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CATALOGUE

OF THE

Albemarle Female Institute,

LOCATED AT

CHARLOTTESVILLE, VA.

SESSION 1857--8.



RICHMOND:

ELLYSON'S STEAM PRESSES, 147 MAIN STREET.
1858.

CATALOGUE

OF THE

Albemarle Female Institute,

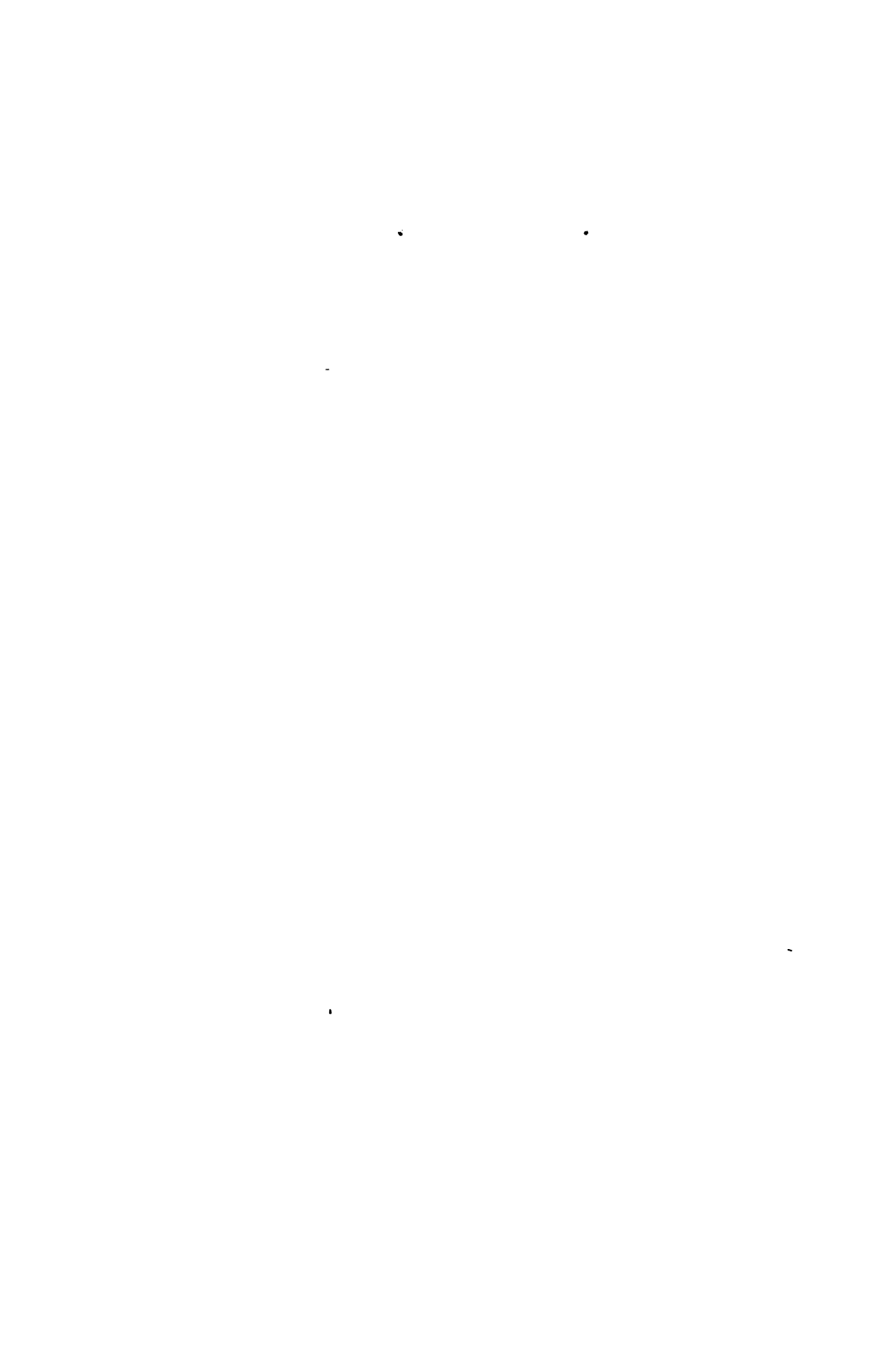
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FOR SESSION 1857-8.

JOHN HART, M. A., *Principal*,

MORAL PHILOSOPHY AND MATHEMATICS.

CRAWFORD H. TOY, M. A.;

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ANCIENT LANGUAGES. MODERN LANGUAGES.

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OFFICERS AND TEACHERS

FOR THE NEXT SESSION 1858-9.

JOHN HART, M. A., *Principal*,

MORAL PHILOSOPHY, MATHEMATICS, ENGLISH LANGUAGE AND COMPOSITION.

CRAWFORD H. TOY, M. A.,

NATURAL SCIENCES, HISTORY AND LITERATURE.

WILLIAM N. BRONAUGH, M. A.,

ANCIENT LANGUAGES. MODERN LANGUAGES.

MR. VINCENT CZURDA,

MUSIC.

MRS. EMILY GRUBB,

DRAWING, PAINTING, &C.

PREPARATORY DEPARTMENT.

ABBREVIATIONS,

USED TO INDICATE SUBJECTS.

A. L., Ancient Languages.

M. L., Modern Languages.

MAT., Mathematics.

N. S., Natural Sciences.

M. P., Moral Philosophy.

H. & L., History and Literature.

M., Music.

P. D., Preparatory Department.

Catalogue of Students.

SESSION 1857-8.

<i>Names of Students.</i>	<i>Subjects Studied.</i>	<i>Parent or Guardian.</i>	<i>Residence.</i>
Abell, Nannie R.	A. L., M. L., P. D., M.	Alex. P. Abell,	Charl'ville.
Alexander, Nannie E.	M. L., N. S., P. D., M.	James Alexander,	"
Anderson, Fannie	MAT., N. S., M. P., M.	Dr. A. Anderson,	Louisa.
Anderson, Lucy	M. L., N. S., MAT.	Dr. W. Meredith,	"
Bacon, Everlina	P. D.	Mrs. E. M. Bacon,	Charl'ville.
Bentley, Nannie E.	M. L., MAT., N.S., H. & L.	John G. Bentley,	Essex.
Bibb, Gillette F.	P. D.	W. A. Bibb,	Charl'ville.
Bibb, Emma J.	A. L., N. S., M.	" "	"
Bibb, Sallie W.	M. L., MAT., N. S., M.	" "	"
Bibb, Helen M.	A. L., M. L., MAT., N.S., M.	John H. Bibb,	"
Bowie, Ella J.	A. L., M. L., MAT., M.	Mrs. Mary S. Bowie,	Westm'land.
Brown, Ella M.	A. L., M. L., N. S., M.	Charles Brown,	Rappaha'ck.
Broaddus Florence A.	A. L., M. L., N. S., MAT.	Rev. A. Broaddus,	Caroline.
Broaddus, Jeannette J.	A. L., M. L., N.S., MAT., M.	Ro. S. Broaddus,	"
Brockman, Bettie	M. L., M. P., MAT., M.	Mrs. F. A. Brockman,	Orange.
Brittingham, Sallie	P. D., M.	Elijah Brittingham,	North'pton.
Christian, Fannie	A. L., M. L., MAT., M.	S. R. Sullivan,	Charl'ville.
Coleman, Carrie A.	M. L., N. S., M. P., M.	John H. Coleman,	Albemarle.
Coleman, Lucy M.	A. L., M. L., MAT., M.	Spencer Coleman,	Spott'vania.
Collier, Florence A.	N. S., P. D., M.	John J. Collier,	Albemarle.
Crank, Mary E.	A. L., M. L., N.S., MAT., M.	George Crank,	"
Crank, Cornelia A.	A. L., M. L., MAT., M.	" "	"
Cox, Almira J.	A. L., M. L., N. S., MAT.	Wm. Cox,	Charl'ville.
Dickinson, Jennie L.	M. L., N. S., H. & L., M.	Ralph Dickinson,	Louisa.
Elliott, Emna R.	M. L., N. S., MAT., M.	Mrs. F. E. Elliott,	Charl'ville.
Eubank, Bettie W.	A. L., M. L., M. P., N.S., MAT., M.	R. H. Eubank,	Nelson.
Farish, Sallie	P. D., M.	A. J. Farish,	Charl'ville.
Fife, M. C.	M. L., M. P., MAT., M.	Rev. James Fife,	Albemarle.
Flannagan, M. E.	M. L., P. D., M.	B. C. Flannagan,	Charl'ville.
Flannagan, Julia	P. D.	" "	"
Fontaine, Marian D.	A. L., M. L., N. S., MAT., M.	Rev. Wm. S. Fontaine,	King Wm.
Foster, Alice	M. L., P. D.	W. H. Foster,	Charl'ville.
Garland, Annie	A. L., M. L., MAT., M.	James Garland,	Albemarle.
Gordon, Fannie F.	A. L., M. L., MAT., M.	John A. Gordon,	Spott'vania.
Gordon, Nannie J.	A. L., M. L., MAT., M.	" "	"

<i>Names of Students.</i>	<i>Subjects Studied.</i>	<i>Parent or Guardian.</i>	<i>Residence.</i>
Halbach, Clayetta	P. D., M.	John P. Halbach,	Charl'ville.
Hatcher, Pattie L.	A. L., M. P., H. & L.	B. L. Hatcher,	Franklin.
Haynes, Mary E.	A. L., M. L., MAT., M.	W. H. Haynes,	Norfolk.
Hill, Bettie J.	M. L., M. P., N. S., M.	C. B. Hill,	Nelson.
Hiter, Lucy	MAT., N. S., H. & L.	James Hiter,	Louisa.
Hoffman, Jennie	P. D.	Robert Hoffman,	Charl'ville.
Jesse, Julia	A. L., M. L., MAT., N. S., M.	William T. Jesse,	Lancaster.
Keller, Ida L.	P. D.	T. C. Keller,	Charl'ville.
Letellier, Nannie M.	M. L., M.	John Letellier,	"
Leake, Gay P.	A. L., M. L., N. S., P. D.	Shelton F. Leake,	"
Lockette, Pattie O.	M. L., MAT., M. P., M.	J. S. Lockette,	Pr. Edward.
Lucas, Jeannette	A. L., M. L., MAT., N. S.	Charles Lucas,	Charl'ville.
Lucas, Maria	M. L., MAT., N. S.	" "	"
Martin, Limonia	P. D.	Patrick Martin,	"
Martin, Nannie	P. D.	" "	"
Mason, Cassie E.	A. L., M. L., MAT., M.	C. R. Mason,	Bath.
Massie, Mollie M.	A. L., M. L., MAT., M.	Mrs. Mary Massie,	Goochland.
Meador, Mollie H.	A. L., M. L., MAT.	John Meador,	Amelia.
Maupin, Mary E.	A. L., M. L., MAT., H. & L.	Addison Maupin,	Albemarle.
Mitchell, Roberta C.	A. L., M. L., MAT., M.	O. T. Mitchell,	Goochland.
Moon, M. Barclay	A. L., M. L., MAT., N. S., M.	John D. Moon, Sen.,	Albemarle.
Moon, C. D.	A. L., M. L., MAT., N. S., M.	Mrs. A. M. Moon,	"
Mosby, Bettie	A. L., M. L., MAT., M.	Mrs. M. F. Mosby,	Powhatan.
Nelson, M. C.	A. L., M. L., P. D., M.	William Tinder,	Spott'vania.
Nimmo, Mary	P. D.	Henry Nimmo,	Charl'ville.
Nottingham, V. A.	P. D., M.	V. A. Nottingham,	Norfolk.
Omohundro, Emma	A. L., M. L., MAT., M.	R. F. Omohundro,	Gordonsville
Omohundro, M. E.	A. L., M. L., MAT., M.	" "	"
Omohundro, Julia	A. L., MAT., N. S., M. P.	Geo. C. Omohundro,	Charl'ville.
Roane, Sarah A. E.	M. P., N. S., H. & L.	R. T. Roane,	Caroline.
Ryland, Sue E.	A. L., MAT., N. S., H. & L., M.	Joseph Ryland,	K. & Queen.
Shelton, Julia J.	P. D.	Joseph H. Shelton,	Nelson.
Smith, Fannie S.	A. L., M. L., MAT., H. & L., M.	James P. Smith,	Alexandria.
Summers, Lizzie A.	A. L., M. L., MAT., N. S., M.	E. T. Summers,	Norfolk.
Sumner, Ada	P. D., M.	Geo. J. Sumner,	Richmond.
Taliaferro, Evelyn	A. L., MAT., N. S., M.	W. E. Taliaferro,	King Wm.
Taylor, Mary	P. D.	H. Taylor,	Charl'ville.
Terrell, Mary A.	P. D.	Alexander Terrell,	"
Thomas, Mattie W.	P. D., M.	W. B. Thomas,	Richmond.
Thompson, Anna C.	P. D.	C. L. Thompson,	Charl'ville.
Timberlake, Sallie W.	P. D.	E. J. Timberlake,	"
Timberlake, Ellen	P. D.	" "	"
Tinder, Samuella	A. L., M. L., MAT., M.	John A. Tinder,	Spott'vania.
Tompkins, Mattie	A. L., M. L., MAT., M.	W. D. Tompkins,	Albemarle.
Tompkins, Emma	P. D.	" "	"
Tompkins, Helen	P. D.	" "	"
Toler, Mary B.	A. L., M. L., MAT., M.	W. T. Toler,	Goochland.
Toler, Henrietta	P. D.	Henry Toler,	New Kent.

<i>Names of Students.</i>	<i>Subjects Studied.</i>	<i>Parent or Guardian.</i>	<i>Residence.</i>
Toy, Virginia S.	M. L., M. P., N. S., H. & L.	Thomas D. Toy,	Norfolk.
Toy, Emily E.	M. L., M. P., N. S., H. & L.	“ “	“
Toy, Julia A.	A. L., M. L., MAT.	“ “	“
Trice, Edmonia	P. D.	G. W. Trice,	Louisa.
Walton, Susan F.	P. D.	William Johnson,	“
Watson, Lucy	P. D.	W. A. Watson,	Charl’ville.
Watts, Etie	A. L., M. L., N. S., P. D., M.	E. C. Watts,	“
Woods, Mary M.	M. L., N. S., MAT., H. & L.	P. A. Woods,	Richmond.

SUMMARY.

Ancient Languages.....	42		Moral Philosophy.....	12
Modern Languages.....	54		History and Literature.....	11
Mathematics.....	46		Music on Piano.....	53
Natural Sciences.....	28		Preparatory Department.....	34
Total.....	91			

Origin and Prospects of the School.

The first session of this Institution began on 22d September, 1856. The idea of establishing at Charlottesville a Female School, under the control of Baptists, which should be fitted to meet the present and future demands of Female Education, was of recent origin. Only a few weeks before the beginning of the session, at a meeting of the friends of the scheme, a Board of Trustees was appointed. A house and lot were at once bought; altogether inadequate, however, to the accommodation of such a school as was contemplated, but to which additions were intended. Here the school was located, using as recitation rooms the basement of the Baptist Church.

In the meantime, the property long known as the Monticello Hotel was bought by the Trustees, in the belief that the same investment of money would thus secure a much larger amount of room than in a new building. Objections to this property for the purpose intended, on the ground of its supposed publicity, presented themselves to the minds of many; but the experience of a session and a half has shown that there are no objections against this which do not apply with about the same force as against any other location in town. Its superiority over a location just between town and country, but having the full advantages of neither, is very manifest. The lot on which the buildings are situated is, beyond question, one of the most commanding and every way desirable in Charlottesville. To this property the school was moved on the 1st March, 1857.

During the past summer the buildings have been repaired, and the interior arrangements altered, so that now they are unusually well suited for the accommodation of a large school. At the same time, much improvement has been made by enclosing the lot in such way as to contribute to the privacy of the establishment. The buildings thus repaired, furnish excellent rooms for about sixty boarders, besides excellent recitation rooms and rooms for music practice.

The total cost of the property and repairs thus far is about \$15,000. It is, perhaps, difficult to find elsewhere a property combining the same advantages, which has not cost much more than that amount.

The Board of Trustees was incorporated during the last session of the Legislature, and they design next summer to endeavor to procure subscriptions of stock, so as to place the concern on the joint stock basis. The cheapness of the property, combined with the very flattering prospect of an extended and steady patronage, indicates that it will prove a safe business transaction to invest money in this stock—while, of course, it is not meant to be suggested that the hope of dividends ought to be the motive determining any one to take shares.

OBJECTS AND PRINCIPLES OF ORGANIZATION.

The object of this school is to make Female Education what it ought to be, so far as those concerned in the general management and instruction can understand it. It is well understood, of course, that the end of education is the best possible development of the faculties, and the formation of right intellectual and moral habits. It is also understood that this cannot be made an independent object, but is attainable only through a thorough, accurately worked out knowledge of certain subjects.

But all the subjects desirable to be known, either for their practical value or for the discipline afforded in their study, cannot be thoroughly and so profitably learned in the time commonly spent at school by the youth of the country. Hence the course of study in any school which shall aspire to do good in the cause of true education, must be limited. The subjects entering into it must be selected primarily with regard to their adaptation to mental culture, and secondarily with regard to their direct practical value. That is but a poor estimate of the nature of education which leads men to select for their sons and daughters only those subjects by the knowledge of which they may obviously and directly make money or reputation. And while there is no disposition on the part of those concerned in this school to undervalue such subjects, they still believe that in female education, at least, regard to a fancied immediate utility has wrought the almost entire exclusion of other subjects, which are simply indispensable to refined and liberal culture of mind.

Governed by these considerations, the regular graduating course in the Collegiate Department of this school was arranged to comprise these several schools: "Ancient Languages," "Modern Languages," "Mathematics," "Moral Philosophy," "History and Literature," "Natural Sciences"—that is, Natural Philosophy and Chemistry. To these is added, for the next and subsequent sessions, as an independent school, "The English Language and English Composition."

Attention is asked to remarks in connection with each of these.

ANCIENT LANGUAGES.

In respect to these, the opinions held by those who arranged the course of study here are well expressed in the following words of one of the best of living thinkers, Isaac Taylor :

“The direct advantages of a knowledge of the languages of ancient Greece or Rome are few, or they are such as attach only to certain professions. But when they are regarded as supplying the means of culture and refinement, no other pursuits can come in place of them. A system of education which excludes a knowledge of Latin and Greek may meet the occasions of common life well enough, but it can never impart refined tastes, or give a full expansion to the intellect.”

This is true, of course, only when these Languages are thoroughly and accurately studied. How far the plan here necessitates their thorough study, those who know any thing of the matter may judge from the copy of the Intermediate Latin examination given hereafter.

Only one Ancient Language—either the student may select—is for the present included in the graduating course. It is hoped the time may come when both can be insisted on. In this connection it may not be amiss to express the gratification which the friends of the school have a right to feel at the practical demonstration, given in the last and present session, of the fact that so many girls have both the disposition and the ability to make *good* Latin and Greek scholars, if they have but the incitement and opportunity.

MODERN LANGUAGES.

These are regarded of great importance. The present principal is persuaded that well educated Americans who are thoroughly versed in the Modern Languages, teach them more effectively than those to whom they are native. There is obvious advantage, too, in having them taught by the same instructor, in connection with the Ancient Languages. Students thus learn to apply to them the same modes of investigation which have in recent times given so good results in application to Latin and Greek, and thus the singularly great defects of the Grammars of the Modern Tongues are in a great degree remedied. In both, the same system of instruction is employed which has become famous in connection with the school of Ancient Languages of the University of Virginia.

For the present but one Modern Language is necessary in the graduating course. This may be French, Italian, German or Spanish, at the option of the student.

MATHEMATICS.

In arranging the course, no reason was seen why young ladies might not with advantage learn something more of the Mathematics than seems usual in female schools. On the other hand, it was thought that if some study of the higher mathematics was essential to the full intellectual cultivation of young men, the same was true for young ladies. Accordingly, besides Algebra, Geometry and Trigonometry, Analytical Geometry was introduced into the regular course. It is hoped that at some future day something of the Calculus can also be introduced. A copy of the last intermediate examination of the Senior Class is given hereafter.

MORAL PHILOSOPHY.

Regarding this mainly as a means of education, the attention of the class is sought to be directed rather to processes than results. It is not pretended that students here are made acquainted with the whole of the vast field of thought comprehended under this name.* But the great principles which lie at the basis of the whole matter are discussed, and the modes and limitations of thought determined. The copy of the intermediate examination will give some notion of the course of study on the subject.

HISTORY AND LITERATURE.

Especial attention is asked to this course of study. Without disparaging the rest, it may be said that these subjects are pre-eminently valuable in a lady's education. The students of Literature do not merely become acquainted with the names and general characteristics of the great writers; they read their writings, and read them critically. In this way, not only a large mass of entertaining and useful knowledge is obtained, but such tastes and habits of reading are formed as afford the best security against the bad effects of fashionable trash. The questions in the intermediate examination, as given hereafter, indicate the character and extent of the course of study, and of the instruction given.

NATURAL SCIENCES.

Natural Philosophy and Chemistry are the subjects comprised in this school as a part of the graduating course. These are taught to considerable extent, and with great thoroughness. It may not be amiss, in this connection, to mention a very great mistake which young ladies often make in respect to these matters. They frequently elect to study them with the idea that they are very easy—getting their notions of the thing from what they

may have studied of "Familiar Science." Now, the experience of two sessions shows, that for a girl who has not considerable cultivation, and particularly some mathematical knowledge, to attempt the scientific study of Natural Philosophy and Chemistry, is a simple waste of time and money. Just the same is true of Moral Philosophy, and History and Literature. Accordingly, authority will be exercised in this matter, and those destitute of the needful preparation will not be permitted to undertake these subjects. But for those who wish to have an easier, more popular view of the Natural Sciences, recourse can be had to the class therein connected with the Preparatory Department, but under the instruction of the same teacher, and having the benefit of experimental illustrations.

Besides Natural Philosophy and Chemistry, lectures are given on the other branches of Physical Science, as Physiology, Geology, Mineralogy, &c., when time and classes can be found.

THE ENGLISH LANGUAGE AND ENGLISH COMPOSITION.

It must not be supposed that these subjects have been altogether neglected heretofore; but the great intrinsic value of a knowledge of them, together with the difficulty of securing due attention, when students regard them as a sort of outside matter, has suggested the propriety of erecting them into a separate and independent school, and requiring examinations thereon to be passed just as in the other subjects in the graduating course. The course of study herein, to be distributed between two or three classes, will comprise—The Grammatical Structure of the Language—The History of the Language—The Etymology of the Language, involving its relations to other Languages—The art of Composition—The Structure of English Poetry, and Rhetoric. A large amount of reading for illustration will be necessary, so that this will prove an important auxiliary to the course on Literature, and to Moral Philosophy, by giving opportunity for discussion of several matters for which there is not sufficient time in that school.

Such is the outline of the graduating course. Many, no doubt, will think that it embraces much that is useless for a woman, and omits much that is valuable. That much that is valuable is omitted—yet necessarily omitted—is freely granted; but that any thing is included which is not indispensable to really liberal education, is denied. To insist upon more than this might, perhaps be unwise under existing conditions; to be satisfied with less, we are sure, would be to disregard the real interests of female education.

Each school is independent of the others, so that students who desire to study only special subjects can do so with the same advantage as if nothing else were taught in the Institution. This arrangement has the further great advantage of enabling those who intend to go through the whole course to

give their attention to a limited number of subjects at a time, and so to save them from the fatal consequences of too great a variety of studies. In short, and to say all that may be needful on this matter, the arrangement of subjects and classes, and the mode of instruction, is just the same as at the University of Virginia.

The work of instruction in the Collegiate Department is now entirely in the hands of Southern men—Virginians, in fact—and Masters of Arts of the University of Virginia; and in such hands it shall remain.

While the larger amount of time and attention is given to these severer subjects, ample provision is made for the lighter and more pleasing, and purely ornamental matters—as Music, Painting, Drawing, &c.

Course of Study and Arrangement of Classes.



The entire course is distributed between a Preparatory and a Collegiate Department—besides which there is the Department of Music, Painting, &c.

I. PREPARATORY DEPARTMENT.

Here students are prepared for the Collegiate course. The studies herein embrace the common English subjects. Belonging to this Department are classes of beginners in the Languages, Mathematics and Natural Sciences.

II. COLLEGIATE DEPARTMENT.

The subjects belonging to this Department, and making up the course necessary for graduation, are arranged, as indicated above, into seven schools, viz. :

- (1.) The School of Ancient Languages.
- (2.) The School of Modern Languages.
- (3.) The School of Mathematics.
- (4.) The School of Natural Sciences.
- (5.) The School of Moral Philosophy.
- (6.) The School of History and Literature.
- (7.) The School of the English Language and Composition.

(1.) ANCIENT LANGUAGES.

These are Latin and Greek. In each there are three classes, Junior, Intermediate and Senior.

The Junior classes begin with the study of the inflections, after which they read the easier authors, and learn the leading constructions.

The Intermediate classes begin where the Juniors stop, reviewing the forms, and advancing to more difficult matters of construction.

The Senior classes have a very full view of the construction, etymology, and versification of the Ancient Languages, with Ancient History.

TEXT-BOOKS. *Junior Latin*—Arnold's 1st and 2d Lessons, Cæsar, Andrews' Lexicon.

Junior Greek—Kühner's Grammar, Xenophon's Anabasis, Liddell and Scott's Lexicon.

Intermediate Latin—Cæsar, Sallust, Virgil.

Intermediate Greek—Xenophon, Herodotus, Euripides.

Senior Latin—Horace, Cicero, Livy, Tacitus.

Senior Greek—Euripides, Sophocles, Euripides.

Written exercises from Latin and Greek into English, and from English into Latin or Greek, are constantly required. These exercises are of the highest value, and accordingly receive great attention.

(2.) MODERN LANGUAGES.

There is just the same arrangement of classes here as in the Ancient Languages, and just the same mode of instruction is employed for securing accurate knowledge of the facts and principles of construction; while much pains and attention are given to correctness of pronunciation and fluency in the idioms.

TEXT-BOOKS. *In French*—Fasquelle's and Laporte's Grammars, with the usual Authors and Lexicons.

In German—Woodbury's Grammar, with the common Authors and Lexicons.

In Italian—Monti's Grammar, with the other books commonly used.

In Spanish—Ollendorf's Grammar, and the common Authors and Dictionary.

(3.) MATHEMATICS.

In this School there are three classes—Junior, Intermediate and Senior. The Junior Class studies Arithmetic and Algebra.

TEXT-BOOKS—Davies' Arithmetic, Colburn's Algebra, Bourdon.

The Intermediate Class finishes Algebra, and studies Synthetic Geometry.

TEXT-BOOKS—Legendre, Bourdon.

The Senior Class begins with Logarithms, proceeding thence to Plane Trigonometry with its applications, and finishes the course with Analytical Geometry; at the same time completing Synthetic Geometry.

BOOKS—Legendre, Davies' Analytical Geometry, and manuscript notes on special subjects requiring fuller treatment than is given in the Books.

A class will be formed for the study of the Calculus, whenever Students desire it.

(4.) NATURAL SCIENCES.

These are Natural Philosophy and Chemistry.

TEXT-BOOKS—Draper's Natural Philosophy, Draper's Chemistry. Besides the use of Text-Books, the Class has the benefit of Lectures explana-

tory of the matter contained in the books, and introducing much new matter, aided by illustrations with good apparatus.

(5.) MORAL PHILOSOPHY.

This School includes Intellectual Philosophy and Ethics. Of course, any thing like full discussion of these must introduce all the great questions belonging to Speculative Philosophy. Instruction is given by Text-Books and Lectures, explanatory and supplementary.

BOOKS—Intellectual Philosophy, Wayland and Haven: Ethics, Stewart and Jouffroy.

(6.) HISTORY AND LITERATURE.

This School embraces Modern History and English and American Literature.

In History, the object is to make the student acquainted with the great facts which have left their impress on Modern civilization, and the right method of studying History. No attempt is made to teach *all* History. Special periods are selected and fully studied. Thus, for the present session, the class has been largely occupied with European History in the Elizabethan Age.

The Books used are the works of the masters in history, Guizot, Hume, &c.

The class in Literature makes acquaintance with the personal history of the great writers, and reads the writings which best represent the various forms and periods of the Literature of the Language. Regular exercises, in the way of abstracts and criticisms, are required.

In both these subjects the instruction is mainly by Lecture.

TEXT-BOOKS ON LITERATURE.—Cleveland's Compend, Shaw, Trench's "English Past and Present," the English writers, particularly Chaucer, Spencer, Bacon, (Essays,) Shakspeare, Milton, and some of the more recent writers.

(7.) ENGLISH LANGUAGE AND COMPOSITION.

This School embraces, as before stated, the study of the English Language in respect of its grammatical structure, history and etymology, the constant practice of Original Composition, the structure of English Poetry, and a full discussion of Rhetoric.

These subjects are to be distributed between two or three Classes, as the case may be, in such way and with such treatment as shall seem best fitted to secure a good knowledge of the whole matter. Examinations are required as in the other Schools, and this now forms a part of the Graduating Course.

TEXT-BOOKS—Trench "On Study of Words," "English Past and Present," Webster's or Richardson's Dictionary, Campbell's Rhetoric. Instruc-

tion as to the Grammar of the Language is given almost entirely by lecture, as no English Grammar easy to be obtained presents a tolerable view of the matter.

DEPARTMENT OF MUSIC, DRAWING, &C.

Every body who has sufficient natural musical talents, ought to learn Music. Nothing contributes more to refinement of taste. Ample provision is made for thorough instruction in both Instrumental and Vocal Music.

Provision is also made for good instruction in Drawing, various kinds of Painting, Embroidery, &c.

EXAMINATIONS.

The object of these is to afford a fair test of the knowledge of the student, and to make it simply impossible to obtain a Certificate or Diploma without adequate acquaintance with the subject. With this view, they are all private and written: in short, identical in kind with those at the University of Va. The questions are written on the black-board, and the students write the answers, having no assistance from books or each other. Sufficient time (a whole day, commonly,) is allowed them to collect their resources, and bring out their whole stock of knowledge, free from the embarrassment incident to a public examination.

The examinations take place in February and June. The first, or intermediate, embrace the subjects studied during the first half of the session. The final examinations cover the whole ground, and in the Senior classes are the test of graduation.

The results of these examinations are reported to parents according to the following scheme: The questions are valued numerically, each having its special value. Then the written answers are carefully read and valued.

If then the value of all the answers amounts to three-fourths or more of the whole examination, the student comes into the first class, and is entitled to certificate of distinction.

Those whose examinations are valued between one-half and three-fourths of the whole, form the second class.

Those whose answers are valued from one-fourth to one-half the whole are the third class; and those who get below one-fourth, are the fourth class.

Besides these stated written examinations, the classes are examined at each recitation on the subject thereof. An oral examination, when thought necessary, is required in addition to the written, from candidates for certificates of proficiency.

Attention is now asked to the following copies of some of the last intermediate examinations, it being observed that these comprehend only the subjects studied during the first half session. From them, better than from

anything else, those acquainted with the subjects can form an estimate of the nature of the instruction given, and of the scholarship required to enable students to obtain the honors of the school.

I. MORAL PHILOSOPHY.

I. What is Intellectual Philosophy? The right method of investigation. Several Intellectual Faculties and their offices.

II. Perception in its widest sense. The various theories of Perception. Acquired Perceptions.

III. Original Suggestion. The ideas given by original suggestion. Locke's theory of the origin of ideas.

IV. Memory. Its several characters. Means of improvement. Association of ideas, with relation to memory.

V. Descartes and his system. His relation to Modern Philosophy.

VI. Hobbes' theory of Morals, and the refutation.

VII. Facts of man's moral nature, constituting the basis of a moral Science.

II. MATHEMATICS.—SENIOR CLASS.

I. Demonstrate the Principle of Intermediate Co-efficients, and apply it to the development of $\frac{1+2x}{1-3x}$ into a series.

II. General Demonstration of the Binomial Formula, assuming that $\frac{z-y}{z-y} = m z^{m-1}$, when $y = z$, for all characters of m , — and apply to the development of $\frac{2}{(1-z)^3}$.

III. Define Logarithms. Multiplication and Division by Logarithms. Base of common system, and mode of finding Characteristic. Assuming the General Logarithmic formula, $\text{Log.}(1+y) = M(y - \frac{1}{2}y^2 + \frac{1}{3}y^3 - \frac{1}{4}y^4 +, \&c.)$

Deduce the following: $\text{Log.}(\frac{1+y}{1-y}) = 2M(y + \frac{1}{3}y^3 + \frac{1}{5}y^5 +, \&c.)$

$$\text{Log.}(1+z) = \text{Log.}z + M\left(\frac{1}{z} - \frac{1}{2z^2} + \frac{1}{3z^3} - \&c.\right)$$

$$\text{Log.}(z-1) = \text{Log.}z - M\left(\frac{1}{z} + \frac{1}{2z^2} + \frac{1}{3z^3} + \&c.\right)$$

Compute $\text{Log.} 99$, the Modulus being .43429448.

IV. Define the sine, cosine, tangent and cotangent of an arc. Deduce the formulæ for $\sin.(a+b)$, $\sin.(a-b)$; $\cos.(a+b)$, $\cos.(a-b)$; $\tan.(a+b)$, $\cot.(a+b)$, and $\tan. 3a$, in terms of $\tan. a$.

V. Show that in a plane triangle "The sides are to each other as the sines of the angles opposite," and that in a right-angled triangle "Radius is to cosine of an acute angle as hypotenuse to side adjacent."

III. LATIN.—SENIOR CLASS.

I. Written translation into English, "Ars Poetica," lines 99 to 119, inclusive. In this passage,

(1.) Explain case of *poemata*.

(2.) What is *dolendum*? Give an account of that case of the passive voice.

(3.) Explain construction of *loquatur*.

II. Written translation into English, Horace, book 1, ode 9.

In this ode, (1.) Explain the mood of *stet*.

(2.) State the character of *ut* in this construction, and then give all its meanings, with the construction in each case.

(3.) Give the measure of the ode.

III. A translation from English into Latin. (The exercise is not given. It contains sentences illustrating many of the most important of the Latin constructions.)

IV. General questions.

(1.) After verbs of saying and thinking, what is the construction? Give all the rules for use of "oratio obliqua."

(2.) What is a substantive sentence? What are the modes of constructing it? After verbs of commanding, exhorting, &c., what construction follows? what exception to the general rule?

(3.) State all the cases of the subjunctive in Latin.

(4.) Give all the significations of the Accusative case.

(5.) What is the Infinitive mood? What is the Supine? Explain difference of signification of the two forms. Explain "mirabile dictu."

(6.) Give the two leading significations of the Ablative case, with their subdivisions.

IV. ENGLISH LITERATURE.

1. History of Formation of English language, with dates.

2. Account of Caedmon and Bede.

3. The Literature of the Fourteenth Century.

4. Early English Metrical Romances.

5. Different developments of Literature under the House of Lancaster, and the Tudors, and causes.

6. "King Lear"—Criticism of plot and characters. Rise of English drama.

7. Lives and works of Ascham, Raleigh, Bacon, Cowley, Clarendon and Jeremy Taylor.

V. NATURAL PHILOSOPHY.

1. Prove compressibility of the three forms of matter, (describing Oersted's machine.) Siphon barometer, its scale. Prove Mariotte's law for con-

densation. Force pump. In a hydraulic press, a power of 100 lbs. is applied to the piston, which has a surface of one square inch, the beam being ten inches square—required the power exerted at the beam.

2. Specific gravity of gases—mode of determining and precautions necessary. Contracted vein and remedy. Artesian wells.

3. A current runs ten miles per hour, and a boat crosses at rate of six miles per hour; required the position of boat at end of one hour. Inertia, with examples. Momentum. How far will a body fall in ten minutes? Velocity acquired in falling from a height of 250 feet? On an inclined plane, whose length is nine and height three, how far will a body fall by gravity in ten minutes? Curve-lined motion—how produced? and velocity at any point—how determined?

4. Second's pendulum—determination of length—use. Various sorts of levers, with examples. Principle of virtual velocities. The office of machines. Micrometer screw. An endless screw, wheel and axle, lever, five pulleys and inclined plane are combined; required to determine the effect of a given force applied. (Diagram and numerical data omitted.)

5. Laws of vibration of strings. Nodal points. The ear. Numerical relations of diatonic scale. Number of vibrations necessary to produce the second note of the scale.

Copies of the examinations on French, Italian, Chemistry, and in the Junior Classes, are omitted. Their character may be inferred from those given.

DEGREES.

A student who gives satisfactory results in her examination in any of the collegiate schools, has awarded her a "Certificate of Proficiency" in that school.

Those who obtain this certificate in the full schools of Mathematics, Moral Philosophy, Natural Sciences, History and Literature, the English language and Composition, and in one language in each of the schools of languages, receive a Diploma, with the title of "Graduate" of the Institute.

Separate certificates are given on Natural Philosophy and Chemistry, but both are necessary to the attainment of the highest honor—the Diploma. The same is true for the school of History and Literature.

GRADUATES.

The graduates of the Institution on the whole course, or in special schools, will be permitted to attend the lectures in those schools, without charge for tuition. It will be highly advantageous to a young lady who has graduated to avail herself of this arrangement, for the purpose of reviewing her studies.

MONTHLY REPORTS.

Monthly reports are sent to the parents, &c., giving as exact information as possible of the student's standing in her classes, and of her general deportment.

RELIGIOUS OPPORTUNITIES.

These are known to be unusually good in Charlottesville. Students are permitted to attend the church of their choice; but they are expected always to attend preaching, as also one of the Sunday Schools.

BOARDERS.

Boarders are members of the family of the Principal; and the effort is made to make their residence at the school pleasant, as well as profitable. To secure attention to study, they are not permitted to receive the visits and attention of gentlemen, nor to make visits, except at the discretion of the Principal. Nor shall they make accounts at the stores, without special direction from their parents. It is generally best, particularly for small girls, to make a special deposit for pocket money with the Principal, who can thus restrain their expenditures within reasonable limits.

GYMNASIUM.

A building for exercise is just completed. Regular and efficient exercise can thus be taken at all seasons. This is regarded as a most important matter; for mere walking for exercise is of but small value, and even that is frequently, for weeks, impossible during the winter.

LENGTH OF SESSION.

The sessions begin the 20th of September, and continue until the end of June. Recitations go on regularly on Saturday as on any other day, and no notice is taken of the usual holidays, except a few days at Christmas. The session thus gives much more working time than a ten months' session, under the usual arrangement.

MUSIC TEACHER.

Mr. J. M. Deems, the present very efficient teacher of Music, having determined to remove to Baltimore, Mr. Vincent Czurda, now of Eatonton, Ga., has been appointed to that position. It is matter of regret to the friends of the school that it must thus lose the benefit of Mr. Deems' great ability and reputation. They will be glad to learn, however, that Mr. Czurda comes very cordially recommended by Mr. Deems, and others, as a worthy gentleman and efficient instructor. We feel well warranted, therefore, in presenting him to the patrons of the school as altogether worthy of their confidence.

THE HEALTH OF CHARLOTTEVILLE.

The suspension of lectures at the University on account of sickness is calculated to excite apprehension as to the health of our town. Such apprehension we believe to be groundless. There has been no serious case of sickness in the school during this session, except measles, and these cases were very mild, and easily managed. There is at this time certainly not more than the usual amount of sickness in Charlottesville; and there are, we believe, no cases of typhoid fever. This fever at the University seems to have been entirely local in its origin. Those disposed to patronize the school need not, therefore, be alarmed as to the health of the place.

 TERMS PER SESSION OF 9½ MONTHS,

TO BE PAID HALF IN ADVANCE.

Preparatory Department,	-	-	-	-	-	\$30 00
COLLEGIATE DEPARTMENT.						
School of Ancient Languages,	-	-	-	-	-	\$20 00
“ “ Modern Languages,	-	-	-	-	-	20 00
“ “ Mathematics,	-	-	-	-	-	20 00
“ “ Natural Sciences,	-	-	-	-	-	20 00
“ “ Moral Philosophy,	-	-	-	-	-	20 00
“ “ History and Literature,	-	-	-	-	-	20 00
“ “ English Language and Composition,	-	-	-	-	-	20 00
DEPARTMENT OF MUSIC, PAINTING, &C.						
Music on Piano, with use of Instrument,	-	-	-	-	-	54 00
Oil Painting,	-	-	-	-	-	40 00
Drawing, Grecian Painting,	-	-	-	-	-	20 00
Vocal Music, (4 Lessons per week,)	-	-	-	-	-	15 00
“ “ 2 “ “ “	-	-	-	-	-	10 00
BOARDING DEPARTMENT.						
Board, including fuel and lights,	-	-	-	-	-	160 00
Washing will cost about	-	-	-	-	-	8 00

NOTE.—Students, except those unusually well prepared, cannot generally study with advantage in more than three schools of the Collegiate Department. The total expense, then, of a full course of collegiate study will be \$230 00.

Students ought to be present on the first day of the session. They should have all articles of clothing marked. Communications for them should be directed to “Albemarle Female Institute.”

CATALOGUE
OF THE
ALBEMARLE FEMALE INSTITUTE.

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1857--58.