

The University of Chicago

FOUNDED BY JOHN D. ROCKEFELLER

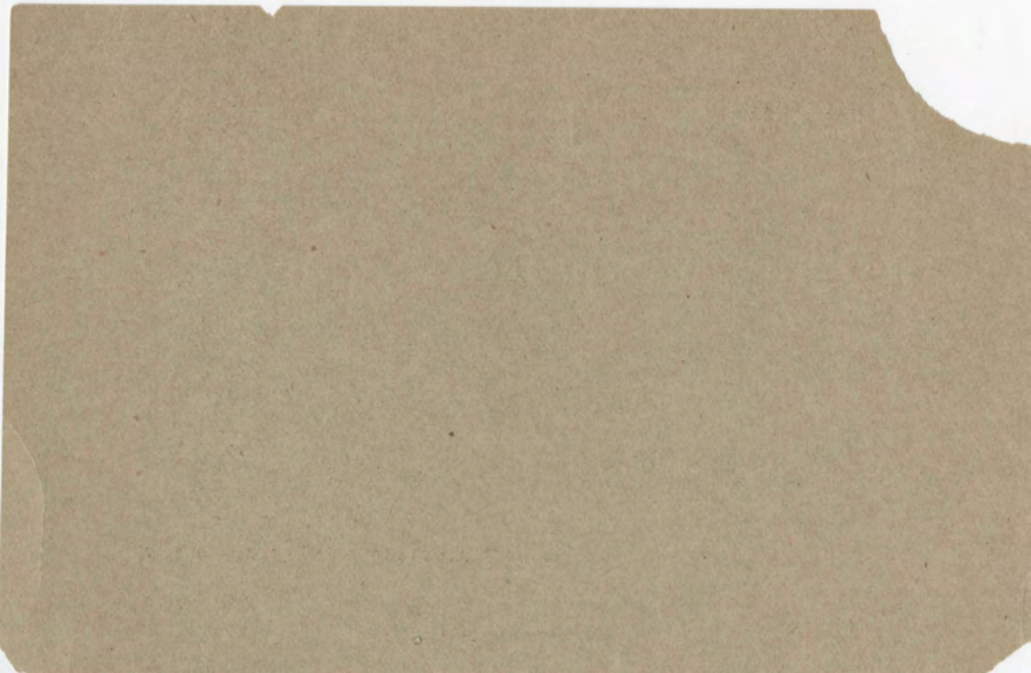
Instruction by Correspondence

Circular
of General
Information

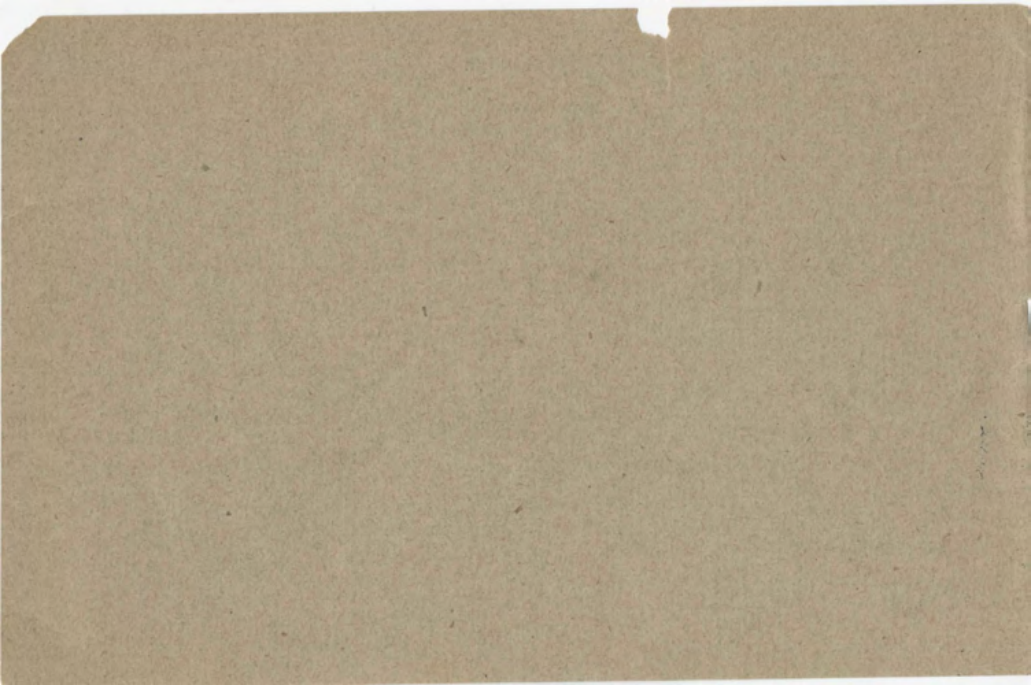
CHICAGO

The University of Chicago Press,

1896







Instruction by Correspondence.

I. GENERAL INFORMATION.

Introductory.

All non-resident work of The University of Chicago is done under the direction of The University Extension Division. In formulating this plan The University was the first institution in this country to recognize all forms of university extension as integral parts in its organization. The work is divided among three departments—The Lecture-study Department offering lecture-studies in courses of six or twelve lectures, The Class-study Department offering non-resident university classes in Chicago and its immediate suburbs, and The Correspondence-study Department offering so far as possible to individuals the advantages of non-residence work under the direction of experienced specialists.

Historical.

The plan of correspondence-study as a distinct system of educational activity is one which has been worked out after long and careful experience. For many years

professors in nearly all of the institutions of learning have been in the habit of directing the studies of certain of their students who have been compelled for a time to be away from the college or university. All of this work has been of an informal nature and has been arranged to meet the particular needs of their students. Long prior to the formal recognition of the correspondence method by any institution of learning, a number of societies were doing work of a popular nature, which, however, seemed to illustrate the possibilities and advantages in a regularly organized system of this kind. In England, a system of correspondence instruction has been in successful operation for a number of years, and in this country as early as 1880 elaborate courses of study were offered in Hebrew, New Testament Greek, and Biblical Literature in English, by The American Institute of Sacred Literature. When The University of Chicago was organized the plan of a correspondence school was worked out along with the many details of the new institution, and the first courses were offered in the autumn of 1892. Since then the work has steadily increased, and the system has come to be looked upon as an important part of The University's activity.

Method.

Not all the courses which are offered regularly in The University can be given suc-

cessfully by correspondence. As the laboratory method has come to be looked upon as an absolute essential in the study of the sciences, the scope of this line of work has been very much limited. However, experience has shown that in many departments of study such direction may be given the student as will enable him to do work of a high grade. An important part of the aid which the student receives consists of guidance in his work, and this may frequently be given by written as well as by spoken word. Two methods of correspondence instruction are employed by The University--the *formal* and the *informal*. In the *formal* work the student is furnished with a printed instruction sheet assigning the tasks to be performed, and furnishing assistance and suggestions, and thus guiding him somewhat as he would be guided in regular class-room work. *Informal* work is intended for students doing advanced work, and is arranged to meet special needs. The course is carefully outlined by the instructor in the beginning, and the student will be expected from time to time to submit evidence that the work is being properly carried on.

Advantages.

Correspondence work is not to be regarded in any sense as a substitute for residence work, nor, on the other hand, are the two systems to be looked upon as rivals.

Each has a field which the other cannot occupy. When a student is prevented by force of circumstances from being in attendance upon a college or university, correspondence work may be made a valuable aid in keeping him in touch with the university, and in aiding him in substituting a systematic line of study for the desultory methods so often pursued by non-resident students. Aside from these general advantages the following points may be mentioned wherein the student will be benefited by correspondence work: First, the habit of exact statement; second, accuracy of knowledge; third, the opportunity to do all the work of a course; fourth, the tendency to careful investigation.

Those who will be benefited.

Among others whom The University desires to reach by means of The Correspondence-study Department are:

- (1) Persons who have not had the advantage of a college training.
- (2) Persons who have enjoyed but a partial college course.
- (3) Teachers who desire to equip themselves for better work in their profession.
- (4) Teachers in secondary schools and students who desire advanced work in special subjects.

- (5) Ministers and Bible students who would fit themselves better to make use of the sacred Scriptures.
- (6) College and university students who are compelled to reside at The University the shortest possible time.
- (7) Students who wish to prepare to enter any department of The University.

Admission.

The terms of admission to students who are expecting to work for a degree are the same as those for the corresponding Academy, College, or School of The University. Students will be classified in every case as *regular* or *special*; regular students being those who have fulfilled the necessary entrance conditions, and have received definite classification by The University Examiner, and special students being all others who are doing work in The Correspondence-study Department of whom no preliminary examination has been required.

Recognition of work and University Credit.

The work offered by correspondence by The University in no sense represents a *course* of study leading to a degree, but is rather a list of subjects on which credit

may be obtained. Upon the satisfactory completion of the written work of a course by correspondence, the student will be given a certificate stating the course which he has completed and the rank attained, which certificate will entitle him to an examination in the subject at The University at any time. For University credit the applicant shall present to The University Examiner his certificate, and shall pass a satisfactory examination upon the work at The University, or in case of Academy work, at a regular examination conducted by The University. He may not offer for the Bachelor's degree more than one-half of the work required for that degree, and for the degrees of B.D. or Ph.D. not more than one-third of the work required for those degrees. In every case a special examination upon the work done by correspondence must be passed at The University.

Expenses.

All correspondence students are required to matriculate in The University, the fee for which is \$5. This matriculation is general for the whole University, and admits to any of its divisions without further fee. The tuition fee for each Major is \$16, and for each Minor \$8. (See special regulations.)

Special Regulations.

Correspondence courses are divided into Majors and Minors the same as regular University courses. A Major ordinarily will consist of forty written recitations, and roughly speaking will represent the work done in residence in a particular subject in three months. A Minor will represent half this amount of work. Each Major or Minor taken by correspondence will be equivalent to a Major or Minor in the same subject taken in residence, and the student will be allowed to begin correspondence work at any time in the year.

NOTE.—A circular giving further general information and circulars regarding the other departments of The University Extension Division will be sent on application.

II. COURSES OF INSTRUCTION.*

Courses of instruction are offered in the following departments :

Philosophy

History

Pedagogy

Sociology

Political Economy

Anthropology

* A circular giving detailed information regarding the various courses will be sent on application.

Political Science
Mathematics

Comparative Religion
Church History

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

The English Language, Literature and Rhetoric

Biblical Literature in English.

NOTE.—Application blanks for enrollment in The Correspondence-study Department will be sent on application.

All correspondence should be addressed to

THE CORRESPONDENCE-STUDY DEPARTMENT,

(Division J.) The University of Chicago, Chicago, Ill.

INSTRUCTION BY CORRESPONDENCE

IN

Academy, College, University, and Divinity Subjects

The University of Chicago through the University Extension Division, offers Instruction by Correspondence in various subjects. While in no sense regarded as a substitute for residence work, experience has shown that valuable educational results may be achieved by this method. The University recognizes this fact by allowing credit for work done by correspondence in such a way as to shorten the time of residence required for a degree in the case of those students who complete work in a satisfactory manner.

Courses are offered in the following departments:

Philosophy and Pedagogy	Latin Language and Literature
Political Economy	Romance Languages and Literatures
Political Science	Germanic Languages and Literatures
History	The English Language, Literature, and Rhetoric
Sociology and Anthropology	Biblical Literature in English
Comparative Religion	Mathematics
Semitic Languages and Literatures	Church History
Biblical and Patristic Greek	Astronomy
Sanskrit and Indo-European Philology	
Greek Language and Literature	

Work may be taken up at any time.

Full information regarding the plan of work, courses offered, expenses, etc., will be sent on application to

THE UNIVERSITY OF CHICAGO

THE CORRESPONDENCE-STUDY DEPARTMENT

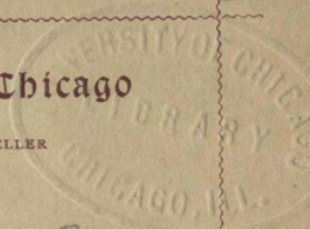
CHICAGO

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CORRESPONDENCE
INSTRUCTION

CHICAGO, ILLINOIS

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CORRESPONDENCE
INSTRUCTION

CHICAGO, ILLINOIS

1900

Officers of Administration.

The President of the University,

WILLIAM RAINEY HARPER.

The Director of the University Extension Division,

EDMUND JANES JAMES.

The Secretary of the Correspondence-Study Department,

HERVEY FOSTER MALLORY.

Address all communications to

*THE UNIVERSITY OF CHICAGO (Div. V),
CHICAGO, ILL.*

I. — GENERAL INFORMATION.

History. — The Correspondence-Study Department of the University of Chicago is as old as the University itself. The first application for correspondence instruction was received in October, 1892, the month in which the institution formally opened.

A single motive led President Harper to make a place for correspondence instruction in organizing the University of Chicago. He desired that those who could afford neither the time nor the money for resident study might nevertheless have the opportunity of securing university instruction and guidance in their efforts toward self-culture. He was thoroughly convinced, too, of the adequacy and value of well-organized correspondence work, as the result of twelve years' practical experience as instructor in correspondence courses in Hebrew and Biblical Literature and Interpretation.

Like all innovations, this one had to establish its right to exist. That it long since did so is evidenced both by the readiness with which so many members of the University faculties have undertaken this laborious kind of work in addition to their regular duties, and by the appreciation and the continued interest shown by those who have availed themselves of the advantages thus afforded.

From small beginnings the work has grown so that, during the past year alone, a thousand men and women in all parts of the country have been brought into personal student relations with seventy-five of the University instructors, and have experienced the stimulating and moulding effect of

such contact. It is significant that those who seriously test this method are enthusiastic believers in it. The first student who registered in the Department is still in the active ranks, at work on her ninth course.

Hitherto the University of Chicago has been almost alone in offering advantages in this line. Other schools, it is gratifying to note, are planning to adopt the method in one form or another as a means of carrying on their work and extending their influence.

Purpose. — The Correspondence-Study Department does not aim to offer a *curriculum* leading to a degree, but rather to furnish a *list of courses* from which the student may make selection according to his inclination or need. Some to whom this work will appeal are : (1) Persons who have not had the advantage of a college training ; (2) Persons who had but a partial college course ; (3) Persons who desire to prepare to enter the University ; (4) College and University students who are compelled to spend the shortest possible time in resident work ; (5) Teachers who desire to equip themselves for better work in their profession ; (6) Teachers in secondary schools and students who desire to advance in special lines of work ; (7) Ministers and Bible students who would fit themselves better to make use of the sacred Scriptures.

Advantages. — Correspondence work is not to be regarded as a full substitute for resident work. The one, however, can profitably supplement the other. When a student is prevented by force of circumstances from attending a college or university, he can by this means come into touch with the university and substitute a systematic line of study for the desultory methods so often pursued by non-resident

students. Moreover, the correspondence student realizes certain peculiar benefits and privileges :

- (1) The habit of exact statement ;
- (2) Accuracy and definiteness of knowledge ;
- (3) Development of self-reliance and independence ;
- (4) The tendency to careful investigation ;
- (5) Personal instruction ;
- (6) The opportunity to do all the work of the course ;
- (7) The opportunity to do collateral reading ;
- (8) The opportunity of coming fresh in mind to each recitation.

Method. — Each correspondence course is arranged to cover the same ground as the resident course on the same subject, and consists, therefore, of a definite amount of work. Courses are denominated Major (Mj) or Minor (M). A Major course contains, regularly, forty lessons, a Minor twenty lessons. Courses are of two kinds, formal and informal.

Formal courses are conducted on the basis of printed instruction sheets which furnish suggestions and assistance and assign the tasks to be performed. The student thus works under guidance as in the class-room. At regular intervals the student mails to the instructor a recitation paper on which he has written out the tasks assigned in the instruction sheet, the answers to such questions as are set therein, and any questions or difficulties which may have arisen in his study. This recitation paper is promptly returned with the errors in it corrected, and with such suggestions as it may be thought best to offer. In this manner each lesson submitted by the student is carefully criticised by the instructor and returned.

Informal courses are designed for a special class of students who are pursuing studies of an advanced nature.

The course is usually arranged between instructor and student to meet the particular needs of the latter. The formal lesson sheet is dispensed with, but the course is carefully outlined by the instructor, and the student is required to present satisfactory evidence that the work is being properly done. This evidence may consist of a number of short papers on special themes, a thesis covering the whole work, or it may partake rather of the nature of ordinary correspondence.

Admission. — No preliminary examination or proof of previous work is required of applicants for correspondence courses. Before matriculating or registering a student, however, the University does require certain information called for on the application blank, and reserves the right to accept or reject applicants on the basis of the data thus furnished. This blank is sent on request. All correspondence students are classified as *Regular* or *Special* students according as they have or have not satisfied the requirements for entrance to one of the schools or colleges of the University.

Recognition for Work. — The University Extension Certificate is given for each correspondence course successfully completed. The University accepts correspondence work as qualifying in part for the degree after the student has successfully completed the course and passed the required examination on the same. No degree is granted for work done entirely in absence. The candidate must spend at least one year (three Quarters) in resident study at the University of Chicago in order to secure any degree.

Faculty. — The Faculty of the Correspondence-Study Department is composed of members of the University

Faculties, together with a few persons in other institutions appointed on account of special qualifications for this kind of work. Each appointee is recommended by the resident Head Professor of the department of study in which he offers instruction. The collegiate rank of those who gave correspondence instruction during the year 1898-99 was as follows :

Professors	13	Instructors	16	Lecturer	1
Associate Professors	7	Associates	2	Readers	14
Assistant Professors	14	Assistants	3	Docent	1

Expenses. — All correspondence students are required to matriculate in the University of Chicago, the fee for which is \$5.00. This matriculation is general for the whole University and entitles the student to further instruction, either in residence or by correspondence, upon payment of the proper tuition fees. Tuition for each Major is \$16.00 ; for each Minor, \$8.00.

Time Allowed. — A student will be expected to complete any course within a year from the end (*i.e.*, March 23, June 23, September 23, December 23) of that Quarter in which he registers. Extension of time is granted on certain conditions in case the student is unable to complete the course within the year.

CORRESPONDENCE INSTRUCTION IS OFFERED IN THE
FOLLOWING SUBJECTS :

Psychology	Spanish
Philosophy	German
Pedagogy	Music
Political Economy	English Grammar, Rhetoric and Composition
Political Science	English Literature
History	Mathematics
Sociology	Astronomy
Anthropology	Physiography
Sanitary Science	Zoölogy
Comparative Religion	Botany
Hebrew	Old Testament Literature and Interpretation
Arabic	New Testament Literature and Interpretation
Assyrian	Systematic Theology
Egyptian	Church History
Biblical Greek	Homiletics
Sanskrit	Library Economy and Method- ology
Indo-European Philology	
Greek	
Latin	
French	
Italian	

A circular giving detailed information regarding the different courses offered in each of these subjects will be sent on application.

II. — SAMPLE LESSONS.

The University of Chicago

EXTENSION DIVISION

CORRESPONDENCE-STUDY DEPARTMENT

ELEMENTARY PSYCHOLOGY. — MAJOR.

LESSON IX.

Topic. — Imagination.

I. ASSIGNMENT.

James : Chapter 19. Dewey : Chapter 7.

II. RECITATION PAPER.

1. Discuss the differences and resemblances between imagination on the one side and memory and perception on the other; its relation to them.
2. Kinds of images.

There are as many kinds of images as there are special senses, with an addition, motor images. Define these classes and give illustrations of each from your own experience.

Motor images, *i.e.*, "images of muscular sensations," as James calls them, are usually hard to perceive at first. Think of yourself as running hard, and you will probably have feelings in your legs and chest as if you were running. Those feelings are the motor image. Notice also that a visual image of a moving object is not a motor image.
3. Describe your image of the breakfast table, noting these points :
 - (1) All the kinds of images that make it up, and the most prominent kind.
 - (2) The distinctness of the image.
 - (3) The coloring.
 - (4) The size — larger or smaller than reality.
4. What bearing does the fact of these variations of images in different people have upon teaching?
5. Stages of imagination : differentiate the stages from each other, and illustrate by examples of your own.
6. Individual and universal elements in imagination.

Place of imagination in knowledge.

The University of Chicago

EXTENSION DIVISION

CORRESPONDENCE-STUDY DEPARTMENT

OUTLINE HISTORY OF THE UNITED STATES FROM
COLONIZATION TO THE PRESENT.—MAJOR.

LESSONS IV-V.

Topic. — Early Colonization.

I. ASSIGNMENT.

Channing, Chap. 2; Thwaites, 35; 45-77; 81-87; 113-164; 196-202; 207-210; 246-252; Higginson's Larger History (an excellent book), 140-168. See also Fisher's "Colonial Era," Fiske's "Civil Government," and H. C. Lodge's "Short History of the American Colonies." Fiske's book should be perfectly familiar to every student of American institutions. It is suggestive, lucid, scholarly. Lodge's "Short History" is the best single volume on the colonies. The work of Doyle, in three volumes, is even better. Outlines will be found, as always, in Channing and Hart's Guide.

Geography. — MacConn's "Historical Geography" is a good book and should be consulted constantly.

II. SUGGESTIONS.

In this lesson we have the story of the first English settlements; of the planting of the French in Canada; of the beginnings of the Dutch in New York, and of the Swedes on the Delaware. Note the difference between English and French methods. The English come to stay, the French to trade. This will explain why the English succeeded as colonists, while the French failed; why the Indians were bitter enemies of the English, warm friends of the French. The Dutch and Swedes failed because they lacked the military force necessary to sustain such enterprises.

Get an understanding of the different motives of the English colonists in Virginia, Massachusetts, and Maryland, and of the reasons why the home government encouraged colonization. Note carefully the different companies; the Virginia charters; Dale's administration; the introduction of representative institutions. The student should remember that the Plymouth settlers were Separatists, while the Massachusetts and Connecticut settlers were Puritans. Rhode Island and Maryland favored religious toleration. The close ties between the New England colonies are remarkable.

III. RECITATION PAPER.

1. What were the motives of the colonizing of Virginia? Maryland? Plymouth? Rhode Island? Massachusetts?
2. When, and in what way, were representative institutions introduced into Virginia? Plymouth? Massachusetts? Connecticut?
3. What was the quarrel of Massachusetts with Roger Williams? with Anne Hutchinson? Was there any excuse for the attitude of Massachusetts towards these persons?
4. Draw a map of the English colonies in 1650.
5. Answer following questions at end of chapter in Channing, under heading Virginia (*a*); under Puritans and Pilgrims (*a*); under The United Colonies of New England (*b*).

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CORRESPONDENCE-STUDY DEPARTMENT

COLLEGE ALGEBRA. — MAJOR.

I. ASSIGNMENT.

Arts. 428-435.

II. RECITATION PAPER.

1. Define a recurring series.
2. Give an example of such a series.
3. Define *scale of relation*.
4. Illustrate.
5. Derive the formula for S like that given at the middle of page 330, but for a series of the third order.
6. Show *fully* how (3), top of page 331, comes.
7. Solve 4, p. 331.
8. Solve 7, p. 332. (Substitute a, b, c, d , etc., directly in (3) of Art. 431 and solve them as *numerical* equations.)

Next lesson, Arts. 436-440.

Study out the theory very carefully, verifying the statements such as are made in the equations at middle of page 333. See clearly the correctness of the last paragraph of page 333. Be especially careful with Art. 439. Return this lesson sheet.

The University of Chicago

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CORRESPONDENCE-STUDY DEPARTMENT

PREPARATORY ENGLISH LITERATURE.—MAJOR.

The Last of the Mohicans.

I. ASSIGNMENT.

1. "The Last of the Mohicans"—any annotated edition.

II. SUGGESTIONS.

1. Learn the main facts concerning the life of James Fenimore Cooper.
2. Make a list of the titles of his literary works.
3. What are the Leatherstocking novels, and what is the link that connects the series?
4. Cooper calls this story a narrative of 1757. Let the student put himself in possession of the few important facts concerning the condition of the American colonies at that time.
5. Cooper has no lessons to enforce; he does not seek to display character or character development. His style has no marked excellences. His purpose is clearly to tell a story. His romances should, therefore, be studied from the point of view of story or plot.
6. Divide "The Last of the Mohicans" into sections for study as follows:

I. Chapters 1-4.	V. Chapters 18-20.
II. " 5-11.	VI. " 21-23.
III. " 12-14.	VII. " 24-27.
IV. " 15-17.	VIII. " 28-33.

7. When you have studied each section, state its central interest or incident, and group the other incidents of the section around it.
8. Are these incidents and episodes natural and such as we might expect in a novel, or are they unexpected and unusual, such as we find in a romance? Select the most unexpected or unnatural details from each section.

9. Does Cooper depend much upon accident for his effects, or does he produce them by a realistic plan? Give examples of events in each section of the story that seem accidental or merely coincidental.
10. Does Cooper make large use of the principle of suspense? *Cf.* the incident in Chapter 9 of the Indians heaping up the sassafras boughs in front of the inner cavern, so that we feel for a moment only that the fugitives are safe; and, in Chapter 13, the incident of the two Indians discovering the block-house and the graves.
11. Does Cooper make large use of the device of forecast? An example of forecast is the mention of the Indian runner's malignity of countenance in the first chapter, and of Alice's terror upon the first sight of him. What would these details lead you to expect? Find other examples of forecast.
12. How large is the element of surprise? *Cf.* the discovery of David at the beaver dam, Chapter 21; the disguise of Hawkeye, Chapter 25. Collect other examples. The suggestions 8, 9, 10, 11, 12 should be applied in the study of each section.
13. What can you say of the unity of the plot? Has it any climax; any decisive turning point; any central episode? Could not the story have been closed when the fugitives reached the fort? Is not the continuation of the story after that a new plot?
14. Does the introduction of David Gamut seem to you a successful device for securing the comic element? Is he a probable character? How does Cooper secure our sympathy for him? When does he become important for plot purposes?
15. Study carefully Cooper's treatment of the background of natural scenery given to his action. Note carefully all mention of

the forest,
the lake,
the streams,
the mountains,
the wild animals,
the birds and flowers.

Is he a lover of Nature, and a sympathetic student of her in detail? Express in general the impression you get of the Nature with which he surrounds his story.

16. Why do you not consider Cooper as successful in delineating character as in inventing incidents? What is the matter with his characters?
17. What impression do we get of his good Indians? What of his villainous Indians? In the light of history and scientific study of the race, is either of Cooper's types true to life? Is it necessary for his purpose that they should be true to life?
18. Name the quality in the character of Hawkeye that you most admire. Discuss the following terms as applied to him: cool, shrewd, impetuous, pious, philosophical, generous, loving, skeptical, loyal, observant, brave, daring, cold, modest, proud, superstitious. Why does he seem to us a more possible combination of characteristics than the two Delawares?
19. Make a judgment of the characters of the two women in the story. Why are they more important as plot element than as human personalities? Can you discover any reasons in the story why Cooper should have allowed Cora to perish? What are the truly tragical elements in her life?
20. What is the best thing one gets from studying this story?

III. RECITATION PAPER.

1. Arrange in the sequence in which they occur in the story the central incidents of the sections into which you divided the tale. This should make an outline of the plot.
2. Send your work upon Suggestions 10, 11, 12, 13.
3. What impression do you retain of the Nature reflected in the story?
4. What is your judgment of Cooper as a delineator of character? Illustrate your statements by examples from "The Last of the Mohicans."
5. Why would you call this story a romance rather than a novel?

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CORRESPONDENCE-STUDY DEPARTMENT

ELEMENTARY PHYSIOGRAPHY. — MAJOR.

LESSON XII.

Topic. — Cyclonic Storms and Weather Changes.

- A. Distribution of pressure, winds, temperature, clouds and rain in cyclonic storms of temperate latitude.
- B. Ditto for anticyclonic areas.
- C. Size, path, rate of motion, velocity of winds, shifting of winds. Theories of origin for both cyclones and anticyclones.
- D. Weather changes resulting from the passage of cyclones and anticyclones. Prediction of coming weather changes from maps.
- E. "Cold waves," "blizzards," "sirocco," "chinook," "foehn," "norther."

I. ASSIGNMENT.

Davis, Physical Geography, pp. 33-34, 48-52; Davis, Meteorology, par. 232-238, 240-244, 245-246, 248; Tarr, Elementary Physical Geography, pp. 85, 86, 93-101; Mill, Realm of Nature, par. 205-207, 211, 213; Journal School Geography, May, 1897, "The Temperate Zones."

Study also, if possible, a series of daily weather maps, noting the movements of the "Highs" and "Lows" and the resulting weather changes.

II. RECITATION PAPER.

- 1. Draw a diagram showing the direction of the winds in a cyclone for the northern hemisphere. Explain.
- 2. Which quadrant of a cyclonic area has the highest temperature? Why? The lowest? Why?
- 3. Why is the easterly half of a cyclonic area the cloudiest?
- 4. Describe the weather conditions usually accompanying anticyclones and give reasons.
- 5. Explain why at Chicago a violent northwest wind may blow, while the storm moves from Texas to the northeast.
- 6. Explain the common shifting or veering of the wind at your home. Use diagram if necessary.
- 7. What conditions are necessary for the formation of cold waves?
- 8. Explain the foehn wind of Switzerland or the chinook wind of the Rocky Mountains.
- 9. What winds at your home usually bring clear, cool weather? Why?
- 10. What conditions are favorable for hot spells in summer and thaws in winter?

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EXTENSION DIVISION

CORRESPONDENCE-STUDY DEPARTMENT

ELEMENTARY SPANISH. — MAJOR.

INTRODUCTION AND LESSON I.

I. TEXT-BOOK.

Knapp's Spanish Grammar.

II. GENERAL DIRECTIONS.

- I. Review a little grammar each day until you are master of essentials.
Pay particular attention to the verbs.
2. Keep constantly adding to your vocabulary.
 - (a) By memorizing the useful words and phrases you meet in reading.
 - (b) By forming the habit of *thinking in Spanish*. When you are taking a walk say to yourself: *Estoy paseándome*. Think of the objects you see, not as house, store, sidewalk, man, bird, grass, but as *casa, tienda, acera, hombre, pájaro, yerba*, etc.
 - (c) By using your English-Spanish Dictionary freely. Make lists of geographical, commercial, and political terms, etc.
3. All new Spanish words and phrases should be written on cards and constantly reviewed until you are master of them.
4. Guard against translating literally. Always translate idiomatically. For instance, such expressions as *my dear sir, round trip, they do a cash business*, must not be translated literally, but by the proper idiom: *muy señor mio, viaje de ida y vuelta, hacen un negocio sin fiar*.
5. As soon as possible form the habit of reading in Spanish without translating into English, and use a dictionary all in Spanish.

III. SPECIAL DIRECTIONS.

1. You should put at least two hours on each lesson.
 2. In each case before translating an exercise in the back of the book you should learn thoroughly the paragraphs indicated at the head of the exercise, also any additional paragraphs indicated in the lesson. Aim to have each exercise faultless, to master the grammatical principles involved and to make the vocabulary your own. This will make each succeeding lesson easier.
 3. Review constantly.
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I. ASSIGNMENT.

Read carefully Section First (omitting all remarks), also par. 3, 20, 25, 26, 57, 69. Pay particular attention to 4, 18, 26-28, 30, 36-39, 45-47.

Professor Knapp's exposition of the pronunciation is so full and clear that very little need be added. It may be remarked, however, that the "th" sound of medial *d* (par. 31) is not at all general. In Spanish America *d* in this position has rather the sound described in par. 30.

Learn in addition to the paragraphs indicated on page 396 the three regular conjugations, par. 358-370, also the conjugation of *tener* (536) and of *dar* (543).

II. RECITATION PAPER.

1. Translate:

He speaks.
They used to speak.
He will eat.
He used to live here.
They have houses.
The gentleman gave the boy money.
He will have money.
He will give him money.

2. Translate Exercise First, p. 396.

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EXTENSION DIVISION

CORRESPONDENCE-STUDY DEPARTMENT

CIVIL GOVERNMENT IN THE UNITED STATES.—MAJOR.

LESSON XIX.

I. ASSIGNMENT.

Andrews, 209-230 ; Constitution, Article IV.

II. COLLATERAL READING.

Cooley, "Principles of Constitutional Law," 170-206; Story, "Commentaries," Secs. 1804-1825; Judson, *Review of Reviews*, January, 1899; Boyd, *Atlantic Monthly*, December, 1898.

III. RECITATION PAPER.

1. Discuss the constitutional points involved in the action of the Governor of Illinois in regard to the importation of laborers at the time of the Virden strike.
2. Give a chronological table showing the different forms of government established for your own state from the time when the territory in which it is located was first acquired by the United States until its final admission as a state. Include in this the passage of the enabling act, and the adoption of the first constitution.
3. Utah was admitted as a state only on the condition that a prohibition of polygamy be embodied in the State Constitution. What would be the effect of a repeal of that provision in the Utah Constitution?
4. Discuss the constitutional points involved in the action of President Cleveland in sending troops to Chicago in connection with the strike of 1894.
5. Has Congress authority to govern the Philippines? Give argument. What restrictions on the exercise of this power?

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GENERAL MORPHOLOGY OF THE ALGÆ AND
FUNGI. — MAJOR.

LESSON V.

*Topic. — Phaeophyceæ.**A. Diatoms.*

1. If living material is available, and you can usually find these forms in the sediment from any pond, ditch, or aquarium, study movements and color.
2. Scrapings from many scouring soaps (but not Sapolio) and powders often contain great numbers of diatoms. From such material, or the material sent you, note the great variety of form. Sketch outlines. It would be very difficult to represent the beautiful markings.

B. Ectocarpus littoralis.

1. Habit sketch.
2. Draw a portion of filament showing large, spherical, unilocular sporangia.
3. Portion of a filament showing a multilocular sporangium.

C. Fucus vesiculosus.

1. Habit sketch showing reproductive branch, bladders, and mode of branching.
2. From a transverse section, under low power, sketch female conceptacle containing oogonia and paraphyses. Also draw (under a high power) a single oogonium; an oöspore.
3. Male conceptacle with paraphyses bearing antheridia. Two or three antheridia under a high power.
4. If time permits, note the internal vegetative structure of the plant body.

Review of Phaeophyceæ.

1. What forms of plant body are found in this group?
2. What form quite common in Chlorophyceæ is not found here?
3. Disregarding Chara, what advance beyond Chlorophyceæ is shown in the vegetative differentiation of this group?
4. What types of reproduction are found in this group? Compare with Chlorophyceæ.

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ODES OF HORACE. — MAJOR.

LESSON XXVI.

I. ASSIGNMENT.

Odes 2 (omit 17); 18 (omit 19) and 20.

II. RECITATION PAPER.

A. Word Commentary.

- (a) Point out the different features in the description of a princely household in lines 1-8, Ode 13.
- (b) How does *trahunt* (line 8) come to have this meaning?
- (c) What thought suggested to the poet's mind the use of the word *vena* (line 10)?
- (d) What can you say of the objects of the verb *flagite* (line 13)? Compare *rogat* (Ode 16, line 1).
- (e) Does *dies*, in line 15, mean a period of twenty-four hours, or the time of sunlight? What decides this?
- (f) What is the resultant thought of these two lines (15, 16)?
- (g) What technical meaning has *locas* (line 18)?
- (h) What practice is referred to in lines 19-22? Why is this reprehensible?
- (i) What is the force of *quid, quod* (line 23)?
- (j) What spirit is shown by the word *salis* (line 26)?
- (k) Explain the allusions in lines 34-36.
- (l) In Ode 20 what does the poet mean by *non usitata* (line 1)?
- (m) What two interpretations are possible for *quem vocas dilecte Mæcenæ* (lines 6, 7)?
- (n) What is the force of *superne* (line 11).
- (o) Explain allusions in line 13.

B. General Interpretation.

- (a) Translate the Odes.
- (b) What is the general teaching of Ode 18? Compare with Ode 16.
- (c) Write an analysis of the thought of this ode.
- (d) In what manner, and on what ground, does Horace proclaim his immortality in Ode 20? What kind of immortality does he mean?

C. Metrical Form.

Classify all the Odes of Book II that you have read, according to their metrical form, and give metrical scheme of each class.

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CALCULUS (OSBORNE'S TEXT). — DOUBLE MAJOR.

First Major. LESSON VI.

I. ASSIGNMENT.

Pp. 26, 27; Art. 16.

II. RECITATION PAPER.

1. Solve 19, p. 26.
2. Solve 23, p. 26.
3. Solve 29, p. 26.
4. Solve 31, p. 26.
5. Given $y = 2e^{\sqrt{x}}(x^{\frac{3}{2}} - 3x + 6x^{\frac{1}{2}} - 6)$, show that $dy = xe^{\sqrt{x}}dx$.
6. Solve 36, p. 27.
7. Solve 39, p. 27.

Lesson VII, Arts. 17 and 18, pp. 27-30.

1. Memorize XIII-XIX carefully (interpreting), — very important.
2. Be ready to reproduce the reasoning of the theory without reference to text.
3. Familiarize yourself thoroughly with the substance and arrangement of the text.
4. Solve *all* the examples in this assignment.
5. Return this lesson sheet.

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CORRESPONDENCE-STUDY DEPARTMENT

BACTERIOLOGICAL TECHNIQUE. — MAJOR.

LESSON IV.

ALL glassware and vessels used in preparing the gelatin should, of course, be carefully cleansed with hot water.

Nutrient Agar.

To 400 cc. of beef broth add 5 grams (1.25%) of finely chopped agar-agar. Note by marking on the side of the vessel the level of the liquid, add about $\frac{1}{4}$ of the volume of water, and boil slowly for one-half hour, replacing the evaporated liquid from time to time with boiling water. Then place in the steam sterilizer for one hour. The agar-agar itself is usually neutral, and hence no addition of alkali is needed.

While very hot, filter through filter-paper moistened with very hot water. The success of filtering depends upon keeping the agar at a high temperature. Renew filter when first seems clogging.

After filtering, see if there is a fine flocculent precipitate in the liquid. If so, test with red litmus paper, and if the liquid is decidedly alkaline, neutralize, boil, and filter again. If the reaction is neutral, or only very slightly alkaline, and the precipitate forms, dissolve and filter again.

Put about 7 cc. in each of 15 sterile test-tubes and store the rest in a flask. Sterilize in the Arnold on three successive days. The last day the tubes should be slanted so as to give a sloping surface when stiffened. See model.

Special Culture Media. — Potato.

Clean thoroughly with a brush under the tap, then peel off the skin, and, with a potato knife, cut cylindrical bits of potato, which will fit loosely into the test-tubes to be used. (On each piece of potato a slanting surface is cut.) These cylinders of potatoes are to be left in running water overnight, in order that they may not be discolored by the sterilization; then allow them to stand in a very weak solution

(100000) of caustic potash two to three minutes, with the slanting surface up. Place them finally in sterile test-tubes and sterilize in the autoclav.

Milk.

I. The milk should be allowed to stand in a cold place overnight to allow the cream to rise. The cream interferes with the growth of some bacteria, and hence it is to be removed. Siphon the milk completely into a sterile vessel, or filter through a thin layer of absorbent cotton. Test the reaction, and if it is strongly acid, obtain some fresh milk. Add enough of an aqueous litmus solution to impart a pale blue color to the milk. This is prepared by dissolving a few crystals of litmus in water. Sterilize the milk by discontinuous method. Before using the tube for pure cultures, place them in the incubator for a few days. If any of the tubes show signs of change they should be rejected.

II. Instead of allowing the milk to stand in a cold place overnight, it may be heated for thirty minutes, and then allowed to cool, in order that the cream may settle. Siphon immediately, and follow the above directions.

Glycerine Agar.

To about 50 cc. of agar add 4% to 6% of pure glycerine, taking care to insure thorough mixing. Sterilize by discontinuous method.

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CORRESPONDENCE-STUDY DEPARTMENT

INTRODUCTION TO THE HISTORY OF RELIGION. — MAJOR.

LESSON XIII.

Topic. — The Semitic Neighbors of Israel.

I. ASSIGNMENT.

Menzies, Chapters 11, 12, pp. 177-180; *Encyc. Brit.*, Article Moab.

II. ADDITIONAL REFERENCES.

Saussaye's Manual, Chapter 35.

Encyc. Britannica, Articles on Phœnicia and Canaanites.

History, Prophecy and the Monuments. J. F. McCurdy. New York, 1895. I. Sections 125-133.

History of Phœnicia. G. Rawlinson. London, 1889, Chapter 11.

The Religion of Israel. A. Kuenen. Translation, London, 1874, Chapter 1, pp. 40, 41, Note, pp. 88 *sq.*; Chapter 4, pp. 227-229; Chapter 5, pp. 300 *sqq.*

The Struggle of the Nations, Egypt, Syria, and Assyria. G. Maspero. Translation, London, 1896, Chapter 2.

The Gods of Canaan. A. H. Sayce. *Contemporary Review*, 1883.

Records of the Past. A. H. Sayce, editor, Vol. II, p. 200, new series. Translation of the Mesha Stone.

The Higher Criticism and the Monuments. A. H. Sayce. Chapter 8.

The Moabite Stone.

III. SUGGESTED TOPICS.

A. Historical.

1. Try to define clearly the terms "Canaanite" and "Phœnician." (See *Encyc. Brit.*, Articles on Moab, Phœnicia, and Canaanite.)

2. Note the character of the Phœnician and Canaanite civilization.

3. Notice their connections with other peoples.
 - (a) In what respect were they influenced by others, and
 - (b) In what respect they influenced others.
 4. Compare the civilization of Phœnicia with what you know of that of Israel.
 5. What are our sources of knowledge of these religions?
- B. The gods.
1. The gods of Canaan. (Menzies, pp. 165-167, 179, 180.)
 - (a) Study the character of the Baal.
 - (1) His connection with the land;
 - (2) His relation to the people;
 - (3) Compare with the typical tribal god. (Menzies, pp. 58, 59, 75.)
 - (b) Study the character of the goddess.
 - (c) Consider what would be the claims of these deities upon the Israelites settled in the land. (See Hosea, ii, 8, 9, and Menzies, p. 80. Cf. 2 Kings, xvii, 26.)
 2. The gods of Phœnicia. (Menzies, pp. 168-170. See also *Encyc. Brit.*, Art. Phœnicia, Section on Religion.)
 - (a) The chief god.
 - (1) Study the character of the king-god. Note his connection with the city and his relation to his worshipers.
 - (2) Compare him with the agricultural Baal.
 - (3) Note the relation of the god to nature. (Menzies, pp. 170, 171.)
 - (b) The goddess.
 - (1) Consider the character of the moon-goddess.
 - (2) Compare the severe Ashtoreth or Astarte with the agricultural goddess of Canaan.
 - (c) The Cabiri. Notice the chief points in their character.
 3. The god of Moab (Numbers, xxi, 29; 1 Kings, xi, 7; Judges, xi, 24; *Encyc. Brit.*, Art. Moab). What was the relation of Chemosh
 - (a) to his people;
 - (b) to the land? (See especially the inscription of King Mesha referred to in *Encyc. Brit.*, Art. Moab.)
 - (c) Compare the relation of Chemosh to his people with that of Jehovah to Israel (Judges, xi, 24).

4. The god of Ammon. (See 1 Kings, xi, 5-7 and Menzies, p. 169.)
 - C. The Cult.
 1. In Canaan (Menzies, pp. 166, 167, 179, 180). Notice
 - (a) the situation of the sanctuary;
 - (b) "the apparatus of worship";
 - (c) the periodical festivals;
 - (d) the character of the offerings to Baal;
 - (e) the Astarte rites.
 2. In Phœnicia.
 - (a) Compare the cult of Moloch with that of Baal.
 - (b) The priesthood. Notice the connection of the priests with the state. (Menzies, pp. 171, 172.)
 - (c) The Phœnician temple (p. 172). Note the contribution of the cult of Phœnicia to that of Israel.
 - D. The Moral Zone.
 1. The cruelty of Moloch worship. (See Menzies, p. 169, and the criticisms of the Israelite prophets. Jer. xix, 4-6; Ezek. xvi, 20, 21.)
 2. The Sensuality of Canaanite worship. (See Menzies, p. 167, and Hosea, iv, 11-14; Amos, ii, 7, 8, etc.)
 3. The Chaste Character of Ashtoreth, "Queen of Heaven." (Menzies, p. 171, and Jer. xliv, 15-19, etc.)
 - E. The character of the god, — general points.
 1. Comparing the city god of Phœnicia with the Baal of Canaan, consider how far the character of the god was determined by the industrial conditions of the people.
 2. Consider the monotheistic tendencies, — the evidences of these tendencies, and the hindrances to monotheism.
- IV. RECITATION PAPER.
1. Indicate the relation of Chemosh to his people.
 2. Discuss the religious environment of Israel in Canaan, noting especially:
 - (a) The character of the Canaanite god and his relation to settlers in the land.
 - (b) The character and degree of development of the cult.
 - (c) The moral tone of the cult.

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EXTENSION DIVISION

CORRESPONDENCE-STUDY DEPARTMENT

LIBRARY ECONOMY. — MAJOR.

LESSONS XIII, XIV.

Book Numbers and Special Tables.

I. ABBREVIATIONS.

D.C. — Dewey's Decimal Classification; L.J. — Library Journal; L.N. — Library Notes.

II. REFERENCES.

Dewey, Melvil: Book Numbers (in L.N., No. 11, pp. 419-450). (This is the best discussion of the subject of book numbers as a whole that has yet been published and should be easily accessible to any one who has much to do with the assignment of book numbers. It contains numerous special tables and a short discussion of the Biscoe time numbers.)

III. ASSIGNMENT AND RECITATION PAPER.

Read No. 11 of L.N. entire. Examine carefully the special tables given there, the tables there cited which are to be found in other numbers of L.N. and L.J., and in D.C. if these are accessible. Assign numbers from these tables to any of the titles which would, according to the statements given in S.L.S.R. and No. 11, L.N., require special tables in a very large library. Place these special table book numbers at the left of the class numbers.

CAUTION. Do not be seriously disturbed because you cannot at once see the sublimity of these complicated special table book numbers. The point of all book numbers is to give each book a mark which will serve to distinguish it from every other book in the library, which shall guide its arrangement on the shelf where it will be most useful, and which shall be at the same time as short as is consistent with the above-mentioned ends. The simple Cutter numbers, if used alone throughout a large library, would not accomplish these ends satisfactorily, hence symmetry and simplicity must here yield to utility. In some of our largest libraries to-day the book numbers get to be something fearful and wonderful to the uninitiated. In these lessons the most that we hope to do is to get a fair understanding of the way in which such special book numbers are used, so that the student would be in a fair way to master the entire problem by himself if circumstances should render it desirable.

(With accompanying List of Books.)

III. OPINIONS OF INSTRUCTORS.

President William Rainey Harper :

I have myself been personally interested in the correspondence work for twenty years and have seen the system *work* for that period of time. The correspondence method of study is not intended for all men and women; it is intended for those who have the ability — the backbone — to work without the constant prodding of a teacher. Half the students in a university need the constant attention of the teacher day by day. It is the best class of students who do work by correspondence. It is without doubt true that in linguistics (I draw my illustrations from the department with which I am personally connected — Hebrew and the cognate languages) *the work done by correspondence is even better than that done in the class-room*. Students who come to us after a year of such work are *better prepared* than those who have taken it with us in the class-room; and we do not mean to say that we are not doing our very best for our students in the class-room.

Assistant Professor Edwin Erle Sparks (History) :

Correspondence work represents the very essence of self-help. The earnest student in this work feels the exhilaration and inspiration which come from the *consciousness of growing, self-developed power*.

Dr. Charles Alexander McMurray (Pedagogy) :

During the past year I had the opportunity of comparing the work done by students who were taking the "History of Education" course in the class-room and by correspondence. *I do not hesitate a moment in saying that those who did the work by correspondence did three times as effective work and gained three times as much satisfaction for themselves as those who took the work in the class-room*. The correspondence student must carefully and thoughtfully sift out definite material for himself and give his opinion on it. This calls for an amount of self-reliant effort that is among the best results of study.

Dr. Charles Joseph Chamberlain (Botany) :

A Major's work by correspondence demands more time, both from the student and from the instructor, than a Major's work in residence; but my experience has convinced me that *three or four Majors by correspondence is highly desirable, especially for those who wish to do advanced*

work in botany, for it develops self-reliance and independence. Twelve students who have taken their elementary work in botany by correspondence have since taken resident work in the subject. Other members of the department with whom these students have done resident work agree that it is fully up to the highest standard of those who have taken all their work in residence.

Professor Starr Willard Cutting (German):

Within certain ranges, defined by the previous preparation and the library facilities within reach of my pupils, I have conducted courses in German by correspondence with a success at least equal to that attainable in the class-room. This I attribute chiefly to these facts: (1) The necessity of committing one's questions to writing leads to careful reflection and independent effort in solving difficulties, as a preface to calling upon the instructor for help. At the same time, the absence of the formal lecture stimulates the pupil to ask questions that gauge an amount of personal interest and activity not always aroused in the class-room. More sane questions are asked by the student in a correspondence course than by the same student in a resident course. (2) *Work by correspondence is strictly individual work.* The instructor is adjusting himself all the time, not to that statistical abstraction, "the average student," but to one of his fellow-men, whose definite needs are reflected by the questions he asks.

Assistant Professor Frank Justus Miller (Latin):

Of the scores of students who have taken correspondence courses in Latin with me, the only failures to do creditable work have been on the part of those whose unfitness to undertake the course could not be predetermined adequately, but was manifest at once when the course was well under way. On the other hand, and, *as a rule, work of the most careful and painstaking kind and of the highest and most satisfactory character has been done not by few but by many of my students in Latin.* There has been a gratifying change in the type of my non-resident student. *A better class is being attracted to this work.* Undoubtedly, the loss of the personal teacher is a great lack; but this finds at least a partial compensation in the much larger amount of individual work that the student is called upon to perform. Besides, while there is indeed no teacher present in person in this work, there may be much of the teacher's personality infused into it. That much of the student's personality is reflected I can abundantly testify.

IV. TESTIMONIALS FROM STUDENTS.

Miss Henrietta Becker, Seattle, Wash. (Latin and Greek.)

I take this opportunity of expressing my entire satisfaction with the plan of correspondence work as carried on by the University of Chicago. I have now completed eight Major courses by correspondence and have found them all most helpful and stimulating. *I have been able to fit myself for the University without leaving my school work.*

Mr. W. H. Hershman, Supt. of Schools, New Albany, Ind. (History.)

I cannot resign my position to attend the University, but I can bring the University to me and mean to keep it there. I have wasted a great deal of time in dissipated reading. I find that the correspondence work directs me in a systematic way so that I do not lose energy in this direction. *It has benefited me in the selection of books.* I have searched library after library to get the books that I wanted, and I did not know until after I read them that they were published for revenue only. I find that the books recommended by the professors of the University are genuine helps in every way.

Miss Charity Dye, Indianapolis, Ind., High School. (English.)

One has a sense of triumph over difficulties overcome; he has the satisfaction of knowing; the satisfaction of having gathered his knowledge into one organic whole. I know that correspondence work is of great value to the teacher. It vitalizes his work; it affords him the opportunity of continuing to be a learner. *The work done by my pupils at the time I was taking the course in "Tennyson" was better than I had been able to get them to do before.*

Mr. G. H. Gardiner, Head Master of the Donald Fraser Academy for Boys, Decatur, Ga. (Pedagogy.)

My *mental regeneration* dates from the time that I began correspondence work under Dr. McMurry. This work is worth twice the expense involved and is *the most economical way of getting a university education.*

Mrs. Sarah W. Maury, Louisville, Ky., High School. (Botany.)

I have taken by correspondence the full course offered in "General Morphology of Plants" and a Major in Ecology. *I consider this work one of the most valuable experiences of my life.* The material was selected and packed with such care, the directions for using the material so clear, the questions so searching, the returns of my lesson sheets so prompt, and the criticism so kind that I now feel able to undertake advanced work with the same ease as those students who have been prepared in the laboratories of the University. The independence, moreover, that comes from working alone is a fair substitute for the presentation of the subject-matter by the teacher and the enthusiasm that is aroused by association with other students.

Miss Katherine Dopp, Head of Teachers' Training Department, University of Utah. (Pedagogy and Sociology.)

My first work was in Pedagogy under Professor Dewey. In comparing the value of this course with that received from the one I took with him while in residence at the University of Michigan, I felt that *the correspondence course yielded about five times the value that the resident course did.*

Miss Eloise Pickett, Macon, Ga. (History.)

It gives me pleasure to express my appreciation of the value of correspondence work. The course in history which I took this winter was so wisely planned and the questions so well chosen that the student's work must be *as accurate as though the lessons were conducted orally*—in fact, more accurate. Of course, no matter in what branch the correspondence work may be, there is the additional advantage of training in English composition, which the written recitations necessarily give. I am especially glad, for the sake of us teachers who need guidance in our rambling efforts at self-education, that the Correspondence-Study Department has been established.

Miss Adelaide S. Baylor, Wabash, Ind., High School. (Latin.)

I did not think it possible that I could do work by correspondence so completely satisfactory to myself. To say that I have enjoyed this work does not half express it. If all the lessons mapped out in correspondence courses *go to the basis of things*, as these have done, and require as thorough and interesting work on the part of the student, I can most heartily recommend such work to all.

Miss Amanda Stout, Grand Rapids, Mich., High School. (History.)

The Norse paper came back to-day. *Your criticisms are particularly appropriate.* I know my fault. I idealize historical characters, a serious fault in a historian (?). Still I am getting a great deal out of this course. It is new ground.

Mr. Wm. M. Black, Western Maryland College, Westminster, Md. (Greek.)

I find correspondence work *stimulating*, in the incentive that it gives to regular and systematic effort; *broadening*, in that it keeps a man from getting into a rut and helps him out of one; *elevating*, in the sense that all earnest study brings a degree of culture. I have been conscious of the personal interest of my instructor, and know I have a surer grasp of the subject than if I had taken the course in residence.

Miss Clara G. Sanford, Rockford, Ill. (English.)

It gives me pleasure to say that I have found the correspondence study a great benefit, also a delight. *The instruction is according to present-day methods*, therefore far in advance of the methods practiced when I was a schoolgirl. I am especially gratified by the interest shown and the pains taken by the instructors; their work certainly is faithfully done. We have been in the habit of speaking of the public libraries as colleges for the people; but the correspondence-study offered by the University of Chicago is, in very fact, a university for the people such as was never dreamed of a few years ago, and such as enables a person past his school days to take up a new study or perfect himself in a familiar one. I can recommend correspondence study to all.

Mrs. Margaret M. Claghorn, Vintondale, Pa. (German.)

I would like to say that the second Major of elementary German seems to me a *most remarkable course to be given by correspondence*. Will you kindly send me application blank for the next course, Intermediate German Prose Composition?

Mr. V. R. Wasson, Supt. of Schools, Blue Earth, Minn. (French.)

I took the examination last night and am prepared to say that I received great benefit in the study of French from this course. I do not see any excuse for any one with a little time and ambition to say that he cannot improve, even though he cannot go to the University. *It is a recreation and a real boon to be able to take such courses at home.*

Miss Mary A. Leonard, Instructor in Winthrop College, Rock Hill, S. C. (Political Economy.)

I thank you for your criticism of Walker's "Profits Theory." I regret that the end of my work is so near. Whether I've grown or not, *the work has been worth while in making my class work more interesting.*

Rev. George E. Young, Piper City, Ill. (Hebrew.)

I believe I can truly say, words fail to express my gratitude for this course. There is a class of people in this land whose financial means are limited, but who have an intense desire for work in advanced educational lines. It would be nearly impossible for them to take resident work in a university. The correspondence work is the solution of the difficulty. In this way they do advanced work and still occupy remunerative positions in life. From personal experience I know the work of the Correspondence-Study Department to be *conducted on a very thorough basis. The accuracy of the work is something remarkable.* It means work, but it is work which will be very beneficial to the student.

Miss Anna S. Morse, Newbury, Vt. (Mathematics.)

I have enjoyed the work in Plane Trigonometry and have found few difficulties arising from work done by correspondence. Mr. ——— is quick to see one's difficulties, ready and clear in explanation, and is in every way an efficient and delightful instructor.

Miss Lella D. Hill, Savannah, Ga., High School. (History.)

I have finished two Majors in the Department of History and have found the work very satisfactory. I think that one of the best points in correspondence work is that the student has much time in which to prepare each paper. It enables one to think out many problems and to do a great deal of related reading; things that are really impossible in resident work. *Students at a long distance are enabled to do work under the best instructors that the country affords, and at a cost that is merely nominal.*

Miss Elizabeth T. Eastman, Milwaukee, Wis. (English.)

I have found the work perfectly satisfactory. *It makes it possible for a person with limited time to devote to study to do systematic work under competent direction.* My course in literature last fall was not only highly beneficial but a great pleasure to me as well. I consider the correspondence work very valuable and hope to continue my work in the department indefinitely.

Miss Alice M. Borland, Northport, N. Y. (Philosophy.)

My own correspondence work in connection with the University has been and still is a great pleasure and profit.

Mr. Nels J. Lennes, Chicago, Ill., High School. (Political Economy.)

I took my first Major of work in the University of Chicago by correspondence, in "The Elements of Political Economy." Since then I have taken forty Majors, and I can truthfully say that *I have derived more good from that first Major's work than from any other that I have taken since.*

Miss Margaret M. Macphail, Supervisor of Schools, Ft. Wayne, Ind. (History.)

I thank you for your kind and encouraging words. It is most gratifying to know that you are pleased. The work is a great delight, and only necessity drives me to other things. It is a most fascinating subject, and *so logically outlined* that a student could not fail to take pleasure in it.

Miss Lydia Whitaker, Terre Haute, Ind. (Latin.)

My experience in Correspondence-Study work has led me to believe that it is an *excellent training in thoroughness and exactness*; as every point in the preparation must come under the scrutiny of the professor, and every error of the student is corrected.

Rev. Frederick O. Bump, Maxwell, Iowa.

The enclosed application is for my sixth Major of this work. I find it thorough and satisfactory, and while it takes longer to do it in this way, I find this point more than balanced by *the power to think and act for himself* which it compels in the student. For the development of the ability to think well and act independently I consider this superior to class-room work. I am well pleased with the work from every point of view.

Mr. M. L. Brittain, Atlanta, Ga., Boys' High School. (Greek.)

Although Greek is a subject which many may think does not lend itself readily to the correspondence method of study, my experience has been such as to render me an enthusiastic admirer of the system.

Mr. Clarence R. Laws, St. Louis, Mo. (German.)

*With the enclosed, my last lesson, I send you sincere thanks for your kind tuition. Your instruction has been thoroughly satisfactory in all respects, and I gladly acknowledge that whatever progress I have made in German during the past nine or ten months I owe almost wholly to you. *The painstaking, strict correction and the prompt return of my exercises* have been great incentives to regular and careful work on my part, and I have, I know, derived profit from my study. I hope that I may be permitted to have your instruction again next year.

Miss Mildred A. Coffman, Burlington, Iowa. (English.)

I can say, without fear of exaggeration, that I have enjoyed no work more than I have enjoyed that I did under your direction.

Rev. E. E. Braithwaite, Yarmouth, N. S. (Assyrian.)

Having just completed two correspondences courses in Assyrian under Dr. ———, I desire to express the satisfaction I have felt in this method of study. *The fullness and clearness of the provisions made for the student* have been more than I anticipated, and too much cannot be said in appreciation of the uniform kindness and courtesy of the instructor.

Miss Mary C. May, Salt Lake City, Utah. (Child Study.)

I find myself working quite hard. I think this kind of work admirable for me — much better than lectures or a recitation could be, for it *forces me to make the effort, at least, to say what I mean.*

Miss Izora Scott, Pueblo, Col. (French.)

I want to say that the course in French has been very satisfactory. I have *gained a great deal from the composition work.* I intend to go right on and take more.

Rev. F. G. Beardsley, Salem, Iowa. (Apologetics.)

Enclosed you will find my last papers on Kaftan's "Truth of Christianity." Having no predilection for the abstract and metaphysical, the subject has been one of unusual difficulty. In fact, I think I never attempted to master a study which has been so difficult for me to get hold of. For the last eight weeks I have averaged five hours each day in the most intense application to this subject, and yet I am far from satisfied with my imperfect mastery of the same. Nevertheless I am compelled to say that *it has proven of inestimable value to me.* In fact, I think I can say the same of all the studies I have taken with the University. I little realized how truly valuable a theological course was until I commenced work in the Correspondence-Study Department. *It has awakened not only a desire but a fixed purpose to carry the work to completion in a resident course at the earliest date possible.* In conclusion, allow me to thank you for this course.



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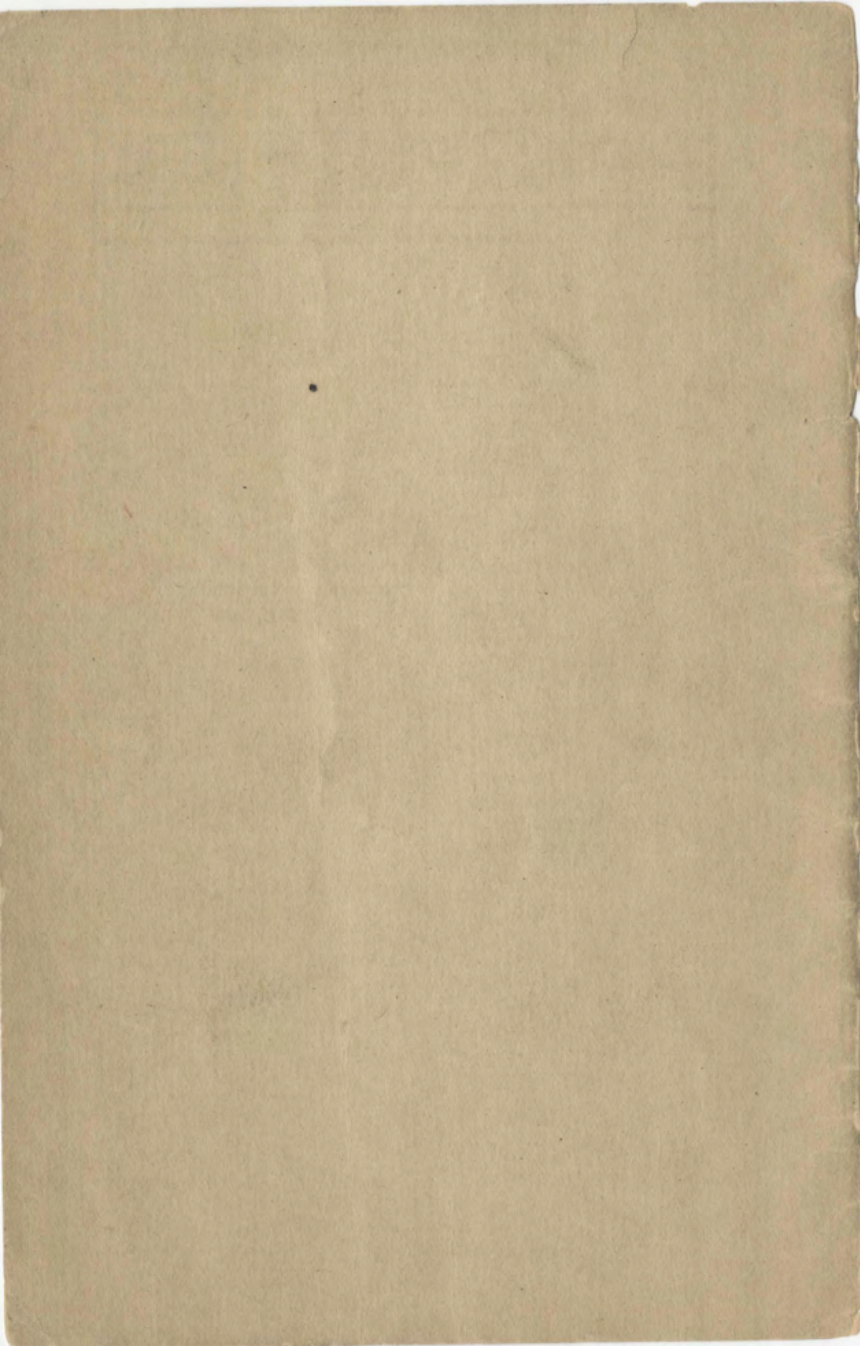
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*Extension
Work*

ADDRESSES

BY

PROFESSOR OTTO F. BOND

University of Chicago

AND

PROFESSOR HERMANN I. SCHLESINGER

University of Chicago

WITH INTRODUCTORY REMARKS BY

H. F. MALLORY, Secretary

The Home Study Department, University of Chicago

ADDRESSES

BY

PROFESSOR OTTO F. BOND

University of Chicago

AND

PROFESSOR IRVING L. SCHLESINGER

University of Chicago

WITH ADDITIONAL MATERIAL BY

H. F. MALLORY, Secretary

The Illinois State Educational Board, University of Chicago

ADDRESSES.

At the session of the Ninth Annual Conference of the National University Extension Association devoted to a discussion of Correspondence Study, formal papers were presented by Profs. Otto F. Bond and Frank I. Schlesinger of the University of Chicago. At this session of the conference, Prof. Hervey F. Mallory, Secretary of the Home Study Department of the University of Chicago, presided.

In addition to the papers which were read by the authors, a brief abstract of the remarks of the chairman of the session is included.

Chairman MALLORY: Delegates and Visiting Ladies and Gentlemen: We are meeting in the last session of the Ninth Conference of the National University Extension Association to consider teaching by correspondence. I want to express again what I think is in your minds, — that this is the foundation stone in the whole Extension edifice. That characterization is true in two senses, — the sense of place and the sense of time.

When teaching by correspondence fails to be effective and fails to gain the recognition that is due, we shall have to look out for the rest of the edifice. We must take particular care to preserve the standards in this work. We know that it is effective; we know that it yields educational results, and in that consciousness we have a pledge of continuance and growth.

This morning we are to listen to two papers and to participate in a discussion concerning the organization of courses, the selection or production of texts, and the technique and art of teaching by correspondence. In addition, there will be opportunity to consider any questions that occur to those who are engaged in the work or those who are interested in it. The first paper outlines a first-year French course at the college level. It has been prepared and will be presented by Prof. O. F. Bond, head of the Department of Modern Languages in the Junior College of the University of Chicago, who will present his paper.

The Modern Languages taught by Correspondence.

By Prof. OTTO F. BOND, University of Chicago.

Acres of woodland have been deforested and years of time spent during the last five decades in the production of print and palaver about the teaching of modern languages, which bears witness to a scholarly urge toward the ideal course and method.

Great good has come of this astonishing mass of manifestoes, rebuttals, unending discussion, proposals and counter proposals, imported reforms and "home-brew" methods, but one sometimes wonders with Anatole France "si l'on mettait à se cacher autant de soin qu'on en met d'ordinaire à se montrer, on éviterait bien des peines."

It is hardly possible that I can put new wine into this old bottle, unless it be by a new arrangement of old ingredients. In place of the platitudes common to discussions of methods in modern language conventions, I should like to start with a set of premises (a dangerous proceeding, perhaps), form a declaration of "language rights," outline a year's work by correspondence study that will insure these rights, and illustrate my thesis with data taken from the actual residence and correspondence practice of the University of Chicago. I shall not be able within the limits of my time allowance to offer you the evidence obtainable for each detail of instruction, a curtailment for which you have reason to be thankful.

The general premises are these: *first*, that secondary education is a period of general education concerned with the proper adjustment of the individual to his *milieu*; *second*, that an elementary non-vernacular language course offered at college level is a secondary course; *third*, that the ability to use non-vernacular languages as a tool — *i.e.*, as a means of understanding the mental habits of other peoples and of acquiring knowledge and culture — is essential to the attainment of independence in thinking which is a power necessary to the individual's social adjustment.

If these premises are well taken, then the first-year elementary language course at college level must accomplish the following aims:

First. — It must enable the student to attain an independent reading adjustment in the language. There is no defensible reason, economical or pedagogical, for postponing this ability to subsequent courses. Furthermore, the reading adjustment must be made independent of tutorial supervision, in order to avoid the

inhibitions arising from lesson-getting, recitation-making, and instructor-nagging experiences.

Second. — It must give the student an oral comprehension ability and, to a degree, the power to express himself orally and in writing. This will be assured to the extent that the educative process is made subconscious. Mindful of my premises, I would place these three abilities, — namely, the abilities to read, to understand the spoken language, and to express oneself, — in order of importance as named.

Third. — It must develop in the student the *will* to use the acquired language as a tool, as a diversion, or as a practical accomplishment, at need. Otherwise, it is a failure, in part, at least.

Fourth. — It should contribute directly to the humanizing of the student by introducing him to the people and institutions of another country.

Fifth. — It must measure its success by the ultimate product and not by the time-clock or by the measured task. A language course is an expression course, sister to the arts, and ability, not content, should be the criterion of its awards.

In the means by which these aims are obtainable, I am unable to distinguish any insuperable difference, save in oral expression, between residence and correspondence study. In fact, I see certain features that are favored by the normal working conditions of correspondence study.

With these five "language rights" in mind, I submit for your consideration the outline (*cf.* Table I) of a correspondence sequence in elementary French at college level. I have selected French as a typical modern language; German or Spanish may be treated in similar fashion.

TABLE I. — *An Outline of a First-Year French Course at the College Level, as offered by Correspondence Study.*

FEATURE.	Course I. ¹	Course II. ¹	Course III. ²
Primary object	Comprehension of easy written French.	Reproduction of easy written French.	Comprehension and reproduction of more difficult French.
Grammar	Analysis of the language structure for recognition only. No formal grammar.	Continued analysis, with beginning of informal synthesis. No formal grammar. Analysis of subjunctive and tense usage.	Formal grammar as a corrective review. (Carnahan, <i>French Review Grammar</i> .)
Composition	No English-French composition; an occasional theme or résumé based on the reading texts.	Informal composition, with direct exercises on texts, theme practice, résumés, portraits, substitution drills and sentence expansion.	Formal and informal composition. English-French exercises, direct exercises, themes, résumés, portraits, and text manipulation. (Grammar and texts.)
Reading	Intensive reading begins 10th lesson, with translation (200 pp.). Extensive reading (100 pp.), with reports. Topic, French political and institutional history.	Intensive reading, with some translation and questionnaires (200 pp.). Extensive reading (100 pp.), with reports. Topic, French everyday life.	Intensive reading, with little translation, and questionnaires (200 pp.). Extensive reading (200 pp.), with reports. Topic, French literature, people, customs. (Buffum, <i>French Short Stories</i> ; Labiche, <i>Le Voyage de M. Perrichon</i> .)
Translation	Practically every lesson, with some sight work.	Less frequently and with some sight practice.	Very limited use.
Pronunciation	Foundation laid by phonetic method and special phonetic records, with attention to general problems.	Some phonetic transcription, with special records. Attention to individual pronunciation.	Limited use of phonetics. Indicated readings.
Vocabulary	Recognition total, 1,000 commonest words. No organized effort to secure reproduction vocabulary. Drills.	Recognition total, 1,500 commonest words. Untested. Reproduction, total, 500-800 words. Vocabulary building, synonyms, definitions, etc.	Recognition total, 2,500 words. Reproduction total, 1,000 words. Vocabulary building, synonyms, antonyms, definitions, paraphrasing.
Idioms	No organized study. Attention to use of prepositions.	Organized drill in reproduction of 25 commonest idioms. Recognition total, 75.	Reproduction total, 60 commonest idioms. Recognition total, 150.
Verbs	Recognition of all regular verb forms by 10th lesson. Drill on 20 irregular types completed by 30th lesson. Recognition of 42 types by 40th lesson.	Formal review of all regular and 42 irregular types, with use in composition.	Formal review of 42 irregular type verbs, with compounds. Some defective verbs.
Tests	Questions on the completion of each unit of instruction. Major tests at 10th, 20th, and 30th lessons.	Major tests as for Course I.	Major tests as for Course I.

¹ Premised upon residence courses *Romance 1 and 2*.

² *Intermediate French-A*, as offered by the Home Study Department, Extension Division, University of Chicago.

This outline is not empirical; the first two courses are based upon established practice in residence instruction, and the third course is the actual course in *Intermediate French-A*, as offered by the Home Study Department of the University of Chicago, paralleling the residence course called *Romance 3*. Since the "proof of the pudding is in the eating thereof," the evidence submitted at the conclusion of this paper will concern the ultimate product of Course III. The limits of this paper constrain me to call to your attention only the unconventional features of this outline. With a little patience, any competent instructor can work out the administrative details with minimized mechanical effort for both instructor and student.¹

The basic departure of this outline is in the definite separation of the comprehension and reproduction phases of language instruction, particularly in the early stages when the best results are commensurate with the focussing of the student's interest and attention.

The sole object of Course I (cf. Table I) is the *comprehension* of the language. This is mainly a passive phase, in which the eye and the ear note and the mind compares, weighs, and stores away, consciously and subconsciously, the new linguistic phenomena. It is a period of great interest for the student, a fact that makes it invaluable in a correspondence study outline. This phase quickly passes into a desire for active participation, the *reproduction* object of Course II, in which the stored up facts should be converted into expression. Course II is the critical course. Course III combines both phases, and rounds out the various abilities.

In such a two-phase arrangement, the study of *formal grammar* (syntax) is deferred until the end of the sequence, where it serves as a corrective or check upon the student's inaccuracies. In the early stages of language-arts study, rules confuse the issues and set up a conscious attitude that makes of language expression a jig-saw puzzle. To secure the reading adjustment early, an analytical survey of the language structure is made in Courses I and II. Synthesis begins in Course II and continues into Course III, culminating with the use of a standard review grammar. This treatment is highly successful in practice at the University of Chicago. Special texts are needed for the analytical periods, but it is possible to adapt the ordinary type of elementary grammar. A standardized analytical grammar is in preparation. The

¹ For details of residence organization, see O. F. Bond, "The Organization and Administration of a First Year French Course at the College Level," University of Chicago, School of Education Yearbook, "Studies in Secondary Education," II, 1924.

painful experience of the centipede which, made conscious of its multitude of legs and the multiplicity of their movements, was rendered helpless in the ditch, finds reflection in the following note from a student in Course III, whose preparation had been two quarters of grammar: "I began my study of French in the wrong manner. The more I *try* to study French, the more muddled I become. But I am very enthusiastic about *this* course; it seems so comprehensive."

Formal *composition*, or translation from the vernacular to the foreign language, is likewise banished until the third course, except in the retranslation of type sentences in Course II. A wide variety of direct exercises (free reproduction) replaces the mechanical English-French exercise. The former type is peculiarly adapted to correspondence study, particularly in the form of résumés, re-writes, free themes, definitions, and substitution drills, since their evidence is more convincing and reveals more of the student's ability. No fear need be felt as to mechanical control of such informal composition; it is reduced in our *Intermediate French-A* to a point that permits of the correction of a lesson in ten minutes at the most. Besides, the psychological value of the interest and independence factors outweighs technical objections. A recent 250-word theme almost without error, submitted in a supervised examination in Course III, is proof positive of the practicality of such procedure by correspondence. In four years of residence application, more than 1,000 students completing Course III have successfully completed subsequent courses in the university without a failure. Every continuant "carried on" without loss! Is not this "proof of the pudding?" In correspondence study, also, the records have yet to disclose a failure in continuants.

The keystone in this outline, however, is the treatment of the *reading* feature, of which the underlying principle is the law of diffuse movements. You will note that the student begins to read intensively (for analysis) at the tenth lesson of Course I and aggregates 1,000 pages of intensive and extensive reading in the three courses. Under ordinary procedure this amount would be preposterous, if at all possible, but under the arrangement set forth in this sequence, even more is easily obtainable. In residence we are now averaging per student 400 pages in Course I, 500 pages in Course II, and 600 pages in Course III, or 1,500 pages of reading, intensive and extensive, for the first year. Annually we have individuals who range from 2,000 to 6,000 pages of supervised reading. I now have seven students who will indicate 1,200 to 1,500 pages for Course III alone, with reports, by the close of the

present quarter. In correspondence study the limits are those of accessibility to material; otherwise there is nothing to prevent extensive (voluntary) reading, with reports. The reports are made on prepared forms, purchasable through the bookstore of the university, and are very quickly estimated by the instructor. Lists of acceptable readings are furnished to the student. In selecting the intensive texts, care is taken to overlap the vocabularies, insuring the necessary repetition, and yet providing a fairly wide reading experience centering about modern France, its people, culture, and institutions.

The advantages of such a procedure outweigh the disadvantages. It is a truism to state that we learn to do by doing, or that we learn through our mistakes. Who would think of learning to be a life-guard by first mastering the rules in Spaulding's Manual before going into the water? A Baedeker is not Europe. The student wants to read this queer looking (to him) language; he has a natural curiosity to know what it all means. Stifle that curiosity by telling him that he must wait until he knows all the rules of the language, its sounds and its exceptions, before he may read *Les Miserables* and you shut the very door in his face and expect him to be happy about it and interested in the door. It is a matter of record, furthermore, that there is a direct correlation between reading experience and the highest and lowest abilities in oral and written expression. This has been tested in our Junior College experimentation for French, German, and Spanish.

Of the remaining features of this specimen sequence, I can give only brief mention. Translation is indulged in to a minimum degree, not because it greatly increases the mechanical effort for both student and instructor, but because it diverts the attention from the non-vernacular to the vernacular, and inhibits rather than frees the expression power.

Pronunciation is a puzzling factor, but not alone for correspondence study. Its treatment is far from settled for residence courses. It is the conviction of the speaker, based upon experimental observance, that laboratory methods will be called into service wherever the best vocalization results are desired. The question is intricate, and with present facilities very limited of solution for correspondence study. The phonograph record and phonetic transcription will, nevertheless, raise language instruction by mail to a degree of satisfaction beyond all past realization. I speak of special "phonetic" records, not grammar systems on records, and of the recording of student readings by means of a

phonetic alphabet. With a few such records,¹ and a brief phonetic handbook of which some are already obtainable, the correspondence study student has the means of learning at home, and inexpensively, the sounds of a language, and of indicating that knowledge to his instructor with considerable accuracy.

Vocabulary drill and idiom manipulation exercises form a part of nearly all recently edited texts. It is a feature that has been too much neglected in the past in the early stages of the instruction, since it must be subjected to constant repetition before it is freed from the conscious attitude. Students in Course III who have followed this sequence sometimes indicate an astonishing command of the idiomatic language.

A special treatment of the verb is necessary in the "recognition" analytical grammar which I have mentioned previously, whereby the forms of the regular conjugations may be made known to the student at a very early date in Course I, in order that he may begin his reading. This recognition knowledge is gradually converted into a reproduction knowledge, with constant reviewing of the forms. A convenient verb-blank is almost indispensable as a checking device for the formal preparation.

Voluntary tests properly presented to the student at regular intervals in the course are, in the light of our experience, highly desirable in indicating to the student as well as to the instructor progress in ability. These major tests are designed to bring out independent ability and not to show whether certain material has been learned or not. In Course I, unit tests (also of ability) are given at the completion of the several units of instruction.

In the administration of Course III by correspondence, it is advisable to maintain personal relations with the student throughout the course. The innovations of the course usually furnish plenty of opportunity, to be sure, but advantage should be taken of the lesson instruction sheets, the initial assignment to the course, the marginal comments, and the memorandum pad to initiate and maintain a personal interest in the student and in his work, duplicating the intensified personnel work of the residence courses. Back of the grade curve is the individual.

In such a sequence, placement of the student is necessary on the basis of proven ability. It has been found that a student offering one unit of high school study in French, German, or Spanish is normally fitted for registration in Course II, since the outline covers the first two years of language instruction in the

¹ The Student Educational Records, Inc., of Lakewood, N. J., already issues recordings of material from several French, Spanish, and Latin texts, and has in preparation a set of phonetic French records, dealing purely with the *sounds* of that language.

average high school, according to the case-records of the Junior College. This placement is facilitated by a questionnaire, partly answerable in the foreign language, submitted with the first lesson.

As a concluding bit of evidence in support of such an elementary program, I should like to offer the following facts taken from our files: First, in the spring quarter, 1923, 25 students registered in *Romance 4* (the continuation course for Course III in residence), read an aggregate of 14,044 pages, in seventeen Library of Congress classifications, in their *extensive* reading alone, apart from the class reading which aggregated 7,025 pages in addition, or an average of 843 pages of reading per student. There was a distribution of 19 honor grades for the 25 students. Second, of 383 registrants for the fourth quarter in French during 1921-1923 in the university, 40 per cent were products of the sequence under discussion and won 44 per cent of the total number of grade-points, and 41 per cent of the honors, and contributed only 6/10 of 1 per cent of the failures (a condition subsequently raised to a pass). The remaining 60 per cent of the registration had studied French two years in high schools, or the equivalent. Third, in the same period the grade-point average for the fifth course was 3.5 points, and for the final course of the second year's study 3.9 points; in lower graduate courses the average was 4 points (equivalent to B). Fourth, our *Intermediate French-A* (Course III) by correspondence shows a completion percentage of 62 per cent, with a grade-point average of 4.5 grade-points, or B+. Continuations in the subsequent course show a grade-point average of 5.2 grade-points, or A-. Fifth, there are no recorded failures (with the exception of the "near failure" just mentioned) in subsequent courses for students trained in the sequence under discussion, whether by courses in residence or by home study.

In conclusion, I should like to summarize the basic principles of this language sequence which I would consider applicable to the instruction of any modern language by correspondence study. They are as follows:

1. Singleness of approach through a two-phase arrangement.
2. Definite aims with concentrated attack.
3. Minimizing of all conscious effort.
4. Carefully studied economy of procedure.
5. Early and continued reading, looking toward the development of an independent reading ability.
6. Comprehensiveness of training.
7. Ample opportunity for self-expression.
8. Immediate creation and maintaining of the student's interest.

9. Sustained attention to the individual and his progress.

10. Fuller recognition of the possibilities of vocalization.

To these items I should like to add that it is the duty of correspondence study departments to maintain an attitude of awareness that will encourage a careful scrutiny of the results of home study of the modern languages. In the proposed comprehensive survey of modern language instruction in the United States by the Carnegie Corporation we shall play a not inconsiderable part.

Chairman MALLORY: I am going to ask Prof. Hermann I. Schlesinger of the University of Chicago to present his paper on "The Teaching of Science Courses by Correspondence." He will restrict himself, I think, particularly to the teaching of chemistry, his own subject.

The Teaching of Science Courses by Correspondence.

By Prof. HERMANN I. SCHLESINGER, University of Chicago.

When Mr. Mallory asked me to speak at this meeting, he suggested that I give my experiences in the teaching of chemistry, and I was therefore rather surprised to find a title that indicated a much more generalized and philosophical discussion than I feel warranted to give on the basis of the relatively small number of students passing through my hands.

While I have taught chemistry through correspondence for, I imagine, ten years, I have not had many students, because the difficulties of taking a course in science, and particularly the expense of taking a science, are so great that the number of students in this field is very much reduced. Therefore, after seeing the title, I took the matter up again with Mr. Mallory. He assured me he thought there would be sufficient interest among the people at this meeting in a discussion of those phases of management and teaching which come up in a subject like chemistry to make it perfectly admissible to adhere to my original plan.

Of course, there are manifested two differences between the teaching of a science and the teaching of a subject like modern language. As I take it, from hearing Professor Bond speak, the thing that you teach in a modern language is a new tool for expressing the same sort of ideas that are expressed in your own language. When we teach a science, however, we teach a new language in the sense that we teach a new set of ideas, and that we attempt, at least, to set up a more or less novel mental process in the student's mind. That affects to a certain extent the methods that have to be used in determining whether that process,

or that attempt at setting up a new process, has been successful; and, in the second place, we have to deal with the difficulty of a material character, the experimental side of the subject, which it was suggested I emphasize in making my talk.

Before going on, it is well for me to say that of our students, the larger percentage probably, have access to some laboratory without requiring any additional material from us. There are students who are teaching some other subject in the high school, but who have access, of course, to the laboratory or other facilities of the school. There are assistants in some industrial institution, or analytical chemists with no foundation in the subject, who build their own laboratories in the basement and who have enough material, with the exception of a piece of apparatus here and there, so that they can carry on the work at home. But we by no means limit our registration to students thus equipped. A very large number of students, although the smaller percentage, receive a complete outfit from the University of Chicago, with the exception of some things that they can get very easily where they are working. The most important exception is, perhaps, the barometer, which is an instrument we use very little in chemical work.

For the shipment of this material we have to design particular types of boxes. The thing worth mentioning in this connection is that the making of these boxes has to be done, or is best done, under the advice of some representative of the Department of Commerce, because the regulations with regard to the shipment of chemicals, explosives, and corrosive or combustible material are extremely rigid, and departure from these rules is likely to get the shipper into serious trouble. We have found, however, in regard to all of the important details of construction of such boxes the common-sense conclusions that one would reach in order to be sure that one's shipments arrived safely are the conclusions that have been reached by the Department of Commerce, and there are very few things one has to alter in a box, very well-made and very well-arranged from the point of view of the teacher and the shipper, in order to fit in with the ideas of the Department. There are some special regulations, but the chief difficulty we had was in deciding what kind of labels we would place on the outside to indicate to the express companies and the freight companies in what sort of places those boxes might be placed during transit.

Such items as highly combustible material, like phosphorus, for instance, or phosphorus trichloride, have to be put inside glass bottles. These are placed in a metal container. These metal containers are purchasable at any local drug house, and are

fitted into the regular boxes. The chemicals are put into small bottles, and these fit tightly into corrugated paper tubes which fit exactly into the case containing a number of trays, set very closely on one another.

In the same way we treat the apparatus, so there is no particular difficulty in packing and very little breakage. I don't think I have had more than two or three complaints about breakage, and those were all matters of five and ten cent material. At the same time, the arrangement is simple and convenient. Our stock man is not a chemist. He is an elderly gentleman who finds it difficult to find employment where he must work very fast, and yet he can fill one of these boxes in a very short time. Of course, we charge the student for getting the material ready. Very often it happens the material is sent back dirty and we have to clean it. Consequently, if we included this charge in the cost of the course, the careful student would have to pay much more than his correct share.

The acids like hydrochloric and nitric acid require separate containers, which would make the course too costly, and there is no drug store in the country where the student can't get them, even for qualitative analysis, for which the requirements are much higher than in general chemistry.

It is interesting to note that our correspondence courses in chemistry have been carried on by students in Canada, Mexico, the Hawaiian Islands, the Philippine Islands, and I recall one case of material which was sent to China. In the last year or two, however, the new revenue act has made it much more difficult to supply apparatus to foreign countries, — not to send it to them, of course, but to get it back. We not only have to swear, when the case of apparatus comes back, that everything in it was the property of the University of Chicago when the property was shipped out, but also that every item in the box is either of American manufacture or has been bought in Europe since the time that duty-free importation was stopped. We would have to pay duty on anything bought before that time. Of course, we don't always remember when we bought a bottle of this or that, and we probably perjure ourselves when we make these oaths. The chief thing we object to is spending half a day at the custom house for a single case of apparatus. I have therefore recommended that we discontinue the loaning of apparatus to students outside the United States hereafter. The number of students outside the country is rather small.

We allow no student who has not had high school chemistry or some other equivalent training in the handling of chemical

apparatus and chemicals to take our course in chemistry. In our residence work we divide the general course into two sections, — that section offered to students having had one year of high school work, and that section designed for students who have not had any high school work. We do not give any correspondence study work corresponding to the latter group of residence students. There are two reasons for that. One reason which I believe to be relatively unimportant is that it would be more or less difficult to tell the student who has never before seen the apparatus just how to use each piece. Of course, I know that can be done, and I know it is done, but I am not quite convinced that it is entirely desirable. The chief reason, however, why we don't give correspondence study work to people having had no experience in chemistry at all is because chemistry is obviously a subject in which a slight error can lead to quite a serious result; and the danger of a student's injuring himself, his neighbor, or, at all events, his neighbor's property, is sufficiently great to make us disinclined to put chemical outfits into the hands of entirely inexperienced people.

I have had quite a number of students who have never had any chemistry whom I have admitted to the course on the basis that they have had a considerable amount of experience in other laboratory work. I find it is not so essential to have had chemistry as to know how to handle oneself in the laboratory. A number of students with several years' experience in biology, for instance, have entered my elementary course and have done very well. I may say the only difficulty in the teaching of laboratory work by correspondence is the teaching of the use of the chemical balance. Of course, the balance is not an analytical balance, but the principle is the same and the students have a great deal of difficulty in learning how to use it. But they also have difficulty in residence work. When I was an assistant in general chemistry, I remember spending about three-quarters of an hour teaching a student how to weigh, pointing out that he had to let the balance swing to this and that side, take the average of the two readings, and compare them with one another. After spending much time, he and I were both wilted and apparently had not accomplished anything. I asked what was the matter, and he said, "Perhaps if you would tell me what you mean by the term *average* I would understand better." When you meet that thing in residence work, you realize that you will have difficulty with correspondence study students in learning how to make weighings. But the results, on the whole, have been exceedingly good.

Another point of interest in the psychology of teaching by correspondence, I think, is that the students who have built up their

own laboratories from the supplies sent them do not get along so rapidly as the students who are working in some industrial laboratory or high school laboratory. I believe that that has nothing to do with the lack of convenience of the home laboratory. In some respects, the home laboratory is more convenient than the high school and technical laboratory, because the student has in the home laboratory only what he needs for the course, and has every piece of apparatus adapted to that need; whereas in the average high school laboratory, in a course given outside of the high school, he has to make use of apparatus intended for other work. I believe that the difference is due to the fact that the student doing his work in the high school laboratory or in the industrial laboratory has some one more or less interested in his progress watching him — perhaps some one who can give him a point of information; at any event, he is not alone. I think the lonesomeness of correspondence study work is one of the greatest difficulties the student has to overcome. In the industrial laboratory he always has some one who is either skeptical about the possibility of doing a thing by correspondence, or interested in seeing how a thing is coming out, since he may want to do it later. In the high school, I imagine, there is a great deal more skepticism than interest.

We give, I think, five majors, — two majors of this general course, one major of organic chemistry, and two of qualitative analysis. As far as I can judge, the qualitative analysis is the most successful of all, which is unquestionably due to the nature of the subject. In the first place, those of you who are familiar with chemistry know that the course given by Professor Stieglitz in elementary qualitative analysis is an extraordinarily interesting course. In the second place, the majority of experiments are test-tube experiments and require at the most a simple filtration. It is not necessary to spend three-quarters of an hour to set up an experiment before you get it started. Inasmuch as the correspondence student works a great deal at odd times, that sort of work is peculiarly adapted to him; and then, too, qualitative analysis appeals to the detective instinct that is in all of us, and makes the laboratory work fascinating. By the time the student has reached qualitative analysis he has acquired a considerable amount of facility in the laboratory, and the always horrible balance plays no rôle.

The percentage of students who do not complete the course, — I might almost say the percentage of students who do not begin the course, — who register and let us hear nothing more from them, is, I think, extraordinarily large in chemistry. I have not the data for other departments; nor have I my data in per-

centage form. I don't think the number of students we have is large enough to make percentage have a real meaning, but I am certainly convinced that the number of people who register and send in no lessons, or only one or two, is very much larger than in other departments, and I think it is very much larger in the course I give, the general chemistry, than in qualitative analysis or organic chemistry. Perhaps, to a certain extent, the fact that a large number of students do not continue after starting or who do not send in a first lesson, shows that the fault lies with me. I have always held very firmly to the principle that a university course in general chemistry should not, even for those who have had no high school chemistry, be the descriptive type of course given in the high school, and I am very firmly of the opinion that those students who have had one year of high school chemistry should not get a rehash of the same type of thing in college. The course they get in college should be a course in the foundations of chemistry, the chief aim of which should be to give a unified picture of the subject from the point of view of principles, and be a course which corresponds with the mental age of the student, that is, a course in generalization rather than a course of fact accumulation.

Now, a course built upon those principles necessarily starts out at the very beginning with the fundamental principles of chemical reaction, and the very first principles are quantitative principles. Consequently one of the very early disappointments that the student meets is the appearance in his outline, of directions to use the balance, and I think many a student stops because he meets the balance in his course so early. I have at various times considered sacrificing my principles to the expedience of saving some of these correspondence study students for continuation in the work. But whenever I have taken that matter up, either with myself or Mr. Mallory, I have been deterred by two considerations. The first of these is the fact that whenever a student sends in no lessons at all, or sends in just one or two lessons and then does not continue, I write him a letter in which I inquire at length about the reason for his failure to continue. I write that letter in such a way that I hope to get responses either in the way of criticism of the course, if that is what has stopped him from going on, or an explanation of personal difficulties. I suggest that a criticism leading to rearrangement of the course might be of advantage to other students. I tell him that any criticism would be of advantage in the further development of the course. I tell him that I would be very glad, if he has any particular personal difficulties, to change the course in such a way that he might get on better. I have done that in order to get

some evidence as to the reason for failure of students to begin. Except in those cases in which a text has not been sent or the apparatus has not arrived on time, I have not had a single reply to any of the letters that I have sent out. It seems to me the student who has not enough initiative to complain if the course seems to be too difficult for him to go on with, or who has not enough self-confidence to tell us what is the matter with the course, if there is anything the matter with it, does not deserve special consideration.

There is a second reason which has led me to somewhat similar conclusions. I give this same course in residence. For the first few days of the course, I review the high school work, or the principles they have obtained from high school work, and the students are inclined to wonder why they are put into such a course again after spending a whole year in high school work. The rest of the time during the course they wonder why they thought such a thing. It occurs to me that perhaps the correspondence study students have not reached the second wonder of chemistry, but I contend again that if a student has not initiative enough to look at the later lesson sheets especially when he knows that the course is required by the university, he is not worth a great deal of time in encouragement.

It is admitted that correspondence study requires a great amount of grit, determination, and enthusiasm, and it requires that not only in the first two, three, or four lessons of the course, but all the way through. Therefore, to make your first lessons easy so as to mislead the student into thinking the whole thing is going to be like putting the telephone on when listening to the radio is not, in my opinion, worth doing. Although I have been tempted, when I see the figures of the students not completing, to change the course, I have not done it yet.

Then, there is another difficulty aside from the pure laboratory work which, of course, is emphasized, although not peculiar to correspondence study work in science. The great difficulty that everybody speaks of in correspondence study work is the tremendous amount of mechanical writing the student has to do. Time seems almost wasted when compared to the easy way in which the student in residence makes his recitation. That is tremendously exaggerated in the teaching of science, because in addition to the regular answers to questions or recitation type of writing, there are also the laboratory notes. So that it is particularly important, I think, in science work to attempt to reduce that phase to a minimum. Now the surprising thing to me has been that the difficulty lies not in devising schemes for reducing

the amount of this work, but in the lack of co-operation — the proper term is almost in the resistance — that one meets from the students in attempting to do that sort of thing.

In the instruction sheets that go with my course, we state very clearly and very distinctly that the student is to copy no questions; that he is simply to answer the questions, giving the number and the page on which those questions occur on the sheets and in the text; that he is to repeat no material of a descriptive character which is given in the laboratory manual. If it says to do such and such a thing, he is not to say, "I did such and such a thing." It very distinctly states that he is to make no descriptions of apparatus which he can build up directly from the description found in the manual. Nevertheless, I get from the larger group of students this sort of a lesson: Assignment, page so and so; the question written out in full and then followed by the answer. Then, in the laboratory work I get the object of the experiment. Now if the laboratory work is well designed, the object of the experiment ought to be perfectly self-evident and ought to come out perfectly clearly in the results obtained. I then get a long description of how the apparatus was constructed and what the student did. I frequently find drawings made that must have taken at least half an hour to an hour to prepare.

I have had students who, when I suggested that they were wasting a great deal of time, not only fail to pay any attention to what I said (that is the normal course of procedure), but who actually resented it. I had one student write me that he wished I would confine my criticisms to his chemistry and not to his method of writing up his lessons. I confined my attention to the chemistry thereafter, and he confined his attention to making pretty drawings, with the result to be anticipated.

I don't know why it is almost impossible to change habits of writing up of experimental notes after a student has started the course. A student who, after having read these directions, will still send in his first lesson prepared according to the high school scheme will, on the average, send in his last lesson in the same way, no matter what I can do. In residence you have to a certain extent the same difficulty, but you can be a great deal more violent in your treatment of students in residence than by correspondence.

There is, then, this other question with regard to the laboratory work: How do you know whether the student, who is working by correspondence, has actually done the experiments which he is supposed to do, and has not simply read what is supposed to have happened and written it down? Now that question, of course,

arises just as frequently with students in residence as with students carrying the work by correspondence. The student who fakes his laboratory notebook is not the one who stays away from the laboratory and then hands in the notebook. I think any student who has passed the entrance requirements for admission to the university is sufficiently intelligent to know we would not accept a notebook of that sort. The student handing in the notebook without having done the experiment is one whose mind is of such a peculiar cast that he prefers to spend six hours in the laboratory not doing anything than really doing the experiment. He spends just as much time to deceive the assistant who comes around as he does in doing the experiment. He is always pouring something when the assistant arrives, and in very few cases have I detected a man who did not do his laboratory work in the university by the report of the assistant. It has always been on the internal evidence of his notebook.

Precipitates do not always look as they are described in the manual, because the chemicals, in general chemistry, at least, have some slight impurities in them. Reactions do not always go quite as smoothly as one would judge from reading, and results are never, of course, 100 per cent accurate. Consequently it is not so very difficult to detect the cheater in laboratory work, even though you have to detect him at long distance. The difficulty is in knowing what to do after detecting him, because, after all, the evidence is circumstantial evidence. I can get a residence student whom I suspect into my office. It is always rather disturbing in a class of a large number of students to be hailed to the office; and, under the circumstances, it is pretty easy to make sure your suspicions are correct. However, to make an accusation in writing on the basis of such circumstantial evidence is rather a more serious matter, and up to the present time I have never done so. I have suggested in a very mild way that the purpose of the experiment was to carry it out exactly as indicated in the manual without any regard to whether the results were those anticipated in the book, and I have never, as the result of such a letter, received a denial of the implication that the laboratory experiment had not been carried out. I think after such a letter I have not had any reason to suspect any further work of that student. On the whole, the correspondence study student is a far more serious individual than the student working in the university. He is an individual who is spending not only a considerable amount of money, — because to take chemistry by correspondence costs more than to take it in residence; you not only have to pay a rental fee for the apparatus, but also to pay a deposit, which takes a certain amount

of cash, even though it is returned to you at the end of the course, — but also his time; and the students who make these sacrifices in money, time, and pleasure are not the ones trying to get out of what seems to be a reasonable amount of work. So I don't think the question of checking up to see whether the student really did the work or not is a question of very serious importance in making up one's mind about the value of the student's work.

In connection with the question of shortening the work for correspondence study students, I think the second point of difference between, for example, the type of work Mr. Bond was discussing and the type of work given in science comes out quite strongly. It is really quite difficult, and I think extremely undesirable, to formulate a type of question which can be answered very clearly, by a single word and, in particular, which can be corrected very rapidly.

I believe that in science work, in which the student is supposed to develop what is to him a new type of mental process, a new type of logic, that is, a reasoning from facts of an experimental nature to a conclusion, it is impossible to give satisfactory questions that can be answered by what might be called a "yes" or "no" type of answer, or to devise a satisfactory questionnaire which can be used by the student through methods of underlining or checking for the sake of accomplishing a larger amount of work. It is possible to do that for a certain phase of the work, of course, but I think one of the important things we have to do in correspondence study work is to find out whether the student is arriving at his conclusions in a really logical and thorough manner. There are any number of students who have a sufficiently quick mind and a sufficiently high degree of intelligence so that their average of correct conclusions based upon correct premises is very high, and yet a large number of students in arriving at that high percentage of correct conclusions go through an improper logical process. It is improper in this sense of the word: that a number of the steps are perhaps felt, or intuitively understood, but are not worked out carefully by the student in the process of thought. Such a student will never arrive at a condition such that his scientific conclusions, or, I believe, his conclusions about other matters of life, can be relied upon to be sound, unless he is caught early in just that type of skipping of logical processes. For that reason, I believe that in the teaching of science, especially in the elementary university courses, we ought to make much of the development of generalization from the facts which the student has learned in his high school work and is getting in his university course, in which generalization and principle are the important thing.

I think it is important for us to make the students write out in complete form the steps by which they have arrived at conclusions so that we can follow quite closely their mental processes. That requires not only a very considerable amount of time on the part of the students, but it requires a very considerable amount of time on the part of the instructor. It is not an unusual thing when I come to certain lessons in my correspondence study course to send five pages of corrections closely written, — corrections of the student's mental processes rather than of errors he has made in his work.

I believe the only thing that keeps me doing correspondence study work is the fact that I believe I am doing something that is well worth doing. I believe if I did not write these extensive discussions to some of my students I would not be doing that very thing, and I don't believe I would be taking the few students I have. On the other hand, it is quite probable that if I had a large number of students doing correspondence study work I should, perhaps, have to give up all of my teaching in the university and devote myself to research and correspondence, or largely to correspondence.

I don't think, however, that a correspondence study course in an elementary scientific subject is worth while unless the instructor is willing to go into details in helping the student arrive at some improvement in his mental steps, in his logical processes; and in the same way I believe that a student who has gone through that type of correspondence study course is in certain respects a better-trained student than the student who has gone through the course in the university. He has had a closer examination of his mental processes than the resident student, and he has had much more criticism in his work. I have had any number of students write to me that they have got more out of their work through correspondence than they have in any residence course they have taken. Now, I don't think that is true. I think what they have had has been something different from the material they get in residence. Both types are desirable. What the student in the correspondence study course does not get is the continual contact with the recent developments of the subject.

Chemistry changes from year to year so very rapidly, not in its actual material, but from the point of view of the speculative matter, that it is impossible to keep up with it in correspondence study lessons, particularly because so many of the new things you would like to tell your students about are not certain enough to make you feel justified in putting them into writing.

I think this constitutes all I have to say except for one point.

It would be desirable if a series of bulletins containing newer developments and changes in the point of view could be issued every year. Now one can't afford the time to do this if he has twenty or thirty students. There is, therefore, this question to be considered: whether these courses, in which all of the universities have a relatively small number of registrations, should not be placed with one or two schools and have the other universities refer their students to these schools. From the point of view of the mechanics of the course, of the getting out of bulletins, I think it would be a very desirable thing. From the principle of the teaching, I don't think so. I don't believe anybody would be willing to work as hard on many correspondence study lessons as with twenty or thirty students. It might be too tiresome to give the individual instruction which is required in that type of course. However, that belongs more properly to the discussion of this group than it does to me.

Chairman MALLORY: I have been intensely interested in these two papers, more so perhaps than most of you because I have been pretty close to these men for a great many years. We are certainly convinced of the fact that a great deal of personality can be injected into a course by correspondence.

Why the teaching of modern languages and chemistry were chosen over other subjects to be treated in papers here to-day will probably occur to you all. These are, perhaps, the most controversial subjects. There is more hesitancy, more uncertainty about the results obtainable and the results achieved in the foreign languages and in the sciences than in other fields, but there are problems in the teaching of every subject.

In Chicago, provision is made whereby a student obliged to leave a course in the University may finish under the auspices of the Correspondence Study Department, and I suppose from 350 to 450 students avail themselves of this opportunity every year.

THE UNIVERSITY OF CHICAGO

DEPARTMENT OF
ANTHROPOLOGY

Chicago, Oct. 11. 1898.

My dear Sir,

I regret that my correspondence course in Anthropology "has been objected to by some of the officers of the University." I understand that every correspondence course ^{loses} ~~loses~~ the advantage of class discussion. Apart from the class discussion, the work in my Course in General Anthropology, is the same as the Correspondence Course in question. It requires the following work — (a) The careful study, with sixteen written recitations, of Tylor's Anthropology. (b) The reading of Spencer's Ceremonial Insti-

tutions, (c) a written examination.

The course was carefully prepared and at the urgent request of the Un. Ext. Division. It has been taken only by two students. They have done the work & are entitled to the credit. Their work was done far too fast, as I told them, but it was not for me to decide how it should be done.

Under the circumstances I shall withdraw the course ^{at once.} ~~hereafter~~. I am sure however that any examination will convince you —

- 1) That it was more carefully worked out than most courses in the Division.
- 2) That it was genuine and demands more work than three fourths of the courses offered in the Division.

THE UNIVERSITY OF CHICAGO

DEPARTMENT OF
ANTHROPOLOGY

3) That Mr. Losey, who took the course found more work in it, than in his other correspondence courses taken before.

Personally I hate correspondence instruction. It is no hardship to me to withdraw the course. But I much object to criticism from "officers" who apparently have not examined the work.

Very truly yours,

Frederick Starr.

Pres. W. R. Harper
University of Chicago.

THE UNIVERSITY OF CHICAGO

DEPARTMENT OF
ANTHROPOLOGY

Other Mr. Leach has taken the course
found more work in it, than in his
other anthropological courses taken
before.

Personally I like Leach's anthropological
instruction. It is no hardship to me
to withdraw the course. But I must
object to criticism from "officials"
who apparently have not examined
the work.

Very truly yours,

Frederick Starr

Prof. Wm. H. Hays
University of Chicago

The University of Chicago

FOUNDED BY JOHN D. ROCKEFELLER

THE UNIVERSITY
EXTENSION DIVISION

Correspondence-study Department

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 LISI CECILIA CIPRIANI, PH.D., *Assistant in the Romance Languages and Literature (in English).*
 BURTON EDWARD LIVINGSTON, S.B., *Assistant in Botany.*
 JOHN JACOB MEYER, PH.D., *Assistant in Sanskrit.*
 AGNES MATHILDE WERGELAND, PH.D., *Docent in History.*
 JOHN M. P. SMITH, PH.D., *Docent in Semitic Languages and Literatures.*
 WILLARD KIMBALL CLEMENT, PH.D., *Non-Resident Reader in Latin.*
 HOWELL EMLYN DAVIES, PH.D., *Non-Resident Reader in Bacteriology.*
 LAETITIA MOON CONARD, PH.D., *Non-Resident Reader in Comparative Religion.*
 FREDERICK OTTO SCHUB, PH.D., *Non-Resident Reader in German.*
 MINNIE MARIE ENTEMANN, PH.D., *Reader in Zoölogy.*
 THOMAS ALLAN HOBEN, PH.D., *Non-Resident Reader in New Testament Literature.*
 DANIEL PETER MACMILLAN, PH.D., *Non-Resident Reader in Philosophy and Pedagogy.*
 OSCAR TUNSTAL MORGAN, A.M., *Non-Resident Reader in Semitic.*
 S. FRANCES PELLETT, A.M., *Non-Resident Reader in Latin.*
 NINA CATHERINE VANDEWALKER, PED.M., *Non-Resident Reader in Pedagogy.*
 GEORGE LINNEUS MARSH, A.M., *Reader in English.*
 FRED WARREN SMEDLEY, PH.B., *Non-Resident Reader in Pedagogy.*
 EDITH BURNHAM FOSTER FLINT, PH.B., *Non-Resident Reader in English.*
 FRED HARVEY HALL CALHOUN, S.B., *Reader in Geology.*
 HARRY JUSTIN SMITH, A.B., *Non-Resident Reader in English in English Theological Seminary.*
 RALPH GRIERSON KIMBLE, A.B., *Non-Resident Reader in Sociology.*
 PERCY BENTLEY BURNET, A.B., *Non-Resident Reader in Romance Languages and Literatures.*
 ELIZABETH BUTLER RAYCROFT, S.B., *Non-Resident Reader in Sanitary Science.*

II. GENERAL INFORMATION.

The General Plan for University Extension Teaching.—All non-resident work of the University of Chicago is conducted through the University Extension Division. The University extends its teaching beyond its class rooms in two ways: (1) By lecture-study courses, (2) by correspondence-study courses. The scope of the Correspondence-study Department is explained in the following paragraphs:

1. **The Correspondence Work in General.**—Experience has shown that in many lines of study correspondence-instruction secures results highly satisfactory both to the student and to the instructor. *Direction and correction* may be given oftentimes as effectively by written as by spoken word.

2. **Purpose and Constituency.**—This Department of the University Extension Division does not provide a *curriculum* leading to a degree, but furnishes a *list of courses* from which the student may choose such as will afford helpful and stimulating study. It aims to offer anyone anywhere the opportunity of securing instruction from specialists.

The work appeals, therefore, to the following classes: (1) Students preparing for college; (2) college students who are unable to pursue continuous resident study; (3) grammar and high-school teachers who have not had and cannot avail themselves of resident college instruction; (4) teachers and others who have had a partial college course and wish to work along some special line; (5) instructors in higher institutions who desire assistance in the advanced study of some special subject; (6) professional and business men who wish technical advice; (7) ministers and Bible students who would fit themselves better to use the sacred Scriptures; (8) all who desire a broader knowledge or a more thorough scholarship.

3. **Method of Instruction.**—Each correspondence course is arranged to cover the same ground as the resident course on the same subject, and consists, therefore, of a definite amount of work. The terms Major (Mj) and Minor (M) indicate that, if the correspondence course were given as a resident course, it would run through twelve weeks or six weeks respectively. Courses are of two kinds, formal and informal.

1) *Formal* courses are conducted on the basis of printed instruction sheets which furnish suggestions and assistance and assign the tasks to be performed. The student thus works under guidance as in the recitation room. At regular intervals the student mails to the instructor a recitation paper on which he has written out the tasks assigned in the instruction sheet, the

answers to such questions as are set therein, and any questions or difficulties which may have arisen in his study. This recitation paper is promptly returned with the errors in it corrected, and with such suggestions as it may be thought best to offer. In this manner each lesson submitted by the student is carefully criticised by the instructor and returned.

2) *Informal* courses are designed for a special class of students who are pursuing studies of an advanced nature. The course is usually arranged between instructor and student to meet the particular needs of the latter. The formal lesson sheet is dispensed with, but the course is carefully outlined by the instructor and the student is required to present satisfactory evidence that the work is being properly done. This evidence may consist of a number of short papers on special themes, a thesis covering the whole work, or it may partake rather of the nature of ordinary correspondence.

Courses are *formal* when not otherwise indicated

4. Admission.*

1) No preliminary examination or proof of previous work is required of applicants for correspondence courses. Before matriculating or registering a student, however, the University does require certain information called for on the formal application blank, and reserves the right to accept or reject applicants on the basis of the data thus furnished. This blank will be furnished upon request. *It should, in every case, accompany the fee for a new course.*

2) All correspondence students are classified as *Regular* or *Special* students, according as they have or have not satisfied the requirements for entrance to one of the colleges or schools of the University.

5. Recognition for Work.

1) A certificate is granted for each correspondence course successfully completed.

2) The University accepts correspondence work as qualifying in part for the degree, on the following conditions:

a) The applicant shall present a certificate for the work performed.

*NOTE.—If the correspondence student comes to the University of Chicago later on for resident study, he must comply with the requirements for admission to resident work (cf. the CIRCULAR OF INFORMATION).

- b) He shall pass an examination on the course at such time as is most convenient to himself and his instructor either at the University or, if elsewhere, under supervision which has been approved by his Dean.
- c) Only those who receive a grade of A, B, or C, will be regarded as having passed.
- d) If the correspondence student has not been a resident student, the record of his work and examination remains in the Correspondence-study Department until after this condition is realized. It is then transferred to his record of resident work and applied toward the degree.
- e) See also Regulations 1, 2, and 5.

6. Regulations.

- 1) The University of Chicago grants no degree for work done wholly in absence. A candidate for any degree must spend at least one year (three quarters) in resident study at the University of Chicago.
- 2) A student may not do more than twelve of the thirty-six Majors of college work required for the *Bachelor's* degree, nor more than one of the three years of graduate work required for the *Doctor's* degree by correspondence. Correspondence courses cannot count directly toward the *Master's* degree, inasmuch as only one year and nine Majors of resident study (the minimum resident study requirement for any degree) is required for this degree.
- 3) Of the courses offered by correspondence the student will not be allowed to select more than two at a time, except by consent of the Director of the University Extension Division.
- 4) A student may begin a correspondence course at any time in the year.
- 5) A resident undergraduate student must secure the consent of his Dean before registering for a correspondence course.
- 6) A student will be expected to complete any course *within one year from the end* (i. e., March 23, June 23, September 23, December 23) of that quarter in which he registers.
- 7) A student who for any reason, does not report either by lesson or by letter within a period of ninety days, thereby forfeits his right to further instruction in return for the fee paid.
- 8) Extension of time will be granted: (1) *For a period equal to the length of time which a correspondence student spends in resident study at the University of Chicago*, provided that due notice be given the Secretary and the Instructor both at the beginning and end of such resident study. (2) *For one full year from the date of expiration of the course*, if,

on account of sickness or other serious disability, the student has been unable to complete the course within the prescribed time [cf. § 6, 6)], provided (a) he secures the consent of the Secretary and his Instructor and (b) pays a fee equal to one-fourth of the original tuition fee for the course. Private arrangement for extension of time between the student and his Instructor cannot be recognized by the Department.

- 9) During an instructor's vacation a substitute will, *if possible*, be provided.
- 10) All correspondence students who have not matriculated in the University are required to do so. This matriculation is general for the whole University and is paid but once.
- 11) No fees can be refunded on account of a student's inability to enter upon or continue a course.
- 12) The matriculation fee will not be refunded in any case.
- 13) The student must forward with each lesson postage (or, preferably, a stamped, self-directed envelope) for return of same.
- 14) A student will be required to pay for but one Major of a Double Major (DMj) course (e. g., Course 1 in Greek, Latin, German, etc.,) at a time.
- 15) Ordinarily, a Major consists of forty, and a Minor of twenty written lessons; but there may be variations from this number in order to accommodate the work to the requirements of a particular course. Each course represents a *definite amount of work* (cf. § 3); the number of lessons into which it is divided being incidental.
- 16) Courses announced as Majors cannot be taken as Minors.
- 17) Each Major or Minor taken by correspondence will be the equivalent of a Major or Minor on the same subject taken in residence and will secure corresponding University credit [cf. § 5].
- 18) Except when otherwise indicated, all informal courses will be given as Majors.

7. Expenses.

- 1) All fees are payable in advance.
- 2) The matriculation fee is \$5.00 [cf. § 6, 10)]; the tuition fee for each Minor (M) is \$8.00 and for each Major (Mj) \$16.00. The tuition fee includes payment for the instruction sheets received. Text-books must be purchased by the student.
- 3) The student is required to enclose postage for the return of the lesson-papers [cf. § 6, 13)].
- 4) All money should be sent by draft or money order, *not by check*, made payable to THE UNIVERSITY OF CHICAGO.

8. Method of Registration (Recapitulated).

- 1) File with the Secretary of the Correspondence-study Department a formal application for each course desired. The required application blank will be furnished upon request [cf. § 4, 1)].
- 2) *Forward with the formal application the necessary fees:* (a) \$5.00 for matriculation, if not matriculated in the University [cf. § 6, 10)]; (b) \$8.00 for each Minor course, or \$16.00 for each Major course taken; (c) An additional fee for certain courses in Botany and Zoölogy.

3) A student registering for English Theological Seminary courses will pay \$3.00 for each course taken.

9. *Books, etc.* — Text-books, maps, etc., which are recommended for use in the various courses may be obtained through the University of Chicago Press, Chicago. Estimates and prices will be furnished on application.

10. *Lecture-study.* — Attention is called to the special circular relative to lecture-study work which may be obtained upon application.

III. COURSES OF INSTRUCTION.

IA. PHILOSOPHY.

1. *Elementary Psychology.*—This course is introductory in character. A preliminary study of the anatomy and physiology of the nervous system is made, in order to prepare for a better understanding of sensation. This is followed by a study of the more important mental processes, in which the aim will be to familiarize the student with the psychological standpoint and with fundamental psychological principles.

Mj.

DR. TANNER.

2. *Advanced Psychology.*—This course is open only to those who have had the elementary course in psychology or its equivalent. It will be carried on by informal instead of formal correspondence, and will consist in a comparison of at least two opposed standpoints in modern psychology. The student will prepare papers on various topics with a view 1) to mastering the authors, 2) to comparing, contrasting, and criticising them, and 3) to formulating individual opinions. The books used and subjects discussed will vary with the preparation and aims of the individual student.

(Informal) Mj.

DR. MACMILLAN.

3. *Logic.*—An elementary course treating especially of the syllogism. It embraces a treatment of Deductive and Inductive Logic. Special attention is given to practical exercises.

Mj.

DR. TANNER.

4. *Ethics.*—A series of introductory studies intended 1) to familiarize the student with the main aspects of ethical theory, and through this 2) to reach a method of estimating and controlling conduct. The main divisions of the course are: a) the nature of moral conduct, b) the psychology of obligation, conscience, responsibility, and freedom, c) an historical and critical study of the various standards of estimating conduct, with special attention to Mill, Spencer, and Kant.

Mj.

DR. MOORE.

5. *Introduction to Philosophy.*—A detailed study of current philosophic problems such as: knowledge of the external world; the validity of thought; relation of the physical and the psychical; the meaning of truth and error; freedom and necessity, etc. The problems will be discussed in their setting in the history of modern philosophy, and in their bearings upon present scientific, social, and religious tendencies.

Mj.

DR. MOORE.

6. *Greek and Mediæval Philosophy.*—This course is designed 1) as a survey of the history of thought, considered in its relations to the sciences, to literature, and to social and political conditions, and 2) as an introduction to philosophy through a more careful study of some of the most important systems. Special attention will be given to the study of the more important dialogues of Plato, and to Aristotle's *Ethics*.

Mj.

PROFESSOR TUFTS.

7. *Modern Philosophy.*—Descartes to Hume, with special study given to Descartes' *Meditations*, Locke's *Essay*, Berkeley's *Principles of Human Knowledge*, and a portion of Hume's *Treatise on Human Nature*.

(Informal) Mj.

PROFESSOR TUFTS.

8. *Introduction to Kant.*—Watson's *Selections*, and Mahaffy and Bernard's editions of *The Critique of Pure Reason*, and *Prolegomena*, will be made the basis of the work. The course will be opened with a brief study of the thought of Leibnitz, for which Dewey's *Leibnitz* will be used. This will be followed by a brief outline of Kant's early development, and a detailed study of the more important portions of *The Critique*, as found in Watson's *Selections*. (Informal)

Prerequisite: Course 7, or its equivalent.

Mj.

PROFESSOR TUFTS.

9. *Movements of Thought in the Nineteenth Century.*—The course is a continuation of the History of Modern Philosophy, but is less technical and covers a

wider field than the philosophical literature. A study of Rousseau will lead up to a rapid survey of Kant and the immediately succeeding German philosophers through Hegel. From them a return will be made to French thought of the time of the Revolution, then passing back to Goethe and then to England, where the Lake Poets and Carlyle will be passed in review, with corresponding review of Emerson and the American Transcendentalists. Finally, the relation of the natural and exact sciences and modern art, as well as the modern psychology to the present trend of thought, will be discussed. This course will be necessarily superficial, touching only upon the important moments in the development of thought during this century. Mj.

ASSISTANT PROFESSOR MEAD.

IB. EDUCATION.

1. **Educational Psychology.**—A study of the bearing of some fundamental psychological processes such as Habit, Attention, Imagery, Emotion, Motor Impulses, etc., upon school work, suggesting, also, the psychological basis of observation and interpretation of individual children. Also the psychological principles involved in the problems of "Recapitulation" and "Correlation" will receive attention. Mj.

DR. MOORE.

2. **The History of Education.**—This course will make a study of the methods of those schools which have exerted a marked influence on the development of the educational ideal. It will begin with the schools of ancient Greece and end with Froebel's kindergarten. The principles on which the movements exemplified in those schools were based will be carefully reviewed; but theories which as wholes have not been embodied in a practical organization, influential as they may have been in the evolution of educational ideas, are not a part of the history of education, and will not be given special attention in this survey. Mj.

PROFESSOR YOUNG.

*3. **Outline of the Progress of Educational Thought and Practice.**

A. **HISTORY OF EDUCATIONAL THEORIES AND PRACTICES FROM THE TIME OF THE GREEKS TO THE RISE OF UNIVERSITIES.** M.

B. **EDUCATIONAL THOUGHT AND PROGRESS FROM THE THIRTEENTH TO THE EIGHTEENTH CENTURIES, INCLUSIVE.** M.

C. **EDUCATION IN THE NINETEENTH CENTURY—ITS FUNDAMENTAL PRINCIPLES, ITS ORGANIZATION, AND RELATION TO SOCIAL LIFE.** M.

Each of the courses, A, B, C, is complete in itself, and may be treated as such, yet to obtain a comprehensive view of the progress of educational effort, the

courses ought to be taken in the order indicated. The aim in all these is to make the student acquainted with the educational aims and practices of the past and with the most important educational classics; and thus to enable him to obtain a foundation for the criticism of present theories and practices in the light of their historical evolution, and incidentally to acquire many rules for guidance in the actual work of teaching. Certain works representative of each period will be carefully studied.

ASSISTANT PROFESSOR LOCKE.

4. **Philosophy of Education.**—This course takes up the subject of the educational standard and its application to the values of the subjects of the curriculum. It deals with the fundamental logic underlying the organization of the respective disciplines, and the fundamental psychology of the process of assimilating these subjects, which to some degree has been worked out in the Dewey Elementary School. It can be taken to advantage only by those with considerable maturity and some range of practical experience. [The twelve lectures upon which the work of the course is based and the question papers are by Professor Dewey. Dr. MacMillan receives and corrects all exercises.] Mj.

PROFESSOR DEWEY AND DR. MACMILLAN.

5. **The Method of Some Subjects in the Elementary School Curriculum.**—This course will first consider questions pertaining to study and the recitation. It will then take up somewhat in detail subject-matter and its method in (1) History; (2) Mathematics; (3) Language. M.

PROFESSOR YOUNG.

6. **Froebel as an Educator.**—This course is intended for those who wish to gain a general view of Froebel's educational theory. It will aim to show Froebel's relation to the thought of his own time and that of the present, and to give an insight into child-psychology as illustrated in the *Mother Play Book*. Mj.

MISS VANDEWALKER.

7. **General Course in Child-Study.**—This will be a course of study in the methods and results of recent investigations in child-life, and will be based on Preyer's *The Infant Mind*, Warner's *Study of Children*, and *The Proceedings of the Illinois Society for Child-Study*. Each of these books is used to bring out some one phase of the subject; the first relating to the psychology of development, the second to the physical and physiological aspects in relation to nervous and mental well-being, the third to some more detailed studies. The course as a whole thus aims at giving a well-rounded view of the entire subject. Mj.

MR. SMEDLEY.

CIRCULAR OF INFORMATION

8. Special Problems in Child-Study.—This course is offered to those who are somewhat familiar with the general literature of child-study. It will include special investigations in such subjects as growth, sensory and motor development and control, fatigue, interest, imagery, suggestion and imitation, the development of language, etc. Those taking the course should have ready facilities for carrying on consecutive tests and observations on one or more children, and should have opportunities to consult special books and articles upon which the work will be largely based.

(Informal) Mj.

MR. SMEDLEY.

***9. The Practice and Organization of Education as Teaching.**—The general aim of this course is to enable teachers who are now at work, and who have an interest in their profession, to acquaint themselves with the aims of teaching and to study the problems connected therewith. It is essentially for those who desire to keep abreast of modern educational thought and practice.

Mj.

ASSISTANT PROFESSOR LOCKE.

***10. The Organization and Management of Schools.** This course is for Principals and Superintendents who may wish to work out certain administrative problems. The work will depend upon the particular problems which are to be treated. (Informal)

Mj.

ASSISTANT PROFESSOR LOCKE.

II. POLITICAL ECONOMY.

1. Elementary Political Economy.—The aim of this course is to give the student such an acquaintance with the principles of Political Economy as is necessary for all advanced work, or for intelligent study of the economic questions of the day.

Mj.

DR. HOWERTH.

2. Advanced Political Economy.—This course is a continuation of the work of the preceding course. Its aim is to give further training in economic thinking, and to prepare the student for the advanced courses offered in the University.

Mj.

DR. HOWERTH.

3. Socialism.—A review of the development of the socialistic ideal and a consideration of it from the economic standpoint. (Informal)

Mj.

DR. HOWERTH.

4. Tariff History of the United States.—The industrial tariffs from 1780-1824, the political tariffs from 1826-1846, the revenue tariffs from 1857-1867, and the protective tariff since that date will be studied with special reference to the conditions, economic and

political, which gave rise to them. A principal aim of the course will be to determine which of the several arguments advanced for and against protection, our experience has proved to be valid. (Informal)

Mj.

ASSISTANT PROFESSOR HILL.

5. Railway Transportation.—This course gives a general view of the subject. It treats of the economic, financial, and social influence arising from the growth of modern railway transportation, especially as concerns the United States. Special attention will be given to the history and development of railways, theories of rates, competition, combination, investments, speculative management, state ownership or control, and various relations of the state, the public, the investors, the managers, and the employes. (Informal)

Mj.

ASSISTANT PROFESSOR HILL.

6. Banking.—A comparison of the banking systems of the United States, England, France, Germany, Switzerland, and other countries will be made with special attention to the manner in which each meets the problems of currency (coin, note, and deposit) reserves, discount, and exchange. The relations of the banks to the public, and their influence on speculation, their management in financial crises, their special dangers, and their most efficient safeguards will be subjects of special study. (Informal)

Mj.

ASSISTANT PROFESSOR HILL.

III. POLITICAL SCIENCE.

1. Civil Government in the United States.—This course is an analysis of the structure and working of government in the United States, with some examination of the historical development of existing forms.

Mj.

DR. HATFIELD.

2. American Constitutional Law.—This course will examine the leading principles established by the decisions of the Supreme Court. Study will be made of selected cases, supplemented by readings in some of the commentaries.

Mj.

DR. HATFIELD.

3. Comparative Politics.—This course will make a comparative study of the constitutional forms in Great Britain, France, Germany, Switzerland and the United States.

Mj.

DR. HATFIELD.

4. The Elements of International Law.—This course will cover some of the more important principles of International Law. The work based on the text-book will be supplemented by reference to selected cases.

Mj.

DR. HATFIELD.

IV. HISTORY.

ACADEMY.

1. Greek History to the Death of Alexander. M.
MISS KNOX.
2. Roman History to the Death of Augustus. M.
MISS KNOX.

In addition to the political history of the periods covered by courses numbered 1 and 2, a study is made of the literature, art, and philosophy of the times.

COLLEGE.

3. Outline History of Civilization.—Beginning with the history of Greece, the course will follow the various phases of development through Roman history, the Mediæval period, and the Renaissance till close upon the French Revolution. The study will proceed mainly on the four lines: 1) government in its connection with political and constitutional history, 2) social life, as it is shown in the family relations and the attitude of the classes toward each other, 3) economic progress, particularly with regard to cultivation, commerce, and communication, 4) higher culture and art. Acquaintance with the facts of history is presupposed. Mj.

DR. WERGELAND.

4. History of Greece to the Death of Alexander.—This course presupposes a general knowledge of the external facts of Greek history (Course 1) and undertakes to conduct the student into an investigation of the underlying principles and forces which condition the outward events. It is intended for those who wish to go thoroughly into the subject, and are willing to give their time and thought to it. Mj.

PROFESSOR GOODSPEED.

5. History of England to the Accession of the Tudors.—Early Britain, its Romanization, the settlements of the invading German tribes, the struggle for supremacy, the union of England under Wessex, the Norman Conquest, the struggle of the people for constitutional rights, civil and foreign wars, and the beginning of the Renaissance in England will be studied. Mj.

MISS KNOX.

6. England from Henry VII to the Present Time.—Special emphasis will be placed upon the history of the Reformation: the struggle between king and parliament; English society and civilization; colonial expansion and the growth of democracy in the nineteenth century. Mj.

MR. CATTERALL.

7. Outline History of Mediæval Europe (350-1500). The invasion and settlement of the barbarians, the revival of the empire, the growth of the papacy, and the struggle between them. Mohammed and his religion,

the crusades, the rise of nationalities, mediæval institutions, and the Renaissance will be studied. Mj.

MISS KNOX.

8. The Feudal Age (814-1217).—The break-up of the Carolingian empire; the upgrowth of feudalism; the invasions of the Northmen and Hungarians in western Europe; the conflict of the empire and papacy for universal sovereignty; the history of Germany and Italy under Saxon, Franconian, and Hohenstaufen; the beginnings of English constitutional development; the rise of the French monarchy; the Mohammedan conquests in the east, culminating in the Crusades. Mj.

DR. THOMPSON.

9. Europe from 1517 to 1648.—This course is a study of the causes, events, and results of the Reformation in Europe. Much attention will be given to the political, social, and economic phases of the movement, the inseparable religious questions being discussed only in so far as necessary to an understanding of the period. Mj.

MR. CATTERALL.

10. Outline History of Modern Europe (1517-1825). The principal topics treated are: the Reformation, the religious wars, the struggle for constitutional liberty in England, the ascendancy of France under Louis XIII and Louis XIV, the rise of Prussia, England's colonial supremacy, and the era of the French Revolution and Napoleon. While the primary object is to give the student a knowledge of the facts, emphasis also will be placed upon the underlying principles and upon causes and effects. Mj.

MR. CATTERALL.

11. History of Europe from the Reformation to the French Revolution.—This course begins with the Reformation in Germany and traces the progress of politics during the sixteenth century as modified by the religious movements in the chief states of Europe. The seventeenth and eighteenth centuries are treated more in outline. Mj.

ASSISTANT PROFESSOR FELLOWS.

12. General View of the French Revolution.—This course treats of the industrial and social conditions leading to the calling of a representative assembly in 1789; the difficulties involved in forming suitable constitutions; the influence of the movement on other nations; the changes in the Republic which led to the consulate and empire. Mj.

ASSISTANT PROFESSOR FELLOWS.

13. History of Europe in the Nineteenth Century.—The aim of this course is to study the growth of liberal ideas in the various states of Europe during the present century. Particular attention will be paid to

the development of constitutional government in order to arrive at an intelligent understanding of the European countries as they are at present. Mj.

ASSISTANT PROFESSOR FELLOWS.

14. **Outline History of the United States from Colonization to the Present Time.**—This course corresponds to Course 3 given resident students at the University. Colonial history will be considered very briefly, while the period from 1763 to Reconstruction will be treated much more in detail. An attempt will be made to get acquainted with the authorities in American history, and hints as to methods of presenting the subject will be offered. The course is intended to furnish a pattern for high-school work, except that much more reading will be done. It will be especially helpful to high-school teachers of American history. Mj.

MR. CATTERALL.

15. **Period of Discovery and Exploration in America.**—The events leading up to the discovery of America, motives for the voyages, the principal discoverers and their discoveries, Spanish, Portuguese, French, English, and Dutch explorations and their results are subjects of study. M.

MR. CATTERALL.

16. **Colonial Period and the War of the Revolution (1492-1783).**—After a brief survey of the early settlements by different powers, the course is devoted to the history of the colonies which later formed a part of the United States. In the study of the years 1754-1783, particular stress is laid upon the causes and events leading to independence and the union of the colonies. Mj.

MR. CATTERALL.

17. **Social Life in the American Colonies.**—A study of the life and institutions of ante-Revolutionary times as preparatory to a correct understanding of our national history. This course is based upon Lodge's *A Short History of the English Colonies in America*. M. with collateral reading.

ASSISTANT PROFESSOR SHEPARDSON.

18. **Political History of the United States Under the Articles of Confederation.**—Nature of the government established by the articles; reasons for adopting the system; how it worked; causes of its failure; attempts to amend and final overthrow. M.

MR. CATTERALL.

19. **Political History of the United States During the Period of Dominant Foreign Politics (1789-1817).**—A study of the situation of the Union resulting from the Revolutionary and Napoleonic Wars, and of the attempt to maintain a neutral position despite the attitude of France and England, while still engaged

in trying to solve the numerous problems of domestic policy arising from the undetermined powers of a new government. M.

MR. CATTERALL.

20. **United States from 1817-1861.**—A study of the development of internal politics, tracing the growth of national union and national powers in opposition to state rights, as developed in the struggles over internal improvements, tariff, finance, territorial expansion, and the slavery question. M.

MR. CATTERALL.

21. **Problems of the Civil War and the Reconstruction Period (1861-1881).**—A study of some of the special questions, military, political, constitutional, and social, arising in connection with the Civil War and the readjustments which followed. Mj.

ASSISTANT PROFESSOR SHEPARDSON.

22. **Territorial Growth of the United States.**—A course requiring investigation into the geography of the United States, tracing the successive additions to our territory from the beginning of the Government down to the purchase of Alaska. This course requires access to a well-selected library, and demands much original investigation. (Informal) M.

ASSISTANT PROFESSOR SHEPARDSON.

VI. SOCIOLOGY AND ANTHROPOLOGY.

SOCIOLOGY.

1. **Elementary Sociology.**—A study of the phenomena of social life; the basis of society in nature; the social person; social institutions; social psychology, order, and progress. The course is designed to give an introduction to theoretical and practical sociology, and to systematize the reading, observation, and thinking of advanced students. The order of thought will be that of Henderson's *Social Elements*, and bibliography will be added according to the need of each student. Mj.

PROFESSOR HENDERSON AND MR. KIMBLE.

2. **Introduction to the Study of Society.**—A concrete descriptive study of society, illustrative of the organic concept. Social aggregates, organs, and functions will be studied, with some attention to pathological conditions. The general psychical phenomena of society will also be studied, including the phenomena of authority, social morality, public opinion, and the general will. Personal investigation upon the part of the student will be directed, and references and suggestions for reading furnished. Mj.

DR. HOWERTH.

3. **The Family.**—A study of the historical forms and contemporary social problems of the domestic institution; the forms of the family among the lower races; the experiments of mankind with abnormal

forms; the Constitutions of Greek, Roman, and Hebrew peoples; the family in the New Testament and in Christian History; the economic, legal, educational, and religious questions of our age relating to the home. Mj.

PROFESSOR HENDERSON.

4. A Study of Charities and Corrections.—This course is arranged to cover a study of the causes of defect, dependence, and crime; to secure a study of institutional treatment of the dependents and criminals; to give training to local observation and the use of the best available literature; to secure a clear conception of the problems of relief and correction, and the best methods of investigation and of forming a judgment on the problems. Mj.

PROFESSOR HENDERSON.

5. A Century in the Development of English Social Philosophy.—Held, *Zwei Bücher zur sozialen Geschichte Englands* and Schulze-Gaevernitz, *Zum sozialen Frieden*, will be made the basis of a study of the chief individuals and movements leading to the current social philosophy of the English people. For readers of German only. (Informal) Mj.

ASSOCIATE PROFESSOR ZUEBLIN.

6. The Structure of Society.—The physical, economic, intellectual, social, æsthetic, and ethical forces leading to the formation of associations of individuals. The interrelation of the individual and the group. The relation of social progress to social stability. (Informal) Mj.

ASSOCIATE PROFESSOR ZUEBLIN.

7. Contemporary American Society.—A general survey of social conditions in the United States, dealing with the character and distribution of population, religious divisions, economic groupings, the educational system, the press, political machinery, etc. On this basis certain generalizations as to influences now at work, the social ideals of various classes, etc., will be considered. (Informal) Mj.

ASSOCIATE PROFESSOR VINCENT.

8. Urban Life in the United States.—A study of the location, growth, material arrangements, political developments, and social significance of American cities. Comparisons are made with urban conditions in English and Continental cities. Such urban institutions as the press, department stores, tenements, transporting systems, "machine" politics, etc., are studied and discussed. Fiction describing city life is used for illustrative purposes. Characteristics of different cities are considered and the function of cities in national life is analyzed. (Informal) Mj.

ASSOCIATE PROFESSOR VINCENT.

ANTHROPOLOGY.

9. Origin of Social Institutions.—Association in the tribal stage of society. The origins and relations of invention, trade, marriage, class distinctions, government, art, and the professions. Ethnological and anthropological basis of sociology. (Informal) Mj.

ASSOCIATE PROFESSOR THOMAS.

SANITARY SCIENCE.

10. Foods.—A course in practical dietetics covering the study of the composition of foods, scientific principles of preparation, and their combination in diets from an economic and physiological standpoint. Mj.

ASSOCIATE PROFESSOR TALBOT
AND MRS. RAYCROFT.

11. House Sanitation.—This course offers a comprehensive and practical study, based on scientific principles, of the sanitary aspects of the home. Among the topics treated are the choice of building site, construction and care of cellar, drainage, plumbing, heating, lighting, furnishing, and cleaning. Mj.

ASSOCIATE PROFESSOR TALBOT
AND MRS. RAYCROFT.

VII. COMPARATIVE RELIGION.

1. Introduction to the History of Religion.—This course, based upon Menzies' *History of Religion*, aims to conduct the student into the study of the general principles of religion and the history of the various religions of the world. It is an outline and elementary course intended for all who wish to begin the study of this subject. Mj.

PROFESSOR GOODSPEED
AND DR. CONARD.

2. Comparative Theology: *The Idea of God*.—This is a cursory study of the idea of God as seen in primitive myth and cult and in the religious rites and literature of the chief historic religions. It should be preceded by Course 1. Mj.

PROFESSOR GOODSPEED
AND DR. CONARD.

VIII. SEMITIC LANGUAGES AND LITERATURES.

1. Elementary Hebrew.—Includes the mastery of the Hebrew of Genesis chaps. 1-3, the study of the most important principles of the language in connection with these chapters, Hebrew grammar including the strong verb and seven classes of weak verbs, and the acquisition of a vocabulary of four hundred words. M.

MR. MORGAN.

2. Intermediate Hebrew.—Includes the critical study of Genesis chaps. 4-8, with a review of Genesis chaps. 1-3, the more rapid reading of fourteen chapters

in I Samuel, Ruth, and Jonah, the completion of the outlines of Hebrew grammar, and an increase of vocabulary to eight hundred words. M.

MR. MORGAN.

3. *Exodus and Hebrew Grammar.*—Includes the critical study and translation of Exodus, chaps. 1-24, a more detailed study of Hebrew grammar, an inductive study of Hebrew syntax, and the memorizing of three hundred additional words and of several familiar psalms in Hebrew. M.

MR. MORGAN.

4. *Haggai, Zechariah, and Malachi.*—A course of twenty recitations, including the critical and exegetical study of these books, the lexicographical study of two hundred important words, the principles of Hebrew prophecy, the systematic study of Hebrew syntax, especially the subjects of the tense and sentence, the Hebrew accentuation, and the memorizing of about eight hundred words. M.

MR. MORGAN.

5. Elementary Arabic.

Mj.

PROFESSOR SANDERS.

6. *Elementary Assyrian.*—The first ten recitations use transliterated texts, the last ten the cuneiform. The student will learn the most common cuneiform signs, the strong verb and all classes of weak verbs, and the most important principles of the language. A knowledge of Hebrew is a prerequisite. M.

PROFESSOR BERRY.

7. *Intermediate Assyrian.*—Includes the reading of about four hundred lines of historical cuneiform text, with special attention to vocabulary, a further study of Assyrian grammar, including syntax, and the learning of most of the cuneiform signs that are in frequent use. M.

PROFESSOR BERRY.

8. *Elementary Egyptian.*—Study of 1) the speech of Thutmosis I to the priests of Abydos, 2) the Romance of Sinuhe (transliterated from the Hieratic) in the Chrestomathy of Erman's *Egyptian Grammar*. It includes the acquisition of the commonest signs, and the grammatical principles of the language of the classic period. M.

ASSISTANT PROFESSOR BREASTED.

President Harper offers instruction by informal correspondence in Hebrew.

IX. BIBLICAL AND PATRISTIC GREEK.

1. *Elementary New Testament Greek.*—This course presupposes no knowledge of Greek, but starts at the foundations and aims at the absolute mastery of chapters 1-4 of the Gospel of John, including the essential facts and principles of the language. M.

DR. GOODSPEED.

2. *Intermediate New Testament Greek.*—This course is designed for those who have completed Course 1, and for those who wish to review their knowledge of Greek in connection with the New Testament. It comprises the thorough study of the entire Gospel of John, and the reading at sight of the First Epistle of John; also all of the grammar required for general purposes, and the most common principles of syntax. M.

DR. GOODSPEED.

3. *Advanced New Testament Greek.*—For those who have a good knowledge of Greek, college graduates and others who wish to make a special study of New Testament Greek. A thorough study of the syntax of New Testament Greek, as regards the verb, and an historical and linguistic study of the entire Book of Acts. Forty lessons. M.

ASSISTANT PROFESSOR VOTAW.

4. *Constructive Studies in the Life of Christ.*—The aim of the course is to enable the student to construct his own "Life of Christ" in a true historical perspective. To this end the entire gospel history will be studied in a connected way; especial attention being given to the most important political and social features of New Testament times, and to the interpretation of critical passages. The work is based on Burton and Mathews' *Constructive Studies in the Life of Christ*. Mj.

PROFESSOR MATHEWS.

5. *Research Course in the Life of Christ.*—A course designed to follow Course 4, or an equivalent study of the Life of Christ. The purpose is a thorough investigation of fourteen main topics and problems in the Gospel history, such as the origin and characteristics of the gospels, the development of the religious and Messianic consciousness of Jesus, the plan and the chief events of his public ministry, and the growth and crisis of the opposition to him. Use will be made of the best literature upon the subject. Papers by the student upon the several topics will be discussed by the instructor. M.

ASSISTANT PROFESSOR VOTAW.

6. *The Parables of Jesus.*—Their characteristics; Principles of interpretation; interpretation of a limited number. (Informal) M.

PROFESSOR MATHEWS.

7. *Social Teachings of Jesus.*—The teaching of Jesus concerning society, the state, the family, wealth, and other social institutions. Mj.

PROFESSOR MATHEWS.

8. *Historical Study of the Book of Acts.*—Includes an investigation of the sources of the book, authorship and authenticity, its purpose and plan. (Informal) Mj.

PROFESSOR MATHEWS.

9. **History of the Apostolic Age.**—Based on the New Testament Acts and Epistles, and all available historical material from outside sources. (Informal) Mj.

PROFESSOR MATHEWS.

10. **Life of the Apostle Paul, and Introduction to the Pauline Epistles.**—The work in this course is done on the basis of a handbook, prepared by the instructor, containing an outline of the life of Paul, topics for special study, with references to literature, and a brief introduction to the epistles. The course aims at preparing the student for the interpretation of the letters of Paul and for an understanding of his personality and theology. (Informal) Mj.

PROFESSOR BURTON.

11. **The Epistle to the Galatians.**—Introduction, analysis and interpretation of selected passages. (Informal) M.

PROFESSOR BURTON.

12. **The Epistle to the Ephesians.**—Introduction, including discussion of Judæo-Greek philosophy of the first century; analysis, translation, and interpretation of the Greek text. (Informal) Mj.

PROFESSOR MATHEWS.

13. **New Testament Times in Palestine.**—An account of the rise and fall of the Jewish state from 175 B. C. to 70 A. D., with special attention to the history of the Pharisees and Sadducees, and to the Jewish social and religious life. The aim of the course is to furnish an historical background for the life of Christ. Mj.

PROFESSOR MATHEWS.

14. **Quotations from the Old Testament in the Gospels.**—The course involves an interpretation of the Old Testament passages on the basis of the Hebrew, of the New Testament passages in the Greek, and a comparison of the results. (Informal) M.

PROFESSOR BURTON.

X. SANSKRIT AND INDO-EUROPEAN COMPARATIVE PHILOLOGY.

1. **Elementary Sanskrit.**—Whitney's *Sanskrit Grammar* and Lanman's *Reader* are used. After about five lessons in the Grammar, a beginning is made with the reading, the grammatical points being taken up in connection with this. The reading of the course covers that portion of the Nala-episode which is included in the Reader and five selections from the *Hitopadeśa*. No attempt is made to teach Comparative Philology in this course, but it may serve as a foundation for such study. Mj.

PROFESSOR BUCK AND DR. MEYER.

The instructors will suggest reading for further work in Sanskrit or Philology.

XI. THE GREEK LANGUAGE AND LITERATURE.

ACADEMY.

1. **Elementary Greek.**—The aim is to master a large vocabulary together with the most necessary forms of syntax. The text of the *Anabasis* is used from the beginning. DMj.

ASSISTANT PROFESSOR BRONSON.

2. **Xenophon: *Anabasis*, Bks. II-III.**—This course includes a grammatical review by topics, study of some less common inflections and syntactical principles, and exercises in writing Greek. The recitation papers will occasionally call for translation at sight. Mj.

ASSISTANT PROFESSOR BRONSON.

3. **Xenophon: *Anabasis*, Bks. IV-V.**—In this course the emphasis is laid upon Greek style, elegance of translation, sight reading, and antiquities. Mj.

ASSISTANT PROFESSOR BRONSON.

4. **Homer: *Iliad*, Bks. I-III.**—An introduction to the study of Homer, with particular attention to prosody and peculiarities of epic dialect and syntax. Mj.

DR. WOLCOTT.

5. **Homer: *Iliad*, Books IV-VI.**—In this course the literary features of Homeric study are emphasized. Mj.

DR. WOLCOTT.

COLLEGE.

6. **Xenophon: *Memorabilia*; Plato: *Apology* and *Crito*; Exercises in the Writing of Greek.**—This course is the first of the required college courses in Greek. It includes (1) a brief review of the grammar; (2) practice in prose composition; (3) a study of the life and teachings of Socrates based on the accounts of his two most distinguished pupils; and (4) an introduction to the writings of Plato. Mj.

DR. WOLCOTT.

7. **Homer: *Odyssey*.**—The object of this course is to develop the power of appreciating Homer as literature. Nine books of the Phæacian episode are read. Mj.

DR. WOLCOTT.

8. **Herodotus: *Historiae*, Bks. VI-VII.**—In this course particular attention is paid to the language and style of the author as well as to the historical importance of the events narrated. Mj.

DR. WOLCOTT.

9. **Advanced Prose Composition.**—The work is based on Higley's *Exercises in Prose Composition*, or some other book of equal rank to be agreed upon by student and instructor. Mj.

DR. WOLCOTT.

10. **Demosthenes: *Philippics* and *Lysias*.**—An introduction to the study of the Attic orators. Mj.

DR. WOLCOTT.

11. **Demosthenes: *De Corona*.**—A study, chiefly literary, of this masterpiece of Attic oratory. Mj.

DR. WOLCOTT.

12. **Introduction to the Greek Drama.**—This course includes careful reading and interpretation of the *Clouds* of Aristophanes and the *Alcestis* of Euripides, together with a study of the principal characteristics of the Greek drama and theater. Mj.

DR. WOLCOTT.

Members of the Greek Department will endeavor to arrange informal courses for students who are prepared to do work of an advanced nature whenever practicable.

Professor Shorey will occasionally guide by correspondence the work of advanced students who propose to attend the University.

XII. THE LATIN LANGUAGE AND LITERATURE.

ACADEMY.

1. **Elementary Latin.**—The aim is to master a large vocabulary together with the most necessary forms of syntax. The text of Cæsar's *De Bello Gallico* is used from the beginning. Two consecutive Majors. DMj.

MISS PELLETT.

2. **Cæsar: *De Bello Gallico*, Bk. II.**—Intended for students who have completed Course 1, but who have had no other practice in translation. Special attention is given to grammar. Mj.

MISS PELLETT.

3. **Cæsar: *De Bello Gallico*, Bks. III-IV.**—Continues Course 2. The more difficult Cæsarian constructions are carefully studied. Mj.

MISS PELLETT.

4. **Cæsar: *De Bello Gallico*, Bk. I.**—Based on the latter part of Book I, the war with Ariovistus. Special attention is given to the subject of Indirect Discourse. M.

MISS PELLETT.

5. **Viri Romæ.**—A course of twenty lessons intended for students who desire to increase their vocabulary and acquire facility in reading Latin. Open to those who have completed Course 1 or its equivalent. M.

MISS PELLETT.

6. **Nepos.**—(Equivalent to Course 5.) M.

MISS PELLETT.

7. **Cicero.**—Courses are offered on the orations *In Catilinam*, *Pro Lege Manilia*, *Pro Milone*, *Pro Marcello*, *Pro Archia*. Prose based on Cicero is given in connection with each course, and the style of Cicero is carefully studied. (Informal)

MISS PELLETT.

8. **Virgil: *Æneid*, Bk. I.**—In all the Virgil courses the subjects of prosody and word derivation are especially treated. Mj.

MISS PELLETT.

9. **Virgil: *Æneid*, Bks. II-III.** Mj.

MISS PELLETT.

10. **Virgil: *Æneid*, Bks. IV-VI.** Mj.

MISS PELLETT.

11. **Selections from Roman Writers.**—This course will contain forty lessons and will be of advantage to those who wish to become acquainted with the style of different Roman writers. Mj.

MISS PELLETT.

12. **Prose Composition based on Cæsar.**—(Informal) M.

MISS PELLETT.

13. **Prose Composition based on Cicero.**—(Informal) M.

MISS PELLETT.

COLLEGE.

14. **Roman Political Institutions.**—A topical survey, both historical and descriptive, of the magistracies, senate, popular assemblies, courts, and Roman provincial administration under the Republic. The course is based on Abbott's *Roman Political Institutions*, and is intended primarily for teachers of Latin and Political Science. Mj.

DR. WOLCOTT.

15. **Advanced Prose Composition.**—A Latin text is selected and the exercises are graded according to the ability of the student. The course offers an opportunity for a student to perfect himself in those elements of the structure of the language in which he feels himself weak. (Informal) Mj.

ASSOCIATE PROFESSOR MILLER.

16. **Cicero: *De Senectute*.**—Writing of Latin. M.

MISS PELLETT.

17. **Livy.**—A large part of the twenty-first book is read with accompanying studies in syntax and exercises in Latin composition, based in each case upon the portion of text assigned to each lesson. M.

ASSOCIATE PROFESSOR MILLER.

18. **Tacitus: *Agricola* and *Germania*.**—In the readings of these works, both their historical importance and their literary merits are brought out. The course is an introduction to the language and style of Tacitus. Mj.

DR. WOLCOTT.

19. **Terence: *Phormio*.**—This play, as a specimen of the highest development of Roman Comedy, is carefully studied with regard to models, composition, presentation, etc. Attention is also given to vocabulary, metrical treatment, and ante-classical forms and constructions. M.

DR. WOLCOTT.

20. **Horace: Odes, Books I-III.**—This course includes: commentary upon the details of each ode syntactical, historical, illustrative, etc.; translation, analysis of thought, and general interpretation; and a study of the metrical form. A list of general topics, material for the study of which is to be found in the odes, is presented at the outset, one of which the student is expected to select for his especial study. Mj.

ASSOCIATE PROFESSOR MILLER.

21. **Horace: Satires.**—The principal Satires are carefully read and analyzed, with particular regard to argument, character portrayal, style, and their place in literature. Mj.

DR. WOLCOTT.

22. **Cicero: Epistulae.**—The political letters will be studied, special attention being paid to the periods 61-57, 50-49, and 44-43. Special topics connected with the periods mentioned will be assigned from time to time. Mj.

DR. CLEMENT.

23. **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.

ASSOCIATE PROFESSOR MILLER.

24. **Roman Belief with Reference to the Soul and the Life after Death.**—This course is the study of a topic, and is based for material upon a variety of authors: Cicero, *Tusculan Disputations I*, *De Senectute*, *De Amicitia*, *Epistulae*; Virgil, *Aeneid*, Book VI; Horace, *Selected Odes*; Ovid, Seneca, Persius, etc. (Informal) Mj.

ASSOCIATE PROFESSOR MILLER.

Members of the Latin Department will endeavor to arrange informal courses for students who are able to do work of an advanced nature, whenever practicable.

XIII. ROMANCE LANGUAGES AND LITERATURES.

1. **Elementary French.**—The object of this course is to acquaint the student with the essential principles of French grammar, to enable him to turn easy English into idiomatic French, and to lead him to translate at sight. A number of short stories are read. Mj.

DR. NEFF.

2. **Intermediate French.**—This course is a continuation of the above course. It includes a review of the irregular verbs, inductive study of the grammar from the texts read, and additional practice in French composition. A modern novel and a text of modern French history are read. Mj.

DR. NEFF.

3. **French Novels.**—This is largely a language and drill course and is intended to extend and complete the two preceding courses (1 and 2). With them it offers the minimum amount of French required of all candidates for the Bachelor's degree in the University. The work includes the reading of three modern French novels, translations from English into French, composition in French, and especially work in French synonyms designed to increase the vocabulary. The work is largely conducted in French. Mj.

DR. NEFF.

4. **French Composition.**—This course is intended for students who have mastered the elements of French and who desire to perfect themselves in writing the language. Readings from the works of French masters of style are assigned. The written work of the student consists, not in translating but in composing in French. The subjects, like the assigned readings, are chosen to suit the special demands or interests of the student. Twenty lessons. Mj.

ASSISTANT PROFESSOR INGRES.

5. **Modern French Comedies.**—Reading of a number of French comedies with an outline of the life of the authors and the literary period to which they belong. (Informal) Mj.

DR. CIPRIANI.

6. **Fables of La Fontaine.**—By a study of the life of La Fontaine, a critical examination of sixty or more of his fables, classified according to subject-matter, and a series of written criticisms, the student may acquire 1) a larger vocabulary and ability to use it, 2) an introduction to seventeenth century social and political life, 3) an appreciation of La Fontaine as a man, a poet and a satirist.

Prerequisite: *Ability to read any ordinary French at sight and to write simple compositions in French.* Mj.

MISS WALLACE AND MR. WILLIAMSON.

7. **The Comedies of Molière.**—The course will include a study of the life and works of the author, and his influence on the theater. Six of his leading comedies will be examined critically, and especial attention given to the society reflected in these plays. Although this is primarily a literary course, comparison will be made between the language of Molière and that of today, and the more unusual constructions will receive consideration. The work will be conducted partly in English and partly in French, or wholly in French, at the option of the student. Twenty lessons.

Prerequisite: *Courses 1, 2, and 3, or their equivalent.* Mj.

DR. NEFF.

8. **The Romantic Movement.**—This is chiefly a literary course. It will include a rapid survey of the conditions of French literature at the opening of the

nineteenth century, and the literary ideals of the so-called classical school; the meaning and extent of the Romantic movement; and readings from its most important representatives. Selections from the novels, dramas, and lyric and epic poetry of Victor Hugo, the leader of this movement, will be studied in detail. The papers will be partly in French and partly in English. Twenty lessons.

Prerequisite: *Courses 1, 2, and 3, or their equivalent.*

Mj.

DR. NEFF.

9. **French Literature.**—General outline of French literature, or the study of a given period or movement thereof, such as: *The French Epic; Pedagogy in French Literature; French Historians; Le Siècle de Louis Quatorze; The Philosophers; The Romantic School; Modern Poetry; Dramatic Literature; Minor Poets*, etc. The subject of study and the manuscripts required will be prearranged in each individual case. The work of the course is conducted entirely in French. (Informal)

Prerequisite: *Course 4 or its equivalent.*

Mj.

ASSISTANT PROFESSOR INGRES.

10. **Studies in Old French Literature.**—This course provides for the study of Old French Epic and Lyric Poetry. (Informal)

Mj.

DR. CIPRIANI.

11. **French Philology.**—This course deals with the historical development of the French language from its origin to the present day. The principles of phonetics are studied, and Old French texts are read and discussed. Modern French grammar is included in the course and shown to be the logical outcome of a long process of development. (Informal)

Students must know Latin. The work of the course is conducted entirely in French.

Mj.

ASSISTANT PROFESSOR INGRES.

12. **Elementary Spanish.**—The object of this course is to give the student a mastery of the essential principles of Spanish grammar, to enable him to turn easy English into idiomatic Spanish, and to translate at sight easy modern Spanish.

Mj.

MR. BURNET.

13. **Modern Spanish Novels and Dramas.**—Reading of Alarcón, *El Sombrero de Tres Picos*; Caballero, *La Familia de Alvarado*; Tamayo, *Un Drama Nuevo*, with composition based on the texts.

Prerequisite: *Course 12 or its equivalent.*

Mj.

MR. BURNET.

14. **Spanish Prose Composition.**—The aim of this course is to give the student practical use of Spanish. It will help those who desire to use the language in travel or for commercial or literary purposes. (Informal)

Prerequisite: *Course 12 or its equivalent.*

Mj.

MR. BURNET.

15. **Don Quixote.**—Critical reading of the first twenty-five chapters of *Don Quixote*. The life of Cervantes, the peculiarities of syntax, style, and diction as compared with modern Spanish, will be studied, and a bibliography furnished, thus enabling those who wish to make a more extensive study of the author to do so.

Prerequisite: *Courses 12 and 13 or their equivalent.*

Mj.

MR. BURNET.

16. **Old Spanish Readings.**—Interpretation of selections from Keller, *Altspanisches Lesebuch*.

Mj.

ASSOCIATE PROFESSOR PIETSCH.

17. **Elementary Italian.**—The aim of this course is to ground the student in the essential grammar of the language and to equip him with a vocabulary which will enable him to read simple Italian prose. An accented text will be used in order that the student may acquire correct pronunciation.

Mj.

ASSISTANT PROFESSOR HOWLAND.

18. **Advanced Italian.**—Advanced courses in Italian will be arranged suited to the student's purposes and advancement. The student must satisfy the instructor of his ability to enter upon the course proposed. (Informal)

Mj.

ASSISTANT PROFESSOR HOWLAND.

19. **Studies in Italian Literature.**—Planned to give the student help in special lines of work.

Mj.

DR. CIPRIANI.

Members of the Romance Department will endeavor to arrange informal courses for students who are able to do work of an advanced nature, whenever practicable. In this way courses have been given in *Philology and Phonology, Old French Morphology, Old French, Victor Hugo, French Literature of the Nineteenth Century, French Dialects, History of Old French Literature and Culture, Contemporary French Literature, Old French Epic*.

XIV. GERMANIC LANGUAGES AND LITERATURES.

1. **Elementary German.**—This course will aim to give familiarity with pronunciation, a mastery of the forms of the language as well as of the more important rules of syntax, ability to read easy German prose at sight and drill in writing and in reading German script. Two consecutive Majors of twenty lessons each.

DMj.

DR. SCHUB.

2. **Intermediate German.**—Devoted primarily to the reading of easy modern prose and incidentally to a rapid review of elementary German grammar. The text read will always serve as the drill-ground for grammar work. Attention will be directed constantly to German idiom, and from time to time the student

will be required to produce in German what he has read. In the composition work emphasis will be laid upon word order and sentence-structure, the knowledge of which is essential to the proper appreciation of the language. Mj.

DR. SCHÜTZE.

3. **Intermediate Prose Composition.**—Translation of easy idiomatic English prose into German, intended to lead the student to appreciate the equivalence of English and German idiom. Mj.

DR. KERN.

4. **German Idioms and Synonyms.**—This course comprises the study of 1) the peculiar method of word formation, 2) grammatical idioms, 3) synonyms together with a thorough review of syntax. Special attention is given to German-English cognates. Composition based upon selected modern German prose affords the basis of instruction. The course is intended to afford the necessary preparation for Course 5, the Teacher's Course, and will be helpful to all who aim to be independent in their use of the language. Mj.

DR. SCHUB.

5. **Deutsche Aufsätze und Stilübungen.**—Theme writing. Of especial value to teachers. (Informal) Mj.

PROFESSOR CUTTING.

Members of the Germanic Department will endeavor to arrange informal courses for students who are able to do work of an advanced nature, whenever practicable. In this way courses have been given in *Gothic*, *Old High German*, *Germanic Phonology*, *Schiller*, *Goethe's Lyrical Poetry*, *Wallenstein*, *Heine*, and *Faust*.

XV. THE ENGLISH LANGUAGE AND LITERATURE, AND RHETORIC.

ACADEMY.

1. **Preparatory English Composition.**—This course is designed for those who wish to familiarize themselves with the elements of English composition. It will consist of exercises based upon the study of a prescribed text-book, and themes on subjects usually assigned by the instructor. Those who successfully complete the course should have no difficulty in passing the ordinary college-entrance examination in English composition. Teachers in secondary schools will find the course an aid in their work. Business and professional men whose training has been deficient can gain from this course valuable experience in *practical composition*. Mj.

MR. MARSH.

2. **Preparatory English Literature.**—The instruction in this course will be based from year to year

upon the standard requirements for admission to college in English literature. The aim is to make it valuable not only to students preparing for admission to college but to all teachers of English in preparatory schools. [Students who have once registered for this course may secure instruction on the new books added in any subsequent year upon payment of \$5.00 for that year.] Mj.

MRS. MACCLINTOCK.

COLLEGE.

3. **English I.**—This course is designed to be a full equivalent of English 1 (the *first* course in English rhetoric and composition required of all students in residence) and commands corresponding credit. The aim of the course is to give the student a practical knowledge of the principles of rhetoric, and of their application to English writing. To this end he will prepare exercises illustrating the use of words, the structure of sentences, paragraphs, and whole compositions, and other rhetorical subjects. He will also write short themes on suggested topics. Exercises and themes will be criticised in detail and returned to the writer for correction. Mj.

MR. MARSH.

4. **English III.**—This course is designed to be a full equivalent of English 3 (the *second* course in English rhetoric and composition required of all students in residence) and commands corresponding credit. The course aims (a) to give training in structure, and (b) to give instruction and practice in the four forms of composition—exposition, argumentation, description, and narration. To these ends, the emphasis of the course will be laid on exposition and argumentation, text-books will be required, lesson papers must be submitted, and a final examination taken. The written work, aside from the foregoing, will consist of eight long themes, each from six to twelve pages in length, and ten short themes of one page each. Admission to the course may be obtained by passing creditably English I or by submitting to the instructor an original exposition or argument showing ability. Mj.

MRS. FLINT.

5. **English IV.**—The work in this course will consist in the preparation of nine long themes, each, roughly speaking, from six to twelve pages in length, and of twenty short themes of one page each. The student will be expected to give some attention to each of the four forms of composition—exposition, argumentation, narration, and description—but may, by the permission of the instructor, devote his main effort to the division in which he is most interested. Instruction in the course will be personal, not general. Admission may be obtained in one of two ways, (a) by passing creditably English I and English III; (b) by

submitting to the instructor a manuscript showing literary ability. *This course carries no credit.* The fee is \$16.

MRS. FLINT.

6. **English V.**—This course is intended for persons who have already mastered the technical difficulties of ordinary writing, and who are interested in some special form of literary production—*e. g.*, the editorial, the short story, the book review, etc., in which they desire instruction through criticism of the manuscripts submitted. The applicant for admission to this course should submit a statement of the work which he wishes to do, accompanied by an example of his writing, which may serve as the opening theme of the course. The themes may form a connected whole, as chapters of a story or essay, or they may be unconnected in material but similar in form. They are expected in general to represent practice along a single line of effort, but by arrangement with the instructor the work of the course may be divided between any two of the above mentioned forms of writing. No formal instruction is given in the elements of style or structure, but the general plan and the successive themes will be criticised with a view to helping the student to master the special problems involved in the form of writing which he has chosen. In general, twelve themes will be required, but the number will vary somewhat according to the length of the several themes. *This course carries no credit.* The fee is \$16.

ASSISTANT PROFESSOR MOODY.

7. **Masterpieces of English Literature.**—A series of literary masterpieces from Chaucer to Tennyson, accompanied by an outline history of English literature. The course is designed as a full college introduction to the critical study of English literature.

Mj.

MRS. MACCLINTOCK.

8. **Studies in Shakespeare.**—The following plays: *As You Like It*, *King Richard III.*, *Macbeth*, *Hamlet*, *King Lear*, and *The Tempest*, are given for close critical study with special emphasis upon the interpretation of plot and character.

Prerequisite: *Course 7 or its equivalent.*

Mj.

MRS. MACCLINTOCK.

9. **Shakespeare: Typical Plays.**—In this course, designed to give the student a knowledge of the variety and the development of Shakespeare's powers, the following plays are critically studied: *Henry IV* (parts 1 and 2), *As You Like It*, *Othello*, *King Lear*, *Antony and Cleopatra*, and *The Tempest*. For purposes of comparison the student is required to read also *The Two Gentlemen of Verona*, *Richard III.*, and *Romeo and Juliet*.

Mj.

ASSISTANT PROFESSOR TROOP.

10. **The Comedies of Shakespeare.**—The course will consist of studies in *A Midsummer Night's Dream*, *As You Like It*, and *The Winter's Tale*. The following topics will be considered: the nature of Shakespearean comedy, Shakespeare's development as a writer of comedy, dramatic structure, characterization.

M.

ASSISTANT PROFESSOR TOLMAN.

11. **The Tragedies of Shakespeare.**—*Macbeth* and *Hamlet* will be studied. Attention will be given to the characterization, the dramatic structure, and the nature of Shakespearean tragedy.

M.

ASSISTANT PROFESSOR TOLMAN.

12. **English Literature of the Classical Period (1630-1740).**—Rapid reading through the most important literature of the period. Study of illustrative examples of the chief literary species, as prose comedy, heroic tragedy, verse satire, prose satire, fiction, translation, essays, sermons.

Mj.

ASSISTANT PROFESSOR REYNOLDS.

13. **English Literature of the Age of Johnson (1740-1798).**—Rapid reading through the most important literature of the period. Study of illustrative examples of the dominant literary species. Especial stress on this period as one of transition from Classicism to Romanticism.

Mj.

ASSISTANT PROFESSOR REYNOLDS.

14. **English Romantic Poets of the Early Nineteenth Century.**—An advanced undergraduate study of typical selections from Wordsworth, Coleridge, Byron, Shelley, and Keats.

Prerequisite: *Course 7 or its equivalent.*

Mj.

ASSISTANT PROFESSOR REYNOLDS.

15. **English Literature from 1832 to 1892.**—Primarily a reading course, corresponding to English 48 in residence. The aim of the course is (1) to make the student acquainted, by personal contact, with representative works of the greatest authors of the Victorian period; and (2) to give him a general idea of the important literary movements of the period. The principal authors read will be Tennyson, the Brownings, Clough, Arnold, Rossetti, Morris, and Swinburne among the poets; Thackeray, Dickens, Charlotte Brontë, George Eliot, Meredith, and Hardy among the novelists; Carlyle, Macaulay, Newman, Ruskin, Arnold, and Stevenson among the essayists.

Prerequisite: *Course 7 (Univ. 40) or its equivalent.*

Mj.

MR. MARSH.

16. **Studies in the Works of Robert Browning.**

M.

DR. TRIGGS OR MISS RADFORD.

17. **Studies in the Poetry of Tennyson.**

M.

MISS RADFORD.

18. **Studies in the Works of Walt Whitman.** M.
DR. TRIGGS.

19. **English Essayists of the Nineteenth Century.**—An advanced undergraduate study of six essayists, including a preliminary discussion of the appearance in England of the essay, and its development as a literary form. The work is based upon the lives and selected essays of Lamb, De Quincey, Macaulay, Carlyle, Ruskin, and Arnold. The method of study is the biographical and historical, and to a limited extent the philosophical. Emphasis is laid upon the intimate relation of literature with social life. Mj.

ASSISTANT PROFESSOR TROOP.

20. **Studies in Fiction.**—This course is designed as a systematic and comprehensive introduction to the study of prose fiction, discussing the elements: plot, characterization, narrative and description, dialogue, background, etc. The work will be based upon and illustrated from a body of selected masterpieces of English fiction, to be read carefully by the student. Mj.

PROFESSOR MACCLINTOCK.

21. **English Novelists of the Nineteenth Century.**—By a study of selected novels of Jane Austen, Scott, Dickens, Thackeray, George Eliot, and Stevenson, and the lives of these writers, an attempt is made to give the student some insight into the characteristics of the genius of each author, and to interpret his works as the expression or reflection of social life. The course includes a brief preliminary sketch of the development of the novel, and incidentally and as illustrated by the six writers studied, an examination of the elements of prose fiction. Mj.

ASSISTANT PROFESSOR TROOP.

22. **American Literature: The Renaissance of New England.**—This course embraces a study of Emerson, Whittier, Longfellow, Lowell, Holmes, and Hawthorne—the representative writers of that period of intellectual activity in New England which roughly corresponds with the first half of the Victorian era. The various ways in which this activity expressed itself—in oratory, scholarship, unitarianism, transcendentalism, and reform—are incidentally examined in so far as they affected or were affected by these writers. Sufficient attention is given to the general history of American literature to make this period intelligible to the student. Mj.

ASSISTANT PROFESSOR TROOP.

23. **Modern Realistic Fiction.**—This course is designed to present the content and method of a typical group of realistic novels. The following works, or their

equivalents, will be read: George Eliot's *Silas Marner*, Hardy's *Tess of the D'Urbervilles*, Ward's *Marcella*, Howell's *A Modern Instance*, Meredith's *The Egoist*, Tolstoi's *Anna Karénina*, Maarten's *The Greater Glory*, Zola's *La Réve*, Sudermann's *The Wish*, Wilkins *Pembroke*. Mj.

MISS RADFORD.

24. **Types of the Modern Drama.**—A study of ten modern dramas: Tennyson's *Harold*; Browning's *A Blot in the Scutcheon*; Swinburne's *Atalanta in Calydon*; Maeterlinck's *The Blind*; Wagner's *Tannhäuser*; Hauptmann's *Sunken Bell*; Sudermann's *Magda*; Rostand's *Cyrano de Bergerac*; Shaw's *You Never Can Tell*; Ibsen's *Brand*. Mj.

DR. TRIGGS.

25. **The Short Story in English and American Literature.**—In connection with a brief résumé of the history of the short story in England and America, students will read, critically, a number of representative stories by Irving, Poe, Hawthorne, Dickens, Stevenson, Kipling, Hardy, and others, in comparison, so far as may be possible, with the work of recent French masters of the short story—Daudet, De Maupassant, and others. The critical study will be devoted principally to investigation of the methods by which effectiveness is secured. Mj.

MR. MARSH.

GRADUATE.

26. **Beginning Old English.** (Informal) Mj.
ASSOCIATE PROFESSOR BLACKBURN.

27. **A Study of the Beowulf.**—This study is conducted chiefly from the literary point of view. It presupposes a reading knowledge of Old English. (Informal) Mj.

MRS. MACCLINTOCK.

28. **The Beginnings of the English Romantic Movement.**—This course is a study of movements in English literature from 1725–1775. It is open only to graduate students who have taken advanced studies in English literature, either before or since leaving college. It will trace the gradual decay of the older Classical school and the appearance of the new Romantic tendencies of the Eighteenth Century—tendencies which finally produced the work of Burns, Cowper, Wordsworth, Coleridge, Shelley, Keats, Byron, etc. The course will serve as a training in literary investigation by sending students to original sources and expecting from them serious independent study. Mj.

PROFESSOR MACCLINTOCK.

Associate Professor Blackburn offers instruction by informal correspondence to any one desiring advanced work in Old English.

XVII. MATHEMATICS.

ACADEMY.

1. Elementary Algebra.—Wells's *University Algebra*. Mj.

ASSISTANT PROFESSOR HOOVER.

2. Plane Geometry.—Wells's *Plane Geometry* (New Edition). Two consecutive Majors. DMj.

ASSISTANT PROFESSOR HOOVER.

3. Solid Geometry.—Chauvenet's *Solid Geometry*, Byerly's edition. M.

ASSISTANT PROFESSOR HOOVER.

COLLEGE.

4. College Algebra.—Wells's *University Algebra*. Mj.

ASSISTANT PROFESSOR HOOVER.

5. Plane Trigonometry. — Bowser's *Treatise on Plane Trigonometry*. Mj.

ASSISTANT PROFESSOR HOOVER.

6. Special Trigonometry.—Casey's *Plane Trigonometry* or Chauvenet's *Plane and Spherical Trigonometry*. (Informal) M.

ASSISTANT PROFESSOR HOOVER.

7. Theory of Equations.—Todhunter's *Theory of Equations*. (Informal) M.

ASSISTANT PROFESSOR HOOVER.

8. Analytic Geometry.—Bowser's *Elements of Analytical Geometry*. Mj.

ASSISTANT PROFESSOR HOOVER.

9. Calculus.—Osborne's *Differential and Integral Calculus*. Two consecutive Majors. DMj.

ASSISTANT PROFESSOR HOOVER.

10. Advanced Calculus.—Byerly's *Differential and Integral Calculus*. Two consecutive Mjors. (Informal) DMj.

ASSISTANT PROFESSOR HOOVER.

11. Advanced Theory of Equations.—Burnside and Pantan's *Theory of Equations*, third edition. Two consecutive Majors. (Informal) DMj.

ASSISTANT PROFESSOR HOOVER.

GRADUATE.

12. The Pedagogy of Mathematics.—Selected topics relative to the teaching of secondary mathematics will be considered. Lesson sheets will be sent outlining the work and making assignments for reading. The topics taken up and the work assigned will be adapted as far as possible to the desires and to the library facilities of each student. If the student is engaged in teaching secondary mathematics, the course will be brought into as close practical connection with his teaching as is feasible. Digests upon

the matter read and reports upon the work done will be called for and returned with comments. (Informal)

Mj.

ASSISTANT PROFESSOR YOUNG.

13. Advanced Analytic Geometry.—Loney's *Coordinate Geometry*, or C. Smith's *Conic Sections*, or Whitworth's *Modern Analytical Geometry* (Trilinears, etc.), or Salmon's *Conic Sections*. (Informal) DMj.

ASSISTANT PROFESSOR HOOVER.

14. Solid Analytical Geometry.—C. Smith's *Solid Geometry* (Mj.), Frost's *Solid Analytical Geometry* (DMj.), or Salmon's *Geometry of Three Dimensions* (DMj.). (Informal)

ASSISTANT PROFESSOR HOOVER.

15. Analytical Statics.—Todhunter's *Statics* (Mj.), Minchin's *Statics* (DMj.), or Routh's *Statics* (DMj.) (Informal)

ASSISTANT PROFESSOR HOOVER.

16. Differential Equations.—Johnson's *Differential Equations*, or Forsyth's *Differential Equations*. Two consecutive Majors. (Informal) DMj.

ASSISTANT PROFESSOR HOOVER.

17. Dynamics of a Particle.—Tait and Steele's *Dynamics of a Particle*. (Informal) Mj.

ASSISTANT PROFESSOR HOOVER.

18. Analytical Mechanics.—Elementary course. Bowser's *Analytical Mechanics*. (Informal) Mj.

ASSISTANT PROFESSOR HOOVER.

19. Advanced Analytical Mechanics.—Ziwet's *Theoretical Mechanics* or Price's *Analytic Mechanics*. (Vol. III, Infinitesimal Calculus.) Two consecutive Majors. (Informal) DMj.

ASSISTANT PROFESSOR HOOVER.

20. Twisted Curves and Surfaces.—Differential Geometry. (Informal) Mj.

DR. BOYD.

21. Projective Geometry.—Reye's *Geometrie der Lage*. (Informal) Mj.

PROFESSOR MOORE.

22. Modern Analytic Geometry.—Scott, *An Introductory Account of Certain Modern Ideas and Methods in Plane Analytical Geometry*. (Informal) Mj.

PROFESSOR MOORE.

23. Analysis.—Stolz's *Allgemeine Arithmetik*, Picard's *Traité d'analyse*. (Informal) 4 Majors.

PROFESSOR MOORE.

24. Theory of Functions of a Complex Variable.—Burkhardt's *Einführung in die Theorie der Analytischen Functionen einer Complexen Veränderlichen*, or Harkness and Morley's *Introduction to the Theory of Analytic Functions*. (Informal) DMj.

PROFESSOR MOORE.

25. *Elliptic Functions*.—Tannery et Molk's *Éléments de la théorie des fonctions elliptiques*. (Informal)

DMj.

PROFESSOR MOORE.

26. *Algebra*.—Weber's *Lehrbuch der Algebra*. (Informal)

DMj.

PROFESSOR MOORE.

27. *Numbers*.—Bachmann's *Zahlentheorie*. (Informal)

DMj.

PROFESSOR MOORE.

XVIII. ASTRONOMY.

1. *Elementary Astronomy*.—Todd's *New Astronomy*, with copious references to Young's *General Astronomy*. (Informal)

Mj.

ASSISTANT PROFESSOR LAVES OR DR. MOULTON.

2. *Analytical Mechanics*.—Elementary course. Bowser's *Analytical Mechanics*. (Informal)

Mj.

ASSISTANT PROFESSOR LAVES OR DR. MOULTON.

3. *Advanced Analytical Mechanics*.—Ziwet's *Theoretical Mechanics*. (Informal)

Prerequisite: *Courses 10 and 14 in the Department of Mathematics and Course 2 in Astronomy*. (Informal)

Mj.

ASSISTANT PROFESSOR LAVES OR DR. MOULTON.

4. *Celestial Mechanics*.—Selected chapters. F. Tisserand, *Traité de Mécanique Céleste*, I, or O. Dzibek, *Mathematical Theories of Planetary Motions*. (Informal)

Prerequisite: *Course 3 or its equivalent, and a reading knowledge of French*. (Informal)

Mj.

ASSISTANT PROFESSOR LAVES OR DR. MOULTON.

XXI. GEOLOGY.

*1. *Physiography*.—The course embraces the following general subjects: 1) the form of the earth as a whole, and its relation to other members of the solar system, particularly the sun and moon, with the consequent changes in the length of day and night and the seasons; 2) the atmosphere, its constitution, temperature, pressure, and movements, weather changes and climate; 3) the ocean, its constitution, temperature, movements, geologic activities, coast-line phenomena; 4) the land, the geologic processes by which the earth's topography has been chiefly determined, and the varied topographic types which result therefrom, including the study of the origin and development of plains, plateaus, river valleys, mountains, volcanic cones, islands, and seashore features. The effects of man's physical environment upon his distribution, his habits, and his occupations will be continually emphasized. The course covers the ground of course 1a

*Registrations will be accepted after October 1, 1901.

offered resident students and is suited to the needs of those who teach Physical Geography and Physiography in Preparatory Schools.

Mj.

MR. CALHOUN.

XXII. ZOÖLOGY.

1. *Animal Ecology*.—A course of laboratory and field work relating to the habitat, distribution, food, migrations, breeding and brooding instincts, locomotion, response to special stimuli, and special adaptations of certain types of animals.

Mj.

ASSOCIATE PROFESSOR DAVENPORT AND DR. ENTEMANN.

2. *Invertebrate Zoölogy*.—An introduction to the study of invertebrate animals. The work includes laboratory study of the anatomy, physiology, and, as far as possible, of the life-history of typical forms, together with assigned reading. The fundamental principles of comparative morphology are kept in view throughout the course. In addition to the study of the material furnished (about 25 forms), the student will be expected to acquaint himself with some of the typical invertebrates of his own locality, and directions for the collection and determination of such forms will be given. Fee for material and the loan of more difficult preparations, \$2.50 for each Major.

DMj.

DR. CHILD.

3. *Vertebrate Zoölogy*.—The course covers the ground of Course 3 offered resident students. It is intended to supplement the work on Invertebrate Zoölogy. The study of the invertebrates is, however, not a prerequisite. The work will consist of practical exercises in connection with assigned reading. The student will be supplied with the following forms for dissection: Amphioxus, dog fish, bony fish, frog, alligator, pigeon, and rabbit. A fee of \$2.50 is charged for material.

Mj.

MR. TOWER.

XXIV. PHYSIOLOGY.

1. *Elementary Physiology*.—The course corresponds to Course 1, offered resident students at the University. The work will be carried on by means of assigned readings in the standard text-books on Physiology, with a minimum reading in Anatomy and Histology. So far as is possible, directions will be given for such simple experiments as can be performed outside of a laboratory with the facilities which every student has at hand. Reports on the readings and experiments will be called for and returned with corrections, answers to any questions raised, and suggestions as to profitable lines of work.

Unless four apply the course will not be given.

Mj.

ASSISTANT PROFESSOR LYON.

XXVII. BOTANY.

1. **Elementary Plant Physiology.**—This course corresponds to Course 2, given at the University. It aims to give the student a general knowledge of the life-processes of higher plants. The work will consist of experiments illustrating the different topics, together with assigned reading in a standard text-book. It is adequate to meet the needs of high-school teachers. For the experimental work little more apparatus will be needed than that found in the physical and chemical laboratories of the average high school. A list of required articles will be furnished on application. Reports of both reading and experiments will be called for and will be returned with corrections. Mj.

PROFESSOR BARNES AND MR. LIVINGSTONE.

2. **Elementary Plant Ecology.**—This course covers essentially the same ground as Coulter's *Plant Relations*, and does not necessarily require previous botanical training, though some work in plant analysis and in a study of plant structures is highly desirable. The work consists chiefly of the study of plants from the standpoint of function, and also the modifications which are produced by different environments. Mj.

DR. COWLES.

3. **Methods in Plant Histology.**—This course deals with the principles and methods of killing, fixing, imbedding, sectioning, staining, and mounting. The student must have access to a compound microscope magnifying at least 450 diameters, a microtome and some other apparatus and reagents. A fee of \$2.50 is charged for plant material which is not readily collected at all seasons. No one should register without consulting the instructor. Mj.

DR. CHAMBERLAIN.

4. **General Morphology of the Algæ and Fungi.** This course consists of twelve exercises covering the ground of the laboratory work of the twelve weeks, course at the University. The fifty types studied represent all the main groups of Algæ and Fungi. The applicant should have some knowledge of elementary botany, and access to a compound microscope with a magnification of at least 400 times. An additional fee of \$2.50 is charged for material. Mj.

DR. CHAMBERLAIN.

5. **General Morphology of the Bryophytes and Pteridophytes.**—A course similar to the one in Algæ and Fungi and requiring that course (or its equivalent) as a prerequisite. There are needed for this work skillfully stained preparations which necessitate a knowledge of microtechnique. Arrangements have been made whereby a limited number may secure a loan of the necessary preparations for a fee of \$2.50 in

addition to the fee for material. No one should register without consulting the instructor. Fee for material, \$2.50. Mj.

DR. CHAMBERLAIN.

6. **General Morphology of the Gymnosperms and Angiosperms.**—A course similar to the two preceding courses, and requiring both these courses (or their equivalent) as a prerequisite. The most important features of this course are: A study of karyokinesis, the tissue systems, embryology, and a brief survey of Engler's scheme of classification. No one should register without consulting the instructor. Fee for material and loan of the more difficult preparations, \$5.00. Mj.

DR. CHAMBERLAIN.

7. **Laboratory Ecology.**—In this course the various plant tissues are studied in relation to their functions. Especial attention is paid to the variations in structure, so far as they depend on changes in environment. Students who elect this course should have a knowledge of elementary Botany, and should have access to a compound microscope. Material will be furnished for the cost of transportation, so far as the student is unable to obtain it for himself. Mj.

DR. COWLES.

8. **Field Ecology.**—This course is designed primarily for those students who have taken the work in elementary Ecology at the University, and who desire to pursue further investigations along that line at their homes. The work consists very largely of definite and systematic study in the field. A floral area may be studied in its various internal and external relations, or a field problem may be made the object of study. (Informal) Mj.

DR. COWLES.

XXVIII. PATHOLOGY AND BACTERIOLOGY.

1. **Bacteriological Technique.**—The work will cover the following subjects: The manipulation of the microscope; the methods of staining various bacteria; the methods of growing and studying bacteria; the principles of sterilization; the methods of pasteurization as applied to the treatment of milk; the determination of the number of bacteria in water and milk. A fee of \$2.50 is charged for material. Mj.

DR. DAVIES.

2. **Advanced Bacteriology.**—Designed for those interested in the study of bacteriology in its relation to domestic science and medicine. The course will be especially valuable to students of medicine and physicians. A fee of \$5 is charged for material.

Prerequisite: *Course 1 or its equivalent.* Mj.

DR. DAVIES.

XLI. OLD TESTAMENT LITERATURE AND INTERPRETATION.

1. **Outline of Hebrew History.**—A survey study of the history of the Hebrew people as presented in the Old Testament from the period of the Conquest and establishment in Canaan to the Maccabean struggle and the close of Old Testament history. The course will embrace a preliminary sketch of the patriarchal period with a more detailed study of the Conquest, the period of the Judges, the United and Divided Kingdoms, the Exile, the revival of Judah and the beginnings of Judaism. The bearings of prophetic activity upon the history and literature will also receive consideration. Mj.

ASSISTANT PROFESSOR WILLETT.

2. **Old Testament Prophecy.**—The purpose of this course is to aid in securing a better understanding of the rise and development of prophecy in Israel. Some of the more important matters to be considered are: 1) the controlling ideas in the teaching of each of the great prophets, 2) the relation of the prophet and his work to the political and social movements of his day, 3) the attitude of the prophet toward the priest and priestly institutions, 4) the place of prophecy in the preparation for the work of the Christ. A knowledge of Hebrew is not prerequisite. Mj.

PROFESSOR HARPER AND DR. SMITH.

3. **Old Testament Worship.**—A study of the element of worship and of the institutions connected with worship in the Old Testament. Special consideration will be given to such topics as: 1) the priest, 2) place of worship, 3) sacrifice, 4) feasts, 5) tithes, 6) clean and unclean, etc. Attention will be given to the characteristic ideas of the priest as distinguished from those of the prophet, and to the growth of priestly influence in Israel's religious life. A knowledge of Hebrew is not prerequisite. Mj.

PROFESSOR HARPER AND DR. SMITH.

XLII. NEW TESTAMENT LITERATURE AND INTERPRETATION.

1. **The Life of Christ in Connection with the Gospel of Luke.**—A course which should be taken first by those who wish to master thoroughly the New Testament. It is treated inductively, according to a plan which harmonizes with the logical structure of the gospel and leads to the mastery of the plan of the gospel and its development, the critical and other questions that arise, the historical background, and the fundamental teachings. Mj.

DR. HOBEN.

2. **The Gospel of John.**—A course developed on an inductive plan especially suited to the peculiar struc-

ture of the book. The work of the course includes: a study of the origin and character of the gospel; comparison with the other gospels; the life of Christ herein portrayed; the discourses of Jesus; application to present life and character. M.

DR. HOBEN.

3. **The Acts.**—The chief topics for investigation will be 1) The *Organization* of the church, its source, development, officers, members, method of government, rites, services, etc. 2) The *Environment* of the church, its relation to the ecclesiastical and civil powers, and to the common people. 3) The *Development* of the church as it adapted itself to the new conditions of time, locality, and nationality, as well as to the circumstances of its own growth. 4) The *Belief and Teaching* of the church, concerning the way of salvation, the resurrection, the person of Christ, the relation of Christianity to Judaism, the relation of Christianity to Paganism, etc. 5) The *Practice* of the church, concerning the daily lives of the Christians with reference to their duties toward God, toward the world, toward each other, and of each toward himself. 6) God's *Providence* sustaining and directing the church. 7) The *Records* which have preserved to us a history of this primitive period of Christian church history. M.

DR. HOBEN.

XLV. CHURCH HISTORY.

1. **The Protestant Reformation.**—Extent and state of Christendom at the opening of the Sixteenth Century. New forces that sweep away the old order of things. Zwingli, Luther, Calvin, as expressions of the spirit of the new era. Estimate of the movement in its relations to the general historic process. Mj.

SSOCIATE PROFESSOR MONCRIEF.

LIBRARY SCIENCE.

1. **Technical Methods of Library Science.**—This course is designed as an elementary training in practical library work for those who are unable to attend a library school. It deals with cataloguing, classification, accessioning, shelf-listing, book-binding, gift work, periodicals, loan systems. It is felt that no library training can be complete without personal familiarity with the "tools" of the profession and modern methods of work. Hence it is hoped that students taking this course will find it possible later on to supplement the work thus begun, by resident study at the University. As preparation, students should have at least two years of college education or its equivalent. Practical experience in library work will count much in the applicant's favor. The course consists of twenty-four lessons. Mj.

MISS ROBERTSON.

THE ENGLISH THEOLOGICAL SEMINARY.

I. GENERAL INFORMATION.

1. **The English Theological Seminary** of the University of Chicago is intended to meet the needs of students who have not had the advantages of a college education, but its courses are open to all who are prepared to pursue them successfully. Hitherto the plan of work in this Seminary has been much like that of other similar institutions. In the hope, however, of reaching a much larger number of students, the plan has been modified, so that, *while twenty-four Major courses are still required for the certificate*, a student who attends the University during four summer quarters (completing while in residence three Majors each quarter), and who supplements this work by correspondence-study during the remainder of the time (completing three Majors each nine months), may obtain the certificate granted by the Seminary.

2. **Admission.**—The English Theological Seminary is open to students of all denominations of Christians. In order to enter it, the applicant must present a

ministerial license, or a certificate of ordination, or a statement from the church of which he is a member, approving of his purpose of devoting himself to the Christian ministry or other Christian service. He must also furnish the University when requested with information concerning his church relations, etc.

3. **Regulations.**—The correspondence courses of the English Theological Seminary are subject to the same general regulations (except the amount of the fee required), as govern the regular courses of the Correspondence-study Department.

4. **Expenses.**—For students in the English Theological Seminary the entire fee for *each* course announced below is \$3. The reinstatement fee for each of these courses is \$2. English Theological Seminary students who wish to take any of the courses outside of those offered in the English Theological Seminary will be required to pay the regular University matriculation fee together with the appropriate course fee.

II. COURSES OF INSTRUCTION.

NOTE.—No credit toward any degree is allowed on these courses. They count only toward the English Theological Seminary Certificate.

1B. English. Rhetoric and English Composition.

Mj.

MR. H. J. SMITH.

2B. History.—Outlines of Greek and Roman History.

Mj.

ASSOCIATE PROFESSOR MONCRIEF.

3B. **Homiletics.**—The theory of the sermon; the text; the introduction; the proposition; the divisions; the development; the conclusion; the kinds of sermons; illustration; argument; style; the various methods of delivery; the conduct of public worship.

Mj.

PROFESSORS ANDERSON AND JOHNSON.

4B. **Elementary Sociology.**—Consideration of important social problems in relation to the organization and movements of this age.

Mj.

PROFESSOR HENDERSON.

5B. **The Family.**—Historical development; social ethics of domestic institutions; pathology; contemporary reform and amelioration.

Mj.

PROFESSOR HENDERSON.

6B. **Church History Prior to Constantine (A. D. 30-311).**—Religious, intellectual, and political preparation for Christ's advent; Judaism and paganism; culture and corruption of the Augustan age; the establishment of Christianity in the Roman Empire; persecution and martyrdom; written attacks; apologies; the

New Testament idea of the Church constitution and discipline; life and worship; heresies and sects; development of doctrines.

Mj.

PROFESSOR HULBERT.

7B. **Church History—The Protestant Reformation.** Extent and state of Christendom at the opening of the Sixteenth Century. New forces that sweep away the old order of things. Zwingli, Luther, Calvin, as expressions of the spirit of the new era. Estimate of the movement in its relations to the general historic process.

Mj.

ASSOCIATE PROFESSOR MONCRIEF.

8B. **Apologetics.**—The nature, problem, scope, and method of Apologetics viewed as a science; a statement and vindication of the Christian theory of the universe, its postulates and its rationality, against such views as Pantheism, Deism, Materialism, Agnosticism, Pessimism, Optimism; the universality and finality of the Christian religion.

Mj.

PROFESSOR FOSTER.

9B. **New Testament Times in Palestine.**—An account of the rise and fall of the Jewish state from 175 B. C. to 70 A. D., with special attention to the history of the Pharisees and Sadducees, the Jewish social and religious life. The aim of the course is to furnish an historical background for the life of Christ.

Mj.

PROFESSOR MATHEWS.

CORRESPONDENCE INSTRUCTION

For those who cannot attend its regular sessions, the University of Chicago offers instruction by correspondence in the following subjects:

Psychology	Hebrew	French	Geology
Philosophy	Arabic	Italian	Botany
Pedagogy	Assyrian	Spanish	Old Testament Literature and Interpretation
Political Economy	Egyptian	German	New Testament Literature and Interpretation
Political Science	Biblical and	English Grammar	Systematic Theology
History	Patristic Greek	Rhetoric and	Church History
Sociology	Sanskrit	Composition	Homiletics
Anthropology	Indo-European Philology	English Literature	Library Economy
Sanitary Science	Greek	Mathematics	
Comparative Religion	Latin	Astronomy	

Each correspondence course aims to cover the same ground as the resident course on the same subject. All correspondence instructors are regularly appointed members of the University faculty.

During the past year more than 750 different students have registered for from one to four courses each. The Department offers *elementary* courses in many subjects, in addition to the college and university courses.

A University Extension Certificate is granted for every course successfully completed.

The University accepts correspondence work as qualifying in part for the degree.

A student may begin a correspondence course at *any time*, and is allowed *one year* in which to complete the same.

TESTIMONIALS

PEDAGOGY

This work demands thoroughness and accuracy. No student can finish a course without gaining much in actual knowledge and in the *power of independent thinking*. It is worth twice the expense involved therein, and is the *most economical* way of getting a university education.

G. HOLMAN GARDINER,
Head Master "The Donald Frazer," Decatur, Ga.

PHILOSOPHY

I have been engaged in the correspondence work for more than a year, and am greatly pleased with the work of the department. It has far surpassed my expectations in *thoroughness*.

E. J. MURPHY,
"Carlisle Fitting School," Bamberg, S. C.

HISTORY

It may be a pleasure to you to know that my work becomes more and more satisfactory to myself; in some respects it is more so than that done at the university. Your *directions and suggestions are so definite* that they are easy to follow, if one only has the patience to do the work.

MARTHA L. EDWARDS,
St. Louis, Mo.

BOTANY

It is due that we tell you how carefully and systematically our work has been prepared. *If we were on the University grounds the instructor could do but little more for us*. Every detail has been thought out and helpful suggestions made. We are agreed that this is *ideal* correspondence work, as far as teacher and method are concerned.

SARAH WEBB MAURY, Louisville, Ky.

LATIN and GREEK

I have now completed six major courses by correspondence, and have found them all most helpful and stimulating. I have been able to *fit myself for university work without leaving my school duties*.

HENRIETTA BECKER,
High School, Seattle, Wash.

FRENCH

The work I have done has been very valuable to me. I deem it a cause for congratulation that the *very strongest men* in the University are willing to direct non-resident study.

IZORA SCOTT, High School, Pueblo, Col.

GERMAN

The work has been a source of *rigid mental training* and of great benefit. Not only have I a better knowledge of the language, but I have gained *ideas of method* which make me a more painstaking and exact teacher than I have been heretofore.

M. E. WEHMHOF, High Sch., Louisville, Ky.

ENGLISH

It seems to me to be *eminently suited to the needs of professional teachers* who are unable to take a resident course. The method of instruction is thoroughly efficient and the criticisms helpful and inspiring.

E. HELEN HANNAH,
N. Y. State Normal College, Albany, N. Y.

MATHEMATICS

The course in Calculus is a delightful one. The necessity of reporting one's work in writing requires an *exactness* on the part of the student not always called out in oral recitation.

W. A. CRUSINBERRY,
Instructor, Drake University, Des Moines, Ia.

For full particulars, address—

THE UNIVERSITY OF CHICAGO,

Correspondence-Study Department (Div. R), CHICAGO, ILL.

The Extension Division

THE LECTURE-STUDY DEPT.
WALTER A. PAYNE, Secretary

THE CORRESPONDENCE-STUDY DEPT.
HERVEY F. MALLORY, Secretary

The University of Chicago

FOUNDED BY JOHN D. ROCKEFELLER

CHICAGO, ILLINIOS,

May 8, 1905.

My dear President Harper:

I submit the following as a first form
of the proposed statute for the Correspondence-study Department.
It contains practically nothing of the dream element.

Courses of instruction are given by correspondence in the subjects taught in the different Schools of the University, and in other subjects having educational value. They are made as nearly as possible equivalent to corresponding residence courses and command the same credit. Special courses not carrying credit are also offered. Instruction is given by members of the University Faculties as far as practicable. If one outside the University is appointed to give instruction he is first approved by the Head of the Department in which his courses fall. He ranks with resident instructors of the same grade but to his title is prefixed the term "Non-resident". The instructors are paid from the fees received for their courses, or a salary. Correspondence courses covering college entrance requirements are accepted for admission to the University, those of a college grade as meeting the requirement for a Bachelor's degree to the maximum amount of 18 Majors.

Very truly yours,

H. F. Mallory
Secretary.

N.B.

Should the statute make mention of

The organization of the instructors into a Faculty or Faculties;

The term of appointment of extra-University instructors;

Instructors' vacations;

Conditions under which extra-mural examinations are conducted;

The conditions under which books may be borrowed from the University library.

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Very truly yours,

Secretary.

R. E.

Should the statute make mention of

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The term of appointment of extra-university instructors?

Instructors' vacations?

Conditions under which extra-university examinations are conducted?

The conditions under which books may be borrowed from the University library?

Feb. 1st, 1901 .

Correspondence Courses

My dear Mr. Locke:

I think I appreciate the fact that you are carrying a heavy load; at the same time, I am very anxious to have you keep the courses in correspondence which have been announced, especially in view of the fact that some distinguished gentlemen are enrolling this year for the courses. I am wondering whether with the fees of the courses you could not employ a secretary who could be of service and relieve you.

Very truly yours,

W. R. Harper

Mr. George E. Locke.

Copy to the Courthouse

Feb. 1st, 1901.

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Very truly yours,

W. R. Harper

Mr. George B. Locke.

December 10, 1902.

My dear Mrs. MacClintock:-

Your letter of December 10th has been received. I think I appreciate the spirit in which you write your letter, and I assure you that if I have erred in this matter it has been through inadvertence, and not because of indifference.

I think I understand you better after having read your letter of December 10th, and I take great pleasure in proposing that you have an interview in which the whole matter is discussed. As a matter of fact I supposed that you preferred that the matters be arranged between Mr. MacClintock and myself rather than with yourself, but I see how you look at it, and I shall be greatly pleased to talk it all over.

Mrs. Harper has been telling me some very interesting and nice things about your class this very afternoon at the Club.

Yours very truly,

December 10, 1902.

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Yours very truly,

Chicago, Dec. 10, 1902.

HP

My dear President Harper,

First of all, let me beg you to believe that in writing to you about my little affair I am not writing in any bad temper, nor with a view to asserting my own importance nor in any spirit of unfair protest against your policy. Why it is that I am prematurely "segregated", that I am at the Office reckoned a person without professional or business identity, I have never inquired, nor do I now inquire. If that is your way of handling my affairs - it is your way - even if it be a trifle humiliating to the person whose affairs are thus handled.

But I really do feel called upon to protest against a certain implication that lies in your conducting all transactions concerning me and my work through my husband. This implication is that he is "running" me - that he is one of those people who have planted in the University relatives, preferably wives - that my work has been a "family" affair, perhaps a mere scheme to divert into the family bank account whatever might be going. This view or anything looking like it I resent for my

University of Chicago
Department of English

Chicago, Dec. 10, 1902.

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inquired, nor do I now inquire. It is in your way of
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little humiliating to the person whose affairs are thus
handled. But I really do feel called upon to protest
against a certain implication that lies in your connecting
all transactions concerning me and my work through my
husband. This implication is that he is "running" me -
that he is one of those people who have played in the
University's affairs, preferably wives - that my work
has been a "family" affair, perhaps a mere scheme to di-
vert into the family bank account whatever might be going.
This view or anything looking like it I resent for my

husband's sake. My work for the University has been for ten years my professional career. I have regarded it with pride and done it in a spirit of professional integrity.

May I, in all courtesy, recall that I did not seek it? I have your letter written to me within six weeks of the opening of the University, asking me to take correspondence work. This letter I have been keeping to pass on to my daughters as an heirloom. I regard it as a personal token of a man they will grow up to respect (you must allow me this), as a testimony to their mother's professional standing, and as a witness of the free and noble spirit in which things were conducted in our University in its early days. Though I left a delightful and reputable college position when my husband came to Chicago, it never occurred to me to seek work in the University. I would say further that none of the work that I have done in any branch of the institution has been solicited by me, nor by my husband for me. We have been more than sensitive about that. I would add that at least for five years Mr. MacClintock has been constantly urging me to give up this correspondence work.

You must permit me, my dear President, to say that as a professional person I stand upon my own feet. I am not

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You must permit me, my dear President, to say that
as a professional person I stand upon my own feet. I am not

even "a wife of a member of the faculty" when I am a teacher. I cannot consent to have such an interpretation put upon my relation to the University. It is utterly unjust and humiliating to me and it is most embarrassing to my husband. His very nearness to me makes it impossible for him to ~~incarnate~~^{represent} me.

This is my final protest. Believe me, I should not make it now were it not that I am severing my professional connection with the University - a matter which of however little importance in the chaos of "big" things, is of some moment to me, since it must be a bit of a tragedy to anyone who lays down a job to which he has given ten of the best years of his life, in which he has seen himself succeeding where successes are rare.

And now for the first time in the history of my work, I am willing that my husband should stand for me. Since I am dropping it, he cannot be compromised. I will abide by whatever agreement he may make in arranging the details. Of course he will answer your inquiry as to the care of those students whose fees have been paid to me. He does not know that I am writing this. I shall show him a copy of it when the negotiations are over. I appeal to your dramatic sympathy to understand, that however this may seem a tempest in a teapot to you, it shows rather large on my horizon.

Permit me to remain

Yours very cordially,

Porter Luther MacChintock

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John Luther Moulton