Kalamazoo College

1887-'88
CALENDAR

OF

KALAMAZOO COLLEGE

FOR

1887-'88.

KALAMAZOO:
IRLING BROTHERS & EVERARD, PRINTERS.
1888.
CALENDAR.

Third Term begins, - - - - - - Monday, April 2, 1888.
Bacalaureate Sermon, - - - - - - Sunday, June 17, "
Address before the Literary Societies, Monday eve., June 18, "
Freshman and Junior Prize
Exhibitions, - - - - - - Tuesday Forenoon, June 19, "
Meeting of the Trustees, - - - Tuesday, 3 p.m., June 19, "
Oration before the Alumni, - Tuesday Evening, June 19, "
Commencement, - - - - - - Wednesday, June 19, "
Examinations for Admission, - Thursday, 10 A. M., June 21, "
" " " - Monday, 9 A. M., Sept. 10, "
" " " - Tuesday, 9 A. M., Sept. 11, "
First Term begins, - - - - - - Wednesday, Sept. 12, "
First Term ends, - - - - - - Friday, December 21, "
Second Term begins, - - - - - - Thursday, January 3, 1889.
Day of Prayer for Colleges, - - - - - - Thursday, Jan. 31, "
Second Term ends, - - - - - - Friday, March 22, "
Third Term begins, - - - - - - Monday, April 1, "

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 1888.

CHAUNCEY STRONG, A. M., ...................... Kalamazoo.
Rev. ZELOTES GRENNELL, D. D., ............ Detroit.
C. C. BOWEN, Esq., .......................... Detroit.
Hon. WILLIAM A. MOORE, A. M., ............. Detroit.
SCHUYLER GRANT, A. M., ...................... Detroit.
SAMUEL A. GIBSON, Esq., ...................... Kalamazoo.
WILLIAM G. HOWARD, B. S., .................... Kalamazoo.
Rev. MYRON W. HAYNES, A. M., ............... Kalamazoo.
Rev. JESSE S. BOYDEN, ........................ Novi.
Rev. L. D. TEMPLE, ............................ Flint.

CLASS II.—TERM EXPIRES IN 1889.

Rev. ASHER E. MATHER, D. D., ................... Battle Creek.
WILLIAM BAIR, Esq., .......................... Vicksburg.
Rev. THEODORE NELSON, LL. D., ............... Lansing.
Rev. JOHN DONNELLY, A. M., .................... Owosso.
D. A. WATERMAN, Esq., ........................ Detroit.
G. E. KING, Esq., ............................. Chicago.
NELSON ELDRED, Esq., ........................ Battle Creek.
WOOSTER W. BEMAN, A. M., ..................... Ann Arbor.

CLASS III.—TERM EXPIRES IN 1890.

Rev. SAMUEL HASKELL, D. D., ................... Ann Arbor.
Rev. R. E. MANNING, M. S., ..................... Detroit.
HOWARD G. COLMAN, A. M., ...................... Kalamazoo.
WILLIAM L. EATON, A. M., ..................... Kalamazoo.
DANIEL PUTNAM, A. M., ......................... Ypsilanti.
J. E. HOWARD, Esq., .......................... Detroit.
LYMAN S. MONROE, Esq., ........................ South Haven.
S. GEORGE COOK, B. S., ....................... Minneapolis, Minn.
Hon. FRANCIS B. STOCKBRIDGE, ............... Kalamazoo.
Rev. CHARLES E. HARRIS, A. M., ............... Port Huron.
JOSEPH W. HICKS, A. M., ...................... Plainwell.
Officers of the Board.

Rev. Asher E. Mather, D. D., - - - - President.
Rev. Thomas M. Shanafelt, D. D., - - - - Secretary.
J. E. Howard, Esq., - - - - - - Treasurer.
D. A. Waterman, Esq., - - - - - - Auditor.

Standing Committees of the Board.

EXECUTIVE COMMITTEE.

Monson A. Willcox, Chairman (ex-officio).
Chauncey Strong, Howard G. Colman,
William L. Eaton, Myron W. Haynes,
William G. Howard, Samuel A. Gibson.

FINANCE COMMITTEE.

C. C. Bowen,
D. A. Waterman, J. E. Howard,
William A. Moore, Schuyler Grant.

EXAMINING COMMITTEE.

Rev. Charles R. Henderson,
Rev. J. P. Phillips, Rev. E. H. Brooks,
Rev. E. W. White, Rev. W. A. Waterman,
Rev. B. P. Hewitt.
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. B.,
PROFESSOR OF LOGIC, RHETORIC, ELOCUTION, AND HISTORY.

Rev. IGNATZ MUELLER, Ph. D.,
INSTRUCTOR IN GERMAN.

JAY A. BARRETT,
INSTRUCTOR IN LATIN AND ALGEBRA.

*LEONARD H. STEWART, Ph. B.,
INSTRUCTOR IN NATURAL SCIENCES.

MARY A. SAWTELLE,
INSTRUCTOR IN FRENCH AND LITERATURE.

HELEN M. BROOKS, Ph. B.,
INSTRUCTOR IN PAINTING AND DRAWING.

BELLE H. RICHARDS, Ph. B.,
INSTRUCTOR IN HISTORY AND ELEMENTARY ENGLISH BRANCHES.

Prof. SAMUEL BROOKS,
LIBRARIAN.

*Expected to assume official duties September, '88.
Graduate Students.

Wilbur, Henry Knowles, Ph. B., Andover, Mass.

Students in College Classes.

SENIORS.

Balch, Ernest Alanson, Oshtemo.
Knapp, Ella Adelaide, Comstock.
Martin, Edwin Louis, Grand Rapids.
Young, Mabel Floretta, Kalamazoo.

JUNIORS.

Barnes, Flora Gale, Kalamazoo.
Chesney, Maggie, Bay City.
Fletcher, Elizabeth Rosa, Kalamazoo.
Lovell, Mary M., Climax.
SOPHOMORES.

Clough, Warren Jabez, Kalamazoo.
Cockburn, William Gibson, Oshtemo.
Davis, Dora Bowman, Kalamazoo.
Hall, Ernest Freeman, Kalamazoo.
Hare, George Ray, Kalamazoo.
Hemenway, Charles Asa, Bellevue.
Kurtz, Frank, Genesee.
McGibeny, Clyde Duane, Kalamazoo.
McKinstry, Charles Edward, Kalamazoo.
Pike, George Byron, Portage.

FRESHMEN.

Carlisle, Lucien Henry, Paw Paw.
Heck, James Oscar, Tecumseh.
Hutchins, Almon J., Paw Paw.
McSweeney, Amelia Elizabeth, Kalamazoo.
Smith, Milo Preserved, Middleville.
Stimson, Fred J., Kalamazoo.
Thurston, Edith, Sturgis.
Townsend, Charles Griswold, Kalamazoo.
Weimer, Katherine Annette, Kalamazoo.
Weimer, Blanche Delma, Kalamazoo.
Students Pursuing Select Studies.

BARNEY, ABBY LOUISE, Kalamazoo.
CHAPIN, FITZ HENRY, Kalamazoo.
DES AUTELS, WILLIAM WALTER, Detroit.
DUNNING, LAWRENCE DOBBINS, Wayland.
EVERETT, FRED, Chelsea.
EVERETT, IRENE, Chelsea.
FLETCHER, HORACE BURT, Kalamazoo.
FLETCHER, HARRIET M., Kalamazoo.
HUTCHINS, SARAH, Gânges.
RICHARDS, RENA ADDIE, Kalamazoo.
Snyder, Francis Edward, Berrien Springs.
STRICKLAND, ETTA MAY, Cooper.
THOMAS, WALTER JOSEPH, Schoolcraft.
Students in Preparatory Department.

Alwardt, Lizzie Hulta, Kalamazoo.
Ames, Lizzie B., Ganges.
Balch, James Bird, Plainwell.
Berry, Fred, Rives Junction.
Bissell, Katherine, Richland.
Bleazby, Louis F., Kalamazoo.
Boyce, Henry William, Comstock.
Bradt, Charles J., Marcellus.
Brown, Ruth H., West Northfield, Mass.
Buckley, Frederick James, Kalamazoo.
Buckley, Edward William, Kalamazoo.
Bush, Frederick Joseph, Kalamazoo.
Carrier, Manie Alice, Kalamazoo.
Cheney, Charles Ezra, Kalamazoo.
Clough, Herbert William, Kalamazoo.
Coats, William Russell, Kalamazoo.
Conrad, Elbert Henry, Dexter.
Collins, John Stanley, Kalamazoo.
Cooke, Jennie, Kalamazoo.
Cummins, Alva Marvin, Kalamazoo.
Curtiss, George Robert, Cheboygan.
Davis, Frank Eugene, Kalamazoo.
Decker, Stella Blanche, Kalamazoo.
De Lano, Luna, Kalamazoo.
Deming, Eli Rogers, Leslie.
De Yoe, Anna Belle, Kalamazoo.
Dispennett, Thomas C., Berrien Springs.
Dispennett, Owen, Deckertown, N. J.
Doolan, Jerome L., Cooper.
Fair, George Armor, Detroit.
Faxon, Elnathan Scranton, Cooper.
Feather, Merton Kess, Kalamazoo.
Fellows, Edith Maritta, Kalamazoo.
Firestone, Joseph Horace, Detroit.
Fisk, Sylvanus W., Ada.

Berrien Springs.
Manchester.
Kalamazoo.
Almena.
Gunn, William John, Oshtemo.
Hacking, Edward Holt, Kalamazoo.
Hammond, Finley Adelbert, Chelsea.
Hitchcox, Alfred L., Union, Cass Co.
Hobden, Sadie Jane, Oshtemo.
Hobden, Lillie May, Oshtemo.
Hogg, Mary J., Richland.
Hoover, Elizabeth Mary, Kalamazoo.
Howard, Minnie A., Kalamazoo.
Hudson, Martin Grant, Pentwater.
Jackson, Emma, Wayland.
Jensen, Julius Andrew, Manistee.
Johnson, Frank A., Oshtemo.
Kaufman, G. D., Alma.
Kellogg, Julia C., Boulder, Montana.
Kenshol, Charles H., Harbor Springs.
Kinnane, Thomas Jefferson, Kalamazoo.
Kinnane, Charles, Kalamazoo.
Knapp, Abbie R., Comstock.
Kurtz, Edith Alma, Genesee.
Lapham, Jennie, Texas.
Love, William Allen, Kalamazoo.
Loveridge, Mary B., Kalamazoo.
Luce, Ralph Henry, Schoolcraft.
Magill, David Tristan, Flint.
Martin, Herbert L., Grand Rapids.
McGibeny, Clarence William, Kalamazoo.
Merritt, Alberta D., Kalamazoo.
Montgomery, John Harold, Kalamazoo.
Osborn, Loran David, Grand Rapids.
Patterson, Sarah Eugenia, Port Huron.
Pattison, Fred L., Ypsilanti.
Pierce, Effie Eliza, Minneapolis, Minn.
Pierce, Alma, Climax.
Pierce, Bently, Climax.
Pike, Minnie J., Kalamazoo.
Pomeroy, Lewellyn Sherrill, Kalamazoo.
Power, Luna Belle, Kalamazoo.
Proctor, Frank D., Detroit.
Remington, Sumner Allen,                Tekonsha.
Resh, Theodore Warren,                 Oshtemo.
Rose, Florence Lena,                   Kalamazoo.

OMISSIONS.

<table>
<thead>
<tr>
<th>Name</th>
<th>Year</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Henshaw, Delno Chauncey</td>
<td>Sophomore</td>
<td>Kalamazoo</td>
</tr>
<tr>
<td>Rowley, Arthur Showdy</td>
<td>Select</td>
<td>Middlebury, Ind.</td>
</tr>
<tr>
<td>Cooper, Anna Bell</td>
<td>Preparatory</td>
<td>Kalamazoo</td>
</tr>
<tr>
<td>Wait, Eugene O.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Westnedge, Richard</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wight, Wallace E.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wilbur, Charles T.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wilcox, Walter R. B.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wilcox, Frank G.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wilhelm, Kibbie R.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

CORRECTED SUMMARY.

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Students,</td>
<td>1</td>
</tr>
<tr>
<td>Seniors,</td>
<td>4</td>
</tr>
<tr>
<td>Juniors,</td>
<td>4</td>
</tr>
<tr>
<td>Sophomores,</td>
<td>12</td>
</tr>
<tr>
<td>Freshmen,</td>
<td>10</td>
</tr>
<tr>
<td>Pursuing Select Studies,</td>
<td>14—45</td>
</tr>
<tr>
<td>Preparatory Students,</td>
<td>98</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>143</strong></td>
</tr>
</tbody>
</table>
ADMISSION.

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

There are four courses:

The Classical Course;
The Greek-Scientific Course;
The Latin-Scientific Course;
The English-Scientific Course.

The following studies are prescribed for admission TO THE FRESHMAN CLASS.

CLASSICAL COURSE.

1. English.—English Grammar.
2. Geography.—Political Geography; Physical Geography; Ancient and Biblical Geography.
4. Mathematics.—Arithmetic; Olney’s Complete School Algebra, or an equivalent; the whole of Olney’s New Elementary Geometry, or an equivalent.
5. Greek.—First Lessons and Grammar; Xenophon’s Anabasis, three books; Lysias, 80 pages; and Jones’s Prose Composition.
6. 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.

1. English.—English Grammar and Rhetoric.
2. Geography.—Political Geography; Physical Geography; Ancient and Biblical Geography.
3. History.—U. S. History.
4. **SCIENCE.**—Physiology; Botany; Chemistry; Natural Philosophy; Civil Government; Book-Keeping.

5. **MATHEMATICS.**—Arithmetic; Olney's Complete Algebra or an equivalent; the whole of Olney's New Elementary Geometry, or an equivalent.

6. **GREEK.**—First Lessons and Grammar; three books of Xenophon's Anabasis; 80 pages of Lysias; Jones's Prose Composition.

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

**LATIN-SCIENTIFIC COURSE.**

1. **ENGLISH.**—English Grammar.

2. **GEOGRAPHY.**—Political Geography; Physical Geography; Ancient and Biblical Geography.

3. **HISTORY.**—U. S. History; Roman History.

4. **SCIENCE.**—Natural Philosophy; Chemistry.

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

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

7. **MODERN LANGUAGE.**—French Grammar, and one term's work each of modern prose and classic plays (Corneille and Racine).

**ENGLISH-SCIENTIFIC COURSE.**

1. **ENGLISH.**—English Grammar; Rhetoric; English Literature.

2. **GEOGRAPHY.**—Political Geography; Physical Geography; Biblical Geography.

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

4. **SCIENCE.**—Natural Philosophy; Chemistry; Astronomy; Physiology; Botany; Civil Government; Book-Keeping; Geology.

5. **MATHEMATICS.**—Arithmetic; Olney's Complete Algebra or an equivalent; the whole of Olney's New Elementary Geometry or an equivalent.
6. **MODERN LANGUAGE.**—French Grammar, and one term's work each of modern prose and classic plays (Corneille and Racine).

7. **DRAWING.**—Mechanical.

The following studies are prescribed for admission to

**THE PREPARATORY DEPARTMENT.**

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

2. **GEOGRAPHY.**—Common School Geography.

3. **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.

**Courses of Study.**

**College Courses.**

**Classical Course.**

**Freshman Year.**

**First Term.** *Greek*, Homer's Iliad, six books.  
*Latin*, Cicero's De Senectute and De Amicitia.  
*Mathematics*, Trigonometry, plane and spherical.

**Second Term.** *Greek*, Herodotus.  
*Latin*, Livy.  

**Third Term.** *Greek*, Grecian History.  
*Latin*, Odes of Horace.  

**Sophomore Year.**

**First Term.** *French*, Grammar.  
*Electives*, History; Biology; Chemistry; German.

**Second Term.** *Greek*, Sophocles.  
*French*, Modern Prose.  
*Electives*, History; Biology; Chemistry; Mathematics; German.
THIRD TERM.—Latin, Satires and Epistles of Horace.
   French, Classic Plays, Corneille and Racine.
   Rhetoric, Genung.

JUNIOR YEAR.

FIRST TERM.—Mechanics, Olmsted.
   Literature, Arnold.
   Astronomy, Loomis.

SECOND TERM.—Physics, Olmsted.
   Logic, Hill's Jevons.
   Electives, Greek; English Literature; Chemistry; Mathematics; German; History; Biology.

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

SENIOR YEAR.

FIRST TERM.—Psychology.
   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.
   History.
   Electives, Latin; Greek; Evidences of Christianity; English Literature; Surveying; Mathematics; German; French; Biology.

GREEK-SCIENTIFIC COURSE.

FRESHMAN YEAR.

FIRST TERM.—Greek, Homer's Iliad, six books.
   Mathematics, Trigonometry, plane and spherical.
   Electives, History; Biology; French.
SECOND TERM.—Greek, Herodotus.
   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, Genung.
   Electives, Mathematics; History; Biology.

JUNIOR YEAR.

FIRST TERM.—Mechanics, Olmsted.
   English Literature, Arnold.
   Astronomy, Loomis.

SECOND TERM.—Physics, Olmsted.
   Logic, Hill's Jevons.
   Electives, Greek; English Literature.

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

SENIOR YEAR.

FIRST TERM.—Psychology.
   History of Philosophy.
   History.

SECOND TERM.—Moral Philosophy, Peabody.
   Natural Theology, Valentine.
   History.
THIRD TERM.—Evidences of Christianity.
Political Economy.
History.

LATIN-SCIENTIFIC COURSE.

FRESHMAN YEAR.

FIRST TERM.—Latin, Cicero’s De Senectute and 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; Biology; French.

SOPHOMORE YEAR.

FIRST TERM.—German.
Mathematics, Analytic Geometry.
Chemistry, Barker.

SECOND TERM.—German.
Mathematics, Calculus.
Chemistry, Lectures.

THIRD TERM.—German.
Rhetoric, Genung.
Latin, Satires and Epistles of Horace.

JUNIOR YEAR.

FIRST TERM.—Mechanics, Olmsted.
English Literature, Arnold.
Astronomy, Loomis.
SECOND TERM.—Physics, Olmsted.
   English Literature, Arnold.
   Logic, Hill’s; Jevons.

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

SENIOR YEAR.

FIRST TERM.—Psychology.
   History of Philosophy.
   History.

SECOND TERM.—Moral Philosophy, Peabody.
   Natural Theology.
   History.

THIRD TERM.—Political Economy.
   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, Genung.

JUNIOR YEAR.

First Term.—Mechanics, Olmsted.  
   English Literature, Arnold.  
   Astronomy, Loomis.

Second Term.—Physics, Olmsted.  
   English Literature, Arnold.  
   Logic, Hill's Jevons.

Third Term.—Surveying, Carhart.  
   English Literature, Arnold.  
   Geology, Winchell.

SENIOR YEAR.

First Term.—Psychology.  
   History of Philosophy.  
   History.

Second Term.—Moral Philosophy, Peabody.  
   Natural Theology, Valentine.  
   History.

Third Term.—Evidences of Christianity.  
   Political Economy.  
   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, Harkness' First Book.
Latin, Cicero's Orations.
Algebra, Olney's Complete.

SECOND TERM.—Greek, Harkness's First Book and Anabasis.
Latin, Cicero's Orations and Ovid.
Algebra, Olney's Complete.

THIRD TERM.—Greek, Anabasis and Grammar.
Latin, Ovid.
Biblical Geography, Hurlbut.

FOURTH YEAR.

FIRST TERM.—Greek, Anabasis 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.—Greek, Harkness' First Book.
Algebra, Olney's Complete.
Natural Philosophy, Avery.

Second Term.—Greek, Harkness' First Book and Anabasis.
Algebra, Olney's Complete.
Natural Philosophy, Avery.

Third Term.—Greek, Anabasis and Grammar.
Biblical Geography, Hurlbut.
Chemistry, Cooley.

FOURTH YEAR.

First Term.—Greek, Anabasis and Prose Composition.
Geometry, Olney.
French, Grammar.

Second Term.—Greek, Lysias and Prose Composition.
Geometry, Olney.
French, Modern Prose.

Third Term.—Greek, Lysias and Prose Composition.
Geometry, Olney.
French, Classic Plays, Corneille and Racine.
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.
   Algebra, Olney's Introduction.

SECOND TERM.—Latin, Cæsar.
   Latin, Prose Composition.
   Algebra, Olney's Introduction.

THIRD TERM.—Latin, Cæsar.
   Latin, Cæsar.
   Arithmetic.
THIRD YEAR.

FIRST TERM.—Latin, Cicero's Orations.
   *Algebra*, Olney's Complete.
   *Natural Philosophy*, Avery.

SECOND TERM.—Latin, Cicero’s Orations and Ovid.
   *Algebra*, Olney’s Complete.
   *Natural Philosophy*, Avery.

THIRD TERM.—Latin, Ovid.
   *Biblical Geography*, Hurlbut.
   *Chemistry*, Cooley.

FOURTH YEAR.

FIRST TERM.—Latin, Vergil.
   *Geometry*, Olney.
   *French*, Grammar.

SECOND TERM.—Latin, Vergil.
   *Geometry*, Olney.
   *French*, Modern Prose.

THIRD TERM.—Latin, Roman History.
   *Geometry*, Olney.
   *French*, Classic Plays, Corneille and Racine.
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.—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.—*Biblical Geography*, Hurlbut.

*Chemistry*, Cooley.

*History*.

FOURTH YEAR.

First Term.—*Geometry*, Olney.

*French*, Grammar.

*English Literature*.

Second Term.—*Geometry*, Olney.

*French*, Modern Prose.


Third Term.—*Geometry*, Olney.

*French*, Classic Plays, Corneille and Racine.

*Geology*, Shaler.
By the first year's work in Latin, students are expected to become acquainted with the forms of the language, to attain facility in pronouncing Latin with accuracy and readiness and to acquire a vocabulary sufficient to enable them to translate simple Latin sentences into English at sight.

Two recitations a day are required through the year. The grammar used is Harkness' and the method of pronunciation, the Roman.

The mental and linguistic training which this year's work affords is valuable as a specific preparation for the study of Greek, begun the following year.

The reading of Cicero's orations the next year is accompanied by constant drill in the forms of the language and the principles of the grammar. Care is taken, also, 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 Latin author in simple and idiomatic English.

During the reading of Latin poetry, much attention is given to the study and application of the rules of prosody, with a view to the attainment of accuracy and fluency in the scansion of Latin hexameters.

The third term of the last preparatory year is devoted to the study of Roman history. The frequent use of large wall maps, not only in studying Roman history, but also in connection with the reading of Latin, serves to test, and also to enlarge, the student's acquaintance with ancient geography.

In the recitations of the college classes, although a critical examination of every sentence forms a part of the work of each day, yet attention is paid chiefly to the thought and the literary excellencies of the author read, with a view to the attainment of that literary culture which an appreciative study of the Latin classics is calculated to impart.
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.

In Homer six books are read with studies in Greek Grammar from a comparative standpoint. Phonetics, Morphology and Syntax are taught by dictations, based on the works of Brugman, Meyer, Bloomfield and Delbrueck. Each student is required also to present an essay on some subject connected with Homeric Antiquities, in the preparation of which the works of Mahoffey, Schlieman and others, in the College Library, will be used. With Herodotus 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, rythm 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, etc.

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 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. The purchase of several additional microscopes of the latest improved design will greatly facilitate the laboratory work for the next year.

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 will greatly aid the prosecution of this work, will be made before the next college year opens, 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, heliotellus, 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, syntax and pronunciation of the language, and is introduced to representative classic authors. Conversations in French are frequent and some practice is had in French composition. Lectures are given on the drama of the Romantic School. The aim is to give a practical and a literary knowledge of the language. It is believed that the student, after two years' study in this department can, with little further practice, acquire fluency in the language and read French literature with ease.
German.

A knowledge of French and German, beside 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.

English Literature.

In this department the text-book is made the basis of work; but the student is required to study the authors carefully for himself, and to use such aid in the way of criticism as he can obtain in the college and city libraries. Special attention is given to Chaucer and Shakespeare. The student in addition to class-room work is required to make a thorough study of one of
Shakespeare's plays, consulting the best Shakespearean critics, and giving the results of his study in the form of an essay. Special attention is also paid to the early English Drama and to some of the early English Masterpieces. Among the Masterpieces assigned for essays, are Moore's Utopia, Burke's Reflections, George Elliot's Silas Marner, Carlyle's Sartor Resartus, and Tennyson's Princess. Lectures are given frequently by the instructor.

The course is intended to develop in the student a critical taste and to engender a love for the English Literature which will mould his future reading.
During the current college year the text-book in Intellectual Science has been Porter, supplemented by McCosh, Ladd, Bowne and other authors, who treat more fully the physiological aspects of psychology. Sully or Dewey, it is probable, will be the text-book for the ensuing year.

In Natural Theology, the text-book has been Valentine, supplemented with readings from Janet's "Final Causes," Bowne's "Studies in Theism," Cooke's "Chemistry and Religion," Paley's "Natural Theology" and Joseph Cook's "Biology." The several arguments for the Divine Being have been given to the class in syllogistic form, so as to enable them to apprehend more clearly their exact force and significance.

In New Testament Manuscripts, Merrill's "Story of the Manuscripts" has been used as a text-book, supplemented with Mitchell's "Critical Hand-Book," Schaff's "Companion," and the "Introductions" of Scrivener, and Westcott and Hort. Photographic fac-similes of portions of a Pre-Harklensian Syrian text of the Gospels and Acts were exhibited to the class; also the beautiful views of early Christian art contained in the 6th century manuscript, recently discovered by Messrs. Gebhardt and Harnack in Rossano, Italy, and published by them at Leipsic, with brilliant representations of its silver text on the purple vellum.

The text-book in Logic has been Jevons as edited by Hill. Genung's new "Practical Rhetoric" has been used.

In Philosophy, Professor Ferrier's "Lectures on the Early Greek Philosophy" has been used as the text-book, with refer-
ences to Zeller, Uberweg, 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.

Guizot has been used in the History of Civilization, with references to Hallam and Fisher; and Hurlbut has been used in Biblical Geography and History.

In the class-room, the student is required to give, in his own language, a close reproduction of the thought of the text. Free discussion of topics and frank expression of independent judgment is encouraged. Essays and orations have been prepared by members of the class during the year on several of the subjects studied.

### Rhetorical Exercises

Rhetorical exercises, consisting of orations and essays, are required of all the students. The work in this department will be assumed and reorganized by the newly appointed Professor of rhetoric and elocution, at the opening of the next college year.

### 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.
Painting and Drawing.

The studio is a large room in Kalamazoo Hall, conveniently situated and suitably lighted.

Its privileges are available not only to students but also to persons not otherwise connected with the college.

Pupils in the public schools receive instruction on Saturdays, and at such other times as may not interfere with their school duties.

The studio thus serves to promote a pleasant relationship between the college and the citizens of Kalamazoo. At an exhibition given in the early spring, it was made manifest by the large number of visitors present that there is a genuine interest felt by the people of the city in the work of this department.

Instruction is given in charcoal drawing, and in painting both in water colors and in oil. Pupils are taught to copy, but are especially encouraged to work from life; and pains are taken to make the work an educational element in cultivating the ability to appreciate the best works of art.
"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 self-hood right away."
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. One of these rooms is used as a studio by the teacher of painting and drawing. Another is the Hall of the Eurodelphian Society. The third floor is occupied by a spacious chapel.

The new Ladies' Hall was erected by the Ladies' Hall Association of the State and transferred in October last to the college. 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-slips, 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.
Grounds.

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, of which Senator Stockbridge is chairman.

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 the surveying instruments.

The recent increase in its income has enabled the college to make large additions to the apparatus. Important pieces are expected from Europe during the summer. 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.
Library.

The additions to the library during the past year 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 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 practical value of the collection is indicated by the fact that a large percentage of all books drawn by students during the year has been taken from the Olney shelves.

The special addition to the income of the college has provided the means of adding by purchase during the last half of the year about one hundred and seventy-five new and choice volumes. They 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 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.

The recent increase of $5,000 per annum in the income of the college has enabled it to add several Instructors to the Faculty, to restore to their places in the curriculum some studies which have been taught recently only in alternate years, and to introduce new studies. Also, liberal additions have been made to the library and to the scientific apparatus, and the work of the college generally has been strengthened and broadened.

The movement to raise a fund of $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 prosecuted by the appropriate committee, and it is believed that the college will rejoice at no distant day in the full fruition of this worthy undertaking.

Add to the foregoing the heroic efforts of the Ladies’ Hall Association to complete the work which they have assumed in connection with the Ladies’ Hall, the suggestions that have been made by friends of the college looking to the completion of the fund designated for the Alumni Professorship, and to the erection of a new building for recitation purposes, and it seems that the prospects of the college are indeed brightening.

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 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, 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 within the last year. With its library, its newly purchased piano, and other appointments, it constitutes an attractive 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 hold 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.

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.
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 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.

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 or 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.”
Beautiful Kalamazoo.

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 the magnitude of last year's crop can be had from the fact that the lumber alone for the boxes
in which the entire shipments 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 waterworks. 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 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 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."
### COLLEGE STUDIES.

<table>
<thead>
<tr>
<th>Year</th>
<th>First Term</th>
<th>Second Term</th>
<th>Third Term</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Freshman</strong></td>
<td>Latin. ( a \ c )</td>
<td>Latin. ( a \ c )</td>
<td>Latin. ( a \ c )</td>
</tr>
<tr>
<td></td>
<td>Greek. ( a \ b )</td>
<td>Greek. ( a \ b )</td>
<td>Greek. ( a \ b )</td>
</tr>
<tr>
<td></td>
<td>Mathematics. ( a b c d )</td>
<td>Mathematics. ( a b c d )</td>
<td>Mathematics. ( a b c d )</td>
</tr>
<tr>
<td></td>
<td>Biology. ( d )</td>
<td>Biology. ( d )</td>
<td>Biology. ( d )</td>
</tr>
<tr>
<td></td>
<td>French. ( d )</td>
<td>French. ( d )</td>
<td>French. ( d )</td>
</tr>
<tr>
<td><strong>Sophomore</strong></td>
<td>Mathematics. ( a b c d )</td>
<td>Mathematics. ( b c d )</td>
<td>Mathematics. ( d )</td>
</tr>
<tr>
<td></td>
<td>French. ( a )</td>
<td>French. ( a )</td>
<td>French. ( a )</td>
</tr>
<tr>
<td></td>
<td>German. ( b c d )</td>
<td>German. ( b c d )</td>
<td>German. ( b c d )</td>
</tr>
<tr>
<td></td>
<td>Chemistry. ( b c d )</td>
<td>Chemistry. ( b c d )</td>
<td>Rhetoric. ( a b c d )</td>
</tr>
<tr>
<td></td>
<td>Greek. ( a b )</td>
<td>Greek. ( a b )</td>
<td>Latin. ( a c )</td>
</tr>
<tr>
<td><strong>Junior</strong></td>
<td>Mechanics. ( a b c d )</td>
<td>Physics. ( a b c d )</td>
<td>Surveying. ( d )</td>
</tr>
<tr>
<td></td>
<td>English Literature. ( a b c d )</td>
<td>English Literature. ( c d )</td>
<td>English Literature. ( d )</td>
</tr>
<tr>
<td></td>
<td>Astronomy. ( a b c d )</td>
<td>Logic. ( a b c d )</td>
<td>Geology. ( a b c d )</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Greek.</td>
<td>Greek.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Latin.</td>
</tr>
<tr>
<td><strong>Senior</strong></td>
<td>Psychology. ( a b c d )</td>
<td>Moral Philosophy. ( a b c d )</td>
<td>Evidences of Christianity. ( b d )</td>
</tr>
<tr>
<td></td>
<td>History of Philosophy. ( b c d )</td>
<td>Natural Theology. ( b c d )</td>
<td>Political Economy. ( a b c d )</td>
</tr>
<tr>
<td></td>
<td>History. ( a b c d )</td>
<td>History. ( a b c d )</td>
<td>History. ( a b c d )</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Latin.</td>
</tr>
<tr>
<td></td>
<td>FIRST TERM.</td>
<td>SECOND TERM.</td>
<td>THIRD TERM.</td>
</tr>
<tr>
<td>------------------</td>
<td>---------------------------</td>
<td>-----------------------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td><strong>FIRST YEAR.</strong></td>
<td>Arithmetic. <em>a b c d</em></td>
<td>Arithmetic. <em>a b c d</em></td>
<td>Arithmetic. <em>a b c d</em></td>
</tr>
<tr>
<td></td>
<td>English Grammar. <em>a b c d</em></td>
<td>English Grammar. <em>a b c d</em></td>
<td>English Grammar. <em>a b c d</em></td>
</tr>
<tr>
<td></td>
<td>Political Geography. <em>a b c d</em></td>
<td>Physical Geography. <em>a b c d</em></td>
<td>U. S. History. <em>a b c d</em></td>
</tr>
<tr>
<td><strong>SECOND YEAR.</strong></td>
<td>Latin. <em>a c</em></td>
<td>Latin. <em>a c</em></td>
<td>Latin. <em>a c</em></td>
</tr>
<tr>
<td></td>
<td>Latin. <em>a c</em></td>
<td>Latin. <em>a c</em></td>
<td>Latin. <em>a c</em></td>
</tr>
<tr>
<td></td>
<td>Algebra. <em>a b c d</em></td>
<td>Algebra. <em>a b c d</em></td>
<td>Arithmetic. <em>a b c d</em></td>
</tr>
<tr>
<td></td>
<td>Physiology. <em>b d</em></td>
<td>Civil Government. <em>b d</em></td>
<td>Botany. <em>b d</em></td>
</tr>
<tr>
<td></td>
<td>Rhetoric. <em>b d</em></td>
<td>Book-keeping. <em>b d</em></td>
<td>Astronomy. <em>b d</em></td>
</tr>
<tr>
<td><strong>THIRD YEAR.</strong></td>
<td>Greek. <em>a b</em></td>
<td>Greek. <em>a b</em></td>
<td>Greek. <em>a b</em></td>
</tr>
<tr>
<td></td>
<td>Latin. <em>a c</em></td>
<td>Latin. <em>a c</em></td>
<td>Latin. <em>a c</em></td>
</tr>
<tr>
<td></td>
<td>Algebra. <em>a b c d</em></td>
<td>Algebra. <em>a b c d</em></td>
<td>Biblical Geography. <em>a b c d</em></td>
</tr>
<tr>
<td></td>
<td>Natural Philosophy. <em>b c d</em></td>
<td>Natural Philosophy. <em>b c d</em></td>
<td>Chemistry. <em>b c d</em></td>
</tr>
<tr>
<td></td>
<td>History. <em>d</em></td>
<td>History. <em>d</em></td>
<td>History. <em>d</em></td>
</tr>
<tr>
<td><strong>FOURTH YEAR.</strong></td>
<td>Greek. <em>a b</em></td>
<td>Greek. <em>a b</em></td>
<td>Greek. <em>a b</em></td>
</tr>
<tr>
<td></td>
<td>Latin. <em>a c</em></td>
<td>Latin. <em>a c</em></td>
<td>Latin. <em>a c</em></td>
</tr>
<tr>
<td></td>
<td>Geometry. <em>a b c d</em></td>
<td>Geometry. <em>a b c d</em></td>
<td>Geometry. <em>a b c d</em></td>
</tr>
<tr>
<td></td>
<td>French. <em>b c d</em></td>
<td>French. <em>b c d</em></td>
<td>French. <em>b c d</em></td>
</tr>
<tr>
<td></td>
<td>English Literature. <em>d</em></td>
<td>Mechanical Drawing. <em>d</em></td>
<td>Geology. <em>d</em></td>
</tr>
</tbody>
</table>

*a*—Classical.  
*b*—Greek-Scientific.  
*c*—Latin-Scientific.  
*d*—English-Scientific.