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WEAVER COLLEGE

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

WEAVERVILLE, NORTH CAROLINA

↳ Catalog
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.....
CO-EDUCATIONAL
.....

CATALOGUE . . 1923-1924
ANNOUNCEMENTS, 1924-1925

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CALENDAR 1924-1925

- Summer School opens, July 22, 1924.
Summer School closes, August 30, 1924.
Entrance Examinations, September 2-3, 1924.
Registration Day, September 4, 1924.
End of First Quarter, November 8, 1924.
Thanksgiving Day, November 27, 1924.
Christmas Vacation begins, at 4 p. m., December 20, 1924.
Christmas Vacation ends, January 5, 1925.
First Semester ends, January 24, 1925.
Washington's Birthday, February 22, 1924.
Third Quarter closes, March 28, 1925.
Easter Vacation, one day.
Commencement, May 30 to June 2, 1925.

BOARD OF TRUSTEES

- 1924 — C. E. Chambers, C. G. Lee, Rev. H. C. Sprinkle.
1925 — J. J. Nichols, Frank S. Smith, S. P. Burton.
1926 — J. B. Lotspeich, C. F. Bland, Dr. E. K. McLarty.
1927 — Dr. D. Atkins, Dr. H. B. Weaver, L. Edwin Gill.
1928 — H. A. Dunham, C. W. Brown, Dr. Ashley Chappell.

OFFICERS OF THE BOARD

- H. A. Dunham, *Chairman*.....Asheville, N. C.
L. Edwin Gill, *Secretary*.....Weaverville, N. C.
C. W. Brown, *Treasurer*.....Asheville, N. C.

FACULTY

1923-1924

C. H. TROWBRIDGE, *President*
Education and Religious Education

A. B., Pritchett Institute, 1893; Summer Student, University of Chicago, 1896, 1903, 1905; A. B., Harvard, 1901, and A. M., 1902; Graduate student, University of Iowa, 1920-21. Teacher and Principal, Missouri Public Schools, 1893-1896; Professor Science, Central College for Women, 1896-1900; Instructor in Chemistry, Manual Training School of Washington University, 1902-1907; Superintendent Brevard Institute, 1907-1923.

W. E. POWELL, *Dean*
History and Economics

A. B., Trinity, 1920, and A. M., 1922; Teacher East Durham High School, 1921-1922; Principal Randleman High School, 1922-1923; Councillor, Lake Junaluska Camp for Boys, Summer of 1923.

MRS. LEE PYLANT, *Dean of Women*
Mathematics

Graduate Georgia State College for Women, 1915; Summer student, Columbia University, 1917; Summer student, Georgia State College for Women, 1920, 1921, 1922, 1923; Mathematics Teacher, Bowden, Georgia, High School, 1915-1918; Principal and Teacher Mathematics, Ropville, Georgia, High School, 1918-1921; Dean of Women and Teacher of Mathematics, Weaver College, since 1921.

THOMAS O. DEADERICK
Latin, French and Greek

A. B., University of Tennessee, 1872, and A. M. later; B. L., Cumberland University, 1874; Teacher Latin and Greek, University of Tennessee, 1877-1888; student German Universities in Leipzig and Berlin, 1888-1889; Teacher Latin and Greek, West Florida Seminary, 1889-1891; Professor Latin and French, Southwestern Presbyterian University, 1891-1913; Summer student, Chicago University, 1904-1907; attended lectures, Columbia University, New York, 1912.

S. B. CHURCHWELL
Science

Student University of Mississippi, 1915-1917, 1919-1920; and Summers of 1916 and 1920; Summer Student George Peabody College for Teachers, 1923; Principal Union High School, Miss., 1917-1918; Principal Central High School, Pascagoula, Miss., 1920-1921; Science Department, Weaver College, since 1922.

MISS LUCILE SMITH

English

Graduate Georgia State College for Women; Student two years, University of Chicago; Summer student, University of Georgia, 1922; Summer student Georgia State College for Women, 1923; For eight years teacher in Georgia Public Schools; Teacher of English and History, Brevard Institute, 1920-1923.

MISS MARY T. PESCUO, *Librarian*

Spanish

L. I., George Peabody College for Teachers; Graduate Eaton and Burnett's Business College; Special Student Scarritt Bible and Training School; Student Library Science, State College of N. C.; Missionary Teacher in Brazil, 1898-1915; Librarian and Teacher of Spanish, Lander College, 1921-1923.

ARTHUR L. MANCHESTER, *Director of Music Department*

Piano, Voice, Theory, Harmony

Graduate of Philadelphia Music Academy; Student of Richard Zechwer, F. J. Bussman, of Royal Conservatory of Milan, Italy, and F. H. Tubbs, New York City; Associate Editor, The Etude, 1892-1896; Editor The Musician, 1896-1902; Dean School of Music, Converse College, and Director South Atlantic States Music Festival, 1904-1913; Director Fine Arts Department, Southwestern University, 1913-1918; Director Music Department, Hardin College, 1918-1920; Composer, Contributor to musical periodicals, Conductor of symphony orchestra, Elmira, N. Y., 1920-1923.

MRS. C. H. TROWBRIDGE

Secretary and Treasurer

A. B., St. Charles College; Summer student in English, Monteagle; Seven years teacher of English, Centenary Academy, Palmyra, Missouri.

MRS. E. H. ELLIOTT, *Dietitian and Nurse*

Domestic Science

Graduate Sayre College, Lexington, Ky.; Manager Girls' Club, Meredith College, 1919-1920; Dietitian Oklahoma State College, 1920-1922; Dietitian Gulf Park College, 1922-1923; Manager Interstate Y. W. C. A. summers of 1921, 1922, 1923.

E. R. PRESSON

Graduate Manager of Athletics

Graduate Monroe High School; Graduate of Weaver College, 1916; Principal of Hemphill School, 1916-1918; Secretary Buncombe County Alumni Association.

MISS MILDRED JONES

Stenography

Graduate Brevard Institute, Commercial Department; Business experience in Greenville, S. C.

MISS BLANCHE MORRIS

Bookkeeping

Student Weaver College; Graduate Vance Business College; Principal Commercial Department Vance Business College.

MISS LOUISE WILLIAMS

Assistant in High School Latin

Graduate Brevard Institute; Student Martha Washington College; Member class of 1924, Weaver College.

HAROLD SLATEN

Assistant in Mathematics

Graduate Charlotte High School; Member class of 1924, Weaver College.

GENERAL INFORMATION

HISTORY

The Holston Annual Conference of 1836 was entertained in Weaverville, North Carolina, in a frame building especially constructed for that occasion. This building stood on a slope below the present cemetery. It was known as the "Conference House" and was used for a neighborhood school until 1854. At that time the "Sons of Temperance," in their nation-wide activity, held meetings in North Carolina. It is said that an Ohio man preached all day and that practically all the prominent planters of the county joined his organization. It is related of one well-known man, whose relatives are still prominent people in the neighborhood, that he went home that evening and broke on a stone in the yard the various cut glass decanters which had held for years the different kinds of strong drink on his sideboard, and that he never afterwards used liquor as a beverage.

Some disagreement arose in the local church in regard to the meetings of the "Sons of Temperance," some of the members believing that the church should not be used for that purpose. The disagreement was so sharp that several old-time Methodists moved their membership to the Methodist Protestant church, and a little later a separate building known as Temperance Hall was constructed. It stood on the other ridge near where Crutchfield Hall now stands. This also was a frame structure. It was burned in 1872, after being used twenty years as a school and Temperance Hall.

The section of country benefited by the Weaverville school felt so strongly the need of an educational institution that efforts were put forward at once to build a brick structure and to extend the work of the institution. The local community was largely responsible for this successful effort. Brick was burned on the place, and a well-proportioned and substantial building, containing six spacious rooms and two large halls, was erected. The institution was in 1872 incorporated as Weaverville College under a local Board of Trustees, independent of

any denomination. The first president was Dr. J. A. Reagan. He was followed in order by J. M. Campbell, Rev. J. S. Kennedy, D. D., E. M. Goolsby, Rev. D. Atkins, D. D., S. A. Trawick, M. A. Yost, A. M., Rev. George F. Kirby, J. M. Robeson, Rev. L. B. Abernethy, Olin S. Dean, A. B., Rev. W. A. Newell, D. S. Hogg, A. B., A. M. Norton, A. M., C. H. Trowbridge, A. M. Under the administration of Dr. D. Atkins in 1883 the college was deeded to the Methodist Episcopal Church, South.

In 1912 the school was reorganized as a junior college, and the curriculum was correspondingly shortened. In 1915 the General Assembly of North Carolina granted a new charter, greatly enlarging its powers and privileges. The College is now controlled by a Board of Trustees consisting of fifteen members elected by the Western North Carolina Conference of the Methodist Episcopal Church, South.

LOCATION

WEAVERVILLE.—Weaver College is located in Weaverville, a village of about eight hundred inhabitants, nine miles north of Asheville, North Carolina. It is said that the Indian name for the ridge on which it stands was Dry Ridge because before historic times it was recognized that the configuration of the mountains freed this particular spot from much of the precipitation Western North Carolina is troubled with. In the very heart of the Asheville plateau, Weaver College has a climate unsurpassed anywhere for healthfulness and comfort. The village stands on an elevated section of the country, but it is surrounded on all sides by lofty mountains. The beauty of the sunsets is indescribable.

Weaverville is an old, cultured college town. The people are thoroughly interested in the College and in their churches and their own High School. The hard surfaced road puts them within thirty minutes of Asheville by automobile, and a considerable portion spend their business hours in the city. The rare combination of quiet college town in the great health resort

of the South, within easy access of the musical and other advantages of one of the most thriving cities of the state can hardly be duplicated elsewhere.

ASHEVILLE ATTRACTIONS.—Among the many Asheville programs which have been enjoyed by groups of Weaver College people during the session of 1923-1924 may be mentioned Madame Alda, Paderewski, Fiske Jubilee Singers, McCormick, The Carolina Playmakers, and a choice selection of the world's best photoplays.

THE ASHEVILLE PLATEAU.—It is well known that the highest peaks of eastern America are in this immediate section. Mt. Mitchell, 6,711 feet high, has no peer east of the Rocky Mountain system. It can be visited in an automobile between breakfast and supper, as can also such famous places as Mt. Pisgah, Chimney Rock, Craggy, the Vanderbilt estate, and numerous other points of interest.

MOVING TO WEAVERVILLE

Weaverville has four churches and an excellent public school in addition to the advantages provided by Weaver College. It makes an ideal home for the family in which children are growing up. Its own progressiveness and the proximity of Asheville provide good opportunities for lucrative employment.

The College will gladly correspond with people who wish to move to a college town, as there are often opportunities to buy or rent property at reasonable rates.

PROPERTY

GROUNDS AND BUILDINGS

ADMINISTRATION BUILDING.—Weaver College now owns about fifty-five acres of ground in the village of Weaverville, North Carolina, nine miles from Asheville. When the first brick building was constructed in 1873, only five acres of ground immediately adjoining the building were under the control of the College. In 1886 a two-story frame building was built to be used as a girls' dormitory. In 1895 a considerable addition was connected with the administration building. The addition contained four large class rooms, a library, and a large chapel.

CRUTCHFIELD HALL, was constructed in 1908 and named as a memorial to Rev. George W. Crutchfield, whose persistent efforts secured funds which made the building possible. Mr. Crutchfield was pastor of the Weaverville station, and he probably broke his health in the arduous labors connected with the raising of money for this building.

In 1922 steam heat was installed in the girls' dormitory, Crutchfield Hall. In 1923 both sections of the administration building were redecorated with paint and calomine.

SKINNER HALL.—In 1922 Mr. David E. Skinner of the class of '87 contributed \$25,000 for the erection of the boys' dormitory. This was supplemented by \$20,000 from the Centenary contribution, and Skinner Hall is the result. This is one of the best equipped dormitories in the South. It has hard wood floors throughout, steam heat, bath rooms on each floor, and is equipped with hot and cold water in lavatories and showers, and with all modern conveniences, including a telephone. The game room in this building is one of the handsomest recreation rooms to be found anywhere.

The site selected for Skinner Hall is the northwest corner of the old Reems Creek Camp Grounds, one of the historic religious localities of Western North Carolina. It is said Bishop Asbury preached on this spot. His Journal names repeated visits to the Killian home between Weaverville and Asheville,

between 1800 and 1813. The old camp meeting arbor fell under a heavy load of snow in 1893. A seat still remains around the tree which sheltered the speaker's stand, and a number of trees, probably full grown in Asbury's time, are still standing in that part of the campus.

COTTAGES.—In addition to the three dormitories and the administration building, there are two frame cottages on the place. An eight-room residence just off the campus is rented as a president's home.

THE LIBRARY.—The library contains about 3,000 volumes, most of which are modern works dealing with the various departments operated in the high school and college. A number of these books, however, are very rare copies, some of them containing autographs of famous men. These books are shelved in the original chapel of the old building, a light, airy room 50x29 feet, where the books are easily accessible. They have been catalogued according to the Dewey Decimal system.

LABORATORIES

SCIENCE.—The science laboratory occupies one of the largest rooms in the Administration Building and is well equipped for work in high school biology and high school physics and for college work in physics and chemistry. Recently benches connected with water and sewer were installed. New equipment and material are being obtained as there is call for it, and the science department is especially well equipped for its work.

DOMESTIC SCIENCE.—The domestic science laboratory is in the older section of the Administration Building above the Library. It is a recent development, but is already fairly well equipped.

THE CAMPUS

The campus has grown by donations and purchase to include fifty-five acres of lawns, forest, gardens, pastures, and lake. Some \$10,000 worth of land has been purchased since the Centenary contributions began to come in.

LAKE LOUISE.—In 1921 Mrs. C. R. Moore, of Weaverville, donated to the College about twenty acres including Lake Juanita, which name has since been changed to Lake Louise in honor of Mrs. Moore. The lake covers about six acres and has in it a rocky island connected to the mainland by a bridge. The lake furnishes opportunity for boating and bathing when suitable supervision is available.

DUNHAM FIELD.—In 1921 an athletic field was constructed largely through the generosity of Mr. H. A. Dunham, of Asheville. The cost of grading was approximately \$3,000. Dunham Field provides for football and baseball. Tennis and basketball courts find space elsewhere on the campus. Funds are in sight for the erection of the first unit of a gymnasium.

PRIZES

A scholarship in Trinity College is awarded to the young man or woman making the highest average grades in the Senior year. Also a scholarship in Greensboro College for Women, to the young lady making the highest average grade in the Senior year. Baylor University offers a scholarship to the honor graduates among the women, and will loan half the amount to the woman who graduates with second highest rank.

The following medals are offered:

The Orator's medal, for the best Junior or Senior Oration; the Essayist's medal, for the best essay by a young lady in the Junior or Senior class; the Declaimer's medal, won in a contest open to boys below the Junior class. The young men's literary societies offer three medals each: Declaimer's improvement, Debater's improvement, best debater.

The Orator's medal, after 1924, will be given by C. F. Bland, of Hendersonville. The best Debater's medal in the Cliosophic Society has been offered after 1924 by Chas. G. Lee. Both these men are members of the Board of Trustees.

ALUMNI

The graduates of Weaver College have always been loyal, helping particularly with athletics and forensics. Since the

re-organization of the Association in the fall of 1923, unusual interest has been shown. The Association now supports a graduate manager of athletics and guarantees athletic expenses, besides helping in many other activities. Scores of members contribute from \$1.00 to \$100.00 each to this fund.

DONATIONS

It is impossible to list all donations to Weaver College, but a partial list is inserted to do justice to the benefactors, as far as possible. It is hoped that the incompleteness of this list may lead to the acquisition of further information concerning gifts to the institution.

LAND.—Mr. Mont Weaver donated five acres on which the original brick building was erected in 1873 and 1874. Later Captain W. E. Weaver, of Weaverville, and Mr. David E. Skinner of Seattle, Washington, have added to the campus without cost to the College. Mrs. Charles R. Moore donated twenty acres of land, including beautiful Lake Louise. The Centenary fund paid for other portions of the property.

BUILDINGS.—The original Administration Building was paid for, chiefly, by residents of Weaverville. Crutchfield Hall was built from funds secured in a strenuous campaign throughout Western North Carolina by Rev. G. W. Crutchfield. The nucleus of the fund which paid for Skinner Hall was \$25,000 donated by D. E. Skinner. This was supplemented by the Centenary and Christian Education funds, subscribed to by hundreds of loyal alumni and friends.

IMPROVEMENTS—The construction of Dunham Athletic Field, the roofing of the Administration Building, the renovation of the frame dormitory, and innumerable smaller improvements have come from Mr. H. A. Dunham. Mr. H. C. Johnson, of Asheville, has aided greatly in graveling the roads to and through the campus, as has also the Town of Weaverville. The Charles W. Byrd Sunday School Class of Central Methodist Church, Asheville, has furnished the sitting room in the girls' dormitory.

SERVICES.—The amount of valuable time contributed by members of the Board of Trustees and other friends is incalculable. Among the most liberal in recent years might be mentioned Rev. G. W. Crutchfield, Frank M. Weaver, Charles R. Moore, H. A. Dunham, C. W. Brown, the present Treasurer of the Board, Rev. C. M. Pickens and E. R. Presson, of the Alumni Association, C. A. Reap, and a large number of Methodist preachers and of former students of the College.

BOOKS.—Additions to the Library during 1923-24 by gift or by loan have come from Reverend H. C. Sprinkle; the Asheville Y. M. C. A.; Greensboro College; Lamar & Barton, Nashville, Tennessee; Joseph H. Wehling, Emory Lyda, and Rev. O. E. Croy, of the student body; the Delphian and Philosophic Literary Societies; Miss Fannie Bame, Charlotte, North Carolina; C. H. Trowbridge; Mrs. J. A. Trowbridge, Brevard, North Carolina; The American Chemical Society; Dr. Gilbert T. Rowe, Nashville, Tennessee; Mrs. Thos. O. Deaderick; J. H. Burrus; Doubleday, Page & Company; Henry Holt & Company; Dr. Louis R. Wilson, Chapel Hill, North Carolina; Geological Survey of North Carolina; Mrs. Wm. N. Collings.

SCHOLARSHIPS.—Mr. H. C. Johnson, through the Buncombe Chapter of the Daughters of the Confederacy, maintains a full scholarship, known as the Harriett Johnson Franklin scholarship, which pays all the board and tuition expenses of one girl. Mrs. Rosa P. Teasley, of Asheville, provides aid for one ministerial student. The Young Ladies Class of the West Market Street Sunday School, Greensboro, supplements the earnings of one girl.

PURPOSE OF WEAVER COLLEGE

Weaver College aims definitely to help certain classes of young people. It does not claim to be the best institution for educating every person, but it recognizes the needs of a large group of worthy and ambitious young people and adapts its curriculum, its regulations, and its expense list to fit their needs.

1. It offers honest Freshman and Sophomore courses leading toward the A. B. degree of an A-grade college or university, fitting students with small expense and with personal contact with their teachers for the junior class in an A-grade college.

2. It offers two years of Business Administration to those who wish to go on with a business administration course in a university, or for those who find that they must enter commercial pursuits after two years of college training. Students are urged wherever possible, however, to go on through the four years of college work.

3. The course in Education and Religious Education is provided for (a) those who wish to go on with this line of work in a university; (b) for those who expect to teach or to preach and are unable to go further at present with their studies; (c) for those who expect to become useful members of society in their homes without further college training. In this group also effort is made to induce each one to continue his or her college work in some four-year institution.

4. A strong department of music provides training for those who expect to complete their musical education here or elsewhere and for those who plan to train themselves for giving pleasure in the home and service in the church and community. This course encourages students to continue their training, but is adapted also to do the best possible for those who spend only two years in college.

5. A General Course, consisting largely of electives, is provided for those who, for any reason, desire a junior college course of real worth constructed to fit individual needs. This course is independent of tradition and almost any student, with the advice of the faculty, can build for himself a curriculum that will make life most worth while for his particular personality.

All these courses of study are constructed with the idea that a great many of our Southern young people desire to do sincere hard work in a Christian atmosphere and in pleasant social surroundings where they personally know all the students and teachers and where the fees are estimated to cover the cost

of the comparatively inexpensive Freshman and Sophomore years without the loading demanded by the vastly more costly Junior and Senior years.

For an outline of these five curricula and of the admission requirements for each, see pages 35, 36, 37, 38 and 39.

METHODS

In the working out of the aims just mentioned, Weaver College employs an adequate but unpadding list of teachers thoroughly equipped by training and experience for the work of a junior college. It provides a library and a laboratory equipped for junior college needs without the immense expense demanded by extensive research. It provides comfortable dormitories under the supervision of thoughtful and considerate college officials where the students have much more freedom and responsibility than is customary in high school life, and still where the necessity for mature judgment on the part of the student is not so great as in the large college or university. It thus provides one of the most efficient methods by which a young person with good intentions can adjust himself to the intricate problems connected with the beginning of his life away from home influence.

PERSONALITY DEVELOPMENT COLLEGE ATTITUDE

While every college, large and small, is in a position to give intellectual training of a high order, it is universally recognized that the great problem of education is by some means to instill into the motive principles of the young, those personal traits which far more than intelligence alone contribute to happiness and usefulness in life. In an attempt to give some degree of scientific training to these various qualities of heart and habit which cannot effectively be taken care of in the class room, Weaver College teachers give frequent estimates of the impression made upon them individually by their pupils in regard to a number of the elements fundamental to success. After making some study of the questions asked by employment agencies, bonding companies, and vocational guidance advisors,

the faculty chooses the following features of human life to receive consideration approximately equal to that devoted to marking class standing:

ELEMENTS FROM WHICH COLLEGE ATTITUDE GRADE IS MADE UP

1. **MANNERS:** In dormitory, at table, in school, in public; reverence.
2. **NEATNESS:** Care of room, personal neatness, neatness of clothing.
3. **RESPECT FOR PROPERTY:** Dormitory, campus, Administration Building, personal possessions, property of others.
4. **CO-OPERATION:** With faculty and with student organizations and with individuals; community usefulness.
5. **INITIATIVE:** In study and in class, and in student activities; foresight; leadership; self-control.
6. **ATTENDANCE AND PUNCTUALITY:** At meals, at college assignments, at student activities, at Sunday school and church.
7. **DEPENDABLENESS:** Consistency in good recitations, good conduct, and in courtesy; business punctuality.
8. **EARNESTNESS:** In study, in care of health, in student activities; ambition.
9. **IMPROVEMENT:** In general bearing, in reciting, in conduct.
10. **SOCIAL LIFE:** Compliance with regulations which govern relations between men and women students; etiquette in society; attractiveness of disposition; tact.

In making these estimates, teachers mark every student on every element on which they have information, especially remembering to give credit for creditable acts or traits. They omit grades for those pupils whom they do not know, and for those traits of pupils they know if they have never had opportunity to observe the pupil in the respect under consideration.

The blanks upon which each teacher marks each student in each of these particulars are made accessible to the students after the general average of all the marks from all the teachers has been recorded. Each student is thus able to determine what

traits of his character seem strong to this group of teachers, and what points in their judgment need his consideration and attention. This grade is called College Attitude, and as a rule the students are more eager to see what impression they are making on their teachers in these essential features than they are to see what their class-room marks are. The responsiveness of the student to this effort on the part of the teachers is very gratifying, for it seems probable that the estimate obtained in this analytical way by a group of teachers is approximately a measure of the impression a student will make upon the people he deals with elsewhere. It comes pretty close to being a measure of that elusive but vitally important thing called Personality.

STUDENT ACTIVITIES GOVERNMENT

The students at Weaver College have not as yet chosen to adopt anything very close to student government. They prefer, for the present at least, to have some member of the faculty responsible for each dormitory and each class room. They have, however, taken over certain parts of the student life for their own responsibilities and, except that the College reserves the right to veto any action of any unit of the College, these organizations handle their own problems. In Skinner Hall the men students have two organizations; one of them makes and enforces rules for the maintenance of order in the building during study hours at night; the other assigns duties and adjusts the burden of athletic activities, considering the wishes of the parent, the duties of the student, and the needs of the team. The women students in Crutchfield Hall have no definite organization, but it is well understood that any act which disturbs seriously the dormitory life and which hurts the good name of the group will not be tolerated.

The various athletic, social, literary and religious organizations of the College are described later. Each has its own function and looks after its business, consulting frequently with the College authorities and acting always subject to their veto.

COLLEGE COUNCIL

The co-ordination of the activities of the various college groups is in the hands of the College Council, in which every official organization including the faculty is represented. Any new questions unanswered by precedent or faculty ruling can be brought to the Council. If its solution involves a considerable number of the college people, the Council decides whether or not to put the question before the organizations represented for discussion. The College Council is in no sense a legislative body but its service eliminates friction and facilitates co-operation among the various college organizations. This stimulates the students to participate in planning for the development of the College, tends to give them practice in debating live topics, and gives to college problems a careful study from every point of view.

LITERARY SOCIETIES

The Cliosophic and Delphian literary societies are the two historic student organizations of the College. Throughout North Carolina and in other parts of the world are men who count their work in one or the other of these societies as the most valuable education they have received anywhere. The Euterpian and Mnemosynean societies for young women are respectively sister organizations to the two men's societies. These societies together are largely responsible for the college work in reading, declamation, debate and dramatics, including intercollegiate contests. Work in the societies is compulsory, for the training they give is essential to success and is not otherwise provided for by the College. The men's societies have their own tastefully furnished rooms which are equipped with a platform, tables, chairs and library.

SOCIETY MEMBERSHIP: Membership in the different societies is governed by the following regulations:

1. Each new student is required to join some one of the four literary societies within one school month (four weeks) of the date of his or her registration.

2. The new student is then subject to the rules and regulations of that society as completely as to any other requirement of the College.

3. Any member of any society may be punished by fine for failure to comply with the requirements and assignments of his or her society.

4. Any member who persistently refuses or neglects to pay fines duly assessed may be dropped from the society roll.

5. Expulsion from a society shall in general mean the severance of all relations with the College.

6. The College therefore has the right to review the case and to try to make satisfactory adjustments with the member and with parents before expulsion is put into effect.

DEBATING

DEBATE COUNCIL.—All intercollegiate and intersociety debates are under the immediate supervision of the Debate Council in which the faculty and the four literary societies are represented.

DEBATES.—A large part of the activities of the literary societies centers in the various debates. Each program, in general, has a debate as a salient feature. In the Spring, a proposition is announced one day to be debated within twenty-four hours by as many members of the Delphian and Cliosophic societies as care to participate. The Junior Debate at Commencement is one of the outstanding events of the college year. Intercollegiate debates are arranged from time to time, giving an opportunity to practice this noble art on the part of both High School and College Students. The debating interests of Weaver College have long been among her most cherished traditions. The debates of the past are among the most fertile topics of conversation in Alumni meetings, and many prominent lawyers, jurists, and preachers trace their success to the forensic contests in this institution.

RELIGIOUS ORGANIZATIONS

EPWORTH LEAGUE.—All students in the High School and College departments are considered members of the Epworth League. No dues are required, but every student is expected to contribute some effort toward the accomplishment of the tasks and responsibilities undertaken by the organization. The Epworth League takes charge of the Vesper Service conducted by them each Sunday afternoon, and assumes a general guardianship over all the religious interests of the college community. The social life of the campus is largely in the hands of the Social Committee of the League. The collection of missionary money and other philanthropic funds is often undertaken by various committees of the League, and, consequently, the management of lyceum courses, the sale of tickets, candy, etc., very naturally is first offered to the Epworth League. At present, the mid-week prayer meeting for young women is directed by the Devotional Committee.

MINISTERIAL BAND.—The licensed preachers in the faculty and in the student body, together with those who are preparing to preach or to do other definitely religious work are associated in a ministerial band. They hold weekly meetings, supply pulpits of neighboring charges when called on, and exert a pronounced influence for good upon the entire institution. They feel a particular responsibility for the evangelistic efforts of the College and the community and are always efficient when revival efforts are under consideration or in progress.

Y. M. C. A.—In 1924 the young men decided to effect a definite organization of their religious activities for men on the campus, and a college Young Men's Christian Association was instituted and affiliated with the state and national headquarters. The Wednesday prayer meeting in Skinner Hall is provided for by this group of men, and they stand ready to undertake other responsibilities coming in their province.

PUBLICATIONS

The students compose, edit, and manage two periodicals, a monthly called *The Weaver Pep*, and *The Mountaineer*, issued annually. These activities give opportunity for development of native talent in writing, drawing, interviewing, making business contracts, soliciting advertising, and the many other fields pertaining to the publishing business.

ATHLETICS

ATHLETIC IDEAL.—The athletic ideal is not so much the putting out of winning teams as it is the increase of health and physical strength in each student with all the mental and spiritual qualities essential to athletics. Each student is, therefore, required to take a certain amount of physical culture each week, preferably in some organized sport, though the need of the individual will be carefully considered in the assignment of physical exercises.

ATHLETIC COUNCIL.—The Faculty, The Alumni Association, and the students are represented in the Athletic Council, which manages all major and minor sports subject to the veto of the President. The Athletic Council acts through a Graduate Manager of Athletics, who is a member of both the Athletic Council of the College and of the Athletic Committee of the Alumni Association. In the Council the Faculty has two votes, the Alumni have two, and the College Athletic Association has three.

MAJOR AND MINOR SPORTS.—Regular College teams are drilled for football and baseball, under experienced coaches selected by the Athletic Council subject to confirmation by the Board of Trustees. When the gymnasium is in use, basketball will be added. Track and tennis teams are developed as interest and opportunity permit. Boating and swimming are possible at Lake Louise when proper equipment and supervision are available, but permission to use the lake must be obtained from the President.

ELIGIBILITY

1. Only bona-fide students may represent the College in any intercollegiate contest. Bona-fide students are those who are carrying successfully at least nine hours of college work or three units of high school work.

2. No person who receives or has received any compensation from the College for services rendered as an instructor in athletics or other branches shall be eligible for participation in intercollegiate contests. This does not apply to bona-fide students who are working their way wholly or in part.

3. The College shall not give financial help or assistance to any student on account of his participation in intercollegiate athletics.

4. Any conference regulations hereafter adopted shall be binding and for conference games may modify or supercede rules previously made.

DORMITORY LIFE

DORMITORY ACCOMMODATIONS.—The space in the college dormitories is limited and it frequently becomes necessary for students to room off the campus. If students live with relatives or friends, the College must know where they are and must have on file certificates to show that both the parents and the College approve the boarding house.

The College has arrangements with certain homes near the campus by which students who live there are under the control of the College in very much the same way that it supervises those in its own dormitories. The College is represented by some one in these homes who has charge of those who room there. This representative will correct disorder directly, or turn the matter over to the faculty if necessary to secure good conduct and good study. Men and women students are not permitted to live in the same dormitory, unless by special action of the Faculty.

ABSENCES FROM COLLEGE.—The students in the dormitories are governed by the regulations usually maintained in similar colleges. They do not leave the campus or receive visitors except with the consent of the College, with the permission tacit or expressed of the parents or guardians. If parents leave this matter to the discretion of the faculty, permissions are granted liberally to students whose conduct shows sufficient maturity and good judgment. The regulations as to leaving the campus will, at the discretion of the faculty, vary with the wishes of the parents and the conduct of the student, thus encouraging thoughtful young people and giving needed supervision to careless ones. Students participating in inter-collegiate contests are not permitted to miss more than six days in a semester on account of such contests.

DORMITORY REGULATIONS.—All dormitories must be kept quiet during study hours and all students must be in their rooms, with the light extinguished, after the light bell unless they have special permission from the Dean to the contrary. The particular form of the dormitory regulations varies with the demands of the situation and is largely influenced by the wish of the students involved. Experience shows that the great majority of Weaver College students want a good opportunity for study, and the details of the regulations can profitably be left in their hands. All rooms will be inspected daily and must be kept in good order.

SOCIAL CALLS AND FUNCTIONS.—Young ladies in the dormitories receive visitors with the permission of their Dean at certain hours on Sunday afternoons. Occasional receptions are held on the campus under the auspices of the Epworth League or some other student organization. Every effort is made to give the students the social life under which a normal American should develop, remembering the peculiar situation of students away from home.

SPECIAL PERMISSION.—If parents or guardians wish the pupils for whom they are responsible to leave Weaverville for any reason, they should communicate directly with the Dean

in regard to the time for departure and return. Other matters of supervision such as assignment and care of rooms, dress, conduct, etc., are handled at the discretion of the respective Deans unless some request for particular treatment is received from the parent or guardian. Such special request should always come in writing at least one week before action is taken, that the College may indicate just how far it can comply with the wishes of the parents.

WHAT TO BRING.—The bedrooms are equipped with beds, mattresses, pillows, and straight chairs. It is therefore necessary that students and teachers provide at least three sheets, three pillow cases, heavy bedding, towels, soap, and such room decorations as they use. Each student should have rubbers, umbrella, and a rain coat in addition to a heavy coat for cold weather. The young ladies bring bedding for double beds, but the men's dormitory is furnished with single beds.

HABIT TRAINING

CO-OPERATION

Athletics holds a position of the greatest influence for good or for evil. If it can be used to focus the unconquerable power of the students on some one aim and can teach every member of the college to contribute his part to that common goal, it has in it a spiritual value of the highest order. Training in the habit of co-operation and sacrifice along the common interest tends to develop that habit of thought and action which is one of the fundamental elements in all citizenship. If on the other hand athletics becomes commercialized, it is the foulest sort of a danger spot. If it becomes too prominent in the thought of the institution, it undermines the very seriousness and earnestness which the college life should produce. Weaver College recognizes both possibilities and strives to get all the good from athletics without any of the dross.

PUNCTUALITY

ATTENDANCE AT COLLEGE ASSIGNMENTS.—College training is exceedingly imperfect if it contributes to its students facts only

or even facts with some mental training. It cannot ignore the great value of habit. The habit of regular attendance upon assigned tasks is one of the elements in character which the college can establish in the developing youth. Weaver College, therefore, insists that every student must be present at every college assignment or take certain consequences. In case of absence the student should report the cause of the absence to the dean. If the dean considers the reason a good one he writes an excuse for the absence. The student is then permitted to make up the work missed by accomplishing some extra assignment from the teacher. If the omitted work is not made up, the semester grade is lowered *one per cent* for each class exercise missed. Unexcused absences cannot be made up and each counts heavily from the semester grade.

Absences just before or just after the summer, Christmas, or Easter vacation count twice as much as similar absences at any other time. Any student who has three unexcused absences in any quarter shall, at the option of the instructor, be given some special assignment. Any student who has five unexcused absences in any semester shall be debarred from receiving credit for that semester's work in that course. Fifteen per cent will be deducted from make-up examination or make-up test grade of student who is not excused from tests or examinations. Three per cent will be deducted for excused absences from test or examinations.

REVERENCE

As a Methodist school, patronized and financed largely by religious people, Weaver College gladly recognizes the value of religious training as a factor in education. It believes that any work, intellectual or moral, can be handled more successfully in combination with religious experiences than under any other influence. It strives, therefore, quietly but definitely to develop in all its students a reverence for all religious aspirations and a desire on the part of each student to secure the help that comes from the consciousness of personal

acceptance of the Divine. To this end chapel exercises are held each school day and attendance at this exercise is required. Attendance at Sunday school and at the morning church service each Sunday is also required. Once or twice during the year an evangelist is brought to the campus as a guest of the College to hold a meeting which usually lasts only a few days. Attendance on these meetings is also a part of the College assignment. An enthusiastic Epworth League holds Vesper services every Sunday afternoon during the college year. The Young Men's Christian Association conducts a mid-week prayer meeting in the men's dormitory, and a similar meeting is held in Crutchfield Hall. Personal work is in progress a great deal of the time and there is a constant influence directed against all unchristian acts. The attitude of the teachers and the majority of the students makes the campus a stimulating place for the development of moral and spiritual fiber.

BUSINESS TRAINING

In addition to the habits of co-operation and citizenship which can be gained through athletics; the promptness and reliability acquired by regularity at class and chapel roll call; and the habit of reverence gained through the religious interests, Weaver College considers that business accuracy and dependability is another habit essential in character training. It therefore lays down certain reasonable regulations in regard to the payment of fees, and strives to cultivate this habit as it does others by connecting satisfaction with obedience to rules and some displeasure and annoyance with disregard for them.

ADVANCE PAYMENTS.—The rates of Weaver College are as low as possible for the accomplishment of the business it sets out to do for its students. These rates are not padded with a per cent for loss on bad accounts which is certain with a credit system, and the rates are therefore payable quarterly in advance unless special arrangement is made for another system more convenient for the patron. A two per cent discount is allowed where fees are paid in advance for the quarter.

Where patrons cannot conveniently pay for as much as one-

fourth of the school year at a time, advance payments for one month without discount are acceptable, but a month is the smallest unit by which fees are paid. If a student leaves in good standing for some reason acceptable to his parents and to the college, those fees paid in advance will be refunded to the end of the college month in which he leaves, but no refund is made for the current month. It has been found that this much margin is essential to stability were no profit margin is provided.

Students will not be classified nor assigned any space in the dormitory or dining room until fees have been paid or satisfactory arrangements made. In order to secure the full benefit of the business training offered here, it is advisable that patrons make the students responsible to a large extent for handling their money. Students should carefully examine all bills before paying them or sending them home for payment. They should either pay by check or be sure to get a receipt from the proper official for every penny paid in. They should have accessible enough money for their books, school supplies and incidental expenses and for emergency calls such as sudden calls home or unexpected illness. This money can be deposited in the local bank or can be taken care of by the college. Each student should be careful not to go into debt unnecessarily and should be particularly scrupulous never to leave an unsecured debt in the town.

It is firmly believed that patrons who will co-operate cordially with the college in its effort to inculcate habits of fraternal co-operation, of regularity and promptness in meeting obligations, and of reverence for holy things, will find more real value from this extra-curricular training than from all the class work put together.

RATES

On the basis of payments in advance for all that the students receive, Weaver College is able to offer surprisingly low rates considering the material, intellectual, and moral advantages which these rates only partly pay for.

EXPENSES PER SEMESTER

Matriculation Fee, payable by all students in any department -----	\$ 5.00
Student Activity Fee, including Athletics and Literary Society dues, payable by all literary students-----	3.00
Library Fee, payable by all literary students-----	1.00

EXPENSES PER QUARTER

Literary Tuition -----	\$12.38
Table Board -----	30.38
Room, Heat and Light-----	11.25

EXTRAS

Music Tuition, personal instruction of Director-----	18.00
Music Tuition, to literary students, with teachers as assigned by Director-----	11.25
Theory, Harmony, and History of Music classes, per semester hour -----	1.00
Shorthand Tuition -----	9.00
Typewriting Tuition, including use of typewriter-----	6.75
Bookkeeping Tuition -----	11.25
Domestic Science Tuition, including Laboratory Fee----	9.00
Laboratory Fee, College Courses -----	1.00
Laboratory Fee, High School Courses -----	.75
Piano Practice Fee, two hours per day -----	2.00

The minimum fees for a boarding student taking no music or commercial courses will thus amount to \$234.00 for the nine months or to \$229.32 if advantage is taken of the discount for advance payments. The \$229.32 is payable \$61.74 on Registration Day, September 4, 1924; \$52.92 on November 10, 1924; \$61.74 on January 26, 1925; and \$52.92 on March 29, 1925. Fees for the "extras" are also due on the same dates and are subject to the same percentage discount.

Matriculation, Student Activity and Library Fees are payable at the beginning of the semester and cannot be divided. Since rates are based on a cash-in-advance system, carelessness in making prompt payments cannot be tolerated beyond a very

few irregularities. If statements repeatedly fail to bring results, tuition and board privileges cannot be continued to students. In no case shall a student take his baggage away from the dormitory unless his account is settled in full. Credit for class work is never recorded until the fees for that semester have been settled in full.

MINISTERIAL STUDENTS

No tuition charge is made to itinerant preachers or their children. Young men preparing for the ministry are allowed to make notes for their tuition with the understanding that these notes will be cancelled when they begin their active ministry. This proposition is offered only to those whose lives indicate Christian principles. Those who use tobacco or indulge in other habits unbecoming the ministerial profession cannot expect this help.

GENERAL REGULATIONS

1. No students under fifteen years of age are admitted.
2. All students must have completed at least nine grades of public school work.
3. No student will be admitted to classes or other privileges of the college without paying all fees due on entrance, and being classified by the faculty. A student is considered as a member of a class until his discontinuance has been sanctioned by the teacher and the dean.
4. Students must, when possible, present certificates of honorable dismissal and credits from former schools.
5. It is very important that students enter the first day.
6. Assignment of rooms is tentatively made in consideration of the date of application and of previous record in the college. Changes in assignments can be made at any time by the proper college authority, for the good of the students concerned.
7. Extra charges will be made for meals served in rooms.

8. All trips off the campus and the reception of visitors must be with the consent of the college on permission from parent or guardian. If parents leave this matter to the discretion of the faculty, general and special permissions will be granted liberally so long as the conduct of the student shows sufficient maturity and good judgment.

9. All requests from parents should be written or properly confirmed. Notice of requests must be given sufficiently in advance to assure time for correspondence if deemed necessary.

10. Every student is expected to be present at every task assigned him. There is no more demoralizing habit for a student than that of irregularity in work, and for this reason every legitimate means will be used to avoid the formation of such a habit.

11. The President must be consulted about the scheduling of socials, entertainments, or public performances of any kind, and he reserves the right to veto any plan which is not, in his judgment, for the good of the college or of any individual.

12. Any act contrary to the rules of the Methodist Church or to the laws of the land is prohibited by the college without further notice. This includes especially card playing, dancing, gambling, hazing, using or dealing in liquor, immorality, and dishonesty.

13. Damage to college or personal property shall be paid for by those involved in its destruction. When it is impossible to discover the party or parties doing the damage, the cost shall be divided equally among the occupants of the room, or the building.

14. Any student who withdraws at any time other than after Commencement can secure Honorable Dismissal only by giving notice to the dean with written permission from guardian, if a minor, and by leaving all financial obligations fully paid.

ADMISSION REQUIREMENTS

Weaver College offers five different methods of admission to the College department:

1. The presentation of a diploma from a high school accredited by the North Carolina Board of Public Instruction or by the Southern Association of Accredited Colleges and High Schools.

2. The presentation of certificates showing credits for fifteen Carnegie units from accredited high schools.

3. The presentation of certificates showing credit for less than fifteen units from accredited high schools and the passing of detailed examinations on other subjects to secure the remaining fifteen credits.

4. The presentation of a diploma or certificate showing credit for fifteen units from non-accredited high schools and the passing of a general examination designed to determine whether or not the student has the general knowledge and the mental ability to assure success in the Freshman class.

5. Special students, twenty years of age or more, may be accepted upon evidence of knowledge and ability sufficient to do successfully the special college work they desire. Diplomas are not awarded to special students until all high school and college requirements have been met, but certificates of work accomplished may be secured when any group of studies has been successfully completed.

SUMMER SCHOOL.—The College offers a six weeks summer school beginning July 21, 1924, and closing August 30, 1924. One of the purposes of this session is to permit students slightly deficient in credits or those who come from non-accredited high schools to meet with competent teachers in the mountains to supplement deficiencies in credits or to review for general entrance examinations.

Entrance examinations both general and detailed will be given on Tuesday and Wednesday, September 2nd and 3rd, 1924.

COURSES OF STUDY

Weaver College offers five two-year courses of study:

I. CLASSICAL COURSE.—This course consists largely of language and mathematics and is intended to fit its students for entrance to the junior year of a four-year college or university with such credits as to make possible the securing of the A. B. degree in two years.

II. EDUCATION COURSE.—This involves Language, Education and Religious Education and is designed to fit its students for junior work in the department of Education or Religious Education in a four-year college or university. Those who finish this course are also reasonably well prepared to teach in public or church schools and to serve their day and generation as well-informed citizens of the world.

III. BUSINESS ADMINISTRATION.—This course deals largely with economics, business geography, and salesmanship and leads to junior work in Business Administration in the four-year colleges. It also serves quite well to fit for business life those who are not able to take a degree.

IV. MUSIC COURSE.—This involves a considerable amount of study of the theory and practice of music and prepares its successful students for junior work in the Bachelor of Music course. It also fits talented young people for considerable efficiency as performers or music teachers.

V. GENERAL COURSE.—This is a course intended to fit intimately into the personal needs of each individual student. Approximately half of this course is made up of the back-bone of junior college work, while the other half is elective. Thus the man or woman who has definite plans for usefulness in home, church, or state can select just the work that is useful to him without too much dictation from the traditional course of study.

The high school units required for admission to each of these courses of study and the college requirements for graduation are tabulated below:

CLASSICAL COURSE looking to the Bachelor of Arts Degree.

Entrance requirements :

	Units
English -----	3
Mathematics -----	3
Foreign Languages -----	3 or 4
History -----	1
Electives -----	5 or 4
	—
Total -----	15

Requirements for Graduation :

	Semester Hours
English -----	12
Mathematics -----	6
Foreign Languages -----	18
Science -----	6
History -----	6
Religious Education -----	6
Physical Education -----	4
Elective -----	10
	—
Total -----	68

EDUCATION COURSE, looking to A. B. or B. S. in Education or Religious Education, or to the profession of teaching.

Entrance Requirements :

	Units
English -----	3
Mathematics -----	3
Foreign Languages -----	4
History -----	2
Electives -----	3
	—
Total -----	15

Requirements for Graduation :

	Semester Hours
English -----	12
Mathematics -----	6
Foreign Languages -----	12
Science -----	6
History -----	6
Economics -----	6
Religious Education -----	6
Education -----	6
Physical Education -----	4
Electives -----	4
	—
Total -----	68

BUSINESS ADMINISTRATION COURSE, looking to A. B. or B. S. in Business Administration, or a business career.

Entrance Requirements :

	Units
English -----	3
Mathematics -----	3
Foreign Languages -----	2
History -----	2
Electives -----	5
	—
Total -----	15

Requirements for Graduation :

	Semester Hours
English -----	12
Mathematics -----	6
Foreign Languages -----	12
History -----	6
Religious Education -----	6
Economics -----	16

Physical Education -----	4
Electives -----	6
	—
Total -----	68

MUSIC COURSE, looking to B. Mus. degree in a four-year college, or to a Certificate of Proficiency from Weaver College School of Music.

Entrance Requirements :

	Units
English -----	3
Mathematics -----	2
Foreign Languages -----	3 or 4
History -----	1
Applied Music -----	1½
Electives -----	4½ or 3½
	—
Total -----	15

Requirements for Graduation :

	Semester Hours
English -----	12
History -----	6
Foreign Languages -----	12
Religious Education -----	6
Physical Education -----	4
Theory of Music -----	18
Applied Music -----	4
Electives -----	6
	—
Total -----	68

GENERAL COURSE, looking to immediate entrance upon the responsibilities of life.

Entrance Requirements :

	Units
English -----	3

Mathematics -----	2
History -----	1
Electives -----	9
-----	—
Total -----	15

Requirements for Graduation :

	Semester Hours
English -----	12
Mathematics or Science -----	12
History -----	6
Religious Education -----	6
Physical Education -----	4
Electives -----	28
-----	—
Total -----	68

GRADUATION REQUIREMENTS

1. Pupils offering only one year of a foreign language for college entrance must take at least six hours of that language in college.

2. Credit is never allowed for only one year of any language.

3. Applied Music courses of college grade to the limit of four semester hours and Theory of Music courses not to exceed six semester hours may be counted as electives in the General Course.

4. All electives are subject to the approval of the faculty.

5. In addition to the quantitative requirements already described for graduation, it is required that an average of at least 80% be made in the senior year on all courses counted for the diploma.

6. Diplomas certify to correct deportment as well as to intellectual attainments, and the College Attitude grade must therefore average at least II (80%) during the senior year.

7. Diplomas will not be granted to those who are known to have at the time obligations to the college or to others unless these obligations have been arranged for in some way satisfactory to the creditor.

DESCRIPTION OF COURSES

DEPARTMENT OF ECONOMICS AND BUSINESS ADMINISTRATION

CI_f.—THE BUSINESS ORGANIZATION OF SOCIETY (three semester hours).

An elementary course in Economics required of all students in the Business Administration group. The aim of this course is to give a general background to the field of Economics. The same topics are taken up as in Economics II, but on a much smaller scale.

Text: Faubel, "Principles of Economics."

CI_s.—INDUSTRIAL AND COMMERCIAL GEOGRAPHY (three semester hours.)

This is logically a continuation of Economics CI_f. All students who intend later to take up agriculture or go into business would do well to take this course. A study of the geography, natural resources, commerce, and production of different countries in the world is made, with special reference to the United States. Graphic and statistical charts showing the relative rank of the United States with other nations are made by the students at various times. A careful study of the map of the world is made, and students are required to fill in outline maps.

Text: Huntington and Williams, "Business Geography."

CII.—PRINCIPLES OF ECONOMICS (six semester hours.)

A general survey of the principles of Economics, industrial history and economic development, production, value and exchange, money and banking, public finance, international socialism, and the Federal Reserve System are considered in turn. Collateral reading required of all students in Business Administration.

Prerequisite—Economics CI.

Text: Seager or Seligman, "Principles of Economics."

CIII.—SALESMANSHIP AND MARKETING (four semester hours.)

This course is intended to meet the need of those who expect to enter the salesmanship field or engage in any business that brings one into constant contact with the public. The qualifications of a good salesman; the psychology of selling; analysis of a sale—the approach, clinching the point, concluding the sale; the organization of a sales department; advertising; principles and methods of various markets. Practical problems in selling and marketing are given and an attempt made to solve them.

Lectures, collateral reading, and reports.

DEPARTMENT OF EDUCATION AND RELIGIOUS EDUCATION

EDUCATION CI.—HISTORY OF EDUCATION (six semester hours.)

History of primitive, oriental, early European, mediaeval, and modern education, with special reference to the philosophy involved. This course involves enough of an introduction of philosophy to enable a mature student to read much philosophical literature with some comprehension. The relation of philosophy to religious problems is especially considered. Much supplementary reading in history, education, and philosophy.

Text: Monroe's Brief Course in History of Education.

Not offered in 1924-25.

EDUCATION CII.—PRINCIPLES OF EDUCATION (six semester hours.)

The primacy of the child, self-expression, school management, the recitation, methods of teaching. Much library work. The preparation of papers, bearing on subjects particularly interesting to prospective teachers. Particularly designed for those who expect to teach within a year.

EDUCATION CIIIs.—EDUCATIONAL PSYCHOLOGY (three semester hours.) Meets with Religious Education CIIs.

Study of the mental powers with a view to their proper training for the development of character; study of the relation of the mind to the body. Recitations, lectures, and laboratory.

Text: Bennett's Psychology and Self-Development.

RELIGIOUS EDUCATION CI.—Bible (four semester hours. Two recitations per week through the year.)

Study of Old Testament, history, poetry, and prophecy with special reference to modern religious problems, including theories of evolution and inspiration, and problems of applied religion. Reading especially in the Bible; making tabulations of Bible references; administration of religious activities in Sunday school and young people's societies. Library and notebook work.

The life and teachings of Jesus, with special effort to become acquainted with His personality. Consideration of miracles. The life and works of Paul; study of New Testament doctrines as applied to modern life; study of Sunday school building and organization. Considerable reading and writing.

Text: American Revised Version of the English Bible.

RELIGIOUS EDUCATION CII.—ADMINISTRATION OF RELIGIOUS EDUCATION (two semester hours. Two recitations per week through first semester.

Organization and administration of the Sunday school, young people's societies, missionary and laymen's organizations, week-day and vocation Bible schools. The church and society.

RELIGIOUS EDUCATION CIIIs.—PSYCHOLOGY (three semester hours in Spring semester. Meets with Education CIIIs.)

A study of character formation, viewing in that light the various mental activities and the relation of each to the nervous system. Text book, references, lectures, notebook and laboratory.

Text: Bennett's Psychology and Self-Development.

ENGLISH DEPARTMENT

The aims of the English Department are two-fold: (1) to acquaint the student with the principles governing the correct speaking and writing of the English language; (2) to give training in literary interpretation and appreciation through an acquaintance with the master-pieces of English literature.

C1f.—COMPOSITION AND LITERATURE (three semester hours, Fall semester.)

Weekly themes, stressing particularly punctuation, sentence structure, paragraph sense. Narration, description, exposition. Study of style from the masters. Supplementary reading. Study of a few authors as literature.

Text: Century Handbook and Classics.

CI s.—LITERATURE AND COMPOSITION (three semester hours, Spring semester.)

Study of literature for appreciation, two hours. Weekly themes, one hour. Argumentation. Supplementary reading.

Text: Classics and Century Handbook.

CII.—HISTORY OF ENGLISH AND AMERICAN LITERATURE (six semester hours through the year.)

A general survey of Literature; parallel reading. Writing of one long paper connected with some department of the student's college work. Composition work once each week.

CIII.—SHAKESPEAREAN DRAMA (six semester hours through the year.)

Fifteen plays which will include a careful study of the tragedies and comedies, showing a development of the poet's mind and art. Essay writing of selected subjects.

Not offered in 1924-25.

CIV.—VICTORIAN LITERATURE (six semester hours.)

An intensive study of Tennyson and Browning, with minor works of Rosetti, Arnold, Morris, Swinburne, Coleridge, Shelly, and Keats.

Offered in 1924-25 if at least six students register for it.

DEPARTMENT OF FOREIGN LANGUAGES

FRENCH

CI.—GRAMMAR, COMPOSITION, CONVERSATION, READING (six semester hours.)

Advanced grammar, composition and conversation, and collateral reading of French texts.

Texts: *Le Verre d' Eau* (Scribe); *Le Bourgeois Gentilhomme* (Moliere); *Rosalie and Le Chauffeur* (Maurey); *Racine's*

Andromaque; Le Barbier de Seville (Beaumarchais) Corneille's Le Cid.

Not offered in 1924-25.

CII.—ADVANCED GRAMMAR, COMPOSITION, CONVERSATION, AND COLLATERAL READING (six semester hours.)

Texts: Le monde ou L'ou s'enferme (Paillerot); Le Malade Imaginaire (Moliere); Sans Famille (Malot); Ten Short Stories (Maupassant); Hugo's Hevni; Racine's Atalie.

GREEK

GREEK CI.—BEGINNER'S GREEK (six semester hours.)

A thorough drill in the elementary principles of Greek.

Text: White's First Greek Book.

GREEK CII.—SECOND YEAR (six semester hours.)

Xenophon's Anabasis. A thorough review of syntax. Attic forms.

LATIN

LATIN CI.—LIVY AND HORACE (six semester hours.)

Exercises in sight translation and prose composition. 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.

Text: Livy, two books; Horace, Odes and Epodes.

LATIN CII.—RAPID TRANSLATION (six semester hours.)

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.

Text: Cicero, selected letters. Pliny, selected letters; Plautus, two plays; Terrence, one play.

Not offered in 1924-25 unless at least six students register for it.

SPANISH

SPANISH I.—GRAMMAR AND READING (six semester hours.)

Worman's First and Second Lessons in Spanish.

Pittaro's Spanish Reader.

Hills and Cano Guentas Leyendas—Short stories for oral Spanish.

SPANISH II.—READING AND GRAMMAR (six semester hours.)

Olnsted's First Course in Spanish Grammar.

Alareon's El Capitan Veneno.

Pepita Jimeriez.

Isaac's Maria.

Piney's Spanish and English conversation.

The direct method is used as far as practicable, with much written work.

HISTORY DEPARTMENT

CI.—HISTORY OF WESTERN EUROPE (six semester hours.)

A general course tracing the evolution of modern institutions and conditions from those of the past. Emphasis is placed on: the barbarian invasions, the growth of the papacy, mediaeval economic conditions and institutions, the rise of nationalities, the Renaissance and Reformation, the development of European states, the Industrial Revolution, the background of the American Revolution, the World War.

Lectures, collateral reading, class reports, map studies, and a term paper.

Text: Robinson, "History of Western Europe (Revised)"; Robinson, "Readings in European History" (Abridged); Atlas of Europe.

CII.—HISTORY OF THE AMERICAN PEOPLE (six semester hours.)

This is a more detailed and exhaustive course than H4. Attention is given to the deeds of inventors, pioneers, captains of industry and labor as well as to statesmen and warriors. Those topics which bear upon our economic development are emphasized. Throughout the course emphasis on the "new" in history is made. This course is based largely on the theory that it is the common people who really make history.

Lectures, collateral reading, class reports, map studies, and a term paper.

Text: Forman, "Our Republic" (College Edition.)

MATHEMATICS DEPARTMENT

CI_f.—SOLID GEOMETRY (three semester hours in Fall semester.)

Lines and planes in space; dihedral angles; polyhedral angles; area and volume of polyhedrons, cylinders, cones, and spheres; numerous original exercises.

Text: Wentworth-Smith.

CI_s.—PLANE AND SPHERICAL TRIGONOMETRY (three semester hours in Spring.)

Definition of trigonometrical functions; derivation of formulae with their application; solution of plane triangles and spherical triangles, with many practical problems.

Text: Wells' New Plane and Spherical Trigonometry.

CI_{if}.—COLLEGE ALGEBRA (three semester hours in Fall.)

Review of fundamental operations, factors, fractions, equations. Progressions, permutations and combinations, mathematical induction, theory of equations, determinants, inequalities, logarithms, variation, infinite series, theory of investment.

Text: Fite's College Algebra.

CI_{is}.—ANALYTIC GEOMETRY (three semester hours in Spring.)

Loci and their equations; straight lines, circles, the parabola, the ellipse, the hyperbola, with many supplementary problems.

DEPARTMENT OF MUSIC THEORY

EAR TRAINING CI. (Two semester hours.)

Exercises based on the major scale; notation, studies in rhythm, motives, phrases; development of ability to make natural intervals of the scale readily by ear; studies in writing simple rhythms after hearing them; exercises based on the minor scale; ability to name intervals after hearing; thorough study of all intervals and their inversions; compound rhythms; invention of simple one-voiced phrases. One hour per week.

EAR TRAINING CII. (Two semester hours.)

Continued study of intervals and rhythms; exercises in writing short phrases and intervals after hearing; study of triads and simple modulations; cadences and their office; exercises in thinking and writing two parts. One hour per week.

Prerequisite: Course CI.

MUSIC APPRECIATION CI. (Two semester hours—one hour a week.)

Introductory theory; notation of pitch; duration, force; timbre or color; the scales; physical basis of music; vibration of strings; overtones; tempered scale; pitch; classification of vibrations; tempo; rhythms; accents; musical groups; embellishments. Required of students taking B. Mus. and Certificate courses.

MUSIC APPRECIATION CII. (Two semester hours—one hour a week.)

Musical form; music as a language; analogy between music and language; figures and their treatment; thematic development; contrapuntal forms; monophony; homophony; polyphony; precursors of the sonata; other sonata forms; symphony; the orchestra and its instruments; the string section; the woodwind; the brass; instruments of percussion; orchestral score. Required of students taking B. Mus. and Certificate courses. Course CIII prerequisite.

Courses CI and CII aim to give a knowledge of the structure of Music and to develop an appreciation of its content.

HARMONY CI. (Four semester hours—two hours a week.)

The scale; elements of melody; exercises in melody writing; intervals; harmonic structure; tonality; principal triads of the scale; distribution of parts; four-part harmony; connection of principal triads in four-part harmony; close and dispersed harmony; inversion of triads; chord of dominant seventh and its inversions; chord of ninth and its inversions; harmonizing melodies. Required of students taking B. Mus. and Certificate courses.

HARMONY CII. (Four semester hours—two hours a week.)

Continuation of work of Course CI; minor and diminished triad; secondary triads; modulation; passing notes; suspensions; chromatically altered chords. Required of students taking B. Mus. and Certificate courses. Course CI prerequisite.

HISTORY OF MUSIC CI. (Two semester hours—one hour a week.)

Music of antique races; first Christian centuries; Hucbald Guido, etc.; minnesingers, meistersingers, etc.; epoch of the Netherlands; Palestrina and the Roman Schools; Orlando di Lasso and the North Italian masters; the Renaissance and rise of opera and oratorio; the German Chorale; English madrigal writers; instruments and instrumental music in the sixteenth and the beginning of the seventeenth centuries. Required of students taking B. Mus. and Certificate courses.

HISTORY OF MUSIC CII. (Two semester hours—one hour a week.)

Bach and Handel; Haydn, Mozart and Beethoven; the Romantic composers; dramatic music in Italy, France and Germany; Wagner and his music dramas; composers of the last twenty-five years. Required of students taking B. Mus. and Certificate courses. Course CI prerequisite.

APPLIED MUSIC

PIANOFORTE CI.—TECHNICAL STUDIES (Two semester hours.)

Czerny, Op. 299, Books 3 and 4. Berens, Op. 61, Books 3 and 4. Heller, Op. 45 and 46. Duvernoy, Op. 120. Octave studies continued. Bach Inventions, (two parts.) Haberbier, Op. 53. Lebert and Stark, Part II. Sonatas by Haydn, Mozart, Beethoven, and others. Mendelssohn's Songs Without Words. Field's Nocturnes. Selections from other composers.

Two lessons per week and two hours practice daily.

PIANOFORTE CII.—TECHNICAL STUDIES. (Two semester hours.)

Cramer, Lebert, and Stark, Part III. Czerny, Op. 740 and 40 Daily Studies. Gradus ad Parnassum. Kullak Octave Studies. Bach Inventions (three parts.) Sonatas. Selections from Chopin, Mendelssohn, Grieg, Raff, and others.

Two lessons per week and two hours practice daily.

VOICE TRAINING CI.—SOLO SINGING. (Two semester hours.)

Rules for breathing and their practical application; formation of tone; original studies for development of tone. Exercises by Concone, Books I and II, Op. 9; Sieber, Op. 92-97; Simple English Songs; Simple Italian Songs.

Two lessons per week and two daily practice periods.

VOICE CII.—SOLO SINGING. (Two semester hours.)

Exercises for development of agility. Exercises, Concone, Books III and IV, Op. 9; Concone, Op. 10 and 15; Panofka, Books I, II; Songs of medium difficulty from English and German composers. Italian Songs.

Two lessons per week and two practice periods daily.

PHYSICAL EDUCATION DEPARTMENT

PUBLIC SPEAKING CI. (One to three semester hours.)

Enunciation, gesticulation, memorizing, declamation. Dramatics. Debating, including both composition and delivery. Lectures, readings, notebooks, individual practice. Credit depends upon time devoted to the course.

PUBLIC SPEAKING CII. (One to three semester hours.)

Continuation of Public Speaking CI.

PHYSICAL TRAINING CI. (Two semester hours.)

Each boarding student is required to take some form of exercise and of health study until four semester hours credit have been obtained. The exercise will be in such form as the head of the department may direct, preferably in some organized play suited to the physical needs of the individual student. Instruction is also given in lecture form. One semester hour of credit per semester is given for four days per week

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of exercise or class work. Students who make the "Varsity" football or baseball teams and earn letters are given credit for the semester.

PHYSICAL TRAINING CII. (Two semester hours.)

Continuation of Physical Training CI.

SCIENCE DEPARTMENT

CHEMISTRY I.—GENERAL INORGANIC CHEMISTRY. (Six or eight semester hours.)

Illustrated lectures, recitations, and laboratory work on the elementary principles of chemistry, and on the occurrence, preparation, properties, and uses of elements and their compounds. Stress will be laid upon chemical reactions and equations. This course will include an introduction to qualitative analysis. It is desirable, though not required, that students taking this course shall have taken elementary physics either in high school or college. This course runs through the year, two recitations and two or four hours laboratory work per week.

Text: Smith's Intermediate Chemistry, revised and rewritten by Kendall and Slosson, and accompanying laboratory manual.

CHEMISTRY II.—QUALITATIVE ANALYSIS. (Six semester hours.)

The work of this course includes the reactions of the elementary and compound radicals with various reagents; separation of metals, and of the acid radicals; analysis of salts and minerals; fundamentals of the development of the ionic theory as applied to analytical reactions. Mostly laboratory work.

Text: Noyes' Qualitative Analysis.

PHYSICS I.—GENERAL PHYSICS. (Six or eight semester hours.)

A general study in Physics. Mechanics, heat, light, electricity, and sound are taken up. While the course is an introduction to the subject of physics, it is strictly of college grade. Demonstrated lectures, recitations, and laboratory work are co-ordinated to make the course thorough, instructive and

interesting. Two recitations and two or four hours laboratory work per week.

Text: Kimball, College Physics.

SCHOOL OF MUSIC

It is the purpose of the School of Music to provide a general musical education as well as the specialized training necessary for those who contemplate making music a vocation. Courses are provided meeting the requirements of both professional and cultural training. These courses afford a logical development of musical knowledge by means of technical, scientific, and interpretative training in various phases of music, with Pianoforte, Voice, and Theory as major subjects. They are accompanied by lectures, recitals, and parallel reading to stimulate imagination and broaden the musical viewpoint.

Correlated with music are such academic subjects as will give breadth and intellectual solidity to the musical development. Underlying all the work of the Department is the purpose to develop musical thinkers rather than showy, superficial performers. The generally accepted truth that music is a vital part of life is the foundation on which all the work of the Department is based.

Those who are so endowed as to make it advisable will be as highly trained in technical facility and interpretation as is possible, so that they will be prepared to continue their studies in music centers under the most highly specialized conditions, and be able to impress their real artistic and technical proficiency upon those who hear them. Hence students who finish the courses offered will be ready to enter upon an active musical career or further to carry on their study at any music school in the country with credit to themselves and to Weaver College.

For those whose endowments are not such as to warrant this extended training, courses in the Theory of Music, Music Appreciation, Musical History and collateral subjects are offered. These courses, if faithfully carried on, will enable our graduates to listen to concerts, music in the church and

home, and also to express themselves musically with good understanding, supported by excellent musical taste. The message of music as an integral part of a full educational equipment will be taught.

The conditions under which work in music is carried on at Weaver College greatly assist in the accomplishment of the purposes described in previous paragraphs. Music needs the college atmosphere, the spirit of culture and well-directed effort, and the application of the methods of orderliness and system which characterize college work. These, while not checking in the least its artistic attributes, bring to it a system in classification and a thoroughness and accuracy in the co-ordination of all phases of music education that cannot fail to result in the highest accomplishment. The earnest endeavor which characterizes Weaver College, the many influential graduates produced during its long period of activity, the enthusiasm of those now responsible for its policies, and the high ideals which stimulate it, combine to give character and educational power to the work of both instructors and students.

The course of study offered, and the methods used in their presentation, are the result of years of testing and experience. Their value has been shown in the lives of those who have taken them, and they are offered with the assurance that they will enable the faithful student to reach the desired goal.

Students will be received in all stages of the work from elementary to the most advanced. The High School takes beginners and prepares them for entrance into the B. Mus. course, the instruction in this department leading without break in method into the advanced work necessary in the B. Mus. degree courses.

REQUIREMENTS FOR CERTIFICATE OF PROFICIENCY

A Certificate of Proficiency will be given to students who complete satisfactorily all the work outlined in Theoretical Music and all the post graduate courses in Applied Music in

either Pianoforte or Voice Training. It certifies that the recipient has completed the musical requirements for the B. Mus. degree, but has not taken the literary work required for that degree in the Junior and Senior years of a four-year college.

POSTGRADUATE STUDIES LEADING TO CERTIFICATE OF PROFICIENCY

PIANOFORTE CIII.—CONTINUATION AND EXTENSION OF PREVIOUS COURSES.

Moscheles, Op. 70. Mendelssohn, Preludes and Fugues. Kessler, Studies. Chopin, Etudes. Sonatas and selections from different composers.

Lessons and practice to accomplish required results.

PIANOFORTE CIV.—INTERPRETATION.

This course is devoted to the perfecting of work done in previous courses and the preparation of a public recital which is required for the Certificate.

Lessons and practice to accomplish required results.

VOICE CIII.—SOLO SINGING.

Difficult exercises in Vocalization, Musical Embellishments; Exercises, Panofka, Book III, IV; Nava, Aprile, Vannini; Song studies from the English, German, Italian, and French schools.

VOICE CIV.—SOLO SINGING.

Finishing studies by Aprile, Vannini, Marchesi; Studies of Oratorio and Standard Opera.

VOICE CV.—INTERPRETATION.

This course is devoted to the acquirement of repertoire and the preparation of a public recital, which is required for the Certificate of Proficiency in Voice Culture.

WEAVER COLLEGE HIGH SCHOOL

PURPOSE

While the state of North Carolina is making wonderful strides in the development of its high school system, there are still some who are interested in high schools with boarding facilities.

I. There are still a few districts where accredited high schools with efficient teaching and wholesome atmosphere are not accessible. The stress now put upon the accrediting of the high school makes it almost necessary for students thus situated to go away from home for their high school diplomas.

II. Sometimes young boys or girls are associating with an unambitious and sometimes with an unworthy group of associates. Many times the transplanting of a young life into a denominational secondary school gives a new viewpoint which puts the student at once on a higher plane of living.

III. Many boys and girls see absolutely no possibility of carrying their education beyond the high school graduation. Nothing could be worth more to them than to spend the last year or two of their high school course in a college atmosphere under firm and sympathetic supervision.

Chiefly for these reasons it seems advisable to maintain the third and fourth years of a high school course in connection with Weaver College. This is not a side issue with Weaver College, for the courses are planned just as carefully as the college courses and are taught in practically all cases by college professors. The Weaver College High School is accredited by the State Board of Public Instruction and offers a very high type of secondary education. The High School students are admitted to the literary societies and to all the student activities of the institution. At the same time, they have the privilege of competing in high school debates and other contests between schools of that grade.

ADMISSION

As only Third and Fourth year high school work is offered, it is necessary for students to secure credit for at least eight high school units before they come to Weaver College. It sometimes happens that students cannot carry Third year work even when they have credit for the Second year, and, when possible, Ninth grade classes are organized to prepare them for Third year work. These classes are only maintained, however, when a sufficient number of students require them.

Credits attained in any high school accredited by the North Carolina Department of Public Instruction or by other recognized accrediting agencies are recognized by the Weaver College High School. Students who ask credit for work not properly certified from an accredited school can obtain credit by passing examinations on the work they offer. In some cases, successfully carrying advanced work in a subject will automatically give credit for the elementary work in that particular subject. Each high school class recites five times per week—sixty minutes per day. Approximately half of the period is devoted to recitation and the other half to supervised study. The High School science classes have the use of the college laboratory, and the college library is accessible to high school students.

GRADUATION

Diplomas can be secured by High School students who have credit for fifteen units required for admission to any of the college courses outlined on page 35 with two half-units in Religious Education in addition. The electives may be selected from the following list designated by the North Carolina Board of Public Instruction:

	Units
English -----	4
Social Science, including History and Civics -----	4
Mathematics -----	4
Greek -----	3

Latin	4.7
French	3
German	3
Spanish	2
Botany5 or 1
Chemistry5 or 1
Physics5 or 1
Physiology	5
Zoology5 or 1
General Science5 or 1
Physiography5 or 1
Drawing	1
Commercial Geography	5
Vocational Agriculture	2
Bookkeeping	1
Commercial Arithmetic	1
Stenography	1
Manual Training	2
Home Economics	2
Bible	2
Music	2
Expression	5

EXPENSES

The expenses for High School students are the same as for College students, and may be found on page 31.

DESCRIPTION OF HIGH SCHOOL COURSES

ENGLISH

H3.—COMPOSITION AND LITERATURE. One unit. College entrance requirements in written composition and in English Literature. A careful review of punctuation, sentence structure, and paragraphing. A careful study of Julius Caesar, Ivanhoe, Milton, Washington and Lincoln, and supplementary reading.

Textbooks: Classics and Century Handbook.

H4.—LITERATURE AND COMPOSITION. One-half or one unit. Completion of college entrance requirements in Composition and Literature; weekly themes; study of paragraphing; narration, description, exposition, and one long essay; argument; study of Tennyson, Idylls of the King, Macbeth, Webster's Bunker Hill Oration, Carlyle's Essay on Burns; much supplementary reading.

Text: Classics and Century Handbook.

MATHEMATICS

ALGEBRA H3.—One unit. Completion of Algebra through progressions.

Text: Wentworth-Smith.

GEOMETRY H4.—One unit. Completion of the five books of Plane Geometry with many original exercises.

Text: Wentworth-Smith.

LATIN

H3.—CICERO'S ORATIONS.—One unit. Six orations with many references to the grammar.

H4.—VIRGIL.—One unit. Six books with attention to grammar, meter, prosody, and mythology.

FRENCH

H3.—ELEMENTARY FRENCH.—One unit. Essentials of French grammar, special drill in pronunciation based on the International System of Phonetics, dictation, composition, and conversation. It is aimed to make this course as practical as possible with more and more oral work as the student becomes familiar with the language. The direct method is used on a small scale in the second semester. Reading of from 200 to 300 pages of easy extracts from French literature.

Texts: Beginning French (Cerf and Giese); Contes et Legendes (Guerber); Lectures Elementaries (Luria and Chan-kin); Petits Contes de France (Meras and Roth.)

H4.—SECOND YEAR FRENCH.—One unit. Grammar continued, dictation and practice in spoken and written French.

Texts: L'Évasion du Duc de Beaufort (Dumas); Le Juif Polonais (Erckmann-Chatrion); La Mare au Diable (Sand); Pour Parler Français (Fournon and Broussard); L'Avare (Moliere); La Grammaire (Labiche); Racine's Esther.

HISTORY

H3.—MODERN EUROPEAN HISTORY.—One unit.

The history of Europe since the eighteenth century. Emphasis is placed on conditions and institutions rather than on unrelated events, with the aim of furnishing the student the needed background for the intelligent interpretation of contemporary events. Five times a week.

Text: Robinson and Breasted, "Outline of European History," Vol. II.

Not offered in 1924-1925 unless at least six students register for it.

H4.—AMERICAN HISTORY AND GOVERNMENT.—One unit.

This course aims to present the great phases in the development of our country, and to fit the student to better perform his duty as a citizen. Many minor matters, such as: a detailed military history, unimportant dates, the careers of men of slight national importance are purposely omitted. Emphasis is placed on social, political, and economic problems throughout the course, and an attempt is made to explain the prevailing conditions and institutions by showing how they came about. Five times a week.

Texts: Muzzey, "An American History"; Muzzey, "Readings in American History," (Fall semester); Macgruder, "American Government in 1924," (Spring semester.)

SCIENCE

BIOLOGY H3.—GENERAL BIOLOGY—One unit.

This course will include an elementary study of living organisms of the plant and animal kingdom, and will serve as a good basis for those who wish to do advanced work in any field of Biology. Specimens of both plants and animals are studied even to microscopic detail in the laboratory. Among

the plants, a series of types will be studied which will represent the more important families of Algae, fungi, liverworts, mosses, ferns, and seed plants. Among the animals, a series of types will be studied which will represent the more important protozoa, metozoa, and vertebrates. Three recitations per week and three hours laboratory work.

Text: "Applied Biology"—Bigelow.

PHYSICS H4.—One unit.

This course is primarily a study of the fundamental laws and theories concerning the physical universe. Mechanics, heat, light, sound, electricity, and magnetism are taken up in this course in an elementary way, the course running through the year. Demonstrated lectures, recitations, and laboratory work are co-ordinated to make the course thorough, interesting, and instructive. This is a very elementary course, but it forms a good basis for those desiring to do advanced work in Physics. Three recitations and three hours of laboratory work per week.

Text: Practical Physics—Millikan and Gale.

BUSINESS

H3.—STENOGRAPHY.—One unit.

Shorthand and typewriting, leading to equipment for holding a commercial position. Study of textbook, dictation, transcription. Requirement of eighty words per minute of new matter and one hundred words per minute of old matter in shorthand, and of forty words per minute of new matter transcribed on the typewriter and sixty words per minute of old matter.

H4.—BOOKKEEPING.

One or one and one-half units. Double entry bookkeeping; simple accounts; partnership; corporation; and bank bookkeeping. The completion of this course will probably require three semesters if taken in connection with other studies. It can sometimes be completed in one semester if sufficient time is allowed for it.

Text: Twentieth Century Bookkeeping.

DOMESTIC SCIENCE

H4.—COOKING AND HOUSEKEEPING. One-half or one unit. Textbook and laboratory; study of sanitation principles and dietities; approved methods in housekeeping with laboratory practice in cooking. Two recitations per week and three hours laboratory.

RELIGIOUS EDUCATION

H3.—OLD TESTAMENT. (One-half unit. Two recitations per week through the year.)

Old Testament history, with special reference to personal religion. Wisdom literature. Hebrew poetry in English translation. Prophecy.

Text: American Revised Version of the English Bible.

H4.—THE NEW TESTAMENT. One-half unit. Two recitations per week through the year.)

Life of Christ. Life of Paul, with some study of the Epistles.

Text: American Revision of the English Bible.

APPLIED MUSIC

H3.—TECHNICAL STUDIES. One-half or one unit. Two lessons per week and two periods daily practice.)

Easy Études, Faelton and Porter. Kinder Übungen, Book I, Kohler. Czerny, Op. 599, Books 1 and 2. Kohler, Op. 190. Kohler, 157. Czerny, Op. 139. Duvernoy, Op. 176. Burgmüller, Op. 100. Loeschorn, Op. 65. Books 1, 2, and 3. Loeschorn, Op. 38, Book 1. Kohler, Op. 50. Le Couppéy, Op. 26. Bertini, Op. 100. Sonatas by Clementi, Diabelli, Merkel, Lichner, Handrock, Kuhlau. Pieces at discretion of teacher.

H4.—TECHNICAL STUDIES. One-half or one unit. Two lessons per week and two periods daily practice.)

Kohler, Op. 242. Czerny, Op. 299, Books 1 and 2. Czerny, Op. 279. Berens, Op. 61, Books 1 and 2. Heller, Op. 46 and 47. Krause, Op. 2 and 6. Octave studies by Veigt, Wilson G. Smith, Czerny, and Turner. Bach's Little Preludes and Fugues. Sonatinas, Easy Sonatas and Variations of Haydn, Beethoven, and others. Schumann Album, Op. 68. Lyrical Pieces, Op. 12, Grieg. Selections from Reinecke, Gade, and others. Mendelssohn's Songs Without Words.

ROLL OF STUDENTS POST GRADUATES

Pylant, Mrs. Lee.....	Georgia
Teague, Elsie.....	Buncombe
Weaver, Doris.....	Buncombe

CLASS OF 1924

Aiken, Margaret.....	Buncombe
Byrd, Howell.....	Buncombe
Croy, Oakley E.....	Virginia
Garrison, Clara.....	Buncombe
Hodge, Marvin S.....	Virginia
Jones, Terrell A.....	Buncombe
McClure, Mae.....	South Carolina
Perry, Reba.....	Florida
Powlas, Mary.....	Rowan
Reece, Claude J.....	Haywood
Slaten, Harold.....	Mecklenburg
Tatum, J. Myron.....	Iredell
Ulmer, Annie Mae.....	South Carolina
Vernon, John C.....	Caswell
Williams, Gladys Louise.....	Transylvania
Young, Joe.....	Buncombe

CLASS OF 1925

Allison, Euna Dean.....	Henderson
Aycock, Ethel.....	Haywood
Bartlett, Vernie.....	Buncombe
Bland, Ralph.....	Lenoir
Burrus, Maude.....	Buncombe
Butt, Paul.....	Mitchell
Carmichael, Lucile.....	Buncombe
Dacy, Kenneth.....	Buncombe
Eaves, Wendell.....	Rutherford
Edwards, Essie.....	Polk

Elliott, Jewel	Stanley
Guthrie, Naomi	Madison
Howell, Fannie Blake	Anson
Jones, Mildred	South Carolina
Jones, Okle	Buncombe
Kendall, Evelyn	Stanley
King, Lillian	Transylvania
Kirkpatrick, Adeline	Haywood
Kuykendall, Cornelius	Buncombe
Lee, Myrtle	Anson
Mease, Helene	Haywood
Manchester, Ruth	Buncombe
McElroy, Lawrence	Madison
McQuage, Eula	Rowan
Maney, Mable	Buncombe
Morrison, Kathleen	Buncombe
Neill, Geneva	Transylvania
Orr, Edna	Cherokee
Pack, Thomas	Henderson
Rogers, Bronnie	Buncombe
Smeltzer, Annette	Haywood
Teague, Grace	Buncombe
Vance, Ivor	Avery
Walters, Murray	Union
Walters, Verla	Union
Wells, Howard	Rutherford
Young, Vesta	Transylvania

UNCLASSIFIED COLLEGE

Boger, Bonner	Rowan
Broome, Hoyle S.	Union
Clemons, Horace	Tennessee
Erskine, Mrs. J. V.	Buncombe
Henry, Fred	Tennessee
Hope, Fred	Georgia
Jervis, Theodore	Buncombe
Pearson, Dorothy	Buncombe

Penley, Robert	Buncombe
Pickens, Lass	Buncombe
Ray, Olive	Buncombe
Reynolds, Margaret	Buncombe
Roberts, Margaret	Virginia
Washburn, E. N., Jr.	Rutherford
Wehling, Joseph	Buncombe
Whiteside, Clinton	Henderson
Williams, Zeb C.	Mecklenburg

FOURTH YEAR HIGH SCHOOL

Barnard, Fuchsia	Buncombe
Carpenter, Ray	Lincoln
Chambers, Clara	Buncombe
Crowell, Gertrude	Stanley
Crump, Eugene	Anson
Greenwood, Hubert	Henderson
Groce, J. W.	Buncombe
Hampton, Edna	Buncombe
Harwood, Vina	Stanley
Kiker, F. Wade	Anson
Lance, Janie	Henderson
Lee, Callie Belle	Anson
Lyda, Viola	Buncombe
McCollum, Evelyn	Buncombe
Mayo, John	Virginia
Medley, Louise	Anson
Michael, Clare	Buncombe
Regan, William	Buncombe
Rogers, James	Halifax
Sharpe, Daisy	Buncombe
Smith, Louise	Anson
Weaver, William	Buncombe
Weir, Ruth	Buncombe
West, Stanley	Buncombe
Wilson, Evan	Cleveland
Woodall, Hubert	Buncombe

THIRD YEAR HIGH SCHOOL

Bland, Robah	Henderson
Brummitt, Fred G.	Granville
Brown Burder	Buncombe
Caldwell, Lucile	South Carolina
Bennett, Robert	Anson
Croy, Sidney	Virginia
Gabriel, Harold	Catawba
Kirk, Irving	Rowan
Lance, William	Henderson
Lyda, Emory	Buncombe
Hamilton, Marion	Robeson
Parks, Walter	Buncombe
Stack, William	Union
Winstead, William	Wilson

UNCLASSIFIED HIGH SCHOOL

Armstrong, Mary	Buncombe
Bates, Jere	South Carolina
Bell, Elizabeth	Alexander
Cagle, Boone	Haywood
Chandler, Frank	Tennessee
Dove, James	Mecklenburg
Edwards, Thomas	Buncombe
Groves, Reuel	Rutherford
Jones, W. Roy	Rutherford
King Clara	Transylvania
Loftin, Landis	Wayne
Martinez, Henry	Cuba
Mitchell, Leonard	Pennsylvania
Monday, Erby	Buncombe
Morris, Paul	Buncombe
Nelson, Esther	Buncombe
Newlin, Claude	Alexander
Patrick, Charles	Avery
Patterson, Geoffrey	Buncombe

Reid, John	Rutherford
Robertson, Robert	South Carolina
Rogers, Charles	Halifax
Ross, Mary Madeline	Buncombe
Vance, Sam	Avery
Wall, Francis	Buncombe
Warlick, Leon	South Carolina
Weaver, Mary Jo	Buncombe
White, G. Rowland	Sampson

SCHOOL OF MUSIC

Aiken, Margaret	Piano
Aycock, Ethel	Piano, History of Music
Bell, Elizabeth	Piano
Burrus, Maude	Piano
Burrus, Ruth	Piano
Butt, Paul	Piano, Voice
Cagle, Boone	Voice
Croy, Oakley	Voice
Edwards, Mrs. Fred	Voice
Jones, Terrell	Voice
Jones, W. Roy	Voice
King, Lillian	Voice
Kirkpatrick, Adeline	Piano, Voice, History of Music
Lee, Callie	Piano
McQuage, Eula	Piano
Manchester, Ruth	Voice
Morrison, Kathleen	Piano, Voice
Neill, Geneva	Voice
Newlin, Claude	Piano
Orr, Edna	Voice
Pearson, Dorothy	Voice
Pickens, Lass	Piano
Powell, W. E.	Piano
Ray, Olive	Piano
Reed, Eloise	Piano
Robinson, Harvey	Piano

Robinson, Sallie	Piano
Ross, Mary Madeline	Piano
Sharpe, Daisey	Piano
Smeltzer, Annette	Piano
Smith, Louise	Piano
Trowbridge, Eleanor	Piano
Walters, Verla	Piano
Wehling, Joseph	Voice
Wells, Howard	Piano
Williams, Zeb	Voice
Winstead, William	Voice

DOMESTIC SCIENCE

Aiken, Margaret	McClure, Mae
Allison, Euna Dean	McCollum, Evelyn
Barnard, Fuchsia	Nelson, Esther
Caldwell, Lucile	Orr, Edna
Carmichael, Lucile	Powlas, Mary
King, Clara	Reynolds, Margaret
Lyda, Viola	Ross, Mary Madeline
	Smith, Louise

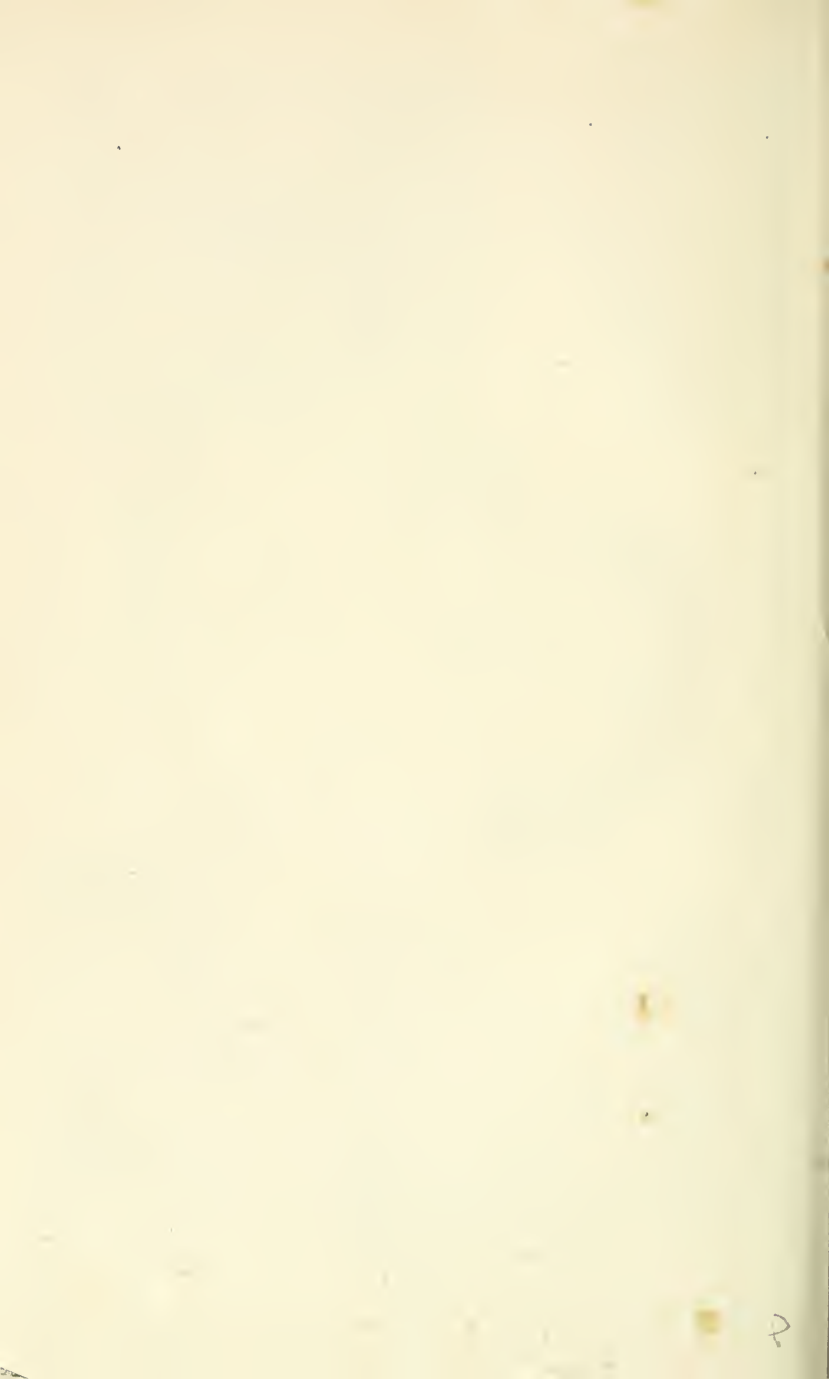
COMMERCIAL DEPARTMENT

Armstrong, Mary	Shorthand, Typewriting
Bland, Robah	Typewriting
Boger, Bonner	Bookkeeping, Business Arithmetic
Byrd, Howell	Typewriting
Carpenter, Ray	Typewriting
Jones, Roy	Bookkeeping, Business Arithmetic
Kuykendall, Cornelius	Business Arithmetic
Loftin, Landis	Bookkeeping, Business Arithmetic
Lyda, Emory	Business Arithmetic, Bookkeeping
Martinez, Henry	Business Arithmetic
Mayo, John	Typewriting
Michael, Clare	Shorthand, Typewriting
Monday, Erby	Business Arithmetic

Morrison, Kathleen	Shorthand, Typewriting
Neill, Geneva	Typewriting
Newlin, Claude	Typewriting
Penley, Robert	Typewriting
Presson, E. R.	Bookkeeping, Business Arithmetic
Robinson, Sallie	Shorthand, Typewriting
Spruell, Leonard	Bookkeeping, Business Arithmetic
Stack, William	Typewriting
Weaver, Jeanette	Typewriting
Weaver, Mary Jo	Shorthand, Typewriting
West, Stanley	Bookkeeping, Business Arithmetic
Wright, John	Bookkeeping, Business Arithmetic

SUMMARY

Post Graduates	3
Class of 1924	16
Class of 1925	37
Unclassified College Students	17
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Total College	73
Fourth Year High School	26
Third Year High School	14
Unclassified High School	28
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Total High School	68
School of Music	37
Commercial Pupils	25
Domestic Science Pupils	15
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	218
Less Names counted twice	66
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Net enrollment, no name counted twice	152



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