ANNOUNCEMENT

OF

VANDERBILT UNIVERSITY.

First Session.
1875–6.

Nashville, Tenn.:
1875.
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VANDERBILT UNIVERSITY.

Foundation.

The VANDERBILT UNIVERSITY owes its foundation to the munificence of Mr. Cornelius Vanderbilt, a citizen of New York, who, on the 27th of March, 1873, made a donation of Five Hundred Thousand Dollars, to which he afterward added One Hundred Thousand Dollars.

History.

The acknowledged want of the means of a higher Christian education than could be obtained within their bounds led several Conferences, in the year 1871, to appoint delegates to a Convention, to "consider the subject of a University such as would meet the wants of the Church and country." The Convention met in Memphis January 24, 1872, and was composed of delegates from Middle Tennessee, West Tennessee, Alabama, Mississippi, Louisiana, and Arkansas. Bishops Paine and McVey were present, aiding in the deliberations, and presiding.

The Convention was in session four days, and adopted a plan for a University. Under the plan a Board of Trust was nominated, and authorized to obtain a Charter of Incorporation, under the title of "The Central University of the Methodist Episcopal Church, South."

A liberal Charter was obtained that year, and the Board of Trust met in Brownsville, Tenn., January 16, 1873, and completed its organization. By-laws were adopted, and agents appointed to solicit funds. A University in fact, as well as in name, had been determined on; in the words of the Convention, "an institution of learning of the highest order and upon the surest basis, where the youth of the Church and country may prosecute theological, literary, scientific, and professional studies to an extent as great, and in a manner as thorough, as their wants demand."

The members of the Convention were not ignorant of the vastness of the undertaking, nor of the magnitude of funds essential to success. Their
judgment in the matter was expressed in the form of a resolution declaring that One Million of Dollars was necessary to perfect their plans and realize fully their aims; and so important was it, in their estimation, to avoid an abortive effort that they refused to authorize steps toward the selection of a site and the opening of any department of the University until the public showed itself to be in sympathy with the movement by a valid subscription of Five Hundred Thousand Dollars.

Such, however, was the exhausted condition of the South, and so slow its recuperation under the disorganized state of its labor and governments, that there is no telling through how many years the effort to raise this half million must have been prolonged. Many were ready to despair of the enterprise as impossible. The yearning desire of our people seemed destined to disappointment for this and following generations, and the well-laid scheme was already—in the judgment of some of its warmest friends—a failure. At this crisis, Mr. Vanderbilt, in his nobility and generosity of nature, came to our help. In his sympathy for a people struggling to revive their fortunes and to secure for their posterity the highest blessing of Christian civilization, he stepped forward, and by his princely gift, gave form and substance to the plan. The Board of Trustees, in accepting the donation, as an expression of gratitude resolved to change the name of the projected institution to Vanderbilt University; and on their petition the Charter was so amended. Thus the Vanderbilt, like the more successful institutions of learning in our country—as Harvard, Amherst, Dartmouth, Cornell—inherits the name of its founder, and will hand it down, with honor, to posterity.

Four Departments.

Two features may be assumed as essential to a university: The one is a collection of departments, or colleges, in which most, if not all, branches of knowledge may be prosecuted. The other is their prosecution to an extent, and by modes of instruction and with facilities of imparting knowledge, not found in institutions of inferior rank.

In regard to the first, the Vanderbilt sets out with the most important departments of knowledge, and expects to vindicate its title to its name more fully as it develops—event up to the completest theory of a university: “An institution where any person can find instruction in any study.” But in regard to the second, it intends, by the thoroughness, and extent, and modes of instruction in the several schools now to be put in operation, to show that it is worthy indeed to be called a University.

The University is organized with four distinct Departments, as follows:

I. The Department of Philosophy, Science, and Literature.
II. The Biblical Department.
III. The Law Department.
IV. The Medical Department.

Each of these Departments has its Faculty of Instruction, charged with its special management.

The General Purpose.

The wants which the University will attempt to supply are threefold:
1. The protection of the morals and the cultivation of the religious perceptions and sympathies of our youth, during the period of their pupilage.
2. A more profound system of study, and, as a consequence, a more thorough and practical knowledge of the subjects that enter into a course of liberal education.
3. A range of study to meet the educational demands of all, from the highest to the lowest, in respect of both general and professional knowledge. Without the first, education is not a blessing; without the second, education is a sham; and without the third, education must be sought by our youth abroad, at an expense which few can afford, and under other circumstances of great disadvantage.

It is the purpose of the Board, as it will be their constant care, so to organize and conduct the University that it may, as far as possible, supply these reared wants. They desire to make it a bulwark for the defense of Truth, in every department of human knowledge. In its maintenance of the truth, they expect it to vindicate the existence of a perfect harmony between a sound philosophy and a true religion. From its teachings, they will scout the doctrine of “Blind Force,” of “Necessity,” of “Fate,” of “Nature,” and, instead thereof, recognize the One Eternal, Uncreated, and Supreme Being—Father of angels and men—as the Creator and Preserver of all things, upholding them by the Word of his Power; and, but as the exponent of this Word, that natural laws have neither meaning nor force.

Plan of Organization.

In order to secure a more profound system of study than that which usually prevails, it has been deemed necessary to discard the organization
which obtained until recently in all the American colleges, and still exists in most of them, and which consists of a four years' course of study, distributed into four classes, all the members of which are required to progress at the same rate, and to complete the course of study in the same time. When this system was adopted, the subjects taught in a collegiate course were comparatively few. There was time enough for the accomplishment of each by a student of moderate ability and industry, so that the scholarship of that day was marked by a commendable degree of thoroughness. Since then, several of the sciences have been created, and all have undergone a wonderful development. They have, moreover, such a direct relation to the material interests of life as to demand a place in the process of education.

Now, the colleges have generally yielded to this demand in one or the other of two ways. First, by crowding these additional subjects into the course of study without increasing the time for prosecuting them. As a necessary consequence, the scholarship became superficial; for if more studies are prosecuted in the same time, less attention must be given to each, and a more imperfect knowledge of each attained. Or, second, relief has been sought by throwing overboard the classical studies to an extent to make room for the sciences. This course has probably injured the interests of sound learning more than the other. It is well-nigh the universal testimony of all qualified to judge that a classical training is the best foundation of a broad and liberal education, and that no other study is so well adapted to develop the mind and to prepare it for the successful prosecution of other subjects. There are schools in this country, which were founded upon a strictly scientific basis, that required no classical attainments for admission, and introduced no classical studies into their curricula. Experience, however, soon pointed out the mistake, and most of them have modified their requirements and courses of study in accordance with the commonly received opinion of successful educators. It is to be regretted, therefore, that the classics have been sacrificed to any degree for the advancement of science.

Separate and Independent Schools.

Discarding both of the foregoing methods of meeting the necessity of the case, the Board of Trust have established separate and independent schools, in each of which the subjects it embraces may be studied as extensively as a student may wish. The curriculum will be so arranged as to allow him the privilege of pursuing those studies which are suited to his special tastes, previous preparation, or proposed business in life. The studies of a school are spread over such a period that a student of average ability can accomplish them by devoting to them about one-fourth of his time. Such a student may therefore enter four of these schools and prosecute them all thoroughly; but if a youth cannot, for any good reason, attend four schools, he may find relief by dropping off one or more of the schools. And it is so important that a pupil should study thoroughly what he studies at all that the Faculty are charged with the proper regulation of the amount of a student's labor, so as to secure him against indolence on the one hand, and superficiality on the other. It is in this way that a practical provision is made for thoroughness in study, which is the first and most important condition of effectual training. It is a thousand times better that a student should master but one subject than that he should have a smattering knowledge of a great many. It is not until the mind masters some one subject that it wakes up to a consciousness of its powers and its offices.

Scope of Instruction.

It has been suggested that the Vanderbilt University should open its doors only to the graduates of colleges, and thus begin its work where they leave off. This very honorable position, which many have offered to assign it, the Board of Trust could not accept: First, because it would leave a very large and populous territory contiguous to the University without such educational advantages as are needed. Second, while it would exclude the many who are convenient, and have a right to be benefited by its facilities, the University would include comparatively but a few by such a schedule.

If the graduates of colleges generally sought a more advanced course of study, then the proper organization of the University would restrict its instruction to them alone, and would make a college diploma the requisite of matriculation; but in a country like ours, where low conditions for admission to professional service prevail, and where the various pursuits of life are open to the competition of all, and where there is imposed upon young men the necessity of an early self-support, it is certain that if the Vanderbilt University were organized upon this basis it would have but little material upon which to operate; it would be wholly out of adaptation to the wants of the people. On the other
hand, if the curriculum of the University were made to cover precisely the ground occupied by that of a college, then the institution would but swell the list of colleges, already too great. Then, also, its work would be the mere drill in elements, without the possibility of enlarging its course to a respectable university standard, or of adopting the most highly approved modes of university instruction.

Both of these extremes are to be avoided by making the University curriculum overlap the higher portion of that of a college—the portion which, on account of the advanced age and attainments of the pupils, may be conducted upon a proper university basis—namely, the Junior and Senior years. This throws the studies of the first two years of the collegiate course (Freshman and Sophomore) into the schools of the country. The studies of these years require no large outlay for apparatus, and cabinets, and costly furniture; for experimental science is seldom introduced in these years. They require nothing but competent, and faithful, and earnest teachers, to carry on the English, and classical, and mathematical studies begun in the grammar school.

**College Classes in the University.**

Most of the schools that will be tributary to the University are, at present, incompetent to give satisfactory instruction in the subjects covered by the first two years of the ordinary collegiate curriculum. There is no college within the jurisdiction of the seven contiguous and controlling Conferences to do this necessary work of preparation. This state of things imposes upon the Board of Trust the responsibility of making provision for it. They have, therefore, established a *Collegiate Department*, with a course of study extending over two years, and in which young men may be prepared for the University proper. The halls appropriated to this department are in the main building, and its pupils will be under the same government with those of the University, and they will enjoy the same privileges. There will be no difference but in the mode of instruction, which ought to be different in order to be useful. This department will be supplied with competent instructors, who will discharge their duties under the advice and control of the officers of the University; and it will prove to be, under such an organization, the best of Normal schools. This is the field of labor to which graduates of the University may aspire, and in which they may acquire reputation, and lay a broad and sure foundation for success in the profession of teaching.

**Grammar School Contemplated.**

The Collegiate Department will, beyond doubt, experience the difficulties with which colleges have to contend, growing out of the inadequate preparation of candidates for the class of the first year. To admit students to classes beyond their capacity and attainments is to subvert the fundamental condition of successful training; it is to clog the progress of classes by dead weights, and to lower, throughout the whole institution, the standard of attainment.

To turn such away, and to remand them to schools which have shown their inability to train them properly, may result in discouragement and idleness, and the abandonment of all purpose to acquire a liberal education. To provide for such, it is the purpose of the Board of Trust, at the earliest day practicable, to establish—not on the University grounds, but in their vicinity—a first-rate grammar school, also under the general direction and supervision of the officers of the University, where boys may be thoroughly prepared for admission into the lowest class of the Collegiate Department. Over this school the Board will place a man of ripe scholarship, large experience, and approved skill, believing, as they do, that the formative period is the most important in life, and that the educational status of a youth is generally fixed in the grammar school. Thus the University will overlook and direct the progress of the pupil, from the lowest to the highest grades of scholarly attainment.

**Time Required for Graduation—Post Graduates.**

In regard to the extent of the University instruction, its public and stated projections will be limited to three years. The studies of the schools will be so arranged that a student of average capacity, and of commendable diligence, may obtain the degree of Bachelor of Arts in two years, and that of Master of Arts in three. The quality and extent of attainments, and not the time consumed in making them, will be the test of fitness for the honors of the institution. Beyond this the instruction will be without limit; but it will be private. A post-graduate may reside at the University for any length of time, and be entitled to the advice and assistance of the professors, and to the use of the University Library.

**Professional Education.**

It is the purpose of the Board to provide for professional education
students a high sense of duty and Christian obligation. Religious worship will begin the exercises of each day, and religious service will be provided in the chapel at least once every Sunday. If the University can but succeed in sending forth into society young men of truthfulness, of fidelity, of moral courage, and of unceasing industry, there need be no apprehension of their failure from lack of knowledge; but if the youth of its training shall be destitute of these moral qualities, then it will have failed in accomplishing that for which chiefly it was founded.

In appreciation of the elevating and refining influence of a culture of the esthetic principle in our nature, it is the purpose of the Board, following the intention of the wise and generous founder of the University, to ornament the buildings and grounds, and to keep them in such a state of neatness as to surround the pupils, at all times, with objects of beauty and taste.

**Admission.**

All candidates for admission must be at least sixteen years of age, and of good moral character; and if the applicant has been a student at any other university, or college, or incorporated seminary of learning, he must produce a certificate from such institution, or other satisfactory evidence, of honorable dismissal.

**Registration and Subscription.**

Every student, upon matriculation, shall be required to write, in the book of the University, his own name, and the name and place of abode of his father or guardian; and, also, make his subscription to the laws and rules of the University; and no one shall be admitted to any class previous to such registration and subscription.

**Literary Societies.**

Commodious halls are provided in the University buildings for two Literary Societies—which experience has shown to be, when properly conducted, of great interest and practical benefit to young men in the pursuit of education. They are regarded as supplemental to the University course, and will be encouraged accordingly. Saturday, though belonging like every other week-day to the regular course of lectures and recitations, may be remitted by the Faculty, after the morning recitation, to these societies for exercise in debate, elocution, composition, and other wholesome mental and social work, under such rules and regula-
tions as the societies severally may adopt, consistent with the order and general objects of the University.

Societies of this kind, indulging in a generous emulation, and with legitimate and noble purposes in view, have had an honorable history in connection with American institutions of learning. As mental gymnasia, they furnish an opportunity for those exercitations without which the education of no American citizen is considered complete. They supply a want which is met fully by no professor's course of instruction, but rather furnish opportunity for combining results, and giving form and perfection to all other instructions imparted. Here parliamentary law and the usages of deliberative bodies are learned, and habits of close investigation, of government, of self-possession in the presence of opposition, of argument and rejoinder, of running analyses and prompt decision, of close reading and effective speaking, are cultivated as in no other way they can be.

Provision will be made, in the Commencement Anniversary, giving opportunity to the Literary Societies for a suitable public exhibition; and this shall be a part of the regular programme and schedule of the University.

While the Literary Societies provided for are thus recognized and encouraged, those perverted imitations of them which, of late years, have crept into some American colleges and universities, known as "secret societies," will not be tolerated. Their tendency has been clearly shown to be evil: First, in drawing away attention from the legitimate societies; and, secondly, in leading to mischievous cliques and combinations for evil. No student of this University will be allowed, during his connection with it, to belong to any such prohibited secret society.

Library and Reading-room.

A spacious and well-lighted room has been set apart specially for this purpose. It is designed to make it a feature and an elevating power in the University—open to all students for reading and reference, under suitable regulations. The beginning of a library has already been made in the collection of about six thousand volumes of standard and miscellaneous authors, and to these additions will be made from time to time as rapidly as possible. With the general Library will be connected a Reading-room, provided with the issues of the current press, and with the leading Magazines and Reviews of America and Europe, literary, scientific, and theological.

Museum.

The University has ordered Ward's complete series of casts of geological specimens, which will be properly mounted and exhibited. The private collection of the Professor of Mineralogy and Geology, consisting of several thousand specimens, has been placed in the Museum, and the collection will soon be enriched by specimens selected abroad. The Medical College is in possession of an extensive and various collection in the Department of Pathology, and is amply provided with the means for illustrating the Materia Medica.

Grounds and Buildings.

The site of the University is at the west end of Nashville, half a mile from the corporation line. The water and gas-pipes have been extended to the grounds, and a horse-rail, on Broad street (the extension of which forms the northern boundary-line of the campus), furnishes cheap access from every part of the city. The grounds comprise seventy-four acres, lying in an oblong square, and from their elevation—on a level with Capitol Hill—afford fine views on every side, and furnish the fullest conditions of health. The main building contains Chapel, Library, and Museum, Laboratories, and Lecture-rooms, and Offices for Professors, and in all its arrangements is ample and well ventilated. It is built according to the most approved models, and suitably furnished, and warmed throughout by steam. On the grounds are eight professors' houses, recently constructed, and furnished with closets; also, a commodious building, capable of accommodating thirty or forty young men, which may be appropriated to the use of a certain number of students in the Divinity School.

Physical and Chemical Apparatus.

The most approved and complete Apparatus will be in use. Professor Lurox, who formerly studied at Heidelberg with Bunsen, the distinguished chemist, returned to Germany since his election to the Vanderbilt University for the purpose of investigating the latest methods and instruments of scientific teaching, and also to purchase the best outfit for the Chair of Chemistry. His purchases were made at first hand, from the manufacturers in Germany, France, and England, and they include every thing necessary for the Lecture-room and Laboratory. Chancellor Garland is now abroad, procuring, through personal inspection and
under the best conditions, the Physical and Astronomical Apparatus. The United States Government allows these articles to be imported by an institution of learning for its own use, free of duty. Therefore, in view of its large outlay for these purposes, the University, by availing itself of this privilege, not only consults economy, but secures the latest improvements in Scientific Apparatus.

The Session—Beginning.
The Session will begin on the first Monday in October, and continue, without interruption, for nine months. It will be divided into two terms.

Founder's Day.
The 27th of May—the birthday of the founder of the University—is to be marked in its Calendar for suitable celebration every year. After the first year, it is contemplated to begin the Session in time to make the Commencement-day concur with this Anniversary.

Expenses—Board.
Board and lodging can be had in approved families or private boarding-houses at from Sixteen Dollars to Twenty Dollars per month. By messig, or boarding in clubs, students may greatly reduce these figures. Applications for boarding and lodging convenient to the University are already being made, by persons at a distance, through the Secretary.

Tuition Fees.
In the Biblical Department, tuition is free. In the Department of Philosophy, Science, and Literature, tuition is as follows:

| Tuition Fees in three or more Schools, per Term, | $35.00 |
| " " two Schools, | 30.00 |
| " " one School, | 25.00 |
| Incidental Fee, | 5.00 |

These Fees are payable in advance.
[For Law and Medical Departments, see Announcements on pages 37 and 40.]

Ministers of the Gospel.
Ministers of the gospel, of any Church—who are, or purpose to be, devoted to the pastoral work—will be admitted to any School in the Academical and Biblical Departments free of tuition fees.

Candidates for admission must present satisfactory testimonials from a Bishop, or from a Quarterly Conference with the concurrence of the Presiding Elder, or from an Annual Conference, to the following effect:

We are personally acquainted with ———, and believe that he is called of God to the work of the ministry, and we recommend him as a suitable person to become a student in the Vanderbilt University.

They must have attained a standard of education equal to that required for admission on trial into an Annual Conference.

Co-education of Preachers and Laymen.
This feature of the Vanderbilt University was thus alluded to by Bishop Whitney, in his address, April 28, 1874, on the occasion of laying the cornerstone:

Students preparing for the ministry, and students seeking only a liberal education, will be here associated, under the supervision of the same Board of Trustees, in the halls of the same general Faculty, with access to the same library, open to the same scholastic and moral influences; acting and reacting upon each other. There will be no quasi monastic seclusion here for our divinity students, in which mannerisms, "starchiness," and the like, might find a soil and conditions for possible growth. On the contrary, the manifold attractions of common University-life will be sure to grind off any such points, and smooth out the wrinkle of petty affectations. But if there be in the theological students manly worth, intellectual force, the symmetry of genuine religious principle, the silent witness and beauty of a consistent life, such elements of character, as they cannot escape the observation of the University-commonwealth, so they will not fail of winning respect. Thus the parties are of great service one to the other.

Aid to Ministerial Students.
The bounty of Mr. Vanderbilt has furnished free tuition to all students in the Biblical Department, but some who need and desire the benefits of this provision may not be in circumstances to avail themselves of it: the Board of Trust have, therefore, undertaken to raise a fund of Two Hundred Thousand Dollars, the interest of which will be devoted to help such students in the payment of board and other expenses. It is hoped that this fund will, in time, render material aid. Societies organized in various parts of the Connection for the education of young ministers will find ample scope for their labors in the promotion of this great interest.

Sons of Ministers.
The sons of ministers engaged in the pastoral and other regular work of the ministry will be admitted to any School in the Academical Department free of tuition fees.

Correlated Academies.
A Course of Instruction for the contemplated Grammar School is published herewith, the object of which is, at present, to answer the
inquiries of the Principals of Academies whose students are looking to
the Vanderbilt University. It will be the policy of the Board of Trust
to establish relations between the University and Academies throughout
the country whose method of instruction is approved by the Faculty.
This arrangement, without interfering with the independent control of
the Academies, or incurring any liability by the University, will facilitate
the matriculation of students. They may be examined by the Principal,
under conditions prescribed by the Faculty, or by a member of the
Faculty visiting the Academy at times agreed upon; and students thus
approved may be admitted without further examination. The names of
all such Academies, with their Principals, and terms, will be printed in
the Annual Catalogue of the University.

Professorships.
The contribution of Thirty Thousand Dollars to the University will
establish a Professorship. The donor shall have the right to name it, and
to designate the special department of learning to which it is to be devoted.

Fellowships.
That the University may be instrumental in raising up a class of men
eminently qualified for learning—men qualified to enlarge the boundaries of knowledge—to give literary tone and scientific character to the country, and to
furnish distinguished instructors to institutions of the highest grades, it
is very desirable to found a number of Fellowships, each affording a com-
fortable support to an incumbent, appointed thereto on account of his marked ability and acquirements, and brought under an obligation to
devote himself to letters, within the precincts of the University, for a
prescribed term of years. The contribution of Five Thousand Dollars
will establish a Fellowship of the annual value of Three Hundred and
Fifty Dollars. Unless the donor designate otherwise, the Faculty shall
determine upon what terms the competitive examination for a Fellow-
ship is to be conducted. It may be conditioned for by graduates or post-
graduates. Those elected to a Fellowship may hold it for two years, and
will prosecute their studies under the direction of the Faculty.

Prizes.
Besides the Degrees and Diplomas conferred in regular course by the
University, the establishment of Prizes is invited as special incentives to
study and good deportment. The officers of the University will be
charged with the award and delivery of the Prizes.

COURSE OF STUDY.

Department of Philosophy, Science, and Literature.

SCHOOL OF LATIN LANGUAGE AND LITERATURE.
PROFESSOR ARNOLD.

(A) GRAMMAR SCHOOL COURSE—THREE YEARS.
The Roman method of pronunciation is adopted.

FIRST YEAR—First Term. (a) The Grammar.
(b) The Reader.
Second Term. (c) Cornelius Nepos.
Exercises and Latin Compositions began at the earliest period, and continued throughout the year.

SECOND YEAR—First Term. (a) Caesar.
Second Term. (b) Sallust's Catiline and Cicero's Orations.
Exercises and Compositions throughout the year.

THIRD YEAR—First Term. (a) Virgil's Ennius.
Second Term. (b) Cicero's Cato-Major and Laelius.
Exercises and Compositions continued. Elementary studies in Mythology
and Antiquities.

(B) COLLEGE COURSE.

FIRST YEAR—First Term. (a) Livy.
Second Term.

SECOND YEAR—First Term. (a) Select Letters of Cicero.
Second Term. (b) Satires and Epistles of Horace.
Roman Geography and History, and Antiquities, are studied throughout
the Collegiate Course.

(C) UNIVERSITY COURSE.

FIRST YEAR—First Term. (a) Tacitus.
(b) Lectures on Antiquities.
(c) Juvenal.
(d) Cicero de Officiis.
Lectures on Grammar, including its relations to linguistic science.
SCHOOL OF GREEK LANGUAGE AND LITERATURE.

PROFESSOR HUMPHREYS.

(A) GRAMMAR SCHOOL COURSE.

First Year—First Term. (a) Greek Etymology, especially the regular forms, and Greek Lessons (elementary).

Second Term. (b) Elementary Reading, and one Book of the Anabasis.

(c) Very simple Exercises in Translation from English to Greek.


Second Year—First Term. (a) A more thorough study of Etymology, and Elementary Outline of Syntax.

(b) Two Books of the Anabasis.

Second Term. (c) Two Books of the Memorabilia, Leighton's Lessons, completed.

(B) COLLEGE COURSE.

First Year—First Term. (a) Thorough study of Elementary Syntax.

(b) More advanced study of Etymology, Ionic and Epic Dialects.

(c) Herodotus, Demosthenes.

Second Term. (a) More advanced Etymology, continued.

(b) Demosthenes and Homer, commenced.

Goodwin's Grammar, including Metres.

Advanced English-Greek Exercises, begun.

SECOND YEAR—First Term. (a) Selections from Lysias and Isocrates.

(b) Homer, continued.

(c) Advanced Exercises.

Second Term. (a) Plato, Crito, Apology, A Play of Euripides.

Advanced Exercises, and Goodwin's "Moods and Tenses."

(C) UNIVERSITY COURSE.

First Year. (a) Thucydides, Sophocles.

Incidental Lectures on Higher Etymology and on Syntax.

Elementary History of Greek Literature.

Weekly Exercises in Greek Composition.

Second Year. (a) Additional Readings from Thucydides, Aristophanes.

(b) Sophocles, and Extracts from the Lyric Poets.

Lectures on Comparative Grammar, with special reference to Greek. Greek Literature.

Weekly Exercises in Greek Composition.

SCHOOL OF MODERN LANGUAGES AND ENGLISH.

PROFESSOR JOYNES.

(A) GRAMMAR SCHOOL COURSE.

First Year. First Term—English:

Butler's English Grammar, Practical and Critical.

Prose Reading—Macaulay's Sketches.

Exercises in Writing from Dictation.

Second Term—English:

Grammar Reviewed—Barton's Outlines.

Poetical Readings—Hart's Class-book.

Written Exercises, continued—Punctuation, etc.

Second Year. First Term—English:

Hart's Composition—Exercises.

Declamation and Original Composition.

Second Term—English:

Hart's or Day's Composition—Exercises.

Declamation, Composition, and Criticism.

(B) COLLEGE COURSE.

First Year. First Term—French:

Otto's Grammar (Part I, Etymology), and Exercises.

Otto's French Reader.
GERMAN:
Otto's Grammar (Part I, Etymology), and Exercises.
Joyeus's Otto's German Reader.

SECOND TERM—FRENCH:
Otto's Grammar (Part II, Syntax), and Exercises.
Xavier de Maistre—Oeuvres.

GERMAN:
Otto's Grammar (Part II, Syntax), and Exercises.
Joyeus's Otto's Reader, completed.

SECOND YEAR.
FIRST TERM—FRENCH:
Boul's Grammaire Francaise, and Exercises.
Litterature Francaise Contemporaine.

GERMAN:
Whitney's Grammar, and Exercises.
Whitney's German Reader.

ENGLISH:
The Professor's Lectures on English Philology.
Shepherd's History of the English Language.

SECOND TERM—FRENCH:
Boul's Grammar and Exercises, continued.
Litterature Francaise Classique.

GERMAN:
Whitney's Grammar and Exercises, completed.
Whitney's German Reader, completed.

ENGLISH:
The Professor's Lectures, continued.
Morris's Outlines of English Historical Accidence.

(C) UNIVERSITY COURSE.

FIRST YEAR.
FIRST TERM—FRENCH:
Classic French Plays—Professor's Edition.
Exercises by Oral Dictation.

GERMAN:
Classic Plays—Goethe, Schiller, Lessing.
Exercises by Oral Dictation.

ENGLISH:
Elementary Outlines of Literature, with Illustrative Readings.

SECOND TERM—FRENCH:
Selections from Modern Literature.
Exercises, completed.

GERMAN:
Selections from Modern Literature.
Exercises, completed.

ENGLISH:

COURSES OF LECTURES.

FIRST COURSE: Laws of Thought—A series of fifteen (15) Lectures, designed to be a practical application of Intellectual Philosophy to the workings of the mind, so as to train students in the best methods of Acquisition and Creation.

SECOND COURSE: Art as a Means of Development.
First Division—Shakespeare's Drama of Julius Caesar: 18 Lectures.
Second Division—Milton's Paradise Lost: 24 Lectures.
Third Division—Raphael's Cartoons, Michael Angelo, and Lessing's Laocoon: 15 Lectures.

THIRD COURSE: For Theological Class—Lectures on the Forty Days; Lectures on St. Paul as a Thinker.

SUMMARY.
Laws of Thought: . 15 Lectures.
Art or Esthetic Course: . 57 Lectures.
Third Course, say: . 20 Lectures.

Note: The Cartoons, Drawings, etc., necessary for illustration will be furnished.

Students will be expected to take copious notes, and submit them for examination. The method proposed looks rather to culture than to education proper, though the educating effect has been very marked where this plan has been used.

These Courses are supplementary to other Schools, and may be attended with great profit by the Law, Medical, and Divinity students of the University, as well as the more advanced Academic students, and to all of them they are open without additional fee or charge.
For these Courses no Text-books will be needed. A class will be taught in Lord Kames's Criticism—drilled thoroughly in the text, as other students are taught, with such Lectures superadded as will be adapted to their wants.

A large Lecture-hall is provided, well lighted for pictures, drawings, etc. All the illustrations requisite will be furnished by the ample private collection of the Lecturer.

SCHOOL OF MATHEMATICS.

PROFESSOR ———.*

The subjects pursued in this School are:

I. Pure Mathematics. The Differential and Integral Calculus.
   The Calculus of Variations.
   The Higher Modern Algebra.
   Quaternions.

   Physical Astronomy.

There are three classes pursuing these studies, to wit: Junior, Intermediate, and Senior.

The Junior Class, throughout the year of nine months, complete the Calculus.

The Intermediate Class, throughout the year, complete Analytical Mechanics and Physical Astronomy.

The Senior Class, throughout the year, study "The Higher Modern Algebra" and "Quaternions."

The texts used are: Calculus, Pontecoulant's System du Monde, Salmon's Higher Algebra, and Hamilton's Elements of Quaternions.

For admission into the Junior Class of this School a competent knowledge of all the Mathematics embraced by the Collegiate Department is required.

The completion of the studies of the Junior Class is requisite to obtaining the degree of Bachelor of Arts. And, in addition thereto, the completion of the studies of the Intermediate Class is requisite to the degree of Master of Arts.

* The Chairs in this School will be filled before the Session begins.

Course of Study.

A student may receive in this School the Diploma of Proficient at the end of the Junior year, and the Diploma of Graduate at the end of the second year.

The completion of the studies of the third year is requisite to obtaining the degree of Doctor of Science.

For farther information, the following is the prescribed Course in Mathematics in the Grammar School, the Collegiate Department, and the University proper:

Course of Study in Pure Mathematics.

(A) Grammar School Course—Three Years.

1. Intellectual Arithmetic, with memorizing of denominational tables, etc.
2. Written Arithmetic, Elementary Algebra.

(B) College Course—Two Years.

First Year—First Term. (a) Geometry completed, Algebra completed, Algebraical Solutions of Geometrical Problems.

Second Term. (b) Trigonometry, Plane and Spherical Mensuration of Surfaces and Solids, Surveying, and Navigation.

Second Year—First Term. (a) Analytical Geometry, Abridged Notation.
   (b) Analytical Geometry of three dimensions, Abridged Notation.

Second Term. (a) Descriptive Geometry, Shades and Shadows.

(C) University Course—Two Years.

First Year—First Term. (a) Differential Calculus.
   Second Term. (b) Integral Calculus and Calculus of Variations.

Second Year—First Term. (a) Higher Modern Algebra.
   Second Term. (b) Quaternions.

Course of Study in Mixed Mathematics.

(A) University Course—One Year.

Being the second year's study of the Mathematical School.

First Term. (a) Analytical Mechanics.
   Second Term. (b) Physical Astronomy.
SCHOOL OF PHYSICS AND ASTRONOMY.

PROFESSOR GARLAND.

This School is divided into three classes—JUNIOR, INTERMEDIATE, and SENIOR—each pursuing its studies for a period of nine months.

JUNIOR CLASS.

FIRST TERM. (a) General Properties of Matter.
(b) Units of Measure, Instruments and Methods of Precision.
(c) The Doctrines of Motion, Force, and Energy.
(d) The Equilibrium and Motion of Solids, Liquids, and Gases.
(e) Molecular Forces, their Nature and Laws—Cohesion, Adhesion, Capillarity, etc.

SECOND TERM. (a) Molecular Forces continued. Elasticity, Vibrations of Rods, Plates, Stretched Cords, and Columns of Air.
(b) The Doctrine of Undulations.
(c) Acoustics.
(d) Optics, Photometry, Reflection, Refraction, and Optical Instruments.

INTERMEDIATE CLASS.

FIRST TERM. (a) Physical Optics; the Wave Theory of Light applied to the explanation of Optical Phenomena—Diffraction, Spectrometry, Polarization of Light.
(b) Heat, its Laws and Phenomena.

SECOND TERM. (a) Electricity, Statical and Dynamical; Magnetism.
(b) Astronomy.

The method of instruction in this School during the first two years is by Lectures, having reference to a well-selected Text-book, and copiously illustrated by the use of a large and well-selected Apparatus.

SENIOR CLASS.

FIRST TERM. (a) Mathematical discussion of the Wave Theory in relation to Sound. Text, Airy.
(b) Mathematical discussion of the same in relation to Light. Text, Airy.

Students will prepare and recite regularly portions of the text, and the Lectures of the Professor will be directed to the removal of difficulties or obscurities.

SECOND TERM. (a) Practical Astronomy, the Use and Adjustments of Instruments, Instrumental Errors, and Reduction of Observations.

For admission to the Junior Class of this School, the applicant must exhibit an adequate knowledge of Algebra, Geometry, Trigonometry, and the leading properties of the Conic Sections.

For admission to the Senior Class, the student must have successfully prosecuted the studies of the Junior and Intermediate Classes; and, in addition thereto, the Course of Pure Mathematics, and Mechanics in the School of Mixed Mathematics.

The completion of the studies of the Junior and Intermediate Classes is essential to obtaining the degree of either Bachelor of Arts or Master of Arts.

In addition to the above, the completion of the studies of the Senior Class is essential to obtaining the degree of either Civil Engineer or Doctor of Science.

SCHOOL OF CHEMISTRY.

PROFESSOR LUPTON.

Instruction in this School embraces—

1. A Course of Lectures on General Chemistry.
2. A Course of Lectures on Applied Chemistry.
3. A Systematic Laboratory Course in Analytical Chemistry, for the practice of Chemical Analysis and for Chemical Research.

1. The Lectures on General Chemistry extend throughout the entire Session, and include a discussion of the fundamental principles of Chemical Philosophy in connection with the history, preparation, properties, and compounds of the metallic and non-metallic elements, and the main facts of Organic Chemistry. In this Course, the more common applications of Chemistry to the Arts and Manufactures are discussed. A large and excellent Apparatus, to be used for experimental illustration, has recently been imported from Europe, and, as it contains the newest and most approved instruments, the whole subject will be presented in the most attractive and instructive form.


2. The Lectures on Applied Chemistry extend throughout the session, and include a discussion in detail of the processes and chemical principles involved in the most important applications of Chemistry, in the Arts and Manufactures, to the reduction of ores, the preparation of
materials for food and drink, for clothing, shelter, heating, illumination, cleansing, purifying, writing, printing, etc.


3. The Laboratory Course in Analytical Chemistry will embrace the practical operations of analysis, and be varied in its details to suit the individual objects of the student. The Laboratories are amply supplied with every thing necessary for instruction in chemical manipulation, in the qualitative and quantitative analysis of soils, fertilizers, minerals, mineral-waters, technical products, etc., and in the method of performing chemical researches.


SCHOOL OF NATURAL HISTORY AND GEOLOGY.

PROFESSOR SAFFORD.

This School, like that of Physics and Astronomy, is divided into three classes—Junior, Intermediate, and Senior. The Course of Study is intended to embrace the whole range of Natural History, Geology, and Physical Geography.

I. JUNIOR CLASS.

FIRST TERM—Botany.
(a) Structural Botany.
(b) Physiological Botany.
(c) Systematic Botany.
(d) Palaeontological Botany.

SECOND TERM—Mineralogy and Zoology.
(a) Crystallography.
(b) Properties of Minerals.
(c) Descriptive Mineralogy.
(a) Biology and Principles of Zoology.
(b) Systematic Zoology.
(c) Palaeontological Zoology.

II. INTERMEDIATE CLASS.

FIRST TERM—Geology.
(a) Lithology, with practice in identification of minerals and rocks.
(b) Economic Geology.

SECOND TERM—Geology.
(a) Historical Geology.
(b) Dynamical Geology.

III. SENIOR CLASS.

FIRST TERM.
(a) Determinative Mineralogy and Lithology.
(b) Special Course in Botany.
(c) Geological Studies in the Field.

SECOND TERM.
(a) Special Course in Zoology.
(b) Special study of the Palaeontology of one, or more, of the Geological Groups.
(c) Physical Geography, including especially, as supplementary studies, Meteorology, Hydrography, and Ethnography.

The method of instruction will be by Lectures and Recitations, the student, in most cases, making use of a suitable Text-book. The respective subjects will be fully illustrated by diagrams and models, specimens of minerals, ores, rocks, and fossils, and by collections of prepared plants and animals. In addition to other material, the Cabinet of Professor Safford, largely made up of the fossils of Tennessee and other Southern States, is at the disposal of the University. The Cabinets of this School will be supplied with necessary specimens and furniture.

To secure thoroughness, and to give a practical cast to the studies pursued, the student will, for a portion of his time, work with specimens in hand. Geological and Botanical Excursions will also be made, both during term-time and vacation, as occasion may require.

Applicants for admission to the Junior Class of this School must have an adequate knowledge of Algebra, Geometry, and Trigonometry; and, in addition, before entering upon the studies of the Second Term, a sufficient knowledge of Inorganic Chemistry.

Applicants for admission to the Senior Class must have passed a satisfactory examination in the studies of the Junior and Intermediate Classes.

Candidates for the degree of either Bachelor of Arts or Master of Arts must have successfully prosecuted the studies of the Junior and Intermediate Classes.

The satisfactory completion of the studies of the Senior Class is essential to obtaining the degree of either Civil Engineer or Doctor of Science.
Biblical Department.

DIVINITY SCHOOL.

I. SYSTEMATIC THEOLOGY.
REV. T. G. SUMMERS, A.M., D.D., LL.D.

1. Dogmatic Theology—Full development and vindication of the Twenty-five Articles of Religion. Lectures with reference to Watson’s Institutes and other standards of the Church.

2. Polemic Theology—Examination of the Errors and Refutation of Objections brought against the Truth, as held by the Methodist Episcopal Church, South. Lectures.


II. EXEGETICAL THEOLOGY.
REV. A. M. SHIPP, A.M., D.D.


Text-books: Deutsh’s and Green’s Hebrew Grammars, Eggon’s Chaldee Manual, Hahn’s Hebrew Bible, Gesenius’s or Fuerst’s Hebrew Lexicon.

2. Greek Exegesis—The Grammatical and Exegetical study of the New Testament in Greek, with careful attention given to the peculiarities of the Hellenistic dialect, and to the style of the several authors. Portions of the Septuagint and Josephus read and compared, to show the difference of idiom. One or more of the Pauline Epistles studied in detail, with the aid of approved Grammatical Commentaries, and applications of the rules of Textual Criticism.


These studies will occupy four hours every week throughout the first year, three hours every week throughout the second year, and one hour every week the third year.

COURSE OF STUDY.
REV. JOHN C. GRANBERRY, A.M., D.D.

III. PRACTICAL THEOLOGY.

1. Church Polity.
2. Homiletics.
3. Pastoral Charge.

IV. ECCLESIASTICAL HISTORY AND INTRODUCTION TO THE BIBLE.

Professor.

1. Ecclesiastical History.
2. Evidences of Christianity.
3. Canon of Scripture.
4. Inspiration of the Scriptures.
5. Biblical Archaeology.

The foregoing Course is designed for classical scholars, but all of it, with the exception of critical exegeses in the original languages of the Scriptures, may be profitably attended by English scholars. Therefore, the Board of Trustees has established an English Theological Course for the benefit of those who do not design to study the Hebrew and Greek. It extends through two years, and embraces all the studies laid down in the Course prescribed by the authority of the General Conference of the Methodist Episcopal Church, South.

Students cannot enter upon this Course without a knowledge of the ordinary branches of an English education.

In the Grammar and College Department of the University, they will have the opportunity of making up their deficiencies in the reading, writing, and speaking of the English language with propriety and taste; but this will prolong the time necessary for the completion of the Course.

The studies of this Department are not among the requisitions for any of the literary and scientific degrees; but any student who may have completed its entire Course, either Classical or English, shall have delivered to him a Diploma in testimony of the fact.

Students will have an opportunity of exercising their gifts and graces in social and public worship during the entire period of their pupilage.

Where young men, called of God to preach the gospel, show them-
selves so deficient in an English education as to require their constant attendance upon the Grammar School, the Divinity School will provide them with one Biblical daily exercise, thus early laying a good foundation in doctrine.

The whole end proposed to be accomplished by the Divinity School is to furnish to the Church ministers learned in the Scriptures, sound in doctrine, refined but simple and child-like in manners, full of zeal, abundant in labor, direct, plain, and peregrine in the presentation of the truth, and ready for any field to which the Church may call them.

Note.—For the present, Professor Granbery will teach Moral Science and Metaphysics, in connection with the regular duties of his Chair, the details of which could not be fully settled before this Announcement was given to the press. It may be proper here to remark that the entire scheme of instruction now presented is flexible, so as to be adapted to any future necessity of rearrangement or subdivision.

SCHOOL OF VOCAL MUSIC.
PROFESSOR McINTOSH.

Under this Department Vocal Music is put, without intimating, however, that the provision made for its cultivation is to be confined in its benefits to those students who look to the ministry as their life-work. It is open to all, but the power of sacred song in this high vocation is worthy of special attention and cultivation. The late evangelistic movements in America and Europe show this. Sacred song was a mighty adjunct to the preached gospel in the great religious reformatory movements of the last century, and in the early part of the present. Theological education has been re践行ed, perhaps not unjustly, for training a generation of preachers that cannot, or do not, sing. Relying too much on exegetical skill, or high discourse, they affect to look down on this part of the ministerial culture. The world and the Church need song as well as sermon, and it is designed to send forth young men qualified for both.

Professor McIntosh is well known as the editor and compiler of several popular volumes of sacred music. He is a practical as well as theoretical vocalist, and, with a trained voice of the finest tone and capacity, illustrates as well as teaches.

GENERAL PLAN AND COURSE OF INSTRUCTION.

In order to meet the wants of a large number of those for whom it is more especially designed, the Course of Instruction is arranged so as to begin with elementary principles, and to extend through all that is necessary for a thorough education in Vocal Music, Harmony, and Composition. It is divided into two parts—each complete—with a Special Course in Normal Instruction, as follows:

I. VOCAL MUSIC.

This covers three years, and embraces all the essentials of a practical musical education.

II. THEORY AND COMPOSITION.

This is a Course of two years, running parallel with the second and third years of Vocal Music, and has reference to such as possess sufficient musical talent to justify them in an effort to become teachers or composers.

III. NORMAL INSTRUCTION.

This is a Special Course in Sight Reading, Voice Training, Chorus Drill, Harmony, and the Art of Teaching, designed for those who propose to qualify themselves as teachers, and for others who have been engaged in teaching, and wish to acquire a better method of instruction.

There will be two Terms annually, of six weeks each, with daily Recitations and Lectures, beginning on the first Monday of November and April, respectively.

One Session is sometimes sufficient for the accomplishment of the Course, but the tuition fee is good for two or more Sessions.

Pupils who have passed a satisfactory examination will receive an official certificate of proficiency.

VOCAL MUSIC.

[Teaught by Blackboard, Lectures, Text-books, Illustration, and Criticism.]

FIRST YEAR.

First Term—First Grade: Notation, and Scale Exercises.

Second Grade: Plain Reading, and Elementary Vocalization.

SECOND TERM—First Grade: Sight Reading, and Vocalization.

Second Grade: Sight Reading, and Choral Practice.

SECOND YEAR.

[All second and third year students attend a General Weekly Rehearsal, in addition to their regular studies.]

First Term—First Grade: Sight Reading, and Choral Practice, continued.

Second Grade: Choral Practice, and Chorus Drill.
SECOND TERM—First Grade: Chorus Drill, and Higher Vocalization.
SECOND Grade: Chorus Drill, and Light Oratorio Practice.

THIRD YEAR.
FIRST TERM—First Grade: Physiology of the Voice, and Oratorio Practice.
SECOND Grade: Physiology of the Voice, and Oratorio Practice, continued.

SECOND TERM—First Grade: Solo and Oratorio Singing.
SECOND Grade: Solo and Oratorio Singing, continued.

THEORY AND COMPOSITION.
[Taught by Blackboard, Lectures, Text-books, and Written Exercises.]

FIRST YEAR.
FIRST TERM—Two Grades: Introduction, and Rudimental Harmony.
SECOND TERM—Two Grades: Harmony, and Composition, continued.

SECOND YEAR.
FIRST TERM—Two Grades: Simple Counterpoint, and Fugue (with Choral).
SECOND TERM—Two Grades: Double Counterpoint, Double Fugue, and Canon.

TUITION.

Vocal Music, per Session, $40.00
Vocal Music, per Term, 25.00
Theory and Composition, per Session, 40.00
Theory and Composition, per Term, 25.00
Normal Instruction, for one Session, with privilege of attending two or more Sessions, 100.00

All Tuition Fees are due in advance.

To students preparing for the Christian ministry, one-half the Tuition is remitted, and in necessitous cases this rule may apply to others.

The Calendar will run with the Divinity School.
For further information, apply to Professor McIver.

Law Department.

The Law Course will commence on the first Monday in October next, and on the same day of each subsequent year, and will terminate on the 27th day of May thereafter. This period will be divided into two terms, with a vacation of two weeks at Christmas.

A complete Course will occupy two years. The students will be divided into two classes—Junior and Senior—according to proficiency. No examination and no previous reading will be required to enter the Junior Class, but applicants for admission to the Senior Class will be required to pass a satisfactory examination upon the subjects taught in the Junior year.

The degree Bachelor of Laws will be conferred only upon those who, upon examination, evince an adequate familiarity with legal principles.

The Course will embrace all the usual branches of Common, Criminal, and Equity Law, including Pleading, Practice, and Evidence. Particular care will be taken to instruct the student in the Jurisprudence and Procedure of the Courts of the United States. The Law of Corporations, public and private, the practical application of which is of daily occurrence and growing importance, will be thoroughly taught; and pains will be taken to ground the student in the principles of Constitutional Law.

Instruction will be given by Lectures, Examinations, and Moot Courts. The latter will be presided over by one of the Professors, and will be assimilated to the actual procedure of the Courts. Students will each in turn be required to prepare the process and pleadings, argue the causes, draw up the final judgment, or decree, prepare bills of exception, and prosecute appeals or writs of error in the Appellate Court. Very great attention will be given to this feature, the Faculty being of opinion that the principles of Pleading and Procedure may here be most readily and thoroughly acquired.

Nashville has many advantages as the location of a Law School. In
addition to a selection of ordinary Text-books to be attached to the School, the Library of the State will be open to our students. All the various Courts of the State, including the Supreme Court, and the District and Circuit Courts of the United States, will be in session at times during our entire Annual Session, and the student will thus have the opportunity of learning the practice as well as the theory of his profession.

**Course of Study.**

**First Term**—Personal Property, nature, kinds, and title; Contracts; Guardian and Ward, including Law of Infancy; Husband and Wife, including Marriage and Divorce; Real Property.

**Second Term**—Bailment; Negotiable Paper; Pleading and Practice at Law; Master and Servant; Principal and Agent; Partnership; Criminal Law and Procedure.

**Third Term**—Insurance, Life, Fire, and Marine; Jurisprudence and Procedure of the Courts of the United States; Corporations and Joint Stock Companies; Evidence; Torts, and Measure of Damages.

**Fourth Term**—Sales; Principles of Equity Law; Equity Pleadings; Executors; Wills; International and Constitutional Law.

**Text-books Required:** Walker’s American Law, Kent’s Commentaries, Wharton’s Criminal Law, Addison on Torts (abridged), Benjamin on Sales, Lomax on Executors, Greenleaf on Evidence, Caruthers’ History of a Law Suit, Stephens on Pleading, Bishop’s Principles of Equity, Lube’s Equity Pleadings.

It will be the aim of the Professors to pursue such a plan of instruction as will lay a broad foundation of principle upon which the student may build his own superstructure according to the laws of the place where he may locate, and the branch of the profession he may adopt; and for this purpose special attention will be paid to the mental discipline and training of the student; and to the teaching of those general principles of reason which underlie all positive systems of Law. The true object of education is not so much to fill the memory with particulars as to prepare the mind for their reception. No one can become a lawyer, or even make himself master of any one branch of the Law, in two years; but every one may, within that time, be taught the best method of developing his own powers, and be properly grounded in those fundamental principles which belong to Law as a science.

The daily examinations will be designed rather to encourage the student to think independently than to test his recollection. The memory is an important auxiliary, but should be held subordinate to the reason. Lectures and forensic discussions will be shaped so as to expand the intellect rather than to teach points of local practice or rules of local law.

In the present multiplicity of Courts, and consequent conflict of decisions, the importance formerly attached to precedents is sensibly diminishing, and the lawyer, instead of spending his time in the search for cases in point, is required to find the reason of the rule which he seeks to establish.

Every member of the Faculty is engaged in the vigorous practice of the profession, which they by no means propose to forego; and yet they have pledged themselves to each other, and now assure the friends of the University, that whatever time and labor may be necessary to secure the highest success within the compass of their ability will surely be given to the Law School. They hope, too, that, coming daily to their Lectures fresh and heated from the contests of the bar, they may be able to impart to the study of the law a measure of the enthusiasm inseparably connected with the practice; and, at all events, they will continually keep prominent before the student the live law and practical questions of the day.

**Fees and Expenses.**

The charge for each term of four months will be Sixty Dollars, paid in advance, and in proportion for fractional parts of a term, no part of which will be refunded on any account. There will be no extra charges whatever. The expense of room-rent, board, etc., need not exceed Four or Five Dollars per week. The Text-books of the Regular Course, with which the student is expected to supply himself, can be had at Nashville at a cost of about Sixty Dollars for the entire Course.

For other information respecting the Law Department, address W. R. Reese, Secretary of the Law Faculty.

Of the Law Class of the first year one only, being a Senior, was graduated. Mr. William V. Sullivan, of Oxford, Mississippi, received his Diploma of Bachelor of Laws on May 27, 1873.

The Law School will be taught in the University building. A large and convenient Lecture Room has been set apart for its use, and, adjoining the same, offices for Professors and for a Law Library.
Medical Department.

ANNOUNCEMENT—SESSION 1875-6.

The Second Regular Course of Instruction in the Medical Department of the Vanderbilt University will commence Monday, the 4th day of October, 1875, and continue until the last Thursday in February, 1876.

The Board of Trustees, in announcing the Course of Lectures in this Department, refer with confidence to the Faculty as a body of teachers of eminence and experience in the respective branches to which they have been assigned. To this, a prominent Department of the University, they invite the patronage of the region tributary, and assure the medical profession, and those proposing to enter it, of a sound and thorough Course of Instruction, inferior in no respect to that of any Medical School in the country. The marked success of the First Course of Lectures in the Medical Department, delivered last fall and winter, is auspicious of a bright future, and was very gratifying to the officers and friends of the University. At the Commencement in February last, sixty-one gentlemen, the first persons to receive the honors of the University, had the degree of Doctor of Medicine conferred upon them by the President of the Board of Trustees.

On the 20th of September next—two weeks before the Lectures commence—the Anatomical Rooms will be opened for students. To this department especial attention will be paid, and nothing will be left undone to make it every way efficient. The facilities for the study of Practical Anatomy are ample and all that the student can desire.

Method of Teaching.

It is the purpose of the Faculty to make the teaching thorough and practical. Free Didactic Lectures will be delivered daily in the College halls upon the different subjects of the Course. During the week, the student will hear four Lectures upon each branch of Medicine. Daily examinations will be held by each Professor at the beginning of the Lecture-hour, in order that the facts of the previous Lecture may be impressed upon the minds of students. The various Lectures will be illustrated by experiments, dissections, surgical operations, clinics, models, anatomical, botanical, and chemical specimens, and by such other means as may make the instruction practical and pointed. The cabinets of Pathology, Obstetrics, Surgery, Materia Medica, and Chemistry are richly supplied with preparations and specimens, which will be used as occasion demands.

Hospitals and Clinical Instruction.

The Medical Faculty have in course of construction, to be finished and occupied in ample time for the ensuing Course of Lectures, a magnificent Hospital Building, having a frontage of one hundred and fifty-four feet, with other dimensions in proportion, and capacity enough to accommodate two hundred and fifty patients. This building will adjoin the Medical College, so that both will be, in effect, under the same roof, thus making the wards pleasantly accessible to students at all hours, in good and bad weather alike. In addition to the College Hospital, the hospital wards of the State Prison, numbering eleven hundred inmates, will supply numerous patients. It is thus seen that the material for Clinical Instruction will be unsurpassed by that of any similar institution in the United States.

Professor Nicol will devote much of his time to Lectures on Clinical Medicine; and Professor Marion will, in addition to his regular Course, give one or two Clinical Lectures every week.

No School will be able to present superior advantages in the way of Surgical Clinics. Three, four, and often six Clinics of this character are given every week, and numerous operations performed before the Class by Professors Eve and Briggs.*

Practical Anatomy.

The Anatomical Rooms will be under the direction of the Professor and Demonstrator of Anatomy, with efficient assistants, who will be present every evening to assist the student in his labors. Material is abundant. The rooms will be open from 7 to 10 o'clock each evening. Students will be taught the art of injecting, preparing, and pre-

*All charity patients will be treated and have operations performed upon them before the Class free of charge.
serving anatomical specimens, both wet and dry; also, the manner of making corroded specimens of the vessels, tubes, and ducts of the various organs. Later in the Session, Classes in Operative Surgery will be formed, and each student will receive practical instruction upon the dead body, in the application of the bandage, how to ligate the different arteries, and how to perform amputations, resections, etc.

Graduation.

I. To graduate, the candidate must have attained the age of twenty-one years, be of good moral character, and have been engaged in the study of Medicine three years with a preceptor, inclusive of attendance upon Lectures.

II. He must have attended two full Courses of Lectures, the last of which must have been in this Institution. If the candidate has attended a full Course of Lectures in some regular Medical School, or can show that he has been in reputable practice for four years, he may, by attendance upon a full Course of Lectures in this Institution, present himself for graduation. It is required, also, that the Dissecting Ticket be taken.

III. The candidate is elected by ballot, and upon receiving three negative votes will be rejected, but will be entitled to another examination by appearing before a full Faculty, after all other applicants have been examined. No premature examination will be granted, except by consent of the entire Faculty.

IV. Candidates will not be registered for examination until all fees are paid.

Fees.

Matriculation and General Ticket, $55.00
Dissecting Ticket, 10.00
Hospital Ticket, 5.00
Graduation Fee, 30.00

By referring to the above list of fees, it will be seen that the Matriculation Fee is included with the Professors' Tickets, both of which must be obtained at the same time, unless the student desires to take a partial Course of Lectures, in which case a separate Matriculation Ticket will be issued for $5. Students, upon their arrival, must call at the Secretary's Office, and, after registering their names, pay for their tickets.

Graduates of regular Schools will be admitted to the Lectures upon the payment of the Matriculation Ticket.

College Building, Hospital, and Museum.

The building occupied by the Medical School is a large and airy edifice. This, in connection with the Hospital in course of construction, and already spoken of, will form a handsome block of buildings, presenting two fronts, and of imposing appearance. The ample grounds around the block extend across from College to Market, parallel streets. The College Building has a large Hall for Lecturing and general purposes, a spacious Chemical Laboratory and Lecture Room, a well-arranged Amphitheater, a very large and inviting Museum Room, together with Dissecting Rooms, Special Laboratories, Professors' and Apparatus Rooms, Janitors' Rooms, etc. The entire building is supplied with water and gas, and is heated with furnaces, etc., and made comfortable during the limited cold weather we have in this climate.

The Museum is noted for its extent, and for the value and variety of its Anatomical, Pathological, Surgical, and Obstetrical specimens, and for its Cabinet of Materia Medica. It has been recently repaired, and rendered more complete by new additions. The Chemical portion is well supplied with medicinal substances and preparations, and such other articles as may be required in the elucidation of the theory and practice of Chemistry and Pharmacy.

Location.

It would be difficult to find a city combining more advantages as a location for a Medical School than Nashville. Highly favored in climate, midway between the cold of more Northern cities and the debilitating temperature of the extreme South; a great railroad center, to which lines converge from all directions; the principal port of the Cumberland River; having an active population of nearly fifty thousand; surrounded by an exceedingly fertile and beautiful country, thickly peopled; the capital of the State; the location of the Blind and Lunatic Asylums; the seat of a great Publishing House; a place noted for its learned and scientific men—all make it the place for a School of Medicine.

Text-books.

Directions to Students.

It will be best for students, upon arriving in the city, to take a hack, and, with their baggage, go immediately to the Medical College, where they can obtain assistance in securing such boarding-houses as they may desire. Boarding can be obtained at from Four to Five Dollars per week.

For further information, address James M. Safford, M.D., Secretary of the Medical Faculty.

Graduates of 1875.

<table>
<thead>
<tr>
<th>Name</th>
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<tr>
<td>J. R. Allen</td>
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<td>H. G. Beard</td>
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<td>W. V. Bush</td>
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<td>A. A. Beoth</td>
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<td>J. Blankenship</td>
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<td>J. E. Darden</td>
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At the last Commencement four prizes—gold medals, beautifully fashioned and properly inscribed—were awarded to successful competitors. These had been offered as follows:

By Prof. T. O. Summers—to the student found most proficient in Anatomy and Histology.
The Original Proposition of Mr. Vanderbilt.

The following important paper—the original proposition of Mr. Vanderbilt concerning the University—is here inserted as the fundamental fact in its history:

New York, March 17, 1873.

To Bishop H. N. McTyeire, of Nashville.

I make the following offer, through you, to the corporation known as the Central University of the Methodist Episcopal Church, South:

First—I authorize you to procure suitable grounds, not less than from twenty to fifty acres, properly located, for the erection of the following work.

Second—To erect thereon suitable buildings for the uses of the University.

Third—You to procure plans and specifications for such buildings, and submit them to me; and, when approved, the money for the foregoing objects to be furnished by me as it is needed.

Fourth—The sum included in the foregoing items, together with the "Endowment Fund" and the "Library Fund," shall not be less in the aggregate than Five Hundred Thousand Dollars ($500,000); and these last two funds shall be furnished to the corporation so soon as the buildings for the University are completed and ready to be used.

The foregoing being subject to the following conditions:

First—That you accept the Presidency of the Board of Trust, receiving therefor a salary of Three Thousand Dollars per annum, and the use of a dwelling-house, free of rent, on or near the University grounds.

Second—Upon your death, or resignation, the Board of Trust shall elect a President.

Third—To check hasty or injudicious appropriations or measures, the President shall have authority, whenever he objects to any act of the Board, to signify his objections, in writing, within ten days after its enactment; and no such act is to be valid unless, upon reconsideration, it be passed by a three-fourths vote of the Board.

Fourth—The amount set apart by me as an "Endowment Fund" shall be forever inviolable, and shall be kept safely invested, and the interest and revenue, only, used in carrying on the University. The form of investment which I prefer, and in which I reserve the privilege to give the money for the said Fund, is in seven per cent. First Mortgage Bonds of the New York Central and Hudson River Railroad Company, to be "registered" in the name of the corporation, and to be transferable only upon a special vote of the Board of Trust.

Fifth—The University is to be located in, or near, Nashville, Tennessee.

Respectfully submitted: C. Vanderbilt.

Acceptance by the Corporation.

At a called meeting of the Board of Trust, on March 20, 1873, the above letter, containing Mr. Vanderbilt’s proposition, was duly presented, and the following resolutions were adopted:

Resolved, That we accept, with profound gratitude, this donation, with all the terms and conditions specified in said proposition.

Resolved, That, as an expression of our appreciation of this liberality, we instruct the Committee hereinafter mentioned [Hon. Milton Brown, Hon. E. H. East, and Rev. D. C. Kelley, D.D.] to ask the Honorable Chancery Court to change the name and style of our corporation from the Central University of the Methodist Episcopal Church, South, to The Vanderbilt University; and that the Institution, thus endowed and chartered, shall be from henceforth known and called by this name.
The Subsequent Donation.

Mr. Vanderbilt afterward added to his original gift, without any material change of conditions. In a letter to Bishop McTyeire, dated New York, March 24, 1874, he says:

"Referring to your letter of the 17th inst., I beg to say that the plans you have shown me, as therein stated, are approved.

"As you express some doubt whether the 'Endowment Fund' of Three Hundred Thousand Dollars can be preserved, if these plans are fully carried out, and as you consider such a Fund of vital importance to the success of the Institution, I have decided to add One Hundred Thousand Dollars ($100,000) to the whole Fund."