

CATALOGUE

OF THE

OFFICERS AND STUDENTS

OF

ADD-RAN COLLEGE,

FOR THE

10TH SESSION ENDING APRIL 26, 1883.

TOGETHER WITH THE

Course of Study

AND

Annual Announcement for 1883--4.

HOOD COUNTY, TEXAS.

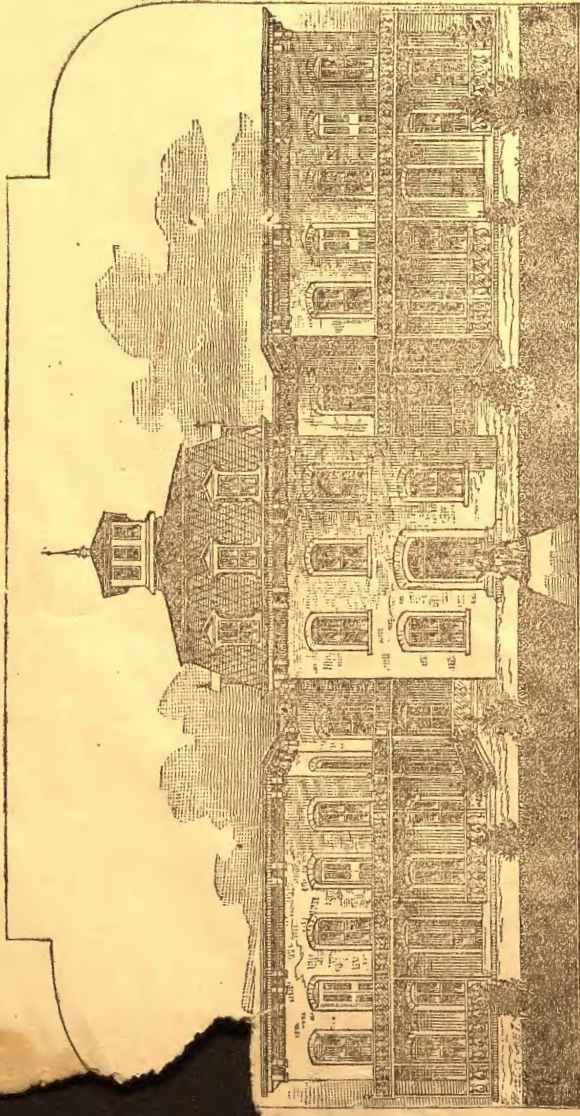
ADD-RAN, TEXAS

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PRINTED AT THE STUDENT OFFICE, ADD-RAN, TEXAS, 1883.



*This Catalog was sent
to Dean Hall by*

*Lena Wolford Compton
San Angelo*

FACULTY.

A. CLARK, PRESIDENT,
Logic and Metaphysics.

R. CLARK, VICE-PRESIDENT,
English Literature and General History.

J. S. POYNOR, A. M., M. D.,
Physics and College Physician.

A. P. THOMAS, A. B.,
Principal Preparatory Department.

L. B. MILLER, A. B.,
Greek.

G. E. CARPENTER, A. B.,
Latin.

T. A. WYTHE, S. B.,
Mathematics and Political Economy.

~~T. M. CLARK,~~
Modern Languages and Elocution.

JESSE McQUIGG,
Principal of Primary Department.

J. B. ROGERS,
Adjunct Teacher of Mathematics and Latin.

MISS MOLLIE ALLIN,
Assistant of Preparatory Department.

MISS DESSIE PICKENS,
Teacher of Instrumental Music.

R. B. WHITTON,
Penmanship and Book-Keeping.

Primary Assistant.

Drawing and Painting.

GREETING.

One decade of years and work has gone to record; and Add-Ran College is getting ready for the Eleventh Annual Session.

Work! work!! is our watch word; in this we know not any diminution.

We are much encouraged by the character and number of pupils enrolled during the past session. The number of matriculates was not so large as some of our most sanguine friends supposed it would be, still there was an increase over any former session. For Texas, the unparalleled sickness of last fall and winter greatly reduced the attendance of all schools. We shall not, however, give ourselves much trouble about the numerical strength of our school, believing, that if we do our duty well and faithfully, we shall have a full share of Texas boys and girls.

We hope to have, at an early day, our plan for manual instruction perfected and in operation. A few hints have from time to time been thrown out with reference to this plan; it must suffice now to say that the Faculty of Add-Ran College are agreed and determined on the necessity of a system of instruction that will give to every pupil in our school manual training. This not to be optional, but required as part of the College Curriculum.

The magnificent addition to our buildings last year gives with our increased facilities increased desire and determination for further improvements in that respect.

The addition to our corps of workers of a financial agent will enable the teachers to give themselves entirely and without embarrassment to the work of the class room. The out-look of Add-Ran College was never more promising of a good and a great work. Hosts of friends are gathering about her, to help, to encourage, and to strengthen; vigilant enemies are ever on the alert, so that she does not sleep on post. Encouraged by her friends, warned by her enemies, she goes forth trusting to the just and merciful God.

Love to all,

A. & R. CLARK.

ADD-RAN, April 27, 1883.

CUNYUS, AMANDA.....	Longview.....	Gregg county
COLEMAN, J. E.....	Uvalde.....	Uvalde county
COLEMAN, EDDIE.....	"	"
COPELAND, A. C.....	Lindale.....	Smith county
COLE, W. P.....	Dallas.....	Dallas county
COOPER, J. E.....	Local.	
COOPER, MOLLIE.....	"	
COOPER, EMMA.....	"	
CLARK, MINNIE.....	"	
CALVERT, WILLIE.....	"	
CALVERT, MYRTLE.....	"	
COMBS, J. N.....	Hiner.....	Parker county
CLARK, ANNIE.....	Local.	
CARRUTH, JOSEPH.....	"	
CARRUTH, TINIE.....	"	
CANNON, WALTER.....	"	
CANNON, FIELDING.....	"	
CANNON, ANNIE.....	"	
CARPENTER, EDGAR.....	McKinney.....	Collin county
CARUTHERS, LAURA.....	Local.	
CARUTHERS, MAMIE.....	"	
COOPER, ISAAC.....	"	
COOPER, MALINDA.....	"	
CALVERT, JENNIE.....	"	
CARAWAY, JOSIE.....	"	
DESPAN, SOLOMON.....	Howe.....	Grayson county
DESPAIN, CYNTHIA.....	"	
DAVIS, LULA.....	Local.	
DAVIS, WILLIE.....	El Paso.	
DAVIS, LUCILLE.....	"	
DESPAIN, LILLIE.....	Local.	
DESPAIN, CORA D.....	Howe.....	Grayson county
DESPAIN, JEFF.....	"	"
DALLAS, JENNIE.....	Mountain Home.....	Bell county
DUKE, T. J.....	Jacksboro.....	Jack county
DAWS, J. W.....	Local.	
DAWS, HETTIE.....	"	
DILLAHUNTY, SUE.....	Strawn.....	Palo Pinto county
DUMAS, ADA.....	Local.	
DALE, J. B.....	Bonham.....	Fannin county
DALE, G. W.....	George's Creek.....	Johnson county
DOUGLASS, MATTIE.....	Local.	
DOUGLASS, STEPHEN.....	"	
DOUGLASS, ALEX.....	"	
DESPAIN, LUDIE.....	"	
EZELL, U. D.....	Blum.....	Hill county
EZELL, MARY.....	"	"

EGAN, MINNIE.....	Local.	
EAKINS, LEE.....	Dallas,	Dallas county
EDWARDS, H. L.....	Henrietta,	Clay county
ELKINS, R. H. (deserted)	Colorado City,	Mitchell county
EASLEY, A. C.....	Salt Creek,	Montague county
ELLIOTT, R. B.....	Troy,	Bell county
EGAN, JOHN.....	Local.	
EGAN, JENNIE.....	"	
EDWARDS, EMMA.....	"	
FERRELL, THOS.....	"	
FERRELL, ADDIE.....	"	
FERRELL, EDDIE.....	"	
FREEMAN, W. B.....	Denison.	
FUSTON, VICTORIA.....	Waxahachie,	Ellis county
FLEMING, JOHN.....	Local.	
FLEMING, HALLIE.....	"	
FLEMING, HORACE.....	"	
GRISHAM, E. A.....	"	
GIBSON, B. F.....	"	
GIBSON, N. B.....	"	
GILLILAND, S. H.....	Ledbetter,	Fayette county
GOREE, R. C.....	Local.	
GOREE, MAGGIE.....	"	
GIBSON, W. P.....	Uvalde,	Uvalde county
GIBSON, B. F.....	"	"
GOODMAN, GENEVA.....	Springtown,	Parker county
GILLESPIE, HOPE.....	Alleyton,	Colorado county
GOOD, W. T. (deserted)	Colorado City,	Mitchell county
GOOD, CHAS.....	"	"
GRIFFITH, M. M.....	Whitney,	Hill county
GREENLEE, B. R.....	Denton,	Denton county
GOMER, ADDIE.....	Stevenson,	Alabama
GOREE, ANN.....	Local.	
GOREE, BRYANT.....	"	
GOREE, JOS.....	"	
GREEN, KITTIE.....	"	
GREEN, JAS.....	"	
GREEN, JENNIE.....	"	
HERRING, FRANCIS.....	"	
HILL, J. A.....	Manor,	Travis county
HARALSON, A. V.....	Local.	
HARALSON EMMA.....	Fort Worth,	Tarrant county
HARDING, JAS.....	Local.	
HODGES, COLIE.....	Scyene,	Dallas county
HARRELL, DELLA.....	Local.	
HIGGINS, OLLIE.....	"	
HUDSON, WILLIAM.....	Local.	

HUMPHREY, J. E.....	Millsap,.....	Parker county
HENDRICKS, G. W.....	Midlothian,.....	Ellis county
HIGGINS, R.....	Local.	
HALSELL, HUGH.....	Bonham,.....	Fannin county
HEMPHILL, W. M.....	Manor,.....	Travis county
HUMPHRIES, J. W.....	Seymour,.....	Baylor county
HAGGARD, J. W.....	Plano,.....	Collin county
HANCOCK, CLARA.....	Uvalde,.....	Uvalde county
HAYES, J. L.....	Midway,.....	Madison county
HIGH, R. G.....	Waxahachie,.....	Ellis county
HOWARD, W. S.....	Montana,.....	Johnson co., Ark.
HENSLEY, ANGIE.....	Jacksboro,.....	Jack county
HENSLEY, LOU.....	"	"
HENSLEY, JOHN.....	"	"
HARLE, CHAS.....	Local.	
HATHEWAY, WILLIAM.....	"	
HOWARD, A. M.....	"	
HOWARD, P. L.....	"	
HOLLAND, J. O.....	"	
HOLLAND, H. W.....	"	
HOLLAND, HENRY.....	"	
HOLLAND, RETTA.....	"	
HASH, MATTIE.....	"	
HIGGINS, LENA.....	"	
HIGGINS, CORA.....	"	
HALL, CICERO.....	"	
HALL, BRUCE.....	"	
HARDING, HORACE.....	"	
HARLE, CLARA.....	"	
HOWARD, CLARENCE.....	Local.	
HOWARD, JAMES.....	"	
HOWARD, ELLA MAUD...	"	
IIAMS, FRANK.....	Orphan Home.	
IIAMS, GEORGE.....	"	
IIAMS, JOHN.....	"	
JASPER, T. F.....	Lewisville,.....	Denton county
JONES, W. S.....	Sherman,.....	Grayson county
JOHNSON, WADE.....	Fort Worth,.....	Tarrant county
JACOBS, KATIE.....	Local.	
JAMESON, R. A.....	Uvalde,.....	Uvalde county
JONES, S. E.....	Valley Springs,.....	Llano county
JONES, LOU.....	Glen Rose.	
JENKINS, JOHN.....	Local.	
JENKINS, OPHELIA.....	"	
JENKINS, CYRENE.....	"	
JACOBS, HETTIE.....	"	
JACOBS, MARY.....	"	

JOHNS, IDA.....	Local.
KELLEY, GEO. J.....	Uvalde,..... Uvalde county
KELLEY, W. E. P.....	" " "
KNIGHT, SURVILLE.....	Jacksboro,..... Jack county
KING, IDA.....	Local.
KING, ALICE.....	"
KENNER, CORNELIA	"
KING, SYLVESTER.....	"
KING, ODIE.....	"
KELLEY, O. S.....	"
KELLEY, NANNIE.....	"
KELLEY, SCOTT.....	"
LOVING, W. W. B.....	Sherman,..... Grayson county
LOVING, JOE L.....	Fort Worth,..... Tarrant county
LINDSAY, MATTIE.....	Jacksboro,..... Jack county
LINDSEY, L. L.....	Weatherford,..... Parker county
LANCASTER, ZOU.....	Local.
LANCASTER, HENRY.....	"
LAHE, MARY.....	"
LASATER, J. L.....	Whitt,..... Parker county
LOWRY, P. A.....	Local.
LAHE, WALTER.....	"
LANCASTER, JAS.....	"
MARKSBERRY, ADA.....	"
MARKSBERRY, CORA.....	"
MOSES, I. W.....	Austin,..... Travis county
M'GUIRE, J. E.....	Ledbetter,..... Fayette county
M'CLELLAN, J. T.....	Ledbetter,..... Fayette county
M'CRUMMEN, L. M.....	New Salom,..... Rusk county
MILLER, C. H.....	Duffau,..... Erath county
MILLER, T. A.....	Waxahachie,..... Ellis county
MONTGOMERY, J. A.....	Rusk,..... Cherokee county
MONTGOMERY, ED.....	San Saba,..... San Saba county
M'COY, E. D.....	Chalk Mountain.
M'COY, T. D.....	Glen Rose,..... Somervell county
MURPHEY W. A.....	Fosterville,..... Anderson county
MURPHEY, AMANDA.....	Crandall,..... Kaufman county
MURPHEY, MODENA.....	" "
MOORE, DORA.....	Local.
M'CLENDON, W. H.....	Bagwell,..... Red River county
M'DOWELL, J. O.....	Argyle,..... Denton county
M'DOWELL, CLARENCE.....	Local.
M'CONNELL, B. R.....	Jacksboro,..... Jack county
M'EWEN, NORA.....	Seymour,..... Baylor county
MILLWEE, EFFIE.....	Local.
MATHES, JESSIE.....	"
MATHES, MINNIE.....	Local.

M'GAUGHY, J. W.....	Local.
M'QUIGG, ALBERT.....	"
MYERS, L. H.....	Benbrook,.....Tarrant county
MORRELL, G. W.....	Milford,.....Ellis county
MARTIN, C. W.....	Blanco,.....Blanco county
M'HATTON, WILLIE.....	El Paso,.....El Paso county
MIMS, L. C.....	Duffau,.....Erath county
M'DOWELL, SALLIE.....	Local.
M'GAUGHY, ALICE.....	"
MILLER, CAMPBELL.....	"
NANCE, ETTA.....	Local.
NUNLEY, KATIE.....	Granbury,.....Hood county
NORWOOD, EVA.....	Local.
OGLESBY, BELLE.....	Plano,.....Collin county
OLDHAM, HARRY.....	Fort Worth,.....Tarrant county
PITTMAN, ED. F.....	Sherman,.....Grayson county
POE, W. F.....	Longview,.....Gregg county
PARKS, G. T.....	Lancaster,.....Dallas county
PARKS, W. P.....	"
PEARCE, ELLA.....	Burleson,.....Tarrant county
PIPER, MAGGIE.....	Gabriel Mills,.....Williarr son county
PATTIE, EMMA.....	Van Alstyne,.....Grayson county
POTTS, J. L.....	Belton,.....Milam county
PAYNE, GUSTON.....	Palmer,.....Ellis county
PACE, JNO. A.....	Denison,.....Grayson county
PASCHALL, W. D.....	Aurora,.....Wise county
PRATT, OPHELIA.....	Local.
POPE, W. E. (expelled)	Fort Worth,.....Tarrant county
PIERCE, LELA.....	Local.
PIERCE, QUILL (deserted)	Blum,.....Hill county
PRIDGEN, R. S.....	Grapeland,.....Houston county
POYNOR, EUDORA.....	Local.
PRICE, ROSA.....	Orphan Home.
PRICE, RUFUS.....	"
PRICE, ANNIE.....	"
PIERCE, WILSIE.....	Local.
ROGERS, J. B.....	Austin,.....Travis county
ROGERS, KATE.....	"
RUNYON, W. A.....Johnson county
RAGLAND, EDGAR.....	Waco,.....McLennan county
RAGLAND, OSCAR.....	"
RANEY, H. T.....	Manor,.....Travis county
REEVES, H. M.....	Grand Cane,.....Louisiana.
RIVERS, WM. (deserted)	Local.
RIGNEY, M. J.....	"
RIGNEY, EMMA.....	"
RIGNEY, THEO.....	"

RAWLINS, LINNIE.....	Local	
ROBINSON, C. L.....	Palestine,.....	Anderson county
RIDER, J. S.....	Weatherford,.....	Parker county
RUSSELL, W. E.....	Morgan,.....	Bosque county
RUSSELL, JESSIE.....	"	"
ROBERTS, J. L.....	Little Elm,.....	Collin county
RAWLINS, ATTIE.....	Local.	
RAWLINS, MATTIE.....	"	
RAWLINS, Ed.....	"	
RAWLINS, BLANCH.....	"	
RIGNEY, LULU.....	"	
RIGNEY, EDGAR.....	"	
ROBERTS, JAS.....	Orphan Home.	
RAWLINS, WILLIE.....	Local.	
RAWLINS, BEN.....	"	
SAMS, BERT.....	"	
SAMS, CARL.....	"	
SAMS, ARTIE.....	"	
SYLVESTER, HATTIE.....	"	
SEXTON, GILES.....	"	
SEXTON, EDDIE.....	"	
SEXTON, EVA.....	"	
SHILLING, J. A.....	"	
SMITH, ALBERT.....	"	
SMITH, ADNIA.....	"	
SHILLING, FRED.....	"	
STIFF, S. P.....	McKinney,.....	Collin county
STARK, J. T.....	Howe,.....	Grayson county
SHIRLEY, Z. M.....	Melissa,.....	Collin county
SMITH, C. N.....	Waco,.....	McLennan county
SWEENEY, J. B.....	Fosterville.....	Anderson county
STODDARD, A. J.....	Jacksboro,.....	Jack county
STODDARD, LINCOLN.....	"	"
SEXTON, D. L.....	Weatherford,.....	Parker county
SCOTT, WILLIE.....	Local.	
SCOTT, HOMER.....	"	
SALMON, FRANK.....	"	
SNOW, OSCAR.....	El Paso,.....	El Paso county
SOUTHER, W. M.....	Caddo Grove, Johnson	"
SAMS, A. B.....	Local.	
SAMS, STELLA.....	"	
STIFF, CLINT.....	M'Kinney,.....	Collin county
STIFF, G. A.....	"	"
STALBIRD, J. N.....	Howe,.....	Grayson county
STANLEY, T. W.....	Weatherford,.....	Parker county
SUBLET, OLLIE.....	Granbury,.....	Hood county
THROCKMORTON, B. E.....	M'Kinney,.....	Collin county

TAYLOR, A. G.	McKinney,	Collin county
TACKABERRY, WILLIE	Fort Worth,	Tarrant county.
TAYLOR, POSIE	Palo Pinto,	Palo Pinto county
TAYLOR, MATTIE	Local.	
TAYLOR, TINIE	Weatherford,	Parker county
TREADWELL, W. P.	East Point,	Louisiana.
TREADWELL FANNIE	"	"
TURNER, R. E.	Local.	
TURNER, CLINT	"	
TURNER, ALBBRT	"	
THORP, IDA	"	
THORP, PLES	"	
THORP, JOHNNIE	"	
TAYLOR, MAUD	"	
TAYLOR, J. F.	Indian Territory	
WALLER, N. G.	Duffau,	Erath county
WALLER, BELLE	"	"
WALLER, ANISE	"	"
WALLER, EMMA	"	"
WYTHE, T. A.	Weatherford,	Parker county
WYTHE, EMMA	"	"
WALKER, T. B.	Moscow,	Polk county
WHEAT, W. J.	Sherman,	Grayson county
WHITE, J. H.	Farmington,	Grayson county
WHITTON, R. B.	Wills Point,	Van Zandt county
WEST, WM.	Local.	
WEST, JENNIE	"	
WEST, SAMUEL	"	
WEST, WALTER	"	
WOODLEY, A. L.	Arlleston,	Panola county
WOODLEY, W. H.	"	"
WILMARTH, CORA	Local.	
WASON, ALICE	Uvalde,	Uvalde county
WISE, S. C.	Paluxey,	Hood county
WISE, HENRY	"	"
WISE, W. P.	"	"
WISE, DONA	"	"
WHITE, ALBANA	Lipan,	Hood county
WOOD, ADDIE	Weatherford,	Parker county
WYLIE, MOLLIE	Local.	
WILMETH, CLARA	McKinney,	Collin county
WEST, W. J.	Local.	
WARREN, J. N.	Millsap,	Parker county
WRIGHT, J. N.	Coleman City,	Coleman county
WILBANKS, SALLIE	Morgan,	Bosque county
WILBANKS, ETHEL	"	"
WYLIE, OLLIE	Local.	
WYLIE, ANDREW	"	
WYLIE, RICHARD	"	
WALLER, WILLIE	"	

WYATT, NANNIE.....	Local	
WYATT, SCOTT.....	"	
WYATT, PERRY.....	"	
WISE, LAURA.....	Paluxey,	Hood county.
WAKEFIELD, SIDNEY....	Local.	
WILMARTH, HATTIE (dead)	"	
BALDRIDGE, MINNIE.....	Local.	
CORLEY, NANNIE.....	Granbury,	Hood county.
IRBY, LURA.....	"	"
M'GAUGHY, WM.....	Local.	
LYNN, W. W.....	Palo Pinto,	Palo Pinto county
BROWN, J. F.....	Blum,	Hill county
DUVAL, WM.....	Local.	
EDWARDS, EMMA.....	Granbury,	Hood county

Total number of Students, 425.

GRADUATES.

T. A. Wythe, Weatherford; K. A. Berry, Allen; M. M. Griffith, Whitney; Miss Belle Oglesby, Plano; Miss Minnie Clark, Add-Ran.

BOARD OF TRUSTEES.

J. A. CLARK.....	Hood County, Texas	
ADDISON CLARK, <i>President</i>	"	"
RANDOLPH CLARK, <i>Vice-Pres</i>	"	"
T. F. RAWLINS.....	"	"
H. D. BANTAU.....	Millsap,	"
C. M. WILMETH.....	Dallas,	"
W. B. GANO.....	"	"

DRESS.

Simplicity, comfort and neatness are the important matters to be considered in students' dress. No extravagance or superfluous ornamentation will be allowed in this College. Heretofore we have endeavored to regulate the character and style of dress by giving directions in general terms; but as there is such a variety of ability, taste and judgment among those who attend school, we have found that something more than general directions are necessary; and are, therefore, compelled to adopt a uniform for the students. Upon consulting with persons of experience and judgment, and who are deeply interested for the welfare of all the students, we have adopted the following as a Uniform, as being neat, comfortable and simple, and in cost, within the reach of all. It will serve the students a better purpose, and will not cost as much as the average dressing generally worn heretofore. Mammoth trunks may be dispensed with, and the laundry bill greatly reduced. In order to obtain the same shades of color, the first suits will be furnished by the merchants at Add-Ran, at as *low a price* as can be obtained anywhere in the State. They boys and young men who may wish a cheaper article of goods than Cassimere, can be furnished with a quality of Janes that will serve and look about as well. Let it be borne in mind that the first suits are to be purchased here. By these suits the proper shades of color can be procured at home, by sending samples of goods by which parents may select goods for any additional suits required.

Uniform.

FOR GIRLS. Gray wollen goods—one light weight and one heavy weight suit. The light for fall and spring; the heavy for winter. This for every day wear, to be worn with check gingham apron. For Sunday: Black woolen goods with apron. For Head wear: Bonnets of check gingham for every day; Hats for Sunday. Shoes of the sensible style. Jewelry not allowed.

FOR BOYS. Gray Janes or Cassi nere for every day, and Navy Blue for Sunday. Black Hats.

ORPHAN DEPARTMENT.

The provisions of this department are :

I. The interest arising from \$335, donated to the Orphan Fund and invested, shall pay for the tuition of one indigent orphan in the regular College classes.

II. Any person investing the above amount for a perpetual scholarship shall be privileged to select the orphan (and its successors) who shall receive the benefit of the donation.

III. **Orphan's Home.** A farm of one hundred acres has been purchased by the Church of this place, together with the assistance of some brethren elsewhere, for the purpose of establishing an *Orphan's Home*. Indigent orphan boys will be received and placed at the Home under the care of a man selected for the business by the church. The boys will be permitted to attend school half their time, working on the farm the other half. By this means a good education can be acquired, and at the same time, industrial habits. They will have the benefit of Church and Sunday School every week.

Many persons have been ready and anxious to contribute toward the education of destitute orphans, but have not done so for the reason that they have been waiting for the establishment of an Orphan School. Such persons may now contribute any amount, large or small, with the assurance that every dime will be directly and economically appropriated to the desired end. Such contributions may be made directly to the Elders of the Christian Church, Add-Ran, Texas, who will receipt to the donors for same, and place in the treasury of the church for use of Orphan's Home. This Home, when paid for and properly fitted up, is to be self-supporting. The best help is to enable the poor to help themselves.

It is our purpose, as soon as we are enabled to do so, to erect a Home for Orphan girls. This, like the Home for boys, will be self-supporting, as soon as it becomes fitted up. The girls will alternate with house work and study at school.

We appeal to the friends of Jesus everywhere to lend their aid in this good work.

COURSES OF STUDY.

The Primary Department includes the Public Free School. The course of study embraces Writing, First Lessons in English Grammar, Geography and the Rudiments of Arithmetic.

PREPARATORY COURSE.

MATHEMATICS.	SCIENCES.	LANGUGAES.	COMPOSITION.	FORENSICS.
Arithmetic	Geography, Physiology, Nat. Philosophy, Chemistry with Experiments, Physical Geog. Mn'tl Philosophy Christian Ethics.	Grammar and Eng. Analysis, Language Les- sons.	Let'r Writing, Composition, U. S. History, Rhetoric with Practice.	Debating, Eng. Liter- ature, Reading, Morals and Manners.

TEACHER'S COURSE.

Same as Preparatory Course, with Algebra, Map-Drawing, Book-Keeping, Theory and Practice of Teaching.

SCIENTIFIC COURSE.

MATHEMATICS.	SCIENCES.	LANGUAGES.	COMPOSITION	FORENSICS
Algebra, Geometry and Trigonometry Analytical Ge- ometry Surveying, Conic Sections, Calculus.	Botany & Geology, Physiology, Nat'l. Philosophy, Chemistry with Experiments, Physical Geog'phy N'tal Philosophy, Christian Ethics.	Latin Grammar, Cæsar, Ovid, Sallust, Virgil, Cicero, Latin Composition, Higher English, French and Ger- man.	Essays & His- tory of Eng- land. General His- tory.	Debating & Drills in Elocution & Rhetoric

CLASSICAL COURSE.

PHYSIOLOGY.	LATIN.	GREEK.	COMPOSITION.	FORENSICS.
Mental Philos'y, Logic with Ar- guments, Criticisms with Essays, Government.	Horace, Livy, Tacitus, Latin Compo- sition.	Prim'y Les'ns, Xenophon, N. Testament, Demosthenes, Homer, Plato.	Lectures by the Student, Gen'rl History.	Debating, Drills in Elo- cution and Rhetoric

BIBLE COURSE.

Same as the classical, except Latin, and with the addition of Inspiration, Hermeneutics, Reason and Revelation, (Latin optional,) Greek, Hebrew, Metaphysics and Rhetoric, Homiletics in practice.

ORDER OF STUDIES.

	CLASSICAL COURSE.	SCIENTIFIC COURSE
Freshman.	Latin, Algebra, English Grammar, Latin, Greek, Geometry, English Composition.	Latin or French, Algebra, History, English Grammar, English Composition.
Sophomr.	Latin, Greek, Geometry, English Literature, Trigonometry, Physical Geography.	Geometry, English Composition Physical Geography, German or Latin, Trigonometry, Botany, Ancient History.
Junior.	Latin, Greek, Land Surveying, Zoology, Physiology, Natural Philosophy, Conic Sections, and Analytical Geometry.	Surveying, Descriptive Geom'y Zoology, Physiology, English Literature or Latin, Railroad—Field Operations, Conic Sections and Analytical Geometry, Practical Chemistry.
Senior.	Metaphysics and Rhetoric, Latin, Geology, Greek, Logic, Political Economy, Astronomy, Higher English Reviewed.	Metaphysics and Rhetoric, Physics, Higher English or Latin, Practical Chemistry, Astronomy, Logic, Political Economy, Constitution of United States, Dif. and Int. Calculus.

GRADUATION.

Certificates of proficiency will be granted to students who honorably complete the studies embraced in any department.

Appropriate degrees are conferred on those who honorably complete the Scientific, the Classical or Biblical Course. Young Ladies may omit the higher mathematics beyond Geometry, supplying the time with the study of the fine arts and literature.

A fee of \$3 is charged for a Certificate, and \$10 for a Diploma.

All necessary powers are conferred, and the rights of the Alumni secured by a liberal Charter. Critical examinations of candidates for graduation are held in the presence of the Faculty and Trustees of the College. No Certificate or Diploma will be granted unless the examination is satisfactory, and the deportment of the pupil good.

POST GRADUATE COURSE.

In order to encourage our students to thoroughness of preparation for the chosen work of life, we have selected a course of study requiring the time of one session, to be pursued by those who may have taken the regular course. No charge will be made for tuition in this course.

REMARKS ON COURSE OF STUDY.

Primary Department.

The labor and responsibilities of this department require patient, vigilant and experienced teachers. Experienced, well known and approved teachers will be placed over this department. Add-Ran College is a school for the people, and for the whole people; hence a curriculum embracing every ordinary educational want.

The Preparatory Course.

It is the purpose of this course to give a well grounded rudimentary training, sufficient for the ordinary work of life, and preparatory to entering upon the Scientific or the Classical Course.

The Teachers' Course

Is intended for those who desire to prepare themselves for teaching in the common schools, and its course is a little more extended than the demands of such schools. There will be regular drills and lectures on the Theory and Practice of Teaching in this department. All students, even of the highest grades, who expect to teach, will be drilled in this department. The President is Principal of this course.

The Bible Course

Is intended for young men preparing to preach the gospel. The study of the Bible will be a prominent feature of the exercises of this Course. Colleges do not make preachers, but only help them make themselves. As this course is rather parallel with the Classical, the same literary degree (A. B.) is conferred on those completing the course.

Classical and Scientific Courses.

There are no new "departures" in the arrangement of these courses. A certain amount and quality of mental discipline are essential for all the practical and noble purposes of life. Short cut, bread and butter, so called *practical* courses of study are practical humbugs.

"There is no royal road to learning" is an adage as true as old. To think soberly, patiently, correctly, is the great need of every worker; and to be able to do this requires years of patient study.

In the Scientific Course, French and German may be substituted for the Latin.

BOARDING.

The girls and younger boys will board with some of the teachers. Young men will be placed in good private families. This arrangement is the best. Those who most need the watch-care and counsel of a teacher will thus have one at hand, without the troublesome and very objectionable feature of crowding large numbers together under one roof. Families who take young men act in perfect harmony with the teachers. The rooms occupied by students are visited by teachers frequently. This visiting is done nightly, and to help rather than to watch. All official and military offensiveness is carefully avoided. We challenge the most perfect military system of any school in the world to present as clean and orderly a record of one session as has been given every session of Add-Ran College. We have no Christmas tricks, no hazing, no molestation of private property. All are glad to see our students come, and regret their leaving.

TERMS OF ADMISSION.

1. There must be a hearty endorsement of the article headed "Conduct of Students," found below.
2. The required tuition fees must be paid, except in cases of special arrangement.
3. A place of boarding must be selected with the advice and consent of the President and Vice-President.
4. A course of study must be selected with the advice and consent of the Faculty, sufficient for constant and vigorous work.

CONDUCT OF STUDENTS.

It is presumed that every student will have some knowledge of the first principles of morality, propriety and decorum, and that it will therefore be unnecessary to prescribe a complete code of specific rules and regulations. But it will be expected and required of all students:—

1. That they be diligent in their study, punctual in their attendance upon worship, recitations, examinations and all other College exercises, and that they promptly render a valid and satisfactory reason to the proper officers for any delinquency.
2. That they treat all persons, and especially the students and teachers of the College with becoming respect.
3. That they do not trespass upon the premises of any person, and they in no way deface or injure the property of the College.
4. That they attend no exhibition of immoral tendency; no race course, billiard saloon, bar room or tippling house.
5. That they neither introduce upon the premises of the College, nor use there or elsewhere any kind of intoxicating beverage; and that they abstain from the use of tobacco in the College, or any public place. Boys under age must present a permit from parent or guardian before they will be permitted to use tobacco anywhere.
6. That they neither keep in their possession nor use any firearms, a dirk, a bowie knife, nor any other kind of deadly weapon.
7. That they abstain from profanity, the desecration of the Lord's day, all kinds of gaming for a reward or prize of any kind; and from card playing even for amusement; and also, whatever

else is inconsistent with good order, good taste and good morals.

8. That they attend public worship every Lordsday.

9. That they do not change their place of boarding without permission of the Faculty.

10. That they do not leave the College until regularly dismissed at the close of the session, without the special permission of the Faculty.

Parents and guardians will receive monthly reports of the progress of their children and wards.

N. B.—Parents who will permit their sons to use tobacco, will please notify us of such permission. *Do not neglect this.*

THE COLLEGE BUILDING.

There has been made to the main college building an addition of a wing, 60x80 feet, two stories, and of the same material as that of the original building—limestone. The lower story is in one large hall, full size of the building, and is used for the morning assembly room and for all public occasions. The upper story is divided off into spacious and pleasant class rooms. The center building is three stories, divided into class rooms, business offices, etc. Every apartment in the building is well furnished with the proper seats, furniture, apparatus, etc.

We invite all who feel an interest in education in Texas to visit our College, and examine into its merits, and become acquainted with its workings, its situation and its surroundings.

 HOLIDAYS.

We promise none. If, in the judgment of the teachers, one should be needed, it will be given without any reference to custom or youthful fancy. Thanksgiving Day will be observed with proper decorum. Parents and children must learn that school life is one of work; and just so much and such play must be allowed as is helpful and healthful. Parents will please not encourage nor expect their children to come home Christmas, nor any time till close of session. It is impossible to have children do good work when their minds are diverted from study by going home or by thinking of going. The session is short, embraces the best and most healthful time of the year, and should be crowded full of earnest work.

 CALENDAR.

THE ELEVENTH SESSION will begin Monday, Sept. 24, 1883, and embrace eight full months, closing the last Thursday in May.

The stated meeting of the Trustees will be at the close of each session. In case of called meeting due notice will be given.

[*Matriculates omitted in the regular list.*]

ARRINGTON, NEELY.....Local.
 ARRINGTON, LAURA..... "
 GOODMAN, ANNIE.....Lancaster,.....Dallas county
 ROBERTS, DE.....Local.

A VOICE FROM ADD-RAN COLLEGE.

PRACTICAL EDUCATION.

J. A. CLARK.

To be useful to ourselves or to others, we must be practical. Upon the fall of man God commanded, "In the sweat of thy face shalt thou eat bread." And Paul says to the church at Thessalonica; "If any would not work neither let him eat." In fact, man was so constituted originally, that it was not right or well for him to be idle; for, before the fall, the Lord "put him into the garden of Eden to dress it and to keep it."

Education, in its broadest sense, as well as in its most restricted, should be to fit us to live properly and profitably. To achieve this end the most successfully, theory and practice should be combined in education. This is what I mean by a practical education. It is a business education. Not a business education in that narrow-contracted sense set forth by so-called "Business Colleges," where the whole idea of business embraces a fanciful handwriting, the acme of which is to make a pen picture of a bird; to repeat some rules and copy some examples in book-keeping, get by rote a few calculations in commercial arithmetic, copy a few bank checks and drafts, and go through the mock ceremony of passing them over a counter. To call such affairs "Business Colleges," or "Commercial Colleges," is a caricature on genuine Commercial Colleges. It is about as fitting as to call a boy's picturing a monkey on a slate, "Practical Architecture." Instruction in Penmanship, Book-keeping and Arithmetical calculations, are important business branches of an education; but they are only a part of an education. There can be no greater misnomer than to call these a business education, in the sense of embracing its sum total. But it is intended to captivate, and verily, it has its reward. Young men, by scores, are captivated with the idea that they can, in a brief space of time, be amply fitted for an important position in life. A young man enters one of these clerk-and-banker-making establishments; and trims his sails, feeling sure that he has entered upon a voyage that will lead to certain fortune in a brief space of time. The anticipation of fortune makes him feel rich at once. He walks the streets with his hat canted on one side of his head, displays an extravagant amount of ponderous watch chain, and manipulates his cigar and puffs his smoke after the latest approved style.

See him a few years after he has graduated. Poor fellow! How far he has missed being a millionaire. If some friend or relative, in need of a third or fourth rate clerk, has not taken him into his store through pity, we find him—should he not have fallen into vice and crime and gone to the dogs—ploughing or chopping cord wood, at which, had he taken thorough lessons, instead of spending his time and money at a catchpenny, bigot manufactory, he would have been far better qualified for useful business. But, it is said, "Experience is a dear school, but—" &c.

Merchants, bankers, brokers, treasurers and clerks are all useful. But they are not all that is useful. Too many young men stake their all to crowd into one or the other of these branches of business—and failing, their lives are failures. Agriculture, horticulture and mechanics are also useful; no branch of industry more so. But these are avoided; there is too much hard labor required. Labor that leads to competency, respectability and independence—in which failures are rarely seen when ordinary care and industry are exercised—is shunned; while so-called easy positions, where, with great rack of brain and sleepless nights, failure and bankruptcy, and distressing poverty is the rule; success, the exception.

I have said nothing of the professions. They are necessary to the wellbeing of society; but there are too many who mistake their calling and embark in a profession, for which they are not qualified. Hence, the quacks, the pettifoggers, the imbecile pedagogues. No man should embark in a profession unless he has brain and stamina.

Practical physical education is the great want of the age we live in. To prepare for an active, useful life, is what all should do. Theory is well in its place; but its place is side by side with practice. An education of theory without practice, is but half an education. Hence our educational systems are defective. Manual labor schools have been tried and failed. But the failure was owing to a material defect. Labor was made optional. If a scholar saw fit to work, he was paid so much per hour. By diligence in his studies he could devote hours enough to work to pay his entire expense for the session. Generally, what work was done was from necessity. If a student was too poor to pay his way, he paid by work. Hence, there was made a social cast in the school. Those who had money to pay their way, did no work, and rated those who did work, as their inferiors. The tendency was to look upon work as degrading. The poor, who had to work, became discouraged, disheartened, finally quit; and the manual labor school was pronounce a failure. It was partially manual labor, and hence the failure. It should have been absolutely manual labor, without distinction or discrimination.

The sciences and the languages can all be brought to the aid of the business pursuits of life. Then let them be taught together in our schools. Every common branch of industry ought to be taught in our colleges. It is not expected that one person can learn all the sciences, all the languages, or all the branches of industry. But each person can learn one or more of each. And when he does this he is fitted, practically, for some useful business pursuit in life. Let every one be required to work for a certain number of hours per day.

A college, to meet the wants of the age we live in, should have a farm, an orchard, and workshops for wood and iron. A dairy, a laundry, millinery and tailoring establishment, and culinary department: I would be glad if I could look out over these college grounds, and see all these things in operation, under direction of master mechanics, artisans, agriculturists and horticulturists. And to these might be added the rearing of fowls and a sufficiency of domestic animals to supply the wants of the school. All these appliances should, of course, be first class—not in extent, but in quality. The instructors in iron and wood work, in agriculture, &c., should all be masters of their business.

Such a college would, of course, be a great innovation upon any school in existence known to me. True, there are some schools making considerable

advance in this direction, particularly in France. The work is of such magnitude, and so novel in its character, that no college in an ordinary lifetime, could fully inaugurate it, except it had a very large sum of money with which to do it. But it could be partially inaugurated by taking some of these things for a beginning. Increase could then be made as time and ability would afford; and thus go on increasing till the grand end should be fully accomplished. This would take energy, devotion, firmness and perseverance on the part of present managers and their successors.

What objection do we hear? Impracticable. That is the most plausible objection that could be urged; but while the task would be great, the accomplishment is not impracticable. With money enough it could be done at once. With determined energy and perseverance it can be done ultimately. If we never aim high we will never hit a mark of great altitude.

Do any parents think their children too good to learn to work? If they are, they are too good for this world; and the sooner they make their exit the better for all concerned. Does Freddie think it would be degrading to get his face smutted and stained a little from work in the shop? How much more honorable the stain or the smut from honest labor, than the dark and indelible stain that the character often gets from neglect of work, idleness and its general accompaniments, dissipation and crime. Does Angelina think it would never do to roughen her soft and delicate hands by manual labor? How much better to have those pretty hands a little hardened by honest toil, than to have that pretty face some day hardened by want and beggary. You are rich, you say, and will never come to that? Riches frequently take to themselves wings and fly away; and there is no better way of clipping their wings than by being able to take hold of any work that comes to hand. At least, if it does not preserve your riches, it will preserve you when your riches are gone. No one who is able to take the world easy can be blamed for doing so; but it is a mistaken notion that idleness is ease. Idleness is the parent of mischief, and mischief generally ends in misery. Employment creates and fosters enjoyment; and of all the oppressive tediums that flesh is heir to, none can excel entire idleness.

Some parents may say they can teach their children at home to work. So they may; but how many of them do we find who do so? So, many parents might teach their children the sciences and languages at home, yet they send them to college to be taught. When we come to consider the teaching of the sciences and arts in connection with manual labor, and utilizing the connection between them, and the bearing of the one upon the other, it is as important that they be taught to work as that they be taught the sciences; and the objection that they need not be taught at school to work, is no more valid than that they need not be taught the sciences at school.

Young ladies; do you desire the esteem of the worthy and sensible, or the silly and frivolous? Do you think your being expert in household labor and duties would not be a recommendation in the estimation of people of good sense? Do you suppose they would esteem you less for being well versed in the culinary art; for understanding how to cut and make your own garments, your brother's garments—or the garments of some one else's brother, for that matter? No; the sensible would esteem these as valuable accomplishments. Were I a young man seeking a wife—though I were a millionaire—I would highly value these accomplishments in a young lady.

Young gentlemen; do you think your being masters of a trade, or experts in agriculture, would be any disadvantage to your success in life? Do you think that, having qualified yourselves for salesmen, or book keepers, you would be objected to by any sensible man, because you know how to make a wagon, stock a plow, or to cultivate the soil? Do you think any young lady would object to you for husbands because you were qualified for business in almost any emergency that might come upon you? You may be rich and not dependent upon manual labor for support; but misfortune may overtake you, and your wealth be lost; and this at a time when you have a wife and children depending upon you for the necessaries of life. Then what would avail your soft white hands that you have preserved so carefully from manual labor? Unable to work; too proud to beg. What would you do? You might not steal, but the temptation would be very great. Deliver us from temptation, is a petition divinely taught us.

Some might conclude, from partial thought, that these various shops and other appliances would be a continuous heavy expense; but rightly managed, this would not be the case. On the contrary, they would be a source of net income, which might be made a sinking fund, and be appropriated to an endowment. Wagons, hacks, &c., and the various implements of husbandry could be made and sold. The millinery and tailoring establishments could keep ready-made dressing and clothing for sale, and make such things to order. Judiciously managed all these works could be made profitable as well as useful in affording means of instruction.

The order and system necessary to successfully carry on these various branches of business would instill these important qualifications into the students, which, of itself, is a matter of valuable importance. A something that is greatly needed in our country. We are a people, young and old, that have our daily affairs lying too much at loose ends. We lose time, and offer labor at great disadvantage for the want of system and order. There is a carelessness that causes waste; a neglect that brings destruction. These are common failings in our country. A college such as here indicated, would tend greatly to the eradication of these evils wherever the influence of its labors extended. In business habits it would be a revolutionizer throughout the community. The very business habits acquired at such an institution would be a recommendation to its graduates, wherever the reputation of the college should be known.

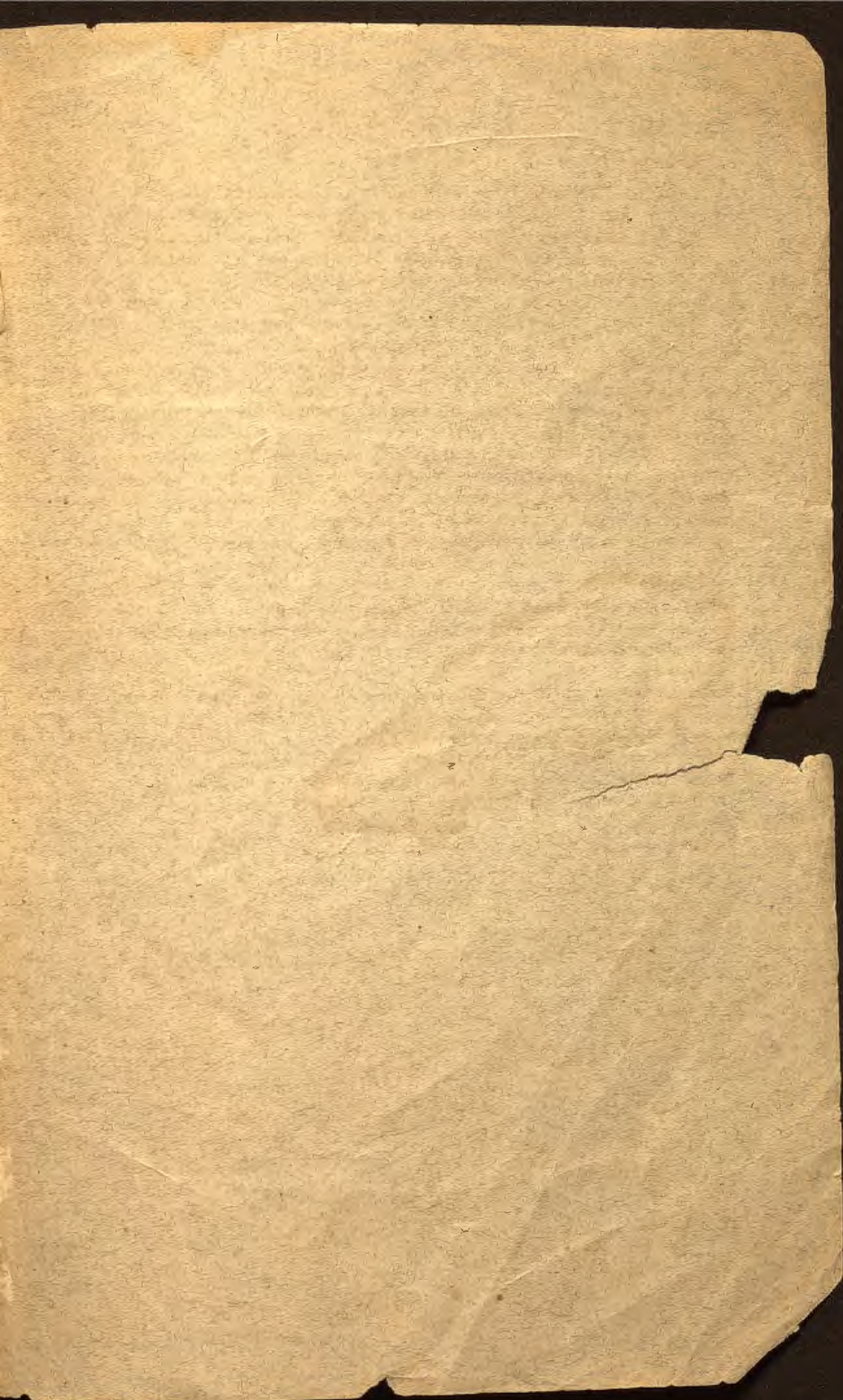
It is vain to hope for any aid or encouragement, for the character of school here indicated, from the officials and managers of free schools—or from the generality of educational journals. There is too much practical utility in such a school; too much common sense application to the business pursuits of life, in the training given, to suit the free school officials and school journals of our day. Too much substance, and too little empty form, ceremony and red tape routine, to be acceptable to them. With all the officials—chief, deputies, subordinates—with their formal drills of heads up, eyes right and hands down, a school for practical education could not be mastered. Free school officials can prescribe text books, select teachers, and formulate a set of quasi-military rules and regulations, centralizing the whole school business under one official and officious head; but if a school should embrace artisans, mechanics and laborers in the various branches of industry, the theoretical officials of our present free schools could not grasp it. It would have too much substance and depth to be presided over and controlled by a six-weeks-prepared Normal graduate. Text books might be prescribed, but materials for the artisans, mechanics and labo-

ners could not be prescribed. The smith would claim the right to select his iron and steel; wagon, carriage, and cabinet makers, their wood; the laborer his tools; the painter his paints, and the printer his press, type and paper. For this reason we can look for no countenance from officials and advocates of the present free school system. A practical school could be made as free as any; but it would not afford official position for impractical men. The community could not be imposed upon by shams and pretentious adventurers, in the shape of free school officials. The free school regulations of Texas—with the Bible ruled out of school—is a very poor affair, at a heavy cost. Tax payers would be astonished if they could see the leakage of the school fund, in the shape of salaries, commissions, printing, stationery, postage, &c. Let the free schools be simplified and put on a footing that they may become self-supporting. The best way to help the needy is to enable them to help themselves. Let the free schools be arranged so that this can be done, and they will truly be benefactors. Cease to have schools that will induce an immigration of indolent drones, who are worth nothing to home or country; and establish such as will enable the destitute and all others to procure an education that will qualify them to obtain a respectable support in any department of life. Enable them to earn an education while they are getting it, and they will appreciate it far above that which is bestowed upon them as a free gift. That which costs nothing is not generally valued very highly. That which we earn we generally prize.

Add-Ran College has prospered and is prospering beyond the most sanguine expectation of its founders. It has not sprung up and grown in any enthusiastic impulse. There have been no ad captandum efforts for patronage. Its founders have pursued the even tenor of their way, laboring faithfully and incessantly. The increase in patronage has been gradual, each session exceeding the preceding in number of students, from the beginning to the present—now numbering 430 students. They are here from every section of the state; from the Rio Grande to the Sabine, and from Red river to the Gulf; and some from other states and territories. The present course of labors in college, however, is all the present proprietors of Add-Ran College are able, within themselves, to carry on. If enlargement of its sphere of action be inaugurated, it must be by the pecuniary aid of friends. The college now stands prominently and favorably before the brotherhood; yet it is without a dollar's endowment, and dependent for its working upon the zeal, energy and industry of those who gave it being, and have nurtured it to its present status. With such help as the numerous friends of the institution might render, without sacrifice, it could be raised to a plane of much greater usefulness. We have done what we could and, God still being our helper, we will yet do what we can. Whether the institution shall be more than we, unaided, can make it, depends upon its friends. Shall we have their help? Shall two or three individuals continue to bear the whole pecuniary burden? Our labors for ten years is an earnest of our faithfulness in the grand work of education, and our liberal patronage an evidence of the appreciation of the work that has been done. But tuition alone is not sufficient to support a college. Increase of the number of students creates a demand for an increase of teachers, and for an increase of room in the building. Our purse is exhausted, and to do any more building we must have help. The charter of Add-Ran College forms a corporate ownership, and makes provision for succession in case of death or resignation; so that the property cannot be disturbed in its perpetuity as an educational institution in the interest of the

Christian brotherhood, by a probate court in case of death. Every provision has been made to furnish the Christian Church and the general public with a college that meets every educational demand of our state that constant and faithful labor and limited means can do. Will the friends of Add-Ran College tide the institution over its present wants, and thereby relieve it of all embarrassment? It is the only college in the state—or anywhere else that we know of—that has been established by two or three men, solely by their own energy and industry, and with very limited means. Other college buildings have been erected and donated, and endowment funds contributed. Thousands have been contributed to other colleges, cannot some hundreds be contributed to Add-Ran? Friends have repeatedly said they are proud of this institution. If it is a worthy object of pride, it should not suffer for the lack of liberality of its friends. It is believed that all that is necessary for Add-Ran College to be supplied with every important necessity, is for its friends to be apprised of its wants, and the growing demand upon its means of accommodation. This institution occupies the front rank among the colleges of Texas. Let it be kept fully up with the demands that are made upon it, so that it may meet every reasonable expectation and educational want. NOW is the time to render the necessary aid. Every dollar contributed will be faithfully and judiciously applied to the college for the advantage and accommodation of its patrons and students. If we had a hundred thousand dollars, it should all be bestowed upon the college for usefulness and the benefit of the rapidly growing population of this great empire state.

But whether our friends aid us or not, we, with all that we have, are committed, in a life-time service, to the advancement of Add-Ran College, and shall steadily work toward the end here indicated. We desire to see this institution prepared to send out men and women qualified to fill every department in life—to stand foremost in the ranks of usefulness; eminently suited for any emergency. To send forth men and women who will be a credit to themselves and an honor to the Lone Star State. Add-Ran is emphatically a Texas institution. Those at her helm are Texians by birth. It has been their ambition to make this college deserving for its worth, and an honor to their native state. That her young men and women shall leave these stone walls prepared for the highest stations in life, possessed of such unyielding virtues as shall cause them to rank as the first and most useful members of society; and that will cause us to say, with all fullness of heart, we are proud of our boys and girls; we are proud of our men and women.



donated by Clara Milmeth
by way of her daughter and
Mrs Lena Wolford Conpton
of San Angelo

1957