

FIFTEENTH  
ANNUAL CATALOGUE  
AND  
ANNOUNCEMENT  
OF  
AGNES SCOTT INSTITUTE,  
DECATUR, GEORGIA.  
1903-1904.

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ATLANTA, GA.  
The Franklin Printing and Publishing Co.  
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1904.



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## In Memoriam.

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Colonel George W. Scott

**B**ORN in Alexandria, Pennsylvania,  
February 22, 1829.

Died in Atlanta, Georgia, October 3,  
1903.

Member of the first Board of Trustees  
and since April 27, 1897, chairman of  
the Board.

Our loyal friend, wise counselor and  
generous benefactor.

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CALENDAR.

**CALENDAR.**

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- 1904—September 14, 10 A.M., Session opens.  
September 14-16, Classification of Students.  
September 17, Class Exercises begin.  
October 9, Matriculation Sermon.  
October 11, Semi-annual Meeting of Board  
of Trustees.  
November 24, Thanksgiving Day.  
December 10, Intermediate Examinations  
begin.  
December 22, 2 P.M., to January 4, 8:30  
A.M., Christmas Recess.
- 1905—January 20, Spring Term begins.  
February 14, Semi-annual Meeting of Board  
of Trustees.  
February 22, Colonel George W. Scott's  
Birthday.  
February 23, Day of  $\frac{1}{6}$  Prayer for Colleges.  
April 26, Memorial Day.  
May 10, Final Examinations begin.  
May 21, Commencement Sermon.  
May 22, Alumnæ Day.  
May 23, Celebration of Literary Societies.  
May 24, Commencement Day.

AGNES SCOTT INSTITUTE.

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## Agnes Scott Institute.

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IN the summer of 1889 the Presbyterians of Decatur began a movement to establish an institution for the higher education of young women. The first session opened in September of the same year. In November, 1891, the present main building was dedicated. This building, together with its furnishing and equipment, and also the lot on which it stands, were the gift of Col. Geo. W. Scott. In recognition of his great generosity the Board of Trustees gave the institution the name of Col. Scott's sainted mother, Agnes Scott. On this foundation Agnes Scott Institute has steadily grown from year to year through the liberality and co-operation of many friends throughout the State and country.

From the beginning the plan has been to provide the best educational advantages in courses of study, in buildings, and equipment, as well as in faculty, and to maintain a high standard. The institution is distinctly and positively Christian, the Bible is a text-book, Christian ideals are dominant, the formation and development of Christian character a prime object, and the glory of God the supreme end.

While the Institute has been founded and is conducted by Presbyterians it welcomes students of every faith and most scrupulously avoids any interference with church preferences.

## Requirements for Admission to the Freshman Class.

ENGLISH.—(a) A standard English Grammar, such as *The Mother Tongue*, Book II., and an Elementary Rhetoric should be completed. The student should lay greater stress on the thoroughness of her work than on how much she has done. Ability to write simple English correctly is necessary. Each applicant will write a theme upon some assigned subject. No candidate will be accepted in English if her work is seriously defective in spelling, punctuation, grammar, or division into paragraphs.

(b) *Literature.* Careful study of Scott's *Lady of the Lake* or of *Marmion*; *Ivanhoe*; *The De Coverley Papers*; Pope's *Illiad*, Books I., VI., XXII., XXIV.; Lowell's *Vision of Sir Launfal*; Tennyson's *Princess*. The candidate is expected to present evidence of a general knowledge of the subject-matter, and to answer simple questions on the lives of the authors.

MATHEMATICS.—(a) Arithmetic completed.

(b) Algebra through the progressions. Wells's, or equivalent.

LATIN.—(1) Collar and Daniell's First Latin Book completed and thoroughly reviewed.

(2) *Cæsar*, four books.

(3) Cicero: *Against Catiline* I.-IV., *For Archias*, *Concerning the Manilian Law*.

(4) Latin Composition, one hour a week for at least two years. Text-books recommended: Moul-

REQUIREMENTS FOR ADMISSION.

ton, Part II. ; Daniell's New Latin Composition, work based on Cicero.

(5) Latin Grammar ; West's Latin Grammar completed ; Gildersleeve-Lodge studied after class begins Cicero.

(6) Sight-reading, as much practice as possible.

GREEK (if taken).—(1) White's First Greek Book completed and thoroughly reviewed.

(2) Xenophon's Anabasis I., Goodwin and White.

(3) Goodwin's Greek Grammar studied in connection with Xenophon.

(4) Woodruff's Composition, exercises based on Anabasis I.

(5) Sight-translation, Greek New Testament, as much practice as possible.

GERMAN.—I. Lehrbuch der Deutschen Sprache ; Heller's First Course in German ; Altes and Neues.

This includes a practical knowledge of the principles of pronunciation and accent, the elementary rules of syntax and word order, the translation of sentences from German into English and from English into German, the simplest forms of conversation, and one hundred and fifty pages of easy reading.

\* FRENCH.—A knowledge of the principles of French Grammar as given in Chardenal's Complete French Grammar as far as syntax.

Regular and the most used irregular verbs.

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\* French or German required.

## AGNES SCOTT INSTITUTE.

Ability to translate easy French prose into English.

HISTORY.—(a) History of Greece, Fyffe's, or equivalent.

(b) History of Rome, Creighton's, or equivalent.

(c) History of the United States, Field's, or equivalent.

SCIENCE.—(a) Physical Geography, Davis's, or equivalent.

(b) Physiology, Blaisdell's, or equivalent.

The proper classification of new students is exceedingly important. If it is too high the student will find her work a constant drag and thoroughly unsatisfactory to herself, teachers, and parents. On the other hand, if too low, an injustice will be done. To avoid both evils is our earnest desire. After years of experience we find the best plan is to combine two things—viz.: *examination* and *probation*. After what, under the circumstances, is considered a fair test, the student will be classified on *probation*, and all necessary changes will be made after trial in daily recitations and class-room work.

### Admission to Advanced Classes.

Candidates for entrance to any class above the Freshman will be required to stand examinations on all subjects previously studied in the Collegiate Department. For a list of these studies in the different courses, see Description of Courses of Study, pages 23-52.



## REQUIREMENTS FOR ADMISSION.

### Special Students.

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

### Admission By Certificate.

Certificates from all schools holding membership in the Association of Southern Colleges and Preparatory Schools will be accepted in lieu of examinations, until students from these schools have repeatedly shown their preparation to be inadequate.

No other school will receive the right of certification, until it has been represented by students who have maintained themselves in their classes in the Institute for at least one session.

The right of certification will be given only on studies; and then only to institutions from which some representative has for one year maintained a creditable stand at Agnes Scott. This privilege does not extend to applicants who apply for studies in the Senior Class.

In applying for admission of students or for right of certification, application-blanks must be properly filled out and signed by the principal of the school. These blanks should be returned before May 15 in order that they may be examined and passed upon by the Classification Committee.

For blanks apply to President.

# AGNES SCOTT INSTITUTE.

## TABULAR STATEMENT

—OF—

### Courses of Study.

(The figures in parentheses refer to divisions under head "Description of Courses of Study," found on pages 23-60 and the other figures denote number of hour recitations per week.)

#### CLASSICAL COURSE.

Freshman.	HRS. PER WK.	Sophomore.	HRS. PER WK.
English (1a, 1b) .....	3	English (2a, 2b) .....	3
Mathematics (1) .....	4	Mathematics (2) .....	4
Latin (1) .....	3	Latin (2) .....	3
History (1) .....	2	French (2), or German (2) .....	3
French (1), German (1) or Greek (1)* .....	3 or 4	Bible (1) or †Chemistry (1) .....	2 or 3
	15		15
Junior.	HRS. PER WK.	Senior.	HRS. PER WK.
English (2a, 3b) .....	3	Bible (3) .....	2
Mathematics (2) .....	4	Ethics (2) .....	2
Bible (2) .....	2	Physics (2) .....	3
Chemistry (1) .....	3	History (2) .....	3
Psychology (1p) .....	2	Electives (Prescribed in Groups.) .....	5 or 6
	14		15

#### ELECTIVE GROUPS IN CLASSICAL COURSE.

##### Senior.

English Group.	HRS. PER WK.	‡Latin Group.	HRS. PER WK.
English (4) or (5) or (6) .....	2	Latin (3) .....	3
English (7) or (8) .....	2	English (4) or (6) .....	2
History (3) .....	2	Latin (4) .....	2

\*A class will not be organized unless as many as five apply.

†Chemistry may be taken in place of Bible by those students preparing for the Freshman class in the Eastern colleges.

‡Students electing this group are required to take one hour sight-reading in Junior Class.

Freshman and Sophomore Latin may be substituted for French or German in the Literary Course.

The course leading to a certificate in music may be substituted for French. In this case pupils are required to take German.

## COURSES OF STUDY.

### Mathematics Group.

Mathematics (4).....	HRS. PER WK. 3
Astronomy (1).....	3

### History Group.

History (3).....	HRS. PER WK. 2
Geology (1).....	3
History (4).....	2

### Chemistry Group.

Chemistry (2).....	HRS. PER WK. 3
Biology (1), or Geology (1).....	3

## LITERARY COURSE.

### Freshman.

English (1a, 1b).....	HRS. PER WK. 3
Mathematics (1).....	4
French (1).....	3
Biology (1).....	3
German.....	3
	16

### Sophomore.

English (2a, 2b).....	HRS. PER WK. 3
Bible (1).....	2
French (2).....	3
Physics (1).....	3
German (1).....	3
History (1).....	2
	16

### Junior.

English (2a, 3b).....	HRS. PER WK. 3
Bible (2).....	2
Chemistry (1).....	3
Psychology (1).....	2
French (3) or German (2).....	3
History (2).....	3
	16

### Senior.

Bible (3).....	HRS. PER WK. 2
Ethics (2).....	2
Geology (1).....	3
History (3).....	2
Electives (Prescribed in Groups).....	6
	15

## ELECTIVE GROUPS IN LITERARY COURSE.

### Senior.

#### English Group.

English (4) or (7).....	HRS. PER WK. 2
English (5) or (8).....	2
History (4).....	2

#### Modern Language Group.

French or German ...	HRS. PER WK. 4
English (4) or (6).....	2

#### History Group.

History (4).....	HRS. PER WK. 2
English (5) or (7).....	2
English (8).....	2

#### Chemistry Group.

Chemistry (2).....	HRS. PER WK. 3
Biology (2 or (4)).....	3

### Music Group.

Music.....	HRS. PER WK. 5
English (5) or (7).....	2

AGNES SCOTT INSTITUTE.

The Agnes Scott Institute has been  
**Right of** accepted as an accredited school by  
**Certification.** the following leading colleges and  
universities: Cornell University,  
Woman's College of Baltimore, Mount Holyoke  
College, Wellesley College, Vassar College.

Students who have completed the Freshman class  
of the Classical Course as outlined above will be  
admitted to the Freshman class of these institu-  
tions without examination.

There are two general examina-  
**Examinations.** tions conducted in writing, one in  
December and the other at the  
close of the session. No student will be allowed  
to advance to a higher class whose examination  
and sessional standing are not satisfactory.

A report of the class-standing and de-  
**Reports.** partment of each student will be sent to  
the parent or guardian at the end of  
every six weeks during the session.

Any member of the graduating class  
**Honors.** who has made an average of 95, or above,  
on the entire course will be awarded the  
*First Honor*. Any member of the class whose  
average on the entire course is above 92 and less  
than 95 will be awarded *Second Honor*.

*A Certificate of Proficiency* will be given to the  
student who completes satisfactorily the course of  
study prescribed in any subject.

A student who completes satisfac-  
**Diplomas.** torily either of the courses of study  
prescribed will receive a diploma with  
the title *Graduate*.

## Description of Course of Study.

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### ENGLISH.

Miss McKinney.

Mr. Farrar.

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*Language.*—The purpose of this department is twofold: First, to teach the student to express her thoughts clearly and forcibly and elegantly, both in spoken and written discourse; and second, to study the language in its historical development, a knowledge of which is essential to a correct understanding of our present-day English. The principles governing clear and correct writing are taught, and practical skill is gained by the preparation of frequent themes which are criticized in the classroom.

*Literature.*—The chief aim of this branch of the English work is to arouse in the students a desire to read and know the best English literature. As the first step toward gaining this object, such of the masterpieces as will interest the pupils and are adapted to their comprehension will be given the class for thorough and careful study. These are discussed at length in class.

As a second step towards this end, a course of pleasant and instructive reading, outside of regular

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work, is assigned to each class, to be reported upon at regular intervals during the term. The student is expected to read carefully and intelligently all the books prescribed. She should read them as she reads other books; she is expected, not to know them minutely, but to have freshly in mind their most important parts.

Written work is required of the classes in this department, not only as a practical test of their knowledge of the books read, but also as a further help to clear and accurate writing.

**I. (a) *Rhetoric and English Composition.***—Recitations and weekly themes. This is purely an introductory course and is designed to teach correctness and clearness of expression, and to give the student practice in the more elementary kinds of composition.

Text-book:—Herrick and Damon, *Composition and Rhetoric*.

One hour a week.

(b) *Literature.*—For Study: Shakspeare's Julius Cæsar, Macbeth, King Lear; Milton's Paradise Lost, Books I. and II., Comus, Lycidas, L'Allegro, and Il Penseroso; Spenser's Faerie Queen (one book).

For Reading: Shakspeare's Tempest, Midsummer-Night's Dream, and Merchant of Venice; Dowden's Shakspeare Primer, Life of Milton, (Great Writers' Series, or English Men of Letters Series.)

Two hours a week.

## COURSE OF INSTRUCTION.

**2. (a) *Rhetoric and English Composition.***—Recitations and weekly themes. This consists of a study of the organization of materials and of a series of graded themes so arranged as to give the student practice in description, narration and exposition. Some English classic is studied with reference to the author's use of materials in the sentence, in the paragraph, and in the whole composition.

Text-books:—Genung's Working Principles of Rhetoric; Baldwin's Specimens of Prose Description; Brewster's Specimens of Narration.

One hour a week.

**(b) *Literature.***—For Study: Burke's Speech on Conciliation with the American Colonies; Macaulay's Essays on Milton and Addison; Selections from DeQuincey, Matthew Arnold and Charles Lamb; Carlyle's Heroes and Hero Worship and Essay on Burns.

Required Reading: George Eliot's Romola and Felix Holt; Thackeray's Vanity Fair or The Newcomes; Hawthorne's The Marble Faun.

Two hours a week.

**3. (a) *Word-Study.***—Recitations and Lectures; occasional long themes. The origin, derivation, pronunciation, and use of English words. In addition to text-book, the student will use the dictionaries freely.

Text-books:—Johnson's English Words; Greenough and Kittredge's Words and their Ways in English Speech; Abnethy's Academy Orthoepist.

One hour a week.

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(b) *The History of English Literature.*—In this course the student is constantly consulting books on this subject.

Text-book:—Emery's Notes on English Literature.

Two hours a week.

**4.** *Advanced English Composition.*—Recitations, lectures, and daily themes. This class is intended only for students who have shown such a special aptitude for writing as to render profitable a further practice and study of English prose style. Instead of the daily themes, topics requiring consecutive treatment will occasionally be presented. Some of these are preceded by carefully prepared plans. Besides the regular writing, students are required to do certain reading which will furnish subjects for treatment and illustrations of the forms of expression. Each student will have frequent conferences with the instructor. Open to students who have completed Courses 1, 2, and 3.

Two hours a week.

**5.** *Old English; History of the English Language.*—This course furnishes an elementary study of old English and a brief study of the history of the language. Open to students who have completed Courses 1, 2, and 3.

Text-books:—Smith's Old English Grammar and Reader; Emerson's Brief History of the English Language.

Two hours a week.

**6.** *English Grammar.*—This course in advanced English Grammar is especially helpful to those



## COURSE OF INSTRUCTION.

who expect to teach. Phonology; Forms; Idioms; Historical Grammar. Much of the work will be independent investigations which will be compared and discussed with the class. Lectures on questions of usage. Open to students who have completed Courses 1, 2, and 3.

Two hours a week.

**7.** *Nineteenth Century Poetry.*—Study of the poetry of Keats, Shelley, Wordsworth, Browning, and Tennyson's In Memoriam.

*For Reading:* Carlyle's Hero as Poet; Emerson's Poet; Matthew Arnold's Study of Poetry; and some of Shairp's Aspects of Poetry.

Two hours a week.

**8.** *The History of American Literature.*—This course is intended in a measure to supplement the work done in American Literature in the Academic Department. The work will be conducted as in Course 3 (b).

Two hours a week.

For graduation, all of Courses 1, 2, and 3 are required; for a certificate, all of Courses 1, 2, and 3, and any three of the remaining five courses.

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## MATHEMATICS.

Miss Young.

This course extends over four years, ~~two~~ <sup>three</sup> of which are necessary to graduation in Classical

AGNES SCOTT INSTITUTE.

Course. Students are required to be self-reliant and independent in their work. Frequent written tests are given, and no student is permitted to advance unless she shows satisfactory evidence of thorough preparation.

**1.** *Plane Geometry.*—Original demonstrations of propositions and the solution of numerical problems form a very important part of this course.

Text-book:—Wentworth.

Four hours a week.

**2.** (*a*) *Solid Geometry.*—In this course, as well as in 1, much stress is laid on original work.

(*b*) *Plane Trigonometry.*—A careful study of right and oblique triangles, of Trigonometric Analysis, and of the practical use of the tables.

A good training in the original solution of geometrical problems is a necessary preparation for this course.

Text-books:—Wentworth's *Geometry* and Wentworth's *Trigonometry*.

Four hours a week.

**3.** (*a*) *Spherical Trigonometry.*—Study of right and oblique spherical triangles; applications of the principles of Spherical Trigonometry to problems relating to the celestial sphere.

Text-book:—Wentworth.

(*b*) *College Algebra.*—A brief review of elementary subjects, followed by a careful study of Per.

## COURSE OF INSTRUCTION.

mutations and Combinations, Convergency of Series, Undetermined Coefficients, Binomial Theorem to any exponent, Continued Fractions, Summation of Series, Theory of Equations.

Text-book :—Wells's College Algebra.

Four hours a week.

4. (a) *Analytic Geometry*.—Construction of loci, properties of the point, straight line, circle, parabola, ellipse, hyperbola, and discussion of the general equation of the second degree.

Text-book :—Bailey and Woods.

(b) *Differential Calculus*.—Elementary Course based on the method of limits. Open to students who have completed 4 (a).

Text-book :—Young and Linebarger.

Three hours a week.

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

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## LATIN.

Miss Morrow.

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1. Virgil, the *Æneid* I–VI (Greenough and Kittredge); Grammar reviewed with special attention to poetic forms and syntax; Mackail's Latin Literature; Prosody; Latin Prose Composition; selected sight-reading.

Three hours a week.

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**2.** (a) Horace (Smith and Greenough), selected Odes, Satires and Epistles, with special study of the Editors' Introduction; Prosody; selected sight-reading; Latin Prose Composition; parallel reading, "Horace" in Collins's Classics Series.

(b) Cicero, De Senectute and De Amicitia; Latin Prose and sight-reading continued; parallel reading, "Cicero" in Collins's Series.

Three hours a week.

**3.** (a) Livy, I and II (Greenough); sight-reading, selections from Livy; sight exercises in Latin Prose; parallel reading, "Livy," Collins's Series.

(b) Tacitus, Annals (Allen); sight exercises; selections for sight-reading; parallel reading, "Tacitus," Collins's Series.

Three hours a week.

**4.** (a) Catullus, Propertius, Tibullus; critical study with library work.

(b) Latin Comedy, Plautus and Terence; a study of the rise and development of the Latin play and of its influence on English drama.

Two hours a week.

Note: Courses 4 (a) and 4 (b) are offered in alternating years.

**5.** A course in Latin sight-reading: Ovid, Pliny's Letters, and other selections.

Required of all Juniors intending to elect Latin

COURSE OF INSTRUCTION.

(4 and 5) in their Senior year ; open to all students who have completed Latin (3).

One hour a week.

Students in this department are required to take the course in Roman History and Mythology which is given in the department of History.

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**GREEK.**

Miss Morrow.

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1. (a) Xenophon's Anabasis II-IV (Goodwin and White) ; Goodwin's Greek Grammar ; Woodruff's Greek Prose Composition ; selected exercises in translation at sight and at hearing.

(b) Homer's Iliad I-IV (Seymour) ; informal lectures on Homeric forms and syntax, based on Munro's Homeric Grammar ; Prosody ; a continuation of 1 (a) ; parallel reading, Gulick's Life of the Ancient Greeks.

Five hours a week.

2. (a) Plato's Apology and Crito (Dyer) ; Goodwin's Grammar reviewed ; Greek Prose Composition ; translation at sight and at hearing ; parallel reading, Miss Swanwick's translation of the Oresteia.

(b) Sophocles's Antigone (Jebb) ; Greek Prose Composition ; Prosody, with Schmidt's Rhythmic

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and Metric as a reference-book ; selected translation at sight and at hearing ; Fowler's History of Ancient Greek Literature.

Four hours a week.

**3.** (a) Euripides's *Alcestis* (Earle) ; Jebb's *Classic Greek Poetry* ; translation at sight and at hearing ; Prosody as in 2 (b).

(b) Thucydides's *Fall of Plataea and Plague at Athens* (Sutthery and Graves) ; translation at sight and at hearing, selected ; studies in Greek Literature, with literary work and papers on assigned topics.

Four hours a week.

Students in Greek must take the course in Grecian History and Mythology offered in the department of History.

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## PHYSICAL AND BIOLOGICAL SCIENCES.

Dr. Arbuckle.  
Miss Dowdell.

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### A.—CHEMISTRY.

**1.** INORGANIC CHEMISTRY.—This course consists of lectures, recitations and laboratory work, using Remsen's *Inorganic Chemistry* (Briefer Course) as basis of the work. The course is designed to give such general knowledge of chemical facts and phenomena as is the prerequisite of

## COURSE OF INSTRUCTION.

a liberal education, and to cultivate correct habits of observation and manipulation.

Laboratory work is essential. No student who is not faithful and persevering in this branch of the work will be promoted. At least ten quantitative experiments are required to impress the importance of accuracy in the verification of the simplest laws. The students are trained in the construction, mounting and manipulation of apparatus.

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

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

Text-book:—Remsen's Inorganic Chemistry (Briefer Course).

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

Recitations, three hours a week.

Laboratory work, two periods of two consecutive hours a week.

**2. (a) ORGANIC CHEMISTRY.**—This class studies the simpler compounds of carbon of the aliphatic and the aromatic series. Regular hours of laboratory work will be required of the students taking this course.

## AGNES SCOTT INSTITUTE.

Text-book:—Remsen's Organic Chemistry.

Book of Reference:—Bernthsen's Organic Chemistry.

Recitations, two hours a week.

Laboratory work required.

(b) QUALITATIVE ANALYSIS.—This course offers students the opportunity of acquiring a practical knowledge of qualitative analysis. It is essentially a laboratory course.

Text-books:—Seller's Treatise on Qualitative Chemical Analysis and A. A. Noyes's Notes on Qualitative Analysis.

Books of Reference:—Olding's Practical Chemistry, Muter's Analytical Chemistry, and Vollhard.

Recitation, one hour a week

Laboratory work, seven hours a week.

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

Text-books and Books of Reference:—Newth's Manual of Chemical Analysis, Talbot's Quantitative Chemical Analysis, and Cairn's Quantitative Analysis.

Laboratory work, seven hours a week.

(b) ORGANIC PREPARATIONS.—A general course in organic preparations is offered during the latter half of the last year to students pursuing the special chemistry course. The work will be selected from the books of Levy and Gatterman on Organic Preparations.

Laboratory work, seven hours a week.



## COURSE OF INSTRUCTION.

The Institute has recently constructed a building to accommodate the scientific laboratories. This building, which is called Science Hall, is a two-story brick building containing nine rooms and a basement. The whole lower floor, consisting of laboratories for Analytical and General Chemistry, recitation-room, library, balance-room, storage-room, is devoted to Chemistry.

The chemical laboratory is well equipped for general experimentation, having a good stock of inorganic and organic chemicals, a complete assortment of the necessary laboratory apparatus, and convenient laboratory desks, which are supplied with gas, hot and cold water, air blast, laboratory burners, and furnaces. The laboratory desks have separate drawers and lockers for each student, where the apparatus given out from the storage-room can be kept.

Some of the best reference-books and current scientific journals are kept in the library. In the balance-room are Becker balances of high grade.

### B.—PHYSICS.

There are two courses in Physics.

**1. INTRODUCTORY PHYSICS.**—This course is elementary, and designed to present the simpler laws and principles of Mechanics, Heat, Sound, Light, and Electricity.

Text-book:—Wentworth and Hill's *Physics*.

Recitations, three hours a week.

Laboratory work, two hours a week.

**2. GENERAL PHYSICS.**—This is a more extended course, embracing a general study of Mechanics,

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Sound, Heat, Light, and Electricity, and the solution of a large number of problems under each of the branches named. The lectures and recitations will be enforced by numerous demonstrations.

The laboratory is being equipped year by year with the necessary apparatus.

Text-book :—Avery's Principles of Physics.

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

Recitations, three hours a week.

Laboratory work, three hours a week.

### C.—BIOLOGY.

The Biological Laboratory is a beautifully lighted room on the second floor of Science Hall. Here are found the very best compound microscopes, dissecting implements, sectioning and staining apparatus, constant temperature baths, cages for insect-culture, aquaria, and many other conveniences for study of animal and plant life.

There are four courses offered in this department.

**I. GENERAL BIOLOGY.**—This is a practical course, which includes the study of animal morphology and physiology—Zoology; and a study of vegetable morphology and physiology—Botany.

This course is elementary and founded on selected portions of Davis's text-books of Biology. In connection with the lectures and recitations a regular course of laboratory work will be maintained, in which the lower forms of life, such as the amœba, the hydra, yeast and moulds, will be studied

## COURSE OF INSTRUCTION.

under the microscope; and higher forms, such as the oyster, the crawfish, the frog and the English sparrow, will be dissected. The object of this course is to give the students a knowledge of the most important phenomena of animal and plant life.

During a part of the second term an elementary course in the botany of flowering plants is given. The various parts of a plant, such as seeds, roots, stem and leaves, are studied, and this is followed by an examination and classification of the ordinary native plants of the vicinity. This course comprises three hours a week of laboratory work, and so much of field work as circumstances will allow.

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

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

Recitations, three times a week.

Laboratory work, three hours a week.

**2. STRUCTURAL BOTANY.**—Microscopic methods are studied more in detail. Sectioning, staining, and mounting of slides are put to practical use in the study of the structure and relations of the different organs and parts of the plant.

Text-book:—Strasburger's *Practical Botany*.

Recitations, two hours a week.

Laboratory work, five hours a week.

**3. ANIMAL PHYSIOLOGY.**—This course is designed to give the student a thorough knowledge of the functions of life as demonstrated in man and the higher animals. It is largely an experi-

## AGNES SCOTT INSTITUTE.

mental course in physiology, and so the student will carry out many of the studies in the laboratory. In connection with the work the dissection of a mammal will be required.

Text-book:—Martin's Human Body.

Books of Reference:—Foster and Howell.

Four hours a week.

**4. ANIMAL MORPHOLOGY.**—This is a laboratory course offered to students who have completed General Biology (I). It embraces a study of the morphology and embryology of simple invertebrate and vertebrate types, and a brief course in comparative Osteology.

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

Recitations, two hours a week.

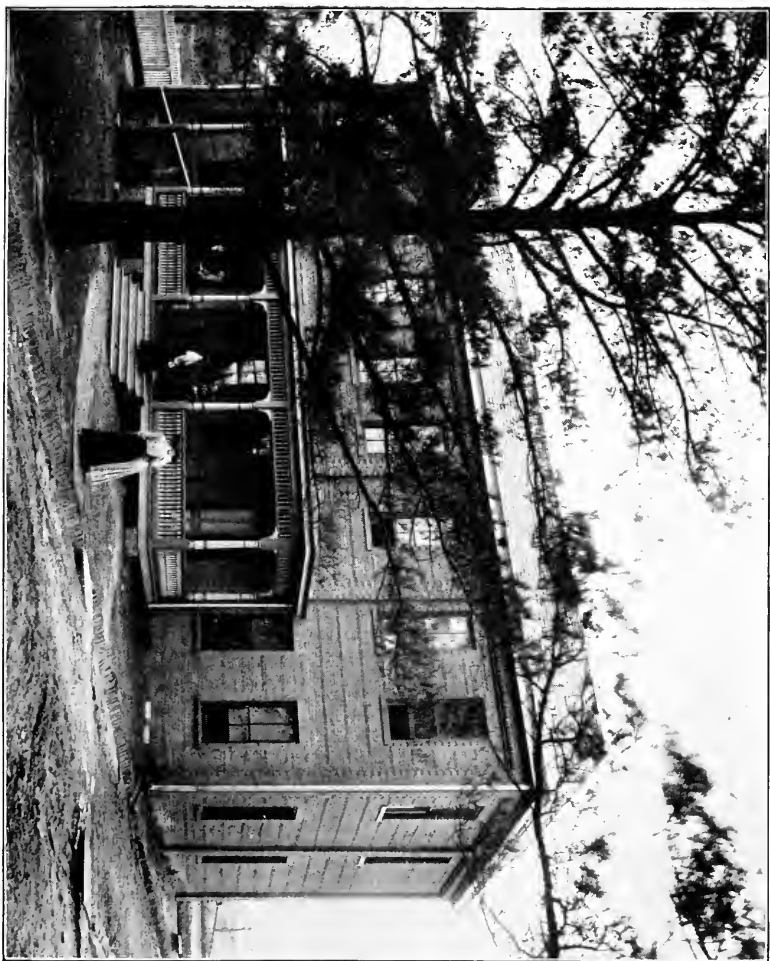
Laboratory work, seven hours a week.

### D.—GEOLOGY.

In this department recitations and class work are supplemented by assigned readings, laboratory work, and excursions.

This section of Georgia presents some very interesting features for geological students. The shifted divides of North Georgia and South Carolina and the belted coastal plain of South Georgia and Alabama furnish excellent studies in Physiography. Stone Mountain, a splendid geological problem for the student, is but a few miles distant.

The Institute will endeavor to keep a complete set of publications of the United States Geological Survey, as well as those of the different States.



SCIENCE HALL.



## COURSE OF INSTRUCTION.

Students will be encouraged to inform themselves respecting the geology of the sections from which they come.

**I.** (*a*) This course is designed to give an understanding of the general character of the earth's history, and embraces physiographic, dynamic, structural and historical Geology.

Text-books:—Le Conte's Geology or W. B. Scott's Elements of Geology.

Books of Reference:—Lyell's Principles of Geology, Geikie's Text-book of Geology.

(*b*) Mineralogy and Crystallography. This is a very elementary laboratory course which is so directed by the instructor as to make the students familiar with the most common minerals and crystal forms and the methods of identifying them.

Books of Reference:—Dana's Text-book of Mineralogy and G. H. William's Elements of Crystallography.

Three hours a week.

Through the generosity of Mr. N. P. Pratt, Dr. D. A. Shumate, Colonel Geo. W. Scott and others, a mineralogical cabinet of over three hundred specimens has been recently added to this department, which will be of great value to the geological students.

### **E.—ASTRONOMY.**

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

Though denied the use of the large and refined instruments at the command of wealthy institu-

## AGNES SCOTT INSTITUTE.

tions, photographs and stereopticon views of the instruments now in use in the Yerkes and Lick observatories will be presented and their working described. The Institute has a small telescope which adds much interest to these studies.

Text-book :—Young's General Astronomy.

Reference :—Newcomb & Holden.

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## THE BIBLE.

Mr. Hammond.

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

OBJECTS.—(1) To give a clear knowledge of Biblical History. The facts of this history not only form the basis of our religion, but have determined the history of the race, and especially of Christendom.

(2) To give in some measure an adequate view of the *value* of the Bible. While the Bible is theoretically considered the greatest book in existence, yet comparatively few have a true appreciation of the ground of this claim.

(3) To teach *how* to study the Bible. Much Bible reading and even Bible *study* is unsatisfactory for the lack of the best method of study.

HOW THE COURSE IS TAUGHT.—(1) The Bible itself is the main text-book ; other books are used only as guides or helps.

(2) The Bible is taught *systematically*—*i. e.*, ac-



## COURSE OF INSTRUCTION.

ording to a *plan*. The plan used is to divide each Testament into periods according to the epochs in the history, and to study these periods in order.

(3) The Bible is taught *analytically*. Each period is carefully analyzed and the material arranged in an orderly way. Then, as time permits, books and chapters are analyzed.

(4) The Bible is taught in the *light of Biblical Geography*. The location of an event not only makes it more real and helps to fix it in the mind, but often enables us to understand it. The latest Biblical Geography and the best wall-maps are used.

(5) The Bible is always taught as the inspired Word of God.

The course is arranged as follows :

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

Two hours a week.

**2.** From the Kingdom to End of Old Testament. Same text-books continued.

Two hours a week.

**3.** The New Testament. Same text-books continued, with the following additional: Harmony of the Gospel (Broadus); Evidences of Christianity (Alexander).

Two hours a week.

Each student should be supplied with a good copy of the Revised Version.

All students who do not take the regular Bible course are required to recite one lesson a week either in the Story of the Bible (Foster), Studies in the Four Gospels (Hurlbut), or Blaikie's Bible History.

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## HISTORY.

Miss Massie.

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In this department, effort is made to employ those methods of instruction best adapted to remove the prejudice that history is a dry mass of facts and dates, to arouse in the student enthusiasm for the study, and constantly to impress the idea of the continuity of all history as well as the unity of national life, throughout all changes and even revolutions.

I. (a) A Survey of the Ancient History of the East.

(b) The History of Greece to the Divisions of Alexander's Empire.

The civilization of the ancient East and its contribution to Greece ; the influence of physical geography upon the Greek State ; Greek political history to the death of Alexander ; the characteristics of Greek civilization.

COURSE OF INSTRUCTION.

(c) The History of Rome to 476 A.D.

The physical advantages of Italy, the development of the Constitution; the rise of the Plebeians; the internal weaknesses of the latter days of the Republic; the establishment of the Empire; the spread of Roman civilization; the downfall of Paganism; the Germanic invasion and the Fall of the Empire in the West.

Text-book:—Botsford's Ancient History for Beginners.

References:—Grote's Greece, Mahaffey's Old Greek Life, Bulfinch's Mythology, Francklin's Translation of Antigone, Prometheus Bound (Collins's Classics Series) Leaf and Lang's Iliad, Plutarch's Lives, Mommsen's Rome.

Two hours a week.

2. The History of Western Europe from the German invasions to the Seventeenth Century.

The decline of the Empire (reviewed); the settlement of the Teutonic peoples; the growth of the Church; the feudal system; the Crusaders; the rise of the free cities; the renaissance; the growth of the nations; the Protestant Reformation.

Text-books:—Emerton's Introduction to the Middle Ages; Robinson's History of Western Europe.

References:—Gibbon's Decline and Fall of the Roman Empire; the Epoch Series of Histories; Adam's History of European Civilization; Duruy's History of the Middle Ages; Froude's Studies; Carlyle's Heroes.

Three hours a week.

3. (a) The History of Western Europe from the Seventeenth to the Twentieth Century.

The French Revolution and the Wars of Napoleon; the formation of the German Empire; United Italy; France in the Nineteenth Century.

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Text-book:—Robinson's History of Western Europe.

References:—Guizot's History of France; Stephen's Lectures on the History of France; St. Amand's Works; Morris's Napoleon; Fyffe's Modern Europe.

(b) The History of England, with special reference to the last three centuries.

The Physical Geography of England; early invasions and settlements; the rise of the nation under the Plantagenets; the Tudor Absolutism; the Puritan Revolution; the attainment of self-government; the political and social reforms of the Nineteenth Century.

Text-book:—Montgomery's Leading Facts of English History.

References:—Green's Short History of the English People; Gardner's Students' History of England; Macaulay's Essays and History; McCarthy's History of our Times; Fielden's Constitutional History; Coman's Book of Sources; Carlyle's Heroes.

Two hours a week.

4 (a) American History from the period of discovery to the present time.

Exploration and settlement; government and social conditions in the colonies; causes of the Revolution; formation of the Constitution; development of nationality; the slavery contest; the Civil War; the Reconstruction Period.

(b) Civil Government of the United States.

References:—Bancroft's History; Winsor's Narrative and Critical History; Fiske's Critical Period; American Statesmen Series; Watson's Jefferson; Trent's R. E. Lee; Hart's Source Book; Caldwell's Territorial Expansion; Hinsdale's Civil Government; Andrews's New Manual of the Constitution.

Three hours a week.

## COURSE OF INSTRUCTION.

Course 4 is intended for those only who have taken Courses 1, 2, and 3.

The pupils of each class are required to keep notebooks and to indicate on outline maps territorial changes and lines of march of tribes and armies. For this latter purpose McKinley's Atlases are used.

Written tests are given at intervals and topics for special study assigned, of which oral reports are made in the class.

Several papers during the year are required of those taking Courses 2, 3 or 4.

Class discussion is encouraged, and students are urged to bring to the class from magazines, newspapers or any sources available, collections of pictures and items of interest bearing on the subject studied.

A reading-room, well supplied with the best periodicals, enables the students to prepare themselves for a weekly discussion of topics of the day and of matters of general information.

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### FRENCH.

Miss MacSwain.

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The aim of instruction in this department is to give a correct pronunciation, a thorough knowledge of the principles of French grammar and syntax, a sympathetic appreciation of the French point of view and of French characteristics as re-

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vealed in selections from their best authors. Students are encouraged to express themselves upon ordinary topics in correct French and to read French without translation into English. French is, to a great extent, though not exclusively, the language of the class-room.

**1.** *Grammar.*—Chardenal's French Course completed.

*Reading.*—Daudet's Contes, Boum-boum et autres contes, Labiche et Legouvé's La Cigale chez les Fourmis.

Written work based on Le Siège de Berlin, La Dernière Classe (Grandgent's texts), and other stories.

Irregular verbs and the more difficult principles of French Grammar are studied in this class, idioms carefully considered, and a good reading knowledge of French acquired.

Three hours a week.

**2.** Fraser and Squair's Grammar, Part I.

Grandgent's Selections for French Composition.

La Nevvaine de Colette (Schultz), with English paraphrases for translation into French.

Fortier's Les Sept Grands Auteurs (recited in French). Daudet's La Belle Nivernaise. Loti's Pêcheur d'Islande, Sandeau's Mlle. de la Seiglière. Paillerond's Le Monde où l'on s'ennuie. Coppée's Luthier de Crémone.

Three hours a week.

## COURSE OF INSTRUCTION.

### 3. Fraser and Squair's Grammar.

Grandgent's Selections for French Composition.  
Fortier's French Literature.

Reading.—Bowen's French Lyrics.

Esther, Le Cid, Le Misanthrope, L'Avare, Hernani, La Chute.

Résumés and sketches written in French are frequently required. Proverbs, short poems, and idiomatic dialogues are memorized at intervals.

Three hours a week.

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## GERMAN.

Miss MacSwain.

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While acquiring a correct pronunciation, a sufficient vocabulary, and a knowledge of grammatical principles, the student is led to an understanding of the German tongue as a living medium for the expression and interchange of thought. A love for German literature is awakened, and an ambition to comprehend readily its masterpieces. The method of instruction is varied to suit the needs of the class, but the same end is kept in view, that of grasping and expressing ideas.

1. *Collar-Eysenbach's Grammar*. Accidence is reviewed. Special stress is laid upon the use of prepositions and conjunctions and the modal auxiliaries. Such stories as Immensee, Höher als die

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Kirche, L'Arrabbiata, der Zerbrochene Krug, are read and translated. They are made the basis of German conversation and are then reproduced in German by the class. William Tell is read and analyzed.

Three hours a week.

**2.** *Spanhoofd's Grammar.* The text is recited in German, emphasis being placed on the subjunctive and infinitive moods. Stories of such grade as Anfang unde Ende and Die Einsamen are read. Ginn and Company's edition of Maria Stuart is used, combining the questions with reference to the development of the drama with a thorough study of the work itself. Some work of Goethe is taken up in detail. Attention is paid to the thought and style of the authors, and character-sketches and essays are written in German.

Three hours a week.

**3.** The more difficult principles of Grammar reviewed. Recitations in the German language from Bilder aus der Deutschen Literatur. Reproductions in class from collateral reading. Classical works read and classified. Grillparzer and modern novelists studied.

Four hours a week.

The German script is used and constant attention is given to the German idiom. Dictation exercises, memory work, prose composition are required each year. German is the language of the class-room.

Those completing 1, 2, and 3 will receive a certificate of proficiency.



## COURSE OF INSTRUCTION.

### PHILOSOPHY.\*

Dr. Gaines.

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This is a two years' course, beginning with the Junior year. The department includes Formal and Material Logic; Rational and Educational Psychology; Theoretical and Practical Ethics; the History of Philosophy and of Education. The entire course is required for graduation of those electing the English group of studies, and of those desiring a certificate of proficiency.

1. (a) *Logic, Inductive and Deductive.*—The text-book used is Poland. References are made to Bowen, Schuyler, Creighton, and Jevons-Hill.

(b) *Psychology.*—The text-books used are Davis and Hopkins. Collateral readings are required from Ladd, James, Dewey, Stout, Titchener, Halleck, and others. Instruction is given by means of lectures and practical exercises in connection with recitations.

Two hours a week.

2. (a) *Ethics.*—The chief authors studied are Davis, Dabney, Hopkins, and Mackenzie. In addition recitations, essays, reviews, and critical comparisons are required.

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\*Changes in this Course will be announced at the opening of the session.

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(b) *History of Philosophy*.—Text-Book: Hunter. References to Weber's *History of Philosophy* translated by Thilly.

(c) *History of Education*.—Text-books: Compayre, Seeley, and Painter. Topics as discussed and reports are given from required readings.

Two hours a week.

## Music.

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The work of this department embraces instruction in piano, organ, violin, voice culture, art of singing, harmony, theory of music, history of music, sight-reading, and chorus-singing. Only experienced teachers of special talent and training are employed ; there are no tutors or assistants. Students in piano, organ, violin and voice culture have two lessons a week of half an hour each. Harmony, theory, and sight-reading are taught in classes. Each student is expected to perform the part assigned her in frequent recitals. Piano pupils in the preparatory grade are expected to practice one hour daily ; more advanced students, two hours. Students in voice culture will practice one hour a day. Special students can arrange for more time.

The library is well supplied with standard books of reference, histories, biographies, collections of letters, critical and historical essays, and theoretical works. The leading musical periodicals are also received.

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### PIANO.

Mr. Maclean,  
Mr. Stephan.  
Mr. Barth,  
Miss MacGreggor.

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PREPARATORY GRADE.—Rudiments, position of hands and muscular development ; simple studies, major scales and chords ; easy pieces ; sonatinas.

## AGNES SCOTT INSTITUTE.

INTERMEDIATE GRADE. — Rhythmical scale studies; major and minor scales; arpeggios: finger studies to be transposed into every key; wrist studies; studies in phrasing and expression; trill studies; study of polyphonic music begun; easy sonatas; pieces by modern composers; playing at sight (pieces for four and eight hands); playing from memory.

ADVANCED GRADE.—Technical studies continued; study of standard sonatas, concertos and pieces of modern composers; systematic study of works of the great composers, together with reading of musical biography, analysis; ensemble playing.

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### ORGAN.

Mr. Stephan.

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At least one year's study in piano playing is necessary before undertaking the organ.

This course is planned especially to meet the needs of those preparing themselves for church choir work.

*Studies.*—Stainer's Organ Primer; Whiting's First Six Months; D. Buck's Pedal Phrasing; Rink's Four Books; Bach's Preludes and Fugues; Church Music by Best, Smart, Merkel, and others.

The Institute has a two-manual organ for the use of students.

## COURSE OF INSTRUCTION.

### VOICE CULTURE AND ART OF SINGING.

Miss Leinbach.

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GRADE I.—Exercises for control of breath, placing and developing of tone. Concone, op. 9. Simple Songs.

GRADE II.—Tone Exercises. Scales by Bonoldi, Garcia, and others; Vocalises by Concone, op. 12. English songs and simple Italian arias, with special attention to enunciation and phrasing.

GRADE III.—Tone Exercises. Vocalises of Panofka and Luetgen. Study of French, German, and Italian songs and arias; English Oratorio.

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In connection with the above course, sight-reading and chorus classes are formed, open to all the students of the Institute. Students of the vocal department are expected to attend these classes regularly.

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### VIOLIN.

Miss Morgan.

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The method of instruction follows that taught by the greatest of living German violinists, Prof. Joseph Joachim, Director of the Royal Academy of Arts, Berlin, Germany, under whose supervision Miss Morgan received most of her musical training.

## AGNES SCOTT INSTITUTE.

The instruction is necessarily individual, being suited to the needs and talent of each student. Much attention is given to right-hand as well as to left-hand technic, the practical and very graceful Joachim bowing resulting in beautiful tone production. A thorough knowledge of the scales and arpeggios (David, Schradieck, Moser) is required, a prescribed course in Bowing Exercises (Joachim, Tartini, Sevcck, Kreutzer), Etudes by Kayser, Dancla, Dont, Kreutzer, Fiorillo. Concertos and Concerto-Studies by Bach, DeBeriot, Kreutzer, Rode, Sitt, Viotti, together with lighter compositions by the best classical and modern composers.

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### THEORY.

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This course is arranged to cover four years. The first three grades are required for the completion of the regular musical course ; the fourth is optional, and should be undertaken only by those who have fully mastered the preceding grades and give evidence of talent in melodic invention.

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

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

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

## COURSE OF INSTRUCTION.

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

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

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

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

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## HISTORY OF MUSIC.

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

THIRD YEAR.—General History from earliest times to present day, especially since death of Paestriana. Untersteiner's History of Music.

FOURTH YEAR.—Special study of different epochs, with particular attention to the development of the Sonata and other forms. Musical Analysis and Criticism. Musical Form, Banister; Sonata Form, Shedlock.

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## CERTIFICATES

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Will be given pupils in piano playing, voice culture, and violin playing.

## AGNES SCOTT INSTITUTE.

### Requisites for Certificates.

Recognizing the necessity of a broad and liberal culture in every department of study, it is required that candidates for a certificate in this department shall complete satisfactorily the courses in English and English Literature prescribed for Freshman and Sophomore classes of this Institute, or shall be able to stand examinations on the equivalent of these courses. In addition :

1. In *piano-playing*, ability to give a public recital (mostly from memory), the program to include a movement from a standard piano concerto, and pieces of varied styles ; to pass satisfactory examinations in playing at sight and in the first three grades of theory and a good general knowledge of musical literature.

2. In *voice-culture*, ability to give a public recital, to be advanced to at least the Intermediate grade in piano-playing, to pass satisfactory examinations in sight-reading and in the first three grades of theory and a good general knowledge of musical literature.

3. In *violin-playing*, a course of at least four years with ability to give a public recital ; to pass satisfactory examinations in playing at sight and in the first three grades of theory, and a good general knowledge of musical literature.



# ART.

Miss Lewis.

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The aim of this department is to give a systematic course of study which shall be both thorough and inspiring, cultivating the eye to quick observation and the hand to facility of execution.

The regular art course is divided into four classes.

## 1.—Elementary Class.

*Drawing.*—Elementary casts, parts of human figure.

*Clay-Modeling.*—Ornament, casts of foliage, parts of human figure.

*Perspective.*—Theory, drawing from groups of solids.

## 2.—Preparatory Antique Class.

*Drawing.*—Fragments and masks from the antique.

*Painting.*—From still-life in color.

*Sketching.*—Time-sketches in pencil or charcoal outdoor sketching in pencil.

## 3.—Antique Class.

*Drawing.*—Busts and full length figure.

*Painting.*—Studies in oil or water color.

*Sketching.*—In pencil, charcoal, or pen-and-ink from still-life, outdoor sketches in drawing or color.

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4.—Life Class.

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

*Composition.*—General rules for composing pictures.

*Painting.*—Head from life.

*Sketching.*—Outdoor sketching in color.

Students can not enter an advanced class without passing an examination on the work preceding.

Excellent opportunity in the way of good models and thorough instruction is offered those desiring to study china-painting, tapestry, and other lines of decorative painting.

Miniature-painting, pastel, and photo-crayon are also taught.

A sufficient knowledge of drawing will be required before entering upon the study of these branches.

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

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

*Certificates.*—The same literary attainment as is required in the Music Department will be required in this department, in addition to the satisfactory completion of the art course as prescribed.



NEW GYMNASIUM.

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## PHYSICAL TRAINING.

Miss Pope.

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The course of Physical Training used in the Agnes Scott Institute will be the Swedish or Ling System of gymnastics. The work is systematized to consist of a progressive day's order, which shall have the necessary elements of unity and totality in each order, and as a whole. This schedule permits of mild exercises at first, with a gradual increase until we reach the end.

Games will also be introduced with the idea of development of accuracy, skill, endurance, moral training, and finally hygienic results. In these are included basket-ball and field-hockey, both of which will be played out of doors when the weather permits. Instructions in swimming and tennis will also be given, as there is a well-equipped swimming-pool and also tennis courts connected with the Institute. Those engaging in basket-ball will receive very careful attention, as there are the proper facilities for guarding against injurious results. Only those who are physically sound will be allowed to engage in this delightful game, played under careful supervision and according to rules adopted by all the leading women's colleges. The teacher will endeavor to make the work attractive and pleasing to the students, at the same time paying strict attention to their physical condition and well being.

AGNES SCOTT INSTITUTE.

There will also be a Corrective Department, in which exercises for the correction of faulty carriage and postures, flat feet, and any spinal curvature will be given.

It will be necessary for all students taking the course in either Physical Training or Corrective Work to be provided with a gymnasium suit, consisting of blouse, bloomers, and shoes, in order that perfect freedom of movement may be obtained.

Lectures in hygiene, which is a very necessary study in connection with Physical Training, will be included in the Physiology Course.

## ACADEMIC DEPARTMENT.

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The work in this department extends over five years, and has been so arranged as to prepare students for the courses in the Collegiate Department.

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### REQUIREMENTS FOR ENTRANCE.

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*English.*—Language lessons, study of the sentence, lessons in punctuation and capitalization, simple letter-writing.

*Arithmetic.*—Addition, subtraction, multiplication, division, primary fractions.

*Geography.*—Maury's Elementary Geography, or an equivalent, completed.

*Reading.*—Ability to read intelligently and expressively standard works of the grade of Hawthorne's Wonder Book and Kingsley's Greek Heroes.

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### ENGLISH.

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*Grammar and Composition.*—The aim in this study is to give the pupil a thorough knowledge of Elementary Grammar and to teach the meth-

AGNES SCOTT INSTITUTE.

ods of simple, direct, and accurate expression. The study of the principles of composition is not left until the third or fourth year; from the beginning the pupil is led to frame simple generalizations for her own guidance. Much composition work is done in the first and second years. In the third, fourth, and Sub-Freshman years weekly themes are required. In each of the four years many themes are written in class, a limited period being set apart for the first draft and half as much time being given for revision.

*Literature and Reading.*—In general, the object is fourfold: (1) To secure a ready apprehension of thought and feeling from the printed page; (2) to cultivate the power to give correct vocal expression to thought and feeling; (3) to secure at least a slight acquaintance with classic literature; (4) to create and foster a love for good reading.

Before entering upon this stage of their work pupils are supposed to have had thorough training in reading, although much of the class-work of the first four years consists of reading aloud. Pupils will be required also, from time to time, to memorize passages from the selections studied. In addition to the regular class-work there will be assigned books for home reading.

FIRST YEAR.—*Grammar and Composition.*—The Mother Tongue, Book I. Frequent compositions. Letter-writing.

Two and a half hours a week.



COURSE OF INSTRUCTION.

*Literature:* Hawthorne's Tanglewood Tales and Wonder Book; Ruskin's King of the Golden River; Ramée's Bimbi.

Two and half hours a week.

*Required Reading:* The Bird's Christmas Carol; Captain January.

SECOND YEAR.—*Grammar and Composition.*—The Mother Tongue, Book I, completed and reviewed; weekly compositions; written work in class.

Two and a half hours a week.

*Literature:* Hawthorne's The Great Stone Face and Snow Image; Stories from the Norse Mythology; King Arthur and His Court.

*Required Reading:* Patsy; Jackanapes; Little Lord Fauntleroy.

THIRD YEAR.—*Grammar and Composition.*—The Mother Tongue, Book II, through page 203; compositions weekly.

Two and a half hours a week.

*Literature:* American Poems, including some of the longer poems of Longfellow, Whittier, Bryant and Lowell; Irving's Rip Van Winkle and The Legend of Sleepy Hollow.

Two and a half hours a week.

*Required Reading:* The Story of a Short Life; Timothy's Quest.

## AGNES SCOTT INSTITUTE.

FOURTH YEAR.—*Grammar and Rhetoric.*—The Mother Tongue, Book II, completed and reviewed; compositions weekly.

Two and a half hours a week.

*Literature:* Age of Charlemagne; Masterpieces of British Literature.

One hour a week.

*Required Reading:* Scott's *Ivanhoe*, *The Talisman*, *Kenilworth*; Hawthorne's *House of Seven Gables*; Cooper's *The Last of the Mohicans*.

SUB - FRESHMAN. — *Rhetoric.* — The Mother Tongue, Book III.

*Literature:* Scott's *Marmion* or the Lady of the Lake; *The Sir Roger DeCoverley Papers*; Coleridge's *Ancient Mariner*; Lowell's *The Vision of Sir Launfal*; Pope's *Iliad*, Books I, VI, XXII, XXIV; Tennyson's *The Princess*, *The Idyls of the King*.

Four hours a week.

*Required Reading:* George Eliot's *Silas Marner*; Dickens' *Tale of Two Cities*, *David Copperfield*; Goldsmith's *The Vicar of Wakefield*.

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## HISTORY.

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FIRST YEAR.—Gueber's *Story of the English*.  
Two and a half hours a week.

## COURSE OF INSTRUCTION.

SECOND YEAR.—Field's United States History  
White's Outline Studies in United States History.

Two and a half hours a week.

THIRD YEAR.—United States History continued.  
Harris's Stories of Georgia.

Two and a half hours a week.

FOURTH YEAR.—(a) History of Greece, History of Rome. (Text-book to be selected). Map-drawing required and supplementary reading, especially of mythology and biography. In this course the pupil acquires an elementary knowledge of the history of Greece and Rome, preparatory to the more advanced work of the Freshman Year.

Two and a half hours a week.

(b) Civil Government in the United States.  
(Text-book to be selected).

One and a half hours a week.

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## LATIN.

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This course is designed to give a thorough knowledge of Latin forms, including irregular verbs, and of the fundamental principles of syntax. The Roman pronunciation is used, and special stress is laid on the marking of quantities in all written work.

No student will be admitted to a Latin class who is not ready for the corresponding course in English.

AGNES SCOTT INSTITUTE.

THIRD YEAR.—Collar and Daniell's First Year Latin.

Two hours and a half a week.

FOURTH YEAR.—(a) Collar and Daniell's First Year Latin, completed and reviewed.

(b) Cæsar (Greenough, D'Ooge and Daniell's Second Year Latin Book, first half of Part II); West's Latin Grammar; Latin Prose Composition; sight-reading.

Four hours a week.

SUB-FRESHMAN.—(a) [Cæsar (Greenough, D'Ooge and Daniell's Second Year Latin Book, latter half Part II); West's Latin Grammar, completed; Latin Prose Composition, sight-reading, selections; parallel reading, Life of Cæsar, in Collins's Series, or Froude's.

Four hours a week.

(b) Cicero, the Orations (Tunstall), Catiline I-IV, Manilian Law, Poet Archias; Gildersleeve-Lodge Latin Grammar, college edition; Latin Prose Composition; selected sight-reading; parallel reading, Wilkin's Roman Antiquities.

Four hours a week.

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**GREEK.**

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SUB-FRESHMAN.—(a) White's First Greek Book sight-translation, Greek New Testament.

## COURSE OF INSTRUCTION.

(b) White's First Greek Book, completed; Xenophon's Anabasis I, Goodwin and White; Goodwin's Greek Grammar; Woodruff's Greek Prose Composition; sight-translation same as in I (a).

Five hours a week.

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## MATHEMATICS,

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FIRST YEAR.—Bacon's Four Years in Numbers, Second Part.

Two and a half hours a week.

A thorough knowledge of Multiplication and Division is a necessary preparation for the work of this year.

SECOND YEAR.—Prince's Arithmetic by Grades (No. 5); Fractions, Decimals.

Two and a half hours a week.

THIRD YEAR.—Prince's Arithmetic by Grades (No. 6); Mensuration, Denominate Numbers, Metric System. Percentage.

Two and a half hours a week.

FOURTH YEAR.—(a) Prince's Arithmetic by Grades (Nos. 6 and 7); Applications of Percentage, Longitude and Time, Ratio and Proportion, Cube and Square Root.

Two and a half hours a week.

No student will be admitted to this class who is not thoroughly familiar with the three cases in Percentage.

AGNES SCOTT INSTITUTE.

(b) *Algebra*.—The Fundamental Operations, Factoring, Highest Common Factor and Least Common Multiple, Fractions, Simple Equations.

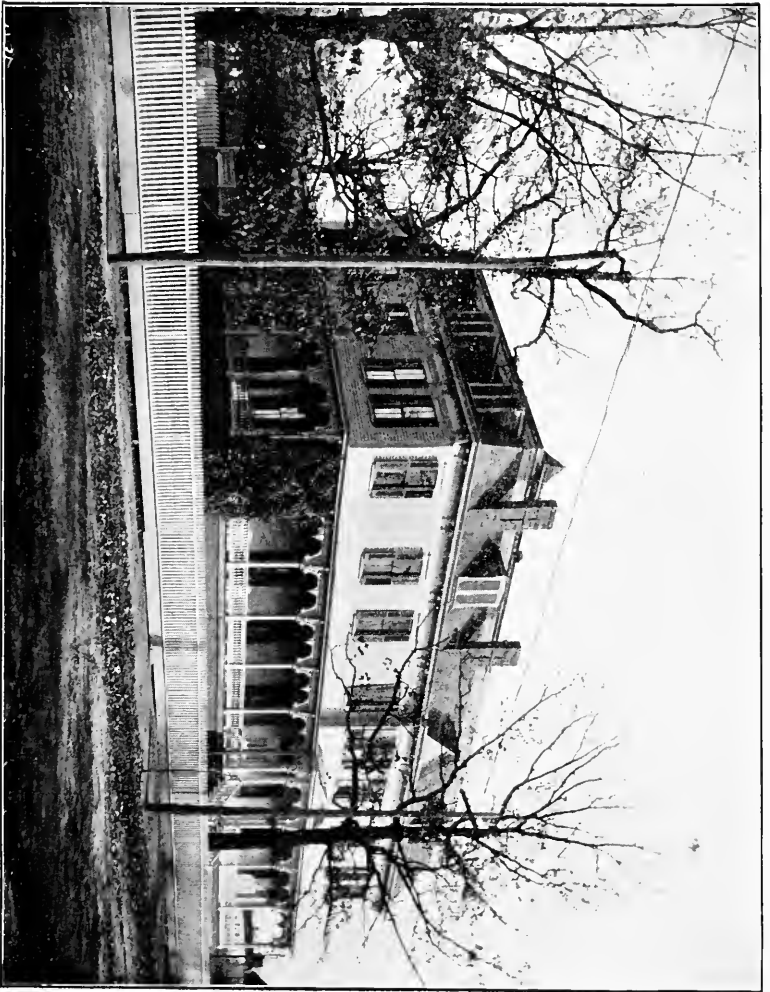
Two and a half hours a week.

Text-book:—Essentials of Algebra, Wells.

SUB-FRESHMAN.—Algebra: Involution and Evolution, Theory of Exponents, Radicals and Imaginaries, Quadratic Equations, Higher Simultaneous Equations, Theory of Quadratic Equations, Ratio and Proportion, Variation, Arithmetic, Geometric and Harmonic Progressions, Binomial Theorem through Positive and Integral Exponents.

Four hours a week.

Text-book:—Essentials of Algebra, Wells.



THE WHITE HOUSE.





## General Information.

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The work of each day is begun with **Religious** religious exercises in the chapel and is **Features.** closed with evening prayer. The Sabbath is observed as a holy day. The boarding students attend the Sabbath-school in the Institute conducted by the resident teachers. All students are expected to attend church on Sabbath morning. Prayer-meeting is held in the Institute weekly. There is also a morning prayer-meeting, conducted by the students. The Agnes Scott Christian Band, composed of teachers and students, meets every Sabbath evening.

The Institute has been founded and sustained by Presbyterians, and hence its moral standards and religious life conform as nearly as possible to those which obtain in that church. Special care, however, is taken not to interfere in any way with the religious views or preferences of students from families belonging to other denominations, or to no denomination, all of whom are welcome.

Every effort is made to give **The** the Institute the character of a **Institute Home.** Christian home. Teachers and students constitute one household. Care is taken to render the home-life of the student not only attractive, but conducive to the cultivation of those graces which mark refined women.

## AGNES SCOTT INSTITUTE.

Only such restrictions are thrown around the students as are considered important for their health, safety, and improvement. Importance is attached to the cultivation of that considerate regard for the wishes and feelings of others which leads to courteous deportment.

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

Decatur, the county seat of DeKalb **Location.** county, is a town of some 2,000 inhabitants, on the Georgia Railroad, six miles east of the Union Depot, Atlanta. All the conditions of healthfulness seem to be met perfectly here: an elevation of 1,050 feet; no large streams or bodies of water near enough to give dampness to the atmosphere; fine freestone water; excellent drainage; and freedom from malaria. There are Presbyterian, Methodist and Baptist churches with resident pastors, and also an Episcopal chapel. The Donald Fraser High School for boys, a preparatory school of high grade and superior management, is located here.

The nearness and accessibility of Decatur to Atlanta render available all the advantages of the city. Besides the Georgia Railroad with frequent passenger-trains, there are two electric lines with ten and thirty-minute schedules. It is, therefore,

## GENERAL INFORMATION.

entirely convenient for the students to attend the lecture and concert courses in the city, always, of course, accompanied by teachers. All things considered, it would seem difficult to find a location combining more advantages for a great institution of learning than this.

The Main Building, completed and **Buildings.** occupied for the first time in the fall of 1891, is a massive edifice, simple in architecture yet not lacking in impressiveness.

It is constructed of brick, granite, and marble, is one hundred and ninety-four feet long, fifty-four feet wide, and four stories high above basement.

The entire building is heated and ventilated by the indirect steam method, and lighted by electricity.

Chapel, parlors, offices, library, and class-rooms occupy the first floor; the sleeping apartments the second and third floors of the building. All of these rooms are thoroughly ventilated by outside windows and over five hundred feet of wide halls.

The chambers are unusually large, arranged so as to admit abundant sunlight, and in their construction especial attention was given to securing perfect ventilation. The furniture and appointments are homelike and comfortable. While luxury has not been studied, every convenience necessary for health and comfort has been supplied.

The departments of Music and Art occupy the entire fourth floor.

Each floor is supplied with water, bath and toilet-rooms, electric bells, and ample hose and fire buckets. A watchman is on duty all night. Every precaution is taken against fire.

## AGNES SCOTT INSTITUTE.

The sanitation has been arranged with the utmost care, and is regularly inspected and kept in order.

This is an eight-room frame building, formerly a private dwelling, now used as a dormitory. The rooms are large, well ventilated and lighted, heated by open grates, and the walls papered. The building is supplied with hot and cold water, bathroom, and sanitary plumbing. It is about 200 feet from the main building, and connected with it by brick walk. Two of the teachers have rooms in this building.

This building, a two-story frame structure, was rearranged and enlarged by the owners, and equipped with modern conveniences, steam heat, electric lights, sanitary plumbing, and hot and cold water. It contains twenty-five bedrooms, parlor, and study-hall, and has wide verandas on three sides. Three of the teachers reside in the building; and all the inmates take their meals in the Institute, with which it is connected by board and brick walks.

All the bedrooms are comfortably furnished, and are thoroughly warmed and ventilated, and are never crowded. The occupants of each room are required to keep it in order, and all rooms are daily inspected.

*Rooms are assigned in the order of application for entrance.*

The Intendant of the Infirmary and the Matron are in special charge of the dormitories. They at all times rigidly inspect the rooms of the

## GENERAL INFORMATION.

students, and see that they are neatly and properly kept in order, reporting any dereliction to the Lady Principal.

This is the latest addition to **The Gymnasium.** the buildings occupied by the Institute. It was completed January 1, 1904. It is a brick building, 40x80 feet, and three stories high. The gymnasium room proper is on the ground floor and is 40x60 feet, with eighteen-foot ceiling, thoroughly ventilated and lighted. At one end of this room and opening into it is the natatorium, a room 40x20 feet, with swimming-pool and shower-baths. The second story, with front entrance from outside, contains recitation-rooms, and the third story recitation and music rooms. The floors are double, with heavy builders' paper between, and the partitions are "dead-walls," with same paper between. The building is heated throughout by steam, and supplied with hot and cold water. The fact that this building became a *necessity* is one of the evidences of the growth of Agnes Scott.

Miss Pope, the director, **Physical Training.** comes to us as a graduate of the Boston Normal School of Gymnastics and very strongly endorsed by the faculty of that school. She will not only be fully prepared to give the most scientific physical training, but will also lead in the indoor and outdoor sports of the students.

Miss Pope will also teach Physiology and Hygiene in which branches the Boston Normal gives the very finest training by professors of the Harvard Medical School.

## AGNES SCOTT INSTITUTE.

Each boarding student must furnish two **Outfit.** pairs of sheets, two pairs of pillow-cases, one pair of blankets, two bed-spreads, six table-napkins, napkin-ring, six towels, two laundry-bags, gossamer, umbrella, and a pair of rubber shoes. The pillow-cases should be 35 by 22 inches.

All articles, including trunks, must be plainly and durably marked with the name of the owner. Failure to comply with this requirement causes confusion and loss.

It is urged upon parents not to burden their daughters with the care of valuable jewelry or an expensive wardrobe. Each outfit should contain, besides school dresses, one street suit and wraps of light and heavy weight. A simple high-necked evening dress will be found convenient, but not necessary. *Students will not be permitted to wear low-necked dresses.*

In pursuing a course of study, good **Health.** health is of the highest importance. There is in this institution a close and intelligent supervision over the health of the boarding students. The best medical advice is secured and a trained nurse provided. All the conditions of proper sanitation are carefully observed. The Institute has a superior system of sewerage, and an abundant supply of the purest water. From basement to attic much care is exercised to maintain cleanliness and healthfulness.

The Infirmary is a separate building, entirely disconnected from either dormitory. The advantages in this arrangement are obvious. The sick

## GENERAL INFORMATION.

are transferred from the unavoidable noise of the large boarding department into a place of absolute quiet. In the event of any contagious disease developing among the students, perfect isolation is effected at once. The Infirmary is furnished and equipped with every convenience and comfort. It will be a satisfaction to parents to know also that Miss Appleyard, who is in charge of the Infirmary, is a *trained nurse*, who has had the best training and large experience. In sickness, therefore, parents may rest assured their daughters will have every comfort and the most skillful nursing. Miss Appleyard looks carefully after the health of the girls, and is able frequently to prevent sickness by timely suggestions and attention. *In cases of protracted sickness or contagious diseases parents must provide a nurse at their own expense.*

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

Parents are urged to communicate freely with the Lady Principal concerning the physical condition of their daughters at the time of their entrance, and to state whether their daughters have any special weakness or tendency to disease, or idiosyncrasies of constitution.

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

## AGNES SCOTT INSTITUTE.

Great improvements have been made in the Library since the last catalogue was issued. It has been transformed into a large and splendidly lighted room. The books have been classified and a complete card index made of the entire library, rendering it more easily available for reference. A librarian has been employed to preside in the library whenever open, thus insuring perfect order and quiet. Valuable additions have been made to it. At present it contains nearly 2,000 volumes. The books have been carefully selected, and include encyclopedias, Century Dictionary, standard works of history, literature, science, fiction, music and art, and many books of reference for the different departments.

The reading-room is supplied with a large selection of choice periodicals, including the leading magazines, scientific, educational, literary, music, and art journals, and also quite a number of the best church papers.

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

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

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



## GENERAL INFORMATION.

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

Mr. T. P. Shonts, of Chicago, **The Shonts Library Prize.** generously offers a prize of \$100.00 each year to be applied to the purchase of books for the Society Libraries. This prize is competed for by the two societies, and to be awarded on certain specified conditions at the close of the session to the successful contestant.

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## ENDOWMENT AND SCHOLARSHIPS.

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### **The Rebekah Scott Memorial Fund.**

Mrs. Rebekah Scott, the beloved wife of Col. Geo. W. Scott, passed away July 13, 1899. As a tribute to her, Colonel Scott and children have given to the Institute the sum of \$20,000 in loving memory of wife and mother. The interest of this fund as provided by the donors is applied to the maintenance of the Agnes Scott Institute.

### **The W. A. Moore Scholarship.**

Under the will of the late William A. Moore, a Ruling Elder of the First Presbyterian Church of Atlanta, the Institute received, in 1892, a legacy of \$5,000.

The will of Mr. Moore provides that "this sum shall be held as a permanent fund or endowment for the education at this Institute of worthy girls

## AGNES SCOTT INSTITUTE.

of Presbyterian parents who are unable to provide a collegiate education for their daughters," the same to be permanently invested, and only the interest to be used.

Scholarships under this fund are annually awarded as directed in Mr. Moore's will.

### **The Rebecca Steele Scholarship.**

Mr. A. B. Steele, of Atlanta, has given \$5,000 to found this scholarship, called in memory of his mother the Rebecca Steele Scholarship. In making unsolicited this generous gift, Mr. Steele has specified that the proceeds shall be applied to aid "poor country girls."

*The Alumnae Scholarship.*—The Alumnae have caught the spirit of *helpfulness* which characterizes their Alma Mater, and, though comparatively a small band, have nobly maintained a scholarship. The scholarship pays \$60.00.

*The Propylean Scholarship.*—This is a scholarship offered by the Propylean Literary Society. The scholarship pays \$60.00. It will be awarded only to a boarding student taking a regular course and entering for the session. For particulars address the President.

*The Mnemosynean Scholarship.*—This is a scholarship offered by the Mnemosynean Literary Society. The scholarship pays \$60.00. It will be awarded only to a student taking a regular course and entering for the session.

*For General Excellence in Collegiate Department.*—Tuition in the Institute for the *next* session

## GENERAL INFORMATION.

will be given to the student, in any class below Senior, who makes the highest *general* average above 90. In order to compete for this prize the student must pursue a regular course. The scholarship is not transferable, and is good only for the session immediately succeeding the one for which it was awarded.

*For General Excellence in the Academic Department.*—Tuition in the Institute for the *next* session will be given to the student who makes the highest *general* average above 90, under the same conditions as above.

*English.*—In order to stimulate and encourage the study of English, a special prize is offered to the student in the Junior or Senior class who presents the best essay on the subject assigned by the teacher of English. Conditions under which this prize will be awarded :

1. The student must have an average of 90 or above in the previous English course.
2. The essay must be correct in spelling, punctuation, use of capitals, and paragraphing, and must be neatly and plainly written.
3. It must be original and accompanied by a certificate to that effect signed by the writer.
4. It must be handed to the President by April 15 unsigned, but accompanied by certificate referred to above.

*Music.*—Two scholarships are given : one in piano-playing and one in voice-culture. They are awarded on commencement day to those pupils who have made the best record in these departments for the year.

## AGNES SCOTT INSTITUTE.

*Art.*—Tuition in the Art Department of the Institute for the next session will be given to the student who does the best piece of work from cast or nature.

No one can compete for this scholarship who has not been a diligent student in the Art Department for the entire session.

*The Laura Candler Medal.*—This medal is awarded to the student of the Junior or Senior class who makes the highest average for the year in Mathematics, provided the average is above 90.

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

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

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### EXPENSES.

#### Charges for the Entire Scholastic Year.

SEPTEMBER 14, 1904, TO MAY 24, 1905.

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#### FOR BOARDING STUDENTS.

Board, furnished room, light, heat, laundry, tuition in Literary Department (except extras), use of Library, trained nurse and medicines in sickness (except in chronic cases or protracted illness) . \$ 260 00  
This is payable, one-half on entrance, September 14, and the other half January 18.

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### FOR DAY STUDENTS.

#### FOR THE SCHOLASTIC YEAR.

Collegiate Department . . . . .	\$ 60 00
Academic Department . . . . .	50 00
Payable, one-half on entrance, the remainder January 18.	

### EXTRAS.

#### FOR THE SCHOLASTIC YEAR.

Piano, under the director . . . . .	\$ 70 00
Piano, under professor . . . . .	60 00
Piano, under lady teacher . . . . .	50 00
Organ, with use of instrument . . . . .	80 00
Private vocal lessons . . . . .	60 00
Violin . . . . .	60 00
French . . . . .	10 00
German . . . . .	10 00
Greek . . . . .	25 00
Use of instrument for practice one and a half hours daily . . . . .	10 00
Use of instrument for practice each extra hour . . . . .	5 00
Harmony, Theory, and Musical History in classes . . . . .	10 00
Art . . . . .	50 00
*Laboratory fee (for scientific students <i>only</i> ) . . . . .	5 00
Swimming lessons and Gymnastics . . . . .	10 00

The above charges are designed to cover actual cost of the advantages furnished. The Institute

\*Must be paid at beginning of session and will not be refunded.

In addition a deposit of two dollars is required of chemistry students. This will be returned at the end of the year, except so much as is necessary to pay for actual breakage of returnable apparatus.

## AGNES SCOTT INSTITUTE.

is not conducted for financial profit, and neither desires nor expects to do more than maintain the Institute at its present high state of excellence. *The entering of a pupil in this Institute shall be deemed a formal and explicit contract for her to remain until the close of the school year.* The Institute obligates itself to furnish board, instruction, and all the advantages it offers *for the scholastic year*, while the patron, upon his part, by entering his daughter, or ward, *obligates* himself to send her *for the entire session*. In no other way can a school without endowment be maintained, since all engagements with teachers and other provisions for conducting the school must be made in advance for the entire year. Patrons can therefore understand why no portion of the fees will be refunded in the event of withdrawal, unless such withdrawal is recommended or approved by the Institute physician on account of sickness.

The same rule applies to both boarding and day students. If for any reason a student is entered for less than the session, special arrangement must be made with the President.

Those who may find it more convenient to pay quarterly in advance can arrange to do so by applying to the President.

In addition to the charges given above, each boarding pupil pays a physician's fee of \$5.00 for the session or any part of it. This fee secures the services of a prominent Atlanta physician for the entire session, *except in cases of protracted and aggravated illness*. This arrangement is made entirely in the interest of our patrons. The Institute

## GENERAL INFORMATION.

does not receive one cent of these fees, but pays the entire amount to the physician. The economy of the plan is seen in this, that the attendance of the physician *for the session* is secured for an amount charged by an Atlanta physician for a *single* visit to Decatur.

NO DEDUCTION FOR ANY CAUSE WILL BE ALLOWED PUPILS WITHDRAWING AFTER THE BEGINNING OF THE FOURTH QUARTER.

All drafts, checks and money orders should be made payable to F. H. Gaines, President. If remittance is by local check, add twenty-five cents for exchange.

### DISCOUNTS.

When two or more boarding students are entered from the same family, a discount of five per cent. is allowed on total bills, except on physician's fees. When a student takes two musics or music and art, and literary course, a discount of five per cent. on total bill will be given, except physician's fee and laboratory fee.

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

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

To ministers regularly engaged in their calling, who send their daughters as day pupils, a discount of ten per cent. will be given on tuition in Literary Department. Branches under the head *Special* at catalogue rates.

NO DISCOUNT WILL BE ALLOWED EITHER BOARDING OR DAY PUPILS FOR ABSENCE FROM ANY

## AGNES SCOTT INSTITUTE.

CAUSE EXCEPT SICKNESS, AND THAT ONLY WHEN THE ABSENCE IS FOR AS LONG A PERIOD AS ONE MONTH.

Parents must not expect to pay *only* for the time their daughters are in actual attendance. No student will be received for less than a quarter, and then *only* by special arrangement with the President.

### **SUGGESTIONS to PARENTS or GUARDIANS.**

The success of pupils in their school work depends largely upon the co-operation of the parents with the faculty. Parents or guardians who place their daughters in this school are understood to accept the conditions as defined in the catalogue.

Every expressed wish of parent is met so far as is consistent with the general good.

Parents will find it to the interest of their daughters to confer frankly with the President or Lady Principal concerning anything in the management of which complaint is made.

Parents are urgently requested not to interfere with the studies of their daughters by withdrawing them during the session to spend a week or two at home. PARENTS ARE ALSO REQUESTED NOT TO WITHDRAW THEIR DAUGHTERS UNTIL AFTER COMMENCEMENT, EXCEPT FOR URGENT REASONS. Such withdrawals seriously interrupt the progress of the pupil, are positively injurious to the classes, and tend to distract the whole school.

Parents *can not* give their daughters permission to do what is prohibited, nor to omit what is required, by the rules of this Institute.



## GENERAL INFORMATION.

Parents are requested to consult with the President or Lady Principal before excusing their daughters from examinations, or advising them to make any change in their course of study.

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

OUR TABLE IS ABUNDANTLY SUPPLIED WITH WHOLESOME FOOD, AND PARENTS ARE URGED NOT TO SEND THEIR DAUGHTERS Eatables. PLACING BEFORE THEM A TEMPTATION TO EAT RICH FOOD AT ALL HOURS IS A MOST EFFECTUAL MEANS OF DEFEATING ALL THE ENDS FOR WHICH THEY HAVE BEEN SENT TO SCHOOL.

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

*Pupils are not expected to receive callers on the Sabbath.*

Visitors will not be received during school or study hours: 8:30 A.M. to 2 P.M., and 7 P.M. to 9 P.M.

Young gentlemen are not received unless they bring letters of introduction from parents or guardians to the President or Lady Principal, and then only at their discretion.

MONEY FOR BOOKS, MUSIC, AND INCIDENTAL EXPENSES CAN NOT BE ADVANCED. A deposit of ten or fifteen dollars should be made at the begin-

## AGNES SCOTT INSTITUTE.

ning of each term, an itemized statement of the expenditure of which will be rendered.

Dentistry should be attended to before leaving for school.

Parents are urged to have their daughters vaccinated before entering them in this institution.

Punctuality is indispensable to progress. If possible have your daughter present on the first day of school.

For repeated violations of the rules, parents will be requested to take their daughters home.

The proper address for telegrams and letters is in care of Agnes Scott Institute, Decatur, Ga.

All letters on business concerning the admission or dismissal of pupils, concerning any of the departments of instruction, concerning the general management and conduct of the institution, or application for catalogues, should be addressed to the President.

Remittances of money should be made to the President by post-office order, registered letter, New York draft, or express order, or payments may be made to him in person. If by local check add twenty-five cents to pay exchange.

Letters concerning the pupils personally, progress in their studies, health, rooms, roommates should be addressed to the Lady Principal.

GRADUATES.

Graduates.

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Session 1893.

Scientific Course—

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

Session 1894.

Classical Course—

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

Session 1895.

Classical Course—

- Florence Olivia McCormick (Mrs. Waller),  
Bessemer, Ala.  
Ora Hopkins . . . . . Hot Springs, Va.  
Sallie Allen Watlington (Mrs. S. T. Barnett),  
Dayton, Ala.  
Winifred Quarterman . . . . . Marlow, Ga.  
Margaret F. Laing . . . . . Atlanta, Ga.  
Anna Irwin Young . . . . . Atlanta, Ga.

Session 1896.

Classical Course—

- Martha Edwards Cardoza (Mrs. Morris Vaughn),  
Lunenburg, Va.  
Mary Ethel Davis . . . . . Decatur, Ga.  
Olive Laing . . . . . Atlanta, Ga.  
Mary Ramsey Strickler . . . . . Richmond, Va.

Scientific Course—

- Leonora Augusta Edge (Mrs. T. L. Williams),  
Beuna Vista, Ga.

AGNES SCOTT INSTITUTE.

Session 1897.

Scientific Course—

- Caroline Haygood (Mrs. Stephen Harris),  
Valdosta, Ga.  
Lillie Wade Little . . . . . Macon, Ga.  
Cora Strong . . . . . Walhalla, S. C.

Literary Course—

- Julia Palmer Whitfield . . . . Monticello, Fla.

Session 1898.

Classical Course—

- Mary Eugenia Mandeville . . . Carrollton, Ga.

Session 1899.

Normal Course—

- Lucile Alexander . . . . . Atlanta, Ga.  
First Honor Grade.\*  
Bernice Chivers . . . . . Decatur, Ga.  
Second Honor Grade.  
Mary Elizabeth Jones . . . . Decatur, Ga.  
Second Honor Grade.  
Rosa Bell Knox . . . . . Covington, Ga.  
Emma Wesley . . . . . Lithonia, Ga.

Classical Course—

- Ruth Candler (Mrs. Hunter Pope), . Decatur, Ga.  
Helen Lenox Mandeville . . . . Carrollton, Ga.  
Mabel Eve Lawton . . . . . Columbus, Ga.  
First Honor Grade.  
Nannie Winn . . . . . Clayton, Ala.  
Second Honor Grade.

Scientific Course—

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

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\*The award of honors began with this session.

## GRADUATES.

### Session 1900.

#### Classical Course—

Margaret H. Booth . . . . Montgomery, Ala.

Mary Lucy Duncan . . . . New Orleans, La.

#### Normal Course—

Ethel Alexander . . . . Atlanta, Ga.

Mary Barker . . . . Decatur, Ga.

Rusha Wesley . . . . Atlanta, Ga.

#### Musical Course—

Jeannette Craig . . . . Yazoo City, Miss.

Jean Ramspeck . . . . Decatur, Ga.

### Session 1901.

#### Classical Course—

Martha Cobb Howard . . . . Atlanta, Ga.

Second Honor Grade.

Georgia Kyser . . . . Richmond, Ala.

Second Honor Grade.

Addie Arnold . . . . Edgewood, Ga.

### Session 1902.

#### Classical Course—

Margaret Bell Dunnington . . University of Va.

First Honor Grade.

Meta Barker . . . . Decatur, Ga.

Second Honor Grade.

Annie Kirkpatrick Dowdell . . Opelika, Ala.

Second Honor Grade.

Anna May Stevens . . . . Decatur, Ga.

#### Literary Course—

Laura Boardman Caldwell . . . Atlanta, Ga.

Second Honor Grade.

AGNES SCOTT INSTITUTE.

Session 1903.

Classical Course—

Hattie Blackford . . . . .	Atlanta, Ga.
	First Honor Grade.
Eilleen Gober . . . . .	Marietta, Ga.
	Second Honor Grade.
Emily Winn . . . . .	Decatur, Ga.
	Second Honor Grade.
Marion Bucher . . . . .	Decatur, Ga.
Juliet Cox . . . . .	Decatur, Ga.
Audrey Turner . . . . .	Camilla, Ga.

Literary Course—

Grace Hardie . . . . .	Birmingham, Ala.
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## The Alumnae Association.

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During the Commencement of 1895 the Agnes Scott Alumnae Association was organized. The object of the Association is to strengthen the interest of those who have been connected with the school in each other and in the Institute, to place them in a helpful relation toward it, and to arouse and quicken interest in Christian education. For eight successive years a day pupil has been maintained in school by the Alumnae, and nine hundred dollars has been collected by them toward the establishment of a permanent scholarship fund. By securing small contributions from a great number, it is hoped that the interest, sympathy, and prayers of many will be enlisted for those who would otherwise be unable to secure an education.

### Organization of the Association.

President—Miss Mattie Cobb Howard.

Secretary—Miss Annie Kirk Dowdell.

Treasurer—Miss Laura Caldwell.

Award of Medal and Scholarships, 1903.

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**Medalist.**

The Laura Candler Medal for highest average in Collegiate mathematics, Miss Hattie Blackford, Atlanta, Ga.

**Scholarships.**

The Institute Scholarship for general excellence in Collegiate Department, Miss Janie Curry, of Memphis, Tenn.

The Institute Scholarship for general excellence in Academic Department, Miss Charlotte Ramspeck, Decatur, Ga.

The Institute Scholarship in piano, Miss Octavia Aubrey, Cartersville, Ga.

The Institute Scholarship in art, Miss Mabel McKowen, Lindsay, La.



## NEEDS OF THE INSTITUTE.

### The Needs of the Institute.

A living, growing, and full institution, aspiring to the largest usefulness, will always have needs. Agnes Scott belongs to this class. The following are some of its pressing needs :

*A New Dormitory.*—In order to accommodate its boarding students it is compelled to rent a large building.

*An Administration Building.*—To contain chapel, library, study-halls, faculty-room, recitation-rooms and society-halls. The growing attendance is taxing all available space.

*Endowment.*—For professorships and for maintenance.

*Scholarships.*—Three times the amount of scholarship funds at present available could be used to great advantage.

## Register of Students.

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Name.	Parent or Guardian.	State.
Adams, Johnie	G. D. Stone,	Georgia.
Adkins, Zula	W. H. Adkins,	Georgia.
Alexander, Carlotta	C. A. Alexander,	Georgia.
Anderson, Dora	C. L. Anderson,	Georgia.
Ansley, Laura	E. P. Ansley,	Georgia.
Ansley, Frances	W. S. Ansley,	Georgia.
Appleyard, Mary		Georgia.
Appleyard, Edith		Georgia.
Askew, Emma	Mrs. S. H. Askew,	Georgia.
Aubrey, Octavia,	G. H. Aubrey,	Georgia.
Austin, Annie	J. R. Austin,	Georgia.
Bain, Donna	Donald M. Bain,	Georgia.
Baker, Bessie	Lindsay Baker,	Georgia.
Baker, Fanny May	D. H. Baker,	Alabama.
Barco, Minnie	M. Barco,	Florida.
Barr, Susie	G. B. Barr,	Georgia.
Battle, Nellie	H. B. Battle,	Georgia.
Barstow, Grace	Mrs. A. C. Barstow,	Rhode Island.
Baxter, Lois	Mrs. Fannie Baxter,	Georgia.
Benning, Elizabeth	A. H. Benning,	Georgia.
Berry, Margaret	Mrs. H. R. Berry,	Georgia.
Berry, Kathleen	B. F. Berry,	Georgia.
Bidwell, Agnes	Mrs. C. B. Bidwell,	Georgia.
Boals, Sarah	J. C. Boals,	Tennessee.
Boyd, Laura	Mrs. M. L. Boyd,	Georgia.
Bowden, Floy	J. F. Bowden,	Georgia.
Brewer, Aurelle	Mrs. T. O. Brewer,	Georgia.

REGISTER OF PUPILS.

Name.	Parent or Guardian.	State.
Briere, Josephine	J. G. Briere,	Florida.
Brown, Carrie	J. G. Brown,	Georgia.
Buchanan, Mamie	R. H. Buchanan,	Georgia.
Buchanan, Vashti	R. H. Buchanan,	Georgia.
Bucher, Marion	J. C. Bucher,	Georgia.
Burns, Pauline	J. K. Burns,	Georgia.
Burt, Ruth	W. H. Burt,	Georgia.
Butler, Virginia	F. H. Butler,	Florida.
Caldwell, Laura,	Mrs. E. E. Caldwell,	Georgia.
Calloway, Jessie	D. J. Calloway,	Georgia.
Candler, Laura	C. M. Candler,	Georgia.
Candler, Rebekah	C. M. Candler,	Georgia.
Candler, Eliza	Mrs. Nellie S. Candler,	Georgia.
Candler, Nell	Mrs. Nellie S. Candler,	Georgia.
Carnes, Bessie	R. H. Carnes,	Georgia.
Carmichael, Bertha	J. R. Carmichael,	Georgia.
Carter, Mary	Mrs. L. W. Carter,	Georgia.
Chick, Louise	J. F. Chick,	Georgia.
Clarke, Bessie	G. N. Clarke,	Louisiana.
Clay, Maud	J. W. Clay,	Georgia.
Clements, Meta	C. T. Clements,	Georgia.
Cofield, Edith	Craig Cofield,	Georgia.
Coley, Levis	A. J. Coley,	Alabama.
Conrad, Elizabeth	Mrs. S. E. Conrad,	Georgia.
Conrad, Agnes	Mrs. S. E. Conrad,	Georgia.
Cothran, Annie May	Walter S. Cothran,	Georgia.
Coulter, Mary	Mrs. W. W. Morell,	Georgia.
Cowles, Alice	W. G. Cowles,	N. Carolina.
Cowles, Maury Lee	C. A. Cowles,	Georgia.
Cox, Katharine	A. H. Cox,	Georgia.
Crane, Virginia	B. S. Crane,	Georgia.
Crane, Georgia	B. S. Crane,	Georgia.
Crocheron, Annette	H. P. Crocheron,	Alabama.

AGNES SCOTT INSTITUTE.

Name.	Parent or Guardian.	State.
Cunningham, Adelaide	Robert Cunningham,	Alabama.
Curry, Janie	A. B. Curry,	Tennessee.
Curry, Elizabeth	A. B. Curry,	Tennessee.
Daum, Anna	J. Daum,	Georgia.
Davey, Roberta	J. R. Davey,	Florida.
David, Mary	E. C. David,	Georgia.
Davis, Mary	F. C. Davis,	Georgia.
Davis, Farris	H. A. Davis,	Florida.
Davis, Eva	E. D. Davis,	Georgia.
Davidson, Alice	W. M. Davidson,	Louisiana.
Day, Ninetta	Thos. J. Day,	Georgia.
Deaver, Julia	R. R. Deaver,	N. Carolina.
Dillard, Lucy	Mrs. S. R. Dillard,	Georgia.
Dobbs, Bessie	Mrs. B. L. Dobbs,	Georgia.
Dowdell, Annie Kirk	A. G. Dowdell,	Alabama.
Duke, Bessie	H. M. Duke,	Mississippi.
Duncan, Mattie	W. S. Duncan,	Georgia.
Dunlap, Annie	P. S. Dunlap,	Georgia.
Dunlap, Minnie M.	William A. Dunlap,	Georgia.
Dunwoody, Katie	J. D. Dunwoody,	Georgia.
DuBose, Caroline	E. R. DuBose,	Georgia.
Ellis, Dora	D. P. Ellis,	Georgia.
Embry, Ruth	W. E. Embry,	Florida.
Falligant, Louise	Mrs. L. A. Falligant,	Georgia.
Falligant, Gertrude	Mrs. L. A. Falligant,	Georgia.
Farlinger, Edith	A. W. Farlinger,	Georgia.
Fay, Sadie	F. A. Fay,	Alabama.
Fenn, Jennie May	Jefferson Fenn,	Georgia.
Fite, Flora	A. W. Fite,	Georgia.
Foote, Mary	J. G. Foote,	Georgia.
Forgey, Irene	Jas. R. Forgey,	Tennessee.
Foscue, Irene	F. L. Foscue,	Alabama.
Gann, Moselle	R. M. Gann,	Georgia.

REGISTER OF PUPILS.

Name.	Parent or Guardian.	State.
George, Amelia	E. H. George,	Georgia.
George, Virginia	C. F. George,	Georgia,
George, Louise	W. H. George,	Georgia.
Gerald, Nina	O. M. Gerald,	Georgia.
Gilleylen, Annie	H. L. Gilleylen,	Mississippi.
Gloer, Jewell	J. A. Gloer,	Georgia.
Goddard, Annie	L. W. Goddard,	Georgia.
Gray, Caro,	R. T. Gray,	N. Carolina.
Greene, Alice C.	Mrs. Jos. D. Greene,	Georgia.
Greene, Letitia	A. H. Greene,	Georgia.
Green, Alpha	Mrs. Kate Hess,	Georgia.
Green, Willie B.	Mrs. Kate Hess,	Georgia.
Green, Margaret	Jos. H. Green,	Georgia.
Green, Rebecca	Jos. H. Green,	Georgia.
Gunby, Charlotte,	Fred R. Gunby,	Florida.
Gwin, Mary	S. D. Gwin,	Mississippi.
Hamil, Flora	A. J. Hamil,	Georgia.
Hancock, Claire	Mrs. E. C. Hancock,	Georgia.
Hardeman, Leila		Georgia.
Harden, Clare	Miss E. C. Smith,	Georgia.
Harton, Blanche	H. M. Harton,	Alabama.
Hill, Ida Lee	L. M. Hill,	Georgia.
Henderson, Nell	A. J. Henderson,	Georgia.
Hillman, Eldreanna	A. L. Hillman,	Georgia.
Hood, Cobbie	George McDonald,	Georgia.
Hopkins, Carrie	Myles Bonney,	Louisiana.
Howald, Lucy May	Frank Howald,	Georgia.
Howard, Mattie Cobb	Warren Howard,	Georgia.
Hubbard, Faith	J. Q. Hubbard,	Alabama.
Hudlow, Marie	C. P. Hudlow,	Georgia.
Hunter, Clifford	Mrs. E. K. Hunter,	Georgia.
Hunter, Jule	Mrs. E. K. Hunter,	Georgia.
Hunter, Eddie	Mrs. E. K. Hunter,	Georgia.

AGNES SCOTT INSTITUTE.

Name.	Parent or Guardian.	State.
Jeter, Louise	G. P. Jeter,	Georgia.
Jewett, Margaret	H. R. Jewett,	Georgia.
Johnson, Lois	J. L. Johnson,	Georgia.
Johnston, Miriam	W. R. Johnston,	Georgia.
Jones, Matie	W. C. Jones,	Mississippi.
Jones, Johnella	J. A. Jones,	Mississippi.
Jones, Myrtle	A. C. Jones,	Tennessee.
Julian, Ruth	H. J. P. Julian,	Florida.
Kamensky, Raissa	T. Kamensky,	Florida.
Kelly, Mary	J. A. Kelly,	Georgia.
Kendrick, Agnes	G. F. Kendrick,	Georgia.
Kendrick, Beulah	W. S. Kendrick,	Georgia.
Kendrick, Frances	W. S. Kendrick,	Georgia.
Kilpatrick, Durrelle	Mrs. E. J. Kilpatrick,	Georgia.
Kimmons, Willie	W. F. Kimmons,	Mississippi.
King, Annie	Goldsby King,	Alabama.
Kirkpatrick, Kathleen	Mrs. K. W. Kirkpatrick,	Georgia.
Kirkpatrick, Lizzie W.	Mrs. K. W. Kirkpatrick,	Georgia.
Koch, Margaret	Fred Koch,	Georgia.
Legg, Nell	J. P. Legg,	Georgia.
Leland, Hattie	B. Leland,	Mississippi.
Lemon, Annie Lee	Jesse L. Lemon,	Georgia.
Lowe, Marie,	Mrs. Leila J. Lowe,	Georgia.
Lupo, Irene	E. D. Lupo,	Georgia.
Lupo, Lillie	E. D. Lupo,	Georgia.
Mabel, Cliff	Joel Mabel,	Georgia.
McCalla, Annie Gene	W. E. McCalla,	Georgia.
McClane, Frankie	F. E. McClane,	Georgia.
McCombs, Ethel	W. F. McCombs,	Arkansas.
McCormack, Margaret	G. B. McCormack,	Alabama.
McDonald, Ethel	George McDonald,	Georgia.
McDonald, May	J. J. McDonald,	Mississippi.
McGaughey, Mamie	Mrs. G. B. McGaughey,	Georgia.

REGISTER OF PUPILS.

Name.	Parent or Guardian,	State.
MacIntyre, Mec	D. J. MacIntyre,	Georgia.
McKowen, Mabel	T. C. McKowen,	Louisiana.
McKowen, May	W. R. McKowen,	Louisiana.
McLain, Lena	A. P. McLain,	Georgia.
McMillan, Alice	T. H. McMillan,	Georgia.
McWhorter, Mary	R. S. McWhorter,	Alabama.
McWhorter, Nannie	R. S. McWhorter,	Alabama.
McWilliams, Susie	J. W. McWilliams,	Georgia.
Maddox, Janie	G. W. Maddox,	Georgia.
Magill, Bessie	W. L. Magill,	Tennessee.
Magill, Sadie	W. L. Magill,	Tennessee.
Martin, Mary V.	C. C. Martin,	Georgia.
Mason, Erma	T. C. Mason,	Georgia:
Menafee, Gwendolin	E. W. Menafee,	Alabama.
Merrill, Martha	J. H. Merrill,	Georgia.
Milledge, Rosa	R. H. Milledge,	Georgia.
Milner, Berta	J. H. Milner,	Georgia.
Moore, Floy		Georgia.
Moore, Annette	W. A. Hartman,	Georgia.
Moore, Ethel	Jas. N. Moore,	Georgia.
Morris, Hattie	S. L. Morris,	Georgia.
Morris, Ruth	Mrs. C. M. Morris	Georgia.
Morris, Ella Brice	R. F. Morris,	S. Carolina.
Morrow, Lulie	R. B. Morrow,	Georgia.
Nelson, Adelaide	Mrs. E. M. Nelson,	Georgia.
Neel, Ethel	C. M. Neel,	Georgia.
Newton, Katharine	Mrs. J. G. Gorton,	Louisiana.
Owsley, Leonora	Mrs. L. P. Owsley,	Georgia.
Parham, Andree	B. B. Parham,	Louisiana.
Parry, Sadie	H. L. Parry,	Georgia.
Parry, Annie Mary	H. L. Parry,	Georgia.
Patton, Mary Lou	J. E. Patton,	Georgia.
Patton, Clemmie	J. G. Patton,	Georgia.

AGNES SCOTT INSTITUTE.

Name.	Parent or Guardian.	State.
Patton, Anna	J. G. Patton,	Georgia.
Peek, Eva	S. W. Peek,	Georgia.
Pettus, Clyde	E. W. Pettus,	Georgia.
Phillips, Louise	W. J. Phillips,	Mississippi.
Phillips, Lillie	W. J. Phillips,	Mississippi.
Plunket, Anna	J. T. Plunket,	Georgia.
Poole, Sallie	J. L. Poole,	Georgia.
Pope, Sadie	Mrs. J. W. Pope,	Arkansas.
Pratt, Evelyn	N. P. Pratt,	Georgia.
Pratt, Julia	N. P. Pratt,	Georgia.
Prescott, Ruth	J. H. Prescott,	Florida.
Preston, Julia	J. W. Preston,	Georgia.
Pickett, Kathleen	N. H. Pickett,	Georgia.
Pritchard, Ollie	T. A. Pritchard,	Georgia.
Pugh, Mattie	R. A. Pugh,	Arkansas.
Ramsey, Davella	S. D. Kyle,	Louisiana.
Ramspeck, Charlotte,	T. R. Ramspeck,	Georgia.
Rankin, Mary	C. A. Rankin,	Georgia.
Rea, Bessie	J. S. Rea,	Mississippi
Reagin, Mattie	E. O. Reagin,	Georgia.
Reeder, Mary	J. C. Rushing,	Mississippi.
Reid, Ethel	C. S. Reid,	Georgia.
Reid, Katharine	C. S. Reid,	Georgia.
Robert, Edwina	Mrs. L. Robert,	Georgia.
Roberts, Mamie	J. R. Roberts,	Georgia.
Robertson, Rebie	S. L. Robertson,	Alabama.
Robertson, Kathleen	C. C. Robertson,	Florida.
Roseborough, Caroline	E. P. Roseborough,	Georgia.
Rushing, Eva	J. C. Rushing,	Mississippi.
Sams, Dagmar	H. D. D. Sams,	Georgia.
Saxon, Lizzabel	R. L. Saxon,	Georgia.
Schaefer, Martha	E. Schaefer,	Georgia.
Schaefer, Carter	E. Schaefer,	Georgia.



REGISTER OF PUPILS.

Name.	Parent or Guardian.	State.
Schlesinger, Edith	J. N. Schlesinger,	Tennessee.
Schutz, Fay	Mrs. S. E. Schutze,	Georgia.
Scott, Louise	G. B. Scott,	Georgia.
Sentell, Bessie	G. W. Sentell,	Louisiana.
Shapard, Annie	Mrs. E. C. Shapard,	Alabama.
Shapard, Jeannette	Mrs. E. C. Shapard,	Alabama.
Sharp, Alice	L. J. Sharp,	Tennessee.
Shaw, Ola	Mrs. H. L. Shaw,	Florida.
Shuford, Lucile	E. L. Shuford,	N. Carolina.
Shute, Lucy	W. M. Shute,	Georgia.
Simms, Bonner	Mrs. S. J. Simms,	Georgia.
Simril, Linda	N. F. Simril,	Georgia.
Smith, Mabel	Halsted Smith,	Georgia.
Smith, Julia	N. M. Smith,	Louisiana.
Smith, Susie	H. M. Smith,	Georgia.
Smith, Leonora	Palmer J. Smith,	Georgia.
Spence, Annie	N. C. Spence,	Georgia.
Stanton, Eula	G. B. Stanton,	Georgia.
Stokes, Florence	W. F. Stokes,	Georgia.
Stokes, Margaret	W. F. Stokes,	Georgia.
Stokes, Julia	W. F. Stokes,	Georgia.
Stone, Annie	F. I. Stone,	Georgia.
Stone, Allena	G. D. Stone,	Georgia.
Stribling, Sallie	W. J. Stribling,	S. Carolina.
Stringfellow, Claire	R. L. Stringfellow,	Florida.
Talbert, Alline	W. C. Talbert,	Georgia.
Tanner, Helen	H. M. Tanner,	Georgia.
Thompson, Mary	J. S. Thompson,	Georgia.
Thompson, Henry	W. H. Thompson,	Georgia.
Tillson, Mamie	J. C. Tillson,	Georgia.
Tilly, Mattie	J. S. A. Tilly,	Georgia.
Tupper, Freddie	Miss Annie Tupper,	Georgia.
VanEpps, Lillie		Georgia.

AGNES SCOTT INSTITUTE.

Name.	Parent or Guardian.	State.
VanHarlingen, Louise	J. M. VanHarlingen,	Georgia.
Wadsworth, Louise	Mrs. J. W. Wadsworth,	N. Carolina.
Walker, Eugenia	Jos. R. Walker,	Georgia.
Walker, Aileen	Mrs. L. W. Walker,	Georgia.
Ward, Edith	W. W. Ward,	N. Carolina.
Warren, Essie	H. W. Warren,	Georgia.
Watson, Julia	J. R. Watson,	Mississippi.
Watson, Eloise	J. R. Watson,	Mississippi.
Wells, Virgie	J. W. Wells,	Tennessee.
West, Hattie Lee	R. L. West,	Georgia.
Wey, Jeannette	H. B. Wey,	Georgia.
White, Nellie	J. W. White,	Georgia.
Wilburn, Leila	J. G. Wilburn,	Georgia.
Wilburn, Alice	J. G. Wilburn,	Georgia.
Wiley, Lois	O. C. Wiley,	Alabama.
Wilkins, Mary	Hamilton Wilkins,	Georgia.
Williams; Belle H.	W. W. Williams,	Georgia.
Wilson, Bessie	Mrs. L. L. Wilson,	Georgia.
Wilson, Nellie	W. F. Wilson,	Georgia.
Winn, Emily	P. P. Winn,	Georgia.
Winter, Blanch	Mrs. M. H. Winter,	Georgia.
Wise, Nellie	Miss M. E. Cook,	Georgia.
Womack, Pearl	L. B. Kendrick,	Georgia.
Wood, Rose	W. J. Wood,	Georgia.
Wood, Laura	W. J. Wood,	Georgia.
Workman, Robie	Jos. W. Blair,	Georgia.
Worthington, Amelia	T. Worthington,	Georgia.
Wright, Lillie B.	Thos. R. Wright,	Georgia.
Wylie, Juanita	R. Evans Wylie,	S. Carolina.
Wyly, Elizabeth	A. C. Wyly,	Georgia.
Young, Susan	Samuel Young,	Georgia.
Young, Rachel	S. M. Young,	Georgia.

REGISTER OF PUPILS.

Name.	Parent or Guardian.	State.
Zahner, Cleveland	Robert Zahner,	Georgia.
Zellars, Estelle	T. E. Zellars,	Georgia.

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Boarding Students .....	146
Day Students* .....	148
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Total .....	294

**Summary by States.**

Georgia .....	213	Tennessee .....	10
Alabama .....	18	North Carolina .....	6
Mississippi .....	15	South Carolina .....	3
Florida .....	13	Arkansas .....	3
Louisiana .....	10	Rhode Island .....	1

\* Includes two names not registered.









PANORAMIC VIEW OF BUILDINGS AND GROUNDS.

WHITE HOUSE.

RESIDENCE OF PRESIDENT.

MAIN BUILDING.

SCIENCE HALL.

GYMNASIUM.

WESTLAWN.

