

**GIRLS INDUSTRIAL COLLEGE BULLETIN.**

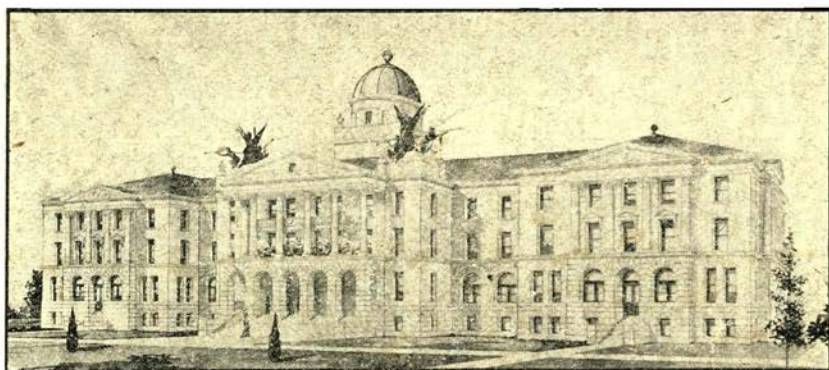
**NUMBER 2.**

**JUNE, 1903.**

Issued quarterly by the Girls Industrial College of Texas, Denton, Texas.

Application made for entrance to the mails as second-class matter.

**Plan and Scope**  
of the  
**Girls Industrial College**  
of Texas



**Located at Denton**

**First Term Begins**  
**September 23, 1903**

**GIRLS INDUSTRIAL COLLEGE BULLETIN.**

**NUMBER 2.**

**JUNE, 1903.**

**Issued quarterly by the Girls Industrial College of Texas, Denton, Texas.**

**Application made for entrance to the mails as second-class matter.**

---

---

**Plan and Scope**

**of the**

**Girls Industrial College**

---

---

**of Texas**

---

---

**Located at Denton**

---

---

**First Term Begins**

**September 23, 1903**

**CALENDAR, 1903.**

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

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

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

**CALENDAR, 1904.**

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

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

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

## COLLEGE CALENDAR.

1903.

- First Term of Thirteen Weeks Begins... Wednesday, September 23.  
Entrance Examinations and Registration. Wednesday and Thursday, September 23 and 24.  
Organization of Classes..... Friday, September 25.  
Class Work Begins..... Saturday, September 26.  
Reception to Students by the Faculty.... Monday evening,  
September 28.  
Thanksgiving—Holiday..... Thursday, November 26.  
First Term Ends..... Wednesday, December 23.  
Christmas Vacation Begins..... Thursday, December 24.

1904.

- Christmas Vacation Ends..... Tuesday, January 5.  
Second Term of Eleven Weeks Begins... Wednesday, January 6.  
Texas Independence Day—Holiday..... Wednesday, March 2.  
Second Term Closes..... Saturday, March 19.  
Third Term of Twelve Weeks Begins... Tuesday, March 22.  
San Jacinto Day—Holiday..... Thursday, April 21.  
Baccalaureate Sermon..... Sabbath, June 5.  
Demonstration and Exhibition Day.... Tuesday, June 7.  
Class Day..... Wednesday, June 8.  
Commencement Day..... Thursday, June 9.

MR. C. N. ADKISSON.—*Physical Science.*

Central College, Texas—A. B., 1890. Graduate in Bacteriology, University of Louisville, 1891. Student Vanderbilt University, 1892. Instructor in Science, Polytechnic College, Fort Worth, 1892-1897; Granbury College, 1898; Randolph College, 1899-1901; Terrell University School, 1901-1903. Instructor in Chemistry and Physics, Colorado Chautauqua, 1902-1903.

MISS HARRIET B. WHITTEN.—*Biological Science.*

University of Texas—B. S., 1898; M. S. 1900. Student Assistant in Geology, University of Texas, 1897-1899. Tutor in University of Texas, 1899-1902. Instructor in Geology, University of Texas, 1902-1903.

\*—————, *Domestic Science.*

\*—————, *Domestic Art.*

\*—————, *Assistant Domestic Science and Domestic Art.*

\*—————, *Fine Art.*

\*—————, *Industrial Art, Manual Training.*

\*—————, *Physical Culture, Elocution, Music.*

\*—————, *Commercial Art.*

\*—————, *Physician and Lecturer on Physiology and Hygiene.*

—————  
MR. WADE H. BRYMER, *Secretary.*

—————  
MR. A. J. SEIDERS, *Landscape Gardener.*

MR. W. T. WILSON, *Gardener.*

# THE GIRLS INDUSTRIAL COLLEGE OF TEXAS.

---

The purpose and scope of the "Texas Industrial Institute and College for the Education of White Girls of the State of Texas in the Arts and Sciences" is set forth in the legislative act establishing the institution: "Be it enacted by the Legislature of the State of Texas: \* \* \* Sec. 5. That the board of regents shall possess all the powers necessary to accomplish and carry out the provisions of this act, the establishment and maintenance of a first class industrial institute and college for the education of white girls in this State in the arts and sciences, at which such girls may acquire a literary education, together with a knowledge of telegraphy, stenography and photography; also a knowledge of drawing, painting, designing and engraving, in their industrial application; also a knowledge of general needle work, including dressmaking; also a knowledge of bookkeeping; also a thorough knowledge of scientific and practical cooking, including a chemical study of food; also a knowledge of practical housekeeping; also a knowledge of trained nursing, caring for the sick; also a knowledge of the care and culture of children; with such other practical industries as from time to time may be suggested by experience, or tend to promote the general object of said institute and college, to wit: fitting and preparing such girls for the practical industries of the age." (Enacted by the Twenty-seventh Legislature, April, 1901.)

A brief address delivered at the laying of the corner-stone of the College, published in this Bulletin, enlarges somewhat upon the purpose and scope of the institution.



## LOCATION.

The Girls Industrial College is situated just in the outskirts of Denton, to the northeast, in a campus of seventy acres of rising ground overlooking the city and the surrounding country. The work of laying out and improving the grounds has been begun, and no effort will be spared to make the already beautiful place still more pleasing to the eye. Back of the building and to the north is a grove of oaks; also an orchard and berry gardens, the products of which will be turned to account in the domestic department of the institution. An artesian well six hundred feet deep, just in the rear of the building, gives a bounteous supply of the purest water. It is in the plan to establish on the premises before the opening of the College, as a part of the equipment of the institution, a dairy, a poultry yard, and a green-house. The central portion of the main building has been completed and will, during the summer, be well equipped with furniture and apparatus for carrying on the work indicated on the following pages.

Denton is located in a prosperous agricultural region. It has a population of about 5,000, and is a city of good homes, intelligent people, and has an elevating moral and social atmosphere. The representative religious denominations of the State have churches here. Denton is rapidly becoming an educational center, it having not only a

good system of public schools, including a high school, but also the John B. Denton College, the North Texas State Normal, and the Girls Industrial College of Texas. The city is in a healthful location, and is supplied with excellent water from an artesian well. It is within thirty-five miles of Fort Worth, about the same distance from Dallas, and is reached by the Missouri, Kansas & Texas, and the Texas & Pacific railways.



### CONDITIONS FOR ENTRANCE.

Who may attend the College? All white girls of good moral character who have attained the age of sixteen years, who have a knowledge of the common school subjects, who wish to acquire a higher education which includes a thorough practical training for life, who come to the school with the clear and earnest purpose of doing their best work and of complying with the regulations of the institution, and who pass satisfactorily the entrance examinations prescribed by the Faculty. The examination for entrance to the Preparatory Course will cover the subjects of Orthography, Reading, Arithmetic, English Grammar, Composition, Geography, Physiology and Hygiene, History of Texas, and United States History and Civil Government. The questions for the entrance examination will not be taken from any particular text-book or books, but will be such as are reasonable for students who have made a proper study of the subjects indicated. Those who have not studied more than the subjects named may not be able to complete the Preparatory work in a year; but students who have taken work as high as the tenth grade (in some cases possibly the ninth) should be able to prepare for the Junior Class in a year's time. Those holding Second Grade State Certificates will be admitted to the Preparatory Course without examination. Graduates of reputable high schools, and those holding First Grade State Certificates will, at present, be admitted to the Junior Class without examination. Those who have taken the equivalent of the high school course, but who have not been graduated, will be given an examination for entrance to the Junior Class. Students who lack proficiency in one or more subjects in any given class, may, at the discretion of the Faculty, be admitted to such class, subject to the condition of making up back work. Students who fail to make an average passing mark in any year's work will be advised to review, during the succeeding year, the same work, or at least the portion of it in which they are weak.

Advanced students who have had work elsewhere equivalent to that required in any of the subjects of the courses in the College, will be given due credit for the same, thus enabling them to complete a course in less time than is indicated above. Graduates of good high schools should be able to complete the work, as at present arranged, in two years. Special students, spoken of below, will not be required to take a formal examination.



### APPOINTIVE STUDENTS.

The Board of Regents of the Girls Industrial College has, according to law, made provision for about two hundred appointive students, to be apportioned throughout the State on the basis of the number of educable

white girls in the several counties. The number of appointees to which each county is entitled is shown by the list, page 10. The allotment in each case applies to the entire county, including all independent and community districts. It will be noticed that in numerous cases where the population is sparse several counties are grouped together as being entitled to but one appointive student. In such cases the superintendents involved are expected to confer in making the appointment.

All qualified individuals will be made welcome in the school, whether they are fortunate enough to receive an appointment or not. The advantages of appointment are: 1. The incidental fees, amounting to \$15 per year, are remitted to appointive students. 2. Appointive students will be given the free use of text-books, which saves about \$10 per year. This makes an appointment worth about \$25 per year.

Appointments to the College are to be made as indicated in the apportionment table given below, and according to the following regulations adopted by the Board of Regents:

1. All appointees shall be qualified as indicated above ("Conditions for Entrance"), and as set forth in the certificate of appointment furnished to county superintendents by the College. Appointive students are not exempt from the entrance examinations, except when they hold high school certificates, State certificates, or other satisfactory credentials.

2. The appointments shall be made by the superintendents of schools of the various counties, the qualifications of appointees to be determined preferably by competitive examination, or by any other method said superintendents may see fit to employ.

3. Where two or more counties are grouped in the apportionment table the appointments shall be made by joint action of the superintendents involved.

4. All appointments shall be officially reported to the President of the College before the first day of June (for the year 1903, the time has been extended to the first of August). Appointments not so reported shall revert to the institution, and may be allotted and conferred at the discretion of the President of the College, or according to the further instructions of the Board.

5. In case any appointee should later find it impracticable to fulfill her appointment, the appointing superintendent shall have authority to transfer it to another worthy applicant in his county, provided that such transfer shall be made and properly certified to the President of the College before the opening of the term, in September.

6. County superintendents shall publish notice in a newspaper of their county, or counties, at least three weeks before the appointments are made, as provided in the law.



#### **APPORTIONMENT OF APPOINTIVE STUDENTS BY COUNTIES.**

Following is given the number of appointive students to which the several counties are at present entitled. The instructions to county superintendents quoted above indicate the method of appointment. Blank certificates of appointment, giving details of qualification, will be furnished to superintendents by the College.



Anderson .....	1	Dimmit (see Maverick).	
Angelina .....	1	Duval and Zapata.....	1
Aransas (see Bee).		Eastland (see Erath).	
Archer (see Jack).		Ector (see Coke).	
Armstrong (see Donley).		Edwards (see Bandera).	
Atascosa and Frio.....	1	Ellis .....	4
Austin .....	1	El Paso .....	2
Bandera, Kerr and Edwards.....	1	Erath, 2; Eastland, 1; Erath and	
Bastrop .....	1	Eastland, 1.....	4
Baylor (see Wilbarger).		Falls .....	2
Bee, San Patricio, Refugio and		Fannin .....	4
Aransas .....	1	Fayette .....	1
Bell .....	3	Fisher (see Scurry).	
Bexar, 4; Guadalupe, 1; Bexar and		Floyd, Hale, Motley, Dickens, Cros-	
Guadalupe, 1.....	6	by, Lubbock, Briscoe, Swisher,	
Blanco (see Gillespie).		Castro, Lamb and Parmer.....	1
Borden (see Scurry).		Foard (see Hardeman).	
Bosque (see Johnson).		Fort Bend (see Wharton).	
Bowie .....	2	Franklin .....	1
Brazoria, Matagorda, Jackson and		Freestone .....	1
Calhoun .....	1	Frio (see Atascosa).	
Brazos .....	1	Galveston .....	2
Brewster (see Presidio).		Garza (see Scurry).	
Briscoe (see Floyd).		Gillespie and Blanco.....	1
Brown .....	1	Glasscock (see Coke).	
Burleson .....	1	Goliad (see Victoria).	
Burnet .....	1	Gonzales, 1; DeWitt, 1; Gonzales	
Caldwell .....	1	and DeWitt, 1.....	3
Calhoun (see Brazoria).		Gray (see Potter).	
Callahan, Shackelford and Throck-		Grayson .....	4
morton .....	1	Gregg and Marion.....	1
Cameron .....	2	Grimes .....	1
Camp and Morris.....	1	Guadalupe (see Bexar).	
Carson (see Potter).		Hale (see Floyd).	
Cass .....	1	Hall (see Donley).	
Castro (see Floyd).		Hamilton .....	1
Chambers (see Jefferson).		Hansford (see Potter).	
Cherokee, 1; Houston, 1; Cherokee		Hardeman, Foard, Childress, Cot-	
and Houston, 1.....	3	tle, King and Stonewall.....	1
Childress (see Hardeman).		Hardin (see Tyler).	
Clay and Wichita.....	1	Harris .....	3
Coke, Mitchell, Howard, Sterling,		Harrison .....	1
Glasscock, Midland, Martin, Ec-		Hartley (see Potter).	
tor and Ward.....	1	Haskell (see Jones).	
Coleman .....	1	Hays .....	1
Collin .....	4	Hemphill (see Potter).	
Collingsworth (see Donley).		Henderson (see Smith).	
Colorado .....	1	Hidalgo .....	1
Comal and Kendall.....	1	Hill .....	3
Comanche .....	2	Hood and Somervell.....	1
Concho (see Tom Green).		Hopkins .....	2
Cooke .....	2	Houston (see Cherokee).	
Coryell .....	2	Howard (see Coke).	
Cottle (see Hardeman).		Hunt .....	4
Crockett (see Val Verde).		Hutchinson (see Potter).	
Crosby (see Floyd).		Irion (see Tom Green).	
Dallam (see Potter).		Jack and Archer.....	1
Dallas .....	5	Jackson (see Brazoria).	
Deaf Smith (see Donley).		Jasper, Orange and Newton.....	1
Delta .....	1	Jeff Davis (see Presidio).	
Denton .....	2	Jefferson and Chambers.....	1
DeWitt (see Gonzales).		Johnson, 2; Bosque, 1; Johnson	
Dickens (see Floyd).		and Bosque, 1.....	4
Donley, Hall, Collingsworth, Arm-		Jones and Haskell.....	1
strong, Randall and Deaf Smith. 1		Karnes and Live Oak.....	1

Kaufman .....	2	Rains (see Wood).	
Kendall (see Comal).		Randall (see Donley).	
Kent (see Scurry).		Red River.....	2
Kerr (see Bandera).		Reeves (see Presidio).	
Kimble (see Val Verde).		Refugio (see Bee).	
King (see Hardeman).		Roberts (see Potter).	
Kinney (see Maverick).		Robertson .....	1
Knox (see Wilbarger).		Rockwall .....	1
Lamar .....	3	Runnels and Nolan.....	1
Lamb (see Floyd).		Rusk .....	1
Lampasas (see San Saba).		Sabine (see San Augustine).	
La Salle (see Maverick).		San Augustine and Sabine.....	1
Lavaca .....	2	San Jacinto (see Polk).	
Lee .....	1	San Patricio (see Bee).	
Leon .....	1	San Saba and Lampasas.....	1
Liberty (see Montgomery).		Schleicher (see Val Verde).	
Limestone .....	2	Scurry, Fisher, Borden, Kent, Garza, Lynn and Terry.....	1
Lipscomb (see Potter).		Shackelford (see Callahan).	
Live Oak (see Karnes).		Shelby (see Nacogdoches).	
Llano and Mason.....	1	Sherman (see Potter).	
Lubbock (see Floyd).		Smith, 1; Henderson, 1; Smith and Henderson, 1.....	3
Lynn (see Scurry).		Somervell (see Hood).	
Moore (see Potter).		Starr .....	1
Morris (see Camp).		Stephens (see Young).	
Motley (see Floyd).		Sterling (see Coke).	
Madison and Walker.....	1	Stonewall (see Hardeman).	
Marion (see Gregg).		Sutton (see Val Verde).	
Martin (see Coke).		Swisher (see Floyd).	
Mason (see Llano).		Tarrant .....	3
Matagorda (see Brazoria).		Taylor .....	1
Maverick, Kinney, Zavala, Dimmit, La Salle and McMullen.....	1	Terry (see Scurry).	
McCulloch (see Tom Green).		Throckmorton (see Callahan).	
McLennan .....	3	Titus .....	1
McMullen (see Maverick).		Tom Green, McCulloch, Concho and Irion .....	1
Medina and Uvalde.....	1	Travis, 2; Williamson, 2; Travis and Williamson, 1.....	5
Menard (see Val Verde).		Trinity .....	1
Midland (see Coke).		Tyler and Hardin.....	1
Milam .....	2	Upshur .....	1
Mills .....	1	Uvalde (see Medina).	
Mitchell (see Coke).		Val Verde, Kimble, Menard, Sut- ton, Crockett and Schleicher.....	1
Montague .....	2	Van Zandt.....	2
Montgomery and Liberty.....	1	Victoria and Goliad.....	1
Nacogdoches, 1; Shelby, 1; Nacog- doches and Shelby, 1.....	3	Walker (see Madison).	
Navarro .....	3	Waller (see Washington).	
Newton (see Jasper).		Ward (see Coke).	
Nolan (see Runnels).		Washington, 1; Waller and Wash- ington, 1.....	2
Nueces .....	1	Webb .....	2
Ochiltree (see Potter).		Wharton and Fort Bend.....	1
Oldham (see Potter).		Whceler (see Potter).	
Orange (see Jasper).		Wichita (see Clay).	
Palo Pinto.....	1	Wilbarger, Baylor and Knox.....	1
Panola .....	1	Williamson (see Travis).	
Parker .....	2	Wilson .....	1
Parmer (see Floyd).		Wise .....	2
Pecos (see Presidio).		Wood, 1; Rains and Wood, 1.....	2
Polk and San Jacinto.....	1	Young and Stephens.....	1
Potter, Oldham, Hartley, Dallam, Sherman, Moore, Hutchinson, Hansford, Ochiltree, Roberts, Lipscomb, Hemphill, Wheeler, Gray and Carson.....	1	Zapata (see Duval).	
Presidio, Brewster, Pecos, Jeff Davis and Reeves.....	1	Zavala (see Maverick).	

**QUALIFICATIONS FOR APPOINTMENT.**

Blank certificates of appointment are furnished to county superintendents by the College, which certificates, when filled out, should be returned to the President of the institution. They should reach him before the first day of June (for the year 1903 the time has been extended to the first day of August). Following is the wording of the certificate:

*To the President of the Girls Industrial College:*

Having examined into the qualifications of Miss \_\_\_\_\_ of \_\_\_\_\_ county, and knowing her to be of good moral character, diligent habits and worthy ambitions, and as being well trained in Orthography, Reading, Arithmetic, English Grammar, Composition, Geography, Physiology and Hygiene, History of Texas, and United States History and Civil Government, as these subjects are required to be taught in the Common Schools of Texas; and believing said Miss \_\_\_\_\_ to be in all respects well worthy of the opportunity of attending the Girls Industrial College of Texas, I, the undersigned Superintendent of Schools of \_\_\_\_\_ county, do hereby appoint her as a student in said Girls Industrial College, in accordance with the law and the regulations of the Board of Regents, and subject to the entrance requirements of said College. This appointment to be for the scholastic year 190—190—. The age of the above named appointee is \_\_\_\_\_ years. Her postoffice address is \_\_\_\_\_, \_\_\_\_\_ county, Texas. Her (father's, mother's, guardian's) name is \_\_\_\_\_.

Respectfully submitted,

\_\_\_\_\_,  
Superintendent of Schools, \_\_\_\_\_ county.

Date \_\_\_\_\_, 190—.

**SPECIAL STUDENTS.**

Opportunity for special courses, not leading to a diploma of graduation, will be offered to a limited number of students who show ability to carry on the work they propose to undertake. Such students must be at least sixteen years of age, and should possess the general qualifications of regular students. Those who satisfactorily complete such partial courses will be given certificates of proficiency in the subjects covered. This arrangement for special students is intended primarily for adults whose time is limited and who are well prepared by experience for such work, rather than for immature girls; it is not intended to give encouragement or opportunity to young girls for short or superficial courses. The aim of the College will be to encourage thorough, earnest work in all departments, and the aim of students who attend it should be to take enough time to do the work in a creditable manner to themselves and the institution.

Teachers who desire to prepare for teaching manual training in the public schools will be welcomed to the institution, and will be provided

with special courses in the theory and practice of work suitable for primary and grammar grades. Particularly would we encourage those in this work who are thoroughly interested in it and who have had successful teaching experience or a Normal School course, or both.



#### REMARKS ON THE FOLLOWING PLAN.

The regular course in any department includes the completion of all work indicated. All who satisfy the requirements of any portion of the course, either by examination or certificate, will be given due credit therefor; provided, that at least one year's work at the institution will be required of all candidates for a diploma of graduation.

Students may pursue the work of two departments at the same time, subject to the approval of the instructors concerned and the President. It stands to reason that such students cannot expect to complete both courses in the same time as would be required for but one.

After entering upon the work of any department a student may not change to another department, or alter her program, without the consent of the teachers involved and the President.

Special students may choose their course, subject to the approval of the respective teachers and of the President. Certificates of proficiency in any branch will not be issued for less than one term's work in such branch.

The following plan indicates only the general arrangement of departments and subjects by years. The curriculum will be arranged by terms and will be described in fuller detail in Bulletin No. 3, to be issued the latter part of August.

The equipment and teaching force of the College will be adequate for doing the best work in the several departments from the first. More than \$20,000 worth of equipment will be purchased for the institution during the present summer.

**GENERAL PLAN OF DEPARTMENTS.**

Year.	I. English—Science.	II. Domestic Arts.	III. Fine Arts.	IV. Industrial Arts.	V. Commercial.
<p align="center">PREPARATORY. (One year or more.)</p>	<p><b>ENGLISH:</b> Spelling. Reading. Grammar. Composition and Literature.</p> <p><b>HISTORY:</b> United States History. Texas History. English.</p> <p><b>MATHEMATICS:</b> Arithmetic. Algebra.</p> <p><b>SCIENCE:</b> Physical Geography. Commercial Geography. Physiology and Hygiene. Household Economics. Cooking.</p> <p><b>ART:</b> Writing. Drawing. Sewing. Laundering. Physical Culture. Music—Singing.</p> <p><b>LANGUAGE:</b> Latin (optional). German (optional). Spanish (optional). French (optional).</p>	<p><b>ENGLISH:</b> Spelling. Reading. Grammar. Com position and Literature.</p> <p><b>HISTORY:</b> United States History. Texas History. English.</p> <p><b>MATHEMATICS:</b> Arithmetic. Algebra.</p> <p><b>SCIENCE:</b> Physical Geography. Commercial Geography Physiology and Hygiene Household Economics. Cooking.</p> <p><b>ART:</b> Writing. Drawing. Sewing. Laundering. Physical Culture. Music—Singing.</p> <p><b>LANGUAGE:</b> Latin (optional). German (optional). Spanish (optional). French (optional).</p>	<p><b>ENGLISH:</b> Spelling. Reading. Grammar. Composition and Literature.</p> <p><b>HISTORY:</b> United States History. Texas History. English.</p> <p><b>MATHEMATICS:</b> Arithmetic. Algebra.</p> <p><b>SCIENCE:</b> Physical Geography. Commercial Geography. Physiology and Hygiene. Household Economics. Cooking.</p> <p><b>ART:</b> Writing. Drawing. Sewing. Laundering. Physical Culture. Music—Singing.</p> <p><b>LANGUAGE:</b> Latin (optional). German (optional). Spanish (optional). French (optional).</p>	<p><b>ENGLISH:</b> Spelling. Reading. Grammar. Composition and Literature.</p> <p><b>HISTORY:</b> United States History. Texas History. English.</p> <p><b>MATHEMATICS:</b> Arithmetic. Algebra.</p> <p><b>SCIENCE:</b> Physical Geography. Commercial Geography. Physiology and Hygiene. Household Economics. Cooking.</p> <p><b>ART:</b> Writing. Drawing. Sewing. Laundering. Physical Culture. Music—Singing.</p> <p><b>LANGUAGE:</b> Latin (optional). German (optional). Spanish (optional). French (optional).</p>	<p><b>ENGLISH:</b> Spelling. Reading. Grammar. Composition and Literature.</p> <p><b>HISTORY:</b> United States History. Texas History. English.</p> <p><b>MATHEMATICS:</b> Arithmetic. Algebra.</p> <p><b>SCIENCE:</b> Physical Geography. Commercial Geography. Physiology and Hygiene. Household Economics. Cooking.</p> <p><b>ART:</b> Writing. Drawing. Sewing. Laundering. Physical Culture. Music—Singing.</p> <p><b>LANGUAGE:</b> Latin (optional). German (optional). Spanish (optional). French (optional).</p>
	<p><b>ENGLISH:</b> Composition. Rhetoric. Literature.</p> <p><b>HISTORY:</b> Civics. General—Ancient.</p> <p><b>MATHEMATICS:</b> Geometry—Plane and Solid.</p> <p><b>SCIENCE:</b> Business Accounts.</p>	<p><b>ENGLISH:</b> Composition. Rhetoric. Literature.</p> <p><b>HISTORY:</b> Civics. General—Ancient.</p> <p><b>MATHEMATICS:</b> Geometry—Plane and Solid.</p> <p><b>SCIENCE:</b> Business Accounts and Forms.</p>	<p><b>ENGLISH:</b> Composition. Rhetoric. Literature.</p> <p><b>HISTORY:</b> Civics. General—Ancient.</p> <p><b>MATHEMATICS:</b> Geometry—Plane and Solid.</p> <p><b>SCIENCE:</b> Business Accounts and Forms.</p>	<p><b>ENGLISH:</b> Composition. Rhetoric. Literature.</p> <p><b>HISTORY:</b> Civics. General—Ancient.</p> <p><b>MATHEMATICS:</b> Geometry—Plane and Solid.</p> <p><b>SCIENCE:</b> Business Accounts and Forms.</p>	<p><b>ENGLISH:</b> Composition. Rhetoric. Literature.</p> <p><b>HISTORY:</b> Civics. General—Ancient.</p> <p><b>MATHEMATICS:</b> Geometry. Commercial Arithmetic. Accounts and Business Forms.</p>

Solid Geometry.  
**SCIENCE:**  
 Physics.  
 Chemistry.  
 Botany.  
 Zoology.  
 Political Economy.  
 Cooking.  
**ART:**  
 Drawing.  
 Sewing.  
 Physical Culture.  
 Voice Culture. Elocution.  
 Music—Singing.  
**LANGUAGE:**  
 Latin (optional).  
 German (optional).  
 Spanish (optional).  
 French (optional).

Physics.  
 Chemistry.  
 Mineralogy.  
 Botany.  
 Zoology.  
 Cooking—Chemistry of Foods.  
**ART:**  
 Drawing.  
 Sewing.  
 Plain Dressmaking.  
 Laundering.  
 Construction.  
 Physical Culture.  
 Voice Culture. Elocution.  
 Music—Singing.  
**LANGUAGE:**  
 Latin (optional).  
 German (optional).  
 Spanish (optional).  
 French (optional).

**SCIENCE:**  
 Physics.  
 Chemistry.  
 Mineralogy.  
 Botany.  
 Zoology.  
 Cooking—Chemistry of Foods.  
**ART:**  
 Drawing.  
 Painting.  
 Designing.  
 Construction Work.  
 Physical Culture.  
 Voice Culture. Elocution.  
 Music—Singing.  
**LANGUAGE:**  
 Latin (optional).  
 German (optional).  
 French (optional).  
 Spanish (optional).

**SCIENCE:**  
 Physics.  
 Chemistry.  
 Mineralogy.  
 Botany.  
 Zoology.  
 Cooking and Chemistry of Foods.  
**ART:**  
 Designing.  
 Construction Work.  
 Sewing.  
 Dressmaking.  
 Physical Culture.  
 Voice Culture. Elocution.  
 Music—Singing.  
**LANGUAGE:**  
 Latin (optional).  
 German (optional).  
 French (optional).  
 Spanish (optional).

**SCIENCE:**  
 Political Economy.  
 Physics.  
 Chemistry.  
 Mineralogy.  
 Botany.  
 Zoology.  
 Chemistry of Foods.  
**ART:**  
 Bookkeeping.  
 Business Transactions.  
 Physical Culture.  
 Voice Culture. Elocution.  
 Music—Singing.  
**LANGUAGE:**  
 Latin (optional).  
 German (optional).  
 Spanish (optional).  
 French (optional).

**ENGLISH:**  
 Literature.  
 History of Literature.  
 Composition.  
**HISTORY:**  
 General—Modern.  
 Review United States.  
**MATHEMATICS:**  
 Trigonometry.  
**SCIENCE:**  
 Economics.  
 Psychology.  
 Ethics.  
 Chemistry.  
 Geology.  
 Botany.  
 Zoology.  
 Sanitation.  
**ART:**  
 Physical Culture.  
**LANGUAGE:**  
 Latin (optional).  
 German (optional).  
 French (optional).  
 Spanish (optional).

**ENGLISH:**  
 Literature.  
 Composition.  
**HISTORY:**  
 General—Modern.  
 Home Life.  
**SCIENCE:**  
 Political Economy.  
 Psychology.  
 Botany.  
 Zoology.  
 Bacteriology.  
 Sanitation.  
 Care of Sick—Emergency Nursing.  
 Cooking. Food Economics.  
**ARTS:**  
 Housekeeping—including Household Accounts, etc.  
 Physical Culture.  
 Dairying  
 Floriculture  
 Poultry Keeping } Elect one.  
**LANGUAGE:**  
 Latin (optional).  
 German (optional).  
 French (optional).  
 Spanish (optional).

**ENGLISH:**  
 Literature.  
 Composition.  
**HISTORY:**  
 General—Modern.  
 History of Art.  
**SCIENCE:**  
 Political Economy.  
 Psychology.  
 Botany.  
 Zoology.  
 Sanitation.  
 Care of Sick.  
**ARTS:**  
 Designing.  
 Physical Culture.  
 Painting  
 Illustrating  
 Photography  
 Home Esthetics  
 Music } Elect one.  
**LANGUAGE:**  
 Latin (optional).  
 German (optional).  
 French (optional).  
 Spanish (optional).

**ENGLISH:**  
 Literature.  
 Composition.  
**HISTORY:**  
 General—Modern.  
 History of Art.  
**SCIENCE:**  
 Political Economy.  
 Psychology.  
 Botany.  
 Zoology.  
 Sanitation.  
 Care of Sick.  
**ARTS:**  
 Designing.  
 Mechanical Drawing  
 Sewing.  
 Dressmaking  
 Millinery  
 Designing  
 Modeling  
 Carving  
 Construction Work } Elect one.  
**LANGUAGE:**  
 Latin (optional).  
 German (optional).  
 French (optional).  
 Spanish (optional).

**ENGLISH:**  
 Literature.  
 Composition.  
**HISTORY:**  
 General—Modern.  
 History of Commerce.  
 Commercial Law.  
**SCIENCE:**  
 Political Economy.  
 Psychology.  
 Botany.  
 Zoology.  
 Sanitation.  
 Care of Sick.  
**ARTS:**  
 Stenography.  
 Typewriting.  
 Commercial Correspondence.  
 Office Methods.  
 Physical Culture.  
**LANGUAGE:**  
 Latin (optional).  
 German (optional).  
 Spanish (optional).  
 French (optional).

**SPECIAL ADVANTAGES.**

Among the special advantages of the Girls Industrial College mention should be made of the convenience of Denton to all portions of the State. The town is centrally located with respect to the densest population of Texas. It is situated just on the boundary between the prairies and the cross-timber country, has good drainage and is considered one of the most healthful locations in Texas. Denton is a clean town morally. There are no saloons here. It is a place of Christian homes, churches, fine social atmosphere, and is permeated with a progressive educational spirit. Mr. Andrew Carnegie has recently donated \$10,000 for a public town library in Denton.

The complete equipment of the Girls Industrial College and the special qualifications of the members of the faculty for the most thorough work in their respective lines should commend the institution to those who are seeking superior opportunities. Parents will appreciate the supervision of their daughters by a Faculty selected with special care as to their fitness for properly overseeing and directing the lives of maturing young women. Outside of the school the students will always be subject to the supervision of the teachers. In the College chapel exercises will be conducted each school day. The proper conduct and moral training of the girls will be carefully looked after at all times. The churches of the different denominations of Denton will welcome the students of the Girls Industrial College to their services and their Sabbath schools. It will be expected that all students will attend the church to which they belong or which their parents or guardians prefer them to attend. Proper student organizations within the College will be encouraged, but no such organization may be formed without the consent and approval of the President. All students will be required to conform to such regulations as may be adopted from time to time.

**FACULTY.**

The teachers of the Girls Industrial College are all specialists in their respective lines. They are persons of the most thorough training and of successful experience. In their selection the purpose and scope of the work of the institution has been carefully considered, as have also the many details of the proper instruction of the girls of Texas. Besides the educational qualifications—which are indicated in connection with the names of the Faculty published on a preceding page—the matters of personal moral character, culture, tact, general disposition, habits, social qualities and special fitness for teaching girls, were fully considered. The same matters are being borne in mind in selecting teachers for the industrial departments. Parents may send their daughters to the Girls Industrial College with the confidence that their welfare in every respect—morally, intellectually and physically—will be given most conscientious care. Members of the faculty will be glad at any time to answer inquiries of parents regarding their daughters. It is hoped that parents will visit the institution whenever they can make it convenient to do so.

**BOARDING.**

Boarding may be obtained in private families or in boarding houses within walking distance of the College. Students who so desire may have boarding places selected for them in advance of their arrival, or, if they prefer to select them afterward, this privilege will be accorded them. Students will not be allowed to board except at such homes or boarding houses as have the approval of the President of the College. Boarding houses will not be approved that do not have proper equipment and care, good sanitary conditions and wholesome and safe surroundings. It will be allowable for students to room at one place and take their meals at another; provided, that both places have been approved. Students must plan to pay room rent and boarding in advance. The College will not have a dormitory this year.

**UNIFORM.**

A uniform dress has been adopted for the institution. This will not be required, however, until January, 1904; but beginning with the second term all students will be required to wear the uniform. For winter wear it will consist of a navy blue, all wool, serge coat-suit, with the skirt of walking length, white shirt waist and Oxford cap. Students need not provide themselves with more dresses than will suffice for the first term. The uniform suits must be of the same grade of material and made according to the same pattern, and hence it will be necessary that the purchase and making of these be postponed until after the opening of the school. They will be made under the direction of the instructor in dressmaking in the College. Girls who are capable of making their own dresses will be allowed and encouraged to do so. Others will be under the necessity of having them made by a lady tailor. The cost of material for the uniforms complete, for school and dress suits, will probably not exceed \$25. *Do not purchase or make your uniform before coming to the College.*

**RECREATION AND HEALTH.**

Besides the physical culture required in all courses of the College, provision will be made for outside recreation, and students will be encouraged to engage in out-door sports such as tennis, basket ball and the like. Grounds are now being prepared for this purpose on the College campus. The equipment of the institution will include Indian clubs, dumb-bells, etc., to be used in connection with physical culture work. The College physician will have the special oversight of the health of the students, both in their boarding places and in the school. Besides the regular required courses in Physiology and Hygiene, students will be given special lectures on health, systematic exercise, sanitation, etc.

**EXPENSES.**

Tuition in the Girls Industrial College is free. The following are the essential expenses to be met by students:



Matriculation Fee, payable on first registration at the College...	\$ 5 00
Incidental Fee of \$5, payable at the first of each term.....	15 00
Text-books, etc., about.....	10 00
Boarding, per month.....	from \$12.00 to 15 00

Add to these proper allowance for clothing and other personal expenses; also railroad fare to Denton and return, and a small allowance for incidentals.

The fees are payable strictly in advance. The matriculation fee is paid but once for all time, but must be paid by all students whether appointive or not, whether regular or special. Appointive students are given credit for the incidental fee (\$15) and are given the free use of text-books (\$10). Special students are required to pay the same fees as regular students. Fees will not be refunded to students who leave school during the term. Students who desire to take private lessons in music, which may be arranged for with special teachers in town, will be expected to pay from 50 cents to \$1.00 per lesson. Should the institution be able to provide facilities for such lessons at the College, this expenses will be somewhat reduced. All students are entitled to the free use of library facilities and apparatus in the different departments in which they work. They will be held responsible for damages to equipment resulting from their own carelessness.



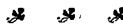
### RECOMMENDATIONS TO PROSPECTIVE STUDENTS.

Be present on the opening day, September 23rd. Bring with you such of your text-books as may be helpful in your work. Plan to make but one visit home during the year—at the Christmas vacation. Let your motto be, "Not how short, but how thorough." Plan to take time for your education. Provide only enough school dresses for the first term. You will be required to make a uniform—or have it made—for the beginning of the second term. Read this entire bulletin carefully. Write to the President or Secretary of the College two days in advance of your leaving home, stating the day and hour you expect to arrive in Denton, that we may meet you at the station.



### THE NEXT BULLETIN.

Bulletin No. 3, to be issued in August, will contain additional information relative to the Faculty, course of study, text-books to be used, equipment of the building, and other matters of interest. Meanwhile, should you desire further information write to the President.



### A REQUEST.

All who expect to enter the College next fall are requested to fill out the following blank and to send it to the President as soon as possible. This is not a pledge and will not bind you to attend. It is simply a request for information that will assist us, particularly in the matter of providing ample boarding accommodations near the College for the students. So if you think you will attend, please fill out the sheet. This request is made of appointive students as well as of others who hope to attend.

**THIS WILL HELP US IN PLANNING FOR YOUR ACCOMMODATION.**

Fill the blanks below, cut out this sheet and mail it to President Cree T. Work, Girls Industrial College, Denton, Texas, at once.

Date \_\_\_\_\_, 1903.

I am planning to attend the Girls Industrial College of Texas, beginning next September.

Name in full \_\_\_\_\_ Age \_\_\_\_\_.

Postoffice \_\_\_\_\_

County \_\_\_\_\_

Have you an appointment to the College? \_\_\_\_\_

Name of parent or guardian. \_\_\_\_\_

If you have not had a high school course, in which grade were you when last in school? \_\_\_\_\_

What certificates or diplomas have you, if any? \_\_\_\_\_

Do you expect to enter as a regular student or special student? \_\_\_\_\_

In which department would you like to take your course? \_\_\_\_\_

How much are you willing to pay per month for board? \_\_\_\_\_

Do you prefer board with a private family or in a boarding house?

Do you want a boarding place selected in advance of your arrival?

Add any other information or request here. \_\_\_\_\_

Give below the name and address of any friend whom you think may be interested and might attend the College, to whom you would like a copy of this bulletin sent.

Name \_\_\_\_\_ P. O. \_\_\_\_\_ County \_\_\_\_\_

# PURPOSE AND SCOPE OF THE GIRLS INDUSTRIAL COLLEGE.\*

PRESIDENT CREE T. WORK.

*Honorable President and Members of the Board of Regents, and Ladies and Gentlemen:*

Among the powers of the earth, both past and present, the American nation stands unique in many ways. Because our ancestry adopted religious beliefs and customs different from those common to their times, they were forced to abandon Europe and to seek liberty of conscience in the then wilds of the American continent. Here has been fostered, from that day to this, the principle of religious freedom which has given us our great moral prestige among the nations. Along with this there has grown up a corresponding political system which is so different from European ideals that the nations of the Old World still persistently fail to understand it, although compelled to recognize its strength. The influence of our political institutions is world-wide, and has aroused such a spirit of inquiry and approval as to make monarchies tremble before the will of the people. Our ideas and ideals of social life and social equality are such as could not have been conceived under the influence of European institutions. Here, where no knee is bent to rulers, where those in the humblest walks of life are the nobility, and where honor is conferred for solid merit, we have developed social customs to correspond with our unique democracy. And what shall I say of our commercial life? To mention it is to remind you that our development in this respect has been phenomenal. By proceeding on independent and original lines we have made our industrial and commercial system to control the busiest marts, to break the records of history, to fairly alarm the world.

Is it not fitting and necessary that a nation of such religious, social, political, and commercial originality and progress should develop co-ordinate with these a system of education? The free public school system is among the purest and most effectual of our democratic institutions. It has fostered the American spirit, it has laid the foundation for an American culture; it has, in large part, made possible the present success in American industrial life. Until within recent years the chief value of higher education was believed to lie in the general culture imparted by it—or perhaps I should say that the culture it aimed to impart was of a purely intellectual, abstract, inactive quality. Incidentally it contained much information which was especially useful in promoting professional life. It is comparatively few years since he who ventured to believe that industrial work possessed strong educative values, or who had the boldness to assert that higher education should be made more practical, was regarded as a heretic. Those bent upon an

---

\*Address delivered at the laying of the corner-stone of the Girls Industrial College of Texas, January 10, 1903.

industrial, technical or commercial training were commonly looked upon as worldly-wise and mercenary, but as not entitled to rank among the educated. Although it is many years since the doctrine of learning through doing was first promulgated, it has remained for the present generation to make the general application. Educators have been slowly but surely arriving at the conclusion that the university ideals of Europe, which dominated our higher institutions during the first century of our history, and which still hold sway in certain of our colleges, are not sufficient for our needs. Classical education is good in a degree and in its place, but it can not fill all places. The same may be said of the commercial training and other special education for which provision has been made in many quarters. The popular demand for higher education makes it evident that something more must be done to produce efficient men and women for the future. In America we stand face to face with the problem of providing a higher education for the common people which will afford culture and practical preparation for common duties at the same time. The professions are being overstocked; we must prepare our people for higher living in the home, in the office, in the field, in the industries of the times. It is the age of specialization and of action. He who attempts to live within the realm of thought alone, is not living fully; to fully live he must think to a definite end, then labor to accomplish that end. There is a loud and emphatic call for our educational institutions to cultivate the executive quality in our young men and young women, and to prepare them for immediate, well-directed action in the practical affairs of life.

The high social standing accorded to American women places them at once in the position to expect great benefits from our system of education. Not only so, but the recognition of their ability and the high esteem in which they are held place the women under obligation to avail themselves of all opportunities for increased culture and usefulness. In past years, institutions which were primarily organized to meet the needs of men for their professions or business have, out of a spirit of chivalry and esteem, been opened to women. Also, largely out of a spirit of social concern, some of the best friends of womankind have in a degree popularized the typical woman's college. In both cases much good has been accomplished, but in neither case have the needs in the education of women been fully met. From the social standpoint, I am a believer in the co-education of the sexes; from the practical side, however, co-education is not always advantageous. Men's colleges that have been opened to women have generally assumed that women need the same training as is provided for men. Many of the female colleges of our land have gone on the same assumption, and so have patterned their curricula largely after those of men's colleges. While such education may be the best for many, it does not provide for the mass of women the kind of higher education mostly needed. By our theory that women should be educated just like men we have, in training them, lead them to contemplate man's occupations and professions as their only field of action; or, where this has not been the case, women have been led to believe that they have no proper field of action whatsoever—both very erroneous ideas. Closely allied with these errors is another quite as serious into which many young women have been led, either by mis-

apprehension or by force of temporal circumstances, namely, that it is sufficient to have a commercial education of a narrow kind, which neglects culture, efficiency for home duties, and all thought or preparation for the home life. I forbear any attempt to define what is usually termed "woman's sphere," which, I take it, is quite as large as man's "sphere," although the two, while blending together, are not identical; neither shall I enter upon a discussion of "woman's rights," which I believe are as great as man's. In evidence of our common agreement on these points in the main, we have assembled here this afternoon to dedicate, in the laying of this corner-stone, an institution to the young womanhood of our great State. It is the purpose to provide here such opportunities as will enable women to obtain thorough preparation for the best and most progressive living.

The Girls Industrial College of Texas will aim to give culture of the highest order, scholarship of the most efficient kind, and domestic and industrial training of the most modern and practical type. To this end provision is to be made for courses in literature, including modern languages, ancient and modern history, and elocution; in science, including botany, zoology, physics, chemistry, physiology, hygiene and physical culture, psychology and political economy; in domestic science and domestic art, including housekeeping, cooking, preservation of foods, sanitation, household economics, homekeeping, training of children, care of the sick, home esthetics, sewing, dressmaking, millinery, laundering; in rural industries, including horticulture, floriculture, dairying and poultry keeping; in fine art, including drawing, designing, engraving, carving, painting, photography, vocal and instrumental music; in commercial art, including bookkeeping, stenography, typewriting, history of commerce and industrial development, commercial arithmetic and commercial law. Besides receiving a general training, all students will be expected to become proficient in at least one of the practical industrial courses. It will be a constant aim to develop the highest and best womanly qualities, and to promote upright, irreproachable, Christian character. In short, we want to meet the need of our times in training women who will be competent, intelligent and refined; well fitted for self-support if this should be necessary; thoroughly prepared for woman's work in the industrial and commercial world if they so choose to labor; well trained for companionship with worthy manhood and for motherhood, when this is desired.

It is the plan to open the College next September, equipped according to the capacity of this present building for offering courses of work along the lines indicated, providing from the first those subjects most urgently needed, and adding others as soon as the State provides the means, which, it is hoped, may be within a short time. This foundation and these rising walls of brick and stone are but the beginning of this creation of the State. It is, as it were, the bud of promise that is to blossom forth in greater beauty, shedding its fragrance throughout the social realm. The realization of our hopes must be attained by labor. May the Girls Industrial College become a promoter and a living example of educational manual training in the public school system of the Lone Star State. And may the Author of wisdom guide all our efforts to make this institution a blessing to humanity.

**“ THE EDUCATIONAL REVIVAL.”**

In an editorial in *“The Outlook”*—Dr. Lyman Abbott’s paper—of May 9, 1903, the editor, in discussing the trend of the recent meeting of the Southern Educational Conference at Richmond, Virginia, among other things has the following to say :

“Much of the current discussion concerning industrial education is based upon the old and false assumption that industrial education and higher education represent different if not antagonistic conceptions; that the highest education is that which issues in the three learned professions; that mechanical and agricultural education prepares for an inferior calling and indicates an inferior capability. The Southern Educational Conference indicates a healthful repudiation of this narrow and narrowing conception. The end of education is life; the object of life is service; and that is the best education which fits the pupil for the best service that he can render. The first service that he can render to society is to support himself and so not become a burden on the charity of others. The second service is to aid in contributing to the life of others. That all industry is honorable, and all idleness is a disgrace, is the first postulate of the new educational movement; that no industry is drudgery if it is intelligently performed, and no industry is ennobling if it is performed unintelligently, is its second postulate. It is a far higher and better thing to make a table intelligently than to preach a sermon, write an editorial, or teach a school mechanically. The old education was for the few, the new education is for all; the old education prepared for three learned professions, the new education prepares for intelligent activity in every department of life; the old education was literary and professional, the new education is industrial and universal. Thus the revival of education means a revival of industry; a humanizing and so an ennobling of all vocations; a transformation of all by the illuminating power of a quickened intelligence; the abolition of drudgery by mixing the labor of the hand with the labor of the brain; an ultimate revolution in industry so that “the man with the hoe” shall no longer be a synonym for stunted intelligence, dwarfed affections, and deadened ambitions. Education means life; and universal education—universal not merely in the persons admitted to it, but in the vital topics with which it deals—means universal life—a vitalizing of the farm and the factory, the full recognition of the truth that all toil can be intelligent and therefore all toil can be itself educative.”