

S. W. UNIVERSITY.

STANDING SECOND TO NO INSTITUTION OF LEARNING IN THE SOUTH OR WEST.

Beautifully and Healthfully Located and Splendidly Equipped with Every Modern Educational Aid.

The Southwestern University and Ladies Annex are located at Georgetown, Williamson county, Texas, on the high plateau of the Colorado mountains, overlooking most beautiful rolling prairie on the east and south, and fringed on the north and west by growth of ash, cedar and pecan, bordering the banks of San Gabriel river. The place was chosen over nine others in different parts of state, because of its natural exemption from malarial and epidemic diseases, the salubrity of its climate, and the abundance and purity of its water supply. The citizens of Georgetown, appreciating the advantages of such an institution in their midst, donated to the trustees as a bonus a large stone building and campus and other property, representing in the aggregate \$50,000. The decision of the commissioners to locate the school at Georgetown was made on the 24th of August, 1873, and was greeted by the people with great rejoicing, the firing of a hundred anvil expressing their great satisfaction at the result. Perhaps in all the state no more suitable place for the purposes of a great, growing school could have been selected.

ITS HISTORY.

The Southwestern University is the central institution of the five annual conferences of the Methodist Episcopal church, south, in Texas, and of the Mexican border, and German mission conference, and by the terms of the charter, approved February 6, 1875, it inherits its records of the history, traditions and alumni of Rutgersville college, chartered by the congress of the Republic of Texas, January 25, 1840; of Wesleyan college, San Augustine, chartered January 16, 1844; of Ionle University, Chappel Hill and McKenzie college, Clarksville, whose charters were approved by the legislature of Texas, respectively, in 1856 and 1860. The great church to which the University belongs commissioned its first missionary to organize the Christian school alongside of the Christian church. Dr. Martin Ruter was the pioneer in this noble undertaking and is indissolubly bound to the enterprise of church education in Texas, as is Wesley to Sportswood in England, and Asbury to Cokesbury in America. Old Rutgersville college has passed out of existence, but from its ruins, on the foundations of its work accomplished, and faith manifested, there has arisen its lineal descendant, and cherished "promise of hope."

The Southwestern University, the last and best effort of the "people called Methodists" in this great commonwealth.

ORGANIZATION.

The convention which met at Galveston in 1870 to establish the university, came together under the call which declares: "It is of vital importance to the general interests of religion and education in Texas that there be an institution of learning that will by its endowments cheapen higher education, and by its other advantages secure general confidence and patronage. In the absence of an institution of this character, large numbers of our youth are being yearly sent out of the state, withdrawing large amounts of money that should be expended in building up education at home. A union of effort ought to secure without possibility of failure the establishment of an institution of highest grade with ample endowment and the most liberal facilities for widespread usefulness." For these ends was the university founded, and its doors opened October 6, 1873. The charter provided for two separate boards—a board of curators, consisting of ministers, to govern the institution, elect its faculty and direct its discipline; and a board of trustees, consisting of laymen, to hold its property and manage its finances. The curators organized the first faculty as follows: Rev. F. A. Mood, D.D., Regent and Professor of Mental and Moral Philosophy, History and English Literature; E. E. Christy, A. M., Professor of Ancient Languages and Mathematics; H. M. Reynolds, M. D., Professor of Modern Languages. With no productive endowment, and little to hope for as salary, these noble men, inspired by the dignity of their great cause and supported by the indomitable courage and unyielding faith of their intrepid leader, himself the founder of the institution, entered upon their duties, and thirty-three matriculants answered to their names. They were "young men of age and attainments, requiring the aid of professors to direct their studies, and ranked as freshman and sophomore." The record of discipline for the first year shows "that several of these were dismissed for unruly conduct, and four were handed over to the jurisdiction of the civil authorities for violence." To be a student of the Southwestern University has meant, from the beginning, to be law-abiding and subject to moral government. The unvarying principle has been, better a school without students than without discipline. To control the exuberant, untamed spirit of Texas youth in that day was an undertaking, but this was none the less certainly accomplished.

PROGRESS.

The continued and increasing prosperity of the University is cause for congratulation, and inspires great hopes for the future. The report of

the regent and faculty indicates that the year through which the institute has just passed has been one marked by uninterrupted growth both in the number of students, the efficiency of the various departments and the satisfactory nature of results accomplished.

In the matter of attendance the growth has been remarkable. Perhaps never in the history of any school in the southwest where there is no coalition with the public school of the community, has there been such increase in the patronage. From 33, in 1873-4, there are in 1888-9 412 students in all departments. During the same period, from three professors and five schools, there have grown sixteen professors and teachers and twelve schools. From insufficient apparatus and appliances there are now supplied such facilities as will illustrate the principles of science by actual experiment and enable the student to accurately test liquids and solids by quantitative and qualitative analysis. From inadequate buildings there are now two distinct colleges built of stone, and a commodious preparatory school, each on a separate campus, besides helping hall and cottages and chapel, property of the value of about \$150,000.

THE FACULTY.

The entire system of schools, comprising the University proper, the ladies' annex and the preparatory department, is under the immediate management of the regent, Rev. John W. Heidt, D. D., under whose efficient administration during the past four years there has been such marked progress and improvement. He is ably assisted by the following faculty, who have shown their high qualifications for the special duties assigned them by years of successful effort in and out of their recitation and lecture rooms:

- Rev. J. H. McLean, D. D., professor mental and moral science.
S. G. Sanders, A. M., professor of Latin and Greek.
C. C. Cody, A. M., Ph. D., professor of mathematics.
R. F. Young, A. M., professor of modern languages and book-keeping.
R. S. Hyer, A. M., professor of natural science.
Morgan Callaway, Jr., A. M., Ph. D., professor of English language and literature.
Rev. S. E. Burkhead, A. M., associate professor of Latin and Greek.
E. R. Williams, A. M., principal of preparatory department.
W. W. Works, A. M., assistant in preparatory department.
Miss Lucy Harper, principal of primary and intermediate department.
Miss Annie A. Powell, teacher of elocution.
Miss Fanny Long, teacher of art.
Miss Gertrude Swearingen, teacher of instrumental music.
Miss —, teacher of voice.
Some steps have been taken to organize a school of theology, and it is intended in the near future to establish a school of law.

THE UNIVERSITY.

The University building is a large stone structure, three stories high with lecture and recitation rooms, laboratory, library, society halls and chapel. The courses of study include ancient and modern languages, pure and applied mathematics, mental and moral philosophy, natural science, English language and literature, book keeping and commercial law, music, elocution, art, and are so arranged as to lead to the regular degrees, B. S., B. A., M. A.

LADIES' ANNEX.

The long cherished hope of completing the Ladies' Annex building has been gratified. In the month of March last the classes moved out of the old annex into the new, and were delighted with its comforts. It is a complete female college, where young ladies live together as a family, enjoy home comforts and protection, pursue their studies in literature, music, art and elocution, and meet in their literary societies and are instructed by the faculty of the University. They may pursue courses of study leading to the highest degrees in literature.

The charge of this department is committed to Prof. C. C. Cody and his excellent wife, who live in the building and have under their care the young ladies who make their home in the Annex. They are well adapted to this delicate and responsible task, and the young ladies can with confidence be entrusted to their care. The building is beautiful, substantial, convenient and well and thoroughly furnished. It is situated on a commanding eminence, just outside of the city limits, and ten blocks east of the male college.

PREPARATORY SCHOOL.

Upon the removal of the annex work from the old building to the new, another long-desired change is made practicable. The preparatory school is taken from the University building and placed in the old annex, and the students of that department are separated from those of the collegiate department. This has proven of inestimable advantage to the principal of the preparatory school in the training and management of his classes. This department is under the management of Prof. E. R. Williams, late of McTyeire Institute, McKenzie, Tenn., assisted by Prof. W. W. Works, late of Midlothian Polytechnic Institute, Texas. The famous Webb system of government has been successfully put in operation, and the pupils are controlled both in and out of school. The training school idea is ever kept in view, and it is designed to furnish here all that parents need in a first grade preparatory school. They may send their younger children here with perfect confidence.

CHARGES.

Considering the advantages afforded the rates are low. Tuition is \$20, \$40, \$60 per annum, according to grade of student. Board may be obtained in good families at from \$12 to \$15 per month. Young ladies board together in the annex building at \$135 for the year, or \$13.50 per scholastic month; washing, \$2 per month. Tuition in music, art and elocution are charged as extra studies at the usual rates.

Two hundred and sixteen dollars per session of ten scholastic months will pay all necessary expenses for a boy or girl in the regular collegiate course—\$20 less for preparatory course.

PROSPECTS.

The University is now entering upon what may be considered a new era in its history. The three departments are in separate buildings and on separate grounds. They afford better facilities and more attractive conditions than heretofore. The church is more nearly united upon the work of higher Christian education than formerly. The trustees, confiding in their friends, have expended large sums of money in erecting the elegant stone building for the ladies' college, that the system of Christian education might be complete, and "nothing lack," and now it only remains that liberal endowment and enlarged patronage shall indicate the hopes of its wise founders and realize to the fullest extent the blessings it pledges to present and future generations. For further particulars address John W. Heidt, Regent, Georgetown, Texas.

CAPITOL BUSINESS COLLEGE.

A Commercial School Where All the Details of Business are Practically Taught.

This institution occupies the entire floor (48x169) feet of the Brueggerhoff building, one of the finest business houses of Austin, and is situated in the center of the city, on the east side of Congress avenue. It was opened about six years ago and chartered in 1884, for the education of young and middle aged ladies and gentlemen and has fitted nearly 1,500 students for business life.

The C. B. C. is a thorough commercial school and stands at the head of business colleges in the southwest. The college is divided into the following departments:

- The commercial school, which embraces into its course, book-keeping, commercial law, arithmetic, spelling and penmanship.
The school of penmanship, where both, business and ornamental penmanship are taught.
The shorthand department, which includes phonography and type writing, as also penmanship.
A school of music is connected with the college in which piano, flute and violin is taught.
The German-English academy is a branch of the institution where students receive instruction in all of the common English, as also in the German, French, Spanish and Latin languages.
Prof. O. G. Neumann, who was educated in Germany, is the manager and sole proprietor of it. He is an enterprising young man and possesses both the knowledge and practical training which are necessary to conduct such a large school.
He is assisted by Prof. W. T. Lyon, a native of Texas, who is instructor of phonography and typewriting.
Prof. A. McDaniel, teacher of penmanship and book-keeping, has few equals in the south.
The musical department rests with Prof. Chas. Felton, a practical teacher, who is well known.
Thus the faculty of this college consists of teachers of experience only; no wonder that its patronage is so great.
Special information in regard to this school is sent upon application. Catalogues are mailed free to any address. O. G. NEUMANN, Principal, P. O. box 235, Austin, Tex.

Devotion to Athletics.

Ten hundred and twelve Harvard students have given answers relative to the time-expense of intercollegiate contests outside of Cambridge. Assuming that students have fourteen exercises per week, or two and a half exercises per day, the 1,012 students have missed 1,054 exercises, or, on the average, each student has missed slightly more than one exercise, 852 have missed less than the work of one day, 75 less than two days, 63 less than three days, 11 less than four days, 6 less than a week, 5 more than a week. Five hundred and sixty students have attended no such contests, 254 have attended but one, 122 have attended but two, 57 have attended but three, eighteen have attended but four, 6 have attended but five, 1 has attended but six. This will be a revelation to the average man, who thinks Harvard boys are devoted exclusively to athletics. Of the 984 students reporting relative to their attendance upon athletic contests not intercollegiate, in Cambridge, 92 have attended no contests, 18 but 1, 37 but 2, 36 but 3. Six hundred and twenty-six have attended less than 11; 538 more than 11; 137 attended all the contests; more than 60 attended between 20 and 30 contests. Of 1,033 reporting in regard to their attendance upon intercollegiate contests in Cambridge, 70 attended no such contests; 215 attended all; 678 attended less than 10; 354 more than 10. College athletes testify that abundant systematic training for work on the team, crew, etc., is beneficial physically, mentally and morally; that they enjoy better health, gain in weight and strength, accomplish more in their studies, enjoy intellectual effort more, and take a higher stand because of it.

ST. MARY'S INSTITUTE.

ESTABLISHED AT DALLAS UNDER THE AUSPICES OF THE PROTESTANT EPISCOPAL CHURCH.

Commodious Buildings, Beautiful Grounds, First-class Faculty and All the Belongings of a Refined Home.

No more encouraging event for the cause of higher education has occurred during the past year than the completion of the magnificent edifice at Dallas, of St. Mary's Institute.

The structure is an architectural triumph. It stands on a high and commanding site of twenty acres in the eastern part of the metropolis of north Texas, fronting on Garrett avenue and extending from Ross avenue to Bryan street; its foundations rest on the solid rock and its drainage is perfect. The building is heated by hot air flues, lighted by electricity and is designed to accommodate 100 boarders. Horse cars run to the college from all parts of the city, rendering it possible for day scholars to attend without inconvenience.

The school is under the auspices of the Protestant Episcopal church, which is a sufficient guarantee for thoroughness and refined scholarships, purity of manners and the modest grace which comes of gentle breeding. St. Mary's Institute has been founded for the education of Christian woman. Its purpose is to surround the children committed to its care with the quiet and dignified influences of a Christian home; to furnish their minds with sound knowledge; to mould their manners with gentle grace; to strengthen their bodies by the aid of regular hours, suitable exercise and sufficient but simple food; and, above all, in humble dependence upon the Divine blessing, to influence their hearts by the holy teaching of Christianity as revealed in Scripture and preserved in the church.

Religion, equally removed from superstition and bigotry, affords the healthy atmosphere in which the best type of womanhood is grown; this, St. Mary's is designed to supply.

Every apartment in the vast building has been fitted up with a special view to comfort, beauty and convenience. The ladies of the faculty and the pupils form one household. The alcoves accommodate two pupils generally, are well lighted and thoroughly ventilated. Much careful thought has been given to the arrangement of these rooms, and it is believed that everything has been provided which may minister to the comfort and happiness of the occupants. The beds are single, and each pupil is supplied with bureau, mirror and washstand. The parlor, the library, the study halls, the amusement room and gymnasium; in fact, everyone of the various apartments are roomy, well ventilated and fitted up with strict regard to that degree of taste and comfort required by the special use to which each one of them is devoted.

St. Mary's Institute is essentially a Christian home, the pupils being surrounded by such restraints, and such only as seem indispensable to the attainment of the best results. The design is to combine thorough scholarship with general culture, and rather to develop habitual self-control, based upon religious principle, than to enforce formal obedience by stringent rules. The government of the school is intended to establish relations of mutual courtesy and honor between teachers and scholars. It is confidently believed that such a course will nourish self respect and develop a high quality of character.

The department of physical culture is under the special care of the vice-principal, who has taken much pains to familiarize himself with the best methods now in use in Boston. Every opportunity for healthful recreation out of doors is given. The grounds being ample, lawn tennis and kindred games may be enjoyed to the fullest extent. Under the escort of teachers the pupils may take daily exercise off the grounds. It is hoped also to have a riding school in connection with the Institute as soon as arrangements can be perfected.

The courses of study are the academic which lasts three years, and at the successful completion of which the student is awarded the graduate's diploma with the degree of B. A.; and the preparatory intended for those who may not feel able to attend the academic course. The curriculum in the academic branch embraces a full course of mathematics, profane and sacred history, physical geography, rhetoric, physiology, French, Latin, natural, mental and moral philosophy and household and industrial duties.

The curriculum of the preparatory course includes mathematics, history, geography, natural sciences, rhetoric, French, type writing, phonography, telegraphy and the elements of house-keeping.

Certificates of proficiency will be given to pupils completing any course, but the graduate's diploma of B. A. cannot be awarded except on satisfactory completion of the academic course of study.

The best talent available will be secured for the schools of music and art, and every pains taken to make these schools attractive features of St. Mary's Institute.

Chorus singing and free hand drawing are taught in class without extra charge. Monthly concerts will be given to encourage the pupils and teachers in their work.

A primary department will be put in operation should the patronage of the school demand it.

The scholastic year is divided into three terms. The fall term begins Tuesday, September 10, and ends Tuesday, December 10; the Christmas term begins Tuesday, December 10, and ends Tuesday, March 11, 1890; Easter term begins Tuesday, March 11, and ends Tuesday, June 10.

Tuition per annum, including ancient and modern language and all English branches, board, fuel, lights and washing, \$300. Payable at entrance, \$150; payable at beginning of Christmas term, \$75; payable at beginning of Easter term, \$75.

For tuition only: In academic department, \$100; in preparatory department, \$75; instrumental music, with use of piano, per term, \$40; vocal, per term, \$30.

Painting in oil, pastel or water colors, per term, \$35; drawing in pencil, crayon or charcoal, \$30.

For catalogue containing information, write to Miss Mammie Warder, principal, Dallas, Texas.

CONSERVATORY OF MUSIC.

An Institution Where Pupils Acquire Thorough Proficiency on All Instruments.

The Galveston Conservatory of Music, the leading institution of its kind in the state of Texas. Its success in turning out every year proficient performers is a guarantee of its efficiency and of the thoroughness of its course of instruction. Although it started from an humble beginning a few years ago, it has expanded into generous proportions until to-day it stands without a rival as the cheapest, the best, and the most widely known school of musical instruction in the south.

The apartments devoted to the use of the Galveston music school occupy the entire third floor over the well known music house of C. Janke & Co., Nos. 107, 109, 111 and 113, Tremont street.

Prof. C. J. Groenwold and a corps of ten assistant teachers selected from among the most proficient musicians in the country, devote their entire care, time and attention to bestowing a thorough musical training upon each and every pupil who attends the school.

The officers of the Galveston Music School, since March 1, 1889, are: Professor C. Janke, president; Professor C. J. Groenwold, director, and Mr. Chas. F. Kleinecke, secretary.

During the season the school gives musical recitals every month, the various features of the programme being in the main rendered by the pupils, who in this way become accustomed to play before the public, and are enabled to acquire that ease and self confidence which are the indispensable accompaniments of success.

Some of the prominent features of the school are: The many well lighted and heated class and practice rooms, excellent musical instruments of all kinds, latest and most progressive methods, thorough instruction and advantages in theory of music, chorus practice, and musical recitals.

It is the aim of the teachers of this school to advance the pupils as rapidly as conscientious teaching will admit. The progress of the pupils depends, of course, on their ability to receive instructions. The finely graded course requires the pupil to pursue the most thorough system of technical training practicable. Special attention is given to beginners. Experience teaches that for a beginner it is most important to secure the best teacher possible, that they may not acquire bad habits that often take years to overcome, but rather cultivate a full touch, execution and correct musical taste. Only by continual practice can success be attained.

Galveston has a right to feel justly proud in being able to number among her many educational institutions so excellent a school for obtaining a thorough musical education.

Manual Education.

The manual work, like the work in science and literature, is simply a means of development. It bears the same relation to the process of education that a railway train does to travel. One may select slower modes of approach if he choose, but, in his delight at the rapid transit, he must not confuse the journey with the end for which the journey is made. Those who hold this view of manual training, watch with sincere regret any encroachment of that spirit which places the inanimate product, however ingenious and beautiful it may be, above the human product. The object of manual training, they believe, is the production of thoughtful, self-reliant, honest men.

Higher Education.

While this country is ahead of all others in the diffusion of the elements of education, Europe far surpasses it in the matter of higher education. The country needs a national university far beyond Johns Hopkins to open up investigation to an extent never before possible in this country. Private enterprise cannot be expected to accomplish this. The course of study should include natural science, mathematics, language, history, metaphysics, social science, law, medicine, engineering, science of warfare, weather bureau, census bureau, etc.

Our American Plan.

A failure to maintain the public schools by the government for all the people promotes class interests, makes vicious teaching possible, endangers school facilities and methods.

The public school is the logical and necessary sequence of our American plan, an essential complement or other American institutions, a requisite pillar in the full government temple. This has been the deliberate conclusion of the people as declared by words and manifested by spirit and purpose.

URSULINE ACADEMY.

SITUATED IN THE CITY OF SAN ANTONIO UNDER THE DIRECTION OF THE URSULINE SISTERS.

A Seminary Where Young Ladies Are Instructed in All Useful and Ornamental Branches of Education.

This institution, established in 1851 is situated quite near the city, on a lot of ten acres, forming a beautiful peninsula, bathed by the stream of San Antonio, and both healthy and delightful. Everywhere the salubrious air of San Antonio is too well known to need commendation.

The object constantly kept in view by the ladies is the adorning of the pupils' minds with knowledge, and the forming of their hearts to virtue.

The young ladies are also accustomed to habits of order, cleanliness and polite manners. They are never suffered to go beyond the reach of a watchful but maternal superintendence, whose vigilance secures the preservation of morals and the willing observance of the rules. Though the members of this community are exclusively Catholics, pupils of all denominations are admitted (from 7 to 16 years of age), but, for the sake of order, all are equally required to attend divine service.

The health of the scholars is an object of uninterrupted solicited for the ladies. They are peculiarly attentive to the food given to the pupils, and are careful that none be given but such as is wholesome although abundant. The hours of relaxation are so distributed throughout the day that neither the mind nor the body of the students suffer from their application to their classical studies.

The branches taught are: Reading, writing, grammar, arithmetic, book-keeping, geography; history, ancient and modern; chronology, mythology, polite literature, rhetoric, logic; use of globes, astronomy, natural philosophy, botany, chemistry; needle-work, plain and fancy; embroidery, marking and lace work.

Each pupil will be taught, if the parents desire it, one foreign language beside the mother tongue, without any extra charge. English, Spanish, French and German are taught by teachers of the different nations.

Following are the terms, payable invariably five months in advance: Board, tuition, bed, bedding and washing for five months, \$95 00 Music lessons, with use of piano, for five months, 30 00 Drawing, for five months, 10 00 Oil painting, for five months, 20 00 Entrance fee, payable once for all, 5 00 Graduating fee, 5 00

Medical attendance; hair work; wax, worsted and leather flower lessons; stationery; material for drawing and painting form extra charges.

Every pupil on entering should bring one white, and one black dress; eight changes of linen; twelve pairs of stockings, twelve pocket handkerchiefs; six napkins; six towels; six petticoats; three night gowns; one veil; one shawl; one sun bonnet; one tumbler; one spoon, knife and fork; combs, brushes; two small sacks and one foot bucket. Clothing should be marked. No deduction will be made on account of a pupil's leaving for any other cause than prolonged sickness, before the expiration of a term once commenced.

No clothing or any necessities will be furnished any pupil by the Institution, unless a deposit sufficient to pay for the same, is made with the treasurer. Simplicity of dress is enforced by rule.

In order to avoid interruption in the classes, it is desired that the pupils be furnished with the clothing specified, which would obviate their necessity of going to the city; for the same reason, visits are strictly confined to Thursdays, and these are permitted only to parents, and such others, as may be personally authorized by the parents.

The Academic year is composed of two sessions of five months each, beginning September 1 and ending the last of June. Pupils are, however, received at any time during the year. None will be admitted for a shorter period than three months. From time to time, reports of progress, health and deportment will be sent to parents or guardian.

The Institution is chartered and empowered to confer diplomas.

"Aid of the Teachers."

Never was there a more welcome word than that of Superintendent Howland of Chicago in his last report. It is a ringing sentence for the superintendent who deliberately makes a great gulf between himself and his teachers. He says: "We have sought, through the aid of the teachers, to make our schools conducive to the best mental development, the truest practical purposes, and the highest attainments of character." The Lord never made a man with brains or conceit sufficient to accomplish either of those great ends aimed at in Chicago,—"the best mental development, the truest practical purposes, and the highest attainments of character,"—except through the aid of the teachers.

The Spirit of Training.

It is believed that the specific purpose of education is to cultivate character, to induce sound thinking and to make a necessity of scientific inquiry. Its highest end is ethical. Of great value, but secondary to its supreme purpose, are the skill and the information which would be the natural result of such cultivation. The aim of the school is to prepare for completeness of life.