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St. Mary's School

BULLETIN



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St. Mary's School

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 MISS REBECCA SCHENCK.....Lady Principal
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The Academic Department

REV. GEORGE W. LAY.....Bible, Ethics, and Greek
 (A. B., Yale, 1882; B.D., General Theological Seminary, 1885; Master in St. Paul's School, Concord, N. H., 1888-1907. Rector of St. Mary's, 1907—)

WILLIAM E. STONE.....English, History, and German
 (A.B., Harvard, 1882; principal Edenton, N. C., Academy, 1901-'02; Master in Porter Academy, Charleston, 1902-'03. St. Mary's, 1903—)

ERNEST CRUIKSHANK.....Science
 (A.B., Washington College, Md., 1897; A.M., 1898; graduate student Johns Hopkins University, 1900. St. Mary's, 1903—)

HELEN URQUHART.....Latin
 (A.B., Mount Holyoke, 1910. St. Mary's, 1910—)

MARGARET RICKS.....Mathematics
 (A.B., Converse College, 1907; A.M., Georgetown College (Ky.) 1911; student at Knoxville Summer School. St. Mary's, 1911—)

BLANCHE E. SHATTUCK.....English
 (Graduate Boston (Mass.) High School; graduate and postgraduate Boston School of Expression; student Harvard Summer School; instructor in Greensboro Female College, Wilson College, High Point Schools, etc. St. Mary's, 1912—)

MARIE RUDNICKA.....French
 (Cours de l'Hotel de Ville, Paris; instructor in St. Mary's College, Dallas, 1907-'12. St. Mary's, 1912—)

REBECCA SCHENCK.....History
 (Graduate Greensboro Female College; instructor in State Normal College, Greensboro. St. Mary's, 1912—)

FLORENCE C. DAVIS.....Elocution and Physical Culture
 (B.O., Emerson College, Boston, 1906; Elmira College; Posse Gymnasium. St. Mary's, 1911—)

S. MARGUERITE LANE.....Domestic Science
 (Pratt Institute, Brooklyn, N. Y. St. Mary's, 1911—)

KATE McKIMMON.....Primary School
 (Student and teacher at St. Mary's since 1861.)

MARY SULLY HAYWARD.....Preparatory Work
 (A.B., Hollins, 1909; instructor in Powhatan Institute (Va.), 1909-'11. St. Mary's, 1911—)

FRANCES R. BOTTUM.....Assistant
 (Graduate St. Mary's, 1912. Assistant, 1912—)

Music Department

MARTHA A. DOWD, *Director*. { Piano, Theory,
{ History of Music

(Graduate of St. Mary's, 1884; pupil of Kuersteiner, Sophus Wiig, Albert Mack. St. Mary's, 1886—; Director of Music, 1908—)

R. BLINN OWEN.....Organ, In charge of Voice

(M.Mus., Detroit School of Music; pupil of Zimmermann, Mazurette, Theo. Beach of Detroit; Kreutschmar, in New York; teacher in Detroit and New York; private teacher in Bluefield, W. Va., and Greensboro, N. C., 1906-'09. St. Mary's, 1909—)

ELLA DORROH.....Piano

(Certificate in Piano, St. Mary's, 1910; Diploma, 1911. St. Mary's, 1910—)

EDNA GRAVES.....Piano

(Graduate St. Mary's, San Antonio, Texas, 1907; pupil of Rafael Joseffy in New York, 1909-'12; private teacher. St. Mary's, 1912—)

ETHEL IDA ROWAND.....Voice

(A.B., Brown University, 1907; A.M., 1910. Graduate student Wellesley College, 1907-'09; pupil of Anna Miller Wood in Boston, 1910-'12. St. Mary's, 1912—)

NELLY AGATHA PHILLIPS.....Piano

(Graduate New England Conservatory of Music, 1912. Pupil of Carl Baerman. St. Mary's, 1912—)

FLORENCE HARWOOD HART.....Piano

(Graduate Hannah More Academy, 1904. Certificate Peabody Conservatory, Baltimore, 1910. St. Mary's, 1912—)

CAROLINE McCOBB.....Voice, Piano

(Student New England Conservatory of Music. Pupil of Haslam. Pupil of Phillip in Paris. St. Mary's, 1912—)

Art Department

CLARA I. FENNER, *Director*..... { Drawing, Painting,
Design, etc.

(Graduate Maryland Institute School of Art and Design; special student Pratt Institute, 1905; special student in Paris, 1907. Director of Art, St. Mary's, 1888-'96; 1902—)

Elocution Department

FLORENCE C. DAVIS.....Director

(B.O., Emerson College, Boston, 1906; Elmira College (N.Y.); Posse Gymnasium, Boston; private studio, Elmira; substitute teacher, Miss Metcalf's School, Tarrytown, 1908; teacher, Reidsville Seminary (N.C.), 1909-'11. Director of Elocution, St. Mary's, 1911—)

Business Department

LIZZIE H. LEE, *Director*. { Stenography, Typewriting
Bookkeeping

(Director of the Department, 1896—)

JULIET B. SUTTON.....Assistant

(St. Mary's, 1898—)

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Aiken, Buford King.....	<i>Brunswick, Ga.</i>
Allen, Julia Washington.....	<i>Goldsboro, N. C.</i>
Allen, Mary	<i>Hickory, N. C.</i>
Badham, Bessie Weimer.....	<i>Edenton, N. C.</i>
Baker, Rebecca Marion.....	<i>Raleigh, N. C.</i>
Ball, Mamie Ruth.....	<i>Raleigh, N. C.</i>
Barbee, Adelyn Andrews.....	<i>Raleigh, N. C.</i>
Benson, Florence Helen.....	<i>Toleao, Ohio.</i>
Betts, Vivian P.....	<i>Raleigh, N. C.</i>
Bissell, Avis	<i>New York City.</i>
Blair, Eunice Winston.....	<i>Raleigh, N. C.</i>
Blakely, Marguerite	<i>Griffin, Ga.</i>
Blount, Clara Garnier.....	<i>Pensacola, Fla.</i>
Blount, Julia Caroline.....	<i>Pensacola, Fla.</i>
Bond, Julia Dodson.....	<i>Edenton, N. C.</i>
Bonner, Virginia Lucile.....	<i>Raleigh, N. C.</i>
Boone, Janet Andrews.....	<i>Georgetown, S. C.</i>
Bouknight, Emma Bettis.....	<i>Johnston, S. C.</i>
Boyden, Jennie Belle.....	<i>Knoxville, Tenn.</i>
Bradley, Mary Hilda.....	<i>Raleigh, N. C.</i>
Branch, Annie Shepherd.....	<i>Wilson, N. C.</i>
Brigham, Gertrude Louise.....	<i>Savannah, Ga.</i>
Brigman, Lottie Anne.....	<i>Rockingham, N. C.</i>
Brown, Helen Grace.....	<i>Raleigh, N. C.</i>
Budge, Dorothy	<i>Miami, Fla.</i>
Bunn, Katherine	<i>Rocky Mount, N. C.</i>
Burdine, Bessie Anderson.....	<i>Miami, Fla.</i>
Burt, Etta Rollins.....	<i>Trenton, N. C.</i>
Busbee, Susannah Steele.....	<i>Raleigh, N. C.</i>
Butler, Mary Brown.....	<i>Henderson, N. C.</i>
Butt, Catherine Nimmo.....	<i>Dixondale, Va.</i>
Calmes, Eleanor Moore.....	<i>Laurinburg, N. C.</i>
Cameron, Annie Sutton.....	<i>Hillsboro, N. C.</i>
Campbell, Elizabeth Irene.....	<i>Atlanta, Ga.</i>
Candler, Elizabeth	<i>Savannah, Ga.</i>
Candler, Leonora	<i>Savannah, Ga.</i>
Carrison, Elizabeth	<i>Camden, S. C.</i>

Cherry, Elizabeth Melton.....	<i>Raleigh, N. C.</i>
Chesson, Mary Lillian.....	<i>Plymouth, N. C.</i>
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Clark, Laura Placidia.....	<i>Scotland Neck, N. C.</i>
Clark, Placide Bridgers.....	<i>Tarboro, N. C.</i>
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Cooper, Sophronia Moore.....	<i>Oxford, N. C.</i>
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Disbro, Mary C.....	<i>Atlanta, Ga.</i>
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Edwards, Helen Marie.....	<i>Spring Hope, N. C.</i>
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Gibson, Willie Hargrove.....	<i>Gibson, N. C.</i>
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Hodgson, Anna Rogers.....	<i>Jacksonville, Fla.</i>
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Hopkins, Dorothy Nottingham.....	<i>Onancock, Va.</i>
Hopkins, Marie Louise.....	<i>Brunswick, Ga.</i>
Hoppe, Laura Margaret.....	<i>Marietta, Ga.</i>
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Hunt, Janie Outlaw.....	<i>Oxford, N. C.</i>
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Jordan, Margaret Calvert.....	<i>Portsmouth, Va.</i>
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Pride, Helen Cadwallader.....	<i>Portsmouth, Va.</i>
Pritchett, Mary Elizabeth.....	<i>Jacksonville, Fla.</i>
Pugh, Lois	<i>Savannah, Ga.</i>
Quinerly, Sallie Bett.....	<i>Ayden, N. C.</i>
Randall, Maude Helen.....	<i>Bloomfield, N. J.</i>
Rawlings, Susan Porter.....	<i>Wilson, N. C.</i>
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Rogers, Winifred Richards.....	<i>Jacksonville, Fla.</i>

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Stone, Florence Douglas.....	<i>Raleigh, N. C.</i>
Strong, Frances Lambert.....	<i>Raleigh, N. C.</i>
Swann, Ethel B.....	<i>Jasper, Texas.</i>
Tarry, Elizabeth Anderson.....	<i>Woodworth, N. C.</i>
Taylor, Mary Elizabeth.....	<i>Greensboro, N. C.</i>
Taylor, Susie Womack.....	<i>Raleigh, N. C.</i>
Thomas, Elizabeth	<i>Rockingham, N. C.</i>
Thomas, Margaret May.....	<i>Durham, N. C.</i>
Tucker, Earle Elizabeth.....	<i>Grifton, N. C.</i>
Turpin, Anne Page.....	<i>Macon, Ga.</i>
Turpin, Virginia Byrd.....	<i>Macon, Ga.</i>
Tyson, Mary Glenn.....	<i>Carthage, N. C.</i>
Underwood, Janie McRee.....	<i>Fayetteville, N. C.</i>
Vinson, Sadie Walton.....	<i>Littleton, N. C.</i>
Vose, Mary Scott.....	<i>Macomb, Ill.</i>
Walker, Elizabeth LeGrande.....	<i>Raleigh, N. C.</i>
Walker, Frances Warner.....	<i>Edenton, N. C.</i>
Walters, Frances Macon.....	<i>Raleigh, N. C.</i>
Ward, Katherine Mortimer.....	<i>Weldon, N. C.</i>

Waring, Cornelia	<i>Bedford, N. Y.</i>
Waring, Elizabeth	<i>Bedford, N. Y.</i>
Warren, Myrtle Wilson.....	<i>Greenville, N. C.</i>
Warren, Pencie Creecy.....	<i>Edenton, N. C.</i>
Washburn, Mary Elizabeth.....	<i>Lillington, N. C.</i>
Weathers, Laurie	<i>Raleigh, N. C.</i>
Webb, Adriana Relay.....	<i>Houston, Va.</i>
Webb, Ovid Kinsolving.....	<i>Houston, Va.</i>
Welsh, Sarah Hampton.....	<i>Monroe, N. C.</i>
White, Bessie Peele.....	<i>Elizabeth City, N. C.</i>
Wilkinson, Rosalie	<i>Charlotte, N. C.</i>
Williams, Annie Bell.....	<i>Red Springs, N. C.</i>
Willis, Mary Henley.....	<i>Yorkville, S. C.</i>
Wilson, Josephine Saville.....	<i>San Luis Potosi, Mexico.</i>
Winston, Amabel Conyers.....	<i>Raleigh, N. C.</i>
Winston, Lizzie Ada.....	<i>Selma, N. C.</i>
Wood, Marian C.....	<i>Brunswick, Ga.</i>
Wood, Nellie Robbins.....	<i>Elizabeth City, N. C.</i>
Woodruff, Jennie Elizabeth.....	<i>Summerville, S. C.</i>
Wright, Bernice McIntyre.....	<i>Gibson, N. C.</i>
Wright, Helen Cherry.....	<i>Boardman, N. C.</i>
Wright, Martha Boardman.....	<i>Boardman, N. C.</i>
Yates, Gladys Eccles.....	<i>West Raleigh, N. C.</i>

Lower Preparatory

Arnold, Nannie Elizabeth.....	<i>Raleigh, N. C.</i>
Barber, Harriet Atkinson.....	<i>Raleigh, N. C.</i>
Barrow, Mary Lenore.....	<i>Raleigh, N. C.</i>
Blacknall, Ella Taylor.....	<i>Raleigh, N. C.</i>
Briggs, Mildred Winston.....	<i>Raleigh, N. C.</i>
Cameron, Isabella Mayo.....	<i>Raleigh, N. C.</i>
Cross, Elizabeth Murray.....	<i>Raleigh, N. C.</i>
Douglass, Nellie Marguerite.....	<i>Raleigh, N. C.</i>
Folk, Elizabeth McMorine.....	<i>Raleigh, N. C.</i>
Freeman, Evie Walker.....	<i>Raleigh, N. C.</i>
Giersch, Alice May.....	<i>Raleigh, N. C.</i>
Harrison, Florence Leftwich.....	<i>Raleigh, N. C.</i>
Hill, Randolph	<i>Raleigh, N. C.</i>
Hoke, Mary McBee.....	<i>Raleigh, N. C.</i>
Hughes, Elizabeth Martha.....	<i>Kaleigh, N. C.</i>
Hughes, Katherine Dorothy.....	<i>Raleigh, N. C.</i>
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Lay, Ellen Booth.....	<i>Raleigh, N. C.</i>
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Primary

Ashe, Wyndham Trapier.....	<i>Raleigh, N. C.</i>
Baker, Elizabeth Whiteley.....	<i>Raleigh, N. C.</i>
Baker, Katharine Haywood.....	<i>Raleigh, N. C.</i>
Bowen, Phyllis Eugenia.....	<i>Raleigh, N. C.</i>
Boylston, Adelaide Snow.....	<i>Raleigh, N. C.</i>
Browne, Cicely Cushman.....	<i>Raleigh, N. C.</i>
Cameron, Sallie Taliaferro.....	<i>Raleigh, N. C.</i>
Johnson, Charlotte Elizabeth.....	<i>Raleigh, N. C.</i>
Jones, Isabelle Hay.....	<i>Raleigh, N. C.</i>
Lay, Virginia	<i>Raleigh, N. C.</i>
Morgan, Mary Strange.....	<i>Raleigh, N. C.</i>
McCarty, Jean Galbraith.....	<i>Raleigh, N. C.</i>
Raney, Mary Denson.....	<i>Raleigh, N. C.</i>
Robbins, Roella	<i>Raleigh, N. C.</i>
Rosenthal, Corrinne Frances.....	<i>Raleigh, N. C.</i>
Staudt, Janie Helen.....	<i>Raleigh, N. C.</i>
Williford, Mildred Prince.....	<i>Raleigh, N. C.</i>
Woollcott, Elizabeth	<i>Raleigh, N. C.</i>

Special Students in Art and Music

Ashe, Mrs. Thomas M.....	<i>Raleigh, N. C.</i>
Baker, Essie	<i>Raleigh, N. C.</i>
Bayne, Mr. T. L.....	<i>West Raleigh, N. C.</i>
Bowen, Annie Goulden.....	<i>West Raleigh, N. C.</i>
Bowen, Eunice Woodward.....	<i>West Raleigh, N. C.</i>

Bowen, Isabel	West Raleigh, N. C.
Bowen, Mary Elizabeth.....	West Raleigh, N. C.
Busbee, Florence Cooper.....	Raleigh, N. C.
Dortch, Lucy Bayard.....	Raleigh, N. C.
Elias, Mr. Miguel.....	Raleigh, N. C.
Fisher, Mr. S. J.....	Raleigh, N. C.
Jones, Helen Marie.....	Raleigh, N. C.
Lee, Ruth Addison.....	Raleigh, N. C.
Mann, Eleanor Vass.....	Raleigh, N. C.
Mehegan, Mrs. Selma.....	Raleigh, N. C.
Parker, Sadie Evelyn.....	Raleigh, N. C.
Pickel, Marion C.....	Raleigh, N. C.
Sears, Frances McKee.....	Raleigh, N. C.
Smith, Annie Olivia.....	Raleigh, N. C.
South, Mr. Donald C.....	West Raleigh, N. C.
Stephenson, Lina Pegram.....	Raleigh, N. C.
Tyree, Irene Owen.....	Raleigh, N. C.

Total enrollment 301

Boarding enrollment 187

Statement

Statement of the ownership, management, etc., of the ST. MARY'S SCHOOL BULLETIN, published quarterly at Raleigh, N. C., required by the Act of Congress of August 24, 1912.

Editor—REV. GEORGE W. LAY.....Raleigh, N. C.

Managing Editor—ERNEST CRUIKSHANK.....Raleigh, N. C.

Business Manager—ERNEST CRUIKSHANK.....Raleigh, N. C.

Publisher and Owners—The Trustees of St. Mary's School.

Known Bondholders, Mortgagees, and other Security Holders—None.

(Signed) ERNEST CRUIKSHANK,
Business Manager.

Sworn to and subscribed before me, this day of October, 1912.

FRANK P. HAYWOOD, JR.,

(Seal.)

Notary Public.

(My commission expires March 1, 1914.)

Form of Bequest

“I give, devise and bequeath to the Trustees of St. Mary’s School, Raleigh, North Carolina, their successors and assigns, absolutely and forever (the property given),, in trust that it shall be used for the benefit of said School, in the discretion of said Trustees, for building, improvement, equipment, or otherwise”

(or)

“in trust to be invested and the income derived therefrom to be used for the benefit of said School in such manner and for such purposes as to the Trustees may seem best.”

St. Mary's

The Diocesan School (for Girls) of the Carolinas

The 71st session of St. Mary's School begins September 19, 1912.

Easter Term begins January 23, 1913.

For Bulletins and other information, address

REV. GEORGE W. LAY,

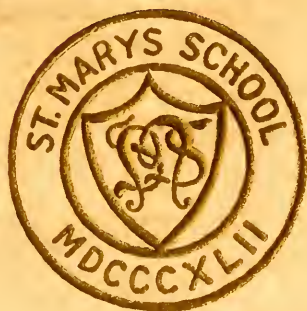
RECTOR.

August, 1913

Series 2, No. 3

St. Mary's School

BULLETIN



RALEIGH, N. C.

Catalogue Number

Published Quarterly by St. Mary's School
Raleigh, North Carolina

ENTERED JULY 3, 1905, AT RALEIGH, N. C., AS SECOND CLASS MATTER
UNDER ACT OF CONGRESS OF JULY 16, 1894

St. Mary's School

RALEIGH, N. C.

Founded in 1842 by Aldert Smedes, D.D.



WEST WING

MAIN BUILDING

EAST WING

PANORAMIC VIEW OF ST. MARY'S RA



RECTOR'S

CHAPEL

WEST ROCK

WEST WING

STUDENTS HALL

EAST WING

EAST ROCK

SENIOR HALL

ART BUILDING

AUDITORIUM

PANORAMIC VIEW OF SAINT MARY'S, RALEIGH, NORTH CAROLINA

July, 1913

Series 2, No. 3

St. Mary's School

BULLETIN



RALEIGH, N. C.

Catalogue Number

Published Quarterly by St. Mary's School
Raleigh, North Carolina

Entered July 3, 1905, at Raleigh, N. C., as second class matter
under act of Congress of July 16, 1894

CALENDAR

1913

SEPTEMBER							OCTOBER							NOVEMBER							DECEMBER							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
	7	8	9	10	11	12	13	5	6	7	8	9	10	11	2	3	4	5	6	7	8	1	2	3	4	5	6	13
14	15	16	17	18	19	20	21	12	13	14	15	16	17	18	9	10	11	12	13	14	15	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	19	20	21	22	23	24	25	16	17	18	19	20	21	22	21	22	23	24	25	26	27
28	29	30						26	27	28	29	30	31		23	24	25	26	27	28	29	28	29	30	31			
														30														

1914

JANUARY							APRIL							JULY							OCTOBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
4	5	6	7	8	9	10	5	6	7	8	9	10	11	5	6	7	8	9	10	11	4	5	6	7	8	9	10
11	12	13	14	15	16	17	12	13	14	15	16	17	18	12	13	14	15	16	17	18	11	12	13	14	15	16	17
18	19	20	21	22	23	24	19	20	21	22	23	24	25	19	20	21	22	23	24	25	18	19	20	21	22	23	24
25	26	27	28	29	30	31	26	27	28	29	30			26	27	28	29	30	31		25	26	27	28	29	30	31
FEBRUARY							MAY							AUGUST							NOVEMBER						
1	2	3	4	5	6	7							1	2						1	1	2	3	4	5	6	7
8	9	10	11	12	13	14	3	4	5	6	7	8	9	2	3	4	5	6	7	8	8	9	10	11	12	13	14
15	16	17	18	19	20	21	10	11	12	13	14	15	16	9	10	11	12	13	14	15	15	16	17	18	19	20	21
22	23	24	25	26	27	28	17	18	19	20	21	22	23	16	17	18	19	20	21	22	22	23	24	25	26	27	28
							24	25	26	27	28	29	30	23	24	25	26	27	28	29	29	30					
							31							30	31												
MARCH							JUNE							SEPTEMBER							DECEMBER						
1	2	3	4	5	6	7		1	2	3	4	5	6		1	2	3	4	5			1	2	3	4	5	
8	9	10	11	12	13	14	7	8	9	10	11	12	13	6	7	8	9	10	11	12	6	7	8	9	10	11	12
15	16	17	18	19	20	21	14	15	16	17	18	19	20	13	14	15	16	17	18	19	13	14	15	16	17	18	19
22	23	24	25	26	27	28	21	22	23	24	25	26	27	20	21	22	23	24	25	26	20	21	22	23	24	25	26
29	30	31					28	29	30					27	28	29	30				27	28	29	30	31		

1915

JANUARY							FEBRUARY							MARCH							APRIL						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
3	4	5	6	7	8	2	7	1	2	3	4	5	6	7	1	2	3	4	5	6	4	5	6	7	1	2	3
10	11	12	13	14	15	9	14	15	16	17	18	19	20	14	15	16	17	18	19	20	11	12	13	14	15	16	17
17	18	19	20	21	22	16	21	22	23	24	25	26	27	21	22	23	24	25	26	27	18	19	20	21	22	23	24
24	25	26	27	28	29	23	28							28	29	30	31				25	26	27	28	29	30	
31																											

Calendar for 1913-14

1913.

September 15, Monday.....	Faculty assemble at St. Mary's.
September 16, Tuesday.....	Registration and Classification of City Pupils; New Boarding Pupils report by 7 p. m.
September 17, Wednesday.....	Preliminary Examinations; Old Boarding Pupils report by 7 p. m.; Registration and Classification of Boarding Pupils.
September 18, Thursday.....	Opening service of Advent Term (First Half-year) at 9 a. m.
November 1, Saturday.....	All Saints: Founders' Day.
November 20, Thursday.....	Second Quarter begins.
November 27.....	Thanksgiving Day.
December 20—January 6.....	Christmas Recess.

1914.

January 6, Tuesday.....	All pupils report by 7 p. m.
January 22, Thursday.....	Easter Term (Second Half-year) begins.
February 25, Ash Wednesday.....	Lent begins.
March 11, Thursday.....	Last Quarter Begins.
April 5, Palm Sunday.....	Annual Visit of the Bishop for Confirmation.
April 10, Good Friday	Holy Day.
May 12, Tuesday	Alumnæ Day: 72d Anniversary of the Founding of St. Mary's.
May 25—May 27.....	Commencement Season.
September 17, Thursday.....	73d Session Begins.

No absence from the school is allowed at or near Thanksgiving Day, Washington's Birthday, or from Palm Sunday to Easter inclusive. The only recess is at Christmas.

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The Board of Trustees

The Bishops

RT. REV. JOS. BLOUNT CHESHIRE, D.D., <i>Chairman</i>	Raleigh, N. C.
RT. REV. ROBT. STRANGE, D.D.....	Wilmington, N. C.
RT. REV. WM. ALEXANDER GUERRY.....	Charleston, S. C.
RT. REV. JUNIUS M. HORNER.....	Asheville, N. C.

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COL. CHAS. E. JOHNSON, Raleigh.	MR. D. Y. COOPER, Henderson.
MR. W. A. ERWIN, Durham. (until 1915)	MR. GRAHAM ANDREWS, Raleigh. (until 1918)

EAST CAROLINA.

REV. R. B. DRANE, D.D., Edenton.	REV. T. P. NOE, Wilmington.
MR. FRANK WOOD, Edenton. (until 1915)	MR. GEO. C. ROYALL, Goldsboro. (until 1918)

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REV. T. T. WALSH, Yorkville.	REV. L. G. WOOD, Charleston.
MR. P. T. HAYNE, Greenville. (until 1914)	MR. T. W. BACOT, Charleston. (until 1914)

ASHEVILLE.

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HON. WM. A. HOKE, Lincolnton. (until 1915)	MR. F. A. CLINARD, Yadkin Valley. (until 1914)

Executive Committee

RT. REV. J. B. CHESHIRE, D.D., <i>Chairman</i> .	
COL. CHAS. E. JOHNSON.	DR. R. H. LEWIS.
HON. W. A. HOKE.	MR. GEORGE C. ROYALL.
MR. D. Y. COOPER.	

Secretary and Treasurer

DR. K. P. BATTLE, JR.

The Faculty and Officers of St. Mary's

1913-1914

REV. GEORGE W. LAY.....Rector
 Miss ELEANOR W. THOMAS.....Lady Principal
 ERNEST CRUIKSHANK..Secretary and Business Manager

The Academic Department

REV. GEORGE W. LAYBible, Ethics and Pedagogy
 (A.B., Yale, 1882; B.D., General Theological Seminary, 1885; master
 in St. Paul's School, Concord, N. H., 1888-1907. Rector of St Mary's,
 1907—)

ELEANOR W. THOMASEnglish and Literature
 (A.M., College for Women, S. C., 1900; B.S., Columbia University,
 N. Y., 1913. St. Mary's, 1900-'04; 1905-'12; 1913—)

WILLIAM E. STONE.....History and German
 (A.B., Harvard, 1882; principal, Edenton, N. C., Academy, 1901-02;
 master in Porter Academy, Charleston, 1902-'03. St. Mary's, 1903—)

ERNEST CRUIKSHANK.....Science
 (A.B., Washington College, Md., 1897; A.M., 1898; graduate student
 Johns Hopkins University, 1900. St. Mary's, 1903—)

MARGARET RICKS.....Mathematics
 (A.B., Converse College, 1907; A.M., Georgetown College (Ky.) 1911;
 student at Knoxville Summer School. St. Mary's, 1911—)

BLANCHE E. SHATTUCK.....English
 (Graduate Boston (Mass.) High School; graduate and postgraduate
 Boston School of Expression; student Harvard Summer School;
 Instructor in Greensboro Female College, Wilson College, High Point
 Schools, etc. St. Mary's, 1912—)

MARIE RUDNICKA.....French
 (Cours de l'Hotel de Ville, Paris; instructor in St. Mary's College,
 Dallas, 1907-'12. St. Mary's, 1912—)

A. JOUET MCGAVOCKLatin
 (A.B., Randolph-Macon Woman's College, 1899, A.M., 1900; M.A.,
 Columbia University, 1913. Instructor in Stonewall Jackson Insti-
 tute, Abington, Va.; St. Mary's Hall; The Bishop's School, San
 Diego, etc., etc. St. Mary's, 1913—)

FRANCES RANNEY BOTTUMScience and English
 (San Diego, Cal., Normal College, 1910-11; graduate St. Mary's, 1912;
 summer student Teacher's College, Columbia University, 1913. St.
 Mary's, 1912—)

FLORENCE C. DAVIS.....Elocution and Physical Culture
 (B.O., Emerson College, Boston, 1906; Elmira College; Posse Gym-
 nasium. St. Mary's, 1911—)

LUCY ELIZABETH ROBINS.....Preparatory School

(Graduate, State Normal School, Farmville, Va., 1909; teacher in The Glebe School, Gloucester; Bristol, Va., Schools. St. Mary's, 1913—)

KATE McKIMMON.....Primary School

(Student and teacher at St. Mary's since 1861.)

Music Department

MARTHA A. DOWD, *Director*..... { Piano, Theory,
History of Music

(Graduate of St. Mary's, 1884; pupil of Kuersteiner, Sophus Wiig, Albert Mack. St. Mary's, 1886—; Director of Music, 1903—)

R. BLINN OWEN.....Organ, In charge of Voice

(M.Mus., Detroit School of Music; pupil of Zimmermann, Mazurette, Theo. Beach of Detroit; Kreutschmar, in New York, Ellison Van Hoose; teacher in Detroit and New York; private teacher in Bluefield, W. Va., and Greensboro, N. C., 1906-'09. St. Mary's, 1909—)

NELLY AGATHA PHILLIPS.....Piano

(Graduate New England Conservatory of Music, 1912. Pupil of Carl Baerman. St. Mary's, 1912—)

ETHEL IDA ROWAND.....Voice

(A.B., Brown University, 1907; A.M., 1910. Graduate student Wellesley College, 1907-'09; pupil of Anna Miller Wood in Boston, 1910-'12. St. Mary's, 1912—)

BEATRICE MURIEL ABBOTTViolin

(Pupil of Van Hulsteyn at Peabody Conservatory, Baltimore, 1903-'06; of Sevik in Prague, 1906-'09; first diploma, Conservatory of Music, Geneva, Switzerland, 1911. Instructor in Wells College; in Columbia College, S. C. St. Mary's, 1913—)

RHETA ISAACSPiano

(Pupil of Leshetzky in Vienna; certificate pupil Klindworth-Schwarwenka Conservatory, Berlin, 1907-'11. Private teacher, New York City. St. Mary's, 1913—)

REBECCA HILL SHIELDSPiano

(Graduate, St. Mary's, 1910. Certificate in Piano, St. Mary's, 1910; certificate, Virgil Piano School, New York, 1912. Fassifern, 1911-'13; St. Mary's, 1913—)

ZONA MAY SHULLVoice

(Certificate in Voice, St. Mary's, 1911; diploma, 1912; certificate in Piano, 1912. Pupil of Blinn Owen; pupil of Ellison Van Hoose. Assistant in St. Mary's, 1911-'12; private teacher, Bluefield, W. Va., 1913. St. Mary's, 1913—)

Art Department

CLARA I. FENNER, *Director*..... { Drawing, Painting,
Design, etc.

(Graduate Maryland Institute School of Art and Design; special student Pratt Institute, 1905; special student in Paris, 1907. Director of Art, St. Mary's, 1892-'96; 1902—)

Elocution Department

FLORENCE C. DAVIS, *Director*...Elocution, Dramatic Art

(B.O., Emerson College, Boston, 1906; Elmira College (N. Y.); Posse
Gymnasium, Boston; private studio, Elmira; substitute teacher,
Miss Metcalf's School, Tarrytown, 1908; teacher, Reidsville Seminary
(N. C.), 1909-'11. Director of Elocution, St. Mary's, 1911—)

Business Department

LIZZIE H. LEE, *Director*..... { Stenography, Typewriting
Bookkeeping

(Director of the Department, 1896—)

JULIET B. SUTTON.....Assistant

(St. Mary's, 1898—)

Household Arts Department

HAZEL A. METCALFDomestic Science, Domestic Art

(Associate, Lewis Institute, Chicago, 1913. St. Mary's, 1913—)

Officers 1913-1914

REV. GEORGE W. LAY.....Rector

MISS ELEANOR W. THOMASLady Principal

MISS LILLIAN FENNERHousekeeper

MISS ELISE G. STILESAssistant Housekeeper

MISS LOLA E. WALTON.....Matron of the Infirmary

DR. A. W. KNOX.....School Physician

ERNEST CRUIKSHANK, Secretary and Business Manager

MISS LIZZIE H. LEE.....Bookkeeper

MISS JULIET B. SUTTON.....Stenographer

MRS. MARY IREDELL.....Agent of the Trustees

.

St. Mary's School

History and Description

St. Mary's School was founded in May, 1842, by the Rev. Aldert Smedes, D.D.

It was established as a Church school for girls and was for thirty-six years the chosen work of the founder, of whose life work Bishop Atkinson said: "It is my deliberate judgment that Dr. Smedes accomplished more for the advancement of this Diocese (North Carolina), and for the promotion of the best interests of society in its limits, than any man who ever lived in it."

The present location was first set apart as the site for an Episcopal school in 1832, when influential churchmen, carrying out a plan proposed by Bishop Ives, purchased the present "Grove" as a part of a tract of 160 acres, to be used in establishing a Church school for boys. First the East Rock House, then West Rock House and the Main Building were built for use in this boys' school. But the school, though it started out with great promise, proved unsuccessful and was closed; and the property passed back into private hands.

Dr. Aldert Smedes, a New Yorker by birth and education, had given up parish work on account of a weak throat, and was conducting a successful girls' school in New York City when in 1842 Bishop Ives met him and laid before him the opportunity in his North Carolina diocese. The milder climate attracted Dr. Smedes; he determined on the effort; came to Raleigh with a corps of teachers; gave St. Mary's its name, and threw open its doors in May, 1842.

From the first the school was a success, and for the remainder of his life Dr. Smedes allowed nothing to interrupt the work he had undertaken. During the years of the War between the States St. Mary's was at the same time school

and refuge for those driven from their homes. It is a tradition of which her daughters are proud, that during those years of struggle her doors were ever open, and that at one time the family of the beloved President of the Confederacy were sheltered within her walls.

On April 25, 1877, Dr. Smedes died, leaving St. Mary's to the care of his son, Rev. Dr. Bennett Smedes, who had been during his father's lifetime a teacher in the school. This trust was regarded as sacred, and for twenty-two years, in which he spared neither pains nor expense, Dr. Bennett Smedes carried on his father's work for education.

During this eventful half-century, St. Mary's was in the truest sense a Church school, but it was a private enterprise. The work and the responsibility were dependent upon the energy of the Drs. Smedes. Permanence required that the school should have a corporate existence and be established on a surer foundation as a power for good, and in 1897 Dr. Bennett Smedes proposed to the Diocese of North Carolina that the Church should take charge of the school.

The offer was accepted; the Church assumed responsibility, appointed Trustees, purchased the school equipment from Dr. Smedes and the real property from Mr. Cameron; and in the fall of 1897 was granted a charter by the General Assembly.

By this act of the Assembly, and its later amendments, the present corporation—The Trustees of St. Mary's School—consisting of the Bishops of the Church in the Carolinas, and clerical and lay trustees from each diocese or district, was created.

The Board of Trustees, by the terms of the charter, is empowered "to receive and hold lands of any value which may be granted, sold, devised or otherwise conveyed to said corporation, and shall also be capable in law to take, receive and possess all moneys, goods and chattels of any value and to any amount which may be given, sold or bequeathed to or for said corporation."

The Church was without funds for the purchase of the school property, and the Trustees undertook a heavy debt in buying it, but the existence of this debt only slightly retarded the improvements which were made from year to year in the school buildings and equipment, and in May, 1906, the Trustees were able to announce that the purchase debt was lifted and the School was the unencumbered property of the Church in the Carolinas.

Dr. Bennett Smedes, who had long wished for the disposition of St. Mary's that was actually effected, continued as Rector after the Church assumed charge, until his death on February 22, 1899. To succeed him, the Trustees called the Rev. Theodore DuBose Bratton, Rector of the Church of the Advent, Spartanburg, S. C., and a teacher of long training. In September, 1899, Dr. Bratton took charge, and for four years administered the affairs of the School very successfully. In May, 1903, he was chosen Bishop of Mississippi. In September, 1903, the Rev. McNeely DuBose became Rector and the School continued its useful and successful career under his devoted care for four years, until he resigned in May, 1907, to resume parish work. In September, 1907, the Rev. George W. Lay assumed the management.

Educational Position

During the life of the founder, St. Mary's was a high-class school for the general education of girls, the training being regulated by the needs and exigencies of the times. Pupils finished their training without "graduating." In 1879, under the second Rector, set courses were established, covering college preparatory work without sacrificing the special features which the School stands for, and in May, 1879, the first class was regularly graduated.

By the provisions of the charter of 1897, the Faculty of St. Mary's, "with the advice and consent of the Board of Trustees, shall have the power to confer all such degrees and marks of distinction as are usually conferred by colleges and

universities," and at the annual meeting in May, 1900, the Trustees determined to establish the College, in which the Study of the Liberal Arts and Sciences might be pursued at St. Mary's on an equal standard with other colleges for women. In carrying out this idea the College was added to the Preparatory School.

The College course is equal to that for which an A.B. degree is awarded at a large proportion of our Southern colleges for women; and, if the proper electives are chosen, prepares the graduates for entrance into the junior class of the best colleges in the country.

A graduate of St. Mary's receives a diploma; but it has been thought wise to confer no degree, although that power is specified in the charter.

St. Mary's at present offers opportunity for continuous education from the primary grades through the college; but St. Mary's offers more than the opportunity for a thorough academic education. Supplementing the work of the Academic Department are the Departments of Music, Art, and Elocution, the Business Department, and a course in Domestic Science.

The organization, requirements and courses of each of these departments are described at length in this catalogue.

Location

Raleigh, the Capital of North Carolina, is accessible by the Southern, the Seaboard Air Line, and the Norfolk Southern railroads from all directions, affording ready and rapid communication with all points in Florida and Georgia, in addition to easy access to points in the Carolinas and Virginia. It is situated on the eastern border of the elevated Piedmont belt, and is free from malarial influences, while a few miles to the east the broad level lands of the Atlantic coast plain stretch out to the ocean. The city thus enjoys the double advantage of an elevation sufficient to insure a light, dry atmosphere, and perfect drainage, and propinquity

to the ocean sufficiently close to temper very perceptibly the severity of the winter climate. The surrounding country is fertile and prosperous, affording an excellent market.

The Campus, Buildings and General Equipment

St. Mary's is situated on the highest elevation in the city, about a half-mile due west of the Capitol, surrounded by its twenty-acre grove of original forest of oak and pine, with a frontage of about twelve hundred feet on one of the most beautiful residence streets. The site is all that can be desired for convenience, health and beauty. The campus contains almost a mile of walks and driveways, with tennis courts and basketball grounds for outdoor exercise.

The Buildings

The buildings are fourteen in number, and are conveniently grouped. All those in the regular work of the School are so connected by covered ways that the pupil can go to and from classrooms, dining hall, and Chapel without exposure to the weather. The buildings are heated by steam and are lighted with electricity throughout. Modern fire escapes, in addition to other precautions, minimize any danger from fire.

The MAIN BUILDING, the principal academic building, is of brick, three and a half stories high. It contains recreation rooms and the Domestic Science Department on the basement floor; the parlor and the schoolroom on the first floor; rooms for teachers and pupils on the second floor; and on the third floor, rooms for pupils and a large dormitory. The halls are spacious, with front and rear stairways. Bathrooms and closets are conveniently located in this building and in all the buildings used for dormitory purposes.

Adjoining the Main building on the east and west and connected with it are the new WINGS, three stories high, built in 1909, containing on the lower floors large classrooms and on the two upper floors, large comfortable rooms for pupils

with two wardrobe closets connected with each room, bathrooms and trunk elevators, and attics for the storage of trunks.

The EAST AND WEST ROCK HOUSES are two-story stone buildings connected with the Main Building by covered corridors of brick. The East Rock contains the Rector's office, the Post-office and the Business Offices, a sitting room for the Faculty, a reception room, and a suite of rooms for the Business School on the first floor; on the second floor, rooms for teachers and college students. The West Rock has a dormitory on the first floor, and on the second, rooms for teachers and pupils.

The NORTH DORMITORY, completed in the fall of 1901, is a two-story frame building, having rooms for teachers on the first floor and on the second floor rooms for students.

CLEMENT HALL, built in 1910 out of funds bequeathed by Miss Eleanor Clement, a former teacher, who in this way showed her devotion to St. Mary's, is a large modern building situated back of the main group of buildings and connected with them by a covered way. It contains on the first floor a gymnasium 50 by 90 feet, and above this a spacious dining hall capable of seating comfortably three hundred people. Back of the dining room are the serving room, kitchen, store-rooms, etc.

The ART BUILDING is a two-story brick building of Gothic design. On the first floor are the Library and recitation rooms; and on the second floor are the Science Laboratory, the Music Director's room, and the Studio. The Studio, a spacious gallery 26 by 64 feet, lighted by four large skylights, with an open ceiling finished in oil, forms a most beautiful home for the Art School.

The PITTMAN MEMORIAL BUILDING, a fine auditorium, immediately east of the Art Building, was completed in 1907. This building was in large part provided through a bequest in the will of Mrs. Mary Eliza Pittman, of Tarboro, and is in

memory of her daughter, Eliza Battle Pittman, formerly a pupil of St. Mary's.

The PIANO ROOMS, twenty in number, built in 1901, are located along one of the covered ways, outside of any of the main buildings. They add greatly to the efficiency of the Music School, while their location keeps the sound from disturbing other work.

The CHAPEL, designed by Upjohn and built in the early days of the School, was entirely rebuilt in 1905 through the efforts of the Alumnæ. It is cruciform in shape and has over three hundred sittings. It is furnished with a fine pipe organ of two manuals and sixteen stops, an "in memoriam" gift of Mrs. Bennett Smedes. The services of the Church are held here on week days as well as on Sundays.

The INFIRMARY, built in 1903, is the general hospital for ordinary cases of sickness. It is built after the most approved models, and is provided with the latest sanitary equipment. It contains two large wards, a private ward, rooms for the Matron, pantry, and bathroom. The Annex, a separate building, provides facilities for isolation in case of any possible contagious disease.

The LAUNDRY BUILDING, containing first-class equipment for a complete and up-to-date steam laundry for the school, was added to the school property in the summer of 1906.

The Laundry and Boiler House, with the two large boilers which run the steam plant and laundry; the Stables; and the Annex-infirmery, held for emergency use in case of contagious diseases, are all to the rear of the school buildings proper, while located conveniently for the purposes for which they are used.

The RECTORY of St. Mary's was built in 1900 upon a beautiful site on the west side of the campus, and is occupied by the Rector's family. On the east side, entirely independent of the School but within the Grove, is located the episcopal residence of the Diocese of North Carolina, "Ravenscroft."

The Life at St. Mary's

The aim of St. Mary's is to make the daily life of the students that of a well-regulated Christian household. The effort is to direct the physical, intellectual and moral development of the individual, with all the care that love for young people and wisdom in controlling them render possible.

The pupils are distributed, chiefly in accordance with age and classification, among the nine halls and two dormitories. North Hall and the East and West Rock Halls contain double rooms. In the Main Building the rooms accommodate three and four pupils, with a few double rooms.

The Wings contain twenty double rooms for students, four rooms for three and four single rooms. Each hall is presided over by a teacher who acts as Hall Mother. The three dormitories are spacious and well ventilated. They are divided into single alcoves by partitions six feet high, and in them the students enjoy the comforts of privacy and at the same time are under the wholesome restraint of teachers, of whom there is one in each dormitory. These Dormitory and Hall Mothers have special opportunities for correcting the faults and for training the character of the pupils under their charge, and these opportunities have been used with marked results. Pupils during their first year at St. Mary's are ordinarily assigned to one of the dormitories.

The school hours, half-past eight to a quarter-past three, are spent in recitation, in music practice, or in study in the Study Hall or Library, the more advanced pupils being allowed to study in their rooms.

Recreation Periods

The latter part of the afternoon is free for recreation and exercise, and the pupils are encouraged to be as much as possible in the open air and are also required to take some definite exercise daily. In addition to this exercise each pupil (not a Junior or Senior) is required to take definite class in-

struction and practice in Physical Culture three times a week under the direction of the instructor in Physical Culture. A special division is provided for those who are delicate or require some special treatment.

A half-hour of recreation is enjoyed by the pupils before the evening study period and another half-hour after the evening study period before going to their rooms for the night, when they gather in the roomy parlor, with its old associations and fine collection of old paintings, and enjoy dancing among themselves, and other social diversions.

The Library

The Library, located in the Art Building, is the center of the literary life of the school. It contains upward of twenty-five hundred volumes and the leading current periodicals and papers. The Library is essentially a work room, and is open throughout the day, and to advanced students at night, offering every facility for use by the students; and their attention is called frequently to the importance of making constant and careful use of its resources.

Chapel Services

The Chapel is the soul of St. Mary's, and twice daily teachers and pupils gather there on a common footing. During the session the religious exercises are conducted very much as in any well-ordered congregation. As St. Mary's is distinctly a Church school, *all boarding pupils are required to attend the daily services and also those on Sunday*. Regular day pupils are only required to attend the morning services, and only on the days when recitations are held.

The systematic study of the Bible is a regular part of the school course, and in addition, on Sunday morning the boarding pupils spend a half-hour in religious instruction.

Care of Health

Whenever a pupil is so indisposed as to be unable to attend to her duties or to go to the dining hall, she is required to go

to the Infirmary, where she is removed from the noise of the student life and may receive special attention away from contact with the other pupils. The Matron of the Infirmary has general care of the health of the pupils and endeavors to win them by personal influence to such habits of life as will prevent breakdowns and help them overcome any tendencies to sickness. Even a slight indisposition is taken in hand at the beginning, and thus its development into serious sickness is prevented.

The employment of a School Physician enables the School to keep very close supervision over the health of the girls. The Medical Fee covers the ordinary attendance of the physician and such small doses as pupils need from time to time. This arrangement leaves the school free to call in the physician at any time, and thus in many cases to use preventive measures, where under other circumstances unwillingness to send for the doctor might cause delay and result in more serious illness. The general health of the School for many years past has been remarkable.

The School Work

The SCHOOL YEAR is divided into two terms of eighteen school weeks each. Each term is again divided into two "quarters." This division is made to assist in grading the progress of the pupil. Reports are mailed at the close of each quarter, and when possible also in the middle of each quarter.

It is required that each pupil shall be present at the beginning of the session, and that her attendance shall be regular and punctual to the end. Sickness or other unavoidable cause is the only excuse accepted for nonattendance or tardiness. The amount of work to be done, and the fact that it must be done within the time planned, makes this rule necessary to the progress of the pupil in her course.

It must also be remembered that absence at the beginning of the session retards the proper work of the class and is therefore unfair to the school as a whole.

The Intellectual Training

Particular attention is given to the development of those intellectual habits that produce the maximum of efficiency. The student is expected to work independently, and gradually to strengthen the habit of ready, concentrated and sustained attention in all her thinking processes. Clearness, facility and ease in the expression of thought, oral and written, are carefully cultivated. Every effort is made to develop the best mental habits through every detail of administration which bears upon the intellectual life, whether it be recitation, the study hour, the individual help, or some other feature of the school management.

Lectures and Recitals

An important element in the intellectual life of St. Mary's is the course of lectures given by distinguished professors

and lecturers from North Carolina and elsewhere. These lectures have been of much value to the students, and are intended to be a feature of the school life. In addition to these, there are given at stated times recitals by musicians from abroad, by the Musical Faculty, and by the students of the Music Department.

Student Organizations

While the regular duties at St. Mary's leave few idle moments for the pupils, they find time for membership in various organizations, conducted by them under more or less direct supervision from the School, from which they derive much pleasure and profit. These organizations are intended to supplement the regular duties and to lend help in the development of different sides of the student life. All qualified students are advised, as far as possible, to take an active part in them.

The Woman's Auxiliary

The missionary interests of the school, as a whole, are supplemented by the work of the branches of the Auxiliary. The Senior branch is made up of members of the Faculty; the pupils make up seven Chapters of the Junior Auxiliary, each Chapter being directed by a teacher chosen by its members. These Chapters are known respectively as St. Anne's, St. Catharine's, St. Elizabeth's, St. Margaret's, St. Monica's, St. Agnes' and Lucy Bratton.

The work of the individual Chapters varies somewhat from year to year, but they jointly maintain regularly "The Aldert Smedes Scholarship" in the China Mission, and "The Bennett Smedes Scholarship" in the Thompson Orphanage, Charlotte, and other beneficent work.

The Altar Guild

The Altar Guild has charge of the altar and the decoration of the Chapel.

The Literary Societies

The work of the two Literary Societies—the Sigma Lambda and the Epsilon Alpha Pi—which meet on Tuesday evenings, does much to stimulate the intellectual life. The societies take their names from the Greek letters forming the initials of the two great Southern poets—Sidney Lanier and Edgar Allan Poe. The annual debate between them is a feature of the school life. Both boarders and day pupils are eligible to membership in these societies.

The Muse Club

The students publish monthly a school magazine, *The St. Mary's Muse*, with the news of the school and its alumnae. The Senior Class issues annually a year book, *The Muse*, with the photographs, illustrations, etc., that make it a valued souvenir.

For encouraging contributions to these publications, and supplementing the regular class work and the work of the literary societies, the Muse Club is organized and holds its meetings weekly.

The Sketch Club

The Sketch Club is under the supervision of the Art Department. Frequent excursions are made during the pleasant fall and spring weather for the purpose of sketching from nature, etc.

The Dramatic Club

The Dramatic Club is under the supervision of the Elocution Department. Opportunity is afforded for simple general training that is frequently valuable in teaching poise, enunciation, and expression, while care is taken not to allow any exaggeration.

The Club presents annually some simple drama.

Musical Organizations

The Glee Club is under the supervision of the Music Department. It affords much pleasure to its members, and gives occasional informal recitals.

In addition to this purely voluntary club, the Choir, the Orchestra, the String Club, and the Chorus afford pupils both in and out of the Music Department opportunity to develop their musical talent.

Athletic Clubs

In addition to the regular instruction given by a competent teacher, the pupils, with advisers from the Faculty, have a voluntary athletic association, the object of which is to foster interest in out of door sports. The Association is divided into two clubs for purposes of competition. The Association has tennis, basketball, and walking clubs, which are generally very active in the season proper for these recreations.

Work of the Departments

Academic Department

I. The Primary School; II. The Preparatory School; III. The College.

The Academic Department affords opportunity for a continuous training carried on without interruption from the time the pupil enters school until she leaves the college.

This department consists of the Primary School, the Preparatory School, and the College.

The Primary School and the first two years of the Preparatory School are maintained entirely on account of the local demand. They are not intended for boarding pupils (who must be ready to enter the third year of the Preparatory School, the first High School year).

I. THE PRIMARY SCHOOL.

The Primary School covers the work of four grades. It has been the aim of those in charge, since the opening of the department in 1879, to give its pupils every advantage. To vary the monotony of the three R's, lessons in free-hand drawing, physical culture and singing are given. Kindergarten methods in teaching form and color have been used; in short, every effort is made to make the instruction interesting as well as thorough.

II. THE PREPARATORY SCHOOL.

The Preparatory School covers a four year course corresponding to the last two years of a Grammar School and the first two years of a High School (7th to 10th grades inclusive) of the *highest standard*.

Upper Preparatory

The last two years of the Preparatory School and first two years of the College cover the work of the best High Schools and the courses are numbered for convenience A, B, C and D. See pages 35-36.

The course in the Upper Preparatory is closely prescribed and each pupil is expected to adhere to it. It is intended as a preparation for the College and is also designed to serve as a school for those who, while unable to take a college course, intend to enter the Business Department and prepare themselves for employment in the many avenues of commercial life now open to women.

Admission to the Upper Preparatory classes may be allowed provisionally on certificate without examination; but all candidates are advised to bring or send certificates and also take such examinations as are necessary. School standards differ so materially that much time is lost in the effort to classify candidates satisfactorily on certificates alone, since this results, in many cases, in failure to succeed in the class that is attempted at first.

At entrance every pupil is required to select some definite course and afterwards to keep to it. This requirement is designed to keep pupils from that vacillating course which puts an end to serious work, and can never really accomplish anything. It is not intended to hinder those who, coming to take a special course in Music, Art or Business, desire to occupy profitably their spare time in some one or more of the courses of the College.

III. THE COLLEGE.

The first two years of the present college course are intended to complete the work of a *first-class* high school, and the pupil is limited in well-defined lines and not allowed to specialize or take elective work except within narrow limits; in the last two years the courses are conducted on college lines, and the

pupil, under advice, is permitted in large measure to elect the lines of work best suited to her taste and ability.

The present policy is to make the last two years at St. Mary's equal in curriculum and in the quality of the work to the first two years of the best colleges for women, so that those who may choose to prolong their college work may be fitted to enter the Junior Class in such institutions.

Care must be exercised in this selection to choose courses that will secure the necessary aggregate of sixty points and that cover the requirements specified on page 30.

Those who intend to enter some higher institution after graduation at St. Mary's should note carefully that the courses in the College should be chosen with reference to the requirements of the higher classes of the institution to which they are expected to go; and that the *choice should be made as early as possible*. A properly arranged course at St. Mary's will admit to the Junior Class of the highest northern colleges. But the course that might lead to the award of a diploma at St. Mary's might not cover the subjects necessary for entrance to the advanced class of any given college of higher grade.

Admission to the Freshman Class

It is preferred that all applicants should bring Certificates showing the work done at their last school along with a Certificate of Honorable Dismissal, and that they should also be examined. This prevents mistakes and disappointment later on and insures better classification. Certificates alone will, however, be accepted provisionally for entrance to the Freshman Class, without examination, from all institutions known to us to be of the proper standard. Such certificates must state specifically that all work required for entrance has been well done, naming text-books, number of pages, and the grade or mark received, together with the length of each recitation and the time spent upon each branch.

Parents and teachers will please remember that, in order to be of any service whatever, a certificate must cover the foregoing points. A statement that a pupil is well-behaved and industrious and has received a grade of 90 in "English" is of no use whatever in enabling the School to decide what work has been accomplished.

Parents are also urged, wherever possible, to obtain certificates of work done, *before the close of the school year*. Teachers are not to blame for inaccuracy in certificates made out from memory when absent on their summer vacations. Such certificates are, however, of little value.

The Requirements for Admission to the Freshman Class of St. Mary's School

In order to be admitted to the Freshman Class of the College the pupil must meet the requirements outlined below in English, History, Mathematics, Science and one foreign language—five subjects in all. If two foreign languages are offered Science may be omitted.

A pupil admitted in four of the five required subjects will be admitted as a Conditioned Freshman.

ENGLISH AND LITERATURE.—A good working knowledge of the principles of English Grammar as set forth in such works as Buehler's *Modern Grammar*, with special attention to the analysis and construction of the English sentence.

Knowledge of elementary Rhetoric and Composition as set forth in such works as Maxwell's *Writing in English*, or Hitchcock's *Exercises in English Composition*.

Candidates are expected to have had at least two years' training in general composition (themes, letter writing, and dictation).

Subjects for composition may be drawn from the following works, which the pupil is expected to have studied: Longfellow's *Evangeline* and *Courtship of Miles Standish* (or *Tales of a Wayside Inn*); selections from Irving's *Sketch Book* (or Irving's *Tales of a Traveler*); Hawthorne's *Twice Told Tales*; Scott's *Ivanhoe* and George Eliot's *Silas Marner*

MATHEMATICS.—Arithmetic complete, with special attention to the principles of percentage and interest. Elementary Algebra complete and Advanced Algebra through Quadratic Equations.

HISTORY.—The History of the United States complete as laid down in a good high school text; the essential facts of English History; the essential facts of Greek and Roman History.

LATIN.—A sound knowledge of the forms of the Latin noun, pronoun and verb, and a knowledge of the elementary rules of syntax and composition as laid down in a standard first-year book and beginner's composition (such as Bennett's *First Year Latin* and Bennett's *Latin Composition*). The first three books of Cæsar's Gallic War.

FRENCH or GERMAN.—A first-year course leading to the knowledge of the elements of the grammar and the ability to read simple prose.

SCIENCE.—The essential facts of Physical Geography and Physiology as laid down in such texts as Tarr's *Physical Geography* and Martin's *Human Body*.

Admission to Advanced Classes

In order to be admitted to work higher than that of the Freshman Class, students must first be admitted to the Freshman Class in the manner detailed above, and must also, as a rule, be examined in the work of the College class or classes which they wish to anticipate. That is, a candidate for the Junior Class, for example, must be examined in the studies of the Freshman and Sophomore years. If this is done *unconditional* credit by points, counting toward the 60 points needed for graduation, is at once given.

No exception is made to the above requirement of examination in one or two subjects where the higher courses in these subjects do not sufficiently test the pupil's previous knowledge.

Though it is again urged that pupils always be examined for any such advanced classes and thus obtain unconditional credit at once, the certificates from schools well known to be of entirely equivalent standard will be accepted *conditionally* in other subjects, provided the student continues the same studies in the higher classes after entering St. Mary's and thus obtains as many points for work in each study done at St. Mary's as the number of points for which she desires certificate credit. This conditional credit on certificate will be given her unconditionally only after she has obtained credit by successful work in the advanced classes. For example, a pupil entering M English will be entitled to eight points of certificate credit in English conditionally (that is, for the C English and D English work). When she has completed the work of M English she receives four points for this work done at St. Mary's and is at the same time given *unconditionally* four points of the eight points already credited *conditionally* on certificate. When she completes the work of N English she in like manner receives four points for that work and the other four points already credited conditionally on certificate are then credited unconditionally, thus making 16 points in English for the two years' work—eight points for work done at the school and eight points for the previous work credited to her and which was accepted conditionally.

Blanks for these certificates will be sent upon application. A candidate for admission may be accepted in some subjects or in parts of subjects and not in all.

Certificates

Certificates when accepted are credited *conditionally* at their face value. The pupil is placed in the class which her certificate gives her the right to enter. If she does satisfactory work during the first month, she is given regular standing in the class; if at the end of the first month her work has proved unsatisfactory, she is either required to enter the next lower class or may be given a trial for one month more.

Examinations

All candidates for admission who can not show the proper certificates for preparatory work, will be examined to determine their proper classification.

Specimen examination questions in any subject will be furnished on request; and principals who are preparing pupils for St. Mary's will be furnished the regular examination papers at the regular times, in January and May, if desired.

Certificates are urgently desired in all cases, whether the candidate is to be examined or not.

Regular Course

All pupils are advised to take a regular prescribed course and to keep to it; a changing about from one subject to another, with no definite aim in view, is unsatisfactory alike to pupil, parent and the School. Parents are urged to advise with the Rector as to a course for their daughters and help in this matter is given by him or his representatives to the pupil throughout her course.

Special Courses

Those who desire to take academic work while specializing in the Departments of Music, Art, Expression or Business, are permitted to do so and are assigned to such classes in the Academic Department as suit their purpose and preparation. The number of hours of academic work along with the time spent on the specialties should be sufficient to keep the pupil well occupied.

Classification

In order to graduate and receive the School diploma a pupil must receive credit for *60 points* in certain specific subjects. Even though a student does not expect to graduate she is classified as Freshman, Sophomore, etc., according to the amount of work done in the College course. The classification is arranged as follows:

A student admitted to the Freshman Class with condition in not more than one subject is ranked as a Conditioned Freshman.

If admitted without condition she is ranked as a Freshman.

A student with *15 points of unconditional credit* is ranked as a Sophomore.

A student with *30 points of unconditional credit* is ranked as a Junior.

A student with *42 points of unconditional credit* is ranked as a Senior, provided that she takes that year with the approval of the School sufficient points counting toward her graduation to make the 60 points necessary.

A pupil entitled to be ranked in any way with a given class under the above conditions must also take work sufficient to give her the prospect of obtaining enough points during the year to entitle her to enter the next higher class the following year.

Graduation

The course leading to graduation from the College is outlined later in stating the work of each year. The course is closely prescribed during the first two years (through the Sophomore year). In the last two years the pupil is allowed a broad choice of electives.

The requirements for graduation may be briefly summed up as follows:

(1) The candidate must have been a pupil in the department during at least one entire school year.

(2) The candidate must have obtained credit for all the required courses of the four years of the College and sufficient additional credit to make at least *60 points*.

(3) The candidate must have earned at least the amount of credit specified below, in the subjects indicated:

English: 12 points.

Mathematics: 5 points.

History: 6 points.

Science: 4 points.

Philosophy: 6 points.

Foreign Languages (Latin, French, or German in any combination): 15 points.

Total: 48 points.

(4) Not more than *20 points* will be counted for class work in any one year; not more than *15 points* will be counted altogether in any one subject (Latin, French and German being considered as separate subjects); and not more than *12 points* will be counted for technical work done in the Departments of Music, Art and Elocution.

(5) The candidate must have made up satisfactorily any and all work, in which she may have been "conditioned" at least one-half year before the date at which she wishes to graduate.

(6) The candidate must have made formal written announcement of her candidacy for graduation during the first quarter of the year in which the diploma is to be awarded; and her candidacy must have been then passed upon favorably by the Rector.

(7) The candidate must have satisfactorily completed all "general courses" which may have been prescribed; must have maintained a satisfactory deportment; and must have borne herself in such a way as a pupil as would warrant the authorities in giving her the mark of the school's approval.

Awards

The ST. MARY'S DIPLOMA is awarded a pupil who has successfully completed the full academic course required for graduation as indicated above.

An ACADEMIC CERTIFICATE is awarded to pupils who receive a Certificate or Diploma in Music or Art, on the conditions laid down for graduation from the College, except that

(1) The minimum number of points of academic credit required will be 35 points, instead of 60 points.

(2) These points will be counted for *any* strictly academic work in the College.

(3) No technical or theoretical work in Music or Art will be credited toward these 35 points.

No honors will be awarded and no certificates of dismissal to other institutions will be given, unless all bills have been satisfactorily settled.

Awards in Other Departments

For academic requirements for certificates or diplomas in Music or Art, see under those departments.

Commencement Honors

Honors at graduation are based on the work of the last two years, the true college years.

The VALEDICTORIAN has the first honor; the SALUTATORIAN has the second honor. The ESSAYIST is chosen on the basis of the final essays submitted.

The Honor Roll

The highest general award of merit, open to all members of the School, is the Honor Roll, announced at Commencement. The requirements are:

(1) The pupil must have been in attendance the entire session and have been absent from no duty at any time during the session without the full consent of the Rector, and without lawful excuse.

(2) She must have had during the year a full regular course of study or its equivalent, and must have carried this work to successful completion, taking all required examinations and obtaining a mark for the year in each subject of at least 75 per cent.

(3) She must have maintained an average of "Very Good," (90 per cent) or better, in her studies.

(4) She must have made a record of "Excellent" (less than two demerits) in Deportment, in Industry, and in Punctuality.

(5) She must have maintained a generally satisfactory bearing in the affairs of her school life during the year.

The Niles Medal

The NILES MEDAL FOR GENERAL EXCELLENCE was instituted by Rev. Charles Martin Niles, D.D., in 1906. It is awarded to the pupil who has made the best record in scholarship and deportment during the session.

The medal is awarded to the same pupil only once.

The requirements for eligibility are:

(1) The pupil must have taken throughout the year at least "15 points" of regular work; and have satisfactorily completed this work, passing all required examinations.

(2) The pupil must have been "Excellent" in Deportment.

(3) The pupil must have taken all regular general courses assigned and have done satisfactory work in them.

(4) The pupil must be a regular student of the College Department.

The Bishop Parker Botany Prize

The BISHOP PARKER BOTANY PRIZE, given by the Rt. Rev. Edward M. Parker, Bishop Coadjutor of New Hampshire, is awarded annually to that pupil who in accordance with certain published conditions does the best work in the preparation of an herbarium.

The Muse Prizes

The MUSE PRIZES—copies of the annual MUSE—are presented by the Managers of the MUSE to the students who by their written or artistic contributions have done the most to help the annual and monthly MUSE during the current year.

General Statements

The Minimum of Academic Work Required for Certificates

Candidates for Certificates in the Music Department, the Art Department, the Elocution Department, or in Domestic Science, must have completed the following minimum of academic work. This work must have been done at St. Mary's, or be credited by certificate or examination in accordance with the regular rules for credits.

(1) The A and B Courses in English, History, Mathematics, Science, and in either Latin or French or German.

(2) The C and D Courses in English and in History.

(3) Such other C and D Courses as will amount to "eight points" of Academic credit.

For example:

Mathematics C and D;
or Latin C and D;
or French C and D and German C and D;
or Mathematics C and Science C and D;
or Latin C and French C and D, etc.

The Amount of Certificate Credit

Certificates from other schools are accepted provisionally at their face value. No permanent credit is given until the pupil has proved the quality of past work by present work.

Credit is allowed for no subject unless the pupil takes a higher course in that subject at St. Mary's; and the amount of credit allowed by certificate in any subject can not exceed the amount of credit earned afterward by the pupil in that subject at St. Mary's.

A pupil, if she is admitted on certificate to a D course, receives no credit toward graduation for the C Course until after she has done a half-year's work successfully. The D Courses in English, French, German and Mathematics have as a prerequisite the completion of the C Course. Pupils admitted unconditioned to these D Courses will therefore be given graduation credit for the C Courses when they have finished the D Course (except for Math. C, 1.)

Pupils will be admitted to M and N Courses only by examination or after having finished the lower courses required.

Certificates will not be accepted for admission to the work of M and N Courses.

Academic Credit for Work in Other Departments

The theoretical work in Music is credited as follows:

Harmony I and II: 1 point each.

Music History I and II: 1 point each.

To obtain this credit the pupil must attain the passing mark (75 per cent) on recitations and examinations.

The completion at St. Mary's of the technical work in the Freshman, Sophomore, Junior or Senior classes in Music entitles the pupil to 3 points of academic credit for the work of each class, and a like credit is offered in the Departments of Art and Elocution.

The Regular Academic Course

The letter given with each course is the name of the course (as English A, French C). The number following the letter gives in the Preparatory Department the number of periods of recitation weekly.

In the College work a number *after the Easter term only* indicates the number of points for both terms' work, and that no credit is given for less than the work of the whole year; while a number after each term indicates the number of points for such term and that the course for that term is a separate one for which credit is given separately. Ordinarily the number of points for a year's course is the same as the number of hours of weekly recitation; for a term's course one-half the number of hours of weekly recitation.

Upper Preparatory Work

All the subjects are required in the regular course.

For description, see pages 40-54.

THIRD YEAR.

Advent Term.

English: Grammar, A, 5.
History: English, A, 5.
Mathematics: Algebra, A, 5.
Latin: First Book, A, 5.
Science: General, A, 3.

Easter Term.

English: Grammar, A, 5.
History: American, A, 5.
Mathematics: Arithmetic, A, 5.
Latin: First Book, A, 5.
Science: Geography, A, 3.

All pupils are also required to take Bible Study, Drawing, Reading, and Physical Culture.

French A may also be taken.

FOURTH YEAR.

Advent Term.

English: Elem. Rhetoric, B, 5.
History: Greek, B, 4.
Mathematics: Algebra, B, 5.
Latin: Cæsar, B, 4.
Science: Physical Geography,
B, 3.

Easter Term.

English: Elem. Rhetoric, B, 5.
History: Roman, B, 4.
Mathematics: Algebra, B, 5.
Latin: Cæsar, B, 4.
Science: Physiology, B, 3.

All pupils are also required to take Bible Study, Drawing, Reading, and Physical Culture.

French B or German B may also be taken.

The College Work

It should be remembered that *60 points* of credit are required for graduation from the College, and that *48 points* of this *60 points* are in *required subjects* as follows: (See also page 30.)

English: *12 points* (that is Courses C and D; and either M or N).

History: *6 points* (that is three of the four Courses, C, D, M, N).

Mathematics: *5 points* (that is Course C).

Science: *4 points* (that is Courses C and D).

Philosophy: *6 points* (that is Courses M and N).

Foreign Languages: *15 points* (in any combination), for example,

Latin C, D, M, N, and French or German C;

or Latin C, D, and French or German C, D, M;

or French C, D, M, N, and German C, D, M, or vice versa;

or Latin C, D, and French C, D, and German C, D.

Total: *48 points required*.

The other *12 points* are entirely elective. Music or Art may count *3 points* each year or *12 points* in all, or the *12 points* may be elected from any C, D, M, or N Course in the College.

Pedagogy M, N, (2) or Domestic Science C or D, (3) may be elected and counted for credit.

A member of any College class must take the required courses of that class and enough elective courses to make altogether fifteen points of credit for the year.

The courses starred *, are necessary for graduation; and of the courses starred and bracketed (*) in English, M or N is required, and in History three of the four courses must be taken.

Freshman Year

Advent Term.

*English: Rhetoric, C.

*Mathematics: Algebra, C, 2.

(*)History: English, C, 2.

Latin: Cicero, C.

French: Grammar, C.

German: Grammar, C.

Easter Term.

*English: Literature, C, 4.

*Mathematics: Geometry, C, 3.

*Science: Botany, C, 2.

Latin: Cicero, C, 4.

French: Readings, C, 2.

German: Readings, C, 2.

At least *one* foreign language is required.

An hour of Bible Study and a period each of Spelling and Reading weekly is required.

The regular course in Music or Art may be taken as an additional subject for credit (3 points).

Not less than *16 points* nor more than *20 points* should be taken.

Sophomore Year*Advent Term.**Easter Term.*

- | | |
|----------------------------|--------------------------------|
| *English: Studies, D. | *English: American Lit., D, 4. |
| *Science: Chemistry, D, 2. | (*)History: American, D, 2. |
| Mathematics: Geom., D, 1½. | Mathematics: Trig., D, 1½. |
| Latin: Virgil, D. | Latin, Virgil, D, 4. |
| French: Modern, D. | French: Modern, D, 2. |
| German: Modern, D. | German: Modern, D, 2. |

The foreign language elected in the Freshman Year should be continued and enough foreign language must be elected to count at least 4 points.

An hour each of Bible Study and Current History and a period of Spelling weekly is required.

The regular course in Music or Art may be taken as a subject for credit (3 points).

Junior Year*Advent Term.**Easter Term.*

- | | |
|-----------------------------|--------------------------------|
| (*)English: Poetics, M, 2. | (*)English: Essayists, M, 2. |
| (*)History: Middle Ages, M. | (*)History: Middle Ages, M, 2. |
| *Philosophy: Civics, M, 1. | *Philosophy: Economics, M, 1. |
| Mathematics: Analytics, M. | Mathematics: Analytics, M, 3. |
| Latin: Historians, M. | Latin: Poets, M, 3. |
| French: Modern, M. | French: Modern, M, 3. |
| German: Modern, M. | German: Modern, M, 3. |

Enough work in foreign language must be elected to count at least 4 points.

An hour each of Bible Study and Current History is required.

The regular course in Music or Art may be taken as a subject for credit (3 points).

Senior Year*Advent Term.**Easter Term.*

- | | |
|--------------------------------|--------------------------------|
| (*)English: Hist. Lang., N, 2. | (*)English: Shakespeare, N, 2. |
| (*)History: Modern, N. | (*)History: Modern, N, 2. |
| *Philosophy: Ethics, N, 1. | *Philosophy: Evidences, N, 1. |
| *Philosophy: Psychology, N. | *Philosophy, Psychology, N, 2. |
| Latin: Philosophy, N. | Latin: Drama, N, 3. |
| French: Classics, N. | French: Classics, N, 3. |
| German: Classics, N. | German: Classics, N, 3. |
| Mathematics: Calculus, N. | Mathematics: Calculus, N, 3. |

Enough foreign language must be taken to complete at least the 15 points required for graduation.

An hour each of Bible Study and Current History is required. English N is required unless 12 points have already been earned in English.

History N is required unless 6 points have already been earned in History.

The regular course in Music or Art may be taken as a subject for credit (3 points).

NOTE.—The Theoretical courses in Music and Art may be counted as elective in any college class, and the technical work of the proper grade in either Music, Art, or Elocution may be counted in any college class as an elective for three points. But only one subject may be so counted.

Failure in the Bible course for any year will deprive the pupil of one of the points gained in other subjects.

General Courses

The theory of St. Mary's being that a well-rounded education results in a developing of the best type of Christian womanhood, certain general courses as outlined below have been prescribed for all pupils.

Reading

Believing that at the present day too little attention is paid to the art of clear, forceful, intelligent reading, St. Mary's requires all her pupils, except Juniors and Seniors, to take practical training to this end.

Spelling and Composition

An hour each week is devoted to training the same pupils in overcoming defects in spelling, and in letter writing.

Current History

Pupils of the Senior, Junior and Sophomore years meet once a week for the discussion of current topics, current literature, etc. This exercise is intended to lead to a discriminating reading of current publications and to improve the powers of conversation.

Normal Instruction

Pupils who announce their intention at the beginning of the Senior year to devote themselves to teaching after their graduation, will be given special assistance to this end, both in instruction and in practice.

Bible Study

All pupils are required to take the prescribed course in Bible Study, which is given one hour a week. It is intended to afford a knowledge of the English Bible, of the history and literature of the Biblical books, and of their contents, and is not dogmatic in its teachings.

Physical Culture

All pupils not excused on the ground of health are required to take the required exercises in physical culture, which are thoroughly practical and are intended to train the pupils in the art of managing their bodies, in standing, walking, using their limbs, breathing, and the like. The exercise is most wholesome and the training imparts to the pupils suggestions about their health which will be most useful to them throughout life.

The Courses in Detail

General Statements

The courses are here lettered systematically. It is important to note and consider the letter of the course in determining credits or planning a pupil's work.

"O" Courses are preliminary. Where a pupil has not had sufficient previous preparation for the regular courses, she will be required to take this "O" work before going on into "A."

"A" Courses are the lowest regular courses, and are taken in the Third Year of the Preparatory school.

"B" Courses are taken in the Fourth Year (last year) of the Preparatory School.

The "A" and "B" Courses in English, History, Mathematics, and Science and one foreign language (or their equivalents), must have been finished satisfactorily by a pupil before she is eligible for admission to the College.

"C" and "D" Courses are taken ordinarily in the Freshman and Sophomore years. In English, Mathematics, Latin, French, and German, the "C" Course must be taken before the pupil can enter the "D" Course.

"M" and "N" Courses are ordinarily taken in the Junior or Senior years. Pupils are not eligible to take these courses until they have finished the "C" and "D" Courses of the same subjects. (See special exceptions before each subject.)

"X" Courses are special courses not counting toward graduation.

History

Mr. STONE.

MISS SCHENCK.

Courses O, A and B are Preparatory, and the knowledge obtained in them is required before a pupil can enter the College. Courses C, D, M, and N are College courses.

Candidates for graduation must take at least 6 points in History.

Candidates for certificates must take at least Courses C and D.

COURSE O.—5 half-hours a week. American History. A grammar school course in United States History, impressing the leading facts and great names.

COURSE A.—5 half-hours a week. (1) English History. (2) American History. A constant aim of this course will be to impress the pupil so thoroughly with the leading facts of English and American history that she will have a solid framework to be built upon later in her more advanced studies in History, English, and Literature.

Coman & Kendall, *Short History of England*; Thompson, *History of the United States*.

COURSE B.—4 hours a week. Ancient History. (1) First half-year: Greece; (2) Second half-year: Rome. The course in Ancient History makes a thorough study of the ancient world. The pupil is sufficiently drilled in map work to have a working knowledge of the ancient world; the influence of some of the great men is emphasized by papers based on outside reading, for instance: Plutarch's Lives. Selections from Homer are read in class.

West, *Ancient World*; McKinley, *Study Outline in Greek and Roman History*.

COURSE C.—4 hours a week, first half-year. (2 points.) English History. In this course emphasis is laid on the development of constitutional government particularly with its bearing on United States History. The Ivanhoe Note Books are used for map work. From time to time papers are required on important events and great men.

Higginson & Channing, *English History for Americans*.

COURSE D.—4 hours a week, second half-year. (2 points.) American History. In U. S. History the text-book gives a clear and fair treatment of the causes leading to our war with Great Britain; to the War Between the States; and of present day questions, political, social and economic.

Adams and Trent, *History of United States*.

COURSE M.—2 hours a week. (2 points.) Medieval History. In Medieval and Modern History the pupil is given a clear view of the development of feudalism; of monarchic

states; of the history of the Christian Church; of the Reformation; of the growth of democracy, and of the great political, social and religious questions of the present day, with some special reference work in the library.

West, *Modern History*; *Ivanhoe Note-Book*, Part IV.

COURSE N.—2 hours a week (2 *points*.) Modern History. A continuation of Course M. Same methods.

Robertson and Beard, *The Development of Modern Europe*, Vol. II.

The English Language and Literature

MR. STONE. MISS SHATTUCK. MISS HAYWARD.

All pupils at entrance are required to stand a written test to determine general knowledge of written English.

Courses O, A, and B are Preparatory and the knowledge obtained in them is required before a pupil can enter a higher course.

Candidates for graduation must take *Courses C and D* and at least 4 *points* from *Courses M and N*.

Candidates for certificates must take *Courses C and D*.

COURSE O.—(*Preliminary*.) 5 half-hours a week. (1) Grammar. Text-book: Emerson & Bender, *Modern English*, (Book Two); *Lessons in English Grammar*. (2) Reading of myths (Guerber's stories), legends, other stories and poems; memorizing of short poems.

COURSE A.—5 hours a week. (1) Grammar and Composition. Text-book: Buehler, *Modern Grammar*. (2) Literature: Longfellow's *Evangeline* or *Courtship of Miles Standish*; Irving's *Sketch Book*; Hawthorne's short stories; Bryant's poems; Whittier's *Snow Bound*; Selections from Burroughs and Warner; Stevenson's *Treasure Island*; memorizing of poems.

COURSE B.—5 hours a week. (1) Grammar. Review of English grammar; analysis and parsing of more difficult constructions, with special study of verb-phrases and verbals. (2) Composition: Study of principles of composition; narrative, descriptive, expository themes; reproductions; letter

writing; use of models. (3) Literature: Scott's *Ivanhoe* and *Lady of the Lake*; George Eliot's *Silas Marner*; short poems of Tennyson; Lowell's *Vision of Sir Launfal*; *As You Like It*.

Hitchcock, *Exercises in English Composition*.

COURSE C.—4 hours a week. (4 points.) (1) Rhetoric and Composition: Frequent oral and written exercises leading to correctness in use of words, structure of sentences, and ability to put into practice general principles of composition. (2) English Literature: Study of a history of English literature; careful study of a few classics; reading of narrative and descriptive works in prose and poetry with class discussion and oral and written reports on reading done.

(1) Baldwin, *Writing and Speaking*; (2) Tappan, *England's Literature*; Palgrave's *Golden Treasury*; *Julius Caesar* or *Merchant of Venice*; selected poems of Goldsmith, Gray, Coleridge, Byron; *Roger de Coverley Papers*; *Tale of Two Cities*.

COURSE D.—4 hours a week. (4 points.) Prerequisite: Course C. (1) Rhetoric and Composition: Especial attention to paragraph and to elements of style, clearness, force, life, smoothness; themes of various types weekly or twice a week; brief study of argumentation. (2) Literature: Study of various literary types; in second half-year, outline history of American Literature with parallel reading.

(1) Espenshade's *Essentials of Composition and Rhetoric*; (2) Gaskell's *Cranford*; Carlyle's *Essay on Burns*; Shakespeare's *Macbeth*; Milton's *Comus*; Burke's *Speech on Conciliation*; Poe's *Poems and Tales*; Emerson's *Essays*; Newcomer's or Bates' *American Literature*.

COURSE M1.—4 hours a week, first half-year. (2 points.) Prerequisite: Course D. Poetry of nineteenth century; special study of Wordsworth, Shelley, Keats, Tennyson.

Themes, imaginative and critical.

Saintsbury's *History of Nineteenth Century Literature*; selected poems; Globe edition of Tennyson's poems.

COURSE M2.—4 hours a week, second half-year. (2 points.) Prerequisite: Course D. Prose writers of the nineteenth century; special study of Lamb, Carlyle, Ruskin.

Themes, expository and argumentative.

Saintsbury's *History of Nineteenth Century Literature*; one or two novels; selected essays of the writers named.

COURSE N1.—4 hours a week, first half-year. (2 points.)
Prerequisite: Course D. (1) History of the English Language, with illustrative reading. Essay writing. (2) Browning's shorter poems.

Lounsbury, *History of the English Language*; Chaucer, *Prologue* and *Knight's Tale*; Burton's *Browning*.

COURSE N2.—4 hours a week, second half-year. (2 points.)
Prerequisite: Course D. The English Drama, Shakespeare. Rise of the drama studied by means of lectures and outside reading; careful study of two or three of Shakespeare's plays, with reading of others; essay writing.

The Arden Edition of Shakespeare's works; Dowden's *Shakespeare Primer*.

Foreign Languages

Candidates for graduation must take at least 15 points in foreign languages.

French

Mlle. RUDNICKA.

COURSE A.—(*Preliminary.*) 5 half-hours a week. A course for young children. The study of the language begun without a text-book. Careful drill in pronunciation. The learning of the names of objects and the forming of sentences. Reading in Guerber, *Contes et Legendes I*.

COURSE B.—(*Preliminary.*) 5 half-hours a week. The study of the language begun. Careful drill in pronunciation. Reading, grammar, dictation, conversation.

Guerber, *Contes et Legendes I*; Brooks, Chardenal, *Complete French Course*; Super, *French Reader*.

COURSE C.—5 half-hours a week. (2 points.) *Prerequisite:* French B. Elementary French I. Systematic study of the language. Grammar, reading, conversation. Careful

drill in pronunciation; the rudiments of grammar (inflection, use of personal pronouns, common adverbs, prepositions, and conjunctions; order of words; elementary rules of syntax); the reading of from 100 to 175 duodecimo pages of graduated texts, with constant practice in translating into French easy variations of the sentences read (the teacher giving the English), and in reproducing from memory sentences previously read; writing French from dictation.

Brooks, Chardenal, *Complete French Course*; Fontaine, *Livre de Lecture et de Conversation*; Guerber, *Contes et Legendes II*; Halevy, *L'Abbe Constantin*; etc.

COURSE D.—5 half-hours a week. (2 *points*.) Elementary French II. Continuation of previous work; reading of from 250 to 400 pages of easy modern prose in the form of stories, plays, or historical or biographical sketches; constant practice, as in the preceding year, in translating into French easy variations upon the text read; frequent abstracts, sometimes oral and sometimes written, of portions of the text already read; writing French from dictation; continued drill upon the rudiments of grammar, with constant application in the construction of sentences; mastery of the forms and use of pronouns, pronominal adjectives, of all but the rare irregular verb forms, and of the simpler uses of the conditional and subjunctive.

Fraser and Squair, *Abridged French Grammar*; Labiche and Martin, *Le Voyage de M. Perrichon*; Lamartine, *Jeanne d'Arc*; La Brete, *Mon Oncle et Mon Cure*; Merimee, *Colomba*; or equivalents.

COURSE M.—3 hours a week. (3 *points*.) Intermediate French. The reading of from 300 to 500 pages of standard French of a grade less simple than in Course D, a portion of it in the dramatic form; constant practice in giving French paraphrases, abstracts or reproductions from memory of selected portions of the matter read; the completion of a standard grammar; writing from dictation; study of idioms.

Fraser and Squair, *Abridged French Grammar*; Bouvet, *French*

Syntax and Composition; Loti, Pecheur d'Islande; Sand, La Mare au Diable; Daudet, Lettres de mon Moulin; Bowen, Modern French Lyrics; and equivalents.

COURSE N.—3 hours a week. (3 points.) Advanced French. The rapid reading of from 300 to 500 pages of French poetry and drama, classical and modern, only difficult passages being explained in class; writing of numerous short themes in French; study of syntax; history of French Literature; idioms.

Duval, *Histoire de la Literature francaise*; Hugo, *Ruy Blas*; Corneille's dramas; Rostand's *Cyrano de Bergerac*; Renan's *Souvenirs d'enfance et de jeunesse*; Moliere's plays; or equivalents.

German

MR. STONE.

MISS RICKS.

The courses in German are exactly parallel to the corresponding courses in French. The amount of work required in each course and the methods are approximately the same.

COURSE B.—(*Preliminary*). 5 half-hours a week. Study of the language begun.

Collar, *First Year German*; Zschokke's *Der Zerbrochene Krug*.

COURSE C.—5 half-hours a week. (2 points.) *Prerequisite*: German B. Elementary German I.

Joyes-Meissner, *German Grammar*; Storm's *Immensee*; Hillern's *Hoher als die Kirche*; Heyse's *L'Arrabiata*; selected poetry.

COURSE D.—5 half-hours a week. (2 points.) Elementary German II. Continuation of Course C.

Joyes-Meissner, *German Grammar* (completed); Benedix' *Der Prozess*; Arnold's *Fritz auf Ferien*; Riehl's *Der Fluch der Schonheit*; Schiller's *Wilhelm Tell*; selected poetry.

COURSE M.—3 hours a week. (3 points.) Intermediate German.

Freytag's *Die Journalisten*; Baumbach's *Der Schwiegersohn*; Lessing's *Minna von Barnhelm*; Scheffel's *Der Trompeter von Sakkingen*; Uhland's poems.

COURSE N.—3 hours a week. (3 points.) Advanced German.

Holzwarth, *German Literature, Land and People*; Goethe's *Hermann und Dorothea*; Lessing's *Nathan der Weise*; Schiller's *Wallenstein*; Scheffel's *Ekkehard*.

Latin

MISS URQUHART.

Pupils well grounded in English may complete Courses O and A in a single session.

COURSE O.—5 half-hours a week. (*Preliminary Course*.) Study of the simple inflectional forms; marking of quantities; reading aloud; translation of sentences from Latin into English, and from English into Latin; translation at hearing; easy connected Latin and English.

Bennett, *First Year Latin*; Kirtland, Ritchie, *Fabulæ Faciles* (Perseus, Hercules).

COURSE A.—5 half-hours a week. Elementary Latin I. Review and continuation of work of Course O; thorough review of forms with use of note-book; composition and derivation of words; systematic study of syntax of cases and verb.

Bennett, *First Year Latin* (rapidly reviewed); Ritchie's *Fabulæ* (completed); Rolfe, *Viri Romæ*; Bennett, *Latin Grammar*.

COURSE B.—5 half-hours a week. Elementary Latin II. Cæsar. Continuation of preceding work; study of the structure of sentences in general, and particularly of the relative and conditional sentence, indirect discourse, and the subjunctive; sight translation; military antiquities.

Bennett, *Caesar* (Books I-IV); Bennett, *Latin Grammar*; Bennett, *Latin Writer*.

COURSE C.—4 hours a week. (4 points.) Elementary Latin III.—Cicero; continued systematic study of grammar and composition; study of Roman political institutions; short passages memorized: prose and poetry at sight.

Bennett, *Cicero* (four orations against Catiline, Archias, Manilian Law); Bennett, *New Latin Composition*.

COURSE D.—4 hours a week. (4 points.) Elementary Latin IV. Virgil; continuation of preceding courses; prosody (accent, general versification, dactylic hexameter).

Bennett's *Virgil's Æneid* (Books I-VI); Bennett, *Latin Grammar*; Bennett, *New Latin Composition*.

COURSE M.—3 hours a week. (3 points.) Intermediate Latin I. The public and private life of the Romans as told in the Latin Literature. Prose composition. Recitation; occasional explanatory lectures; parallel reading. (1) First half-year: The Roman Historians; (2) Second half-year: The Roman Poets.

(1) Melhuish, Cape, *Livy* (Books XXI, XXII); Allen, *Tacitus' Germania*; (2) Page, *Horace's Odes* (Books I, II); Baker, *Horace's Satires and Epistles* (selected); (1, 2) Gildersleeve-Lodge, *Latin Composition*; Peck and Arrowsmith, *Roman Life in Prose and Verse*; Wilkins, *Roman Antiquities*.

COURSE N.—3 hours a week. (3 points.) Intermediate Latin II. Continuation of Course M. (1) First half-year: Roman Philosophy; (2) Second half-year: Roman Drama.

(1) Schuckburgh, *Cicero's de Senectute and de Amicitia*; (2) Elmer, *Terence's Phormio*; (1, 2) Gildersleeve-Lodge, *Latin Composition*; Peck and Arrowsmith, *Roman Life in Prose and Verse*.

Greek

MR. LAY.

Greek and Latin are considered as equivalents in all courses.

Greek may be substituted for Latin, in whole or in part. Greek courses are offered by the school when there is a sufficient number of pupils to justify it.

COURSE B.—5 half-hours a week. Elementary Greek I. First year Greek. Special attention to the mastery of forms and principal constructions.

Ball, *Elementary Greek Book*; Macmillan, *Greek Reader*.

COURSE C.—4 hours a week. (4 points.) Elementary Greek II. Grammar; reading; composition; sight-reading. Methods as in Latin.

Goodwin, *Greek Grammar*; Goodwin, *Xenophon's Anabasis* (four books); Jones, *Greek Prose Composition*.

COURSE D.—4 hours a week. (4 points.) Elementary Greek III. Continuation of Course C.

Goodwin, *Greek Grammar*; Seymour, *Homer's Iliad* (4,000 lines); Daniell, *Greek Prose Lessons*.

Mathematics

MISS RICKS.

Candidates for graduation must at least have credit for C Mathematics.

Candidates for certificates must have at least finished Course B.

COURSE A.—5 periods a week. (1) Arithmetic. A thorough review of the fundamental principles. Special attention to common and decimal fractions, and percentage and its applications. (2) Algebra. The study of elementary Algebra, as laid down in an elementary text-book.

(1) Milne, *Standard Arithmetic*; (2) Slaughter and Lennes, *First Principles of Algebra* (to page 276).

COURSE X.—5 periods a week. Complete Arithmetic. Commercial problems; review of common and decimal fractions; metric system; mental arithmetic; percentage and the applications; mensuration. *Not counted for graduation. Intended especially for Business pupils.*

Moore and Miner, *Practical Business Arithmetic*.

COURSE B.—5 periods a week. Algebra through Quadratics. The four fundamental operations: factoring; fractions; complex fractions; linear equations (numerical and literal, containing one or more unknown quantities); problems depending on linear equations; radicals (square root and cube root of polynomials and numbers); exponents (fractional and negative); quadratic equations (numerical and literal).

Slaughter and Lennes, *First Principles of Algebra* (pp. 134-397).

COURSE C.—5 hours a week. *Prerequisite:* Course B. (1) First half-year: Algebra, from Quadratics. (2 points.) Quadratic equations with one or more unknown quantities; problems depending on quadratic equations in quadratic

form; the binominal theorem for positive integral exponents; ratio and proportion; arithmetical and geometrical progressions; numerous practical problems throughout. (2) Second half-year: Plane Geometry (complete). (3 *points*.) The usual theorems and constructions; the solution of numerous original exercises, including loci problems; applications to the mensuration of lines and plane surfaces.

(1) Slaughter and Lennes, *First Principles of Algebra* (from page 365); (2) Wentworth-Smith, *Plane Geometry*.

COURSE D.—3 hours a week. *Prerequisite*: Course C. (1) First half-year: Solid Geometry. (1 1-2 *points*.) The usual theorems and constructions; the solution of numerous original exercises, including loci problems; applications to the mensuration of surfaces and solids. (2) Second half-year: Plane and Spherical Trigonometry. (1 1-2 *points*.) Definitions and relations of the six trigonometric functions as ratios; circular measurement of angles, proofs of the principal formulas and the transformation of trigonometric expressions by the formulas; solution of trigonometric equations of a simple character; theory and use of logarithms; solutions of right and oblique triangles, and practical applications, including the solution of right spherical triangles.

(1) Wells, *Essentials of Geometry* (or) Wentworth, *Solid Geometry* (Revised); (2) Wells, *Complete Trigonometry*.

COURSE M.—3 hours a week. *Prerequisite*: Course D. (1) First half-year; Advanced Algebra. (1 1-2 *points*.) Permutations and combinations; complex numbers; determinants; undetermined coefficients; numerical equations of higher degree, logarithmic and exponential equations, and the theory of equations necessary to their treatment (Descartes' rule of signs; Horner's method). (2) Second half-year: Analytical Geometry. (1 1-2 *points*.) Introduction to the analytical geometry of the plane and of space. Proof of formulas; original examples.

Riggs, *Analytic Geometry*.

COURSE N.—3 hours a week. *Prerequisite:* Course M. Calculus. (3 points.) Elementary course in the differential and integral calculus.

Osborne, *Differential and Integral Calculus*.

Natural Science

MR. CRUIKSHANK.

Candidates for graduation must take at St. Mary's at least one biological and one physical science.

The certificates of candidates for admission to the Freshman Class must show clearly the amount of work done in Physical Geography and Physiology. Unless enough has been done the pupil will be required to take these courses at St. Mary's.

Courses Ca and Cb are given in alternate years; likewise Courses Da and Db.

M and N Courses are offered when required.

COURSE A.—3 half-hours a week. General Elements of Science. A simple general treatment of the elementary facts of the various branches of natural science.

Clark, *General Science*.

COURSE B1.—3 half-hours a week, first half-year. Physical Geography. The study of a standard text-book to gain a knowledge of the essential principles and of well-selected facts illustrating those principles.

Tarr, *Principles of Physical Geography*.

COURSE B2.—3 half-hours a week, second half-year. Physiology. An elementary study of the human body and the laws governing its care.

Martin, *Human Body (Elementary Course)*.

COURSE Ca.—4 hours a week, second half-year. General Zoology. (2 points.) A general study of the principal forms of animal life, their structure, development, geographical distribution and adaptation, reproduction, etc. Individual laboratory work.

Davenport, *Introduction to Zoology*.

COURSE Cb.—4 hours (3 hours recitation and demonstration and one double hour laboratory practice) a week, second half-year. Elementary Botany. (2 points.) The general principles of anatomy and morphology, physiology, and ecology, and the natural history of the plant groups and classification. Individual laboratory work; stress laid upon diagrammatically accurate drawing and precise expressive description.

Bailey, *Botany*.

COURSE Da.—4 hours (2 hours recitation and demonstration, 2 double-hours laboratory) a week, first half-year. Elementary Chemistry. (2 points.) (a) Individual laboratory work. (b) Instruction by lecture-table demonstration, used as a basis for questioning upon the general principles involved in the pupil's laboratory investigations. (c) The study of a standard text-book to the end that a pupil may gain a comprehensive and connected view of the most important facts and laws in elementary chemistry.

Brownlee, *First Principles of Chemistry and Laboratory Manual*; Blanchard, *Household Chemistry*.

COURSE Db.—4 hours (2 hours recitation and demonstration, 2 double-hours laboratory work) a week. Elementary Physics. A parallel to the course in Chemistry (Course Da) in scope and method.

Carhart and Chute, *High School Physics*.

Philosophy

MR. LAY.

MR. STONE.

MR. CRUIKSHANK.

The following courses are intended for general all-round development and are required of all candidates for graduation or certificate.

PHILOSOPHY M1.—2 hours a week, first half-year. (1 point.) Civil Government. The leading facts in the development and actual working of our form of government. (Mr. Stone.)

Fiske, *Civil Government*.

PHILOSOPHY M2.—2 hours a week, second half-year. (1 point.) Political Economy. The principles of the science made clear and interesting by their practical application to leading financial and industrial questions of the day. (Mr. Stone.)

Ely and Wicker, *Elementary Economics*.

PHILOSOPHY N1.—2 hours a week, first half-year. (1 point.) Ethics. A general outline of the foundation principles, especially as applied to the rules of right living. (Mr. Lay.)

Janet, *Elements of Morals*.

PHILOSOPHY N2.—2 hours a week, second half-year. (1 point.) Evidences. Christianity portrayed as the perfect system of ethics, and as the most complete evidence of itself. (Mr. Lay.)

Fisher, *Manual of Natural Theology; Manual of Christian Evidences*.

PSYCHOLOGY N.—2 hours a week throughout the year. (2 points.) A brief introduction to the subject, the textbook being supplemented by informal lectures and discussions (Mr. Cruikshank.)

Halleck, *Psychology*.

Pedagogy

MR. LAY.

PEDAGOGY I (2 periods a week). May be taken for credit (2 points). The course in Pedagogy is intended to prepare students to become teachers; it is also useful in making them better students. There can be no successful teaching without the foundation of a good education. Many of the methods of any teacher must be a repetition of the methods already experienced as a student. No course of special training just before the student becomes a teacher can entirely make up for any previous lack of thorough scholarship or for habituation to faulty methods of class-room management.

The study of Pedagogy can only partially restore what has been lost, and this it aims to do.

The chief aims of this course are to learn from the wisdom and experience of others what methods have been proven the best and to study the psychology of the child, whose mental habits are largely forgotten as one becomes more mature. The instruction is partly by text-books and partly by informal lectures and discussions, thus covering school management, class-room management, child psychology and other allied subjects, along with a study of the School Law of North Carolina and the work of the Teachers' Institutes. Actual practice in teaching is also afforded, when desirable.

Besides other books used for reference the text-books used in 1911-'12 were Colgrove, *The Teacher and the School*, and Jones, *Teaching Children to Study*.

Bible Study

MR. LAY.

MR. STONE.

Both Boarding and Day Pupils are required to take a one-hour course in Bible Study. On account of the varying lengths of time spent at the School by different pupils, the variation of the classes which they enter, and the difference in knowledge of the subject shown by members of the same college class, it is difficult to arrange these courses in as systematic a way as might be desired.

Pupils are therefore assigned to Bible classes partly on the ground of age and partly on the ground of the amount of work done and the length of time spent at the School.

There are four divisions pursuing separate courses. These courses are designed to cover the Old and New Testament and the History of the Bible, in two years; and then to give a fuller knowledge of these subjects to those pursuing a longer course at the School.

The instruction is partly by lecture accompanied by the use of a uniform edition of the Bible (with references, dic-

tionary, maps, etc.), as a text-book; and partly by Instruction Books.

All Boarding Pupils are also required to take a half-hour course in one of the Sunday classes. These courses are either on the Bible, or the Prayer Book, or Church History.

Department of Music

MISS MARTHA A. DOWD.....Director

The Faculty

MISS DOWD.....Piano
 MISS BACON.....Piano
 MISS DORROH.....Piano
 MISS GRAVES.....Piano
 MISS PITCHER.....Piano

MR. OWEN.....Organ

MR. OWEN.....In charge of Voice
 MISS PARKE.....Voice

MISS PARKE.....Violin

MISS DOWD.....History of Music, Theory
 MISS GRAVES, MISS BACON.....Harmony
 MISS DORROH, MISS PITCHER.....Theory

MR. OWEN.....Conductor of Chorus and Orchestra

General Remarks

Music is both an Art and a Science. As such, the study of music is strong to train the mind, to touch the heart, and to develop the love of the beautiful. The importance of this study is being more and more realized by the schools, and its power felt as an element of education. No pains are spared in preparing the best courses of study, methods of instruction and facilities of work, in this department. Our country is becoming more and more a musical nation.

It is the aim of the Music Department of St. Mary's to give students such advantages in technical training, in interpretative study, and in study of musical form and structure, as will enable them not only to develop their own talent,

but also to hear, to understand, and to appreciate the beautiful in all music.

The department is well equipped with a Miller, a Knabe, and a Steinway grand pianos, in addition to twenty-six other pianos and three claviers. The practice rooms are separate from the other buildings, and there is a beautiful Auditorium which seats six hundred and fifty people.

Organ pupils are instructed on an excellent two-manual pipe organ, with twenty stops, and a pedal organ. A Kinetic electric blower adds greatly to the convenience of instruction and practice.

Courses of study are offered in Piano, Voice, Organ and Violin.

Concerts and Recitals

For the purpose of acquiring confidence and becoming accustomed to appearing in public, all music pupils are required to meet once a week in the Auditorium for an afternoon recital. All music pupils take part in these recitals, which are open only to members of the School.

Public recitals are given by the advanced pupils during the second term of the school year.

A series of Faculty recitals is given during the year and there are frequent opportunities for hearing music by artists, both at St. Mary's and in the city.

The Choir

No part of the School music is regarded as of more importance than the singing in Chapel. The whole student body attends the services of the Chapel and takes part in the singing. The best voices are chosen for the choir, which leads in all the Chapel music, and often renders special selections, and for this purpose meets once a week for special practice. The students in this way become familiar with chanting, with the full choral service, and with the best church music.

Membership in the choir is voluntary, but pupils admitted to the choir are required to attend the weekly rehearsal.

The whole school is expected to join in the music of the Chapel services, and for this reason a rehearsal of the whole school is conducted by the Rector after the service in the Chapel on Saturday evenings. At the Sunday evening services four-part anthems are frequently rendered, and the organ accompaniment is supplemented by an orchestra.

The Chorus Class

The Chorus Class is not confined to the music pupils, but is open to all students of the School, without charge. This training is of inestimable value, as it gives practice in sight reading and makes the pupil acquainted with the best choral works of the masters—an education in itself.

Care is taken not to strain the voices and attention is paid to tone color and interpretation. The beauty and effect of chorus singing is in the blending of the voices, and to sing in chorus it is not necessary to have a good solo voice.

This branch of the musical training is always enjoyed by the students, as everybody likes to sing, and almost everybody can sing.

From the members of the Chorus Class voices are selected by the Chorus Conductor for special work in a Glee Club.

Membership in the Chorus Class and in the Glee Club is voluntary. But parents are urged to require this work from their daughters, if they are deemed fit for it by the Conductor. When, however, a pupil is enrolled in either, attendance at rehearsals is compulsory, until the pupil is excused by the Rector at the request of the parent.

The Orchestra

Students of the violin, if sufficiently advanced, are required to take part in the Orchestra, which is included in the regular work of the department. The Orchestra meets once a week in the St. Mary's Auditorium. It is composed of twenty-five

members, students of the school and musicians from the city. The Orchestra gives three public recitals during the year, the programs being made up of selections from the best orchestral writers. The practice in ensemble playing is of great value to the students and the work of the Orchestra is a source of interest and inspiration to the life of the whole Music Department.

Relation to the Academic Department

Studies in the Music Department may be pursued in connection with full academic work, or may be the main pursuit of the student.

Study in the Music Department is counted to a certain extent toward the academic classification of regular pupils of the Academic Department. The theoretical studies count the same as Academic studies. The technical work is given Academic credit in accordance with certain definite rules. (See page 62.) Not more than three points credit in Music in one year, nor more than twelve points in all can be counted toward graduation from the College.

Pupils specializing in music are, as a rule, expected to take academic work along with their musical studies. This is in accordance with the prevailing modern ideals in professional studies and the pursuit of special branches which require some general education in addition to the acquirements of a specialist. Pupils from the city may take lessons in music only. Certificates in Music are awarded only to pupils who have completed the required minimum of academic work. (See page 63.) This requirement, which applies also to the Art and Elocution Departments, is designed to emphasize the fact that the school stands for thoroughness and breadth, and will not permit the sacrifice of a well-rounded education to over-development in any one direction.

Classification in Music

Pupils entering the department are examined by the Director and assigned to a teacher.

Thereafter, at the end of the first half-year (or earlier if advisable), the pupil's classification in music is decided and she is enrolled in the proper class. This determines her degree of advancement in her musical studies.

The examinations for promotion are held semi-annually. The marks in music indicate the quality of work, not the quantity. Promotion is decided by an examination, which shows both that the required amount of work has been done and that it has been well done.

Candidates for promotion or graduation, after satisfying the requirements in theoretical attainments, are required to perform certain stipulated programs before the Faculty of Music.

To be classified in a given class in Music the pupil must have completed the entire work indicated below for the previous class or classes, and must take the whole of the work laid down for the class she wishes to enter. Instrumental or vocal work is not sufficient for enrollment in a given class without the theoretical work.

Classification in music is entirely distinct from academic classification; but the satisfactory accomplishment of the full work of the Freshman or higher classes in music is counted toward academic graduation, provided the pupil is at that time a member of the College.

Classes in Music

(It should be carefully noted that the names of the classes as here used are of musical standing only, and do not refer to the academic class of which the same pupil may be a member.)

The regular course is designed to cover a period of four years from the time of entering the Freshman class, but the thoroughness of the work is considered of far more importance than the rate of advance. It may require two or more years to complete the work of the Preparatory class.

PREPARATORY.—*Theory 1 and Course 1 in Piano, or in Voice, or in Violin.*

FRESHMAN.—*Theory 2 and Course 2 in Piano, or in Organ, or in Voice, or in Violin.*

SOPHOMORE.—*Theory 3 and Course 3 in Piano, or in Organ, or in Voice, or in Violin.*

JUNIOR.—*Harmony 1, Music History 1, Ensemble Work and Course 4 in Piano, or in Organ, or in Voice, or in Violin.*

SENIOR.—*Harmony 2, Music History 2, Ensemble Work and Course 5 in Piano, or in Organ, or in Voice, or in Violin.*

For voice pupils the "Psychology of Singing" is substituted for 2d year Harmony.

Awards

The Certificate of the Department is awarded under the following conditions:

1. The candidate must have completed the work, theoretical and technical, of the Senior Class in the Music Department. (See above.)
2. The candidate must have been for at least *two years* a pupil of the department.
3. The candidate must have finished the technical work required and have passed a satisfactory examination thereon, at least one-half year before the certificate recital which she must give at the end of the year.

A *Teacher's Certificate* will be given in Piano, Organ, Violin or Voice, respectively, on the same conditions as the regular *Certificate*, with the following modifications.

1. The applicant does not have to complete her technical work before the end of the year.
2. She does not have to give a public recital.
3. She must demonstrate by practice during her last year her ability to teach the subject in which she applies for the Teacher's Certificate.

The Diploma, the highest honor in the Music Department, is awarded to a pupil who has already received the Certificate and who thereafter pursues advanced work in technique and interpretation for at least one year at the school. This work

will be determined by the Music Faculty, and the candidate must pass an examination satisfactory to the Faculty and give a public recital in order to be entitled to this award.

Academic Credit for Music Courses

The *theoretical* work in Music is credited for academic classification as follows:

Harmony I and II (one point each).

Music History I and II (one point each).

Total: 4 points.

The foregoing studies are credited, like any academic subject, only when the pupil has attained an average of 75 per cent on the recitations and examinations of the year.

The *technical* work in Music is also credited for academic classification as follows:

The completion at the School of the technical work in the Freshman, Sophomore, Junior, or Senior classes in Music will entitle the pupil to 3 points of academic credit for the work of each class thus completed under the following conditions:

(1) Not more than three points may be earned in any one year in Piano, Voice, Violin, or Organ—whether one or more of these subjects is studied.

(2) Not more than 12 points (one-fifth of the total amount required for graduation from the College) may be earned in all.

(3) In order to be entitled to credit the pupil must be a member of the College. (Preparatory pupils may not count Music toward subsequent academic graduation.)

(4) In order to be entitled to credit for the technical work of a given class in music, the pupil must also have completed satisfactorily the theoretical work of that class.

(5) Promotion to a given course in technical work is evidence of the satisfactory completion of the work of the previous course

The Minimum of Academic Work Required for Certificates

Candidates for Certificates in the Music Department, the Art Department, the Elocution Department, or in Domestic Science, must have completed the following minimum of academic work. This work must have been done at St. Mary's, or be credited by certificate or examination in accordance with the regular rules for credits.

(1) The A and B Courses in English, History, Mathematics, Science, and in either Latin or French or German.

(2) The C and D Courses in English and in History.

(3) Such other C and D Courses as will amount to "eight points" of Academic credit.

For example:

Mathematics C and D;
or Latin C and D;
or French C and D and German C and D;
or Math. C and Science C and D;
or Latin C and French C and D, etc.

It will be observed that the above covers the requirements for entrance to the Freshman Class of the Academic Department with "20 points" in college work. ("60 points" is the requirement for an Academic Diploma.)

The Courses

The courses in Music are divided into *Theoretical* (including for convenience History of Music) and *Technical*.

Theoretical Courses

THEORY 1. (Miss Dorroh.) One hour a week.
Cummings, *Rudiments of Music*.

THEORY 2. (Miss Dowd.) One hour a week.
Virgil, *Exercises for the Study of Time and Practical Instruction in Ear Training; Rhythm; Elementary Exercises in Sight Reading*; Gow, *Structure of Music*.

THEORY 3. (Miss Dowd.) One hour a week.

The Scale. Shepherd, *Simplified Harmony*. Ear-training continued. Sight Reading. Ritter, *Musical Dictation*.

HARMONY 1. (Miss) One hour a week. *One point.**
Emery, *Lessons in Harmony*.

HARMONY 2. (Miss) One hour a week. *One point.**
Emery, *Lessons in Harmony* (continued).

HISTORY OF MUSIC 1. (Miss Dowd.) One hour a week. *One point.**

Parry, *History of Music*; Elson, *Club Programs of All Nations*.

HISTORY OF MUSIC 2. (Miss Dowd.) One hour a week. *One point.**

Pauer, *Musical Form*.

Technical Courses

In general, each course corresponds to a year's work for a pupil with musical taste. But even faithful work for some pupils may require more than a year for promotion.

Piano

COURSE I.—All major scales in chromatic order, hands together, quarter note M.M. 100. Harmonic and melodic minor scales, hands separate, eighth note M.M. 100. Major arpeggios, hands separate, quarter note M.M. 80. Studies, Duvernoy 176; Kohler op. 157, 242; Heller op. 47; Burgmuller op. 100. Easier sonatinas by Lichner, Clementi, Kuhlau, etc. Read at sight first-grade piece.

COURSE II.—Major scales, hands together, quarter note M.M. 116. Harmonic and melodic minor scales, hands separate, quarter note M.M. 100; together M.M. 80. Arpeggios, major and minor, hands separate, quarter note 92. Duvernoy op. 120; Czerny 636; Le Couppey op. 20; Heller op. 46; Bach Little Preludes and Fugues. One major scale on octaves, hands separate, eighth note M.M. 120. Turner Octaves op. 28. Vogt Octaves. Sonatinas Kuhlau, Diabelli, etc. Read at sight second-grade piece.

COURSE III.—Harmonic and melodic minor scales, hands together, quarter note M.M. 116. Arpeggios, major and

* These points count on the academic standing of the pupil, provided she is already enrolled as a full member of a college class.

minor, hands together, quarter note M.M. 92. Major scales in octaves in chromatic order, hands separate, quarter note M.M. 72. Three scales in thirds, sixths, tenths, and contrary motion, quarter note M.M. 100. Czerny 299; Berens op. 61; Kraus op. 2; Heller op. 45; Bach Two-Part Inventions. Easier Sonatas Clementi, Mozart, Haydn, Beethoven. Read at sight third-grade piece.

COURSE IV.—Minor scales, hands together, quarter note M.M. 132. Major and minor arpeggios, hands together, M.M. 116. Three minor (melodic and harmonic) scales in intervals M.M. 100. Major scales in octaves, hands together M.M. 72. Scale of C in double-third, hands separate, eighth note M.M. 100. Bach French Suites, Three-part Inventions. Cramer Etudes. Clementi "Gradus ad Parnassum" sonatas. Read at sight a third-grade piece or play a simple accompaniment.

COURSE V.—Six major scales and six minor scales (three harmonic and three melodic), in intervals M.M. 116. Arpeggios, dominant and diminished 7ths, hands together, M.M. 116. All major scales in double thirds, hands separate, M.M. 72. Advanced studies in interpretation in preparation for public recital. Public recital.

Voice

COURSE 1.—Breathing, tone placement and tone development. Sight singing. Studies by Wm. Shakespeare, a pupil of the great Francesco Lamperti. Sieber, eight-measure studies. Concone Marchesi, Bordogni. Nava, Elements of Vocalization. Simple Songs and Ballads.

COURSE 2.—Management of breath, sight singing. Studies by Lamperti, Solfeggio Concone Vocalises. Bordogni Easy Vocalises, Marchesi Vocalises, Righnini Exercises, Vaccai Method. Modern songs and easy classics.

COURSE 3.—Spiker, Masterpieces of Vocalization. Books 1-2. Mazzoni Vocalises. Concone, Vocalises. Lamperti, Studies in Bravura. Viardot, An Hour of Study 1. Classic songs and arias.

COURSE 4.—Otta Vocalizzi, Vannini. Bona, Rhythmical Articulation; Viardot, An Hour of Study 2. Spiker, Masterpieces of Vocalization, Books 3-4. Manuel Jarcia, Studies.

COURSE 5.—Classic Songs. Concert, Oratorio-Opera-Colorature-Singing; Roulades and embellishment. Public recital.

Organ

Practical instruction is given from the first rudiments to the highest difficulties of the instrument, both in its use as an accompaniment to the different styles of Church music, and in the various methods of the employment of the organ as a solo instrument.

Opportunity is given to acquire confidence and experience by practice in accompanying the services of the Chapel, beginning with the easier work at the daily services of the School and going on through the accompaniment of anthems and more elaborate services on Sunday.

COURSE 1.—The organ pupil must have enough work in piano to enable her to enter the Freshman Class in piano. This constitutes the preparatory work for the organ course.

COURSE 2.—Clemens' Organ School. Bach's Eight Short Preludes and Fugues. Easy Preludes and Fugues by Merkel and Batiste. Horner's Pedal Studies Book.

COURSE 3.—Buck's Pedal Studies. Bach's Preludes and Fugues. Light Solos for the Organ by Wely, Batiste, DuBois. Studies by Buck, Guilmant, Lemare. Service playing.

COURSE 4.—Bach's Greater Fugues. Carl's Master Studies. Sonatas by Mendelssohn, Widor, Guilmant, Wolstenholme. Service playing.

COURSE 5.—Standard Overtures of the Old and Modern Masters. Service playing. Public recital.

An advanced piano pupil might do the work of two of the above courses in one year.

Violin

The course in Violin is indicated in the summary given below. Pupils of the department, if sufficiently advanced are required to take part in the Orchestra, which is included in the regular work of the department.

COURSE 1.—Exercises and studies by Heming, David (Part I).
Dancla, Hofman op. 25, Wohlfahrt op. 45. Easy solos by
Hauser, Sitt, Dancla, Papini, etc.

COURSE 2.—Exercises and studies by Schradieck, David (Part
II), Sevcik op. 6, Kayser op. 37. Solos adapted to the
needs of pupils.

COURSE 3.—Exercises and studies by Schradieck, David (Part
II), Sevcik op. 6, op. 8, op. 9, Dont, Kayser op. 20, Kreut-
zer. Solos by DeBeriot, Dancla, etc. Modern composers.

COURSE 4.—Exercises and studies by Schradieck, Sevcik, Rode,
Kreutzer. Sonatas, Concertos by Viotti, Spohr, DeBeriot,
etc.

COURSE 5.—Exercises and studies by Sevcik, Mazas, Fiorillio.
Sonatas, Concertos. Public recital.

A knowledge of piano, sufficient to play second grade pieces
at least, is required in the case of pupils in the last two courses.

Art Department

MISS CLARA FENNER, Director.

The aim of the Art Department is to afford an opportunity for serious study, and to give a thorough Art education, which will form the basis of further study in the advanced schools of this country and abroad; also, to enable pupils who complete the full course to become satisfactory teachers. All work is done from nature.

The Studio is open daily during school hours. Candidates for a certificate in the Art Department must pass satisfactorily the course in Drawing, Painting, and the History of Art, and must also satisfy the academic requirements for a certificate as stated on page 63.

The technical work in the *Art Course, leading to a certificate*, ordinarily requires a period of three years for completion. About half of this time is required for Drawing, and the second half for Painting.

I. DRAWING. The pupil is first instructed in the *free-hand* drawing of geometric solids, whereby she is taught the fundamentals of good drawing, the art of measuring correctly, and the drawing of straight and curved lines. This work is exceedingly important.

Next the pupil is taught drawing from still-life, with shading; the drawing of plants; of casts; original designs—conventional and applied—in black and white, and in color; and pencil sketches from nature.

After this comes charcoal drawings; or shading in pen and ink; or wash-drawings in monochrome as in magazine illustrating.

II. PAINTING. This includes work in oil and in water color.

The student is required to paint two large still-life groups; two large landscapes; two flower studies, one a copy and one from nature; several sketches from nature, and two original designs.

III. HISTORY OF ART.—This study includes the history of Architecture, Sculpture, and Painting. This course is important and is required of all pupils in the regular art course.

SPECIAL COURSES.—Pupils who do not wish to take the regular course may take any of the above courses or of the following special courses:

1. FLOWER PAINTING.—Special attention is given to flower painting in water color.

2. STILL-LIFE PAINTING.—This work is preparatory to more advanced work in the flower painting and life classes. Either oil or water color may be used as a medium.

3. CHINA PAINTING.

4. LIFE CLASS.—A living model is provided from which the pupils may draw and paint.

5. SKETCH CLUB.—This club is formed of pupils who take turn in posing in costume. The same model poses only once. During the spring and fall months outdoor sketching from nature is done.

6. ADVANCED ANTIQUE.—All classes are graded according to this work. Drawing from Greek antiques in charcoal is required of all pupils taking the full course.

7. COMPOSITION CLASS.—This class is one of the most important in the department, and makes for the development of the creative and imaginative faculties. Subjects are given and "pictures" must be painted and submitted for criticism on certain days in the term.

8. DESIGN CLASS.—This work is planned according to the principles originated and applied by Arthur W. Dow, and is a combination of the Occidental and Oriental principles. A close study of nature and an original imaginative use of her forms in design is the keynote of this method.

9. ARCHITECTURAL AND MECHANICAL DRAWING.—To supply the demand for women draftsmen in architects' offices, a special course in Architectural and Mechanical Drawing is offered by the School. The course begins with geometrical figures, projections of objects, and leads up gradually to the highest forms of architectural work.

10. PYROGRAPHY.—Apart from the regular work, some members of the Art Class have shown much interest in recent sessions in the work of this class.

11. STENCILING.—This class offers an opportunity for applying a knowledge of designing.

Business Department

MISS LIZZIE H. LEE,.....Director.

The Business Department of St. Mary's was established in 1897 to meet the growing demand for instruction in the commercial branches, which are more and more affording women a means of livelihood. The course is planned to accomplish this purpose as nearly as possible.

The curriculum embraces thorough instruction in Stenography, Typewriting, Manifolding, etc.; Bookkeeping, Arithmetic, Penmanship, and English.

Pupils taking, as is advised, the course in connection with academic work, would ordinarily complete the Business Course in one school year.

Pupils may take either the full course or any part of it.

Graduates of the Department have been universally successful in their practical business engagements, and are the best recommendation for the work of the department.

Requirements

In order to be well prepared to take the course to advantage, pupils before entering the Business Department should have satisfactorily completed the work of the Preparatory School or its equivalent.

Attention is called to the fact that the services of a stenographer and her ability to command a high salary depend not so much on her technical skill in actual typewriting and stenography, to which much may be added by practice afterwards, but to the preliminary mental equipment with which she undertakes her technical preparation.

Awards

The Business Certificate is awarded those pupils who complete the work of the full course, including all the work

required for certificates in Stenography, Typewriting and Bookkeeping, including the academic course in English (English C), Commercial Arithmetic and Commercial Geography.

The Diploma of the department is reserved for those pupils who in addition to completing the work required for the Business Certificate have the mental equipment to do unusually good work in their profession, and who have demonstrated their fitness for such work by actual practice.

Certificates in Stenography, Typewriting or Bookkeeping are awarded pupils who have completed the respective requirements stated below.

Courses

In Stenography, the Isaac Pitman System of Shorthand is used. This is the standard system, the most practical of all systems, is easily acquired, and meets all the demands of the amanuensis and the reporter.

The work of the courses and the requirements for Certificates are as follows:

STENOGRAPHY.—The texts used are Isaac Pitman's *Short Course in Shorthand*, *Business Correspondence in Shorthand Nos. 1 and 2*, and *Book of Phrases and Constructions*. In connection with the texts, the following books from the Isaac Pitman shorthand library are used in class for reading and dictation purposes: *Vicar of Wakefield*, *Irving's Tales and Sketches*, *Macaulay's Warren Hastings*, *Dickens' Haunted Man*, *Leaves from the Note Book of Thomas Allen Reed*, etc.

The pupils are taught Manifolding, Composition, Punctuation, Spelling, Business Forms, Correspondence, and Reporting.

To receive the Certificate, the pupil must have completed the required work in the foregoing; must have attained a speed of at least 80 words a minute from dictation; and must have completed the work of C English in the Academic Department.

A Certificate in Stenography will not be given, unless the pupil has also taken the course in Typewriting.

TYPEWRITING.—The touch system is used, and to obtain the Certificate the pupil must have attained a speed of *50 words a minute* from dictation; *40 words* from printed matter; and *30 words* from stenographic notes; and must have completed the work of C English.

BOOKKEEPING.—For the first principles of the subject, Allen's *Forty Lessons in Bookkeeping* is used as a guide. As the student advances, the instruction becomes thoroughly practical, a regular set of books is opened, and the routine of a well-ordered business house thoroughly investigated and practically pursued. The object is to prepare the pupil to fill a position immediately after graduation from the School.

For the Certificate, in addition to the technical work in Bookkeeping, the course in Commercial Arithmetic (Math. X) must be completed.

Department of Elocution

MISS FLORENCE C. DAVIS.....Director.

The faculty of expressing oneself clearly and effectively is valuable in every calling. A well trained voice, and clear enunciation are equally desirable in ordinary conversation and in public speaking. The purpose of the study of elocution is to attain these ends; to broaden the power of individual thinking, to awaken a love and appreciation of literature by the lucid interpretation of it to others, and to train teachers.

Regular Required Work

Students of the Freshman and Upper Preparatory classes are required to take a period of expression each week in connection with their regular work, and for this there is no extra charge. This course deals with fundamental reading. Particular attention is paid to the standing position, articulation, pronunciation, projection, breath control, and the correction of mannerisms, leading the student to read intelligently so as to give pleasure to the listener.

Special Work

The special courses, which should be taken by students in connection with work in the academic department and for which the charge is extra are (1) Class Expression and (2) Private Expression.

Class Expression

In this class the number is limited and each student receives careful individual attention. The course is so arranged as to afford the student the opportunity to appear in informal recitals from time to time, thereby gaining in confidence and poise.

Private Expression

The course of the private pupil is more inclusive. A thorough training is given in all the principles of expression. During the year each student appears in public recitals for which she is taught to interpret the best literature.

Private pupils are admitted to the Dramatic Club, giving them the advantage of the study and presentation of at least two good plays during the year.

Awards

As in other departments, the Certificate is only awarded if the student has completed the required Minimum of Academic Work in the College (see page 63).

The regular course of the department is planned to extend over four years, leading to the Diploma.

The Certificate is awarded on the completion of the work of the Third Year and the giving of a public recital.

Students who have practically completed the academic work before taking up the work of the department may be able to complete the Three Years' Course in two years.

Outline of the Course for Diploma or Certificate

First Year

PHILOSOPHY OF EXPRESSION (Preparation for public reading).—*Evolution of Expression*, vols. I and II. The training in this first year is primary and objective.

PUBLIC READING.—The major part of the time is devoted to fundamental problems. A portion of each week is devoted to drill on selections of the pupil's individual choice, and these selections are presented at informal recitals during the year.

GESTURE.—Freeing exercises. Significance of carriage, attitude, and movement. Principles of gesture.

VOICE.—Fundamental work for freeing and developing the voice. Basic principles of voice production; voice placing, deep breathing, control of breath, vowel forming, consonantal articulation, development of vocal range, intonation, melody of speech. Correction of individual faults.

DRAMATIC ART.—Platform deportment. Correct sitting, standing and walking, entrance and exit, platform methods and traditions.

PANTOMINE.—Elementary principles. Correction of defects and mannerisms in bodily expression and in facial expression.

Second Year

PHILOSOPHY OF EXPRESSION.—*Evolution of Expression*, vols. III and IV. Principles of the four volumes—a careful study of the sixteen laws of evolution which are founded on psychological principles.

PUBLIC READING.—Students are allowed more freedom in their choice of selections.

GESTURE.

VOICE.—Review of fundamentals.

EMERSON SYSTEM OF PHYSICAL CULTURE.

DRAMATIC ART.—Presentation of scenes and one-act plays.

RECITALS.

Third Year

POETIC INTERPRETATION.—The poetry of Tennyson, Lowell, Longfellow, Kipling, and other masters.

APPLIED GESTURE AND VOICE.

PHYSICAL TRAINING.—The four divisions of the Emerson System in their relation to unity and expression. (Normal work.)

IMPERSONATION.—Two or more Shakespearean plays with especial reference to the differentiation of the characters.

DRAMATIC ART.—Study of the farce, comedy, burlesque, melodrama, and tragedy. Dramatization of a story or original plot.

RECITALS. (Public.)

Fourth Year

POETIC INTERPRETATION.—Continued.

EXTEMPORANEOUS SPEAKING AND DEBATE.

PEDAGOGY.

PSYCHOLOGY.

GYMNASTICS.—Floor work including free exercises, apparatus work, marching, indoor and outdoor games.

BIBLE.—Bible and hymn reading.

IMPERSONATION.—Continued.

DRAMATIC ART.—Classical plays.

RECITALS.

Domestic Science

MISS S. MARGUERITE LANE.

The purpose of Domestic Science is to afford training in the subjects that pertain to life in the home, to enable young women to become proficient in practical housework and in making the home more comfortable and beautiful.

The course offered at St. Mary's seeks to stimulate self-direction, to encourage application, and to develop skill.

A large recently remodeled and newly equipped domestic science kitchen is arranged to provide the best facilities for class-work both individual and co-operative, and a special dining-room gives the class opportunity for putting into practice methods of service. A series of luncheons is served by the class in this dining-room, applying the lessons on the laying of the table, the serving of different meals, the preparation of the meal, the care of the dining-room, and of the table, silver, china, etc.

The fee, including instruction and laboratory fee, is \$25.00 for each course.

The work in Domestic Science is considered of great importance, and it is hoped that in the near future it will be possible to add lessons in Sewing and other domestic arts.

Awards

The Certificate in Domestic Science is awarded on the completion of the course to those students who have also completed the minimum of Academic Work in the College required for all Certificates (see page 33).

The Course

The work is covered in two courses: a first year course, and a second year course.

DOMESTIC SCIENCE I (Academic Credit: 2 *points*) requires four hours a week of practical work and one hour of theory. It includes the selection, purchase, preservation, preparation, and serving of food; the disposal of waste; the care of the house; marketing; serving; household hygiene; the fundamental principles and practice of cooking; the composition and nutritive value of food; the study of special foods—vegetables, soup, candy, cereals and cereal products, eggs, fish, meats, milk and milk products, cheese, beverages, flour, doughs, batters, and sugar.

Household Hygiene includes a knowledge of how to select the location of the home, the nature of materials, the planning of the house and drawing of practicable plans, the selection of furniture, the plumbing, water-supply, etc.

DOMESTIC SCIENCE II (2 *points*) includes a study of household bacteriology, and household chemistry, with fancy cooking, etc., etc.

Household Bacteriology involves a training in laboratory practice, the principles and their significance, and their application to life problems.

Household Chemistry includes the study of chemical substances met by the housekeeper, the tests for various foods, the analysis of foods, the chemistry of starch and sugar, nitrogenous foods, fats, etc., the testing of foods for the presence of preservatives and adulterants, etc.

Continuing the work of the First Year in Cookery, invalid and infant cookery are studied, fancy cookery, the planning of menus for definite amounts, the planning of meals with different food-principles in correct proportion, canning, preserving, salad making and chafing dish dainties.

Text-books

Constant reference is had to the current standard texts, including :

The Library of Household Economy (12 volumes).

Bulletins of the Department of Agriculture.

Clark, Book of Domestic Science.

Williams & Fisher, Elements of the Theory and Practice of Cookery.

Olsen, Pure Food.

Blanchard, Chemistry of the Household.

And others.

General School Regulations

The effort of St. Mary's School is to maintain, as far as possible, the family life of the students entrusted to its care.

Day pupils are expected to conform to all the household requirements of the school while present.

The desire of parents will always be carefully considered, but the final authority in all cases is vested with the Rector. It is understood that in sending a pupil to the School the parent agrees to submit to such rules as the Rector thinks necessary for the good of the School as a whole.

Parents wishing pupils to have special permission for any purpose, should communicate directly with the Rector, and not through the pupil.

No pupil will be permitted to take less than the minimum hours of work.

Written explanations must be presented by pupils requesting excuse for absence, tardiness, or lack of preparation in any duty.

In accepting the responsibility for the care of the students at St. Mary's, it is necessary to state that no boarding pupils are desired whose sense of honor is not sufficiently developed to make it possible to trust them (1) not to endanger life and property by forbidden use of fire, (2) not to go off the ample school grounds without permission, and (3) not to be out of their proper place when they are expected to be in bed.

Examinations

No pupil is excused from any of the regular school examinations, and all examinations missed by reason of illness must be made up.

Attendance

All pupils are required to arrive in time for the opening of the School session and to remain until its close.

Holidays

The *only recess, or holiday*, when pupils are allowed to leave the School, is at the time of the Christmas vacation.

This holiday, as a rule, is of two weeks' duration. The whole School is required to be present on time at the close of the Christmas vacation.

There is no Thanksgiving or Easter holiday, and pupils are not to leave the school at these seasons. Thanksgiving Day is a free day to be celebrated in the School, and Good Friday is a Holy Day, but except for these the school duties are uninterrupted.

Absence

With the exception noted below, pupils are not allowed to leave the School except in cases of severe illness or for some other reason so serious as to seem sufficient to the Rector. The application should be made as early as possible directly by the parent to the Rector, in writing, if possible.

Exception. If the pupil's record warrants it, the Rector will allow a pupil one or two visits a year to her home, simply on the request of the parent that she be allowed to come, the pupil leaving the School after 3 p. m. Saturday and returning the following Monday evening. The request should be made at least a week beforehand.

While the Rector will cheerfully grant such permissions, in a session of only thirty-two weeks with a recess at Christmas, all such absences are highly undesirable for the sake of the pupil and the whole school.

No such permission whatever can be allowed within one week of Thanksgiving Day, or Washington's Birthday, or from Palm Sunday to Easter inclusive.

Visits

The presence of a parent in Raleigh does not in any respect absolve a pupil from any regulations of the School without permission from the Rector, and obedience to the conditions.

governing such permissions is a matter between the pupil and the Rector alone. The Rector is glad to have parents visit their daughters in Raleigh as often and for as long a time as may be convenient to them, and he will take pleasure in granting all possible privileges, not inconsistent with the welfare of the School, to enable parent and daughter to see each other. It is, however, not convenient to have mothers spend the night at the school. In general, *pupils are not excused during school hours*, and no exception is made to this rule, except where a parent from a distance happens to stop over in Raleigh for only an hour or two. Except for very serious necessity, parents are urgently requested not to ask that their daughters come to the Railway Station to meet them. No pupil is allowed to spend the night outside of the School except with her mother, or one who sustains a mother's relation to her.

Visitors are not desired on Sunday. Ladies from the city are heartily welcome on afternoons other than Saturday or Sunday between half-past three and half-past five. The members of the Faculty assisted by some of the pupils receive on Wednesdays from four to half-past five.

All visitors are received in the parlor.

Invitations to pupils should be sent through the Rector.

Church Attendance

Town pupils as well as boarding pupils are expected to attend the daily Chapel service at 8:30 a.m. As St. Mary's is distinctly a Church school, *all boarding pupils are required to attend all Chapel services.*

Dormitories and Rooms

The assignment of pupils to quarters will be determined on the basis of date of formal application, age, classification, and length of time at the School. *To obtain a room assigned a pupil must arrive on time.*

In assigning pupils to rooms, the Rector does not waive the right to change a pupil, at any time, from a room to a dormitory, if in his judgment it is best for the discipline of the School.

Pupils are advised to spend their first year in a dormitory.

Communications

All telegrams for the pupils should be addressed to the Rector. All letters with regard to the pupils should be addressed to the Rector, but when desired communications pertaining to their health and personal welfare may be addressed to the Lady Principal.

Correspondence with the home circle is freely encouraged, but beyond this *there is no time*, even were it otherwise desirable, for letter writing.

Dress

Parents will confer a favor by consulting simplicity in the dress of their daughters.

All pupils are expected to wear white muslin dresses at Commencement and at all public entertainments given by the School.

Simple high-neck dresses should be worn by the pupils on all public occasions.

Dressmaking, should, so far as possible, be attended to at home, as there is neither time nor opportunity for it while at St. Mary's.

Pocket Money

The Rector can not advance funds to pupils for books, stationery, pocket money, or for any purpose, without previous and special arrangements with parents. Money for these purposes should always be deposited with the School at the beginning of each session. The cost of books, stationery, sheet music, and art material should not ordinarily exceed \$25.00 for the year. Pocket money should in all cases be limited and should be deposited with the Rector, to be paid

on call under the parent's direction. These figures refer to *actual necessities*, not to foolish indulgences.

Bills must positively not be contracted at the stores and the merchants are notified to this effect.

General Discipline

With regard to discipline, it is desired to have as few rules, and to grant as many privileges as possible. But in so large a community the rules must be obeyed and enforced uniformly and the privileges must be withdrawn, if they are abused or work injury to the individual and the School, and it must be remembered that no privilege can be allowed to any one which could not, *under similar circumstances be allowed to all* who ask for it. In working together for the good of the whole School both parents and the School authorities will in the end succeed best in securing the good of each individual.

Parents, please remember that your daughter's character depends on learning the duty of obedience to law and order.

Terms

All regular fees are due and must be paid quarterly in advance.

Pupils are required to register at the beginning of each half-year, and no pupil will be allowed to register until all past fees have been paid.

Pupils are not received for less than a half-year, or the remainder of a half-year. As a matter of simple justice to the School, parents are asked to give ample notice of intention to withdraw a pupil at the end of the half-year.

No deduction is made for holidays or for absence or withdrawal of pupils from school, except in cases of protracted sickness. In cases of absence or withdrawal for protracted sickness the School and the parent will divide losses for the remainder of the half-year.

Entrance

An Entrance Fee is required of all boarding pupils at the time of filing application for entrance, as a guarantee for holding place. *This fee is in no case returned*, but on the entrance of the pupil is credited to her regular account.

The Entrance Fee to reserve an alcove in one of the Dormitories is \$5.

The Entrance Fee to reserve a room-place in East Rock House, West Rock House, Main Building, or North Dormitory is \$10.

The Entrance Fee to reserve a room-place in East Wing or West Wing is \$25.

The difference in charge for the various rooms, corresponding to their desirability and location, is made largely for the convenience of patrons. The uniform charge in the past has led to some misunderstanding. It is hoped that the payment of a definite fee, graded according to location, will obviate all difficulties.

Regular Charges

BOARDING PUPILS.—The regular charge for the school year is \$300. This includes all living expenses (except room-rent for pupils in rooms) and all regular school fees in the Academic or Business Departments. There is no extra charge for Languages.

The regular charge includes Board, Heat, Light, Alcove, Laundry, Contingent Fee, Medical Fee, Library Fee, and Academic or Business Tuition.

Room-rent is \$10 or \$25 for the session for each pupil, the charge varying with the location of the room.

Room-rent for places in East Wing or West Wing is \$25 for each pupil; in the other buildings, \$10.

LOCAL PUPILS.—The full regular charge is \$53.50.

Academic Tuition.....	\$50.00
Contingent Fee.....	2.50
Library Fee.....	1.00
	<hr/>
	\$53.50

Pupils of the Primary Department are charged \$30.

Extra Charges

Music Department

Piano, Organ, or Violin.....	\$50
If from the Director.....	60
Vocal.....	60
Use of Piano for practice.....	5
Use of Organ for practice.....	10

This charge is for one hour's practice each school day during the session. Additional practice is charged for at the same rates.

Theory of Music, History of Music, or Harmony..... \$10

Music pupils are required to take one of these three subjects.

Art Department

Drawing, etc.	\$30
Painting in oil or water color.	50
Art History.	10

Work in special classes at special rates.

Business Department

Regular tuition.	\$50
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This includes any or all of the business branches, with English and Arithmetic. No reduction is made for a partial course, except as follows:

Typewriting alone.	\$15
Bookkeeping alone.	25

The fee includes the use of typewriter.

Elocution Department

Private Lessons.	\$50
Lessons in Class.	10

Domestic Science Course

Tuition and Laboratory Fee	\$25
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Occasional Fees

LABORATORY FEE.—A fee of from \$3 to \$5 is charged pupils using the Science Laboratory.

This fee is to cover cost of material and varies with the course.

GRADUATION FEE.—A fee of \$2 is charged each pupil receiving a Diploma in any department; and a fee of \$1 is charged each pupil receiving a Certificate.

Incidental Charges

These are not properly school charges, but are simply charges for materials or money which the school furnishes to the pupil as a convenience to the parent.

A statement of the Incidental Account is sent quarterly.

Parents are requested to make an Incidental Deposit to

cover the cost of materials bought by the school and furnished to the pupils, and also to provide pocket money. As these charges will vary with need, no definite statement can be made, but ordinarily \$25 for the year will be sufficient in addition to the allowance for pocket money.

Sheet Music and Art Materials are furnished by the school and charged at regular prices.

Books and stationery will be furnished by the school if a deposit is made for this purpose.

It is advisable that the pocket money should be furnished only through the Rector, and it is urged that the amount should not exceed one dollar a week.

Explanatory Statement of Regular Charges

The regular charges given in concise form on page 85 may be further explained as follows:

ACADEMIC TUITION.—The charge (\$50) is the same for a full course or a partial course.

A pupil, however, taking only one or two classes, is charged \$20 a class.

LAUNDRY.—The regular charge for the year covers an average of \$1.50 worth of laundry each week, or \$48 worth for the year, at regular laundry prices. Additional pieces are charged extra at half rates. Laundry lists with prices will be sent on request. Pupils are expected to limit the number of fancy pieces.

MEDICAL FEE.—This fee, which is included in the regular charge, entitles boarding pupils to the attention of the School Physician in all cases of ordinary sickness, and to such ordinary medical supplies as may be needed, without further charge. Cases of major surgery, however, and special treatment of eyes, ears, etc., and dental services are not included, and the expense of these, when necessary, must be borne by the parent or guardian. All special prescriptions are charged extra.

Pupils whose parents prefer to have some one other than the School Physician may, with the Rector's consent, call in, at their own expense, some other reputable physician with whom the School Physician can consult.

Deductions

A deduction of 10 per cent in the tuition charge is made in the case of pupils who take Vocal and Instrumental Music, Piano and Elocution, Music and Art, and like combinations. This deduction is made only to pupils who pay Academic tuition.

A deduction of \$10 each for the year is made in the charges when two or more boarding pupils enter from the same family.

A deduction of 10 per cent of the tuition charge is made when two or more day pupils enter from the same family.

These deductions are all conditional on the bill being paid in advance.

Requisites

Boarding pupils are expected to bring with them—

Bed-linen for single bed.

4 sheets, 63x90,

3 pillow-cases, 19x34,

2 counterpanes, white,

1 pair blankets,

6 towels,

6 napkins and ring,

Cloak or cape,

Umbrella,

Overshoes.

These, and all articles of clothing, must be distinctly marked with the owner's name.

Teachers are expected to furnish the same requisites for their apartments.

Full information concerning all the Scholarships at St. Mary's is published in *Bulletin Scholarships*, which may be had by writing to the School.

Scholarships in St. Mary's

Competitive Scholarships

1. The DAVID R. MURCHISON SCHOLARSHIP, endowed 1903 (\$300). (For the Diocese of East Carolina.)
2. The SMEDES MEMORIAL (Alumnæ) SCHOLARSHIP, endowed 1904 (\$270).

These scholarships, when vacant, are filled by competitive examination of qualified applicants. The Murchison Scholarship will, in ordinary course, be again vacant in May, 1914.

Non-Competitive Scholarships

Tuition Scholarships (\$50)

1. CLERGY SCHOLARSHIPS. For daughters of the clergy. Not limited in number. Allotted by the Rector of St. Mary's.
2. RALEIGH CITY SCHOOLS SCHOLARSHIP. One filled each year. The holder is nominated by the Principal of the Raleigh High School.
3. SASS SCHOLARSHIP. For pupils of Misses Sass' School, Charleston, S. C. The holder nominated by Miss Sass.
4. MARY RUFFIN SMITH SCHOLARSHIP of the Diocese of North Carolina. The holder nominated by the Bishop of the Diocese.

Board and Tuition Scholarships (\$250)

1. MARY RUFFIN SMITH SCHOLARSHIPS of the Diocese of North Carolina. (Two.) The holders nominated by the Bishop of the Diocese.

2. MARY E. CHAPEAU SCHOLARSHIP of the Diocese of North Carolina. The holder nominated by the Bishop of the Diocese. Primarily for daughters of the Clergy.
3. MARY E. CHAPEAU SCHOLARSHIP of the Diocese of East Carolina. The holder nominated by the Bishop of East Carolina. Primarily for daughters of the clergy.
4. The MADAME CLEMENT MEMORIAL SCHOLARSHIP, founded 1905. The holder nominated by the President of the Board of Trustees after conference with his fellow Bishops of the Board.
5. The ELIZA BATTLE PITTMAN SCHOLARSHIPS. (Two.) The holders residents of Edgecombe County, North Carolina. Nominated by the Rector and Vestry of Calvary Church, Tarboro, N. C.

The Alumnae of St. Mary's

Officers of the St. Mary's Alumnae Association for 1913-14

Miss Anna N. Buxton, *President*.....Winston-Salem, N. C.
 Mrs. F. H. Busbee, *Vice-President*.....Raleigh, N. C.
 Miss Kate McKimmon, *Secretary*...St. Mary's, Raleigh, N. C.
 Mrs. Ernest Cruikshank, *Treasurer*.St. Mary's, Raleigh, N. C.

Alumnae Council

Mrs. Wm. E. Shipp, *Raleigh, N. C.*.....until 1914
 Miss Sarah Cheshire, *Raleigh, N. C.*.....until 1914
 Mrs. Herbert W. Jackson, *Richmond, Va.*until 1915
 Mrs. W. E. Lindsay, *Glendale, S. C.*.....until 1915
 Mrs. Chas. Baskerville, *New York City*...until 1916
 Mrs. David Elias, *Raleigh, N. C.*.....until 1916

And the officers *ex officio*.

The Alumnae Association of St. Mary's, which was first established in 1880 and meets annually at Commencement, has done effective work in aiding the progress of the School, and grows yearly stronger and more vigorous.

In addition to constant assistance rendered St. Mary's by the individual members, the Association has completed two special works of importance and is now actively engaged on the third.

(1) The *Foundation of the Smedes Memorial Scholarship* in St. Mary's, in memory of the founder and first Rector of St. Mary's, his wife, and his son, the second Rector, was undertaken early in the life of the Association and completed in 1903, when an endowment of \$4,000 was turned over to the Trustees.

(2) The *Enlarging and Improving of the Chapel*, around which the fondest recollections and deepest interest of the Alumnæ center, was undertaken in 1904, and the enlargement and adornment was completed in 1905 at a cost of more than \$3,500.

(3) The *Endowment of the Mary Iredell Scholarship* and the *Kate McKimmon Scholarship* in St. Mary's, the present work of the Association, was undertaken at the 1907 Commencement, on the initiative of Miss Emilie W. McVea, a graduate of St. Mary's, and later Principal under the second Dr. Smedes, now Assistant Professor of English in the University of Cincinnati. The Alumnæ propose to raise \$6,000 for this purpose.

The Alumnæ are organized as far as possible into local Chapters in their several cities and towns, and these Chapters hold semi-annual meetings on November 1st, Founders' Day, and May 12th, Alumnæ Day, each year.

There are upwards of 150 active members of the Raleigh Alumnæ Chapter, and there are active Chapters in New York and Baltimore, as well as in many places nearer home.

St. Mary's

For the Education of Girls and Young Women
The Diocesan School of the Carolinas

The 72d session of St. Mary's School begins September, 18, 1913. New pupils arrive September 16th.

Easter Term begins January 22d, 1914.

The 73d session begins September 17th, 1914. New pupils arrive September 15th.

For Bulletins and other information, address,

Rev. GEORGE W. LAY,
Rector.



Form of Bequest

"I give, devise and bequeath to the Trustees of St. Mary's School, Raleigh, North Carolina, their successors and assigns, absolutely and forever (the property given),, in trust that it shall be used for the benefit of said School, in the discretion of said Trustees, for building, improvement, equipment, or otherwise"

(or)

"in trust to be invested and the income derived therefrom to be used for the benefit of said School in such manner and for such purposes as to the Trustees may seem best."

September 12, 1913

Series 2, No. 4

St. Mary's School

BULLETIN



RALEIGH, N. C.

Boarding Enrollment, 1913-14

Published Quarterly by St. Mary's School
Raleigh, North Carolina

Entered July 3, 1905, at Raleigh, N. C., as second class matter
under act of Congress of July 16, 1894

St. Mary's School

Register of Boarding Students, 1913-14

Adams, Mattie Moye.....	Durham, N. C.
Aiken, Buford King.....	Brunswick, Ga.
Alexander, Florence Elsie.....	Asheville, N. C.
Allen, Julia Washington.....	Goldsboro, N. C.
Allen, Mary Lindsay.....	Hickory, N. C.
Badham, Bessie Weimer.....	Edenton, N. C.
Barbee, Adelyn Andrews.....	Raleigh, N. C.
Barnes, Naomi Ignatius.....	St. Augustine, Fla.
Barton, Agnes Hyde.....	Hartford, Conn.
Beattie, Margaret Hayne.....	Greenville, S. C.
Bi sette, Lucy	Nashville, N. C.
Blount, Carrie Delle.....	Williamston, N. C.
Blount, Julia Caroline.....	Pensacola, Fla.
Borden, Sara Elizabeth.....	Goldsboro, N. C.
Bottum, Margaret Huntington.....	Linville, N. C.
Bouknight, Emma Bettis.....	Johnston, S. C.
Bourne, Katherine Wimberley.....	Tarboro, N. C.
Branch, Annie Shepherd.....	Wilson, N. C.
Brown, Dorothy Madison.....	Centreville, Md.
Budd, Annie Lester.....	St. Augustine, Fla.
Budge, Dorothy	Miami, Fla.
Bunn, Lucy	Nashville, N. C.
Burdine, Bessie Anderson.....	Miami, Fla.
Burt, Etta Rollins.....	Trenton, N. C.
Butt, Catherine Nimmo.....	Dixondale, Va.
Cameron, Annie Sutton.....	Hillsboro, N. C.
Campbell, Elizabeth	Atlanta, Ga.
Carrison, Elizabeth	Camden, S. C.
Childs, Ellen Hoke.....	Columbia, S. C.
Clark, Laura Placidia.....	Scotland Neck, N. C.
Clark, Placide Bridgers.....	Tarboro, N. C.
Clarke, Florence	Middletown, N. C.
Clemmons, Katherine Woolvin.....	Wilmington, N. C.
Cobb, Maud Barker.....	Atlanta, Ga.
Coles, Eliza Pickens.....	Jacksonville, Fla.

Collier, Carol Gresham.....	<i>Goldsboro, N. C.</i>
Cooley, Mabel Davis.....	<i>Nashville, N. C.</i>
Cooper, Julia Horner.....	<i>Oxford, N. C.</i>
Cooper, Sophronia Moore.....	<i>Oxford, N. C.</i>
Cordon, Grace Kipp.....	<i>Clayton, N. C.</i>
Crowther, Anna Courtney.....	<i>Savannah, Ga.</i>
Curry, Helen Strong.....	<i>Marietta, Ga.</i>
Curtice, Marie Justi.....	<i>Raleigh, N. C.</i>
Darden, Ruby Lee.....	<i>Scotland Neck, N. C.</i>
Davidson, Lyle	<i>Uniontown, Ala.</i>
Davis, Virginia Caroline.....	<i>Wilson, N. C.</i>
Dickerman, Doris	<i>Gastonia, N. C.</i>
Dodd, Nellie Augusta.....	<i>Atlanta, Ga.</i>
Elliott, Kate	<i>Hickory, N. C.</i>
Fairley, Dorothy Shaw.....	<i>Rockingham, N. C.</i>
Floyd, Mary Auning.....	<i>St. Stephens, S. C.</i>
Fooks, Elizabeth Wilson.....	<i>Seaford, Del.</i>
Gaither, Nettie W.....	<i>Hertford, N. C.</i>
Galbraith, Selena Emma.....	<i>Waverley Mills, S. C.</i>
Gallup, Penelope Morrisette.....	<i>New York City.</i>
Gay, Susie Summerell.....	<i>Littleton, N. C.</i>
Geitner, Frances Royall.....	<i>Hickory, N. C.</i>
Gibson, Mildred Barnett.....	<i>Gibson, N. C.</i>
Gibson, Willie Hargrove.....	<i>Gibson, N. C.</i>
Gladstone, Fannie	<i>Hamilton, N. C.</i>
Glover, Jewel Frances.....	<i>Dabney, N. C.</i>
Gold, Sarah Elizabeth.....	<i>Wilson, N. C.</i>
Grice, Nellie	<i>Elizabeth City, N. C.</i>
Hales, Lanie Stanton.....	<i>Wilson, N. C.</i>
Hancock, Matilda Jordan.....	<i>New Bern, N. C.</i>
Harding, Rena Hoyt.....	<i>Washington, N. C.</i>
Harrison, Elizabeth Gatewood.....	<i>Lenoir, N. C.</i>
Hartridge, Helen Sandwich.....	<i>Jacksonville, Fla.</i>
Heyward, Sallie Kirk.....	<i>Beaufort, S. C.</i>
Hodgson, Anna Rogers.....	<i>Jacksonville, Fla.</i>
Holmes, Caroline White.....	<i>Asheville, N. C.</i>
Holmes, Edith Cheesborough.....	<i>Asheville, N. C.</i>
Hoppe, Laura Margaret.....	<i>Marietta, Ga.</i>
Howard, Augusta Clyatt.....	<i>Savannah, Ga.</i>
Howard, Edith Elizabeth.....	<i>Gainesville, Ga.</i>
Huff, Sudie Graham.....	<i>Brooklyn, N. Y.</i>

Huston, Agnes Melba.....	<i>Seaford, Del.</i>
Jenkins, Elmyra	<i>Roanoke Rapids, N. C.</i>
Johnson, Martha Watson.....	<i>Smithfield, N. C.</i>
Kem, Louisa Atkinson.....	<i>Macon, Mo.</i>
King, Annie Belle.....	<i>Louisburg, N. C.</i>
Lamb, Nannie Shields.....	<i>Scotland Neck, N. C.</i>
Lamb, Susan Elizabeth.....	<i>Henderson, N. C.</i>
Latham, Alice Cohn.....	<i>Plymouth, N. C.</i>
Lee, Virginia	<i>Monroe, N. C.</i>
Lenoir, Joyce	<i>Lenoir, N. C.</i>
London, Camelia Rutherford.....	<i>Pittsboro, N. C.</i>
Lynah, Annie	<i>Savannah, Ga.</i>
Mann, Edna Earle.....	<i>Middletown, N. C.</i>
Mann, Edith Matilda.....	<i>Middletown, N. C.</i>
Martin, Fannie Biggs.....	<i>Williamston, N. C.</i>
Meggs, Katherine	<i>Jacksonville, Fla.</i>
Mellichampe, Susan Stephenson.....	<i>High Point, N. C.</i>
Michaux, Mary L.....	<i>Goldsboro, N. C.</i>
Mitchell, Ann Rebecca.....	<i>Greenville, S. C.</i>
Moore, Cordelia Mills.....	<i>Greenville, S. C.</i>
Mott, Ellen	<i>Dixondale, Va.</i>
McCormick, Florence Neva.....	<i>Big Stone Gap, Va.</i>
McCullers, Melba	<i>Clayton, N. C.</i>
McIver, Josephine McKee.....	<i>Society Hill, S. C.</i>
McIver, Susie	<i>Cheraw, S. C.</i>
McKay, Kathleen	<i>Roxobel, N. C.</i>
Northcott, Helene Carlton.....	<i>Winton, N. C.</i>
Parker, Adelaide	<i>Princeton, N. J.</i>
Parker, Dorothy Shepherd.....	<i>Asheville, N. C.</i>
Parsons, Martha Marie.....	<i>Watha, N. C.</i>
Partin, Charity Ann.....	<i>Cary, N. C.</i>
Pender, Frances	<i>Norfolk, Va.</i>
Peoples, Helen Read.....	<i>Keats, Va.</i>
Pritchett, Mary Elizabeth.....	<i>Jacksonville, Fla.</i>
Pugh, Lois	<i>Savannah, Ga.</i>
Quinerly, Sallie Bett.....	<i>Ayden, N. C.</i>
Reese, Valerie	<i>Pensacola, Fla.</i>
Relyea, Eleanor	<i>Washington, D. C.</i>
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Wright, Martha Boardman.....	<i>Boardman, N. C.</i>



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St. Mary's School

BULLETIN



The Educational Position of St. Mary's

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St. Mary's School

RALEIGH, N. C.

Founded in 1842 by Rev. Aldert Smedes, D.D.

REV. GEORGE W. LAY.....	Rector
MISS ELEANOR W. THOMAS.....	Lady Principal
ERNEST CRUIKSHANK.....	Secretary and Business Manager

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The 73rd Annual Session of St. Mary's
School opens Thursday, September 17, 1914.

Introductory

The fact that the Rector of St. Mary's was for nineteen years in a boys' school preparing candidates for examination by the College Entrance Board, and the various boards of the colleges of the highest standard in the country, has made him take a considerable degree of interest in the problem of the high school, and of the standards of secondary education in North Carolina. The rather unique position of St. Mary's School has naturally led him to feel also an equal, if not a greater, interest in the problem of the so-called Southern College for Women. In the high schools and colleges in the South there are so many different standards, and so much confusion arising from ignorance, and from the misleading use of names, that a clear discussion by many people of the whole subject must prove useful in the end. The Rector has taken every opportunity of connecting himself with the State educational forces so as to learn as much as possible in that way, and, when there was an opportunity, perhaps to be of some assistance.

By invitation of Dr. Joyner, State Superintendent of Public Instruction, he attended at Chapel Hill, a meeting two years since, of all the superintendents of the counties of the State, and made an address on Health and another short address on the Standards of the State Educational Forces, and the influence of the State University on those standards. He recently attended the High School Conference at Chapel Hill, and by request made the address on The Product or Finished Result printed herewith. Besides attendance on the National Educational Association, he has been present at several

meetings of the Southern Educational Association, of the Association of Colleges and Preparatory Schools of the Southern States, of the Conference for Education in the South, commonly known as the Ogden Conference, and of the Association of The Presidents of Women's Colleges in North and South Carolina. At all of these meetings he finds the most earnest and conscientious desire to promote good standards, while at the same time he cannot help discovering how far short we are from the standard that prevails in the best colleges in the North, partly due to misunderstanding of exactly what those standards are.

The unique position of St. Mary's relieves it from the embarrassment caused to most of the institutions of a like character by their being called colleges, and by the desire, unwise and useless at the present time as we think, to bring these institutions called colleges up to what their name would suggest instead of finding a place for them with a proper title to do the work that is really needed at the present time, and which to a larger extent they are now doing very efficiently. For this reason it is thought that it would be of some interest to friends of the School, and to others interested in education, to print some of the articles written on these various lines in connection with St. Mary's School.

The Educational Position of St. Mary's

The College Question

(A revision of an article with the same title first published in the *St. Mary's School Bulletin* of February, 1909.)

The Work of the Carnegie Foundation for the Advancement of Teaching is primarily to provide pensions for old and disabled professors in colleges. This is a noble and useful work. Incidentally it was necessary for the officers of the Foundation to settle what the word college meant, and to determine what institutions properly come under this head. This part of their work alone is of inestimable value to education. Their publications are distributed only among the higher officers in education, and do not therefore come before the general public; but if one reads in their publications communications from all sorts of men in all parts of the country, he realizes the confusion of standards in the educational world, and the recognition by the vast majority of the difficulties involved. It will help us all at least to know what the situation is.

The following extracts are therefore printed from an address by Dr. Henry S. Pritchett, President of the Carnegie Foundation:

"There are in the United States alone nearly one thousand institutions calling themselves colleges. Of these, over one-half are colleges in name only, and in many cases are doing the work of elementary or secondary schools under the name of college. In a similar way weak colleges assume the name university.

"This has come about primarily from the local, State, and denominational rivalries in college build-

ing and the lack of coöperation among them. It is due in the United States in part to the entire absence of educational supervision of higher education. In most States of the Union any association of men can incorporate under the general law and organize a 'college' or a 'university,' maintaining such standards as their inclinations and interests may suggest. Such institutions have the legal power to confer all the degrees which the most honored and most scrupulous university can offer."

"No publications, unless they be those of life insurance companies, have been more misleading than American college catalogues. If any man doubt this, let him visit a number of colleges and compare the claims of the catalogues with the realities."

"In one respect, at least, it is clear that denominational control has not justified itself in educational institutions. This is in the lack of any relation between denominational control and educational righteousness. Denominations have been slow to realize the effect upon the world of the realization of this fact.

"A true college, whether it be administered by one set of men or another, must be first of all educationally sincere."

"And I venture to repeat the statement that true college standards do not mean necessarily the highest possible academic requirements as printed in the catalogue. They mean reasonable standards, honestly lived up to."

"Education on this new continent is a common work. Neither nations nor colleges nor men live to themselves. Every college, if it be a true college, must relate itself

to the general problem of education of its State and of its nation. Every man who works sincerely in education must make the cause of education the primary one. So long as we work sincerely, heartily, intelligently in this spirit, we are all partakers in a common work, we are all Brethren of the Common Life, willing that our individual efforts shall fuse into the great current of educational power, so long as that power works to the upbuilding of men."

Educational Position of St. Mary's

The Rector on first coming to St. Mary's did not feel free to discuss the educational position of the school, nor did he feel that he fully understood it. After being here more than a year he feels that he understands the position of the school and the educational conditions by which it is surrounded well enough to speak freely, and he feels all the more at liberty to do this because he finds that his opinions are shared by a great many others outside of the school who have better opportunities to inform themselves, and with whose opinions he finds his own conclusions agree. He also finds that for various reasons there is much confusion with regard to the ideas involved concerning school and college work, and especially with regard to the relations that St. Mary's holds to the general educational world.

There is a well accepted and authoritative idea in the United States as to what the word college properly means. While the standards may differ somewhat among those who are expert in educational matters, the idea of what a college should be is fairly definite. The Rector has been accustomed to this idea in thinking and speaking of a college, having been for years en-

gaged in preparing students for entrance into Yale, Harvard, and others of the best colleges of the country.

No one could be better fitted by his knowledge and experience, and also by his position as President of the Carnegie Foundation, to show what institutions are fairly entitled to be called colleges than Dr. Pritchett. The extracts quoted in this issue are illuminating on this general subject. Therefore, when the Rector of St. Mary's says what he believes to be actually true, that St. Mary's School is about two years behind the full college standard, he is understood by those who know what the true college standard is. He finds at the same time that this perfectly truthful statement is misunderstood by almost all those who send their daughters to St. Mary's. If he should make a statement in accordance with their general ideas of a college for women in this section, he would say, as some institutions of the same rank have actually said of themselves, that St. Mary's is equal in standard to the best colleges for women of the country. Hence he has found himself in a dilemma. The truth, as he understands it, is misleading to most of those who would be reached by his statement, while a statement framed in accordance with the understanding of those most likely to read it would be to him dishonest and misleading. It is perfectly legal and possible to call any institution a college or university whether the standard be the proper one, or falls short by several years' work; but the name does not make the institution. The extreme result of this possibility was reached in those institutions not in the South where, for the payment of a very small fee, any one who valued such a title could buy any degree from Bachelor of Arts to Doctor of Divinity and Doctor of Laws. The main point is that the value of a degree depends,

not on the letters it entitles one to add after his name, but on the attainments certified to by the institution which grants the degree. Without pretending to settle the question how many institutions for women there are in the States from which most of the pupils at St. Mary's come that are of the higher rank, it is fair to say that the B.A. degree given to women in these States, as a rule, represents about the same work as that done at St. Mary's for a diploma. In fact, some institutions most deserving of honor from all (an honor which I freely accord), give academic degrees to graduates who have completed work equivalent to that of the Freshman class of a college in the proper sense. If this institution were called St. Mary's College, and gave degrees, it would be natural for those who think the standard now prevailing in this section a correct one to consider that St. Mary's was equal to most, if not all, of the institutions for women with which they are familiar. St. Mary's is called a school; it gives a college course of four years; but as this course is not up to the standard that ought to be required for an academic degree in the true sense, graduates receive a diploma, and no degrees have ever been given, though by its charter the school is entitled to give any of the usual degrees.

All this is said not in order to criticise other institutions which are carrying on a system which they have inherited, and which is difficult to change, and impossible to change at once; it is only said in order to make the educational position of St. Mary's understood, and to remove from the minds of some the idea that calling St. Mary's a college and giving degrees to the graduates would in some mysterious way raise its standard, and modify the educational results that would be obtained. As far as the Rector's knowledge goes our position is

unique in that with the standard we maintain we do not call ourselves a college, or give degrees which should only be given for two years more of work. Our influence on education ought to be beneficial in that we shall call ourselves a school as long as we are not a college in the best and truest sense, and that it is unlikely that we shall ever give degrees, unless they equal in value at least the minimum requirements understood to be necessary by the leaders in education in the United States. It may be added that the conditions, even for diplomas and certificates, the Rector finds to be most rigid, and this is shown to be so by the fact that even these school honors seem to be beyond the ability of many, and have therefore actually been given to a select few.

The Product or Finished Result

(An address first delivered at the Conference for High School Superintendents at Chapel Hill, N. C., and published in the *High School Bulletin*.)

In every line of manufacture great pains is taken to test every part at every stage of progress, and to test the finished product at the end in the most exhaustive manner. Every manufacturer is careful not to send out a piece of his workmanship that is not entirely up to standard. In spite of all this, standards of quality in manufactured products are determined by competition and comparison with the product of other manufacturers. When a firm has obtained a reputation for its goods, it is most careful to maintain this reputation, because otherwise the products of its factory in competition with other factories, when found deficient, will be thrown back on its hands, and the reputation of the firm is gone.

The same should hold true in educational products. The result of our educational efforts must be standardized in order that we may obtain the best results, and the evidence of having completed a certain course must be so weighed and tested that the results come up to a fixed standard. We are practically without standards in educational results. This is because we do not test the educational product, which can only in my judgment be done with the help of examinations. The maker of an article without reputation in the trade claims that it is "just as good" as the product of some well-known firm. No sensible man accepts this declaration by the maker unless he can actually test the article that he is expected to buy. And yet in educational matters we accept all the time the mere opinion of hundreds of different teachers with no fixed standard, all claim-

ing to have produced the very best results that are equal to results obtained in institutions whose products are tested continually by examinations and comparison with the products of other first-class institutions.

I consider the system of having certificates without examination as being the curse of education in the South. For many years I taught in a first-rate school in New England where the requirements for colleges were entirely decided by examinations. There I made a plea for adding certificates to examinations. Rather curiously I find myself now where my plea has to be the converse of this, *i. e.*, that examinations be added to certificates. I consider that both are necessary. Examinations alone, through the great weight given to them, attain the nature of a fetich. Furthermore the efforts during the year will not be continuous and faithful as they would be when the candidate for examination knows that the record of his work during the year is to be considered along with the results of examination.

On the other hand where we use certificates alone, as we do pretty generally in the South, institutions to which the candidate comes have certificates from so many institutions that it is impossible to know their value, and as a matter of fact many of the certificates are worth nothing. This value can only be ascertained by annual comparisons with the product of other first-rate institutions, and this is only attained by examinations conducted by the higher institutions.

We have gone quite wild recently over the Carnegie Unit. To those who were accustomed to sending candidates to Harvard and Yale, and to the College Entrance Board of Examinations, these units were nothing new except as to the particular term. We all un-

derstood, as those who devised these units also did, that quality as well as quantity was to be considered. We now have the definition of a unit by the Southern Association of Colleges and Preparatory Schools, that a unit is one-quarter of a year's work. This is a perfectly reasonable and proper definition as understood by those who devised it. But in the minds of most people it means nothing but quantity, and has no particular reference to quality, and they also have no means of judging what the quality ought to be, if quality was required.

I can best explain this by an illustration. Suppose a horse drawing a cart to be loaded with so many ears of corn every quarter of a mile, was considered to do a day's work when he had worked eight hours. Let us then suppose that a first-rate horse traveled eight miles an hour, and has the requisite number of first-rate ears of corn put into his wagon every quarter of a mile, and that the cart itself is a first-rate cart with a good tail-board. At the end of two hours he would have carried a fine load of excellent corn sixteen miles, and would be credited with one unit. Another old plug has little nubbins put in in place of the good ears, and has a very bad tail-board to the cart. He travels only four miles an hour, and at the end of the two hours has gone eight miles with only part of the load, and that only of small nubbins; but he gets his one unit just the same. This is a fair illustration of the unit system if it depends on the say-so of the instructor of the candidate.

Let me call attention to an interesting and important fact. It would naturally be supposed that the authorities of the Preparatory schools would have the best knowledge of the comparative quality of the work performed by those who complete their course, and that the

authorities of the colleges would have the best knowledge of the comparative strictness of their respective requirements for entrance. As a matter of fact it is exactly the other way. The authorities of any given college have in the product of many preparatory institutions, and the results of their examinations and other tests by the college, an excellent idea of the comparative quality of the work done by the preparatory schools. They know this better than the teachers in the preparatory school. On the other hand teachers in a good preparatory school are sending their product to various colleges. They see the results and know whether it was hard or easy, and they know also into which colleges the poor students were able to enter. They therefore have the very best knowledge as to the comparative strictness of the entrance examinations of colleges. It therefore follows that the only way to have a standard of the work to be accomplished by high schools is to devise a plan by which the product of the high school is tested carefully as to quality as well as quantity by an outside, impartial authority, so that the teachers in the high school themselves might be able to learn what the standard really ought to be. I claim that they cannot know this unless their product is tested by others.

In some counties there are several high schools, and if each gives its diploma independently, we have as many standards in that county as there are high schools. It is therefore a step in the right direction if we find the County Superintendent requiring that no diploma should be given by any high school in his county until the papers of the candidate have been examined by himself and a central county committee.

But even when this is done, it would leave us with one hundred different standards in North Carolina cor-

responding with the hundred different counties. Even if we had a fixed standard in the State, we might still be different from the standard in other States, but at least we should try to have a standard for the whole of North Carolina. It would add value to diplomas which now have no value whatever. It would prevent diplomas being given where they were not deserved, and, what I consider most important of all, it would inform every teacher in every high school of the State as to what the standard should be in his particular department. I believe that as things are no conscientious teacher has the opportunity of ascertaining what the standard is, and that a premium is put upon the ignorant and unscrupulous teacher in permitting him to assign to mediocrity honors that only belong to comparative excellence.

I have taught for nineteen years in a school where nobody ever examined his own class. Information obtained by the results of the examinations conducted by others entirely, was not only conservative with regard to standard, but most illuminating and instructive to the teacher of each class. Boasting of what we thought we had done, self-sufficiency and contentment were of no avail. Several times each year we knew exactly what other people thought of our work when they had had the opportunity of examining and testing it in comparison with similar work conducted by others. Some of these examination papers were set and marked even by men not in the institution, and at least at the end of each year the results of our efforts were tested by the College Entrance Board, or by the Entrance Board of leading colleges so that we had a verdict on our work by the very best authorities.

There are several places in the public school course

where a general examination of all candidates by a central board would be most helpful. It would certainly do much good at the entrance to the high school. I have been asked to speak to you tonight especially with regard to the diploma given at the end of the high school course.

At the last Teachers' Assembly I submitted a resolution, part of which was adopted by the Assembly, and the whole of which is printed in the *High School Bulletin of North Carolina* for January of this year. I ask your careful consideration of the proposal I then made with regard to a uniform State High School Certificate. If you will refer to the details mentioned in the *Bulletin*, you will see that it interferes in no way with the diploma of any particular high school, or county. It only provides that any high school or private school that chooses to do so can recommend its candidate to a Central State Board who will set papers and mark them, and, if they see fit, give a State High School Diploma. It would therefore not only be a great honor, but also a valuable test both of the candidates, and also of the schools from which they came. Any school that claims to be as good as any other high school in the State can easily prove its claim by sending its candidates in for this examination. By doing so they would obtain some very valuable information with regard to the character of their instruction, and the sufficiency of their curriculum. This would be welcomed by all the best and most intelligent high school teachers. Those who have succeeded would have assurance, and those who have failed if they were conscientious, would know wherein they had failed, and wherein they must do better. Those who were ignorant and lacking in conscientiousness, if they had their candidates try the ex-

amination, would learn the truth, which is always useful and wholesome. If they did not send up their candidates for examination they would be obliged thereafter to cultivate the golden virtue of silence, which would do them much good, and be a great relief to the unwilling ones who sometimes have to listen to their vain boasts.

Such a State High School Certificate would establish a State standard in at least one point in education, and would increase educational intelligence and honesty. I think most of our educators are honest, but they have no means of ascertaining what standards are, or where they in particular stand. Whether intentionally or not, it is not honest to let boys and girls think that they have finished a real high school course when, either in quantity or quality, they have fallen far short of this. I beg to call attention also to the fact that sufficient discretion is given the examining board to enable them to take the value of the certificates into consideration along with the examinations, and the excellence in certain subjects as outweighing some little lack in others, and also to determine, as the question shall come up, what subjects may be admitted as substitutes for the more usual ones.

I earnestly recommend to your attention this subject, as I am sure we will never arrive anywhere without standards, and we can not have standards without some definite State test.

Since making the above address my attention has been called to the valuable report of Mr. William H. Hand, High School Inspector for South Carolina, published in the bulletin of the University of South Carolina, January, 1913. The following extracts will be of interest to us.

"Up to 1905 the secondary schools had received but little impulse. Many of the town and village schools were doing some secondary work, but each was a law unto itself and there was practically no common standard of aim or efficiency. In 1906 there were thirty-two schools of secondary grade, public and private, claiming a 4-year program of studies. Of these thirty-two schools, six claimed the right to confer academic degrees. * * * It would be but a dreary tale here to describe in detail the scrappy but overloaded programs of study, the ridiculously short recitation periods, and the total lack of equipment throughout the schools of the State." * * * "For sometime it has been the desire of the State Board to classify the high schools according to some recognized standard, but it was not thought advisable to undertake to establish some arbitrary and independent standard. Fortunately, the Association of Southern Colleges and Preparatory Schools has recently adopted a clear-cut definition of the minimum requirements for a standard high school. That definition is adopted in this report and is used to define a high school as belonging to Class A. With the same definition as a basis, the high schools are further classified as B, C, D, and E." * * * "This classification has in it much to commend. It will go far toward removing the temptation to small high schools to undertake more work than their time and teaching force warrant. * * * The differentiation in the quantity of work is measured in units. The resulting units are largely determined by the character of the organization of the curriculum. The quality of the work must be determined by personal inspection of the schools, by detailed reports from the principals, and by the records made by students in college." * * *

"So far the equality of the work has not been incorpo-

rated in the published ratings of the high schools. The published ratings have been confined to the quantity of work. However, the State Board has wisely decided to begin to consider the quality of the high school, as well as the quantity, in these annual reports. * * * Rating high schools by the number of units made in the various subjects is by no means a sure or final test of the merits of a school. However, at least in this part of the educational field decided good has come from it."

The suggestion made by me at the Teachers' Assembly, printed on pages 36-37, of the *High School Bulletin*, January 19, 1913, it is interesting to find, has already been put in force in South Carolina, and is mentioned in the above South Carolina Bulletin as follows:

"The State high school diplomas issued by the State Board to graduates of 4-year public high schools making a credit of 14 units, are steadily growing in favor. This year 144 were issued. Several private high schools have made inquiry about the conditions on which these diplomas are issued. I am confident that it would be a wise step to offer these diplomas to the private schools on the same conditions that they are granted to the public schools. It would aid in standardizing the programs of study, not as to subjects but as to values. * * * It would be a real service to the better type of private school. Anything that discriminates between merit and mediocrity in any phase of education ought to be heartily welcomed."

"It is to be highly regretted that something cannot be done speedily to correct the present abuse in issuing high school diplomas among the public schools of the State. That abuse has become so flagrant that a public high school diploma has no definite value whatever. It is only another example of our chaotic school system, wherein everybody is a law unto himself."

The Twilight Zone

Between the Standard School and the Standard College

(An address sent to various officers of the Association of Colleges and Preparatory Schools of the Southern States.)

I am much interested in education in the South, and in the attainment of proper standard in institutions of all kinds. I had great hopes of what might be accomplished by the Association of Colleges and Preparatory Schools of the Southern States before attending for the first time one of their meetings. I was rather discouraged as far as my own personal opportunities are concerned at the work done at the meeting in Spartanburg.

The Two Standards. Education in the South is largely carried on by high schools, but not standard high schools, and by colleges giving degrees which are not standard colleges, and which have no right to be giving degrees. I believe that all thoughtful men who are also informed on the subject will agree with me that very little of the work of the high schools of the South is being done in institutions which are up to the full high school standard. In the same way very few of the institutions calling themselves colleges have any right to the name, or are carrying on the work of a standard college. Personally I question the right of some of the colleges and universities among the twenty-six colleges and universities accepted by the Association to the name of college and university in any standard sense. This is a matter of opinion and my knowledge may be incomplete.

The Association is doing its obvious duty in starting to work to establish a definite standard for high schools and colleges. In this work they have my entire sympathy and appreciation of its importance. What-

ever I may think about the standard of some of the colleges in the list of twenty-six, at least they are setting a high standard for the college idea, and are slow in admitting so-called colleges which do not show very great reason for being recognized as such. They are evidently also setting a high standard for the high schools, or preparatory schools, or elementary schools, whatever name may be used. I regret to say that I am entirely out of sympathy with the methods proposed as I believe nothing would ever be really accomplished unless we pay greater attention to the actual results accomplished rather than trust to mechanical methods as to equipment, etc., which are in my judgment deceptive, and will never do the work that can be done by the requirements of examinations. A school meets all the mechanical requirements, but undoubtedly gives its diploma or certificate to many students below proper college entrance standard, whereas on the other hand some of the very best college students, fully able to do the work, and a credit to both the preparatory school and college, come from institutions that do not come under any standard measured by mechanical preliminary investigation. Also I notice that the methods employed seem to presume that there can be no good preparatory school with more than a four-year course, whereas, some of the very best schools have a six-year course, and in case of smaller ones some of the mechanical rules would cut out these six-year schools inasmuch as the same teachers might be teaching in the first two years and also in the last four years. This criticism, however, is comparatively unimportant, the main points that I wish to make are as follows:

The Institution Between the Standard School and the Standard College. A very large part of the work

beyond purely high school work is carried on by institutions calling themselves colleges which are not up to the standard, and have no prospect of being up to the standard in the near future. These institutions in my judgment are in many cases doing a very necessary work, and are covering all the ground in their curricula that is required at the present time by those who come to them. They have no prospect of going on to the full standard of a college, and most of them would not be doing a useful work if they chose to progress in that direction. The main thing to be desired is that they should do the work which they do honestly and well, and should not confuse, and in fact deceive, the public by a name which should mean something quite different, and by giving a degree which is not deserved. The work of your Association consists on the one side in preventing these so-called colleges from climbing over the fence into those colleges recognized and accredited by your Association. A portion of them honestly think they are colleges. They have got to be taught what a college is, and to recognize the fact that they are not colleges, and the public must be educated on the same line at the same time.

Advanced Schools or Schools of Advanced Standing. There are some institutions in this Twilight Zone which are doing honest work and know where they stand. These institutions should be recognized, and a larger number of institutions should be led to see what is the honest and intelligent course. St. Mary's School says frankly that it is two years behind a full college standard. Most of the other institutions called colleges in the South outside of a fairly small list, stand about where St. Mary's does. Some of them are even three years behind the full college standard and a few so-called

colleges are simply fairly good high schools. You do not admit colleges to your Association as colleges because they use the name, and I think it is hardly fair to ask St. Mary's to come in as a school because it uses the name School. Or to put it another way, it is hardly fair, if we admit that we are two years behind the college standard, for you to then ask us to admit that we are two years further behind, making four years in all, and come in simply as a school.

I therefore plead for a place in your Association for these institutions, whether called schools, institutes, seminaries, or colleges, that are between the full standard high school and the standard college.

Junior Colleges. I do not object to coming in for a movement to establish Junior Colleges, but I am personally opposed to the wisdom of this proceeding for several reasons.

First, if the name College is used preceded by Junior, the word junior will be forgotten and ignored. They will be necessarily imitation colleges.

Second. It would be necessary for the Association to establish a third form, which would add to their work unnecessarily.

Third. When this form was established it would be found very few of the so-called colleges would conform to it.

Fourth. It is very difficult in all these colleges to estimate the value of the two years of college work which they carry on in what they call their Junior and Senior years.

College Entrance Standard. I would myself suggest that these institutions be standardized in accordance with the place in their course which would entitle their students to enter college. They could be required,

whatever their course might be, to give at a certain point a college entrance certificate to their students, conditions for which could be carefully printed in the catalogue, and in this way determine the standards of the institutions. For instance at St. Mary's those who complete the full Sophomore work, taking the proper studies are entitled according to Miss Colton, to twelve and a half Carnegie units for college entrance, and to two more units on the work of the Freshman year at a standard college. Another college might be able to give this same certificate in accordance with requirements of the Association at the end of the Freshman year. Another class of institutions would only be able to do it at the end of the Junior year.

This plan involves no new arrangement as to determining standard and no new standard. It also relieves the Association of responsibility for the kind of work done in the classes of the institution that come after the line of demarcation determined by college entrance. This is desirable for two reasons. First, it avoids confusion and added responsibility on the part of the Association, and second, it enables the institution in question to do just what it pleases with regard to these two years. I do not believe that it necessarily holds that a girl who is going to college two years would do better by taking the first half of a four-year course, rather than two years of a course which was intended to be final as a rule. In other words the work of our Junior and Senior year at St. Mary's, which is practically parallel to the Freshman and Sophomore years at the advanced colleges, is better fitted to our students, if we realize that they are going to stop at the end of our course, than it would be if we slavishly adapted our

Junior and Senior year to the exact work done by a standard college in its Freshman and Sophomore years.

If the Association would arrange for a class called advanced schools, according to the methods indicated above, the honest and intelligent heads of such institutions would ask to be rated in accordance with these methods. Those who were either not honest, or not intelligent, by the very fact that they declined to be rated, would very soon find the absurdity of their claim understood by the public.

I am aware of the fact that having only attended one of your meetings I am largely ignorant of what is being done. I simply send this as a contribution on my part which may possibly be of some use, and also as a Macedonian cry from at least one honest institution which does not give degrees, and admits that it is between the school and full college, that we may have some help to enable us to know where we stand, and to enable other people to know where we all stand.

I am tremendously impressed with the opportunities before your Association, and also with the honest and intelligent and efficient way in which you are going at it. I only feel that those who seem to have given the most thought to the subject have not noticed recently the large class of institutions like the one in which I am now working.

St. Mary's School

Founded in 1842 by Rev. Albert Smedes, D.D.

The Diocesan School (for girls) of the Carolinas

The largest boarding institution for the education of girls and young women of the Episcopal Church in the United States.

One hundred and seventy-five resident students; total enrollment, 300. Twenty-eight teachers and officers.

Departments: College, Music, Art, Elocution, Business, Household Arts, Preparatory.

For information address,

REV. GEORGE W. LAY, *Rector*.

REPORT OF AUDIT

St. Mary's School

RALEIGH, N. C.

Sept. 1, 1907, to May 31, 1914

RALEIGH
EDWARDS & BROUGHTON PRINTING CO.
1915

May 22, 1915.

To the Board of Trustees, St. Mary's School, Raleigh, N. C.

Gentlemen:—As requested, I have made an audit of the books of your institution dating from the inauguration of the present Rector, Rev. George W. Lay, and the subjoined statements reflect the scope and results of my examination.

Inasmuch as the current school year has not yet closed, the transactions of this period (1914-1915) are not included in the statements. It has been customary to close the school books about September 1st, but since the work during the summer months is altogether preparatory for the ensuing school term it has been deemed advisable to close the school books with May 31st, consequently in the operating account for 1913-1914 some items, such as salary, repairs, lights, etc., show for only nine months instead of twelve as in the previous years; and this must be borne in mind when making comparisons.

Some errors in bookkeeping have been made which have prevented correct statements in the past. For instance, a loan of \$1,000 from the school store account to the school general account had been credited to the Profit and Loss account, thus disappearing from among the liabilities. Also items of Permanent Improvements and Equipment aggregating \$7,234.92 had been charged off to Profit and Loss. Further, there were a number of minor discrepancies, such as items of Food charged to Fuel account; repairs charged as Permanent Improvements, etc. All necessary corrections have been made in the statements submitted and an adequate scheme of accounting has been introduced.

In order to secure an approximation of the value of Land and Buildings, it has been necessary to review the accounts of the Trustees and separate statements are attached hereto showing the transactions of your board. While Dr. Battle as Secretary and Treasurer has not attempted to keep anything further than a cash account, his records are so complete and explicit that it has been no difficulty to secure the desired information, and it has been a pleasure to review his work.

Of course the items of Land, Buildings, Permanent Improvements, and Equipment are stated at cost with no provision for depreciation, as it is only by a competent appraisal that their present value can be determined. It will be seen that the Equip-

ment is given as a total value of \$29,317.02 (see Consolidated Balance Sheet). An inventory furnished by Mr. Cruikshank shows a present value of \$26,115.50.

The statements submitted are, for the greater part, self-explanatory; however, there are some comments and explanations necessary, so I will discuss them in the order in which they appear.

Consolidated Balance Sheet, Trustees' and School Accounts.

This represents the financial standing of the school as of June 1, 1914, showing separately the factors contributed by the efforts of the Trustees and the school management and then the total of the two.

The only item requiring special explanation is Borrowed Funds. This is \$1,500 advanced from the School Store Account to the School General Fund, and \$77.95 due the School Store Account from the Students' Notes Receivable, which are carried in the General Fund.

(Note.—The School Store Account, or Incidental Account, is a merchandising account, in text-books and students' supplies, which is conducted separately from the school proper. This account has not been examined by me.)

Income Earned.

Shows separately the income from Regular Fees, Extra Fees, and Miscellaneous Sources. The deductions from Income from Students are itemized in the statement next following. It will be noted that some items of Income from Students are included among the Miscellaneous Income. This is because these particular items are now handled through the Store or Incidental Account.

An item of Salaries paid in Board has been incorporated in the Income Account and a corresponding charge appears in the Operating Account. This is for the purpose of showing the total remuneration of the Faculty as well as giving the Boarding Department proper credit for its service rendered. This item of Salaries paid in Board is estimated at a per annum cost of \$1,500 for the Rector and his family; \$600 for the Business Manager and wife; \$300 for the Stenographer, and a school term cost of \$200 for each teacher living at the school.

Deductions from Income.

Shows the discounts and scholarships allowed students in accordance with the catalogue.

Operating Accounts.

This shows the cost of operating the school proper, and Miscellaneous Costs, including Interest on Bonds paid from School Funds. Several items require explanation.

Furnishings.—Average cost of replacements and renewals of Equipment.

Services.—Represents allowances to students for Clerical Work in office, also tuition fees allowed children of Rev. Dr. Lay and Mr. Stone.

Insurance.—The Fire Insurance Policies are all written for a term of three years, and this makes a heavy payment of premiums fall due every third year. This could be obviated by canceling and rewriting a portion during the years when only a small portion expires. Better still would be to cancel all policies and rearrange the insurance so that each policy covers its pro rata portion of all property. An appraisal of the buildings and equipment would give an exact basis for insurance and probably save enough in premiums to pay the cost of appraisal.

Reserve for Bad Debts.—This is based on the experience of the seven years under review, averaging the entire amount deemed uncollectible.

Interest, Trustees' Old Account.—An examination of the Trustees' accounts reveals the fact that this was a partial payment of bond interest from School Funds.

Discounts, Students.—Cash discount for payment in advance.

Trustees' Accounts.—1907-'08 salary, Miss Dowd, \$100; 1913-'14 Trustees' expenses, \$99.52.

Additions to Permanent Improvements.

This shows the amounts spent from School Funds for Permanent Improvements during the period under review.

Additions to Equipment.

Shows Equipment purchased by school during the period under review.

Consolidated Summary of Cash Accounts.

This statement deals with the Trustees' Receipts and Disbursements for the General Fund, Eliza Battle Pittman Memorial Fund, and the Clement Fund.

In addition, the Trustees have handled the Martin Scholarship Fund and two other funds, one being for Buildings and Endowments and the other for Endowments alone.

The Martin Scholarship Fund is \$3,000, and the principal is invested in six per cent bonds of the Bankers Realty Co. To June 1st, this fund had produced an income of \$1,011.42, of which \$568.38 was turned over to the school on April 11, 1911, and the remainder of \$451.04 was on deposit in the Mechanics Savings Bank on June 1, 1914.

On the Building and Endowment Fund there had been collected to June 1, 1914, \$2,443.29, out of which was paid to Mr. W. Hawkins a commission of \$179.75, leaving on hand a balance of \$2,263.54, which was on deposit in the Mechanics Savings Bank.

On the Endowment Fund there was collected to June 1, 1914, \$577.93, no part of which had been expended and the entire amount was on deposit in the Mechanics Savings Bank.

Land and Buildings.

This shows the original purchase of the land and buildings and how paid for, also the additions to June 1, 1914.

Revenue Account.

This shows the source of all income on the General Fund, Eliza Battle Pittman Memorial Fund, and the Clement Fund, and the disposition of these funds. This statement is self-explanatory except as to the following:

Rents.—Received \$2,331.25 from Chas. Root, Ex. Dr. Smedes. Paid \$1,666.66 to Cameron & Graham, Recr's, and \$729.17 to Chas. Root, Ex., for rent of furniture.

These items bear no explanation on the books.

Difference in Value of Securities.—This difference is explained by the statement next following.

Scholarship Accounts.

As will be seen from the tabulated account, only two of the scholarships are self-sustaining, i. e., Miss Murchison and T. D. Martin. The remainder are invested in school property, and it is only fair to set up an interest charge at six per cent on the amount so invested and carry this entry as a credit to scholarships. To fund a scholarship for board and tuition there is required \$5,000 at six per cent; hence it appears there is a deficiency (leaving aside for the moment the Eliza Battle Pittman Scholarships) of \$10,712.50, which amount should be raised to make the scholarships self-sustaining.

The Eliza Battle Pittman Scholarships were created in consideration of funds for building the Auditorium, \$13,794.05, and the

cash requirement of \$500 per annum is equivalent to an interest charge of approximately three and two-thirds per cent on the amount bequeathed. The Auditorium cost \$16,094.25, and if interest at six per cent on this latter amount be charged against income, a surplus of \$465.65 will be available as an annuity for funding these two scholarships, and at five per cent will mature the required \$10,000 in fifteen years (approximately).

Inasmuch as \$21,287.50 of other bequests is invested in school property in lieu of securities yielding revenue, it would seem to be the logical thing to fund the scholarships by the suggested interest charge against income, for had not these scholarships endowment funds been available, only by borrowing money could the property have been acquired. This, of course, means that there must be set aside out of school income interest on \$16,094.25, plus \$21,287.50, a total of \$37,381.75, which at six per cent is \$2,242.91, and this will in thirteen and one-half years accumulate at five per cent an interest bearing investment sufficient to provide an annual income to cover all scholarships in full, and give a surplus income of \$222.91.

(Note.—Five per cent is used as the earning power in figuring the sinking fund in order to be conservative and allow for the periods when part of the funds will be idle, awaiting the accumulation of a sufficient amount to invest. Of course, if six per cent can be obtained the scholarships can be funded in a little less time.)

Under the existing arrangement it is costing the school an excess over the income from invested scholarship funds of \$2,020 per annum, or, if we count as interest six per cent on funds invested in school property, it is costing \$2,242.91, which allows a credit of \$222.91 over the scholarship requirements.

Legacies and Bequests.

This is an itemized list of the cash and securities received from the Eliza Battle Pittman Memorial Fund and the Clement Fund. The disposition of the securities is shown in a preceding statement.

Bonds and Sinking Fund.

On September 1, 1909, there was issued \$40,000 worth of six per cent bonds, maturing in fifteen years, or on September 1, 1924. No sinking fund or other provision for payment seems to have been made. The annual sinking fund installment required for this amount and term is, at five per cent (which is all that

can safely be claimed for interest on a sinking fund), \$1,853.69, and, as these bonds have now (June 1, 1914) been running four years and nine months, there should be in the sinking fund at this time approximately \$8,350, with another installment of \$1,853.69 due on September 1, 1914, and annually thereafter until September 1, 1924, the date of maturity.

Neither sinking fund nor accrued interest have been considered in the statements submitted.

In my work, Mr. Cruikshank and Dr. Battle have rendered all possible assistance towards securing correct and accurate statements and every possible courtesy has been shown me by all.

Respectfully submitted,

Chas. N. Goodno.

Certified Public Accountant.

ST. MARY'S SCHOOL, RALEIGH, N. C.

CONSOLIDATED BALANCE SHEET TRUSTEES' AND SCHOOL ACCOUNTS

ASSETS	Trustees	School	Total	LIABILITIES	Trustees	School	Total
Land and Buildings.....	\$136,461.56	\$ 31,289.67	\$167,751.23	Bonds Payable.....	\$ 40,000.00	\$-----	\$ 40,000.00
Equipment.....	4,770.19	24,546.83	29,317.02	Borrowed Funds.....		1,577.95	1,577.95
Cash in banks.....	2,866.87	1,104.41	3,971.28	Application Fees, 1914-'15, Re- ceived in Advance.....		1,390.00	1,390.00
Certificate of Deposit.....		5,000.00	5,000.00	Balance—Surplus of Assets Over Indebtedness.....	104,098.62	61,410.13	165,508.75
Notes Receivable.....		921.65	921.65				
Salaries Advanced.....		100.00	100.00				
Students' Accounts Receivable: Total.....\$5,960.54							
Less Reserve for Bad Debts..... 5,250.00		710.54	710.54				
Expenses Paid in Advance: Advertising.....\$ 430.88							
Office Expense..... 25.00							
Repairs..... 149.10							
Petit Cash, Wages Account.....		604.98	604.98				
		100.00	100.00				
Totals.....	144,098.62	64,378.08	208,476.70	Totals.....	144,098.62	64,378.08	208,476.70

ST. MARY'S SCHOOL, RALEIGH, N. C.

INCOME EARNED

	1907-'08	1908-'09	1909-'10	1910-'11	1911-'12	1912-'13	1913-'14	Total
Regular Fees:								
Board.....	\$ 21,633.32	\$ 23,636.30	\$ 26,741.50	\$ 27,324.35	\$ 27,698.00	\$ 34,690.25	\$ 33,277.50	\$ 195,001.22
Contingent.....	677.28	640.28	726.28	735.50	742.40	4,195.40	4,023.90	11,741.04
Laundry.....	2,464.00	2,687.14	2,688.70	2,695.00	2,735.00	3,442.50	3,292.50	20,004.84
Library.....	146.50	140.25	161.57	161.05	160.75	203.35	194.13	1,167.60
Medical.....	616.00	584.18	604.37	673.75	683.75	857.42	823.10	4,902.57
Tuition.....	7,327.63	7,142.57	7,919.40	8,244.75	8,536.50	11,563.25	10,755.65	61,489.75
Business Tuition.....	485.00	540.00	755.00	575.00	895.00	575.00	555.00	4,410.00
Totals.....	33,349.73	35,370.72	39,656.82	40,409.40	41,451.40	55,527.17	52,951.78	298,717.02
Extras:								
Art.....	868.00	786.85	844.50	711.75	584.75	642.25	544.00	4,982.10
Elocution.....	502.50	426.25	524.62	467.25	205.00	342.50	708.25	3,236.37
Domestic Science.....					180.00	456.28	478.75	1,115.03
Piano.....	4,879.50	4,395.75	4,827.14	5,270.00	4,786.75	6,693.25	5,692.50	36,534.89
Piano Practice.....	497.00	437.50	490.00	543.70	516.25	697.50	502.50	3,674.45
Theory.....		870.00	965.75	1,042.50	932.80	1,208.75	1,017.50	6,057.30
Violin.....	440.00	483.75	585.00	578.75	606.25	288.75	375.00	3,357.50
Voice.....	1,317.25	970.50	1,382.50	1,617.75	1,587.15	2,502.45	1,632.00	11,009.60
Organ.....		125.00	82.50	235.00	170.00	247.50	30.00	890.00
Room Rent.....	655.00	740.00	945.95	1,017.50	1,890.00	2,154.95	2,099.40	9,502.80
Totals.....	9,159.25	9,235.60	10,647.96	11,484.20	11,458.95	15,234.18	13,139.90	80,360.04
Regular Fees.....	33,349.73	35,370.72	39,656.82	40,409.40	41,451.40	55,527.17	52,951.78	298,717.02
Extra Fees.....	9,159.25	9,235.60	10,647.96	11,484.20	11,458.95	15,234.18	13,139.90	80,360.04
Totals, forward.....	42,508.98	44,606.32	50,304.78	51,893.60	52,910.35	70,761.35	66,091.68	379,077.60

ST. MARY'S SCHOOL, RALEIGH, N. C.

INCOME EARNED
(Continued)

	1907-'08	1908-'09	1909-'10	1910-'11	1911-'12	1912-'13	1913-'14	Total
Income from Students-----	\$ 42,508.98	\$ 44,606.32	\$ 50,304.78	\$ 51,893.60	\$ 52,910.35	\$ 70,761.35	\$ 66,091.68	\$ 379,077.06
Less Deductions-----	2,856.00	3,200.30	4,135.00	2,833.12	3,306.50	3,833.75	3,436.00	23,600.67
Net Income from Students-----	39,652.98	41,406.02	46,169.78	49,060.48	49,603.85	66,927.60	62,655.68	355,476.39
Laboratory Fees-----		84.00	60.00	75.00				219.00
Diplomas-----	21.00	18.00	45.00	32.00				116.00
Lecture Course-----		72.50						72.50
Sale of Art Materials-----	285.55	288.90		5.75				580.20
Sale of Dairy Truck Produce-----	508.15	31.75	53.50	25.00	259.99	28.30		906.69
Sale of Sheet Music-----	937.85	596.35	5.90	11.37				1,551.47
Application Fees Forfeited-----	45.00	45.00	35.00	25.00	175.00	60.00	140.00	525.00
Students' accounts-----		3.08		25.40			28.00	56.48
Interest-----							5.00	5.00
Salaries Paid in Board-----	6,400.00	5,800.00	6,800.00	6,600.00	6,400.00	7,000.00	6,800.00	45,800.00
Current Interest-----			2.49		22.21	3.00		27.70
Cash Received from Mrs. Knox for Pianos-----							100.00	100.00
Chapel-----					33.20			33.20
Cash Received from Spencer Aldrich for Chair Tips-----			44.00					44.00
Totals-----	47,850.53	48,345.60	53,215.67	55,860.00	56,494.25	74,018.90	69,728.68	405,513.63

ST. MARY'S SCHOOL, RALEIGH, N. C.

DEDUCTIONS FROM INCOME

	1907-'08	1908-'09	1909-'10	1910-'11	1911-'12	1912-'13	1913-'14	Total
Discounts:								
Art.....	\$ 46.00	\$ 65.00	\$ 48.00	\$ 36.50	\$ 40.50	\$ 23.00	\$ 28.00	\$ 287.00
Board.....	140.00	270.00	230.00	100.00	120.00	180.00	130.00	1,170.00
Elocution.....	27.50	25.00	44.00	44.50	7.50	10.00	44.00	202.50
Piano.....	144.50	188.00	136.00	160.00	168.50	253.25	218.50	1,268.75
Tuition.....	159.00	108.80	27.00	48.00	95.50	169.00	27.00	634.30
Violin.....	20.00	10.00	12.50	14.00	30.00	13.00	-----	99.50
Vocal.....	85.50	60.00	60.50	117.00	60.00	150.00	128.50	661.50
Scholarships.....	2,233.50	2,473.50	3,577.00	2,313.12	2,784.50	3,035.50	2,860.00	19,277.12
Totals.....	2,856.00	3,200.30	4,135.00	2,833.12	3,306.50	3,833.75	3,436.00	23,600.67

ST. MARY'S SCHOOL, RALEIGH, N. C.
OPERATING ACCOUNTS

	1907-'08	1908-'09	1909-'10	1910-'11	1911-'12	1912-'13	1913-'14	Totals
Advertising.....	\$ 379.86	\$ 424.93	\$ 677.01	\$ 831.98	\$ 874.95	\$ 409.33	\$ 939.91	\$ 4,537.97
Traveling Expense.....	153.94	712.87	431.74	475.03	744.05	537.00	467.25	3,521.88
Fuel.....	2,441.28	1,984.07	2,601.79	3,917.21	4,001.80	3,071.12	4,022.81	22,040.08
Food.....	9,201.92	9,755.86	10,139.21	9,917.08	10,017.83	11,917.31	11,542.95	72,492.16
Furnishings (Averaged).....	1,323.35	1,312.10	1,312.10	1,312.10	1,312.10	1,312.10	1,312.10	9,195.95
Grounds.....	248.96	174.44	797.16	14.50	297.88	81.14	150.42	1,764.50
Infirmary.....	97.95	21.05	65.60	14.15	23.17	23.59	190.14	435.65
Laundry.....	2,050.19	2,382.93	2,449.54	2,713.64	2,295.65	2,859.09	2,801.08	17,552.12
Lecture Courses.....	22.00	239.08	263.55	104.10	320.95	445.90	404.00	1,799.58
Library.....	62.47	177.57	25.73	78.85	157.68	148.29	239.85	890.44
Lights.....	767.17	572.23	759.35	728.35	1,130.25	1,364.55	1,187.85	6,509.75
Office Expense.....	902.00	1,051.57	1,740.66	1,372.03	1,834.09	2,025.04	1,502.50	10,427.89
Pianos (Tuning and Repairs).....	300.50	478.77	445.00	371.50	512.50	554.75	791.00	3,454.02
Repairs.....	1,411.12	1,498.15	1,817.52	1,416.26	2,102.03	2,994.69	2,377.31	13,617.08
Salaries (Cash).....	15,108.50	14,673.50	16,665.00	15,605.00	16,095.00	17,544.25	18,505.00	114,196.25
Salaries (Paid in Board).....	6,400.00	5,800.00	6,800.00	6,600.00	6,400.00	7,000.00	6,800.00	45,800.00
Services.....	914.00	805.00	617.00	611.50	619.00	744.50	930.90	5,241.90
Sundries.....	100.42	52.95	94.56	75.83	113.41	359.01	63.24	859.42
Wages.....	2,276.75	2,223.90	2,450.00	2,592.00	2,625.00	2,725.00	2,700.00	17,592.65
Watchman.....	493.35	477.35	400.00	491.50	533.35	413.50	560.00	3,369.05
Water.....	513.84	516.52	633.26	736.20	684.04	790.45	683.96	4,558.27
Fire Protection.....		276.52	125.00	80.00	122.00	80.00	703.52	3,518.83
Insurance (Averaged).....	502.69	502.69	502.69	502.69	502.69	502.69	502.69	88.77
Laboratory.....		88.77						
Reserve for Bad Debts.....	750.00	750.00	750.00	750.00	750.00	750.00	750.00	5,250.00
Total Cost of Operating School Proper, fwd.....	46,432.26	46,952.82	52,563.47	51,311.50	54,069.42	58,653.30	59,444.96	369,417.73

ST. MARY'S SCHOOL, RALEIGH, N. C.

OPERATING ACCOUNTS
(Continued)

	1907-'08	1908-'09	1909-'10	1910-'11	1911-'12	1912-'13	1913-'14	Totals
Forward.....								
Interest on bonds.....	\$ 46,422.26	\$ 46,952.82	\$ 52,563.47	\$ 51,311.50	\$ 54,069.42	\$ 58,653.30	\$ 59,444.96	\$ 369,417.73
Current Interest.....				2,400.00	2,400.00	2,400.00	2,400.00	9,600.00
Interest, Trustees' Old Acc't.			93.50	104.00	90.00	51.83		339.33
Art Materials Purchased.....				750.00				750.00
Sheet Music Purchased.....	191.14	192.33						383.47
Dairy and Truck Expense.....	543.58	631.72	1.75	1.15				1,178.20
Parochial Expenses.....	494.96	205.88	82.43	142.60	84.68	57.83		1,068.38
Chapel Repairs and Renewals.....	64.30							64.30
Application Fees Returned.....		40.37						40.37
Discounts (Students).....		10.00	5.00		15.00	15.00		45.00
Trustees' Account.....	100.00					14.35	99.52	14.35
								199.52
Total All Expenses.....	47,816.24	48,033.12	52,746.15	54,709.25	56,659.10	61,192.31	61,944.48	383,100.65

ST. MARY'S SCHOOL, RALEIGH, N. C.

ADDITIONS TO PERMANENT IMPROVEMENTS

	1907-'08	1908-'09	1909-'10	1910-'11	1911-'12	1912-'13	1913-'14	Total
Auditorium:								
Heating.....	\$ 1,634.75							\$ 1,634.75
Curtain.....	98.50							98.50
Lights on Lawn.....	30.00							30.00
Wings:								
Clearing Ground.....		90.32						90.32
Gas Piping.....		33.90	230.00					263.90
Electric Wiring.....		456.35	689.00					1,145.35
Plumbing and Sewer.....		191.34	700.00	76.00	444.62	256.75		1,668.71
Water.....		40.00						40.00
Water Mains and Connections.....		348.77	30.40					379.17
Architect.....		127.80						127.80
Corner Stone.....		15.75	1.00					16.75
Oven and Attachments.....			217.67					217.67
Staining Floors.....			125.00					125.00
Carpenters and Painters.....			108.55					108.55
Covered Way.....			52.30					52.30
Hot Water Heater.....			330.88	635.83				966.71
Door Stops.....				11.89				11.89
Valves in Skylight.....				18.00			210.00	18.00
Radiators.....								18.00
Sundries.....			17.25					17.25
Freight and Drayage.....		14.89	23.03					37.92
Addition to Infirmary and Changes in Main Building:								
Architect.....						38.50	50.00	88.50
Partition in Dormitory.....						208.92	125.40	334.32
Wiring and Fixtures.....						42.80		42.80
Totals, forward.....	1,763.25	1,319.12	2,525.08	741.72	444.62	546.97	385.40	7,726.16

ST. MARY'S SCHOOL, RALEIGH, N. C.

ADDITIONS TO PERMANENT IMPROVEMENTS
(Continued)

	1907-'08	1908-'09	1909-'10	1910-'11	1911-'12	1912-'13	1913-'14	Total
Forward.....	\$ 1,763.25	\$ 1,319.12	\$ 2,525.08	\$ 741.72	\$ 444.62	\$ 546.97	\$ 385.40	\$ 7,726.16
Additions to Infirmary:								
Radiators and Installation						175.00		175.00
Lavatories.....							30.00	30.00
Papering Dormitories.....							25.00	25.00
East and West Rock:								
Lavatories.....								
Chapel.....							60.00	60.00
Infirmary Annex:								
Gas Piping.....						16.00		16.00
Plumbing.....						98.00		98.00
Greenhouse.....						200.00		200.00
Covered Way.....						116.00		116.00
Addition to Rectory.....						650.00		655.50
Timing Elevator Doors.....							5.50	40.16
Fire Escapes.....							675.00	675.00
Hose and Stand Pipes.....							610.50	610.50
Plumbing.....	295.00							295.00
Carolina Woodworkers.....	67.00							67.00
Organ Blower.....		241.68						241.68
Mouldings.....			76.50					76.50
Sink in Grill Room.....	50.85							50.85
Water Heaters.....				62.60			25.00	87.60
Locks.....							42.90	42.90
Totals.....	2,176.10	1,560.80	2,601.58	804.32	444.62	1,801.97	1,899.46	11,288.85

ST. MARY'S SCHOOL, RALEIGH, N. C.

ADDITIONS TO EQUIPMENT

	1907-'08	1908-'09	1909-'10	1910-'11	1911-'12	1912-'13	1913-'14	Total
Bed Room Furniture.....	\$ 235.62	\$ 80.25	\$ 1,914.25	\$ 48.00	\$ 61.35	\$ 749.25	\$ 844.21	\$ 3,932.93
Dining Room and Kitchen Furniture and Equipment, Including Silver and Glass ware.....	523.17	285.29	982.86		20.25	237.21	348.65	2,307.43
Office Furniture and Equip- ment.....	6.00	51.50	298.40	35.75	10.00	35.50	12.00	449.15
School Room Furniture and Equipment.....	125.00	28.00	601.33			183.00	141.34	1,078.67
Parlor Furniture.....	1,025.00							1,025.00
Screen, Shades, Etc.....	292.96		497.20		58.75		87.45	790.16
Stoves, Hot Plates, Etc.....		5.85	18.08			58.00	187.50	146.20
Tables, Chairs, Etc.....	64.75						45.00	334.18
Fire Extinguishers.....	75.00							120.00
Pianos.....	700.00		400.00	58.72		467.39		1,567.39
Gymnasium Equipment.....								58.72
Transformer for bell.....						35.00		35.00
Screen, Auditorium Stage.....		10.57						10.57
Trunk Carrier.....			14.00					14.00
Coal Wagon.....			24.00					24.00
Laundry Machinery.....				189.00				189.00
Sundries.....	21.00		18.98	4.50	8.65			53.13
Freight and Drayage.....		8.67		11.88			3.03	23.58
Totals.....	3,068.50	470.13	4,769.10	347.85	159.00	1,765.35	1,669.18	12,249.11
Less Beds sold.....	7.50		2.50					10.00
Totals.....	3,061.00	470.13	4,766.60	347.85	159.00	1,765.35	1,669.18	12,239.11

TRUSTEES' ACCOUNTS
CONSOLIDATED SUMMARY OF CASH ACCOUNTS

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ST. MARY'S SCHOOL, RALEIGH, N. C.

INVENTORY OF EQUIPMENT

JUNE 1, 1914		
Household Furniture:		
Annex.....	\$ 42.50	
Clement Hall.....	60.75	
East Rock.....	447.50	
East Wing.....	1,005.50	
Infirmary.....	457.50	
Laundry.....	2,669.00	
Main Building.....	3,154.75	
Rectory.....	100.00	
North Dormitory.....	756.00	
West Rock.....	523.00	
West Wing.....	1,099.00	
		\$ 10,315.50
School and Office Furniture:		
Art Building.....	2,015.00	
Auditorium.....	2,371.00	
Chapel.....	2,733.00	
Clement Hall.....	559.50	
East Rock.....	1,824.75	
East Wing.....	800.00	
Main Building.....	474.75	
Piano Rooms.....	1,989.50	
West Wing.....	888.50	
		13,656.00
Dining Room and Kitchen Furniture.....		2,022.00
Tools and Implements.....		122.00
Totals.....		26,115.50

ST. MARY'S SCHOOL, RALEIGH, N. C.

TRUSTEES' ACCOUNTS

LAND AND BUILDINGS

Purchase Price of Land and Buildings from Cameron and Graham, Receivers, paid as follows:		
Treasurer of Diocese.....	\$ 6,175.00	
Trustees, Cash.....	3,825.00	
Trustees, Notes.....	35,000.00	
Bishop Cheshire, last note (paid in great part from School Funds).....	5,000.00	\$ 50,000.00
Mr. Bratton's House.....	2,611.14	
Kindergarten House.....	165.00	
Infirmary.....	1,492.10	
Partitions in West Rock.....	230.00	
Music Rooms.....	1,209.85	5,708.09
Auditorium:		
Architects.....	750.00	
Contractor.....	14,000.00	
Chairs.....	1,264.00	
Tablet and Express.....	66.25	
Advertising and Expense.....	14.00	16,094.25
Main Building and Wings:		
Architects.....	3,179.70	
Contractors, 1st Contract.....	30,950.00	
Contractors, 2nd Contract.....	20,950.00	
Extras.....	856.08	
Covered Way.....	350.00	
Heating.....	7,464.00	
Extra Pipe Fitting.....	953.74	
Tablet.....	75.00	
Corner Stone.....	15.75	64,794.27
		136,596.61
Less Fire Loss, reimbursed by Insurance.....		679.25
		135,917.36

ST. MARY'S SCHOOL, RALEIGH, N. C.

TRUSTEES' ACCOUNTS

REVENUE ACCOUNT

INCOME			
Endowment for Scholarships.....	\$ 29,287.50		
Less Endowment Investments.....	8,000.00		
		\$ 21,287.50	
Legacies and Bequests.....		44,451.42	
Donations and Subscriptions.....		50,744.56	
Interest on Securities.....		928.92	
Rents.....		2,331.25	
School Funds.....		9,426.37	
			\$ 129,170.02
EXPENSES			
Difference between Book Value of Securities and Amount Realized Thereon.....		484.55	
Interest on Bonds.....	\$ 1,200.00		
Less Part Paid from School Funds.....	750.00		
		450.00	
Interest on Borrowed Money.....		108.16	
Interest on Deferred Payments on Purchase of Lands and Buildings.....		13,659.69	
Salary and Expenses of Mrs. Iredell.....		2,627.25	
Rents.....		2,395.83	
Trustees' Expenses.....		972.72	
Repairs.....		1,588.28	
Insurance.....		680.72	
Office Expense, including Salary of Secretary and Treasurer.....		2,103.17	
Catalogs.....		100.87	
General Expenses, including collection of Subscriptions.....		2,767.03	
			27,938.27
Balance, Surplus of Income over Expenses, Same Being In- vested in Properties as Shown on Balance Sheet.....			101,231.75

ST. MARY'S SCHOOL, RALEIGH, N. C.

SCHOLARSHIP ACCOUNTS

Donor	Amount Donated	Invested in	Annual Cash Require- ment	Income	Interest Charge Against Income	Annual Expense to School	Annual Surplus to School
Diocese of North Carolina.....	\$ 9,175.00	School Property.....	\$ 750.00	\$-----	\$ 550.50	\$ 199.50	\$-----
Diocese of East Carolina.....	3,000.00	School Property.....	250.00	-----	180.00	70.00	-----
Miss L. Murchison.....	5,000.00	School Bonds.....	300.00	300.00	-----	-----	-----
Sincedes Memorial.....	4,000.00	School Property.....	270.00	-----	240.00	30.00	-----
Miss Clement.....	5,112.50	School Property.....	250.00	-----	306.75	-----	56.75
T. D. Martin.....	3,000.00	Bonds, Bankers Realty Co.....	180.00	180.00	-----	-----	-----
Eliza Battle Pittman.....	13,794.05	Auditorium.....	500.00	-----	827.64	-----	327.64
Totals.....	43,081.55		2,500.00	480.00	2,104.89	299.50	384.39

ST. MARY'S SCHOOL, RALEIGH, N. C.

LEGACIES AND BEQUESTS

Eliza Battle Pittman Memorial Fund:		
Cash.....	\$ 8,774.34	
One I. C. R. R. 4% Coupon Gold Bond of 1952.....	1,065.00	
25 Shares V. C. Chemical Co. Stock at 106.....	2,650.00	
One \$1,000.00 U. S. 4% Reg. Consol. of 1907 at 104.....	1,040.00	
		\$ 13,529.34
Clement Fund:		
Cash.....	2,975.91	
\$2,000.00 Harrisburg Lt., Ht. & Power Co. 1st Mtge. 5% Coupon Bonds, 1924.....	1,915.00	
\$1,000.00 Schuylkill Co. Lt. & Fuel Co. 1st Mtg. 5% Cou- pon Bonds, 1933.....	987.50	
\$2,000.00 Consol. Traction Co. of N. J. 5% Coupon Bonds, 1933.....	2,146.67	
\$1,000.00 Lehigh Valley Transit Co. 1st Mtge 4% Coupon Bonds, 1935.....	700.00	
\$17,000.00 Bond and Mortgage of Theodore B. Richards..	17,000.00	
6 shares United Gas Impvt. Co., par \$50.00.....	582.00	
100 Shares Ins. Co. of N. America.....	2,400.00	
40 Shares G. R. & I. Ry. Co.....	1,600.00	
125 Shares Penna. Traffic Co.....	375.00	
20 Shares De Long Hook & Eye Co.....	180.00	
3 shares Schuylkill Co. Lt. & Fuel Co.....	60.00	
		30,922.08
		44,451.42

June, 1914

Series 3, No. 2

St. Mary's School

BULLETIN



Report of
The Fourth St. Mary's Conference
with the
Sunday School Institute

Published Quarterly by St. Mary's School
Raleigh, North Carolina

Entered July 3, 1905, at Raleigh, N. C., as second class matter
under act of Congress of July 16, 1894



FOURTH ST. MARY'S CONFERENCE.
(See Page 33.)

June, 1914

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St. Mary's School

RALEIGH, N. C.

Founded in 1842 by Rev. Aldert Smedes, D.D.

RT. REV. JOSEPH BLOUNT CHESHIRE, D.D.,

President of the Board of Trustees.

REV. GEORGE W. LAY.....Rector.

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St. Mary's School Bulletin

Series 3, Number 2.

Conference.

Much pains have been taken to make this BULLETIN a pleasant reminder to those who attended the Fourth St. Mary's Conference. An effort has been also made to make it a kind of handbook for anyone who has been aroused to some degree of interest in the great questions of Social Service and Religious Education. It is hoped that it will be found useful as well as interesting.

The Rev. Augustine Elmendorf has already promised to come next year, and the Rev. Wm. E. Gardner has expressed his willingness to come or to send the Rev. Dr. Lestner Bradner.

THE FIFTH ST. MARY'S CONFERENCE, IF HELD, WILL
OCCUR IN THE WEEK MAY 31ST TO JUNE 5TH

Program of the Conference

MONDAY, JUNE 1ST.

Arrival. Assignment to rooms.

- 7:00 p. m. Supper in Clement Hall, followed by the reception of guests by the Trustees in the Parlor.
- 9:15 p. m. Prayers in the Chapel, with devotional address preparatory to the Holy Communion, by Rev. L. N. CALEY.

TUESDAY, WEDNESDAY, THURSDAY, FRIDAY.

- 7:30 a. m. Holy Communion in the Chapel.
- 8:00 a. m. Breakfast.
- 9:00 a. m. Prayers in the Chapel followed by
- 9:15-10:15 a. m. Addresses on SOCIAL SERVICE.

By the Rev. AUGUSTINE ELMENDORF, Executive Secretary of the Social Service Commission of the Diocese of Newark.

1. The Historic Background of Social Service.
2. Elements of Leadership.
3. Coöperation.
4. Specific Problems and their Solution.

10:15-10:30 a. m. Intermission.

10:30-12:00 m. Addresses on THE SUNDAY SCHOOL.

By the Rev. L. N. CALEY, Rector of the Church of St. Jude and the Nativity, Philadelphia, Member of the General Board of Religious Education, etc.

<i>Tuesday:</i> What Shall He Teach?	The Curriculum.
<i>Wednesday:</i> Who Shall Teach?	The Trained Teacher.
<i>Thursday:</i> How Shall He Teach?	The Lesson.
<i>Friday:</i> The Ideal Teacher.	Jesus Christ.

12:00-12:15 p. m. Intermission.

12:15-1:15 p. m. Addresses on RELIGIOUS EDUCATION.

Tuesday: The Teachers' Meeting and Teacher-Training in the Parish, by Rev. THOS. P. NOE, of Wilmington.

Program—Continued

Wednesday, Thursday, Friday: THE CHURCH'S TASK OF EDUCATION, by the Rev. WM. E. GARDNER, of New York City, Secretary of the General Board of Religious Education.

Wednesday: The Approach to the Task.

Thursday: The Methods of the Task.

Friday: The Material of the Task.

1:20 p. m. Dinner.

2:15-3:15 p. m. SUNDAY SCHOOL INSTITUTE.

Tuesday: The Sunday School, Its Organization and Equipment. Rev. HOMER W. STARR, of Chapel Hill, Secretary of the Sunday School Commission of the Diocese of North Carolina.

Wednesday: The Problem of Labor. Rev. Mr. ELMENDORF.

Thursday: The Sunday School and Its Relation to the Church. The Coöperation of the Parents, etc. Rev. M. A. BARBER, Rector of Christ Church, Raleigh.

Friday: The New Testament. Rev. Mr. CALEY.

3:00-6:30 p. m. Free for recreation or for voluntary meetings by the members of the Conference under their own organization.

6:30 p. m. Supper.

7:00 p. m. Prayers, with short address, in the Chapel.

7:30-8:30 p. m. Free for recreation or voluntary meetings as desired.

8:30-9:30 p. m. Illustrated Lectures on CHURCH HISTORY by Rev. Mr. CALEY, in the Auditorium.

Tuesday: The Early Church.

Wednesday: The Church in the Middle Ages.

Thursday: The Church Established in England.

Friday: The English Reformation.

10:00 p. m. Adjournment for the day.

10:00 p. m. *Friday:* Closing Service in the Chapel.

Program—Continued

SATURDAY, JUNE 6TH.

Guests will be entertained until such hour as is convenient to them.

Five minutes before each meeting and before each meal a bell will ring, and a second bell at the exact hour.

Breakfast each day at 8:00 a. m. Dinner at 1:20 p. m. Supper at 6:30 p. m.

Service, with address preparatory to the Holy Communion, on Monday at 9:15 p. m.

The public are invited to all services and meetings. Those from the city in attendance are also cordially invited to stay to dinner and to give notice of their intention before noon.

ALL SERVICES and the FIRST MEETINGS in the MORNINGS will be held in the CHAPEL. ALL OTHER MORNING and AFTER-NOON MEETINGS will be held in the SCHOOL PARLOR. The NIGHT MEETINGS will be held in the AUDITORIUM.

It is kindly requested that quiet be observed from 10:30 p. m., to 7:00 a. m.

The Chapel will be open at all hours for devotion and meditation.

It is particularly desired that there be no conversation in the Chapel at any time.

A poor Sunday School means a dying Parish.—*Barber.*

The Sunday School is not a substitute for the church or its services, nor is it a substitute for the Home. It is supplementary to both.—*Starr.*

There is one institution older than the church and just as divine, and that is the Family. It is the first, the oldest school.—*Barber.*

“One advantage certainly of teaching through the eye rather than through the ear is that it must be quite impossible for anything to go in at one eye and come out at the other.”—*Caley.*

The Addresses

It is difficult to do justice to the addresses short of a verbatim report. Mr. J. D. C. Wilson, of Morganton, North Carolina, kindly reported for the *News and Observer*, and these reports are used with acknowledgment when printed with sufficient fulness.

Social Service

THE REV. AUGUSTINE ELMENDORF.

I. *The Historic Background of Social Service.*

"He showed that the advent of Christ came as a social service with the background on one hand of the oppression of the weak by the strong in the Roman Empire. That He came of a nation whose very religion was an epitome of social service, that wherever the church has been free to pursue her own way she has been in the van of those fighting for social betterment. But when controlled by the privileged classes as represented by the governments she has halted in her mission. Today she is realizing to a still larger extent that her work is to bring to the poor and unfortunate the message of a better life, a better life here and in the world to come."

II. *The Elements of Leadership.*

"He stated that there are two causes of the ills and miseries of life, those caused by personal sin or lack of character and those caused by social injustice, and it was with the latter that he dealt. He outlined the elements needed to make a leader of social service as knowledge of conditions in the group dealt with, and the limitations of what a leader can do, and said, that the habits, customs, and prejudices of the people dealt with must be considered. He summed up social service in the statement that it was to solve the problem whether the unity of God means the unity of man. It must be solved upon the basis of the "utmost worth of the downmost man."

III. *The Problem of Labor.*

"Speaking from a standpoint of sociology, he said that religion forced education to be given, and then we have to face the problem caused by the effort of those educated to rise above their social conditions. There is but one way to keep men down and that is to keep them in ignorance. He gave a very succinct statement of recent happenings in the north, as well as the problem which would inevitably have to be faced in the south if the negro was given an education. He prophesied that political parties would eventually be lined up as the conservatives, the progressives, and the socialists."

IV. *Coöperation.*

"Discussing this phase of the question, he said that the social worker usually felt thankful for holding his own and that it is the church's mission to furnish power to force the work forward. The introduction of machinery has revolutionized social conditions and is changing the population from an agricultural to an industrial one. Increase in wealth cannot increase the amount of food consumed by a given number of people, but serves to create the artificial wants, as is evidenced by our indulgence in the luxuries of life. The result is a constantly diminishing proportion of rural population. The question is 'Are we satisfied with the character of civilization we have produced?'"

"There is no reason why we should cling to the wage system if we can find something better and we should not forget the sacredness of the present and future in our remembrance of the sacred past. The present motive of business is selfish, as contrasted with the unselfishness of the educator, the physician or the clergyman, and it is the mission of the church to instill into business some of the realization of the Christian duty of service. The church cannot say how business is to be run but can, by coöperation with the agencies now trying to solve the problem facing us, be the prophet of God, giving an ideal to, and Christianizing, business."

V. Specific Problems and Their Solution.

"He called the church to remember that she is bound by her own and God's command to deliver her message of life to all people, but that she must not be so inspired by the gloriousness of the message as to forget the great problem of its delivery. The present day problem is that of social justice and social service is as important to the life of the church as is personal religion. By coöperation with Federal and State commissions and other organizations seeking a solution of the social problems she can do her part in the delivery of the message. As an example he cited the church interest, as a church, in prison reform, the problem of the feeble minded, housing and labor conditions. Socialism he characterized as being visionary, in that it looked so far into the future it could not deal with the present. The change he said must come step by step for present conditions cannot stand before the onward sweep of education and democracy. The north is too late to realize her opportunity, but the south presents to the church the opportunity to train labor in democracy, by giving it self-expression under the inspiration of the church. She must realize that she can only accomplish the object of her life through love of the brethren, and that the brethren are all who serve everywhere."

The Sunday School

THE REV. LLEWELLYN N. CALEY.

I. *"What Shall He Teach? The Curriculum."*
The Jews were told to teach their children. Later they realized that their Exile was due to the neglect of law, and that this was due to ignorance. Hence Synagogues were established for instruction in God's Word. Luther realized that the Reformation could only be successful through the religious education of the young. On the other hand the Papacy, to stem the Reformation, handed over to the Jesuits (1) Political Intrigue, (2) Religious Instruction of the Young.

At the General Convention in Boston in 1904, the Church, in its corporate capacity, for the first time recognized the Sunday School.

Formerly the teacher and the lesson only were thought of; the third element, the scholar, really the most important, was largely neglected. The Curriculum has the Scholar for its objective. Purpose not to teach a *lesson*, but to teach a *child*. Three objects:—To *know*, impartation of knowledge; to *be*, molding of character; to *do*, to be active workers in the Church.

II. "*Who Shall Teach? The Trained Teacher.*" There is the Sign-Post Teacher: "There is the Way, Walk in it," and the Guide Teacher: "Here is the Way, Come, Walk with me." Success in the Sunday School depends on the teacher, and the efficiency of the teacher depends on training. Some imagine that a loving heart and a trained head cannot go together, but God did not use St. Peter as the Apostle to the Gentiles, because he had not the intellectual equipment. St. Paul had this along with deep spirituality. "The Love of Christ Constraineth Us." No wonder that St. Peter thought that in the writings of his brother Apostle there were "Many things hard to be understood."

To secure efficiency of teachers there must be a Parochial Teacher-training Class, and also a Normal Class. Examinations are most necessary. (1) The teacher who takes examinations will best study the subject. (2) Having passed in one, you will wish to pass the second and third. (3) You will be sure to learn the answers to the questions you miss. Have ten lessons and an examination; then ten more lessons, another examination; et cetera. The examinations may be set by the Parish, or by the Diocese, and, if these

fail, the G. B. R. E. will furnish examination papers. Give not only what is in the book, but also prepare and give an outline for each lesson. Strive to give the vital viewpoints.

III. *"How Shall He Teach? The Lesson."*

"He divided his subject into two parts, the preparation and the presentation of the lesson. He stressed the need for careful preparation by the teacher for four reasons: the short time in which to teach; the scholar's voluntary attendance necessitating the lesson being made attractive; the importance of the subject taught, and the dignity of teaching. The preparation must consist of familiarity with all that bears upon the lesson, and it must be accurate.

"He gave the Saviour's example as one of careful preparation for the work of teaching. The lesson must be presented in a manner to gain the scholar's attention at the opening, then showing the connection with the preceding lesson, present it in a narrative or story form, and bringing out strongly the especial truth it is to teach, illustrating with things familiar to the scholars and then applying it to their daily life. And above all, the teacher as the representative of Christ must realize that her work can only be successful as the Spirit of Christ dwells in her."

IV. *"The Ideal Teacher. Jesus Christ."*

"The teacher's motive should follow Christ's. The teacher should take Christ as his pattern. His motive the love of God and his fellow man, and by seeing the scholar's undeveloped capacity for good seek to draw it out into active expression. His method must be plain, in simple language; practical, our duty to others as given in the sermon on the mount; pictorial, illustrated by concrete examples of things familiar to him; positive, commending the good, rather than condemning the bad for the child mind is impressed with suggestion given it and it should be a suggestion of good rather than one of bad; though when the bad is condemned something better should be given.

The teacher should speak with authority, as one with definite truths to teach, for the truths taught thus hold the child when the age of doubt and misgiving comes. And the teacher must speak with power, the power that comes from God by prayer. Christ was a great teacher because he was a great student of the scriptures, of mankind, and of nature. He knew them thoroughly, and so must the successful teacher."

V. "*The New Testament as a Whole.*" This was a wonderfully full and interesting analysis of the New Testament, so succinctly put that it would be impossible to condense it further satisfactorily. It is hoped that the speaker will at some early date put the full lecture in printed form.

Religious Education

THE REV. WM. E. GARDNER.

I. "*The Approach to the Task.*" He said (1) That the Church's educational task was not one of books, transferring knowledge to someone, but means *you* answering the question, "Who is going to be my successor?" It means the apostolical succession of the laity. What am *I* doing to prepare someone else to take *my* place? It appeals not so much to children as to elders, parents, teachers. It makes one think of himself not only as a bringer into the world of children, but more as a promoter in a world of Christian Children. He told of a little girl who, when pressed to know what she expected to be, replied finally: "Well, if you really want to know, I should like to be a minister's wife like my mother."

(2) He impressed upon his hearers that Sunday Schools should rather nurture than educate, since education consists in imparting knowledge and nurture of surrounding the child with those influences that would

make it grow into the Christian life. The church's efficiency should be measured by the nurture it gives rather than by the mere numbers who give it allegiance.

Lay the blame where it belongs. Study the situation. Is there efficiency? Has the Rector a program for his whole work? Has anyone the distinct purpose for the parish to lose its life for the community?

(3) There must be greater efficiency. Teachers must be specialists. Each must consider his special work in connection with the whole. Therefore there must be a curriculum and each teacher must work to it. Then a teacher must ask himself, not "How much training have I?" but "How far do I want to be trained?" I must see the whole task and select that which specially appeals to me. He said the best teacher he knew was a stenographer at twelve dollars a week who deliberately chose as her specialty, her life work, preadolescent girls. Her attendance is 100 per cent. One-half the Bishops, three-quarters of the clergy and eighty to ninety per cent of the teachers do not know children. Every teacher should know childhood and should know thoroughly one period.

II. "*The Methods of the Task.*" He called attention to the vast sums being expended on the systematic study and organization of secular education and said the church must not fall behind. There must be whole time heads for each department, Parochial, college, secondary, primary, etc. Each Diocese must have its own Board of Religious Education to study local conditions and needs, and each one must look to his own Diocesan Board for direction. He was one Yankee converted to States Rights.

III. "*The Material of the Task.*" He considered men and women, boys and girls, as the material that lies at hand both to do the work and to be worked upon. The task must begin with the church officers, the Sunday School teachers, spreading in widening circles till all the community come within the circle.

Teachers' Meeting and Teacher-Training in the Parish

THE REV. THOS. P. NOE.

The speaker showed how impossible it was to find expert teachers all ready made in the parish and how necessary it was, therefore, that the raw material available should be carefully trained. In the Teachers' Meeting the Rector or Superintendent can show how the lessons for each Sunday should be taught. Better final results will be attained by a training class where child nature and methods of teaching are taken up systematically. He showed how this can be done by the Rector of an individual parish and how these individual workers can be helped by an efficient diocesan board and by the assistance available from the G. B. R. E.

The Sunday School and its Relation to the Church The Co-operation of Parents

THE REV. MILTON A. BARBER.

He drew particular attention to the present day neglect to give religious instruction in the families, showing the family as the first of God's institutions on earth and the first school for religious instruction.

His plea was for a closer coöperation by the parents, and to obtain that coöperation by suggesting various methods of getting them interested in the Sunday Schools. He pleaded for a larger recognition of our

duty as members of God's families to raise up a Christian citizenship in the nurture and admonition of the Lord. Without parental coöperation the Sunday School cannot do its best work and it is the duty of every parent to give this coöperation, and the church's task to make parents recognize their duty.

The Sunday School, Its Organization and Equipment

THE REV. HOMER W. STARR.

He spoke upon the Sunday School organization and equipment, emphasizing the fact that the churches should benefit by the experience gained in secular education and apply it to religious training. The Sunday School is not intended to usurp the training that the home should give, but rather to supplement it.

The attendance at the early celebrations of the Holy Communion was very gratifying. A very large proportion, probably more than three-quarters were present at the services on each of the four days.

The opening and closing services of the Conference were exceedingly appropriate and useful. The opening service at 9:15 on Monday night brought the members already assembled together in a very appropriate way, and the address of Mr. Caley attuned each heart to the work which was before the Conference. The closing service a little after ten o'clock on Friday night was ery short and simple, but very impressive, and one left with renewed feelings of benediction from the Conference.

The Closing Address

By the Rector

Here at the very end of the Conference, before we separate to go our several ways, I wish to try to point out what are the principal impressions left upon us. First there is the feeling, as we assemble and meet each other, of sympathy for others, and of the encouragement that comes from meeting our fellow workers who elsewhere are engaged more or less in the same work we are trying to do. The lonesomeness of one's individual task is lessened by having it brought before us that so many others are doing the same work elsewhere.

From the very first we have been impressed with the idea that the life of service is the only life worth living, that we are put on earth here to do something for other people, and to make ourselves useful.

Next we have learned that religion is not so much a truth to be taught as it is a life to be lived, and that in the living of our daily life, whether we wish it or not, we are guides who are leading others to follow after us in the road which we are traveling. How important then that we should be sure that we are on the right road that leads to the desired end.

Then in much that we have heard there has been brought home to us the shortness of our life, that the time which we have in which to work is very brief, that there is much to be done, and little time in which to do it, and hence we must be up and doing, and must be as efficient as possible in all that we do in order that our task may be accomplished in the short time

that is allotted. The best thing that Homer ever said brings out this thought:

"Like leaves on trees the race of man is found,
Now green in youth, now with'ring on the ground:
Another race the following spring supplies;
They fall successive and successive rise:
So generations in their course decay;
So flourish these when those are passed away."

So then we must remember that the work is bigger than we are, and that the time for its accomplishment is longer than our short span on earth. We must be faithful in carrying on the work that others have begun before us, and we must see to it especially that others are prepared to carry on faithfully and well, as our successors, the work in which we are engaged.

Time and again each one of us, I am sure, has thought how much is there to be known, and how little do we know; how much to be done, and how little we have done. We have felt bowed down in humility before those who have made clear our ignorance and inefficiency, and who have aroused in us at the same time the feeling of the importance of learning more and doing more, if we are to be profitable servants in this world.

This too has made us realize the necessity of trained minds, inspired hearts, and efficient hands and heads, if we are to do that work which needs so sorely to be done. No one of us can leave here without feeling that we must study and work harder still in order that we may be more profitable servants.

But there is also the hopeful note. We have felt aroused and filled with joy and pride as we have had brought home to us the nobility of our calling as guides and teachers of men, and especially of the young, what-

ever our particular work may be. Thus have we had aroused in us the eagerness of the war horse who smells the battle from afar, as we have had put before us the vastness of the opportunity in the work that is ready to our hand. It is a mighty host engaged in a world-wide conquest, in which each of us is serving as a soldier, and however unimportant each of us may seem as a unit in the vast plan, the failure, neglect or faithlessness of any one of us may bring disaster, while the faithful and efficient discharge of the humblest duty may prove at last to be of supreme importance in the success of the campaign devised by the great captain of the host.

Finally we have realized, as perhaps never before, that our Lord and Saviour Jesus Christ, is not only the example for us to follow after and to imitate, but is also our ever-present Guide, Elder Brother and Friend, and that in each humble task on which we are engaged we are fellow workers with Him, working always shoulder to shoulder in order that we, with Him, may carry on to complete success and triumph the great work of salvation which He came into the world to accomplish.

One of the most interesting features of the Conference was the many informal meetings which were arranged for in an impromptu way out in the grove. These took place in the afternoon, and in the evening, and it was a pretty sight to see a number of benches grouped together and one person standing up talking to thirty or forty eager listeners on some special subject. At times there were two meetings going on at the same time in different parts of the grove.

Impressions of the Conference

A Man's Impressions

The Fourth St. Mary's Conference has closed and the impression that has grown very strong in the minds of all those fortunate enough to be present, is that this Conference has been easily the most interesting and helpful of the Conferences held at St. Mary's. Several years ago, with a desire to make St. Mary's more useful to the educational and religious life of the Carolinas, Mr. Lay planned a Conference for the clergy and laity of North and South Carolina. That Conference and the two succeeding it were well attended and the addresses and conferences were of a high order; but they were limited to men.

The fourth Conference was thrown open to men and women of the Carolinas partly as an experiment; but those who have taken part, either as members or leaders, are convinced that the experiment was a great success, for the presence of the women added new interest and enthusiasm and served to stimulate the speakers, so that all the addresses were of an unusually high order. The program for each day was well arranged and although, perhaps, a little too full, every detail was carried out with almost perfect precision and with great efficiency.

A mere outline of the order of the day will impress the character of the work as serious but not heavy. At 7:30 the entire Conference met in the attractive Chapel for the early Communion Service and this was followed by breakfast and morning prayers in the Chapel.

Then followed a series of unusually strong and stim-

ulating addresses on Social Service, by Mr. Elmendorf and on Sunday School Work by Mr. Caley, and on the Work of the General Board of Religious Education, by Mr. Gardner.

In the afternoon opportunity was provided for interesting though brief conferences on topics of general interest and on two afternoons opportunity was offered to visit St. Augustine's School, the Church of the Good Shepherd, and the new Parish House at Christ Church. After supper, each evening, there was a short service in the Chapel, including a series of most spiritual and helpful addresses by Mr. Owens, and this was followed by an interesting and very instructive set of lectures by Mr. Caley on the History of the Church, beautifully illustrated with lantern slides of great value.

Those who are familiar with St. Mary's and who have attended previous Conferences, would expect every arrangement for the comfort and convenience of the Conference: and certainly this year was no exception to this rule, unless it be that the arrangements were a little more complete in every way.

No slightest criticism was heard, unless it be the fact that a superabundance of everything was provided.

It has been the writer's privilege to attend all the Conferences held at the School and therefore he can speak out of a full knowledge and say that this Conference was easily the most successful, from the standpoint of the addresses and the large representative attendance and also from the standpoint of the very fine, earnest and eager spirit of coöperation that characterized all in attendance.

And it is the deliberate judgment of the writer that these Conferences have already done a great work

for the State, especially; and that this Conference promises results of a far-reaching influence for good and for the future usefulness of these gatherings at St. Mary's; making the School a real centre of the educational work in the constituent dioceses.

The atmosphere of the place, which is peculiarly rich in devotional and spiritual power, together with the convenience and capacity of the School plant, including the spacious and attractive grounds, conspire to make St. Mary's an ideal place for such conferences. And one cannot speak too highly of the management, which has ministered in so many ways to the comfort and pleasure of the guests.

Every one present joins his voice in appreciation and in the expressed wish that this Conference may be followed by many, many others of like usefulness; and we wish to express again our appreciation to the Board of Trustees, the Rector and the speakers for these opportunities.

THOMAS P. NOE.

A Woman's Impressions

It would be impossible to pass through such a Conference as the recent one at St. Mary's and not be impressed, and profoundly so, in many and varied ways, but all distinctly related.

Gratitude that the Church in the Carolinas has such a place as St. Mary's School where she can gather together such numbers of her children was often the thought uppermost in mind. The man who has been the impelling force in the welding of the new St. Mary's with all that is good of the modern and the old St. Mary's with its priceless traditions and culture, was the organizer of the Conference and its gracious

host. His arrangements and management, however, did not impress—just as there is no consciousness of the perfect workings of the machinery as a car glides over the smooth roadbed through a lovely scene.

Of the specific impressions, one was the place of social service in the Church. The expert in this forcefully drove home the fact that the Divine Head intended His Church not to serve a privileged class but all sorts and conditions of men. Some of the impressions received from those setting forth religious education were a quickened sense of responsibility for the Church's greatest asset, the child; and the responsibility of laymen to *train* themselves that they may more *intelligently* serve.

And no summary of impressions would be complete without a mention of the *laity*. Of the one hundred and twenty-five present, many among them were men and women of affairs; and young men and women, who were there to learn to serve in the time of their full vigor—not waiting to offer the King their failing faculties. St. Mary's gathered these, the fine body of clergy in the Carolinas, and the distinguished guests, and made the five days spent beneath her century-old oaks, socially, a delight; and spiritually, a benediction.

But the outstanding impression of all is without doubt the possibilities of these Conferences at St. Mary's. Time and again the religious atmosphere of the South was the subject of comment, and perhaps the Carolinas through these Conferences in their diocesan School are to make some splendid contribution to the Church at large.

CLAUDIA W. HUNTER.

The Rector's Impressions

The attendance from outside of Raleigh was most encouraging, and those who came as a rule came early and stayed until the end. There were seventy present at the opening service Monday night, and at least one hundred at the closing service at 10:15 p. m., Friday. Of course some of these were from the city. The members came with a serious mind, and were not turned aside from the purpose of the Conference by the many attractions in town, but stayed at work whenever there was anything going on here at the School. They seemed glad to stay, and several declined attractive invitations to the city rather than miss any part of the Conference. Very few left Thursday or Friday in order to "get ready for Sunday," realizing, we hope, that the best preparation for Sunday, and many other Sundays, was the knowledge and inspiration derived at a Conference like this.

It was a particularly nice looking set of people, and so far as they were able they carefully observed the schedule of duties and the various regulations which are just as necessary in a Conference of four days as in the conduct of a school for a whole session. There seemed to be very little desire to use the Conference as an opportunity merely to meet each other while ignoring the main purpose of the Conference, and on the other hand, the members mixed around at their meals and at other times, so that almost everybody got acquainted with everybody else. Many were struck also with the very unusually cordial relations that seemed to exist among all the members of the Conference, even though formerly they were strangers to each other. It was a pleasure to have almost fifty of the members at

different times at the Rector's table. The serious faces of everybody during the lectures, and the cheerful and smiling faces at all other times were quite noticeable. The work was entered into faithfully and systematically, and the social and "house party" features were used in a proper way.

As this was the first time that the ladies were invited, one could not help noticing that they were doing everything in their power so as to be certain that this experiment would be a success, and that they should be invited another year, and it will be a very great pleasure to see that they have their reward. At the same time it is necessary to state that on the other hand the danger must be guarded against of so flooding the Conference with charming women as to make it less likely that the men who come for work should also attend. It is quite impossible to arrange the Conference in such a way as to make this in any great degree an opportunity for the meetings of organizations entirely composed of women. The Conference as a whole must, generally speaking, be arranged for such matters as can be considered by men and women, clergy and laity, together.

A more appreciative set of people never gathered, and whatever trouble was entailed in preparation was amply repaid by the enjoyment of everybody, and the cordial expressions of appreciation which were so frequently heard.

Not the least striking impression of the Conference was the expertness, clearness of mind and vision, mental training and power of those who addressed the various meetings. Along with this one could not help noticing that those who were less well informed seemed

to come to learn, and were more than usually careful not to take up time with the expression of their own views when so much good could be derived from listening to those who were better prepared to instruct others.

An educator, whether at school or college, is one who is accustomed to seeing highly organized arrangements devised to secure economy of time, and the best results with the greatest efficiency for a large number of persons assembled for the same definite purpose.

Promptness, consideration of others, solidarity of action, a well devised program, and a strict adherence thereto, are as necessary in a Conference for adults as in a school for young people. It is interesting to one so trained, and who knows the value of such organization to see how a few regard any such ideas as being an invasion of their personal dignity. There are many little ways that would escape the observation of most people that seem to indicate to the Rector elements of unexpected usefulness in the Conference. What can be better for a clergyman, who has been in the habit of directing other people, and telling them that they ought to get to Church on time, and ought to do as he says about a great many other things, than to find himself for the time being sitting in the pews, and even at a desk in the school-room, under the instruction of a teacher? What could be better for a teacher than to come down for a few days from the platform and sit docile at a desk. It would have been impossible, by the way, at our first Conference to have induced those who were good enough to attend to enter a school-room and sit at a desk. At this fourth Conference it was not so arranged, but the speakers requested it, and the members had been so far educated as to the neces-

sity of arrangements which tend to efficiency, that no word of complaint was heard when they found themselves assembled like so many school children in a school-room sitting at desks listening seriously and silently, and taking notes on all that was going on. The Rector goes to a great many meetings of all kinds, and on all sorts of subjects, and no doubt many other members of the Conference do the same. One could not help noticing how little time was lost here in comparison with one's experience in many other kinds of meetings or conferences. There was no time wasted in discussing the program. The program was ready, and was adhered to, and a tremendous amount of work was accomplished in the four days spent here. Promptness was expected and provided for, and every one could see that the machinery was put out of gear when a comparatively few were not prompt. The very arrangement of buildings is intended to save time in the work of a day during the school session, and these same arrangements were equally economical in the matter of time during our Conference. The Rector feels that it is a good thing for everybody to go to school a few days every year, just to see what it feels like and to call back the memories of childhood. An increasing number seem to agree with this, although he is quite aware that some others will think that he is merely nursing the pet delusions of a schoolmaster. At any rate we all learned that there was a great deal we did not know, we repaired a certain part of this ignorance, and received inspiration to go on learning more still of the matters of which we know so little. After all, this is the main idea of education, whether at a school or at a Conference.

Two Letters

Since the close of the Conference very many letters of appreciation have been received. Of these we take the liberty of printing two. The first is from a lay-worker of the Jurisdiction of Asheville.

"I feel I must write a few lines of appreciation of the Conference last week. The lectures were instructive and inspiring, to one just taking up religious work they were doubly so, and our entertainment was delightful. I am already making plans to attend next year if the Conference is held.

"I never realized, until I saw it, how large and beautiful St. Mary's School is, nor what a large factor it is in developing the Church life in our State. May it continue as it has been."

The second is from a young South Carolina layman who devoted one of his two weeks of vacation to attendance on the Conference:

"On account of having to leave on the early morning train, I was not able to see you before returning home, and I, therefore, wish to take this opportunity to sincerely thank you for the many kindnesses shown me at the splendid Conference held at St. Mary's. I can hardly express the good I have derived from this meeting, and when sending out your invitations next year, please be sure not to forget me. I was also very much impressed with your School, and am going to try and stir up these people down here and try and have more of them attend the next Conference."

The reception on Monday evening at eight o'clock was a most informal affair, but it gave an opportunity for such Trustees as were in town to show their interest in welcoming the members of the Conference, and also broke the ice and started off the guests in cordial and pleasant relations with each other.

The Preparation and Its Results

Inasmuch as the Commencement Day of the School was Tuesday, May 26th, it will be seen that a great deal of work had to be done in order to make any kind of an appearance when the Conference began. Of course the repairs that are necessary at the end of the school year, as when a family vacates a house and some other tenants come in, were out of the question, but everything possible was done to have things looking as well as possible, and apparently the members were satisfied with the results.

The success of any gathering of people depends very largely on the elimination of friction or lost motion. It therefore was a great help to have the places all assigned beforehand with a card on each door showing the name of the occupant. A boy for the men of the Conference, and a maid for the women were in attendance to see that their baggage was taken at once to their rooms, and to wait on them in any other way.

An envelope was prepared beforehand, on the outside of which was the name of each expected guest, the number of his room, and the number of his postoffice box. While very few expected any mail of any importance while here, those few were probably made easier in their minds by the assurance that their mail was handled in a locked room, and put at once into their own boxes. In each envelope was a program of the Conference, views of the School and of Raleigh, and a note book. The result of the note-book was the most unexpected and marked of the Conference, since the very fact that it was given to all seemed to make them feel that the one thing to do was to take notes, and it

was very impressive to see every member of the Conference during the lectures working away for dear life as though an examination was to come on in a very few hours on which his success would depend. Stamps and cigars were put in convenient places for which the members could pay if they wished by putting the money in a box, so that the inconvenience was not felt that otherwise would have ensued, from being about a mile from most of the stores where they would wish to go. On the table in the main hall was a large amount of printed matter on Social Service and on Religious Education, besides the views and information about the School, and of this the members of the Conference seemed to make free use. It also served to call their attention to much of the available printed matter sent out by the Commissions on Social Service and Religious Education of which otherwise they would not have known. This was supplemented by a very interesting exhibit brought by Mr. Gardner and shown in the school-room with regard to the text-books and other books recommended and used in connection with the work on Religious Education. The program was exceedingly rich, and a little too full. It kept most of the members a little more busy than was good for them. This mistake will be remedied next year. Also the time allowed for moving from place to place proved inadequate on account of the great charm of many of the members of the Conference who hypnotized the others so as to make it difficult for them to get promptly to the destination to which they were bound. More time will be allowed between engagements in next year's program. At the same time it deserves to be noticed that there is no use in wasting time by standing in the

doorways of the Chapel and other buildings when the time for an engagement has already arrived.

It is probably the universal verdict that the character of the addresses arranged for was even beyond our highest expectations. The services in the Chapel were of a very simple nature, but with a short practice of less than a quarter of an hour on Monday night the Conference started off with hearty music and responses in which the congregation joined with almost as much precision as though the same people had been together for a long time. The singing and responses were especially hearty, and it is safe to say that the Chapel services, simple though they were, constituted a feature which made as much impression as any other thing in the Conference.

A number of people from the city were kind enough to avail themselves of our invitation to remain for meals at the School when convenient to do so, and this enabled them without loss of time or inconvenience to attend more sessions of the Conference than was otherwise possible.

The services during the Conference were conducted by various members of the Clergy, the Rector taking the opening and closing services, and also the celebration on Friday morning.

It was a privilege to have the Bishop of the Diocese, who is also President of the Board of Trustees of St. Mary's School, celebrate at the first Communion Service on Tuesday morning. There was universal regret felt and expressed that illness prevented the Bishop from attending except on the first day.

The Conference Group

A very successful picture of the members of the Conference was taken immediately after the afternoon lecture on Wednesday. It is much to be regretted that Bishop Cheshire and Dr. Starr, besides several others, were unavoidably absent at this time. This picture is the frontispiece of this BULLETIN. In the center are the speakers. The one in the very center of the picture is the Rev. Augustine Elmendorf. Next to him on the left, is the Rev. Mr. Caley; next the Rev. T. P. Noe, and the next the Rev. M. A. Barber. To the right of Mr. Elmendorf and slightly in front is the Rev. Mr. Gardner, and shoulder to shoulder with him the Rev. R. B. Owens. No one was more conspicuous than the cordial and genial Mr. W. E. Stone who received our guests and in general saw after their comfort in every way. In the upper left hand corner of the central space his face appears. Immediately to his left is Mrs. Hunter, and to her left and slightly above is the Rev. A. B. Hunter, Principal of St. Augustine's School. In the space to one's right, corresponding to that of the Rev. Mr. Hunter, in the row next to the top is Mr. R. Blinn Owen, who was so helpful in the music in the Chapel. The inconspicuous member of the Conference whom nobody saw, but who was exceedingly busy all the time, was Mr. Ernest Cruikshank, Business Manager of the School, who appears in the lower right hand corner of the picture. Next to him is the Rector. On the extreme left on the lower line is Mr. Finney of the St. Andrew's Brotherhood. It is to be regretted that it is impossible to give a complete list of those who appear in the picture, but the members of the Conference will doubtless be able to recognize a very large number of their friends.

Some of Mr. Caley's Sentences

Our Lord spent twelve years in preparation for a ministry of three years. How can we ask the divine blessing, unless we have honestly and carefully prepared!

Telling a lesson is not teaching. The lesson is not taught until it is learned. There are (1) The teacher who teaches, (2) The scholar who learns, (3) The lesson that is taught by the teacher and learned by the scholar.

"Thank God, the hay today was in a low rack. It often seems as though the preacher thought God said 'Feed my giraffes.'"

In the socratic method Socrates asked the questions. In the Christ method His hearers asked the questions. The ideal to aim at is to have scholars who do not know ask questions of a teacher *who knows*.

In our teaching we are in the place of Him who was the greatest Teacher, and are coöperating with Him. The book of Acts speaks of what He began both to do and teach.

From our Lord's discourses we know much of life in Palestine. They were pictorial and concrete: The Housewife's Sweeping, The Making of Bread, The Shepherd, The Fisherman, The Farmer, The Good Samaritan, telling us of man's love to man, The Prodigal Son of God's love to man.

Our Lord was a great teacher because he was a great student. "Never man spake like this Man." He studied three great books, the Book of God, the Book of Man, and the Book of Nature.

Some Conference Notes

Be sure you take your Diocesan paper, the *Spirit of Missions*, and at least one general Church paper so that you know what is going on in the Church.

During the Conference Mrs. Lay attended to matters that concerned the altar, and provided the flowers, while Nancy Lay took charge of lighting the lights for each service, and arranging the hymn board.

The Rev. Messrs. Caley, Gardner, and Elmendorf were certainly a great team. Each man knew his own subject thoroughly, and succeeded in arousing the interest of everybody, and in giving them a great deal to think about hereafter.

About six hundred invitations were sent out. They were sent first to the clergy with a request for the names of those who would like to be invited. A number of clergy made no response to this, and some parishes were vacant, and therefore many who no doubt would have been glad to come received no invitation. It is hoped to obviate this difficulty next year by sending a list of vacant parishes to other members of the clergy and to the Bishops so that all the principal workers in the two States may be sure of an invitation.

Our friends from the North brought us a rich contribution of wisdom, study and experience. On the other hand they found more than they had expected in several ways. Few realize how hard it has been to get speakers for these conferences, since so many think it is "just some little affair down South." For this reason we owe gratitude all the more to those who

have been good enough to come, and especially to Mr. Caley, who has favored us three times. They found a Conference which aroused their enthusiasm and which they declared ranked well up in the list of those held throughout the country, and they also found that this was by far the largest of all the institutions of the Church for girls in the whole United States.

The addresses of the Rev. R. B. Owens on "The Fear of God," "The Love of God," "Communion with God," and "Work with God" delivered on the four nights of the Conference were just exactly what one would desire. They contained a great deal of very careful thought clearly expressed. There was not an unnecessary word, or a word misplaced, and in the quiet hours of the early evening they were most helpful and beneficial.

It is to be regretted that more people did not come to the Conference from South Carolina, and those in charge hope that another year the people from that State, as well as those in North Carolina, will remember the suggestion about making it easier for the clergy especially to attend. If the Vestry, or others of the congregation, would say to their clergymen, "We wish you for our sakes to go to the Conference and get some of the inspiration that you would receive there, and we wish to contribute to your traveling expenses to the Conference, it being understood that you have no expenses while there," a large number would come who otherwise cannot, and this would be undoubtedly a great advantage to the Church throughout both States.

It is also to be regretted that the many engagements in town seem to have prevented any but a comparatively few of those who live in Raleigh, from coming to

the Conference. An invitation to everyone was given out in Christ Church, and in the Good Shepherd Church the Sunday before, and a special letter sent to the daily papers, while the invitation to the public to attend was printed on every program and in the copies of this program in each of the Raleigh papers.

The following resolution was passed at the final sectional gathering of the Conference.

The members of the fourth St. Mary's Conference, fully conscious of the many benefits which have come to them during its session, desire to express their appreciation and gratitude: To the Trustees, for making it possible; to the Rector, Rev. George W. Lay, for the excellent program, fine efficiency of service in every detail, and delightsomeness of entertainment, and all who have so splendidly co-worked with him; and to the speakers for their informing, instructive, illuminating, suggestive, stimulating and yeasty addresses.

After the afternoon session on the first day the members of the Conference organized and, to provide for the informal meetings not on the printed program, elected the following Steering Committee: Rev. Thos. P. Noe, Chairman, Rev. S. S. Bost, Rev. Isaac Wayne Hughes and Mrs. John Benners Gibble.

What a lesson in elocution for careless speakers and writers it was to hear those speakers. Mr. Caley, for example spoke three hours and a half each day, and to the end each syllable was distinct and each word had its proper value and emphasis in its sentence.

Special invitations were of course only sent to those outside of Raleigh who would be entertained in the School. It was not intended to send any special invitations to those in Raleigh since everybody was invited from the city.

Register of Members of the Fourth St. Mary's Conference

Caley, Rev. Llewellyn N.....Philadelphia, Pa.
Eimendorf, Rev. AugustineNewark, N. J.
Gardner, Rev. Wm. E.....New York City.

Cheshire, Rt. Rev. Joseph B., D.D.....Raleigh, N. C.
Barber, Rev. M. A.Raleigh, N. C.
Bost, Rev. S. S.Durham, N. C.
Drane, Rev. R. B., D.D.....Edenton, N. C.
Duncan, Rev. N. C.Hope Mills, N. C.
Gibble, Rev. John Benners.....Burlington, N. C.
Gordon, Rev. Wm. J.Spray, N. C.
Griffith, Rev. John H.Kinston, N. C.
Hogue, Rev. Richard W., D.D.....Baltimore, Md.
Hughes, Rev. Isaac Wayne.....Henderson, N. C.
Huske, Rev. B. F.New Bern, N. C.
Lassiter, Rev. B. S.Marion, N. C.
Lawrence, Rev. Alfred S.Hillsboro, N. C.
Lawrence, Rev. H. N.Wickford, R. I.
Lay, Rev. George W.Raleigh, N. C.
Noe, Rev. Thos. P.Wilmington, N. C.
Osborne, Rev. Francis M.Charlotte, N. C.
Owens, Rev. R. B.Rocky Mount, N. C.
Starr, Rev. Homer W., Ph.D.....Chapel Hill, N. C.
Taylor, Rev. Lewis N.Townesville, N. C.
Trott, Rev. Thos. L.Durham, N. C.
Willey, Rev. H. A.Mayodan, N. C.

Blair, ClarenceGreensboro, N. C.
Brown, Wade R.Greensboro, N. C.
Bynum, J. N.Farmville, N. C.
Cox, G. H.Winterville, N. C.
Cruikshank, ErnestRaleigh, N. C.
Finney, B. F.Savannah, Ga.
Gurley, C. C.Durham, N. C.
Hargreaves, L. L.Battleboro, N. C.
Lackey, B. M.Chapel Hill, N. C.

Martin, J. L.....Mayodan, N. C.
 McCabe, Joseph M.....Columbia, S. C.
 Perry, HenryHenderson, N. C.
 Pettit, Walter N.....Fredonia, N. Y.
 Pratt, Joseph Hyde.....Chapel Hill, N. C.
 Rice, J. H. L.....Cooleemee, N. C.
 Ruffin, Wm. H.....Louisburg, N. C.
 Stone, Wm. E.....Raleigh, N. C.
 Stroup, Theo.Spray, N. C.
 Taylor, A. W.....Roanoke Rapids, N. C.
 Valentine, T. W.....Hendersonville, N. C.
 Wilson, Joseph D. C.....Morganton, N. C.

Adams, Mrs. S. P.....Wilmington, N. C.
 Battle, Mrs. Ivan P.....Rocky Mount, N. C.
 Battle, Miss Mary Ann.....Rocky Mount, N. C.
 Beasley, Mrs. Rowland F.....Monroe, N. C.
 Blair, Mrs. Dorian H.....Greensboro, N. C.
 Boatwright, Mrs.Wilmington, N. C.
 Boatwright, Miss Alice L.Wilmington, N. C.
 Bonner, Mrs. H. M.....New Bern, N. C.
 Bunn, Miss Bessie.....Rocky Mount, N. C.
 Butler, Miss Amy E.....Henderson, N. C.
 Butler, Miss Florence.....Henderson, N. C.
 Cooper, Mrs. H. G.....Oxford, N. C.
 Cooper, Miss Julia Horner.....Oxford, N. C.
 Cuninghame, Miss Sue S.....Durham, N. C.
 Cuninghame, Mrs. John S.....Durham, N. C.
 Davis, Mrs. A. S.....Henderson, N. C.
 Davis, Mrs. R. B.....Rocky Mount, N. C.
 Dillon, Miss BeatriceMonroe, N. C.
 Disosway, Miss Myrtle.....New Bern, N. C.
 Duvall, Miss Fannie B.....Cheraw, S. C.
 Gible, Mrs. John B.....Burlington, N. C.
 Gordon, Mrs. A. R.....Spray, N. C.
 Gordon, Miss Elizabeth S.....Spray, N. C.
 Gordon, Mrs. Wm. J.....Spray, N. C.
 Gregory, Miss Jeannette C.....Oxford, N. C.
 Hairston, Miss Ruth W.....Advance, N. C.
 Harlow, Miss Louise W.....Wilmington, N. C.

Harrington, Miss L. N.	Cheraw, N. C.
Hewlett, Miss Olivia B.	Wilmington, N. C.
Hilliard, Miss Margaret B.	Oxford, N. C.
Hines, Miss Bessie M.	Henderson, N. C.
Horner, Miss Mary E.	Valle Crucis, N. C.
Huband, Miss Florence.	Wilmington, N. C.
Hunter, Miss Claudia W.	Henderson, N. C.
Hunter, Mrs. C. L.	Charlotte, N. C.
Hunter, Miss May.	Henderson, N. C.
Irving, Mrs. Ernest	Wilmington, N. C.
Karrer, Miss Emma.	Mayodan, N. C.
Kittrell, Miss Lucy C.	Kittrell, N. C.
Lay, Mrs. George W.	Raleigh, N. C.
Lay, Miss Nancy	Raleigh, N. C.
Leak, Mrs. Bessie Smedes.	Durham, N. C.
Noe, Mrs. Thos. P.	Wilmington, N. C.
Peck, Miss Cora B.	Greensboro, N. C.
Perry, Mrs. Henry	Henderson, N. C.
Perry, Miss Leah H.	Henderson, N. C.
Philips, Miss Maude.	Rocky Mount, N. C.
Price, Miss Carrie L.	Wilmington, N. C.
Rice, Mrs. J. H. L.	Cooleemee, N. C.
Ruffin, Mrs. W. C.	Mayodan, N. C.
Skinner, Mrs. H. L.	Smithfield, N. C.
Smith, Miss Josephine V.	Rocky Mount, N. C.
Smith, Miss Pearl.	Mayodan, N. C.
Sumner, Miss Mary Wood.	Lincolnton, N. C.
Tillinghast, Miss Robena L.	Durham, N. C.
Tucker, Miss Maria L.	Henderson, N. C.
Tyler, Miss Lessie	Henderson, N. C.

Of those in attendance from the city many failed to register. The following is therefore only a partial list:

Rev. Edwin H. Goold, Rev. A. B. Hunter, Rev. Julian E. Ingle.

Messrs. M. W. Brabham, Marshall DeLancey Haywood, E. H. Markison, Hugh Morson, R. Blinn Owen, W. W. Roberts.

Mrs. C. W. Akers, Miss Mattie H. Bailey, Miss Lidie J.

Baker, Mrs. M. A. Barber, Mrs. J. B. Cheshire, Mrs. H. S. Cox, Mrs. A. J. Feild, Miss Louise Hawkins of Atlanta, Ga., Miss Bertha B. Holman, Mrs. A. B. Hunter, Mrs. Mary Iredell, Miss Mary C. Latta, Mrs. A. B. Morgan, Mrs. R. Blinn Owen, Miss Letitia B. Page of Washington, D. C., Mrs. I. McK. Pittenger, Miss Eliza A. Pool, Mrs. W. W. Robards, Miss Ebie Roberts, Mrs. Chas. Root, Miss Louise V. Thomas.

It has been suggested that the intermissions be five minutes long, and also that they be thirty minutes long. This seems to indicate that fifteen minutes is about right. During these intermissions those who are so full of enthusiasm that they must talk to somebody else about it, get outside and seize the first person in order to pour out their ideas, while those who wish to ask the appointed speaker some personal question, are likely to postpone this until the intermission. Thus much time is saved, and the period provided on the program for a given subject is used to the best advantage.

The Conference was much indebted to Mr. R. Blinn Owen for his faithful and efficient work at the organ during the services of the Conference, and also to him and Miss Shull for a very enjoyable organ recital on Friday evening at 7:30. Miss Josephine Smith very kindly played the hymn at two of the lectures by Mr. Caley in the evening, and Mr. Wade R. Brown was most helpful in doing the same at the other evening lectures, and in playing for the closing service on Friday night.

While this was our own Church Conference, with our own speakers and for our own Church members especially, everybody was invited and the whole Conference was of a nature which would have been valuable to anyone who came to hear.

Publications Recommended

The speakers have kindly recommended, for the guidance of those who attended the St. Mary's Conference, and others, certain publications which will be useful. A few others have been added by the Rector. After the titles of books follow the author, publisher and price. Those who do not patronize any particular firm of booksellers are recommended to order books through Edwin S. Gorham, 37 East Twenty-eighth street, New York City. The Rector has dealt with this firm for many years. Cash should accompany orders, adding usually 10 per cent. for postage.

Periodicals

The Carolina Churchman, Charlotte, N. C. \$1.

The Mission Herald, Wilmington, N. C. \$1.

The Diocese, Cheraw, S. C. 50 cents.

The Churchman, 434 Lafayette St., New York City. \$3.50 (to Clergy, \$3.00).

The Living Church, 484 Milwaukee St., Milwaukee, Wis. \$2.50 (to Clergy, \$2).

The Southern Churchman, Richmond, Va. \$2 (to Clergy, \$1).

The Spirit of Missions, 281 Fourth Ave., New York City.

The American Church S. S. Magazine, Philadelphia, Pa.

The Shepherd's Arms, Milwaukee, Wis. 40 cents.

The Young Churchman, Milwaukee, Wis. 80 cents.

Gospel of the Kingdom, 81 Bible House, New York City. A monthly pamphlet giving studies in Social Reform arranged for Bible Classes. 75 cents. In clubs of five or more, 50 cents.

The Survey, 105 East 22nd St., New York City. A weekly magazine devoted to the study of social problems and their solution. \$3.

Sample copies of any of the above will doubtless be sent on request.

Books on Social Questions

Misery and its Causes. Devine. MacMillan Standard Library. 50 cents.

Our World. Strong. Doubleday, Page & Co. Cloth, \$1; paper, 50 cents.

Our Country. Strong. Doubleday, Page & Co. Cloth, 60 cents; paper, 30 cents.

Christianity and the Social Crisis. Rauschenbusch. MacMillan. 50 cents.

Christianizing the Social Order. Rauschenbusch.

Theology and the Social Consciousness. King. Hodder & Stoughton. 50 cents.

What Every Church Should Know About its Community. Federal Council, 612 United Charities Building, 105 East 22nd St., New York City. Free.

Those interested in Socialism and Syndicalism will find useful:

The Truth about Socialism. Allen Benson. Huebsch. \$1.

Socialism and Character. The I. W. W. John Graham Brooks. MacMillan. \$1.25.

The Real Democracy (Presenting a different Solution than Socialism). Members of the Rota Club. Longmans & Co. \$1.50.

Books on Religious Education

The Church Handbook for Teacher Training Classes. Caley. G. W. Jacobs, Philadelphia. \$1.

How to Study the Life of Christ. Butler. Church Literature Press, New York. 50 cents.

Ways and Teachings of the Church. S. S. C. 10 cents.

The Pupil and the Teacher. Weigle. Doran. 50 cents.

The Seven Laws of Teaching. Gregory. Pilgrim Press. 50 cents.

Talks with the Training Class. Slattery. Pilgrim Press. 25 cents.

The Art of Securing Attention. Fitch. Flanagan. 15 cents.

How to Keep Order. Hughes. Flanagan. 15 cents.

The Art of Questioning. Horne. Pilgrim Press. 3 cents.

Churchman's Manual of Methods. Butler. Y. C. Co. \$1.

Adult Classes. Wood. Pilgrim Press. 25 cents.

Church Workers' Manual. Groton. Jacobs & Co. 80 cents.

Everyman's History of the Church of England. Dearmer. Mowbray, London. 50 cents.

Teaching the Catechism. Ward. Longmans. 60 cents.

A Study in Child Nature. Harrison. Chicago Kindergarten. \$1.

The Children's Challenge to the Church. Gardner. Young Churchman Co. 75 cents.

Books on Missions

The Making of Modern Crusaders. G. B. R. E. Board of Missions. 20 cents.

Winners of the World. Gardner. Revell. 30 cents.

"A young lady was very much troubled about the state of her soul and went to her Rector and told him that she feared she was a grievous sinner. She said that every time she passed in front of the mirror she could not help looking at it and thinking how beautiful she was, and she realized the great sin of which she was guilty. 'My child,' said the Rector, 'that is not a sin, that is merely an error of judgment.'"—*Elmendorf*.

It was intended that during the free time of the Conference many groups of people interested in various phases of activity would have the opportunity of gathering together those who are interested in their particular work. This was distinctly a feature of the Conference this year. Mr. Pettit spoke once on the "Playground Movement"; Mr. Finney on "St. Andrew's Brotherhood." The Sunday School Commission of the Diocese of North Carolina had a meeting and elected the Rev. Dr. Starr as its chairman, and arranged some of its work, and this Commission with that from East Carolina also met with Mr. Gardner and mapped out some of the work that each Diocese was to do next year, and some ideas for coöperation. Another impromptu conference was of those interested especially in work in the neighborhood of the mills. There was also a short meeting in connection with Primary Work besides other small conferences.

Coöperation of parents can be secured (1) By making the work so interesting and attractive that children may become missionaries in the home. (2) By enlisting parents in adult Bible classes including a Home Department for those who can only study at home. (3) By having special visiting days for parents to come and visit the Sunday School. (4) By personal visits to parents by teachers. This is required in many of the best public schools. (5) By monthly reports mailed to the parents with a little personal note by the teacher.—*Barber.*

St. Mary's School

RALEIGH, N. C.

St. Mary's is the largest boarding institution for girls of the Episcopal Church in the United States, and is under the control of the Church in the Carolinas.

The curriculum includes two years' preparatory work and a four years' college course, equivalent to that of the usual southern college.

Besides the academic department there are departments of Music, Art, Expression, Physical Culture, Business and Household Arts. Thorough work is done in all departments. Including the day pupils the Music Department alone has 175 students.

The fourteen buildings are steam heated, lighted with electricity, and are connected by covered ways.

The climate of Raleigh is mild and healthful, and adapted to out-door life even during most of the winter months.

The School is unusually well situated on its own property of twenty-five acres, in the most elevated part of the city, about half a mile from the grounds of the State capitol.

From the time of its founder, St. Mary's has been deservedly noted for its traditions of refinement and culture, and for the profound impression made on all its students by the religious side of the school life which centers around the worship and services in the beautiful School Chapel.

When one considers the age and size of St. Mary's, its ample curriculum and extensive educational advantages in the many departments, its refined tone and high traditions, its excellent health conditions and its moderate charge of only \$300 for all necessary expenses, including laundry and medical fee, one is justified in concluding that it would be hard to find another institution which offers so much for so little.



August, 1914

Series 3, No. 3

St. Mary's School

BULLETIN



RALEIGH, N. C.

Trustees and Faculty for 1914-15
Commencement Awards, 1914
Information and Regulations

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Raleigh, North Carolina

Entered July 3, 1905, at Raleigh, N. C., as second class matter
under act of Congress of July 16, 1894

St. Mary's School

RALEIGH, N. C.

Founded in 1842 by Rev. Aldert Smedes, D.D.

REV. GEORGE W. LAY.....	Rector
MISS ELEANOR W. THOMAS.....	Lady Principal
ERNEST CRUIKSHANK.....	Secretary and Business Manager

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Calendar for 1914-15

1914.	
September 14, Monday.....	Faculty assemle at St. Mary's.
September 15, Tuesday.....	Registration and Classification of City Pupils; New Boarding Pupils report by 7 p. m.
September 16, Wednesday.....	Preliminary Examinations; Old Boarding Pupils report by 7 p. m.: Registration and Classification of Boarding Pupils.
September 17, Thursday.....	Opening service of Advent Term (First Half-year) at 9 a. m.
November 1, Sunday.....	All Saints: Founders' Day.
November 19, Thursday.....	Second Quarter begins.
November 26.....	Thanksgiving Day.
December 19—January 5.....	Christmas Recess.
1915.	
January 5, Tuesday.....	All pupils report by 7 p. m.
January 28, Thursday.....	Easter Term (Second Half-year) begins.
February 17, Ash Wednesday.....	Lent begins.
March 18, Thursday.....	Last Quarter Begins.
March 28, Palm Sunday.....	Annual Visit of the Bishop for Confirmation.
April 2, Good Friday.....	Holy Day.
April 4.....	Easter Day.
May 12, Wednesday.....	Alumnæ Day: 73d Anniversary of the Founding of St. Mary's.
May 23—May 25.....	Commencement Season.
September 16, Thursday.....	74th Session Begins.

No absence from the school is allowed at or near Thanksgiving Day, Washington's Birthday, or from Palm Sunday to Easter inclusive. The only recess is at Christmas.

The Board of Trustees

The Bishops

RT. REV. JOS. BLOUNT CHESHIRE, D.D., <i>Chairman</i>	Raleigh, N. C.
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RT. REV. WM. ALEXANDER GUERRY.....	Charleston, S. C.
RT. REV. JUNIUS M. HORNER.....	Asheville, N. C.

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Secretary and Treasurer

DR. K. P. BATTLE, JR.

The Faculty and Officers of St. Mary's 1914-1915

REV. GEORGE W. LAY.....Rector
Miss ELEANOR W. THOMAS.....Lady Principal
ERNEST CRUIKSHANK..Secretary and Business Manager

The Academic Department

REV. GEORGE W. LAYBible, Ethics and Pedagogy
(A.B., Yale, 1882; B.D., General Theological Seminary, 1885; master in St. Paul's School, Concord, N. H., 1888-1907. Rector of St. Mary's, 1907—)

ELEANOR W. THOMASEnglish and Literature
(A.M., College for Women, S. C., 1900; B.S., Columbia University, N. Y., 1913. St. Mary's, 1900-'04; 1905-'12; 1913—)

WILLIAM E. STONE.....History and German
(A.B., Harvard, 1882; principal, Edenton, N. C., Academy, 1901-02; master in Porter Academy, Charleston, 1902-'03. St. Mary's, 1903—)

ERNEST CRUIKSHANK..Psychology and Current History
(A.B., Washington College, Md., 1897; A.M., 1898; graduate student Johns Hopkins University, 1900. St. Mary's, 1903—)

MARGARET RICKS.....Mathematics
(A.B., Converse College, 1907; A.M., Georgetown College (Ky.) 1911; student at Knoxville Summer School. St. Mary's, 1911—)

BLANCHE E. SHATTUCK.....English
(Graduate Boston (Mass.) High School; graduate and postgraduate Boston School of Expression; student Harvard Summer School; Instructor in Greensboro Female College, Wilson College, High Point Schools, etc. St. Mary's, 1912—)

MARIE RUDNICKA.....French
(Cours de l'Hotel de Ville, Paris; instructor in St. Mary's College, Dallas, 1907-'12. St. Mary's, 1912—)

HELEN URQUHARTLatin
(A. B., Mt. Holyoke College, 1910. Instructor Winthrop College, 1914. St. Mary's, 1910—1913, 1914—)

FRANCES RANNEY BOTTUM.....Science
(San Diego, Cal., Normal College, 1910-11; graduate St. Mary's, 1912; summer student Teacher's College, Columbia University, 1913. St. Mary's, 1912—)

FLORENCE C. DAVIS.....Elocution
(B.O., Emerson College, Boston, 1906; Elmira College; Posse Gymnasium. St. Mary's, 1911—)

MABEL H. BARTON.....Physical Director

(Graduate Sargent Normal School of Physical Education, 1914; practice teacher Cambridge Public Schools. St. Mary's, 1914—)

LUCY ELIZABETH ROBINS.....Preparatory School

(Graduate, State Normal School, Farmville, Va., 1909; teacher in The Glebe School, Gloucester; Bristol, Va., Schools. St. Mary's, 1913—)

KATE McKIMMON.....Primary School

(Student and teacher at St. Mary's since 1861.)

Music Department

MARTHA A. DOWD, *Director*. { Piano, Theory,
{ History of Music

(Graduate of St. Mary's, 1884; pupil of Kuersteiner, Sophus Wiig, Albert Mack. St. Mary's, 1886—; Director of Music, 1908—)

R. BLINN OWEN.....Organ, In charge of Voice

(M.Mus., Detroit School of Music; pupil of Zimmermann, Mazurette, Theo. Beach of Detroit; Kreutschmar, in New York, Ellison Van Hoose; teacher in Detroit and New York; private teacher in Bluefield, W. Va., and Greensboro, N. C., 1906-'09. St. Mary's, 1909—)

NELLY AGATHA PHILLIPS.....Piano

(Graduate New England Conservatory of Music, 1912. Pupil of Carl Baerman. St. Mary's, 1912—)

BEATRICE MURIEL ABBOTTViolin

(Pupil of Van Hulsteyn at Peabody Conservatory, Baltimore, 1903-06; of Sevcik in Prague, 1906-09; first diploma, Conservatory of Music, Geneva, Switzerland, 1911. Instructor in Wells College; in Columbia College, S. C. St. Marv's, 1913-)

REBECCA HILL SHIELDSPiano

(Graduate, St. Mary's, 1910. Certificate in Piano, St. Mary's, 1910; certificate, Virgil Piano School, New York, 1912. Fassifern, 1911-'13; St. Mary's, 1913—)

ZONA MAY SHULLVoice

(Certificate in Voice, St. Mary's, 1911; diploma, 1912; certificate in Piano, 1912. Pupil of Blinn Owen; pupil of Ellison Van Hoose. Assistant in St. Mary's, 1911-'12; private teacher, Bluefield, W. Va., 1913. St. Mary's, 1913—)

EBIE ROBERTSPiano

Pupil in Piano of James P. Brawley, Blinn Owen; in Harmony of John A. Simpson; in Organ of Wade Brown. Private teacher. St. Mary's, 1913—)

LOUISE SEYMOURPiano

(Graduate New England Conservatory with honors, as teacher, 1911; as soloist, 1912. Accompanist at Whitney Vocal School; teacher at Milliken University, etc. St. Mary's, 1914—)

Art Department

CLARA I. FENNER, <i>Director</i>	} Drawing, Painting, Design, etc.

(Graduate Maryland Institute School of Art and Design; special student Pratt Institute, 1905; special student in Paris, 1907. Director of Art, St. Mary's, 1892-'96; 1902—)

Elocution Department

FLORENCE C. DAVIS, *Director*...Elocution, Dramatic Art

(B.O., Emerson College, Boston, 1906; Elmira College (N. Y.); Posse Gymnasium, Boston; private studio, Elmira; substitute teacher, Miss Metcalf's School, Tarrytown, 1908; teacher, Reidsville Seminary (N. C.), 1909-'11. Director of Elocution, St. Mary's, 1911—)

Business Department

LIZZIE H. LEE, *Director*..... { Stenography, Typewriting
Bookkeeping

(Director of the Department, 1896—)

JULIET B. SUTTON.....Assistant
(St. Mary's, 1898—)

Household Arts Department

HAZEL A. METCALF . . . Domestic Science, Domestic Art
(Associate, Lewis Institute, Chicago, 1913. St. Mary's, 1913—)

Officers 1914-1915

REV. GEORGE W. LAY.....Rector

MISS ELEANOR W. THOMASLady Principal
MISS LILLIAN FENNERHousekeeper
MISS ELISE G. STILESAssistant Housekeeper
MISS LOLA E. WALTON.....Matron of the Infirmary
DR. A. W. KNOX.....School Physician

ERNEST CRUIKSHANK, Secretary and Business Manager
MISS LIZZIE H. LEE..... ..Bookkeeper
MISS JULIET B. SUTTON.....Stenographer

MRS. MARY IREDELL.....Agent of the Trustees

Information Required for Entrance

In order for proper preparations to be made at the School, it is necessary to have full information from prospective new pupils on a number of points, all of which are covered in the set of blanks provided. No application for entrance is considered complete until all of the information asked in these blanks has been supplied.

The blanks required are:

(1) Parent's Application Blank (white paper).

(To be filled out and signed by the parent or guardian.)

(2) Student's Application Blank (yellow paper).

(To be filled out by the prospective student. The lower half of the blank may be filled out by the authorities of the last school attended and signed by them as a certificate.)

(3) Certificate of Preparation (in any form but in detail).

(The lower half of the foregoing blank may be used for this purpose, or the information may be furnished in a letter or on the blank of another school.)

(4) Certificate of Honorable Dismissal.

(To be handed to the authorities of the last school attended and filled out and mailed by them direct to St. Mary's school.)

(5) Health Certificate.

(To be filled out by the parent or family physician.)

Prompt furnishing of the information asked will be appreciated.

Reservations of places in the School are made in order of application on the receipt of the Parent's Application Blank with the proper entrance fee; but this reservation is not complete until the other blanks are received and found satisfactory.

Important Suggestions and Directions, 1914-15

PROMPT ARRIVAL.

All new girls, and old girls wishing to make up conditions, are required to reach the School by 7:30 p. m., Tuesday, September 15th. The other old girls are required to arrive by 7:30 p. m., Wednesday, September 16th. This requirement is essential.

Places reserved are not held after the pupil is due unless by special arrangement made beforehand with the Rector.

New pupils will be welcomed and cared for beginning with Monday, September 14th.

MEETING TRAINS.

All trains due to arrive between 11:00 a. m. and 7:30 p. m., on Tuesday, September 15th, and Wednesday, September 16th, are met by a representative of the School.

BAGGAGE.

Each piece of baggage should be clearly marked with the owner's name and the name of the School. Two tags for this purpose, properly stamped, are mailed each student about September 1st, and the use of these tags greatly facilitates the handling of the baggage on its arrival.

Bed clothing should be packed where it can be gotten at easily immediately after arrival.

PAYMENT.

One-fourth of the charges for the year are due and should be paid at entrance. A check for this amount, plus \$15.00 as a deposit for books and stationery and less the amount of the Application deposit, should be received by the School on or before the day of the opening. In case of uncertainty as to the exact amount, a check for \$100.00 is suggested. Checks should be made payable to St. Mary's School.

Certificates, Laundry, Expenditures

ACADEMIC CERTIFICATES.

Certificates from former instructors as to work already accomplished are required of all new students, whether they are to be examined or not. If such a certificate is forwarded promptly during the summer months, time is saved in the work of classification after the student arrives.

EXAMINATIONS.

The entrance examinations for admission to the Freshman and Preparatory Classes are brief and informal, but tend to prevent mistakes in classification. Though examinations at entrance are not insisted on, except in a few specified cases, all students are advised to take all such examinations as may be necessary to secure their proper classification. All students after being assigned to classes are "on probation" until they show their fitness for the work of the class.

Full and immediate credit for work in the four years College Course leading to a diploma can in no case be given on certificate alone. Candidates for "Advanced Standing" in the College are especially urged to take examinations so as to receive credit at once for the work done before coming to St. Mary's.

MEDICAL CERTIFICATES.

The blank for making a Medical Statement is self-explanatory. It is necessary for intelligent attention to the student's health, and is also essential to the general welfare of the School. It should be filled and mailed as early as convenient, in the envelope which accompanies it.

PHYSICAL CULTURE.—A healthy body is a fundamental necessity, and regular exercise is essential at the formative period. All pupils are required to take the exercises in Physical Culture, unless excused by the Rector.

A special class is provided for those who require any special treatment, either on account of physical peculiarities or weakness. If in such case the parent would consult the

family physician and send written instructions from him, they will be faithfully carried out. The Rector does not believe that any girl is benefited by being excused from these classes. He will, however, conform to the judgment of the family physician, if so requested in writing. No such excuse should be asked for simply because the pupil desires it.

LAUNDRY.

Each article of clothing should be distinctly marked (before leaving home, if possible), the last name at least being given in full. Woven tapes are recommended. These may be ordered from the School, the price being \$2.00 a gross, \$1.25 a half gross.

Simple clothing should as far as possible be provided for ordinary use. While individual taste and care in dress are encouraged, it is undesirable to wear any but simple clothes except on Sunday or some special occasion.

The laundry charge covers an average allowance of \$1.50 a week, the charges being those on the printed list. Any excess is charged at the end of the year at half the list rates. Ninety per cent of the students have no excess.

BOOKS, STATIONERY, SHEET MUSIC, ART MATERIALS.

These supplies are not included in the regular charges. They are furnished as needed at the lowest retail price, and a statement of account is sent at the end of each quarter.

Everything possible is done to discourage unnecessary expense and extravagance.

PERSONAL EXPENDITURE.

Parents will confer a favor by encouraging simplicity of dress, and discouraging self-indulgence. The School has less power in this matter than the parent. It is respectfully requested:

1. That the outfit should provide for simple dress on ordinary occasions, and that the evening dresses provided shall not approach any extreme of fashion that might necessitate the prohibition of their use.

2. That only a limited amount of spending money be allowed the pupil, one dollar a week being the maximum.

3. That all pocket money be sent to the pupil through the School, to be given out weekly in accordance with instructions furnished by the parent.

School Physician

The following statement with regard to the School Physician was adopted on the recommendation of the Rector at the May (1914) meeting of the Executive Committee:

"The health of the School is under the charge of the School Physician, and all boarding pupils are under his care, but with the previous consent of the Rector and the School Physician some other reputable physician may be called in to meet the School Physician in consultation."

The Physical Director

The spiritual and mental are undoubtedly of higher ultimate importance than the physical, but logically the physical welfare is fundamentally of first importance. Every effort has therefore been made at St. Mary's to secure the best physical development and the highest state of physical health. The very best teaching, and the greatest efforts of the student will be of no avail if the physical health is poor, and, what is of more importance, the best education that one can obtain will be comparatively useless in later years, unless one has secured good physical development, and a robust condition of general health.

The work in Elocution and Physical Culture has heretofore been in the charge of one teacher. It has now been decided to let this teacher continue in charge of Elocution and Dramatics, and a Physical Director has been chosen whose work will be devoted entirely to Physical Culture.

The new Physical Director is a graduate of the well-known Sargent School of Physical Education, Cambridge, Massachusetts, and is thoroughly prepared in every way to get good results from this department of the school life.

The Gymnasium will be furnished with considerable new

equipment, and the Physical Culture exercises will be arranged with a larger scope which ought to produce even better results than ever before. The exercises when possible will be taken out of doors, but some of them will be conducted in the gymnasium for the purpose of exercise in special lines suited to each individual pupil. It is also proposed to have a careful record kept of the measurements and strength in certain particulars of each student, and to send reports indicating the changes in these matters to the parents several times a year. This will enable the parents to see what progress has been made, and also will tend to increase the interest of the students themselves in the physical development which they ought to cultivate.

Regulations

1. ATTENDANCE. All pupils are required to arrive in time for the opening of the School session and to remain until it closes. If they arrive late without the Rector's approval, they are liable to forfeiture of their places in the School. If withdrawn before the close without the Rector's approval, their connection with the School is permanently terminated and their claim to a certificate of honorable dismissal is forfeited.

2. HOLIDAYS. The *only recess, or holiday*, when pupils are allowed to leave the School, is at the time of the Christmas vacation.

3. ABSENCE. Pupils are not allowed to leave the School in order to visit their homes except in cases of severe illness, or for some other reason so serious as to seem sufficient to the Rector.

The following exception to this rule is, however, permitted: If the pupil's record warrants it, the Rector will allow the pupil one visit *to her home* during the second half year, simply on the request of the parent that she be allowed to do so, the pupil leaving school after 3 p. m. Saturday and returning the following Monday evening.

While the Rector will cheerfully grant such permissions, it is his duty to say that, in a session of only thirty-four weeks, with a recess at Christmas, all such absences are highly undesirable for the sake of the pupil and the whole

school. Experience shows that any interruption of the school routine is usually demoralizing to the students, that the student who goes home is thereby made ill in a surprising percentage of cases and that the probable exposure to contagious diseases while traveling makes such a student on her return a possible menace to the health of the school.

An extension for serious cause of permitted absence must be obtained before the expiration of the time for which the original permission was given.

No absence whatever can be allowed within one week of Thanksgiving Day, or Washington's Birthday, or from Palm Sunday to Easter inclusive.

Strange as it may seem, since several pupils with no reason whatever have in the past failed to keep their definite promise to return at a specified time, and have had the approval and encouragement of their parents in so doing, it is necessary to say definitely that a pupil who overstays her absence without the Rector's permission and approval will by that act terminate her connection with the School.

4. CORRESPONDENCE. All correspondence and telegrams are to be addressed to the Rector, except that on matters of health Miss Thomas, the Lady Principal, may be addressed, if desired.

(Please use telegraph and telephone *when necessary*, but not otherwise. A letter, when possible, is more satisfactory and convenient.)

Where possible, parents will confer a favor by sending requests of all kinds in writing directly to the Rector a reasonable time beforehand, and at least before completing important plans on which he should be consulted. The reason for the request should be clearly specified.

5. VISITS. The presence of a parent in Raleigh does not in any respect absolve a pupil from any regulations of the School without permission from the Rector, and obedience to the conditions governing such permissions is a matter between the pupil and the Rector alone. Parents visiting their daughters in the School buildings will please

consult the Lady Principal in order not to interfere with the School routine. Parents cannot be entertained overnight at the School. The Rector is glad to have parents visit their daughters in Raleigh as often and for as long a time as may be convenient to them, and he will take pleasure in granting all possible privileges, not inconsistent with the welfare of the School, to enable parent and daughter to see each other. In general, *pupils are not excused during school hours*, and no exception is made to this, except where a parent from a distance happens to stop over in Raleigh for only an hour or two. Except for very serious necessity, parents are urgently requested not to ask that their daughters come to the Railway Station to meet them.

No pupil is allowed to spend the night outside of the School except with her mother, or one who sustains a mother's relation to her.

6. CHAPEL. All boarding pupils are required to attend all Chapel services.

7. ROOMS. In assigning pupils to rooms, the Rector does not waive the right to change a pupil, at any time, from a room to a dormitory, or from one room to another, if in his judgment it is best for the welfare of the School.

March, 1915

Series 4, No. 1

St. Mary's School

BULLETIN



RALEIGH, N. C.

St. Mary's Songs

Published Quarterly by St. Mary's School
Raleigh, North Carolina

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St. Mary's School

RALEIGH, N. C.

Founded in 1842 by Rev. Aldert Smedes, D.D.

REV. GEORGE W. LAY.....Rector

MISS ELEANOR W. THOMAS.....Lady Principal

ERNEST CRUIKSHANK..Secretary and Business Manager

Alma Mater

Tune: "Believe Me if All Those Endearing Young Charms."

St. Mary's! wherever thy daughters may be
They love thy high praises to sing,
And tell of thy beauties of campus and tree
Around which sweet memories cling;
They may wander afar, out of reach of thy name,
Afar, out of sight of thy grove,
But the thought of St. Mary's aye kindles a flame
Of sweet recollections and love.

Beloved St. Mary's! how great is our debt!
Thou hast cared for thy daughters full well;
They can never thy happy instructions forget,
Nor fail of thy virtues to tell.
The love that they feel is a heritage pure;
An experience wholesome and sweet.
Through fast rolling years it will grow and endure;
Be a lamp and a guide to their feet.

May the future unite all the good of thy past
With the best that new knowledge can bring.
Ever onward and upward thy course! To the last
Be thou steadfast in every good thing.
Generations to come may thy fair daughters still
Fondly think on thy halls and thy grove
And carry thy teachings—o'er woodland and hill—
Of earnestness, wisdom and love.

H. E. H. 1905.

*School Songs***St. Mary's Hymn**

Music by R. Blinn Owen.

Come one and all, your voices lend,
In radiant tones our hymn we raise
To Alma Mater's glory, spend
Our every effort for her praise.
With glowing hearts we view these walls,
To them our girlhood mem'ries cling;
You campus green and well-loved halls,
To you our grateful hymn we sing.

Hail, hail, constant, true
Gleams thy light serene!
We, thy loving daughters,
Hail St. Mary's queen!

Dear Alma Mater, praise we bring
For friendships nurtured at your side;
No dearer, sweeter ties will cling
To any hearts than here abide.
Inspired by you our thoughts enfold
A larger aim. In all you've seemed
To guide our steps, our lives to mold
To nobler things we had not dreamed.

Hail, hail, constant, true
Gleams thy light serene!
We, thy loving daughters,
Hail St. Mary's queen!

Margaret Cruikshank. 1913.

(Music and words written for the Class of 1913.)

Hail, St. Mary's

In a grove of stately oak trees,
Where the sunlight lies,
Stands St. Mary's true and noble,
'Neath the southern skies.

Far and wide, oh sound her praises,
Chorus full and free,
Hail, St. Mary's, Alma Mater,
Hail, all hail to thee!

Well we love the little chapel,
Ever hold it dear;
Hear the echoes of the music,
Rising soft and clear.
Far and wide, etc.

There the ivy and the roses
Climb the old stone wall,
There the sweet, enticing bird-notes
Sound their magic call.
Far and wide, etc.

And the bonds of friendship strengthen
As her beauties charm,
We draw close to Alma Mater,
Trust her guiding arm.
Far and wide, etc.

Adapted from Margaret Mason Young. 1899.

*School Songs***St. Mary's Down in Dixie**

(Tune: "Dixie.")

Down in the South in the land of cotton,
Dear old school not a bit forgotten,
Hooray! hooray, hooray, hooray!

Chorus.

For St. Mary's dear we'll never fear,
The thought of her brings only cheer,
Hooray, hooray! hooray for dear
St. Mary's.

St. Mary's, yes, great place for schoolin',
Where you work and play and do some foolin',
Hooray! hooray, hooray, hooray!

Chorus.

E. A. P.'s or Sigma Lambda's,
Alpha Rho's or Namby-Pamba's,
Hooray! hooray, hooray, hooray!

Chorus.

We're sometimes Sigma's, sometimes Mu'ses,
Whatever we are you'll please excuse us,
Hooray! hooray, hooray, hooray!

Chorus.

E. C. 1912.

*School Songs***Those Dear St. Mary's Girls**

(Tune: "Uncle Ned.")

There's a school not far away,
Very dear to us today,
The home of all the sweet St. Maryites,
Some sober and some gay,
Some with nothing much to say,
And some prepared to set the world to rights!

Chorus.

O those dear St. Mary's girls,
With their graces and their curls.
How delectable, detestable they are—
Their dresses and their hats,
And their funny little spats!
You will hardly find their equal near or far.

Ah, they study very hard,
And they work and toil and plod,
Each ready for the teacher's beck and call;
But some there are who state
('Tis a wonder to relate)
There's a girl or two who studies not at all.

Chorus.

If you take them one and all,
From the Dorms to Senior Hall,
And weigh them in the balance carefully;
You might easily do worse,
To be very short and terse,
They absolutely suit me to a tee.

Chorus.

Adapted from H. E. H. 1912.

*Class Songs***Song of the "Preps"**

(Tune: "Good-bye, My Lover, Good-bye!")

The Preplets would a word unto their sister classes say,
But oh alas, their stately look in fear keeps us away;
Yet while we're very little girls a sitting over here;
Our eyes and ears are open wide; we hope that that is clear.

CHORUS:

We are the Preps, the little Preps,
Your own sweet, tiny, baby Preps;
We are the Preps, the little Preps,
Your own, sweet, baby Preps!

We're careful of our manners, dears, and follow in your steps;
We have no quarrels or bitter tears; remember we are preps.

Chorus.

We have our aspirations, too, of that we'd have you know,
We can not quite keep pace with you, but do not think us slow;
If we manage not to flunk exams, we'll wager this with you:
In four years' time you'll find that we are noble Seniors too.

Chorus.

We think that you are truly great, we follow in your steps;
If sometimes we slip up a bit, remember, we are Preps.

Chorus.

M. C. 1912.

*Class Songs***Happy and Innocent***(Tune adapted by Elizabeth Tarry.)*

Happy and innocent, guileless and sweet,
Girls of St. Mary's are we;
Artless, ingenuous, prudent, and neat—
This you can readily see.
Gloriously radiant like dew on the trees
Shines each particular she;
But while you are looking I ask you to please
Pay special attention to me—
To me! To me!
Pay special attention to me!

To each one's deportment each other attends
From breakfast to six o'clock tea;
But we never talk scandal or back-bite our friends—
This to you plain must be.
It grieves me, however, to have to confess
That these charming Freshies you see
Have each of them faults in temper or dress,
Yes, serious faults, but me!
But me! But me!
Yes, serious faults, but me!

Adapted from "Chaw Sir." 1910.

A Jolly Band of Freshmen*(Tune adapted by Elizabeth Tarry.)*

We're a jolly band of Freshmen,
Of Freshmen, of Freshmen,
A jolly band with lots of go!
We're standing here to tell you so!
We're just too cute for words!

We're a jolly band of Freshmen,
Of Freshmen, of Freshmen;
Our brains are not stupendous
Though our knowledge is tremendous!
We're just too cute for words!

Adapted from "Chaw Sir."

*Class Songs***Sophomore Songs**

I.

(Tune adapted from "Uncle Ned.")

You may talk about the Juniors and the Freshmen if you like,
 You may talk about our little friends the Preps,
 But there's not a class, I'm sure,
 That can touch the Sophomore,
 Save the Seniors and we're following in their steps.

Chorus.

For we're merry and we're bold,
 And we're good, oh! good as gold,
 And we're also full of frolic and of fun,
 And they'll tell you first and last
 That we're quite a classy class,
 For the Class of 19—* is the one.
 Of all honors we may get, the greatest we admit
 Is to be a member of the Soph'more Class,
 For with mischief and with fun,
 And the studying we have done,
 We're sure we've made a record that will last.

*Insert Class Year

*Chorus.**(Written for the Class of 1916.)**Annie Cameron. 1914.*

II.

(Tune adapted by Elizabeth Tarry.)

Would you like to open the gate to knowledge?
 To find a royal road to college?
 To be familiar with ancient lore?
 Then come be a learned Sophomore!

It's not so hard to reach the goal,
 You needn't wear out your body and soul,
 You'll get right up to the very door—
 If only your guide is a Sophomore!

And as for the key to the knowledge gate,
 For that you needn't ever wait,
 Nor look till your poor old eyes are sore—
 It's owned by any Sophomore!

So whoever you are who wisdom crave,
 Don't sigh in vain and weep and rave,
 Don't bother and fret, or rage and roar—
 Just follow your friend the Sophomore!

M. C. 1913.

*Class Songs***Junior Class Songs**

I.

(Tune adapted by Mary Floyd.)

Our Freshman fears are ended,
Our Soph'more pranks are o'er,
We've had our share of mischief and of fun,
And we've settled down at last
Like a good, hard-working class,
Whose days of care-free idleness are done.

Chorus.

The Juniors, the Juniors, oh the poor old Junior Class!
How they hurry and they scurry to and fro;
The amount of work they do
Would indeed astonish you,
They're the hardest working people that I know!
But in spite of all our labor
We're the happiest class in School,
For what others have so enviable a fate;
Our race is almost run,
Our work is almost done,
And next year we all are going to graduate.

Chorus.

The Juniors, the Juniors, oh the happy Junior Class!
They've only just a little time to wait;
The time is almost here,
There is only one more year,
Before they one and all will graduate!

(Written by Annie Cameron for the Class of 1916.)

II.

(Tune: "Thou Hast Wounded the Spirit That Loved Thee.")

Come gather together, you Juniors,
Let us crown fair wisdom our queen,
Let us aim for the high and the noble,
Do honor to Nineteen —*.

We have come thus far amid troubles,
Not easy our onward way seen,
But the goal of our earnest endeavor
We will reach in Nineteen —*.

With one year still lying before us,
Our efforts must be strong and keen,
To keep up on high and unsullied
The banner of Nineteen —*.

M. C. 1913.

*Class Songs***Senior Songs**

I.

(Tune by Mr. Hodgson.)

We're a merry band of Seniors,
Of Seniors! of Seniors!
A merry band with lots of sand
And every member simply grand—
We're just too cute for words!

We're a merry band of Seniors,
Of Seniors! of Seniors!
Our brains are just stupendous
And our knowledge is tremendous
And we're just too cute for words!

Aren't you truly glad you've seen us?
You've seen us, you've seen us!
We're a blessing for your eyes,
That's a fact we won't disguise
For we're just too cute for words!

*H. E. H. 1910.**(Written by Mr. Hodgson for the Class of 1910.)*

II.

(Tune: John Brown's Body)

We're a classy class of Seniors,
And the Senior classic class;
We're a classy class in classics,
And a classy, classic class.

We are up in mathematics,
In science and in classics;
We're a dandy in pneumatics
And e-lec-tric-i-ty.

We're a classy class of Seniors, etc.
In syntax, prose, and prosody
We class as Number One,
And for real erudition
Naught beats us 'neath the sun!

We're a classy class of Seniors, etc.
Our wisdom is tremendous!
And still we're cute and witty;
Our learning is stupendous!
And *she*, at least is pretty.

*We're a classy class of Seniors, etc.**(A part of the Song of the Class of 1912, written by Mr. Hodgson.)*

*Occasional Songs***Good Bye, 1915***(A Song of the Springtime.)**(After "Good-bye, Everybody," from "A Modern Eve.")*

Beware the spell of the school year
When it seems sweet as life to you-oo,
For all the deeds you are doing
Will leave but more deeds for to do-oo.
It's always best to remember
When you work with joy so sublime,
That straight on ahead—
That's quite enough said—
Is that good summer time.
So when you're weary in the spring,
This joyous song you can sing:

Chorus.

Good-bye, 19—*;
Good-bye, happy year,
Farewell, dear old lessons;
Farewell, duties dear.
It breaks our hearts to think you are going;
Good-bye, good-bye!
The work, the work that makes us remember
The days gone by.
Good-bye, 19—*; good-bye, good old day,
Good-bye, every trouble,
Commencement is coming in May.

The task that you loved in the autumn,
Love in the winter, love in cool time,
May all be gone and forgotten
Ever and ever when it's fool time.
We may forget all the others,
And think our winter well done,
For we all may be sure
That joy will endure
In summer's fun.

So when you're weary in the spring,
This joyous song you can sing:

Chorus.

*Insert Class Year

*E. C. 1914.**(Written for the Class of 1914.)*

*Occasional Songs***Good Bye, School, We're Through***(A Song of Graduation Day.)**(After "Good-bye, Girls," from "Chin Chin.")*

We're the happiest girls in all the realm of schooldom,
We feel as though we'd triumphed over fate,
We've reached a goal we've ever sought,
A day of which we've ever thought,
That wondrous day on which we graduate.
Of course we've not had only sun and flowers,
But storms and clouds have braced us in the line,
Like every other girl we've wasted hours,
But now all's done—the future looks benign.
And yet we say with heartfelt sigh
For the happy days of the years gone by:

Good-bye, School, we're through,
Dear School, where we have met,
We say good-bye to you
With very real regret.
Our day of jubilation
Is full of fascination,
But we'll e'er to you be true;
Good-bye, School,
Good-bye, School, we're through.

We've often read in poems and romances
That some day in some way, if we but wait,
The thing we seek both far and wide—
The thing for which we've ever sighed—
Will come to us—'tis so decreed by fate.
And so it's all come true as in a story,
Commencement morning with its golden sun
Has risen upon our sight in all its glory,
For us there'll never be such other one.
And yet we say with heartfelt sigh
For the happy days of the years gone by:

Good-bye, School, we're through, etc.

E. C. 1915.

(Written for the Class of 1915.)

*Patriotic Songs***America**

I

My country 'tis of thee
Sweet land of liberty
Of thee I sing;
Land where my fathers died!
Land of the pilgrims pride!
From every mountain side
Let freedom ring!

II

My native country thee
Land of the noble free
Thy name I love;
I love thy rocks and rills
Thy woods and templed hills;
My heart with rapture thrills
Like that above.

III

Let music swell the breeze
And ring from all the trees
Sweet freedom's song;
Let mortal tongues awake
Let all that breathe partake
Let rocks their silence break,
The sound prolong.

IV

Our fathers' God! to thee
Author of liberty
To thee we sing;
Long may our land be bright
With freedom's holy light;
Protect us by thy might,
Great God, Our King.

S. F. Smith.

*Patriotic Songs***Hail, Columbia**

(Adapted to the tune of the "President's March," and first sung at the Chestnut Street Theatre, Philadelphia, 1798.)

Hail, Columbia! happy land!
Hail, ye heroes! heaven-born band!
Who fought and bled in Freedom's cause,
Who fought and bled in Freedom's cause,
And when the storm of war was gone,
Enjoyed the peace your valor won.
Let independence be our boast,
Ever mindful what it cost;
Ever grateful for the prize,
Let its altar reach the skies.

Firm, united, let us be,
Rallying round our Liberty;
As a band of brothers joined,
Peace and safety we shall find.

Immortal patriots! rise once more:
Defend your rights, defend your shore:
Let no rude foe, with impious hand,
Let no rude foe, with impious hand,
Invade the shrine where sacred lies
Of toil and blood the well-earned prize.
While offering peace sincere and just,
In Heaven we place a manly trust,
That truth and justice will prevail,
And every scheme of bondage fail.

Firm, united, etc.

Joseph Hopkinson.

*Patriotic Songs***The Star Spangled Banner**

(Written after the bombardment of Fort McHenry, 1814.)

O say, can you see, by the dawn's early light,
What so proudly we hail'd at the twilight's last gleaming—
Whose broad stripes and bright stars, through the clouds of the fight,
O'er the ramparts we watched were so gallantly streaming!
And the rocket's red glare, the bombs bursting in air,
Gave proof through the night that our flag was still there;
O! say, does that star-spangled banner yet wave
O'er the land of the free, and the home of the brave?

On that shore dimly seen through the mists of the deep,
Where the foe's haughty host in dread silence reposes,
What is that which the breeze, o'er the towering steep,
As it fitfully blows, now conceals, now discloses?
Now it catches the gleam of the morning's first beam,
In full glory reflected now shines on the stream;
'Tis the star-spangled banner; O long may it wave
O'er the land of the free, and the home of the brave!

And where is that band who so vauntingly swore
That the havoc of war and the battle's confusion
A home and a country should leave us no more?
Their blood has wash'd out their foul footsteps' pollution.
No refuge could save the hireling and slave
From the terror of flight, or the gloom of the grave;
And the star-spangled banner in triumph doth wave
O'er the land of the free, and the home of the brave.

O! thus be it ever, when freemen shall stand
Between their loved homes and wild war's desolation!
Blest with vict'ry and peace, may the heav'n-rescued land
Praise the power that hath made and preserved us a nation.
Then conquer we must, when our cause it is just,
And this be our motto—"In God is our trust!"
And the star-spangled banner in triumph shall wave
O'er the land of the free, and the home of the brave.

Francis Scott Key.

*Patriotic Songs***Dixie's Land**

I wish I was in de land ob cotton,
Old times dar am not forgotten,
Look away! Look away, Dixie Land.
In Dixie land whar I was born in,
Early on one frosty mornin',
Look away! etc.

Chorus:

Den I wish I was in Dixie,
Hooray! Hooray!
In Dixie land I'll take my stand,
To lib an' die in Dixie!
Away, away, away down South in Dixie!

Old Missus marry "Will-de-Weaber,"
Willium was a gay deceaber;
Look away! etc.
But when he put his arm around 'er,
He smiled as fierce as a forty-pounder,
Look away! etc.

Chorus.

Now here's a health to the next old Missus,
An' all de gals dat want to kiss us;
Look away! etc.
But if you want to drive 'way sorrow,
Come and hear dis song tomorrow;
Look away! etc.

Chorus.

Dar's buckwheat cakes an' Injun batter,
Makes you fat or a little fatter;
Look away! etc.
Den hoe it down an' scratch your grabble,
To Dixie's land I'm bound to trabble,
Look away! etc.

Chorus.

*Patriotic Songs***Tenting on the Old Camp-Ground**

We are tenting tonight on the old camp-ground,
Give us a song to cheer
Our weary hearts, a song of home
And friends we love so dear.

Many are the hearts that are weary tonight,
Wishing for the war to cease;
Many are the hearts looking for the right,
To see the dawn of peace:
Tenting tonight,
Tenting tonight,
Tenting on the old camp-ground.

We've been tenting tonight on the old camp-ground,
Thinking of days gone by,
Of the loved ones at home, who gave us the hand,
And the tear that said "Good-bye."

Many are the hearts that are weary tonight,
Wishing for the war to cease;
Many are the hearts looking for the right,
To see the dawn of peace:
Tenting tonight,
Tenting tonight,
Tenting on the old camp-ground.

We are tired of war on the old camp-ground,
Many are dead and gone,
Of the brave and true who've left their homes,
Others been wounded long.

Many are the hearts that are weary tonight,
Wishing for the war to cease;
Many are the hearts looking for the right,
To see the dawn of peace:
Tenting tonight,
Tenting tonight,
Dying on the old camp-ground.

*Carolina Songs***The Old North State**

Carolina! Carolina! Heaven's blessings attend her!
While we live we will cherish, protect and defend her;
Though the scorner may sneer at and witlings defame her,
Our hearts swell with gladness whenever we name her.

Hurrah! Hurrah! the Old North State forever!
Hurrah! Hurrah! the good Old North State!

Though she envies not others their merited glory,
Say, whose name stands the foremost in Liberty's story?
Though too true to herself e'er to crouch to oppression,
Who can yield to just rule more loyal submission?

Hurrah, etc.

Plain and artless, her sons, but whose doors open faster
At the knock of a stranger, or the tale of disaster?
How like to the rudeness of their dear native mountains,
With rich ore in their bosoms and life in their fountains.

Hurrah, etc.

And her daughters, the Queen of the Forest resembling—
So graceful, so constant, yet to gentlest breath trembling;
And true lightwood at heart, let the match be applied them,
How they kindle and flame! O! none know but who've tried them.

Hurrah, etc.

Then let all who love us, love the land that we live in
(As happy a region as on this side of Heaven),
Where Plenty and Freedom, Love and Peace smile before us.
Raise aloud, raise together, the heart-thrilling chorus,

Hurrah! Hurrah, the Old North State forever!
Hurrah! Hurrah the good Old North State!

William Gaston.

*Carolina Songs***Ho! For Carolina!**

Let no heart in sorrow weep for other days;
Let no idle dreamer tell in melting lays
Of the merry meetings in the rosy bowers;
For there is no land on earth like this fair land of ours!

Chorus:

Ho! for Carolina! that's the land for me;
In her happy borders roam the brave and free;
And her bright-eyed daughters none can fairer be;
Oh! it is a land of love and sweet liberty!

Down in Carolina grows the lofty pine,
And her groves and forests bear the scented vine;
Here are peaceful homes, too, nestling 'mid the flowers.
Oh! there is no land on earth like this fair land of ours!
Ho! for Carolina! etc.

Come to Carolina in the summer time,
When the luscious fruits are hanging in their prime,
And the maidens singing in the leafy bowers;
Oh! there is no land on earth like this fair land of ours!
Ho! for Carolina! etc.

Then, for Carolina, brave, and free, and strong,
Sound the meed of praises "in story and in song,"
From her fertile vales and lofty granite towers,
For there is no land on earth like this fair land of ours!

Chorus:

Ho! for Carolina! that's the land for me;
In her happy borders roam the brave and free;
And her bright-eyed daughters none can fairer be;
Oh! it is a land of love and sweet liberty!

William B. Harrell.

Songs for Special Occasions
Christmas

Silent Night

Silent Night, Holy Night,
All is calm, all is bright,
Round yon Virgin Mother and Child.
Holy Infant so tender and mild,
Sleep in heavenly peace,
Sleep in heavenly peace!

Silent Night, Holy Night,
Shepherds quake at the sight,
Glories stream from heavens afar,
Heavenly hosts sing Alleluia;
Christ, the Saviour is born,
Christ the Saviour is born.

Silent Night, Holy Night,
Son of God, love's pure light
Radiant beams from Thy Holy face,
With the dawn of redeeming grace,
Jesus, Lord, at Thy birth,
Jesus, Lord, at Thy birth.

Songs for Special Occasions
Christmas

⊙ **Little Town of Bethlehem**

O little town of Bethlehem!
How still we see thee lie;
Above thy deep and dreamless sleep
The silent stars go by;
Yet in thy dark streets shineth
The everlasting Light;
The hopes and fears of all the years
Are met in thee tonight.

For Christ is born of Mary,
And gathered all above,
While mortals sleep, the angels keep
Their watch of wondering love.
O morning stars together
Proclaim the holy birth!
And praises sing to God the King
And peace to men on earth.

How silently, how silently,
The wondrous gift is given!
So God imparts to human hearts
The blessings of His heaven.
No ear may hear His coming,
But in this world of sin,
Where meek souls will receive Him still,
The dear Christ enters in.

O holy Child of Bethlehem!
Descend to us, we pray;
Cast out our sin, and enter in,
Be born in us today.
We hear the Christmas angels
The great glad tidings tell;
O come to us, abide with us,
Our Lord Emmanuel!

Phillips Brooks, 1880.

Songs for Special Occasions
Christmas

It Came Upon the Midnight Clear

It came upon the midnight clear,
That glorious song of old,
From angels bending near the earth
To touch their harps of gold;
Peace on the earth, good will to men,
From heaven's all-gracious King;
The world in solemn stillness lay
To hear the angels sing.

Still through the cloven skies they come,
With peaceful wings unfurled;
And still their heavenly music floats
O'er all the weary world:
Above its sad and lowly plains
They bend on hovering wing,
And ever o'er its Babel sounds
The blessed angels sing.

O ye, beneath life's crushing load,
Whose forms are bending low,
Who toil along the climbing way
With painful steps and slow!
Look now, for glad and golden hours
Come swiftly on the wing:
O rest beside the weary road,
And hear the angels sing.

For lo, the days are hastening on,
By prophets seen of old,
When with the ever-circling years,
Shall come the time foretold,
When the new heaven and earth shall own
The Prince of Peace their King,
And the whole world send back the song
Which now the angels sing.

E. H. Sears, 1849.

Songs for Special Occasions
Washington's Birthday

Washington

What sacred memories entwine
Around the name of one
To whom this day is dedicate,
The name of Washington!

Of goodly ancestry he came,
Born on Virginia's soil,
From youth a busy life he led,
Inured to manly toil.

When perils threatened all the land,
And all seemed dark as night
He left Mount Vernon's classic shades
To battle for the right.

A leader firm and calm was he
Who knew no thought of fear,
And freely everything gave up
For what he held most dear.

True man and patriot was he,
As all the world doth own,
A hero of the noblest type,
Worthy the highest crown.

And to the country that he saved
What shall his memory be?
First in all hearts will he remain,
Revered from sea to sea!

W. W. Caldwell.

Songs for Special Occasions
Commencement

Jerusalem! High Tower

Jerusalem! high tower thy glorious walls,
Would God I were in thee!
Desire of thee my longing heart enthral,
Desire at home to be;
Wide from the world outleaping,
O'er hill and vale and plain,
My soul's strong wing is sweeping,
Thy portals to attain.

O gladsome day, and yet more gladsome hour!
When shall that hour have come,
When my rejoicing soul its own free power
May use in going home?
Itself to Jesus giving,
In trust to His own hand,
To dwell among the living,
In that blest Fatherland.

What throng is this, what noble troop that pours,
Arrayed in beauteous guise,
Out through the glorious city's open doors,
To greet my wondering eyes?
The hosts of Christ's elected,
The jewels that He bears
In His own crown selected
To wipe away my tears.

Unnumber'd choirs before the Lamb's high throne
There shout the jubilee,
With loud resounding peal and sweetest tone,
In blissful ecstasy:
A hundred thousand voices
Take up the wondrous song;
Eternity rejoices
God's praises to prolong.

*(Used for many years at St. Mary's as the Recessional Hymn at the
Final Exercises on Commencement Day.)*

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Form of Bequest

"I give, devise and bequeath to the Trustees of St. Mary's School, Raleigh, North Carolina, their successors and assigns, absolutely and forever (the property given),, in trust that it shall be used for the benefit of said School, in the discretion of said Trustees, for building, improvement, equipment, or otherwise"

(or)

"in trust to be invested and the income derived therefrom to be used for the benefit of said School in such manner and for such purposes as to the Trustees may seem best."

June, 1915

Series 4, No. 2

St. Mary's School

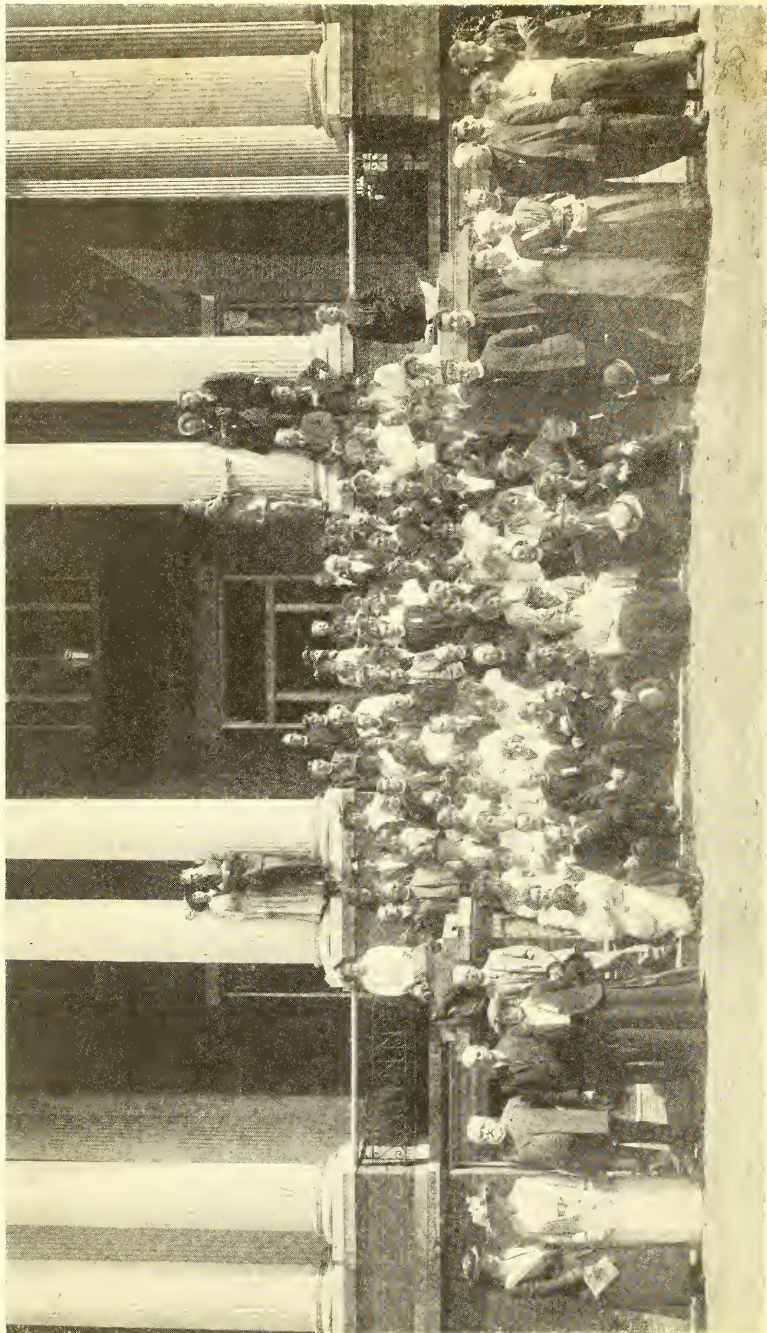
BULLETIN



Report of
The Fifth St. Mary's Conference
for the
Clergy and Laity of the Carolinas

Published Quarterly by St. Mary's School
Raleigh, North Carolina

Entered July 3, 1905, at Raleigh, N. C., as second class matter
under act of Congress of July 16, 1894



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St. Mary's School

RALEIGH, N. C.

Founded in 1842 by Rev. Aldert Smedes, D.D.

RT. REV. JOSEPH BLOUNT CHESHIRE, D.D.,
President of the Board of Trustees.
REV. GEORGE W. LAY, D.C.L. Rector.
ERNEST CRUIKSHANK. Sec'y and Business Manager.

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St. Mary's School Bulletin

Series 4, Number 2

Conference

Much pains have been taken to make this BULLETIN a pleasant reminder to those who attended the Fifth St. Mary's Conference. It is hoped that it will be found useful as well as interesting.

THE SIXTH ST. MARY'S CONFERENCE WILL BE HELD IN
THE WEEK JUNE 5TH-10TH, 1916

Bishop Lloyd, Rev. Augustine Elmendorf, and the Rev. L. N. Caley have already accepted invitations to be among the speakers. Bishop Kinsman will probably take part.

Program

MONDAY, MAY 31.

Arrival, Registration and Assignment to Rooms.

- 7:00 p. m. Supper in Clement Hall.
- 7:45 p. m. Short Practice for the Services in the Chapel.
- 8:00 p. m. Reception of guests by the Trustees in the Parlor.
- 9:15 p. m. Prayers in the Chapel, with devotional address preparatory to the Holy Communion, by the Rev. Augustine Elmendorf.

TUESDAY, WEDNESDAY, THURSDAY, FRIDAY.

- 7:30 a. m. Holy Communion in the Chapel.
- 8:00 a. m. Breakfast.
- 9:00 a. m. Prayers in the Chapel followed by
- 9:15- 9:45 a. m. Addresses on "THE BETTER RENDERING OF THE CONCERTED PARTS OF THE CHURCH SERVICE." (By request of last year.)
By the REV. GEORGE W. LAY, Rector of St. Mary's School.
- 9:45-10:00 a. m. Intermission.
- 10:00-11:30 a. m. Addresses on SOCIAL SERVICE.
By the REV. AUGUSTINE ELMENDORF, of Jersey City, N. J., Executive Secretary of the Social Service Commission of the Diocese of Newark.
 1. Religious Principles of Social Service.
 2. The Church in Relation to Dependent People in State and County.
 3. Practical Social Problems (Feeble-mindedness and the care of Prisoners).
 4. The Sunday School and Social Service.
- 11:30-11:45 a. m. Intermission.

Program—Continued

11:45 a. m.-1:15 p.m. Addresses on RELIGIOUS EDUCATION.

By the REV. LESTER BRADNER, PH.D., of New York City, Director of the Department of Parochial Education of the General Board of Religious Education.

1. The Significance of the Standard Curriculum for the Sunday School.
2. The Training of the Teacher.
3. Efficiency Measurements in the Sunday School.
4. Religious Nurture in the Home.

1:20 p. m. Dinner.

2:00-6:30 p. m. Free for recreation or for voluntary meetings by the members of the Conference under their own organization. (This includes meetings of Committees of the Dioceses on Social Service, Religious Education, Church Extension Among the Country People, etc., etc.)

6:30 p. m. Supper.

7:00 p. m. Prayers in the Chapel with short address by the REV. WARREN W. WAY, Rector of St. Luke's Church, Salisbury, N. C., sometime Rector of Grace Church, Cortland, N. Y.

7:30-8:30 p. m. Free for recreation or voluntary meetings as desired.

8:30-9:30 p. m. Addresses in the Auditorium on the Laymen's Missionary Movement under the general direction of the REV. ROBERT W. PATTON, Provincial Secretary of the Board of Missions for the Fourth (Sewanee) Province.

Tuesday: 1. THE FACTS, METHODS AND GENERAL PRINCIPLES OF THE LAYMEN'S MISSIONARY MOVEMENT, by the REV. R. W. PATTON.

Program—Continued

Wednesday: 2. THE LAYMEN'S MISSIONARY MOVEMENT IN WHOLE DIOCESES WITH AN ADDRESS ILLUSTRATIVE OF THE DIOCESAN MOVEMENT IN EAST CAROLINA, by the REV. WM. E. COX, Rector of St. John's Church, Wilmington, N. C.

Friday: 3. THE RESULTS AND GENERAL INFLUENCE OF THE EAST CAROLINA DIOCESAN MOVEMENT, by the REV. THOS. P. NOE, Archdeacon of East Carolina.

NOTE.—Thursday evening is reserved as a Social Evening, with entertainment by volunteers from the members.

10:00 p. m. Adjournment for the day.

FRIDAY, JUNE 4.

9:30 p. m. Closing Service in the Chapel.

SATURDAY, JUNE 5.

Guests are entertained until such hour as is convenient to them.

Five minutes before each meeting and before each meal a bell rings, and a second bell at the exact hour.

Breakfast each day at 8:00 a. m. Dinner at 1:20 p. m. Supper at 6:30 p. m.

Service, with address preparatory to the Holy Communion, on Monday at 9:15 p. m.

The public are invited to all services and meetings. Those from the city in attendance are also cordially invited to stay to dinner and to give notice of their intention before noon.

ALL SERVICES and the FIRST MEETINGS in the MORNINGS are held in the CHAPEL. ALL OTHER MORNING and AFTER-NOON MEETINGS are held in the STUDY HALL. The NIGHT MEETINGS are held in the AUDITORIUM.

It is kindly requested that quiet be observed from 10:30 p. m. to 7:00 a. m.

The Chapel is open at all hours for devotion and meditation.

It is particularly desired that there be no conversation in the Chapel at any time.

Note for 1916

The School was almost filled to its capacity when the Conference convened this year. It is obvious that the best work is done by having people come, as is requested, for the whole time, and this was generally done this year. And it is also equally obvious that, if a room is pre-empted by some one who stays only for a day or two, it will prevent accommodating some one else who would stay for the whole time.

It is therefore requested that it be clearly understood that we welcome any one to the Conference, however short his stay may be, and if he wishes to spend the night at a hotel (at the cost of a dollar or more per night) and attend the meetings of the Conference he will be very welcome at meal times at the School. Also, in the case of any delegates coming in this way for a single night they will be very gladly accommodated for the night at the School, provided they notify the proper persons upon their arrival and provided there is a vacancy in rooms not already taken by delegates spending a longer period at the Conference.

It does not seem wise, however, to reserve rooms beforehand for a single night, thus depriving some one of the opportunity who could come for the entire session of the Conference.

It is also proposed, in order to make the matter more definite, that next year there will be some one day, probably the last day, Friday, when it is especially suggested that visitors who can come only for a day should be present. Some special features will probably be arranged for this day.

Notes on the 1915 Conference

Opening of the Conference

The delegates began arriving by early morning trains on Monday and by the time of the Reception of guests by the Rector and Trustees in the old School Parlor at 8 o'clock there were present over ninety men and women, clergymen, laymen, and church workers in many various activities. The first formal service was held in the Chapel at 9:15 with an inspiring address upon *The Christian duty of honoring God, the State, and his brethren*, by the Rev. Mr. Elmendorf. The printed program gives the subjects treated at the Conference, and a brief synopsis of what was said is here given.

The Addresses

THE REV. GEORGE W. LAY.

The first address each morning after morning prayer was given by request of last year by the Rev. George W. Lay on *The Better Rendering of the Concerted Parts of the Church Service*, and was an earnest, straightforward plea for harmonious action by Church people in the conduct of the Church service as directed by the Prayer Book; the book to be used by all in common. He insisted that common action creates interest; that people do things better in rhythm, on the same note, as shown in music, in marching, and in other ways; that, as the human mind moves with regular beats we should follow the rhythm of punctuation in the Church service in common action. This gives inspiration to the services and tends to dignity and order.

Social Service

THE REV. AUGUSTINE ELMENDORF.

The basic idea of the first address was that the idea of God is Service, service for every one. Social action depends upon the action of God. The Old Testament reveals the gradual unfolding of God to the understanding. It was the idea of the people of that day to think that it was God's will to exterminate all people that worshiped other gods. The story of Jonah illustrates the evolutionary experience. He did not like the Ninevites. He rebelled against God. His three days "retreat" in the whale gave him time to think, to develop; a reaction took place. He was thrown out deeply enthusiastic. The Catholic idea of the Church is God the Father of all. Thus comes the law of Social Service. This is shown in the Hebrew land laws, and the laws against usury. We have gotten away from that, but some people are beginning to question the right of living on money that they have not earned. Christ came to fulfill the law, to teach Social Service, love and care for the stranger, the fatherless and the widow. Social righteousness was that every man should have a fair chance to live right. Love fulfills the promised Kingdom. It took the Incarnation to bring righteousness to men. God has definite blessings for men, and the Church is the chosen instrument for this purpose. The great opportunity is God in the church, and the church must, like individuals, forget self and work for the good of the whole. Social Service depends upon what you think of God. The church must be a dynamic center for social reform and help. Love is the hope of the church.

In his second address Mr. Elmendorf dwelt on the need of love for one's neighbor. All men your neighbor

is a vague idea. Love must be a contribution of some kind to some one. Missions is the first work of the Church; without missions you cannot establish churches. The introduction of machinery has rendered life complex. People far off, whom we have never seen, are now in a sense dependent on us. New agencies are coming into religion because society and modes have changed. He spoke on the wards of the State and how to deal with them. The poor, public schools, and hospitals are the special care of the church. The church seems to be drifting apart from them.

At the conclusion of the address Miss Daisy Denson, Secretary of the State Board of Charities, spoke feelingly on the needs of our institutions in this State and appealed for interest and help in the work for the unfortunate ones. Dr. Clarence Poe, the first president of the North Carolina Conference for Social Service, made a brief and interesting talk on the work of the various committees that are at work in the State along the line of Social Service, and spoke of the work of the Committee on Public Health, in particular, as being efficiently conducted.

Mr. Elmendorf's Thursday address was a presentation of practical and wholesome ideas on the care of the feeble minded and of prisoners, which gave his hearers new and helpful ideas in the care of these unfortunates.

The last address, on Friday, on the Sunday School and Social Service, was the best of the series and at its conclusion the speaker was given a rising vote of thanks, which gave his hearers opportunity to express by continued applause their appreciation of his help and inspiration.

Religious Education

THE REV. LESTER BRADNER, PH.D.

Dr. Bradner introduced his subject by saying that religious education is as old as religion itself. We are now shifting the ground from the teaching of subjects to feeding the child with religion, not holding the child up to the subject, but holding the subject up to the child. The second thought is the construction principle. Fasten the Catechism to the child's comprehension, not to his memory. Teach the value of things and the reverence for them and the institutions to which they belong. Teach the value of devotional life, of devotional customs, Prayer; get the children into the way of working out their own feelings in the worship of God. Christian service; "until we teach a child to fill out his own idea of service, he will be lame in that respect." The skill of the teacher must weave into his mind the principles of truth logically.

In his second address, *The Training of the Teacher*, Dr. Bradner asked the question: "If you were starting a Sunday School in a new place, what would you get first?" Some one in the audience said, "Get your teachers." "That's good, I thought some one would say get the children together. Yes, get your teachers together. Get the leaders trained for the work. We begin at the wrong end. Look ahead, produce teachers now." You need persons of ripe spiritual experience. Know the characteristics of the child.

In Thursday's address on the *Efficiency Measurements in the Sunday School*, the speaker paid tribute to the great work that is being done by the Girls' Friendly Society. He said that a large number in Sunday School

was not necessary to efficiency. He discussed the means for efficiency. He believed in a faculty for the Sunday School, and the graduation of the pupils.

Probably the most useful and interesting of all the addresses on the Sunday School, was the last one on *Religious Nurture in the Home*. At its close the Conference expressed its appreciation of Dr. Bradner's words by a rising vote and continued applause.

The Laymen's Missionary Movement

THE REV. ROBERT W. PATTON.

Mr. Patton spoke on the origin of the movement and the headway that it is making, and the beneficial results wherever it is started. He said that to be efficient for God we must be scientific as well as spiritual. Prayer and works go together. The Church is in partnership with God.

The stage curtain, and the adjoining walls were hung with mottoes that gave startling facts in regard to missionary work and the need of greater efforts: The address was a stirring call to the Church people to arouse themselves to their duties and privileges.

The Laymen's Missionary Movement in Whole Dioceses, Particularly in East Carolina

THE REV. WILLIAM E. COX.

The history of the movement and its operations was given in a clear and comprehensive manner. There was an array of facts and figures as to missionary work that was startling. Startling in the number of souls to save and the smallness of the amount given to this work, in the lack of real interest in missionary work and the lack

of church members interested in the work of their own church. Mr. Cox's address was a clarion call to greater energy and earnestness in missionary service.

The Results and General Influence of the Laymen's Missionary Movement in East Carolina

THE REV. THOS. P. NOE.

This, the closing address of the Conference, was, in a measure, an answer to the great need for work described by Mr. Cox, showing, as it did, some of the equally startling gains in missionary spirit and in missionary power where members of congregations have felt and heeded the call to service, in great and wonderful additions to the churches and in effective increase in the spirit of giving.

Close of the Conference

At the end of Mr. Noe's address on Friday night, Archdeacon Hughes made a very witty and appreciative speech on the hospitality shown the members of the Conference, by the Rev. Mr. Lay and his associates, and presented him with a small box, noted on the back, "Gold," "to provide himself with more knowledge for next year." Just what the amount was is not stated. He was requested to use this money for the purchase of books. Mr. Lay received it with feeling words of thanks.

Rev. M. A. Barber made a motion that the thanks of the Conference be extended to the Rev. Messrs. Wm. E. Cox and T. P. Noe for the splendid addresses and the spirit in which they were made. It was carried by a rising vote amid hearty applause.

The service in the Chapel about ten o'clock, in which parting words were spoken by Rev. Dr. Bradner and Mr. Lay, closed this fifth Conference, which, in general opinion, was the best attended, the most serviceable, and with possibilities of larger results in Christian fellowship and service for others of any of the Conferences thus far held.

Other Events of the Conference

Just before 10 o'clock on Thursday morning the entire Conference body, looking their best and smiling their sweetest, was photographed in front of the Main Building. As one man remarked, "it was a good picture because all looked good."

The Conference, in a body, at 4 o'clock on Thursday afternoon visited the State Prison under the leadership of Mr. Elmendorf, and viewed conditions in that institution. And on Friday, by invitation of Rev. Messrs. Hunter and Goold, the members inspected the buildings and learned of the work at St. Augustine's School for the industrial and normal training of colored youth.

A Social Evening

On Thursday evening, beginning at 8:30, the social feature of the Conference was emphasized. More than two hundred members of the Conference and citizens of Raleigh assembled in the parlor, and one of the most delightful and pleasing functions of the season was held. Under the skillful leadership of Rev. Thos. P. Noe and Prof. Wade R. Brown there were folk songs, piano solos, recitations, vocal solos, drills, speeches, rapid hand drawing, and many other "stunts" that took the gathering by storm, created the heartiest laughter, and gave joy, fun, and pleasure to those present. It was a most enjoyable and informal evening, the best "Get acquainted" social feature the Conference has ever had.

Other Meetings

Conference of Teachers of Junior Classes in the Sunday School

WEDNESDAY AT 3:30 P. M.

This was led by Dr. Bradner, about forty teachers being present. The topics covered embraced the characteristics of a Junior, suitable teaching methods and activities. Books of lessons and teachers' helps were exhibited.

Conference of Teachers of Senior Classes in the Sunday School

THURSDAY AT 2:30 P. M.

About thirty Senior teachers gathered, with Mrs. Lester Bradner as leader. The discussion turned on the various courses of study suitable for Seniors, on the organization of classes, and the types of Christian service to be undertaken, as well as the more successful teaching methods. Mrs. Bradner related some results of a recent investigation she had been making of Senior work in the Second Province.

Primary Work in the Sunday School

A conference on Primary work in the Sunday School was held on Tuesday afternoon at five o'clock with Mrs. C. L. Hunter as Chairman.

Reaching the Country People

The Committee on Better Methods for Reaching the People in the Country met twice with the members of the Conference and also had a third meeting at which

they formulated a plan for the work and adopted the following recommendations:

1. That we consider that the Diocese has responsibility for pastoral care to every person within its limits.

2. That the whole Diocese be geographically divided, and each part be assigned, as far as possible, to some clergyman, who shall be asked, as he is able, to visit every house in that section, to carry there the message of the Gospel, the comforts of Religion, and the Offices of the Church, as opportunity offers.

3. It shall be the object of the clergy to find all persons with little or no pastoral care, and to make them feel that the clergy will be glad to minister to them in all possible ways.

4. It is assumed that the clergy will have the cordial assistance of the laity in this work.

5. A careful record should be kept of each family and its members, with post office address for communication by mail.

6. All communicants and other adherents of the Episcopal Church should be carefully listed, and a duplicate list, with post office address, should be sent to the archdeacon.

7. It is desired that some one in each county should furnish the commission and the archdeacon with a road map of his county. Roads and houses should be numbered as far as possible, and the corresponding numbers attached to the notes on families.

Although these recommendations cannot be acted upon until next Convention, the Committee hopes that at least some of the clergy will act upon them during the present year.

This Committee consists of Rev. A. S. Lawrence, *Chairman*, Hillsboro; Rev. G. W. Lay, Raleigh; Rev.

C. P. Willcox, Raleigh; Mr. S. S. Nash, Tarboro; Mr. Alonzo L. Harris, China Grove; Miss Laura H. Carroll, Middleburg, and Mrs. Chas. McKimmon, Raleigh.

Meeting of the Executive Committee of Church Workers in Industrial Communities

On June the 3d the Executive Committee met in the West Wing of St. Mary's School, Rev. Messrs. H. A. Willey, Wm. J. Gordon, N. C. Duncan and G. H. Harrison being present. An invitation from Christ Church, Raleigh, for the second conference of the association was accepted. Wednesday, November 10, 1915, was fixed as the date of the conference. Steps were taken for an exhibit to show the work of the Church in mill settlements of the South, and a tentative program for the coming conference was agreed upon.

Girls' Friendly Society

The Girls' Friendly Society conference was held on Wednesday from 2 to 3:30 p. m. Diocesan organization was effected and Miss Bettie Gordon was appointed President by Bishop Cheshire.

The advantages of the East Carolina's Holiday House situated on Wrightsville Beach was ably presented by Miss Disosway of New Bern and Miss Cameron of Wilmington and Rev. Mr. Noe, Archdeacon of East Carolina.

A conference was also held on Thursday night at which time many of the Raleigh G. F. S. girls were present and welcomed their President, Miss Gordon. Archdeacon Noe, by request, again spoke of the Holiday House and the Admission Service and reception of the Good Shepherd Branch of Wilmington, N. C.

MRS. H. M. BONNER, *Chairman.*

The Commission on Social Service

The Diocesan Commission on Social Service held a very interesting meeting at which most of its members were present on Thursday evening. It was decided at this meeting that in view of the vast magnitude of the field of Social Service it would be much wiser for this Commission not to attempt to cover too much ground but to concentrate its attention and efforts on some one branch of service. It was thought best therefore to recommend to our clergy and people that they pay particular attention to work among prisoners in penitentiaries, jails and chain-gangs, and to the inmates of county homes, taking care that regular religious services are provided for, that suitable reading matter shall be sent to them, and doing anything else for them that wise Christian feeling may suggest.

The Commission suggests the appointment of a "Social Service Committee" or a "Committeeman" in each congregation whose duty it shall be to keep in touch with local conditions and needs, and also with the Diocesan Commission, and be a medium of communication for the Diocesan Commission, as well as a center of information for the local parish. Such committeeman should become a subscriber to the *Social Service Quarterly*, which may be obtained of Mr. Warren H. Booker, Raleigh.

The Commission also urges each parish to send a delegate to the "State Conference on Social Service," which meets in Raleigh in the spring of each year.

It is the purpose of the Commission to call on the local committees or committeemen or, where these have not been appointed, on the different clergy, for reports of what has been done during the year, in order that

they may be able to report to the next Convention the activities of the Church in this most important field. These reports will be asked for in April. If the clergy and people will coöperate with the Commission by doing what is asked above a great deal of good may be accomplished. The Chairman of the Commission is the Rev. George W. Lay, Raleigh, and the Secretary, to whom reports, etc., should be sent, is Rev. R. B. Owens, Rocky Mount, N. C.

The Religion of Babies

**A Volunteer Address by the Rev. George W. Lay, Rector of
St. Mary's School, at the Fifth St. Mary's
Conference**

The discussion on the Font Roll seems to regard this as simply a means of drafting the babies when they get old enough into the Sunday School, and of marking them down as having been baptized. I wish to plead for the Religion of Babies.

A philosophical study of the religious feeling shows that it is not something that is put into one, but that it is a native feeling that is born within us, and hence born when the baby is born. It is germinant, and of course not developed, but it begins with the earliest dawn of the child's existence.

The best recipe for bringing up a young child is to bring it up as you would train a puppy dog. Your opinion on this idea will depend on your opinion of the dog. Let me read you what Bishop Doane thought about his dog.

There is a law that no dog is allowed in the Capitol at Albany. It is well understood that Bishop Doane's dog was an exception, and he was allowed always to go

into the Capitol. This is the poem written by Bishop Doane:

MY DOG.

"I am quite sure he thinks that I am God—
Since He is God on whom each one depends
For life, and all things that His bounty sends.
My dear old dog, most constant of all friends;
Not quick to mind, but quicker far than I
To Him whom God I know and own; his eye,
Deep brown and liquid, watches for my nod,
He is more patient underneath the rod
Than I when God His wise correction sends.
He looks love at me—deep as words e'er spake,
And from me never crumb nor sup will take
But he wags thanks with his most vocal tail;
And when some crashing noise wakes all his fear
He is content and quiet if I am near,
Secure that my protection will prevail,
So faithful, mindful, thankful, trustful, he
Tells me what I unto my God should be."

In my judgment the most important period of the child's education is the first three years. This period is the most neglected, and in fact is almost completely ignored. The standard curriculum begins with the fourth year, and properly so, because it is the curriculum for a Sunday School. But in discussing the curriculum of the Sunday School it is customary to speak of the importance of the first seven years, the period when the instincts are strongest, as though the curriculum provided for the whole of that period. It is assumed, consciously or unconsciously, that no real religious education is possible during the first three or four years. In so doing we ignore the period of vital importance. The Infant Class never contains Infants, except in a legal sense. In these years the habit of obedience and of

reliance on a higher power are strongly developed, whether in puppy dogs or babies. We must not forget that human beings are animals, even though they be glorified animals. We know that the dog, however well bred, will be thoroughly ruined if not trained to obedience and dependence on his master in the first months of his existence. It is the same way with the baby, and the religious feeling is already beginning in the baby from its earliest months. We think we ought to wait until the child can talk before we teach it, yet this religious instinct already existing should be cultivated from the first.

It is a well-known principle that certain instincts exist in animals at certain times, and, if not then developed, disappear entirely as instincts. For example, a chicken that is put in a brooder at first will very soon lose the instinct to follow the hen, and when put with the mother hen will not follow, although every newly hatched chicken will follow a hen at first by instinct. This shows the importance of taking the instincts already existing in young babies and cultivating them from the very first. If a young child not able to walk is told to be quiet when his parents are saying their prayers, and this is done early enough, he will learn at once to be perfectly quiet during that time, although he may be crying at the time he is told to become quiet. I know not how or what he thinks, but this I know, that somehow then his little, budding mind is nearer than ours to the mind of God, who so recently sent him into the world. There is something within his little mind, call it instinct if you will, but which tells him that there is some appeal in his parents' actions to something higher. We are told to be converted and become as little children. This gives the Divine sanction to the

truth that the religion of a little child is the ideal which all should strive to attain, and yet we are often liable to suppose that this religion does not exist, but has to be put in later artificially.

In the first years the child learns to look up to his earthly parents. He believes that his father and mother know everything, and can do everything. We do not teach him the abstract ideas of God or the Creator, the First Cause or Higher Power, but simply from the instinctive ideas of obedience and reverence to his parents we teach him later to go on to the idea of a Heavenly Father, All-wise and Almighty, so that the first two words of the Lord's Prayer, "Our Father," give him his first introduction into formal theology.

The babies are not in Sunday School, or recognized by any religious or educational force, except that we realize they are going to grow up to become children with whom we have to deal. We must recognize that their religion requires immediate and direct attention, and that this can only be done through the mothers, and that the mothers must be instructed in the possibilities of the babies' religious instincts, so that they may be cultivated at first.

Therefore, there should be added to our Sunday School curriculum, as its foundation, a Babies' Department, where mothers, answering to their babies' names as the Font Roll is called, are trained by experts in the Sunday School so that they may return home and educate, *i. e.*, bring out, the native religious feelings and instincts of their babies, already existing as they were born in the Image of God, germinant, growing, and developing at the time when all growth, physical, mental, and spiritual, is most rapid and most important.

Register

Of Members of the Fifth St. Mary's Conference, 1915

MEN.

Adams, W. A.....	Oxford	(N. C.)
Alligood, Rev. Howard.....	Bath, N. C.	(E. C.)
Andrews, Rev. Theodore.....	Lexington	(N. C.)
Barber, Rev. M. A.....	Raleigh	(N. C.)
Blackwelder, Rev. L. W.....	High Point	(N. C.)
Blair, Clarence	Greensboro	(N. C.)
Bost, Rev. S. S.....	Durham	(N. C.)
Bradner, Rev. Lester, Ph.D.....	New York City	
Brown, Rev. S. J. M.....	Cooleemee	(N. C.)
Brown, Wade R.....	Greensboro	(N. C.)
Cheshire, Rt. Rev. Joseph B., D.D..	Raleigh	
Cox, Rev. Wm. E.....	Wilmington	(E. C.)
Cruikshank, Ernest	Raleigh	
Duncan, Rev. N. C.....	Duke	(N. C.)
Elmendorf, Rev. Augustine.....	Jersey City, N. J.	
Estes, J. R., Sr.....	Birmingham, Ala.	
Estes, J. R., Jr.....	Birmingham, Ala.	
Gibble, Rev. John B.....	Burlington	(N. C.)
Glover, C. N.....	New Bern	
Goold, Rev. Edgar H.....	Raleigh	
Gordon, Rev. Wm. J.....	Spray	(N. C.)
Griffith, Rev. John H.....	Kinston	(E. C.)
Hardin, Rev. W. H.....	Salisbury	(N. C.)
Harris, Rev. R. R.....	Arden	(Ashe.)
Harrison, Rev. G. H.....	Gastonia	(Ashe.)
Hilton, Rev. Geo.....	Morganton	(Ashe.)
Hughes, Rev. N. C.....	Raleigh	
Hunter, Rev. A. B.....	Raleigh	
Ingle, Rev. Julian E.....	Raleigh	
Johnston, Rev. John T.....	Creswell	(E. C.)
Joyner, Edward G.....	Chapel Hill	(N. C.)
Lawrence, Rev. Alfred S.....	Hillsboro	(N. C.)
Lawrence, Rev. T. N.....	Aurora	(E. C.)

Lay, Rev. G. W.....	Raleigh	(N. C.)
Lay, George B.....	Raleigh	
LeBlanc, Rev. Edgar N.....	Reidsville	(N. C.)
Martin, J. L.....	Mayodan	(N. C.)
Mellichampe, A. C.....	Oxford	(N. C.)
Miller, Rev. J. D.....	Greensboro	(N. C.)
Noe, Rev. Thos. P.....	Wilmington	(E. C.)
Osborne, Rev. E. A.....	Charlotte	(N. C.)
Owens, Rev. R. B.....	Rocky Mount	(N. C.)
Patton, Rev. R. W.....	Atlanta, Ga.	
Perry, Henry	Henderson	(N. C.)
Pittenger, Rev. I. McK., D.D.....	Raleigh	
Pittenger, Paul N.....	Mayodan	(N. C.)
Powe, H. L.....	Cheraw	(S. C.)
Pratt, Joseph Hyde.....	Chapel Hill	(N. C.)
Ragland, W. H.....	Salisbury	(N. C.)
Robinson, Jas. A.....	Durham	(N. C.)
Roe, Rev. Robert E.....	Greensboro	(N. C.)
Starr, Rev. Homer W., Ph.D.....	Chapel Hill	(N. C.)
Stone, W. E.....	Raleigh	
Taylor, A. H.....	Oxford	(N. C.)
Taylor, Rev. Arthur W.....	Mayodan	(N. C.)
Trott, Rev. Thos. L.....	Monroe	(N. C.)
Way, Rev. Warren W.....	Salisbury	(N. C.)
White, J. H.....	Oxford	(N. C.)
Willey, Rev. H. A.....	Mayodan	(N. C.)

WOMEN.

Baker, Miss Lidie J.....	Raleigh	
Biggs, Miss Jeannette.....	Oxford	(N. C.)
Black, Miss Allene.....	Charlotte	(N. C.)
Black, Miss Jeanne.....	Charlotte	(N. C.)
Blair, Mrs. Dorian H.....	Greensboro	(N. C.)
Bottum, Miss Frances R.....	Penland	(Ashe.)
Bottum, Miss Margaret.....	Penland	(Ashe.)
Bonner, Mrs. H. M.....	New Bern	(E. C.)
Bradner, Mrs. Lester.....	New York City	
Brooks, Miss Lucy.....	Kinston	(E. C.)
Cameron, Miss Mary E.....	Wilmington	(E. C.)
Carroll, Miss Laura H.....	Middleburg	(N. C.)

Cheatham, Miss Sallie Charles.....	Henderson	(N. C.)
Cheshire, Miss Sarah F.....	Raleigh	
Clarkson, Miss Julia L.....	Eastover	(S. C.)
Cruikshank, Mrs. Ernest.....	Raleigh	(N. C.)
Davis, Mrs. A. S.....	Henderson	(N. C.)
Disosway, Miss Myrtle L.....	New Bern	(E. C.)
Duncan, Mrs. N. C.....	Duke	(N. C.)
Duncan, Miss Willie.....	Spray	(N. C.)
Eborn, Miss Ruth.....	Bath	(E. C.)
Farrar, Miss Sallie.....	Winston	(N. C.)
Ferguson, Mrs. Frank.....	Greenville	(E. C.)
Gates, Miss Mary L.....	Raleigh	
Gordon, Miss Elizabeth S.....	Spray	(N. C.)
Gordon, Mrs. A. R.....	Spray	(N. C.)
Graves, Miss S. Isabel.....	Mt. Airy	(N. C.)
Hairston, Miss Ruth W.....	Advance	(N. C.)
Harlow, Miss Louise W.....	Wilmington	(E. C.)
Harris, Mrs. A. J.....	Henderson	(N. C.)
Harrison, Miss Tissie.....	Enfield	(N. C.)
Harwood, Miss Gail.....	Charlotte	(N. C.)
Hewlett, Miss Olivia B.....	Wilmington	(E. C.)
Hill, Miss Lillie H.....	Spray	(N. C.)
Hilliard, Miss Elizabeth.....	Memphis, Tenn.	
Hilliard, Miss Margaret B.....	Oxford	(N. C.)
Hines, Miss Bessie M.....	Henderson	(N. C.)
Holmes, Mrs. J. S.....	Chapel Hill	(N. C.)
Hughes, Miss Caroline V.....	Sanford	(N. C.)
Hunter, Mrs. C. L.....	Charlotte	(N. C.)
Joyner, Miss Bessie.....	Littleton	(N. C.)
Joyner, Mrs. Fannie L.....	Farmville	(E. C.)
Karrar, Miss Emma.....	Mayodan	(N. C.)
Kittrell, Miss Lucy C.....	Kittrell	(N. C.)
Lay, Mrs. G. W.....	Raleigh	(N. C.)
Lay, Miss Elizabeth A.....	Raleigh	(N. C.)
Lay, Miss Nancy.....	Raleigh	
Leak, Mrs. Bessie Smedes.....	West Durham	(N. C.)
Lounsbury, Miss	Greensboro	(N. C.)
Marsh, Miss Mary V.....	Bath	(E. C.)
Martin, Miss Beadie.....	Mayodan	(N. C.)
Mewborn, Miss Carlotta.....	Kinston	(E. C.)

Miller, Miss Lucy L.....	Goldsboro	(E. C.)
Moore, Miss Carrie Helen.....	Littleton	(N. C.)
McVea, Miss Emilie W.....	Cincinnati O.	
Neave, Miss Louise.....	Salisbury	(N. C.)
O'Neil, Miss Edna.....	Henderson	(N. C.)
Pardo, Mrs. Catheryn.....	Sanford	(N. C.)
Peck, Miss Cora B.....	Greensboro	(N. C.)
Peebles, Mrs. C. G.....	Jackson	(N. C.)
Peoples, Miss Helen R.....	Townesville	(N. C.)
Perry, Mrs. Henry.....	Henderson	(N. C.)
Perry, Miss Leah H.....	Henderson	(N. C.)
Pigott, Miss Lura C.....	New Bern	(E. C.)
Pilkington, Miss Nellie.....	Pittsboro	(N. C.)
Pittenger, Mrs. I. McK.....	Raleigh	
Robards, Mrs. J. C.....	Oxford	(N. C.)
Robinson, Miss Janie.....	Greensboro	(N. C.)
Robinson, Miss Blanche.....	Greensboro	(N. C.)
Rose, Mrs. George A.....	Henderson	(N. C.)
Smith, Mrs. Minnie Bynum.....	New Bern	(E. C.)
Smith, Miss Pearl.....	Mayodan	(N. C.)
Smith, Miss Susan.....	Charlotte	(N. C.)
Sutton, Miss Minnie May.....	New Bern	(E. C.)
Taft, Miss Eleanor B.....	Winston	(N. C.)
Thomas, Miss Eleanor W.....	St. Mary's	
Warren, Miss Pencie C.....	Edenton	(E. C.)
White, Mrs. Wm. J.....	Warrenton	(N. C.)
Woodruff, Miss Bernice.....	Walnut Cove	(N. C.)
Woodruff, Miss Elizabeth.....	Walnut Cove	(N. C.)
Woolvin, Mrs. Jas. F.....	Wilmington	(E. C.)
Yarborough, Miss Mary W.....	Louisburg	(N. C.)

Registered From the City

MEN.

K. P. Battle, Jr.	H. M. London
Joseph B. Cheshire, Jr.	J. L. Skinner
Marshall DeLancey Haywood	

WOMEN.

Miss Mattie Bailey	Miss Mary C. Latta
Mrs. M. A. Barber	Miss Margaret Tyson Lee
Mrs. K. P. Battle, Jr.	Miss Letitia B. Page
Mrs. G. W. Blacknall	Miss Mary A. Page
Mrs. W. H. S. Burgwyn	Mrs. J. H. Paylor
Mrs. F. H. Busbee	Miss Eliza A. Pool
Miss Sarah F. Cheshire	Miss Ebie Roberts
Miss Daisy Denson	Mrs. Chas. Root
Mrs. A. M. Hanff	Mrs. C. A. Shore
Miss Elizabeth Hughes	Mrs. J. L. Skinner
Mrs. Julian E. Ingle	Mrs. Geo. H. Snow
Mrs. Mary Iredell	Mrs. W. E. Stone
Mrs. Russell Langdon	Miss Jane E. Ward
Miss Margaret Ward	

St. Mary's School

Raleigh, N. C.

St. Mary's is the largest boarding institution for girls of the Episcopal Church in the United States, and is under the control of the Church in the Carolinas.

The curriculum includes two years' preparatory work and a four years' college course, equivalent to that of the usual southern college.

Besides the academic department there are departments of Music, Art, Expression, Physical Culture, Business and Household Arts. Thorough work is done in all departments. Including the day pupils the Music Department alone has 175 students.

The fourteen buildings are steam heated, lighted with electricity, and are connected by covered ways.

The climate of Raleigh is mild and healthful, and adapted to out-door life even during most of the winter months.

The School is unusually well situated on its own property of twenty acres, in the most elevated part of the city, about half a mile from the grounds of the State capitol.

From the time of its founder, St. Mary's has been deservedly noted for its traditions of refinement and culture, and for the profound impression made on all its students by the religious side of the school life which centers around the worship and services in the beautiful School Chapel.

When one considers the age and size of St. Mary's, its ample curriculum and extensive educational advantages in the many departments, its refined tone and high traditions, its excellent health conditions and its moderate charge of only \$300 for all necessary expenses, including laundry and medical fee, one is justified in concluding that it would be hard to find another institution which offers so much for so little.

August, 1915

Series 4, No. 3

St. Mary's School

BULLETIN



RALEIGH, N. C.

Catalogue Number

Published Quarterly by St. Mary's School
Raleigh, North Carolina

St. Mary's School

RALEIGH, N. C.

Founded in 1842 by Aldert Smedes, D.D.



RECTOR'S

CHAPEL

WEST ROCK

WEST WING

SHIELDS HALL

EAST WING

EAST ROCK

SENIOR HALL

ART BUILDING

AUDITORIUM

PANORAMIC VIEW OF SAINT MARY'S, RALEIGH, NORTH CAROLINA

August, 1915

Series 4, No. 3

St. Mary's School

BULLETIN



RALEIGH, N. C.

Catalogue Number

Published Quarterly by St. Mary's School
Raleigh, North Carolina

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CALENDAR

1915

SEPTEMBER							OCTOBER							NOVEMBER							DECEMBER						
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1916

JANUARY							APRIL							JULY							OCTOBER						
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1917

JANUARY							FEBRUARY							MARCH							APRIL						
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28	29	30	31				25	26	27	28				25	26	27	28	29	30	31	29	30					

74th Session opens September 16, 1915.

75th Session opens September 21, 1916.

75th Anniversary of Opening of St. Mary's, May 12, 1917.

Calendar for 1915-16

1915.

September 13, Monday.....	Faculty assemble at St. Mary's.
September 14, Tuesday.....	Registration and Classification of City Pupils; New Boarding Pupils report by 7 p. m.
September 15, Wednesday.....	Preliminary Examinations; Old Boarding Pupils report by 7 p. m.; Registration and Classification of Boarding Pupils.
September 16, Thursday.....	Opening service of Advent Term (First Half-year) at 9 a. m.
November 1, Monday.....	All Saints: Founders' Day.
November 13, Thursday.....	Second Quarter begins.
November 25, Thursday.....	Thanksgiving Day.
December 18 -January 4.....	Christmas Recess.

1916.

January 4, Tuesday.....	All pupils report by 7 p. m.
January 20, Thursday.....	Easter Term (Second Half-year) begins.
March 8, Ash Wednesday.....	Lent begins.
March 16, Thursday.....	Last Quarter Begins.
April 13, Palm Sunday.....	Annual Visit of the Bishop for Confirmation.
April 21, Good Friday.....	Holy Day.
April 23.....	Easter Day.
May 12, Friday.....	Alumnæ Day: 74th Anniversary of the Founding of St. Mary's.
May 21—May 23.....	Commencement Season.
September 21, Thursday.....	75th Session Begins.

No absence from the school is allowed at or near Thanksgiving Day, Washington's Birthday, or from Palm Sunday to Easter inclusive. The only recess is at Christmas.

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RT. REV. WM. ALEXANDER GUERRY.....	Charleston, S. C.
RT. REV. JUNIUS M. HORNER.....	Asheville, N. C.
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The Faculty and Officers of St. Mary's 1915-1916

REV. GEORGE W. LAY.....Rector
MISS ELEANOR W. THOMAS.....Lady Principal
ERNEST CRUIKSHANK..Secretary and Business Manager

The Academic Department

REV. GEORGE W. LAYBible, Ethics and Pedagogy
(A.B., Yale, 1882; B.D., General Theological Seminary, 1885; D.C.L., University of the South, 1915; Master in St. Paul's School, Concord, N. H., 1888-1907. Rector of St. Mary's, 1907—)

ELEANOR W. THOMASEnglish and Literature
(A.M., College for Women, S. C., 1900; B.S., Columbia University, N. Y., 1913. St. Mary's, 1900-'04; 1905-'12; 1913—)

WILLIAM E. STONE.....History and German
(A.B., Harvard, 1882; principal, Edenton, N. C., Academy, 1901-02; master in Porter Academy, Charleston, 1902-'03. St. Mary's, 1903—)

ERNEST CRUIKSHANK..Psychology and Current History
(A.B., Washington College, Md., 1897; A.M., 1898; graduate student Johns Hopkins University, 1900. St. Mary's, 1903—)

MARIE RUDNICKA.....French
(Cours de l'Hotel de Ville, Paris; instructor in St. Mary's College, Dallas, 1907-'12. St. Mary's, 1912—)

HELEN URQUHARTLatin
(A. B., Mt. Holyoke College, 1910. Instructor Winthrop College, 1914. St. Mary's, 1910—1913, 1914—)

FRANCES RANNEY BOTTUM.....Science
(San Diego, Cal., Normal College, 1910-11; graduate St. Mary's, 1912; summer student Teacher's College, Columbia University, 1913, 1914. St. Mary's, 1912—)

JANET B. GLEN.....English and Italian
(Lake Erie College, Painesville, O.; Cornell University; summer student, University of Chicago, 1911. R. Scuola di Recitazione, Florence, Italy, 1910; summer student, Junta Para Ampliacion de Estudios, Madrid, 1912-1913. Teacher in Oberlin College, 1887-91; Rye Seminary, New York, 1899-1903; The Leete School, New York City, 1911-14. St. Mary's, 1894-97; 1915—)

JEWETT SNOOKMathematics
(A.B., Wellesley College, 1910. Teacher in The Berwick School (Va.), 1910-12; St. Mary's Seminary (Md.), 1914-15. St. Mary's, 1915—)

FLORENCE C. DAVIS.....Elocution
(B.O., Emerson College, Boston, 1906; Elmira College; Posse Gymnasium. St. Mary's, 1911—)

(Graduate Sargent Normal School of Physical Education, 1914; practice teacher Cambridge Public Schools. St. Mary's, 1914—)

(Graduate, State Normal School, Farmville, Va., 1909; summer student, University of Virginia, 1913; teacher in the Wakefield (Va.) High School, the Bristol (Va.) City Schools. St. Mary's, 1913—)

(Student and teacher at St. Mary's since 1861.)

MARTHA A. DOWD, *Director*..... { Piano, Theory,
History of Music

(M.Mus., Detroit School of Music; pupil of Zimmermann, Mazurette, Theo. Beach of Detroit; Kreutschmar, in New York, Ellison Van Hoose; teacher in Detroit and New York; private teacher in Bluefield, W. Va., and Greensboro, N. C., 1906-'09. St. Mary's, 1909—)

(Graduate New England Conservatory of Music, 1912. Pupil of Carl Baerman. St. Mary's, 1912—)

(Pupil of Van Huysteyn at Peabody Conservatory, Baltimore, 1903-06; of Sevcik in Prague, 1906-09; first diploma, Conservatory of Music, Geneva, Switzerland, 1911. Instructor in Wells College; in Columbia College, S. C. St. Mary's, 1913-)

(Graduate, St. Mary's, 1910. Certificate in Piano, St. Mary's, 1910; certificate, Virgil Piano School, New York, 1912. Fassifern, 1911-'13; St. Mary's, 1913—)

(Certificate in Voice, St. Mary's, 1911; diploma, 1912; certificate in Piano, 1912. Pupil of Blinn Owen; pupil of Ellison Van Hoose. Assistant in St. Mary's, 1911-'12; private teacher, Bluefield, W. Va., 1913. St. Mary's, 1913—)

Pupil in Piano of James P. Brawley, Blinn Owen; in Harmony of John A. Simpson; in Organ of Wade Brown; Certificate in the Burroughs Method. Private teacher. St. Mary's, 1913—)

(Graduate New England Conservatory with honors, as teacher, 1911; as soloist, 1912. Accompanist at Whitney Vocal School; teacher at Milliken University, etc. St. Mary's, 1914—)

CLARA I. FENNER, <i>Director</i>	} Drawing, Painting, Design, etc.

(Graduate Maryland Institute School of Art and Design; special student Pratt Institute. 1905; special student in Paris, 1907. Director of Art, St. Mary's, 1892-'96; 1902—)

Elocution Department

FLORENCE C. DAVIS, *Director*...Elocution, Dramatic Art

(B.O., Emerson College, Boston, 1906; Elmira College (N. Y.); Posse Gymnasium, Boston, pupil of Edith Herriek, Boston, summers 1911-13-14 (Leland Powers Method); private studio, Elmira; substitute teacher, Miss Metcalf's School, Tarrytown, 1908; teacher, Reidsville Seminary (N. C.), 1909-'11. Director of Elocution, St. Mary's, 1911—)

Business Department

LIZZIE H. LEE, *Director*..... { Stenography, Typewriting
Bookkeeping

(Director of the Department, 1896—)

JULIET B. SUTTON.....Assistant
(St. Mary's, 1898—)

Home Economics Department

HAZEL A. METCALFDomestic Science, Domestic Art

(Associate, Lewis Institute, Chicago, 1913. St. Mary's, 1913—)

Officers 1915-1916

REV. GEORGE W. LAY.....Rector

MISS ELEANOR W. THOMASLady Principal

MISS LILLIAN FENNERHousekeeper

MISS EDITH C. HOLMES.....Assistant Housekeeper

MRS. JANET L. BOTTUM.....Matron of the Infirmary

DR. A. W. KNOX.....School Physician

ERNEST CRUIKSHANK, Secretary and Business Manager

MISS LIZZIE H. LEE.....Bookkeeper

MISS JULIET B. SUTTON.....Stenographer

MRS. MARY IREDELL.....Agent of the Trustees

Foreword

In this foreword it is the purpose to make clear to those who are interested, some of the special advantages and characteristics of St. Mary's: its well earned prestige; its scholarship; its care for the health and wellbeing of the students; and its influence on character building.

St. Mary's is an old school. It is now in its seventy-fourth year, having been established by the Rev. Aldert Smedes, D.D., in 1842. For sixteen years it has been the property of the Episcopal Church in the two Carolinas. It is by far the largest, in the United States, of the boarding schools for young women maintained by the Episcopal Church, and is also one of the oldest. The love and respect of former students brings yearly many of their daughters, grand-daughters and in a few instances the great grand-daughters to their old school, and the devotion to St. Mary's ideals has as potent influence now as at any time in her long history.

On the side of the educational work accomplished, St. Mary's is an institution of an advanced type, preparing students for admission to Women's Colleges of the highest standard, and giving two years of advanced work in its Junior and Senior classes. This course of study supplies the demand for a well rounded education for those that do not care to take a full college A. B. course, and is the course given in the average college for women in the South.

Attention to the health of the students is of supreme importance at St. Mary's. It is the constant aim of all those in authority to so guard the girls as to prevent illness. The school has a modern infirmary with a trained matron always in charge; a doctor makes daily visits to the school and is subject to call at any time; a directress of physical

training examines each student, recommends such exercise as is needed in each individual case, and supervises all indoor and out-door exercises and games with a view to proper and suitable physical development.

The sanitary conditions are in every way of the best; the use of modern preventive methods is urged as, for instance, vaccination against typhoid fever and smallpox; parents are at once informed of any outbreak of disease; the city water, sterilized for use in the school, is of excellent quality. Intelligent attention to all these matters for many years has resulted in a remarkable freedom from serious illness or from epidemic disease of any kind.

Equal care is given to the safety of the students. No fire, of any kind, is used in any of the buildings occupied by students, except in the use of gas in the Household Arts Department. The fires for cooking and heating are in distant, separated buildings. Each building is equipped with fire extinguishers and fire escapes. In the main buildings there are two standpipes with continuous water pressure, hose long enough to reach to the farthest point, and with connection for the City Fire Department hose.

St. Mary's has well won traditions for the refined and lady-like bearing of its students, a reputation which it is the privilege of the teachers of the present day to maintain. One of the first lessons that is learned by the new student is the fact that there are certain things which a St. Mary's girl may or may not do. The most impressive fact in the life of the school is the spiritual side, the development of high minded, good women. No building at St. Mary's endears itself quite so much to the girls as the old chapel, where for so many years the girls have met for daily morning and evening prayer, unconsciously, perhaps, imbibing those aspirations for a higher, nobler life which result in developing and perfecting true womanhood.

St. Mary's School

History and Description

St. Mary's School was founded in May, 1842, by the Rev Aldert Smedes, D.D.

It was established as a Church school for girls and was for thirty-six years the chosen work of the founder, of whose life work Bishop Atkinson said: "It is my deliberate judgment that Dr. Smedes accomplished more for the advancement of this Diocese (North Carolina), and for the promotion of the best interests of society in its limits, than any man who ever lived in it."

The present location was first set apart as the site for an Episcopal school in 1832, when influential churchmen, carrying out a plan proposed by Bishop Ives, purchased the present "Grove" as a part of a tract of 160 acres, to be used in establishing a Church school for boys. First the East Rock House, then West Rock House and the Main Building were built for use in this boys' school. But the school, though it started out with great promise, proved unsuccessful and was closed; and the property passed back into private hands.

Dr. Aldert Smedes, a New Yorker by birth and education, had given up parish work on account of a weak throat, and was conducting a successful girls' school in New York City when in 1842 Bishop Ives met him and laid before him the opportunity in his North Carolina diocese. The milder climate attracted Dr. Smedes; he determined on the effort; came to Raleigh with a corps of teachers; gave St. Mary's its name, and threw open its doors in May, 1842.

From the first the school was a success, and for the remainder of his life Dr. Smedes allowed nothing to interrupt the work he had undertaken. During the years of the War between the States St. Mary's was at the same time school

and refuge for those driven from their homes. It is a tradition of which her daughters are proud, that during those years of struggle her doors were ever open, and that at one time the family of the beloved President of the Confederacy were sheltered within her walls.

On April 25, 1877, Dr. Smedes died, leaving St. Mary's to the care of his son, Rev. Dr. Bennett Smedes, who had been during his father's lifetime a teacher in the school. This trust was regarded as sacred, and for twenty-two years, in which he spared neither pains nor expense, Dr. Bennett Smedes carried on his father's work for education.

During this eventful half-century, St. Mary's was in the truest sense a Church school, but it was a private enterprise. The work and the responsibility were dependent upon the energy of the Drs. Smedes. Permanence required that the school should have a corporate existence and be established on a surer foundation as a power for good, and in 1897 Dr. Bennett Smedes proposed to the Diocese of North Carolina that the Church should take charge of the school.

The offer was accepted; the Church assumed responsibility, appointed Trustees, purchased the school equipment from Dr. Smedes and the real property from Mr. Cameron; and in the fall of 1897 was granted a charter by the General Assembly.

By this act of the Assembly, and its later amendments, the present corporation—The Trustees of St. Mary's School—consisting of the Bishops of the Church in the Carolinas, and clerical and lay trustees from each diocese or district, was created.

The Board of Trustees, by the terms of the charter, is empowered "to receive and hold lands of any value which may be granted, sold, devised or otherwise conveyed to said corporation, and shall also be capable in law to take, receive and possess all moneys, goods and chattels of any value and to any amount which may be given, sold or bequeathed to or for said corporation."

The Church was without funds for the purchase of the school property, and the Trustees undertook a heavy debt in buying it, but the existence of this debt only slightly retarded the improvements which were made from year to year in the school buildings and equipment, and in May, 1906, the Trustees were able to announce that the purchase debt was lifted and the School was the property of the Church in the Carolinas.

Dr. Bennett Smedes, who had long wished for the disposition of St. Mary's that was actually effected, continued as Rector after the Church assumed charge, until his death on February 22, 1899. To succeed him, the Trustees called the Rev. Theodore DuBose Bratton, Rector of the Church of the Advent, Spartanburg, S. C., and a teacher of long training. In September, 1899, Dr. Bratton took charge, and for four years administered the affairs of the School very successfully. In May, 1903, he was chosen Bishop of Mississippi. In September, 1903, the Rev. McNeely DuBose became Rector and the School continued its useful and successful career under his devoted care for four years, until he resigned in May, 1907, to resume parish work. In September, 1907, the Rev. George W. Lay assumed the management.

Educational Position

During the life of the founder, St. Mary's was a high-class school for the general education of girls, the training being regulated by the needs and exigencies of the times. Pupils finished their training without "graduating." In 1879, under the second Rector, set courses were established, covering college preparatory work without sacrificing the special features for which the School stands, and in May, 1879, the first class was regularly graduated.

By the provisions of the charter of 1897, the Faculty of St. Mary's, "with the advice and consent of the Board of Trustees, shall have the power to confer all such degrees and marks of distinction as are usually conferred by colleges and

universities," and at the annual meeting in May, 1900, the Trustees determined to establish the "College." This so called "College Course" is equivalent to that now prevailing in most of the institutions in the South of the better class called "Colleges for Women" for which they give an A.B. degree. To those, however, familiar with the standards prevailing in the best colleges of the country, including about six of the southern colleges for women, this "College Course" at St. Mary's covers the requirements for entrance to colleges of the highest standard, followed by two years of advanced work.

The graduates of most of our southern high schools require three years to complete the course at St. Mary's although a few of the best graduates can accomplish the work in two years. The work of the Junior and Senior years at St. Mary's is on the whole designed to give an advanced and well-rounded course to those students who do not expect to pursue their formal education further.

A graduate of St. Mary's receives a diploma; but no degree is conferred, although that power is specified in the charter.

St. Mary's at present offers opportunity for continuous education from the primary grades through the college; but St. Mary's offers more than the opportunity for a thorough academic education. Supplementing the work of the Academic Department are the Departments of Music, Art, Elocution, and Home Economics, and the Business Department.

The organization, requirements and courses of each of these departments are described at length in this catalogue.

Location

Raleigh, the Capital of North Carolina, is accessible by the Southern, the Seaboard Air Line, and the Norfolk Southern railroads from all directions, affording ready and rapid communication with all points in Florida and Georgia, in

addition to easy access to points in the Carolinas and Virginia. It is situated on the eastern border of the elevated Piedmont belt, and is free from malarial influences, while a few miles to the east the broad level lands of the Atlantic coast plain stretch out to the ocean. The city thus enjoys the double advantage of an elevation sufficient to insure a light, dry atmosphere, and perfect drainage, and propinquity to the ocean sufficiently close to temper very perceptibly the severity of the winter climate. The surrounding country is fertile and prosperous, affording an excellent market.

The Campus, Buildings, and General Equipment

St. Mary's is situated on the highest elevation in the city, about a half-mile due west of the Capitol, surrounded by its twenty-acre grove of oak and pine, with a frontage of fourteen hundred feet on one of the most beautiful residence streets. The site is all that can be desired for convenience, health and beauty. The campus contains almost a mile of walks and driveways, with tennis courts and basketball grounds for outdoor exercise.

The Buildings

The buildings are fourteen in number, and are conveniently grouped. All those in the regular work of the School are so connected by covered ways that the student can go to and from classrooms, dining hall, and Chapel without exposure to the weather. The buildings are heated by steam and are lighted with electricity throughout. Modern fire escapes, in addition to other precautions, minimize any danger from fire.

The MAIN BUILDING, the principal academic building, is of brick, three and a half stories high. It contains recreation rooms and the Home Economics Department on the basement floor; the parlor and the schoolroom on the first floor; and rooms for teachers and students on the second and third floors. The halls are spacious, with front and

rear stairways. Bathrooms and closets are conveniently located in this building and in all the buildings used for dormitory purposes, and individual wardrobe closets are provided.

Adjoining the Main building on the east and west and connected with it are the WINGS, three stories high, built in 1909, containing on the lower floors large classrooms and on the two upper floors, large comfortable rooms for students with two wardrobe closets connected with each room, bathrooms and trunk elevators, and attics for the storage of trunks.

The EAST AND WEST ROCK HOUSES are two-story stone buildings connected with the Main Building by covered corridors of brick. The East Rock contains the Rector's office, the Post-office and the Business Offices, a sitting room for the Faculty, and a suite of rooms for the Business School on the first floor; on the second floor, rooms for teachers and college students. The West Rock has a dormitory on the first floor, and on the second, rooms for teachers and students.

SENIOR HALL, completed in the fall of 1901, is a two-story frame building, having rooms for teachers on the first floor and on the second floor rooms for older students.

CLEMENT HALL, built in 1910 out of funds bequeathed by Miss Eleanor Clement, a former teacher, who in this way showed her devotion to St. Mary's, is a large modern building situated back of the main group of buildings and connected with them by a covered way. It contains on the first floor a gymnasium 50 by 90 feet, and above this a spacious dining hall capable of seating comfortably three hundred people. Back of the dining room are the serving room, kitchen, store-rooms, etc.

The ART BUILDING is a two-story brick building of Gothic design. On the first floor are the Library and recitation rooms; and on the second floor are the Science Laboratory, the Music Director's room, and the Studio. The Studio, a

spacious gallery 26 by 64 feet, lighted by four large skylights, with an open ceiling finished in oil, forms a beautiful home for the Art School.

The PITTMAN MEMORIAL BUILDING, a fine auditorium, immediately east of the Art Building, was completed in 1907. This building was in large part provided through a bequest in the will of Mrs. Mary Eliza Pittman, of Tarboro, and is in memory of her daughter, Eliza Battle Pittman, formerly a student of St. Mary's.

The PIANO ROOMS, twenty in number, built in 1901, are located along one of the covered ways, outside of any of the main buildings. They add greatly to the efficiency of the Music School, while their location keeps the sound from disturbing other work.

The CHAPEL, designed by Upjohn and built in the early days of the School, was entirely rebuilt in 1905 through the efforts of the Alumnæ. It is cruciform in shape and has over three hundred sittings. It is furnished with a fine pipe organ of two manuals and sixteen stops, an "in memoriam" gift of Mrs. Bennett Smedes. The services of the Church are held here on week days as well as on Sundays.

The INFIRMARY, built in 1903, is the general hospital for ordinary cases of sickness. It is built after the most approved models, and is provided with the latest sanitary equipment. It contains two large wards, a private ward, rooms for the Matron, pantry, and bathroom. The ANNEX, a separate building, provides facilities for isolation in case of contagious disease.

The LAUNDRY BUILDING, containing first-class equipment for a complete and up-to-date steam laundry for the school, was added to the school property in the summer of 1906.

The RECTORY of St. Mary's was built in 1900 upon a beautiful site on the west side of the campus, and is occupied by the Rector's family. On the east side, entirely independent of the School but within the Grove, is located the episcopal residence of the Diocese of North Carolina, "Ravenscroft."

The Life at St. Mary's

The aim of St. Mary's is to make the daily life of the students that of a well-regulated Christian household. The effort is to direct the physical, intellectual and moral development of the individual with all the care that love for young people and wisdom in controlling them render possible.

The students are distributed, partly in accordance with age and classification, among the ten halls and the West Rock Dormitory. Nearly all of the rooms are rooms for two, but there are four single rooms in the Wings, and a few rooms for three in the Main Building and East Rock House.

West Rock Dormitory is spacious and well ventilated and younger students are ordinarily assigned to it. It is divided into single alcoves by partitions six feet high, and in them the students enjoy the comforts of privacy and at the same time are under the wholesome restraint of the teacher in charge.

Each Hall is presided over by a teacher who acts as Hall Mother. The Hall Mothers have special opportunities for correcting the faults and for training the character of the students under their charge, and these opportunities have been used with marked results.

The school hours, half-past eight to a quarter to four, are spent in recitation, in music practice, or in study in the Study Hall or Library, the more advanced students being allowed to study in their rooms.

Recreation Periods

The latter part of the afternoon is free for recreation and exercise, and the students are encouraged to be as much as possible in the open air and are also required to take some definite exercise daily. In addition to this exercise each student (not a Junior or Senior) is required to take definite class

instruction and practice in Physical Culture three times a week under the direction of the instructor in Physical Culture. A special division is provided for those who are delicate or require some special treatment.

A half-hour of recreation is enjoyed by the students before the evening study period, when they gather in the roomy parlor, with its old associations and fine collection of old paintings, and enjoy dancing and other social diversions.

The Library

The Library, located in the Art Building, is the center of the literary life of the school. It contains upward of twenty-five hundred volumes and the leading current periodicals and papers. The Library is essentially a work room, and is open throughout the day, and to advanced students at night, offering every facility for use by the students; and their attention is called frequently to the importance of making constant and careful use of its resources.

Chapel Services

The Chapel is the soul of St. Mary's, and twice daily teachers and students gather there on a common footing. During the session the religious exercises are conducted very much as in any well-ordered congregation. As St. Mary's is distinctly a Church school, *all resident students are required to attend the daily services and also those on Sunday.* Regular non-resident students are only required to attend the morning services, and only on the days when recitations are held.

The systematic study of the Bible is a regular part of the school course, and in addition, on Sunday morning the resident students spend a half-hour in religious instruction.

Care of Health

Whenever a student is so indisposed as to be unable to attend to her duties or to go to the dining hall, she is required to go to the Infirmary, where she is removed from the noise

of the student life and may receive special attention away from contact with the other students. The Matron of the Infirmary has general care of the health of the pupils and endeavors to win them by personal influence to such habits of life as will prevent breakdowns and help them overcome any tendencies to sickness. Even a slight indisposition is taken in hand at the beginning, and thus its development into serious sickness is prevented.

The employment of a School Physician enables the School to keep very close supervision over the health of the girls. The Medical Fee covers the ordinary attendance of the physician and such small doses as students need from time to time. This arrangement leaves the School free to call in the physician at any time, and thus in many cases to use preventive measures, when under other circumstances unwillingness to send for the doctor might cause delay and result in more serious illness. The general health of the School for many years past has been remarkable.

Physical Culture

The spiritual and mental are undoubtedly of higher ultimate importance than the physical, but the physical welfare is fundamentally of first importance. Every effort has therefore been made at St. Mary's to secure the best physical development and the highest grade of physical health. The very best teaching, and the greatest efforts of the student will be of no avail if the physical health is poor, and, what is of more importance, the best education that one can obtain will be comparatively useless in later years, unless one has secured good physical development, and a robust condition of general health.

The Physical Director devotes herself entirely to Physical Culture. She is a graduate of the well-known Sargent School of Physical Education, Cambridge, Massachusetts, and is thoroughly prepared in every way to get good results from this department of the school life.

The Gymnasium has been well furnished with new equipment, and the Physical Culture exercises are arranged with a large scope which is producing better results than ever before. The exercises when possible are taken out of doors, but some of them are conducted in the gymnasium for the purpose of exercise in special lines suited to each individual student. A careful record is kept of the measurements and strength in certain particulars of each student, and it is planned to send reports indicating the changes in these matters to the parents twice a year. This will enable the parents to see what progress has been made, and also will tend to increase the interest of the students themselves in the physical development which they ought to cultivate.

The School Work

The SCHOOL YEAR is divided into two terms of seventeen school weeks each. Each term is again divided into two "quarters." This division is made to assist in grading the progress of the student. Reports are mailed monthly.

It is required that each student shall be present at the beginning of the session, and that her attendance shall be regular and punctual to the end. Sickness or other unavoidable cause is the only excuse accepted for nonattendance or tardiness. The amount of work to be done, and the fact that it must be done within the time planned, makes this rule necessary to the progress of the student in her course.

It must also be remembered that absence at the beginning of the session retards the proper work of the class and is therefore unfair to the School as a whole.

The Intellectual Training

Particular attention is given to the development of those intellectual habits that produce the maximum of efficiency. The student is expected to work independently, and gradually to strengthen the habit of ready, concentrated and sustained attention in all her thinking processes. Clearness, facility and ease in the expression of thought, oral and written, are carefully cultivated. Every effort is made to develop the best mental habits through every detail of administration which bears upon the intellectual life, whether it be recitation, the study hour, the individual help, or some other feature of the School management.

Lectures and Recitals

An important element in the intellectual life of St. Mary's is the course of lectures given by distinguished professors

and lecturers from North Carolina and elsewhere. These lectures have been of much value to the students, and are intended to be a feature of the school life. In addition to these, there are given at stated times recitals by musicians from abroad, by the Musical Faculty, and by the students of the Music Department.

Student Organizations

While the regular duties at St. Mary's leave few idle moments for the students, they find time for membership in various organizations, conducted by them under more or less direct supervision from the School, from which they derive much pleasure and profit. These organizations are intended to supplement the regular duties and to lend help in the development of different sides of the student life. All qualified students are advised, as far as possible, to take an active part in them.

The Woman's Auxiliary

The missionary interests of the School, as a whole, are supplemented by the work of the branches of the Auxiliary. The Senior branch is made up of members of the Faculty; the students make up seven Chapters of the Junior Auxiliary, each Chapter being directed by a teacher chosen by its members. These Chapters are known respectively as St. Anne's, St. Catherine's, St. Elizabeth's, St. Margaret's, St. Monica's, St. Agnes', and Lucy Bratton.

The work of the individual Chapters varies somewhat from year to year, but they jointly maintain regularly "The Aldert Smedes Scholarship" in the China Mission, and "The Bennett Smedes Scholarship" in the Thompson Orphanage, Charlotte, and other beneficent work.

The Altar Guild

The Altar Guild has charge of the altar and the decoration of the Chapel.

The Literary Societies

The work of the three Literary Societies—the Sigma Lambda, the Epsilon Alpha Pi and the Alpha Rho—which meet on Tuesday evenings, does much to stimulate the intellectual life. The societies take their names from the Greek letters forming the initials of the Southern poets—Sidney Lanier, Edgar Allan Poe, and Abram Ryan. The annual inter-society debates are a feature of the school life. Both resident and local students are eligible to membership in these societies.

The Muse Club

The students publish monthly a school magazine, *The St. Mary's Muse*, with the news of the School and its alumnae, and issue annually a year book, *The Muse*, with the photographs, illustrations, etc., that make it a valued souvenir.

For encouraging contributions to these publications, and supplementing the regular class work and the work of the literary societies, the Muse Club is organized and holds its meetings weekly.

The Sketch Club

The Sketch Club is under the supervision of the Art Department. Frequent excursions are made during the pleasant fall and spring weather for the purpose of sketching from nature, etc.

The Dramatic Club

The Dramatic Club is under the supervision of the Elocution Department. Opportunity is afforded for simple general training that is frequently valuable in teaching poise, enunciation, and expression, while care is taken not to allow any exaggeration.

The Club presents annually some simple drama.

Musical Organizations

The Choir and the Chorus afford students both in and out of the Music Department opportunity to develop their musical talent.

Athletic Clubs

In addition to the regular instruction given by a competent teacher, the students, with advisers from the Faculty, have two voluntary athletic associations, the object of which is to foster interest in out of door sports. These associations are known respectively as Sigma and Mu, from the initials of St. Mary's. Each Association has tennis, basketball, and walking clubs, which are generally very active in the season proper for these recreations.

Work of the Departments

Academic Department

I. The Primary School; II. The Preparatory School; III. The College

The Academic Department affords opportunity for a continuous training carried on without interruption from the time the student enters school until she leaves the college.

This department consists of the Primary School, the Preparatory School, and the College.

The Primary School and the first two years of the Preparatory School are maintained entirely on account of the local demand. They are not intended for resident students (who must be ready to enter the third year of the Preparatory School, the first High School year.)

I. THE PRIMARY SCHOOL

The Primary School covers the work of four grades. It has been the aim of those in charge, since the opening of the department in 1879, to give its students every advantage. To vary the monotony of the three R's, lessons in free-hand drawing, physical culture and singing are given. Kindergarten methods in teaching form and color have been used; in short, every effort is made to make the instruction interesting as well as thorough.

II. THE PREPARATORY SCHOOL

The Preparatory School covers a four year course corresponding to the last two years of a Grammar School and the first two years of a High School (7th to 10th grades inclusive) of the *highest standard*.

Upper Preparatory

5 The last two years of the Preparatory School and first two years of the College cover the work of the best High Schools and the courses are numbered for convenience A, B, C and D. See pages 43 et seq.

The course in the Upper Preparatory is closely prescribed and each student is expected to adhere to it. It is intended as a preparation for the College and is also designed to serve as a school for those who, while unable to take a college course, intend to enter the Business Department and prepare themselves for employment in the many avenues of commercial life now open to women.

Admission to the Upper Preparatory classes may be allowed provisionally on certificate without examination; but all candidates are advised to bring or send certificates and also take such examinations as are necessary. School standards differ so materially that much time is lost in the effort to classify candidates satisfactorily on certificates alone, since this results, in many cases, in failure to succeed in the class that is attempted at first.

At entrance every student is required to select some definite course and afterwards to keep to it. This requirement is designed to prevent that vacillating course which puts an end to serious work, and can never really accomplish anything. It is not intended to hinder those who, coming to take a special course in Music, Art or Business, desire to occupy profitably their spare time in some one or more of the courses of the College.

III. THE COLLEGE

The first two years of the present college course are intended to complete the work of a *first-class* high school, and the student is limited in well-defined lines and not allowed to spe-

cialize or take elective work except within narrow limits; in the last two years the courses are conducted on college lines, and the student, under advice, is permitted in large measure to elect the lines of work best suited to her taste and ability.

Since the course at St. Mary's is the one given by most of the higher institutions for the education of women in the South and is also the one demanded by most students, it is designed to be complete in itself. At the same time those who desire to enter some higher institution after graduation from St. Mary's can be prepared to do so. Such students should note carefully that to attain the desired end they must give notice of their intention and of the college to which they wish to go at the beginning of their Junior year; their course in the Junior and Senior years must be elected with a view to the requirements of the college to which they wish to go; and they should take the necessary examinations for entrance and advanced standing in that college each year as they are prepared in the various subjects. But the course that might lead to the award of a diploma at St. Mary's might not cover the subjects necessary for entrance to the advanced class of any given college of higher grade.

Admission to the Freshman Class

It is preferred that all applicants should bring Certificates showing the work done at their last school along with a Certificate of Honorable Dismissal, and that they should also be examined. This prevents mistakes and disappointment later on and insures better classification. Certificates alone will, however, be accepted provisionally for entrance to the Freshman Class, without examination, from all institutions known to St. Mary's to be of the proper standard. Such certificates must state specifically that all work required for entrance has been well done, naming text-books, number of pages, and the grade or mark received, together with the length of each recitation and the time spent upon each subject.



THE COMMENCEMENT DAY PROCESSION



CLASS DAY: THE CLASS OF 1913 WITH THE DAISY CHAIN



THE CHORUS CLASS ON THE STEPS OF THE AUDITORIUM



MR. OWEN'S VOICE STUDIO

Parents and teachers will please remember that, in order to be of any service whatever, a certificate must cover the foregoing points. A statement that a pupil is well-behaved and industrious and has received a grade of 90 in "English" is of no use whatever in enabling the School to decide what work has been accomplished.

Parents are also urged, wherever possible, to obtain certificates of work done, *before the close of the school year*. Teachers are not to blame for inaccuracy in certificates made out from memory when absent on their summer vacations. Such certificates are, however, of little value.

The Requirements for Admission to the Freshman Class of St. Mary's School

In order to be admitted to the Freshman Class of the College the student must meet the requirements outlined below in English, History, Mathematics, Science and one foreign language—five subjects in all. If two foreign languages are offered Science may be omitted.

A student admitted in four of the five required subjects will be admitted as a Conditioned Freshman.

ENGLISH AND LITERATURE.—A good working knowledge of the principles of English Grammar as set forth in such works as Buehler's *Modern Grammar*, with special attention to the analysis and construction of the English sentence.

Knowledge of elementary Rhetoric and Composition as set forth in such works as Scott & Denny's *Elementary English Composition*, or Hitchcock's *Exercises in English Composition*.

Candidates are expected to have had at least two years' training in general composition (themes, letter writing, and dictation).

Subjects for composition may be drawn from the following works, which the pupil is expected to have studied: Longfellow's *Evangeline* and *Courtship of Miles Standish* (or *Tales of a Wayside Inn*); selections from Irving's *Sketch*

Book (or Irving's *Tales of a Traveler*); Hawthorne's *Twice Told Tales*; Scott's *Ivanhoe* and George Eliot's *Silas Marner*.

MATHEMATICS.—Arithmetic complete, with special attention to the principles of percentage and interest. Elementary Algebra complete and Advanced Algebra through Quadratic Equations.

HISTORY.—The History of the United States complete as laid down in a good high school text; the essential facts of English History; the essential facts of Greek and Roman History.

LATIN.—A sound knowledge of the forms of the Latin noun, pronoun and verb, and a knowledge of the elementary rules of syntax and composition as laid down in a standard first-year book and beginner's composition (such as Bennett's *First Year Latin* and Bennett's *Latin Composition*). The first three books of Cæsar's Gallic War.

FRENCH OR GERMAN.—A first-year course leading to the knowledge of the elements of the grammar and the ability to read simple prose.

SCIENCE.—The essential facts of Physical Geography and Physiology as laid down in such texts as Tarr's *Physical Geography* and Martin's *Human Body*.

Admission to Advanced Classes

In order to be admitted to work higher than that of the Freshman Class, students must first be admitted to the Freshman Class in the manner detailed above, and must also, as a rule, be examined in the work of the College class or classes which they wish to anticipate. That is, a candidate for the Junior Class, for example, must be examined in the studies of the Freshman and Sophomore years. If this is done *unconditional* credit by points, counting toward the 60 points needed for graduation, is at once given.

No exception is made to the above requirement of examination in one or two subjects where the higher courses in

these subjects do not sufficiently test the student's previous knowledge.

Though it is again urged that students always be examined for any such advanced classes and thus obtain unconditional credit at once, the certificates from schools well known to be of entirely equivalent standard will be accepted *conditionally* in other subjects, provided the student continues the same studies in the higher classes after entering St. Mary's and thus obtains as many points for work in each study done at St. Mary's as the number of points for which she desires certificate credit. This conditional credit on certificate will be given her unconditionally only after she has obtained credit by successful work in the advanced classes. For example, a student entering M English will be entitled to eight points of certificate credit in English conditionally (that is, for the C English and D English work). When she has completed the work of M English she receives four points for this work done at St. Mary's and is at the same time given *unconditionally* four points of the eight points already credited *conditionally* on certificate. When she completes the work of N English she in like manner receives four points for that work and the other four points already credited conditionally on certificate are then credited unconditionally, thus making 16 points in English for the two years' work—eight points for work done at St. Mary's and eight points for the previous work credited to her and which was accepted conditionally.

Blanks for these certificates will be sent upon application. A candidate for admission may be accepted in some subjects or in parts of subjects and not in all.

Certificates

Certificates when accepted are credited *conditionally* at their face value. The student is placed in the class which her certificate gives her the right to enter. If she does satisfactory work during the first month, she is given regular

standing in the class; if at the end of the first month her work has proved unsatisfactory, she is either required to enter the next lower class or may be given a trial for one month more.

Examinations

All candidates for admission who can not show the proper certificates for preparatory work, will be examined to determine their proper classification.

Specimen examination questions in any subject will be furnished on request; and principals who are preparing students for St. Mary's will be furnished the regular examination papers at the regular times, in January and May, if desired.

Certificates are urgently desired in all cases, whether the candidate is to be examined or not.

Regular Course

All students are advised to take a regular prescribed course and to keep to it; a changing about from one subject to another, with no definite aim in view, is unsatisfactory alike to student, parent and the School. Parents are urged to advise with the Rector as to a course for their daughters and help in this matter is given by him or his representatives to the student throughout her course.

Special Courses

Those who desire to take academic work while specializing in the Departments of Music, Art, Expression or Business, are permitted to do so and are assigned to such classes in the Academic Department as suit their purpose and preparation. The number of hours of academic work along with the time spent on the specialties should be sufficient to keep the student well occupied.

Classification

In order to graduate and receive the School diploma a student must receive credit for *60 points* in certain specific subjects. Even though a student does not expect to graduate she is classified as Freshman, Sophomore, etc., according to the amount of work done in the College course. The classification is arranged as follows:

A student admitted to the Freshman Class with condition in not more than one subject is ranked as a Conditioned Freshman.

If admitted without condition she is ranked as a Freshman.

A student with *15 points of unconditional credit* is ranked as a Sophomore.

A student with *30 points of unconditional credit* is ranked as a Junior.

A student with *42 points of unconditional credit* is ranked as a Senior, provided that she takes that year with the approval of the School sufficient points counting toward her graduation to make the 60 points necessary.

A student entitled to be ranked in any way with a given class under the above conditions must also take work sufficient to give her the prospect of obtaining enough points during the year to entitle her to enter the next higher class the following year.

Graduation

The course leading to graduation from the College is outlined later in stating the work of each year. The course is closely prescribed during the first two years (through the Sophomore year). In the last two years the student is allowed a broad choice of electives.

The requirements for graduation may be briefly summed up as follows:

(1) The candidate must have been a student in the department during at least one entire school year.

(2) The candidate must have obtained credit for all the required courses of the four years of the College and sufficient additional credit to make at least *60 points*.

(3) The candidate must have earned at least the amount of credit specified below, in the subjects indicated:

English: 12 points.

Mathematics: 5 points.

History: 6 points.

Science: 4 points.

"Philosophy": 6 points.

Foreign Languages (Latin, French, or German in any combination) 15 points.

Total: 48 points.

(4) Not more than *20 points* will be counted for class work in any one year; not more than *15 points* will be counted altogether in any one subject (Latin, French and German being considered as separate subjects); and not more than *12 points* will be counted for technical work done in the Departments of Music, Art and Elocution.

(5) The candidate must have made up satisfactorily any and all work, in which she may have been "conditioned" at least one-half year before the date at which she wishes to graduate.

(6) The candidate must have made formal written announcement of her candidacy for graduation during the first quarter of the year in which the diploma is to be awarded; and her candidacy must have been then passed upon favorably by the Rector.

(7) The candidate must have satisfactorily completed all "general courses" which may have been prescribed; must have maintained a satisfactory deportment; and must have borne herself in such a way as a student as would warrant the authorities in giving her the mark of the School's approval.

Awards

The ST. MARY'S DIPLOMA is awarded a student who has successfully completed the full academic course required for graduation as indicated above.

An ACADEMIC CERTIFICATE is awarded to students who receive a Certificate or Diploma in Music, Art or Elocution, on the conditions laid down for graduation from the College, except that

(1) The minimum number of points of academic credit required will be 35 points, instead of 60 points.

(2) These points will be counted for *any* strictly academic work in the College.

(3) No technical or theoretical work in Music or Art will be credited toward these 35 points.

No honors will be awarded and no certificates of dismissal to other institutions will be given, unless all bills have been satisfactorily settled.

Awards in Other Departments

For academic requirements for certificates or diplomas in Music, Art, Elocution or Home Economics, see under those departments, but candidates must in each case in addition to all technical requirements have completed at least the "Minimum of Academic Work" stated on page 36.

Commencement Honors

Honors at graduation are based on the work of the last two years, the true college years.

The VALEDICTORIAN has the first honor; the SALUTATORIAN has the second honor. The ESSAYIST is chosen on the basis of the final essays submitted.

The Honor Roll

The highest general award of merit, open to all members of the School, is the Honor Roll, announced at Commencement. The requirements are:

(1) The student must have been in attendance the entire session and have been absent from no duty at any time during the session without the full consent of the Rector, and without lawful excuse.

(2) She must have had during the year a full regular course of study or its equivalent, and must have carried this work to successful completion, taking all required examinations and obtaining a mark for the year in each subject of at least 75 per cent.

(3) She must have maintained an average of "Very Good," (90 per cent) or better, in her studies.

(4) She must have made a record of "Excellent" (less than two demerits) in Deportment, in Industry, and in Punctuality.

(5) She must have maintained a generally satisfactory bearing in the affairs of her school life during the year.

The Niles Medal

The NILES MEDAL FOR GENERAL EXCELLENCE was instituted by Rev. Charles Martin Niles, D.D., in 1906. It is awarded to the student who has made the best record in scholarship and deportment during the session.

The medal is awarded to the same student only once.

The requirements for eligibility are:

(1) The student must have taken throughout the year at least "15 points" of regular work; and have satisfactorily completed this work, passing all required examinations.

(2) She must have been "Excellent" in Deportment.

(3) She must have taken all regular general courses assigned and have done satisfactory work in them.

(4) She must be a regular student of the College Department.

The Bishop Parker Botany Prize

The BISHOP PARKER BOTANY PRIZE, given by the Rt. Rev. Edward M. Parker, Bishop Coadjutor of New Hampshire, is awarded annually to that student who in accordance with certain published conditions does the best work in the preparation of an herbarium.

General Statements

The Minimum of Academic Work Required for Certificates

Candidates for Certificates in the Music Department, the Art Department, the Elocution Department, or in the Department of Home Economics, must have completed the following minimum of academic work. This work must have been done at St. Mary's, or be credited by certificate or examination in accordance with the regular rules for credits.

(1) The A and B Courses in English, History, Mathematics, Science, and in either Latin or French or German.

(2) The C and D Courses in English.

(3) Such other College Courses as will amount to "twelve points" of Academic credit.

These "12 points" may be earned in History, Mathematics, Science, Latin, French, German or "Philosophy."

The Amount of Certificate Credit

Certificates from other schools are accepted provisionally at their face value. No permanent credit is given until the student has proved the quality of past work by present work.

Credit is allowed for no subject unless the student takes a higher course in that subject at St. Mary's; and the amount of credit allowed by certificate in any subject can not exceed the amount of credit earned afterward by the student in that subject at St. Marys.

A student, if she is admitted on certificate to a D course, receives no credit toward graduation for the C Course until after she has done a half-year's work successfully. The D Courses in English, French, German and Mathematics have as a prerequisite the completion of the C Course. Pupils admitted unconditioned to these D Courses will therefore be given graduation credit for the C Courses when they have finished the D Course (except for Math. C, 1.)

Pupils will be admitted to M and N Courses only by examination or after having finished the lower courses required.

Certificates will not be accepted for credit for the work of M and N Courses.

Academic Credit for Work in Other Departments

The completion at St. Mary's of the technical work in the Freshman, Sophomore, Junior or Senior classes in Music entitles the student to 3 points of academic credit for the work of each class, and a like credit is offered in the Departments of Art and Elocution.

One point of academic credit is given for the completion of Theory III, IV or V.

Students completing the work of Home Economics A I or A II receive 2 points of Academic credit.

To obtain this credit the student must attain the passing mark (75 per cent) on recitations and examinations.

The Regular Academic Course

For description, see pages 40-54.

The letter given with each course is the name of the course (as English A, French C.) The number following the letter gives in the Preparatory Department the number of *periods* of recitation weekly.

Upper Preparatory Work

All the subjects are required in the regular course.

THIRD YEAR.

Advent Term.

English: Grammar, A, 5.
History: English, A, 5.
Mathematics: Algebra, A, 5.
Latin: First Book, A, 5.
Science: General, A, 3.

Easter Term.

English: Grammar, A, 5.
History: American, A, 5.
Mathematics: Arithmetic, A, 5.
Latin: First Book, A, 5.
Science: General, A, 3.

All students are also required to take Bible Study, Drawing, Reading and Physical Culture.

French A may also be taken.

FOURTH YEAR.

Advent Term.

English: Elem. Rhetoric, B, 5.
History: Greek, B, 4.
Mathematics: Algebra, B, 5.
Latin: Cæsar, B, 5.
Science: Physical Geography,
B, 4.

Easter Term.

English: Elem. Rhetoric, B, 5.
History: Roman, B, 4.
Mathematics: Algebra, B, 5.
Latin: Cæsar, B, 5.
Science: Physical Geography,
B, 4.

All students are also required to take Bible Study, Drawing, Reading and Physical Culture.

French B or German B may also be taken.

The College Work

In the College work a number *after the Easter term only* indicates the number of points for both terms' work, and that no credit is given for less than the work of the whole year; while a number after each term indicates the number of *points* for such term and that the course for that term is a separate one for which credit is given separately. Ordinarily the number of points for a year's course is the same as the number of hours of weekly recitation; for a term's course one-half the number of hours of weekly recitation.

It should be remembered that *60 points* of credit are required for graduation from the College, and that *48 points* of this *60 points* are in *required subjects* as follows: (See also page —.)

English: *12 points* (that is Courses C and D; and either M or N)

History: *6 points* (that is three of the four Courses, C, D, M, N).

Mathematics: *5 points* (that is Course C).

Science: *4 points* (that is Courses C and D).

"Philosophy": *6 points* (that is Courses M and N).

Foreign Languages: *15 points* (in any combination), for example,

Latin C, D, M, N, and French or German C;
or Latin C. D. and French or German C. D. M;
or French C, D, M, N, and German C, D, M, or vice versa;
or Latin C. D. and French C, D, and German C, D.

Total: *48 points required.*

The other *12 points* are entirely elective. Music or Art may count *3 points* each year or *12 points* in all, or the *12 points* may be elected from any C, D, M, or N Course in the College.

Pedagogy M, N, (2) or Home Economics A I or A II, (2) may be elected and counted for credit.

Art History, Theory 4 or 5 may be elected, with a credit of *1 point* each.

A member of any College class must take the required courses of that class and enough elective courses to make altogether fifteen points of credit for the year.

The courses starred * are necessary for graduation; and of the courses starred and bracketed (*) in English, M or N is required, and in History three of the four courses must be taken.

Freshman Year*Advent Term.**Easter Term.*

*English: Rhetoric, C.	*English: Literature, C, 4.
*Mathematics: Algebra, C, 2.	*Mathematics: Geometry, C, 3.
(*)History: English, C, 2.	*Science: Botany, C, 2.
Latin: Cicero, C.	Latin: Cicero, C, 4.
French: Elementary, C.	French: Elementary, C, 2.
German: Elementary, C.	German: Elementary, C, 2.

At least *one* foreign language is required.

An hour of Bible Study and a period each of Spelling and Reading weekly is required.

The regular course in Music or Art may be taken as an additional subject for credit (3 points).

Not less than *16 points* nor more than *20 points* should be taken.

Sophomore Year*Advent Term.**Easter Term.*

*English: Studies, D.	*English: American Lit., D, 4.
Science: Chemistry, D, 2.	()History: American, D, 2.
Mathematics: Geom., D, 1½.	Mathematics: Trig., D, 1½.
Latin: Virgil, D.	Latin: Virgil, D, 4.
French: Modern, D.	French: Modern, D, 2.
German: Modern, D.	German: Modern, D, 2.

The foreign language elected in the Freshman Year should be continued and enough foreign language must be elected to count at least 4 points.

An hour each of Bible Study and Current History and a period of Spelling weekly is required.

The regular course in Music, Elocution or Art may be taken as a subject for credit (3 points).

Junior Year*Advent Term.**Easter Term.*

(*)English: Poetics, M, 2.	(*)English: Essayists, M, 2.
(*)History: Middle Ages, M.	(*)History: Middle Ages, M, 2.
*"Philosophy": Civics, M, 1.	*"Philosophy": Economics, M, 1.
Mathematics: Analytics, M.	Mathematics: Analytics, M, 3.
Latin: Historians, M.	Latin: Poets, M, 3.
French: Modern, M.	French: Modern, M, 3.
German: Modern, M.	German: Modern, M, 3.

Enough work in foreign language must be elected to count at least *4 points*.

An hour each of Bible Study and Current History is required.
The regular course in Music, Elocution or Art may be taken as a subject for credit (3 points).

Senior Year

Advent Term.

(*)English: 19th Cent., N, 2.

(*)History: Modern, N.

*"Philosophy": Ethics, N, 1.

*"Philosophy": Psychology, N, 1.

Latin: Philosophy, N.

French: Classics, N.

German: Classics, N.

Mathematics: Calculus, N.

Easter Term.

(*)English: Shakespeare, N, 2.

(*)History: Modern, N, 2.

*"Philosophy": Evidences, N, 1.

*"Philosophy": Soc. Ser., N, 1.

Latin: Drama, N, 3.

French: Classics, N, 3.

German: Classics, N, 3.

Mathematics: Calculus, N, 2.

Enough foreign language must be taken to complete at least the 15 points required for graduation.

An hour each of Bible Study and Current History is required.

English N is required unless 12 points have already been earned in English.

History N is required unless 6 points have already been earned in History.

The regular course in Music, Elocution or Art may be taken as a subject for credit (3 points).

NOTE.—The Theoretical courses in Music and Art may be counted as elective in any college class, and the technical work of the proper grade in either Music, Art, or Elocution may be counted in any college class as an elective for three points.

But only one subject may be so counted.

Failure in the Bible course for any year will deprive the student of one of the points gained in other subjects.

General Courses

The theory of St. Mary's being that a well-rounded education results in a developing of the best type of Christian womanhood, certain general courses as outlined below have been prescribed for all students.

English

An hour each week is devoted to training all students, except Juniors and Seniors, in the art of clear, forceful, intelligent reading, and in the practice of spelling and letter writing.

Current History

Students of the Senior, Junior and Sophomore years meet once a week for the discussion of current topics, current literature, etc. This exercise is intended to lead to a discriminating reading of current publications and to improve the powers of conversation.

Normal Instruction

In addition to the course in Pedagogy, students who announce their intention at the beginning of the Senior year to devote themselves to teaching after their graduation, will be given special opportunities for practice.

Bible Study

All students are required to take the prescribed course in Bible Study, which is given one hour a week. It is intended to afford a knowledge of the contents, history and literature of the English Bible, and with a view, in the case of the older students, to help them as Sunday School teachers.

Physical Culture

All students not excused on the ground of health are required to take the required exercises in physical culture, which are thoroughly practical and are intended to train the students in the art of managing their bodies, in standing, walking, using their limbs, breathing, and the like. The exercise is most wholesome and the training imparts to the students suggestions about their health which will be most useful to them throughout life.

The Courses in Detail

General Statements

The courses are here lettered systematically. It is important to note and consider the letter of the course in determining credits or planning a student's work.

"O" Courses are preliminary. Where a student has not had sufficient previous preparation for the regular courses, she will be required to take this "O" work before going on into "A."

"A" Courses are the lowest regular courses, and are taken in the Third Year of the Preparatory Department.

"B" Courses are taken in the Fourth Year (last year) of the Preparatory Department.

The "A" and "B" Courses in English, History, Mathematics, and Science and one foreign language (or their equivalents), must have been finished satisfactorily by a student before she is eligible for admission to the College.

"C" and "D" Courses are taken ordinarily in the Freshman and Sophomore years. In English, Mathematics, Latin, French, and German, the "C" Course must be taken before the student can enter the "D" Course.

"M" and "N" Courses are ordinarily taken in the Junior or Senior years. Students are not eligible to take these courses until they have finished the "C" and "D" Courses of the same subjects. (See special exceptions before each subject.)

"X" Courses are special courses not counting toward graduation.

History

Courses O, A and B are Preparatory, and the knowledge obtained in them is required before a student can enter the College. Courses C, D, M, and N are College courses.

Candidates for graduation must take at least 6 points in History.

COURSE O.—5 half-hours a week. American History. An elementary course in United States History, impressing the leading facts and great names.

COURSE A.—5 half-hours a week. (1) ENGLISH HISTORY. (2) AMERICAN HISTORY. A constant aim of this course will be to impress the student so thoroughly with the leading facts of English and American history that she will have a solid framework to be built upon later in her more advanced studies in History, English, and Literature.

Coman & Kendall, *Short History of England*; Thompson, *History of the United States*.

COURSE B.—4 hours a week. ANCIENT HISTORY. (1) First half-year: GREECE; (2) Second half-year: ROME. The course in Ancient History makes a thorough study of the ancient world. The student is sufficiently drilled in map work to have a working knowledge of the ancient world; the influence of some of the great men is emphasized by papers based on outside reading, for instance: Plutarch's Lives. Selections from Homer are read in class.

Webster, *Ancient World*; McKinley, *Study Outline in Greek and Roman History*.

COURSE C.—4 hours a week, first half-year. (2 points.) ENGLISH HISTORY. In this course emphasis is laid on the development of constitutional government particularly with its bearing on United States History. The Ivanhoe Note Books are used for map work. From time to time papers are required on important events and great men.

Andrews, *Short History of England*.

COURSE D.—4 hours a week, second half-year. (2 points.) AMERICAN HISTORY. In U. S. History the text-book gives a clear and fair treatment of the causes leading to our war with Great Britain; to the War Between the States; and of present day questions, political, social and economic.

Adams and Trent, *History of The United States*.

COURSE M.—2 hours a week. (2 points.) Medieval History. In Medieval and Modern History the student is given a clear view of the development of feudalism; of monarchic

states; of the history of the Christian Church; of the Reformation; of the growth of democracy, and of the great political, social and religious questions of the present day, with some special reference work in the library.

West, *Modern History*; Robinson's *Readings*.

COURSE N.—2 hours a week (2 points.) MODERN HISTORY. A continuation of Course M. Same methods.

Robinson and Beard, *The Development of Modern Europe* Vol. II. (Seignobos.)

The English Language and Literature

All students at entrance are required to stand a written test to determine general knowledge of written English.

Courses O, A, and B are Preparatory and the knowledge obtained in them is required before a student can enter a higher course.

Candidates for graduation must take Courses C and D and at least 4 points from Courses M and N.

Candidates for certificates must take Courses C and D.

COURSE O.—(Preliminary.) 5 half-hours a week. (1) GRAMMAR. Text-book: Emerson & Bender, *Modern English*, (Book Two); *Lessons in English Grammar*. (2) Reading of myths (Guerber's stories), legends, other stories and poems; memorizing of short poems.

COURSE A.—5 hours a week. (1) GRAMMAR AND COMPOSITION. Text-book: Buehler, *Modern Grammar*. (2) LITERATURE: Longfellow's *Evangeline* or *Courtship of Miles Standish*; Lowell's *Vision of Sir Launfal*; Hawthorne's short stories; Bryant's poems; Whittier's *Snow Bound*; Selections from Burroughs and Warner; Stevenson's *Treasure Island*; memorizing of poems.

COURSE B.—5 hours a week. (1) GRAMMAR. Review of English grammar; analysis and parsing of more difficult constructions, with special study of verb-phrases and verbals. (2) COMPOSITION: Study of principles of composition; narrative, descriptive, expository themes; reproductions; letter

writing; use of models. (3) LITERATURE: Scott's *Ivanhoe* or *Kenilworth* and *Lady of the Lake*; George Eliot's *Silas Marner*; *As You Like It*; selected poems and short stories.

Scott & Denny, *Elementary English Composition*.

COURSE C.—4 hours a week. (4 points.) (1) RHETORIC AND COMPOSITION: Frequent oral and written exercises leading to correctness in use of words, structure of sentences, and ability to put into practice general principles of composition. (2) ENGLISH LITERATURE: Study of history of English literature; careful study of a few classics; reading of narrative and descriptive works in prose and poetry with class discussion and oral and written reports on reading done.

(1) Baldwin, *Writing and Speaking*; (2) Tappan, *England's Literature*; *English and Scotch Ballads*; Chaucer's *Prologue*; *Julius Caesar* or *Merchant of Venice*; Milton's *Shorter Poems*; selected poems of Goldsmith, Gray, Coleridge, Byron; *Roger de Coverley Papers*; *Tale of Two Cities*.

COURSE D.—4 hours a week. (4 points.) Prerequisite: Course C. (1) RHETORIC AND COMPOSITION: Especial attention to paragraph and to elements of style, clearness, force, life, smoothness; themes of various types weekly or twice a week; brief study of argumentation. (2) LITERATURE: Study of various literary types; in second half-year, outline history of American Literature with parallel reading.

(1) Espenshade's *Essentials of Composition and Rhetoric*; (2) Gaskell's *Cranford*; Carlyle's *Essay on Burns*; Shakespeare's *Macbeth*; Washington's *Farewell Address*; Poe's *Poems and Tales*; Emerson's *Essays*; Long's *American Literature*.

COURSE M1.—4 hours a week, first half-year. (2 points.) Prerequisite: Course D. POETRY OF NINETEENTH CENTURY, 1798-1832; special study of Wordsworth, Shelley, Keats, Byron.

Themes, imaginative and critical.

Saintsbury's *History of Nineteenth Century Literature*; selected poems.

COURSE M2.—4 hours a week, second half-year. (2 points.)

Prerequisite: Course D. PROSE WRITERS OF THE NINETEENTH CENTURY; special study of Lamb, DeQuincey, Carlyle, Ruskin.

Themes, expository and argumentative.

Saintsbury's *History of Nineteenth Century Literature*; novels; selected essays of the writers named.

COURSE N1.—4 hours a week, first half-year. (2 points.)

Prerequisite: Course D.

COURSE N1a.—POETRY OF NINETEENTH CENTURY, 1832-1892: Special study of Tennyson, Browning, Arnold; readings from other poets and from novelists.

Globe edition of Tennyson's poems, Burton's *Browning's Poems and Dramas*, Arnold's poems, *Century Book of Verse*, Vol. II; one novel of Thackeray, George Eliot, Meredith.

COURSE N1b.—HISTORY OF THE ENGLISH NOVEL, with study of representative novels of nineteenth century.

Raleigh: The English Novel.

[N1a and N1b are given in alternate years.]

COURSE N2.—4 hours a week, second half-year. (2 points.)

Prerequisite: Course D. THE ENGLISH DRAMA, SHAKESPEARE. Rise of the drama studied by means of lectures and outside reading; careful study of two or three of Shakespeare's plays, with reading of others; essay writing.

The Arden Edition of Shakespeare's works; Dowden's *Shakespeare Primer*.

Foreign Languages

Candidates for graduation must take at least 15 points in foreign languages.

French

COURSE A.—(*Preliminary.*) 5 half-hours a week. A course for young children. The study of the language begun without a text-book. Careful drill in pronunciation. The learning of the names of objects and the forming of sentences. Reading in Guerber, *Contes et Legendes I.*

COURSE B.—(*Preliminary.*) 5 half-hours a week. The study of the language begun. Careful drill in pronunciation. Reading, grammar, dictation, conversation.

Fraser & Squair, *Short French Grammar*; Guerber, *Contes et Legendes I*; Labedoliere, *Mere Michel*.

COURSE C.—5 half-hours a week. (2 points.) *Prerequisite:* French B. ELEMENTARY FRENCH I. Systematic study of the language. Grammar, reading, conversation. Careful drill in pronunciation. The rudiments of grammar, including the inflection of the regular and the more common irregular verbs, the plural nouns, the inflection of adjectives, participles, and pronouns; the use of personal pronouns, common adverbs, prepositions, and conjunctions; the order of the words in the sentence, and the elementary rules of syntax. Abundant easy exercises, designed not only to fix in the memory the forms and principles of grammar, but also to cultivate readiness in the reproduction of natural forms of expression. The reading of from 100 to 175 duodecimo pages of graduated texts, with constant practice in translating into French easy variations of the sentences read (the teacher giving the English) and in reproducing from memory sentences previously read. Writing French from dictation.

Fraser & Squair, *Short French Grammar*; Bruno, *Le tour de la France*; Compayré, *Yvan Gall*; Laboulaye, *Contes bleus*; Malot, *Sans famille*; or equivalents.

COURSE D.—5 half-hours a week. (2 points) ELEMENTARY FRENCH II. Continuation of previous work. The reading of from 250 to 400 pages of easy modern prose in the form of stories, plays, or historical or biographical sketches. Constant practice, as in the previous year, in translating into French easy variations upon the texts read. Frequent abstracts, sometimes oral and sometimes written, of portions of the text already read. Writing French from dictation. Continued drill upon the rudiments of grammar, with constant application in the construction of sentences. Mas-

tery of the forms and use of pronouns, pronominal adjectives, of all but the rare irregular verb forms, and of the simpler uses of the conditional and subjunctive.

Fraser & Squair, *Abridged French Grammar*; Labiche and Martin, *Le Voyage de M. Perrichon*; Lamartine, *Jeanne d'Arc*; La Brete, *Mon Oncle et Mon Cure*; Merimée, *Colomba*; or equivalents.

COURSE M.—3 hours a week. (3 points.) INTERMEDIATE FRENCH. At the end of this course the student should be able to read at sight ordinary French prose or simple poetry, to translate into French a connected passage of English based on the text read, and to answer questions involving a more thorough knowledge of syntax than is expected in the elementary course. The work comprises the reading of from 400 to 600 pages of French of ordinary difficulty, a portion in the dramatic form; constant practice in giving French paraphrases, abstracts or reproductions from memory of selected portions of the matter read; the study of a grammar of moderate completeness; writing from dictation.

Fraser & Squair, *Abridged French Grammar*; Bazin, *Les Oberle*; Dumas, novels; Sandeau, *Mlle. de la Seigliere*; de Tocqueville, *Voyage en Amerique*; or equivalents.

COURSE N.—3 hours a week. (3 points.) ADVANCED FRENCH. The rapid reading of from 300 to 500 pages of French poetry and drama, classical and modern, only difficult passages being explained in class; writing of short themes in French; study of syntax; history of French Literature; idioms.

Duval, *Histoire de la Literature francaise*; Hugo, *Hernani*; Corneille's dramas; Rostand's *Cyrano de Bergerac*; Renan's *Souvenirs d'enfance et de jeunesse*; Moliere's plays; or equivalents.

German

The courses in German are parallel to the corresponding courses in French. The amount of work required in each course and the methods are approximately the same.

COURSE B.—(*Preliminary*). 5 half-hours a week. Study of the language begun.

Bacon, *First Year German*; Zschokke's *Der Zerbrochene Krug*.

COURSE C.—5 half-hours a week. (2 points.) *Prerequisite:* German B. **ELEMENTARY GERMAN I.**

Bacon, *German Grammar*; Storm's *Immensee*; Hillern's *Hoher als die Kirche*; Heyse' *L'Arrabiata*; Meissner's *Aus meiner Welt*; Bluthgen's *Das Peterle von Nurnberg*; Storm's *Immensee*, any of Baumbach's short stories or equivalents.

COURSE D.—5 half-hours a week. (2 points.) **ELEMENTARY GERMAN II.** Continuation of Course C.

Bacon, *German Grammar* (completed); Benedix' *Der Prozess*; Arnold's *Fritz auf Ferien*; Riehl's *Der Fluch der Schonheit*; Gerstacker's *Germelshausen*; Eichendorff's *Aus dem Leben eines Taugenichts*; Wildenbruch's *Das edle Blut*; Jensen's *Die braune Erica*; Seidel's *Leberecht Huehnchen*; Fulda's *Unter vier Augen*; Benedic's *Lustpiele* (any one) or equivalents.

COURSE M.—3 hours a week. (3 points.) **INTERMEDIATE GERMAN.**

Freytag's *Die Journalisten*; Baumbach's *Der Schwiegersohn*; Lessing's *Minna von Barnhelm*; Scheffel's *Der Trompeter von Sakkingen*; Uhland's poems.

COURSE N.—3 hours a week. (3 points.) **ADVANCED GERMAN.**

Holzwarth, *German Literature, Land and People*; Goethe's *Hermann und Dorothea*; Lessing's *Nathan der Weise*; Schiller's *Wallenstein*; Scheffel's *Ekkehard*.

Sight reading without translation.

Italian

These courses may be substituted for French or German, but are only offered when there are three or more candidates for any one of them.

COURSE B.—5 periods a week. Study of the language begun. Careful drill in pronunciation. Dictation. Grammar (not including the use of the Subjunctive).

Reading: *Edmondo de Amicis*. Simple stories, plays, and poems.

COURSE C.—5 periods a week (2 points). *Prerequisite:* Course B Grammar continued. Composition. Conversation.

Reading: Manzoni, *I Promessi Sposi*; the comedies of Goldoni.

COURSE D.—5 periods a week (2 points). Continuation of Course C.

Dante. Carducci.

COURSE X.—ONE YEAR COURSE FOR MUSIC STUDENTS. 2 periods a week.

Careful drill in pronunciation. Exercises in Rhythm. Reading and recitation from dramas and operas.

No grammar or conversation is taught in this course.

Latin

Students well grounded in English may complete Courses O and A in a single session.

COURSE O.—5 half-hours a week. (*Preliminary Course.*) Study of the simple inflectional forms; marking of quantities; reading aloud; translation of sentences from Latin into English, and from English into Latin; translation at hearing; easy connected Latin and English.

Bennett, *First Year Latin*; Kirtland, Ritchie, *Fabulæ Faciles* (Perseus, Hercules).

COURSE A.—5 half-hours a week. ELEMENTARY LATIN I. Review and continuation of work of Course O; thorough review of forms with use of note-book; composition and derivation of words; systematic study of syntax of cases and verb.

Bennett, *First Year Latin* (rapidly reviewed); Ritchie's *Fabulæ* (completed); Rolfe, *Viri Romæ*; Bennett, *Latin Grammar*.

COURSE B.—5 half-hours a week. ELEMENTARY LATIN II. CÆSAR. Continuation of preceding work; study of the structure of sentences in general, and particularly of the relative

and conditional sentence, indirect discourse, and the subjunctive; sight translation, military antiquities.

Bennett, *Caesar* (Books I-IV); Bennett, *Latin Grammar*; Bennett, *Latin Writer*.

COURSE C.—4 hours a week. (4 points.) ELEMENTARY LATIN III. CICERO. Continued systematic study of grammar and composition; study of Roman political institutions; short passages memorized: prose and poetry at sight.

Bennett, *Cicero* (four orations against Cataline, Archias, Manilian Law); Bennett, *New Latin Composition*.

COURSE D.—4 hours a week. (4 points.) ELEMENTARY LATIN IV. VIRGIL. Continuation of preceding courses; prosody (accent, general versification, dactylic hexameter.)

Bennett's *Virgil's Æneid* (Books I-IV); Bennett, *Latin Grammar*; Bennett, *New Latin Composition*.

COURSE M.—3 hours a week. (3 points.) INTERMEDIATE LATIN I. The public and private life of the Romans as told in the Latin. Literature. Prose composition. Recitation; occasional explanatory lectures; parallel reading. (1) *First half-year: THE ROMAN HISTORIANS*; (2) *Second half-year: THE ROMAN POETS*.

(1) Melhuish, Cape, *Livy* (Books XXI, XXII); Allen, *Tacitus' Germania*; (2) Page, *Horace's Odes* (Books I, II); Baker, *Horace's Satires and Epistles* (selected); (1, 2) Gildersleeve-Lodge, *Latin Composition*; Peck and Arrowsmith, *Roman Life in Prose and Verse*; Wilkins, *Roman Antiquities*.

COURSE N.—3 hours a week. (3 points.) INTERMEDIATE LATIN II. Continuation of Course M. (1) *First half-year: ROMAN PHILOSOPHY*; (2) *Second half-year: ROMAN DRAMA*.

(1) Shuckburgh, *Cicero's de Senectute and de Amicitia*; (2) Elmer, *Terence's Phormio*; (1, 2) Gildersleeve-Lodge, *Latin Composition*; Peck and Arrowsmith, *Roman Life in Prose and Verse*.



WEST SIDE



EAST SIDE

THE ART STUDIO WITH THE ANNUAL EXHIBIT OF STUDENTS' WORK



DOMESTIC SCIENCE LABORATORY



THE SKETCH CLUB IN THE GROVE

Greek

Greek and Latin are considered as equivalents in all courses.

Greek may be substituted for Latin, in whole or in part. Greek courses are offered by the school when there is a sufficient number of students to justify it.

COURSE B.—5 half-hours a week. **ELEMENTARY GREEK I.** First year Greek. Special attention to the mastery of forms and principal constructions.

Ball, *Elementary Greek Book*; Macmillan, Greek Reader.

COURSE C.—4 hours a week. (4 points.) **ELEMENTARY GREEK II.** Grammar; reading; composition; sight-reading. Methods as in Latin.

Goodwin, *Greek Grammar*; Goodwin, *Xenophon's Anabasis* (four books); Jones, *Greek Prose Composition*.

COURSE D.—4 hours a week. (4 points.) **ELEMENTARY GREEK III.** Continuation of Course C.

Goodwin, *Greek Grammar*; Seymour, *Homer's Iliad* (4,000 lines); Daniell, *Greek Prose Lessons*.

Mathematics

Candidates for graduation must at least have credit for C Mathematics.

Candidates for certificates must have at least finished Course B.

COURSE A.—5 periods a week. (1) **ARITHMETIC.** A thorough review of the fundamental principles. Special attention to common and decimal fractions, and percentage and its applications. (2) **ALGEBRA.** The study of elementary Algebra, as laid down in an elementary text-book.

(1) Wentworth-Smith, *Complete Arithmetic*; (2) Slaught and Lennes, *First Principles of Algebra* (to page 276), or Wentworth-Smith, *Academic Algebra*.

COURSE X.—5 periods a week. **COMPLETE ARITHMETIC.** Commercial problems; review of common and decimal fractions; metric system; mental arithmetic; percentage and the applications; mensuration. *Not counted for graduation. Intended especially for business pupils.*

Moore and Miner, *Concise Business Arithmetic*.

COURSE B.—5 periods a week. ALGEBRA THROUGH QUADRATICS. The four fundamental operations for rational algebraic expressions; factoring, determination of highest common factor and lowest common multiple by factoring; fractions, including complex fractions, and ratio and proportion; linear equations, both numerical and literal, containing one or more unknown quantities; problems depending on linear equations; radicals, including the extraction of the square root of polynomials and of numbers; exponents, including the fractional and negative; quadratic equations, both numerical and literal.

Slaught and Lennes, *First Principles of Algebra* (pp. 134-397), or Wentworth-Smith, *Academic Algebra*.

COURSE C.—5 hours a week. *Prerequisite:* Course B. (1) First three months: ALGEBRA FROM QUADRATICS. (2 *points*.) Review of Quadratic Equations; simple cases of equations with one or more unknown quantities, that can be solved by the methods of linear or quadratic equations; the binomial theorem for positive integral exponents; the formulas for the n th term and the sum of the terms of arithmetical and geometrical progressions, with applications. Students are required to solve numerous problems which involve putting questions into equations. The use of graphical methods and illustrations, particularly in connection with the solution of equations, is required.

(2) Last five months: PLANE GEOMETRY. (3 *points*.) The usual theorems and constructions, including the general properties of plane rectilinear figures; the circle and the measurement of angles; similar polygons; areas; regular polygons and the measurement of the circle. The solution of numerous original exercises, including loci problems. Applications to the mensuration of lines and plane surfaces.

(1) Slaught and Lennes, *First Principles of Algebra* (from page 365), or Wentworth-Smith *Academic Algebra*; (2) Wentworth-Smith, *Plane Geometry*.

COURSE D.—3 hours a week. *Prerequisite:* Course C. (1) First half-year: SOLID GEOMETRY. (1 1-2 points.) The usual theorems and constructions of good text-books, including the relations of planes and lines in space; the properties and measurements of prisms, pyramids, cylinders and cones; the sphere and the spherical triangle. The solution of numerous original exercises, including loci problems. Applications to the mensuration of surfaces and solids.

(2) Second half-year: PLANE AND SPHERICAL TRIGONOMETRY. (1 1-2 points.) Definitions and relations of the six trigonometric functions as ratios; circular measurements of angles. Proofs of principal formulas, in particular for the sine, cosine, and tangent of the sum and the difference of two angles, of the double angle and the half angle, the product expressions for the sum or the difference of two sines or of two cosines, etc. the transformation of trigonometric expressions by means of these formulas. Solution of trigonometric equations of a simple character. Theory and use of logarithms (without the introduction of work involving infinite series). The solution of right and oblique triangles and practical applications, including the solution of right spherical triangles.

Wentworth-Smith, *Solid Geometry*; (2) Wentworth-Smith, *Trigonometry*.

COURSE M.—3 hours a week. *Prerequisite:* Course D. (1) First half-year: ADVANCED ALGEBRA. (1 1-2 points.) Permutations and combinations, limited to simple cases. Complex numbers, with graphical representations of sums and differences. Determinants, chiefly of the second, third, and fourth orders, including the use of minors and the solution of linear equations. Numerical equations of higher degree, and so much of the theory of equations, with graphical methods, as is necessary for their treatment, including Descartes's rule of signs and Horner's method, but not Sturm's functions or multiple roots. (2) Second half-year: ANA-

LYTICAL GEOMETRY. (1 1-2 points.) Introduction to the analytical geometry of the plane and of space. Proof of formulas; original examples.

Riggs, *Analytic Geometry*.

COURSE N.—2 hours a week. *Prerequisite:* Course M. CALCULUS. (2 points.) Elementary course in the differential and integral calculus.

Granville, *Differential and Integral Calculus*.

Natural Science

Candidates for graduation must take at St. Mary's at least one biological and one physical science.

The certificates of candidates for admission to the Freshman Class must show clearly the amount of work done in Physical Geography and Physiology. Unless enough has been done the student will be required to take these courses at St. Mary's.

Courses Ca and Cb are given in alternate years; likewise Courses Da and Db.

M and N Courses are offered when required.

COURSE A.—4 half-hours a week. GENERAL ELEMENTS OF SCIENCE. A simple general treatment of the elementary facts of the various branches of natural science.

Clark, *General Science*.

COURSE B.—4 half-hours a week. PHYSICAL GEOGRAPHY. (a) The study of a standard text-book to gain a knowledge of the essential principles and of well-selected facts illustrating those principles. (b) Individual laboratory and field work comprising about 40 exercises.

Tarr, *Principles of Physical Geography*.

COURSE Ca.—4 hours a week, second half-year. ELEMENTARY ZOOLOGY. (2 points.) A general study of the principal forms of animal life, their structure, development geographical distribution and adaptation, reproduction, etc. Individual laboratory work.

Davenport, *Introduction to Zoology*.

COURSE Cb.—4 hours (3 hours recitation and demonstration and one double hour laboratory practice) a week, second half-year. **ELEMENTARY BOTANY.** (2 points.) The general principles of anatomy and morphology, physiology, and ecology, and the natural history of the plant groups and classification. Individual laboratory work; stress laid upon diagrammatically accurate drawing and precise expressive description.

Bailey, *Botany*.

COURSE Da.—4 hours (2 hours recitation and demonstration, 2 double-hours laboratory) a week, first half-year. **ELEMENTARY CHEMISTRY.** (2 points.) (a) Individual laboratory work. (b) Instruction by lecture-table demonstration, used as a basis for questioning upon the general principles involved in the student's laboratory investigations. (c) The study of a standard text-book to the end that a student may gain a comprehensive and connected view of the most important facts and laws in elementary chemistry.

Brownlee, *First Principles of Chemistry and Laboratory Manual*.

COURSE Db.—4 hours (2 hours recitation and demonstration, 2 double-hours laboratory work) a week. **ELEMENTARY PHYSICS.** A parallel to the course in Chemistry (Course Da) in scope and method.

Carhart and Chute, *High School Physics*.

Courses Cb and Da are given in 1915-16.

“Philosophy”

The following courses are intended for general all-round development and are required of all candidates for graduation.

“PHILOSOPHY M1.”—2 hours a week, first half-year. (1 point.) **CIVIL GOVERNMENT.** The leading facts in the development and actual working of our form of government.

Fiske, *Civil Government in the United States*.

“PHILOSOPHY M2.”—2 hours a week, second half-year. (1 point.) **POLITICAL ECONOMY.** The principles of the science

made clear and interesting by their practical application to leading financial and industrial questions of the day.

Ely and Wicker, *Elementary Economics*.

"PHILOSOPHY N1a."—2 hours a week, first half-year. (1 point.) ETHICS. A general outline of the foundation principles, especially as applied to the rules of right living.

Janet, *Elements of Morals*.

"PHILOSOPHY N2a."—2 hours a week, second half-year. (1 point.) EVIDENCES. Christianity portrayed as the perfect system of ethics, and as the most complete evidence of itself.

Fisher, *Manual of Natural Theology*, Fisher, *Manual of Christian Evidences*.

"PHILOSOPHY N1b."—2 hours a week, first half-year. (1 point.) PSYCHOLOGY. A brief introduction to the subject, the text-book being supplemented by informal lectures and discussions.

Halleck, *Psychology*.

"PHILOSOPHY N2b."—2 hours a week, second half-year. (1 point.) SOCIAL SERVICE. An elementary treatment, with discussions of practical problems suggested.

Davis, *The Field of Social Service*.

Pedagogy

PEDAGOGY I.—2 hours a week. (2 points.) Intended to prepare students to become teachers; it is also useful in making them better students. There can be no successful teaching without the foundation of a good education. Many of the methods of any teacher must be a repetition of the methods already experienced as a student. No course of special training just before the student becomes a teacher can entirely make up for any previous lack of thorough scholarship or for habituation to faulty methods of classroom management. The study of Pedagogy can only partially restore what has been lost, and this it aims to do.

The chief aims of this course are to learn from the wisdom and experience of others what methods have been proven the best and to study the psychology of the child, whose mental habits are largely forgotten as one becomes more mature. The instruction is partly by text-books and partly by informal lectures and discussions, thus covering school management, class-room management, child psychology and other allied subjects, along with a study of the School Law of North Carolina and the work of the Teachers' Institutes. Actual practice in teaching is also afforded, when desirable.

James, *Talks to Teachers*; Colgrove, *The Teacher and the School*; and various pamphlets.

Bible Study

Both resident and local students are required to take a one-hour course in Bible Study. On account of the varying lengths of time spent at the School by different students, the variation of the classes which they enter, and the difference in knowledge of the subject shown by members of the same college class, it is difficult to arrange these courses in as systematic a way as might be desired.

Students are therefore assigned to Bible classes partly on the ground of age and partly on the ground of the amount of work done and the length of time spent at the School.

There are four divisions pursuing separate courses. These courses are designed to cover the Old and New Testament and the History of the Bible, in two years; and then to give a fuller knowledge of these subjects to those pursuing a longer course at the School.

The instruction is partly by lecture accompanied by the use of a uniform edition of the Bible (with references, dictionary, maps, etc.), as a text-book; and partly by Instruction Books.

All resident students are also required to take a half-hour course in one of the Sunday classes. These courses are either on the Bible, or the Prayer Book, or Church History.

Department of Music

MISS MARTHA A. DOWD. Director

General Remarks

Music is both an Art and a Science. As such, the study of music is strong to train the mind, to touch the heart, and to develop the love of the beautiful. The importance of this study is being more and more realized by the schools, and its power felt as an element of education. No pains are spared in preparing the best courses of study, methods of instruction and facilities of work, in this department.

It is the aim of the Music Department of St. Mary's to give students such advantages in technical training, in interpretative study, and in study of musical form and structure, as will enable them not only to develop their own talent, but also to hear, to understand, and to appreciate the beautiful in all music.

The department is well equipped with a Miller, a Knabe, and a Steinway grand pianos, in addition to twenty-six other pianos and three claviers. The practice rooms are separate from the other buildings, and there is a beautiful Auditorium which seats six hundred and fifty people.

Organ pupils are instructed on an excellent two-manual pipe organ, with twenty stops, and a pedal organ. A Kinetic electric blower adds greatly to the convenience of instruction and practice.

Courses of study are offered in Piano, Voice, Organ and Violin.

Concerts and Recitals

For the purpose of acquiring confidence and becoming accustomed to appearing in public, all music pupils are required to meet once a fortnight in the Auditorium for an afternoon

recital. All music pupils take part in these recitals, which are open only to members of the School.

Public recitals are given by the advanced pupils during the second term of the school year.

A series of Faculty recitals is given during the year and there are frequent opportunities for hearing music by artists, both at St. Mary's and in the city.

The Choir

No part of the School music is regarded as of more importance than the singing in Chapel. The whole student body attends the services of the Chapel and takes part in the singing. The best voices are chosen for the choir, which leads in all the Chapel music, and often renders special selections, and for this purpose meets once a week for special practice. The students in this way become familiar with chanting, with the full choral service, and with the best church music. Membership in the choir is voluntary, but students admitted to the choir are required to attend the weekly rehearsal.

The whole school is expected to join in the music of the Chapel services, and for this reason a rehearsal of the whole School is conducted by the Rector after the service in the Chapel on Saturday evenings. At the Sunday evening services four-part anthems are frequently rendered.

The Chorus Class

The Chorus Class is not confined to the music students, but is open to all students of the School, without charge. This training is of inestimable value, as it gives practice in sight reading and makes the student acquainted with the best choral works of the masters—an education in itself.

Care is taken not to strain the voices and attention is paid to tone color and interpretation. The beauty and effect of chorus singing is in the blending of the voices, and to sing in chorus it is not necessary to have a good solo voice.

This branch of the musical training is always enjoyed by the students, as everybody likes to sing, and almost everybody can sing.

From the members of the Chorus Class voices are selected by the Chorus Conductor for special work. Membership in the Chorus Class is voluntary. But parents are urged to require this work from their daughters, if they are deemed fit for it by the Conductor. When, however, a student is enrolled, attendance at rehearsals is compulsory, until the student is excused by the Rector at the request of the parent.

Relation to the Academic Department

Studies in the Music Department may be pursued in connection with full academic work, or may be the main pursuit of the student.

Study in the Music Department is counted to a certain extent toward the academic classification of regular students of the Academic Department. The theoretical studies count the same as Academic studies. The technical work is given Academic credit in accordance with certain definite rules. (See page 65.) Not more than three points credit in Music in one year, nor more than twelve points in all can be counted toward graduation from the College.

Pupils specializing in music are, as a rule, expected to take academic work along with their musical studies. This is in accordance with the prevailing modern ideals in professional studies and the pursuit of special branches which require some general education in addition to the acquirements of a specialist. Students from the city may take lessons in music only. Certificates in Music are awarded only to students who have completed the required minimum of academic work. (See page 36 or 65.) This requirement, which applies also to the Art and Elocution Departments, is designed to emphasize the fact that the school stands for thoroughness and breadth, and will not permit the sacrifice of a well-rounded education to over-development in any one direction.

Classification in Music

Students entering the department are examined by the Director and assigned to a teacher.

Thereafter, at the end of the first half-year (or earlier if advisable), the student's classification in music is decided and she is enrolled in the proper class. This determines her degree of advancement in her musical studies.

The examinations for promotion are held semi-annually. The marks in music indicate the quality of work, not the quantity. Promotion is decided by an examination, which shows both that the required amount of work has been done and that it has been well done.

Candidates for promotion or graduation, after satisfying the requirements in theoretical attainments, are required to perform certain stipulated programs before the Faculty of Music.

To be classified in a given class in Music the student must have completed the entire work indicated below for the previous class or classes, and must take the whole of the work laid down for the class she wishes to enter. Instrumental or vocal work is not sufficient for enrollment in a given class without the theoretical work.

Classification in music is entirely distinct from academic classification; but the satisfactory accomplishment of the full work of the Freshman or higher classes in music is counted toward academic graduation, provided the student is at that time a member of the College.

Classes in Music

(It should be carefully noted that the names of the classes as here used are of musical standing only, and do not refer to the academic class of which the same student may be a member.)

The regular course is designed to cover a period of four years from the time of entering the Freshman class, but the

thoroughness of the work is considered of far more importance than the rate of advance. It may require two or more years to complete the work of the Preparatory class.

PREPARATORY.—*Course 1 in Theory and Course 1 in Piano, or in Voice, or in Violin.*

FRESHMAN.—*Course 2 in Theory and Course 2 in Piano, or in Organ, or in Voice, or in Violin.*

SOPHOMORE.—*Course 3 in Theory and Course 3 in Piano, or in Organ, or in Voice, or in Violin.*

JUNIOR.—*Course 4 in Theory and Course 4 in Piano, or in Organ, or in Voice, or in Violin.*

SENIOR.—*Course 5 in Theory and Course 5 in Piano, or in Organ, or in Voice, or in Violin.*

Awards

The certificate of the Department is awarded under the following conditions:

1. The candidate must have completed the work, theoretical and technical, of the Senior Class in the Music Department. (See above.)
2. The candidate must have been for at least *two years* a student of the department.
3. The candidate must have finished the technical work required and have passed a satisfactory examination thereon, at least one-half year before the certificate recital which she must give at the end of the year.

A *Teacher's Certificate* will be given in Piano, Organ, Violin or Voice, respectively, on the same conditions as the regular *Certificate*, with the following modifications:

1. The applicant does not have to complete her technical work before the end of the year.
2. She does not have to give a public recital.
3. She must demonstrate by practice during her last year her ability to teach the subject in which she applies for the Teacher's Certificate.

The Diploma, the highest honor in the Music Department, is awarded to a student who has already received the Certifi-

cate and who thereafter pursues advanced work in technique and interpretation for at least one year at the school.

Academic Credit for Music Courses

Theory 3 or 4 or 5 receive academic credit of *1 point each*.

The foregoing studies are credited, like any academic subject, only when the student has attained an average of 75 per cent on the recitations and examinations of the year.

The *technical* work in Music is also credited for academic classification as follows:

The completion at the School of the technical work in the Freshman, Sophomore, Junior, or Senior classes in Music will entitle the student to 3 points of academic credit for the work of each class thus completed under the following conditions:

(1) Not more than three points may be earned in any one year in Piano, Voice, Violin, or Organ—whether one or more of these subjects is studied.

(2) Not more than 12 points (one-fifth of the total amount required for graduation from the college) may be earned in all.

(3) In order to be entitled to credit the pupil must be a member of the College. (Preparatory pupils may not count Music toward subsequent academic graduation.)

(4) In order to be entitled to credit for the technical work of a given class in music, the student must also have completed satisfactorily the theoretical work of that class.

(5) Promotion to a given course in technical work is evidence of the satisfactory completion of the work of the previous course.

The Minimum of Academic Work Required for Certificates

Candidates for Certificates in the Music Department, the Art Department, the Elocution Department, or in the Department of Home Economics, must have completed the following minimum of academic work. This work must have been done at St. Mary's, or be credited by certificate or examination in accordance with the regular rules for credits.

(1) The A and B Courses in English, History, Mathematics, Science, and in either Latin or French or German.

(2) The C and D Courses in English.

(3) Such other College Courses as will amount to "twelve points" of Academic credit.

It will be observed that the above covers the requirements for entrance to the Freshman Class of the Academic Department with "20 points" in college work. ("60 points" is the requirement for an Academic Diploma.)

The Courses

The courses in Music are divided into *Theoretical* (including for convenience History of Music) and *Technical*.

Theoretical Courses

(One hour each per week. Academic credit: 1 point.)

THEORY 1. Evans' *Elements of Music* used in the Preparatory Department of Peabody Conservatory. Dictation. Lessons in rhythm.

THEORY 2. Solfeggio.

THEORY 3. Chadwick's *Lessons in Harmony* with Keyboard Harmony.

THEORY 4. Harmony continued. Elson's *Theory of Music*.

THEORY 5. Elson's *Theory* continued. History of Music, with lectures and illustrations.

Technical Courses

In general, each course corresponds to a year's work for a pupil with musical taste. But even faithful work for some pupils may require more than a year for promotion.

Piano

COURSE I.—All major scales in chromatic order, hands together, quarter note=M.M. 100. Harmonic and melodic minor scales, hands separate, eighth note=M.M. 100. Major arpeggios, hands separate, quarter note=M.M. 80. Studies, Duvernoy 176; Kohler op. 157, 242; Heller op. 47; Burgmuller op. 100. Easier sonatinas by Lichner, Clementi, Kuhlau, etc. Read at sight first-grade piece.

COURSE II.—Major scales, hands together, quarter note=M.M.

116. Harmonic and melodic minor scales, hands separate, quarter note=M.M. 100; together=M.M. 80. Arpeggios, major and minor, hands separate, quarter note 92. Duvernoy op. 120; Czerny 636; Le Couppey op. 20; Heller op. 46; Bach Little Preludes and Fugues. One major scale in octaves, hands separate, eighth note=M.M. 120. Turner Octaves op. 28. Vogt Octaves. Sonatinas Kuhlau, Diabelli, etc. Read at sight second-grade piece.

COURSE III.—Harmonic and melodic minor scales, hands together, quarter note=M.M. 116. Arpeggios, major and minor, hands together, quarter note=M.M. 92. Major scales in octaves in chromatic order, hands separate, quarter note=M.M. 72. Three scales in thirds, sixths, tenths, and contrary motion, quarter note=M.M. 100. Czerny 299; Bernes op. 61.; Krause op. 2; Heller op. 45; Bach Two-Part Inventions. Easier Sonatas Clementi, Mozart, Haydn, Beethoven. Read at sight third-grade piece.

COURSE IV.—Minor scales in 16th notes, hands together, quarter note=M.M. 132. Major and minor arpeggios hands together, in sixteenth notes, quarter notes=M.M. 116. Three minor (melodic and harmonic) scales in thirds, sixths, tenths, and contrary motion, played in sixteenth notes, quarter note=M.M. 100. Major scales in octaves, hands together, played in sixteenth notes, quarter note=M.M. 72. Scale of C in double thirds, hands separate, played in sixteenth notes, an eighth note=M.M. 100. Bach French Suites, Three-part Inventions. Cramer Etudes. Clementi "Gradus ad Parnassum." A sonata (Beethoven, Mozart or Haydn) and a modern composition to be mastered technically and interpreted by the student, without assistance. Read at sight a third grade piece or play a simple accompaniment.

COURSE V.—Six major scales and six minor scales (three harmonic and three melodic) in thirds, sixths, tenths, and in contrary motion, played hands together in sixteenth notes, quarter note=M.M. 72. Arpeggios dominant and diminished 7ths, hands together, played in sixteenth notes, quarter note=M.M. 116. All major scales in double thirds hands separate, played in sixteenth notes, quarter note=M.M. 72. Bach Well Tempered Clavichord and advance studies in interpretation. Public recital.

For Diploma

COURSE VI.—Preludes and Fugues from Bach's Well Tempered Clavichord, 1 or 2. Concert studies, Moscheles, Moszkowski, Joseffy. The student must have a repertoire including works of Beethoven, Mozart, Haydn, Chopin, Mendelssohn, and of modern composers, MacDowell and others. Public recital.

Composition Class

Pupils of advanced grades may join a voluntary class in composition, in which they are taught to express correctly their original musical ideas. This class is under the supervision of Mr. R. Blinn Owen.

Voice

COURSE 1. Breath control, sight singing and tone development. Scales and arpeggios sung slowly. Sieber, *Eight-measure Studies*. Nava, *Elements of Vocalization*. Bona, *Rhythmic Articulation*. Simple songs and ballads.

COURSE 2. Vocalization, poise, sight singing. Studies by Lamperti, Concone, Vocalises. Bordogni, Easy Vocalises. Marchese and Vaccai. Modern songs and easy classics.

COURSE 3. Vocalizations. Sight singing studies by Mazzoni, Marchesi, Concone, Lamperti and Bravina. Panofka, op. 81. Shakespeare, *Art of Singing*. Sight singing. Ballads and simple old French and Italian songs.

COURSE 4. Vocalizations. Sight-singing Studies by Vannini, Otta Vocalizzi. Panofka, op. 61. Spicker, Masterpieces of Vocalization, Books 1 and 2, Manuel Garcia, Studies. Sight singing. Arias from the old and modern Operas.

COURSE 5. Vocalizations, Sight singing and Embellishment. Studies either in Dramatic, Colorature, or Lyric. Sieber, op. 129-130. Vannini. Spicker, Master Studies, books 3 and 4. Classic songs and arias. Oratorio and opera. Public Recital.

For examination the student must sing Scales, Roulades and Arpeggios rapidly. She must have a repertoire of classic songs and be able to sing Arias from any of the operas and oratorios studied.

Organ

Practical instruction is given from the first rudiments to the highest difficulties of the instrument, both in its use as an accompaniment to the different styles of Church music, and in the various methods of the employment of the organ as a solo instrument.

Opportunity is given to acquire confidence and experience by practice in accompanying the services of the Chapel, beginning with the easier work at the daily services of the School and going on through the accompaniment of anthems and more elaborate services on Sunday.

COURSE I.—The organ pupil must have enough work in piano to enable her to enter the Freshman Class in piano. This constitutes Preparatory work for the organ course.

COURSE II.—Pedal Studies by Horner, Books 1 and 2. Pedal scales and arpeggios, slowly. Studies by Anton Andree. Two and three part playing, hands separate. Hymn playing.

COURSE III.—Bach's Pedal Studies. Easy Preludes and Fugues by Merkel, Batiste, and Bach. Service playing. Easy transposition and Modulation and easy Improvisation.

COURSE IV.—Sight reading. Bach's Preludes and Fugues. Sonatas, Symphonies, and Overtures by Widor, Guilmant, Mendelssohn. Woltsenholme, Service and Chorale playing, Transposition, Modulation and Improvisation.

COURSE V.—Sight reading, Bach's Prelude and Fugues, Carl's Master Studies, Service and Chorale playing. Transposition, Modulation and Improvisation. The following work must be done for examination: Play a prepared piece. Read at sight a selected piece (on two manuals and pedal). Modulate to any key called for (4 tests). Transpose a selected Hymn up or down one tone (at sight). Paper work in Hymnology, Musical Form, Organ construction and tuning, Choir training, Musical Dictation and General questions in Musical knowledge.

An advanced piano student might do the work of two of the above courses in one year.

Violin

The course in Violin is indicated in the summary given below. Pupils of the department, if sufficiently advanced, are required to take part in the Orchestra, which is included in the regular work of the department.

COURSE 1.—Exercises and studies by Heming, David (Part I).
Dancla, Hofman op. 25, Wohlfahrt op. 45. Easy solos by
Hauser, Sitt, Dancla, Papini, etc.

COURSE 2.—Exercises and studies by Schradieck, David (Part II), Sevcik op. 6, Kayser op. 37. Solos adapted to the needs of students.

COURSE 3.—Exercises and studies by Schradieck, David (Part II), Sevcik op. 6, op. 8, op. 9, Dont, Kayser op. 20, Kreutzer. Solos by DeBeriot, Dancla, etc. Modern composers.

COURSE 4.—Exercises and studies by Schradieck, Sevcik, Rode, Kreutzer. Sonatas, Concertos by Viotti, Spohr, DeBeriot, etc.

COURSE 5.—Exercises and studies by Sevcik, Mazas, Fiorillio. Sonatas, Concertos. Public recital.

A knowledge of piano, sufficient to play second grade pieces at least, is required in the case of pupils in the last two courses.

Art Department

MISS CLARA FENNER.....Director

The aim of the Art Department is to afford an opportunity for serious study, and to give a thorough Art education, which will form the basis of further study in the advanced schools of this country and abroad; also, to enable pupils who complete the full course to become satisfactory teachers. All work is done from nature.

The Studio is open daily during school hours. Candidates for a certificate in the Art Department must pass satisfactorily the course in Drawing, Painting, and the History of Art, and must also satisfy the academic requirements for a certificate as stated on page 65.

The technical work in the *Art Course, leading to a certificate*, ordinarily requires a period of three years for completion. About half of this time is required for Drawing, and the second half for Painting.

I. DRAWING. The student is first instructed in the *free-hand* drawing of geometric solids, whereby she is taught the fundamentals of good drawing, the art of measuring correctly, and the drawing of straight and curved lines. This work is exceedingly important.

Next the student is taught drawing from still-life, with shading; the drawing of plants; of casts; original designs—conventional and applied—in black and white, and in color; and pencil sketches from nature.

After this comes charcoal drawings; or shading in pen and ink; or wash-drawings in monochrome as in magazine illustrating.

II. PAINTING. This includes work in oil and in water color.

The student is required to paint two large still-life groups; two large landscapes; two flower studies, one a copy

and one from nature; several sketches from nature, and two original designs.

III. HISTORY OF ART.—This study includes the history of Architecture, Sculpture, and Painting. This course is important and is required of all students in the regular art course.

SPECIAL COURSES.—Pupils who do not wish to take the regular course may take any of the above courses or of the following special courses:

1. **FLOWER PAINTING.**—Special attention is given to flower painting in water color.

2. **STILL-LIFE PAINTING.**—This work is preparatory to more advanced work in the flower painting and life classes. Either oil or water color may be used as a medium.

3. **CHINA PAINTING.**

4. **LIFE CLASS.**—A living model is provided from which the students may draw and paint.

5. **SKETCH CLUB.**—This club is formed of students who take turn in posing in costume. The same model poses only once. During the spring and fall months outdoor sketching from nature is done.

6. **ADVANCED ANTIQUE.**—All classes are graded according to this work. Drawing from Greek antiques in charcoal is required of all pupils taking the full course.

7. **COMPOSITION CLASS.**—This class is one of the most important in the department, and makes for the development of the creative and imaginative faculties. Subjects are given and "pictures" must be painted and submitted for criticism on certain days in the term.

8. **DESIGN CLASS.**—This work is planned according to the principles originated and applied by Arthur W. Dow, and is a combination of the Occidental and Oriental principles. A close study of nature and an original imaginative use of her forms in design is the keynote of this method.

9. **ARCHITECTURAL AND MECHANICAL DRAWING.**—To supply the demand for women draftsmen in architects' offices, a special course in Architectural and Mechanical Drawing is offered by the School. The course begins with geometrical figures, projections of objects, and leads up gradually to the highest forms of architectural work.

10. **STENCILING.**—This class offers an opportunity for applying a knowledge of designing.

Business Department

MISS LIZZIE H. LEE.....Director

The Business Department of St. Mary's was established in 1897 to meet the growing demand for instruction in the commercial branches, which are more and more affording women a means of livelihood. The course is planned to accomplish this purpose as nearly as possible.

The curriculum embraces thorough instruction in Stenography, Typewriting, Manifolding, etc.; Bookkeeping, Arithmetic, Penmanship, and English.

Students taking, as is advised, the course in connection with academic work, would ordinarily complete the Business Course in one school year.

Students may take either the full course or any part of it.

Graduates of the Department have been universally successful in their practical business engagements, and are the best recommendation for the work of the department.

Requirements

In order to be well prepared to take the course to advantage, students, before entering the Business Department, should have satisfactorily completed the work of the Preparatory School or its equivalent.

Attention is called to the fact that the services of a stenographer and her ability to command a high salary depend not so much on her technical skill in actual typewriting and stenography, to which much may be added by practice afterwards, but to the preliminary mental equipment with which she undertakes her technical preparation.

Awards

The BUSINESS CERTIFICATE is awarded those students who complete the work of the full course, including all the work

required for certificates in Stenography, Typewriting and Bookkeeping.

The DIPLOMA of the department is reserved for those students who in addition to completing the work required for the Business Certificate have the mental equipment to do unusually good work in their profession, and who have demonstrated their fitness for such work by actual practice.

Certificates in Stenography, Typewriting or Bookkeeping are awarded students who have completed the respective requirements stated below.

Courses

In Stenography, the Isaac Pitman System of Shorthand is used. This is the standard system, is easily acquired, and meets all the demands of the amanuensis and the reporter.

The work of the courses and the requirements for Certificates are as follows:

STENOGRAPHY.—The texts used are Isaac Pitman's *Short Course in Shorthand*, *Business Correspondence in Shorthand Nos. 1 and 2*, and *Book of Phrases and Contractions*. In connection with the texts, the following books from the Isaac Pitman shorthand library are used in class for reading and dictation purposes: *Vicar of Wakefield*, *Irving's Tales and Sketches*, *Macaulay's Warren Hastings*, *Dickens' Haunted Man*, *Leaves from the Note Book of Thomas Allen Reed*, etc.

The pupils are taught Manifolding, Composition, Punctuation, Spelling, Business Forms, Correspondence, and Reporting.

To receive the Certificate, the student must have completed the required work in the foregoing; must have attained a speed of at least *80 words a minute* from dictation; and must have completed the work of C English in the Academic Department.

A certificate in Stenography will not be given, unless the student has also taken the course in Typewriting.

TYPEWRITING.—The touch system is used, and to obtain the Certificate the student must have attained a speed of *50 words a minute* from dictation; *40 words* from printed matter; and *30 words* from stenographic notes; and must have completed the work of C English.

BOOKKEEPING.—Miner's *Bookkeeping (Introductory Course)* is used as a text. As a student advances, the instruction becomes thoroughly practical, a regular set of books is opened, and the routine of a well-ordered business house thoroughly investigated and practically pursued. The object is to prepare the student to fill a position immediately after graduation from the School.

For the Certificate, in addition to the technical work in Bookkeeping, the course in Commercial Arithmetic (Math. X) must be completed.

Department of Elocution

MISS FLORENCE C. DAVIS.....Director

The faculty of expressing oneself clearly and effectively is valuable in every calling. A well trained voice, and clear enunciation are equally desirable in ordinary conversation and in public speaking. The purpose of the study of elocution is to attain these ends; to broaden the power of individual thinking, to awaken a love and appreciation of literature by the lucid interpretation of it to others, and to train teachers.

Regular Required Work

Students of the Freshman and Upper Preparatory classes are required to take a period of expression each week in connection with their regular work, and for this there is no extra charge. This course deals with fundamental reading. Particular attention is paid to the standing position, articulation, pronounciation, projection, breath control, and the correction of mannerisms, leading the student to read intelligently so as to give pleasure to the listener.

Special Work

The special courses, which should be taken by students in connection with work in the academic department and for which the charge is extra are (1) Class Expression and (2) Private Expression.

Class Expression

In this class the number is limited and each student receives careful individual attention. The course is so arranged as to afford the student the opportunity to appear in informal recitals from time to time, thereby gaining in confidence and poise.

Private Expression

The course of the private pupil is more inclusive. A thorough training is given in all the principles of expression. During the year each student appears in public recitals for which she is taught to interpret the best literature.

Private pupils are admitted to the Dramatic Club, giving them the advantage of the study and presentation of at least two good plays during the year.

The academic credit for this course is 3 *points* for each year.

Awards

As in other departments, the Certificate is only awarded if the student has completed the required Minimum of Academic Work in the College (see page 65).

The regular course of the department is planned to extend over four years, leading to the Diploma.

The Certificate is awarded on the completion of the work of the Third Year and the giving of a public recital.

Students who have practically completed the academic work before taking up the work of the department may be able to complete the Three Years' Course in two years.

Outline of the Course for Diploma or Certificate

First Year

PHILOSOPHY OF EXPRESSION (Preparation for public reading).—*Evolution of Expression*, vols. I and II. The training in this first year is primary and objective.

PUBLIC READING.—The major part of the time is devoted to fundamental problems. A portion of each week is devoted to drill on selections of the student's individual choice, and these selections are presented at informal recitals during the year.

GESTURE.—Freeing exercises. Significance of carriage, attitude, and movement. Principles of gesture.

VOICE.—Fundamental work of freeing and developing the voice. Basic principles of voice production; voice placing, deep breathing, control of breath, vowel forming, consonantal articulation, development of vocal range, intonation, melody of speech. Correction of individual faults.

DRAMATIC ART.—Platform deportment. Correct sitting, standing and walking, entrance and exit, platform methods and traditions.

PANTOMIME.—Elementary principles. Correction of defects and mannerisms in bodily expression and in facial expression.

Second Year

PHILOSOPHY OF EXPRESSION.—*Evolution of Expression*, vols. III and IV. Principles of the four volumes—a careful study of the sixteen laws of evolution which are founded on psychological principles.

PUBLIC READING.—Students are allowed more freedom in their choice of selections.

GESTURE.

VOICE.—Review of fundamentals.

EMERSON SYSTEM OF PHYSICAL CULTURE.

DRAMATIC ART.—Presentation of scenes and one-act plays.

RECITALS.

Third Year

POETIC INTERPRETATION.—The poetry of Tennyson, Lowell, Longfellow, Kipling, and other masters.

APPLIED GESTURE AND VOICE.

PHYSICAL TRAINING.—The four divisions of the Emerson System in their relation to unity and expression. (Normal work.)

IMPERSONATION.—Two or more Shakespearean plays with especial reference to the differentiation of the characters.

DRAMATIC ART.—Study of the farce, comedy, burlesque, melodrama, and tragedy. Dramatization of a story or original plot.

RECITALS. (Public.)

Fourth Year

POETIC INTERPRETATION.—Continued.

EXTEMPORANEOUS SPEAKING AND DEBATE.

PEDAGOGY.

PSYCHOLOGY.

GYMNASTICS.—Floor work including free exercises, apparatus work, marching, indoor and outdoor games.

BIBLE.—Bible and hymn reading.

IMPERSONATION.—Continued.

DRAMATIC ART.—Classical plays.

RECITALS.

Home Economics Department

MISS HAZEL A. METCALF.....Director

Home Economics as a distinctive subject of study, is a study of the economic, sanitary and esthetic aspects of food, clothing and shelter as connected with their selection, preparation and use by the family in the home or by other groups of people. Reference is also made to composition, classification, manufacture, adulteration and cost.

The Home Economics Department of St. Mary's accomplishes this instruction with the idea of developing the skill and self reliance of the individual student, by the courses described.

The purpose of the instruction is to afford training in the subjects that pertain to life in the home, to aid the young woman to become proficient in practical housekeeping, and in making the home more beautiful.

The constant aim of the courses is to develop the initiative and independence of the student, skill in practical use of materials, and a knowledge of economical purchase and wise selection as of equal importance.

Well equipped laboratories for cooking and sewing afford excellent facilities for class work.

The work is planned to extend over two courses: a first year course and a second year course.

Awards

The CERTIFICATE IN HOUSEHOLD ARTS is awarded on the completion of the four courses (A I, A II, B I and B II) to those students who have also completed the Minimum of Academic Work in the College required for all Certificates. The Minimum of Academic Work is the same as for Certificates in other departments except that Science D (Chemistry) must be included in the *12 elective points*.

The CERTIFICATE IN DOMESTIC SCIENCE is awarded on the completion of *Household Arts A I* and *A II*, under the same conditions as the full certificate as regards academic requirements.

The Courses

HOME ECONOMICS A I ("DOMESTIC SCIENCE I"): GENERAL COOKING (*First Year*) (Academic credit: 2 points). Four hours a week of practical work and one hour of theory in which the practical as well as the theoretical work is discussed.

The course includes a study of the following:

I. *Food materials and food stuffs*—What food is; vegetable and animal foods; foodstuffs; foodstuffs in nutrition; food adjuncts.

II. *Fuels and cooking apparatus*—Comparison of different fuels; their use; their cost.

III. *Food Preparation*—(a) Principles of cooking; (b) Care of food in the house; (c) Weighing and measuring; (d) Processes of food preparation; (e) Preparing and mixing; (f) Cooking processes; (g) Disposal of waste food.

IV. *Causes of spoiling foods*—Methods of preservation.

V. *Heat and its application to food*—Methods of conveying; losses in heating.

VI. Special attention to various methods of preparing: Fruits; vegetables; cereals and their products; milk and milk products; eggs; fish; meats and meat substitutes.

VIII. *Household sanitation*—The dwelling; its location, selection and furnishing in relation to health problems; including also a study of lighting, ventilating and heating; the relation of germ life to water, ice and milk supplies, and to other foods, both uncooked and preserved by various methods.

HOME ECONOMICS A II ("DOMESTIC SCIENCE II"): (Second Year) (Academic credit: 2 points). A continuation of Home Economics A I with the addition of the following:

I. *Food and dietetics*—Study of composition and nutritive value of foods; simple food chemistry; diet and dietaries.

II. *Household management*—Expenditure for food and shelter; Buying and shopping methods; Menus; balanced meals; relation to nutrition and cost.

III. *Cooking*:

1. Applied dietaries—Invalid and infant cookery.
2. Fancy cooking—Methods of preparation, garnishing and serving.

Special attention is paid in Home Economics A I and A II to preparation and serving. In serving, the table equipment, setting of the table and serving are carefully studied and practiced.

A large recently remodeled and newly equipped domestic science kitchen is arranged to provide the best facilities for class-work both individual and co-operative, and a special dining-room gives the class opportunity for putting into practice methods of service. A series of luncheons is served by the class in this dining-room, applying the lessons on the laying of the table, the serving of different meals, the preparation of the meal, the care of the dining-room, and of the table, silver, china, etc.

HOME ECONOMICS B I ("DOMESTIC ART I") (First Year): GENERAL SEWING—It is the aim of this course to train the fingers and to teach the student to apply the stitches as a means of constructing a definite article.

The course includes:

I. *Handwork*—

- (a) The simple and necessary stitches required in garment making, learned as needed. The following are suggestive: hemming, gathering, running, overhand, etc.
- (b) Seams and application usually needed such as: French fell, tailor's, etc., and plackets.
- (c) Decoration—Simple and attractive, designed and applied by the students making use of simple and decorative stitches.

II. *Machine Work*—Use and care of machine and its simple attachments.

III. *Taking of measurements*—Cutting and making of undergarments.

IV. *Study of Commercial patterns*—Their use, alteration and interpretation.

V. *Study and discussion of:*

- a. *Textile materials*—Their growth, use and manufacture.
- b. *Economics of dress; economics of selection of materials.*
- c. *Care and repair of clothing*—Suggestions for daily use, mending and remodeling.

HOME ECONOMICS B II ("DOMESTIC ART II") (*Second Year*): Advanced course in Garment Making to follow the general course.

It is the object of this course to give the student some technical skill which she can increase with practice. It includes the following:

I. Review of principles learned in general course of sewing.

II. Construction of more advanced garments:

- (a.) Cotton dress of sheer material—tucked blouse, principle of inserting lace or embroidery.
- (b.) Close fitting lining—putting together, fitting, finished seams.
- (c.) Wool dress, plans for seam finish, placket, fastenup.

III. Embroidery and decorative work—Towels, doilies, etc.

IV. Discussion of such subjects as:

- (a.) Clothing—Uses and selection; relation to health.
- (b.) History of costume.
- (c.) Costume design. Importance of artistic dress and its requirements; principles of design; value in color; color harmony; simplicity in dress; appropriateness.
- (d.) Use of patterns—Choice of materials; cost; economical cutting of garments; etc.

Text-books

The courses are based on the text-books of Professors Kinne and Cooley of Teachers' College, Columbia University, and students use these books as reference text-books.

AI and AII: Kinne & Cooley, *Foods and Household Management*.

B I and B II: Kinne & Cooley, *Shelter and Clothing*.

Constant reference is also had to the other current literature of the subject, as:

The *Library of Household Economics* (12 volumes).

Bulletins of the Department of Agriculture.

Clark, *Book of Domestic Science*.

Williams & Fisher, *Elements of the Theory and Practice of Cookery*.

Olsen, *Pure Food*.

Blanchard, *Chemistry of the Household*.

And others.

General School Regulations

The effort of St. Mary's School is to maintain, as far as possible, the family life of the students entrusted to its care.

Local students are expected to conform to all the household requirements of the School while present.

The desire of parents will always be carefully considered, but the final authority in all cases is vested with the Rector. It is understood that in sending a student to the School the parent agrees to submit to such rules as the Rector thinks necessary for the good of the School as a whole.

Parents wishing students to have special permission for any purpose, should communicate directly with the Rector, and not through the student.

No student will be permitted to take less than the minimum hours of work.

Written explanations must be presented by students requesting excuse for absence, tardiness, or lack of preparation in any duty.

In accepting the responsibility for the care of the students at St. Mary's, it is necessary to state that no boarding students are desired whose sense of honor is not sufficiently developed to make it possible to trust them (1) not to endanger life and property by forbidden use of fire, (2) not to go off the ample school grounds without permission, and (3) not to be out of their proper place when they are expected to be in bed.

Examinations

No student is excused from any of the regular school examinations, and all examinations missed by reason of illness must be made up.

Attendance

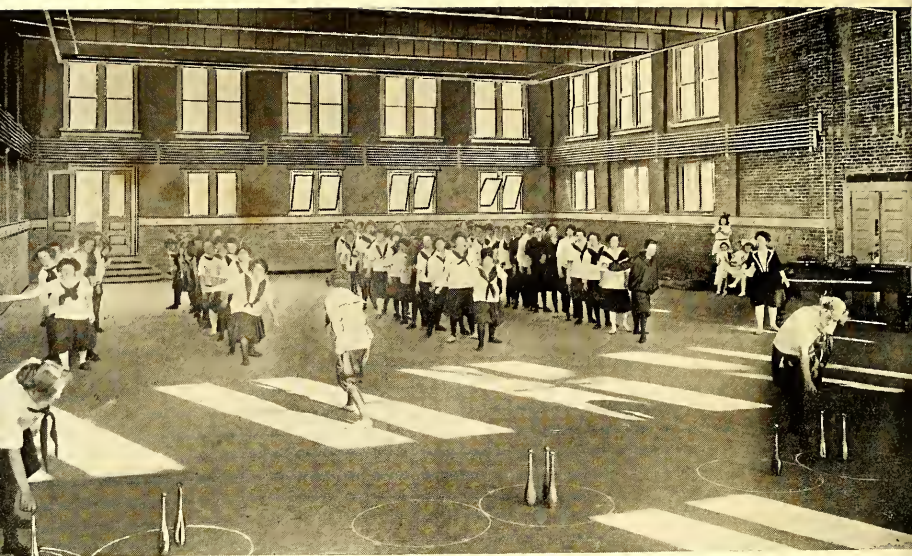
All students are required to arrive in time for the opening of the School session and to remain until it closes. If they



"GRANDDAUGHTERS AND GREAT-GRANDDAUGHTERS OF ST. MARY'S"
(The daughters and granddaughters of former pupils)



THE DRAMATIC CLUB IN "THE ADVENTURE OF LADY URSULA"



IN THE GYMNASIUM, CLEMENT HALL



THE EAST TENNIS COURTS

arrive late without the Rector's approval, they are liable to forfeiture of their places in the School. If withdrawn before the close without the Rector's approval, their connection with the School is permanently terminated and their claim to a certificate of honorable dismissal is forfeited.

Holidays

The *only recess, or holiday*, when students are allowed to leave the School, is at the time of the Christmas vacation.

This holiday, as a rule, is of two weeks' duration. The whole School is required to be present on time at the close of the Christmas vacation.

There is no Thanksgiving or Easter holiday, and students are not to leave the School at these seasons. Thanksgiving Day is a free day to be celebrated in the School, and Good Friday is a Holy Day, but except for these the school duties are uninterrupted.

Absence

With the exception noted below, students are not allowed to leave the School except in cases of severe illness or for some other reason so serious as to seem sufficient to the Rector. The application should be made as early as possible directly by the parent to the Rector, in writing, if possible.

The following exception to this rule is, however permitted: If the student's record warrants it, the Rector will allow the student one visit *to her home* during the second half year, simply on the request of the parent that she be allowed to come, the student leaving the School after 3 p. m. Saturday and returning the following Monday evening.

While the Rector will cheerfully grant such permissions, it is his duty to say that, in a session of only thirty-four weeks, with a recess at Christmas, all such absences are highly undesirable for the sake of the student and the whole School. Experience shows that any interruption of the school rou-

tine is usually demoralizing to the students, that the student who goes home is thereby made ill in a surprising percentage of cases and that the probable exposure to contagious diseases while traveling makes such a student on her return a possible menace to the health of the school.

An extension for serious cause of permitted absence must be obtained before the expiration of the time for which the original permission was given.

No absence whatever can be allowed within one week of Thanksgiving Day, or Washington's Birthday, or from Palm Sunday to Easter inclusive.

A student who overstays her absence without the Rector's permission and approval will by that act terminate her connection with the school.

Visits

The presence of a parent in Raleigh does not in any respect absolve a student from any regulations of the School without permission from the Rector, and obedience to the conditions governing such permissions is a matter between the student and the Rector alone.

The Rector is glad to have parents visit their daughters in Raleigh as often and for as long a time as may be convenient to them, and he will take pleasure in granting all possible privileges, not inconsistent with the welfare of the School, to enable parent and daughter to see each other. It is, however, not convenient to have parents spend the night at the school. In general, *students are not excused during school hours*, and no exception is made to this rule, except where a parent from a distance happens to stop over in Raleigh for only an hour or two. Except for very serious necessity, parents are urgently requested not to ask that their daughters come to the Railway Station to meet them.

No student is allowed to spend the night outside of the School except with her mother, or one who sustains a mother's relation to her.

Visitors are not desired on Sunday. Ladies from the city are heartily welcome on afternoons other than Saturday or Sunday between half-past three and half-past five. The members of the Faculty assisted by some of the pupils receive on Wednesdays from four to half-past five.

All visitors are received in the parlor.

Invitations to students should be sent through the Rector.

Church Attendance

Town students as well as resident students are expected to attend the daily Chapel service at 8:30 a. m. As St. Mary's is distinctly a Church school, *all resident students are required to attend all Chapel services.*

Dormitories and Rooms

The assignment of students to quarters is determined on the basis of date of formal application, age, classification, and length of time at the School. *To obtain a room assigned a student must arrive on time.*

In assigning students to rooms, the Rector does not waive the right to change a student, at any time, from a room to a dormitory, or from one room to another, if in his judgment it is best for the discipline of the School.

Younger students are advised to spend their first year in a dormitory.

Communications

All telegrams for the students should be addressed to the Rector.

All letters with regard to the students should be addressed to the Rector, but, when desired, communications pertaining to their health and personal welfare may be addressed to the Lady Principal.

Correspondence with the home circle is freely encouraged. but beyond this *there is no time*, even were it otherwise desirable, for letter writing.

Dress

Parents will confer a favor by consulting simplicity in the dress of their daughters.

All students are expected to wear white muslin dresses at Commencement and at all public entertainments given by the School.

Simple high-neck dresses should be worn by the students on all public occasions.

Dressmaking should, so far as possible, be attended to at home, as there is neither time nor opportunity for it while at St. Mary's.

Health Precautions

Students exposed to contagious diseases should not return to the School without previous consultation with the Rector.

The Rector strongly advises vaccination for immunity against smallpox and typhoid to be administered at home during vacation before entering the School.

Pocket Money

The Rector can not advance funds to students for books, stationery, pocket money, or for any purpose, without previous and special arrangements with parents. Money for these purposes should always be deposited with the School at the beginning of each session. The cost of books, stationery, sheet music, and art material should not ordinarily exceed \$25.00 for the year. Pocket money should in all cases be limited and should be deposited with the Rector, to be paid on call under the parent's direction. These figures refer to *actual necessities*, not to foolish indulgences.

Bills must positively not be contracted at the stores and the merchants are notified to this effect.

General Discipline

With regard to discipline, it is desired to have as few rules, and to grant as many privileges as possible. But in so large a community the rules must be obeyed and enforced uniformly, and the privileges must be withdrawn if they are abused or work injury to the individual and the School, and it must be remembered that no privilege can be allowed to any one which could not, *under similar circumstances, be allowed to all* who ask for it. In working together for the good of the whole School both parents and the School authorities will in the end succeed best in securing the good of each individual.

Parents, please remember that your daughter's character depends on learning the duty of obedience to law and order.

Terms

All regular fees are due and must be paid quarterly, in advance.

No student is allowed to register until all fees and charges due have been paid.

Students are not received for less than a half-year or the remainder of a half-year. Parents are asked to give ample notice beforehand of intention to withdraw a student at the end of a half-year.

No deduction is made for holidays or for absence or withdrawal of students from school, except in cases of protracted sickness. In case of absence or withdrawal for protracted sickness the School and the parent divide losses equally for the remainder of the half-year.

No allowance is made for withdrawal at Christmas, nor within one month of the close of the session, nor is allowance made for late entrance in the first quarter.

Entrance

An Entrance Fee is required of all resident students at the time of filing application for entrance, as a guarantee for holding place. *This fee is in no case returned*, but on the entrance of the student is credited to her regular account.

The Entrance Fee to reserve an alcove in West Rock Dormitory is \$5.

The Entrance Fee to reserve a room-place in East Rock House, West Rock House, Main Building, or Senior Hall is \$10.

The Entrance Fee to reserve a room-place in East Wing or West Wing is \$25.

Regular Charges

RESIDENT STUDENTS.—The regular charge for the school year is \$300. This includes all living expenses (except room-rent for students in rooms) and all regular school fees in the Academic or Business Departments. There is no extra charge for Languages.

The regular charge includes Board, Heat, Light, Alcove, Laundry, Contingent Fee, Medical Fee, Library Fee, and Academic or Business Tuition.

Room-rent is \$10 or \$25 for the session for each student, the charge varying with the location of the room.

Room-rent for places in East Wing or West Wing is \$25 for each student; in the other buildings, \$10.

LOCAL STUDENTS.—The full regular charge is \$53.50.

Academic Tuition.....	\$50.00
Contingent Fee.....	2.50
Library Fee.....	1.00
	<hr/>
	\$53.50

Pupils of the Primary Department are charged \$30.

Pupils of the Lower Preparatory Department are charged \$40.

Extra Charges

Fees in the Music Department

For Piano Lessons.....	\$50
Two half-hour lessons each week.	
For Piano Lessons from the Director.....	60
For Voice Lessons from Mr. Owen.....	70
For Voice Lessons from other teachers.....	60
For Violin Lessons.....	70
For Organ Lessons.....	60
For the use of Piano for practice.....	5
For the use of Organ for practice.....	10

These are the charges for one hour's practice each school day during the session. Additional practice is charged at the same rates.

For Theory of Music, Harmony, or History of Music. . \$10

These subjects are taught in small classes with two half-hour lessons each week. The charge for each class is \$10.

Music pupils are required to take one of these classes in connection with their Music Lessons.

Fees in the Art Department

First Year Work (Drawing, etc.).....	\$30
Second and Third Year Work.....	50
Painting in Oil or Water Color, etc.	
Tuition in History of Art.....	10
Work in special classes at special rates.	

Fees in the Business Department

Full Tuition.....	\$50
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This includes any or all of the business branches, with English and Arithmetic. No reduction is made for a partial course except as follows:

Typewriting alone.....	\$15
Bookkeeping alone.....	25

These fees include the use of typewriter for practice.

Fees in the Elocution Department

Private Lessons.....	\$50
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Two half-hour lessons each week.

Class Lessons (in small classes).....	\$ 10
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No charge is made to Elocution pupils for the work in Dramatics done in connection with the regular lessons.

Fees in the Home Economics Department

Tuition in Home Economics A (Cooking, etc.).....	\$25
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There is no additional Laboratory Fee.

Tuition in Home Economics B (Sewing, etc.).....	\$15
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Materials furnished and charged at cost on the Incidental Account.

Occasional Fees

LABORATORY FEE.—A fee of from \$3 to \$5 is charged students using the Science Laboratory.

This fee is to cover cost of material and varies with the course.

GRADUATION FEE.—A fee of \$2 is charged each student receiving a Diploma in any department; and a fee of \$1 is charged each student receiving a Certificate.

Incidental Charges

These are not properly school charges, but are simply charges for materials or money which the School furnishes to the pupil as a convenience to the parent.

A statement of the Incidental Account is sent quarterly.

Parents are requested to make an Incidental Deposit to cover the cost of materials bought by the School and furnished to the students, and also to provide pocket money. As these charges will vary with need, no definite statement can be made, but ordinarily \$25 for the year will be sufficient in addition to the allowance for pocket money.

Books and Stationery, Sheet Music and Art Materials are furnished by the School and charged at regular prices.

It is advisable that the pocket money should be furnished only through the Rector, and it is urged that the amount should not exceed one dollar a week.

Explanatory Statement of Regular Charges

The regular charges given in concise form on page 90 may be further explained as follows:

ACADEMIC TUITION.—The charge (\$50) is the same for a full course or a partial course.

A student, however, taking only one or two classes, is charged \$20 a class.

LAUNDRY.—The regular charge for the year covers an average of \$1.50 worth of laundry each week, or \$48 worth for the year, at regular laundry prices. Additional pieces are charged extra at half rates. Laundry lists with prices will be sent on request. Pupils are expected to limit the number of fancy pieces.

MEDICAL FEE.—This fee, which is included in the regular charge, entitles boarding students to the attention of the School Physician in all cases of ordinary sickness, and to such ordinary medical supplies as may be needed, without

further charge. Cases of major surgery, however, and special treatment of eyes, ears, etc., and dental services are not included, and the expense of these, when necessary, must be borne by the parent or guardian. All special prescriptions are charged extra.

Students whose parents prefer to have some one other than the School Physician may, with the Rector's consent, call in, at their own expense, some other reputable physician with whom the School Physician can consult.

Deductions

A deduction of 10 per cent in the tuition charge is made in the case of students who take Vocal and Instrumental Music, Piano and Elocution, Music and Art, and like combinations. This deduction is made only to students who pay Academic tuition.

A deduction of \$10 each for the year is made in the charges when two or more resident students enter from the same family.

A deduction of 10 per cent of the tuition charge is made when two or more local students enter from the same family.

These deductions are all conditional on the bill being paid in advance.

Requisites

Boarding students are required to bring with them—

Bed-linen for single bed.

4 sheets, 63x90,

3 pillow-cases, 19x34,

2 counterpanes, white,

1 pair blankets,

6 towels,

Cloak or cape,

Umbrella,

At least one pair of stout high shoes.

Overshoes.

These, and all articles of clothing, must be distinctly marked with the owner's name.

Full information concerning all the Scholarships at St. Mary's is published in Bulletin on *Scholarships*, which may be had by writing to the School.

Scholarships in St. Mary's

Competitive Scholarships

1. The DAVID R. MURCHISON SCHOLARSHIP, endowed 1903 (\$300). (For the Diocese of East Carolina.)
2. The SMEDES MEMORIAL (Alumnæ) SCHOLARSHIP, endowed 1904 (\$270).

These scholarships, when vacant, are filled by competitive examination of qualified applicants.

Noncompetitive Scholarships

Tuition Scholarships (\$50)

1. CLERGY SCHOLARSHIPS. For daughters of the clergy. Not limited in number. Allotted by the Rector of St. Mary's.
2. RALEIGH CITY SCHOOLS SCHOLARSHIP. One filled each year. The holder nominated by the Superintendent.
3. MARY RUFFIN SMITH SCHOLARSHIP of the Diocese of North Carolina. The holder nominated by the Bishop of the Diocese.

Board and Tuition Scholarships (\$250)

1. MARY RUFFIN SMITH SCHOLARSHIPS of the Diocese of North Carolina. (Two.) The holders nominated by the Bishop of the Diocese.
2. MARY E. CHAPEAU SCHOLARSHIP of the Diocese of North Carolina. The holder nominated by the Bishop of the Diocese. Primarily for daughters of the clergy.

3. MARY E. CHAPEAU SCHOLARSHIP of the Diocese of East Carolina. The holder nominated by the Bishop of East Carolina. Primarily for daughters of the clergy.
4. The MADAME CLEMENT MEMORIAL SCHOLARSHIP, founded 1905. The holder nominated by the President of the Board of Trustees after conference with his fellow Bishops of the Board.
5. The ELIZA BATTLE PITTMAN SCHOLARSHIPS. (Two.) The holders residents of Edgecombe County, North Carolina. Nominated by the Rector and Vestry of Calvary Church, Tarboro, N. C.

NOTE: The *David R. Murchison Scholarship* (\$300), and the *Martin Scholarship* (\$180) were endowed in such a way that the School actually receives annually the amounts credited to the holder of the Scholarship. There is no such return to the School in the case of the other scholarships.

The Alumnæ of St. Mary's

Officers of the St. Mary's Alumnae Association for 1915-16

Mrs. Walter Grimes, <i>President</i>	<i>Raleigh, N. C.</i>
Miss Lucile Murchison, <i>Vice-President</i>	<i>Wilmington, N. C.</i>
Miss Kate McKimmon, <i>Secretary</i>	<i>St. Mary's, Raleigh, N. C.</i>
Mrs. Ernest Cruikshan <i>Treasurer</i> ...	<i>St. Mary's, Raleigh, N. C.</i>

Alumnae Council

Mrs. Chas. Baskerville, <i>New York City</i>	until 1916
Mrs. David Elias, <i>Columbia, S. C.</i>	until 1916
Mrs. George Snow, <i>Raleigh, N. C.</i>	until 1917
Miss Susan Iden, <i>Raleigh, N. C.</i>	until 1917
Miss Emilie W. McVea, <i>Cincinnati, Ohio</i>	until 1918
Miss Minnie Leary, <i>Elizabeth City, N. C.</i>	until 1918
And the officers <i>ex officio</i> .	

The Alumnae Association of St. Mary's, which was first established in 1880 and meets annually at Commencement, has done effective work in aiding the progress of the School, and grows yearly stronger and more vigorous.

In addition to constant assistance rendered St. Mary's by the individual members, the Association has completed two special works of importance and is now actively engaged on the third.

(1) The *Foundation of the Smedes Memorial Scholarship* in St. Mary's, in memory of the founder and first Rector of St. Mary's, his wife, and his son, the second Rector, was undertaken early in the life of the Association and completed in 1903, when an endowment of \$4,000 was turned over to the Trustees.

(2) The *Enlarging and Improving of the Chapel*, around which the fondest recollections and deepest interest of the Alumnæ center, was undertaken in 1904, and the enlargement and adornment was completed in 1905 at a cost of more than \$3,500.

(3) The *Endowment of the Mary Iredell Scholarship* and the *Kate McKimmon Scholarship* in St. Mary's, the present work of the Association, was undertaken at the 1907 Commencement. The Alumnæ propose to raise \$6,000 for this purpose.

The Alumnæ are organized as far as possible into local Chapters in their several cities and towns, and these Chapters hold semi-annual meetings on November 1st, Founders' Day, and May 12th, Alumnæ Day, each year.

There are upwards of 150 active members of the Raleigh Alumnæ Chapter, and there are active Chapters in New York and Baltimore, as well as in many places nearer home.

Form of Bequest

“I give, devise and bequeath to the Trustees of St. Marys’ School, Raleigh, North Carolina, their successors and assigns, absolutely and forever (the property given),. in trust that it shall be used for the benefit of said school, in the discretion of said Trustees, for building, improvement, equipment, or otherwise”

(or)

“in trust to be invested and the income derived therefrom to be used for the benefit of said school in such manner and for such purposes as to the Trustees may seem best.”

St. Mary's

For the Education of Girls and Young Women
The Diocesan School of the Carolinas

The 74th session of St. Mary's School begins September 16, 1915. New students arrive September 14th.

Easter Term begins January 20, 1916.

The 75th session begins September 21, 1916. New students arrive September 19th.

For Bulletins and other information, address,

Rev. GEORGE W. LAY,
Rector.



August, 1916

Series 4, No. 3a

St. Mary's School

BULLETIN



RALEIGH, N. C.

Teachers and Officers, 1916-17

Published Quarterly by St. Mary's School
Raleigh, North Carolina

Entered July 3, 1905, at Raleigh, N. C., as second class matter
under act of Congress of July 16, 1894

The Faculty and Officers of St. Mary's 1916-1917

REV. GEORGE W. LAY, D. C. L. Rector
MISS ELEANOR W. THOMAS Lady Principal
ERNEST CRUIKSHANK .. Secretary and Business Manager

The Academic Department

REV. GEORGE W. LAY Bible, Ethics and Pedagogy
(A.B., Yale, 1882; B.D., General Theological Seminary, 1885; D.C.L., University of the South, 1915. Master in St. Paul's School, Concord, N. H., 1888-1907. Rector of St. Mary's, 1907—)

ELEANOR W. THOMAS English and Literature
(A.M., College for Women, S. C., 1900; B.S., Columbia University, N. Y., 1913. St. Mary's, 1900-04; 1905-12; 1913—)

WILLIAM E. STONE History and German
(A.B., Harvard, 1882. Principal, Edenton, N. C., Academy, 1901-02. Master in Porter Academy, Charleston, 1902-03. St. Mary's, 1903—)

ERNEST CRUIKSHANK .. Psychology and Current History
(A.B., Washington College, Md., 1897; A.M., 1898; graduate student Johns Hopkins University, 1900. St. Mary's, 1903—)

MARIE RUDNICKA French
(Cours de l'Hotel de Ville, Paris; instructor in St. Mary's College, Dallas, 1907-12. St. Mary's, 1912—)

HELEN URQUHART Latin
(A. B., Mt. Holyoke College, 1910. Instructor, Winthrop College, 1914. St. Mary's, 1910-13, 1914—)

FRANCES RANNEY BOTTUM Science
(San Diego, Cal., Normal College, 1910-11; graduate St. Mary's, 1912; summer student Teachers' College, Columbia University, 1913, 1914. Peabody Teachers' College, 1916. St. Mary's, 1912—)

JANET B. GLEN English and Italian
(Lake Erie College, Painesville, O.; Cornell University; summer student, University of Chicago, 1911. R. Scuola di Recitazione, Florence, Italy, 1910; summer student, Junta Para Ampliacion de Estudios, Madrid, 1912-1913. Teacher in Oberlin College, 1887-91; Rye Seminary, New York, 1899-1903; The Leete School, New York City, 1911-14. St. Mary's, 1894-97; 1915—)

JEWETT SNOOK Mathematics
(A.B., Wellesley College, 1910. Teacher in The Berwick School (Va.), 1910-12; St. Mary's Seminary (Md.), 1914-15. St. Mary's, 1915—)

FLORENCE C. DAVIS Elocution
(B.O., Emerson College, Boston, 1906; Elmira College; Posse Gymnasium. St. Mary's, 1911—)

MABEL H. BARTON.....Physical Director
(Graduate Sargent Normal School of Physical Education, 1914; practice teacher Cambridge Public Schools. St. Mary's, 1914—)

LUCY ELIZABETH ROBINS....Lower Preparatory School
(Graduate, State Normal School, Farmville, Va., 1909; summer student, University of Virginia, 1913; teacher in the Wakefield (Va.) High School, the Bristol (Va.) City Schools. St. Mary's, 1913—)

KATE McKIMMON.....Primary School
(Student and teacher at St. Mary's since 1861.)

Music Department

MARTHA A. DOWD, *Director*..... { Piano, Theory,
 { History of Music
 (Graduate of St. Mary's, 1884; pupil of Kuersteiner, Sophus Wiig, Albert Mack; of Edwin Farmer in New York, 1915. President N. C. Music Teachers' Association, 1916—; St. Mary's, 1886—; Director of Music, 1908—)

R. BLINN OWEN.....Organ, In charge of Voice
(M.Mus., Detroit School of Music; pupil of Zimmermann, Mazurette, Theo. Beach of Detroit; Kreutschmar, in New York, Ellison Van Hoose; teacher in Detroit and New York; private teacher in Bluefield, W. Va., and Greensboro, N. C., 1906-'09. Organist and Choir Director, Christ Church, Raleigh, 1909—; Director St. Cecelia Club, etc. St. Mary's, 1909—)

REBECCA HILL SHIELDSPiano
(Graduate, St. Mary's, 1910. Certificate in Piano, St. Mary's, 1910; certificate, Virgil Piano School, New York, 1912. Pupil of Ernest Hutcheson. Fassifern, 1911-'13; St. Mary's, 1913—)

EBIE ROBERTS Piano
Pupil in Piano of James P. Brawley, Blinn Owen; in Harmony of John A. Simpson; in Organ of Wade Brown; Certificate in the Burroughs Method. Columbia University, Summer Session, 1916. Private teacher. St. Mary's, 1913—)

LOUISE SEYMOUR Piano
(Graduate New England Conservatory with honors, as teacher, 1911;
as soloist, 1912. Accompanist at Whitney Vocal School; teacher at
Milliken University, etc. St. Mary's, 1914—)

GUSTAV HAGEDORN Violin
(Pupil of Adolph Hahn and Leopold Lichtenberg; of Issay Barmas and Edgar Stillman Kelly, Berlin. Five years member of the Cincinnati Symphony Orchestra; Professor of Violin, Orchestra Instruments, etc., Meredith College, 1906-15; Dean of the Meredith College School of Music, 1912-15. Director of Music, University of North Carolina Summer School, 1912— President N. C. Music Teacher's Association, 1913-14. St. Mary's, 1916—)

MARION THOMPSON.....Voice
(Graduate of the H. Thane Miller School, Cincinnati, 1908; of the
Institute of Musical Art of the City of New York—Supervisor's
Course, 1915; Singing Course, 1916. Pupil of Arthur Terry Tebbs,
of Sergei Klibansky, and of Mrs. Theodore J. Toedt. St. Mary's, 1916—)

Art Department

CLARA I. FENNER, *Director*..... } Drawing, Painting,
 } Design, etc.
(Graduate Maryland Institute School of Art and Design; special student Pratt Institute, 1905; special student in Paris, 1907. Director of Art, St. Mary's, 1892-'96; 1902—)

Elocution Department**FLORENCE C. DAVIS, Director...**Elocution, Dramatic Art

(B.O., Emerson College, Boston, 1906; Elmira College (N. Y.); Posse Gymnasium, Boston, pupil of Edith Herrick, Boston, summers 1911-13-14 (Leland Powers Method); private studio, Elmira; substitute teacher, Miss Metcalf's School, Tarrytown, 1908; teacher, Reidsville Seminary (N. C.), 1909-'11. Director of Elocution, St. Mary's, 1911—)

Business Department**LIZZIE H. LEE, Director.....** { Stenography, Typewriting
Bookkeeping

(Director of the Department, 1896—)

JULIET B. SUTTON.....Assistant

(St. Mary's, 1898—)

Home Economics Department**MILDRED TROWBRIDGE, Domestic Science, Domestic Art**

(Manual Training High School, Kansas City; McKinley High School, St. Louis; Thomas Normal Training School, Detroit, Michigan. St. Mary's, 1916—)

Officers 1916-1917**REV. GEORGE W. LAY.....**Rector**Miss ELEANOR W. THOMAS**Lady Principal**Miss LILLIAN FENNER**Housekeeper**Miss ANNIE ALEXANDER, R. N. . .**Matron of the Infirmary

(Graduate St. Vincent's Hospital, Norfolk, 1909. St. Mary's, 1916—)

DR. A. W. KNOX.....School Physician**ERNEST CRUIKSHANK, Secretary and Business Manager****Miss LIZZIE H. LEE.....**Bookkeeper**Miss JULIET B. SUTTON**Secretary to the Rector**Miss MARGARET H. BOTTUM.....**Office Secretary

(Graduate St. Mary's, 1915.)

Mrs. MARY IREDELL.....Agent of the Trustees

