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1858

## Colby College Catalogue 1858 - 1859

Colby College

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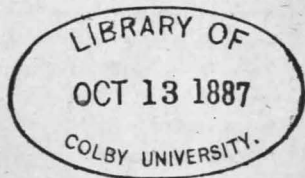
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**CATALOGUE**

OF

**WATERVILLE COLLEGE.**

**1858-9.**

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CATALOGUE

OF THE

Officers and Students

OF

WATERVILLE COLLEGE,

MAINE,

FOR THE ACADEMIC YEAR

1858-9.



WATERVILLE:

PRINTED FOR THE COLLEGE.

1858.

**BOSTON:**  
*John M. Hewes, Printer,*  
81 Cornhill.

## BOARD OF TRUSTEES.

REV. JAMES T. CHAMPLIN, D. D., *President.*

HON. JOHN HUBBARD, M. D., LL. D., *Vice President.*

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Rev. Nathaniel Butler,

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Rev. William Lamson, D. D.

Joseph Story, Esq.

Josiah H. Drummond, A. M.

Rev. George Knox,

Hon. Mark H. Dunnell,

Henry B. Hart, Esq.



## FACULTY OF INSTRUCTION.

---

REV. JAMES T. CHAMPLIN, D. D., President,  
**Professor of Intellectual and Moral Philosophy.**

---

SAMUEL K. SMITH, A. M.,  
**Professor of Rhetoric, and Librarian.**

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CHARLES E. HAMLIN, A. M.,  
**Professor of Chemistry and Natural History.**

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MOSES LYFORD, A. M.,  
**Professor of Mathematics and Natural Philosophy.**

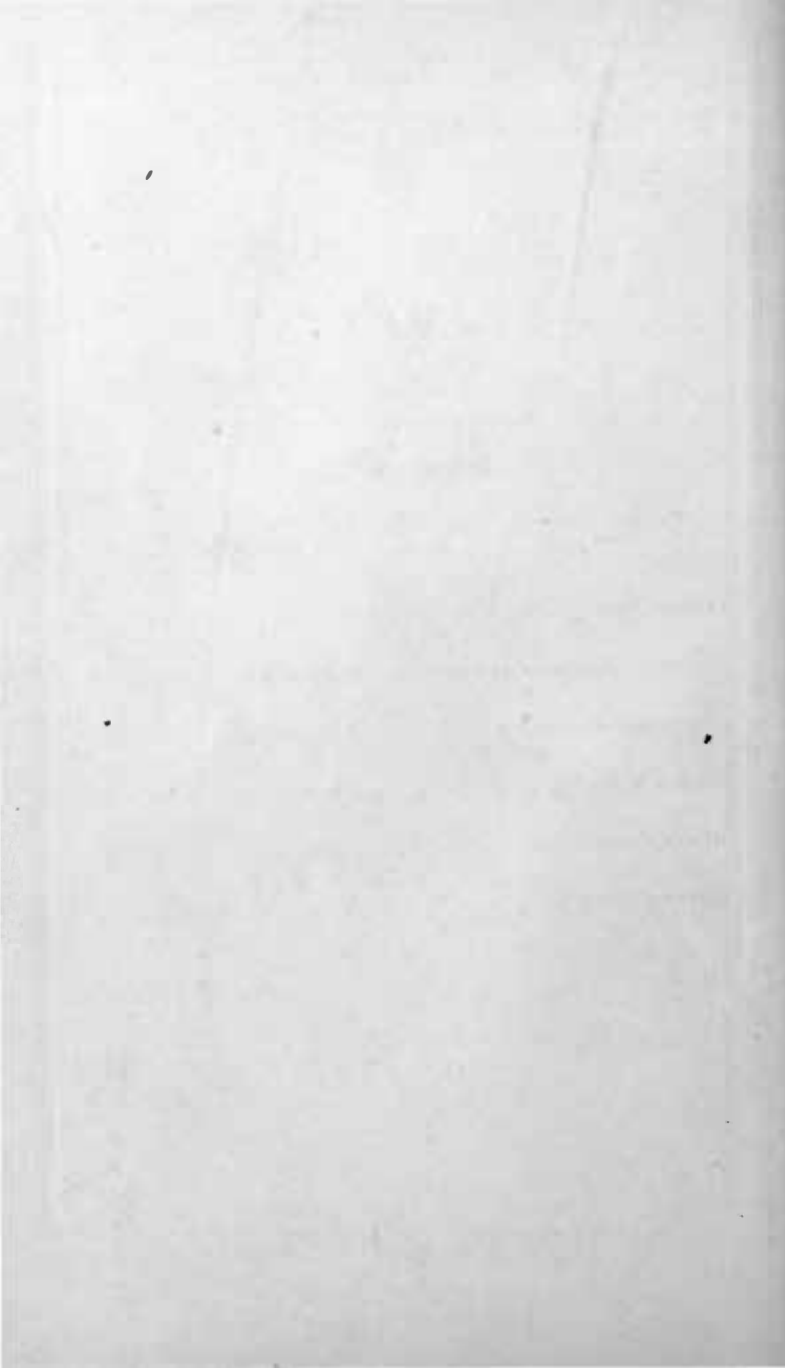
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JOHN B. FOSTER, A. M.,  
**Professor of the Greek and Latin Languages and Literature.**

---

HOBART W. RICHARDSON, A. M.,  
**Tutor in Greek and Mathematics.**





## STUDENTS.

---

 Senior Class.

1859

Names.	Residence.	Rooms.
ALFRED ELIAB BUCK,	<i>Foxcroft,</i>	16 S. C.
STEPHEN COPELAND FLETCHER,	<i>Bloomfield,</i>	14 N. C.
ALEXANDER FULLER, JR.,	<i>Waterville,</i>	7 N. C.
FOSTER GOODRICH,	<i>Bingham,</i>	14 N. C.
JUDAH TEAGUE POMPIIIY,	<i>Auburn,</i>	7 S. C.
HIRAM CHANEY VAUGHAN,	<i>Farmington,</i>	21 N. C.

1860  
d. Augusta, Mar. 25, 1897. @ 58.

See Masonic Token, May 15/97-1

## Junior Class.

Names.	Residence.	Rooms.
RICHARD WIGGIN BLACK,	<i>Palermo,</i>	13 N. C.
GEORGE BRAINERD BUZELLE,	<i>Waterville,</i>	Mrs. Buzelle's.
JOSEPH FREEMAN ELDER,	<i>Portland,</i>	8 N. C.
WILLIAM DYER EWER,	<i>Vassalboro',</i>	10 S. C.
TIMOTHY GOLDTHWAIT,	<i>Waterville,</i>	Mr. Goldthwait's.
JOHN GOLDTHWAIT,	<i>Waterville,</i>	Mr. Goldthwait's.
JOSIAH MANCHESTER HAYNES,	<i>Waterville,</i>	11 S. C.
HENRY WILSON HARMON,	<i>North Livermore,</i>	12 N. C.
JOHN HENRY JACKSON,	<i>Litchfield,</i>	6 N. C.
RANDALL ELVIN JONES,	<i>Jefferson,</i>	17 S. C.
FREDERICK AUGUSTUS PIKE KELLY,	<i>Calais,</i>	Mrs. Sawyer's.
HENRY ABIAL KENNEDY,	<i>Waldoboro',</i>	10 N. C.
ALMORE KENNEDY,	<i>Waldoboro',</i>	10 N. C.
RANSOM NORTON,	<i>North Livermore,</i>	27 N. C.

---

Names.	Residence.	Rooms.
WILLIAM PITT OAKES,	<i>Sangerville,</i>	9 S. C.
LEVI MERRIAM PIERCE,	<i>West Boylston, Ms.</i>	25 N. C.
STILLMAN HERSEY RECORD,	<i>Auburn,</i>	11 N. C.
JACOB BARTLETT SHAW,	<i>Albion,</i>	20 N. C.
WILLIAM WALLACE WEST,	<i>Waterville,</i>	Mr. West's.
GEORGE WILLIAM WORMELL,	<i>Dexter,</i>	9 N. C.
<hr/>		
GEORGE BOARDMAN DORR,	<i>Dexter,</i>	6 S. C.
SAMUEL HUBBARD FIFIELD,	<i>Fayette,</i>	19 N. C.

## 61 Sophomore Class.

Names.	Residence.	Rooms.
FREDERICK DANA BLAKE,	<i>So. Boston, Ms.</i>	8 N. C.
<i>Samuel</i> SEWALL BROWN,	<i>Dover,</i>	6 S. C.
N JOSIAH PRESCOTT BURBANK,	<i>Waterville,</i>	15 S. C.
A JAMES BRIARR COCHRAN,	<i>Fayette,</i>	24 N. C.
Z GRANVILLE PARK COCHRAN,	<i>Monmouth,</i>	24 N. C.
GEORGE STICKNEY FLOOD,	<i>Clinton,</i>	32 S. C.
WILLIAM ALLEN HATCH,	<i>Waterville,</i>	15 S. C.
V AMOS MESSER JACKSON,	<i>Litchfield,</i>	6 N. C.
F EDWARD PAYSON LORING,	<i>Norridgewock,</i>	7 N. C.
ALBERT PRESCOTT MARBLE,	<i>Waterville,</i>	Mrs. Marble's.
MOSES CAMPBELL MITCHELL,	<i>Temple,</i>	8 S. C.
Z SAMUEL BALDWIN MORSE,	<i>Livermore Falls,</i>	19 S. C.
7 DAVID ELKINS PARSONS,	<i>Harmony,</i>	20 N. C.
2 LLEWELLYN POWERS,	<i>Pittsfield,</i>	19 S. C.
2 JUSTIN SPAULDING THOMPSON,	<i>Corinth,</i>	8 S. C.
2 ZORADUS CAREY TRASK,	<i>Nobleboro',</i>	16 N. C.
2 BARTLETT TRIPP,	<i>Ripley,</i>	31 S. C.
7 CYRUS GREENLEAF WARREN,	<i>Stockton,</i>	27 N. C.

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## Freshman Class.

Names.	Residence.	Rooms.
ARETUS GUSTAVUS BARKER,	<i>Lovell,</i>	3 N. C.
WILLIAM CAREY BARROWS,	<i>Litchfield,</i>	30 N. C.
AMASA BIGELOW, JR., <i>v</i>	<i>Bloomfield,</i>	26 S. C.
FRANK BODFISH,	<i>Waterville,</i>	Mrs. Bodfish's.
ELIAS BROOKINGS, JR.,	<i>Woolwich,</i>	23 N. C.
WILLIAM EUSTIS BROOKS,	<i>Bloomfield,</i>	15 N. C.
ALONZO BUNKER,	<i>Atkinson,</i>	13 S. C.
AUGUSTUS CHAMPLIN,	<i>Waterville,</i>	Dr. Champlin's.
WHITING STEVENS CLARK,	<i>Sangerville,</i>	13 S. C.
SAMUEL WARREN CLARKE, <i>v</i>	<i>Newcastle,</i>	23 N. C.
ISAAC SELDEN CLIFFORD, <i>v</i>	<i>Waterville,</i>	30 S. C.
SAMUEL SLEEPER DYER, <i>v</i>	<i>New Sharon,</i>	16 N. C.
NICHOLAS GALLAGHER, <i>v</i>	<i>Waterville,</i>	4 N. C.
JONATHAN MAY GARLAND, <i>v</i>	<i>Winslow,</i>	4 N. C.
GEORGE ALVAH GIFFORD,	<i>Vassalboro',</i>	16 S. C.
GEORGE HERBERT GREENE, <i>v</i>	<i>No. Andover, Ms.</i>	31 N. C.
FREDERIC HALE,	<i>Turner,</i>	7 S. C.
EDWARD WINSLOW HALL,	<i>Portland,</i>	14 S. C.

Names.	Residence.	Rooms.
SAMUEL HAMBLEN,	<i>Lovell,</i>	32 N. C.
EDWARD EVERETT HARMON, <i>N</i>	<i>North Livermore,</i>	12 N. C.
CALVIN BOSWORTH HINKLEY, <i>N</i>	<i>Mercer,</i>	11 S. C.
GEORGE LANGFORD HUNT,	<i>Woburn, Ms.</i>	Dr. Wilson's.
ASA LYMAN LANE,	<i>Yarmouth,</i>	27 S. C.
ARCH DORILLOUS LEAVITT,	<i>Turner,</i>	12 S. C.
JOHN FRANCIS LISCOMB,	<i>Portland,</i>	21 N. C.
NELSON ALLEN LUCE, <i>N</i>	<i>Burnham,</i>	3 N. C.
ALBERT QUINCY MARSHALL,	<i>Hebron,</i>	12 S. C.
WILLIAM ADRIAN MERRILL, <i>N</i>	<i>Vassalboro',</i>	25 S. C.
JUSTIN PAYSON MOORE,	<i>Sidney,</i>	25 S. C.
LEWIS EDWIN NORRIS, <i>N</i>	<i>Monson,</i>	31 S. C.
ELI PIERCE NOYES, <i>N</i>	<i>Jefferson,</i>	27 S. C.
JOHN ALBERT PHILBROOK, <i>N</i>	<i>Kendall's Mills,</i>	32 N. C.
ISAIAH RECORD,	<i>East Livermore,</i>	11 N. C.
RICHARD CUTTS SHANNON,	<i>Saco,</i>	14 S. C.
MARTIN BRADFORD SOULE, <i>N</i>	<i>Waterville,</i>	30 S. C.
ZEMRO AUGUSTUS SMITH,	<i>Hodgdon,</i>	26 S. C.
SOLOMON SARGENT STEARNS, <i>N</i>	<i>Lovell,</i>	30 N. C.
WILLIAM AMORY STEVENS,	<i>Waterville,</i>	Mr. Stevens'.
GEORGE ADAM WILSON,	<i>Waterville,</i>	Dr. Wilson's.
EDWIN ALLEN WYMAN, <i>N</i>	<i>Bloomfield,</i>	15 N. C.

## SUMMARY.



SENIORS, .....	6
JUNIORS, .....	20
SOPHOMORES, .....	18
FRESHMEN, .....	40
SELECT COURSE, .....	2
Total, .....	86



## ABBREVIATIONS.

N. C. ....	North College.
S. C. ....	South College.



## TERMS OF ADMISSION.

THE requisites for admission to the Freshman Class are testimonials of a good moral character, a thorough acquaintance with English, Latin and Greek Grammar, Cæsar's Commentaries or Sallust, Virgil, Cicero's Select Orations, Latin Prosody, the making of Latin, the Gospels of the Greek Testament, Jacob's Greek Reader, Ancient and Modern Geography, Vulgar and Decimal Fractions, Proportions, the Doctrine of Roots and Powers, and Algebra, to Equations of the Second Degree in Davies's Bourdon, or an equivalent. It is recommended to students in preparation, to read attentively some convenient manual of Greek and Roman History. Kühner's Elementary Greek and Latin Grammars, including the Exercises, or Champlin's Greek Grammar and the Latin Grammar of Andrews and Stoddard, are required.

Candidates for advanced standing are examined in the preparatory studies, and in the various studies to which the Class they propose to enter have attended. Those who are admitted from other Colleges, must present certificates of regular dismission. In all cases testimonials of good moral character are required.

The stated times for examinations are Tuesday before Commencement, and the first day of the term.

**SELECT COURSE.**—Individuals of suitable age and acquisitions, wishing to fit themselves for mercantile, agricultural, or any of the other active pursuits of life, will be allowed to pursue a Partial Course, for any length of time not less than one year, selecting such studies as they may desire. They will be required to recte with the regular College Classes at least twice a day, and to continue through the term any study commenced. They will have free access to the Libraries and Lectures, and on leaving the Institution will be entitled to a regular certificate of their respective attainments in the studies on which they have passed an examination.

## COURSE OF STUDY.

### Freshman Year.

#### First Term.

Geometry (first five books), . . . . .	Davies's Legendre.
Latin, . . . . .	Livy.
Latin Grammar, . . . . .	Kühner.
Exercises in writing Latin.	
Greek, . . . . .	Xenophon's Anabasis.
Greek Grammar, . . . . .	Champlin.
Exercises in Elocution, . . . . .	Vandenhoff.

#### Second Term.

Geometry (completed), . . . . .	Davies's Legendre.
Algebra, . . . . .	Davies's Bourdon.
Latin, . . . . .	Cicero's Tusculan Disputations.
Latin Grammar, . . . . .	Kühner.
Exercises in writing Latin.	
Greek, . . . . .	Clio of Herodotus.
Greek Grammar, . . . . .	Champlin.
Exercises in Elocution, . . . . .	Vandenhoff.

#### Third Term.

Algebra (completed), . . . . .	Davies's Bourdon.
Latin, . . . . .	Odes of Horace.
Latin Grammar, . . . . .	Kühner.

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Greek, . . . . .	Homer.
Greek Grammar, . . . . .	Champlin.
Exercises in writing Greek, . . . . .	Boise.



## Sophomore Year.

### First Term.

Trigonometry, . . . . .	Davies.
Latin, . . . . .	Satires and Epistles of Horace.
Rhetoric, . . . . .	Whately and Lectures.

### Second Term.

Analytical Geometry, . . . . .	Davies.
Greek, . . . . .	Popular Orations of Demosthenes.
Rhetoric, . . . . .	Whately.
French, . . . . .	Fasquelle's Grammar.

### Third Term.

Differential and Integral Calculus, . . . . .	Smyth.
Latin, . . . . .	Germania and Agricola of Tacitus.
French, . . . . .	Dumas's Life of Napoleon.

## Junior Year.

### First Term.

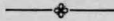
Mechanics,	. . . . .	Bartlett.
Chemistry,	. . . . .	Johnston.
Logic,	. . . . .	Whately.
Practical Ethics,	. . . . .	Whately.

### Second Term.

Mechanics,	. . . . .	Bartlett.
Greek,	. . . . .	Tragedy.
Physiology,	. . . . .	Loomis.
Principles of Zoölogy,	. . . . .	Agassiz and Gould.
Optics,	. . . . .	Jackson.

### Third Term.

Latin,	. . . . .	History of Tacitus.
Mineralogy and Geology,	. . . . .	Loomis.
Rhetoric,	. . . . .	Whately.
Constitution of United States,	. . . . .	Sheppard.



## Senior Year.

### First Term.

Theoretical Ethics,	. . . . .	Butler's Discourses.
Astronomy,	. . . . .	Norton.
Greek,	. . . . .	Demosthenes on the Crown.

**Second Term.**

German, . . . . .	Adler's Grammar and Reader.
Evidences of Religion, . . . . .	Butler's Analogy.
Intellectual Philosophy, . . . . .	Lectures.

**Third Term.**

Political Economy, . . . . .	Wayland.
German, . . . . .	Undine.
Natural Theology, . . . . .	Lectures.

It is required that the above studies be pursued, and regular examinations sustained in them, by each Student, previously to his receiving the Degree of Bachelor of Arts.

**LECTURES.**

In connection with the regular recitations, Lectures are delivered to the several classes, on the following subjects :—

Chemistry,  
 Geology,  
 Mineralogy,  
 Zoölogy,  
 The various branches of Natural History,  
 Intellectual Philosophy,  
 Evidences of Christianity,  
 Natural Theology,  
 Greek History and Literature,  
 Roman History and Literature,  
 Greek and Roman Mythology,  
 Rhetoric,  
 Verbal Criticism and History of the English Language,  
 Modern History,  
 Means of Preserving Health.

## RECAPITULATION

OF THE SUBJECTS OF STUDY IN EACH DEPARTMENT.



### **Greek.**

Anabasis of Xenophon,  
 Clio of Herodotus,  
 Popular Orations of Demosthenes,  
 Iliad or Odyssey of Homer,  
 Alcestis or Medea of Euripides,  
 Demosthenes on the Crown,  
 Champlin's Greek Grammar,  
 Greek Prosody,  
 Boise's Greek Prose Composition.

### **Latin.**

Livy,  
 Cicero, Tusculan Disputations,  
 Horace,  
 Tacitus, Germania, Agricola, and History,  
 Kühner's Latin Grammar,  
 Exercises in writing Latin.

### **Mathematics and Natural Philosophy.**

Geometry,  
 Algebra,  
 Trigonometry,  
 Projections, Mensuration of Heights and Distances, Surveying,  
 Levelling, Navigation and Nautical Astronomy,  
 Analytical Geometry,  
 Differential and Integral Calculus,

Mechanics,  
Optics,  
Astronomy.

**Chemistry and Natural History.**

Johnston's Chemistry,  
Agassiz and Gould's Principles of Zoölogy,  
Loomis's Anatomy and Physiology,  
Loomis's Geology.

**Rhetoric and Logic.**

Whately on Style,  
Whately's Logic,  
Whately on Conviction and Persuasion,  
Vandenhoff's Elocution.

Themes are presented by the Sophomore, Junior and Senior Classes, once in two weeks.

Declamations are required from one of the four Classes every week, the Senior Class speaking original articles.

Exercises in Elocution are continued throughout the course.

**History.**

Grecian History and Antiquities, Bojesen,  
Roman History and Antiquities, Bojesen.  
Lectures on Modern History.

**Intellectual and Moral Philosophy.**

Wayland's Intellectual Philosophy,  
Butler's Analogy,  
Butler's Ethical Discourses,  
Whately's Lessons on Morals,  
Wayland's Political Economy,  
Constitution of the United States.

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**Modern Languages.**

In this department the regular course embraces instruction in the French and German Languages ; for which, however, no additional tuition is charged.

- FRENCH—Fasquelle's Grammar,  
           Dumas's Life of Napoleon.
- GERMAN—Ollendorff's Grammar, (Adler's ed.),  
           Adler's German Reader,  
           Fouqué's Undine.
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**EXHIBITION.**

There is an Exhibition of the Senior Class on the Seventh Wednesday of the first term.

**PUBLIC WORSHIP.**

All the students are required to attend some place of public worship on the Sabbath ; each student or his parent or guardian being permitted to select for attendance either of the places of public worship in the village.

**EXAMINATIONS.**

There is a public examination of all the Classes at the close of each term. In the Mathematical and all the English branches the student is required to exhibit his attainments, in any part of the term's study assigned to him, without being questioned, and to conduct the discussion himself.

The final examination of the Senior Class occurs five weeks before Commencement.

**TERM BILLS.**

There is kept an accurate account of each student's absences from all exercises upon which his attendance is required ; also, of his general conduct and scholarship. This account, in connection with the regular term bill, is sent to the student's parent or guardian at the close of each term.



## COMMENCEMENT AND VACATIONS.

Commencement is on the second Wednesday of August. The first vacation is of four weeks, from Commencement ; the second is of eight, from the fourth Wednesday of December ; the third is of ten days, at the close of the second term. The first term is of fifteen weeks ; the second and third terms, of twelve weeks each. The terms are so arranged as to give a long vacation in the Winter, which may be profitably occupied in teaching, by those whose circumstances require it. Students are allowed to leave for their schools the Wednesday before the first Monday in December.

## EXPENSES.

Tuition, Room-rent and use of Library, . . .	\$41.00	\$41.00
Incidental Expenses, . . . . .	5.00	5.00
Board, from \$1.50 to \$2.50 per week, . . .	58.50	87.75
Fuel, Washing and Lights, . . . . .	12.00	12.00
Amount, . . . . .	\$116.50	\$145.75

The sum necessary for books, clothing and travelling expenses, will vary according to circumstances and the habits of the student. Many of the Greek and Latin text books can be obtained by the students from the Library, at a reasonable charge.

College term bills are to be paid at the commencement of the succeeding term. Persons admitted to advanced standing, if not from another College, are required to pay back tuition ; but no matriculation fee is exacted in any case.

## SPECIAL REGULATIONS.

1. Any deficiencies in the studies preparatory for College, must be made up by the beginning of the second term.
2. Students are considered absent at the beginning of a term, until they present themselves at their recitations, and will be fined for such absence, unless they obtain an excuse for the same from the President.
3. Students declared deficient in any study, at the end of a term, must make up such deficiency by the opening of the next term.

4. No student can be examined with his class, who has not recited with them at least one-third of the time.

5. No student, who is unexamined in the studies of any two terms, can proceed with his class till he has been examined on one of them.

6. Examinations on deficiencies must always take place on the Saturday following the opening of the term.

7. No student is allowed to be absent a term, nor to leave town in term time, without permission from the President.

8. Term bills must be paid strictly as they accrue ; otherwise bonds must be given to the Treasurer. And even with bonds, no student will be allowed to proceed with his class who has more than two bills unpaid.

9. Irregularity in attendance at recitations will be noticed, first, by an admonition from the teacher ; then, if continued, from the President ; and if not corrected on admonition, the student will be suspended for the term, or discharged from the College altogether, as the case may seem to demand.

10. Any student changing his room, without permission from the President, will be subject to a fine, or such other penalty as the Faculty may think suited to the case.

11. If any student shall fail to hand in his composition at the time appointed for it to be read, he will not be allowed to proceed with his class till it is handed in.

12. All excuses for absences from College exercises are to be presented in writing to the officer superintending the exercise, always before Wednesday evening in each week.

13. No student is allowed to board at a public house.

#### WATERVILLE ACADEMY.

This Institution, under the charge of Mr. I. S. HAMBLEN, is recommended as possessing superior advantages as a Classical School. The course of study is arranged with reference to the requirements for admission to this College.

Rates of tuition, from \$3.00 to \$5.00.

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## COLLEGE CALENDAR.

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FALL TERM ends on Wednesday, . . . . . Dec. 22, 1858.

VACATION OF EIGHT WEEKS.

1859.

SPRING TERM begins Wednesday Evening, . . . . . February 16.

SPRING TERM ends Wednesday, . . . . . May 11.

VACATION OF TWO WEEKS.

SUMMER TERM begins Saturday Evening, . . . . . May 21.

Senior Examination, Wednesday, . . . . . July 6.

Examination of the other Classes begins Wednesday, August 3.

Examination for admission to College, Tuesday,\* . . . August 9.

Commencement, Wednesday, . . . . . August 10.

VACATION OF FOUR WEEKS.

FALL TERM begins Wednesday, . . . . . September 7.

Examination for admission to College, Wednesday,\* September 7.

Exhibition of the Senior Class, Wednesday, . . . . . October 19.

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\*At ten o'clock, at the College Chapel. The examination will be in writing.

## COLLEGE EDUCATION.

[FROM THE REPORT OF THE FACULTY FOR 1855.]

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### COURSE OF STUDY.

COLLEGE studies should generally be of a kind requiring higher talents for their acquisition, and ampler means for their illustration than are found in ordinary schools. There is so much to be done in the higher departments of study, that the college should leave to lower schools all that can as well be performed there. The college is no place for the study of elements. These being so obviously useful and appreciable by all, and so entirely within the reach of ordinary talents and means, may safely be left to lower schools. It is only in the rarer kinds of knowledge, essential to the proper development of the mind, or a true view of nature, and not immediately appreciable by the popular taste, that the elements may be pursued in college.

College studies, also, should be of a fundamental character. They should be such as lay the foundation for future progress. The most extended college course covers but a very small portion of the field of knowledge, and hence the studies which it does embrace should be of a radical character. It should open the various avenues to knowledge, if it does not trace them through their whole extent. It should give one the instruments for the acquisition of knowledge, if not the knowledge itself. It should put into the hands of the student the key of the temple of science, though it conduct him only to the threshold.

Hence professional studies, or those looking specifically to particular pursuits, should generally be excluded from the college course. The design of the college course is to educate man as man, and not as this or that sort of a man. A college education should not be the education of peculiarities, neither is it designed to produce peculiarities and

specialities of taste and attainments. It has nothing to do, directly, with preparing men to become physicians, or lawyers, or clergymen, but rather with giving them the mental discipline and culture required by all the professions, and fitting them to prosecute with distinction any of the pursuits of life. Much less is college education designed to prepare men for making money. It should teach them the laws of nature, among other things, and if they wish to avail themselves of these laws to make money, they are at liberty to do so ; but this, plainly, should be no part of the aim of a college course. A mercenary education is not, surely, a liberal education. To teach men to experiment upon nature, so as to extort pelf from her, is not to teach science, but a mere knack, and about the lowest knack of all.

Again, a right college course should aim at discipline quite as much as at knowledge. Its studies should be of a disciplinary character, embracing principles rather than mere details of fact. Discipline gives the command of knowledge ; it is the key of knowledge, and, if applied, will infallibly open to us its stores. The most that can be said of a man of mere knowledge is, that "he is a walking library ;" but a man of a thoroughly disciplined mind is a *working engine*. If knowledge be power, discipline is still greater power. While, therefore, the college should not neglect knowledge, it should have a predominant aim at discipline. Knowledge may be acquired afterwards, but discipline, severe, scientific discipline, if not gained in college, is rarely gained at all. Nay more, discipline as we have seen, lays the best possible foundation for the after acquisition of knowledge. It shapes and prepares the powers for future work, and supplies principles for our guidance, thus opening the way for indefinite improvement.

The general object of our course may be said to be, on the one hand, to teach men to think, and on the other to teach them to express their thoughts. While the mathematical, physical, metaphysical, and ethical sciences are chiefly exercises in thought, rhetoric and the languages are chiefly exercises in the art of expressing thoughts.

#### METHOD OF INSTRUCTION.

There are two general methods of instruction in our colleges, which may be variously designated in contrast, as the strict and the loose, the exacting and the imparting, the independent and the questioning methods of instruction. The one seeks to train the mind to regular, consecutive modes of thinking, the other allows more latitude for ram-

bling; the one requires an exact knowledge of the lessons assigned, though it be necessary for this purpose that they be quite short, the other requires longer lessons, though they be but imperfectly mastered; the one makes the pupil get and recite his lessons for himself, the other, if it do not aid him in getting his lessons, assists him by questions in reciting them; the one trains the mind to acting, the other to receiving; the one aims primarily at discipline, the other at knowledge.

The former is the method of instruction in this college, and can there be any doubt, in general, that this is the superior method? The chief argument for the discursive, questioning method is, that it enables the pupil to go over more ground. But does it exercise his mind more? Does he really get a larger number of distinct and clearly defined ideas? We think not. And certainly this method does not impart so good a preparation for life as the other. However it may be in the recitation room, we cannot be led along through life by questions. To succeed in the world, one must be able to express his ideas independently. What one wants as a public man is, to be able to possess himself independently of the ideas which pertain to any subject, and to state them clearly in his own language. If he cannot do this, he will fail. Now it is precisely in this that our whole course is a constant exercise. Every lesson is an exercise in mastering certain ideas, and every recitation an exercise in expressing these ideas, in independent language and in connected order.

#### **MANAGEMENT AND DISCIPLINE.**

The successful management of a college requires that its students be kept regularly and diligently employed in their studies. Thrift of every kind requires regularity and diligence. There can be no progress without them, and least of all in learning. If sound scholarship be essential to the success of a college, hard study must be. Besides, study is the very end for which young men are sent to college. Whatever may have been their own purposes, it is to be presumed that their parents and guardians expect them to attend faithfully to their studies. Nay, in most cases, it is probable that they would immediately take them away from college, if they knew they were neglecting their studies. A college faculty, therefore, are solemnly bound to see that their pupils do not neglect their studies.

No college can be properly and successfully managed, unless quiet

and good order be maintained among its students. Without these, their appropriate duties cannot be performed. Of all employments, study especially requires quiet. The mind cannot work successfully in the midst of noise and confusion. And, packed together so closely as students are in college, a little noise becomes a great disturbance to a large number. Hence mere noise, as such, is always a great evil in college, and must be prevented; much more, mischievous and malicious disturbance. The industrious, the quiet, the peaceable, must be protected from the idle, the mischievous, and the malicious. Unless this be done, not only all study, but all virtue must disappear.

The management of young men, at the age, and under the circumstances in which they are in college, is a difficult task. Brought together from different parts of the country, and forming a little community of their own, with a public sentiment untempered by the lessons of experience and the counsels of parents and friends, they often adopt false maxims and rules of conduct, and are uneasy under the most wholesome restraints. The very hopefulness, enterprise, and large expectations of young men make them difficult to suit. At the same time, their training at home has not always been the most favorable for their quiet in college. One who has not been taught subordination in the family, can hardly be expected to exhibit much of that quality in college. And any bad habits allowed at home cannot fail of being aggravated under the stronger temptations and weaker restraints of college life. The well-ordered home is the best preparation for quiet and order in college.