

The matter was discussed by Egermann, Woodburn, Bryan, Harding, Smain. It was finally referred to the Committee on Admission.

Report from  
Chapel  
Committee

Professor Aley reported for the Committee on Chapel.

Adjournment

Adjourned at 5:04 P. M.

R. J. Aley, Secy.

Nov. 15, 1897.

The Faculty meeting was called to order at 4 P. M.

Faculty  
absent

Absent:—Bergström, Borders, Brown, Gunnerson, Hamilton, Harris, Howard, Knipp, Meunier, Morris, Mosemiller, Rogers, Ruby & Sturtevant.

reading of  
minutes

The minutes of the previous meeting were read and approved.

A. P. Troth

The Dean announced that Mr. A. P. Troth had not fulfilled the requirements for graduation.

Report of  
Committee  
on Admission

The Committee on Admission, to which had been referred the matter of the time of the completion of work for a degree, reported as follows:

A student who at commencement does not lack more than eight hours' credit of having completed the work required for the A. B. degree, may complete this work before the first of August, and then receive a diploma bearing the date of the commencement of the current year.

Upon the motion of Johnson the report was amended so as not to go into effect until Aug. 1899. The amended report was adopted.

The Committee on Entrance Requirements reported as follows.



The work required for admission to the University includes the common branches and a high school course.

THE COMMON BRANCHES

The subjects included under this head are reading, writing, spelling, grammar, arithmetic, geography, physical geography, United States history, and elementary physiology.

These subjects are taught in the public schools in the grades below the high school. Graduation from a commissioned high school presupposes this work, and such graduates are exempt from examination in the common branches as well as in the high school work. From those who are not graduates of a commissioned high school a common school diploma or a license to teach in the public schools will be accepted instead of an examination in the common branches.

THE HIGH SCHOOL COURSE

The high school course is understood to consist of four years of at least eight months each. A year's work of daily recitations in one subject is taken as a unit of measurement. Four such subjects, or their equivalent, constitute the total work of a year, and sixteen such units of work make up the four years' high school course. This work is divided into required and elective subjects as follows:

A. Required subjects, 11 units, distributed as follows:

1. English, 3 years (3 units).
2. Mathematics, 3 years (3 units).
3. Foreign Language, 3 years (3 units).
4. History, 1 year (1 unit).
5. Science, 1 year (1 unit).

B. Elective subjects, 5 units

The following is a detailed description of the work outlined above:

1. **English.** The requirement in English is twofold: it comprises proficiency in English composition and accurate knowledge of certain pieces of English literature.

**COMPOSITION.** Each applicant for admission will be tested as to his ability to write clear and correct English. This test applies to all entering students, whether they come from commissioned high schools or not. The candidate will be required to write an essay of not less than three hundred words, on a subject chosen by the examiner, and drawn from the familiar experiences of the average student. The object of this examination in composition is primarily to test the writer's powers of expression, incidentally his powers of thought. Only those students will be passed who show in their papers discrimination in the use of words, and correct spelling, grammar, punctuation, sentence structure, and composition of paragraphs.

In 1898 the examination will be held on Monday, September 19, at 2:00 p. m.

**LITERATURE.** The works required to be read and studied are given in the list that follows. Equivalents may be offered. The dates refer to the year in which the high school class is graduated.

A. For General Reading and Composition Work.

1899: Dryden's *Palamon and Arcite*; Pope's *Iliad*, Books i, vi, xxii, xxiv; The Sir Roger de Coverley Papers in *The Spectator*; Goldsmith's *The Vicar of Wakefield*; Coleridge's *The Ancient Mariner*; De Quincey's *The Flight of a Tartar Tribe*; Cooper's *The Last of the Mohicans*; Lowell's *The Vision of Sir Launfal*; Hawthorne's *The House of the Seven Gables*.

1900: Dryden's *Palamon and Arcite*; Pope's *Iliad*, Books i, vi, xxii, xxiv; The Sir Roger de Coverley Papers in *The Spectator*; Goldsmith's *The Vicar of Wakefield*; Scott's *Ivanhoe*; De Quincey's *The Flight of a Tartar Tribe*; Cooper's *The Last of the Mohicans*; Tennyson's *The Princess*; Lowell's *The Vision of Sir Launfal*.

1901: Shakespeare's *The Merchant of Venice*; Pope's *Iliad*, Books i, vi, xxii, and xxiv; The Sir Roger de Coverley Papers in *The Spectator*; Goldsmith's *The Vicar of Wakefield*; Coleridge's *The Rime of the Ancient Mariner*; Scott's *Ivanhoe*; Tennyson's *The Princess*; George Eliot's *Silas Marner*; Cooper's *The Last of the Mohicans*.

1902: Shakespeare's *The Merchant of Venice*; Pope's *Iliad*, Books i, vi, xxii, and xxiv; The Sir Roger de Coverley Papers in *The Spectator*; Goldsmith's *The Vicar of Wakefield*; Coleridge's *The Rime of the Ancient Mariner*; Scott's *Ivanhoe*; Tennyson's *The Princess*; George Eliot's *Silas Marner*; Cooper's *The Last of the Mohicans*.

B. For Minute and Critical Study.

1899: Shakespeare's *Macbeth*; Milton's *Paradise Lost*, Books i and ii; Burke's speech on Conciliation with America; Carlyle's essay on Burns.

1900: Shakespeare's *Macbeth*; Milton's *Paradise Lost*, Books i and ii; Burke's speech on Conciliation with America; Macaulay's essays on Milton and Addison.

1901: Shakespeare's *Macbeth*; Milton's *L'Allegro*, *Il Penseroso*, *Comus*, and *Lycidas*; Burke's speech on Conciliation with America; Macaulay's essays on Milton and Addison.

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Require-  
ments for  
Admissions



*Require-  
ments for  
Admission*

The following suggestions are offered in regard to a high school course in English:

The object of the high school course in English is to give the student the ability to speak his native language correctly, to write readily and effectively, to read with sympathy and insight, and thus to strengthen himself with the best thoughts of others and to communicate his own best thoughts in an unmistakable way. To attain this object involves the teaching of literature and of composition during three years.

The teaching of composition should extend over the full period of three years. The reason for this is that composition is not a subject that seeks to impart a given amount of information; it is a subject that concerns itself with the student's ability to express himself at all times. This ability can be conveyed to the student only by drilling him in writing at all stages of his career. As he grows in thought, he must advance in expression; and hence practice in composition must be continuous until the student has the command of English suggested above.

There is less reason, perhaps, for making the study of literature continuous through the three years. In so far as the study of literature consists of information, it may be taught like history or science; but in so far as it is a training in taste, it requires continuous treatment. Add to this the fact that literature is a potent aid to composition, and it appears that, on the whole, literature ought to be taught continuously through the three years. If, however, only one subject can be taught continuously, that one subject should be composition.

As to the relative amount of time to be spent on literature and composition, it is suggested that from one-third to one-half the time given to English be devoted to composition.

The work in composition should consist of constant practice in writing. Themes or essays upon subjects well within the student's range should be called for at least once a week. Difficult, complex subjects, beyond the reach of the immature mind, should never be given. Subjects drawn directly from the student's own experience, or from his reading, are always appropriate. These papers should be corrected, discussed, and returned for rewriting. Correction should involve points of grammar, spelling, punctuation, choice of words, and construction of sentences and paragraphs. The teaching of rhetoric should be made distinctly subordinate to the teaching of composition.

No one text-book in rhetoric or composition will be found adapted to the needs of every school. The text-books named below are all practical books; but the teacher must remember that in composition teaching, no text-book can take the place of stimulating class-room instruction. Keeler and Davis's *Studies in English Composition* (Allyn and Bacon); Genung's *Outlines of Rhetoric* (Ginn); Hart's *Hand-book of Composition* (Eldredge); Hill's *Foundations of Rhetoric* (Harper); Newcomer's *English Composition* (Ginn); Carpenter's *Exercises in Rhetoric and Composition* (Macmillan); Butler's *School English* (American Book Co.); Scott and Denney's *Composition-Rhetoric* (Allyn and Bacon); Hart's *Manual of Composition and Rhetoric* (Eldredge); Hale's *Constructive Rhetoric* (Holt); Pearson's *Freshman Composition* (Heath); Lewis's *First Book in Writing English* (Macmillan).

The work in literature should consist of the study of masterpieces of English and American authors. The works read should be either those selected by the Joint Conference on English Requirements for Admission to College, or satisfactory equivalents. The list given by the Conference contains two groups of books—some to be studied minutely, the rest to be read more rapidly. It will be profitable to observe this distinction. If it is impossible to read all the books named above, the teacher should select those that he can handle most effectively. It is far better for a student to know a few books well than to have a desultory acquaintance with a good many. In teaching literature, stress should be laid upon the works themselves. Especial attention should be given to the meaning of words, phrases, and figures of speech, the tracing out of allusions, the interpretation of character, and construction of plot. Annotated editions of the masterpieces chosen should be used, separate editions of the longer works being preferable to a volume of selections. Histories and manuals of English literature, if used at all, should be used chiefly for reference, and but sparingly for class recitation.

No order of reading could be prescribed with safety, nor, indeed, would it be profitable for all schools to pursue exactly the same order. Tentatively, the following plan is suggested: In the first year, American poetry and simple prose; in the second year, English prose, followed by English poetry; in the third year, drama, and more difficult prose. Thus, Longfellow and Irving would be taught in the first year; Macaulay, Tennyson, and Coleridge in the second year; Shakespeare, De Quincey and Emerson in the third year. If a four years' course can be offered, the second year's work, as suggested above, might be continued into the third year, a year of prose preceding a year of poetry.

**2. Mathematics.** PLANE AND SOLID GEOMETRY. The completion of such texts as those of Beman and Smith, Chauvenet, Wells, and Wentworth furnishes adequate preparation. The student should solve a large number of the original exercises.

ALGEBRA. A good knowledge of the fundamental operations—factoring, equations, and quadratics—is required. Durrell and Robbins's *School Algebra*, Gillette's *Elementary Algebra*, Charles Smith's *Elementary Algebra*, Taylor's *Elementary Algebra*, or Wentworth's *School Algebra*, are recommended.

**3. Foreign Language.** Greek, Latin, German, or French may be offered by the candidate. The minimum requirement is three units in some one of these languages, as outlined below.



It is strongly advised that, wherever practicable, the student who expects to enter the University should take more than this minimum requirement in language. The elements of a foreign language are more easily mastered at the high school age than they are later, and the student who enters the University thus equipped has more time at his command for more advanced study.

Students who, when they enter the University, have had at least three years of successful work in each of two languages may substitute other college work for the two years of required language in the college course (see Required Work, p. 34).

The requirements in the several languages are as follows:

GREEK. First year, elementary lessons in White's First Greek Book, or an equivalent.

Second year, Xenophon's Anabasis. Three or four books, with composition and grammar.

Third year, Homer's Iliad. Three to four thousand lines, with Jebb's Introduction to Homer.

LATIN. The elements of the Latin language, the ability to translate at sight simple prose selections from Latin into English, and corresponding sentences from English into Latin; two books of Caesar's Commentaries on the Gallic War, five orations of Cicero, and two books of Vergil's Aeneid, or an equivalent in other Latin.

GERMAN. The equivalent of Courses 1, 2, and 3 (the first two years' work), as outlined on p. 53.

FRENCH. The equivalent of Courses 1, 2, 3, and 4 (the first two years' work), as outlined on pp. 49-50.

5. **History.** In addition to the United States history required as one of the common branches, the admission requirements in history are either (1) a knowledge of general history such as may be obtained from a thorough study of Myers's General History, with such supplementary reading as may be suggested by an intelligent teacher in a preparatory course, or (2) a more thoroughly detailed knowledge of the history and institutions of Greece and Rome, such as may be obtained from Myers's History of Greece and Allen's History of Rome. It is strongly recommended by the department of History that the more thorough preparation in the limited field of Greece and Rome be selected in preference to the former; and even if the preparation be in general history, it is expected that the chief emphasis will be placed on these two nations. The amount of time spent upon this subject should not be less than a year of daily recitations.

6. **Science.** A year's experimental or laboratory work in some one of the following subjects: Chemistry, physics, zoölogy, geology, or botany. Direct contact of the student's mind with the objects and processes of nature is desired rather than an accumulation of scientific facts.

PHYSICS. The first two terms of a year in physics may be spent in the study of a text-book, with simple experiments by the teacher. The third term should consist of qualitative work in the laboratory. No one text-book is adapted to the needs of all schools, but it is recommended that one of the following be used: Gage's Introduction to Physical Science, Carhart and Chute's Lessons in Elementary Physics,

or Avery's Elementary Physics. In the laboratory it is better to use several manuals, so that a number of experiments may be selected that are within the range of the equipment. The manuals of Chute, Gage, Adams, Trees and Preston, and Allen are recommended. Emphasis should be laid on the quality rather than the amount of laboratory work.

CHEMISTRY. The books especially recommended are Shepard's Elements of Chemistry, Remsen's Inorganic Chemistry, and Williams's Introduction to Chemical Science and Manual for Laboratory Work.

BOTANY. Any course will be satisfactory which brings the pupils directly into contact with plants, especially in their natural surroundings out of doors. It is important that some knowledge of the lower forms of plant life be possessed by the candidate, but this can be gained at first hand only by the use of compound microscopes. Where these are available, such books as Spalding's Introduction to Botany, Bergen's Elements of Botany, and Campbell's Structural and Systematic Botany may be used as laboratory guides. Otherwise Gray's Structural Botany, together with a manual for the determination of the plants in the local flora, should be used in connection with the laboratory and out-of-door study.

ZOÖLOGY. Any work which involves the direct study of animals is acceptable. The line of work indicated by Needham's Lessons in Zoölogy is best adapted for most high school classes. ✕

*This report was adopted.*

*Required Work*  
The motion of a day requiring a student to carry at least 10 hours of required work each of his first and second years in college was referred to the Committee on Required Studies.

*W. L. Bryan inquired about the advisabil-*



Art and  
Music

ity of recognizing Art and Music among the electives for entrance. It was explained that the new entrance requirements may include these subjects.

Elizabeth  
Haight

The case of Miss Elizabeth Haight which was inquired about by the Dean was referred to those having her in class.

Conditioned  
entrance  
work

The matter of the time of bringing up Conditioned entrance work was referred to the Committee on Required Studies.

Recitation  
Periods

Sampson's scheme for the re-arrangement of recitation periods was referred to the Chapel Committee.

Adjournment

Adjourned at 5:04 P. M.  
R. J. Aley, Secy.

Dr. Bryan's Room  
Dec. 18, 1897.

Faculty  
absent

The meeting was called to order at 4 P. M.  
Absent: Bergström, Bordner, Bryan, Brown, Eignmann, Hamilton, Harris, Knipp, Leger, Lyons, Reinhard, Sampson, Weatherly.

reading of  
minutes

The minutes of the previous meeting were read and approved.

Recitation  
Period Time

Professor Aley reported for the Faculty Committee, recommending that on Tuesdays and Fridays the intermission between hours be reduced to five minutes, and the five minutes thus gained, be added to the recitation periods. Upon the motion of Professor Miller the recommendation was carried. The President explained the regulations of the closing of a term. Dr. Stonaker requested permission to hold an examination on Tuesday evening instead of at the regular recitation time. After considerable discussion the request was granted with the distinct understanding that no precedent be

Special time  
for examina-  
tion