ANNUAL

OF

KALAMAZOO COLLEGE.

1888-89.
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CALENDAR.

1889.

Third Term begins, Monday, April 1.
Baccalaureate Sermon, Sunday, June 16.
Address before the Literary Societies, Monday eve., June 17.
Freshman Prize Exhibition, Tuesday, June 18.
Junior Prize Exhibition, Tuesday, June 18.
Meeting of the Trustees, Tuesday, June 18.
Oration before the Alumni, Tuesday eve., June 18.
Commencement, Wednesday, June 19.
*Examinations for Admission, Thursday, 10 A. M., June 20.
  "  "  "  "  Monday, 9 A. M., Sept. 9.
  "  "  "  "  Tuesday, 9 A. M., Sept. 10.
First Term begins, Wednesday, Sept. 11.
First Term ends, Friday, December 20.

1890.

Second Term begins, Monday, January 6.
Day of Prayer for Colleges, Thursday, January 30.
Second Term ends, Friday, March 21.
Third Term begins, Monday, March 31.

*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.
# BOARD OF TRUSTEES

**CLASS I.—TERM EXPIRES IN 1889.**

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Rev. Asher E. Mather</td>
<td>Fenton.</td>
</tr>
<tr>
<td>Rev. Luther H. Trowbridge</td>
<td>Detroit.</td>
</tr>
<tr>
<td>William Bair</td>
<td>Vicksburg.</td>
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<tr>
<td>Rev. Thomas M. Shanafelt</td>
<td>Huron, Dakota.</td>
</tr>
<tr>
<td>Rev. John Donnelly</td>
<td>Owosso.</td>
</tr>
<tr>
<td>D. A. Waterman</td>
<td>Detroit.</td>
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<tr>
<td>Rev. J. L. Cheney</td>
<td>Ypsilanti.</td>
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<tr>
<td>J. K. Johnson</td>
<td>Grand Rapids.</td>
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<tr>
<td>Nelson Eldred</td>
<td>Battle Creek.</td>
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<tr>
<td>Wooster W. Beman</td>
<td>Ann Arbor.</td>
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**CLASS II.—TERM EXPIRES IN 1890.**

<table>
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<tbody>
<tr>
<td>Rev. Samuel Haskell</td>
<td>Ann Arbor.</td>
</tr>
<tr>
<td>Rev. R. E. Manning</td>
<td>Detroit.</td>
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<tr>
<td>Howard G. Colman</td>
<td>Kalamazoo.</td>
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<tr>
<td>William L. Eaton</td>
<td>Kalamazoo.</td>
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<tr>
<td>Daniel Putnam</td>
<td>Ypsilanti.</td>
</tr>
<tr>
<td>J. E. Howard</td>
<td>Detroit.</td>
</tr>
<tr>
<td>Rev. C. E. Conley</td>
<td>Detroit.</td>
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<tr>
<td>Lyman S. Monroe</td>
<td>South Haven.</td>
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<tr>
<td>S. George Cook</td>
<td>Minneapolis, Minn.</td>
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<tr>
<td>Hon. Francis B. Stockbridge</td>
<td>Kalamazoo.</td>
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<tr>
<td>T. E. Barkworth</td>
<td>Jackson.</td>
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<td>Joseph W. Hicks</td>
<td>Plainwell.</td>
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**CLASS III.—TERM EXPIRES IN 1891.**

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<th>Name</th>
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<tbody>
<tr>
<td>Chauncey Strong</td>
<td>Kalamazoo.</td>
</tr>
<tr>
<td>Rev. Zeolotes Grenell</td>
<td>Detroit.</td>
</tr>
<tr>
<td>C. C. Bowen</td>
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<tr>
<td>Hon. William A. Moore</td>
<td>Detroit.</td>
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<tr>
<td>Schuyler Grant</td>
<td>Detroit.</td>
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<tr>
<td>Samuel A. Gibson</td>
<td>Kalamazoo.</td>
</tr>
<tr>
<td>William G. Howard</td>
<td>Kalamazoo.</td>
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<tr>
<td>Rev. Jesse S. Boyden</td>
<td>Novi.</td>
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<td>Alanson J. Fox</td>
<td>Detroit.</td>
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<tr>
<td>Rev. W. L. Farnum</td>
<td>Flint.</td>
</tr>
<tr>
<td>G. T. Moody</td>
<td>Detroit.</td>
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</table>
OFFICERS OF THE BOARD.

C. C. BOWEN, Esq., - - - - - - President.
Rev. J. L. CHENEY, Ph. D., - - - - - - Secretary.
J. E. HOWARD, Esq., - - - - - - Treasurer.
D. A. WATERMAN, Esq., - - - - - - Auditor.

STANDING COMMITTEES OF THE BOARD.

EXECUTIVE COMMITTEE.

CHAUNCEY STRONG, A. M., WOOSTER W. BEMAN, A. M.,
HOWARD G. COLMAN, A. M., SAMUEL A. GIBSON, Esq.,
DANIEL PUTNAM, A. M., REV. ZELOTES GRENELL, D. D.

FINANCE COMMITTEE.

C. C. BOWEN, Esq., D. A. WATERMAN, Esq.,
J. E. HOWARD, Esq., SCHUYLER GRANT, A. M.,
Hon. WILLIAM A. MOORE, A. M., ALANSON J. FOX, Esq.

EXAMINING COMMITTEE.

Rev. H. F. COCHRANE,
Rev. E. W. WHITE, Rev. E. H. E. JAMESON, D. D.
FACULTY.

REV. MONSON A. WILLCOX, D. D.,
President and Professor of Moral and Intellectual Philosophy.

REV. SAMUEL BROOKS, D. D.,
Professor of the Latin Language and Literature.

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

JABEZ MONTGOMERY, Ph. D.,
Professor of Natural Sciences.

GEORGE W. BOTSFORD, A. M.,
Professor of the Greek Language and Literature.

CHARLES J. GALPIN, A. M.,
Professor of Logic, Rhetoric, Elocution, and History.

REV. IGNATZ MUELLER, Ph. D.,
Instructor in German.

LEONARD H. STEWART, Ph. M.,
Instructor in Natural Sciences.

MARY A. SAWTELL,
Instructor in French and Literature.

BELLE H. RICHARDS, Ph. B.,
Instructor in History and Elementary English Branches.

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

SENIORS.

Chesney, Maggie, Bay City.
Davies, John Wayland, Letart Falls, West Va.
Fletcher, Elizabeth Rosa, Kalamazoo.
Osborn, Edwin Faxon, Kalamazoo.

JUNIORS.

Barnes, Flora Gale, Kalamazoo.
Cockburn, William Gibson, Oshtemo.
Davis, Dora Bowman, Kalamazoo.
Hemenway, Charles Asa, Bellevue.
Henshaw, Delno Chauncey, Kalamazoo.
Kurtz, Frank, Genesee.
Pike, George Byron, Portage.
SOPHOMORES.

Hall, Ernest Freeman, Kalamazoo.
McSweeney, Amelia Elizabeth, Kalamazoo.
Richards, Rena Addie, Kalamazoo.
Townsend, Charles Griswold, Kalamazoo.
Wight, Wallace Edward, Kalamazoo.

FRESHMEN.

Chesney, Emma Jane, Bay City.
Cummins, Alva Marvin, Leslie.
Hutchins, Sarah, Fennville.
Osborn, Loran David, Grand Rapids.
Palmer, Jonathan, Jr., Flint.
Pierce, Effie Eliza, Kalkaska.
Remington, Sumner Allen, Tekonsha.
Smith, Milo Preserved, Middleville.
Tabor, Florence Marian, Lawton.
Thabue, Koli Sau, Bassein, Burma.
Thurston, Edith, Sturgis.
Willcox, Walter R. B., Kalamazoo.
COLLEGE ELECTIVES.

BARNEY, ABBY LOUISE, Schoolcraft.
CHAPIN, FITZ HENRY, Kalamazoo.
DES AUTELS, WILLIAM WALTER, Detroit.
DISPENNETT, OWEN, Kalamazoo.
EVERETT, FRED, Chelsea.
JONES, J. KIRBY, East Chatham, N. Y.
KIRBY, MARY A., Kalamazoo.
NICHOLSON, ELBERT, Kalamazoo.
POMEROY, LEWELLYN SHERRILL, Kalamazoo.
WEIMER, KATHARINE ANNETTE, Kalamazoo.
WEIMER, BLANCHE DELMA, Kalamazoo.
Students in Preparatory Department.

Allen, Rodney Otis, Kalamazoo.
Alwart, Lizzie Hulta, Kalamazoo.
Armstrong, Margaret, Rives Junction.
Atterbury, Ella, Kalamazoo.
Barber, Sarah Elizabeth, Richland.
Barker, Louis D., Schoolcraft.
Barker, Mergery, Kalamazoo.
Becraft, Mary Caroline, Kalamazoo.
Bingham, Flora Ella, Kalamazoo.
Birdsell, Anna, Lawton.
Botsford, Eva Bell, Palmyra, Nebraska.
Boyce, William Henry, Comstock.
Buckley, Edward William, Kalamazoo.
Buckley, Frederick James, Kalamazoo.
Buckley, Samuel Scott, Kalamazoo.
Bucklin, Orville Milton, Kankakee, Ill.
Burdick, Nina Gracia, Galesburg.
Bush, Fred Joseph, Kalamazoo.
Cadwallader, William Charles, Hickory Corners.
Carpenter, Elbert Lewis, Kalamazoo.
Carrier, Manie Alice, Kalamazoo.
Cheney, Charles Ezra, Wayne.
Chubb, Mabel, Portage.
Kalamazoo College.

Chubb, Matterson, Portage.
Clough, Herbert William, Kalamazoo.
Cockburn, Ella Elizabeth, Oshtemo.
Cook, Jennie Mottram, Kalamazoo.
Cooper, Bell, Middlebury.
Curtiss, George Robert, Kalamazoo.
Cutler, Chester Ransom, Kalamazoo.
Cutler, Charles Theodore, Kalamazoo.
Davis, Frank Eugene, Berrien Springs.
Decker, Stella Blanche, Deckertown, N. J.
Delack, John Howard, Morristown, N. Y.
De Lano, Luna, Cooper.
Demming, Eli Rogers, Detroit.
De Yoe, Anna Belle, Cooper.
Doyle, Charles Lewis, Marlette.
Dunham, John Edgar, Texas.
Evers, Meta Maud, Kalamazoo.
Fair, George Armor, Detroit.
Faxon, Elnathan Scranton, Ada.
Feather, Merton Kerr, Berrien Springs.
Fellows, Edith Maritta, Manchester.
Fisk, Sylvanus Willis, Almena.
Frielink, Fannie, Kalamazoo.
Gibbs, Leon, Kalamazoo.
Gunn, John William, Oshtemo.
Hacking, Edwin Holt, Kalamazoo.
Hall, Carrie P., Kalamazoo.
Hammond, Finley Adelbert, Chelsea.
Heck, James Oscar, Tecumseh.
Hill, Frank Burge,                     Wahpeton, Dakota
Histed, Ralph E.,                      South Haven.
Hobden, John Byron,                    Oshtemo.
Hogg, Henry,                           Richland.
Hopkins, Mary Ellen,                   Kalamazoo.
Hoover, Mary Elizabeth,                Kalamazoo.
Hudson, Grant Martin,                  Pentwater.
Huntley, Myrtie May,                   Cooper.
Hutchins, Almon J.,                    Paw Paw.
Jackson, Emma,                         Wayland.
Jensen, Julius Andrew,                 Manistee.
Jewett, Elmer,                         Richland.
Jewett, Nelson Josiah,                 Richland.
Johnston, George Howard,               Kalamazoo.
Johnston, William Dawson,              Kalamazoo.
Jones, William Carey,                  Quincy.
Judson, Joanna Carrie,                 Galesburgh.
Judson, Lina Brown,                    Galesburgh.
Kellogg, Julia Clark,                  Boulder, Montana.
Kenshol, Charles H.,                   Kalamazoo.
Knapp, Abbie Rhoda,                    Comstock.
Krotz, Linford Elsworth,               Defiance, Ohio.
Kurtz, Charles J.,                     Genesee.
Latham, Herbert Faye,                   Kalamazoo.
Little, Lucy Ellen,                    Richland.
Little, Charles Henry,                 Richland.
Longman, Minnie Sarah,                 Fulton.
Luce, Ralph Henry,                     Portage.
Luce, Burton J.,                       Portage.
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<td>Taylor, Edward Denison</td>
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<td>Willcox, Romelia Emma</td>
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<td>Winter, Clifford Elbridge</td>
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**SUMMARY.**

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<td>Seniors</td>
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<td>College Electives</td>
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<td>Preparatory</td>
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</tbody>
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Total: 181
COURSES OF STUDY.

COLLEGE COURSES.

CLASSICAL COURSE.

FRESHMAN YEAR.

First Term.—Greek, Homer.
Latin, Cicero's De Senectute and 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, History; Biology; Chemistry; German; Mathematics.

Second Term.—Greek, Sophocles.
French, Modern Prose.
Electives, Greek; History; Biology; Chemistry; Mathematics; German.

Third Term.—French, Classic Plays, Corneille and Racine.
Rhetoric, Clark.
Electives, Latin; History; Biology; German; Mathematics.
JUNIOR YEAR.

First Term.—Physics, Olmsted.

English Literature, Arnold.

Electives, Astronomy; German; Chemistry; French; History; Biology; Mathematics.

Second Term.—Logic, Hill's Jevons.

Electives, Greek; English Literature; Chemistry; Mathematics; German; History; Biology; Mechanics.

Third Term.—Geology, Winchell.

Electives, Latin; Greek; English Literature; Surveying; Mathematics; German; History; Biology.

SENIOR YEAR.

First Term.—Psychology, Sully's Outlines.

History.

Electives, History of Philosophy; Biology; French.

Second Term.—Moral Philosophy, Peabody.

History.

Electives, Natural Theology; Greek; English Literature; Chemistry; Mathematics; German; French; Biology.

Third Term.—Political Economy, Perry.

History.

Electives, Latin; Greek; Evidences of Christianity; English Literature; Surveying; Mathematics; German; French; Biology.
GREEK-SCIENTIFIC COURSE.

FRESHMAN YEAR.

First Term.—Greek, Homer.
Mathematics, Trigonometry, plane and spherical.
Electives, History; Biology; French.

Second Term.—Greek, Herodotus and Thucydides.
Mathematics, Advanced Algebra.
Electives, History; Biology; French.

Third Term.—Greek, Grecian History.
Mathematics, Modern Higher Algebra.
Electives, History; Biology; French.

SOPHOMORE YEAR.

First Term.—German.
Mathematics, Analytic Geometry.
Chemistry, Barker.

Second Term.—Greek, Sophocles.
German.
Mathematics, Calculus.

Third Term.—German.
Rhetoric, Clark.
Electives, Mathematics; History; Biology.
JUNIOR YEAR.

FIRST TERM.—Physics, Olmsted.
   English Literature, Arnold.
   Electives, Astronomy; German; French; History; Biology.

SECOND TERM.—Logic, Hill's Jevons.
   Electives, Greek; English Literature; German; Mechanics;
   Chemistry; History; Biology; French.

THIRD TERM.—Geology, Winchell.
   Electives, Greek; English Literature; Surveying; Mathematics;
   Biology; 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.

FRESHMAN YEAR.

First Term.—Latin, Cicero's DeSenectute and DeAmicitia.
   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; Biology; French.

SOPHOMORE YEAR.

First Term.—German.
   Mathematics, Analytic Geometry.
   Chemistry, Barker.

Second Term.—German.
   Mathematics, Calculus.
   Chemistry, Lectures.

Third Term.—German.
   Rhetoric, Clark.
   Latin, Satires and Epistles of Horace.
JUNIOR YEAR.

FIRST TERM.—Physics, Olmsted.
   English Literature, Arnold.
   Electives, Astronomy; History; Biology; French; German.

SECOND TERM.—English Literature, Arnold.
   Logic, Hill's Jevons.
   Electives, Mechanics; History; Biology; French; German.

THIRD TERM.—Geology, Winchell.
   Electives, Latin; English Literature; Surveying; Mathematics; History; Biology; French; German.

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.
   Electives, Evidences of Christianity; Latin; Mathematics; History; Biology.
ENGLISH-SCIENTIFIC COURSE.

FRESHMAN YEAR.

First Term.—Mathematics, Trigonometry, plane and spherical.
   Biology, Packard; Bessey.
   French, Moliere.

Second Term.—Mathematics, Advanced Algebra.
   Biology, Packard; Bessey.
   French, Victor Hugo.

Third Term.—Mathematics, Modern Higher Algebra.
   Biology, Packard; Bessey.
   French, Drama of the Romantic School.

SOPHOMORE YEAR.

First Term.—German.
   Mathematics, Analytic Geometry.
   Chemistry, Barker.

Second Term.—German.
   Mathematics, Calculus.
   Chemistry, Lectures.

Third Term.—German.
   Mathematics, Analytic Geometry,
   Rhetoric, Clark.
JUNIOR YEAR.

FIRST TERM.— Physics, Olmsted.
   English Literature, Arnold.
   Electives, Astronomy; German.

SECOND TERM.— English Literature, Arnold.
   Logic, Hill's Jevons.
   Electives, Mechanics; German.

THIRD TERM.— English Literature, Arnold.
   Geology, Winchell.
   Electives, Surveying; German.

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.
    Algebra, Olney’s Introduction.

SECOND TERM.—Latin, Caesar.
    Latin, Caesar.
    Algebra, Olney’s Introduction.

THIRD TERM.—Latin, Caesar.
    Latin, Prose Composition.
    Arithmetic.
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.
   Algebra, Olney's Complete.

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.—Algebra, Olney’s Introduction.
   Physiology, Martin.
   Rhetoric.

SECOND TERM.—Algebra, Olney’s Introduction.
   Civil Government, Young.
   Book-Keeping, Nichols.

THIRD TERM.—Arithmetic.
   Botany, Gray.
   Astronomy, Gillet and Rolfe.
THIRD YEAR.

First Term.—Algebra, Olney's Complete.
Natural Philosophy, Avery.
History.

Second Term.—Algebra, Olney's Complete.
Natural Philosophy, Avery.
History.

Third Term.—Algebra, Olney's Complete.
Chemistry, Cooley.
History.

FOURTH YEAR.

First Term.—Geometry, Olney.
French, Grammar.
English Literature.

Second Term.—Geometry, Olney.
French, Modern Prose.
Mechanical Drawing, Warren.

Third Term.—Geometry, Olney.
French, Classic Plays, Corneille and Racine.
Biblical Geography.

Rhetoricals.—Rhetorical exercises are required of all students in both the collegiate and preparatory department, and whether they are pursuing only select studies or regular courses. A description of this work will be found under the general head of "The Departments," in the articles on "Rhetoric" and "Oratory."
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.

Geography.—Political Geography; Physical Geography; Ancient Geography.

History.—U. S. History, and Roman History.

Mathematics.—Arithmètic; Olney’s Complete School Algebra, or an equivalent; the whole of Olney’s New Elementary Geometry, or an equivalent.

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

Latin.—First Lessons with Grammar and Prose Composition; Cæsar, four books; six orations of Cicero; 2,500 lines of Ovid; and six books of Vergil’s Æneid.
GREEK-SCIENTIFIC COURSE.

English.—English Grammar and Rhetoric.

Geography.—Political Geography; Physical Geography; Ancient Geography.

History.—U. S. History.

Science.—Physiology; Botany; Chemistry; Natural Philosophy; Civil Government; Book-Keeping.

Mathematics.—Arithmetic; Olney’s Complete Algebra, or an equivalent; the whole of Olney’s New Elementary Geometry, or an equivalent.

Greek.—First Lessons and Grammar; three books of Xenophon’s Anabasis; 80 pages of Lysias; Jones’s Prose Composition.

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

LATIN-SCIENTIFIC COURSE.

English.—English Grammar.

Geography.—Political Geography; Physical Geography; Ancient Geography.

History.—U. S. History; Roman History.

Science.—Natural Philosophy; Chemistry.

Mathematics.—Arithmetic; Olney’s Complete Algebra or an equivalent; the whole of Olney’s New Elementary Geometry or an equivalent.

Latin.—First Lessons, with Grammar and Prose Composition; four books of Cæsar; six orations of Cicero; 2,500 lines of Ovid; six books of Vergil’s Æneid.

Modern Language.—French Grammar, and one term’s work each of modern prose and classic plays (Corneille and Racine.)
ENGLISH-SCIENTIFIC COURSE.

English.—English Grammar; Rhetoric; English Literature.

Geography.—Political Geography; Physical Geography; Biblical Geography.

History.—U. S. History; Swinton's Outlines of History or an equivalent.

Science.—Natural Philosophy; Chemistry; Astronomy; Physiology; Botany; Civil Government; Book-Keeping.

Mathematics.—Arithmetic; Olney's Complete Algebra or an equivalent; the whole of Olney's New Elementary Geometry or an equivalent.

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

Drawing.—Mechanical.

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 not begun until 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 Caesar'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 of the orations of Cicero occupies the first half of the next year, and is accompanied by 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 throughout 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 may 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 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 the 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 metres 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.

The College designs that 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, and to formulate as mathematical arguments, the reasons for every mathematical process with which they have to do; and to acquaint themselves not only with certain mathematical truths, but also with the arguments by which these truths are established. It is the aim to so direct them that, through the healthy and normal development of the reasoning faculties, they shall be stimulated to independent thinking and original investigation.

Formal demonstrations are introduced in the preparatory course as early as may be that the student may come to understand what they are by degrees. Thus prepared, when he enters on the study of elementary geometry, he need 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 truths, so indispensable for practical purposes, and the discipline resulting from a rigid observance of the logical dependence of these truths on one another.

NATURAL AND PHYSICAL SCIENCE.

In Biology, the principal text-books used are Packard’s Zoology, Bessey’s Botany and Gray’s Manual; but constant reference is had to other authors. Lectures, recitations, and laboratory work are combined. It is intended that the student shall make a study of life as manifested in plants and animals. Several microscopes of the latest improved design, purchased during the past year, add much to the interest and efficiency of the laboratory work.

General Chemistry is taught during the first term, the subject being illustrated by numerous experiments performed by both student and teacher. The text-book used is Barker’s.
During the second term the work is of a more practical character, some choice as to what it is being left to the student.

The principles of Physics are illustrated by numerous experiments. Important additions of apparatus, which greatly aid in the illustration of this work, have been made by importations from Europe.

In the study of Geology, field work and blowpipe examination of minerals are required. Frequent use is made of Hall's Paleontology and several other important works of reference on this subject, found in the college library.

In Surveying, field work is required. It is designed that the course in surveying, supplemented by that in mechanical drawing, shall fit the student for the ordinary duties of a surveyor.

In the study of Astronomy the student is introduced to the free use of telescope, heliottelus, spectroscope, and other important apparatus; while application of his previous course in mathematics is made in the computation of eclipses and the solution of other problems.

The elements of Physiology are taught in the preparatory department, excellent charts being used to illustrate the subject. Hygiene, that kindred subject of prime importance, also receives due consideration.

In Natural Philosophy it is the aim to inculcate the principles so thoroughly that the student shall not only observe, and be able to explain, the ordinary phenomena of Nature, but also that he shall recognize, and find application of, these principles in the practical affairs of life.

The work in Mechanical Drawing requires two hours a day. It embraces the use of draughting instruments, the various operations of line drawing, tinting, shading, shadows, projections, isometrical drawing, and constructions in wood, stone, and metal.
FRENCH.

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

During the second year the authors read are Molière, Pascal, Victor Hugo and the dramatists of the Romantic School. The aim is to give a practical and literary knowledge of the language. Special attention is paid to pronunciation, this being deemed a necessity in the study of a modern language. The student who completes the course of two years will be able to converse and to read French literature with ease.

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

A knowledge of French and German, besides aiding in a better comprehension of the English, is of great benefit in the practical life of the American. For this reason a rational system of education for the youth will always include these languages as essential, and accordingly we observe that students who apply for admission to our universities, are required to pass an examination in either French or German. Thus it becomes a necessity for every educational institution in this country to make provision for the study of the modern languages so as to enable the student to acquire a reasonably fair knowledge of them.

Kalamazoo College has adopted a method in German, both analytic and synthetic, by which the pupil gradually becomes acquainted with its elements and thoroughly familiar with the formation and use of all its parts of speech, and this in a simple manner attainable by the most ordinary capacity. A conscientious pupil is, after a year's application, qualified to read easy German prima vista, 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 at the same time 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.

While the text-book is made the basis of work in this department, 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 he can obtain 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, is required, the results of the study being embodied in the form of an essay. The history of the English Drama with the laws of dramatic composition, forms an important part of the work.

Among the Master-pieces assigned as subjects for essays during the second term, are Pope'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 will be devoted to American Literature.

The course is intended to develop in the student a critical taste, and to engender and stimulate a love for English Literature which will mould his future reading.
PSYCHOLOGY, PHILOSOPHY, THEOLOGY, ETC.

During the current College year the text-book in Psychology has been Sully's Outlines, with references to Dewey, Ladd, and other authors. In connection with a special study of Berkeley's Idealism, essays were prepared by members of the class on his Theory of Vision, his Theory of Matter, his Life and Works, and his Place in the History of Philosophy.

In the History of Philosophy, Professor Ferrier's Lectures on the Early Greek Philosophy has been used as the text-book, with references to Zeller, Lewes, Maurice and Bax. The regular class-room work has been limited to ancient Philosophy; but the general course of patristic, scholastic and modern philosophy has been indicated, and the principal schools pointed out. The Presocratic Philosophy and other themes have been written on by members of the class.

In Moral Philosophy, Peabody has been used. The discussions here have been prevailingly practical; but the principal types of modern ethical theory, as represented in Sidgwick, Spencer, Stephen, Green, Martineau and others have been indicated, and essays have been required of the class, outlining the distinguishing characteristics of the Intuitive, Utilitarian, Associational and Evolutional theories.

In Natural Theology, the text-book has been Valentine. The several arguments for the Divine Being have been given to the Class in syllogistic form, with the view of rendering more evident their exact force and significance.

In Political Economy, the text-book is Perry as exceptionally well adapted to render the study of a complicated and undeveloped science appetizing to beginners.

Fisher's Grounds of Theistic and Christian Belief is the book used in this subject.
In the class-room, the student is required to give, in his own language, a close reproduction of the thought of the text. He is required also to write upon the black-board synopses of the topics treated, and to show that he has grasped the logical order of the author's thought; but free discussion of topics and frank expression of independent judgment is encouraged.

LOGIC.

It is deemed possible to make the study of Logic subserve 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 develop habitual alertness, method, and vigor in mental processes.

RHETORIC.

The first term of the second year in the preparatory course, is given to the study of Rhetoric with a text-book. The first three weeks are spent in the synthesis of sentences into paragraphs and of paragraphs into discourse. Style is the topic of study during the rest of the time. Good form is especially emphasized. The third term of the Sophomore year is given to the completion of the formal study of rhetoric. The work is
chiefly constructive. Development of themes into frameworks, with different forms of composition comprises the daily exercise. Stress is laid upon the cultivation of a sense of instant detection of error and a habit of ready revision.

The policy of the department is practice. The end is facility in writing sterling English.

Apart from the formal study of Rhetoric, each student in the college is required to write two essays every term. In the preparatory department, the choice of theme is limited to a subject known by experience or by observation, preferably concrete. Each essay receives special criticism.

ORATORY.

An exercise in Declamation is held once each week at which all students in the College classes are required to be present. Each student delivers two prose declamations a term, upon which he has received private drill from the instructor. A like exercise is held for the preparatory students. At these exercises a few of the best essays are read.

A one year's course with textbook in the theory of practical speaking is given to a class composed of those in college classes, meeting one hour a week.

Each member of the three upper classes in college delivers one original discourse a term. Special attention is given to this. The framework is first submitted for criticism, then the discourse, and finally private drill upon the delivery is given 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 course. Supplemental to the mere outline of important topics, the members of the class make regular reports of assigned reading.

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’ Constitutional History and Select Charters; Hallam’s and May’s Constitutional History. Green’s English People is the foundation of work.

The history of the Senior year is designed to develop in the student an historical habit, as well as to make him acquainted with the trend of great movements. The first term is devoted to the Age of Revival; the second term, to the French Revolution; the third term to the Constitutional History of the United States.

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, and the Hall will accommodate at least thirty. The building is heated by steam and appropriately furnished. The young women are expected to share in the domestic duties of the Hall one hour daily. By this method the cost of living is 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, $1.00 or seventy-five cents per week, according to location, payable monthly in advance.

If it is found, at the end of the term, that the income from board exceeds the expenses of the Hall, the excess is refunded pro rata.

An additional charge of fifty cents per week is made in cases where the students prefer not to assist in the domestic duties beyond the care of their own rooms.

The occupants of rooms are expected to furnish their own sheets, pillow-slip, towels, white spreads, napkins and soap. No charge is made for fuel and lights, nor for the washing of room-linen and napkins.

It is the intention to make the charges as low as the cost of supplies and service will permit.

A telephone connects the building with the general city service.

The students at the Hall are under the discreet supervision of Miss Mary A. Sawtelle, 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 for them during the college year.
GROUND S.

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, which are 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. Important pieces have been received from Europe during the past year.

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 illustration and practical work 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.
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 behalf 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 large number of 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 encyclopedias, including the American reprint of the ninth edition of the Encyclopedia 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 also 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 for the French department, have been added to the periodical literature spread upon the tables. The room is open during the afternoon of each school day and the forenoon of Saturday.
BRIGHTENING PROSPECTS.

In this second quarter-century of its existence, the college has reason to rejoice over the brighter prospects which have opened. It is now entirely free from debt and has more permanent endowment than ever before. A few years ago a debt of eighteen thousand dollars was removed and, at the same time, the amount of productive endowment was doubled. Besides this, last year, a fund of twenty-five thousand dollars was raised, to be expended in five years, in enlargeing and strengthening the work of the college. Consequent upon these additional sources of income, a new department has been created in the college and other departments materially strengthened, the courses of the academic department have been greatly improved, the Faculty has been reinforced, the library has been increased by a goodly number of valuable works, and large and important additions to the scientific apparatus have been made. The movement to raise $20,000 to endow a professorship in memory of the life and labors of Dr. Edward Olney, than whom none could be more worthy of such a memorial, is being successfully prosecuted, and it is believed that the college will rejoice at no distant day in the full fruition of this worthy undertaking. There is another fund, one quarter of which is already raised, whose early completion is expected. It is the Alumni Professorship fund. Undoubtedly, the Alumni are among the most loyal friends of the college, and we expect to see, in the near future, this generous effort of theirs to endow a professorship brought to a successful termination.

We are now receiving the benefits of the Ladies' Hall, a new building recently added to the college, this being but the second year of its occupancy. It is not simply a dormitory for young women, but, under the supervision of the principal lady teacher, it affords all the advantages of a cultured Christian
home. Young men may avail themselves of the privilege of boarding at the Hall, and thus come within the circle of its refining influences. With most unhesitating assurance, we recommend it to the fathers and mothers whose daughters the college doors are open to receive.

One of the brightest features in the present condition of the college is the increase in the number of students. Nearly one hundred new students have come to us during the first two terms this year against about fifty during the whole of last year, while the increase of the whole number of students for the first term of this year over the number for the first term of last year was about 30 per cent. against a corresponding increase of ten per cent. last year.

Add to the foregoing the plans looking to the erection of new buildings, and to other improvements, and it is evident that the prospects of the college are brightening.

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 college 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 its organization.

Its motto is "Per aspera ad astra."
The Philolexian Lyceum was organized in 1855. Its mem-
bers 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, has a seating
capacity of about 150, with an ante-room in connection. 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 the first efforts of 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 other appointments, constitutes an attrac-
tive hall for the young ladies who gather in it each Friday
evening for literary culture.

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 fre-
quent 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.
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.

HOLIDAYS.

Legal holidays occurring in term time are allowed the students.

A recess of two or three days is taken in connection with the Annual Thanksgiving.

A new and bright feature introduced by the students into the college life this year, was the celebration of Washington's birthday, by a banquet held in the evening in the parlors of the First Baptist Church, at which teachers, students, and a large number of the friends of the college were present, and, after sharing together the festive meal, regaled one another with courses of wit and eloquence extraordinary. May the college experience many such genial occasions!
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 railroad 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 may 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; thousands upon thousands of spring-tooth harrows she produces yearly; while the value of the vehicles alone which she manufactured last year was nearly $2,000,000.

Now turn your eye to the extreme south, and follow the belt of green which begins at this point and 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 dimensions 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 of 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 can not 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 has drawn its entire supply. A second well, however, has just been sunk and connected with the first. From these wells the water is pumped by a ponderous engine, through a system of under-
ground 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 overarching 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 most beautiful city submerged in a sea of verdure; we, too, are ready to exclaim "Kalamazoo is a gem of the earth."

**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 develop 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 good 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 the 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 a 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 selfhood 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 may 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 and refine 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. Consummate 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, and 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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