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Belfast Acad.  
Institution

Belfast Academical Inst

1818

AN  
ACCOUNT  
OF THE  
SYSTEM OF EDUCATION  
IN THE  
Belfast Academical Institution,

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BELFAST:

Printed by Joseph Smyth, 34, High-Street.

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1818.

AN

ACCOUNT

OF THE

SYSTEM OF EDUCATION

IN THE

WESTERN BAPTIST CONVENTION

BELFAST:

Printed by James Colclough, 115, Queen's Street.

1878.

Houses of the Oireachtas

## AN ACCOUNT, &c.

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ALTHOUGH the principal object of the present publication is to exhibit an outline of the system of education carried on in the Belfast Institution, it may not be unacceptable, particularly to those who are unacquainted with the history of this seminary, to state, very briefly, a few circumstances respecting its origin, its objects, and its present constitution.

The establishment of an extensive seminary of education, in the north of Ireland, has been long regarded as essentially connected with the best interests of the community. The province of Ulster contains a population of nearly two millions, embracing a large proportion of the wealth and industry of Ireland; and the inhabitants of this part of the country, among whom a very general desire for useful knowledge has long prevailed, eagerly wished to see an Institution established, which, by presenting a higher model of education than this part of Ireland had yet seen, should improve the character of the provincial schools, and afford the advantages of a classical, commercial, and philosophical education to those who might have no other opportunity of receiving it.

Various proposals and attempts were made, on several occasions, to accomplish this object. In the year 1785, in particular, a number of individuals took a range of

buildings in Belfast, with the view of combining a set of elementary schools with the higher branches of a collegiate education. A syllabus of the course of study to be followed in this Academy was published accordingly, including a regular series of Classics, Mathematics, Logic, Moral Philosophy, and Natural Philosophy. But the subscriptions were not sufficient to endow the necessary professorships, and the ultimate views of the subscribers were not carried into effect. In 1787, the consideration of establishing such a seminary in Ulster was submitted to the Irish Parliament, where it was favourably received; and frequent consultations were held with his Majesty's ministers upon the subject, from which an ardent expectation was entertained that this long desired object was about to be accomplished. But before the plan could be matured, or the necessary arrangements made, those convulsions of Europe took place, which diverted the public attention from the peaceful paths of literature to the pursuits of arms and of war.

After the lapse of twenty years, the public mind was again awakened to the necessity of a measure which had been so often contemplated, and the Belfast Academical Institution was planned in the year 1807. Contributions were made with great alacrity to promote this national object, and upwards of sixteen thousand pounds were subscribed in a very short time by many of the most respectable characters in the north of Ireland. Among these were his Grace the Lord Primate of all Ireland, the Marquisses of Donegall and Downshire, and the Lord Bishops of Down and Dromore; and a very valuable piece of ground

was generously granted as a site for the building, by the Marquis of Donegall. In 1810 the Institution was incorporated by Act of Parliament, and expressly authorized to teach Mathematics, Natural Philosophy, Logic, Metaphysics, Belles Lettres, Moral Philosophy, Chemistry, Botany, Agriculture, and other branches of science; and the establishment of a Collegiate department was sanctioned, in the same year, by the Lord Lieutenant, according to powers vested in him by the Act of Parliament.

The objects of this seminary are unfolded in the brief sketch which has been given of its history, and will be more fully seen in the following account of the different branches of literature and science which are already taught within its walls. From its commencement, it was intended to afford the benefits of education, equally, to all descriptions of students, without any distinction of sect or profession.

The Institution consists of two departments, the School and the Collegiate; the respective functions of which will also be better understood from consulting the subsequent parts of this paper. Although sufficiently distinct in their objects, and in the nature of their literary discipline, they are yet found to have a co-operation and mutual reaction highly beneficial to each other. The School department presents, inclusively, a regular gradation of classes, ascending from the very elements of instruction to those branches of literature which are generally considered as necessary to prepare young men for College; while the Collegiate department, presuming that those preliminary branches

have been acquired, and in all cases ascertaining it when necessary, proceeds to instruct the advanced pupil in the higher parts of science and literature, furnishing him with the means of acquiring more general knowledge, and of expanding his views to the principles both of speculative and practical philosophy.

The union of so many schools in the same building, under distinct masters of co-ordinate authority, each responsible for his own department, and paid according to his exertions and his success, has been found to be a matter of no small advantage. The pupils have thus the most ready access to a variety of classes suited to their various degrees of proficiency or capacity; and as each department of learning is carried on at a distinct period of time, and in a separate place, under a master devoting himself exclusively to a particular kind of study, a greater security is afforded, that no one part of education will be sacrificed for another, and that the pupil, while he is instructed in languages, or in composition, will not be permitted to neglect the mathematical or mercantile part of his education.

From the combination also of the School and Collegiate classes in one complete series, in the same seminary, many advantages arise. The youngest scholar has constantly before his eyes the prospect and opportunity of advancing to the higher branches of knowledge and science. Many, it is to be presumed, from being educated in such circumstances, will be induced to advance farther in their studies than they would otherwise have done; and young minds of the most susceptible and generous cast are the most likely to

catch a spirit of emulation in literature from those whom they see advancing before them in the Collegiate course. As the interests of the two departments, also, are in perfect unison with each other, the masters of the different schools have an opportunity of pointing out young men, whose circumstances in life, or whose promising abilities seem to render them proper persons for receiving a liberal education. The conjunction of the schools in the same general system is no less beneficial to those in the higher department; students who may have come forward to the Collegiate classes, without sufficient information in other branches, have an opportunity of acquiring it; and young men, intending to act as Teachers throughout the country, may, during their attendance on the Collegiate classes, receive additional instruction in the School department.

The Institution is in a very eligible situation, uniting the convenience of the town with the salubrity of free country air, and vicinity to the sea. The buildings are placed in the centre of a well-inclosed green. Besides class-rooms, they contain two extensive dwelling-houses, with spacious accommodations for boarders. One of these is occupied, at present, by the Rev. Dr. Neilson, Head Classical Master, and the other by the Rev. H. Montgomery, Head English Master. The boarders are attended, in the Institution, by the best masters, for such ornamental parts of education as do not come within the general system of learning; and they are regularly conducted to their respective places of worship.

The pupils of the schools are all publicly examined twice each year; and those who have been distinguished

for superior diligence, proficiency, and propriety of conduct, receive medals, which are publicly distributed in the Common Hall.

The schools are open during the whole year, two vacations excepted; one at Christmas, of two weeks, and another at Midsummer, of five weeks.

There is a Library of appropriate books in the Institution, to which the students and scholars have access, and from which they receive such works as are adapted to their studies.

The Collegiate Session begins on the first of November, and ends on the first of May. Every regular student, at his entrance, is examined in Greek and Latin, previously to his Matriculation in the Album of the Institution; and to encourage the study of classical literature, silver medals are given to those who excel at these examinations. At the conclusion of each Session, the students are examined publicly, in their respective classes, upon the business done during the whole Session; and premiums are also given to those who are distinguished for their proficiency on these occasions: and at the commencement of each following Session, they are examined publicly upon the business of the classes which they have respectively attended during the preceding Session. By this means a constant attention to their studies is kept alive, and their former attainments are renewed and fixed in their recollection.

Such is the order prescribed for those who intend to take a regular and complete course; but any person who



is desirous of obtaining knowledge in a particular branch of education, may attend any of the classes without either previous or subsequent examination. The lectures in the Institution are also accessible to any person, without submitting to the daily examinations and regular discipline of professed students.

Besides the prizes thus given for excelling at the public examinations, others are conferred on those who have distinguished themselves in the daily examinations and business of their respective classes, and who have maintained a character for steadiness, regularity, and good conduct during the Session. These are generally awarded to the successful students by the votes of their class-fellows.

Besides the particular exercises and essays prescribed and executed during the Session, subjects for general competition are announced at the end of each Session, as vacation exercises; and premiums are given, in the following Session, for the best specimens upon the appointed subjects. Very generally also, some subjects are prescribed as prize exercises, by the several Professors to their respective classes, to be executed during vacation,

There is a weekly Meeting, on Saturday, of the Professors, Masters, Students, and Scholars, in the Common Hall of the Institution. This meeting is regulated with a view to the two Departments in the Institution. The scholars meet first, and various specimens of writing, maps, accounts, &c. are exhibited and examined in the presence of those who attend. Select passages from authors in different languages, with original essays, are

publicly read, and recited. By this means there is an exhibition of some part of the business in which the pupils in each school have been engaged during the week.

The students of the collegiate classes also assemble in the Common Hall, along with the senior pupils of the schools; and appropriate essays or disquisitions are read by the students, on subjects connected with literature and science.

The Common Hall is also the place where all the public Collegiate examinations are held, and which on all such occasions is open to those who may choose to attend; and here, on the first of May, at the close of the Collegiate Session, in the presence of all the Professors and students, and of a numerous assembly of literary persons, and other respectable characters, the Prizes are distributed—giving thus a solemnity and publicity to the close of each Session, which are calculated to enhance the value of the premiums to the successful student, and to excite in all a desire for literary eminence.

At the end of the Collegiate course, which occupies at least three Sessions, students who apply for a GENERAL CERTIFICATE, are examined in Latin, Greek, Logic, Belles Lettres, Metaphysics, Moral Philosophy, Mathematics, and Natural Philosophy, and receive, if they give full satisfaction, a Testimonial of their proficiency in the Collegiate course, signed by all the Professors, and authenticated by the Seal of the Institution.

The literary and moral discipline of the Collegiate

department of the Institution is immediately vested in a FACULTY, consisting of all the Professors, subject only to the inspection of the authorities appointed by Act of Parliament; and all the Professors and Masters, when once appointed, hold their situations for life, unless convicted of immoral conduct, incapacity, or neglect of duty.

In addition to the regular course, popular lectures are given on subjects of general utility, such as Belles Lettres, Mineralogy, Geology, and Chemistry. The first of these is fitted at once to give exercise to the taste and the judgment; and from the great improvements which Chemistry has lately received, from its extensive application to the arts and manufactures, and to the economy of domestic life, it becomes a study universally interesting, and highly important.

Lectures on such subjects being equally accessible and intelligible to both sexes, afford an excellent opportunity for the general improvement of the human mind; whilst the population and wealth of Belfast render it the most eligible situation in the north of Ireland for the general diffusion of such useful knowledge.

Other classes of a similar nature are soon to be established. It is intended, in particular, to commence a Botanical class, during the next year. It will be taught in a manner strictly legitimate, each student investigating plants for himself, under the eye of the Professor. After the explanation of the Linnæan system, which forms the basis of modern Botany, the principal attention will be directed to the Indigenous Botany of this

part of Ireland, to practical results, and to the structure and physiology of vegetables in general.

It is intended also to open a class for Political Economy; a science which has been justly considered as the boast of the present age, and which to a commercial nation is almost of unequalled importance. In this class the leading doctrines of Smith, Malthus, and Ricardo, in our own country, and of Say, Simonde, and other writers, on the continent, will be explained and illustrated.

It is indeed a principal object with the Institution, while it gives due attention to those branches of study which have permanently interested the world, to make, at the same time, the system of public instruction commensurate, if possible, with the present improved state of human knowledge.

But while this Seminary, like the Royal Institution of London, the Dublin Society, and the Cork Institution, has provided fully for such popular lectures, it is not the less aware that the great interests of education and improvement can be promoted only by the number of *professional students* which it trains up in the regular courses of science; *for it has been found by experience that no Institution continues to be generally useful at which such students do not attend.* It is from the union of professional and practical studies, that the whole mass receives strength, solidity, and permanence. This secures such a steady attendance of students as renders each class respectable and vigorous, and thus attracts many persons who would never think of forming a class by

themselves. It is the most effectual means also of *introducing* a general taste for such studies into places where they were unknown or neglected; for the literary taste of the community will always be formed by the imperceptible, but extending influence of those whose professional prospects oblige them to obtain a liberal education.

Such are the views with which the Institution was originally formed, and according to which it is regularly conducted. It has already begun to diffuse its salutary influence among all classes of society. Upwards of five hundred persons have received instruction, this year, in its various departments; and their improvement is rendering a taste for acquiring useful knowledge still more general.

After this short statement, the following view of the Schools and Collegiate classes in the Institution is respectfully submitted to the consideration of the public.

*Belfast, June 27, 1818.*

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...with which the Institution was or-  
 ...to which it is regularly  
 ...It has already begun to diffuse its salutary  
 ...of society. Upwards of five  
 ...persons have received instruction, this year, in its  
 ...various departments; and an improvement is render-  
 ...ing a taste for acquiring useful knowledge will more  
 ...general.

After this short statement, the following view of the  
 ...Schools and Colleges there in the Institution is  
 ...respectfully submitted to the consideration of the  
 ...public, several reports have been presented and  
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...of the year 1818.

...of the year 1819.

...of the year 1820.

...of the year 1821.

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...of the year 1823.

...of the year 1824.

...of the year 1825.

...of the year 1826.

...of the year 1827.

...of the year 1828.

...of the year 1829.

...of the year 1830.

Houses of the Oireachtas

## School Department.

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### ENGLISH SCHOOL.

In this school, the pupils are instructed in Spelling, Reading, Grammar, Parsing, Exercises, Prosody, Composition, Recitation, History, and Chronology.

The grammatical instructions, which are given to the higher classes, comprehend a short and simple view of the principles of General Grammar; with some observations on the theories of Harris, Horne Tooke, Crombie, Grant, and other philologists.

Whilst the pupil is instructed in Prosody, which explains the laws of Versification, he is also made acquainted with the peculiarities and beauties of the different kinds of Poetry.

Particular attention is paid to English Composition, which may be considered as the practical part of a liberal education. A proper attention to this study confirms the pupil's attainments in other branches; brings into action the various powers and energies of his mind; enables him to acquire a habit of accurate think-

ing; and prepares him to express his ideas with perspicuity and effect, whether he be designed for professional or mercantile pursuits. To facilitate the progress of the scholar in this part of his studies, some plain and general principles are at first laid down; and when he has acquired a tolerable degree of accuracy in the construction of sentences, he is taught the method of composing Narratives, Letters, Descriptive Pieces, Essays, and Themes. Every specimen is corrected by the Head Master, and its errors pointed out to the pupil who wrote it. As the student advances, the various figures of Speech are explained; some observations made on the different kinds of style; and the peculiarities of the most distinguished authors illustrated. This class is taught at extra hours, and does not interfere with the regular business of the school.

Elocution receives that attention which it deserves, as tending to improve the articulation, regulate the modulation of the voice, give an energy to the manner, and add to the gracefulness of attitude and gesture. But it never interferes with the regular business of the school; nor is it ever carried so far as to excite a theatrical taste, or divert the mind of the pupil from more serious and important studies.

History is taught, not merely for the purpose of storing the memory with facts, but also with a view to assist the mind in making such moral deductions as may be useful in the regulation of the heart and life.

That the pupils may acquire a *habit* of correct speaking, they are required, even in conversation, and in the



ordinary business of the school, to observe the greatest accuracy with respect to Grammar and Pronunciation.

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#### WRITING.

In this school are taught the various hands now practised, both plain and ornamental; and particular care is taken that the pupil shall acquire an expeditious current hand. For experience shows that persons who are taught to write only in a slow manner, however correctly, have a current hand to learn, when they are sent to business. The consequence is, that, being under the necessity of writing faster than when at school, they lose the form of the letters, and frequently write a scrawl through life. Each pupil writes a weekly specimen, for the inspection of his parents, or guardians.

Stenography is taught in this school, to those who require it.

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#### ARITHMETIC, GEOGRAPHY, AND MATHEMATICS.

In the Arithmetical classes a general course of Arithmetic is taught, the pupils being instructed both in the mercantile rules, and in those that are preparatory to the study of Mathematics. To promote accuracy and despatch in calculations, exercises are prescribed to be performed each evening at home, in addition to those which are performed in the school. The pupil is also instructed in the principles of the various operations, and the reason of the rules on which they depend.

In the Geographical classes are taught the positions of the various parts of the earth ; the manners and customs of the inhabitants; the population and resources of states ; the natural productions, and the natural and artificial curiosities of countries; the state of learning, manufactures, and commerce; the construction of maps; the use of the globes; the figure, magnitude, and motions of the earth, and of the other bodies of the solar system; the causes of the tides, and of the change of seasons; with various other particulars usually comprehended in courses of Geography and Astronomy. To impress the instructions more deeply on the minds of the pupils, and to enable them to express themselves with ease and correctness, they are required to write exercises, about three times each week, on such of these subjects as are best adapted for the purpose.

In the Mathematical classes, the pupil commences his course with the study of Euclid's Elements, and of Algebra; and as soon as he is properly prepared, he learns Plane Trigonometry with some of its most common and useful applications. He then proceeds to the study of Conic Sections, Spherical Trigonometry, the higher parts of Algebra, and the Elements of Fluxions. In a still more advanced course, he is instructed in the higher parts of Fluxions, in the doctrine of Curves, and in the application of pure Mathematics to Astronomy, and some other parts of physical science. The higher parts of Mathematics are taught principally after the methods of Euler, La Grange, and other eminent continental writers.

The attention of the pupils, while they are thus

acquiring a knowledge of speculative Mathematics, is also directed to Mensuration, Surveying, Navigation, and other practical branches, when their knowledge will properly permit. Care is taken, indeed, that the pupil shall not only acquire a knowledge of the theory of Mathematics, but that he shall be prepared for studying with success the higher parts of Natural Philosophy, or for acting as a surveyor, or engineer; or in any other capacity in which a knowledge of Mathematics is requisite. On some occasions, also, some of the practical branches, most frequently Navigation and Mensuration, are taught, without the theory, to young men, who are afterwards to practise them, but whose time and means do not permit them to attend a suitable course of preparatory study.

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#### CLASSICAL SCHOOL.

The business of this school consists in the study of the Greek and Latin languages, Ancient Geography, and Chronology.

After the elementary books, the authors read are \*Virgil, \*Horace, \*Terence, \*Juvenal, \*Sallust, Cicero, Livy, and Tacitus—\*Greek Testament, \*Walker's Lucian, \*Ormston's Extracts, \*Homer, and Dalzell's *Collectanea Majora*. As the last mentioned work is not generally known in Ireland, it may be proper to state that it consists of two Octavo Volumes, containing large extracts from Herodotus, Thucydides, Xenophon, Demosthenes, Plato, Aristotle, Longinus, Sophocles, Eurip-

pides, Theocritus, Hesiod, Pindar, and other Greek authors, with copious notes, and *no translation*.

The books marked thus (\*) are those which are read for entrance in *Dublin College*; and the business is arranged in such a manner, that every scholar, having once read any one of them, reads a portion of it each week, so as to have the entrance course always fresh in his recollection.

The senior scholars are exercised every day, by the Head Master, in speaking Greek, *extempore*; and the junior scholars in speaking Latin.

The exercises are translations from English into Latin and Greek, and, vice versa; original composition in Greek and Latin verse and prose; and essays on subjects connected with the business of the school.

Such of the Classical scholars as desire it are taught Hebrew in this school, during the recess of the Collegiate department.

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#### FRENCH

The scholars are taught in small classes, not exceeding *eight* at one time. The mode of instruction is uniformly grammatical. They read and translate French into English, and vice versa, from the most approved authors in prose and verse. As they advance, they learn to speak French, by means of dialogues

composed for that purpose; and, once a week, at least, each pupil produces a letter, or theme, in French, of his own composition.

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#### ITALIAN.

The pupils proceed from a strict grammatical study of the principles of the language, to read, with the Tuscan pronunciation, the works of Tasso, Guicciardini, Petrarch, Davila, and other eminent authors. They are also exercised, every day, in speaking Italian, and translating a portion of some English author into the Italian language.

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#### DRAWING.

This school is conducted on the same plan with the Florentine Academy. The taste of the young artist is formed on Grecian models, and the best paintings. Civil architecture is taught on the proportions fixed by Vignola; and the theory of Perspective on the improved plan of Padre Pozzi. Portrait painting, with the study of Physiognomy, forms another department of the same school; and the science of Ornamental drawing, on the Roman plan, is about to be added to it.

## Collegiate Department.

### GREEK AND LATIN.

Lectures common to the students of both these languages are delivered on such subjects as follow; viz. the Origin and Progress of Language, Universal Grammar, Greek and Roman Geography and Topography, History and Chronology, Drama, Philosophical sects, Manners and Customs.

Lectures peculiar to the Greek class—on the origin of the Greek language, its Dialects, Romaic or modern Greek—critical Analysis of the Etymology, Syntax, and Idioms of the Greek language—characters of the principal Greek authors, and summary of their works. Besides the authors used in the Classical school, the works of Æschylus, Aristophanes, Aristotle, &c. are critically read and explained.

In the Latin class, Lectures are delivered, similar to those in the Greek class, on the origin and nature of the Latin language. The authors read, besides those used in the Classical school, are Plautus, Martial, and Quintilian.

The students, in each class, are regularly examined on the Lectures that they have heard, and the books prescribed to be read in the class. They write translations, also, of select passages in the Greek and Latin authors, and original essays on subjects connected with their course of study.

#### LOGIC AND BELLES LETTRES.

This is the first or elementary class of Philosophy in the Collegiate course. The Professor lectures for one hour each day to his students, and examines them also every day for an hour, on the subjects which they have heard explained; illustrating and enforcing, in a more familiar manner, the topics on which he had previously prelected. The students are trained to the art of composition and reflection by weekly essays on the subjects discussed in the lectures. These essays are read and criticised in the class, and after the student is considerably advanced, themes are prescribed to him, on which he must employ his own reading and invention. The greater and more important part of the business of this class may be executed by those who are not classical scholars; but a portion of the time is devoted to the reading of select passages of ancient authors, which are connected with their immediate studies.

The lectures embrace a variety of subjects, which may be included under the titles of Logic, and Belles Lettres.

In Logic, the student is instructed in the nature

of philosophy, and presented with a succinct account of the opinions of Philosophers, ancient and modern. He is then taught some of the principles of Intellectual Philosophy, viewed chiefly as connected with the origin of our ideas, with the art of Reasoning, and with Belles Lettres. His attention is directed also to the classification of ideas, to the nature of general ideas and terms, to a view of the opinions of the Realists and Nominalists, to the Categories, Definition, and Division.

He is next instructed in the nature of Propositions, and of the changes of which they are susceptible; in the ancient Syllogistic method of Reasoning, and in the various forms and principles of modern investigation; in the nature of Reason itself, Truth, Belief, First Principles, Axioms, Demonstration, Induction, Analysis, Synthesis, Final Causes, and Analogy; and presented with a view of the different departments of human knowledge, and the kinds of reasoning employed in each. Here also the different sources of error are pointed out, and the *Idols* of Lord Bacon explained. This part of the Logic course concludes with a view of what is called *Method*; in which the different kinds of themes, or modes of treating a subject are discussed and explained; including the Analytical and Synthetical methods of arrangement, the Scholastic mode of Disputation, and the Socratic method of Reasoning.

The second great branch of instruction, in this class, is Belles Lettres, in which the student is chiefly occupied with those scientific principles of taste and



criticism which are most closely connected with the philosophy of the mind.

It commences with general disquisitions and illustrations on Taste, Imagination, Criticism, and Genius. The different theories which have been formed on the Beautiful, the Picturesque, the Graceful, and the Sublime are examined and compared, and the nature of Wit, Humour, and Ludicrous composition investigated.

Style and figurative language, in their various details, next occupy the attention of the student: then Oratory, ancient and modern, in its different kinds; and, finally, Poetical composition, with a view of the principles and rules of each species.

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#### THE SENIOR BELLES LETTRES CLASS

Meets at a separate hour, and is accessible to persons of both sexes. It is intended as, in some measure, subsidiary to the former class, which is chiefly occupied with the general philosophical principles of taste. The senior class is designed to illustrate these principles by a *review of various works of Taste*, and to trace the history and progress of Polite Literature. The particular subjects introduced may vary in different Sessions, but the history and progress of English style, of the different kinds of Oratory, ancient and modern, and of Poetry, particularly in Britain, accompanied with specimens, criticism, and illustrations biographical and historical, may always be expected to occupy considerable attention.

## METAPHYSICS AND MORAL PHILOSOPHY.

This class usually occupies the attention of the pupil after his having studied Logic and Belles Lettres; but it is in the option of the general student to attend this, or any other of the philosophical classes, in whatever order may suit his inclination or convenience.

The business of this class is conducted in a manner similar to that of the Logic class. There are lectures and examinations daily, each for an hour. During the hour of examination, the memory and judgment of the pupil are exercised on what he has heard in the lectures, and essays are prescribed weekly, to each student, which are publicly read and criticised in the class. Here, as in all the other philosophical classes, constant attention is paid to the sentiments, expression, arrangement, and mode of reading exhibited by the student. It is part of the business of this class, also, to read a portion of some appropriate Classical author; but students who have no knowledge of the ancient languages, are competent to all the other duties of the class.

The subjects taught in this part of the course are Metaphysics, or the philosophy of the human mind; and Ethics, or the science of human duty. Man is thus considered, successively, as an intellectual, active, and moral being, and as a member of the civil community.

Considered as an intellectual being, the Origin of his ideas is traced analytically; and the nature of Sensation, Memory, and Judgment, and of those states of mind called Perception, Conception, and Imagination,

is discussed. As connected with Perception, those theories, ancient and modern, which have been formed respecting the external world are considered, particularly those of Berkeley and Boscovich. In order to explain the laws of human thought, and the combinations of which it is susceptible, the doctrine of Association, according to Hartley and others, is investigated; and the different speculations which have occupied the attention of philosophers concerning Cause and Effect, Personal Identity, and the theory of Dreaming, are explained and discussed.

When Man is considered as an active being, the nature of his will, and its connexion with the understanding, are attempted to be traced. The existence of Instinct, and the extent of its operations as an active principle, become objects of inquiry: the nature of our Appetites and Habits; the principle of Imitation; and the origin of those motions called Secondly Automatic, which are supposed to be performed without consciousness, are examined. Here also the origin of the Passions is traced, and a general description and classification of them exhibited to the student.

When Man is viewed as a moral agent, the theory and practice of Virtue, the connexion of our moral with our intellectual and active powers, the nature of Conscience, the various standards of Morality which have been offered to the world, the question respecting the Liberty or Necessity of human actions, and the varieties of character discernible among men, come under review. Natural Theology next engages the attention of the student, in which he investigates the na-

ture and force of the arguments, *a priori* and *a posteriori*, for the Being and Attributes of God, and for the Immortality of the soul. This part of the subject concludes with a view of practical Ethics, or the duties which we owe to God, to our fellow-men, and to ourselves.

Lastly, when Man is viewed as a subject of municipal law, some of the principles of Jurisprudence are introduced; such as, the probable origin of Society, the nature of the Hunting, Pastoral, and Agricultural states; and of the Domestic powers and relations of the human being; the origin of Property, Hereditary Succession, Primogeniture, Feudal System, British Constitution, Courts of law, Juries, &c.

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#### MATHEMATICAL CLASSES.

In these classes the students are instructed in the history and nature of Mathematics; in the elements of Geometry; in Algebra; in Plane and Spherical Trigonometry; in Geometrical Analysis; in Conic Sections, and other parts of the Higher Geometry; in Fluxions; and in several of the more useful applications of these departments of Mathematical science. A part of the time of attendance in the class is occupied by the Professor in communicating instructions, and the remaining part in examining the students on the instructions communicated on the preceding day. Numerous exercises are required to be performed during extra hours, some of them of such a nature as to illustrate and apply the instructions delivered in the class, and others calculated

to call forth the inventive powers of the student, and to train him to habits of original thinking and investigation.

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#### NATURAL PHILOSOPHY.

The sciences arranged under this title, more properly denominated the Mechanical Philosophy, form the principal study of the last year of the Academical Course. After the modes of philosophising, in the physical sciences, and the properties of matter, are considered, and illustrated by examples, the student is introduced to the first branch of the Mechanical Philosophy, Dynamics, or the doctrine of motion in general. This is followed by Mechanics, where the motions are not free, but limited in machines. These two important divisions are succeeded by the doctrine of liquids, or Hydrodynamics, comprehending Hydrostatics and Hydraulics; and of aëriform fluids, in Aërostatics, and Pneumatics. The consideration of the peculiar phenomena denominated Electrical, Galvanic, and Magnetic, comes next in order; then the science of Optics, and, lastly, Astronomy.

The results of these sciences being founded upon Mathematical demonstrations and experimental proofs, it is necessary that these should constantly accompany each other, and be assisted by all the latest discoveries, and by a constant reference to their application to the useful arts. The philosophical apparatus for experiments consists of a great number of the most essential and useful instruments, constructed with the latest improve-

ments; and constant additions are making to it, in all its departments.

The Professor lectures once daily, and on two days at least in the week, twice. He examines his class daily for one hour, accompanying this task with farther details on all the subjects that have been treated of in the Lectures. He prescribes, weekly, to the class, a subject for an essay, or exercise, and examines also any voluntary exercises which the students may present to him.

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#### CHEMISTRY.

For the purpose of giving an extended course of Lectures on Chemistry, comprehending the history, theory, and practice of this important science, and its numerous applications to arts and manufactures, the Professor of Natural Philosophy possesses a very extensive apparatus, entirely adapted to illustrate the present state of this branch of physical knowledge. To these he has added a pretty large and select cabinet of Minerals, and a collection of the greater number of those substances which have become objects of chemical research.

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#### HEBREW.

This language is taught, with points, according to the pronunciation of Dublin College. The books used are Fitzgerald's Grammar, Frey's, Parkhurst's, or Buxtorf's Lexicon, and the Hebrew Bible.

## DIVINITY CLASSES.

Lectures on Divinity and Church History are delivered to the students of the Synod of Ulster, and to those of the Associate Synod, by Professors appointed by their respective Synods.

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IRISH, OR GÆLIC.

As the Irish language is considered the best preserved dialect of the ancient Celtic, a knowledge of it is highly important to the Philological scholar, and the Antiquarian. It enables the latter to explain the ancient names of almost all the places in the west of Europe, and the former to ascertain the meaning of many words, particularly in the Latin language, that are derived from the Celtic. A knowledge of the modern Irish is, also, indispensable, in travelling through many parts of Ireland, where this language is still spoken. The Irish class was established, with a view to both these objects. The books used in it are Neilson's Grammar, O'Reilly's Dictionary, Irish Bible, and selections from ancient Manuscripts, contained in the transactions of the Gaelic Society.

The affinity of the Irish to the other dialects of the Celtic, particularly the Erse, and Manks, is explained, and Macpherson's collection of the Poems of Ossian is read, in the original Gaelic.

## ELOCUTION.

During the last Session a course of Lectures was delivered on this subject, and a class taught, chiefly with a view to Pulpit Oratory. The students were instructed also in the principles of what is called the Elocution of the Bar. They were exercised in reading and reciting appropriate selections from the best English authors.

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ANATOMY.

During the last session, a course of lectures was delivered on the Anatomy, Physiology, and Pathology of man and other animals.



