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we found a very steep and difficult pass, which brought us down to the stream, five minutes above the bridge. We reached Beirût soon after noon. On the 22nd of June, I embarked to proceed by way of Smyrna to Trieste.

Such is an outline of the second journey which I have been permitted to make in the Holy Land. I desire it to be distinctly understood, that the one great object of all these investigations has been *the historical topography* of that country, in its relations especially to the Holy Scriptures, and less directly to the writings of Josephus. To this one object, all other observations have been only subsidiary.

ARTICLE VI.

COLLEGE COURSE, AND ITS ENLARGEMENTS FOR GRADUATES.

By Rev. L. P. Hickok, D. D., Vice President and Prof. of Moral Philosophy, Union College, N. Y.

Every germ expands to its mature development through the energizing of an inner vital force. No unfolding from the outside by an external agency should be characterized as a development. The living germ has its own rudimental elements and their specific forms within it; and as occasion is given, the living energy works out through these forms and induces a growth, according to the reason and law already within its own subject.

The favoring conditions being supplied, the whole work takes on an orderly and symmetrical progress. The rudiments expand in organic unity to their consummation, when the vital force becomes exhausted and the product dies in the very process of its maturing. An immortal inner energy being given, the development may be interminable. Nothing new can be imparted; the vital force and the rudimental elements with their specific forms are there, and the culture given can be only outside appliances occasioning the growth of what already exists within.

The plant and the animal are subjected to such conditions as the causal laws of nature may induce; and they must thus mature under

a necessity imposed from both outer influences and inner working agency. To man, on the other hand, is given the high prerogative of superintending his own growth and directing in the entire development of both bodily and mental organization. He can add nothing to the rudiment already given; he can change none of the inner forms which control the workings of the vital force and determine the shape and tone of the outward manifestations; but he may supply fitting conditions, and avert such as are unfit, and may perpetuate these favoring occasions through all the process, and thus secure that all the elements which lie within, shall be brought out in full proportion. A clear perception of what such fitting conditions are, becomes of inestimable importance, since only thus can they be skilfully applied through all the process of mental culture. Inevitable defects occur and incurable evils arise and perpetuate themselves in the character, from every year's neglect or wrong application of these conditions.

Such well studied considerations should guide in the training of mind, from its first awakening into self-consciousness and opening attention to the outer world. The nursing of infancy and culture of childhood should be so directed; and this watchful care should be maintained through all the preparatory course of such as are designed for a public education up to their entrance into college. The college course, especially, should present the most favoring occasions practicable for a healthy, speedy and complete development of all the mental faculties. The proper end of the college course is not a direct preparation for any distinct profession or occupation in life, but such a discipline of the whole mind as is a necessary common preparation for them all. Up to the point of particular professional study, substantially the same training is needful for every mind.

Various minor modifications may be made; yet it is not probable than any fundamental changes in the ordinary collegiate course of classical, mathematical and philosophical instruction, will be found salutary or satisfactory. This course may be made more thorough by a closer drill, and more complete by a longer continuance, and thus become a proportionably higher platform for an entrance upon strictly professional study or a perpetuation into literary and scientific pursuits for life; but nothing else in the place of this full course, will give occasion for the whole mind to mature so fast or so well for any learned occupation.

There may be many callings in practical life where such full preparation may not be necessary to very great success, and where also the time and expense of such extended preparation cannot be afforded.

There is hence a question, which has many weighty reasons in the affirmative, whether it be not better that the colleges should open such opportunities and accommodate such a growing want, and thereby make themselves an adequate medium of general instruction and maintain a salutary control over all the processes of a higher education, rather than, by excluding all partial courses and optional studies, to force to the building up of many new kinds and grades of schools, designed to satisfy the popular demand of a learned preparation for different practical pursuits.

There is a very wide field for the application of science to the useful arts, and the enterprise and industry of our population are calling out in a thousand ways all modern discoveries in philosophy, to direct practical uses. The inventive genius of Americans is perpetually busy in seeking improvements in old methods and implements of husbandry, mechanics and manufactures, and laying under active contribution all the new attainments in natural science, and pressing on every hand all the discovered powers of nature into the service and business of practical life. The application of those powers of nature in far other and better ways, and the discovery and use of many other forces yet hidden in nature, and which must be applied to purposes of human convenience and economy, await the study and investigation of this and the coming age. Labor-saving machinery is to be perfected, in every department, far beyond even the surprising degrees already attained. The resistless demand for a thorough study of nature, and exact application of science to all these purposes, must be in some way met; and probably in no way can they be so effectually secured as by giving these studies a place in the colleges of the country, and turning the direct attention and instruction of the ablest professors in natural science into these channels, and admitting young men into these departments who still do not go through the entire classical or mathematical college course.

There will thus be occasion in the college for a course more or less partial, which shall include civil engineering, agricultural chemistry, and the application of chemistry and other branches of natural science to the useful arts, and special attention to philosophical principles, and the application of mechanical forces and the agents and powers in nature to desired results, that inventive genius may not so often be left to waste itself in blind efforts after unattainable ends, or to lose its way in wrong directions towards most important practicable discoveries.

But when arrangements are made to admit to a more partial

course, the general order and discipline of the college studies should still be preserved, even for such students, as far as practicable, and the regular and full system of education kept out the most prominent and made as attractive and effective as possible. The tendency, by all such admissions to a partial course, to relax the conditions for complete and thorough mental discipline, should be counteracted as effectually as may be.

The method of American colleges is to put the whole instruction into the hands of professors and regularly appointed tutors; and in the working of our college system this is highly expedient. Greater certainty of thorough general culture is thus secured, than when the most direct and active instruction is thrown over upon unofficial teachers who, for what compensation they may get, give private tuition to as many as wish, and thereby afford the student opportunity "to cram" for a public examination. The method with us, also, of requiring punctual attendance upon the regularly prescribed recitations, is better than to leave the student to his option what prelections and lectures of the professor he will patronize. A full prescribed course carried completely out by authorized instructors, is better adapted to full mental growth than to leave the student to choose his attendance upon some favorite or popular lecturer and neglect others. The design in college is to apply a discipline necessary for all minds, and not here to allow such selections to be made as may more properly be permitted in advanced professional study.

The general government of a college is a matter of some difficulty in principle and still more in practice. There may be the principle of an administration through the joint action of the Faculty, and the influence upon the student may be very much that of authority alone, sustained by the application of pains and penalties. Different kinds and degrees of punishment are given in admonitions, warnings, fines, suspension, dismission and expulsion. College trials of more or less formality before the assembled Faculty occur, and issue in conviction or acquittal according to evidence attained. When such a course is carried rigidly out, it naturally induces a partisan feeling, at least on the side of the students, and the person arraigned or convicted pretty surely is made conscious of the sympathy of his fellow-students, and especially of his classmates, and thus seldom feels the force of public sentiment in reprehension of his delinquency, except as his conduct has been particularly vile and revolting. An informer is at once odious, and all voluntary testimony of one student against another is considered highly dishonorable, and, if enforced by the Faculty, is

given with much reluctance and strong tendencies to equivocation and suppression of facts. A course of discipline with a number, or, indeed, with one popular and leading young man, will be very likely in this way to put the whole college community in a ferment and induce an exasperated state of feeling which finds vent in various secret methods of annoyance, or perhaps in more turbulent and open violence.

If a Faculty be quite prompt and resolute, and act very summarily with its delinquent students, the whole body may perhaps be less agitated and the evils of internal commotion mitigated; but the probability is that there will be a most sad waste of precious young men thrown out of all the successive classes, attended with many embarrassing and distressing consequences in every family-circle to which they belong. If all this be really necessary to sustain the college and save other youth, it must be borne; but if another course of procedure can maintain order at less sacrifice, it is much to be desired.

These evils may appear in a much more mitigated form in those favored portions of the land where the clerical influence is strong and combined, and the general public sentiment goes direct to the sustaining of college authority, and especially if this authority be softened in its rigor and exerted with great wisdom and prudence; but in the more recently settled and less favored portions of the country, and where the population are of a much less homogeneous character, the effectual hold upon the student of mere college authority will probably prove very precarious indeed. The public attention is not so much fixed upon the college; the popular interest is not so deeply enlisted in its prosperity; the influence of the clergy and the churches is not concentrated in its support; parental discipline has been generally less strict, and habits of filial submission and obedience less generally secured; and under such inauspicious circumstances, all government of a college by the mere application of its authority in any way, and however discreetly applied, will most surely be obliged to cut off more and probably preserve order less, and be attended through all its administration with perpetual vexations and annoying disturbances.

In such a region, especially, there may be found better success by making trial of a more paternal mode of administration. The president of the college may be the more immediate agent in administering its discipline, and applying the requisite counsel and censure more privately and particularly and patiently with the students, and manifesting special care and watchful solicitude for the wayward;

he may thus often convince the erring of their faults and gain a controlling and recovering influence over their conduct, and bring many to sober and studious habits and permanent reformation. By a kind intercourse tempered with frankness and firmness, he may secure the esteem and confidence of all, and inspire the whole body of the students with the conviction that every delinquent will be faithfully dealt with, and every wayward young man patiently counselled and reproved; and thus if any remain quite incorrigible, it will be generally felt that further forbearance is no longer safe and their removal from college will have full approbation. Such confidence once secured, all partisan feeling between Faculty and students is wholly excluded, and the societies, the classes, and the college generally come readily to the source of this paternal influence, to gain its special application for the recovery and saving of any of their dissipated or disorderly members.

Much must of course depend upon the temper and wisdom of the man who presides over such a family; and while the Faculty regularly report to him the general condition of the college, for his immediate application of any desired remedy, so must they too catch the spirit of the whole paternal system, and their whole intercourse with the young men become at once kind, frank and cordial. Their friendly and firm dealing with the student is reciprocated by a generous confidence, respect and love.

The actual experiment of such a course has for many years been maintained in Union College on carefully settled principles of action, and proved most highly salutary and satisfactory to such as have most closely observed its effects. An unusual freedom from disturbance and disorder, and the absence of all designed annoyance of the Faculty by the students, though dwelling in the same building, has been the steady and uniform result. Few have been necessarily sent away from college; decided and marked cases of reformation have not been unfrequent; and while delaying and laboring with the vicious, the general approbation of the college discipline has very much taken away their power to do harm to others. This happy result has tested the excellency of the system, and fixed the settled purpose and plan permanently to pursue it. It is believed to be eminently applicable to all colleges amid a heterogeneous population, and that such as shall most completely make their president the patriarch of their literary community and family, and model their entire arrangement and disciplinary action on that principle, will find themselves the best pleased with its operation and results.

The direct action of neither civil nor military authority can be applied to college government here as in Europe; and the necessary issue in the influence of our free institutions is to make the strong application of college authority unwelcome, irksome, and thus mostly unwholesome.

The stimulus to diligent study, and thus the securing of good scholarship in college, admits of a wide variety; and among the varieties of adventitious motives employed, some must doubtless prove themselves better adapted to their end than others. College distinctions, in various ways of designation according to merit, prizes, commencement honors and literary titles, all have been applied, and exert their influence with perhaps more or less connected evils. The pure love of virtue, or the love of philosophy, and the intellectual gratification in attaining scientific truth, have not been found sufficient to call out the energies of all minds while passing their academical curriculum. The perpetual inclination to ease and indolence, or to enervating gratification which fallen humanity exhibits, will probably ever prevent these pure motives alone from being found adequate to the end designed. Something adventitious will in all colleges be employed, and in some way the spirit of competition will be excited, and the principle of emulation employed as the stimulus to hard study.

Nor is this in itself, perhaps, an evil. The susceptibility to emulation is in human nature as a constitutional element, and may be so excited as to bless and not to injure any community. It is abused and thus perverted when it mingles envy and jealousy in the rivalry. Such objects as are in themselves valuable and worthy to be sought with earnestness and diligence, and for which the person may strive and, when within his reach, take with full self-respect, may always be proposed as the reward of fair and successful competition. The more valuable the prize, so much the more energetic will be the competition; and if all the trial has been kept perfectly fair, so much the more successful will the expedient of proposing valuable prizes to industry become.

Where the institutions are the creatures of the State or the church, there is the opportunity for presenting civil and ecclesiastical offices, and holding out facilities for preferment and promotion; but in our country, happily, the colleges have no State nor ecclesiastical patronage to offer. Colleges which can command ample funds, can propose in various ways high rewards; and in such colleges there will probably be secured the most generous and spirited competition; but in

proportion to their means, all colleges may propose prizes as excitements to industry and good order, and a reward for superior excellence.

Ample funds will be necessary to it, but where such are possessed, the endowment of fellowships and scholarships will be found very efficient and salutary. The avails of these should not be applied as a support for coming years, but only during the prosecution of the regular studies; but if a college can secure a number of such endowments and hold them in its gift as an assistance not to indigence only, but also so to award them as to encourage talent, diligence and virtue, the ends of good scholarship and good conduct may thereby be greatly promoted. A worthy beneficiary in this way fills the endowment, and the benefit received is in such a manner as to compromise no virtuous principle, nor detract from that self-respect which every man, and especially every scholar, should preserve.

UNION COLLEGE, Schenectady, N. Y., has about $150,000 of productive capital, besides its present buildings, books, apparatus, etc., from which there is no income. About 800 acres of land besides, lie contiguous to the college, a portion of which is under cultivation as a farm for experiments and improvements in agricultural chemistry, application of manures, etc. Several thousands of trees, and ornamental shrubbery in large abundance have been planted, and are now of many years growth. An ornamental garden of several acres is attached, and the whole grounds are in process of being very extensively laid out in walks and drives through lawns and groves. A college cemetery is also projected in a retired and shady portion of the plot, to be suitably embellished with walks and alcoves.

In addition to this, there has been conveyed to the college, by a Deed of Trust, property, real and personal, from which there can hardly fail to be realized $500,000, and from which there will probably be realized a much larger amount, for educational purposes on specified conditions. A most skilful management has accumulated, and a princely generosity has applied this sum with very liberal and judicious arrangements for the benefit of coming generations. The income of the above Trust is to be used, and the original amount preserved entire in perpetuity. A portion of it is to be devoted to professorships of $25,000 each, and scholarships of $1,000 each, until a sufficient number of each for the prosperity of the college shall have accrued. Another portion is to be devoted to building and completely furnishing an astronomical observatory, with provision for other apparatus, cabinet, library, gardens, cemetery, pleasure-grounds,

etc.; and in coming time, should a surplus be found, additional provision is made that it be applied to academical education.

The scholarships are appropriated in such a manner as may assist indigence, virtue and piety, and also promote talent and good scholarship. An income of $70 per annum is not an adequate support for a young man in college, but it is deemed a sufficient encouragement to industry, and calculated to induce personal enterprise and economy better than a sum which should make the student independent in his college course. For the present, a sum of $90 per annum to such as enter the Freshman year, and can sustain the requisite examination, is provided; and this is to be continued in the following college course on the same condition of annual satisfactory examination. It is designed that this examination shall be so close as to exclude all except distinguished talent and scholarship. It should also be added, that it is a peremptory condition in both professorships and scholarships, that no incumbent shall use either tobacco or intoxicating drinks.

But that which is the most interesting to the cause of education, and perhaps the most important part of this endowment, contemplates a large advance in the order, extent and comprehensiveness of American scholarship. There is contemplated a three years' course of scientific and literary instruction for a select number of college graduates. The trustees of the college are authorized to add the provision made for two professorships into one, if necessary, to attain the most distinguished and able men as professors in this Higher Department; and also to put two scholarships into one for such graduates as may be found disposed and competent to enter it. The number of the professorships now proposed to be established, and an outline of the field of study in this Graduates' Department will be hereinafter given.

The following considerations control in the establishment of this Higher Department of scientific and literary education:

1. The amount of funds provided is felt to be too large to find their end in any practicable enlargement of the undergraduate course. The term of college life in this country is universally arranged for four years, when it is expected that all who have creditably passed the prescribed course of studies will receive their first, or Bachelor's degree. It would not be practicable, if it were desirable, to make any changes here, that would meet the ends contemplated, in either time or amount and order of study. The college course is too well established and too generally approved to admit of any great enlargement, and this, only as the preparatory academical course shall be

proportionably extended. To devote such an amount of funds in any way to an inducement to students to resort to Union College for their undergraduate course, would probably only multiply the number, to the greater disadvantage in general discipline and individual training and culture, and gain little or nothing to the great ends of literature and science. There are many colleges in operation of good standing and thorough instruction, and no probability now appears of any failure in the number and character of such, to meet the full demands of the country. So great a sum is not needed to build up any one great college.

2. There are good reasons against expending it in the establishment of a university proper. Such an establishment would include philosophy, jurisprudence, medicine and theology. The three latter have their schools and seminaries already extensively and pretty numerously instituted. Much money has been expended in their endowment, and deep local interests and attachments have been formed, especially in reference to such as are theological, and it is every way undesirable to divert or to disturb these interests. The order of things in our country seems pretty fully settled in the direction of separate establishments for professional studies. We have no national church establishment, and thus no theological institution can become a common resort for the education of the clergy, but each denomination must have its own theological seminaries.

Even in those college institutions where the charter contemplates full university privileges, but a small number include all the professional departments; and so far as they are introduced they are still in practice very much distinct from the college proper and from each other. The theological department is mainly in the interest of one denomination, and the studies of law and medicine have each their own students with very little reciprocal sympathy or intercourse. They are merely brought upon the same ground while they are still separate schools, and the lectures of either are seldom attended by any in common.

The general discipline and good order of the whole would not thus be promoted. A large number of all these different classes of students congregated in any one place, of different studies, plans and sympathies, would hardly be brought under the administration of any one form of authority so completely as not to leave the university discipline very lax, and the habits and conduct of the young men very little restrained. It is thus deemed wise to leave out of this higher department all that is properly professional study, and retain

only the distinctive department of philosophy, which properly includes literature and science.

3. There are several distinct facts which indicate a demand for just such a Graduates' Department. Our nation has already become populous and wealthy. Capital has largely accumulated in many families, and an increasing number of young men are coming up every year, who, though they graduate at college, do not design to give their lives to either of the learned professions. The purpose of many of them is to pursue a literary course or prosecute scientific researches in their own way and at their own leisure. Such may not need the avails of the scholarships, but they will choose to avail themselves of such an extended course of instruction. In any great and prosperous country, there should be expected to arise a learned class of men who are not professional, and provision should be made to encourage and secure their increase and their higher attainments, and afford a common centre of convention and coöperation.

Many of those who enter upon the learned professions will find their advantage in going to their professional studies from this higher platform of preparatory training. Such mature preparation will secure that they shall become more conspicuous, influential and effective in their respective fields of action. There are many positions already, and such are constantly increasing, where a lawyer will find patronage, encouragement and success, in proportion to his elevated scholarship, and will be fully appreciated in all the learning and science which he has acquired. And there are also many elevated congregations and parishes in the land to which a pastor, with the same piety and simplicity of purpose to save souls, may go with a greatly augmented interest, influence and usefulness, from his having attained such higher preparation to instruct, edify and interest his intelligent audience. The whole field of political life, also, greatly needs a large recruit of more learned, enlightened and liberal statesmen. Some of the European professional men and politicians have also been eminent for their attainments in literature and science. Wise statesmen have been learned philosophers; and jurists and clergy have been distinguished in the walks of literature, taste and criticism; and the need is becoming more and more pressing for such examples in our own professional and political circles.

We have, moreover, many very important posts in our colleges and theological seminaries, and it is only after long and painful search that the man can be found competent and ready to fill any of the numerous vacancies in such important stations as are perpetually

occurring. When a man of eminence in his particular sphere of action is transferred to some professorship in college, or to the presidency or chair of professional instruction, it is not an uncommon thing that he finds himself less adapted to the new field, less comfortable and less useful than he was before the transfer. A higher order of education and riper scholarship is demanded for many more men, in the supply of these increasing wants, and the demand for such is sure to become annually more extensive and urgent.

Another fact is also peculiarly significant. Young men are yearly going abroad, not merely for foreign travel, but to seek in European universities that perfection in classical scholarship and scientific learning, which no undergraduate course in our country proposes to give. It cannot be doubted that the number of such must rapidly increase in coming years, if an adequate source of instruction be not opened for them in their native land. There should be in the United States, immediately, at least one institution where literature and philosophical science, natural, mental and moral, may be pursued as thoroughly and as comprehensively as in any other portion of the world. Not only the want of our scholars, but our national reputation demands from this generation a higher order of education than anything which the country has as yet proposed to furnish.

All these facts it is believed point directly to the end which is herein proposed.

4. An important benefit which must accrue from such higher department of instruction is the elevation of general education. It is impossible successfully to commence the work of elevating the standard of general education with the primary schools, and from thence carrying the work upward to the high schools and colleges. The higher education must always take hold upon the lower, and lift this upward to its own standing. The place to work is from above, not from beneath. If a higher platform than college graduation can be firmly laid, it will be quite competent from thence to elevate the colleges and all the schools below them. The colleges themselves will be furnished with officers and instructors from these more advanced scholars, and they in turn thus elevated will give their higher taught instructors to academies, and thus on to the common school system. The natural and even necessary result of such elevation in one point is in the end to raise all.

High scholarship and finished education cannot exist in a community without diffusing abroad its influence. Every exigency will

make its demand for the highest talent and attainment, and wherever it is, it will be sought and employed; and thus every age will use its own learning and call out its great men. Yea, left to its own action, educated talent will like the light diffuse itself, and reveal its worth in its own brightness. It cannot be, but it will enlighten. It is a power in the community, and when its exists it will work changes after its own likeness.

Moreover, these able professors in this Graduates' Department must themselves be adding to the stock of general science, and presenting to the world new attainments and discoveries in the line of their respective researches. They will be furnished with every facility for pursuing their studies in their own provinces of investigation, and making new experiments and observations, and their attainments will become the common property of the learned world. There is the same opportunity for perpetual advancements in the future as there has been in the past, and by no means can we more successfully secure such advancement and quicken the progress of attainment, than by putting men eminent for their study and observation in the most favored positions for their action. Surrounded here by choice young men whose minds are daily stimulated by fresh advances and who are themselves perpetually making new inquiries, the most cultivated savans cannot hope for a fairer position to catch new enthusiasm in study themselves, or to inspire others with fresh zeal to make further advances.

The unfortunate habit in this country of rushing early into business, and hurrying from the college into professional life, may doubtless operate to keep some young men from availing themselves of such advantages, who might have greatly profited by them; but such a door once fairly open, some will be ready to avail themselves of its benefits and enter at once, and their success will doubtless influence a perpetually growing number of followers. The above habit needs a strong check in such as design to be professional men, and perhaps no better influence can be brought to bear against it, than opportunity and the example of others, for a more thorough preparation and thus a more certain ultimate possession.

The students of the Graduates' Department will be selected from the current graduating class, only such being received as by natural talent, industry, good habits and good judgment, give the pledge that a worthy improvement will be made of its advantages. The most thorough scholarship will in all cases be demanded; and this is one of the methods in which the higher department will react favor-

ably upon the lower. The student in the college course will know that he can have no chance for the higher advantages except by good scholarship and good conduct. The department itself is to be no place for learned ease or literary lounging, but each student will be subjected to severe study, and patient, persevering discipline.

The department will be open to graduates from any college who sustain the requisite characteristics, and who pass the preliminary examination. The scholarships, also, will be available for graduates of the proper qualifications from other colleges, so far as any vacancies remain unfilled by graduates from Union College.

Five professors will be needed for supplying the intended instruction of the department; these are to be attained at the earliest opportunity; and if in process of time others shall be found necessary, they will be supplied as occasion shall offer. The following may be given as an outline of the whole course under the above five several professorships:

I. PROFESSORSHIP OF NATURAL SCIENCE.

1. GEOLOGY. — with a. Mineralogy.
   b. Botany.
2. BIOLOGY. — a. Physiology.
   b. Zoölogy, the *Mammalia*, *Ornithology*, *Ichthyology*, *Entomology*, etc.
3. CHEMISTRY. — a. General study *in extenso*.
   b. Applied to Agriculture and the Arts.

II. PROFESSORSHIP OF MATHEMATICS AND ASTRONOMY.

A. MATHEMATICS.

1. PHILOSOPHY OF MATHEMATICS. — a. In its *à priori* grounds.
   b. In its specific parts.
2. PHILOSOPHY OF FORCES. — a. *à priori* Laws of Force.
   b. Laws of Motion.
3. PROBLEMS. — a. Differential and Integral Calculus.
   b. The higher Calculus of Engineering.

B. ASTRONOMY.

1. PHILOSOPHY OF PLANETARY MOTION. — a. Formal Astronomy.
   b. Dynamic Laws of Universal Systems.
2. PRACTICAL ASTRONOMY. — a. Observation.
   b. Calculation.

III. PROFESSORSHIP OF ANCIENT PHILOLOGY AND LITERATURE.

1. Philosophy of Language. — a. Universal Logic.
   b. Universal Grammar.
   c. Universal Rhetoric.
2. Principles of Interpretation. — a. Translation.
   b. Exposition.
   c. Criticism.
3. Critical and Philosophical Examination of Ancient Authors; more completely than the college course permits.

IV. PROFESSORSHIP OF HISTORY.

1. Anthropology. — Science of Temperament and Races.
2. Ethnology. — a. Blending of Races.
   b. Physical Influence upon Nations.
   c. Development of the National Spirit.
3. Study of History. — Specially Anglo-Saxon stock and American modifications.

V. PROFESSORSHIP OF METAPHYSICS.

1. Rational Psychology. — a. Law of Perception.
   b. Law of Thinking in Judgments.
   c. Law of Comprehending in the Absolute.
2. Philosophy of Æsthetics. — a. Source of the Beautiful.
   b. Source of the Sublime.
3. Philosophy of Science. — a. Inductive.
   b. Transcendental.
   c. Universal.
4. Absolute Classification of all Science.