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1906/07

1906

Claremont

Female College

Hickory, N. C.

1907



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TWENTY-SIXTH

Annual Catalogue

OF

Claremont College,

For Girls and Young Women,

HICKORY, N. C.

1906-1907.

Chartered by the State with Full Power to Confer Degrees

THIS SCHOOL IS NOTED FOR

Its Location—a Health Resort.

Its Efficient Faculty.

Its Departments of Study.

Its Pleasant Home Life Afforded the Students.

Its Superior Elocution, Art, and Literary Schools.

CALENDAR

1906-1907

Fall Term begins on Wednesday, September 18, 1906.

First Monday in October, Faculty recital.

Third Monday in October, first students' musical recital.

First Monday in November, first elocution recital, to be repeated each month.

Thanksgiving services and an informal reception.

School closes for Christmas holidays on December 23.

School opens after Christmas holidays on January 2, 1907.

Spring Term begins on January 2.

Annual reception on February 22.

Senior reception on the first Friday in March.

Junior reception on the first Saturday in April.

Easter services.

School closes in May.

Faculty

D. W. READ, M. A.,
President.

MRS. D. W. READ,
Vice-President.

MRS. GRACE GARRETSON,
(Princeton College ; University of Chicago,)
English, History, Literature.

MARGURETTE BALLINGSLEA,
(Wesleyan University, W. Va.; Cincinnati Conservatory ; Cincinnati
School of Oratory ; New York School of Oratory.)
French, Latin.

DANIEL WARWICK READ,
(M. A. University of Virginia,)
Mathematics, Latin, German.

MISS N. W. KERR,
(Greensboro Commercial College,)
Commercial Branches, Stenography, Typewriting.

MRS. D. W. READ,
(University of Virginia Summer School ; Emerson College of Oratory,)
Teacher of Emerson System of Physical Culture and
Vocal Culture.

MRS. D. W. READ,
(University of Virginia Summer School ; Baltimore Art League ; Lynch-
burg, Va., Art League ; Clavue's Art School, N. Y. ;
Corcoran Art School, Washington, D. C.,)
Teacher of Art—Charcoal Drawing, Crayon, Colored Chalk,
Pen and Ink, Oil Colors, Water Colors, Pastel, China
Painting, Illustrating, Public School Drawing
or Normal Methods of Teaching Drawing,
Life Colors and Portraiture.

MISS NANNIE W. KERR,
(Greensboro State Normal, N. C.,)
Science.

MISS NANNIE FIELD,
(Claremont College, N. C.,)
Primary School.

MISS OLIVE WAILLNG, B. H., MUS. BAC.
(Cincinnati Conservatory, Ohio; Hamilton College, Kentucky,)
Director of Music—History of Music, Harmony, Theory—
Piano, Voice, Violin.

MISS CLEORA WILLIAMS,
(Belmont Seminary, Va.; Claremont College, N. C.,)
Piano Practice.

* * Assistants in Music, Art, and Elocution Departments.

HOUSEKEEPER,
Miss Jones.

PREACHERS.

REV. J. L. MURPHY, A. M., D. D.,
Ex President of Claremont College; Pastor of Reformed Church,
Hickory, N. C.

REV. C. W. TRAVICK,
Pastor of Presbyterian Church, Hickory, N. C.

REV. HOLMES,
Pastor of Methodist Church, Hickory, N. C.

REV. J. C. MOSER, A. M.,
Professor of Theology, Lenoir College; Pastor of Lutheran
Church, Hickory, N. C.

DR. W. R. GWALTNEY,
Pastor of Baptist Church, Hickory, N. C.

REV. F. L. MOODY,
Rector of Episcopal Church, Hickory, N. C.

BOARD OF TRUSTEES

REV. J. L. MURPHY, President.

A. C. LINK, Secretary.

H. D. ABERNETHY, Treasurer.

N. M. SEAGLE,	E. L. SHUFORD,
A. S. ABERNETHY,	F. A. CLINARD,
J. A. MARTIN,	C. C. BOST,
G. H. GEITNER,	J. F. ABERNETHY,
A. A. SHUFORD,	J. M. SHUFORD,
REV. J. L. MURPHY.	



History and Organization.

Claremont College was founded in 1880 for the higher education of young women.

It is thoroughly Christian, but nonsectarian.

The Institution is held by an independent Board of Trustees, with self-perpetuating powers, incorporated by a special Act of the Legislature.

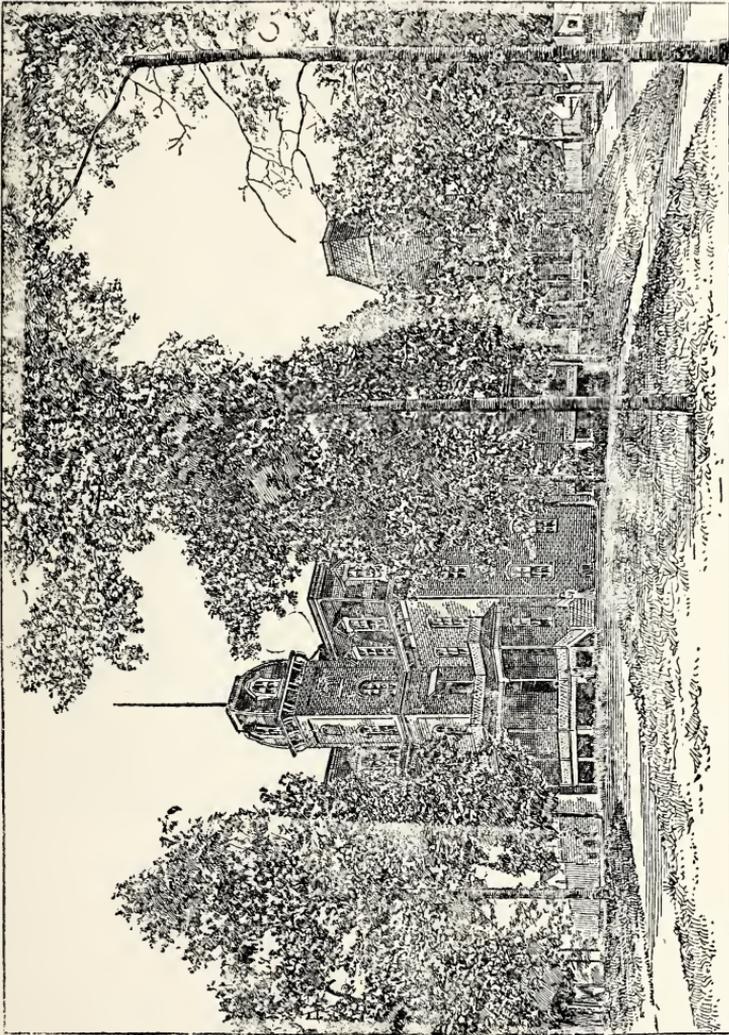
The College owes its existence to the liberality and enterprise of the citizens of Hickory. It owes its prosperity to the excellent advantages it has always afforded its patrons, its charming surroundings and almost unparalleled health record, and the high standard of excellence it has always maintained.

LOCATION

Claremont College is located at Hickory, N. C., one of the most beautiful and moral towns in the State, possessing unsurpassed advantages as a seat for an institution of learning. Hickory, with her schools, has long been looked upon as a literary center, whose reputation is now more than State wide. It is, in fact, a city of schools and churches, Christian homes, high culture, and hospitable people, and, as such, is commending itself to every young woman who expects to attend college. The town has a population of about seven thousand inhabitants. The morality of the community is proverbial. A more refined, cultured, and hospitable people can nowhere be found.

THE HOME AND SURROUNDINGS

The location of a college has a great deal to do with the formation of character. If we would, in educating the young, bring out and develop all those faculties that are beautiful, true, and noble, we must look to the home and surroundings. If the college home is bright and cheerful; if the sanitary ar-



VIEW OF THE COLLEGE

rangements are such as to promote health ; if the buildings are commodious and attractive and the scenes of surrounding nature such as to inspire beautiful and noble thoughts, we may expect to develop, with little effort, a Christian womanhood. The location of Claremont College for healthfulness of climate, for beauty of scenery, and for the morality of the community has few, if any, equals ; and these with many other advantages, are commending our school to a candid and thinking people.

A NOTED HEALTH RESORT

Hickory is a noted health resort. In fact, this whole section of the State is beginning to be known far and wide for its beautiful and healthful climate, its fertile soil, its romantic scenery, and its mild and even temperature. Hickory is warmer in winter and cooler in summer than Raleigh. Its winter climate is that of Southern France. The sudden changes from warm to cold, so common to the Atlantic Coast region, are seldom, if ever, felt here. These, with many other environments, led Mr. Vanderbilt to select this part of our State for the location of his marble palace and future home.

Hickory is so located that for healthfulness it is unsurpassed by any section in the State; the climate is uniform the year round.

Being surrounded by mountain peaks on three sides, not only protects it against the cold, bleak winds of winter, but protects it against the extreme hot weather in summer.

The water is pure freestone, and is equal to the best.

Locally speaking, Nature has lavishly bestowed upon and around Hickory everything conducive to human health

B. F. WHITESIDES.

W. L. ABERNATHY, M. D.

The climate the year round is unsurpassed by that of any on the continent.

W. R. GWALTNEY, D. D.

Pastor of the Baptist Church.

Claremont College, a school for young women, located at Hickory, N. C., possesses advantages of a rare and exceptional character. The location—between Charlotte and Asheville, in the heart of the celebrated Piedmont section of North Carolina, within the limits of the far-famed "Land of the Sky," in full view of the Blue Ridge Mountains—is ideal. The health record of the institution is phenomenal. The home life of the school, the character of the work done, and the very moderate prices of tuition make this school desirable as a proper place for a young woman to receive an education.

JOSEPH L. MURPHY, D. D.,

Pastor of the Reformed Church, Hickory, N. C.

THE BUILDINGS

The main building is a large, three-story, brick structure, situated in the middle of a beautiful campus of twenty acres, on a gently elevated knoll, overlooking the city and surrounding country. It has wide, airy corridors; bright, cheerful, well-heated and ventilated rooms, looking out upon miles of

beautiful landscape. It is heated by hot air system, the purest and best heating in existence for schools. The buildings are completely lighted by electricity from the city, and water is furnished by the city plant. The location is an ideal one. With healthful surroundings, the building stands on a gentle elevation convenient to the town, yet far enough away to be free from the noise and confusion.

RAILROAD FACILITIES

Hickory is easily reached from all points.

It is located on the *Western North Carolina Division* of the *Southern Railway*, between Salisbury and Asheville, at its junction with the *Carolina and Northwestern Railway*.

There are through trains from Knoxville, Tenn.; Cincinnati, O.; Louisville, Ky.; Washington, D. C.; and New York.

There are good connections with all lines of the *Southern Railway*.

The *Carolina and Northwestern Railway* makes good connections with all lines between Hickory and Chester, S. C.

Examine the map, and it will be seen that we are in direct touch with the leading cities of the North, South, East, and West.

AIM

“Earth's noblest thing, a woman perfected.”

The aim of Claremont College, as indicated by the charter, is to maintain a high-class school for young women—a school which shall furnish educational facilities equal in every respect to those offered by our best colleges for young men. To this end we sustain the following courses of study :

COURSES OF STUDY

CLASSICAL.—Four-year course, leading to the degree of Bachelor of Arts (B. A.).

SCIENCE.—Four-year course, leading to the degree of Bachelor of Science (B. S.).

LITERARY.—Four-year course, lighter than the Classical or Science Course, allowing the student more time in Music, Art, and Elocution. This course leads to the degree of Bachelor of Literature (B. L.).

GRADUATE COURSE.—One year above the regular course, and leads to the degree of Master of Arts (M. A.).

NORMAL COURSE.—A three-year course, leading to the degree of Bachelor of Didactics (B. D.).

TEACHER'S COURSE of two years.

COMMERCIAL COURSE of Bookkeeping, Shorthand, Typewriting, Commercial Law, Mathematics, and Commercial Correspondence, leading to the degree of B. Accts. (Bachelor of Accounts.). One-year course.

SPECIAL COURSES

Music, Art, Bible, Physical Culture, Elocution and Oratory.

COLLEGE COURSES

CLASSICAL, B. A.	SCIENTIFIC, B. S.	LITERARY, B. L.
<p style="text-align: center;">FRESHMAN CLASS</p> <p>English..... 5</p> <p>Latin..... 5</p> <p>Science—first term..... 5</p> <p>Mathematics—Algebra..... 5</p> <p>Elocution or Drawing..... 2</p> <p style="text-align: center;">SOPHOMORE CLASS</p> <p>English..... 5</p> <p>Latin..... 5</p> <p>History..... 5</p> <p>Mathematics..... 3</p> <p>Science..... 3</p> <p style="text-align: center;">JUNIOR CLASS</p> <p>English..... 3</p> <p>History..... 2</p> <p>Latin..... 3</p> <p>Science..... 3</p> <p>*<i>Electives</i>—French, German, Greek, Bible, Mathematics..... 5</p> <p style="text-align: center;">SENIOR CLASS</p> <p>English..... 3</p> <p>Philosophy and Economics..... 3</p> <p>Astronomy—second term..... 3</p> <p>*<i>Electives</i>—Science, German, Latin, French, History, Greek, Bible..... 3</p>	<p style="text-align: center;">FRESHMAN CLASS</p> <p>Science—first term..... 5</p> <p>Mathematics—Algebra..... 5</p> <p>English..... 5</p> <p>Latin..... 5</p> <p>Elocution or Drawing..... 2</p> <p style="text-align: center;">SOPHOMORE CLASS</p> <p>Mathematics..... 5</p> <p>Latin..... 5</p> <p>English..... 3</p> <p>History..... 3</p> <p>Science..... 5</p> <p style="text-align: center;">JUNIOR CLASS</p> <p>Mathematics..... 5</p> <p>History..... 2</p> <p>Science..... 3</p> <p>English..... 3</p> <p>*<i>Electives</i>—French, German, Greek, Bible, Latin..... 5</p> <p style="text-align: center;">SENIOR CLASS</p> <p>Science..... 3</p> <p>Philosophy and Economics..... 3</p> <p>Astronomy—second term..... 3</p> <p>*<i>Electives</i>—Latin, French, German, History, English, Mathematics..... 3</p>	<p style="text-align: center;">FRESHMAN CLASS</p> <p>English..... 5</p> <p>Mathematics—Algebra..... 5</p> <p>Science—first term..... 5</p> <p>Elocution or drawing..... 2</p> <p style="text-align: center;">SOPHOMORE CLASS</p> <p>English..... 5</p> <p>Mathematics..... 5</p> <p>History..... 5</p> <p>Language..... 5</p> <p style="text-align: center;">JUNIOR CLASS</p> <p>English..... 3</p> <p>History..... 2</p> <p>Science..... 3</p> <p>*<i>Electives</i>—French, German, History, Latin, Bible, Mathematics..... 3</p> <p style="text-align: center;">SENIOR CLASS</p> <p>English..... 3</p> <p>Philosophy and Economics..... 3</p> <p>Astronomy—second term..... 3</p> <p>*<i>Electives</i>—French, German, History, Latin, Bible..... 3</p>

Text Books

SUBFRESHMAN YEAR

LATIN—Grammar, Collar and Daniel'; Gradatin, Heatley and Kingdom.

ENGLISH.—Grammar, Hyde and Buckler; Composition and Parallel Reading; Oral and Written Spelling.

MATHEMATICS.—Arithmetic, Milne.

UNITED STATES HISTORY.—Morris.

SCIENCE.—Physical Geography. Maury.

FRESHMAN YEAR

LATIN—Grammar, Allen and Greenough; Cæsar, Allen and Greenough; Composition, Daniell.

ENGLISH—Rhetoric, Genung's Outlines; English and American Classics; Parallel Reading; Essays.

MATHEMATICS—Algebra, Wells.

SCIENCE.—Physiology, Cutter.

ELOCUTION.—Southwick.

FREE-HAND DRAWING.

ENGLISH BIBLE.

SOPHOMORE YEAR

LATIN—Grammar, Allen and Greenough; Virgil, Allen and Greenough or Harper; Sight Reading; Roman History, Myers; Composition, Bennett.

ENGLISH.—Rhetoric, Genung; History of American Literature. For Critical Study in the Class Room; Sketch Book, Irving; Bunker Hill Orations, Webster; Horseshoe Robinson, Kennedy; Southern Poets; complete editions of the Poems of Bryant, Poe, Whittier, Longfellow, Lowell, and Holmes, and Emerson's Essays. Besides this, much Parallel Reading and Library Work is required; Essays.

MATHEMATICS —Geometry, Wells.

HISTORY.—General, Myers.

SCIENCE.—Zoology, Burnet or Coulter.

BOTANY.—Hall or Bailey.

PLANT ANALYSIS.—Bolin.

ELOCUTION.—Southwick.

ENGLISH BIBLE.

JUNIOR YEAR.

ENGLISH.—History of American Literature. For Classroom Work: Prologue and Knight's Tale, Chaucer; Visions of Piers Plowman, Langland; Essays, Bacon; Old English Ballads; Jew of Malta, Harlowe; Macbeth, Merchant of Venice, and Hamlet, Shakespeare; Paradise Lost (Books I. and II.) Milton; Palamon and Arcite, Dryden; Sweetness and Light, Matthew Arnold; the principal Poems of Gray, Wordsworth, Burns, Byron, Scott, Browning, Tennyson. Prose: Essay on Burns, Carlyle; DeQuincey, Eliot, Macaulay, Ruskin. Any good edition will do. Essays on and Reviews of Poems and Books. Besides this, much Parallel Reading will be done.

HISTORY —English, Montgomery; Advanced American; Student's History, Montgomery; or (1) The Colonies, Goldthwaite; (2) Formation of the Union, Hart; (3) Division and Reunion, Wilson.

MATHEMATICS —Trigonometry, Wells; Wentworth.

SCIENCE.—Physics, Wentworth and Hill.

GERMAN.—Grammar, Joynes Meissner; Märchen und Erzählungen, Super; Innensee, Storm; L'Arrabiatta, Herman and Dorothea.

FRENCH —Grammar, Fraiser and Squair's; Reader, Super; Tableaux de la Revolution Francaise; French Songs.

LATIN.—Grammar, Allen and Greenough; Cicero; Sight Reading.

CRITICAL STUDY OF THE BIBLE.—Outlines, Steel.

SENIOR YEAR

ENGLISH.—Practical Rhetoric and Rhetorical Analysis, Genung; Study of Nineteenth-century Prose, special attention being given to Writing Critical Reviews of Books. Anglo-Saxon: First Book of Old English, Cook.

LATIN—Grammar, Allen and Greenough ; Sight Reading ; Critical Study of Grammar, Ling and Horace.

FRENCH.—Grammar, Fraiser and Squair's ; Composition ; Colomba, Merimee ; Standard Poets and Dramatists (1,500 pages) ; French Song and Essay Drama.

MATHEMATICS.—Analytical Geometry, Wentworth.

HISTORY.—History of Greece, Cox ; History of Rome, Merivale ; History of English People, Green ; History of the United States, Percy Greg.

GERMAN.—Grammar, Maria Stuart, (Schiller), Die Harzreise. (Heine), Goethe's Egmont. Texts of Heath & Co., Holt & Co., and Ginn & Co. Bilder aus Der Deutschen Litteratur, Keller.

PSYCHOLOGY.—Hill.

DEGREES

This Institution will confer the degrees of Bachelor of Arts (B. A.), Bachelor of Science (B. S.), and Bachelor of Literature (B. L.) on those completing the courses prescribed for these degrees.

The Master's degree is conferred on all full college graduates who have spent one year in study at this College.

Departments

Claremont College sustains the following departments or schools of study :

English and Anglo-Saxon,	Normal,
Ancient Languages,	Commercial,
Modern Languages,	Music,

History and Economics,	Art,
Mathematics,	Elocution and Oratory,
Bible, Science,	Physical Culture.

COURSES OUTLINED

ENGLISH LANGUAGE AND LITERATURE

MRS. GRACE GARRETSON,

(Princeton College ; University of Chicago.)

Of all the subjects commonly taught in colleges, English is, perhaps, the most important. It has been well said that "the true American devotes a lifetime to the study of his own language." This is true. We may study Greek, Latin, Science, or Higher Mathematics, and derive great benefit therefrom; but the majority of us, on leaving college, throw aside our Greek, Latin, or Mathematics, and in a few years only the mental development remains with us. Not so with our English studies. They go with us to the end of life; and as long as we mingle with people, we must continue to study, speak, and write our mother tongue, which, for beauty, force, and mental discipline, has untold resources. The study of

GRAMMAR is especially emphasized. We use the inductive method, with Buehler's and Meikeljohn's grammars. A course of Literature and Reading twice a week accompanies the study of Grammar. The course in

RHETORIC covers the Freshman and Senior years, and is intended to train the student in the use of spoken and written discourse. Beginning with simple and practical work, the course rises to a careful consideration of all forms of literary discourse. Much stress is laid upon the construction of figures, the analysis of selections, and essay writing.

LITERATURE (English and American).—The principal objects sought in the study are: A knowledge of the authors and their works; to create a taste for good books. Literature, if rightly taught, is not only one of the most beautiful, but one of the most interesting instructive subjects in the whole realm of college studies. The text-book is used only as a basis to acquaint the student with each age and its leading authors. The masterpieces of one or more writers from each age are

taken up and read in the class room. A careful study is made of some particular age; also much time is given to parallel reading and cursory examinations of the minor groups of authors. In the Senior year the class takes up the study of

ANGLO-SAXON, HISTORICAL GRAMMAR, AND HISTORY OF THE ENGLISH LANGUAGE.—Here are studied the older forms of the language. Beginning at about 900 A. D. (King Alfred), the class reads selections from the leading authors until the year 1400 A. D. (Chaucer) is reached, where the literature class begins.

ANCIENT LANGUAGES.

PROFESSOR READ.

LATIN AND GREEK.—The subjects taught in this department are the Latin and Greek Languages; Latin and Greek Literature; the Geography, Mythology, Antiquities, and History of the Greeks and Romans. In Latin the study of Grammar, Composition, and Sight Reading is pursued throughout the entire course. In Greek the study of Grammar, Composition, and Authors is pursued, as in Latin.

FRENCH.

MISS BALINGSLEA.

In French the aim is to enable the student to read the best authors, to acquire the ability to speak and write the language with some degree of ease. The Junior Classes are drilled in Grammatical Forms, Composition, and Conversational Exercises. The Seniors take up the classical authors in connection with Grammar, Composition, Original Exercises, and Songs.

GERMAN.

Besides the two years of German offered in the regular course, an advanced course will be offered to graduate students or those qualified to pursue the course. This will consist of extensive reading and a general survey of German Literature, Poetry, Drama, and History.

HISTORY AND ECONOMICS.

MRS. GRACE GARRISON.

In this department are studied American, English, Grecian, Roman, Mediæval, and Modern History. The aim is to blend, in a single narrative, accounts of social, political, literary, intellectual, and religious development of peoples of ancient, modern, and mediæval times. The American and English histories are taken up in the intermediate, Sophomore, and Junior Classes in connection with Literature. General History is studied in the Sophomore year, and is divided into three divisions—Ancient, Mediæval, and Modern. In Modern History are traced the causes, rise, and progress of the Protestant Reformation, and the Political Revolution; Mediæval, History comprises a study of the Barbarian Invasion, Growth of Papal Power, Mohammedan Conquest, Rise of Feudalism, and the causes leading to the Reformation; while in Ancient History the attention of the student is principally directed to the two great nations of antiquity.

MATHEMATICS.

PROF. READ AND ASSISTANT.

“Mathematical studies cultivate clearness of thought, acuteness of analysis, and accuracy of expression.”

The subjects taught under this head are: Arithmetic, Milne; Algebra, Wells Academic; Geomtry, Wells; Trigonometry, Wells; Analytical Geometry, Wentworth.

Both the educational and practical value of Mathematics are kept in view. In

ARITHMETIC numbers and principles are taught, rather than rules. Arithmetic is a beautiful science, and *can* be taught as such. In

ALGEBRA the method differs so little from that of Arithmetic that the principles are learned and the foundation laid before the subject is taken up. Special attention is given to factoring. As

GEOMETRY is the first branch in Higher Mathematics, no pains will be spared to make it the most interesting subject

in this group of studies. Great care is taken in giving clear conceptions of geometrical ideas and truths and the logical arrangement of the steps in demonstration. No branch of study has greater educational value than Geometry. "It is the mother of thought," and, as such, is the foundation for higher work, such as

TRIGONOMETRY AND ANALYTICAL GEOMETRY, which follow, and are presented in an interesting and attractive manner. Throughout the entire course in Mathematics the student is led to discover principles and their application.

S C I E N C E .

MISS KERR.

GEOGRAPHY.—This includes Physical and Political, and is made interesting by the methods pursued and the usefulness of the information acquired. The student learns not only the simple geographical facts, but interesting historical associations with which these are connected. The geography of the United States is especially dwelt upon.

PHYSIOLOGY.—Special attention is given this subject. The class work is supplemented by frequent lectures and microscopic analysis. Hygiene is dwelt upon and the laws of health in general, the hygiene of the schoolroom, ventilation, the influence of narcotics upon the human system and the care of the body are dwelt upon.

ZOOLOGY (History and Comparative).—The leading facts of each animal kingdom are learned from the text, and specimens are classified and dissected in the class room.

BOTANY.—The student is taught from the first to train and exercise her observing powers. She is sent to the plants themselves, and there required to study, classify, and make original investigations. Each student, aside from class work and class analysis, does independent classification and analysis, prepares an herbarium, and makes frequent field excursions for observations, study, and specimens.

PHYSICS.—This subject is taught by means of a text-book and lectures. After a careful study of the fundamental principles and laws of matter, each general branch of the subject

is taken up and studied in detail. Matter, heat, energy, motion, magnetism, electricity, sound, and light are carefully studied and illustrated.

NORMAL.

“There is a greater demand for teachers to-day than ever before in the history of the world.”

A constant demand for well-qualified teachers requires that we make a specialty of this department. The students have here every advantage offered by a special school for training teachers. It is now generally recognized that there is a *natural order* of developing the faculties. If this be true, a teacher's success must depend largely on his or her understanding of this *natural order*. Ability to teach does not depend wholly upon one's knowledge of the subjects to be taught. Hundreds of teachers fail every year who are well qualified along this line. It matters not how much “book learning” we have, if we have not the faculty of imparting knowledge to others, failure is inevitable. Under such a teacher the student soon becomes dissatisfied, and often gives up school entirely. Our Normal Class gives much attention to school Methods, School Management, School Economy, Organization, Psychology, WITH ACTUAL TEACHING IN THE MODEL SCHOOL. The course of study covers three years, but may be completed in less time by those more advanced.

<i>First Year.</i>	<i>Second Year.</i>	<i>Third Year.</i>
Grammar,	Rhetoric and American	English History
Arithmetic,	Literature,	Literature,
Physiology,	Algebra,	Physics,
Geography,	General History,	Chemistry,
Algebra.	United States History,	Geometry,
Elocution,	Zoology,	Latin and French,
Theory and Practice,	Botany,	Psychology,
Free-hand Drawing,	Methods and Manage-	Civil Government,
	ment,	History of Edu-
	Latin,	cation.

The degree of Bachelor of Didactics (B. D.) will be conferred on those completing the Normal Course.

Each candidate for the B. D. Degree must teach at least one month in this institution.

COMMERCIAL.

In this age of practical living and practical thinking it hardly seems necessary to state reasons for maintaining this department. No matter what a young lady's occupation *is to be*, a thorough understanding of the science of accounts and business transaction cannot fail to be of great benefit to her either in practical utility or as a source of giving strength and confidence to the mind. The course of study can be completed by the average student in one year ; by those more advanced, in less time.

COURSE OF STUDY.

Bookkeeping,
Arithmetic,
English Grammar,
Commercial Law,
Penmanship.

Theory of Accounts
Commercial Arithmetic,
Rhetoric,
Letter Writing,
Orthography.

SHORTHAND AND TYPEWRITING.—Shorthand and Typewriting are now recognized to be prime factors in the mercantile, banking, and professional world. The improvement in business correspondence and the progress made along professional lines are, in a great measure, due to the practical application of shorthand writing.

The average student can master the principles of any system in ten weeks. In twenty weeks a speed of from seventy-five to one hundred words per minute may be acquired. In seven or eight months students are able to fill responsible positions.

COURSE OF STUDY.

Shorthand,
English Grammar,
Speed Class,
Reporting Lectures,

Typewriting
Rhetoric,
Letter Writing,
Typewriting from Notes.

Those completing both the Business and Shorthand Courses will receive a diploma, with the title of Bachelor of Accounts (B. Accts.).

Department of Music.

Olive Walling, Cincinnati Conservatory, Musical Director.

Miss Clara Williams, Belmont Seminary, Assistant.

Claremont offers exceptional advantages in music,

The degree of A. Mus. (Associate in Music) will be granted to students who graduate in the Pianoforte, Violin, Organ, or Voice Courses. In the Theoretical Course the university degrees of Bachelor of Music (B. Mus.) and Doctor of Music (D. Mus.) are afforded.

PIANOFORTE COURSE.

The following is a general outline of the requirements for graduation:

PREPARATORY COURSE.

Musical Exercises to prepare the hands for playing; Matthew's Graded Course, Books I. and II.; Loschorn, Op. 65, Books I., II., and III.; Duvernoy, Op. 176, Books I. and II.; Bertini, Op. 100; Kohler, Op. 50; Krause, Op. 2, Book I.; Czerny Op. 139; Mason's Touch and Technic, Book I.; Scales; Pieces by Reinecke, Kullak, Spindler, etc.

FRESHMAN YEAR.

Technical Exercises, Scales and Arpeggio Work; Heller, Op. 46 and 47; Krause, Op. 2 and 9; Berens, Op. 61, Books I., II., and III.; Czerny's Velocity, Books I. and II.; Sonatinas and Selections by Classical Composers; Elements of Music.

SOPHOMORE YEAR.

Heller, Op. 45 and 46; Matthew's Graded Course; Mason's Technic; Bach's Little Preludes and Fugues; Czerny's Octave Studies; Easier Sonatas of Haydn, Mozart, and Beethoven; Mendelssohn's Songs Without Words; Harmony and Theory of Music.

JUNIOR YEAR.

Czerny, Op. 299; Czerny, Op. 740; Czerny, Forty Daily Studies; Kullak's Octave Studies; Cramer (Von Bulow); Clementi's Gradus Ad Parnassum; Bach Inventions, Parts II. and III.; Sonatas by Hayden, Mozart, Beethoven, Chopin; Valses; Selections of Schubert, Weber, Raff, and Rubinstein; Theory of Music; Harmony to Four Parts; Counterpoint; History of Music.

SENIOR YEAR.

Mason's Octave Studies; Czerny, Op. 365; Bach's Forty-eight Preludes and Fugues; Studies by Henselt, Chopin, Liszt, Rubinstein, and Alkan; Studies, Op. 26, by Thalberg and others; Selections from Classical and Modern Composers; Harmony to Five Parts; Counterpoint; Five Species in Two Parts; Theory and History of Music continued. All students are required to give a public Pianoforte Recital before graduation.

POSTGRADUATE COURSE.

The higher and more difficult works of the great masters are studied, and all candidates are required to take the regular course for the degree of Bachelor of Music (B. Mus.).

RECITAL.

In order that the pupils may become accustomed to appear in public, frequent afternoon and evening recitals are given. Public recitals are given by the advanced pupils during the sessions. Opportunities are given pupils of hearing the best vocal and instrumental music in concerts given by the teachers of the department and other artists.

THEORETICAL COURSE.

BACHELOR OF MUSIC.

Evidence must be produced of

- (a) Having received a good general education;
- (b) Having employed at least four years in the study and practice of music.

The candidate will be required to pass three examinations separated by intervals of not less than one year.

The first examination will consist of Harmony in not more than four parts.

The second examination will be in Harmony and Counterpoint in not more than five parts, Canon and Fugue in not more than four parts. Before entering for the third examination the candidate must compose an exercise containing five-part Harmony and Fugue (in at least four parts) and Canon, with an accompaniment for organ, piano, or string band, sufficiently long to require twenty minutes in performance; and this exercise must be approved by the Faculty in Music.

The third (final) examination will consist of Harmony, Counterpoint, Canon, Fugue (in five parts), with Double Counterpoint, History of Music, Form in Composition, Instrumentation, Figured Bass Reading at Sight, and the analysis of the full score of some selected work.

SCHOOL FOR THE PIPE ORGAN.

The Claremont Conservatory of Music affords its organ pupils a complete course of instruction, to which particular attention is given.

It is necessary for the students of the organ to have had some preliminary technical training on the pianoforte. The first thing to be acquired is the legato touch, after which exercises for independent movements of the hands and feet should be practiced.

The following organ schools may be used: Stainer's Organ Primer, Ritter's Organ School, Rineke's Organ School, The Art of Organ Playing (W. T. Best), Pedal Studies of Schneider. In connection with and following these may be taken Trios and Sonatas, by Mertel, Rheinberger, and Ritter; various works of Henry Smart and Hesse; Mendelssohn's Preludes and Fugues and Sonatas; Schumann's six Fugues of Bach; Smaller and Greater Preludes and Fugues of Bach, to be followed by his more difficult Preludes; the Modern School of Organ Playing, represented by Guilmant, Wider, St Sæns, Lemmens, Best, Cappoci, De Lange, etc.

Candidates for graduation should be able to play some of the Preludes and Fugues of Bach, Mendelssohn's Sonatas.

Gade's Op. 22, Merkel's Sonatas, or pieces of the same grade of difficulty.

To furnish every facility for acquiring a mastery of all kinds of organ music, arrangements have been made that all pupils can have the use of a two-manual pipe organ and pedals for instruction and practice.

VOCAL COURSE.

MISS WALLING,
FRESHMAN YEAR.

Lessons in deep breathing; Tone work for placing the voice, supplemented by exercises in uniting the registers; elementary exercises and vocalises, selected from those of F. W. Root's Method, and Abt and Sieber; a few easy solos and part songs by good composers.

SOPHOMORE YEAR.

Continuation of first grade work, with more advanced study of scales, arpeggios, and drills; Abt's Singing Tutor, Part II.; Tecla Vigna's Ninety Daily Exercises; Concone's Lessons, Op. 9; songs from the best English, German, and Italian composers; Part singing and choral work.

JUNIOR YEAR.

Progressive work in studies of flexibility; advanced studies of Abt, Marchesi (Op. 15), Concone, Rossini, and others; songs of more difficult grade; arias from the operas and oratorios.

SENIOR YEAR.

More advanced work in the studies of M. de Castrone Marchesi (Op. 20) and Vaccai; arias from the Italian and German operas and standard oratorios. Special attention will be given to sacred music, both hymns and solos.

HARMONY AND COMPOSITION.

The course pursued comprises a thorough knowledge of all the scales, both major and minor; intervals; chords in all their varied relations; part writing and modulations; composition and analysis of musical works. Two recitals are given during the session by candidates for graduation from the Vocal De-

partment. Frequent parlor recitals are given during the year, which all music pupils are required to attend.

CHORUS CLASS.

This Class has about thirty-five members. They give occasional entertainments.

VIOLIN COURSE.

OLIVE WALLING.

FIRST YEAR.—De Beriot's Violin Method, Part I.; D. Alard's Paris Conservatory Method; Easy Pieces.

SECOND YEAR.—Fiorillo's Thirty-six Caprices; Kreutzer's Forty Etudes; Pieces from Classical and popular Authors.

THIRD YEAR.—Leonard's Twenty-four Etudes Classiques; Vieuxtemps' Concert Etudes; D. Alard's Ecole Moderne; Classical Pieces.

GUITAR AND MANDOLIN COURSE.

Beginning with scales and easy exercises, the pupil pursues a regular course. Students will get ample practice in Mandolin and Guitar Clubs, which meet regularly for practice.

ART SCHOOL.

MRS. D. W. READ.

"All art is nature better understood."

The course of study covers three years, but may be completed by those having a knowledge of the subject in less time. All branches of Art are taught. Sketching, Crayon, Oil, Water Colors, Pastel, China Painting, Embroidery, Drawing, Etching, Portrait Painting, Wood Carving, and Burnt-wood Work are taught; for Primary teachers, Clay Modeling, Free-hand Drawing, Geometric Drawing, etc. No education is complete, in a liberal sense, which does not include a practical knowledge of Drawing and an acquaintance with the principles of Art.

COURSE OF STUDY.

FIRST YEAR.—Drawing from the Flat in Pencil, Charcoal, and Crayon. Drawing from Objects. Oil Painting commenced.

SECOND YEAR.—Drawing from Bas-relief, from Casts, and from Objects. Lessons in Perspective. Oil Painting continued. Painting on Silk and Satin in Oil and Water Colors. Pastel and China Painting. History of Art. Pyrography.

THIRD YEAR.—Painting in Oil and Water Colors from Still Life. Advanced work in Pastel. China Painting. Portraiture. History of Ancient and Modern Artists. The Fine Arts. Wood Carving. Sketching and Painting Scenes from Nature

Those satisfactorily completing the course in Art will receive a diploma

ELOCUTION.

MRS. READ.

The study of Elocution gives richness, volume, and flexibility to the tones; ease and grace to the position and movement; freedom of action; teaches how to breathe correctly, articulate distinctly, read appropriately, speak impressively. It strengthens the memory, improves the judgment, develops æsthetic tastes, and cultivates the moral nature. Our course in Elocution is arranged to meet the wants of readers, speakers, and teachers, and for persons who desire it for the purpose of general culture. Careful attention is given to improving and developing the voice, such exercises being taught as will give volume, sweetness, flexibility, and power to the tones.

Naturalness is the fundamental and crowning principle of expression, and the training is such as to retain and develop the individuality of the student. It aims to give symmetrical development; to cultivate harmoniously the body, mind, and soul; to enable the student to have entire control of her powers before an audience; to train students whose delivery shall be powerful, graceful, and natural. Elocution is taught as an art, resting upon absolute laws of nature, explained and illustrated by exact scientific rules, and gives a practical training in all the principles upon which the art is based.

COURSE OF STUDY.

FIRST YEAR.—Physical Culture; Breathing; Articulation; Form; Quality; Pitch; Force; Time; Movement; Stress; etc. Elementary Gesture; Recitations; Southwick.

SECOND YEAR—Physical Culture; Physiology; Analysis; Selections; Advanced Rendering; Sight Reading; Gesture; Delsarte Philosophy of Expression; Rhetoric; Pantomime.

THIRD YEAR.—Physical and Vocal Culture; Psychology; Tone Coloring; Advanced Analysis; Shakespeare; Translating Gesture at Sight; Extemporaneous Speaking; Philosophy of Expression; Humorous Reading; English Literature; Recitals; Dramatic Attitudes.

Those satisfactorily completing the course in Elocution will receive a diploma.

General Information.

PRIVATE HELP FREE.

Many, especially young students, when they enter college, being unaccustomed to the work, cannot accomplish the amount expected of them. They get behind, become discouraged, and wish to quit school. They need private help and advice as to how to proceed to accomplish the task of getting all their lessons in the limited time. One of our great aims is to make the students feel perfectly at home; and they are just as free to ask private assistance as they are to go to their class rooms, and it is just as much the teacher's duty to render this private help as it is to hear recitations.

LITERARY SOCIETIES.

The *Irving* and *Factorum Literary Societies* hold weekly meetings for the purpose of giving young ladies proficiency in reading, reciting, composition, and musical performances.

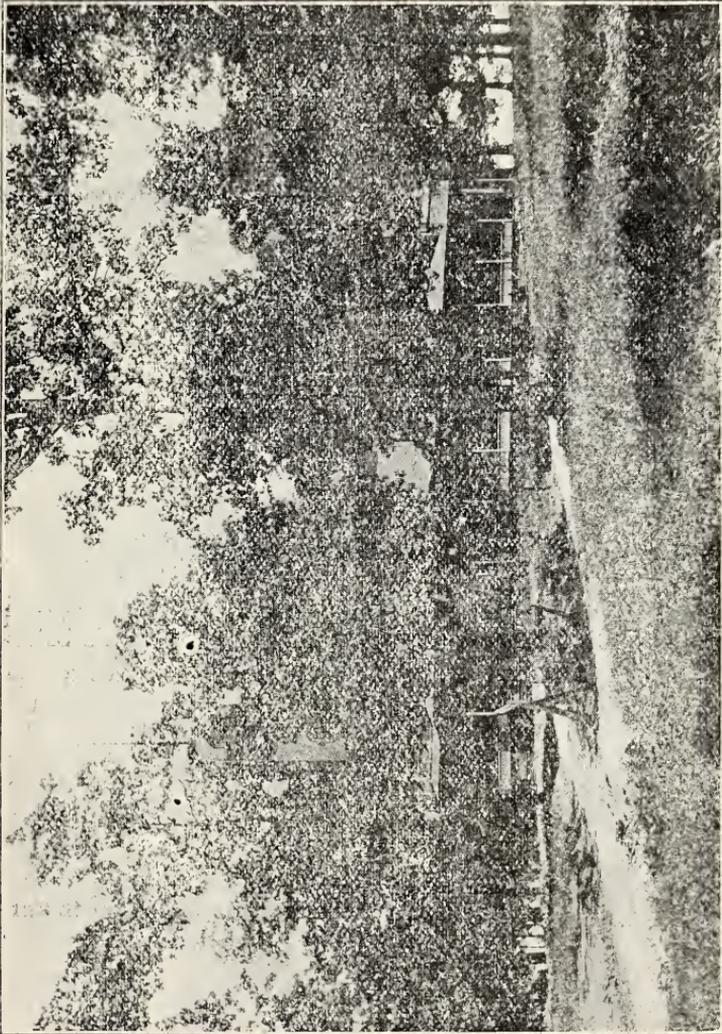
SOCIAL CULTURE

We believe that the social, as well as the mental, moral, and physical, being should be developed. At stated times during the year students give receptions, at which they receive and entertain, and thus obtain that social culture so much needed by too many of our young women. These receptions are always given under the direct supervision of teachers.

HEALTH AND PHYSICAL CULTURE

We thoroughly believe in the theory of "*a sound mind in a sound body*" We also believe that if in youth there can be instilled in the mind a greater reverence for the sanctity of the body, and if it can be strengthened and disciplined to right habits of health by a systematic course of training, there will be no danger of a breakdown along the study line.

Each boarding pupil will be expected to take a course in free gymnastics, marching, dumb-bells, etc. Our large campus affords ample opportunity for outdoor exercises such as croquet, tennis, golf, basket ball, etc. Frequent walks are taken in company with the teachers.



We believe this careful course of exercise accounts largely for the unparalleled health of the students of Claremont College.

HEALTHFULNESS

"As a physician, I take pleasure in stating that there has never been a fatal case of sickness in its history, and the health of the students has been remarkably good. Those coming from the low country have improved, without exception.

" B. F. WHITESIDES, M. D."

CHURCH

All boarding students must attend the church and Sunday school of their choice each Sabbath, accompanied by a member of the faculty.

LIBRARY

Claremont College has an excellent working library and reading room of hundreds of volumes of the choicest literature, magazines, and papers, which furnishes the students ample reading and reference books. This is being constantly augmented.

HOME DEPARTMENT

The Home Department is directly under the supervision of the President and his wife, and no pains are spared to render it a Christian home in the truest sense of the word. Young girls are protected and made as safe here as at home. Parents will confer a favor by not asking for their daughters special privileges not granted by the College.

Y. W. C. A.

"That our daughters may be as corner stones, polished after the similitude of a palace."

All pupils are invited to attend the weekly prayer meetings held in the College by the Young Women's Christian Association. At these meetings the young ladies are addressed at different times throughout the year by ministers of the city. The association meets once a week to pursue a thorough course in the Bible, conducted by the ministers. At the open-

ing of each year a reception is given by the association to new students. A medal is offered in this course.

UNIFORM

The black Oxford cap and gown are worn by boarding students to church, on the street, and to all public occasions. For every day, students dress as they please, but plainly and neatly.

The cap and gown to be purchased here at cost—about \$6.50.

Our reasons for a uniform are : First, economy ; secondly, no body of students will or can look half so well or neatly dressed without uniform as with it. The gown takes the place of cloaks.

No low-neck or short-sleeve dresses are allowed. A simple white dress is preferred for those appearing in public.

OUTFIT

Each pupil, including teachers, will be expected to furnish one pair of sheets, one white counterpane, one pair of blankets or comfort, one pair of pillow slips, and one pillow ; also she should furnish herself with towels, table napkin and ring, bag for soiled clothes, appliances for lady's toilet, knife and fork and spoon for room use, umbrella, and gum shoes.

STATIONERY AND BOOKS

Books, stationery, sheet music, etc., are furnished by the College at regular prices.

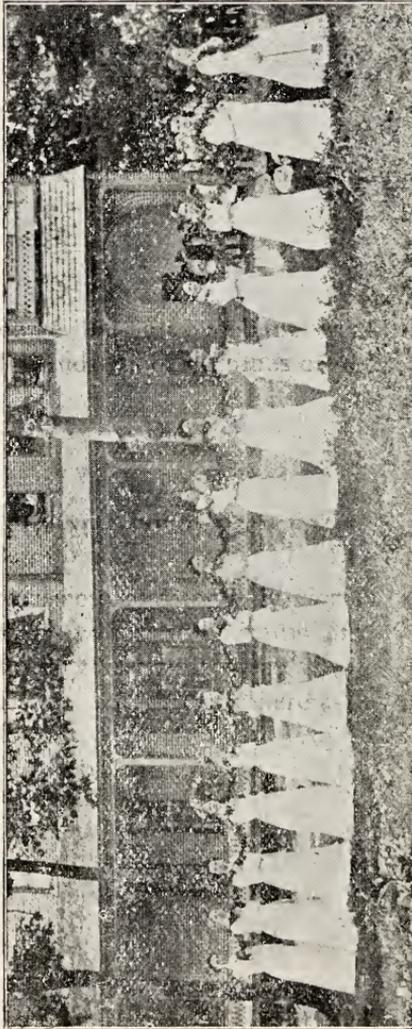
All text-books are kept by the College, and are sold to the students at cost.

GOVERNMENT

“That government is best which teaches us to govern ourselves.”

Our rules are few and simple, and are intended for the welfare of the pupils and the school. The government encourages students to govern themselves, and those whose influence

is bad and pernicious shall not be allowed to remain. Each pupil is inspired to do right from a sense of honor rather than by condemning the wrong. Young ladies may come with the assurance that they will find us true friends—friends who will put forth every effort to fill the place of those left behind, the parents, the students and their remarkable good. If any from the low country have improved without excep-



SPECIAL REMARKS

No student is allowed to spend the night out of the College. Students are allowed to visit in town only their relatives, and visiting must be done on Mondays.

We request parents to send us a list of names of correspondents with whom they may wish their daughters to write.

When students enroll it is supposed that they do so for the whole session.

Continued idleness or violation of the rules of the College will be punished by dismissal.

All students are expected to conduct themselves in a quiet, lady-like manner.

Students are not allowed to use the 'phone. Messages will be sent for them by the teachers.

EXPENSES FOR THE YEAR

FOR BOARDING STUDENTS.

Board, with heat, electric lights, bath rooms, and furnished room.....	\$100 00
Tuition for all college or normal studies, with Latin and Greek.....	40 00

Total amount for home and studies for the entire year.....	\$140 00
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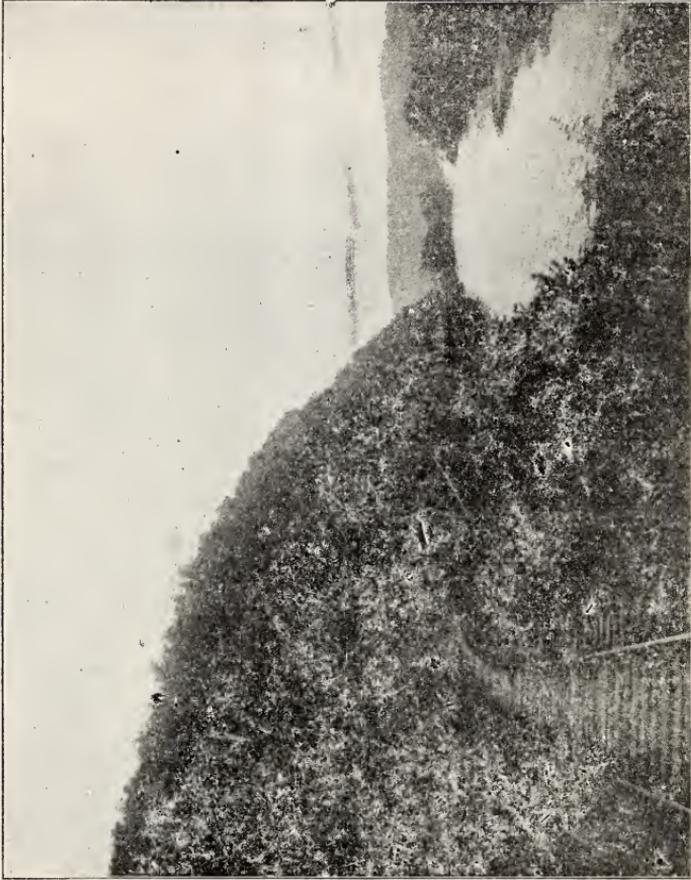
OPTIONAL STUDIES

FOR BOTH BOARDING AND DAY STUDENTS

Music (any instrument) or Art (any kind) or Vocal Music, Private Elocution or Private Harmony, each.....	\$ 40 00
Bookkeeping, Shorthand, Typewriting, Class Harmony, each.....	20 00
Use of Piano, one practice period per day for the year.....	5 00
Use of Library books.....	2 00
French and German.....	20 00
Physical Culture.....	10 00
News Class (obligatory).....	1 00

Meals carried to rooms, twenty-five cents each; meals carried to the Infirmary, free.

A reduction is made for the daughters of active ministers



(any denomination) ; also a reduction is made in the case of boarding students when more than one comes from the same family or when several (special arrangements being made) come from the same community.

No pupil of the College is permitted to omit lessons without a sufficient excuse. No deductions will be made for temporary absence from lessons or for lessons discontinued.

Pupils may enter any department at any time during a term. No rigid entrance examinations are required.

SCHOLARSHIPS

Claremont College, through the kindness and generosity of

friends, offers a number of scholarships to deserving students needing aid, in part payment of their college expenses. Applications for the same must be made to the President of the College. The application must be accompanied by an indorsement of good moral character.



NAMES OF STUDENTS

AT

CLAREMONT COLLEGE,

HICKORY, N. C.,

For 1905-1906.

Abernethy, Lallie, N. C.	Link, Annie, N. C.
" Mattie, N. C.	Merryman, Aurelia, Va.
" Nettie, N. C.	Miller, Esther, N. C.
Aderholt, Inez, N. C.	Monroe, Coline, N. C.
Anderson, Bes-sie, N. C.	Menzies, Alexander, N. C.
Bost, Constance, N. C.	Menzies, Charles, N. C.
Bost, Cecil, N. C.	Menzies, Donald, N. C.
Bost, Margaret, N. C.	Menzies, Sterling, N. C.
Bost, Della, N. C.	McComb, Margaret, N. C.
Baker, Anna, N. C.	McComb, Bessie, N. C.
Bailey, Zoie, S. C.	McComb, Adeline, N. C.
Royette, Florence, N. C.	Michael, Tullia, N. C.
Chewning, Mary, Va.	Mullen, Bessie, N. C.
Cribbs, Ina, W. Va.	Mintz, Roth, N. C.
Crocker Willie, N. C.	Powell, Chlora, N. C.
Compton, Bessie, N. C.	Powell, Laura, N. C.
Farmer, Lena, N. C.	Powell, Elva, N. C.
Field, Sadie, N. C.	Read, G., Va.
Finger, Rose, N. C.	Read, W., Va.
Frye, Susan, N. C.	Reid, Winnie, N. C.
Fox, Gertrude, N. C.	Reinhardt, Kate, N. C.
Fox, Hattie, N. C.	Reinhardt, Mattie, N. C.
Fox, Pearl, N. C.	Ray, Hart, N. C.
Flow, Lollie, N. C.	Setzer, Pearl, N. C.
Grant, Bessie S. C.	Shuford, Donald, N. C.
Gregory, Lucie, Va.	Shuford, Edward, N. C.
Gwaltnev, Kathryn, N. C.	Shuford, Hilton, N. C.
Harrelson, Annie, N. C.	Shuford, Lucile, N. C.
Henley, Beulah, N. C.	Stroup, Mabel, N. C.
Hampton, Hattie, N. C.	Stroup, Mattie May, N. C.
Holder, Dora, N. C.	Townson, Maud, N. C.
Honeycutt, Mollie, N. C.	Warlick, Fannie, N. C.
Honck, Mattie, N. C.	Williams, Helen, N. C.
Howell, Cottie, N. C.	Whitener, Harry, N. C.
Howell, Dorothy, N. C.	Whitener, Shuford, N. C.
Jenkins, Norma, N. C.	Winkler, Zaida, N. C.
Key, Hallie, S. C.	Winkler, Zelma, N. C.
King, Kathryn, N. C.	Zoder, Metta, N. C.

GRADUATING CLASS

Baker, Anna.	King, Kathryn.
Bailey, Zoie.	Yoder, Metta.
Boyette, Florence.	Stroup, Mabel.
Grant, Bessie.	

PIANO CLASS.

Abernethy, Mattie.	Michel, Tullie.
Bost, Margaret.	McComb, Bessie.
Boyette, Florence.	McComb, Addie.
Bowles, Clara.	McComb, Margaret.
Compton, Bessie.	Mullen, Bessie.
Cribbs, Ina.	Powell, Chlora.
Crocker, W.	Reinhardt, Mattie.
Hampton, Hattie.	Shuford, Lucile.
Henley, Beulah.	Williams, Helen.
Howell, Cottie.	Weant, Roena.
Key, Hallie.	Winkler, Zelma.
Link, Annie.	Winkler, Zaida.
Merryman, A.	

VOCAL CLASS.

Boyette, Florence.	Link, Annie.
Cribbs, Ina.	Stroup, Mabel.

VIOLIN CLASS

Reid, Gladys.	Stroup, Mattie.
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ELOCUTION CLASS.

Baker, Anna.	Howell, Dorothy.
Compton, Bessie.	Stroup, Mattie.
Honeycutt, Mallie.	

ART CLASS

Abernethy, Nettie.	Monroe, Coline.
Bost, Margaret.	Stroup, Mabel.
Howell, Dorothy.	Flow, Lollie.

COMMERCIAL CLASS

Abernethy, Lollie.	Harrelson, Annie.
Anderson, Bessie.	Reinhardt, Kate.
Bost, Della.	Reid, Winnie.
Chewning, Mary.	Weant, Rowena.
Holder, Dora.	Yoder, Metta.

Extracts from Testimonials of Prof. D. W. Read.

D. W. Read, M. A. University of Va., assistant at New London Academy 1885-6. Principal New London Academy, Bedford Springs, Virginia, 1886-96. Headmaster of West Point Military Academy, 1896-1898. Principal of Belmont Seminary, Bedford City, Va., 1898-1904. Professor of Mathematics Bethany College, Bethany, West Virginia, 1904-1905. President of Claremont College, Hickory, N. C., 1905-1906.

I have known Mr. D. W. Read for many years. He took the degree of Master of Arts at the University of Virginia when it stood for the highest scholarship. He is an educated Virginia gentleman, and is now president over an excellent classical school.

JUDGE R. T. W. DUKE.

Mr. D. W. Read was headmaster of West Point Military Academy, West Point, Va. for 1904-1906. He taught Mathematics and Latin and gave general satisfaction to the patrons of the school. Mr. Read is a distinguished graduate of the University of Virginia, and is a distinguished scholar and christian gentleman.

HON. THOS. EDWARDS, West Point, Va.

House of Representatives, Washington, D. C., 1902.

I have known Mr. Read as an educator for many years. He is a thorough scholar and accomplished gentleman. Belmont Seminary, presided over by Mr. Read and his gifted wife, is a most excellent school for young women and girls.

HON. JOHN LAMB, Richmond, Va.

Mr. Read is a first-class Latinist and teacher. His high character, experience and splendid scholarship render him valuable to any institution.

W. E. PETERS,

Ex-Professor of Latin, University of Virginia.

Out of abundant personal knowledge I can testify to his scholarship, intelligence and quick mind. For many years he has been the principal of an excellent classical school.

WM. M. THORNTON,

Ex-Chairman University of Va.

It gives me pleasure to testify to the scholarship and successful career of Professor Read. He is a man of sound, broad attainments in the Mathematics and the ancient and modern languages.

CHAS. S. VENABLE,
Ex-Professor of Mathematics, University of Va.

I doubt if you can find in Virginia, or out of it, a teacher superior to him in any department he may undertake.

S. T. PETERS,
President Board of Trustees New London Academy, Va.

No teacher in the State of Virginia, and I know some of the best, has won for himself a higher reputation in his profession. In addition to his admirable scholarship, he has the gift of imparting knowledge.

MAJOR R. C. SAUNDERS,
President Board of Managers New London Academy, Va.

I most cordially commend Mr. Read and wife as educators to whom girls may be safely entrusted.

REV. HERBERT HAWES,
Presbyterian Minister, Bedford City, Va.

Those who entrust their daughters to the care of Mr. and Mrs. Read will have the assurance that they will be not only thoroughly taught, but also thoroughly advised.

F. P. BRENT,
Secretary State Board of Education of Virginia.

J. W. SOUTHALL,
Superintendent of Public Instruction of Virginia.

I have known Professor Read as an educator for many years. Many of his pupils have been employed as teachers in the public schools and have given satisfaction. Parents entrusting their girls to Mr. and Mrs. Read's care may rest assured that they will be looked after both mentally and morally.

JOHN S. RILEY,
Ex-County Supt. Schools Bedford County, Va.

I have known Mr. Read for many years, and I can say that he is a gentleman of character and culture.

EDWARD ECHOLS,
Lieutenant-Governor of Virginia.

It gives me pleasure to say Mr. D. W. Read, Principal of Belmont Seminary, is a gentleman of high moral and christian char-

acter, and that any girl sent to his institution will be carefully looked after, both by himself and Mrs. Read.

REV. DALLAS TUCKER,
Rector St. John's Church, Bedford City, Va.

Constitutional Convention, Richmond, Va.,
June 8, 1887.

Belmont Seminary enjoys exceptional advantages for the education of young ladies. Its accomplished Principal and his wife have had large and successful experience as educators of youth.

JOHN GOODE,
President Constitutional Convention.

Belmont Seminary, at Bedford City, Va., is a most excellent school. Prof. Read is a teacher of long experience and justly regarded as among the best educators of the South.

HON. GRAHAM CLAYTOR, Patron.

I most heartily commend Mr. Read to any college wishing to secure the services of a high-toned, christian gentleman and efficient teacher. As a patron of his school I had abundant opportunity to learn of his work.

E. SUMTER SMITH,
Principal R.-M. Academy, Bedford City, Va.

It gives me great pleasure to commend Prof. Read, of Bethany College, as a high-toned Virginia gentleman and scholar from the University of Va. Mrs. Read is an accomplished and cultivated lady, now Professor of Art and Elocution in Bethany College.

ALEXANDER CAMPBELL,
June 15, 1905. Bethany, W. Va.

GENERAL REFERENCES

W. W. SMITH, Pres. Randolph Macon Woman's College, Lynchburg, Va.

L. C. GLASS Supt. of Schools, Lynchburg, Va.

Mr. HERBERT LEWIS, West Point, Va.

Mr. THOMAS EDWARDS, West Point, Va.

Prof. JAMES R. GUY, Prin. High School, Bedford City, Va.

Mr. GORDON SMITH, (patron) Bedford City, Va.

Mr. J. W. HARIS, Trustee of New London Ac., Bellevue, Va.

Dr. J. N. KABLER, Trustee of New London Ac., Bedford Springs, Va.

HON. ALEX CAMPBELL, (Trus.) Bethany College, Bethany W. Va.

Prof. R. H. WYNNE, Bethany College, Bethany W. Va.

