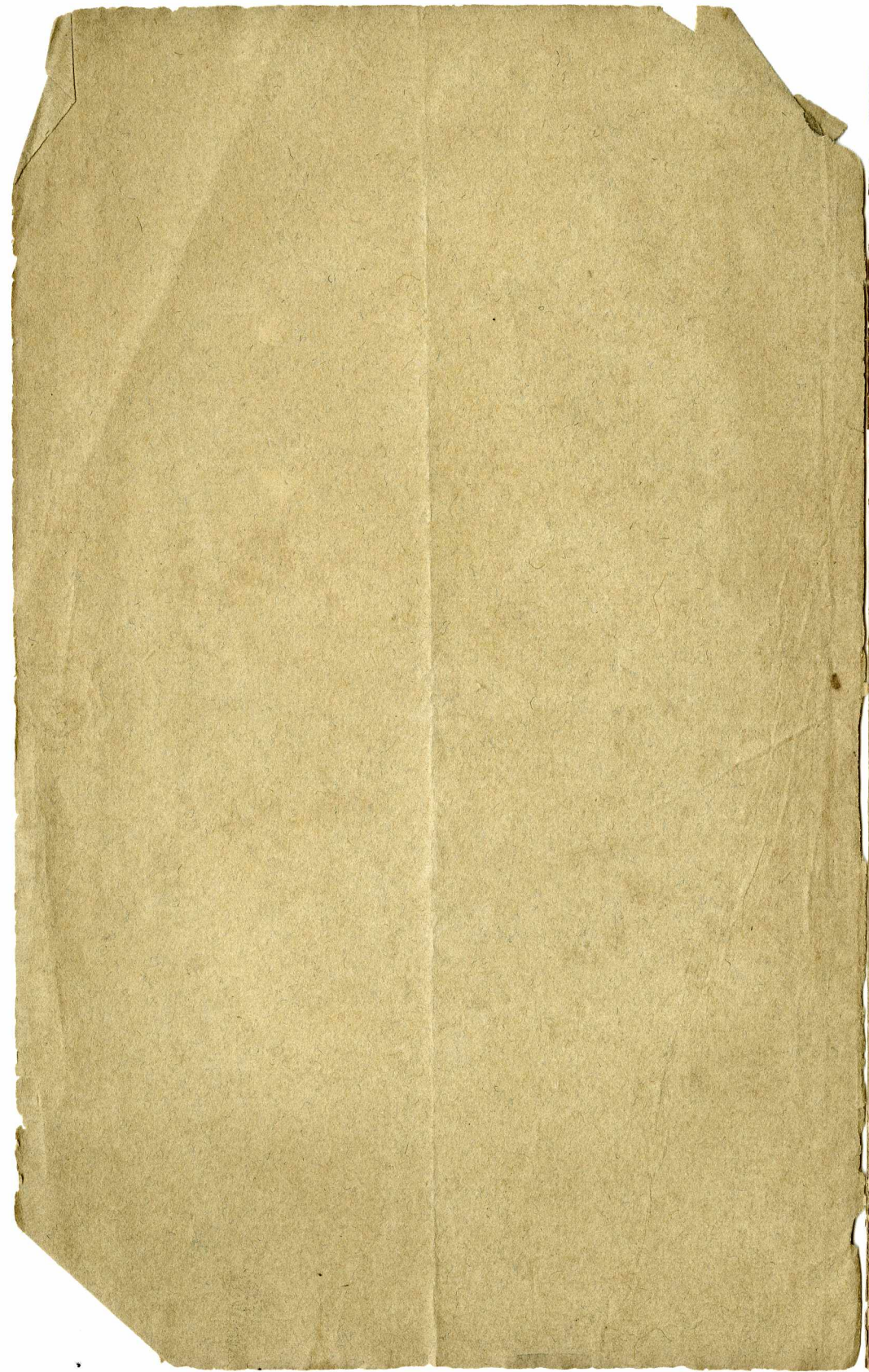


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CATALOGUE
OF THE
OFFICERS AND STUDENTS
OF
SOUTH HANOVER COLLEGE,
AND
INDIANA THEOLOGICAL SEMINARY.

FEBRUARY, 1834.



SOUTH HANOVER, IA.
MORROW AND BAYLESS, PRINTERS.

1834.

CATALOGUE

OF THE

OFFICERS AND STUDENTS

OF

SOUTH MANLY COLLEGE

AND

THEOLOGICAL SEMINARY

1884

FOURTH EDITION

MORROW AND BATES, NEW YORK

1884

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REV. JOHN MATTHEWS, D. D. *Professor of Didactic and Polemic Theology.*

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W. M'KEE DUNN, A. B. *Tutor, and Principal of the Preparatory Department.*

Assistant Teachers---CHARLES K. THOMPSON.

JOHN L. MARTIN.

I. NEWTON SHEPHERD.

Teacher of Penmanship---WM. J. PATTERSON.

Theological Students.

Joseph J. Gray,	Halifax County, N. C.
M. A. H. Niles,	South Hanover, Ia.
John H. Harney,	Do.
James Hummer,	Knox County, Ia.
David V. Smock,	Jefferson County, Ia.
Daniel Lattimore,	Jennings County, Ia.
William M'Cauley,	Ia.
	<i>Theological Students, 7.</i>

UNDER-GRADUATES.

Senior Class.

W. Hamilton Bruner,	Vincennes, Ia.
Selby Harney,	Logansport, Ia.
Isaac McCoy,	Clarke Co., Ia.
J. Mason McChord,	Paris, Ky.
John L. Martin,	Salem, Ia.
I. Newton Shepherd,	Ripley, O.
Charles K. Thompson,	Vincennes, Ia.
	<i>Seniors 7.</i>

Junior Class.

Robert S. Bell,	Winchester, Va.
James Brown,	Xenia, O.
William P. Buell,	Marietta, O.
Jonathan Edwards,	Cincinnati, O.
Moses H. Hunter,	Berkeley Co., Va.
David B. Reed,	Jefferson Co., Ia.
Samuel Smith,	Louisville, Ky.
Robert Simpson,	Vincennes, Ia.
James A. Watson,	Jefferson Co., Ia.
	<i>Juniors. 9.</i>

Sophomore Class.

Franklin Berryhill,	Greene Co., O.
Jesse D. Brown,	Frankfort, Ky.
Abner D. Chapman,	Union Co., O.
J. Berlew Conover,	Dayton, O.
Josiah Crawford,	Clark Co., Ia.
Joseph Crooks,	Mercersburg, Pa.
David H. Cummins,	Greene Co., O.
Samuel N. Evans,	Owen Co., Ia.
Andrew Fulton,	Greene Co., O.
Allen T. Graves,	New Albany, Ia.
Thomas W. Hynes,	Bardstown, Ky.
Harvey Maxwell,	Jefferson Co, Ia.
William W. McLain,	Ripley, O.
Samuel F. Morrow,	Green Co., O.
Samuel Newell,	Cincinnati, O.
Amos Rogers,	Cincinnati, O.
David E. Y. Rice,	Carmi, Ill.
John J. Speed,	Bardstown, Ky.
Nathaniel A. Schillinger,	Cincinnati, O.
John H. Skinker,	Fredericksburg, Va.
Horatio Simrall,	Shelbyville, Ky.
Samuel R. Wilson,	Cincinnati, O.
	<i>Sophomores. 22.</i>

Freshman Class.

Thomas Alderdice,	Cincinnati, O.
Ebenezer C. Birge,	Underhill, Vermont.
James Black,	Hamilton, Co., O.
James Blythe,	South Hanover, Ia.
Horace Brown,	Green Co., N. Y.
David Crooks,	Mercersburg, Pa.
James B. Crowe,	South Hanover, Ia.
Williamson P. Dunn,	Do.

George H. Grundy,
 Andrew Harper,
 William C. Harper,
 Moses A. Hoge,
 Sylvanus Jewett,
 John Jones,
 Ephraim Lynn,
 James W. Matthews,
 James A. McKee,
 Robert C. McComb,
 John D. Paris,
 William J. Patterson,
 William C. Scott,
 Lewis Thompson,
 S. Harrison Thomson,
 John C. Williamson,
 William Wallace,

Lebanon, Ky.
 Montgomery Co., O.
 Do.
 Columbus, O.
 Do.
 Warren Co., O.
 Salem, Ia.
 South Hanover, Ia.
 Adams Co., Pa.
 Columbus, O.
 Augusta Co., Va.
 Franklin Co., O.
 Hardy Co., Va.
 Anderson Co., Ky.
 Decatur Co., Ia.
 Fauquier Co., Va.
 Paris, Ky.
Freshmen, 25

Preparatory Department.

Lewis J. Adams,
 Milo Adams,
 George Armstrong,
 J. M. Austin,
 Henry P. Ayres,
 Peter H. Banta,
 Philip D. Barbour,
 Philip Bashaw,
 James Baxter,
 John S. Bayless,
 William K. Brice,
 Amos A. Brice,
 Ransom Briggs,
 Robert W. Brown,

Miami Co., O.
 Oldham Co., Ky.
 Dubois Co., Ia.
 Harmony Mission, Mo.
 Troy, O.
 Switzerland Co., Ia.
 Oldham Co., Ky.
 Henry Co., Ky.
 Hamilton Co., O.
 New York City.
 Montgomery Co. O.
 Do.
 South Hanover, Ia.
 Newcastle, Ky.

Alexander M. Brown,
 Alpheus W. Blinn,
 Ethel B. Bright,
 James Bruner,
 Percival E. Butler,
 Kershner Baum,
 William Blair,
 James N. Caldwell,
 William M. Chever,
 James Chamberlain,
 Samuel Crowe,
 Thomas Crowe,
 Robert Deen,
 Jonathan E. Dodge,
 Ebenezer Dumont,
 Henry G. Duerson,
 William Dunham,*
 Henry Evertson,
 John N. Fenley,
 Joseph F. Fenton,
 John Fishback,
 Erasmus D. Fore,
 James B. Ferguson,*
 Walker Findley,
 Andrew J. Galloway,
 Fielding W. Gibson,*
 William Graham,
 William P. Gardner,
 Sylvester Gardner,
 Prior S. Gardner,
 William S. Harper,
 Bradley Hawley,
 John T. B. Hayden,
 John B. Henderson,
 William Henderson,
 Robert O. Hite,

Indianapolis, Ia.
 Montgomery Co., O.
 Harmony Mission, Mo.
 South Hanover, Ia.
 Gallatin Co., Ky.
 Cincinnati, O.
 Brown Co., O.
 Warren Co., O.
 South Hanover, Ia.
 Switzerland Co., Ia.
 South Hanover, Ia.
 Do.
 Montgomery Co., O.
 Boudinot, Mo.
 Vevay, Ia.
 Oldham Co., Ky.
 Rising Sun, Ia.
 Ghent, Ky.
 Jefferson Co., Ky.
 Winchester, Va.
 Jefferson Co., Ky.
 Jefferson Co., Ky.
 Louisville, Ky.
 Morgan Co., Ill.
 South Hanover, Ia.
 Vicksburg, Miss.
 New Albany, Ia.
 Amite Co., Miss.
 Do.
 Do.
 Lexington, Ky.
 Louisville, Ky.
 Reading, O.
 Manchester, Miss.
 Boone Co., Ky.
 Jefferson Co., Ky.

Michael D. Faylor,
 Joseph L. Hynes,
 Paul Huston,
 George W. Humphreys,
 David A. Jennings,
 John Jenkins,
 James Johnson*,
 James S. Kemper,
 John Kearsley,
 Thornton Kendall,
 William A. King*,
 Alexander Lanier,
 Minor C. Lefaver,
 John Leach,
 William Lowndes,
 John Lowry,
 William M. Lowry,
 Joseph Malin,
 Ray C. Mayhall,
 James C. Martin,
 Robert Matthews,
 Marshall McClure,
 D. Logan McChord,
 Charles S. Miller,
 Slias F. Miller,
 La Grande Montague,
 Thomas Owings,
 Thomas Palmer,
 Matthew Pritchett,
 Richard H. Pritchett,
 Henry C. Remann,
 George A. Roberts,
 Elijah P. Russel,
 Samuel S. Sanders,
 Pitman Sanders,
 Obadiah H. Scheuck,
 David Severe,

Indianapolis Ia.
 Bardstown, Ky.
 Green Co., O.
 Shepherdstown, Va.
 Worthington, O.
 Warren Co. Miss.
 Natchez.
 Walnut Hills, O.
 Jefferson Co., Va.
 Vincennes, Ia.
 Hendricks Co., Ia.
 Madison, Ia.
 Troy, O.
 Union Co., Ia.
 Vincennes, Ia.
 Lebanon, O.
 Do.
 Vevay, Ia.
 Franklin Co., Ky.
 Jefferson, Ill.
 South Hanover, Ia.
 Jefferson, Co., Ia.
 Paris, Ky.
 Louisville, Ky.
 Do.
 Boone Co., Ky.
 Jefferson Co., Ky.
 Newcastle, Ky.
 Jonesborough, Va.
 Do.
 Vandalia, Ill.
 Warsaw, Ky.
 Madison, Ia.
 Gallatin Co., Ky.
 Franklin Co., Ky.
 Montgomery Co., O.
 Greenville Co., Tenn.

Josiah D. Smith,	Columbus, O.
Robert B. Sherrard,	Bloomery Mills, Va.
Samuel Steward,	Summersett, O.
William Simonson,	Charlestown, Ia.
John B. Stitt,	Warren Co., O.
Richard Sweezey,*	Madison, Ia.
Thomas L. Sullivan,	Do.
James S. Sullivan,	Richmond, Ia.
William Sullivan,	Philadelphia, Pa.
Elisha L. Tarver,	Amite Co., Miss.
Reuben O. Taylor,	Jefferson Co., Ky.
Nicholas Taylor,*	Do.
J. Humphreys Tate,	Jefferson Co., Va.
Benjamin Templeton,	Ripley, O.
John Tothill,	Newport, Ky.
Henry J. Turney,	Columbus, O.
Horatio H. Turpin,	Gallatin Co., Ky.
Virginus A. Turpin,	Do.
John P. Walker,	South Hanover, Ia.
Charles E. Walker,	Do.
Harvey C. Wallace,	Cape Girardeau Co., Mo.
James S. Wallace,	Do.
John N. Whips,	Jefferson Co., Ky.
George F. Whitworth,	Boston, Great Britain.
Samuel C. Wilson,	Butler Co., Ky.
John S. H. Wilson,	Do.
James F. Wood,	Union Co., O

The preceding Catalogue includes only the Students of the present session, and those marked thus * are now absent.

Summary.

Theological Students,	- - - - -	17.
Senior Class,	- - - - -	7.
Junior Class,	- - - - -	9.
Sophomore Class,	- - - - -	22.
Freshmen Class,	- - - - -	25.
Students in Preparatory Department,	- - - - -	113.
Total		183

STATEMENT.

OF THE
COURSE OF INSTRUCTION.

PREPARATORY STUDIES.

Aeneid and *Bucolics* of Virgil, Cicero's Select Orations, Caesar's Commentaries 4 books, Jacobs Greek Reader, Colburn's Arithmetic and Algebra, Gould's Adams' Latin and Buttman's Greek Grammar English Grammar, and Geography.

FRESHMAN STUDIES.

FIRST SESSION.

Geometry, and the Application of Algebra to Geometry, Roman Antiquities, Sallust, and *Græca Majora*, (Historians.)

SECOND SESSION.

Application of Algebra to Geometry, continued, Roman Antiquities continued, Horace, (Odes and Satires,) *Græca Majora*, (Heroic Poets,) or Homer's *Iliad*, Plane Trigonometry, Mensuration, Surveying and Navigation.

SOPHOMORE STUDIES.

FIRST SESSION.

Geometry of Planes and Solids, and Spherical Trigonometry, Grecian Antiquities, Cicero de *Officiis*, and Livy, *Græca Majora* (Orators.)

SECOND SESSION.

Topography, Trigonometrical Surveying and Levelling, Grecian Antiquities continued, Horace, (Epistles and art of Poetry,) Geographies of Virgil, *Græca Majora*, (Bucolic Poetry.)

JUNIOR STUDIES.

FIRST SESSION.

Conic Sections and Fluxions, (on the principles of La Grange,) History, Rhetoric, (by Blair,) Cicero de Oratore, Græca Majora, (Philosophers and Critics.)

SECOND SESSION.

Astronomy, Chemistry, (by Mitchell,) History, Tacitus, Græca Majora, (Tragic Poetry.)

SENIOR STUDIES.

FIRST SESSION.

Natural Philosophy, Review of Mathematics, Belles Lettres, Political Economy, Græca Majora, (Lyric Poetry.)

SECOND SESSION.

Moral Philosophy, (by Beattie,) Mental Philosophy, (Hedge's edition of Brown,) Review of Astronomy, Logic, Hebrew or French, at the option of the student.

During the whole course there are weekly exercises in reading, speaking, and composition.

Admission.

Testimonial.—The candidate for admission to college, previous to his examination, must produce satisfactory evidence that he sustains a fair moral character, and that he has completed the part of the course preparatory to the standing for which he is offered. If he has been a member of another college, a certificate of regular dismission will also be required.

Payments.—The tuition fee for the session, (\$10 00,) together with \$5 for board, will be required in advance.

Examination.

1. Of all the classes at the close of the session.
2. Of candidates for degrees six weeks before commencement.

Vacations.

1. Spring vacation, from the last Wednesday in March to the first Monday in May.

2. Autumn, from the last Wednesday in September to the first Monday in November; and it is very desirable that *all* the students should be present at the commencement of the session.

Expenses.

College Bills, \$10 00 per session,	20 00
Board, at \$1 per week,	42 00
Room Rent, \$1 per year,	1 00
Fuel and Lights, \$5 per year,	5 00
Washing, \$4 per year,	4 00
	<hr/>
	\$72 00
Deduct products of manual labor,	25 00
	<hr/>
	\$47 00

This calculation has reference only to those students who work on the farm, and who are upwards of 15 years of age. Mechanics will have the privilege of making their own engagements for work, and enjoying the entire profits. Boys under 15 years of age will receive wages according to the value of their labor.

REPORT**OF THE CONDITION AND PROSPECTS OF SOUTH HANOVER COLLEGE.**

When this Institution was first chartered, it was made the duty of the Trustees to make an annual report to the Legislature of its condition and prospects. Their first report has been laid before the public. Some parts of it, however, we deem important to republish. This Institution commenced the first of January 1827 without funds, and with only six students. It now possesses,

1. A college campus of three acres on which is erected a brick edifice, 40 by 100 feet, three stories high; with a wing 25 by 40 feet, two stories high, furnishing a chapel, five recitation rooms, two library rooms, a hall for one of the literary societies, and thirty-three

dormitories, suited to the accommodation of two students each.

2. A brick boarding house, 40 by 46 feet, furnishing a large dining hall, accommodations for the steward, and twelve dormitories. Connected with this building is a frame stable, smoke-house, &c.

3. Ten separate frame dormitories, accommodating two students each.

4. A carpenter's shop, 20 by 40 feet, two stories high, a cooper shop, 25 by 48 feet, one story high; and a wagon-maker's shop, 20 feet square. The two first buildings are framed, the other of logs.

5. A professor's house, 28 by 46 feet, two stories high. This building is brick.

6. Farming utensils, and a farm of 150 acres: about 20 of which are in cultivation. The land is estimated at \$20 per acre.

7. In the lower story of the carpenter's shop is established a chair factory. The shops are all furnished with tools. The whole is estimated at \$15,000, 00.

In addition to this, they have a library containing about 2,000 volumes, and a chemical and philosophical apparatus.

NUMBER OF STUDENTS.

The number of students that entered the first session of the last college year was ninety-five, and one hundred and seventy-three entered the last summer session. The present number is one hundred and seventy-six, exclusive of theological students.

MANUAL LABOR.

In order to obviate misapprehension on this subject, the Board here beg leave to make a few remarks. They have reason to believe that many regard the manual labor system as a very lucrative concern; furnishing, at least, the means of defraying the whole expense of an education.

All such expectations must end in disappointment. The system has been introduced, principally, for the following reasons:—

1st. As a preservation of health—as the means of giving that firmness of muscle and that elasticity of nerve which shall be sufficient to sustain the operations of the most powerful intellect.—What prudent engineer would think of placing a steam engine of forty horse power in a light and crazy boat? The body is merely the organ of the mind's operations and unless the organ be of substantial materials and in a sound condition there must be not only a crippling of the operations of the mind, but an excitement so disproportionate to the energies of a feeble system as to ensure its speedy dissolution. Hence the necessity of educating both body and mind, viz: of providing for the growth and healthful condition of all the members and

organs of the body as well as the powers of the mind. And hence we see the correctness of that definition of *education* which represents it as "the *proper developement of the powers of both body and mind*; and not as it is now practically defined, the culture of the mind to the neglect and permanent injury of the body." The fearful ravages of sedentary habits on the health and lives of students have long been seen and deplored. The exhortations of parents and instructors have all proved unavailing; as have also the irregular and capricious exercises of the gymnasium. And experience has now fully established the fact, that there can be no security but in college regulations, that our most promising young men will not fall victims to their indiscreet zeal in pursuit of knowledge.

2nd. As the means of invigorating the mind. A judicious system of *manual labor* in connection with study *expands intellect, and gives energy and decision of character.*

3d. But what is perhaps still more important, manual labor is found to be a most effectual safeguard to morals. The opinion of *Dr. Rush*, that "idleness is the parent of every vice," is corroborated by every day's experience, and every day's observation. Moreover, vice is infectious; especially to the ardent and unsuspecting character of youth. A multitude of boys suddenly released from the restraints of parental authority and thrown together, not only tempt each other to wickedness, but encourage each other to deeds of daring which would otherwise never have been thought of. In support of this position, we beg leave to present the following testimony: "Youth must and will have employment of some kind. They cannot study always. In our colleges they are suffered usually to devise their own ways and means of amusement. They are expected, indeed exhorted to take exercise, and they are allowed abundance of time for the purpose. Still the whole concern is left to their own discretion. The time they have, and the question is, how do they spend it? Often in mere idle lounging, talking, smoking, and sleeping; often in sedentary games, which, whether in themselves lawful or unlawful, are always injurious to the student, because he requires recreation of a different kind, but seeking it, too frequently in low degrading dissipation, in drinking and gaming to the utter neglect of every duty, and to the utter abandonment, and sacrifice of every principle of honor and virtue.

And it is also very important in a pecuniary and political point of view, inasmuch as it lessens the expense of education so far as to throw open the door of science to all talented and enterprising young men whatever may be their circumstances.

On this point we cannot refrain presenting the following extract from the pen of one of the most eloquent and indefatigable friends of education of the present day. The point which he is attempting

to establish is the following, viz: "*The present system of education is so expensive that its practical effects are anti-republican.*"

"At many of our colleges the annual expense, exclusive of books and clothing, is not far from \$200; at others \$150, and at the cheapest \$100. Who then can educate their sons at college? Not more than one family in twenty. Thus nineteen twentieths of our population are shut out from the advantages of education in the higher branches. And as knowledge is power, the sons of the rich by enjoying advantages for the acquisition of the power vastly superior to others, may secure to themselves a monopoly of those honors and emoluments which are conferred upon the well educated. In this way society is divided into *castes*.—The laboring classes become "hewers of wood and drawers of water" for the educated. The two parties stand wide asunder, no bond of companionship uniting them, no mutual sympathies incorporating them in one mass, to a common level for both. The chasm between them, even in this republican government, already yawns deep and broad; and if it be not speedily bridged, by bringing education within the reach of the poor, it will widen into an *impassable gulf*, and our free institutions, our national character, our bright visions of future glory will go down into it.

The general and state governments have done much in order to bring education within the reach of the great mass of the people. Millions have been expended in the erection of buildings, the establishment of *Professorships*, and in the purchase of *libraries* and apparatus. And what is the result? Why, the wealthy can educate their sons a little cheaper than before. But education is *still* so expensive that the community generally receive *no benefit from such appropriations*. Thus our legislatures have in effect aided those who needed no assistance, and *tantalized the needy with a show of aid* so far removed, that it can never avail them.

"If a portion of the funds thus appropriated had been expended in furnishing the students of our institutions with the means of *profitable employment* during those hours each day which are not devoted to study, such appropriations would have befitted the character of a republican people; and our higher institutions instead of meting out their blessings as they now do, only to a favored few, would pour them equally upon all. The sun of science would not rise merely to illuminate the palace but to gladden the hovel."—*Weld*.

Influenced by such views of the subject, the board of Trustees introduced manual labor with the commencement of their Institution, and, although the experiment has been made under many embarrassing circumstances, its success leaves little doubt that the plan of connecting manual labor with study is practicable.

