ANNUAL
OF
KALAMAZOO COLLEGE.
1889-90.
ANNUAL

OF

KALAMAZOO COLLEGE.

1889-90.

KALAMAZOO, MICH.;
IHLING BROS. & EVERARD, PRINTERS.
1890.
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CALENDAR.

1890.

Third Term begins - - - Monday, March 31.
Baccalaureate Sermon - - - Sunday, June 15.
Address before the Literary Societies - Monday eve., June 16.
Freshman Prize Exhibition - - - Tuesday, June 17.
Junior Prize Exhibition - - - Tuesday, June 17.
Meeting of the Trustees - - - Tuesday, June 17.
Oration before the Alumni - - - Tuesday eve., June 17.
Commencement - - - Wednesday, June 18.
*Examinations for Admission - - - Thursday, 10 A. M., June 19.
  " " " - - - Monday, 9 A. M., Sept. 8.
  " " " - - - Tuesday, 9 A. M., Sept. 9.
First Term begins - - - Wednesday, Sept. 10.
First Term ends - - - Friday, December 19.

1891.

Second Term begins - - - Monday, January 6.
Day of Prayer for Colleges - - - Thursday, January 29.
Second Term ends - - - Friday, March 20.
Third Term begins - - - Monday, March 30.

*EXAMINATIONS.—Before entering any of the examinations for admission to either the College or Preparatory Department, all applicants must present themselves to the President for enrollment. These examinations will begin promptly as specified in the Calendar.
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Alanson J. Fox, Esq. Detroit.
Rev. W. L. Farnum Flint.
G. T. Moody, Esq. Detroit.

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D. A. Waterman, Esq. Detroit.
Rev. J. L. Cheney, Ph. D. Ypsilanti.
Nelson Eldred, Esq. Battle Creek.
Wooster W. Beman, A. M. Ann Arbor.

* Deceased.
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J. E. HOWARD, Esq., - - - - Treasurer.
D. A. WATERMAN, Esq., - - - - Auditor.
SAMUEL BROOKS, D. D., - - - - Steward.

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President and Professor of Moral and Intellectual Philosophy.

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ALEXANDER HADLOCK, Ph. M.,
Professor of Mathematics.

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Professor of the Greek Language and Literature.

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Professor of Logic, Rhetoric, Oratory, and History.

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Professor of the Natural Sciences.

PERRY F. TROWBRIDGE,
Instructor in German and the Natural Sciences.

MARY A. SAWTELLE,
Instructor in French, and English Literature.

CLARISSA S. BIGELOW, Ph. B.,
Instructor in Latin, and the English Branches.

F. H. ROHNER,
Instructor in Vocal Music.

Prof. SAMUEL BROOKS,
Librarian.
STUDENTS IN COLLEGE CLASSES.

SENIORS.

Barnes, Flora Gale, Kalamazoo.
Des Autels, William Walter, Detroit.
Henshaw, Delno Chauncey, Kalamazoo.
Kurtz, Frank, Genesee.
Richards, Rena Addie, Kalamazoo.

JUNIORS.

Hall, Ernest Freeman, Kalamazoo.
Hemenway, Charles Asa, Bellevue.
McGibeny, Clyde Duane, Kalamazoo.
McSweeney, Amelia Elizabeth, Kalamazoo.
Townsend, Charles Griswold, Kalamazoo.
Weimer, Katharine Annette, Kalamazoo.
Wight, Wallace Edward, Kalamazoo.
SOPHOMORES.

Chesney, Emma Jane,
Cummins, Alva Marvin,
Osborn, Loran David,
Palmer, Jonathan, Jr.,
Pierce, Effie Eliza,
Remington, Sumner Allen,
Smith, Milo Preserved,
Thabue, Koli Sau,
Weimer, Blanche Delma,
Willcox, Walter R. B.,

Bay City.
Leslie.
Grand Rapids.
Flint.
Kalkaska.
Tekonsha.
Middleville.
Bassein, Burma.
Kalamazoo.
Kalamazoo.

FRESHMEN.

Barrett, Maude Augusta,
Binkhorst, Arie,
Cheney, Charles Ezra,
Curtiss, George Robert,
Ives, Sarah Adelia,
Ives, Harriet Eliza,
Johnston, William Dawson,
Phelps, May Abbie,
Power, Luna Belle,
Rooney, Annie Laurie,
Smith, Grace,
Stewart, Archibald MacNiven,
Taylor, Caroline M.,

Kalamazoo.
Kalamazoo.
Wayne.
Kalamazoo.
Coldwater.
Coldwater.
Kalamazoo.
Colon.
Kalamazoo.
Kalamazoo.
Middleville.
Mount Forest, Ontario.
Kalamazoo.
ELECTIVES.

Chapin, Fitz Henry, Kalamazoo.
Everett, Fred, Chelsea.
Hutchins, Sarah, Fennville.
Murray, Howard Alexander, White Pigeon.
Nicholson, Elbert, Kalamazoo.
Pomeroy, Lewellyn Sherrill, Kalamazoo.
Sherriff, Eleanor Marston, Detroit.
STUDENTS IN PREPARATORY DEPARTMENT.

FOURTH YEAR.

Hopkins, Mary Ellen, Kalamazoo.
Hudson, Grant Martin, Pentwater.
Kellogg, Julia Clark, Boulder, Montana.
Kurtz, Charles J., Genesee.
Magill, David Tristan, Flint.
Oldfield, William Carey, Cedar Springs.
Reed, Leon Edgar, White Pigeon.
Tabor, Emma Maude, Lawton.
Westnedge, Richard, Kalamazoo.
Willcox, Frank Grenell, Kalamazoo.

THIRD YEAR.

Botsford, Eva Bell, Palmyra, Nebraska.
Buckley, Edward William, Kalamazoo.
Bucklin, Orville Milton, Kankakee, Illinois.
Clough, Herbert William, Kalamazoo.
Cook, Jennie Mottram, Kalamazoo.
Fair, George Armor, Detroit.
Kenshol, Charles H., Kalamazoo.
Little, Lucy Ellen, Richland.
Miner, Harry Martin, Almena.
Newell, Marquis Joseph, Richland.
Pattison, Frederic Lincoln, Ypsilanti.
Pixley, George Vail, Swartz Creek.
Sabin, Edna Bailey, Centreville.

SECOND YEAR.

Birdsell, Anna, Lawton.
Bissell, Katheryn, Richland.
Buckley, Samuel Scott, Kalamazoo.
Cadwallader, William Charles, Hickory Corners.
Cooley, William Charles, Flint.
Davis, Frank Eugene, Berrien Springs.
De Yoe, Frank Eugene, Richland.
Doyle, Charles Lewis, Marlette.
Dunham, John Edgar, Oshtemo.
Evers, Meta Maud, Kalamazoo.
Fisher, Ellen R., Tecumseh.
Fisk, Sylvanus Willis, Almena.
Fuller, Raymond Daniel, Waterport, N. Y.
Hill, Frank Burge, Wahpeton, Dakota.
Hitchcox, Mary Gertrude, Union.
Hogg, Henry, Richland.
Jensen, Julius Andrew, Manistee.
Johnston, George Howard, Kalamazoo.
Latham, Herbert Faye, Kalamazoo.
McWilliams, Walter David, Rives Junction.
Montgomery, John Harold, Kalamazoo.
Milham, Warren Mathias, Galesburg.
Newell, Minnie Josephine, Richland.
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<td>Patterson, Sarah Eugenia</td>
<td>Port Huron</td>
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<tr>
<td>Potter, Hattie Lorena</td>
<td>Alpena</td>
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<td>Remington, Edward Siddons</td>
<td>Tekonsha</td>
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<td>Schuler, John Jacob</td>
<td>Milwaukee, Wis.</td>
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<td>Shannon, William Henry</td>
<td>Brighton</td>
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<td>Shaw, Lily M.</td>
<td>Texas</td>
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<td>Sinclair, Francis Burt</td>
<td>Climax</td>
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<td>Slinger, Martin</td>
<td>Spring Lake</td>
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<td>Thomas, Stanley Andrews</td>
<td>Chelsea</td>
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<td>Voorhies, Eugene Flagg</td>
<td>Kalamazoo</td>
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<td>Vosler, Lee Lum</td>
<td>Kalamazoo</td>
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<tr>
<td>Vroegindeweij, Adrian</td>
<td>Kalamazoo</td>
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<tr>
<td>Waugh, Connie Elizabeth</td>
<td>Grimms Landing, West Va.</td>
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<tr>
<td>Waugh, Nora McCarthy</td>
<td>Grimms Landing, West Va.</td>
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<td>Westnedge, Joseph Burchnall</td>
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**FIRST YEAR**

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<td>Allen, Rodney, Otis</td>
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<td>Quincy</td>
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<td>Bruen, Dwight Abner</td>
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<td>Burrell, Royal Orange</td>
<td>Richland</td>
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<td>Burroughs, Walter Ambrose</td>
<td>Pratville</td>
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<tr>
<td>Cadwallader, Ross Davidson</td>
<td>Hickory Corners</td>
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<td>Coats, William Russell, Jr.</td>
<td>Kalamazoo</td>
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<td>Cooke, Maud Dena</td>
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<tr>
<td>Delack, John Howard</td>
<td>Morristown, N. Y.</td>
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De Yoe, Jessie Grace, Richland.
Doster, Clara Ann, Brouard.
Ehle, Frank Dewey, Sheridan.
Ford, E. Elliot, Battle Creek.
Freeman, Arthur Milton, Flushing.
Freeman, Ellen Minerva, Flushing.
Gates, Charles Obed, San Jose, California.
Goodrich, Margarite Kerr, Kalamazoo.
Harris, Henry, Opechee.
Hebner, Maude Emily, Port Huron.
Honeywell, Lottie Laurania, Prairieville.
Honeywell, David Newell, Prairieville.
Hope, Bertha Amanda, Texas.
Johnston, Herbert Arthur, Kalamazoo.
Johnston, Alice Etta, Kalamazoo.
Jones, William Carey, Quincy.
Judson, Lina Brown, Galesburgh.
Judson, Joanna Carrie, Galesburgh.
King, Walter Stearns, Detroit.
Little, George Edward, Richland.
Longman, Minnie Sarah, Fulton.
Munger, Clark Justin, Kalamazoo.
Olds, Tilla Myra, Kalamazoo.
Patterson, Ida Belle, Port Huron.
Perry, Albert Harvey, Detroit.
Rinehart, Clarence Landais, Union.
Smith, Robert Asa, Kalamazoo.
Tredway, Arthur Clifford, Detroit.
Van Antwerp, Ruth Janet, Oshtemo.
Wilcox, Burt Burnard, Detroit.
Willcox, Romelia Emma, Kalamazoo.
Wilson, Thomas, Kalamazoo.

ELECTIVES.

Armstrong, Margaret, Rives Junction.
Barber, Sarah Elizabeth, Richland.
Bardeen, Margery, Kalamazoo.
Boyce, William Henry, Comstock.
Carrier, Manie Alice, Kalamazoo.
Clough, Ongola, Kalamazoo.
Feather, Merton Kerr, Berrien Springs.
Gibbs, Leon, Kalamazoo.
Kennedy, Lelia Ione, Kalamazoo.
King, Myrtle Cordelia, Detroit.
Krotz, Linford Elsworth, Defiance, Ohio.
Luce, Burton J., Portage.
Pease, Alice Isabella, Otsego.
Resh, Emma Willella, Oshtemo.
Richardson, Herbert Charles, Pavilion.
Smith, Rittie Italia, Howell.
Smith, Emma Eclon, Hickory Corners.
Wagar, Nellie Elizabeth, Schoolcraft.
Waterbury, Fannie Chapin, Kalamazoo.
Williams, Nellie May, Kalamazoo.
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COURSES OF STUDY.

COLLEGE COURSES.

CLASSICAL COURSE.
LEADING TO THE DEGREE, A. B.

Freshman Year.

FIRST TERM.

Greek — Homer.
Latin — Cicero’s De Senectute et De Amicitia.
Mathematics — Trigonometry, plane and spherical.

SECOND TERM.

Greek — Herodotus and Thucydides.
Latin — Livy.
Mathematics — Advanced Algebra.

THIRD TERM.

Greek — Grecian History.
Latin — Odes of Horace.
Mathematics — Modern Higher Algebra.

Sophomore Year.

FIRST TERM.

French — Grammar.
Electives — English History — Biology — Chemistry — German —
Analytic Geometry.

SECOND TERM.

Greek — Sophocles.
French — Modern Prose and Grammar.
Electives — English History — Biology — Chemistry — Calculus —
German.
THIRD TERM.

French — Classic Plays, Corneille and Racine.
Rhetoric — Clark.
Electives — Latin — English History — German — Analytic Geometry — Surveying.

Junior Year.

FIRST TERM.

Physics.
English Literature — Arnold.

SECOND TERM.

Logic — Hill's Jevons.
Electives — Greek — English Literature — Chemistry — English History — Biology — German — Astronomy — Calculus — Physics, Electricity.

THIRD TERM.

Geology — Winchell.
Electives — Latin — Greek — English Literature — English History — German — Calculus — Surveying.

Senior Year.

FIRST TERM.

Psychology — Sully's Outlines.
History.

SECOND TERM.

Moral Philosophy — Janet.
History.
Electives — Natural Theology — English Literature — Greek — Chemistry — Biology — French — German — Physics, Electricity — Calculus.

THIRD TERM.

Political Economy — Perry.
History.
GREEK-SCIENTIFIC COURSE.
LEADING TO THE DEGREE, PH. B.

Freshman Year.

FIRST TERM.

Greek — Homer.
Mathematics — Trigonometry, plane and spherical.
Electives — English History — Biology — French.

SECOND TERM.

Greek — Herodotus and Thucydides.
Mathematics — Advanced Algebra.
Electives — English History — Biology — French.

THIRD TERM.

Greek — Grecian History.
Mathematics — Modern Higher Algebra.
Electives — English History — Surveying — French.

Sophomore Year.

FIRST TERM.

German.
Mathematics — Analytic Geometry.
Chemistry.

SECOND TERM.

Greek — Sophocles.
German.
Mathematics — Calculus.

THIRD TERM.

German.
Rhetoric — Clark.
Electives — Mathematics — English History — Surveying.
Junior Year.

FIRST TERM.

Physics — Lectures.

English Literature — Arnold.

Electives — German — French — English History — Biology — Mechanics.

SECOND TERM.

Logic — Hill's Jevons.

Electives — English Literature — German — Astronomy — Analytic Chemistry — Biology — English History — French — Physics, Electricity.

THIRD TERM.

Geology — Winchell.

Electives — Greek — English Literature — Surveying — Mathematics — History — German — French.

Senior Year.

FIRST TERM.

Psychology — Sully's Outlines.

History of Philosophy.

History.

SECOND TERM.

Moral Philosophy — Peabody.

Natural Theology — Valentine.

History.

THIRD TERM.

Evidences of Christianity.

Political Economy — Perry.

History.
LATIN—SCIENTIFIC COURSE.
LEADING TO THE DEGREE, PH. B.

Freshman Year.
FIRST TERM.
Latin—Cicero’s De Senectute et De Amicitia.
Mathematics—Trigonometry, plane and spherical.
Electives—History—Biology—French.

SECOND TERM.
Latin—Livy.
Mathematics—Advanced Algebra.
Electives—History—Biology—French.

THIRD TERM.
Latin—Odes of Horace.
Mathematics—Modern Higher Algebra.
Electives—History—Surveying—French.

Sophomore Year.
FIRST TERM.
German.
Mathematics—Analytic Geometry.
Chemistry.

SECOND TERM.
German.
Mathematics—Calculus.
Analytic Chemistry.

THIRD TERM.
German.
Rhetoric—Clark.
Latin—Satires and Epistles of Horace.
Junior Year.

FIRST TERM.

Physics.

English Literature — Arnold.

Electives — Mechanics — History — Biology — French — German.

SECOND TERM.

English Literature — Arnold.

Logic — Hill's Jevons.

Electives — Astronomy — History — Biology — French — German — Physics, Electricity.

THIRD TERM.

Geology — Winchell.


Senior Year.

FIRST TERM.

Psychology — Sully's Outlines.

History of Philosophy.

History.

SECOND TERM.

Moral Philosophy — Peabody.

Natural Theology — Valentine.

History.

THIRD TERM.

Political Economy — Perry.

History.

ENGLISH-SCIENTIFIC COURSE.
LEADING TO THE DEGREE, B. S.

Freshman Year.

FIRST TERM.

Mathematics — Trigonometry, plane and spherical.
Biology.
French — Molier.

SECOND TERM.

Mathematics — Advanced Algebra.
Biology.
French — Victor Hugo.

THIRD TERM.

Mathematics — Modern Higher Algebra.
French — Drama of the Romantic School.
Electives — History — Surveying.

Sophomore Year.

FIRST TERM.

German.
Mathematics — Analytic Geometry.
Chemistry.

SECOND TERM.

German.
Mathematics — Calculus.
Analytic Chemistry.

THIRD TERM.

German.
Mathematics — Analytic Geometry.
Rhetoric — Clark.
Junior Year.

FIRST TERM.

Physics.

*English Literature* — Arnold.

*Electives* — German — Mechanics — History.

SECOND TERM.

*Logic* — Hill's Jevons.

*English Literature* — Arnold.

*Electives* — Astronomy — History — German — Physics, Electricity.

THIRD TERM.

*Geology* — Winchell.

*English Literature* — Arnold.

*Electives* — Surveying — German — History.

Senior Year.

FIRST TERM.

*Psychology* — Sully's Outlines.

*History of Philosophy*.

*History*.

SECOND TERM.

*Moral Philosophy* — Peabody.

*Natural Theology* — Valentine.

*History*.

THIRD TERM.

*Evidences of Christianity*.

*Political Economy* — Perry.

*History*.
PREPARATORY COURSES.

CLASSICAL COURSE.

First Year.

FIRST TERM.

Arithmetic.
English Grammar.
Political Geography.

SECOND TERM.

Arithmetic.
English Grammar.
Physical Geography.

THIRD TERM.

Arithmetic.
English Grammar.
U. S. History.

Second Year.

FIRST TERM.

Latin — First Lessons and Grammar.
Latin — First Lessons and Grammar.
Arithmetic.

SECOND TERM.

Latin — Cæsar.
Latin — Cæsar.
Algebra — Olney’s Complete.

THIRD TERM.

Latin — Cæsar.
Latin — Prose Composition.
Algebra — Olney’s Complete.
Third Year.

**FIRST TERM.**

*Greek* — Grammar and Exercises.
*Latin* — Cicero’s Orations.
*Algebra* — Olney’s Complete.

**SECOND TERM.**

*Greek* — Anabasis and Exercises.
*Latin* — Cicero’s Orations and Ovid.
*Algebra* — Olney’s Complete.

**THIRD TERM.**

*Greek* — Anabasis and Exercises.
*Latin* — Ovid.
*Rhetoric.*

Fourth Year.

**FIRST TERM.**

*Greek* — Andocides and Prose Composition.
*Latin* — Vergil.
*Geometry* — Olney.

**SECOND TERM.**

*Greek* — Lysias and Prose Composition.
*Latin* — Vergil.
*Geometry* — Olney.

**THIRD TERM.**

*Greek* — Lysias and Prose Composition.
*Latin* — Roman History.
*Geometry* — Olney.
GREEK-SCIENTIFIC COURSE.

First Year.

FIRST TERM.

Arithmetic.
English Grammar.
Political Geography.

SECOND TERM.

Arithmetic.
English Grammar.
Physical Geography.

THIRD TERM.

Arithmetic.
English Grammar.
U. S. History.

Second Year.

FIRST TERM.

Arithmetic.
Physiology — Martin.
Book-Keeping — Nichols.

SECOND TERM.

Algebra — Olney's Complete.
Civil Government — Young.
English.

THIRD TERM.

Algebra — Olney's Complete.
Botany — Gray.
Astronomy — Loomis.
KALAMAZOO COLLEGE.

Third Year.

FIRST TERM.

Greek — Grammar.
Algebra — Olney’s Complete.
Chemistry.

SECOND TERM.

Greek — Anabasis and Exercises.
Algebra — Olney’s Complete.
Elementary Physics — Gage.

THIRD TERM.

Greek — Anabasis and Exercises.
Rhetoric.
Elementary Physics — Gage.

Fourth Year.

FIRST TERM.

Greek — Andocides and Prose Composition.
French — Grammar.
Geometry — Olney.

SECOND TERM.

Greek — Lysias and Prose Composition.
French — Modern Prose and Grammar.
Geometry — Olney.

THIRD TERM.

Greek — Lysias and Prose Composition.
French — Classic Plays, Corneille and Racine.
Geometry — Olney.
LATIN-SCIENTIFIC COURSE.

First Year.

FIRST TERM.

Arithmetic.
English Grammar.
Political Geography.

SECOND TERM.

Arithmetic.
English Grammar.
Physical Geography.

THIRD TERM.

Arithmetic.
English Grammar.
U. S. History.

Second Year.

FIRST TERM.

Latin—First Lessons and Grammar.
Latin—First Lessons and Grammar.
Arithmetic.

SECOND TERM.

Latin—Cæsar.
Latin—Cæsar.
Algebra—Olney's Complete.

THIRD TERM.

Latin—Cæsar.
Latin—Prose Composition.
Algebra—Olney's Complete.
Third Year.

First Term.

Latin — Cicero's Orations.
Algebra — Olney's Complete.
Chemistry.

Second Term.

Latin — Cicero's Orations and Ovid.
Algebra — Olney's Complete.
Elementary Physics — Gage.

Third Term.

Latin — Ovid.
Rhetoric.
Elementary Physics.

Fourth Year.

First Term.

Latin — Vergil.
French — Grammar.
Geometry — Olney.

Second Term.

Latin — Vergil.
French — Modern Prose and Grammar.
Geometry — Olney.

Third Term.

Latin — Roman History.
French — Classic Plays, Corneille and Racine.
Geometry — Olney.
ENGLISH-SCIENTIFIC COURSE.

First Year.

First Term.
Arithmetic.
English Grammar.
Political Geography.

Second Term.
Arithmetic.
English Grammar.
Physical Geography.

Third Term.
Arithmetic.
English Grammar.
U. S. History.

Second Year.

First Term.
Arithmetic.
Physiology—Martin.
Book-Keeping—Nichols.

Second Term.
Algebra—Olney's Complete.
Civil Government.
English.

Third Term.
Algebra—Olney's Complete.
Botany—Gray.
Astronomy—Loomis.
Third Year.

FIRST TERM.

Algebra—Olney’s Complete.
Chemistry.
General History.

SECOND TERM.

Algebra—Olney’s Complete.
Elementary Physics.
General History.

THIRD TERM.

Rhetoric.
Elementary Physics.
General History.

Fourth Year.

FIRST TERM.

French—Grammar.
German.
Geometry—Olney.

SECOND TERM.

French—Modern Prose and Grammar.
German.
Geometry.

THIRD TERM.

French—Classic Plays, Corneille and Racine.
German.
Geometry—Olney.
ADMISSION.

Applicants will be admitted to any course of study on satisfactory examination in prescribed studies, or on approved certificate of graduation.

The following studies are prescribed for admission

TO THE FRESHMAN CLASS.

Classical Course.

*English* — English Grammar — Rhetoric.

*Geography* — Political Geography — Physical Geography — Ancient Geography.

*History* — U. S. History — Roman History.

*Mathematics* — Arithmetic — Olney's Complete School Algebra or an equivalent — Olney's New Elementary Geometry or an equivalent.

*Greek* — First Lessons and Grammar — Xenophon's Anabasis, three books — Lysias, 80 pages — Jones's Prose Composition.

Greek—Scientific Course.

**English** — English Grammar — Rhetoric — Studies in English.

**Geography** — Political Geography — Physical Geography — Ancient Geography.

**History** — U. S. History.


**Mathematics** — Arithmetic — Olney's Complete Algebra or an equivalent — Olney's New Elementary Geometry or an equivalent.

**Greek** — First Lessons and Grammar — Xenophon's Anabasis, three books — Lysias, 80 pages — Jones's Prose Composition.

**Modern Languages** — French Grammar and one term's work each of modern prose and classic plays (Corneille and Racine.)

Latin—Scientific Course.

**English** — English Grammar — Rhetoric.

**Geography** — Political Geography — Physical Geography — Ancient Geography.

**History** — U. S. History — Roman History.

**Science** — Elementary Physics — Chemistry.

**Mathematics** — Arithmetic — Olney's Complete Algebra or an equivalent — Olney's New Elementary Geometry or an equivalent.

**Latin** — First Lessons with Grammar and Prose Composition — six orations of Cicero — 2,500 lines of Ovid — four books of Caesar — six books of Vergil's Aeneid.

**Modern Languages** — French Grammar and one term's work each of modern prose and classic plays (Corneille and Racine.)
English—Scientific Course.

**English** — English Grammar — Rhetoric — Studies in English.

**Geography** — Political Geography — Physical Geography.

**History** — U. S. History — Swinton’s Outlines of History or an equivalent.


**Mathematics** — Arithmetic — Olney’s Complete Algebra, or an equivalent — Olney’s New Elementary Geometry or an equivalent.

**Modern Languages** — French Grammar and one term’s work each of modern Prose and classic plays (Corneille and Racine) — German.

The following studies are prescribed for admission

TO THE PREPARATORY DEPARTMENT.

**English** — Reading — Spelling — and an elementary knowledge of English Grammar.

**Geography** — Common School Geography.

**Mathematics** — Arithmetic as far as Common Fractions.

**Applicants will be admitted**

TO ADVANCED STANDING

In any course, on satisfactory examination in all the studies of that course requisite to the desired standing, or on approved certificate that the applicant has successfully pursued them.

Applicants will be admitted to elective courses in the discretion of the Faculty.
THE DEPARTMENTS.

LATIN.

The study of Latin is begun the second year of the preparatory course. During this year two recitations a day are required. The method of pronunciation in use is the Roman.

The work of the first year in Latin includes the daily use of the grammar, the mastery of a book of First Lessons, the careful reading of the first four books of Cæsar's Gallic war, and the study of a text-book on Latin Prose Composition. It is expected that by this amount of work students will become familiar with the forms of the language, will attain accuracy and facility of pronunciation, and will acquire a vocabulary sufficient to enable them to translate simple Latin sentences into English at sight.

The reading of six orations of Cicero occupies the first half of the next year, and is accompanied with constant drill in the etymology and syntax of the language. Care is taken to correct the tendency to translate with excessive literalness in disregard of English idioms, and to establish, on the contrary, the habit of expressing the exact thought of the author in simple and idiomatic English.

The study of Latin poetry is begun by the reading of selections from Ovid and from Vergil, and includes twenty-five hundred lines of Ovid, and the first six books of the Aeneid, or an equivalent of this amount. Much attention is given to the application of the rules of prosody, with a view to the attainment of readiness and accuracy in the scansion of Latin hexameters.

The third term of the last preparatory year is devoted to the study of Roman History.

In the recitations of the college classes, while an examination of the grammatical structure of every sentence forms a part of the
exercise of each day, yet attention is directed chiefly to such other methods of critical examination as belong to an appreciative study of the Latin classics.

The use of large wall maps throughout the preparatory and the collegiate course serves to test and to enlarge the student's acquaintance with ancient geography.

GREEK.

The work during the first two years is designed to give the student a thorough mastery of the elements of Attic prose. With this end in view, constant exercise is required in Prose Composition; and translation from Greek into English is accompanied by translation from English into Greek. By this process, unusual facility in the employment of vocabulary and idiom is acquired. The regular use of the grammar in the study of syntax begins with the Anabasis and continues through the course. In Lysias the idiom of the pure Attic receives attention, while the subject matter is considered with reference to Athenian life and character, in which the student is aided by the valuable works on this subject in the College Library.

The class in Homer is instructed in the more important principles of Phonetics and Morphology by means of dictations based on the works of Brugmann, Meyer, Bloomfield and Delbrueck. The attention of the student is directed also from this time forward to the artistic side of the language, and the elementary stylistic categories are presented. With Herodotus and Thucydides a foundation is laid for the study of Grecian History. The methods of modern historical criticism are discussed and applied to the author under consideration. During the following term this work is carried forward and the time devoted exclusively to the study of Grecian History. The development of the Athenian Democracy is investigated in the
works of Thucydides, Grote, Curtius and Cox; and the Politics, Literature and art of Athens estimated in relation to their causes and influence. By confining the attention to the representative city, we come, even in a single term, to understand much of the greatness of Greece and to appreciate her position as teacher of the world.

In Demosthenes's De Corona is studied the fully developed oratorical style. The oration is analyzed and the Demosthenic figures, rhythm and periodology carefully considered. The development of Attic oratory from Gorgias to Demosthenes is considered with reference to both the ancient and modern canons of criticism, as set forth in the writings of Dionysius, Quintilian, Volkmann and Blass.

In Greek Tragedy the Oedipus Tyrannus or Antigone of Sophocles is used, with studies in Greek meters and in the history of the drama. Authorities: Gleditsch, Schmidt, Gildersleeve, Bernhardy and Mueller.

In Plato one of the Dialogues is read, and the beginnings of philosophic thought are studied in the writings of Zeller, Ueberweg, Ferrier and Lewes. Theses on philosophic subjects are required of the students.

A class holding weekly sessions during the year gives attention to the interpretation of select portions of the New Testament and to the consideration of topics connected with the authorship and history of the texts.

MATHEMATICS.

It is intended that the students who study in this department shall receive the full measure of mental discipline and training which their capabilities fit them to derive from it. They are required to master the reasons for every mathematical process
with which they have to do; to acquaint themselves not only with certain mathematical truths, but also with the arguments by which they are established. It is the aim so to direct them that through the normal development of the reasoning faculties they shall be stimulated to independent thinking and original investigation.

Formal demonstrations are introduced early in the preparatory course and the student learns what they are by degrees. Thus prepared, when he enters upon the study of elementary geometry, he does not stumble along for weeks without knowing what he is trying to do.

The two-fold value of the study of mathematics is duly recognized. Therefore the standard of successful work in this department is a ready facility in the application of mathematical truth, so indispensable for practical purposes, and the discipline resulting from a rigid observance of the logical dependence of such truths on one another.

NATURAL AND PHYSICAL SCIENCE.

The aim of this department is a thorough acquaintance with the true scientific method and with the leading principles and phenomena of the more important sciences. Therefore, the student is encouraged, as far as possible to arrive at a knowledge of scientific truth by the use of his own powers of observation, classification, and generalization, and by the employment of those means through which the almost incredible achievements of modern scientific research have been made.

In Biology, Life, as observed in both plants and animals is studied in its general aspects, and is also carefully traced through its various stages of development, from the lowest forms of animal life to its highest manifestation in man. During the last term, the scope, validity, and errors of the modern theories of evolution are considered.
General Chemistry is taught for two terms as a preparation for laboratory work in Qualitative Chemical Analysis. During the second term of the Sophomore Year, two hours a day are given to this analysis. The student thus acquires a good general knowledge of Inorganic Chemistry.

The course in Physics covers two terms in the Preparatory Department and two terms in the Junior Year. The work of the Junior Year includes lectures, illustrated by numerous experiments, and the study of some of the best authorities. The second term of the Junior Year is devoted exclusively to the study of Electricity in its modern applications. Some of the subjects investigated are duplex and quadruplex telegraphy, telephony, systems of electric lighting, and the electrical distribution of power. The class often visits places of interest in the city to observe the practical operation of some of the principles studied in the class-room.

The work in Geology comprises the study of a text-book and the determination of minerals by the use of the hammer, blow-pipe, and microscope. Frequent use is made of standard books on this subject found in the College Library.

Class-room work, field work, and draughting are combined in the study of surveying. One term's work fits the student for the ordinary duties of a surveyor.

Astronomy and Mechanics are considered in their practical as well as in their theoretical aspects.

Physiology and Hygiene are taught in the Preparatory Department, with the aid of excellent charts and of anatomical demonstrations by the teacher.
FRENCH.

In this department the student receives thorough drill in grammatical forms, syntax, and pronunciation, and is introduced to representative classic authors. Whitney's Practical French Grammar is used, and Sauveur's Causeries avec mes eleves and Hannequin's Idiomatic French are employed as aids in conversation, which is an important feature of the course. Practice in French Composition is given in exercises, letter-writing, and themes. The first term of the first year is devoted almost entirely to grammar; the second, to modern prose and grammar; and the third, to classic dramas of the age of Louis XIV.

During the second year, the authors read are Moliere, Pascal, Victor Hugo, and the dramatists of the Romantic School. The aim is to give a practical and literary knowledge of the language. As special attention is paid to pronunciation, the student who completes the course of two years is able to converse in French and to read French literature with ease.

A valuable collection of French works has been added to the Library recently, and Le Francais is regularly received.

GERMAN.

A knowledge of French and German, besides aiding in a better-comprehension of English, is of great benefit in the practical life of the American. For this reason, a rational system of education will always include these languages. Accordingly, students admitted to our universities are required to pass examination in either French or German; and it becomes a necessity for every institution of higher education in this country to make provision for the study of these languages.

Kalamazoo College has adopted a method in German both analytic and synthetic, by which the pupil gradually becomes acquainted with the elements of the language, and thoroughly
familiar with the formation and use of its parts of speech. And this, in this simple manner, is attainable by the most ordinary capacity. A conscientious pupil, after a year's application, is qualified to read easy German at sight, and where no particular difficulties are presented, to translate from German into English, and vice versa. He also reads during the last term some complete work in dramatic form, and attains a tolerable proficiency in German conversation.

A second year of German is provided for those who have completed the first, and consists principally in the reading of German authors.

ENGLISH LITERATURE.

Though the text-book is made the basis of work in this department, yet the student is required to study the principal authors carefully for himself, and to use such aid in the way of criticism and biography as can be obtained in the college and city libraries. The Seminary Method is used to some extent, thus encouraging original investigation and cultivating the critical powers of the student. Special attention is given to Chaucer and Shakespeare. In addition to class-room work, a thorough study of one of Shakespeare's plays with the best Shakespearean commentaries thereon as aids, is required, the result being embodied in an essay. The history of the English Drama and the laws of dramatic composition form an important part of the work. Among the masterpieces assigned as subjects of essays during the second term, are Popes's Essay on Man, Burke's Reflections, George Eliot's Silas Marner, Carlyle's Sartor Resartus and Tennyson's Princess. One half of the third term is devoted to American Literature.

The course is intended to develop in the student a critical taste, and a love for English Literature, which will direct and stimulate him in his future reading.
The description and classification of the phenomena of Consciousness is the immediate aim, while the peculiar relation of these to their physiological conditions on the one hand and to philosophical problems on the other is not disregarded. The text-book is Sully's Outlines.

HISTORY OF PHILOSOPHY.

The course of ancient speculative thought is traced from its rise in the Pre-Socratic schools to its termination in the Neoplatonic Theosophy. Some attention is given to Scholasticism, and modern Philosophy is studied from Descartes to Kant, the latter receiving special attention. The text-book is Schwägler.

MORAL PHILOSOPHY.

The three fundamental moral ideas are studied in themselves and in their mutual relations. The good is distinguished from pleasure and utility; duty is enjoined for its own sake; virtue is the subjective quality which results from the enlightened choice of the good. The text-book is Janet's Theory of Morals.

NATURAL THEOLOGY.

The several arguments for the Divine Being are given to the class in syllogistic form, with a view of rendering more evident their exact force and significance. The text-book is Valentine.

POLITICAL ECONOMY.

The text-book is Perry, exceptionally well adapted to render the study of this science appetizing to beginners.
EVIDENCES OF CHRISTIANITY.

Fisher's Grounds of Theistic and Christian Belief is the text-book.

LOGIC.

It is deemed possible to make the study of Logic sub-serve a practical end. Exactness is the atmosphere of the recitation-room. As a test of the student's knowledge of the scope and application of principles, constant analytical practice is had with propositions and arguments. The aim is to develope habitual alertness, method and vigor in mental processes.

RHETORIC.

The third term of the third year preparatory is given to the study of Rhetoric. The first half is spent in the synthesis of sentences into paragraphs and the analysis of discourse into paragraphs; the second half, in the analysis of themes into frame-works and in the synthesis of paragraphs into discourse. Punctuation and good form are studied throughout.

The third term of the Sophomore year is given to the completion of the formal study of Rhetoric. The work is chiefly constructive and critical, consisting of the development of themes into frame-works, and of frame-works into different kinds of discourse, with class discussions and criticism. Emphasis is put upon prompt discernment of mistake and upon ready revision. The policy of the department is practice; the end, facility of expression in sterling English.

Apart from the study of Rhetoric proper, compositions are required periodically throughout the year from each student in the College. To those of the same rank, the same general theme is assigned for the compositions of any one term. The assigned themes thus form a graded system with the advantages of definiteness, adaptability, progression.
ORATORY.

Periodical exercises in Declamation and recitation are held for the two departments of the College, separately, throughout the year. Each student is expected to obtain private drill upon his declamation before public appearance. At these exercises a few of the best compositions are read.

A year's course in Raymond's Orator's Manual is given to the Freshman class, meeting for one hour every two weeks.

Each member of the three upper classes delivers two chapel orations a year. Special criticism is made upon these by the instructor.

The course in Oratory is intended to be not only an efficient preparation for public speaking, but, in a unique way, a means of personal culture.

HISTORY.

One year is given to General History in the Preparatory Department. As far as possible, facts are presented by extracts from the original sources. The student is encouraged to form judgments, discover causes, enunciate laws, for himself.

The basis of study in the English History of the Freshman year is constitutional development. Special topics are investigated by studies in Freeman's Norman Conquest, Stubbs's Select Charters, and the Constitutional Histories of Stubbs, Hallam, and May.

In the Senior Year, a comparatively minute study of certain limited portions of history is attempted, the antecedents, relations, and influences of each being examined and weighed. The first term is devoted to the "Italian Renaissance;" the second, to the "French Revolution;" the third, to the "American Commonwealth."
The method of study in history comprises recitations, reports, book-reviews, discussions, lectures. Effort is made to develop in the student a rational historical habit, as well as to acquaint him with the elements and progress of civilization.

MUSIC.

The teacher in vocal music gives instruction on two days of each week. The students are divided into an elementary and an advanced class, the first being designed for, and limited to, those who have no knowledge of music, the other including such as have mastered the rudiments of the science and need only practice. The aim of the department is to provide such a course of musical study as will secure to the student a fair degree of proficiency in rendering ordinary music.

The classes in vocal music are open to all students without extra charge.

Instruction in instrumental music is given by competent teachers residing in the city.

Competent instruction in painting may also be obtained.
GENERAL INFORMATION.

BUILDINGS.

There are at present three excellent buildings on the College Grounds. The Dormitory, situated on College Hill, has been recently repaired throughout. It contains a large number of neat and convenient study rooms, with adjoining bed-rooms. The College Library, the Young Men's Christian Association rooms, and the rooms of the Sherwood Rhetorical Society, and of the Philolexian Lyceum are also in this building.

Kalamazoo Hall, erected in recent years, contains on the first and second floors, ten rooms for recitation and other purposes. A spacious chapel, occupying the third floor, and the hall of the Eurodelphian Society are in this building.

The new Ladies' Hall was erected by the Ladies' Hall Association of the State and transferred to the College in October, 1887. It is built of brick, with block-stone foundation, is three stories in height, and has an attractive location on the summit of a hill, crowned by a beautiful grove.

The plan of the building is similar to that of the students' cottages at Smith College. Each room is designed to be occupied by two students. The building is heated by steam, is appropriately furnished, and will accommodate at least thirty. The young women are expected to share in the domestic duties of the Hall one hour daily. The cost of living is thus materially reduced, some experience in systematic housekeeping gained, and a commendable spirit of self-dependence fostered, while mutual labors in behalf of the common good bear their natural fruit in the refinement of the moral nature.

Table board is furnished at $2.00 per week, payable monthly, in advance.
Room-rent, payable monthly, in advance is $1.00 or $0.75 per week according to the desirableness of the room.

An additional charge of fifty cents per week is made in case the student prefers not to assist in the domestic duties beyond the care of her own room. Occupants of rooms are expected to furnish their own sheets, pillow-slips, towels, white spreads, napkins, and soap. No charge is made for fuel and lights, nor for the washing of room-linen and napkins.

All charges are as low as the cost of supplies and service will permit.

A telephone connects the building with the general city service.

The students of the Hall are under the supervision of Mrs. Elizabeth Brooks, and the domestic arrangements are superintended by an efficient steward and matron.

Young women are not required to room in the Hall, but its appointments are so convenient, and its administration so elevating and homelike, that it affords a natural and attractive home during the college year.

GROUND.

The college grounds comprise twenty-five acres, embracing a majestic hill, whose sides and summit, adorned with groves of noble trees afford a commanding view of the beautiful city beneath. Plans for the proper grading and dressing of these grounds, indicating the drives, walks, and new buildings, regarded as necessary and appropriate to the natural features of the locality, have been drawn, and are under advisement by a committee of the trustees.
APPARATUS.

The apparatus of the College may be classed under the following heads: Astronomical; physical; chemical; biological, and general. The latter includes globes, maps, charts, etc., and surveying instruments.

The recent increase in its income has enabled the College to make large additions to the apparatus.

The apparatus room has been fitted up with additional cases, and arrangements have been made for more thorough and extensive experimentation in optics. Additional facilities for practical work and illustration in chemistry, physics, astronomy, and biology have also been secured, which insure the efficient prosecution of the work in these sciences. Additional purchases will be made from time to time as the needs of the department demand.

LIBRARY.

Recent additions to the Library have been numerous and valuable. The library of Professor Edward Olney, containing nearly one thousand volumes, has become the property of the College. The shelves on which these volumes stood in Professor Olney's study at Ann Arbor have been transferred to the library room, and continue to render their familiar service. As this collection thus retains its integrity, and is known as the Olney Library, it is a constant reminder of him who used it so well in the interests of Christian learning, and whose signal devotion to the interests of this institution is symbolized by the incorporation of his own library into that of the College. In addition to the mathematical works in this collection, there are many volumes pertaining to the natural sciences, to history and general literature, and to the interpretation and illustration
of the Sacred Scriptures. There are also valuable encyclopædias, including the American reprint of the ninth edition of the Encyclopædia Britannica, and other books of reference not previously contained in the College Library. The liberal additions which have been made by purchase, within the last two years have already proved to be of much service to the students in pursuing investigations connected with college studies. Additional chairs and reading tables have been placed in the library room and other improvements have been made, which increase its general attractiveness.

Several valuable reviews, quarterlies, and other current publications, among them Le Francais, have been added to the periodical literature spread upon the tables. The room is open during the afternoon of each school day and forenoon of Saturday.

EXPENSES.

Tuition in any department, ...................... $8.50 per term.
Room Rent in the Dormitory, ..............$4.00 and 5.00 " "
Board for young men at the Ladies' Hall, ........2.25 per week.

There are also approved private boarding-houses near the College, where board, either with or without rooms, can be obtained at reasonable rates. Students frequently board themselves in their own rooms in private houses, or get their meals in clubs, and thus diminish their expenses.

Those who desire it can generally find remunerative employment for their leisure hours, and thus help to pay their expenses.

A matriculation fee of five dollars is to be paid on first entering the collegiate classes.

For expenses for young women at the Ladies' Hall, see "Buildings."

All bills must be paid in advance.
BENEFICIARY AID.

Young men seeking preparation for the ministry, who bring letters from their respective churches, expressing approval of their purpose, and who evince piety, industry, and aptitude, may receive free tuition and room-rent, and such additional aid as the beneficiary funds, and the annual offerings of the churches and friends of the College render available.

Young men not preparing for the ministry and young women sometimes receive aid from beneficiary funds not restricted to ministerial students.

LITERARY SOCIETIES.

In January, 1851, about twenty students organized a society for the “cultivation of elocution and the acquisition of knowledge.” The next year the society adopted a constitution, and, in 1860, was incorporated as the “Sherwood Rhetorical Society.” About 475 students have been members of the society, six of whom gave their lives for the Union. The society has recently refurnished in an attractive manner its spacious hall, in which the members meet weekly for the prosecution of the objects contemplated in the organization.

Its motto is “per aspera ad astra.”

The Philolexian Lyceum was organized in 1855. Its members meet every Friday evening for the discussion of historical, literary, and political questions, and for parliamentary practice. Their hall on the fourth floor of the Dormitory, with an anteroom in connection, has a seating capacity of about 150. Over $200 has been expended recently in new carpeting, window hangings and other improvements on the interior of the hall. The library contains about 700 volumes, the gift of friends and former members.
The Eurodelphian Society, composed of young ladies, was organized in 1856. Its early history is characterized by the struggles incident to such organizations. The room in Kalamazoo Hall now occupied by the society has been elegantly refurnished recently, and, with its library, its newly purchased piano, and new appointments, constitutes an attractive hall for the young ladies, who gather in it each Friday evening for literary culture.

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RELIGIOUS APPOINTMENTS.

Prayer meetings conducted by the students and open to all members of the College are held each week under the direction of the Young Men's Christian Association.

The Young Women's Christian Association also holds frequent meetings for prayer and Bible study.

All students are expected to attend daily worship in the Chapel, and public worship on Sunday in some one of the churches in the city.

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PRIZES.

Two prizes are offered each year as follows:

1. The Sherwood Prize, endowed by the late Rev. Adiel Sherwood, D. D., of St. Louis, given for the best declamation by a Freshman at a public contest.

2. The Cooper Prize, endowed by Charles Cooper, Esq., of White Pigeon, given for the best delivery of an oration at the Junior Exhibition.
ADDITIONAL ENDOWMENT.

The movement recently started to add $100,000 to the endowment funds of the College has resulted thus far in securing pledges to the amount of $35,000, exclusive of $5,000 promised on special condition.

Meanwhile, by steady growth, the Olney Memorial Fund has reached a total of $10,000. The Alumni Professorship Fund, also, has received some addition.

Thus, virtually, the College funds have been increased during the year $45,000 or $50,000; and there is every reason to expect, that, through the generous fidelity of the friends of the College and Christian Education, the whole amount of $100,000 will be secured by the close of the next College year.

RECENT CHANGES.

The life of the College exhibits various signs of improvement.

The first year of the Preparatory Department, recently introduced to supply an almost universal lack of preparation evinced by applicants for admission, is proving its necessity by the large number enrolled in its classes.

Increased emphasis placed on the rhetorical and oratorical training is bearing legitimate fruit as seen in the greater excellence of the work of the students both in composition and in speaking.

A more thorough system of entrance and class examinations; the discontinuance to students in regular courses of the privilege of pursuing studies in advance of their rank; some modification of the elective privilege in the Preparatory Department; a more exact method of registration;—these and other causes are producing a better quality of class-room work; increasing the number of those in regular courses; securing a less transient body of students; and adding zest and vigor to the College life in general.
Kalamazoo is indeed beautiful. Among the many charming cities she is one of the fairest. Years ago, before she could compare with the Kalamazoo of to-day, one who had traveled the wide world over admiringly pronounced her a gem of the earth.

Approaching from the south-west, the first object of interest is the famous state institution, the asylum for the insane. Aloof from the city, and a little back from the highway on the left, it rises in imposing proportions, at once a sad monument of shattered hopes and blighted lives, and a kindly testimony of benevolent and humane regard.

Passing on, you soon begin to catch glimpses of the city on your right. Now leave the highway and step to the brow of Prospect'Hill, which you have been traversing, and Kalamazoo in all her loveliness, between high encircling hills, lies spread out like a map, one hundred feet below. From your elevated position you can trace the various lines of rail-road which center here, as they wind in and out among the hills, till their sinuous courses are lost in the distance.

To the north and west, a little beyond the center, you can clearly distinguish the principal manufacturing portion of the city. To the many and large interests represented here, Kalamazoo owes much of her growth and prosperity. All over the world she sends her mills and engines to change the idle sport of the winds into earnest activities of life, while the value of the thousands upon thousands of spring-tooth harrows and vehicles she manufactures yearly amounts to millions.

Now turn your eye to the extreme south and follow the belt of green which begins at this point, extends in a continuous curve around towards the east, and terminates away to the north, half
inclosing the city like the semi-circumference of a great ellipse. These are the world-renowned celery beds of Kalamazoo. They already include 2,000 acres and are rapidly increasing in extent every year. In this industry Kalamazoo is without a rival in the world. Some idea of its magnitude can be had from the fact that the lumber alone for the boxes in which the shipments of a single year were made cost no less than $20,000.

Note the public buildings, indicated by the increased proportions with which, in various parts of the city, they rise above their surroundings. The Academy of Music, near the central portion of the city, with a seating capacity of 1,200, is a model of beauty in every respect. In proportion to its size, very few, even of the great cities, have its equal. The handsome Library Building of the Ladies' Library Association is situated a little to the south of Bronson Park, in one of the pleasantest parts of the city. It is also used for the weekly literary meetings of the Association, and testifies to the superior literary taste and attainments of the ladies of Kalamazoo.

The imposing church edifices of her leading denominations, varied in architectural style, do credit, both in their external appearance and internal arrangements and completeness, to her church-loving people. In a word, the public buildings of Kalamazoo are in perfect keeping with the sound sense, liberality, and refined taste, which have characterized her citizens in all their public enterprises.

Well over to the east, and a little to the right, just where the belt of green fringes the city, rises the tall chimney of the water works. Nature has placed within easy reach of Kalamazoo one of her richest boons, an inexhaustible supply of the purest and best water. At no great depth below the city is an underlying stratum of it, protected from all surface drainage by an overlying stratum of impervious earth. In a most unique way, the details of which cannot be given here, Kalamazoo has laid hold of Nature's gift. From a single well less than thirty feet deep and of nearly the same diameter, for fifteen years the city drew its entire supply. A second well, however, has been sunk and connected with the first. From these wells the water is
pumped by a ponderous engine, through a system of underground pipes, to all parts of the city. Year after year, unceasingly, the cool, sparkling liquid is drawn from its unfailing source and sent pulsing through these iron conduits, at times to the amount of 3,000,000 gallons a day.

These and many other attractive features make Kalamazoo one of the most desirable residence cities in the world. Looking down on her broad, clean streets, shaded by long lines of overarch ing trees; on her fine residences, surrounded by spacious lawns reflecting the artistic touch of the landscape gardener; on the neatness, order, and taste, which everywhere prevail; in fine, on a beautiful city submerged in a sea of verdure; we, too, are ready to exclaim: "Kalamazoo is a gem of the earth."

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**REASONS FOR A COLLEGE EDUCATION.**

"What will a college do for you if you go to it? What will you get by going?"

**First:** You will find what you can be made into.

**Second:** You will get the grip of your mental powers.

**Third:** You will acquire the power of continuous thinking on one subject: that is, the power of abstraction from the things you don't want to think of, and of concentration on the things you do want to think of—powers which are among the highest characteristics of a disciplined mind. It is worth spending years in college to acquire that only. These and many other things they will do for you at college. They will teach you how to use words, how to think, how to express yourself, how to tell truth from error. They have splendid appliances for the purpose. The professors of different branches, the class-rooms, the libraries, the reading-rooms, the lectures, and that crowning excellence, the literary societies, of which I wish I had time to tell you more, will all combine to develope you, and broaden you, and round you out,
and inform you, and convert you from a cheap bar of pig iron to a piece of cutlery with an edge on it. You see I have said nothing about how much learning you will gather while all this training is going on. You will not only learn a great deal, but you will find out the sources of information. The libraries will furnish you with a vast deal in themselves, and will put you in the way of finding out many more things that you may rejoice to know. There are encyclopedias, and histories, and works on theology, and science and philosophy, that will bring you abreast of the age in which you now live, as well as make you acquainted with the secrets of all other ages past and gone.

What say you, boys? Let the old farm go for a few years. You will make it up by and by. Get father to let you off. Lay up a few hundred dollars, or borrow it if you must, and invest it in material for a better and loftier manhood. Tell the good folks at home they must let you go. Now is the time. You are young; you are not married; you have a few dollars ahead. Make for college, if it be only for one year. One year's association with those professors and all those bright young fellows assembled there, will help you the rest of your days. You do not know what may be in you. Find out as soon as possible. Convert a few dollars into a grand self-hood right away."

OF WHAT SORT.

Shall it be practical or ideal, technical or liberal? In education, two questions may be asked: First, what will I be able to do with this or that knowledge and discipline? Second, what will this or that knowledge and discipline be able to do with me? It is the latter question which receives emphasis in the theory of a college education. This education proceeds upon the principle that rational minds were given to men in order that they may be burnished with discipline and fertilized with truth; and only in a subordinate sense—like the mind of an irrational
animal—for the purpose of getting the body on in life! Being, this theory maintains, is greater than doing; what a man is, is of more significance to himself, to society, and to God, than what he does. Personality is the supreme fact of the universe. There inheres, therefore, in every human life, a profound duty of self-knowledge and self-culture. Truth and discipline are to be sought primarily for the mind's own sake, and not for the prizes they bring. Not to get on in the world, but to get above the world—above the fascination of its nice and charming things; the love of its praises and emoluments; the fear of its reproaches, its ridicule, and its scorn; above the mastery of its material aims—this, surely, is the end which a man or a woman should seek in education. And as the aim of a college education has always been thus to emphasize and ennoble Personality, so the effect of its discipline, in giving a man possession of himself, has been observed for centuries. Shall we, then, be judged guilty of exaggeration, or fanatical ardor, if we earnestly urge all young people who have the opportunity of shaping their own future, to seek before everything else in the world, except righteousness of character, the liberal education which the college provides? Nor do we think it makes much difference what vocation you may choose. The "learned blacksmith" ought to dwell in every village; the "scholarly cobbler" ought to adorn every hamlet; intellectual curiosity and literary taste ought to thrive in every warehouse. The love of knowledge and of culture for their own sakes, ought to elevate every home, and liberate family life from the narrowness which too often characterizes it. How surprised and interested the writer was some time since, on stepping, late one evening, into a railroad baggage room to find the baggage man diligently reading, by the dim light of his lamp, the poems of Homer. And, indeed, the men are not few, who have found delight in study and thought and even learning, who were by vocation, mechanics, tradesmen, and tillers of the soil. Let us bear in mind that we are men before we are business men, or professional men; and that it is the first duty of every nature that God has created, to evoke its highest possibilities, to consummate its ideal destiny, and thus to manifest God's thought in relation to it. "Know thyself!" said the ancient oracle. "Consum-
mate thyself!” urge the friends of a liberal education. And, like Wisdom of old, they stand with loving patience at the parting of the ways, and lift up their voices and cry aloud unto all those who pass by, “Learn wisdom, be of an understanding heart! Receive instruction and not silver, and knowledge rather than choice gold! For wisdom is better than pearls, and no precious things equal her.”

CURRENT OBJECTIONS TO A COLLEGE EDUCATION.

First. It costs too much. There are, doubtless, instances in which this objection is a serious one. But the numerous instances, on the other hand, in which this obstacle is overcome by an earnest purpose show conclusively that it is seldom unconquerable. And the arduous labors and great sacrifices which men undergo with other ends in view, such as pleasure and gain, make it evident that the reluctance sometimes manifested by parents to secure the education of their children is, in fact, due to an undervaluation of its importance. But ought not parents to be willing to wear plain clothes, eat common food, and deprive themselves of many enjoyments in order to secure to their children the prize of a liberal education? Paul says “Children ought not to lay up for their parents, but parents for their children;” and, without doubt, the best way to “lay up” for our children is to confer upon them well disciplined minds.

"Happy is the man that findeth wisdom
And the man that getteth understanding;
For the merchandize of it is better than the merchandize of silver,
And the gain thereof than fine gold;
It is more precious than rubies, and none of the things thou canst desire
Are to be compared unto it."

Second. It is difficult and distasteful. Parents sometimes say “Our sons have no relish for study; we do not want to educate them against their taste.” But when they were little fellows and got themselves dirty at play, you gave them a bath against their taste, did you not? When they were sick you gave them medicine against their taste; and when they were disobedient
you punished them against their taste. And does not God educate men against their taste? It is evident that he persistently makes men wiser and better by a discipline in which they but very reluctantly acquiesce. Why? Because he knows that apprenticeship to difficulty is a transcendent heritage. For he taught us long ago "It is good for a man to bear the yoke in his youth."

Third. *It takes too much time.* To this objection we may reply, What is time for? Is there any occupation of life that can rival in profit or delight that which introduces us to the charms of language and literature, the mysteries of mathematics, the kaleidoscope of science, the panorama of history, and the problems of philosophy? If the time seems long, let the bright words of the Greek painter Zeuxis, be remembered: "It is true I take a long time to paint, but, then, I paint works to last a long time."
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