Wellesley College

Founded by Henry F. Durant and Pauline A. Durant.

Incorporated by the Legislature of the Commonwealth of Massachusetts, 1870.

Opened to Students, 1875. First Degrees conferred, 1879.
Organisation and Administration.

Board of Trustees.

Nathaniel G. Clark, D.D., LL.D., President.
William Claflin, LL.D., Vice President.
Pauline A. Durant, Secretary and Treasurer.

Alvah Hovey, D.D., LL.D.
William H. Willcox, D.D., LL.D.
Dwight L. Moody.
William S. Converse.
Mary E. Claflin.
Rufus S. Frost.
Amos W. Stetson.
Martha W. Wilkinson.
Hannah S. Goodwin.

William S. Houghton.
Alexander McKenzie, D.D.
Rustace C. Ritz.
Lilian Horsford.
Alice Freeman Palmer, Ph.D., L.H.D.
Horace B. Souder, M.A.
Marion Pelton Guild, B.A.
*Phillips Brooks, D.D.
Edwin Hale Abbott, M.A.
Helen A. Shafer, M.A.

Board of Visitors.

*Eben N. Horsford, President.

William T. Harris, LL.D.
Caroline Hazard.
George B. Palmer, M.A.
George W. Shinn, D.D.
William H. Tucker, D.D.
Lyman Abbott, D.D.
Borden P. Home, LL.D.
Edward G. Porter, D.D.
Francis A. Walker, Ph.D., LL.D.

Edward Abbott, D.D.
Martin Grismer, B.A.
Minnie C. Woods.
George E. Merrill, M.A.
William Lawrence, D.D.
Louis E. Schwart.
Jessie B. Thomas, D.D.
Henry P. Walcott, M.D.
Sarah E. Whitman.

President of the College, Helen A. Shafer, M.A.

Corps of Instruction, Seventy-seven Members.
(For names see statement of several departments.)

Officers of Administration, Fourteen in Number.

* Died, January, 1895.
College Preachers, 1892-1895

Dr. W. A. Ryder.
Dr. Judson Smith.
Prof. E. P. Bowse.
Dr. E. E. Webb.
Prof. J. W. Churchill.
Rev. P. W. Sprague.
Rev. L. C. Barnes.
Bishop H. W. Warren.
President E. W. DeWitt Hyde.
Bishop W. H. Hare.
Dr. C. B. Robinson.
Dr. A. E. Dunning.
Rev. Wm. H. Cole.
Prof. George Harris.
Dr. J. R. Miller.
Dean W. E. Huntington.
Rev. Archibald McCulloch.
Rev. S. E. Fuller.
Prof. J. B. Thomas.
Dr. Lyman Abbott.
Bishop Phillips Brooks.

Dr. Alexander McKenzie.
Dr. Arthur Little.
President E. L. Whitman.
Rev. Charles A. Dickinson.
Prof. O. A. Curtis.
Bishop W. W. Miles.
Dr. Cyrus Hamlin.
Dr. A. H. Saint.
Bishop Ethelbert Talbot.
Rev. Frederick Faller.
Dr. J. Humpstone.
Dr. W. H. Thomas.
President E. B. Andrews.
Prof. H. A. Frink.
Rev. H. P. Dewing.
Dr. George W. Shinn.
Prof. G. B. Wilcox.
Dr. William H. McMillan.
Dr. William H. Wilcox.
Dr. A. McKenzie.
Dr. Chas. Cuthbert Hall.

Lecturers and Readers, 1892-1895

Mr. Hamilton Mahie.
Mr. George Riddle.
Mr. A. P. Burbank.
Dr. Lyman Dickerson.
Judge George W. Dewey.
Mr. George W. Cable.

Mr. Percival Chubb.
Rev. A. Hudson Shaw.
Mr. Horace Schuler.
Prof. Bliss Perry.
Indian Commissioner Morgan.
Jacob A. Riis.
Prof. Henry Drummond.
Comparative Statistics.

Faculty of Liberal Arts:

<table>
<thead>
<tr>
<th></th>
<th>1878-79</th>
<th>1892-93</th>
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<tbody>
<tr>
<td>Professors</td>
<td>10</td>
<td>25</td>
</tr>
<tr>
<td>Instructors</td>
<td>11</td>
<td>41</td>
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Faculties of Schools of Music and Art:

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<tr>
<th></th>
<th>1878-79</th>
<th>1892-93</th>
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</thead>
<tbody>
<tr>
<td>Directors</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Instructors</td>
<td>2</td>
<td>10</td>
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</table>

Other Officers:

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<tr>
<th></th>
<th>1878-79</th>
<th>1892-93</th>
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</thead>
<tbody>
<tr>
<td>Resident Physicians</td>
<td>1</td>
<td>2</td>
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<tr>
<td>Instructors in Physical Culture</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Officers of Administration</td>
<td>3</td>
<td>14</td>
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Courses of Instruction:

<table>
<thead>
<tr>
<th></th>
<th>1878-79</th>
<th>1892-93</th>
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<tbody>
<tr>
<td>Liberal Arts</td>
<td>58</td>
<td>138</td>
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</table>

Aggregate Statistics, 1875-1893.

<table>
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<tr>
<th></th>
<th>1878-79</th>
<th>1892-93</th>
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</thead>
<tbody>
<tr>
<td>Number of Baccalaureate Degrees conferred</td>
<td>341</td>
<td>731</td>
</tr>
<tr>
<td>Number of Master's Degrees conferred</td>
<td>28</td>
<td>35</td>
</tr>
<tr>
<td>Number of Students received</td>
<td>450</td>
<td>900</td>
</tr>
</tbody>
</table>

College Property.

Gifts of the Founders:

The College Farm, of 450 acres.
College Hall, with Equipment: Chapel, Library, Reading Room, Lecture Halls, Recitation Rooms, Laboratories for the Departments of Chemistry, Physics, Zoology, and Physiology, Offices, Reception Rooms, and Suites for 212 persons.
Music Hall.
Freeman Cottage, with rooms for 51 persons.
Haban Cottage, with rooms for 10 persons.

Gifts of Other Benefactors:

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
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</thead>
<tbody>
<tr>
<td>Stone Hall and Equipment, with rooms for 107 persons</td>
<td>$46,550</td>
</tr>
<tr>
<td>Simpson Cottage, with rooms for 25 persons</td>
<td>8,000</td>
</tr>
<tr>
<td>Horumbega Cottage, with rooms for 40 persons</td>
<td>10,000</td>
</tr>
<tr>
<td>Wood Cottage, with rooms for 48 persons</td>
<td>6,000</td>
</tr>
<tr>
<td>The Farnsworth Art Building</td>
<td>10,000</td>
</tr>
<tr>
<td>The Stetson Collection of Modern Paintings</td>
<td>5,000</td>
</tr>
<tr>
<td>The Library Endowment, Fund for Scientific Apparatus, Fund for Sabbatical Years, for the President, Librarian, and thirteen Professors, The Gertrude Library for Biblical Study</td>
<td>40,000</td>
</tr>
</tbody>
</table>

Needs of the College.

(Condensed Statement, from the lately published Appeal from the Alumnae of Wellesley College.)

In ten years the number of students at Wellesley has doubled, and its accommodations have been taxed to the utmost. The Chapel is entirely inadequate; the Gymnasium is so small that only about one-third of the seven hundred girls can have regular gymnastic drill; and most of the departments, especially those of science, are in need of more room and better equipment. Many applicants are turned away every year for lack of room. There are no funds for building new cottages to accommodate those who ask earnestly for admission and who come well prepared. But, before any of these calls, imperative as they are, the Alumnae rank the demand for an endowment fund, which would establish the college upon a firm financial basis. They therefore present the following specific needs:

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
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<tbody>
<tr>
<td>Liberal Endowment Fund, of not less than</td>
<td>$600,000</td>
</tr>
<tr>
<td>The Endowment of the Presidency</td>
<td>80,000</td>
</tr>
<tr>
<td>The Endowment of Professorships, each</td>
<td>40,000</td>
</tr>
<tr>
<td>Chapel, with Endowment</td>
<td>100,000</td>
</tr>
<tr>
<td>Science Building</td>
<td>100,000</td>
</tr>
<tr>
<td>Observatory, with Equipment</td>
<td>20,000</td>
</tr>
<tr>
<td>Gymnasium</td>
<td>50,000</td>
</tr>
<tr>
<td>Cottage</td>
<td>35,000</td>
</tr>
<tr>
<td>Cottage, with Endowment, (for students who are unable to pay the full tuition, but are ready to assist themselves by aiding in the work of the house,)</td>
<td>50,000</td>
</tr>
<tr>
<td>Fellowships, (Board and Tuition, $250.00)</td>
<td>7,000</td>
</tr>
<tr>
<td>Scholarships</td>
<td>7,000</td>
</tr>
</tbody>
</table>
Admission of Students.

Requirements for Admission to the Freshman Class: (For details see Calendar.)

Candidates must pass satisfactory Examinations in the following subjects:

I. English Language, Literature, and Rhetoric.
II. Geography. Physical, Modern, and Ancient.
III. History. United States, Greece, and Rome.
VI. Greek. Grammar, Prose Composition, Xenophon, Homer, and eight translation; or French, or German. Grammar, Composition, Conversation, and preparation upon certain prescribed books, or their equivalents.

Two languages are required at present—Latin and one other; after 1895-96, a reading knowledge in a third will be required.

Requirements for Admission to Advanced Standing:

Candidates for advanced standing must be prepared to be examined in the required studies previously pursued by the class which they wish to join, and in a sufficient number of electives to give full standing with that class. Students from other colleges may present certificates for the consideration of the Faculty, in connection with the examinations.

Times and Places of Examinations:

Examinations are given in June and September at the College. In June, entrance examinations may be appointed in any city where two or more candidates desire it.

Admission on Certificate:

Students from accredited schools may be admitted on certificate, in accordance with regulations adopted by the Board of Examiners.

Admission of Special Students:

Opportunities are offered to students who are not candidates for a degree, but who are fitted for college work and wish to avail themselves of college libraries and laboratories. Every special student is expected to choose a primary subject, to which she will devote the greater part of her time, and in which she should elect two or more courses. She may pursue one or more allied subjects as secondary electives.

Any student who creditably completes a prescribed group of courses in two or more departments will be granted a certificate.
The Faculty Parlor

Stairway near Library

Library
Curriculum.

Fifty-nine hours of work constitute the general college course of four years, leading to the degree of B. A. The work is so proportioned that a little more than one-third of the amount necessary for a degree consists of required studies; the rest of the work is elective, subject to the following conditions:—Each student must show before graduation that six courses have been taken, as follows: either (a) three courses in each of two subjects, or (b) three or four courses in one subject, with three or two courses in one or two tributary subjects. The subjects absolutely required, are: mathematics, English composition, philosophy, Bible study, and physiology and hygiene; every student must take also one language and two sciences. The work is so distributed that the student has fourteen hours per week during one year, and fifteen hours during each of three years.

Library.

Librarians:

Librarian: Harriet Hanes.

Reference Librarian: Lydia Boicer Godfrey, Ph. B.

Assistant Reference Librarian: Carrie Frances Pierce, B. A.

Methods:

The Library is classified by the Dewey system, and has a card catalogue. Library talks and personal instruction are given upon the use of the library. The students have unrestricted access to the shelves. The Library is open on week days from 7.30 A.M. to 9.30 P.M. The Faculty may draw books from the Library at any time; students may, with the endorsement of a teacher, draw them at any time for topical studies, and without conditions, from Saturday to Monday.

Number of Volumes, not including pamphlets, 42,848.

Most of the books in the Scientific, Art, and Biblical Libraries, are placed for convenience in the laboratories or separate reading rooms of the departments to which they belong, and constitute the special libraries mentioned below. The Stone Hall and Cottage Libraries of literary, historical, and religious works, are being accumulated through private generosity. The Loan Library furnishes at slight cost the more important text and reference books to students of limited means.

Botany, 1430 " Library for Biblical Study, 3747 "
Physics and Astronomy, 9850 " Library of vocabularies, dictionaries, and Bibles of languages that have no literatures, including the Powell collection of works on the North American Indian languages, 1484 "
Zoology and Physiology, 1444 "
Chemistry, Mineralogy and Geology, 1031 "
History and Economics, more than 5000 "
English Literature, more than 4000 "
German and German Philology, 4515 "
Romance Languages, 1204 "

Periodicals:

American, English, French and German, 175 Daily and Weekly Journals, 237
Book Rarities: A few of the more notable ones are the following:

Latin Bible, Basle, 1544. (Owned by Melanchthon, with his autograph and marginal notes.)
Latin commonplace, Melanchthon, 1548. (Owned by the author, with notes, and autographs of his friends.)
Enchiridion piaus praconum, Luther, 1548. (Owned by Melanchthon, with notes.)
Livy, Shoefler, Wentz, 1558. (Owned by Melanchthon, with notes.)
Latin Bible, Basle, 1479. The first edition, which has, instead of a colophon, the words: "Fontibus ex Graecis."
German Bible, Wittenberg, 1545. Illustrated by Lucas Cranach. The last edition revised by Luther.
The Walton Polyglot Bible. 9 volumes.
Elegantly illuminated manuscript Gradual, of 15th Century, on vellum.

Department of Greek.

Corps of Instruction:

Professors: Angie Clara Chapin, B. A.
Julia Josephine Irving, M. A.
Associate-Professor: Annie Sybil Montague, M. A.
Instructor: Katharina May Edwards, B. A.

Courses of Instruction:

I. Lyricus: (selected odes of); Plato: Apology and Crato; English into Greek; exercises based on prose read; Homer: selections from the Odyssey.
II. Attic Orators: selections chiefly from Isocrates and Demosthenes; lectures; prose composition; Aeschylus: Seven against Thebes.
III. Historians: selections chiefly from Herodotus and Thucydides; Aeschylus: Persians.
IV. Ode: Genesis of Greek Tragedy; reading and criticism of selected tragedies of Aeschylus, Sophocles, and Euripides.
V. History of Greek Poetry: lectures and reading; minor poets of Homer; Hesiod; elegiac poets; lyric fragments; Pindar; Theocritus; later poetry; modern folk-songs.
VI. Private Life of the Greeks: lectures and readings; selected comedies from Aristophanes.
VII. Greek Syntactical Seminary: study of the historical development of syntactical usage.
VIII. Homer: readings and lectures.
IX. Methods of teaching and reading Greek.
V. Plato: selections from the Republic, chosen to elucidate some special subject as treated by Plato.

See note at head of next page.
This college is a contributor to the support of the American School of Classical Studies at Athens. The school affords facilities for archaeological and classical investigation and study in Greece, and graduates of this college are entitled to all its advantages without expense for tuition.

Department of Latin.

Corps of Instruction:

Professor: Frances Allen Lord.
Instructors: Addie Belle Hasea, B. A.
            Arline Margaret Young, W. A.

Courses of Instruction:

I. Cicero: selected letters; prose composition based on Cicero; Tacitus: Germania and Agricola; History of the Roman Empire during the first century, A. D.; Horace: Odes.

II. Lyric Poetry: Odes and Epodes of Horace. (Half course.)

III. Epistles: Cicero, Pliny, Horace. (Half course.)

IV. Drama: Plautus, Terence, Seneca. (Half course.)

V. Satire: Horace, Persius, Juvenal. (Half course.)

VI. Historians: Sallust, Livy, Tacitus, with collateral readings from Cicero and Pliny.

VII. Philosophical Writings: Lucretius, Cicero, Seneca.

VIII. Rhetorical Writings: Cicero, Quintilian. (Half course.)

IX. Lyric, Idyllic, and Elegiac Poetry.

Department of German Language and Literature.

Corps of Instruction:

Professor: Carla Wenzekbach.
Instructors: Margarethe Müller.
            Elsbeth Müller.
            Louise Habermeyer.
Courses of Instruction:

I. Scientific German. Translation of German into English.
II. Grammar and Composition.
III. Schiller. (Elementary course.)
IV. Translation and Conversation. (Intermediate course.)
V. Grammar and Composition. (Advanced course.)
VI. Goethe’s Life and Works.
VII. Germanic Mythology and Nibelungen saga.
VIII. German Prose: historical and other novels.
IX. Theory of the Drama, illustrated by Schiller’s dramas.
X. Translation from German into English. (Advanced course.)
XI. History of German Literature to 1100; History of the German Language.
XII. History of German Literature from 1100 to 1834.
XIII. Nineteenth Century Authors.
XIV. Lessing as Dramatist and Critic.
XV. Schiller’s Philosophical and Aesthetic Writings.
XVI. Goethe’s Faust, Parts I and II. The Faust Legend, the Göschhausen “Orfœust” and the fragment of 1730.
XVII. Deutsches Seminar: critical study of selected topics.

All the above courses, with the exception of I, XVI, and XVII, are one-third courses.

Methods:

From the beginning, the acquisition of the living language is insisted upon, and furthered through continual practice in speaking and a thorough drill in grammar, reading, and translation. In the advanced courses special attention is paid to the study of literature. Some courses treat of the historical development of the language, literature, and civilization, while others emphasize the critical study of the masterpieces. A seminar course giving opportunity for original research in some special literary topic is offered. Lectures are given, discussions held, and themes written in the German language.

Gothic, Old High German, Middle High German.

Professor: Elizabeth H. Denio.

Courses of Instruction:

I. Braune’s Gothic Grammar translated into English by G. H. Balf; selections from Ulfilas’
translation of the Bible; Wright's Old High German Primer; Muspilli, Ludwigelied, and selections from Tatian and Otfrid; Wright's Middle High German Primer; Selections from Bertold von Regensburg, Hartmann von Aue, Walther von der Vogelweide, and the Nibelungenlied. (This course is conducted in English.)

II. Bräune's Gotische Grammatik; Ulfljan's Eibelübersetzung; Bräune's Althochdeutsche Grammatik; Bräune's Althochdeutsches Lesebuch; Paul's Mittelhochdeutsche Grammatik; Das Nibelungenlied; selections from the epic poetry of the twelfth and thirteenth centuries; Walther von der Vogelweide; lectures on the following subjects: The Minnesänger and Meistersänger; Rise of the drama; Prose literature of the fourteenth and fifteenth centuries; Volkslieder; Luther; Development and growth of New High German. (This course is conducted in German.)

Equipment:

Library of 8618 volumes, of German and Germanic Philology.

Department of French.

Corps of Instruction:

Instructors: Adeline Pellissier, B. S.
           Amélie Tourrier.
           Valentine Tournier.

Courses of Instruction:

I. Moutonier's L'Étude du Français; La deuxième Année de Grammaire, by Larive et Fleury; six fables of La Fontaine committed to memory, and made the subject of conversation. Miss Allcot's Contes et Nouvelles; Le Voyage de M. Perrichon, by Labiche; Rouli-ler's First Book of French Composition. A double elective in French (six hours a week) is offered to those who wish to do in one year the work of Courses I and II.

II. La deuxième Année de Grammaire, by Larive et Fleury. Reading: L'Abbé Constantin, by Ludovic Halévy; Le Bourgeois Gentilhomme, by Molière; Les Fables de la Fontaine; Grandgent's Materials for French Composition, based on Le Siège de Berain, and L'Abbé Constantin.

III. Grammaire complète, by Larousse; Les Nouvelles genevoises, by Töpffer; Les Femmes savantes, by Molière; Athalie, by Racine. Composition: Kanzall's exercises based on La Belle-Servante; lectures on the history of the French language.
IV. Fleury's *Histoire de la Littérature Française*. Lectures on the literature of the seventeenth century. Composition: resumés from the lectures; selections retranslated from English into French; exercises based on La Bataille, by About. Reading and criticism of Le Cid and Horace, by Corneille; Andromaque, by Racine; Le Misanthrope and L'Avarre, by Molière; Mme. de Scudéry's Louis XIV et ses Contemporains (French Memoirs); and selections from other authors of the same period.

V. *La Littérature Française au XVIIIe Siècle*, by Paul Albert; one of Macaulay’s Essays translated from English into French; reading of classics; essays and criticism; *Histoire de la Révolution Française*, by A. Rambaud; lectures by the instructor and the students.


Methods:

French the language of the classroom; exclusive use of French text-books; texts read made the subject of conversation; special drill in idioms; exercises in dictation. Exercises in composition and translation based on French texts, so that the student may work with a French model before her. Lectures in French.

Department of Italian and Spanish.

Instructor: Margaret H. Jackson.

Courses of Instruction in Italian:

I. Sauer’s Italian Grammar with written and oral exercises; conversation, dictation, and translation at sight from De Amicis’ *Cuore*.

II. Italian Grammar; translation from English into Italian; reading and translation from Italian authors: Dante, Petrarch, Ariosto, Tasso, and nineteenth century writers; history of Italian literature; prose composition.

III. History of Italian Literature in the thirteenth and fourteenth centuries.

IV. History of Italian Literature in the nineteenth century.

(Courses III and IV are open only to graduate students who have taken Courses I and II or their equivalent.)
V. Dante: English Course in the Divine Comedy. The Dante Library comprises 125 volumes in English, French, German, and Italian.

Courses of Instruction in Spanish:

F. Sawyer's Spanish Grammar, with written and oral exercises; dictation; translation at sight of D'Alarcon's novelas.

English

Department of Rhetoric and English Composition.

Corps of Instruction:

Professor: Margaret Elizabeth Stratton, M. A.
Instructors: Margaret Pollock Sherwood, B. A.
Sarah Cozzens Beaver.
Ella Goodnow Wilcox.
Nelly Frances Wilson.
Non-resident Lecturers: George Pierce Baker, B. A.
George Rice Carpenter, B. A.
Tutor: Sophie Chantal Hart.

Courses of Instruction:

I. Freshman Course. General Survey. Two exercises a week. The class meets once in two divisions for lectures on the theory of rhetoric, and once in seven sections for recitation and consultation. During the first semester themes are required each week; these are returned to the student for revision or rewriting, with corrections which concern accuracy and clearness of style. During the second semester the lectures treat briefly the various kinds of writing and consider the lives, works and styles of some half dozen prominent prose writers of this century. The students write fortnightly themes, on subjects chosen by themselves under the heads successively of translation, description, narration, criticism, exposition, and argument. Text books: Carpenter's Exercises in Rhetoric and English Composition, and Hill's Principles of Rhetoric.

II. Sophomore Course. Description, Narration, and Exposition. One exercise a week. The class meets in five divisions for lectures, recitations, and criticism of themes. The year is given to detailed study of description, the story and the essay. Was-
terpieces of each kind of writing are analyzed, and the principles of their construction are deduced. Weekly or fortnightly themes illustrate the student's grasp of these principles. A brief study of the technique of verse is introduced to emphasize the value of rhythm in prose. Students are expected to submit outlines of their essays, and much stress is laid on the due proportion of parts, and the orderly sequence of thought. Each student has regular appointments for private criticism. These fifteen minute interviews give more opportunity for personal work, than the class room permits.

III. Junior Course. Argument and Persuasion. Lectures, forensic and debates. One exercise a week. The lectures contain practical suggestions on the arts of exposition, and argument, the more common defects in forensic work, and criticism of particular forensic. A consultation hour is held weekly. The student's work for the year consists of a brief drawn from a masterpiece of argument, of three forensic, each accompanied by a brief, and of practice in debating. For the debates the class is divided into four sections. Each second prepares a brief of his side of the case. A copy of this, revised according to suggestions of the instructor, is posted for the use of the class. In the forensic great stress is laid on the presentation of thought in an argumentative form. Every forensic must be an effort to decide some definite question. More investigation of a topic, with no clear issue in view, is not enough. As much independence of view is demanded as is consistent with the necessity of drawing upon the facts of others. The forensic must have a literary form; difficulties and technical terms must be so explained that the discussion shall be clear to the general reader.

IV. Senior Course. In this course no uniform plan is followed; instead, an attempt is made to induce students to follow out independent lines of work. Each student presents during the year a certain number of essays, written in connection with elective courses in literature, history, economics, or philosophy. The class-room appointment is abolished; for this are substituted private interviews with the instructor. This plan has been adopted in order to permit the student to prepare her essay in connection with the subjects in which she is most deeply interested, and to give in the individual appointments more valuable criticism than can be secured in the class-room.

V. Daily Themes. This course is alternative with Course IV, and is open to specials as well as to seniors. Each student writes four short themes weekly. These themes are criticized and returned to the student. At the bi-weekly class-room appointments themes illustrating special rhetorical principles are read, and as far as possible, judiciously criticized. The purpose of the course is to give such practice in the work of sifting and grouping simple facts of personal observation and experience;
of stating such facts clearly, concisely, cogently; of gaining, in brief, the maste-
ry of style which may adequately represent the writer's self.

General Statement:

This department, it will be noted, is entirely separate from the department of English Lit-
erature. It has an almost distinct corps of teachers, it recognizes a distinctly different aim. It concerns itself with literature but little, and always for one of two avowed purposes: either to arouse the student's interest in literary form, or to obtain material for critical analysis. Much writing is required, for the science of rhetoric is strictly subordinate to the art of composition. The aim is to train students to write, not by making them read, either general literature or special text books, but by making them write.

Department of English Literature.

Corps of Instruction:

Professor: Katharine Lee Bates, M. A.
Associate Professor: Vida Dutton Scudder, M. A.
Instructors: Sophie Jewett.
Margaret Pollock Sherwood, B. A.

Courses of Instruction:

I. Outline History of English Literature; lectures and recitations.
II. English Prose to 1600; critical studies.
III. Epic and Lyric Poetry in English Literature; emphasis on Spenser; critical studies.
IV. Epic and Lyric Poetry in English Literature; emphasis on Milton; critical studies.
V. American Literature; lectures and themes.
VI. Victorian Prose; lectures, discussions, and papers.
VII. English Poetry of the Nineteenth Century; lectures, discussions, and papers.
VIII. English Literature of the Fourteenth Century; critical study of Chaucer and Langland, with collateral work based mainly upon the publications of the Early English Text Society.
IX. English Drama; critical study of Shakespeare, with the history of the antecedent English drama to Marlowe.
X. Historical Development of English Literature.
XI. Wordsworth and Browning; seminary.
VIII. English Drama. Shakespeare's contemporaries and successors; seminar.

Methods:

Undergraduate Courses:

Library Studies. Text books are not used, but students are urged to provide themselves with the works of the authors under discussion. For historical, biographical, and critical study, as well as for literary texts, the library supplies ample material.

Classroom Presentation. The lecture is used throughout, but the inductive method is preferred in earlier courses and remains a leading feature of the later undergraduate work. Topical recitations, based upon special readings, are often given, and free discussion is at all times encouraged.

Insistence upon the Literary Element. While by no means ignoring the historical significance of English Literature, emphasis is laid on aesthetic values, literature being regarded primarily as an art. The philological element is admitted only so far as it may be essential to the comprehension and appreciation of the literature.

Conduct of Historical Courses. Courses in English Literature, I and X, and in American Literature, V. Course I presents each period by lecture, followed by readings in the library and class-room discussions. A syllabus, prepared by Miss Janet, sketching in topical outline the history of English literature from A. D. 450-1200, directs the work. Her selective bibliography of English literature is accessible to the students in manuscript and will soon be ready for publication. Course X studies the development of English literature from the philosophic point of view, tracing the effects of foreign influences upon the native genius. Course V, American literature, is at once historical, critical, and comparative; considering the literature as the product of the growing nation, and seeking to discover its individual quality and value, while noting the influence of the modern European literature.

Conduct of Courses for Literary Training. Courses II, III, IV. The most profitable material for these courses is the earlier poetry and prose. Course II (Prose) aims also to watch the growth of English prose style and the development of different prose forms, as the sermon, the essay, the novel. The work is mainly critical and inductive, as indicated in the syllabus prepared by Miss Sherwood. Courses III and IV (Epic and Lyric Poetry) attempt to discover the essential features of poetry from ballads, pass on to the study of an introductory study of epic poetry, seeking its characteristic, tracing its development in English literature and noting its varieties, dwell upon the masterpiece of Spenser or of Milton, pursue inductive lyrical studies based upon Folger's Golden Treasury, follow out the development of English lyric poetry and examine its
noclest expressions in ode, elegy, song and sonnet. In these three courses, while the significance of literature as an individual and social product is recognized, the leading aim is to render the mind of the student, by one device or another, sensitive to literary impression. After the intellectual grasp of the subject matter is secured and the appreciation of artistic quality developed, the purpose of the course remains unfulfilled until the student catches something of the spirit of the literature presented and loses sight of analysis and criticism in responsive sympathy.

Conduct of Courses illustrating the study of an Epoch. Courses VI, VII, VIII, IX.

These courses deal respectively with the sixteenth and fourteenth centuries and with the Elizabethan Age. The sixteenth century courses (VI and VII) present by lecture the historical, intellectual, and artistic conditions of the century, the work of such poets as must be briefly handled, and comparative literary estimates. The students offer in class critical analyses of separate poems, topical studies and special comparative studies. Four papers a year are required. The work is guided by Professor Scudder's syllabus. Course VIII, on fourteenth literature, concerns itself largely with Chaucer and Langland. The Skeat editions are in possession of the students, but time is also given to the presentation of the political, social, artistic and religious aspects of the times, to a review of the contemporary literatures of France and Italy, to the brief consideration of individual authors, as Wycliff, Wycliffe, and others, and to the rapid analysis of individual works, as Cursor Mundi and the Alliterative Poems. Professor Bates has a fourteenth century syllabus in preparation. Course IX devotes one hour a week to the study of the evolution of the English drama from the Passion Play to Shakespeare; one hour to the study of the development of Shakespeare's mind and art, a third hour to the more minute technical examination of selected plays. Guidance is furnished by a dramatic syllabus prepared by Professor Bates.

Graduate Courses:

Two seminars (XI and XII) are offered for resident graduates who may also do graduate work in attendance upon courses V-X. Professors and students work together in these seminars, each member of the group being responsible for the independent presentation of certain subjects. The department does what it can, moreover, to assist graduate students in individual lines of study.

Library Facilities:

Nearly four thousand volumes of the College library distinctively pertain to the subject of English literature and the number is continually increasing. For some of the special libraries available see Library Statement.
Department of
Comparative Philology.

Professor: Helen Livermore Keeter, Ph. D.

Courses of Instruction:
I. General Introduction to the Science of Language: history of Philology among the Ancients; development of the Science of Comparative Philology in the nineteenth century; characteristics of the different Indo-European groups of languages; miss and results of philological research.

II. Comparative Grammar of Greek and Latin: the study of the Phonology, Morphology and Syntax of the classical languages.

III. Historical Latin Grammar, with readings from Quintilian, Varro, Quinctilius, and Cicero.

Passages from these authors which throw light upon the philological knowledge of the Romans will be selected for this course.

IV. Sanskrit: Perry's Primer, Whitney's Grammar, Lanman's Reader; sight translations; lectures on Hindoo Literature.


VI. Comparative Grammar of the Teutonic languages.

Equipment:

Bible Study.

Department of Hebrew and Old Testament.

Courses of Instruction:
Associate Professor: Sara Anna Emerson, B. A.

Instructors in Old Testament in English:
Laota Viola Clarke.
Florence Bigelow, M. A.
Cora Elizabeth Everett.
Courses of Instruction:

I. Hebrew: an inductive study of the elements of Hebrew grammar, with principles of syntax, in connection with the text of the first eight chapters of Genesis and of other selected passages; might translation of selections from the historical books. The course secures a knowledge of the language which fits one to continue independently the reading of the Hebrew Bible; it also lends increased enthusiasm to the study of the Old Testament literature in English, by surrounding it with the Hebrew atmosphere and by enabling the student to use more intelligently the critical writings of Hebrew scholars.

II. The Old Testament in English. Historical studies:  (a) From the migration of Abraham to the accession of David. Required of Freshmen. (b) From the accession of David to the times of Nehemiah. Required of Sophomores.

Methods:

Lectures and recitations with papers from the class. The Old Testament in English is the text-book used and outline inductive studies are furnished. A study is made of the history and the mission of the Hebrew nation in connection with contemporary history and in the light of recent investigation and discovery.

New Testament Study:

Courses offered to Juniors:


II. The Bible presentation of the redemption of man in the life of Jesus Christ. Professor Morgan. Christian evidences; the basis of faith in the Christian religion compared with the basis in other religions.

III. Christ in his relation to the Law. Associate Professor Case. (a) The life of Christ. (b) The teaching of Christ: the gospel as fulfilling the law; as annulling the law; as the new law of liberty. (c) The character and person of Christ: as son of man and son of God; submitting to the law; transcending the law; fulfilling the law of liberty; as son of man and son of God fulfilling the righteousness of the law for man; submitting to the penalty of the law for man; revealing to man the law of liberty.

IV. The Four Gospels. Associate Professor Scudder. A comparative and critical study of the four gospels, followed by a study of the teachings of Christ, especially as embodied in the fourth gospel.
Courses offered to Seniors:


II. The Apostolic Church. Professor Whiting. This work includes a study of the authenticity, occasion and contents of all the documents of the New Testament excepting the Gospels; a study of the historical sequence of events and their philosophic relations; studies of great leaders,—their characters and their methods; a comparative study of the different phases of doctrine presented by the works of different writers. After this introduction, the contents of the entire New Testament being in outline before the student, such topical studies as the following are introduced: patriotic literature, as evidence for the New Testament canon; the history and development of Christian institutions; other religious systems and the new concepts introduced by Christianity. Frequent papers are required of students. A syllabus is furnished.

III. The Teachings of the Apostolic Church. Associate Professor Knox. (a) Preliminary view of the representative thought of the world at the time of the coming of Christ; (b) a summary of the teachings of Christ; (c) a somewhat detailed study of the development of these teachings by the Apostolic Church; (d) a consideration of the essential additions to the religious thought of the world made through the coming of Christ.

Department of Philosophy.

Corps of Instruction:

Professor: Anne Eugenia Morgan, M. A.
Associate Professors: Mary Sophia Case, B. A.
Mary Whiton Calkins, W. A.

Courses of Instruction:

I. Psychology and Moral Philosophy. Psychology: occasional lectures; discussions; recitations on the basis of James' Briefer Course in Psychology; short papers reviewing special subjects of study as space-perception, memory, volition; additional reading in Spencer, Mill, Sully, Murray and others. Moral Philosophy: lectures, discussions, and written exercises on the development of human conduct and character; The Law of Love and Love as a Law by Mark Hopkins compared with the Data of Ethics by Herbert Spencer; investigation of theories by laboratory studies in human experience;
specimens for analysis selected from the history of particular cases, and from the
embodiment of humanity in language, form, in custom and institutions, and in art.

II. Aesthetics: lectures, discussions and written exercises. Hegel's theory regarding beau-
ty compared with other phases in the history of aesthetics; psychological investiga-
tion of the phenomena of the fine arts due to the imaginative disposition in mind-
constitution with verification from the biography of artists; application of prin-
ciples of aesthetics studied in a series of art compositions illustrating sculpture,
painting, architecture, music, literature, as together manifesting the conception of
life in the unity of different phases.

III. The regenerating life of the Church: the Bible presentation of the redemption of man in
the Life of Jesus Christ; the basis of faith in the Christian religion compared with
the basis in other religions.

IV. Logic. (Half course.) Formal Induction and Deduction studied in Fowler's Logic; prob-
lems in argumentation and criticism selected from the various sciences and the inci-
cdents of actual history of investigations.

V. Types of Ethical Theory: lectures, discussions, written exercises and two tests. Psy-
chological investigation of the laws of human mind as prophetic basis for theories
to account for moral experience and justify ethical methods. Studies in systematic
treatises on Psychology, Hoffding, Murray, Lindner, Sully, Davis, with verification
of the abstract forms through discovering the same forms underlying concrete cases in
actual specimens from human experience and in ideal cases from the conceptions of hu-
manity embodied in art. The evolution of modes of individual conduct and of the in-
stitutions and customs of society; the progressive embodying of human life in forms
of ethical manifestation compared with the embodying of animal life in evolving forms
of material body. Readings from Darwin, Spencer, Lotze, Winchell and others. The
types of ethical conduct verifying theories of moral constitution and character.
Studies from Martineau, Sidgwick, Hopkins, De Plesses and others.

VI. Psychology as Propaedeutic to Philosophy. Text book: Deway's Psychology. Exercises
in psychological analysis including an extended analysis by each student of a given
case of perception. Study of elementary problems in Epistemology, Aesthetics, and
Ethics, and of the relations of these sciences to Psychology and Ontology. Lectures
and discussions.

VII. Experimental Psychology. Laboratory work averaging from one to two hours a week. Le-
ctures; class discussions of lectures, of reading, and of experiments; laboratory
work with paperographed directions and under supervision; card catalogue of experi-
ments. Text book: James's Brief Course in Psychology. Additional reading from
Locke, Hume, Berkeley, Mill, Spencer, Laid, James, Prayer, and others. The labora-
tory provides models and plates of the brain; sheep’s brain and dissecting instruments; a pressure-balance and joint sensation apparatus; a dark room, lenses, a color wheel, a periscope, a Wheatstone stereoscope, apparatus for experiments in simultaneous contrast; reaction time apparatus; a stop-watch and other simple appliances.

VIII. History of Philosophy from Thales to Hegel. Lectures on the development of thought in Europe; collateral reading is the standard histories of philosophy, and in the writings of leading critics. Practice in methods of reading; Berkeley’s Principles of Human Knowledge; selections from Plato and Kant. Occasional papers.


X. First Semester, Greek Philosophy; second semester, German Philosophy. Critical study of texts; lectures; occasional papers. References to the standard historians and to special critics, including Burnet, Windelband, Schmidt, Cairns, Fyris, Voigtier. Collections of the Fragments of Pre-Socratic Philosophers (Sitter and Freller, Wallis and Patrick). First semester, Plato: Theætetus, Phædrus, Sophist (part), Parmenides (part), Phædo and Symposium (part); Aristotle: Watson’s Selections (in part); Psychology, Book III and selections. Second semester, Kant: Critique of Pure Reason and Metaphysics of Morality (Watson); Fichte: part of the Wissenschaftslehre (Kraeger’s translation).

XI. Philosophy of Religion developed from the History of Religions.

XII. Constructive Metaphysics: Munit’s System der Philosophie. Graduate Seminar.

XIII. Hegel: Phänomenologie, or Die Logik (der Encyclopädie). Graduate Seminar.

Equipment:


Department of History and Economics.

Course of Instruction:

Professor: Katharine Bullis Coan, Ph. B.

Associate Professors: Mary Alice Knox, B. A.

Elizabeth Kimball Kendall, LL. B.
Courses of Instruction in History:

I. Political History of England. (Half course.)

II. Political History of the United States. (Half course.) Courses I and II aim to acquaint the student with the history of the English race in England and America and to discuss political, social and industrial conditions in relation to race development.

III. History of Western Europe from the Teutonic invasions to the Peace of Utrecht. This course furnishes an outline of mediaeval and early modern history and deals in detail with the simpler political and social problems. It aims to train students in methods of historical work and to furnish a background for detailed study of particular epochs.

IV. History of the French Revolution. The course involves (a) an introductory discussion of the causes of the Revolution as developed in the reign of Louis XVI; (b) a detailed study of the progress of the Revolution and of the reaction against democratic tyranny culminating in Imperialism; (c) an inquiry into the influence of Revolutionary ideas in the subsequent history of France, Germany, Italy, Spain, and Russia.

V. Constitutional History of England to 1689. (Half course.) A study of the origin and early development of the English Constitution. The class has recourse to the texts of charters, laws, etc.

VI. Constitutional History of England from the accession of the Stuarts. (Half course.) A study of the later development of the English Constitution and the rise of party government. Contemporary questions are debated in parliamentary form.

VII. Constitutional History of the United States from 1787. (Half course.) A study of the formation, development and operation of the constitution of the United States. The exercises consist of lectures by the instructor and reports by the students on topics assigned for individual study. Time is reserved by the instructor for conference with each student upon the preparation of this work. Modeled questions are discussed by the class as a whole.

VIII. History of European Civilization: a philosophical study of the social development of Europe with special emphasis on the evolution of governmental institutions.

IX. History of Oriental Civilization. This course deals principally with the civilization of the Far East, viz., of India, China and Japan. A general survey is made of the political history of these countries, including their relations with Europe and America, but the principal subject of consideration is their civilization as it is made known through their literatures.

X. Origin of American Institutions. (Half course.) The aim of this course is the investigation of the origin and early development of American institutions, based on
study of original sources. To each student is assigned a topic for special investigation. The exercises consist of lectures by the instructor and the analysis and discussion of important documents by the class.

H. Political Science. (Half course.) This is an introductory course in the comparative study of the origin, character, development and aim of political institutions. The work takes the form of lectures and discussions, with parallel readings. In addition each member of the class is expected to write a thesis on some subject assigned to her for special study.

III. Constitutional Law of the United States. (Half course.) The work of this course is based on a study of selected cases illustrating and interpreting the Constitution. Lectures by the instructor give a general view of the principles of American constitutional government. In addition there are discussions of controverted points in class.

Courses of Instruction in Economics:

I. Industrial History of England. (Half course.) The successive phases of industrial organization and the methods of industrial progress are traced with a view to enabling the student to discuss contemporary problems in the light of past experience. The principal authorities are Rogers, Cunningham and Ashley.

II. Economic Theory. (Half course.) This course embraces (a) an introductory review of the development of economic thought; (b) a study of the contemporary theory of industrial relations and economic law; (c) a detailed discussion of certain contemporary problems from the American standpoint, e.g., the currency, the tariff, immigration, relations between labor and capital, profit-sharing, cooperation. The principal authorities are Mill, Marshall, Walker, Sumner, and Taussig.

III. Statistical Study of Economic Problems. (Half course.) The course is introduced by lectures on the principles of statistical research. Each member of the class undertakes the investigation of a particular problem and reports the result of her inquiry to the class. The graphic method of presenting statistical results is emphasized.

IV. Historical Development of Socialism. (Half course.) (a) An inquiry into the origin of the movement toward social and industrial reconstruction in the theories of Rousseau and the aspirations of the French Revolution; (b) a discussion of the influence of Saint Simon and the social utopias of Cabet, Fourier and Owen; (c) a study of scientific socialism as represented in the writings of Karl Marx and in the industrial revolutions organized by Louis Blanc and Lassalle.
Equipment:

Two seminary rooms, in one of which is a duplicate library. A general library of more than 5000 volumes. Syllabi containing outlines of work are furnished the students, also detailed references.

Department of History of Art.

Corps of Instruction:

Professor: Elizabeth Harriet Denio.
Instructor: Florence Bigelow, M. A.

Courses of Instruction:

I. Beginnings of Christian Art: classical sources and types; early Christian art in Rome and Ravenna; Byzantine art; medieval art; illuminated manuscripts; Romanesque, Gothic and Renaissance architecture. Renaissance Art: Tuscan sculptors; rise of the Florentine school of painting; schools of Siena, Genoa, Flanders, Lombardy and Rome.

II. Renaissance Art: school of Venice; Correggio; schools of Bologna, Rome, and Naples; Spanish, German, Dutch, and Flemish Art.


IV. Ancient Art (Half course): Egyptian and Chaldean-Assyrian art; Greek Architecture; temple construction; Greek Sculpture of the archaic, Phidian, Hellenistic, and Graeco-Roman periods.

Methods:

Lectures, recitations, and laboratory work which consists in examination and study of reproductions of art works.

Equipment:

A lecture hall, library, two laboratories, and office in the Farnsworth Art Building. The valuable Art Library of 1211 volumes and 9 periodicals, in French, German and English. Collections of 2000 unframed prints accessible to students for study. The College has a fund for the purchase of books, but for casts, photographs, lantern-slides, and other needed apparatus it is wholly dependent upon gifts.
Department of Chemistry and Mineralogy.

Corps of Instruction:

Associate Professor: Charlotte Pitch Roberts, B.A.
Instructors: Charlotte Almira Bragg, B.S.
Ela May Clark, B.S.
Non-resident Instructors: Henry F. Talbot, Ph.D.
Augustus H. Gill, Ph.D.
Laboratory Demonstrators: Mary Marian Fuller.
Katharine F. Gleason, B.A.

Courses of Instruction:

I. General Chemistry.
II. Qualitative Analysis (half course) followed by Organic Chemistry (half course).
III. Qualitative Analysis (full course).
IV. Quantitative Analysis.
V. Organic Chemistry (Advanced course).
VI. Theoretical Chemistry.
VII. Mineralogy and Lithology (half course).

Methods:

The instruction in Chemistry is given by means of experimental lectures, laboratory practice, library study, and general discussion in the class room.

Equipment:

Two laboratories for General Chemistry, two for Analytical Chemistry, and one for Mineralogy. All the laboratories and lecture rooms are supplied with hot and cold water, gas, hoods, balances, etc. Each student has a desk of her own. Apparatus and chemicals are furnished by the College.

The chemical library contains 1000 volumes, including sets of the leading chemical journals. The library is in close proximity to the laboratories and is in constant use.

Geology.

Corps of Instruction:

Professor: William Harson Miles, Ph.B., M.A.
Instructor: Margaret Eliza Maitby, B.S., M.A.
Mathematical Models.

General Chemistry Laboratory.
Department of Mathematics.

Corps of Instruction:

Professor: Allen Hayes, B. A.
Associate Professor: Eva Chandler, B. A.
       Ellen Louise Barrett, B. A.
Instructors: Ellen Fitz Pendleton, M. A.
            Margaret Eliza Waltby, B.B., W.A.

Courses of Instruction:

I. Solid Geometry; Introduction to Higher Algebra; Plane and Spherical Trigonometry.
II. Plane Analytical Geometry.
III. Differential and Integral Calculus; History of Mathematics.
IV. Theory of Equations; Determinants.
V. Solid Analytical Geometry.
VI. Analytical Mechanics.
VII. Theoretical Astronomy; Determination of Orbits.
VIII. Projective Geometry.
IX. Descriptive Geometry.
X. Differential Equations.
XI. Modern Higher Algebra.
XII. Methods of Least Squares; Perturbations.

Equipment:

Theodolite of Hoff and Berger, chains, levels, etc. Thirty-six wooden models for use in synthetic solid geometry. Thirteen wire models for use in solid geometry. Five wooden models of surfaces of the second order. Nine models in thread representing the hyperboloids of one and two sheets, the hyperboloid of revolution, the hyperbolic paraboloid and the cylinder with tangent planes. Eighty-six models in plaster representing surfaces of the third and higher orders (from L. Brill, Darmstadt). Two spherical blackboards. Nine loci boards.

Course of Instruction:

General Geology. (Half course.) The course aims to train the student to observe the action of forces now exerted to modify the earth's surface, the results of their action in the past, and thus to reason to the probable history of the earth and its inhabitants.

Methods:

Lectures supplemented by study of text-book, Le Conte's Elements of Geology, and by references to other text-books. The subjects are illustrated by specimens, models, maps, lantern-slides, and field-study.

Department of

Physics and Physical Astronomy.

Corps of Instruction:

Professor: Sarah Frances Waitting.
Instructor: Alma Evalth Ansmack, M. A.
Margaret Eliza Waitting, B. S., M. A.

Courses of Instruction:

I. General Physics: lectures, class exercise and problems. The lectures cover the elements of mass physics, molecular physics and other physics and give a general introduction to the principles of physical science. Parallel with these lectures is work in the physical laboratory. The experiments train the students in the use of exact measuring instruments and in verifying some important laws. They are taught also to apply mathematical and graphical methods to their observations.

II. Heat, Light, and Electricity. (One term is given to each subject.) The course is intended to give a deeper insight into the phenomena of nature, and further acquaintance with the methods of physical research. Heat is treated from the standpoint of the conservation of energy; the work includes thermometry, calorimetry, measurements of expansion, and radiant heat. In the study of light special attention is given to the development of the wave theory, spectrum analysis, interference phenomena, and polarized light. The development of the system of electrical units and their practical use is the purpose of the work in electricity. Individual students make special studies of certain famous researches.

III. Mathematical Treatment of Certain Problems in Electricity and Light. Open to those who have taken analytical geometry and calculus.
Physics, Laboratories 1, 2, and 3

Physics, Laboratories 4, and 5.

Physics, Machine Room.
IV. Sound and the Physical Theory of Music: ten lectures intended for students in the school of music.

V. Meteorology. (Half course.) Constituents and physical properties of the air; temperature and moisture of the air; storms; inductive study of weather charts and records. The daily observation of the local phenomena of the weather is taken and reported.

VI. Physical Astronomy. (Half course.) Lectures illustrated with lantern slides, charts, and photographs. While the elements of general astronomy are covered, special attention is given to astro-physics. Laboratory work with the sun spectrum and the spark spectra is given and frequent observations are made with a 4.5 inch telescope. A knowledge of plane trigonometry is necessary for any of the foregoing courses.

Methods:

Experiments accompany the lectures. Reference books on the subject in hand are placed on a reading table with a guide. The student is provided with a syllabus of topics. No one text-book is used. The experiments are, as far as possible, quantitative.

Equipment:

A lecture room, a private laboratory, student’s laboratories, including a photometry room, a photographic dark room, a battery room, a dynamo and engine room, and a carpentry and repair room, with lathes.

Apparatus valued at $17,000. It includes a cathetometer, dividing engine, and spectroscope of the Société Genevoise, a large Browning spectroscope, Meyerstein’s optical circle, Rodi & Co’s. break-seconds chronometer, Wallace’s large electro-magnet, a Thompson Houston dynamo, a Siemens dynamo, and a Gramme dynamo turned by hand. The meteorological equipment includes self-registering anemometer, aenoscope, Draper’s thermograph, Richard Frères’ self-registering barograph, Green’s standard barometer and thermometers, sunshine recorders, and standard rain gauge. The physical astronomy uses a Browning 4.5 inch telescope, a 1.5 inch binocular, and the apparatus of the department of physics for mapping spectra.

department of botany.

Corps of Instruction:

Professor: Susan M. Hallowell, W. A.
Associate Professor: Clara Eaton Cummings.
Instructors: Grace Emily Cooley.
Waldo Gilchrist.
Collector: Harriet Walker.
Courses of Instruction:

I. General Morphology and Principles of Classification. Exercises in Elementary Vegetable Physiology.

II. Cryptogamic Botany: study of types of all the more important groups of flowerless plants, preceded by a brief course in elementary vegetable histology.

III. Systematic Botany. (Advanced work; half course.) Special study of the more difficult orders; determination of dried plants; report upon flora of some assigned locality.

IV. Medical Botany.

V. Vegetable Histology; cell structure and the study of tissues. Vegetable Physiology; with practical experiments and original investigations.

VI. Embryology and other special topics, pursued with a view to original research and thorough acquaintance with the literature of the subject.

VII. Cryptogamic Botany; systematic study of any chosen group or groups of cryptogams.

Methods:

The instruction in all courses of the department of Botany is given through practical work in the laboratory, accompanied by explanatory lectures and demonstrations.

Equipment:

I. Laboratories for study of Morphology; for histological and physiological work; for pressing and preparation of plants. All laboratories furnished with microscopes and microscopic accessories; those for advanced work equipped also with necessary chemical and physical apparatus and such other appliances as are requisite to enable students to carry on independent research.

Number of dissecting microscopes, 59. Number of compound microscopes, 18.

II. Herbarium:


III. Exsiccatae:

Americanae Boisseli—Harlow, Anderson and Eaton. Characeae Americanae Exsiccatas—
Fungi—Ellis. Economic Fungi—Seymour and Karla.

IV. A set of drawings fully illustrating the pharmacopoeia.

V. A collection of seeds, fruits and economic vegetable products forming a museum of 3000
specimens.

VI. A generic collection mounted under glass.

VII. A set of Auxzo's botanical models, illustrating the structure of both flowering and flow-
erless plants.

VIII. 250 Charts by Henslow, Dodell-Port, Ray, Franz, Tschirch, Hieronymus and others.

IX. Library. 1524 volumes.

Periodicals: Curtis' Botanical Magazine; Botanische Zeitung; Bulletin de la Socié-
té Botanique de France; Annales des Sciences Naturelles; Journal of Botany;
Journal of the Linnean Society; Grevillea; Hedwigia; Botanical Gazette; Bul-
letin of the Torrey Botanical Club; Flora; Revue Mycologique; Wether's Monthly;
Gardner's Chronicle; Garden and Forest; Botanisches Centralblatt; Fring-
sheim's Jahrbucher; Zeitschrift für wissenschaftliche Mikroskopie.

Department of Zoology.

Corps of Instruction:

Professor: Mary Alice Willcox.
Instructor: Caroline Augusta Woodman, B.S., M.A.
Assistant: Albert Pitts Morse.

Courses of Instruction:

I. General Biology: out of door observation of the most striking phenomena of animal and
vegetable life, accompanied by explanatory lectures; careful anatomical and biological
study of a single animal. The course is intended to train students in habits of
observation and in methods of work, and to lay a broad foundation for later study.

II. General Zoology: comparative study of all the great groups of animals, beginning with
unicellular organisms, and concluding with mammals; brief study of the embryology
of the chick. The course is intended to give familiarity with the outlines of ani-
mal structure and to present the morphological argument for evolution.

III. Anatomy of the Cat. (Half course.) This course is intended to train students in care-
ful dissection. It is especially fitted for those who intend to study medicine.
Constant reference will be made to human anatomy. Students must be able to work
independently as a small amount only of supervision is provided.

IV. Embryology of the Chick. (Half course.) This course follows closely the lines of Foster and Malfour's 'Elements of Embryology.' Instruction is given in the methods of preparing and mounting embryos, making serial sections, and so forth.

V. Systematic Zoology: classification of animals; study of habits; readings in natural history; excursions to neighboring museums.

VI. Philosophical Zoology with independent laboratory work: study of structure, habits and distribution of insects as illustrative of biological law; readings and discussions of Darwin, Spencer, Wallace, Weismann and kindred authors. One small piece of original work is assigned to each student.

VII. Pedagogics of Zoology. (Half course.) Discussion of various methods of teaching zoology; practice in preparing and presenting lectures on given topics; training in the use of reference books and original authorities.

VIII. Elementary Physiology and Hygiene: lectures and laboratory demonstrations covering those points in anatomy and physiology which are of most practical value as a basis for hygiene.

IX. General Physiology: lectures; readings in standard authors, Foster, Landois and Stirling, Martin, Osiris, Yeo, etc.; dissection of a typical mammal; gross anatomy, histology, physiology, and hygiene of each system; experiments in physiological chemistry.

Equipment:
Apparatus: aggregate investment in microscopes, $1,500; in other apparatus, $1,500.
Laboratories: number of square feet of floor surface, 1,000.
Library: 1480 volumes; 5% of the leading American, English, French and German periodicals.

Methods:
Sample sheets illustrating the methods of work in General Zoology and in General Physiology are in the Wesleyan case.

Pedagogics and Didactics.

Instructor: Professor Carla Wenckebach.

Course of Instruction:
(a) History of Educational Theories: lectures on education in Greece, and in Europe and America, in medieval and modern times, to familiarize the student with the great educational reformers: the chief educational works of Bacon, Montaigne, Comenius,
Looke, Rousseau, Pestalozzi, Herbart, Froebel, and Spencer; comparison of past and present theories of education, presented by students in a series of papers.

(b) The Science and Art of Education: lectures on the philosophy of education; study of child-mature and the laws of its development; discussion of principles underlying the science and art of education and of current educational problems.

(c) The Art of Teaching and Government: lectures on the theory and practice of teaching; methods of teaching the rudiments; the kindergarten system; methods of government and instruction in primary, intermediate and high school grades; discussions on the practical exemplification of principles; "Development lessons" by members of the class, criticized by instructor and students.

Equipment:

The library contains the chief German and English works on Pedagogics and Didactics, a collection of text-books, and the most important periodicals.

Brief courses of lectures on pedagogical methods are offered by the several departments of the College.

Bibliography.

Instructor: Lydia Hester Godfrey, Ph. B.

Object of the Course:

To familiarize the student with the best bibliographical works, and with literary methods and catalogues.

To teach the best method of reaching the literature of a special subject.

To furnish important bibliographical lists likely to prove valuable in future study.

The study of bibliography may be pursued in connection with other college studies one hour a week throughout the year. The course is open to students pursuing work in the departments of History of Art, English Literature, Philosophy, History and Economics.

Department of Elocution.

Corps of Instruction:

Professor: Mary Adams Currier.

Instructor: Cora Elizabeth Everett.
Course of Instruction:

I. Voice and Body Training.

Training of Body: position, including bearing in sitting, standing, and walking, with especial attention to principles of harmonious noise; freedom of all parts of the body; arm movements for grace and flexibility; breathing exercises for physical development.

Training of Voice: correct method of breathing; freedom in emission; power of support and projection; purity, resonance and flexibility; work in phonology.

Training in Vocal Expression: imagination and spontaneity; definite expression of thought by clear emphasis and phrasing; sympathetic participation in simple emotions and genuine expression.

II. Continuation and extension of Course I with reading in the second semester.

In 1888 Shakespeare’s “As You Like It” was read.

III. Training and Expression.

Training of body for health, grace and pantomimic expression;

Training of voice by systematic steps to make it sweet, strong and responsive;

Training in vocal expression to enable the student to interpret the subtler and more delicate shades of thought and feeling presented in literature.

Equipment:

Speech Hall with piano and mirror for practice.

The Monroe Fund: A sum of $5,000 raised by Professor Currier, the interest of which is used to promote the art of expression by bringing before the students of the college the best readers and lecturers.

Methods:

Mainly adapted from those of Prof. Lewis H. Monroe of the Boston Normal School of Oratory, with additions suggested by study of the needs of college women in after life.

Physical Culture.

Board of Health:

The President of the College, ex officio.

The Resident Physicians: Rachel Taylor Speckman, M.D.

Emilie Jones Parker, M.D.

The Professor of Elocution.

The Director of the Gymnasium.

The Physical Examiner.
Gymnasium.

Class Crew (94)
Corps of Instruction:

Director: Lucile Eaton Hill.
Physical Examiner: M. Anna Wood.
Instructor in Swedish Gymnastics: Hartvig Nissen.

Equipment:

Apparatus for Swedish educational gymnastics.
Dr. Sargent's machines for individual development.

Methods:

Every Freshman receives a physical examination, including measurements, and strength tests adopted by the Association for the Advancement of Physical Education; the status of the individual, with reference to these measurements and tests, is then plotted upon an anthropometric table compiled from the measurements of 1800 Wellesley students. Special attention is paid to the collection of vital statistics.

Scheme of Work:

The idea system of educational gymnastics, required of the Freshman three hours a week; physical training for upper classes so far as the size of the gymnasium permits; the selection, frequent examination, and training of the class-crews both in winter in the gymnasium, and on the lake in milder seasons.

School of Music.

Corps of Instruction:

Professor and Director: Junius W. Hill. Lecturer on Theory and Musical History; advanced work in Piano, Organ, and Harmony.

Teachers of Piano:

Mary Eliza O'Brien. Emily Josephine Hurst.
Minnie Adeline Stowell. Isabel Moore Kistall.

Teachers of Voice:

Frank Eugene Morse. Emma Susan Rose.

Teacher of Organ and Harmony:

Rilla Thomas Stovall.

Teacher of Violin:

Marietta Sherman Raymond.

Courses of Instruction:

Three principal courses are offered, piano, voice, and organ, with two lessons a week for
five years in each. (For details see Calendar.) Violin, violoncello, harp, or any other orchestral instrument may be made a specialty instead of either of the branches named above. Students entering the academic course may combine the regular study of music with the work required for a degree, the collegiate studies extending through five years instead of four. Not all who remain in the school the full five years are graduated.

Methods:
The lessons are private or individual. There are no classes. Lectures in theory, musical history, and other kindred subjects are given from time to time.

Diplomas:
Students completing either course satisfactorily and possessing the ability to perform with marked success concerted music of a high grade, and also passing a good examination in Harmony, and the History of Music, are entitled to the diploma of the School of Music.

Equipment:
In Music Hall, thirty-eight rooms for teaching and practice. In every room a piano; in the upper story a hall for recitals and lectures, containing a two-manual pipe organ built by Hook & Hastings.

In the College Chapel, a Hook & Hastings organ of three manuals, each of sixty-one notes, a pedal of thirty notes, and twenty-six speaking registers. It contains 1584 pipes.

Two grand pianos; one a Chickering, the other a-frame.

Musical Organizations:
The principal musical organization belonging to the College is the Beethoven Society or College chorus. The object is the study and practice of part songs, glees, madrigals, and cantatas of the best composers. It is under the direction of the Professor of Music, and, in addition to public concerts, its services are in requisition for the various college festivals where music is needed.

The Glee and Banjo Clubs have achieved much popularity and distinction in their annual concerts.

Concerts:
A very remarkable feature of the musical life at Wellesley is the series of concerts of a high order lasting the entire year. It is no exaggeration to say that they are fully equal to those given in the largest cities, thus giving to the students every advantage that can be derived from hearing the finest masterpieces rendered by the best artists. These concerts usually occur once a fortnight. Among the many distinguished performers who have appeared in the Wellesley concerts are Carl Baermann, Mr. and Mrs. Arthur Nikisch, Xavier Scharwenka, Mrs. Hopekirk, Mrs. Schiller, Ernst Perabo, Bernhard List-
School of Music.

Recital Hall.
School of Art.

Corps of Instruction:

Director: Theodore Wendel.
Instructor: Agnes Hastings.

Courses of Technical Study:

I. Drawing from objects and casts; Design; Geometrical and perspective drawing.
II. Drawing from casts and life; Study of anatomy.
III. Drawing from life; Model painting from still-life.
IV. Painting from life.
V. Painting from life; Composition; Lectures and criticisms.

Equipment:

A lecture room, galleries for collections, and studios.
The Stetson collection of modern paintings in oil.
The Jarves collection of textile fabrics, lace, and embroideries.
Collection of casts from the antique.
Collection of water colors by modern masters.
Pieces of pottery from an ancient cemetery of the Isthmus of Panama.

Student Life.

Organizations:

The training offered by the college is finely supplemented by the various student organizations. The work done in these organizations is of value not only because of its intrinsic worth but because it affords opportunity for abundant practice in informal and extemporaneous speaking, and especially because the entire management and direction are in the hands of students.
The literary work is supplemented in the Shakespeare, Phi Sigma, Zeta Alpha, Agora, and Classical societies; the art work, in the Art Society; the musical, in the Beethoven Society, and in Glee and Banjo clubs; and physical training in the class crews, the Tennis Association and the Bicycle Club.

In most of these organizations the social element is made prominent, brief social meetings being held three evenings in the month, while the more formal program meetings occur once a month.

Festival Days:

Wellesley's three great festival days are unlike those of any other college.

Tree Day, although the especial property of the senior class, is celebrated by the entire body of students. The ceremonies of the day are the farewell of the seniors to their class tree, and the planting of a tree by the freshmen. The seniors appear in cap and gown, and the others in fanciful costumes which embody their class colors. The juniors are expected to add beauty to the scene, the sophomores, fun, while the costume of the freshmen is determined by the peculiar features of their programme for the day. The exercises are in charge first of the seniors, later of the freshmen, and consist of literary, musical, and spectacular numbers, all being given an especial charm by the beautiful out-of-door setting and the gay costumes of the participants. Masques, pageants, dances, Greek choruses, pantomime and song in many combinations have helped to give novelty and brightness to the programmes. It is preeminently a day of college spirit and enthusiasm.

Float Day marks the culmination of that interest in boating which at all times is a marked feature in Wellesley life. At sunset on one of the early days in June the class crews march in imposing procession and with flying banners to the lake side. Led by the senior crew, one by one they leave the shore in their long, slender shells, each crew saluting with voice and oar the hundreds of friends who crowd the banks. After a procession on the lake the boats are brought to anchor not far from land, and the crews join in a succession of boating and college songs. As daylight fades, colored lights, Chinese lanterns and fireworks give to "Nathan Never" and its shores a strange, new beauty.

Senior Day has but lately taken its place in the Wellesley calendar, but its hold on the interest of the students is in no way uncertain. The morning is given to a unique and scholarly programme which combines literary and artistic features, all characteristic of the well-known "class-day" being strenuously ruled out. Lunch is served at mid-day and the afternoon is given to social pleasures. Senior Day affords a happy opening to the festivities of commencement week.
Other social occasions:

The routine of college life is relieved by many social occasions more or less informal in character. Class socials, receptions offered by class to class, and afternoon teas given by members of the senior and junior classes to their friends in and out of the College, occur from time to time.

Halloween is celebrated by general masquerading at dinner and frolicking of many kinds in the evening.

The Shakespeare Society presents each year before its friends a play, which, when the character of the play permits, is given out of doors.

The Constitutional History class holds a session of Parliament or of our own Congress at the opening of the second semester. A question is chosen for debate which is under discussion at the time in the body represented, and all proper forms and ceremonies are carefully reproduced.

The two concerts given annually by the Glee and Banjo clubs are marked occasions in the social life of the year. The College feels great pride in the work of these organizations, and the concerts offer opportunity for full expression of this spirit of loyalty.