

1865

Seton Hall College, South Orange, New jersey; Register: Academic Year 1864-1865

Seton Hall College

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Seton Hall College,

SOUTH ORANGE, NEW JERSEY;

REGISTER:

Academic Year 1864-5.

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1865.

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Catalogue of Students.

JUNE, 1865.

NAMES.	RESIDENCES.
BACHEM, CONRAD,	New York.
BALLADUR, N.,	Smyrna, Turkey.
BRIGGS, ALFRED,	Washington, D. C.
BRIGGS, EDMUND,	" "
BRUGUIÈRE, STANISLAS,	New York.
BOYLE, AUSTIN F.,	Baltimore, Md.
BULLITT, HENRY BERRY,	Paducah, Ky.
BARRIL, VICTOR,	New York.
BARRIL, ALEXANDER,	" "
BASS, CONCILE,	Princeton, Miss.
CAMERON, ALPIN J.,	Ridgewood, N. J.
COOGAN, WM. J.,	Pittsfield, Mass.
COLINA, CHARLES,	New York.
CARUANA, JOHN L.,	Brooklyn, L. I.
CELAYA, JOSEPH,	Matamoras, Mexico.
DUNN, WILLIAM P.,	Newark, N. J.
DEVLIN, CHARLES,	Montreal, C. E.
DEVLIN, JAMES,	" "
DANACHE, JULIO,	Matamoras, Mexico.
DARBY, BENJAMIN WILKINSON,	St. Louis, Mo.
DONDE, ALONZO AZNAR,	Merida, Yucatan.
ENRIQUE, THOMAS,	Havana, Cuba.
FARRELL, J. D. DANELS,	Washington, D. C.
FEBIGER, JOHN CARSON,	Urbana, Ohio.
FEBIGER, HARRY BOYCE,	" "
FERRERO, CHARLES,	New York.
GRAY, HENRY,	Williamsburg, L. I.
GILLIGAN, THOMAS,	Flushing, L. I.
GUILMETTE, VICTOR CHARLES,	New York.
HOGUET, HENRY L.,	" "
IASIGI, JOSEPH,	Boston, Mass.
IASIGI, THOMAS GODDARD,	" "
IASIGI, AUGUSTE DROMEL,	" "
JOHNSON, JAMES LUCAS,	St. Louis, Mo.
KEENAN, DANIEL,	Bergen, N. J.
KENNET, FRANK,	St. Louis, Mo.
KEHOE, MATHEW,	New York.
LOUGHRAN, JOHN,	Williamsburg, L. I.
LOUGHRAN, DANIEL,	" "
LUCAS, JOHN BAPTIST CHARLES,	St. Louis, Mo.
LUCAS, ROBERT,	" "
LIEBENROTH, CHARLES,	Brooklyn, L. I.
MOOYER, WILLIAM N.,	New York.
MCCARTHY, THOMAS,	Syracuse, N. Y.
MAFFIT, WILLIAM CARTER,	St. Louis, Mo.

MAFFIT CHARLES,	St. Louis, Mo.
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MCCARTIN, MILES,	Jersey City, N. J.
MULQUIN, JOHN J.,	Newark, N. J.
MINER, CHARLES,	Reading, Pa.
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MARRIN, OWEN,	Brooklyn, L. I.
MYLARD, HORACE,	New York.
MEDRANO, JOSEPH,	Matamoras, Mexico.
O'NEILL, DAVID,	New York.
OCAÑA, ANTONIO,	Panama, N. G.
OSTERMOOR, ADOLPH,	Brooklyn, L. I.
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PIATT, CHARLES BARNET,	Mac-a-cheek, Ohio.
PIATT, CHARLES DEVALCOURT,	Petersburg, Ky.
PRATTE, SYLVESTER,	St. Louis, Mo.
PENDERGAST, JOHN,	Phœnix, N. Y.
PENDERGAST, STEPHEN,	" "
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RICHARDS, WILLIAM D.,	" "
ROACH, JOSEPH CHANDLER,	Riverton, N. J.
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REPPLIER, HARRY,	" "
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REYNAUD, ALBERT,	Mt. Vernon, N. Y.
ROBERTS, JAMES,	Brooklyn, N. Y.
ROBERTS, JOHN,	" "
ROBINS, GRANT,	Philadelphia, Pa.
RIVADULLA, FRANK,	Matamoras, Mexico.
RIVADULLA, MANUEL,	" "
STACK, DANIEL JAMES,	Williamsburg, L. I.
SHAFFER, HENRY CLEMENCE,	New York.
SHAFFER, BERNARD,	" "
TIERS, WILLIAM TWELS,	Philadelphia, Pa.
TIERS, C. HAROLD,	" "
TAYLOR, ADOLPH,	St. Louis, Mo.
TURNER, CHARLES,	" "
TURNER, W. MAFFIT,	" "
TILLMAN, CHARLES LOUIS,	" "
VALDETARRO, JOHN B.,	Matamoras, Mexico.
WORTHINGTON, RICHARD,	Chillicothe, Ohio.
WATTS, THOMAS W.,	" "
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Conferring of Degrees.

At the Ninth Annual Commencement of Seton Hall College,
The degree of Bachelor of Arts was conferred upon

WILLIAM TWELS TIERS, of Philadelphia, Pa.
JAMES B. WALSH, of Newark, N. J.

The degree of Master of Arts was conferred upon

JOHN V. KERNAN, of Newark, N. J.
JOHN D. KERNAN, of Utica, N. Y.
PETER J. O'NEILL, of New Brunswick, N. J.

MEDALS.

In the Class of Philosophy, a GOLD MEDAL, the gift of the Rev. H. H. BRANN, D.D., of Jersey City, for the best essay on the following, subject: "The Immortality of the Soul," was awarded to W. T. TIERS, of Philadelphia.

A GOLD MEDAL was awarded to JOHN B. VALDETARRO, by the votes of his companions, as the best behaved boy in the College.

A SILVER MEDAL was awarded to OWEN MARRIN, of the First Division, for Good Conduct.

A SILVER MEDAL was awarded to ALBERT REYNAUD, of the Third Division, for Good Conduct.

NOTE To make permanent the distribution of Gold Medals, etc., for success in the chief branches of study and for good conduct, the friends of Seton Hall, whose means permit them, are respectfully requested to establish prizes to be awarded on Commencement Day. The prize thus founded will be known by the name of the founder.

The liberality of Protestants in endowing their Colleges with Professorships and prizes, should stimulate Catholics to rival this praiseworthy example.

So far no Professorship has been endowed and no prize founded in any of our Catholic Colleges.

Course of Studies.

CLASSICAL COURSE.

First Year.—Seventh Class.—Latin Grammar and Arnold's First and Second Latin Book.

Second Year.—Sixth Class.—LATIN—Grammar, Arnold's First and Second Book, Nepos, and Cæsar. GREEK—Grammar, Æsop's Fables.

Third Year.—Fifth Class.—LATIN—Prose Composition, Prosody, Sallust, Ovid, Virgil (Eclogues). GREEK—Grammar, Lucian's Dialogues, Xenophon (Anabasis).

Fourth Year.—Fourth Class.—LATIN—Prose Composition, Prosody, Virgil, Cicero's Orations. GREEK—Prosody, Xenophon (Cyræpædia), Homer.

Fifth Year.—Third Class.—LATIN—Composition, Livy, Horace (Satires and Epistles), Cicero de Senectute and de Amicitia. GREEK—Demosthenes and Æschylus.

Sixth Year.—Second Class.—LATIN—Tacitus, Horace (Odes and Art of Poetry), Cicero de Officiis. GREEK—Euripides and Longinus.

Seventh Year.—First Class.—LATIN—Juvenal and Persius. GREEK—Herodotus and Thucydides.

ENGLISH COURSE.

Reading and Spelling, Exercises by Dictation, Prose Composition, Elocution, Precepts of Rhetoric and Poetry, Criticism of Classical Authors, Course of English Classical Reading. HISTORY—Hale's History of the United States.—Lingard's History of England, Fredet's Ancient and Modern Histories, History of Roman and Grecian Antiquities and Mythology, Philosophy of History.

There are also Classes of Writing, Geography, and Book-keeping.

COURS DE FRANÇAIS.

1re Année.—6me Classe.—Lecture et Epellation.

5me Classe.—Lecture, Epellation, Grammaire d'Ollendorff et Traduction.

2me Année.—4me Classe.—Lecture, Epellation, Gammaire et Exercices d'Ollendorff et Traduction.

3me Année.—3me Classe.—Lecture, Epellation, Grammaire et Exercices d'Ollendorff, Dictée, Traduction et Composition.

4me Année.—2me Classe.—Lecture, Grammaire Française de Noël et Chapsal (Première Partie), Conjugaison de Verbes, Dictée, Composition, Narration, Style Epistolaire, Analyse Grammaticale et Traduction.

5me Année.—1re Classe.—Lecture, Grammaire Française de Noël et Chapsal (Première et Seconde Partie), Orthographe, Dictée, Analyse Grammaticale, Style Epistolaire, Narration, Composition, Traduction, Déclamation, Analyse Logique, Exercices de Noël et Chapsal, Histoires et Haute Littérature.

Outre ces Cours de Français, il en existe d'autres pour la Conversation. Dans ces cours, la Conversation Française seule est permise, afin que les Elèves acquièrent la facilité de s'exprimer en cette langue.

MATHEMATICAL COURSE.

Mental and Practical Arithmetic, Algebra, Plane, Solid and Spherical Geometry, Trigonometry and Mensuration, Surveying and Navigation, Analytical Geometry, Differential and Integral Calculus, Mechanics and Civil Engineering, Natural Philosophy, Chemistry, and Astronomy.

Logic, Metaphysics and Ethics are studied during the Sixth and Seventh years of the Classical Course. Candidates for the degree of A.B. must undergo a public examination in the full course of studies pursued in the College.

The Spanish and German languages, Music, Drawing and Oil Painting, are optional studies.

The Course of instruction in the Christian Doctrine will consist in the study, in regular succession, of the small Catechism, Butler's Catechism, Collet's Doctrinal and Scriptural Catechism, and in Lectures on the Doctrines and Evidences of the Catholic Church.

Seton Hall College.

THIS Institution was founded in 1856, at Madison, N. J., by the Right Rev. J. Roosevelt Bayley, Bishop of Newark. After four years of successful experiment it was removed, during the summer vacation of 1860, to its present location at South Orange. The Legislature of the State, during its session of 1861, passed an act of incorporation granting it all the rights and privileges enjoyed by other Colleges in the State.

It is situated near the village of South Orange, twelve miles distant from New York, and three and a half from Newark. The Morris and Essex Railroad, which passes through South Orange, renders the College accessible from New York in about an hour.

The College buildings are of great architectural beauty, large and commodious, thoroughly ventilated, well heated by steam, and lighted by gas.

In addition to the buildings represented in the wood-cut, in the Summer of 1863, a beautiful gothic church, 100 ft. long, and a large stone house, containing besides the rooms for the Sisters and female servants, the wardrobe and infirmaries, were erected.

The location is upon high ground, overlooking a beautiful country, and noted for healthfulness. The Orange mountains are recommended by Physicians of New York, as the most favorable residence for consumptive patients within many miles of that city. For years past, the advantages of the surrounding country, for health, extensive view, and proximity to New York, have been fully appreciated; hence the villas and mansions on every eligible site for miles around.

The College is under the immediate supervision of the Right Rev. Dr. Bayley. It is conducted by Secular Priests, who are assisted by experienced Lay Professors.

Terms.

Board and tuition, use of bed and bedding, \$300 per annum, payable half-yearly in advance. One-half of the gold premium will be added to this sum. This premium will be regulated by the price of gold at the beginning of each session, viz: the first of September and the first of February.

Washing and mending of clothes and linen, \$15. Physician's fees, medicine, etc., \$10.

Music, \$60, and Drawing \$50 per annum, for those who wish to learn them. For use of piano, \$10 per annum. The German, Italian and Spanish Languages, each \$25 per annum. Each student, on entering, must be supplied with four Summer suits, if he enter in the Spring; or three Winter suits if he enter in the Autumn. He must also have at least twelve shirts, twelve pairs of stockings, twelve pocket-handkerchiefs, six towels, six napkins, three pairs of shoes or boots, one pair of slippers, a cloak or over-coat, and two silver spoons, two forks, and napkin-ring, marked with his name.

With regard to pocket-money, it is desirable that parents should allow their children but a moderate sum, and that this should be placed in the hands of the Treasurer, to be given as prudence may suggest.

Bills of expenditure are sent at the close of each session, and at the same time is issued a draft for the amount at ten days' sight. Parents or guardians residing out of the country, or at a great distance, must appoint a representative at some convenient place, who will be responsible for the regular payment of the expenses, and bound to receive the student, should it become necessary to dismiss him.

Should a student leave the College before the expiration of a session, no deduction is made for the remainder of that session, except in case of dismissal. \$60 extra will be charged for students who remain at the College during the vacation. Letters of inquiry should be addressed to the

"President of Seton Hall College, South Orange, New Jersey."

The domestic arrangements are under the care of the SISTERS OF CHARITY. The greatest attention is paid at all times to the neatness and cleanliness of every part of the establishment. In sickness, the patients receive the most careful nursing.

The object of the Institution is to impart a good education, in the highest sense of the word,—to train the moral, intellectual and physical being. The health, manners and morals of the pupils are an object of constant attention. The system of government is mild and paternal, yet firm in enforcing the observance of established discipline. No pupil will be received from another College without unexceptionable testimonials, and none will be retained whose manners and morals are not satisfactory.

The better to carry out the design of the Institution—to maintain strict discipline with kind and gentle treatment, and to devote constant and special attention to each individual student, but a limited number is received. As many applicants are refused admission at the opening of the session in August, it is expedient that parents who wish to secure places for their sons in Seton Hall should make early application. All are thoroughly instructed in the doctrines of the Catholic Church, and trained in its practices.

In a large Gymnasium, well provided with the necessary apparatus, the students are drilled twice a week in Calisthenics and Gymnastics, under an experienced Professor. The advantages to the health and physical development of the students, derived from these exercises in the past, prove their importance and necessity.

The academic year, which consists of two sessions, of five months each, commences on the first Wednesday of September, and ends on the last Wednesday of June, at which time there will be a Public Exhibition and Distribution of Premiums.

Weekly reports of all the classes are read before the Professors, Tutors and Students. Monthly reports are sent to the parents or guardians.

For Terms and further information, apply to the

PRESIDENT OF SETON HALL COLLEGE,

South Orange, N. J.

Fundamental Rules of Discipline.

No Student ever leaves the College grounds without a Teacher.

Leaving the College grounds after nightfall subjects the Student to expulsion.

The use of tobacco is forbidden, and Students are not allowed to have any in their possession.

No books of any kind can be held by the Students, unless by permission of the President.

Students are not allowed to receive newspapers, except for their Reading Room, which is under the direction of the President.

No correspondence is permitted, except under cover, to and from parents and guardians; and the President will exercise his right to examine all letters, as, in his judgment, it may be necessary.

No Student of low and vicious habits will be retained in the College.

Students coming from other Colleges must bring satisfactory testimonials of character.

Visits to home are allowed at Christmas for ten days, and about the middle of May for two days.

Appendix.

As much of the difficulty in training and educating our pupils arises from the injudicious conduct of parents towards us and their children, a few words of advice may not be thrown away.

We cannot say what we wish to say, as well as it has already been said, by Bishop DOANE in his circular of Burlington College. We take the liberty of placing before our friends and patrons his wise and judicious remarks.

A WORD OR TWO WITH PARENTS.

"The care and nurture of more than a thousand children, through the course of more than half a life, would, of course, have much to do with parents, and throw much light upon their ways. The conclusion is, that, in most cases, they themselves need to be educated, in order to the education of their children. The fact is, that the difficulties in the education of children lie commonly with their parents. Not from want of intention. Not from want of generosity. Not from any wilfulness or waywardness of purpose; but, for the most part, from the mere want of consideration. It is but kind to tell them of their faults; and, for their sake, whom they love better than themselves, they will be sure to take it kindly. A word or two, in plainness and in candor, but in perfect kindness, for their children's good will be devoted to their case.

"And, first, by way of preliminary. Let it be conceded that for parents to put their children from them, for their education, is a very painful trial. It never should be done but upon the clearest conviction of duty for their good. When it is done, it should be done with utmost carefulness, not without prayer, in the selection of the place. But, when the selection has been made and the determination fixed, it should be acted on with an entire and perfect confidence. Where this cannot be done the child should not be placed. Unless the school you send your child to is to be another home, the teachers in the place of parents, there can be no real service done. The teachers must feel, the child must know, that the delegation, while it lasts, is unreserving. Many things will occur which seem not quite as you

would wish. When lessons press, or discipline restrains, or playmates vex, or the dinner does not well digest, complaints of this or that will go. Distance itself will raise its doubts. The mother's heart will yearn. Weak people will suggest objections. A rival interest will draw comparisons. A thousand things will tend to doubtfulness. You must fall back upon the confidence with which you started. If that will not sustain you, you have started prematurely. The attempt to repair the error, so and now, would but increase and multiply it. You must wait. And, ten to one, the event will prove that you were right at first, and time, the wonder-worker, bring round all things well. Of one thing be assured. Whatever else be or be not an evil, change *is*. In education, scarcely any greater evil.

"With such parents as these there is no difficulty. They wisely judge that those whose mind and heart are given to this one thing know best; and they have confidence in them, as Christian people, that, what they know is best, they will not fail to do. Parents do not know how great a difference in children the change of atmosphere produces. They do not consider that such an influence must operate gradually and slowly. For a year, for two years, a child makes but little apparent progress. An occasional or careless eye would say not any. But all the while the work was going on within. *Crescit in occulto arbor*. The coral insects were an age in working to the water level. And, in the next year, the mind leaps forward with a vigor and an energy, which makes it do in one the work of three. A year, in most cases, can do but very little for a child. Half of it is taken up in self-adjustment to the locality and self-adaption to the circumstances. The other half in getting well at work. Meanwhile the moral process has been going on. The home feeling is well established. Places and faces are familiar. The daily intercourse of mutual kindness has bred and nurtured love. And, the next year, what was shrunk from as a duty is embraced with delight. This is spoken of places where the heart is not left out. This is said of Christian training. This is meant of Church Schools. We know no other. Our way to the head is, through the heart, by grace; the answer to our prayers. Our *Primum Mobile* is PRAYER.

"The *credulous ear of parents* is a fruitful source of evil on all sides. When children are away their faults of temper and the like are forgotten. Absence gives weight to every word from them, and helps its entrance to the heart. A thousand difficulties will arise. At home

there would have been ten thousand. The lessons are too many or too long, or the restraints of discipline are over strict, or a teacher is severe or partial, or there are not pies enough, or the bed is over-hard. If such things get attention they are likely to make trouble. Before the hasty answer of the parent has been received the trouble is forgotten by the child. But the way is open for the next uneasiness, and the quieting influence of discipline in the mean time disturbed and weakened. Not that complaint may not be just or should not be attended to. But that the presumption should be against their justice; that time should be allowed for them to die away, and that, when pursued, it should be directly with the Teacher, and without the knowledge of the child. Let every parent call to mind the daily trials of his children, and he will see at once that there is room for great allowance, and that the only safe way is to fix a confidence, upon sufficient evidence, and then abide by it.

"The *credulous ear of parents* is frequently invoked in the matter of the studies which a child should take. One would take too many. Another would take too few. A third would take those first which should come second. A fourth would omit those which are most essential to take some which are unimportant or should be deferred. Who is to judge in all these cases? Every child? Or, what is a little worse, every parent? The absurdity is obvious. It must be left to the sole discretion of the Teacher. Put him in possession of the case. Let him know the child's age, health, temper, talents, previous opportunities, habits of body and mind, the time that can be given; then leave the rest to him. If he cannot be trusted so much he ought not to have the child. He must know what is best. He can have no other motive than the child's good if he be fit to be a teacher.

"The *credulous ear of parents* is abused, unconsciously, in many ways. To that we owe it that children come loitering in through the first month of every term, when all should be there on the opening day. Excuses for delay are listened to, and the suggestion is credited that scarcely any one will be there yet; and Teachers are incommoded, and the class kept back, and the laggards discouraged by the lee-way which must be made up.

"To that we owe the frequent applications for permission for a child to go home for a day or two, or to visit a friend, or to repair on Saturday to the city. All positive evils. All destructive of good order. All weakeners of discipline. All derangers of study. Why should it be

so? The child goes to school to study and be trained. The training is by atmospheric pressure, moral and religious. To let it up is to lose its influence. It should never be but on the sternest necessity. What would a parent say if every now and then schools were disbanded for a day or two? Yet, on each individual child, the effect is just the same. It is common to suppose that absence on Sunday is unimportant. Quite the reverse. The soothing calmness of that sacred day does much to harmonize and subdue the heart. And the order of religious training is a great part of the whole plan of education. Would that all this might be avoided!

"To that we owe the unnecessary indulgence in spending money, for the most part to do nothing but evil. To that we owe the boxes and baskets of indigestion and the like, that come in the shape of sweetmeats and nuts, to nourish selfishness, or to distribute headache. To that we owe fine clothes, which are entirely out of place, in every school for children. To that we owe a train of inconveniences and disadvantages which it were long to enumerate, but which these honest words may serve sufficiently to exemplify. To the wise, a word is sufficient."

It is impossible to make children realize the importance of prompt and exact obedience, when their parents permit them to disobey us. It is disobedience to us now; it will be disobedience to them later. When a mother permits her son to overstay his time for one day, she thinks to win his affection by her indulgence, but she is laying a foundation for endless trouble in the future.

Parents have the right to withdraw their children at any time; they have not the right to interfere with the established discipline of the College; they have not the right to keep us and our punctual students waiting for laggards who want *one more day of idleness*. If we do not begin work the very day appointed for the resuming of classes, it is because so many parents permit their children to remain away one or two days over the time.

Studies will be resumed Wednesday, September 6.