

Cumberland City Academy

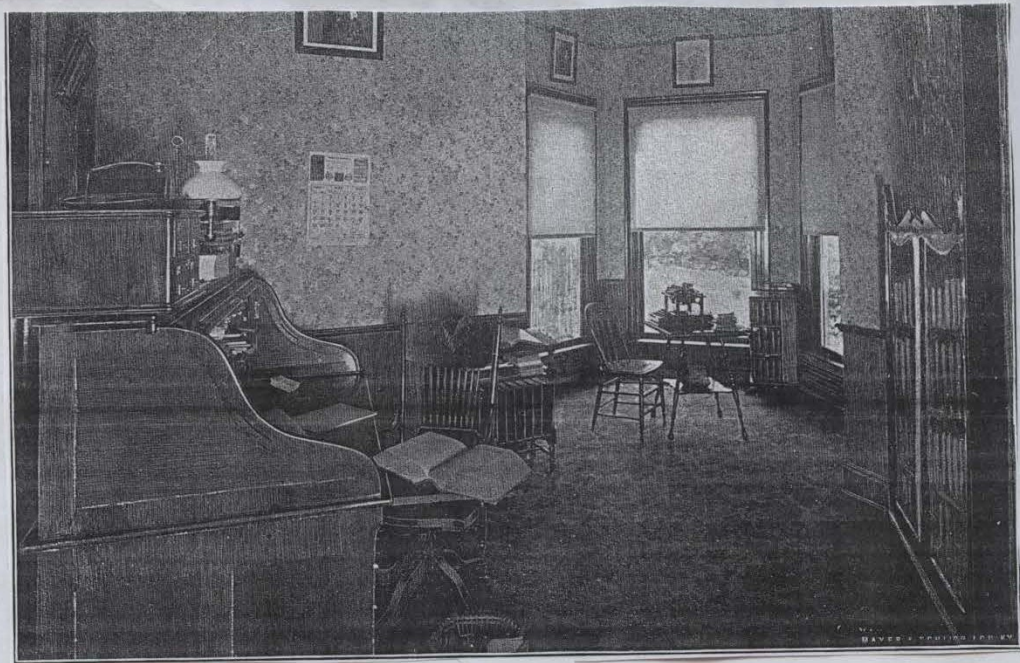
Cumberland City Academy

CUMBERLAND CITY
TENNESSEE

A Home School for Both Sexes

FOURTEENTH
ANNUAL ANNOUNCEMENT

1906-1907



OFFICE

FACULTY

J. H. BAYER, Principal

University of Tennessee

HISTORY AND PEDAGOGICS

J. I. ALLMAN, Superintendent

L. I., Peabody College for Teachers

MATHEMATICS AND SCIENCE

WM. R. BOURNE

A. B., University of Nashville

L. I., Peabody College for Teachers

LANGUAGES AND LITERATURE

A. W. JOBE

Cumberland City Academy

INTERMEDIATE DEPARTMENT

REBECCA BAYER

McLemoresville Collegiate Institute

PRIMARY DEPARTMENT

VIOLA BRADY

EXPRESSION AND PHYSICAL CULTURE

MRS. J. H. BAYER, Principal

McLemoresville Collegiate Institute

DOXIE THOMAS, Assistant

Cincinnati Conservatory of Music

DEPARTMENT OF MUSIC

(To be Supplied)

COMMERCIAL DEPARTMENT

(To be Supplied)

MATRON

Diligence, above all, is the mother of good luck.

out examination, and each offers a free scholarship—the latter only excepted.

Requirements ¶ Any boy or girl of good moral character may enter.

Those not personally known to us should bring with them letters of commendation from a minister of the gospel or a person of known reputation.

Boarding Arrangements ¶ Teachers and students live together in well arranged dormitories. If parents prefer, students may board in private families. All boarding students are at all times under the supervision of the school. The general welfare of all dormitory students is carefully guarded at all times by the Principal, his wife and corps of teachers. This *home-life* is quite helpful and invigorating.

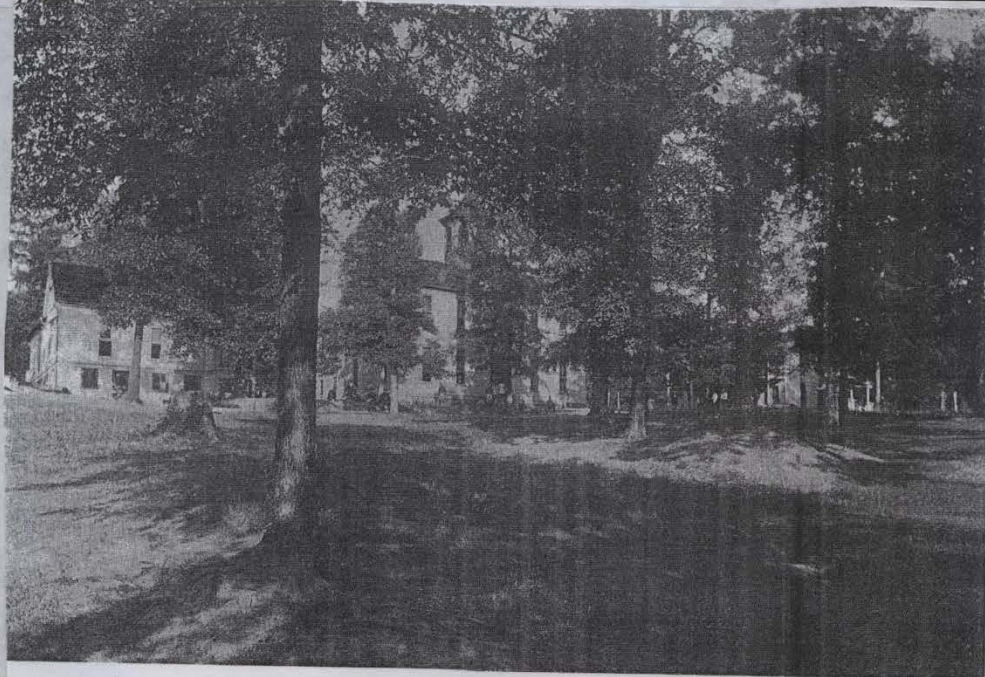
Method ¶ The thorough mastery of every principle is required. No "Easy Street" in our school directory. *Learn to do by doing*, is our motto in method. Principle and development are constantly watched in each individual student.

Examinations and Reports ¶ Monthly, Term and Final examinations are given all classes and results reported to parents.

Government ¶ *Do right* is our rule. The discipline is mild and sympathetic but firm. When a student's influence becomes detrimental to the best interest of the school the Principal reserves the right to have such student removed. Mutual co-operation is desired. Discipline is a great moral teacher and patronage from parties objecting to this, is not desired. Our conservative students endorse our regulations and their observance makes school life pleasant and delightful for both teachers and students.

Religious Influences ¶ All students must attend chapel exercises daily and Sunday school and church Sunday mornings. The students' weekly prayer meetings do excellent work and our annual students' revivals are productive of much lasting good.

A man in earnest finds means, or, if he cannot find, creates them.



A CAMPUS VIEW OF THE BUILDINGS

Cumberland City Academy

❑ The Cumberland City Academy is located within the corporate limits of Cumberland City, Tenn., a town of about five hundred inhabitants. Cumberland City is located among the beautiful rolling hills of Middle Tennessee, on the Memphis division of the Louisville & Nashville Railroad, and Cumberland river. Here, in a beautiful campus, shaded by Nature's forest, is the home of the Academy. All alone, healthful, attractive.

Location

❑ Cumberland City Academy is simply a Preparatory Training School, and does a high grade of thorough work in a practical way. Our aim is the complete development of the individual in the true sense—his moral, his intellectual, his physical and his social nature. To get rid of and keep out the bad, and replace and develop the true motives of the individual, is our object.

Aim

❑ The Academy property is valued at fifteen thousand dollars and is under the management of the Principal. It is the property of Messrs. W. T. Thomas, R. Steel and J. H. Bayer. The philanthropical spirit of the two former has made possible the results of the latter's efforts.

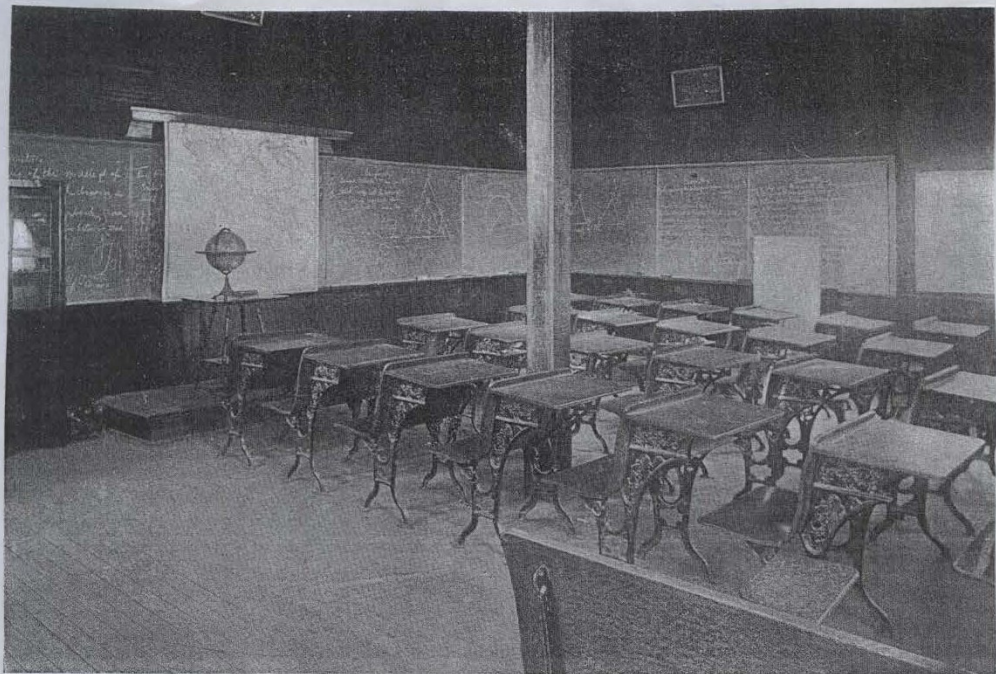
Ownership

❑ The faculty this year is the strongest we have ever had. Each instructor is a product of careful training and successful experience in the schoolwork.

Faculty

❑ The University of Tennessee, Cumberland University, Washington and Lee University, Southwestern Presbyterian University, Shorter College, and The Western College for Women accept our work with-

Standing and Scholarships



A CLASS ROOM

COURSES OF STUDY

High School Department

ACADEMIC COURSE

- First Year* LatinBeginners
 English.....Grammar—Baskerville and Sewell.
 Mathematics.Algebra—Milne.
 History.....Ancient—Myers.
- Second Year* LatinCæsar.
 English.....Composition and Rhetoric.
 Mathematics.Algebra—Wentworth's Higher.
 Geography...Physical.
 History.....English.
- Third Year* LatinCicero—Abbott.
 English.....Literature—College Requirements.
 Greek.....Beginners—White.
 Mathematics.Algebra and Geometry—Wentworth.
 History.....United States—Elson.
- Fourth Year* LatinVirgil—Greenough and Kittredge.
 English.....Literature—College Requirements.
 Greek.....Anabasis—Goodwin and White.
 Mathematics.Geometry—(completed) and
 Arithmetic (reviewed)—Wentworth
 and Hill.
 Science.....Physics.

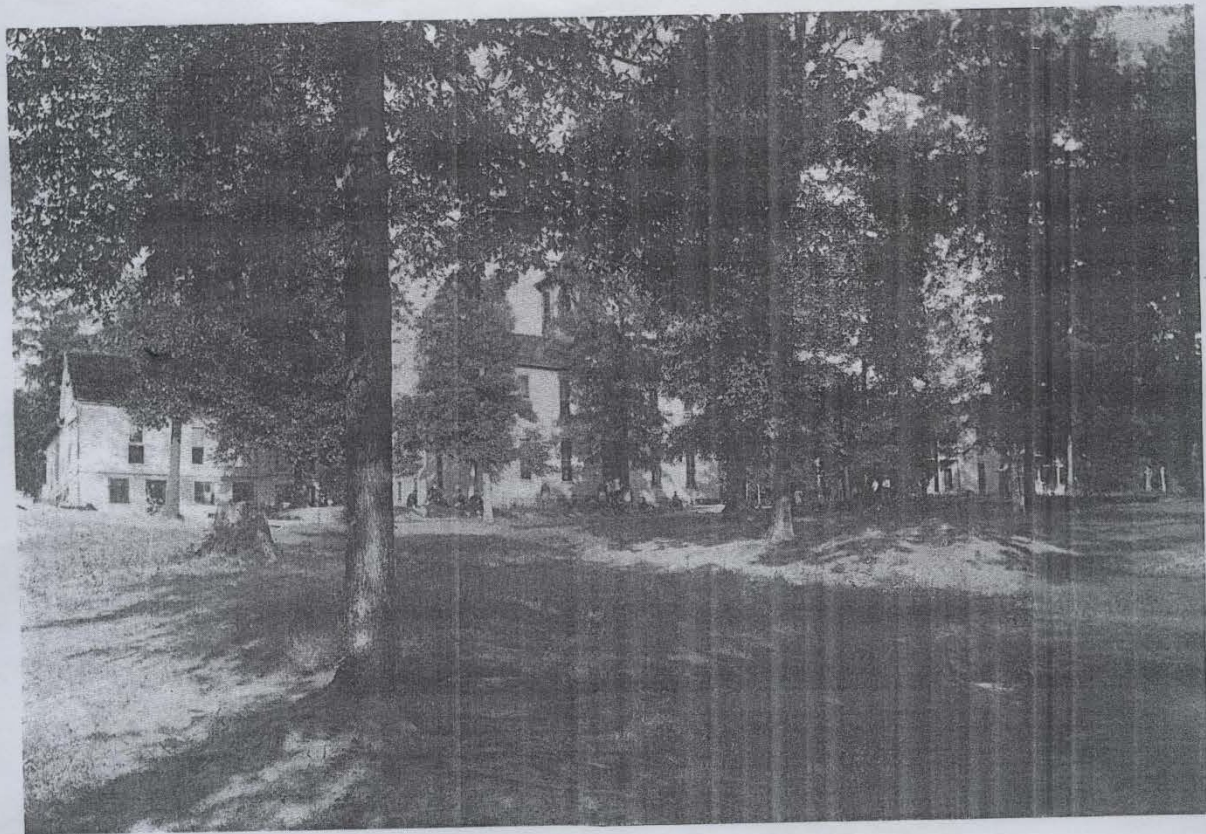
SCIENTIFIC COURSE

- First Year* English.....Advanced Grammar—Baskerville
and Sewell.
Mathematics.Algebra—Milne.
Science.....Physical Geography.
History.....General.
- Second Year* English.....Composition and Rhetoric.
Mathematics.Arithmetic and Algebra (completed).
Science.....Geology—Dana.
History.....Advanced United States—Elson.
- Third Year* English.....College Requirements.
LatinBeginners.
Mathematics.Geometry.
Science.....Physics.
- Fourth Year* English.....College Requirements.
LatinCæsar.
Mathematics.Geometry—(completed).
Arithmetic—(reviewed).
Science.....Chemistry.

PEDAGOGIC COURSE

- First Year* English.....Advanced Grammar—Baskerville
and Sewell.
Mathematics.Algebra—Milne.
Science.....Physical Geography.
History.....General.
- Second Year* English.....Composition and Rhetoric.
Mathematics.Arithmetic and Algebra (completed).
Science.....Geology—Dana.
History.....Advanced United States—Elson.
- Third Year* English.....Literature.
Mathematics.Geometry.
Science.....Physics.
History.....History of Education.

Be slow in choosing a friend, slower in changing.



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Standing and Scholarships

The sense of duty pursues us ever.

CALENDAR

1906-1907

<i>Fall Term</i>	Begins Tuesday, September 4 Closes Friday, December 21
<i>Winter Term</i>	Begins Tuesday, January 1 Closes Friday, March 22
<i>Spring Term</i>	Begins Monday, March 25 Closes Friday, May 31
<i>Thanksgiving Day</i>	Thursday, November 29
<i>Christmas Holidays</i>	From Friday, December 21, to Tuesday, January 1
<i>Washington's Birthday</i>	Friday, February 22
<i>Commencement</i>	Sunday, May 26, to Friday, May 31

TRUSTEES

MR. G. M. WOOD, President

MR. W. T. THOMAS, Secretary

MR. ROBERT STEELE

DR. W. B. SCOTT

JUDGE J. W. STOUT

MR. J. H. BAYER

MR. J. H. BUCKINGHAM

It is not position, but mind, that I want.



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 English..... Literature—College Requirements.
 Greek..... Anabasis—Goodwin and White.
 Mathematics. Geometry—(completed) and
 Arithmetic (reviewed)—Wentworth
 and Hill.
 Science..... Physics.

SCIENTIFIC COURSE

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and Sewell.
Mathematics. Algebra—Milne.
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History.....General.
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Science.....Geology—Dana.
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Mathematics. Geometry.
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Mathematics. Geometry—(completed).
Arithmetic—(reviewed).
Science.....Chemistry.

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History.....General.
- Second Year* English.....Composition and Rhetoric.
Mathematics. Arithmetic and Algebra (completed).
Science.....Geology—Dana.
History.....Advanced United States—Elson.
- Third Year* English.....Literature.
Mathematics. Geometry.
Science.....Physics.
History.....History of Education.

Be slow in choosing a friend, slower in changing.

REMARKS ON THE COURSES

ACADEMIC

Based on Educational Principles ¶ The Academic Course has been arranged largely in accordance with the most recent educational views, allowing almost continuous daily recitations in the five great departments of human knowledge — Language, Science, Mathematics, History and Literature. It provides for the systematic development of the faculties of the mind — observation, memory, reasoning, imagination, sensibilities and will — as well as their expression. Thus, besides being prepared for college, the student is furnished with the results of a *well-balanced* course of study in the line of culture as well as of scholarship. This course is intended to cover the work required for admission into our leading universities, at the same time furnishing a well-balanced course for those who are satisfied with a good, practical high school education.

SCIENTIFIC COURSE

¶ To meet a growing demand, we now offer a Scientific Course. This is intended to meet the demands of those who wish to prepare for entrance to the scientific course of our leading colleges, or those who do not wish so much Latin and Greek.

PEDAGOGICAL COURSE

Teaching a Profession ¶ Special care is given to the department of Science and Art of Teaching. Striving to steer clear of educational “fads,” we endeavor to teach only the best recognized and fundamental principles which have stood the test. Teaching is regarded as a profession in which skill and intelligence are as necessary as in law, medicine or theology. A mechanical engineer needs a thorough course of preparation.

The top of honor is a slippery place.

He must understand his work, because he has a complicated piece of mechanism to deal with. As much superior as man is to machinery, so much superior should the skill of the teacher be to that of the engineer.

¶ Students in this department are required to make practical application of their text-work by critical observation of the work done in the several departments of the school, and by actually doing the work themselves under our supervision and criticism. A successful completion of this course entitles one to a diploma; or for any part thereof, to a corresponding certificate. *Practical Application*

TEACHERS' TRAINING CLASS

¶ The demand made upon us by those preparing to take examinations and teach has been so strong that we have been compelled to arrange special classes for them. The result of our efforts is clearly shown by the standing in the various examinations of those who have been prepared by us. We rarely fail to carry off highest honors in every contest.

¶ These classes are organized immediately after Christmas. Every branch of both Primary and Secondary Courses is then taken up and thoroughly discussed. Anyone preparing to teach and wishing either a Primary or Secondary Certificate, will find this course a most convenient and satisfactory one.

MATHEMATICS

¶ The study of all pure mathematics should serve to develop the individual by forming habits of thought and conduct, and not merely reduce to a mechanical procedure. The attainment of the power to do clear, exact and rapid reasoning, and preserve the necessary accuracy in handling mathematical processes, is striven for and emphasized in the concise expression required. The things sought for are: The acquirement of the proper knowledge for the pursuance of higher work; the

To do nothing is in every man's power.

useful information bearing on the various pursuits of practical and business life, such as, for example, civic or home improvement, and the thorough preparation for any examination in the subjects.

¶ The methods of work are such as give the student the greatest amount of individual effort, exactness and precision of demonstration being insisted upon. We believe that all must *learn to do by doing*, and in the concrete work and in other ways, interest is added to the otherwise dry subjects. The history of mathematics will be interspersed as the instructor sees fit.

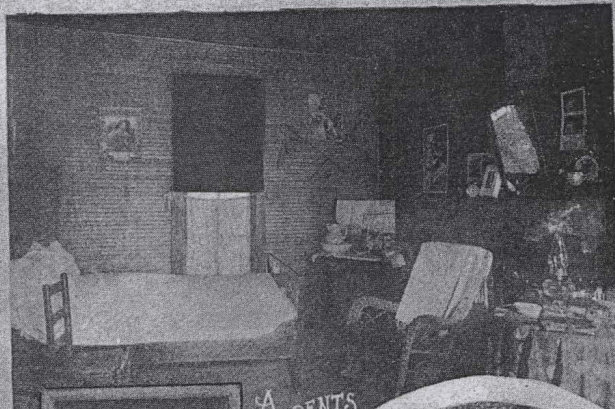
¶ It is our purpose to do the work thoroughly, while in each course the design is to lead the student gradually and systematically from the more elementary and concrete portions of the subject to those which are more complex and abstract, thus insuring the greatest mental discipline and proficiency in the work.

Arithmetic

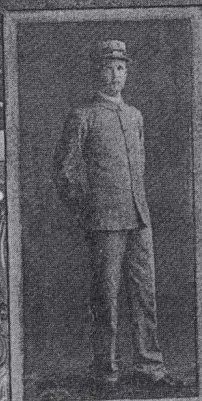
- Mental* ¶ Fundamental processes of reasoning emphasized. No book used on recitations. Text —
- Practical* ¶ Being requisite to all knowledge of mathematics, this is treated as genuinely fundamental and thoroughly mastered. Special attention to decimal and common fractions and percentage. Text—Wentworth.
- Higher* ¶ An advanced course, treated in a more abstract way than the preceding course, and more with reference to higher work. Text—

Algebra

- Elementary* ¶ A beginner's course, emphasizing the essential operations of literal expressions and giving an elementary treatise of powers and roots, factoring, fractions and quadratics. Text—Milne.



A
STUDENT'S
ROOM



IN UNIFORM



I WANT TO RIDE "DOC"



AT THE PUMP-252'-DEEP 200' THROUGH SOLID ROCK

¶ This is a complete course, such as is required for admission to the best colleges. An exhaustive study is made of factoring, fractions, surds, linear, quadratic and higher equations, and progressions. Text — Wentworth.

Higher

Geometry

¶ The text-book is used as a guide, but original work is stressed from the beginning. All five books are mastered thoroughly, and the ability to follow an original course of reasoning to establish a truth, and the practical application of such truth, is the test of the mastery of the subject. Text—Wentworth.

Plane

¶ This is taught mainly by objects made by the pupils themselves, showing the development from simple to more complex figures, and concluding the course as a summation of truths and not as isolated facts. Text—Wentworth.

Solid

SCIENCE

¶ The value of scientific investigation is greater than ever before, and is an educational force of great proportions. The development of empirical interests leads to and creates a deeper interest in the scientific nature of the individual, while the aim of all elementary science work is to stimulate an intelligent interest in the facts and processes of nature; to train the student in correct habits of observation, and to use their judgment in investigating Nature's laws. Special attention is given to the bearing of the fundamental principles of Natural Science on practical life, with its various processes.

¶ A careful study is made of the features of the earth, the processes by which these have been formed, and the relation of human history to geographic conditions. Maps, charts, globes, models and photographs are used to carry on the course, while the country around the Academy furnishes fine illustrations for some parts of the work. Text—

Physiography

Botany ¶ The design of this course is to give a clear conception of the divisions of plant life and the significance of their relationships. Typical flowering plants are studied, and investigations made as to special adaptations to environment, etc. Excursions are made and specimens collected. Text—

Chemistry ¶ The fundamental principles of inorganic chemistry are taken up, and special attention is given to chemical theory. Some experimentation is given, and collateral reading required. Text—

Physics ¶ A detailed study of mechanics, sound, heat, light, magnetism and electricity. Classroom demonstrations and experiments with suitable apparatus will enable the student to apply the principles involved. The mathematical side of the subject is developed thus: Applying the theoretical knowledge to concrete problems. Text—

ENGLISH

¶ The importance of the study of English cannot be emphasized too much. Daily we bring our knowledge of it into use, and almost daily we find that we haven't sufficient knowledge of the English language with which to express our thoughts adequately. A study of English gives an adequate, forcible and correct self-expression in writing and speaking, and cultivates a love for the best literature. For a cultivation of the thinking powers, it may be made as useful as the study of mathematics.

GRAMMAR

¶ This is a course in technical grammar, the aim being to teach and put into practice the essentials of grammar. The mere learning of definitions is discouraged. The pupil is led to see the different uses of words, phrases and clauses, and why they are classified under different heads. Instruction is given in letter writing and the simple forms of composition.

¶ Expression should follow impression, so from time to time

written compositions are required. The pupils are also led to see and correct the errors in their own daily speech. Text—School Grammar, Baskerville and Sewell.

R H E T O R I C

¶ The aim in this is to enable the pupil to express himself clearly, forcibly, and in the best language, in the light of the best authors. This is attained by the study of theory and by much practice. The sentence, capitalization, punctuation, style, qualities of style, figures of speech, letters, kinds of discourse and composition are studied, and written work is required in the study of each. Text—Composition and Rhetoric, Williams.

E N G L I S H L I T E R A T U R E

¶ This is a study of the history and development of English Literature from the earliest times down to the present. Especial attention is paid to literary movements, to the qualities which differentiate one period from another, and to the dominant spirit of each age. The relations of the different ages to each other are studied. The lives of the different authors are taken up and their individuality and general characteristics are studied. Some of the works of each author are studied in connection with a study of their lives. Such works as are required for entrance in the different colleges are studied. The aim is to give the pupil a general knowledge of English Literature and an appreciation and thirst for the best literature. Text—Halleck.

A M E R I C A N L I T E R A T U R E

¶ The study of English is not complete without a knowledge of the writers of our own country. The study of American Literature is followed somewhat as that of English Literature. Different periods are taken up and compared. Written work is required during the course, and special attention given to Southern Literature. Text—

Integrity without knowledge is weak and useless.



A CHARM FROM THE SKIES SEEMS TO HALLOW US THERE.



STRAWBERRY TIME AT C.C.A.



FROM THE OFFICE PORCH.



ENOUGH FOR ONE TWIG



THE COMING FACILITY



A PEEP AT THE COMERLAND

ANCIENT LANGUAGES

C. A study of the Ancient Languages not only gives a general development of the mental faculties, but a greater knowledge and understanding of the English Language and a knowledge at first hand of the Literature of Rome and Greece. It is true that we have translations of this literature, but none are as good as the original.

L A T I N

C. During the first year daily drills are given on the forms, and in translation of English into Latin and Latin into English. The first principles of Syntax are studied and put into practice. The text being Bennett's.

C. During the second year Cæsar is studied in connection with the Grammar. Especial emphasis is put on the different constructions. The life of Cæsar and history of the times are also studied. Text—Allen and Greenough.

C. During the third year Cicero's four orations against Cataline are read. Cicero's style of writing is studied, and also a history of his life. Text—Allen and Greenough.

C. During the fourth year portions of Virgil's Æneid are read. Poetical constructions are studied and daily practice is given in reading and a study of the hexameter verse. Text—Knapp.

G R E E K

C. First year, a daily drill in writing and repeating orally the forms, and a study of the fundamental facts of Greek Grammar. There is also a daily practice in reading and writing the Greek, and in the application of the principles learned. Text—White's First Greek Book.

C. Second year, Xenophon's Anabasis is read. The study of forms is continued, and construction is taken up. Text—Goodwin and White.



MUSIC CLASS—AFTER RECITAL

HISTORY

C. In History, the outline of the Committee of Seven is closely followed. Attention is given to the natural and physical causes by blending in such parts of the study of Geography as aid in a clearer understanding of the subject. The object is to not simply give memory drills, but to study the causes of events—the why and the wherefore of history. The study of the political, commercial and industrial institutions, their growth and decay, with reasons for these, is especially emphasized. Inventions, scientific discoveries and their effect upon the development of the country, is likewise pointed out. Text—Ancient History, Myers; Mediæval and Modern History, ———; English History, Larned; American History, Elson.

DEPARTMENT OF MUSIC

C. In pace with the general standard of our work is the Department of Music. The instruction is consistent with the latest and most approved methods. The ability and individual needs of the pupil are consulted, and this course is arranged accordingly.

Method

C. That the pupil may be relieved of the ordinary embarrassment attendant upon the execution of music, it has been found wise by the directors to give periodical recitals to the public. Thus the student is benefited and the patrons and friends entertained.

C. Inspection and practice alternate daily.

C. No deduction is made for time lost by pupils except by protracted sickness.

C. The following courses have been outlined for the ensuing year, and when thoroughly mastered will entitle the pupil to a diploma. Any one completing this course can in one year's time complete the course in our leading conservatories.

Courses



WHERE WE MEET THREE TIMES A DAY

20

Fourteenth Annual Announcement

C. Students in scientific work will pay one dollar laboratory fee, and for all experiments and breakage.

C. For substantial work our rates are at the minimum, hence we expect prompt payment one term in advance, unless previous arrangements are made.

No Deduction for Absence **C.** No deduction is made for absence during first two weeks of a term or last school month, or for loss of time, except in case of protracted illness. No student will be admitted for a less period than one term for tuition, and one month for board.

Library Fee **C.** To maintain the library and reading room, a fee of fifty cents per term is charged every student.

Board Regulations **C.** Boarders should bring two quilts, a pair of blankets, two sheets, a pillow, with cases, towels, napkins, etc. These may be furnished for one dollar per month if preferred. The price of board means four to the room. One dollar each extra per month for only two, and fifty cents each for three to the room. Boarders entering for the Winter Term only will be charged twenty-five cents per week above the regular rates. To obtain regular rates either the first or last term must be included with the Winter Term. All boarders are subject to change of rooms.

Parts of Different Courses **C.** Pupils taking parts of different courses will be charged at the rate of the higher, and throughout the term charged as matriculated.

Public School Pupils **C.** Public school pupils taking studies not included in the Public School Course will be charged one dollar per month for each study not included in the Public School Course.

Penny Change **C.** Parents should leave but little money with their children—one dollar at a time is enough. Instruct them to always pay for books, tablets, pencils, paper, etc., as these items are quite small and take up much time if charged. This should be true for hauling trunks, telescopes, etc.



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C. When children are to be taken out of school, the parents should first inform the Principal personally, by letter or otherwise. When this is not done the pupils will be charged for board and tuition as long as their trunks remain with us. Parents should also inform us when their children are to visit home or elsewhere. This is best both for the discipline of the school and for the parents and children concerned.

*Notify
Principal*

LITERARY SOCIETY

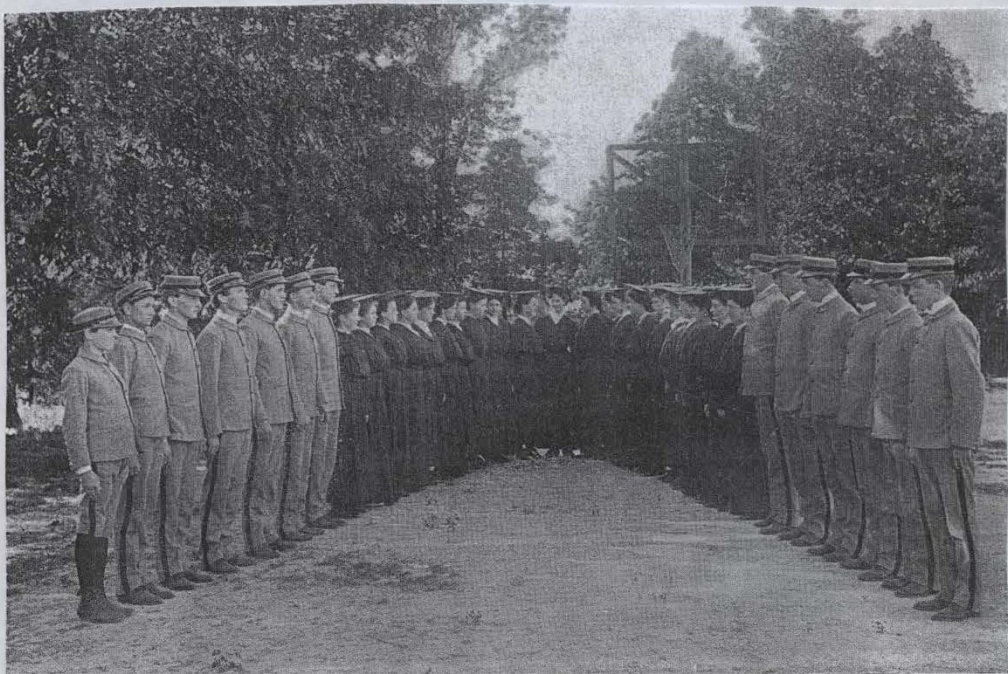
C. The Olympian Literary Society of the Cumberland City Academy is divided into the Chi Delta and the Kappa Alpha sections. These sections meet alternately and contest with each other for superiority in literary attainment. All members are enthusiastic, and the work done would be a credit to many of our colleges. More enthusiasm is demonstrated in the Society than in athletic sports. Each member strives to have his section excel both in members and in quality of work done. In this way an active and wide-awake interest is kept up, and great good accomplished without compulsion.

MEDALS

C. Each year Mr. W. T. Thomas offers a gold medal for excellence in Oratory, and Mr. R. Steele one for excellence in Essay Writing. The decision is made at the closing exercises by a public contest. Much good has been accomplished in this way, and appreciation shown Messrs. Thomas and Steele by the students in the excellency of their work.

C. The Olympian Society also offers two medals for excellency in work, one medal going to each section of the Society. The Society has these in charge, and selects those who in their judgment are the most deserving. The past year the medals were offered as follows: Thomas Medal, Oratory,

Obedience completes itself in understanding.



IN UNIFORM

W. C. White; Steele Medal, Essay, Jessie Parchment.
Olympian Society Medals—Kappa Alpha, Norma Lashlee;
Chi Delta, Marcia Abernathy.

THE ACADEMIAN

C. The students of the Academy publish a journal or magazine, The Academician, which would do credit to a college. It is full of good, wholesome reading matter, and has much school news in it. Every patron and ex-student should subscribe for this journal. A sample copy will be mailed upon application.

UNIFORM

C. Two chief reasons have prompted us to put our school in uniform. First, it is economy. Second, it instills pride and grace at a time when this is most needed—the formative period. All regular pupils are required to be in uniform. With special pupils this is optional.

C. Arrangements will be made with reliable firms to execute orders promptly and satisfactorily after pupils arrive. Parents will find this the most satisfactory and economic method for dress aside from the superior advantages uniforms give. Pupils should arrange matters so that this may be attended to as soon after the opening as is expedient.

REGISTER OF STUDENTS

1905-1906

* Those who took Elocution.

PRIMARY

Allman, Edwena	Lowry, Hubert
Bayer, Annie Ruth	*Lowry, Paul
Bayer, Mary	McClean, Cleveland
*Bayer, Robbie	McClean, Grace
Bayer, Wyatt	McClean, Pat
Bedwell, Guy	McClean, Rosa
Bedwell, Johnnie	McCraw, Gray
Bell, Minnie	Morrison, Herschel
Bell, Wade	Myers, Levi
Bishop, Kelley	Naylor, Clyde
*Bradford, Christine	Naylor, Wilbur
Buckingham, Edgar	Norfleet, Emanuel
Caldwell, Robert	Patey, Bettie
Carcuff, Jennie	Patey, Gracie
Clark, Leona	Patey, James
Clark, Walter	Powers, Eddie
Clark, Will	Powers, Lillian
Claxton, Lurton	Powers, Lindie Lee
Claxton, Wesley	Powers, Mattie
Clements, Dewey	Pulley, Lee
Clements, John	Rutland, George
Crockarell, George Lee	Shuff, Lurton
Dillon, Grace	Shuff, Vida
Dortch, Dee	Smith, Luna
Dowdy, Lillie	Smith, Willie
Durham, Lillian	Taylor, Garrison
Gillahan, Fred	Thomas, Knox
Harris, Herschel	Thomas, Leonard
Harris, Irlene	Thomas, Louise
Harris, Ruha	Thomas, Willie
Hatfield, Shelby	Thomas, Janie
Henry, Claude	Waller, George
Henry, Clifford	Waller, James
Landiss, Eppie	Waller, Lillian
Lowry, Estelle	Willson, Pearle

A wise man will make more opportunities than he finds.

INTERMEDIATE

Bayer, Etha
 Bayer, Fay
 Bayer, Julian
 Bradford, Louise
 *Buckingham, Carl
 Clements, Georgia
 Conger, George
 Crockarell, Eddie
 Crockarell, Sidney
 Crockarell, Willie
 Gillahan, James
 Harris, Annie
 Holley, Eddie
 Holley, Florence
 Lowry, Sallie
 McCraw, Thetus
 Milam, Stella
 Minor, Abner
 Parchment, Rebecca

Rassman, Kate
 *Reed, Bruce
 Riggins, Clayton
 Riggins, Madie Lynn
 Shuff, George
 Stinson, Horace
 Stinson, Harvey
 Stout, Emma J.
 Thomas, Lonnie
 Thomas, Louis
 Voss, Jimmie
 Waller, Dan
 Waller, Mary
 Whitford, Pearl
 Wickham, Lurton
 Williams, Ada
 Williams, Julius
 Wimpy, Lionel

PREPARATORY

Allen, Bessie
 Bailey, Myrtle
 *Bayer, Droke
 Bayer, Mary Clay
 Bayer, Walter
 Bell, Hattie
 *Bradford, Marie
 Brown, Stanley
 *Buckingham, Robert
 Carcuff, Edwin
 Claxton, Bellfield
 Claxton, Herschel
 Caroland, Price
 Chappell, Willie
 Crockarell, Fannie
 Darnell, Irene
 Dillon, Dudley
 Dority, Alex
 Elswick, Marcia
 Etheridge, Wattie

*Farmer, Ewing
 Ford, Walter
 *Gardner, Thomas
 Grafreid, Bessie
 Grafreid, Fred
 Gunson, Maggie
 *Halliday, Ethel
 Halliday, Maggie
 Ham, Fannie
 Holley, Arthur
 Holley, Murray
 Hobing, Annie
 Kelly, Erva
 Landiss, Alvin
 Lewis, Clay
 Lewis, Joe
 Lowry, Emanuel
 Lowry, Harry
 Lowry, Homer
 Lowry, Van

He that can have patience can have what he will.

McCollough, Wesley
 McCollum, Stella
 McCollum, Walter
 McCollum, Watson
 *McCraw, George
 McCraw, Oscar
 Nolen, Terry
 Parchman, Herbert
 Parchman, Lewis
 Parchman, Sallie
 Patterson, Birdie
 Patey, John
 *Powell, Mary
 Powers, Conday
 *Powers, Ethel
 Powers, Evie
 Powers, Wilton
 Riggins, Gertie
 *Sills, Marguerite
 Sills, Marvin
 Shelton, Guy
 Spiceland, Stella
 Spiceland, Ethel
 Stinson, Addie
 Stout, Eleanor
 Shaw, Ruby

Taylor, Clinton
 Taylor, Edgar
 Thomas, Fannie
 Thomas, J. H.
 Tishel, Anna Mary
 Voss, Charlie
 Walker, R. L.
 Wallace, Edgar
 Wallace, Iva
 Wallace, Noel
 Waller, Ben
 Weeks, Grover
 Weeks, Henry
 Wheatley, J. P.
 Wheatley, Willie
 Whitford, Georgia
 Whitford, Mamie
 Whitford, Minnie
 Wickham, Vida
 Williams, Corban
 Williams, Lillian
 Willson, Stella
 Willson, Ruth
 West, Lois
 Wood, George Edd
 Wood, Van

PEDAGOGIC

Andrews, Manie
 Averitt, Ramie
 *Bard, Maie
 *Bayer, Alma
 Bowers, Minnie
 Bellamy, Marguerite
 Carter, Ermine
 Dillon, Ethel
 Dillon, Lizzie
 Downs, Offie
 Earhart, Marion
 Ferrell, Lorene
 Fitzhugh, Scott
 Frazier, Georgia
 French, Ethel

*Gray, Sara
 Gunson, Evannah
 Largent, Kittie
 Lyle, Leslie
 McGregor, Mattye
 Nanney, Gertie
 Parchment, Sallie
 Parchment, Jessie
 Parchman, Zantha
 Powers, Addie
 Reed, Martha
 *Robey, J. H.
 Ross, Annie
 Shaw, Claudia
 Shuff, Etta

Seals, Vernie
 Smith, Lela May
 Spiceland, C. H.
 Spiceland, Fannie
 Stamper, Lillian
 Tishel, Rebecca

Vickers, Louis
 Weaks, Flora
 Welker, Annie
 Williams, Blanche
 *White, W. C.

SCIENTIFIC

Kelly, Clyde
 Minor, Robert

*Robey, B. S.
 *Rucker, T. P.

ACADEMIC

*Abernathy, Marcia
 *Atkins, Vernon
 Bailey, Grace
 *Bayer, J. T.
 *Bourne, Jessie
 *Bradford, Eula
 Bunnell, Guy
 *Bunnell, Susie
 *Buhler, H. F.
 Charles, Lola
 Dority, Edith
 *Howell, Donley
 *Howell, Oliver
 Lashlee, Cecil
 *Lashlee, Norma
 Lewis, Glen
 Lewis, Judith
 Lewis, Roy
 Lowry, Clyde
 Lowry, Horace

McCraw, Corrine
 Parchman, Jane
 Patey, Myrtle
 Polk, John
 Porter, Floyd
 *Rassman, George
 Riddick, George
 Riggins, Birdie
 Robinson, Blanche
 Seay, James
 *Standrod, Lena
 Sexton, Elvie
 *Shelby, Golder
 *Shelby, Manton
 Steger, Chris
 Stout, Sadie
 Stout, Wilkins
 Thomas, Myrtle
 Vinson, Eddie

COMMERCIAL

Austin, Fred
 Bass, G. C.
 Earhart, Marion
 Ford, John
 Frazier, Georgie
 Hooks, H. P.
 Landiss, Clarence
 Lyle, Leslie

Neblett, Mary
 Netherland, Joe
 Nolen, Annie
 Powell, Gerum
 Parker, John
 Riddick, George
 Seay, Jimmie
 Seay, Roy

Smith, Maynard
Spiceland, Fannie
Stout, J. W.
Taylor, Hazel

Toombs, West
Weeks, Luther
Whaley, D. W.
Weaver, George

MUSIC

Allen, Bessie
Bayer, Lizzie
Bailey, Grace
Bourne, Jessie
Bunnell, Susie
Frazier, Georgia
Gray, Sara
Halliday, Ethel
Halliday, Maggie
Hobing, Annie
Kelly, Erva
Lowry, Harry
Lewis, Judith
Lewis, Fronie

Lisenby, Miss
McCraw, Corrine
McCollum, Stella
Parchman, Jane
Patterson, Birdie
Riggins, Gertie
Robinson, Blanche
Stout, Sadie
Sexton, Elvie
Sills, Marguerite
Standrod, Lena
Thomas, Allie
Tishel, Anna Mary

GRADUATES

Pedagogic

Robey, J. Harvey

Academic

Abernathy, Marcia
Bradford, Eula
Buhler, H. F.
Dougherty, Edith

Howell, Oliver L.
Lewis, Glenn
Shelby, Manton

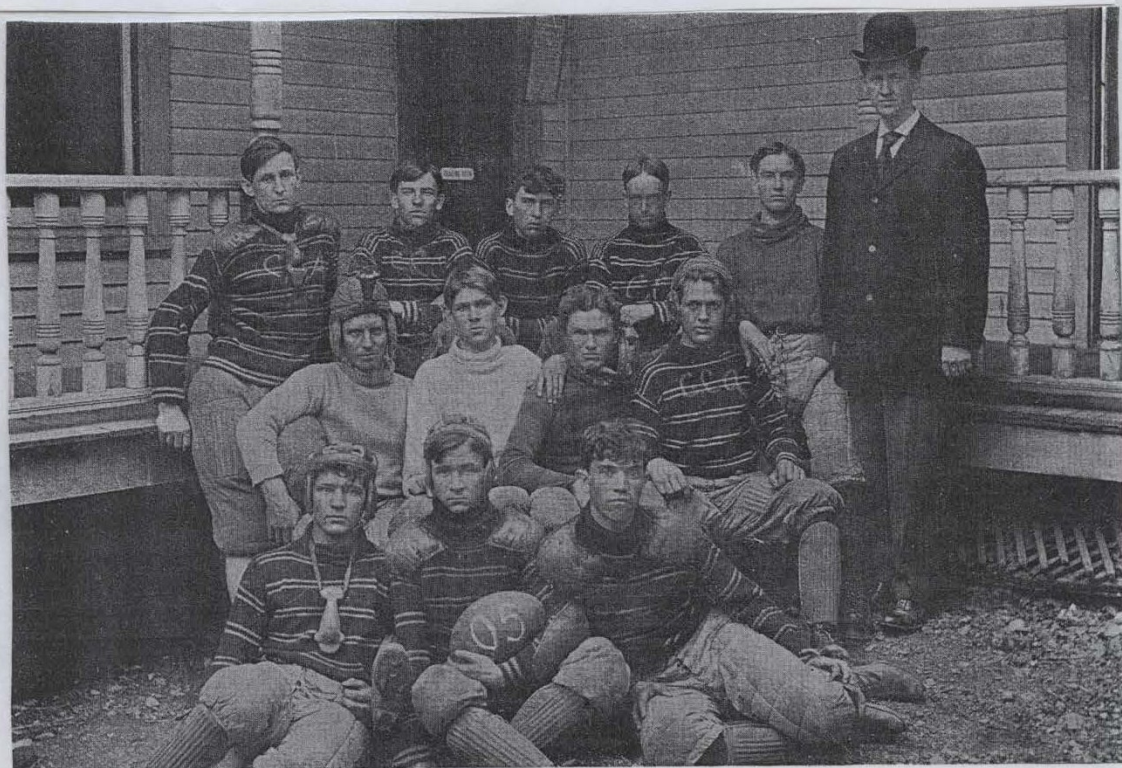
SUMMARY

In Primary Department.....	70
In Intermediate Department.....	37
In Preparatory Department.....	92
In Pedagogic Department.....	40
In Scientific Department.....	4
In Academic Department.....	39
In Commercial Department.....	17
In Music Class.....	27
In Graduating Class.....	8
Actual Number Enrolled.....	301

Power is with a good deal of accuracy measured by purpose.



WHAT FUN!



READY FOR A GAME

GRADUATES

- 1895 Allman, J. I. Cumberland City, Tenn.
 Sullivan, Jennie Shiloh, Tenn.
 Wood, Louis E. Deceased.
- 1896 Nesbitt, Dr. H. A. McAlister's X Roads.
 Cary, Maggie (nee Wood) Erin, Tenn.
 Hagler, G. L. Deceased.
 Sullivan, Jennie Shiloh, Tenn.
 Ussery, Buyde (nee Allen) Shiloh, Tenn.
- 1897 Bayer, Lillian (nee Scott) Nashville, Tenn.
 Brown, Addie (nee Milan) Deceased.
 Foust, Dr. Rufus Excell, Tenn.
 Scarborough, Lena (nee Dixon) Dover, Tenn.
- 1898 Ralls, Robbie Cumberland City, Tenn.
 Walden, Fronie Cumberland City, Tenn.
- 1899 Meadow, F. L. Fulton, Ky.
 Wall, D. B. Deceased.
 Thomas, A. C. Shaw, Miss.
 Weaver, B. F. Paris, Tenn.
- 1900 Dixon, Bessie Grand Rivers, Ky.
 Latham, Will Cumberland City, Tenn.
 Martin, Mable Nashville, Tenn.
- Music Hyde, Grace Salisbury, N. C.

If we had no pride we should not complain of that of others.

Dixon, Bessie.....	Grand Rivers, Ky.	1901
Glasgow, Etta.....	Erin, Tenn.	
Thomas, Allie.....	Cumberland City, Tenn.	
Noll, Love (nee Thomas).....		
Sykes, Walton D.....	Tharpe, Tenn.	
Webb, Ozzero W.....	Memphis, Tenn.	
Dixon, Bessie.....	Grand Rivers, Ky.	<i>Music</i>
Lewis, Stella.....	Cumberland City, Tenn.	1902
Gunson, Ira L.....	Nashville, Tenn.	
Parchman, Flora.....	Cumberland City, Tenn.	
Lashlee, Lulu.....	Phifer, Tenn.	
Robbins, Nathan.....	Erin, Tenn.	
Shelby, Myrtle.....	Jordan Springs, Tenn.	
Parchman, Flora.....	Cumberland City, Tenn.	1903
Thomas, Doxie.....	Cumberland City, Tenn.	
Lewis, Mable.....	Deceased.	<i>Music</i>
Bayer, J. C.....	Cumberland City, Tenn.	1904
Howell, W. C.....	Legate, Tenn.	
Reynolds, J. L.....	Dover, Tenn.	
Atkins, Orman H.....	Fedora, Tenn.	1905
Glasgow, Hattie E.....	Erin, Tenn.	
Latham, Pearl.....	Cumberland City, Tenn.	
Abernathy, Marcia.....	Danville, Tenn.	1906
Bradford, Eula.....	Cumberland City, Tenn.	
Buhler, H. F.....	Big Rock, Tenn.	
Dougherty, Edith.....	Cumberland City, Tenn.	
Howell, C. L.....	Dover, Tenn.	
Lewis, Glenn.....	Cumberland City, Tenn.	
Robey, J. H.....	Fulton, Ky.	
Shelby, Manton.....	Jordan Springs, Tenn.	

Voluntary Expressions From Our Friends and Patrons

I can't praise your school too much.—*Miss Ethel Spiceland.*

All, no not half, can be told of the good that is taught in C. C. A.
—*Mrs. Stella D. Edwards.*

You have certainly done me a great favor, and I will never forget your kindness.—*Mr. J. W. Warden.*

We trust our son in your care feeling that you will guard him as your own child.—*Mr. J. G. Steger.*

Professor, if I have made a success in my profession, I give C. C. A. the credit.—*Mr. N. O. Robbins.*

I always feel that if I am anything at all, I owe it to the workers of C. C. A.—*Miss Willie Wilkinson.*

I may never be a pupil of your dear school again, but I have the honor of saying I once was.—*Miss Lola Charles.*

I will venture to say that I learned more this year at C. C. A. than I did in all my school days at home.—*Mr. Chris Steger.*

I am glad I am at least able to pay the money I owe, but I shall never be able to repay your kindness.—*Miss Beulah Cherry.*

Dear Professor, the happiest moments of my life are when I think over the two past years that I have spent with you.—*Mr. Luton Taylor.*

I received my certificate yesterday, and in viewing my grades I was made to feel that my time had been well spent at C. C. A.—*Mrs. Annie Ross.*

I am sending Iva to you to learn, and am pleased with his progress so far, and hope he will do even better in the future.—*Mr. A. H. Wallace.*

Prof. Bayer, the students do not know how to appreciate that old place until they know and realize that they have left it forever.—*Miss Pearl Latham.*

I will say that I have a good word for C. C. A. all the time, for I had rather stay there than any other place I have ever stayed.—*Mr. Noel Wallace.*

I shall always have a warm place in my bosom for C. C. A., and any time I can favor you any way, I am at your command.—*H. P. Hooks.*

I can find no fault whatever with the training Bruce received while in your charge, and I want to send him back in September.—*Mrs. J. T. Reed.*

I shall be very glad to have Anna Mary with you again when school opens, for we feel that she has had the care with you that she has at home.—*Mr. and Mrs. J. W. Tishel.*

I appreciate your having them to conform to your rules and regulations, for I certainly have great confidence in you as a friend, gentleman and educator.—*Mr. S. W. Kelly.*

All that I am, all that I desire and aspire to are but the natural results of the training and influences which characterized my school life at the Academy.—*Miss Etta L. Glasgow.*

Prof. Bayer, I can truthfully say the time that I was at C. C. A. I certainly learned to love you and Mrs. Bayer as well as the walls of Cumberland City Academy.—*Mrs. Willie Greer.*

Miss Hopson makes a very special request of you to thank each member of her very dear class for the sweet remembrance she was the recipient of Christmas. Words are inadequate to express her appreciation.—*Mrs. Jas. W. Brazelle.*

My work the coming year will be with a new class of boys and girls, and I only ask that they treat me as nicely as the students of your Academy did and I shall have a pleasant year.—*Mr. Fred'k G. Masters.*

Sometimes I have a great longing to be back at C. C. A., especially when I get to studying about the good times I had then, also the good treatment received and good impressions made on my mind.—*Mr. Eugene B. Travis.*

I consider the year with you the most successful one of my life, and hope and pray that my next place may be one where I may be able to do some more work for the Master.—
Chas. T. Jenkins.

The more I understand the world and the meaning of life, the more I realize the value of C. C. A. and your practical work among those boys and girls, making your school a stepping stone, that the most unfortunate need not fear, to higher things.—*Miss Daisy Bartlett Kistler.*

We shall recommend your school, your most excellent government and homelike management of all pupils placed fully under your charge, to patrons of schools, and that it is the very place for either young ladies or young men who have to go away from home to school for an education.—
Dr. B. F. Abernathy.

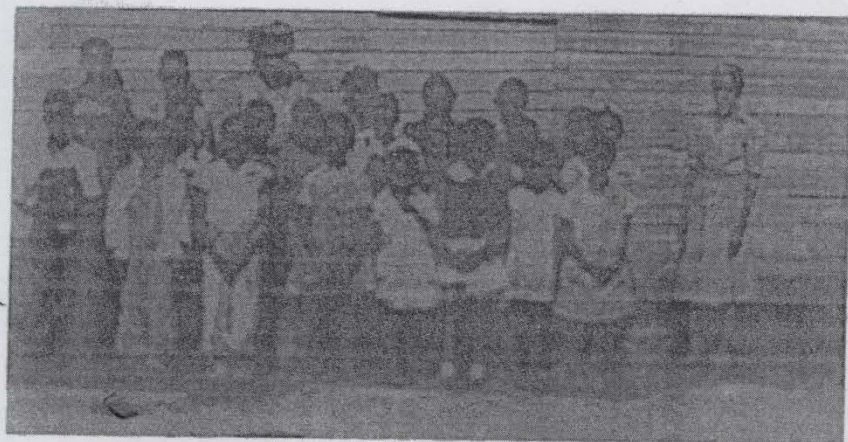
I can never express my deep gratification for every courtesy, every kindness and the advice you have given sister Hattie. The record she made at the Academy is one of which we can justly feel proud, and I thank you with the strength of my whole nature for the part you have played in the forming of her life and the influence that will form her future.—
Miss Etta L. Glasgow.

It is like home to be at C. C. A. I feel that I can never repay you for the good derived while in school at C. C. A.
Mr. B. S. Robey.

I would rather make my name than inherit it.



Miss Eula Bradford (lady in tie) and her teaching experience teaching in this pre-civil war, well restored building near Cumberland City

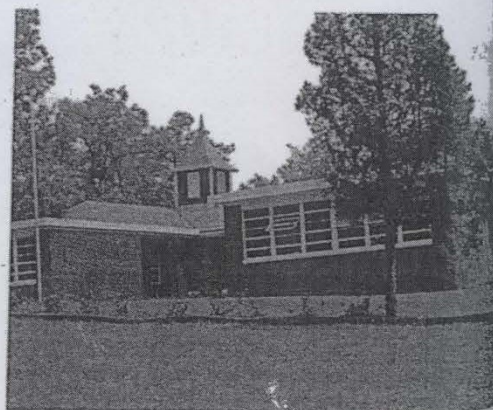


Black school in Cumberland City

W.T. Thomas was born in 1841 and when he was 20 years old he joined the Confederate Army. He fought and was captured at Fort Donelson and sent to a prison camp. When he returned, he married, settled in Cumberland City and prospered. He was one of the founders of the Cumberland City Academy. With the closing of the academy, the high school was organized there and it was renamed the W.T. Thomas High School.



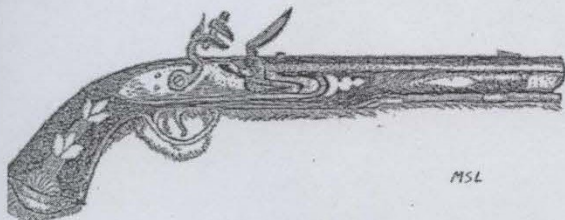
W.T. Thomas family



W.T. Thomas High School



W.T. Thomas in uniform



MSL

Written at Camp Douglas, Ill. while in prison

I sit in the calm of evening
On the wave encircled shore
And listen to the music
Of the waters' sullen roar.
A Sentinel on duty
Passes by me on his beat
And to the solemn chanting
Marks the time with constant feet.

Now I look upon his features
And descry the unconcern
Of the hurting (?) in whose bosom
The patriots fires burn.
When I think of Southern heroes
Who amid their country's gloom
Rallied nobly to her rescue
And now share a "captives" doom.

And I wonder in my musings
If a father reigns above
Who will let the wicked triumph
And still be the God of love.
But my thoughts are wafted backward
On sweet memory's bright wings
To the scenes of love and friendship
Around which my heart still clings.

Those were days of summer gladness
When affection's flowers grew
Like the flowers of Calypso
Ever fresh and ever true.
Not a cloud of gathering trouble
The obscured them from the light
Nor a blast of man-made tempest
On their friendship brought a blight.

Time has changed and I'm a captive
Doomed to mourn a hapless lot
Far away from friends and kindred
Yet I will not say forgot.
Thus it is each human picture
Has its shadow and its light —
Mine was lited then with sunshine
Now 'tis dark as blackest night.

Time has changed but midst these changes
Hope still whispers on is true
And in my desponding moments
With strength my spirit does endure
Evermore, for though the present
Be enwrapped by clouds of gloom
Yet through this Hope's halo beaming
Makes the future bright as noon.

Aug. 20th, 1861

W.T. Thomas

Preparatory Academies and Vanderbilt University

Cumberland City Academy

... Cumberland City, Tennessee

HOME
SCHOOLS
TIMELINE
AND MAP

COLUMBIA
CUMBERLAND
CITY
CUMBERLAND
MT.

Headmasters

1893-1914 J.H. Bayer

1914-1921 Mrs. W.T.
Thomas

1893-1921

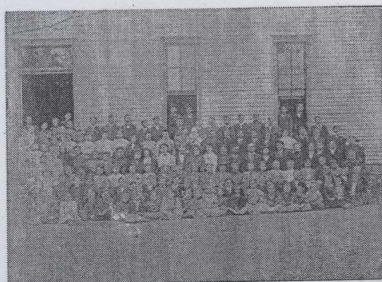
Cumberland City Academy was established in 1893 in Cumberland City, south of Dover, Tenn. Within two years, a dormitory was built to accommodate the large student population, and by 1897 the dormitory was enlarged due to additional growth. Teachers as well as students lived at the school. Bayer left in 1914 and the property reverted to the wife of W.T.

Thomas, one of the original founders. She ceded the school to the Methodist Episcopal Church, which voted in 1921 to return the school (now known as W.T. Thomas School) to Mrs. Thomas. In 1921 she deeded the property to the Stewart County Board of Education.



Mr. and Mrs. Ivy Allman

Courtesy of Tennessee State Library and Archives



Cumberland City Academy class, 1907