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CATALOGUE

OF THE

Albemarle Female Institute,

LOCATED AT

CHARLOTTESVILLE, VA.

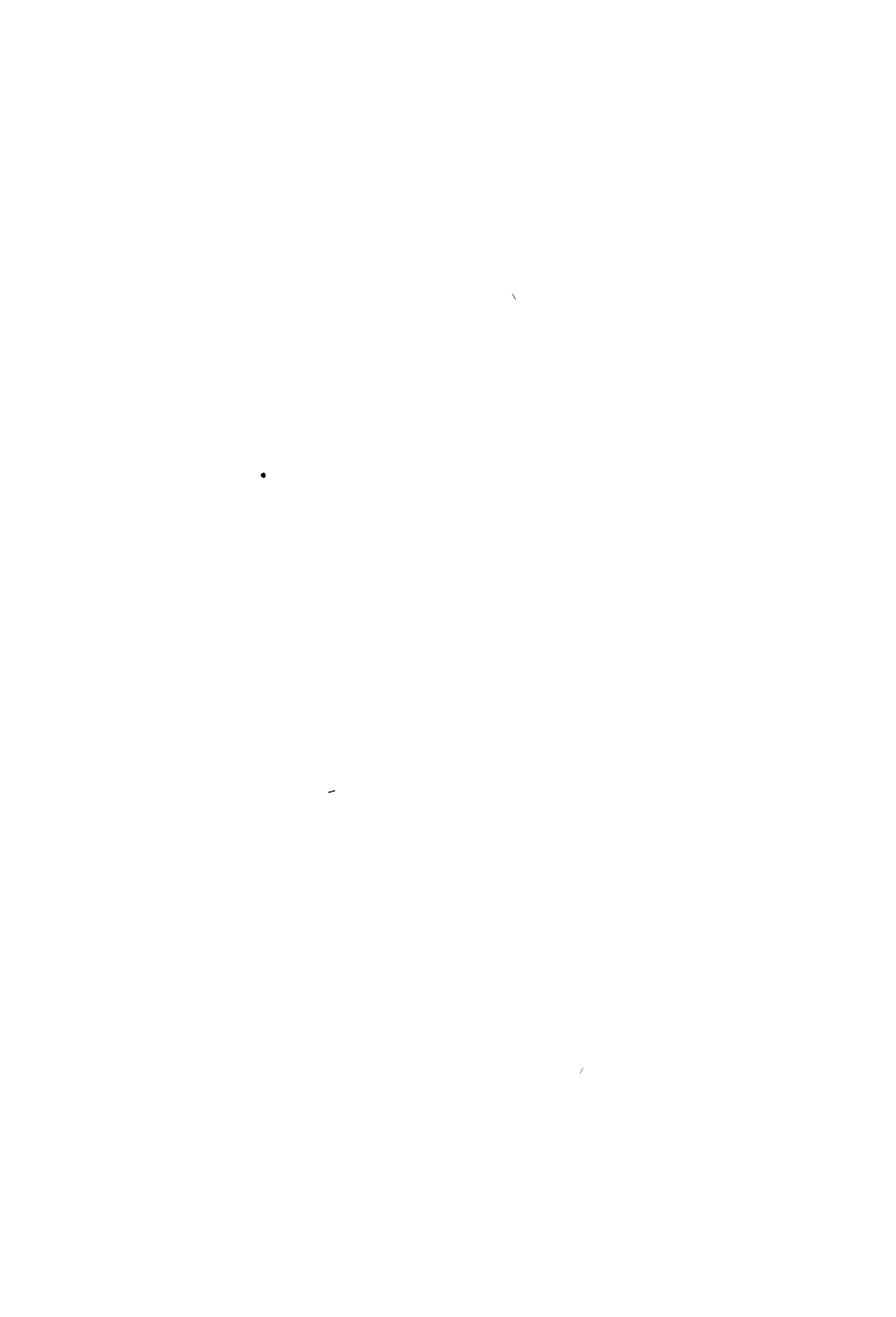
SESSION 1858-'9.



RICHMOND:

ELLYSON'S STEAM PRESSES, 147 MAIN STREET.

1859.



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SESSION 1858-'59.



JOHN HART, M. A., *Principal*,  
MORAL PHILOSOPHY, MATHEMATICS.

CRAWFORD H. TOY, M. A.,  
NATURAL SCIENCES, HISTORY AND LITERATURE.

WILLIAM N. BRONAUGH, M. A.,  
ANCIENT LANGUAGES.      MODERN LANGUAGES.

J. B. THOMPSON, M. A.,  
ENGLISH LANGUAGE AND COMPOSITION.      MODERN LANGUAGES.

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DRAWING, PAINTING, &c.

MR. EDMUND TAYLOR,  
PREPARATORY DEPARTMENT.

## ABBREVIATIONS

USED TO INDICATE SUBJECTS.

A. L., Ancient Languages.		M. P., Moral Philosophy.
M. L., Modern Languages.		H. & L., History and Literature.
MAT., Mathematics.		M. Music.
N. S., Natural Sciences.		P. D. Preparatory Department.

E. & C. English and Composition.

# Catalogue of Students.

SESSION 1858-'59.

<i>Names of Students.</i>	<i>Subjects Studied.</i>	<i>Parent or Guardian.</i>	<i>Residence.</i>
Alexander, Hattie S.	M. L., MAT., E. & C., N. S.	Dr. W. J. Alexander,	Roanoke.
Archer, E. L.	A. L., M. L., MAT., E. & C., N. S., M.	William Archer,	Petersburg.
Bacon, Evelina	M. L., MAT., E. & C., N. S.	Mrs. E. M. Bacon,	Charl'ville.
Beasley, Ann E.	M. L., MAT., E. & C., N. S., M.	T. R. Beasley,	Spottsyl'ia.
Bibb, Helen M.	M. P., H. & L.	John H. Bibb,	Charl'ville.
Bibb, Emma J.	A. L., M. P., E. & C.	W. A. Bibb,	"
Bibb, Sallie W.	M. L., H. & L., N. S.	" " "	"
Bibb, Gillette	M. L., MAT., E. & C., N. S.	" " "	"
Bledsoe, E. A.	A. L., M. L., MAT.	A. T. Bledsoe,	Un'y of Va.
Brockman, Bettie	M. L., MAT., E. & C., M.	Mrs. F. A. Brockman,	Orange.
Bronaugh, Rosa D.	A. L., M. L., MAT., E. & C., M.	Dr. J. W. Bronaugh,	Loudon.
Chewning, L. H.	M. PAINTING.	Albert Chewning,	Amherst.
Christian, Fannie	A. L., M. L., MAT., E. & C., M.	S. R. Sullivan,	Charl'ville.
Clegg, Mary A.	M. L., MAT. H. & L.	Hilary Clegg,	Powhatan.
Clegg, H. Ella	A. L., M. L., MAT., E. & C.	" " "	"
Coleman, Lucy M.	A. L., M. L., E. & C., N. S., M.	Spencer Coleman,	Spottsyl'ia.
Coleman, Jane	P. D.	" "	"
Coleman, Nannie	P. D.	" "	"
Collier, F. A.	A. L., M. L., MAT., E. & C., N. S., M.	J. J. Collier,	Albemarle.
Cox, A. J.	A. L., M. L., E. & C., N. S.	William Cox,	Charl'ville.
Crank, C. A.	A. L., M. L., M. P., E. & C., M.	G. H. Crank,	Albemarle.
Crank, M. E.	A. L., M. P., E. & C., M.	" " "	"
Dunkum, Nellie	A. L.	Mrs. E. Dunkum,	"
Dunkum, Lucy	A. L.	" "	"
Durrett, Bettie	A. L., M. L., MAT., E. & C., N. S.	R. M. Durrett,	"
Elliott, E. R.	M. L., N. S., E. & C.	Mrs. F. E. Elliott,	Charl'ville.
Eubank, Bettie W.	A. L., MAT., H. & L., N. S., M.	R. H. Eubank,	Nelson.
Farish, Sallie	P. D.	A. J. Farish,	Charl'ville.
Flannagan, M. E.	A. L., M. L., MAT., E. & C., N. S., M.	B. C. Flannagan,	"
Flannagan, Julia	P. D.	" " "	"
Flannagan, Mary	M. L., MAT., E. & C., N. S., M.	J. D. Flannagan,	Albemarle.
Fontaine, M. D.	M. L., H. & L., E. & C., M.	Rev. W. S. Fontaine,	King W'm.
Foster, Alice	M. L., MAT., E. & C., N. S.	W. H. Foster,	Charl'ville.
Fowlkes, Bettie D.	A. L., MAT., M.	P. J. Fowlkes,	Nottoway.



<i>Names of Students.</i>	<i>Subjects Studied.</i>	<i>Parent or Guardian.</i>	<i>Residence.</i>
Garland, Annie E.	A. L., M. L., MAT., E. & C., M.	James Garland,	Albemarle.
Gordon, Nannie J.	M. L., MAT., E. & C., M.	John A. Gordon,	Spottsyl'ia.
Gordon, Fannie F.	A. L., M. L., MAT., E. & C., M.	" " "	"
Hatcher, P. L.	A. L., MAT.	B. N. Hatcher,	Franklin.
Hoffman, Jennie	P. D.	Robert Hoffman,	Charl'ville.
Jesse, Julia	M. L., MAT., H. & L., N. S., M.	W. T. Jesse,	Lancaster.
Jones, H. Cary	A. L., M. L., MAT., E. & C.	Thomas S. Jones,	King W'm.
Leake, Gay P.	A. L., M. L., MAT., E. & C.	S. F. Leake,	Charl'ville.
Lewis, Lizzie	M. L., MAT., H. & L.	Robert Lewis,	Albemarle.
Lipscomb, Bettie	M. L., E. & C., H. & L., M.	Mrs. F. Lipscomb,	Augusta.
Ioving, Eudora F.	MAT. E. & C., N. S., M.	C. N. Patteson,	Nelson.
Martin, Annie	P. D.	Patrick Martin,	Charl'ville.
Mason, Cassie E.	M. L., MAT., E. & C., M.	C. R. Mason,	Staunton.
Moon, M. Barclay	A. L., M. L., M. P., E. & C., M.	John D. Moon,	Albemarle.
Moon, Lotte D.	A. L., M. L., MAT., E. & C., M.	Mrs. A. M. Moon,	"
Minor, M. W.	M. L., MAT., E. & C., N. S., M.	Hilary Clegg,	Powhatan.
Nelson, Kate	A. L., M. L., MAT., E. & C., M.	William Tinder,	Spottsyl'ia.
New, Mattie A.	A. L., M. L., MAT., E. & C., N. S., M.	Mrs. A. M. Taylor,	Richmond.
Nunn, Mollie L.	M. L., MAT., E. & C., N. S.	Joseph A. Nunn,	Louisa.
Omohundro, Ella	A. L., M. L., MAT., E. & C., M.	R. F. Omohundro,	Gordons'le.
Omohundro, Emma	A. L., M. L., MAT., E. & C., M.	" " "	"
Omohundro, Julia	A. L., M. L., MAT., E. & C.	G. C. Omohundro,	Charl'ville.
Payne, Sallie C.	A. L., M. L., MAT., E. & C., N. S., M.	Mrs. S. C. Payne,	Fluvanna.
Payne, Mattie	P. D.	" " "	"
Poates, Orie E.	A. L., M. L., MAT., E. & C., N. S., M.	A. J. Wood,	Albemarle.
Ryland, Sue E.	A. L., MAT., H. & L.	Joseph Ryland,	K'g & Qu'n.
Samuel, Florence	M. L., H. & L., E. & C., M.	W. T. Samuel,	King W'm.
Shelton, J. J.	M. L., E. & C., N. S., M.	J. H. Shelton,	Nelson.
Shepherd, Sallie T.	A. L., M. L., MAT., E. & C., M.	Thomas Shepherd,	Fluvanna.
Sinclair, Jennie	A. L., M. L., MAT., E. & C., M.	Mrs. R. Sinclair,	Albemarle.
Summers, L. A.	A. L., H. & L., N. S., M.	E. T. Summers,	Norfolk.
Taliaferro, Evelyn	A. L., M. L., MAT., M.	W. E. Taliaferro,	King W'm.
Taylor, Mary	M. L., N. S., E. & C.	H. Taylor,	Charl'ville.
Taylor, Sallie	P. D.	" " "	"
Terrell, Mary	M. L., N. S., P. D.	A. F. Terrell,	"
Timberlake, Sallie	M. L., MAT., E. & C., N. S.	E. J. Timberlake,	"
Timberlake, Nellie	P. D.	" " "	"
Timberlake, Maggie	P. D.	" " "	"
Tinder, Samuella	A. L., M. L., MAT., E. & C., M.	J. A. Tinder,	Spottsyl'ia.
Thompson, Annie	P. D.	C. L. Thompson,	Charl'ville.
Tompkins, Mattie	M. L., MAT., E. & C., N. S., M.	W. D. Tompkins,	Albemarle.
Toler, Mary B.	M. L., MAT., E. & C., N. S., M.	W. T. Toler,	Goochland.
Toler, Henrietta	A. L., M. L., MAT., E. & C., N. S., M.	Henry Toler,	New Kent.
Toole, Jennie	M. L., MAT., H. & L., M.	John Toole,	Albemarle.
Toy, Virginia S.	A. L., M. P., N. S., E. & C.	Thomas D. Toy,	Norfolk.
Toy, Emily E.	A. L., N. S., E. & C.	" " "	"
Toy, Julia A.	A. L., M. L., MAT., M.	" " "	"

<i>Names of Students.</i>	<i>Subjects Studied.</i>	<i>Parent or Guardian.</i>	<i>Residence.</i>
Trice, Edmonia	M. L., N. S., E. & C., M.	G. W. Trice,	Louisa.
Vaughan, Emma S.	E. & C., N. S., P. D.	Thomas Vaughan,	Charl'ville.
Vaughan, Rebecca C.	P. D.	" "	"
Watkins, India M.	A. L., M. L., MAT., E. & C., NS., M.	J. C. Clopton,	"
Watson, Susie	N. S., P. D.	Mrs. A. Watson,	Charl'ville.
Watts, Effie A.	A. L., M. L., MAT., E. & C., N. S., M.	E. C. Watts,	"
Wheeler, Jennie	M. L., MAT., E. & C., N. S.	Mrs. R. Wheeler,	Albemarle.
Woods, M. M.	M. L., H. & L., E. & C., M.	P. A. Woods,	Richmond.
Wood, Lucy	H. & L.	John Wood, Jr.	Charl'ville.

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## SUMMARY .

Ancient Languages,.....	43		Moral Philosophy,.....	6
Modern Languages,.....	58		History and Literature,.....	13
Mathematics, .....	51		Music, .....,.....	47
Natural Sciences,.....	37		Drawing and Painting,.....	21
English and Composition,.....	56		Preparatory Department,.....	18
Total,.....			90.	

## Origin of the School.

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The first session of this Institution began on 22d September, 1856. The idea of establishing in Charlottesville, under the control of Baptists, a school 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 for recitation rooms the basement of the Baptist church.

In the meantime the property long known as the Monticello Hotel was bought, in the belief that the same investment of money would thus secure a much larger amount of room than in a new building. To this property the school was moved on 1st March, 1857.

During the next vacation the buildings were repaired and the interior arrangements altered, so that now they are really well suited for a large Female School, affording rooms for about sixty boarders, besides very good recitation rooms, and rooms for music practice.

The total cost of the property, thus far, is about \$15,000. It is hard to find elsewhere 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 have now an agent engaged in obtaining subscriptions, so as to put the concern on the joint stock basis. When the prospect of extended and steady patronage is considered, and combined with the fact, that in the opinion of good business men, the property is worth for any purpose all that it has cost, it is quite plain that it will be safe, as a mere 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.

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The prime object of this school is to create and supply a demand for a grade of education for girls, altogether superior to that which has been and is common. It is well understood, of course, that the end of education is the best development of the faculties, and the formation of right intellectual and moral habits. It is also understood—a thing quite too often forgotten—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 our youth of either sex. Hence the course of study in any *good* school must be limited. To pretend to teach girls or boys everything, while at school, is worse than nonsense. The subjects entering into a good course of study must then 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 the direction of this school to undervalue such subjects, they still think that, in Female Education particularly, 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 and of taste.

Controlled by such considerations, the regular graduating course here is arranged to comprise these several schools: "Ancient Languages," "Modern Languages," "Mathematics," "Moral Philosophy," "History and Literature," "Natural Sciences," and the "English Language and Composition."

Attention is asked to observations 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.

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 former and present sessions, 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. For the present session, something of the Calculus is also introduced.

## 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 of limitations of thought determined.

## 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.

## 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 past 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 Junior Class therein, 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.

The great intrinsic value of a knowledge of these subjects, 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, distributed between three classes, comprises—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 is necessary, so that this proves 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 in the hands of Southern men—Virginians, in fact—and Masters of Arts of the University of Virginia.

While the larger amount of time and attention is given to these severer subjects, ample provision is made for Music, Painting, Drawing, &c. Nor can the value of some study of these subjects, especially as to refinement of taste, be overestimated.

## Course of Study and Arrangement of Classes.

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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 Junior 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*—Caesar, Sallust, Virgil.

*Intermediate Greek*—Xenophon, Herodotus, Euripides.

*Senior Latin*—Horace, Cicero, Livy, Tacitus, Harrison's Exposition.\*

*Senior Greek*—Euripides, Sophocles.

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*—Ollendorff'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, Davies' Algebra.

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 and Differential Calculus.

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

#### (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 explanatory

\* The principles developed in this treatise form the groundwork of the instruction in the Languages.

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, Jouffroy and Butler. Cousin's History Mod. Philosophy.

(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.

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.—Cleaveland'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 distributed between three classes, in such way and with such treatment as is 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. Instruction 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.

Ample provision is made for 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.

#### 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.

#### 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.

## TERMS PER SESSION OF 9½ MONTHS.

*(To be paid half at the beginning of Session—balance 1st March.)*

Preparatory Department, - - - - -	\$30 00
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## COLLEGIATE DEPARTMENT.

Any 4 Schools, - - - - -	80 00
Any 3 Schools, - - - - -	72 00
Any 2 Schools, - - - - -	60 00
Any 1 School, - - - - -	30 00

## DEPARTMENT OF MUSIC.

Music on Piano, Guitar, &c., - - - - -	44 00
Vocal Music in Class, (4 Lessons per week,) - - - - -	15 00
“ “ “ (2 “ “ “ - - - - -	10 00

## ORNAMENTAL DEPARTMENT.

Oil Painting, - - - - -	40 00
Drawing, Grecian Painting, &c., - - - - -	20 00

## BOARDING DEPARTMENT.

Board, including fuel and lights, - - - - -	160 00
Washing will cost about - - - - -	12 00

Students, except those unusually well prepared, cannot study with advantage in more than three Schools. The total expense, then, of a full course of collegiate study for a young lady boarding in the Institute, is \$244. It is worth while observing that this is less than the cost of board and tuition at the best male schools in the State, where the same grade of scholarship is found in the teachers. Furthermore, the cost of tuition is less, on an average, than in female schools where the plan of extra charges for special subjects as Modern Languages, &c., is adopted.

Students ought to be present on the first day of the session. Communications for them should be directed to “Albemarle Female Institute.”

Of course those who enter the Institute at all do so for the entire session, unless otherwise specially arranged.

## Appendix.

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### COPIES OF EXAMINATIONS.

Below are given copies of some of the examinations of the present and past session. They are published in the Catalogue, because to educated men, they give a better notion of the course of study, quality of instruction, and character of scholarship necessary to obtain the honors of the school, than can be gotten from any merely general description.

#### (I.) ENGLISH LANGUAGE AND COMPOSITION.

*Intermediate Examination, Senior Class, Ses. 1858-9.*

1. Give a sketch of the changes through which the English Language has passed since the Norman Conquest, so far as they consist in the birth of new words or their adoption from other tongues. State the proportions and character of fundamental and borrowed elements.

2. Give a sketch of the *grammatical* history of English, passing over the Semi-Saxon Period, to state and compare the principal etymological characteristics of the others, and noticing the last traces of an accident different from our own. This will involve the consideration of forms or powers not only *changed*, but *entirely* lost or entirely new if such exist.

3. Consider some of the methods in which words acquire new meanings.

4. Formation of plural. Are *oxen, children, brethren, teeth*, irregular? in what sense? Formation of degrees of comparison. Are *best, better*, irregular? in what sense? Formation of past indefinite, strong and weak. Explain *might, could, would, should, wist, quoth*, (as quoth I) giving formation and original signification of them.

5. Etymology of *then, than, when, where, why, that, if, though, but*, (except,) *but*, (and yet,) *but*, (on the contrary,) *unless*.

6. Show that Language is fossil History, Poetry, Philosophy.

7. What are synonyms? advantages of their study. How is precise value of words determined? Tell distinction of *by* and *with*—of *arrogance, presumption, insolence*—*contrary, contradictory, opposite*.

8. Translate into modern English, Chaucer, Clerke's Tale, p. 231, verse commencing, "Quoth now," &c. What is the measure of the verses in this stanza? Are all the verses regular?

9. Mechanism of English Blank Verse—of Poe's Raven—of Hohenlinden. Of Long Metre, Short Metre, Common Metre.

(2.) MORAL PHILOSOPHY.

*Final Examination, Session 1857-58.*

- I. Man as a Moral Being.
- II. Pantheism.
- III. Skepticism.
- IV. The Beautiful.

(3.) SENIOR MATHEMATICS.

*Final Examination, Session 1857-58.*

I. Explain the modes of fixing the position of points in Analytical Geometry—and then determine:

- (a) The general equation of the straight line.
- (b) The expression for tangent of the angle between 2 lines.
- (c) Whether the lines  $2y+3x=y-x-2$ , and  $x=4y-12$ , are parallel or perpendicular.

II. Explain transformation of co-ordinates, and find,

- (a) Formulæ for passing from rectangular to oblique.
- (b) Formulæ for passing from oblique to rectangular.
- (c) Formulæ for passing from rectangular to polar.

III. Define the Ellipse, and determine,

- (a) The equation of the curve.
- (b) Equation of tangent line—with modes of constructing.
- (c) That lines drawn from point of contact to foci make equal angles with the tangent.

IV. Define the Parabola, and,

- (a) Deduce its equation.
- (b) Find its polar equation, and discuss it, the pole being at the focus.

V. Determine the Analytical conditions of Asymptotes to the Hyperbola, and,

- (a) Find the equation of curve referred to Asymptotes.
- (b) Show that if a tangent line is drawn to the curve, the part between the asymptotes is equal to the conjugate of the diameter through the point of contact.

VI. Construct the curves represented by these equations:

$$y^2-2xy+x^2-2y-2x=0, \quad y^2-2xy+3x^2-2x=0.$$

## HISTORY.

*Final Examination, Session 1857-58.*

1. Conduct of Elizabeth towards Mary.
2. Parties in England in Elizabeth's reign. Sketch of rise of House of Commons.
3. Invasion of Armada; narrative of it and results. Elizabeth's favorites and officers.
4. General Account of Reformation in Europe—its causes, character and results.
5. Ecclesiastical affairs, and foreign relations in reign of James I.
6. Commerce, manufactures and manners of England during Elizabeth and James.
7. English Revolution; causes, parties, objects results.
8. Characters of Elizabeth, James I, Charles I, Bacon, Burleigh, Buckingham, Fairfax.

## SENIOR FRENCH.

*Intermediate Examination, Session 1858-59.*

I. Translate into English *Picciola*, Book I, chap. 9, to the words, "trop fier pour humilier."

II. Translate into French:

The fortune of the King of Sweden, so changed from what it had been, pursued him in the smallest things. He found, upon his return, his little camp of Bender inundated by the waters of the Niester. He retired some miles, near a village named Vanutza, and as if he had a secret presentiment of what was to happen to him, he had built in this place a large stone house, capable, in an exigency, of sustaining an assault several hours. Contrary to his custom he furnished it even magnificently, in order to excite more respect among the Turks.

III. Translate into French the following sentences: (1) Have you what you want? (2) Is it going to rain or snow? (3) Do you hear from your son every day? (4) We rise every morning at day-break. (5) I cannot do without my penknife; I want to mend my pen. (6) He goes away every morning at nine o'clock. (7) Does it become you to reproach me with my neglect? (8) Have you paid him for the windows you have broken? (9) Did you take your children to school yesterday? (10) I have mislaid five books, but my brother has found them. (11) We have lived in Paris six months; I have changed my room. (12) It was worth while to give your brother those books, for he wanted them. (13) Was not your sister born in Toulouse? (14) We have lived here more than a year. (15) Does not your



sister change her room every day? (16) Have your sisters a drawing-master? (17) We will ride in a carriage to-morrow. (18) Will it not be necessary to speak to the merchant? (19) Would you not draw near the fire, if you were cold? (20) Will you have your coat mended?

IV. Questions on the Grammar:

(1.) When is the definite article employed in French, and when omitted? When is the partitive article employed? In what cases is the definite article omitted from the partitive?

(2.) What classes of adjectives are always placed after their nouns? Give the rules for the agreement of the adjectives "feu," "nu" and "demi," with their nouns. Give the comparative of the adjectives "good," "small" and "bad," with the corresponding adverbs. When are adjectives connected with their nouns by "de"?

(3.) Give the conjunctive and absolute forms of the personal and demonstrative pronouns.

(4.) Give all the relative pronouns, stating the mode of use of each. Do same for interrogative pronouns.

(5.) Explain the various offices of the words, "ou," "per sonne," "meme," "plusieurs," "tout," "qui que ce soit," "quelque," "y," and "en," stating when the English possessive pronoun is to be translated by the last word.

(6.) In what cases does the perfect participle in compound verbs agree with the object?

The examinations given above are fair types of those in other subjects. It is not needful therefore to give others.

# OFFICERS AND TEACHERS,

FOR SESSION 1859—'60.

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Collegiate Department.

JOHN HART, M. A., *Principal,*  
*Mathematics, Moral Philosophy, History and Literature.*

WM. N. BRONAUGH, M. A.  
*Ancient Languages, English and Composition.*

WILLIAM P. LOUTHAN,  
*Modern Languages, Natural Sciences.*

MISS CORNELIA A. CRANK,  
*Assistant in Languages, Mathematics and English.*

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Preparatory Department.

MRS. EMILY GRUBB,  
MISS CORNELIA A. CRANK,

~~~~~  
Ornamental Department.

MRS. EMILY GRUBB,

~~~~~  
Department of Music.

MR. VINCENT CZURDA,

~~~~~  
Boarding Department.

MR. GEO. W. GARRETT & LADY.

## NOTE.

Mr. Louthan is now a candidate for the degree of M. A. at the University of Va., and has had very successful experience as a teacher. If there should be need for it, another teacher, (a Lady,) will be appointed for the Preparatory Department. The very satisfactory arrangement for the conduct of the Boarding Department by which it is placed entirely into the hands of Mr. G. W. Garrett and Lady, leaves the Principal to devote all his time and thought to the instruction and general management.

CATALOGUE  
OF THE  
ALBEMARLE FEMALE INSTITUTE.

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1858--'59.