

CATALOGUE

OF THE

Scottsboro College and Normal School.

— FOR BOTH SEXES —

SCOTTSBORO, ALABAMA.

NASHVILLE, TENN.:

MARSHALL & BRUCE, STATIONERS AND PRINTERS.

1889.



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Drawing and Painting.

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Department of Ornamental Work.

∴ The Faculty ∴

IT is with pride and satisfaction the Trustees announce that they have secured the services of this able Faculty.

PROF. BLEDSOE, late of the Mary Sharp College, and previous to that with the Winchester Normal, Winchester, Tenn., is no experiment. His reputation as a successful educator is established. With fourteen years' experience as a teacher in the Winchester schools, where he achieved distinction; in the prime of life and vigor of manhood; with wide culture, a broad and disciplined mind, a strong personalty and great enthusiasm, he enters this field of labor. While laying down and enforcing, with a firm hand, the rules of correct discipline, he wins the love and respect of students and patrons.

MISS MAUD TERRILL, one of the assistant teachers, is a lady of eminent force of character and superior education. A daughter of Prof. Terrill, of the Winchester Normal, she enjoys the benefit of several years' successful experience as a teacher in that institution, and is recognized as one of the most thorough and successful teachers in the Union.

MISS ROSA PALMER, a daughter of the Alabama State Superintendent of Education, one of the assistant teachers, is a thoroughly trained graduate of the State Normal College, at Florence, Ala.; has experience in teaching, and comes highly recommended by the Faculty of that institution, as well as by those with whom she has taught.

MR. MENTER TERRILL is a graduate of the Winchester Normal, year 1886, and has won an enviable reputation for himself as a teacher. He was thought worthy of a place in the Faculty of his Alma Mater, and has taught there the last year. In decision of character, enthusiasm, and energy in his work, he is second to none.

MRS. M. E. GABARD graduated in the Female College at Fayetteville, Tenn., and afterward spent a year at the Winchester Normal to equip herself more thoroughly in general scholarship and professional training for the work of the teacher. She has sought a still more extended culture in a course of reading and study as a member of the C. L. S. C. She has been teaching about ten years.

The Departments of Music and Elocution are in charge of Miss AMANDA HURT, of Hollywood, Ala. Miss Hurt comes with fine musical talent, cultivated in a high degree; she enjoys the benefit of the best instruction gained from five years' training under the famous Madame 'Estave, teacher of music at the Columbia (Tenn.) Female Institute, where she won distinction and carried off medals for proficiency. She is a vocalist of rare culture, and a pianist of great skill. Miss Hurt is also an educated and cultivated elocutionist, and will teach a class in that beautiful and important branch of study.

MISS OLIE GREGORY, of Shelbyville, Tenn., just from the Schools of Art, teaches Drawing and Painting. She has been selected for the place both on account of her natural talent and because of her thorough training and preparation for the work.

MRS. J. M. BLEDSOE, wife of the President, will give lessons in Ornamental Work. Mrs. Bledsoe was teacher of this department in Mary Sharp College for several years. This is a sufficient guarantee of her fitness for the place.



∴ The Building ∴

THE College Building is a handsome two-story brick, of tasteful architecture, modern in all its appointments, and admirably constructed for the purposes intended. It is located on an eminence in the south-eastern part of the town, has a campus of four acres, and affords the quiet and seclusion necessary for study. On the campus is a never-failing spring of pure water.

The building has on the first floor a large hall-way, President's room, music hall, and two recitation rooms; on the second floor a large study hall, two recitation rooms, and a library room. On each floor are several cloak rooms.

The study rooms are supplied with the Andrews single desks—the best in use—seating each pupil separately, suited to his size, affording comfort and convenience in study, while giving a natural and healthful position. Each room is supplied with wall blackboards on every side.

The sanitation of the building is excellent. The Ruttan system of heating and ventliating is employed, and is believed to be as complete a system as skill and science have made. In the basement are two large Ruttan furnaces—one to each side of the building—sending into each room a sufficient supply of warm and pure air. In each room is a register, which may be so manipulated as to admit warm or cold air, or both, in the proportion desired, thus giving a uniform temperature and avoiding extremes of heat and cold. The impure air is constantly passing from the rooms through channels constructed for that purpose; is received into foul air-ducts in the basement, utilized in connection with the "Dry Closet System," and discharged through a huge brick stack reaching above the roof of the building.

Every department is being thoroughly equipped with the necessary apparatus.

This elegant building, with its outfit at a cost of ten thousand dollars, was completed last January in time for the published opening of the first term of the College (January 21, 1889), and was thought to be sufficiently large to accommodate the students for several years to come, at the least. But the growth of the school has shown that the building

cannot meet the demands made upon it, and must be enlarged. The Trustees have met the emergency promptly, and ground has been broken for an Assembly Room, or Chapel, fifty feet wide and eighty feet long, connected with main building by a hall eighteen feet wide and fifty feet long. This addition will be pushed to completion as rapidly as possible.

It is also gratifying to state that at the beginning of the first term there was an immediate necessity to increase the number of teachers. Two weeks after the opening of the school Mrs. Gabard was added to the Faculty. The continued increase of the patronage demands still another teacher, and Mr. Menter Terrill has been elected to and accepted a place in the Faculty for the coming session.



∴ Location ∴

Scottsboro, the county seat of Jackson County, Alabama, a town of twelve hundred inhabitants, and steadily growing, nestling amidst its mountains, on the highest point along the line of the Memphis & Charleston Railroad, is pre-eminently healthy. There is absolutely no local cause to result in sickness. According to medical authority, vital statistics for a series of years past show the death rate of Scottsboro to have been less than that of any other town or city in Alabama, while the death rate of Alabama for the same period was less than that of any other State in the Union. Think of this before sending your sons and daughters elsewhere.

The town has five churches, and moral and religious influences predominate. The School is not denominational.

The sale of liquor within five miles of the College building is prohibited by law.

Courses of Study.

The curriculum of the College comprises the following schools:

1. School of English.
2. School of Mathematics.
3. School of History.
4. School of Natural Science.
5. School of Philosophy.
6. School of Latin and Greek.
7. School of Modern Languages.

These schools are combined into several courses of instruction, leading to degrees as follows: A. B., B. L., B. S.

1. The degree Bachelor of Arts will be conferred upon students completing satisfactorily the studies in all the schools. The course for this degree is given in synopsis under the heading "Classical Course." Students, at their option, may substitute German or French for Greek after the first year.

2. The same course, two years in French and two years in German, being substituted for Greek, and the time devoted to Latin in the Senior year being given to English, leads to the degree Bachelor of Letters.

3. The degree Bachelor of Science is given to the student completing the Schools of Mathematics, English, History, Natural Science, Philosophy, with the Freshman and Sophomore Latin, Science taking the place of Latin in the Junior and Senior years.

4. The Professional Degree, Bachelor of Pedagogics, with requirements, is given in another place.

Students not desiring the Regular Courses, at their election, combine the several schools in such manner as best suits their wants. Students taking business or other elective courses or some special line of work, may receive appropriate diplomas. The schools are distinct, and students may become candidates for graduation in one, a group, or all of them.

The College is chartered by the Legislature of Alabama and is endowed by law with collegiate powers and privileges, by virtue of which it confers upon its graduates the usual collegiate degrees and diplomas, both in the arts and the sciences, and in special lines of thought.

By the charter of this institution any one receiving its diploma is entitled, without examination, to a First Grade Teacher's Certificate, a license to teach in any public school in the State of Alabama.

Collegiate Department.

SCHOOL OF ENGLISH.

FRESHMAN CLASS.

First Term.

Analysis; Composition.

Second Term.

Rhetoric and Composition; Practice in Composition and Letter-writing; Black-board Drills in Outlines, Abstracts, and Schemes; Rhetorical Criticism.

SOPHOMORE CLASS.

First Term.

History of English Literature, Outline; Longfellow's *Evangeline*; Irving's *Sketch-book*.

Second Term.

English Literature; Abbott's *How to Write Clearly*; Coleridge's *Ancient Mariner*; Scott's *Lady of the Lake*; Essays and prescribed reading both terms. To be read within the year: Webster's *First Bunker Hill Oration*, Irving's *Alhambra*, Pope's *Essay on Man*, and Scott's *Marmion*, or their equivalents.

JUNIOR CLASS.

First Term.

Literature; Shakespeare's *Julius Cæsar*; Gray's *Elegy*; Essays.

Second Term.

Trench on the Study of Words; Study of the English Novelists and Humorists; Essays. Prescribed reading for the year: Tennyson's *Princess*; Hawthorn's *House of the Seven Gables*; Addison's *Spectator*.

SENIOR CLASS.

First Term.

English Essayists; Hamlet; *Midsummer Night's Dream*; Criticism and Essays.

Second Term.

Sweet's *Anglo-Saxon Primer*; History of the Anglo-Saxon and Early English Literature; Chaucer. Reading for the year: Spencer's *Fairy Queen* (Book 1.), Wordsworth's *Excursion*, Bacon's *Essays*, and More's *Utopia*.

POST-GRADUATE COURSE IN ENGLISH.

Comparative Grammar; The Philology of the English Language; English Literature, Taine and Craik; Marsh's Lectures on the English Language; Philosophy of Style (Spencer); Selections from the Anglo-Saxon Chronicle; Beowulf, Caedmon; Boethius, The Consolation of Philosophy; Criticism, Essays, and Dissertations.

TEXT-BOOKS AND BOOKS OF REFERENCE.

Grammar—Whitney, Harvey, Swinton, Kellogg.
 Analysis—Green, Buckham.
 Composition—Swinton, Abbott, Bain, Hill.
 Rhetoric—Kellogg, Bain, Hart, Haven, Hill.
 Literature—Shaw, Smith, Swinton, Craik, Taine, Brooks, Welsh; Chamber's Cyclopaedia of English Literature; Minto; Hudson's and Rolfe's Plays of Shakespeare (School Edition); March's Anglo-Saxon Grammar and Reader; Sweet's Anglo-Saxon Grammar and Reader; Specimens of Early English (Morris & Skeats); Hand-book of the English Tongue (Angus); Peile's Philology; Trench on the Study of Words; Spencer's Philosophy of Style; Dowden's Shakespeare Primer; Marsh's Lectures on the English Language; Skeat's Etymological Dictionary; Dyer's Folk-Lore of Shakespeare; Marsh's Origin and History of the English Language.

SCHOOL OF MATHEMATICS.

FRESHMAN CLASS.

First Term—Algebra.
Second Term—Algebra completed; Plain Geometry.

SOPHOMORE CLASS.

First Term—Geometry completed.
Second Term—Trigonometry.

JUNIOR CLASS.

First Term—Surveying.
Second Term—Astronomy.

SENIOR CLASS.

First Term—Analytical Geometry.
Second Term—Mechanics (for degree B. S.).

This constitutes the regular course of Mathematics. Students who may not wish to take the full course may add Book-keeping, Arithmetic, and Commercial Law to such of the above studies as they may select.

TEXT AND REFERENCE BOOKS.

Arithmetic—Venable, Sanford, Brooks, Wentworth, Ray, Robinson, Thompson, Barnes, Appleton.
 Algebra—Venable, Brooks, Wentworth, Loomis, Schuyler, Robinson, Ray.
 Geometry—Venable, Wentworth, Schuyler, Olney, Chauvenet, Halsted.
 Trigonometry—Wentworth, Docharty, Olney, Schuyler, Chauvenet.

Surveying—Wentworth, Olney, Schuyler, Docharty.
 Astronomy—Newcomb, White, Norton, Peck, Warren.
 Analytical Geometry—Peck, Ray, Puckle, Docharty.
 Mechanics—Peck, Kimball, Snell, Olmstead, Bartlett.
 Calculus—Loomis, Olney, Rice, and Johnson.
 Book-keeping—Duff, Mayhew, Bryant & Stratton; Ernst's Commercial Calculations; Clark's Commercial Law.

SCHOOL OF HISTORY.

FRESHMAN CLASS.

First Term—History of England.
Second Term—History of England.

SOPHOMORE CLASS.

First Term—General History.
Second Term—General History.

JUNIOR CLASS.

First Term—History of France and Germany, Constitution of the United States.
Second Term—Outline History of Greek Philosophy (taught in Department of Greek).

SENIOR CLASS.

First Term—History of Roman Literature (taught in Department of Latin).
Second Term—Philosophy of History; History of Civilization; History of Ancient and Modern Philosophy (taught in Department of Philosophy).
 Students who desire it may add to this course, or that part of it best suited to their wants, Civil Government, Political Economy, and American History.

TEXT-BOOKS AND BOOKS OF REFERENCE.

History of England—Anderson, Berard, Green, Brewer.
 General History—Barnes, Anderson, Parkes (Outlines), Collin.
 History of France—Anderson, Stephens.
 History of Germany—Lewis, Brewer.
 Constitution of the United States—Andrews, Porter.
 Ancient History—Abbott, Wilkinson's Ancient Egyptians, Rawlinson's Manual of Ancient History.
 History of Civilization—Guizot.
 Archæology—Baldwin's Ancient America, Baldwin's Prehistoric Nations, Buck's Ruins of Ancient Cities, Rau's Early Man in Europe, Mitchell's The Past in the Present.
 Creighton's Epochs of English History, Frost's Beauties of English History, Frost's Beauties of French History, Mrs. Jameson's Female Sovereigns, Strickland's Queens of England and Scotland, Lossing's Cyclopaedia of United States History, The Student's Series of Histories (Harper).

SCHOOL OF NATURAL SCIENCE.

FRESHMAN CLASS.

First Term—Natural Philosophy.

Second Term—Chemistry.

SOPHOMORE CLASS.

First Term—Botany.

Second Term—Physical Geography.

JUNIOR CLASS.

First Term—Geology.

Second Term—Geology.

SENIOR CLASS.

First Term—Physiology, Biology, Lectures.

Second Term—Zoology, Vertebrate and Invertebrate (for the Degree B. S.).

TEXT-BOOKS AND BOOKS OF REFERENCE.

Natural Philosophy—Avery, Gray, Daniell, Gannot (Atkinson).

Chemistry—Avery, Barker, Draper, Youman.

Botany—Gray, Youman, Wood.

Zoology—Packard, Tenney, Holden, Orton's (Comparative), Jordan (Manual of Vertebrates), Brooks (Intervertebrate).

Physical Geography—Eclectic, Maury, Guyot.

Geology—Dana, LeConte, Bowen, Nicholson, Winchell.

Physiology—Martin, Duglison, Draper, Dalton.

Biology—Nicholson, Cook.

Faraday's Chemistry of a Candle.

Reclus's Ocean and Earth.

Marsh's Man and Nature, or Physical Geography as Modified by Human Action.

Dawson's Earth and Man.

Anthony and Brackett's Physics.

SCHOOL OF PHILOSOPHY.

This School embraces Logic, Psychology, Ethics (with the Evidences of Christianity), the History of Ancient and Modern Philosophy, and the Philosophy of History.

The Course in Political Economy and Civil Government is combined with this School.

TEXT-BOOKS AND BOOKS OF REFERENCE.

Logic—Jevon's, Schuyler, Gregory, Mill, Bain, Whately, Davis, Hamilton.

Psychology—Haven, Bain, Hamilton, Bownes, Porter, Brooks.

Ethics—Gregory, Bain, Porter, Champlin, Hopkins.

History of Philosophy—Henry, Haven, Zeller's History of Greek Philosophy, Dew's Digest of History.

SCHOOL OF LATIN AND GREEK.

I.—LATIN.

FRESHMAN CLASS.

First Term—Latin Grammar; Prose Composition; Caesar; Sallust's Catiline, translation at sight.

Second Term—Virgil, *Aeneid*; Ovid, translation at sight; Prosody.

Throughout the year constant drill in translating from English into Latin and from Latin into English.

SOPHOMORE CLASS.

First Term—Cicero, five orations; Critical Study of Construction; Reading at sight, easy authors.

Second Term—Horace, Odes, Satires, Epistles; Prosody; Cornelius Nepos, reading at sight; drill work of preceding year.

JUNIOR CLASS.

First Term—Cicero de Senectute; Letters of Pliny; Paraphrasing.

Second Term—Livy; Tacitus, Germania and Agricola; Written Exercises.

SENIOR CLASS.

First Term—The Phormio of Terence; Juvenal; Roman Comedy and Satire, by lectures.

Second Term—History of Roman Literature; extracts from representative writers of the different periods. Throughout the course History, Archaeology, Geography, Mythology, Manners, Customs, Private Life, and Art of the Romans, by lectures and collateral reading.

II—GREEK.

FRESHMAN CLASS.

First Term—First Lessons in Greek, Greek Grammar, Written Exercises—Greek into English and English into Greek; Accent.

Second Term—Anabasis, Book I.; Writing Greek; Methodical Studies of the Construction of the Greek Sentence; Daily Drills in the Attic Inflections and Syntax.

SOPHOMORE CLASS.

First Term—Anabasis, Books II.—IV.; Prose Composition; Lysias, one Oration; Systematic Drill in Forms.

Second Term—Homer, Selections from the Odyssey and the Iliad; Greek Literature, Outline and Topical Study; the Epic Dialect; Translation at Sight from easy authors.

JUNIOR CLASS.

First Term—Herodotus; the Ionic Dialect; Selections from Thucydides; Survey of the Periods of Grecian History covered by the writings of these Historians.

Second Term—Plato's Apology and Crito; Memorabilia, Phædo, Selections; Outline of the History of Greek Philosophy.

SENIOR CLASS.

First Term—The Antigone of Sophocles; the Prometheus of Æschylus; the Theatre and the Drama of the Greeks.

Second Term—Alcestis of Euripides; Demosthenes on the Crown; Greek Oratory, by lectures and collateral reading; Specimens from the ten Attic Orators.

TEXT-BOOKS AND BOOKS OF REFERENCE—LATIN.

Grammar—Allen & Greenough, Gildersleeve, Harkness, Madvig, Zumpt.

Lexicon—Harper, Anthon, White, Andrews.

Reading—Annotated Texts of Authors in course and those used in collateral reading.

Literature—Crutwell, Anthon, Simcox, Fiske's Classical Literature, with Plates for Classical Antiquities, White.

History—Leighton, Liddell, Creighton, Merivale.

Antiquities—Smith's Dictionary, Anthon's Manual, Anthon's Classical Dictionary, Anthon's Ancient and Medieval Geography, Long's Classical Atlas, Johnston's Classical Maps, Shumway's Day in Ancient Rome.

TEXT-BOOKS AND BOOKS OF REFERENCE—GREEK.

Grammar—Goodwin, Hadley, Curtius, Buttman, Kuhner.

Lexicon—Liddell & Scott, Younge (English-Greek).

Reading—Annotated Texts.

History—Smith, Thirlwall, Grote; Willson's Mosaics of Grecian History.

Mythology—Seeman's Mythology of Greece and Rome; Dwight's Mythology.

Antiquities and Archaeology—Anthon's Manual, Smith's Dictionary, Schlieman's Ilios and Troja.

Literature—Jevon's History of Greek Literature, Jebb's Introduction to Homer, Anthon's Manual of Greek Literature, Gladstone's Homer in History, Mahaffy's Greek Literature and Education, Reber's Ancient Art, Cocker's Christianity and and Greek Philosophy.

SCHOOL OF MODERN LANGUAGES.

I.—GERMAN.

FIRST YEAR.

Worman's First German Book; Written Exercises; German script used exclusively; Conversation; Grammar (Collar-Eysenbach); Deutsches Lesebuch, Wenckbach; Translating English into German.

SECOND YEAR.

Daily Exercises in Translating English into German; Schiller, Wilhelm Tell; Lessing, Minna Von Barnhelm; Critical Analysis and Paraphrase of Short Poems; History of German Literature; Otto's Materials for Translating English into German; Studien und Plauderein.

THIRD YEAR.

Teutonic Mythologies; Goethe's Torquato Tasso; Grimm, Das Kind and Der Landschaftsmaler; German Dramatic Poetry, Lectures; Critical Study and Analysis of Short Poems; Original German Composition.

FOURTH YEAR.

1. Goethe, Iphigenie auf Tauris; Simonson's Deutsches Balladen Buch, Selections; Reading at Sight; History of German Civilization, Lectures; Heine's Die Hargreise; German Epic and Lyric Poetry; Prose Writers of the Nineteenth Century, Selections for Study.

2. Goethe's Faust; Schiller's Maria Stuart; Exercises in Paraphrasing Selections from Buchheim's Deutsche Lyrik; Goethe's Hermann und Dorothea; Lessing's Laokoon; Middle High German; Selections in Prose and Poetry; Reading from German Scientific Books and Periodicals in Third and Fourth Years.

TEXT-BOOKS AND BOOKS OF REFERENCE.

Worman's First German Book.

Grammar, Collar-Eysenbach, Joynes-Meissner, Whitney.

Reader, Whitney, Wenckbach, Oltrogge.

German Composition (Lange).

Otto's Materials for Translating English into German.

Stein's German Exercises.

Meissner's Aus Weiner Welt.

Max Müller's German Classics.

Literatur geschichte des 19ten Jahrhunderts.

Bayard Taylor's Studies in German Literature.

Whitney's German Texts.

Grimm's Wörterbuch.

II.—FRENCH.

FIRST YEAR.

Joynes-Otto's French Lessons; Gastineau's Conversation Method; Exercises, writing English into French.

SECOND YEAR.

Whitney's Grammar; Otto's Materials for Translation into French; written and oral exercises; Composition; Le Roman d'un Jeune Homme Pauvre.

THIRD YEAR.

Les Fables de la Fontaine; Racine's Athalie; The Misanthrope (Moliere); Topical Lessons in the History of French Literature; Translation at Sight.

FOURTH YEAR.

Critical Analysis and Paraphrase of Short Poems; Le Cid (Corneille); French Classics, by lectures; Readings in Fenelon, Victor Hugo, Guizot, Alfred de Musset, Mme. de Sevigne, and Lamartine.

In the third and fourth years, readings in French scientific books and periodicals.

TEXT-BOOKS AND BOOKS OF REFERENCE.

Joynes Otto's French Lessons, Whitney's Grammar, Gastineau's Conversation Method, Bocher's Grammar, Fasnaet's Grammar, Bocher's College Plays, Keetel's French Reader, Hennequin's Lessons, History of French Literature (Demogeot and Paul Albert), Methode Berlitz, Syntaxe Pratique de la Langue Francais (Meras).

CLASSICAL COURSE.

SYNOPSIS.

FRESHMAN CLASS.

First Term.

English—Analysis; Composition.
 Mathematics—Algebra.
 Latin—Caesar, with Grammar; Prose Composition.
 Greek—First Lessons, Grammar, Written Exercises.
 History—History of England.
 Science—Natural Philosophy.

Second Term.

English—Rhetoric and Composition.
 Mathematics—Algebra Completed; Plane Geometry.
 Latin—Virgil, with Prosody; Translation at Sight, Ovid.
 Greek—Anabasis, Book I.; Written Exercises.
 History—History of England.
 Science—Chemistry.

SOPHOMORE CLASS.

First Term.

English—History of Literature, outline; Longfellow's *Evangeline*; Irving's *Sketch-book*.
 Mathematics—Geometry Completed.
 Latin—Cicero; Translation at Sight, easy authors; Composition.
 Greek—Anabasis, Books II. and IV.; Greek Composition; Lysias, one oration.
 History—General History.
 Science—Botany.

Second Term.

English—Literature; Abbott's *How to Write Clearly*; *The Ancient Mariner*; *The Lady of the Lake*.
 Mathematics—Trigonometry.
 Latin—Horace—Odes, Satires, Epistles; Reading at Sight, Nepos.
 Greek—Homer—Selections from the *Odyssey* and the *Iliad*; Greek Literature, Outline.
 History—General.
 Science—Physical Geography.

JUNIOR CLASS.

First Term.

English Literature—Shakespeare's *Julius Caesar*, Gray's *Elegy*, Essays.
 Mathematics—Surveying.
 Latin—Cicero de *Senectute*; Letters of Pliny.
 Greek—Herodotus; Ionic Dialect; Thucydides; *Contemporaneous History*.
 History—French and German; Constitution of the United States.
 Science—Geology.

JUNIOR CLASS.

Second Term.

English—Trench on the Study of Words; English Novelists and Humorists; Essays; Prescribed Reading in English Authors.
 Mathematics—Astronomy.
 Latin—Livy; Germania and Agricola of Tacitus.
 Greek—Plato's *Apology* and *Crito*; Xenophon's *Memorabilia*; Plato's *Phædo*;
 History of Greek Philosophy, Outlines.
 Philosophy—Logic.
 Science—Geology; Physical Geography, the history of life on the earth.

SENIOR CLASS.

First Term.

English—English Essayists; *Hamlet*; *Midsummer Night's Dream*.
 Mathematics—Analytical Geometry.
 Latin—The *Phormio* of Terence; Juvenal; History of Roman Literature.
 Greek—The *Antigone* of Sophocles; The *Prometheus* of Æschylus; The Theatre and the Drama of the Greeks.
 Philosophy—Logic; Psychology.
 Science—Physiology, Animal and Vegetable; Biology, Lectures.

Second Term.

English—Sweet's *Anglo-Saxon Primer*; Chaucer; Extra Reading.
 History—Philosophy of History and History of Civilization.
 Latin—History, Mythology, Manners, Customs, Arts, etc., of the Romans.
 Greek—The *Alcestis* of Euripides; Demosthenes on the Crown; Lectures on Greek Oratory.
 Philosophy—Psychology; Ethics; History of Ancient and Modern Philosophy.



Remarks on the Course of Study.

THE Course of Study is broad and liberal, intended to meet the demands of those who are seeking a thorough collegiate education: it is at the same time elastic, and adapted to the wants of those wishing a practical or business education. The course is elective; however, the choice of studies is always subject to revision or amendment by the Faculty. The curriculum is well balanced, progressive, and in accord with the spirit of the so-called "New Education." It is the purpose of the Trustees and Faculty, in matter and method, to keep abreast of the age.

THE ENGLISH LANGUAGE.

Many shades of opinion obtain relative to the advantages to be derived from the study of the mother tongue, and the place it should occupy in a course of study. The extreme views are represented, on the one hand, by those who believe that it should not be in the curriculum at all; that there is no need of spending time and systematic study to gain, painfully and laboriously, that knowledge and facility in the use of one's native tongue that comes naturally, and is incidentally acquired by its daily use in conversation, in writing, and in the reading incident to the student's work in the other subjects of the course; on the other hand, by those who find in the English all that is needed for the highest linguistic training, and for the very best literary culture, and would cast all other languages out, and give the time to English.

Both these ideas are wrong. The best part of language cannot be attained by mere practice in its use; nor does all that's good in language reside in our own tongue.

According to Prof. John Stuart Blackie, "Young people should learn languages as dogs learn to swim; fling them into the water, and let them splash about. Depend upon it, they will not sink." This, when restricted to children in the primary grades, is substantially true, and our best schools act on the principle implied. The children are surrounded with literature and plenty of it. The teachers "fling them into it," and they do "splash about and do not sink." The primary room is not the place for technical grammar; here is the place in the language course

for "unconscious tuition." There comes a time, with greater maturity of mind, when the student must understand the principles of grammar, the laws of his language, and there is no way of learning them except by methodic study, and the analysis of the best specimens of his speech. Prof. Marsh, in one of his lectures on the English Language, says: "It can be mastered in all its wealth, in all its power, only by conscious, persistent labor. It is a fallacy to suppose that because it is our mother tongue, that by a process of absorption, or unconscious tuition, one may become skilled in the use of English."

The studies embraced in the course are Analysis, Rhetoric, Composition, History of Literature, Authors, Anglo-Saxon, and Philosophy. A term each is given to Analysis and Rhetoric, and Composition accompanies the work in both. Four terms are assigned to literature: at first, the History of Literature is learned in outline, a general survey is made, and the different periods are defined, the central figures located, and other writers of less importance are grouped about those in chronological order; afterward these periods are taken in detail. The more recent periods are studied first, for several very obvious reasons, among which may be mentioned that the vocabulary and grammatical structure of the sentences are more easily understood, the subjects treated by the authors have a more vital interest for the people of the present day, and their books contain much valuable information on the live issues of the times.

In the latter part of the course the earlier literature is studied, in connection with "The Study of Words" and Anglo-Saxon. Here, also, are taught the history of our Grammar, in especial reference to its composite syntax, the decay of inflections, etc., our etymology, the sources of our vocabulary, the assimilation of foreign materials, the changes in the significations of words, the history of the growth and development of the English—in a word, the philology of the language.

Original composition of various styles, the letter, narration, description, biography criticism, formal essays, is continued the four years. The study of Authors and prescribed reading begin in the Sophomore year and continue through the course.

It is claimed that the training and culture gained will bring accuracy and facility in the use of language, will enable the student to appreciate the beauty, the flexibility, and the power of our noble tongue and develop a taste for the rich treasures it embalms, from the classic page of Tennyson to "that heroic speech which, in former centuries, embodied the epic and dramatic glories of the English genius."

A post-graduate course has been provided for those who may wish to carry the study of English beyond the limits of a regular college course.

HISTORY.

This department embraces the study of general and special histories, both in their facts and in their philosophy. In general history a comprehensive study is made: first, of the Oriental civilizations, their origin, growth, and decay, with an investigation of the causes that worked these results; subsequently, of the Western or European civilizations, beginning with the dawn of Greek natural life and reaching to the present time, with a study of the producing agencies. The subject-matter of the text-book is supplemented by the teacher by means of conversations, lectures, and extracts from historians, pertinent to the matter in hand. In this comprehensive view of the history of the nations, the most important facts and the nations that have contributed most to the world's history receive the most attention.

In the Department of Special History the time is given to America, England, France, Germany, Greece, and Rome. The treatment of Greek and Roman History belongs to the Classical Department, where they are thoroughly taught. The manners and customs of the Greeks and Romans, their archaeology and art, their political and constitutional history, their religions and literatures are studied in the light of their own writings.

French History, before Louis XIV., is treated mainly by general outline, with topical studies of the most important events and prominent historical characters; after this period the subject is continued with systematic text-book work, more time and attention being given to the more prominent features in the national life, as—The Revolution, The Reign of Napoleon, etc.

A cursory study of the facts of German History preceding the time of Frederick the Great, is coupled with lectures on the earlier times. The reign of Frederick and all its subsequent history is studied with as much fullness, as may be, in the time allotted to it in the course.

The History of the United States and England, on account of their greater significance to an American and their practical bearings upon his life, receive the greatest amount of time, attention, and study. The work is more specialized, every period studied minutely, and the principal facts and chief historical personages given the prominence due them. United States History is taught principally in the grades below the collegiate; at first orally, in interesting stories and biographical sketches, enlivened by interesting talks by the teacher; afterward by a primary text-book, graded to the capacity of the pupil, supplemented by books of biography, travel, voyage, and discovery. After sufficient maturity of mind is attained, a more advanced text-book is used and the subject is carefully taught through its various periods, the student doing much

outside reading under the teacher's direction, and making daily use of reference books, cyclopedias, atlases, etc. Topics are frequently assigned for investigation and class discussion; compositions are written, narrating events, describing scenes, discussing subjects taken from the lesson or assigned for individual research; outlines are placed on black-board, historical facts are summarized chronologically, and frequent oral and written reviews are made.

The Constitutional History of the United States and England are presented when the student has advanced sufficiently to understand them. An entire year is devoted to the History of England, both on account of the important place it holds among the nations of the world and on account of its intimate relations historically, and in its institutions, social economy, laws, and religion, to our own country. While the philosophy of history is studied as a science in the School of Philosophy, its questions are continually propounded here, and the student learns at every step to seek for the causes and influences of events, as well as the facts themselves.

THE MODERN LANGUAGES.

The Course in French and German extends through four years, embracing representative works in prose and poetry from a wide range of their best literature, chiefly within the limits of the present century.

The etymological relation of these languages to the English, and their wealth of literature in every department of human thought and investigation, give them great value for the scientific and literary student. Today the educated man must know French and German, that he may come in direct and living contact with the ripest thought, the profoundest philosophy, the highest type of a homogeneous literature of the modern world. Aside from this more practical value, the study of these languages furnishes mental training and general literary culture second only to the Classics. The student who masters the work here outlined will be able, without the medium of translations, to avail himself of the benefits derived from the reading and study of French and German scientific and literary works, and an acquaintance with their best periodical literature.

The methods of instruction are very similar to those pursued in teaching the Classics. The student is well grounded in the rudiments of the languages, and thorough drill is given in etymology, inflections, and syntax. Oral and written exercises, translations from French and German into English, and from English into French and German, are continued to the close of the third year. A critical study of the grammar, and the grammatical analysis of selections from the text in daily recitations, are chief features of the instructions during the first two years.

After this more thought is given to neat and idiomatic translations, and the literary excellence of the authors read.

The history of the earlier literature is taught principally by outline and by topical study. The literature of the last hundred years is treated quite fully. The biography of authors is studied in connection with their writings. Original composition in French and German is much practiced in the third and fourth years. This work consists in biographical sketches, criticisms on the authors read, and essays on scientific, political, social, historical, and literary subjects.

LATIN AND GREEK.

The Classics, for centuries, have held a prominent place in the Curricula of the great Universities and Colleges of the world and of those secondary schools laying claim to a liberal course of study or preparing students to enter the University.

The leaders of educational thought, at the present time, demand for them a place in every course of study designed to give the highest and best culture. There are differences of opinion among educators as to the time to be allotted to them; the testimony is uniform as to their educational value and their right to a prominent place in every course looking to liberal training in letters and art.

The Classics are not indispensable to a liberal education.

Other studies, particularly the Modern Languages, with their rich and varied stores of literature and learning, may be substituted with excellent results; but it is maintained that the most finished culture can be attained by no other means so readily and efficiently, if at all, as through the medium of the Greek and Latin.

A writer, noted for his attainments in English, says: "I do but echo the universal opinion of all persons competent to pronounce on the subject, in expressing my own conviction that the language and literature of Ancient Greece constitute the most efficient of mental training ever enjoyed by man; and that a familiarity with that wonderful speech, its poetry, its philosophy, its eloquence, and the history it embalms, is incomparably the most valuable of literary possessions."

To the same effect is the testimony of all those who, by profound scholarship, great culture and refined taste, are qualified to testify. There is even a greater bulk of testimony in favor of the Latin on account of its closer relation to the vocabulary of the English and its more immediate influence on modern civilization.

While mental development constitutes the chief value of the Classics and is pre-eminently the object sought in their study, mention is made of some of their more practical advantages. The literature of the Greeks and Romans is a repository of the thoughts, feelings, and actions of the two greatest nations of the ancient world. It is said that we have translations of their poetry, oratory, philosophy, and history, that we possess their wonderful literary treasures in our own tongue, and it is a useless waste of time to learn to read them in the original. If the possession of the treasures locked in these literatures were the only object in studying these tongues, perhaps we might be content with translations; but there would be great loss, we would fail to enter fully into the life and spirit of the Grecian and Roman world. A nation's language is close akin to its thought, and the study of its language is the nearest approach to the study of its thought, its feeling, its life, and action. In its language a nation is mirrored perfectly. The remains

of its sculpture, painting, architecture, pottery, coins, etc., give an external aspect of a people and we are left to infer its inner view; its language brings us into the very sanctuary of the national and home life.

Dry records of facts, annals, and didactic writings are translated without material loss, but the best literature cannot be translated. There is a subtle beauty, an indefinable charm, a life and freshness that inhere in the very words, their grouping into phrases and sentences, the rhythm of the lines that cannot be transferred into another tongue. This is especially true of poetry. Translation is a statue perfect in contour, correct in its anatomy, natural and graceful in its poise, but cold and lifeless—a "pulseless Apollo." The poem is a flower; the translation is a picture, perfect in outline and delicate tracery, but there is no life—no perfume in its leaves.

The study of the Classics enables us to interpret more fully the masterpieces of our own literature—to enter into its spirit, to behold beauties hidden to the untutored eye, to mark the fine discrimination in the use of words, to observe the laws and principles upon which these productions are fashioned. Classical students have a keen insight into the meaning and appreciate the niceties of expression and modes of thought.

In the Ancient languages we lay the foundation for comparative philology, a new science in the catalogue of sciences, but one that has done more than all to interpret the ethnology of European nations. It is the basis of the philosophy of history and of the history of civilization.

In enumerating the practical advantages of classical study we notice that one-half our words are derived directly or through the medium of the Norman-French and the French from the Latin; our scientific language is almost entirely Latin and Greek.

The course of study extends through four years, embracing a number of authors of the different styles of writing, and representing the different periods of their literature. The authors read will vary from time to time, but the amount read will be about the same.

The earlier part of the work consists in the study of inflections, in acquiring a vocabulary, in written and oral exercises, the structure of the sentence and the laws of syntax. From the first the idioms and modes of speech are compared the one with the other and with the English. The etymological and syntactical relations of the languages to the English are shown and utilized through the course. In the Junior and Senior years the diction, style, and general literary excellence of authors read are studied critically, and translations are made to conform to the original as nearly as may be, not only in sense but also in grace and beauty. By collateral reading and books of reference the student becomes familiar with the life and times of the writers and enters into his spirit. The private life of the Greeks and Romans, their manners and customs, their political and religious ideas, arts, and antiquities are taught by prescribed reading, reference books, and lectures, illustrated by photographs and lantern slides.

The course and method of instruction will, it is believed, give discipline to the finer elements of the judgment, the imagination, the memory, and the reason; develop greater efficiency in the knowledge and use of language, and foster an intelligent appreciation of the ancient writers whose volumes have been called "Authorities in language, standards of moral truth and æsthetic beauty, and inspirers of thought and action."

THE NATURAL SCIENCES.

Great prominence is given to the sciences, both on account of their economic value in relation to many arts, occupations, trades, and professions, but they have a greater value in a course of study—aside from their future application in the calling the student may choose—on account of the part they played in the harmonious development of the faculties. Their study trains the powers of observation, comparison, and classification. Here phenomena are to be observed and compared with other phenomena; the conditions environing and effecting each, and the causes producing them, are to be ascertained.

There should be no slavish reliance upon the conclusions of others; the observations, conclusions, and generalizations recorded in books do not meet the demand. Students are expected to experiment and observe for themselves, using the text-book merely as a guide, and to avoid useless waste of energy and time. There are no *memoriter* recitations and conning long lists of barren formulas and loading the memory with a mass of arbitrary symbols and Babylonish jargon and meaningless abstractions. The sciences are worthy of better things. Let objects, phenomena, and relations be studied; let definitions and abstractions follow.

Nothing is better suited to enliven and bring into vigorous action powers that have been dwarfed by neglect or blunted by misuse. Many students, for the first time, awake to the significance of individual thought and effort when they are confronted with phenomena in the laboratory or the field and asked to explain. Students who cannot be aroused, interested, and put to work in the study of the sciences are rare indeed.

The proper study of the sciences cultivates habits of close observation, a quick and keen insight into resemblances and differences, a habit of classifying and generalizing and exactness and accuracy in forming conclusions—characteristics that are valuable in all the walks of life, and that the world is ever ready to pay for liberally with its gold. The father who thinks it is a "humbug" for his son to study "June-bugs" and such things, does not see that these objects are studied, not on their own account but for the laws and principles embodied in them.

Nature is studied as an organic whole. Students are taught to trace the finger of design in all its parts; to search out their natural relations and dependencies; to strive to understand the plan of the Divine Author.

A spirit of reverence is inculcated, and we would have our students interpret Nature in the light of Bible truth, for Nature, too, is a revelation—"A thought of God."

The following subjects constitute the course in Natural and Physical Science: Natural Philosophy, Botany, Chemistry, Zoology, Physical Geography, Geology, Physiology, Biology.

This course presupposes the completion of the work in Elementary Science in the lower grades or its equivalent. One cannot begin the sciences in the Collegiate Department, as the whole course is based upon an extensive elementary preparation indispensable to its proper understanding. Students not having such preparation will be given the necessary training.

There is continual advance in scientific knowledge, and in the methods of teaching it. We strive to use the best text-books—those embodying the results of the most recent research and the most approved methods of presenting the subject. But in the sciences the great reference book is the volume of Nature. In this book there are no errors, and the student is taught to submit every statement he finds in his books and that may be made by teachers to the test of Nature.

The methods of instruction include recitations from the text-books, black-board illustrations—by both pupil and teacher—experiments, topical discussions, lectures intended to show the common bond of the sciences and their relation to human society and well-being, original research—in observation, and in reading books of reference. It is not deemed necessary to give a detailed statement of the work done in the several sciences. The whole ground in each science is covered by a general survey of all the laws, principles, and facts contained in the text-books, with a more definite and minute study on the more important subjects.

MATHEMATICS.

In the Mathematics the ends of mental development and practical instruction are both attained. They develop the power of abstraction, concentration, and continuous thought. They cultivate exactness in idea, calling for exactness in expression. They increase the ability to follow link by link series of thought, united in demonstrations, and give skill in deductive reasoning. The practical value of these studies is so well known that there is danger of giving them too much attention to the neglect of other important subjects. One-sided and narrow culture

is not best, but a proper balance should be maintained in the development of our many-sided nature.

The principles of arithmetic are used in every-day life in measuring and weighing, in estimating quantities and values, in buying and selling, in all the varied commercial transactions of civilized life.

The laws of geometry are applied in land measurement, and underlie the science of navigation. The engineer, the ship builder, and the architect design and construct according to its teachings. The construction of machinery, and adapting it to its manifold work, depends upon a knowledge of the mathematics, of number, form and force. The highest results in scientific investigation have been reached by mathematical calculations. This science is in truth "the great instrument of exact inquiry," "the hand-maid of the sciences."

In teaching the mathematics those methods are pursued that develop originality and independence in thought. Some studies have a tendency to lessen reliance on self, and to ask for acceptance as truth the formulas and dogmatic assertions of the writer.

Mathematics, if properly taught, will counteract this, for much of mathematical truth is intuitive, and, with this body of truth as a basis, the student proceeds to demonstrate for himself other truth, and his conclusions are not controlled by the assertion of any one, but are inevitable from the nature of thought. This, of course, implies a careful development of the elementary mathematical conceptions and related truth that the mind may be able to grasp those more remote and less tangible ideas upon which the operations in the higher mathematics depend. Otherwise, students fail to acquire mental discipline, and solutions become to them mere mechanical processes according to meaningless formulas.

Several classes are organized each term in Arithmetic, Algebra, and Geometry. Whatever may be the advancement of the student he will find classes in these branches to suit his wants.

Classes in book-keeping will be taught when desired.

Classes in Trigonometry, Surveying, Astronomy, Analytical Geometry studied in their place in the regular College Course.

SCHOOL OF PHILOSOPHY.

The studies in this school are Logic, Psychology, the History of Philosophy, the History of Civilization, and the Philosophy of History.

These studies, aside from other values, derive their chief importance from their intimate connection with the study of man. Logic is the science of the laws of thought; Psychology is the science of the laws of the mind itself; Ethics treats of morals and investigates our duties and

moral responsibility; the other subjects deal with men in their aggregation as peoples and nations, investigate the laws that govern the growth of institutions, manners, customs, religions, arts and sciences, the causes that affect national character, etc.

In logic the rigid text-book drill, in the laws of the science, are supplemented by the construction of original arguments, and testing the validity of arguments submitted for the inspection of the class. Its connection with psychology and foundation in the laws of mind are impressed.

In psychology the text-book is the basis of the work in learning principles, but students are taught to put every thing learned to the test of experience, to bring it before their own consciousness, and to make the facts and processes of their own minds the standards of comparison.

The study of Ethics is considered in two departments—the Theory of Ethics and the Practice of Ethics. The text-book is used to assist in the investigation of the subject. The recitation consists principally in class discussion by topical analysis by the students and lectures from the teachers.

The History of Philosophy includes a study of Grecian and Roman Philosophy, and the systems of the mediæval and modern schools.

The method of instruction in the History of Civilization and the Philosophy of History is intended to cultivate the habit of reading and personal investigation. While there are regular recitations to preserve the continuity of thought and work, lectures are given, and students take abstracts and verify by reading the authorities indicated by the teacher. Topics are also assigned to individual students for original research, the results to be submitted to the class for criticism and discussion. The course here indicated also forms a large part of the work in psychology and ethics.

THE SCHOOL OF MUSIC.

This department of the School is in charge of a lady accomplished in the science and art of music, and offers facilities for broad and liberal culture in its various branches.

The course of instruction is embraced in two divisions—Instrumental and Vocal. The course in instrumental music extends through four years, and is designed to give an accurate knowledge of the science and facility in execution, to cultivate the taste, and to develop a love for the best music. It is expected that students, who complete this course, will be able to read, appreciate, and interpret classical music. The history of music and the lives of composers constitute a part of the work. Those designing to teach music will have the course modified so as to re-

ceive instructions in the methods of teaching. Lessons are given on the piano, organ, and guitar.

The course in vocal music consists in the Theory of Vocalization, training for the cultivation and development of the voice, and practice in singing. The ends aimed at are flexibility, power, and compass of voice, sweetness and purity of tone, correct taste, and that degree of skill in vocal technique requisite to sing the different kinds of vocal composition, and the simpler forms of opera music, selected from the compositions of Rossini, Gounod, Wagner, Beethoven, Mozart, etc.

The course can be completed in two years. A simple course in instrumental music is necessary.

Students completing the four years' course in instrumental music will receive a diploma and the degree M.B. Students in vocal music will receive the same degree if they have completed the first two years of the instrumental course, or its equivalent, and the two years in the vocal course.

Those who may wish to advance further in the study of music are offered the opportunity of a two years' extra course, including the study of selections from the best composers of the present and of the old masters, together with the science and history of music, analysis of musical compositions, thorough bass, and exercises in composing music. On completing this course satisfactorily the student will be given a diploma with the degree M.M.

Vocal lessons in classes are offered to all students of the College without tuition.

THE SCHOOL OF ART.

Drawing and painting are not now, as formerly supposed to be, merely an accomplishment, intended to give a sort of polish to the school-girl, and a few faithfully copied pictures to bring home with her after graduation to adorn the parlor walls. The importance of art study, especially drawing, is more fully understood in its educational and practical value, and there is a consequent increase in the demand for it.

The course of study necessary for graduation extends through four years, and is outlined as follows:

In pencil or charcoal, copying from the flat landscapes, heads, figures; drawing from casts, geometrical forms and solids; drawing from objects and sketching from nature; drawing from the antique arms, hands, heads, and full length figures. The same studies in black and white in oil, composition, and perspective.

In oil colors, copying from chromos and paintings in oil, painting

landscapes, birds, animals, fruits and flowers, painting from still life and nature.

The History of Art.

Courses in Freehand and Mechanical drawing given when desired.

The aim in this department is not merely the training of the eye to exactness and the hand to technical skill, but the taste is cultivated and a love for art is fostered.

The teacher is a lady of rare culture, appreciating the highest and best in art, and possessing great enthusiasm in her work.

THE NORMAL SCHOOL.

This department of the Scottsboro College is a Professional School. Its design is to teach young men and young women how to teach. The Course of Study embraces Psychology, History of Education, School Management, Methods of Instruction, Science of Education. Normal schools are no longer an experiment; they have demonstrated their right to exist; they are now conceded to be as necessary for the training of teachers as are the schools of medicine, law, and theology for the training of doctors, lawyers, and preachers. So widespread is the recognition of this fact that nearly all of the States of the Union have established Normal Schools, and many of our colleges and universities have inserted a Department of Pedagogics in their curriculums. Those intending to teach, or who have been teaching, but who feel the need of some special preparation for the work, will find here that training designed to fit the student to organize, govern, and teach both graded and ungraded schools of all grades through the High School.

It is necessary that the teacher should be thoroughly versed in the different branches of knowledge to be taught, and should know the being to be educated. He should also know the principles on which the development of the powers of mind and body depend, and the methods and means by which this development and growth are to be secured.

Instruction in the branches of knowledge will be given in the academic departments of the college. The range of studies is adapted to the wants of those who may be preparing to teach, whether in the public schools of the county, city, or town, or in private schools, academies, seminaries, institutes, and schools having the ordinary college curriculum.

Instruction in the Professional School embraces two departments—the Theory of Teaching and the Practice of Teaching.

The course in Theory includes the Philosophy of Education, the History of Education, Principles of Education, School Management, Methods of Instruction, True Order of Studies, Educational Psychology, the

School Laws of the State, etc. These subjects are taught by recitation, professional reading in books and the current professional literature, with lectures by the teacher. Students present programmes of study and recitations for discussion and class criticism. Abstracts of professional reading reviewed in class-room. Occasional essays and thesis on professional subjects.

In the Department of Practice the work consists in observation and practice in teaching. The Primary Department of the College is the Model School, and is under the management of a thoroughly trained and experienced normal teacher. Observation lessons are required of all students in the Professional School. Only those are permitted to teach classes who may be selected by the teacher on account of the proper qualifications.

All candidates for a degree study vocal music and drawing. These subjects are required by law, in many of the States, to be taught in the public schools. Their refining and educating influence are beginning to be recognized everywhere, and are becoming a potent factor in the discipline and management of schools. They have brought a life, interest, and cheerfulness into the school-room that are great aids to the teacher. They must be classed among the indispensables in school-room work. The time is not far distant when there will be but little demand in our elementary schools for teachers who do not understand drawing and vocal music.

Special prominence is given to penmanship, and the methods of teaching it.

Students completing the professional course and the Schools of English, Mathematics, History, Natural Science, Philosophy, and one foreign language, ancient or modern, will receive a diploma with the degree, Bachelor of Pedagogy. Any diploma from this Institution entitles the holder, without examination, to a first grade teacher's certificate, entitling him to teach in any of the public schools of the State.

TEXT-BOOKS AND BOOKS OF REFERENCE.

Wickersham's Methods of Instruction and School Economy, Raub's Methods of Teaching and School Management, Payne's Theory and Practice of Teaching, Page's Theory and Practice of Teaching, Baldwin's School Management, Swett's Methods of Teaching, Partridge's Quincy Methods, Hailman's Primary Methods and Kindergarten, Brooks's Methods of Teaching, Herbert Spencer's Education, Parker's Talks on Teaching, Painter's History of Education, Payne's Science of Education, Frye's Child and Nature, Speare's Lessons in Form, Rosekranz's Philosophy of Education, and Periodical Literature.

PRIMARY AND GRAMMAR SCHOOLS.

SUMMARY OF STUDIES.

READING—Chart and Primer, with cards and blackboard. First, Second, Third, Fourth, and Fifth Readers. Supplementary reading in all grades.

SPELLING—In all grades; at first, words from the reading and other lessons; afterward, from Speller, Phonics, Definitions.

ARITHMETIC—Lessons in Number, Primary Arithmetic, Mental Arithmetic, Written Arithmetic, advanced.

GRAMMAR—Language Lessons, Elementary Grammar, Advanced Grammar and Composition, Original Composition.

HISTORY—Oral Lessons in Biography and History, Elementary United States History, English and American History.

GEOGRAPHY—Preparatory Oral Lessons, Primary, Intermediate, Advanced. Map-drawing on board and tablet.

SCIENCE—Object and Oral Lessons, Elementary Botany, Physiology, Natural Philosophy, Geometry, and Astronomy.

LITERATURE—Short Studies in American Literature, Selections from Longfellow, Holmes, Whittier, Irving, Prescott, Bancroft, and other American authors; short sketches of their lives in connection with the study of their works.

Writing and drawing in all grades on blackboards, slates, and books.

All pupils of the Primary and Grammar Schools trained in vocal music and calisthenics.

Morals and manners, frequent drills, wise sayings of great writers selected as Memory Gems. Poems and selections of prose inculcating the principles of purity, truth, honor, courage, nobility, etc., learned and recited by the pupils from time to time.

PREPARATORY CLASS.

STUDIES—FIRST TERM.

English—Grammar and Composition, Reading American Authors.

Mathematics—Arithmetic.

Latin—First Lessons, Written and Oral Exercises.

History—United States, Civil Government.

Natural Science—Elementary Botany and Zoology.

SECOND TERM.

English—Grammar and Analysis, Short Studies in English and American Authors.

Mathematics—Arithmetic, Algebra.

Latin—First Lessons, Grammatical Exercises, Cæsar begun.

History—United States, Civil Government.

Natural Science—Botany, Physiology.

DISCIPLINE.

Students are taught to be self-governing. They are expected to do right, guided by correct principles, not regulated by a series of arbitrary rules. Students who cannot or will not govern themselves will be controlled. Insubordination, or a willful neglect of known duties and requirements, cannot be tolerated. The good of the school will necessitate the removal of such offenders if they cannot be reclaimed and become loyal to the government of the school.

Students are frequently sent from home to school on account of their vicious habits, and because they cannot be controlled at home. Do not send such here; this is not intended as a house of correction or a reform school. There are places that do that special kind of work, and their plans and methods are adapted to the work to be performed. Send your incorrigibles there. They will be attended to properly. Should you send them here very probably they would be returned to you within a week or two. It is intended to make the school a home for refined gentlemen and ladies—a place where parents can safely trust their sons and daughters.

CALENDAR 1889-1890.

The scholastic year contains forty weeks, divided into two terms of twenty weeks.

The first term begins Monday, September 2, 1889, and ends January 24, 1890. Intermission of one week during the Christmas holidays.

The second term begins January 27, 1890, and ends June 13, 1890. Closing exercises, June 11-13, 1890.

EXPENSES.

The maximum of advantages at the minimum of expense.

RATES OF TUITION.

Primary and lower grammar grades at \$1.50 to \$3.00 per month; in advanced grammar grades, \$4.00 per month; in collegiate grades, \$5.00 per month; a small incidental fee. Music and art, \$3.50 per month; use of piano, 75 cents per month. Board at the best houses in and near the town at from eight to ten dollars per month. Tuition and incidental fees payable quarterly in advance.

For further information or catalogue address Dr. J. P. ROREX, Secretary Board of Trustees, or J. M. BLEDSOE, President of the School.

We earnestly solicit for the School that support and patronage which it intends to merit.

W. L. MARTIN, *President.*
 J. P. ROREX,
 J. E. BROWN,
 R. H. BYNUM,
 H. H. HORTON.
Board of Trustees.

Catalogue of Students.**LITERARY DEPARTMENTS.**

Jimmie Arnold,	Joe Cunningham,	Lucien Hewlett,
Phil Armstrong,	Thomas Cunningham,	Walton Hewlett,
Ola Austin,	Mary Daniel,	Dixon Hewlett,
Willie Askin,	Eliza Daniel,	Birdie Hodge,
Annie Barron,	Ernest Dodd,	Eddie Hodge,
Tom Barron,	Fannie Duncan,	Will Hodge,
Curtis Barron,	Lucy Duncan,	Nellie Holland,
Walter Barnett,	Jim Estes,	Woodie Holland,
Ada Barnett,	Colie Fagan,	Charlie Horton,
Lillian Bledsoe.	Erskin Foster,	Joel Hopson,
Alma Bledsoe,	Tom B. Foster,	Luke Hunt,
Anna Boyd,	Charley Garland,	Sallie Hunt,
Eliza Bouldin,	Willie Garland,	Oscar Hunter,
Jessie Lee Brown,	Lucy Garland,	Rosa Hurt,
Lawrence Brown,	Lucy V. Garland,	Anna Hurt,
Zaida Brown,	Niagara Garland,	Harry Hurt,
Nellie Brown,	Emmette Graham,	Ida Ives,
Hattie Brown,	Hugh Graham,	Thos. M. Jenkins,
Ethel Bryant,	Ben F. Hair,	Ella Jenkins,
John Bryant,	John Hale,	Annie Jordan,
Katie Buchanan,	Frank Hale,	Lizzie Keeble,
Walter Buffaloe,	Jimmie Hall,	Ina Keith,
Otis Bynum,	Robert Hall,	Virgie Keith,
Clarence Bynum,	Maud Hall,	Veda King,
Haywood Bynum,	Jennie Hall,	Annie Kirby,
Jessie Bynum,	McCord Hall,	Mamie Kirby,
Annie Bynum,	T. Hall,	Guy Kirby,
Mabel Bynum,	Annie Harris,	Ethel Kirby,
Nellie Bynum,	Mary Harris,	Minnie Kirklin,
Stella Bynum,	Polk Harris,	Fannilee Martin,
Pearl Caldwell,	Emma Harris,	Thos. Martin,
Allie Caldwell,	Fannie Harris,	Wm. Logan Martin,
Ida Caldwell,	Kinkle Harris,	Allie Martin,
Annie Campbell,	John Harris,	Willie Martin,

Jennie Campbell,	Eugenia Harris,	Lafayette McClendon,
Mollie Campbell,	Minnie Hartley,	Henry McCord,
Mattie Cambron,	Elmira Hartley,	Flora McCord,
Eula Coffey,	Julian Hartley,	John McMahan,
W. A. Coffey,	George Hess,	Sam McMahan,
Mamie Coffey,	Allie Hess,	Sidney McMahan,
Viva Coffey,	Fannie Hess,	Annie McMahan,
Charles Miller,	Wyeth Rorex,	Hugh Starnes,
Dezzie Montgomery,	Alice Ross,	Dupree Starnes,
Emma Nelson,	Jim Rosson,	Willie Starnes,
Edmund Nelson,	Annie Rosson,	William St. Clair,
Maggie Parks,	Sallie Rosson,	Berith Stewart,
John Parks,	Dovie Rosson,	Walter Tally,
Oscar Parks,	Kittie Sanders,	John Tally,
Mollie Parks,	Luther Safriet,	Ewing Thompson,
Charlie Brown Payne,	John Shook,	Lucy Thompson,
John Will Payne,	Willie Simmons,	Eudocia Thompson,
Warwick Payne,	Emma Shelley,	Kittie Williams,
Ellen Payne,	James Shelley,	Mollie Williams,
W. F. Provence,	Fannie Skelton,	Sallie Williams,
James Riddle,	Proctor Smith,	May Willis,
Jessie Roach,	Nettie Speake,	Tally Willis,
Luther Roach,	Stella Spencer,	Wade Woodall,
Mamie Robinson,	Viola Starkey,	Mary R. Young.
David Rorex,	Nellie Starnes,	

DEPARTMENT OF ART.

Annie Boyd,	Mollie Harris,	Fannilee Martin,
Mattie B. Brown,	Corinne Hewlett,	Allie Martin,
Jessie Lee Brown,	Sallie B. Hunt,	Willie Martin,
Jessie Bynum,	Annie Hurt,	Lucy Thompson,
Eula Coffey,	Rosa Hurt,	James Willis.
Lucy Duncan,	Hannah Ivey,	
Lucy Garland,	Ella Jenkins.	

DEPARTMENT OF MUSIC.

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