

CHOWAN COLLEGE
1912 ~ 1913
MURFREESBORO, N.C.



Archives

CATALOGUE

OF

Chowan College

(Formerly Chowan Baptist Female Institute)

Murfreesboro, N. C.


Sixty-fifth Session
1912-1913

Fall Term of Sixty-sixth Session, 1913-1914
begins on Wednesday, September 10, 1913

RALEIGH, N. C.

PRESSES OF EDWARDS & BROUGHTON PRINTING COMPANY

1913



Digitized by the Internet Archive
in 2012 with funding from
University of North Carolina at Chapel Hill

Calendar

- Session opens Wednesday, September 10, 1913.
Thanksgiving Holiday, Thursday, November 27.
Christmas Recess, December 23 to January 6.
Class work begins Wednesday, January 7, 1914.
Second Term opens Wednesday, January 21.
First Term Examinations, January 20 to 25.
Second Term Examinations, May 6 to 12.
Baccalaureate Sermon, Sunday morning, May 17.
Meeting of Trustees, Monday, 3 p. m., May 18.
Alumnæ Association, Monday, 5 p. m., May 18.
Commencement Day, Tuesday, May 19.

Trustees of Chowan College

C. W. MITCHELL, *President.*

LYCURGUS HOFLER, *Secretary.*

A. W. EARLY, *Treasurer.*

A. B. ADKINS, Bethlehem, N. C.	J. R. PARKER, Tyner, N. C.
J. T. BOLTON, Rich Square, N. C.	A. F. ROUNTREE, Hobbsville, N. C.
J. G. BRICKHOUSE, Columbia, N. C.	W. P. SHAW, Winton, N. C.
T. E. BROWN, Ahoskie, N. C.	T. T. SPEIGHT, Windsor, N. C.
A. W. EARLY, Aulander, N. C.	D. N. STEPHENSON, Pendleton, N. C.
JOSIAH ELLIOTT, Hertford, N. C.	W. P. TAYLOR, Winton, N. C.
W. O. ELLIOTT, Edenton, N. C.	R. P. THOMAS, Cofield, N. C.
J. M. FOREHAND, Tyner, N. C.	T. E. VANN, Como, N. C.
THOMAS GILLAM, Windsor, N. C.	J. E. VANN, Winton, N. C.
LYCURGUS HOFLER, Gatesville, N. C.	W. B. WAFF, Codway, N. C.
J. R. LASSITER, Corapeake, N. C.	C. J. WARD, Elizabeth City, N. C.
A. T. LIVERMON, Roxobel, N. C.	T. R. WARD, Belvidere, N. C.
C. W. MITCHELL, Aulander, N. C.	URIAH WATSON, Murfreesboro, N. C.
L. W. NORMAN, Hertford, N. C.	D. E. WILLIAMS, South Mills, N. C.
R. W. OUTLAND, Gatesville, N. C.	J. T. WILLIAMS, Harrellsville, N. C.

Executive Committee

JAS. D. BRUNER, *Chairman.*

J. T. WILLIAMS.

T. E. VANN.

W. P. TAYLOR.

URIAH WATSON.

J. E. VANN.

Endowment Committee

J. M. FOREHAND.

THOS GILLAM.

C. W. MITCHELL.

LYCURGUS HOFLER.

J. E. VANN.

Faculty

JAMES D. BRUNER, PH.D., PRESIDENT,

(Johns Hopkins University.)

Professor of Education and French.

MRS. JAMES D. BRUNER, A.B., LADY PRINCIPAL,

(University of Chicago.)

Professor of English and German.

MISS MATTIE LIVERMON, B.S., DEAN,

(The North Carolina State Normal and Industrial College, Teachers' College of
Columbia University.)

Professor of Mathematics.

MISS CARRIE S. JOHNSON,

(New England Conservatory of Music.)

Professor of Piano.

MISS H. LOIS VANN, B.O.,

(Chowan College, Emerson College of Oratory.)

Professor of Expression and Physical Culture.

MISS LILLIAN ETHEL PARROTT,

(Meredith College.)

Professor of Art and Instructor in Preparatory Department.

MISS LOUISE X. FEREBEE, A.B.,

(Salem College, Teachers' College of Columbia University.)

Professor of Latin and French.

MISS ROSE GOODWIN,

(Meredith College.)

Professor of Voice and Musical History.

MISS MORNA JUDSON WILSON,

(Leaksville-Spray Institute, Meredith College.)

Associate Professor of Piano, Harmony, and Musical Theory.

MISS MARY E. McCULLERS, A.B.,

(Meredith College.)

Associate Professor of Piano and English.

MISS ESTHER WYNNE, SECRETARY,

(Chowan College, Teachers' College of Columbia University.)

Professor of History and Education, and Principal of Preparatory Department.

MISS MARY R. RAY, B.S.,

(Shorter College and Stetson University.)

Professor of Natural Science.

REV. Q. C. DAVIS, B.D.,

(Crozer Theological Seminary.)

Professor of Bible, Greek, and Philosophy.

MISS CLAUDE STEPHENSON, A.B.,

(Chowan College.)

Assistant in Primary and Preparatory Departments.

MISS RUTH WINDSOR,

(Chowan College.)

Assistant in Voice.

Other Officers

MISS LOUISE KIVETT,

Librarian.

MISS MINNIE GASKINS,

Matron.

J. G. LIVERMAN,

Superintendent of Grounds.

MISS ISABELLA CAMPBELL,

Assistant Matron.

General Information

History

I. CHOWAN BAPTIST FEMALE INSTITUTE.

THE Chowan Baptist Female Institute was founded in 1848 by the Baptists of Eastern North Carolina and Virginia, who felt the urgent need of a school of higher education and liberal culture for their young women. They accordingly erected and furnished a beautiful and commodious brick building, four stories high, which still stands as an honor to the liberality and artistic taste of its founders. The school began at once to supply, in an efficient manner, the great need of the Chowan section of the State. Able and well-trained teachers were attracted to its chairs, students flocked to its halls. Its doors were not even closed during the War Between the States. This pioneer in the education of women soon became the boast and glory of the Baptists of the Old North State. It has graduated more than four hundred women, many of whom have either become prominent themselves or become wives and mothers of men who have distinguished themselves in the history of the State and of the denomination. Later other buildings were added.

Chowan Institute has had many able and distinguished presidents. Succeeding the Rev. Amos J. Battle, the principal of the school when it had its home in the brick building recently occupied by the late Dr. W. G. Freeman, and was called the Bank's School, the Rev. Martin R. Forey became the first president of the Chowan Baptist Female Collegiate Institute, and served for five years. Dr. Forey was a native of New York, and a graduate of Madison University of that State. He was a man of fine literary culture and of great energy. President Forey was succeeded by the scholarly Rev. William Hooper, D.D., LL.D., a grandson of the illustrious William Hooper, a signer of the Declaration of Independence. Dr. Hooper, formerly Professor of Latin in the State University,

was a fine classical scholar and an excellent writer. He was president for seven years. The next president was the Rev. Archibald McDowell, a native of South Carolina, and a graduate of Wake Forest College. He was a ripe scholar and a good business man, and served twenty-two years. Prof. John B. Brewer, a graduate of Wake Forest College, followed Mr. McDowell, and added considerably to the reputation of the Institute. He was president for fifteen years. Following Mr. Brewer came Mr. W. O. Petty, who remained only one year, giving way to the Hon. John C. Scarborough, who had been for a number of years Superintendent of Public Instruction in North Carolina. He remained twelve years. The present incumbent is James D. Bruner, Ph.D., a native of Kentucky, a graduate of the Johns Hopkins University, and recently Professor of Romance Languages in the State Universities of Illinois and North Carolina, and in the University of Chicago.

II. CHOWAN COLLEGE.

The name of the Chowan Baptist Female Institute was changed to Chowan College in February, 1911, Dr. James D. Bruner being the first President. The management has already been so changed that the College is no longer leased to the president, but is owned and controlled by the trustees and the Baptists of the two Chowan Associations, who guarantee the salary of the president and of the teachers. The profits, if any, become the property of the College. The following are the plans of the president and trustees:

Needs of the College

Our ambition is to make the College a high-class small College limited to about two hundred and fifty students. We have no desire to become a university or to do graduate work. To attain our ambition there are several pressing needs, such as a light plant, a new dormitory, and a chapel, to cost about thirty thousand dollars. The president and trustees are of the opinion that we must have an endowment. The trustees, the faculty, many of the pastors, and a large number of the other leading Baptists of the two Chowan Associations, feel that we



SCENE ON CARRIAGE DRIVE IN COLLEGE LAWN



must make a heroic effort to raise an endowment of one hundred thousand dollars in order that we may do well our proper work and fulfill adequately our peculiar mission. Without an endowment we are at the mercy of any calamity that might suddenly befall us, such as the loss of a president, the burning of a building, or the visitation of a typhoid or other epidemic. Moreover, competition was never so fierce as now, some of it natural, legitimate and inevitable, and some of it unfair and even unscrupulous. Other institutions of similar grade, and even of lower grade, are fast accumulating endowment and providing equipment. If we do not soon secure adequate endowment and equipment, and thereby offer advantages equal to those of our competitors, we shall have to take a back seat and gradually and inevitably die a natural death.

We have already formulated a definite plan for the raising of this endowment. Both Chowan Associations have voted to request the various churches to make an annual contribution to the endowment of Chowan College, just as they do to the other objects of the Association. Fourteen churches of the West Chowan Association made pledges at the October, 1910, meeting at Rich Square. Several others promised to consider the matter in their church conferences, and still others reported that they had decided to have a Chowan College Day and to take a collection for the endowment fund. In May, 1912, twenty-six churches in the Chowan Association made pledges on the endowment. During the year 1911 the contributions from the various churches and individuals amounted to \$750. Two Women's Missionary Societies, one of the Chowan Church at Winton and the other the Colerain Church, contributed five dollars each. Other missionary societies have since made contributions. The endowment fund now amounts to \$2,300.00.

It is recommended that each church in the two Associations concerned have a Chowan College Day, that a committee, preferably of former students of the College, be appointed to prepare a program for that day and to solicit funds, and that the pastor or some visiting brother deliver an address on Christian Education. Already two churches have done this—Union Church in the West Chowan and Sawyer's Creek Church

in the Chowan Association. The former took a cash collection of \$26.78 and the latter one of \$60 in October, 1910.

Now, we think we are reasonable in our requests. We are not trying to raise the full amount in a few years, but are asking for only ten thousand dollars a year. If the one hundred churches in the two Associations should average fifty dollars a church annually, or the twenty thousand Baptists in the same territory should give twenty-five cents each, the whole of the one hundred thousand dollars would be raised in twenty years and no one would be the worse off for it. Will not one hundred of the well-to-do Baptists contribute annually twenty-five dollars each and see that their churches give the other twenty-five dollars?

It is desirable also that our friends remember us in their wills. If they feel that they can not contribute largely to the endowment while they live, perhaps they can bequeath us certain amounts for endowment, scholarships, or buildings. One thousand dollars would endow a scholarship, the interest of which would pay the tuition of some deserving girl as long as there might be an applicant for such help.

In May, 1912, the Hon. E. F. Aydlett, of Elizabeth City, N. C., offered to give the endowment fund of Chowan College two hundred dollars a year for ten years provided the College could find five others who would contribute the same amount. These five others could be individuals, families, or churches. The pledges were required to be made by January 1, 1913. On the night of December 31, 1912, the President succeeded in completing the conditions of the generous offer. The five others are Blackwell Memorial Church of Elizabeth City, the Aulander Church, the Ebenezer Church, the Murfreesboro Church and Dr. James D. Bruner.

The Fannie Knight Loan Fund

An interesting and significant gift was made to the College in November, 1911. A former student of the College, who had once received financial aid at school from Miss Fannie Knight, also an alumna and a missionary to China, is the generous founder of the fund. Becoming interested in the present progress of the College, and remembering gratefully her friend

in need, this former student has offered to give one hundred dollars a year for at least five years in order to establish a loan fund, to be called the Fannie Knight Loan Fund, for the benefit of girls who are absolutely unable to go to school without this help.

The P. N. A. and C. O. V. A. Loan Funds.

In order to perpetuate worthily their names, the two old literary societies, the P. N. A. and the C. O. V. A., have established loan funds for the benefit of deserving girls who are unable to continue in school without such help.

Location

Chowan College is located within the corporate limits of the town of Murfreesboro, N. C., on the south side of the town. The site, embracing a tract of fifty acres, is on a bluff about ninety feet high, and about one mile from the Meherrin River. It would be difficult to find better drainage, three deep ravines surrounding the town. The imposing College buildings, the beautiful lawn immediately in front of the main building, the winding walks ornamented with fine shade trees, shrubbery and flowers, the tableland with boulevards, and a circular driveway bordered by grand old pines, together with the surrounding hills and valleys suggestive of the Piedmont section, add greatly to the attractiveness of the place and furnish ample recreation grounds for faculty and students.

Health

Such a site and such surroundings naturally conduce to health. In fact, this location was selected in preference to several others on account of its celebrity for health. The history of the school for more than sixty years fully sustains this reputation. In addition to the excellent and pure water from the deep wells on the campus, there are convenient to the College three unusually fine mineral springs, whose waters have been carefully analyzed by the State Chemist and pronounced pure and conducive to health.

Government

The one general rule is that the conduct of the students shall be ladylike. Whatever would tend to make a young lady have a proper respect for herself and due consideration for her neighbor, is encouraged, while anything that would be likely to detract from one's personal dignity and interfere with the reasonable liberty of one's fellow students, is discountenanced. Young ladies who endeavor to live up to this standard soon find that their manners become more refined and that they are possessed of more social grace and ease. Moreover, their moral sense is quickened and ennobled. Whatever special rules the faculty may adopt will be in keeping with the spirit of this general rule.

A few special regulations are deemed necessary, as follows: Boarding pupils are not permitted to receive visits from young gentlemen, except upon the written requests of parents or guardians; nor are they permitted to spend the night out of the College. All unnecessary expenditures and all display of costly dress and jewelry are discouraged. Extensive correspondence is forbidden. Boxes of eatables, except fruit, are seldom desirable and may be returned. Only the President or Lady Principal can permit the violation or modification of these or any other special regulations that may be adopted from time to time. The honor system prevails in the discipline of the school.

Religious Exercises

It is the purpose of the College to maintain high ideals of Christian life and devotion, so that students may be surrounded with conditions favorable to the development of spiritual life and service. This purpose and spirit pervade every department of instruction and activity. The chapel services are conducted with this end in view. One-half hour in the middle of the day is given by the students and faculty to the worship of God. There is an organized Missionary Society in the exercises of which the students take part. A course in the study of missions is conducted by the Lady Principal and two other members of the faculty. Eminent ministers and other professional men give occasional lectures on Biblical subjects, Sun-

day School Pedagogy, and Missions. Pastors of the two Chowan Associations make frequent visits to the College and deliver addresses, preach sermons, and conduct chapel services. The students have the privilege of attending church services twice each Lord's day in the Baptist church, and attend Sunday School every Sunday morning. A Sunday School Teachers' Class is conducted each week by the chaplain of the College, in which those members of the faculty and students who teach in the Sunday School study the lesson for the following Sunday.

Literary Societies

The two Literary Societies, the Lucalian and the Alathinean, are well organized and play an important part in the literary activity of the College. The members of these societies meet every Saturday night in their respective halls and carry out interesting and profitable programs in literature, music and expression. The halls are simply but beautifully furnished. Every student is assigned by the President to one or the other of these societies.

The Library

The College is equipped with a General Library and Reading Room for the use of the students and the faculty. Several hundred new volumes have just been added to the Library and the Reading Room is provided with a large number of the best current magazines and periodicals. The students have access to these at all hours of the day, and may take books to their rooms under certain conditions.

The Home Department

The Home or Domestic Department is presided over by the Lady Principal, assisted by the Housekeeper, the Matron, and the President. The table is supplied with abundant and wholesome food. Students who are too ill to go to the dining room for their meals may be cared for in the Infirmary. Meals taken to rooms are subject to extra charge.

Courses of Instruction

The Preparatory School

There are three years of work in the Preparatory School, designed especially for those students who enter poorly or only partially prepared for the work in the College proper. Preparatory B includes the fourteen units of entrance work.

I. PREPARATORY A.

(*Five periods a week.*)

ELEMENTARY LATIN.—Collar and Daniell's *Beginner's Latin Book*.

ARITHMETIC.—Thorough study of the principles of Arithmetic with especial reference to their applications in higher mathematics.

TEXT-BOOK.—Milne's *Standard Arithmetic*.

ENGLISH.—Smith's *Grammar*; Scott and Denney's *Elementary Composition Book*; Foust's *Spelling Book*; Longfellow's *The Courtship of Miles Standish*; Whittier's *Snowbound*; Franklin's *Autobiography* (condensed); Poe's *Raven*; Defoe's *Robinson Crusoe*; Cooper's *The Last of the Mohicans*; Written Exercises.

ELEMENTARY ALGEBRA.—Thorough study of the elementary principles of Algebra through Involution and Evolution, together with a brief consideration of the Theory of Exponents, Radicals, Quadratics, Proportion, and the Progressions.

TEXT-BOOK.—Wentworth's *New School Algebra*.

GEOGRAPHY.—Tarr and McMurry's *North America and Europe and Other Continents*.

II. PREPARATORY B.

(*Three periods a week.*)

LATIN: CÆSAR.—Bennett's *Cæsar*; Bennett's *Latin Grammar*; Allen and Phillips' *Latin Prose Composition*.

LATIN: CICERO.—The four Orations against Catiline; *Pompey's Command*; *In Defense of Archias*; and selections from others; Allen and Phillips' *Latin Prose Composition*; Lectures on Roman Law and Constitution; the study of Roman Public Antiquities.

ALGEBRA.—More comprehensive study of the elementary principles of Algebra, through the Binomial Theorem (with positive integral Exponents). Special attention is given throughout to the mastery of problems.

TEXT-BOOK.—Wells' *Higher Algebra*.

ADVANCED ENGLISH GRAMMAR AND WORD STUDY.—Baskerville and Sewell's *English Grammar*; Sandwick and Bacon's *Word Book*; Written Exercises.

ADVANCED ENGLISH COMPOSITION AND LITERATURE.—Scott and Denney's *Composition-Literature*; Selections from Irving's *Sketch Book*; Dickens' *Tale of Two Cities*; George Eliot's *Silas Marner*; Scott's *Lady of the Lake*.

ADVANCED ENGLISH LITERATURE.—For reading and practice: *The Odyssey* (in translation); Shakespeare's *Julius Cæsar* and *Merchant of Venice*; Scott's *Ivanhoe* or *Quentin Durward*. For study: Shakespeare's *Macbeth*; Milton's *L'Allegro*, *Il Penseroso*, and *Comus*; Washington's *Farewell Address* and Webster's *First Bunker Hill Oration*; Carlyle's *Essay on Burns*.

The course in English Grammar and Composition is intended for those who wish to review English Grammar, and especially for those college students who are preparing for teachers' examinations.

In English A and B much attention will be given to definitions, letter writing, penmanship, grammar, punctuation, pronunciation, reading aloud, and the memorizing of poems and selected passages in prose. In C especial attention will be given to the study of the paragraph, to interpretation, and to written exercises on the authors studied.

Substitution of any other selections of the college entrance requirements for 1913-1915 will be permitted in place of those

in English A, in English B, and in place of those selections for reading and practice in English C.

PHYSICAL GEOGRAPHY.—The course in Physical Geography is given as a foundation for the other sciences; hence the general features are studied in their relation to Plant and Animal Life and Human Industry. Field excursions to points in the vicinity of Murfreesboro.

TEXT-BOOK.—Tarr's *New Physical Geography*.

DRAWING.—See Course B in the SCHOOL OF ART (Fall Term).

PHYSIOLOGY.—The aim of this course is to give a knowledge of the gross and microscopic structure of the various organs of the human body, with reference to their functions in health. Applications of the principles involved are brought out in connection with personal and public hygiene. (Spring Term.)

TEXT-BOOK.—Martin's *Human Body*.

UNITED STATES HISTORY.—Adams and Trent's *History of the United States*.

ENGLISH HISTORY.—The political history of England will be studied, tracing the growth of the English constitution in its successive stages from the Magna Charta to the Reform Bill of this century. Special attention will be given the State, the English Church, the Puritan Movement, the Colonial System, and the Industrial Revolution.

TEXT-BOOKS.—Montgomery, *History of England*; Anderson, *History of England*.

GENERAL HISTORY.—Myers' *General History*.

ELEMENTARY FRENCH.—Elements of grammar; punctuation; rapid reading of easy prose; short stories and novels; Bruner's Chateaubriand's *Le Dernier Abencerage*; Bruner's Feuillet's *Le Roman du Jeune Homme Pauvre*.

PLANE GEOMETRY.—This course includes the study of rectilinear figures, circles, proportion, similar polygons, together with construction of geometrical designs and fig-

ures. Encouragement is given to the original demonstration of theorems and to the solution of original problems.

TEXT-BOOK.—Wentworth's *Plane Geometry*.

The Scheme and Schedule of Studies

PREPARATORY A.

(*Five periods a week.*)

Latin	8:30 and	12:45
Arithmetic		8:30
English Grammar		10:00
Algebra		10:45
Geography		12:00

PREPARATORY B.

(*Three periods a week.*)

General History.....	Mon., Wed., Fri.....	8:30
Plane Geometry.....	Mon., Wed., Fri.....	8:30
Physical Geography.....	Mon., Wed., Fri.....	9:15
Latin: Cæsar.....	Mon., Wed., Fri.....	10:00
Advanced English Grammar....	Mon., Wed., Fri.....	10:45
Elementary French.....	Mon., Wed., Fri.....	12:00
United States History.....	Mon., Wed., Fri.....	12:45

Advanced English Literature....	Tues., Thurs., Sat.....	8:30
Drawing and Physiology.....	Tues., Thurs., Sat.....	9:15
Latin: Cicero.....	Tues., Thurs., Sat.....	10:00
English History.....	Tues., Thurs., Sat.....	10:45
Advanced Algebra.....	Tues., Thurs., Sat.....	12:00
Advanced English Composition.	Tues., Thurs., Sat.....	12:45

Requirements for Admission

Students are admitted to the Freshman class either by certificate or by examination. For full admission a candidate for the degree of A.B. must offer in the fall of 1914 fourteen (in the fall of 1913 only twelve) units of prescribed work, a unit representing five forty-five-minute recitations a week through-

out a school year, or its equivalent. A candidate may enter conditioned on four units of entrance work.

The following are the fourteen units of entrance work required of all candidates for the A.B. degree:

- Advanced English Grammar
- Advanced English Composition
- Advanced English Literature
- * Elementary Latin
- Latin: Cæsar
- Latin: Cicero
- Elementary French or German
- Advanced Algebra
- Plane Geometry
- United States History
- English History
- General History
- Physical Geography
- Drawing and Physiology

A candidate for the degree of B.L. must offer eleven of the above units of entrance work.

Students who do not enter by examination or by certificate may enter provisionally, as follows: The President, after consultation with the applicant and the teachers concerned, assigns the student to the classes into which she seems prepared to enter. If later it is discovered that the applicant is not sufficiently advanced to do with credit the work assigned, she is required to enter lower classes. Her conditions, however, must be made up by the end of the Sophomore year. The same tests are demanded of students who may desire to enter the higher classes. Those who are not fully prepared to enter the Freshman class may take courses offered in the Preparatory School.

Examinations

There are written examinations on all subjects at the end of each term. In order to pass on any subject the student must obtain a grade of seventy (70) per cent, the term grade and the examination grade counting one-half each. A student who

falls below the grade of seventy will be required to take another examination either in the following September or with the next year's class. Seniors may take another examination in May. A student who falls below the grade of fifty will be required to take the subject over in class. The penalty for cheating on examination is immediate expulsion. The reports of all examinations are sent to parents or guardians.

The College of Liberal Arts and Sciences

(Three periods a week.)

There are four years of work in the College proper leading to the degrees of Bachelor of Arts and Bachelor of Literature. All courses are given three times a week each.

Courses Leading to the Degree of A.B.

FRESHMAN.

Mathematics 1.
French 1.
Latin 1.
History 1.
English 1.
German 1.
Zoology and Botany.

SOPHOMORE.

Mathematics 2.
French 2.
Latin 2.
History 2.
English 2.
German 2.
Chemistry 1.

JUNIOR.

Required.

French 3.
Latin 3.
English 3.
Bible 1.

SENIOR.

Required.

English 4.
Psychology, Ethics and Logic.
Education 2.

Electives (three subjects).

German 3.
Chemistry 2.
Mathematics 3.
Education 1.
Italian 1.
Drama.
Greek 1.
Harmony.
Theory of Music.
History of Music.
History of Art.
Expression.
Economics 1.

Electives (three subjects).
Physics.
Geology and Astronomy.
History of Missions.
History of Philosophy.
Economics 2.
And the Junior Electives.

Graduation

In the College of Liberal Arts and Sciences the degree of A.B. (Bachelor of Arts) is conferred upon a student when she passes successfully eighty-one (81) units or periods of work as laid down in the above schemes of studies, including the required subjects. The degree of B.L. (Bachelor of Literature) is conferred upon a student when she completes eighty-one (81) units or periods of work, including all of the required work except Latin 1, 2 and 3 and Mathematics 2.

Scheme and Schedule of Studies

(Three periods a week.)

FRESHMAN YEAR.

History 1.....	Mon., Wed., Fri.....	9:15
Mathematics 1.....	Mon., Wed., Fri.....	10:00
German 1.....	Mon., Wed., Fri.....	10:45
French 1.....	Mon., Wed., Fri.....	12:00
Latin 1.....	Tues., Thurs., Sat....	9:15
English 1.....	Tues., Thurs., Sat....	10:45
Zoology and Botany.....	Tues., Thurs., Sat....	12:45

SOPHOMORE YEAR.

Latin 2.....	Mon., Wed., Fri.....	10:45
German 2.....	Mon., Wed., Fri.....	12:00
French 2.....	Mon., Wed., Fri.....	12:45
History 2.....	Tues., Thurs., Sat....	9:15
English 2.....	Tues., Thurs., Sat....	10:00
Chemistry 1.....	Tues., Thurs., Sat....	12:00
Mathematics 2.....	Tues., Thurs., Sat....	12:45

JUNIOR YEAR.

English 3.....	Mon., Wed., Fri.....	8:30
German 3.....	Mon., Wed., Fri.....	9:15
Education 1.....	Mon., Wed., Fri.....	10:00
Bible 1.....	Mon., Wed., Fri.....	10:45
Italian 1.....	Mon., Wed., Fri.....	10:45
Economics 1.....	Mon., Wed., Fri.....	12:00
Chemistry 2.....	Mon., Wed., Fri.....	12:45

Mathematics 3.....	Tues., Thurs., Sat.....	8:30
Latin 3.....	Tues., Thurs., Sat.....	10:45
Drama	Tues., Thurs., Sat.....	12:00
French 3	Tues., Thurs., Sat.....	12:45
Greek 1.....	Tues., Thurs., Sat.....	12:45

SENIOR YEAR.

Physics	Mon., Wed., Fri.....	10:00
Geology and Astronomy.....	Mon., Wed., Fri.....	10:45
Psychology	Mon., Wed., Fri.....	12:00
Bible 2.....	Mon., Wed., Fri.....	12:45
English 4.....	Tues., Thurs., Sat.....	8:30
History of Missions.....	Tues., Thurs., Sat.....	10:45
History of Philosophy.....	Tues., Thurs., Sat.....	12:00
Education 2.....	Tues., Thurs., Sat.....	12:45

Courses of Instruction

The Department of English

MRS. BRUNER AND MISS MC CULLERS.

ENGLISH 1.—Composition; Linn's *The Essentials of English Composition* and Linn's *Illustrative Examples of English Composition*; Woolley's *Handbook of Composition*. The reading and discussion of four of the following novels: Goldsmith's *The Vicar of Wakefield*; Jane Austen's *Pride and Prejudice*; Mrs. Gaskell's *Cranford*; Dickens' *David Copperfield*; Thackeray's *Henry Esmond*; Blackmore's *Lorna Doone*; Hawthorne's *The House of Seven Gables*; Stevenson's *Treasure Island*.

ENGLISH 2.—Composition; fuller treatment of exposition and of argumentation than in English 1; the principles of literary criticism; Perry's *Exposition* and Perry's *Argumentation*; themes and briefs; specimens of the short story read and discussed.

ENGLISH 3.—Literature (Fall Term); lectures on the history of American Literature with the use of a manual (Pan-coast and Halleck) and assigned readings in Barrett Wendell, Trent, Stedman, and in the *American Men of Letters Series*. For study: Selected poems of the New England group, of Poe, and of Lanier; selections from Irving, Thoreau; Emerson's *Essay on the American Scholar*, Lowell's *Essay on Democracy*, Hawthorne's *The House of Seven Gables* or *The Scarlet Letter*, two of Poe's short stories. (Spring Term); lectures on the History of English Literature through the Elizabethan Age, with the use of a manual (Moody and Lovett). For study: Chaucer's *Prologue*, Spenser's *Fairie Queene*—Book I, Shakespeare's *Midsummer Night's Dream* or *Twelfth Night*, *As You Like It*, *Henry V*, *Macbeth* or *Lear*, *Hamlet*, *The Tempest*, with discussion of the structure of these dramas.

ENGLISH 4.—English Literature from the Elizabethan Age through the Victorian Era. Lectures with the use of a manual (Moody and Lovett); For study: six books of *Paradise Lost and Samson Agonistes*; selected essays of Swift, Addison, Lamb, De Quincey, Carlyle, Macaulay, Arnold, Newman, and Ruskin; Burke's *Speech on Conciliation*; selected poems of Pope, Goldsmith, Gray, Burns; a more detailed study of the romantic poets, of Tennyson, and of Browning. One novel from each of the following: Jane Austen, Scott, Thackeray, Dickens, George Eliot, and Hardy. Brief history of the development of the novel (Cross) and discussion of the structure and style of the essays studied.

Mr. Josiah William Bailey, of Raleigh, N. C., has established in the College a medal in English, in honor of his mother, Mrs. Annie Bailey, who was educated at the College. This medal is to be known as the "Annie Bailey Medal in English."

The Department of German

MRS. BRUNER.

GERMAN 1.—Elementary grammar, simple prose composition, dictation exercises, and translations. Ball's *German Grammar*; Allen's *Herein*; Storm's *Immensee*.

GERMAN 2.—Grammar and prose composition continued; dictation, conversation, sight reading, and translations. Von Hillern's *Hoher als die Kirche*; Schiller's *Wilhelm Tell*; Pope's *Writing and Speaking German*; Freytag's *Die Journalisten*.

GERMAN 3.—Conversation, sight reading, written exercises, dictation, rapid reading of texts. Lessing's *Minna von Barnhelm* or *Nathan der Weise*; Schiller's *Jungfrau von Orleans*; Goethe's *Hermann und Dorothea* and *Iphigenia*; selected poems; informal lectures on German literature.

The Department of Latin

MISSES FEREBEE AND WYNNE.

The primary purpose of this department is to give a broad, cultural knowledge of the language, life and literature of the

TENNIS COURT ON CAMPUS



Roman people, and to develop the ability to render in the clearest possible English the masterpieces of Latin Literature. This necessitates a thorough knowledge of all forms and constructions, with especial emphasis on Indirect Discourse and the uses of the Subjunctive in which there is constant drill. In addition to the regular examinations frequent tests are given, both of which consist largely of sight reading.

LATIN 1.—VIRGIL.—Six books of the *Æneid*; Study of the Roman Epic; Roman Mythology and Civilization; Latin Versification.

LATIN 2.—HORACE. *The Odes and Satires*, the *Ars Poetica*; Study of the Roman Lyric; History of Roman Literature; Latin Versification, continued.

LATIN 3.—Fall Term. Livy, Books XXI and XXII; Spring Term. Selections from Tacitus and Cicero's *Letters*.

The Department of French

DR. BRUNER AND MISS FEREBEE.

FRENCH 1.—The French Romantic Drama; rapid reading of representative Romantic dramas; Hugo's dramas, including Bruner's Hugo's *Hernani*; Bruner's Hugo's *Dramatic Characters*.

FRENCH 2.—The History and Theory of French Tragedy; rapid reading of the tragedies of Corneille and Racine; constant reference, for purposes of comparison, to other great tragedies, both ancient and modern; lectures and discussions; Bruner's Corneille's *Le Cid*.

FRENCH 3.—The History and Theory of French Comedy; rapid reading of the comedies of Moliere and Beaumarchais; constant reference, for purposes of comparison, to other great comedies, both ancient and modern; lectures and discussions.

The Department of History

MISS WYNNE.

HISTORY 1.—Ancient History and Mythology. In this course the history of the nations of the Ancient East—Babylonia, Egypt, Assyria, etc.—is studied in its development from the beginning of organized political life to the fall of the world empire of Persia; Greek and Roman History to the establishment of the later empire.

TEXT-BOOKS.—Goodspeed, *History of the Ancient World*, Revised Edition; Myers, *Ancient History*, Revised Edition; Botsford, *Ancient History for Beginners*; Gayley's *Classic Myths in English Literature and in Art*.

HISTORY 2.—Mediæval and Modern History. The history of European civilization from the fall of Rome to the present, with special attention to the Barbarians within the Empire, the growth of Papacy, the Holy Roman Empire, Feudalism, the Crusades, the Renaissance, the Reformation, and the French Revolution.

TEXT-BOOKS.—Robinson, *History of Western Europe*; Myers, *Mediæval and Modern History*, Revised Edition.

HISTORY 3.—American History. This course deals with the origin, movement, and development of the American people. Much attention will be paid to historical geography of our country. The study of the formation and development of our government, with a close examination of its present form. The aim is not only to obtain knowledge of the history and workings of the government, but to stimulate an interest in current political life and its responsibilities.

TEXT-BOOKS.—Adams and Trent, *History of United States*; Bryce, *American Commonwealth*; Quitteaw, *Government and Politics of United States*; Woodrow Wilson, *The State*.

The Department of Economics

MISS WYNNE.

ECONOMICS 1.—Economics in the Home. The work of this is both theoretical and practical. In addition to the work in the kitchen laboratory, the students will serve luncheons, dinners, and other meals. Each one will have an opportunity to serve as housekeeper, waitress, guest, and hostess, to plan menus, write invitations, do marketing, and to keep accounts. Lectures and assigned readings.

ECONOMICS 2.—(a) Economic History. A general survey of the subject to acquaint the student with the chief economic problems and forces as they have developed and shaped the course of history. Lectures and assigned readings.

(b) Political Economy. The purpose of this course is to give a general understanding of current American economic problems and of the forces underlying our industrial life. A careful study of the modern corporation, the relations of labor and capital, the conservation of natural resources, and the proper function of government in relation thereto. The principles of accounting and the technique of bookkeeping.

The Department of Mathematics

MISS LIVERMON.

MATHEMATICS 1.—Advanced Algebra (Fall Term).—Beginning with a review of the Binomial Theorem, this course includes the mastery of the principles of Algebra preparatory to higher mathematics. Undetermined Coefficients, Logarithms, Compound Interest and Annuities, Continued Fractions and solution of Higher Equations.

TEXT-BOOK.—Wells' *Higher Algebra*.

SOLID GEOMETRY (Spring Term).—This course includes the study of the relation of lines and planes in space, polyhedrons, cylinders, and cones, the sphere, and conic sections.

TEXT-BOOK.—Wentworth's *Solid Geometry*.

MATHEMATICS 2.—Plane and Spherical Trigonometry. In addition to the thorough mastery of the trigonometric functions of acute angles, the solution of right, oblique and spherical triangles, with and without logarithms, and Goniometry, special attention is given to the derivation of formulæ.

TEXT-BOOK.—Wentworth's *Trigonometry*.

MATHEMATICS 3.—Analytic Geometry (Fall Term).—The aim of this course is to afford an introduction to the study of geometry by means of algebra. It will include a thorough study of the fundamental principles.

TEXT-BOOK.—Wentworth's *Analytic Geometry*.

CALCULUS (Spring Term).—A comprehensive though elementary course will be given in both the Differential and Integral Calculus. This course will deal with such topics as derivatives, differentiation of explicit and implicit functions, maxima and minima functions, curve tracing, differentials, integration, and definite integrals, with application.

TEXT-BOOK.—Osborne's *Differential and Integral Calculus*.

The Department of Natural Science

MISS RAY.

ZOOLOGY (Fall Term).—Beginning with the study of Protozoan life, the student is presented with the fundamental facts concerning the life history of representative animal organisms. The course is carried on by means of lectures and laboratory work through the Fall Term.

TEXT-BOOK.—Merrill, *Studies in Zoölogy*.

BOTANY (Spring Term).—This course consists of the general study of Plant Morphology, Physiology, Taxonomy, and Ecology. The laboratory is provided with excellent microscopes with which various tissues are examined. The lectures, recitations, and laboratory work extend through the spring term.

TEXT-BOOK.—Andrews' *Botany All the Year Round*.

CHEMISTRY 1.—General study of the occurrence, preparation, properties, and uses of the most common elements and compounds in accordance with the Periodic Law. Special attention is given to chemical substances of commercial importance and to the chemistry of everyday life.

TEXT-BOOK.—Newell's *Descriptive Chemistry*.

CHEMISTRY 2.—Organic Chemistry.—This course deals with the composition, properties and uses of the hydrocarbons and their derivatives. It includes the study of various articles of commercial importance such as chloroform, alcohol, vinegar, glycerine, fats, soaps, sugar, starch, carbolic acid, aniline dyes, and other substances. Two periods a week will be taken up with lectures and the third to discussion of the laboratory exercises.

PHYSICS.—The object of this study is to acquaint the pupil with the fundamental laws underlying the leading phenomena of General Physics. An important part of the course is the application of principles in the working of problems.

TEXT-BOOK.—Andrews and Howland's *Elements of Physics*.

GEOLOGY (Fall Term).—This course in Geology is intended to acquaint the student with the development of the North American continent and the evolution of life upon the earth. Only the leading types of plants and animals are mentioned, and special attention is given to those which mark the line of descent of forms now living.

TEXT-BOOK.—Norton's *Elements of Geology*.

The Department of Bible and Philosophy

PROFESSOR DAVIS.

PSYCHOLOGY (Fall Term).—This course deals with the laws of mental development. The aim is to further the intellectual discipline of the student and to lay a basis for the formation of sound and independent conception of self, of the world, of God and our relation to Him. That these ends may be attained, each student is expected to assimilate all that may be presented to the attention in text-book

and lectures. Some of the subjects discussed are: Structure and functions of the nervous system and the sense organs, phenomena of consciousness, attention, perception, sensation, feeling, emotion, memory, imagination, and the will. The emphasis is placed on the psychic culture of the major functions of the mind.

TEXT-BOOK.—Halleck's *Psychology and Psychic Culture*.

LOGIC AND ETHICS (Spring Term).

- (1) LOGIC.—The purpose of this course is to present the elements of correct reasoning, both deductive and inductive. (a) Deductive Logic, including the discussion of Terms, Propositions, Syllogisms, and Fallacies. (b) Inductive Logic, Empirical methods, modern use of the hypothesis, etc.

TEXT-BOOK.—Hill's *Jevon's Logic*.

- (2) ETHICS.—The work in Ethics will have to do with ethical theories, the relation of Ethics to philosophy and psychology, and the application of ethical principles to the conduct of experience. Conscience, moral law, grounds of obligation, practical morality are some of the subjects discussed.

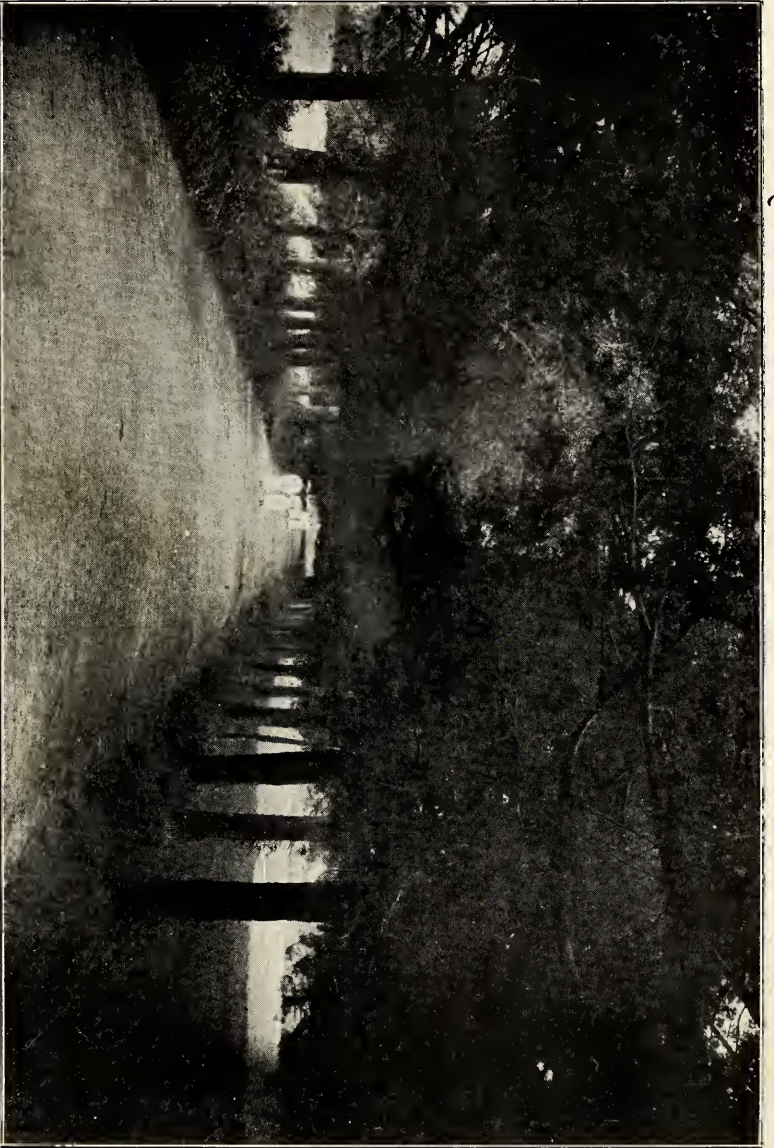
TEXT-BOOK.—Robinson's *Principles and Practice of Morality*.

HISTORY OF PHILOSOPHY.—The aim of this course is to give the student a comprehensive grasp of the course and progress of human thought as it relates to God and man and the physical universe. It will be treated mainly in the order of chronology as Ancient, Mediæval, and Modern Philosophy, though the geographical, ethnic and philological relations of philosophy will be discussed with special reference to the relation of all these to recent philosophy.

TEXT-BOOKS.—Cushman's *Beginner's History of Philosophy*; Weber's *History of Philosophy*.

BIBLE I.—The Bible is studied as history, as literature, and as our great moral and spiritual guide. Lectures are given on the titles and divisions of the Bible, the manuscripts and translations of the Bible, the geography of Bible lands,

SCENE ON MAIN WALK IN FRONT OF COLLEGE



antiquities of the Jewish people, something of the history and customs of other nations which figure in the Bible, and the political, social, and religious conditions in New Testament times. The general contents of the sixty-six books of the Bible, the great historical periods of the Bible, and the fundamental doctrines of the Bible, are studied. Lectures and recitations.

TEXT-BOOKS.—*New Testament History*, by Maclear; *The Heart of the Old Testament*, by Dr. Sampey; *The Doctrines of Our Faith*, by Dr. Dargan; *Outline Analysis of the Books of the Bible*, by Dr. Taylor.

BIBLE 2.—Short course in Biblical Introduction with Principles of New Testament Interpretation. Study of the Gospel According to Matthew, Acts of the Apostles, positions of the Epistles. Lectures and recitations.

SUNDAY SCHOOL PEDAGOGY.—The purpose of this study is to acquaint the student with up-to-date Sunday School methods and to prepare her to be a good Sunday School teacher.

We present three different phases of the Sunday School: its management, its teaching, its history. The nature and characteristics of the pupil in the Sunday School class is studied. Every step in his development is covered from babyhood to old age. The best methods of treatment and teaching are suggested for each grade.

The Sunday School Board of the Southern Baptist Convention gives to each student who passes examination in this subject a lithographed Convention Normal diploma conferring the degree of "King's Teacher." Lectures and recitations.

TEXT-BOOK.—*The Convention Normal Manual*, by Spilman, Leavell, and Moore.

HISTORY OF CHRISTIAN MISSIONS.—The purpose of the course in Missions is to give a short history of Christian Missions in all ages and in all countries. The method of study is biographical, geographical, and chronological, giving the story of the great missionary epochs in the history of

Christianity, grouping the salient facts of each about the personality of the missionary who was the leader in the movement. Emphasis is placed on those principles, policies and needs which a study of missions in all ages has shown to be essential. The Biblical authority, motive, the objects that are sought, the methods of handling and administering funds, the kinds of persons who are appointed to missionary service, the work that they are doing, the difficulties they encounter, the spirit they manifest, and the objections and criticism against the foreign mission enterprise, are discussed. The imperative need of the home side of foreign missions is taught with the emphasis upon the home mission work of the Southern Baptists.

TEXT-BOOKS.—*Two Thousand Years of Missions Before Carey*, by Barnes; *Christian Epoch-Makers*, by Vedder; *Aliens or Americans*, by Grose; *Southern Baptists' Foreign Missions*, by Ray; *The Why and How of Foreign Missions*, by Brown; *The Decisive Hour in Christian Missions*, by Mott.

The Department of Greek

An elective course of two years in the Greek language and literature will be offered to students in the Junior and Senior classes.

The object of this course is to give the student the excellent mental discipline that comes from the study of the Greek language; to place within her reach some first-hand knowledge of the treasures of Greek literature, thought and culture; and to give that additional equipment for effective Sunday School teaching which is derived from a usable knowledge of the Greek New Testament.

GREEK I.—A beginner's course in Greek, comprising a study of the rudiments of the language, and a reading of portions of the Anabasis.

TEXT-BOOKS.—Benner and Smythe's *Beginner's Greek Book*; Goodwin's *Greek Grammar*; Xenophon's *Anabasis*.

GREEK 2.—Continuation of the Grammar with special reference to syntax, idioms and dialects; reading of selections of both Greek prose and poetry; Study of portions of Gospels and Epistles of the New Testament.

TEXT-BOOKS.—Goodwin's *Greek Grammar*; Robertson's *Short Grammar of the Greek New Testament*; Classical Greek authors to be selected; The Greek New Testament.

The Department of Education

DR. BRUNER AND MISS WYNNE.

The purpose of this department is to prepare young women for the profession of teaching. Much attention is given to the principles and theories of education, the nature and development of the child's mind, and the best methods of teaching. While considerable stress is laid upon the best methods of imparting instruction, more emphasis is placed upon the necessity of having something to teach. A fundamental condition of successful teaching is a liberal education. To a person of broad culture the study of methods is interesting and profitable.

EDUCATION 1.—The principles, theories and methods of teaching. The problems of school administration, such as opening of school, recitations, order, discipline, morals, etc. Phonics.

TEXT-BOOKS.—Seeley's *New School Management*; McMurry's *General Method*; Haliburton's *Phonics in Reading*.

EDUCATION 2.—The History of Education. Primitive and oriental education. Significance and periods of Greek education. The Greek educational theorists. The character and periods of Roman education. Mediæval education. Early Christian education. Monastic, Mystic and Scholastic education. Humanistic education. Renaissance and Reformation educators. Realistic and Naturalistic education. The Psychological, Scientific and Sociological ten-

dencies of modern education. The educational work of Rousseau, Pestalozzi, Herbart and Froebel.

TEXT-BOOK.—Monroe, *Text-book in the History of Education*.

The Department of Physical Culture

MISS LOIS VANN.

The course in physical culture is required of all Freshmen and Sophomores. The purpose of this department is to build up and maintain a good physical condition. A sound mind requires a sound body. The result of physical culture is not only health, but also poise, ease, and grace. In the race to attain literary ideals, the tendency is to neglect the culture of the body. The department endeavors to overcome this neglect by the use of the Emerson System of Physical Culture, and by exercises from other systems, including the Swedish System of Gymnastics.

Pupils will be coached in Tennis, Basketball, and other outdoor sports.

The College of Fine Arts

In the Schools of Expression, Music, and Art, certificates of graduation are given to those students who complete satisfactorily the prescribed courses.

The School of Expression

MISS LOIS VANN.

The study of Expression seeks to awaken in the student a realization of her own potentialities, to develop a clear, magnetic voice, graceful and easy manners, and the virtues of sincerity and simplicity. Such study naturally begins with physical training. The voice is so trained that its purity, sweetness and power are fully developed. The pupils are taught to express themselves simply and naturally in order that they may become natural and artistic readers. Besides being encouraged to develop their own individuality and to attain a charming personal culture, they are trained to perform their social functions with grace and effectiveness.

The pupils recite before the class weekly, and public recitals are given frequently during the year.

To be entitled to a certificate in Expression the student must have completed the regular course in Expression and a prescribed course of forty units in the literary work leading to the A.B. degree.

EXPRESSION 1.—Physical culture. Talks on health, voice culture, articulation, inflection, quality of tone, abandonment in reading; recitations and declamations; sight reading, and gesture.

TEXT-BOOK.—*Evolution of Expression*, Vols. I and II.

EXPRESSION 2.—Physical and voice culture, with lectures on each and their relation to health; advanced rendering; platform art and gesture.

TEXT-BOOK.—*Evolution of Expression*, Vols. III and IV.

EXPRESSION 3.—Physical training and voice technique; selected readings; character delineation, dialect impersonation, and scene work.

EXPRESSION 4.—Dramatic art; Normal work; extemporaneous speaking; study of Shakespeare's plays; English and Bible reading; arrangement of recital programs.

Students in Expression

Etta Banks.	Elizabeth Link
Myrtis Carmen	Rosebud Nowell
Madge Conwell	Roberta Peele
Myrtle Eley	Marietta Picot
Mary T. Evans	Rennie Spivey
Rosa Futrell	Bettie Williams Tayloe
Kathleen Harrell	Ruth Thomas
Effie Herring	Bruce Vann
Nina Holloman	Louise Vann
Addie Jenkins	Clara Wheeler
Zalia Lane	Lucile Williams
Eva Lawrence	

School of Music

MISS JOHNSON, MISS GOODWIN, MISS WILSON, AND MISS
MC CULLERS.

Music is now regarded as an essential element in the liberal education and culture of young women. It affords both mental discipline and spiritual refinement. The demand of the present day for higher education makes a good English education a necessity and the study of French and German a requisite for those who wish to pursue to the best advantage the higher courses in Music. The Music departments of Chowan College aim at a broad musical knowledge and a strong technical training in their various branches. Piano, Voice Culture, Chorus Work, History of Music, Theory, and Harmony are taught by competent and experienced instructors.

Department of Instrumental Music

MISS JOHNSON, MISS MC CULLERS, AND MISS GOODWIN.

REQUIREMENTS FOR DIPLOMA IN PIANO.

To be entitled to a diploma in Piano the candidate must have completed, in addition to the prescribed pianoforte work, the full theoretical course, and must have also three units of English, two units of German, one unit of French, and one unit of Mathematics. The candidate must have also twelve units of College entrance work.

Graduates in the Piano Department must give a creditable public recital from memory. Public recitals are given throughout the year, and private recitals are given bi-weekly by both preparatory and collegiate students.

PIANO A.—Fundamental work in Technique; Formation of Intervals; Relationship of Keys; Formation of Major Scales; Correct position and movement of Hands.

A clear knowledge of Rhythm. Loeschhorn, Op. 65, Book 1; Duvernoy, Op. 176, Book 1; Kohler's Primary Studies, Op. 50; Czerny, five finger exercises; Kohler, Op. 190; Streabbog, Op. 63; Selected Elementary Pieces.

PIANO B.—Czerny, Op. 139, 279; Streabbog, Op. 64, Book 2; Duvernoy, Op. 176, Book 2; Bertivi, Op. 100; Kohler,

Op. 242; Elementary pieces by Clementi, Gurlitt, Burgmuller, Handrock, Kuhlau, Hunter, etc.

PIANO 1.—Scales and Arpeggios, Duvernoy, Op. 120; Berens, Op. 61, Books 1 and 2; Krause, Op. 4; Loeschhorn, Op. 65, Books 1 and 2; Clementi, Sonatas, Op. 36; Czerny, Op. 636; Loeschhorn, Op. 65; Books 2 and 3; Pieces of medium difficulty by Haydn, Kuhlau, Merkel, Lichner, etc.

PIANO 2.—Czerny, Op. 299, Books 1 and 2; Hasert, Op. 50; Loeschhorn, Op. 66, Books 1 and 2; Heller's Studies, Op. 46; Bach's little Preludes and Fugues; Kuhlau, Sonatas; Heller, Op. 45; Pieces by Mozart, Meyer, Jansen, Dvorak, Spindler, etc.

PIANO 3.—Scale work in Thirds, Sixths, and Tenths; Cramer, Studies; Czerny, Op. 740; Doering, Octave Studies; Bach, Inventions (2 and 3 part); Sonatas of Haydn, Mozart, and the easier ones of Beethoven; Czerny, Op. 299, Books 3 and 4; Krause, Sonatas; Mendelssohn's Songs Without Words; Pieces by Mendelssohn, Grieg, Handel, Henselt, Rubinstein, Schuett, Tshaikowski, etc.

PIANO 4.—Clementi, *Gradus ad Parnassum*; practice of Minor Scales and Double Thirds; Bach's Preludes and Fugues; Kullah, Octave Studies; Chopin, Preludes and Studies; Schumann's Novelties; Chopin's Ballades; Beethoven's Sonatas; Kessler, Studies; Chopin, Nocturnes; Moscheles, Op. 70; Selections by Liszt, Brahms, Handel, Mendelssohn, Saint-Saens, etc.

No definite time can be fixed for the completion of the courses in Music, as progress depends largely on the pupil's natural ability and the time devoted to practice. All pupils finishing the Pianoforte course are required to take the full course in Musical History, Harmony, and Theory.

Recitals are given throughout the year, so that students may have the opportunity of playing in public.

Students in Instrumental Music

Lizzie Adkins	Eunice Lee
Mary Alston	Maggie Livermon
Myra Aumack	Carrie Belle Long
Etta Banks	Ina Mitchell
Georgia Bartley	Magnolia Mitchell
Ella Ruby Bell	Willie Perkins Mizell
Helen Brett	Ola Morehead
Lillie Belle Bunch	Ada Morris
Elizabeth Burbage	Rosebud Nowell
Myrtis Carmen	Edna Parker
Cornie Cheek	Kate Parker
Emily Clarke	Mary Riddick
Bessie Currie	Cora Sawyer
Mamie Darden	Maud Sawyer
Emma Davis	Ruth Sawyer
Rosa Davis	Agnes Sessoms
Mary T. Evans	Grace Sessoms
Mary Fleetwood	Janie Sharp
Adelaide Flora	Sallie Smallwood
Ida Lou Futrell	Rennie Spivey
Jessie Garrett	Eugenia Spry
Stella Garrett	Ethel Sumner
Retta Griffin	Bettie Williams Tayloe
Carrie Bell Harris	Bruce Taylor
Evora Haughton	Pauline Taylor
Viola Hayes	Bruce Vann
Lillian Hedgepeth	Ruth Vann
Lollie Hedgepeth	Belle Walker
Effie Herring	Irma Ward
Nina Holloman	Nellie Ward
Lois Howell	Jessie White
Addie Jenkins	Una White
Katie Jenkins	Lucile Williams
Mabel Jenkins	Annie Sue Winborne
Louise Kivett	Helen Winborne
Ruth Lassiter	Ruth Windsor
Eva Lawrence	Inez Worrell
Lois Lawrence	

The Department of Vocal Music

MISS GOODWIN.

VOICE I.—Development of the chest, attack, breath control and its relation to singing; tone formation; slight study of pronunciation. Studies by Behnke and Pearce, and a few simple English songs.

VOICE 2.—Resonance, flexibility, extended study of pronunciation. Studies by Concone and selected parts from the Panseron Method of Vocalization; continuation of English songs.

VOICE 3.—Extended work toward flexibility, introducing musical embellishments. Further study of the Panseron method; English and German songs.

VOICE 4.—Interpretation, preparation for public singing, acquaintance with the German, French, and Italian styles. Study of the Opera and songs by noted composers.

To be entitled to a diploma in Voice the student must have completed, in addition to the prescribed voice work, the full theoretical course; must have had two years of German; two years of College English, one of French; she must be prepared for college entrance in other literary subjects, and must have attained the Sophomore year in piano. Graduates in the Voice Department must give from memory a public recital in a creditable manner.

Students in the Department of Voice are organized into a class which meets twice a month for the purpose of studying the life, works, and style of eminent song-writers, and for the cultivation of musical taste.

The Glee Club, which meets once a week, is open to all students. Membership in the Glee Club is required of those who study Voice.

Mrs. Bessie Worthington Horne, of New York City, offers annually a medal for the best work in Voice.

Students in Voice

Eva Boyette	Kate Parker
Emily Clarke	Jennie Bess Pitman
Rose Davis	Cora Sawyer
Louise Ferebee	Maud Sawyer
Ida Lou Futrell	Ruth Sawyer
Jessie Garrett	Agnes Sessoms
Viola Hayes	Sallie Smallwood
Lillian Hedgepeth	Eugenia Spry
Lollie Hedgepeth	Claude Stephenson
Kate Jenkins	Pauline Taylor
Mabel Jenkins	Ruth Vann

Hilda Johnson	Mamie Ward
Della Lanier	Irma Ward
Frances Lawrence	Jessie White
Lois Lawrence	Una White
Maggie Livermon	Ruth Windsor
Mary McCullers	

The Department of Theoretical Music

MISS WILSON.

Sight Singing and Ear Training.

THEORY 1.—*First Year Musical Theory*—Tapper.

THEORY 2.—*Theory of Music*—Elson.

HARMONY 1.—*First Year Harmony*—Tapper.

HARMONY 2.—*Modern Harmony*—Foote and Spalding.

PREREQUISITES.—Sight Singing, Theory 1 and Harmony 1.

HISTORY OF MUSIC 1.—*Lessons in Musical History*—Fillmore.

HISTORY OF MUSIC 2.—*Outlines of Musical History*—Hamilton.

Students in Theoretical Music

Lizzie Adkins	Maggie Livermon
Mary Alston	Ina Mitchell
Myra Aumack	Willie Perkins Mizell
Eva Boyette	Edna Parker
Elizabeth Burbage	Kate Parker
Cornie Cheek	Janie Sharp
Emily Clarke	Sallie Smallwood
Mary Fleetwood	Claude Stephenson
Ida Lou Futrell	Pauline Taylor
Jessie Garrett	Bruce Vann
Retta Griffin	Ruth Vann
Evora Haughton	Irma Ward
Viola Hayes	Jessie White
Effie Herring	Lucile Williams
Lois Howell	Annie Sue Winborne
Mabel Jenkins	Helen Winborne
Hilda Johnson	Ruth Windsor
Eunice Lee	

School of Art.

MISS PARROTT.

The School of Art is provided with a large studio and with all necessary equipment, including an excellent China Kiln. The possibility for nature study in the beautiful surroundings of the College is probably unsurpassed in all the South. Students will study almost entirely from life and nature. The courses in Art seek to cultivate the taste in a practical way and to give an appreciation of real Art. Originality and individual interpretation are encouraged. Usually four years are required for the course, but students who can advance more rapidly are not held back. Those who finish the regular course and take a certificate are required to take one year in the History of Art.

TEXT-BOOK.—Goodyear's *History of Art*.

ART A.—A Saturday normal course of one hour a week has been arranged for those students who may wish to prepare for teaching drawing in the public or graded schools. Suggestions from the Prang Art Educational Books will be used. Arrangement has been made with the Superintendent of Public Instruction to excuse from the State Examination in Drawing those students who pass successfully this course.

ART B.—This course in Drawing, similar to the Saturday Normal course, is given in Preparatory B, three periods a week, extending through the Fall Term. It will be especially helpful in college work and all college students will be expected to take it.

ART 1.—Drawing in charcoal from geometrical figures and familiar objects. Drawing in pencil or pen from foliage and flowers. Flat washes in water color.

ART 2.—Lessons in perspective and composition. Drawings from casts of parts of the human figure. Color studies from still life and from nature.

ART 3.—Outdoor sketching in oil, water color, and pastel. First steps in sketching from draped model. Perspective and composition.

- ART 4.—Painting from draped model. Landscape from nature. Perspective, composition, and color tone.
- ART 5.—China painting. This is a special course which students may take alone or in connection with the regular courses in Art.
- ART 6.—Clay modeling. From simple forms modeled from nature. This course leads to portrait medallions from photographs or from life.

Students in Art

Nancy Benthall	Marie Davis
Etta Banks	Jessie Garrett
Marion Chapman	Louise Vann
Mamie Darden	Jessie White
Emma Davis	

Charges Each Term

Board and room, including fuel, lights, and baths...	\$52.00
Literary tuition	25.00
Incidental fees	3.00
Instrumental Music	22.50
Use of piano for practice, two periods per day.....	5.00
Vocal Music	22.50
Musical History	10.00
Harmony	10.00
Theory	5.00
Expression	22.50
Art	22.50
Studio fee	1.00
Saturday Art Course.....	5.00
Tuition in Preparatory Department for day pupils...	18.00

Necessary Charges for Entire Session

Board, room, fuel, lights, and baths.....	\$104.00
Literary tuition	50.00
Incidental fees	6.00
<hr/>	
Total.....	\$160.00

All charges are due and payable in advance at the beginning of each term, but for the convenience of patrons may be paid quarterly in advance, September 1, November 1, January 1, and March 1; that is, one-half at the beginning and one-half at the middle of each term. The Trustees insist that all parents or guardians comply promptly with these terms of payment. The student enters for the term, and no deduction is made except in case of illness protracted beyond one month.

Books must be paid for on delivery. Bills will be rendered quarterly for sheet music and art materials.

All boarders are required to furnish towels, table napkins, one counterpane, one pair of blankets, one pair of sheets, and one pair of pillow cases.

The daughters of ministers who live by the ministry are admitted to all the advantages of the Literary Department at a discount of fifty per cent.

Transportation

Chowan College is now within easy reach of its students. Those along the line of the Southern Railway or the Atlantic Coast Line, or lines connected with these, can come by way of these roads to Tunis, on the Chowan River, and thence by steamer up the beautiful Chowan and Meherrin Rivers to Murfreesboro. A comfortable steam launch from Murfreesboro meets every train at Tunis, except on Sunday. Those along the Seaboard Air Line Railroad, and lines connected with it, can get off at Conway, where they will, when notice is given in time, be met by hacks from Murfreesboro. Those coming from Edenton and other points down the Chowan River can change boats, if they so desire, at Tunis.

Register of Students

CANDIDATES FOR THE DEGREE OF A. B.

Banks, Etta	Gates County
Bartley, Georgia	Onslow County
Conwell, Madge	Mexico
Evans, Marie	Hertford County
Lane, Zalia	Perquimans County
Long, Mary Emma.....	Northampton County
Piland, Georgia	Hertford County
Spivey, Rennie	Virginia
Vann, Louise	Hertford County
White, Una	Northampton County

GRADUATE FOR THE DEGREE OF B. L.

Day, Eunice	Hertford County
-------------------	-----------------

JUNIOR CLASS.

Alston, Mary	Bertie County
Eley, Myrtle	Hertford County
Futrell, Janie	Northampton County
Futrell, Rosa	Northampton County
Jenkins, Mabel	Hertford County
Johnson, Hilda	Bertie County
Mitchell, Ina Love.....	Hertford County
Morehead, Ola	Halifax County
Parker, Edna	Hertford County
Peele, Roberta	Bertie County
Taylor, Bruce	Hertford County
Ward, Mamie	Bertie County
Winborne, Annie Sue.....	Hertford County

SOPHOMORE CLASS.

Adkins, Lizzie	Northampton County
Barnacascel, Annie	Hertford County
Beasley, Grace	Bertie County
Burbage, Elizabeth	Hertford County
Davis, Rosa	Hertford County
Elliott, Lucy	Northampton County
Garrett, Stella	Beaufort County
Griffin, Retta	Northampton County
Herring, Effie	Bertie County
Holloman, Nina	Northampton County
Jordan, Sadie	Hertford County
Kivett, Louise	Harnett County
Lassiter, Ruth	Gates County

Link, Elizabeth	Harnett County
Livermon, Maggie	Bertie County
Piland, Jessie	Hertford County
Sawyer, Cora	Tyrrell County
Story, Lydia	Gates County
Sumner, Ethel	Hertford County
Walker, Belle	Tyrrell County
Warren, Neva	Northampton County

5.

FRESHMAN CLASS.

Aumack, Myra	Washington County
Boyette, Eva	Hertford County
Brett, Helen	Hertford County
Britton, Georgla	Bertie County
Brooks, Helen	Halifax County
Bruner, Arthur	Hertford County
Cullens, Sadie	Hertford County
Dukes, Maggie	Hertford County
Edwards, Virgie	Virginia
Eley, Pauline	Hertford County
Elliott, Esther	Chowan County
Evans, Mary T.	Chowan County
Fleetwood, Mary	Northampton County
Goodwin, Ennie	Chowan County
Jenkins, Claudine	Hertford County
Jenkins, Addie	Hertford County
Lawrence, Eva	Hertford County
Mizell, Lora	Bertie County
Morgan, Eva	Northampton County
Nowell, Rosebud	Bertie County
Pearce, Grace	Hertford County
Pitman, Jennie Bess.	Gates County
Riddick, Mary	Gates County
Sawyer, Maud	Camden County
Sawyer, Ruth	Camden County
Spry, Eugenia	Chowan County
Stallings, Essie	Currituck County
Tayloe, Bettie Williams.	Hertford County
Vann, Bruce	Hertford County
Ward, Nellie	Perquimans County
Watson, Jessie	Hertford County
Winborne, Helen	Hertford County

SPECIAL STUDENTS.

Benthall, Nancy	Hertford County
Carmen, Myrtis	Virginia
Chapman, Marion	Virginia

Cheek, Cornie	Chatham County
Clarke, Emily	Hertford County
Darden, Mamie	Virginia
Futrell, Ida Lou.....	Northampton County
Garrett, Jessie	Hertford County
Harrell, Kathleen	Bertie County
Haughton, Evora	Washington County
Hayes, Viola	Bertie County
Howell, Lois	Northampton County
Lanier, Della	Northampton County
Lawrence, Lois	Gates County
Lee, Eunice	Currituck County
Mizell, Willie Perkins.....	Bertie County
Parker, Kate	Virginia
Picot, Marietta	Hertford County
Sharp, Janie	Hertford County
Smallwood, Sallie	Bertie County
Taylor, Pauline	Camden County
Vann, Ruth	Hertford County
Ward, Irma	Bertie County
White, Jessie	Northampton County
Williams, Lucile	Hertford County
Windsor, Ruth	Delaware

PREPARATORY STUDENTS.

Bell, Ella Ruby.....	Bertie County
Bunch, Lillie Bell.....	Chowan County
Chitty, Jessie	Hertford County
Currie, Bessie	Halifax County
Darden, Carrie	Hertford County
Darden, Mollie	Hertford County
Davis, Emma	Hertford County
Flora, Adelaide	Currituck County
Harris, Carrie Belle.....	Northampton County
Hedgepeth, Lillian	Northampton County
Hedgepeth, Lollie	Northampton County
Jenkins, Fannie	Hertford County
Jenkins, Katie	Hertford County
Liverman, Clelie	Hertford County
Long, Carrie Belle.....	Northampton County
Mitchell, Magnolia	Bertie County
Mitchell, Mary	Gates County
Morris, Ada	Chowan County
Parker, Gladys	Hertford County
Sessoms, Agnes	Hertford County
Sessoms, Grace	Hertford County
Thomas, Ruth	Hertford County

Wheeler, Clara	Chowan County
White, Mary	Bertie County
White, Sophia	Bertie County
Worrell, Inez	Virginia

PRIMARY STUDENTS.

Babb, Herman	Hertford County
Babb, Mary	Hertford County
Britton, Meryl	Hertford County
Chitty, Doris	Hertford County
Davis, Marie	Hertford County
Day, David	Hertford County
Evans, Nettie	Hertford County
Lawrence, Frances	Hertford County
Lawrence, Mark	Hertford County
Liverman, Felton	Hertford County
Liverman, Theo.	Hertford County
Murphy, Elizabeth	Hertford County
Nicholson, Thelma	Hertford County
Parker, Myra	Hertford County
Sessoms, Hallie	Hertford County
Sessoms, Whitte	Hertford County
Sewell, John	Hertford County
Sewell, Vernon	Hertford County
Vinson, Dare	Hertford County
Vinson, Roger	Hertford County
Watson, Bertram	Hertford County
Worrell, Elva	Hertford County

Music—Sextette—Ode to Music.....	<i>Zoellner</i>
Commencement Address....	Hon. Walter E. Daniel, of Weldon, N. C.
Presentation of Diplomas.....	President James D. Bruner
Awarding of Honors and Medals.....	Hon. C. W. Mitchell
First Honor in Scholarship.....	Margaret Mathias West
Second Honor in Scholarship.....	Clara Grace Strahl
Annie Bailey Medal in English.....	Margaret Mathias West
Bessie Worthington Horne Medal in Voice,	Claude May Stephenson
Theo. Presser Gold Prize in Piano.....	Nancy Vann
Presentation of Diplomas in Sunday School Pedagogy,	Rev. A. T. Howell
The President's Statement.	
Benediction.....	Rev. W. B. Waff

TUESDAY, MAY 14, 1:30 P. M.

Alumnæ Banquet.

TUESDAY, MAY 14, 8 P. M.

COMMENCEMENT CONCERT.

PROGRAMME.

Piano—Alla Pollaca, op. 8.....	<i>Beethoven</i>
Annie Sue Winborne, Irma Ward, Mary Allston, Mabel Jenkins.	
Piano Solo—Concert Mazurka, op. 15.....	<i>Jonas</i>
Ina Love Mitchell.	
Voice—Spring's Awakening	<i>Hawkley</i>
Ruth Windsor.	
Reading—De Greates' Weddin'.....	<i>Young</i>
Kathleen Harrell.	
Piano—Valse Caprice	<i>Hofmann</i>
Mary Davenport.	
Voice—Silently Blending	<i>Mozart</i>
Claude Stephenson.	
Reading—The Heart of Old Hickory.....	<i>Dromgoole</i>
Louise Vann.	
Piano—To Spring	<i>Grieg</i>
Jennie Ferebee.	
Voice—Eventide	<i>Blumenthal</i>
Emily Clark.	
Reading—The Merry Old Maids.....	<i>Bugbee</i>
Misses Banks, Long, Blanchard, Etheridge.	

- Piano—Scherzo, op. 31.....*Chopin*
Nancy Vann.
- Reading—The House by the Side of the Road.....*Foss*
Zalia Lane.
- Piano—Le Bal, Polka, op. 14.....*Rubenstein*
Retha Banks.
- Dialogue—Confession*Doyle*
Characters: Mr. Frank Richardson, Brunice Jenkins; Mrs. Frank
Richardson, Louise Vann.
- Piano Duo—Grand Galop Chromatique, op 12.....*Liszt*
Ina Mitchell, Nancy Vann.
- Voice, Double Trio—Let Us All to the Fields.....*Ferrari*
Rennie Spivey, Emily Clark, Ina Mitchell, Ruth Vann,
Eva Boyette, Jessie White.





