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CARY HIGH SCHOOL

CARY, NORTH CAROLINA



Catalogue of 1900-1901

Announcements for 1901-1902





Rev. A. D. HUNTER



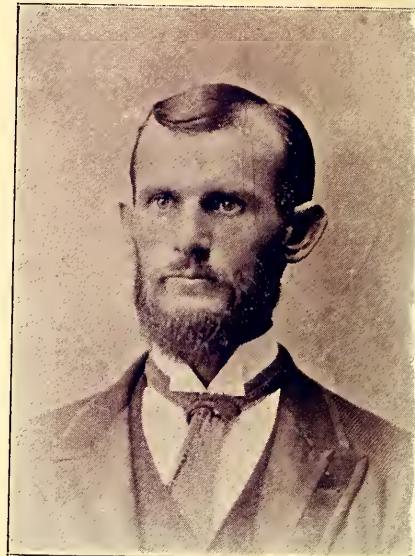
F. R. GRAY



B. S. FRANKLIN



E. L. MIDDLETON



Dr. J. M. TEMPLETON

BOARD OF DIRECTORS

CATALOGUE

OF

CARY HIGH SCHOOL

CARY, NORTH CAROLINA

CALENDAR 1901-1902

Fall Term opens August 6, 1901.
Fall Term closes December 20, 1901.
Spring Term opens December 30, 1901.
Spring Term closes May 16, 1902.



RALEIGH, N. C.
EDWARDS & BROUGHTON, PRINTERS AND BINDERS

1901

INSTRUCTORS

A. F. SAMS, A.B., PRINCIPAL,

(Wake Forest College, 1897),

Latin, Science, Mathematics.

J. R. CONLEY, PH.D.,

(University of North Carolina, 1901),

English, History, Stenography and Typewriting.

MISS LILY N. JONES,

(Greensboro Female College, 1892),

Primary, French, Penmanship.

MISS LULA F. TISDALE,

(Peace Institute and Southern Conservatory of Music),

Music, Elocution and Voice Culture.

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MANAGEMENT.

Since the present school building was erected by the late A. F. Page, Cary has ever striven to have a good school, but at no time in her history have the citizens been more loyal to her educational interest than during the last five years.

The School is under the control of the best citizens of Cary. They showed their interest by investing enough money to buy the property and equip the building. Any lack of success will be failure, not only to the instructors but to stockholders and directors as well. We feel that with such concert of action our school will be eminently successful.

BOARD OF DIRECTORS.

E. L. MIDDLETON, *Chairman.*

REV. A. D. HUNTER, *Secretary.*

B. S. FRANKLIN. F. R. GRAY. DR. J. M. TEMPLETON.

STOCKHOLDERS.

C. W. BLANCHARD.

J. C. ANGIER.

J. E. WHITE.

A. D. HUNTER.

J. W. BAILEY.

J. R. WALKER.

C. W. SCOTT.

F. R. GRAY.

W. D. JONES.

C. R. SCOTT.

MISS SALLIE BONNER.

MRS. J. K. MASON.

P. D. GRAY.

B. S. FRANKLIN.

T. IVEY.

J. W. CREEL.

Z. V. JOHNSON.

C. B. PASMORE.

R. R. YATES.

LEVI COLE.

DR. J. M. TEMPLETON.

E. L. MIDDLETON.

A. F. SAMS.

To the Patrons and Friends of Cary High School:

I take this means of thanking you for the liberal patronage which you gave us during the four and a half years I was Principal of the school; also for your many expressions of satisfaction and appreciation. I write now to urge you to continue your support of the school under its present management. It is worthy of your patronage. I knew Professor Sams intimately as my associate for one year in Cary. He profited by extended experience as Principal of Marshville Academy. He is a strong man—competent, painstaking, earnest and enthusiastic in his work. The school was never more successful than during the last term under his management. He has a strong corps of assistants. As Chairman of the Board of Directors, I shall do all I can for the best interests of the school.

E. L. MIDDLETON.

Annual Announcement and Greeting.

Another year's work is finished, another era marked in the progress of Cary High School. During the last year we enrolled two hundred and forty-eight pupils, representing seventeen counties in North Carolina, and one in South Carolina. We take this opportunity of thanking our patrons, one and all, for their liberal patronage, kind words, and expressions of satisfaction with our work. The people of our town and community have contributed in no small measure towards making the School what it is. Others, in adjoining counties and beyond, have heard of the excellent work we are doing, and as a result of this seventy-seven of the pupils enrolled last year were boarders. The usefulness of this institution is only begun, its resources are barely opening. To students and fellow-teachers we wish to extend hearty thanks for their excellent deportment, kind and respectful bearing, and faithful work. We wish for them all possible success and confidently hope that they may be staunch supporters of the School in their several communities. Progress along all lines, constant and permanent growth, are the very watchwords of this institution. As teachers and pupils and friends of the School we look longingly and with great expectation to the opening of the next term. From a history of uniform growth and permanent progress, we look to a future radiant with hope and rich in promises.

PRINCIPAL.

PATRONS AND PUPILS.

Many parents and a very large part of their children do not realize the great responsibility they put upon school principals and teachers when boys and girls are sent from home to attend a boarding school. There is no greater crisis in anyone's life, and we try to impress this fact upon all pupils on entering school. We appreciate the patronage given us, but we wish to be plain with all patrons for the future. These are the pupils we want:

(1) BOYS who realize that mental force is superior to physical force. Boys of good habits who want an education and are willing to work for it. Boys who see the great possibilities lying before men of the rising generation.

(2) GIRLS who realize the true nobility of womanhood. Girls who are willing to live in woman's sphere and work faithfully to prepare themselves for the noble callings now open to women. Girls who prefer well-stored brains and countenances beaming with intelligence to servile obedience to the whims of fashion.

Here are some we do not want:

(1) BOYS who do not want an education. Boys who curse, swear, play cards and use intoxicants in any way or degree. Boys who are boisterous and indifferent to the rights of fellow-students, teachers and landlords. Boys who are habitual grumblers and malcontents. Boys who wilfully disobey necessary rules.

(2) GIRLS who are unwilling to work for an education. Girls who will risk personal character and that of a school to carry their point. Girls who are unwilling to obey rules made for their welfare and protection.

With pupils of the first class enrolled and of the latter

excluded, we will have reached our ideals regarding our pupils. We say these things in the interest of all who have the proper conceptions of an education. These are the patrons we want. Parents who are willing to cooperate with us in our work. Those who have the courage to see and write to teachers regarding any dissatisfaction rather than break a contract, or backbite and malign a worthy institution. Those who honor a contract with a school-teacher as much as one with a grocer.

LOCATION.

Too much could not be said of the desirability of the location. It is both healthful and beautiful. The moral atmosphere of the town of Cary could not be excelled in the State. The society in the town will be elevating and stimulating to the youth that will attend the Institution. No better railroad facilities could be furnished in the State—just at the junction of the Seaboard and Southern Railways, eight miles west of Raleigh. It is far removed from the malarial regions, with pure, cold well-water in abundance as the beverage of the people. The town was chartered dry, and is fortified against the possibility of alcoholic drinks ever being sold in or near it.

RELIGIOUS INFLUENCES.

The School is not under the control of any religious denomination, but is essentially a Christian School. The Directors have always pursued the policy of having the teachers as equally divided as possible among the denominations represented by the patrons of the School. Nothing of a sectarian nature is tolerated in the School, but a broad and liberal Christian spirit is encouraged. Outside of the ministry there is no class of people in a position to do so much for the upbuilding of God's king-

dom as teachers. They have pupils under their control when the character is being formed and impressions for life are being made on their hearts and minds. We believe Christ can be taught in the school-room from the Bible, from nature, and from history.

We have devotional exercises in the School every morning. There are two churches in Cary—a Methodist and a Baptist—and a mission of the Episcopal church, with preaching each month. We have preaching every Sunday. All boarding pupils will be expected to attend the services of one or all of these churches.

BUILDINGS AND GROUNDS.

In the most beautiful situation that could be found in the village are four acres of land that comprise the School grounds. These are well shaded by a grove of oaks.

During the last two years four excellent music rooms have been built, and the main building extended fifty feet in the rear two stories high. We now have five excellent well lighted class-rooms on the first floor. All of these can be readily turned into an auditorium large enough to seat eight hundred people.

On the second floor are nice dormitories for twenty-four young men. Adjoining the School grounds is a suitable boarding-house where boys who room in the dormitories can get table fare at actual cost. These improvements have given us far better boarding facilities, and also provided us with more convenient and commodious class-rooms. The entire building is furnished with attractive and comfortable furniture. The class-rooms have excellent charts, maps and globe. The music rooms are furnished with three pianos and another will be purchased before the next term opens. The old pianos will be completely renovated during vacation.



A. F. SAMS



J. R. CONLEY



Miss LILY N. JONES



Miss LULA F. TISDALE

FACULTY

LITERARY SOCIETIES.

The Clay Society for young men and the Browning Society for girls meet once a week for exercises in debate, composition and elocution. All members are required to take part in the exercises. Most excellent results have been obtained during the past year. The good to be derived from this work can not be overestimated. It gives a knowledge of parliamentary law and stimulates a fondness for reading. It gives the power of expressing in public one's thoughts—a power not possessed by many people. It gives a broader view of men and things, and as an educator it has no superior. We want original thought, and there is no field broader and more capable of yielding richer harvest.

The exercises at our last commencement bear testimony to the fact that the work of these societies is second to no school of like grade in the State. We believe the boys and girls need the supervision of teachers as much in their society work as in the class-room. And while the management of each society is left largely to its members who perform all official duties, the Principal does not hesitate to make or unmake regulations when in his judgment the best interests of the societies demand it. Many well trained boys and girls have gone out from this school as living witnesses of excellent society work. In selecting a school the question of Literary Societies should be a very weighty consideration.

LIBRARY.

When our School was organized under its present management we had no books, yet by the aid of the Directors, friends, and faithful effort on the part of the teachers about three hundred volumes have been col-

lected. The students show a marked interest in reading. Every volume is carefully selected, and nothing save literature of the highest order will be allowed on our shelves. Reference to our course in English will give some idea of the work required of our advanced pupils. We have many volumes of carefully selected biography, history, addresses, etc. We have a part of the work of such novelists and poets as Dickens, Scott, Cooper, Tennyson, Longfellow, etc. Literature is provided for all pupils, and primary and intermediate pupils show a marked interest in reading.

LECTURES.

The management is always anxious to do all possible for the profit and pleasure of the School and community. We are peculiarly proud of our lecture course. The good done by this can not be estimated. The large audiences present showed the appreciation of our community.

During the past sessions we have had practical and entertaining lectures from Hon. Chas H. Mebane, Mr. Josephus Daniels, Dr. L. G. Broughton, Prof. W. L. Poteat, Prof. Edwin Mims, Rev. G. W. Greene, Prof. Jerome Dowd and other men of rare ability and prominence. This work will be a distinctive feature during the coming year. Several engagements for the ensuing session will be announced in due time.

TEACHERS.

From the organization of the School it has been the policy of the Directors to employ teachers of acknowledged ability and experience, and the best preparation the colleges of North Carolina can give.

The Principal has taught four years consecutively, and has improved every opportunity for giving his pupils

the benefit of advanced and progressive methods in education. He can produce endorsements from patrons and pupils in all his work, which bear testimony to his thoroughness of instruction, faithfulness and enthusiasm in his work, and his judicious and successful management of school affairs.

Mr. J. R. Conley comes most heartily recommended by the President and various Professors of our State University, and other men of distinction who have had long acquaintance with him. Having educated himself with a view to teaching he has completed a thorough course in pedagogy. Mr. Conley will room in the dormitory in order to insure correct conduct and studious habits among the boys.

Miss Lily N. Jones has taught consecutively for nine years and has made a special study of primary work. Her tact, patience, knowledge of children and influence among the girls, together with her broad culture, render her an indispensable factor in the management of our School. She is eminently competent to teach the advanced classes assigned to her.

Miss Lula F. Tisdale has the highest possible endorsements from her former instructors in music, elocution and voice culture. The Principal of the School in which she has been employed writes as follows: "Miss Tisdale's work has given perfect satisfaction to all parties. As evidence of this she has been solicited to return. She is an accomplished elocutionist, a skillful pianist and a faithful instructor. She possesses an inherent love for music and inspires her pupils with this same devotion. She is a charming lady of most engaging manners. She makes friends of all whom she meets, and her pupils are devoted to her. She is a careful, patient and thoroughly competent teacher."

Additional teaching force will be employed whenever

the patronage demands it. Another teacher was employed for full time during the larger part of last year. Arrangements are now being made for the employment of a teacher of Vocal Music, though definite announcements can not yet be made.

DEPARTMENTS.

By referring to our course of study, it can be seen we have four distinct departments—Primary, Intermediate, Academic and High School. No pupil will be confined to any one department, but will be advanced in his several studies whenever they have been satisfactorily completed.

All pupils in the Primary and Intermediate Departments sit in the same room, but all above these departments are under the supervision of the male teachers—the girls in one room and the boys in another. Boys and girls also have separate playgrounds and boarding places.

EXAMINATIONS AND REPORTS.

Written examinations are required of all pupils on all studies during each quarter, but these examinations are short and at such times as will give the pupils an opportunity of telling what they know, and not what has been "crammed" in their heads for a special occasion. A record is kept of work on recitations, and an average mark is secured from these two sources.

The reports are sent at the end of each ten weeks. We keep all parents informed regarding the scholarship, deportment and attendance of their children.

HONORS AND CERTIFICATES.

At the end of each quarter an Honor Roll is posted. To be entitled to a place on this a pupil must make an

average of 92.5 on scholarship, 95 on attendance, and excellent deportment. To be on the annual Honor Roll a pupil must have been on all the quarterly Rolls of Honor.

A handsome gold medal has been offered to the pupil in the Academic or High School Department making the highest scholarship during next year. To compete for this a pupil must be present to receive all the reports of the year.

Prizes will also be awarded for excellence in debate, essay-writing, declamation and recitation.

Certificates of proficiency will be given in English, Mathematics, Latin, French, History and Music, provided the pupil completing either of these courses shall have made an average scholarship of 85.

SCHOLARSHIPS.

The Directors have secured scholarships from the following institutions: Wake Forest College, University of North Carolina, Oxford Female Seminary, Eastern Normal College, the Charlotte Presbyterian College for Women, and Claremont College.

The above scholarships are worth from \$40 to \$60 each. In order to be entitled to a scholarship the applicant must be prepared to enter college classes, and must have been a student of Cary High School for at least one year. Other conditions of award will be announced later.

METHODS OF INSTRUCTION.

In all our work we have three ends in view—to teach pupils to be observant of what they see, judicious in what they do, and logical in what they say. For a teacher to educate a pupil he must lead him and not

drive him, draw out his mental powers rather than pour in a heterogeneous mass of information. Pupils are encouraged to do as much original thinking as possible. In addition to mere mental discipline we try to use those essentials in education tending to culture and refinement, and those which will prepare young men and women for the active duties of life.

In the Primary, Intermediate and Academic departments all pains are taken in laying good foundations for all future work, whether in business, in High School or College. Constant and thorough drills are given in Spelling, Reading and Writing. In English Grammar all are trained in the correct use of the language by class drill and frequent exercises in written work. Oral work is emphasized in arithmetic, but all necessary attention is given to written work.

It is our aim in all branches of study to magnify the practical part. The student should be taught to reason from cause to effect and as far as possible make practical applications of every lesson imparted. The teacher in history and geography who merely requires his pupils to memorize dates and learn the location of cities and rivers, makes dull and unprofitable that which might as easily be made the most interesting and important studies in connection with the ordinary high school course. In all our work we are not sticklers for RULES. We first teach pupils to reason; they can afterwards find or make rules. Our methods of instruction are varied in all branches of study with the purpose of arousing and holding a live interest in the work. Students must be interested. Any settled METHOD of instruction will in time become more or less monotonous and fall short of the best results.

In answer to considerable demands, we have arranged to give instruction in Shorthand and Typewriting. A

study of this department will not only furnish excellent means for mental development, but also afford practical information that may prove very profitable.

We teach the Pernin System of Shorthand.

In connection with our course in Mental and Written Arithmetic, we also offer a short and very practical course in Bookkeeping.

METHODS IN HIGH SCHOOL.

The same end is aimed at in this department as in the lower grades, but we make our plans more specific. Mathematics—Arithmetic is reviewed and completed. We give two years in Algebra and one year in Geometry. No work is more essential in developing minds of boys and girls than that of these studies. We try to make this work helpful and interesting by magnifying the practical features as far as possible.

LANGUAGES.—No mental drill is superior to that derived from the study of the Languages. In addition to this, they give us a greater appreciation of our own language. It requires pupils three years to take our course in Latin. We require pupils to master the forms by constant drill in written and oral work. They have almost daily exercises in Latin composition at the blackboard, and exercises to be handed to teacher to be corrected. We insist on pupils trying to get the spirit as well as the sense of all classics read. Daily exercises are required in parsing and analysis. Our course will prepare pupils to enter any of our colleges. We give one year in French. The course includes Keetel's Elementary Grammar, Conversation, Super's Reader, and *Le Petit Chose* (Daudet). Our purpose is to reach a thorough understanding of the grammar of the language.

Written exercises and compositions are required

throughout the course. Conversation is given so far as practicable.

SCIENCE.—We lose many of the real pleasures of life by not being able to see the God of nature in the field and forest. We try to get the pupil interested in nature, and then let him tell and reason about what he sees. We can find in nature a great storehouse of knowledge, which is ever ready to give to us of its bounties. We use Paul Bert's "Science Primer" and his "First Steps in Scientific Knowledge." We give, in addition to this, lectures and field work in Botany, and a regular course in Physiology. We hope to have a demand for more extended work in General Biology, Astronomy, etc., during the coming year.

ENGLISH.—Realizing the absolute necessity of thorough training in English, we have given this branch a conspicuous place in our course of study. The course has been materially changed for the coming year. A year and a half will be given to the study of English Grammar, the last five months of which Maris' Normal Grammar will be used. The same length of time will be given to the study of Elementary Rhetoric, using Lockwood's Lessons in English and Raub's Rhetoric. There will be two recitations a week given to the study of English Classics and Composition work.

The following list, or its equivalent, is prescribed for next year:

FIRST YEAR.—*Sketch Book* (selections) and *Arabian Nights* on class, and *Voices of the Night* and *Tales of the White Hills* as parallel reading.

SECOND YEAR.—1. *The Deserted Village*; 2. *The Ancient Mariner*; 3. *Addison's Sir Roger DeCoverly*; 4. *Macaulay's Essay on Addison*, on class. 1. *Enoch Arden*; 2. *Cooper's Last of the Mohicans*; 3. *Lady of the Lake*; 4. *Sohrab and Rustum*; 5. *Irving's Alhambra*, as parallel reading.



CARY HIGH SCHOOL

THIRD YEAR.—1. *Modern Painters*; 2. *Macbeth*; 3. *Milton's Comus, L'Allegro and Il Penseroso*; 4. *Macaulay's Essay on Milton*; 5. *Ancient Mariner*, in class. 1. *Vicar of Wakefield*; 2. *Merchant of Venice*; 3. *Silas Marner*; 4. *Ivanhoe*, as parallel reading.

All pupils in the second and third years will be required to write two abstracts on the parallel reading.

ELOCUTION.

Elocution is no longer considered a mere pastime study. The eyes of the people, even in our conservative South, have been opened to see not only the beauty and grandeur, but the practical importance of true expression.

And the time rapidly approaches when the inelegant speaker will be compelled to withdraw from the field to make room for the man who cultivates both brain and body.

To give due expression to our thoughts and feelings, we must learn to apply the principles of Pitch, Force, Time, Stress, Emphasis, Modulation and Cadence to the various qualities of tone, selected with proper reference to the meaning to be conveyed. Expression also teaches Self-Control, Ease, Polish, Address, Fluency, etc.

Our teacher in this department is specially trained for the work and has demonstrated by results that she is fully capable of training others in this much needed art.

MUSIC.

FIRST GRADE.

Throughout the first grade students will be required to practice daily Technics, Finger Exercises, and Major and Minor Scales.

Easy pieces from best composers will be given as student advances.

SECOND GRADE.

Loeschorn; Easy and Progressive Studies, Opus 176; Books 1 and 2 Duvernoy; Practice *daily* Major and Minor Scales in thirds, sixths, and tenths.

THIRD GRADE.

Czerny's *Velocite*; Octave Studies; Selected Studies by Cramer, Books 1, 2, 3, 4, revised by Dr. Hans von Bulow; Bach's Inventions; Sonatas, Haydn, Mozart, Beethoven.

Continue technical work and *daily* practice of Scales, Chords, and Arpeggios.

FOURTH GRADE.

Clementi's *Gradus ad Parnassus*, revised by Carl Tausig; Kullak's Octave Studies. Selections from Moscheles.

Selections from best composers are used throughout the course.

Continue *daily* practice of Major and Minor Scales in double-thirds and sixths, Chords and Arpeggios.

Each student is required to practice two hours a day.

Our purpose is to train pupils in Technics and such a course of study as tends to give a thorough knowledge of music and to make the best performers.

The most advanced pupils will be required to attend classes in Musical History.

COURSE OF STUDY.

PRIMARY DEPARTMENT.

PRIMARY FIRST.

1. Primer (McGuffey).
2. First Reader (Holmes).
3. Spelling, Part I (Branson's).
4. Number Work.
5. Life of Washington.
6. Writing.

PRIMARY SECOND.

1. Second and Third Readers (Holmes).
2. Spelling, Part I (Branson's).
3. Arithmetic Reader (Hall).
4. Life of Franklin.
5. Language Work.
6. Writing.

INTERMEDIATE DEPARTMENT.

INTERMEDIATE FIRST.

1. Fourth Reader (Holmes).
2. Primary History of United States (Chambers).
3. Spelling, Part I (Harrington).
4. Language Lessons (Swinton).
5. Primary Geography (Long).
6. Intermediate Arithmetic (Sanford).
7. Mental Arithmetic, Parts I and II (Brooks).
8. Writing.

INTERMEDIATE SECOND.

1. Fifth Reader (Holmes).
2. History of North Carolina (Spencer).
3. Spelling, Part II (Harrington).
4. Elementary Geography (Maury).
5. Elementary English Grammar (Harvey).
6. Health Lessons (Brand).
7. Common School Arithmetic to Percentage (Sanford).
8. Mental Arithmetic, Parts III and IV (Brooks).
9. Writing.

ACADEMIC DEPARTMENT.

ACADEMIC FIRST.

1. History of North Carolina (Moore).
2. Spelling, Part II (Harrington).
3. Common School Arithmetic, completed (Sanford).
4. Mental Arithmetic, Parts V and VI (Brooks).
5. Elements of English Grammar (Lyte).
6. Manual of Geography (Maury).
7. Physiology (Steele).
8. Writing.

ACADEMIC SECOND.

1. History of the United States (Chambers—Revised).
2. Test Words (Raub).
3. Arithmetic (Milne).
4. Mental Arithmetic, Parts VII and VIII (Brooks).
5. Physical Geography (Maury).
6. Advanced English Grammar (Lyte).
7. Civil Government (Peterman).
8. First Steps in Science (Bert).
9. Writing.

HIGH SCHOOL DEPARTMENT.

FIRST YEAR.

1. Beginner's Latin Book (Collar & Daniel).
2. First Steps in Algebra (Wentworth).
3. Advanced English Grammar (Lyte).
4. General History, Ancient (Myers).
5. Botany (Gray).
6. Unfinished Academic Work.

SECOND YEAR.

1. Gate to Cæsar (Collar).
2. Cæsar, Three Books (Allen & Greenough).
3. Latin Grammar (Allen & Greenough).
4. Algebra (Wentworth's Complete).
5. Rhetoric (Raub or Lockwood).
6. General History, Mediæval and Modern (Myers).
7. French Grammar (Keetel), Reader (Super's).

THIRD YEAR.

1. Cicero's Orations (Allen & Greenough).
2. Virgil's Æneid (Four Books).
3. Latin Prose Composition (Daniel).
4. English Composition—Normal Grammar (Maris).
5. Geometry (Wentworth).

EXPENSES FOR TERM OF FIVE MONTHS.

Primary—first	-	-	-	-	-	-	\$5.00
Primary—second	-	-	-	-	-	-	7.50
Intermediate—first and second	-	-	-	-	-	-	10.00
Academic—first	-	-	-	-	-	-	12.50
Academic—second	-	-	-	-	-	-	15.00
High School	-	-	-	-	-	-	17.50
Music	-	-	-	-	-	-	12.50
Music, with instrument for practice	-	-	-	-	-	-	15.00
Elocution (private lessons)	-	-	-	-	-	5.00 to	10.00
Elocution (in class)	-	-	-	-	-	-	Free
Stenography	-	-	-	-	-	-	15.00
Typewriting	-	-	-	-	-	-	10.00
Stenography and Typewriting	-	-	-	-	-	-	20.00
Incidental fee	-	-	-	-	-	-	.50

TERMS.

Tuition is payable quarterly in advance, but monthly payments may be arranged when necessary. *No deduction will be made for absence except in cases of protracted illness of one week or more. All pupils must enter for a whole term or the remainder of a term, unless previous arrangements are made to the contrary. The entrance of a pupil will be considered as an acceptance of these terms.*

Ministerial students properly endorsed by their churches, and the sons and daughters of ministers, receive 50 per cent discount from the regular rates of literary tuition.

A discount of 10 per cent is given to all parents sending three or more pupils or those whose quarterly bills aggregate \$20.00 or more.

Any special arrangements desired must be made on

or before the entrance of the pupils. The grading will be based on the course of study. Pupils having two or more studies in the High School Department will be charged the rates of this department. In other cases the rates will be in the department in which the pupil has the most studies.

BOARD.

During the past year satisfactory arrangements have been made for all pupils desiring board. Many of the best Christian homes in Cary have been open for the boys and girls of the school. During the past year boys and girls have had different boarding places, and the same plans will be arranged for next year. Our charges are as low as can be arranged with present prices of groceries. These charges cover all expenses except washing, but each pupil will be expected to furnish a pair of blankets or two quilts, a pair of sheets and pillow-cases. Arrangements can be made to board from Monday till Friday of each week. The Principal will gladly arrange board when notified by parents. Charges for board are payable monthly.

Mrs. C. A. Wood as Matron will preside over the students' home adjoining the school grounds, and good, substantial table fare will be furnished at actual cost. It is estimated that the cost will not exceed \$5.00 or \$6.00 per month, and perhaps less. Professor Conley will board with the boys and room in the Dormitory.

Unfurnished rooms in the Dormitory are rented for 50 cents a month; rooms furnished with bedstead, mattress, two chairs, table and lamp are rented for 75 cents a month. Other furniture may be had for little additional cost.

The following prices are for the school month of four

weeks unless private arrangements have been made with the landlady:

Board in private families	-	\$7.00 to \$7.50 per month.
Board from Monday till Friday	- -	4.50 per month.
Board at Walker Hotel	- - - -	8.00 per month.

MISCELLANEOUS.

1. The Principal has selected text-books by standard authors, and all pupils will be required to use books mentioned in the courses of study, except when it is to the interest of the pupil for the teacher in charge to order a change. Several changes will very likely be made during the ensuing year. In the Public School Course it is our purpose to use, as far as we can with consistency, the text-books adopted by our State Board of Education.

2. Classes will be formed at the beginning of each term of five months, and pupils entering late must join classes already formed.

3. We urge all parents to enter pupils at the beginning of term. Late entrance is injurious to pupils and school.

4. Parents should not allow their children to be at home for trivial causes. Going to school is as much a business as farming, merchandising, etc., and boys and girls should be taught to be prompt in meeting all business engagements.

5. Students are not allowed to idle away their time down town, around the depots and places of business. When they need recreation they must seek it in other ways.

6. Parents should always write to the Principal when a favor is to be asked for their children, or when any complaint is made.

STUDENTS, 1900-1901.

Ada Adams,	C. Campbell,
Cleo Adams,	D. M. Campbell,
Effie Adams,	Ernie Campbell,
Gussie Adams,	Eugene Campbell,
Laurie Adams,	Ned Campbell,
Royall Adams,	Norma Campbell,
Martha Allen.	L. L. Caudle,
Mary Allen,	H. H. Cheek,
Effie Avent,	Hubert Cox,
Ina Avent,	Lena Crabtree,
Bessie Bagwell,	Carrie Crocker,
C. R. Baucom,	Curtis Dunn,
Chester Bennett,	Eddie Dunn,
Laurence Blalock,	Luther Dunn,
Cornelia Blue,	Mamie Dunn,
Daniel Blue,	Joe Edwards,
Blanchard Bonner,	Lenna Edwards,
Fannie Bonner,	Charley Ellington,
Helen Bonner,	Ethel Ellington,
Lexa Bonner,	Foster Ellington,
Margaret Bonner,	John Ellington,
Eddie Bough,	Lonnie Ellington,
Colon Boothe,	Irma Ellis,
Robert Branton,	Craven Franklin,
Hubert Breeze.	Earl Franklin,
Pearl Breeze.	Bettie Goodwyn,
Maggie Bright,	Jimmie Goodwin,
Jessie Broome,	Malpheus Goodwin,
Lemuel Broome,	Bernice Grady,
Lillie Broome.	Valeria Greene,
Mary Broome,	Connie Hamilton,
Nellie Broome.	Dora Hamilton,
Sallie Broome,	L. Hamilton,
Beatrice Brown,	Pascal Hamilton,
Hallie Brown,	Richmond Hamilton,
E. H. Broughton,	G. D. Harrington,
Ida Broughton,	Ella Harris,
Irene Broughton,	Herbert Harris,
Lowell Broughton,	Robt. Harrison.
J. H. Buffaloe,	E. H. Hobbs,
Ben. Campbell,	Carter Holleman,

Ethel Holleman,	J. Kornegay,
Herbert Holleman,	Alice Lashley,
Leonard Holleman,	Vera Markham,
Maggie Howell,	Alfred Maynard,
Roan Howell,	Atlas Maynard,
Elsie Hunter,	Annie Maynard,
Isaac Hunter,	Cyrus Maynard,
LaRue Hunter,	George Maynard,
C. W. Huntley,	Helen Maynard,
Vernon Hurst,	Stella Maynard,
Maud Ingram,	Walter Maynard,
Albert Ivey,	Walter McDonald,
Downer Ivey,	W. E. McSwain,
Esther Ivey,	S. V. Morgan,
George Ivey,	Ida Moore,
A. S. Johnson,	J. P. Moore,
Foy Johnson,	Pat. Moore,
Frances Johnson,	W. C. Moore,
A. P. P. Jones,	Edna Morris,
Davie Jones.	Luther Morris,
Dovie Jones,	Maggie Morris,
Henry Jones,	Vann Morris,
Hervey Jones,	Emerson Murdock,
Jessie Jones,	John Olive,
*Leora Jones,	Sylvester Olive,
Lillian Jones,	C. E. Page,
Marvin Jones,	Clare Page,
Paul Jones,	Dollie Page,
Willie Jones,	Donald Page,
Ulric Jones,	Ethel Page,
Alma Jordan,	Mamie Page,
Blanche Jordan,	Walter Page,
Carlos Jordan,	Wilbur Page,
George Jordan,	Lena Parker,
Hubert Jordan,	Claudie Parks,
J. B. Jordan,	Milton Pleasants,
Edgar King,	Allie Pendergraft,
Elbie King,	Walter Pendergraft,
Emma King,	Ella Penny,
Luther King,	Eva Penny,
Rosa King,	Olga Penny,
Sara King,	R. J. Pickett,
Servita King,	Sallie Pool,
Walter King,	Peter Powers,
Frank Knight,	Clennie Segraves,

Herman Senter,	Henry Upchurch,
Elsie Scott,	Jeff Upchurch,
Bessie Simons,	Zola Upchurch,
Mark Simons,	Ruth Waldo,
Nannie Sorrell,	Frank Warren,
Newton Sorrell,	Ernest Weathers,
Lloyd Sorrell,	J. R. Weatherspoon,
Sadie Sorrell,	Jesse Weatherspoon,
Elliot Smith,	Dezzie Wellons,
George Smith,	Emma Wellons.
J. Smith,	Ira Wellons,
Junius Smith,	Dora Wilder,
L. D. Smith,	Myrtle Wilder,
Willie Stedman,	Allie Williams,
Rommie Stevens,	Leander Williams,
T. A. Stevens,	Jimmie Williams,
Charley Stevenson,	Martha Williams,
Etta Stevenson,	Mertie Williams,
Eva Stevenson,	Nathaniel Williams,
G. D. Stevenson,	Ruth Williams,
Lina Stevenson,	Sadie Williams,
Sarah Stevenson,	John White,
Eddie Stone,	J. F. Whitefield,
Lossie Stone,	*Clyde Wood,
Alfred Templeton,	Daisy Yarbrough,
Hoke Templeton,	Clarence Yates,
James Templeton,	Cleron Yates,
Lillian Templeton,	Ernie Yates,
Mary Templeton,	Gaynell Yates,
Nannie Templeton,	Lilla Yates,
Clara Thompson,	Seras Yates,
Elsie Thompson,	Vara Yates,
John Thompson,	Waylon Yates,
Pearl Thompson,	Alvah Young,
Rommie Thompson,	Daniel Young,
Laddin Tilley,	Geneva Young,
R. E. Truelove,	Mamie Young,
C. A. Upchurch,	Willie Young.

RECAPITULATION.

Wake County—local	171
Wake County—boarders	44
Durham County	10
Harnett County	4
Lenoir County	3
Richmond County	2
Warren County	1
Duplin County	1
Cleveland County	1
Beaufort County	1
Wayne County	1
Union County	1
Anson County	1
Vance County	1
Caswell County	1
Person County	1
Cumberland County	1
Montgomery County	1
Chesterfield, South Carolina	1
Canton, China	1
Total	248

For a part of the year the Public School was taught with the High School, but an additional teacher was employed and the largest classes were divided, and no change was made in the length of recitation periods in classes above the Primary Department. Our attendance, when the Public School was not in session, was from eighty-five to one hundred and ten.

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of the State that caters
to school trade

Raleigh, North Carolina.

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SCHOOL BOOKS, OFFICE SUPPLIES, GENERAL
STATIONERY, *and everything usually found in a*
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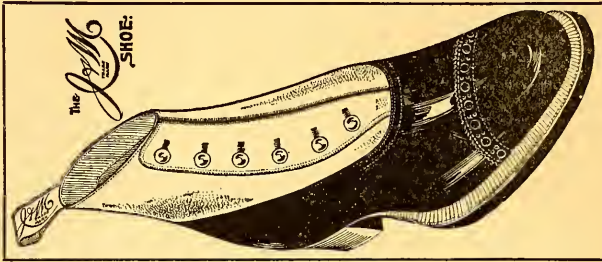
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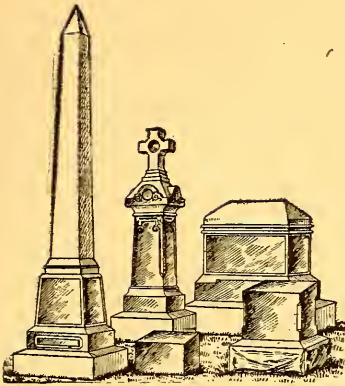
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LOW PRICES

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GEO. C. ROYALL, Vice-President.

T. P. JERMAN, Jr., Sec. and Treas.
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H OTOGRAPHER.

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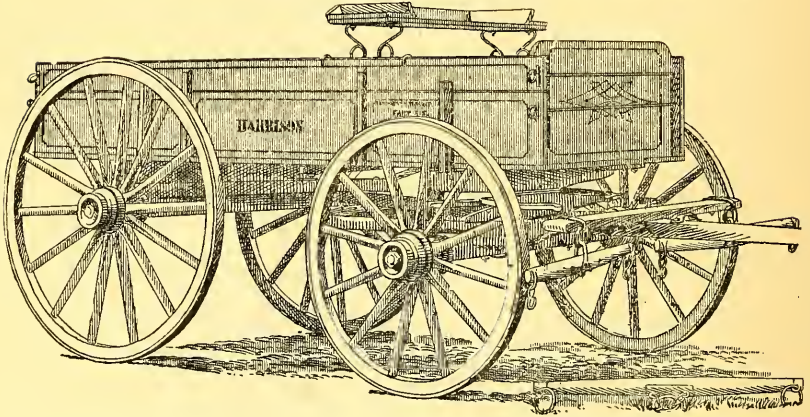
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WE GUARANTEE SATISFACTION TO
EVERY CUSTOMER THAT BUYS THEM.

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WE CARRY THE LARGEST
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**NOTIONS, CLOTHING, HATS, TOBACCO GROCERIES,
CROCKERY, HARDWARE. SEEDS, PLOWS, CASTINGS,**

And such other goods as are kept in a first-class stock of General
Merchandise in Cary. We carry a select line of Buggies and Harness.

Cold Drinks

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Dispensed at an up-to-date fountain.

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WE KEEP ON HAND A FULL SUPPLY OF PUBLIC SCHOOL
BOOKS, AND ALL BOOKS USED IN CARY HIGH SCHOOL.
ALL KINDS OF STATIONERY ON HAND.

J. R. GUESS, CARY, N. C.

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MRS. S. D. TWITY	Associate Principal
MRS. F. P. HOBGOOD	Superintendent Domestic Department
MISS RELL ROBESON	Assistant in Domestic Department
MRS. KATE MEADOWS	Matron

F. P. HOBGOOD, A.M.	Latin and Moral Science
MRS. M. A. LACY	French and Mathematics
MRS S. D. TWITY	English
MISS LILLY EGBERT, A.B	Natural Science
MISS LILLY GRANDY (Cornell Univ.)	English and History
MISS HALLIE E. TAURMAN	Elocution
MISS EDNA HUDSON	Physical Culture

CONSERVATORY OF MUSIC.

MISS HALLIE E. TAURMAN (four years a pupil of Mills and Parsons of New York City)	Piano and Voice
MISS EDNA HUDSON (Music Graduate Oxford Seminary)	Piano
MISS CARRIE HOBGOOD (Music Graduate Oxford Seminary)	Piano

SCHOOL OF ART.

MISS JESSIE JENKENS.

MISS JANIE LACY	Typewriting and Stenography
MISS LILLY EGBERT	Pedagogy

Health record unequalled. The school physician was called only twice to see sick girls during entire scholastic year.

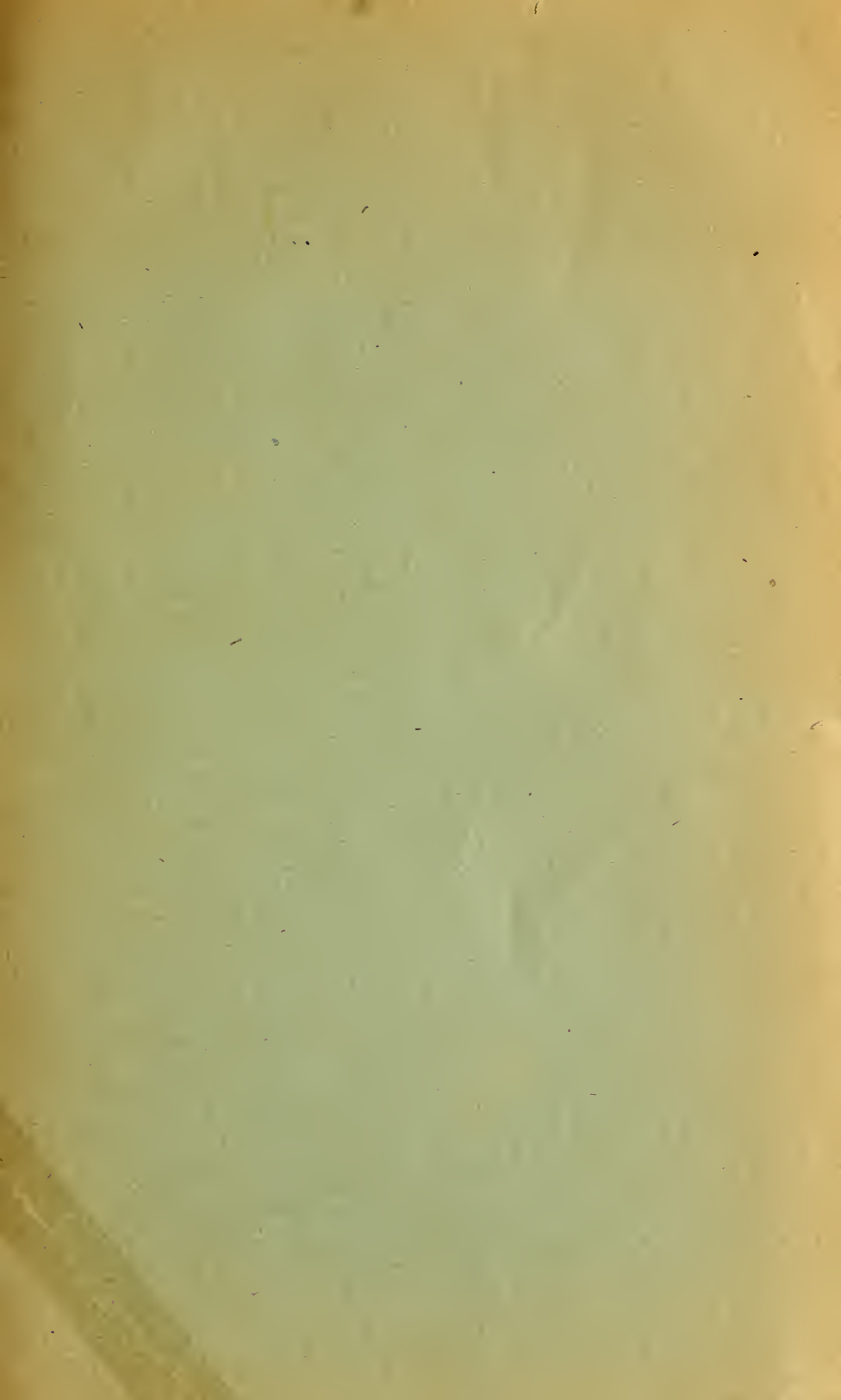
Many improvements made during past year—among them, the refurnishing of sleeping-rooms with handsome oak suits, and the supplying of Science Department with complete Physical and Chemical Apparatus.

EXPENSES FOR ANNUAL SESSION.

Board, fuel, lights, full Literary Course	\$125.00
Music (extra)	40.00

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Cary High School

1901 / 1902

CATALOGUE

OF

CARY HIGH SCHOOL

CARY, N. C.

1901-1902.



RALEIGH:
EDWARDS & BROUGHTON.
1902

Calendar, 1902-1903.

Fall Term opens August 12, 1902.

Field Day Exercises, November 14, 1902.

Thanksgiving Day, November 27, 1902.

Fall Term closes December 19, 1902.

spring Term opens December 30, 1902.

Easter Monday Holiday, 1903.

Spring Term closes May 21, 1903.

I. Officers and Instructors.

Session 1902-1903.

- I. E. L. MIDDLETON and A. F. SAMS, Principals.
- II. DR. J. M. TEMPLETON, Chm'n Board Directors
- III. MRS. C. A. WOOD, Matron.
- IV. E. L. MIDDLETON, A.B. (Wake Forest, 1889),
Mathematics, History, Greek.
- V. A. F. SAMS, A.B. (Wake Forest, 1897),
English, Latin, Science.
- VI. LILY N. JONES (Greensboro Female College, 1892),
Primary, Penmanship, French.
- VII. HAZEL IRENE WADDELL (Louisburg Female College, 1901),
Music, Elocution.
- VIII. JULIA A. ALBEA (Greensboro Female College, 1891),
Art.
- IX. LUCY D. REAVIS,
Stenography, Typewriting.

II. Directors and Stockholders.

Board of Directors.

DR. J. M. TEMPLETON, *Chairman.*

REV. A. D. HUNTER, *Secretary.*

B. S. FRANKLIN.

F. R. GRAY.

C. W. SCOTT.

Stockholders.

C. W. BLANCHARD.

MRS. J. K. MASON.

J. C. ANGIER.

P. D. GRAY.

J. E. WHITE.

B. S. FRANKLIN.

A. D. HUNTER.

T. IVEY.

J. W. BAILEY.

J. W. CREEL.

J. R. WALKER.

Z. V. JOHNSON.

C. W. SCOTT.

C. B. PASMORE.

F. R. GRAY.

R. R. YATES.

W. D. JONES.

LEVI COLE.

C. R. SCOTT.

DR. J. M. TEMPLETON.

MISS SALLIE BONNER.

E. L. MIDDLETON.

A. F. SAMS.

III. A Foreword.

Six years ago this school was an experiment. This community has ever striven to have a good school, but no permanent management had ever been secured. The present Principals have been connected with the school during this period, and now unite their efforts in building up a larger and better school. The property has been leased for a term of years. Before the Fall Term, the building will be completely renovated and the furniture improved. The school has employed the most expensive and best-equipped faculty in its history. The experimental stage has passed. Directors, stockholders, principals and patrons expect a liberal increase in patronage, and the most excellent work ever done by the school.

Our catalogue shows the smallest enrollment for six years. Last year the public school was taught in the public school building instead of being taught in connection with this school. Our pupils came from a larger territory than ever before, and the school was entirely successful. The usefulness of this institution is only begun, its resources are barely opening. To students and fellow-teachers we wish to extend hearty thanks for their excellent deportment, kind and respectful bearing, and faithful work. We wish for them all possible success, and confidently hope that they may be staunch supporters of the school in their several communities. Progress along all lines is the watchword of this institution. As teachers and pupils and friends of the school, we look longingly with great expectation to the opening of the next term. From a history of uniform growth and permanent progress, we look to a future radiant with hope and rich in promises.

IV. Who We Are.

1. E. L. MIDDLETON.—For eleven and a half years he taught successfully in the public and private schools of this State. After a long service with this school, he was released by the Directors, but was unanimously recalled to his old work. For a year and a half he has had a fine opportunity for studying methods and plans in the best schools in the South. He knows more of the possibilities of his work and the means of attaining the most desirable ends in education. He returns with enlarged views, renewed zeal and greater enthusiasm for his work.

2. A. F. SAMS.—For five years he has taught in the schools at Marshville and Cary. No opportunity has been lost for giving his pupils the benefit of advanced and progressive methods in education. He can produce endorsements from patrons and pupils in all his work, which bear testimony to his thoroughness of instruction, faithfulness and enthusiasm in his work, and his judicious and successful management of school affairs.

3. LILY N. JONES.—The school is very fortunate in retaining the services of such a teacher. She has taught consecutively for ten years, and has made a special study of primary work. Her tact, patience, knowledge of children and influence among the girls, together with her broad culture, render her an indispensable factor in the management of our school. She is eminently competent to teach the advanced classes assigned to her.

4. HAZEL IRENE WADDELL.—We feel we have acted wisely in securing the services of Miss Waddell. She is a full graduate in literary departments and music, and has had a three years' course in elocution. Her

work in teaching music and elocution has been pre-eminently successful. She is a woman of broad culture and refinement. She performs elegantly, sings sweetly, and recites with ease and grace. She will add great strength to our faculty.

5. JULIA A. ALBEA.—Miss Albea is a full graduate in two fine arts—Music and Art. She pursued these studies because she loved both. She has had extensive and valuable experience in teaching art. She is such a woman as will stimulate pupils to the highest endeavors in their school work and create within them a desire for the noblest living. She is an indefatigable worker in whatever she undertakes.

6. LUCY D. REAVIS.—No one is more favorably known to the citizens of Cary and our former pupils than Miss Reavis. She took her business course under Miss Lizzie Lee, of St. Mary's College, Raleigh, N. C. She has taught private lessons for six years, and has been successful in her work.

V. What We Want.

1. Patrons Who are willing to co-operate with us in our work. Those who have the courage to see and write to teachers regarding any dissatisfaction rather than break a contract or backbite and malign a worthy institution. Those who honor a contract with a school teacher as much as one with a grocer.

2. Boys Who realize that mental force is superior to physical force. Boys of good habits who want an education and are willing to work for it. Boys who see the great possibilities lying before men of the rising generation.

3. Girls Who realize the true nobility of womanhood. Girls who are willing to live in woman's sphere and work faithfully to prepare themselves for the noble callings now open to women. Girls who prefer well-stored brains and countenances beaming with intelligence to servile obedience to the whims of fashion.

Pupils Not Wanted.

i. Boys Who do not want an education. Boys who curse, swear, play cards and use intoxicants in any way or degree. Boys who are boisterous and indifferent to the rights of fellow-students, teachers and landlords. Boys who are habitual grumblers and malcontents. Boys who wilfully disobey necessary rules.

2. Girls Who are unwilling to work for an education. Girls who will risk personal character and that of a school to carry their point. Girls who are unwilling to obey rules made for their welfare and protection.

VI. What We Do.

1. For the Heart. The school is not under the control of any religious denomination, but is thoroughly permeated with the spirit of Christianity. Only teachers of recognized character are employed, and students of every denomination, or of no church affiliations are received on equal grounds in all respects. It is our policy to divide the teachers as equally as possible among the denominations represented by the patrons of the school. In no case will any influence be allowed which might draw a pupil away from his church moorings. As far as possible, the wholesome influence of a Christian home is thrown around our students. While

character is being formed, and impressions for life are being made, the Christian teacher has open to him a most wonderful field of usefulness.

The school is opened every morning with devotional exercises. Cary has a Methodist and Baptist church, and a mission of the Episcopal Church, with regular services at each. Pupils are required to attend the services of at least one of these churches, and are expected to attend Sunday School regularly.

2. For the Hand. It is our plan to cultivate our students physically as well as mentally and morally. Otherwise the best results in the class-room and in after life cannot be realized. To this end, we have a beautiful tennis court and baseball grounds, and students are encouraged to take sufficient outdoor exercise. The Principals take active part in training teams for their contests, and their presence on the play-grounds is a source of enthusiasm as well as moral influence among the boys. To further encourage athletics, the 14th day of November is set apart for Field Day exercises. These exercises will be held on our athletic grounds and a handsome prize awarded to the best all-round athlete.

3. For the Head. In all our work we have three ends in view—to teach pupils to be observant of what they see, judicious in what they do, and logical in what they say. For a teacher to educate a pupil he must lead him and not drive him, draw out his mental powers rather than pour in a heterogenous mass of information. Pupils are encouraged to do as much original thinking as possible. In addition to mere mental discipline, we try to use those essentials in education tending to culture and

refinement, and those which will prepare young men and women for the active duties of life.

In the Primary and Grammar School Departments, we take all pains in laying good foundations for future work, whether in business, high school or college. Frequent and thorough drills are given in spelling, reading and writing. In English Grammar, pupils are trained in the correct use of the language by frequent exercises in written work. When the pupil has acquired a thorough knowledge of the technical principles of grammar, the critical study of English Classics is emphasized.

It is our aim in all branches of study to give as broad culture as possible and yet magnify the practical parts. The student should be taught to reason from cause to effect, and, as far as possible, make practical application of every lesson imparted. Our methods of instruction are varied with a view to arousing and holding a live interest in the work.

VII. Where We Are and What We Have.

Too much could not be said of the desirability of the location. It is both healthful and beautiful. The moral atmosphere of the town of Cary could not be excelled in the State. The society in the town will be elevating and stimulating to the youth that will attend the institution. No better railroad facilities could be furnished in the State—just at the junction of the Seaboard and Southern Railways, eight miles west of Raleigh. It is far removed from the malarial regions, with pure, cold well-water in abundance as the beverage of the people. The town was chartered dry, and is fortified against the possibility of alcoholic drinks ever being sold in or near it.

In the most attractive part of the town and surrounded by a beautiful campus of oaks, is our school building. **2. Buildings.** On the first floor there are four large and well-lighted class-rooms—which may be easily converted into an auditorium—a society hall, reading-room, library and four music-rooms. On the second floor are rooms for the matron, a dining-hall and dormitories for sixteen boys. During the present vacation, additional building is to be done, and the entire plant embellished.

The entire building is furnished with suitable furniture and equipment. **3. Equipment.** The class-rooms have folding desks, charts and maps. The Society hall has chairs, tables and tracking. The music-rooms are furnished with three pianos, and the dormitory rooms with neat and comfortable furniture.

VIII. General Culture.

1. Literary Societies. The Clay Society for young men and the Browning Society for girls meet once a week for exercises in debate, composition and elocution. All members are required to take part in the exercises. Most excellent results have been obtained during the past year. The good to be derived from this work can not be overestimated. It gives a knowledge of parliamentary law and stimulates a fondness for reading. It gives the power of expressing in public one's thoughts—a power not possessed by many people. It gives a broader view of men and things, and as an educator it has no superior. We want original thought, and there is no field broader and more capable of yielding rich harvest. We believe the boys and girls need the supervision of teachers as much in their society work as in

the class-room. And while the management of each society is left largely to its members, who perform all official duties, the Principals do not hesitate to make or unmake regulations when in their judgment the best interests of the societies demand it. Many well-trained boys and girls have gone out from this school as living witnesses of excellent society work.

2. **Library.** A library of 400 volumes has been collected, to which additions are constantly being made. Every volume is carefully examined, and nothing except literature of high order is allowed on our shelves. We have many volumes of biography, history, addresses, together with the prose and poetical works of Dickens, Scott, Cooper, Tennyson, Longfellow, Shakespeare, Hawthorne, Bacon, and others.

3. **Reading Room.** A convenient reading-room has been provided, and will be open to students during certain hours each day. Pupils may have access to the best papers and magazines obtainable, and thereby not only keep posted upon current topics, but broaden their views and greatly extend their scope of knowledge.

4. **Lectures.** Lectures given at stated times by prominent men have for years been a feature of our work. Many distinguished educators and leading men in other professions have entertained and greatly benefitted us by timely and practical addresses. Our student body looks forward to these occasions with much interest, and the large audiences from the town and community show that they are generally appreciated. We have already secured promises from many prominent lecturers for the coming session.

IX. What Our Pupils Do.

In the South, no secondary school can confine itself to one specific line of work. We have two general ends in view—one to prepare boys and girls for college, the other to fit the great mass of our students for the active duties of life. In the latter class we can point with pride to young men and women who are becoming strong factors in the social, industrial and church life of their several communities. In the former class our pupils are doing us honor while honoring themselves. During last year we had thirty-one former pupils in the following institutions: University of North Carolina, Trinity College, Wake Forest College, A. and M. College, Elon College, Asheville Normal College, N. C. Normal and Industrial College, Greensboro Female College, Oxford Female Seminary and Baptist Female University. This does not include several of our students who went directly from our school to professional schools. Several of our students at these colleges have graduated *magna cum laude*.

X. Scholarships.

The Directors have secured scholarships from the following institutions: Wake Forest College, University of North Carolina, Oxford Female Seminary, Eastern Normal College, the Charlotte Presbyterian College for women, and Claremont College.

The above scholarships are worth from \$40 to \$60 each. In order to be entitled to a scholarship, the applicant must be prepared to enter college classes, and must have been a student of Cary High School for at least one year. Other conditions of award will be announced later.

XI. Record of Work.

1. **Examinations.** Educators are not agreed as to how often or how difficult examinations should be. We require written examinations of all pupils on all studies during each quarter, but these examinations are short and at such times as will give the pupils an opportunity of telling what they know, and not what has been "crammed" in their heads for a special occasion. A record is kept of work on recitations, and an average mark is secured from these two sources.

2. **Reports.** We send reports at the end of each ten weeks. We keep all parents informed regarding the scholarship, deportment and attendance of their children.

We ask for their co-operation. Low marks are not necessarily a sign of poor work. A poor mark on deportment needs immediate attention.

3. **Honors.** At the end of each quarter an Honor Roll is posted. To be entitled to a place on this, a pupil must make an average of 92.5 on scholarship, 95 on attendance, and excellent deportment. To be on the annual Honor Roll, a pupil must have been on all the quarterly Rolls of Honor.

A handsome gold medal will be awarded to the pupil in the High School making the highest scholarship during next year. To compete for this, a pupil must be present to receive all the reports of the year.

Prizes will also be awarded for excellence in debate, essay-writing, declamation and recitation.

XII. Special Departments,

Music. Music has long since come to be a necessity to a civilized people. It is the most extensively cultivated and the most generally appreciated of all the fine arts. A thorough and conscientious course in music will certainly carry with its manual training mental and heart training also. Many now study music who never expect to teach or become performers, because of the enlarged capacity to enjoy good music that comes from such a course of study, and because they realize that all cultivation of the fine arts is an upward and forward step.

Our purpose is to train pupils on technic and such a course of study as tends to give a thorough knowledge of music and to make the best performers.

Elocution. Elocution is no longer considered a mere pastime study. The eyes of the people, even in our conservative South, have been opened to see not only the beauty and grandeur, but the practical importance of true expression.

And the time rapidly approaches when the inelegant speaker will be compelled to withdraw from the field to make room for the man who cultivates both brain and body.

To give due expression to our thoughts and feelings, we must learn to apply the principles of Pitch, Force, Time, Stress, Emphasis, Modulation and Cadence to the various qualities of tone, selected with proper reference to the meaning to be conveyed. Expression also teaches Self-Control, Ease, Polish, Address, Fluency, etc.

Art. In this department the pupil is taught drawing from model and object; crayon, including portraits, pastel and oil painting. It is much better to study drawing before painting, as it enables the pupil to shade and sketch with much less trouble. The study of art trains the eye and makes one a very close observer of nature, thereby training the mind. It also enables one to beautify the home at a very small cost.

Typewriting and Stenography. In answer to considerable demands, we have arranged to give instruction in Shorthand and Typewriting. A study of these departments not only furnish excellent means for mental development, but also affords practical information which may prove very profitable. By a knowledge of these arts, many energetic boys and girls are working their way through higher institutions of learning. We use the Isaac Pittman System of Shorthand. As texts we will use his Twentieth Century Complete Phonographic Instructor, The Twentieth Century Dictation Book, and Nos. 1 and 2 Business Letter Book.

For practice work in Typewriting, we will use a standard typewriter.

Bookkeeping. The policy of the school is to make no promises that are not kept. We have no separate department for this study. Too many boys and girls are being misled by inducing them to take a business course before their mental development or experience in life warrant it. This study is pursued as a part of our work in Arithmetic, and is intended to prepare pupils for a more advanced study of the subject, or fit them for managing their own business as farmers, merchants, artisans, etc. The work is elementary, and we make no extra charge for it.

XIII. Course of Study.

(1.) *Primary.*

FIRST GRADE.

1. Primer (Carnefix).
2. First Reader—Graded Classics.
3. First Reader (Holmes).
4. Spelling, Part I (Branson).
5. Life of Washington.
6. Number Work.
7. Writing.

SECOND GRADE.

1. Second Reader—Graded Classics.
2. Second Reader (Holmes).
3. Spelling, Part I (Branson).
4. Number Work.
5. Life of Franklin.
6. Grimm's Fairy Stories.
7. Writing.

THIRD GRADE.

1. Third Reader—Graded Classics.
2. Third Reader (Holmes).
3. Life of R. E. Lee (Williamson).
4. Spelling, Part I (Harrington).
5. Primary Arithmetic (Colaw and Ellwood).
6. Language Work.
7. Physical Culture (Johnson).
8. Writing.

(2.) *Grammar School.*

FOURTH GRADE.

1. Fourth Reader (Holmes).
2. North Carolina History Stories (Allen).
3. Spelling, Part II (Harrington).
4. Language Lessons (Swinton).
5. Elementary Geography (Maury).
6. Primary Arithmetic (Colaw and Ellwood).
7. Writing.

FIFTH GRADE.

1. Life of Stonewall Jackson (Williamson).
2. Primary History of United States (Chambers).
3. Spelling, Part II (Harrington).
4. Elementary Geography (Maury).
5. English Grammar, Book I (Hyde).
6. Primary Arithmetic (Colaw and Ellwood); Advanced Arithmetic to Fractions (Colaw and Ellwood).
7. Physiology (Steele).
8. Writing.

SIXTH GRADE.

1. History of United States (Chambers).
2. Spelling, Part II (Branson).
3. Advanced Arithmetic to Percentage (Colaw and Ellwood).
4. Mental Arithmetic, Parts IV and V (Brooks).
5. Manual of Geography (Maury).
6. English Grammar, Book II (Hyde).
7. First Steps in Science (Bert).
8. Writing.

(3.) *High School.*

FRESHMAN YEAR.

English.—Writing, Spelling (Branson), Punctuation, and Use of Capitals; Grammar (Buehler); Reading on Class *Sketch Book* and *Enoch Arden*, and *Arabian Nights* and *Tales of the White Hills*, as parallel.

Mathematics.—Arithmetic (Colaw and Ellwood); a thorough drill from Percentage, including Mental Arithmetic, Parts VI and VII (Brooks).

History.—History of United States, reviewed and studied by topics (Lee's New School and White's Outlines); Civil Government (Peterman).

Latin.—Beginner's Latin Book (Collar and Daniel); Exercises in Composition.

SOPHOMORE YEAR.

English.—Grammar reviewed (Buehler); Lessons in English (Lockwood); Study of American Literature on class and as parallel reading, using *Evangeline*, *Last of the Mohicans*, *Scarlet Letter*, etc.

Mathematics.—Arithmetic completed; Supplementary Exercises and Appendix (Colaw and Ellwood); Mental Arithmetic, Part VIII (Brooks); First Steps in Algebra (Wentworth).

History.—Eastern Nations, Greece, Rome (Myers); Current History (Pathfinder).

Latin.—Grammar reviewed; Gate to Cæsar; Cæsar's Gallic Wars, Books I, III (Allen and Greenough); Prose Composition (Mellick).

Science.—Physical Geography (Tarr).

JUNIOR YEAR.

English.—Practical Rhetoric (Raub); Study of English Literature on class and as parallel reading, using *The Deserted Village*, *Ancient Mariner*, *Julius Cæsar*, *DeCoverly Papers*, *Silas Marner*, etc.

Mathematics.—Algebra through Quadratics (Wentworth).

History.—Mediæval and Modern History (Myers); Current History (Pathfinder).

Latin.—Cæsar's Gallic Wars, Book IV (Allen and Greenough); Cicero's Orations Against Catiline (Allen and Greenough); Prose Composition (Daniell).

Greek (elective).—Beginner's Greek Book (White); Thorough Drill upon Forms.

Science.—Physics—Mechanics, Heat, Sound, Light, Electricity, Experiments.

SENIOR YEAR.

English.—English and American Literature (Swineford); Basis of Lectures on English Literature (Pancoast); Study of English and American Literature, on class and as parallel reading, using *Burke's Speech on Conciliation*, *The Princess*, *Merchant of Venice*, *The Alhambra*, *Comus*, *L'Allegro* and *Il Penseroso*, etc.

Mathematics.—Three lessons per week; Algebra, completed; Plane Geometry (Wentworth).

Latin.—Four times per week; Virgil's Aeneid, Books I—IV; Advanced Latin Grammar (Allen and Greenough); Critical Study of Syntax and Prosody.

French.—Grammar (Keetel); Readers (Coutiers De Fees and Supers).

History.—Two lessons per week; Leading Facts of English History (Montgomery).

Greek (elective).—Three times per week; Grammar reviewed; Xenophon's Anabasis, Books I—III.

XIV. Expenses Per Term.

First Grade	\$5.00
Second and Third Grades	7.50
Fourth and Fifth Grades	10.00
Sixth Grade	12.50
Freshman Year	15.00
Sophomore, Junior and Senior Years	17.50
Music	12.50
Music, with instrument for practice	15.00
Elocution	\$6.25 to 12.50
Art	10.00 to 15.00
Stenography	15.00
Typewriting	10.00
Incidental Fee50

XV. Terms.

Tuition is payable quarterly in advance, but monthly payments may be arranged when necessary. *No deduction will be made for absence except in cases of protracted illness of one week or more. All pupils must enter for a whole term or the remainder of a term, unless previous arrangements are made to the contrary. The entrance of a pupil will be considered as an acceptance of these terms.*

Ministerial students properly endorsed by their churches, and the sons and daughters of ministers, receive fifty per cent discount from the regular rates of literary tuition.

A discount of ten per cent is given to all parents sending three or more pupils, or to those whose quarterly bills aggregate \$20.00 or more.

Any special arrangements desired must be made on or before the entrance of the pupils. The grading will be based on the course of study. In the Primary

and Grammar School the rates will be in the grade in which the pupil has the most studies. Pupils having two or more of the following studies will be charged \$17.50 per term: Latin, Algebra, General History, Lessons in English and Rhetoric.

XVI. Board

During the past year satisfactory arrangements have been made for all pupils desiring board. Many of the best Christian homes in Cary have been open for the boys and girls of the school. During the past year boys and girls have had different boarding places, and the same plans will be arranged for next year. Our charges are as low as can be arranged with present prices for groceries. These charges cover all expenses except washing, but each pupil will be expected to furnish a pair of blankets or two quilts, a pair of sheets and pillow-cases. Arrangements can be made to board from Monday till Friday of each week. The Principals will gladly arrange board when notified by parents. Charges for board are payable monthly.

Mrs. C. A. Wood, as Matron, will preside over the students' home in the school building. These dormitories are being painted, and will be neatly furnished. Good board will be furnished at actual cost, estimated at \$6.00 to \$7.00 per month. This includes cost of groceries, fuel, lights, lodging, dining-room and kitchen service.

The increase in the cost of living has necessarily raised the price of board, but we have not raised it in proportion to this increase. The following prices are for the school month of four weeks:

Board in private families	\$8.00
Board from Monday until Friday	5.00

XVII. Miscellaneous.

1. The Principals have selected text-books by standard authors, and all pupils will be required to use books mentioned in the courses of study, except when it is to the interest of the pupil for the teacher in charge to order a change.

2. Classes will be formed at the beginning of each term of five months, and pupils entering late must join classes already formed.

3. We urge all parents to enter pupils at the beginning of term. Late entrance is injurious to pupils and school.

4. Parents should not allow their children to be at home for trivial causes. Going to school is as much a business as farming, merchandising, etc., and boys and girls should be taught to be prompt in meeting all business engagements.

5. Students are not expected to idle away their time down town, around the depots and places of business. When they need recreation, they must seek it in other ways.

6. Parents should always write to the Principals when a favor is to be asked for their children, or when any complaint is made.

7. All boarding pupils will be responsible to the Principals for their conduct out of school, as well as while at the school building.

8. All pupils on matriculating pledge themselves to obey and uphold the rules and regulations of the school. All who are not willing to do this are urged to stay at home. No regulations are made except for the moral, mental and religious welfare of the pupils and the school.

For further information, address

MIDDLETON & SAMS, *Principals,*
Cary, North Carolina.

Students 1901-1902.

Adams, Ada	Franklin, Carey
Adams, Clio	Ellis, Dicy
Adams, Effie	Franklin, Craven
Adams, Laurie	Goodwyn, Bettie
Adams, Gussie	Goodwin, Malpheus
Atkins, Harold	Guess, Marvin
Baucom, C. R.	Hamlin, L. D.
Bennett, Chester	Harrington, G. P.
Blanchard, Arthur	Hobbs, E. H.
Blanchard, Dexter	Holleman, Ethel
Blanchard, Edna	Holleman, W. H.
Blanchard,, Mina	Hooker, Roscoe
Blue, Cornelia	House, I. O.
Blue, Daniel	Huggins, Lessie
Bonner, Blanchard	Hunter, Isaac
Bonner, Helen	Hunter, La Rue
Bonner, Lexa	Huntley, C. W.
Bright, Maggie	Hurst, Vernon
Broughton, E. H.	Ivey Albert
Broughton, Irene	Ivey, D. R.
Broughton, Lowell	Ivey, Esther
Butt, James	Ivey, George
Cain, E. B.	Ivey, Thaddeus
Campbell, D. M.	Johnson, Foy.
Carroll, Annie	Johnson, Frances
Carroll, Ethel	Jones, E. C.
Cheek, H. H.	Jones, Hervey
Covington, P. W.	Jones, Lillian
Cox, Hubert	Jones, Marvin
Eatman, Joe	Jones, Walter
Ellington, Charley	Jordan, Jas. B.
Ellington, Ethel.	King, Emma

Lawrence, A. V.	Pleasants, Milton
Livingston, M. J.	Pleasants, Rena
Lougee, L. E.	Powers, Peter
Lynn, Roy	Ray, Hickman
Lynn, Norma	Scott, Elsie
Matthews, M. C.	Segroves, Clennie
Matthews, V. C.	Sorrell, A. N.
Maynard, Atlas	Stephenson, George
McKinney, D. T.	Stephenson, Lina
Middleton, O. D.	Stephenson, Sarah
Middleton, Robert Lee	Stevens, Tommie
Montgomery, Annie	Stone, Lossie
Montgomery, Bays	Templeton, Alf.
Morris, Luther	Templeton, Georgia
Murock, Emerson	Templeton, Hoke.
Norris, C. S.	Templeton, James
Norris, G. C.	Templeton, Lillian
Norris, Nora	Thompson, Rommie
Ormond, Willie	Tilley, Amed
Page, Donald	Waldo, Ruth.
Page, Clare	Weathers, E. C.
Parks, Claudie	Weatherspoon, W. H.
Partin, Aldridge	Wilder, Myrtle
Partin, Pearl	Williams, W. J.
Pearson, E. C.	Woodlief, B. B.
Pickett, Bessie	Wright, Mary.
Pickett, Lillie	Yates, Ernie
Pickett, R. J.	Yates, Silas

These pupils came from eighteen counties, and are representatives of many excellent homes. Heretofore the public school was taught with the High School, but during the past year the two were separated, hence a shorter roll of students.




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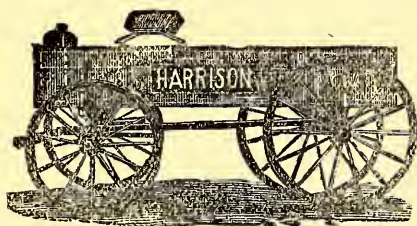
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F. P. HOBGOOD, President

Mrs. S. D. TWITTY,

Associate Principal

Mrs. F. P. HOBGOOD,

Supt Domestic Department

F. P. HOBGOOD, A. M., Latin and Moral Science.

Mrs. M. A. LACY, French and Mathematics.

Miss LILY EGBERT, A.B. (Randolph-Macon Woman's College, Richmond, Va.), Natural Science.

Miss LILY GRANDY (Cornell University), English and History.

Miss JANIE LACY, A.B., Assistant in Preparatory Department.

Miss HALLIE E. TAURMAN (pupil of Stebbins), Elocution.

Miss EDNA HUDSON, A.B., Physical Culture.

Conservatory of Music

Miss HALLIE E. TAURMAN (Medalist in Voice and Piano) Woman's College, Richmond, Va. Four years in Piano under Mills and Parsons, of New York; four years in Voice under Tamaro, Sufferen, and Lizzie Arbuckle Moses, of New York).

Miss EDNA HUDSON (Music graduate, Oxford Seminary), Piano.

Miss CARRIE HOBGOOD (Music graduate, Oxford Seminary), Piano.

School of Art

Miss SUE W. HALL (Cooper Union Art School, and under New York masters six years. Teacher in Oxford Seminary twelve years.

Miss JANIE LACY, Typewriting and Stenography.

Miss LILY EGBERT, A.B., Pedagogy.

Session of 1902-1903 will open September 3, 1902.

Extraordinary facilities offered in the Schools of Music, Art, Elocution.

The continued prosperity of the school enables it to offer aid to meritorious students unable to pay their expenses.

Our students whom we can recommend easily find places as teachers that pay good salaries. We have been unable so far to supply the demand for our graduates.

CHARGES.—Board, fuel, lights, and full literary course for the annual session, \$135. Music, including the use of the piano, \$42 to \$45 for the annual session.



Cary High School

1903

CATALOGUE

OF

CARY HIGH SCHOOL,

CARY, N. C.

1902-1903.

ANNOUNCEMENTS 1903-1904.



RALEIGH:
EDWARDS & BROUGHTON.
1903.

I. Directors and Stockholders.

Board of Directors.

DR. J. M. TEMPLETON, *Chairman.*

REV. A. D. HUNTER, *Secretary.*

B. S. FRANKLIN. F. R. GRAY. C. W. SCOTT.

Stockholders.

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MISS SALLIE BONNER.

MRS. J. K. MASON.

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R. R. YATES.

LEVI COLE.

DR. J. M. TEMPLETON.

E. L. MIDDLETON.

A. F. SAMS.

II. Calendar, 1903-1904.

Fall Term opens August 11, 1903.

Thanksgiving Day, November 26, 1903.

Fall Term closes December 23, 1903.

Spring Term opens January 5, 1904.

Easter Monday, Holiday, 1904.

Spring Term closes May 20, 1904.



III. Officers and Instructors.

Session 1902-1903.

- I. E. L. MIDDLETON and A. F. SAMS, Principal.
- II. DR. J. M. TEMPLETON, Chm'n Board Directors.
- III. MRS. C. A. WOOD, Matron.
- IV. E. L. MIDDLETON, A.B. (Wake Forest, 1889),
Mathematics, History, Science.
- V. A. F. SAMS, A B. (Wake Forest, 1897),
English, Latin, French.
- VI. LILY N. JONES (Greensboro Female College, 1892),
Primary, Penmanship.
- VII. L. KEMPIE CARLTON (Oxford Seminary),
Music, Elocution.
- VIII. LUCY D. REAVIS,
Stenography, Typewriting.

CATALOGUE
OF
CARY HIGH SCHOOL.

IV. Forewords.

1. Last Year. The year just closed has brought to us many encouragements. Our enrollment shows an increase of more than forty per cent over that of the preceding year. These students came from a larger territory than ever before and their work in every department has been more satisfactory. It is now believed that the permanent growth of this school is fully assured. To students and fellow-teachers we wish to extend hearty thanks for their excellent deportment, kind and respectful bearing, and faithful work. We wish our former pupils all possible success, and hope that in their several communities they may be staunch supporters of their *Alma Mater*.

2. Not an Experiment Station. To prospective students we wish to say in all candor, that if you have not decided to enter school in good faith, under the requirements of our catalogue, we much prefer that you do not enter at all—at least until you may have reached such a decision. Constant shifting in a student-body means endless confusion to teachers and little or no profit to pupils. All pupils are expected to enter for a full term of five months, or for the balance of the term. Since this Catalogue is our only means of communication, we shall consider that all pupils matriculating thereby agree to the above terms, unless satisfactory arrangements have been previously made.

3. Not a Re-
formatory. However much we may be interested in the reformation of bad boys we could not take the risk of endangering the character of many others for the hope of benefitting one. Because of the excellent moral atmosphere of Cary, and its numerous incentives to noble living, many boys have been strengthened morally while under our tuition, but we are too busily engaged otherwise to devote our time to the subordination of pupils who have never been taught to respect just authority, or to tolerate for any considerable time such as persist in the practice of evil habits. We reserve the right to suspend any pupil whose influence is known to be injurious or demoralizing to the student body.
4. When
to Enter. Many farmers, who think it almost a disgrace to have farm work a few weeks behind that of their neighbors, think it all right to enter their children from one to eight weeks behind their classes. With late planting they expect poor crops, but ask for good results in school with late entrance. The first is as possible and probable as the last. Going to school is a business, and no one ever engages in any business more important. If one fail in business he may start again, but if education is neglected, lost opportunities can never be regained. We urge all to be present as early in the session as possible, and be sure to plan for the whole term.
5. When and
How to Pay. All well-regulated schools incur expenses before the school opens, and many incidental expenses are due from the beginning, besides the salaries of teachers. Usually it causes no inconvenience for patrons to pay in advance. We are trying to run our school on business principles, and to do this we must have our patrons deal with us in the same way. In order to show

good faith, we request each patron to make some payment on entrance, and pay balance of first quarter on presentation of statement after assignment to grades and classes. If this cannot be done let indulgence be asked for, so there can be no misunderstanding. In the past a few pupils have stopped in the midst of the term without previous arrangement and asked to have tuition discounted. Of course we expect some to discontinue work with good reasons therefor, but we wish to know this so as to lay our plans with accuracy. Pupils, teachers and the school all suffer under such conditions.

6. **Registration.** All pupils, on entering, are required to fill blanks on registration card, giving name, age, parent, county, church relation, date of registration, etc. On the reverse side they sign the following: "In entering Cary High School I agree to obey all rules necessary to good order and efficient work. I shall consider and respect the rights of landlords, teachers and fellow-students."

V. Who We Are.

1. **E. L. MIDDLETON.**—For twelve and a half years he has taught successfully in the public and private schools of this State. After a long service with this school, he was released by the Directors, but was unanimously recalled to his old work. For a year and a half he had a fine opportunity for studying methods and plans in the best schools in the South. He knows more of the possibilities of his work and the means of attaining the most desirable ends in education. He has enlarged views, renewed zeal and a greater enthusiasm for his work.

2. **A. F. SAM.**—For six years he has taught in the schools at Marshville and Cary. No opportunity has been lost for giving his pupils the benefit of advanced

and progressive methods in education. He can produce endorsements from patrons and pupils in all his work, which bear testimony to his thoroughness of instruction, faithfulness and enthusiasm in his work, and his judicious and successful management of school affairs.

3. LILY N. JONES.—The school is very fortunate in retaining the services of such a teacher. She has taught consecutively for many years, and has made a special study of primary work. Her tact, patience, knowledge of children and influence among the girls, together with her broad culture, render her an indispensable factor in the management of our school. She is eminently competent to teach the advanced classes assigned to her.

4. L. KEMPIE CARLTON.—Miss Carlton is no stranger to us. She has taught with us two and a half years with preeminent success. She has few equals and no superiors in her work. She is a woman of broad culture and refinement. She performs elegantly and recites with ease and grace. She adds great strength to our faculty.

5. LUCY D. REAVIS.—No one is more favorably known to the citizens of Cary and our former pupils than Miss Reavis. She took her business course under Miss Lizzie Lee, of St. Mary's College, Raleigh, N. C. She has taught private lessons for six years, and has been successful in her work.

VI. What We Want.

1. Patrons Who are willing to cooperate with us in our work. Those who have the courage to see and write to teachers regarding any dissatisfaction rather than break a contract or backbite and malign a worthy institution. Those who honor a

contract with a school teacher as much as one with a grocer.

2. Boys Who realize that mental force is superior to physical force. Boys of good habits who want an education and are willing to work for it. Boys who see the great possibilities lying before men of the rising generation.
3. Girls[—] Who realize the true nobility of womanhood. Girls who are willing to live in woman's sphere and work faithfully to prepare themselves for the noble callings now open to women. Girls who prefer well-stored brains and countenances beaming with intelligence to servile obedience to the whims of fashion.

Pupils Not Wanted.

1. Boys Who do not want an education. Boys who curse, swear, play cards and use intoxicants in any way or degree. Boys who are boisterous and indifferent to the rights of fellow-students, teachers and landlords. Boys who are habitual grumblers and malcontents. Boys who wilfully disobey necessary rules. Boys who, concerning their course of study, know more of their needs than the principals. Boys who enter on trial and stay only a short time.
2. Girls Who are unwilling to work for an education. Girls who will risk personal character and that of a school to carry their point. Girls who are unwilling to obey rules made for their welfare and protection.

VII. What We Do.

1. For the Heart. The school is not under the control of any religious denomination, but is thoroughly permeated with the spirit of Christianity. Only teachers of recognized character are employed, and

students of every denomination, or of no church affiliations are received on equal grounds in all respects. It is our policy to divide the teachers as equally as possible among the denominations represented by the patrons of the school. In no case will any influence be allowed which might draw a pupil away from his church moorings. As far as possible, the wholesome influence of a Christian home is thrown around our students. While character is being formed, and impressions for life are being made, the Christian teacher has open to him a most wonderful field of usefulness.

The school is opened every morning with devotional exercises. Cary has a Methodist and Baptist church, and a mission of the Episcopal church, with regular services at each. Pupils are required to attend the services of at least one of these churches, and are expected to attend Sunday School regularly.

2. For the Hand. It is our plan to cultivate our students physically as well as mentally and morally. Otherwise the best results in the class-room and in after life cannot be realized. To this end, we have a beautiful tennis court and baseball grounds, and students are encouraged to take sufficient outdoor exercise. The Principals take active part in training teams for their contests, and their presence on the play-grounds is a source of enthusiasm, as well as moral influence among the boys. To further encourage athletics, a day will be set apart for Field Day exercises. These exercises will be held on our athletic grounds and a handsome prize awarded to the best all-round athlete.

3. For the Head. In all our work we have three ends in view —to teach pupils to be observant of what they see, judicious in what they do, and logical in what they say. For a teacher to educate a pupil he must lead him, not drive him, draw out

his mental powers rather than pour in a heterogenous mass of information. Pupils are encouraged to do as much original thinking as possible. In addition to mere mental discipline, we try to use those essentials in education tending to culture and refinement, and those which will prepare young men and women for the active duties of life.

In the Primary and Grammar School Departments we take all pains in laying good foundations for future work, whether in business, high school or college. Frequent and thorough drills are given in spelling, reading and writing. In English Grammar, pupils are trained in the correct use of the language by frequent exercises in written work. When the pupil has acquired a thorough knowledge of the technical principles of grammar the critical study of English Classics is emphasized.

It is our aim in all branches of study to give as broad culture as possible and yet magnify the practical parts. The student should be taught to reason from cause to effect, and, as far as possible, make practical application of every lesson imparted. Our methods of instruction are varied with a view to arousing and holding a live interest in the work.

VIII. Where We Are And What We Have.

1. Location. Too much could not be said of the desirability of the location. It is both healthful and beautiful. The moral atmosphere of the town of Cary could not be excelled in the State. The society in the town will be elevating and stimulating to the youth that will attend the institution. No better railroad facilities could be furnished in the State—just at the junction of the Seaboard and Southern Railways, eight miles west of Raleigh. It is far re-

moved from the malarial regions, with pure, cold well-water in abundance as the beverage of the people. The town was chartered dry, and is fortified against the possibility of alcoholic drinks ever being sold in or near it.

2. Buildings. In the most attractive part of the town and surrounded by a beautiful campus of oaks, is our school building. On the first floor there are four large and well-lighted class-rooms—which may be easily converted into an auditorium—a society hall, reading-room, library and four music-rooms. On the second floor are rooms for the matron, a dining-hall and dormitories for sixteen boys. During the present vacation, additional building is to be done, and the entire plant embellished.

3. Equipment. The entire building is furnished with suitable furniture and equipment. The class-rooms have folding desks, charts and maps. The Society hall has chairs, tables and tracking. The music-rooms are furnished with three pianos, and the dormitory rooms with neat and comfortable furniture.

IX. General Culture.

1. Literary Societies. The Clay Society for young men and the Browning Society for girls meet once a week for exercises in debate, composition and elocution. All members are required to take part in the exercises. Most excellent results have been obtained during the past year. The good to be derived from this work can not be overestimated. It gives a knowledge of parliamentary law and stimulates a fondness for reading. It gives the power of expressing in public one's thoughts—a power not possessed by many people. It gives a broader view of men and things, and as an educator it has no superior. We want original thought, and there is no field broader

and more capable of yielding rich harvest. We believe the boys and girls need the supervision of teachers as much in their society work as in the classroom. And while the management of each society is left largely to its members, who perform all official duties, the Principals do not hesitate to make or unmake regulations when in their judgment the best interests of the societies demand it. All boarding pupils over fifteen years old will be required to be members of these societies.

2. **Library.** A library of 400 volumes has been collected, to which additions are constantly being made. Every volume is carefully examined, and nothing except literature of high order is allowed on our shelves. We have many volumes of biography, history, addresses, together with the prose and poetical works of Dickens, Scott, Cooper, Tennyson, Longfellow, Shakespeare, Hawthorne, Bacon, and others.

No other preparatory school in North Carolina has a better reading-room. On our files are *Review of Reviews*, *World's Work*, *Outlook*, *McClure's*, *Cosmopolitan*, *Munsey*, *Frank Leslie*, *Youth's Companion*, *Success*, with a large number of State and National periodicals and two excellent educational monthlies. All pupils have access to the reading-room every day, and during the past year it was largely used.

4. **Lectures.** Lectures given at stated times by prominent men have for years been a feature of our work. Many distinguished educators and leading men in other professions have entertained and greatly benefitted us by timely and practical addresses. Our student body looks forward to these occasions with much interest, and the large audiences from the town and community show that they are generally appreciated. We have already secured prom-

ises from many prominent lecturers for the coming session.

X. What Our Pupils Do.

In the South, no secondary school can confine itself to one specific line of work. We have two general ends in view—one to prepare boys and girls for college, the other to fit the great mass of our students for the active duties of life. In the latter class we can point with pride to young men and women who are becoming strong factors in the social industrial and church life of their several communities. In the former class our pupils are doing us honor while honoring themselves. During last year we had a large number of former pupils in the following institutions: University of North Carolina, Trinity College, Wake Forest College, A. and M. College, N. C. Normal and Industrial College, and Oxford Female Seminary. This does not include several of our students who went directly from our school to professional schools. Several of our students at these colleges have graduated *magna cum laude*.

XI. Record of Work.

1. **Examinations.** Educators are not agreed as to how often or how difficult examinations should be. We require written examinations of all pupils on all studies during each quarter, but these examinations are short and at such times as will give the pupils an opportunity of telling what they know, and not what has been "crammed" in their heads for a special occasion. A record is kept of work on recitations, and an average mark is secured from these two sources.
2. **Reports.** We send reports at the end of each ten weeks. We keep all parents informed regarding the scholarship, deportment and attendance of their children.

We ask for their co-operation. Low marks are not necessarily a sign of poor work. A poor mark on deportment needs immediate attention.

At the end of each quarter an Honor Roll
3. Honors. is posted. To be entitled to a place on this, a pupil must make an average of 92.5 on scholarship, 95 on attendance, and excellent deportment. To be on the annual Honor Roll, a pupil must have been on all the quarterly Rolls of Honor.

A handsome gold medal will be awarded to the pupil in the High School making the highest scholarship during next year. To compete for this, a pupil must be present to receive all the reports of the year.

Prizes will also be awarded for excellence in debate, essay-writing, declamation and recitation.

XII. Special Departments.

Music. Music has long since come to be a necessity to a civilized people. It is the most extensively cultivated and the most generally appreciated of all the fine arts. A thorough and conscientious course in music will certainly carry with its manual training mental and heart training also. Many now study music who never expect to teach or become performers, because of the enlarged capacity to enjoy good music that comes from such a course of study, and because they realize that all cultivation of the fine arts is an upward and forward step.

Our purpose is to train pupils on technic and such a course of study as tends to give a thorough knowledge of music and to make the best performers.

Elocution. Elocution is no longer considered a mere pastime study. The eyes of the people, even in our conservative South, have been opened to see not only the beauty and grandeur, but the practical importance of true expression.

And the time rapidly approaches when the inele-

gant speaker will be compelled to withdraw from the field to make room for the man who cultivates both brain and body.

To give due expression to our thoughts and feelings, we must learn to apply the principles of Pitch, Force, Time, Stress, Emphasis, Modulation and Cadence to the various qualities of tone, selected with proper reference to the meaning to be conveyed. Expression also teaches Self-Control, Ease, Polish, Address, Fluency, etc.

In answer to considerable demands, we have arranged to give instruction in Typewriting and Stenography. Shorthand and Typewriting. A study of these departments not only furnish excellent means for mental development, but also affords practical information which may prove very profitable. By a knowledge of these arts, many energetic boys and girls are working their way through higher institutions of learning. We use the Isaac Pittman System of Shorthand. As texts we will use his Twentieth Century Complete Phonographic Instructor, The Twentieth Century Dictation Book, and Nos. 1 and 2 Business Letter Book.

For practice work in Typewriting we will use a standard typewriter.

The policy of the school is to make no Bookkeeping promises that are not kept. We have no separate department for this study. Too many boys and girls are being misled by inducing them to take a business course before their mental development or experience in life warrant it. This study is pursued as a part of our work in Arithmetic, and is intended to prepare pupils for a more advanced study of the subject, or fit them for managing their own business as farmers, merchants, artisans, etc. The work is elementary, and we make no extra charge for it.

XIII. Course of Study.

(1.) *Primary.*

FIRST GRADE.

1. Primer (Carnefix).
2. First Reader—Graded Classics.
3. First Reader (Holmes).
4. Spelling, Part I (Branson).
5. Life of Washington.
6. Number Work.
7. Writing.

SECOND GRADE.

1. Second Reader—Graded Classics.
2. Second Reader (Holmes).
3. Spelling, Part I (Branson).
4. Number Work.
5. Life of Franklin.
6. Grimm's Fairy Stories.
7. Writing.

THIRD GRADE.

1. Third Reader—Graded Classics.
2. Third Reader (Holmes).
3. Life of R. E. Lee (Williamson).
4. Spelling, Part I (Harrington).
5. Primary Arithmetic (Colaw and Ellwood).
6. Language Work.
7. Physical Culture (Johnson).
8. Writing.

(2.) *Grammar School.*

FOURTH GRADE.

1. Fourth Reader (Holmes).
2. North Carolina History Stories (Allen).
3. Spelling, Part II (Harrington).
4. Language Lessons (Swinton).
5. Elementary Geography (Maury).
6. Primary Arithmetic (Colaw and Ellwood).
7. Writing.

FIFTH GRADE.

1. Life of Stonewall Jackson (Williamson).
2. Primary History of United States (Chambers).
3. Spelling, Part II (Harrington).
4. Elementary Geography (Maury).
5. English Grammar, Book I (Hyde).
6. Primary Arithmetic (Colaw and Ellwood); Advanced Arithmetic to Fractions (Colaw and Ellwood).
7. Physiology (Steele).
8. Writing.

SIXTH GRADE.

1. History of United States (Lee's New School).
2. Spelling, Part II (Branson).
3. Advanced Arithmetic to Percentage (Colaw and Ellwood).
4. Mental Arithmetic (Milne's).
5. Manual of Geography (Maury).
6. English Grammar, Book II (Hyde).
7. First Steps in Science (Bert).
8. Writing.

(3.) *High School.*

FRESHMAN YEAR.

English.—Writing, Spelling (Branson), Punctuation, and Use of Capitals; Grammar (Buehler); Read-

ing on Class *Sketch Book* and *Enoch Arden*, and *Arabian Nights* and *Tales of the White Hills*, as parallel.

Mathematics.—Arithmetic (Colaw and Ellwood); a thorough drill from Percentage, including Mental Arithmetic (Milne's).

History.—History of United States, reviewed and studied by topics (Lee's New School); Civil Government (Peterman).

Latin.—Beginnier's Latin Book (Collar and Daniel) Exercises in Composition.

SOPHOMORE YEAR.

English.—Grammar reviewed (Buehler), and a Study of English Composition; Study of American Literature on class and as parallel reading, using *Evangeline*, *Last of the Mohicans*, *Scarlet Letter*, etc.

Mathematics.—Arithmetic completed; Supplementary Exercises and Appendix (Colaw and Ellwood); Mental Arithmetic (Milne's); First Steps in Algebra (Wentworth).

History.—Eastern Nations, Greece, Rome (Myers).

Latin.—Grammar reviewed; Gate to Cæsar; Cæsar's Gallic Wars, Book I, (Allen and Greenough); Prose Composition (Mellick).

Science.—Physical Geography (Tarr).

JUNIOR YEAR.

English.—Normal Grammar (Maris); Practical Rhetoric (Raub); Study of English Literature on class and as parallel reading, using *The Deserted Village*, *Ancient Mariner*, *Julius Cæsar*, *DeCoverly Papers*, *Silas Marner*, etc.

Mathematics.—Algebra through Quadratics (Wentworth).

History.—Mediæval and Modern History (Myers).

Latin.—Cæsar's Gallic Wars, Book III (Allen and

Greenough); Cicero's Orations Against Catiline (Allen and Greenough); Prose Composition (Arnold).

Science.—Physics—Mechanics, Heat, Sound, Light, Experiments (Mead's).

SENIOR YEAR.

English.—Rhetoric completed (Raub); English and American Literature (Swinton); Study of English and American Literature, on class and as parallel reading, using *Burke's Speech on Conciliation*, *The Princess*, *Merchant of Venice*, *The Alhambra*, *Comus*, *L'Allegro* and *Il Penseroso*, etc.

Mathematics.—Three lessons per week; Algebra, completed; Plane Geometry, Three Books (Wentworth).

Latin.—Four times per week; Virgil's Aeneid, Books I—IV; Prose Composition (Arnold); Critical Study of Syntax and Prosody.

French.—Grammar (Macmillan's); Readers Coute's De Fees and Supers).

History.—Three lessons per week; Leading Facts of English History (Montgomery).

XIV. Expenses Per Term.

First Grade	\$5.00
Second and Third Grades	7.50
Fourth and Fifth Grades	10.00
Sixth Grade	12.50
Freshman Year	15.00
Sophomore and Junior Years	17.50
Music	12.50
Music, with instrument for practice.....	15.00
Elocution	\$6.25 to 12.50
Stenography	15.00
Typewriting	10.00
Incidental Fee50
Library and Reading-Room Fee (for all above Fifth Grade)25

XV. Terms.

Tuition is payable quarterly in advance, but monthly payments may be arranged when necessary. *No deduction will be made for absence except in cases of protracted illness of one week or more. All pupils must enter for a whole term or the remainder of a term, unless previous arrangements are made to the contrary. The entrance of a pupil will be considered as an acceptance of these terms.*

Ministerial students properly endorsed by their churches will receive a discount of 50 per cent, and the sons and daughters of ministers, 25 per cent discount from the regular rates of literary tuition.

A discount of 10 per cent is given to all parents sending three or more pupils, or to those whose quarterly bills aggregate \$20.00 or more.

Any special arrangements desired must be made on or before the entrance of the pupils. The grading will be based on the course of study. In the Primary and Grammar School the rates will be in the grade

in which the pupils have the most studies. Pupils having two or more of the following studies will be charged \$17.50 per term: Latin, Algebra, General History, and Junior English.

All accounts not settled within ten days after the close of each term must be closed by note.

XVI. Board.

During the past year satisfactory arrangements have been made for all pupils desiring board. Many of the best Christian homes in Cary have been open for the boys and girls of the school. During the past year boys and girls have had different boarding places, and the same plans will be arranged for next year. Our charges are as low as can be arranged with present prices for groceries. These charges cover all expenses except washing, but each pupil will be required to furnish a pair of blankets or two quilts, a pair of sheets and pillow cases. Arrangements can be made to board from Monday till Friday of each week. The Principals will gladly arrange board when notified by parents. Charges for board are payable monthly.

Mrs. C. A. Wood, as Matron, will preside over the students' home in the school building. These dormitories are being painted, and will be neatly furnished. Good board will be furnished at actual cost, estimated at \$7.00 per month. This includes cost of groceries, fuel, lights, lodging, dining-room and kitchen service.

The increase in the cost of living has necessarily raised the price of board, but we have not raised it in proportion to this increase. The following prices are for the school month of four weeks

Board in private families.....	\$8.00
Board from Monday until Friday.....	5.00

XVII. Miscellaneous.

1. The Principals have selected text-books by standard authors, and all pupils will be required to use books mentioned in the courses of study, except when it is to the interest of the pupil for the teacher in charge to order a change.

2. Classes will be formed at the beginning of each term of five months, and pupils entering late must join classes already formed.

3. Parents should not allow their children to be at home for trivial cause. Going to school is as much a business as farming, merchandising, etc., and boys and girls should be taught to be prompt in meeting all business engagements.

4. Students are not expected to idle away their time down town, around the depots and places of business. When they need recreation, they must seek it in other ways.

5. Parents should always write to the Principals when a favor is to be asked for their children, or when any complaint is made. Permission will not be given to boarding girls to leave Cary, except for their homes, unless by written request from their parents to the Principals.

6. All boarding pupils will be responsible to the Principals for their conduct out of school, as well as while at the school building.

7. All pupils on matriculating pledge themselves to obey and uphold the rules and regulations of the school. All who are not willing to do this are urged to stay at home. No regulations are made except for the moral, mental and religious welfare of the pupils and the school.

For further information, address

MIDDLETON & SAMS, *Principals,*
Cary, North Carolina.

XVIII. Students 1902-1903.

Adams, Effie	Campbell, Coy
Adams, Laurie	Campbell, De Witt
Adams, Ada	Cain, E. B.
Adams, Clio	Cheek, H. H.
Adams, Gussie	Coley, Ollie
Adams, John C.	Crocker, Ruth
Adams, Robert B.	Crocker, Julia
Adams, C. B.	Davis, Walker
Atkins, Harold	Davis, Eunice
Blanchard, Arthur	Davis, Lee Roy
Blanchard, Mina	Darden, D. M.
Blanchard, Edna	Darden, S. I.
Blanchard, Wingate	Eatman, Bessie
Baker, Birdie	Edwards, Levi
Bonner, Alexander	Edwards, Allie
Bonner, Margaret	Franks, Thomas H.
Bonner, Helen	Finch, Fred.
Bonner, Blanchard	Ferrell, T. H.
Bonner, Fannie	Ferrell, G. Z.
Blalock, Annie	Freeman, Herman
Blalock, Lula	Franklin, May
Benson, Nena	Franklin, Joe
Benson, Leo	Gattis, W. A.
Bennett, Chester	Green, D. R.
Bright, Ada	Green, J. E.
Bright, Maggie	Grady, Dora E.
Boothe, W. C.	Goodwyn, Bettie
Butt, James	Harrington, G. P.
Broughton, Arthur	Hatch, James F.
Barrett, Willie	Haywood, E. M.
Currin, R. W.	Howard, Eugene
Covington, Platt	Hooker, Roscoe A.
Covington, Walter	Holleman, Ethel

Huggins, Lessie	Maynard, Atlas
Hunter, Isaac	Maynard, Walter
Hunter, La Rue	Montgomery, Amie A.
Ivey, Albert H.	Montgomery, Bays
Ivey, Esther	Matthews, V. C.
Ivey, Thad., Jr.,	Moore, K. C.
Jones, Ezra G.	Morris, Luther
Jones, R. P.	Norris, C. H.
Jones, J. Craige	Norris, Nora A.
Jones, Octavius	Ormond, Will
Jones, Vernon	Patrick, Alvis
Jones, Lillian	Page, Donald
Jones, Marvin	Page, Clare
Jones, Troy	Page, Hunter
Jones, Hervey	Page, Dollie A.
Jones, David	Page, Wilbur H.
Johnson, Foy	Page, Ethel
Johnson, Gaynelle	Page, Mamie
Johnson, Frances	Pearson, Luna
Jordan, Alma	Pearson, E. C.
Jordan, Lily	Pleasants, Rena
Judd, E. Clarence	Pleasants, Clarence
King, Emma	Pleasants, Milton
King, J. R.	Pendergraft, Walter
Lashly, Alice	Pope, David H.
Lowe, Arthur	Powers, Peter
Liles, Effie	Powell, Florence
Lynn, Foy	Powell, Ada
Lynn, Norma	Ray, Sam B.
Markham, Lillian	Ray, Hickman
Middleton, Lucy	Stone, Lila
Middleton, Robert Lee	Stone, Lossie
McGhee, Matthew	Stone, Eugene
McGhee, Claud	Scott, Elsie
McGhee, William	Sorrell, Nannie A.

Sorrell, Lloyd	Upchurch, Willie E.
Sams, Maude C.	Upchurch, Gettis
Stephenson, Lina	Waldo, Lavine
Steppenson, Sarah	Waldo, Ruth
Stephenson, George D.	* Weathers, Burke
Smith, Effie	Warner, R. H.
Stephens, T. A.	Wilborn, M. T.
Taylor, Ora A.	Willson, James D.
Taylor, Carey B.	Wood, Clyde
Templeton, James M.	Woodlief, Lona L.
Templeton, A. J.	Woodward, Mary J.
Tilley, Amed	† Woodard, T. M.
Tilley, Posie	Williams, J. Q.
Turberville, Raleigh	Weatherspoon, W. H.
Thompson, Wm. P.	Yates, Bertha
Truelove, Annie	Yates, Lydia
Upchurch, Lena	Young, W. R.
Upchurch, Lettie	Young, Daniel C.

*Suspended for insubordination.

†Expelled for immoral conduct.

Summary of Roll.

Wake County—Resident Students.....	85
“ “ Non-resident Students.....	44
Durham County	11
Harnett County	7
Franklin County.....	4
Chatham County.....	3
Scotland County.....	3
Moore County.....	2
Lenoir County.....	2
Pitt County.....	2
Vance County	2
Anson County	1
Beaufort County.....	1
Granville County	1
Richmond County.....	1
Warren County.....	1
Wilson County	1
Yancey County.....	1
Total	<u>172</u>

COMMENCEMENT EXERCISES, 1903

- May 17. Annual Sermon by
DR. I. McK. PITTINGER, Raleigh, N. C.
- May 19. Declamation Contest.
- May 20. Exercises by Primary Department.
- May 20, 8 p. m. Debate by Representatives of the Clay Literary Society.
- QUERY: *Resolved*, "That the results of the War of 1861 to 1865 Justify the Sacrifice."

AFFIRMATIVE.

G. D. STEPHENSON, Cary, N. C.
C. B. TAYLOR, Dunn, N. C.
P. W. COVINGTON, Wadesboro, N. C.

NEGATIVE.

J. M. TEMPLETON, JR., Cary, N. C.
K. C. MOORE, Wilson, N. C.
E. C. JUDD, Enno, N. C.

- May 21, 11 a. m. Annual Address by
HON. E. W. POU, Smithfield, N. C.
- May 21, 8 p. m. Annual Concert by
Music and Elocution Classes.

Senior Class.

JAMES M. TEMPLETON, JR.

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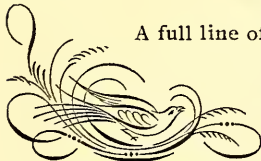
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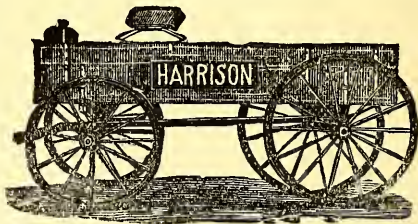
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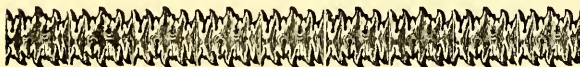
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