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MAIN COLLEGE BUILDING

WEAVER COLLEGE

WEAVERVILLE, NORTH CAROLINA

ECatalog 3

*A Junior College Owned and Controlled
by the Methodist Episcopal
Church, South*

CO-EDUCATIONAL

CATALOG - - - 1915-1916
ANNOUNCEMENTS 1916-1917

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1915-16

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Calendar

Fall Term Opens Tuesday, September 5, 1916

Christmas Holidays Begin Saturday, December 23, 1916

Work Resumed Wednesday, January 3, 1917

Spring Term Begins Tuesday, January 16, 1917

Commencement, Tuesday, May 22, 1917



PROF. M. A. YOST
FOR MORE THAN THIRTY YEARS A BELOVED WEAVER COLLEGE PROFESSOR

Faculty and Officers

REV. J. R. WALKER, VICE-PRESIDENT
(A.B., A.M., Wofford College)
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MARION A. YOST
(A.B., Emory and Henry)
Latin

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Modern Languages and History

L. F. DIXON
(Special in Science, Trinity College)
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(Special in Mathematics, University of North Carolina)
Mathematics

MISS MARY LOUISE ESKRIDGE
(B.A., M.A., University of Tennessee)
French and Latin

REV. ERNEST W. FOX, PASTOR
(A.B., Trinity College)
Bible

L. S. PRESSON, MANAGER OF DORMITORY
(Senior Class, Weaver College)
Assistant in History

MRS. NANNIE BLACK McDOWELL
(A.B., Mount Pleasant College, Mo.; Student Columbia University)
Elocution

MRS. J. R. WALKER
(Peace Institute)
Music

MRS. R. V. WILLIAMS
Matron

MISS EDITH PICKENS
(Senior Class, Weaver College)
Librarian

Foreword

WEAVER COLLEGE is situated in the very heart of the mountain section. This is the best known health resort region in America. It is conceded on every hand that here is the place for great institutions of learning. Thousands of young men and women would receive permanent benefit by coming here for their college work. This point should be stressed by all our people and the friends of Weaver College should so co-operate with the college that these hosts of young people could be brought within reach of these blessings.

Then, too, Weaver College should be developed until it became the center of the greatest Summer School in America. The plant would thus be in constant use for the entire year, and the college would become the great teacher of teachers. A few thousand dollars expended here would mean more to the educational progress of Western North Carolina than many times the same sum invested at any other point. It is so easy of access, so closely related to the chief city of the mountains, so blessed with salubrious climate that little more could be desired.

Out of these conditions the institution must grow in numbers, equipment, and power until it solves the problems awaiting solution. We are interested in every boy and girl in the State. We welcome all who can come to us, and shall strive to make possible for them the attainment of the vision which brings them.

To the general public we wish to say that our constant aim is to build up an institution which shall fully represent the spirit of our people and shall meet their educational needs. In all this mountain section of North Carolina there is no institution of full college grade. With more than half a million native white Americans we are without the means of higher education. Feeling that the great essential things in a college education are to be found in the first two years of the college course, we are throwing all our efforts into these years and are striving to give our students a high class preparatory course and two years of first class college work. We do not for a moment let our students believe that this should end their college work. On the other hand, nearly all our graduates now prosecute their studies in A-grade colleges, and graduate with honor. But we lay the foundations and place them in a position whereby they may secure the funds necessary for such further work.

General Information

HISTORY

THE FIRST session of the Weaverville School was held in the "Conference House." This building was erected for the meeting of the Holston Annual Conference which convened at Weaverville in 1836. A neighborhood school was conducted in this rude structure until 1854, when patronage had grown to such an extent that a new frame building was erected and known as "Temperance Hall." At this time the school became a boarding school and drew patronage from the mountain section. This building was destroyed by fire in 1872.

In the same year, largely through the efforts of the local community, a brick building was erected, and the school was chartered as a college. In 1883 the property was deeded to the Methodist Episcopal Church, South, and since that time has been conducted as one of the institutions of the church.

In 1912 the school was reorganized as a Junior College, and the curriculum was arranged accordingly. The diploma of the school admits the graduates of Weaver College to the Junior Class of standard colleges without examination.

In 1915 the General Assembly of North Carolina granted the college a new charter, greatly enlarging its powers and privileges. The college is now controlled by a board of trustees, consisting of fifteen members nominated by the board of trustees and elected by the Western North Carolina Conference.

LOCATION

Weaver College is located in the town of Weaverville, nine miles north of the city of Asheville. The college campus lies on a beautiful hill, covered with giant oaks. For several miles in every direction spreads the lovely French Broad Plateau. This has a general elevation of 2,500 feet, and is surrounded on every side by the most magnificent mountain scenery. From the college campus the highest peaks of the Appalachian system are in plain view. No words can describe the beauty of this section. Peak rises beyond peak to the far-off horizon. Forest and stream, cliff and waterfall contribute to make this a scenic paradise.

The town of Weaverville is a cultured Christian community. The health conditions are ideal. It has excellent telephone service, electric lights, and one of the best water supplies to be found in the State. This water flows down from the Great Craggy Range, and is distributed by gravity to all parts of the community. The Western Union Telegraph Company maintains a sub-station in the town.

A great deal of time is lost by students on account of eye, ear, nose and throat trouble. We are exceedingly fortunate in having the service of James Madison Crawford, M.D., for seven years professor in diseases of eye, ear, throat and nose in Atlanta School of Medicine and for two years professor of Otology in the Atlanta Medical College, as our medical adviser. The services of Dr. Crawford in his department will be free to all students of the college.

LITERARY PURPOSE

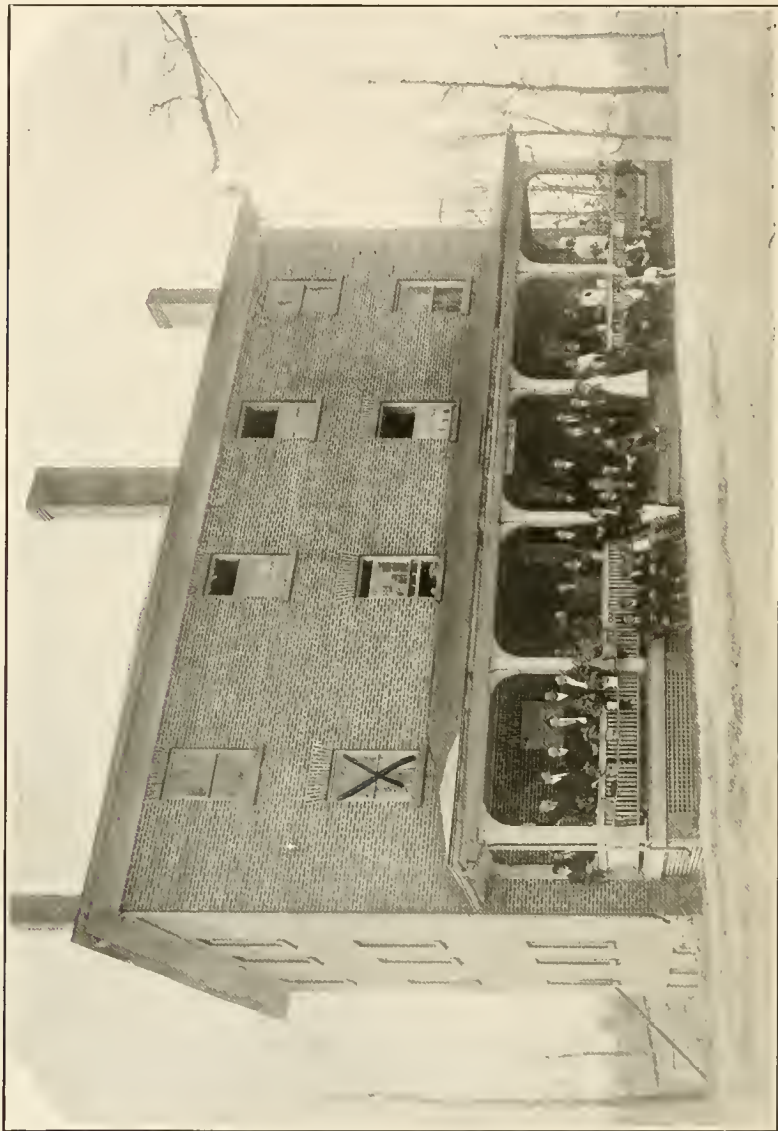
Weaver College is a Junior College of the Methodist Episcopal Church, South. Our course of study embraces a high school course and two years of college work. Our work is so standardized that a student may transfer from Weaver College to any other standard school of our church at any time without loss of class standing. To those who do not desire to prosecute their studies beyond the courses prescribed in this catalog, we offer a classical training which will fit them for a successful, happy life. The best preparation for teaching is to be taught by good teachers and to learn something to teach. We are trying to have these conditions met. The demand for our graduates as teachers in the public schools at attractive salaries is always greater than the supply. We are glad to assist our graduates in securing work of this kind.

RELIGIOUS PURPOSE

We desire as nearly as possible to help every student to be a true Christian. To be rather than to seem is our wish for every one in our school. Then we desire every student to express his inner Christian life in consistent conduct. We expect our young men to be gentlemen and study hard; our young women to be ladies and study hard. As Dr. James H. Carlisle used to say, "Character and scholarship, young gentlemen, but character first." The conduct of the students during 1915-1916 has been remarkably good. This is a hopeful sign for 1916-1917. Beginning with 1916-1917 students will be required to attend Sunday School and one preaching service on Sunday.

BUILDINGS

We have two substantial brick structures: the main building and the boys' dormitory. The main building has a large auditorium, six classrooms, two society halls, library, reading room, offices, and several bedrooms. In the dormitory are twenty bed-rooms, bath room, reception room, dining room, and kitchen. There are two buildings of wood: a cottage used by the girls, and the president's house. All the buildings have electric lights.



DORMITORY FOR BOYS

THE DORMITORIES

We urge parents of students under twenty years of age to place them in the dormitories where they may be more directly under the oversight of members of the faculty. Considering the price for room, fuel, light and board in the dormitory—only \$100.00 a school year—the board is good. Students should provide themselves with blankets, sheets, pillows, pillowcases, and towels. Write to us to engage a place in dormitory.

The following tables are inserted to give an idea of the extreme care with which the menus are planned, and to show how only that profit has been made which is necessary for the upkeep of the dormitory. The ordinary menu is taken as an example, and you can readily observe, by the following figures, the very low profit as well as the proper balancing of food elements.

One hundred dollars per year cover all dormitory fees, and it will be seen that no charge has been made for room rent. For next year, however, we expect a much larger number of students in the dormitory and the profit on each to be greater.

BREAKFAST	CENTS	SUPPER	CENTS
Cereal.....	.53	Steak (round).....	4.87
Breakfast Bacon.....	4.69	Potatoes (French Fried).....	.79
Potatoes.....	.79	Rice.....	.66
Grits.....	.40	Rolls (hot).....	1.84
Bread.....	1.58	Syrup.....	1.06
Milk.....	.53	Butter.....	1.32
Butter.....	1.06	Extras.....	.53
Coffee (milk & sugar).....	.66	Coffee (milk & sugar).....	.66
Total.....	10.24	Total.....	11.73
		Heat.....	2.08
DINNER	CENTS	Lights.....	1.18
Beans (string).....	1.58	Service.....	5.20
Potatoes (boiled).....	.79	Total.....	8.46
Corn.....	1.81	Actual cost of service to one	
Extras.....	1.32	person for one day.....	38.17
Bread.....	1.58	Actual receipts from each per-	
Macaroni (with Cheese).....	.66	son for one day.....	40.00
Total.....	7.74	Total profit on one person for	
		one day.....	1.83

FOOD FOR DAY	OF THIS THE BODY CAN USE			This portion can yield to the body in energy and heat units CALORIES
	PROTEIN OZ.	FAT OZ.	Carbohydrates OZ.	
BREAKFAST—				
Cereal.....	.13	.02	.49	76.5
Breakfast Bacon.....	.1	.66	....	188.6
Potatoes.....	.09	.26	.68	100.4
Grits.....	.08	.01	.72	95.0
Bread.....	.17	.05	1.10	162.5
Milk.....	.22	.02	.33	71.3
Butter.....	.05	.43	....	112.5
Coffee (cream and sugar).....	.01	.17	.27	53.0
	.85	1.62	3.59	859.8
DINNER—				
Beans (string).....	.69	.61	.21	48.72
Potatoes (boiled).....	.08	.01	.73	82.8
Corn.....	.08	.03	.52	74.25
Extras.....	.14	.4	1.40	297.20
Bread.....	.17	.05	1.10	162.5
Macaroni with Cheese.....	.26	.16	.42	122.4
	1.42	1.26	4.38	787.87
SUPPER—				
Steak (round).....	.43	.29	....	125.2
Potatoes.....	.11	.06	.82	123.5
Rice.....	.11	.001	.96	124.72
Rolls (hot).....	.19	.08	1.20	182.80
Syrup (corn).....	....	....	.89	103.9
Butter.....	.05	.43	....	112.5
Coffee (cream and sugar).....	.01	.17	.27	53.00
Extras.....	.19	.24	.30	123.6
	1.09	1.27	4.44	939.22
Total.....	3.86	4.15	12.31	2596.89

OTHER BOARDING PLACES

Students who prefer to do so may, with the permission of their parents and the faculty, board in private homes in the town of Weaverville. No one who boards at other than accepted boarding houses will be received as a student. Students boarding in private homes will be subject to the same rules as those in the dormitories. We reserve the right to change the location of a student at any time. We do not permit a student to change his boarding place without the consent of the faculty.

GOVERNMENT

We seek to inspire our students with high ideals of character and scholarship. Many of our students are responding happily. Regular attendance upon classes is required. The student that misses seven recitations during one term without a sufficient excuse is liable to be sent home. The student breaking any rule is liable to receive one or more demerits. Fifty demerits in one term expel.

LITERARY SOCIETIES

We have four literary societies: The Cliosopic and the Delphian are for young men; the Euterpean and the Mnemosynean are for young women. Much of the work in reading, declamation, and debate will be done in the societies. Friendly contests between the societies and with similar societies in other schools will be arranged. Work in the societies is compulsory, for such training is essential to success. Each student will be required to unite with one of these societies within ten days after his arrival at the college.

LIBRARY

The college library contains two thousand volumes. The Cliosopic and Delphian Literary Societies each have excellent libraries. We shall be glad to receive donations of books or cash for the improvement of these collections. A reading room needs to be supplied with the best current periodicals. Will you send one or more?

PRIZES

A scholarship in Trinity College is awarded the student making the highest average grade in the senior year.

Ten medals are offered—six of them by the literary societies.

The four following medals are given during commencement: The orator's medal, for the best Senior oration; the essayist's medal, for the

best essay by a young lady of the Senior Class; the declaimer's medal, won in a contest open to boys below Junior Class; the reciter's medal, won in a contest open to girls below the Junior Class. The young men's literary societies offer three medals each: Declaimer's improvement; debater's improvement; debater's contest.

ATHLETICS

It is absolutely essential that the health of the body be maintained in order that the mind may do its best work. The student who has been accustomed to a normal life at home must find an outlet for physical activity at school or he becomes sluggish in body and inactive in mind. The student is encouraged to devote at least one hour each day to outdoor sports. Baseball, tennis, volley ball, mountain climbing, rowing, and swimming are encouraged. Nothing but clean sport will be tolerated. An excellent athletic field, two tennis courts, and volley-ball courts, Lake Juanita, are all open to the students without cost. All members of the athletic association will be admitted to all contests without charge and will be entitled to the use of all college equipment for athletic work. This work will be directed by the faculty and will be at all times under the direct supervision of one of the teachers. A tour of one week may be made by the college team each year. A mountain hike of three days is given in the fall term.

In order to play on our ball team for 1916-1917 a student must enter college by February 1, 1917; must take at least seventeen recitations per week, and pass on at least twelve.

EXPENSES

This is a time when students seek the best at lowest rates. Our ideal is the best. By the aid of the church, and friends of the school, we strive to place this within the reach of all our people. Therefore the rates are low.

Tuition and fees, per year. \$ 50.00
Board in dormitories, per year. 100.00

Literary Society Fees:

First year \$2.50 per year
After first year 2.00 per year
Music, per month. 3.00
Eloecution, per month. 3.00

Tuition is payable quarterly in advance. Board is payable quarterly or monthly in advance. Each student is to enter for at least one quarter. There is no deduction in board for an absence of less than two weeks at one time. Please arrange to meet these requirements promptly. For



TENNIS SCENES AND THE GIRLS' COTTAGE

only \$152.50 you get the tuition, including all fees, in a high grade Junior College, and board, including room, fuel and light. The board is excellent for the price. Board in the village may be obtained for \$12.50 per month.

Each ministerial student will give a note for his tuition (\$40.00 a year) which will be cancelled when he enters the regular ministry of his church. Ministers are our agents, therefore we have decided to give free tuition to the children of all ministers in the active service of the church. In return we ask for their devotion to the college.

NOTES FOR PATRONS

We believe in punctuality, pluck, perseverance. See that your son or daughter is at Weaver College on the opening day, Tuesday, September 5th. See that he stays through commencement day, Tuesday, May 22nd. Encourage him to have the pluck to meet every duty between these dates. He will probably go home improved in punctuality, pluck, perseverance.

Don't encourage the extravagant expenditure of money. The spend-thrift is a worthless student. Demand that your children write home at least once each week.

Be patient with the school. It is no easy matter to control a large number of healthy boys and girls. It is no easier for us than it is for you, and with us the difficulties are multiplied.

We believe in an abundance of good wholesome food. No part of our work receives more careful attention. The meals are just as good as will be found at same price in any school.

Our discipline is firm and as kind as the circumstances will allow. In case our discipline fails we shall notify the parents of the recalcitrant pupil and ask that he be removed from the school. Any attempt at hazing will be met with instant expulsion.

If your boy is a confirmed rowdy, liar, or profane swearer, if he is obscene, dishonest or incorrigibly lazy, you had just as well keep him away from Weaver College. He will not fit in with our scheme of things. If your girl does not think enough of her good name to observe the proprieties of good society, please save us the embarrassment of returning her to you. Every student enters upon his or her honor.

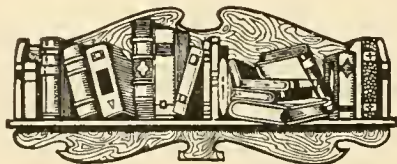
FOR THE STUDENT

Do you want to grow in grace and grit? Come the first day, stay through the last day, and do your duty every day. If you are so unfortunate as to own a pistol and a deck of cards, destroy them; at any rate, do not bring either or both to Weaver College.

Be a Christian gentleman or lady. Our ideal is this: Someone somewhere sees a student doing wrong. The one seeing him says: "That is not a Weaver College student. They do not do so."

A man sees a student smoking a cigarette. The man (not the mannikin) says: "That is not a Weaver College student. They have more sense."

Buy your railroad ticket to Asheville. Notify us and we will meet you at the station. Take car at Asheville station for the Square and at the Square transfer to Weaverville car. Arrange, if possible, to reach Asheville by day train.



Groups of Study

In our three years' high school course we offer fourteen units—the requirement for entrance into our best A-grade colleges. In our Junior and Senior years we offer work corresponding to Freshman and Sophomore work in our best A-grade colleges. Unless excused by the faculty a student must take Bible and at least five other courses.

EIGHTH GRADE

English.....	5 recitations a week
History.....	4 recitations a week
Arithmetic.....	4 recitations a week
Algebra.....	4 recitations a week
Latin.....	5 recitations a week
Bible.....	1 recitation a week
	<hr/>
	23 recitations a week

FRESHMAN YEAR

English.....	5 recitations a week
History.....	4 recitations a week
Mathematics.....	5 recitations a week
Latin.....	5 recitations a week
Physical Geography.....	5 recitations a week
Bible.....	1 recitation a week
	<hr/>
	25 recitations a week

SOPHOMORE YEAR

English.....	4 recitations a week
History.....	4 recitations a week
Mathematics.....	4 recitations a week
Latin (Cicero).....	4 recitations a week
French or *Latin (Virgil).....	4 recitations a week
Biology.....	4 recitations a week
Bible.....	1 recitation a week
	<hr/>
	25 recitations a week

*This gives an opportunity to finish fourth year high school Latin in third year.

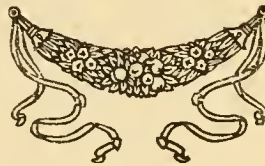
JUNIOR YEAR

English.....	4 recitations a week
Latin.....	3 recitations a week
Mathematics.....	4 recitations a week
German or French.....	4 recitations a week
History or Physics.....	3 recitations a week
Bible.....	1 recitation a week
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	19 recitations a week

SENIOR YEAR

English.....	4 recitations a week
*History, Chemistry, Mathematics.....	7 or 11 recitations a week
Latin, German, or French.....	6 or 3 recitations a week
Bible.....	1 recitation a week
	<hr/>
	18 or 19 recitations a week

*If History was taken in Junior year, one of the sciences must be taken in the Senior year.





WEAVERVILLE, NORTH CAROLINA

Courses of Study

DEPARTMENT OF ENGLISH

This department will emphasize reading, spelling, and written work. The pupils will be trained to speak and write correctly. The teachers will seek to inspire a love for good literature. The books to be read and studied in high school classes will be selected from the College Entrance Requirements, 1915-1919.

EIGHTH GRADE

Texts—Metcalf's *English Grammar, Parts I. and II.*; Webster's *Spelling Book*; two books to be studied in class, and four books to be read as parallel. Five recitations a week.

FRESHMAN YEAR

Frequent themes illustrating the rhetorical principles studied will be required. Texts—Thomas and Howe's *Composition and Rhetoric*; Metcalf's *English Grammar, Part III.*; Webster's *Spelling Book*; two books to be studied in class, and four books to be read as parallel. Five recitations a week.

SOPHOMORE YEAR

College Entrance Requirements: At least four books studied in class, and at least five books read as parallel. Four recitations a week.

JUNIOR YEAR

A study of the history of English Literature; a general survey of English Poetry; theme writing; parallel reading. Texts—Manly's *English Poetry*; Long's *English Literature*. Four recitations a week.

SENIOR YEAR

A survey of English Prose; a review of the lives of many of the authors whose selections are studied; theme writing; parallel reading. Four recitations a week.

DEPARTMENT OF HISTORY

English History—The aim of this course is to give the student a thorough knowledge of the essential events in the political, social, and economic development of the Mother Country. Shakespeare's *Historic*

Plays are assigned as parallel work. Four recitations a week. Text—*Wrong's British Nation*.

FRESHMAN YEAR

American History—After a rapid survey of the period of Discovery and Settlement, the period of the Revolution is studied closely. The greater part of the fourth quarter is devoted to a painstaking study of Civics. Among other topics that are given especial attention are the Organization of Political Parties, Expansion of Territory, the Civil War and Reconstruction, and National Development. Four recitations a week. Texts—Stephenson's *American History*; Peele's *Civil Government*.

SOPHOMORE YEAR

Ancient History—The especial aim of this course is to show that the treasures of the Old World were not destroyed by the fall of Rome, but all that was really valuable became the possession of the succeeding ages. The æsthetic nature of the Greek is traced; in contrast to this is emphasized the practical nature of the Romans which finds expression in the development of law and the organization of empire. Among other things studied is the influence of Christianity on the decaying empire and on the incoming barbarian, and its extension throughout all Europe eventually becoming the most potent factor in modern civilization. Four recitations a week. Text—West's *Ancient World*.

*JUNIOR YEAR

In this year's work a careful study is made of the History of Western Europe. The following subjects receive emphasis: the development of European culture since the fall of the Roman Empire, the evolution of modern nationalities, the Renaissance and Reformation, the era of the French Revolution, the expression of European interest and civilization in Africa and Asia. Three recitations a week. Text—Robinson's *History of Western Europe*; Robinson's *Readings in the History of Western Europe* are used for parallel work.

*SENIOR YEAR

American History, 1760-1914—In this course, the aim is to study American History in its relation to other history. While Social History receives some attention, special emphasis is laid upon the political and constitutional phases of our history. The following topics receive attention: the problems of the confederation, the nature of the constitution in the light of its early interpretations, the rise of political parties, early

diplomatic relations, the rise of sectionalism, the slavery controversy, and secession. The following texts are used: Hart, *The Formation of the Union*; Wilson, *Division and Reunion*; West, *American History and Government*; Bryce, *American Commonwealth*. Three recitations a week. Parallel and written work required. Text book to be selected.

*Junior and Senior in alternate years, open to both Juniors and Seniors. Junior year work for 1916-1917.

DEPARTMENT OF MATHEMATICS

EIGHTH GRADE

Arithmetic—This course embraces a thorough treatment of the subject with special emphasis on fractions, denominate numbers, mensuration, ratio and proportion, partnership, interest, discount, stocks and bonds. Four recitations a week through the year. Text—Wells' *Academic Arithmetic*.

Algebra—A thorough treatment of the fundamental principles and operations of Algebra, with special attention to factoring, fractions, simple and simultaneous equations. Four recitations a week through the year. Text—Slaught and Lennes' *Algebra*.

FRESHMAN YEAR

Algebra—In this year's work a careful study is made of simultaneous equations, involution, evolution, theory of exponents, radicals, and quadratic equations. Four recitations a week through the year. Text—Slaught and Lennes' *Algebra*.

SOPHOMORE YEAR

Plane Geometry—A complete course in Plane Geometry, with special attention given to original exercises. Four recitations a week through first three quarters. Text—Wells' *New Plane and Solid Geometry*.

Algebra—This course includes simultaneous quadratics, ratio and proportion, the progressions, the binomial theorem, undetermined coefficients and logarithms. Four recitations a week through the last quarter. Text—Wells' *New Higher Algebra*.

JUNIOR YEAR

Solid Geometry—A thorough course in Solid Geometry, including numerous original exercises. Three recitations a week (fall term). Text—Wells' *New Plane and Solid Geometry*.

Trigonometry—This course includes the definitions of the trigonometric functions, derivations, and formulæ, with their application; logarithms, solution of plane and spherical triangles; also many practical problems. Three recitations a week (spring term). Text—Wells' *New Plane and Spherical Trigonometry*.

SENIOR YEAR

(*Elective*)

Analytical Geometry—Co-ordinates, loci of equations, straight lines, circle, parabola, ellipse, hyperbola, higher plane curves and geometry of three dimensions are treated thoroughly in this course. Three recitations a week through the year. Text—Nichols' *Analytical Geometry*.

DEPARTMENT OF SCIENCE

FRESHMAN YEAR

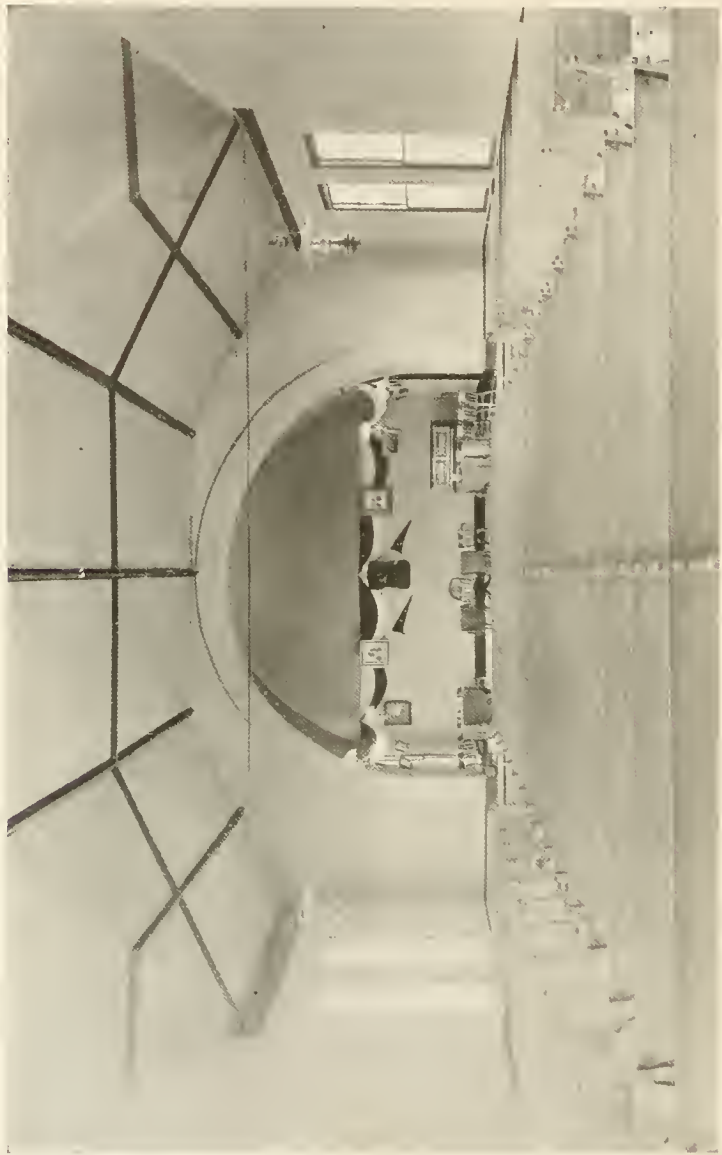
Physical Geography—In this course the text is followed closely by laboratory and field work. The vicinity of Weaverville abounds in points of geographical interest and these points are studied closely in field work. The strata of surrounding mountains are examined and drawn; streams are studied and mapped; minerals are carefully studied and classified; great geographical changes are both modeled in clay and traced on maps. Text—Tarr's *New Physical Geography*. Four recitations and one laboratory period each week.

SOPHOMORE YEAR

Biology—Lectures, recitations, laboratory, and field work. This course gives the pupil an idea of the scope and methods of scientific study of plants and animals. In the examination of typical plants and animals, stress is laid upon the structure, function, adaptation, and development. Incidentally some of the theoretical aspects of biology are discussed; such as heredity and evolution. There is also some time devoted to the study of foods and diseases. This course serves as an introduction to the subsequent study of special branches of biology. Texts—Hunter's *Essentials of Biology*; Sharpe's *Laboratory Manual in Biology*. Three recitations and one laboratory period each week.

JUNIOR YEAR

Physics—Lectures, recitations, and laboratory. This course is intended to give the student an understanding of the phenomena which are



AUDITORIUM—LAMPS HAVE BEEN REPLACED WITH ELECTRIC LIGHTS

constantly occurring about him. Such topics as the properties of matter, mechanics, mechanics of fluids, light, and sound, are taken up. Stress is laid upon physical definition and the solution of physical problems. The laboratory work in this course gives the student a clear idea of physical experimentation and prepares him fully for further work in physics. The last term is devoted to magnetism and electricity. Texts—Carhart and Chute's *First Principles of Physics*; Conard's *Physics Manual*. Three recitations and one laboratory period each week.

SENIOR YEAR

Chemistry—Lectures, recitations, and laboratory. In this course great stress is laid upon laboratory work, and chemical formulas and reactions. Those experiments are given which bear directly upon Qualitative Analysis, and sufficient problems are solved to give an insight into Quantitative Analysis. The last term is devoted to a brief course in Qualitative Analysis, wherein each student is required to analyze satisfactorily a number of unknown substances. Texts—Brownlee and Fuller's *First Principles of Chemistry*; Cumingham's *Manual of Inorganic Chemistry*. Three recitations and one laboratory period each week.

DEPARTMENT OF LATIN

In Latin we offer a four year high school course and a two year college course. By taking two Latin courses in the third year the student has the opportunity to take the four year high school course in three years. If he does not do this, he may finish his high school Latin while he is in a higher class in other studies.

EIGHTH GRADE

Course I.—The purpose of this year is to acquire a thorough knowledge of forms, together with the simple principles of Syntax. Special stress will be placed on written exercises. Five recitations a week. Text—*Latin Lessons* (Smith).

FRESHMAN YEAR

Course II.—The text will be translated critically and the grammar used at each recitation. Five recitations a week. Texts—Cæsar's *Gallic War*; Bennett's *Grammar*; Bennett's *Latin Writer*.

SOPHOMORE YEAR

Course III.—In connection with the reading of the texts, the pupil will be required to make a short study of the History of Rome from 100

to 63 B.C. Four recitations a week. Texts—Cicero, *Orations*; Bennett's *Grammar*; Bennett's *Latin Writer*.

Course IV.—Some attention will be devoted to Mythology. Harper's *Dictionary of Classical Literature and Antiquities* will be consulted. Study of hexameter verse. Four recitations a week. Texts—Virgil, *Aeneid*; Bennett's *Grammar*.

JUNIOR YEAR

Exercises in Sight Translation and Prose Composition. Continued study of the history, life and mythology of the Roman people. Attention will be given to the lives, times and works of the principal characters in their literature. Three recitations a week throughout year. Texts—Livy, *Two Books*; Horace, *Odes and Epodes*.

SENIOR YEAR

Rapid Translation. Attention directed to an appreciation of the literary value of the author studied. Individual research encouraged. In all courses the history contributes largely to the best understanding of the literature read. Three recitations a week throughout year. Texts—Cicero, *Selected Letters*; Pliny, *Selected Letters*; Plautus, *Two Plays*; Terence, *One Play*.

DEPARTMENT OF FRENCH

FIRST YEAR

(a) Grammar and Reading; (b) Exercises in Dictation, Poems Memorized, Simple Conversation. Four recitations a week. Texts—Fraser and Squair's *Grammar*; *Contes et Legendes* (Guerber); *La Poudre aux Yeux* (Labiche and Martin).

SECOND YEAR

(a) Grammar and Reading; (b) Prose Composition; (c) Conversation. Three recitations a week. Texts—Fraser and Squair's *Grammar*; *La Tulipe Noire* (Dumas); *Colomba* (Merimee); *La Mare au Diable* (Sand); *Hernani* (Hugo); *La Princesse Lointaine* (Rostand).

DEPARTMENT OF GERMAN

JUNIOR YEAR

Much attention will be given to correct pronunciation. Written exercises will be given almost daily, also frequent drills in word forms. *Gluck*

Auf and Collman's *Easy German Stories* will be read. Some time will be devoted to memory work. Four recitations a week. Text—Thomas' *Practical German Grammar*.

SENIOR YEAR

Much of the time during this year will be devoted to translation. Four recitations a week. Texts—Thomas' *Practical German Grammar*; weekly exercises from Part II.; Schiller's *Jungfrau*; Heyse's *Das Madchen von Treppi*; Lessing's *Minna von Barnhelm*.

DEPARTMENT OF BIBLE

EIGHTH GRADE

Select Bible Readings—This course will lead the student into an appreciation of the Bible as good reading and prepare him for the further prosecution of his studies in the Sacred Text.

FRESHMAN YEAR

Life of Christ—The student will be given the historical setting of the Life of Our Lord and the leading facts will be presented. Text—Burton & Matthews' *Life of Christ*.

SOPHOMORE YEAR

The Life of Christ—The Life of Our Lord will be studied in minute detail. The last quarter will be given to a study of the effect of the teachings of Christ upon the history of the world. Text—Burton & Matthews' *Life of Christ*.

JUNIOR YEAR

The Apostolic Age—This course will embrace a study of the literature and history of the period immediately following the Life of Christ. Text—Gilbert's *Christianity in the Apostolic Age*.

SENIOR YEAR

History of the Bible—This course will give a comprehensive view of Bible times and serve to connect the preceding courses. Text—Blakie's *Bible History*.

DEPARTMENT OF MUSIC

MRS. J. R. WALKER, Teacher

The Department of Music is divided into four grades. Playing from memory is required in every grade.

FIRST GRADE

Rudimental Technicalities, Conservatory Method, Duvernoy's First Exercises.

SECOND GRADE

Plaidy's Technical Studies, Exercises in Scales, Duvernoy's *Ecole du Mecanism*, Parts I., II., III.; Easy Sonatas and Pieces.

THIRD GRADE

Czerny's *Etudes de la Velocite*, Nos. I. and II.; Major and Minor Scales, Arpeggios, etc.

FOURTH GRADE

Major and Minor Scales continued, Studies by Cramer and Mocheles, Playing from Memory.

DEPARTMENT OF EXPRESSION AND ORATORY

MRS. NANNIE BLACK McDOWELL, Teacher

The importance of this department cannot easily be overestimated. The ability to read and speak well is an essential part of the education of young people. Mind, voice, and body should be trained and brought into unity; thus the logical action of the mind is developed and the work becomes a means of personal culture, and a preparation for all lives of study. Attention should be given to articulation, to simple harmonic action, and to the appreciation of the highest and best in our literature. A clear understanding of literature must be the foundation of this work.



SENIOR CLASS, 1915-1916

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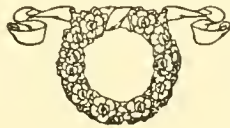
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THE INLAND PRESS
ASHEVILLE, N.C

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Catalog, 1904-1933.

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