

OFFICE OF
Indian Affairs
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1905

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Indian School, Carlisle, Pa.,
June 10, 1905.

J.R. Wise,
Acting Supt.

Transmits applications of
teachers for details to summer
schools.

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In Supt. 6/16/05

J. R. Wise

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R.

DEPARTMENT OF THE INTERIOR

UNITED STATES INDIAN SERVICE

INDIAN INDUSTRIAL SCHOOL

CARLISLE, PENNA.

June 10, 1905.

To the Honorable,

The Commissioner of Indian Affairs,

Washington, D. C.

Sir:

I inclose herewith requests by teachers for details to attend summer schools as follows:

Anna Goyituey to Chautauqua, N.Y., July 8 to Aug. 6, inclusive; 30

Luzena E. Tibbetts, " " " " " " " " 30

Hattie M. McDowell, to Asbury Park, July 3 to 7, and Chautauqua, 5
N.Y., July 17 to August 14, inclusive. 29

Agnes May Robbins, to Chautauqua, N.Y., July 29 to Aug. 20, inclusive. 22

Cora B. Hawk, to Asbury Park, July 2 to 8 inc., and to Martha's 7.
Vineyard, July 9 to 30, inclusive. 22

Sadie F. Robertson, to Asbury Park, July 2 to 8, inc., and Martha's 7.
Vineyard from July 9 to 30, inclusive. 22

Mariette Wood, to Syracuse University, Syracuse, N.Y., July 18 to
August 16, inclusive. 30

Clara L. Smith, to Ypsilanti Normal School, Mich., June 26 to July 21
16, inc., and to Chautauqua July 31 to Aug. 8, inc. 9

Emma A. Cutter, to Ypsilanti, Mich., June 26 to July 25, inclusive. 30

Mary A. Yarnall, to Harvard University, July 3 to 27, inclusive. 25

Anne H. Stewart, to Chicago University, Aug. 1 to 30, inclusive. 30

Jeannette L. Senseney, to Harrisburg Conservatory of Music, August
1 to 31, inclusive.

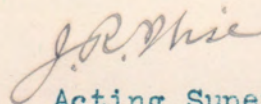
All of these requests have been approved excepting those of
Miss Jeannette L. Senseney and Miss Anne H. Stewart. As possible

changes are contemplated beginning July 1st that will render the details of the two teachers named impracticable I have withheld my approval. If, however, the matter can be arranged so that they may be enabled to attend summer school as requested, I would respectfully recommend that it be done.

Reference is had in this connection to Office letter, "Education 42383" dated the 8th instant. Early action is respectfully requested in order that the applicants above named may be enabled to make plans and arrange their affairs for the summer.

Applications for leave of absence by the above named teachers are transmitted under separate cover.

Very respectfully,



Acting Superintendent.

JRW-AES

Department of the Interior,

UNITED STATES INDIAN SERVICE,

Indian Industrial School,

CARLISLE, PA.

44805

Indian Office,

Incl. No.

1905

June 8, 1905-

Mr. John R. Wise,
Acting Supt.

Dear Sir,

I respectfully request to
be detailed to attend the summer
school at Chautauqua, N. Y.
from July 8, to August 6, inclusive.

I wish to take a course
in Primary Methods, Psychology
and Pedagogy and Nature Study.
See Catalogue inclosed.

Very respectfully,
Anna Gopitney,
Teacher.

Approved:

J. R. Wise

Acting Superintendent.

Department of the Interior,

UNITED STATES INDIAN SERVICE,
Indian Industrial School,

CARLISLE, PA.

June 8th, 1905

Mr John R. Wise.
Acting Supt.

Dear Sir:

I respectfully request to be detailed to attend the summer school at Chautauqua, N. Y. from July 8th. to August 6th. inclusive.

I desire to take a course in Primary Methods, Psychology and Pedagogy, and Nature Study. See Catalogue.

Very respectfully.
Luzena E. Tibbetts.
Teacher.

Approved:

J. R. Wise

Acting Superintendent.

Department of the Interior,

UNITED STATES INDIAN SERVICE,
Indian Industrial School,

CARLISLE, PA.

June 9, 1905.

Mr. John R. Wise,
Acting Superintendent,
Dear Sir;

I respectfully request to be detailed to attend Indian Institute at Asbury Park from July 3 to July 7, and summer school at Chautauqua N.Y. from July 17 to August 14 inclusive.

I wish to take a course in "Grammar Methods", "Psychology and Pedagogy," and "Physical Culture". See "Course of Study".

Very respectfully

Hattie M. McDowell,
Teacher.

Approved:

J. R. Wise

Acting Superintendent.

Department of the Interior,

UNITED STATES INDIAN SERVICE,
Indian Industrial School,

CARLISLE, PA.

June 9, 190*5*

Mr. John P. Wise,

Acting Superintendent,

Dear Sir;

I respectfully request to be detailed to attend Summer School at Chautauqua, N. Y. from July 29 to August 20th inclusive.

I wish to take a course in Psychology and Pedagogy and Nature Study.
See Cata.

Very respectfully

Agnes May Robbins.

Approved:

J. P. Wise

Acting Superintendent.

The Chautauqua Quarterly.

VOL. V

July, 1905

NO. 3



The
Summer Schools
July 8 = Aug. 18



1905



Chautauqua . . . New York

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Entered September 13, 1902, at Chautauqua, N. Y., as second-class matter
under Act of Congress of July 16, 1894.

STAFF OF INSTRUCTORS FOR 1905

Miss CARRIE A. AICHIN, Cincinnati, Ohio.	Music	Miss C. HITCHCOCK, Gertrude House, Chicago.	Kindergarten
Dr. JAMES A. BABBITT, Boys' Classes Haverford College.		Miss MARIE R. HOFER, Columbia University.	Kindergarten
Prof. E. S. BABCOCK, Alfred University.	Chemistry	Pres. L. HULLEY, Stetson University.	Religious Teach.
Miss CORINNE BACON, Lib. Training New York State Library School.		Dr. J. L. HURLBUT, South Orange, N. J.	Religious Teach.
Miss ANNADORA BAER, Normal School, Charleston, S. C.	French	Miss JEAN V. INGHAM, Elmwood School, Buffalo.	Basketry
Mrs. BERTHA K. BAKER, Expression New York City.		Mr. L. KARPINSKI, Ann Arbor, Mich.	Mathematics
Miss ANNA BARROWS, 77 Yarmouth St., Boston.	Cookery	Dr. GEORGE D. KELLOGG, Williams College.	Latin
Prof. A. BAUMGARTNER, Zurich, Switzerland.	Pedagogy	Mr. W. J. KITCHENER, Mand. & Guitar 100 W. 90th Street, New York City.	
Mr. JAMES BIRD, Marietta, Ohio.	Harmony	Miss GEORGIA KOBER, Sherwood Music School, Chicago.	Piano
Mrs. EMILY M. BISHOP, 230 W. 97th St., New York City.	Delsarte	Mr. A. R. LACHE, Arts Crafts Society, Dayton, Ohio.	Metal Work
Mr. IRVING P. BISHOP, 344 West Avenue, Buffalo.	Physics	Mr. FRANK LANE, Public Schools, Springfield, Mass.	Wood Working
Mr. JAKOB BOLIN, Swedish Gymnastics New Haven, Conn.		Mrs. J. F. LEWIS, Buffalo.	Parliamentary Law
Mr. P. H. BOYNTON, University of Chicago.	English	Mr. SOL MARCOSSON, 122 Euclid Avenue, Cleveland.	Violin
Dr. W. D. BRIDGE, 150 Fifth Avenue, New York City.	Stenography	Miss A. G. McCLOSKEY, Cornell University.	Nature Study
Dr. MARIANNA BROWN, Rel. Teaching New York City.		Mrs. A. P. NORTON, University of Chicago.	Domestic Science
Prof. PERCY B. BURNET, Iowa College.	Spanish	Mrs. M. B. PAGE, Chicago Kindergarten Institute.	Kindergarten
Dr. RICHARD BURTON, New York City.	English	M. BENEDICT PAPOT, 931 Jackson Blvd., Chicago.	French
Mr. R. G. CLAPP, University of Iowa.	Athletics	Mr. STACY PHILBRICK, Art Institute, Chicago.	Pottery
Prof. S. H. CLARK, University of Chicago.	Expression	Miss F. L. RATHBONE, Lib. Training Pub. Library, Newark, N. J.	
Miss V. CLEVELAND, Kindergarten Plymouth, Indiana.		Miss C. C. RICHARDS, Book Binding River Forest, Illinois.	
Supt. W. N. CLIFFORD, Council Bluffs, Iowa.	Pedagogy	Miss E. J. RICE, Ann Arbor, Mich.	Blackboard Sketching
Mr. WM. H. COVERT, Syracuse, New York.	Business	Mr. FRANK G. SANFORD, Lake Villa, Ill.	Arts
Miss JULIA E. CRANE, State Normal School, Potsdam.	Music	Prof. S. C. SCHMUCKER, Nature Study Westchester Normal School.	
Mr. R. W. CURTIS, Cornell University.	Nature Study	Dr. JAY W. SEAVER, Yale University Gymnasium.	Anatomy
Miss ELIZABETH DARROW, Mechanics Institute, Rochester.	Sewing	Miss M. L. SHEDLOCK, London.	Kindergarten
Miss M. L. DAVIS, Lib. Training Pratt Institute, Brooklyn, New York.		Mr. WILLIAM H. SHERWOOD, Piano Sherwood Music School, Chicago.	
Mr. MELVIL DEWEY, Lib. Training New York State Librarian.		Miss SPRAGUE, Industrial School, Denton, Texas.	Basketry
Dr. CARL E. DUFFT, 30 East 23rd Street, New York City.	Voice	Dr. PERCY J. STARNES, Albany Cathedral, New York.	Organ
Mr. GEORGE W. EGGERS, Prang Ed. Co., New York City.	Art	Mrs. E. T. TOBEY, Woman's Building, Memphis.	Piano
Miss LILLIAN FLIEGE, Leather Work Supt. of Drawing, Laurium, Mich.		Prof. J. G. CARTER TROOP, University of Chicago.	English
Miss ELIZABETH FLEMING, Pedagogy Baltimore Training School.		Mrs. L. VANCE-PHILLIPS, 318 W. 95th Street, New York City.	Ceramics
Miss ABIGAIL FREEMAN, Girls' Classes Gertrude House, Chicago.		Mr. G. G. VON DER GROEBEN, German Erie, Pa.	
Pres. G. STANLEY HALL, Clark University.	Pedagogy	Prof. G. E. VINCENT, University of Chicago.	Pedagogy
Mr. ALFRED HALLAM, Mt. Vernon, New York.	Music	Mr. JOHN T. WATKINS, Scranton, Pa.	Voice
Miss ADA VAN S. HARRIS, Pedagogy Rochester, New York.		Mr. C. R. WELLS, Syracuse, New York.	Business
Miss M. E. HAZELTINE, Lib. Training Jamestown, New York.		Miss L. WHEELLOCK, Boston.	Kindergarten
Prof. OTTO HELLER, Washington University.	German		

Chautauqua Institution

DEPARTMENT OF INSTRUCTION

JOHN H. VINCENT, SCOTT BROWN, GENERAL DIRECTOR	CHANCELLOR	GEORGE E. VINCENT, PERCY H. BOYNTON,	PRINCIPAL SECRETARY
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EDUCATIONAL COUNCIL

Miss JANE ADDAMS, HULL HOUSE, CHICAGO	PRES. B. P. RAYMOND, WESLEYAN UNIVERSITY
MELVIL DEWEY, N. Y. STATE LIBRARIAN	PRES. G. STANLEY HALL, CLARK UNIVERSITY

SUMMER SCHOOL NOTES

Arrangements have been made with a teachers' agency of national reputation to transact business at Chautauqua with regularly registered students in the Summer Schools on payment of one-fourth the regular fee. A teacher of long experience, well known at Chautauqua and capable of being of practical assistance will have charge of this branch. Teachers registered here will have all the advantages secured by those who enroll at the central office.

The series of discussions before the Summer School for the daily Convocation exercises will furnish an opportunity for a general gathering of all students under circumstances which will tend to give a sense of the unity of the Schools as a whole. Six eminent educators are to give series of short addresses on educational subjects, and the opportunity to give announcements concerning both the schools and the general program will be a distinct advantage.

The courses in Nature Study open to residents of New York State will this year be in the hands of Miss Alice G. McCloskey and Mr. Curtis, of Cornell. Miss McCloskey is widely known as editor of the Junior Naturalist Monthly. The work will be conducted on the successful principles already applied by Mrs. Comstock and her assistants.

The School of Expression will move this summer into new and enlarged quarters in the Museum, as practically the whole of this building except a small portion of the first floor has been given over to its use. Four large rooms are well equipped and supplied with private entrances so that the work of the school may be prosecuted without conflict with any of the other activities.

The Summer Schools Physics and Chemistry laboratory has individual desks each furnished with

sink, water, heat, cupboard, drawers, re-agents, glass ware and apparatus. With this new equipment it is now possible to do the same high grade of work that is done in the laboratories of colleges and universities.

The work in the Pedagogy of the Grammar School and Primary School will be under charge of Miss Ada Van Stone Harris, of Rochester, New York, whose eminent success in preceding seasons will doubtless result in even larger registration for her classes this summer.

The course in French Literature of the 19th Century in the School of English is a new feature for 1905. This makes possible the study of a large amount of most interesting literature with which many students might otherwise remain unacquainted.

A similar course of Latin Literature in English will be conducted by Professor Kellogg. In this case even more than in the case of the French the average student will be aided in getting more intimate knowledge of a great body of literary material which is all too little known.

The Domestic Science Department will profit distinctly by the erection of the new business block in which its activities will be centered. The improved facilities for demonstration work will be grateful to both instructors and teachers.

I ENGLISH LANGUAGE AND LITERATURE

1 Shakespeare: Typical Plays

Five hours a week (July 10-28). Prof. J. G. Carter Troop.

A study will be made of "Henry IV" Parts I and II, "As You Like It," "Othello," "King Lear," "Anthony and Cleopatra," and "The Tempest" in their literary aspect and not as material for the study of philology and grammar. Emphasis will be laid upon the structure of the plays, analysis of dramatic motive and dramatic character, etc. Any annotated edition of the plays will serve as text.

For purposes of comparison students are required to read also "Two Gentlemen of Verona," "Romeo and Juliet" and "Richard the Third."

2 Development of the English Novel

Five hours a week (July 10-28). Prof. Troop.

In this course the development of the novel in England will be traced briefly from its beginnings at the time Caxton set up his printing press in London (1476) to the present day. From the publication of Richardson's "Pamela" (1740), the first real modern novel, the greater authors will be treated with some detail, especially Fielding and Sir Walter Scott. Raleigh's "The English Novel" and Cross' "The Development of the English Novel" will be useful.

3 The Modern Drama

Five hours a week (July 31-August 18). Dr. Richard Burton.

This course deals with the formation of the play from Shakespeare to our own time with special emphasis upon the 19th Century and such writers as Ibsen, Hauptmann, Sudermann, d'Annunzio, Richpin, Tostand, Finero, Shaw, Yeats and Stephen Phillips.

4 The Modern Lyric

Five hours a week (July 31-August 18). Dr. Burton.

A survey of the typically 19th Century lyric poetry in English and foreign tongues (using translations) to show its significance both of form and matter.

5 Outline Study of English Literature

Five hours a week (July 10-August 18). Mr. Percy H. Boynton.

This is a brief historical survey of the whole field of English Literature. Cer-

tain great figures who stand out as leaders of movements will be given as close attention as time will permit and will be so considered against the background of English History as to emphasize the consecutive development of various schools of writers and types of literature. Gayley & Young's "Principles and Progress of Poetry" (Macmillan) will be used as a text.

6 Rhetoric and Composition

Five hours a week (July 10-Aug. 18). Mr. Boynton.

This course is intended for students who write with a fair degree of correctness in detail, and is planned to encourage methods of precise and orderly thinking. With this in mind two lines of thought will be developed side by side. The whole composition, the paragraph, the sentence and the question of diction will be successively developed at the same time that forms of discourse, exposition, description and narration are considered in turn. Two exercises and one long theme will be expected each week. Wendell's "English Composition," Bates' "Talks on Writing English" and Gardner's "Forms of Prose Literature" are recommended.

7 French Literature XIX Century

(In English) Five hours a week (July 10-Aug. 18). M. Bénédic Papot. See II, 17.

This course is intended to show the evolution of French literature from the period of the French revolution to the present time and to lead to a better knowledge of the work of the French masters. The topics discussed at each lecture will be announced in the Chautauqua Herald at the opening of the season.

8 Latin Literature (In English)

Five hours a week (July 10-Aug. 18) Prof. Kellogg. See III, 4.

This course will be entirely literary and requires little or no knowledge of Latin. Included will be a whole play of Terence, copious selections from Cicero, Caesar, Virgil, Horace, Lucetius, Catullus, Livy, Petronius, Tacitus and others. Extracts from several standard translations will also be interpreted so as to set forth the life and thought of the Romans.

Text books: "Masterpieces of Latin Literature" by G. J. Laing (Houghton, Mifflin & Co.) and "Latin Literature" by J. W. Mackail (Scribners.)

II MODERN LANGUAGES

GERMAN

(1905: SCHILLER YEAR)

1 Beginning German

Five hours a week (July 10-Aug. 18). Prof. Otto Heller.

Elementary grammar, with copious exercises in translating German into English and English into German. Vos' "Essentials of German Grammar."

2 Elementary German Reading and Conversation

Five hours a week (July 10-Aug. 18). Mr. G. G. von der Groeben.

This course is especially suited to the needs of those who have completed *Course 1*, or its equivalent, but have had no practice in conversation and protracted reading. The two courses may well be taken in conjunction. Heller's First Course. Campe's Robinson (D. C. Heath & Co.)

3 Intermediate German Grammar

Five hours a week (July 10-Aug. 18). Mr. von der Groeben.

This course is based upon the prior completion of Courses 1 and 2 or equivalent courses. It includes a rapid review of the essentials of German Grammar together with a somewhat detailed study of syntax. Joyner-Meissner's German Grammar.

4 Intermediate German Reading

Five hours a week (July 10-Aug. 18). Prof. Heller.

Schiller's Ballads; das Lied von der Glocke; Geschichte des dreissigjährigen Krieges (The Third Book).

5 German Prose Composition and Reproduction

Five hours a week (July 10-Aug. 18). Prof. Heller.

The prerequisite is a good knowledge of German Grammar. Students will write easy themes on subjects of their own selection; they will also render into German continuous passages from English prose and reproduce in German the contents of German short stories, ballads, etc. first read aloud in the class.

6 Advanced German Reading

Five hours a week (July 10-Aug. 18). Mr. von der Groeben.

Schiller's Die jungfrau von Orleans; die Braut von Messina; Demetrius (Egmont). The prerequisite is the ability to read moderately difficult German at sight and to follow simple, yet fairly rapid discourse in the language without much difficulty.

The German Club

Membership in this club is open to all students in the department, free of charge. Others desiring to join must first obtain permission of the head of the department and then procure a ticket (\$2) at the Registration Office.

German Entertainment

This will consist of a German comedy, performed by members of the German Club, and of German songs, recitations, etc. The date will be announced after the opening of the session.

7* Children's Class in German

Five hours a week (July 10-Aug. 18).

For details see Children's Classes, p. 14.

8* Readings in German

Five hours a week (July 10-Aug. 18). Prof. Heller.

In view of the great interest in Schiller aroused by the centenary of the poet's death on May 9th, of this year, a series of readings from the plays and poems of Schiller in chronological order will be arranged for, provided at least ten applications are received by July 11.

9 Beginning German

Five hours a week (July 31-Aug. 18). Instructor to be announced later.

A half-term course for those who have never studied German and who cannot spend more than three weeks at Chautauqua. The course combines in a condensed manner the main features of Courses 1 and 2. This course, however, will not be given unless ten or more applications for it are received by July 28th.

Lectures in German

Prof. Otto Heller.

Lectures and informal talks in German will be given every Friday afternoon. Members of the German classes and likewise other persons interested in the subjects and able to follow a German discourse, are admitted free of charge. During the summer of 1905, these lectures will deal with the life and works of Friedrich Schiller.

German Teachers' Conferences

From time to time, at the request of teachers of German visiting Chautauqua, meetings will be called for the informal discussion of questions of special professional interest, such as: The standard pronunciation of German; the official orthography; mooted points of grammar, etc.

German Table

Ample opportunities for conversing in German at meal times are afforded. The privilege of a seat at the German table (presided over by a teacher of German) is reserved for students in the department. For this no additional fee is charged. Seats may be secured in advance by addressing Mrs. Emily C. Proctor, Rochester Cottage, Chautauqua, New York.

II MODERN LANGUAGES

FRENCH

10 Beginning French Elementary Grammar Five hours a week (July 10-Aug. 18). M. Bénédicte Papot.

Fraser and Squair French Grammar, Part 1. A course especially arranged for students who desire to enter college and in which the individual purpose of each student will be considered. (See 12)

While not absolutely required, the students are earnestly advised to register for courses 10 and 11 at the same time, thus combining the grammatical with the practical work.

11 Beginning French Natural Method Five hours a week (July 10-Aug. 18). M. Papot.

The object of the course is to give the student as large a vocabulary as possible, to enable him to understand explanations given in French and to ask for information in French. (See 13.)

12 Tutoring Class in Elementary Grammar Five hours a week (July 10-Aug. 18). Miss Anna-dora Baer.

The purpose of this class is to obviate as much as possible the difficulty experienced by real beginners, or by persons who have not studied for some years, in keeping up with a large class.

This class, which will follow 10, will take up the same work affording drill to the pupils, giving help in the exercises and in phonetics. Registration in 10 is required.

13 Tutoring Class in Natural Method Five hours a week (July 10-Aug. 18). Miss Baer.

The printed lessons used in 11 will be furnished free to the members of this class who must be registered in 11. Miss Baer has made a special study of the Visual Method and will take up seriatim every point made in the previous lesson and help the student to master each tableau with its variations.

14 Intermediate French Five hours a week (July 10-Aug. 18). M. Papot.

Oral and written reproduction of stories by French writers told by the instructor

and so selected as to bring out the national aspect of French life. Dictations. Memorizing of extracts from French prose and poetry. Review of the French grammar in French. Irregular verbs. Prerequisite course 10.

15 Advanced French Five hours a week (July 10-Aug. 18). M. Papot.

Prose composition. A critical study of Rostand's "Cyrano de Bergerac," Racine's "Phèdre," and Molière's "Le Misanthrope." Assigned readings to each member of the class individually, from whom weekly essays will be required, which will be corrected privately by special appointment with the instructor. The Chautauqua Library furnishes all necessary reference books.

Prerequisites, a knowledge of ordinary grammar, an ability to read ordinary French at sight and to write intelligent French besides the ability of understanding explanations given in French.

16 *Children's Class in French Five hours a week (July 10-Aug. 18). Miss Baer.

For details see children's classes.

17 French Literature XIX Century Five hours a week (July 10-Aug. 18). M. Papot.

This course is intended to show the evolution of the French literature from the period of the French revolution to the present time and to lead to a better knowledge of the work of the French masters. The topics discussed at each lecture will be announced in the CHAUTAUQUAN HERALD at the opening of the season.

18 Teachers' Course in French Five hours a week (July 10-Aug. 18). M. Papot.

This course is designed especially for college students and for teachers who, having mastered the elements of French, desire to perfect themselves in syntax and to become acquainted with the different ways of presenting the subject matter to the students. Special attention will be given to phonetics. Fraser and Squair's French Grammar, Part 11.

II MODERN LANGUAGES

FRENCH

19 Readings in French Five hours a week (July 10-Aug. 18). M. Papot.

A quiet reading hour. Plays and French stories by the best French authors will be read, criticised and interpreted, offering a great opportunity for ear training.

NOTE.—Courses 16, 18 and 19 will not be given unless elected by at least ten persons. Applications must be made not later than July 10.

Arrangements may be made by which any of these courses or any such courses as may be called for, will be given to a smaller number of students on payment of a higher fee.

Lectures in French M. Papot

These lectures will be given on Friday afternoons. These lectures will be open to all interested in French. The sub-

jects will be announced from week to week on the bulletin board.

French Table

Opportunity for conversation in French during meals will be provided for under the direction of M. Papot and Miss Baer.

French Club

Membership in the club is open to all students of the department free of charge. Others desiring to join must procure a ticket at the registration office. All students desiring to take part in the French entertainment are requested to join the club, which meets every Tuesday evening.

French Entertainment

This will depend upon the talent available in the French club. An effort will be made to give a French comedy and to have French songs and recitations during the sixth week of the course.

SPANISH AND ITALIAN

20 Elementary Spanish Five hours a week (July 10-Aug. 18). Prof. Percy B. Burnet.

William F. Giese's "A First Spanish Book," Part I. Pronunciation, accent; especial attention will be given to pronominal construction and the acquisition of a large vocabulary.

21 Intermediate Spanish Five hours a week (July 10-Aug. 18). Prof. Burnet.

William F. Giese's "A First Spanish Book," Part II. This course is intended for those who, having mastered the elements of Spanish, desire to perfect themselves in syntax. Especial attention will be paid to the irregular verbs.

22 Conversational Spanish. Five hours a week (July 10-Aug. 18). Prof. Burnet.

Oral and written reproduction of stories by Spanish writers told by the instructor and so selected as to bring out the national aspect of Spanish life. Dictation. Mem-

orizing of extracts from Spanish prose and poetry.

NOTE.—Arrangements may be made by which any other course that may be called for will be given. Apply to the head of the Romance department.

23 Courses in Italian Five hours a week (July 10-Aug. 18) Prof. Burnet.

Owing to the repeated advance requests for instruction in Italian as well as Spanish, opportunity for the study of this language and literature will be given those who desire it in 1905. As the field is a new one, it was not thought wise when this catalogue went to press to announce the exact nature of the courses. Inquiry on this point is invited direct with Prof. Burnet, Iowa College. The question as to individual as well as class instruction may well be raised during such correspondence as classes will not be formed unless there has been sufficient registration by July 11.

Spanish Club and Spanish Table.

Prof. Burnet will also arrange for a Spanish Club and Spanish Table both of which were conducted at Chautauqua in 1905. If possible also a Spanish entertainment to correspond with the French and German entertainments will be arranged for toward the end of the Summer Schools session.

III CLASSICAL LANGUAGES

1 Beginning Latin Five hours a week (July 10-Aug. 18). Professor George D. Kellogg.

This course is designed for the benefit of three classes: (1) beginners; (2) those who have some knowledge of Latin, but who feel the need of a fundamental review; (3) teachers who desire to learn the practical working of rapidly conducted oral drill, combined with inductive exercises. *Experience has shown that these three classes may profitably be taught together.* The beginners and those who desire review have practically the same needs, while teachers find no better way in which to learn methods than by themselves becoming students and observing, from the inside, the method by which the class is conducted.

Text books: "Foundations of Latin," C. E. Bennett (Allyn & Bacon).

2 Teachers' Advanced Training Courses Five hours a week (July 10-Aug. 18). Professor Kellogg.

These courses are designed especially for teachers, but are equally well adapted to the needs of those who are, for the first time, pursuing these subjects.

A Studies in Caesar (July 10-28).

This course will include: (1) The translation of books II-III inclusive; (2) the turning, each day, of English into Latin; (3) reading at sight; (4) the discussion of topics; (5) the study of methods of literary and historical interpretation.

Any good edition of Caesar will do: those by Allen and Greenough, Kelsey, Harper and Tolman, Bennett, or Westcott recommended.

B Studies in Cicero's Orations (July 31-Aug. 18).

The work in this course will embrace as thorough a study as the time will permit: (1) The Ciceronian style; (2) translation, with grammatical, historical and literary interpretation of several of the orations usually read in the schools; (3) Cicero's life and literary activity; (4) discussion of problems in connection with the teaching of Cicero.

Any good edition of the orations usually read in the schools is recommended. Those in the series with the Caesars enumerated above will do.

Suggested Reading: Caesar—T. Rice Holmes, "Caesar's Conquest of Gaul" (Macmillan); Mackail, "Latin Literature" (Scribners); "Life of Cicero" by Strachan Davidson.

3 College Latin Courses Five hours a week (July 10-Aug. 18). Prof. Kellogg.

These courses are designed especially for teachers who wish to broaden their Latin reading, for college students who wish to review or anticipate a course in college, and for any who desire to get into the spirit of Latin poetry and the epigrammatic prose of Tacitus. Much of the interpretation and literary history will be presented by the instructor.

A Selections from Ennius, Catullus, Tibullus, Horace, Ovid, Phaedrus, Seneca and Martial (July 10-28).

Text-books: "Selections from Latin Poets" with brief notes (publ. by Harvard Univ.); "Latin Literature" by Mackail (Scribner).

B Tacitus' Life of Agricola, and the Germania (July 31-Aug. 18).

Text-books: Hopkin's edition pub. by B. Sanborn & Co., or any modern edition.

4 Latin Literature (In English) Five hours a week (July 10-Aug. 18). Prof. Kellogg. See I, 8.

This course will be entirely literary and requires little or no knowledge of Latin. Included will be a whole play of Terence, copious selections from Cicero, Caesar, Vergil, Horace, Lucretius, Catullus, Livy, Petronius, Tacitus and others. Extracts from several standard translations will also be interpreted so as to set forth the life and thought of the Romans.

Text-books: "Masterpieces of Latin Literature" by G. J. Laing (Houghton, Mifflin & Co.) and "Latin Literature" by J. W. Mackail (Scribners).

5 Latin Teachers' Conferences. Prof. Kellogg.

One hour each week on Saturday mornings throughout the session will be devoted to conference with teachers of Latin in colleges and preparatory schools. *Open to all without fee.*

In this course subjects of interest to this department of teaching will be open to free discussion, e. g., (1) The Present Status of Latin Study in our Secondary Schools, (2) Literary Interpretation of the School Latin Classics, (3) Translations and their Uses, (4) Methods.

Greek will be presented by means of private instruction with the understanding that classes may be formed provided there be sufficient demand. For details write to the Secretary of Instruction, Chautauqua, New York.

IV MATHEMATICS AND SCIENCE

1 Algebra Five hours a week (July 10-Aug. 18). Mr. Louis C. Karpinski.

This course requires a knowledge of fundamental operations, factoring and fractions. It includes the following subjects: Simple equations, inequalities, evolution, evolution, theory of exponents, radicals, quadratic equations, ratio and proportion, the progressions, permutations and combinations, the binomial theorem, undetermined coefficients and logarithms. The theory of each subject will be developed, and thorough drill will be given in practical exercises. Wells' College Algebra. D. C. Heath & Co., Boston.

2 Plane Geometry Five hours a week (July 10-Aug. 18). Mr. Karpinski.

The needs of teachers will be carefully noted. Special attention will be given to the logic of Geometry and to work in original exercises. Recitations will be oral and written. Wentworth's Plane Geometry (Revised Edition), 1901. Ginn & Co., Boston.

3 Plane Trigonometry Five hours a week (July 10-Aug. 18). Mr. Karpinski.

As given in the standard texts. Solution of right and oblique plane triangles. Special attention to fundamental formulae.

4 College Algebra Five hours a week (July 10-Aug. 18). Mr. Karpinski.

As required for entrance in our larger universities. Theory of quadratic equations, reviewed and extended binomial theorem, progressions, and complex numbers, determinants, and theory of equations treated in some detail. This course will be conducted so as to be especially suggestive to teachers of elementary mathematics.

5 History of the Development of Arithmetic Five hours a week (July 10-Aug. 18). Mr. Karpinski.

A course of ten lectures designed to acquaint teachers of arithmetic with the history of the subject which they are teaching. The development of arithmetic will be traced from the earliest times. Some attention will be paid to the different methods of teaching the subject, from a historical standpoint, and to the lessons to be drawn therefrom.

6 Preparatory Physics Five hours a week (July 10-Aug. 18). Mr. Irving P. Bishop.

This course is intended to aid teachers of physics in secondary schools, in acquiring

an accurate knowledge of the subject. Lectures, demonstrations and class work will be held on the subjects of matter, the mechanics of solids and fluids and heat. These lectures will be thoroughly illustrated, the apparatus used being of the highest grade. Such physical problems will be solved and explained as will enable the student to understand the practical application of physical principles.

7 High School Physics Five hours a week (July 10-Aug. 18). Mr. Bishop.

A more advanced course of physics than No. 6 intended to aid High School Teachers who desire either review or advance work, as well as those who are making up requirements in colleges or for entrance examination. Lectures, demonstrations and class work on the topics of sound, light, electricity and magnetism.

8 Physical Laboratory Work I. Five hours a week. Miss Bishop. To accompany and supplement Course 6.

9 Physical Laboratory Work II. Five hours a week. Miss Bishop. To accompany and supplement Course 7.

The laboratory courses will afford practical training in the use of individual apparatus and in the keeping of laboratory note-books as now practiced in the best high schools and required for college entrance. The experiments will be largely quantitative and will be selected with special reference to the needs of students.

Text-books: Avery's *School Physics*; Carhart and Chute's *High School Physics*, or any recent text of similar grade.

10 General Chemistry Ten hours a week (July 10-Aug. 18). Prof. E. S. Babcock.

A course of illustrated lectures with laboratory practice. This course is suited to the needs of beginners, and will deal with those fundamental facts and theories on which rests the modern science of Chemistry.

Students may use any standard text book. The topics for study will be given out each day, and the experiments will be dictated as the students perform them. Careful records will be made of all experiments.

11 Teachers' Course in General Chemistry Ten hours a week (July 10-Aug. 18). Prof. Babcock.

This course is intended for those who wish to prepare themselves as teachers of general Chemistry, as well as for those teachers of Chemistry who wish to review the subject for the purpose of gaining a

IV MATHEMATICS AND SCIENCE

better acquaintance with laboratory methods of instruction, and of broadening their knowledge.

Those in this course will take:

(1) The course of lectures outlined above under the head of *General Chemistry*.

(2) Laboratory work, especial attention being given to methods of experimentation, to writing up notebooks, and preparing for quizzes, on the laboratory experiments. Notebooks will be examined and quizzes held.

(3) A special course of informal lectures and conferences on methods of teaching Chemistry. Any good textbook may be used. Experiments will be dictated at the desk.

12 Qualitative Analysis Ten hours a week (July 10-Aug. 18). Prof. Babcock.

(1) Laboratory work in Analysis. About fifty single salts will be analyzed, after making a careful study of the classification of the metals and acids.

(2) A sufficient number of mixtures will be analyzed to enable the students to separate inorganic salts.

(3) Personal instruction and help will be given each student, special attention being given to causes of failure in making true analyses.

13 Quantitative Analysis Ten hours a week (July 10-Aug. 18). Prof. Babcock.

A selected course for those who have done the work outlined in Course 10. It includes volumetric methods. Students will receive careful instruction in the methods of precision necessary to work in this department of Chemistry.

A reference library is accessible to all students in the department.

The laboratory will be open five days each week, and students may work as they desire, when sufficiently advanced to do so profitably in the absence of an instructor.

V PSYCHOLOGY AND PEDAGOGY

Choice of Courses

For superintendents, principals and teachers in normal and training schools, courses and selected courses.

To all whose duties are of a supervisory nature, the entire work of the school is thrown open for a single fee (\$10.00 for each session of three weeks), provided the consent of each teacher involved be obtained.

For teachers in the upper grades of the elementary school and in high school courses. 1-6, 7, 10, 13, 16, 17, 18, 19, 20.

For primary teachers, courses. 1-6, 8, 9, 13, 14, 15, 18, 19, 21, 22.

For kindergartners, courses. 1-6, 9, 11, 12, 13, 18, 19, 22.

Laboratory Work and Observation

Laboratory and field work is offered in science; observation of the work of experts

is afforded in the kindergarten and boys' and girls' clubs; exhibits of work and apparatus are shown in various courses.

Practical, Definite, Intensive Work

The courses in psychology, principles of education, literature, composition, history and nature study require definite continuous work; all other courses encourage such work.

In Lieu of Examinations

In order to satisfy the regulations of the City Superintendent of Schools of New York regarding courses acceptable in lieu of examinations for higher licenses, certain courses in the first session are made to connect with kindred courses in the second session.

more to stimulate their large audiences of teachers by suggestive discussions than to impart the definite and detailed information which belongs to class room work. Rearrangement of the schedule has made it possible for every student at the College to attend the Convocation without conflict of classes, and it is expected that the unity of the schools as a whole will be more nearly secured than ever before.

Admission to the Convocation will be free to regularly enrolled students in the schools. For those not registered in other courses admission may be obtained by use of visitors' or special course tickets.

V PSYCHOLOGY AND PEDAGOGY

SUMMER SCHOOLS CONVOCATIONS

1 Prof. George E. Vincent, Principal of Instruction, Chautauqua Institution. July 10-14.

Problems of Social Psychology:

1. The Old Individualism.
2. The Reaction—Collectivism.
3. Group Control—Imitation.
4. Leadership—Invention.
5. The Child Group.

2 Pres. Lincoln Hufley of John B. Stetson University, Deland, Florida. July 17-21.

1. Education and Life.
2. Fads in Education.
3. Devices and Methods.
4. Geography and History.
5. Child Study and Training.

3 Pres. G. Stanley Hall of Clark University, Worcester, Mass. July 24-28.

1. Plato and what he stands for.
2. Aristotle and his successors.
3. The revival of Philosophy.
4. Kant.
5. Hegel and his influence.

Note: Superintendent W. N. Clifford, of Council Bluffs, Iowa, whose methods of teaching geography and history by means of portable museums and stereopticon slides have attracted wide attention, will deliver five illustrated lectures on the afternoons of July 17-21 in explanation of his work. Fee for the course, one dollar.

ELEMENTARY EDUCATION

7 General Methods. Twelve talks (July 11-26). Miss Ada Van Stone Harris.

This course will consist of twelve talks in which the course of study will be discussed according to the most approved curricula considering: the adaptation to pupils' needs, the school program, the group method of handling classes, the essential and special studies, illustrative thought materials, plans of work, methods of presentation, illustrative lessons, relaxation periods—games, school excursions, etc. (Daily topics will be announced later).

This course is intended to lay the foundation for course 8 and is so largely a part of it that students taking course 8 should arrange if possible to take course 7. Course 7 will be especially helpful to school principals, superintendents, and others engaged in the work of supervision.

8 Primary Methods Five hours a week (July 10-28). Miss Ada Van Stone Harris.

The class will deal specifically with the course of study for the first four years (grades 1-4). The methods employed will be based upon fundamental educational principles. The subjects considered and discussed will be methods in reading, language, number, history, geography, literature and spelling. Each subject will be illustrated by work from the class

4 Prof. Andreas Baumgartner, Member of School Board, Zurich, Switzerland. Aug. 1-5.

Five lectures on Swiss Educational Methods and Institutions.

5 Prof. S. C. Schmucker, Westchester Normal School, Westchester, Pa. Aug. 8-12.

1. Is Nature Study a Fad?
2. What shall We Teach?
3. The Story in Nature Work.
4. Nature Study and the Pupil.
5. Nature Study and the Teacher.

6 Dr. Richard Burton, author, editor and lecturer. Aug. 14, 15, 17, 18.

The Teaching of Literature:

1. The Material.
2. The Aim.
3. The Methods.
4. The Medium.

room. The aim will be to make the course helpful to both rural and city teachers.

9 Hand Work in the Elementary Grades Five hours a week (July 10-Aug. 4). Miss Lilian M. McLean.

This course will emphasize the thought side of *educational occupation* or *seat work* and is directly related to course 8. It will consist of definite instruction as to the use of materials for *free work* in sand, clay, paper modeling, brush work, free hand cutting, raffia, weaving and construction. Emphasis will be placed upon the relation of the impression subjects to the expression subjects. Teachers will be given an opportunity to make objects for illustrative purposes for future use.

10 Grammar Methods Five hours a week (July 10-Aug. 4). Miss Elizabeth Fleming.

This course is designed to meet the needs of teachers in the grammar grades. The general and special aims of the different subjects of the curriculum will be considered singly and as related to one another; with special emphasis placed upon methods of instruction in teaching literature, history, geography, arithmetic and grammar. Illustrative material and plans of work will be shown. Special effort will be made to make this a helpful course for teachers of grades 5-8 inclusive.

V PSYCHOLOGY AND PEDAGOGY

KINDERGARTEN

The Kindergarten Department will be in charge of Mrs. Mary Boomer Page and Miss Victoria Cleveland, of the Chicago Kindergarten Institute.

The Chautauqua Summer Kindergarten will be open every school morning from nine to twelve o'clock. For further details see Boys' and Girls' Classes. P. 14.

NOTE:—The following courses are intended for kindergartners who wish to meet fellow workers, exchange ideas and gain deeper insight into their work. Only such kindergartners will be admitted as have had one or more years' training and experience. Topics vital to the application of educational principles will be discussed, with special reference to the need of kindergarten teachers.

The morning Kindergarten will be under the direction of Mrs. Mary Boomer Page and Miss Cleveland.

The program of work will be based upon the children's experience of family life and will offer new interests concerning the lake, the farm and the woods. Parents whose children are members of the kindergarten are invited to visit freely; other visitors welcome at a small fee. Students who are members of the kindergarten classes are urged to visit the morning sessions.

11 Professional Kindergarten Courses 7½ hours per week. (July 10-Aug. 18.)

First week. Games. Festival Days. Plays. Theory and Practice. Games illustrated out-of-doors. Mrs. M. B. Page.

Second week. Kindergarten plans and programs. Class discussion. Mrs. M. B. Page.

Third week. Mother's Meetings. Relation of parents and teachers of children. Moral training and practical questions discussed. Mrs. M. B. Page.

Fourth week. Conferences upon the relation of the Kindergarten to education in general. It is expected that several members of the faculty will address the department. Miss Lucy Wheelock of Boston, Mass., will discuss "The Fundamentals of the Kindergarten System."

Fifth week. The Art of Story Telling. Elements to avoid and seek. Miss Marie L. Shedlock, London, England.

Sixth week. Songs and Vocal Methods for children. Illustrations from the best music. Class demonstration. Miss Marie R. Hofer, Columbia University, New York City.

NOTE:—A public recital will be given by Miss Shedlock and Miss Hofer with illustrations from the best literature and music for children.

12 Kindergarten Preparatory Course Fifteen hours per week (July 10-Aug. 18). Class one hour per day. Observation in morning Kindergarten two hours per day.

This class will be open to primary teachers, parents and those desiring work preparatory to a future study of the kindergarten theory and methods. Conference or correspondence with Miss Cleveland, 40 Scott St., Chicago, is required.

First week. Observe in Kindergarten and discuss meaning of methods in class. Study of play, etc. Join Professional Course in games, Miss Victoria Cleveland.

Second week. Relation of Kindergarten to Home and School. Miss Cleveland.

Third week. Hand-work of the Kindergarten with practical class work. Miss Hitchcock. Miss Judson.

Fourth week. Conferences upon the relation of the Kindergarten to education in general. It is expected that several members of the faculty will address the department. Miss Lucy Wheelock of Boston, Mass., will discuss "The Fundamentals of the Kindergarten System."

Fifth week. The Art of Story Telling. Elements to avoid and seek. Miss Marie L. Shedlock, London, England.

Sixth week. Songs and Vocal Methods for Children. Illustrations from the best music. Class demonstration. Miss Marie R. Hofer, Columbia University, New York City.

Open Conferences

Round Table discussions will be held at Kellogg Hall during the session of the Summer School. They will be conducted by educators of note. Important topics vital to students of child-nature will be discussed. An exhibit of work of kindergarten children and teachers will be shown.

See the Assembly Herald and bulletin boards for special notices.

NATURE STUDY

Courses 13, 14 and 15 free to residents of New York State.

13 Animal and Plant Life Five hours a week (July 10-28) Miss Alice G. McCloskey.

Six lectures on Animal Life; two on Birds, two on Insects, two on Common Animals of the Field. Four lectures on Plant Life, one on each of the following subjects: Trees, Wild Flowers, Garden Plants, Window Gardens. Two lectures on the Correlation of Nature-Study and Literature. Three practical exercises will be given

with classes of children to illustrate points of view in presenting Nature-Study lessons. The object of this course is to suggest ways and means of introducing simple, definite, accurate outdoor study. Each of the twelve lectures will be followed by a discussion.

14 Laboratory and Field Work (July 10-28) Mr. Ralph Wright Curtis.

This course, though complete in itself, supplements Course 13 and should be taken in connection with it. In the lab-

V PSYCHOLOGY AND PEDAGOGY

NATURE STUDY

oratory the students will learn to prepare aquaria and breeding cages and study the life kept within them. The field work will consist of a study of life out-of-doors. Methods of keeping notebooks and of personal observations on life of animals and plants will be given. The study of trees and birds will receive special attention.

15 Children's Gardens Mr. John W. Spencer.

Five lectures of one hour each on Children's Gardens. This work will be given at convenient hours, to be announced in the Chautauqua Herald.

16 The Nature Teacher's Course Five hours a week (July 31-Aug. 18). Dr. S. C. Schmucker.

During the first three weeks of August, there will be two entirely distinct courses in Nature Study. No. 16 will be designed definitely for those who wish to understand the nature movement in its pedagogical aspects. No. 17 is intended for the growing body of persons who wish to put themselves more definitely into touch with the modern movement toward a deeper understanding and a keener appreciation of nature. Any one wishing to do so, may take both without fear of duplication.

In this course the work will consist of a general view of the pedagogy of Nature Study, and of practical instruction and exercise in the methods of gathering and studying the materials available for class room work. The time will be divided between field or laboratory work and the discussion of the materials thus gathered. Each person taking this course should come provided with a hand lens. The following tentative program will give an idea of the scope of the work in the teacher's course:

First week. How to study nature; how a plant feeds; how a plant wards off enemies; how a plant wins friends; how a plant passes the winter.

Second week. How a plant cares for its children; a few plant families; nature books for the teacher; the grasshopper and his kin; a butterfly's life.

Third week. The mosquito and his dangers; the fly nuisance; bees and their ways; the ant colony; what have we done?

17 The Nature Lover's Course Five hours a week (July 31-Aug. 18). Dr. Schmucker.

This course is intended for those who do not care to make any technical study of nature but who wish to appreciate the forces that are at work beneath the surface of things. It will be the endeavor to impart such an understanding of nature as leads one not only to see things out of doors, but to recognize the great progressive creation so silently going on before us. A part of the time will be given to a consideration of the choice spirits who have endeavored to interpret to us the visible world. It is intended that no little part of the work shall be done out of doors. An opera or field glass, though not at all indispensable, will often prove an advantage to persons taking this course. The following outline, will give an idea of the work contemplated:

First week. The return to the country; pleasure in the landscape; the sky and its moods; herbs of our grandmothers; the speedwell's story.

Second week. Nature in the Book of Job; camping out; how to get ready; how we can afford it; the man in the moon.

Third week. White of Selbourne; watching the birds; a few common birds; some bird habits; "God's country."

METHOD IN SPECIAL SUBJECTS

18 Blackboard Sketching Five hours a week (July 10-28). Miss E. Josephine Rice.

The Classes will be limited by available blackboard space. The principles of free hand drawing, and methods of producing effective results will be taught, followed by practice on the part of the class.

NOTE:—An advanced course will be offered if there is sufficient demand.

19 Blackboard Sketching Five hours a week (July 31-Aug. 18). Miss Rice.

The above course repeated during the second term of the Summer Schools.

20 Physical Culture Five hours a week (July 10-28). Mrs. Emily M. Bishop.

A class in practical gymnastics meeting from 1 to 2 o'clock daily. The purpose of the exercises will be two-fold: 1. The physical improvement of the pupils by imparting correct ideas as to poise in standing, walking, sitting, etc., with such muscular movements as shall tend to improve all functional activities. 2. In-

struction in forms of exercise available to the teacher of gymnastics in the school-room.

NOTE:—This course is open only to persons registered in courses, the fees of which amount to at least \$8.00.

21 The Teaching of Reading Five hours a week (July 10-28). Mr. S. H. Clark.

1. Lectures in which it is designed to set forth the principles underlying vocal expression, and to demonstrate that literary interpretation is the basis of all good reading. 2. Class lessons, in which it is designed to elaborate and apply the principles laid down in the lectures. These class lessons will be informal and will furnish the opportunity for individual criticism. Text-book: *How to Teach Reading in the Public Schools*. By S. H. Clark (Scott, Foresman & Co., Chicago), required of all students.

22 *Sight Reading and Children's Music Five hours a week (July 10-Aug. 18). Mr. James Bird.

See announcement under School IX, Course 4.

V PSYCHOLOGY AND PEDAGOGY

CLASSES FOR BOYS AND GIRLS

NOTE:—Teachers will find the following work valuable for observation and in many cases opportunity for systematic visiting will be afforded.

23 Kindergarten July 10-Aug. 18. (Children three to six). The children will be in charge of trained kindergarten teachers, under the direction of Mrs. Page and Miss Cleaveland, of Chicago Kindergarten Institute. The kindergarten will be open every school morning from 9 until 12 o'clock. The program of the morning kindergarten will be based upon the children's experience on the lake, the farm and in the woods.

Children will be entered in the order of application and under the following conditions:

1. No child will be admitted who expects to be present less than two weeks.
2. Any child absent for two consecutive days without excuse will be dropped and the place filled from the list of waiting applicants.
3. A fee of \$1.00 per week (or \$5.00 for six weeks) will be charged each child.

2. The number of places is necessarily limited and the department cannot undertake to receive children in excess of such limit. Early application should therefore be made to Miss Mary L. Butler, Kindergarten office in Kellogg Hall, Chautauqua, opens Saturday, July 8th at 10 o'clock.

24 Boys' Club (for boys 8 to 16). July 8-Aug. 21. Under the direction of Dr. James A. Babbitt, Haverford College, Haverford, Pa., to whom all special inquiries should be addressed.

The purpose is to provide for the Chautauqua boy every advantage of platform, grounds and lake, for moral, mental and physical growth, and to make the summer vacation a period of upbuilding. A handsome boys' club building, with a well furnished gymnasium, reading room, manual training equipment and natural science department, offers excellent opportunity for the mental, moral and physical welfare of the Chautauqua boy. The customary camp will be established at Whiteside, under the direction of a Camp Master, and abundant opportunity will be given for genuine camp life, rowing, swimming and fishing.

PRIVATE

In addition to the above courses in the summer schools, those desiring it may obtain private instruction in the languages, mathematics, history, literature, etc., under competent and experienced tutors, officially appointed by Chautauqua

The regular club work occupies two or three hours daily for six weeks. Courses have been arranged for special work in various arts and crafts.

From a special advanced section (boys from fourteen to sixteen) a second Chautauqua baseball team will be formed and games arranged with neighboring teams. Regular fee for Club membership, \$1.00 per week or \$5.00 for six weeks.

25 Girls' Club (for girls 8 to 16). July 8-Aug. 21. The Club is under the direction of Miss Abigail Freeman, 40 Scott St., Chicago, who should be addressed for special information.

In addition to the regular club work, there are special classes in manual training, sketching, clay modeling, basket weaving, nature study, etc. The Club has some new building, costing more than \$5,000, used for the first time in 1903, is commodious and contains a large hall, special rooms for different departments, spacious verandas, lockers and bathrooms. The Club provides a systematic governing for the vacation activities of the growing girl. The organization will take place July 8. The general club work will include basketry, gardening, games, songs, cooking and practical work, gymnasium, and bathing—including the care of the children in the water. Special classes in arts and crafts will be provided. Regular fee for Club membership, \$1.00 per week, or \$5.00 for six weeks.

26 German* Five hours a week (July 10-Aug. 18).

A course conducted by the Natural Method; Henp's *The Easiest German Reading* (Ginn & Co.) In addition to the daily exercises the pupils will learn German poems, songs and games.

27 French* Five hours a week (July 10-Aug. 18).

A course in French for children will be organized in connection with the French department. In this the direct method will be employed.

NOTE:—The children's classes in modern languages will be organized only if application is made by at least six pupils, not later than July 11.

OTHER CLASSES.

Children's Music, Gymnastics, Manual Training, etc. For details see other schools.

TUTORING

Institution. Mr. James J. Hogan of Yale University will be in charge. Special attention will be paid to those preparing for college entrance examinations. Private tutoring for children can also be arranged through the Boys and Girls Clubs.

NEW YORK STATE FREE INSTITUTE

13 General History

A general review of some of the great events in history and a careful study of the special topics.

14 Civil Government

The administration of civil government in the state and in the nation. The history and interpretation of the Constitution of the United States and the chief features of the constitution of the State of New York.

15 Plane Geometry

Intended for beginners as well as review work.

16 Teachers' Plane Geometry

Conducted with reference to the needs of teachers. See School IV, Course 2.

17 Algebra

The review of algebra through quadratics, and a class for beginners.

18 Advanced Algebra

A review which progresses rapidly from simple equations to the more complex processes. See School IV, Course 1.

19 Arithmetic

A study and explanation of the difficult parts of arithmetic. Special attention to the properties and relations of numbers and methods.

20 History of Arithmetic

The development will be traced from earliest times. See School IV, Course 5.

21 History of Education

For those preparing for first grade examinations, and training class teachers.

22 Nature Study

The work follows the course outlined by the College of Agriculture, Cornell University.

23 Penmanship

Drill in penmanship. Best methods in teaching the subject.

24 Bookkeeping

Double and single entry. Intended for beginners and general review.

25 Geography

A comprehensive review, and a special study of modern methods.

26 Physical Culture

Five hours a week. Mrs. Emily M. Bishop.

27 Public School Music.

Five hours a week. Miss Julia E. Crane. The aim of this course in Public School Music is to give teachers practical plans for work, which may be used with any set of books or charts.

A.—ELEMENTARY PRACTICE, for teachers in sight singing and ear training and their practical application in the teaching of children.

B.—ADVANCED PRACTICE, for those who are familiar with music. Including an outline of the work from Kindergarten to High School.

VI RELIGIOUS TEACHING

CLASSES AND COURSES

1 The Four Gospels Five hours a week (July 10-28). President Lincoln Hulley.

This course is intended for everybody, the scholar, the student, the teacher and the worker. It will present the four Gospels in a new, fresh, interesting way, with a view to impressing their essentials on all. In four studies, the class will note the distinctive features of Matthew's Christ, Mark's Christ, Luke's Christ and John's Christ. In five studies the class will follow The Master over the Holy Hills in a realistic way, following the accepted order of events in his life. The remaining studies will be occupied in organizing the teachings of Jesus.

2 The Sunday School Teachers' Bible Class (Every morning Aug. 1-16). Methodist Headquarters, 8.30 A. M. Dr. Jesse L. Hurlbut.

This class will give preparation to Sunday School teachers upon the lessons of the International series taking up the Sunday School lessons in succession, one lesson each day. This class will be free to all.

3 The Sunday School Normal Class (Aug. 1-16) Methodist Headquarters, 9.30 A. M. Dr. Hurlbut.

This class is for the training of Sunday School Teachers in general Bible knowledge and the principles of teaching. The course of Bible lessons will be in the History and Life of the Early Christian Church. For this class a fee of one dollar will be required. The topics in the Bible course will be as follows: the eight subjects requiring ten lecture lessons: (1) The Preparation of the World for Christianity; (2) The Church of the First Days; (3) The Great Transition from Jewish to Gentile Christianity; (4) The Church twenty years after the Ascension of Jesus; (5) The Church Among the Gentiles; (6) The Life and Work of Paul; (7) The End of the Apostolic Age; (8) The growth of the New Testament.

4 Psychology and Method Five hours a week (July 31-Aug. 11) Dr. Marianna C. Brown.

It will be the aim of this course to present such facts and principles from modern child study and general teaching method as have a direct bearing upon Sunday School teaching. Among the more important topics considered will be: Apper-

ception and Point of Contact; Memory and Apparatus; Bible Material and the Art of Story Telling; Nascent Periods and Spiritual Truths. The work will include class room practice in outlining lessons according to the principles discussed.

5 Advanced Course in Method Two hours a week (July 31-Aug. 11). Miss Brown.

This will be given if there is sufficient demand by August 3. It will be open to professional teachers and advanced students in course 4. It will require a small amount of reading from the best authorities on the subjects discussed in course 4. Its special aim will be to prepare teachers for Normal Sunday School classes.

6 A Course of Bible Stories (Selected dates between Aug. 1 and 16). Dr. Hurlbut.

A class for children and their teachers. A number of Bible stories will be told and conversations on the methods of Bible story-telling will be held. Among the stories told will be the following: (1) The Twin Brothers, the Hunter and the Shepherd; (2) Gideon and his Three Hundred; (3) The Shepherd-boy's Fight with the Giant; (4) The Farmer who Became a Prophet; (5) Daniel in Babylon; (6) The Blind Man with Clay on his Face; (7) How Saul Became Paul.

7 Addresses on Palestine (Four dates to be announced, between Aug. 1 and 16). Dr. Hurlbut.

Lectures at the out-of-door model of Palestine on the History and geography of the Holy Land.

8 Daily Devotional Hours Monday to Friday of each week. Amphitheatre, 10 A. M.

I. July 3-7. Rev. Samuel Semple of Titusville, Pa.

II. July 10-14. Pres. Lincoln Hulley of Stetson University.

III. July 17-21. Rev. Mark Guy Pearse of London.

IV. July 24-28. Dr. Amory H. Bradford, of Montclair, N. J.

V. July 31-August 4. To be announced.

VI. August 7-11. Dr. J. Wilbur Chapman of New York.

VII. August 14-18. Bishop John H. Vincent, Chancellor of Chautauqua.

VIII. August 21-25. Dean C. D. Williams of Cleveland.

SUNDAY SERVICES

Sunday Morning Sermons Amphitheatre, 11 A. M.

July 2, To be announced.

July 9, President Lincoln Hulley.

July 16, Dr. Mark Guy Pearse.

July 23, Dr. Amory H. Bradford.

July 30, Dr. S. Parkes Cadman.

August 6, Dr. J. Wilbur Chapman.

August 13, Bishop John H. Vincent.

August 20, Dean C. D. Williams.

August 27, Rev. Frank D. Bristol.

The Sunday Schools Three divisions at 3 P. M.

1. Intermediate under charge of Rev. E. W. Morton and Mrs. C. B. Stivers at Higgins Hall. For children from 10 to 16.

2. Primary under charge of _____ at Normal Hall. For children from 6 to 9.

3. Kindergarten under charge of Miss Phoebe H. Elliott at Kellogg Hall. For children from 3 to 6.

VII LIBRARY TRAINING

The Chautauqua Library School is designed for librarians of smaller libraries and library assistants who cannot leave their work for the extended courses offered in regular library schools but who can get leave of absence for six weeks of study to gain a broader conception of their work and a general understanding of modern methods and ideals. The school will be in session from July 8 to August 18.

The New York State Library School, in its summer session this year, offers no general course, but confines its attention to library administration and kindred subjects, referring those who wish to cover the whole field in six weeks to Chautauqua. Those who wish to take special summer work, Chautauqua refers to the New York State Library School, Albany, N. Y.

Special Lectures

Technical instruction will be supplemented by lectures from H. L. Elemendorf, superintendent Buffalo Public Library, Mrs. H. L. Elemendorf, W. R. Eastman, state inspector of libraries, and A. L. Peck, librarian Free Library, Gloversville, N. Y., and Miss M. A. Ahern, editor "Public Libraries," Chicago. Besides the work of those who are in the regular nonresident faculty of the school each year, there are lectures from others of the most successful American librarians who give freely to the summer students the most helpful suggestions from their own experience, adding inspiration and a broader outlook.

Course of Study

This is systematically planned to accomplish the most possible in six weeks, each requiring 40 hours of study. Cataloguing, classification (Dewey system), accessioning and shelf-listing, book-selection and ordering, reference work and bibliography are the regular lessons, while lectures deal with library buildings and equipment, administration, statistics and accounts, book-making, work with children, schools, study clubs, blind, etc.

The Chautauqua library, put in charge of the school for organization and administration, gives the students practical work under the direction of their instructors, such work in every subject being emphasized as a vital part of the course.

Advance Registration

Application for admission should be made before June 15 to Miss M. E. Hazeltine, James Prendergast Free Library, Jamestown, N. Y. No one will be admitted to the class who has not previously filled out a registration blank and received the official matriculation card. The class is limited to 40 students.

Text Books

The text books include Dewey Decimal Classification, Cutter Author Tables, Cutter Rules for a Dictionary Catalog, Simplified Library School Rules, A. L. A. List of Subject-headings, A. L. A. Catalog, Kroeger's Guide to the Study and Use of Reference Books.

Admission

The school does not assume to give a complete library course in six weeks, but aims to train those already in libraries for more efficient service. Therefore only those candidates will be admitted who are already engaged in library work.

Entrance examinations will not be required, but candidates are expected to have had a high-school course or its equivalent as the minimum basis of general education and at least one year's successful experience in actual library work to enable them to understand and profit by the technical instruction which will be beyond those without preparation.

Expenses

Tuition fee is \$20 for the course, to which must be added the regular six weeks gate fee of \$5 charged at Chautauqua to cover cost of an elaborate program of lectures, concerts, entertainments, etc., free to all. Six to ten dollars will probably cover cost of necessary text-books, note books, catalog cards, and various technical fittings to be retained as personal property. Good board can be had from \$7 a week upwards

VIII DOMESTIC SCIENCE

The work in Domestic Science is planned to meet the needs of both housekeepers and teachers. It consists of (a) lecture and laboratory courses, designed for teachers wishing to compare their methods with those of others, or to supplement their previous training, and for housekeepers desiring to apply the best methods in their own homes, or to take charge of larger households; (b) demonstration lectures in cooking; (c) practice lessons and private lessons in cooking.

A demonstration lecture in cooking will be given daily throughout

the six weeks. The general principles of cookery will be illustrated and the best methods and utensils shown. Occasional lectures on other branches of household management will be offered.

Practice classes in cooking will be formed as they are required, and private lessons may be arranged with the instructors.

A tea room under the management of the school will give opportunity for a limited number of students to gain practical experience in the handling of food in large quantities.

COURSES

1 Food and Dietetics Five hours a week (July 8-28). Mrs. Alice P. Norton

The nature, nutritive constituents and relative values of foods; composition of common food materials; typical processes of food production; the cost of food.

2 and 3 Cookery Five hours a week (July 8-Aug. 18). Miss Anna Barrows.

The application of heat to food materials; food principles and the fundamental laws of cookery; the cooking of vegetables, cereals, milk, eggs, and meat; the making of doughs and batters; the preparation of simple desserts and entrees; arrangement of menus for daily meals and cooking for invalids, practice work.

4 Household Management Five hours a week (July 8-28). Miss Barrows.

Especially planned for matrons of schools and public institutions, methods of keeping accounts; the best implements for housekeeping; the general equipment; the duties, hours and wages of employees; economic buying and storing of food; the planning of menus with due regard to a balanced ration; and the simplest way of serving meals; the school lunch room—its importance and management.

5 Administration of the Home Five hours a week (July 8-28). Mrs. Norton.

Planned with special reference to the problems of the average home. The place of the home in society; the house as shelter; the furnishing and equipment of the house and its daily care; the cost of living, and the division of the income.

6 Sanitation Five hours a week (July 31-Aug. 18). Mrs. Norton.

The location and surroundings of the house, its plan, furnishing and care from the sanitary standpoint; plumbing and drainage and disposal of household wastes,

heating; lighting and ventilation; water supply. (Supplementary to course 5).

7 Applied Chemistry Five hours a week (July 8-Aug. 18). Laboratory and lectures. Mrs. Norton.

Experimental study of proteins, carbohydrates and fats; simple food analysis; chemistry of cookery; household methods for detection of adulterants; chemistry of cleaning.

8 School Room Methods in Cookery Five hours a week (July 8-Aug. 18). Miss Barrows.

Adaptation of common methods to the schoolroom; practical trial of scientific theories; analytic and synthetic study of recipes; relative merits of utensils; difference in results produced by similar food substances; formulation of class exercises; demonstrations by the class.

9 The Teaching of Domestic Science Five hours a week (July 31-Aug. 18). Mrs. Norton.

Principles of teaching applied to domestic science; correlation with other subjects and with the life of the school; courses and equipment; history of the movement.

10 Sewing (July 8-Aug. 18). Miss Elizabeth S. Darrow.

The course is designed principally (but not exclusively) for teachers. Regular grade work, and a short course in primary methods will be given. The lessons will include illustrated talks on the materials used and practical instruction in all grades of hand sewing. All materials furnished.

Work in Chemistry, Physics and Physiology will be provided in those departments of the Summer School under which they naturally come.

Tentative Program

8:30-9:30 Courses 5, 6, 8.

9:30-10:30 Courses 4, 9.

10:20-11:20 Courses 2, 7.

11:20-12:20 Courses 1, 3.

Hours for sewing to be arranged.

IX MUSIC

GENERAL COURSES AND CLASSES

1 Musical Lectures The series of lectures given by the heads of the different departments from eight to eight-fifty each school morning. They are open to all music students taking class or private instruction on presentation of matriculation cards. The matriculation fee of \$1.00 is required of every student taking private or class instruction in Music at Chautauqua.

Dr. Carl E. Dufft, Mondays. Six lectures on the Art of Singing, Tone Production and Interpretation.

Mr. James Bird, Tuesdays. Six lectures on Musical History and the Great Composers.

Mr. William H. Sherwood, Wednesdays. Six lectures illustrated at the piano on "Some Phases of Piano Music."

Miss Carrie A. Alchin, Thursdays. Six lectures connected with ear training. Mr. Sol. Marcossion and Dr. Percy J. Starnes, Fridays. On violin and the organ; three each.

Previous to the presentation of the oratorios in the Amphitheatre, Mr. Hallam will deliver single interpretative lectures.

2 Harmony (July 8-Aug. 18). Dr. Percy J. Starnes. There will

be four grades of Harmony so that a student may enter the one best suited to his attainment:

a Harmony. b Counterpoint. c Composition. d Orchestration. Individual instruction, ten lessons (thirty minutes), \$20.00; single lessons \$3.00.

3 Ear Training and Pedagogy (Five hours a week). Miss C. A. Alchin.

For teachers in any department of music. Training to recognize, write, transpose and memorize both melody and harmony; the relation of rhythm to each. How to discriminate between the good and the commonplace in music.

Course I for beginners. Course II review. Open to former students only.

One hour daily, six weeks, \$25.00
One hour daily, three weeks, \$15.00

4 Sight Reading Class (Five hours a week). Mr. James Bird.

For students other than school teachers, wishing to study the art of sight reading to better fit themselves for Church, choir and concert work. This class will start at the foundation of sight reading and is entirely independent and separate from the Public School Music course.

Fee: \$6.00 for three weeks; \$10.00 for six weeks.

CHORUSES AND RECITALS

1. The Choir rehearses under Director Alfred Hallam twice each day, and appears in the Sunday services and three secular concerts each week. Membership free to all readers of music.

2. The Junior Choir rehearses under Mr. Hallam daily and holds three or more concerts during the season. Membership fee of fifty cents covers price of music.

3. The Male Glee Club rehearses daily. It co-operates with the choir and sings alone on frequent occasions.

4. The Vocal Guild purposes to include all vocal students at Chautauqua. A musical

library is being collected and frequent recitals are planned.

6. Artists' Recitals open to music students and choir members at half rate on presentation of registration or matriculation cards.

a Seven piano and violin recitals by Messrs. Sherwood and Marcossion, Monday afternoons in Higgins Hall. Fifty cents each. \$3.00 for the course.

b Six vocal recitals by Dr. Dufft, Thursday afternoons in Higgins Hall. Fifty cents each, \$2.50 for the course.

PRIVATE LESSONS

PIANO.

Mr. Wm. H. Sherwood and Miss Georgia Kober, Sherwood Music School, Chicago, and Mrs. E. T. Tobey, Woman's Building, Memphis, Tenn.

The course in the study of music and piano playing consists of a combination of private lessons (with either Mr. Sherwood who will receive a limited number of selected pupils, or one of his thoroughly trained assistants Miss Kober and Mrs. Tobey) and Mr. Sherwood's twenty-four classes in musical interpretation, applied theory, analysis of the principles of ex-

pression, modern touch and technic, etc., applied to artistic piano playing. Experience proves that private lessons alone do not half cover the ground in a six weeks' summer session; whereas the classes above mentioned (supplemented by private lessons) have been the principal feature of Mr. Sherwood's teaching for years past. The need of the hour with music students and teachers is a broad, many-sided course. Their work can thus be worthy to be put on a par with the great University courses and thereby be freed from the too general criticism of narrowness and one-sidedness. The classes will be held at Mr. Sherwood's studio at eleven o'clock on Mondays, Tuesdays, Thursdays and Fridays.

IX MUSIC

Course of 24 classes and:	
12 half-hours with Mr. Sherwood.....	\$60.00
12 hours with Mr. Sherwood.....	95.00
12 half-hours with Miss Kober.....	45.00
12 hours with Miss Kober.....	62.50
12 half-hours with Mrs. Tobey.....	40.00
12 hours with Mrs. Tobey.....	50.00

Courses of 24 classes separately (for those admitted).....	25.00
12 half-hours with Mr. Sherwood.....	40.00
12 hours with Mr. Sherwood.....	75.00
12 half-hours with Miss Kober.....	24.00
12 hours with Miss Kober.....	40.00
12 half-hours with Mrs. Tobey.....	18.00
12 hours with Mrs. Tobey.....	30.00

It is of great importance that students take the entire six weeks' course. In case of pupils being accepted under unusual conditions for a shorter period, an equitable rate of charge will be made, based upon a slightly higher schedule. Pupils should be on the ground by Saturday, July 8, in order to be prepared to begin on schedule time. Those applying in advance and registering for the full course will be given precedence.

Children's Piano Classes

Mrs. Tobey will give piano lessons to children, also employing Mr. Sherwood's methods of teaching. Individual instruction same price as for adults, reduced rate for classes of two or three.

Piano Normal Classes (July 11-25 and July 28-Aug. 15). Mrs. Tobey.

Two courses of five lessons each. Tuesdays and Fridays. Studio, Pier Building. These classes are illustrated by being given to a child having no previous instruction and will embrace the following subjects: Physical exercises for development and control of muscles used in piano playing, table exercises for training fingers, hands, and wrists for legato and staccato playing, ear training, metre, and notation, application of exercises to piano playing, first lessons in harmony, formation of scales and triads and method of playing them, harmonizing melodies, preparation of hand for octaves and method of playing them, use of pedal, list of pieces and etudes, plan of work for classes in general musicianship, Music Club, games and other suggestions as to how to instruct and keep children interested. Terms, \$4 single course. \$7 full course. Only pupils of piano department received. These classes are cordially endorsed by Mr. Wm. H. Sherwood.

VOICE.

Dr. Carl E. Dufft, New York City; Mr. J. T. Watkins, Seranton, Pa.; Mrs. Carl E. Dufft, New York City (July 8-Aug. 18).

Voice production, vowel formation and the enunciation of consonants, the anatomy and physiology of breathing as it is related to singing, the art of interpretation and style in the rendition of oratorio, church music, ballad, and song singing, will all receive the most careful attention.

A Course of Normal Lectures

Intended especially for those planning to teach the art of singing. In these the

most effective means for correcting faults of voice use will be advanced, and their application explained. The course comprises six lectures occurring on Tuesdays and Fridays at 11 A. M.

Interpretation Lectures

The principles that underlie artistic interpretation will be considered and their application taught. In these the rendition of oratorio, lieder, song and ballads will be discussed and the art of rendering them in an effective manner explained. The solo music of the oratorios to be sung by the Chautauqua Choir will form part of the material to be used for analysis. This course also comprises six lectures, occurring on Mondays and Thursdays at 11 A. M.

NOTE: These lectures will be repeated in a regular order throughout the season, so that one may enter at any time and finish with his sixth lesson. Each course of lectures \$3.00.

Terms for individual instruction:

Dr. Dufft	
*Nine half-hour lessons.....	\$25
*Twelve half-hour lessons.....	34
Mr. Watkins	
*Nine half-hour lessons.....	\$18
*Twelve half-hour lessons.....	24
Mrs. Dufft	
*Nine half-hour lessons.....	\$13.50
*Twelve half-hour lessons.....	18.00
*These terms for those who take three or more lessons in one week.	

VIOLIN, ORGAN AND OTHER INSTRUMENTS.

Violin Mr. Sol. Marcosson, 122 Euclid Avenue Cleveland, Ohio.

Mr. Marcosson will make a specialty of giving lessons to pianists and piano students in ensemble playing and accompanying. Ten lessons, \$20.

Individual instruction. Ten hour lessons, \$35. Ten half-hour lessons, \$20.

Organ Dr. Percy J. Starnes, Albany Cathedral, New York.

Ten hour lessons, \$50. Ten half-hour lessons, \$30.

Violincello, Cornet, Saxhorn and Flute

Instruction arranged for on application.

Mandolin, Guitar and Banjo Mr. W. J. Kitchener, 157 W. 84th St., New York City.

Ten half-hour lessons, \$10.00.

The Chautauqua Mandolin and Guitar Club will resume rehearsals at the opening of the season, members of which will participate in the ensemble work of this department. Rehearsals held three times each week. Fee of \$2.00 for season's membership or fifty cents weekly.

Smith & Nixon pianos for practice may be rented at the following prices:

One hour per day, per week.....	\$1.00
Two hrs. per day, per week.....	1.25 to 1.75
Three hrs. per day, per week.....	1.75 to 2.50
Four hrs. per day, per week.....	2.00 to 3.00

IX MUSIC

PUBLIC SCHOOL MUSIC

NORMAL TRAINING FOR MUSIC SUPERVISORS AND TEACHERS

This department of the Chautauqua School of Music has been greatly strengthened and enlarged this year, and is now in a position to give to all persons interested or engaged in the work of Vocal Music among children, a thorough and complete course of instruction in all branches of Public School Music, and a knowledge of the best systems of Public School Music in use

throughout the country. The following text books will be used: The Natural Course (American Book Company); The Modern Music Series (Silver, Burdett & Co.), The Educational Music Course (Ginn & Co.) and a library of the best Rote Song Books and other School Music will be accessible to the students. Classes as follows:

COURSES

1 Sight Reading Mr. James Bird. This class is for the actual study and practice of learning to read music at sight.

It will include a thorough study of diatonic, chromatic and minor scales and intervals and the writing of the various forms of pitch and rhythm. The work will be graded to include the requirements of sight reading from Kindergarten to the High School.

2 Methods Miss Julia E. Crane. This class will give teachers a thorough acquaintance with all the best material published and the best methods of presenting them. As the work in this class develops, classes of children will be used for demonstration purposes. Outlines of work for each grade from Kindergarten to High School will be presented.

3 Song Interpretation Miss Crane. The study of the best songs will form a large part of the work of this class.

The study will include artistic interpretation of the music and careful study of the words of the songs. Lessons and lectures on the care and development of children's voices will be given, with special attention to the care of voices during the period of mutation.

4 Conducting and Choral Work Mr. Hallam. This class is to give teachers lessons in the proper use of the baton and the reading of scores, both vocal and instrumental. Choral work suitable for the use of the higher grammar grades and High Schools will be studied. Each member of the class will be expected to conduct in turn and will also have opportunities of observing Mr. Hallam's work with the Choir and Orchestra.

5 Elementary Theory Mr. Bird. This class is for the development of blackboard work in the school-room, and to give to the teachers thorough understanding of the notation of music that will enable them to execute rapidly, ex-

ercises on the blackboard for sight reading. It will also include the writing of all forms of scales, intervals, triads, and chords of the seventh, thereby giving teachers a good foundation for the study of harmony proper.

6 Ear Training and Pedagogy Miss Carrie A. Alchin. Development of tone perception.

Attention given to the minor facts of music, rather than the outward signs. Cultivation of key feeling and for quality resulting from key relationship. Development of the harmonic sense which underlies all melody. Training to hear and think in measure groups, and later two and four measure phrases. How to discriminate between the good and the commonplace in music.

A limited number of private pupils accepted.

Terms

The whole course of six subjects.

Six weeks, \$24; for teachers outside of New York State.

The whole course for New York State Teachers, \$14.

Fractional Time:

The whole course for one week... \$ 6.00
The whole course for three weeks... 15.00

Teachers wishing to take separate subjects can do so as follows:

Mr. Hallam's class, six weeks.....	\$ 8.00
Miss Crane's classes six weeks.....	10.00
Mr. Bird's classes, six weeks.....	10.00
Miss Alchin's class, six weeks.....	8.00

Private Lessons Voice Culture. Miss Crane.

Individual lessons applied to the special needs of a Supervisor, in the work of training children's voices; these lessons are for public school teachers and supervisors only.

Terms. Daily lessons for three weeks, half hour each, \$30.00; three lessons per week for three weeks, \$20.00; single lessons each, \$2.50.

Private lessons in the other subjects can be arranged for upon application to the teacher in each subject.

X ARTS AND CRAFTS

To avoid the commonplace and beautify the common.

Chautauqua Institution offers thorough instruction in the Arts and Crafts under competent teachers in well equipped shops. These shops are grouped as an Arts and Crafts Village within the Assembly enclosure near the Road Gate. General admission is granted on every school day to the Village and on one afternoon each week to the class room. An exhibit of the work of the Village, changing from time to time, is open throughout the season in the reception room. Here

also the Director may be consulted with reference to the work. Those whose profession requires or whose inclination prompts them to take up some form of handicraft during the summer can do no better than work in the Chautauqua Institution School of Arts and Crafts.

Following is an outline of the work as far as planned for the coming season. All courses extend from July 10 to August 18, five days a week.

COURSES

I Design Frank G. Sanford

The history and theory of design, with blackboard demonstration, and design in its direct application to the craft work of the village. This course is free to regular students in any of the crafts for the period of their ticket in that craft; or the course may be taken as a separate one at regular rates. Although each instructor is prepared to supply designs for work in the class room, students are urged to take advantage of the above and to develop their own creative powers.

This course includes six weekly lectures of one hour each, free to the general public. Instruction in forenoon. Studio open to students in the afternoon.

II *Bench Work for Teachers Frank Lane.

This course is based upon the making of a regular set of models involving the proper and progressive use of tools and their care; the nature of woods and best methods of finishing in stains or oils. (Especially planned for teachers, but of value to all craftsmen). Forenoons.

III *Art Furniture Mr. Lane.

Designing and constructing artistic pieces of furniture. Especially planned for craftsmen but valuable as advanced work for teachers. In combination with leather work, wood carving and rush seating, this forms a most comprehensive course in furniture construction and decoration. Afternoons.

IV *Cane and Rush Seating Mr. Lane.

An old, simple and effective art revived. The weaves may be acquired in one week (one hour a day), although the course may be extended if the student desires. Forenoons.

V *Art Metal Mr. Albert R. Lache.

Includes simple stamping, forming and repousse especially adapted to manual training teachers; and also an advanced course in chasing, perforating, etching and soldering, with methods of acid and heat coloring. Instruction in forenoon. Workroom open to students in afternoon.

VI *Wood Carving Mr. Lache.

Beginning with elemental problems to acquire a control of the tools and a knowledge of wood grains, students are advanced to more elaborate work as rapidly as is consistent with thorough craftsmanship. Original design is encouraged from the first. All material and tools may be had at the shop, but there is no objection to students bringing their own equipment. Instruction in afternoon. Class room open to students in morning.

VII *Pottery Mr. Stacey Philbrick.

We offer every facility for the practice of this most interesting craft. The course includes throwing on the wheel, casting in moulds, and hand coiling after Indian fashion. Methods of decoration such as incising, modeling in low relief and painting. Two kilns and a complete equipment of firing and glazing. Instruction one half-day, shop open all day.

VIII *Clay Modeling Mr. Philbrick.

Planned as a method of form study from the east and still life; and for advanced students from the portrait model.

X ARTS AND CRAFTS

IX Basketry, Bead Work and Hand Loom Weaving Miss Jean V. Ingham and Miss Sprague.

Raffia, reed and splint work. Woven, coiled and sewed baskets and simple designing. Owing to the great demand for this course and the fact that the weaves may be worked out by the student alone after a beginning under the instructor; these classes are limited to one and a half hours daily. Morning and afternoon classes.

X *Primary Manual Training Miss Jean V. Ingham.

(Essentially a teachers' course). Planned for the first four grades in the public schools.

Paper folding and cutting, card board construction, winding, knotting and weaving, elemental problems in basketry, clay modeling including simple pottery forms. Suggestions for Christmas and other holiday work with the young children. It will be seen that this course is the teachers' beginning course on the craft side, and from this one may specialize in advanced work in any craft. Afternoons.

XI *Book Binding Miss C. C. Richards.

The binding of old and new books and pamphlets from the first steps of the craft. Folding, sewing, backing, binding covering in leather or cloth; blind or gold tooling. A delightful craft requiring great care and patience. Students are advised to enter for not less than two weeks as little can be accomplished in a shorter period. An elemental course of one week in simple folio and note book-binding may be taken separately. Afternoons.

XII Leather Modeling Stamping and Carving Miss Lillian Fliege.

A craft very rich and satisfying in results and offering few technical difficulties to the beginner. Students are re-

quired to purchase their own tools, the cost of which will not exceed \$2.00. Cost of leather 35 cents to 75 cents square foot.

The leather class last summer produced many excellent pieces in sheep and calfskin and cow-hide; among them such articles as book-covers, wallets, belts, centre pieces, card cases and folios. Morning and afternoon classes.

XIII Illustrating George W. Eggers.

A short suggestive course in book illustration and page and cover designing for advanced students. Mr. Eggers' very successful work with the Prang Company, his thorough art training and knowledge of commercial requirements, especially qualify him to conduct this work. Forenoons.

XIV Freehand Drawing Mr. Eggers.

From the east and portrait model in charcoal, pencil, ink and color. Forenoons.

XV Water Color Mr. Eggers.

Elemental and advanced work from flower and still life studies. Afternoons.

In courses marked with a star (*) fees will be charged to cover the cost of material used from the shop equipment such as glue, screws, nails, etc. in wood work, and to cover cost of clay, firing and glazing in Pottery.

XVI Ceramics Mrs. L. Vance-Phillips and assistants.

Courses in ceramics will be conducted as in former years by Mrs. L. Vance-Phillips, 318 W. 95th Street, New York. She will be assisted by Mrs. Sara Wood Safford and Miss Lillian Forbes Sherman. One special teacher will be announced later. Overglaze classes will have the usual advantages of being under the tuition of instructors well known in ceramic circles.

GENERAL INFORMATION

Tuition Fees

For Ceramics.	
Decorative painting:	
Beginners, 5 lessons.....	\$ 3.00
Advanced, 5 lessons.....	5.00
Single lessons.....	1.50
Figure and miniature:	
6 lessons.....	10.00
Single lessons.....	3.00
For all courses in the Arts and Crafts.	
Full course (six weeks).....	\$12.00
Two full courses (six weeks).....	20.00
Three full courses (six weeks).....	25.00
Shorter periods at the rate of \$2.00 per week in each course. Students may enter at any time, but tuition is charged from the beginning of the week of entering.	
Private tutoring (at option of instructor) must be arranged outside of school hours. \$1.50 per hour.	

Students are not encouraged to take work in more than three courses. No tickets issued for less than one week, except for private tutoring. To do so is, in the opinion of the Faculty, only to encourage superficial or hasty work.

In those classes where instruction is given for one-half day only and the privilege of use of class room is given for all day, it is understood that this privilege may be withdrawn if at any time it may appear that students are abusing tools or equipments.

As craft work is supplied in the Girls' and Boys' Clubs, children will not be generally admitted to the village and in no case for courses that may be obtained in the clubs.

A general store for the sale of material is provided on the grounds.

XI EXPRESSION

The marked success

during the past of this school at Chautauqua proves that public speakers, readers, teachers of reading and literature, and elocution teachers in public school, normal school, college, and university appreciate the establishing of a summer School of Expression conducted by teachers who present sound methods of vocal, gestural, and literary training and who, as professional readers and lecturers, have proved the value of their theories on the platform in all parts of the country.

NORMAL COURSES

1 A Voice Culture and Vocal Expression Mr. Clark and Mrs. Baker.

Breathing, and vocal gymnastics. Voice culture through the imagination. Voice training for purity, control, quality, and strength.

Besides the vocal training much time will be devoted to the development of expression through the voice.

Part of every recitation will be devoted to reading aloud. This is the basis of all future work and much stress is laid on the development of the power to interpret the printed page.

MR. CLARK AND MRS. BAKER.

B Gesture Developed According to Psychologic Laws Mrs. Bishop.

Not to gesture in the oral interpretation of literature—that is, not to give nervous and muscular response to the varied thoughts and emotions embodied in literature—is unnatural.

To make formal, mechanical gestures, however graceful they may appear—is unnatural. Such gesture-making has done much to prejudice intelligent people against the study of expression.

The training herein outlined is intended to dignify the study of gesture by taking it out of the realm of studied artificiality, and by showing it to be a vital, organic part of the oral interpretation of literature and of public speaking.

This training consists of—

a. *Physical exercises* as a preparation for spontaneous gesture. These exercises seek to establish ready co-ordinations between mind and muscle.

b. *Spontaneous Gesture Exercises* resulting from mental stimulus, not from the practice of set forms of movements.

c. *Responsive Scenes* developing self-possession and power in expression through the cultivation of the imagination.

d. *Philosophy of Technique of Gesture*, analyzing the kinds of gesture: emotionally-manifestive, sympathetic, descriptive, imitative. Delsarte criteria. Gesture as related to subjective and objective emotional states.

e. *Pantomime*. Dramatic scenes. f. *Discussion with Illustrations* of the different interpretative forms of literature, and of the different kinds of gesture.

C Literary and Dramatic Interpretation Mr. Clark and Mrs. Baker.

If there is one lack greater than another in the elocution profession, it is that

The School of Expression aims

I. To fit students to become teachers (a) of literary analysis and interpretation; (b) of plain reading; (c) of oratory; (d) of artistic rendering; (e) of dramatic art.

II. To develop professional readers and speakers in all branches of their art.

III. To afford a means of personal culture to non-professional men and women.

of literary interpretation. The profession is beginning to recognize that elocutionists should be interpreters of literature.

An appreciation of the literary and aesthetic value of a selection is the first requisite for good reading. This course will aim at giving method for class instruction and self-help, and particular stress will be laid on the relation of literary interpretation to platform rendering.

Literary matter and literary form will be carefully studied. Under form will be studied the story, the lyric, the ballad, the idyll, the drama; rhythm, rhyme, tone-color, melody and style. Under matter will be discussed the Imaginative and Intellectual elements in Art, the Poetic, the Ideal; Fact and Fiction; the realistic and the romantic.

All the principles will be illustrated by many examples chosen largely from Shakespeare, Tennyson and Browning. Students should, therefore, provide themselves with some popular edition of the works of Tennyson and Browning.

D Artistic Rendering Mr. Clark and Mrs. Baker.

This will be distinctly a practice course, aiming to make "to do as easy as to know what were good to do," and to enable the student to realize his art ideals in his own work. Each student will read and recite for the criticism of the class and the instructors. Voice, diction, phrasing, rhythm, gesture, and other elements of expression will be treated as component parts of an artistic unity in each selection rendered. The course will include the rendering of various forms of prose and verse, and the arranging and preparing of selections for the platform.

2 Advanced Normal Course Mr. Clark, Mrs. Bishop, Mrs. Baker.

To meet the needs of advanced students who return to the school year after year, a special course is offered which will deal with the more difficult and complex forms of art and literature, both from the standpoint of the interpreter and of the teacher.

The class will be kept small so that students may have much individual attention and frequent opportunities for practice and criticism in the various branches of their art. Those desiring to do so may prepare a *repertoire* of new programs in the class.

Applications for this course MUST BE MADE IN ADVANCE.

XI EXPRESSION

OTHER COURSES

3 Course in Objective Studies Mr. Clark, Mrs. Bishop, Mrs. Baker.

Each of the principals will conduct this course for two weeks respectively.

Mr. Clark will deal with Poetry as a fine art, discussing rhythm, rhyme, tone-color, atmosphere and local color; also, such problems as, What is Poetry? What is its Relation to Life? True and False Taste in Literature.

Mrs. Bishop will treat of manner and mannerisms in the oral presentation of literature. The difference between the dramatic and the spectacular, the natural and the formal in vocal and bodily expression will be shown by many illustrations.

Mrs. Baker will treat of dramatic poetry and the modern drama. This course will deal with the development and influence of dramatic literature of the present time. Reviews and discussions of representative plays of America, England, Europe and the Orient.

4 Reading Aloud Mr. Clark.

The course is intended primarily for those who desire to develop the power of literary interpretation and reading aloud, not with the view to public appearance, but as a means of higher culture, and of pleasure in the home.

5 Vocal Culture Mr. Clark or Mrs. Bishop.

A training to develop the natural use of the voice in conversation and in reading; to develop sympathetic, agreeable quality and carrying power of the voice in platform, stage and pulpit work; to gain breath control and to eradicate disagreeable qualities of the voice.

6 Shakespeare Course Mr. Clark.

In this course there will be presented a definite method of approaching the drama. Very little attention will be devoted to the commentators, but the student will be led through the careful analysis of the text to form his own opinion as to the meaning and purpose of the drama. An intensive study of the play will be made to discover the characterization, plot, plot construction, and above all to make clear the aesthetic beauties which so many students fail to appreciate.

7 Education of the Emotions Mrs. Baker.

The aim of this course will be to show in a series of graded, progressive lessons how literature and other art-forms may be employed as definite means for training and guiding right emotions, and beautifying life in the home and in the school.

8 Non-Professional Course Mrs. Bishop.

This course was presented first last year. Its immediate popularity proved conclusively that very many people whose lives are other than professional, appreciate a training in Expression for personal culture.

The aim is not so much to develop the potential dramatic ability of the individual as it is to develop greater freedom and power in daily self-expression—in the home, social, church, and club life.

The line of work of this class is markedly varied, many ways and means being found helpful in overcoming self-consciousness and fear of one's own voice.

Whatever aids people in the mastery of their two natural languages—voice and expressive bodily action—is self-culture in the truest sense.

9 Course in Diction and Melody of Speech Mrs. Baker.

This course will deal not only with pronunciation and correct utterance, but also with that refinement, grace, and beauty of speech which are the invariable marks of genuine culture.

10 Group Courses Mr. Clark or Mrs. Bishop or Mrs. Baker.

In order that members of the Normal Course may have additional personal instruction and criticism, groups of three, four, or five students may be formed at any time during the session. Members of any group may elect the line of work to be given—interpretation, voice culture, gesture, pantomime, diction, oratory, plain reading, extemporaneous speaking or artistic rendering.

Terms

1 Full Normal Course, All Departments

Five or six weeks \$50.00
Four weeks 37.50
Three weeks 30.00

2 Literary Interpretation

Course III, six weeks \$15.00
Course III, three weeks 9.00

3 Advanced Course

Six weeks, two hours daily \$35.00
(Students of this course may elect any one hour in Normal Course free of additional expense).

4 Six weeks \$15.00
Five weeks 13.00
Four weeks 11.00
One week 3.00

5 Ten lessons (classes limited to ten pupils) 10.00

6 Single Course, ten lessons 7.50

Double Course, twenty lessons 12.50

7 Ten lessons 5.00

8 Ten lessons 5.00

9 Ten lessons (classes limited to ten pupils) 10.00

Group Courses Five lessons as follows:

Group of three \$12.50 each

Group of four 10.00 each

Group of five 8.00 each

All class lessons fifty minutes each.

Private Lessons

With any one of the principals, fifty minutes \$5.00

For special Catalogue write to Chautauqua Institution, Chautauqua, N. Y.

XII PHYSICAL EDUCATION

This department of instruction was established at Chautauqua, twenty years ago, to provide scientific physical training for the people who came to spend the summer in cultivation of body, mind and spirit at Chautauqua, which has been the mother of summer schools.

From the beginning, the work has been modeled after that done in the best college and university gymnasia in the country, and the extent of the work has constantly demanded increase of facilities until today the plant consists of a complete equipment for all outdoor sports, such as baseball, tennis, golf, crew rowing, pleasure boating, swimming, diving, athletics, etc., but there are two well-equipped gymnasia that are in constant use from morning until night, and even then a considerable amount of the work with boys and girls must be done in the gymnasia of their club-houses.

The growth of the work has been specially marked in the Normal Classes for training of teachers of gymnastics and in the number of cases that demand special exercises for the cure of physical defects. The Normal Course has grown from a single term of six weeks to cover three summer terms of equal length. The other forms of class work have been improved in fair proportion.

The following courses are offered for the season of 1905:

1 A Normal Course

Planned for the training of teachers of gymnastics and others who wish to take a thorough course of bodily training in order to secure a more robust condition of health and endurance. The time is evidently near at hand when the function of this school in helping this latter class of pupils will be more fully realized than it is at present. Parents will soon appreciate that a well trained body is of at least equal value, in the equipment for a successful life, with a cultivated mind. We commend this course especially to the parents of girls, who are seeking for them a relief from the tension of school and college life. For this purpose the course may be taken in four of five years, as may seem advisable. As admission to class is with the advice and approval of an expert woman physician and all the work is conducted by experienced teachers, the danger from overwork or improper exer-

cises is reduced to a minimum. In general the time devoted to this course requires the whole day. The subjects covered in the course include anatomy, physiology, anthropometry, kinesiology, Swedish gymnastics, German gymnastics, artistic and folk dances, *delsarte*, medical gymnastics, athletics, etc. A special circular gives more detailed information.

2 A Course in Athletic Training

The time has come when a young man who enters college is expected to be fairly proficient in some form of athletic sports if he is to win a place on his college team, for so many men enter with this knowledge that the neophyte is seriously handicapped. Every boy should be fitted physically, as well as mentally, for college and when this is done the number of men who find their only competitive ability in smoking cigarettes will be greatly diminished.

Our teachers in this department are all from college or prep. schools and represent the very best that can be found anywhere. No parent need hesitate to put a boy under the influences of this course.

Teachers will find each line of competitive sport presented in an analytical manner so that he will be taught not only the best form for each event, but the principles involved so that he will be able to adapt the method to different individuals.

3 Courses in Americanized *Delsarte* Culture

This department will be under the charge of Mrs. Emily M. Bishop, assisted by Mrs. Clara Z. Moore.

Health and self-expression culture as here taught is based upon psychological, as well as upon physiological laws. The training is organic, natural; not formal, mechanical, imitative. The attention, imagination and will are especially called into action, while the body is made responsive by being freed from repression, self-consciousness and other bad habits.

This teaching also recognizes the important influence of physical action upon mental states. The interdependence of mind and body makes it possible for people, through psycho-physical culture, to become not only moulders of their bodies, but to a large extent moulders of their moods. The *habit of courage*, the *habit of happiness* can be formed as well as the habit of healthful and easy poise of the body.

Inquiries may be addressed to Mrs. Bishop at Chautauqua, N. Y.

4 A Course in Corrective or Medical Gymnastics

Is designed to help by massage and Swedish movements such cases as spinal curvature, infantile paralysis, deformities of the feet, swollen or weak joints, constipation, impaired circulation, etc.

This work will be of an individual character adapted to the need of the pupil and will advance in severity according to the ability of the pupil.

XII PHYSICAL EDUCATION

5 A Course in General Gymnastics

a for Men

Planned to provide suitable exercise of a fairly vigorous nature for the upbuilding of teachers and business men during the vacation. The class will be divided into squads of such size as will secure personal supervision in the work and enable the director to grade the work according to ability.

b A Similar class

Will be conducted for women and the purpose is to advance only so fast as will be safe for the pupils and provide them with a series of exercises that they can follow at home.

6 Classes for Boys and Classes for Girls

Are provided to afford them training in poise and control of the body and to teach them games that are adapted to the vari-

ous ages and to train them in co-ordinate work or effort. Girls are in special need of such training, for the restraints of life deprive them of the natural means of training in these lines.

7 Personal Contest Exercises

Are provided for by experienced teachers in each form of activity, such as fencing, wrestling, boxing, swimming, etc.

In the latter art, the school has established a system of certification after examination according to a set of requirements that will be sent to any one who is interested in this sport, and who may contemplate trying for a first, second or third grade certificate.

8 A Department of Outdoor Sports

That includes rowing, tennis, golf, baseball, etc., will have its headquarters in a new house that is being built for this purpose near the gymnasium and athletic field. A circular giving full details will be sent on application to Chautauqua Institution, Chautauqua, N. Y.

THE CHAUTAUQUA ATHLETIC CLUB

This club, which was organized in 1903, was permanently organized in 1904, and, in 1905, will move into its own building on the lake front near the gymnasium. The clubhouse is to be the athletic rendezvous for Chautauquans with comfortable meeting places as well as athletic accommodations. Members will have special privileges on the bowling alleys although these will not be held for the exclusive use of the club. Quarters are to be supplied for the teams, the crews and the "unattached" players of tennis, golf and croquet. The various public competitions in all sports are to be managed under the club auspices.

Chautauqua Lake is a constant attraction for the summer residents and aquatics of all kinds play no small part in the summer's activities. On Aquatic Day are held the annual yacht and canoe races and swimming contests. The Chautauqua and Chadakoin crews also battle for supremacy in the shells. There are exhibitions of high and fancy diving.

The choice of sports which may be enjoyed at Chautauqua is so great and the various places for enjoying them so scattered that until recently there has been no unity of feeling among the various enthusiasts. The objects of the Club in recognition of this fact are two-fold and certain to be reached: First to increase the accommodations for all sorts of out-of-door games, and second to promote and sustain a certain fraternity of feeling among participants in all the different games.

Address inquiries to Mr. W. D. Neville, vice-president, 1313 Old Colony Building, Chicago, Ill.

For Special Catalogue write to Chautauqua Institution,
Chautauqua, New York.

XIII PRACTICAL ARTS

BUSINESS TRAINING

Teachers' Normal Course William H. Covert, Syracuse, N. Y., Charles R. Wells, Clifton Springs, N. Y.

Offering excellent advantages to those who may wish to qualify as special instructors in commercial departments of high schools, academies or private schools. Gives approved teaching methods, the organization and management of commercial classes, together with other essentials required for successful work. A permanent demand for thoroughly trained instructors of this class has enabled the directors to place many teachers in desirable positions.

Full course ticket (including books, blanks and stationery) \$20.00.

Commercial Course

Abridged, condensed and simplified expressly for the Chautauqua schools, and designed to give a practical knowledge of bookkeeping, business forms and vouchers, office routine, banking, penmanship, etc. This course, recently revised and improved, will offer a full equivalent for the usual work of three months as given in business schools. The instruction and drills will be thorough and systematic in every particular.

Full course ticket (including books, blanks and stationery) \$15.00.

SHORTHAND AND TYPEWRITING

Shorthand Mr. W. D. Bridge, assisted by Miss F. M. Bridge, 8 Oakwood Ave., Orange, N. J.

The Graham System of standard phonography holds the highest rank. For more than thirty years it has been permanently at the head.

For twenty-two years Mr. Bridge has taught phonography at Chautauqua in elementary and advanced classes, and to private pupils, receiving the highest commendations from his students for his practical, natural, easily understood and readily retained methods of instruction. The unfolding of general principles and their systematic relations enables the pupils to make constant and rapid progress from the first lessons. Chautauqua presents the rarest opportunities for daily practice by the student, in essaying to report lectures on every variety of theme, in all conceivable forms of delivery. The instructors will give constant attention to the peculiar needs of the individual pupils, sparing no pains, and by question and answer, suggestion, etc., eliciting the best results in work.

PARLIAMENTARY LAW

Parliamentary Law (July 17-Aug. 11. Two terms). Mrs. John F. Lewis, Buffalo, New York.

The course consists of ten lessons, fees \$3.00 per pupil. Private lessons each \$1.00. Mrs. Lewis' system of teaching is

Bookkeeping

A brief, concise course of study and practice clearly exemplifying the principle and application of double entry accounting. The novel plan of teaching is very effective; the knowledge of bookkeeping which may be acquired within the time allotted will be found decidedly helpful to those who need such instruction but have not time for the extended course.

Tickets for three weeks, two to four hours daily, \$10.00. Books, blanks and stationery extra.

Penmanship

The method is based upon a correct use of the natural movements of the arm and is conceded to be the only logical plan for developing individuality in hand writing; it makes it possible for all to write well. Satisfactory results may be attained in either the vertical or slanting styles.

Tickets for ten lessons, one hour each, \$5.00. Stationery extra.

Individual Instruction

The exclusive plan of instruction in the School of Business is individual, so arranged with regard to the time for taking lessons as to meet the wants or convenience of all.

For any further information address Wm. H. Covert, 108 East Kennedy St. Syracuse, N. Y.

Typewriting Mr. Bridge and Miss Bridge. An opportunity for actual transcription of reports of public lectures together with the regular school work.

Graded lessons will be used in this department, whereby the pupil will be advanced from the simplest to the most intricate forms of work.

All pupils will be taught the mechanism of the typewriter; the practical adaptations of the same to varying forms of business or literary composition; how to adjust and control its action; the method of manifolding, etc.

The Edison Mimeograph, indispensable in offices where circular letters, price-lists, quotations, notifications, etc., are sent out, will be used in our school, and mimeograph work will be done for all applicants at reasonable rates.

Phonography, private lessons, each \$.75
Phonography, per course, 20 lessons, 10.00
Typewriting 5.00

practical, clear and comprehensive. With the assistance of a blackboard and a new and ingenious chart this so-called complicated science is greatly simplified and brought within the reach of all. Special attention will be given to reports of committees and secretary's work.

TUITION FEES

Academic Department Language, Literature, Science and Pedagogy.

One full course (six weeks) \$ 6.00
Half course (two or three weeks) .. 3.50
One additional course 5.00
Three courses 12.00

Physical Education

Normal course (Junior or Senior) .. \$40.00
Single class at proportionate rates.

Domestic Science

Full course (or two half courses) ... \$10.00
Half course 6.00
Three half courses 14.00
Two full or four half courses 18.00
Three full courses 25.00
Four full courses 30.00

Religious Teaching

Each half course \$ 1.00
Sunday School courses free, 1 2, and 3.

Music

Matriculation fee \$ 1.00
Write for particulars and class fees.

Library Training

Full Course \$20.00

Expression

Six weeks Normal course \$50.00
Shorter time and single courses at proportionate rates.

Arts and Craft

(1) Drawing and painting three hours daily; day \$1.50; week \$ 5.00
Six weeks 25.00
(2) Ceramics (special fees)
(3) Arts and Crafts
Full course \$10.00
Half course 6.00
Two full courses 18.00
Three full courses 25.00

GENERAL INFORMATION

A Full Course

Means instruction for six weeks, five or more hours a week, as the nature of the subject may demand.

A Half Course

Describes classes announced for one-half or less than one-half the full term of six weeks. No students will be admitted to full courses for less than \$6.00 previous to July 31. After that date the rate for half courses will apply.

Visitor's Coupon-Books

Persons desiring to visit classes in the Summer Schools may purchase visitor's tickets at the registration office. These tickets are transferable and will be received in all classes subject to the rules of each school.

Single tickets \$.35
Books of five tickets 1.50
Books of ten tickets 2.50

College and University Credit

Students intending to present their Chautauqua work for College credit should correspond with the instructor of the course.

Free Scholarships

Twenty-five free scholarships in Schools I-VI will be awarded to deserving students who are willing to serve as class secretaries and to report attendance in sections which are so large that the instructors need assistance. Applicants should address the Secretary of Instruction, Chautauqua, New York.

Special Announcements

1. On Saturday, July 8th, the various schools will be organized and instructors will meet the students for consultation between 3.30 and 5 P. M. The Annual School Reception is held on the evening of this day. Recitations will begin Monday, July 10th, 8:30 A. M., and continue through the following Saturday. It is important that students be present Monday.

2. No student may take more than three courses without the permission of the Principal.

3. Text-books for all departments will be found at Chautauqua book store. General works of reference in the College library.

4. For special information concerning the details of work in any class or school, address the Secretary of Instruction.

For detailed information of any kind not herein supplied write to

Chautauqua Institution

CHAUTAUQUA, NEW YORK

TENTATIVE TIME SCHEDULE

[The following tentative time schedule of classes is subject to change, but may be relied upon in general by those planning their courses for the summer.]

NOTE.—The Roman numerals refer to schools as follows: I, English; II, Modern Languages; III, Classical Languages; IV, Mathematics and Science; V, Psychology and Pedagogy; VI, Religious Teaching; VII, Domestic Science. N. Y. Inst. refers to the New York State Institute. The Arabic numerals in parentheses indicate the course numbers under each school, e. g., II (1) means School of Modern Languages, Course in Beginning German.

8.00-8.45,	A. M.	I (5); II (2, 10); III (1); IV (2, 6, 7, 9); V (13, 18); VI (1, 2); New York Inst. (4, 5, 6, 7, 8, 12, 15, 23, 24).
8.50-9.35,	I (1, 3, 6); II (1, 3, 12, 14); III (2); IV (4, 10); V (7, 14); VI (3); VIII (5, 6, 8); N. Y. Inst. (3, 5, 11, 13, 15, 16).	
9.40-10.25,	I (2, 4); II (4, 6, 11); III (3); IV (1, 8) V (8, 10, 16); VIII (4, 9) N. Y. Inst. (2, 5, 6, 7, 10, 25).	
10.30-11.10,	Summer School Convocation; V (1, 2, 3, 4, 5, 6); VIII (2, 7).	
11.15-12.00,	I (8); II (5, 13, 15); III (4); IV (5); V (9, 17); VIII (1, 3); N. Y. Inst. (7, 9, 14, 17, 19, 22, 25).	
12.05-12.50,	II (4); IV (3); N. Y. Inst. (1, 8, 20, 23, 26, 27).	
1.00-1.50	P. M.	IV (11) V (18, 19).
2.00-2.50,	II (17); V (18, 19).	
3.00-3.50,	II (19); V (11).	
4.00-4.50,	II (18); V (12, 22).	

EXPENSES AT CHAUTAUQUA

The Chautauqua Tariff

Chautauqua Institution is an educational Institution specially chartered by the State of New York. It involves no element of private profit. Every penny of surplus must, by the charter, go toward permanent improvements. Chautauqua is supported by gate fees (tuition for the public lectures, concerts, etc.), by the special tuition fees of students in the Summer Schools and Home Reading courses, and by a percentage on rentals, hotels and other privileges. All payments are made at the gates. No collections are ever taken. Admission at the gate entitles the person to attend all exercises, save the classes in the Summer Schools.

Price of Gate Tickets	1 dy	2 dys	4 dys	1 wk	2 wks	4 wks	Season
	.40	.75	1.30	1.75	2.80	4.00	6.00
Proportionate Cost of Long Term Tickets	Rate per day	.38	.33	.29	.23	.17	.12
	Rate per week			1.75	1.40	1.00	.70

Special Rates

Summer School Students' Six Weeks' Ticket \$5.00. For regular

For all information as to railroad rates, hotel accommodations, rent of cottages, and for circulars of the various departments, address

CHAUTAUQUA INSTITUTION, Chautauqua, New York.

students only. Refund from usual rate made after school registration.

Estimates

Those who wish data for careful planning of expenses may rely upon the following estimates:

Schools of Pedagogy, Language, Mathematics, Science, etc.

	LOW.	AVER.
Six weeks' ticket to ground	\$ 5.00	\$ 5.00
Tuition	6.00	12.00
Six weeks' board	30.00	42.00
Excursion to Niagara Falls.	2.00	3.00
Total	\$43.00	\$62.00

Accommodations

The *Hotel Athenæum* is a summer hotel of the first grade, well built, beautifully situated (near the lake and only a short distance from the Amphitheatre).

Send for illustrated pamphlet and diagram to The Hotel Athenæum Co., L. F. Ormsbee, Manager, Chautauqua, N. Y.

There are numerous cottages at Chautauqua where board may be obtained at reasonable rates. The prices range from \$6 per week upwards. Accommodations with plain board may be obtained for \$5. It should be understood that the accommodations at \$5 are not in the best-equipped rooms, which cannot be let to guests at so low a rate. For detailed information send for special Hand-book.

Rooms may be rented in rooming houses and private cottages from \$3 to \$6 per week, and table board found elsewhere.

A small room may be rented, and the visitor board himself at a low rate. There are general stores where all food supplies may be purchased.

Thirty-Second Annual Assembly

SIXTY DAYS

Opening of Season,	-	June 29	Denominational Day,	Aug. 2
Summer Schools Open	-	July 8	C. L. S. C. Rallying Day,	Aug. 3
Children's Day,	-	July 22	Aquatic Day,	Aug. 8
Field Day,	-	July 28	Recognition Day,	Aug. 16
National Army Day,	-	July 29	Grange Day,	Aug. 19
Old First Night,	-	Aug. 1	Season Closes,	Aug. 27

June 29 to August 27, 1905

PARTIAL LIST OF ENGAGEMENTS

June 29	-	-	-	-	-	-	-	July 8
Formal Opening of the Assembly, Bishop John H. Vincent. Formal Opening of the Summer Schools Principal G. E. Vincent. Independence Day Exercises—July 4th Three Concerts. Illustrated Lectures by Mrs. Emma Moffett Tyng. Public Readings—Miss Anna Rhinehart Lazear and Professor C. Edmund Neil.								
July 9	-	-	-	-	-	-	-	July 15
Sermon and Devotional Hours—President Lincoln Hulley. Six lectures by specialists on Civics and Civic Reform. "Modern Novelists," Five lectures—Professor J. G. Carter Troop. Five Reading Hours—Mrs. Emily M. Bishop. Chalk Talks—Mr. W. M. R. French. Three Concerts.								
July 16	-	-	-	-	-	-	-	July 22
Sermon, Devotional Hours and two Popular Lectures—Rev. Mark Guy Pearse Two Literary Lectures—Judge D. P. Baldwin. Two Lectures on Japan—Mr. K. S. Invi. Oratorio, "Judas Maccabaeus." Five Reading Hours—Mrs. Bertha Kunz Baker. Illustrated Lectures—Mr. W. Hinton White.								
July 23	-	-	-	-	-	-	-	July 29
Sermon and Devotional Hours—Dr. Amory H. Bradford. Five Lectures "The Psychology of Jesus"—President G. Stanley Hall. Lectures on Musical History. Special Series of concerts and recitals. National Army Day Address—Rev. S. Parkes Cadman. Five Literary Lectures—Lincoln Hulley. Two Readings by Leland Powers.								
July 30	-	-	-	-	-	-	-	Aug. 5
Sermon—Rev. S. Parkes Cadman. Five Addresses on Operation of Government Bureaus by special representatives. Five Literary Lectures—Dr. Richard Burton. Old First Night Exercises. Three Concerts. Address—Hon. Wm. T. Jerome. Address, Aug. 11—Pres. Theodore Roosevelt.								
Aug. 6	-	-	-	-	-	-	-	Aug. 12
Sermon and Devotional Hours—Dr. J. Wilbur Chapman. Popular Lectures—President Charles Cuthbert Hall. Three Popular Lectures and Question Box—Dr. J. M. Buckley. "Oratorio "Elijah" Opera Score Martha." Five Bible Readings—Professor S. H. Clark.								
Aug. 13	-	-	-	-	-	-	-	Aug. 19
Sermon and Devotional Hours—Bishop Vincent. Recognition Day Address—Miss Jane Addams. Five Popular Lectures—Professor S. C. Schmucker. Four Concerts. Three Lecture-Readings—Miss Marie L. Shedlock. C. L. S. C. Reception. Illuminated Fleet. Grange Day Address—Dr. Russell H. Conwell.								
Aug. 20,	-	-	-	-	-	-	-	Aug. 27
Sermons and Devotional Hours—Dean C. D. Williams and Rev. Frank Bristol. Two Lectures—Rev. Dana C. Johnson, Readings; Mrs. Isabel G. Beecher. Five Literary Lectures—Mr. Leon H. Vincent. Two Concerts.								

Chautauqua Institution,
Chautauqua, New York.

	I English.	II Modern Languages.	III Classical Languages.	IV Math. and Science.	V Pedagogy.
8 to 8.45	Outline of English Lit. (5)	Elem. Germ. Reading (2) Elem. French Grammar (10)	Beginning Latin (1)	Plane Geometry (2) General Chemistry (10) Elem. Physics (6) Advanced Physics (7)	Physical Culture (20) Animal and Plant Life. (13)
8.50 to 9.35	Shakespeare (1) The Modern Drama (8) Rhet. and Composition (6)	Elem. Germ. Grammar (1) Inter. Germ. Grammar (8) Inter. French (14) Supplem. El. French G. (12)	Teachers' Adv. Latin (2A) Caesar (2B) Cicero	Review Algebra (4) Teachers' Chemistry (11)	General Elem. Methods (7) Nat. Study Lab. and Field Work (14)
9.40 to 10.25	The English Novel (2) The Modern Lyric (4)	Inter. Germ. Reading (4) Adv. Germ. Reading (6) Elem. Fren. Conversa. (11)	College Latin (3A) Latin Poetry (3B) Tacitus	Elem. Algebra (1) Physics Lab. Method (8 and 9)	Primary Methods (8) Grammar Methods (10) A Nature Teachers' course (16)
10.30 to 11.10	Summer Schools Convocation	Six weekly series of Lectures on Education	1. Prof. Geo. E. Vincent 2. Pres. Lincoln Hulley	3. Pres. G. Stanley Hall 4. Prof. Baumgartner	5. Prof. S. C. Schmucker 6. Dr. Richard Burton
11.15 to 12.00	Latin Lit. (in Eng.) (8—See III 4.)	Adv. Germ. Prose (5) Adv. (15) French Read'g Suplm. El. French Con. (13)	Latin Lit. (in Eng.) (4—See I 8)	History of Arith. (5)	Hand work in Elem. Grades (9) A Nature Lovers' Course (17)
12.05 to 12.50		Readings in Schiller (8)		Plane Trigonometry (3)	1.15-2.15 Blackboard sketch- 2.20-3.15 ing (18 and 19) 3.00-3.50 Prof. Kinder- garten (11)
Afternoon	2-2.50 XIX Century French Lit. (in Eng.) (7—See II 17)	2-2.50 XIX Cent. French Lit. (17—See I 7) 3-3.50 Readings in Fren. (19) 4-4.50 Teachers' Class in French (18)	NOTE: Courses in Grk. Formed on Application	1.15-2.30 Teachers' Chem- istry (11) 3.30-5.00 Qualitative Anal. (12) 3.30-5.00 Quantitative Anal. (13)	4.00-4.50 Prep. Kinder- garten (12) 4.00-4.50 Teaching of Reading (21)

PARTIAL TENTATIVE TIME SCHEDULE SCHOOLS I-V
For Contents and Duration of Courses, See Detailed Statements Within.

Department of the Interior,

UNITED STATES INDIAN SERVICE,

Industrial School,

PLISIE, PA.

44805	Indian Office, Incl. No. <i>2</i>	1905
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June 8, _____, 190*5*

Mr. John R. Wise,
Acting Supt.

Dear Sir:

I respectfully request to be detailed to attend the Indian Institute at Asbury Park from July 2 to July 8 inclusive, and Summer School at Martha's Vineyard from July 9 to July 30 inclusive.

I desire to take a course in Methods of Teaching and in Manual Arts. See catalogue.

Very respectfully,
Lora B. Hawk.

Approved:

J. R. Wise

Acting Superintendent.

Department of the Interior,

UNITED STATES INDIAN SERVICE,

Indian Industrial School,

CARLISLE, PA.

June 8, 190*5*.

Mr. John R. Wise,
Acting Supt.

Dear Sir:- I respectfully request to be detailed to attend the Indian Institute at Asbury Park from July 2nd. to July 8th. inclusive, and Summer School at Martha's Vineyard from July 9th. to July 30th. inclusive.

I desire to take a course in English Literature. See catalogue.

Very respectfully,
Sadie F. Robertson,

Approved:

J.R. Wise

Acting Superintendent.

Hawk + Robertson.



Marthas Vineyard Summer Institute

COTTAGE CITY, MASSACHUSETTS

TWENTY-EIGHTH
ANNUAL SESSION



BEGINNING
— TUESDAY —
JULY ELEVENTH

1905

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American Book Company

NEW YORK CINCINNATI CHICAGO
BOSTON ATLANTA DALLAS SAN FRANCISCO

TWENTY-EIGHTH ANNUAL SESSION

Marthas Vineyard Summer Institute

COTTAGE CITY, MASS.



BEGINNING JULY ELEVENTH

1905

Organized 1878

Incorporated 1881

OFFICERS

WILLIAM A. MOWRY, Ph. D. President
Rev. JOHN D. KING, Ph. D. . . . First Vice-President
LOUIS P. NASH, A. M. . . . Second Vice-President
CLARENCE M. WEED, D. Sc. Secretary
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Marthas Vineyard Summer Institute

THIS famous Summer School for teachers will begin its twenty-eighth annual session on the beautiful island of Marthas Vineyard, off the coast of Massachusetts, Tuesday, July 11, 1905. It offers to the teachers of America one of the most varied and attractive summer school programs in the country, with a strong corps of well-known instructors, and in addition it offers the attractions of an ideal summer resort, where a reasonable amount of mental exercise may be enjoyed while the sea air and out-door life are restoring the system tired by the year's work.

A full statement of the various courses offered may be found in the following pages, but especial attention is called to the DEPARTMENT OF METHODS, in which for a single fee the teacher may receive instruction in a great variety of subjects pertaining to her work; and to the following important courses in the ACADEMIC DEPARTMENTS:

1. *School Management.*
2. *The School of Oratory.*
3. *The School of Languages.*
4. *History and Literature.*
5. *Manual Training.*
6. *Physical Culture.*
7. *Nature Study.*
8. *Drawing and Art Work.*
9. *Photography.*

(5)

Attention is also called to the fact that students in all courses may attend, without extra cost, the course of lectures on Pedagogy and School Management, daily, through three weeks.

Among the special advantages for summer study at Marthas Vineyard mention should be made of:

1. The cool climate—ten degrees cooler than the main land.
2. The delightful sea air, giving perfect rest at night.
3. The excellent bathing beach, enjoyed daily between 11 A. M. and 1 P. M. by most members of the institute.
4. The extraordinary beauty of the marine views.
5. The splendid opportunities for sailing, boating, driving and riding on bicycle or by trolley.

ALL MAIL, TELEGRAMS, ETC., TO MEMBERS OF THE INSTITUTE SHOULD BE DIRECTED

Care M. V. S. I., COTTAGE CITY, MASS.

For information respecting any department of instruction, apply to the professor in charge. On all other points address

WILLIAM A. MOWRY,
Hyde Park, Mass.

Address after July 1, *Cottage City, Mass.*

Departments and Instructors.

ACADEMIC DEPARTMENTS.

Civil Government. Three weeks.

WILLIAM A. MOWRY, Ph. D., Hyde Park, Mass. A. M., Brown, 1866; Ph. D., Bates, 1882; Principal Providence English High School, 1859-64; Senior Principal English and Classical School, Providence, 1864-84; Editor *Journal of Education*, 1884-86; Editor *Education*, 1886-91; Superintendent Schools, Salem, Mass., 1891-94; President M. V. S. I. since 1887; Author of numerous text-books on History and Civil Government.

Drawing. Four weeks.

ASA G. RANDALL, B. S. Director of Manual Arts, Public Schools, Fitchburg, Mass.; Manager of the Commonwealth Handicraft Society; B. S., Dartmouth, 1892; Employed by the United States Coast and Geodetic Survey, Washington, D. C., 1892-98; Student in the Washington Art Schools during this time, and in Pratt Institute, 1898; Pupil of Arthur W. Dow at Ipswich, and Denman W. Ross at Harvard; Superintendent of Drawing, 1899-1902, Public Schools, Somersworth, Farmington and Exeter, N. H., and Sanford, Me., with studio at Dover, N. H.; taught six successive seasons, classes in Drawing and Sketching from Nature. Present position since 1902.

Elocution and Oratory. Four weeks.

HENRY LAWRENCE SOUTHWICK, Dean of Emerson College of Oratory, Boston. Master of Oratory and Elocution, William Penn Charter School, Philadelphia, 1888-89; Professor of Dramatic Expression, Emerson College, 1890-97; Master of English, William Penn Charter School, 1898-1900; Lecturer in various Summer Schools and Institutes. Present position since 1901.

CHARLES WINSLOW KIDDER, Teacher, Emerson College of Oratory. Master of Oratory and Elocution, William Penn Charter School, 1889-90; Tutor at Bates College, 1891. Present position since 1891.

English Literature.

DEAN SOUTHWICK. Five lectures on Shakespeare.

A. FRANKLIN ROSS, A. M. Teacher of English in one of the New York City High Schools; Graduate of the New York State Normal School at Cortland, N. Y., and of Brown University, 1899; A. M., Brown, 1900; Graduate student at Princeton University, 1901-02; Master of History and English in the Lawrenceville School, Lawrenceville, N. J., 1900-04. Present position since September, 1904.

French. Five weeks.

Prof. BAPTISTE MÉRAS, B. ÈS L., Director of Stern's School of Languages, New York City. Educated at Toulouse and Paris, 1865-75; Senior Teacher of French in Stern's School of Languages, 1879-1902; Author of various French text-books. Present position since April, 1902.

Geography. Four week.

GEORGE H. WHITCHER, Superintendent of Schools, Berlin, New Hampshire. B. S., New Hampshire College of Agriculture and Mechanic Arts, 1881; Professor of Agriculture, New Hampshire Agricultural College, 1884-94; Director New Hampshire Experiment Station, 1888-94; Superintendent of Schools, District of Alton, Durham and Newmarket, 1900-04; Lecturer on Arithmetic at New Hampshire Summer School, 1903 and 1904.

German. Five weeks.

MENCO STERN. Professor of German in Stern School of Languages, New York City; Native of the Province of Hesse-Nassau; Graduate at the Gymnasium (College) in Düsseldorf; Studied for two years Philology at the University in Bonn. Present position since 1879.

History. Three weeks.

Dr. MOWRY.

Latin and Greek. Five weeks.

ARTHUR B. JOY, M. A. Teacher of Latin and Greek, Fitchburg High School, Fitchburg, Mass.; A. B., 1898, St. Lawrence University; M. A., 1902, Yale; Teacher of Latin and Greek, Goddard Seminary, Barre, Vt., 1898-1900; Assistant Principal, High School, Bristol, Conn., 1900-01; Graduate Student at Yale, 1901-03; History Master, Trinity Hall, Washington, Pa., 1903; Teacher of Latin and Greek, The University School, Providence, R. I., 1903-04. Present position since September, 1904.

Manual Training. Four weeks.

JOHN MESSENGER, Jr. Instructor of Manual Training and Applied Design, High School, Fitchburg, Mass.; College City of New York, Pratt Institute, Manual Training, 1902; Normal Art, 1903; Director Manual Training, Church of the Redeemer, 1900-02; Instructor Design and Drawing, Public Drawing School, Newark, N. J., 1902-03; Vacation Schools, New York City, Venetian Iron, 1902; Director Manual Training, Arthur Home for Boys, Summit, N. J., 1902-03; Evening Classes in Basketry and Applied Design, High School, Fitchburg, Mass., 1903-04. Present position since 1903.

Mathematics. Five weeks.

GEORGE H. WHITCHER.



INSTITUTE BUILDINGS.

Nature Study. Three weeks.

CLARENCE M. WEED, D. Sc., and WM. H. DUDLEY.

Prof. CLARENCE MOORES WEED, D. Sc. Instructor in Nature Study, State Normal School, Lowell, Mass.; Professor of Zoölogy and Entomology, New Hampshire College, Durham, N. H., 1891-1904; B. Sc., Michigan Agricultural College, 1883; M. Sc., 1884; D. Sc., Ohio State University, 1889; Assistant State Entomologist of Illinois, 1885-88; Entomologist, Ohio Agricultural Experiment Station, 1888-91; Author of various books relating to Nature Study.

WILLIAM H. DUDLEY. Professor of Zoölogy and Botany, State Normal School, Platteville, Wisconsin, since 1897; Harvard, 1887-89; Teacher Zoölogy and Botany, Lake Forest

Academy, 1892-97; Student and Investigator in Zoölogy, Woods Hole Marine Laboratory (Summers), 1892-1900; recently Lecturer on Natural History in the University Extension Courses of the University of Chicago. A leading eastern teacher and author says of him, "One of the best-known educators and most popular lecturers upon Nature Study topics in the country."

Physical Training. Four weeks.

MISS FRANCES HAMLIN FLAGLER. Instructor in Physical Education, Adelphi College, Brooklyn, N. Y.; Graduate Brooklyn Normal School of Physical Education (now New Haven Normal); Harvard University (Summer Session) 1895; Columbia University (Summer Session), 1902; New York University, 1902-05. Present position since 1894.

Pedagogy, School Management, Language and Grammar. Two weeks.

WILLIAM N. HAILMANN, A. M., Ph. D., Head Department of Psychology, Normal School, Chicago, Ill.; Superintendent of Schools, Laporte, Ind., 1883-94; National Superintendent Indian Schools, 1894-98; Superintendent of Schools, Dayton, O., 1898-1903. Present position since 1904.

COURSE OF ENTERTAINMENTS.

A course of five first-class entertainments will be given in the Auditorium, on Tuesday and Thursday evenings.

1. Thursday evening, July 13. Miscellaneous Readings. Prof. Charles W. Kidder.
2. Tuesday evening, July 18. "Richard the Third," Dean Southwick.
3. Thursday evening, July 20. "Twelfth Night," Dean Southwick.

Professor William H. Dudley of the State Normal School at Platteville, Wisconsin, will deliver two evening lectures illustrated by beautiful stereopticon views in color on the general topic of the significance of color in living things. The titles are as follows:

4. Tuesday evening, July 25. I. "Colors of Birds, Butterflies and other Animals."
5. Thursday evening, July 27. II. "Colors of Flowers, Fruit and Leaves."

These entertainments will be of high grade, and all members should attend them. Tickets for the course: members, \$1.00; others, \$1.50.

SCHOOL OF METHODS

Arithmetic.

Professor WHITCHER.

Civil Government.

Dr. MOWRY.

Geography.

Professor WHITCHER.

History of the United States.

Dr. MOWRY.

Kindergarten.

MISS ANNA E. HARVEY and Miss N. L. ROETHGEN, Adelphi College, Brooklyn, N. Y.

MISS HARVEY, Director of Kindergarten and Normal Training Class, Adelphi College. Graduate of Kraus Training-School for Kindergarteners, New York City; Instructor at St. Catherine's Hall, Brooklyn, 1891-92; Instructor at Montclair Military Academy, Montclair, N. J., 1892-93; Assistant in Kindergarten, Adelphi Academy, 1893-95; Director of Kindergarten and Normal Training Class, Professor of Froebelian Methods, since 1902; Adelphi Academy and Adelphi College since 1895.

MISS ROETHGEN, Instructor of the Connecting Class, Adelphi Academy, and Assistant in the Normal Kindergarten Department, Adelphi College, Brooklyn, N. Y. Graduate of the Hoboken Academy, Hoboken, N. J.; of the Elementary Course of the Oswego Normal School; of the Oswego Kindergarten Department; of the Special Course for Training Primary and Kindergarten Teachers; Instructor at the Froebel Academy, Brooklyn, N. Y., 1891-97; Instructor at the Adelphi Academy, since 1898; Assistant in the Department of Pedagogics, since 1899; Assistant in the Normal Kindergarten Department, since 1901.

Language and Grammar.

D. HAILMANN.

Nature Study and Elementary Science.

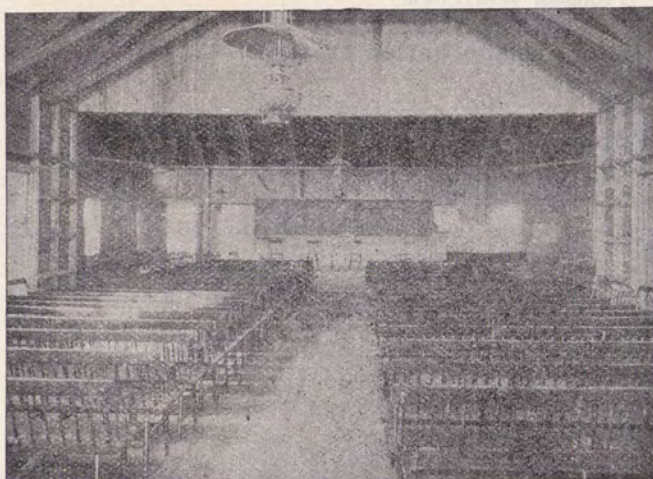
Professor WEED and Professor DUDLEY.

Penmanship.

Miss EVA LOUISE MILLER. Supervisor of Penmanship in the schools of the City of Newton, Easthampton and West Springfield, Massachusetts; instructor at the University of Virginia, Summer School, 1904; at the Atlanta Normal Institute, 1903; and other summer schools. Miss Miller has also done much special work with the teachers of various cities both north and south.

Physical Training.

Miss FLAGLER.



THE AUDITORIUM.

Primary Teaching.

Miss MARGARET McCLOSKEY, Supervisor of Kindergartens and Primary Schools, Newark, N. J.; Principal of Lock Haven State Normal Training School, 1891-94; Professor of Psychology and Pedagogy, Lock Haven State Normal School, 1894-97; Principal of Edinboro State Normal Training School, 1898-1900; Vice-Principal Newark Normal and Training School, 1900-01. Present position since 1901.

School Management.

JOSEPH G. EDGERLY, Fitchburg, Mass., Dartmouth College, 1867; Superintendent of Schools, Manchester, N. H., 1867-75. Superintendent, Fitchburg, Mass., since 1875.

Marthas Vineyard Summer Institute

COTTAGE CITY is situated on the famous island of Marthas Vineyard, six miles from the main land. It is an exceedingly healthful summer resort, with many attractions.

The Institute Buildings.

1. Agassiz Hall is a large building, containing the business offices, reading-room, writing-room, an assembly hall, and thirteen class-rooms, which are large, airy and well-supplied with blackboards and other needful apparatus.
2. The Auditorium is a neat and tasteful structure, fifty by sixty-five feet, including broad piazzas on three sides.
3. The Dormitory Building contains fifteen lodging-rooms, for ladies' use, suitably furnished, convenient and pleasant, in charge of a competent matron.
4. The Cafe contains a large, cheerful dining-room, well lighted and ventilated.
5. Two small cottages used for lodging-rooms.

Public Lectures, Receptions, Excursions, Etc.

The class instruction is given, for the most part, in the morning, between half-past eight and half-past eleven, and in the afternoon, between two and five. The middle of the day is set apart for sea bathing and rest.

Occasional lectures and other entertainments are given on Monday and Wednesday evenings, in the Auditorium, to which all students having tickets in any department are admitted *free of cost*. These lectures are of a semi-professional and popular character, and are both instructive and entertaining.

A course of five entertainments is given in the Auditorium on Tuesday and Thursday evenings, which usually embraces Lectures, Stereopticon and Recitals. Tickets to this course, \$1.50 to outsiders and \$1.00 to the members of the Institute.

Friday evenings are devoted to informal receptions of professors, students, and invited guests, in the Auditorium. These gatherings have for their object the promotion of mutual acquaintance and social enjoyment.

On Saturdays excursions are made to attractive localities; particularly to Gay Head, Nantucket and Wood's Hole.

Expenses.

All tuitions, whether for class tickets or for private instruction, are to be paid to the Treasurer at the Institute. Every student is also charged a membership fee of one dollar. This



GAY HEAD LIGHTHOUSE

fee entitles the student to free admission to Readings, Concerts, Lectures, and other Public Entertainments in the Auditorium, excepting the Tuesday and Thursday evening course mentioned above, and a reduction in the price of tickets to that course. The Institute has no endowment, and this small fee is for the permanent improvement of buildings and grounds.

The session begins Tuesday morning, July 11, and in order to make a full week for that first week, the recitations and lectures will continue through Saturday; on other weeks, from Monday to Friday inclusive.

Tuition Rates.

	ONE WEEK	TWO WEEKS	THREE WEEKS	FOUR WEEKS	FIVE WEEKS
Five-weeks' Academic, one subject,	\$4.00	\$7.00	\$10.00	\$13.00	\$15.00
Four-weeks' Academic, one subject,	5.00	9.00	12.00	15.00	
School of Methods, all subjects,	6.00	11.00	15.00		

Tickets to single lectures, good for any of the courses in the School of Methods, fifty cents each, ten for \$4.

The morning lectures on Pedagogy and School Management for the entire three weeks are free to any student having a course ticket in any department in the Institute.

Combination Discounts.

Two courses (two Academic subjects, or one Academic subject and Methods, full course), less than full time, but both subjects two weeks or more,	10 per cent.
Two courses, full time,	16 $\frac{2}{3}$ "
Three courses, full time,	20 "

Neither club nor combination discounts will be allowed in the School of Languages (*i. e.*, French, German, Latin and Greek), Nature Study, History, Civil Government, Manual Training, or Photography.

A person buying one ticket, and later taking another subject, will receive discount only on the latter ticket. Tickets will not be rebated after the course has begun except in cases of emergency, to be determined by the Executive Committee. A fractional part of a week will be considered as a full week.

Club Rates.

To a club of ten or more pupils *for the full course*, in any department or departments, free tuition for the School of Methods is allowed to the Club Organizer, and 25 per cent. discount to the other members of the club. All clubs must be organized before coming to Martha's Vineyard.

Any member of a club wishing to take work in more than one department will be allowed either club or combination discount, as is found to his advantage, but not both club and combination discounts.

To any former student who now takes a full course ticket in any department, 10 per cent. discount may be allowed, but no ticket will be reduced by discounts below two-thirds of the regular price.

Members of the same club may be from different places and may select work in different departments. This arrangement will make it comparatively easy for any one to secure a club.

Private lessons in any department will be arranged by the Treasurer, after consultation with the instructor in charge. Payment for all private lessons should be made to Treasurer.

THE NAMES OF THE MEMBERS OF EACH CLUB MUST BE REPORTED BY THE ORGANIZER ON OR BEFORE JULY 5, to the President, Cottage City, Mass. THIS RULE WILL BE STRICTLY ENFORCED.



BATHING BEACH

Board and Lodging.

Good table-board can be obtained at the Institute Cafe at \$5.50 per week. The directors have placed the Cafe and Dormitory in the hands of a competent, experienced manager, who has superior cooks, and who *guarantees first-class board*. Several members of the Faculty board there.

Several students can receive table-board at the Cafe by serving as table waiters. Apply in advance to Mr. John M. Thomas, Caterer, Stone Hall, Wellesley College, Wellesley, Mass.

Furnished rooms, accommodating two persons, can be secured at the cottages in the vicinity, at prices ranging from \$3.00 to \$6.00 per week, according to size, furnishing and location.

Board and lodgings can be had in cottages and boarding-houses at prices ranging from \$7.00 to \$10.00 per week. Board can be obtained at the hotels at reduced rates. See their advertisements.

Lodging rooms in the Institute Dormitory are \$4.00 a week each, to be occupied by two persons, or \$3.00 for one person.

Students will be directed to desirable boarding and lodging places on their arrival at Agassiz Hall. *No one need fear being crowded out, as accommodations are ample.* Students will be better satisfied to make their own selection of rooms *after their arrival* rather than to trust the choice to a stranger in advance.

The expense can be much reduced by securing a cottage or several rooms. Clubs or parties desiring to room together will often find it to their advantage to send one of their company a few days in advance to engage rooms and board, or rooms for self-boarding.

The Book Room.

This department will be under the management of Mr. J. L. Wightman, Principal of the Faulkner School, Malden, Mass.

The latest professional books, the most approved text-books, globes, maps, Kindergarten and manual training apparatus will be on exhibition and for sale. Probably in no line of school books is educational progress more marked than in recent supplementary reading matter. A great variety will be shown in the book room. Sample copies of the best educational papers will be free.

This exhibit will be an object lesson of great interest and of direct practical value to superintendents and teachers of all grades.

Recreation.

Students are encouraged to take advantage of the delightful sea-bathing which is safe and comfortable *at all hours* of the day, the average rise and fall of the tide being only twenty inches. Bathing-suits can be rented or bought at the bathing-houses; students are advised, however, to bring their own suits and towels.

The forty miles of concrete road in and about Cottage City make this place the paradise for bicyclers. During recent years the State has constructed many miles of macadamized roads from Cottage City. Carriage and bicycle rides to Edgartown, West Chop, Chilmark, Indian Hill, and other interesting points are enjoyed throughout the season. All owners of wheels should bring their bicycles with them.

The pleasant promenades and drives, the facilities for rowing, yachting, and fishing, the cool breezes and beautiful ocean views, all tend to make this favorite seaside resort a Mecca of rest and enjoyment. The universal testimony of our students in the past has been that a session at the M. V. S. I. is *restful, invigorating and healthful*.

How to Reach Cottage City.

The steamers of the Marthas Vineyard and Nantucket Line connect at Wood's Hole and at New Bedford several times daily with trains from all parts of New England. Students from the South and West, coming by way of New York, may take the Fall River boat, leaving Pier No. 19, foot of Warren St., North River,



daily, about 5.30 P. M., making connection at Fall River with express train for New Bedford and boat for Cottage City, arriving about 10.30 o'clock the next morning. Round-trip ticket, from New York, \$7.25.

Excursion tickets at greatly reduced rates may be obtained from all points reached by the New York, New Haven and Hartford Railroad, good to return till November 1. Students from points beyond are advised to make inquiries of the Ticket or Passenger agents of the roads over which they wish to travel in regard to excursion rates.

Students in New England residing on or near other railroad lines are advised to use a mileage-book to the nearest station on the N. Y., N. H. & H. R. R. Line, and there purchase excursion-tickets. A ten-trip ticket between Boston and Cot-

tage City, good either way and good for one or more persons, can be obtained for \$13.00; a single round-trip ticket for \$3.00.

If students know where they are to room, they will do well to exchange checks with transfer agent on the boat. Students who are strangers in Cottage City can leave their baggage on the wharf, retaining their checks, and come directly to the Institute, where they can obtain all necessary information and aid in finding satisfactory quarters.

Some General Notes.

No effort or expense has been spared to place and to hold the Marthas Vineyard Summer Institute at the head of all institutions of the kind.

All the work is *systematic, progressive and complete* in the light of the best educational thought of today. Some instructors furnish an outline of the day's work in print or on the blackboard, so that students may copy and preserve the substance of the lessons given.

Certificates of attendance will be given to all who request them.

Many desirable positions are secured each season by teachers in attendance. School officials in search of first-class teachers will do well to visit this Institute and meet candidates.

In most of the classes no preparation for class work will be required. Rest and recreation are just as important as professional improvement. The class exercises will be so arranged that all may enjoy the delightful sea-bathing at the most approved hours, and abundant opportunity will be afforded for boating and fishing, and for cycling on the miles of concrete road for which the place is famous.

To the tired and nerve-worn teacher this favorite seaside resort, with its many attractions, its cool sea breezes and ocean views, its beautiful drives and walks, is a Mecca of rest and enjoyment.

The temperature of the HIGHLANDS, where the Institute buildings are located, averages TEN DEGREES COOLER THAN UPON THE MAINLAND.

Daily Exercises.

IN ACADEMIC DEPARTMENTS.

Hour	1st Week	2d Week	3rd Week	4th Week	5th Week
8.15	Devotional Exercises each morning through the course				
8.30	Hajlmann	Southwick	Edgerly		
9.15	Drawing	Drawing	Drawing	Drawing	
9.15	Oratory	Oratory	Oratory	Oratory	
9.15	Algebra	Algebra	Algebra	Algebra	Algebra
10.00	Drawing	Drawing	Drawing	Drawing	
10.00	Oratory	Oratory	Oratory	Oratory	
10.00	His. U. S.	His. U. S.	His. U. S.		
10.45	Geometry	Geometry	Geometry	Geometry	Geometry
10.45	Civil Gov.	Civil Gov.	Civil Gov.		
2.00	Nat. Study	Nat. Study	Nat. Study		
2.00	Eng. Lit.	Eng. Lit.	Eng. Lit.	Eng. Lit.	
2.45	Geography	Geography	Geography	Geography	
2.45	Sch'l Man.	Sch'l Man.			
3.30	Phy. Tr'ng	Phy. Tr'ng	Phy. Tr'ng	Phy. Tr'ng	

The hours for the following subjects will be determined by the greatest convenience of the several classes.

Phot'raphy	Phot'raphy	Phot'raphy	Phot'raphy	
Trigon'try	Trigon'try	Trigon'try	Trigon'try	Trigon'try
Man. Tr'ng	Man. Tr'ng	Man. Tr'ng	Man. Tr'ng	
Basketry	Basketry	Basketry	Basketry	
French	French	French	French	French
German	German	German	German	German
Greek	Greek	Greek	Greek	Greek
Latin	Latin	Latin	Latin	Latin
	Shakesp're			

This program may be changed to any degree by the instructors and their classes in order to permit all students to take such subjects as they desire—"The greatest good for the greatest number."

Academic Departments.

SCIENCE AND MATHEMATICS.

Geography. Supt. WHITCHER.

Man and the earth in their relations. Typical industries that contribute towards food, clothing and shelter, and physiographic types will be studied: (a) By local excursions; (b) By pictures, maps, and written descriptions, and all as a means of providing a mass of interpreting ideas that may be called upon to solve the problems that present themselves in teaching the subject of Geography.

Considerable time will be given to map reading and map making, with the emphasis laid upon relief maps.

Picture study, from a geographical standpoint, will be made as serviceable as possible by using the every day sources of supply, and incidentally the function of the camera will be pointed out.

The general aim will be to put teachers into such relations to the fundamentals that they shall clearly see the value of local excursions, of illustrative material and of selecting types for study that shall fall within the experience of the pupils.

In every lesson cause and effect will be held up to view in the hope that the importance of establishing the habit of viewing things in their causal relation may be clearly seen.

At least one industry will be treated in detail.

Tuition, \$15.00, subject to discounts. For further information address the instructor, GEORGE H. WHITCHER, Berlin, N. H.



George H. Whitчер.

Mathematics. Supt. WHITCHER.

This course will take up Arithmetic, Elementary Algebra and Constructional Geometry, one or all, according to the needs of the class. The aim will be to give teachers a view of these important branches in their modern significance as a means of developing the pupil, and also in their utilitarian aspect as "tools of measurement."

Tuition, five weeks, \$15.00, subject to discounts. For further information, address, Supt. G. H. WHITCHER, Berlin, N. H.

Nature Study. Messrs. DUDLEY and WEED.

Three weeks.

The primary aim of this course in Nature Study will be to give the students an opportunity to learn the names, habits and important characteristics of the common flowers, shrubs and trees, butterflies, moths, birds, and other animals which form the material upon which the nature teaching must be based, as well as to learn the best methods of utilizing this knowledge in the practical work of the schoolroom.



William H. Dudley.

The instruction will be by means of lectures, laboratory work and field excursions. These excursions will include sailing trips to various points of interest in the vicinity of Cottage City.

The course will be fully illustrated, largely by photographs from nature, but also by specimens and drawings. There will be two exercises daily through the three weeks.

The fee will be \$10.00 with no discounts. The daily lectures on Nature Study in the School of Methods will be open to the members of this class without extra charge, these forming one of the two daily exercises for this course.

HISTORY AND LITERATURE.**Five Lectures on Shakespeare.** Professor SOUTHWICK. Second week.

A critical and psychological study of the plays of Hamlet and Julius Caesar will be the feature of this course, such topics as "Shakespeare the Man," with "Shakespeare as a Dramatic Artist," "Shakespeare as an Ethical Teacher." A close study



SOUTH BEACH.

will be made of text, word-usages, grammar, and figurative language, while the plot, incident, action and character development will be fully treated, and the "problems" considered as comprehensively and carefully as the instructor can make possible in the limits of the five lessons.

In order to bring this course within the reach of the greatest number, the tuition for the five lectures has been reduced to \$3.00.

English Literature. Professor Ross. Four weeks:

1. **ENGLISH LITERATURE IN THE NINETEENTH CENTURY.** This course will take up chiefly the great poets, essayists and novelists of the Victorian period. Earlier writers of the century will be considered in a brief survey. The aim of the course is to help those who take it to gain a satisfactory understanding of such writers as Browning, Tennyson, Arnold, Thackeray, Reade, Kingsley, George Eliot, Ruskin, Carlyle and Stevenson. An opportunity will be given in connection with the foregoing studies to do some work in advanced composition.



A. Franklin Ross.

Tuition, \$15.00, subject to discounts.

2. **THE COLLEGE-REQUIRED ENGLISH.** The purpose of this course is to give a brief survey of the works on the official list of "College Entrance Requirements in English." The list taken up will be the new one which goes into effect for the years 1906, 1907, 1908. The work will be so arranged as to meet the needs of the teachers of English in preparatory schools. Questions upon method of presenting work in English and discussions will be welcomed. Following is the list:

(a) *Required for Study and Composition.* — Shakespeare's Julius Caesar; Milton's Lycidas, Comus, L'Allegro and Il Penseroso; Burke's Speech on Conciliation with America; Macaulay's Essays on Addison and Life of Johnson.

(b) *Required for Reading and Composition.* — Shakespeare's Merchant of Venice and Macbeth; Addison's The Spectator; Irving's Life of Goldsmith; Coleridge's The Ancient Mariner; Scott's Ivanhoe and The Lady of the Lake; Tennyson's Gareth and Lynette, Launcelot and Elaine, The Passing of Arthur; Lowell's The Vision of Sir Launfal; George Eliot's Silas Marner. Tuition, \$15.00, subject to discounts.

History and Civil Government. Dr. Mowry.

1. **AMERICAN HISTORY.** This course has been planned expressly for the benefit of teachers attending this Summer School. It will include the great national epochs of our country, by which the nation was formed, and which have produced its constant growth and rapid development. In the course will be included the following topics with others:

1. Early settlements, Spanish, French and English.
2. The "Contest of the Kings" for supremacy.



COTTAGE CITY RECREATION GROUNDS.

3. The "Supreme Moment" in the history of North America.
4. The "Western Lands" ceded by the states to the national government.
5. Events leading up to the "War for Independence."
6. Adroit diplomacy to secure the western country to the Mississippi River.
7. The Louisiana Purchase and later additions.
8. Rapid progress in population, industries, wealth and intelligence.
9. The Pacific Slope; its rapid growth and commercial importance.
10. The great problems of today. Hopes and fears.

This course will consist of daily lectures and Round Table talks through the first three weeks of the session. Tickets, \$10.00.

II. CIVIL GOVERNMENT. This course will seek to unfold principles and practices of our government, with special reference to the plan of teaching them to pupils in the schools. Here will be considered: (1) local government,—the town or township, village, borough, city, and their officers; (2) the county,—its functions, powers, and officers; (3) the State,—its constitution, laws, officers, etc.; (4) the nation,—Congress (Senate and house), executive (with the various departments, bureaus, etc.), and the judiciary, with a careful consideration of the various United States Courts.



William A. Mowry.

Tickets for this course of fourteen lectures (or lessons), \$10.00. Tickets for the two courses (History and Civil Government), \$15.00. For further information, address WILLIAM A. MOWRY, Hyde Park, Mass.

SCHOOL OF LANGUAGES.

French. Professor MÉRAS.

I. Students' Course.

1. BEGINNERS' CLASS. Five weeks. The lessons will be conducted in the French language. Oral and written exercises. Students will acquire a solid foundation for their study of French, and will be able to go on with their work by themselves, or by correspondence with the New York German and French Correspondence School, 38 East 60th Street, New York. Text-books: *First Lessons in French*, Méras-Stern; *Etude Progressive de la Langue Française*, by Stern-Méras.

2. INTERMEDIATE CLASS. Five weeks. Practical conversation; written exercises and letters. Grammar. Novels and comedies will be read and discussed. Text-books: *Grammaire Française*, by Méras-Stern; *La Lettre Chargée*, by Labiche; *Robert le Diable*, by B. Méras; and *Le bon Roi Dagobert*, by B. Méras.

3. ADVANCED FRENCH. Five weeks. Special study. French idioms and difficulties of French syntax. General history of French literature. Compositions. Translations of English into French. Text-books: *Les Misérables*, by Victor Hugo; *Syntaxe Pratique de la Langue Française*, by B. Méras; *Merlin l'Enchanteur*, by B. Méras.



Baptiste Méras.

The tuition fee of \$15.00 entitles a student to be present at any or all of the classes in the French Department.

German. Professor MENDO STERN.

I. Students' Course.

1. BEGINNERS' CLASS. Five weeks. Daily language work in oral German. Study of grammar. Study of phonetics. Reading and writing German. Selection of poems from Goethe, Heine, Rückert, Uhland. Students who follow this course will acquire a solid foundation for their study of German. They will be able to continue their work alone after this course, or they may continue their study by correspondence in the New York Correspondence School of Modern Languages, 38 East 60th Street, New York. Text-books: *First Lessons in German*, by Sigmon M. Stern; *Studien und Plaudereien I.*, by the same author.

2. INTERMEDIATE CLASS. Five weeks. Daily language work in oral German to facilitate ease and fluency. Grammar work to produce correctness in writing and speaking. Study

of phonetics. Study of German idioms (a very important study for this grade). Introduction to the works of the German literature. Translations. Text-books: *Aus Deutschen Meisterwerken* (*Nibelungen*, *Parcival*, *Gudrun*, *Tristan und Isolde*), by Sigmon M. Stern; *Geschichten vom Rhein*, by Menco Stern.



Menco Stern.

3. ADVANCED CLASS. Five weeks. Goethe's *Faust*. Discussion in German. Advanced grammar study. Advanced phonetics. Practical exercises. The study of German idioms in connection with *Jung Stillings Lebensgeschichte*. Phonetics. Translations.

Text-book: *Geschichten von Deutschen Städten*, by Menco Stern.

The tuition fee of \$15.00 entitles a student to be present at any or all of the classes in the German Department.

Lectures on French or German subjects to be announced on the bulletin-board in Agassiz Hall. The lectures are free to the students and their friends.

For further information in regard to the courses in French and German, address Professor B. MÉRAS, 38 East 60th Street, New York City.

Latin. Mr. Joy.

1. BEGINNERS' LATIN. Five weeks. Daily lessons. Pronunciation. Quality. Accent. Inflections. The acquisition of a vocabulary of about four hundred common Latin words. Oral and written exercises on forms, and in turning Latin sentences into English. Selected fables and stories from Roman history. Text books, Bennett's *Foundations of Latin*.

Collateral reading suggested: Miller and Beeson's *Story of a Roman Boy* (Scott, Foresman & Co.); Wilkins's *Primer of Roman Antiquities*; Botsford's *History of Rome*; Mackail's *Latin Literature*.

2. INTERMEDIATE LATIN. Five weeks. Daily lessons. Two books of Cæsar's *Gallie War* will be read, and the grammar and syntax studied. Attention will be given to reading the Latin with reference to quantity and emphasis. Latin prose composition to illustrate indirect discourse and conditional sentences. Text-books: Allen and Greenough's *Cæsar*; Bennett's *Cæsar*; Allen and Greenough's *New Latin Grammar*; Bennett's *Latin Grammar*; Jones' *Exercises in Latin Composition*.

In connection with the daily work, the instructor will discuss with the class methods of teaching Latin; reading at sight; word order; importance of translation, of syntax; value of Latin both from the standpoint of mental discipline and of general culture.

Collateral reading suggested: Froude's *Cæsar*; W. Ward Fowler's *Julius Cæsar* and the *Foundation of the Roman Imperial System*; Seeley's *Roman Imperialism*, etc., Lecture I.; Cruttwell's *History of Roman Literature*, pp. 187-198; Shakespeare's *Julius Cæsar*.



Arthur B. Joy.

3. ADVANCED LATIN. Vergil's *Æneid*, Books I and II. Grammar and style of Vergil, including inflectional forms. Prosody. Mythology of Vergil. Text-book: *The Æneid of Vergil*, by Charles Knapp (Scott, Foresman & Co.).

Collateral reading suggested: H. Nettleship: Vergil (D. Appleton & Co.); Tyrrell's *Latin Poetry*, chapter 5 (Houghton, Mifflin & Co.); Gayley's *The Classic Myths in English Literature*, chapters XXVIII and XXIX (Ginn & Co.).

If the class prefers it, Cicero will be the author studied instead of Vergil. Among the briefer lives of Cicero may be mentioned those of Plutarch, Collins, Strachan-Davidson; and Boissier, *Cicero and His Friends, a Study of Roman Society in the Time of Cæsar*.

The tuition fee of \$15.00 entitles a student to enter any one of the Latin classes. An additional fee of \$5.00 will be charged for each additional Latin class.

Greek. Mr. Joy.

1. BEGINNERS' GREEK. Five weeks. Daily lessons. The essentials of Greek grammar. Text-book: Ball's Elements of Greek (The Macmillan Co.).

Collateral reading suggested: To those who feel an interest in Greek subjects, and who contemplate studying the language, the following books are recommended: Jebb's Primer of Greek



SPORTING IN THE SURF.

Literature; Mahaffy's Survey of Greek Civilization; Appleton's Greek Poets in English Verse (Houghton, Mifflin & Co.); Tarbell's History of Greek Art; Botsford's History of Greece.

2. ADVANCED GREEK. Five weeks. Daily lessons. Xenophon's *Anabasis*, Book I. Careful study of the grammar and syntax. Text-books: Goodwin and White's *Xenophon's Anabasis*; Goodwin's *Greek Grammar*; Goodell's *A School Grammar of Attic Greek*.

Collateral reading suggested: The Introduction of Goodwin and White's *Xenophon's Anabasis*; Mahaffy's History of Greek Literature, chapter on Xenophon; Grote's History of Greece, Vol. IX., chapters LXIX.-LXXI.

If desired, Homer's *Iliad*, will be studied instead of Xenophon. Text-book: Seymour's *School Iliad*. *Suggested reading:* Botsford's History of Greece, chapter I.; Holm's History of Greece, chapters XIII., XXI.; Introduction to Homer by R. C. Jebb; Mahaffy's Greek Literature, chapters III., IV., V.

The tuition fee of \$15.00 entitles a student to enter any one of the Greek classes. An additional fee of \$5.00 will be charged for each additional Greek class.

EMERSON COLLEGE OF ORATORY.

William J. Rolfe, President,
Henry Lawrence Southwick, Dean.

Oratory, Voice Culture, and Expressive
Physical Culture. Dean SOUTHWICK, Professor
KIDDER.

Purpose of the Summer School.

The object of the Summer School of Oratory is to give a comprehensive course in the New Philosophy of Education in Oratory, including practical and theoretical work in Literature, Oratory, Reading, Physical and Vocal Culture, as taught in the Emerson College of Oratory.

The work is arranged with special reference to those who cannot devote their time to study during the winter months. The work is so adapted to the personal needs of each as to better enable him to express his own thoughts and emotions. Personal instruction given daily to each member of the class.

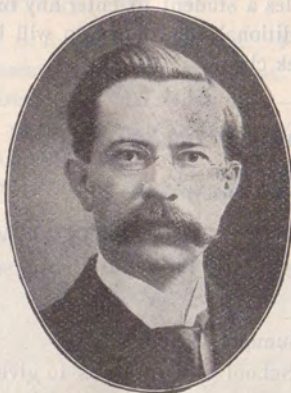
The study of Oratory not only gives the key to the teaching of literature, the soul of which can best be imparted to another through the medium of the spoken word, but it also furnishes the solution of many of the vexed problems of the READING CLASS in the public school.



Henry L. Southwick.

Physical Culture.

The aim of the work in this department is toward the development of the pupil in health, beauty and expressiveness, to the end of securing a noble and commanding presence.



Charles Winslow Kidder.

Voice Culture.

Daily exercises are given to secure correct physiological conditions in voice production. The practice of these exercises takes away all huskiness, all impurities of voice, and cures all forms of chronic sore throat occasioned by improper use of the voice.

Courses.

The work in Oratory will be progressive, three courses being offered.

FIRST YEAR'S COURSE will be a foundation course embracing the studies before mentioned; the SECOND YEAR'S COURSE will be open to those who have taken the first year's course; and the THIRD YEAR'S COURSE will be open to those who have taken the first and second year's courses.

A CERTIFICATE will be given to those who have satisfactorily completed the summer courses offered for the three years.

Sessions held every morning (two periods), five days a week, for four weeks. Tuition for four weeks, \$15.00, subject to discounts.

For further information concerning the School of Oratory, address HENRY LAWRENCE SOUTHWICK, Dean of the Emerson College of Oratory, Boston, Mass.

MANUAL ARTS.

A. G. Randall, Director.

There will be three separate divisions of this department, offering an opportunity to such supervisors, teachers and students as desire to improve their own expression in the various mediums, to formulate plans for the presentation of the subject in the public schools, or to aim primarily at their own culture and pleasure. The instruction will be both class and individual; individual, as far as possible, aiming to give to each student the assistance most needed for a definite line of future work.

(1) Drawing. Mr. RANDALL. Four weeks.

Two classes will be arranged in Drawing—one for supervisors and more advanced pupils, the other for beginners and grade teachers desiring help in special lines of work.

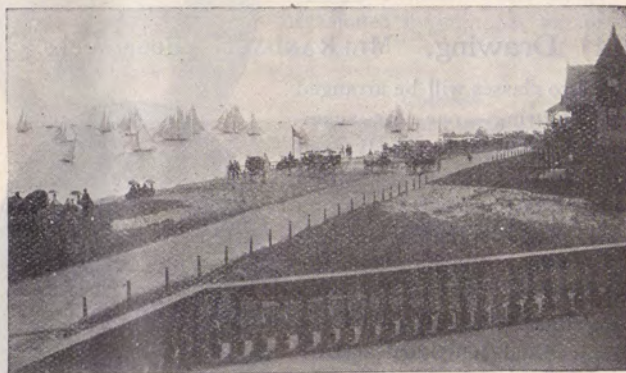
A lecture will be given during the first period each morning on one of the following topics, and individual instruction given in both classes the three following periods.



Asa G. Randall.

1. Principles of Composition, including Proportion, Balance, Rhythm and Harmony.
2. Landscape Composition in Line, and Dark and Light.
3. Landscape Composition in Pencil, Charcoal and Wash.
4. Out-door Sketching, Curves as found in Hills, Roads, Rivers and Shore Lines.
5. Out-door Sketching, Trees and Foliage.
6. Out-door Sketching, Buildings.
7. Grasses and Wild Flowers, Pencil and Water Color.
8. The Human Figure, Study of Pose, Action, Anatomy.
9. The Human Figure, Wash and Colored Crayon.

10. Simple Perspective, Methods of Teaching.
11. Still Life, Books in all Positions.
12. Still Life, Type Forms and Objects, Light and Dark.
13. Constructive and Decorative Design, Paper and Card-board Folding, Cutting and Making.
14. Lettering, Initial Letters, Monograms, Posters.
15. Correlated School Papers, Book Covers.
16. Monotypes, Wood Block Cutting.
17. Projections, Working Drawings.
18. Historic Ornament, Picture Study.
19. Blackboard Drawing.
20. Organization, Planning the Course, Supervision.



THE NEW YORK YACHT CLUB.

Text-books, photographs, drawings and folios of illustrative material will be kept for the use of the class.

Outfits of material may be obtained at the Institute.

The Studio will be open all day for use of pupils to carry out work and suggestions which have been given in the morning lessons.

One entire afternoon each week will be given to drawing of typical scenery in pencil and charcoal. One sketching trip will be taken each week to surrounding points of interest.

Tuition for four weeks, \$15.00; subject to discounts. For further information address, A. G. RANDALL, Fitchburg, Mass.

Manual Training. JOHN MESSENGER, Jr. Four weeks.

The correlation of Manual Training and Drawing will be the aim of this course.

After exercises, simple but instructive, and a thorough explanation tool processes, giving much attention to mechanical accuracy and good workmanship, the pupil will then devote his attention to the "Art side," or the application of Design to Wood and Metal.

Mechanical Drawings of all the models will be made, teaching the correct placing of drawings and simple projections. Mechanical and Free-hand lettering will be made a feature of this work.

A full course of simple, useful models is planned, but the ability of the pupil will to a great extent shape the course, thus giving a course for both beginners and those of practical experience. Talks on "Manual Training," "Care of Tools," "How to Sharpen Tools," "Use of Tools," will make this course especially valuable and interesting.

If a sufficient number desire it, a course in Simple Knife work will be given, including models used in the fifth and sixth years of Grade Work.

VENETIAN IRON. This is the easiest material in which to express form and beauty of line, is more often twisted into the absurd forms of ugly proportions, generally termed Bent Iron.

Here we need the correlation of Drawing, Design and Construction with this medium to create a model of artistic worth.

The aim of this course will be to make evident those qualities; characteristic of good design as fine proportion, delicacy of form and correct construction.



John Messenger, Jr.

BASKETRY. Today this subject means more than merely shaping reed, raphia or other material in form.

The importance in Basketry is in teaching how to apply knowledge to practical things, and it is now considered an important factor in the promotion of education and industry.

It is designed to meet the needs, not only of the children of our schools, but also of older persons who wish to employ their leisure time in manual exercise, both artistic and useful.

The course will consist of simple exercises in Knots, Netting, Braiding, Winding, Coil Mats, and more difficult problems, including Chair-caning, Raphia Baskets, Reed Baskets, etc.

APPLIED DESIGN. A special course will be given in Design as applied to Thin Wood, Sheet Metal and Leather, to pupils of some experience in drawing.

The subject of "Leather Work" will be fully taken up, and models, including sewing when necessary, will comprise the following: Pen-wiper, Pocket-book, Purse, Card Case, Music Roll, Bill Book, Napkin Ring, Frame, Book Cover, etc.

Design will be a feature of this course, and the instruction will be individual as far as possible.

Tuition for Manual Training and Venetian Iron, \$15.00, four weeks; Basketry or Applied Design, \$15.00 each, four weeks.

These courses are conditioned on having a sufficient number for each course. Should some course not be called for it will be omitted.

For further information address, JOHN MESSENGER, Jr., 41 Mt. Vernon St., Fitchburg, Mass.

Physical Training. Miss FLAGLER. Four weeks.

This course will provide instruction in free gymnastics for use in the class room during the years of the elementary school work.

It will treat of the objects and methods of Physical Training. The conditions which should surround pupils at school in order that their mental and physical health may be thoroughly protected. Some essential facts of school hygiene. A study will be made of typical school postures, of the nature and manifestation of fatigue, the educational value of games—games suitable for the class-room, playground, and gymnasium.

This course will also include work to be given in the gymnasium, or on any open floor space, in gymnastics with light apparatus—dumb-bells, wands, Indian clubs, etc. Plain and fancy marching and class formations, fancy steps, æsthetic work, minuet, Swedish folk dance, Russian peasant dance, etc.

It is requested that those who expect to take this course will come provided with gymnasium suits. Tuition for the four weeks, \$15.00, subject to discounts.

For further particulars as to work, and suggestions as to suits, etc., apply to Miss FRANCES H. FLAGLER, 676 Greene Ave., Brooklyn, N. Y.

School Management. Dr. HAILMANN. First and second weeks.



William N. Hallmann.

1. Purpose of the School.
2. School, Home and Community.
3. Organization and Supervision.
4. Buildings and Equipment.
5. Play-grounds and School gardens.
6. Course of Study.
7. Time-table and Intermissions.
8. Books, Home Study and Recitations.
9. Libraries, Laboratories and Workshops.
10. Discipline and Government.

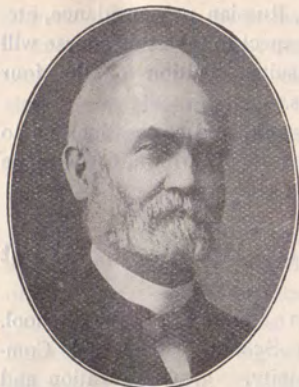
Tuition for the two weeks, \$7.00; one week, \$4.00, subject to discounts.

Photography. Professor WHITCHER. Four weeks.

Photo-printing and Photography deserve a place alongside drawing and painting as one of the forms of expression in public schools.

It is available in each grade from the first, where simple blue prints of leaves and flowers are made, up to the high school, where camera and dark room are the means whereby pictures and lantern-slides are provided to illustrate Nature Study, Geography, Art, or Literature.

The course will be practical, showing how to utilize this interest-arousing means at a cost so trivial that any teacher may provide the necessary facilities.



Joseph G. Edgerly.

Blue-printing, black-process, negative making, how to make a camera, combined photo-printing and hand-coloring, lantern-slide making, etc., all treated from the view-point of economy and utility.

A fascinating subject, so presented as to make it available to anybody anywhere. A special photographic studio and dark room provided. Tuition, four weeks, \$15.00; no discount.

For further particulars apply to GEORGE H. WHITCHER, Berlin, N. H.

GENERAL COURSE.

Lectures open to all members of the Institute from 8.30 to 9.15 o'clock every morning.

Principles and Practise of Pedagogy. Dr. HAILMANN. First week.

1. Growth of Intelligence. 2. Self-realization. 3. Initiative. 4. Social Intro-ordination. 5. The Atmosphere of the School.

Expressive Reading. Dean SOUTHWICK. Second week.

These lectures will be found interesting and profitable for all members of the Institute. They will be of a high character and of practical value

School Management. Supt. EDGERLY. Third week.

Five lectures on this important subject from an experienced and successful educator, which will be adapted to all grades of teachers.

PLEASE READ THIS

It will tell you some things you wish to know.

With unusual satisfaction the management of the Marthas Vineyard Summer Institute presents to its patrons this outline of work proposed for the summer of 1905. It has been the constant purpose of the Directors to offer each year a program superior to all previous years. They have made every effort to keep in advance of all other schools in the variety and *quality* of the instruction given. It is with no little satisfaction that they call your attention to the following points for the year 1905:

1. The morning lectures, so famous in previous years, this year are of a very practical nature. One week on Pedagogy by that *prince of superintendents* and philosophical teachers, Professor William N. Hailmann, Ph. D., now of the Chicago Normal School; one week in popularizing the principles and effects of GOOD READING, by the well known Dean of the Emerson School of Oratory, Boston, Prof. Henry Lawrence Southwick; and one week devoted to solid instruction in School Management, by the veteran superintendent, Joseph G. Edgerly of Fitchburg, the oldest in service as superintendent in one city in all New England.

2. The School of Languages, under the direction of Prof. Baptiste Méras, of the Stern School of Languages, New York City. Prof. Méras has the classes in French, Prof. Menco Stern in German, and Prof. Joy, a fine scholar and popular instructor, in Latin and Greek. Here is a chance for the best instruction for teachers, and also for students who have fallen behind or who are seeking advance standing. Also two strong courses in English literature, by a critical scholar and a successful instructor, Prof. A. Franklin Ross of Brooklyn.

3. Drawing and Manual Training. Professor Randall has attained a wide popularity as a skilled and talented teacher of Drawing. Prof. Messenger will have an enthusiastic class in Wood and Metal Work, in Venetian Iron and in Basketry.

4. All who know Prof. George H. Whitcher will understand what splendid opportunities he will offer in Photography, in Geography, and in Mathematics.

5. One of the most prominent branches of common school studies today, and deservedly so, is denominated "Nature Study," and we call particular attention to the strong course in this line by Professors Weed and Dudley.

6. Do not fail to notice the short course — of one week only — five special lectures on "Shakespeare," the second week in the term, by Professor Southwick. Leave a place in your plans the first week to take up these the second week.

7. The History of Our Country and the Study of Civil Government, by the President of the Institute.

8. Read carefully the prospectus for the Emerson College of Oratory.

9. Physical Culture. One of the popular courses — everybody should take it.

10. The Two Weeks' Course, by Dr. Hailmann, in School Management.

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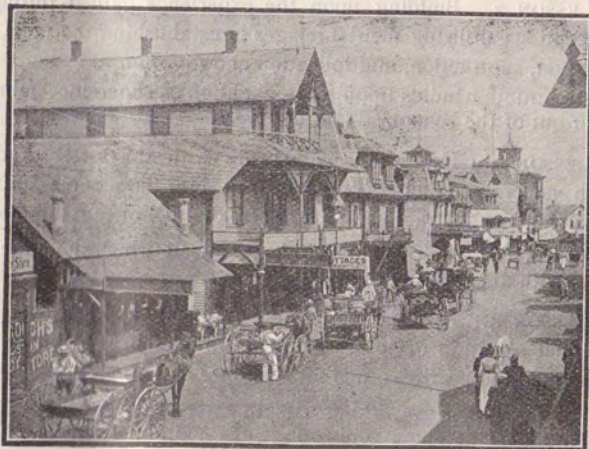
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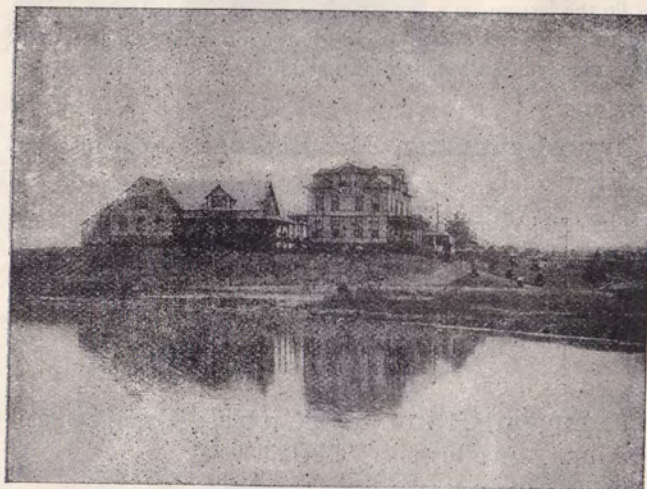
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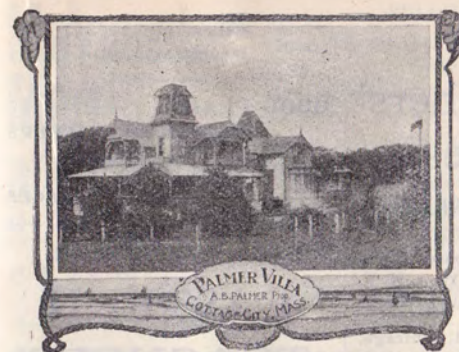
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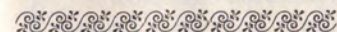
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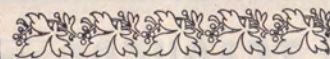
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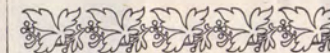
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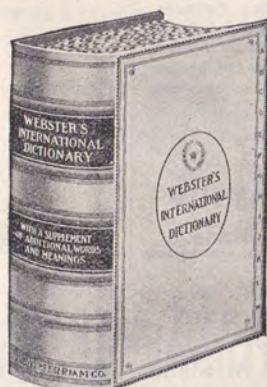
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1905

June 8, 1905

Mr. John R. Wise
Acting-Supt.

Dear Sir,

I respectfully request to be detailed to attend the summer school at Syracuse University, Syracuse, New York from July eighteenth to August sixteenth inclusive.

I desire to take a course in Physical Geography. See course of study in accompanying Bulletin, Page 46.

Very respectfully

Mariette Wood.

Teacher.

Approved:

J. R. Wise

Acting Superintendent.

Miss Wood -

SERIES IV

BULLETIN

NUMBER 4

OF

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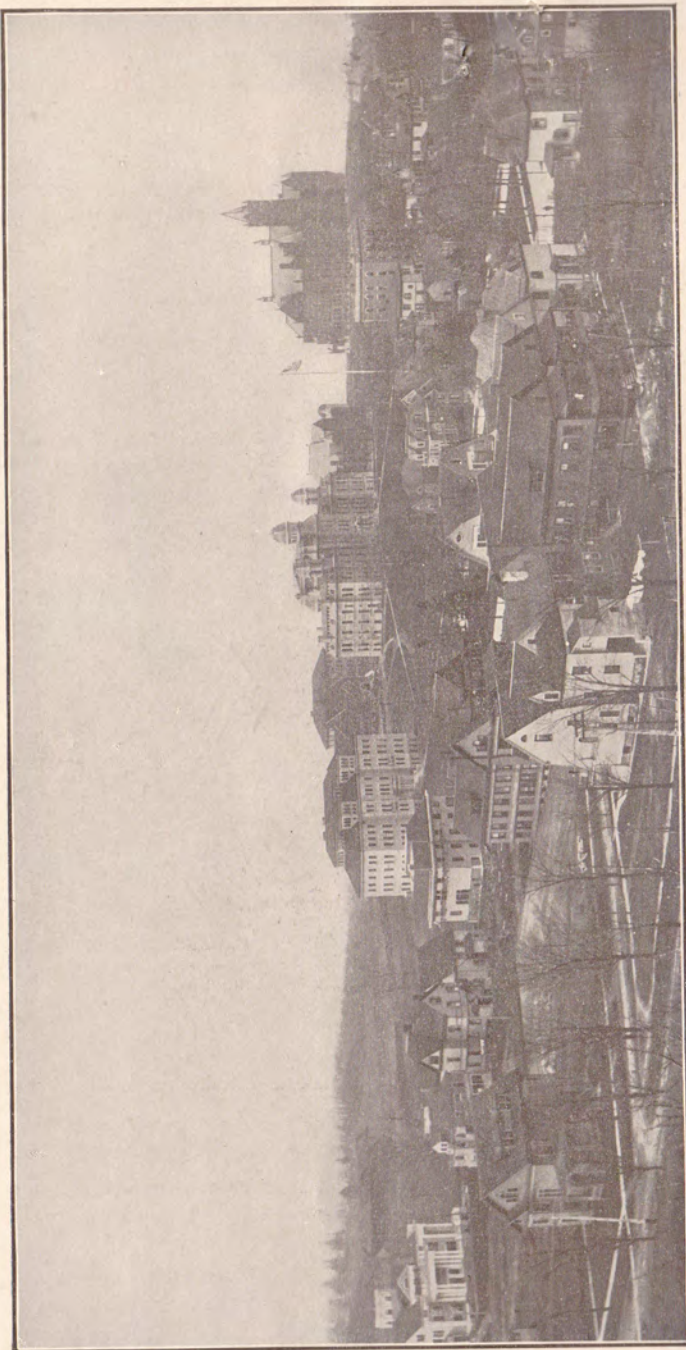


GENERAL INFORMATION

**SUMMER SCHOOL, COLLEGE
OF LIBERAL ARTS, SEE
PAGES 34-46 ∴ ∴ ∴ ∴**

Published Quarterly by the University, February, 1905

ENTERED AT THE POST OFFICE AT SYRACUSE, N. Y., AS SECOND-CLASS MAIL MATTER



THE CAMPUS WITH SOME OF THE BUILDINGS



SYRACUSE UNIVERSITY



SYRACUSE

SYRACUSE is in the list of the most healthful cities of the continent. Its water supply is from a lake sixteen miles long with bold shores. The water is remarkably pure. It has been brought to every part of the city, including the University buildings, at a cost of \$3,500,000. The city is on the line of the greatest railway in the



A BUSINESS STREET

country, is the center of several railroads, and is only five and a half hours ride from New York City, by the fastest train in the world.

Its libraries, literary, art and musical clubs, and the high order of its social life constitute an invaluable atmosphere for the students. The city is stirring with a remarkable variety of enterprises. Great machine shops, plow, wagon, automobile and typewriter factories, engine shops, salt works, dynamo manufactories, etc., afford numerous illustrations of mechanical and electrical engineering.

All of the leading denominations are represented by vigorous churches, and the city takes pride in a thriving Y. M. C. A. Ample concert halls afford the possibility of hearing the masters in music and eloquence, usually heard only by the inhabitants of the metropolis. National and state conventions, representing every phase of thought, some one or more of which meet here each season of the year, are a liberal education. A population of over one hundred thousand of all classes and conditions, offers an opportunity to students of sociology and economics not possible in a small town.

In Syracuse, the center city of an empire, Syracuse University, with stately buildings, is situated upon the most attractive spot in the city; healthful, with scenery unsurpassed, attracting thousands of sight-seers annually to its campus.



UNIVERSITY OVAL

THE UNIVERSITY

SINCE WE SENT TO YOU OUR LAST BULLETIN, Syracuse University has made encouraging progress. Substantial additions have been made to the endowment fund. A new building 54 x 215 feet, of three stories, is being erected by Mr. L. C. Smith for laboratory purposes for the College of Applied Science which he founded. This will give greatly increased facilities for the Engineering Courses. Plans are being drawn for a large building for Natural History. This building will be the gift of the late John Lyman, and will occupy the vacant space in our front on University Place. A large new dormitory has been completed.

The College of Law has moved into new quarters at the corner of Fayette and State streets, within five minutes walk of the elegant new court house. A purchase has been made of adjacent houses to provide for enlarging the Medical College in the near future.

The scholarship in all of the Colleges of this University never has been more satisfactory. In Law the bar failures of the Law Colleges of the State this year was 24 per cent. In our Law School it was only 3 per cent. In Medicine not a student failed to pass the State examination.

In athletics, our crew won the freshman and 'varsity races at Poughkeepsie, and the teams in football, baseball, track meets and basket ball have given good account of themselves.

The scope and accommodation of the Christian Associations have been enlarged.

Syracuse University corresponds to the American idea of a cluster of coördinate colleges in which may be pursued the great fundamental courses of Liberal Arts, Law, Medicine, Economics and Ethics. To these are added a College of Fine Arts and a College of Applied Science. The University is broad in its scope and represents the latest and best thought in education in the arrangement of its courses, and aims at most thorough scholarship in its work. While guarding its students with unmistakable Christian influence, it is not sectarian. Its Board of Trustees comprises representatives of different forms of Christian belief, and



THE NAVY

among its students young people from nearly all the denominations, and those of no sect, are represented. The numerous churches, the College Christian associations, Bible classes and other meetings create a most safe and delightful religious atmosphere.

The college proper has more students than any other college in the State of New York. Sixty-nine colleges and universities of America and Europe are represented in the University faculty, which numbers over 200 members. All five colleges of the University are open to men and women on equal conditions.

Seminar rooms are arranged, adapted to modern methods. Large expenditures have been made for apparatus for laboratories and books



POWER PLANT

for departments. Faculties have been doubled, and new electives introduced, and methods have been brought up to the latest sound educational thought.

Physical training has been carried on upon scientific principles for a number of years, but more accessories have been added and the development of sound bodies is the objective of such training at Syracuse. Healthful athletic sports are encouraged and are unusually successful.

MORALS

The morals of the student body are well nigh ideal. Vicious habits are unknown among us, and the students are self-governing. An intemperate student never has been seen on the campus or in the streets of our city. There is no such thing as drinking of intoxicants, or drunkenness.

There are no saloons in the vicinity of the campus. It never has been necessary to even mention intemperance because of any danger threatening from that source.

HEALTH

There never has been an epidemic. Malaria is unknown. The sanitary conditions could scarcely be improved.

NUMBERS

The student body now numbers 2,453, distributed through five Colleges and over two hundred courses.

NUMBER OF COURSES

A student may elect from about two hundred and fifty courses in our College of Liberal Arts, besides having the great advantage of contact with the professional schools. The proximity of the College of Medicine, of Law, of Fine Arts and of Applied Science, aids in choosing a life calling and contributes materially to the development of the undergraduate mind by contact with a large number of professional and technical students. The college student is peculiarly favored in ways that cannot be described in this space by association with these professional schools.

It is the purpose of the trustees to secure to young people instruction in all the branches of profound learning and of those practical studies which represent the trained callings of life.

LIBRARY

The library, with more than sixty thousand volumes and half as many pamphlets, is rapidly increasing, and has been re-catalogued upon the most approved system.



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OBSERVATORY

The observatory is one of only three or four college observatories in the state. It is equipped with the best Clark telescope, and has been endowed by its founder.

EXPENSES

Living expenses are very moderate. Students obtain board in clubs at \$2.75 and upwards per week. Many of them belong to the college fraternities and board at very reasonable rates at the chapter houses. Tuition in the University is so low, and its incidental bills are so few, that the aggregate charges to students who pay full tuition are less than incidentals alone *in most institutions which offer free tuition*. Two dormitories thoroughly modern, safe and sanitary, have been erected for women.



HALL OF LANGUAGES

College of Liberal Arts

THE CLASSICS

COURSES AND FELLOWSHIPS.—It has been the policy of the University from the first to give to the classical languages that prominence in the curricula that the best scholarship recognizes as indispensable to a liberal education. In addition to the work prescribed for the degrees of A. B. and Ph. B., elective courses are specified for the remainder of the undergraduate period, covering a wide range of study and investigation. Thirty-six courses altogether are offered, affording sufficient variety for option, which is, however, subject to the advice and consent of the professors. Seminar work is organized for those who desire to devote time to a more scientific study of the language or to a more extended and complete study of a particular author or subject, and the necessary helps and facilities are provided. Lectures are given on classical history and on antiquities, illustrating public and private life, institutions, laws, monuments, etc. Each department offers a course on methods especially designed for those who expect to teach the subject.

Syracuse is one of the supporting universities of the two American Schools of Classical Studies, located, one at Athens, the other at Rome and is represented on the managing committees. Each offers to Bachelors

of Arts on competitive examinations two fellowships annually worth \$600 each, and the former a third worth \$1,000. The school at Rome also offers a fellowship in Christian Archæology worth \$500. A splendid opportunity is thus presented to students for the ministry to pursue their studies in the very midst of the catacombs, and by the tombs of Saints Peter and Paul, and to specialists in the classics to drink from the fountain head of inspiration in Greece and Rome.

The library and seminar constitute the laboratory. To pass over other library facilities, the Von Ranke library contains material of great value to the classical student. A seminar room convenient and very attractive, has been fitted up for the classical departments and the meetings of the Classical Club. Here students do the work of investigation, here are being gathered books, pictures, statuary and all the apparatus useful for the study of the life of Greece and Rome and the pursuit of their civilization in every aspect.



CLASSICAL SEMINAR ROOM—WEST END

GERMANIC LANGUAGES

The aim of the department of German during the four years of study offered, is to give to the student the practical as well as disciplinary value of the German language. To accomplish this the course requires a knowledge of the fundamental grammatical principles, with a complementary and progressive course of written and oral translation from English into German. Believing that the principal benefit to be derived

from constant practice in translating from German into English is a more fluent and varied use of the English language, students are required from the first to translate accurately, not literally, into good English. German literature, representing the body of thought and the historic growth of a great nation, offers a field so valuable and large that the student must acquire the ability to read German rapidly, remembering that the real object of learning a language is the ability to read a book rapidly and understand it in itself and in its relation to kindred books. The German Club affords an opportunity to train the ear and gives the student practice in using his knowledge of German. A course in scientific German is offered, practically to facilitate the use of German treatises in later studies. During the last year of the course special attention is paid to dictation, rapid sight reading and English affinities.

ROMANCE LANGUAGES

No study of our own history or literature is complete unless supported by an acquaintance with the history and literature of great contemporary nations. The three principal Romance tongues, French, Italian and Spanish are heirs to much that is best in ancient literature and interpreters of the great historic and literary movements of the last ten centuries.

The beginning courses in these three languages aim to give thorough drill in the main facts of grammatical structure, in pronunciation and accurate translation.

The advance courses trace the development of their literatures as factors in national life and in their relations to other nations, while a course in composition and conversation for students in French seeks to prepare for teaching.

SEMITIC LANGUAGES AND ARCHÆOLOGY

Semitic studies have of late pressed themselves into the foreground. This is due to the discoveries in the Orient and to the prevailing critical methods of investigation. It is now clearer than ever that the Semitic race is the parent of much that is esteemed most valuable in our civilization, and the country of the Semites the cradle of the human race. In a time when special emphasis is placed upon antecedents, Semitic studies receive rightfully and with new meaning their place in a university curriculum.

As the Hebrews were not an isolated people, but with the Babylonians, Assyrians, Syrians, Phœnicians and Arabs, were members of the large family of the Semites, their language, history and religion can be fully understood only when viewed in their relation to those of the other members of the family. The Semitic Department of Syracuse University, recognizing this fact, offers to students courses that aim to compass this broad field.

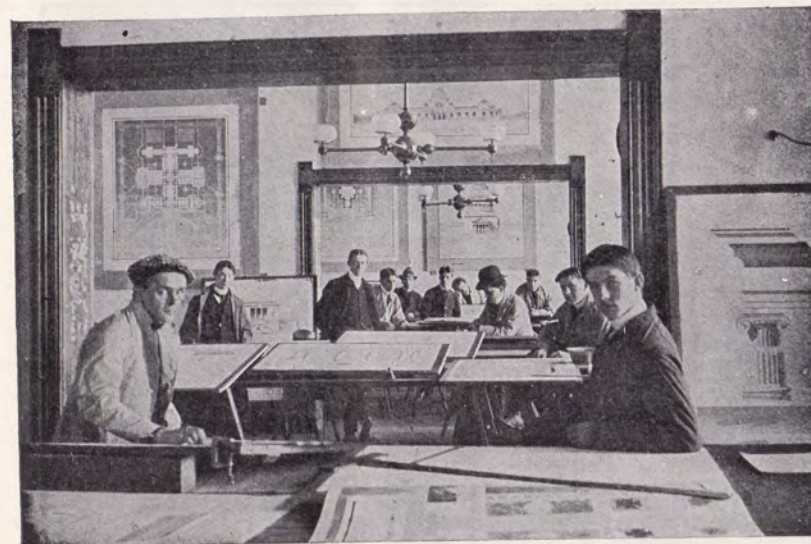
In addition to courses in Hebrew and Biblical Aramaic, the department offers courses in Syriac, Assyrian and Arabic, languages of the

greatest value, the first especially for textual criticism, and all for comparative Semitic philology.

MATHEMATICS

Instruction in this department is given partly by means of text-books with recitations and partly by means of lectures. For those students who make a specialty of Physics or Astronomy the instruction is such as to give a practical working knowledge of the subjects required.

In the undergraduate courses the logical sequence of subjects as well as the laying of a broad foundation for graduate work is kept in mind. Attention is given to the classification of subjects and their relation to each other, giving the student a more intelligent comprehension of the field already covered. Opportunity is afforded those students who expect to teach Mathematics to learn something of its pedagogy.



STUDENTS IN ARCHITECTURE

Courses are at present given in the following subjects: Algebra, Solid Geometry, Trigonometry (Plane and Spherical), Advanced Algebra, Elements of Plane Analytical Geometry, Differential Calculus, Integral Calculus, Analytical Mechanics, Theory of Equations, Determinants and Analytical Trigonometry, Advanced Analytical Geometry of Two Dimensions, Elements of Analytical Geometry of Three Dimensions, Advanced Calculus, including Definite Integrals, Differential Equations, Modern Synthetic Geometry, Newtonian Potential Function, Spherical Harmonics; also a Teacher's Course.

SCIENCE

The departments of Science are equipped to give practical instruction in their laboratories in Chemistry, Physics, Mechanical, Electrical and Civil Engineering, Biology, Mineralogy, Geology and Astronomy. The equipment is modern and extensive and of a grade comparable with that found in our oldest and wealthiest universities, affording facilities for graduate work.

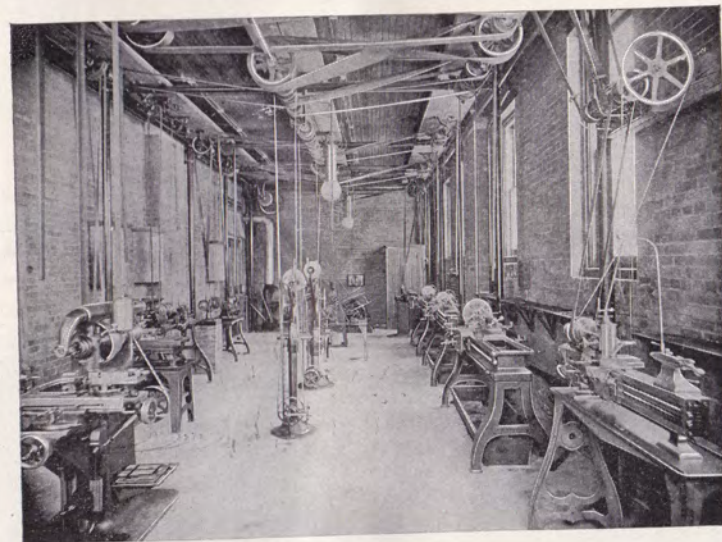
The facilities of the department of Biology comprise such general equipment in apparatus and supplies as are found in every well appointed biological laboratory. Courses are offered in the following subjects: General Biology; Invertebrate Zoölogy; Vertebrate Zoölogy; Histology; Embryology; Sanitary Science; Historical Biology; Pedagogical Biology; Experimental Zoölogy; Comparative Embryology. Seven courses are also offered in Botany.



ESTHER BAKER STEELE HALL OF PHYSICS

The department has the privileges and opportunities of an established "table" at the Marine Biological Laboratory, Woods Holl, Mass. While primarily designed to meet the demand for advanced and graduate work in Biology, its advantages may be secured by the undergraduate students of special promise doing work in the department.

In Geology and Mineralogy the equipment consists of the J. Dorman Steele collection of fossils, the E. L. French collection of minerals, other smaller collections of fossils, minerals and rocks; a good petrographic microscope and modern goniometer; numerous maps, charts, and relief



MACHINE SHOP-DEPARTMENT OF PHYSICS

models. Courses are as follows: Physical Geography, Paleontology and Historical Geology; Advanced Geology; Economic Geology, Geography, etc.; Mineralogy, Crystallography and Petrography.

The Chemical department has been greatly enlarged. Courses are as follows: Elementary Chemistry; General Inorganic Chemistry; Qualitative Analysis; Quantitative Analysis; Organic Chemistry; Metallurgy; Electro-Chemistry; Inorganic Preparations; Organic Preparations; Physical Chemistry; History of Chemistry; Atoms and Molecules; Teacher's Course; Industrial Chemistry; Graduate Work. Constant additions are being made to this department. A chemical museum has been added in which there are already numbered over one thousand specimens.

The Department of Physics has commodious and well equipped laboratories, lecture rooms and workshops in the Esther Baker Steele Hall of Physics.

Laboratory work is required in all courses and shop work is open to all who desire to take it. The following courses are offered: Elementary Physics; General Physics; Spectroscopy; Electrical Measurements; Shop Work; Thermo-dynamics; Theory of Electricity; Theory of Light; Physical Constitution of Matter; Analytical Mechanics; Precision of Measurements; Research.

ASTRONOMICAL OBSERVATORY

The Holden observatory with its Alvan Clark refractor, reversible transit, clock, sextants, chronometer, chronograph, spectroscope with

grating and prisms furnishes all the needed apparatus for practical work in the subject of Astronomy. A set of students' spectroscopes is employed in the laboratory work in spectroscopy.

Courses: General Descriptive Astronomy; Theoretical Astronomy; Spherical and Practical Astronomy; Least Squares and Methods of Computation; Geodesy.

HISTORY

Throughout the work of the department, History is viewed, not as a record of events, but as the process by which institutions develop. Events are but the external forms in which the movement of institutional growth expresses itself. Since the problem of every subject rests in its essence

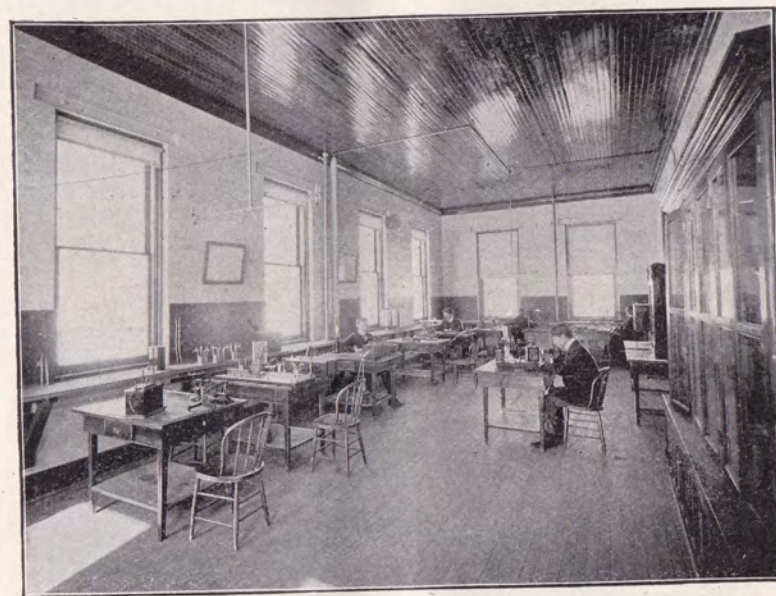


HISTORICAL SEMINAR ROOM

rather than in its form, the mere recitation of the narration of events can no more constitute the solution of the problem of History than the recitation of the conditions of a problem in Mathematics constitute its solution. The real work of History is to be found in understanding the organic development of the five great phases of institutional life; the political, the religious, the cultural, the economic, and the social. From this point of view, History furnishes an interesting and very difficult problem. Its solution calls fourth the exercise of both the analytic and synthetic judgments, and the most difficult, though most practical, form of all intellectual process—probable reasoning. When thus taught,

History is no mere memorizing exercise, but a powerful instrument in both culture and discipline.

The value of History largely rests upon its practical utility. The probable inference furnishes the means for our judgment of men. And in no subject is this form of reasoning so emphasized as in History. But the knowledge which History gives also has its utility. To the student it furnishes a sort of basis of Economics, Sociology and Literature, while these in turn, with Philosophy and Biology, contribute to its interpretation. In its political and constitutional aspects, History furnishes a necessary preparation for the study of Law. Again, the candidate for the Ministry finds here an inexhaustable supply of material for the study



LABORATORY—DEPARTMENT OF PHYSICS

of the conduct of life. This is true whether he is concerned with the conduct of the individual, of the community or of the nation. Neither the statesman nor the citizen can act intelligently in dealing with the complex problems of modern life unless he knows how that life has come to be what it is. The recognition of the high civic value of History and kindred studies has led to the establishment, within a few years, of schools of History and Political Science in connection with the greater universities.

This department of the University has been augmented largely in recent years. A fine seminar room has been provided and is being equipped with the best facilities for historical investigation.

POLITICAL ECONOMY AND SOCIOLOGY

In the investigation of industrial and social problems, the location of a university in a rapidly growing city furnishes especial advantages. The city brings together in one great laboratory, as it were, the material which the sociologist studies. It provides the modern problems in their most striking and distinct form. In the subjects of city government, taxation, tenements, sanitation, charity, and others, sections and blocks of the city are assigned to the students for study, and thus as nearly as possible the laboratory methods of science are introduced into economics and sociology.

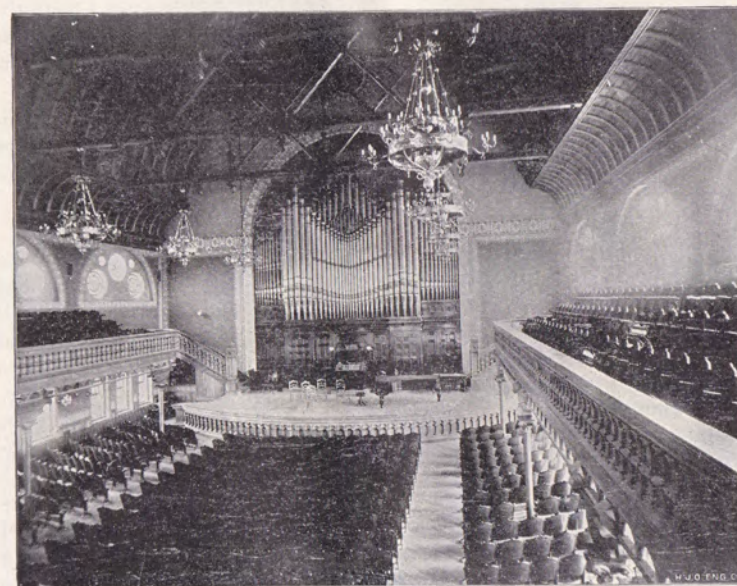
These social sciences are looked upon as furnishing the bases of the equipment for the ministry, the law, the public civil service, charitable and reformatory work, and for the duties of good citizenship. With these objects in view it is sought to direct the student into a careful method of investigating the facts of society, and a sound, well-balanced interpretation of them.

In the regular order of study the courses in History, Logic and Biology of the sophomore year are introductory to the work of the departments.

In Political Economy, courses are as follows: Industrial History; Principals of Political Economy; Economic Theories and Practical Prob-



CORNER OF ART GALLERY



MUSIC HALL—JOHN CROUSE COLLEGE

lems; Trusts and Monopolies; Socialism and Social Reform; Labor and Labor Unionism; Economic Discussion.

Courses in Sociology: Practical Sociology; Degenerate Social Classes; Introduction to Social Theory; Literature of Sociology; Research.

PHILOSOPHY

Courses in the department of Philosophy are as follows: Logic; Psychology; Ethics; Ancient and Mediaeval Philosophy; Modern Philosophy; Contemporary Problems in Philosophy; Theory of Knowledge; Metaphysics; Philosophy of Theism; Comparative Study of Religions; Evidences of Christianity; The Philosophy of Kant; Philosophical Seminar.

PEDAGOGY

The work in Pedagogy is designed to acquaint the student with the theoretical and applied aspects of Education. The courses are as follows: History of Education; Philosophy of Education; Neurology in Education; Educational Psychology; School Organization and Management; General Methodology; Educational Classics; Social Phases of Education; Herbartianism and Froebelianism; Genetic Psychology; Comparative Pedagogy; School and Mental Hygiene; Seminar; Special Methods in Special Subjects; Research.

TEACHERS' CERTIFICATES

The State Department of Education has made the following changes in the certification of college graduates as teachers in the State of New York:

No Academic preliminary examinations are required of college students. After 1907 no college graduate will be allowed to teach who does not hold a State life certificate or Normal School diploma or College graduate certificate.

Certification of college graduates will be of two kinds:

(1.) The COLLEGE GRADUATE CERTIFICATE LIMITED. This certificate will be issued to any graduate of a reputable college within or without the State who has obtained the Degree of A. B., Ph. B. or B. S. It will be limited to two years; and if the holder of such certificate should desire to teach for a longer period he must, during these two years, pass a satisfactory State examination on the Theory and Practice of teaching. Such examination to include Psychology, Logic, History of Education, Philosophy and Principles of Education, Method, Organization and Management, and must pursue a course of prescribed collateral reading.

(2.) The COLLEGE GRADUATE PROFESSIONAL CERTIFICATE. No preliminary examinations are required, but careful and detailed method work, and twenty hours of school observation. The candidate must be a graduate of an approved college in the State of New York, must have received the degree of A. B., Ph. B. or B. S., and during his college course must have pursued specified work in an approved department of Pedagogy. The certificate is issued to the candidate upon furnishing satisfactory proof of such graduation, of moral character and of teaching ability. It is good for a term of three years at the end of which, if the holder proves a success as a teacher, it is converted into a life certificate without further examination.

ENGLISH

The department of English has in view three objects: 1. Training in English composition. 2. A scientific knowledge of the development of the English language and literature. 3. An outline knowledge of English literature.

The first of these objects is considered in a prescribed course in Composition and Rhetoric, and in two elective courses, one in Advanced Composition, and one in Forensics and Debating. In each of these courses a large amount of theme writing is required, the lectures are supplemented by frequent personal conferences, and careful rewriting in accordance with criticism is insisted upon.

The second of the objects is considered in courses as follows: Anglo-Saxon Prose, Anglo Saxon Poetry and Middle English, Chaucer, Shakspeare, and Bacon and Milton.

The third of these objects is considered in courses as follows: The English Drama, from the Miracle Plays to the closing of the theatres; English Literature, exclusive of the drama, from Wyatt to Dryden;

English Literature of the Eighteenth Century; English Literature of the Nineteenth Century, except Tennyson and Browning; American Literature.

A research course is designed for graduates and for seniors taking English as their major subject.

LIBRARY SCHOOL

This is a two year's course and trains for library work. An education equivalent to a high school course is required for admission. The course embraces lectures, recitations, readings and much practice work in the library of the University.

Tuition, \$20.00 a term; matriculation, \$5.00; certificate, \$5.00.
Send for detailed statement and curriculum.



HAVEN HALL



THE JOHN CROUSE COLLEGE OF FINE ARTS

College of Fine Arts

The College of Fine Arts responds to an increasing necessity. The pleasures and refining influences of Art are no longer regarded simply as luxuries, but are recognized as forming an essential part of human development. Year by year, interest and activity in the direction of Art have grown in this country, so that at last among us Art has attained to a commanding position. Further, it is seen that to make the largest progress Art, like all other subjects, must be studied systematically and thoroughly; and with the technical training must be joined generous culture. This, in brief, is the underlying theory of all the work in this college. Accordingly the study of History, the history of the Fine Arts, esthetics, the modern languages, French, Italian and German, English language and literature, and other branches of liberal learning form a part of the college curricula.

1—THE DEPARTMENT OF ARCHITECTURE

The man without a technical education cannot hope to rise high in this profession in competition with well educated men.

As a foundation for a life work in design the student is made familiar with the styles of buildings that have been constructed from the earliest days to the present time. In the freshman year the student is drilled in the use of the Roman classical orders. Four buildings are designed, in each one of which one of the orders is employed. After the freshman year the student makes designs for five buildings each year.

Special attention is given to free-hand drawing from casts, nature and life. This work is done with the pencil, pen and ink, charcoal and crayon. The department has well lighted drafting rooms on the first floor of John Crouse College, well supplied with tables and drawing boards, and a library of books, plates and photographs for the use of the students. The best architectural magazines from all countries are received and placed on file in the art reading-room. Graduates from the department as well as others who have taken special courses are doing successful work in their profession.

2—THE DEPARTMENT OF PAINTING

The aim in this department is to ground the student in the principles and method of his art, and to develop such technical skill as is possible in the course of four years. Special attention is given, accordingly, to the laws of light and shade, of perspective, composition and color. Practical applications of these laws are constantly made under the guidance of competent teachers who are themselves excellent artists. The students are taught the use of both water and oil colors. Drawings from casts, objects of still life and living models are among the features of instruction. Portrait painting receives particular attention. Landscape sketching is incidentally practiced at such seasons of the year as are favorable. A class in the art of illustration is taught the rapid, accurate use of the pen or pencil in free-hand drawing, the work having reference to the demand for pictorial illustration. As an important adjunct to the art of painting, modeling in clay is also taught and practiced.

To meet the demand for competent teachers of drawing in the public schools a class is specially arranged for Normal Art instruction.

As a feature of decorative art and to answer a present demand instruction is also given in the technicalities of china painting.

3—THE DEPARTMENT OF MUSIC

With a large and able faculty, many of whom have received their training under the best European masters, this department offers excellent advantages for the acquirement of a broad and thorough musical education. While many of its graduates have attained distinction as concert performers, yet it is the aim of the department to so teach the student the pedagogical and theoretical principles of the art that he will be prepared to follow successfully the vocation of a teacher, both of elementary and advanced grades of instruction. The success of the



CAST DRAWING—DEPARTMENT OF PAINTING

graduates of the musical department as teachers is proven by the demand made for them by prominent schools throughout the country, many of which are now being supplied by Syracuse University. Special attention is given to the theory of music, embracing harmony, counterpoint and composition, and to the history of music, lectures with illustrations being given each week throughout the year. In conjunction with the musical work itself and in keeping with the educational character of this course, the candidates for graduation are required to complete given courses of study in the modern languages, ancient and modern history, English criticism, elocution, the history of the Fine arts and esthetics. Students not aiming for a degree, who desire to pursue special lines of musical work, are given a certificate upon completion of one or more branches, such as the piano, organ, voice, etc., including the theory of music. Special students may enter this department at any time for such work as they may elect.

Weekly recitals are given throughout the year, at which all students may be called upon to take part, and monthly public recitals by advanced students are held in the large hall of John Crouse College which attract immense audiences. The great organ, to which students have access for practice and lessons, is one of the finest specimens of the work of the late Frank Roosevelt, and is one of the most complete instruments of this celebrated maker.

4—THE DEPARTMENT OF BELLES LETTRES

This department meets the wants of a considerable number of students whose tastes and desires do not lie in the direction of the rigidly classical and scientific courses, but rather in the direction of general culture. The course prescribed provides for instruction in the English language and literature, also the careful study of three other languages. Along with these subjects a considerable measure of attention must be given to the physical sciences, psychology, logic, history, the history of the Fine Arts and esthetics. Music and painting are in the list of electives.



AN ENTRANCE TO JOHN CROUSE COLLEGE



COLLEGE OF MEDICINE

College of Medicine

The College of Medicine has a central location and is easily accessible from all parts of the city. An electric car line places it in direct and quick communication with the other colleges of the University.

The buildings have been planned to meet in the most approved manner the requirements of medical education of the present time, being large and well lighted; also heated and ventilated according to the most efficient methods. Electricity is used for artificial light and also for photographic and projection purposes, and for the operation of motors connected with the large mechanisms that enter into the uses of the college, as well as for those connected with the more delicate mechanism of the work of the laboratories. The main building is the result of the study of the best models in this country, and in some essentials is an improvement upon them. Syracuse, being a large manufacturing city and the center of five different railroads, attracts people whose pursuits

and methods of life expose them to accident and disease. The surgical and medical clinics are, therefore, continually supplied with cases.

The following public institutions in this city are open to professors and students: St. Joseph's Hospital, Hospital of the Good Shepherd, Hospital for Women and Children, State Hospital for Feeble Minded, Onondaga Orphan Asylum, and Syracuse Free Dispensary.

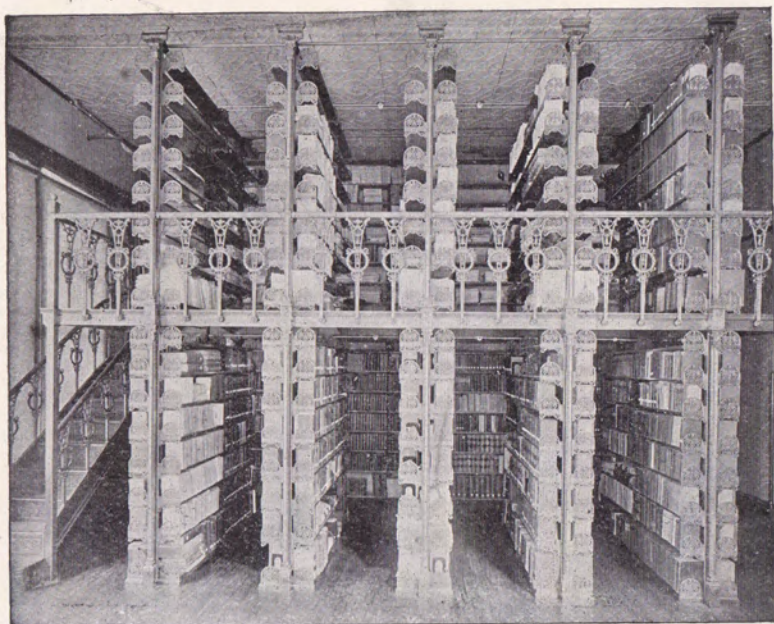
The faculty of the College of Medicine cooperate in the maintenance of the Marine Biological Laboratory at Woods Holl, Mass., and facilities are offered there for the study of many questions upon which the morphology and physiology of the marine fauna throw much light. The motto of the school is "Thoroughness." The man who cares more for his diploma than for equipment and proficiency for his profession should not enter this college.

The graduates of this college stand among the very first in the ratings of the State examining boards and the doors of the best hospitals are always open to them.

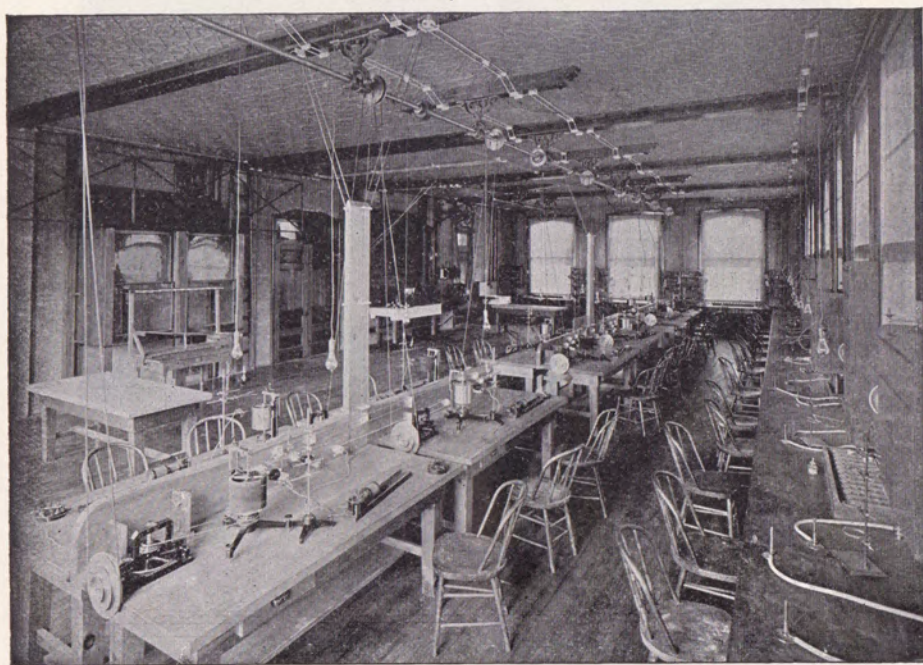
Students in the College of Liberal Arts can so arrange their electives as to complete that course and the four years' course in medicine in seven years.



WAITING ROOM—COLLEGE OF MEDICINE



SECTION OF LIBRARY—COLLEGE OF MEDICINE



PHYSIOLOGICAL LABORATORY—COLLEGE OF MEDICINE



COLLEGE OF LAW

College of Law

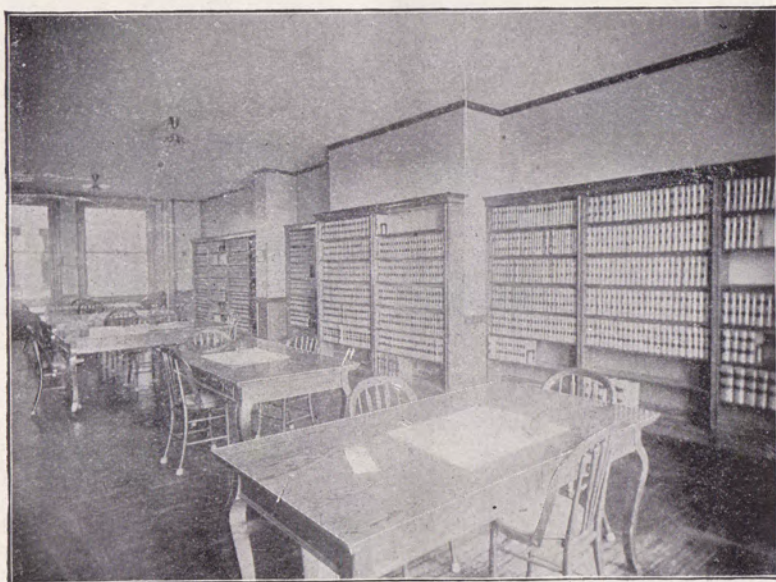
This school is having remarkable success. It has the most substantial support of our lawyers, including the ex-Chief Judge of the Court of Appeals, Justices of the Supreme Court living in Syracuse, and many of the oldest practicing lawyers of the state. It has been from the beginning one of the finest schools of law in the country, and has exceeded in numbers and success the most sanguine expectations. The contact of students whose professional knowledge must include all knowledge with the other colleges of the University; with the great conventions meeting here; with the courts constantly in session; with the legal fraternity of Syracuse, the ability of which is proverbial; with the privileges of the great libraries, including the city, the University and the public law library, the last containing 20,000 volumes; with the strong literary clubs and the general scholarly and professional atmosphere which pervades the place, offers to the young law student exceptional advantages.

Hon. Louis Marshall of New York City has presented to the college a valuable library of American Reports which will be known as the William C. Ruger Law Library, in memory of the late Chief Judge of the Court of Appeals of the State of New York.

The college is centrally located, within two blocks of the new Court House, near the Law Library and the principal law offices and business houses of the city.

The first graduates set the example which subsequent classes have followed of leading all the law colleges of the State in the bar examinations conducted by the state board.

Students in the College of Liberal Arts can so arrange their electives as to complete that course and the three years' course in law in six years.



SECTION OF THE LAW LIBRARY

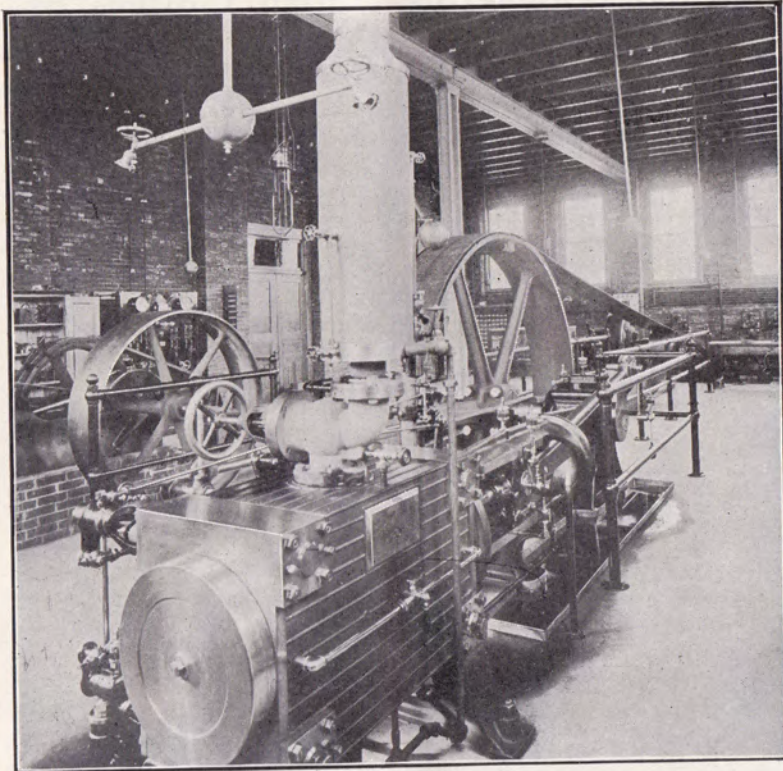
Lyman Cornelius Smith College of Applied Science

The College of Applied Science was founded by Mr. Lyman Cornelius Smith, the well-known typewriter manufacturer. There are accommodations for twelve hundred students, including ample laboratories for testing machines in Mechanical Engineering; and for motors, generators, etc., in Electrical Engineering; departmental libraries, recitations and lecture rooms and a beautiful and unique drafting room.

It is the intention of the founder of this college that it shall be equal to anything of its kind in the country. The courses now in operation are Mechanical, Electrical and Civil Engineering, and practical Chemistry. Other courses will be added. The most thorough theoretical instruction is combined with equal thoroughness in practical knowledge. Men both learn and do things.



LYMAN CORNELIUS SMITH COLLEGE OF APPLIED SCIENCE



CORLISS ENGINE—ELECTRICAL LABORATORY

The University is fully equipped to do the work in Physics, preparatory to these Engineering Courses, having a large building well equipped with apparatus, all of the most approved pattern.

Syracuse is a favorable location for an engineering school. It is a city of varied forms of manufacture. It is on the main line of the greatest railroad of our country, and within three hours of the great lakes. There are most ample opportunities for experimentation.

Syracuse is a center of many cities and villages where there are power and lighting plants. It is becoming a center of trolley roads. It therefore, affords opportunity for skilled engineers to procure situations, as it does also for the practical study of the engineering courses.

SCOPE OF WORK

The Engineering courses are established in accordance with the latest and best views of engineering education. There is full recognition of the fact that the modern engineer, in the successful practice of his profession, must be familiar with engineering matters of the most comprehen-

sive character, including knowledge of Civil, Electrical, Mechanical, Mining and Chemical engineering methods, business management, economic organization and control of large enterprises.

The courses all rest on the basis of a thorough mathematical preparation. The Mechanical and Electrical Engineering courses are identical for the first two years, and in the third year each borrows considerably from the other while maintaining its own special subjects. The Civil Engineering course, likewise in carrying out its bridge, railroad, and municipal construction requires practical courses dealing with manufacturing and mining interests. Engineering chemistry enters largely into all the courses and for those who may desire to specialize in this subject in the direction of manufacturing, facilities will be provided.

The aim in all departments is to produce practical men, who will be useful from the very beginning of their professional career.

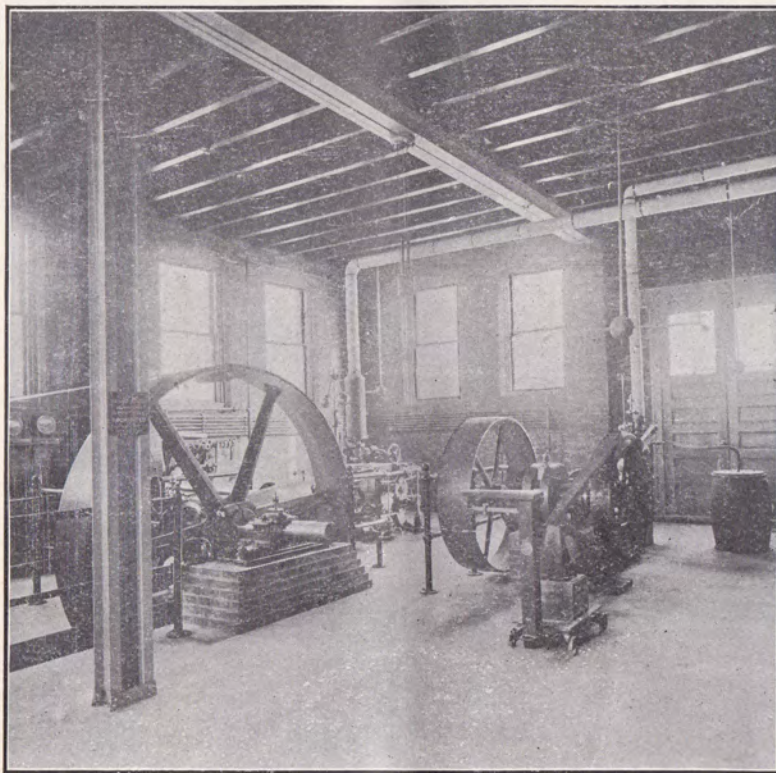


SECTION OF WOOD WORKING SHOP—ENGINEERING

COURSES OF INSTRUCTION

The following courses of instruction are, to some extent, common to all departments:

Geodetic and Topographical Engineering; Structural Engineering; Hydraulic and Sanitary Engineering; Electrical Machinery; Electrical Installation; Electrical Laboratory; Alternating Currents; Mechanical Drawing; Machine Design; Shopwork; Steam Engineering; Mechanical Laboratory; Engineering Economics; Shop Organization.



SECTION OF ENGINE ROOM—ELECTRICAL ENGINEERING

CIVIL ENGINEERING

Courses special to Civil Engineering are those in Geodetic, Topographical, Structural, Hydraulic, and Sanitary Engineering. These include work in Surveying in all its branches, Mechanics and Resistance of Materials, Designs of Bridges and Masonry, Winter Supply and Sewage Systems, and practice in the Testing and in the Hydraulic Laboratory.

ELECTRICAL ENGINEERING

Courses special to Electrical Engineering are those in Electrical Machinery and Installation, Electrical Laboratory, and Alternating Currents. These include work on Direct Current Dynamos and Motors, Alternators, Transformers, Induction Motors, Light and Power Systems, Electric Railroads Apparatus, Testing and Control of Electrical Machinery, Characteristic Curve plotting, and Advanced Problems in Alternating Current Engineering.

MECHANICAL ENGINEERING

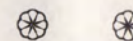
Courses special to Mechanical Engineering are those in Mechanical Drawing, Machine Design, Shopwork, Steam Engineering and Mechanical Laboratory. These include work in Free-Hand Drawing and Lettering, and Machine Drawing, Kinematics, Elementary Design of Machinery, and Advanced Designs leading to graduate work and unlimited in scope.

The shopwork is continuous from the beginning of the first to the middle of the fourth year, and includes Carpentry and Joinery, Wood Turning, Cabinet and Construction work, Pattern making, Foundry work, Forging, Chipping and Filing, Machine Tool work, Machine Construction, and Tool Making.

Steam Engineering begins with the third year and includes a study of the Steam Engine in all its forms, Boilers, Power Plants, Pumps, Air Compressors, Gas Engines, Steam Turbines, the Thermo-dynamics of the subject being carefully covered in class, and work in the Mechanical Laboratory accompanying class-room study for purposes of experimentation and observation.

All departments participate in giving the courses in Engineering Economics and Allied Work, the former including Contracts and Specifications, Shop Organization and Management, and Railroad Economics, while the latter covers Telephony and Telegraphy, Marine Engineering, Heating and Ventilation and Special Engineering of an original and advanced character.

The application of power in the shops is arranged to illustrate the belt driven, motor attached and counter shaft motor methods. The machines and apparatus are the latest patterns and as good as money can buy.



For detailed information about any of the Colleges of the University send to THE REGISTRAR for the University Catalogue. Special Bulletins of the College of Medicine and of the College of Law can be had on application.

Summer School

JULY 5—AUGUST 16

1905

FACULTY

FOR SUMMER SESSION

JAMES R. DAY, S. T. D., D. C. L., LL. D.
Chancellor

FRANK SMALLEY, Ph. D.
Dean of the College of Liberal Arts

FRANKLIN J. HOLZWARTH, Ph. D.
German. Director of the School

WILLIAM H. METZLER, Ph. D.
Mathematics. Secretary of the School

ERNEST N. PATTEE, M. S.
Chemistry. (Lecturer)

EDGAR C. MORRIS, A. M.
English. (Lecturer)

CHARLES W. CABEEN, Ph. D.
Romance Languages

ISMAR J. PERITZ, Ph. D.
Semitics. (Lecturer)

THOMAS C. HOPKINS, Ph. D.
Geology. (Lecturer)

J. RICHARD STREET, Ph. D.
Pedagogy. (Lecturer)

EDWIN L. EARP, Ph. D.
Sociology. (Lecturer)

PERLEY O. PLACE, A. M.
Greek and Latin

MORRIS P. TILLEY, Ph. D.
English

EARL E. SPERRY, Ph. D.
History and Political Economy

ROYAL A. PORTER, M. S.
Physics

EDWIN H. ARCHIBOLD, Ph. D.
Chemistry

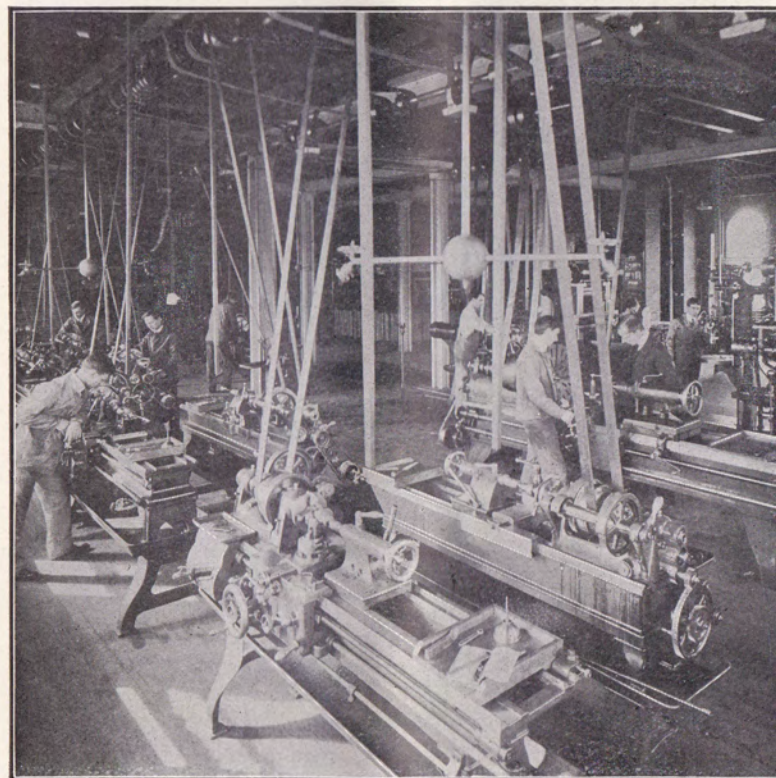
DANIEL PRATT, A. M.
Mathematics

ARTHUR W. TOWNE, A. B.
Sociology. (Lecturer)

FRANK L. MEAD, A. M.
(Lecturer)

RANDOLPH T. CONGDON, A. B.
English

CHARLES R. DRUM
(Lecturer)



SECTION OF MACHINE SHOP—ENGINEERING

General Information

OBJECT

The principal object of the Summer School is to furnish instruction suitable to the needs of several classes of persons, viz.: (1) teachers of elementary and secondary schools who desire to prosecute further study; (2) students who wish to review preparatory work before presenting themselves for college entrance or for state preliminary examinations; (3) college students who have entrance or other conditions to remove, or who wish to shorten the regular college course by gaining credits in the summer session; (4) any others who may be qualified to take the work.



WINCHELL HALL

Several departments will give courses on the pedagogy of their subjects and this side of the work will be emphasized.

In addition to the courses indicated the instructors will be glad to assist those in attendance by directing courses of reading on collateral subjects.

FACULTY

The members of the faculty are teachers of experience and masters of their subjects. They hold degrees from many colleges and universities.



SECTION OF GOLF FIELD—UNIVERSITY CAMPUS

EDUCATIONAL FACILITIES

The college library and laboratories will be at the disposal of the students. They will also have access to the large and well assorted city library.

LOCATION

The altitude and environment of the college campus afford a cool and delightful spot in which to pursue summer work. The city is surrounded by numerous points of interest to the student and lover of nature. Its water supply is as good as can be found anywhere in the country.

CREDIT FOR WORK

Candidates for a degree in the university will receive credit for work done in the summer session, provided their work satisfies the department and they pass the examination held at the end of the course in which credit is desired. A total of not more than six semestral hours will be allowed for the work of any one session. Students desiring credit are not allowed to take more than eighteen hours a week without permission.

EXPENSES

A tuition fee of \$25.00 will be charged for any two or more courses. Students wishing to take but one will be charged \$15.00.

Laboratory students will be charged for the cost of materials consumed. All fees must be paid at the opening of the session.

LECTURES

A valuable course of lectures has been arranged, with free admission to the students. This alone is worth more than one class-room course. No summer school in the country presents anything of the kind more instructive and entertaining. Course tickets will be offered to the public at a reasonable price. Some of the lectures will be illustrated. The lecturers and their subjects are as follows:

Franklin J. Holzwarth, Ph. D., Professor of German, "*A Summer's Ramble in Germany.*"

Ernest N. Pattee, M. S., Professor of Chemistry, "*Food Adulteration and its Detection.*"

Edgar C. Morris, A. M. Professor of English, "*The Idylls of the King.*"

Charles W. Cabeen, Ph. D., Professor of Romance Languages, "*Dante and the Divine Comedy.*"

Ismar J. Peritz, Ph. D., Professor of Semitics, "*Recent Babylonian Excavations.*"

Thomas C. Hopkins, Ph. D., Professor of Geology, "*The Story of the Glacier.*"

J. Richard Street, Ph. D., Professor of Pedagogy, "*Why the Mind has a Body.*"

Edwin L. Earp, Ph. D., Professor of Sociology, "*Social Aspects of Church Organization.*"

Frank L. Mead, A. M., Principal of Madison School, "*With Paddle and Pack.*"

Arthur W. Towne, A. B., Secretary The Associated Charities, "*Evolution of the Street Gang.*"

Charles R. Drum, Principal Prescott School, "*School Management.*"



FOOTBALL.

Courses of Instruction

GREEK

A. BEGINNING GREEK COURSE. This course is planned for those who wish to begin the study of Greek, either as a foundation for college entrance requirements in this language, or that they may be able to read Attic Greek with some degree of ease and accuracy. Emphasis will be placed on a thorough preparation for work in Xenophon's Anabasis—pronunciation, ready knowledge of forms and inflections, case and mood usages, a selected working vocabulary, some knowledge of word formation, constant oral drill and practice in writing English into Greek. Five hours a week.

Points of similarity and contrast with Latin usages will be considered.

TEXTS: *White's First Greek Book*, *Xenophon's Anabasis* (Harper & Wallace or Goodwin & White).

B. XENOPHON and HOMER. This course is planned for those who have had one year of Greek and who wish to pursue further the entrance requirements, and for those teachers whose training in Greek has been limited.

I. XENOPHON: *Books I and II* of the Anabasis will be read with especial attention to the method of translation, systematic review of inflections and usages, grouping of vocabularies, practice in Greek composition based on the text, sight reading. Note books.

II. HOMER: *Books I-II* will be read. The Homeric dialect. Grouping of words for the purpose of acquiring a definite Homeric vocabulary. Note books. Sight reading. Attic equivalents of Homeric expressions.

Bibliographies of helpful books will be supplied at the first meeting of the course and be available for reference in the seminar library, and points in the teaching of preparatory Greek will be considered in conferences. Five hours a week.

TEXTS: *Xenophon's Anabasis* (Harper & Wallace or Goodwin & White), *Greek Grammar* (Goodwin's or Babbitt's), *Homer's Iliad, I-IV* (Benner or Seymour).

LATIN

A. COURSE FOR TEACHERS. Five hours a week. This course will be devoted to the interesting field of ROMAN SATIRE. The necessary books are: *Merrill's Fragments of Roman Satire*, Tuebner texts of the *Satires of Horace, Persius, Juvenal*.

At the first meeting of this course helpful bibliographies will be supplied, and the books most valuable for reference will be available in the Classical Seminar Library. The assigned readings will be supplemented by selected readings by the instructor, and will aim to give a comprehensive view of the field. Careful consideration will be given to: (a) The History and Character of Ancient Satire; (b) Its Information Concerning the Private, Public and Religious Life of the Romans in the Periods Represented; (c) Matters of Style and Latinity; (d) The influence of Satire on the Literature of the Romans.

The human interest in the field of Roman Satire makes it of peculiar importance to the teacher of Latin and to the student of Roman civilization.

In connection with this course there will be at least six additional readings by the instructor from the Letters of Cicero and the Younger Pliny. These readings will be chosen with regard to their special interest in connection with political and social references. These readings will be at an afternoon each week.

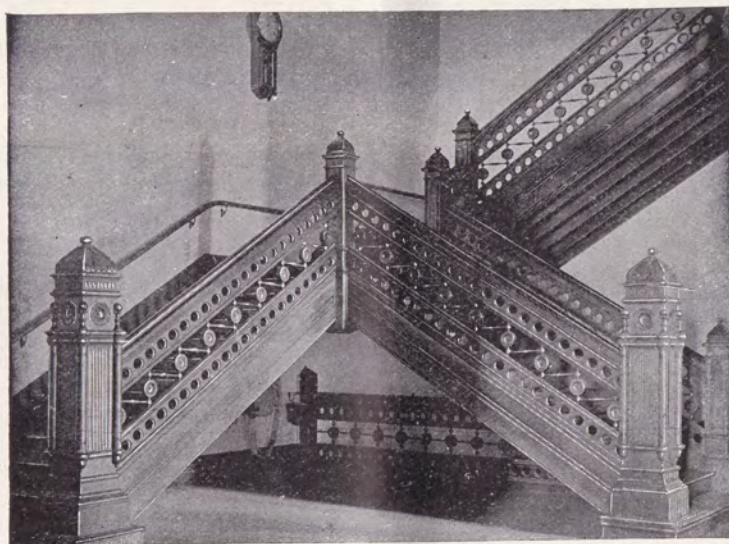
B. CICERO. Five hours a week. The following orations will be read and discussed: *Pro Milone*, *Pro M. Marcello*, *Pro Q. Ligario*, *Oratio Philippica XIII*. (Ginn & Co., text edition.)

Consideration will be given to Cicero's career as an orator and statesman, with references to passages in his rhetorical writings and correspondence. In this course emphasis will be placed on the reading of Latin aloud; the internal structure of these orations; their merits and style.

The most essential books of reference will be placed in the Classical Seminar Library, and lists of books valuable in connection with the teaching and study of Cicero will be supplied at the first meeting of this course.

Three separate lectures will be given on the three main periods of Roman Education.

C. LATIN COMPOSITION. This course is designed for undergraduates or teachers who desire additional training in this subject.



GRAND STAIRWAY—JOHN CROUSE COLLEGE

(a) The fundamental force of the Latin cases and their developed uses; (b) the Latin Subjunctive Mood in developed uses, and its fundamental force in independent sentences; (c) distinction in the content of Latin expressions apparently synonymous; (d) translation of English selections progressive in character planned to illustrate the literalness and accuracy of Latin expressions, idioms, sentence structure, emphasis.

Latin models of different styles will be presented and the idiomatic changes necessary in translation from one language to the other discussed. The leading Grammars and books useful in this course will be available for reference in the Seminar Library, and books helpful in the teaching of composition will be mentioned. The aim of this course will be to give an accurate knowledge of Latin grammatical usages, a sense of idiom and a feeling of the Latin as a flexible language. Conferences on the teaching of Latin composition. In conducting this course the language will be treated, as far as practicable, as a living language.

Two of these courses may profitably be taken by the same student.

For further information concerning the above courses address the Instructor, Prof. P. O. Place, 1204 East Adams St., Syracuse, N. Y.

D. ENTRANCE REQUIREMENTS IN LATIN. Provision will be made for those students who may wish to satisfy entrance conditions in *Cæsar*, *Cicero*, *Vergil's Eclogues* or some of the *Aeneid*, to take this work.

GERMAN

A. ELEMENTARY COURSE. Grammar. Translation from German into English, and elementary exercises in translating into German.

No previous knowledge of German is required.

Teachers and students desiring to review the principals of pronunciation, inflection, and the like, will find this course helpful.

The regular work will be supplemented by written tests. This course may be substituted for one-half year condition in Course 8 of entrance requirement. Five hours a week.

B. INTERMEDIATE COURSE. Rapid reading of modern German prose, supplemented by lectures on German literature of the nineteenth century. Sight translation and practice in writing German. Special attention given to pronunciation, word formation, prefixes and suffixes and the use of the subjunctive mood.

Students may substitute this course for one-half year condition in Course 9 of entrance requirements. Five hours a week.

C. ADVANCED COURSE. Reading of selections from *Lessing*, *Goethe* and *Schiller*. Collateral reading and reports. Composition and conversation on certain days of the week. Lectures on German life. This course is intended for teachers and others who are able to understand and use simple conversational German, and to read ordinary prose and poetry rapidly.

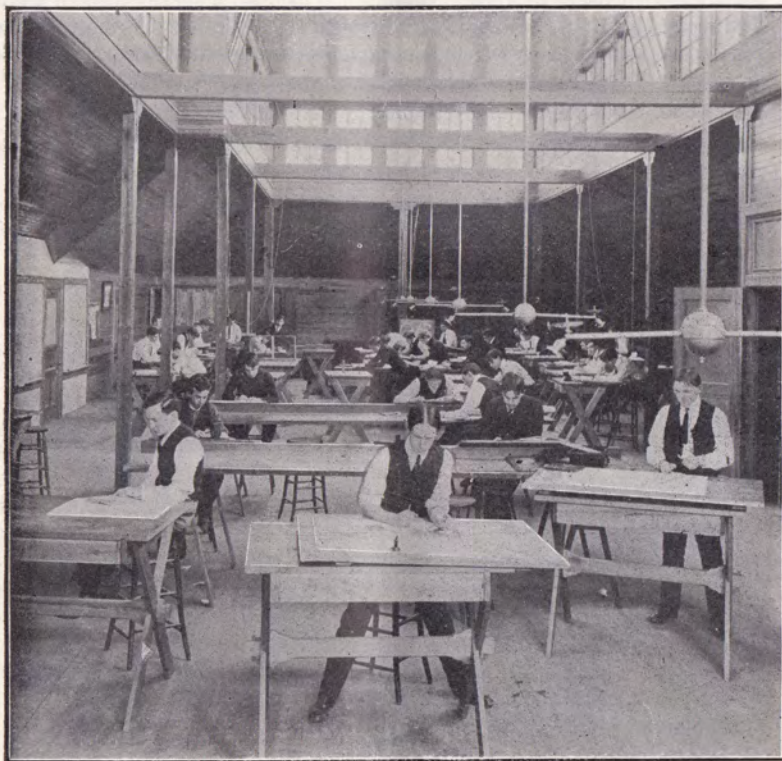
Students who desire to receive university credit for German III will be required to have the equivalent of Course II. Five hours a week.

ROMANCE LANGUAGES

FRENCH, SPANISH, ITALIAN*

ELEMENTARY COURSE. Fundamental grammatical rules, drill on forms, easy translation into and from English.

INTERMEDIATE COURSE. Grammatical drill and composition continued; reading of modern prose with reference to pronunciation and to idiomatic expressions; accurate rendering of the thought and appreciation of style.



SECTION OF DRAUGHTING ROOM—ENGINEERING

ADVANCED COURSE. Rapid reading of standard prose, poetry and drama, for cultivation of grasp of thought.

Due credit will be given for work done.

*The outline of courses given applies to Spanish and Italian as well to French. Details on application.

ENGLISH

A. ENTRANCE ENGLISH. Books prescribed for reading by the uniform college requirements. The aim in this course is to understand the general principles of construction exemplified in the books read, and to appreciate the elements of literary merit which make them classics. Frequent themes upon subjects connected with the literature of the course and with the student's experience will be required.

B. ENTRANCE ENGLISH. Books prescribed for study by the uniform college requirements. In this course the aim will be to get the full meaning of the author. The method here followed should stimulate the student to more careful reading in all his work.

If there is sufficient demand for courses A and B to warrant the expenditure of the extra time two hours per day will be given to each course.

I. ENGLISH COMPOSITION. Lectures and themes. May be taken to make up the composition part of either semester of English I as described in the college catalogue.

II. SHAKSPERE. Critical reading of two plays for content and interpretation as pictures of human life. Credit on the college course may be given to those students who have taken or later shall take English VII as described in the college catalogue.

AMERICAN LITERATURE from Franklin to Holmes. Lectures and reports. College credit for two semester hours can be given.

HISTORY

A. MEDIEVAL AND MODERN EUROPEAN HISTORY. A general course introductory to the study of history. A general survey of the political, religious, economic, and social development of Europe from the fall of Rome to the present day. It will include a general survey of the beginnings of civilization. A text will be used. Occasional lectures and required readings. Five hours a week.

B. MODERN EUROPEAN HISTORY SINCE 1789. Mainly political. Introductory to the political, social, and diplomatic conditions of the present day. The course will be more comprehensive of modern political affairs than Course A. Lectures and required readings. Five hours a week.

C. AMERICAN HISTORY (1765-1860). A general course on the political history of the United States. After a brief résumé of colonial history, the causes and process of the Revolution, the formation of the Union, the rise and growth of parties, the development of democracy, the influence of slavery and western expansion on the political life will be studied. Lectures and required readings. Each student will be expected to write at least one essay dealing with the period studied. Five hours a week.

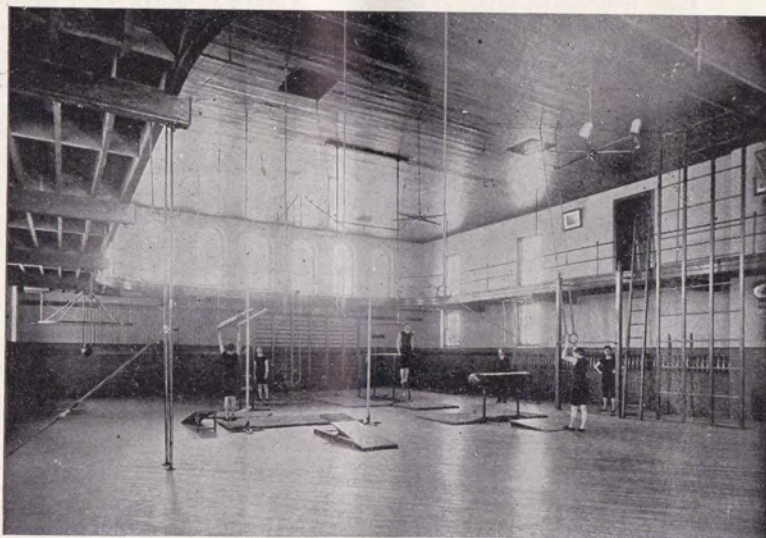
D. AMERICAN CONSTITUTIONAL HISTORY. An historical study of the Federal Constitution. It will trace the development of the American Constitution in its three divisions—executive, legislative and judicial. The origin, growth, and differences from the English Constitution will be noted. The course is especially adapted for those intending teaching civil government. Lectures, recitations and required readings. Five hours a week.

(Or the following course (A) may be substituted if preferred):

POLITICAL SCIENCE AND ECONOMICS

A. **POLITICAL SCIENCE.** A study of modern political philosophy on the origin, nature, functions and ends of political organizations. The course will include a brief summary of the political thought of modern philosophers. Alternate lectures and recitations. Five hours a week.

B. **ECONOMICS.** A course preparatory to the study of Economics. An effort will be made to familiarize the student with the fundamentals of Economics, and especially to train him in economic reasoning. Lectures and recitations. Five hours a week.



SECTION OF THE GYMNASIUM

MATHEMATICS

A. **GEOMETRY.** Five hours a week.

B. **ALGEBRA.** Five hours a week.

C. **TRIGONOMETRY.** Five hours a week.

D. **ANALYTICAL GEOMETRY.** Five hours a week.

E. **CALCULUS.** Five hours a week.

Courses A, B, C, D and E are designed for those who wish to remove entrance, or college conditions, or to obtain college credit, and for teachers who wish to become more familiar with the general principles and methods of elementary mathematics.

F. **TEACHERS' COURSE.** In this course methods of teaching the mathematics of secondary schools are considered, as well as something of their conduct. Three hours a week.

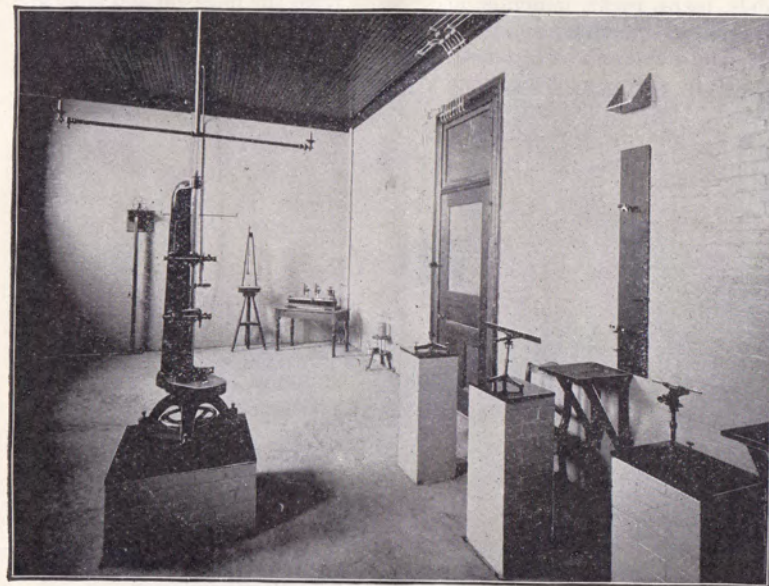
CHEMISTRY

A. **GENERAL CHEMISTRY.** A course on the general principles of chemistry, consisting of lectures and laboratory work, intended primarily for those who have had some chemistry and wish to gain a more complete knowledge of the subject. Students who are deficient in Chemistry I. as well as those who have completed a part of their entrance requirements in chemistry will be given an opportunity to make up this work.

B. **QUALITATIVE ANALYSIS.** A course in basic and acid analysis which may be supplemented by the better known quantitative determinations. This course will consist of laboratory work, lectures, conferences and examinations. Where the student spends as much as thirty hours a week on this course it should be possible to complete the work required for Chemistry III. (B). Students who are deficient in Chemistry III. will be given an opportunity to complete their work.

C. **QUANTITATIVE ANALYSIS.** A laboratory course with conferences. The more important gravimetric and volumetric determinations will be carried out in the laboratory. By devoting his whole time to this course the student should be able to complete the work required for Chemistry IV.

Arrangements will be made for other courses in chemistry for such students and teachers as are capable of doing more advanced work.



MECHANICAL MEASUREMENTS—LABORATORY—DEPARTMENT OF PHYSICS

PHYSICS

The courses offered are designed to be taken together and are both covered by the text-book used, Thwing's Elementary Physics. They may, however, be taken separately. A fee of \$1 for course A and \$2 for course B is charged to cover cost of materials used.

A. ELEMENTARY PHYSICS. Text. Five recitations a week covering Mechanics, Heat, Electricity, Sound and Light. Suggestions will be given in regard to the construction of apparatus and the performing of illustrative experiments.

B. LABORATORY PRACTICE. Three periods of three hours each a week. The experiments are quantitative and will be so selected as to cover all of the topics usually included in an elementary course.

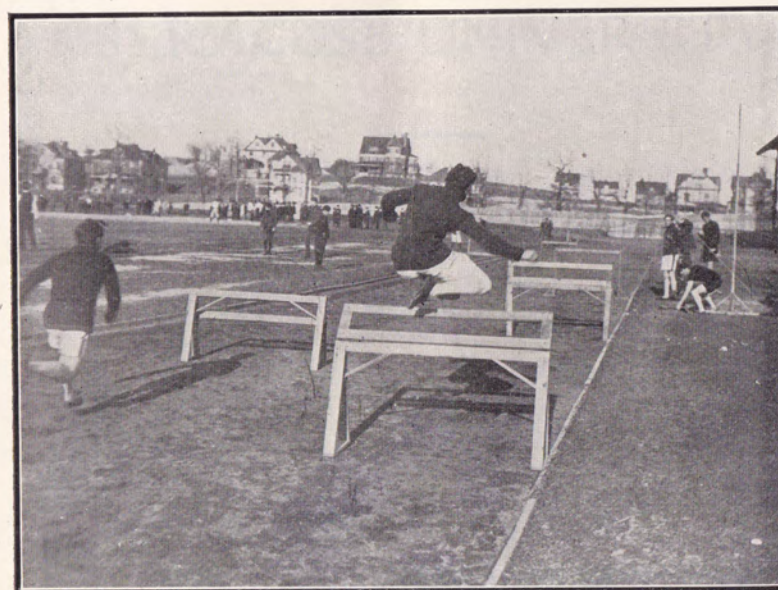
Arrangements may be made for more advanced work in special courses.

GEOLOGY AND PHYSICAL GEOGRAPHY

A. GENERAL GEOLOGY. Lectures and laboratory work on the general principles. Erosion, sedimentation, glaciers, volcanoes, earthquakes, the classifications of rocks and the principal events of the different geological periods.

B. PHYSICAL GEOGRAPHY. Lectures and laboratory work. A study of the land forms, the ocean, lakes and the atmosphere.

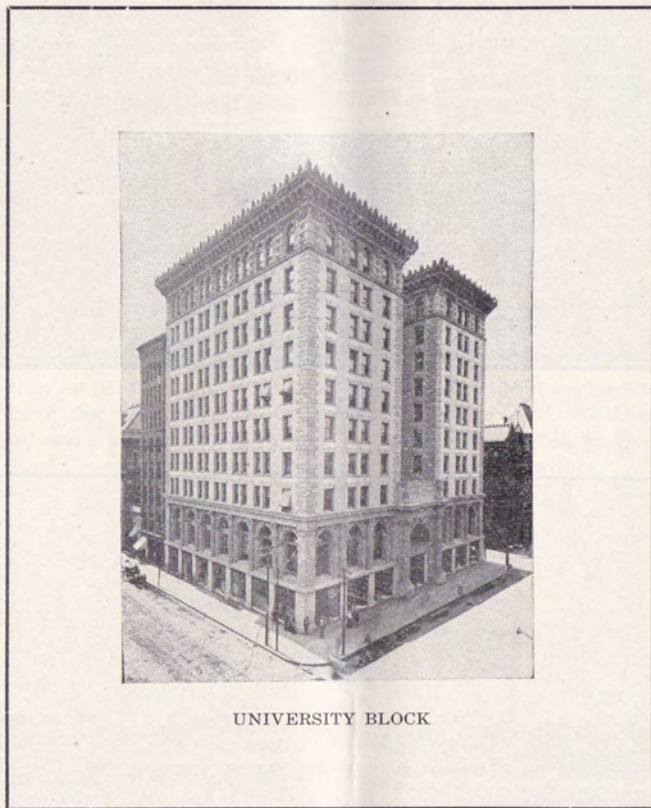
The courses will be illustrated by lantern slides, photographs, relief models, maps, rocks, minerals, and fossils from the museum and laboratories of the University and the equipment of the U. S. Weather Bureau office, and numerous field trips. The region accessible to Syracuse is wonderfully rich in geological and geographical illustrations.



HURDLING



POLE VAULTING



UNIVERSITY BLOCK

SYRACUSE UNIVERSITY

COLLEGE OF LIBERAL ARTS

Courses: Classical
Philosophical
Science
Summer School, see pages 34-46

COLLEGE OF FINE ARTS

Courses: Architecture
Belles Lettres
Music
Painting

COLLEGE OF MEDICINE

Course: Four Years

COLLEGE OF LAW

Course: Three Years

COLLEGE OF APPLIED SCIENCE

Courses: Civil Engineering
Electrical Engineering
Mechanical Engineering

SUMMER SCHOOL
JULY 5--AUGUST 16, 1905

SEE PAGES 34-46 OF THIS BULLETIN

AN UNEXCELLED
COURSE OF LECTURES
by distinguished men
Broad range of Topics
Free to Summer Students
See pages 34-46 ::: :::

Department of the Interior,

UNITED STATES INDIAN SERVICE,

Indian Industrial School,

CARLISLE, PA.

44805

Indian Office,

Incl. No.

1905

June 8, 1905

Mr. John R. Wise,

Acting Supt.

Dear Sir,

I respectfully request to be detailed to attend Summer School at Ypsilanti Normal School, from June 26 to July 16 inclusive (3 weeks.) Also the rest of the time towards a two weeks' course in Physical Culture at Chautauqua, from July 31 to Aug. 8 (one week)

I desire to take the course offered in Elementary Agriculture at Ypsilanti, Mich.

Very Respectfully

Clara L. Smith.

Approved:

J. R. Wise

Acting Supt.

Department of the Interior,

UNITED STATES INDIAN SERVICE,
Indian Industrial School,

CARLISLE, PA.

June 8th, 1905

Mr. John R. Wiser,
Acting Superintendent.

Dear Sir;

I respectfully request to be detailed to attend the Summer School at Ypsilanti, Michigan, from June 26 to July 25 inclusive.

I wish to take a course in Elementary Agriculture, also a general study of domestic animals under Prof. Sherzer. See course of study in the Michigan State Normal College enclosed.

Respectfully

Emma A. Cutter.

Senior Teacher.

Approved:

J. R. Wiser

Acting Superintendent.

E. A. Cutter

Michigan State
Normal College

Summer School
of the
Michigan State Normal College
Ypsilanti, Michigan

June 26 to August 4
Inclusive, 1905

Michigan State
Normal College

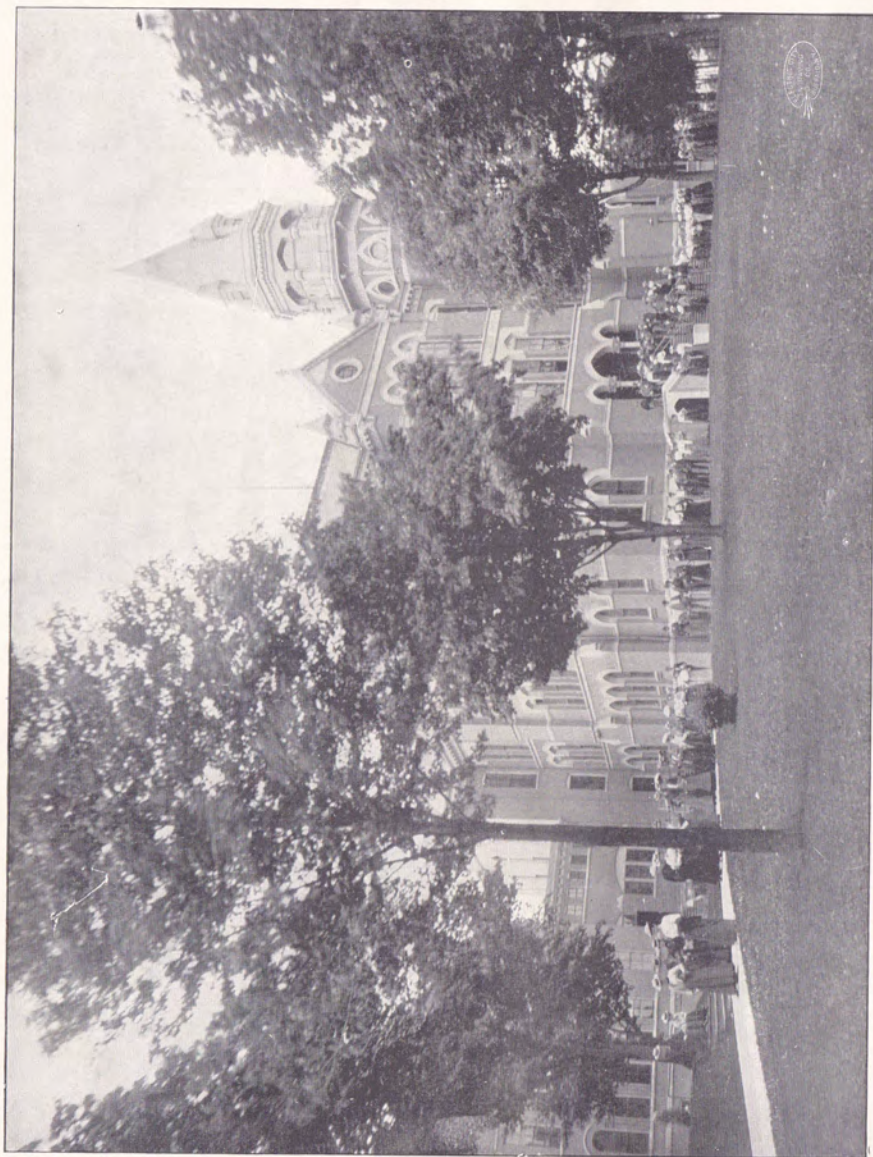
Summer School

at the

Michigan State Normal College

Ypsilanti, Michigan

June 26 to August 1
Twentieth, 1903



MAIN BUILDING

FACULTY OF THE SUMMER SCHOOL

L. H. JONES, A. M., PRESIDENT.

- MARK S. W. JEFFERSON, A.M.,
Professor of Geography.
- ELMER A. LYMAN, A.B.,
Professor of Mathematics.
- WILL H. SHERZER, M. S., Ph. D.
Professor of Natural Sciences.
- EDWIN A. STRONG, A. M.,
Professor of Physical Sciences.
- SAMUEL B. LAIRD, M. S., B. Pd.,
Professor of Psychology.
- CHARLES O. HOYT, Ph. D.,
Professor of History of Education.
- NATHAN A. HARVEY, Ph. D.,
Professor of Psychology and Institute Conductor.
- DIMON H. ROBERTS, A. M.,
Superintendent of Training School.
- WILBUR P. BOWEN, M. S., B. Pd.,
Professor of Physical Education.
- J. S. LATHERS, B. L.,
Professor of Reading and Oratory.
- HELEN B. MUIR,
Instructor in Latin and Greek.
- ORLAND O. NORRIS,
Instructor in Latin and Greek.
- ANNA H. OLMSTED
Instructor in Drawing.
- ALMA BLOUNT, Ph. D.,
Instructor in English.
- ESTELLE DOWNING, A. B.,
Instructor in English.
- MARGARET LOCKWOOD,
Instructor in Geography.
- MARY B. PUTNAM, Ph. B., B. Pd.,
Instructor in History.
- BERTHA G. BUELL, B. L.,
Instructor in History.

EDNA T. COOK, B. S.,
Instructor in History.
ADA A. NORTON, Ph. M.,
Instructor in Mathematics
KATE R. THOMPSON,
Instructor in Mathematics.
FRANK JENSEN,
Assistant in Mathematics.
IDA B. P. FLEISCHER, Ph. D.,
Instructor in Modern Languages.
MARY JOY LOMBARD, B. L.,
Instructor in Modern Languages.
CLYDE E. FOSTER,
Instructor in Music.
RUTH PUTNAM,
Instructor in Music.
JESSIE PHELPS, M. S.,
Instructor in Natural Sciences.
FREDERICK R. GORTON, M. S., B. Pd.,
Instructor in Physical Sciences.
FANNIE CHEEVER BURTON, M. Pd.,
Director of Women's Gymnasium.
INEZ CLARK,
Instructor in Physical Education.
MARY M. MASTER,
Instructor in Reading and Oratory.
EDNA FLARIDA,
Assistant in Drawing.
ALICE VAN HOUTEN,
Assistant in Drawing.
LILLIAN WORDEN,
Assistant in Drawing.

TRAINING SCHOOL.

DIMON H. ROBERTS, A. M., SUPERINTENDENT.

HESTER P. STOWE,
Kindergarten.
JESSIE HAMMOND,
Assistant—Kindergarten.
MARGARET E. WISE,
First Grade.
ADELLA R. JACKSON,
Second and Third Grades.

ELLA M. WILSON,
Fourth and Fifth Grades.
MATTIE ALEXANDER MARTIN, A. B.,
Sixth and Seventh Grades.
ALICE I. BOARDMAN,
Manual Training.
ANNETTE F. CHASE,
Domestic Science and Art.

Schedule of Classes. Summer Term. 1905.

7-8	8-9
Animal Studies (7-9)	†Algebra, Elementary
Arithmetic, Teachers' (8-9)	Anglo Saxon (2-3)
Blackboard Sketching	Arithmetic, Teachers' (7-8)
Civics, Teachers' (8-9)	Basket Ball (w)
General Method (8-9)	Blackboard Sketching (9-10)
Grammar, Preparatory (8-9)	Chemistry 4 (9-10)
Greek 1 (2-3)	Civics, Teachers' (7-8)
Harmony 1 (8-9)	Domestic Science (8-10)
†History, General (8-9)	Drawing, Elementary 1 (9-10)
Minerals and Rocks (7-9)	Drawing, Elementary 2 (9-10)
Psychology 2 (8-9)	Geometry, Analytical (11-12)
Science of Education	General Method (7-8)
	German 1 (3-4)
	*Grammar, Preparatory (7-8)
	Harmony 1 (7-8)
	History of Education (9-10)
	†History, General (7-8)
	Latin, 1 (11-12)
	Manual Training
	Music, Teachers' (9-10)
	†*Physics 1 (9-10)
	Principles of Criticism 1 (9-10)
	Psychology 2 (7-8)
	Vocal Music, Elements of, 1 (9-10)
9-10	10-11
Blackboard Sketching (8-9)	Algebra, Higher (3-4)
Chemistry 4 (8-9)	*Arithmetic, Review
Drawing, Elementary 1 (8-9)	†Chemistry 1 (11-12)
Drawing, Elementary 2 (8-9)	Drawing, Advanced (11-12)
French 1 (2-3)	Drawing, Elementary 1 (11-12)
Geometry, Method in	Elocution 2 (1-2)
Geometry, Plane (3-4)	French, Advanced (3-4)
German, Advanced (2-3)	Geography, Advanced
†Grammar, Teachers' (3-4)	Geology, Physiographic
History of Education (8-9)	History, Adv'd American (11-12)
Latin Writing	*History, United States
Music, Teachers' (8-9)	Latin Etymology
Nature Study, Primary	Kindergarten—Pri. Music (11-12)
Physical Edu'n, Teachers' (10-11)	Physical Laboratory Pract. (11-12)
*†Physics 1 (8-9)	Physical Edu'n, Teachers' (9-10)
Principles of Criticism 1 (8-9)	Physical Training 1 (w)
Reading, Teachers' (2-3)	Plant Studies (10-12)
*Rural School Gymnastics	Political Economy (11-12)
Trigonometry (3-4)	Public School Gymnastics
Vocal Music, Elements of, 1 (8-9)	Reading and Orthoepey (2-3)
	School Supervision
	Voice Culture 1 (11-12)

Schedule of Classes. Summer Term. 1905.

11-12	1-2
†Chemistry 1 (10-11)	*†Algebra, Elementary
Domestic Art	Drawing, Elementary 1 (2-3)
Drawing, Advanced (10-11)	Drawing, Elementary 1
Drawing, Elementary 1 (10-11)	Elocution 2 (10-11)
Elocution 1 (3-4)	Psychology 1 (3-4)
*Geography, General	
Geometry, Analytical (8-9)	
History, Adv. American (10-11)	
Kindergarten—Pri. Mus. (10-11)	
Latin 1 (8-9)	
Manual Training	
Physical Lab. Practice (10-11)	
Physical Training 5 (w)	
Political Economy (10-11)	
Public School Gymnastics	
Voice Culture 1 (10-11)	
2-3	3-4
Anglo Saxon (8-9)	Algebra, Higher (10-11)
*Arithmetic, Review	Elocution 1 (11-12)
Astronomy, General	French, Advanced (10-11)
*Civil Government	†Geometry, Plane (9-10)
Drawing, Elementary 1 (1-2)	German 1 (8-9)
French 1 (9-10)	†Grammar, Teachers' (9-10)
Geography, Field (2-4)	Hist., Nineteenth Century (2-3)
German, Advanced (9-10)	*Physiology, Review
Greek 1 (7-8)	Psychology 1 (1-2)
Hist., Nineteenth Century (3-4)	Rhetoric, Advanced (2-3)
Old English	Trigonometry (9-10)
Physics, Method in	Tennis, (m and w)
Public School Gymnastics	Vocal Music, Elem. of, 2 (2-3)
Reading and Orthoepey (10-11)	
Reading, Teachers' (9-10)	
Rhetoric, Advanced (3-4)	
Vocal Music, Elem. of, 2 (3-4)	

*For Rural Schools.

†State Certificate Examinations.

The number following each subject indicates that this class meets also at that hour.

SUMMER SCHOOL OF THE MICHIGAN STATE NORMAL COLLEGE

The Faculty of the Michigan State Normal College will offer work in all its departments, during the six-weeks' Summer Session of 1905. The Library and Laboratories will be open, and all other facilities of the institution will be placed at the disposal of the students. Summer school will begin June 26 and close August 4. Monday, June 26, will be classification day; classes will begin recitations Tuesday, June 27.

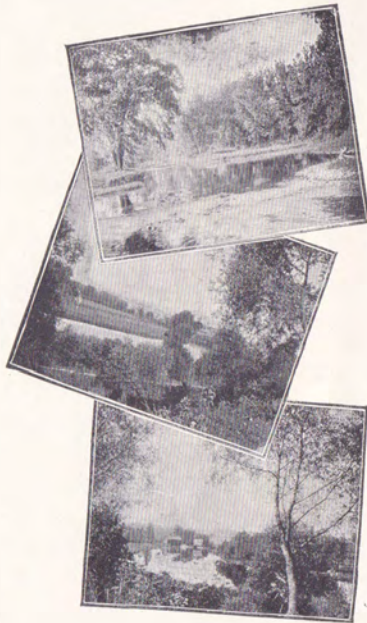
The courses offered will be, *regular*, *special* and *general*, as follows:

REGULAR COURSES

Students pursuing regular work, and desiring credit, will be able to complete two subjects of twelve weeks each, in either general or specializing courses of the College, by taking two recitations per day in each subject. They will enjoy the additional advantage of attending the lectures on general educational topics, which will be given at frequent intervals during the session by men of national reputation, and which will be free to all students, both regular and special. The lectures will occur at an hour in which they will not conflict with regular classes.

SPECIAL COURSES

Special Courses in School Supervision and General Method, will be offered by members of the faculty and by others engaged for the purpose. These courses will be of such a nature as to make them of especial value to teachers who have had experience in teaching or supervision, and



who wish to broaden and deepen their knowledge in the light of that experience.

Special courses of six weeks will also be offered for village and rural school teachers, and for those wishing to prepare for examinations before County Boards or the State Board of Education.

Courses of six weeks will also be given in methods in various departments.

An observation school will be conducted by the faculty of the training school, including the kindergarten and first seven grades. Special attention will be given to manual training in these grades.

Classes in Domestic Science and Art will be given during the entire term.

The new science building will be used by the science department. Well-equipped physical, chemical, zoölogical, geological, and botanical laboratories will be open to students, without extra expense. The geographical department will offer excursions to points of interest in connection with this important branch of school work.

The conservatory of music will be open during the entire six weeks of the Summer Session. Courses in public school music and methods of teaching will be free to members of the Summer School. In addition, courses in voice culture, sight singing and harmony will be given.

The department of drawing will give special attention to work suitable to those wishing to become supervisors of this branch, as well as to those who wish general class work in drawing. The entire art collection of the department will be at the service of the classes.

A well-equipped gymnasium for men, and one for women, will be open with regular work adapted to the

needs of students of the summer school. Methods in adapting gymnastic exercises to public schools will receive careful attention.

GENERAL COURSES

The general lecture courses which proved so popular and helpful last year, will be given again this year. *These are all free.* They will consist of lectures on educational themes of interest to teachers who seek inspiration, improvement, and advancement in their profession, and will be given for the general benefit of the whole body of students.

Dr. Edward Fuller Bigelow, well known as a lecturer on Nature Study subjects, and also as editor of Popular Science, will give a course of eight lectures, many of them illustrated. His recent work as editor of the Nature and Science department of St. Nicholas has made him well known to the young people of the country, and has emphasized his wonderful power of clear statement of the interesting facts of nature as related to common living. For many years he has charmed and instructed teachers in summer schools at Martha's Vineyard, Wood's Holl, Connecticut College of Agriculture and elsewhere. The Normal College is fortunate to secure him for so extensive a course.

Dr. Clifton Fremont Hodge, Professor of Biology in Clark University, will give an extended series of lectures. He will treat physiology for the teacher and student, the effects of stimulants and narcotics on the human system, and methods of teaching nature study in elementary schools. He will also touch upon general pedagogical subjects.

Miss Mary E. McDowell, a well-known social settlement worker in Chicago, will discuss topics relating to social settlement work, the human side of the labor struggle, the school as a social center, etc.

Dr. Nathaniel Rubinkam, lecturer on English literature in the University of Chicago, will give a course of lectures on his favorite themes.

Dr. George Edgar Vincent, Professor of Sociology of the University of Chicago, whose work in the summer school last year proved so enjoyable and helpful, will give a brief course during the coming summer.

Arrangements are being completed with other scholars and lecturers, and it is our intention to make our lecture course during the coming summer school the most brilliant and instructive that will be given anywhere in the west.

The President's Round Table

President L. H. Jones will conduct a Round Table, at which practical educational questions and problems will be discussed. This cannot fail to be of personal interest and value to every progressive teacher.

Fees

The regular fee for the six weeks is \$3.00. This fee covers all the work of the departments and all lectures.

Those taking the courses for village and rural schools will not be charged any fee.

All lectures are free to all members of the Summer School.

Good table board can be had at \$2 to \$2.50 per week. Rooms cost from 50c to \$1 per week. Rooms for light housekeeping can be had at slight expense.

Location

The Michigan State Normal College is located at Ypsilanti. Ypsilanti is a beautiful and healthful city, having a population of about 8,000. The College buildings are on high ground, overlooking the city, giving almost ideal conditions for a Summer School. The city is on the main line of the Michigan Central Railroad, over which it is readily accessible from all points on the various divisions of the Michigan Central system. The Ypsilanti branch of the Lake Shore and Michigan Southern gives a means of approach from the south and west. The D. Y. A. A. & J. electric line passes through the College Campus, giving communication every half hour with Detroit, Ann Arbor, Jackson and intermediate points. The same electric line makes connection with the Ann Arbor Railroad at Ann Arbor, and with the Pere Marquette system at Wayne, and at Detroit and Jackson with the various roads entering those cities.

Purpose

"The purpose of the Normal School shall be the instruction of persons in the art of teaching, and in all the various branches pertaining to the public schools of the State of Michigan." This statement, taken from the Act of 1889 revising and compiling the school laws, clearly indicates the guiding principle in all that relates to the work of the college. It is with this purpose in view that selection of teachers is made, that courses of study are arranged, libraries and laboratories equipped, and a training school of ten grades and kindergarten is conducted. The institution stands for three essentials in the preparation of the teacher: (1) a high grade of scholarship; (2) the study of education as a science; (3) practice in teaching under expert supervision and criticism.

Building and Equipment

The College occupies six buildings upon a campus of more than fifteen acres, and represents a plant valued at \$400,000. Separate buildings are devoted to physical training, the Training School, the Students' Christian Association, Science, and the Conservatory of Music. The main building, besides lecture rooms, contains the assembly hall, with chairs for a thousand persons, the general and most of the department libraries, the astronomical observatory, the museum, and the general offices.

The Gymnasium has a full and modern equipment of apparatus, including wall and floor pieces, baths and running track, metric machines, and provisions for directed games and indoor recreation.

The Conservatory of Music, in addition to the regular prescribed and elective work of the College courses, given without extra cost (see p. 9), offers private lessons in voice culture, piano, pipe organ, and other instruments, for which the usual fees are charged. The opportunities for a varied, expert and professional training in musical theory and execution, are not surpassed in the northwest.

The several laboratories are furnished with tables and apparatus for individual instruction in chemistry, physics, botany, zoölogy, geology, astronomy, and physiology.

The Library occupies three large rooms, one of which is set apart for reference works and the use of readers. It has 23,500 volumes, and is easily accessible to students.

The Faculty

Instruction for the summer term will be given by the regular members of the faculty, including heads of departments, together with assistant professors and instructors,

with additional assistants wherever needed. The work for the summer school is under the control of the State Board of Education, as is that of any other part of the year.

Credits

As the courses of instruction offered during the summer school are given by the regular members of the College faculty, credits in them may be earned in the same way as at any other time of the year.

By action of the council not more than twenty-four weeks' credit may be earned during the summer school of six weeks. A large number of courses giving six weeks of credit will be offered. Such subjects as are required for graduation will be given as twelve weeks' courses, and classes will meet for recitation twice each day during the session.

Students not working for credits upon a college course, will have their classification arranged to suit their individual needs, and may enter without examination.

Conditions of Entrance

Those who are working for credits will be held to the same conditions for entrance as apply to other quarters of the year. The following quotation from the records of the State Board of Education explains itself:—

"The Michigan State Normal College recognizes that there is a public school *system* in Michigan. It proposes, therefore, to give due credit for all work done in the public high schools of the commonwealth that are organized in accordance with the prevailing standard for such work in the state. The recognition constitutes an important change of policy of a higher state institution toward the public

high school. The following extracts from a resolution passed by the State Board of Education, at the request of the President and heads of departments of the college, quite fully express this change of policy:

1. That all pupils regularly graduated from twelve-year public-school systems having not less than thirty-six weeks per year, in which four full years are devoted to high school work, with not less than two thoroughly equipped teachers wholly employed in distinctively high school work, be admitted to the regular two-years' life certificate college courses without examination.

2. That all pupils who have finished not less than two years of high school work in a twelve-year course, as above outlined, be admitted on their record to the four-years' life certificate course in the Normal College, receiving credit on this course for all work which they may have already done beyond the first two years of the high school course. Students are urgently advised, however, to complete the high school course at home, as no time can be gained on the Normal College life certificate course by taking any high school work at the college.

3. That the pupils unable to maintain a satisfactory standing during the first term in the Normal College, may, in the discretion of the faculty in each case, be dropped from the roll of the school, or required to repeat the work not satisfactorily completed on the first trial; and that all such cases be reported back to the high schools from which they came, with the facts in each case, to the end that the superintendents and principals of high schools throughout the state may learn what our standard of requirement is, and take measures to prevent pupils from coming to us without due preparation; and that should successive cases

of defective preparation be found to come from certain schools, the privilege of admission without examination, may, in the discretion of the faculty, be withdrawn from graduates of such schools."

Persons who do not desire credit on the books of the college for work done, will be admitted without examination to such courses as their previous training warrants.

Graduates of colleges of high rank, and persons that have taught under a life certificate granted by the State Board of Education, or a first grade teacher's license that has been endorsed by the State Superintendent of Public Instruction, are also exempt from entrance examinations.

For others the examination set will include algebra, grammar, reading and orthoepy, geography, United States history, civil government, and physiology. The examinations will occur Monday, June 26.

Graduates of accepted high schools should write to the President some time in advance and ask for the "high school blank." This should be filled out and signed by the principal of the high school, or by the superintendent, and presented together with the diploma on entering. No other credentials are necessary.

Course in Elementary Agriculture

Special Announcement

Arrangements have just been completed—too late for insertion in the general circular—with Professor Charles William Burkett, of the North Carolina College of Agriculture and Mechanic Arts, to give a practical course in ELEMENTARY AGRICULTURE during the three weeks of the Washtenaw County Teachers' Institute, which will be held in the training school building during the first three weeks of the Normal College Summer School (June 27 to July 14). Professor Burkett has given much attention to the pedagogic phases of this coming subject, and is joint author of a most attractive little work (*Agriculture for Beginners*), which will be used as a reference text. The course is intended primarily for rural and grade teachers, and will consist of class exercises and field demonstrations. The science and art of school gardening will be illustrated with the children of the Practice School. Class period from 2 to 3; field hours to be arranged. No credit. Room A, Science Building.

Professor Burkett will give a few general lectures to the members of the County Institute as well as to the school at large, upon the educational value and possibilities of school gardening, while the outdoor results of the class and children will be open to the inspection of all. He has prepared the following brief syllabus of the work to be offered:

How to do is now a recognized part of education as well as *how to think*. Agricultural education teaches how to do and how to think. It may be taught by women as well as men. It will interest teachers and pupils, and takes hold of parents. It is a study that will train both teacher and children to see, to discriminate, to love nature in all of her varied moods, and finally to love knowledge for its own sake. A great part of our people get their living directly or indirectly from the tilling of the soil, and they should learn in youth the secrets of soil, plants, and animals.

Soil Study.—This will include recitations and practical exercises relating to the soil: its formation, composition, and physical properties; its improvement by cultivation, fertilization, and drainage; its relation to heat, moisture, air, etc. Just such work will be done as can be duplicated in the schools. The teacher will be shown ways of using the commonest materials for apparatus, such as tin cans, cigar boxes, and lamp chimneys, and will learn to perform interesting exercises with them.

Plant Culture.—A study of how plants grow, supplemented with simple experiments, all to be prepared by teachers as a part of regular instruction. The many sides of plant culture will be considered so that the teacher can interest the pupil in numerous ways, all having a practical application to agriculture and elementary education.

Animal Study.—The same plan will be followed in studying animal life. The soil, the plant, and the animal have a direct relation to each other, deserving the most careful thought and study. Since children love animals they can easily be taught to observe and study them, and thus lay the foundation for larger study and the acquisition of most useful knowledge. The teacher will be shown ways and methods of preparing simple exercises in the school room and school yard that will not only be of great practical value, but will also interest and delight the pupils to the fullest degree.

YPSILANTI, March 10.

Summer School of 1905

DETAILS OF DEPARTMENTS

ANCIENT LANGUAGES.

Helen B. Muir. Room 34.

COURSES IN LATIN:—

1. *Beginners' Latin.*—Two recitations daily. The work done will be equivalent to that of the first quarter in the regular course. This work will be of such character as to enable one pursuing it to continue the study of Latin to advantage without a teacher, if need be. Credit 12 weeks. 8-9, 11-12, a. m. Four days weekly.

2. *Latin Writing.*—9-10 a. m. four days weekly. Credit 6 weeks. This course is planned especially to meet the needs of teachers who feel themselves weak in Latin composition. Practical problems in Latin Syntax will be discussed and especial attention will be given to the cultivation of a good Latin style.

3. *Course in Latin Etymology.*—10-11 a. m. four times weekly. Credit 6 weeks. This is a course in word-analysis both of Latin words and of their English derivatives. It is designed to place emphasis upon the intelligent acquisition of a Latin vocabulary. This course should prove helpful to teachers.

COURSE IN GREEK:—

Beginners' Greek.—Two recitations daily. The work done will be equivalent to that of the first quarter in the regular course. Credit 12 weeks. 7-8 a. m., 2-3 p. m., four days weekly.

These courses are tentative selections merely, hence are subject to alteration or withdrawal. An effort will be made to adapt the work given to the desires and requirements of the students who present themselves.

Students in the Summer School will have free access to the department library of several hundred volumes, consisting of the best authorities on the language and literature of Greece and Rome. This will afford abundant opportunity to such as wish to pursue private studies and investigations.

DRAWING

1. *Elementary Drawing I.*—

8-10	Room 9.	Miss Van Houten.	12 weeks' credit.
10-12	Room 10.	Miss Florida.	12 weeks' credit.
1-3	Room 10.	Miss Worden.	12 weeks' credit.
*1-2	Room 9.	Miss Florida	6 weeks' credit.

2. *Elementary Drawing II.*—8-10. Room 14. Miss Olmsted 12 weeks' credit.

These courses offer opportunity for free hand drawing from type forms, still life and flowers; in connection with this work, perspective principles, light and shade, and values are studied.

Some simple design work is given, also a short study of Egyptian and Greek ornament. The materials used are pencil and water colors. 1 must precede 2.

3. *Advanced Drawing.*—10-12. Room 14. Miss Olmsted. 12 weeks' credit. Drawings are made in pencil, and with pen and ink, from still life and flowers. Some color work is given in connection with designing.*Blackboard Sketching.*—

8-10	Room 24.	Miss Worden.	12 weeks' credit.
7-8	Room 24.	Miss Florida.	No credit.

In this course practice will be given in making sketches suitable to use in connection with the different seasons and holidays, and with the teaching of geography and nature study.

Elementary Drawing 1 and 2 or their full equivalent must precede.

ENGLISH

1. *Preparatory Grammar.*—A topical review of important constructions in English Analysis, together with a review of Etymology. The course should be especially helpful to students desiring to get a third grade certificate by county examination. 7 to 9 a. m. Mr. Norris.2. *Principles of Criticism. I.*—Lectures upon Principles of Criticism preparatory to the study of poems selected from the American poets. Unannotated editions of the complete poetical

* The second half of this course will be offered the following summer.

writings of authors will be placed in the hands of each student, and original criticism especially encouraged. The general library is rich in literary criticism, and complete bibliographies of the authors studied will be at the service of the class. It should be noted that the course is not a study of American Literature, but an attempt to apply pedagogical principles of criticism to certain selections from American poetry. The course should be suggestive and helpful for teachers of Literature in elementary grades or high schools.

Two hours daily. Room 42. 8-10 a. m. Miss Downing.

3. *Teachers' Grammar.*—(a) A rapid academic review of the subject in Whitney's Essentials of English Grammar; (b) Professional aspects of teaching the subject in Barbour's "Grammar Teaching; History and Method."

Two recitations daily except Fridays. Room 43. 9-10 a. m., 3-4 p. m. Dr. Blount.

4. *Anglo-Saxon.*—Cook's First Book of Old English, followed by a course of lectures upon the history of the English Language. The course is considered of especial value to teachers of English Grammar.

Two recitations daily except Thursdays. Room 43. 8-9 a. m., 2-3 p. m. Dr. Blount.

5. *Advanced Rhetoric.*—The work of this course constitutes a general review of rhetorical principles, and a practical application of these principles to English Composition. It includes a study of models in description, narration, exposition, and argument, together with constant practice in writing under these four types of prose structure. The course is especially designed for those who already have some proficiency in writing, and who wish to prepare themselves for teaching composition in grades or high schools.

Room 43. Two hours daily, 2-4 p. m. Miss Downing.

GEOGRAPHY

1. *General Geography of the Continents.*—Four hours weekly. A course of lectures will take up the physical features that seem to exercise most evident control on the distribution of man, and the social and political reactions of men to the control.

An examination will be offered to those who wish credit in this course. Room 21. 11 a. m. Prof. Jefferson.

2. *Field Geography*.—Teachers' half-course, four times weekly. Saturdays a half day and three other days from 2 to 4 p. m. There are two aims in this work;—1, to help teachers to recognize the geographic features of the landscape, and 2, to plan the use of these out-door forms in teaching with a text book. Prof. Jefferson.

3. *Advanced Geography*.—Teachers' half-course, four hours a week. Preparation by students under the direction of material and plans for intensive lessons on the geography of Russia, Germany, France, Great Britain and some other countries with constant comparison and reference to the United States. Room 18, 10 to 11 a. m. Applicants for this course should have some previous training in geography. Prof. Jefferson and Miss Lockwood.

4. *Geographic Excursions*.—On Wednesdays, 7-9, Miss Lockwood will conduct walks about Ypsilanti, visiting picturesque spots about the city, and pointing out especially the history of the landscape and those geographical processes that commonly pass unnoticed, with the object of illustrating the possibilities of out-of-door work with public school classes.

On Saturdays longer excursions will be made, some of them on the Detroit river to the Lakes. These will offer the best of opportunities for geographic study at very moderate cost, and under agreeable conditions.

These excursions will be open to all students of the Summer School, whether enrolled in a class in geography or not. They will be planned consecutively, each in a measure preparing for the next, and will illustrate the work in geographic courses, but students who wish to accompany single excursions may do so.

HISTORY

1. *United States History*.—An elementary course adapted to the needs of those wishing to prepare for the county examination. The ground covered will depend entirely upon the proficiency of the class. 10-11. Room. 35. Credit 12 weeks, ninth grade or preparatory on examination.

2. *Civil Government*.—This course in government as well as that in U. S. History will be conducted in the interest of students preparing for a county examination. Hours 2-3 Room 35.

3. *Political Economy*.—Text-book, supplemented by lectures

discussions and written reports. 10-12. Room 35. Credit 12 weeks. Miss Putnam.

4. *General History*.—The work will be in a measure adapted to the needs of the class. Myers's General History. 7-9. Room 49. Credit 12 weeks.

5. *Nineteenth Century*.—The work follows the great historical movements which created, in modern times, the free society, the church, and the state. Text-book, Judson's Modern Europe. Hours, 2-4. Room 36. Credit 12 weeks. Miss Buell.

6. *Teachers' Civics*.—This course presupposes a ready and accurate knowledge of Civil Government and United States History. Lectures with assigned reading. Hours 7-9. Room 35. Credit 12 weeks. Miss Putnam.

7. *Advanced American History*.—This course is designed for advanced students and presupposes a thorough elementary course. The work is arranged with special reference to teaching the subject. Hours 10-12. Room 36. Credit 12 weeks. Miss Buell.

MATHEMATICS

1. *Arithmetic*.—A review for those who desire to prepare for teachers' examination. Six weeks. Two sections. 10-11 and 2-3. Miss Thompson.

2. *Elementary Algebra*.—A review of Algebra through quadratics for those who desire to prepare for teachers' examination. Stone and Millis' Academic Algebra. Six weeks. Two sections. 8-9 and 1-2. Mr. Jensen.

3. *Plane Geometry*.—Well's Plane and Solid Geometry. Twelve weeks. 9-10, 3-4. Mr. Jensen.

4. *Trigonometry and Logarithms*.—An elementary course in plane trigonometry and the use of logarithmic tables. Lyman and Goddard's Plane Trigonometry. Twelve weeks. 9-10, 3-4 Miss Thompson.

5. *Teachers' Course in Arithmetic*.—This course will be carried on partly by lectures and partly by reviews and discussions of typical parts of the subject. It is assumed that those who enter know arithmetic, algebra, and geometry, and have some knowledge of psychology. Beman and Smith's Higher Arithmetic. 7-9. Professor Lyman.

6. *Higher Algebra*.—Fisher and Schwatt's *Higher Algebra* will be used as a text. Twelve weeks. 10-11, 3-4. Miss Norton.

7. *Methods in Geometry*.—This course is designed for teachers. The history of the introduction and development of the various parts of geometry will be considered. Special attention will be given to methods of attack. Six weeks. 9-10. Professor Lyman.

8. *Analytical Geometry*.—An elementary course in analytical geometry. The course presupposes a knowledge of trigonometry and higher algebra. Text-book, Tanner and Allen. Twelve weeks. 8-9, 11-12. Miss Norton.

A course of at least six lectures on the historical development of arithmetic and methods of teaching the subject will be given by Professor Lyman.

MODERN LANGUAGES

GERMAN COURSES:—

1. *For Beginners*.—Twice daily. Pronunciation, conversation, and reading based on careful drill in the grammar. One term's credit. Dr. Ida Fleischer. 8-9, 3-4. Room 22.

2. *Advanced Review Course*.—Twice daily. This class is for those who may wish to refresh their knowledge of the language, and gain a new fund of information and enthusiasm. Dr. Ida Fleischer. 9-10, 2-3. Room 22.

A special effort will be made to meet the wants of high school teachers of German. Questions concerning the methods and pedagogy of modern language teaching will be freely discussed in the advanced class, and all students will be given opportunity to inform themselves on subjects in which they feel the need of advice and assistance. They will also have free access to the department library of several hundred volumes, consisting of the best works on German history, language, and literature. This will enable them to pursue various courses of reading and to make for themselves bibliographies of the subjects in which they are especially interested.

FRENCH COURSES:—

1. *For Beginners*.—Twice daily. Drill in pronunciation, grammar, conversation and reading. One term's credit. Miss Lombard. 9-10, 2-3. Room 22.

2. *Advanced Course*.—One or two hours a day as occasion demands. Miss Lombard. 10-11, 3-4. Room 23.

The courses outlined in the department are not necessarily fixed and may be changed if there is sufficient need for it.

MUSIC

1. *Elements of Music*.—This course is designed, primarily, for those who have never studied the rudiments of music. It is a beginners' class, but it will also afford an opportunity to those who have already taught music, to review the subject and give them the benefit of observing the professional work done by the regular instructor. 8-10. Miss Townner.

2. *Elements of Music. II*.—2-4. Miss Townner.

3. *Kindergarten and Primary Grade Music*.—This course includes the foundation principles, upon which the best methods are based, for presenting the subject of elementary music in the Primary grades. A careful study is made of each phase of the work, from kindergarten through the third year, under such heads as: The use of the child's voice (how to cultivate and retain vocal purity), ear training, the development of the tonal and rhythmic sense, the treatment of monotones and song interpretation. A sequence of selected children's songs, with suggestions for presentation and artistic rendering, will be given. It is desired that the students have some knowledge of instrumental music as an aid in the development of rhythm.

10-12. Conservatory. Miss Foster.

4. *Teachers' Course in Public School Music*.—A critical study is made, in this course, of the professional aspects of the subject together with the best ways of presenting it in the eight grades. The series of lessons includes the detailed course, children's use of the voice, the art of teaching music-reading, the discussion of various methods and the proper conducting of classes.

8-10. Conservatory. Miss Foster.

5. *Voice Culture*.—Principles of tone production developed and attention given to each individual voice. Emphasis is placed upon the last point. This course is open to all students. Solo singing is introduced and the rudiments of voice culture are developed. Special attention is given to the training and guidance of the child's voice in speaking and singing.

10-11, 11-12. Conservatory. Miss Putnam.

6. *Harmony*.—Students entering this class should have had elements of vocal music and should be able to play the piano or organ sufficiently for playing chords and the simpler forms of hymn tunes. The work consists of a study of chords and intervals, their construction, analyzation, and mental effects.

7-9. Conservatory. Miss Putnam.

NATURAL SCIENCES

1. *Primary Nature Study*.—A course of lectures and demonstrations intended primarily for teachers of the elementary grades and those who have the supervision of such work. There will be discussed the underlying principles of the subject and the most important aims and methods. Certain special topics recommended for the primary school will be presented for purposes of illustration and it is intended to have these topics constitute the Nature Work as given to the children themselves in the practice school. Complete courses of study for the first four grades will be outlined and suggestions given in regard to the collection of material, its care and devices for the study of live forms in the school room. The question of the school garden will receive especial attention and illustration. Hour 9-10, except Fridays. Room A. Since no especial requirement is made, there will be no credit. Professor Sherzer.

2. *Animal Studies*. Is an abridgment of the regular twelve weeks' course of the same name. It attempts to deal in a practical way with the material of nature study used in the grades. The first three weeks will be devoted largely to the study of the economic place in nature of birds and insects, in the hope of meeting the needs of those teachers who can remain for but half the course. The last three weeks will be given up to a more general study of other groups of common animals which are of direct industrial importance to man.

Since as much time as possible will be spent out of doors each member of the class should have a small collecting pail, small, wide-mouthed bottles, and if possible, a pair of field or opera glasses. It is suggested that the women be provided with heavy shoes, short, stout skirts, and caps.

Text: Jordan, Kellogg & Heath, "Animal Studies." (Appleton). Six weeks' credit. Room M. 7-9 daily. Miss Phelps.

3. *Plant Studies*.—This course in general botany will con-



THE GYMNASIUM



STARKWEATHER HALL

sider the following topics:

(a) *The Work of Plants.* Experiments to show how a plant utilizes the energy of the sun to build wood, manufacture starch, purify the air, reproduce itself, etc., etc.

(b) *The Vital Organs* of green plants. How roots, stems, leaves and flowers are constructed in order to do their work.

(c) *Plant Societies.* Classification according to moisture and light relations, manner of growth and structure. Adaptations and struggle in the plant world for maintenance.

(d) *The Economic Relations* between man and plants. Dependence of man upon the vegetable kingdom for food, air, clothing, medicines, etc.

Besides the usual recitations and laboratory exercises there will be one field trip each week. Those contemplating the work are advised to provide themselves with sensible clothing for tramping. Text—Coulter's "Plant Relations." (Appleton). Six weeks' credit. Room H. Hours 10-12 daily. Miss Phelps.

4. *Physiology Review* is a course arranged to meet the needs of those persons wishing to prepare for teachers' examinations. The more important physiological topics will be studied by means of carefully arranged sets of questions, including such as are used in the state and county examinations. The class recitations will be illustrated by demonstrations, experiments, models, museum specimens, lantern slides, etc. Students are requested to bring sets of questions and one or more reliable texts. Peabody's "Studies in Physiology," (Macmillan) and Martin's "Human Body" (Holt) are recommended. Upon the satisfactory completion of this course credit will be given in preparatory physiology. Room K. 3-4 daily. Miss Phelps.

5. *Minerals and Rocks.*—This is a practical study of the more common Michigan minerals and rocks, particularly those of economic importance. Bulk material is furnished to the teacher for study and he is assisted in making a small private collection. Blow-pipe methods and simple chemical manipulation will be acquired. Field trips will be made as often as needed for the collection of local material and the week-end excursions will afford opportunity for collecting from more distant localities. No previous knowledge of geology or chemistry is presupposed. Hours 7-9 daily. Six weeks' credit. Rooms A and C. Professor Sherzer.

6. *Physiographic Geology*.—An elementary study of those geological agencies which are now at work in modifying the surface of the earth in order that the pupil may understand how these agencies have operated in past time. The course will cover the mechanical and chemical action of the atmosphere, the geological effects of ice and running water, the various organic agencies in our ponds, lakes and seas, and the phenomena due to the internal heat of the earth. The course will consist of library work and lectures, illustrated with photographs, models, specimens and lantern slides. Some elementary text will be used as a guide. The week-end excursions to be given are primarily for the members of the class, so far as they may desire to take advantage of them. Hour 10-11, daily. Credit six weeks. Room A. Professor Sherzer.

7. *Week-End Excursions*.—These excursions are planned primarily for the students of Courses 5 and 6, so far as they may wish to take advantage of them. Others will be welcomed until the limit set for each excursion is reached. They will afford opportunity for special field studies, sight seeing and recreation from the heavier studies of the week.

Excursion 1. July 8th. Ypsilanti to Trenton by special electric car for the purpose of observing the ancient beaches and lake deposits made by the predecessors of our Great Lakes. The drowned streams which empty into the Detroit River, the quarry of Corniferous limestone at Sibley's and the effects of the four great advances of the Canadian ice-sheets.

Excursion 2. July 15th. Ypsilanti to Put-in-Bay and Kelly's Island, Lake Erie, by special electric car and boat. Rock structures, wave action, cavern formation and ice erosion.

Excursion 3. July 21st and 22nd. Ypsilanti to Niagara by rail and boat, one night being spent at the Falls. The geological features of the cataract and its gorge will be studied and the places of historic interest visited. Specimens of rocks and minerals will be collected and, as far as time permits, the various industries inspected which are utilizing the tremendous energy of Niagara.

Excursion 4.—July 28th, 29th and 30th. Ypsilanti to Mammoth Cave, Kentucky, via Detroit, Cincinnati and Louisville. One crossing of both Ohio and Kentucky will be made by daylight in order to compare a *glaciated* and an *unglaciated* region. The

series of moraines left by the last ice-sheet as it retreated from the Ohio River northward will be observed from the car window. An effort is being made to secure a private car for the trip.

Students of the Summer School, not members of the classes in geology and mineralogy, who may wish to join these excursions, are requested to hand in their names in advance and as many as possible will be accommodated. No statement can now be made of the expense of each trip, but the best possible rates will be procured from the transportation companies. Excursions are to be conducted by Prof. Sherzer.

THE PHYSICAL SCIENCES

1. *Physics I*.—A course in the mechanics of solids and fluids, with laboratory work. May be taken by those who wish to review the fundamental concepts of physics; by those who wish to prepare for any examination in this subject; or by those who desire to begin the thorough study of elementary physics with reference to its completion at some other time. Algebra and geometry required. A two-hour course with 12 weeks' credit. Daily from 8-10. Rooms 6 and 11, Science Building. Mr. Gorton.

2. *Physical Laboratory Practice*.—A general course in elementary laboratory practice with full quiz upon the entire subject. May be taken by those who have had a full year of physics in a high school but have had insufficient laboratory practice; by those who wish in this way to review and obtain credit for the entire subject; or by specialists in this department who wish to have a laboratory course but for any reason cannot get advanced laboratory practice. A two-hour course with 12 weeks' credit. Daily 10-12. Rooms 6 and 11, Science Building. Mr. Gorton.

3. *Chemistry I*.—A beginning course in the chemistry of the non-metals, with demonstrative and laboratory work. A two-hour course with 12 weeks' credit. 10-12. Rooms 14 and 18, Science Building. Professor Strong.

4. *Chemistry IV*.—A course in qualitative chemical analysis following chemistry 3 of this institution or equivalent work elsewhere. A two-hour course with 12 weeks' credit. 8-10, daily. Rooms 14, 15 and 18, Science Building. Professor Strong.

5. *Method in Physics*.—A teachers' course in method in teaching physics in the high school and the advanced grades of the public schools generally. A one-hour course with 6 weeks' credit. Daily 2-3 p. m. Room 6, Science Building. Mr. Gorton.

6. *General Astronomy*.—A one-hour course in general or non-mathematical astronomy with six weeks' credit. Daily, with observatory work, 2-3. Room 1, Science Building. Professor Strong.

7. If called for, a lecture course will be given in modern theories of matter and recent progress in electricity. Two times a week, 3-4. Mr. Strong and Mr. Gorton.

SCIENCE AND HISTORY OF EDUCATION

1. *History of Education*.—This course is designed to bring the student to a knowledge of the great educational problems—by directing him in the interpretation of the life and thought of the modern education. This will be done by means of lectures, library work on assigned topics, reports and discussions. The period to be covered will be from the beginning of the seventeenth century to the present. Two recitations each day, twelve weeks' credit. Hours 8-10. Room 26. Professor Hoyt.

2. *Science of Education*.—In order to afford advanced students and teachers of experience, an opportunity to study education as a science, some or all of the following subjects will be discussed in this course: Education Defined; Its Aims and Methods; The Child; Environment vs. Heredity; The Course of Study; Teaching; School Management. Hours 7-8. Room 26. Professor Hoyt.

3. *School Supervision*.—A study of the history and problems of supervision: (1) the qualification of the superintendent; (2) his relation to the board of education, teacher, children, and the community; (3) the functions of the superintendent as the executive officer of the board and as a supervisor; (4) professional ethics. The course is designed for superintendents and principals of schools. Hour 10-11. Room 26. Professor Hoyt. From time to time President Jones will meet with this class and will conduct round-table discussions.

The courses in Science of Education and School Supervision may be credited for degree work.

PSYCHOLOGY AND GENERAL METHOD

Psychology I.—Two recitations daily. 12 weeks credit. Titchener's *Primer of Psychology* will be made the basis of the work. Chapters I to IX inclusive. Collateral readings in the library. Room 27. 1-2 and 3-4. Professor Harvey.

The purpose of this work is to give a careful study of fundamental processes in psychology as a basis for intelligent study of pedagogy and child activity. Psychological processes will be discussed in the light of most recent investigations. No previous study of psychology will be required as a condition for entrance to this class.

Psychology II.—This course will include a brief review of the first nine chapters of Titchener's *Primer of Psychology*, the completion of the last six chapters of the same text, and the finishing of Rowe's *Physical Nature of the Child*. The work of the texts will be supplemented by collateral reading in the library, by reports and discussions. The time will be about equally divided between the mental and physical consideration of the child. Room 25. 7-9. Professor Laird.

1. *General Method*.—This course will be open to all regular students who desire credit, and to such special students of the summer school as may wish to broaden themselves along the line of the more important principles of education. Especial attention will be given to Education, its meaning and purpose; the course of study and the relative educational values of the subjects constituting the same; the nature and educational value of interest; inter-relation of studies; examination, promoting and grading of pupils; and the inductive-deductive teaching process.

The work will be conducted by means of lectures, reports, and class discussions. 7-9. Room 50. Professor Roberts.

PHYSICAL EDUCATION

1. *Physical Training I*. (women)—10-11. Mrs. Burton. Swedish Gymnastics and School Games.

2. *Physical Training V*. (women)—11-12. Miss Clark. Dumb bells and Indian clubs.

NOTE: The lectures usually given in this course may be arranged for with Mrs. Burton.

3. *Public School Gymnastics* (men and women).—10-11. Miss Clark. 11-12, Mrs. Burton. 2-3, Professor Bowen.

4. *Rural School Gymnastics* (men and women).—9-10, Mrs. Burton. Elementary exercises, largely without apparatus, suitable for rural schools.

5. *Teachers' Course*.—9-11, Professor Bowen. Recitation room work on Theory of Physical Education.

6. *Tennis* (men and women).—3-5, Professor Bowen.

7. *Basket Ball* (women).—8-9, Mrs. Burton.

In addition to these courses, opportunity will be given to observe the work taught in the Training School, 9-10, Miss Clark.

Courses 1, 2 and 7 require the regulation gymnasium suit, which may be obtained here at a cost of about \$5.00. It is possible to rent suits for the season.

Course 2 is open only to advanced students.

READING AND ORATORY

1. *Reading and Orthoepy*.—Preparatory. 12 weeks' credit. 10-11 a. m., and 2-3 p. m., four days a week. Miss Master.

A study of the correct use of diacritical marks and the intelligent use of the dictionary with practice in oral reading.

2. *Teachers' Reading*.—12 weeks' credit. 9-10 a. m. and 2-3 p. m., four days a week. Professor Lathers.

The aim of this course is the preparation for the teaching of reading. It deals with the reading problem in the primary and grammar grades, the relation of oral expression to the study of literature, the purposes of the reading work, the kind of literature suitable for different grades, the methods to be followed and the problem of making a definite progressive course of reading through the school course. About one-half the time is given to practical reading work and this forms the basis for the study of

3. *Elocution I*.—12 weeks' credit. 11-12 a. m. and 3-4 p. m., four days a week. Miss Master.

Vocal exercises, study of sources of power in speaking and of the vocal elements, quality, force, time and pitch; preparation and reading of classic selections.

4. *Elocution II*.—12 weeks' credit. 10-11 a. m. and 1-2 p. m., four days a week. Professor Lathers.

Study of vocal technique and expression through action. This course aims to make a careful literary analysis of selections from the best literature and, through stimulating the thinking process, to make the thought and feeling dominate voice and action.



Courses 1 and 2 in elocution should be helpful to teachers of literature.

In addition to the above courses there will be given by this department a series of readings and lectures (without credit) the purpose of which will be to aid the teachers of reading and English in the interpretation of the great masterpieces of literature.

TRAINING SCHOOL.

Superintendent—Dimon H. Roberts.

Kindergarten—Hester P. Stowe, assisted by Grace Hammond.

First Grade—Margaret E. Wise.

Second and Third Grades—Adella R. Jackson.

Fourth and Fifth Grades—Ella M. Wilson.

Sixth and Seventh Grades—Mattie Alexander Martin.

Manual Training—Alice I. Boardman.

Domestic Science—Annette F. Chase.

The training department will open a school for observation during the first four weeks of the summer term. The kindergarten and first seven grades will be in session from 8 to 11 a. m. each day.

The teaching will be entirely in the hands of the regular critic teachers, and the work will aim to illustrate modern and accepted methods in manual training, domestic science, nature study, reading and literature, arithmetic, geography and history.

Students electing observation in the Training School will be expected to do regular work and report regularly to the critic teachers in charge. The hour from eleven to twelve each day will be set apart for informal talks by the critic teachers; for the general discussion of lesson plans, methods, courses of study, principles of education, and for the consideration of questions which naturally grow out of the illustrative teaching.

No credit is given in this department during the summer term; but a certificate of attendance may be issued by the superintendent to those teachers who have been regular in their observation work during the four weeks which the school has been in session.

MANUAL TRAINING.

In addition to the illustrative work in manual training which will be carried on in the grades of the Training School, a course of instruction will be offered to a limited number of students in the summer school. Especial attention will be given to the various forms of hand work which are now taking such a prominent place in our primary and intermediate grades. Emphasis will be placed upon clay modeling, paper cutting, spool knitting, weaving, the making of doll furniture, cardboard construction, raffia wrapping and braiding, basketry in raffia and rattan, and Venetian bent iron work. No credit will be given in this course except to those who continue to specialize in manual training.

Manual Training Room, Training School Building, 8-9 and 11-12 daily. Miss Boardman.

DOMESTIC SCIENCE AND ART.

In addition to the illustrative work in domestic science and art in the grades of the Training School, the following special courses will be offered to summer students:

Domestic Science: A course of twenty-four lessons in cooking, serving, marketing, and household economy will be given. The work will be largely practical, supplemented by lectures and demonstrations in the kitchen. Credit will be given only to those who continue specializing in this line of work.

Domestic Science room, Training School building, 8-10. Miss Chase.

Domestic Art: The nature of this course will be definitely determined after the class is formed. Elementary sewing, as taught in the grades, will occupy a considerable portion of the time and if there is a demand for other forms of hand work the course will be arranged accordingly.

Domestic Art room, Training School building, 11-12 daily. Miss Chase.

Department of the Interior

UNITED STATES INDIAN SERVICE

Indian Industrial School,

CARLISLE, PA.

44805

Indian Office,

Incl. No.

1905

June 8

, 1905.

Mr. John R. Wise,
Acting Supt.

Dear Sir:

I respectfully request to
be detailed to attend the
summer school at Harvard
University Summer School
from July 3 to July 27 inclusive.
I desire to take the elemen-
tary course in English Composition.
(See page 26 in Course of
Study.)

Very respectfully

Mary A. Gammall.

Approved:

J. R. Wise

Acting Superintendent.

THE UNIVERSITY PUBLICATION

Volume II. No. 6

HARVARD UNIVERSITY

THE

SUMMER SCHOOL

OF

ARTS AND SCIENCES

1905



CAMBRIDGE, MASS.

Published by Harvard University

FEBRUARY 28, 1905

Department of the Interior

UNITED STATES INDIAN SERVICE,

Indian Industrial School,

CARLISLE, PA.

44805

Indian Office,

6

Incl. No.

1905

June 8th, 1905

Mr John R. Hyse
Acting Supt.

Dear Sir:

I respectfully request
to be detailed to attend
summer school at Chicago
University from August 1st to
August 30th inclusive.

I desire to take a course
in woodwork. See catalogue.

Respectfully yours
Alvin H. Stewart

Department of the Interior,

UNITED STATES INDIAN SERVICE,

Indian Industrial School,

USLE PA

44805

Indian Office,

Incl. No. 7

1905

June 8th, 1905

Mr John R Wise
Acting Supt
Dear Sir

I respectfully
request to be detailed
to attend summer
school at Harrisburg
Penn — from August
first (1st) to August
thirty-first (31st) inclusive —
See catalogue enclosed.
I desire to study
Instrumental music.

Very respectfully,
Hammett Lunsney
Music Teacher —

Miss Lonseny



A Piano

OUGHT to be in every home considered as a necessary piece of furniture. In every social gathering there is some one who can play even if the host cannot. A good piano at the J. H. Troup Piano House will cost little in comparison with the pleasure it gives. \$300 is enough to get a good piano. You can get it for \$10 down and then paying \$10 each month.

No. 9
South
Second Street
Harrisburg
Pa.



**J. H.
Troup
Piano
House**

Harrisburg
Conservatory of Music

Students' Recital

Thursday Evening, November 19, 1903

Program

1. PIANO SOLO—"Mountain Echoes," *Thorne*
CHESTER HEACOCK
2. VIOLIN SOLO—"Cantabile and Bolero," *Danbe*
LEE GOLDSMITH
3. PIANO SOLO—"Sonata Pathetique," *Beethoven*
CLAIRE DRAWBAUGH
4. RECITATION—"Trouble in the Amen Corner,"
VIOLET ROWLAND
5. PIANO SOLO—"Polonaise," *Decevee*
WM. STONESEIFER
6. PIANO SOLO—"Queen of the Fairies," *Smith*
BERNINA FACKLER
7. VIOLIN SOLO—"Air," *Dancla*
LEVI HEAGY
8. PIANO SOLO—"Rondo Alla Polacca," *Schmoll*
EFFIE GREENAWALT
9. PIANO SOLO—"Awakening of the Roses," *Carman*
MAUDE MILLER
10. PIANO SOLO—"March," *Rummel*
MARIE WOHLFAHRT
11. PIANO SOLO—"Valse de la Coquette," *Bachman*
ETHEL BOUDMAN
12. PIANO SOLO—"Last Hope," *Gottschalk*
CHARLES MACKEY
13. PIANO DUETT—"Rigaudon," *Chaminade*
MAUDE MILLER, ETHEL BOUDMAN
14. PIANO TRIO—"Radetzky March," *Strauss*
IVA MILLER, PHOEBE CRAWSHAW, ELIZABETH CRULL

Artistic Wall Papers

All that's best in **WALL PAPERS**, both in foreign and domestic makes, are here in large variety.

The assortment embraces every wanted quality, and at prices that appeal as strongly as the Papers.



O. R. POTTER

Both 'Phones

1016 Market Street

We make a specialty of Artistic Pianos. Our prices and terms are right, and within the reach of those who desire purchasing a good instrument

PIANOS ORGANS MUSIC



Our Sheet Music department is the home for teachers and musicians. We have Schirmer's Library of Musical Classics complete, Church Edition, Studies, Instructors, high class Vocal and Instrumental Solos, Duets, Quartets, Choir Music, Popular Music of the day, and a catalogue of nearly 1,000 sheets of Music at 10c per copy. We have a system of ordering by which prompt attention is given to all special orders. If you cannot call, write us, as our mail order business is a special feature in our Sheet Music department.

C. M. SIGLER

212 Market Street,

HARRISBURG, PA.



HARRISBURG CONSERVATORY OF MUSIC

INCORPORATED
UNDER THE LAWS OF PENNSYLVANIA.

... CATALOGUE ...
OF THE
HARRISBURG
CONSERVATORY OF MUSIC

ESTABLISHED 1896

NO. 607 NORTH SECOND STREET

HARRISBURG, PA.

EDWIN J. OSCEVEE, DIRECTOR



HARRISBURG, PA.
PATRIOT PRINTING HOUSE
1902



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1902

ENDORSEMENTS

The Harrisburg Conservatory of Music is worthy of the support and recommendation of all who are interested in the development of musical art. It is an institution skillfully directed and supplied with a complement of high-class teachers. It is deserving of patronage, and we cheerfully endorse its methods and consider it a first-class school of Musical learning.

HON. VANCE C. McCORMICK,
EDW. BAILEY, President Hbg. Trust Co.,
(REV.) LEROY F. BAKER, 812 N. Sixth Street,
H. D. BOAS, 213 N. Front Street,
MRS. H. D. BOAS, 213 N. Front Street,
HOMER BLACK, Secretary Y. M. C. A.,
(REV.) GEO. S. CHAMBERS, 216 State Street,
(REV.) LUTHER DEYOE, 402 Briggs Street,
HON. MEADE D. DETWEILER,
MRS. A. P. L. DULL,
MISS Helen ESPY, 213 N. Front Street,
MRS. DAVID FLEMING,
JOHN W. GERMAN, 1115 N. Second Street,
SPENCER C. GILBERT, 107 N. Front Street,
(REV.) D. M. GILBERT, D.D.,
MR. W. L. GORGAS,
A. G. KNISELY, 406 N. Third Street,
CHAS. A. KUNKEL, Cashier Mechanics' Bank,
MRS. CHAS. A. KUNKEL,
H. B. MITCHELL, 600 N. Third Street,
HON. S. J. M. McCARRELL, U. S. Dist. Atty.
MRS. HENRY McCORMICK, N. Front St.
B. F. MEYERS, 18 S. Third Street,
MR. B. M. NEAD, ESQ.,
(REV.) GEORGE J. PFUHL, 317 S. Second Street,
MR. JOHN FOX WEISS, ESQ.,

HARRISBURG.

PREFACE

WE desire to call the attention of our friends and patrons to the fact that here in their midst is a music school thoroughly equipped with every facility for imparting instruction in every branch of the most beautiful of all the arts—MUSIC. We have spared no effort in securing the best teachers that can be found; teachers who have had the benefit of European culture and training, and the further benefit of association with the old-world masters and artists. This art-spirit we are striving to transplant here at home. It is a sad and lamentable fact that much time and money are wasted on incompetent instructors. The ability to teach is vitiated unless knowledge is possessed by the teacher. It is well to remember that the best is always the cheapest in the long run. There is a wealth of philosophy in the adage, "I am too poor to buy cheap things." In nearly all the professions, save that of music, candidates *must* have knowledge to pass the examinations as a condition precedent to practice. When this requirement is imposed upon music teachers, incompetency will be the exception rather than the rule. As it is now, a person with no knowledge of even the elementary fundamentals of music teaching, can "hang out his shingle" and confidently expect pupils. What protection has the public against this? We answer, none whatever! All beginnings are difficult and any method which minimizes the drudgery incident thereto should be joyfully welcomed. How true is the aphorism, "The way the twig is bent, the tree's inclined." This is nothing but saying that a poor start is

worse than no start. So many parents say, and very conscientiously, "I think I shall give my child to Mr. or Miss So-and-so; he doesn't know very much, but then he will do to give the child a start." In nine cases out of ten this proves to be very fatal reasoning. If we adopt the same principle in morals, our children would soon be nearly beyond redemption. Of course, the best teacher cannot hope to make a musician of one who is without talent, but where talent or musical inclination is present, results must attest the efficiency of the method pursued.

The Conservatory was established in the Summer of 1896, and occupied three rooms with an enrollment of six pupils.

The following year larger quarters were obtained and the enrollment reached 105.

Two years later it was again found necessary to secure a larger building and the present commodious and modern structure was erected at a cost of \$10,000. It was built solely for conservatory purposes, and we are safe in saying that no finer building for the purpose can be found in the State. It contains a large concert hall, well-lighted teaching rooms, reception rooms and all modern conveniences.

The present enrollment is 425, and increasing at the rate of 100 students a year.

Without undue boasting we assume that our friends and patrons will continue as they have in the past to patronize the school and induce others to do so.

SPECIAL FEATURES AND ADVANTAGES OF THE CONSERVATORY

- 1 A systematic and graded course leading to graduation.
- 2 A special course for those who desire to become teachers, with certificate.
- 3 Free admission to all recitals, lectures and concerts.
- 4 A reduction on music.
- 5 The best edited editions of music.
- 6 Opportunity for appearing publicly in concerts.
- 7 Musical Clubs.
- 8 Free scholarships.
- 9 The use of a piano for practicing at a merely nominal cost.
- 10 Conservatory chorus, to which outsiders are admitted for a nominal fee.
- 11 The Harrisburg Musical Society, for the study of musical history, the lives of the great masters, and musical analysis. Outsiders are admitted to these lectures free of charge.
- 12 The Junior Musical Society, an organization under the direction of the younger members of the Conservatory.
- 13 Advantage of association with other students, thus inculcating a spirit of friendly rivalry.
- 14 Free access to musical library.

Attention is called to further rules and regulations on page 19, which, in all cases will be strictly enforced.



EDWIN J. DECEVEE, Director

FACULTY

Piano

E. J. DECEVEE.

MARIE C. D. PFUHL.

Voice

MELIE VON BERGEHY.

Violin

MADAME ZELINE VON BERGEHY.

Pipe Organ

E. J. DECEVEE.

Violincello

JOHN H. KURZENKNARE.

Mandolin, Guitar, Banjo

MADAM VON BERGEHY.

Cornet

MR. ELMER GEORGE.

Elocution

MRS. FRANCES WHITTENORE.

French, German

MARIE C. D. PFUHL.

Harmony—Composition

E. J. DECEVEE.

Vocal Sight Reading

ARTHUR WATKINS.

Secretary

HATTIE E. PARKER.



EDWIN J. DECEVEE, Director

FACULTY

Piano

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MARIE C. D. PFUHL.

Voice

JULIUS VON BERECHY.

Violin

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ARTHUR WATKINS.

Secretary

HATTIE E. PARKER.

TUITION RATES

Piano

Class of five (hour lessons), each pupil \$ 8.00 the term.

“ “ three “ “ “ 10.00 “

“ “ two “ “ “ 12.00 “

Private lessons from the Director, one lesson a week, twenty lessons, \$20.00

Private lessons from the Director, two lessons a week, twenty lessons, 15.00

Private lessons from Miss Pfuhl, one or two lessons a week, twenty lessons, 15.00

Vocal

Class of three, one or two lessons a week, twenty lessons, each pupil, \$10.00

Class of two, one or two lessons a week, twenty lessons, each pupil, 15.00

Private lessons, one or two a week, twenty lessons, 20.00

Violin

Primary class for beginners, one or two lessons, twenty lessons, each pupil, \$ 5.00

Intermediate class of four, one or two lessons a week, twenty lessons, each pupil, 7.50

Private lessons, two lessons a week, twenty lessons, 15.00

Private lessons, one lesson a week, twenty lessons, 20.00

Harmony and Composition

With the Director

Terms same as Piano.

Pipe Organ

One or two lessons a week, \$1.50 per lesson

Mandolin, Guitar, Banjo

Terms same as private Violin rates.

Modern Languages and Elocution

Terms same as vocal, either private or in class.

Stringed, Wind and Brass Instruments

Terms same as private Violin rates.

Diplomas, \$5.00.

Private use of a Conservatory Piano, two and one-half hours a day,
\$2.50 a month.

The Bennett-Bretz Piano used exclusively in this school.



PREScribed PIANO COURSE

Leading to Graduation

NOTE.—While not deeming it necessary to give the detailed courses of study in all the branches taught we would say that they are as fully complete and systematic as in the piano course.

First Grade

Morrison's, Landon's, Howe's or Beyer's Method.
Streabog Etudes, or Kohler op. 151.
Loeschhorn op. 65, Book 1.
Kohler op. 157.
Czerny 100 Easy Lessons.
MacDougall Studies in Melody Playing.
Easy pieces by Gurlitt, Streabog, Lange, Lichner, Beyer, Reinecke and other writers.

Second Grade

Duvernoy, op. 120, or Mathew's Standard, Book 2.
A. Schmoll, Book 1.
Kohler, op. 50.
Burgmuller, op. 100.
Loeschhorn, op 65, Book 2.
Mathew's Studies in Phrasing.
Pieces by standard writers.
Sonatinas by Clementi, Kuhlau, Dussek.

Third Grade

Kohler, op. 50, Book 2, or Doring, op. 8, Book 2.
Loeschhorn, op. 65, Book 3.
Loeschhorn, op. 66, Book 1.
Krause, op. 2, Book 1.
Schmoll, Book 2.
Mathew's Standard, Book 3.
Burrow's Piano Forte Primer.
Morris' Elements of Theory and Notation.
Pieces by the best writers, including Sonatas, of Mozart, Haydn, Kuhlau.

Fourth Grade

Czerny Etudes (Velocity), or Rogers' Trill Studies, Justis' Studies in Rythm.
Landon's Notation and Theory Copy Book.
Czerny Octave Studies.
Pieces by Bach (Inventions), Schumann, Mendelssohn and modern authors.
Elements of Acoutics, Taylor.

Fifth Grade

Gobbaerts, op. 44, or Schmoll, Book 3.
Loeschhorn, op. 66, Book 2 or 3.
Mathew's Standard, Vol. 5.
Wolff Octave Studies.
Heacock Exercises for Ear Training.
Pieces by classical authors—Chopin, Schumann, Beethoven, Weber.

Sixth Grade

Czerny Finger Dexterity and Concone Selected Studies.
Heller Selected Studies.
Pieces by modern masters—Rubinstein, Grieg, Moszkowsky, Paderewski, Chaminade, Scharwenka, MacDowell.
Studies in musical history and biography, analysis of form.

Seventh Grade

Cramer Etudes (Bulow Edition).
Difficult Sonatas of Beethoven.
Miscellaneous classical pieces.
Mendelssohn Overtures, four hands.
Beethoven Symphonies, four hands.

Eighth Grade

Clementi Gradus ad Parnassum.
Kullak Octave Studies.
Compositions and Concertos by Liszt, Thalberg, Henselt, Beethoven, Chopin.

Ninth Grade

Chopin Etudes (Selected).
The most difficult compositions by the great masters.
In addition to this course pupils intending to graduate are required to work through Emery's, Richter's or Bussler's harmony.
Special examination is necessary for those intending to teach.

STUDENTS' RECITAL

- 1 Piano Solo—Allegretto, *Haydn*
SARAH DICKINSON.
- 2 Violin Solo—Brindisi Valse, *Alard*
LEE GOLDSMITH
- 3 Soprano Solos—(a) Love in a Rosebush, *Sawyer*
(b) Molly's Eyes, *Hawley*
MISS MYRA SHERRICK
- 4 Piano Solo—Gavotte, *Thoma*
VIRGINIA BELL
- 5 Violin Solo—Blue Bells of Scotland, *Wakefield*
WILLIE WANBAUGH
- 6 Piano Solo—Midsummer Night's Dream Fantaisie, *Smith*
ROBERT RICKERT
- 7 Soprano Solo—Happy Days, *Streletzki*
MRS. W. M. MATHIAS
VIOLIN OBLIGATO, MADAME VON BERECHY
- 8 Piano Solo—Appassionata Sonata, *Beethoven*
MR. ERNEST BREWSTER
- 9 Violin Solo—Etude, *Wakefield*
WILBUR RICKERT
- 10 Soprano Solo—I Love You, *Sobieski*
MISS CLARE GLANT
- 11 Piano Solo—Tarantella, *Heller*
PAUL MESSERSMITH
- 12 Piano Solo—Polka de Concert, *Herz*
MISS FLORENCE SHARP
- 13 Piano Solo—How Sweet the Moonlight Sleeps, *Decevee*
SYLVIA FETTERHOFF
- 14 Piano Duo—Rondo Brilliant, *Weber*
MISS EDITH GRISSINGER AND MISS ELLA YOST
- 15 Piano Solo—Hungarian Dance, *Bohm*
MARY STEINER
- 16 Piano Solo—La Vivandiere, *Schytte*
BESSIE BURRIS
- 17 Violin Sextet—Fantaisie, *DeBeriot*
LEE GOLDSMITH WILBUR RICKERT WILLIE WANBAUGH
CHARLES GROVE LEVI HEAGY WILLIE BOYER

FACULTY RECITAL

Beethoven Evening.

Lecture—Beethoven as Man and Musician,

MR. E. J. DECEVEE.

Piano Solo—"Moonlight Sonata,"

MR. E. J. DECEVEE.

Soprano Solo—"Adelaide,"

MRS. E. J. DECEVEE.

Violin Sonata, No. 9,

MADAME VON BERECHY, MR. E. J. DECEVEE.

Bass Solo—"In questa tomba oscura,"

MR. J. VON BERECHY.

Piano Solo—"Sonata Pathetique,"

MISS MARIE C. D. PFUHL.

Violin Solo—"Concerto,"

MADAME VON BERECHY.

Piano Duo—"Ruins of Athens,"

MISS PFUHL AND MR. DECEVEE.

WHAT THE PAPERS SAY

Harrisburg Star-Independent:

The students recital last evening was a decided success. The teachers are to be congratulated on the success of the students.

Harrisburg Telegraph:

The recital given by the students of the Conservatory last evening in the beautiful Conservatory Hall, was a most successful entertainment.

Harrisburg Patriot:

The fine audience which attended the students recital last evening, was more than delighted with the work of the students. The city is to be congratulated upon having such a school within its borders.

DELIGHTFUL MUSICALE

Given in the First Lutheran Chapel
by Harrisburg Conservatory
of Music

The musicale that was held in the First Lutheran Chapel last evening under the auspices of Miss Lubertha Jackson's Sunday School class was a grand success. It was given by members of the faculty of the Harrisburg Conservatory of Music and Mr. Malcolm B. Sterrett, of the Dickinson School of Law.

The affair was of a highly delightful character and was greatly enjoyed by the large audience that was present. It would be impossible to speak of individual merit as all were of such a high order of excellence as to remove themselves from the ordinary realm of comparisons. The participants had a rare and peculiar appreciation of their several parts.—*Carlisle Herald.*

A FINE MUSICALE

Harrisburg Conservatory Musicians
Score a Big Success

The musicale given in the First Lutheran Chapel last night by members of the Harrisburg Conservatory of Music under the auspices of the Sunday School classes of Mrs. M. A. Slerer and Miss Lubertha Jackson, was one of the finest musical functions of the season. All of the singers and instrumentalists are artists and it was perhaps never so conclusively proven as last night.

Carlisle is a musical centre. She has undoubtedly more critics of ability than any town in the valley, in proportion to her population and when an audience, such as last evening's, stamps a musicale a great success, it means something.

Mr. E. J. Decevee, as a pianist, certainly ranks among the country's best. Mr. Julius Von Bereghy's bass voice was the best heard in concert work in Carlisle for some time. The violin playing of Madame Zeline Von Bereghy was that of the artistic musician.

The singing of Mrs. E. J. Decevee and Mrs. A. K. Decevee, both in solo and duet work, was exceptionally fine. Mr. Sterrett, of Dickinson School of Law, recited with his usual ability.

It can be positively stated that there were no favorite numbers, as all seemed to please. However, the vocal trio "Excelsior" and the vocal duet, "Till We Meet Again," appeared to be specially appreciated.

Should these gifted and finished musicians return to Carlisle another large audience will greet them.—*Carlisle Sentinel.*

THE FACULTY

Piano Department

MR. E. J. DECEVEE received his first instruction in piano-forte playing from the celebrated New York teacher, S. B. Mills, with whom he remained several years. Upon the advice of Prof. Mills, Mr. Decevee went abroad to finish his musical education, studying the piano and composition for three years at Leipzig under Bruno Zwintscher and Solomon Jadassohn. Mr. Decevee then went to Dresden for a year and studied the new Janko keyboard under the inventor, Paul de Janko. The last two years were spent at Berlin under Otto Tiersch and Prof. Klein. Upon his return to America, Mr. Decevee gave a number of concerts and lecture recitals, which proved highly enjoyable and profitable to all who attended them. Mr.



E. J. DECEVEE

Decevee is an exponent of the modern system of teaching, claiming that expression and technic should go hand in hand. He also gained an enviable reputation as a composer, and has published many piano compositions, church anthems, songs, quartettes for male and female voices, and many other works, such as masses, cantatas, etc. In commenting on a concert given by the Cecelia Ladies' Vocal Society, the *Brooklyn Eagle* stated that the gem of the evening was Mr. Decevee's "Wonderland Cradle Song." As a teacher Mr. Decevee has had wide experience.

MISS M. D. C. PFUHL began the study of music with her mother at the age of six, and two years later played in public, one of the pieces being Beethoven's Third Sonata. Her mother was a pupil of the eminent pianist and composer, Carl Erkmann, of Leipzig, and Prof. Payen, of Paris.



MISS M. D. C. PFUHL

Having acquired a thorough knowledge of the piano-forte, and prompted by the desire to continue her studies under European masters, Miss Pfuhl left for Europe where she took a two years' course in piano study. She first studied at Rostock, Germany, under H. Prehn, of the Conservatory of Berlin, and Prof. Thierfelder, an eminent artist and composer of Leipzig, and then at Geneva with Madame Chevob (*nee Helene Koehli*), the well known

French composer and noted authoress on musical subjects. While abroad Miss Pfuhl played in several concerts, in which she delighted the public by the elegance of her touch and won universal applause by her charming and correct rendition of various compositions by Chopin and Beethoven.

During her stay in Europe Miss Pfuhl made a thorough study of French and German, both of which languages she has fully mastered and speaks fluently.



MR. JULIUS VON BERECHY received his first vocal instructions from Franceschini, in Padova, Italy, and subsequently from Dr. Schmidt, the famous leading Basso of the Imperial Opera at Vienna, and again in Italy from Lanfranchi



OFFICE

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OFFICE



RECEPTION PARLOR



RECEPTION HALL



RECEIVING PARLOR



CONCERT HALL



ENTRANCE TO CONCERT HALL

and Sangre. After years of hard study Mr. Bereghy remained for over twenty years before the public, appearing in concert and grand opera, singing principal parts with all the great artists. The experience thus gained, and a thorough knowledge of the physiology of the vocal organs and voice development, of which he has made a life long study, amply fit him for the position he now occupies. The best testimony to the correctness of his method is the fact that, after so many years of singing, he retains his voice in its full power and mellowness.



JULIUS VON BEREGHY

Mr. Bereghy has the rare faculty of imparting knowledge to his pupils and in such a manner that even the monotonous drudgery of the beginning becomes more interesting than tedious, and the first student who was discouraged or did not profit by his studies or was deceived as to quality and extent of voice, has yet to be heard from.



MRS. J. VON BEREGHY (*nee Zeline Mantey*), began her studies on the viola under the eminent violinist, W. Kopta, in Philadelphia, who, recognizing her talent, advised her to continue her studies abroad. Acting upon this advice, she entered the Conservatory of Music at Leipzig, and passing a rigid examination, was the only successful applicant among twenty-seven for lessons with the celebrated Ferdinand David. After his death she studied for four years with Henry Schradieck, who himself was a pupil of David, and later



ENTRANCE TO CONCERT HALL

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JULIUS VON BEREGHY

Mr. Bereghy has the rare faculty of imparting knowledge to his pupils and in such a manner that even the unavoidable drudgery of the beginning becomes more interesting than tedious, and the first student who was discouraged or did not profit by his studies or was deceived as to quality and worth of voice, has yet to be heard from.



MRS. J. VON BEREGHY (*nee Zeline Mantey*), began her studies on the violin under the eminent violinist, W. Kopta, in Philadelphia, who, recognizing her talent, advised her to continue her studies abroad. Acting upon this advice, she entered the Conservatory of Music at Leipzig, and passing a rigid examination, was the only successful applicant among twenty-seven for lessons with the celebrated Ferdinand David. After his death she studied for four years with Henry Schradieck, who himself was a pupil of David, and later

studied in Brussels and Paris. Thus it was that Mrs. Bereghy acquired a thorough knowledge of both the German and the French schools. After graduating from the Conservatory and completing a successful concert tour in Europe, Mrs. Bereghy



MRS. J. VON BEREGHY.

returned to the United States as solo violiniste with the famous Welsh Harpist Aptommas, subsequently appearing in more than one thousand concerts in company with such artists as Minnie Hauk, Marie Litta, Amy Fay, and other artists.

Mrs. Bereghy was enthusiastically received wherever she appeared, and hundreds of press notices in her possession bear witness to her ability as a violiniste, unanimously praising her bowing, warmth and breadth of tone and faultless intonation. For the past few years she has devoted her time mainly to teaching, in which branch she has gained an enviable reputation.



FURTHER INFORMATION, RULES AND REGULATIONS

Previous Knowledge

Previous knowledge in any branch which the student may select is not required for admission to the school.

Children and Beginners

Our method for children and beginners is especially adapted to their needs.

Private Lessons

Lessons may be taken privately or in class.

Registration

No student is registered for less than a term of twenty lessons.

Tuition Fees

Tuition fees must be paid monthly, one-half term (10 lessons), or one full term in advance.

Paying Fees to Teachers

Pupils are not allowed under any circumstances to pay tuition fees to the instructor. If they do so, it is at their own risk, and duplicate bills will be sent out and collected.

Checks, Drafts, Etc.

All money must be paid in the office to the Secretary or Director. Checks, drafts, etc., should be made payable to E. J. Decevee.

Boarding Houses

We are prepared to furnish a list of carefully selected boarding houses in the immediate vicinity of the Conservatory. Prices range from \$5 to \$10 a week.

Cash Payments

Pupils are not allowed to pay for lessons as taken.

Music

Pupils are furnished all music at the Conservatory at a liberal discount. By special arrangement with the Director, music may be purchased elsewhere. We allow the usual discount to pupils who are teaching.

Lessons Not Taken

We cannot refund money to students for lessons not taken except in cases of prolonged illness and subsequent inability by reason thereof, to resume the lessons.

Lessons Missed

No excuse is accepted for lessons missed except through illness, absence from the city, or some unavoidable contingency. Notice must be sent us within two days stating cause of absence, otherwise lessons are charged.

The Course

We cannot estimate the time it will take to complete the course in any branch of instruction. This depends solely upon ability and application.

Progress of Students

Parents are advised from time to time regarding the progress of their children.

Lesson Record

Students are furnished a lesson record with the percentage of attainment at end of each term.

Grades

As soon as a grade is finished the student enters the next higher. Nine grades, with obligatory harmony, complete the course in piano playing.

Out-of-Town Students

We endeavor to arrange a convenient time for students who live out of town, in order that they may return home the same day.

Close of Conservatory

The Conservatory is closed during the month of August. Special arrangements, however, can be made with students who may desire to study during that month.

The Conservatory is also closed on January 1st, July 4th, Thanksgiving Day and Christmas.

Hours of Instruction

Hours of instruction are from 8 A. M. to 9 P. M. Office hours 9 A. M to 5 P. M.



MUSICAL TERMS

- AB INITIO. From the beginning.
- A CAPELLA. In church style; *i. e.*, voices only, without accompaniment.
- ACCELERANDO. Gradually hastening the time.
- ACCENT. Emphasis on a particular note.
- ACCIDENTAL. Unforeseen; a name given to sharps, flats, or naturals in music outside of the signature.
- ADAGIO. Movement slower than *andante*, but not as slow as *largo*.
- AD LIBITUM. At pleasure, slow or fast.
- AGITATO. Agitated, hurried.
- ALLARGANDO. Broadening, more slowly and emphatically.
- ALLEGRO. Quick, cheerful.
- ALLEGRETTO. Cheerful; not as quick as *allegro*.
- AL SEGNO. To the sign.
- AL FINE. To the end.
- AMABILE. Tenderly, gracefully.
- AMOROSO. Lovingly, with warmth.
- ANDANTE. Movement in moderate time.
- ANDANTINO. Movement somewhat quicker than *andante*.
- ANIMATO. Animated.
- A PIACERE. At pleasure, faster or slower.
- APPASSIONATO. Passionately.
- APPOGGIATURA. From *appoggiare*, to lean upon. A melodic ornament consisting of a dissonant tone occurring on the accent and resolving into the true melodic tone one degree above or below. The *long A.* occupies half the time of the note it leans upon, and is written as a grace note. The *short A.* is played as quickly as possible; written as a grace note with a stroke through the stem.
- ARPEGGIO. The tones of a chord taken in succession.
- ASSAI. Very.
- ASSOLUTO. Absolute, or first.
- A TEMPO. In time.
- ATTACCA. Attack.
- ATTACCA SUBITO. Attack the following immediately.
- BASSO CANTANTE. The singing bass, or principal bass singer, as distinguished from the *basso buffo*, comic bass, and the *basso profondo*, or very low bass.
- BASSO CONTINUO. A bass running through the whole piece, from which, with figures, the accompaniment used to be played.
- BATON. Conductor's stick for beating time.
- BEN PRONUNZIATO. Well pronounced.

- BIS. Twice, again.
- BRAVURA. Courage, bravery; a spirited execution.
- BRIO. Spirit, vigor.
- CALANDO. With decreasing force.
- CALMATO. Calmed, quieted.
- CALORE. Heat, Warmth.
- CANTO. Song melody.
- CANTABILE. In singing style.
- CAPRICCIOSO. Capriciously.
- CLASSICAL. Standard music by composers of the highest order.
- COLLA VOCE. With the voice.
- COLORATURA. Embellishment introduced in singing.
- COMMON TIME. Or 4-4. A measure consisting of four units, each a quarter note.
- COMODO. Easily, with composure.
- CONCERTANTE. In concerted style; *i. e.*, each instrument alternately leading and accompanying.
- CONCERT-MEISTER. The leader of the first violins in the orchestra.
- CON SORDINI. With mutes in string instrument playing; in piano-forte music it indicates that the dampers are not to be raised by the pedal.
- CORDA. String or cord.
- CORO. Chorus.
- CRESCENDO. With increasing power.
- DA CAPO. From the beginning.
- DAL SEGNO. From the sign.
- DAMPER PEDAL. (Improperly called "Loud Pedal.") A mechanism in the piano-forte which raises all the dampers at once, thus allowing the strings to continue vibrating after the fingers have been raised from the keys.
- DECISO. Decided.
- DECRESCENDO. With diminishing force.
- DELIBERATO. Deliberately.
- DELICATO. Delicately.
- DESTRA. Right.
- DIATONIC. "Through the tones;" *i. e.*, through the tones proper to the key without employing chromatics.
- DIMINUENDO. Diminishing in power.
- DOLICE. Sweetly.
- DOLCISSIMO. Very sweetly.
- DOLENTE. Plaintively.
- DOLOROSO. Grievingly, sorrowfully.
- DOPPIO MOVIMENTO. Twice as fast.
- DROITE. Right.
- DYNAMIC. Relating to power of force.
- EQUALE. Equal, even.
- ELEGANTE. Elegantly, tastefully.
- ENERGICO. With energy.
- ENSEMBLE. Together, the whole.
- ESPRESSIONE. Expression, feeling.
- ESPRESSIVO. Expressively.
- FANTASTICO. Fantastic, capricious.
- FEROCE. Ferociously.
- FERVENTE. Fervently, with warmth.
- FIASCO. Applied to failure in performance.
- FIERAMENTE. Proudly, fiercely.
- FINE. The end.

- FORTE.** Loud, strong.
FORTISSIMO. Loud as possible.
FORZANDO. Sudden force on a particular note or chord.
FUNE BRE. Mournful.
FUOCO. Fiery, rage.
GAUCHE. Left.
GIOCOSO. Jocosely, playfully.
GIUSTO. Just, in steady time.
GLISSANDO. Sliding; playing a run by sliding the finger rapidly along the keyboard of the piano-forte, or along the violin string.
GRAVE. Grave, a slow and solemn movement.
GRAZIOSO. Gracefully. [ently.
IMPETUOSO. Impetuously, vehement.
IMPROVISATO. Improvised, in a fluent and free manner.
INNIG. Fervent, sincere, devout.
INNOCENTEMENTE. Innocently.
INQUIETO. Restless, uneasy.
INTERMEZZO. Intermediate.
INTERVAL. Difference of pitch between tones.
ISTESSO. The same.
KEY NOTE. The tone of a key from which all others are determined.
LACRIMOSO. Mournful, pathetic.
LAMENTABILE. Lamentable, mournful. [*largo* or *tento*.
LANGSAM. Slow; equivalent to *LANGUEMENTE*. Languishingly.
LARGEMENTO. Full, free in style.
LARGHETTO. Movement not quite as slow as *largo*.
LARGHISSIMO. Extremely slow.
LARGO. Broad; a slow and solemn movement.
LEBHAFT. Lively, vivacious, quick.
LEGARE. To slur or bind.
LEGATO. Connected.
LEGATISSIMO. Connectedly as possible.
LEGEREMENT. Lightly, gaily.
LEGGIERO. Light, swift, delicate.
LEGGIERISSIMO. Very lightly.
LENTO. Slow.
LIBERAMENTE. Freely, easily.
LIBITUM. Pleasure.
LINKE. Left.
L'ISTESSO TEMPO. The same time.
LOCO. Place; denotes that a passage is to be played as written, and not an octave higher or lower.
LUNGA. Long. [derly.
LUSINGANDO. Soothingly, tenderly.
LYRIC. Song-like.
MA. But.
MAESSIG. Moderately.
MAESTOSO. Majestic, stately.
MAESTRO. Master, a skillful artist.
MAIN. Hand. **MANO.** Hand.
MAJOR. Greater.
MANCANDO. Dying away.
MARCATO. Marked, well pronounced.
MARTELLATO. Hammered, strongly marked.
MARZIALE. Martial.
MENO. Less.
MESTO. Sadly, mournfully.
MEZZO. Medium, half.
MINOR. Smaller.
MISTERIOSO. Mysteriously.
MODERATO. Moderately.
MOLTO. Much.

- MOSSO.** Movement, motion.
NICHT. Not. **NON.** Not.
OBLIGATO. A part which cannot be omitted.
OEUVRE. Work, completion.
OHNE. Without.
OPUS POSTHUMUS. A work published after the death of its author.
OSSIA. Otherwise, elsewhere.
PARLANDO. In declamatory style.
PASTORALE. In rural style.
PAUSA. A pause.
PERDENDOSI. Dying away.
PESANTE. Heavy, ponderous, impressively.
PIACEVOLE. Pleasing, graceful.
PIANO. Softly, gently.
PIANISSIMO. Soft as possible.
PIU. More.
PIZZICATO. Pinching the strings with the fingers.
POCO. Little.
POCO A POCO. By degrees.
POMPOSO. Pompous, grand.
PORTAMENTO. A gliding of the voice from one note to another.
POSSIBILE. Possible.
PRECIPITATO. Precipitately.
PRECISIONE. Precision, exactness.
PRESTO. Rapidly.
PRESTISSIMO. As rapidly as possible.
PRIMA VISTA. At first sight.
PRIMA VOLTA. At first time.
QUASI. As if, like.
QUIETO. Quietly, serenely.
RALLENTANDO. Gradually slower and softer.
RAPIDO. Rapidly.
RECHT. Right. [tion.
RECITATIVE. Musical declamation.
RELIGIOSO. Solemnly.
RINFORZANDO. Strengthened, emphasized.
RISOLUTO. Resolute, bold.
RITARDANDO. Retarding the time.
RITENUTO. Slower, keeping back.
RUBATO. Irregular time.
SCHERZANDO. Playfully.
SECONDO. Second.
SEHR. Very much.
SEMPLICE. Simple, unadorned.
SEMPRE. Continually, always.
SENZA. Without.
SFORZA. Forced with vigor.
SFORZANDO. See *forzando*.
SIMILE. Similarly.
SINISTRA. Left.
SLENTANDO. Gradually, slower.
SLUR. Curved line over two or more notes to indicate *legato*.
SMORZANDO. Dying away.
SOMMA. Extreme, great.
SOPRA. Above.
SOSTENUTO. Sustained tone.
SOTTO VOCE. In a low tone.
SPIANATO. Smooth, even.
SPIRITUOSO. Spirited.
STACCATO. Detached, separated.
STREPITOSO. Boisterously, rushing.
STRETTO. Hastened.
STRINGENDO. Accelerating.
SYNCPATION. Accent upon an unusual part of the measure, concealing the true accent.
TACE. Be silent.

CITY OF HARRISBURG

Harrisburg is a beautifully situated city, on the banks of the Susquehanna river, and is healthy and pleasant to live in.

Its total area is 4,473 acres.

Its population is 69,000.

It has 15,447 buildings.

The population of the surrounding towns, within a radius of ten miles, is 40,000.

It is one of the best lighted cities in the country.

Its main streets are paved with asphaltum.

Its street railway system cannot be surpassed.

Its hotels are the best in the State.

It has a large opera house.

It has a perfect system of sewerage.

It has a good water supply.

It has steam heat and power supply.

Its public schools consist of 1 High, 44 Grammar and 110 Primary, and are of a very high standard.

It has five academies.

It is entered by the following railroad companies: Pennsylvania, Northern Central, Philadelphia and Erie, Cumberland Valley, Philadelphia and Reading, Philadelphia, Harrisburg and Pittsburg, Western Maryland, and Schuylkill and Susquehanna.

Hospitals.—Keely Institute, North and Fourth streets, opened 1892; Maternity, 226 Liberty street, opened 1892; State Lunatic, Maclay street, near Cameron, opened 1851; St. Clair Infirmary, Fourth and North streets, opened 1897; The Harrisburg City Hospital, Front and Mulberry streets.

Churches.—Baptist, 7; Catholic, 2; Church of God, 4; Episcopal, 2; Hebrew, 2; Lutheran, 9; Methodist, 13; Presbyterian, 8; Reformed, 4; United Brethren, 3; United Evangelical, 2.

It has a Board of Trade consisting of 500 of the leading business and professional men of the city.

It is well protected against fire by 5 steamer, 3 hose and 2 chemical companies.

It has one of the finest, best equipped and most modern Y. M. C. A. buildings in the country, costing nearly \$90,000.

MUSICAL ITEMS

Musical is the language of the emotions—GOTHE.

Who does that hath no music in himself,
Nor is not moved with concord of sweet sounds,
Is fit for treasons, stratagems and spoils;
The motions of his spirit are dull as night,
And his affections dark as erebus.
Let no such man be trusted.—*Shakespeare.*

There is music in the beauty, and the silent note which Cupid strikes, far sweeter than the sound of an instrument; for there is music whenever there is harmony, order, or proportion; and thus far we may maintain the music of the spheres.—*Browne.*

Musical instruments were in use in Egypt 400 years B. C.

The lyre is the most ancient of musical instruments.

The pianoforte was invented by an Italian named Christofori.

The two greatest musical composers were: J. S. Bach, born 1685, died 1750; W. A. Mozart, born 1756, died 1791. Joseph Haydn, born 1732, died 1809. G. F. Handel, born 1685, died 1759. Ludwig Van Beethoven, born 1770, died 1827.

America leads the world in the number of musical instruments sold yearly, and in the amount of money paid for musical entertainment, viz: concerts, operas, oratorio, etc., etc.

Frans Liszt was the greatest pianist that ever lived.

President McKinley's favorite hymns were "Nearer My God 'to Thee," and "Lead Kindly Light."

"Not only in art, but in things of much greater moment, in right living, and in the effort to lighten the burden of other lives, a function which no set can perform so systematically as music, taking rank as it does only below religion."—*Hugh A. Clarke.*

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LEADING FACTS IN MUSICAL HISTORY AND BIOGRAPHY

COMPILED BY E. J. DECEVEE

Music, as we know it to-day, was entirely unknown to any of the ancient nations.

Instruments, such as the harp, lyre, psaltery, trumpet, were used in the temple services of the ancient Egyptians, and allied nations.

The Greeks were the first to place music upon a scientific basis. On all great occasions music was given a prominent place.

The Romans were indebted entirely to the Greeks for their knowledge of music. The Romans being a more war-like people, were little given to the cultivation of the arts.

In the year 384 St. Ambrose, Bishop of Milan, collected all of the known melodies available for church purposes, and prescribed rules and regulations regarding their use.

Gregory, the Great, like Ambrose, made a collection of church music, and in many ways improved the musical part of the church service. To him we owe what is now known as the Gregorian chant.

The troubadours, the minstrels, and the minnesingers flourished during the middle ages. They cultivated the love of music for its own sake, and were not only highly honored, but were instrumental in awakening a greater love for music among the common people. Folk songs and national melodies accompanied this age of romance and chivalry.

The art of counterpoint, which means the independent progression of melody as opposed to harmony was first cultivated about A. D. 1300, and reached its full development under J. S. Bach about 450 years later.

The Polyphonic (many-voiced) school flourished for about 450 years, its greatest representatives being Dufay, Okenheim, Lasso, Gabrieli, Palestrina and Bach.

The first opera ever produced was called "Euridice," composed by Peri in 1600.

It is said that the mysteries and miracle plays of the middle ages first suggested the idea of the Oratorio, these plays were popular in Great Britain, and culminated in the "Passion Play." The real birth-place, however, of the Oratorio was in Italy, and the first production took place the same year in which Peri's opera "Euridice" was heard.

BIOGRAPHICAL

PALESTRINA was born in 1514, died in Rome February 2, 1594. He is the father of the modern mass, and the greatest representative of the early polyphonic school.

BACH, J. S., born at Eisenach, in 1685, died at Leipsic July 28, 1750. One of the greatest composers of any age. He brought polyphony in its highest form, viz: the fugue to its greatest perfection.

MOZART, W. A., born at Salzburg, January 27, 1756, died there December 5, 1791. One of the most precocious of all the great musicians, commenced to write at the age of four years. His great "Requiem" was privately sung while Mozart lay upon his death bed.

HAYDN, JOSEPH, was born at Rohrau, Austria, March 31, 1732, died in Vienna, May 31, 1809. He is the father of the pianoforte sonata. His oratorios, the "Creation" and the "Seasons," produced a profound impression at the time of their production.

GLUCK, C. W., was born at Weidenwang, July 2, 1714, died in Vienna, November 15, 1787. He is principally known by his grand operas, built upon the Greek drama. In his efforts to harmonize the drama and music, Wagner acknowledged himself greatly indebted to Gluck.

HANDEL, G. F., born in Halle, February 23, 1685, died in London, April 14, 1759. Handel's boyhood was one of great struggle, he overcame all resistance, however, and became one of the very greatest of musicians. His oratorio of "Messiah" was an epoch-making work.

BEETHOVEN, LUDWIG VAN, was born in Bonn, December 16, 1770, died in Vienna, March 26, 1827. He is regarded by many authorities as the greatest musician that ever lived.

SCHUMANN, ROBERT, was born at Zwickau, June 8, 1810, died near Bonn, July 29, 1856. Schumann was the first among the great composers to break away from the rigid models of classicism, and found the newer, more virile romantic school. Nearly all modern music shows traces of Schumann's influence.

SCHUBERT, FRANZ, was born in Vienna, January 21, 1797, died there November 19, 1828. Schubert was one of the most prolific of all the great masters. In 1815 he wrote one hundred and ninety-five compositions. We are chiefly indebted to Schubert for the modern lied. Probably no composer possessed Schubert's marvelous gift of melody.

MENDELSSOHN, FELIX, was born in Hamburg, February 3, 1809, and died in Leipsic, November 4, 1847. Mendelssohn's true greatness as a composer is found in his symphonies, which are perfect specimens of formal construction, and his colossal oratorios of "Elijah" and "St. Paul," which stand, as they doubtless ever will, as the most massive creations of all time.

WEBER, CARL MARIA, was born at Eutin, December 18, 1786, died in London, June 5, 1826. Weber is chiefly known by his piano works, and his operas, which show marvelous melodic invention, great dramatic power, and brilliancy of orchestral accompaniment.

CHOPIN, FREDERICK, was born near Warsaw, March 1, 1809, died in Paris, October 17, 1849. The pianistic world is greatly indebted to this marvelous composer. Chopin breathed into music a spirit at once beautiful, forceful, and original. Under his fingers the piano ceased to be wood and steel and became a living soul, a national expression. Chopin's music, taken all in all, is probably the most difficult written for the piano.

LISZT, FRANZ, was born at Raiding, Hungary, October 22, 1811, died at Bayreuth, July 31, 1886. Liszt was the first pianist to demonstrate the wonderful capabilities of the modern pianoforte, and along with Berlioz and St. Saens, to demonstrate the marvelous resources of the modern orchestra. His works for the piano and orchestra were at first regarded as little less than fantastic, if not grotesque. The world now accepts his theories, however, in the main, though his music excite wonder rather than a feeling of musical completeness.

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NO. 1

THE SUMMER QUARTER, 1905

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Second Term: July 28 to September 1

SUMMER CALENDAR

JUNE 9, Friday—
JUNIOR COLLEGE DAY.

JUNE 10, Saturday—
ALUMNI DAY.

JUNE 11, Sunday—
CONVOCATION SUNDAY.

JUNE 12, Monday—
CLASS DAY. Summer Meeting of the University Congregation.

JUNE 13, Tuesday—
Summer Convocation of the University.

JUNE 15, Thursday—
Matriculation and Registration of Incoming Students.

JUNE 16, Friday—
Matriculation and Registration of Incoming Students.

JUNE 17, Saturday—
Summer Quarter begins.

JUNE 19, 20, 21, 22, Monday, Tuesday, Wednesday, Thursday—
Examinations for Admission to the Junior Colleges.

JULY 4, Tuesday—
INDEPENDENCE DAY: a Holiday.

JULY 27, Thursday—
Examinations for the First Term of the Summer Quarter. First Term ends.

JULY 28, Friday—
Second Term of the Summer Quarter begins.

SEPTEMBER 1, Friday—
Examinations for the Second Term of the Summer Quarter.

Autumn Convocation of the University.
3:00 P. M. Second Term of the Summer Quarter ends.

NOTE.—The University reserves the right to alter, at its discretion, any courses outlined in these Announcements.
Students entering the University for the first time should make it a point to complete all arrangements for entrance either by correspondence or in person, AT LEAST TWO DAYS BEFORE THE OPENING OF THE QUARTER

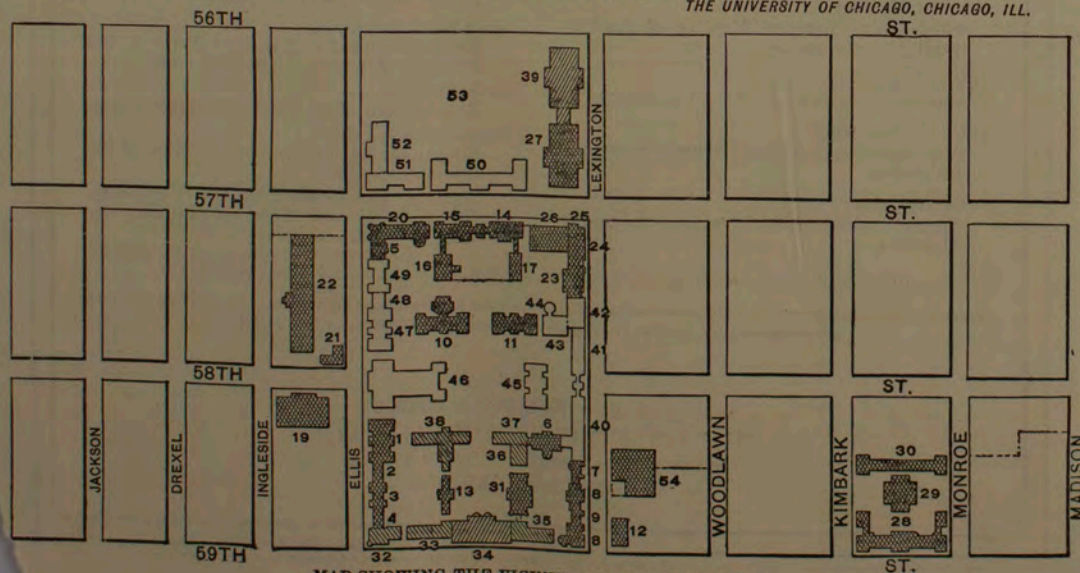
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CHICAGO, ILL.

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The University is situated on the Midway Plaisance, between Cottage Grove and Madison Avenues, and can be reached by the Cottage Grove Avenue cable cars (from Wabash Avenue down town); by the Illinois Central Railroad suburban trains to South Park Station; by the Sixty-third Street electric cars from Englewood railway stations (leave cars at Ellis Avenue and walk three blocks north); or by the South Side Elevated Railway (leave cars at Lexington Avenue and walk three blocks north). A Baggage Express Company and the Western Union Telegraph Company have offices at the University. The Telephone number of the University is Hyde Park-426. It will be sufficient to address any correspondence relating to the work of the University to

THE UNIVERSITY OF CHICAGO, CHICAGO, ILL.



MAP SHOWING THE VICINITY OF THE UNIVERSITY

THE UNIVERSITY—GENERAL INFORMATION

THE PRESIDENT (Office, *Haskell Museum*, Room 10)

I. THE SCHOOLS AND COLLEGES

THE FACULTIES OF ARTS, LITERATURE, AND SCIENCE

(Office of the Dean, *Haskell Museum*, Room 10)

- I. THE GRADUATE SCHOOL OF ARTS AND LITERATURE. Office of the Dean, *Haskell Museum*, Room 14.
- II. THE OGDEN (GRADUATE) SCHOOL OF SCIENCE. Office of the Dean, *Haskell Museum*, Room 14.
- III. THE COLLEGES OF ARTS, LITERATURE, AND SCIENCE.¹ Office of the Dean of the Senior Colleges, *Haskell Museum*, Room 13; Office of the Deans of the Junior Colleges, Room 9A, *Cobb Lecture Hall*, *Ellis Hall*, and *Lexington Hall*.

THE PROFESSIONAL FACULTIES

- IV. THE DIVINITY SCHOOL, including (1) THE GRADUATE DIVINITY SCHOOL; (2) THE ENGLISH THEOLOGICAL SEMINARY. Office of the Dean, *Haskell Museum*, Room 15.
- V. THE LAW SCHOOL. Office of the Dean, *Law School Building*.
- VI. THE COURSES IN MEDICINE. Office of the Dean, *Hull Physiological Laboratory*, Room 13.
- VII. THE SCHOOL OF EDUCATION. Office of the Dean, *School of Education Building*, Room 199.
- VIII. THE COLLEGE OF COMMERCE AND ADMINISTRATION. Office of the Dean, *Haskell Museum*, Room 13.
- IX. THE COLLEGE OF RELIGIOUS AND SOCIAL SCIENCE. Office of the Dean, *Haskell Museum*, Room 15.

II. THE DEPARTMENTS OF INSTRUCTION

The Graduate Schools of Arts, Literature, and Science afford courses of instruction leading to the degree of Master of Arts, Philosophy, or Science, and to the degree of Doctor of Philosophy.

In the Graduate School of Arts and Literature are the advanced courses offered by the Departments of Philosophy, Psychology, Political Economy, Political Science, History, History of Art, Sociology, Household Administration, Comparative Religion, the Semitic Languages and Literatures, Biblical and Patristic Greek, Sanskrit and Indo-European Comparative Philology, the Greek Language and Literature, the Latin Language and Literature, the Romance Languages and Literatures, the Germanic Languages and Literatures, English, and General Literature.

In the Ogden Graduate School of Science are the advanced courses offered by the Departments of Mathematics, Astronomy and Astrophysics, Physics, Chemistry, Geology, Geography, Zoology, Anatomy,

Physiology, Neurology, Palaeontology, Botany, and Pathology and Bacteriology.

The Departments of Public Speaking and Physical Culture are open to students of the Graduate Schools.

The Colleges of Arts, Literature, and Science afford courses of instruction leading to the degree of Bachelor of Arts, Philosophy, or Science. These are the undergraduate courses offered by the above Departments of Instruction.

A detailed list of courses offered by these Departments will be found on pp. 12-28.

Requirements for admission will be found on p. 4.

The Departments of Instruction in the Divinity School are the following: Old Testament Literature and Interpretation, New Testament Literature and Interpretation, Biblical Theology, Systematic Theology, Church History, Homiletics, Ecclesiastical Sociology, and Public Speaking. For details see pp. 32-35.

The Law School offers during the Summer Quarter

¹ The Colleges include the Senior Colleges (corresponding to the Senior and Junior classes in the old organization) and the Junior Colleges (corresponding to the Sophomore and Freshman classes of the old organization).

courses in Criminal Law, Persons, Torts, Wills and Administration, Future Interests, Suretyship, Private Corporations, Federal Constitutional Law, Administrative Law, and International Law. Work is provided for both beginning and advanced students. For details see pp. 38-40.

Courses in Medicine and preparatory to Medicine are given in the Departments of Chemistry, Zoology, Anatomy, Physiology, Neurology, and Pathology and Bacteriology.

In the School of Education instruction is given in Education, Nature-Study, History, Geography, Mathematics, the Arts, Manual Training, and Physical Training.

In the College of Commerce and Administration courses are given in the Departments of Political Economy, Political Science, History, Sociology, Geography, and in the Law School. For details see pp. 50-52.

In the College of Religious and Social Science courses are given in the Departments of Psychology, Political Economy, Political Science, History, Sociology, Modern Languages, English, Science, Public Speaking, Physical Culture, Systematic Theology, Church History, Practical Theology, Education, Statistics, English Literature, General Literature, the Bible (English, Greek, or Hebrew), Classical Greek. For details see pp. 36-37.

III. THE UNIT OF TIME AND THE UNIT OF WORK

The University year is divided into four Quarters of about equal length—the Winter, Spring, Summer, and Autumn. Each Quarter is divided into two Terms. A course of instruction continues throughout a Term or throughout a Quarter. A course continuing through a Term is called a *Minor*; a course continuing throughout a Quarter is called a *Major*. If double time is given to the work of any course, it is recorded as a double course—a Double Minor or Double Major, as

the case may be. Students may enter at the beginning of any Quarter; and in the Summer Quarter, at the beginning of either Term. *Any course announced as a Major or Double Major may be taken for the First Term as a Minor or a Double Minor, respectively.* Such courses may be taken in like manner for the *Second Term* with the approval of the instructor.

Classes meet four days or five days a week.

IV. THE SUMMER QUARTER

The Summer Quarter is one of the regular Quarters of University work. The courses are the same in character, method, and credit value as in other parts of the year. In 1905 the Summer Quarter will begin June 17 and will close September 1. The First Term will begin June 17; the Second Term, July 28.

Students may enter for either Term or for both.

The amount of work for which registration may be made is limited to three Minors for each Term. A considerable number of open lectures are provided, which may be attended without charge by all members of the University.

V. ADMISSION

A student entering the University is admitted to some one of the Schools or Colleges. Details are given under the several heads below.

Honorary students may attend the lectures offered without undertaking the ordinary work of the classroom. This privilege will be granted only in exceptional cases, upon application to the President of the

University or to the Dean of the Faculties of Arts Literature and Science.

Note.—Students entering the University for the first time should make it a point to complete all arrangements for entrance, either by correspondence or in person, at least two days before the opening of the Quarter.

VI. ROUTINE OF ENTRANCE, REGISTRATION, ETC.

Applications for admission should be addressed to the University or to the Dean of the School or College to which admission is sought. On presenting himself for admission to the University the student is expected—

1. *To obtain admission to the University* from the Dean of the proper School or College. Having been duly admitted, the student will be furnished at the Dean's office with a matriculation card and a registration card.

2. *To register for work.*—The student will enter on the registration card the courses which he desires to take, and will present the card thus filled to his Dean for approval.

Before selecting his courses, the graduate student should consult with the Head of the Department in which his principal work is to be done.

3. *To pay University fees.*—The student presents the matriculation card and the registration card, countersigned by the Dean, at the Registrar's office (Room 7A, Cobb Lecture Hall). On payment of fees the student is given the matriculation card, with the stamp

of the office, and a receipt for tuition. This matriculation card should be carefully preserved, as it is the evidence of membership in the University.

The name of a student is not sent to instructors as a member of classes until registration is completed and University bills are paid.

Time of registration.—Students in residence during the Spring Quarter, 1905, will register for the Summer Quarter during the week May 29-June 3. Incoming students, and those resuming work after an absence, will register on or before June 17, or for the second Term on or before July 27.

VII. FEES FOR MATRICULATION AND TUITION; INCIDENTAL FEES

1. *Matriculation fee.*—The matriculation fee is \$5.00, and is required of every student on entrance to the University.

2. *Tuition fee.*

a) The tuition fee is \$40.00 per Quarter (\$20.00 per Term) for regular work (three Majors for a Quarter, three Minors for a Term); there is no reduction to those taking two Majors (or, for one Term, two Minors only).¹

b) A reduction is made to students taking only one Major, (or, for a Term, one Minor), one-half the full tuition fee being charged.

c) Undergraduates (including unclassified students) taking more than three Majors (or, for a Term, three Minors) will pay (in addition to the regular tuition fee) \$15.00 for each additional Major (or \$7.50 for each additional Minor).

d) *All bills for the term must be paid on or before the first day of the Term, June 17, or of the second term, July 28. No bill for tuition fees is made for less than a full Term (except in case of students attending throughout the First Term and able to be present but a portion of the Second). Delay on the part of the student may be avoided by sending a check for the amount due the Registrar, who will return a receipt at once. All fees are payable to the Registrar, Room 7A, Cobb Lecture Hall.*

Registration is not complete until all University bills are paid. Those who fail to meet this obligation within the first two days of the Term are not regarded as members of the University. After the second day, to secure membership in the University, the consent of the Dean and the payment of a fee of \$5.00 for late registration will be required.

3. *Laboratory fee.*—Students in Chemistry pay a laboratory fee of \$5.00 for a Major or Double Minor course, and 2.50 for a Minor course. Students in the Biological Departments pay \$5.00 for a Double Major course, \$2.50 for a Major course, and \$1.25 for a Minor course, except for courses in Gross Anatomy, in which the fee is \$5.00 for a Major course.

Ten dollars (\$10.00) is the maximum charge for laboratory work in any one department (M and DMJ courses will be charged in proportion).

In addition to the regular laboratory fee, students in Chemistry will procure a coupon ticket, entitling them to \$5.00 worth of laboratory material. Students in Biology will procure a coupon ticket, entitling them to \$2.50 worth of laboratory material. Unused portions will be redeemed.

4. *Graduation fee.*—The graduation fee, including the diploma, is \$10.00.

VIII. ROOMS, BOARD, AND GENERAL EXPENSES

The nine Halls in the University Quadrangles, of which four are for women, will be open to members of the University during the Summer Quarter. The cost of rooms in the dormitories will be from \$20.00 to \$74.00 for the whole Quarter. This includes also heat,

light, and care. Rooms will be rented for periods of a Quarter or a Term on application to the Registrar. The rooms in the Halls are for the most part single and intended for occupancy by one student. A few rooms in each Hall may be occupied by two students.

¹ As to fees in the Divinity School, the Law School, and the Courses in Medicine, see pp. 33, 39, 42.

Diagrams of the Halls, showing prices of rooms, will be sent by the Registrar on application. The rooms are furnished with study table, chairs, bookcase, bedstead and mattress, bureau-commode, mirror, chamber ware, and carpet rug. Bedding and towels must be furnished by the student, except in Snell and North Hitchcock Halls and the two Divinity dormitories. Rooms may not be subrented, nor can exchange or transfer of rooms be made except by permission of the Registrar. Students living outside the Halls are not permitted to room in any building in which a family does not reside.

Board is furnished in the Men's Commons in the new Hutchinson Hall at \$3.50 per week. A café which furnishes meals *à la carte* is conducted in connection with the Commons.

The Halls for women (Beecher, Kelly, Foster, and Green) have separate dining-halls and parlors. The cost of table board in these Halls will be \$3.50 per week. In case of vacancies, applicants will be assigned rooms in the order of application. All applications for rooms, or for information concerning rooms and board,

should be made to the Registrar, the University of Chicago. For payment of bills, see above, VII, 2, d).

The following table will enable the student to form an estimate of the quarterly expenses in the University:

	Lowest	Average	Liberal
University bill, tuition.....	\$ 40.00 ¹	\$ 40.00	\$ 40.00
University bill, matriculation....	5.00	5.00	5.00
Rent and care of room.....	18.00	24.00	36.00
Board	30.00	42.00	60.00
Laundry	5.00	8.00	12.00
Textbooks and stationery.....	5.00	7.00	16.00
Total.....	\$103.00	\$126.00	\$169.00

Rooms in the Halls may be engaged in advance, but they will not be ready for occupancy before Saturday, June 17, 12 M. Temporary accommodations near the University may be obtained before that date.

A list of approved boarding-places outside the Quadrangles is kept on file at the BUREAU OF INFORMATION, Cobb Lecture Hall, and information regarding them may there be obtained.

IX. LIBRARIES, LABORATORIES, AND MUSEUMS

THE LIBRARIES

The General Library is for the use of students in all Departments of the University. Students who have matriculated and paid their library fee may take at one time three volumes from the General Library. These may be kept two weeks, and at the end of that time, if desired, may be renewed for two weeks.

The approximate estimate of the books at present in the Library is 367,442.

All the Branch and Departmental Libraries are catalogued and classified.

The General Library is open on every week day from 8:30 A. M. to 5:30 P. M. The Library receives 1,287 current periodical publications, including the transactions and proceedings of learned societies.

The Departmental Libraries are for the use of advanced students in the respective Departments. Books are not withdrawn except by special permission. The technical periodicals are placed in the Departmental Libraries.

THE LABORATORIES

The Kent Chemical Laboratory and the Ryerson Physical Laboratory contain rooms for special research, small laboratories for work of investigation, large laboratories for general instruction, lecture-rooms, class-rooms, library, museum, and offices.

¹ See also footnote on p. 5.

The Hull Biological Laboratories is a group of four buildings devoted to the study of the Anatomical Botanical, Physiological, and Zoological Sciences. Medical instruction is given in three of these laboratories.

THE MUSEUMS

The Walker Museum contains the collections of fossils of the Department of Geology, and various mineralogical, anthropological, palaeontological, and geological collections, donated to or deposited in the Museum. It contains also the lecture-rooms and libraries of the Department of Geology and of the Department of Anthropology.

The Haskell Oriental Museum contains a series of large and well-equipped rooms for the installation and exhibition of museum material. The Biblical, the Comparative Religion, the Assyrian, and the Egyptian collections occupy the second floor. A large assembly room and administration offices are on the first floor, and a library on the third floor.

THE OBSERVATORY

The Yerkes Astronomical Observatory is situated near Williams Bay, Wisconsin. Its principal instrument is a refracting telescope of forty inches' aperture. Advanced students in Astronomy may register for work at the Observatory, spending their whole time at Williams Bay.

X. OPPORTUNITIES FOR RECREATION

Situated on the Midway Plaisance, which is an avenue and lawn a block wide and a mile long connecting Washington and Jackson Parks, and within easy walking distance of Lake Michigan, the University is peculiarly favored by its environment in summer. High temperatures are not frequent nor long continued. The heat is tempered by open spaces and the nearness of water, and retreats alike from the sun and from heated buildings are always close at hand.

Opportunities for diversion are numerous. In Jackson Park there are golf links, and in both Jackson and Washington Parks lagoons for rowing. Tennis nets

are everywhere likewise in both parks and along the Midway. Furthermore, there are excellent tennis courts on the campus. Through the new Bartlett Gymnasium and the Lexington Gymnasium full facilities for physical culture are given to both men and women. In the Bartlett Gymnasium there is a swimming-pool open daily to men and to women at designated hours in the week. Finally, attention is called to the Reynolds Club, which offers social privileges to men, and to the Woman's Union, which serves the social need of women resident in the University.

THE SCHOOLS AND COLLEGES OF ARTS, LITERATURE, AND SCIENCE

I. THE FACULTIES¹

WILLIAM RAINEY HARPER, Ph.D., D.D., LL.D., *President of the University; Professor and Head of the Department of the Semitic Languages and Literatures.*
 HARRY PRATT JUDSON, A.M., LL.D., *Professor of Comparative Politics and Diplomacy, and Head of the Department of Political Science; Dean of the Faculties of Arts, Literature, and Science.*
 CHARLES OTIS WHITMAN, Ph.D., LL.D., *Professor and Head of the Department of Zoology; Curator of the Zoological Museum (Woods Hole).*
 THOMAS CHROWDER CHAMBERLIN, Ph.D., LL.D., *Professor and Head of the Department of Geology; Director of Museums.*
 JOHN MERLE COULTER, Ph.D., *Professor and Head of the Department of Botany.*
 CHARLES CHANDLER, A.M., *Professor of Latin.*
 SAMUEL WENDELL WILLISTON, M.D., Ph.D., *Professor and Head of the Department of Palæontology*
 NATHANIEL BUTLER, A.M., D.D., LL.D., *Professor of Education; Director of Co-operating Work.*
 ERNEST DEWITT BURTON, D.D., *Professor and Head of the Department of New Testament Literature and Interpretation.*
 OSKAR BOLZA, Ph.D., *Professor of Mathematics.*
 PAUL SHOREY, Ph.D., *Professor and Head of the Department of Greek.*
 BENJAMIN TERRY, Ph.D., LL.D., *Professor of Mediæval and English History.*
 JOSEPH PAXSON IDDINGS, Ph.B., *Professor of Petrology.*
 WILLIAM DARNALL MACCLINTOCK, A.M., *Professor of English Literature; Dean of University College.*
 HENRY HERBERT DONALDSON, Ph.D., *Professor and Head of the Department of Neurology.*
 GEORGE BURMAN FOSTER, A.M., *Professor of the Philosophy of Religion.*
 IRA MAURICE PRICE, Ph.D., LL.D., *Professor of the Semitic Languages and Literatures.*
 ROLLIN D. SALISBURY, A.M., LL.D., *Professor of Geographic Geology and Head of the Department of Geography; Dean of the Ogden (Graduate) School of Science.*
 STARR WILLARD CUTTING, Ph.D., *Professor of German Literature.*
 ERNST FREUND, J.U.D., Ph.D., *Professor of Jurisprudence and Public Law.*
 GEORGE NEAL STEWART, A.M., Sc.D., M.D., D.P.H., *Professor and Head of the Department of Physiology.*
 FRANK FROST ABBOTT, Ph.D., *Professor of Latin.*
 JOHN MATTHEWS MANLY, Ph.D., *Professor and Head of the Department of English.*
 JAMES HAYDEN TUFTS, Ph.D., LL.D., *Professor and Head of the Department of Philosophy.*
 SHAILER MATHEWS, D.D., *Professor of Systematic Theology; Junior Dean of the Divinity School.*
 JAMES RICHARD JEWETT, Ph.D., *Professor of the Arabic Language and Literature.*
 EDWIN BRANT FROST, A.M., *Professor of Astrophysics, and Astrophysicist in the Yerkes Observatory.*
 CARL DARLING BUCK, Ph.D., *Professor and Head of the Department of Sanskrit and Indo-European Comparative Philology.*
 EDWARD CAPPS, Ph.D., *Professor of Greek.*
 EDWIN EMERSON BARNARD, A.M., Sc.D., *Professor of Practical Astronomy, and Astronomer in the Yerkes Observatory.*
 JAMES ROWLAND ANGELL, A.M., *Professor and Head of the Department of Psychology; Director of the Psychological Laboratory.*
 JAMES PARKER HALL, A.B., LL.B., *Professor of Law; Dean of the Law School.*
 GRAHAM TAYLOR, D.D., *Professorial Lecturer on Sociology.*
 EMLIN McCLAIN, A.M., LL.B., LL.D., *Judge of the Supreme Court of Iowa, late Chancellor of the College of Law, University of Iowa (Summer Quarter, 1905).*

¹The names in each group, with the exception of the names of the President and the Dean of the Faculties, are arranged in the order of collegiate seniority.

ANNOUNCEMENTS

WILLIAM JAMES, Ph. et Litt.D., LL.D., *Professor of Philosophy, Harvard University (Summer Quarter 1905).*
 FELIX E. SCHELLING, Ph.D., *Professor of English, University of Pennsylvania (Summer Quarter, 1905).*
 EDWARD ALSWORTH ROSS, Ph.D., *Professor of Sociology, University of Nebraska (Summer Quarter, 1905).*
 EDGAR NELSON TRANSEAU, Ph.D., *Professor of Biology, Alma, Mich. (Summer Quarter, 1905).*
 JOHN ADAMS, S.B., A.M., *Professor of Education, University of London (Summer Quarter, 1905).*
 FRANCIS ADELBERT BLACKBURN, Ph.D., *Associate Professor of the English Language.*
 HEINRICH MASCHKE, Ph.D., *Associate Professor of Mathematics.*
 OLIVER JOSEPH THATCHER, Ph.D., *Associate Professor of Mediæval and English History.*
 FRANK JUSTUS MILLER, Ph.D., *Associate Professor of Latin; Examiner for Secondary Schools.*
 MYRA REYNOLDS, Ph.D., *Associate Professor of English; Head of Nancy Foster Hall.*
 FREDERICK STARR, Ph.D., *Associate Professor of Anthropology; Curator of the Anthropological Section of Walker Museum.*
 GEORGE HERBERT MEAD, A.B., *Associate Professor of Philosophy.*
 WILLIAM ISAAC THOMAS, Ph.D., *Associate Professor of Sociology.*
 EDWIN ERLE SPARKS, A.M., Ph.D., *Associate Professor of American History.*
 JULIUS STIEGLITZ, Ph.D., *Associate Professor of Chemistry.*
 CAMILLO VON KLENZE, Ph.D., *Associate Professor of German Literature.*
 WILLIAM BISHOP OWEN, Ph.D., *Associate Professor of Greek; Dean of the Academic Course of the University High School.*
 THOMAS ATKINSON JENKINS, Ph.D., *Associate Professor of French Philology.*
 JAMES HENRY BREASTED, Ph.D., *Associate Professor of Egyptology and Semitic Languages; Director of Haskell Oriental Museum.*
 ADDISON WEBSTER MOORE, Ph.D., *Associate Professor of Philosophy.*
 FRANK RATTRAY LILLIE, Ph.D., *Associate Professor of Embryology; Assistant Curator of the Zoological Museum (Woods Hole).*
 ROBERT MORSS LOVETT, A.B., *Associate Professor of English; Dean in the Junior Colleges.*
 ALBERT PRESCOTT MATHEWS, Ph.D., *Associate Professor of Physiological Chemistry (Woods Hole).*
 GEORGE HERBERT LOCKE, A.M., *Associate Professor of Education; Dean of the College of Education.*
 SOLOMON HENRY CLARK, Ph.B., *Associate Professor of Public Speaking.*
 ALFRED L. P. DENNIS, Ph.D., *Associate Professor of Modern History.*
 LUCIEN FOULET, *Associate Professor of Romance Languages, Bryn Mawr College (Summer Quarter, 1905).*
 PAUL OSKAR KERN, Ph.D., *Assistant Professor of German.*
 ALBERT HARRIS TOLMAN, Ph.D., *Assistant Professor of English Literature.*
 HERBERT ELLSWORTH SLAUGHT, Ph.D., *Assistant Professor of Collegiate Mathematics.*
 HERBERT LOCKWOOD WILLETT, Ph.D., *Assistant Professor of the Semitic Languages and Literatures.*
 KURT LAVES, Ph.D., *Assistant Professor of Astronomy.*
 JACOB WILLIAM ALBERT YOUNG, Ph.D., *Assistant Professor of the Pedagogy of Mathematics.*
 JOHN PAUL GOODE, Ph.D., *Assistant Professor of Geography.*
 CHARLES RIBORG MANN, Ph.D., *Assistant Professor of Physics.*
 GORDON JENNINGS LAING, Ph.D., *Assistant Professor of Latin.*
 ROBERT ANDREWS MILLIKAN, Ph.D., *Assistant Professor of Physics.*
 PHILIP SCHUYLER ALLEN, Ph.D., *Assistant Professor of German Literature.*
 JOHN CUMMINGS, Ph.D., *Assistant Professor of Political Economy.*
 BRADLEY MOORE DAVIS, Ph.D., *Assistant Professor of Embryology (Woods Hole).*
 HERBERT NEWBY MCCOY, Ph.D., *Assistant Professor of Physical Chemistry.*
 JAMES WESTFALL THOMPSON, Ph.D., *Assistant Professor of European History.*
 LEONARD EUGENE DICKSON, Ph.D., *Assistant Professor of Mathematics.*
 FREDRIC MASON BLANCHARD, A.M., *Assistant Professor of Public Speaking.*
 STUART WELLER, Ph.D., *Assistant Professor of Palæontologic Geology.*
 FOREST RAY MOULTON, Ph.D., *Assistant Professor of Astronomy.*

HERBERT JOSEPH DAVENPORT, Ph.D., *Assistant Professor of Political Economy.*
 THEODORE C. BURGESS, Ph.D., *Assistant Professor of Greek and Latin, Bradley Polytechnic Institute.*
 FRANCIS ASBURY WOOD, Ph.D., *Instructor in Germanic Philology.*
 THEODORE LEE NEFF, Ph.D., *Instructor in French.*
 CHARLES JOSEPH CHAMBERLAIN, A.M., Ph.D., *Instructor in Botany.*
 SOPHONISBA PRESTON BRECKINRIDGE, Ph.D., J.D., *Instructor in Household Administration.*
 EDWARD AMBROSE BECHTEL, Ph.D., *Instructor in Latin.*
 EDWARD SCRIBNER AMES, Ph.D., *Instructor in Philosophy.*
 CHARLES MANNING CHILD, Ph.D., *Instructor in Zoölogy.*
 EDGAR JOHNSON GOODSPEED, Ph.D., *Instructor in Biblical and Patristic Greek.*
 JOHN JACOB MEYER, Ph.D., *Instructor in Sanskrit.*
 GLENN MOODY HOBBS, S.B., *Instructor in Physics.*
 LAUDER WILLIAM JONES, Ph.D., *Instructor in Chemistry.*
 GEORGE ELMER SHAMBAUGH, M.D., *Instructor in Anatomy of Ear, Nose and Throat.*
 HENRY CHANDLER COWLES, Ph.D., *Instructor in Botany; Head of Washington House.*
 GEORGE BREED ZUG, A.B., *Instructor in the History of Art.*
 HIRAM PARKER WILLIAMSON, A.M., *Instructor in French.*
 JAMES WEBER LINN, A.B., *Instructor in English.*
 WALLACE WALTER ATWOOD, Ph.D., *Instructor in Physiography and General Geology.*
 WILLIAM GORSUCH, A.B., *Instructor in Public Speaking.*
 HOWARD TAYLOR RICKETTS, A.B., M.D., *Instructor in Pathology.*
 JOHN CHARLES HESSLER, Ph.D., *Instructor in Chemistry.*
 NOTT WILLIAM FLINT, A.B., *Instructor in English.*
 ARTHUR CONSTANT LUNN, A.M., Ph.D., *Instructor in Applied Mathematics.*
 WILLIAM LAWRENCE TOWER, S.B., *Instructor in Embryology.*
 TORILD ARNOLDSON, *Instructor in German.*
 WARNER FITE, Ph.D., *Instructor in Experimental Psychology (Summer Quarter, 1905).*
 DANIEL PETER MacMILLAN, Ph.D., *Director of the Child-Study Department, Chicago Public Schools.*
 JOHN GORDON WILSON, A.M., M.B., *Associate in Anatomy.*
 SUSAN HELEN BALLOU, Ph.B., *Associate in Latin.*
 HENRI CHARLES EDOUARD DAVID, A.B., *Associate in French.*
 FLORENCE MAY LYON, Ph.D., *Associate in Botany; Head of Beecher House.*
 ROBERT MORRIS, A.B., LL.B., *Associate in Political Economy.*
 NORMAN MacLEOD HARRIS, M.B., Ph.D., *Associate in Bacteriology.*
 WILLIS B. HOLMES, Ph.D., *Associate in Chemistry.*
 CHARLES ANDREWS HUSTON, A.B., *Associate in English.*
 ANTON J. CARLSON, Ph.D., *Associate in Physiology.*
 BURTON JESSE SIMPSON, M.D., *Associate in Anatomy.*
 SAMUEL A. MATTHEWS, *Associate in Pharmacology.*
 CHARLES CLAUDE GUTHRIE, S.B., M.D., *Assistant in Physiology.*
 ERRETT GATES, D.B., Ph.D., *Assistant in the Disciples' Divinity House.*
 SHINKISHI HATAI, Ph.D., *Research Assistant in Neurology.*
 HENRY HIGGINS LANE, A.M., *Laboratory Assistant in Zoölogy.*
 JAMES HENRY LEES, A.B., S.M., *Research Assistant in Geology.*
 BERTRAM G. NELSON, A.B., *Assistant in Public Speaking.*
 VICTOR ERNEST SHELFORD, S.B., *Laboratory Assistant in Zoölogy.*
 CHARLES GOETTSCH, A.B., *Assistant in German.*
 MILTON ALEXANDER BUCHANAN, A.B., *Assistant in French.*
 ADOLPH CHARLES VON NOÉ, A.B., *Assistant in German.*
 GEORGE WINCHESTER, *Lecture Assistant in Physics.*
 ALBERT WOELFEL, M.D., *Assistant in Physiology.*

THOMAS MATHESON WILSON, A.B., S.M., *Assistant in Physiology.*
 HUGH McGUIGAN, S.B., *Assistant in Physiological Chemistry.*
 HARLAN HARLAND BARROWS, S.B., *Assistant in Geology and Geography.*
 OSCAR ECKSTEIN, Sc.D., *Research Assistant in Chemistry.*
 ROLLIN THOMAS CHAMBERLIN, S.B., *Assistant in Geology (Summer Quarter, 1905).*
 WILLIAM JESSE GOAD LAND, Ph.D., *Assistant in Botany (Summer Quarter, 1905).*
 MARY ELEANOR TARRANT, *Assistant in Botany (Summer Quarter, 1905).*
 WILLIAM BARNET McCALLUM, Ph.D., *Assistant in Botany (Summer Quarter, 1905).*
 REUBEN MYRON STRONG, Ph.D., *Assistant in Zoölogy (Summer Quarter, 1905).*
 WILFRED HAMILTON MANWARING, S.B., M.D., *Assistant in Pathology (Summer Quarter, 1905).*
 EDMUND BUCKLEY, Ph.D., *Docent in Comparative Religion (Summer Quarter).*
 WILLIAM CLINTON ALDEN, Ph.D., *Docent in Geology (Summer Quarter, 1905).*

II. GENERAL INFORMATION

THE GRADUATE SCHOOLS

Admission to the *Graduate Schools* is granted (1) to those who have been graduated from the Colleges of the University of Chicago with the degree of A.B., S.B., or Ph.B.; (2) to those holding Baccalaureate degrees from other institutions of good standing.

Application for admission, in the case of students

not graduates of the University, should be accompanied by testimonials as to character and scholarship. Such testimonials should take the form of diplomas, written or printed theses, or satisfactory evidence in some other form of the student's fitness for admission.

THE COLLEGES

Admission to the *Senior Colleges* is granted to any resident student who has received credit for the required eighteen Majors in the Junior Colleges, two Quarters of work in Public Speaking, and six Quarters in Physical Culture.

Students from other institutions entering the Senior Colleges will receive advanced standing according to the character and amount of work done. The requirement in Physical Culture is omitted in the case of students from other institutions.

Candidates for admission to the *Junior Colleges* take examinations in a specified number of the following subjects: Greek, Latin, English, History, Mathematics, German, French, Physics, Chemistry, Biology,

Physiography, Geology, Astronomy, Physiology. For details the *Circular of Information for the Colleges* should be consulted.

Candidates for admission as *Unclassified Students* (1) must be at least twenty-one years of age; (2) must show good reason for not entering upon a regular course; (3) must take the entrance examinations of the Departments in which they wish to work; (4) must satisfy the Dean and the particular instructors under whom they desire to study that they are prepared to carry the courses elected.

Unclassified students conform to all regulations of the University, and after admission their continuance depends on the maintenance of a satisfactory standing.

SPECIAL REGULATIONS AS TO ADMISSIONS TO THE COLLEGES FOR THE SUMMER QUARTER

1. Members of other colleges and universities may enter the Colleges without examination, provided they produce satisfactory evidence of good scholarship and character from institutions previously attended. Whenever possible, this evidence should be in the form of official letters from the institution previously attended.

2. Teachers who are graduates of approved academies, high schools, or normal schools, and who have been engaged in teaching for one or more years, may be admitted provisionally and without examination, to the Junior Colleges, or as unclassified students in the

Departments representing subjects which they have been engaged in teaching. In addition to work in these Departments, they are allowed to select courses in Departments in which beginning courses are offered (e. g., French and German), it being understood (a) that a teacher shall in no case be allowed admission on the basis of previous teaching to more than two Departments; (b) that such admission may be withdrawn in case the student fails to do satisfactory work; and (c) that before being admitted to Departments other than those specified above, the regular examinations for admission to Departments shall be passed.

III. COURSES OFFERED; SUMMER QUARTER, 1905

SPECIAL NOTICES.—1. While it is hoped that no changes will have to be made in the courses as announced, still the University is obliged to reserve the right to withdraw any of the courses outlined in these *Announcements*, to substitute others in their place, to add new courses not hitherto announced, or to change the hours announced.

2. Courses marked * are primarily for Graduate students. Courses marked † are primarily for Junior College students.

ABBREVIATIONS.—The following abbreviations are used:

a) For Buildings: A=Anatomy Building; B=Botany Building; C=Cobb Lecture Hall; ED=College of Education; G=Gymnasium Building; Gr=Green Hall; H=Haskell Museum; K=Kent Chemical Laboratory; L=Law Building; LX=Lexington Hall; P=Physiology Building; Psy Lab=Psychology Laboratory, 5704 Ellis avenue; R=Ryerson Physical Laboratory; W=Walker Museum; Y=Yerkes Observatory; Z=Zoology Building.

b) For Rooms: A, B, C, and D refer to the floors in Cobb Lecture Hall, beginning with the ground floor as A. The rooms are numbered, e. g., C 2 D=Cobb Hall, Room No. 2, fourth floor.

In the description of the courses: M=Minor course=a single course for one Term. DM=Double Minor course=a double course (two hours daily) for one Term. Mj=Major course=a single course for one Quarter. DMj=Double Major course=a double course for one Quarter.

Any course announced as a Major or Double Major may be taken for the First Term as a Minor or Double Minor, respectively. Such courses may be taken in like manner for the Second Term, with the approval of the instructor.

The Quarter is divided into two Terms. A Double Major or a Major calls for the corresponding number of hours a week for one Quarter.

I. PHILOSOPHY

NOTE.—For additional courses by Professors James, Mead, and Moore see Department IA, Psychology; for additional courses in Education see p. 46.

PROFESSOR TUFTS

*17. Spinoza.—The ethical and political theories will receive especial emphasis.

M. First Term; 2:30. L (north)

40. Evolution of Morality.—A study of the origins of morality in primitive tribal life, including the objective factors of group-control, custom, political, family, and religious institutions, and subjectively the development of moral standards and responsibility, of rights, sympathy, and ideals. The moral development of the individual will also be considered.

M. First Term; 11:30. L (west)

PROFESSOR TUFTS, DR. AMES, AND ASSISTANT

†2. Ethics.—The course will be conducted during the First Term by Professor Tufts, with assistance; during the Second Term, by Dr. Ames.

Mj. 11:30. L (north)

PROFESSOR ANGELL

Psychology and Philosophy.—The psychological standpoint will be employed to co-ordinate the fundamental problems of Logic, Ethics, Aesthetics, etc., with a view to gaining a unified conception of philosophy. (See 1A, 35.)

M. Second Term; 10:30. L (west)

PROFESSOR BUTLER

71. Topics in Secondary Education.

M. Second Term; 9:00. ED

*72. National School Systems.

M. Second Term; 8:00. ED

PROFESSOR ADAMS

*80. Philosophical Basis of Education.

M. Second Term; 11:30. ED

81. Methodology and the Place of Illustration in Teaching.

M. Second Term; 10:30

ASSOCIATE PROFESSOR MEAD

*11. Plato.—A study of selected Dialogues in Jowett's translation. M. First Term; 8:00. L (west)

*24. Schopenhauer.—Both the metaphysical and the ethical aspects of the system will be considered, and the significance of the system for the present voluntaristic tendencies will be indicated.

M. Second Term; 8:00. L (west)

ASSOCIATE PROFESSOR MOORE

26. Herbert Spencer's Philosophy.—An interpretative review of Spencer's characteristic doctrines as contained in his *First Principles* and parts of his *Psychology*, with possibly a brief notice also of his ethical and social theory.

M. First Term; 10:30. L (west)

85. Philosophy of Education.—A discussion of principles underlying the conception of the general aim and nature of Education as determining: (1) The general structure of the school, (2) the selection of material for the curriculum, (3) principles of method. The relation of the school to other social institutions, the recapitulation and culture-epoch theories, and the relation between "intellectual" and "practical" activities will be considered.

M. First Term; 11:30

ASSOCIATE PROFESSOR LOCKE

60. The Beginnings of Educational Theory.—The essential features of the educational thought of Greece and Rome will be represented so as to

show that they are the origins of the educational theories and practices of today. The student may thus acquire a historical basis for an intelligent application of the principles of education as formulated in later times. Bosanquet's *Education of the Young in the Republic of Plato*, Burnet's *Aristotle on Education*, and Laurie's *Historical Survey of Pre-Christian Education* will be used.

M. First Term; 8:00. ED

70. The Public High School in America.—This course will include the discussion of such topics as: the relation of the High School to the Elementary School and to the College. The proposed six-year courses—will the extra two years be taken from the Elementary School or from the College? A plan for making the first two years of the High School more attractive, through a rearrangement of subject-matter and an improvement in organization and method. Can the Certificate and Examination Systems in connection with College Entrance be considered so as to make the best points of both available? How is Moral Education provided for in our High Schools? What is the relationship between the teacher and the parent in regard to responsibility for the moral education of the high-school boy or girl? The Social Organization of the High School—how can open organizations be encouraged and utilized? What is the effect of the presence of fraternities or sororities in the public High School? Athletics—its educational value; the responsibility of the school for the physical health of the students. Some of the more important problems discussed in Hall's *Adolescence*.

M. First Term; 9:30. ED

DR. AMES

5B. History of Modern Philosophy—Hume and Kant.—A study of selections from Selby-Bigge's edition of Hume's *Treatise* and Watson's *Selections from Kant*.

M. Second Term; 10:30. L (north)

DR. —

5A. History of Modern Philosophy—Descartes to Berkeley.—Lectures, with a study of selections from Descartes, Locke, and Berkeley.

M. First Term; 10:30. L (north)

IA. PSYCHOLOGY

ANNOUNCEMENT.—Professor William James, of Harvard University, will deliver a course of five public lectures early in July upon psychological and philosophical subjects.

PROFESSOR ANGELL

*37. Advanced Psychology.—A discussion of typical current problems in psychology. Open to Senior College students.

M. Second Term; 9:00

*35. Psychological Phases of Philosophic Problems.—A general analysis of the relations of psychology to the philosophical disciplines. For Graduate students.

M. Second Term; 10:30

ASSOCIATE PROFESSOR THOMAS

Development of Mind in the Race.—A study of the psychological characteristics of primitive peoples. For Senior College and Graduate students. (See VI-27.) Mj. 8:00

ASSOCIATE PROFESSOR MEAD

36. Advanced Psychology.—Discussion of the leading contemporary schools of psychological thought as to their respective standpoints and methods. For Senior College and Graduate students.

M. First Term; 9:00

11A. Comparative Psychology.—A general discussion of the evolution of animal intelligence. For Senior College and Graduate students.

M. Second Term; 11:30

DR. FITE

†1. Psychology.—For the Junior Colleges. Mj. 9:00

5. Outline of Experimental Psychology.—Lectures and class demonstrations illustrating the scope and technique of experimental methods in psychology. For Senior College and Graduate students. Prerequisite: *Introductory Psychology*.

Mj. 8:00

DR. MACMILLAN

14A. Genetic Psychology.—This course is planned to serve as an introduction to the study of the distinct modes of the mental functioning in the human mind, considered from the genetic point of view. The emphasis will be placed throughout upon the origin, the life history, and the usefulness of the well-differentiated mental processes and bodily acts, and the attempt will be made to outline the conditions, both natural and artificial, which effect changes in these several mental attitudes.

M. First Term; 1:30

14B. Child-Study.—This course is designed to familiarize students with the problems of Child-Study, to evaluate the methods of investigation, and to interpret the results of observational and experimental work. It will embrace such vital topics as the theory of mental measurements, the description and characterization of children's traits, the place and importance of practical Child-Study in a school system and the like. For Seniors and Graduates. Prerequisite: *Course in General Psychology*.

M. First Term; 2:30

II. POLITICAL ECONOMY

ASSISTANT PROFESSOR DAVENPORT

†1. Principles of Political Economy. Mj. 9:00

40. Value.—Discussions of the cost of production theory, the utility theory, and recent attempts to combine an analysis of cost and of marginal utility in a theory of value.

Mj. 11:30

MR. MORRIS

- †3. **Economic and Social History.**—The economic side of the social and political life of the past one hundred and fifty years, attention being given to the Colonial System, the French Revolution, the industrial revolution, factory legislation, the English free-trade movement, the Zollverein, British imperial federation, the Franco-Prussian war, the progress of France and Germany, and the gains of the laboring classes since 1850. Mj. 8:00

52. **Banking.**—The modern and practical phases will be emphasized, such as the loan market, rate of interest, credit departments, kinds of security, elements of negotiable paper, reserves, collections, international exchange, branch banking, growth of trust companies, and the relation of banks to the financing of corporations. Mj. 9:00

ASSISTANT PROFESSOR GOODE

- †5. **Commercial Geography for Teachers.**—The scope and method of Commercial Geography, its bibliography, textbooks, and original sources. Special topics will be investigated. This course is designed for teachers, and is not an equivalent for the required Junior College course. Mj. 1:30

ASSISTANT PROFESSOR CUMMINGS

23. **Tariff, Reciprocity, and Shipping.**—The course of legislation, the effects of our protective tariffs upon our domestic industries, international trade crises and our industrial prosperity at different periods; reciprocity treaties, shipping subsidies, and federal legislation to build up the merchant marine. Mj. 8:00

46. **Trades Unions and the Labor Movement.**—A historical and comparative study of the trades-union movement in the United States and in foreign countries, and a treatment of trade union insurance, strikes, maintenance of wage contracts, and collective bargaining. Mj. 10:30

DR. BRECKINRIDGE

48. **The Legal Status of Labor.**—The labor contract; the liability of employer to employee, and the fellow-servant doctrine; protective legislation; factory regulations, the labor of women and children; combinations of workmen, trades unions, strikes, boycotts, blacklists, and the use of injunctions in labor disputes. M. First Term; 2:30

Courses not marked † are open to Senior College and Graduate students.

III. POLITICAL SCIENCE

PROFESSOR JUDSON

- *16. **The Development of Civil Liberty.**—A study of restrictions on government, especially in England and the United States. Prerequisite: 4 Mj in Political Science. M. Second Term; 8:30

21. **The Process of Legislation and Parliamentary Law.**—A study of the structure and procedure of legislative bodies, national, state, and municipal; also of the structure and procedure of political conventions and similar bodies, and of the theory and practice of Parliamentary Law. M. First Term; 8:30

41. International Law.

- 41A. First Term. The Law of Peace.
41B. Second Term. The Law of War and Neutrality. For Graduates and Seniors. M. Each Term; 9:30

PROFESSOR FREUND

35. **Administrative Law.**—Administrative regulations; jurisdiction, discretion, adjudication; enforcement of orders; habeas corpus, mandamus, certiorari; equitable jurisdiction in public law. (See Law School, Course 67.) For Graduates and Seniors. Mj. 2:00

PROFESSOR HALL

37. **Torts.**—Trespass to person, to real property, and to personal property; excuses for trespass; conversion; legal cause; negligence; contributory and imputed negligence; plaintiff's illegal conduct as a defense; duties of landowners; hazardous occupations; liability for animals. Textbook: Ames and Smith, *Cases on Torts*, Vols. I and II. (See Law School, 2A.) For Graduates and Seniors. An additional fee of \$5. DM. First Term

JUDGE MCCLAIN

32. **Federal Constitutional Law.**—Federal jurisdiction; legislative powers; taxation; regulations of commerce; executive powers; judicial powers; territories; comity between states; citizenship; suffrage; protection to persons accused of crime; obligation of contracts. Textbook, McClain, *Cases on Constitutional Law*. (See Law School, 64A.) For Graduates and Seniors. DM. Second Term

IV. HISTORY

PROFESSOR TERRY

14. **The Constitutional and Political History of England from the Reign of Edward I to the Revolution of 1688.** Mj. 10:30

- *52. **The Establishment of the English Constitutional Monarchy.** Mj. 11:30

ASSISTANT PROFESSOR THATCHER

- †1. **The Mediæval Period.** Mj. 8:00
7. **The Dark Ages.** Mj. 9:00

ASSOCIATE PROFESSOR SPARKS

- *80. **Teachers' Course in American History, 1760-1865.** M. Second Term; 8:00
*87B. **The Origin of the Thirteen States.** M. Second Term; 9:00

ASSOCIATE PROFESSOR DENNIS

- 12A. **Europe from 1789 to 1815.** Mj. 10:30
*96. **The History of British India.** Mj. 11:30

ASSISTANT PROFESSOR THOMPSON

- †2. **The Modern Period.** Mj. 9:00
*43. **The French Reformation.** Mj. 8:00

V. HISTORY OF ART

MR. ZUG

- 5A. **Fifteenth-Century Florentine Painting.**¹ M. First Term; 8:00
5B. **Sixteenth-Century Florentine Painting.** M. Second Term; 8:00
7. **Modern French Art.**—With special reference to the French paintings and sculptures in the Art Institute.² M. First Term; 9:00
8. **Dutch Painting.**—With special reference to the Dutch paintings in the Art Institute.² M. Second Term; 9:00

VI. SOCIOLOGY AND ANTHROPOLOGY

PROFESSOR E. A. ROSS

- †101. **Social Psychology.** M. Second Term; 10:30
102. **The Social Processes.** M. Second Term; 11:30

ASSOCIATE PROFESSOR STARR

1. **General Anthropology.**—Outlines of the science. Tylor, *Anthropology*. The class work will be based on the textbook named. Mj. 11:30
15. **The Pueblo Indians of New Mexico.**—The series of class lectures are directive to the literature. Students will investigate and report on special topics. Mj. 10:30

PROFESSORIAL LECTURER GRAHAM TAYLOR.

- *54. **The Labor Movement Historically and Critically Considered.**—Graduate, open to Seniors. M. First Term; 10:30

ASSOCIATE PROFESSOR THOMAS

26. **Social Origins.**—Association and culture in early times and in tribal life. Early food conditions, migrations, and race-crossings. Origins and relations of invention, trade, warfare, art, marriage. Class distinctions, the professional, legal, political, and ecclesiastical institutions. Ethnological reading. An introductory course. For Senior College and Graduate students. Mj. 8:00

27. **Development of Mind in the Race.**—Formation of habit in the tribal stage. Relation of the psychic life of the group to the group activities. Instruction and discipline of children by the parents and by the group. Comparison of the mental traits of different races, epoch, and

¹Occasional visits to the Art Institute will be required.
²Weekly visits to the Art Institute will be required.

social classes, and an estimate of the nature of the psychic interval between the natural and the culture races. Senior College and Graduate students. Mj. 9:00

VII. HOUSEHOLD ADMINISTRATION

DR. BRECKINRIDGE

20. **The State in Relation to the Household.**—A review of the relations between the householder and the public, as represented by federal, state, or municipal authority. The law requiring the head of a family to furnish support and legislation tending to maintain the unity of the family will be considered. Regulations concerning the food supply, the materials used in clothing and furnishings, and the structure and care of the building will be studied, in order to formulate the principles upon which a proper degree of individual freedom may be adjusted to the necessary amount of public control. Open to Senior College and Graduate students. Mj. Summer Quarter; 1:30

VII. COMPARATIVE RELIGION

NOTE.—Courses in this Department are primarily for Graduate students, and are open to undergraduates only after consultation with the instructor. See also the Divinity School, p. 34.

PROFESSOR FOSTER

29. **The Doctrine of the Work of Christ.**—Being mainly a study of the Atonement. M. First Term; 10:30
42. **System of Dogmatics.** Mj. 11:30
43. **The Naturalistic and the Religious View of the World.**—A study in present day Apologetics. M. Second Term; 10:30

DR. BUCKLEY

7. **The Science of Religion.**—5 hrs. a week. Mj. 2:30

VIII. THE SEMITIC LANGUAGES AND LITERATURES

For courses offered in Semitic Languages and Literatures, see Department XLI, Old Testament Literature and Interpretation, p. 33.

IX. BIBLICAL AND PATRISTIC GREEK

For courses in Biblical and Patristic Greek, see Department XLII, New Testament Literature and Interpretation, p. 34.

X. SANSKRIT

PROFESSOR BUCK

1. **General Introduction to the Study of Indo-European Philology.** M. First Term; 10:30
*4 **Historical Latin Grammar.**—Lectures and exercises upon the history of Latin sounds and inflections. M. First Term; 11:30

DR. MEYER

- *10. **Elementary Sanskrit.**—Whitney's *Sanskrit Grammar* and Lanman's *Sanskrit Reader* are used. Mj. 1:30
*12 **Introduction to Vedic Study.**—Lanman's *Reader* and Hildebrandt's *Vedachrestomathie* will be used. Mj. 2:30

XI. GREEK

PROFESSOR SHOREY

23. *Sophocles*.—Each student will select one play for special study and report upon it privately to the instructor, who will interpret the author as a whole and read the choruses metrically. For Graduates; open to Senior College students. M. First Term; 1:30

26. *Demosthenes*.—Each student will select one oration or group of orations for private study and the examination. The instructor will interpret a wide range of selections in illustration of lectures on the life and times of Demosthenes. For Graduates; open to Senior College students. M. First Term; 11:30

PROFESSOR CAPPS

6. *Lysias, Selected Orations; Composition*.—In connection with the reading of the orations especial attention will be given, by means of informal lectures and assigned readings, to the political and social life of contemporary Athens. The exercises in composition are designed to give practical help, by a brief review of forms and syntax, both to those who intend to continue the study of Greek and to teachers. Morgan's *Selected Orations of Lysias* and Murray's *Greek Composition* will be used. Mj. 9:00

47. *Greek Inscriptions*.—An introduction to the study of inscriptions mainly on important documents for the illustration of many phases of public and private life, but with due regard to matters of epigraphy and the decipherment of inscription from facsimiles and "squeezes," exercises in restoration, the history of the alphabet, orthography, and the like. Michel's *Recueil* will be used by the class, but with constant reference to the *Corpus* and the epigraphical journals, with which the student is expected to become familiar. Mj. 8:00

ASSOCIATE PROFESSOR OWEN

- †2. *Plato, "Apology," and "Crito;" Xenophon, "Memorabilia;" Exercises in the Writing of Greek*. Mj. 10:00
- †3. *Homer, "Odyssey."*—Nine to twelve books. Mj. 11:30

ASSISTANT PROFESSOR BURGESS

- *15. *Plato, "Gorgias."* M. Second Term; 11:30
- **Euripides, "Medea."* M. Second Term; 1:30

MR. —

- †0. *Elementary Greek*.—This course is adapted to two classes of students: (a) those who have not studied Greek and (b) those who desire to review rapidly the elements of Greek. Mj. 8:00

XII. LATIN

PROFESSOR ABBOTT

20. *Plautus*.—The course will deal, on the literary side, with plot, character-drawing, diction, and style; on the linguistic side, with vocabulary, metrical treatment, and anti-classical forms and constructions. M. First Term; 8:00

- *51. *Research Course in Roman Politics*.—The political history of the years 62–57, 49–48, and 44–43 B. C. will be studied from the sources; the careers of the leading politicians of these years will be followed, and the character and purposes of the several political parties will be examined. M. First Term; 9:00

PROFESSOR CHANDLER

28. *Tacitus and Suetonius*.—The object of the course will be as much historical as literary. Collateral reading in modern histories of Rome will accompany the study of the authors. Mj. 11:30

35. *Quintilian, Book X*.—Introductory lectures on the principles and technique of ancient literary criticism, followed by a detailed study of the character and sources of the literary criticism in the work named. Mj. 9:00

- *44. *Martial*.—Considerable portions of the authors will be read and studied, with reference to their literary art, and as portraying the state of Roman society under the Early Empire. Mj. 10:30

ASSOCIATE PROFESSOR MILLER

9. *Ovid, Selections from the "Epistulae," "Amores," "Fasti," "Metamorphoses," and "Tristia."*—The object of the course is to make a general study of the life and works of Ovid, and of his place in Roman literature. Mj. 10:30

- *43. *Teachers' Training Course*.—A study, through a single Quarter, of one of the authors taught in the high school. The work will be supplemented from time to time by visits to the corresponding classes in the University High School. The author for the summer of 1905 will be Virgil. Mj. 11:30

ASSISTANT PROFESSOR LAING

18. *Tacitus*.—In this course selections from the *Annales* or *Historiae* will be read, with special regard to content and style. A study will be made of the political and social conditions of the times, and of the main characteristics of Tacitus' style. M. Second Term; 8:00

- *53. *Roman Religion*.—The course will deal with the domestic, gentile, and public worship of the Romans. Special attention will be given to the festivals and priestly orders. The work will be carried on by lectures and reports. M. Second Term; 9:00

DR. BECHTEL

- †4. *Cicero, "De Senectute;" Terence, "Phormio;" Translation at Sight and at Hearing; the Writing of Latin*.—The object of this course, and of the course next following is to give the student power to read continuous pages of Latin of moderate difficulty with comparative ease and speed. Mj. 11:30

29. *Juvenal*.—The aim of the course will be primarily to gain a conception of the literary personality and style of the poet. Attention will be given to the picture of life and manners at Rome portrayed in the *Satires*. Mj. 10:30

MISS BALLOT

- †1A. *Cicero, "Orations."* Mj. 10:30

- †5. *Livy (Books XXI and XXII, and Selections from Books I and II); Translations at Sight and at Hearing; the Writing of Latin*. Mj. 3:30

- †6. *Horace, "Odes;" Wilkins' "Primer of Roman Literature."*—By the time this course is reached, it is hoped that the student will have gained such a mastery of syntax and vocabulary that his attention may be given almost wholly to the literary study of the author read. Mj. 9:00

Related Course in the Department of Sanskrit and Indo-European Philology

PROFESSOR BUCK

- Historical Latin Grammar*.—Lectures and exercises upon the historical relations of Latin Sounds and Inflections. M. First Term; 11:30

XIII. ROMANCE

ASSOCIATE PROFESSOR JENKINS

- 31A. *French Phonetics*.—An acquaintance with the elements of phonetics is believed to be essential to a correct understanding of French pronunciation, and a great assistance in acquiring and teaching the French sounds. Viëtor-Rippmann, *Elements of Phonetics*; Passy, *Les sons du Français*, 5^e éd. Open to Graduate students. M. First Term; 8:00

- 31B. *Romance Versification*.—Stengel's *Romanische Verslehre* will be made the basis of a comparative study of the structure of modern Romance poetry. Open to Graduate students. M. First Term; 9:00

- *48. *Old French Seminar*.—The dialect of the *Eructavit* (in MS) will be determined and compared with that of Chrestien de Troyes. A part of the text of the poem will be constituted. For advanced students, upon consultation only. Mj. Fri., 3:30–5:30

ASSOCIATE PROFESSOR FOULET

11. *Théâtre de Molière*.—La comédie aux temps de Molière. Étude des principales comédies et lecture rapide de quelques autres. Mj. 11:30

- *24. *Le Roman Romantique*.—Ce cours aura pour objet de montrer comment le romantisme a renouvelé le roman en France. Auteurs à étudier: Chateaubriand, Mme de Staël, Vigny, V. Hugo, etc. Mj. 10:30

DR. NEFF

- †1. *Elementary French*.—Sec. a. Mj. 8:00
- †5. *Modern French Readings, I*.—A study of French dramatic masterpieces, modern novels, and modern lyrics. These three subjects are pre-

sented in successive Quarters. For the Summer Quarter the subject will be Modern Lyric and Narrative Verse. Canfield, *French Lyrics*; Jenkins, *Longer French Poems*. Mj (or M each Term); 9:00

- †7. *Practice in Speaking and Writing French*.—After completion of Course 3, or equivalent. Oral and written reproduction of narrative; Holzel's *Tableaux*; memorizing of poetry; dictation. Mj (or M each Term); 1:30

MR. WILLIAMSON

- †1. *Elementary French*.—Sec. b. Mj. 8:00

- †3. *Intermediate French*.—Grammar, composition, and reading. Texts: *L'Abbé Constantin, Mon oncle et mon curé, Colomba*, one comedy, poems. Mj Sec. a; 9:00
Sec. b; 10:30

MR. DAVID

- †2. *Elementary French (continued)*. Mj. 9:00

- †4. *Advanced French*.—Idioms, synonyms, diction. Characteristic French prose and poetry are made the basis for more advanced language study. Texts: *Mérimée, Chronique du Règne de Charles IX*; selected poems. Mj. 8:00

- †9. *Elementary Training Course in French*.—This course offers a survey of elementary syntax, a study of the essentials of pronunciation and verification, and an introduction to French pedagogical bibliography. Recommended to those intending to teach elementary and intermediate French. Prerequisite: 5 Mj of French, or equivalent. Mj (or M each Term); 10:30

MR. BUCHANAN

- †1. *Elementary Spanish*.—Giese, *A First Spanish Book and Reader*. Mj. 2:30

- †9. *Classic Spanish Drama*.—Selected dramas of Lope de Vega, Calderón, etc. Open to Graduate students. Mj. 3:30

59. *Dante, "L'Inferno"* (Scartazzini's edition). Open to Graduate students. Mj. 11:30

Attention is also called to the Announcements of the Alliance Française, pp. 29–31.

XIV. GERMANIC

PROFESSOR CUTTING

26. *German Poets of Patriotism During the War of Liberation*.—The German people's share in the overthrow of Napoleon, the hopes and aims of the intelligent classes, the enthusiasm of the student volunteers, and the expression of these elements in contemporary song. Lower Senior elective. Mj. 8:00

- *263. *Seminar: Lessing's Theory of the Drama*.—An examination of the author's critical writings in connection with his earlier and later dramas. Mj. (Hours to be arranged)

ASSOCIATE PROFESSOR VON KLENZE

60. *Glimpses of German Life and Culture.*—The course will be based on Wilhelm Paskowski's *Lesebuch zur Einführung in die Kenntnis Deutschlands und seines geistigen Lebens* (Berlin, 1904). Lectures, discussions, papers. Addressed particularly to teachers and to persons intending to teach. Upper Senior elective. May be taken as a Graduate course with the consent of the instructor. M. First Term; 9:00

*170. *English Influences on German Literature in the Eighteenth Century.*—Thompson, Milton, Richardson, Young, Shakespeare, Percy's *Reliques*. The course aims to trace the influence of English letters upon the regeneration of German intellectual life in the eighteenth century, and will be conducted in English. Credit will be given for this course in either the English or the German Department. M. First Term; 8:00

ASSISTANT PROFESSOR KERN

11. *Aufsätze und Stilübungen.*—Oral and written criticism of brief daily themes upon subjects suggested by the instructor. *Freie Reproduktion.* Discussion of German synonyms, the more difficult principles of syntax, and the elements of style. Upper Senior elective. Open to Graduate students upon consultation with the instructor. Mj (or M for either Term); 10:30

*102. *History of the German Language.*—There is a growing conviction that a knowledge, however elementary, of the development of the German language, is essential for the intelligent teaching of the spoken idiom of today. The course is arranged with especial regard for the needs of the teacher in the classroom. The lectures will be based upon Behaghel's *Deutsche Sprache*, with frequent reference to the best-known school grammars. Acquaintance with the older periods of German, though desirable, is not required. (The School of Education.) Mj. 11:30

ASSISTANT PROFESSOR ALLEN

*163a. *The Older German Volkslied.*—A history of German popular poetry from the earliest times to the end of the sixteenth century. The text used is Uhland's *Alte hoch- und niederdeutsche Volkslieder*, 3d ed. M. First Term; 10:30

*163b. *The Renaissance of the German Volkslied in the Eighteenth and Nineteenth Centuries.*—A contribution to the history of the development of the modern German lyric and ballad. M. Second Term; 10:30

27. *Goethe's Hermann und Dorothea and Schiller's Ballads.*—For those who have completed the work of the Junior Colleges or its equivalent. Lower Senior elective. Mj. 9:00

DR. WOOD

*103. *Gothic.*—A consideration of Gothic phonology, morphology, and syntax in connection with the reading of selections from the Bible translation of Ulfilas. Mj. 1:30

*104. *Old High German.*—The reading of selections from Braune's *Althochdeutsches Lesebuch*, with reference to the same author's *Althochdeutsche Grammatik*. A natural sequent of Course 103. Mj. 2:30

MR. VON NOÉ

†1. *Elementary German.* Mj. 8:00

†6. *German Plays.*—Reading and discussion of selected modern plays introduces the student to an attractive form of German literature, and yields him an appreciation and control of a wealth of German idioms in common use. Mj (or M for either Term); 9:00

DR. ARNOLDSON

†3. *Intermediate German.*—A continuation of Course 2, devoted to inductive reading of easy modern prose. Mj. 8:00

†4. *Elementary German Composition.*—The essential feature of the student's work in this course is the oral and written reproduction of easy prose, and its variations along a widening range of syntax and idiom. *Freie Reproduktion.* Mj. 9:00

74. *Elementary Dano-Norwegian.*—Lower Senior elective. Mj. 10:30

MR. GOETTSCH

†2. *Elementary German.* Mj. 8:00

†5. *Modern Prose Readings.*—The special purpose of this course is to afford, through the study of moderately difficult interesting prose, systematic drill in word-composition, word-derivation, and the elementary principles of German syntax. Mj (or M for either Term); 9:00

XV. ENGLISH

PROFESSOR MANLY

*37. *Chaucer.*—Rapid reading and discussion of his works. English 23 or its equivalent is required for admission to the course. Mj. 8:00

*51. *The Beginnings of the Renaissance and the Reformation in England.*—Lectures on the main currents of literature and civilization in England from the introduction of printing to the accession of Elizabeth, with discussion of the texts in Flügel's *Neuenglisches Lesebuch*. Ability to read German and Latin is necessary for profitable work in the course. Mj. 9:00

PROFESSOR MACCLINTOCK

*102A *English Literary Criticism of the Nineteenth Century.*—Coleridge, Macaulay, Arnold, Pater. M. First Term; 2:30

130. *The Pre-Raphaelite Movement in English Literature.* M. First Term; 1:30

PROFESSOR SCHELLING

42A *The History of Elizabethan Literature.*—Open to Seniors and Graduate students. M. Second Term; 10:30

*85A *The History of the Elizabethan Drama.*—Primarily for Graduate students. M. Second Term; 11:30

ASSOCIATE PROFESSOR BLACKBURN

21 *Old English (Elementary Course).*—Grammar and easy reading. Bright's *Anglo-Saxon Reader*. Mj. 1:30

*25 *Old English (Advanced Course).*—Studies in text criticism, text construction, metrics, grammatical and dialectal peculiarities of the Exodus. Ability to read Old English poetry with ease is required for admission to the course. Mj. 2:30

ASSOCIATE PROFESSOR REYNOLDS

80 *English Literature for Teachers.*—A study of typical masterpieces with special reference to the selection of texts and the aims and methods of teaching literature. M. First Term; 9:00

79. *Tennyson and Browning.* M. First Term; 8:00

ASSOCIATE PROFESSOR LOVETT

5. *English Composition (Advanced Course).*—Open to students who have passed English 4. Mj. 9:00

47. *English Literature, 1798–1832.* Mj. 10:30

ASSOCIATE PROFESSOR VON KLENZE

170. *English Influences on German Literature in the Eighteenth Century.*—Thompson, Milton, Richardson, Young, Shakespeare, Percy's *Reliques*. A study of the importance of English influence in the regeneration of German literature. M. First Term; 8:00

ASSISTANT PROFESSOR TOLMAN

33. *English Grammar for Teachers.* Mj. 10:30

41. *Introduction to Shakespeare.*—Reading and interpretation of representative plays. Mj. 11:30

MR. LINN

†3. *English Composition.*—Required of all candidates for degrees who have completed nine Majors in the Junior Colleges, including English 1. Mj. 10:30

4. *English Composition.*—Daily and fortnightly themes. Open to students who have passed English 1 and 3. Mj. 11:30

MR. FLINT

†1B. *Rhetoric and English Composition (Introductory College Course).*—For teachers. M. First Term; 8:00

7. *Rhetoric and Composition for Teachers.*—(1) The writing and criticism of themes, with a study of the principles of structure; (2) a study of textbooks and methods of teaching English composition in secondary schools. M. First Term; 9:00

MR. HUSTON

†1A. *Rhetoric and English Composition (Introductory College Course).*—Short themes and exercises weekly. Mj. 9:00

XVII. MATHEMATICS.

PROFESSOR BOLZA, ASSOCIATE PROFESSOR MASCHKE, ASSISTANT PROFESSOR DICKSON

*45B, C, D. *Mathematical Reading and Research.*—When in the judgment of the Department it is advisable that students undertake definite mathematical reading and research not closely connected with any given lecture course or seminar, this work will be directed by one of the instructors named above.

PROFESSOR BOLZA

*121. *Theory of Functions of a Complex Variable.*—Introduction to the theories of Cauchy and Riemann. Prerequisite: *Advanced Integral Calculus*.

*125. *Selected Chapters of the Theory of Functions.*—An advanced course. Prerequisite: *Theory of Functions of a Complex Variable I*. Mj. 10:30

ASSOCIATE PROFESSOR MASCHKE

36. *Advanced Calculus.*—The theory of simple and multiple integrals and allied subjects, with applications to Geometry. Prerequisite: *Differential and Integral Calculus*. Mj. 10:30

*151. *Differential Geometry.*—An advanced course on the theory of twisted curves and surfaces. Prerequisite: *Solid Analytics, Advanced Calculus*, and a certain maturity in mathematical reasoning. Mj. 11:30

ASSISTANT PROFESSOR SLAUGHT

†4. *Trigonometry.*—Prerequisite: *Entrance Mathematics*. Mj. 8:00

NOTE.—Courses 4 and 5 may be taken simultaneously.

†6. *Analytic Geometry.*—Elements of Plane Analytics, including the Geometry of the conic sections, with considerable use of graphing, especially in the study of transformations of geometric figures. Prerequisite: *Trigonometry, College Algebra*. Mj. 7:00

ASSISTANT PROFESSOR YOUNG

†5. *College Algebra.*—Prerequisite: *Entrance Mathematics*. Mj. 10:30

NOTE.—Courses 4 and 5 may be taken simultaneously.

31. *Solid Analytics and Determinants.*—Prerequisite: *Plane Analytics and Introductory Calculus*. Mj. 11:30

*65. *Critical Review of Secondary Mathematics; for Teachers.*—A brief survey of the subject-matter of Secondary Mathematics as seen in the light of Modern Mathematics, aiming to both organ-

ize the theory of the whole scientifically and to gather the products of this work for use in teaching. Actual drill in solving problems will be introduced as needed. Reports on assigned readings (such as critical comparisons of different presentations of the same topic in leading American and foreign texts) will constitute an important part of the work. Primarily for teachers, actual or prospective, but open also to others. Prerequisite: *Working knowledge of Secondary Mathematics.*

Mj. Mon. and Thurs.; 3:30-5:30

- *44. Practice Teaching of Mathematics by the Laboratory Method.—For teachers and advanced students who expect to become teachers of Mathematics, practice work in the laboratory teaching of classes in the Junior Colleges and in the University High School. Those wishing to register will confer in advance with Assistant Professor Young (for the work in the Junior Colleges) or with Professor G. W. Myers (for the work in the University High School).

ASSISTANT PROFESSOR DICKSON

- †10. Review of Trigonometry and College Algebra by the Laboratory Method.—This course is designed for students who, having already taken the ordinary courses in Plane Trigonometry and College Algebra, wish to review these subjects either as preliminary to more advanced courses or because of interest in the problems of teaching. The topics selected will be arranged in a continuous course based on graphical methods and emphasizing the interrelations of Algebra and Geometry. Some attention will be devoted to the relations of the topics introduced with cognate sciences and with other mathematical disciplines, both secondary and Collegiate.

Mj. Laboratory method. 8:00-10:00

- *71. Theory of Numbers.—Elements of the Theory of Numbers; introduction to the Theory of Algebraic Numbers; finite and infinite fields.

Mj. 2:30

DR. LUNN

- †15. Introductory Calculus.—The elementary fundamental principles, methods, and formulas of differential and integral calculus will be carefully studied in connection with simple problems of analysis, geometry, and the physical sciences. Prerequisites: *Trigonometry, College Algebra, and of Analytic Geometry* at least an elementary knowledge of *Graphing*. Mj. 9:00

- †17. Integral Calculus.—An elementary course with much practice in connection with applications to simple problems of Geometry and Physics. Prerequisite: *Differential Calculus*. M. 8:00

School of Education

PROFESSOR G. W. MYERS

131. The Teaching of Mathematics for Elementary Schools. Mj. 11:30

Elementary Analytic Mechanics.—An introductory course. Prerequisite: *Differential and Integral Calculus*. Mj. 10:30

XVIII. ASTRONOMY AND ASTROPHYSICS

At the Yerkes Observatory

Advanced students in Astronomy may register for work at the Observatory, thus spending their entire time at Williams Bay (see p. 6). The Observatory will be open throughout the summer. Instruction will be offered by Professors Frost and Barnard.

At the University

ASSISTANT PROFESSOR LAVES

1. The Development of Astronomy Considered from a Historical Standpoint. Mj. 8:00

9. Observatory Work.—Practice with the Equatorial Theodolite and Transit instrument in the Student's Observatory. Prerequisite: *Courses 3 and XVII, Courses 1 and 2*. Mj. Evening Sessions

ASSISTANT PROFESSOR MOULTON

- †3. Descriptive Astronomy.—An elementary course dealing with fundamental facts, principles, and methods. Mj. 7:00

- *28 Tides and Tidal Evolution. Mj. 8:00

XIX. PHYSICS

ASSISTANT PROFESSOR MANN

- †3. Lecture Demonstration Course.—A Course of lectures and demonstrations in which the most important principles of Physics not treated in Courses 1 and 2 are presented from the lecture standpoint, recent discoveries and developments in Physics being given especial attention. Mj. 9:00

17. Experimental Physics (Advanced).—Light. A course of advanced laboratory work in Light, consisting in accurate measurements in Diffraction, Dispersion, Interference, and Polarization. 10 hrs. a week. Mj or M either Term; 10:30-12:30

- *33. Research Course.—This course is intended for those Graduate students who are prepared to undertake special research. Except in the case of a purely mathematical problem, the entire time is to be devoted to work in the laboratory. 20 hrs. a week. DMj or Mj either Term

ASSISTANT PROFESSOR MILLIKAN

- †2 Electricity and Light.—A general course in Electricity and Light presented mainly from the laboratory standpoint. 5 hrs. a week. M. First Term; 8:00-10:00

14. The Pedagogy of Physics.—A course designed for teachers of Physics in high schools consisting of lectures and discussions upon choice of subject-matter and methods of presentation best suited to elementary courses in Physics. 5 hrs. a week. M. First Term; 1:30

- *37. Recent Developments of the Kinetic Theory.—A course of graduate lectures covering the work of the last ten years on the electrical properties of gases, the electron theory, and radio-activity. 5 hrs. a week. Mj. 10:30

MR. HOBBS

- †1A. Mechanics, Molecular Physics and Heat.—A general course in Mechanics, Molecular Physics, and Heat, presented mainly from the experimental standpoint. 10 hrs. a week. Mj or M either term; 8:00-10:00

20. Physical Manipulation.—A series of exercises not provided for in the regular courses of Experimental Physics, but exceedingly important to the teacher or advanced student consisting of the following groups:

Group A, *Shop-Work*. Includes the cutting, filling, drilling, tapping, soldering, and polishing of metal, screw-cutting, and elementary lathe work.

Group B, *Glass-Work*. Includes the cutting, grinding, drilling, polishing, and testing of glass.

Group C, *Glass-Blowing*. Includes the simpler processes in glass-blowing, such as cutting, bending, and joining of tubes, blowing bulbs, sealing in electrodes, etc.

Group D, *Chemical Processes and Physical Preparations*. Includes the silvering of glass, cleaning and distillation of mercury, preparation of fibers for suspension, and materials useful in experimental work.

10 hrs. a week. Mj either Term; 10:30-12:30

NOTE.—Mr. Hobbs will be assisted by specialists in Groups A, B, and C. A laboratory fee of \$5.00 will be charged for this course. Groups B and C will be given in the First Term only.

(Laboratory fee, \$5.00)

MR. WINCHESTER

- †1B. Mechanics, Molecular Physics, and Heat.—(See 1A). 10 hrs. a week. Mj or M either Term; 10:30-12:30

XX. CHEMISTRY

NOTE.—There are no laboratory fees for Courses 1A, 2A, 17, 28A. In all other courses, the laboratory fee is \$5.00 per Major.

ASSOCIATE PROFESSOR STIEGLITZ

- *28A. Elementary Physical Chemistry.—With special reference to physico-chemical measurements. Prerequisite: *College Physics* (Course 1) and *Qualitative Analysis* (Course 6). Mon., Tues., Thurs., Fri., 9:00. R 22

M. First Term

- *28B. Practical Physical Chemistry.—Prerequisite: *College Physics* (Course 1) and *Quantitative Analysis* (Course 8); Course 28A should accompany or precede this course. R 21

M. First Term

- *33C. Research Work in Physico-organic and Organic Chemistry.—Laboratory work, 20 to 40 hours a week. R 24

DM. First Term

ASSOCIATE PROFESSOR STIEGLITZ AND DR. HOLMES

6. Qualitative Analysis.—Laboratory work, 8 or 16 hours a week. Prerequisite: *General Chemistry*. R 42

Lectures, Mon., Tues., Wed., Fri., 1:30. R 22

Mj or DM. First Term

Laboratory, 8 hrs. a week, two Terms, or 16 hrs. a week, First Term.

The lectures of this course deal with the chemistry of the analytical reactions, and special attention is given to the development and application of the laws of equilibrium and of solutions. The course is, in an important sense, one in advanced General Chemistry. The lectures may be taken as a Minor without a laboratory fee by students who have had the laboratory work in Qualitative Analysis.

ASSOCIATE PROFESSOR STIEGLITZ AND DR. ECKSTEIN

- 8, 9. Quantitative Analysis.—Laboratory work, 10 or 20 hrs. a week, in volumetric or gravimetric analysis. Prerequisite: *Qualitative Analysis*.

Each Mj or DM. First Term. R 31

Lectures Thurs., 1:30. R 22

13. Special Methods of Quantitative Analysis.—10 or 20 hrs. a week.

Mj (or DM, First Term). R 31

ASSISTANT PROFESSOR MCCOY

- 28B. Practical Physical Chemistry.—Prerequisite: *College Physics* (Course 1), *Quantitative Analysis* (Course 8), and *Elementary Physical Chemistry* (Course 28A). M. Second Term. R 21

- 29A. Chemical Dynamics and Electrochemistry.—Prerequisite: *Elementary Physical Chemistry, including Laboratory work; the Elements of Calculus*.

M. Second Term. Lectures: Mon., Tues., Thurs., Fri.; 9:00. R 22

- 31, 32. Advanced Physical Chemistry.—Laboratory work, 20 hrs. a week.

Each DM. Second Term. R 15

- 33D. Research Work in Physical Chemistry.—Laboratory work, 20 to 40 hrs. a week.

DM or 2DM. Second Term. R 24

ASSISTANT PROFESSOR MCCOY AND DR. ECKSTEIN

- 8, 9. Quantitative Analysis.—Laboratory work, 10 or 20 hrs. a week, in Volumetric and Gravimetric Analysis.

Each Mj or DM. Second Term. R 31

DR. JONES

- †1. General Inorganic Chemistry.—Lectures 6 hrs. a week; laboratory work, 12 hrs. a week. Prerequisite: *Preparatory Physics*.

DM. First Term

Lectures, 10:30. R 20

Laboratory, Mon., Tues., Thurs., Fri., 1:30-4:30. R 37

†1A. General Inorganic Chemistry.—Lectures, 6 hrs. a week, 10:30. M. First Term
The classroom work of Course 1. Open to students taking laboratory work in other courses only.

†1B. General Inorganic Chemistry.—Lectures the same as in Course 1. Prerequisite: *Preparatory Physics and Chemistry, or their full equivalent.* R 20

DM. First Term
Laboratory work more advanced than that of 1. R 36

†2. General Inorganic Chemistry.—Continuation of 1 (q. v.). M. Second Term

†2A. General Inorganic Chemistry.—Continuation of 1A (q. v.). M. Second Term

†2B. General Inorganic Chemistry.—Lectures same as in 2 (q. v.). Laboratory work more advanced. Lectures, 10:30; Laboratory, 1:30-4:30.

DM. Second Term

Courses 1 and 2, which are consecutive, cover the non-metallic elements and the fundamental principles of chemistry. The conceptions of chemical equilibrium and the modern theory of solutions are freely used. The lectures will be experimental.

Courses 1B and 2B cover the metallic as well as the non-metallic elements.

DR. HESSLER

17. General Organic Chemistry.—Fatty and aromatic series. Lectures, 5 hrs. a week. Prerequisite: *General Chemistry.* Mj (or M, First Term); 8:00. R 22

18. Elementary Organic Preparations.—This course is arranged to accompany the lectures of Course 17. It may be taken without the lectures. Laboratory work, 10 hrs. a week. Prerequisite: *General Chemistry.*

Mon., Tues., Wed., 1:30-4:30.

Mj (or M, First Term). R 37

*20, 21, 22. Organic Preparations.—Laboratory work, 10 or 20 hrs. a week. Each Mj or DMj. R 21

25. Inorganic Preparations.—Laboratory work, 10 or 20 hrs. a week. Mj or DM. R 21

DR. HOLMES

6. Qualitative Analysis.—Continuation of Course 6 of First Term. Laboratory work only.

Second Term. R 42

7. Qualitative Analysis.—Continuation of Course 6. Laboratory work, 8 or 16 hrs. a week. Lectures, Tues. and Fri., 1:30. Mj or DM. R 22

*10. Advanced Qualitative Analysis.—8 or 16 hrs. a week, laboratory; 2 hrs. a week, classroom. Open to College students. Continuation of Courses 6 and 7. Mj or DM. R 42

ALL INSTRUCTORS

Club meetings. Hour to be arranged. R 22

XXI. GEOLOGY

PROFESSORS CHAMBERLIN, SALISBURY, IDDINGS, AND ASSISTANT PROFESSOR WELLER

*46. Field Geology (Third Course).—This contemplates thorough and systematic work in close conformity to official standards, and, as nearly as possible, individual and independent. The work of the course may form the basis for a doctor's thesis. Prerequisite: *Course 20.*

PROFESSOR SALISBURY

15A. Advanced Physiography; Geographic Geology.—The origin, development, and destruction of physiographic features. Especially, the study of the physiographic effects of the atmosphere rivers, waves, glaciers, vulcanism, and diastrophism. Prerequisite: *Elementary Physiography and Elementary Geology.*

M or DM. First Term; 10:30

19. The Teaching of Physiography.—A course for teachers of Physiography, especially in secondary schools. An outline of the matter to be presented, and a discussion of the points to be emphasized, and of the methods of presentation. The place of laboratory and field work. Prerequisite: *Physiography.*

M. First Term; 11:30

*43. Special Geology.—Individual work on selected themes for advanced students.

M or DM. First Term

PROFESSOR SALISBURY, DR. ATWOOD, AND DR. ALDEN

*20. Field Geology (Second Course).—Advanced field work, involving the systematic investigation of a formation or an area. A formal report, as nearly as practicable in conformity with the approved standards of official geological reports, is required. The fields for 1905 will be in the West, and in Wisconsin. The work may be prosecuted during the months of July, August, and September. One party, limited to twelve, under the leadership of Dr. Atwood, will spend the month of August in and about the Black Hills of South Dakota. This party will leave Chicago July 28. Other parties, doing more special work, will study the former glaciation of selected mountain regions in the West, under the direction of Professor Salisbury, or the drift formations of eastern Wisconsin, under the supervision of Dr. Alden. In the last course the arrangements are individual, and the work may be done at any time during the summer. Each field course of four weeks, with a satisfactory report thereon, gives a credit of 3M. Prerequisites: *Courses 8 and 16.*

3M. Second Term

ASSISTANT PROFESSOR WELLER

2A. Geologic History of Organisms.—An elementary course in Historical Geology. The initiation and evolution of the various organic types; the consideration of the questions involved in geographic distribution and geologic range. Prerequisite: *The elements of Physiography and Zoology.*

M. First Term; 2:30

ANNOUNCEMENTS

*20A. Field Geology.—In some selected field, not yet determined, the stratigraphic and structural features of sedimentary formations will be studied, with especial reference to the use of fossils in the interpretation of stratigraphy. Four weeks will be spent in the field. The preparation of maps and reports will complete the course. Prerequisites: *Same as for Course 20 above.* 3M. During September

DR. ATWOOD

8 Field Geology; First Course (outside of Chicago).—This course is intended to form an introduction to the more specialized professional courses that follow, and to furnish a basis for the teaching of Geography, Physiography, and elementary Geology. It involves training in stratigraphic, glacial, and other field determinations, together with mapping, sketching, and technical description. The field is the vicinity of the Devil's Lake and the Dells of the Wisconsin, in Wisconsin. Four weeks will be spent in the field, commencing June 19. The preparation of a report will complete the course. Prerequisite: M. First Term

MR. BARROWS

†1A Physiography.—The earth's features, treated with special reference to their origin and significance. Agencies affecting changes in geographic features; physiographic changes in progress; genetic geography. The course will have special reference to North America.

M. Second Term; 2:30

MR. R. T. CHAMBERLIN

8. Field Geology (repeated).—The field will be the region about the Dells of the St. Croix, Wisconsin-Minnesota. The party will start from Chicago July 31. 3M. Second Term

MR. LEES

7. Field and Laboratory Course.—Study of the geography and geology of Chicago and vicinity, and of relief, topographic, and geologic maps. The course will include two field trips (one on Saturday) and three laboratory exercises (or lectures) weekly. For teachers, and for those who wish to learn methods of field work. Prerequisite: *Physiography.* M. First Term; 1:30-3:30

NOTE.—Students taking this course should take no other afternoon course.

10. Elementary Mineralogy and Petrology.—This course will include the study of the common rock-making minerals, and of the common rocks. M. First Term; 8:00-10:00

XXIA. GEOGRAPHY

PROFESSOR SALISBURY AND ASSISTANT PROFESSOR GOODE

*30. Research Course in Physical Geography.—Topics will be arranged with students individually, on conference with the instructor.

ASSISTANT PROFESSOR GOODE

Commercial Geography.—See Course 44, Department of Political Economy.

11. Economic Geography of North America.—A study of the natural resources of the continent, as factors in its economic development. The geologic structure, the physiography, and the climate, treated as factors determining or affecting the location and utilization of mineral resources, arable and grazing lands, forests, etc. The influence of these various resources on the settlement and development of the continent. Mj. 8:00

MR. BARROWS

*1. Elementary Meteorology and Oceanography.—An outline course for teachers of Physical Geography and Physiography. M. Second Term; 1:30

NOTE.—This course, with Geology 1A = Geology 1.

7. Influence of Geography on American History.—A study of the geographic conditions which have influenced the course of American History. Their importance as compared with one another, and their importance as compared with non-geographic factors. Familiarity with the leading events of American History, and with the elements of the Physiography of the United States, is presupposed. Primarily for teachers of Geography and History. M. Second Term; 9:00

NOTE.—For courses in the geographic phases of Zoology and Botany, see Departments of Zoology and Botany. See also courses in Geography, College of Education.

XXII. ZOOLOGY

PROFESSOR WHITMAN AND ASSOCIATE PROFESSOR LILLIE

*40. Zoological Problems.—Research at the Marine Biological Laboratory, Woods Hole, Mass. 2 or 3Mj

29. Marine Biology at the Marine Biological Laboratory at Woods Hole, Mass. Credit is given at the University of Chicago for courses taken at this laboratory. DMj

DR. CHILD

†3. Field Zoology (Introductory Course).—Study of the more common animals of the region about Chicago, including work on life histories, habits, classification, and distribution. DM. First Term

Lectures: Mon.-Fri., 1:30.

Laboratory or field work: afternoons and Sat. morning, 16 hrs. per week.

(Laboratory fee, \$2.50)

†7. Invertebrate Zoology.—Study of representatives of the principal invertebrate groups, including

anatomy and life-history, with some consideration of habits and distribution.

DM. First Term

Lectures: Mon., Tues., Wed., Thurs., 8:00.

Laboratory: daily, 9-12, 12 hrs. per week.

(Laboratory fee, \$2.50)

DR. CHILD AND MR. TOWER

*42. Zoological Problems.—Research.

DMj

(Laboratory fee, \$2.50)

MR. TOWER

*28. Animal Evolution.—A course of lectures dealing with original studies, together with the history of the idea of Evolution; the rise of modern ideas (Buffon, St. Hilaire, and Lamarck); the Darwinian period; current theories of evolution. Reading, reports, and theses required. Prerequisite: *Course 2 or its equivalent.*

DM. Second Term

Lectures: Mon., Tues., Wed., Thurs., 3:30.

JUNIOR COLLEGE COURSES

DR. STRONG

†2. General Biology.—Lectures, recitation, and laboratory work dealing with topics of a general biological nature, such as the classification of the biological sciences, protoplasm, the cell, structure and activities of unicellular animals, and structure and activities of multicellular animals.

DM. First Term

Lectures: Mon.-Fri., 11:30.

Laboratory, 12 hrs., 8:00-11:30.

(Laboratory fee, \$2.50)

14. Studies of Birds.—This course will include studies of the structures, habits, and colors of birds.

DM. First Term

Lectures: Mon.-Thurs., 3:30.

Laboratory: 8 hrs.; field work, Sat. forenoons and early mornings, as arranged.

PROFESSOR WILLISTON

†8. The Evolution of the Domestic Animals.—A series of lectures (illustrated) upon the origin, evolution, and natural history of the Domestic Animals and other chief types of the Mammals.

M. First Term

Lectures: Daily at 2:30.

MR. LANE

21. Vertebrate Embryology.—Lectures, demonstrations, and laboratory work.

Mj

Lectures: Mon., Tues., Wed., Thurs., 11:30

Laboratory Work; Daily, 8:00-11:30, 12 hrs. per week.

(Laboratory fee, \$2.50)

MR. SHELFORD

13. Field Zoology (Advanced Course).—Study of the fauna of the region about Chicago, with special reference to the relations between animals and their environment. Each student is expected

to devote a considerable portion of his time to the study of some special problem connected with the work of the course, and to present the results of his work in the form of a thesis at the end of the course.

DM. Second Term

Lectures: Mon., Fri., 1:30.

Laboratory or field work: afternoons and Saturday morning.

(Laboratory fee, \$2.50)

XXIII. ANATOMY

DR. WILSON

*21. Anatomy of the Eye.—Special Anatomy for practicing physicians and advanced students.

DM. First Term

Lectures and laboratory: Mon.-Thurs., 8:00-11:30.

(Laboratory fee, \$2.50)

*23. Anatomy of the Pharynx and Larynx.—Special course for practicing physicians and advanced students, to consist of lectures and laboratory work on the development, gross and microscopic Anatomy of these organs. Special attention will be given to the nervous mechanism and its influence on function.

DM. First Term

Lectures and laboratory: Mon.-Thurs., 1:30-4:30.

(Laboratory fee, \$2.50)

*40. Advanced Work.—Opportunities are offered for advanced work in all branches of Anatomy.

1-3 Mj

(Laboratory fee, \$2.50 per Mj)

*41. Research Work.—The laboratory is equipped for the original investigation of anatomical problems. Suitably trained and endowed students and physicians who have the time to do such work will be encouraged to undertake it.

2-4 Mj

DR. SHAMBAUGH

* Anatomy of the Ear, Nose, and Throat.—Special Anatomy for practicing physicians and advanced students. This course will consist of laboratory work, lectures, and demonstrations of anatomical preparations.

DM. First Term

Lectures and laboratory: Mon.-Thurs., 1:30-4:30.

(Laboratory fee, \$2.50)

DR. SIMPSON

6A. Human Osteology.—A systematic study of the human skeleton will be undertaken. The bones of the human body will be drawn or modeled in the laboratory. The structure of the composite bones will be considered from the comparative and embryological standpoints.

M. First Term

Lectures and laboratory: Thurs. and Fri., 8:00-12:30.

(Laboratory fee, \$1.25)

11A. Splancnology, Histology, and Cytology.—A brief course on the structure of the cell and elementary tissues will be followed by a study of the structure of the various viscera.

1½ Mj

Lectures: Mon., Tues., Wed., 8:00.

Laboratory: Mon., Tues., Wed., 9:00-12:30.

(Laboratory fee, \$3.75)

XXIV. PHYSIOLOGY

(Including Physiological Chemistry and Pharmacology)

DR. WOELFEL AND MR. WILSON

†1 and 2. Elementary Physiology.¹—These courses are intended to familiarize the student with the elementary facts concerning the structure and functions of the human body. They are not for medical students, but are strongly recommended to college students as a necessary part of an education. Students are urged to take both courses.

Course 1 is prerequisite to Course 2.

Course 1 DM. First Term; Course 2 DM. Second Term.

Lectures: Tues., Thurs., Fri., 8:00.

Laboratory: Tues. and Thurs., 1:30-3:00.

PROFESSOR STEWART AND DR. GUTHRIE

12.² Physiology of Blood, Circulation, and Respiration.

1Mj.

(Laboratory fee, \$2.50)

13.² Physiology of Digestion, Metabolism, Absorption, Secretion, Muscles, and Heat.

1½ Mj

Physiology 12 is prerequisite to 13.

Lectures: Mon., Wed., Fri., 8:00.

Recitations: Tues. and Thurs., 8:00.

Laboratory: Mon. and Wed., 9:00-12:30.

14.² Physiology of the Nervous System and the Senses.

1 Mj

(Laboratory fee, \$2.50)

DR. GUTHRIE

15. Special Physiology of Mammals.—Including the repetition of experiments not given in the general courses.

½ Mj

Sat., 8:00-12:30.

(Laboratory fee, \$1.25)

MR. MCGUIGAN AND DR. WOELFEL

20. Physiological Chemistry.—The Chemistry of protoplasm, of the foods, of digestion, metabolism, and the excretions. Prerequisite: *General Chemistry and Qualitative Analysis; Elementary Organic Chemistry*. Quantitative Analysis is strongly recommended.

1½ M

¹ Either the lectures or the laboratory work of Courses 1 and 2 may be taken as a Major in the Summer Quarter. The laboratory work in this Quarter will be specially adapted to teachers.

² One of Courses 12, 13, or 14 will be given, the choice depending upon the requirements of the majority of the applicants. The lecture, recitation, and laboratory periods are stated on the basis of Course 13 being given.

DR. MATTHEWS

21. Pharmacology.

1½ Mj

Lectures: Three a week.

Recitations: Two a week.

Laboratory: 7 hrs. a week.

PROFESSOR STEWART AND MR. WILSON

*30. The Cells and Liquids of the Body in Their Physico-Chemical Relations.—Time to be arranged.

1 Mj

PROFESSOR STEWART

41. Seminar.—At times to be announced.

DR. MATTHEWS

*43. Research Work in Pharmacology.

Mj

PROFESSOR STEWART, DR. GUTHRIE AND WOELFEL, AND MR. WILSON

*44. Research Work in Physiology.

ASSOCIATE PROFESSOR MATHEWS, DR. CARLSON, AND OTHERS

*51. General and Comparative Physiology at the Marine Laboratory at Woods Hole, Mass.—Credit is given by the University of Chicago for courses taken at this laboratory.

DMj

XXV. NEUROLOGY

PROFESSOR DONALDSON AND DR. HATAI

3A. Gross and Microscopic Anatomy of the Human Central Nervous System and Sense Organs. Prerequisite: *Microscopic Anatomy*.

DM. First Term

Lectures: Mon.-Thurs., 8:00.

Laboratory: Mon.-Thurs., 9:00-12:00.

(Laboratory fee, \$2.50)

PROFESSOR DONALDSON (First Term) AND DR. HATAI (Second Term)

*7 Research Course.—The study of neurological problems. Prerequisite: *A knowledge of the main facts of Neurology*.

1 or more Mjs

Laboratory work: Daily.

(Laboratory fee, \$2.50)

PROFESSOR DONALDSON

*6A. Seminar.—The purposes of the Seminar are threefold: (a) initiation into the methods of research, (b) the history of the guiding conceptions in Neurology; (c) discussion of such literature as is too technical for presentation at a general Journal Club.

Admission to the Seminar is granted only after consultation with the Head of the Department.

M. First Term

DR. HATAI

*11. Physical and Chemical Characters of the Nervous System in Relation to Histological Technique.

M or DM. Second Term

Lectures: Mon.-Thurs., 8:00.

(Laboratory fee, \$2.50)

XXVII. BOTANY

PROFESSOR COULTER AND DR. CHAMBERLAIN

*18. Advanced Morphology.—Designed for advanced students who wish to prosecute further studies in the Morphology of any particular group, without undertaking a definite problem in research. Instructors must be consulted before registering. Prerequisite: *The course in Special Morphology of group chosen.* Mj or DMj

(Laboratory fee, \$2.50)

*19. Research in Morphology.—Only those students will be admitted to this work whose training in technique and special morphology enables them to be independent. Mj or DMj

(Laboratory fee, \$2.50)

PROFESSOR COULTER AND DR. CHAMBERLAIN

*15. Special Morphology of Angiosperms.—Critical study of the great groups of Angiosperms, accompanied by lectures on their morphology, relationships, and origin. Prerequisite: *Courses 4 and 9.* DMj

Lectures: Mon., Wed., 9:00.

Laboratory: Tues., Thurs., Fri., 8:00-10:00.

(Laboratory fee, \$2.50)

PROFESSOR COULTER AND DR. LAND

9. General Morphology of Spermatophyte.—A continuation of Course 8. Special emphasis is placed upon genetic relationships and the significance of the seed. Prerequisite or concurrent: *Course 8.* Mj

Lectures: Tues., Thurs., 11:30.

Laboratory: Mon., Wed., Fri., 10:30-12:30.

(Laboratory fee, \$2.50)

NOTE.—Can be taken as a Minor either Term; Gymnosperms, First Term; Angiosperms, Second Term.

ASSISTANT PROFESSOR DAVIS

10a. Special Morphology of Algae.—Course 10 is given at the Marine Biological Laboratory at Woods Hole, Mass., the illustrative material being chiefly marine. Credit is given by the University of Chicago. Mj or DMj

DR. CHAMBERLAIN

17. Cytology.—This course deals with the structure and life-history of the plant cell. Special attention is given to the bearing of Cytology upon theories of heredity and evolution. Designed for research students. Prerequisite: *Course 4.* Mj

Lectures: Mon., Wed., 10:30.

Laboratory: Tues., Thurs., Fri., 10:30-12:30.

(Laboratory fee, \$2.50)

DR. COWLES

36. Field Ecology.—Designed to supplement the local work in Ecology at the University. The whole time of the student will be required while in the field; the remainder of the Term may be given to the preparation of a report. In the summer of 1905 it is likely that this course will be conducted in Scotland. M, DM, or 3M, depending upon the quantity and quality of the work accomplished. Second Term

DR. LYON

†1. Elementary Botany.—A general introduction to Botany, including the outlines of structure, function, and classification. The lectures and laboratory exercises develop these subjects from the standpoint of the evolution of the plant kingdom, chief stress being laid upon the alternation of generations, and little attention being paid to vegetative tissues. This course or its equivalent is a prerequisite to the other courses offered by the Department. No credit given until the Quarter's work is complete. Mj. Daily; 8:00-10:00

(Laboratory fee, \$2.50)

8. General Morphology of Bryophytes and Pteridophytes.—The topics especially elaborated and discussed are alternation of generations and heterospory. Prerequisite: *Course 1 or its equivalent.* Mj. Daily; 1:30-3:30

(Laboratory fee, \$2.50)

NOTE.—May be taken as a Minor either Term; Pteridophytes, First Term; Bryophytes, Second Term.

DR. LAND

4. Methods in Plant Histology.—Principles and methods of killing, fixing, imbedding, sectioning, staining, mounting, drawing, reconstructing, and use of microscope. This course is necessary for the courses in special Morphology. Prerequisite: *Course 1 or its equivalent.* DM. First Term

Lecture: Mon., 1:30.

Laboratory: Daily 8:00-10:00; Tues.-Fri., 1:30-3:30.

(Laboratory fee, \$2.50)

DR. LAND AND MISS TARRANT

6. Field Botany.—A study of the local flora, including the recognition of plants of all groups, and special exercises in the determination of seed plants and pteridophytes. Prerequisite: *Course 1 or its equivalent.* DM. Second Term

Field Work daily, 1:30-5:30.

DR. MCCALLUM

†2. Elementary Plant Physiology.—A summary view of the general functions of the organs of seed plants, such as absorption, transpiration, photosynthesis, and respiration. Especially designed for students not prepared for Courses 20, 21, 22. Prerequisite: *Course 1 or its equivalent.* Mj

Lectures: Tues., Thurs., 1:30.

Laboratory: Mon., Wed., Fri., 1:30-3:30.

(Laboratory fee, \$2.50)

DR. TRANSEAU

†3. Elementary Ecology.—Plants in relation to their environment. There is field work in the green-houses, parks, and vacant grounds near the University, with occasional laboratory exercises. Prerequisite: *Course 1 or its equivalent.* DM. First Term

Mon.-Thurs., 1:30-4:30, and Sat. afternoons.

XXVIII. PATHOLOGY AND BACTERIOLOGY

DR. RICKETTS

2. General Pathology and Pathological Histology.—A practical laboratory course in general Pathologic Histology, supplemented by experiment, by lantern demonstrations, and by the study of fresh and museum specimens, by recitations in General Pathology. 2DM

(Laboratory fee, \$3.75)

DR. PUSEY

*8. Pathology of the Eye.—Special advanced Pathology for practicing physicians and advanced students. Hours arranged for each student. DM. First Term

9. Advanced Pathology.—Open to a limited number of students who have credits in general Pathology. Laboratory work will be given in pathological technique, the study and recording of autopsies, and special pathological material. Weekly conferences. Hours arranged for each student. Mj or DM

(Laboratory fee, \$2.50 or \$5.00)

PROFESSOR HEKTOEN AND DR. RICKETTS

10. Research in Pathology.—Open to a limited number of specially qualified students and graduates in medicine. Hours arranged for each student. Mj or DMj

(Laboratory fee, \$2.50 or \$5.00)

13A. Laboratory Course in Immunity.—Immunization of animals. Cytolysis (including hemolysis and bacteriolysis), agglutination, toxins and antitoxins, etc. An experimental course. Hours to be arranged. Prerequisite: *Bacteriology and General Pathology.* ½Mj or M

(Laboratory fee \$1.25)

13B. Lecture Course in Immunity.—The theories of immunity, the reactions and substances concerned, and the present status of immunity in various infectious diseases. Supplementary to 13A, but may be taken independently. Hours to be arranged. Prerequisite: *Bacteriology and General Pathology.* ½Mj or M

DRS. RICKETTS AND HARRIS

14. Bacteriology of Autopsies.—Open to a limited number of students. Study will be made of bacteriological material obtained at autopsies. Conferences weekly. Mj

(Laboratory fee, \$2.50)

DR. MANWARING

7A. Principles of Hygiene.—An elementary laboratory course for high-school teachers. Prerequisite: *Elementary Chemistry is desirable.* Laboratory work: 10 hrs. a week. M. First Term

7B. The Nature of Disease.—A non-technical course, covering elementary facts about disease. The course is designed primarily to meet the needs of public-school teachers. Prerequisite: *Course 7A is desirable.* Lectures and some laboratory work. M. Second Term

DR. HARRIS

1A. The Pathogenic Bacteria.—Designed especially for medical students. Lectures and laboratory work. 1:30 to 4:30 daily. ½Mj Z 36

4. Advanced Bacteriology.—Open to a limited number of specially prepared students. Hours to be arranged. Mj or DMj. Z 43

(Laboratory fee in each case, \$2.50 per Mj)

XXXI. PUBLIC SPEAKING

ASSOCIATE PROFESSOR CLARK AND MR. NELSON

8. The Teaching of Reading.—The aims of this course are (1) to give the teacher a sound basis for class work—that is, a knowledge of the psychology of expression; (2) to lay out a definite method which shall apply to each grade (particularly to those above the second), and to the school as a whole; (3) to show the relation between vocal expression and literary interpretation, and to discuss briefly the underlying principles of the latter; and (4) to train the teacher, to such an extent as the size of the class permits, in reading aloud. The class will meet twice a day for six weeks; the first three (with Mr. CLARK) to be devoted to the study of principles and theory; and the second three (with Mr. NELSON) entirely to their practical application. Text: S. H. Clark, *How to Teach Reading in the Public Schools.* 8:00 and 1:30. R 16

9. The Vocal Interpretation of Literature.—The primary purpose of the course will be to show what poetry is. It will deal with various aspects of poetic art. Typical examples will be discussed and analyzed, with the object of furnishing standards and criticism, and of enhancing the student's appreciation. The needs of teachers will be particularly considered in this course.

I. Intellectual, imaginative, and emotional aspects of literature.

II. The elements of lyric, epic, and dramatic poetry.

III. Rhythm, rhyme, alliteration, assonance, tone, color, etc.

IV. Analysis as a preparation for oral expression.

The class will meet twice a day for six weeks; the first three (with Mr. CLARK) to be devoted

to the study of literature, as above outlined; and the second three (with MR. NELSON) to testing the student's appreciation of literature through his vocal expression, and to developing the power of literary interpretation through the voice. M. 9:00 and 2:30. **R 14**

ASSISTANT PROFESSOR BLANCHARD

2. Development of Expression.—This is a general culture course for the development of freedom and power in Expression. Physical culture, voice culture, reading, and speaking will constitute the daily work. Selections from standard literature will be studied and rendered. Typical speeches will be analyzed and declaimed. Each student will present original examples of the forms of oratory studied. Some time will be given to the theory and practice of extempore speaking. Mj (or Me either Term); 9:00. **R 16**

NOTE.—See also Divinity course on p. 35 of these Announcements.

MR. GORSUCH.

1A. Required Course.—Principles of practical Public Speaking. Students will speak at every recitation, with the object of developing direct, earnest, and dignified address.

First Term; Mon.-Fri. **R 14**

Sec. a, 11:30.

Sec. b, 1:30.

1B. Required Course (continued).—This course supplements Course 1A and completes the required work.

Second Term; Mon.-Fri. **R 14**

Sec. a, 11:30.

Sec. b, 1:30.

Recital, Stephen Phillips' "Ulysses"—June 23, 8:00 o'clock. ASSOCIATE PROFESSOR CLARK.

Conference on the Interpretation of Literature and Reading Aloud in the Public Schools.—Conducted by ASSOCIATE PROFESSOR CLARK. Four consecutive afternoons.

June 27, The Spirit of Literature.

June 28, The Interpretation of the Printed Page.

June 29, Standards of Criticism.

June 30, Methods in Teaching Reading.

Recital.—June 30, 8:00 o'clock. ASSISTANT PROFESSOR BLANCHARD.

Recital.—July 6, 8:00 o'clock, *King Lear*. ASSOCIATE PROFESSOR CLARK.

XXXII. PHYSICAL CULTURE

The Division of Physical Culture will continue its work during the Summer Quarter. The required work of the undergraduate student will be done as far as possible in the open air. Particular attention will be paid to swimming. The natatorium will be open daily, and special opportunities will be offered for advanced and individual work. The men's classes will meet on Tuesday, Wednesday, Thursday, and Friday of each week.

The following courses are offered:

ASSISTANT PROFESSOR RAYCROFT

25. Form and Methods in Track and Field Athletics.

4:15

MR. CHILDS

4. Graded Exercises and Group Games.

12:15

12. Basket-Ball.

4:15

MR. KNUDSON

20. Elementary Swimming.

2:15

21. Advanced Swimming and Methods of Life-Saving.

3:15

MR. —

39. Baseball.

4:15

In addition to the above courses individuals may arrange with DR. RAYCROFT to do work in tennis, handball, golf, and swimming, for which, under certain conditions, credit will be given. Special appointments may be made for physical examination, if desired.

Women

General Work (Elective).—Swimming, rowing, tennis, golf.

9:30

General Work (Elective).—Basket-ball, baseball, hockey.

4:15

ALLIANCE FRANÇAISE

IN CO-OPERATION WITH THE UNIVERSITY OF CHICAGO

SUMMER QUARTER, 1905

HONORARY PRESIDENTS

J. J. JUSSERAND, French Ambassador at Washington; Officier de la Légion d'Honneur.
JAMES H. HYDE, Officier de l'Instruction Publique; Officier de la Légion d'Honneur.
WILLIAM R. HARPER, President of the University of Chicago; Officier de la Légion d'Honneur.

PRESIDENT

J. LEROY WHITE, Baltimore, Md.

VICE-PRESIDENTS

ALCÉE FORTIER, Professor at Tulane University, New Orleans; Chevalier de la Légion d'Honneur.
F. DE SUMICHRIST, Professor at Harvard University.
PAUL FULLER, Attorney-at-Law, New York.
ALPHONSE GAULIN, Fils, Officier d'Académie; Mayor of Woonsocket, R. I.

SECRETARY-TREASURER

L. V. GOFFLOT, Officier d'Académie, New York.

MEMBERS OF THE COUNCIL OF ADMINISTRATION

JAMES H. HYDE, Officier de l'Instruction Publique; Officier de la Légion d'Honneur, New York.
FREDERICK R. COUDERT, Attorney-at-Law, New York.
J. LEROY WHITE, Baltimore, Md.
REV. J. J. MCCOOK, Trinity College, Hartford, Conn.

DELEGATE TO THE CENTRAL COMMITTEE OF PARIS

JAMES H. HYDE.

DEAN AND DIRECTOR OF STUDIES

MAXIME INGRES, University of Chicago; Officier d'Académie.

HONORARY MEMBERS

LÉOPOLD MABILLEAU, Director of the Musée Social, Paris; Officier de la Légion d'Honneur. RENÉ DOUMIC, EDOUARD ROD, HENRI DE RÉGNIER, GASTON DESCHAMPS, HUGUES LE ROUX, ANATOLE LEROY-BEAULIEU.

INTRODUCTORY

The Alliance Française is a national association for the propagation of French in its colonies and in foreign lands. It was approved by the Minister of the Interior on January 24, 1884, and officially recognized by a decree of the President of the French Republic October 23, 1886.

The Alliance Française, in co-operation with the University of Chicago, offers courses in French Language, French Literature, French History, French Institutions, Philology, and Pedagogy. These courses

are open to the public, and are conducted in different centers wherever a sufficient number of students may apply. Private classes may be formed, and individual instruction may be obtained. Courses may also be taken by correspondence, if the nature of the subject permits.

In the teaching of the language the direct method is generally employed; and the work is planned with a view to enable the student to read and write the language correctly and with ease, being at the same

time so arranged that those who so desire may acquire a colloquial knowledge of French without pursuing higher courses.

For admission to the courses of the Alliance Française no examinations are required.

Examinations, though not compulsory, are conducted at the end of every Quarter.

Students completing satisfactorily courses in the Alliance Française may obtain full University credit for such courses *whenever they qualify for regular admission to the University.*

The Alliance Française, jointly with the University of Chicago, confers (a) an elementary diploma (*Diplôme de l'Alliance Française*), which is given candidates who, having pursued its courses for at least four Quarters, including personal attendance at the

summer courses, shall demonstrate their ability to speak and write the language with fluency and correctness; (b) an advanced diploma for teachers (*Licence de l'Alliance Française*), which is given candidates who, having the qualifications for admission to the University of Chicago, and having received the elementary diploma, shall pursue the courses of the Alliance Française for at least eight additional Quarters, including personal attendance at two sessions of the summer courses; shall present a written thesis, and shall pass examinations in French Language, French Literature, French History, French Institutions, Philology, and Pedagogy. For these diplomas correspondence work will be accepted, and equivalents will be determined by examination. An examination fee of \$5.00 will be charged.

SUMMER COURSES, 1905

JUNE 17 TO SEPTEMBER 1, 1905

These courses are conducted at the University of Chicago. The fee for the Summer Quarter is \$20.00 per term, which grants admission to all special courses of the Alliance Française; or an election equivalent to three Minors from among these courses and those offered by the University of Chicago. A matriculation fee of \$5.00 must be paid by persons entering the special summer courses for the first time, unless already matriculated as students of the University of Chicago.

I. FRENCH LANGUAGE

MESSRS. INGRES AND LESCAT

Course A and B: Elementary French.—The object of this course is to enable students to understand, speak, and write French with facility and correctness. Instruction will be given according to the direct method, the French language being exclusively used. Object-lessons; conversation on everyday topics; simple sentences; present, future, past indefinite of the regular and more common irregular verbs; personal pronouns; adverbs, etc.; written exercises; dictation.

DMj. 8:00 and 2:00

MR. LESCAT

Course C: Intermediate French.—Past definite; imperfect; conditional subjunctive, etc.; and a systematic review of the whole grammar; oral and written reproduction of stories by French writers, told by the instructor, and so selected as to bring out the national aspects of French life; groups of words; memorizing of extracts from French prose and verse. Private reading, the amount and character of which will be determined by the requirements, ability, and interests of the individual student.

Mj. 9:00

MR. PATET

Course D: Advanced French.—Elements of French prosody; reading and memorizing of poems from works of Hugo, Leconte de Lisle, Lamartine, de Musset, etc. Elements of Rhetoric; style; read-

ing and analyzing of extracts from the great masters: Rousseau, Chateaubriand, Flaubert, Renan, etc. Assigned reading; writing of essays.

Mj. 3:00

MR. LESCAT

Course E: Practice in Speaking and Writing French.—A supplementary course exclusively practical in its aims and methods; home reading; writing and dictation.

Mj. 3:00

II. FRENCH LITERATURE

The primary object of these courses is to give the student a clear idea of the general lines of French literature, to make him acquainted with as many writers as possible, and to develop in him a taste for reading French. The attitude in these courses, however, will not be exclusively literary. It will always be borne in mind that the student is using a foreign language; errors in grammar, pronunciation, and construction will be constantly noticed and remedied, and the study of literature will be made a continuous drill in speaking and writing French.

MR. INGRES

Course F.—A general view of French literature from its origin to the present day, showing the great currents in their relation to each other. Works representing these currents will be read partly in class, partly as outside reading. Essays on literary subjects will be written and extracts committed to memory.

Mj. 9:00

MR. PATET

Course G.—Detailed study of the nineteenth century. Biographical sketches of the great writers will be given, and their masterpieces read partly in class, partly as outside work. Essays on literary subjects will be written and extracts committed to memory.

M. 8:00.

Course H.—Detailed study of the eighteenth century. Biographical sketches of the great writers and reading of their works. Special study of Voltaire and Rousseau. Assigned reading; essay writing, etc.

M. 2:00

III. FRENCH CIVILIZATION

These courses, given exclusively in French, are intended to place the student of the language and literature in a French atmosphere. The instructors will bring out that which constitutes the national and social life of France, and make the study a complement and a continuation of the study of the language and literature. Extensive reading will be assigned and essays will be written.

DR. BABUT

Course J: Institutions.—Family life in France; French politics; French women; universities; colleges, and schools; religion in France, social tendencies, etc.

Mj. 2:00

Course K: History.—French History; the French Revolution to the Third Republic.

Mj. 3:00

NOTE.—For Courses J and K credit will be given either in the Romance or in the History department.

IV. PEDAGOGY

MR. INGRES

Course L.—A practical course intended for students, especially teachers, who are already able to read French. Particular attention will be given to the spoken language and, besides, the course will be made an illustration of the direct method of teaching languages. For this reason the study will begin with the elements and be carried rapidly enough to cover the whole subject-matter required in high schools and colleges.

Mj. 10:30.

MEETINGS

LECTURES, READINGS, CONVERSATION EXERCISES, AND EXCURSIONS

These meetings, free, and complementary to the class work, are conducted by the instructors with the purpose to enable the students to understand and to use the spoken language freely and to familiarize themselves with things pertaining to France and French culture.

Papers will be read and criticised. Texts will be ex-

plained and special attention will be given to pronunciation and elocution.

These exercises are essentially practical and students are called to take part in the discussions.

Dates and hours for these meetings are to be arranged after the beginning of the quarter.

For further information apply to the Dean,

M. INGRES, THE UNIVERSITY OF CHICAGO.

THE DIVINITY SCHOOL

I. THE FACULTY¹

- WILLIAM RAINEY HARPER, Ph.D., D.D., LL.D., *President of the University; Professor and Head of the Department of Semitic Languages and Literatures.*
 ERI BAKER HULBERT, D.D., LL.D., *Professor and Head of the Department of Church History; Dean of the Divinity School.*
 EDWARD JUDSON, D.D., *Professor and Head of the Department of Homiletics.*
 ERNEST DEWITT BURTON, D.D., *Professor and Head of the Department of New Testament Literature and Interpretation.*
 SHAILER MATHEWS, A.M., D.D., *Professor of Systematic Theology; Junior Dean of the Divinity School.*
 JOHN WILDMAN MONCRIEF, A.M., *Associate Professor of Church History.*
 GERALD BIRNEY SMITH, A.M., D.B., *Assistant Professor of Systematic Theology.*

- GEORGE BURMAN FOSTER, A.M., *Professor of Systematic Theology.*
 IRA MAURICE PRICE, D.B., Ph.D., *Professor of the Semitic Languages and Literatures.*
 JAMES RICHARD JEWETT, Ph.D., *Professor of the Arabic Language and Literature.*
 JAMES HENRY BREASTED, Ph.D., *Associate Professor of Egyptology and the Semitic Languages.*
 HERBERT LOCKWOOD WILLETT, Ph.D., *Assistant Professor of the Semitic Languages and Literatures.*
 CLYDE WEBER VOTAW, Ph.D., *Assistant Professor of New Testament Literature.*
 EDGAR JOHNSON GOODSPEED, Ph.D., *Instructor in Biblical and Patristic Greek.*
 ERRETT GATES, Ph.D., *Associate (in the Disciples' Divinity House) in Church History.*

- ALEXANDER V. G. ALLEN, D.D., *Professor of Church History, Episcopal Theological School, Cambridge, Mass. (Summer Quarter, 1905).*
 FREDRIC MASON BLANCHARD, A.M., *Assistant Professor of Public Speaking.*
 LESTER BARTLETT JONES, A.B., *Associate, and Director of Music.*

II. GENERAL INFORMATION

ADMISSION

1. *The Divinity School* is open to students of all denominations of Christians. Women are admitted on equal terms with men, but are not encouraged to enter on the work of public preaching. The instruction is intended for ministers, missionaries, theological students, Christian teachers, and others intending to take up some form of religious work. College graduates are admitted to the Graduate Divinity School. Persons who have not had collegiate training and who wish to pursue studies for which they are prepared, are admitted to the English Theological Seminary.

2. *Time of entrance.*—The First Term begins Saturday, June 17; the second, Friday, July 28. Students may enter for either Term. With the consent of an instructor, a course registered as a Major and running through both Terms may be elected as a Minor for either Term.

3. *Credentials.*—Each applicant for admission must present a Ministerial License, or a Certificate of Ordination, or a Letter of Approval from the church of which he is a member.

4. *Routine of entrance and registration.*—See p. 4 of these *Announcements*.

¹The names in each group, with the exception of the names of the President of the University and the Dean of the Divinity School, are arranged in the order of collegiate seniority.

ROOMS, BOARD, AND GENERAL EXPENSES

1. *Expenses.*—There is no charge for tuition in the *Summer Quarter*, but each student is required to pay an incidental fee of \$2.50 and a library fee of \$2.50 a Quarter, and in the case of those entering the University for the first time, a matriculation fee of \$5.00. The Divinity Halls (dormitories) accommodate 140 students. The rooms are furnished, and no charge is made for the use of the same. There is a fee of from \$8.00 to \$12.00 a Quarter for light and care. There is also a fee of 75 cents a Quarter for the laundry of bed-linen and towels. Students may secure board in clubs or private families for about \$3.00 a week.

Rooms in the Halls may be engaged in advance, but they will not be ready for occupancy before Friday, June 16, 6:00 P. M. Temporary accommodations near the University may be obtained before that date.

2. *Payment of bills.*—All bills are payable at the

beginning of each Term. Registration is not complete until all University fees have been paid at the Registrar's office, and no student is enrolled as a member of the class for which he has registered until this is done. For particulars see p. 5, VIII.

3. There are frequent opportunities for supplying churches in the city and surrounding towns, for which a reasonable compensation may be expected; but such work can be done only by those who have had experience in preaching, and may be undertaken only under the direction of the Dean, and with the provision that it shall not occasion the absence of the student from any regular recitation or lecture.

NOTE.—Financial aid will not be assured to students who are present during the *Summer Quarter* only. Assistance will be given in securing such remunerative service as may be available, though the University authorities are strongly of the opinion that the student ought to devote his entire time and strength to the work of the Divinity School.

III. THE GRADUATE DIVINITY SCHOOL

ADMISSION

For general conditions of admission see p. 4. The Graduate Divinity School is designed primarily for college graduates. Pastors, theological teachers, students in other seminaries, and candidates for the ministry who have the requisite training, are granted all the privileges of the Graduate Divinity School

during the *Summer Quarter*. They are subject to the same regulations respecting the choice of courses and full or partial work as the Graduate Divinity students in any other Quarter. Students are permitted under certain conditions to elect one-third of their work in the Graduate School of Arts and Literature.

COURSES OFFERED: SUMMER QUARTER, 1905

NOTE.—For general information concerning registration, and abbreviations in the description of courses, halls, and rooms, see pp. 4, 12. Special descriptive circulars may be obtained upon application to the Deans of the Divinity School.

XLI. OLD TESTAMENT LITERATURE AND INTERPRETATION

PROFESSOR PRICE

12. *Advanced Hebrew Grammar.*—Etymology.
M. Second Term; 10:30

13. *Advanced Hebrew Grammar.*—Syntax.
M. First Term; 10:30

20. *Books of Kings and Their Parallel Assyrian Records.*—Historical and critical work.
Mj. 9:00

22. *Jeremiah.*—Textual and exegetical work for advanced students.
Mj. 11:30

PROFESSOR JEWETT

180. *Beginning Arabic.*—A study of easy narrative and of (a) the grammatical principles of the

language, (b) the commonest vocabulary, and (c) the relation of the Arabic grammatically considered to the Hebrew.
Mj. 10:30

190. *Arabic Treatises on Mohammedan Eschatology.*
Mj. 8:00

204. *The Spread of Islam.*—A study of the progress of Mohammedanism, with special reference to the Islam of today.
Mj. 9:00

ASSOCIATE PROFESSOR BREASTED

210. *Beginners' Hieroglyphic.*—Including the acquisition of the commonest signs and the grammatical principles of the language of the classic period.
Mj. 9:00

226. *History of Egypt.*—Giving special attention to the religion, literature, art, and science, and

their influence upon subsequent civilization; the condition of Egypt at the probable period of the Israelitish sojourn. Mj. 10:30

ASSOCIATE PROFESSOR BREASTED AND ASSISTANT PROFESSOR WILLETT

1. Hebrew Language.—Gen., chaps. 1-8, including the grammatical principles of the language, the acquisition of a vocabulary, and translation of English into Hebrew. The ground covered in Harper, *Introductory Hebrew Method* and *Elements of Hebrew*. DMj or 2DM; 8:00 and 1:30

ASSISTANT PROFESSOR WILLETT

64. The Psalter (in English). M. First Term; 11:30
65. The Book of Job (in English). M. Second Term; 11:30
74. Biblical Apocalyptic.—A study of apocalyptic in the Old Testament, with special reference to the Book of Daniel, and comparison of the extra-canonical apocalypses with the Book of Revelation. Mj. 2:30

114. From Solomon to Nehemiah. Mj. 3:30

XLII. NEW TESTAMENT LITERATURE AND INTERPRETATION

PROFESSOR BURTON

- 25A. The Gospel of Matthew.—Study of the book with reference to authorship, structure, and purpose; interpretation of portions of the Gospel on the basis of the English versions. Mj. 9:00
60. Theology of the New Testament.—The principal teachings of Jesus, and of the leading New Testament writers. An outline course from the historical point of view. Mj. 10:30

PROFESSOR MATHEWS

12. Social and Religious History of Palestine in New Testament Times. M. Second Term; 8:00

ASSISTANT PROFESSOR VOTAW

1. New Testament Greek.—A purely linguistic course, preparatory to courses in interpretation. (*A required course*). Mj. 2:30
32. Paul's Corinthian Epistles.—Historical situation; analysis of contents; contribution of the Epistles to our knowledge of primitive Christianity, and their practical value for the Christianity of today. Mj or DM. 1:30

DR. GOODSPEED

4. Rapid Reading and Interpretation of Portions of the Greek Text of the New Testament. M. First Term; 1:30

- 38B. The Epistles of John.—Introduction and interpretation. M. First Term; 2:30

54. Readings in Christian Literature Bearing on the History of New Testament Books. M. First Term; 11:30

XLIV. SYSTEMATIC THEOLOGY

PROFESSOR MATHEWS

39. The Doctrine of Salvation. M. Second Term; 9:00

VII. COMPARATIVE RELIGION

(See also p. 15)

PROFESSOR FOSTER

29. The Doctrine of the Work of Christ.—Being mainly a study of the Atonement. M. First Term; 10:30
42. System of Dogmatics. Mj. 11:30
43. The Naturalistic and the Religious View of the World.—A study in present day Apologetics. M. Second Term; 10:30

XLV. CHURCH HISTORY

PROFESSOR HULBERT

22. The Scotch Reformation.—The introduction of Christianity into Scotland. The state of the church. The Reformation. Wiclif's opinions; Patrick Hamilton, the first Scottish martyr; George Wishart; John Knox, man, preacher, influence; the first General Assembly "to forward God's glory, and the well of his Kirk, in this realm;" the Great Charter of the Church of Scotland; the Five Articles of Perth; the National Covenant; moral and religious sublimity of Scotland displayed in signing it; the final establishment of the Presbyterian Polity in 1592. M. First Term; 11:30
32. The British and Early English Church (A. D. 30-1066).—The origin and growth of British Christianity. The Anglo-Saxon conquest. The missionary labors of Patrick, Columba, and Augustine. The Council of Whitby, Wilfrid, Theodore, and Bede. Effects upon English Christianity of the Danish invasions. M. First Term; 10:30

ASSOCIATE PROFESSOR MONCRIEF

1. Outlines of Church History (A. D. 30-1900).—This course aims to find and arrange in natural order the great turning-points in the history of the Christian Church; to discover, by following the development of the process, the principal divisions that have taken place; to state concisely the causes of these divisions and the environments that have favored their growth or their decay; to fix the different stages of development by means of such dates as the importance of the subject-matter may show to be necessary. In a word, the purpose of the course is preparatory to the special courses that follow. (*A required course*). Mj. 9:00

16. Forerunners of the Reformation in Italy.—General view of Italian history to Dante. Moral and spiritual condition of Italy from the thirteenth to the fifteenth century.

Dante.—The man, foreshadowings of the Reformation in the *Commedia*.

Petrarca.—The man, his place in the growth of Humanism, the relations of Humanism to the Reformation.

Savonarola.—Considered psychologically and historically, the monk, the preacher, the statesman, the reformer, the prophet, the martyr, general estimate. Mj. 8:00

DR. GATES

- 3D. From Primitive to Catholic Christianity.—A study of the transition from Primitive to Catholic Christianity. The transformation of the faith, life, discipline, ordinances and organization of the Christian Church during the first three centuries of the Christian era: causes and conditions. The origin of the Roman Catholic Church. The growth of the spiritual and temporal power of the bishop of Rome. M. First Term; 1:30

- 17A. The Life and Work of Erasmus.—A study of the life and literary labors of Erasmus, "the prince of Humanists." The influence of Humanism upon the Protestant Reformation. The relation of Erasmus to the Humanists of Germany, France, and England. A study of the principal literary works of Erasmus. M. First Term; 2:30

PROFESSOR ALLEN

2. The Ancient Church.—The course treats of the rise and development of the Catholic church. M. Second Term; 2:30
17. The Age of The Reformation.—The course extends to the close of the Council of Trent. M. Second Term; 1:30

XLVI. HOMILETICS AND PASTORAL DUTIES

PROFESSOR EDWARD JUDSON

4. Constructive Homiletics: Plans and Sermons.—*Required work*: lectures, collateral reading, and sermon production; selecting text and context; gathering materials; versions, commentaries (critical and spiritual); historic groundwork; divisions; illustrations; introduction; application; conclusion; plans and sermons written in full and presented for criticism; plans put on the blackboard and criticised in the class; sermons preached in public, with private criticism by the Professor. *Optional work*: a daily social hour with the Professor at his rooms, as follows:

Tuesday, reading aloud from great preachers; Wednesday, from great poets; Thursday, from the Bible; and Friday, from devotional literature. Two evenings a week, mission work in the city as a *homiletical clinic*. (*A required course*). Mj. 1:30

9. Homiletic Use of the Bible.—*Required work*. Lectures and collateral reading; the homiletical use of the history and the characters of the Old Testament, of the Psalms, of the prophets, of the life of Christ, of His discourses, of His parables, of His miracles, of the epistles, of the Revelation. *Optional work*: same as in No. 4. Mj. 2:30

XXXI. PUBLIC SPEAKING

ASSISTANT PROFESSOR BLANCHARD

20. Vocal Expression in Public Worship and Preaching.—This is a general training course for ministers. The technical work will consist of physical and vocal culture, gesture, and platform deportment. To this will be added daily practice in the delivery of sermons, vocal interpretation of the Bible, discussion of current events, debating, and extempore speaking. Mj (or M either Term); 8:00; 17

NOTE.—See also the College courses offered on p. 27 of these Announcements.

MUSIC

ASSOCIATE JONES

1. Sight-Reading and Voice-Training.—(a) Keys, scales, and simple melodies; (b) exercises for freeing and placing the voice. (In place of two quarters required work.) 2 hrs. a week. Hours to be arranged.

LXI. DISCIPLES' DIVINITY COURSES

ASSISTANT PROFESSOR WILLETT

5. Practical Problems among the Disciples of Christ.—Open lectures. First Term; 4:30
6. The Place of the Disciples of Christ among the Religious Forces of Today.—Open lectures. Second Term; 4:30

DR. GATES

4. Historic Place and Mission of the Disciples.—A study of the purpose and mission of the Disciples in the light of scripture and history; their special contribution to the reformation of the church; a study of New Testament Christianity; the teaching of Jesus; "first principles" or the preaching of the apostles; the creed, life, and organization of the apostolic church; the problem of union or the presuppositions of the "current reformation." M. First Term; 3:30

IV. THE ENGLISH THEOLOGICAL SEMINARY

GENERAL INFORMATION

For general conditions of admission see p. 4. The English Theological Seminary is intended to meet the needs of students who have not secured the advantages of a collegiate education. Pastors who are neither college nor divinity school graduates, approved candidates for the ministry whose scholastic training is deficient, and other men and women who, with the commendation of their churches, purpose to devote their lives to religious work, are admitted to the English Theological Seminary. For students of this description the season of residence is the Summer

Quarter only. The Seminary provides non-residence correspondence courses for the Autumn, Winter, and Spring Quarters. (Special circulars explaining the correspondence-study work will be sent on application.) The Summer Quarter has been set apart for resident instruction in order to accommodate a large number of those who can be absent from their homes only at this season; and it is believed that many churches will gladly release their pastors in the summer, when the pastoral work is less exacting than usual.

RESIDENT COURSES: SUMMER QUARTER, 1905

The following courses, given here by title only, are open to English students. Descriptions of them will be found in the course list for the Graduate Divinity School (pp. 33-35 of these *Announcements*).

XLI. OLD TESTAMENT LITERATURE AND INTERPRETATION

- 64. The Psalter.
- 74. Biblical Apocalyptic.
- 114. From Solomon to Nehemiah.
- 204. The Spread of Islam.

XLII. NEW TESTAMENT LITERATURE AND INTERPRETATION

- 12. Social and Religious History of New Testament Times.
- 25A. The Gospel of Matthew.
- 38B. The Epistles of John. (Upon consultation with the Instructor.)

XLIV. SYSTEMATIC THEOLOGY

- 39. The Doctrine of Salvation.
- 42. System of Dogmatics.

XLV. CHURCH HISTORY

- 1. Outlines of Church History.
- 3D. From Primitive to Catholic Christianity.

16. Forerunners of the Reformation in Italy.

17A. The Life and Work of Erasmus.

22. The Scotch Reformation.

32. The British and Early English Church.

XLVI. HOMILETICS AND PASTORAL DUTIES

- 4. Constructive Homiletics: Plans and Sermons.
- 9. Homiletic Use of the Bible.

LXI. DISCIPLES' DIVINITY HOUSE

- 4. Historic Place and Mission of the Disciples.
- 5. Practical Problems among the Disciples.
- 6. The Place of the Disciples among the Religious Forces of Today.

XXXI. PUBLIC SPEAKING

- 20. Vocal Expression in Public Worship and Preaching.

MUSIC

- 1. Sight-Reading and Voice-Training.

V. THE COLLEGE OF RELIGIOUS AND SOCIAL SCIENCE

The University has established, co-ordinate with the College of Arts and Literature, the College of Science, and the College of Commerce and Administration, a College of Religious and Social Science, under the general supervision of the Divinity Faculty. The

purpose of the College is to provide professional training and liberal culture for persons who intend to devote themselves to philanthropic and religious service, either as an exclusive calling or as a serious part of their life-work. The requirements for admission

to this College are the same as those now prescribed for the College of Commerce and Administration. The curriculum is divided nearly equally between collegiate and theological courses of study. Upon

completion of the curriculum the student receives the degree of Bachelor of Philosophy. For particulars concerning admission, curriculum, expenses, etc., apply to the Dean of the Divinity School.

VI. OPEN LECTURES

Special Open Lectures will be given upon the work of the ministry and of the Sunday school. A Ministers' Institute will be held in July, and an Institute for Sunday-School Workers will be held in August, each covering four days.

THE LAW SCHOOL

I. THE FACULTY

WILLIAM RAINEY HARPER, Ph.D., D.D., LL.D., *President of the University.*
 JAMES PARKER HALL, A.B., LL.B., *Professor of Law; Dean of the Law School.*
 ERNST FREUND, Ph.D., J.U.D., *Professor of Law.*
 EMLIN McCLAIN, A.M., LL.B., LL.D., *Judge of the Supreme Court of Iowa, late Professor of Law and Chancellor of the College of Law, University of Iowa (Summer Quarter, 1905).*
 NATHAN ABBOTT, A.B., LL.B., *Professor of Law and Dean of the Law Department, Leland Stanford Jr. University (Summer Quarter, 1905).*
 HORACE LAFAYETTE WILGUS, M.S., *Professor of Law, University of Michigan (Summer Quarter, 1905).*
 JAMES BROWN SCOTT, A.M. J.U.D., *Professor of Law, Columbia University (Summer Quarter, 1905).*

FREDERICK WILLIAM SCHENK, *Librarian.*

II. GENERAL INFORMATION

The Law School offers a course of professional study requiring three academic years for completion. By taking advantage of the Quarter system this work may be completed in two and one-fourth calendar years. The method of instruction employed is the study of cases. Regular courses of instruction are continued through the Summer Quarter, and full work is provided for both advanced and beginning students. The latter may commence the study of law in the Summer, to be continued either in the Autumn or in the next Summer Quarter. The summer work affords a special opportunity to teachers who wish to study law, and to young practitioners who desire systematically to pursue particular subjects.

Building and library.—The Law School occupies a new building within the University Quadrangles, completed in April, 1904. It is three stories high, 175 feet long and 80 feet wide, built of stone in the English Gothic style of architecture. In every respect it is one of the most completely equipped buildings devoted to the study of law in this country.

The Law Library consists of about 25,000 volumes. It includes substantially all of the American, English, Irish, Scotch, Canadian, Australian, New Zealand, and higher Indian reports, with the codes and statutory revisions of those jurisdictions; an extensive collection of British, American, and Canadian statutes, treatises, periodicals, and trials; and a working library in French, German, Spanish, and Mexican law.

Admission requirements and degrees.—Only college graduates or students who have had college work equivalent to three years in the University of Chicago are admitted as regular students, candidates for the degree of Doctor of Law (J.D.). The University permits one year of law to be counted as the fourth year of college work, and confers an academic Bachelor's degree upon candidates for J.D. who have completed one year in the Law School, thus enabling them to obtain both the academic and the professional degree in six years. The degree of J.D. is conferred upon college graduates who have completed twenty-seven Majors of law work distributed over nine Quarters of law school residence.

Students over twenty-one years old who are qualified to enter the Junior Colleges of the University (the usual college entrance requirement) may be admitted as candidates for the degree of Bachelor of Laws (LL.B.); but this degree will be granted to those only who complete the course with a high average standing.

In rare instances students over twenty-one years old who cannot meet the above requirements will be admitted as unclassified students, but are not candidates for a degree.

Admission to advanced standing.—Students from other law schools of high grade, who are otherwise qualified to enter the School, will ordinarily receive credit (not exceeding two years) for work completed

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at such schools. *No credit will be given for work not done at a law school.*

Fees.—A matriculation fee of \$5.00 is required of every student entering the University for the first time. The tuition fee in the Law School is \$50.00 per Quarter (\$25.00 per Term) for regular work, three Majors. Students who take half work or less pay half fees. With the consent of the Dean, Law students may take extra work in any Department of the University without extra charge. Students not registered in the Law School pay \$5.00 per Major extra for each law course taken. All tuition fees are payable on or before the first day of the Quarter to the REGISTRAR, Cobb Lecture Hall, Room A7.

Routine of entrance.—Applications and correspondence should be directed to the DEAN OF THE LAW SCHOOL, University of Chicago, Chicago, Ill. A student from another institution should present his diploma; or, if he is not the holder of a degree equivalent to three years of college work in the University, he should bring a detailed statement of his work. Blank forms for such statements will be sent upon application. All credentials should be presented at the office of the Dean, Law Building, Third Floor. In cases of doubt, correspondence concerning these matters is invited before the student presents himself for admission. Directions for matriculation and registration will be furnished in the Dean's office.

Other information.—For information regarding the system of dividing work in the University into Quarters and Terms; regarding Majors and Minors; regarding rooms, board, and expenses; and regarding University privileges and other general matters, see these Announcements, p. 3.

Detailed announcement.—The Announcement of the Law School for 1905-6, to be published in April, containing detailed information about the entire work of the School, will be sent to anyone upon application.

III. COURSES OFFERED: SUMMER QUARTER, 1905

M=Minor course, meeting four hours weekly for one Term. DM=Double Minor course, meeting eight hours weekly for one Term. MJ=Major course, meeting four hours weekly for the Quarter.

FIRST-YEAR COURSES

(The work of the first year is required)

PROFESSOR HALL

2A. **Torts.**—Trespass to person, to real property, and to personal property; excuses for trespass; conversion; legal cause; negligence; contributory and imputed negligence; plaintiff's illegal conduct as a defense; duties of landowners; hazardous occupations; liability for animals. Textbook: Ames and Smith, *Cases on Torts*, Vols. I and II. DM. First Term

tions; separation; divorce. Parent and Child: custody; services and earnings; torts to children; torts by children; adoption; bastardy. Textbook: Woodruff, *Cases on Domestic Relations*. MJ

PROFESSOR SCOTT

60A. **Criminal Law.**—The criminal act: complete and incomplete acts, consent, condonation, and contributory fault of injured party; criminal intent: specific and constructive intent, negligence; circumstances affecting intent: insanity, intoxication, coercion, infancy, ignorance or mistake; justification: authority, defense, necessity, etc.; parties in crime: agency, innocent agents, joint principals, accessories; jurisdiction over crimes; crimes against the person, especially murder and manslaughter; larceny and kindred offenses; indictment; former conviction or acquittal. Textbook: Beale, *Cases on Criminal Law*. DM. Second Term

SECOND- AND THIRD-YEAR COURSES

(These courses are elective and need not be taken in any fixed order)

PROFESSOR FREUND

15. **Wills and Administration.**—Intestate succession; dispositions in contemplation of death; testamentary capacity; execution, alteration, revocation, and revival of wills; probate; executors and

administrators; survival of rights and liabilities; priority of claims; assets; payment of legacies and distribution; ademption and lapse of legacies. Textbook: Gray, *Cases on Property*, Vol. IV.

II. GENERAL INFORMATION

Courses in Medicine constituting the first two years of the four-year course in Medicine of Rush Medical College are given at the University of Chicago. Full work may be secured by any student from the courses stated below. A student may begin his work with any Quarter, and for students with suitable preparation the Summer Quarter is a very good time to commence the regular work in Medicine.

Requirements for admission.—The requirements for admission comprise (a) fifteen units of high-school work, demanded for admission to the Junior Colleges of the University, and (b) two years of college work, which must have included at least one year of college Chemistry, including both inorganic and organic (in addition to the year of high-school Chemistry), one Major of college Biology with laboratory work, one Major of college physics, and a reading knowledge of German and French.

Admission to advanced standing.—Admission to advanced standing is granted to students from other recognized institutions under suitable restrictions.

The matriculation fee of \$5.00 is payable but once, and this is good for the complete course through Rush Medical College.

The tuition fee is \$60.00 per Quarter, which sum covers all laboratory fees.

Estimated cost of attendance on an annual session of three Quarters is as follows:

	Lowest	Average	Liberal
University bill, tuition.....	\$180.00	\$180.00	\$180.00
Rent and care of room.....	42.00	105.00	225.00
Board.....	100.00	126.00	225.00
Laundry.....	15.00	25.00	35.00
Textbooks and stationery.....	10.00	20.00	50.00
Total.....	\$347.00	\$456.00	\$715.00

III. COURSES OFFERED: SUMMER QUARTER, 1905

XXIII. ANATOMY

DR. WILSON

*21. **Anatomy of the Eye.**—Special Anatomy for practicing physicians and advanced students.

DM. First Term

Lectures and laboratory: Mon.-Thurs.; 8:00-11:30.

(Laboratory fee, \$2.50)

23. **Anatomy of the Pharynx and Larynx.**—Special course for practicing physicians and advanced students, to consist of lectures and laboratory work on the development, gross and microscopic Anatomy of these organs. Special attention

A deposit of \$5.00 is required against avoidable breakage and loss. This deposit is returnable.

Combined course for degrees of S.B. and M.D.—The course in Medicine may be pursued in connection with the regular work for the Bachelor degree, and both degrees may be secured in from six to six and a half years from the beginning of the college course.

Courses for practitioners.—All the courses offered are open to practitioners of Medicine, who may matriculate as Unclassified or as Graduate students. No student may register for a particular course unless he has had the prerequisite work which has qualified him to pursue with advantage the course which he wishes to take.

Special courses for practitioners during the Summer Quarter.—Attention is called especially to the following courses offered during the Summer Quarter, which will be of special interest and value to practitioners of Medicine:

In Anatomy: Courses numbered 20, 21, 22, 23, 40, and 41.

In Neurology: Course 7.

In Physiology: Courses numbered 15, 42, 43, and 44.

In Pathology and Bacteriology: Courses numbered 7A, 7B, 10, 11, and 14.

Practitioners taking this work are free to attend the clinics at Rush Medical College without charge. The institutions are some distance apart, and the journey consumes about an hour. More detailed information in reference to the courses in Medicine at the University and at Rush Medical College is contained in the *Annual Announcement*, which will be furnished on application to the University of Chicago.

will be given to the nervous mechanism and its influence on function. DM. First Term

Lectures and laboratory: Mon.-Thurs., 1:30-4:30.

(Laboratory fee, \$2.50)

40. **Advanced Work.**—Opportunities are offered for advanced work in all branches of Anatomy. 1-3Mj

(Laboratory fee, \$2.50 per Mj)

41. **Research Work.**—The laboratory is equipped for the original investigation of anatomical problems. Suitably trained and endowed students or physicians who have the time to do such work, will be encouraged to undertake it.

2-4Mj

DR. SHAMBAUGH

*7. **Anatomy of the Ear, Nose, and Throat.**—Special Anatomy for practicing physicians and advanced students. This course will consist of laboratory work, lectures, and demonstrations of anatomical preparations. DM. First Term

Lectures and laboratory: Mon.-Thurs., 1:30-4:30.

(Laboratory fee, \$2.50)

DR. SIMPSON

6A. **Human Osteology.**—A systematic study of the human skeleton will be undertaken. The bones of the human body will be drawn or modeled in the laboratory. The structure of the composite bones will be considered from the comparative and embryological standpoints.

M. First Term

Lectures and laboratory: Thurs. and Fri., 8:00-12:30.

(Laboratory fee, \$1.25)

11A. **Splanchnology, Histology, and Cytology.**—A brief course on the structure of the cell and elementary tissues will be followed by a study of the structure of the various viscera. 1½Mj

Lectures: Mon., Tues., Wed., 8:00.

Laboratory: Mon., Tues., Wed., 9:00-12:30.

(Laboratory fee, \$3.75)

XXIV. PHYSIOLOGY

(Including Physiological Chemistry and Pharmacology)

DR. WOELFEL AND MR. WILSON

*1 and 2. **Elementary Physiology.**—These courses are intended to familiarize the student with the elementary facts concerning the structure and functions of the human body. They are not for medical students, but are strongly recommended to college students as a necessary part of an education. Students are urged to take both courses. Course 1 is a prerequisite to Course 2.

Course 1, DM, First Term; Course 2, DM Second Term.

Lectures: Tues., Thurs., Fri., 8:00.

Laboratory: Tues. and Thurs., 1:30-3:00.

PROFESSOR STEWART AND DR. GUTHRIE

12. **Physiology of Blood, Circulation, and Respiration.** 2

(Laboratory fee, \$2.50)

13. **Physiology of Digestion, Metabolism, Absorption, Secretion, Muscles, and Heat.** 2

Physiology 12 is a prerequisite to 13.

Lectures: Mon., Wed., Fri., 8:00.

Recitations: Tues. and Thurs. 8:00.

Laboratory: Mon. and Wed., 9:00-12:30.

14. **Physiology of the Nervous System and the Senses.** 2

(Laboratory fee, \$2.50)

1 Either the lectures or the laboratory work of Courses 1 and 2 may be taken as a Major in the Summer Quarter. The laboratory work in this Quarter will be specially adapted to teachers.

2 One of Courses 12, 13, or 14 will be given, the choice depending upon the requirements of the majority of the applicants. The lecture, recitation, and laboratory periods are stated on the basis of Course 13 being given.

DR. GUTHRIE

15. **Special Physiology of Mammals.**—including the repetition of experiments not given in the general courses. ½Mj

Sat. 8:00-12:30.

(Laboratory fee, \$1.25)

MR. MCGUIGAN AND DR. WOELFEL

20. **Physiological Chemistry.**—The Chemistry of protoplasm, of the foods, of digestion, metabolism, and the excretions. Prerequisite: *General Chemistry and Qualitative Analysis; Elementary Organic Chemistry*. Quantitative analysis is strongly recommended. 1½Mj

DR. MATTHEWS

21. **Pharmacology.** 1½Mj

Lectures: Three a week.

Recitations: Two a week.

Laboratory: 7 hrs. a week.

PROFESSOR STEWART AND MR. WILSON

*30. **The Cells and Liquids of the Body in Their Physico-Chemical Relations.**—Time to be arranged. 1Mj

PROFESSOR STEWART

41. **Seminar.**—At times to be announced.

DR. MATHEWS

*43. **Research Work in Pharmacology.** Mj

PROFESSOR STEWART AND DRS. GUTHRIE AND WOELFEL AND MR. WILSON

*44. **Research Work in Physiology.**

ASSOCIATE PROFESSOR MATHEWS, DR. CARLSON, AND OTHERS

*51. **General and Comparative Physiology at the Marine Laboratory at Woods Hole, Mass.**—Credit is given by the University of Chicago for courses taken at this laboratory. DMj

XXV. NEUROLOGY

PROFESSOR DONALDSON AND DR. HATAI

3A. **Gross and Microscopic Anatomy of the Human Central Nervous System and Sense Organs.**—Prerequisite: *Microscopic Anatomy*. DM. First Term

Lectures: Mon.-Thurs., 8:00.

Laboratory: Mon.-Tues., 9:00-12:00.

(Laboratory fee, \$2.50)

PROFESSOR DONALDSON (First Term) and DR. HATAI (Second Term)

*7. **Research Course.**—The study of neurological problems. Prerequisite: *A knowledge of the main facts of Neurology*. 1Mj or more. Laboratory work: Daily. (Laboratory fee, \$2.50)

PROFESSOR DONALDSON

*6A. **Seminar.**—The purposes of the Seminar are threefold: (a) initiation into the methods of research; (b) the history of the guiding concep-

tions in Neurology; (c) discussion of such literature as is too technical for presentation at a general Journal Club.

Admission to the Seminar is granted only after consultation with the Head of the Department.
M. First Term

DR. HATAI

*11. **Physical and Chemical Characters of the Nervous System in Relation to Histological Technique.**

M or DM. Second Term

Lectures: Mon.-Thurs., 8:00.

(Laboratory fee, \$2.50)

XXVIII. PATHOLOGY AND BACTERIOLOGY

DR. RICKETTS.

2. **General Pathology and Pathological Histology.**—

A practical laboratory course in general Pathologic Histology, supplemented by experiment, by lantern demonstrations, and by the study of fresh and museum specimens, by recitations in General Pathology. 2DM

(Laboratory fee, \$3.75)

DR. PUSEY

*8. **Pathology of the Eye.**—Special advanced Pathology for practicing physicians and advanced students. Hours arranged for each student.

DM. First Term

9. **Advanced Pathology.**—Open to a limited number of students who have credits in general Pathology. Laboratory work will be given in pathological technique, the study and recording of autopsies, and special pathological material. Weekly conferences. Hours arranged for each student. Mj or DM

(Laboratory fee, \$2.50 or \$5.00)

PROFESSOR HEKTOEN AND DR. RICKETTS

10. **Research in Pathology.**—Open to a limited number of specially qualified students and graduates in medicine. Hours arranged for each student. Mj or DMj

(Laboratory fee, \$2.50 or \$5.00)

13A. **Laboratory Course in Immunity.**—Immunization of animals. Cytolysis (including hemolysis and bacteriolysis), agglutination, toxins and antitoxins, etc. An experimental course. Hours to be arranged. Prerequisite: *Bacteriology and General Pathology.* $\frac{1}{2}$ Mj or M

(Laboratory fee, \$1.25)

13B. **Lecture Course in Immunity.**—The theories of immunity, the reactions and substances concerned, and the present status of immunity in various infectious diseases. Supplementary to 13A, but may be taken independently. Hours to be arranged. Prerequisite: *Bacteriology and General Pathology.* $\frac{1}{2}$ Mj or M

DRS. RICKETTS AND HARRIS

14. **Bacteriology of Autopsies.**—Open to a limited number of students. Study will be made of bacteriological material obtained at autopsies. Conferences weekly.

(Laboratory fee, \$2.50)

DR. MANWARING

7A. **Principles of Hygiene.**—An elementary laboratory course for high-school teachers. Prerequisite: *Elementary Chemistry is desirable.* Laboratory work 10 hrs. a week.

M. First Term

7B. **The Nature of Disease.**—A non-technical course covering elementary facts about disease. Lectures and laboratory work. Prerequisite: *Course 7A is desirable.* M. Second Term

DR. HARRIS

1A. **The Pathogenic Bacteria.**—Designed especially for medical students. Lectures and laboratory work. 1:30-4:30 daily. $\frac{1}{2}$ Mj. Z 36

4. **Advanced Bacteriology.**—Open to a limited number of specially prepared students. Hours to be arranged. Mj or DMj. Z 43

(Laboratory fee in each case, \$2.50 per Mj)

THE SCHOOL OF EDUCATION

I. FACULTY

WILLIAM RAINEY HARPER, PH.D., D.D., LL.D., *President of the University.*

GEORGE HERBERT LOCKE, M.A., *Dean of the College of Education; Associate Professor of Education*

WILLIAM BISHOP OWEN, PH.D., *Dean of the Academic Course of the University High School.*

WILBUR SAMUEL JACKMAN, A.B., *Principal of the Elementary School; Professor of the Teaching of Natural Science.*

NATHANIEL BUTLER, A.M., D.D., *Professor of Education.*

JOHN ADAMS, M.A., B.Sc., F.C.P., *Professor of Education in the University of London.*

GEORGE WILLIAM MYERS, PH.D., *Professor of the Teaching of Mathematics and Astronomy.*

JAMES H. VAN SICKLE, A.M., *Superintendent of Schools, Baltimore, Md., Lecturer on Education (Summer Quarter, 1905).*

DANIEL P. MACMILLAN, PH.D., *Director of Child Study in Chicago Public Schools; Lecturer on Education (Summer Quarter, 1905).*

ADDISON WEBSTER MOORE, PH.D., *Associate Professor of Philosophy.*

EMILY JANE RICE, PH.B., *Associate Professor of the Teaching of History and Literature.*

MARTHA FLEMING, *Associate Professor of the Teaching of Speech, Oral Reading, and Dramatic Art.*

ZONIA BABER, S.B., *Associate Professor of the Teaching of Geography and Geology.*

IRA BENTON MEYERS, *Instructor in the Teaching of Natural Sciences.*

ELEANOR SMITH, *Instructor in the Teaching of Music.*

BERTHA PAYNE, *Instructor in Kindergarten Training.*

LILLIAN SOPHIA CUSHMAN, *Instructor in Art.*

ANTOINETTE BELLE HOLLISTER, *Instructor in Art, Clay Modeling, and Painting.*

WILBERT SHEPARD DREW, S.B., *Instructor in Machine Shop.*

IRA M. CARLEY, *Assistant Professor of Manual Training, Francis W. Parker School, Manual Training.*

AMY LOUISE DANIELS, *Instructor in Household Economics.*

CLARA ISABEL MITCHELL, *Associate in Art and Textiles.*

ELIZABETH EUPHROSINE LANGLEY, *Associate in Manual Training, and Sloyd for Primary Grades*

ANNETTE BUTLER, *Associate in Manual Training.*

EDNA DAISY DAY, *Assistant in Household Economics.*

LELIA PURDY, *Assistant in Textiles.*

GUDRUN THORNE-THOMSEN, *History and Oral Reading.*

GERTRUDE SMITH, *Music; Piano.*

MARY LOIS KISSELL, *Metal Working.*

RUTH ABBOTT, B.L.S., *Library.*

ZOE SMITH BRADLEY, *Music, Voice.*

GEORG THORNE-THOMSEN, *Geographic Drawing and Geography.*

FRANCES MUSSELMAN, *Physical Culture and Gymnastics.*

ESTHER M. CRAWFORD, *Drawing and Painting.*

HISTORY

ASSOCIATE PROFESSOR RICE (First Term) AND MRS. THORNE-THOMSEN (Second Term)

32. History and Literature for Primary Grades.—A study of primitive industrial arts and of children's stories. Observation in the University Elementary School. For first-year students. Required of all students who are candidates for the diploma.
M. First Term; 11:30
M. Second Term; 11:30

ASSOCIATE PROFESSOR RICE AND ASSOCIATE PROFESSOR BABER

37. The History and Geography of the United States.—This course will include observation in the University Elementary School. For second-year and Senior College students.
DM. First Term; 8:00-10:00. ED 212

ORAL READING

ASSOCIATE PROFESSOR FLEMING

51. General Course in Oral Reading for Teachers in Elementary and Secondary Schools.—This course will form a basis for the teaching of Oral Reading in these schools, and will consist of discussions on expression; reading; oral reading; literature for oral reading; dramatic literature; technique—gesture, voice, speech; the diagnosis and treatment of speech defects; morning and special day exercises; suggestive lists of poems, orations, stories, and prose selections for oral reading in the kindergarten grades and the high school. As much time as possible will be given to practice in oral reading.
Mj. 1:30. ED 214

54. Dramatic Work in the Elementary and Secondary Schools.—A study of the manifestations of the dramatic instinct. Signification of children's plays, imitations, impersonations, and love for dramatic performances. Technique of the drama. A study of Shakespeare and the modern drama from the standpoint of construction. Practice in play writing and stage management. Value of dramatic training for the teacher.
M. First Term; 9:00. ED 214

55. Interpretation of Children's Stories: Dramatic Work in the Elementary and Secondary Schools.—This course is a combination of Courses 53 and 54, arranged for summer students. Practice in writing, telling, and dramatizing stories.
Mj. 10:30. ED 214

MRS. THOMSEN

56. Reading.—Discussion of past and present methods of teaching reading. The relation of reading to other school work. The nascent period in child development for the teaching of symbols. Materials best adapted to produce intelligent and appreciative reading: poems, fables, stories, dramatic presentation.
M. Second Term; 9:00. ED 214

NATURE-STUDY

PROFESSOR JACKMAN (First Term) AND MR. MEYERS (Second Term)

- 82A. Nature-Study.—This course is based directly upon the study of an area of several acres, located within a few minutes' walk of the school. It will be supplemented further by a series of excursions to other regions that have been planned conjointly with the teachers of History, Geography, and Art. The class will be divided into groups for practical work in the laboratories. What are the great pictures presented by nature? What are the sources of the pupil's interest in those pictures? How is that interest to be fostered and developed into something good and abiding in character, through the work of the teacher? These are questions which express the scope and the spirit of the work in this course. The correlation of Nature-Study with other studies will be considered in a discussion suggested by *Queries*. Courses in Art, Mathematics, and Geography will be helpful to students taking this course.
M. First Term; 8:00. ED 309
Repeated Second Term, M. 8:00

GEOGRAPHY

ASSOCIATE PROFESSOR BABER

106. Fundamental Consideration in Teaching Geography.—Development of the topography of type-forms. Elements of climate. Relation of life to geographic controls. Students are expected to take the special trips given in connection with this course.
Mj or M. 11:30. ED 212

ASSOCIATE PROFESSOR BABER AND ASSOCIATE PROFESSOR RICE

37. The History and Geography of the United States.—This course will include observation in the University Elementary School.
DM. First Term; 8:00-10:00. ED 212

ASSOCIATE PROFESSOR BABER

103. Geography of Eurasia.—A study of the physical, climatic, and life conditions of the continent; relation to human occupation and industries.
M. Second Term; 11:30. ED 212

MR. THORNE-THOMSEN

164. Geographic Drawing and Chalk-Modeling.—Blackboard sketching of typical surface features; plains, valleys, mountains, glaciers, cañons, shore features, etc.; cross-sections and pictorial representations of large sections of continents, as plateaus, river basins, and mountain systems; chalk-modeled relief maps. The work will be done on paper as well as on the blackboard.
M. First Term; 2:30. Repeated; 3:30. ED 210

HOME ECONOMICS

MISS DANIELS

- 128A. The Teaching of Home Economics.—Principles involved and methods used; selection of material and planning of courses; school equipments; development in the laboratory of typical courses and methods; the relation of the subject to other studies and to the life of the school.
Mj. Mon., Tues., Fri., 8:00-9:00. ED 388
Tues., Thurs., 8:00-10:00

- 123A. The Application of Heat to Food Materials.—The methods by which heat is applied to food, and the changes caused in the different food constituents. Laboratory work in cooking.
Mj. Mon., Wed., Fri., 9:00-11:30, or 10:30-12:30. ED 388

MISS DAY

- 122A. The Composition and Nutritive Value of Foods. The need of the body for food; the study of the typical food materials supplying this need; their composition from the structural and chemical standpoint. (First Term.)
Economic phases of the food supply; comparative value of commercial food products; adulterations and their detection; dietaries and dietary standards. (Second Term.) Lectures and laboratory work.
Mj. ED 388
Mon., Wed., Fri., 11:30-12:30
Tues., Thurs., 10:30-12:30

MATHEMATICS

PROFESSOR MYERS

132. The Pedagogy of Elementary School Mathematics.—This course presupposes a knowledge of the subject-matter of Arithmetic and of the elements of Geometry and Algebra. It concerns itself (a) with the historical evolution of the mathematical element in the elementary school curriculum; (b) with the educational meaning and value of the Arithmetic, Algebra, and Geometry for elementary pupils; (c) with the formation of an elementary curriculum from the point of view of modern mathematical needs; (d) with the purposes of mathematics in elementary education; (e) with recent tendencies in elementary school Mathematics; (f) with modernized matter and method in Arithmetic; (g) with new demands on the modern elementary teacher of Mathematics; and (h) how to meet these demands. Particular attention is given to such questions as arise in connection with the subjects enumerated. In the latter part of the course considerable attention is given also to the psychology of elementary school Mathematics.
Mj. 10:30. ED 110
133. The Pedagogy of Secondary School Mathematics.—A good academic knowledge of high-school Algebra and Geometry is required, and some knowledge of Plane Trigonometry is desired, for this course. It undertakes a unified view of the mathematical curriculum for sec-

ondary schools. The emphasis of the course is upon the educational rather than the academic aspects of high school Mathematics, though much attention is given to ways and means of modernizing both the method and matter of high school Mathematical teaching. The history, purpose, and meaning of present day mathematical curricula are studied. Recent attempts to adapt secondary mathematical study more closely to modern needs are examined critically. Present tendencies—their causes, modifying influences, and significance for secondary mathematical teaching—are reviewed and discussed. The changes in the methodology of Mathematics called for by the new education, and already adopted by progressive teachers, are pointed out and studied critically. The meaning for mathematical teaching of the proposed six-year secondary curriculum receives considerable attention. A high school curriculum is worked out from the point of view of modern needs and educational tendencies.
Mj. 11:30. ED 110

MUSIC

MISS ELEANOR SMITH (First Term), AND MRS. BRADLEY (Second Term).

143. Music in the Kindergarten and Primary School. The Child's voice. Ear-training. Rhythm. Reading and writing. Writing of melodies. Music material. Interpretation. Composition by children of original melodies.
M. First Term; 9:00. ED 408
Repeated Second Term. M. 9:00

149. Music for Intermediate Grades.—Technical work in reading and writing of Music. Voice culture. Study of major scale. Song interpretation.
M. First Term; 10:30. ED 408
Repeated Second Term. M. 10:30

147. Study and Criticism of School Music. (For Special Teachers of Music.)—Tone-production. The normal throat. Reading and writing of music. The unison song and the part-song. Study of scales and intervals. The piano in the schoolroom. Basis of selection of rhythmic pieces. Song material.
M. First Term; 11:30. ED 408
Continued Second Term. M. 11:30

MISS GERTRUDE SMITH

144. Harmony.—Scales, intervals, triads, and chords. Major, minor, and chromatic scales compared. Intervals. Triads of the scales. Chords of the seventh and ninth. Chord connection. Figured bass.
M. First Term; 9:00. ED 410

148. Piano.—Private instruction by special arrangement.
M. First Term. ED 410

ARTS

MISS HOLLISTER

151. Clay Modeling.—Elementary modeling of the human figure in the illustration of story and history; animals and plant life in relief and in

the round. Casting in plaster. Modeled pottery in simple forms, decorated with modeled ornament, with underglaze painting and simple glazes. Mj. 1:30-3:30. **ED 493**

152. **Clay-Modeling.**—This course continues the work of 151, and includes a special study of composition and of the construction of the human figure. Mj. 8:00-10:00. **ED 493**

MISS CUSHMAN (First Term), MISS CRAWFORD (Second Term)

- 161A. **Art Course.**—Design: Theory and practice of design as related to education. The subject is considered (a) as to its educational value; (b) in its relation to the curriculum; (c) as to method. The technical work includes creative exercises, illustrating the fundamental principles of design, supplemented by study of art masterpieces. It is expected that those who take any form of industrial art will take this course.

M. First Term; Mon., Tues., Thurs., Fri., 10:30-12:30.

Repeated Second Term.

Repeated M. First Term; Mon., Tues., Thurs., Fri., 1:30-3:30. **ED 404**

165. **Elementary Drawing and Painting.** This course includes a consideration of the pedagogy of art in elementary education, with a study of landscape, plant and animal forms, and the human figure. It is especially adapted to the needs of grade teachers.

M. First Term; Mon., Tues., Thurs., Fri., 2:00-4:00.

Repeated Second Term; Mon., Tues., Thurs., Fri. **ED 404**

- 168A. **Out-of-Door-Sketching Class.**

M. First Term; Mon., Tues., Thurs., Fri., 8:00-10:00. **ED 404**

MISS MITCHELL AND MISS PURDY

171. **Textiles (General Course).**—Consideration of a course of study in textiles for the elementary school and preparation necessary to the teaching of each grade. Study of fibers. Laboratory work in the preparation of fibers, spinning, and sewing. Weaving on hand frames, Swedish looms, carpet looms, and fly-shuttle loom. Working out of original designs into a limited number of baskets, appliques, and embroideries. Excursions to museums, shops, and textile factories. Lectures upon the classification of fabrics and upon fabric analysis. Preparation of reading matter for use in the elementary school. Mj. 1:30-3:30. **ED 492**

172. **Textiles (Advanced Course).**—Advanced work in weaving of carpet rugs; linen, cotton, and wool fabrics of simple original designs. Basketry. Use of vegetable and aniline dyes as practicable for use in the elementary school. Decorative stitches applied to articles of household use. Mj. 8:00-10:00. **ED 492**

METAL-WORKING

MISS KISSELL

179. **Metal-Working (elementary): Industrial Development.**—A course in shaping and decorating simple forms in sheet metal, suitable for elementary schools. A study of early processes of primitive peoples and the logical development of the metal industry will be made, with the fundamental and necessary steps involved from the first crude operations to the more complex. The social and artistic impulses of prehistoric people will be considered in connection with a handicraft having an intimate place in their daily life. Applied Design and Primitive History should be taken as parallel courses.

Mj. 8:00-10:00. **Man. Tr. Bldg.**

- 179A. **Metal-Working (advanced): Art Expression Through Metal.**—Instruction in hammered or wroughtsheet metal, of brass and copper, in forming objects of social use, special thought being given to the artistic side of decoration and construction. The application of design in chased, engraved, and etched effects, used to express beauty through the metal medium included in the course; also metal applied as a decorative feature to woodwork. Applied Design should be taken as a parallel course.

Mj. 1:30-3:30. **Man. Tr. Bldg.**

MISS DANIELS

SEWING

- 180A. **The Teaching of Sewing.**—Consideration of the course of study in sewing for the elementary and secondary schools; material and models fitted to the different grades; some study of the history of costume; making of simple costumes to illustrate work in geography and history; pattern-drafting; hand and machine sewing.

½Mj. Tues.-Thurs., 10:30-12:30. **ED 492**

WOODWORK

MISS LANGLEY (First Term), ASSISTANT PROFESSOR CARLEY (Second Term)

184. **Special Course in Woodworking.**—Care and use of tools; carpentry; cabinet-making carving; turning; treatment and finish of wood; processes of lumbering and seasoning wood; basis of selecting wood; freehand and mechanical drawing; planning of manual training equipments for different grades and under varying conditions; the history and evolution of tools; the history of manual training, including a study of the various European systems and of the various forms of manual training in the United States, illustrated by models and drawings from each system; constructive design and decoration as applied to woodwork. This course is designed for those who plan to teach or supervise manual training.

Mj. 8:00-10:00. **ED 404**

- 184A. **Woodworking.**—For special teachers.

Mj. 10:30-12:30. **ED 404**

MISS BUTLER

183. **Course in Woodwork.**—General course covering ten hours a week. This course is designed to give a fair degree of skill in the use of wood-working tools, and an acquaintance with the aims and principles of manual training. It will include mechanical and free-hand drawing in their application to manual training, constructive design, and decoration. May be taken with course in design 161A.

Mj. 10:30-12:30. **ED 404**

185. **Course in Woodworking for Teachers in Primary Grades.**—Suggestions for woodwork in primary grades; outlines for work that may be given with small equipment or in grade-rooms; discussion of training necessary for teachers of primary grades. It is suggested that one or more of the following courses be combined with this:

Course 32. History for Primary Grades.

Course 151. Elementary Modeling.

Course 12C. Problems in the Kindergarten and Elementary School.

Course 171. Textiles. 8:00-10:00. **ED 404**

PHYSICAL TRAINING

MISS MUSSELMAN

201. **Fundamental Gymnastics.**—A course presenting the fundamental principles of educational gymnastics. Includes a study of normal standards of development. Practical work includes (1) tactics; (2) free-standing, marching, and running exercises; (3) tacto-gymnastics; (4) the simpler organized games and plays. A general course for primary and grammar teachers.

M. First Term; 9:00. **Gym**

203. **Theory and Practice of School Gymnastics.**—Study of procedures on the basis of gymnastic

knowledge derived from the study of the structure and functions of the human body. The interpretation of individual needs and qualifications. A continuation of Course 201. Practical work includes apparatus gymnastics and the practice of the higher organized games and plays; also gymnastic dancing and other forms of applied gymnastics.

M. First Term; 11:30. **Gym**

207. **Pedagogics of Gymnastic Instruction.**—The functions of organized gymnastics in the school. A study of the results of investigations of methods of physical training. Processes of work. Methods for reinforcing progress. Relation of gymnastics and athletics. Planning of gymnastic curriculum. The regulation of training of plays, games, and sports; outing and field days. The correlation of gymnastics and of gymnastics with general school work. Planning of indoor and outdoor gymnasia. Gymnastic summaries. M. First Term; 2:30. **Gym**

LIBRARY

MISS ABBOTT

221. **The Economic Use of Books and Libraries.**—Students are advised to take this course, as it is planned to develop the library and museum facilities in this institution and to familiarize them with the general reference books which will be of constant use to them throughout a course of study such as is given in the School of Education. The making of books and the principles of classification and cataloguing will be presented. The general reference books, dictionaries, atlases, cyclopedias, handbooks, bibliographies, and reading lists will be examined and compared. M. 2:30. **ED 204**

THE COLLEGE OF COMMERCE AND ADMINISTRATION

I. THE FACULTY

The following members of the Faculty of the College of Commerce and Administration will be in residence during the Summer Quarter, 1905:

WILLIAM RAINEY HARPER, Ph.D., D.D., LL.D., *President of the University.*

HARRY PRATT JUDSON, A.M., LL.D., *Professor of Comparative Politics and Diplomacy, and Head of the Department of Political Science.*

BENJAMIN TERRY, Ph.D., *Professor of Mediæval and English History.*

ROLLIN D. SALISBURY, A.M., *Professor of Geographic Geology, and Head of the Department of Geography.*

ERNST FREUND, J.U.D., Ph.D., *Professor of Law.*

WILLIAM ISAAC THOMAS, Ph.D., *Associate Professor of Sociology.*

JOHN PAUL GOODE, Ph.D., *Assistant Professor of Geography.*

JOHN CUMMINGS, Ph.D., *Assistant Professor of Political Economy.*

HERBERT JOSEPH DAVENPORT, Ph.D., *Assistant Professor of Political Economy.*

SOPHONISBA PRESTON BRECKINRIDGE, Ph.D., J.D., *Instructor in Household Administration.*

II. GENERAL INFORMATION

ORGANIZATION

The College of Commerce and Administration has been created to provide professional training for the practical work of business in various branches. It is governed by a special Faculty, composed of all those giving instruction in the College, subject to the general control of the Senate, and it has a separate Dean as

administrative officer. Students are subject to the regulations of the Faculty of Commerce and Administration, and they will be enrolled in this College as candidates for the degree of Ph.B. Higher degrees will be given for additional work accomplished after the Bachelor's degree has been obtained.

PURPOSE

This College was organized in response to the growing demand for courses within the University which should fit men for careers in the practical professions of Banking, Transportation, Trade and Industry, and Journalism, by training them to think in the problems which must arise in those occupations. This work, however, should be distinguished from the technical work of the office or shop, which must always be obtained in actual business. Yet the youth who intend to go from the high school directly into the counting-room or the shop are advised that they will be better business men if they receive thorough training in the principles which underlie their respective occupations. The purely technical courses of mechanics and engi-

neering given in schools of technology will here be supplemented by those bearing on the economic, financial, and political sides of their professions. Work of this broader character will better enable students to assume positions of leadership and responsibility; and after this training the students should more easily acquire the routine technicalities of business than those whose minds have not been made flexible and acute. The students may expect to obtain from their courses of study, much the same general results as are gained from the ordinary undergraduate electives, while at the end they will be better qualified for direct participation in one of the active careers of Commerce and Administration.

CURRICULUM

The work of the College of Commerce and Administration is on the same plane as that of the other undergraduate Colleges of the University. The entrance requirements are equally severe, and the amount of work required for the Bachelor's degree (four years) is the same. In accordance with the

general organization of the University, the first two years of the College of Commerce and Administration constitute the Junior College, on the completion of which a certificate and the title of Associate are given and the student enters the Senior College. In each College eighteen Majors are required.

THE WORK OF THE JUNIOR COLLEGE

The 18 Majors of the Junior College course are distributed as follows:

	Majors
Political Economy (Courses 1 and 2) - - - - -	2
Commercial Geography - - - - -	1
Civil Government in the United States - - - - -	1
Mediæval, Modern, and American History - - - - -	3
Modern Languages - - - - -	3
English - - - - -	2
Mathematics (Trigonometry) - - - - -	1
Science - - - - -	2
Elective - - - - -	3

Public Speaking is required two hours a week dur-

ing two Quarters. Physical Culture is required four half hours a week during the six Quarters.

Substitution for prescribed work.—A student who has had in high school or academy adequate courses in Civil Government, Mediæval, Modern, or American History, substantially equivalent to the ones offered by the University, will be excused from these requirements and may select in their stead Senior College requirements or such other courses in either of the Colleges as may be approved by the Dean.

THE WORK OF THE SENIOR COLLEGE

The work of the Senior College consists of eighteen Majors. On entering this College, the student will elect, with the advice and consent of the Dean, one of four groups into which the work is divided. These groups are (a) Banking, (b) Transportation, (c) Trade and Industry, (d) Journalism.

Physical Culture is also required for four Quarters.

A preliminary training in Bookkeeping is required of all students taking work in Accounting. Those who are without this preparation will take the Course in Principles and Practice of Bookkeeping given by the Department of Mathematics. This course does not count as one of the Majors necessary for graduation. Students who have fulfilled all preceding requirements of the College of Commerce and Administration may, on completion of twenty-seven Majors, enter the Law School. The first-year Law work will then count as the fourth year of the College of Commerce and Administration, and on its completion the College degree will be given. This substitution of the work of the Law School is allowed only when the student has, during the three preceding years, strictly followed the required curriculum of the College of Commerce and Administration.

The courses offered in each of the groups are as follows:

a) Banking—	Majors
Law of Contracts - - - - -	2
Modern Business Methods - - - - -	1
Accounting - - - - -	2
Money - - - - -	2
Theory of Banking - - - - -	1
Practical Banking - - - - -	1
Financial History of the United States - - - - -	1
Commercial Crises - - - - -	1
Finance - - - - -	1
Railway Transportation - - - - -	1
Trusts - - - - -	1
Law of Bills and Notes - - - - -	1½

Equivalent Majors may be elected with the approval of the Dean.

b) Transportation—	Majors
Law of Contracts - - - - -	2
Modern Business Methods - - - - -	1
Accounting - - - - -	2
Railway Transportation - - - - -	1
Comparative Railway Legislation - - - - -	1
Railway Rates - - - - -	1
Government Ownership - - - - -	2
Tariffs, Reciprocity, and Shipping - - - - -	1
American Agriculture - - - - -	1
Trusts - - - - -	1
Labor and Capital - - - - -	2
Finance - - - - -	1
Economic Geography of North America - - - - -	1
Law of Corporations - - - - -	1

Equivalent Majors may be elected with the approval of the Dean.

c) Trade and Industry—

	Majors
Law of Contracts	2
Modern Business Methods	1
Accounting	2
Modern Industries	1
Tariffs, Reciprocity, and Shipping	1
Money	2
Theory of Banking	1
Labor and Capital	2
Economics of Workingmen	1
Trades-Unions	1
The Industrial Revolution	1
Railway Transportation	1
Finance	1
Economic Geography of North America	1

Equivalent Majors may be elected with the approval of the Dean.

d) Journalism—

	Majors
History of Europe in Nineteenth Century	1
Constitutional History of England	2
Introduction to the Study of Society	1
Municipal Government	1
Development and Organization of the Press	1
English	3
Elective	9

The nine elective Majors in Group (d) are to be selected with the approval of the Dean.

MINOR GROUPS

Two Minor groups, in Accounting and Insurance have been established. It is planned to increase the number of courses in these groups, but at present the following are offered:

In Insurance—	Majors
Economics of Insurance	1
Mathematics of Insurance	1
Law of Insurance	1

In Accounting—

	Majors
Principles and Practice of Bookkeeping (without credit)	
Principles of Accounting	1
Problems of Advanced Accounting	1

Students desiring to specialize in these lines will arrange with the Dean as to the other work to be taken in order to obtain a degree.

III. COURSES OFFERED: SUMMER QUARTER, 1905

Description of the courses given during the Summer Quarter, 1905, and particulars regarding instructors and hours will be found above (pp. 12-28).

Entrance requirements and further details regard-

ing the prescribed and elective work of the College are found in the *Circular of Information of the College of Commerce and Administration*, which will be sent on application.

CORRESPONDENCE COURSES

Instruction is given by correspondence in twenty-eight of the thirty-three subjects studied in the Schools and Colleges of Arts, Literature, and Science, and in many of the subjects studied in the Professional Schools of Education and Theology, including: Philosophy, Psychology, Political Economy, Political Science, History, Sociology and Anthropology, Household Administration, Comparative Religion, Semitic Languages, Biblical Greek, Sanskrit, Greek, Latin, Romance Languages, Germanic Languages, English, General Literature, Mathematics, Astronomy, Physics, Chemistry, Geology, Geography, Zoology, Anatomy, Physiology, Botany, Natural Science, Bacteriology, Old Testament Literature, New Testament Lit-

erature, Systematic Theology, Church History, Homiletics, and Library Science.

In all, over three hundred different courses of study are thus provided. They enable one to prepare for, or to supplement, residence work. Those of a college grade command credit toward the Bachelor's degree. A student may begin a course at any time and is allowed one year from the end of the Quarter in which he registers, for finishing it. A certificate is granted for each course successfully completed.

For descriptive circular address

THE UNIVERSITY OF CHICAGO (Div. R.),
CHICAGO, ILL.

THE ACADEMY OF THE UNIVERSITY OF CHICAGO
FOR BOYS

At Morgan Park, eight miles from the Quadrangles, and just outside the city limits, is the University's Academy for Boys. The fact that this is an integral department of the University guarantees for it the same excellence as that which characterizes the other departments, and its location affords that remoteness from a large city which best promotes the interests of discipline in a school of this sort. Here thorough preparation for college is given, and three courses are offered corresponding to the college requirements for the degrees of A.B., Ph.B., and S.B.; Manual Training and Mechanical Drawing being also provided for those preparing for technical schools.

Ample provision is made in gymnasium and athletic

field for Athletics and Physical Training, instruction in which, under a special teacher, is required of all. The equipment of seven buildings includes also a library with 6,000 volumes, a science laboratory, a recitation building, and three dormitories situated in spacious grounds, and provided with complete sanitary furnishings and all else that the boys' physical welfare requires.

The Fall Term begins in September.

An illustrated catalogue setting forth the different features of the Academy can be had on application to the Dean,

WAYLAND J. CHASE,
MORGAN PARK, ILL.

UNIVERSITY OPEN LECTURES

The *University Open Lectures* are arranged with special reference to the desires and needs of three classes of people:

1. Those members of the University who, while pursuing the study of a special subject, would appreciate the opportunities for a broader culture afforded by a non-technical discussion of the great movements of thought in the different fields of human knowledge.

2. Those who can spend but a short period at the University, insufficient to justify them in registering for regular courses of study. The group arrangement of the Open Lectures will appeal most strongly to this class.

3. Those who for various reasons do not care to take up regular classroom work, but who do wish to establish or renew relations with the currents of thought and aspiration which flow into, through, and out from the University.

The programme will consist of lectures delivered singly and in series by eminent scholars from leading

colleges and universities in this country and in foreign countries. Courses of lectures will also be offered by prominent literary and professional men from other than academic fields.

On each Tuesday evening a special concert or recital of unusual excellence will be given in the new Leon Mandel Assembly Hall. A series of popular lectures and entertainments will be given Friday evenings throughout the Quarter.

The full programme of open lectures for the Summer Quarter is published in a special circular, copies of which may be mailed to any address upon application.

Matriculation and registration are not required for attendance on the Open Lectures.

Students and others who can supply the addresses of persons who may be interested in this department of the University's work are requested to send them to

THE UNIVERSITY OF CHICAGO,
CHICAGO, ILL.