

CATALOGUE
OF THE
OFFICERS AND STUDENTS

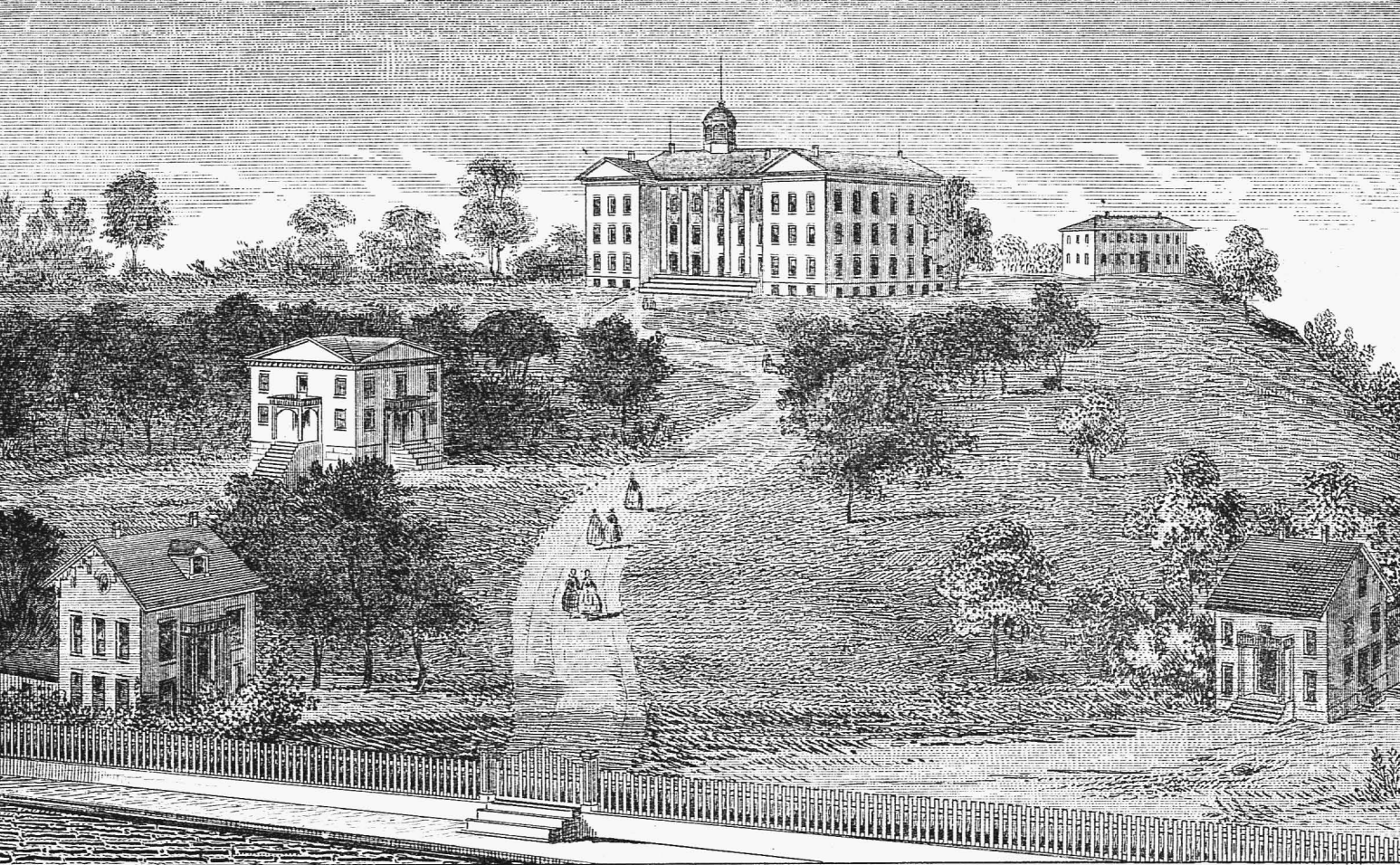
OF
William Jewell College,

FOR

1868-9.

*With a History of the College and its present
organization.*

ST. LOUIS:
SAINT LOUIS PRINTING COMPANY.
1869.



WILLIAM JEWELL COLLEGE.


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ITS PRESENT ORGANIZATION.



ST. LOUIS :
St. Louis Printing Company, 210 and 212 N. Third Street.

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* If this professorship is not filled by the opening of next session, its duties will be divided between Professors Eaton, Fleet and Semple.

CATALOGUE OF STUDENTS.

ABBREVIATIONS.

E.—English.
L.—Latin.
G.—Greek.

M.L.—Modern Languages.
M.—Mathematics.
H.—History.

NAMES OF STUDENTS.	RESIDENCES	SCHOOLS ATTEN'D.
Armstrong, James Clayton,	Gasconade co., Mo.,	E., L., M., H.
Arthur, Michael,	Wyandotte, Kan.,	E., L., M.
Berkeley, John Nestor,	DeKalb co., Mo.,	E., L., G., M.L.
Bolton, DeWitt Clinton,	Lexington, Mo.,	E., L., G.
Bowman, Charles Pleasant,	Chariton, Mo.,	E., L., M.
Breaker, Manly Judson,	St. Louis, Mo.,	L., G., M.L., M.
Brown, Henry Elviton,	Kansas City, Mo.,	E., L., M.
Bryant, George Springer,	Liberty, Mo.,	E., M.L., M.
Buford, LeGrand Griffin,	LaFayette co., Mo.,	E., M.L., M., H.
Butts, Christopher Lillard,	Georgetown, Ky.,	L., G., M.L.
Campbell, William Henry,	Benton co., Mo.,	E., L., M.
Chappel, James Floyd,	Carroll co., Va.,	E., L., M.
Chiles, Joseph Ballinger,	Jackson co., Mo.,	E., M., H.
Chiles, Joel Franklin,	Jackson co., Mo.,	E., L., M.L., M.
Chrisman, George Lee,	Independence, Mo.,	L., G., M.
Chrisman, John I. Crittenden,	Clinton co., Mo.,	E., M.
Collop, Peter James,	Kansas City, Mo.,	E., L., G.
Cook, Thomas Jefferson,	Clinton co., Mo.,	E., L., M.
Corbin, Benjamin Franklin,	Liberty, Mo.,	E., M.
Corbin, James Marshall,	Liberty, Mo.,	E., L., M.L., H., M.
Courtney, James Graves,	Clay co., Mo.,	E., M.
Davis, Alexander,	Plattsburg, Mo.,	E., L., M.
Dearing, James,	Chariton co., Mo.,	E., M.
Donaldson, John Thomas,	Liberty, Mo.,	M.
Douglas, Camillus,	Jackson co., Mo.,	E., M.
Duncan, Robert Bruce,	Davis co., Mo.,	E., L., M.

NAMES OF STUDENTS.

RESIDENCES.

SCHOOLS ATTEN'D

Edwards, Earnest Nowlin,	Haynesville, Mo.,	E., L., G., M.L., M.
Edwards, Williams McIver,	Greenville, S. C.,	L., G., M.
Ely, Smith,	Carrollton, Mo.,	E., L., G., M.
Field, John Walton,	Howard co., Mo.,	E., L., M.
Fraher, James William,	Liberty, Mo.,	L., G., M.L., M.
Fraher, Thomas James,	Liberty, Mo.,	L., G., M.L., M.
Fraher, Thomas Philip,	Liberty, Mo.,	E., M. L., M., H.
Franklin, George Anderson,	Independence, Mo.,	E., M., L., M.
Franklin, Lewis Farmer,	Independence, Mo.,	E., L., G., M.L., M.
Furgurson, William,	Saline co., Mo.,	E., L., G.
Garrett, Ambrose,	Liberty, Mo.,	E., L., M.
Gibbs, John Rothwell,	Callaway co., Mo.,	E., M., H.
Goodson, Thomas Benton,	Carrollton, Mo.,	E., M., H.
Gray, Lewis Pressley,	Liberty, Mo.,	L., G.
Hampton, Joseph Lucas,	Saline co., Mo.,	L., G., M.L.
Harper, William Thomas,	Livingston co., Mo.,	E., L., M., H.
Hawkins, George Edward,	Saline co., Mo.,	E., L., M.
Hooker, David,	Liberty, Mo.,	E., M., L.
Hughes, John Roland,	Cameron, Mo.,	E., L., G., M.
Ish, James Doniphan,	Wellington, Mo.,	E., M.
Kerr, Robert Pollock,	Clay co., Mo.,	E., L., G., M.
Keyser, Joseph Linn,	Howard co., Mo.,	E., L., M.
Kirk, Marshall Kidwell,	Kansas City, Mo.,	E., L., M., H.
Kirtly, Lycurgus,	Wellington, Mo.,	E., L., G., M.L., M.
Lewis, John Phillips,	Plattsburg, Mo.,	E., L., G., M., H.
Lewis, Thomas Lindsley,	Platte co., Mo.,	E., L., M., H.
Lindenman, Levi Franklin,	Clay co., Mo.,	E., M.
Long, Tyre H.,	Liberty, Mo.,	L., G., M.
Longacre, Elbert Sevre,	Jackson co., Mo.,	E., M., H.
Lyne, Alpheus Garnett,	Saline co., Mo.,	L., G., M.
Major, James Samuel,	Clay co., Mo.,	E., H., M.L., M.
Major, John Sleet,	Clay co., Mo.,	L., G., M.L., M.
Martin, Lewis Ely,	Linnens, Mo.,	E., L., M., H.
Miller, Edward Dorsey,	Liberty, Mo.,	E., L., M.
Miller, Enoch Hutchinson,	Liberty, Mo.,	L., G., M.L., M.
Minter, Russell Edward,	Clay co., Mo.,	E., M.L., M.
Morton, John James,	Platte City, Mo.,	E., M.L., M., H.

WILLIAM JEWELL COLLEGE.

It seems proper, both from the long interval since the last issue of a Catalogue by this College, and the radical changes which have been effected in its organization, that this Catalogue should contain a brief history of the Institution, and of its present condition and prospects.

ORIGIN.

In August, 1834, a meeting of Baptists in Missouri was held at Providence church, Callaway County, to confer whether "any special measures were necessary and practicable to promote the preaching of the Gospel within the bounds of the State." From this meeting sprang "The Baptist Central Society," which, in 1839, changed its name to "The General Association of United Baptists in Missouri." The establishment of a "Theological and Literary Seminary" was first proposed to this body in 1836; and as its importance was thus early felt, and excited the deepest interest and most liberal efforts of the leading members, so, also, to the present time (thirty-three years) has the enterprise to provide for the education of all classes, and especially of those who are to exercise the functions of the ministry, controlled the deepest earnestness of the denomination in the State. It was not, however, until 1849 that a fund was raised, a location selected, and the Seminary established. In that year "the Provisional Committee on the College" reported that "884 shares, of \$48 each, or \$42,432, had been subscribed for the College; which, together with a donation of \$10,000 by Dr. William Jewell, and \$7,000 by the citizens of Clay County in case the College was located at Liberty, provided a fund of \$60,000 for the erection and endowment of a College to be controlled by the United Baptists of Missouri."

LOCATION.

Due notice having been given to the subscribers, the 884 shares were represented by "persons and proxies," in the city of Booneville, August 21st, 1849, and a majority of their votes were cast for the location of the College in Liberty. A more beautiful or more eligible region could not have been selected. The rich lands of its neighborhood were occupied by a wealthy and refined inhabitancy, who, though not predominantly Baptists, yet liberally and earnestly encouraged the location in their midst. True, it was by no means central for the State of Missouri; yet it is now central for the present and prospective population, being in the vicinity

of the most extensive area of rich agricultural lands, which are being rapidly and thickly occupied, and of the growing and flourishing cities of Lexington, Pleasant Hill, Independence, Kansas City, St. Joseph, and Leavenworth. Besides, by a providence wholly unlooked-for by the projectors, it is central for the West, being at the very focus where the great Railroads from the Eastern and Western Oceans concentrate, and at a point in the West where, *if it is made a school of the highest order, it must be the College of the Baptists in the Great Valley for years to come.*

NAME.

At the same meeting at which the location was fixed, in compliance with the act of incorporation it was also named. Dr. William Jewell, whose name it perpetuates, first saw the light near Alexandria, Va., January 1st, 1789. His youth was spent in Kentucky, where he graduated in Medicine at Transylvania University. He came to Missouri in 1820, and finally settled in Columbia, where he took the first rank as a physician and a useful and enterprising citizen. For years he was distinguished as a devoted member of the Baptist Church at Bonne Femme, and an ardent friend and supporter of the General Association. But it was in behalf of education that his heart expanded to its utmost capacity. Though having no personal interests to subserve, when it was proposed to locate the State University at Columbia, he gave \$1,800 for its building. On his own denomination determining to endow a College, he subscribed \$10,000, which, from his estate and the general condition of society then, was a munificent sum. He undertook the onerous and delicate task of sole Commissioner of the building, which he sedulously discharged until his death, that, unhappily for this enterprise, took place before it was finished. By his will he made a contribution of \$3,000 for library and apparatus, and his own valuable collection of books. In its provisions he also evinced that it was his desire that if his fortune, of which he was the sole architect, could not be inherited by one of his blood, it should go to the support of this institution, which conveys his name and illustrates his character, spirit of philanthropy and piety, down to remotest ages. Though this desire was frustrated, it is held in remembrance by his surviving brethren, to whom it still gives pleasure to foster the Institution which embalms his memory. And time will evince that some of his compeers and successors are *now* associating their memories with his, by completing this noble monument of devotion to the best interests of society and the promotion of our blessed Redeemer's kingdom.

THE BUILDING.

The building is of brick, raised on a permanent foundation of stone. It is one hundred and twenty feet front, sixty-seven feet deep, and three

lofty stories high. There is a recess in front forming a portico 42x12 feet, supported by brick columns. A belfry and observatory in the center of the roof completes the outside, which is of very imposing though simple appearance. It contains twenty-one rooms—six rooms 35x20 feet, six 28x20 feet, four 25x22 feet; in all, sixteen recitation rooms. On the second floor is an elegant chapel 50x42, over which are two halls, each 42x25 feet, occupied by the two literary societies. The rooms are entered on either wing by spacious halls and commodious stairways. It is beautifully situated on a hill, at the foot of which lies the city of Liberty. As far as eye can reach, on every side appear luxuriant and highly improved farm-seats, and the imagination of the delighted spectator, from its belfry, wanders over an area whose radii reaches for two hundred miles through a district, the agricultural, mineral and manufacturing resources of which, for riches and variety, are unequalled in any section of the continent. Round the hill are continually rolling the trains of the Cameron and Kansas City Railroad. The air resounds with the shrill whistles of the steam-boats plying the Missouri river and of the trains of the North Missouri Railroad, and the hands involuntarily stretch out to St. Louis and Chicago, while within the arms roll the interchanging commerce of the cities of the Eastern and Western Hemispheres. Here the student may experience the quick pulsations of excitement as he watches the busy progress of life and listens to the din of industry, or looks forward into the future and tries to speculate upon the probable progress of the next century, and then retire to the cloisters of study and prepare for his part in the work. The projectors never anticipated this, but God led them by a way which they knew not.

Up to this time the building has cost about \$43,059 27, of which the citizens of Clay county (chiefly of Liberty) have paid \$25,000.

SCHOOL.

The school was first opened under the charge of Rev. E. S. Dulin. It was next conducted by Rev. J. Bradley. In 1853 Rev. R. S. Thomas, D. D., was elected President. He was succeeded in 1857 by Rev. Wm. Thompson, LL. D. The struggles of the Trustees to keep it in operation during this time were very great and disheartening, but by great sacrifice of the teachers and large contributions of a few friends, it was kept open until near the close of 1862, when the disturbances of war shut its doors. On the close of the war the Trustees and other friends of the College determined to resuscitate it, and the present Principal was invited to take charge of its affairs. On December 6th, 1867, a few of the Trustees met with the President elect to consider what could be done to revive the College. The prospect was gloomy—the building in a state of dilapida-

tion, windows broken out, plastering destroyed, library gone, apparatus mutilated, grounds cut up by rifle-pits, the fence down and the treasury on the collapse. The claims of the old endowment were of very uncertain value, for many of the subscribers were dead, removed, or entirely broken up by the desolations of war. The people of the surrounding country were discouraged—they had paid \$20,000, and had nothing for it but a deserted and dismantled house. Yet the Trustees, trusting in the worth of the cause and in God, to whose honor it was dedicated, determined to re-open the College and to so reorganize it that it should be an institution where an education of the highest order could be pursued. They adopted the plan of the best universities of Europe, modified to the wants and condition of education in this country. To carry it out they appealed to the Baptists and friends of education, and, so far, with encouraging success.

ENDOWMENT AND ORGANIZATION

No college, whatever may be its organization, can maintain itself without an endowment, for its capacity to accomplish what is proposed by a college *in fact*, is limited or expanded by the limitations or expansions of the endowment. Yet the endowment may largely depend upon the organization, for men of information are fearful of losing by connection with a mean or unpromising enterprise. The friends of William Jewell College have learned this by experience; many other colleges have demonstrated it by downfall. Wherefore the Trustees, having determined to have a college of the first class, resolved to raise an endowment sufficient. But as the means for the superstructure could not be obtained before the foundation was laid, and the hope of having the structure would be jeopardized by delay, they divided the work and determined to provide for it and raise it story by story. The plan is to have eight schools and endow them school by school, making each one perfect in its way, as if it was connected with a complete series of schools.

SCHOOLS.

ANCIENT LANGUAGES in two schools: One of Latin, the other of Greek, in which these languages shall be taught, beginning with the principles, and proceeding through their literature to an extent that will give a thorough mastery of them, and render the student accurate in his studies and able to enjoy his readings in the masterly works of antiquity.

MATHEMATICS: In which will be taught Pure and Applied Mathematics, from the first principles to the highest applications, having regard as well to mental training as to the highest attainments in science.

MODERN LANGUAGES: Which shall especially provide instructions in German and French, now almost necessary for travel and commerce, as

well as affording access to much of the most valuable literature of the age.

ENGLISH LITERATURE AND HISTORY: In which will be taught the English Language, Rhetoric, Logic, and a general Outline of Universal History and Geography.

NATURAL SCIENCES: Embracing in its instructions Botany, Chemistry, Descriptive Astronomy, Geology, and the general subjects embraced in what is commonly known as Natural Philosophy; also, their relation to Theology.

MORAL PHILOSOPHY: Which will provide instructions in Psychology, Ethics, Political Economy, Jurisprudence, Evidences of Christianity.

Biblical Theology to be taught under four chairs, and embrace Biblical Interpretation, Doctrinal Divinity, Ecclesiastical History, and Homiletics.

On this plan it was determined to open the College when three schools were provided for—the Schools of Languages, History, and Mathematics. By these they would have something complete. Grammar, History, and Mathematics, complete a course—they constitute the basis of all courses. If learned perfectly they open every course to the earnest student. In short, by the consent of all antiquity—and Dr. Sam. Johnson, no mean witness, says “the ancients knew better how to educate than we.” Having these three we have a College, such as bred Newton, and Johnson, and Pitt, and Burke.

The plan was published. The \$60,000 for these Schools are raised, and now there are in operation the Schools of Latin, Greek, Modern Languages, Mathematics, and Ancient History. And they are giving as perfect instructions as they would if they had all the other Schools in operation with them.

To increase the capacity of this department, all funds given to William Jewell College, and not designated to other Schools, are added to this \$60,000, which it is desired may be raised to \$100,000, the interest of which, with the tuition fees, will support the professors and tutors needed for these Schools, and defray all the incidental expenses of the Institution.

The other Schools it was determined should be opened as soon as the endowments for them could be raised and invested.

For the Theological School \$40,000 was asked as a basis upon which to raise \$100,000 by earnings and subscriptions. The \$40,000 is raised and under the care of the eight brethren who provided it. One Professor is already in charge, and others will be supplied as the necessities of the School develop.

For the School of Natural Philosophy no endowment is yet collected.

It is a School of the highest importance. So much is the need of it felt by the Trustees, that they have secured the Professor for it in the Theological School, hoping that the endowment may be soon raised, so as to permit him to attend altogether to his appropriate work. Meanwhile Professor Eaton will discharge the duties of the School, in connection with the duties for which he is employed. It is desirable to raise \$25,000 for the endowment of the Professorship and purchase of apparatus.

The School of Moral Philosophy, intended as the President's School, has no provision for its support. Dr. A. Sherwood proposes to be one of twenty-five to give one thousand dollars each for its endowment. Seven others promise a like sum, but nothing has been done for it for several months. It is an important School and worthy of early notice.

EXPLANATIONS.

The College is under the control of the Baptist denomination in Missouri, acting through a Board of Trustees, who conduct the finances, appoint the officers, and prescribe their duties.

The internal management is committed to the Faculty.

Each Professor has control of his own School—the mode of instruction, the standard of graduation, and the method of determining it.

The President reviews the whole, and annually submits a written report to the Trustees, giving a faithful view of the internal condition and prospects of the Institution in its various departments. He is expected to show that all students are rigidly tested as to their knowledge of all the details of the lectures and texts, and that a high grade of scholarship is maintained in all the Schools.

Every applicant for admission as a student must be at least sixteen years of age, or have to some extent pursued the studies of the Schools he enters. If he has been a student at *any other incorporated institution*, he must produce a certificate from that institution, showing that he is not known to be immoral. Such certificates, though not indispensable, are desirable in all cases.

There are eight Schools, each independent of the other, and every student is required to attend at least three of them. He may make his own selection, yet he will do well to consult the Professor of each as to the preparation in other Schools expedient for the successful pursuit of the studies in his School.

No student is permitted to attend more than one recitation in any School until he has paid his tuition and entered his name on the books of the Professor of the School from his card of admission.

No exchange of School is allowed after one week, except by consent of both Professors, or the repayment of fees for one School for the residue of the session.

Any student may graduate in any School whenever he furnishes satisfactory evidence, by actual examination, that he is qualified, without reference to the time of his attendance at College.

We wish it distinctly understood that, by a text-book, we mean a book from which the Professor derives his outline for illustrating and teaching his subjects.

The College is established and supported with the design of promoting education in connection with Christianity, and, although the instructions shall be free from *sectarian bias*, except they may be construed otherwise in a portion of the exercises of the Theological School, yet God must be revered, the Lord's day kept holy, and Christianity respected by those attending it.

The discipline is upon the fair and simple principle, that every student shall observe the deportment of a gentleman, and every appropriate means is used to develop and confirm a sense of honor, a love of truth, and a life of USEFULNESS and WORK.

SCHOOL OF LATIN.

PROF. R. B. SEMPLE.

The subjects taught in this school are the Latin Language and Literature, and History of Rome. The school is divided into three classes:

I. JUNIOR.—*Text Books*—Bullion and Morris' Latin Grammar, Cæsar, Selected Exercises.

II. INTERMEDIATE.—*Text Books*—Virgil, Sallust, Cicero's Orations, Arnold's Prose Composition, Gildersleeve's Latin Grammar.

III. SENIOR.—*Text Books*.—Livy, Tacitus, Juvenal, Horace, Ciceronis Epistolæ ad Familiares, Zumpt's Latin Grammar, Liddell's History of Rome, Browne's Roman Classical Literature, Original Exercises.

The mode of instruction in this department will be both analytical and synthetical. It is not proposed that the student shall acquire a certain knowledge of the inflection of words, and, guided by a few barren rules, con over "faintly" (to use the expression of a distinguished English scholar) half a dozen Latin authors; but it shall be the highest aim of the instructor to inculcate, as far as possible, a thorough acquaintance with the genius and structure of the language. The study of a language, to be productive of real, permanent benefit, must involve an accurate and comprehensive knowledge of its principles, and a clear perception of its constituent elements. In this department, therefore, from the very inception of his studies, the student will be taught not only *facts*, but *principles*, to acquaint himself not merely with the accidents of the language but

to reason and to think. For this purpose a progressive development of the etymology and uses of words, the nature and construction of sentences, and all the other principles involved in the study of the Latin language, will be carefully elaborated by lectures and by daily oral and written exercises. The importance of rendering Latin into English, and English into Latin, *in writing*, cannot be over-estimated, and this exercise will constitute a prominent feature in the entire course, from Junior to Senior.

In the Junior class (which might more properly be called Preparatory) the beginner is thoroughly drilled in the paradigms of the noun, adjective, and other variable parts of speech, and short, simple sentences, adapted to the exigences of the case, are regularly given to him, to fix the form of words in his memory, and to illustrate and enforce the principles of their accidents and construction. Thus, not merely the memory, but the reasoning powers are constantly called into requisition, and grammar, instead of being, as is most usually the case, a dry and barren study, becomes both interesting and profitable to the student, and forms the basis of a ripe and accurate scholarship. Cæsar's Commentaries will be read in this class.

In the Intermediate class, the higher authors, Virgil, Sallust, Select Orations from Cicero, are read critically. Regard will always be had, not to the quantity, but to a thorough and complete analysis of what is read, and to an intelligent appreciation, on the part of the student, of the matter and style of the author. Arnold's Prose Composition, and occasionally original exercises, will constitute the English-Latin department of this class.

In the Senior class the most difficult authors, Livy, Juvenal, Tacitus and some of Cicero's Orations will ordinarily be read, though other authors, such as Terence, Plautus, Seneca, Quintilian, etc., may occasionally be substituted. In composition there will be no text book, but original exercises, which are translations of select passages from the best classical writers, are given to the student to be rendered by him again into the original. These exercises are intended to involve all the most important intricacies and constructions of the language, and will be accompanied with lectures with reference to Madvig's and Zumpt's Latin Grammars.

The History of Rome, and lectures on Latin literature, with Browne's Roman Classical Literature as text books, complete the course.

The student is earnestly recommended to provide himself with Riddle's English-Latin Lexicon and Andrew's Latin-English Lexicon, as dictionaries far superior to all others in accuracy, completeness and arrangement.

SCHOOL OF GREEK.

PROF. FLEET.

The subjects taught, are the Greek Language and Literature, and the History of Greece.

In this school there are three classes: Junior, Intermediate and Senior.

The *Junior Class* is adapted to the wants of students who have no previous knowledge of Greek. The first four or five months is devoted to drilling its members in the paradigms of the nouns, adjectives, pronouns and verbs. The apparent irregularities are carefully explained upon the blackboard, and to impress these upon the memory, exercises in translation from English into Greek, and Greek into English, are constantly required. Throughout the whole session, the daily written exercises, involving the structure of the Greek verb, are continued.

As soon as a fair acquaintance with the forms is acquired, the Junior class begins to read Xenophon's *Anabasis*. The translations are frequently required to be written, so as to secure ease and elegance in rendering a foreign idiom into English. Lectures on the cases and the prepositions close the Junior course.

Text Books.—Kuhner's Elementary Grammar and Xenophon's *Anabasis*.

2. In the *Intermediate Class* the Greek syntax is explained, partly by lectures and partly by written exercises from English into Greek. The subject of Greek accents is taken up; its laws are presented, and the student is taught, in his exercises, its practical use.

The authors read are Xenophon's *Memorabilia*, Homer's *Iliad*, Herodotus and Demosthenes. In addition to what is read in the class, a course of parallel reading is prescribed.

Grammars.—Kuhner's Elementary, Hadley's.

3. The *Senior Class* is instructed mainly by lectures. First, On the grammar of the Greek language. Second, On Greek history and literature.

Translations are made from the best Greek authors, and are required to be rendered into the original by the student. These exercises are criticized and returned, and explanations are made of the principles involved. Thus the Syntax will be illustrated by all the different constructions which occur in the language. The authors read are Thucydides, Æschylus, Sophocles, Euripides and Plato. A close and critical examination is made of the text assigned for reading, the peculiarities of the author's style are brought out, and the Comparative Philology of the language is constantly illustrated.

Text Books.—Teubner's Leipsic Edition of the Classics, Smith's History of Greece, Long's Classical Atlas, Hadley's and Kuhner's Grammars, Liddell and Scott's Greek-English, and Yonge's English-Greek Lexicons.

SCHOOL OF MATHEMATICS.

PROF. LANNEAU.

This school embraces both Pure and Applied Mathematics. The former is taught as a means of thorough mental discipline; the latter as a preparation for professional pursuits.

The mere text is at all times used only as an aid. A chief aim of the instruction given is to develop in the student *habits* of thought and inquiry. While the reasoning faculties are tasked and trained, no less attention is paid to the cultivation of correct and ready *expression*.

The means to these ends are: Daily examinations, constant use of the blackboard, oral and written demonstration, frequent exercises independent of texts, suggestive lectures, lectures in course.

The plan of instruction demands a solid foundation. Hence, ample provision is made for *thorough mastery* of the fundamental branches. Applicants for the Junior course should have a ready knowledge of Algebra *through quadratic equations*. Students less advanced are placed in a Sub-Junior class.

PURE MATHEMATICS.

FOUR CLASSES.

SUB-JUNIOR—Practical Arithmetic, (Venable).

Algebra, through Quadratic Equations, (Loomis).

JUNIOR—Algebra, completed, (Loomis).

Plane and Solid Geometry, (Loomis.)

Geometrical Analysis, (Leslie).

INTERMEDIATE—Plane and Sphr. Trigonometry, (Todhunter).

Analytical Geometry, (Church).

SENIOR—Diff. and Integ. Calculus, (Courtenay).

MIXED MATHEMATICS.

TWO CLASSES.

JUNIOR—Geometrical Drawing, (Warren).

Descriptive Geometry, (Davies).

Shades and Shadows, (Davies).

Land Surveying, (Gillespie).

SENIOR—Statics and Dynamics, (Smith).

Descriptive and Physical Astronomy, (Loomis).

SCHOOL OF MODERN LANGUAGES.

PROFS. SEMPLE AND FLEET.

DEPARTMENT OF MODERN LANGUAGES.

The languages embraced in this department are French, German and Italian. In French and German there are two classes, Junior and Senior; in Italian, one.

In each language the elements and Grammar are thoroughly studied by means of text-books and explanatory lectures. Frequent exercises in translation from English to the respective languages are required throughout the session, and thus a practical familiarity with the idioms and constructions is acquired.

TEXT-BOOKS.

FRENCH.

JUNIOR CLASS—Fasquelle's New Method, Telemaque, Charles XII.

SENIOR CLASS—Laporte's French Grammar, Moliere, Racine, Picciola, Dictionary, Spiers' and Surenné's.

GERMAN.

JUNIOR CLASS—Otto's Grammar and Reader, Select Plays from Schiller, Adler's German Dictionary.

SENIOR CLASS—Same Grammar and Dictionary, additional selections from Schiller, Goethe's Faust and Autobiography.

ITALIAN.

Luigi Monti's Grammar, I Promessi Sposi, Le Mie Prigioni, Monti's Reader, Grassi's Dictionary.

SCHOOL OF ENGLISH LITERATURE AND HISTORY.

The duties of this school are at present divided by Professors Eaton, Semple and Fleet. It is prospectively endowed, and, as soon as the Trustees can arrange for a Professor, it shall be made one of the chief departments of the college. There are three classes in this school: Junior, Intermediate, and Senior.

JUNIOR CLASS.

The Elementary principles of the Etymology and Syntax of the English language are taught in this class. Text book: Bullion's Analytical English Grammar.

INTERMEDIATE CLASS.

Before entrance into the Intermediate Class, the student is supposed to

be well grounded in English Grammar. The History of the English Language, its rise and development, its genius and structure are thoroughly discussed.

The elements of Rhetoric are next considered, its objects and province are presented, its figures are explained and illustrated, not only from the text, but also by numerous examples from standard authors. The varieties of style are discussed and illustrated. Exercises in prose composition are constantly given to impress the rules and principles which have been previously studied.

The instruction in this class is designed to be eminently practical, and great care is taken by the instructor in the correction and criticism of exercises, so that by constant practice the student may acquire not only correctness and propriety, but also ease and elegance in composition.

Text Book.—Quackenbos' Advanced course of Rhetoric and Composition.

Books of Reference.—Angus' Hand Book of the English Tongue, Schele de Vere's Studies in English, Trench on the Study of Words, Crabb's Synonyms.

SENIOR CLASS.

1.—*History.* Text Books: Weber's Outlines, Smith's Greece, Liddell's Rome, Long's Ancient Atlas. 2.—*General Literature.* Text Books: Shaw's Complete Manual, Schlegel. 3.—*Logic and Rhetoric.* Text Books: Wheatley, Thompson, and Blair.

SCHOOL OF NATURAL SCIENCE.

PROF. EATON.

In this school the best facilities will be afforded the student for a thorough and practical knowledge of the Natural Sciences, in their relation to the interests of every-day-life and their bearing upon Divine Revelation, leading the mind from nature up to nature's God. Each subject will be illustrated by lectures and experiments. Steps are now being taken to provide a complete apparatus of the best and most improved forms.

The senior students of chemistry will, in turn, be put into the laboratory, and be required to perform the experiments and deliver lectures before the class on the various subjects involved—thus acquiring a facility in manipulation and a practical knowledge of the subject not to be attained by the mere study of the text books and attendance upon the lectures of the Professor.

It is the fixed purpose of the Trustees to keep the department of natural science supplied with all the apparatus, that the latest discoveries

and continued progress of science demand, and to extend the school as the necessities of the age may require.

COURSE OF STUDY.

JUNIOR CLASS.

Natural Philosophy, Cambridge Physics, Lectures and Recitations.

INTERMEDIATE CLASS.

Chemistry, Wells: Lectures and Recitations.

SENIOR CLASS.

Geology, Dana's Manual: Lectures and Recitations, Excursions.

Analytical and Applied Chemistry, Laboratory Practice: Lectures and Experiments by members of the class.

SCHOOL OF MORAL PHILOSOPHY.

PROF. RAMBAUT.

The object of this science is to acquaint the mind with the knowledge, command and employment of its own faculties. The topics embraced in it are Mental Science, Ethics, Political Economy, Natural Theology, Jurisprudence, and the Evidences of Christianity: or, the mind, our relations to good, to temporal affairs, to God and eternity, to the State, and to Christian religion.

The course pursued in this School is to accustom the pupil to making severe analysis of his own mental actions in the examination of every topic brought under his notice, and at the same time to put him in possession of the observations and opinions of thinkers who are affecting society and human destiny.

JUNIOR CLASS—1st—Mental Philosophy. The systems of Kant, Hegel, Mill, Hamilton, and others, are illustrated in the Lectures. 2d.—Moral Philosophy, with Butler, Smith, Bentham, and others, illustrated in their theories. 3d.—Wayland's Political Economy. Say, Mill, Guizot, Tucker and Chalmers referred to and illustrated.

Three Lectures each week for one year.

SENIOR CLASS—1st—Natural Theology is provided for in the School of Natural Sciences. In this School the nature of its evidence will be lectured on. 2d—Jurisprudence. Kent's Commentaries, Law of Nations,

and Constitution of the United States. 3d—Evidences of Christianity. Dodge; Butler's Analogy.

Two Lectures each week.

SCHOOL OF THEOLOGY.

PROFS. RAMBAUT AND EATON.

The regular course of this School occupies three years; but as some may enter as Theological Students who are not fully prepared to pursue it, a preparatory class is provided, which indicates the preparatory studies expedient for the successful pursuit of the special studies of this school.

1ST—SUB-JUNIOR CLASS.

The Latin of the Junior class of School of Latin.
The Greek of the Junior class of School of Greek.
The Mathematics of the Junior class of Mathematics.
The English and History of the Junior class of English and History.

2D—JUNIOR CLASS.

Hebrew Rodiger, by Conant; Grammar and Exercises.
Greek of New Testament; Alford's Students' Test.
Archæology, Jahn's.
Interpretation, Introduction, Criticism; Angus.

3D—INTERMEDIATE CLASS.

Doctrines; Dagg, Pictet and Turretine.
History; Hase and Cramp.
Hebrew and Greek; Hebrew Bible, Septuagint, and Greek Testament.

4TH—SENIOR CLASS.

History, Apologetics, and Ecclesiastical Archæology.
Pastoral Theology—Lectures.
Homiletics—Preparation and Delivery of Sermons.
Natural Theology and Evidences of Christianity, in School of Moral Philosophy.

The studies of this school are so arranged that they can be pursued in connection with the studies of the literary schools so as to add not more than one year to the time required for graduation. Hebrew and ecclesiastical Greek will be received in lieu of the Senior course of Latin and Greek, or of Mixed Mathematics in the case of a graduate in either of these schools.

SCHEME OF RECITATIONS.

	8-9	9-10	10-11	11-12	1½-2	2½-4
MONDAY.	Interpretation.... Sub. J. Math.....	Junior Latin..... Junior Greek..... Senior Mathematics.	Int. Latin..... Int. Greek..... Junior Mathematics	Senior Latin..... Senior Greek..... Int. Mathematics...	Junior M. P..... Junior Eng..... Junior N. S.....	Int. N. S..... Senior Theo..... Senior English...
TUESDAY.	Interpretation.... Sub. J. Math.....	Junior Latin..... Junior Greek..... Senior Mathematics.	Junior French..... Int. German..... Junior Mathematics	Senior French..... Senior Greek..... Int. Mathematics...	Senior M. P..... Junior English..... Junior N. S.....	Senior N. S..... Sys. Theo..... Int. English.....
WED'SDAY.	Interpretation.... Sub. J. Math.....	Junior Latin..... Junior Greek..... Senior Mathematics.	Int. Latin..... Int. Greek..... Junior Mathematics	Senior Latin..... Senior Greek..... Int. Mathematics...	Junior M. P..... Junior English..... Junior N. S.....	Int. N. S..... Senior Theo..... Senior English...
THURSDAY	Interpretation.... Sub. J. Math.....	Junior Latin..... Junior Greek..... Senior Mathematics	Junior French..... Senior German..... Junior Mathematics	Senior French..... Senior German..... Int. Mathematics...	Senior M. Ph..... Junior English..... Junior N. S.....	Senior N. S..... Sys. Theo..... Int. English.....
FRIDAY.	Interpretation.... Sub. J. Math.....	Junior Latin..... Junior Greek..... Senior Mathematics.	Int. Latin..... Int. Greek..... Junior Mathematics	Senior Latin..... Senior Greek..... Int. Mathematics...	Junior M. Ph..... Junior English..... Junior N. S.....	Int. N. S..... Senior Theo..... Senior English...
SAT.	Interpretation....	Grecian History...	Roman History....	Oratory.....	Natural Theology...	Sys. Theo.....

DEGREES.

A PROFICIENT must pass a satisfactory examination in the Junior and Intermediate classes of English and History, Mathematics, and Natural Sciences, and the Junior of Moral Philosophy. The Junior course of Latin and either of the Modern Languages will be received as an equivalent in case of but *second rank* answers in any of the above intermediate courses.

A GRADUATE IN A SCHOOL must pass a satisfactory examination in the subjects taught therein.

A BACHELOR OF SCIENCE must pass a satisfactory examination as "A PROFICIENT" in English and History, Mathematics, and Moral Philosophy, and graduate in Mixed Mathematics and the Natural Sciences. The Junior course of Latin or graduate in the Modern Languages will be received in lieu of a failure to take first rank in any other School.

A BACHELOR OF LITERATURE must pass a satisfactory examination as a graduate in the Schools of English and History, of Modern Languages, of Moral Philosophy, and Histories of Rome and Greece, and one class of Natural Sciences.

A BACHELOR OF ARTS must graduate in the Schools of Latin, Greek, Mathematics, English and History, and a Proficient in the Natural Sciences and Moral Philosophy. The studies of the Senior class in Natural Science or Moral Philosophy will compensate for a failure to take first rank in either of the graduating classes.

A MASTER OF ARTS must be within the first rank in the whole curriculum of the seven Schools. No equivalents of any kind will be received for any failure, or from any cause.

EXAMINATIONS.

Each Professor examines his class orally at every recitation or lecture, and keeps a merit-roll in which the marks are modified, not only by the accuracy of the answers received, but by the clearness of understanding shown. Demerits are reported to the President by 12 o'clock next day after offense. Merit marks are reported monthly, in time to transfer to parents or guardians.

Two general examinations of each class are held during the session, in the presence of a Committee of Faculty, which every student is required to stand. The first, called the Intermediate examination, is held about the middle of the session, and embraces in its scope the subjects of instruction in the first half of the course. The second, called the Final examination, is held in the closing week of the session, and embraces the subjects treated

of in the second half of the course. These examinations are conducted in writing. The questions propounded have, each, numerical values attached to them. If the answers of the students are valued, in the aggregate, at not less than three fourths of the aggregate values assigned to the questions, he is ranked in the *first* division; if less than three fourths and more than one-half, in the *second* division; if less than one-half and more than one-fourth, in the *third* division; and if less than one-fourth, in the *fourth* division.

Certificates of distinction are awarded to those who attain the first division at one or both of these examinations, and their names are published or announced in the closing exercises of the session.

The general examinations are sufficiently comprehensive and difficult to render it impossible for the student, without steady diligence, to secure a place in the first division. The results, whatever they may be, are communicated to parents and guardians, respectively, in the final circular of the session.

The standing of the student at the daily and general examinations is taken into account in ascertaining his qualifications for graduation in any of the schools.

The examinations for graduation are held in the last month of the session. They are conducted, in each school, by the Professor thereof, in the presence of two other Professors, forming with him the committee of examination for the school.

The candidates for graduation are subjected to searching interrogations on the details and niceties, as well as the leading principles of the subject, and they are expected to be accurately versed in all the topics treated of in the lectures and correlative text, and in no case will a degree of any kind be conferred, where the average "estimates" are below the first rank.

These examinations are carried on chiefly in writing; but in some of the schools they are partly oral.

As a due acquaintance with the English language is indispensable to the attainment of even the inferior honors of the institution, all candidates for graduation are required to obtain the degree of A Proficient in English and History, before they are admitted to enroll as candidates for a degree in any other school.

LIBRARY.

The Library is at present very small, (2000 volumes) and has but few complete works. It is hoped, however, that during the year it will be in-

creased. The apparatus, also, was damaged during the war. An expenditure of \$1000 in repairs and additions, will make what we have worth \$5000.

LITERARY SOCIETIES.

There are two Literary Societies connected with the College. Most of the students become members of one or the other. They meet weekly for the purpose of cultivating debate and composition, and twice yearly, give public exhibitions. There is also an Evangelical Society, conducted by the young men who are studying for the ministry.

EXPENSES.

Tuition for College year,	-	-	-	-	-	\$50 00
Incidental expenses, for fuel,	-	-	-	-	-	5 00
Matriculation fee,	-	-	-	-	-	5 00
Boarding, from \$3.00 to \$4.50 per week.						

CALENDAR—1869-70.

Anniversary of Philomathic, Feb. 22.

Anniversary of Excelsior, March 1.

Sermon before the Evangelical Society, June 27th.

Commencement Meeting of the Board Trustees, June 28.

Final Celebration of Excelsior, June 28.

Address before the Literary Societies, A. M., June 29. Final Celebration of Philomathic, June 29.

Public Day, Closing Exercises, June 30.

Commencement of the next Session, Sept. 29.