15,000, is partly brick and partly frame. It is new, modern in design, and contains over fifty large, well lighted, well ventilated and well furnished rooms. Heat is furnished by a new steam-heating plant. The building is lighted by electricity and bountifully supplied with fresh water from the mountains. Its sewer system connects with that of the town, and is satisfactory in every respect.

STUDY HALL

The study hall is a large room, kalsomined green, that it may be easy on the eyes. It is seated with single patent desks. It is lighted in the day time by eight large windows, with transom lights above them, and at night by electricity. It is on the south side of the house and has the cheerful and healthful benefit of the sunshine and is protected from the cold draughts from the north and west.

In this pleasant room the students do their studying under the care of a teacher who not only sees that they study, but helps them, when necessary, with their lessons.

With a faculty of experienced teachers, especially trained in and for their respective departments, with a school-house newly built, newly furnished and modern in every respect, with courses of study as strong as other schools carry, with a climate famed throughout the United States for health and vigor, with a class of students unsurpassed in native talent, we are able to offer educational advantages equal to those of similar schools, and at about half the usual boarding school expense.

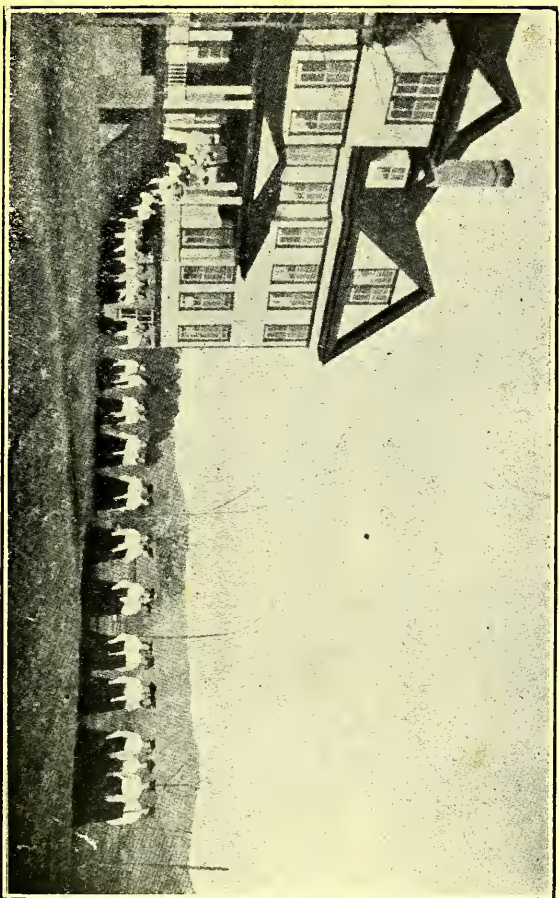
FACULTY

The most important question to ask about any school is, "Who are its teachers?" Scenery, climate, equipment, endowment, even reputation cannot make a good school unless the faculty is composed of thoroughly trained and successful teachers who love their work. In addition to intellectual requirements we consider it fully as important that the moral and religious influence of each teacher be strong and effective.

The Faculty Roll on pages 3 and 4 of this catalogue shows the schools and colleges in which our teachers have been trained. It is not possible to show in black and white the personality of a teacher, and we simply call attention to our estimate of the relative importance of teaching ability and influence. In selecting teachers as much attention is paid to one requirement as the other. We feel sure that no school of our grade can offer a stronger teaching force.

DISCIPLINE

The duty of a school is to train its students for the responsibilities of later life, not to use all their school time studying books and obeying rules. This general principle is applied to discipline as it is to everything else in the school. Instead of announcing a long set of rules which must be learned to be obeyed, the pupil is left to work out individually his own plan of conduct as much as practicable.



GIRLS MARCHING



If something is done which is detrimental to the pupil or to the Institute community, it is discussed with the pupil concerned as soon as possible, and this nearly always remedies the trouble. If it does not, some appropriate correction is visited upon the offender and a general rule is not made until a general carelessness of conduct renders it necessary.

This closely approximates Life's disciplining methods, where Experience is the schoolmaster. It helps to make each pupil think before acting and tends to place disapproval only where it is needed, and to show that individual consideration and lawfulness bring greatest happiness in the long run. At the same time there are always some regulations needed. By the enforcement of these, pupils gain the important habits of obedience to rightful authority and self-control for the good of the community. If these lessons can be learned in youth they are at least as valuable as any that make mature life happy and successful.

BUSINESS TRAINING

Believing firmly in the pedagogical principle that the best way to learn to do is by doing, the Institute endeavors to prepare its pupils for life by making school conditions approximate those of later life, except that a pupil will always have at hand the friendly advice and instruction of his teachers that is so largely wanting when school days are past. As some knowledge of the handling of money is necessary to almost every one, considerable attention is given to inculcating a dread of debt, a promptness in attending to business obligations of every nature, a love for thoroughness and accuracy in doing work, a self-control in the expenditure of money, and a knowledge of simple business transactions.

To this end students are required as far as possible to have only cash dealings with merchants, with each other, and with the school. As they receive money for services or from home they are encouraged to deposit it with the

school for safe keeping, and receipts and check books are given them in regular banking style. They then can check on their accounts when they make purchases or need spending money, and they are taught how to keep track of their balances. At the same time it makes it possible for the Institute to limit the expenditures of the pupils, if the parents so desire. While this training is a side issue, it is worth money to those who get the benefit of it.

TRAINING FOR CHRISTIAN WORKERS

When a school is maintained either in whole or in part by church money, the church surely has a right to expect returns in the form of Christian young people with at least some degree of training for aggressive church work. Nowhere in the whole religious field is there a greater need than that for consecrated young people who can act as leaders in their own home churches, and if church schools can to any extent supply this demand, they prove themselves most valuable assets and not liabilities to the church. In fact, many times the best work a pastor can do is to pick out some earnest, capable boy or girl in his church and see that he attends some religious school or college where there is the true evangelistic spirit, so that the pupil may return with inspiration and knowledge and experience in organizing and guiding church activities.

Brevard Institute feels keenly the responsibility placed upon it by the liberality of the Home Mission Society and the Western North Carolina Conference, and strives to return to the church universal even more value than it receives. In this attempt it offers as a part of its required curriculum regular courses in the English Bible and in the study of Home and Foreign Missions and its students have the advantage of organized Philathea classes and a Teachers' Training Class in the Sunday School of the Brevard Methodist Church. Two or three times in the week the school is addressed by some teacher or some other Christian

worker at the regular chapel exercises. The girls in the Institute conduct a very efficient Young Woman's Christian Association, usually with a subsidiary organization for the young girls. These societies give excellent training in taking part in and leading meetings, in planning committee work and in other responsibilities of young people's societies. There is a successful Epworth League in the town and opportunity for training in this field can be given to those who are especially fitting themselves for Christian work. The Music Department offers unusual training in singing and playing hymns. At the same time it is impressed constantly upon every student that these activities are, in themselves, only external, and that real Christianity manifests itself in consistent living, in straightforwardness, and in unselfish thoughtfulness for others.

With this object kept constantly in view, and with the means just mentioned for its accomplishment, it is only natural that those who have studied in Brevard Institute are frequently to be found teaching Sunday School classes, attending League conventions, and preparing themselves for the ministry or for mission work at home or abroad.

DIVERSIONS

LITERARY SOCIETIES

We have two societies, the Lanier and the Adelphian. Each society gives occasional programs, and once in each term they give a joint entertainment, usually open to the public. Each society also holds a business meeting each month.

These society meetings give the students training in appearing before the public in song, speech and debate; they thus acquire a freedom in the presence of an audience the value of which cannot be too highly esteemed.

The Institute has offered a solid silver trophy cup to that society which in three consecutive years wins the greatest number of points for deportment, scholarship, debate, ath.

letics, etc. This contest was won by the Adelpian Society in 1907-'08, by the Lanier Society in 1908-'09, and by the Lanier Society in 1909-'10.

RECREATION

For outdoor sports we have the games of Base Ball, Basket Ball and Lawn Tennis. These games are under the direction of an Athletic League, whose membership is made up of both pupils and teachers.

Several times during the year the Y. W. C. A. gives to its members and friends a social evening. There are also receptions occasionally just after some entertainment, but these are always at the Institute or in the church.

PICNICS

About once a term the school goes on a mountain picnic, sometimes to the noted Allison Deer Park, sometimes to one of the many beautiful waterfalls of this vicinity.

LIBRARY AND READING TABLE

Our library consists of about a thousand volumes, chiefly new. It contains several standard reference works, among them being "Webster's International Dictionary," "Bible Dictionary and Encyclopedia," such encyclopedias as "Hill," "Johnson," the "Brittanica," "Household Economics" and the new "Nelson Loose Leaf;" also "Ridpath's History of the World," and about nine hundred volumes of our choicest standard literature. These books when not in use are very closely packed into six new oak-finished sectional book-cases. The best feature of the library is that the books are eagerly read.

The reading table contains several of our best weekly and monthly periodicals, such as "Delineator," "Youth's Companion," "Christian Herald," "Ladies' Home Journal," "Literary Digest," etc.

The library is catalogued according to the Dewey decimal system. This makes the contents of the books readily accessible and also opens the fascinating field of Library Science to those considering it as a profession.

DRESS FOR GIRLS

CAUTION AS TO CLOTHING

Parents cannot be too careful about clothing. This is a mountain region, noted for its healthfulness, but the nights and mornings are always cool, sometimes cold even in mid-summer. Many people wear woolen underwear the year round. It is not a place where low necks, short sleeves or thin clothing can be safely worn, and such goods should not be brought here by students. All clothing will be inspected, and must be approved before it is worn.

FOR PUBLIC OCCASIONS

For the past seven years a uniform has been required, and experience proves its many advantages, namely: economy, simplicity, absence of rivalry in dress and lack of concern about fashions. The girls are required to wear the uniform to church, Sunday School and on all other public occasions inside or outside the building. It is supposed to be their best dress and should be well made of good material.

Uniforms may be made at home from patterns whose number will be given on request.

DESCRIPTION OF UNIFORM

SKIRT—Plain black, walking length, of good material, and made with five, seven or nine gores.

COAT—Same material as skirt, long sleeves; collar made to turn up and protect the neck.

SHIRTWAIST—A good quality of plain, thick, white cloth, made plain without lace or embroidery; long sleeves; high neck; to be worn with collar.

CAPS—Ready-made Oxford caps can be purchased here; they are of good material and will last for from one to three years, depending on the care they receive. They cost \$1.25.

SHOES—Shoes should be of the "Common Sense" high top pattern, large enough and strong enough to stand daily exercise, walks and mountain picnics.

UNDERWEAR—Medium weight woolen or flannel underwear.

OVERSHOES AND UMBRELLA—As fresh air is as necessary in rainy weather as at other times, each girl must have overshoes and an umbrella. A raincoat is also very desirable. If the rain coat is black, it can be used for the uniform coat mentioned above.

FOR DAILY WEAR

A daily uniform is not required. Girls may wear any suitable clothing in school. By this is meant healthful, comfortable, economical and modest clothing. This eliminates silk, thin goods, low necks, short sleeves and fancy wear. The daily apparel should be so arranged as to make the weekly laundry as light as possible.

Where girls are not already supplied with clothing for daily wear we suggest dark blue gingham shirtwaist suits.

All uniforms and clothing will be subject to inspection.

COURSES OF STUDY

PRIMARY DEPARTMENT—FIRST GRADE

1. **READING**—Blackboard and Chart Work. Sentences. Primers and First Readers. Phonics.
2. **LANGUAGE**—Oral descriptions of natural objects and pictures and reproduction of stories.
3. **ARITHMETIC**—Fundamental operations, with and without figures. Use of yard stick, coins, etc. Reading to 100.
4. **NATURE STUDY**—Occupations, Animals, Plants.
5. **MUSIC**—Chart and Note Songs. Ear Training and Rhythm.
6. **DRAWING**—Free arm exercises. Movements in different directions.
7. **MANUAL TRAINING**—Paper cutting and pasting.
8. **BIBLE**—Bible stories. Heart culture.
9. **PENMANSHIP**—Words, Sentences and Figures with chalk and pencil

SECOND GRADE

1. **READING**—First and Second Readers. Phonics. Sight reading. Memory. Poems.
2. **LANGUAGE**—Study of pictures. Compositions. Rules for capitals. Spelling and Penmanship.
3. **ARITHMETIC**—Reading numbers. Building multiplication tables. Fundamental operations to 50. Fractions and denominate numbers continued, taught concretely.

4. NATURE STUDY—Work of First Grade continued. Study of natural phenomena. Collecting barks, seeds, minerals, soils, etc.
5. MUSIC—Simple songs. Rhythmical exercises and reading from staff.
6. DRAWING—Work of First Grade continued. Geometrical and natural objects.
7. MANUAL TRAINING—Work of First Grade continued. Light cardboard, raffia and reed work. Paper folding.
8. BIBLE—Outline studies in Old and New Testament. Bible stories. Memory work.
9. GEOGRAPHY—Nature work. Excursions.
10. DRILLS—Penmanship. Dictation. Reproduction. Use of Sand Table.

THIRD GRADE

1. READING—Third Reader. Sight reading. Drills in phonics. Memory gems. Poems. Biography.
2. LANGUAGE—Compositions on familiar topics applying to life, food, cleanliness, sleep, exercise, etc. Textbook.
3. ARITHMETIC—Review and drill on work of preceding years. Mental problems. Roman notation.
4. NATURE STUDY—Work of preceding grades continued and extended.
5. MUSIC—Simple songs. Rhythm. Ear Training and Sight Singing.
6. DRAWING—Work of preceding grades continued. Color study.
7. MANUAL TRAINING—Previous work continued. Sewing cards.
8. BIBLE—As in preceding grades.
9. GEOGRAPHY—Nature study. Excursions. Maps. Textbook—Maury.
10. DRILLS—Dramatization. Dictation. Much story telling. Penmanship and spelling. Sand Tables.

FOURTH GRADE

1. READING—Fourth Reader. Phonics. Pronunciation. Definitions. Use of dictionary. Historical supplementary reading.
2. LANGUAGE—Hyde's Lessons in English. Compositions based on supplementary reading and simple original thinking. Spelling and Penmanship.
3. ARITHMETIC—Colaw and Duke's Intermediate Arithmetic, with supplementary problems and mental arithmetic.
4. NATURE STUDY—Previous work extended in connection with Language study.
5. MUSIC—Simple class singing. Sight singing. Two part songs.
6. DRAWING—Preceding work continued and extended.
7. MANUAL TRAINING—As in earlier grades. Mat weaving.
8. BIBLE—As in preceding grades. Attention given to motives and moral actions.
9. GEOGRAPHY—Excursions. Maps. Textbook.
10. DRILLS—Penmanship. Dictation and Reproduction continued.

FIFTH GRADE

1. READING—Literary, Historical and Biographical Classics.
2. ENGLISH—Hyde's Lessons in English, completed. Compositions. Spelling and Penmanship.

3. ARITHMETIC—Intermediate Arithmetic, completed.
4. GEOGRAPHY—Carpenter's Readers: Maury's Primary completed. Map drawing and modeling. Excursions and Nature study.
5. HISTORY—White's School History of the United States.
6. PHYSIOLOGY—Human Physiology and Hygiene.
7. BIBLE—Life of Christ.
8. MUSIC—Two and Three Part Songs. Sight Singing.

INTERMEDIATE DEPARTMENT—SIXTH GRADE

1. READING—Literary, Historical and Biographical Classics. Irving's Life of Goldsmith.
2. ENGLISH—Grammar, Textbook—New Lessons in English. Compositions.
3. ARITHMETIC—Johnson's Advanced Arithmetic to Percentage.
4. GEOGRAPHY—Maury's Manual begun. Map drawing and modeling. Excursions. Nature Study.
5. HISTORY—Chambers' Higher History of the United States, begun.
6. DRILLS—Spelling and Penmanship. Questions of etiquette and morals. Music.
7. BIBLE—Life of Paul.

SEVENTH GRADE

- 1 and 2. ENGLISH—Textbook. Analysis and diagrams. Compositions. Letter writing. Reading of *Ivanhoe* and *Vicar of Wakefield*.
3. ARITHMETIC—Business Arithmetic. Textbook: Johnson's Advanced, except supplementary problems.
4. GEOGRAPHY—Maury's Manual completed. Scenery, manners and customs, museums, etc., of foreign lands. Carpenter's readers, encyclopedias and other references.
5. HISTORY—Chambers' Higher History of the United States, completed. References.
6. DRILLS—Spelling, penmanship, etiquette, manners, morals. Current History. Music.
7. BIBLE—Old Testament History.

EIGHTH GRADE

- 1 and 2. ENGLISH—"Steps in English" completed and reviewed. Analysis, parsing and diagramming continued. Weekly Themes. *Julius Caesar*. Franklin's Autobiography. Sketch Book.
3. MATHEMATICS—Advanced Arithmetic for Normal students. Algebra begun in January.
4. SCIENCE—Human Physiology and Hygiene. Maury's Physical Geography.
5. HISTORY—American History reviewed and completed. History of North Carolina.
6. DRILLS—Spelling and Penmanship and other drills of the Seventh Grade continued.
7. BIBLE—Major and Minor Prophets.
8. LATIN—Bennett's First Year Latin begun in January.
9. BOOKKEEPING—Introductory course.



GLEE CLUB

HIGH SCHOOL DEPARTMENT—JUNIOR YEAR

- 1 and 2. ENGLISH—Rhetoric. Weekly Themes. Deserted Village. Merchant of Venice. Heroes and Hero Worshipers.
3. MATHEMATICS—Algebra, to Quadratics.
4. SCIENCE—Agriculture. Civil Government.
5. HISTORY—Montgomery's History of England.
6. DRILLS—Spelling and Penmanship and other drills as for preceding grades.
7. BIBLE—Home Missions. Immigration. City Missions. Education. Liquor Problem, Negro Problem, etc.
8. LATIN—First Year Latin reviewed and completed.
9. MANUAL TRAINING (optional)—Woodwork. Use of saw, plane, chisel, etc.
10. PEDAGOGY (optional)—Principles and Methods of Teaching. School Organization, Discipline, Plans for presenting the different subjects, etc., taught by recitation and lectures. Daily observation of the actual work of experienced teachers, with discussion of their methods.
11. MODERN LANGUAGE—French, German, Italian, Spanish, begun.

SENIOR YEAR

- 1 and 2. ENGLISH—English and American Literature. Completion of the study of literature required for admission to the best colleges, as Trinity. Writing of one long essay.
3. MATHEMATICS—Plane Geometry, with original exercises, or Algebra, completed.
4. SCIENCE—Physics. Textbook. Simple laboratory experiments.
5. HISTORY—Myers' General History.
6. DRILLS—Correction of spelling, grammar and arithmetic papers. Book reviews, etc.
7. BIBLE—Foreign Missions. Six months' study of some one country followed by a rapid survey of several others.
8. LATIN—Cæsar. Continued drill on prose composition and grammar.
9. PEDAGOGY (optional)—History of Education, Courses of Study, Modern Educational Thought, Written Reviews of Pedagogical Books, using current literature, encyclopedias and pedagogical library, school law, state reading circle, daily practice-teaching under the supervision of the Director of the Department.
10. PSYCHOLOGY (optional)—Textbook, lectures, and simple laboratory work.
11. AGRICULTURE (optional)—Study of fertilizers, sprays, seed, soil, cultivation, etc., chiefly from government and state bulletins. Practice on Institute farm.
12. MODERN LANGUAGE—Continuation of Modern Language begun in Junior Year.

Studies marked (optional) are not required for graduation in the High School department, but may be substituted for certain High School studies, with the consent of the

principal. The Normal diploma is awarded to those who have finished the High School curriculum, substituting pedagogy and psychology courses for their equivalents in the High School course.

All pupils are required to take English, Mathematics, Spelling and Bible, going into that grade in each study for which they are prepared. None are excused from these classes except those day pupils who have only one thirty-minute recitation per day, or those who are especially excused by the principal.

MODERN LANGUAGE DEPARTMENT

Those who desire to do so can, in certain cases, substitute courses in German, French, Italian or Spanish for required high school courses. All modern language classes are taught by thoroughly modern methods, and include grammar, translation, sight reading, conversation and composition. The teacher is an educated American lady who has spent years in Europe and is thus excellently fitted to teach American classes.

PRIMARY DEPARTMENT

No department of a school is more important than the Primary Department. Here the child gets his first taste of systematic instruction, and here, if properly directed, he gets a thirst for knowledge and for system which largely shapes his destiny. It is impossible to give too much care to selecting his guide through this period.

It is the effort of the Institute to give the child thorough and symmetrical but considerate treatment in the earlier grades, not requiring home work of the little ones, but training them to study in school and to think and act humanely and charitably.

Those in the third and fourth grades, however, memorize gems in prose and poetry, use their dictionaries, write compositions on familiar topics, study plant, animal and human

life, are made thorough in operations involving the use of arithmetic principles and have some knowledge of fractions and denominate numbers, with constant attention to mental arithmetic. They study Old and New Testament Bible stories and commit to memory familiar passages from the Bible. Heart culture is an important part of the department. The value of this early training cannot be over-estimated for time or for eternity. The children learn to sing simple songs and to draw natural and geometric objects, including maps. Manual training is begun, the children learning to cut, fold and paste paper, to do simple sewing and mat weaving. Thus the correlation of the theoretical and practical, the mind and the hand, is insisted on in the lowest as well as the higher grades. This manual training, later called industrial training, adds interest and vivacity to school life, securing better mental work as well as preparing the pupil more perfectly for the complex problems of practical life.

NORMAL DEPARTMENT

Those who desire to teach are advised to take the Normal Course. This is exactly equal in extent to the High School curriculum, differing from it in that pedagogical lectures, recitations and practice may be substituted for certain high school studies. These special Normal Courses are psychology, history of education, and pedagogy. The last named includes recitations and lectures on school organization and management and on methods of teaching, written reviews of various pedagogical text books and essays, and daily practice in controlling and teaching primary classes.

The diploma awarded for satisfactory completion of the work outlined for this department should assure to its recipient success in the profession, for it will not be granted to those who show no ability as teachers. While we cannot promise positions to all of these graduates, we expect to be able to place all of them in good positions. This we

think possible because all our graduates in the Normal Department, in addition to the graded school education necessary for a teacher, have taken technical normal work and have experience in teaching.

The Institute makes a special effort to locate these graduates in good schools.

BUSINESS DEPARTMENT

The rapid development of the South necessitates a constantly growing army of accurate and well trained Bookkeepers and Stenographers. For those who are really educated along commercial lines and who, at the same time, are exact and able to think, there are many good positions ready and waiting. The primary object of this department is to prepare young men and young women for these better positions. While certificates can be obtained for proficiency in any branch of the course, the diploma from the Business Department will be given to those only who have shown such commercial knowledge, skill and accuracy, and such mental ability that we are sure they will be valuable help in any office in which they may be employed. We think we are the better able to develop this general reliability because those who complete the Business Course are required to do some literary work under trained academic teachers and side by side with those pupils who are studying along other lines. This association gives to the business graduate a mental breadth and independence which could not be obtained in a purely business college. At the same time, the expense here is less than half that usually charged for this instruction.

The Complete Business Course includes Bookkeeping, Shorthand, Typewriting, Commercial Law, Business Arithmetic, English Grammar and Letter Writing, Penmanship and Spelling. Usually two years will be required to finish this course, but, if a student by examination or otherwise can show sufficient knowledge of the purely academic stu-

dies, it may be possible to complete the four commercial studies in one school year. The Arithmetic and Grammar requirements are the same as those for the Eighth Grade Arithmetic and Eighth Grade English (see page 16). The Spelling here mentioned is a study of words frequently used in commercial life. The Muscular Movement is used in teaching Penmanship. A brief description of the other courses will be found below. A certificate can be obtained for satisfactory completion of any one or more of these Business Courses.

BOOKKEEPING

The individual method of teaching this subject is used, so that students may enter at any time; and take as much or as little time for completing this course as circumstances may warrant. Bookkeeping students must take Commercial Law, and also take or have taken Arithmetic, English Grammar, Letter Writing, Penmanship and Spelling.

In Bookkeeping the student first writes up simple accounts until he is thoroughly acquainted with the law of debits and credits, single and double entry bookkeeping; has learned the uses of the journal, ledger, cash, sales and invoice books; and can make trial balances, balance sheets and can close the ledger. He is also required to become familiar with all the different kinds of business paper. This constitutes the Elementary course.

The complete Professional course takes up in detail Wholesale, Mercantile, and Corporation or Bank Bookkeeping. In this course the student keeps books representing actual business transactions, according to the most modern methods, and thus is prepared to take a good position upon graduation.

The complete Bookkeeping course can be completed in in one school year of nine months. It requires a large amount of hard work, however, and a considerable amount of the student's time must be devoted to it each day.

For those who do not plan to use their knowledge of Bookkeeping professionally, a short Elementary Course is offered. It would be well for every one to have the information and ability which this six months' study affords.

Those who complete the Professional Course are required to spend some time working on a set of books representing actual transactions, and acting as experts. In this way they get practice beyond that afforded by the regular course and are ready for a good position when they graduate.

The cost of books, blanks, papers, etc., for each course will be about \$5.00.

COMMERCIAL COURSES

SHORTHAND

The Benn Pitman system of shorthand is taught. This can be readily handled by any one who is familiar with any of the Pitmanic systems.

The books, stationery, etc., for the course will cost about \$2.

TYPEWRITING

We teach the Touch System of Typewriting by the most approved methods. Standard keyboards, both double and single, are in use in the Typewriting Room.

The practice paper, instructions, etc., cost about \$2.00.

COMMERCIAL LAW

This is a study by means of lectures and recitations of Contracts, Principal and Agent, Partnership, Bills and Notes, Collections, etc., and can be advantageously taken by any pupil who is advanced sufficiently to profit by it. There is no extra charge for this course.

MUSIC DEPARTMENT

Brevard Institute has no apologies to make for offering a strong music course co-ordinate with its academic and industrial work. Its object is to make life brighter and fuller

and easier for its pupils, and to effect this permanently and in reality. To the accomplishment of this purpose music is one of the chief helps.

In addition to the studies mentioned below for Piano and Voice there is a chorus class. Those who can be used in this class find such training very valuable and we advise everyone who has the requisite voice and time to take faithfully the chorus work. There is no extra expense for members of the chorus except cost of sheet music.

Special attention is directed to the Music Teachers' Course. Very few schools offer such opportunities to those who expect to receive some pecuniary return for the time and money invested in their study of music.

Sheet music is on sale in the school at low rates. There are six pianos of standard makes, and each music pupil is entitled to a thirty minute practice period each school day at no extra expense except a repair fee of 50c per term.

PIANO

GRADE 1.

Vetter—Technical Exercises.	Lichner—"Little Leaves and
Kohler—Very Easiest Exercises.	[Flowers.]
Doering—Op. 44, book 1.	Gurlitt—"Album Leaves for the
Germer—Little Folks.	[Young,']

GRADE 2.

Doering—Op. 44, book 2.	Loeschorn—Op. 65, books 1 and 2
Biehl—Op. 44, books 2 and 3.	Schumann—Op. 68, No. 1-6.
Burgmuller—Op. 100.	Reinecke—Op. 107, book 2.
Duvernoy—Op. 176.	Wilm—Op. 81, book 1.

GRADE 3.

Doering—Op. 8, book 1; op. 33,	Sonatinenalbum.
[book 1.	Schumann—Op. 68.
Czerny—Op. 299, books 1 and 2.	Beethoven—Var., easy ones.
Germer—Op. 35, books 1 and 2.	

GRADE 4.

Czerny—Op. 299, book 3.	Clementi—Sonatas, op. 26, 39
Bertini—Op. 29 and 32.	[and 24.
Bach Inventions—(two and three	Gade—Op. 19, books 1 and 2.
[voices.	Mendelssohn—Songs.
Cramer—(Bulow).	Schubert, Grieg, Rubenstein,
	[Nevin.

VOICE CULTURE**FIRST YEAR**

Voice placing; formation and connection of tones; exercises in breathing and pronunciation.

Rockwood's Foundation Steps in Tone Production.

Concone; 50 studies for medium part of voice begun.

Easy Songs.

SECOND YEAR

Concone; 50 studies for medium part of voice continued.

Selected exercises from Rockwood's Foundation Steps. Vocalizer by Canofka.

Songs of medium difficulty from the best English and American composers.

THIRD YEAR

Advanced studies for flexibility.

Vocalizer by Concone and Marchesi.

Easier songs of the masters.

MUSIC TEACHERS' COURSE**JUNIOR YEAR**

Elements, Theory of Piano Instruction, Musical History, Musical Dictation, Sight Reading.

SENIOR YEAR

Theory of Piano Instruction, Harmony, Sight Reading, Supplementary Piano Instruction.

DOMESTIC ART

The full course in Domestic Art, including Dressmaking, Millinery and Lacemaking requires from one to three hours per day for two years, depending upon the aptitude of the pupil. A diploma will be awarded for the satisfactory completion of this course with such literary studies as may be assigned to accompany it. An outline of the course follows:

DRESSMAKING

1. **SAMPLE SEWING** (required of all girls in the boarding house) can be completed in three or four months, one period per day. It consists of practice in plain sewing as follows: The running, back, half back, combination and catch stitches, feather, blanket and hem stitching, hemmed and overhand patching, the stocking darn and darn for cloth,



MAIDEN HAIR FALLS



button holes, tucking, gathering, seaming, felling, matching stripes, sewing on hooks and eyes, mitreing corners, sewing on tape.

The student after having learned the different stitches, makes a sewing book consisting of eighteen different specimens together with a written description of each stitch and of its use.

(No extra expense attaches to Sample Sewing except a fee of fifty cents for material.)

2. DRAFTING PATTERNS.

3. CUTTING, MEASURING, FITTING, PRESSING, ETC.

4. GARMENT MAKING as follows: One suit of under garments; one wash dress; one wool skirt and lined waist; one coat suit; one test suit, not washable, of silk or other material; one white lawn dress.

For the satisfactory completion of this course a certificate will be awarded.

MILLINERY

A knowledge of this art will not only save many a dollar by enabling a girl to work over or make her own hats, but it teaches the elements of a very popular and profitable trade.

The necessary work consists of daily class practice in making frames, folds, bands, bows; in wiring hats, wiring ribbons, rosetting and lining; also practice in trimming after the other elements are learned.

Finally each girl in the class completes a good hat for herself.

We charge no extra fee for this course, neither is any student required to take it. The cost of the finished hat will depend upon amount and quality of material the student may use.

LACE-MAKING

This new department is one most attractive and valuable for those young ladies who have some spare time at their disposal. It enables them to learn a beautiful art which will give them the ability to make really elegant articles for themselves or their friends, or to make pin money from the sale of lace insertion and edging, collars, berthas, doilies, etc., made at home in leisure moments. Hardly any accomplishment can bring better returns. The pupils learn to make Irish Crochet, Baby Irish, Cluny and other expensive laces.

DOMESTIC SCIENCE

HOUSEWORK

All girls in the home receive daily practice in housework, which is divided into shares and assigned by schedule. The list changes every four weeks when each girl is given new duties. The work consists of cooking, sweeping, cleaning, dusting, waiting on table, etc. Each girl also helps to keep her own room in good order. All this work is done under the supervision of a teacher. The work requires, on the

average, an hour per day besides the time spent by each girl in keeping her room. Work is so arranged that it seldom interferes with class recitations. Each girl has her regular work to do at a regular time, and having finished it properly she is then free from further service. For example, girls on the breakfast list having completed their work are through for the day, and others get lunch and dinner.

NO PERSONAL SERVICE—Except in case of sickness, girls are not required to do any personal service for a teacher or for any other student. Each teacher keeps her room in order.

COOKERY

The object of this course is to familiarize the girls with the most wholesome as well as economic preparation and serving of food. Each girl will spend at least one period per week in class work. This course will include the study of food principles, the composition and dietetic value of food material and the processes of cookery best adapted to each class of foods, including vegetables, cereals, eggs, milk, cheese, meat, fish, poultry, and flour mixtures, such as bread, cake, rolls, cookies, etc.

SERVING—This includes the care of dining-room and pantry, care of silver, washing dishes, serving of breakfast, luncheon and dinner, and menu-making. Much of this work is far from entertaining, but the aim of the course is to remove the drudgery as much as possible and to enable our girls to be happy in home-making.

LAUNDRY AND MENDING

The laundry room is equipped with stationery tubs and washing machines, supplied with hot and cold water faucets, wringers, etc. The ironing room adjoining is fitted with ironing boards and a laundry stove capable of heating about twenty irons. Girls are required to do their own laundry work, including their bed linen. Laundry work, washing and ironing requires about four hours per week, and is always finished on Monday, the weekly holiday, unless the weather or other causes prevents, when ironing is done after school hours. After the ironing has been finished the clothing of each girl is inspected and the sewing teacher sees that it is properly mended.

INDUSTRIAL SYSTEM

The industrial feature in our school is frequently attacked on general principles, but always by persons who have never visited or patronized us. A minister of the W. N. C. Conference, after spending two weeks in Brevard, during which time he visited the Institute and acquainted himself with its students and with its literary and industrial work, confessed that he had heretofore opposed the industrial feature in schools because it was so hard to draw the line between "industrialism" and servitude. In this school, however, he stated that the "line was properly drawn" and that he would as willingly have his daughter in this school as in any school he knew.

ADVANTAGES OF INDUSTRIAL SYSTEM

The advantages of the industrial system are many: It assists materially in reducing expenses; it necessitates a certain daily amount of exercise and mental relief from study, thus increasing the mental efficiency; it lessens the number of unemployed minutes; it strengthens student friendships as play cannot do; it prepares for those activities of which real life is most largely made; it teaches the best ways of doing every-day tasks that are tedious at best; it inculcates promptness and system; it stresses thoroughness and attention to detail; it dignifies labor; supplementing ordinary school work, it develops a mental power of DOING as well as of THINKING, and these powers together are required to make life complete.

Schools frequently lay too little stress on what is called practical training, considering book knowledge the only knowledge necessary for living. But the world consists chiefly of people, not books; of tasks, not problems, and an education which does not give preparation for life as it is, is only a partial education. Habits of promptness, system, and carefulness are worth more for life and character building than any other training that money can buy.

SELF HELP

In accordance with this belief on the part of the founders of Brevard Institute, the house and farm work is done almost entirely by the pupils. This makes possible low rates for all, but leaves very little work by which any one can reduce expenses below the amount stated in the catalogue.

There is, however, some little extra work, such as scrubbing, setting type, canning vegetables and fruits, doing extra laundry work, etc., for which there is pay in the form of credit on tuition fees. In assigning this work preference is given to those who are known to be needy and thoroughly in earnest in their desire for an education. This earnestness must be demonstrated by faithful school work, integrity of character, excellence of conduct, and careful performance of the regular and extra work which may be assigned.

As a rule, this extra work is given only to those who, by satisfactory study, work and conduct for at least six months in the Institute, have shown themselves worthy. A boy or girl who is not able to pay the regular fees and desires extra work should secure funds to pay for two terms; an effort will be made to enable him to earn the remainder of his expenses.

When practicable, work is paid for by the piece or job. When payment is made by the hour, the price varies from four to ten cents per hour, depending upon the work itself and the skill with which it is done.

ADMISSION OF BOYS TO BOARDING DEPARTMENT

The Institute does not own a large dormitory for boys, but undertakes to provide board and lodging for a limited number of young men who are under the care of the Institute in the same sense as are the girls in the boarding house. They are required to keep their own rooms in

order and to observe the same study hours ; must not leave the school property without permission, etc.

Conditions being as they are, it is necessary that only boys of strict integrity and high moral character be admitted. Those who use alcohol, tobacco or profanity in any way, cannot be accepted or retained as boarders. Any violation of this rule will at once sever the connection of the boy with the Institute, and no money which has been paid on fees can be returned. It is important that this be clearly understood by boys applying for admission.

This will work no hardships on any desirable student but will make conditions more pleasant and profitable for those who are determined to have an education. No others are advised to register in Brevard Institute.

INDUSTRIES FOR BOYS

Boys are expected to devote their spare time to work about the place, but this work is not to interfere with their studies except in cases of emergency. Each boy has some regular daily duty for which he is responsible and for which he receives no reduction from fees. This corresponds to the housework and cooking required of the girls, and will occupy from one to one and a half hours per day.

Work done in addition to this regular duty is to be paid for in credit for school expenses.

SCHOLARSHIPS

Several generous-hearted individuals and societies have heretofore given money each year to support, or partly support, girls studying in Brevard Institute. Very often these scholarships are given to particular girls who are known to those contributing the money, but occasionally there are some funds to help others recommended by the school. Such recommendations are usually given to girls who have been in the school and have proved their earnestness and character.

It is, therefore, often worth while for a girl to enter,

even if she cannot see how she is going to manage to complete her education. As there are always applications for many more scholarships than are at the disposal of the Institute, only those girls who are most needy and worthy should expect help from this source.

The appropriation from the Woman's Home Mission Societies makes it possible for the Institute to offer partial scholarships amounting to ten dollars each to all who were boarding pupils in Brevard Institute at the close of the school year 1909-'10. As far as they go, these can be awarded also to others who have not previously been pupils here. A pupil who pays in advance for three months at a time and who can secure one of these partial scholarships lives almost as cheaply here as she can at home.

All who have scholarships of any kind are expected to be satisfactory in scholarship, in deportment, and in doing the work assigned them, and to make themselves helpful as opportunity presents.

EXPENSES

PAYMENTS

Since the school is run without any margin for bad accounts and solely for benevolent purposes, we cannot run on the credit system. All expenses are payable, therefore, in advance as follows:

EXPENSES IF PAID IN ADVANCE PER MONTH

Board, Tuition, Library and Medical Fee, per month..	\$10.00
Tuition alone, per month.....	2.50
Tuition alone, Primary Department, per month.....	1.85
Music, either Instrumental or Vocal, per month.....	2.50
Tuition, with any one Business course, per month.....	5.00
Tuition, with any two Business courses, per month	6.70
Piano Repair Fee, per month20
Any one Modern Language Course, per month	2.50
Each additional Modern Language, per month	1.70
Lace Making, per month.....	1.00

IF PAID IN ADVANCE PER TERM OF TWELVE WEEKS

A discount of two per cent. from monthly rates will be allowed for payments for twelve weeks in advance. Fifty partial scholarships are available for this number of needy and deserving pupils who pay for twelve weeks in advance. These partial scholarships reduce expenses three and one-third dollars per term of twelve weeks or ten dollars for the year. By adopting this method of payment and securing one of the partial scholarships, the cost of board, tuition and incidental fees is reduced to \$78.20 for the entire school year.

See Calendar on page 2; paragraphs relating to Scholarships, pages 29 and 30, and General Regulations, 11 to 18, pages 32 and 33.

Board includes food, medical attention, bedding, heat and light, furnished room and free use of laundry and ironing room, library, etc. Students furnish their own soap, comb, brush, clothes pins, starch, bluing, etc.

Sewing Machine Repair Fee, one term	\$.50
Piano Repair Fee, one term.....	.50
Incidental Fee, one term.....	.10
Library Fee, one term.....	.25
Sample Sewing, cost of materials, entire course.....	.50
Oxford Cap, for uniform.....	1.25
Diploma or Certificate.....	\$2 to 5.00

In the dressmaking department no additional expense is attached except for material, draughting outfit, repair fee, etc.

GENERAL REGULATIONS

1. Girls over twelve years of age, and boys over fifteen, of good health and good character, may be received as boarding pupils.

2. Those desiring to enter school should fill out application blank and return to principal.

3. The principal will examine and grade all new pupils.

Credits from other schools are accepted at the principal's discretion.

4. Parents wishing their children to leave the Institute at any time other than the beginning of the Christmas vacation or the close of the year in May must notify the principal directly, not through the pupil. Such notice must reach the principal at least one week before the absence desired, so that the principal may communicate with the parents, if necessary, before the request is granted.

5. A uniform is required to be worn to church and Sunday School, and on public occasions in school or elsewhere.

6. No boarding student will be exempt from industrial duties or daily exercise.

7. Girls in the dormitory can not receive visits or mail from young men except when their parents send to the principal written permission for them to do so. All communication with young men must be with the knowledge and consent of both parents and principal.

8. No boarding pupil is allowed to leave the Institute property at any time without permission from some member of the faculty.

9. Day pupils are required to be prompt and regular in attendance, and not to loiter on the streets or in stores after seven o'clock on any evening just preceding a school day.

10. Boarding students will not be excused to visit home or friends oftener than once in six weeks.

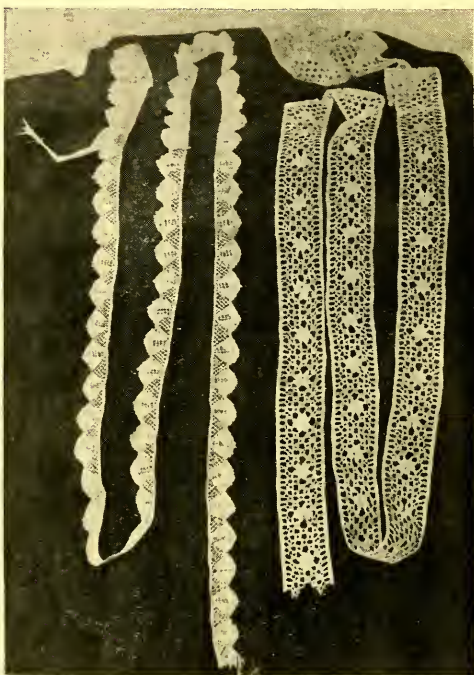
11. In case of expulsion for improper or immoral conduct, money cannot be refunded, as unruly students are expensive at any price and are not wanted. Pupils knowing themselves to be impure or immoral are not advised to come here.

12. Students must pay full value for damage done to property.

13. The Institute cannot advance money to students, but parents may make deposit with the principal to be used as



LACE COLLAR



LACE EDGING AND INSERTION

SAMPLES OF WORK OF CLASS IN 1910

needed. Pupils must not borrow money or clothing from each other.

14. If student is compelled to be absent for two weeks or more in succession, time will be extended into next term if cause of absence is promptly reported and approved by the principal. This does not apply to the last weeks of the school year. When such deduction is made, charges will be based on monthly rates.

15. Tuition fees and board are payable on entrance and at the beginning of each term thereafter, for the following twelve weeks, or the remainder thereof, unless monthly payments at advanced rates are preferred.

16. If accounts cannot be paid in full, a note of patron for amount due at 6 per cent. interest will be accepted with the approval of the Loan Fund Committee. Where accounts are not paid cash in advance or thus arranged for, monthly rates will be charged.

17. Music lessons missed through fault of music teacher or of school will be made up to student. If missed through fault of student or on account of holidays or examinations they will not be deducted from bill.

18. All complaints or requests of parents should be sent to principal by separate letter and not in student's letter.

SUGGESTIONS TO PARENTS

1. Give your children a chance in life by educating them. This may require a sacrifice on your part, but it will increase the happiness of your children through all their lives.

2. After they have been placed in school, give them to understand that they must sacrifice enough to remain there faithfully unless death or serious sickness prevents. Success always requires sacrifice.

3. Write at least once a week to your children and have them write to you no less frequently. Loving letters, firm when necessary, but always loving, are the inherent right of every child away from home.

4. If your child needs special care or attention in any respect, write to the principal about it. If the Institute can undertake to give this special attention, it should be begun early. If it cannot be given, you should know it.

5. Do not make unnecessary special requests, particularly about irregular entrance or departure. One great advantage of boarding school life is the lesson of regularity it inculcates, and this is utterly lost to those who receive any special treatment.

For further information address

C. H. TROWBRIDGE, Principal.

GRADUATING CLASSES

GRADUATING CLASS OF 1907

HIGH SCHOOL—Mary Lou Gray, Franklin, N. C.; Ella Rebecca Smith, Advance, N. C.; Jennie Weilt, Brevard, N. C.

BUSINESS—Edith England, Brevard, N. C.; Walter Weilt, Brevard, N. C.

DRESSMAKING—Leona Allen, Brevard, N. C.; Myrtle Baber, Henrietta, N. C.; Etta Carroll, Forest City, N. C.; Mabel Edney, Bat Cave, N. C.; Eula McLean, Brevard, N. C.; Stella Seaford, Rutherfordton, N. C.

GRADUATING CLASS OF 1908

HIGH SCHOOL DEPARTMENT—Eugene Allison, Brevard, N. C.; William Hix Allison, jr., Brevard, N. C.

PIANO DEPARTMENT—Effie Toleva McDade, Sylva, N. C.; Ella Rebecca Smith, Advance, N. C.

BUSINESS DEPARTMENT—Sarah Ellen Maxwell, Horse Shoe, N. C.

CERTIFICATES GRANTED IN 1908

DRESSMAKING—Estelle Florence Moore, Cheraw, S. C.; Cora Eugenia Jenkins, Gastonia, N. C.

BOOKKEEPING—Carl Hamilton Case, Pisgah Forest, N. C.

TYPEWRITING AND SHORTHAND—Laura Elvira Smith, Allons, Tenn.

BOOKKEEPING AND TYPEWRITING—Waunita Weaver, Franklin, N. C.

GRADUATING CLASS OF 1909

NORMAL DEPARTMENT—Mary Smith Kirkendall, Rosman, N. C. ; Emma (Brannock) Jones, Chicago, Ill.

DOMESTIC ART DEPARTMENT—Grace Louise Taylor, Summerfield, Ala.

GRADUATING CLASS OF 1910

HIGH SCHOOL DEPARTMENT—Mary Reid Ashe, Yorkville, S. C. ; Hilary Breton Brunot, Brevard, N. C. ; Kathleen Adelaide Erwin, Brevard, N. C. ; Bessie Marie Rice, Asheville, N. C.

NORMAL DEPARTMENT—Mary Ward Underwood, Horse Shoe, N. C. ; Bessie Agnes White, Greensboro, N. C.

BOOKKEEPING AND STENOGRAPHY—Connie Ethel Jolley, Forest City, N. C. ; Richard Huskin, Andrews, N. C.

CERTIFICATES GRANTED IN 1910

STENOGRAPHY—Ola Eugenia Callahan, Forest City, N. C. ; Earleene Lehmen Poindexter, Winston-Salem, N. C. ; Ammie Zoe Wilson, Forest City, N. C.

ENGLISH AND MODERN LANGUAGES—Mary Breese, Brevard, N. C.

TYPEWRITING—Mildred Lucille Timmons, Shelton, S. C.

HONORS FOR EXCELLENCE IN 1910

IN SCHOLARSHIP—First, Ada Blum ; second, Blanche Whitaker.

IN MUSIC—Mabel Wells.

IN BUSINESS COURSES—Connie Jolley, Ammie Wilson.

IN DRESSMAKING—Allie Cantrell, Blanche Whitaker.

IN LACE MAKING—Mary Kate Gash.

IN MODERN LANGUAGE—Kathleen Erwin.

IN ESSAY WRITING—W. T. Jones.

IN DECLAMATION—L. Richardson Mitchell.

IN DEBATE—Mary Underwood.

ENROLLMENT—1909-1910

PIANO

Adams, Carrie	Galloway, Annie May	Ostwalt, Malla
Apperson, Willie Maude	Goode, Lois	Pattison, Alice
Beason, Pearl	Hege, Ollie	Pattison, Ruth
Bélk, Marie	Hobbs, Jessie	Patton, Adelaide
Blum, Ada	House, Vera	Poindexter, Earleene
Brown, Mattie	Kent, Alice May	Poindexter, Shepherd
Brown, Florence	Leatherwood, Clara	Rice, Mary
Carter, Florence	LeGette, Inez	Ridenhour, Monnie
Cobb, Beulah	Leonard, Eva	Shuford, Clara
Culbreth, Florence	Miller, Mabel	Smithdeal, Ethel
Dorn, Mertie	Miller, Nellie	Tallon, Janette
Ferguson, Mabel	Mitchell, L. Richardson	Wells, Mabel
Fincher, Ruth	McBrayer, Alice	Wooten, Mary
*Freeman, Martha	Neely, Cora	Yates, Ola Belle
Galloway, Marguerite	Orr, Mary	

VOICE

Bryson, Mary	House, Vera	Poindexter, Shepherd
*Freeman, Martha	Hobbs, Jessie	Ridenhour, Monnie
Gallamore, Loree	Mitchell, L. Richardson	Tallon, Janette

NORMAL DEPARTMENT

Adams, Carrie	McBrayer, Etta	Smith, Carrie
Bradley, Kanella	Mitchell, L. Richardson	Underwood, Mary
*Freeman, Martha	Poindexter, Shepherd	White, Bessie
Lilly, Ella	Rice, Sallie	Willson, Cora

BOOKKEEPING

Dorn, Mertie	Jolley, Connie	Poindexter, Earleene
Huskin, Richard	Norton, Lessie	

STENOGRAPHY

Bryson, Mary	Neill, Avery	Steele, Mabel
Callahan, Ola	Norton, Lessie	Timmons, Mildred
Deal, Nellie	Pattison, Alice	Wilson, Ammie
Huskin, Richard	Poindexter, Earleene	Yongue, Jennie
Jolley, Connie		

MODERN LANGUAGES

Adams, Carrie	Brunot, Felix	St. John, Edith
Allison, Maude	Erwin, Kathleen	Witmer, Mary
Breese, Mary	Mitchell, L. Richardson	

LACE MAKING

Brintle, Ruby	O'Kelley, Mamie	Trowbridge, Mrs. J. A.
Carter, Florence	Palmer, Nena	Underwood, Mary
Gash, Mary Kate	Smith, Bessie	Wells, Hope
LeGette, Inez	Timmons, Mildred	Wooten, Mary
McGaha, Reba		

DRESSMAKING

Apperson, Willie Maude	*Jones, Alice	Raxter, Hettie
Cantrell, Allie	McBrayer, Lola Belk	Rippey, Bessie
Case, Maude	Pippin, Julia	Shuford, Clara
Huntley, Lelia	Poindexter, Shepherd	Whitaker, Blanche

HIGH SCHOOL

POST GRADUATES

Mitchell, L. Richardson, Rock'gham Poindexter, Earleene, Forsyth

SENIORS

Allison, Maude, Transylvania	Kent, Alice Mae, Georgia
Ashe, Mabel, South Carolina	Pattison, Alice, Maryland
Breese, Mary, Transylvania	Reid, Lillian, Florida
Brunot, Hilary, Transylvania	Rice, Bessie, Buncombe
Brunot, Felix, Transylvania	Rice, Sallie, Haywood
Erwin, Kathleen, Transylvania	St. John, Edith, Transylvania
*Freeman, Martha, Henderson	Underwood, Mary, Transylvania
Hurst, Walter, Transylvania	White, Bessie, Guilford

JUNIORS

Adams, Carrie, Kentucky	Lilly, Ella, Stanly
Aiken, Florence, Transylvania	Maxwell, Mary, Transylvania
Braddy, Kanella, Bladen	Merrell, Sallie, Transylvania
Deal, Jewel, Caldwell	Rice, Mary, Buncombe
Gash, Mary Kate, Henderson	Wilson, Ammie, Rutherford
House, Vera, Transylvania	Willson, Cora, Transylvania
*Jones, Alice, Indiana	Witmer, Matilda, Transylvania
Jones, W. T., Indiana	

GRAMMAR SCHOOL

EIGHTH GRADE

Blum, Ada, Rockingham	McBrayer, Etta, Rutherford
Callahan, Ola, Rutherford	McBrayer, Lola Belk, Rutherford
Case, Maude, Transylvania	Neeley, Cora, Transylvania
Deal, Nellie, Caldwell	O'Kelley, Mamie, Haywood
Dillard, Beulah, Jackson	Orr, Inez, Swain
Doub, Viola, Forsyth	Palmer, Nena, Buncombe
Huskin, Richard, Cherokee	Smithdeal, Ethel, Davie
Jolley, Connie, Rutherford	Stradley, Marie, Transylvania
Leonard, Eva, Davie	Wallis, Eliza, Transylvania
Lewis, Lila, Rutherford	Wells, Mabel, Rutherford
McBrayer, Alice, Rutherford	

SEVENTH GRADE

Allison, Haskell, Transylvania	McQueen, Salome, Henderson
Andrews, Nannie, Guilford	Neill, Avery, Transylvania
Baber, Paul, South Carolina	Pattison, Ruth, Maryland
Beason, Pearl, Henderson	Penland, Eva, Buncombe
Blum, George, Rockingham	Poindexter, Shepherd, Forsyth
Burgin, Frank, Transylvania	Raxter, Hettie, Transylvania
Burleyson, Louise, Cabarrus	Rippey, Bessie, Durham
Burton, Nannie, Rockingham	Smith, Bessie, South Carolina
Cantrell, Allie, Transylvania	Smith, Will H., Transylvania
Dallas, Henry, Rockingham	Smith, Carrie, Surry
Dorn, Mertie, South Carolina	Steele, Mabel, Randolph
Earle, Sollace, Transylvania	Stradley, Lionel, Transylvania
Ferguson, Mabel, Haywood	Tallon, Janette, South Carolina
Fincher, Ruth, Watauga	Timmons, Mildred, South Carolina
Goode, Lois, Guilford	Tucker, Atha, Cabarrus
Green, Beatrice, Cabarrus	Whitaker, Blanche, South Carolina
Hobbs, Jessie, Iredell	Wilkes, Bessie, Tennessee
Huntley, Lelia, Caldwell	Yates, Nettie, Cabarrus
Leatherwood, Clara, Haywood	Yates, Ola Belle, South Carolina
Matheson, Elsie, Alexander	Yongue, Jennie, South Carolina
Miller, George, Transylvania	

SIXTH GRADE

Aiken, J. L., Transylvania	Johnson, Hindley, Swain
Allen, Hattie, Rutherford	King, Mary Jane, Transylvania
Apperson, Willie Maude, Surry	LeGette, Inez, Alexander
Breese, Marjorie, Transylvania	Meza, Maria, Florida
Brintle, Ruby, Georgia	McGaha, Reba, Transylvania
Brown, Mattie, McDowell	Orr, Mary, Swain
Burgin, Teresa, Transylvania	Ostwalt, Malla, Iredell
Carter, Florence, Buncombe	Pippin, Julia, Mecklenburg
Case, Clyde, Transylvania	Ridenhour, Monnie, Mecklenburg
Case, Lessie, Transylvania	Shuford, Clara, Caldwell
Cobb, Beulah, South Carolina	Sides, Jennie, Cabarrus
Culbreth, Fred, Rutherford	Wells, Hope, Rutherford
Fincher, Naomi, Watauga	Willis, Edna, Henderson

SIXTH GRADE—Continued

Galloway, Marguerite, Transylvania	Wooten, Mary, Greene
Hege, Ollie, Davie	Wood, Carrie, Rutherford

PRIMARY SCHOOL

FIFTH GRADE

Bowers, Carrie, Forsyth	Galloway, Annie May, Transylvania
Breese, William, Transylvania	Ramsaur, Oliver, Transylvania
Brown, Florence, Mecklenburg	Wallis, William, Transylvania
Faulkner, Ruby, Transylvania	Wright, Willie, Transylvania

FOURTH GRADE

Belk, Marie, Rutherford	Murray, Lola, Buncombe
Culbreth, Florence, Rutherford	

THIRD GRADE

Carson, Frances, Transylvania	King, Frankie, Transylvania
Cheatham, Goode, jr., Transylvania	Neeley, Lessie, Transylvania
Deaver, Marie, Transylvania	Patton, Adelaide, Transylvania
Earle, Baylis, Transylvania	Ramsaur, Lillian, Transylvania
Earle, S. L., Transylvania	Smith, Ezra, South Carolina

SECOND GRADE

Aiken, Walter, Transylvania	Verdery, Percy, Transylvania
Nicholson, Ava, Transylvania	Wilson, Donnie Mae, South Carolina
Nicholson, Milan, Transylvania	Zachary, Elizabeth, Transylvania
Osborne, Ralph, Transylvania	

FIRST GRADE

Allison, Ophelia, Transylvania	Jones, Amelia Mae, Transylvania
DeVane, Josephine, Transylvania	Jones, Kathleen, Transylvania
Galloway, Amelia, Transylvania	McMinn, Irene, Transylvania
Galloway, Lamar, Transylvania	Whitmire, Lucy, Transylvania
Gardner, Marjorie, Transylvania	

SUMMARY

First Grade	9	Juniors	15
Second Grade	7	Seniors	16
Third Grade	10	Post Graduates	2
Fourth Grade	3		—
Fifth Grade	8	Total (High School)	33
	—	Special Pupils, Music	3
Total (Primary)	37	Special Pupils, Business	2
Sixth Grade	30	Special Pupils, Modern Languages	1
Seventh Grade	41	Special Pupils, Lace	1
Eighth Grade	21		—
	—	Total (Special Pupils)	7
Total (Grammar School)	92	Total School, 169	

*Deceased.



GLENN CANNON FALLS

