Macalester College,
The Outgrowth of the Baldwin School.
INCORPORATED BY THE LEGISLATURE OF MINNESOTA.
FEBRUARY, 1873.
A BRIEF HISTORY FOR THE USE OF FRIENDS.
The facts in this paper have been chiefly gleaned from a sermon preached before the Synod of Minnesota, in September, 1873, and printed in the "Minutes" of that year.

The Baldwin School, now the Preparatory Department of Macalester College, in February, 1853, was incorporated by the legislature of Minnesota, and early in the summer of that year, the school was opened. The whole number of pupils enrolled, until January, 1854, was 71, and of these only 28 were boys. After a brief period it seemed expedient to organize a separate department for the boys, as a nucleus for a College. In a letter from the founder to Mr. Baldwin, dated October 12, 1853, he says: "Already, you will perceive by looking at the Catalogue, that there are quite a number of boys attached to the girls' school. Now there must be a College in this portion of the Mississippi Valley. The picturesqueness of the scenery will make it a classic spot for students. For the sum of $5,000 a building can be erected which would serve for the purpose of preparatory grammar school, a chapel on Sunday, and a lecture room during winter nights, to which young men may be attracted from the saloons and gambling establishments. I propose that there shall be a young man to act as tutor to the grammar school, and one College professor, who shall hear recitations, lecture during winter evenings, and preach in the chapel. * * * I propose the institution, comprising the classical and scientific departments of the Baldwin School, shall be called Calvary College. I also propose to resign my position as minister of the First Church, and hold the position of Professor of English Literature and History in the Baldwin or Calvary College."

The plan was approved by Mr. Baldwin, and also by the founder's old pastor, the Rev. Albert Barnes. In deference to the prejudice of some against the naming of institutions after localities associated with the life of Jesus, the male department of the Baldwin School was incorporated as the "College of Saint Paul," instead of Calvary.

During the summer of 1853, the brick edifice erected in 1850, for the First Presbyterian Church of St. Paul, was enlarged by the addition of forty pews. In February, 1854, Rev. Edward D. Neill, who organized the church in November, 1849, was unanimously called to be pastor, but declined for several reasons, among others, from the fact that he had a few months before, written to M. W. Baldwin, of Philadelphia, after whom the Baldwin School had been named, proposing to enlarge its spheres of operations, and to devote his life to the building up of a College in the Valley of the Upper Mississippi.

In the spring of 1855, at a meeting of the friends of the projected College for Minnesota, held in the city of Philadelphia, M. W. Baldwin being in the chair, the Rev. Edward D. Neill was elected President. During the summer a
stone edifice for the Grammar School of the College was commenced at St. Paul, opposite the residence of W. L. Banning.

The duties of Rev. Mr. Neill, as President elect of the College, not interfering with his preaching, and the district in which the academic building was situated being remote from any church edifice, he established the Presbyterian Church known as "The House of Hope."

In 1857 the College was recognized by the "Society for Promoting Collegiate Education in the West," and received an annuity of $500, which was soon voluntarily relinquished.

The development of the College was impeded by the financial revulsion of 1857, and then again by the breaking out of the rebellion in 1861.

In 1864, by an act of the legislature, the two institutions were consolidated, with a provision that the Preparatory Department should be known as the "Baldwin School." This school was re-opened in 1872, in the Winslow House, at the Falls of Saint Anthony, the President of the College and one of his sisters paying all deficiencies in current expenses, besides a rent of $1200 a year, until the death of the owner of the building, when, by his will, it became the property of Macalester College.

In 1874, the Legislature of Minnesota amended the old Baldwin charter, so that the Baldwin School is now the Preparatory Department of Macalester College.

By the will of the late Charles Macalester, of Philadelphia, Pa., the name and location of the College, near the Falls of Saint Anthony, is fixed. By the expressed wish of the founder of the School and College, recorded in the minute book of the Board of Trustees, it is fixed that two-thirds of the Trustees must be communicants of, or attendants at the worship of the Presbyterian churches of Saint Paul or Minneapolis.

President Neill has sent in his resignation to the Trustees, to take effect whenever $30,000 is raised for the endowment of the Presidency, and a Presbyterian selected for the office. The aim of the institution is set forth in the following extract from an address by its founder, delivered at the dedication of the Baldwin School building, in December, 1853, which still stands at the head of Rice Park, in Saint Paul, adjoining the City Hall.

"We desire that the voice of prayer and the anthem of praise shall be heard in this edifice each day at the assembling or dismissal of the pupils, and that the Holy Bible shall be known as a text-book. The teachers who have been employed during the last term, have belonged to three different branches of the Holy Catholic Church, and have given pleasing evidence of being actuated by the same catholic spirit.

"On the corporate seal of the institution are engraved two female figures, one in classic drapery, telescope in hand and compass at the feet, representing Science investigating the laws of Nature; the other in sitting posture and modern dress, holding the open word of God, representing Revelation. They are in friendly converse, the twin sisters of Heaven, as the motto suggests, "Natura et Revelatio, coeli gemini."

"In the various departments of the Baldwin School, Nature and Revelation will never be presented in antagonism. The laws that are developed in the study of each, the teachers will endeavor to prove to be emanations from the same Divine mind. The style of education, it is hoped, will lift the pupil out of the larva or groveling state, and prepare for the best society of all worlds—an immortal existence in the kingdom of heaven, as the soaring butterfly is intended to symbolize."
"It is not the wish of the Trustees to monopolize the work of instructing youth. They recognize as co-workers the private, public and parochial schools of Minnesota. If the establishment of the Baldwin School should incite to the erection of similar institutions, it will be an encouraging circumstance. Inviting the strictest scrutiny of the public, they expect that it will only receive the patronage it may deserve."

Since the organization of the institution in 1853, citizens of Minnesota have subscribed about $8,000 for its use, the following laymen having pledged themselves for the sums opposite their names:

<table>
<thead>
<tr>
<th>Name</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>Franklin Steele</td>
<td>$1,000</td>
</tr>
<tr>
<td>E. S. Jones</td>
<td>$250</td>
</tr>
<tr>
<td>Levi Butler, M. D.</td>
<td>1,000</td>
</tr>
<tr>
<td>Thomas Lowry</td>
<td>250</td>
</tr>
<tr>
<td>C. E. Vanderburgh</td>
<td>1,000</td>
</tr>
<tr>
<td>R. J. Baldwin</td>
<td>250</td>
</tr>
<tr>
<td>John S. Pillsbury</td>
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</tr>
<tr>
<td>W. W. McNair</td>
<td>250</td>
</tr>
<tr>
<td>Chute Brothers</td>
<td>1,000</td>
</tr>
<tr>
<td>S. C. Gale</td>
<td>250</td>
</tr>
<tr>
<td>W. C. Baker</td>
<td>500</td>
</tr>
<tr>
<td>Eugene M. Wilson</td>
<td>250</td>
</tr>
</tbody>
</table>

The Board at the present time is composed of the following

TRUSTEES.

William C. Baker ......................................................... Minneapolis.
George L. Becker .......................................................... Saint Paul.
Richard Chute .............................................................. Minneapolis.
Thomas Cochran, Jr ....................................................... Saint Paul.
Henry J. Horn ............................................................... Saint Paul.
Henry M. Knox .............................................................. Saint Paul.
W. W. McNair .............................................................. Minneapolis.
Henry L. Moss, chosen in 1853 ......................................... Saint Paul.
John S. Pillsbury ......................................................... Minneapolis.
Alexander Ramsey, chosen in 1853 .................................... Saint Paul.
Franklin Steele ............................................................. Minneapolis.
H. Knox Taylor ............................................................. Saint Paul.
C. E. Vanderburgh ......................................................... Minneapolis.
J. C. Whitney, chosen in 1853 ........................................... Minneapolis.
Eugene M. Wilson .......................................................... Minneapolis.

The Trustees have with design hastened slowly, but intend to adopt all reforms accepted by Yale, Amherst, Dartmouth and Princeton Colleges, believing it safe, to defer to the matured opinions, of the wise men of the East.
PROSPECTUS
OF
MACALESTER COLLEGE
1885-'86.
PROSPECTUS

OF

MACALESTER COLLEGE.

PREPARATORY COURSE,

Preparatory,

Junior Preparatory,

Middle Preparatory,

Senior Preparatory.

COLLEGIATE COURSE.

Classical,

Philosophical,

Literary.

MINNEAPOLIS:
Tribune Job Printing Co.
1885.
Macalester College opens September 16, Wednesday, 1896, under Presbyterian Control.

It aims to secure thorough education in the Classics, in the Sciences, in Modern Languages, and in Literature, through experienced teachers, and under positive religious influences.

Denominational, but not Sectarian.
TRUSTEES OF THE COLLEGE.

CLASS OF 1885.

Hon. Charles E. Vanderburg, Minneapolis, Minn.
Eugene M. Wilson, Esq.,
Rev. Joseph C. Whitney,
H. Knox Taylor,
Thomas Cochran, Jr., Esq.,

CLASS OF 1886.

Henry J. Horn, Esq., St. Paul, Minn.
Prof. B. F. Wright,
William C. Baker, Esq., Minneapolis,
Rev. Daniel Rice, D. D.,
William M. Tenney, Esq.,

CLASS OF 1887.

Hon. Alexander Ramsey, St. Paul, Minn.
Robert P. Lewis, Esq.,
Henry L. Moss, Esq.,
Hon. William W. McNair, Minneapolis,
Rev. Robert F. Sample, D. D.,
Rev. Thomas A. McCurdy, D. D., ex-officio,
OFFICERS.

Hon. C. E. Vanderburg, President Board of Trustees.
R. P. Lewis, Vice-President Board of Trustees.
W. M. Tenney, Secretary Board of Trustees.
H. K. Taylor, Treasurer Board of Trustees.

FINANCE COMMITTEE.

R. P. Lewis,
Daniel Rice,
H. L. Moss.

AUDITING COMMITTEE.

Daniel Rice,
R. P. Lewis.

COMMITTEE ON DORMITORY.

J. C. Whitney,
B. F. Wright,
R. P. Lewis.

COMMITTEE ON INSTRUCTION.

R. F. Sample,
B. F. Wright,
J. C. Whitney.

FISCAL SECRETARY.

Joseph McKibbin, St. Paul, Minn.
FACULTY.

REV. THOMAS A. MCCURDY, D. D., PRESIDENT,
And Professor of Biblical Instruction and Moral Science,

REV. WILLIAM R. KIRKWOOD, D. D.,
Professor of Mental Science and Logic.

REV. NATHANIEL S. McFETRIDGE, D. D.,
Professor of Greek Language and Literature, and Higher English and Modern Languages

Professor of Latin Language and Literature, and Lower English.
(The duties of this chair are distributed between Professors Kirkwood and Pearson.)

CHARLES FORBES, B. S., M. D.,
Professor of Natural Science.

FRANK B. PEARSON, A. B.,
Professor of Mathematics.

REV. EDWARD D. NEILL, A. B.,
Professor of English Literature and Political Economy.

REV. DANIEL RICE, D. D.,
Lecturer on the Literature and Revelations of the Bible.
PREPARATORY COURSE.

<table>
<thead>
<tr>
<th>FIRST TERM</th>
<th>SECOND TERM</th>
<th>THIRD TERM</th>
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<tbody>
<tr>
<td>English Grammar—Harvey (5).</td>
<td>English Grammar—Harvey (5).</td>
<td>English Reader and Punctuation—Hudson (5)</td>
</tr>
<tr>
<td>English Reader and Punctuation—Hudson (4)</td>
<td>United States History—Scudder (2).</td>
<td>United States History—Scudder (4).</td>
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Rhetorical Exercises throughout the year, under the direction of the Faculty.

*Figures in parentheses indicate the number of recitations per week.

JUNIOR PREPARATORY.

<table>
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<th>FIRST TERM</th>
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<th>THIRD TERM</th>
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</thead>
<tbody>
<tr>
<td>United States History—Scudder (3).</td>
<td>United States History—Scudder (3).</td>
<td>Ahn’s Vocabulary (5).</td>
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<tr>
<td>Latin Grammar—Harkness</td>
<td>Latin Grammar—Harkness</td>
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<td></td>
<td>English: Higher Lessons—Reed &amp; Kellogg (3)</td>
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Rhetorical Exercises throughout the year, under the direction of the Faculty.
### MIDDLE PREPARATORY

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<tbody>
<tr>
<td>Physiology (3).</td>
<td>Latin Grammar—Harkness</td>
<td>Caesar, Book III. and Cic de lege</td>
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Rhetorical Exercises throughout the year, under the direction of the Faculty.

### SENIOR PREPARATORY

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<tr>
<td>Bib. Geog.—Coleman,</td>
<td>Bib. Geog.—Coleman,</td>
<td>Bib. Geog.—Coleman,</td>
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<td>Latin Grammar—Harkness</td>
<td>Latin Grammar—Harkness</td>
<td>Latin Grammar—Harkness</td>
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<td>Prosody, Greek Grammar—Goodwin</td>
<td>Prosody, Greek Grammar—Goodwin</td>
<td>Prosody, Greek Grammar—Goodwin</td>
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<tr>
<td>Greek Prose—Sidgwick,</td>
<td>Greek Prose—Sidgwick,</td>
<td>Greek Prose—Sidgwick</td>
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<tr>
<td>Anabasis, Books I–II.</td>
<td>Anabasis, Books III–IV.</td>
<td>Anabasis, Books III–IV.</td>
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<tr>
<td>Eng.: Sentential Analysis—Swinton (3).</td>
<td>English: Day's Composition (6).</td>
<td>English: Day's Composition (4).</td>
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<tr>
<td>History: Swinton's Outlines (4).</td>
<td>History: Swinton's Outlines (4).</td>
<td>History: Swinton's Outlines (3).</td>
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Rhetorical Exercises throughout the year, under the direction of the Faculty.

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Manchester College.
### COLLEGIATE COURSE.

#### FRESHMAN—First Term.

<table>
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<td>Bib. Geog.—Coleman</td>
<td>Bib. Geog.—Coleman</td>
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<tr>
<td>Latin: Cicero De Senectute (3)</td>
<td>Latin: Cicero De Senectute (3)</td>
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<td>Greek: Herodotus—Selections (4)</td>
<td>Greek: Herodotus—Selections (4)</td>
<td>Greek: Herodotus—Selections (4)</td>
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<td>English: Study of Words—Trench (3)</td>
<td>English: Study of Words—Trench (3)</td>
<td>English: Study of Words—Trench (3)</td>
</tr>
<tr>
<td>History: English People—Greene (3)</td>
<td>History: English People—Greene (3)</td>
<td>History: English People—Greene (3)</td>
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#### FRESHMAN—Second Term.

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<tbody>
<tr>
<td>Bib. Geog.—Coleman</td>
<td>Bib. Geog.—Coleman</td>
<td>Bib. Geog.—Coleman</td>
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<tr>
<td>Latin: Cicero De Amicitia (4)</td>
<td>Latin: Cicero De Amicitia (4)</td>
<td>Latin: Cicero De Amicitia (4)</td>
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<tr>
<td>Greek: Momorabilia (4)</td>
<td>Greek: Momorabilia (4)</td>
<td>Greek: Momorabilia (4)</td>
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<tr>
<td>English: Bunyan</td>
<td>English: Bunyan</td>
<td>English: Bunyan</td>
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<tr>
<td>Day's Art of Discourse, Greene</td>
<td>Day's Art of Discourse, Greene</td>
<td>Day's Art of Discourse, Greene</td>
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<tr>
<td>History: English People—Greene</td>
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**Prospectus of**
### FRESHMAN—Third Term.

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<td>Math.: Plane Trig. and Mens.—Schuyler (4)</td>
<td>Math.: Plane Trig. and Mens.—Schuyler (4)</td>
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<td>German: Boison’s Prose, History of Germany—Taylor</td>
<td>German: Boison’s Prose</td>
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<td>History of Germany—Taylor</td>
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<tr>
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<td>Eng.: Parser and Analyzer—March</td>
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<td>Hist.: English People—Greene</td>
<td>Eng.: Parser and Analyzer—March</td>
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<td>Day’s Art of Discourse,</td>
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### SOPHOMORE—First Term.

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<td>Bib. Geog.—Coleman</td>
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<td>German: Goethe’s Hermann and Dorothea Comp. (4)</td>
<td>German: Goethe’s Hermann and Dorothea Comp. (4)</td>
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<td>Greek: Plato</td>
<td>Ger.: Lessing, Nathan der Weisse</td>
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### SOPHOMORE—Third Term.

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<td>Bib. Geog.—Coleman</td>
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<td>Greek: Demosthenes' Orations</td>
<td>Ger.: Hist. of German Literature</td>
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### JUNIOR—First Term.

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<td>German: Goethe, Iphigenia (2).</td>
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### SENIOR—First Term.

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<td>German: Auswahl aus Humboldt's Werke (1).</td>
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<td>Natural Science: Astronomy—Proctor (4).</td>
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<td>Mental Science: Thinking and Thought Knowledge (4).</td>
<td>Mental Science: Thinking and Thought Knowledge (4).</td>
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<td>Comparative Philology—March, (3).</td>
<td>Comparative Philology—March, (3).</td>
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<td>History: Modern,</td>
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</table>
Macalester College.

SENIOR—Second Term.

CLASSICAL.

Bib. Inst.: History of Free Thought—Farrar (1).
Natural Science: Geology—Dana. Physical Geography—Gayot (4).
Mental Science: Intuitions (4).
Moral Science: Christian Ethics—Gregory (3).
Social Science: Sociology and Civilization—Guizot (4).
English: Comparative Philology—March (4).

SENIOR—Third Term.

CLASSICAL.

Bib. Inst.: History of Free Thought—Farrar (1).
Natural Science: Biology—Martin (4).
Mental Science: History of Philosophy—Schlegel (4).
Moral Science: Christian Ethics—Gregory (2).
Social Science: History of Civilization—Guizot (4).
English: Anglo-Saxon—Analysis, I (3).
Comparative Philology—Analysis, II (3).
COURSES OF STUDY.

The Courses of study herewith presented are the Preparatory and the Collegiate. Thirty-six weeks, exclusive of vacations, constitute a year's study.

I. The Preparatory Course covers a period of four years, and is arranged to meet all requirements of thorough preparation for either of the Collegiate divisions. Students not intending to take a full Collegiate Course have, in this department, a more thorough academical education than is ordinarily obtained. Special attention is given to the common branches. Thoroughness in these is required as the best preparation for more advanced study. Provision is made whereby deficiency in any of the common branches can be made up without interfering with more advanced studies. In this way irregularity in class, and in class-work, is overcome to the advantage of the student. In the different branches of study thoroughness is constantly in view, and is realized by rigid drill in the principles of the branches studied, and close application of those principles, in Mathematics, in the solution of textual and original problems; in the Classics, to analysis, construction, translation, composition, and sight-reading.

Students are admitted to this course and assigned to such classes as their qualifications determine, and all students in this department are under the special oversight of the Faculty, with the view of helping them to fixed habits of study, and securing their greater proficiency in the branches studied. Those completing this course pass regularly and without examination into the Collegiate Course.

II. The Collegiate Course is divided into the Classical, the Philosophical, and the Literary. These divisions run parallel until the third term of the Junior year, when the Literary disappears; in the Senior year the Philosophical disappears. In the Philosophical division Latin and German correspond with Latin and Greek in the Classical; in the Literary, French and German correspond with Latin and German in the Philosophical.

The following distinctive features of the prescribed course are worthy of note.

1. Those electing modern languages have equal advantages in Mathematics, the Sciences, History, and English with those electing the Classics.
2. The Bible and English (including Anglo-Saxon in the Collegiate Course) are made prominent features throughout the curriculum.

3. Natural Science is introduced in the first term of the Freshman year, and carried on vigorously to the close. This is a departure from the usual course, but it is made necessary by the demand for more time for the investigation and study of this important branch.

4. Mental Science is introduced in the third term of the Sophomore year, in which a careful and general view of the science is given, as needful preparation for the thorough mastery of the subject in succeeding terms.

5. Natural and Mental Science are presented as continuously as possible, thereby preserving continuity of thought, and securing greater proficiency in investigation.

7. Latin and French are finished in the Second term of the Junior year; Greek and German in the First term of the Senior year. The remaining terms are devoted almost exclusively to the sciences.

**REQUIREMENTS FOR ADMISSION.**

1. *Applicants for the Freshman Classical* will be required to pass examination in the following branches, *viz:*

   - **MATHEMATICS**—Arithmetic, Algebra through Quadratic Equations, and Plane Geometry.
   - **ENGLISH**—Geography, Grammar, Word Analysis, and Sentential Analysis.
   - **LATIN**—Three books of Caesar, two books of Vergil, and one book of Cicero Catullinam, or their equivalents.
   - **GREEK**—Three books of Anabasis, and one selection from Lucian, or their equivalents.

   For the Freshman Philosophical the same examination will be required as in the Classical, except Greek.

   For the Freshman Literary the same examination as for the Philosophical, except Latin.

2. Applicants for more advanced classes are required to pass satisfactory examinations in the studies, or their equivalents, of lower classes.

3. Applicants advanced in a part of their studies, and deficient in another part, will be given opportunity to make up what will secure full class standing.
PARTICULAR DESCRIPTION.

RELIGIOUS INSTRUCTION.

The President.

In the Preparatory Course a textual and analytical consideration of the Four Gospels and their harmony constitute the scope of Biblical instruction from the beginning to the first term of the Senior Preparatory. Old Testament History is now introduced and carried on through the Second term of the Freshman year. Biblical Geography is utilized as an aid in fixing the location of the more important events brought to light in the history. Chronology, covenants, types, characters, prophecies, and the Messiah are made prominent in the study. In the Third term of the Freshman year, New Testament History and Biblical Geography are introduced, and continued throughout the Sophomore year. They are analyzed with reference to the Old Testament Prophecies, to the Life of Christ, and to the Apostolic Age.

In the First term of the Junior year the Evidences of Christianity are begun, and continued through the Second term. By critical analysis and historic review the stability and growth of the Christian system are shown in contrast with the corruption and decay of the false systems of religion.

The last term of the Junior year is devoted to lectures on the Literature of the Bible, and the Senior year is given up wholly to a close and rigid drill in Farrar's History of Free Thought. Text-books and lectures are used in the whole course, and the evangelical views of the Christian religion are reverentially and tenderly pressed upon the hearts of the student.

MENTAL SCIENCE AND LOGIC.

Prof. Kirkwood.

Study in this department begins with the third term of the Sophomore year, and continues through both the Junior and Senior years to the close.

After a general view of the nature of the field, the intellect is carefully studied, and the students are made as familiar as possible with its powers and modes of operation.
Following this the Feelings, Desires, and Will, in their nature and bearing on life, are taken up and investigated as thoroughly as the time will permit.

At this point Formal Logic is studied, the time allotted to it being the third term of the Junior year.

Next in order is the study of Intuitions and Intuitive Knowledge, and the course is closed with a careful review of the History of Philosophy.

Throughout the course text-books are used, supplemented by lectures. Students are required to make careful observations of the operations of their own minds, and reduce these observations to the form of essays for the class-room; when, also, there are class discussions of the subjects so presented.

**DEPARTMENT OF LANGUAGES.**

**Prof. McFetridge.**

The aim in this department is to acquire an accurate understanding of ancient and modern languages.

**Latin and Greek.**—During the Freshman, Sophomore, and Junior years, Latin and Greek have a prominent place in the Classical Course, and are studied in connection with written exercises and discussions on the life and times of the authors read, and with the application to the text of the principles of Comparative Philology.

**English.**—English is a regular study throughout the College Course, and is studied with the text-books and lectures, so that its origin, words, development and construction are clearly understood, and its principles applied in the every day life. English Classics are taken up, their text analyzed, and their forms and figures explained in the light of the author's character, life and times, and purpose.

**Anglo-Saxon.**—Anglo-Saxon has an important place in the Classical course, and is studied on the basis of March's Method.

**French and German.**—These languages are studied in the same way as the Latin and the Greek.

**DEPARTMENT OF HISTORY AND LITERATURE.**

A thorough course of History and Literature is pursued with text-books and lectures, which includes Ancient, Medieval and Modern History, and the Literature of the different nations and periods.

**DEPARTMENT OF NATURAL SCIENCE.**

**Prof. Forbes.**

Physics is studied during the Freshman year. Each branch studied is preceded by a lecture, and by experiments. According to this method the use of the text-book follows the lecture and experimentation.

For the terms of the other sciences in this department, consult the Curriculum.
CHEMISTRY with Laboratory work is taught as far as possible after the same method as Physics.

BOTANY.—In addition to the use of the text-book each student is required to collect and mount not less than fifty species of plants; also, to prepare sections of vegetable tissue for objects for the microscope.

PHYSIOLOGY, HYGIENE AND ANATOMY are taught with the aid of text-books, charts, manakin and skeletons, and Biology and Comparative Anatomy with text-books, models and skeletons.

ASTRONOMY.—In addition to the study of the text-book, each student is required to locate, by the use of the telescope, and make diagrams of not less than twenty-five of the principal constellations.

GEOLOGY is studied with the text-book, to which is added field work for the collection and classification of minerals, rocks and fossils. Biology, as related to various forms of life, will conclude the department of Natural Science.

Special features, however, are brought to view.

1. In Physics, skill in the use of the telegraph instruments to the extent of being able to send and receive messages readily, is made competitive.

2. In Photography, students are required to present twenty-five negatives and prints from the same, all of their own work. They will also be taught the use of the microscope in micro-photography.

3. Apparatus for this department will be furnished as needed.

MATHEMATICS.

Prof. Pearson.

The course in Mathematics is required by all students. The subjects taught are Algebra, Solid and Spherical Geometry, Plane Trigonometry, Mensuration, Surveying, Navigation, Spherical Trigonometry, Conic Sections, Analytical Geometry, Differential and Integral Calculus, Analytical Mechanics, Acoustics and Optics. In Surveying, field work is made a specialty. Original problems are presented throughout the course for solution.

ENGLISH LITERATURE AND POLITICAL ECONOMY.

Prof. Neill.

English Literature is taught by a series of lectures on the general subject, which, in addition to the method adopted by Prof. McPetrudge, will bring the whole subject fully before the mind of the student.

Political Economy is taught by text-books and lectures.
GENERAL INFORMATION.

LOCATION.

Macalester College is located midway between the business centers of the cities of Minneapolis and St. Paul, and within one and a half miles of Merriam Park. The Chicago, Milwaukee & St. Paul R. R. passes within three-quarters of a mile of the College building. The location is beautiful and commanding. Minneapolis is in full view from the College grounds, and a short walk to the east of the College grounds brings St. Paul into view. On the east of the College is Snelling avenue, on the north is Summit avenue, or the projected boulevaréd, of two hundred feet in width, from Minneapolis to St. Paul. Being about five miles from the business centers of the Twin Cities, it is, by the cars, a ten minutes ride to either. Trains pass every half hour to one or other of the cities. There are no saloons or other temptations to immoral habits present. All of the advantages of the cities are had, without any of the disadvantages. Presidents of eastern colleges, familiar with the location, pronounce it the best they have any knowledge of in this country.

ACCESS.

Access to it is had by means of the Chicago, Milwaukee & St. Paul R. R. The trains stop at Macalester Station, the point where Snelling avenue intersects the railroad.

Special rates of travel are furnished students from either city. These allow students to board at home and easily avail themselves of superior advantages for a thorough Collegiate education. Students from a distance, or from the cities, if any desire it, can find boarding accommodations in the Dormitory.

CHARACTER.

The character of the College is religious, under Presbyterian control. It aims at Higher Christian Education, including the religious element, in the unqualified and absolute sense. Conscientious convictions on doctrine and polity are in no sense disturbed. Cardinal doctrines of the Christian religion are taught without fear, without apology, and without policy.
With Divine help we will be as useful to the heart as to the head. We will seek to realize our aim in thoroughly educated Christian young men. We accept the trust of young men committed to our care, and will carefully guard and guide them in paths of literature, science, and religion.

HOME.

Students from a distance, and any others who shall desire it, will find a home in the Dormitory, and social advantages in the families of the Faculty. Prof. Pearson will have his home in the Dormitory, and will conduct the morning and evening devotions of the students. Other members of the Faculty will alternate with him in this service. The president and professors will be their pastors, as well as instructors. In cases of sickness, students will be looked after with home interest, and Dr. Forbes will give medical attention and treatment free of charge.

The Dormitory contains twenty double rooms, each designed to accommodate two students. They are properly furnished with ample and substantial furniture, with carpets, bedsteads, wire springs, and mattresses. They all are heated with steam; water, trunk rooms, and bath rooms are conveniently provided on each floor. The management of the Dormitory and laundry is under a special committee of the Board of Trustees, who, with the aid of a matron and other suitable help, provide good boarding in quantity, quality, and variety, at reasonable rates.

GOVERNMENT.

Students are expected to deport themselves like gentlemen. Diligence in the hours designated for study is required; abundant facilities for wholesome exercise and recreation are given. No student is permitted to waste his time and money in habits of indolence and prodigality. Fidelity in duty, and heartiness in recreation will make, in each case, progress satisfactory and healthful.

RELIGIOUS SERVICES.

Preaching every Sabbath morning during the term, in the chapel, by the ministers in the Faculty; Bible study after each morning service; prayer meeting each Wednesday evening. Attendance on these services is expected from all students, except those boarding at home, and those excused, on the request of parents or guardians, to worship elsewhere.

LITERARY SOCIETIES.

Literary societies are formed, with which all students in the College Course are required to unite for practice in declamation, essay, original oration, and debate.
LIBRARY.

A library suitable for the demands of students is being collected. The present collection is large and various enough to meet present demands. It will be increased constantly by choice works in literature, art, and science.

TEXT-BOOKS.

Text-books and stationary are furnished in the College to students at actual cost.

EXPENSES.

Boarding in the Dormitory, including room, light, and fuel, is $3.00 per week.

Washing in the laundry, 50 cents per dozen pieces.

Bed-Clothing. Students entering the Dormitory will provide themselves with all articles of bed-clothing except pillows and bolsters.

Rates of Tuition. All candidates for the ministry have their tuition provided for them.

Tuition in the Preparatory Course, $10.00 per term.
Tuition in the Collegiate Course, 15 00 "
Incidental Fee, 3 00 "

SUMMARY OF EXPENSES.

First Term, 14 weeks, Preparatory, washing estimated at $7, $62 00
Second Term, 12 weeks, " " " $6, 55 00
Third Term, 10 weeks, " " " $5, 48 00

For the Preparatory year, $165 00

Text-books are not included in this summary of expenses. They are furnished as before stated, at actual cost.

First Term, 14 weeks, Collegiate, washing estimated as above $67 00
Second Term, 12 weeks, " " " 60 00
Third Term, 10 weeks, " " " 53 00

For Collegiate year, $180 00

Tuition and incidental fee of each term to be paid in advance. Board and washing to be paid weekly. All these expenses are estimated at actual cost. No extra charges, except for breakage of working material in the Laboratory, and breakage or damage of furniture.

EXAMINATIONS.

Written examinations are held at the close of each term, and the class standing of each student is fixed according to his grades in the branches studied. A record of grades is kept in the College, and each student is furnished with a copy of his own grade.
Prospectus of Macalester College.

DEGREES

Graduates from the Classical Course receive the Degree of A. B.
Graduates from the Philosophical Course receive the Degree of Ph. B.
Graduates from the Literary Course receive the Degree of Lit. B.

CALENDAR.

1885—September 15, Tuesday, Entrance Examinations.
    September 16, Wednesday, Fall Term begins.
    December 21-22, Monday, Tuesday, Term Examinations.
    December 23, Wednesday, Fall Term ends.
    Two weeks of vacation.

1886—January 6, Wednesday, Winter Term begins.
    March 29-30, Monday, Tuesday, Term Examinations.
    March 31, Wednesday, Winter Term ends.
    One week of vacation.
    April 7, Wednesday, Spring term begins.
    June 11, Friday, Term Examinations begin.
    June 14, Monday, Term Examinations end.
    June 15, Tuesday, Class and Literary exercises.
    June 16, Wednesday, Annual Commencement.
    Thirteen weeks of vacation.

For the Prospectus and other information, address the President, at 1014 Second avenue South, Minneapolis. After September 15, 1885, his address will be, Macalester College, St. Paul, Minn.

Bequests to the College should be made to "The Trustees of Macalester College,"—the corporate name of the College.
THOUGHTS
ON THE
AMERICAN COLLEGE;
AN ADDRESS DELIVERED IN
MACALESTER COLLEGE CHAPEL, SNELLING AVENUE,
SAINT PAUL, MINN., SEPTEMBER 16, 1885,
BY
REV. EDWARD D. NEILL.
ALSO
BRIEF HISTORY OF THE COLLEGE.

ST. PAUL:
The Pioneer Press Company
1885.
THOUGHTS ON THE AMERICAN COLLEGE.

The dedication of a wing of a college edifice and homes for professors, which have cost about $60,000 for an American college of the type of Yale and Princeton, indicates a growth in the community. The first age of the modern commonwealth does not resemble the golden age of the past. The pioneers of our Western States have fought the savage and braved hardships to prepare homes for their families, or to gratify the hunger for riches, the "auri sacra fames" of Virgil. The care for posterity, the raising of a race of good men, the adding to the stock of knowledge, are subsequent developments, and are indicative of advanced culture. Thirty-two years ago the speaker delivered the address at the opening of the first two-story brick edifice in Minnesota dedicated to education and erected by private munificence, known as the Baldwin School, whose catalogue for 1853 gives the names of seventy students; and the lad whose name is at the head of the list is the able engineer officer and professor of mathematics at the United States Military Academy at West Point. The school was designed to be the germ of a college, and by the charter, in accordance with the will of the founder, is made a preparatory school for Macalester College. The trustees have requested me on this occasion to make a brief address, and it will not be out of place to express some thoughts upon the American college. By the American college is meant the college of the general form of the Princeton or the New England college. It has developed under conditions unlike the beginnings of the colleges of England, Scotland, France and Germany. The charter of Yale College, written
nearly two hundred years ago, declares its object “to instruct youths in the arts and sciences, who, through the blessing of God, may be fitted for public employment both in the church and state.” The first class in Harvard graduated in 1642, and consisted only of eight young men; yet more than one-half of these, educated where the Indian still roamed, went to Old England and became eminent in church and state. One was appointed ambassador by Cromwell to Holland, and bore credentials written by Secretary John Milton, and after Charles the Second ascended the throne he was made baronet; a second studied medicine in Italy and practiced in London; a third attended medical lectures at the University of Leyden and settled in England, and a fourth was one of the king’s chaplains. Loyalty to truth has been one of the characteristics of the American college. Truth is the expression of the divine intelligence anywhere, and under any form. While the manifestation is varied, there is unity in the diversity, and bigots in science or theology can never effect the divorce of reason and revelation. The college delights in every discovery of the microscope or telescope; it accepts any fact fairly proved. When the American Association of Science in its early days sought for a president, he was found in the devout Hitchcock, professor of geology in Amherst College, and when the United State wished a head for the Smithsonian Institution it selected Joseph Henry, a professor in Princeton. The trustees of Macalester College, believing in the harmony of nature and revelation, have engraved on their corporate seal two figures; one, in loose, classic drapery, standing with telescope in hand, and compass at the feet, representing science investigating the laws of nature; the other, in sitting posture, clad in modest robes, holding the open Word of God, representing revelation. Both are in friendly converse, twin sisters of heaven as the motto suggests. “Natura et reve latio caeli gemini.” The object of the American college is not to promote an aesthetic or a medieval culture. It recognizes the life of a young man from sixteen to twenty-one years of age as most critical and susceptible. Its aim is to develop harmoniously the body, the intellect and the affections.

Aristotle, generations before Christ was known as the Nazarene and the Son of Mary, advanced an argument for the im-
mortality of the soul which has never been improved upon by the finite mind. He indicated the desire that there should be more great-souled men, in his chapter on megalopsychy. It is to be deplored that, owing to the hostility of a sect and the opposition of unbelievers, it is impossible in our State University to have a professorship for the exaltation of Christ, and on the evidences of Christianity. The constitution of the state of Minnesota expressly forbids the inculcation of the tenets of Jesus or any other religionist in her school.* The regents may, without strict attention to the constitution, allow students who admire Jesus to erect a hall, in which songs of praise to him may be sung by those who call themselves Christians; but, this being granted, the students who admire Voltaire, Thomas Paine and Robert Ingersoll can also have a hall wherein they can discuss their tenets. Now, the American college is expressly established for soul advancement, and it teaches that the system of Christ alone promotes the highest soul culture. Strauss, although a skeptic, confessed "As little as humanity will be without religion, as little will it be without Christ." Renan has also said, "All history is incomprehensible without him. He founded the pure worship which shall be that of all lofty souls to the end of time." He who leaves college without any acquaintance with the proof that Christ lived on earth, died on the cross, rose from the dead, and ascended into heaven, is a half-educated man. These proofs are communicated to the students of the universities of Oxford, Cambridge, Edinburgh and Dublin. The late president of the American Association of Science, in an address delivered before that body, only last month, truly said that "science should be pursued with the special object of the soul's advancement." The college that has been described differs from those which inculcate the forms and tenets of any particular branch of the church. There are colleges, however, established for the

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*Article eight, section three, of the constitution of Minnesota, has the following clause relative to the distribution of public moneys: "But in no case shall the moneys derived as aforesaid, or any portion thereof, or any public moneys or property, be appropriated or used for the support of schools wherein the distinctive doctrines, creeds, or tenets of any particular Christian or other religious sect are promulgated or taught." The university, being supported by public moneys, is forbidden to promulgate the opinions of any particular Christian or any other religious sect. The Roman Catholic looks upon the King James version of the Bible as a sectarian book, and under the constitution no student in the university can be compelled to listen to its readings or to the prayers of religious men.
The students are not allowed to worship except under the form of a particular sect. There is an atmosphere about them which, if it does not impel their students to contend earnestly for the faith delivered to the saints, leads them to proselyte for the Church of Rome or the Church of England, to intimate that all out of their pale must trust to the uncovenanted mercies of God. The American college is not built upon this narrow foundation. Princeton College and Princeton Theological Seminary are different institutions. Princeton College, while it would not tolerate a slur on the Presbyterian church from any professor, does not teach its students the distinctive doctrines or polity of that branch of the church, but only the doctrines of Christ as clearly declared by the apostles Paul and Peter. But in Princeton Seminary the student is expected to have these doctrines set forth as interpreted in substance by Augustine, John Calvin, and the Westminster Confession of Faith. Macalester College teaches the doctrine of the New Testament in a way that will not offend a student who may have been trained to prefer the Baptist, Lutheran, Methodist Episcopal or Protestant Episcopal branches of the Holy Catholic church.

The governing body of a college like Princeton is not appointed by the civil authorities, nor by any ecclesiastical synod. It is a self-perpetuating board of trustees elected under certain provisions of a charter, and they have the care of the funds and the responsibility of making regulations for the welfare of the college, and the president of the faculty is the administrative officer of the board. The college professor is not what the Greeks called a pedagogue. He is not a dull man, with a book in his hands, mechanically hearing a recitation, watching the boys like a detective. He is very different. He is a live man in the class room, and shows that he is a professor by a scholarly instinct, and is not attracted by the emoluments of office, and to gain the applause of fellows. His enthusiasm is imparted, the grand contagion spreads, and the college wins a name. Williams College, hid among the mountains in the northwest corner of Massachusetts, was difficult of access, with poor buildings and meager endowments, when Hopkins became its president, but his lofty character and philosophic Christian spirit
drew students from afar. Among the graduates of American colleges before me, there are some who can recall the impress made upon them by the professor who did not blindly follow a text-book, but glowed all over with his theme as he sat in the class room, and caused the members, as they left and walked across the campus, to say: "Did not our hearts burn within us while he talked with us?" The true professor, as Horace writes of the poet, is born, not made, and he attracts students as a magnet the iron filings of a blacksmith shop. A college student, while he may be allowed to select certain studies, must, however conform to the curriculum which has been adopted by the professors. He is supposed to have come to college to discipline his mind by study, and the rich man's son cannot expect to find there a club house, nor are watchmen and keepers provided for any incorrigible member of a family; it can never be a lounging place, nor a reform school. The old New England colleges only educate young men; not that they do not approve of the education of young women, but because they have thought the latter should have a higher education, which will better fit them to preside in the family, and to be the mothers of the republic. It was a professor in Amherst College who assisted in establishing the seminary of Mount Holyoke, and upheld its first principal, Mary Lyon, the bright and good —

"A perfect woman, nobly planned
To warn, to comfort and command."

Smith Female College, also in the vicinity of Amherst, has the active sympathy of its professors. The trustees of Macalester College cordially agreed to the arrangement by which a college for women should be established at Albert Lea, and they rejoice at its early opening and pray for its success; but it should be known that the plan of Amherst and Dartmouth Colleges is the plan of Macalester. Whenever an institution of learning becomes anxious for a long catalogue of students, there is danger of its catering to the popular taste, and lowering the standard of scholarship. David's heart smote him, after that he numbered the people, and he confessed that he had done "very foolishly." A true college will insist upon certain work being done in the preparatory schools. It will only have the well-defined classes, and avoid a fog line between the school and college.
Some have thought that if a preparatory department is under the supervision of the trustees of a college, that the school should have a distinctive name, so that the scholar in that department should not give the impression that he was in the college proper. The catalogue of Macalester College will, perhaps, always show fewer students than the other colleges of Minnesota. The last published catalogue of the Minnesota State University gives the names of ninety-seven students in the four classes corresponding to those of the old American college, but of these thirty-one are young women; that of Hamline University for 1884–5 shows thirty students in the college classes, one-third of whom are young women.

No American college has ever met its annual expenses by the fees of students. Harvard received gifts at an early date from Hollis, the rich Baptist and London merchant. The contributions of Yale, the governor of the East India Company, and of Bishop Berkeley, were very serviceable at a critical period to Yale College. There has never been a period when an American college did not need money. Today each of the older colleges, like Oliver Twist in the poorhouse, lifts up its plate and says, "I want some more." Now Macalester College must follow in the footsteps of its illustrious predecessors. It needs a great deal of money to pay the salaries of professors, who cannot live on angels' food. It can never be satisfied, and say "it is enough." From year to year its cry must be heard saying, "Give, give!" That cry has been heard; it will hereafter be heard. When the Baldwin school, the preparatory department of the college, was established, in 1853, Henry M. Rice, who at that time was doing more than any other man to lay the foundations of the prosperity of St. Paul, and was the representative of Minnesota in Congress, obtained from a gentleman in Washington, whose family attended the services of the Protestant Episcopal church, the valuable lot upon which the school edifice was built at the head of Rice Park, in this city. When, in 1855, it was necessary to erect another building in a different part of the city, for the exclusive use of the boys' department, another gentleman, John R. Irvine, whose family always attended the Protestant Episcopal church in St. Paul, gave a number of lots as a site for that building. When, as a condition of receiving
the property left by the late Charles Macalester, of Philadelphia, it was required to have $25,000 in the treasury always to be used toward the payment of professors' salaries, it is pleasant to remember how those in Minneapolis who did not call themselves Presbyterians, contributed to that fund. John S. Pillsbury, thrice elected Governor of Minnesota, whose family are Congregationalists, gave $1,000; the late Levi Butler, M. D., whose wife is a devoted member of the Baptist church, gave $1,000; the late Franklin Steele, whose family attend the Protestant Episcopal church, gave $1,000; and William C. Baker, a warden of the Reformed Episcopal church, gave $500. There is a good time coming, I believe, for Macalester College. Men in Minnesota are beginning to think that they ought do something for their posterity. The first bequest of any large amount for the public good of Minnesota, was that of Dr. Spencer, of Minneapolis. As a poor boy, he had taken care of the office of a professional man in Philadelphia, and there learned to read and value books, and when he came to die he provided a library for Minneapolis, one of the best, for reference, in this State. Gov. C. C. Washburn, identified with the milling interests of the same city, left a bequest of many thousands of dollars for the orphans, as a memorial to his mother. The first bequest in St. Paul for the benefit of posterity was that of the kind and unobtrusive Justus C. Ramsey, who gave $20,000 to help orphans, without regard to creed or nationality. Lately Anna, the faithful wife of the first governor of Minnesota, the beloved by her neighbors, when wasting away with disease, remembered in her will the St. Paul Home of the Friendless. Then there are other indications which are encouraging. Men are beginning to do good before they die. There has just been completed at Minneapolis a commodious edifice for our sisters who have been tempted by designing men, and dedicated this very day, the cost of which has been borne, if I am not misinformed, by one of her citizens. When the girls' department for the Baldwin School was first established I used to notice a little, pretty, black-eyed maiden, with school book in hand, going from her mother's residence to the school building, then surrounded by stumps and trees, now by a wilderness of houses. A few years ago I was called upon to unite her in marriage to her present husband, who has just
placed a memorial to a deceased daughter by a former wife, most appropriate, and worthy of imitation. Instead of a costly monument of marble in a lone graveyard, he has furnished a room in the court house of Bayfield, Wisconsin, on the shores of Lake Superior, with a library of valuable books to the memory of that daughter, which will be accessible to the young people of the community. As the cities of St. Paul and Minneapolis advance in wealth and culture acts like these will multiply, and we may expect to see libraries and memorial halls erected on these grounds and professorships endowed. As yet it is the day of small things with Macalester College, but the trustees have no reason to be discouraged. If they walk by faith they will hear the still small voice saying: "In quietness and confidence is thy strength." Friends will appear at times and places least expected, and help out of difficulties as the black-winged raven with a loaf of bread came to the prophet. Guizot, the eminent French statesman, whose treatise upon the history of civilization is used in American colleges, in one of his works expresses his pride in his alma mater, and narrates its humble beginning and slow development. He portrays a scholar with a thoughtful face and attenuated figure, three centuries ago, going from house to house, asking for contributions for the beginning of a college. The scholar was the learned Frenchman, John Calvin; the college has struggled on and become the distinguished University of Geneva.
In December, 1852, one who had shown some interest in the prosperity of Minnesota, residing at St. Paul, wrote to the late M. W. Baldwin, member-elect from Philadelphia, in the legislature of Pennsylvania, the following sentences: "Christian business men have been the builders up and sustainers of every educational institution (of high grade) in the United States. My project for an institution has fallen through. The men associated with me are worldly, and would not fulfill their pledges. At the present time, in St. Paul, a child cannot obtain a decent education, except in a sectarian school. It is my desire to see the Baldwin Preparatory School in operation. * * * The preparatory school being erected, and the school under way, let — dollars be laid aside, every year, for the Baldwin College."

The response to this letter was so favorable that a charter
for the Baldwin School was, in February, 1853, obtained from the legislature of Minnesota. On the second of April the trustees, appointed by the writer of the above letter, issued a circular announcing their intention to open a school and erect a building as soon as possible. The school was opened a few weeks thereafter, and in December, 1853, a two-story brick edifice was dedicated to its use, then the largest school building in Minnesota. A catalogue, printed in January, 1854, shows that twenty-eight boys and forty-three girls had been in attendance. After a brief period it was decided to organize a separate department for the boys as a nucleus of a college of the type of Yale, Princeton and Amherst. In a letter from the founder to Mr. Baldwin, he says: "Already, you will perceive by looking at the catalogue, that there are quite a number of boys attached to the girls' school. Now there must be a college in this portion of the Mississippi Valley. The picturesqueness of the scenery will make it a classic spot for students. For the sum of $5,000 a building can be erected which would serve for the purpose of preparatory grammar school, a chapel on Sunday, and a lecture room during winter nights, to which young men may be attracted from the saloons and gambling establishments. I propose that there shall be a young man to act as tutor, to the grammar school, and one college professor, who shall hear recitations, lecture during winter evenings, and preach in the chapel. * * * I also propose to resign my position as minister of the First Church, and hold the position of professor of English literature and history."

To prevent the idea springing up that the college was intended for the co-education of the sexes, it was thought expedient to incorporate the boys' department as the College of St. Paul, under a separate charter. Mr. Baldwin approved of this plan, and a stone building for the academic department of the college was erected on Wilkin Street. The largest gift toward the erection of this building, after that of Mr. Baldwin, was from the Rev. Albert Barnes, of Philadelphia, whose books have been translated into several languages. In a letter inclosing a draft on a bank this Christian scholar, now in the "better land," wrote to the founder of the college:

"Providence has blessed me in the sale of my books, and I do
not know how I can better appropriate a part of the avails than by aiding your college—an undertaking of vast importance to the territory, our country, and the church. At the same time it is more grateful to my feelings than any other way would be, of spending my money, for it enables me, in a small degree, to express my feelings towards you and your family; my remembrance of the more than a thousand acts of kindness and love received from your father and mother."

The development of the college was impeded by the financial revulsion of 1857, and also by the civil war, the founder having accompanied the First Minnesota Regiment to the field. During the war the trustees deemed it expedient to close the schools, and in time disposed of buildings and real estate. A letter was written to Mr. Baldwin, deploring the apathy in Minnesota upon Christian education, and expressing a desire to return as soon as the quietness of peace was restored. Early in 1864 the founder gave up his position as chaplain, and was appointed by President Lincoln one of the secretaries at the presidential residence in Washington. Mr. Baldwin, alluding to the appointment, playfully wrote that to be "president of a good college is far better." About this time Mr. Baldwin was visited by the founder of the Baldwin School, and it was agreed that a Baldwin university should be created, after the same general plan as the Lehigh University at Bethlehem, Pa., founded by Asa Packer. At Mr. Baldwin's request, a draft for a charter was drawn up, to which the property of the College of St. Paul and Baldwin School was to be conveyed, and, to prevent undue haste, a provision was inserted in the charter that no college proper should be organized until at least two professorships had been endowed. The proposed charter was forwarded to St. Paul, to the Rev. Mr. Mattocks, who wrote that the careful lawyer, Henry J. Horn, had kindly examined the charter, and it was his opinion that all the ends wished could be attained by the amendment of the old charters, which, if it did not suit the founder, could be amended.

As Mr. Baldwin was maturing his plans for a large endowment, God took him away, and there was no provision in his

1For amended charter, see Appendix.
will for it, and the project of the institution was in Europe. Upon his return the founder regretted to find the Baldwin trustees faint-hearted, and that the treasurer had carelessly invested several thousand dollars. It was evident that if a college for young men was to be established, upon a Christian basis, in the vicinity of Minneapolis and St. Paul, it would have to be done by the patience, endurance, and pecuniary sacrifice of some one, owing to the apathy of the community upon the subject.

After consultation with a sister, who gave her cordial approval, it was determined to begin anew. The large building known as the Winslow House, overlooking the falls of St. Anthony, was rented from Charles Macalester, of Philadelphia, for one hundred dollars a month, and the Baldwin School re-opened, and for some time its current expenses were entirely paid by the founder and his sister.

As Mr Macalester’s health failed, although still requiring rent he wrote, that he was disposed, upon certain conditions, to assist in carrying out the project of a college for young men, and in time sent some provisions for examination and approval, which are in substance a codicil of his will, which provides that the Winslow House property shall become the property of certain trustees of Macalester College, to be appointed by President Neill, said property to revert to his heirs if it should not be used in the way indicated in the bequest. Before his death, the following letter appeared in a Minneapolis newspaper, addressed to President Neill.

"PHILADELPHIA, Aug. 23, 1873.

DEAR SIR:—Yours of the fifth is at hand. I am willing to donate the Winslow House property upon the terms set forth in your letter; with a promise that it is to be used for educational purposes, and is not to be sold or incumbered; but if the contemplated enterprise should be a failure, or the building should cease to be used for the purpose above referred to, that the property should revert to me.

Faithfully yours,
C. MACALESTER."

The will, at the suggestion of the president of the college, allowed the building to be sold and the proceeds therefrom to be
invested in new college buildings in a better situation. The founder desiring that the college, although not intended to be sectarian, should have the confidence of all the intelligent members of the Presbyterian Church, selected two-thirds of the trustees of the old Baldwin institution to be trustees of Macalester College and placed upon record the declaration that two-thirds of the trustees should be Presbyterians, which proviso has since become a part of the charter.¹

The following circular, dated Jan. 14, 1874, appeared in a Minneapolis newspaper, addressed to the citizens of Minneapolis:

CIRCULAR.

"The late Charles Macalester has bequeathed the capacious building in the east division for college purposes, on condition that a certain fund shall be raised, the interest of which only shall be used for the payment of professors. Before the executors can give a title, $9,000 more remains to be subscribed. In a few days a committee of the board of trustees will call upon public-spirited citizens to ask their assistance in completing this fund.

"The following extracts from a recent letter written to the provost of the college by the surviving child of the late Mr. Macalester will answer some questions as to the design of the college: 'Upon your return from Dublin, my father was pleased to hear of your determination to lay the foundation of a college, upon a broad Christian basis, in the valley of the Upper Mississippi, and thought well of your suggestion that two-thirds of the trustees should be pewholders or attendants upon worship in the Presbyterian churches of Minneapolis and St. Paul.

"My dear father's catholic spirit was not in sympathy with an exclusive sectarian college, and he would not have wished the trustees to hesitate in electing a good professor simply because he might be a Baptist or Congregationalist, provided he did not attempt to press his peculiar denominational dogmas upon students. With the expectation that the college would remain under your supervision, he made the donation of the building upon the terms mentioned in his will.'"

As two-thirds of the Baldwin trustees were appointed trustees of Macalester College, it was arranged that the charter of the Baldwin institution should be amended so as to become Macalester College, and the preparatory department of college be called the Baldwin School.¹

¹See Appendix.
The trustees in the first printed announcement, after the legislature had made the amendments, use these words: "This college is the outgrowth of the Baldwin School, incorporated in 1853, and is named after the late Charles Macalester, of Philadelphia. * * * * The collegiate department will not be opened until two professorships are fully endowed, and meanwhile the preparatory department, known as the Baldwin School, will prepare boys for business or any college, and will aim to be what Phillip's Academy and Williston Seminary are in Massachusetts."

In another circular is this language: "The trustees have with design hastened slowly, but intend to adopt all reforms accepted by Yale, Amherst, Dartmouth and Princeton colleges, believing it safe, to defer to the matured opinions of the wise men of the East."

In February, 1881, the trustees issued a printed statement, signed by H. J. Horn, H. L. Moss, Thos. Cochran, Jr., S. H. Chute, and J. C. Whitney, containing the following sentences: "Macalester College was formally adopted by the Presbyterian Synod at its meeting in October of last year, as its college for young men, and a committee was appointed by the synod to raise funds throughout the Presbyterian churches of the State for the endowment of the presidential chair, for which thereafter the synod is to nominate the occupant."

"Rev. Dr. Daniel Rice, of Minneapolis, has accepted the position of financial secretary of the synodical committee, and has already entered upon the work of soliciting subscriptions for this endowment. The college possesses a valuable property in its present temporary home, the old Winslow Hotel upon the East Side, in Minneapolis, which was devised to its board of trustees by the late Charles Macalester, Esq., of Philadelphia. This under the supervision of the president of the institution, Rev. Edward D. Neill, with Rev. Rockwood Macquesten as instructor in the preparatory department, known as the Baldwin School, has been in operation during the year, and has an attendance of between twenty and thirty pupils."

President Neill, while required by promise to his sister, and his understanding with Mr. Macalester, to remain always connected with the college, in order that his and their wishes might
be carried out, did not desire to remain as president, and sev-

eral years ago resigned, to take effect as soon as $30,000

were in the college treasury, the interest from which should

be applied to the support of his successor, who was to be

a Presbyterian, and with a further stipulation that he was to

remain attached to the college as professor of history and lit-

erature. It was not, however, until 1884 that the trustees took

action upon this proposal, and then the Rev. Edward D. Neill

was formally elected professor of history, literature and political

economy, and a few months later steps were taken to secure his

successor to the presidency. In September, 1884, Rev. T. A.

McCurdy, D. D., for ten years a Presbyterian pastor in Wooster,

Ohio, became president. In June, 1885, in a conversation with

the professor of history and literature and political economy,

the president mentioned that the trustees had not informed him

that a professor had been elected before he was thought of as

president, to fill the chair of history, and that through ignorance

he had made arrangements for another person to give instruc-

tion in that branch. While surprised at the oversight of the

trustees, the founder of the college and senior professor, ever

willing to sacrifice all but honor and principle to promote its

interests, wrote to the trustees that if they desired that he

should relinquish the branch of history and retain the branches

of literature and political economy, he would not object. The

trustees, after considering the communication, thought it expe-

dient that the senior professor's chair should be modified and

known as the professorship of English literature and political

economy.

In 1884, the trustees completed, at a cost of about $30,000,
an ornate wing of a college edifice, and during the present

summer have expended about $30,000 more in the erection of

four houses for professors, and in other improvements. The

new buildings are on forty acres owned by the trustees, on high

ground overlooking the mills at the falls of St. Anthony, and

other portions of the city of Minneapolis, and at the corner of

Summit and Snelling avenues, in the city of St. Paul.
APPENDIX.

ACTS OF THE LEGISLATURE OF MINNESOTA AFFECTING MACALESTER COLLEGE.

Be it enacted by the Legislature of the State of Minnesota:

SECTION 1. That the word "school," wherever the same appears in said act, is changed to "university," and the said institution shall hereafter be known by the name of the "Baldwin University," and the following named persons, being the present trustees of the Baldwin School, viz.: Alexander Ramsey, Edward D. Neill, Henry F. Masterson, Henry L. Moss, John Mattocks, and also Henry J. Horn, D. W. Ingersoll, Henry M. Knox and
Frederick A. Noble, and their successors in office, shall be known as the "trustees of the Baldwin University," which shall be the name and style of said corporation, and shall succeed to all the rights, powers and liabilities specified in the act to which this is an amendment.

SEC. 2. Section two of said act is amended so as to read as follows:

Sec. 2. The object of the institution shall be to afford instruction in English literature, in ancient and modern languages, in moral and mental philosophy, in history and political economy, in mathematics, and the natural sciences, and in the application of science to arts, agriculture, and the professions.

SEC. 3. Section six of said act is amended so as to read as follows:

Sec. 6. The trustees of the Baldwin University shall have power to purchase, hold and sell real or personal estate, to enact by-laws for the government and regulation of said university, to elect and employ a president, professors and such other teachers, officers and committees as the management of the university and its friends may require, to define their duties, and to determine the amount of their respective salaries.

SEC. 4. The president and secretary of the board of trustees of the College of St. Paul are hereby authorized and empowered to execute and convey, in the ordinary form of conveyance, to the "trustees of the Baldwin University," all of the estate, real and personal, franchises, rights and privileges of the said corporation, whenever the said trustees of the College of St. Paul shall, by a resolution, authorize such conveyance and transfer; Provided, That upon the acceptance of such conveyance and transfer by the trustees of the Baldwin University they shall become responsible and liable for all the debts and obligations incurred by the trustees of the College of St. Paul. Such conveyances and transfers shall operate to vest in said Baldwin University all the estate, real and personal, franchises, rights and privileges here-tofore and now belonging to the trustees of the College of St. Paul, and upon the recording of said conveyance the board of trustees of the College of St. Paul shall cease to have any corporate existence.

SEC. 5. There shall be established an academic department
in said university, which shall be known as the "Baldwin Grammar School," and may be opened at any time the trustees may deem proper; and a rector thereof appointed; but the higher departments shall not be opened until two professorships are endowed. The president of the university may be appointed whenever, in the judgment of the trustees, the interests of the institution may require.

Sec. 6. This act shall take effect from and after its passage. Approved March 3, 1864.

AN ACT TO AMEND THE ACT OF MARCH 3, 1864.

Be it enacted by the Legislature of the State of Minnesota:

SECTION 1. That the said institution shall be known as Macalester College, and the corporate name of said corporation shall be The Trustees of Macalester College.

Sec. 2. That hereafter the trustees of said corporation shall be fifteen in number, and shall consist of the following named persons: George L. Becker, Henry J. Horn, Henry M. Knox, Henry L. Moss, Alexander Ramsey, Edmund Rice, H. Knox Taylor, of the city of St. Paul, and W. C. Baker, Levi Butler, Richard Chute, W. W. McNair, J. S. Pillsbury, C. E. Vanderburg, J. C. Whitney and Eugene M. Wilson, of the city of Minneapolis. Said trustees shall be divided into three equal classes, arranged in the alphabetical order of their surnames. The first class shall hold office until the next annual meeting of said trustees in the year eighteen hundred and seventy-four; the second class shall hold office until the next annual meeting of said trustees in the year eighteen hundred and seventy-five; and the third class shall hold office until the next annual meeting of said trustees in the year eighteen hundred and seventy-six. At such annual meeting, trustees shall be elected to fill the places of the trustees whose terms of office shall then expire, and the said trustees hereafter elected as aforesaid shall hold their office for three years. Vacancies occurring prior to the expiration of their terms of office shall be filled for the unexpired term. Each trustee shall hold office during the term and until his successor is elected. That the president of said college shall be ex officio a member of the said board of trustees, and
be entitled to a vote, and have all the powers of and as a trustee aforesaid.

Sec. 3. The preparatory department of said Macalester College shall be known as the Baldwin School.

Sec. 4. This act may be accepted by said corporation, by a resolution or vote of the present board of directors of said corporation, at any special or regular meeting thereof.

Sec. 5. So much of any acts as may be inconsistent with this act is hereby repealed.

Approved March 5, 1874.

AMENDATORY ACT OF 1885.

Be it enacted by the Legislature of the State of Minnesota:

Section 1. That section two (2) of chapter one hundred and seven (107) of the special laws of one thousand eight hundred and seventy-four (1874), as referred to in the title of this act, be amended by adding thereto the following paragraph, namely:

Two-thirds of said board of trustees shall be members of the Presbyterian church in the United States of America.

Sec. 2. This act shall take effect and be in force from and after its passage.

Approved February 17, 1885.