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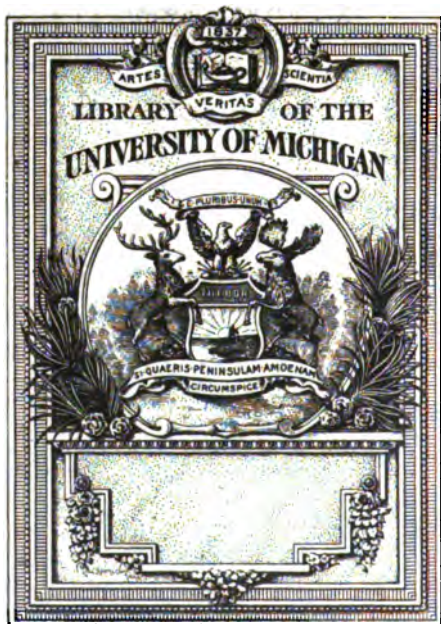
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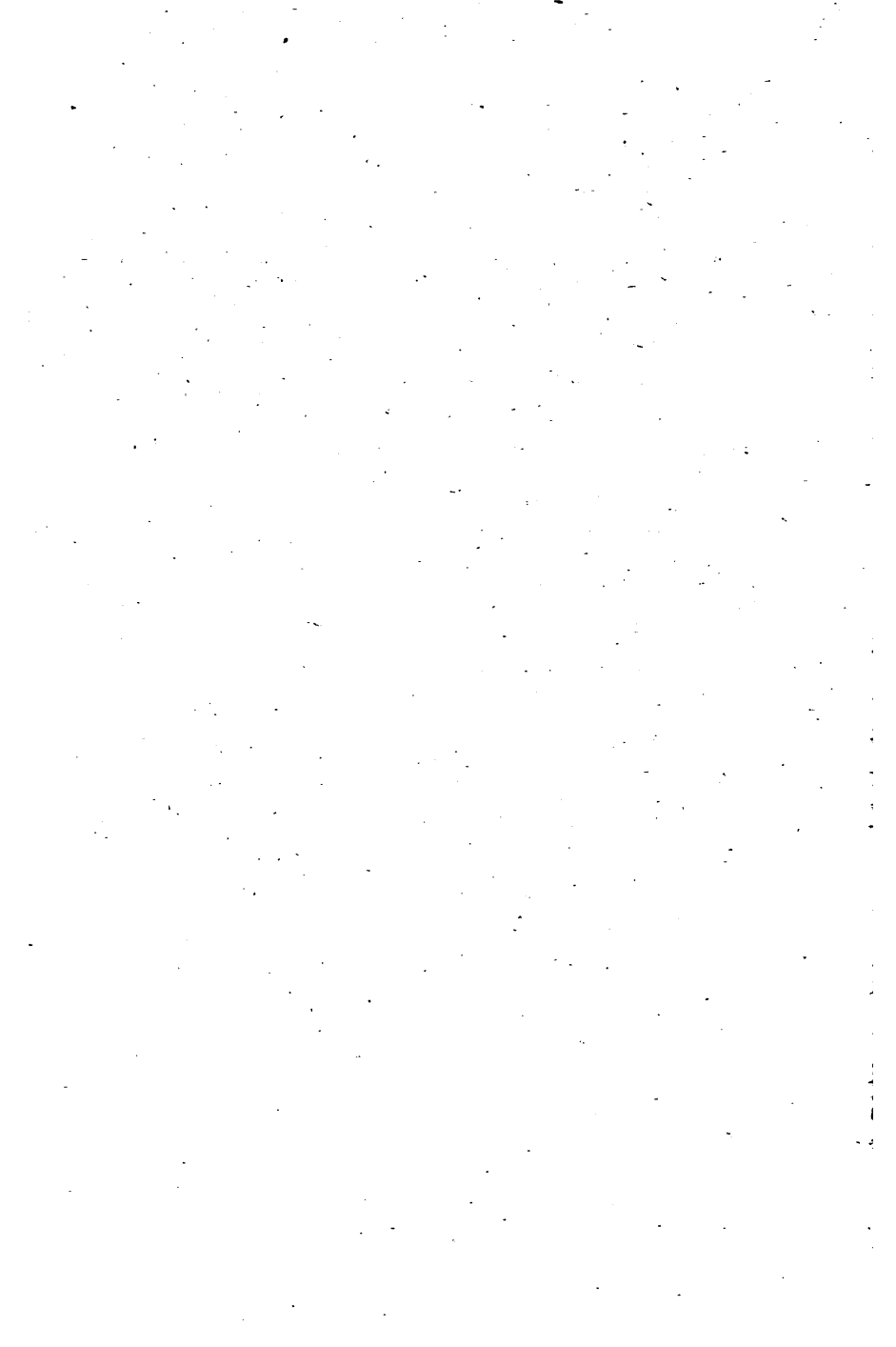
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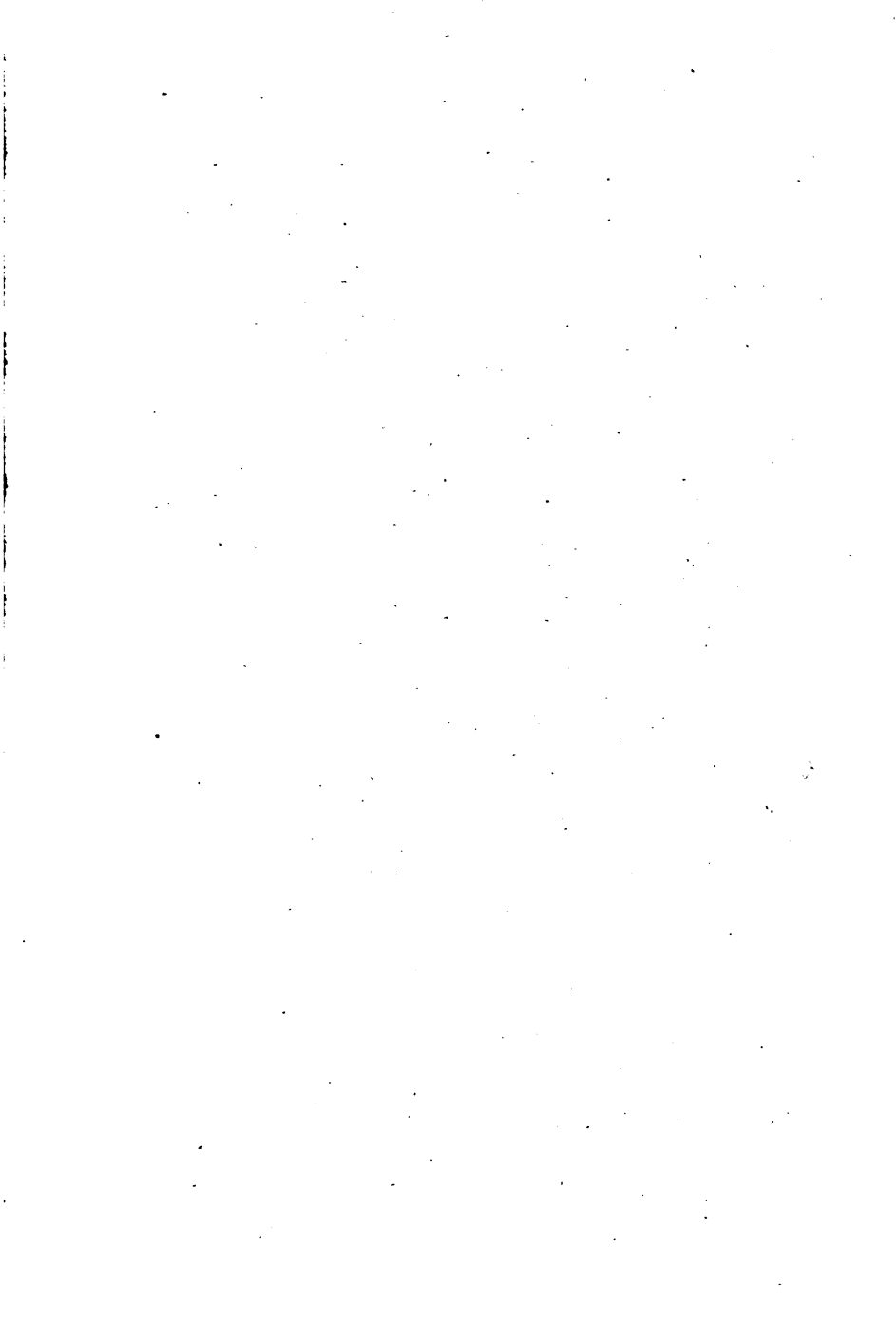
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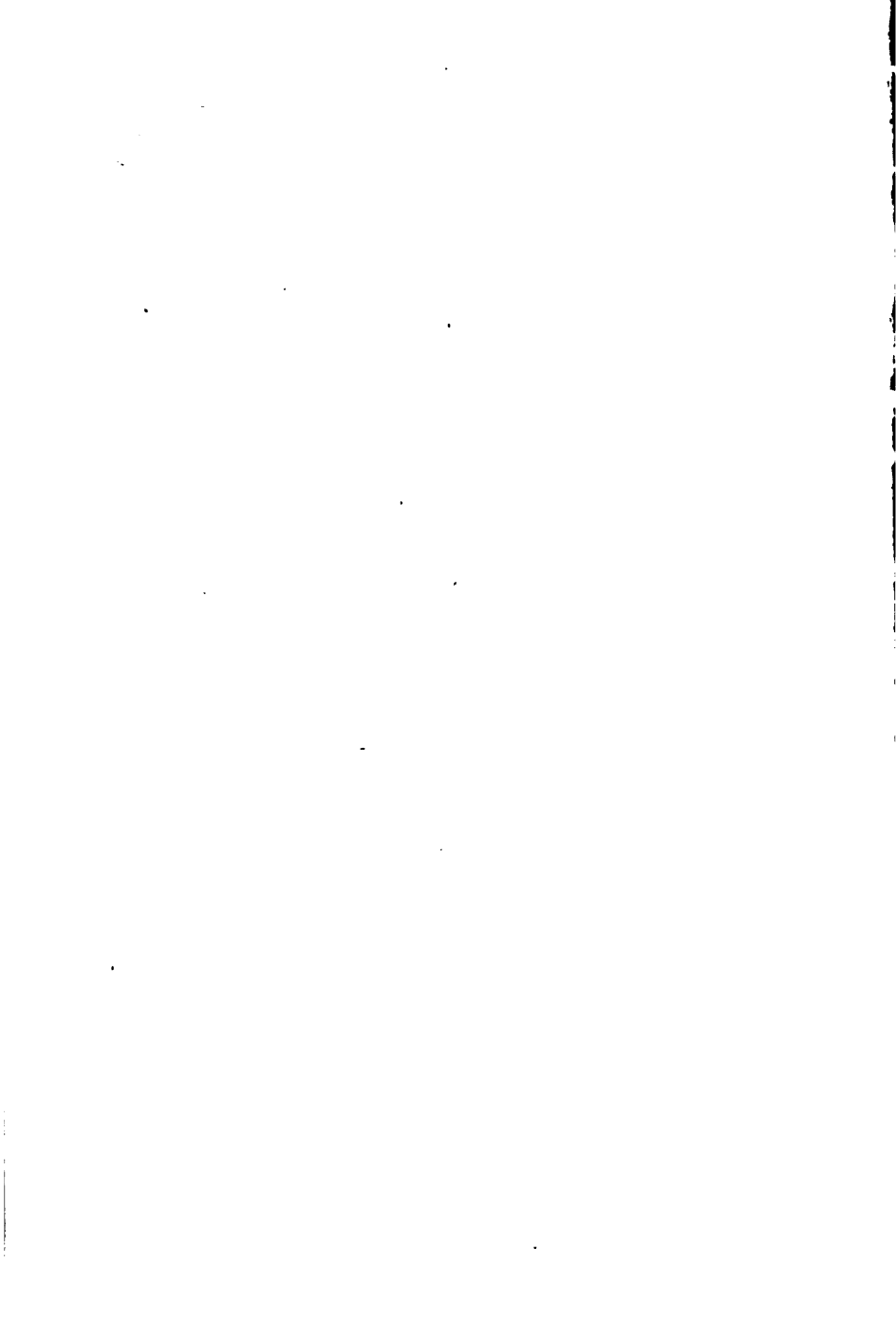




Printed 1891

# Vassar College.

1890-91.





TWENTY-SIXTH

ANNUAL CATALOGUE

OF THE

OFFICERS AND STUDENTS

OF

VASSAR COLLEGE,

POUGHKEEPSIE, N. Y.

1890-91.

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POUGHKEEPSIE.  
A. V. HAIGHT, PRINTER.  
1890.

"It occurred to me that woman, having received from her Creator the same intellectual constitution as man, has the same right as man to intellectual culture and development."

"It is my hope to be the instrument in the hand of Providence of founding an institution which shall accomplish for young women what our colleges are accomplishing for young men."

MATTHEW VASSAR.

The College was incorporated as Vassar Female College in 1861.  
This name was changed in 1867 to the present corporate name,  
VASSAR COLLEGE.

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FERREL, MARY ESTELLE,	Columbus, O.
FERRY, BLANCHE,	Detroit, Mich.
FISHER, LIZZIE GRACE,	Knowlesville.
FITCH, LUCY ALDRICH,	Skaneateles.
FITCH, MARY CLIFT,	Skaneateles.
FOWLER, CHARLOTTE LOUISA,	Poughkeepsie.
FULLER, ZADA CONSTANCE,	Albany.
GEDNEY, MARY ELEANOR,	New Haven, Conn.
GILLMER, ELIZABETH ACHSA,	Warren, O.
GNAD, AGNES,	Rutherford, N. J.
GOLAY, JULIETTE,	Brewer, Me.
HAIGHT, BESSIE HAZELTON,	Auburn.
HASTINGS, MABEL LOUISE,	Brooklyn.
HAWES, LOUISE BUFFUM,	Fall River, Mass.
HENCH, LILLIE COYLE,	Harrisburg, Penn.
HENDRICKSON, MARY H.,	New Monmouth, N. J.
HILL, CLARA MOSSMAN,	Norwalk, Conn.
HOLBROOK, MYRA COFFIN,	Poughkeepsie.
HOWE, LEONORA,	Cambridge, Mass.
HOWELL, FANNY ASENATH,	Port Jervis.
HUSSEY, ALICE SARAH,	Rochester.
JOHNSON, JULIA LOUISE,	Easton, Penn.
KIMBALL, EDITH,	Newtonville, Mass.

LATIMER, ADA LOMBARD,	Memphis, Tenn.
LEONARD, CLARA AUGUSTA,	Auburn.
LUSE, IDA CORNELIA,	St. Paul, Minn.
LYNCH, MARY C.,	Chicago, Ill.
MACARTHUR, FLORENCE BLANCHE,	Chicago, Ill.
MACAULEY, ANNIE RACHEL,	Louisville, Ky.
MACAULEY, MARY MARGARET,	Louisville, Ky.
MCCURDY, CAROLINE,	Youngstown, O.
MCMORRAN, EMMA JOSEPHINE,	Port Huron, Mich.
MANDEVILLE, MARGARET,	Poughkeepsie.
MARCHANT, MARIE,	Milwaukee, Wis.
MARSHALL, ELIZABETH ARTHUR,	Pittsburgh, Penn.
MILLARD, MARTHA MAY,	Poughkeepsie.
MOORE, ETHEL,	Oakland, Cal.
MOBBILL, MARIAN AURILLA,	Brooklyn.
MUMFORD, MARY BLANCHE,	Detroit, Mich.
MYERS, ANGIE MARTIN,	Newburgh.
PATTEN, LIZZIE HIGGINS,	Newton Centre, Mass.
PATTEBSON, LEILA HENRY,	Franklin, Ky.
PLATT, EMILY BARTLETT,	Poughkeepsie.
ROBBINS, FLORENCE LILLIAN,	St. Paul, Minn.
SCHENCK, LILLIE CORINNE,	Vevay, Ind.
SCHNEIDER, MARIE SOPHIE,	Covington, Ky.
SLADE, HELEN MILDRED,	Quincy, Mass.
SMITH, ETHEL MARY,	New York.
SPIERS, KATHARINE ESTELLE,	San Francisco, Cal.
STEBBINS, KATE VAN COTT,	Rochester.
STICKNEY, RUTH,	St. Paul, Minn.
STORY, ADA BELLE,	Ouray, Col.
UTTER, KATHABINE MINEERVA,	Providence, R. I.
VAILLANT, ABBY AUGUSTA,	New York.
VANDER BURG, CAROLINE GERTRUDE,	Fall River, Mass.
VAN KLEECK, MELVINA,	Poughkeepsie.
WAGAR, HATTIE MAY,	Lakewood, O.
WELLMAN, BLANCHE,	Friendship.
WELLS, EMILIE LOUISE,	St. Ignace, Mich.
WHITE, GERTRUDE,	Brooklyn.
WHYTE, LAURA AGNES,	Jersey City Heights, N. J.
WILCOX, ALICE WILSON,	Providence, R. I.



## IN SPECIAL COURSES.

AGNE, NELLA LANDT,	Tipton, Ia.
BATCHELLER, ANNA LOUISE,	Wallingford, Vt.
BEERS, LILA ELIZA,	Chicago, Ill.
BENSLEY, MARTHA SOPHIA,	Chicago, Ill.
BLACK, GRACIA MILDRED,	Chicago, Ill.
BOWMAN, INA,	Lebanon, Penn.
BREMFOERDER, ADA FANNY,	Cincinnati, O.
BROWN, OLIVE MILTON,	Anderson, S. C.
CHAPIN, BETSEY CHAPMAN,	Evanston, Ill.
CHASE, ALICE GODDARD,	Brooklyn.
COAB, ANNA MAY.	New York.
COLBURN, GRACE TALBOT,	Newton Centre, Mass.
CONANT, HATTIE CORINNE,	Owosso, Mich.
DAVIS, KATHERINE BEMENT,	Rochester.
DUNSTAN, CORA VANDELIA,	Creswell, N. C.
ESTES, CHARLOTTE L.,	Brockport.
FULLER, FANNY HOWARD,	Brooklyn.
GREER, LILY,	Chicago, Ill.
GRIMSHAW, BLANCHE,	Minneapolis, Minn.
HALL, ESTHER AMELIA,	St. Paul, Minn.
HANSEN, LUCY MATILDA,	Milwaukee, Wis.
HEMANS, IDA MAY,	Auburn.
HENDERSON, LIZZIE GRACE,	Pulaski.
HOMANS, SARAH SHEPPARD,	Englewood, N. J.
HUGHES, NELSIE PATRICK,	Omaha, Neb.
HULBERT, EDITH JOSEPHINE,	Yonkers.
INGHAM, MARIA LOUISE,	Say Brook, Conn.
JONES, ELLA VIRGINIA,	Morris Church, Va.
KEYSER, ANNIE TOWNSEND,	Albany.
KNOWLSON, MARY ELIZABETH,	Troy.
LANDAUER, MILDRED,	Milwaukee, Wis.
LITTLE, MARIE LOUISE,	Middletown.
LORD, MARY WADE,	Evanston, Ill.
LOYD, ALBERTA,	Lynchburg, Va.
MCADAMS, BESSIE MARGARET,	Mt. Pleasant, Penn.
MCELROY, LOU VIOLA,	Marshalltown, Ia.
MCKINNEY, MARY LOU,	Farmville, Va.
MILLER, LOUISA,	Florence, S. C.
MILLER, MARY ANNA,	Blandford, Mass.
O'DWYER, ELLEN,	Jackson, Mich.

PHELPS, THEODORA ADA,	Dunkirk.
PLATT, SARA SHERWOOD,	Poughkeepsie.
REYNOLDS, EDITH MIRIAM,	Leavenworth, Kan.
ROBINSON, MABEL PORTER,	Milwaukee, Wis.
ROSE, LILY,	Providence, R. I.
SAGE, HELEN FRANCES,	Cincinnati, O.
SANFORD, MAY STEVENS,	Bennington Centre, Vt.
SHAVER, JESSIE MAUDE,	Jamestown.
SHERWOOD, MARY AUGUSTA,	Omaha, Neb.
STAGG, PAULINE HANNAH,	West Orange, N. J.
TOMPKINS, NANNA MAY,	Poughkeepsie.
WOOD, HARRIET ANNE,	Saginaw, Mich.
WOODBIDGE, SARAH ELIZABETH,	Brooklyn.
YOST, BERTHA ELIZABETH,	Waterloo.

## IN THE SCHOOLS OF ART.

### I. OF PAINTING.

BEATTIE, MARGARET PARISH,	Middletown.
BIRKMAN, AGNES,	Indiana, Penn.
BURKE, MARY LOUISE,	Clayville.
BUNTEN, MABEL ELEANOR,	Rondout.
BYERS, PINA FRANCES,	Chicago, Ill.
CARPENTER, GRACE,	Poughkeepsie.
COOLEY, MABEL LILLIAS,	Poughkeepsie.
FROST, MINA LOUISE,	Poughkeepsie.
HATFIELD, FREDERICA DAVIS,	Poughkeepsie.
MCCURDY, MARY,	Youngstown, O.
MITCHELL, HELEN EMMA,	Troy.
RISSEB, FLORENCE MAE,	Chicago, Ill.
SAGUE, JULIA,	Poughkeepsie.
VAN INGEN, JOSEPHINE KOELMAN,	Poughkeepsie.
WING, CARRIE THORNE,	Willow Brook.

### II. OF MUSIC.

BAKER, MARY LOUISE,	Poughkeepsie.
BARBOUR, DAISY FRANCES,	Hartford, Conn.
BARRETT, MARY MELVIN,	Allegheny, Penn.
BERRY, ANNA,	Stormville.
BYERS, DAISY EVELYN,	Chicago.
CARPENTER, MARY WRIGHT,	Poughkeepsie.

CLARKE, ALICE BARNEVELDT,	Poughkeepsie.
DOUGHTY, MARY ELENA VAN DEBOGART,	Matteawan.
ELSWORTH, MARY JOHNSTON,	Poughkeepsie.
FERRIS, CAROLINE MURRAY,	Poughkeepsie.
HAGGERTY, SUSIE HYDE,	Poughkeepsie.
HAIGHT, ANNA VALETTE, (graduate, 1889.)	Poughkeepsie.
HARPER, MARY,	New Concord, O.
HAWLEY, LINA STANTON,	Philadelphia, Penn.
HOLMSTROM, LOUISE FAY,	New York.
LOCKWOOD, SARA FALCONER, (Graduate, 1889.)	Poughkeepsie
MACDONALD, JESSIE LILIAN,	Troy.
MASON, LOUISE HURLBUT,	Poughkeepsie.
MILLARD MARTHA HYEE, (School of Painting, '88)	New Hamburg.
MORRIS, MAUD MARGARET,	Bridgeport, Conn.
MUHLHAUSER, SOPHIE,	Cleveland.
PELL, VIRGINIA ISOLIND,	Poughkeepsie.
PERKINS, GRACE TAYLOR,	Poughkeepsie.
SANDERS, MAUD LOUISE,	Poughkeepsie.
SHWARTZ, LILLIAN,	Poughkeepsie.
VAUGHAN, MARTHA DUNN STEVENSON,	Petersburg, Va.
WIETHAN, MAY JOSEPHINE,	Poughkeepsie.
WOODWARD, MAY,	Washington, D. C.
WOODWORTH, MARY,	Webster City, Ia.

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## ADMISSION OF STUDENTS.

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Applicants for admission to the Freshman or any higher class must be at least sixteen years of age. They must present satisfactory testimonials of good character.

Candidates for admission to an advanced grade will be examined in all *prescribed* studies antecedent to that grade, including the requirements for admission to the college, and in such *elective* studies as shall be chosen by the candidate and approved by the Faculty.

Candidates for the Freshman Class are examined in the following studies :

*English* : Every candidate will be required to write an essay of from three to five pages upon a subject assigned at the time, and taken from one of the following works :

Shakspeare's Julius Cæsar and Merchant of Venice, Coleridge's Ancient Mariner, Longfellow's Evangeline, Macaulay's Essay on Lord Clive, Webster's first Bunker Hill Oration, Irving's Alhambra, Scott's Old Mortality, George Eliot's Silas Marner, Hawthorne's House of the Seven Gables.

In 1892 the subjects will be taken from the following works : Shakspeare's Julius Cæsar and As You Like It, Scott's Marmion, Longfellow's Courtship of Miles Standish, Addison's Sir Roger de Coverly Papers, Macaulay's second Essay on the Earl of Chatham, Webster's first Bunker Hill Oration, Irving's Alhambra, Scott's Talisman, George Eliot's Scenes from Clerical Life, Hawthorne's House of the Seven Gables.

In 1893 : Shakspeare's Julius Cæsar and Twelfth Night, Scott's Marmion, Longfellow's Courtship of Miles Standish, Addison's Sir Roger de Coverly Papers, Macaulay's second Essay on the Earl of Chatham, Emerson's American Scholar, Irving's Sketch Book, Scott's Ivanhoe, Dickens' David Copperfield.

Candidates will also be required to correct specimens of bad English furnished at the time. (Strang's Exercises in English recommended.)

*History*: Outlines of Greek and Roman history to the establishment of the Roman Empire; outlines of English or American history. Any standard history of Greece, Rome, England, or the United States may be used. The following are recommended: Fyffe's *Primer of Greek History* and Creighton's *Primer of Roman History*, or Sheldon's *Greek and Roman History*; Montgomery's *Leading Facts in English History*, Johnston's *History of the United States*.

*Mathematics*: (a) Arithmetic, including the metric system of weights and measures, as much as is contained in the larger text-books.

(b) Algebra.—The requirements in algebra embrace the following subjects: Factors; Common Divisors and Multiples; Fractions; Ratio and Proportion; Negative Quantities and Interpretation of Negative Results; The Doctrine of Exponents; Radicals and Equations involving Radicals; The Binomial Theorem and the Extraction of Roots; Arithmetical and Geometrical Progressions; Putting Questions into Equations; The ordinary methods of Elimination and the solution of both Numerical and Literal Equations of the First and Second Degrees, with one or more unknown quantities, and of problems leading to such equations. The text-books used should be equivalent to the larger treatises of Newcomb, Olney, Ray, Robinson, Todhunter, Wells, or Wentworth.

(c) Plane geometry, as much as is contained in the first five books of Chauvenet's *Treatise on Elementary Geometry*, or the first five books of Wentworth's *New Plane and Solid Geometry*, or Wells' *Plane Geometry*, or the first six books of Hamblin Smith's *Elements of Geometry*, or Chapter first of Olney's *Elements of Geometry*.

In order to pursue successfully the work of the College, recent review of the work completed early in the preparatory course is necessary.

*Latin*: Grammar; Collar, *Practical Latin Prose Composition*, Parts third and fourth, or Allen, *Latin Composition*, fifty lessons, or Jones, entire; Cæsar, four books; Cicero, six *Orations*; Virgil, six books of the *Æneid* and six *Eclogues*, (I. IV. V. VII. VIII. X.) The student may offer a seventh oration of Cicero instead of the *Eclogues*, or, if seven orations are offered, the *Eclogues* may be substituted for one of the six books of the *Æneid*. Translation at sight of average passages from Cæsar, Cicero's *Orations*, and Virgil's *Æneid*. The Roman method of pronunciation is used.

IN ADDITION TO THE LATIN ONE OTHER LANGUAGE IS REQUIRED. This may be Greek, German, or French.

*Greek* : Grammar ; Jones, *Exercises in Greek Prose Composition*, twenty lessons, or, White's *First Lessons in Greek*, fifty-five lessons; Xenophon, *Anabasis*, four books; Homer, *Iliad*, three books. Translation at sight of average passages from Xenophon's *Anabasis* and Homer's *Iliad*.

*German* : A thorough knowledge of German grammar (Wenckebach and Schrakamp recommended); ability to translate easy English prose into German. Lessing, *Minna von Barnhelm*; Schiller, *Wilhelm Tell*, *Egmont's Leben und Tod*, and *Die Belagerung von Antwerpen* (Ed. Buchheim); Goethe, *Hermann und Dorothea*; Freytag, *Die Journalisten*; Grimm, *Das Kind* or *Der Landschaftsmaler*.

Facility in reading and writing German script. Throughout the course German is the language of the class room; good preparation in German conversation is therefore necessary.

*French* : A thorough knowledge of French Grammar and ability to translate easy English prose into French. (Sauveur, *Grammaire Française pour les Anglais*, supplemented by written exercises from English into French, or, Whitney, *Practical French Grammar*, recommended.) Six of Bocher's College Plays; Daudet, *La Belle Nivernaise*; Souvestre, *Un Philosophe Sous Les Toits*; Julliot, *Mademoiselle Solange*; Dumas, *La Tulipe Noire*; Ereckmann-Chatrion, *Le Conscrit de 1813*.

As French is the language of the class room, it is desirable that candidates for admission should have some practice in French conversation.

The full preparation in either French or German should cover a period of at least two years, five recitations a week, under competent instructors.

*It is recommended that candidates prepare in all subjects in accordance with the foregoing requirements, but equivalents will be accepted for the text-books or authors named.*

Students are admitted without examination in the following cases:

1. When they bring a certificate of proficiency from schools from which a pupil has previously been admitted without conditions to the Freshman or a higher class.

2. When they have been prepared by a graduate of the College engaged in the work of private instruction, one of whose pupils has before been admitted without conditions to the Freshman or a higher class.

3. When they bring certificates from schools which have been visited by a committee of the Faculty and approved by them, or in regard to which the Faculty have other sufficient means of information.

The College reserves to itself the right to withdraw the above mentioned privilege in case students thus admitted fail after fair trial to maintain their standing.

4. The certificate of the Regents of the State of New York will be accepted in place of examination, so far as it meets the requirements for admission to the College.

5. The certificate of the President of Harvard College, offered by persons who have successfully passed "the examinations for women," so far as it includes studies, preparatory or collegiate, prescribed in the regular course, will be accepted in lieu of examination in such studies.

In all cases the certificate must specify the text-books used, the ground actually gone over, and the date of examination. Blank forms will be furnished by the President on application.

*All certificates must be based upon recent examinations.*

*They should be forwarded to the college before the first of September.*

### EXAMINATIONS.

Examinations for admission to the Freshman Class will be held at the College, Thursday and Friday preceding Commencement, June 4 and 5, 1891; also, at Chicago, Cincinnati, Cleveland, St. Louis, Detroit, Louisville, Washington, Omaha, Denver, and San Francisco, during the first week in June, 1891.

Applicants for examination at any of these places must inform the President before May 10, and they will be notified of the day and place.

The regular examinations at the College for the admission of students will commence on Wednesday, September 16, 1891, and continue three days. Students can not have rooms at the college until their examinations have been completed. Lodging may be procured at cottages near the College upon application to the Lady Principal.

Candidates are requested to be present at 9 A. M. for registration.

The order of entrance examinations is as follows :

- WEDNESDAY, Latin, 9.30 A. M. to 12 M.  
English, 2 P. M. to 4:30 P. M.
- THURSDAY, Algebra and Geometry, 9.30 A. M. to 12 M.  
History, 2 P. M. to 4:30 P. M.
- FRIDAY, Greek, German, and French, 9:30 A. M. to 12 M.  
Arithmetic, 2 P. M. to 3:30 P. M.



## COURSE OF STUDY.

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The curriculum has been carefully formed with regard to the conflicts between the Prescribed and Elective Systems, and with the belief that experience demonstrates the need of much careful compulsory work as a preparation for free choice.

The aim has been to give the student the opportunity to follow lines of study continuously, through both the prescribed and elective portions of the course.

All elections are subject to the approval of the Faculty.

Two languages, one of which shall be Latin, must be studied throughout the *prescribed* course by every student for a degree. The second language may be Greek, German, or French.

An opportunity is given, in the elective part of the course, for beginning the study of Greek, German, or French.

### FRESHMAN YEAR.

#### FIRST SEMESTER.

The figures indicate the number of hours a week.

- LATIN, 4.**—Livy, 8. Prose Composition, 1.
- GREEK, 4.**—Lysias, Selected *Orationes*. Herodotus, Books VI. and VII. Prose composition. Reading at sight.
- GERMAN, 4.**—Schiller, *Maria Stuart*. Reading of German prose. Composition. Select German poems from Simonson's *Deutsches Balladen-Buch* paraphrased and memorized. Grammar reviewed.
- FRENCH, 4.**—Review of French Syntax. Composition. Idiomatic French. Reading of French prose. Exercise in Conversation.

RHETORIC, 2.—Principles of Narrative and Descriptive Composition. Essays throughout the year.

ENGLISH LITERATURE, 1.—Selections from Scott, Irving, Macaulay, Hawthorne, George Eliot, Matthew Arnold.

MATHEMATICS, 3.—Chauvenet, *Solid and Spherical Geometry*.

HYGIENE, 1.—Personal and Public Hygiene.

LECTURES ON THE HISTORY OF ART, (Elective for all classes.)

#### SECOND SEMESTER.

LATIN, 4.—Horace, *Odes, Epodes, and Carmen Sæculare*.

GREEK, 4.—Homer, Selections from the *Iliad* and *Odyssey*. Lectures on Homeric Antiquities. Private Reading, *Iliad*, Selections. Reading at sight.

GERMAN, 4.—Goethe, *Goetz von Berlichingen*. Composition and German poems.

FRENCH, 4.—Selections from V. Hugo, Lamartine, A. de Musset, Coppeé, etc. Composition. Dictation. French poetry memorized and paraphrased.

RHETORIC, 1.—(As in first semester.)

ENGLISH LITERATURE, 2.—Selections from Wordsworth, Byron, Tennyson, Longfellow, Browning. A number of entire poems will be critically read.

MATHEMATICS, 3.—Logarithms. Plane Trigonometry.

HYGIENE, 1.—Personal and Public Hygiene.

ELOCUTION.

#### SOPHOMORE YEAR.

##### FIRST SEMESTER.

LATIN, 3.—Cicero, *Brutus*, or *De Amicitia* and *De Senectute*. Cicero's Letters, Selections. Prose composition.

GREEK, 3.—Demosthenes, *On the Crown*, with parts of *False Legation*. English into Greek. Lectures on Attic orators. Private Reading, Aeschines, *Against Otesiphon*.

GERMAN, 3.—Schiller, *Jungfrau von Orleans*. History of German Literature begun. Selections from the first classic period. Composition.

FRENCH, 3.—History of French Literature from its origin to the seventeenth century. Moliere, *Le Bourgeois Gentilhomme*;

Racine, *Athalie*, or equivalents. Composition, letters. Reading and translation at sight.

RHETORIC, 1.—Principles of Literary Invention. Essays throughout the year.

ENGLISH LITERATURE, 2.—Lectures on the development of English Literature. Authors critically studied. Instruction in the use of the Library.

MATHEMATICS, 3.—Plane Trigonometry, completed. Spherical Trigonometry. Lectures on Surveying and Navigation.

HISTORY, 3.—Greek and Roman,—to the Invasion of the Barbarians.

#### SECOND SEMESTER.

##### PRESCRIBED.

LATIN, 2.—Horace, *Satires* and *Epistles*.

GREEK, 2.—Plato, *Protagoras*; Aristophanes, *Clouds*. Another play of Aristophanes will be translated to the students.

GERMAN, 2.—Lessing, *Emilia Galotti*. History of Literature continued. Composition.

FRENCH, 2.—The work of the first semester continued.

RHETORIC, 1.—(As in first semester.)

ENGLISH LITERATURE, 2.—(As in first semester.)

##### ELECTIVE.

MATHEMATICS, 4—Analytic Geometry.

CHEMISTRY, 4.—Description of the non-metals. Elementary Chemical Philosophy. First course in Experimental Chemistry. Lectures, recitations, and laboratory work.

HISTORY, 4.—Mediæval.

LATIN, (at sight) 1.

LECTURES ON DESCRIPTIVE ASTRONOMY.

ELOCUTION.

#### JUNIOR YEAR.

##### FIRST SEMESTER. ELECTIVE.

LATIN, 3.—Tacitus, *Agricola* or *Germania*, and *Annales*. The life and writings of Tacitus.

GREEK, 2.—Thucydides, Selections. Lectures on the History of Greek Prose. Private Reading, Isocrates, *Panegyricus*.

- GREEK, Shorter course, 3.—Grammar. Xenophon begun.
- GERMAN, 2.—Lessing. *Nathan der Weise*. Literature. Essays.
- GERMAN, Shorter Course, 3.—Wenckebach-Schrakamp, *Grammar*, with written and oral exercises. Joynes, German Reader. *Günstige Vorzeichen*. Exercises in German conversation.
- FRENCH, 2.—Literature of the seventeenth century. Selections from Corneille, Racine, Moliere. Lectures. Essays.
- FRENCH, Shorter Course, 3.—Paul Bercy, *La Langue Française*. Hennequin. *Verbs*. Composition. Grammar. Reading of modern French prose.
- RHETORIC, 2.—Prose style. Critical Study of Authors.
- ENGLISH LITERATURE, 2.—*Chaucer*.
- MINERALOGY, 4.—Dana, *Manual*, illustrated by laboratory practice in the blowpipe determination of minerals.
- BIOLOGY, 3.—General Biology.
- ASTRONOMY, 4.—Lectures. Young's General Astronomy. Use of the portable telescopes.
- CHEMISTRY, 4.—Descriptions of the metals. Qualitative analysis. Lectures, library and laboratory work, recitations.
- MATHEMATICS, 3.—Differential and Integral Calculus. History of Mathematics.
- HISTORY, 3.—Modern,—from the period of the Reformation.

## SECOND SEMESTER. ELECTIVE.

- LATIN, 3.—Plautus or Terence. Juvenal. The Roman Comedy and Satire.
- GREEK, 3.—Sophocles, *Oedipus the King*. Aeschylus, *Persians*. Lectures on the Drama. Private Reading, Euripides, *Alcestis*.
- GREEK, Shorter Course, 3.—Xenophon continued. Homer.
- GERMAN, 2.—Goethe. *Iphigenia and Tasso* Essays. Literature continued.
- GERMAN, Shorter Course, 3.—Grammar completed, with written and oral exercises. Schrakamp, *Erzählungen aus der Deutschen Geschichte*. Exercises in German conversation.
- FRENCH, 2.—Literature of the seventeenth century continued. Selections from Boileau, LaFontaine, Pascal, Descartes, Bossuet, Mme. de Sévigné and other eminent writers of that period. Essays. Lectures.

- FRENCH**, Shorter Course, 3.—The work of the first semester continued.
- LOGIC**, 4.—Preceded by an outline of Psychology, and followed by the Chapters on Argumentative Composition in A. S. Hill's Rhetoric. Two Forensics.
- GEOLOGY**, 4.—A general course. Dana, *Text-Book*, with lectures. Exercises in the study of fossils, and in the preparation of microscopic sections of rocks and minerals.
- BIOLOGY**, 3.—General Biology, continued.
- ASTRONOMY**, 4.—Lectures. Young's General Astronomy. Use of the portable telescopes.
- CHEMISTRY**, 4.—Quantitative analysis. The Chemistry of Light. Lectures, library and laboratory work, recitations.
- MATHEMATICS**, 3.—Differential and Integral Calculus. History of Mathematics.
- HISTORY**, 3.—Completion of the work of the first semester.
- ENGLISH**, 1.—Essays.
- HISTORY OF ART**, 2.
- ELOCUTION**.

**SENIOR YEAR.****FIRST SEMESTER. ELECTIVE.**

- MENTAL PHILOSOPHY**, (required) 4.—Murray, *Hand-Book of Psychology*. Lectures. Essays on the History of Philosophy.  
*Any two of these languages may be elected :*
- LATIN**, 3.—Cicero, *De Oratore* or *De Officiis*. Prose Composition.
- GREEK**, 2.—Lyric Poets, Selections. Pindar, Selections. Lectures on Greek poetry.
- GERMAN**, 2.—Literature. Reading at sight from modern German authors. Private reading with examinations. Essays. Lectures.
- FRENCH**, 2.—Literature of the eighteenth century. Selections from Voltaire, Montesquieu, Buffon, J. J. Rousseau, etc. Essays. Lectures.
- ANGLO-SAXON**, 3.—Sweet, *Reader*.
- ENGLISH LITERATURE**, 3.—*Shakspeare*. Lectures on Dramatic Art.

- ASTRONOMY, 3.**—Spherical and Practical Astronomy. Lectures. Use of the Meridian Instrument. (One semester of Calculus necessary).
- PHYSICS, 4.**—Force, Motion, and Energy. The three Physical forms of matter. Electricity. Daniel, *Principles of Physics*. Lectures and recitations.
- CHEMISTRY, 2.**—The Hydrocarbons and their Derivatives.
- MATHEMATICS, 3.**—Differential Equations and Elements of Finite Differences.
- GEOLOGY, 3.**—An advanced course, either in Petrography or in Paleontological and Stratigraphical Geology, with practice in fieldwork.
- BIOLOGY, 3.**—General Zoölogy.
- HISTORY, 4.**—English and American Constitutional History.
- ECONOMICS, 3.**—Introductory Course. (In 1891-92.)
- ART HISTORY, 2.**

## SECOND SEMESTER. ELECTIVE.

- MORAL PHILOSOPHY, (required) 3.**—Robinson, *Principles and Practice of Morality*. Lectures. Essays.
- LATIN, 3.**—Lucretius, *De Rerum Natura*, Horace, *Ars Poetica*. History of Philosophy at Rome.
- GREEK, 3.**—Plato, *Republic*, Selections. Aristotle, *Nicomachean Ethics*, Selections.
- GERMAN, 2.**—Goethe, *Faust*, Parts I and II. Essays. Lectures.
- FRENCH, 2.**—The work of the first semester continued.
- ANGLO-SAXON, continued, 2.**
- ENGLISH PHILOLOGY, 1.**—Lectures.
- PHYSICS, 4.**—Molecular and Radiant Energy, including Heat, Sound, and Light. Daniel, *Principles of Physics*. Lectures and recitations.
- ASTRONOMY, 2.**—Theoretical Lectures. Use of the Equatorial Telescope.
- MATHEMATICS, 3.**—Quaternions.
- PHYSIOLOGY, 4.**—Lectures with references. Walker, *Anatomy, Physiology and Hygiene*, Kirke, *Physiology*.
- BIOLOGY, 3.**—Comparative Embryology and Advanced Biology.

**HISTORY, 2.**—American Constitutional History.

**ECONOMICS, 3.**—(In 1890-91.)

**ECONOMICS, 2.**—Advanced course (In 1891-92.)

**ELOCUTION.**

**BIBLE STUDY.**

The College aims to give, in a progressive course of study, such instruction as shall enable the student to gain a general knowledge of the history and teachings of the Bible. During the present semester Dr. W. R. Harper, of Yale University, has given one lecture a week on the Psalms. A course in the New Testament is projected for the second semester.

## COURSES AND METHODS OF INSTRUCTION,

ARRANGED BY DEPARTMENTS.

## Latin.

## FRESHMAN YEAR.

*First Semester.*—Livy, Prose Composition.*Second Semester.*—Horace, *Odes, Epodes, Carmen Saeculare.*

MISS GREENE.

## SOPHOMORE YEAR.

*First Semester.*—Cicero, *Brutus* or *De Amicitia, De Senectute*, Selected Letters of Cicero. Prose Composition.*Second Semester.*—Horace, *Satires, Epistles.*

Elective. Latin at sight, practice in cursory reading.

DR. SNYDER.

## JUNIOR YEAR.

*First Semester.*—Tacitus, *Agricola* or *Germania, Annales.* Life and writings of Tacitus. Of the *Annals* selections are read treating of events at Rome in the reign of Tiberius.*Second Semester.*—Plautus or Terence, Juvenal. The Roman Comedy and Satire.

DR. SNYDER.

## SENIOR YEAR.

*First Semester.*—Cicero, *De Oratore* or *De Officiis.* Prose Composition.*Second Semester.*—Lucretius, *De Rerum Natura*; Horace, *Ars Poetica.*  
History of Philosophy at Rome.

DR. SNYDER.

The instruction in Latin aims primarily at the exact understanding and accurate interpretation of a number of authors chosen as representatives of the chief periods in the history of Roman literature. In connection therewith, however, social, political and historical topics germane to the texts read and necessary to their intelligent comprehension are treated and discussed in class. The courses offered are so arranged as to afford an introduction to the Roman comedy and satire, to lyric and didactic poetry, to the chief historians, and to the ethical and rhetorical writings of Cicero.



In the prescribed course (Freshman and Sophomore years) particular attention is given to grammatical questions; and the practice in writing Latin, the exercises in which are based upon authors with which the students are already acquainted, has for its end the fixing and application of the principles of syntax and the grasping of the difference of the Latin idiom from the English: in this work, therefore, the aim is correctness rather than elegance of expression.

In the elective courses larger amounts are read and attention is directed almost exclusively to the subject-matter and its exegesis, while linguistic comments are confined chiefly to the characteristics and peculiarities of the style of the authors preceding and following the age of Cicero. In the prose composition of the senior year regard is had to elegance as well as correctness of diction. In all the courses exercise is given in reading aloud and translating at sight.

### Greek.

#### FRESHMAN YEAR.

**Lysias.** Legal and political aspects of Athenian life. The style and language of Lysias.

Exercises in writing Greek, based on the text. Passages memorized. Translation at sight and also from hearing required.

PROFESSOR LEACH.

**Herodotus.** Translation at sight.

MISS GREENE.

**Homer.** Lectures on Homeric Antiquities and on the Homeric Question; Homeric Forms and Syntax, explained historically.

PROFESSOR LEACH.

#### SOPHOMORE YEAR.

Aeschines is read with Demosthenes, and *Against Ctesiphon* is compared with *On the Crown*. Lectures on the Attic Orators. Some of the finest passages are memorized, and exercises in writing Greek are based on the text.

Protagoras and the Clouds. Lectures on Socrates, the Socratic method, the Sophists, the wit and humor of Aristophanes, the language of Comedy, with a weekly reading of the *Frogs*.

PROFESSOR LEACH.

#### JUNIOR YEAR.

The first book of Thucydides. Lectures on the Age of Pericles, on the Greek Historians, on the style and language of Thucydides.

Selections from Aeschylus, Sophocles and Euripides. Lectures on the Attic Theatre and the Drama, on Athens and its Monuments.

PROFESSOR LEACH.

#### SENIOR YEAR.

The Olympian and Pythian Odes of Pindar. Lectures on the Lyric Poets and on the discoveries at Olympia.

Plato, Republic. Aristotle, Nicomachean Ethics. Lectures on Greek Philosophy.

PROFESSOR LEACH.

The aim is to acquire as many-sided a knowledge of Greek as possible. Facility in reading Greek is cultivated and, to this end, practice at sight is given and private reading is encouraged. Attention is paid to grammatical principles, to the development of the language and of the literature, to different phases of Greek life and thought. Careful study is given to the style of each author and to the distinctive excellence of each, and in advanced classes, to text-criticism. The courses given embrace representative authors in history, oratory, philosophy, in epic, lyric, and dramatic poetry. In the Junior year, a course in elementary Greek is offered to any non-Greek students who may wish it. Such students have an opportunity to continue the work with the subsequent Freshman class.

Vassar College now contributes to the support of the American School of Classical Studies at Athens. The school affords facilities for archæological and classical investigation and study in Greece, and graduates of this college are entitled to all its advantages without expense for tuition.

#### German.

##### FRESHMAN YEAR.

Grammar, Composition. Paraphrasing. Schiller, Maria Stuart. Goethe, Goetz v. Berlichingen. Poems by Schiller, Goethe, Uhland, Freiligrath, Schwab. Selections from modern Prose.

FRAULEIN HERHOLZ, MME. QUANTIERI.

##### SOPHOMORE YEAR.

History of Literature. Nibelungenlied, Gudrun. Selections from the first classic Period. Schiller, Jungfrau v. Orleans. Lessing, Emilia Galotti. Composition.

FRL. HERHOLZ.

JUNIOR YEAR.

Literature of Seventeenth and Eighteenth Centuries. Lectures. Essays. Lessing, Nathan ; Goethe, Iphigenie, Tasso.

FEL. HERHOLZ.

*Shorter Course.*—Oral and written exercises. Wenckebach-Schrakamp, Grammar. Joyne's German Reader. Schrakamp ; Erzählungen aus der deutschen Geschichte. Benedix, Gunstige Vorzeichen. Poetry and Prose committed to memory.

FEL. HERHOLZ.

SENIOR YEAR.

Literature of Nineteenth Century. Goethe, Faust I, II.

Lectures, Essays—Modern authors. G. Freytag, J. Wolff, V. v Scheffel ; A. v Schack, W. Jordan.

FEL. HERHOLZ.

Throughout the whole course German is the language of the classroom.

In the German course instruction in grammar is given in all classes, together with exercises in German composition. Modern prose work of standard writers and leading classic plays of representative authors are read, and are made the subject of conversation and criticism, of oral and written paraphrase in class, and of lectures and essays.

The History of German Literature is begun in the first semester of the Sophomore year and continued in every following semester, with lectures on the most prominent authors and their works. The *Junior Shorter Course* of two semesters is intended to give maturer students an opportunity of beginning the study of German in College, and of becoming sufficiently grounded in the elements of the language to be able to continue it afterwards by themselves or with an instructor. The work consists in a thorough drill in grammar, with written and oral exercises, and in the reading of prose and poetry, the matter read being made the subject of conversation in German.

French.

FRESHMAN YEAR.

Syntaxe de la grammaire française. Composition.

Critical study of LaFontaine's fables by Sauveur. The shorter fables memorized, the longer paraphrased. Reading of modern French prose and poetry. Conversation.

ASSOCIATE PROFESSOR ACHERT, MME. GUANTIERI.

## SOPHOMORE YEAR.

Bonnefon's *Histoire de la Littérature Française* from the beginning of the seventeenth century. Lectures—Hôtel de Rambouillet. Classical drama: Corneille, Racine, Molière.

ASSOCIATE PROFESSOR ACHERT.

## JUNIOR YEAR.

*Littérature du dix-septième Siècle. Théâtre classique. Textes Classiques, dix-septième Siècle* by Demogeot. Lectures. Essays.

MME. GUANTIERI.

*Shorter Course.*—Oral exercises combined with grammatical instruction. Text-book: Paul Bercy, *La Langue Française*. Reading, translation, and conversation. Peppins, by Ventura. *Les Doigts de Fée*, by Scribe. *Un Mariage d'Amour*, by Halévy. Elementary Composition. Hennequin's Verbs.

ASSOCIATE PROFESSOR ACHERT.

## SENIOR YEAR.

*Littérature du dix-huitième et du dix-neuvième Siècle. Demogeot's Textes Classiques du dix-huitième et du dix-neuvième Siècle. Zaïre*, by Voltaire. Victor Hugo, Lamartine, Musset. MME. GUANTIERI.

(French-text books are used and recitations are conducted entirely in French.)

This course may extend through the entire four years at the option of the student.

The most important grammatical principles are reviewed in the first year and instruction is given in idiomatic French. The student is required to prepare French translations, and at least one hour a week is devoted to grammatical criticism and the needful instruction in grammar and style. Selections from the best authors of the nineteenth century are read, translated, and made the subject of conversation. Especial attention is given to pronunciation. The work of the second year continues and extends that of the first, taking up the history of French literature, the translation and paraphrasing of more difficult modern French prose and poetry and two or more classical dramas. *Résumés* of the same are written by the student and attention is given to conversation and composition. During the remaining years the study of French literature is continued and lectures in French are given on the history of the language and literature. Masterpieces of

the classical drama and selections from the most eminent writers of the eighteenth and nineteenth centuries are read, paraphrased, and criticised. Translation at sight from French into English and English into French is used as a means for mastering the French language.

In the class for beginners, commencing in the Junior year, oral instruction, supplemented by written illustrations on the black board, is given until the ear and eye are sufficiently trained to enable the student to use a French text-book with profit. Great attention is paid to pronunciation, and to drill in grammar and verbs with oral and written exercises. Easy modern French prose is read, translated, and narrated.

#### English.

The first two years all the work is prescribed; after that all is elective.

#### FRESHMAN YEAR.

##### Rhetoric.

Literature. Masterpieces in Prose and Poetry.

These two courses are correlated, and conducted so that one shall illustrate the other. They are also combined with instruction in English composition; a number of essays on simple subjects are required, and also frequent exercises in extempore writing, and there is besides instruction in the art of taking notes, making abstracts, etc., etc.

The Rhetoric begins with Narrative and Descriptive Composition; after Thanksgiving the principles of Analysis, Structure of the Essay, Sermon, and Lecture are taken up in conjunction with practice in making abstracts of discourses. Several carefully prepared essays are demanded: these are closely criticised in a personal interview with the student.

In the Literature course, the aim is to make the student see what is meant by the study of Literature as opposed to cursory and accidental reading. Popular and influential authors are chosen, and the student is urged to discover if she may the causes of their success. Several masterpieces in prose are critically read and the instruction combined with that in Rhetoric. In the second semester selections from eminent recent poets are carefully studied.

MISS PERRY and MISS LOOMIS.

## SOPHOMORE YEAR.

Rhetoric. A continuation and enlargement of the work of the previous year, especial study of the Oration; attention given both to matter and to style or form as a part of the literary art. The study of the text-book is supplemented by the analytical study of numerous illustrative selections. During this course free class-room discussion is made an important feature of the work. Five carefully prepared essays during the year subjected to individual criticism. Continued practice in making abstracts and taking notes.

MISS PERRY.

Literature. The work of the first semester consists of a thorough study of some great writer—his works, life, school, influence, etc. In 1890-91, Wordsworth is thus treated. In 1891-92, Dryden will be taken. During the second semester, the course consists of a survey of English Literature in its formative periods beginning with Wycliffe. The student is expected to become acquainted with the various authors at first hand; the earlier ones by means of specimens; the later ones by means of more or less copious extracts, or, in some instances, of entire works.

PROFESSOR DRENNAN and MISS REYNOLDS.

## JUNIOR YEAR.

Advanced Rhetoric. Consisting of lectures, collateral reading and essays. The lectures include a treatment of the principles of literary criticism, supplemented by assigned library work. For the second semester a course in essays is offered. The essays of this year as well as those of preceding years are discussed in private interviews with the instructor.

MISS REYNOLDS.

Literature. Chaucer. After the grammatical forms and glossary are mastered, selections from the various works of the author are critically read; attention is also given to the literary history of the period.

PROFESSOR DRENNAN.

## SENIOR YEAR.

Anglo-Saxon. Sweet's Reader with supplementary lessons on the Phonology. It is believed that this is sufficient to give the student a good basis for future Anglo-Saxon and Old English studies. For those who wish to go further this course is continued two hours in the second semester.

PROFESSOR DRENNAN.

Shakspere ; Laws of Dramatic Composition ; Lectures. The purpose of this course is to give an introduction to the various lines of Shakspere study, historical, literary, philological. A single play is thoroughly mastered, and the student is then assisted to draw out analytically the laws of dramatic poetry. A few other plays, if possible one of each class, are similarly treated.

English Philology. This course consists of a series of lectures, designed to give the student some notion of the nature and scope of the science of language. Supplementary readings are required in Max Müller's works, in Prof. Whitney's "Life and Growth of Language," Earle's "Philology of the English Tongue," Lounsbury's "History of the English Language," and in several other similar works.

PROFESSOR DRENNAN.

### Chemistry.

#### SOPHOMORE YEAR.

*Second Semester.*—General Chemistry of the non-metals and their compounds.

PROFESSOR COOLEY and MISS FREEMAN.

#### JUNIOR YEAR.

*First Semester A.*—General Chemistry of the metals and their compounds. *B.*—Qualitative Analysis.

PROFESSOR COOLEY and MISS FREEMAN.

*Second Semester. A.*—Qualitative Analysis. *B.*—The Chemistry of Light.

PROFESSOR COOLEY.

#### SENIOR YEAR.

*First Semester.*—Organic Chemistry. PROFESSOR COOLEY.

Each course open to those students who have pursued the one preceding.

The course in chemistry consists of four exercises weekly during three semesters and an additional two hours weekly in one semester. The object of this course is to acquaint the student with the experimental method of research, and to enable her to acquire by this method a thorough and systematic knowledge of the elementary facts and principles of chemistry.

Instruction is given by means of lectures which are supplemented by *first*, Laboratory investigation ; *second*, Library study ; *third*, general discussion in the class room ; and *fourth*, semi-annual examinations.

The general character of the work done and the special object sought in each semester may be stated as follows : The first semester

is devoted to a study of the non-metals and their compounds. In this "first course" the student is expected to acquire some skill in manipulation. She is taught how to bring about various forms of chemical changes, how to investigate a chemical action by separating and identifying its products, and she is shown how the laws of combination and other principles of the science are obtained by generalizing the results of experimental work.

The second semester is devoted to a study of the metals and their compounds. In this "second course" the student is expected to become acquainted with the properties of the most typical and useful metals and to make a systematic laboratory study of their reactions. Some of the industrial applications of chemistry are considered in this connection. Attention is directed also to the bearing of observed facts on chemical theories. And, finally, by comparing and generalizing the result of her own experimental work the student reaches the analytical classification, and then proceeds to apply her knowledge by working out several analyses of substances of unknown composition.

The third semester is devoted to quantitative chemistry, and the chemistry of light. In this "third course" the student pursues a laboratory study of volumetric and gravimetric methods of analysis, and an illustrated lecture and library course in spectroscopy and photography.

The fourth semester is given to the study of the hydrocarbons and their derivatives. In this "fourth course" the laboratory work is devoted to the preparation of the typical members of the several series of organic compounds, while the lectures and the library work acquaint the student with the general system of classification, the methods of research, and the theories which are derived from the study of experimental results.

The chemical laboratories are commodious, well lighted and well ventilated rooms, containing separate tables to accommodate one hundred and four students. Each table is supplied with running water, a sink, a filter pump, gas and burners, graduated glassware,—in fact, it is intended that every table shall be supplied with every piece of apparatus, except the balance, and with all the chemicals actually needed by the student who uses it. No extra charge is made for apparatus or chemicals.

A certificate of study in Inorganic chemistry at Vassar will be accepted in place of the corresponding course at the Woman's Medical College of the New York Infirmary.



**Physics.**

## SENIOR YEAR.

*First Semester.* A.—Fundamental principles of Matter and Energy. B.—Electricity.

*Second Semester.*—Molecular and Radiant Energy, Heat, Sound, Light. PROFESSOR COOLEY.

The course in physics consists of four exercises weekly during two semesters.

The first semester is given to the study of the following subjects: the properties of matter, force, energy, system of measurement, special phenomena in solids, liquids, and gases, and electricity.

The second semester is given to the study of molecular and radiant energy, including the phenomena of heat, sound, and light.

Lectures, amply illustrated by experiments, introduce the various subjects and give an outline of the plan of study. With this preparation the student passes to the library and then pursues a course of reading covering the ground marked out. A general discussion of the subject in the class room follows this lecture and library work, and, finally, a semi-annual examination completes the work of each semester.

The cabinet of physical apparatus is well supplied with instruments suited to the work of the lecture room, and with many others adapted to the exact work of the laboratory. In electricity the department is especially well equipped. Among other things it is provided with a complete plant, consisting of an engine and boiler, a dynamo, a variety of incandescent lamps and a full power arc. Constant additions of modern instruments are being made. A special fund for this purpose permits the purchase of apparatus from the best American and European makers, as needed.

**Mineralogy.**

## JUNIOR YEAR.

A concise course in Crystallography, with practice in Goniometrical measurements. Physical and Chemical Mineralogy. Selected studies in Descriptive Mineralogy objectively conducted. Laboratory practice in the Determination of Minerals. PROFESSOR DWIGHT.

A concise course in Crystallography is given, illustrated by the best glass models of crystals, and accompanied by exercises in the determination of forms, and in goniometrical measurements. Physical and Chemical Mineralogy are then taken up, partly by recitations from the text-book, and partly by oral instruction, with special

reference to a proper preparation for laboratory work. In Descriptive Mineralogy, the study of the principal ores and other minerals is conducted by oral instruction based as far as possible on the actual examination of specimens distributed among the members of the class. Meanwhile, at as early a point in the course as may be practicable, laboratory practice in the determination of minerals by the blowpipe and by chemical processes is begun and continued to the end of the semester. This work is in two courses; the first consists of a series of prescribed experiments with known minerals, as arranged in schedules prepared by the instructor. This course is so devised, with reference to the character and range of the specimens, that by its completion the student is made quite familiar with all the more important reactions of the determinative processes.

The second part consists in the determination, by each member of the class, of a large number of selected unknown minerals.

One or more excursions are taken to some locality of mineralogical interest.

### Geology.

#### JUNIOR YEAR.

Concise courses in Physical Geography and Petrology; in the general principles and facts of Paleontological Geology; in Dynamical and Historical Geology. Laboratory practice in determination of fossils. Field excursions. Practice in preparation of rock-sections.

PROFESSOR DWIGHT.

#### SENIOR YEAR.

*Advanced Course.*—Optical study of minerals with Laboratory practice with microscopic sections. Paleontological study and practice. Exercises in field-work.

PROFESSOR DWIGHT.

A brief study of Physiographic Geology is followed by a course in Lithological Geology; the elementary principles of Petrography are here introduced; the methods of the optical study of minerals and rocks are taught and illustrated by the use of a lithological microscope, also by class exercises in the preparation of microscopic sections in minerals with reference to their optical examinations.

Dynamical Geology is then taken up. An elementary course in Paleontology follows, illustrated by the study of specimens, and by class practice in the actual determination of species of fossils. The members of the class are also exercised in the practical cutting and

mounting of large microscopic sections of fossils, and rocks containing minute fossils, by means of a specially-devised rock-cutting machine of the largest dimensions and the most perfect equipment. Historical geology occupies the latter part of the course. Its lessons are well illustrated by a large representative set of North American fossils originally collected by the New York State Survey, also by a valuable set of European fossils.

In the Senior year an advanced course in Geology is offered, consisting, as the class may elect, either of studies in Petrography, with the use of the lithological microscope and accessories, or of detailed instruction and practice in Paleontology and Stratigraphical Geology and in fieldwork.

### Biology.

#### JUNIOR YEAR.

*First Semester.*—General Biology } lectures 3,  
General Zoölogy } laboratory, 4 to 6.

*Second Semester.*—Comparative Embryology } lectures, 3.  
Comparative Anatomy } laboratory, 4 to 6.

ASSOCIATE PROFESSOR O'GRADY.

#### SENIOR YEAR.

*First Semester.*—General Zoölogy, lectures 3, laboratory 4.

*Second Semester.*—Comparative Embryology, Advanced Biology, lectures 3, laboratory, 4. ASSOCIATE PROFESSOR O'GRADY.

The course in General Biology begun in the Freshman year of 1889-90, will be continued in the first semester of the Junior year. This course serves as an introduction to the more special study of the biological sciences.

After a brief review of the essential facts of morphology and physiology brought out by the study of a number of representative forms of animal and vegetable life, the student will make a more careful study of a few selected types.

This short course in General Biology will be succeeded by a course in General Zoölogy in which the student makes a general survey of the animal kingdom, special attention being paid to the classification, development and homologies of invertebrates.

A course in Comparative Embryology and Comparative Anatomy will be taken up in the second semester. A thorough study of the embryology of the chick will be followed by a comparative study of the

development of vertebrates and more detailed work in the comparative anatomy of the lower vertebrates.

In the Senior year, a more extended course in General Zoölogy will be given in the first semester, followed by a course in Comparative Embryology.

An additional course in Higher Biology will be given in the second semester of the Senior year, including some of the leading questions of biological thought, such as natural selection, heredity, variation, adaptation, evolution, and the history of the biological sciences.

In the laboratory, the student acquires a thorough knowledge of the forms discussed in the lectures and of the methods pursued.

An attempt is made to cultivate the spirit of original research. Students intending to study biology are recommended to acquire a knowledge of the elements of chemistry.

### **Mathematics.**

#### **FRESHMAN YEAR.**

Solid and Spherical Geometry.

Logarithms, Plane Trigonometry. Solution of Triangles. Trigonometric Analysis. MISS RICHARDSON.

#### **SOPHOMORE YEAR.**

Practical Application of Trigonometry. Principles of Surveying. Spherical Trigonometry. Application of Spherical Trigonometry to problems of Navigation.

Analytical Geometry. Plane and Solid. PROFESSOR ELY.

#### **JUNIOR YEAR.**

Differential and Integral Calculus. PROFESSOR ELY.

#### **SENIOR YEAR.**

Analytical Geometry, including the use of determinants and tri-linear co-ordinates. History of Mathematics.

Or, Differential and Integral Calculus. Differential Equations. History of Mathematics.

Quaternions. Elementary Course. PROFESSOR ELY.

The exercises in Geometry include recitations from the text-book, original demonstrations of propositions, and applications of principles to numerical examples. In Trigonometry, after the student has

gained facility in the use of trigonometrical tables, applications of the principles are made to problems in Mensuration, Surveying and Navigation. In the Sophomore year, up to December, attention is given to problems in the determination of Heights, Distances and Areas, and to the fundamental principles of Navigation. Afterward, the time is devoted to Spherical Trigonometry and the applications of Spherical Trigonometry.

In Analytic Geometry, the student is carried through the Elementary properties of lines and surfaces of the second degree, supplemented by numerous exercises and applications.

The elective course in Differential and Integral Calculus, of the Junior year, is designed for those who wish to pursue the subject of either pure or applied mathematics. The text-book forms the basis of work, but is largely supplemented by oral instruction. Great attention is given to the geometrical and mechanical applications of the calculus, and to the solution of problems.

In the first semester of the Senior year, two courses are open to the student, one an extension of the Analytic Geometry of the Sophomore year including the use of Determinants, and Tri-linear Co-ordinates. The other, continuing the work of the Junior year, is an extended course in Integral Calculus, and embraces the elements of theory of functions of imaginary variables, the various methods of Integration systematically treated, Differential Equations.

A course in the elements of Quaternions in the second semester of the Senior year includes general properties of scalars and sectors, Quaternion interpretation, and application of Quaternions to the Geometry of the plane, right-line and sphere.

The text-books used are Chauvenet's Geometry (new edition), Well's Plane and Spherical Trigonometry, Wentworth's Elements of Analytic Geometry, Salmon's Conic Sections, Byerly's Differential and Integral Calculus, Williamson's Differential and Integral Calculus, Hardy's Quaternions; References, Tait's Elements of Quaternions, Bertrand's Calcul.

The aim of the course is to cultivate habits of exact, sustained and independent reasoning, of precision and clearness in the statement of convictions and the reasons upon which they depend; to rely upon insight, originality and judgment rather than upon memory. From the first, students who show special aptitude are encouraged in the working of subjects which require more prolonged investigation than the daily exercises of the class-room.

**Astronomy.****SOPHOMORE YEAR.**

*Second Semester.*—A series of lectures, varying in number, for the purpose of giving an outline of Popular Astronomy.

PROFESSOR WHITNEY.

**JUNIOR YEAR.**

*First Semester.*—Spherical Astronomy; Instruments, Time, Latitude, Longitude, Parallax, etc.

*Second Semester.*—Planets in Space, Eclipses, Gravitational Astronomy, Astronomical Physics.

PROFESSOR WHITNEY.

**SENIOR YEAR.**

*First Semester.*—Transit Circle; Determinations of Time and Latitude, Moon Culminations; Occultations of stars.

*Second Semester.*—Equatorial Telescope, with use of flar micrometer and spectroscope. Theoretical Astronomy; Comet's Orbit by Olber's method.

PROFESSOR WHITNEY.

The Sophomore lectures are usually given in the evening and are accompanied by several opportunities to examine interesting objects with the telescope.

The Junior course provides an elementary treatment of the principal subjects of Astronomy. It is illustrated by frequent examples and applications, drawn as far as possible from local data. It requires only the prescribed mathematics of the College course, supplemented by a few lectures by the instructor on Conic Sections. The students have the free use of the portable telescopes, and such questions as they can determine by their own observations with these glasses are kept before them. These telescopes are supplied with a ring micrometer.

The Senior Course requires a knowledge of Calculus. It is both practical and theoretical. During the first semester, the students use freely the meridian circle, making and reducing their own observations. They predict occultations and observe them. In the second semester, their practice is transferred to the equatorial telescope and micrometric measurements. They also use the spectroscope. Theoretical Astronomy is treated during the latter part of the year, generally under the form of Comet's Orbit.

**Physiology and Hygiene.**

FRESHMAN YEAR.

**Hygiene.** A course running through the year. One hour weekly is devoted to this course, and the study comprises lectures, recitations, and practical investigation of the principles of house sanitation. Drawings and models are provided for this study. All new students are required to attend.

SENIOR YEAR.

**Physiology.** Advanced course. (Elective.) The course comprises lectures, text-book work, microscopic study of tissues, experiments in physiological chemistry, and frequent dissections. The Anatomical Cabinet furnishes models for practical demonstrations.

PROFESSOR FARWELL.

**History of Art.**

JUNIOR YEAR.

*Second Semester.*—Architecture and Sculpture: The Egyptian Temple and its Sculptures, Tombs and Sculptured Reliefs, Pre-Historic Monuments of Greece, The Greek Temple and its Sculptures, the Periods of Phidias and Praxiteles, the Alexandrian Period, Roman Architecture, Portrait Statues and Historical Reliefs, Early Christian Architecture, the Byzantine and Latin Styles, the Romanesque and Gothic Cathedral and their Sculpture Decorations, Renaissance Architecture and Sculpture, Ghiberti, Donatello, Della Robbia, Michael Angelo, Bernini, Canova, Flaxman, Thorwaldsen.

SENIOR YEAR.

*First Semester.*—Painting: Classic and Byzantine Painting, Renaissance Painting, Giotto, Fra Angelico, Masaccio, Leonardo, Michael Angelo, Raphael, Titian, Veronese, Durer, Rubens, Rembrandt, Velasquez, Murillo, Poussin, David, Millet, Hogarth, Reynolds, Benjamin West.

The technic of oil and water color painting, of engraving and of etching.

PROFESSOR VAN INGEN.

This course is open to the special students of the Art School as well as to the Senior and Junior classes of the College.

Instruction is given by means of lectures and recitations, and at the conclusion of each topic a written examination is required.

The various topics are illustrated by means of a large collection of Adolph Braun autotypes, photographs, engravings, and plaster casts. Goodyear's History of Art is used as a text-book throughout the course and it is supplemented by a full collection of reference books on architecture, sculpture, and painting, the College library being well furnished with books on these subjects.

### History.

#### SOPHOMORE YEAR.

1. *First Semester*.—History of Greece and Rome. (Required.)
2. *Second Semester*.—Mediæval History. (Elective.)

ASSOCIATE PROFESSOR MILLS.

#### JUNIOR YEAR.

3. *First Semester*.—Modern European History. (Elective.)
4. *Second Semester*.—Modern European History. (Elective.)

PROFESSOR SALMON.

#### SENIOR YEAR.

5. English and American Constitutional History. (Elective.)
6. American Constitutional History. (Elective.)

PROFESSOR SALMON.

The undergraduate work in History aims to give opportunity during the Sophomore and Junior years for a somewhat comprehensive but careful study of general European history from the beginning of Greek civilization to the present time. During the Senior year facilities are offered for special work in English and American constitutional history.

In the Sophomore year the first course of three hours a week on ancient history is required of all regular members of the class. Introductory lectures are given on the objects and methods of historical study, and on topics in the prehistoric period of Greek history as the Aryan Basis of Hellenic Civilization, Early Foreign Influences, Effects of Physical Geography, the Settlement of Greece, and the Dorian Migration. The Heroic Age is studied in the Homeric poems with a lecture on the reliability of their evidence. The further class work is done partly by a study of Plutarch and other sources, and partly by topical reading. The work in Roman history has this year been based on a text-book, the one used being the abridgment of Mommsen, by Bryans and Hendy.



This course may be followed by an elective one of four hours a week on mediæval history. The method is lecture, text-book, and reading upon a topical outline. Each student should be provided with Myers' Mediæval and Modern History, and all are urged to secure such other standard works as their means will allow.

The work of the Junior year is devoted to special studies on the political and religious condition of Europe during the fifteenth and sixteenth centuries, as illustrated by contemporaneous literature, the political and religious history of Europe to the Treaty of Westphalia, the French Revolution, the political history of France during the nineteenth century, and the rise of the German Empire.

In the Senior year an advanced course is offered for the critical study of the origin and development of the English and American constitutions and a comparative study of the existing political institutions of the two countries.

In American history the work includes the study of the government of the individual colonies, the different attempts to form a union, and the adoption of the present constitution. This work is followed in the second semester by a careful study of some special period in American history, the period selected varying each year.

The work of the department is conducted by means of text-books, topical outlines, lectures and classes for special study. The students have free access to all works in the library and are required to do independent work. Frequent lectures on historical subjects are given by eminent specialists from other colleges and universities.

#### **Economics.**

1. Principles of Economics. Recitations from Walker's Political Economy and Jevons' Money and the Mechanism of Exchange. First semester, elective for Seniors. ASSOCIATE PROFESSOR MILLS.

2. Advanced Course. Special topics. Lectures and investigation. Second semester, elective for Seniors who have had Course 1.

ASSOCIATE PROFESSOR MILLS.

The first course is designed to give a general view of the principles of economics with special attention to some important topics and a consideration of conflicting theories so far as time will permit. Although a text-book is used, special reading is expected and some lectures are given. The majority of students will, perhaps, not need to take more than this course. There are, however, in these days many who wish a more extended study of practical economical questions. The more advanced course is designed for

students who look forward to special study in this subject, to journalism, to active work among the poorer classes, or to the administration of local charities. Not only will the benefits of well-directed charitable and social efforts be considered, but equal attention will be given to the evils coming from ill-devised and Utopian schemes of social reform. By the study of such topics as The Industrial Revolution, The Factory System, Commercial Crises, Migration, Transportation, Trusts, Labor Organizations, Profit-Sharing, Co-operation, Socialism, an attempt will be made to trace the industrial development of modern society, to set forth the resulting benefits and evils, and to weigh the advantages and disadvantages of the attempts made to better the condition of the poor. The work of this course will be done by lecture and independent topical study akin to the seminary method.

### Philosophy.

#### Logic.

PROFESSOR DRENNAN.

This study is offered as a four hours' course, through one semester of the Junior year. As students in Logic are often hindered in their progress by the lack of some knowledge of the nature and laws of the mind, a short outline of Psychology precedes the study of the laws of thought. The principles of argumentative composition are then taken up as a sequel to the work in Logic.

Psychology. Lectures on Modern Philosophy.

PRESIDENT TAYLOR.

The study of this science is required of all candidates for a degree. It extends through half the Senior year, as a four hours' course. The aim is to acquaint the student thoroughly with the principles of the science by a detailed study of the facts and processes of the mental life, and then in the study of the nature of intelligence to observe them in combination. The purpose of the instructor is to show the relation of the facts thus observed to the principles underlying the current discussions of philosophy and religion. A text book is used throughout the course, not chiefly as a guide but as a basis for discussion by the student and teacher. This course is supplemented by a course of lectures dealing with the theories of perception as they appear in the writings of modern philosophers, with the psychological and cosmological problems involved in them.

Courses of reading on the history of philosophy are assigned to the members of the class with a view to preparation for essays, or for special examination.

A short course of lectures is also usually provided for this class: Dr. Schurman, of Cornell University, Dr. Murray, of McGill College, Montreal, and President Robinson, of Brown University, have thus discussed special topics in philosophy.

**Ethics.** Lectures on the history of Ethical Philosophy.

PRESIDENT TAYLOR.

This course is also required of students for a degree. It occupies three hours a week for one semester. The methods of instruction are similar to those outlined above. A text-book forms the basis of the work, and is made the ground of free discussion. A course of lectures supplements the work, and a series of essays brings before the class the outline of the history of ethical theory. Topics of study are the conscience, moral law, the will, and the ultimate ground of moral obligation. The relations of the principles thus discovered to the duties of moral beings to self, others, and God, are also discussed.

### GRADUATE COURSES.

Courses of advanced study are offered by the various departments of the College, to graduates of colleges who may prove to the Faculty their ability to profit by them. It is the purpose of the Faculty thus to encourage independent work. The student will have the advantage of study with the instructor, and of a general direction in her investigation.

Graduate courses of study, under the direction of the heads of the different departments of instruction, will be arranged for such resident graduates as wish to take examinations for the Second Degree in Arts (A. M.)

The following courses are offered for the coming year.

#### Ancient Languages.

**History of the Epic Poetry of the Romans,** with a course of reading from their Epic Poets.

**Instruction and Exercise** in the critical study and interpretation of Latin authors.

**Advanced Courses of Reading from Roman Authors** representing special periods of Roman literature.

**Selections from the Attic Orators.** Especial attention will be given to practice in text-criticism. Dionysius of Halikarnassus will be read in connection with this course. Attic Inscriptions.

**Modern Languages.**

Studies in Middle High German and Old French.

**Philosophy.**

Hume and his Successors.

The History of Ethical Philosophy in England.

**History.**

American Constitutional History.

**Natural History.**

Paleontology and Geological Field-work.

**Chemistry and Physics.**

Any one of the following :

A course of laboratory work in Electricity.

A course of laboratory work in Light, including the spectroscope and its applications.

A course of practical Chemistry and Physics adapted to the wants of teachers.

**Mathematics.**

An extended course in Calculus, or Modern Analytical Geometry.

**Astronomy.**

Practical work in the Observatory.

**English.**

1. Anglo-Saxon Poetry. Beowulf finished, Andreas, Judith, Elene, Caedmon's Exodus. Sievers' grammar will be used and reference made to the various histories of Anglo-Saxon Literature.

2. Anglo-Saxon Prose. Selections from a number of prose authors. Sievers' grammar and readings in the history of Anglo-Saxon Literature as in Course I. Both of these courses imply an elementary knowledge of Anglo-Saxon,—Sweets' Reader or an equivalent: and they will be given in alternate years.

3. Literature of the Fourteenth Century. Selections from Langland and a part of Chaucer will be read with thorough study of the grammar. Attention will also be given to the history of the literature of the period, both in England and on the Continent.

4. Reading Courses in the later English Literature will be marked out for students who desire them, according to their stage of advancement and also their purposes and aims. This work will be supervised by the instructors, and tested by means of frequent essays, personal interviews, and examinations.

**SPECIAL COURSES.**

Students of sufficient maturity and preparation may take eclectic or irregular courses, provided that the course proposed shall be decided by the President to be preferable to the regular course for the objects in view. Such courses will be arranged by the Professors whose departments they wish to enter, to whom they will be referred by the President for examination in reference to their qualifications. In general, the qualifications for admission to special courses must be equivalent to those for admission to the Freshman class. Such students should be at least nineteen years old.

**COURSES FOR TEACHERS.**

Teachers who desire to pursue special courses and who present to the President satisfactory testimonials of their success, may be received without examination, with permission to reside out of college. Certificates of the work accomplished will be given when desired.

**LECTURES.**

The College provides courses of lectures supplementary to its regular work. The following is the list for the current year :

- The History of Art (twelve lectures), illustrated by the use of the stereopticon, . . . . . PROFESSOR HENRY VAN INGEN.  
 Handel's Messiah, . . . . . DR. F. L. RITTER.  
 The Book of Psalms (twelve lectures), . . . . . PROFESSOR W. R. HARPER.  
 Memory and the Rational Means of Improving it, DR. EDWARD PICK.  
 1. The American Element in Greek Life. 2. Sappho,  
 PROFESSOR BASIL L. GILDERSLEEVE.  
 Biology, . . . . . PROFESSOR EDMUND B. WILSON.  
 Roman Life: 1. Marriage. 2. Position of Woman,  
 PROFESSOR W. G. HALE.  
 1. What the United States has taught the world about Representative Government. 2. Political Geography and its connection with United States History, . . . . . PROFESSOR ALBERT B. HART.

1. Economic Maladjustment. 2. Socialism,  
PRESIDENT E. B. ANDREWS.

Apes and their Brains compared with Man's,  
PROFESSOR B. G. WILDER.

1. Study of Education as a Science. 2. Historical Theories of Education. 3. Psychological Basis of Education. 4. Memory and its Training, . . . PROFESSOR NICHOLAS MURRAY BUTLER.

The Merchants of Italy and Germany, . . . PRESIDENT D. G. GILMAN.

Concerts are also provided for the College under the auspices of the School of Music. They are given by artists from the best known Musical Clubs and Societies. For the current year the programme includes : Organ Recitals, Chamber Music, String Quartette of Schubert, Mendelssohn, and Schumann, Piano Recitals, and the repetition of Dr. Ritter's Cantata composed for the exercises of the Twenty-Fifth Anniversary.

### DEGREES.

Students who have completed the regular course will receive the First or Baccalaureate Degree in Arts (A.B.)

The Second Degree in Arts (A.M.) may be conferred upon Bachelors of Arts of this or of any other approved College, who have pursued a course of advanced non-professional study. Resident candidates for the degree must present a thesis and pass a satisfactory examination on one year of study, non-resident, on two. The latter must submit to the Faculty their proposed course of study at least two years in advance. The thesis must be submitted to the Faculty at least six weeks before Commencement.

A year of residence is required of all candidates not graduates of this college.

The degree of Doctor of Philosophy (Ph.D.), *in course*, will be conferred on graduates of this or of any other approved College. The requirements for such a degree will be a three years' course in liberal studies, one of which

shall be spent at this College. Two principal subjects of study must be pursued by every candidate for the degree, examinations must be taken in both, and a thesis showing original research must be presented on one of them. The candidate must be able to read Latin, French, and German, and must have at least an elementary knowledge of Greek.

The degree in Music, *Musicae Baccalaurea* (Mus.B), is open to graduates of this, or of any other approved College, and to such as may produce certificates testifying to their use of at least five years in the study of Music. Two examinations must be taken by every candidate, at an interval of not less than one year, the first covering Harmony and Counterpoint in not more than four parts, and Canon and Fugue in two parts, and the second embracing Harmony and Counterpoint in five parts, Canon and Fugue, Musical Form (analysis), History of Music, and Orchestration. Before the final examination the candidate will be required to submit for the approval of the examiners a composition on a sacred or secular subject, containing some portion for a solo voice, some for a chorus for four parts using fugue treatment, and an accompaniment for piano, organ, or a string band, said composition to occupy about fifteen minutes in its performance.

Resident graduates, students in special courses, and pupils proficient in either of the departments of art, may receive from the President a certificate of the studies completed.

The degrees conferred in 1890 were as follows :

## A. M.

## THESIS.

- HELEN DAWES BROWN, 1878.—Studies in English Literature.  
 DORA FREEMAN, 1889.—The Double Recension of the Third Philippić.  
 EDITH GREEK, 1889.—The Nature of Electricity.  
 CAROLINE BABCOCK WEEKS, 1889.—Daniel Defoe.

## A. B.

- JEANETTE GOODSSELL APPLETON, SARAH FRANCIS KING,  
 HELENE BORGMAN, ANTHA LUCY KNOWLTON,

MAY CARBUTT,  
 KATHARINE CARPENTER CARR,  
 ALWILDA MAUD CLARK,  
 BERTHA REBECCA CLARK,  
 FANNIE MARIA CLARK,  
 SARAH ELIZABETH COATES,  
 KATHARINE MORE COCHRAN,  
 MARY EMMA COCHRAN,  
 LULU CURTIS,  
 MARY DUNHAM,  
 HARRIET FULLER GRIGGS,  
 GRACE HALLAHAN,  
 NANNIE SHAW HAMILTON,  
 LAURA MATTHEWS HARRIS,  
 EMMA BROWN HART,  
 HARRIET LOUISE HASKINS,  
 JESSIE JUNE HENDRICK,  
 FLORENCE WENTWORTH HORNE,  
 ORELLA LEE JOHNSON,  
 GRACE ROSEBURG KELLY,  
 LIDA SHAW KING,

MARY ELIZABETH LAMSON,  
 EMILY BARBER LARNED,  
 HANNAH FANCHER MACE,  
 EMILY EUGENIA MORRIS,  
 MARTHA MUEBMAN,  
 CARRIE FOX PATTERSON,  
 KATE OELZNER PETERSEN,  
 FLORA EVA PIKE,  
 ADELLA PRENTISS,  
 ANNA GILBERT ROCKWELL,  
 GRACE ELIZABETH SANDERS,  
 CORA LOUISE SCOFIELD,  
 KATHARINE SMITH,  
 CORA ANGELINA STAET,  
 ELIDA REBECCA STORY,  
 CATHERINE SUYDAM,  
 HARRIET TAYLOR THURSTON,  
 MABEL RODNEY WERNE,  
 SUSEY LOVEJOY WETMORE,  
 EDITH MURRAY WHEELER,  
 JENNIE MAY WHITMAN.

#### PRIZES.

By bequest of Mr. Edward M. Barringer there is a fund of three thousand dollars, the income of which is to be paid "to the best scholar in the graduating class of each year who shall be a daughter of a physician, or of one who was a physician in his lifetime, and who shall offer herself as a competitor for the prize;" or, if no one in the graduating class presents herself, to the student in the next lower class who is eligible.

THE HELEN KATE FURNESS PRIZE FUND furnishes annually two prizes, one of thirty and one of twenty dollars, which are granted to the writers of the best two essays on some "Shaksperian or Elizabethan subject," competition being open to all members of the Senior Class. The subject is assigned a year in advance, and the essays must be presented at the opening of the second semester.



The subject for the year 1891-92 will be, *Shakspeare's Treatment of Historical Sources in his Plays.*

The friends of the late Mrs. Erminie A. Smith, of Jersey City, have established a memorial prize fund of one thousand dollars for excellence in the study of Mineralogy and Geology. A first and second prize will be awarded in accordance with the following extract from the deed of gift:

“The Trustees shall apply the net income from said fund as a prize or prizes to be given to any student or students of Vassar College who shall, in the judgment of said Board, from time to time have attained the highest degree of proficiency in the studies of Mineralogy and Geology.”

## SCHOOLS OF PAINTING AND MUSIC.

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The Departments of Painting and Music, besides providing for the instruction of collegiate students, constitute schools for special instruction in these arts. The Professors of these departments are the Directors of the Art Schools; to whom, respectively, in connection with the President, the internal management of the schools is committed.

### **Admission and Residence.**

Applicants for admission to either of the Art Schools must present testimonials of good character, and must be able to pass a satisfactory examination in three principal subjects required for admission to the Freshman class. They must be at least seventeen years old. They must also give evidence of natural talent for the art in which they seek instruction.

Art students may reside in the College, or away from it. If residing elsewhere, they will have access only to the rooms and exercises connected with the art pursued, unless by special permission.

If residing within the College, art students will be subject to the same regulations as other College students. They will be expected to take College studies, under the direction of the President, for the profitable employment of the time not devoted to their special art.

### **Course of Study.**

A full course of study in either Department covers three years, but students who have already attained some degree of proficiency may finish the course in a shorter time.

Special courses adapted to the circumstances of the student may be arranged by the Director, with the approval of the President; but no student is allowed to pursue a course of study that has not been sanctioned by the proper authorities.

Diplomas are awarded to those who have completed a full course, and have passed all its required examinations. To others certificates will be given on their leaving, stating what they have actually accomplished.

No student will be allowed to pursue a course in either of the Art Schools, in addition to the regular college course, with a view to receiving both diplomas at the close of the four years allotted to the college course.

### SCHOOL OF PAINTING.

HENRY VAN INGEN, *Director.*

The full course of instruction is as follows :

#### FIRST YEAR.

*First Semester.*—Practice in the handling of crayon, charcoal, and pencil. Copying from the flat.

*Second Semester.*—Drawing from objects, in crayon, charcoal, or pencil. Lessons in perspective.

#### SECOND YEAR.

*First Semester.*—Drawing from the antique—ornaments, hands, feet, busts. Painting in oil or water colors, with technical instruction and practice. Lectures on Artistic Anatomy and Ornamentations.

*Second Semester.*—Drawing from the Antique—bust and statue. Lectures on Proportion, Artistic Anatomy, and the History of Art. Drawing from Nature.

#### THIRD YEAR.

*First Semester.*—Drawing and Painting, from the life-model, landscape, still-life, etc. Instruction and Practice in Composition and Criticism.

*Second Semester.*—Practice in Drawing, Painting, Composition, etc.

A course of lectures is given each year embracing

1. The theory of the arts of Painting, Sculpture, and Architecture, and its application to the ornamentation of rooms, to furniture, dress, etc.

2. The history of these arts, illustrated by the works and lives of the great artists.

3. Stereoscopic illustrations of the principal works in Painting, Sculpture, and Architecture.

The Art Gallery, elsewhere referred to, furnishes abundant material for illustrations.

There will be regular examinations on the subjects of the various lectures and lessons, and at the end of each semester an examination on its entire work. On the results of these examinations the progress of the student through the course, and the diploma will depend.

Diplomas were awarded in 1890 to

MARGARET HUNTINGTON HOOKER.

LOUISE CHRISTINE NELSON.

### SCHOOL OF MUSIC.

FREDERICK LOUIS RITTER, Mus. Doc., *Director.*

The branches taught in this school are :

PIANO-FORTE PLAYING.

ORGAN PLAYING.

SINGING.

VIOLIN PLAYING,

THEORY OF MUSIC, embracing :

a. Harmony.

b. Simple and Double Counterpoint, Canon and Fugue.

c. Forms.

d. Instrumentation.

HISTORY OF MUSIC.

The course of study in any of the above branches covers three years, provided the candidate is well prepared when entering upon the course.

**PIANO-FORTE STUDENTS** should be familiar with all the major and minor scales, should be able to play well Loeschhorn's Studies, Op. 66, or Bertini, Op. 29, and should be well grounded in the Rudiments of Music.

**ORGAN STUDENTS** should have some knowledge of piano-forte playing.

**VOCAL STUDENTS** should be able to read the notes well, and have some knowledge of piano-forte playing.

*The Study of Harmony, including the different species of Simple Counterpoint, is obligatory for all special students of music.*

Concerts, illustrating the different forms of chamber music, including vocal and organ compositions, are given to the number of eight to ten in a season, partly by artists from abroad, and partly by the most advanced students of the music school. These concerts are free to all students of the College.

A circulating library furnishes, free of charge, over two thousand pieces of music for use in the sight-reading of the students of the department.

The music rooms are in the Museum, separated from the College building.

There will be periodical examinations of each student, in order to determine her progress. On the result of these examinations the awarding of the diplomas will depend.

Diplomas were awarded in 1890 to

MAY THORNE CHRISTIE,      RACHAEL EDGINGTON BEULAH SANDERSON,  
MARY ANNA FOX,              LUCY MARIA WILLIAMS,  
KATE LILLIAN MITCHELL,      BLANCHE ANNA MARGUERITE WILLIAMS.

## THE COLLEGE AND ITS MATERIAL EQUIPMENT.

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The College is situated two miles east of Poughkeepsie, which is half way between Albany and New York, on the Hudson River Railroad. Street-cars run regularly to and from the city. The Western Union Telegraph Company has an office in the building.

The College buildings comprise the Main Building, a structure five hundred feet long, containing the students' rooms, apartments for officers of the College, recitation rooms, the chapel, library, dining rooms, parlors, offices, etc.; the Vassar Brothers' Laboratory of Physics and Chemistry; the Museum, containing the collections of Natural History, the Art Galleries, the Music Rooms, and the Mineralogical and Biological Laboratories; the Observatory; the Alumnae Gymnasium; the Conservatory; the Lodge; and various other buildings.

THE MAIN BUILDING is warmed by steam, lighted with gas, and has an abundant supply of pure water. A passenger elevator, bath-rooms, and other conveniences are provided. Every possible provision against the danger from fire was made in the construction of the building. In addition to this there is a thoroughly equipped fire service, a steam fire engine, connections and hose on every floor, several Babcock extinguishers, and fire pumps.

The students' apartments are ordinarily in groups, with three sleeping-rooms opening into one parlor for study. There are also many single rooms and a few rooms accommodating two persons. The rooms are provided with necessary furniture, and kept in order by servants. The construction of the building is such that even more quiet

is secured than in most smaller edifices. The walls separating the rooms are of brick, and the floors are deadened.

#### **Library and Reading Room.**

The Library of the College contains about eighteen thousand volumes, selected with special reference to the needs of the various departments. Provision is made for its growth by annual appropriations. The students have free access to the shelves during eleven hours of each day.

The Reading Room receives, in addition to the daily and weekly papers, the leading scientific, literary, and philological periodicals, American, English, German, and French.

#### **The Vassar Brothers' Laboratory of Chemistry and Physics.**

This is a large and commodious building, with rooms of ample size for lectures, and laboratories for the practical study of general and analytical chemistry.

In the Qualitative Laboratory, two capacious ventilating chambers divide the tables into three sections, affording abundant facilities for the removal of noxious gases. Every table is supplied with gas, water and waste pipe, a filter pump, a full set of re-agents, and every utensil needed for the work.

In the Quantitative Laboratories, each table is supplied with Bunsen's and Fletcher's burners, water and filter pump, a set of graduated glassware, and all the minor pieces required for both gravimetric and volumetric analysis. Fletcher's gas furnaces for oxidation and reduction, apparatus of various forms for specific gravity, and a full supply of chemical balances are within easy reach, while hot water, distilled water, drying ovens, and blast lamps are conveniently placed.

The Cabinet of Philosophical Apparatus contains a large collection illustrating the several branches of physics.

Among the instruments of precision are the following : Atwood's machine with electric action, a fine standard barometer given by the class of 1880, Cooley's apparatus for precise experiments on Boyle's law, and for the electrical registry of vibrations, tuning forks from König, a polariscope from Queen, a spectroscope from Hartmann and Braun, a Mascart's electrometer, and other fine electrical test instruments from Elliott, Breguet, Carpentier, and Edelmann. A fund, the gift of Mr. John Guy Vassar, provides for the addition of new apparatus.

#### **The Laboratories of the Department of Natural History.**

These are equipped to a considerable extent with the apparatus required for objective work by the students. For the work in Biology an ample number of specially constructed biological tables are provided ; these are so equipped as to furnish each student with a good working set of instruments, and of staining fluids and other reagents. There are compound and dissecting microscopes. The Biological Laboratories contain many important instruments, among which are a large Thoma microtome, a nine-cup paraffine bath, a drying oven, a desiccator, a compressorium, a sterilizer, and a set of chemical apparatus.

#### **The Mineralogical and Geological Laboratories.**

These contain cases of representative specimens, especially intended for actual handling and study by the students of these courses. To such students they are constantly accessible. There are also various forms of requisite apparatus, among which may be mentioned a Wollaston's Reflecting Goniometer, a Joly Specific Gravity Balance, an Analytical Balance, apparatus and reagents for the preparation of microscopic sections of minerals and rocks, and a sufficient number of complete sets of the apparatus requi-



site for the blowpipe determination of minerals to furnish one to each student of the class.

A good supply of the leading text-books and books of reference on the topics studied, is furnished to the laboratories of Natural History for daily use by the students.

#### **The Museum of Natural History.**

This contains

1. The Cabinet of Minerals, Rocks, and Fossils, with more than ten thousand specimens, besides models, restorations, relief maps, sections, landscapes, etc. The minerals are over four thousand in number, all carefully selected for their educational value. There are also series of models in wood and in glass for illustrating crystallography, a series exhibiting the physical characteristics of minerals, and many duplicate specimens for manual use. The lithological collection embraces all the important rocks, about seven hundred in number; the palæontological collection contains nearly five thousand fossils, which are chiefly from the standard European localities. There is a representative set of North American fossils, illustrating every period of geological history, and comprising over three thousand specimens, each one thoroughly authenticated:

2. The Cabinet of Zoölogy, illustrating all the subkingdoms, comprising about five hundred mammals, birds, and reptiles from South America; representative vertebrates from our own country; a collection of insects; a choice collection of shells, corals, and other radiates; a fine osteological series; a set of Blaschka's life-like models of Invertebrates; and some of Auzoux's clastic anatomical models for illustrating structural and comparative zoölogy. It is especially rich in ornithology, as it includes the Giraud collection of North American birds, well known as one of the most valuable in the United States. It contains about one thousand specimens, all mounted, representing over

seven hundred species, among which are several type specimens, and many of historical interest as the originals of Audubon's drawings. The representation of South American birds, though not so complete, is rich, embracing probably the largest series of humming birds in any College museum.

#### **Art Gallery.**

This contains a collection of oil and water-color paintings. Among these the oldest artist in America, Watson, is represented. Of the early American school it contains specimens by Trumbull, Mount, Cole, Durand, Gifford, Kensett, Edwin White, Baker. Of the later Americans it counts specimens by Innes, Boughton, Huntington, McEntee, Whitridge, Shattuck and Gignoux. Of foreign art it has works by Diaz, Courbet, L'Enfant de Metz, and Duverger. Among the water colors it counts four Turners, two Prouts, one Copley Fielding, two Stanfields and a number of others by well-known foreign and American artists.

#### **The Hall of Casts**

Contains specimens of all the great periods of sculpture; the Hermes by Praxiteles, the Laocoon and Niobe groups, the Sophocles and Demosthenes, the Dying Gaul and Borghese Warrior, the Venus of Milo and the Venus de Medici, the Diana, the Ghiberti Gates, the Pieta by Michael Angelo, and a number of others, including a case with forty-two Tanagra figures. All these casts are of the size of the originals.

The art fund provides means for additions to the Gallery.

#### **The Eleanor Conservatory.**

This memorial gift from Mr. W. R. Farrington, of Poughkeepsie, was erected in 1886. The plants, comprising typical specimens from all parts of the world, are

among the valuable resources for biological instruction. The Herbarium contains the Merrill collection of ferns and other plants.

**The Anatomical Cabinet.**

This contains articulated and non-articulated skeletons, a complete dissectible manikin, magnified dissectible models of the eye, ear, larynx, etc., desiccated and other specimens, comprising all that is needed to elucidate the topics studied.

**The Astronomical Observatory.**

The observatory contains a Meridian Circle with Collimating Telescopes, a Clock and Chronograph, an Equatorial Telescope, and two Portable Telescopes, the gifts of Dr. R. H. McDonald, of San Francisco, and Miss Cora Harrison, of the class of 1876. The object-glass of the Meridian instrument is of three and three-quarters inches diameter; that of the Equatorial, of twelve and one-third inches. The latter is from the manufactory of Alvan Clark. A Telespectroscope made by J. A. Brashear has been added this year.

**The Chapel Organ,**

The gift of Mrs. John H. Deane, was constructed by H. L. Roosevelt of New York.

**The Alumnae Gymnasium.**

This building, erected in 1889 by the Alumnae and Students of the college, is the largest building for purposes of physical exercise connected with any college for women. The main part is one hundred feet long by forty-five feet wide. The upper story is used as a tennis court and as a hall for the entertainments of the Philaethean Society. The lower story contains, besides loggia and en-

trance hall, a room in which there are twenty-four bath rooms, with each of which two dressing-rooms connect. At the rear of this room is a large swimming tank, the gift of Mr. Frederick F. Thompson, of New York. It is forty-three feet long by twenty-four feet wide.

The Gymnasium proper is sixty-seven feet long, forty-one feet wide and thirty-five feet high. It is fitted up with all the necessary apparatus, including pulley-weights, rowing-machines, quarter circles, chest developers, walking bars, swinging rings, ladders, Indian clubs, dumb-bells, and many other appliances for correcting inherited tendencies, and for developing muscle with the least expenditure of nerve force.

#### **Health and Physical Training.**

A Physician resides in the College. The health of the students is made a prime object of attention, and the sanitary regulations of the College are all carefully directed. The study of hygiene is required of all new students.

There is an infirmary with complete arrangements for the comfort of the sick, and with a competent nurse in constant attendance. It is isolated from the rest of the College, and, with a southern exposure and the cheerful appointments of its dormitories and parlor, makes a home-like place of rest for those who need temporary relief from their work.

Students who enter in good health have almost uniformly preserved it, and cases of acute disease have been very rare. Few communities of the same number of persons have so little illness.

Upon entering the College, each student is examined by the resident physician, her heart and lungs are tested, and information is solicited concerning her habits and general health. From these recorded data and measurements made by the teacher of gymnastics, exercise is

prescribed to meet the special wants of each individual. This is required three times weekly unless the student is excused by the resident physician. Occasional re-examinations guide modifications of prescriptions. All exercise in the Gymnasium is under the personal supervision of the Director of the Gymnasium, who has made a special study of physical exercise as taught by Dr. Sargent of Harvard University and by other specialists. To ascertain the defects needing correction and to avoid overtasking or wrongly working any student, the system of measurements recommended by the American Association for the Advancement of Physical Education, and adopted in all the best gymnasia, is followed. These measurements afford, as taken during several years past, interesting and encouraging information concerning the valuable effects of systematic physical education.

The Grounds of the College, covering two hundred acres, with several miles of gravel walks, tennis courts, croquet grounds, a lake available for boating and skating, and a rink for ice skating, furnish ample facilities for the out-door recreation which is required.

#### Religious Life.

The College is distinctly Christian, as its Founder willed it to be, and it welcomes those of every faith to its advantages. It is unsectarian in its management. Services on Sunday are conducted by clergymen of various churches, and evening prayer is held in the Chapel daily. Provision is made for the regular study of the Scriptures. Religious meetings are held Thursday and Sunday evenings. There is a Young Woman's Christian Association. Its monthly public meetings are addressed by men and women devoted to home and foreign mission work.

The following speakers addressed the society in 1890:

Miss Julia N. Crosby—"Work of the Woman's Missionary Society in Japan." Rev. A. F. Beard, D.D.—"Missionary Work in Our

Country." Professor Lucy M. Salmon—"Working Girls' Clubs." Mrs. H. G. Kennedy, Philadelphia—"Church and Sunday School Work." Miss Robertson—"Work Among the Indians." Rev. Daniel C. Potter, D.D.—"Church Work in Lower New York."

#### Social Life.

Various societies and clubs, literary, scientific, and musical, give variety to the college life. The Philaethean Anniversary and Founder's Day furnish occasions for a more general social life.

The enforcing of the regulations agreed upon in regard to attendance at chapel, daily exercise, hour of retiring, and other matters affecting the comfort of the college life, is entrusted to a committee appointed by the Students' Association. This plan is in operation for the second year, and is amply justified by its results.

#### Expenses.

The charge to all students who reside in the College is . . . \$400.

*This includes tuition in all college studies, board, and the washing of one dozen plain pieces weekly. Extra washing is charged for at fixed rates.*

*There is no charge for board during the short vacations. No charge is made for chemicals, or for breakage in the Laboratories. It is the aim of the College to avoid all extra charges in its proper work. Its rates are fixed with that purpose in view.*

Of the \$400 there is due on entrance, . . . . .	300.
And on March first, . . . . .	100.
Graduates of the College are received for advanced work at a charge of . . . . .	300.
Non-resident graduates are charged for tuition in graduate work, . . . . .	50.
Day students are charged . . . . .	115.

In the Schools of Painting and Music the following additional charges are made, payable three-quarters in advance.

No reduction is made to graduates.

Drawing and Painting, . . . . .	\$100 per annum.
For the Piano-forte or for Solo Singing, two lessons a week, and one period for daily practice, each, . . . . .	100

Special students in music may have an additional practice period free of charge.

For the Organ, two lessons a week, - . . . \$100

For the use of the Chapel Organ one period daily, 2 a month.

For the use of a piano for an additional period daily, 1 "

Thorough-Bass and Composition, two lessons a week, 50 per annum.

For extra lessons additional charge is made at the same rates as above.

Students who do not take lessons may have the use of a piano for a daily practice period at one dollar a month.

A nominal charge is made for MEDICAL ATTENDANCE.

When the student consults the physician at her office, the charge is 25 cents ; when the physician visits the student's room, the charge is 50 cents ; prescriptions, 25 cents each.

When a student is confined to the Infirmary, the extra charge for regular medical attendance, medicine, and services of nurse, and for meals served there, is \$1.50 per day. Every meal taken to a student's room, for whatever cause, is charged extra.

Text-books, stationery, drawing instruments, and similar articles can be obtained at the College at current prices.

Students supply their own towels, and napkins for the table.

Students returning after the summer vacation are not at liberty to occupy the rooms previously assigned, until they have made satisfactory arrangements with the Treasurer for the payment then due.

#### Deductions.

If the student is compelled, by sickness or other necessity, to leave the College before the end of the year for which she entered, she will be charged for board (at the rate of \$8 per week) until formal notice is given by her parent or guardian that she has relinquished her room. As engagements with instructors and other provisions for the education of students are made by the College for the

entire year in advance, no deduction can be made in the charge for tuition.

No deduction is made for absence during the year.

Students received at any time after the first five weeks are charged *pro rata* for the portion of the year remaining at the date of their admission. But no deduction will be made from either the regular or extra charges for the first five or the last five weeks of the year.

#### Scholarships.

The endowments for the assistance of students are as follows :

1. The "Auxiliary Fund" of \$50,000 established by the Founder's will.
2. A fund of \$50,000 established by the will of Matthew Vassar, Jr.

In awarding the latter, preference is given, to the extent of half the number receiving aid, to such as are residents of Poughkeepsie, and have been for at least five years.

The John H. Raymond scholarship of \$6,000.

The Hannah W. Lyman scholarship of \$6,000.

The Adaline L. Beadle scholarship of \$6,000. In awarding this scholarship preference is to be given to members of the Reformed (Dutch) Church.

The A. J. Fox scholarship of \$6,000, subject to the nomination of the founder.

The R. H. McDonald scholarship of \$6,000, subject to the nomination of the founder.

The scholarship established by the Alumnae of Chicago and the Northwest. This scholarship is open to competitive examination in the schools of Chicago; and it provides for the board and tuition of the successful competitor.

The Catherine Morgan Buckingham scholarship of \$8,000, founded under the will of the late Stephen M.



Buckingham, an honored Trustee of the College. In awarding this scholarship, it is provided that "preference shall be given to the daughters of clergymen of the Protestant Episcopal Church."

The Calvin Huntington scholarship of \$6,000, established by Mr. Calvin Huntington, of Kansas. It is subject to the nomination of the founder.

The William Mitchell Aid Fund of \$1,000, established by the bequest of Professor Maria Mitchell in memory of her father.

A Loan Fund from which amounts are loaned to applicants, without interest.

The Merrill Fund of \$10,000, the income of which "shall be applied to aid deserving daughters of foreign missionaries."

Applicants for assistance from any of these funds must become members of regular classes, must furnish evidence of need, and must maintain a creditable rank as students.

In addition to the above-mentioned Permanent Funds and Scholarships, there is also a College Aid Fund derived from the annual gifts of the friends of the College and of the higher education of women, as well as of persons interested in Christian education generally. This fund is usually without restriction, and from it appropriations may be made to students of any grade who may receive the approval of the Faculty.

The revenue of the College from these sources has hitherto been such that the authorities feel warranted in making the statement that students of high character and of good abilities and scholarship are seldom compelled to leave College for want of means.

*As, however, the demand for aid to worthy students is constant, and as there is no probability that the demand will ever cease, the Trustees solicit the gift of more scholarships. Six thousand dollars will found a full scholarship,*

*thus paying the whole of the College charges of the holder, who may be nominated by the donor. Partial scholarships may also be established, yielding one-quarter, one-half, or three-fourths of the income of a full scholarship; these may afterwards be completed at the convenience of the donor, and made to yield an income which shall pay all the annual College expenses of the holder.*

*The Trustees especially solicit contributions to the College Aid Fund, as there are often students of great promise who can be helped only in this way.*

#### **The Vassar Students' Aid Society,**

Composed of graduates, non-graduates, and teachers of Vassar College, was organized in October, 1889. The scholarships of this society are assigned as loans to applicants who pass without condition the entrance examinations held by the College.

The first scholarship was open for competition in June, 1890, and was won by Miss Emeline B. Bartlett, of Providence, R. I.

Two scholarships of \$200 each, are offered for *general* competition in June, 1891 and June, 1892 respectively. Application must be made to Miss Jessie F. Smith, South Weymouth, Mass.

A scholarship of \$200 is offered for competition in June 1891, by the Boston branch, to residents of the locality represented by this branch. Application must be made to Mrs. Frank H. Monks, Monmouth Street, Brookline, Mass.

A scholarship of \$100 tenable four years, open to residents of Long Island, is offered by the Brooklyn branch for award in June, 1891. Application must be made to Mrs. Charles O. Gates, 100 Green Avenue, Brooklyn.

A scholarship of \$400, for competition in June, 1891, will be offered by the Kentucky branch to residents of that

state. Application must be made to Mrs. Patty B. Semple, 1222 Fourth Avenue, Louisville.

A scholarship of \$100 is offered by the New York branch to residents of localities represented by this branch, for competition in June, 1891. Application must be made to Dr. Elizabeth S. Brown, 4 Rutherford Place, Stuyvesant Square, New York City.

A scholarship will probably be offered also by the Poughkeepsie branch for award in June, 1891, to residents of Poughkeepsie and vicinity. Application must be made to Miss Antoinette Cornwell, 41 Cannon Street, Poughkeepsie.

*All applications must be entered before May 10th, 1891.*

#### Correspondence.

The address of persons connected with the College, is *Vassar College, Poughkeepsie, N. Y.*

Letters respecting any of the departments of instruction, the admission and dismissal of students, their studies, etc., should be addressed to the President. Communications in reference to the personal welfare of the students may be made to the Lady Principal.

Letters pertaining to the finances of the College, including all claims and accounts, and *requests for catalogues*, should be addressed to the Treasurer; those relating to the general business of the College, to the Superintendent.

#### Teachers' Registry.

A registry of the names of students and graduates who desire to teach is kept by the College. The Alumnae who are interested in it are requested to keep the authorities informed of changes in their residence. The President will be pleased to correspond with any who desire teachers.

#### Vacations and Holidays.

The College year includes thirty-eight weeks, divided

into two terms, with a recess of two weeks at Christmas, and another of one week in the spring.

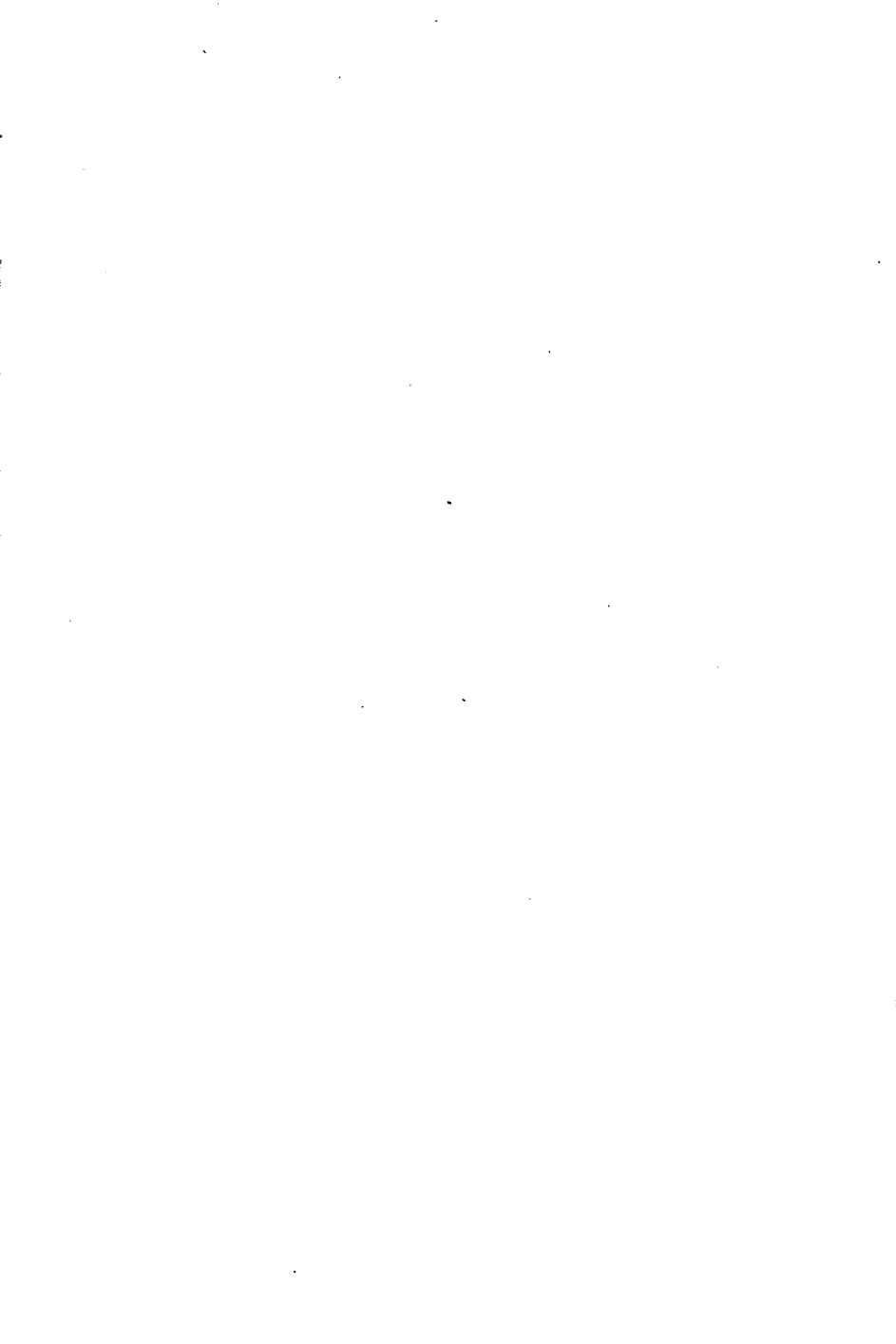
Thanksgiving, Washington's Birthday, the Birthday of the Founder, and the Annual Day of Prayer for Colleges, are observed as holidays at the College. Leave of absence on these days will not be extended save for such reasons as are accepted at other times.

#### CALENDAR.

College Exercises begin with Evening Prayers,	September 19,	1890.
Thanksgiving Recess. Wednesday noon until	Saturday evening.	
Anniversary of the Philaethean Society,	December 5,	"
Winter Holidays begin on the evening of	December 18,	"
Winter Holidays end on the evening of	January 3,	1891.
Day of Prayer for Colleges,	January 20,	"
Second Semester begins,	February 2,	"
Spring Vacation begins at noon on	March 27,	"
Spring Vacation ends on the evening of	April 7,	"
Founder's Day,	May 1,	"
Baccalaureate Sermon,	June 7,	"
Annual Meeting of the Board of Trustees,	June 9,	"
Commencement,	June 10,	"
Examinations for Entrance,	September 16-18,	"
College Exercises begin on the evening of	September 18,	"

**Vassar College.**

1891-92.



TWENTY-SEVENTH

ANNUAL CATALOGUE

OF THE

OFFICERS AND STUDENTS

OF

VASSAR COLLEGE,

POUGHKEEPSIE, N. Y.

1891-92.

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POUGHKEEPSIE.  
A. V. HAIGHT, PRINTER.  
1891.

"It occurred to me that woman, having received from her Creator the same intellectual constitution as man, has the same right as man to intellectual culture and development."

"It is my hope to be the instrument in the hand of Providence of founding an institution which shall accomplish for young women what our colleges are accomplishing for young men."

MATTHEW VASSAR.

The College was incorporated as Vassar Female College in 1861.  
This name was changed in 1867 to the present corporate name,

VASSAR COLLEGE.



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### ON TREASURER'S ACCOUNTS.

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\* Died, July, 1891.

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ACTING PROFESSOR OF MUSIC, AND DIRECTOR OF THE SCHOOL OF MUSIC.

\* Died at Antwerp, July, 1891.

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DEANE, LEILA CHILDE,	Springfield, Mass.
FANTON, MARY ELIZABETH,	Danbury, Conn.
FLAHERTY, ELIZABETH,	Birmingham, Conn.
FLETT, PENELOPE McNAUGHTON,	Nelson, N. B.
FROST, HELEN NORTH,	Poughkeepsie.
GOLAY, CORNELIA,	Brewer, Me.
GOULD, ELEANOR FRANCES,	Tarrytown.
GRANT, LAURA CHURCHILL,	St. Paul, Minn.
HARTRIDGE, EMELYN BATTERSBY,	Savannah, Ga.
HENCH, MAUDE AMELIA,	Harrisburg, Penn.
HERRING, PAULINE,	Watertown.
HOMANS, SARAH SHEPPARD,	Englewood, N. J.
ICKLER, JENNIE,	St. Paul, Minn.
JAMES, LINA BAYLIS,	Amenia.
KING, NELLIE DEAN,	Owego.
MANNING, HENRIETTA LOIS,	Providence, R. I.

<b>MAST, ELIZABETH MATILDA,</b>	Springfield, O.
<b>MOOREHEAD, HELEN GULIELMA,</b>	Xenia, O.
<b>MORRILL, HESTER BOTSFORD,</b>	Susquehanna, Penn.
<b>MORTON, MARGARET,</b>	Fall River, Mass.
<b>MOTT, EMMA LOUISE,</b>	Poughkeepsie.
<b>OLDHAM, THEODOSIA,</b>	Falmouth, Ky.
<b>OWENS, ANNA,</b>	Hamilton, O.
<b>PACKARD, MARY SECORD.</b>	Bayonne City, N. J.
<b>PALMER, ANNA MATHER,</b>	New York.
<b>PALMER, ELIZABETH CUMMINGS,</b>	New York.
<b>PERKINS, ANNA LOUISE.</b>	Fresno, Cal.
<b>PUTMAN, ESTELLE RUTHERFORD,</b>	Grand Rapids, Mich.
<b>PLATT, SARA SHEERWOOD,</b>	Poughkeepsie.
<b>REED, AMY LOUISE,</b>	Kingsbridge.
<b>ROBBINS, ALICE MARION,</b>	St. Paul, Minn.
<b>ROWE, ELIZABETH LINCOLN,</b>	Chicago, Ill.
<b>SARGENT, MILLIE BIGLOW,</b>	Jersey City, N. J.
<b>SMITH, CARRIE MORGAN,</b>	Hightstown, N. J.
<b>SMITH, MARY ALICE,</b>	Seneca Falls.
<b>STEARNS, EDITH HELEN,</b>	Detroit, Mich.
<b>STEPHENSON, ANNIE AGNES,</b>	Pittsburgh, Penn.
<b>TAYLOR, KATE,</b>	Penn Yan.
<b>TITUS, KATE BARDWELL,</b>	Boston, Mass.
<b>TUNNICLIFF, SARAH BACON,</b>	Macomb, Ill.
<b>ULRICK, ADELENE CLARKE,</b>	Columbus, O.
<b>WAKEMAN, SUSIE EMILY,</b>	Hancock.
<b>WALLACE, EMMA FRANCES,</b>	Peekskill.
<b>WARD, EDITH,</b>	Orange, N. J.
<b>WOOD, LUCIA EDNA,</b>	New York.
<b>WOODBIDGE, SARAH ELIZABETH,</b>	Brooklyn.

**JUNIOR CLASS.**

<b>ADAMS, ELIZABETH KEMPER,</b>	Nashotah, Wis.
<b>BELCHER, FRANCES SPAULDING,</b>	Farmington, Me.
<b>BLAIR, MARY ELLEN,</b>	Angelica.
<b>BLAKE, MARION STANLEY,</b>	Englewood, N. J.
<b>BONNELL, CORNELIA LEAVENWORTH,</b>	Waverly.
<b>BRADLEY, ELIZABETH SOPHIA,</b>	New Haven, Conn.
<b>BROWN, ALICE CRAWFORD,</b>	Fort Meade, S. Dak.
<b>BROWN, MARIANNA CATHERINE,</b>	New York.
<b>CLARK, LILLIE BERSHA,</b>	Hightstown, N. J.
<b>CLARK, MARY VIDA,</b>	Springfield, Mass.

COBB, ELIZA POLHEMUS,	Tarrytown.
COOLEY, MARY ELIZABETH,	Poughkeepsie.
COOLEY, ROSSA BELLE,	Poughkeepsie.
CUTTING, ELIZABETH BROWN,	Brooklyn.
DOOLITTLE, MAY AUGUSTA,	Rochester.
EDDY, RUTH ELIZABETH,	Terre Haute, Ind.
EVANS, ETHEL RHODA,	Brooklyn.
FOSTER, FLORENCE JOSEPHINE,	Walpole, N. H.
FULLER, LOUISE ADELAIDE,	Sherburne.
GRANT, HELEN THERESE,	Detroit, Mich.
HARKER, KATHARINE VAN DYKE,	San Francisco, Cal.
HOLBROOK, EMMA LAURA,	Springfield, Mass.
JOLLIFFE, FRANCES BORGIA,	San Francisco, Cal.
KING, GRACE BOWEN,	Columbus, O.
KIRCHENER, WILHELMINA,	Poughkeepsie.
MCDANIEL, EDITH,	Columbus, O.
MARTIN, LEONORA LAVAL,	Memphis, Tenn.
MATHES, MILDRED OVERTON,	Memphis, Tenn.
MORGAN, ISABEL AVERY,	Poughkeepsie.
NEIL, EDITH,	Columbus, O.
NEWMAN, BESSIE PEARL,	Zanesville, O.
O'CONNELL, DELIA MARIA,	Marlboro, Mass.
PALMER, GRACE EMELINE,	Washington, D. C.
PALMER, JEAN CULVERT,	Brooklyn.
PALMER, RUTH ELLEN,	San Francisco, Cal.
PARKER, EDITH MAUD,	La Porte, Ind.
PRATT, HENRIETTA ANNIE ROSSINI,	Saxtons River, Vt.
PRESBREY, BLANCHE DEAN,	Providence, R. I.
SANDS, ADELAIDE GREEN,	Port Chester.
SANDS, GEORGIANA,	Port Chester.
SMITH, LAURA FITCH,	Moravia.
STEPHENS, JULIA WARD,	Syracuse.
STREETER, FLORA WEALTHY,	Johnstown.
VAN ETTEN, ELEANOR BRISTOL,	Port Jervis.
VAN SYCKEL, ANNIE,	Flemington, N. J.
VAN VLIET, HELENA,	Poughkeepsie.
WHITCOMB, ADELE,	Chicago, Ill.
WHITE, CLARISSA ELIZABETH,	New Haven, Conn.
WILKINSON, ETHEL,	Tarrytown.
WILLIAMS, MARTHA ANNE,	Edgar, Ill.
WOOD, HARRIET ANNE,	Saginaw, Mich.

## SOPHOMORE CLASS.

ABBOTT, MARY WINCHESTER,	West Haven, Conn.
ANDREWS, ELIZABETH MOREHEAD.	Yonkers.
BARNES, ELIZABETH BOWDEN,	Milford, Mass.
BARTLETT, EMELINE BARSTOW,	Providence, R. I.
BERND, FLORENCE,	Macon, Ga.
BISHOPRICK, CELINDA DAVIS,	Brooklyn.
BOWMAN, INA,	Philadelphia, Penn.
BOYNTON, MARY LOUISE,	Sewaren, N. J.
CARTER, EDNA,	Oshkosh, Wis.
CHASE, FLORENCE ADAMS,	Chicago, Ill.
CHATER, ELLEN DUNDAS,	Englewood, N. J.
COMAN, CAROLINE,	Hamilton.
COOLEY, GRACE WEBSTER,	Plainfield, N. J.
CRAMPTON, SUSAN CHARLOTTE,	St. Albans, Vt.
CREA, MARY LILLIAN,	Decatur, Ill.
DELANEY, JOSEPHINE,	Dallas, Texas.
EDWARDS, GRACE,	Chicago, Ill.
ELSWORTH, ETHEL HINTON,	Poughkeepsie.
ENOS, KATE LOUISE,	Grand Rapids, Mich.
ESTES, CHARLOTTE L.,	Brockport.
EVANS, SUSAN HOYT,	New Haven, Conn.
FERRILL, MARY ESTELLE,	Columbus, O.
FERRY, BLANCHE,	Detroit, Mich.
FISHER, LIZZIE GRACE,	Knowlesville.
FITCH, LUCY ALDRICH,	Skaneateles.
FITCH, MARY CLIFT,	Skaneateles.
FOWLER, CHARLOTTE LOUISA,	Poughkeepsie.
FULLER, ZADA CONSTANCE,	Albany.
GEDNEY, MARY ELEANOR,	New Haven, Conn.
GILLMER, ELIZABETH ACHSA,	Warren, O.
GRADE, AGNES,	Rutherford, N. J.
GOLAY, JULIETTE,	Brewer, Me.
HAIGHT, BESSIE HAZELTON,	Auburn.
HALL, ESTHER AMELIA,	St. Paul, Minn.
HASTINGS, MABEL LOUISE,	Brooklyn.
HEMANS, IDA MAY,	Auburn.
HENCH, LILLIE COYLE,	Harrisburg, Penn.
HENDRICKSON, MARY H.,	New Monmouth, N. J.
HILL, CLARA MOSSMAN,	Norwalk, Conn.
HOLBROOK, MYRA COFFIN,	Poughkeepsie.

HOWE, LEONORA,	Cambridge, Mass.
HUSSEY, ALICE SARAH,	Rochester.
JOHNSON, JULIA LOUISE.	Easton, Penn.
LATIMER, ADA LOMBARD.	Memphis, Tenn.
LUSEK, IDA CORNELIA,	St. Paul, Minn.
LYNCH, MARY C.,	Chicago, Ill.
MACARTHUR, FLORENCE BLANCHE,	Chicago, Ill.
MACAULEY, ANNIE RACHEL,	Louisville, Ky.
MACAULEY, MARY MARGARET,	Louisville, Ky.
MCCARTHY, SARAH,	Rochester.
MCCURDY, CAROLINE,	Youngstown, O.
MARCHANT, MARIE,	Milwaukee, Wis.
MARSHALL, ELIZABETH ARTHUR,	Pittsburgh, Penn.
MILLER, LOUISA,	Florence, S. C.
MORRILL, MARIAN AUBILLA,	Brooklyn.
MUMFORD, MARY BLANCHE.	Detroit, Mich.
MYERS, ANGIE MARTIN.	New York.
PATTEN, LIZZIE HIGGINS,	Newton Centre, Mass.
PATTERSON, LEILA HENRY,	Franklin, Ky.
PLATT, EMILY BARTLETT,	Poughkeepsie.
ROBBINS, FLORENCE LILLIAN,	St. Paul, Minn.
SCHNEIDER, MARIE SOPHIE,	Covington, Ky.
SLADE, HELEN MILDRED,	Quincy, Mass.
SPIRES KATHARINE ESTELLE,	San Francisco, Cal.
STICKNEY, RUTH,	St. Paul, Minn.
STORY, ADA BELLE,	Ouray, Col.
TODD, FLORA EDA,	Unadilla.
UTTER, KATHARINE MINEEVA,	Providence, R. I.
VAILLANT, ABBY AUGUSTA.	New York.
VANDER BURG, CAROLINE GERTRUDE.	Fall River Mass.
VAN KLEECK, MELVINA,	Poughkeepsie.
WAGAR, HATTIE MAY,	Lakewood, O.
WELLS, EMILIE LOUISE,	St. Ignace, Mich.
WHITE, GERTRUDE,	Brooklyn.
WHYTE, LAURA AGNES,	Jersey City Heights, N. J.
WILCOX, ALICE WILSON,	Providence, R. I.

## FRESHMAN CLASS.

ABBOTT, ETHELRED.	Utica.
ABBOTT, HARRIET ELIZABETH,	Waterbury, Conn.
ACKER, MARGARET KATE,	Poughkeepsie.

ARMSTRONG, MARY LOUISE,	Penn Yan.
ARNOLD, KATHARINE INNIS,	Poughkeepsie.
AUSTIN, SUSIE LILLIAN,	Jefferson, Mass.
BEARD, GRACE ALDEN,	Westville, Conn.
BENNETT, BEATRICE ETHEL,	Groton, Mass.
BLODGETT, CARRIE ELLIS,	West Brookfield, Mass.
BOCKÉE, EMILY CATHERINE,	Poughkeepsie.
BOYD, BESSIE ELIZA,	Glens Falls.
BOYNTON, GEORGIA SMITH,	Sewaren, N. J.
BRENDLINGER, MARGARET ROBINSON.	Yonkers.
BRINCKERHOFF, ANNIE MAY,	Mount Vernon.
BRONSON, GERTRUDE ANGELINE,	Cleveland, O.
BROWNELL, LAURA ANTOINETTE,	Brooklyn.
BURNHAM, PEARL VERE,	Groton, S. Dak.
CANDEE, HELEN HOLBROOK,	Poughkeepsie.
CARPENTER, GRACE,	Poughkeepsie.
CARR, EDITH OLIVE,	Rochester.
CARRELL, THEODORA MAY,	Buffalo.
CHILDS, MAY HALL,	New York.
CLARK, ADDIE LAURA,	Red Oak, Iowa.
COHEN, FANNY,	New York.
COOKE, CAROL HALL,	Poughkeepsie.
CRAWFORD, ANNIE LAZIERE,	Louisville, Ky.
DAVIS, ANNA FRANCES MARION,	Rochester.
DELANEY, EMMA THERESA,	Chicago, Ill.
DORRANCE, ANNE,	Dorrancetown, Penn.
DOUGHTY, PHEBE VAN VLACK,	Matteawan.
DURANT, BESSIE ANNA,	Bethel, Conn.
ESTES, JENNIE AGNES,	Brooklyn.
FENTON, CAROLINE LYDIA,	Detroit, Mich.
FITCH, MARY GOODRICH,	Yonkers.
FLETCHER, JOSEPHINE BOWEN,	St. Albans, Vt.
FLETCHER, HASSELTINE REYNOLDS,	Springfield, Ill.
FREEMAN, FLORENCE EDNA,	West Milbury, Mass.
GARVIN, EDITH MAY,	West Winsted, Conn.
GOODWIN, GRACE,	Thomaston, Conn.
GRAHAM, ANNA JEANETTE,	Cleveland, O.
GREEK, JULIETTE,	Chicago, Ill.
GRUENING, ROSE BERTHA,	New York.
HASENWINCKLE, ELSIE BARBARA,	St. Paul, Minn.
HAUGHWOUT, MARY,	Fall River, Mass.

HENRY, ALICE,	Butler, Mo.
HIGMAN, ANNA CLARISSA,	Sioux City, Iowa.
HILLIER, EDDAH,	Denver, Col.
HOAGLAND, SUE WHITCOMB,	Brooklyn.
HOLLIS, LUCIA EUGENIA,	Braintree, Mass.
HOLMES, EDITH CLARK,	Auburn.
HOLMES, HARRIET FAY,	Oscoda, Mich.
HOLMES, HELEN MAY,	Oscoda, Mich.
HORB, ELIZABETH REED,	Dubuque, Iowa.
HOWELL, SARAH EDNA,	Port Jervis.
HULST, GRACE DUYEER,	Brooklyn.
JOHNSON, ALIDA LEWIS,	Penn Yan.
JOHNSON, WILLIE CROCKETT,	Memphis, Tenn.
JONES, MABEL IRENE,	Titusville, Penn.
KELLY, SUSAN LOUISE,	Providence, R. I.
KIRCHER, OTIE,	Davenport, Iowa.
LADUE, HELEN NEWBERRY,	Detroit, Mich.
LAIED, MARION,	Freehold, N. J.
LEARNED, ABBIE FOX,	Chicago, Ill.
MCCAULEY, EMMA CORNELIA,	Stanley.
MCCUTCHEON, HATTIE LOUISE,	Poughkeepsie.
MCDONALD, ALICE RAMSEY,	Chicago, Ill.
MCVEY, MARIA LOUISE,	Binghamton.
MARTIN, CAROLYN GRAYDON,	New York.
MAYNARD, MARY DUNCKLEE,	Milwaukee, Wis.
MERRITT, ETHEL ADAMS,	New York.
MILLARD, MARTHA MAY,	Poughkeepsie.
MONSCH, ANNA ADELE,	Louisville, Ky.
MORGAN, BERTHA DELL,	Waverly.
MUNDY, MAY SWEENEY,	Watertown.
NAIRN, ALICE MARY,	Buffalo.
ORVIS, JULIA SWIFT,	Dixon, Ill.
ORWIG, MAUD,	Lansford, Penn.
PACKER, ELIZABETH ELLA,	Newton Centre, Mass.
PELGRAM, CAROLINE MARIE,	Paterson, N. J.
PICKERSGILL, LILY VIRGINIA,	Allegheny, Penn.
PIERCE, LUCY FRANCES,	Chicago, Ill.
PIERSON, JESSIE DURANT,	New Haven, Conn.
PINKHAM, LEILA MAY,	Wollaston, Mass.
POPPEHEIM, CHRISTIE,	Charleston, N. C.
POPPEHEIM, IDA,	Charleston, N. C.



REED, MARY MINERVA,	Sharon, Conn.
REILEY, KATHARINE CAMPBELL,	Lewiston, Penn.
REIMER, ISABELLE ADAMS,	East Orange, N. J.
RUGGE, ALICE EMMA,	Glens Falls.
SCOFIELD, JULIA AUGUSTA,	Penn Yan.
SEARING, LOUISE,	Tompkins' Cove.
SERRING, JULIET MAY,	Kalamazoo, Mich.
SIMMONS, FLORA AMORETTE,	Worcester, Mass.
SMITH, EFFIE CLAYTON,	New Haven, Conn.
SMITH, ELIZABETH CHARD,	Watertown.
SMITH, ELIZABETH LINCOLN,	Insein, Burma.
SMITH, ELEANOR LOUISE,	Dayton, O.
SMITH, FRANCIS ALBEE,	Brooklyn.
SNOW, ELLA GERTRUDE,	Greenfield, Mass.
SNYDER, GABRIELLE MATILDA,	Cleveland, O.
SPENCER, MARY,	Cleveland, O.
STAMFORD, HELEN,	Grand View-on-Hudson.
STRANG, BERTHA RICH,	Yonkers.
STREETER, MABEL CAROLINE.	Worcester, Mass.
TAYLOR, FLORA MABEL,	New York.
THORNE, ELIZABETH GERTRUDE,	Skaneateles.
TOWNSEND, WIE DURFEE,	Hudson.
TWITCHELL, ANNA MARY,	New Haven, Conn.
UPDEGRAFF, BESS,	McGregor, Iowa.
VERHOEFF, MARY.	Louisville, Ky.
VERNON, FLORENCE LANTHE,	Brooklyn.
WEBSTER, JESSIE RACHEL,	Schenectady.
WELCH, ELLA MARIAN,	New Haven, Conn.
WHITE, GRACE ROGERS,	New York.
WILKINSON, JESSIE ROBERTA,	Germantown, Penn.
WILLIAMS, EDITH,	Watertown.
WITSCHIEF, GERTRUDE,	Port Jervis.
WOOD, VINNIE CLIFTON,	Fall River, Mass.
WOODWORTH, FRANCES EMILY,	Buffalo.

## IN SPECIAL COURSES.

AGNE, NELLIE LANDT,	Tipton, Iowa.
BEERS, LILA ELIZA,	Chicago, Ill.
BRENNAN, LAURA ELIZABETH,	Malone.
BROWN, MARY FLORENCE,	Newark, N. J.
BURT, ALICE,	Ithaca.

CANDEE, MARIAN OTIS,	Poughkeepsie.
CHAPIN, BETSEY CHAPMAN,	Evanston, Ill.
CONANT, HATTIE CORINNE,	Owosso, Mich.
CRANDALL, ELVA,	Leonardsville.
DUNSTAN, CORA VANDELIA,	Cresswell, N. C.
DUSENBURY, SARAH AUGUSTA,	Troy.
FULLER, FANNY HOWARD,	Brooklyn.
GALLAHER, BESSIE,	Essex, Conn.
GELLER. SOPHRONIA AUSTIN,	Albany.
GREER, LILY,	Chicago, Ill.
HAMILTON, FLORENCE ANNA,	West Rush.
HENDERSON, LIZZIE GRACE,	Pulaski.
HULBERT, EDITH JOSEPHINE,	Yonkers.
HUTT, ELIZABETH,	Highland, Kansas.
INGHAM, MARIA LOUISE,	Say Brook, Conn.
KIMBALL, LILLIAN GERTRUDE,	Oshkosh, Wis.
KING, ADA MARIA,	Rochester.
LANDAUER, MILDBRED,	Milwaukee, Wis.
MCADAMS, BESSIE MARGARET,	Mt. Pleasant, Penn.
MCELEROY, LOU VIOLA,	Marshalltown, Iowa.
MANDEVILLE, MARGARET,	Poughkeepsie.
MAY, LOUISA SURRÉ,	Rochelle, Ill.
MOOERS, MARY ALICE,	Milwaukee, Wis.
MORBELL, ELIZABETH CLEMENSON,	Omaha, Neb.
MURRAY, EMMA WYCKOFF,	New Brunswick, N. J.
MYERS, ELSIE,	Cheyenne, Wyo.
PHINNEY, HARRIET NYE,	Alton, Ill.
REYNOLDS, EDITH MIRIAM,	Leavenworth, Kansas.
RUSH, DAMARIS,	Columbia City, Ind.
SHAYER, JESSIE MAUD,	Jamestown.
STAGG, PAULINE HANNAH,	West Orange, N. J.
STEBBINS, KATE VAN COTT,	Rochester.
TOMPKINS, NANNA MAY,	Poughkeepsie.
WAGNER, MARY SWAIN,	Minneapolis, Minn.
WATTON, MAUDE CARO,	Detroit, Mich.
YORK, FANNY THURSTON,	Wellsville.

### IN THE SCHOOLS OF ART.

#### I. OF PAINTING.

BEATTIE, MARGARET PARISH,	Middletown.
BENSLEY, MARTHA SOPHIA,	Chicago, Ill.

BIRKMAN, AGNES,	Indiana, Penn.
BUNTEN, MABEL ELEANOR,	Rondout.
BURKE, MARY LOUISE,	Batavia, Ill.
COOKE, EDITH KATHARINE, (graduate, 1886),	Poughkeepsie.
COOLEY, MABEL LILLIAS,	Poughkeepsie.
DAVISSON, FLORENCE RETA,	Philomath, Oregon.
FROST, MINA LOUISE,	Poughkeepsie.
GRIMSHAW, BLANCHE,	Minneapolis, Minn.
HATFIELD, FREDERICA DAVIS,	Poughkeepsie.
HEEGARD, IONE VAIL,	Chicago, Ill.
HILLIER, EZELU,	Denver, Col.
MCCURDY, MARY,	Youngstown, O.
MASON, CHARLOTTE MOELLER,	Detroit, Mich.
MITCHELL, EUPHEMIA STANTON,	New York.
MITCHELL, HELEN EMMA,	Troy.
POTTER, MARCIA,	Saginaw, Mich.
RISSEB, FLORENCE MAE,	Chicago, Ill.
SHATTUCK, HARRIET COMSTOCK,	Norwich.
VAN INGEN, JOSEPHINE KOELMAN,	Poughkeepsie,
WING, CARRIE THORNE,	Willow Brook.

## II. OF MUSIC.

ARMSTRONG, FANNIE ADELE,	Rome.
ASHENFELTER, LEOLINE,	Deming, N. Mex.
BARRETT, MARY MELVIN,	Allegheny, Penn.
BOLTWOOD, ELVIRA WRIGHT,	New Haven, Conn.
BUSH, SUSA LUCILE,	Dubuque, Iowa.
CARPENTER, MARY WRIGHT,	Poughkeepsie.
CLARKE, ALICE BARNEVELDT,	Poughkeepsie.
DOUGHTY, MARY ELENA VAN DEBOGART,	Matteawan.
FERRIS, CAROLINE MURRAY,	Poughkeepsie.
HAGGERTY, SUSIE HYDE,	Poughkeepsie.
HOLMSTROM, LOUISE FAY,	New York.
HUMPHREY, EDITH,	Towanda, Penn.
LEE, MARGARET WEIR,	Wilkes Barre, Penn.
LE MASSENA, MARGARET,	Newark, N. J.
MACDONALD, JESSIE LILIAN,	Troy.
MARVIN, ELLEN SUTTON,	Montclair, N. J.
MASON, DORA LIZZIE,	Andover, Mass.
MILLARD, GRACE,	Adrian, Mich.
PALMER, GRACE WASHBURN,	Little Falls.

PELL, VIRGINIA ISOLIND,	Poughkeepsie.
RAMSDELL, HELEN ELIZABETH,	Manistee, Mich.
REYNOLDS, FLORENCE CLAIRE,	Boone, Iowa.
SALLING, LILLIAS NELLIE,	Manistee, Mich.
SANDERS, MAUD LOUISE,	Poughkeepsie.
SHWARTZ, LILLIAN,	Poughkeepsie.
WHITE, MARGUERITE,	Philadelphia, Penn.
WIETHAN, MAY JOSEPHINE,	Poughkeepsie.
WORTHINGTON, ALICE LOUISE,	Hartford, Conn.

## SUMMARY.

Graduate Students, . . . . .	6
Seniors, . . . . .	55
Juniors, . . . . .	51
Sophomores, . . . . .	76
Freshmen, . . . . .	119
	— 307
In Special Courses,	— 41
In the Schools of Art : Painting, . . . . .	22
Music, . . . . .	28
	— 50
Whole number, . . . . .	398

ADMISSION OF STUDENTS.

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Applicants for admission to the Freshman or any higher class must be at least sixteen years of age. They must present satisfactory testimonials of good character.

Candidates for advanced standing, not coming from other colleges, may be admitted, on examination, to the regular course at any time previous to the beginning of the Junior year. Such students will be examined in all *prescribed* studies antecedent to the desired grade, including the requirements for admission to the college, and in such *elective* studies as shall be chosen by the candidate and approved by the Faculty.

Candidates coming from other colleges must submit their courses of study and their certificates to the judgment of the Faculty. No student will be received as a candidate for the degree of Bachelor of Arts after the beginning of the Senior year.

Candidates for the Freshman Class are examined in the following studies :

**ENGLISH:** Every candidate will be required to write an essay of from three to five pages upon a subject assigned at the time, and taken from one of the following works :

Shakspeare's Julius Cæsar and As You Like It ; Scott's Marmion ; Longfellow's Courtship of Miles Standish ; Addison's Sir Roger de Coverly Papers ; Macaulay's second Essay on the Earl of Chatham ; Webster's first Bunker Hill Oration ; Irving's Alhambra ; Scott's Talisman ; George Eliot's Scenes from Clerical Life ; Hawthorne's House of the Seven Gables.

This essay must be correct in spelling, punctuation, grammar, structure of paragraphs, and rhetorical expression.

In 1893 the subjects will be taken from the following works: Shakspeare's Julius Cæsar and Twelfth Night; Scott's Marmion, Longfellow's Courtship of Miles Standish; Addison's Sir Roger de Coverly Papers; Macaulay's second Essay on the Earl of Chatham; Emerson's American Scholar; Irving's Sketch Book; Scott's Ivanhoe; Dickens' David Copperfield.

In 1894; Shakspeare's Julius Cæsar and Merchant of Venice; Scott's Lady of the Lake; Arnold's Sohrab and Rustrum; The Sir Roger de Coverly Papers in the "Spectator;" Macaulay's second Essay on the Earl of Chatham; Emerson's American Scholar; Irving's Sketch Book; Scott's Abbot; Dickens' David Copperfield.

In 1895: Shakspeare's Merchant of Venice and Twelfth Night; Milton's L'Allegro, Il Penseroso, Comus, and Lycidas; Longfellow's Evangeline; The Sir Roger de Coverly Papers in the "Spectator;" Macaulay's Essays on Milton and Addison; Webster's First Bunker Hill Oration; Irving's Sketch book; Scott's Abbot.

Candidates will also be required to correct specimens of bad English furnished at the time. (Strang's Exercises in English recommended.)

**HISTORY:** Outlines of Greek and Roman history to the establishment of the Roman Empire; outlines of American or English history. Any standard history of Greece, Rome, England, or the United States may be used. The following are recommended: For Greek and Roman history, Pennell's Ancient Greece and Pennell's Ancient Rome, or the sections on Greek and Roman history in Sheldon's General History or Myres' General History; for American history, Johnston's History of the United States, or Montgomery's Leading Facts in American History; for English history, Gardiner's English History for Schools or Montgomery's Leading Facts in English History.

**MATHEMATICS:** (a) Arithmetic, including the metric system of weights and measures, as much as is contained in the larger textbooks.

(b) Algebra.—The requirements in algebra embrace the following subjects: Factors; Common Divisors and Multiples; Fractions; Ratio and Proportion; Negative Quantities and Interpretation of Negative Results; The Doctrine of Exponents; Radicals and Equations involving Radicals; The Binomial Theorem and the Extraction of Roots; Arithmetical and Geometrical Progressions; Putting Questions into Equations; The ordinary methods of Elimination and the solu-

tion of both Numerical and Literal Equations of the First and Second Degrees, with one or more unknown quantities, and of problems leading to such equations. The text-books used should be equivalent to the larger treatises of Newcomb, Olney, Ray, Robinson, Todhunter, Wells, or Wentworth.

(c) Plane geometry, as much as is contained in the first five books of Chauvenet's Treatise on Elementary Geometry, or the first five books of Wentworth's New Plane and Solid Geometry, or Wells' Plane Geometry, or the first six books of Hamblin Smith's Elements of Geometry, or Chapter first of Olney's Elements of Geometry.

In order to pursue successfully the work of the College, recent review of the work completed early in the preparatory course is necessary.

**LATIN:** Grammar; Collar, *Practical Latin Prose Composition*, Parts third and fourth, or Allen, *Latin Composition*, fifty lessons, or Jones, entire; Caesar, four books; Cicero, six *Orations*; Virgil, six books of the *Æneid* and six *Eclogues*, (I. IV. V. VII. VIII. X.) The student may offer a seventh oration of Cicero instead of the *Eclogues*, or, if seven orations are offered, the *Eclogues* may be substituted for one of the six books of the *Æneid*. Translation at sight of average passages from Caesar, Cicero's *Orations*, and Virgil's *Æneid*. The Roman method of pronunciation is used.

The attention of preparatory schools is called to the advantage of accustoming the student to the Roman method of pronunciation from the beginning, to the need of greater practical regard for the value of vowel quantities, and the training of the ear by familiarizing the student with the sound of the language. Latin Composition may be studied in connection with the various authors read.

IN ADDITION TO THE LATIN ONE OTHER LANGUAGE IS REQUIRED. This may be Greek, German, or French.

**GREEK:** Grammar; Woodruff, *Greek Prose Composition*, White, *First Lessons in Greek*, fifty-five lessons, or Harper, *Inductive Greek Method*; Xenophon, *Anabasis*, four books; Homer, *Iliad*, three books. Translation at sight of average passages from Xenophon's *Anabasis* and Homer's *Iliad*.

**GERMAN:** A thorough knowledge of German grammar (Wenckebach and Schrakamp recommended); ability to translate easy English prose into German. Immermann, *Der Oberhof*; Wagner, *Goethe's Knabenjahre*; Lessing, *Minna von Barnhelm*; Schiller, *Wilhelm Tell*, Goethe, *Hermann und Dorothea*; Freytag, *Die Journalisten*.

Facility in reading and writing German script. Throughout the course German is the language of the class room; good preparation in German conversation is therefore necessary.

FRENCH: A thorough knowledge of French Grammar and ability to translate easy English prose into French. (Whitney, *Practical French Grammar*, recommended.) Six of Bocher's College Plays; Daudet, *La Belle Niernaise*; Souvestre, *Un Philosophe Sous Les Toits*; Julliot, *Mademoiselle Solange*; Dumas, *La Tulipe Noire*; Erekmann-Chatrian, *Le Conscrit de 1813*.

As French is the language of the class room, it is desirable that candidates for admission should have some practice in French conversation.

The full preparation in either French or German should cover a period of at least two years, five recitations a week, under competent instructors.

*It is recommended that candidates prepare in all subjects in accordance with the foregoing requirements, but equivalents will be accepted for the text-books or authors named.*

Students are admitted without examination in the following cases:

1. When they bring a certificate of proficiency from schools from which a pupil has previously been admitted without conditions to the Freshman or a higher class.
2. When they have been prepared by a graduate of the College engaged in the work of private instruction, one of whose pupils has before been admitted without conditions to the Freshman or a higher class.
3. When they bring certificates from schools which have been visited by a committee of the Faculty and approved by them, or in regard to which the Faculty have other sufficient means of information.

The College reserves to itself the right to withdraw the above mentioned privilege in case students thus admitted fail after fair trial to maintain their standing.

4. The certificate of the Regents of the State of New York will be accepted in place of examination, so far as it meets the requirements for admission to the College.

5. The certificate of the President of Harvard College, offered by persons who have successfully passed "the examinations for women," so far as it includes studies, preparatory or collegiate, prescribed in the regular course, will be accepted in lieu of examination in such studies.



In all cases the certificate must specify the text-books used, the ground actually gone over, and the date of examination. Blank forms will be furnished by the President on application.

*All certificates must be based upon recent examinations.*

*They should be forwarded to the college before the first of September.*

### EXAMINATIONS.

Examinations for admission to the Freshman Class will be held at the College, Thursday, Friday and Saturday preceding Commencement, June 2, 3, and 4, 1892; also, if application is made, at Chicago, Cincinnati, Cleveland, St. Louis, Detroit, Louisville, Atlanta, Washington, Omaha, Denver, and San Francisco, during the first week in June, 1892.

Applicants for examination at any of these places must inform the President before the first day of May, and they will be notified of the day and place.

The regular examinations at the College for the admission of students will commence on Wednesday, September 21, 1892, and continue three days.

Candidates are requested to be present at 9 A. M. for registration.

The order of entrance examinations is as follows:

- First Day, Latin, 9.30 A. M. to 12 M.  
English, 2 P. M. to 4:30 P. M.
- Second Day, Algebra and Geometry, 9.30 A. M. to 12 M.  
History, 2 P. M. to 4:30 P. M.
- Third Day, Greek, German, and French, 9:30 A. M. to 12 M.  
Arithmetic, 2 P. M. to 3:30 P. M.

Students cannot have rooms at the college until their examinations have been completed. Lodging may be procured at cottages near the College upon application to the Lady Principal.

Students entering on certificates should not present themselves before Thursday of examination week.

## COURSE OF STUDY.

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The curriculum has been carefully formed with regard to the conflicts between the Prescribed and Elective Systems, and with the belief that experience demonstrates the need of much careful compulsory work as a preparation for free choice.

The aim has been to give the student the opportunity to follow lines of study continuously, through both the prescribed and elective portions of the course.

All elections are subject to the approval of the Faculty.

Two languages, one of which shall be Latin, must be studied throughout the *prescribed* course by every student for a degree. The second language may be Greek, German, or French.

An opportunity is given, in the elective part of the course, for beginning the study of Greek, German, or French.

### FRESHMAN YEAR.

#### FIRST SEMESTER.

The figures indicate the number of hours a week.

**LATIN**, 4.—Livy, 3. Prose Composition, 1.

**GREEK**, 4.—Lysias, Selected *Orationes*. Herodotus, Books VI. and VII. Prose composition. Reading at sight.

**GERMAN**, 4.—Schiller, *Maria Stuart*. Reading of German prose. Composition. Select German poems from Simonson's *Deutsches Balladen-Buch* paraphrased and memorized. Grammar reviewed.

**FRENCH**, 4.—Review of French Syntax. Translation of English into French. Exercises in conversation. Reading of modern authors. Lectures (in English) on French Literature since the French Revolution.

- RHETORIC, 2.**—Principles of Narrative and Descriptive Composition. Essays throughout the year.
- ENGLISH LITERATURE, 1.**—Selections from Scott, Irving, Macaulay, Hawthorne, George Eliot, Matthew Arnold.
- MATHEMATICS, 3.**—Chauvenet, *Solid and Spherical Geometry*.
- HYGIENE, 1.**—Personal and Public Hygiene.
- LECTURES ON THE HISTORY OF ART,** (Elective for all classes.)

## SECOND SEMESTER.

- LATIN, 4.**—Horace, *Odes, Epodes, and Carmen Sæculare*. Prose Composition.
- GREEK, 4.**—Homer, selections from the *Iliad* and *Odyssey*. Lectures on Homeric Antiquities. Private Reading, *Iliad*, selections. Reading at sight.
- GERMAN, 4.**—Goethe, *Goetz von Berlichingen*. Composition and German poems.
- FRENCH, 4.**—The work of the first semester continued.
- RHETORIC, 1.**—(As in first semester.)
- ENGLISH LITERATURE, 2.**—Selections from Wordsworth, Byron, Tennyson, Longfellow, Browning. A number of entire poems will be critically read.
- MATHEMATICS, 3.**—Logarithms. Plane Trigonometry.
- HYGIENE, 1.**—Personal and Public Hygiene.
- ELOCUTION.**

## SOPHOMORE YEAR.

## FIRST SEMESTER.

- LATIN, 3.**—Cicero, *De Senectute, De Amicitia*. Prose composition.
- GREEK, 3.**—Demosthenes, *On the Crown*, with parts of *False Legation*. English into Greek. Lectures on Attic orators. Private Reading, Aeschines, *Against Otesiphon*.
- GERMAN, 3.**—Schiller, *Wallenstein*. History of German Literature begun. Selections from the first classic period. Composition.
- FRENCH, 3.**—Translation of English into French. Conversation. Reading of extracts from the great writers of the eighteenth century, and Montesquieu's *Considérations sur la grandeur et la décadence des Romains*. Study of the literary and social forces that brought about the French Revolution.

RHETORIC, 1.—Principles of Literary Invention. Essays throughout the year.

ENGLISH LITERATURE, 2.—Lectures on the development of English Literature. Authors critically studied. Instruction in the use of the Library.

MATHEMATICS, 3.—Plane Trigonometry, completed. Spherical Trigonometry. Lectures on Surveying and Navigation.

HISTORY, 3.—Greek and Roman,—to the Invasion of the Barbarians.

#### SECOND SEMESTER.

##### PRESCRIBED.

LATIN, 2.—Horace, *Satires* and *Epistles*.

GREEK, 2.—Plato, *Protagoras*; Aristophanes, *Clouds*. Another play of Aristophanes will be translated to the students.

GERMAN, 2.—Uhland, *Herzog Ernst*; Lessing, *Emilia Galotti*. History of Literature continued. Composition.

FRENCH, 2.—Translation of English into French. Conversation. Corneille, *le Cid*; Racine, *Athalie*; Molière, *le Bourgeois gentilhomme*. Lectures upon the society and institutions of the seventeenth century.

RHETORIC, 1.—(As in first semester.)

ENGLISH LITERATURE, 2.—(As in first semester.)

##### ELECTIVE.

MATHEMATICS, 4.—Analytic Geometry.

CHEMISTRY, 4.—Description of the non-metals. Elementary Chemical Philosophy. First course in Experimental Chemistry. Lectures, recitations, and laboratory work.

HISTORY, 4.—Mediæval.

LATIN, 1.—Translation at sight.

ELOCUTION.

#### JUNIOR YEAR.

##### FIRST SEMESTER. ELECTIVE.

LATIN, 3.—Plautus or Terence. Some plays are translated at sight in class. Lectures on Roman Comedy.

GREEK, 2.—Thucydides, selections. Lectures on the History of Greek Prose. Private Reading, Isocrates, *Panegyricus*.

GREEK, Shorter course, 3.—Grammar. Xenophon begun.

- GERMAN, 2.**—Schiller, *Don Carlos*; Grillparzer, *Das goldne Vlies*. Literature. Essays.
- GERMAN, Shorter Course, 3.**—Wenckebach-Schrakamp, *Grammar*, with written and oral exercises. Joynes, *German Reader*. Storm, *Immensee*. Exercises in German conversation.
- FRENCH, 2.**—Critical and analytical study of the French drama of the seventeenth century. Lectures and conversation.
- FRENCH, Shorter Course, 3.**—Paul Bercy, *La Langue Française*. Hennequin, *Verbs*. Composition. Grammar. Reading of modern French prose.
- RHETORIC, 2.**—Prose style. Critical Study of Authors.
- ENGLISH LITERATURE, 2.**—*Chaucer*.
- MINERALOGY, 4.**—Dana, *Manual*, illustrated by laboratory practice in the blowpipe determination of minerals.
- BIOLOGY, 3.**—General Biology.
- ASTRONOMY, 4.**—Lectures. Young's General Astronomy. Use of the portable telescopes.
- CHEMISTRY, 4.**—Descriptions of the metals. Qualitative analysis. Lectures, library and laboratory work, recitations.
- MATHEMATICS, 3.**—Differential and Integral Calculus. History of Mathematics.
- HISTORY, 3.**—Modern,—from the period of the Reformation.

## SECOND SEMESTER. ELECTIVE.

- LATIN, 3.**—Tacitus, *Agricola* or *Germania*, and *Annales*. The life and writings of Tacitus.
- GREEK, 3.**—Sophocles, *Oedipus the King*. Aeschylus, *Persians*. Lectures on the Drama. Private Reading, Euripides, *Alcestis*.
- GREEK, Shorter Course, 3.**—Xenophon continued. Homer.
- GERMAN, 2.**—Goethe, *Iphigenie and Tasso*; Lessing, *Nathan*. Literature continued.
- GERMAN, Shorter Course, 3.**—Grammar completed, with written and oral exercises. Bernhardt, *Novelletten-Bibliothek*. Exercises in German conversation.
- FRENCH, 2.**—Study of the philosophical and religious literature of the seventeenth century. Pascal, Descartes, Bossuet, Massillon and Fénelon. Lectures and conversation.

**FRENCH**, Shorter Course, 3.—The work of the first semester continued.

**LOGIC**, 4.—Preceded by an outline of Psychology, and followed by the Chapters on Argumentative Composition in A. S. Hill's Rhetoric.

**GEOLOGY**, 4.—A general course. Dana, *Text-Book*, with lectures. Exercises in the study of fossils, and in the preparation of microscopic sections of rocks and minerals.

**BIOLOGY**, 3.—General Biology, continued.

**ASTRONOMY**, 4.—Lectures. General Astronomy continued. Use of the portable telescopes.

**ASTRONOMY**, 1.—Descriptive and Historical.

**CHEMISTRY**, 4.—Quantitative analysis. The Chemistry of Light. Lectures, library and laboratory work, recitations.

**MATHEMATICS**, 3.—Differential and Integral Calculus. History of Mathematics.

**HISTORY**, 3.—Completion of the work of the first semester.

**ECONOMICS**, 3.—Principles of Economics. Recitations from Andrews' *Institutes of Economics*.

**ENGLISH**, 1.—Essays.

**HISTORY OF ART**, 2.

**ELOCUTION**.

### SENIOR YEAR.

#### FIRST SEMESTER. ELECTIVE.

**MENTAL PHILOSOPHY**, (required) 4.—Murray, *Hand-Book of Psychology*. Lectures. Essays on the History of Philosophy.

*Any two of these languages may be elected :*

**LATIN**, 3.—Catullus and Propertius, selections.

**GREEK**, 2.—Lyric Poets, selections. Pindar, selections. Lectures on Greek poetry.

**GERMAN**, 2.—Literature. Reading at sight from modern German authors. Private reading with examinations. Essays. Lectures.

**FRENCH**, 2.—Study of French literature during the Renaissance period. Reading of abstracts from the works of Amyot, Montaigne, Agrippa d'Aubigné and Calvin. Lectures and conversation.

ANGLO-SAXON, 3.—Sweet, *Reader*.

ENGLISH LITERATURE, 3.—*Shakspeare*. Lectures on Dramatic Art.

ASTRONOMY, 3.—Spherical and Practical Astronomy. Lectures. Use of the Meridian Instrument. (One semester of Calculus necessary).

PHYSICS, 4.—Force, Motion, and Energy. The three Physical forms of matter. Electricity. Daniel, *Principles of Physics*. Lectures and recitations.

CHEMISTRY, 2.—The Hydrocarbons and their Derivatives.

MATHEMATICS, 3.—Differential Equations and Elements of Finite Differences.

GEOLOGY, 2.—An advanced course, either in Petrography or in Paleontological and Stratigraphical Geology, with practice in fieldwork.

BIOLOGY, 3.—General Zoölogy.

HISTORY, 4.—English and American Constitutional History.

ECONOMICS, 2.—Advanced course. Economic Questions of the Nineteenth Century.

ART HISTORY, 2.

SECOND SEMESTER. ELECTIVE.

MORAL PHILOSOPHY, (required) 3.—Robinson, *Principles and Practice of Morality*. Lectures. Essays.

LATIN, 3.—Lucretius, *De rerum natura*, Cicero, *De officiis*, or *De natura deorum*.

GREEK, 3.—Plato, *Republic*, selections. Aristotle, *Nicomachean Ethics*, selections.

GERMAN, 2.—Goethe, *Faust*, Parts I and II. Essays. Lectures.

FRENCH, 2.—French literature from its beginning to our day; its influence upon other literatures; its best modern representatives in France, Switzerland, Belgium, and Canada. Lectures and conversation.

ANGLO-SAXON, continued, 2.

ENGLISH PHILOLOGY, 1.—Lectures.

PHYSICS, 4.—Molecular and Radiant Energy, including Heat, Sound, and Light. Daniel, *Principles of Physics*. Lectures and recitations.

ASTRONOMY, 2.—Theoretical Astronomy. Lectures. Use of the Equatorial Telescope and Spectroscope.

MATHEMATICS, 3.—Quaternions.

PHYSIOLOGY, 4.—Lectures with references. Walker, *Anatomy, Physiology and Hygiene*, Kirke, *Physiology*.

BIOLOGY, 3.—Comparative Embryology and Advanced Biology.

HISTORY, 2.—American Constitutional History.

ELOCUTION.

#### BIBLE STUDY.

The College aims to give, in a progressive course of study, such instruction as shall enable the student to gain a general knowledge of the history and teachings of the Bible. During the present semester, Professor Ernest D. Burton, of Newton Theological Institution, lectures once a week on the Life of Christ. During the second semester, Professor James S. Riggs, D.D., of Auburn Theological Seminary, will give a course of lectures upon the Gospel of St. John.



## COURSES AND METHODS OF INSTRUCTION,

ARRANGED BY DEPARTMENTS.

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### Latin.

#### FRESHMAN YEAR.

*First Semester.*—Livy, Prose Composition.

*Second Semester.*—Horace, *Odes, Epodes, Carmen Sæculare.* Prose Composition. MISS GREENE.

#### SOPHOMORE YEAR.

*First Semester.*—Cicero, *De senectute, De amicitia.* Prose Composition.

*Second Semester.*—Horace, *Satires, Epistles.*

Elective.—Translation of Latin at sight.

ASSOCIATE PROFESSOR MOORE.

#### JUNIOR YEAR.

*First Semester.*—Plautus or Terence. Lectures on Roman Comedy.

*Second Semester.*—Tacitus, *Agricola* or *Germania, Annales.* The life and writings of Tacitus.

ASSOCIATE PROFESSOR MOORE.

#### SENIOR YEAR.

*First Semester.*—Catullus, Propertius ; or Juvenal, Pliny, *Letters.* Lectures on Roman Satire. (The courses are given in alternate years.)

*Second Semester.*—Lucretius, *De rerum natura* ; Cicero, *De officiis*, or *De natura deorum.*

ASSOCIATE PROFESSOR MOORE.

The object of the instruction in Latin is to acquaint the student with the principal phases of literary activity among the Romans through the study of representative authors. In the department of History Livy and Tacitus exhibit a natural development in style and method. Cicero and Lucretius represent the opposing schools in Roman Philosophy ; Horace and Juvenal show the growth of Satire ;

Horace, Catullus and Propertius that of the elegy and the lyric, Plautus and Terence the course of Roman Comedy. The letters of Cicero and Pliny together present the every-day side of Roman life and language. Using these authors as starting points the endeavor is to bring before the student the lines along which the various departments grew and developed, partly by means of lectures, partly by the discussion of topics suggested by the text. In this way is brought to light the connection of literature with history and politics, as well as with the various social conditions and relations of Roman life.

The development of the language itself from a rude dialect into its literary form is pointed out through explanations of grammatical forms and constructions, and of the relation in which these stand to the historical growth of syntax. Much stress is laid on these points in connection with the required work of Freshman and Sophomore years, and while attention is still directed towards them in the elective courses of Junior and Senior years (especially in the study of Plautus and Terence), the literary side of the language is made most prominent. Facility in reading Latin is cultivated by translation at sight in connection with the Junior work and the elective course in Sophomore year. The study of Latin Composition is pursued in Freshman and Sophomore years for the most part in connection with the authors read.

### Greek.

#### FRESHMAN YEAR.

Lysias. Legal and political aspects of Athenian life. The style and language of Lysias.

Exercises in writing Greek, based on the text. Passages memorized. Translation at sight and also from hearing required.

Herodotus. Translation at sight.

Homer. Lectures on Homeric Antiquities and on the Homeric Question ; Homeric Forms and Syntax, explained historically.

PROFESSOR LEACH.

#### SOPHOMORE YEAR.

Aeschines is read with Demosthenes, and *Against Ctesiphon* is compared with *On the Crown*. Lectures on the Attic Orators. Some of the finest passages are memorized, and exercises in writing Greek are based on the text.

Protagoras and the Clouds. Lectures on Socrates, the Socratic method, the Sophists, the wit and humor of Aristophanes, the language of Comedy, with a weekly reading of the Frogs.

PROFESSOR LEACH.

JUNIOR YEAR.

The first book of Thucydides. Lectures on the Age of Pericles, on the Greek Historians, on the style and language of Thucydides.

Selections from Aeschylus, Sophocles and Euripides. Lectures on the Attic Theatre and the Drama, on Athens and its Monuments.

PROFESSOR LEACH.

SENIOR YEAR.

The Olympian and Pythian Odes of Pindar. Lectures on the Lyric Poets and on the discoveries at Olympia.

Plato, Republic. Aristotle, Nicomachean Ethics. Lectures on Greek Philosophy.

PROFESSOR LEACH.

The aim is to acquire as many-sided a knowledge of Greek as possible. Facility in reading Greek is cultivated and, to this end, practice at sight is given and private reading is encouraged. Attention is paid to grammatical principles, to the development of the language and of the literature, to different phases of Greek life and thought. Careful study is given to the style of each author and to the distinctive excellence of each, and in advanced classes, to text-criticism. The courses given embrace representative authors in history, oratory, philosophy, in epic, lyric, and dramatic poetry. In the Junior year, a course in elementary Greek is offered to any non-Greek students who may wish it. Such students have an opportunity to continue the work with the subsequent Freshman class.

Vassar College now contributes 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.

German.

FRESHMAN YEAR.

Grammar, Composition. Paraphrasing. Translation, Selections from Harris. German Composition. Schiller, Maria Stuart; Goethe, Egmont. Poems by Schiller, Goethe, Uhland, Chamisso, Schwab, Freiligrath. Selections from modern Prose.

FRÄULEIN NEEF.

SOPHOMORE YEAR.

History of Literature. Nibelungenlied, Gudrun. Selections from the first classic Period. Schiller, Wallenstein; Uhland, Herzog Ernst; Lessing, Emilia Galotti. Composition.

FRÄULEIN HERHOLZ and NEEF.

## JUNIOR YEAR.

Literature of Seventeenth and Eighteenth Centuries. Lectures. Essays. Schiller, Don Carlos; Grillparzer, Das goldne Vliess; Lessing, Nathan; Goethe, Iphigenie, Tasso.

FRÄULEIN HERHOLZ.

*Shorter Course.*—Oral and written exercises. Wenckebach-Schrakamp, Grammar. Joynes', German Reader. Storm, Imensee; Bernhardt, Novelletten-Bibliothek. Poetry and Prose committed to memory.

FRÄULEIN HERHOLZ.

## SENIOR YEAR.

Literature of Nineteenth Century. Goethe, Faust I, II. Lectures, Essays—Modern authors. G. Freytag, J. Wolff, V. v Scheffel; A. v Schack, W. Jordan.

FRÄULEIN HERHOLZ.

Throughout the whole course German is the language of the classroom.

In the German course instruction in grammar is given in all classes, together with exercises in German composition. Modern prose works of standard writers and leading classic plays of representative authors are read, and are made the subject of conversation and criticism, of oral and written paraphrase in class, and of lectures and essays.

The History of German Literature is begun in the first semester of the Sophomore year and continued in every following semester, with lectures on the most prominent authors and their works. The *Junior Shorter Course* of two semesters is intended to give maturer students an opportunity of beginning the study of German in College, and of becoming sufficiently grounded in the elements of the language to be able to continue it afterwards by themselves or with an instructor. The work consists in a thorough drill in grammar, with written and oral exercises, and in the reading of prose and poetry, the matter read being made the subject of conversation in German.

## French.

## FRESHMAN YEAR.

Syntax of the French grammar. Translation of English into French. Reading of modern authors. FRÄULEIN NEEF.

Lectures (in English) on the French literature of the nineteenth century; its relations to French history and life.

ASSOCIATE PROFESSOR BRACQ.

SOPHOMORE YEAR.

Demogeot's *Textes Classiques* for the eighteenth century. One play of Corneille, Racine, Molière. Lectures upon the society and institutions of France in the seventeenth century. Study of the literary and social forces that brought about the French Revolution.

ASSOCIATE PROFESSOR BRACQ.

JUNIOR YEAR.

Critical, analytical and comparative study of the works of Corneille, Racine and Molière. One semester is devoted to the philosophical, the religious and the miscellaneous literature of the seventeenth century—Pascal, Descartes, Bossuet, Massillon, La Fontaine and Madame de Sévigné.

Shorter course. Oral exercises combined with grammatical instruction. Reading, translation and conversation. Elementary composition.

ASSOCIATE PROFESSOR BRACQ.

SENIOR YEAR.

The first semester is devoted to the study of French literature during the Renaissance period; the second to a general survey of French literature from its beginning to the present time.

ASSOCIATE PROFESSOR BRACQ.

The aim of this course is three-fold: 1st. To give a correct knowledge of the French language. During the first year, the most important principles of the grammar are reviewed. Throughout the course, constant attention is given to their application both during the reading and conversational exercises. 2d. To enable the student to speak the language fluently. To this end great efforts are made to educate the ear; the text-books are French; the recitations, and the lectures, except the lectures on literature of the Freshman year, are in French. 3d. To give a philosophical knowledge of French literature, its origin, its development, its master-pieces, its pictures of French society at different periods; in other words, French history as seen in French literature. The French and English literary productions of the same period or of the same character are compared, and the principal laws that govern their evolution are pointed out.

The shorter course is intended for students who wish to be able to understand French conversation and to read a French text-book with ease. The work includes the study of grammar, prose composition, and the reading of modern prose.

**English.**

The first two years all the work is prescribed ; after that all is elective.

**FRESHMAN YEAR.****Rhetoric.**

**Literature.** Masterpieces in Prose and Poetry.

These two courses are correlated, and conducted so that one shall illustrate the other. They are also combined with instruction in English composition ; a number of essays on simple subjects are required, and also frequent exercises in extempore writing, and there is besides instruction in the art of taking notes, making abstracts, etc., etc.

The Rhetoric begins with Narrative and Descriptive Composition ; after Thanksgiving the principles of Analysis, Structure of the Essay, Sermon, and Lecture are taken up in conjunction with practice in making abstracts of discourses. Several carefully prepared essays are demanded : these are closely criticised in a personal interview with the student.

In the Literature course, the aim is to make the student see what is meant by the study of Literature as opposed to cursory and accidental reading. Popular and influential authors are chosen, and the student is urged to discover if she may the causes of their success. Several masterpieces in prose are critically read and the instruction combined with that in Rhetoric. In the second semester selections from eminent recent poets are carefully studied.

MISS REYNOLDS, MISS PERRY, and MISS LOOMIS.

**SOPHOMORE YEAR.**

**Rhetoric.** A continuation and enlargement of the work of the previous year, especial study of the Oration ; attention given both to matter and to style or form as a part of the literary art. The study of the text-book is supplemented by the analytical study of numerous illustrative selections. During this course free class-room discussion is made an important feature of the work. Five carefully prepared essays during the year subjected to individual criticism. Continued practice in making abstracts and taking notes.

MISS REYNOLDS and MISS PERRY.

**Literature.** The work of the first semester consists of a thorough study of some great writer—his works, life, school, influence, etc. In 1891-92, Wordsworth is thus treated. During the second semester,

the course consists of a survey of English Literature in its formative periods beginning with Wycliffe. The student is expected to become acquainted with the various authors at first hand; the earlier ones by means of specimens; the later ones by means of more or less copious extracts, or, in some instances, of entire works.

PROFESSOR DRENNAN and MISS REYNOLDS.

#### JUNIOR YEAR.

**Advanced Rhetoric.** Consisting of lectures, collateral reading and essays. The lectures include a treatment of the principles of literary criticism, supplemented by assigned library work. For the second semester a course in essays is offered. The essays of this year as well as those of preceding years are discussed in private interviews with the instructor.

MISS REYNOLDS.

**Literature. Chaucer.** After the grammatical forms and glossary are mastered, selections from the various works of the author are critically read; attention is also given to the literary history of the period.

PROFESSOR DRENNAN.

#### SENIOR YEAR.

**Anglo-Saxon.** Sweet's Reader with supplementary lessons on the Phonology. It is believed that this is sufficient to give the student a good basis for future Anglo-Saxon and Old English studies. For those who wish to go further this course is continued two hours in the second semester.

PROFESSOR DRENNAN.

**Shakspeare; Laws of Dramatic Composition; Lectures.** The purpose of this course is to give an introduction to the various lines of Shakspeare study, historical, literary, philological. A single play is thoroughly mastered, and the student is then assisted to draw out analytically the laws of dramatic poetry. A few other plays, if possible one of each class, are similarly treated.

**English Philology.** This course consists of a series of lectures, designed to give the student some notion of the nature and scope of the science of language. Supplementary readings are required in Max Müller's works, in Prof. Whitney's "Life and Growth of Language," Earle's "Philology of the English Tongue," Lounsbury's "History of the English Language," and in several other similar works.

PROFESSOR DRENNAN.

**Chemistry.**

## SOPHOMORE YEAR.

*Second Semester.*—General Chemistry of the non-metals and their compounds.  
 PROFESSOR COOLEY and MISS FREEMAN.

## JUNIOR YEAR.

*First Semester. A.*—General Chemistry of the metals and their compounds. *B.*—Qualitative Analysis.

PROFESSOR COOLEY and MISS FREEMAN.

*Second Semester. A.*—Qualitative Analysis. *B.*—The Chemistry of Light.  
 PROFESSOR COOLEY.

## SENIOR YEAR.

*First Semester.*—Organic Chemistry. PROFESSOR COOLEY.

Each course open to those students who have pursued the one preceding.

The course in chemistry consists of four exercises weekly during three semesters and an additional two hours weekly in one semester. The object of this course is to acquaint the student with the experimental method of research, and to enable her to acquire by this method a thorough and systematic knowledge of the elementary facts and principles of chemistry.

Instruction is given by means of lectures which are supplemented by *first*, Laboratory investigation; *second*, Library study; *third*, general discussion in the class room; and *fourth*, semi-annual examinations.

The general character of the work done and the special object sought in each semester may be stated as follows: The first semester is devoted to a study of the non-metals and their compounds. In this "first course" the student is expected to acquire some skill in manipulation. She is taught how to bring about various forms of chemical changes, how to investigate a chemical action by separating and identifying its products, and she is shown how the laws of combination and other principles of the science are obtained by generalizing the results of experimental work.

The second semester is devoted to a study of the metals and their compounds. In this "second course" the student is expected to become acquainted with the properties of the most typical and useful metals and to make a systematic laboratory study of their reactions. Some of the industrial applications of chemistry are considered in this connection. Attention is directed also to the bearing of observed



facts on chemical theories. And, finally, by comparing and generalizing the result of her own experimental work the student reaches the analytical classification, and then proceeds to apply her knowledge by working out several analyses of substances of unknown composition.

The third semester is devoted to quantitative chemistry, and the chemistry of light. In this "third course" the student pursues a laboratory study of volumetric and gravimetric methods of analysis, and an illustrated lecture and library course in spectroscopy and photography.

The fourth semester is given to the study of the hydrocarbons and their derivatives. In this "fourth course" the laboratory work is devoted to the preparation of the typical members of the several series of organic compounds, while the lectures and the library work acquaint the student with the general system of classification, the methods of research, and the theories which are derived from the study of experimental results.

The chemical laboratories are commodious, well lighted and well ventilated rooms, containing separate tables to accommodate one hundred and four students. Each table is supplied with running water, a sink, a filter pump, gas and burners, graduated glassware,—in fact, it is intended that every table shall be supplied with every piece of apparatus, except the balance, and with all the chemicals actually needed by the student who uses it. No extra charge is made for apparatus or chemicals.

A certificate of study in Inorganic chemistry at Vassar will be accepted in place of the corresponding course at the Woman's Medical College of the New York Infirmary.

### Physics.

#### SENIOR YEAR.

*First Semester.* A.—Fundamental principles of Matter and Energy. B.—Electricity.

*Second Semester.*—Molecular and Radiant Energy, Heat, Sound, Light.

PROFESSOR COOLEY.

The course in physics consists of four exercises weekly during two semesters.

The first semester is given to the study of the following subjects: the properties of matter, force, energy, system of measurement, special phenomena in solids, liquids, and gases, and electricity.

The second semester is given to the study of molecular and radiant energy, including the phenomena of heat, sound, and light.

Lectures, amply illustrated by experiments, introduce the various subjects and give an outline of the plan of study. With this preparation the student passes to the library and then pursues a course of reading covering the ground marked out. A general discussion of the subject in the class room follows this lecture and library work, and, finally, a semi-annual examination completes the work of each semester.

The cabinet of physical apparatus is well supplied with instruments suited to the work of the lecture room, and with many others adapted to the exact work of the laboratory. In electricity the department is especially well equipped. Among other things it is provided with a complete plant, consisting of an engine and boiler, a dynamo, a variety of incandescent lamps and a full power arc. Constant additions of modern instruments are being made. A special fund for this purpose permits the purchase of apparatus from the best American and European makers, as needed.

### **Mineralogy.**

#### **JUNIOR YEAR.**

A concise course in Crystallography, with practice in Goniometrical measurements. Physical and Chemical Mineralogy. Selected studies in Descriptive Mineralogy objectively conducted. Laboratory practice in the Determination of Minerals. PROFESSOR DWIGHT.

A concise course in Crystallography is given, illustrated by the best glass models of crystals, and accompanied by exercises in the determination of forms, and in goniometrical measurements. Physical and Chemical Mineralogy are then taken up, partly by recitations from the text-book, and partly by oral instruction, with special reference to a proper preparation for laboratory work. In Descriptive Mineralogy, the study of the principal ores and other minerals is conducted by oral instruction based as far as possible on the actual examination of specimens distributed among the members of the class. Meanwhile, at as early a point in the course as may be practicable, laboratory practice in the determination of minerals by the blowpipe and by chemical processes is begun and continued to the end of the semester. This work is in two courses; the first consists of a series of prescribed experiments with known minerals, as arranged in schedules prepared by the instructor. This course is so devised, with reference to the character and range of the specimens, that by its

completion the student is made quite familiar with all the more important reactions of the determinative processes.

The second part consists in the determination, by each member of the class, of a large number of selected unknown minerals.

One or more excursions are taken to some locality of mineralogical interest.

### Geology.

#### JUNIOR YEAR.

Concise courses in Physical Geography and Petrology; in the general principles and facts of Paleontological Geology; in Dynamical and Historical Geology. Laboratory practice in determination of fossils. Field excursions. Practice in preparation of rock-sections.

PROFESSOR DWIGHT.

#### SENIOR YEAR.

*Advanced Course.*—Optical study of minerals with laboratory practice with microscopic sections. Paleontological study and practice. Exercises in field-work.

PROFESSOR DWIGHT.

A brief study of Physiographic Geology is followed by a course in Lithological Geology; the elementary principles of Petrography are here introduced; the methods of the optical study of minerals and rocks are taught and illustrated by the use of a lithological microscope, also by class exercises in the preparation of microscopic sections in minerals with reference to their optical examinations.

Dynamical Geology is then taken up. An elementary course in Paleontology follows, illustrated by the study of specimens, and by class practice in the actual determination of species of fossils. The members of the class are also exercised in the practical cutting and mounting of large microscopic sections of fossils, and rocks containing minute fossils, by means of a specially-devised rock-cutting machine of the largest dimensions and the most perfect equipment. Historical geology occupies the latter part of the course. Its lessons are well illustrated by a large representative set of North American fossils originally collected by the New York State Survey, also by a valuable set of European fossils.

In the Senior year an advanced course in Geology is offered, consisting, as the class may elect, either of studies in Petrography, with the use of the lithological microscope and accessories, or of detailed instruction and practice in Paleontology and Stratigraphical Geology and in fieldwork.

## Biology.

## JUNIOR YEAR.

*First Semester.*—General Biology } lectures 3;  
 } laboratory, 4 to 6.

*Second Semester.*—General Biology } lectures, 3.  
 } laboratory, 4 to 6.

ASSOCIATE PROFESSOR O'GRADY and MISS BYENES.

## SENIOR YEAR.

*First Semester.*—General Zoölogy, lectures 3, laboratory 4.

*Second Semester.*—Comparative Embryology, Higher Biology, lectures 3, laboratory, 4.

ASSOCIATE PROFESSOR O'GRADY and MISS BYENES.

The instruction in Biology consists of lectures, recitations, and laboratory exercises.

The course in General Biology in the Junior year serves as an introduction to the study of the Biological Sciences. It is intended that this course shall give the student a clear and comprehensive conception of the fundamental principles of life.

A number of representative forms of animal and vegetable life are studied in their structure and their mode of action, to illustrate the principal facts of morphology and physiology.

Owing to the fact that the present junior class were given in their freshman year a course in General Biology, the Junior work for '01, '02 will be modified. In the first semester, a course in General Zoölogy is offered; in the second semester, Comparative Embryology and Comparative Anatomy.

This general course is followed in the Senior year by more special work in General Zoölogy and Comparative Embryology. In the first semester, the student gains a systematic knowledge of the animal kingdom, attention being paid chiefly to the classification, development and homologies of invertebrates. In the second semester, Comparative Embryology is taken up. This includes a thorough study of the Embryology of the chick, followed by a comparative study of the development of vertebrates.

An additional course in higher Biology is given in the second semester of the Senior year, including some of the leading questions of Biology, such as natural selection, evolution, heredity, and the history of the Biological sciences.

In the laboratory, the student acquires a thorough knowledge of methods, and of the forms discussed in the lectures. An attempt is made to cultivate the spirit of original research.

Students intending to study Biology are recommended to acquire a knowledge of the elements of chemistry.

**Mathematics.**

**FRESHMAN YEAR.**

Solid and Spherical Geometry.

Logarithms, Plane Trigonometry. Solution of Triangles. Trigonometric Analysis. MISS RICHARDSON.

**SOPHOMORE YEAR.**

Practical Application of Trigonometry. Principles of Surveying. Spherical Trigonometry. Application of Spherical Trigonometry to problems of Navigation.

Analytical Geometry, Plane and Solid. PROFESSOR ELY.

**JUNIOR YEAR.**

Differential and Integral Calculus. PROFESSOR ELY.

**SENIOR YEAR.**

Analytical Geometry, including the use of determinants and trilinear co-ordinates. History of Mathematics.

Or, Differential and Integral Calculus. Differential Equations. History of Mathematics.

Quaternions. Elementary Course. PROFESSOR ELY.

The exercises in Geometry include recitations from the text-book, original demonstrations of propositions, and applications of principles to numerical examples. In Trigonometry, after the student has gained facility in the use of trigonometrical tables, applications of the principles are made to problems in Mensuration, Surveying and Navigation. In the Sophomore year, up to December, attention is given to problems in the determination of Heights, Distances and Areas, and to the fundamental principles of Navigation. Afterward, the time is devoted to Spherical Trigonometry and the applications of Spherical Trigonometry.

In Analytic Geometry, the student is carried through the Elementary properties of lines and surfaces of the second degree, supplemented by numerous exercises and applications.

The elective course in Differential and Integral Calculus, of the Junior year, is designed for those who wish to pursue the subject of either pure or applied mathematics. The text-book forms the basis of work,

but is largely supplemented by oral instruction. Great attention is given to the geometrical and mechanical applications of the calculus, and to the solution of problems.

In the first semester of the Senior year, two courses are open to the student, one an extension of the Analytic Geometry of the Sophomore year including the use of Determinants, and Tri-linear Co-ordinates. The other, continuing the work of the Junior year, is an extended course in Integral Calculus, and embraces the elements of theory of functions of imaginary variables, the various methods of Integration systematically treated, Differential Equations.

A course in the elements of Quaternions in the second semester of the Senior year includes general properties of scalars and sectors, Quaternion interpretation, and application of Quaternions to the Geometry of the plane, right-line and sphere.

The text-books used are Chauvenet's Geometry (new edition), Wells' Plane and Spherical Trigonometry, Wentworth's Elements of Analytic Geometry, Salmon's Conic Sections, Byerly's Differential and Integral Calculus, Williamson's Differential and Integral Calculus, Hardy's Quaternions; References, Tait's Elements of Quaternions, Bertrand's Calcul.

The aim of the course is to cultivate habits of exact, sustained and independent reasoning, of precision and clearness in the statement of convictions and the reasons upon which they depend; to rely upon insight, originality and judgment rather than upon memory. From the first, students who show special aptitude are encouraged in the working of subjects which require more prolonged investigation than the daily exercises of the class-room.

### **Astronomy.**

#### **JUNIOR YEAR.**

*First Semester.*—Spherical Astronomy; Instruments, Time, Latitude, Longitude, Parallax, etc.

*Second Semester.*—Planets in Space, Eclipses, Gravitational Astronomy, Astronomical Physics. PROFESSOR WHITNEY.

#### **SENIOR YEAR.**

*First Semester.*—Transit Circle; Determinations of Time and Latitude, Moon Culminations; Occultations of stars.

*Second Semester.*—Equatorial Telescope, with use of filar micrometer and spectroscope. Theoretical Astronomy; Comet's Orbit by Olber's method. PROFESSOR WHITNEY.

The Junior course provides an elementary but scientific treatment of the principal subjects of Astronomy. It is illustrated by frequent examples and applications, drawn as far as possible from local data. It requires only the prescribed mathematics of the College course, supplemented by a few lectures by the instructor on Conic Sections. The students have the free use of the portable telescopes, and such questions as they can determine by their own observations with these glasses are kept before them. These telescopes are supplied with a ring micrometer.

The Senior Course requires a knowledge of Calculus. It is both practical and theoretical. During the first semester, the students use freely the meridian circle, making and reducing their own observations. They predict occultations and observe them. In the second semester, their practice is transferred to the equatorial telescope and micrometric measurements. They also use the spectroscope. Theoretical Astronomy is treated during the latter part of the year, generally under the form of Comet's Orbit.

**Descriptive and Historical Astronomy.**

*Second Semester.*—This one hour course is open to all students. It is intended for those of literary tastes, who may desire an outline knowledge of Astronomy, without entering upon its scientific treatment. It is not essential to the courses given above, nor is it recommended to those proposing to study Astronomy as a science.

### Physiology and Hygiene.

#### FRESHMAN YEAR.

**Hygiene.** A course running through the year. One hour weekly is devoted to this course, and the study comprises lectures, recitations, and practical investigation of the principles of house sanitation. Drawings and models are provided for this study. All new students are required to attend.

PROFESSOR FARWELL.

#### SENIOR YEAR.

**Physiology.** Advanced course. (Elective.) The course comprises lectures, text-book work, microscopic study of tissues, experiments in physiological chemistry, and frequent dissections. The Anatomical Cabinet furnishes models for practical demonstrations.

PROFESSOR FARWELL.

**History of Art.**

## JUNIOR YEAR.

*Second Semester.*—Architecture and Sculpture: The Egyptian Temple and its Sculptures, Tombs and Sculptured Reliefs, Pre-Historic Monuments of Greece, The Greek Temple and its Sculptures, the Periods of Phidias and Praxiteles, the Alexandrian Period, Roman Architecture, Portrait Statues and Historical Reliefs, Early Christian Architecture, the Byzantine and Latin Styles, the Romanesque and Gothic Cathedral and their Sculpture Decorations, Renaissance Architecture and Sculpture, Ghiberti, Donatello, Della Robbia, Michael Angelo, Bernini, Canova, Flaxman, Thorwaldsen.

## SENIOR YEAR.

*First Semester.*—Painting: Classic and Byzantine Painting, Renaissance Painting, Giotto, Fra Angelico, Masaccio, Leonardo, Michael Angelo, Raphael, Titian, Veronese, Durer, Rubens, Rembrandt, Velasquez, Murillo, Poussin, David, Millet, Hogarth, Reynolds, Benjamin West.

The technic of oil and water color painting, of engraving and of etching.

PROFESSOR VAN INGEN.

This course is open to the special students of the Art School as well as to the Senior and Junior classes of the College.

Instruction is given by means of lectures and recitations, and at the conclusion of each topic a written examination is required.

**History.**

## SOPHOMORE YEAR.

1. *First Semester.*—History of Greece and Rome. (Required.)
2. *Second Semester.*—Mediæval History. (Elective.)

ASSOCIATE PROFESSOR MILLS.

## JUNIOR YEAR.

3. *First Semester.*—Modern European History. (Elective.)
4. *Second Semester.*—Modern European History. (Elective.)

PROFESSOR SALMON.

## SENIOR YEAR.

5. English and American Constitutional History. (Elective.)
6. American Constitutional History. (Elective.)

PROFESSOR SALMON.



The undergraduate work in History aims to give opportunity during the Sophomore and Junior years for a somewhat comprehensive but careful study of general European history from the beginning of Greek civilization to the present time. During the Senior year facilities are offered for special work in English and American constitutional history.

In the Sophomore year the first course of three hours a week on ancient history is required of all regular members of the class. Introductory lectures are given on the objects and methods of historical study, and on topics in the prehistoric period of Greek history as the Aryan Basis of Hellenic Civilization, Early Foreign Influences, Effects of Physical Geography, the Settlement of Greece, and the Dorian Migration. The Heroic Age is studied in the Homeric poems with a lecture on the reliability of their evidence. The further class work is done partly by a study of Plutarch and other sources, and partly by topical reading. The work in Roman history will be done in a similar manner.

This course may be followed by an elective one of four hours a week on mediæval history. The method of study is, principally, reading upon topical outlines. So far as time allows particular attention is devoted to the spread of Christianity and the development of the church. Every student should be provided with Duruy's *History of the Middle Ages*, and all are urged to bring from their homes or to purchase such standard works as their means will allow.

The work of the Junior year is devoted to special studies on the political and religious condition of Europe during the fifteenth and sixteenth centuries, as illustrated by contemporaneous literature, the political and religious history of Europe to the Treaty of Westphalia, the French Revolution, the political history of France during the nineteenth century, and the rise of the German Empire.

In the Senior year an advanced course is offered for the critical study of the origin and development of the English and American constitutions and a comparative study of the existing political institutions of the two countries.

In American history the work includes the study of the government of the individual colonies, the different attempts to form a union, and the adoption of the present constitution. This work is followed in the second semester by a careful study of some special period in American history, the period selected varying each year.

The work of the department is conducted by means of text-books, topical outlines, lectures and classes for special study. The students

have free access to all works in the library and are required to do independent work. Frequent lectures on historical subjects are given by eminent specialists from other colleges and universities.

### Economics.

1. Principles of Economics. Recitations from Andrew's *Institutes of Economics*. Second semester, elective for Seniors and Juniors.

ASSOCIATE PROFESSOR MILLS.

2. Advanced Course. Special topics. Lectures and investigation. First semester, elective for Seniors who have had Course 1.

ASSOCIATE PROFESSOR MILLS.

The first course is designed to give a general view of the principles of economics with special attention to some important topics and a consideration of conflicting theories so far as time will permit. Although a text-book is used, collateral reading is expected and some lectures are given. The more advanced course is designed for students who look forward to special study in Economics, to journalism, to active work among the poorer classes, or to the administration of local charities. Not only are the benefits of well-directed charitable and social efforts considered, but equal attention is given to the evils coming from ill-devised and Utopian schemes of social reform. By the study of such topics as The Industrial Revolution, The Factory System, Industrial Depressions, Migration, Transportation, Trusts, Labor Organizations, Arbitration, Coöperation, Profit-Sharing, Socialism, an attempt is made to trace the industrial development of modern society, to set forth the resulting benefits and evils, and to weigh the advantages and disadvantages of the attempts made to better the condition of the poor. The work of the course is done by lecture and collateral reading. In addition to the general work above described, each member of the class is assigned a topic for special reading and investigation throughout the semester. Regular reports are given upon the progress of the work and these are prepared setting forth the results obtained. The Census Reports, other Government publications, the Reports of the various State Bureaus of Labor, and the files of periodicals furnish the principal material used in this work.

### Philosophy.

Logic.

PROFESSOR DRENNAN.

This study is offered as a four hours' course, through one semester of the Junior year. As students in Logic are often hindered in their

progress by the lack of some knowledge of the nature and laws of the mind, a short outline of Psychology precedes the study of the laws of thought. The principles of argumentative composition are then taken up as a sequel to the work in Logic.

Psychology. Lectures on Modern Philosophy.

PRESIDENT TAYLOR.

The study of this science is required of all candidates for a degree. It extends through half the Senior year, as a four hours' course. The aim is to acquaint the student thoroughly with the principles of the science by a detailed study of the facts and processes of the mental life, and then in the study of the nature of intelligence to observe them in combination. The purpose of the instructor is to show the relation of the facts thus observed to the principles underlying the current discussions of philosophy and religion. A text book is used throughout the course, not chiefly as a guide but as a basis for discussion by the student and teacher. This course is supplemented by a course of lectures dealing with the theories of perception as they appear in the writings of modern philosophers, with the psychological and cosmological problems involved in them.

Courses of reading on the history of philosophy are assigned to the members of the class with a view to preparation for essays, or for special examination.

Ethics. Lectures on the history of Ethical Philosophy.

PRESIDENT TAYLOR.

This course is also required of students for a degree. It occupies three hours a week for one semester. The methods of instruction are similar to those outlined above. A text-book forms the basis of the work, and is made the ground of free discussion. A course of lectures supplements the work, and a series of essays brings before the class the outline of the history of ethical theory. Topics of study are the conscience, moral law, the will, and the ultimate ground of moral obligation. The relations of the principles thus discovered to the duties of moral beings to self, others, and God, are also discussed.

### GRADUATE COURSES.

Courses of advanced study are offered by the various departments of the College, to graduates of colleges who may prove to the Faculty their ability to profit by them. It is the purpose of the Faculty thus to encourage independent

work. The student will have the advantage of study with the instructor, and of a general direction in her investigations.

Graduate courses of study, under the direction of the heads of the different departments of instruction, will be arranged for such resident graduates as wish to take examinations for the Second Degree in Arts (A. M.)

The following courses are offered for the coming year.

#### **Ancient Languages.**

The development of Dramatic Poetry among the Romans, with special study of the early period. Latin Inscriptions.

Aristotle On the Constitution of Athens. The text will be studied from a fac-simile of the manuscript. Attic Inscriptions.

#### **Modern Languages.**

Studies in Middle High German and Old French.

#### **Philosophy.**

Locke, Berkeley, and Hume.

The History of Ethical Philosophy in England.

#### **History.**

American Constitutional History.

#### **Natural History.**

Paleontology and Geological Field-work.

#### **Chemistry and Physics.**

Any one of the following :

A course of laboratory work in Electricity.

A course of laboratory work in Light, including the spectroscope and its applications.

A course of practical Chemistry and Physics adapted to the wants of teachers.

#### **Mathematics.**

An extended course in Calculus, or Modern Analytical Geometry.

#### **Astronomy.**

Practical work in the Observatory.

#### **English.**

1. Anglo-Saxon Poetry. Beowulf finished, Andreas, Judith, Elene, Caedmon's Exodus. Sievers' grammar will be used and reference made to the various histories of Anglo-Saxon Literature.

2. **Anglo-Saxon Prose.** Selections from a number of prose authors. Sievers' grammar and readings in the history of Anglo-Saxon Literature as in Course I. Both of these courses imply an elementary knowledge of Anglo-Saxon,—Sweets' Reader or an equivalent.

3. **Literature of the Fourteenth Century.** Selections from Gower, Langland, and if possible other writers of the period will be read with thorough study of the grammatical and metrical forms and of the phonology. A considerable part of Chaucer will also be taken in the same manner. The course includes the history of the literature of the period both in England and on the continent.

4. **Reading Courses in the later English Literature** will be marked out for students who desire them, according to their stage of advancement and also their purposes and aims. This work will be supervised by the instructors, and tested by means of frequent essays, personal interviews, and examinations.

#### **SPECIAL COURSES.**

Students of sufficient maturity and preparation may take eclectic or irregular courses, provided that the course proposed shall be decided by the President to be preferable to the regular course for the objects in view. Such courses will be arranged by the Professors whose departments they wish to enter, to whom they will be referred by the President for examination in reference to their qualifications. The requirements for admission to special courses are, in general, the same as those for entrance to the Freshman class. Candidates must not be under nineteen years of age.

#### **COURSES FOR TEACHERS.**

Teachers who desire to pursue special courses and who present to the President satisfactory testimonials of their success, may be received without examination. Certificates of the work accomplished will be given when desired.

#### **LECTURES.**

The College provides courses of lectures supplementary to its regular work. The subjects, as far as arranged, are as follows :

The History of Art (twelve lectures), illustrated by the use of the stereopticon, . . . . PROFESSOR HENRY VAN INGEN.  
 Visible Speech, . . . . PROFESSOR ALEXANDER MELVILLE BELL.  
 University Extension, . . . . MR. RICHARD G. MOULTON.  
 Virgil, . . . . . PRESIDENT A. H. STRONG.  
 The Renaissance in Art and Literature, . . . .

PROFESSOR PHILIP SCHAFF.

The Life of Christ (sixteen lectures), PROFESSOR ERNEST D. BURTON.  
 The Gospel of St. John (sixteen lectures), . . . .

PROFESSOR JAMES S. RIGGS.

1. How should Literature be studied? 2. The Spanish Epics of the Cid. 3. The Early epic movement in France. 4. The Provençal epic, Girart de Rossilho. 5. The early epic movement in Germany and the Norse version of the Nibelungen Lied. 6. The Nibelungun Lied. . . . . PROFESSOR CHARLES SPRAGUE SMITH.

Heredity, . . . . . PROFESSOR HENRY F. OSBORN.

The American Revolution as interpreted by contemporaneous American Literature. 1. John Trumbull, the author of *McFingal*. 2. Francis Hopkinson, the author of the *Battle of the Kegs*. 3. The Tory Satirists and Pamphleteers. PROFESSOR MOSES COIT TYLER.  
 Problems of Railroad Legislation. PROFESSOR ARTHUR T. HADLY.  
 (Subject not decided upon). . . . PROFESSOR W. W. GOODWIN.

Concerts are also provided for the College under the auspices of the School of Music. They are given by artists from the best known Musical Clubs and Societies.

### DEGREES.

Students who have completed the regular course will receive the First or Baccalaureate Degree in Arts (A.B.)

No person will be admitted to the College as a Candidate for the degree of Bachelor of Arts after the beginning of the first semester of the Senior year.

The Second Degree in Arts (A.M.) may be conferred upon Bachelors of Arts of this or of any other approved College, who have pursued a course of advanced non-professional study. Resident candidates for the degree must present a thesis and pass a satisfactory examination on one year of study, non-resident, on two. The latter must sub-

mit to the Faculty their proposed course of study at least two years in advance. The thesis must be submitted at least six weeks before Commencement.

A year of residence is required of all candidates not graduates of this college.

The degree of Doctor of Philosophy (Ph.D.), *in course*, will be conferred on graduates of this or of any other approved College. The requirements for such a degree will be a three years' course in liberal studies, one of which shall be spent at this College. Two principal subjects of study must be pursued by every candidate for the degree, examinations must be taken in both, and a thesis showing original research must be presented on one of them. The candidate must be able to read Latin, French, and German, and must have at least an elementary knowledge of Greek.

The degree in Music, *Musicae Baccalaurea* (Mus.B), is open to graduates of this, or of any other approved College, and to such as may produce certificates testifying to their use of at least five years in the study of Music. Two examinations must be taken by every candidate, at an interval of not less than one year, the first covering Harmony and Counterpoint in not more than four parts, and Canon and Fugue in two parts, and the second embracing Harmony and Counterpoint in five parts, Canon and Fugue, Musical Form (analysis), History of Music, and Orchestration. Before the final examination the candidate will be required to submit for the approval of the examiners a composition on a sacred or secular subject, containing some portion for a solo voice, some for a chorus for four parts using fugue treatment, and an accompaniment for piano, organ, or a string band, said composition to occupy about fifteen minutes in its performance.

Resident graduates, students in special courses, and pupils proficient in either of the departments of art, may

receive from the President a certificate of the studies completed.

The degrees conferred in 1891 were as follows :

## A. M.

## THESIS.

LOUISE STEPHENS FAGAN, 1888.—Some Metaphysical aspects of Space.

MYRA REYNOLDS, 1880.—Wordsworth's Poetry.

ELLEN CHURCHILL SEMPLE, 1882.—Slavery : A Study in Sociology.

## MUS. B.

ANNA VALLETTE HAIGHT.

## A. B.

MARTHA TRAFFORD ALLEN,  
ANNIE APPEGATE,  
CLARA AUGUSTA BENTLEY,  
MARY MARSHALL BONNELL,  
HARRIET GARDNER BRISBIN,  
MARY LOUISE COPELAND,  
CARRIE MONELL CURRY,  
CAROLINE BELL DINTURFF,  
JESSIE THOMAS DORMAN,  
FRANCES ETTEN,  
CARRIE ELLEN FURNESS,  
MARIA LOUISE GREENE,  
ELEANOR HUMBERT HAIGHT,  
FLORENCE HALLIDAY,  
VESTA HALLIDAY,  
HENRIETTA ADAMS HOUSTON,  
MARTHA ELIZABETH JANSEN,  
BESSIE JOSEPHINE JOYNER,

ROSA MARY KAVANA,  
LOUISE ADELE LAWRENCE,  
HESTER CALDWELL OAKLEY,  
JULIA MARIA OBER,  
KATHARINE HALL PRINGLE,  
MARTHA ELEANOR QUINN,  
MARTHA EDITH RICKERT,  
HELEN GRISWOLD SHELDON,  
KATE LOUISE STRONG,  
DORA NEVILLE TAYLOR,  
JULIET WILBUR TOMPKINS,  
FRANCES ANNA UNDERHILL,  
NELLIE EMMA VAN TASSEL,  
CLARA ESTELLE VICKROY,  
MARGARET FLOY WASHBURN,  
IDA WELT,  
MARY EMMOTT WOODIN,  
STELLA MAY WYLIE.

## PRIZES.

By bequest of Mr. Edward M. Barringer there is a fund of three thousand dollars, the income of which is to be paid "to the best scholar in the graduating class of each year who shall be a daughter of a physician, or of one who was a physician in his lifetime, and who shall offer herself as a competitor for the prize ;" or, if no one in the graduating class presents herself, to the student in the next lower class who is eligible.



THE HELEN KATE FURNESS PRIZE FUND furnishes annually two prizes, one of thirty and one of twenty dollars, which are granted to the writers of the best two essays on some "Shaksperian or Elizabethan subject," competition being open to all members of the Senior Class. The subject is assigned a year in advance, and the essays must be presented at the opening of the second semester. The subject for the year 1892-93 will be, *Shakspeare's Conception of the Function of the Drama.*

The friends of the late Mrs. Erminie A. Smith, of Jersey City, have established a memorial prize fund of one thousand dollars for excellence in the study of Mineralogy and Geology. A first and second prize will be awarded in accordance with the following extract from the deed of gift:

"The Trustees shall apply the net income from said fund as a prize or prizes to be given to any student or students of Vassar College who shall, in the judgment of said Board, from time to time have attained the highest degree of proficiency in the studies of Mineralogy and Geology."

## SCHOOLS OF PAINTING AND MUSIC.

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[The following statement regarding the Schools of Painting and Music must be read in light of the fact that the Trustees are now considering radical changes in the relation of these arts to the College Course. Applicants for admission to the schools must therefore make particular inquiry of the President as to the possibility of entrance on the conditions here stated.]

The Departments of Painting and Music, besides providing for the instruction of collegiate students, constitute schools for special instruction in these arts. The Professors of these departments are the Directors of the Art Schools; to whom, respectively, in connection with the President, the internal management of the schools is committed.

### **Admission and Residence.**

Applicants for admission to either of the Art Schools must present testimonials of good character, and must be able to pass a satisfactory examination in three principal subjects required for admission to the Freshman class. They must be at least seventeen years old. They must also give evidence of natural talent for the art in which they seek instruction.

Art students may reside in the College, or away from it. If residing elsewhere, they will have access only to the rooms and exercises connected with the art pursued, unless by special permission.

If residing within the College, art students will be subject to the same regulations as other College students. They will be expected to take College studies, under the direction of the President, for the profitable employment of the time not devoted to their special art.

### Course of Study.

A full course of study in either Department covers three years, but students who have already attained some degree of proficiency may finish the course in a shorter time.

Special courses adapted to the circumstances of the student may be arranged by the Director, with the approval of the President; but no student is allowed to pursue a course of study that has not been sanctioned by the proper authorities.

Diplomas are awarded to those who have completed a full course, and have passed all its required examinations. To others certificates will be given on their leaving, stating what they have actually accomplished.

No student will be allowed to pursue a course in either of the Art Schools, in addition to the regular college course, with a view to receiving both diplomas at the close of the four years allotted to the college course.

### SCHOOL OF PAINTING.

HENRY VAN INGEN, *Director.*

The full course of instruction is as follows :

*Preparatory Class.*—Drawing from Geometrical objects.

*Antique Class B.*—Drawing from models of parts of the human figure; hands, feet, heads, etc.

*Antique Class A.*—Drawing from the full-length statue.

*Still-life Class.*—Painting in Oil and Water Colors.

*Portrait Class.*—Drawing and Painting from the draped Life Model.

*Perspective Class.*—Projections and Linear Perspective.

*Anatomy Class.*—The Proportions and Artistic Anatomy of the Human Figure.

*Composition Class.*—The principles of design.

A course of lectures is given each year embracing

1. The theory of the arts of Painting, Sculpture, and Architecture, and its application to the ornamentation of rooms, to furniture, dress, etc.

2. The history of these arts, illustrated by the works and lives of the great artists.

3. Stereoscopic illustrations of the principal works in Painting, Sculpture, and Architecture.

The Art Gallery, elsewhere referred to, furnishes abundant material for illustrations.

There will be regular examinations on the subjects of the various lectures and lessons, and at the end of each semester an examination on its entire work. On the results of these examinations the progress of the student through the course, and the diploma will depend.

The Diploma was awarded in 1891 to  
JULIA SAGUE.

### SCHOOL OF MUSIC.

EDWARD MORRIS BOWMAN, *Acting Director.*

The branches taught in this school are :

PIANO-FORTE PLAYING.

ORGAN PLAYING.

SINGING.

VIOLIN PLAYING.

THEORY OF MUSIC, embracing :

a. Harmony.

b. Simple and Double Counterpoint, Canon and Fugue.

c. Forms.

d. Instrumentation.

HISTORY OF MUSIC.

The course of study in any of the above branches covers three years, provided the candidate is well prepared when entering upon the course.

PIANO-FORTE STUDENTS should be familiar with all the major and minor scales, should be able to play well Loeschhorn's Studies, Op. 66, or Bertini, Op. 29, and should be well grounded in the Rudiments of Music.

ORGAN STUDENTS should have some knowledge of piano-forte playing.

VOCAL STUDENTS should be able to read the notes well, and have some knowledge of piano-forte playing.

*The Study of Harmony, including the different species of Simple Counterpoint, is obligatory for all special students of music.*

Concerts, illustrating the different forms of chamber music, including vocal and organ compositions, are given to the number of eight to ten in a season, partly by artists from abroad, and partly by the most advanced students of the music school. These concerts are free to all students of the College.

A circulating library furnishes, free of charge, over two thousand pieces of music for use in the sight-reading of the students of the department.

The music rooms are in the Museum, separated from the College building.

There will be periodical examinations of each student, in order to determine her progress. On the result of these examinations the awarding of the diplomas will depend.

Diplomas were awarded in 1891 to

**ANNA BERRY.**

**MARtha HYER MILLARD.**

**HELEN RUTHERFORD PUTMAN. (A.B., 1889.)**

## THE COLLEGE AND ITS MATERIAL EQUIPMENT.

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The College is situated two miles east of Poughkeepsie, which is half way between Albany and New York, on the Hudson River Railroad. Street-cars run regularly to and from the city. The Western Union Telegraph Company has an office in the building.

The College buildings comprise the Main Building, a structure five hundred feet long, containing the students' rooms, apartments for officers of the College, recitation rooms, the chapel, library, dining rooms, parlors, offices, etc.; the Vassar Brothers' Laboratory of Physics and Chemistry; the Museum, containing the collections of Natural History, the Art Galleries, the Music Rooms, and the Mineralogical and Biological Laboratories; the Observatory; the Alumnæ Gymnasium; the Conservatory; the Lodge; Residences for Professors; and various other buildings.

THE MAIN BUILDING is warmed by steam, lighted with gas, and has an abundant supply of pure water. A passenger elevator, bath-rooms, and other conveniences are provided. Every possible provision against the danger from fire was made in the construction of the building. In addition to this there is a thoroughly equipped fire service, a steam fire engine, connections and hose on every floor, several Babcock extinguishers, and fire pumps.

The students' apartments are ordinarily in groups, with three sleeping-rooms opening into one parlor for study. There are also many single rooms and a few rooms accommodating two persons. The rooms are provided with necessary furniture, and kept in order by servants. The

construction of the building is such that even more quiet is secured than in most smaller edifices. The walls separating the rooms are of brick, and the floors are deadened.

THE FREDERICK F. THOMPSON LIBRARY BUILDING, connected with the main edifice, is now in process of construction, and it is hoped that it will be completed before another autumn. Mr. Thompson's great generosity meets one of the chief needs of the college.

#### **Library and Reading Room.**

The Library of the College contains about nineteen thousand volumes, selected with special reference to the needs of the various departments. Provision is made for its growth by annual appropriations. The students have free access to the shelves during eleven hours of each day.

The Reading Room receives, in addition to the daily and weekly papers, the leading scientific, literary, and philological periodicals, American, English, German, and French.

#### **The Vassar Brothers' Laboratory of Chemistry and Physics.**

This is a large and commodious building, with rooms of ample size for lectures, and laboratories for the practical study of general and analytical chemistry.

In the Qualitative Laboratory, two capacious ventilating chambers divide the tables into three sections, affording abundant facilities for the removal of noxious gases. Every table is supplied with gas, water and waste pipe, a filter pump, a full set of reagents, and every utensil needed for the work.

In the Quantitative Laboratories, each table is supplied with Bunsen's and Fletcher's burners, water and filter pump, a set of graduated glassware, and all the minor pieces required for both gravimetric and volumetric analysis. Fletcher's gas furnaces for oxidation and reduc-

tion, apparatus of various forms for specific gravity, and a full supply of chemical balances are within easy reach, while hot water, distilled water, drying ovens, and blast lamps are conveniently placed.

The Cabinet of Philosophical Apparatus contains a large collection illustrating the several branches of physics. Among the instruments of precision are the following: Atwood's machine with electric action, a fine standard barometer given by the class of 1880, Cooley's apparatus for precise experiments on Boyle's law, and for the electrical registry of vibrations, tuning forks from König, a polariscope from Queen, a spectroscope from Hartmann and Braun, a Mascart's electrometer, and other fine electrical test instruments from Elliott, Breguet, Carpentier, and Edelmann. A fund, the gift of Mr. John Guy Vassar, provides for the addition of new apparatus.

#### **The Laboratories of the Department of Natural History.**

These have been enlarged and are equipped to a considerable extent with the apparatus required for objective work by the students.

#### **Biological Laboratory.**

The biological laboratory is furnished with tables for microscopic work and dissection with reagents, glassware and instruments, and the students are supplied with dissecting instruments, compound and dissecting microscopes, etc.

The laboratory instruments include Thoma and Minot microtomes, a Cambridge incubator, sterilizers, paraffin baths, aquaria, etc.

A valuable collection of Invertebrates from the Zoölogical Station at Naples has been added, and a series of charts illustrating the anatomy and embryology of Invertebrates.



There is a small working library in the laboratory containing the ordinary text books and works of reference and a few monographs.

#### **The Mineralogical and Geological Laboratories.**

These contain cases of representative specimens, especially intended for actual handling and study by the students of these courses. To such students they are constantly accessible. There are also various forms of requisite apparatus, among which may be mentioned a Wollaston's Reflecting Goniometer, a Joly Specific Gravity Balance, an Analytical Balance, a Fuess Lithological Microscope of the largest size and latest improved form, apparatus and reagents for the preparation of microscopic sections of minerals and rocks, and a sufficient number of complete sets of the apparatus requisite for the blowpipe determination of minerals to furnish one to each student of the class.

A good supply of the leading text-books and books of reference on the topics studied, is furnished to the laboratories of Natural History for daily use by the students.

#### **The Museum of Natural History.**

This contains

1. The Cabinet of Minerals, Rocks, and Fossils, with more than ten thousand specimens, besides models, restorations, relief maps, sections, landscapes, etc. The minerals are over four thousand in number, all carefully selected for their educational value. There are also series of models in wood and in glass for illustrating crystallography, a series exhibiting the physical characteristics of minerals, and many duplicate specimens for manual use. The lithological collection embraces all the important rocks, about seven hundred in number; the palæontological collection contains nearly five thousand fossils, which are chiefly from the standard European localities. There is a repre-

sentative set of North American fossils, illustrating every period of geological history, and comprising over three thousand specimens, each one thoroughly authenticated :

A valuable collection of the remarkable vertebrate fossils of the Tertiary from the Bad Lands of Nebraska, including portions of gigantic mammals, also of interesting concretionary forms from the Hot Springs of South Dakota have been added during the present year.

2. The Cabinet of Zoölogy, illustrating all the subkingdoms, comprising about five hundred mammals, birds, and reptiles from South America ; representative vertebrates from our own country ; a collection of insects ; a choice collection of shells, corals, and other radiates ; a fine osteological series ; a set of Blaschka's life-like models of Invertebrates ; and some of Auzoux's elastic anatomical models for illustrating structural and comparative zoölogy. It is especially rich in ornithology, as it includes the Giraud collection of North American birds, well known as one of the most valuable in the United States. It contains about one thousand specimens, all mounted, representing over seven hundred species, among which are several type specimens, and many of historical interest as the originals of Audubon's drawings. The representation of South American birds, though not so complete, is rich, embracing probably the largest series of humming birds in any College museum.

#### **Art Gallery.**

This contains a collection of oil and water-color paintings. Among these the oldest artist in America, Watson, is represented. Of the early American school it contains specimens by Trumbull, Mount, Cole, Durand, Gifford, Kensett, Edwin White, Baker. Of the later Americans it counts specimens by Innes, Boughton, Huntington, McEntee, Whittridge, Shattuck and Gignoux. Of foreign

art it has works by Diaz, Courbet, L'Enfant de Metz, and Duverger. Among the water colors it counts four Turners, two Prouts, one Copley Fielding, two Stanfields and a number of others by well-known foreign and American artists.

#### **The Hall of Casts**

Contains specimens of all the great periods of sculpture; the Hermes by Praxiteles, the Laocoon and Niobe groups, the Sophocles and Demosthenes, the Dying Gaul and Borghese Warrior, the Venus of Milo and the Venus de Medici, the Diana, the Ghiberti Gates, the Pieta by Michael Angelo, and a number of others, including a case with forty-two Tanagra figures. All these casts are of the size of the originals.

The art fund provides means for annual additions to the Gallery.

#### **The Eleanor Conservatory.**

This memorial gift from Mr. W. R. Farrington, of Poughkeepsie, was erected in 1886. The plants, comprising typical specimens from all parts of the world, are among the valuable resources for biological instruction. The Herbarium contains the Merrill collection of ferns and other plants.

#### **The Anatomical Cabinet.**

This contains articulated and non-articulated skeletons, a complete dissectible manikin, magnified dissectible models of the eye, ear, larynx, etc., desiccated and other specimens, comprising all that is needed to elucidate the topics studied.

#### **The Astronomical Observatory.**

The observatory contains a Meridian Circle with Collimating Telescopes, a Clock and Chronograph, an Equa-

torial Telescope, and two Portable Telescopes, the gifts of Dr. R. H. McDonald, of San Francisco, and Miss Cora Harrison, of the class of 1876. The object-glass of the Meridian instrument is of three and three-quarters inches diameter ; that of the Equatorial, of twelve and one-third inches. The latter is from the manufactory of Alvan Clark. A Telespectroscope made by J. A. Brashear has recently been added.

#### **The Chapel Organ,**

The gift of Mrs. John H. Deane, was constructed by H. L. Roosevelt of New York.

#### **The Alumnae Gymnasium.**

This building, erected in 1889 by the Alumnae and Students of the college, is the largest building for purposes of physical exercise connected with any college for women. The main part is one hundred feet long by forty-five feet wide. The upper story is used as a tennis court and as a hall for the entertainments of the Philalethean Society. The lower story contains, besides loggia and entrance hall, a room in which there are twenty-four bath rooms, with each of which two dressing-rooms connect. At the rear of this room is a large swimming tank, the gift of Mr. Frederick F. Thompson, of New York. It is forty-three feet long by twenty-four feet wide. A well one hundred and fifty feet deep supplies it with water, which is pumped in at a temperature of from 70° to 80°.

The Gymnasium proper is sixty-seven feet long, forty-one feet wide and thirty-five feet high. It is fitted up with all the necessary apparatus, including pulley-weights, rowing-machines, quarter circles, chest developers, walking bars, swinging rings, ladders, Indian clubs, dumb-bells, and many other appliances for correcting inherited tendencies, and for developing muscle with the least expenditure of nerve force.

### **Health and Physical Training.**

A Physician resides in the College. The health of the students is made a prime object of attention, and the sanitary regulations of the College are all carefully directed. The study of hygiene is required of all new students.

There is an infirmary with complete arrangements for the comfort of the sick, and with a competent nurse in constant attendance. It is isolated from the rest of the College, and, with a southern exposure and the cheerful appointments of its dormitories and parlor, makes a home-like place of rest for those who need temporary relief from their work.

Students who enter in good health have almost uniformly preserved it, and cases of acute disease have been very rare. Few communities of the same number of persons have so little illness.

Upon entering the College, each student is examined by the resident physician, her heart and lungs are tested, and information is solicited concerning her habits and general health. From these recorded data and measurements made by the teacher of gymnastics, exercise is prescribed to meet the special wants of each individual. This is required three times weekly unless the student is excused by the resident physician. Occasional re-examinations guide modifications of prescriptions. All exercise in the Gymnasium is under the personal supervision of the Director of the Gymnasium, who has made a special study of physical exercise as taught by Dr. Sargent of Harvard University and by other specialists. To ascertain the defects needing correction and to avoid overtasking or wrongly working any student, the system of measurements recommended by the American Association for the Advancement of Physical Education, and adopted in all the best gymnasia, is followed. These measurements afford, as taken during several years past, interesting and encour-

aging information concerning the valuable effects of systematic physical education.

The Grounds of the College, covering two hundred acres, with several miles of gravel walks, tennis courts, croquet grounds, a lake available for boating and skating, and a rink for ice skating, furnish ample facilities for the out-door recreation which is required.

#### Religious Life.

The College is distinctly Christian, as its Founder willed it to be, and it welcomes those of every faith to its advantages. It is unsectarian in its management. Services on Sunday are conducted by clergymen of various churches, and evening prayer is held in the Chapel daily. Provision is made for the regular study of the Scriptures. Religious meetings are held Thursday and Sunday evenings. There is a Young Woman's Christian Association. Its monthly public meetings are addressed by men and women devoted to home and foreign mission work.

The following are the speakers from February 1891 to February 1892 :

Mrs. D. T. Bainbridge—"Condition of Women in India." Mr. Edwin F. See—"General Work of the Y. M. C. A." Dr. Eliza M. Mosher—"Work of Trained Nurses among the Poor." Miss Jennie B. Merrill—"Free Kindergarten." Mrs. George Prentiss—"Work of the Y. W. C. A. in Brooklyn." Mrs. Adeline E. Thompson—"Work of the College Settlement in New York." Professor J. C. Bracq—"The McAll Mission."

#### Social Life.

Various societies and clubs, literary, scientific, and musical, give variety to the college life. The Philaethean Anniversary and Founder's Day furnish occasions for a more general social life.

The enforcing of the regulations agreed upon in regard to attendance at chapel, daily exercise, hour of retiring,

and other matters affecting the comfort of the college life, is entrusted to a committee appointed by the Students' Association. This plan is in operation for the third year, and is amply justified by its results.

#### Expenses.

It is the aim of the College to avoid all extra charges in its proper work. Its rates are fixed with that purpose in view.

The charge to all students who reside in the College is . . . \$400.

*This includes tuition in all college studies, board, and the washing of one dozen plain pieces weekly. Extra washing is charged for at fixed rates.*

*There is no charge for board during the short vacations.*

*No charge is made for chemicals, or for breakage in the Laboratories.*

Of the \$400 there is due on entrance, . . . . . 300.

And on March first, . . . . . 100.

Graduates of the College are received for advanced work at a charge of . . . . . 300.

Non-resident graduates are charged for tuition in graduate work, . . . . . 50.

Day students are charged . . . . . 115.

In the Schools of Painting and Music the following additional charges are made, payable three-quarters in advance.

No reduction is made to graduates.

Drawing and Painting, . . . . . \$100 per annum.

For the Piano-forte or for Solo Singing, two lessons a week, and one period for daily practice, each, 100

Special students in music may have an additional practice period free of charge.

For the Organ, two lessons a week, . . . . . \$100

For the use of the Chapel Organ one period daily, 2 a month.

For the use of a piano for an additional period daily, 1 "

Thorough-Bass and Composition, two lessons a week, 50 per annum.

For extra lessons additional charge is made at the same rates as above.

Students who do not take lessons may have the use of a piano for a daily practice period at one dollar a month.

A nominal charge is made for MEDICAL ATTENDANCE.

When the student consults the physician at her office, the

charge is 25 cents ; when the physician visits the student's room, the charge is 50 cents ; prescriptions, 25 cents each. When a student is confined to the Infirmary, the extra charge for regular medical attendance, medicine, and services of nurse, and for meals served there, is \$1.50 per day. Every meal taken to a student's room, for whatever cause, is charged extra.

Text-books, stationery, drawing instruments, and similar articles can be obtained at the College at current prices.

Students supply their own towels, and napkins for the table.

Students returning after the summer vacation are not at liberty to occupy the rooms previously assigned, until they have made satisfactory arrangements with the Treasurer for the payment then due.

#### **Deductions.**

If the student is compelled, by sickness or other necessity, to leave the College before the end of the year for which she entered, she will be charged for board (at the rate of \$8 per week) until formal notice is given by her parent or guardian that she has relinquished her room. As engagements with instructors and other provisions for the education of students are made by the College for the entire year in advance, no deduction can be made in the charge for tuition.

No deduction is made for absence during the year.

Students received at any time after the first five weeks are charged *pro rata* for the portion of the year remaining at the date of their admission. But no deduction will be made from either the regular or extra charges for the first five or the last five weeks of the year.

#### **Scholarships.**

The endowments for the assistance of students are as follows :



1. The "Auxiliary Fund" of \$50,000 established by the Founder's will.

2. A fund of \$50,000 established by the will of Matthew Vassar, Jr.

In awarding the latter, preference is given, to the extent of half the number receiving aid, to such as are residents of Poughkeepsie, and have been for at least five years.

The John H. Raymond scholarship of \$6,000.

The Hannah W. Lyman scholarship of \$6,000.

The Adaline L. Beadle scholarship of \$6,000. In awarding this scholarship preference is to be given to members of the Reformed (Dutch) Church.

The A. J. Fox scholarship of \$6,000, subject to the nomination of the founder.

The R. H. McDonald scholarship of \$6,000, subject to the nomination of the founder.

The scholarship established by the Alumnae of Chicago and the West. This scholarship is open to competitive examination, under the direction of a committee of the Alumnae of that section; and it provides for the board and tuition of the successful competitor.

The Catherine Morgan Buckingham scholarship of \$8,000, founded under the will of the late Stephen M. Buckingham, an honored Trustee of the College. In awarding this scholarship, it is provided that "preference shall be given to the daughters of clergymen of the Protestant Episcopal Church."

The Calvin Huntington scholarship of \$6,000, established by Mr. Calvin Huntington, of Kansas. It is subject to the nomination of the founder.

The William Mitchell Aid Fund of \$1,000, established by the bequest of Professor Maria Mitchell in memory of her father.

A Loan Fund from which amounts are loaned to applicants, without interest.

The Merrill Fund of \$10,000, the income of which "shall be applied to aid deserving daughters of foreign missionaries."

The Catharine P. Stanton Memorial Scholarship Fund of \$1,000, the income of which "shall be applied for the benefit of some student in one of the higher classes of the college."

The L. Manson Buckmaster Scholarship of \$740.

Applicants for assistance from any of these funds must become members of regular classes, must furnish evidence of need, and must maintain a creditable rank as students.

In addition to the above-mentioned Permanent Funds and Scholarships, there is also a College Aid Fund derived from the annual gifts of the friends of the College and of the higher education of women, as well as of persons interested in Christian education generally. This fund is usually without restriction, and from it appropriations may be made to students of any grade who may receive the approval of the Faculty.

The revenue of the College from these sources has hitherto been such that the authorities feel warranted in making the statement that students of high character and of good abilities and scholarship are seldom compelled to leave College for want of means.

*As, however, the demand for aid to worthy students is constant, and as there is no probability that the demand will ever cease, the Trustees solicit the gift of more scholarships. Six thousand dollars will found a full scholarship, paying the College charges of the holder. Partial scholarships may also be established, yielding one-quarter, one-half, or three-fourths of the income of a full scholarship; these may afterwards be completed at the convenience of the donor, and*

*made to yield an income which shall pay all the annual College expenses of the holder.*

*The Trustees especially solicit contributions to the College Aid Fund, as there are often students of great promise who can be helped only in this way.*

#### **The Vassar Students' Aid Society,**

Composed of graduates, non-graduates, and teachers of Vassar College, was organized in October, 1889. The scholarships of the society are assigned as loans to applicants who pass without condition the entrance examinations held by the College.

The first scholarship of the General Society was open for competition in 1890, and in June, 1891, another was awarded. The branches gave the following scholarships also in June, 1891. New York, two of \$200 each. Boston, one of \$200, another of \$100, and one of \$200 to a student already in College. Kentucky, one of \$400, Poughkeepsie, a day scholarship of \$115 for two years.

An Annual entrance scholarship of \$200 is offered by the general Society, open to competition throughout the country at the June Examinations. Application must be made to Miss Jessie F. Smith, South Weymouth, Mass.

The New York branch offers a scholarship of \$200 for competition in June, 1892, to residents of localities represented by this branch. Application must be made to Miss Elizabeth R. Clarkson, 53 West 22d street, New York City.

A scholarship of \$200, tenable four years, open to residents of Long Island, is offered by the Brooklyn Branch for June, 1892. Application must be made to Miss K. O. Petersen, 276 Ryerson street, Brooklyn.

A scholarship of \$400, for competition in June, 1892, is offered by the Kentucky branch. Application must be made to Miss Mary D. Anderson, 607 West Oak street, Louisville, Ky.

A scholarship of \$200 is offered for competition in June, 1892, by the Boston branch, to residents of the locality represented by this branch. Application must be made to Mrs. Frank H. Monks, Monmouth street, Brookline, Mass.

The Day scholarship of \$115, offered by the Poughkeepsie branch in June, 1891, was for two years, therefore no new one is offered for 1892.

The Pittsburgh branch offers for competition in June, 1892, to residents of Western Pennsylvania two scholarships of \$200 each, tenable four years, or one of \$400 for the same length of time, as may be deemed best. Application must be made to Miss Grace R. Kelly, 218 Western avenue, Alleghany, Pa.

All applications must be made before April 1st, 1892.

#### Correspondence.

The address of persons connected with the College, is *Vassar College, Poughkeepsie, N. Y.*

Letters respecting any of the departments of instruction, the admission and dismissal of students, their studies, etc., should be addressed to the President. Communications in reference to the personal welfare of the students may be made to the Lady Principal.

Letters pertaining to the finances of the College, including all claims and accounts, and *requests for catalogues*, should be addressed to the Treasurer; those relating to the general business of the College, to the Superintendent.

#### Teachers' Registry.

A registry of the names of students and graduates who desire to teach is kept by the College. The Alumnae who are interested in it are requested to keep the authorities informed of changes in their residence. The President will be pleased to correspond with any who desire teachers.

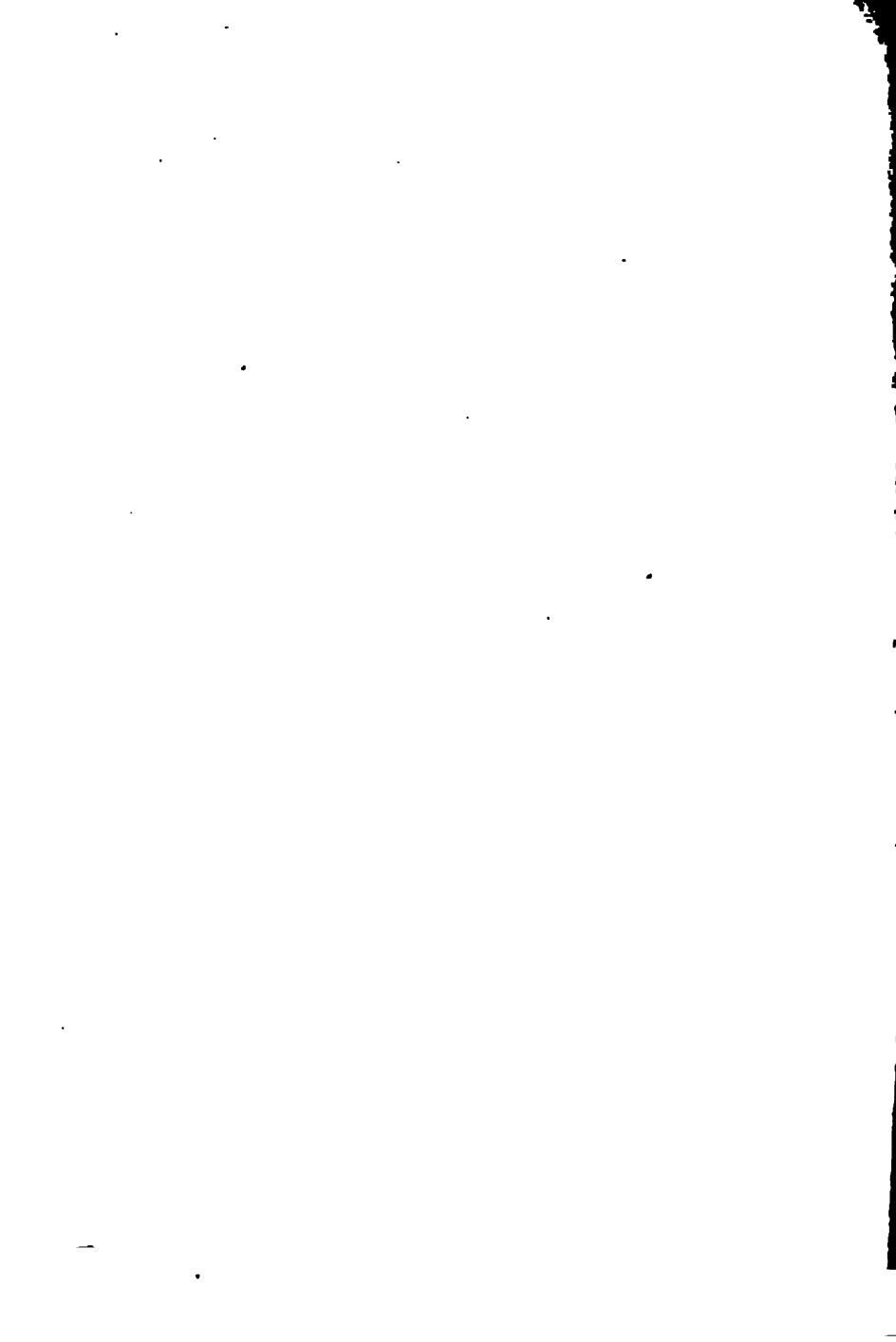
**Vacations and Holidays.**

The College year includes thirty-eight weeks, divided into two terms, with a recess of two weeks at Christmas, and another of one week in the spring.

Thanksgiving, Washington's Birthday, the Birthday of the Founder, and the Annual Day of Prayer for Colleges, are observed as holidays at the College. Leave of absence on these days will not be extended save for such reasons as are accepted at other times.

CALENDAR.

Thanksgiving Recess, Wednesday noon until	Saturday evening.	
Anniversary of the Philalethean Society, . . . . .	December 4,	1891.
Winter Holidays begin on the evening of . . . . .	December 22,	"
Winter Holidays end on the evening of . . . . .	January 5,	1892.
Day of Prayer for Colleges, . . . . .	January 28,	"
Second Semester begins, . . . . .	February 1,	"
Spring Vacation begins at noon on . . . . .	March 25,	"
Spring Vacation ends on the evening of . . . . .	April 5,	"
Founder's Day, . . . . .	April 29,	"
Baccalaureate Sermon, . . . . .	June 5,	"
Annual Meeting of the Board of Trustees, . . . . .	June 7,	"
Commencement, . . . . .	June 8,	"
Examinations for Entrance, . . . . .	{ June 2-4,	"
	{ September 21-23,	"
College Exercises begin on the evening of . . . . .	September 23,	"
Anniversary of the Philalethean Society, . . . . .	December 2,	"
Winter Holidays begin on the evening of . . . . .	December 21,	"
Winter Holidays end on the evening of . . . . .	January 4,	1893.



**Wassar College.**

1892-93.





TWENTY-EIGHTH

ANNUAL CATALOGUE

OF THE

OFFICERS AND STUDENTS

OF

VASSAR COLLEGE

POUGHKEEPSIE N. Y.

1892-93

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POUGHKEEPSIE  
A. V. HAIGHT PRINTER  
1892

"It occurred to me that woman, having received from her Creator the same intellectual constitution as man, has the same right as man to intellectual culture and development."

"It is my hope to be the instrument in the hand of Providence of founding an institution which shall accomplish for young women what our colleges are accomplishing for young men."

MATTHEW VASSAR.

The College was incorporated as Vassar Female College in 1861.  
This name was changed in 1867 to the present corporate name,  
VASSAR COLLEGE.

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MCVEY, MARIA LOUISE,	Binghamton.
MARTIN, CAROLYN GRAYDON,	New York.



MERRITT, ETHEL ADAMS,	New York.
MILLARD, MARTHA MAY,	Poughkeepsie.
MONSCH, ANNA ADELE,	Louisville, Ky.
MORGAN, BERTHA DELL,	Waverly.
MUNDY, MAY SWEENEY,	Watertown.
MURRAY, EMMA WYCKOFF,	New Brunswick, N. J.
MYERS, ELSIE,	Cheyenne, Wy.
NAIEN, ALICE MARY,	Buffalo.
ORVIS, JULIA SWIFT,	Dixon, Ill.
ORWIG, MAUD,	Lansford, Penn.
PACKER, ELIZABETH ELLA.	Newton Centre, Mass.
PELGRAM, CAROLINE MARIE,	Paterson, N. J.
PICKERSGILL, LILY VIRGINIA,	Allegheny, Penn.
PIERCE, LUCY FRANCES,	Chicago, Ill.
POPPENHEIM, CHRISTIE,	Charleston, S. C.
POPPENHEIM, IDA,	Charleston, S. C.
REED, MARY MINERVA,	Sharon, Conn.
REILEY, KATHARINE CAMPBELL,	Lewiston, Penn.
REIMER, ISABELLE ADAMS,	East Orange, N. J.
RUGGE, ALICE EMMA,	Glens Falls.
SCOPIELD, JULIA AUGUSTA,	Penn Yan.
SEARING, LOUISE,	Tompkins' Cove.
SEBRING, JULIET MAY,	Kalamazoo, Mich.
SIMMONS, FLORA AMORETTE,	Worcester, Mass.
SMITH, EFFIE CLAYTON,	New Haven, Conn.
SMITH, ELIZABETH CHARD,	Watertown.
SMITH, ELIZABETH LINCOLN,	Newton Centre, Mass.
SMITH, ELEANOR LOUISE,	Dayton, O.
SMITH, FRANCES ALBEE,	Brooklyn.
SNOW, ELLA GERTRUDE,	Greenfield, Mass.
SNYDER, GABRIELLE MATILDA,	Cleveland, O.
STAMFORD, HELEN,	Grand View-on-Hudson.
STRANG, BERTHA RICH,	Yonkers.
TAYLOR, FLORA MABEL,	New York.
THORNE, ELIZABETH GERTRUDE,	Skaneateles.
TOWNSEND, WIE DURFEE,	Hudson.
TURNER, JULIA EMILY,	Quincy, Ill.
TWITCHELL, ANNA MARY,	New Haven, Conn.
UPDEGRAFF, BESS,	McGregor, Iowa.
VERHOEFF, MARY,	Louisville, Ky.
VERNON, FLORENCE IANTHE,	Brooklyn.
WATTON, MAUDE CARO,	Detroit, Mich.

WEAVER, LILLIAN CLARK,	Webster City, Iowa.
WELCH, ELLA MARIAN,	New Haven, Conn.
WHITE, GRACE ROGERS,	New York.
WILLIAMS, EDITH,	Watertown.
WITSCHIEF, GERTRUDE,	Port Jervis.
WOOD, VINNIE CLIFTON,	Fall River, Mass.
YORK, FANNY THURSTON,	Wellsville.

**FRESHMAN CLASS.**

ANDERSON, BELLE BINGLEY,	Melbourne, Ky.
ARNOLD, HANNAH WINIFRED,	Fall River, Mass.
BALLANCE, FLORENCE,	Peoria, Ill.
BANKS, HARRIET SKETCHLEY,	Englewood, N. J.
BARNES, CLARA ADELIA WRIGHT,	East Boston, Mass.
BARNET, BERTHA,	Chicago, Ill.
BAYLISS, LILLIAN,	Cleveland, O.
BEACH, LAURA JENNIE,	Goshen, Conn.
BELL, JESSIE,	Indianapolis, Ind.
BERLIN, LILLIAN SOUTHARD,	Wilmington, Del.
BISHOP, HELEN LOUISE,	Detroit, Mich.
BOOKER, LOUISE,	Louisville, Ky.
BRANCH, LAURA MARGUERITE,	Corning.
BRAND, NETTIE HARDIN,	Saginaw, Mich.
BROAD, MARGARET,	Buffalo.
BROWN, ANNIE ELIZABETH,	Brooklyn.
BROWN, CARRIE ETHEL,	Comstock's Bridge, Conn.
BROWN, MARGARET CAMPBELL,	Philadelphia, Penn.
CARBUTT, FLORENCE,	Philadelphia, Penn.
CHAMBERLAIN, SUSANNA WILLEY,	Chattanooga, Tenn.
CHAMPNEY, MARIA MITCHELL,	New York.
CHANDLER, SARAH FARQUHAR,	Chicago, Ill.
CHESLEY, GERTRUDE LYDIA,	Malone.
CHESLEY, MABEL LOUISA,	Malone.
CHILDS, ANNIE SMITH,	St. Albans, Vt.
CHOATE, AUGUSTA,	Atlanta, Ga.
COLLINS, LILLIAN FRANK,	Syracuse.
COOKE, JESSIE ADELIA,	Waukegan, Ill.
COONLEY, SARAH OLIPHANT,	Chicago, Ill.
COOPER, MAUDE EMILY,	Watertown.
CORNELL, CLARA MARGARET,	Asbury Park, N. J.
CROSS, LUCILE,	Fairbury, Neb.
CUMMING, ELLEN KING,	Fredonia.

CURTIS, BESSIE GORDON,	Medford, Mass.
DEANE, EDITH DOUGLAS,	New York.
DENTON, GRACE,	New Hampton.
DEWEY, GERTRUDE A. HUNTINGTON,	St. Albans, Vt.
DICKSON, TENNIE VICTORIA,	Westfield.
DILLOW, PEARL CRYSTAL MARIE,	Cleveland, O.
DOUGLAS, ANNE ELIZABETH,	Indianapolis, Ind.
EDICK, GRACE WILLARD,	Rochester.
EMERY, ETHELYN.	Bryan, O.
FAGAN, JOSEPHINE,	Hackettstown.
FARRAR, ANNIE MARTHA,	Tarboro, N. C.
FERRY, QUEEN,	Detroit, Mich.
FREEMAN, BELLE MARGARET,	Canandaigua.
GETCHELL, HELEN,	Des Moines, Iowa.
GOODSPEED, JESSIE LILLIAN,	Brooklyn.
GRANT, BLANCHE CHLOE,	Indianapolis, Ind.
HAGAR, ALICE PACKARD.	Chicago, Ill.
HART, JESSIE BELL,	Englewood, N. J.
HARTRIDGE, KATHARINE McDONALD,	Savannah, Ga.
HARTZELL, SARAH BRANCH,	Cleveland, O.
HASKELL, FLORENCE AUGUSTA,	Bradford, Pa.
HAWKINS, CAROLINE,	Fall River, Mass.
HAYWARD, ELLEN IMOGENE,	Davenport, Iowa.
HERO, ANNIE,	New Orleans, La.
HEWITT, MARIE DEANE,	Tacoma, Wash.
HIGGINS, MARY ELIZABETH,	Stelton, N. J.
HIGGINS, MEDORA LAMBERT,	Ticonderoga.
HIGMAN, NELLIE,	Sioux City, Ia.
HILL, HELENA CHARLOTTE,	Norwalk, Conn.
HILL, JULIA DELACOUR,	Danbury, Conn.
HOWLAND, ALICE MERRILL,	Hope, R. I.
HULST, ELLA STOOHOFF,	Brooklyn.
JOHNSON, MIGNONETTE BIRD,	Memphis, Tenn.
JONES, BLANCHE ADALINE,	Pittsburgh, Penn.
JUTTEN, SARA EMMA,	Boston, Mass.
KINKRAD, CORNELIA DODGE,	Poughkeepsie.
KNIGHT, FLORENCE BAILEY,	Chicago, Ill.
KREUSE, IDA GRACE.	Black Hawk, Col.
LAIRD, MARION,	Freehold, N. J.
LOCKHART, LIZZIE MARION,	Mount Vernon.
LORD, ELIZA MARY,	Penn Yan.

LOVE, ELLA LOUISE,	Chicago, Ill.
LOVE, EMILY,	Memphis, Tenn.
LUEHMANN, ADELE,	Memphis, Tenn.
MABIE, MURIEL KATE,	Boston, Mass.
MCALLISTER, LILLIAN ANGELA.	Manchester, N. H.
MACARTHUR, GERTRUDE EUGENIA,	New York.
MCCAMPBELL, ROBERTA,	Louisville, Ky.
MCCLOSKEY, ESTELLE,	Pittsburgh, Penn.
MCFARLAND, MAUDE MAY,	Oswego.
MCKEAN, IDA PAINE,	Cleveland, O.
McMILLAN, JEANNETTE,	Detroit, Mich.
MADREIRA, LUCY,	Washington, D. C.
MANN, RUTH MITCHELL,	Central Falls, R. I.
MARQUARDT, DELLA MARY,	Des Moines, Iowa.
MILLER, ALMA MAY,	Winfield, Kan.
MINER, CHASTINE MARY,	Burlington, Vt.
MOODY, MARY GRACE,	New Haven, Conn.
MORRIS, ANNA RUTH,	Oregon, Mo.
MORTON, ANNIE,	Fall River, Mass.
NEWCOMB, MAY QUEEN,	Detroit, Mich.
NILES, BESSIE CROSS,	Springfield, Mass.
O'BRIEN, LULU A.,	Penn Yan.
ODELL, ANNA,	Detroit, Mich.
PAINE, ELIZABETH,	Paines, Mich.
PALMER, ROSE AMELIA,	Washington, D. C.
PARKIS, ALICE LACKEY,	North Uxbridge, Mass.
PECKHAM, HELEN WOOSTER,	Pulaski.
PELLET, MARGARET,	Watkins.
PHINNEY, LULU ALLEN,	Alton, Ill.
PIERSON, JESSIE DURANT,	New Haven, Conn.
REED, BERTHA LAVINIA,	Ouray, Col.
REYNOLDS, KATE BEATTY,	New Rochelle.
RICHARDSON, HATTIE,	Washington, D. C.
RICHARDSON, MAY MEYLEBT,	Chicago, Ill.
ROBERTS, DORA CORNELIA,	Rochester.
RUDMAN, ELLA MAY,	Rochester.
SAMSON, MARIAN ELIZABETH,	Buffalo.
SANDERS, EFFIE STARK,	Springfield, Ill.
SANDERS, MARY NOXON,	New York.
SCHWARTZ, JULIA AUGUSTA,	Omaha, Neb.
SCOTT, FLORENCE BEVIER,	Philadelphia, Penn.

SCRANTON, HENRIETTE IRENE,	Sault Ste Marie, Mich.
SHEPPARD, LOUISE PATTESON,	Penn Yan.
SILL, ANNA ELIZABETH,	Newark, N. J.
SIMONDS, ETHEL GERTRUDE,	Dayton, O.
SINSABAUGH, HENRIETTA,	Port Jervis,
SPALDING, SARAH GRISWOLD,	Denver, Col.
STONE, ELEANOR MARIA,	Brooklyn.
TARBOX, MARY EDITH,	Fredonia.
THROOP KATHARINE PARKER,	Poughkeepsie.
TOMPKINS, SABA HELENE,	Poughkeepsie.
TRAVER, HOPE,	Memphis, Tenn.
TRYON, GENEVA,	Cambridge, Mass.
TUNNICLIFF, RUTH,	Macomb, Ill.
TUTTLE, ALMA ELIZA,	Hornellsville.
VICKROY, ETTIE LUCILE,	St. Louis, Mo.
WAIT, OLGA ATHENE,	Ithaca.
WARNER, GRACE MAY,	St Paul, Minn.
WARNER, MAUDE LORAINÉ,	Cincinnati, O.
WELLINGTON, GRACE ANNA,	Troy.
WELLINGTON, MARJORIE SPAULDING,	Adams, Mass.
WELTON, MABEL ELLA,	Cambridge, Ill.
WEST, CLARA PRAY,	East Braintree, Mass.
WINNINGTON, LAURA,	Brooklyn.
WOOD, HELEN THIRZA.	South Framingham, Mass.
YOUNG, BERTHA KEDZIE,	Hackettstown.

## IN SPECIAL COURSES.

ALBRIGHT, CLAUDE ELWOOD,	Albuquerque, N. M.
ARMSTRONG, FANNIE ADELE,	Rome.
BAINBRIDGE, HELEN MAUD,	Rochester.
BEARD, HARRIET ELIZABETH,	Brooklyn.
BEERS, LILA ELIZA.	Chicago, Ill.
BUSH, SUSAN LUCILE,	Dubuque, Iowa.
CANDEE, MARION OTIS,	Poughkeepsie.
* CARPENTER, MARY WRIGHT,	Poughkeepsie.
CLAPP, HARRIET BERNHARD,	Fulton.
* CLARKE, ALICE BAENEVELDT,	Poughkeepsie.
DEMAREST, MARY VAN EMBURGH,	Paterson, N. J.
* DOUGHTY, MARY ELENA VAN DEBOGART,	Matteawan.
DUSENBURY, SARAH AUGUSTA,	Troy.
ETHRIDGE, ANNIE STEWART,	Decatur, Ga.

GALLAHER, BESSIE,	Essex, Conn.
GELLER, SOPHRONIA AUSTIN,	Albany.
GREENE, CAROLINE ELIZA.	Providence, R. I.
* HAGGERTY, SUSIE HYDE,	Poughkeepsie.
HAMILTON, FLORENCE ANNA,	West Rush.
HILLIER, EZELU,	Denver, Col.
HULBERT, EDITH JOSEPHINE,	Yonkers.
JARNAGIN, HETTY SHIELDS,	Mossy Creek, Tenn.
LAPHAM, ANNE EDITH.	Canandaigua.
MCCLUKE, MARY LYON,	Bradford, Penn.
MCCURDY, MARY,	Youngstown, O.
MACDONALD, JESSIE LILIAN,	Troy.
MARTIN, ELMA GILLESPIE,	Havana.
MARVIN, ELLEN SUTTON,	Montclair, N. J.
MITCHELL, MERION ELEANOR,	Bay City, Mich.
MOORE, ANNE,	Wilmington, N. C.
MORISSEY, FANNIE ALICE,	Troy.
MULHOLLAND, MARY ESTELLE,	Brockport.
PALMER, GRACE WASHBURN,	Little Falls.
PARMELE, MARY IDA,	Canandaigua.
* PELL, VIRGINIA ISOLIND,	Poughkeepsie.
PERLEY, HARRIET AUGUSTA,	Waverly.
POTTER, MARCIA,	Saginaw, Mich.
REYNOLDS, FLORENCE CLAIRE,	Boone, Iowa.
RISSEB, FLORENCE MAE,	Chicago, Ill.
RUSH, DAMARIS,	Columbia City, Ind.
* SANDEES, MAUD LOUISE,	Poughkeepsie.
SCOTT, ELIZABETH GAMBLE,	Lock Haven, Penn.
SHATTUCK, HARRIET COMSTOCK,	Norwich.
SMITH, DELIA,	Boone, Iowa.
STRAIGHT, EDITH JANET,	Bradford, Penn.
THORNTON, LUCY REYNARD,	Fall River, Mass.
TOMPKINS, NANNA MAY,	Poughkeepsie.
* VAN INGEN, JOSEPHINE KOELMAN,	Poughkeepsie.
WAGNER, MARY SWAIN,	Minneapolis, Minn.
WALDRON, FRANCES EDITH,	Poughkeepsie.
* WIETHAN, MAY JOSEPHINE,	Poughkeepsie.
WORTHINGTON, ALICE LOUISE,	Hartford, Conn.

\* Students studying music or painting only.

In December, 1891, the Trustees abolished the special schools, but continued the old courses of work for those already entered. For the new regulations regarding these arts see p 28.

**STUDENTS.**

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**SUMMARY.**

<b>Graduate Students,</b>	. . . . .	<b>8</b>
<b>Seniors,</b>	. . . . .	<b>53</b>
<b>Juniors,</b>	. . . . .	<b>71</b>
<b>Sophomores,</b>	. . . . .	<b>111</b>
<b>Freshmen,</b>	. . . . .	<b>140</b>
<b>In Special Courses,</b>	. . . . .	<b>52</b>
		<hr/>
<b>Whole number,</b>	. . . . .	<b>430</b>

## ADMISSION OF STUDENTS.

### REQUIREMENTS FOR ADMISSION TO THE FRESH- MAN CLASS.

Applicants for admission to the Freshman or any higher class must be at least sixteen years of age. They must present satisfactory testimonials of good character.

Candidates for the Freshman Class are examined in the following studies :

**English :** Every candidate will be required to write an essay of from three to five pages upon a subject assigned at the time, and taken from one of the following works :

Shakspeare's Julius Cæsar and Twelfth Night ; Scott's *Marmion* ; Longfellow's *Courtship of Miles Standish* ; Addison's *Sir Roger de Coverly Papers* ; Macaulay's second *Essay on the Earl of Chatham* ; Emerson's *American Scholar* ; Irving's *Sketch Book* ; Scott's *Ivanhoe* ; Dicken's *David Copperfield*.

This essay must be correct in spelling, punctuation, grammar, structure of paragraphs, and rhetorical expression.

In 1894 the subjects will be taken from the following works :

Shakspeare's Julius Cæsar and *Merchant of Venice* ; Scott's *Lady of the Lake* ; Arnold's *Sohrab and Rustum* ; The *Sir Roger de Coverly Papers* in the "Spectator ;" Macaulay's second *Essay on the Earl of Chatham* ; Emerson's *American Scholar* ; Irving's *Sketch Book* ; Scott's *Abbot* ; Dicken's *David Copperfield*.

In 1895 : Shakspeare's *Merchant of Venice* and *Twelfth Night* ; Milton's *L'Allegro. Il Penseroso. Comus, and Lycidas* ; Longfellow's *Evangeline* ; The *Sir Roger de Coverly Papers* in the "Spectator ;" Macaulay's *Essays on Milton and Addison* ; Webster's first *Bunker Hill Oration* ; Irving's *Sketch Book* ; Scott's *Abbot*.

Candidates will also be required to correct specimens of bad English furnished at the time. (Strang's *Exercises in English* recommended.)

**History :** Outlines of Greek and Roman history to the establishment of the Roman Empire ; outlines of American or English his-



tory. Any standard history of Greece, Rome, England, or the United States may be used. The following are recommended: For Greek and Roman history, Pennell's *Ancient Greece* and Pennell's *Ancient Rome*, or the sections on Greek and Roman history in Sheldon's *General History* or Myers' *General History*; for American history, Johnston's *History of the United States*, or Montgomery's *Leading Facts in American History*; for English history, Gardiner's *English History for Schools* or Montgomery's *Leading Facts in English History*.

**Mathematics:** (a) Arithmetic, including the metric system of weights and measures, as much as is contained in the larger text-books.

(b) Algebra.—The requirements in Algebra embrace the following subjects: Factors; Common Divisors and Multiples; Fractions; Ratio and Proportion; Negative Quantities and Interpretation of Negative Results; The Doctrine of Exponents; Radicals and Equations involving Radicals; The Binomial Theorem and the Extraction of Roots; Arithmetical and Geometrical Progressions; Putting Questions into Equations; The ordinary methods of Elimination and the solution of both Numerical and Literal Equations of the First and Second Degrees, with one or more unknown quantities, and of problems leading to such equations. The text-books used should be equivalent to the larger treatises of Newcomb, Olney, Ray, Robinson, Todhunter, Wells or Wentworth.

(c) Plane geometry, as much as is contained in the first five books of Chauvenet's *Treatise on Elementary Geometry*, or the first five books of Wentworth's *New Plane and Solid Geometry*, or Wells' *Plane Geometry*, or the first six books of Hamblin Smith's *Elements of Geometry*, or chapter first of Olney's *Elements of Geometry*.

In order to pursue successfully the work of the College, recent review of the work completed early in the preparatory course is necessary.

**Latin:** Grammar (Allen & Greenough preferred); Latin Composition, Collar (Parts third and fourth), or Daniell (Parts first and second, or Allen (50 lessons); Cæsar, *Gaulic War*, four books; Cicero, seven orations (the *Manilian Law* to count as two); Vergil, *Æneid*, six books. The *Eclogues* will be accepted as an equivalent for an oration of Cicero, or one of the six books of the *Æneid*. Translation at sight from Cæsar and Cicero's orations. The Roman method of pronunciation is used.

The attention of preparatory schools is called to the advantage of accustoming the student to the Roman method of pronunciation from the beginning, to the need of greater practical regard for the value of vowel quantities, and the training of the ear by familiarizing the student with the sound of the language.

IN ADDITION TO THE LATIN ONE OTHER LANGUAGE IS REQUIRED. This may be Greek, German, or French.

**Greek:** Grammar; Woodruff, *Greek Prose Composition*. White, *The Beginner's Greek Book*, or Harper, *Inductive Greek Method*; Xenophon, *Anabasis*, four books; Homer, *Iliad*, three books. Translation at sight of average passages from Xenophon's *Anabasis* and Homer's *Iliad*, and of English into Greek.

**German:** Candidates for the Freshman class are expected to have a thorough knowledge of German grammar; they must have acquired facility in practically applying the rules of construction by translating easy English prose into German. They are also required to read and to be able to give in German some account of the following works: Immermann, *Der Oberhof*; Wagner, *Goethe's Knabenjahre* (Cambridge University Press ed.); Lessing, *Minna von Barnhelm*; Schiller, *Wilhelm Tell*; Goethe, *Hermann und Dorothea*; Freytag, *Die Journalisten*.

Throughout the course German is the language of the class-room, therefore good preparation in conversation is necessary, facility in reading and writing German script indispensable.

**French:** A thorough knowledge of French Grammar and ability to translate easy English prose into French. (Whitney, *Practical French Grammar*, recommended). Six of Bocher's College Plays; Daudet, *La Belle Nivernaise*; Souvestre, *Un Philosophe Sous Les Toits*; Julliot, *Mademoiselle Solange*; Dumas, *La Tulipe Noire*; Erckmann-Chatrian, *Le Conscrit de 1813*.

As French is the language of the class-room, it is desirable that candidates for admission should have some practice in French conversation.

The full preparation in either French or German should cover a period of at least two years, five recitations a week, under competent instructors.

### EXAMINATIONS.

Examinations for admission to the Freshman Class will be held at the College, Thursday, Friday and Saturday

preceding Commencement, June 8, 9, and 10, 1893; also, if early application is made, at Chicago, Cincinnati, Cleveland, St. Louis, Detroit, Louisville, Atlanta, Washington, Omaha, Denver, and San Francisco, during the first week in June, 1893.

Applicants for examination at any of these places must inform the President before the first day of May, and they will be duly notified of the day and place.

The regular examinations at the College for the admission of students will commence on Wednesday, September 20, 1893, and continue three days.

Candidates are requested to be present at 9 A. M. for registration.

The order of entrance examinations is as follows:

First Day, Latin, 9.30 A. M. to 12 M.

English, 2 P. M. to 4:30 P. M.

Second Day, Algebra and Geometry, 9.30 A. M. to 12 M.

History, 2 P. M. to 4:30 P. M.

Third Day, Greek, German, and French, 9:30 A. M. to 12 M.

Arithmetic, 2 P. M. to 3:30 P. M.

Students cannot have rooms at the college until their examinations have been completed. Lodging may be procured at cottages near the College upon application to the Registrar.

Students entering on certificate should not present themselves until Thursday of examination week.

#### CERTIFICATES.

Students are admitted without examinations in the following cases:

1. When they bring a certificate of proficiency from schools from which a pupil has previously been admitted without condition to the Freshman or a higher class.

2. When they have been prepared by a graduate of the College engaged in the work of private instruction, one of whose pupils has

before been admitted without condition to the Freshman or a higher class.

3. When they bring certificates from schools which have been visited by a committee of the Faculty and approved by them, or in regard to which the Faculty have other sufficient means of information.

The College reserves to itself the right to withdraw the above mentioned privilege in case students thus admitted fail after fair trial to maintain their standing.

4. The certificate of the Regents of the State of New York will be accepted in place of examination, so far as it meets the requirements for admission to the College.

5. The certificate of the president of Harvard College, offered by persons who have successfully passed "the examinations for women," so far as it includes studies, preparatory or collegiate, prescribed in the regular course, will be accepted in lieu of examination in such studies.

In all cases the certificate must specify the text-book used, the ground actually gone over, and the date of examination. Blank forms will be furnished by the President on application.

*All certificates must be based upon recent examinations.*

*They must be forwarded to the College early in the summer.*

### **SPECIAL COURSES.**

The requirements for admission to special courses are the same as those for entrance to the Freshman class. Candidates must consult the President in regard to the desired courses of study, and in connection with the heads of the departments which they may wish to enter, he will arrange their work.

### **PAINTING AND MUSIC.**

The special schools heretofore existing have been abolished. Professorships of Music and Painting have been established, and the history and theory of the arts have been placed on a level with other college work as counting toward the Baccalaureate degree.

The College also provides instruction in the practice of the arts, but for this extra charge is made. This work is not counted toward the degree.

These courses are open to regular and special students alike, but no one may enter them who is not prepared for the Freshman year. The design of the Trustees is to recognize the true place of these studies in higher education. They will provide the fullest facilities for those who are able to meet the requirements of the College for admission.

#### COURSES FOR TEACHERS.

Teachers who desire to pursue special courses and who present to the President satisfactory testimonials of their success in teaching and of their proficiency as students may be received without examination. Certificates of the work accomplished will be given when desired.

#### ADMISSION TO ADVANCED STANDING.

Candidates for advanced standing, not coming from other colleges, may be admitted, on examination, to the regular course at any time previous to the beginning of the Junior year. Such students will be examined in all *prescribed* studies antecedent to the desired grade, including the requirements for admission to the College, and in such *elective* studies as shall be chosen by the candidate and approved by the Faculty.

Candidates coming from other colleges must submit their courses of study and their certificates to the judgment of the Faculty. No student will be received as a candidate for the degree of Bachelor of Arts after the beginning of the Senior year.

## COURSES AND METHODS OF INSTRUCTION.

### ARRANGED BY DEPARTMENTS.

The course of study leading to the Baccalaureate Degree extends over four years.

The curriculum has been carefully formed with regard to the conflicts between the Prescribed and Elective Systems, and with the belief that experience demonstrates the need of much careful compulsory work as a preparation for free choice.

The aim is to give the student the opportunity to follow lines of study continuously, through both the required and optional portions of the course.

All elections are subject to the approval of the Faculty.

Two languages, one of which shall be Latin, must be studied throughout the *prescribed* course by every student for a degree. The second language may be Greek, German, or French.

An opportunity is given, in the elective part of the course, for beginning the study of Greek, German, or French.

### LATIN.

ASSOCIATE PROFESSOR MOORE, MISS GREENE AND MISS BERRY.

The course in Latin extends through the four years of the undergraduate course, being required for the first two and elective for the last two years. The aim of the course is to acquaint the student with the principal phases of literary activity among the Romans through the study of representative authors. In the department of History Livy and Tacitus exhibit natural development in style and method. Cicero and Lucretius represent opposing schools in Roman Philosophy; Horace and Juvenal show the growth of Satire; Horace, Catullus and Propertius that of the elegy and the lyric, Plautus and

Terence the course of Roman Comedy. The letters of Cicero and Pliny together present the every-day side of Roman life and language. Using these authors as starting-points the endeavor is to bring before the student the lines along which the various departments developed, and also to show the connection of literature with history and politics, as well as with the various social conditions and relations of Roman life.

The development of the language into its literary form is pointed out through explanations of grammatical forms and constructions, and the relation in which these stand to the historical growth of syntax. Much stress is laid on these points in connection with the required work of the Freshman and Sophomore years, and while attention is still directed towards them in the elective courses of the Junior and Senior years (especially in the study of Plautus and Terence), the literary side of the language is made prominent. Facility in reading Latin is cultivated by translation at sight in connection with the prose authors of the required part of the course as well as with the elective courses of the upper years. The study of Latin Composition is pursued in the Freshman and Sophomore years for the most part in connection with the authors read.

#### REQUIRED.

1. Livy, Books XXI and XXII (*Westcott*) [8], Latin Prose Composition [1]. Freshman year, first semester.

MISS GREENE AND MISS BERRY.

The principal object of this course is to enable the student to read Latin with greater rapidity, intelligence and appreciation. As a means to this end frequent exercises in Latin composition, based on the text, and translation from hearing form regular class exercises. The peculiarities of Livy's style are carefully noted and compared with the classic idiom.

2. Horace, Odes (*Wickham*) [8], Latin Prose Composition [1]. Freshman year, second semester.

MISS GREENE AND MISS BERRY.

The Odes of Horace are considered from a literary rather than a linguistic point of view. The work includes criticism of form and style and analysis of the thought, with a certain amount of collateral reading. The course in Prose Composition continues and supplements the work of the first semester.

3. Cicero, *De Senectute, De Amicitia (Kelsey)* [2], Latin Prose Composition [1]. Sophomore year, first semester.

DR. MOORE, MISS GREENE AND MISS BERRY.

In this course the student is led to trace carefully the development and connection of thought in the essays read, and to acquire a knowledge of Roman Stoicism as set forth by Cicero. The Latin Prose course is of a more advanced character and deals with questions of style and form as well as correctness of expression. Special attention is given to the correction and discussion of exercises privately prepared by the student.

4. Horace, *Satires and Epistles (Greenough)* [2]. Sophomore year, second semester.

MISS GREENE AND MISS BERRY.

Those *Satires and Epistles* are read which bear on some special subject; *e. g.* Horace's defense of his literary position, his criticism of Lucilius, his portrayal of life and society in Rome, his relations with *Mæcenas*. Peculiarities of syntax and diction are noted, especially those which show the influence of the vulgar idiom.

#### ELECTIVE.

*Course A.* Ovid, *Fasti, Book VI (Sidgwick)*, Lucan, *Pharsalia, Book I (Heiland & Haskins)* [2]. Sophomore year, second semester.

DR. MOORE.

The course aims to exhibit in a general way the development of the *Elegy* and the *Epic* under the *Early Empire*.

*Course B.* Roman Comedy, Terence, *Andria (Freeman and Slo-man)* [3]. First semester.

DR. MOORE.

Besides the play mentioned, characteristic passages from plays of *Plautus* and *Terence* are translated at sight in class and the work is further supplemented by lectures on Roman comedy and the preparation of special papers by the class.

*Course C.* Tacitus, *Agricola or Germania (Allen)*, *Annals (Allen)* [3]. Second semester.

DR. MOORE.

On the linguistic side the syntax and style of *Tacitus* are studied as introducing the student to the characteristics of the *Silver Age* of Latin prose. Collateral reading on the period covered, and lectures on the historians between *Livy* and *Tacitus* are included in the course.

*Course D.* Roman *Elegy*, *Catullus, Propertius and Tibullus* [3]. First semester.

DR. MOORE.



Catullus' position among Latin poets, his originality, the effect upon him of the Alexandrine school and similar questions will be specially considered. Propertius and Tibullus will be used to illustrate the development of the elegy.

This course will be given in 1893-4.

*Course E.* Juvenal, Satires (*Hardy*), Pliny, Letters (*Prichard and Bernard*) [3]. First semester. DR. MOORE.

As these authors present opposite views of social life in Rome under the Early Empire, an important feature of the work consists in the preparation of papers on various topics suggested by the text.

*Course F.* Lucretius (*Kelsey*), Cicero, De Natura Deorum (*Stickney*) [3]. Second semester. DR. MOORE.

The presentation and criticism of the Stoic and Epicurean philosophies, as set forth in these authors, are compared with theories of modern science and the work is supplemented by collateral reading. The style and language of Lucretius are also considered.

### SANSKRIT.

DR. MOORE.

Sanskrit is a two-hour elective course in Senior year. Students are requested to consult with the instructor before electing it.

*Course A.*—Study of the characters, sounds, roots and inflections of Sanskrit; first semester [2]. *Perry*, Primer; *Whitney*, Grammar.

*Course B.*—Reading of selections from the Nalopākhyānam and the Hitopadeṣa; second semester [2]. *Perry*, Primer (finished); *Lanman*, Reader; *Whitney*, Grammar.

### GREEK.

PROFESSOR LEACH AND MISS GREENE.

The aim is to acquire as many-sided a knowledge of Greek as possible. Facility in reading Greek is cultivated, and to this end, practice at sight is given and private reading is encouraged. Attention is paid to grammatical principles, to the development of the language and of the literature, to different phases of Greek life and thought. Careful study is given to the style of each author and to the distinctive excellence of each, and in advanced classes, to text-criticism. The courses given embrace representative authors in history, oratory, philosophy, in epic, lyric, and dramatic poetry. In the Junior year, a course in elementary Greek is offered to any non-Greek students

who may wish it. Such students have an opportunity to continue the work with the subsequent Freshman class.

REQUIRED.

1. Lysias ; Plato, *Phaedrus* [3]. English into Greek [1]: Translation at sight and also from hearing. Lectures on legal, political, and social aspects of Athenian life. Freshman year, first semester.

PROFESSOR LEACH AND MISS GREENE.

2. Homer, *Odyssey* ; Herodotus [3]. English into Greek [1]. Translation at sight. Lectures on Homeric Antiquities and on the Homeric Question. Historical explanation of the Homeric Forms and Syntax. Freshman year, second semester.

PROFESSOR LEACH AND MISS GREENE.

3. Selections from the *Attic Orators* [2]. English into Greek [1]. Lectures on Attic Orators. Sophomore year, first semester.

PROFESSOR LEACH.

4. Plato, *Protagoras* ; Aristophanes, *Clouds* [2]. Lectures on Socrates, the Socratic Method, the Sophists, the wit and humor of Aristophanes, the language of Comedy. Sophomore year, second semester.

PROFESSOR LEACH.

ELECTIVE.

*Course A.* (Short course) Grammar, *Anabasis*, *Iliad* [3]. First and second semesters.

PROFESSOR LEACH.

*Course B.* Thucydides, Book II [2]. Lectures on the Age of Pericles, on the Greek Historians, on the style and language of Thucydides. First semester.

PROFESSOR LEACH.

*Course C.* Sophocles, *Œdipus at Colonus*. Euripides, *Hippolytus* [3]. Lectures on the Attic Theatre and the Drama, on Athens and its Monuments. Second semester.

PROFESSOR LEACH.

*Course D.* Pindar, *Olympian and Pythian Odes* [2]. Lectures on the Lyric Poets and on the discoveries at Olympia. First semester.

PROFESSOR LEACH.

*Course E.* Plato, *Republic* ; Aristotle, *Nicomachean Ethics* [3]. Lectures on Greek Philosophy. Second semester.

PROFESSOR LEACH.

A society, called the Hellenic Society, has been formed for the purpose of keeping itself acquainted with the results of archæological research in Greece.

Vassar College now contributes to the support of the American School of Classical Studies at Athens. The school affords facilities for archæological investigation and study in Greece, and graduates of this college are entitled to all its advantages without expense for tuition.

### FRENCH.

PROFESSOR BRACQ AND MISS EPLER.

The aim of this course is three-fold: 1st. To give a correct knowledge of the French language and of its evolution from the Latin tongue. During the first year, the most important principles of grammar are reviewed. Throughout the course, constant attention is given to their application during both the reading and the conversational exercises. The study of the first year is grammatical, that of the second is grammatical and philological. 2d. To enable the student to speak the language fluently. To this end great efforts are made to educate the ear and to secure fluency of speech. The text-books are French. The answers of the students, the lectures and discussions are all in French. 3d. To give a philosophical knowledge of French literature, its origin, its development, its master-pieces, its pictures of French society at different periods; in other words, French history as seen in French literature. Special efforts are made to enable the student to grasp the modern thought and life of France in their literary manifestations.

The course in Old French is intended to furnish a basis both for the study of Early English and the historical study of the French language, and at the same time to enable the student to read with facility the early productions of the *Langue d'Oïl*. The most remarkable specimen of that literature of Northern France, *La Chanson de Roland*, is read in class.

The Short Course is designed for students who wish to be able to read French with ease, and to understand French conversation. The work includes the study of grammar, prose composition, and the reading of modern prose.

#### REQUIRED.

1 and 2. Lamartine, *Grasiella*, Hugo, *Hernani* and *La Chûte*, Super's Readings from French History and Bowen's French Lyrics. Review of Syntax. Translation of English into French. Exercises in conversation. One hour a week of the second semester is devoted to the French literature of the nineteenth century [4]. Freshman year, first and second semesters.

PROFESSOR BRACQ AND MISS EPLER.

3. The study of the literature of the nineteenth century continued. Reading of extracts from the works of Cousin, Sainte-Beuve, Paul Bourget and Taine. As the students do not begin the study of the French of the eighteenth or of the seventeenth century until they are grounded in contemporary French, the confusion that arises by not keeping the periods distinct is avoided. Twelve lectures are given upon the history of the French language [3]. Sophomore year, first semester.  
PROFESSOR BRACQ.

4. Montesquieu, *Considérations sur les causes de la grandeur des Romains et leur décadence*, Bernardin de Saint Pierre, *Paul et Virginie*. Voltaire, *Méropé*. Lectures upon the literature of the eighteenth century and upon its relations to the French Revolution. Conversation [2]. Sophomore year, second semester.

PROFESSOR BRACQ.

#### ELECTIVE.

*Course A.* Short Course. Principles of grammar. Hennequin's Verbs, Paul Bercy, *La Langue française*. Reading, Henry Gréville, *Perdue*, Madame de Presseusé, Rosa, Scribe, *Les Doigts de fée*, Halévy, *Un mariage d'amour*. Prose composition and conversation [3]. First and second semesters.  
MISS EPLER.

*Course B.* Old French. Introductory lectures to the study of Old French. Brief survey of grammatical principles. The Norman-French element in the English Language. Reading of *La Chanson de Roland* [2]. First semester.  
PROFESSOR BRACQ.

*Course C.* Corneille, *Le Cid*, Racine, *Andromaque*, Molière, *Le Bourgeois gentilhomme*. Lectures upon the society of the XVIIth century, the Hotel de Rambouillet and the French Academy. Discussions of topics that have been prepared by the students. Conversation [2]. First semester.  
PROFESSOR BRACQ.

*Course D.* Critical, analytical, and comparative study of the drama of the seventeenth century. Lectures upon the rise of the French drama. Extensive readings. Conversation [2]. Second semester.  
PROFESSOR BRACQ.

*Course E.* The philosophical, the religious, and the miscellaneous literature of the seventeenth century, Pascal, Descartes, Bossuet, La Fontaine and Mme. de Sévigné. Lectures and conversation [2]. First semester.  
PROFESSOR BRACQ.

*Course F.* Reading of extracts from the works of Amyot, Montaigne, Pascal and other writers of the Renaissance period. Lec-

tures on French literature from its beginning to our times ; its influence upon other literatures ; its best modern representatives in France, Switzerland, Belgium, and Canada [2]. Second semester.

PROFESSOR BRACQ.

### GERMAN.

ASSOCIATE PROFESSOR HERHOLZ AND MISS NEEF.

The aim of the German course is to give the students a thorough knowledge of the language, so as to enable them to pursue the study of history and the sciences with German text-books, and to understand and appreciate to the fullest extent the productions of literature. It is also intended to give them the ability to use the language conversationally with the greatest possible accuracy and freedom.

In the Freshman year the grammatical principles are carefully reviewed and in the subsequent classes incidental instruction in grammar is given.

The History of Literature is begun in the first semester of the Sophomore year and continued in every following semester, with lectures on the most prominent authors and their works. This course embraces the development of language and literature from the earliest stages down to the present day and is calculated to give the student a clear conception of the great epochs in the literary evolution of Germany.

#### REQUIRED.

1 and 2. Grammar. Composition. Special attention is given to translation at sight from English into German. Selections from Harris, German composition. Hoffman, *Historische Erzählungen*; Auerbach, *Joseph und Benjamin*. Poems by Goethe, Schiller, Uhland, Chamisso, etc. Schiller, *Maria Stuart* or Goethe, *Egmont* [4]. Freshman year, first and second semesters.

ASSOCIATE PROFESSOR HERHOLZ AND MISS NEEF.

3. History of Literature from the early beginning to the eighteenth century. Selections from the first classical period. Schiller, *Wallenstein* ; Lessing, *Emilia Galotti*. Composition [3]. Sophomore year. first semester.

MISS NEEF.

4. The work of the first semester continued [2]. Sophomore year, second semester.

MISS NEEF.

#### ELECTIVE.

Course A. Wenckebach and Schrakamp, Grammar. Joynes, *German Reader* ; Storm, *Immensee* ; Lessing, *Minna von Barnhelm* [3]. First and second semesters.

ASSOCIATE PROFESSOR HERHOLZ.

This short course is intended to give mature students an opportunity to begin the study of German and to acquire a practical knowledge of the language.

The work consists of a thorough drill in grammar, with written and oral exercises, translation from German into English and vice versa, and of reading and memorizing prose and poetry, the matter read being made the subject of conversation and composition. Great attention is paid to pronunciation and correct expression.

*Course B.* History of Literature of the XVIII century. Discussion of the influence of authors on their contemporaries and entire periods. Schiller, *Braut von Messina*. Essays upon topics suggested by the class-work [2]. First semester.

ASSOCIATE PROFESSOR HERHOLZ.

Students are expected to read extracts from the histories of German literature by different authors, to study the lives of the great poets in connection with their works and with the political, social, and intellectual movements of their times.

*Course C.* History of Literature of the XVIII century and work of Course B continued. Goethe, *Iphigenie*, *Tasso*; Lessing, *Nathan* [2]. Second semester.

ASSOCIATE PROFESSOR HERHOLZ.

*Course D.* History of modern Literature. Critical study of poetical productions. Collateral readings and lectures will supplement the work in the class-room. Essays. Lessing's Prose works [2]. First semester.

ASSOCIATE PROFESSOR HERHOLZ.

*Course E.* Work of Course D continued. Goethe, *Faust*, Parts I and II [2]. Second semester.

ASSOCIATE PROFESSOR HERHOLZ.

## ENGLISH.

PROFESSOR DRENNAN. MISS PERRY, DR. SWEET, MISS LOOMIS.

The instruction in English includes the three departments of Rhetoric and Composition, English Literature, and Anglo-Saxon. There is also a short course of lectures on English Philology. During the first two years the work is all prescribed, in the Junior and Senior years, elective.

The aim in Rhetoric and English Composition is to enable the student to acquire facility, correctness, and clearness in writing English. With this in view the instruction during the first two years is combined with that in Literature, and these two courses are correlated, and conducted so that one shall illustrate the other. A number of essays on

simple subjects are required, and also frequent exercises in extempore writing; there is besides instruction in the art of taking notes, making abstracts, etc., etc. Several carefully prepared essays are also demanded: these are closely criticised in a personal interview with the student. There is continued practice in off-hand writing in reporting discourses and in making abstracts of authors read, subjects assigned, etc.

REQUIRED.

1 and 2. Rhetoric and Literature [8]. Freshman year, first and second semesters. MISS PERRY AND MISS LOOMIS.

3 and 4. Literature [2]. Rhetoric [1]. Sophomore year, first and second semesters. MISS SWEET AND MISS PERRY.

The Rhetoric of the Freshman year begins with Narrative and Descriptive Composition; after Thanksgiving the principles of Analysis, Structure of the Essay, Sermon, and Lecture are taken up in conjunction with practice in making abstracts of discourses. In the Sophomore it is a continuation and enlargement of the work of the previous year. The fundamental principles of style are discussed in the class-room. Short themes, embodying these principles, are then written extempore and submitted to general discussion and criticism. Short themes, as well as longer essays, written outside the class-room, are subjected to private criticism.

The Literature begins the first semester of the Freshman year and the aim is to make the student see what is meant by the study of Literature as opposed to cursory and accidental reading. Popular and influential authors are chosen, and the student is urged to discover if she may the causes of their success. Several masterpieces in prose are critically read and the instruction combined with that in Rhetoric. In the second semester selections from eminent recent poets are carefully studied.

During the Sophomore year the work begins with the especial study of some great writer—his works, life, school, influence, etc. In 1892-'93 Wordsworth was thus treated. For the remainder of the year the course consists of a survey of English Literature in its formative period beginning with Wycliffe. The student is expected to become acquainted with the various authors at first hand: the earlier ones by means of specimens; the later ones by means of more or less copious extracts, or, in some instances, of entire works.

## ELECTIVE.

*Course A.* Advanced Rhetoric. Consisting of lectures, collateral reading, and essays [2]. First semester. MISS PERRY.

The lectures include a treatment of the principles of literary criticism, supplemented by assigned library work. For the second semester a course in essays is offered. The essays of this year as well as those of preceding years are discussed in private interviews with the instructor.

*Course B.* Essays [1]. Second semester. MISS PERRY.

This course is intended for those who wish further instruction and practice in composition.

*Course C.* Forensics. A course in argumentative essays, instruction in controversial writing, open only to those who have taken logic and course A [2]. First semester. MISS PERRY.

*Course D.* Shakspeare; Laws of Dramatic Composition; Lectures [3]. First semester. PROFESSOR DRENNAN.

The purpose of this course is to give an introduction to the various lines of Shakspeare study, historical, literary, philological. A single play is thoroughly mastered, and the student is then assisted to draw out analytically the laws of dramatic poetry. A few other plays, if possible one of each class, are similarly treated.

*Course E.* English Literature: Period of Queene Anne [3]. Second semester. PROFESSOR DRENNAN.

This course includes a thorough study of the three great writers of the period, Addison, Swift, and Pope, and also a survey of the social, political, ecclesiastical, literary, and physical forces which render this age important.

*Courses F. and G.* Anglo-Saxon. Sweet's Reader with supplementary lessons on the Phonology. [3] First semester; [2] second semester. PROFESSOR DRENNAN.

It is believed that this is sufficient to give the student a good basis for future Anglo-Saxon and Old English studies.

*Course H.* English Literature. Chaucer [2]. First semester. PROFESSOR DRENNAN.

After the grammatical forms and glossary are mastered, selections from the various works of the author are critically read; attention is also given to the literary history of the period.

*Course I.* English Philology. This course consists of a series of lectures, designed to give the student some notion of the nature and



scope of the science of language. Supplementary readings are required in Max Müller's work, in Prof. Whitney's "Life and Growth of Language," Earle's "Philology of the English Tongue," Lounsbury's "History of the English Language," and in several other similar works [1]. Second semester. PROFESSOR DRENNAN.

### MATHEMATICS.

PROFESSOR ELY AND MISS RICHARDSON.

The courses are divided into two classes, prescribed and elective. The prescribed courses comprise a year and a half of Solid Geometry, Algebra and Trigonometry. These are supplemented by elective courses in Analytic Geometry, Plane and Solid, and in Calculus.

The aim in all the courses is to cultivate habits of exact, sustained and independent reasoning, of precision and clearness in the statement of convictions and the reasons upon which they depend; to rely upon insight, originality and judgment rather than upon memory. The endeavor is to secure full possession of leading principles and methods rather than of details. From the first, students who show special aptitude are encouraged in the working of subjects which require more prolonged investigation than the daily exercise of the class-room.

1. Solid and Spherical Geometry [3]. Freshman year, first semester.
2. Algebra [3]. Freshman year, second semester.

MISS RICHARDSON.

The exercises in Geometry include recitations from the text book, original demonstrations of propositions and applications of principles to numerical examples. The text book is Chauvenet (new edition).

The text book in Algebra is Hall and Knight's Higher Algebra.

3. Plane and Spherical Trigonometry [3]. Sophomore year, first semester.

PROFESSOR ELY.

In Plane Trigonometry attention is given to Trigonometric analysis and the solution of triangles. After the student has gained facility in the use of Trigonometric tables, applications of the principles are made to problems in Mensuration, Surveying and Navigation. Up to December attention is given to problems of heights, distances, and areas and to the fundamental principles of Navigation. Afterward the time is devoted to Spherical Trigonometry and its applications to the elementary problems relating to the celestial sphere and to navigation.

*Course A.* Analytic Geometry (Bowser) [4]. Sophomore year, second semester. PROFESSOR ELY.

In Analytic Geometry the student is carried through the elementary properties of lines and surfaces of the second degree. All principles are illustrated by numerous exercises and applications.

*Course B.* Differential Calculus (Osborne) [3]. First semester.

*Course C.* Integral Calculus (Osborne) [3]. Second semester. PROFESSOR ELY.

The elective course in Differential and Integral Calculus is designed for those who wish to pursue the subject of either pure or applied Mathematics. The text-book forms the basis of work but is largely supplemented by oral instruction.

This course presupposes Course A.

*Course D.* Differential and Integral Calculus or Extended Course in Analytic Geometry [3]. First semester. PROFESSOR ELY.

Two courses are open to the student, one an extension of the Analytic Geometry of the Sophomore year, including the use of determinants and Tri-linear Co-ordinates. The other continuing the work of the previous semester is an extended course in Calculus, based on Williamson's text-books, and includes the elements of theory of functions of imaginary variables, the various methods of integration systematically treated, differential equations.

*Course E.* Quaternions [3]. Second semester. PROFESSOR ELY.

This course includes the general properties of scalars and vectors, Quaternion interpretation and applications of Quaternions to the Geometry of the plane, right-line and sphere.

Course E presupposes Courses A and B.

### **Astronomy.**

PROFESSOR WHITNEY.

The courses in Astronomy are all elective. Their leading aim is to acquaint the student with the methods of investigation by which Astronomy has reached its present status, and to give such practice in these methods as the previous attainment of the classes and the appliances of the observatory will allow.

*Course A.* Descriptive and Historical [1]. First semester.

This lecture course is open to all students. It is intended for those of literary tastes who may desire an outline knowledge of Astronomy without entering upon its scientific treatment. It is not essential to

the courses which follow in the schedule, nor is it recommended to those proposing to study Astronomy as a science.

*Course B.* General Astronomy [3]. First semester.

*Course C.* General Astronomy (continued) [3]. Second semester.

The course in General Astronomy runs through the year. It provides an elementary but scientific treatment of the principal departments of Astronomy, and is illustrated by frequent examples and applications, drawn as far as possible from local data. It presupposes the required mathematics of the College curriculum, and is also of value to the student as a course in applied mathematics. The students have the free use of the portable telescopes, and such questions as they can determine by their own observations with these glasses are kept before them.

*Course D.* Spherical and Practical Astronomy [3]. First semester.

*Course E.* Theoretical Astronomy [2]. Second semester.

These courses enter into a more detailed study of certain departments of Practical and Theoretical Astronomy, and require a working knowledge of the Calculus. They must, therefore, presuppose Mathematical courses A and B. During the first semester the students use the meridian circle, making and reducing their own observations. They predict occultations and observe them. In the second semester practice is transferred to the equatorial telescope and micrometric measurements. The order and character of practical work through the year, however, must frequently vary according to the positions of celestial objects of study. Theoretical Astronomy is generally treated under the form of Comet's orbit.

*Course F.* Solar Physics [2]. Second semester.

The course in Solar Physics will introduce the student to the principles underlying the study of the constitution of the celestial bodies by the spectroscope, especially in their application to the sun. This course does not presuppose the course in General Astronomy, but an ordinary knowledge of the Solar System is desirable.

## PHYSICS.

PROFESSOR COOLEY.

The complete course in Physics extends through four semesters, beginning with the Junior year. The first two semesters are devoted to the study of the general principles of the several branches of the science, viz: Matter and Energy, Phenomena of Solids, Liquids and

Gases, Heat, Sound, Light and Electricity. The two semesters of the Senior year are given to the practical study of selected branches in detail.

In General Physics the first semester is given to the study of the following subjects; the properties of matter, force, energy, special phenomena in solids, liquids and gases, heat and magnetism.

The second semester is given to the study of molecular and radiant energy, including the phenomena of sound, light and electricity.

Lectures, amply illustrated by experiments, introduce the various subjects and give an outline of the plan of study. With this preparation the student passes to the library to pursue a course of reading covering the ground marked out. A general discussion of the subject in the class-room follows this lecture and library work, and, finally, a semi-annual examination completes the work of each semester.

In Practical Physics laboratory work is involved. These courses are expected to enable the student to become more thoroughly acquainted with the facts and principles of special subjects, with the construction and use of instruments, and with the experimental methods of research.

The cabinet of physical apparatus is well supplied with instruments suited to the work of the lecture room, and with many others adapted to the exact work of the laboratory. Constant additions of modern instruments are being made. A special fund for this purpose permits the purchase of apparatus from the best American and European makers, as needed.

#### ELECTIVE.

*Course A.* General Physics; Matter and Energy, Phenomena of solids and fluids, Heat, Magnetism [4]. First semester.

*Course B.* General Physics; Sound, Light, Electricity [8]. Second semester.

*Course C.* Practical Physics; Experimental work in Physical Measurements and Electricity with lectures and collateral reading [8]. First semester.

*Course D.* Practical Physics; Experimental work in Light with lectures and collateral reading [8]. Second semester.

Courses C and D will be open to those who, having taken Courses A and B, desire to study one or two branches in detail and to become acquainted with experimental methods in Physics.

**CHEMISTRY.**

PROFESSOR COOLEY, ASSOCIATE PROFESSOR MOULTON, AND MISS FREEMAN.

The course in chemistry consists of four exercises weekly during four semesters and an additional two hours weekly in one semester. The object of this course is to acquaint the student with the experimental method of research, and to enable her to acquire by this method a thorough and systematic knowledge of the elementary facts and principles of chemistry.

Instruction is given by means of lectures which are supplemented by laboratory investigation, library study, general discussion in the class-room, and semi-annual examinations.

The general character of the work done and the special object sought in each semester may be stated as follows: The first semester is devoted to a study of the non-metals and their compounds. In this "first course" the student is expected to acquire some skill in manipulation. She is taught how to bring about various forms of chemical changes, how to investigate a chemical action by separating and identifying its products, and she is shown how the laws of combination and other principles of the science are obtained by generalizing the results of experimental work.

The second semester is devoted to a study of the metals and their compounds. In this "second course" the student is expected to become acquainted with the properties of the most typical and useful metals and to make a systematic laboratory study of their reactions. Some of the industrial applications of chemistry are considered in this connection. Attention is directed also to the bearing of observed facts on chemical theories. Finally, by comparing and generalizing the result of her own experimental work, the student reaches the analytical classification, and then proceeds to apply her knowledge by working out several analyses of substances of unknown composition.

The third semester is devoted to quantitative chemistry, and the chemistry of light. In this "third course" the student pursues a laboratory study of volumetric and gravimetric methods of analysis, and an illustrated lecture and library course in spectroscopy and photography.

In the fourth semester there are two courses, one in the study of hydrocarbons and their derivatives, the other in the chemistry of water, air and food.

In the fifth semester two hours a week are given to the study of the History and Philosophy of Chemistry.

The chemical laboratories are commodious, well lighted and well ventilated rooms, containing separate tables to accommodate one hundred and four students. Each table is supplied with running water, a sink, a filter pump, gas and burners, graduated glassware,—in fact, it is intended that every table shall be supplied with every piece of apparatus, except the balance, and with all the chemicals, which are actually needed by the student who uses it. The John Guy Vassar Laboratory Fund permits all needed additions to be made. No extra charge is made for the apparatus or chemicals.

A certificate of study in Inorganic Chemistry at Vassar will be accepted in place of the corresponding course at the Woman's Medical College of the New York Infirmary.

#### ELECTIVE.

*Course A.* Description of the non-metals [4]. Second semester.

*Course B.* Description of the metals, Qualitative Analysis [4]. First semester. Course B presupposes Course A.

*Course C.* Quantitative Analysis [4]. Second semester. Course C presupposes Course B.

*Course D.* Organic Chemistry [2]. First semester

*Course E.* Sanitary Chemistry [2]. First semester. Courses D and E presuppose Course C.

*Course F.* General Chemistry, History and Philosophy of Chemistry [2]. Second semester. Open to Seniors only. Course F presupposes Courses A and B.

#### MINERALOGY.

PROFESSOR DWIGHT.

A concise course in Crystallography is given, illustrated by the best glass models of crystals, and accompanied by exercises in the determination of forms, and in goniometrical measurements. Physical and Chemical Mineralogy are then taken up partly by recitations from the text-book, and partly by oral instruction, with special reference to a proper preparation for laboratory work. In Descriptive Mineralogy, the study of the principal ores and other minerals is conducted by oral instruction based as far as possible on the actual examination of specimens distributed among the members of the class. Meanwhile, at as early a point in the course as may be prac-

licable, laboratory practice in the determination of minerals by the blowpipe and by chemical processes is begun and continued to the end of the semester. This work is in two courses; the first consists of a series of prescribed experiments with known minerals, as arranged in schedules prepared by the instructor. This course is so devised, with reference to the character and range of the specimens, that by its completion the student is made quite familiar with all the more important reactions of the determinative processes.

The second part consists in the determination, by each member of the class, of a large number of selected unknown minerals.

Excursions are taken to localities of mineralogical interest.

*Course A.* Mineralogy, full course [4]. Dana, *Manual*, with lectures and objective study of minerals; laboratory practice in blowpipe determination of species. First semester.

Mineralogy, shorter course [2]. Lectures on mineral structure and composition; a brief course of laboratory exercises in the study and determination of minerals. First semester.

## GEOLOGY.

PROFESSOR DWIGHT.

A brief study of Physiographic Geology is followed by a course in Lithological Geology; the elementary principles of Petrography are here introduced; the methods of the optical study of minerals and rocks are taught and illustrated by the use of a lithological microscope, also by class exercises in the preparation of microscopic sections in minerals with reference to their optical examinations.

Dynamical Geology is then taken up. An elementary course in Paleontology follows, illustrated by the study of specimens, and by class practice in the actual determination of species of fossils. The members of the class are also exercised in the practical cutting and mounting of large microscopic sections of fossils, and rocks containing minute fossils, by means of a specially-devised rock-cutting machine of the largest dimensions and the most perfect equipment. Historical Geology occupies the latter part of the course. Its lessons are well illustrated by a large representative set of North American fossils originally collected by the New York State Survey, also by a valuable set of European fossils.

The advanced course in this subject will consist, as the class may elect, of the study of topics in Petrology, Paleontology, Stratigraphical or Dynamical Geology. A large supply of characteristic fossils,

accessible to the students, furnishes opportunities for much objective study, aided by ordinary microscopic apparatus. One of Fuess's celebrated lithological microscopes of the largest size and latest pattern affords facilities for the optical study of minerals, while the method and practice of rock-slicing are taught on a large machine of the latest improved form.

Abundant use is made of the literature in the college library, and especially of the more recent discussions of geological topics in the scientific journals, and in State and Government Reports and Bulletins.

The student is thus taught how to make research in documents carrying authority, and is also familiarized with the methods of investigating and discussing geological problems. Field-work is encouraged as far as is possible.

*Course A.* Elementary Paleontology [2]. A general course in the study of the structure and classification of plants and animals, with special reference to Geology, for which it is a very important preparation. Second semester.

*Course B.* Full course [4]. Dana, Text-book, with lectures. Exercises in the study of fossils and in the preparation of microscopic sections of rocks, minerals and fossils.

Shorter course [2]. Lectures on the general scope, material and methods of geological history and of dynamical geology. Second semester.

*Course C.* [2]. An advanced course, either in Petrography or in Paleontological and Stratigraphical Geology, with practice in field-work. First semester.

*Course D.* Advanced geology [2]. Either a continuation of Course C, or, for those who have not pursued Course C, a similar course. Second semester

Course C, or Course D, presupposes Course B.

## BIOLOGY.

ASSOCIATE PROFESSOR O'GRADY, MISS BYRNES, MISS E. C. PALMER.

The instruction in Biology consists of lectures, recitations, and laboratory exercises.

The course in General Biology in the Junior year serves as an introduction to the study of the Biological Sciences. It is intended that this course shall give the student a clear and comprehensive conception of the fundamental principles of life.



A number of representative forms of animal and vegetable life are studied in their structure and their mode of action, to illustrate the principal facts of morphology and physiology.

This general course is followed in the Senior year by more special work in General Zoölogy and Comparative Embryology. In the first semester, the student gains a systematic knowledge of the animal kingdom, attention being paid chiefly to the classification, development and homologies of invertebrates. In the second semester Comparative Embryology is taken up. This includes a thorough study of the Embryology of the chick, followed by a comparative study of the development of vertebrates.

An additional course in higher Biology is given in the second semester of the Senior year, including some of the leading questions of Biology, such as natural selection, evolution, heredity, and the history of the Biological sciences.

The present Senior class was given in the Freshman year a required course in General Biology, and in the Junior year, a modification of the regular Senior elective, viz. General Zoölogy and Embryology. In the year '92-'93 a more advanced Senior course is offered: Vertebrate Zoölogy in the first semester, Higher Biology in the second semester, and a Biological Seminary throughout the year.

The work in Vertebrate Zoölogy is intended to familiarize the student with the more important facts relating to the structure of vertebrated animals, special stress being laid upon comparative osteology.

The object of the seminary is to gain familiarity with the methods of original research, practice in bibliography and in the presentation of papers. Each student selects a special topic which she pursues with direct reference to original research. In addition papers are presented at the weekly meetings upon current biological literature.

In the laboratory the student acquires a thorough knowledge of methods, and of the forms discussed in the lectures. An attempt is made to cultivate the spirit of original research.

Students intending to study Biology are recommended to acquire a knowledge of the elements of chemistry.

*Courses A. and B.* General Biology [8]. First and second semesters.

*Course C.* General Zoölogy [8]. First semester. Course C presupposes Course B.

*Course D.* Comparative Embryology [2]. Second semester. Course D presupposes Course C.

*Course E.* Higher Biology [1]. Second semester. Course E presupposes Course D.

\**Course F.* Vertebrate Zoölogy [2]. First semester.

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\* Courses F, G, H are offered only for '92-'93.

*Course G.* Biological Seminary [1]. First and second semesters. Course G presupposes Course F.

*Course H.* Higher Biology [2]. Second semester. Course H presupposes Course F.

### PHYSIOLOGY AND HYGIENE.

DR. THELBERG.

#### REQUIRED.

Hygiene. A course running through the year. One hour weekly is devoted to this course, and the study comprises lectures, recitations, and practical investigation of the principles of house sanitation. Drawings and models are provided for this study. All new students are required to attend. Freshman year.

#### ELECTIVE.

*Course A.* Advanced Physiology [3]. Second semester. The course comprises lectures, text-book work, microscopic study of tissues, experiments in physiological chemistry, and frequent dissections. The Anatomical Cabinet furnishes models for practical demonstrations.

### PHILOSOPHY.

PRESIDENT TAYLOR AND PROFESSOR DEENNAN.

The study of Psychology is required of all candidates for a degree. The aim is to acquaint the student thoroughly with the principles of the science by a detailed study of the facts and processes of the mental life, and then in the study of the nature of intelligence to observe them in combination. The purpose of the instructor is to show the relation of the facts thus observed to the principles underlying the current discussions of philosophy and religion. A syllabus is used both as a guide and as a basis for discussion by the student and teacher. This course is supplemented by a course of lectures dealing with the theories of perception as they appear in the writings of modern philosophers, with the psychological and cosmological problems involved in them.

Courses of reading in the history of philosophy are assigned to the members of the class with a view to preparation for essays, or for special examination.

The course in Ethics is also required of students for a degree. The methods of instruction are similar to those outlined above. A text-book forms the basis of the work, and is made the ground of free

discussion. A course of lectures supplements the work and reading in the history of ethical philosophy is required. Topics of study are the conscience, moral law, the will, and the ultimate ground of moral obligation. The relations of the principles thus discovered to the duties of moral beings to self, others, and God, are also discussed.

REQUIRED.

1. Psychology ; Lectures on Modern Philosophy [4]. Senior year, first semester. PRESIDENT TAYLOR.
2. Ethics ; Lectures on the history of Ethical Philosophy [3]. Senior year, second semester. PRESIDENT TAYLOR.

ELECTIVE.

*Course A.* Logic [8]. This study is offered as a three hours' course, through one semester of the Junior year. As students in Logic are often hindered in their progress by the lack of some knowledge of the nature and laws of the mind, a short outline of Psychology precedes the study of the laws of thought. Second semester.

PROFESSOR DEENNAN.

History.

PROFESSOR SALMON AND ASSOCIATE PROFESSOR MILLS.

The undergraduate work in History aims to give opportunity during the Sophomore and Junior years for a somewhat comprehensive but careful study of general European history from the beginning of the mediæval period to the present time. During the Senior year facilities are offered for special work in English and American constitutional history.

The object of the instruction given is first, to emphasize the difference between reading history and studying history; second, to acquaint each student through independent work with the best methods of historical study; third, to show in the study of different nations the development of present from past conditions; fourth, to indicate the organic relation of history to other branches of knowledge.

The work of the department is conducted by means of text-books, topical outlines, lectures, and classes for special study. The students have free access to all works in the library and are trained to do independent work.

REQUIRED.

Mediæval History to Charlemagne, [3] Sophomore year, first semester. ASSOCIATE PROFESSOR MILLS.

The object of this course is to give some knowledge of methods of

historical study, to review rapidly the prominent features of classical civilization, and mainly to study the history of Europe from Constantine to Charlemagne. Particular attention is paid to the development of the church and to the ascendancy gained by Christianity over classical and Germanic ideals.

## ELECTIVE.

*Course A.* Mediæval History from Charlemagne to the Renaissance [2]. Second semester. ASSOCIATE PROFESSOR MILLS.

In this, as in the preceding course, the dominating influence of the church is the chief object of attention. Feudalism, the formation of the European states, the Holy Roman Empire, the Crusades, the evidences of a new spirit as shown in the revival of commerce, city life, the revival of learning and art, are among the principal topics considered. Each student should be provided with Bryce's *The Holy Roman Empire*.

*Course B.* Modern European History [3]. First semester. PROFESSOR SALMON.

This course comprises a special study of the political and religious condition of Europe during the fifteenth and sixteenth centuries, and the political and religious history of Europe from the beginning of the Reformation to the Treaty of Westphalia. As far as possible the period is studied from contemporaneous literature, official documents, and the leading modern authorities. It is one aim of this and the following course to give the student constant practice in the different uses of historical material, as in the preparation of bibliographies and biographies, the study of treaties and creeds from the documents themselves, reviews of recent literature treating of the period and work in historical geography.

*Course C.* Modern European History [3]. Second semester. PROFESSOR SALMON.

This course is the continuation of Course B. The work comprises a brief survey of the history of Europe from the Treaty of Westphalia to the beginning of the French Revolution. A more special study is then made of the period of the Revolution and of the political development of the different countries as resulting from it. It is one object of this and of the preceding course to show by the study of comparative history the influence of different nations on each other.

*Course D.* English and American Constitutional History [4]. First semester. PROFESSOR SALMON.

This course is open to students who have had at least three courses in History.

The course is intended to offer opportunity for critical study of the origin and development of the English and American constitutions and a comparative study of the existing political institutions of the two countries. The specific lines of work along which the general subject is studied vary from year to year. The class is divided into small sections, thus affording opportunity for constant discussion of facts and principles and the individual study of special topics.

*Course E.* American Constitutional History [3]. Second semester.  
 PROFESSOR SALMON.

This course is open to all Seniors.

The work comprises a study of the workings of the American constitution with special reference to the history of political parties.

*Course F.* Comparative Politics [2]. Second semester.  
 PROFESSOR SALMON.

This course is open to those who have taken Course D.

The work comprises a study of different theories in regard to the origin and functions of the State, with an examination of the application of these theories in the different forms of modern federal government. The specific questions considered vary from year to year.

## ECONOMICS.

### ASSOCIATE PROFESSOR MILLS.

Students intending to take but one course should elect B. Those planning to take several may begin with either A or B. The first four courses may be taken advantageously in either of the following orders: A, B, C, D; B, A, D, C.

The methods of work in this Department will be various, depending upon the nature of the topic, the resources of the library and the object of the course. Lectures, investigation of special topics, textbooks as a basis for discussion and recitation will all be used. Whenever available, Reports of National and State Bureaus of Labor, of Railroad Commissions, and of the Census Bureau and other statistical documents will be employed.

*Course A.* Industrial and Economic History. [3]. (1) The development of Industrial Society; (2) Economic and Financial History since the French Revolution. First semester. This course requires no previous study of Economics.

The first part of this course will deal with such topics as the following: the English manor; the revival of commerce and industry; the merchant and craft guilds; mediæval agriculture; economic effects of the Great Plague; the growth of international trade; the great trading companies; progress of agriculture; domestic system of industry; the industrial revolution; the factory system. The work will be based upon the works of Ashley, Cunningham, Thorold Rogers, Toynbee, R. W. C. Taylor, Weeden. Gibbin's *Industrial History of England* will furnish the student an outline connecting the topics considered. The second part of the course will follow closely Rand's *Economic History since 1763*.

*Course B.* Principles of Economics [8]. Recitations from Marshall, *Elements of Economics* and Andrews, *Institutes of Economics*. Second semester.

This course is designed to give a fundamental knowledge of the main principles of economic theory with such attention to conflicting views as time permits. Collateral reading is required. Particular attention will be given to Money and Banking.

*Course C.* Railroad Transportation, Trusts, and the Relation of the State to Monopolies [2]. First semester. Must be preceded by B.

A study of the railroad problem gives the best introduction to a consideration of other monopolies and the attitude of the state to them. Such attention as is possible will be given to municipal monopolies. Recent legislation will be studied. This course includes a consideration of many theoretical questions that have come to the front under modern industrial conditions. Hadley, *Railroad Transportation*; Dabney, *Public Regulation of Railroads*; H. C. Adams, *Relation of the State to Industrial Action*, will be the chief books used.

*Course D.* The Labor Problem: its Origin and Attempts toward its Solution [2]. Second semester. Open to those having had B, and also to those having had A who take B.

The chief topics considered will be the progress and present condition of the working classes; their claims; factory legislation; history and aims of workmen's combinations; conciliation and arbitration; co-operation; profit sharing. For the present the subject of socialism will be included in this course.

*Course E.* Social Science [2]. Second semester. Open only to Seniors who have taken or who take B.

A study of some of the prominent social problems, as the family and divorce, pauperism, condition of the poor in great cities, charities, insanity, crime, modern prison science, immigration, workingmen's insurance, savings institutions. Visits will be made to various charitable and correctional institutions, of which there is a considerable variety within easy access of the College. The formal and informal lectures by those in charge of the institutions visited have been very instructive.

*Course F.* Economic Seminary [2]. Second semester. This Seminary will be formed only when desired by several properly prepared students. A prerequisite for admission is the completion with success of at least three courses in Economics. If not previously taken Course D must be elected contemporaneously with the Seminary.

### ART.

PROFESSOR VAN INGEN.

Four courses, all elective, are offered in this department. One Theoretical, two Historical, one Technical.\*

Course A, Theory of Architecture, Sculpture and Painting, has special reference to the principles of criticism.

Courses B and C comprise the History of Architecture, Sculpture and Painting.

Course D, Technic, lays the foundation for the work of the professional artist.

The instruction in Courses A, B and C, is given by means of lectures and collateral reading. A large collection of Braun Photographs, Casts and Diagrams elucidates this instruction. The work gone over in these several classes is further impressed on the student's mind towards the close of the year by a course of twelve illustrated stereopticon lectures, which bring all the prominent works of art on a large scale before them. These lectures are open to all the members of the college.

*Course A.* [2]. Theory of the art of Design. First semester. This course comprises a study of Beauty in Art, intellectual and optical beauty. Unity, its application to different modes of expression. Definition of Architecture, laws derived from nature: Materials used in Architecture, their effect on construction: Lintel and column; round-arch and dome; pointed arch and buttress; the truss: Decora-

\*For this course there is an extra charge.

tions in Architecture. Definition of Sculpture ; the Statue ; low, medium, and high relief ; laws of relief ; Materials used in Sculpture and subjects treated. Definition of Painting ; Imitation ; Materials used in painting. Etching, Engraving, Lithography, Photography. Composition, the Sketch, the Studies. Drawing ; its importance, Stereography, Orthography, Stenography. Perspective, the definition, the perspective of a point. Parallel perspective, Oblique perspective, problems. The Human form in Art, Proportion, Anatomy, Expression : Gesture, Drapery, Costume, Attributes. Chiaroscuro, tone. Colour. Touch. Various kinds of pictures ; historical, portrait, genre, landscape, animal, battle, marine, architectural, flower, fruit, still-life, scene and ornamental paintings.

*Course B.* [2]. Second semester.

History of Art, Architecture and Sculpture : The Egyptian Temple and its Sculptures, Tombs and Sculptured Reliefs, Pre-Historic Monuments of Greece, The Greek Temple and its Sculptures, the Periods of Phidias and Praxiteles, the Alexandrian Period, Roman Architecture, Portrait Statues and Historical Reliefs, Early Christian Architecture, the Byzantine and Latin Styles, the Romanesque and Gothic Cathedral and their Sculpture Decorations, Renaissance Architecture and Sculpture, Ghiberti, Donatello, Della Robbia, Michael Angelo, Bernini, Canova, Flaxman, Thorwaldsen.

*Course C.* [2]. First semester.

Painting : Classic and Byzantine Painting, Renaissance Painting, Giotto, Fra Angelico, Masaccio, Leonardo, Michael Angelo, Raphael, Titian, Veronese, Durer, Rubens, Rembrandt, Velasquez, Murillo, Poussin, David, Millet, Hogarth, Reynolds, Benjamin West.

*Course D.* Technical instruction in Drawing and Painting in Oil and Water-Colours.

The work is graded into the following Classes :

Class 1 : Preparatory Class : Drawing in black and white and Water Colours from Geometrical, Ornamental and Architectural forms.

Class 2 : Antique Class B : Drawing from models of parts of the human figure.

Class 3, Antique Class A : Drawing from the full length Statue.

Class 4, Still-life Class : Painting in Oil and Water-Colours.

Class 5, Portrait Class : Drawing and Painting from the draped Life Model.

Classes 1, 2, 3, 4, continue each through one semester ; Class 5 through two semesters, (each class two hours, three days in the week).



**MUSIC.**

PROFESSOR BOWMAN.

Harmony. Exercises in writing Intervals, Triads, Sept Chords, Altered Chords, Organ Point, Suspensions and Harmonic accompaniment to selected and original melodies.

*Course A.* Principles of Harmony [2]. First semester.

MISS BLISS AND MISS BLEWETT.

*Course B.* Embellished Modulations and Harmonic accompaniment [2]. Second semester.

PROFESSOR BOWMAN.

*Course C.* Counterpoint. Exercises in adding, one, two, three, four or more voices in Simple Counterpoint to given or original *cantus fermi*. Also the principles\* employed in writing Double Counterpoint, Canon and Fugue [2]. First semester.

PROFESSOR BOWMAN.

*Course D.* History. It is the aim in this course to study under the following headings the outlines of musical progress from the time of the most ancient Oriental civilization to the present: Oriental and Ancient Music. The first ten centuries of Christian Music. From Guido to the Fourteenth Century. Epoch of the Netherlanders. The Rise of Dramatic Music. The Beginning of Oratorio. Instrumental Music from the Sixteenth to the Nineteenth Century. Development of Italian, French and German Opera. Development of the Oratorio, Cantata, Passion Music and Sacred Music [2]. First semester.

PROFESSOR BOWMAN.

*Course E.* History. This course is designed to fill in the details of the most important features in the development of music during the last hundred and fifty years. Biographic and analytic lectures are given on the chief workers and works in Opera from Gluck to Wagner, special attention being devoted to the latter. A special supplementary course is given in the History of Piano-forte Playing and Pianoforte Music [2]. Second semester.

PROFESSOR BOWMAN.

The College Chorus offers class training in the principles and practice of vocal music, such as Notation, Time, Accent, Dynamics, Tone-production, Articulation and Expression. A superior class of music is studied for practice in Interpretation and for performance at such public exercises of the College as may be thought advisable. The

\*The Department of Music having recently been placed on a collegiate basis, some of its work is necessarily in a formative state. It is the intention to extend the time allowed for the practical study of the higher contrapuntal forms as soon as possible.

drill is divided into two parts between which, by way of interlude, the instructor gives a brief lecture on some topic pertinent to general musical culture, for example, such as: How to Study Music. Characteristics of Great Composers. Synopsis of Great Compositions. What the Musical World is Doing To-day.

PROFESSOR BOWMAN.

Instruction is also furnished by the College in the practice of music, —vocal (Mr. Sauvage), organ (Miss Blewett), piano-forte (Miss Whitney, Miss Chapin, Miss Bliss, Miss Blewett), and violin (Mr. Grube),— and for this an extra charge is made, see p. 76.

To the concerts and lectures given during the year by eminent artists and lecturers, students have free access. The College Choir offers valuable experience in church music, and the monthly meetings of the Thekla Club afford students of the piano-forte the opportunity of performance in the presence of others.

#### BIBLE STUDY.

The College aims to give, in a progressive course of study, such instruction as shall enable the student to gain a general knowledge of the history and teachings of the Bible. Among the specialists who have conducted this work are President Harper and Professor Burton of the University of Chicago, Professor Riggs of the Auburn Theological Seminary, and Professor True of the Rochester Theological Seminary. The course for the present semester is upon the Beginnings of the Church as seen in the Acts of the Apostles.

#### SUMMARY OF THE COURSES OF STUDY.

Letters indicate elective courses; figures, the number of hours per week.

##### FRESHMAN YEAR.

ALL REQUIRED.			
<i>First Semester.</i>		<i>Second Semester.</i>	
Latin	4	Latin	4
Greek	4	Greek	4
French		French	
German		German	
English	3	English	3
Mathematics	3	Mathematics	3
Hygiene	1	Hygiene	1
		Elocution	1

SUMMARY OF THE COURSES OF STUDY.

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SOPHOMORE YEAR.

REQUIRED.

<i>First Semester.</i>		<i>Second Semester.</i>			
Latin	3	Latin	2		
Greek	}	Greek	}		
French		3		French	2
German				German	
English	3	English	3		
Mathematics	3				
History	3				
		ELECTIVE.			
		Student to elect 8 hours.			
		A. Mathematics	4		
		A. Chemistry	4		
		A. Elementary Paleontology	2		
		A. Mediæval History	2		
		A. Latin	2		

JUNIOR YEAR.

ALL ELECTIVE.

<i>First Semester.</i>		<i>Second Semester.</i>	
B. Latin	3	C. Latin	3
A. Greek, short course,	3	A. Greek, short course,	3
B. Greek	2	C. Greek	3
A. French, short course,	3	A. French, short course,	3
B. French	2		
C. French	2	D. French	2
A. German, short course,	3	A. German, short course,	3
B. German	2	C. German	2
A. English, Rhetoric.	2	B. English, Essays,	1
D. English, Shakspeare,	3	E. English, Queen Anne,	3
F. Anglo-Saxon	3	G. Anglo-Saxon	2
B. Mathematics	3	C. Mathematics	3
A. Astronomy	1		
B. Astronomy, general,	3	C. Astronomy	3
A. Physics	4	B. Physics	3
B. Chemistry	4	C. Chemistry	4
A. Mineralogy	4 or 2	B. Geology	4 or 2
A. Biology	3	B. Biology	3
		A. Logic	3
B. History	3	C. History	3
A. Economics	3	B. Economics	3
A. Art	2	B. Art	2
A. Music	2	B. Music	2

**SENIOR YEAR.**

<b>REQUIRED.</b>	
<i>First Semester.</i>	<i>Second Semester.</i>
Psychology	4
	Ethics
	3
<b>ELECTIVE.</b>	
<i>D.</i> Latin	3
<i>A.</i> Sanskrit	2
<i>D.</i> Greek	2
<i>E.</i> French	2
<i>D.</i> German	2
<i>C.</i> Forensics	2
<i>H.</i> Chaucer	2
<i>D.</i> Mathematics	3
<i>D.</i> Astronomy	3
<i>C.</i> Physics	3
<i>D.</i> Chemistry, Organic,	2
<i>E.</i> Chemistry, Sanitary,	2
<i>C.</i> Geology	2
<i>C.</i> Biology	3
<i>D.</i> History	4
<i>C.</i> Economics	2
<i>C.</i> Art	2
<i>C.</i> Music	2
<i>D.</i> Music	2
	<i>F.</i> Latin
	3
	<i>B.</i> Sanskrit
	2
	<i>E.</i> Greek
	3
	<i>F.</i> French
	2
	<i>E.</i> German
	2
	<i>I.</i> English Philology
	1
	<i>E.</i> Mathematics
	3
	<i>E.</i> Astronomy
	2
	<i>F.</i> Solar Physics
	2
	<i>D.</i> Physics
	3
	<i>F.</i> Chemistry
	2
	<i>D.</i> Geology
	2
	<i>D.</i> Biology
	2
	<i>E.</i> Biology
	1
	<i>A.</i> Physiology
	3
	<i>E.</i> History
	3
	<i>F.</i> Comparative Politics
	2
	<i>D.</i> Economics
	2
	<i>E.</i> Social Science
	2
	<i>F.</i> Economic Seminary
	2
	<i>E.</i> Music
	2

**DEGREES.**

Students who have completed the regular course will receive the First or Baccalaureate Degree in Arts (A.B.)

No person will be admitted to the College as a Candidate for the degree of Bachelor of Arts after the beginning of the first semester of the Senior year.

The Second Degree in Arts (A.M.) may be conferred upon Bachelors of Arts of this or of any other approved College, who have pursued a course of advanced non-professional study. The required period of residence is one

year, but graduates of this College studying *in absentia* must employ at least two years to complete the same amount of work. Non-residents must submit to the Faculty their proposed course of study at least two years in advance. The candidates must pass examinations on the course of study arranged and present an acceptable thesis. The title of the thesis must be presented to the Faculty as early as possible and not later than January first of the year in which the degree is to be conferred. A fair copy of the thesis should be sent to the President's Office not later than May first of the same year.

The degree of Doctor of Philosophy (Ph.D.), *in course*, will be conferred on graduates of this or of any other approved College. The requirements for such a degree will be a three years' course in liberal studies, two of which shall be spent at this College, but by vote of the Faculty a year of graduate study at some other college or university may be accepted for one year of residence. Two principal subjects of study must be pursued by every candidate for the degree, examinations must be taken in both, and a thesis showing original research must be presented on one of them. The candidate must be able to read Latin, French, and German, and must have at least an elementary knowledge of Greek.

The degree in Music, *Musicae Baccalaurea* (Mus.B), is open to graduates of this, or of any other approved College, and to such as may produce certificates testifying to their use of at least five years in the study of Music. Two examinations must be taken by every candidate, at an interval of not less than one year, the first covering Harmony and Counterpoint in not more than four parts, and Canon and Fugue in two parts, and the second embracing Harmony and Counterpoint in five parts, Canon and Fugue, Musical Form (analysis), History of Music, and Orchestration. Before the final examination the candidate will be

required to submit for the approval of the examiners a composition on a sacred or secular subject, containing some portion for a solo voice, some for a chorus for four parts using fugue treatment, and an accompaniment for piano, organ, or a string band, said composition to occupy about fifteen minutes in its performance.

Resident graduates and students in special courses, may receive from the President a certificate of the studies completed.

The degrees conferred in 1892 were as follows:

## A. M.

## THESES.

ANNA CLELAND McFADDEN—A part of Caedmon's Genesis translated with vocabulary and notes.

CORA ANGELINA START—Naturalization in the English Colonies in America.

## A. B.

ELLEN CORDELIA ABBOTT,  
 AGNES ARBUCKLE,  
 EDITH COLBY BANFIELD,  
 CLARA LOUISE BARBER,  
 KATE MILLS BRADLEY,  
 REBECCA WHITLOCK BRUSH,  
 ELLA WELBON CRAMER,  
 EVA JOSEPHINE DANIELS,  
 KATHARINE BEMENT DAVIS,  
 MARY ELIZABETH FANTON,  
 ELIZABETH FLAHERTY,  
 PENELOPE McNAUGHTON FLETT,  
 HELEN NORTH FROST,  
 CORNELIA GOLAY,  
 ELEANOR FRANCIS GOULD,  
 LAURA CHURCHILL GRANT,  
 EMELYN BATTERSBY HARTRIDGE,  
 MAUDE AMELIA HENCH,  
 PAULINE HEBBING,  
 SARAH SHEPPARD HOMANS,  
 JENNIE ICKLER,  
 LINA BAYLIS JAMES,

MARGARET MORTON,  
 EMMA LOUISE MOTT,  
 THEODOSIA OLDHAM,  
 ANNA OWENS,  
 MARY SECORD PACKARD,  
 ANNA MATHER PALMER,  
 ELIZABETH CUMMINGS PALMER,  
 ANNA LOUISE PERKINS,  
 ESTELLE RUTHERFORD PUTMAN,  
 SARA SHERWOOD PLATT,  
 AMY LOUISE REED,  
 ALICE MARION ROBBINS,  
 ELIZABETH LINCOLN ROWE,  
 MILLIE BIGLOW SARGENT,  
 CARRIE MORGAN SMITH,  
 MARY ALICE SMITH,  
 EDITH HELEN STEARNS,  
 ANNIE AGNES STEPHENSON,  
 KATE TAYLOR,  
 KATE BARDWELL TITUS,  
 SARAH BACON TUNNICLIFF,  
 ADELENE CLARKE ULRICK,

NELLIE DEAN KING,	SUSIE EMILY WAKEMAN,
HENRIETTA LOIS MANNING,	EMMA FRANCES WALLACE,
ELIZABETH MATILDA MAST,	EDITH WARD,
HELEN GULIELMA MOOREHEAD,	LUCIA EDNA WOOD,
HESTER BOTSFORD MORRILL,	SARAH ELIZABETH WOODBRIDGE.

Under the rules existing prior to this year, diplomas for the completion of the course in Painting were awarded to

MARTHA SOPHIA BENSLEY,	MARY LOUISE BURKE,
AGNES BIRKMAN,	MABEL LILLIAS COOLEY,
MABEL ELEANOR BUNTEN,	HELEN EMMA MITCHELL,
CARRIE THORNE WING.	

## LECTURES.

The College provides courses of lectures supplementary to its regular work. The subjects, as far as arranged, are as follows:

James Russell Lowell, . . . . . MISS M. L. AVERY.

1. The Ancient Educational Ideals,
2. The Beginnings of the Universities,
3. The Educational Reformers,
4. The Modern State and Education,

PROFESSOR NICHOLAS MURRAY BUTLER.

The Precursors of the Pianoforte (with illustrative music upon the M. Steinert collection of keyed instruments), .

MR. H. E. KEEHBIEL.

Early Christian Rome and the Catacombs, . MR. PERCY M. REESE.

Democracy, . . . . . PROFESSOR WOODROW WILSON.

The South in Literature, . . . . . MR. JAMES LANE ALLEN.

The Early Church as seen in the Acts and the Epistles, (sixteen lectures), . . . . . PROFESSOR B. O. TRUE.

1. Sociology and Social Problems,

2. Statistics, . . . . . DR. SAMUEL W. DIKE.

The Public Schools of England, . . . . . MR. GEORGE L. FOX.

Early Phases of Local Development as shown in the Organization of the Native Tribes of our Country, (two lectures),

Indian Music, . . . . . MISS ALICE FLETCHER.

Some Aspects of the Eighteenth Century,

PROFESSOR ALBERT TUTTLE.

Roman Life . . . . . PROFESSOR JAMES B. GREENOUGH.

The Currency of the United States, . . . . . PROFESSOR F. W. TAUSSIG.

American Literature, . . . . . PROFESSOR BARRETT WENDELL.

Concerts are also provided for the College under the auspices of the Department of Music. They are given by artists from the best known Musical Clubs and Societies.

### GRADUATE COURSES.

Courses of advanced study are offered by the various departments of the College to graduates of colleges who may prove to the Faculty their ability to profit by them. It is the purpose of the Faculty thus to encourage independent work. The student will have the advantage of study with the instructor, and of a general direction in her investigations.

Graduate courses of study, under the direction of the heads of the different departments of instruction, will be arranged for such resident graduates as wish to take examinations for the Second Degree in Arts (A. M.)

The following courses are offered for the coming year.

#### Ancient Languages.

Dramatic Poetry among the Romans, with special study of the early period. Latin Inscriptions.

Aristotle On the Constitution of Athens. The text will be studied from a fac-simile of the manuscript. Attic Inscriptions.

#### Modern Languages.

Studies in Middle High German and Old French.

#### Philosophy.

Locke, Berkeley, and Hume.

The History of Ethical Philosophy in England.

#### Natural History.

Paleontology and Geological Field-work.

#### Chemistry and Physics.

Any one of the following :

A course of laboratory work in Electricity.

A course of laboratory work in Light, including the spectroscope and its applications.

A course of practical Chemistry and Physics adapted to the wants of teachers.



**Mathematics.**

An extended course in Calculus, or Modern Analytical Geometry.

**Astronomy.**

Practical work in the Observatory.

**English.**

1. Anglo-Saxon Poetry. Beowulf finished, Andreas, Judith, Elene, Caedmon's Exodus. Sievers' grammar will be used and reference made to the various histories of Anglo-Saxon Literature.

2. Anglo-Saxon Prose. Selections from a number of prose authors. Sievers' grammar and readings in the history of Anglo-Saxon Literature as in Course I. Both of these courses imply an elementary knowledge of Anglo-Saxon,—Sweets' Reader or an equivalent.

3. Literature of the Fourteenth Century. Selections from Gower, Langland, and, if possible, other writers of the period will be read with thorough study of the grammatical and metrical forms and of the phonology. A considerable part of Chaucer will also be taken in the same manner. The course includes the history of the literature of the period both in England and on the continent.

4. Reading Courses in the later English Literature will be marked out for students who desire them, according to their stage of advancement and also their purposes and aims. This work will be supervised by the instructors, and tested by means of frequent essays, personal interviews, and examinations.

## THE COLLEGE AND ITS MATERIAL EQUIPMENT.

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The College is situated two miles east of Poughkeepsie, which is half way between Albany and New York, on the Hudson River Railroad. Street-cars run regularly to and from the city. The Western Union Telegraph Company has an office in the building.

The College buildings comprise the Main Building, a structure five hundred feet long, containing students' rooms, apartments for officers of the College, recitation rooms, the chapel, library, dining rooms, parlors, offices, etc.; the new Hall for residence; the Vassar Brothers' Laboratory of Physics and Chemistry; the Museum, containing the collections of Natural History, the Art Galleries, the Music Rooms, and the Mineralogical and Biological Laboratories; the Observatory; the Alumnæ Gymnasium; the Conservatory; the Lodge; Residences for Professors; and various other buildings.

### **The Main Building.**

This building is warmed by steam, lighted with gas, and has an abundant supply of pure water. A passenger elevator is provided. Every possible provision against the danger from fire was made in the construction of the building. In addition to this there is a thoroughly equipped fire service, a steam fire engine, connections and hose on every floor, several Babcock extinguishers, and fire pumps.

The students' apartments are ordinarily in groups, with three sleeping-rooms opening into one study. There are also many single rooms and a few rooms accom-

modating two persons. The rooms are provided with necessary furniture, and are cared for by servants. The construction of the building is such that even more quiet is secured than in most smaller edifices. The walls separating the rooms are of brick, and the floors are deadened.

#### **The New Residence Hall.**

The College is erecting a building for the accommodation of one hundred students. It will be ready for occupancy in December. Meanwhile the numbers unprovided for in the present buildings are cared for in a hotel which has been leased by the college.

The new building is arranged in single rooms, and in suites of three rooms for two students. The dining room, the height of which extends through two stories, is at the north end of the building. Everything has been done to make this hall attractive and comfortable, and owing to the generosity of Mr. John D. Rockefeller who supplemented the appropriation by a gift of \$35,000, it has been possible to provide a model building for residence.

It contains an elevator, the plumbing is of the best pattern, and it is protected against fire in the same manner as the Main Building.

#### **The Frederick F. Thompson Library.**

This building, connected with the main edifice, is now in process of construction, and it is hoped that it will be completed in the spring. Mr. Thompson's great generosity meets one of the chief needs of the college.

THE LIBRARY of the College contains about nineteen thousand volumes, selected with special reference to the needs of the various departments. Provision is made for its growth by annual appropriations. The students have free access to the shelves during eleven hours of each day.

THE READING ROOM receives, in addition to the daily and weekly papers, the leading scientific, literary, and

philological periodicals, American, English, German, and French.

**The Vassar Brothers' Laboratory of Chemistry and Physics.**

This is a large and commodious building, with rooms of ample size for lectures, and laboratories for the practical study of general and analytical chemistry.

An addition, costing \$4,000, has been made to this structure during the past summer, and is to be devoted to the work of experimental physics.

In the Qualitative Laboratory, two capacious ventilating chambers divide the tables into three sections, affording abundant facilities for the removal of noxious gases. Every table is supplied with gas, water and waste pipe, a filter pump, a full set of re-agents, and every utensil needed for the work.

In the Quantitative Laboratories, each table is supplied with Bunsen's and Fletcher's burners, water and filter pump, a set of graduated glassware, and all the minor pieces required for both gravimetric and volumetric analysis. Fletcher's gas furnaces for oxidation and reduction, apparatus of various forms for specific gravity, and a full supply of chemical balances are within easy reach, while hot water, distilled water, drying ovens, and blast lamps are conveniently placed.

The Cabinet of Philosophical Apparatus contains a large collection illustrating the several branches of physics. Among the instruments of precision are the following: Atwood's machine with electric action, a fine standard barometer given by the class of 1880, Cooley's apparatus for precise experiments on Boyle's law, and for the electrical registry of vibrations, tuning forks from König, a polariscope from Queen, a spectroscope from Hartmann and Braun, a Mascart's electrometer, and other fine electrical test instruments from Elliott, Breguet, Carpentier, and

Edelmann. A fund, the gift of Mr. John Guy Vassar, provides for the addition of new apparatus.

#### **Biological Laboratory.**

The biological laboratory is furnished with tables for microscopic work and dissection with re-agents, glassware and instruments, and the students are supplied with dissecting instruments, compound and dissecting microscopes, etc.

The laboratory instruments include Thoma and Minot microtomes, a Cambridge incubator, sterilizers, paraffin baths, aquaria, etc.

A valuable collection of Invertebrates from the Zoölogical Station at Naples has been added, and a series of charts illustrating the anatomy and embryology of Invertebrates.

There is a small working library in the laboratory containing the ordinary text books and works of reference and a few monographs.

#### **The Mineralogical and Geological Laboratories.**

These contain cases of representative specimens, especially intended for actual handling and study by the students of these courses. To such students they are constantly accessible. There are also various forms of requisite apparatus, among which may be mentioned a Wollaston's Reflecting Goniometer, a Joly Specific Gravity Balance, an Analytical Balance, a Fuess Lithological Microscope of the largest size and latest improved form, apparatus and re-agents for the preparation of microscopic sections of minerals and rocks, and a sufficient number of complete sets of the apparatus requisite for the blowpipe determination of minerals to furnish one to each student of the class.

A good supply of the leading text-books and books of reference on the topics studied, is furnished to the laboratories of Natural History for daily use by the students.

**The Museum of Natural History.**

This contains

1. The Cabinet of Minerals, Rocks, and Fossils, with more than ten thousand specimens, besides models, restorations, relief maps, sections, landscapes, etc. The minerals are over four thousand in number, all carefully selected for their educational value. There are also series of models in wood and in glass for illustrating crystallography, a series exhibiting the physical characteristics of minerals, and many duplicate specimens for manual use. The lithological collection embraces all the important rocks, about seven hundred in number; the palæontological collection contains nearly five thousand fossils, which are chiefly from the standard European localities. There is a representative set of North American fossils, illustrating every period of geological history, and comprising over three thousand specimens, each one thoroughly authenticated.

A valuable collection of the remarkable vertebrate fossils of the Tertiary from the Bad Lands of Nebraska, including portions of gigantic mammals, also of interesting concretionary forms from the Hot Springs of South Dakota have been added.

2. The Cabinet of Zoölogy, illustrating all the subkingdoms, comprising about five hundred mammals, birds, and reptiles from South America; representative vertebrates from our own country; a collection of insects; a choice collection of shells, corals, and other radiates; a fine osteological series; a set of Blaschka's life-like models of Invertebrates; and some of Auzoux's elastic anatomical models for illustrating structural and comparative zoölogy. It is especially rich in ornithology, as it includes the Giraud collection of North American birds, well known as one of the most valuable in the United States. It contains about one thousand specimens, all mounted, representing over

seven hundred species, among which are several type specimens, and many of historical interest as the originals of Audubon's drawings. The representation of South American birds, though not so complete, is rich, embracing probably the largest series of humming birds in any College museum.

#### **Art Gallery.**

This contains a collection of oil and water-color paintings. Among these the oldest artist in America, Watson, is represented. Of the early American school it contains specimens by Trumbull, Mount, Cole, Durand, Gifford, Kensett, Edwin White, Baker. Of the later Americans it counts specimens by Inness, Boughton, Huntington, McEntee, Whittridge, Shattuck and Gignoux. Of foreign art it has works by Diaz, Courbet, L'Enfant de Metz, and Duverger. Among the water colors it counts four Turners, two Prouts, one Copley Fielding, two Stanfields and a number of others by well-known foreign and American artists.

#### **The Hall of Casts.**

Contains specimens of all the great periods of sculpture; the Hermes by Praxiteles, the Laocoon and Niobe groups, the Sophocles and Demosthenes, the Dying Gaul and Borghese Warrior, the Venus of Milo and the Venus de Medici, the Diana, the Augustus of the Vatican, the Nuremberg Madonna, the Ghiberti Gates, the Pieta by Michael Angelo, the St. George by Donatello, a case with forty-two Tanagra figures, and a number of Architectural constructive details and ornaments. All these casts are of the size of the originals.

The art fund provides means for annual additions to the Gallery.

#### **The Eleanor Conservatory.**

This memorial gift from Mr. W. R. Farrington, of Poughkeepsie, was erected in 1886. The plants, com-

prising typical specimens from all parts of the world, are among the valuable resources for biological instruction. The Herbarium contains the Merrill collection of ferns and other plants.

#### **The Anatomical Cabinet.**

This contains articulated and non-articulated skeletons, a complete dissectible manikin, magnified dissectible models of the eye, ear, larynx, etc., desiccated and other specimens, comprising all that is needed to elucidate the topics studied.

#### **The Astronomical Observatory.**

The observatory contains a Meridian Circle with Collimating Telescopes, a Clock and Chronograph, an Equatorial Telescope, and two Portable Telescopes, the gifts of Dr. R. H. McDonald, of San Francisco, and Miss Cora Harrison, of the class of 1876. The object-glass of the Meridian instrument is of three and three-quarters inches diameter; that of the Equatorial, of twelve and one-third inches. The latter is from the manufactory of Alvan Clark. A Telespectroscope made by J. A. Brashear has recently been added.

#### **The Chapel Organ,**

The gift of Mrs. John H. Deane, was constructed by H. L. Roosevelt of New York.

#### **The Alumnae Gymnasium.**

This building, erected in 1889 by the Alumnae and Students of the college, is the largest building for purposes of physical exercise connected with any college for women. The main part is one hundred feet long by forty-five feet wide. The upper story is used as a tennis court and as a hall for the entertainments of the Philaethean



Society. The lower story contains, besides loggia and entrance hall, a room in which there are twenty-four bath rooms, with each of which two dressing-rooms connect. At the rear of this room is a large swimming tank, the gift of Mr. Frederick F. Thompson, of New York. It is forty-three feet long by twenty-four feet wide. A well one hundred and fifty feet deep supplies it with water, which is pumped in at a temperature of from 70° to 80°.

The Gymnasium proper is sixty-seven feet long, forty-one feet wide and thirty-five feet high. It is fitted up with all the necessary apparatus, including pulley-weights, rowing-machines, quarter circles, chest developers, walking bars, swinging rings, ladders, Indian clubs, dumbbells, and many other appliances for correcting inherited tendencies, and for developing muscle with the least expenditure of nerve force.

#### Health and Physical Training.

A Physician resides in the College. The health of the students is made a prime object of attention, and the sanitary regulations of the College are all carefully directed. The study of hygiene is required of all new students.

There is an infirmary with complete arrangements for the comfort of the sick, and with a competent nurse in constant attendance. It is isolated from the rest of the College, and, with a southern exposure and the cheerful appointments of its dormitories and parlor, makes a home-like place of rest for those who need temporary relief from their work.

Students who enter in good health have almost uniformly preserved it, and cases of acute disease have been very rare. Few communities of the same number of persons have so little illness.

Upon entering the College, each student is examined by the resident physician, her heart and lungs are

tested, and information is solicited concerning her habits and general health. From these recorded data and measurements made by the teacher of gymnastics, exercise is prescribed to meet the special wants of each individual. This is required three times weekly unless the student is excused by the resident physician. Occasional re-examinations guide modifications of prescriptions. All exercise in the Gymnasium is under the personal supervision of the Director of the Gymnasium, who has made a special study of physical exercise as taught by Dr. Sargent of Harvard University and by other specialists. To ascertain the defects needing correction and to avoid overtasking or wrongly working any student, the system of measurements recommended by the American Association for the Advancement of Physical Education, and adopted in all the best gymnasia, is followed. These measurements afford, as taken during several years past, interesting and encouraging information concerning the valuable effects of systematic physical education.

The Grounds of the College, covering two hundred acres, with several miles of gravel walks, tennis courts, a lake available for boating and skating, and a rink for ice skating, the gift of Trustee Rockefeller, furnish ample facilities for the out-door recreation which is required.

#### **Religious Life.**

The College is distinctly Christian, as its Founder willed it to be, and it welcomes those of every faith to its advantages. It is unsectarian in its management. Services on Sunday are conducted by clergymen of various churches, and evening prayer is held in the Chapel daily. Provision is made for the regular study of the Scriptures. Religious meetings are held Thursday and Sunday evenings. There is a Young Woman's Christian Association. Its public

meetings are addressed by men and women devoted to home and foreign mission work.

The following are among the speakers from February, 1892, to February, 1893 :

Dr. Edward Judson—"New York Missions." Miss Anna L. Dawes—"The Indian Question." Dr. Samuel Dike—"Problem of the Family." The Rev. H. C. Mabie—"In Brightest Asia." Mrs. Frances J. Barnes—"Temperance in the Light of the New Testament." Dr. John G. Paton—"Work in the New Hebrides." Bishop Hare—"Work among the Indians." Jacob A. Reis—"Children of the Poor in New York." Miss Ida Wood—"College Settlement." Mrs. Ballington Booth—"Salvation Army." Dr. Samuel Jessup—"Work in Syria." Mrs. James D. Eaton—"Work in Mexico." Miss Susan G. Chester—"Work Among Poor Whites in the South." Signora Angelini—"Italian Protestant Missions."

#### Social Life.

Various societies and clubs, literary, scientific, and musical, give variety to the college life. The Philaethlean Anniversary and Founder's Day furnish occasions for a more general social life.

The enforcing of the regulations agreed upon in regard to attendance at chapel, daily exercise, hour of retiring, and other matters affecting the comfort of the college life, is entrusted to a committee appointed by the Students' Association. This plan is in operation for the fourth year, and is amply justified by its results.

#### Expenses.

It is the aim of the College to avoid all extra charges in its proper work. Its rates are fixed with that purpose in view. The charge to all students who reside in the College is . . . \$400.

*This includes tuition in all college studies, board, and the washing of one dozen plain pieces weekly. Extra washing is charged for at fixed rates.*

*There is no charge for board during the short vacations. No charge is made for chemicals, or for breakage in the Laboratories.*

Of the \$400 there is due on entrance . . . . .	\$300.
And on March first . . . . .	100.
Graduates of the College are received for advanced work at a charge of . . . . .	300.
Non-resident graduates are charged for tuition in graduate work, . . . . .	50.
Day students are charged . . . . .	115.
Drawing and Painting. . . . .	\$100 per annum.
For the Piano-forte or for Solo Singing,* two lessons a week, and one period for daily practice, each, . . . . .	100
Special students in music may have an additional practice period free of charge.	
For the Organ, two lessons a week. . . . .	100
For the use of the Chapel Organ one period daily. . . . .	2 a month.
For the use of a piano for an additional period daily. . . . .	1 " "
For extra lessons additional charge is made at the same rates as above.	

Students who do not take lessons may have the use of a piano for a daily practice period at one dollar a month.

A nominal charge is made for MEDICAL ATTENDANCE. When the student consults the physician at her office, the charge is 25 cents; when the physician visits the student's room, the charge is 50 cents; prescriptions, 25 cents each. When a student is confined to the Infirmary, the extra charge for regular medical attendance, medicine, and services of nurse, and for meals served there, is \$1.50 per day. Every meal taken to a room, for whatever cause, is charged extra.

Text-books, stationery, drawing instruments, and similar articles can be obtained at the College at current prices.

Students supply their own towels, and napkins for the table.

Students returning after the summer vacation are not at liberty to occupy the rooms previously assigned, until they have made satisfactory arrangements with the Treasurer

\*It has been found necessary to charge \$150 for the singing, in order to secure a satisfactory teacher. It is probable that it will be necessary to continue this rate.

for the payment then due. With the exception of those about to enter College, students are not expected at the College until Friday of the opening week.

#### Deductions.

If the student is compelled, by sickness or other necessity, to leave the College before the end of the year for which she entered, she will be charged for board (at the rate of \$8 per week) until formal notice is given by her parent or guardian that she has relinquished her room. As engagements with instructors and other provisions for the education of students are made by the College for the entire year in advance, no deduction can be made in the charge for tuition.

No deduction is made for absences during the year.

Students received at any time after the first five weeks are charged *pro rata* for the portion of the year remaining at the date of their admission. But no deduction will be made from either the regular or extra charges for the first five or the last five weeks of the year.

#### Scholarships.

The endowments for the assistance of students are as follows :

1. The "Auxiliary Fund" of \$50,000 established by the Founder's will.
2. A fund of \$50,000 established by the will of Matthew Vassar, Jr.

In awarding the latter, preference is given, to the extent of half the number receiving aid, to such as are residents of Poughkeepsie, and have been for at least five years.

The John H. Raymond scholarship of \$6,000.

The Hannah W. Lyman scholarship of \$6,000.

The Adaline L. Beadle scholarship of \$6,000. In awarding this scholarship preference is to be given to members of the Reformed (Dutch) Church.

The A. J. Fox scholarship of \$6,000, subject to the nomination of the founder.

The R. H. McDonald scholarship of \$6,000, subject to the nomination of the founder.

The scholarship established by the Alumnae of Chicago and the West. This scholarship is open to competitive examination, under the direction of a committee of the Alumnae of that section, and it provides for the board and tuition of the successful competitor.

The Catherine Morgan Buckingham scholarship of \$8,000, founded under the will of the late Stephen M. Buckingham, an honored Trustee of the College. In awarding this scholarship, it is provided that "preference shall be given to the daughters of clergymen of the Protestant Episcopal Church."

The Calvin Huntington scholarship of \$6,000, established by Mr. Calvin Huntington, of Kansas. It is subject to the nomination of the founder.

The William Mitchell Aid Fund of \$1,000, established by the bequest of Professor Maria Mitchell in memory of her father.

A Loan Fund from which amounts are lent to applicants, without interest.

The Merrill Fund of \$10,000, the income of which "shall be applied to aid deserving daughters of foreign missionaries."

The Catharine P. Stanton Memorial Scholarship Fund of \$1,000, the income of which "shall be applied for the benefit of some student in one of the higher classes of the college."

The L. Manson Buckmaster scholarship of \$740.

The Matilda C. Perry scholarship of \$6,000. In award-

ing this scholarship preference is to be given to the daughters of Baptist ministers.

The F. Helen Rawson scholarship of \$6,000.

The Kittie M. Spring scholarship of \$6,000.

The Charles M. Eckert scholarship of \$6,000.

Applicants for assistance from any of these funds must become members of regular classes, must furnish evidence of need, and must maintain a creditable rank as students.

In addition to the above-mentioned Permanent Funds and Scholarships, there is also a College Aid Fund derived from the annual gifts of the friends of the College and of the higher education of women, as well as of persons interested in Christian education generally. This fund is usually without restriction, and from it appropriations may be made to students of any grade who may receive the approval of the Faculty.

The revenue of the College from these sources has hitherto been such that the authorities feel warranted in making the statement that students of high character and of good abilities and scholarship are seldom compelled to leave College for want of means.

*As, however, the demand for aid to worthy students is constant, and as there is no probability that the demand will ever cease, the Trustees solicit the gift of more scholarships. Six thousand dollars will found a full scholarship, paying the College charges of the holder, but by a recent vote of the Trustees the number of scholarships on this basis is limited to twelve; after this number has been reached the sum of eight thousand dollars will be necessary to found a full scholarship. Partial scholarships may also be established, yielding one-quarter, one-half, or three-fourths of the income of a full scholarship; these may afterwards be completed at the convenience of the donor, and made to yield an income which shall pay all the annual College expenses of the holder.*

*The Trustees especially solicit contributions to the College Aid Fund, as there are often students of great promise who can be helped only in this way.*

#### **Vassar Students' Aid Society.**

The Aid Society, composed of graduates, non-graduates, and teachers of Vassar College, was organized in October, 1889. The scholarships of the society are assigned as loans to applicants passing without condition the entrance examinations given at the College.

For the year '92 and '93 the General Society awarded four scholarships, two of \$200 each and two of \$100 each. The branches gave the following scholarships for the same year :

Boston, three of \$200 each and one of \$100 ; New York, one of \$400 and one of \$100 ; Kentucky, one of \$400 and one of \$100 ; Pittsburgh, one of \$200 and one of \$300. Tennessee gave \$300 to a student already in College, and Rochester \$50. Washington awarded one scholarship of \$200. The California Branch gave \$130 toward the establishment of the Fellowship Fund, and the Poughkeepsie Branch, not receiving applicants, turned their scholarship of \$115 over to the General Society.

The following are the scholarships offered for June, 1893:

The General Society, \$200. Application must be made to Miss Jessie F. Smith, South Weymouth, Mass.

The Brooklyn Branch, \$200. Application should be made to Miss Jessie T. Dorman, Union Hall, Jamaica, L. I.

The Cleveland Branch, \$200. Application should be made to Mrs. N. D. Chapin, 100 Kennard Street, Cleveland, Ohio.

The Illinois Branch, \$200. Application should be made to Mrs. H. W. Leman, 337 Dearborn Avenue, Chicago, Ill.

The Kentucky Branch, \$400. Application should be made to Miss Mary D. Anderson, Anchorage, Ky.



The Minnesota Branch, \$200. Application should be made to Miss Louise B. Lindeke, 295 Summit Avenue, St. Paul, Minn.

The Orange Branch, \$200. Application should be made to Mrs. James T. Dickinson, 70 East Park Street, East Orange, N. J.

The Poughkeepsie Branch, a day scholarship, \$115. Application must be made to Miss E. E. Maloney, 342 Mill Street, Poughkeepsie, N. Y.

The Rochester Branch, \$150. Application should be made to Mrs. W. S. Hubbell, 55 Oxford St, Rochester, N. Y.

The Tennessee Branch, \$400. Application must be made to Mrs. J. L. Shotwell, 396 Poplar Street, Memphis, Tenn.

All applications must be made before April 1st, 1893.

#### Prizes.

By bequest of Mr. Edward M. Barringer there is a fund of three thousand dollars, the income of which is to be paid "to the best scholar in the graduating class of each year who shall be a daughter of a physician, or of one who was a physician in his lifetime, and who shall offer herself as a competitor for the prize;" or, if no one in the graduating class presents herself, to the student in the next lower class who is eligible.

THE HELEN KATE FURNESS PRIZE FUND furnishes annually two prizes, one of thirty and one of twenty dollars, which are granted to the writers of the best two essays on some "Shaksperian or Elizabethan subject," competition being open to all members of the Senior Class. The subject is assigned a year in advance, and the essays must be presented at the opening of the second semester. The subject for the year 1893-94 will be, *Shakspeare's Idea of Providence and Fate.*

The friends of the late MRS. ERMINIE A. SMITH, of Jersey City, have established a MEMORIAL PRIZE fund of one thousand dollars for excellence in the study of Mineralogy and Geology. A first and second prize will be awarded in accordance with the following extract from the deed of gift:

“The Trustees shall apply the net income from said fund as a prize or prizes to be given to any student or students of Vassar College who shall, in the judgment of said Board, from time to time have attained the highest degree of proficiency in the studies of Mineralogy and Geology.”

#### Correspondence

The address of persons connected with the College, is *Vassar College, Poughkeepsie, N. Y.*

Letters respecting any of the departments of instruction, the admission and dismissal of students, their studies, etc., should be addressed to the President. Communications in reference to rooms and the personal welfare of the students may be made to the Lady Principal.

Letters pertaining to the finances of the College, including all claims and accounts, and *requests for catalogues*, should be addressed to the Treasurer; those relating to the general business of the College, to the Superintendent.

#### Teachers' Registry.

A registry of the names of students and graduates who desire to teach is kept by the College. The Alumnae who are interested in it are requested to keep the authorities informed of changes in their residence. The President will be pleased to correspond with any who desire teachers.

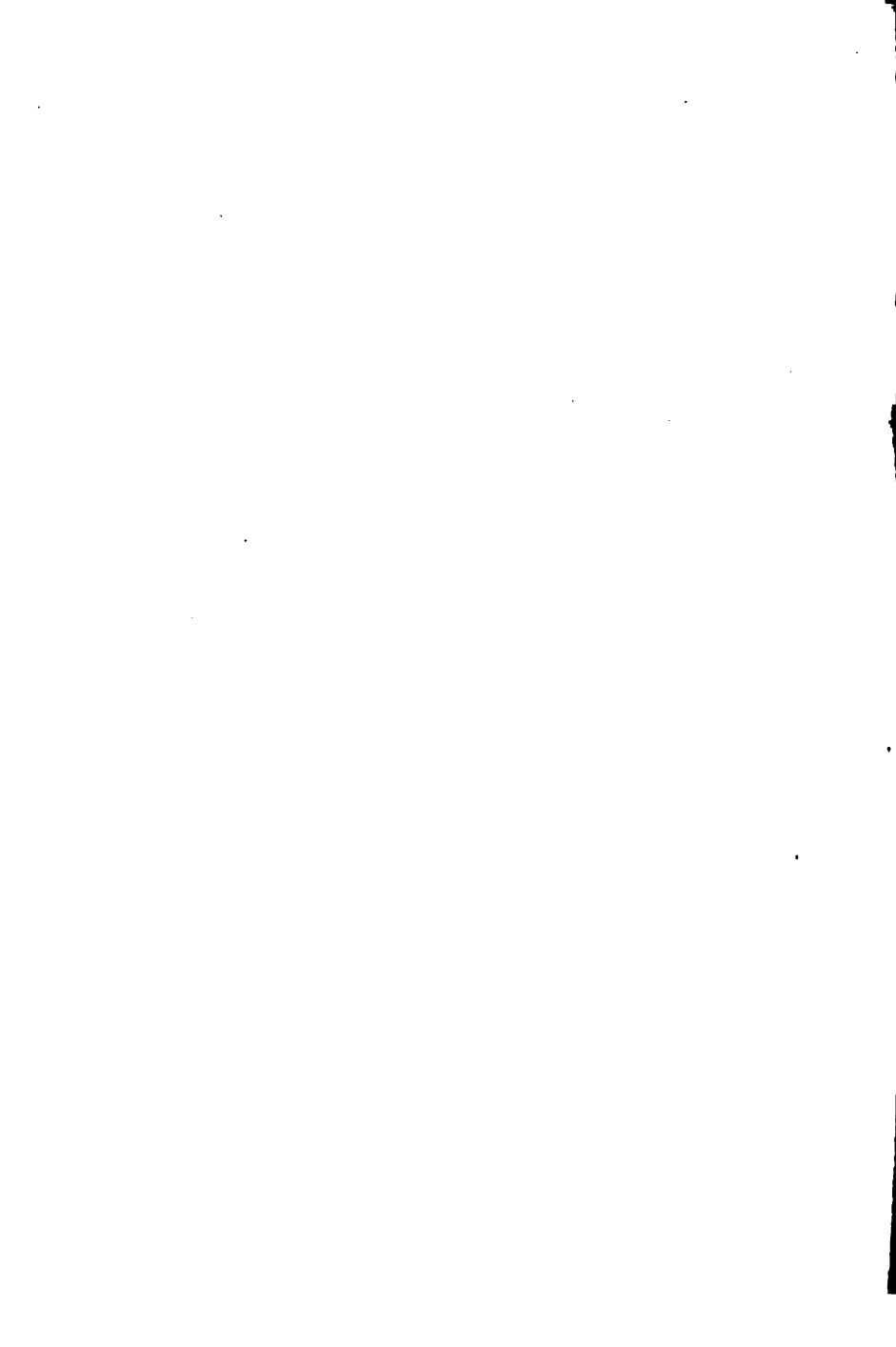
#### Vacations and Holidays.

The College year covers thirty-eight weeks, divided into two terms, with a recess of two weeks at Christmas, and another of ten days in the spring.

Thanksgiving, Washington's Birthday, the Birthday of the Founder, and the Annual Day of Prayer for Colleges, are observed as holidays at the College. Leave of absence on these days will not be extended save for such reasons as are accepted at other times.

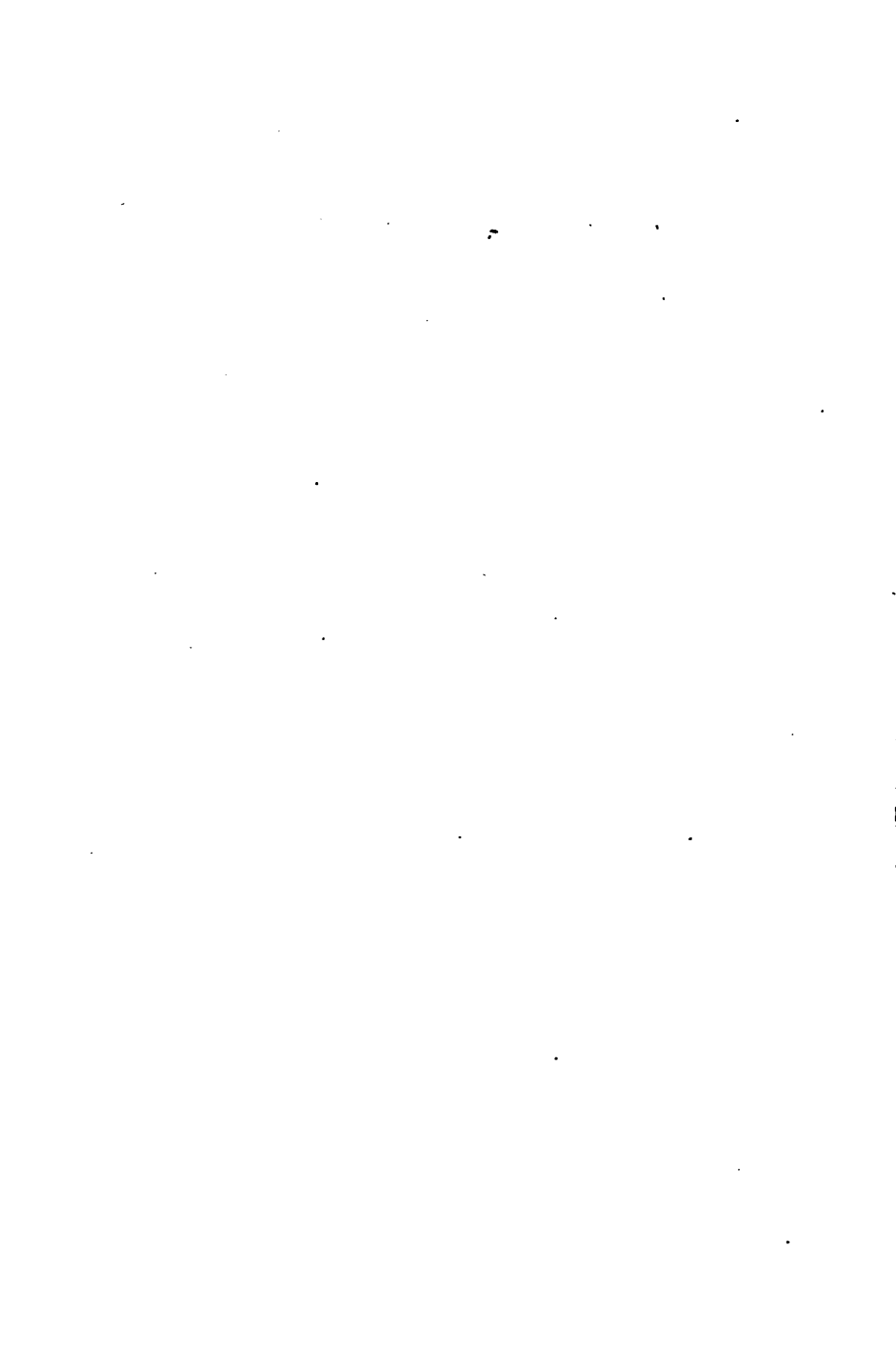
CALENDAR.

Anniversary of the Philaethean Society, . . . . .	December 2,	1892
Winter Holidays begin on the evening of . . . . .	December 21,	"
Winter Holidays end on the evening of . . . . .	January 4,	1893
Day of Prayer for Colleges, . . . . .	January 26,	"
Second Semester begins, . . . . .	February 6,	"
Spring Vacation begins at noon on . . . . .	March 24,	"
Spring Vacation ends on the evening of . . . . .	April 4,	"
Founder's Day, . . . . .	April 28,	"
Baccalaureate Sermon, . . . . .	June 11,	"
Annual Meeting of the Board of Trustees, . . . . .	June 18,	"
Commencement, . . . . .	June 14.	"
Examinations for Entrance, . . . . .	{ June 8-10,	"
	{ September 20-22,	"
College Exercises begin on the evening of, . . . . .	September 22,	"
Anniversary of the Philaethean Society, . . . . .	December 1,	"
Winter Holidays begin on the evening of, . . . . .	December 21,	"
Winter Holidays end on the evening of . . . . .	January 4,	1894
Spring Vacation begins at noon on . . . . .	March 23,	"
Spring Vacation ends on the evening of . . . . .	April 3,	"



# Wassar College.

1893-94.



TWENTY-NINTH

ANNUAL CATALOGUE

OF THE

OFFICERS AND STUDENTS

OF

VASSAR COLLEGE

POUGHKEEPSIE N. Y.

1893-94

POUGHKEEPSIE  
A. V. HAIGHT PRINTER  
1893

"It occurred to me that woman, having received from her Creator the same intellectual constitution as man, has the same right as man to intellectual culture and development."

"It is my hope to be the instrument in the hand of Providence of founding an institution which shall accomplish for young women what our colleges are accomplishing for young men."

MATTHEW VASSAR.

The College was incorporated as Vassar Female College in 1861.  
This name was changed in 1867 to the present corporate name,  
VASSAR COLLEGE.



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 CHILDS, ANNIE SMITH,  
 COLLINS, LILLIAN FRANK,  
 COONBEY, SARAH OLIPHANT,  
 COOPER, MAUDE EMILY,  
 CORNELL, CLARA MARGARET,  
 CROSS, LUCILE,  
 CUMMING, ELLEN KING,  
 DEANE, EDITH DOUGLAS,  
 DENTON, GRACE,  
 DEWEY, GERTRUDE A. HUNTINGTON,  
 DICKSON, TENNIE VICTORIA,  
 DILLOW, PEARL CRYSTAL MARIE,  
 DOUGLAS, ANNE ELIZABETH,  
 EDICK, GRACE WILLARD,  
 EMERY, ETHELYN,  
 FAGAN, JOSEPHINE,  
 FERRY, QUEEN,  
 FREEMAN, BELLE MARGARET,  
 GETCHELL, HELEN,  
 GRANT, BLANCHE CHLOE,  
 HART, JESSIE BELL,  
 HARTRIDGE, KATHABINE McDONALD,  
 HARTZELL, SARAH BRANCH,  
 HASKELL, FLORENCE AUGUSTA,  
 HAWKINS, CAROLINE,  
 HAYWARD, ELLEN IMOGENE,  
 HERO, ANNIE,  
 HEWITT, MARIE DEANE,  
 HIGGINS, MARY ELIZABETH,  
 HIGMAN, NELLIE,  
 HILL, HELENA CHARLOTTE,  
 HILL, JULIA DELACOUR,  
 Buffalo.  
 Brooklyn.  
 Philadelphia, Pa.  
 Philadelphia, Pa.  
 Chattanooga, Tenn.  
 New York.  
 Chicago, Ill.  
 Malone.  
 Malone.  
 St. Albans, Vt.  
 Syracuse.  
 Chicago, Ill.  
 Watertown.  
 Asbury Park, N. J.  
 Fairbury, Neb.  
 Fredonia.  
 New York.  
 New Hampton.  
 St. Albans, Vt.  
 Westfield.  
 Cleveland, O.  
 Indianapolis, Ind.  
 Rochester.  
 Bryan, O.  
 Hackettstown.  
 Detroit, Mich.  
 Canandaigua.  
 Des Moines, Ia.  
 Indianapolis, Ind.  
 Englewood, N. J.  
 Savannah, Ga.  
 Cleveland, O.  
 Bradford, Pa.  
 Fall River, Mass.  
 Davenport, Ia.  
 New Orleans, La.  
 Tacoma, Wash.  
 Stelton, N. J.  
 Sioux City, Ia.  
 Norwalk, Ct.  
 Danbury, Ct.

HOWLAND, ALICE MERRILL,	Hope, R. I.
HULST, ELLA STOOHOFF,	Brooklyn.
JOHNSON, MIGNONETTE BIRD,	Memphis, Tenn.
JONES, BLANCHE ADALINE,	Pittsburgh, Pa.
JUTTEN, SARA EMMA,	Boston, Mass.
KINKEAD, CORNELIA DODGE,	Poughkeepsie.
KIRKLAND, WINIFRED MARGARETTA,	New Berlin.
KNIGHT, FLORENCE BAILEY,	Chicago, Ill.
KRUSE, IDA GRACE,	Black Hawk, Col.
LAIRD, MARION,	Freehold, N. J.
LOCKHART, LIZZIE MARION,	Mount Vernon.
LOVE, ELLA LOUISE,	Chicago, Ill.
LUEHRMANN, ADELE,	Memphis, Tenn.
MABIE, MURIEL KATE,	Boston, Mass.
MCALLISTER, LILLIAN ANGELA,	Manchester, N. H.
MACARTHUR, GERTRUDE EUGENIA,	New York.
MCCLOSKEY, ESTELLE,	Pittsburgh, Pa.
MCCLUBE, MARY LYON,	Bradford, Pa.
McFARLAND, MAUDE MAY,	Oswego.
McKEAN, IDA PAINE,	Cleveland, O.
McMILLAN, JEANNETTE,	Detroit, Mich.
MADEIRA, LUCY,	Washington, D. C.
MANN, RUTH MITCHELL,	Central Falls, R. I.
MARQUARDT, DELLA MARY,	Des Moines, Ia.
MILLER, ALMA MAY,	Winfield, Kan.
MINEE, CHASTINE MARY,	Burlington, Vt.
MORRIS, ANNA RUTH,	Oregon, Mo.
MORTON, ANNIE,	Fall River, Mass.
NILES, BESSIE CROSS,	Springfield, Mass.
O'BRIEN, LULA A.,	Penn Yan.
ODELL, ANNA,	Detroit, Mich.
PALMER, ROSE AMELIA,	Washington, D. C.
PECKHAM, HELEN WOOSTER,	Pulaski.
PELLET, MARGARET,	Watkins.
PHINNEY, LULU ALLEN,	Alton, Ill.
PIERSON, JESSIE DURANT,	New Haven, Ct.
REYNOLDS, KATE BEATTY,	Newtown, Ct.
RICHARDSON, HATTIE,	Washington, D. C.
RICHARDSON, MAY MEYLERT,	Chicago, Ill.
ROBERTS, DORA CORNELIA,	Rochester.
SAMSON, MARIAN ELIZABETH,	Buffalo.



SANDERS, EFFIE STARK,	Springfield, Ill.
SANDERS, MARY NOXON,	New York.
SCHWARTZ, JULIA AUGUSTA,	Omaha, Neb.
SCOTT, FLORENCE BEVIER,	Philadelphia, Pa.
SCRANTON, HENRIETTE IRENE,	Sault Ste Marie, Mich.
SHEPPARD, LOUISE PATTESON,	Penn Yan.
SILL, ANNA ELIZABETH,	Newark, N. J.
SINSABAUGH, HENRIETTA,	Port Jervis.
SPALDING, SARAH GRISWOLD,	Denver, Col.
SPENCER, MARY DOTY,	Cleveland, O.
SWIFT, LULU,	East Syracuse.
TARBOX, MARY EDITH,	Fredonia.
TOMPKINS, SARA HELENE,	Poughkeepsie.
TRAYER, HOPE,	Saratoga Springs.
TRYON, GENEVA,	Cambridge, Mass.
TUNNICLIFF, RUTH,	Macomb, Ill.
TUTTLE, ALMA ELIZA,	Hornellsville.
VAN ANDEN, LOUISE,	Brooklyn.
WAIT, OLGA ATHENE,	Ithaca.
WARNER, GRACE MAY,	St Paul, Minn.
WARNER, MAUDE LORAINÉ,	Cincinnati, O.
WELLINGTON, GRACE ANNA,	Troy.
WELLINGTON, MARJORIE SPAULDING,	Adams, Mass.
WELTON, MABEL ELLA,	Cambridge, Ill.
WEST, CLARA PRAY,	East Braintree, Mass
WINNINGTON, LAURA,	Brooklyn.
WOOD, HELEN THIRZA,	South Framingham, Mass.
YOUNG, BERTHA KEDZIE,	Hackettstown.

## FRESHMAN CLASS.

ALEXANDER, LAURA VICTORIA,	Oswego.
ANDERSON, HELEN ELONA,	Tecumseh, Mich.
ANDERSON, MILDRED WALKER,	Louisville, Ky.
APPLEGATE, KATHARINE TRAFFORD,	Red Bank, N. J.
BAILIE, MARY EVANS,	McKeesport, Pa.
BAKER, EMMA LESTER,	Barrington, R. I.
BAKER, MARY LEONARD,	Leavenworth, Kan.
BALDWIN, ELINOR LYDIA,	Milford, Del.
BEAN, NANIEKEITH,	Benton Harbor, Mich.

BECKWITH, FRANCES AGNES,	Utica.
BENEDICT, MARY KENDRICK,	Cincinnati, O.
BERNKOPF, FLOBA BELLE,	Wellsboro, Pa.
BISHOP, ELIZABETH LORRAINE,	Detroit, Mich.
BISHOP, SADIE PANCOST,	Rochester.
BOWMAN, AMY C.,	Philadelphia, Pa.
BRAISLIN, ANNA PRISCILLA,	Crosswicks, N. J.
BREVOORT, ROSAMOND RENWICK,	Yonkers.
BRIGHAM, MARY HANNAH,	Canisteo.
BRILL, EMMA CATHARINE,	Hazleton, Pa.
BRITAIN, GERTRUDE,	Pittston, Pa.
BROWN, CABRIE ETHEL,	Comstock's Bridge, Ct.
BROWN, CLARA KINGSLEY,	Syracuse.
BROWN, ZAIDA,	Scottsboro, Ala.
BURCHARD, ANNA TERRESSA,	Hamilton.
BURNET, JEAN EDGAR,	New York.
CAMPBELL, BLANCHE,	Washington, D. C.
CAPWELL, ABBY E.,	Dale.
CHAMBERS, MARY ELIZABETH,	Bronxville.
CHANDLER, ALICE BELLE,	St. Albans, Vt.
CHAPIN, MARIETTA PEARSONS,	Evanston, Ill.
CHASE, ANNIE BORDEN,	Fall River, Mass.
CHESTER, SOPHIE INGERSOLL,	Sterling, Ill.
CLAFLEN, ADELAIDE,	Cleveland, O.
CLARK, MAETHA MILLER,	Rochester.
COMSTOCK, HARRIET BETTS,	Cooperstown.
COOK, BERTHA,	New Brighton.
CRAIG, EVA MAY,	Vevay, Ind.
CROLL, REBECCA BROWN,	Middletown, Pa.
CROSBY, FLORENCE MAY,	New Rochelle.
DEGARMO, MARY STAATS,	Fishkill.
DELAND, LEORA LEWIS,	Fairport.
DENISE, RACHEL PRISCILLA,	Cincinnati, O.
DUBOIS, NINA MARJORIE,	Poughkeepsie.
DUNNING, MARY GARDINER,	Auburn.
EASTON, ALICE FREEBORN,	Fall River, Mass.
ELLERY, ELOISE,	Rochester.
FERRELL, NELLIE IDYLYNE,	Columbus, O.
FOSTER, ANNIE FRANCES,	Cambridge, Mass.
GALLAHER, GRACE MARGARET,	Essex, Ct.
GILLIS, GRACE M.,	Detroit, Mich.

GOODRICH, ISABEL FRANCES,	Delhi.
GRANNISS, BESSIE,	Foxon, Ct.
GREELEY, EDITH,	Scranton, Pa.
GRIFFIN, MAUDE VERNETTE,	Danbury, Ct.
GUYER, ELIZABETH,	Waverly.
HAILLEY, ELLEN LAKE,	Memphis, Tenn.
HAMILTON, GRACE,	Groton, Ct.
HARDIN, CAROLINE HYDE,	Beirut, Syria.
HART, FANNY,	Charleston, S. C.
HARTLEY, GRACE,	Fall River, Mass.
HAYES, FLORENCE,	Detroit, Mich.
HEATHER, CELIA ALTAH,	Saginaw, Mich.
HECKER, MARY MAGDALENE,	Allentown, Pa.
HEMMINGS, ANITA FLORENCE,	Boston, Mass.
HEYWOOD, ROSE BARTLETT,	Holyoke, Mass.
HIGBIE, FLORENCE WHEELER,	Penfield.
HOMMEL, LILLIAN CHAPMAN,	Port Jervis.
HOTCHKISS, FLORENCE,	Evanston, Ill.
HUTCHINSON, KATIE OLIVE,	South Norwalk, Ct.
JAMES, VASSIE,	Kansas City, Mo.
KENNEDY, LILLIAN,	Philadelphia, Pa.
KING, CLARA ELIZABETH,	New York.
LANDFIELD, GRACE HANNAH,	Binghamton.
LAPHAM, EMILY MARIAN,	Canandaigua.
LAWRENCE, EDNA IRENE,	Cleveland, O.
LEVERETT, MARY ELIZABETH,	Binghamton.
LEWIS, HORTENSE WILTER,	Mount Vernon.
LORD, ELIZA MARY,	Stafford.
LOVEJOY, LILLIAN,	Poughkeepsie.
MCCELLAND, NANCY VINCENT,	Poughkeepsie.
MACCOLL, MARY,	Caledonia.
MCMAHON, MARY MABEL,	Bradford, Pa.
MCKNAIR, JEAN FERGUSON,	Hazleton, Pa.
MAHAN, MARY BARBERE,	St. Paul, Minn.
MALLON, FLORENCE CORDELIA,	Malone.
MASON, MARIAN ELLEN,	Chicago, Ill.
MERRILL, MARY,	Rochester.
MEYERS, BELAH,	New York.
MIRSCH, ELLA EMILIE,	Allegheny, Pa.
NEEF, HARRIET CAMILLA,	Elmira.
NEWELL, ANTOINETTE,	Bristol, Ct.

OLIVER, ELLEN,	Orange, N. J.
PATTERSON, IRENE,	Franklin, Ky.
PETERS, HELEN,	Cincinnati, O.
PHILLIPS, SARAH JAY,	Brooklyn.
PLATT, SARA FAIRCHILD,	Englewood, N. J.
POE, ELIZABETH COMSTOCK,	Detroit, Mich.
POST, ANNA WARNER,	Oswego.
RANNEY, CORNELIA ALICE,	Cleveland, O.
RAYMOND, ALICE SCOTT,	Portland, Me.
REIMER, MARIE,	East Aurora.
RICHEY, ANNA GERTRUDE,	Allegheny, Pa.
ROWE, BERTHA,	Kingston.
RYAN, EDITH ADELAIDE,	Brooklyn.
SANDERSON, HELEN ELIZABETH,	Scranton, Pa.
SARVEE, MARTHA MEVEY,	Allegheny, Pa.
SAWYER, ALICE WELLINGTON,	Jacksonville, Fla.
SCHAUFFLER, RACHEL CAPEN,	Cleveland, O.
SCHIBSBY, MARION,	Omaha, Neb.
SHAW, BEATRICE,	Paterson, N. J.
SLEIGHT, JOSEPHINE WHEELER,	Poughkeepsie.
SLUSS, MARY MYRTLE,	Wichita, Kan.
SMITH, GERTRUDE,	Woodfords, Me.
SMITH, NELLIE MAY,	New York.
STATON, SALLIE BAKER,	Tarborough, N. C.
STOBKE, ALICE HERMIONE,	Auburn.
STRAIGHT, GRACE CLARK,	Bradford, Pa.
SUTTON, EDNA WOODS,	Pittsburgh, Pa.
SWEET, LIZZIE M.,	Unadilla.
TAYLOR, LULU,	South Orange, N. J.
THAIN, JESSIE ISABELLE,	Omaha, Neb.
THORNTON, EMMA CLEORA,	Auburn.
TIFFANY, BELLE LOUISE,	Frdonia.
TRAEVER, MAIDEE MACWHORTER,	Saratoga Springs.
TUTTLE, CLARA MARY,	University of Virginia.
TWEEDY, GRACE BENEDICT,	Danbury, Ct.
VEBHoeff, CAROLYN PARKER,	Louisville, Ky.
WHITNEY, BERTHA BELLE,	Bethel, Ct.
WHITON, ALICE,	Brooklyn.
WILKINSON, ANNIE LYNDESEY,	Germantown, Pa.

## IN SPECIAL COURSES.

ADKINS, MARY EWART,	Granville, O.
ASH, ADA JAMES,	Kansas City, Mo.
BAINBRIDGE, HELEN MAUD,	Rochester.
BEARD, HARRIET ELIZABETH,	Brooklyn.
BELCHER, KATHARINE FISHER,	Newark, N. J.
BRECKENRIDGE, MABEL,	Hamilton, Ont.
CARBELL, THEODORA MAY,	Buffalo.
CLARK, ALICE BARNEVELDT,	Poughkeepsie.
COOKE, CAROL HALL,	Poughkeepsie.
CORBIN, GRACE HATTIE,	Gouverneur.
DARROW, ELIZABETH LOUISE,	Brooklyn.
*DOUGHTY, MARY ELENA VAN DEBOGART,	Matteawan.
DWIGHT, ELIZABETH DENNISON,	Poughkeepsie.
ETHRIDGE, ANNIE STEWART,	Decatur, Ga.
FAIRBAIRN, KATHARINE,	Westfield, N. J.
*FERRIS, CAROLINE MURRAY,	Poughkeepsie.
FITZ SIMONS, FRANCES,	Rochester.
HASKELL, KATHARINE LOIS,	Bradford, Pa.
HIGGINS, MEDORA LAMBERT,	Ticonderoga.
HULBERT, EDITH JOSEPHINE,	Yonkers.
JONES, ELLA VIRGINIA,	Morris Church, Va.
KINNEY, GEORGIA,	Angola, Ind.
KNAUL, CORA D.,	Cincinnati, O.
LAPHAM, ANNE EDITH,	Canandaigua.
LAWALL, MARION LOUISE,	Catasauqua, Pa.
MACDONALD, JESSIE LILIAN,	Troy.
MITCHELL, MERION ELINOR,	Bay City, Mich.
MIRACLE, KATE EMILY,	Webster City, Ia.
MOORE, ETHEL,	Oakland, Cal.
PARMELE, MARY IDA,	Canandaigua.
PARKIS, ALICE LACKEY,	North Uxbridge, Mass.
PHELPS, THEODORA ADA,	Dunkirk.
PRINGLE, CORNELIA COVINGTON,	Oakland, Cal.
*SANDERS, MAUD LOUISE,	Poughkeepsie.
SCOTT, ELIZABETH GAMBLE,	Lock Haven, Pa.
SCUDDER, EDNA DRAKE,	Trenton, N. J.
SIMONDS, ETHEL GERTRUDE,	Dayton, O.
SIMONS, LAO GENEVRA,	New York.
SMITH, SARAH ELIZABETH,	Lead, S. Dak.

STRAIGHT, EDITH JANET,	Bradford, Pa.
THORNTON, LUCY REYNARD,	Fall River, Mass.
WATT, ADELENE KISSAM,	Brooklyn.
*WIETHAN, MAY JOSEPHINE,	Poughkeepsie.
WILCOX, EDITH FIELD,	Providence, R. I.
WINKLER, ROSALIE,	Milwaukee, Wis.

**SUMMARY.**

Graduate Students, . . . . .	3
Seniors, . . . . .	69
Juniors, . . . . .	97
Sophomores, . . . . .	122
Freshmen, . . . . .	130
In Special Courses, . . . . .	45
	<hr/>
Whole number, . . . . .	466

\* Students pursuing the study of music only.

In December, 1891, the Trustees abolished the special schools, but continued the old courses of work for those already entered. For the present regulations regarding these arts see p 29.

## ADMISSION OF STUDENTS.

**REQUIREMENTS FOR ADMISSION TO THE FRESHMAN CLASS.**

Applicants for admission to the Freshman or any higher class must be at least sixteen years of age. They must present satisfactory testimonials of good character.

Registration blanks are provided by the College. With every application there must be a deposit of ten dollars in order to secure a room. This sum is forfeited in case the applicant withdraws, but otherwise is credited on the first payment.

Candidates for the Freshman Class are examined in the following studies :

**English :** Every candidate will be required to write an essay of from three to five pages upon a subject assigned at the time, and taken from one of the following works :

Shakspeare's Julius Cæsar and Merchant of Venice ; Scott's Lady of the Lake ; Arnold's Sohrab and Rustum ; The Sir Roger de Coverly Papers in the "Spectator;" Macaulay's second Essay on the Earl of Chatham ; Emerson's American Scholar ; Irving's Sketch Book ; Scott's Abbot ; Dicken's David Copperfield.

This essay must be correct in spelling, punctuation, grammar, structure of paragraphs, and rhetorical expression.

In 1895 the subjects will be taken from the following works :

Shakspeare's Merchant of Venice and Twelfth Night ; Milton's L'Allegro, Il Penseroso, Comus, and Lycidas ; Longfellow's Evangeline ; The Sir Roger de Coverly Papers in the "Spectator;" Macaulay's Essays on Milton and Addison ; Webster's first Bunker Hill Oration ; Irving's Sketch Book ; Scott's Abbot.

In 1896 : Shakspeare's Merchant of Venice and Midsummer Night's Dream ; Milton's L'Allegro, Il Penseroso, Comus, and Lycidas ; Longfellow's Evangeline ; Macaulay's Essay on Milton ; Webster's

first Bunker Hill Oration ; De Foe's History of the Plague in London ; Irving's Tales of a Traveller ; Scott's Woodstock ; George Eliot's Silas Marner.

Candidates will also be required to correct specimens of bad English furnished at the time. (Strang's Exercises in English recommended.)

**History :** Outlines of Greek and Roman history to the establishment of the Roman Empire ; outlines of American or English history. Any standard history of Greece, Rome, England, or the United States may be used. The following are recommended : For Greek and Roman history, Pennell's Ancient Greece and Pennell's Ancient Rome, or the sections on Greek and Roman history in Sheldon's General History or Myers' General History ; for American history, Johnston's History of the United States, or Montgomery's Leading Facts in American History ; for English history, Gardiner's English History for Schools, or Montgomery's Leading Facts in English History.

**Mathematics :** (a) Algebra.—The requirements in Algebra embrace the following subjects : Factors ; Common Divisors and Multiples ; Fractions ; Ratio and Proportion ; Negative Quantities and Interpretation of Negative Results ; The Doctrine of Exponents ; Radicals and Equations involving Radicals ; The Binomial Theorem and the Extraction of Roots ; Arithmetical and Geometrical Progressions ; Putting Questions into Equations ; The ordinary methods of Elimination and the solution of both Numerical and Literal Equations of the First and Second Degrees, with one or more unknown quantities, and of problems leading to such equations. The text-books used should be equivalent to the larger treatises of Newcomb, Olney, Ray, Robinson, Todhunter, Wells or Wentworth.

(b) Plane geometry, as much as is contained in the first five books of Chauvenet's Treatise on Elementary Geometry, or the first five books of Wentworth's New Plane and Solid Geometry, or Wells' Plane Geometry, or the first six books of Hamblin Smith's Elements of Geometry, or chapter first of Olney's Elements of Geometry.

In order to pursue successfully the work of the College, recent review of the work completed early in the preparatory course is necessary.

**Latin :** Grammar (Allen and Greenough preferred) ; Latin Composition, Collar (Parts third and fourth), or Daniell (Parts first and second), or Allen (50 lessons) ; Cæsar, Gallic War, four books ; Cicero, seven orations (the Manilian Law to count as two) ; Vergil,



*Æneid*, six books. The Eclogues will be accepted as an equivalent for an oration of Cicero, or one of the six books of the *Æneid*. Translation at sight from Cæsar and Cicero's orations. The Roman method of pronunciation is used.

The attention of preparatory schools is specially called to the following points:—

1. **LATIN COMPOSITION.**—Greater thoroughness in drilling the student in the grammatical forms and simpler constructions of the language.

The advantage of studying Latin Prose in connection with the various authors read.

2. **PRONUNCIATION.**—Practice in reading Latin with special attention to vowel quantities. Training the ear by the translation of Latin read aloud.

IN ADDITION TO THE LATIN ONE OTHER LANGUAGE IS REQUIRED. This may be Greek, German, or French.

**Greek:** Grammar; Woodruff, *Greek Prose Composition*. White, *The Beginner's Greek Book*, or Harper, *Inductive Greek Method*; Xenophon, *Anabasis*, four books; Homer, *Iliad*, three books. Translation at sight of average passages from Xenophon's *Anabasis* and Homer's *Iliad*, and of English into Greek.

**German:** Candidates for the Freshman class are expected to have a thorough knowledge of German grammar; they must have acquired facility in practically applying the rules of construction by translating easy English prose into German. They are also required to read and to be able to give in German some account of the following works: Immermann, *Der Oberhof*; Wagner, *Goethe's Knabenjahre* (Cambridge University Press ed.); Lessing, *Minna von Barnhelm*; Schiller, *Wilhelm Tell*; Goethe, *Hermann und Dorothea*; Freytag, *Die Journalisten*.

Throughout the course German is the language of the class-room, therefore good preparation in conversation is necessary, facility in reading and writing German script indispensable.

**French:** A thorough knowledge of French Grammar and ability to translate easy English prose into French. (Whitney, *Practical French Grammar*, recommended). Six of Bocher's College Plays; Daudet, *La Belle Nivernaise*; Souvestre, *Un Philosophe Sous Les Toits*; Julliot, *Mademoiselle Solange*; Dumas, *La Tulipe Noire*; Erckmann-Chatrion, *Le Conscrit de 1813*.

As French is the language of the class-room, it is essential that candidates for admission should have some practice in French conversation.

The full preparation in either French or German should cover a period of at least two years, five recitations a week, under competent instructors.

### EXAMINATIONS.

Examinations for admission to the Freshman Class will be held at the College, Thursday, Friday and Saturday preceding Commencement, June 7, 8, and 9, 1894; also, if early application is made, at Chicago, Cincinnati, Cleveland, St. Louis, Detroit, Louisville, Atlanta, Washington, Omaha, Denver, and San Francisco, during the first week in June, 1894.

Applicants for examination at any of these places must inform the President before the first day of May, and they will be duly notified of the day and place.

The regular examinations at the College for the admission of students will commence on Wednesday, September 19, 1894, and continue three days.

Candidates are requested to be present at 9 A. M. for registration.

The order of entrance examinations is as follows :

First Day, Latin, 9.30 A. M. to 12 M.

English, 2 P. M. to 4:30 P. M.

Second Day, Geometry, 9.30 to 11.30 A. M.

History, 2 P. M. to 4:30 P. M.

Third Day, Greek, German, French, 9:30 A. M. to 12 M.

Algebra, 2 to 4 P. M.

Students cannot have rooms at the college until their examinations have been completed. Lodging may be procured at cottages near the College upon application to the Treasurer.

Students entering on certificate should not present themselves until Thursday of examination week.

**CERTIFICATES.**

Students are admitted without examinations in the following cases :

1. When they bring certificates from schools from which pupils have previously been admitted without condition to the Freshman or a higher class.

2. When they have been prepared by a graduate of the College engaged in the work of private instruction, one of whose pupils has before been admitted without condition to the Freshman or a higher class.

3. When they bring certificates from schools which have been visited by a committee of the Faculty and approved by them, or in regard to which the Faculty have other sufficient means of information.

The College reserves to itself the right to withdraw the above mentioned privilege in case students thus admitted fail after fair trial to maintain their standing.

4. The certificate of the Regents of the State of New York will be accepted in place of examination, so far as it meets the requirements for admission to the College.

5. The certificate of the president of Harvard College, offered by persons who have successfully passed "the examinations for women," so far as it includes studies, preparatory or collegiate, prescribed in the regular course, will be accepted in lieu of examination in such studies.

In all cases the certificate must specify the text-book used, the ground actually gone over, and the date of examination. Blank forms will be furnished by the President on application.

*All certificates and testimonials must be forwarded to the College before July 15th. The final examination in any subject covered by the certificate must have been taken within two years of the time of the candidate's entrance to College.*

**SPECIAL COURSES.**

The requirements for admission to special courses are the same as those for entrance to the Freshman class. Candidates must consult the President in regard to the desired courses of study, and, in connection with the heads of the departments which they may wish to enter, he will arrange their work.

**PAINTING AND MUSIC.**

Instruction in the history and theory of the arts is offered among the courses of the College, (see pp. 57, 59). Instruction in the practice of the arts is also provided for, but this is not counted toward the degree. An extra charge is made for it.

These courses are open to regular and special students alike. The design of the College is to recognize the true place of these studies in higher education. Every facility is therefore provided for those who are able to meet the full requirements for admission to the College.

**COURSES FOR TEACHERS.**

Teachers who desire to pursue special courses and who present to the President satisfactory testimonials of their success in teaching and of their proficiency as students may be received without examination. Certificates of the work accomplished will be given when desired.

**ADMISSION TO ADVANCED STANDING.**

Candidates for advanced standing, not coming from other colleges, may be admitted, on examination, to the regular course at any time previous to the beginning of the Junior year. Such students will be examined in all *prescribed* studies antecedent to the desired grade, including the requirements for admission to the College, and in such *elective* studies as shall be chosen by the candidate and approved by the Faculty.

Candidates coming from other colleges must submit their courses of study and their certificates to the judgment of the Faculty. No student will be received as a candidate for the degree of Bachelor of Arts after the beginning of the Senior year.

## COURSES AND METHODS OF INSTRUCTION.

### ARRANGED BY DEPARTMENTS.

The course of study leading to the Baccalaureate Degree extends over four years.

The aim is to give the student the opportunity to follow lines of study continuously, through both the required and optional portions of the course.

All elections are subject to the approval of the Faculty.

Two languages, one of which shall be Latin, must be studied throughout the prescribed course by every student for a degree. The second language may be Greek, German, or French.

An opportunity is given, in the elective part of the course, for beginning the study of Greek, German, or French.

### LATIN.

PROFESSOR MOORE, MISS GREENE, DR. FRANKLIN AND MISS MACURDY.

The course in Latin extends through the four years of the undergraduate course, being required for the first two and elective for the last two years. The aim of the course is to acquaint the student with the principal phases of literary activity among the Romans through the study of representative authors. In the department of History Livy and Tacitus exhibit natural development in style and method. Cicero and Lucretius represent opposing schools in Roman Philosophy; Horace and Juvenal show the growth of Satire; Horace, Catullus, Tibullus and Propertius that of the elegy and the lyric, Plautus and Terence the course of Roman Comedy. Using these authors as starting-points the endeavor is to bring before the student the lines along which the various departments developed, and also to show the connection of literature with history and politics, as well as with the various social conditions and relations of Roman life.

The development of the language into its literary form is pointed out through explanations of grammatical forms and constructions, and the relation in which these stand to the historical growth of syntax. Much stress is laid on these points in connection with the required work of the Freshman and Sophomore years, and while attention is still directed towards them in the elective courses of the Junior and Senior years (especially in the study of Plautus and Terence), the literary side of the language is made prominent. Facility in reading Latin is cultivated by translation at sight in connection with the prose authors of the required part of the course as well as with the elective courses of the upper years. The study of Latin Composition is pursued in the Freshman and Sophomore years for the most part in connection with the authors read.

REQUIRED.

1. Livy, Books XXI and XXII (*Westcott*) [8], Latin Prose Composition [1]. Freshman year, first semester.

MISS GREENE AND DR. FRANKLIN.

The principal object of this course is to enable the student to read Latin with greater rapidity, intelligence and appreciation. As a means to this end frequent exercises in Latin composition, based on the text, and translation from hearing form regular class exercises. The peculiarities of Livy's style are carefully noted and compared with the classic idiom.

2. Horace, Odes (*Wickham*) [8], Latin Prose Composition [1]. Freshman year, second semester.

MISS GREENE AND DR. FRANKLIN.

The Odes of Horace are considered from a literary as well as a linguistic point of view. The work includes criticism of form and style and analysis of the thought, with a certain amount of collateral reading. The course in Prose Composition continues and supplements the work of the first semester.

3. Cicero, De Senectute, De Amicitia (*Kelsey*) [2], Latin Prose Composition [1]. Sophomore year, first semester.

MISS GREENE, DR. FRANKLIN AND MISS MACURDY.

In this course the student is led to appreciate the meaning and style of the language with sufficient knowledge of Roman Philosophy to render the thought intelligible. The Latin Prose course is of a more advanced character and deals with questions of style and form as well as correctness of expression.

4. Horace, Satires and Epistles (*Kirkland*) [2]. Sophomore year, second semester. MISS GREENE AND DR. FRANKLIN.

Those Satires and Epistles are read which bear on some special subject; e. g. Horace's defense of his literary position, his criticism of Lucilius, his portrayal of life and society in Rome, his relations with Maecenas. Peculiarities of syntax and diction are noted, especially those which show the influence of the vulgar idiom.

## ELECTIVE.

**Course A.** Cicero, Brutus (*Kellogg*) [2]. Sophomore year, second semester. PROFESSOR MOORE.

This work of Cicero's presents to the student a Roman account of the history and development of oratory in Greece and Rome with explanation and criticism of the theory and practice of the art by the foremost orator of his time.

**Course B.** Roman Comedy, Terence, Phormio (*Sloman*), Plautus, Trinummus (*Freeman and Sloman*) [3]. First semester.

PROFESSOR MOORE.

Half of the semester is devoted to each one of the plays and the work is supplemented by lectures on Roman Comedy and the preparation of special papers by the class.

**Course C.** Tacitus, Agricola or Germania (*Hopkins*), Annals (*Allen*) [3]. Second semester. PROFESSOR MOORE.

On the linguistic side the syntax and style of Tacitus are studied as introducing the student to the characteristics of the Silver Age of Latin prose. Collateral reading on the period covered, and lectures on the historians between Livy and Tacitus are included in the course.

**Course D.** Roman Elegy, Catullus (*Merrill*), Tibullus and Propertius (*Ramsay*) [3]. First semester. PROFESSOR MOORE.

Catullus' position among Latin poets, his originality, the influence of the Alexandrine school and similar questions are considered. Tibullus and Propertius are used to illustrate the development of the elegy.

**Course E.** Juvenal, Satires (*Hardy*), Pliny, Letters (*Prichard and Bernard*) [3]. First semester. PROFESSOR MOORE.

As these authors present opposite views of social life in Rome under the Early Empire, an important feature of the work consists in the preparation of papers on various topics suggested by the text.

This course will be offered in 1894-5.

**Course F.** Lucretius (*Kelsey*), Cicero, De Natura Deorum (*Stickney*) [3]. Second semester. PROFESSOR MOORE.

The presentation and criticism of the Stoic and Epicurean philosophies, as set forth in these authors, are compared with theories of modern science and the work is supplemented by collateral reading. The style and language of Lucretius are also considered.

**Course G.** Roman Institutions [2]. First semester.

PROFESSOR MOORE.

The purpose of the course is to trace the connection between modern institutions and forms of government and those of ancient Rome. After briefly considering the attitude of modern criticism towards the early period of Roman history, the institutions of the Regal period are taken up, the manner of their development into Republican forms and offices and their final absorption into those of the Empire. The original authorities as well as the works of Niebuhr, Lewis, Ihne and Mommsen are used.

This course will be offered in 1894-5.

**Course H.** An introduction to Comparative Grammar [1]. Second semester. PROFESSOR MOORE.

This course is intended to give some general idea of the history, theories and methods of modern Philology with special illustration from the Graeco-Italic group of languages. The class will study the works of Whitney, Delbrück and others with references to the larger treatises of Brugmann, King and Cookson and G. Meyer.

### SANSKRIT.

PROFESSOR MOORE.

Sanskrit is an elective course running through Senior year, with three hours a week in the first and two hours in the second semester. The study of the characters and inflections of the language is first taken up and Perry's Primer and Whitney's Grammar are used as text books. Later, selections from Lanman's Reader are read.

Students should consult with the instructor before electing the course. For the present year the course is given in part.

### GREEK.

PROFESSOR LEACH AND MISS MACURDY.

The aim is to acquire as many-sided a knowledge of Greek as possible. Facility in reading Greek is cultivated, and to this end, prac-



tice at sight is given and private reading is encouraged. Attention is paid to grammatical principles, to the development of the language and of the literature, to different phases of Greek life and thought. Careful study is given to the style of each author and to the distinctive excellence of each, and in advanced classes, to text-criticism. The courses given embrace representative authors in history, oratory, philosophy, in epic, lyric, and dramatic poetry. In the Junior year, a course in elementary Greek is offered to any non-Greek students who may wish it. Such students have an opportunity to continue the work with the subsequent Freshman class.

REQUIRED.

1. Lysias; Plato, *Apology* [3]. English into Greek [1]: Translation at sight and also from hearing. Lectures on legal, political, and social aspects of Athenian life. Freshman year, first semester.

MISS MACURDY.

2. Homer, *Odyssey*; Herodotus [3]. English into Greek [1]. Translation at sight. Lectures on Homeric Antiquities and on the Homeric Question. Historical explanation of the Homeric Forms and Syntax. Freshman year, second semester.

MISS MACURDY.

3. Demosthenes, *On the Crown*; Aeschines, *Against Ctesiphon* [2]. English into Greek [1]. Lectures on Attic Orators. Sophomore year, first semester.

MISS MACURDY.

4. Plato, *Protagoras* [2]. Lectures on Socrates, the Socratic Method the Sophists. Sophomore year, second semester.

MISS MACURDY.

ELECTIVE.

Course A. (Short course) Grammar, *Anabasis, Iliad* [3]. First and second semesters.

PROFESSOR LEACH.

Course B. Aristophanes, *Birds and Clouds* [2]. Lectures on Attic Comedy. Second semester.

PROFESSOR LEACH.

Course C. The New Testament [1] Acts of the Apostles and some of the Epistles. First and second semesters.

PROFESSOR LEACH.

Course D. Thucydides, Book VII with selections from other books [3]. Lectures on the prominent generals of the Peloponnesian War. First semester.

PROFESSOR LEACH.

**Course E.** Sophocles, *Oedipus at Colonus*. Euripides, *Hippolytus* [3]. Lectures on the Attic Theatre and the Drama, on Athens and its Monuments. Second semester. PROFESSOR LEACH.

**Course F.** Plato, *Republic* [3]. First semester. PROFESSOR LEACH.

**Course G.** Aristotle, *Politics* [3]. Second semester. PROFESSOR LEACH.

A society, called the Hellenic Society, has been formed for the purpose of keeping itself acquainted with the results of archæological research in Greece.

Vassar College now contributes to the support of the American School of Classical Studies at Athens. The school affords facilities for archæological investigation and study in Greece, and graduates of this college are entitled to all its advantages without expense for tuition.

### FRENCH.

PROFESSOR BRACQ AND MISS EPLER.

The aim of this course is three-fold: 1st. To give a correct knowledge of the French language and of its evolution from the Latin tongue. During the first year, the most important principles of grammar are reviewed. Throughout the course, constant attention is given to their application during both the reading and the conversational exercises. The study of the first year is grammatical, that of the second is grammatical and philological. 2d. To enable the student to speak the language fluently. To this end great efforts are made to educate the ear and to secure fluency of speech. The text-books are French. The answers of the students, the lectures and discussions are all in French. 3d. To give a philosophical knowledge of French literature, its origin, its development, its master-pieces, its pictures of French society at different periods; in other words, French history as seen in French literature. Special efforts are made to enable the student to grasp the modern thought and life of France in their literary manifestations.

The course in Old French is intended to furnish a basis both for the study of Early English and the historical study of the French language, and at the same time to enable the student to read with facility the early productions of the Langue d'Oïl. The most remarkable specimen of that literature of Northern France, *La Chanson de Roland*, is read in class.

The Short Course is designed for students who wish to be able to read French with ease, and to understand French conversation. The work includes the study of grammar, prose composition, and the reading of modern prose.

REQUIRED.

1 and 2. Balzac, *Eugénie Grandet*, Hugo, *Hernani* and *La Chûte*, Super, *Readings from French History* and Bowen, *French Lyrics*. Review of Syntax. Translation of English into French. Exercises in conversation. One hour a week of the second semester is devoted to the French literature of the nineteenth century [4]. Freshman year, first and second semesters. MISS EPLER.

3. The study of the literature of the nineteenth century continued. Reading of extracts from the works of Cousin, Sainte-Beuve, Paul Bourget and Taine. As the students do not begin the study of the French of the eighteenth or of the seventeenth century until they are grounded in contemporary French, the confusion that arises by not keeping the periods distinct is avoided. Twelve lectures are given upon the history of the French language [3]. Sophomore year, first semester. PROFESSOR BRACQ.

4. Montesquieu, *Considérations sur les causes de la grandeur des Romains et leur décadence*, Bernardin de Saint Pierre, *Paul et Virginie*, Voltaire, *Méropé*. Lectures upon the literature of the eighteenth century and upon its relations to the French Revolution. Conversation [2]. Sophomore year, second semester.

PROFESSOR BRACQ.

ELECTIVE.

Course A. Short Course. Principles of grammar. Méras, *Syntaxe pratique*. Paul Bercy, *La Langue française*. Reading, Dumas, *La Tulipe noire*, Madame de Pressensé, *Rosa*, Scribe, *Les Doigts de fée*. Prose composition and conversation [3]. First and second semesters.

MISS EPLER.

Course B. Old French. Introductory lectures to the study of Old French. General survey of grammatical principles. The Norman-French element in English. Clédât, *Grammaire élémentaire*. *Choice Readings from French History*, by Gustave Masson. *La Chanson de Roland* [2]. First and second semesters. PROFESSOR BRACQ.

Course C. Corneille, *Le Cid*, Racine, *Andromaque*, Molière, *Le Bourgeois gentilhomme*. Lectures upon the society of the XVIIth

century, the Hotel de Rambouillet and the French Academy. Discussions of topics that have been prepared by the students. Conversation [2]. First semester. PROFESSOR BRACQ.

**Course D.** Critical, analytical, and comparative study of the drama of the seventeenth century. Lectures upon the rise of the French drama. Extensive readings. Conversation [2]. Second semester. PROFESSOR BRACQ.

**Course E.** The philosophical, the religious, and the miscellaneous literature of the seventeenth century, Pascal, Descartes, Bossuet, La Fontaine and Mme. de Sévigné. Lectures and conversation [2]. First semester. PROFESSOR BRACQ.

**Course F.** The literature of the Renaissance period. Reading of extracts from the works of Amyot, Montaigne, Agrippa d' Aubigné and other writers of the times. Lectures on French literature from its beginning to our times [2]. Second semester. PROFESSOR BRACQ.

**Course G.** Contemporary Literature. The literary theories of the Romanticists, the Naturalists, the Parnassians, the Symbolists and the Decadents. Foreign influences, Tolstoïsm and Ibsenism. The moral and religious reaction in literature. The new critics, Brunetière, Tissot, Faguet. Recent writers, Taine, Renan, Schérer, Cherbuliez, Loti, Coppée, Daudet and de Vogué [2]. Second semester. PROFESSOR BRACQ.

## GERMAN.

ASSOCIATE PROFESSOR HERHOLZ AND MISS NEEF.

The aim of the German course is to give the students a thorough knowledge of the language, so as to enable them to pursue the study of history and the sciences with German text-books, and to understand and appreciate to the fullest extent the productions of literature. It is also intended to give them the ability to use the language conversationally with the greatest possible accuracy and freedom.

In the Freshman year the grammatical principles are carefully reviewed and in the subsequent classes incidental instruction in grammar is given.

The History of Literature is begun in the first semester of the Sophomore year and continued in every following semester, with lectures on the most prominent authors and their works. This course

## COURSES AND METHODS OF INSTRUCTION. 39

embraces the development of language and literature from the earliest stages down to the present day and is calculated to give the student a clear conception of the great epochs in the literary evolution of Germany.

### REQUIRED.

1 and 2. Grammar. Composition. Special attention is given to translation at sight from English into German. Selections from Harris, German composition; Jagemann, Prose composition. Riehl, *Volksgeschichten*. Poems by Goethe, Schiller, Uhland, Chamisso, etc. Schiller, *Maria Stuart* or Goethe, *Egmont* [4]. Freshman year, first and second semesters. MISS NEEF.

3. History of Literature from the early beginning to the eighteenth century. Selections from the first classical period. Schiller, *Wallenstein*; Lessing, *Emilia Galotti*. Composition [3]. Sophomore year, first semester. MISS NEEF.

4. The work of the first semester continued [2]. Sophomore year, second semester. MISS NEEF.

### ELECTIVE.

Course A. Schmitz, *Elements of the German Language*, Parts I and II. Joynes, *German Reader*; Storm, *Immensee* or Fougué, *Undine*; Lessing, *Minna von Barnhelm* [3]. First and second semesters. ASSOCIATE PROFESSOR HERHOLZ.

This short course is intended to give mature students an opportunity to begin the study of German and to acquire a practical knowledge of the language.

The work consists of a thorough drill in grammar, with written and oral exercises, translation from German into English and *vice versa*, and of reading and memorizing prose and poetry, the matter read being made the subject of conversation and composition. Great attention is paid to pronunciation and correct expression.

Course B. History of Literature of the XVIII century. Discussion of the influence of authors on their contemporaries and entire periods. Lessing, *Nathan der Weise*. Essays upon topics suggested by the class-work [2]. First semester.

ASSOCIATE PROFESSOR HERHOLZ.

Students are expected to read extracts from the histories of German literature by different authors, to study the lives of the great poets

in connection with their works and with the political, social, and intellectual movements of their times.

**Course C.** History of Literature of the XVIII century and work of Course B continued. Goethe, *Iphigenie*, *Tasso* [2]. Second semester.  
ASSOCIATE PROFESSOR HERHOLZ.

**Course D.** History of modern Literature. Critical study of poetical productions. Collateral readings and lectures will supplement the work in the class-room. Essays. Lessing's Prose works [2]. First semester.  
ASSOCIATE PROFESSOR HERHOLZ.

**Course E.** Work of Course D continued Goethe, *Faust*, Parts I and II [2]. Second semester. ASSOCIATE PROFESSOR HERHOLZ.

### ENGLISH.

PROFESSOR DRENNAN, DR. SWEET, MISS LOOMIS, MISS NETTLETON.

The instruction in English includes the three departments of Rhetoric and Composition, English Literature, and Anglo-Saxon. There is also a course in Historical English Grammar introductory to English Philology. During the first two years the work is all prescribed, in the Junior and Senior years, elective.

The aim in Rhetoric and English Composition is to enable the student to acquire facility, correctness, and clearness in writing English. With this in view the instruction during the first two years is combined with that in Literature, and these two courses are correlated, and conducted so that one shall illustrate the other. A number of essays on simple subjects are required, and also frequent exercises in extempore writing; there is besides instruction in the art of taking notes, making abstracts, etc., etc. Several carefully prepared essays are also demanded: these are closely criticised in a personal interview with the student. There is continued practice in off-hand writing, in reporting discourses, and in making abstracts of authors read, subjects assigned, etc.

#### REQUIRED.

1 and 2. Rhetoric and Literature [3]. Freshman year, first and second semesters.  
MISS LOOMIS AND MISS NETTLETON.

3 and 4. Literature [2]. Rhetoric [1]. Sophomore year, first and second semesters.  
DR. SWEET AND MISS LOOMIS.

The Rhetoric of the Freshman year begins with Narrative and Descriptive Composition; after Thanksgiving the principles of Analysis,

Structure of the Essay, Sermon, and Lecture are taken up in conjunction with practice in making abstracts of discourses. In the Sophomore it is a continuation and enlargement of the work of the previous year. The fundamental principles of style are discussed in the class-room. Short themes, embodying these principles, are then written extempore and submitted to general discussion and criticism. Short themes, as well as longer essays, written outside the class-room, are subjected to private criticism.

The Literature begins the first semester of the Freshman year and the aim is to make the student see what is meant by the study of Literature as opposed to cursory and accidental reading. Popular and influential authors are chosen, and the student is urged to discover if she may the causes of their success. Several masterpieces in prose are critically read and the instruction combined with that in Rhetoric. In the second semester selections from eminent recent poets are carefully studied.

During the Sophomore year the work consists of a survey of English Literature in its formative period, beginning with Wycliffe. The student is expected to become acquainted with the various authors at first hand: the earlier ones by means of specimens; the later ones by means of more or less copious extracts, or, in some instances, of entire works.

#### ELECTIVE.

**Course A.** Advanced Rhetoric. Consisting of lectures, collateral reading, and essays [2]. First semester. PROFESSOR DRENNAN.

The lectures include a treatment of the principles of literary criticism, supplemented by assigned library work. For the second semester a course in essays is offered. The essays of this year as well as those of preceding years are discussed in private interviews with the instructor.

**Course B.** Essays [1]. Second semester.

This course is intended for those who wish further instruction and practice in composition.

**Course C.** Forensics. A course in argumentative essays, instruction in controversial writing, open only to those who have taken Course A [2]. First semester.

**Course D.** Shakspeare; Laws of Dramatic Composition; Lectures [3]. First semester. PROFESSOR DRENNAN.

The purpose of this course is to give an introduction to the various lines of Shakspeare study, historical, literary, philological. A single play is thoroughly mastered, and the student is then assisted to draw out analytically the laws of dramatic poetry. A few other plays, if possible one of each class, are similarly treated.

**Course E.** English Literature : Period of Queene Anne [3]. Second semester.

PROFESSOR DRENNAN.

This course includes a thorough study of the three great writers of the period, Addison, Swift, and Pope, and also a survey of the social, political, ecclesiastical, literary, and physical forces which render this age important.

**Courses F and G.** Anglo-Saxon. Sweet's Reader with supplementary lessons in Phonology. [3] First semester ; [2] second semester.

PROFESSOR DRENNAN.

**Course H.** English Literature. Chaucer [3]. First semester.

PROFESSOR DRENNAN.

After the grammatical forms and glossary are mastered, selections from the various works of the author are critically read ; attention is also given to the literary history of the period.

**Course I.** Historical English Grammar [2]. This course is intended to give the student an introduction to the study of English Philology. The history of English Syntax and Accidence, of the origin and development of the present vocabulary, will be given by means of lectures and assigned readings in the works of Morris, Skeat, Earle, Oliphant, Lounsbury, Champneys, *et al.* Second semester.

PROFESSOR DRENNAN.

### MATHEMATICS.

PROFESSOR ELY, MISS RICHARDSON AND MISS MACE.

The courses are divided into two classes, prescribed and elective. The prescribed courses comprise a year and a half of Solid Geometry, Algebra and Trigonometry. These are supplemented by elective courses in Analytic Geometry, Plane and Solid, and in Calculus.

The aim in all the courses is to cultivate habits of exact, sustained and independent reasoning, of precision and clearness in the statement of convictions and the reasons upon which they depend ; to rely upon insight, originality and judgment rather than upon memory. The endeavor is to secure full possession of leading principles



and methods rather than of details. From the first, students who show special aptitude are encouraged in the working of subjects which require more prolonged investigation than the daily exercise of the class-room.

1. Solid and Spherical Geometry [3]. Freshman year, first semester.
2. Algebra [3]. Freshman year, second semester.

MISS RICHARDSON.

The exercises in Geometry include recitations from the text book, original demonstrations of propositions and applications of principles to numerical examples. The text book is Chauvenet (new edition).

The text book in Algebra is Hall and Knight's Higher Algebra.

3. Plane and Spherical Trigonometry [3]. Sophomore year, first semester.

PROFESSOR ELY AND MISS MACE.

In Plane Trigonometry attention is given to Trigonometric analysis and the solution of triangles. After the student has gained facility in the use of Trigonometric tables, applications of the principles are made to problems in Mensuration, Surveying and Navigation. Up to December attention is given to problems of heights, distances, and areas and to the fundamental principles of Navigation. Afterward the time is devoted to Spherical Trigonometry and its applications to the elementary problems relating to the celestial sphere and to navigation.

- Course A.** Analytic Geometry [4]. Sophomore year, second semester.

PROFESSOR ELY.

In Analytic Geometry the student is carried through the elementary properties of lines and surfaces of the second degree. All principles are illustrated by numerous exercises and applications.

- Course B.** Differential Calculus (Osborne) [3]. First semester.

- Course C.** Integral Calculus (Osborne) [3]. Second semester.

PROFESSOR ELY.

The elective course in Differential and Integral Calculus is designed for those who wish to pursue the subject of either pure or applied Mathematics. The text-book forms the basis of work but is largely supplemented by oral instruction.

This course presupposes Course A.

- Course D.** Differential and Integral Calculus or Extended Course in Analytic Geometry [3]. First semester.

PROFESSOR ELY.

Two courses are open to the student, one an extension of the Analytic Geometry of the Sophomore year, including the use of determinants and Tri-linear Co-ordinates. The other continuing the work of the previous semester is an extended course in Calculus, based on Williamson's text-books, and includes the elements of theory of functions of imaginary variables, the various methods of integration systematically treated, differential equations.

**Course E.** Quaternions [3]. Second semester. PROFESSOR ELY.

This course includes the general properties of scalars and vectors, Quaternion interpretation and applications of Quaternions to the Geometry of the plane, right-line and sphere.

Course E presupposes Courses A and B.

### ASTRONOMY.

PROFESSOR WHITNEY.

The courses in Astronomy are all elective. Their leading aim is to acquaint the student with the methods of investigation by which Astronomy has reached its present status, and to give such practice in these methods as the previous attainment of the classes and the appliances of the observatory will allow.

**Course A.** Descriptive and Historical [1]. First semester.

This lecture course is open to all students. It is intended for those of literary tastes who may desire an outline knowledge of Astronomy without entering upon its scientific treatment. It is not essential to the courses which follow in the schedule, nor is it recommended to those proposing to study Astronomy as a science.

**Course B.** General Astronomy [3]. First semester.

**Course C.** General Astronomy (continued) [3]. Second semester.

The course in General Astronomy runs through the year. It provides an elementary but scientific treatment of the principal departments of Astronomy, and is illustrated by frequent examples and applications, drawn as far as possible from local data. It presupposes the required mathematics of the College curriculum, and is also of value to the student as a course in applied mathematics. The students have the free use of the portable telescopes, and such questions as they can determine by their own observations with these glasses are kept before them.

**Course D.** Spherical and Practical Astronomy [3]. First semester.

**Course E.** Theoretical Astronomy [2]. Second semester.

These courses enter into a more detailed study of certain departments of Practical and Theoretical Astronomy, and require a working knowledge of the Calculus. They must, therefore, presuppose Mathematical courses A and B. During the first semester the students use the meridian circle, making and reducing their own observations. They predict occultations and observe them. In the second semester practice is transferred to the equatorial telescope and micrometric measurements. The order and character of practical work through the year, however, must frequently vary according to the positions of celestial objects of study. Theoretical Astronomy is generally treated under the form of Comet's orbit.

**Course F.** The Solar Spectrum [2]. Second semester.

This course in the study of the sun will introduce the student to the principles underlying our knowledge of the constitution of the celestial bodies as revealed by the spectroscope. It does not presuppose the course in General Astronomy, but an ordinary knowledge of the Solar System is desirable.

## PHYSICS.

PROFESSOR COOLEY.

The complete course in Physics extends through four semesters, beginning with the Junior year. The two semesters of the Junior year are devoted to the study of the general principles of the several branches of the science, and the two semesters of the Senior year are given to the practical study of selected branches in detail.

In General Physics the first semester is given to the study of the following subjects; the properties of matter, force, energy, special phenomena in solids, liquids and gases, heat and magnetism.

The second semester is given to the study of radiant energy, including the phenomena of sound, light and electricity.

Lectures, amply illustrated by experiments, introduce the various subjects and give an outline of the plan of study. With this preparation the student passes to the library to pursue a course of reading covering the ground marked out. A general discussion of the subject in the class-room follows this lecture and library work, and, finally, a semi-annual examination completes the work of each semester.

In Practical Physics laboratory work is involved. These courses are expected to enable the student to become more thoroughly ac-

quainted with the facts and principles of special subjects, with the construction and use of instruments, and with the experimental methods of research.

The cabinet of physical apparatus is well supplied with instruments suited to the work of the lecture room, and with many others adapted to the exact work of the laboratory. Constant additions of modern instruments are being made. A special fund for this purpose permits the purchase of apparatus from the best American and European makers, as needed.

#### ELECTIVE.

**Course A.** General Physics ; Matter and Energy, Phenomena of solids and fluids, Heat, Magnetism [4]. First semester.

**Course B.** General Physics ; Sound, Light, Electricity [3]. Second semester.

**Course C.** Practical Physics ; Experimental work in Physical Measurements and Electricity with lectures and collateral reading [3]. First semester.

**Course D.** Practical Physics ; Experimental work in Light with lectures and collateral reading [3]. Second semester.

Courses C and D will be open to those who, having taken Courses A and B, desire to study one or two branches in detail and to become acquainted with experimental methods in Physics.

#### CHEMISTRY.

PROFESSOR COOLEY, ASSOCIATE PROFESSOR MOULTON, AND MISS  
FREEMAN.

The complete course in chemistry consists of six parts, designated and described below. The object of this course is to acquaint the student with the experimental method of research, and to enable her to acquire by this method a thorough and systematic knowledge of the elementary facts and principles of chemistry.

Instruction is given by means of lectures which are supplemented by laboratory investigation, library study, general discussion in the class-room, and semi-annual examinations.

The general character of the work done and the special object sought in each semester may be stated as follows: The first semester is devoted to a study of the non-metals and their compounds. In this "first course" the student is expected to acquire some skill in

manipulation. She is taught how to bring about various forms of chemical changes, how to investigate a chemical action by separating and identifying its products, and she is shown how the laws of combination and other principles of the science are obtained by generalizing the results of experimental work.

The second semester is devoted to a study of the metals and their compounds. In this "second course" the student is expected to become acquainted with the properties of the most typical and useful metals and to make a systematic laboratory study of their reactions. Some of the industrial applications of chemistry are considered in this connection. Attention is directed also to the bearing of observed facts on chemical theories. Finally, by comparing and generalizing the result of her own experimental work, the student reaches the analytical classification, and then proceeds to apply her knowledge by working out several analyses of substances of unknown composition.

The third semester is devoted to quantitative chemistry, and the chemistry of light. In this "third course" the student pursues a laboratory study of volumetric and gravimetric methods of analysis, and an illustrated lecture and library course in spectroscopy and photography.

In the fourth semester there are two courses, one in the study of hydrocarbons and their derivatives, the other in the chemistry of water, air and food.

In the fifth semester two hours a week are given to the study of the History and Philosophy of Chemistry.

The chemical laboratories are commodious, well lighted and well ventilated rooms, containing separate tables to accommodate one hundred and four students. Each table is supplied with running water, a sink, a filter pump, gas and burners, graduated glassware.—in fact, it is intended that every table shall be supplied with every piece of apparatus, except the balance, and with all the chemicals, which are actually needed by the student who uses it. The John Guy Vassar Laboratory Fund permits all needed additions to be made. No extra charge is made for the apparatus or chemicals.

A certificate of study in Inorganic Chemistry at Vassar will be accepted in place of the corresponding course at the Woman's Medical College of the New York Infirmary.

#### ELECTIVE.

**Course A.** Description of the non-metals [4]. Second semester.

**Course B.** Description of the metals, Qualitative Analysis [4]. First semester. Course B presupposes Course A.

**Course C.** Quantitative Analysis [4]. Second semester. Course C presupposes Course B.

**Course D.** Organic Chemistry [3]. First semester.

**Course E.** Sanitary Chemistry [3]. First semester. Courses D and E presuppose Course C.

**Course F.** General Chemistry, History and Philosophy of Chemistry [2]. Second semester. Open to Seniors only. Course F presupposes Courses A and B.

### **MINERALOGY.**

**PROFESSOR DWIGHT.**

A concise course in Crystallography is given, illustrated by the best glass models of crystals, and accompanied by exercises in the determination of forms, and in goniometrical measurements. Physical and Chemical Mineralogy are then taken up, partly by recitations from the text-book, and partly by oral instruction, with special reference to a proper preparation for laboratory work. In Descriptive Mineralogy, the study of the principal ores and other minerals is conducted by oral instruction based as far as possible on the actual examination of specimens distributed among the members of the class. Meanwhile, at as early a point in the course as may be practicable, laboratory practice in the determination of minerals by the blowpipe and by chemical processes is begun and continued to the end of the semester. This work is in two courses; the first consists of a series of prescribed experiments with known minerals, as arranged in schedules prepared by the instructor. This course is so devised, with reference to the character and range of the specimens, that by its completion the student is made quite familiar with all the more important reactions of the determinative processes.

The second part consists in the determination, by each member of the class, of a large number of selected unknown minerals.

Excursions are taken to localities of mineralogical interest.

**Course A.** Mineralogy, full course [4]. Dana, *Manual*, with lectures, and objective study of minerals; laboratory practice in blowpipe determination of species. First semester.

Mineralogy, shorter course [2]. Lectures on mineral structure and composition; a brief course of laboratory exercises in the study and determination of minerals. First semester.

## GEOLOGY.

PROFESSOR DWIGHT.

A brief study of Physiographic Geology is followed by a course in Lithological Geology; the elementary principles of Petrography are here introduced; the methods of the optical study of minerals and rocks are taught and illustrated by the use of a lithological microscope, also by class exercises in the preparation of microscopic sections in minerals with reference to their optical examinations.

Dynamical Geology is then taken up. An elementary course in Paleontology follows, illustrated by the study of specimens, and by class practice in the actual determination of species of fossils. The members of the class are also exercised in the practical cutting and mounting of large microscopic sections of fossils, and rocks containing minute fossils, by means of a specially-devised rock-cutting machine of the largest dimensions and the most perfect equipment. Historical Geology occupies the latter part of the course. Its lessons are well illustrated by a large representative set of North American fossils originally collected by the New York State Survey, also by a valuable set of European fossils.

The advanced course in this subject will consist, as the class may elect, of the study of topics in Petrology, Paleontology, Stratigraphical or Dynamical Geology. A large supply of characteristic fossils, accessible to the students, furnishes opportunities for much objective study, aided by ordinary microscopic apparatus. One of Fuess's celebrated lithological microscopes of the largest size and latest pattern affords facilities for the optical study of minerals, while the method and practice of rock-slicing are taught on a large machine of the latest improved form.

Abundant use is made of the literature in the college library, and especially of the more recent discussions of geological topics in the scientific journals, and in State and Government Reports and Bulletins.

The student is thus taught how to make research in documents carrying authority, and is also familiarized with the methods of investigating and discussing geological problems. Field-work is encouraged as far as is possible.

**Course A.** Elementary Paleontology [2]. A general course in the study of the structure and classification of plants and animals, with special reference to Geology, for which it is a very important preparation. Second semester.

**Course B.** Full course [4]. Dana, *Text-book*, with lectures Exercises in the study of fossils and in the preparation of microscopic sections of rocks, minerals and fossils.

Shorter course [2]. Lectures on the general scope, material and methods of geological history and of dynamical geology. Second semester.

**Course C.** [2]. An advanced course, either in Petrography or in Paleontological and Stratigraphical Geology, with practice in field-work. First semester.

**Course D.** Advanced geology [2]. Either a continuation of Course C, or, for those who have not pursued Course C, a similar course. Second semester.

Course C, or Course D, presupposes Course B.

## BIOLOGY.

PROFESSOR O'GRADY, MISS BROWN, AND MISS E. C. PALMER.

The instruction in Biology consists of lectures, recitations, and laboratory exercises.

The course in General Biology in the Junior year serves as an introduction to the study of the Biological Sciences. It is intended that this course shall give the student a clear and comprehensive conception of the fundamental principles of life.

A number of representative forms of animal and vegetable life are studied in their structure and their mode of action, to illustrate the principal facts of morphology and physiology.

This general course is followed in the Senior year by more special work in General Zoölogy and Embryology. In the first semester, the student gains a systematic knowledge of the animal kingdom, attention being paid chiefly to the classification, development and homologies of invertebrates. In the second semester a thorough study is made of the Embryology of the chick.

An additional course in higher Biology is given in the second semester of the Senior year, including some of the leading questions of Biology, such as natural selection, evolution, heredity, and the history of the Biological sciences.



## COURSES AND METHODS OF INSTRUCTION. 51

A Journal class meets weekly throughout the Senior year. The object of this course is to gain familiarity with current biological literature, practice in bibliography, and in the presentation of papers.

In the laboratory the student acquires a thorough knowledge of methods, and of the forms discussed in the lectures. An attempt is made to cultivate the spirit of original research.

Students intending to study Biology are recommended to acquire a knowledge of the elements of chemistry.

**Courses A. and B.** General Biology [3]. First and second semesters.

**Course C.** General Zoölogy [3]. First semester. Course C presupposes Course B.

**Course D.** Embryology [2]. Second semester. Course D presupposes Course C.

**Course E.** Higher Biology [1]. Second semester. Course E presupposes Course D.

**Course F.** Current Biological Literature [1]. First and Second semesters. Course F presupposes Course B, and should be taken with Course C

## PHYSIOLOGY AND HYGIENE.

DR. THELBERG.

### REQUIRED.

**Hygiene.** A course running through the year. One hour weekly is devoted to this course, and the study comprises lectures, recitations, and practical investigation of the principles of house sanitation. Drawings and models are provided for this study. All new students are required to attend. Freshman year.

### ELECTIVE.

**Course A.** Advanced Physiology [3]. Second semester. The course comprises lectures, text-book work, microscopic study of tissues, experiments in physiological chemistry, and frequent dissections. The Anatomical Cabinet furnishes models for practical demonstrations.

**PHILOSOPHY.\*****PRESIDENT TAYLOR AND PROFESSOR DRENNAN.**

The study of Psychology is required of all candidates for a degree. The aim is to acquaint the student thoroughly with the principles of the science by a detailed study of the facts and processes of the mental life, and then in the study of the nature of intelligence to observe them in combination. The purpose of the instructor is to show the relation of the facts thus observed to the principles underlying the current discussions of philosophy and religion. A syllabus is used both as a guide and as a basis for discussion by the student and teacher. This course is supplemented by a course of lectures dealing with the theories of perception as they appear in the writings of modern philosophers, with the psychological and cosmological problems involved in them.

Courses of reading in the history of philosophy are assigned to the members of the class with a view to preparation for essays, or for special examination.

The course in Ethics is also required of students for a degree. The methods of instruction are similar to those outlined above. A text-book forms the basis of the work, and is made the ground of free discussion. A course of lectures supplements the work and reading in the history of ethical philosophy is required. Topics of study are the conscience, moral law, the will, and the ultimate ground of moral obligation. The relations of the principles thus discovered to the duties of moral beings to self, others, and God, are also discussed.

**REQUIRED.**

1. Psychology ; Lectures on Modern Philosophy [4]. Senior year, first semester.  
PRESIDENT TAYLOR.
2. Ethics ; Lectures on the history of Ethical Philosophy [8]. Senior year, second semester.  
PRESIDENT TAYLOR.

**ELECTIVE.**

**Course A.** Logic [8]. This study is offered as a three hours' course, through one semester of the Junior year. As students in Logic are often hindered in their progress by the lack of some knowledge of the nature and laws of the mind, a short outline of Psychology precedes the study of the laws of thought. Second semester.

PROFESSOR DRENNAN.

\* The Trustees have provided for an increase in the teaching force of this department. The required work in Psychology will probably be placed in the Junior year in 1894-95 giving scope for elective courses in the Senior year.

**HISTORY.**

**PROFESSOR SALMON, PROFESSOR MILLS, AND MISS JOHNSON.**

The undergraduate work in History aims to give opportunity during the Sophomore and Junior years for a somewhat comprehensive but careful study of general European history from the beginning of the mediæval period to the present time. During the Senior year facilities are offered for special work in American, English and constitutional history, and in the history of the Nineteenth Century.

The object of the instruction given is first, to emphasize the difference between reading history and studying history; second, to acquaint each student through independent work with the best methods of historical study; third, to show in the study of different nations the development of present from past conditions; fourth, to indicate the organic relation of history to other branches of knowledge.

The work of the department is conducted by means of text-books, topical outlines, lectures, and classes for special study. The students have free access to all works in the library and are trained to do independent work.

**REQUIRED.**

Mediæval History to Charlemagne, [3]. Sophomore year, first semester.

**PROFESSOR MILLS AND MISS JOHNSON.**

The object of this course is to give some knowledge of methods of historical study, to review rapidly the prominent features of classical civilization, and mainly to study the history of Europe from Constantine to Charlemagne. Particular attention is paid to the development of the church and to the ascendancy gained by Christianity over classical and Germanic ideals.

**ELECTIVE.**

**Course A.** Mediæval History from Charlemagne to the Renaissance [2]. Second semester.

**MISS JOHNSON.**

In this, as in the preceding course, the dominating influence of the church is the chief object of attention. Feudalism, the formation of the European states, the Holy Roman Empire, the Crusades, the evidences of a new spirit as shown in the revival of commerce, city life, the revival of learning and art, are among the principal topics considered. Each student should be provided with Bryce's *The Holy Roman Empire*.

**Course B.** Modern European History [3]. First semester.

**PROFESSOR SALMON AND MISS JOHNSON.**

This course comprises a special study of the political and religious condition of Europe during the fifteenth and sixteenth centuries, and the political and religious history of Europe from the beginning of the Reformation to the Treaty of Westphalia. As far as possible the period is studied from contemporaneous literature, official documents, and the leading modern authorities. It is one aim of this and the following course to give the student constant practice in the different uses of historical material, as in the preparation of bibliographies and biographies, the study of treaties and creeds from the documents themselves, reviews of recent literature treating of the period and work in historical geography.

**Course C. Modern European History [3].** Second semester.

PROFESSOR SALMON AND MISS JOHNSON.

This course is the continuation of Course B. The work comprises a brief survey of the history of Europe from the Treaty of Westphalia to the beginning of the French Revolution. A more special study is then made of the period of the Revolution and of the political development of the different countries as resulting from it. It is one object of this and of the preceding course to show by the study of comparative history the influence of different nations on each other.

**Course D. American Constitutional History [4].** First semester.

PROFESSOR SALMON.

This course is open to students who have had at least three courses in History.

The course is intended to offer opportunity for critical study of the origin and development of the American constitution. The specific lines of work along which the general subject is studied vary from year to year. The class is divided into small sections, thus affording opportunity for constant discussion of facts and principles and the individual study of special topics.

**Course E. American and English Constitutional History [3].**  
Second semester.

PROFESSOR SALMON.

This course is open to students who have completed Course D.

The course completes the work of Course D, and includes a comparative study of the existing political institutions of America and England.

**Course F. Nineteenth Century History [2].** First semester.

PROFESSOR SALMON.

## COURSES AND METHODS OF INSTRUCTION. 55

This course is open to students who have completed Course B and Course C.

The object of the course is to study the different political conditions in Western Europe as they have been developed from the French Revolution. The special subjects considered include the growth of republican ideas in France, the unification of Italy, the establishment of the German Empire and the revolutionary movements of 1830 and 1848. Special topics for individual study are taken up by each member of the class and pursued throughout the semester.

**Course G. Comparative Politics [2]. Second semester.**

PROFESSOR SALMON.

This course is open to those who have completed Course F.

The work comprises a study of different theories in regard to the origin and functions of the State, with an examination of the application of these theories in the different forms of modern federal government. The specific questions considered vary from year to year.

## ECONOMICS AND SOCIOLOGY.

PROFESSOR MILLS.

Students intending to take but one course should elect B. Those planning to take several may begin with either A or B.

The methods of work in this Department will be various, depending upon the nature of the topic, the resources of the library and the object of the course. Lectures, investigation of special topics, textbooks as a basis for discussion and recitation will all be used; but usually topical outlines, furnished the class in advance, will serve as a basis for independent reading.

**Course A. Economic History. The Development of Industrial Society. [3]. First semester.** This course requires no previous study of Economics.

The chief topics studied are the English Manor, the growth of the towns, the gild merchant, internal and foreign trade, the craft guilds, municipal control of industry in the middle ages; mediæval agriculture and its progress, the Black Death, growth of international trade, trading monopolies, Elizabethan legislation, domestic system of industry, the industrial revolution, the factory system, recent economic changes. The work will be based principally upon Ashley, Cunningham, Rogers, Toynbee, R. W. C. Taylor, Wells. Gibbin's Industrial

History of England will furnish the student an outline connecting the topics considered. The significance of former economic arrangements will be emphasized and these arrangements will be continually compared and contrasted with the present. Such attention as time allows will be given to economic thought in the periods studied.

**Course B.** Principles of Economics. Recitations from Marshall, *Elements of Economics*, and Andrews, *Institutes of Economics*. [3]. Second semester.

This course is designed to give a fundamental knowledge of the main principles of economic theory with such attention to conflicting views as time permits. Collateral reading is required. Particular attention will be given to Money and Banking.

**Course C.** Railroad Transportation, Trusts, and the Relation of the State to Monopolies [2]. First semester. Must be preceded by B.

Laissez-faire, the argument for and against, and substitutes proposed for this precept; definition and classification of monopolies; transportation prior to the railway, development of the railway system, results of improved transportation and communication, railway organization and accounts, competition, combination, discrimination, rates, railroad policy of different countries and of this country before 1887, constitutional and legal limitation of the legislative power in controlling transportation agencies, proposed solutions of the railway problem including state ownership, the Interstate Commerce Law and its results; the development, organization, advantages and dangers of trusts, anti-trust legislation; municipal ownership of water-works, gas-works, electric lighting plants and street railways; conclusion as to the proper treatment of monopolies.

**Course D.** (a). The Labor Problem: its Origin and Attempts toward its Solution; (b). Socialism. [2]. Second semester. Open to those having had B.

The chief topics considered will be the historical basis of the labor problem in the economic development of the last hundred years; the progress and present condition of the working classes; their claims; factory legislation; history and aims of workmen's combinations; conciliation and arbitration; co-operation; profit sharing; history of socialism, its present strength, critical study of the proposals of the different schools of socialists.

**Course E.** Social Science [2]. Second semester. Open only to Seniors who have taken or who take B.

A study of some of the prominent social problems, as the family and divorce, pauperism, condition of the poor in great cities, charities, insanity, crime and its causes, classification of criminals, criminal anthropology, prevention of crime, reformatory treatment, modern prison science, immigration, workingmen's insurance, savings institutions. Visits will be made to various charitable and correctional institutions, of which there is a considerable variety within easy access of the College. The formal and informal lectures by those in charge of the institutions visited have been very instructive.

**Course F.** Economic Seminary [2]. Second semester. This course will be offered only when desired by several properly prepared students. A prerequisite for admission is the completion with success of at least three courses in Economics. If not previously taken Course D must be elected contemporaneously with the Seminary.

### ART.

#### PROFESSOR VAN INGEN.

Three courses, all elective, are offered in this department, one Theoretical, two Historical. \*Technical instruction is also provided for.

Course A, Theory of Architecture, Sculpture and Painting, has special reference to the principles of criticism.

Courses B and C comprise the History of Architecture, Sculpture and Painting.

The instruction in Courses A, B and C, is given by means of lectures and collateral reading. A large collection of Braun Photographs, Casts and Diagrams elucidates this instruction. The work gone over in these several classes is further impressed on the student's mind towards the close of the year by a course of twelve lectures, illustrated by means of the stereopticon. These lectures are open to all the members of the college.

**Course A.** Theory of the art of Design. [2]. First semester. This course comprises a study of Beauty in Art, intellectual and optical beauty. Unity, its application to different modes of expression. Definition of Architecture, laws derived from nature: materials used in Architecture, their effect on construction: lintel and column; round-arch and dome; pointed arch and buttress; the truss; decora-

\*For this course there is an extra charge.

tions in Architecture. Definition of Sculpture; the statue; low, medium, and high relief; laws of relief: materials used in Sculpture and subjects treated. Definition of Painting; imitation; materials used in painting. Etching. Engraving. Lithography. Photography. Composition; the sketch, the studies. Drawing; its importance. Stereography, Orthography, Scenography. Perspective, the definition, the perspective of a point; parallel perspective, oblique perspective, problems. The human form in Art; proportion, anatomy, expression: gesture, drapery, costume, attributes. Chiaroscuro, tone. Color. Touch. Various kinds of pictures; historical, portrait, genre, landscape, animal, battle, marine, architectural, flower, fruit, still-life, scene and ornamental paintings.

**Course B.** [2]. Second semester.

History of Art, Architecture and Sculpture: The Egyptian Temple and its Sculptures, Tombs and Sculptured Reliefs, Pre-Historic Monuments of Greece, The Greek Temple and its Sculptures, the Periods of Phidias and Praxiteles, the Alexandrian Period, Roman Architecture, Portrait Statues and Historical Reliefs, Early Christian Architecture, the Byzantine and Latin Styles, the Romanesque and Gothic Cathedral and their Sculpture Decorations. Renaissance Architecture and Sculpture, Ghiberti, Donatello, Della Robbia, Michael Angelo, Bernini, Canova, Flaxman, Thorwaldsen.

**Course C.** [2]. First semester.

Painting: Classic and Byzantine Painting, Renaissance Painting, Giotto, Fra Angelico, Masaccio, Leonardo, Michael Angelo, Raphael, Titian, Veronese, Durer, Rubens, Rembrandt, Velasquez, Murillo, Poussin, David, Millet, Hogarth, Reynolds, Benjamin West.

Technical instruction is given in Drawing and Painting in Oil and Water-Colors.

The work is graded into the following Classes:

Class 1: Preparatory Class: Drawing in black and white and water colors from geometrical, ornamental and architectural forms.

Class 2: Antique Class B: Drawing from models of parts of the human figure.

Class 3: Antique Class A: Drawing from the full length statue.

Class 4: Still-life Class: Painting in oil and water-colors.

Class 5: Portrait Class: Drawing and Painting from the draped life model.

Classes 1, 2, 3, 4, continue each through one semester; Class 5 through two semesters, (each class two hours, three days in the week).



## MUSIC.

PROFESSOR BOWMAN.

Harmony. Exercises in writing intervals, triads, sept chords, altered chords, organ point, suspensions and harmonic accompaniment to selected and original melodies.

**Course A.** Principles of Harmony [2]. First semester.

PROFESSOR BOWMAN AND MISS BLISS.

**Course B.** Embellished Modulations and harmonic accompaniment [2]. Second semester.

PROFESSOR BOWMAN.

**Course C.** Counterpoint. Exercises in adding, one, two, three, four or more voices in Simple Counterpoint to given or original *cantus fermi*. Also the principles\* employed in writing Double Counterpoint, Canon and Fugue [2]. First semester.

PROFESSOR BOWMAN.

**Course D.** History. It is the aim in this course to study under the following headings the outlines of musical progress from the time of the most ancient Oriental civilization to the present. Oriental and ancient music. The first ten centuries of Christian music. From Guido to the fourteenth century. Epoch of the Netherlanders. The rise of dramatic music. The beginning of oratorio. Instrumental music from the sixteenth to the nineteenth century. Development of Italian, French and German opera. Development of the oratorio, cantata, passion music and sacred music [2]. First semester.

PROFESSOR BOWMAN.

**Course E.** History. This course is designed to fill in the details of the most important features in the development of music during the last hundred and fifty years. Biographic and analytic lectures are given on the chief workers and works in Opera from Gluck to Wagner, special attention being devoted to the latter. A special supplementary course is given in the history of piano-forte playing and piano-forte music [2]. Second semester.

PROFESSOR BOWMAN.

The College Chorus offers class training in the principles and practice of vocal music, such as notation, time, accent, dynamics, tone-production, articulation and expression. A superior class of music

\*The Department of Music having recently been placed on a collegiate basis, some of its work is necessarily in a formative state. It is the intention to extend the time allowed for the practical study of the higher contrapuntal forms as soon as possible.

is studied for practice in interpretation and for performance at such public exercises of the College as may be thought advisable. The drill is divided into two parts between which, by way of interlude, the instructor gives a brief lecture on some topic pertinent to general musical culture, for example, such as: How to study music. Characteristics of great composers. Synopsis of great compositions. What the musical world is doing to-day. PROFESSOR BOWMAN.

Instruction is also furnished by the College in the practice of music, —vocal (Mr. Sauvage), organ (Miss Bliss), piano-forte (Miss Whitney, Miss Chapin, Miss Bliss), and violin (Mr. Grube),—and for this an extra charge is made, see p. 77.

To the concerts and lectures given during the year by eminent artists and lecturers, students have free access. The College Choir offers valuable experience in church music, and the monthly meetings of the Thekla Club afford students of the piano-forte the opportunity of performance in the presence of others.

#### BIBLE STUDY.

The College aims to give, in a progressive course of study, such instruction as shall enable the student to gain a general knowledge of the history and teachings of the Bible. Among the specialists who have conducted this work are President Harper and Professor Burton of the University of Chicago, Professor Riggs of the Auburn Theological Seminary, and Professor True of the Rochester Theological Seminary. Professor Marvin R. Vincent, D.D., of the Union Theological Seminary, New York, is the lecturer this year. The course for the present semester is on the Epistles of St. Paul.

#### SUMMARY OF THE COURSES OF STUDY.

Letters indicate elective courses; figures, the number of hours per week.

##### FRESHMAN YEAR.

###### ALL REQUIRED.

<i>First Semester.</i>		<i>Second Semester.</i>			
Latin	4	Latin	4		
Greek	}	Greek	}		
French		4		French	4
German				German	
English	3	English	3		
Mathematics	3	Mathematics	3		
Hygiene	1	Hygiene	1		
		Elocution	1		

## SOPHOMORE YEAR.

## REQUIRED.

<i>First Semester.</i>		<i>Second Semester.</i>			
Latin	3	Latin	2		
Greek	}	Greek	}		
French		3		French	2
German				German	
English	3	English	3		
Mathematics	3				
History	3				

## ELECTIVE.

Student to elect 8 hours.	
A. Mathematics	4
A. Chemistry	4
A. Elementary Paleontology	2
A. Mediæval History	2
A. Latin	2
B. Greek	2

## JUNIOR YEAR.

## ALL ELECTIVE.

<i>First Semester.</i>		<i>Second Semester.</i>	
B. Latin	3	C. Latin	3
A. Greek, short course,	3	A. Greek, short course,	3
C. Greek	1	C. Greek	1
A. French, short course,	3	A. French, short course,	3
B. French	2	B. French	2
C. French	2	D. French	2
A. German, short course,	3	A. German, short course,	3
B. German	2	C. German	2
A. English, Rhetoric,	2	B. English, Essays,	1
D. English, Shakspeare,	3	E. English, Queen Anne,	3
F. Anglo-Saxon	3	G. Anglo-Saxon	2
B. Mathematics	3	C. Mathematics	3
A. Astronomy	1		
B. Astronomy, general,	3	C. Astronomy	3
A. Physics	4	B. Physics	3
B. Chemistry	4	C. Chemistry	4
A. Mineralogy	4 or 2	B. Geology	4 or 2
A. Biology	3	B. Biology	3
		A. Logic	3

<i>B.</i> History	3	<i>C.</i> History	3
<i>A.</i> Economics	3	<i>B.</i> Economics	3
<i>A.</i> Art	2	<i>B.</i> Art	2
<i>A.</i> Music	2	<i>B.</i> Music	2

## SENIOR YEAR.

## REQUIRED.\*

<i>First Semester.</i>		<i>Second Semester.</i>	
Psychology	4	Ethics	3

## ELECTIVE.

<i>D.</i> Latin	3	<i>F.</i> Latin	3
<i>E.</i> Latin	3	<i>H.</i> Latin, Comparative Grammar	1
<i>G.</i> Latin, Roman Institutions	2	<i>B.</i> Sanskrit	2
<i>A.</i> Sanskrit	3	<i>E.</i> Greek	3
<i>D.</i> Greek	3	<i>G.</i> Greek	3
<i>F.</i> Greek	3	<i>F.</i> French	2
<i>E.</i> French	2	<i>G.</i> French	2
<i>D.</i> German	2	<i>E.</i> German	2
<i>C.</i> English, Forensics	2	<i>I.</i> English, Historical Grammar	2
<i>H.</i> English, Chaucer	3	<i>E.</i> Mathematics	3
<i>D.</i> Mathematics	3	<i>E.</i> Astronomy	2
<i>D.</i> Astronomy	3	<i>F.</i> Astronomy, Solar Physics	2
<i>C.</i> Physics	3	<i>D.</i> Physics	3
<i>D.</i> Chemistry, Organic,	3	<i>F.</i> Chemistry	2
<i>E.</i> Chemistry, Sanitary,	3	<i>D.</i> Geology	2
<i>C.</i> Geology	2	<i>D.</i> Biology	2
<i>C.</i> Biology	3	<i>E.</i> Biology	1
<i>F.</i> Biology	1	<i>F.</i> Biology	1
<i>D.</i> History	4	<i>A.</i> Physiology	3
<i>F.</i> History	2	<i>E.</i> History	3
<i>C.</i> Economics	2	<i>G.</i> History, Comparative Politics	2
<i>C.</i> Art	2	<i>D.</i> Economics	2
<i>C.</i> Music	2	<i>E.</i> Social Science	2
<i>D.</i> Music	2	<i>F.</i> Economics, Seminary	2
		<i>E.</i> Music	2

\*See note on p. 52.

## DEGREES.

Students who have completed the regular course will receive the First or Baccalaureate Degree in Arts (A.B.)

No person will be admitted to the College as a Candidate for the degree of Bachelor of Arts after the beginning of the first semester of the Senior year.

The Second Degree in Arts (A.M.) may be conferred upon Bachelors of Arts of this or of any other approved College, who have pursued a course of advanced non-professional study. The required period of residence is one year, but graduates of this College studying *in absentia* must employ at least two years to complete the same amount of work. Non-residents must submit to the Faculty their proposed course of study at least two years in advance. The candidates must pass examinations on the course of study arranged and present an acceptable thesis. The title of the thesis must be presented to the Faculty as early as possible and not later than January the first of the year in which the degree is to be conferred. A fair copy of the thesis should be sent to the President's Office not later than May the first of the same year.

The degree of Doctor of Philosophy (Ph.D.), *in course*, will be conferred on graduates of this or of any other approved College. The requirements for such a degree will be a three years' course in liberal studies, two of which shall be spent at this College, but by vote of the Faculty a year of graduate study at some other college or university may be accepted for one year of residence. Two principal subjects of study must be pursued by every candidate for the degree, examinations must be taken in both, and a thesis showing original research must be presented on one of them. The candidate must be able to read Latin, French, and German, and must have at least an elementary knowledge of Greek.

The degree in Music, *Musicae Baccalauræa* (Mus.B.), is open to graduates of this, or of any other approved College, and to such as may produce certificates testifying to their use of at least five years in the study of Music. Two examinations must be taken by every candidate, at an interval of not less than one year, the first covering Harmony and Counterpoint in not more than four parts, and Canon and Fugue in two parts, and the second embracing Harmony and Counterpoint in five parts, Canon and Fugue, Musical Form (analysis), History of Music, and Orchestration. Before the final examination the candidate will be required to submit for the approval of the examiners a composition on a sacred or secular subject, containing some portion for a solo voice, some for a chorus for four parts using fugue treatment, and an accompaniment for piano, organ, or a string band, said composition to occupy about fifteen minutes in its performance.

Resident graduates and students in special courses, may receive from the President a certificate of the studies completed.

The degrees conferred in 1893 were as follows:

## A. M.

## THESES.

ANNA ROGERS, (A.B., Univ. of Neb.)—Art Education in American Schools.

ISABELLA ROGERS, (A.B., Univ. of Neb.)—A Comparison of Classical and Christian Art.

MARGARET FLOY WASHBURN, 1891—The Method of Equivalence.

## A. B.

ELIZABETH KEMPER ADAMS,  
FRANCES SPAULDING BELCHER,  
MARY ELLEN BLAIR,  
MARION STANLEY BLAKE,  
CORNELIA L. BONNELL,  
ELIZABETH SOPHIA BRADLEY,  
ALICE CRAWFORD BROWN,

WILHELMINA KIRCHNER,  
EDITH MCDANIEL,  
LEONORA LAVAL MARTIN,  
MILDRED OVERTON MATHES,  
ISABEL AVERY MORGAN,  
EDITH NEIL,  
DELIA MARIA O'CONNELL,

MARIANNA CATHERINE BROWN,	JEAN CULVERT PALMER,
LILLIE BERSHA CLARK,	RUTH ELLEN PALMER,
MARY VIDA CLARK,	EDITH MAUD PARKER,
ELIZA POLHEMUS COBB,	HENRIETTA A. ROSSINI PRATT,
HARRIET CORINNE CONANT,	BLANCHE DEAN PRESBREY,
MARY ELIZABETH COOLEY,	ADALAIDE GREEN SANDS,
ROSSA BELLE COOLEY,	GEORGIANA SANDS,
ELIZABETH BROWN CUTTING,	MARIE SOPHIE SCHNEIDER,
LELIA CHILDE DEANE,	LAURA FITCH SMITH,
MAY AUGUSTA DOOLITTLE,	JULIA WARD STEPHENS,
RUTH ELIZABETH EDDY,	FLORA WEALTHY STREETER,
ETHEL RHODA EVANS,	ELEANOR BRISTOL VAN ETTEN,
FLORENCE JOSEPHINE FOSTER,	ANNE VAN SYCKEL,
LOUISE ADELAIDE FULLER,	HELENA VAN VLIET,
HELEN THERESE GRANT,	ADELE WHITCOMB,
KATHARINE VAN DYKE HARKER,	CLARISSA ELIZABETH WHITE,
LIZZIE GRACE HENDERSON,	ETHEL WILKINSON,
EMMA LAURA HOLBROOK,	MARTHA ANNE WILLIAMS,
FRANCES BORGIA JOLLIFFE,	HARRIET ANNE WOOD.
GRACE BOWEN KING,	

The following students completed courses for which they entered previous to the establishment of the present requirements and received the diplomas of the schools existing at that time.

## IN PAINTING :

MARGARET PARISH BEATTIE,	FLORENCE MAE RISSER,
EZELU HILLIER,	JOSEPHINE KOELMAN VAN INGEN.
MARY McCURDY.	

## IN MUSIC :

VIRGINIA ISOLIND PELL.

## LECTURES.

The College provides courses of lectures supplementary to its regular work. The subjects, as far as arranged, are as follows:

Tennyson, . . . . .	THE REV. H. R. HAWEIS.
1. The Government of London,	
2. The Fabian Society, . . . . .	MR. WILLIAM CLARKE.
1. The Religious Ideas of the Indian,	
2. The Tribal Organization,	

3. Indian Music, . . . . .	MISS ALICE C. FLETCHER.
Greek Romanticism, . . . . .	PROFESSOR HERBERT W. SMYTH.
Chaucer, . . . . .	PROFESSOR GEORGE LYMAN KITTREDGE.
The Place of the Genetic Method in the Study of Language, . . . . .	PROFESSOR B. I. WHEELER.
Certain Aspects of Shakspeare's Maturity as illus- trated in the Tempest, . . . . .	PROFESSOR F. H. STODDARD.
Some Aspects of Greek Poetry, . . . . .	PROFESSOR JOHN H. WRIGHT.
Pastels and Pastellists, . . . . .	MR. J. WELLS CHAMPNEY.
Bacteriology, . . . . .	PROFESSOR WILLIAM T. SEDGWICK.
Principles of Social Reform, . . . . .	PROFESSOR DAVIS R. DEWEY.
The Life and Epistles of St. Paul, . . . . .	PROFESSOR MARVIN R. VINCENT.

Concerts are also provided for the College under the auspices of the Department of Music. They are given by artists from the best known Musical Clubs and Societies.

#### GRADUATE COURSES.

Courses of advanced study will be arranged by the various departments of the College for graduates of colleges who may prove to the Faculty their ability to profit by them. The student will have the advantage of study with the instructor, and of a general direction in her investigations.

Graduate courses of study, under the direction of the heads of the different departments of instruction, will be arranged for such resident graduates as wish to take examinations for the Second Degree in Arts (A.M.)



## THE COLLEGE AND ITS MATERIAL EQUIPMENT.

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The College is situated two miles east of Poughkeepsie, which is half way between Albany and New York, on the Hudson River Railroad. Street-cars run regularly to and from the city. The Western Union Telegraph Company has an office in the building.

The College buildings comprise the Main Building, a structure five hundred feet long, containing students' rooms, apartments for officers of the College, recitation rooms, the chapel, library, dining room, parlors, offices, etc.; Strong Hall, for residence; the Vassar Brothers' Laboratory of Physics and Chemistry; the Museum, containing the collections of Natural History, the Art Galleries, the Music Rooms, and the Mineralogical and Biological Laboratories; the Observatory; the Alumnae Gymnasium; the Conservatory; the Lodge; Residences for Professors; and various other buildings.

### **The Main Building.**

This building is warmed by steam, lighted with gas, and has an abundant supply of pure water. A passenger elevator is provided. Every possible provision against the danger from fire was made in the construction of the building. In addition to this there is a thoroughly equipped fire service, a steam fire engine, connections and hose on every floor, several Babcock extinguishers, and fire pumps.

The students' apartments are ordinarily in groups, with three sleeping-rooms opening into one study. There are also many single rooms and a few rooms accommodating two persons. The rooms are provided with necessary

furniture, and are cared for by servants. The construction of the building is such that even more quiet is secured than in most smaller edifices. The walls separating the rooms are of brick, and the floors are deadened.

#### **Strong Hall.**

A building for the accommodation of one hundred students has been completed this year. It is arranged in single rooms, and in suites of three rooms for two students. The dining room, the height of which extends through two stories, is at the north end of the building. Everything has been done to make this hall attractive and comfortable, and owing to the generosity of Mr. John D. Rockefeller who supplemented the appropriation by a gift of \$35,000, it has been possible to provide a model building for residence. It contains an elevator, and there is the same protection against fire as in the main building. It is named in honor of Mrs. Bessie Rockefeller Strong.

#### **The Frederick F. Thompson Library.**

This building, connected with the main edifice, was completed last spring. Mr. Thompson's great generosity meets one of the chief needs of the college.

THE LIBRARY of the College contains about twenty thousand volumes, selected with special reference to the needs of the various departments. Provision is made for its growth by annual appropriations. The students have free access to the shelves during eleven hours of each day.

THE READING ROOM receives, in addition to the daily and weekly papers, the leading scientific, literary, and philological periodicals, American, English, German, and French.

#### **The Vassar Brothers' Laboratory of Chemistry and Physics.**

This is a large and commodious building, with rooms of ample size for lectures, and laboratories for the practical study of general and analytical chemistry.

An addition, costing \$4,000, has been made to this structure for work in experimental physics.

In the Qualitative Laboratory, two capacious ventilating chambers divide the tables into three sections, affording abundant facilities for the removal of noxious gases. Every table is supplied with gas, water and waste pipe, a filter pump, a full set of re-agents, and every utensil needed for the work.

In the Quantitative Laboratories, each table is supplied with Bunsen's and Fletcher's burners, water and filter pump, a set of graduated glassware, and all the minor pieces required for both gravimetric and volumetric analysis. Fletcher's gas furnaces for oxidation and reduction, apparatus of various forms for specific gravity, and a full supply of chemical balances are within easy reach, while hot water, distilled water, drying ovens, and blast lamps are conveniently placed.

The Cabinet of Philosophical Apparatus contains a large collection illustrating the several branches of physics. Among the instruments of precision are the following: Atwood's machine with electric action, a fine stand barometer given by the class of 1880, Cooley's apparatus for precise experiments on Boyle's law, and for the electrical registry of vibrations, tuning forks from König, a polariscope from Queen, a spectroscope from Hartmann and Braun, a Mascart's electrometer, and other fine electrical test instruments from Elliott, Breguet, Carpentier, and Edelman. A fund, the gift of Mr. John Guy Vassar, provides for the addition of new apparatus.

#### **Biological Laboratory.**

The Biological Laboratory is furnished with tables for microscopic work and dissection with re-agents, glassware and instruments, and the students are supplied with dis-

secting instruments, compound and dissecting microscopes, etc.

The laboratory instruments include Thoma and Minot microtomes, a Cambridge incubator, sterilizers, paraffin baths, aquaria, etc.

A valuable collection of Invertebrates from the Zoölogical Station at Naples has been added, and a series of charts illustrating the anatomy and embryology of Invertebrates.

There is a small working library in the laboratory containing the ordinary text books and works of reference and a few monographs.

#### **The Mineralogical and Geological Laboratories.**

These contain cases of representative specimens, especially intended for actual handling and study by the students of these courses. To such students they are constantly accessible. There are also various forms of requisite apparatus, among which may be mentioned a Wollaston's Reflecting Goniometer, a Joly Specific Gravity Balance, an Analytical Balance, a Fuess Lithological Microscope of the largest size and latest improved form, apparatus and re-agents for the preparation of microscopic sections of minerals and rocks, and a sufficient number of complete sets of the apparatus requisite for the blowpipe determination of minerals to furnish one to each student of the class.

A good supply of the leading text-books and books of reference on the topics studied, is furnished to the laboratories of Natural History for daily use by the students.

#### **The Museum of Natural History.**

This contains

1. The Cabinet of Minerals, Rocks, and Fossils, with more than ten thousand specimens, besides models, restorations, relief maps, sections, landscapes, etc. The

minerals are over four thousand in number, all carefully selected for their educational value. There are also series of models in wood and in glass for illustrating crystallography, a series exhibiting the physical characteristics of minerals, and many duplicate specimens for manual use. The lithological collection embraces all the important rocks, about seven hundred in number; the palæontological collection contains nearly five thousand fossils, which are chiefly from the standard European localities. There is a representative set of North American fossils, illustrating every period of geological history, and comprising over three thousand specimens, each one thoroughly authenticated.

A valuable collection of the remarkable vertebrate fossils of the Tertiary from the Bad Lands of Nebraska, including portions of gigantic mammals, also of interesting concretionary forms from the Hot Springs of South Dakota have been added.

2. The Cabinet of Zoölogy, illustrating all the subkingdoms, comprising about five hundred mammals, birds, and reptiles from South America; representative vertebrates from our own country; a collection of insects; a choice collection of shells, corals, and other radiates; a fine osteological series; a set of Blaschka's life-like models of Invertebrates; and some of Auzoux's elastic anatomical models for illustrating structural and comparative zoölogy. It is especially rich in ornithology, as it includes the Giraud collection of North American birds, well known as one of the most valuable in the United States. It contains about one thousand specimens, all mounted, representing over seven hundred species, among which are several type specimens, and many of historical interest as the originals of Audubon's drawings. The representation of South American birds, though not so complete, is rich, embrac-

ing probably the largest series of humming birds in any College museum.

#### **Art Gallery.**

This contains a collection of oil and water-color paintings. Among these the oldest artist in America, Watson, is represented. Of the early American school it contains works of Trumbull, Mount, Cole, Durand, Gifford, Kensett, Edwin White, Baker. Of the later Americans there are paintings by Inness, Boughton, Huntington, McEntee, Whittridge, Shattuck and Gignoux. Of foreign art it has works by Diaz, Courbet, L'Enfant de Metz, and Duverger. Among the water colors are four Turners, two Prouts, one Copley Fielding, two Stanfields and a number of others by well-known foreign and American artists.

#### **The Hall of Casts**

Contains specimens of all the great periods of sculpture; the Hermes by Praxiteles, the Laocoon and Niobe groups, the Sophocles and Demosthenes, the Dying Gaul and Borghese Warrior, the Venus of Milo and the Venus de Medici, the Diana, the Augustus of the Vatican, the Nuremberg Madonna, the Ghiberti Gates, the Pieta by Michael Angelo, the St. George by Donatello, a case with forty-two Tanagra figures, and a number of Architectural constructive details and ornaments. All these casts are of the size of the originals.

The art fund provides means for annual additions to the Gallery.

#### **The Eleanor Conservatory.**

This memorial gift from Mr. W. R. Farrington, of Poughkeepsie, was erected in 1886. The plants, comprising typical specimens from all parts of the world, are among the valuable resources for biological instruction. The Herbarium contains the Merrill collection of ferns and other plants.

**The Anatomical Cabinet.**

This contains articulated and non-articulated skeletons, a complete dissectible manikin, magnified dissectible models of the eye, ear, larynx, etc., desiccated and other specimens, comprising all that is needed to elucidate the topics studied.

**The Astronomical Observatory.**

The observatory contains a Meridian Circle with Collimating Telescopes, a Clock and Chronograph, an Equatorial Telescope, and two Portable Telescopes, the gifts of Dr. R. H. McDonald, of San Francisco, and Miss Cora Harrison, of the class of 1876. The object-glass of the Meridian instrument is of three and three-quarters inches diameter; that of the Equatorial, of twelve and one-third inches. The latter is from the manufactory of Alvan Clark. A Telespectroscope made by J. A. Brashear, and a Universal Instrument made by Wanschaff, of Berlin, have recently been added.

**The Chapel Organ,**

The gift of Mrs. John H. Deane, was constructed by H. L. Roosevelt, of New York.

**The Alumnæ Gymnasium.**

This building was erected in 1889 by the Alumnæ and Students of the college. The main part is one hundred feet long by forty-five feet wide. The upper story is used as a tennis court and as a hall for the entertainments of the Philathean Society. The lower story contains, besides loggia and entrance hall, a room in which there are twenty-four bath rooms, with each of which two dressing-rooms connect. At the rear of this room is a large swimming tank, the gift of Mr. Frederick F. Thompson, of New York. It is forty-three feet long by twenty-four feet wide. A well one hundred and fifty feet deep supplies it

with water, which is pumped in at a temperature of from 70° to 80°.

The Gymnasium proper is sixty-seven feet long, forty-one feet wide and thirty-five feet high. It is fitted up with all the necessary apparatus, including pulley-weights, rowing-machines, quarter circles, chest developers, walking bars, swinging rings, ladders, Indian clubs, dumb-bells, and many other appliances for correcting inherited tendencies, and for developing muscle with the least expenditure of nerve force.

#### **Health and Physical Training.**

A Physician resides in the College. The health of the students is made a prime object of attention, and the sanitary regulations of the College are all carefully directed. The study of hygiene is required of all new students.

There is an Infirmary with complete arrangements for the comfort of the sick, and with a competent nurse in constant attendance. It is isolated from the rest of the College, and, with a southern exposure and the cheerful appointments of its dormitories and parlor, makes a home-like place of rest for those who need temporary relief from their work.

Students who enter in good health have almost uniformly preserved it, and cases of acute disease have been very rare. Few communities of the same number of persons have so little illness.

Upon entering the College, each student is examined by the resident physician, her heart and lungs are tested, and information is solicited concerning her habits and general health. From these recorded data and measurements made by the teacher of gymnastics, exercise is prescribed to meet the special wants of each individual. This is required three times weekly unless the student is



excused by the resident physician. Occasional re-examinations guide modifications of prescriptions. All exercise in the Gymnasium is under the personal supervision of the Director of the Gymnasium, who has made a special study of physical exercise as taught by Dr. Sargent, of Harvard University, and by other specialists. To ascertain the defects needing correction and to avoid over-tasking or wrongly working any student, the system of measurements recommended by the American Association for the Advancement of Physical Education, and adopted in all the best gymnasia, is followed. These measurements afford, as taken during several years past, interesting and encouraging information concerning the valuable effects of systematic physical education.

The Grounds of the College, covering two hundred acres, with several miles of gravel walks, tennis courts, a lake available for boating and skating, and a rink for ice skating, the gift of Mr. J. D. Rockefeller, furnish ample facilities for the out-door recreation which is required.

#### **Religious Life.**

The College is distinctly Christian, as its Founder willed it to be, and it welcomes those of every faith to its advantages. It is unsectarian in its management. Services on Sunday are conducted by clergymen of various churches, and evening prayer is held in the Chapel daily. Provision is made for the regular study of the Scriptures. Religious meetings are held Thursday and Sunday evenings. There is a Young Woman's Christian Association. Its public meetings are addressed by men and women devoted to home and foreign mission work.

The following are among the speakers from February, 1893, to February, 1894.

Miss Jane Addams—"Hull House." Mrs. Amelia S. Quinton—"A Tour Among the Indians." Miss Elizabeth Greenwood—"A Talk on

Temperance." Miss Mary M. Butler—"The Working Girls' Home in Yonkers." Miss Marie Ives—"Work among the Indian Boys and Girls." Mr. Spiers—"The Students' Volunteer Movement." Mrs. Ballington Booth—"The Salvation Army." Mrs. J. Wells Champney—"The Messiah Home." Mrs. Lucy Waterbury—"Foreign Missionary Work." Miss Rite Cobb—"India and China."

### Social Life.

Various societies and clubs, literary, scientific, and musical, give variety to the college life. The Philaethean Anniversary and Founder's Day furnish occasions for a more general social life.

The enforcing of the regulations agreed upon in regard to attendance at chapel, daily exercise, hour of retiring, and other matters affecting the comfort of the college life, is entrusted to a committee appointed by the Students' Association. This plan is in operation for the fifth year, and is amply justified by its results.

### Expenses.

It is the aim of the College to avoid all extra charges in its proper work. Its rates are fixed with that purpose in view. The charge to all students who reside in the College is . . . \$400.

*This includes tuition in all college studies, board, and the washing of one dozen plain pieces weekly. Extra washing is charged for at fixed rates.*

*There is no charge for board during the short vacations. No charge is made for chemicals, or for breakage in the Laboratories.*

Of the \$400 there is due on entrance . . . . .	\$300.
And on March first . . . . .	100.
Graduates of the College are received for advanced work at a charge of . . . . .	300.
Non-resident graduates are charged for tuition in graduate work, . . . . .	50.
Day students are charged . . . . .	115.
Drawing and Painting . . . . .	100 per annum.

For the Piano-forte or for Solo Singing,\* two lessons  
a week, and one period for daily practice, each, 100

Special students in music may have an additional practice period free of charge.

For the Organ, two lessons a week. . . . . 100

For the use of the Chapel Organ one period daily. . . . . 2 a month.

For the use of a piano for an additional period daily. . . . . 1 "

For extra lessons additional charge is made at the same rates as above.

Students who do not take lessons may have the use of a piano for a daily practice period at one dollar a month.

A nominal charge is made for MEDICAL ATTENDANCE. When the student consults the physician at her office, the charge is 25 cents; when the physician visits the student's room, the charge is 50 cents; prescriptions, 25 cents each. When a student is confined to the Infirmary, the extra charge for regular medical attendance, medicine, and services of nurse, and for meals served there, is \$1.50 per day. Every meal taken to a room, for whatever cause, is charged extra.

Text-books, stationery, drawing instruments, and similar articles can be obtained at the College at current prices.

Students supply their own towels, and napkins for the table.

Students returning after the summer vacation are not at liberty to occupy the rooms previously assigned, until they have made satisfactory arrangements with the Treasurer for the payment then due. With the exception of those about to enter College, students are not expected at the College until Friday of the opening week.

#### Deductions.

If the student is compelled, by sickness or other necessity, to leave the College before the end of the year for

\*It has been found necessary to charge \$150 for the singing in order to secure a satisfactory teacher.

which she entered, she will be charged for board (at the rate of \$8 per week) until formal notice is given by her parent or guardian that she has relinquished her room. As engagements with instructors and other provisions for the education of students are made by the College for the entire year in advance, no deduction can be made in the charge for tuition.

No deduction is made for absences during the year.

Students received at any time after the first five weeks are charged *pro rata* for the portion of the year remaining at the date of their admission. But no deduction will be made from either the regular or extra charges for the first five or the last five weeks of the year.

#### Scholarships.

The endowments for the assistance of students are as follows:

1. The "Auxiliary Fund" of \$50,000 established by the Founder's will.

2. A fund of \$50,000 established by the will of Matthew Vassar, Jr.

In awarding the latter, preference is given, to the extent of half the number receiving aid, to such as are residents of Poughkeepsie, and have been for at least five years.

The John H. Raymond scholarship of \$6,000.

The Hannah W. Lyman scholarship of \$6,000.

The Adaline L. Beadle scholarship of \$6,000. In awarding this scholarship preference is to be given to members of the Reformed (Dutch) Church.

The A. J. Fox scholarship of \$6,000, subject to the nomination of the founder.

The R. H. McDonald scholarship of \$6,000, subject to the nomination of the founder.

The scholarship established by the Alumnae of Chicago and the West. This scholarship is open to competitive examination, under the direction of a committee of the Alumnae of that section, and it provides for the board and tuition of the successful competitor.

The Catherine Morgan Buckingham scholarship of \$8,000, founded under the will of the late Stephen M. Buckingham, an honored Trustee of the College. In awarding this scholarship, it is provided that "preference shall be given to the daughters of clergymen of the Protestant Episcopal Church."

The Calvin Huntington scholarship of \$6,000, established by Mr. Calvin Huntington, of Kansas. It is subject to the nomination of the founder.

The William Mitchell Aid Fund of \$1,000, established by the bequest of Professor Maria Mitchell in memory of her father.

A Loan Fund from which amounts are lent to applicants, without interest.

The Merrill Fund of \$10,000, the income of which "shall be applied to aid deserving daughters of foreign missionaries."

The Catherine P. Stanton Memorial Scholarship Fund of \$1,000, the income of which "shall be applied for the benefit of some student in one of the higher classes of the college."

The L. Manson Buckmaster scholarship of \$740.

The Matilda C. Perry scholarship of \$6,000. In awarding this scholarship preference is to be given to the daughters of Baptist ministers.

The F. Helen Rawson scholarship of \$6,000.

The Kittie M. Spring scholarship of \$6,000.

The Charles M. Eckert scholarship of \$6,000.

The Heloise E. Hersey scholarship of \$6,000.

Applicants for assistance from any of these funds must become members of regular classes, must furnish evidence of ability and need, and must maintain a creditable rank as students.

In addition to the above-mentioned Permanent Funds and Scholarships, there is also a College Aid Fund derived from the annual gifts of the friends of the College and of the higher education of women, as well as of persons interested in Christian education generally. This fund is usually without restriction, and from it appropriations may be made to students of any grade who may receive the approval of the Faculty.

*As, however, the demand for aid to worthy students is constant, and as there is no probability that the demand will ever cease, the Trustees solicit the gift of more scholarships. The sum of eight thousand dollars is necessary to found a full scholarship. Partial scholarships may also be established, yielding one-quarter, one-half, or three-fourths of the income of a full scholarship; these may afterward be completed at the convenience of the donor, and made to yield an income which shall pay all the annual College expenses of the holder.*

*The Trustees especially solicit contributions to the College Aid Fund, as there are often students of great promise who can be helped only in this way.*

#### **Vassar Students' Aid Society.**

The Aid Society was organized in October, 1889. Its regular membership consists of graduates, non-graduates and teachers of Vassar College. Other friends of the college and the work are allied as associate members of fifteen branch organizations. Its scholarships are assigned as loans to applicants passing without condition the entrance examinations held by the college.

For the year 1893-'94, these loans numbered twenty-two and amounted to \$4,465.

The General Society gave two of \$200 each, and one of \$100; Boston Branch a total of \$715 to four students; Brooklyn, one of \$200; Cleveland, one of \$200; Illinois, one of \$200; Kentucky, one of \$400; New York City, one of \$400, one of \$250, and one of \$100; Orange, one of \$200; Pittsburgh, one of \$300, one of \$200, and one of \$250; Poughkeepsie, one of \$100; Rochester, one of \$150; Tennessee, one of \$100, and Washington, one of \$200.

No application was received for the Minnesota scholarship.

The California Branch gave \$160 to the Fellowship Fund.

The General Society offers *annually* an *entrance* scholarship of \$200.

The Minnesota Branch offers for competition in June, 1894, a scholarship of \$200 for two years. Application should be made to Miss Louise B. Lindeke, 295 Summit Ave., St. Paul, Minn.

The Kentucky Branch offers an entrance scholarship of \$400 for June, 1894. Application should be made to Miss Mary D. Anderson, 1727 First St., Louisville, Ky.

Other scholarships, it is expected, will be announced later. For further information, apply to Miss Mary R. Braislin, Bordentown, N. J.

All applications must be made before April 1, 1894.

#### Prizes.

By bequest of Mr. Edward M. Barringer there is a fund of three thousand dollars, the income of which is to be paid "to the best scholar in the graduating class of each year who shall be a daughter of a physician, or of one who was a physician in his lifetime, and who shall offer herself

as a competitor for the prize;" or, if no one in the graduating class presents herself, to the student in the next lower class who is eligible.

THE HELEN KATE FURNESS PRIZE FUND furnishes annually two prizes, one of thirty and one of twenty dollars, which are granted to the writers of the best two essays on some "Shaksperian or Elizabethan subject," competition being open to all members of the Senior Class. The subject is assigned a year in advance, and the essays must be presented at the opening of the second semester. The subject for the year 1894-95 will be, *The Shakspeare-Bacon Controversy: its Origin, Scope, and Value.*

The friends of the late MRS. ERMINIE A. SMITH, of Jersey City, have established a MEMORIAL PRIZE fund of one thousand dollars for excellence in the study of Mineralogy and Geology. A first and second prize will be awarded in accordance with the following extract from the deed of gift:

"The Trustees shall apply the net income from said fund as a prize or prizes to be given to any student or students of Vassar College who shall, in the judgment of said Board, from time to time have attained the highest degree of proficiency in the studies of Mineralogy and Geology."

#### Correspondence.

The address of persons connected with the College, is *Vassar College, Poughkeepsie, N. Y.*

Letters respecting any of the departments of instruction, the admission and dismissal of students, their studies, etc., should be addressed to the President. Communications in reference to rooms and the personal welfare of the students may be made to the Lady Principal.

Letters pertaining to the finances of the College, including all claims and accounts, and *requests for cata-*



*logues*, should be addressed to the Treasurer; those relating to the general business of the College, to the Superintendent.

**Teachers' Registry.**

A registry of the names of students and graduates who desire to teach is kept by the College. The Alumnæ who are interested in it are requested to keep the authorities informed of changes in their residence. The President will be pleased to correspond with any who desire teachers.

**Vacations and Holidays.**

The College year covers thirty-eight weeks, divided into two terms, with a recess of two weeks at Christmas, and another of ten days in the spring.

Thanksgiving, Washington's Birthday, and the Birthday of the Founder, are observed as holidays at the College. Leave of absence on these days will not be extended save for such reasons as are accepted at other times.

CALENDAR.

Anniversary of the Philaethean Society, . . . . .	December 8,	1893
Winter Holidays begin at noon on . . . . .	December 21,	"
Winter Holidays end on the evening of . . . . .	January 4,	1894
Second Semester begins, . . . . .	February 5,	"
Spring Vacation begins at noon on . . . . .	March 23,	"
Spring Vacation ends on the evening of . . . . .	April 3,	"
Founder's Day, . . . . .	April 27,	"
Baccalaureate Sermon, . . . . .	June 10,	"
Annual Meeting of the Board of Trustees, . . . . .	June 12,	"
Commencement, . . . . .	June 13,	"
Examinations for Entrance, . . . . .	{ June 7-9,	"
	{ September, 19-21,	"
College Exercises begin on the evening of . . . . .	September 21,	"
Anniversary of the Philaethean Society, . . . . .	December 7,	"
Winter Holidays begin at noon on . . . . .	December 20,	"
Winter Holidays end on the evening of . . . . .	January 3,	1895
Spring Vacation begins at noon on . . . . .	March 29,	"
Spring Vacation ends on the evening of . . . . .	April 9,	"

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# **Vassar College.**

1894-95.



THE THIRTIETH  
ANNUAL CATALOGUE  
OF THE  
OFFICERS AND STUDENTS  
OF  
VASSAR COLLEGE  
POUGHKEEPSIE N. Y.  
1894-95.

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POUGHKEEPSIE  
A. V. HAIGHT, PRINTER  
1894

"It occurred to me that woman, having received from her Creator the same intellectual constitution as man, has the same right as man to intellectual culture and development."

"It is my hope to be the instrument in the hand of Providence of founding an institution which shall accomplish for young women what our colleges are accomplishing for young men."

MATTHEW VASSAR.

The College was incorporated as Vassar Female College in 1861.  
This name was changed in 1867 to the present corporate name.

VASSAR COLLEGE.

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1894.

SEPTEMBER.							OCTOBER.							NOVEMBER.							DECEMBER.						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
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2	3	4	5	6	7	8	7	8	9	10	11	12	13	4	5	6	7	8	9	10	2	3	4	5	6	7	8
9	10	11	12	13	14	15	14	15	16	17	18	19	20	11	12	13	14	15	16	17	9	10	11	12	13	14	15
16	17	18	19	20	21	22	21	22	23	24	25	26	27	18	19	20	21	22	23	24	16	17	18	19	20	21	22
23	24	25	26	27	28	29	28	29	30	31	..	..	..	25	26	27	28	29	30	23	24	25	26	27	28	29	
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1895.

JANUARY.					FEBRUARY.					MARCH.					APRIL.												
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13	14	15	16	17	18	19	10	11	12	13	14	15	16	10	11	12	13	14	15	16	14	15	16	17	18	19	20
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19	20	21	22	23	24	25	16	17	18	19	20	21	22	21	22	23	24	25	26	27	18	19	20	21	22	23	24
26	27	28	29	30	31	..	23	24	25	26	27	28	29	28	29	30	31	..	..	..	25	26	27	28	29	30	31
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1896.

JANUARY.				FEBRUARY.				MARCH.				APRIL.															
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19	20	21	22	23	24	25	16	17	18	19	20	21	22	22	23	24	25	26	27	28	19	20	21	22	23	24	25
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17	18	19	20	21	22	23	21	22	23	24	25	26	27	19	20	21	22	23	24	25	16	17	18	19	20	21	22
24	25	26	27	28	29	30	28	29	30	..	..	..	..	26	27	28	29	30	31	..	23	24	25	26	27	28	29
31	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	30	31	..	..	..	..	..



## COLLEGE CALENDAR.

1894.

Examinations for Entrance, . . . .	September 19-21.
College exercises begin at evening, . . . .	September 21.
Thanksgiving Day, . . . . .	November 29.
Anniversary of the Philaethean Society, . . . .	December 7.
Christmas Vacation begins at 11:20 A. M., . . . .	December 20.

1895.

College Exercises begin at evening, . . . . .	January 3.
Semester Examinations, . . . . .	January 28-Feb. 1.
Second Semester begins . . . . .	February 4.
Spring Vacation begins at 11:20 A. M. . . . .	March 29.
College Exercises begin in the morning, . . . . .	April 10.
Last day for applying for Graduate Scholar- ships, . . . . .	April 11.
Founder's Day, . . . . .	April 26.
Semester Examinations, . . . . .	June 3-7.
Baccalaureate Sunday, . . . . .	June 9.
Annual Meeting of the Board of Trustees, . . . . .	June 11.
Thirtieth Annual Commencement, . . . . .	June 12.
Examinations for Entrance, . . . . .	{ June 5-7. September 18-20.
College Exercises begin at evening, . . . . .	September 20.
Thanksgiving Day, . . . . .	November 28.
Anniversary of the Philaethean Society, . . . . .	December 6.
Christmas Vacation begin at 11:20 A. M. , . . . .	December 20.

1896.

College Exercises begin in the morning, . . . . .	January 7.
Semester Examinations, . . . . .	January 27-31.
Second Semester begins . . . . .	February 3.
Spring Vacation begins at 11:20 A. M., . . . . .	March 27.
College Exercises begin in the morning, . . . . .	April 8.
Founder's Day, . . . . .	April 24.
Thirty-first Annual Commencement, . . . . .	June 10.

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BENSON VAN VLIET,	SUPERINTENDENT.

\*Died June 13, 1894.

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F. F. THOMPSON,	D. D. PARMLY,	S. D. COYKENDALL.
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### ON TREASURER'S ACCOUNTS.

F. F. THOMPSON,	D. D. PARMLY,	S. D. COYKENDALL.
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LATIN.

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LADY PRINCIPAL.

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JESSIE CHAPIN,

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ELLA McCALEB, A.B.,

SECRETARY OF THE COLLEGE.

SOPHIA F. RICHARDSON, A.B.,

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SOPHIE C. NEEF,

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ADELAIDE UNDERHILL, A.B.,

REFERENCE LIBRARIAN, AND CATALOGUER.

VASSAR COLLEGE.

11

HARRIET B. ELLS.

INSTRUCTOR IN THE GYMNASIUM.

ANTOINETTE CORNWELL, A.B.,

ASSISTANT TO THE LADY PRINCIPAL.

GRACE HARRIET MACURDY, A.B., (Annex).

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INSTRUCTOR IN ELOCUTION.

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THE REV. MALTBIE D. BABCOCK,	<i>Baltimore, Md.</i>
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THE REV. GEORGE CLARKE COX,	<i>Poughkeepsie.</i>
THE REV. CHARLES CUTHBERT HALL, D.D.,	<i>Brooklyn.</i>
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	HARVARD UNIVERSITY.
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THE REV. REESE F. ALSOP, D.D.,	<i>Brooklyn.</i>
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THE REV. THOMAS B. MCLEOD, D.D.,	<i>Brooklyn.</i>
THE REV. JAMES T. DICKINSON,	<i>East Orange, N. J.</i>
THE REV. HENRY E. COBB,	<i>New York.</i>
THE REV. GEORGE R. VAN DE WATER, D.D.,	<i>New York.</i>
THE REV. EDWARD C. MOORE,	<i>Providence, R. I.</i>



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MR. HERBERT H. GILCHRIST, *London, England.*

PROFESSOR FRANCIS B. GUMMERE, HAVERFORD COLLEGE.

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HARVARD UNIVERSITY.

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JOHNS HOPKINS UNIVERSITY.

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ROCHESTER THEOLOGICAL SEMINARY.

PROFESSOR CHARLES D. WALCOTT, *Washington, D. C.*

# STUDENTS.

## GRADUATE STUDENTS.

LIDA SHAW KING, A.B., 1890, A.M. (Brown) 1894.

Fellow in Greek.

HELEN DEAN KING, A.B., 1892, Biology.

FRANCES GARLAND MARKHAM, A.B., 1883, Chemistry.

MELVINA VAN KLEECK, A.B., 1894, Music.

## SENIOR CLASS.

ABBOT, ETHELDRED,	Norwich, Ct.
ABBOTT, HARRIET ELIZABETH,	Waterbury, Ct.
ACKER, MARGARET KATE,	Poughkeepsie.
ARMSTRONG, MARY LOUISE,	Penn Yan.
ARNOLD, KATHARINE INNIS,	Poughkeepsie.
AUSTIN, SUSIE LILLIAN,	Jefferson, Mass.
BEARD, GRACE ALDEN,	Westville, Ct.
BENNETT, BEATRICE ETHEL,	Groton, Mass.
BLODGETT, CAROLINE ELLIS,	West Brookfield, Mass.
BOYD, BESSIE ELIZA,	Glens Falls.
BOYNTON, GEORGIE SMITH,	Sewaren, N. J.
BRENDLINGER, MARGARET ROBINSON,	Yonkers.
BRINCKERHOFF, ANNIE MAY,	Mount Vernon.
BRONSON, GERTRUDE ANGELINE,	Cleveland, O.
BROWNELL, LAURA ANTOINETTE,	Brooklyn.
BURNHAM, PEARLE VERE,	Groton, S. Dak
CANDEE, HELEN HOLBROOK,	Poughkeepsie.
CARPENTER, GRACE,	Poughkeepsie.
CHILDS, MAY HALL,	New York.
COHEN, FANNY,	New York.
CRAWFORD, ANNE LAZIERE,	Louisville, Ky
DELANY, EMMA THERESA,	Chicago, Ill.
DORRANCE, ANNE,	Dorranceton, Pa.
DOUGHTY, PHEBE VAN VLACK,	Matteawan.

DURANT, BESSIE ANNA,  
 EMERY, ETHELYN,  
 ESTES, JENNIE AGNES,  
 EVANS, SUSAN HOYT,  
 FLETCHER, HASSELTINE REYNOLDS.  
 FLETCHER, JOSEPHINE BOWEN,  
 FREEMAN, FLORENCE EDNA,  
 GARVIN, EDITH MAY,  
 GEDNEY, MARY ELEANORE,  
 GOODWIN, GRACE,  
 GRAHAM, ANNA JEANNETTE,  
 GREER, JULIETTE,  
 GRUENING, ROSE BERTHA,  
 HAUGHWOUT, MARY,  
 HENRY, ALICE,  
 HILL, CLARA MOSSMAN,  
 HILLIER, EDDAH,  
 HOAGLAND, SUE WHITCOMB,  
 HOLMES, EDITH CLARK,  
 HOLMES, HARRIET FAY,  
 HOLMES, HELEN MAY,  
 HOWELL, SARAH EDNA,  
 HULST, GRACE DURYEE,  
 JOHNSON, ALIDA LEWIS,  
 JOHNSON, WILLIE CROCKETT,  
 JONES, MABEL IRENE,  
 KELLY, SUSAN LOUISE,  
 KIRCHER, OTIE,  
 LADUE, HELEN NEWBERRY,  
 LEARNED, ABBIE FOX,  
 MCCAULEY, EMMA CORNELIA.  
 MCCUTCHEON, HATTIE LOUISE,  
 MCVHEY, MARIA LOUISE,  
 MERRITT, ETHEL ADAMS,  
 MITCHELL, MERION ELINOR,  
 MONSCH, ANNA ADELE,  
 MULHOLLAND, MARY ESTELLE,  
 MUNDY, MARY SWEENEY,  
 MURRAY, EMMA WYCKOFF,  
 MYERS, ELSIE,  
 NAIRN, ALICE MARY,  
 Bethel, Ct.  
 Bryan, O.  
 Brooklyn.  
 New Haven, Ct.  
 Ithaca.  
 St. Albans, Vt.  
 West Millbury, Mass.  
 West Winsted, Ct.  
 Poughkeepsie.  
 Thomaston, Ct.  
 Cleveland, O.  
 Chicago, Ill.  
 New York.  
 Fall River, Mass.  
 Butler, Mo.  
 Norwalk, Ct.  
 Denver, Col.  
 Brooklyn.  
 Auburn.  
 Chicago, Ill.  
 Chicago, Ill.  
 Port Jervis.  
 Brooklyn,  
 Penn Yan.  
 Memphis, Tenn.  
 Titusville, Pa.  
 Providence, R. I.  
 Davenport, Ia.  
 Detroit, Mich.  
 Berkeley, Cal.  
 Stanley.  
 Poughkeepsie.  
 Binghamton.  
 New York.  
 Bay City, Mich.  
 Louisville, Ky.  
 Brockport.  
 Watertown.  
 New Brunswick, N. J.  
 Cheyenne, Wy.  
 Buffalo.

ORVIS, JULIA SWIFT,	Dixon, Ill.
ORWIG, MAUD,	Lansford, Pa.
PELGRAM, CAROLINE MARIE,	New York.
PHELPS, THEODORA ADA,	Dunkirk
POPPENHEIM, CHRISTIE HAMILTON,	Charleston, S. C.
POPPENHEIM, IDA HUIET,	Charleston, S. C.
REED, MARY MINERVA,	Sharon, Ct.
REILEY, KATHARINE CAMPBELL,	New York.
REIMER, ISABELLE ADAMS,	East Orange, N. J.
RUGGE, ALICE EMMA,	Glens Falls.
SEBRING, JULIET,	Kalamazoo, Mich.
SIMMONS, FLORA AMORETTE,	Worcester, Mass.
SKELTON, JESSIE VALÉRIE,	Princeton, Ind.
SMITH, ELIZABETH CHARD,	Watertown.
SMITH, ELEANOR LOUISE,	Dayton, O.
SMITH, ELIZABETH LINCOLN,	Newton Centre, Mass.
SMITH, FRANCES ALBEE,	Brooklyn.
SNOW, ELLA GERTRUDE,	Greenfield, Mass.
SNYDER, GABRIELLE MATILDA,	Cleveland, O.
STRANG, BERTHA RICH,	Yonkers.
TAYLOR, FLORA MABEL,	New York.
THORNE, ELIZABETH GERTRUDE,	Skaneateles.
TOWNSEND, WIE DURFEE,	Hudson.
TURNER, JULIA EMERY,	Quincy, Ill.
UPDEGRAFF, ELIZABETH,	McGregor, Ia.
VERHOEFF, MARY,	Louisville, Ky.
WATTON, MAUDE CARO,	Detroit, Mich.
WEAVER, LILLIAN CLARK,	Webster City, Ia.
WELCH, ELLA MARIAN,	New Haven, Ct.
WILLIAMS, EDITH,	Watertown,
WITSCHIEF, GERTRUDE,	Port Jervis.
WOOD, VINNIE CLIFTON,	Fall River, Mass.
YORK, FANNY THURSTON,	Dansville.

#### JUNIOR CLASS.

ANDERSON, BELLE BINGLEY,	Melbourne, Ky.
ARNOLD, HANNAH WINIFRED,	Wyoming.
BAINBRIDGE, HELEN MAUD,	Rochester.
BALLANCE, FLORENCE,	Peoria, Ill.
BANKS, HARRIET SKETCHLEY,	Englewood, N. J.
BARNES, CLARA ADELIA WRIGHT,	East Boston, Mass.

BAYLISS, LILIAN,	Cleveland, O.
BEACH, LAURA JENNIE,	New Haven, Ct.
BERLIN, LILLIAN SOUTHARD,	Wilmington, Del.
BISHOP, HELEN LOUISE,	Detroit, Mich.
BOOKER, LOUISE,	Louisville, Ky.
BRANCH, LAURA MARGUERITE,	Corning.
BROAD, MARGARET,	Buffalo.
BROWN, MARGARET CAMPBELL,	Philadelphia, Pa.
CARRELL, THEODORA MAY,	Buffalo.
CHAMBERLAIN, SUSANNA WILLEY,	Chattanooga, Tenn.
CHAMPNEY, MARIA MITCHELL,	New York.
CHESLEY, GERTRUDE LYDIA,	Malone.
CHESLEY, MABEL LOUISA,	Malone.
CHILDS, ANNIE SMITH,	St. Albans, Vt.
COLLINS, LILLIAN FRANK,	Syracuse.
COOPER, MAUDE EMILY,	Watertown.
CORNELL, CLARA MARGARET,	Asbury Park, N. J.
CROSS, LUCILE,	Fairbury, Neb.
CUMMING, ELLEN KING,	Fredonia.
DARROW, ELIZABETH LOUISE,	Brooklyn.
DEANE, EDITH DOUGLAS,	New York.
DENTON, GRACE,	New Hampton.
DEWEY, GERTRUDE A. HUNTINGTON,	St. Albans, Vt.
DICKSON, TENNY VICTORIA,	Westfield.
DOUGLAS, ANNE ELIZABETH,	Indianapolis, Ind.
DUNHAM, KATHARINE STEWART,	Cleveland, O.
FAGAN, JOSEPHINE,	Hackettstown, N. J.
FERRY, QUEEN,	Detroit, Mich.
GETCHELL, HELEN,	Des Moines, Ia.
GRANT, BLANCHE CHLOE,	Providence, R. I.
HART, JESSIE BELL,	Englewood, N. J.
HARTZELL, SARAH BRANCH,	Cleveland, O.
HASKELL, FLORENCE AUGUSTA,	Bradford, Pa.
HAYWARD, ELLEN IMOGENE,	Davenport, Ia.
HERO, ANN,	New Orleans, La.
HEWITT, MARIE LANCASTER,	Tacoma, Wash.
HIGGINS, MARY ELIZABETH,	Stelton, N. J.
HIGMAN, NELLIE,	Sioux City, Ia.
HILL, HELENA CHARLOTTE,	Norwalk, Ct.
HILL, JULIA DELACOUR,	Danbury, Ct.
HOWLAND, ALICE MERRILL,	Hope, R. I.

HULST, ELLA STOOHOFF,	Brooklyn.
JOHNSON, MIGNONETTE BIRD,	Memphis, Tenn.
JONES, BLANCHE ADALINE,	Pittsburg, Pa.
JUTTEN, SARA EMMA,	Boston, Mass.
KINKEAD, CORNELIA DODGE,	Poughkeepsie.
KNIGHT, FLORENCE BAILEY,	Chicago, Ill.
KRUSE, IDA GRACE,	Black Hawk, Col.
LAIRD, MARION,	Freehold, N. J.
LOCKHART, LIZZIE MARION,	Mount Vernon.
LOVE, ELLA LOUISE,	Chicago, Ill.
LUEHRMANN, ADELE,	Memphis, Tenn.
MABIE, MURIEL KATE,	Boston, Mass.
MCALLISTER, LILLIAN ANGELA,	Manchester, N. H.
MACARTHUR, GERTRUDE EUGENIE,	New York.
MACCARTHY, SARA,	Rochester.
MCCLOSKEY, ESTELLE,	Pittsburg, Pa.
MCCLURE, MARY LYON,	Bradford, Pa.
McFARLAND, MAUDE MAY,	Oswego.
McKEAN, IDA PAINE,	Cleveland, O.
McMILLAN, JEANNETTE,	St. Charles, Mo.
MADEIRA, LUCY,	Washington, D. C.
MALTMAN, ELIZABETH ESTELLE,	Chicago, Ill.
MANN, RUTH MITCHELL,	Central Falls, R. I.
MARQUARDT, DELLA MARY,	Des Moines, Ia.
MARTIN, CAROLYN GRAYDON,	New York.
MORRIS, ANNA RUTH,	Oregon, Mo.
MOORE, ANNE,	Wilmington, N. C.
NILES, BESSIE CROSS,	Springfield, Mass.
ODELL, ANNA,	Detroit, Mich.
PACKER, ELIZABETH ELLA,	Newton Centre, Mass.
PALMER, ROSE AMELIA,	Washington, D. C.
PECKHAM, HELEN WOOSTER,	Pulaski.
PELLET, MARGARET,	Watkins.
PHINNEY, LULA ALLEN,	Alton, Ill.
PICKERSGILL, LILY VIRGINIA,	Allegheny, Pa.
PIERSON, JESSIE DURAND,	New Haven, Ct.
REYNOLDS, KATE BEATTY,	Newtown, Ct.
RICHARDSON, HARRIET,	Washington, D. C.
RICHARDSON, MAY MEYLERT,	Chicago, Ill.
ROBERTS, DORA CORNELIA,	Rochester.
SAMSON, MARIAN ELIZABETH,	Portland, Maine.

SANDERS, EFFIE STARK,	Springfield, Ill.
SANDERS, MARY NOXON,	New York.
SCHWARTZ, JULIA AUGUSTA,	Mankato, Minn.
SCOTT, ELIZABETH GAMBLE,	Lock Haven, Pa.
SCOTT, FLORENCE BEVIER,	Philadelphia, Pa.
SCRANTON, HENRIETTE IRENE,	Sault Ste Marie, Mich.
SHEPPARD, LOUISE PATTESON,	Penn Yan.
SILL, ANNA ELIZABETH,	New Haven, Ct.
SINSABAUGH, HENRIETTA,	Port Jervis.
SPALDING, SARAH GRISWOLD,	Denver, Col.
SPENCER, MARY DUTY,	Cleveland, O.
TARBOX, MARY EDITH,	Fredonia.
TRYON, GENEVA,	Cambridge, Mass.
TUNNICLIFF, RUTH,	Macomb, Ill.
TUTTLE, ALMA ELIZA,	Hornellsville.
VAN ANDEN, LOUISE,	Brooklyn.
WAIT, OLGA ATHENE,	Ithaca.
WARNER, MAUDE LORAINÉ,	Cincinnati, O.
WELLINGTON, GRACE ANNA,	Troy.
WELLINGTON, MARJORIE SPAULDING,	Adams, Mass.
WELTON, MABEL ELLA,	Cambridge, Ill.
WEST, CLARA PRAY,	East Braintree, Mass.
WINKLER, ROSALIE,	Milwaukee, Wis.
WINNINGTON, LAURA,	Brooklyn.
WOOD, HELEN THIRZA,	S. Framingham, Mass.
YOUNG, BERTHA KEDZIE,	Hackettstown, N. J.

**SOPHOMORE CLASS.**

ADKINS, MARY EWART,	Granville, O.
ALEXANDER, LAURA VICTORIA,	Oswego.
ANDERSON, HELEN ELONA,	Tecumseh, Mich.
ANDERSON, MILDRED WALKER,	Louisville, Ky.
APPLEGATE, KATHARINE TRAFFORD,	Red Bank, N. J.
ATKINSON, ELISABETH BUSHNELL,	Brooklyn.
BAILIE, MARY EVANS,	McKeesport, Pa.
BAKER, EMMA LESTER,	Barrington, R. I.
BAKER, MARY LEONARD,	Leavenworth, Kan.
BALDWIN, ELINOR LYDIA,	Milford, Del.
BEAN, NANIEKEITH,	Benton Harbor, Mich.
BECKWITH, FRANCES AGNES,	Utica.
BENEDICT, MARY KENDRICK,	Cincinnati, O.

BERNKOPF, FLORA BELLE,	Wellsborough, Pa.
BISHOP, ELIZABETH LORAINÉ,	Detroit, Mich.
BISHOP, SARA PANCOST,	Rochester.
BOWMAN, AMY C.,	Philadelphia, Pa.
BRAISLIN, ANNA PRISCILLA,	Crosswicks, N. J.
BRECKENRIDGE, MABEL,	Hamilton, Ont.
BREVOORT, ROSAMOND RENWICK,	Yonkers.
BRIGHAM, MARY HANNAH,	Canistota.
BRILL, EMMA KATHARINE,	Hazleton, Pa.
BRITTAIN, GERTRUDE,	Pittston, Pa.
BROWN, CLARA KINGSLEY,	Syracuse.
BURCHARD, ANNA TERRESSA,	Hamilton.
BURNET, JEAN EDGAR,	New York.
CAPWELL, ABBY E.,	Dale.
CHAMBERS, MARY ELIZABETH,	Bronxville.
CHANDLER, ALICE BELLE,	St. Albans, Vt.
CHAPIN, MARIETTA PEARSONS,	Evanston, Ill.
CHASE, ANNIE BORDEN,	Fall River, Mass.
CLAFLEN, ADELAIDE,	Cleveland, O.
CLARK, MARTHA MILLER,	Brooklyn.
COMSTOCK, HARRIET BETTS,	Wilton, Ct.
COOK, BERTHA,	Tarrytown.
CRAIG, EVA MAY,	Vevay, Ind.
CROLL, REBECCA BROWN,	Middletown, Pa.
CROSBY, FLORENCE MAY,	New Rochelle.
DEGARMO, MARY STAATS,	Fishkill.
DELAND, LEORA LEWIS,	Fairport.
DUBOIS, NINA MARJORIE,	Poughkeepsie.
DUDLEY, SARAH,	N. Pleasureville, Ky.
DUNNING, MARY GARDINER,	Auburn.
EASTON, ALICE FREEBORN,	Fall River, Mass.
ELLERY, ELOISE,	Rochester.
FERRELL, NELLIE IDYLYNE,	Columbus, O.
FOSTER, ANNIE FRANCES,	Cambridge, Mass.
GALLAHER, GRACE MARGARET,	Essex, Ct.
GOODRICH, ISABEL FRANCES,	Delhi.
GRANNIS, HONORIA ELIZABETH,	Foxon, Ct.
GREELEY, EDITH,	Scranton, Pa.
GRIFFIN, MAUDE VERNETTE,	Danbury, Ct.
GUYER, ELIZABETH,	Waverly.
HAILEY, ELLEN LAKE,	Memphis, Tenn.



HARDIN, CAROLINE HYDE,	Beirut, Syria.
HART, FANNY,	Charleston, S. C.
HARTLEY, GRACE,	Fall River, Mass.
HAYES, FLORENCE,	Detroit, Mich.
HECKER, MARY MAGDALENE,	Allentown, Pa.
HEMMINGS, ANITA FLORENCE,	Boston, Mass.
HEYWOOD, ROSE BARTLETT,	Holyoke, Mass.
HIGBIE, FLORENCE WHEELER,	Penfield.
HIGGINS, MEDORA LAMBERT,	Ticonderoga.
HOMMEL, LILLIAN CHAPMAN,	Port Jervis.
HOTCHKISS, FLORENCE,	Evanston, Ill.
HUTCHINSON, KATIE OLIVE,	South Norwalk, Ct.
JAMES, VASSIE,	Kansas City, Mo.
KENNEDY, LILLIAN,	Philadelphia, Pa.
KING, CLARA ELIZABETH,	New York.
LANDFIELD, GRACE HANNAH,	Binghamton.
LAPHAM, EMILY MARIAN,	Canandaigua.
LAWRENCE, EDNA IRENE,	Cleveland, O.
LEVERETT, MARY ELIZABETH,	Binghamton.
LEWIS, HORTENSE WITTER,	Mount Vernon.
LORD, ELIZA MARY,	Stafford.
LOVEJOY, LILLIAN,	Poughkeepsie.
MCCLELLAND, NANCY VINCENT.	Poughkeepsie.
MACCOLL, MARY,	Caledonia.
MCMAHON, MARY MABEL,	Bradford, Pa.
McNAIR, JEAN FERGUSON,	Hazleton, Pa.
MAHAN, MARY BARRERE,	St. Paul, Minn.
MALLON, FLORENCE CORDELIA,	Malone.
MERRILL, MARY,	Rochester.
MEYERS, BELAH,	Chicago, Ill.
MIERSCH, ELLA EMILIE,	Allegheny, Pa.
NEEF, HARRIET CAMILLA,	Elmira.
NEWELL, ANTOINETTE,	Bristol, Ct.
OLIVER, ELLEN,	Orange, N. J.
PATTERSON, IRENE EDWARDS,	Franklin, Ky.
PETERS, HELEN,	Cincinnati, O.
PHILLIPS, SARA JAY,	Brooklyn.
PLATT, SARA FAIRCHILD,	Englewood, N. J.
POE, ELIZABETH COMSTOCK,	Detroit, Mich.
POST, ANNA WARNER,	Oswego.
REIMER, MARIE,	East Aurora.

RICHEY, ANNA GERTRUDE,	Allegheny, Pa.
RYAN, EDITH ADELAIDE,	Brooklyn.
SANDERSON, HELEN ELIZABETH,	Scranton, Pa.
SAWYER, ALICE WELLINGTON,	Jacksonville, Fla.
SCHAUFFLER, RACHEL CAPEN,	Cleveland, O.
SCHIBSBY, MARION,	Omaha, Neb.
SHAW, BEATRICE,	Paterson, N. J.
SMITH, GERTRUDE,	Woodfords, Me.
SMITH, NELLIE MAY,	New York.
STATON, SALLIE BAKER,	Tarborough, N. C.
STORKE, ALICE HERMIONE,	Auburn.
STRAIGHT, GRACE CLARK,	Bradford, Pa.
SUTTON, EDNA WOODS,	Pittsburg, Pa.,
SWEET, LIZZIE M.,	Unadilla.
TAYLOR, LOUISE CLINTON,	South Orange, N. J.
THAIN, JESSIE ISABELLE,	Tabor, Ia.
THALLON, IDA CARLETON,	Brooklyn.
THORNTON, EMMA CLEORA,	Auburn.
TIFFANY, BELLE LOUISE,	Fredonia.
TRAVER, MAIDEE MACWHORTER,	Saratoga Springs.
TUTTLE, CLARA MARY,	University of Virginia.
TWEEDY, GRACE BENEDICT,	Danbury, Ct.
VERHOEFF, CAROLYN PARKER,	Louisville, Ky.
WHITNEY, BERTHA BELLE,	Bethel, Ct.
WHITON, ALICE,	Brooklyn.
WILKINSON, ANNIE LINDESAY,	Germantown, Pa.

### FRESHMAN CLASS.

ACKERLY, MARY BELLE,	Poughkeepsie.
ADAMS, ISABEL,	Chicago, Ill.
ANDERSON, ALICE MAE,	Eaton Rapids, Mich.
BAGG, MARION CHAPIN,	West Springfield, Mass
BALLANCE, HARRIET NEVIUS,	Peoria, Ill.
BELKNAP, ELEANOR,	Louisville, Ky.
BENWAY, MABEL REED,	Albany.
BLACK, MARY LOUISE,	Cincinnati, O.
BLAIR ESTHER LOUISE,	New York.
BLANCHARD, MABELLE ALMA,	White Creek.
BLUNT, KATHARINE,	West Troy.
BOOTH, LYDIA ROLLINSON,	Poughkeepsie.
BORDEN, FANNY,	Fall River, Mass.

BRINK, LOUISE,  
 BROAD, ELIZABETH,  
 BULLEN, KATHERINE MONTAGUE,  
 BURWELL, ETHEL IRENE,  
 BUSH, ELIZABETH CONVERSE,  
 CHAMBERLAIN, LOUISE ARMSTRONG,  
 CLARK, ANNA WHITMAN,  
 COBB, HELEN ADELE,  
 COOK, IRENE HEBERD,  
 COTRAEL, ELLEN ELIZABETH,  
 CROSLY, BERTHA,  
 CURTISS, MARY ELIZABETH,  
 DAVIS, HELEN GERTRUDE,  
 DEACH, MARY AMA,  
 DELAND, MINERVA LEWIS,  
 DELANY, MARY ELIZABETH,  
 DENISE, RACHEL PRISCILLA,  
 DIXON, LULU MARIE,  
 DWIGHT, ELIZABETH DENNISON,  
 EDDY, FLORA ELLEN,  
 EDDY, LUCRETIA GLOVER  
 EVANS, FLORENCE CREAGH,  
 FERRIS, MABEL RAY,  
 FORBES, MAY ETTA,  
 FREEMAN, NELLIE DE ETTA,  
 GARDNER, JULIA GRACE,  
 GARVIN, GRACE MABEL,  
 GIBBONS, ALICE NEWMAN,  
 GIBBONS, EMMA CULROSS,  
 GIBBONS, RUBY SEYMOUR,  
 GRANGER, MAY BRACE,  
 GREENWOOD, HELEN SPRIGGS,  
 GUERNSEY, LYDIA REYNOLDS,  
 HAIGHT, HELEN IVES,  
 HARRISON, EDITH,  
 HASKELL, KATHARINE LOIS,  
 HASTINGS, BLANCHE MABELLE,  
 HATFIELD, PHEBE ANNETTE,  
 HAUGHWOUT, ELIZABETH PRESTON,  
 HAVILAND, GRACE IRENE,  
 HEATHER, CELIA ALTAH,  
 Katsbaan.  
 Buffalo.  
 Pueblo, Col.  
 New Brunswick, N. J.  
 Milwaukee, Wis.  
 Chattanooga, Tenn.  
 Binghamton,  
 New Hamburg.  
 Vincennes, Ind.  
 Otto.  
 Brooklyn.  
 Rochester.  
 Montclair, N. J.  
 Peoria, Ill.  
 Fairport.  
 Chicago, Ill.  
 Cincinnati, O.  
 Nebraska City, Neb.  
 Poughkeepsie.  
 Bay City, Mich.  
 Bay City, Mich.  
 Lockport.  
 Toledo, O.  
 East Haven, Ct.  
 Canandaigua.  
 Poughkeepsie.  
 West Winsted, Ct.  
 Rochester.  
 Rochester.  
 Rochester.  
 Winsted, Ct.  
 Syracuse.  
 Bangall.  
 Auburn.  
 Brooklyn.  
 Bradford, Pa.  
 Palmer, Mass.  
 Utica.  
 Fall River, Mass.  
 South Norwalk, Ct.  
 Saginaw, Mich.

HEMPHILL, LUCY BELLE,	Louisville, Ky.
HEQUEMBOURG, HELEN MAUDE,	Dunkirk.
HERBERT, CLARA WELLS,	New York.
HILL, EDITH,	Medina.
HIRSH, TELZA BABETTA,	Duluth, Minn.
HOOKEE, EMILY GRISWOLD,	Winter Park, Fla.
HOWARD, JESSIE BELL,	Rochester.
HOWBERT, ALICE MAY,	Colorado Springs, Col.
HOWE, EDNA LODEMA,	Trumansburg.
HUDDLESTONE, MAY EVELYN,	Rochester.
JAQUES, EMILY HUBBARD,	Ashtabula, O.
JARNAGIN, MARTHA SCOTT,	Mossy Creek, Tenn.
JEFFERSON, DORA EVELYN,	St. Paul, Minn.
JOHNSON, LOUISE WARREN,	St. Joseph, Mo.
JONES, EDITH PIERPONT,	Parkersburg, W. Va.
JUDSON, SARAH ELIZABETH,	New York.
JUSTICE, LUCRETIA BERNARD,	Philadelphia, Pa.
KAUFFMAN, ALICE,	Des Moines, Ia.
KELLY, AGNES ROSEBURGH,	Pittsburg, Pa.
LARRABEE, KATHARINE PELHAM,	Portland, Me.
LOVELL, PHEBE DURFEE,	Plainfield, N. J.
MCCALL, ROSEMARY,	Utica.
MCCARTY, MARIA COX,	Gouverneur.
MCCULLOCH, ROBERTA,	St. Louis, Mo.
MACFARLANE, ALICE CLYMER,	Louisville, Ky.
MCKINNEY, FANNY LEE,	Binghamton.
MALTMAN, GRACE ISABEL,	Chicago, Ill.
MARSH, JANE CATHARINE,	springfield, Mass.
MARTIN, HELEN EDNA,	Havana.
MAYNARD, FLORENCE ALMENIA,	Springfield, Mass.
MERRICK, FLORENCE BARNABY,	Chicago, Ill.
MOLWITZ, ALMA FREDERICA,	New York.
MORGAN, MARY HOLMES,	Pittsburg, Pa.
MORRIS, SARA,	Pittsburg, Pa.
MOUNT, HELEN ELY,	Freehold, N. J.
MUMFORD, ROSALIE,	Detroit, Mich.
MURDOCH, JANE ROBB,	Pittsburg, Pa.
NORTON, SUSAN WHITTLESEY,	Peru, Neb.
OLIVET, FLORENCE WHITE,	Poughkeepsie.
PAIGE, MARY DRESSER,	Southbridge, Mass.
PARKER, ALICE BENNETT,	Louisville, Ky.

POTTER, LOUISE ELLEN,	West Winsted, Ct.
PRICHARD, LUCY ELIZABETH,	Catlettsburg, Ky.
RANNEY, CORNELIA ALICE,	Cleveland, O.
RAYMOND, ALICE SCOTT,	Portland, Me.
REEVES, AGNES WHARTON,	Poughkeepsie. .
RICE, LAURA OWEN,	Cambridge, Mass.
RICH, HELEN ETHEL,	Buffalo.
RICHE, JULIA,	Denver, Col.
ROBBINS, LOUISE,	Nyack.
RUNDLE, IRMA MAUDE,	Cleveland, O.
SERVISS, ETHEL MAY,	Closter, N. J.
SEYMOUR, BINA,	South Hadley, Mass.
SHEPARD, RACHEL ADELAIDE,	Bath.
SHEPPARD, SARAH FLETCHER,	Penn Yan.
SIMANTON, ANNA MAUD,	Asbury, N. J.
SIMPSON, LIZZIE MAY,	Mexico.
SKINNER, HELEN CAMPBELL,	Cleveland, O.
SMITH, ALICE HARLOW,	Montgomery.
SQUIRES, NORMA MAY,	West Haven, Ct.
STONE, AGNES HAYES,	Rochester.
TABER, MARY ALICE,	Skaneateles.
TAYLOR, FLORENCE EUNICE,	Hamilton.
TOMPKINS, BESSIE MARIE,	Poughkeepsie.
TRAVIS, FLORENCE CRAIG,	Peekskill.
VAN DE WARKER, MABEL ELY,	Syracuse.
VAN KLEECK, MARIE TALLMADGE,	Poughkeepsie.
VASSAR, ELIZABETH FORBES,	Ballston Springs.
VOORHEES, GRACE L'AMOREAUX,	Auburn.
WARD, EDITH CLARISSA,	Evanston, Ill.
WARE, ABBY HUNTINGTON,	Topeka, Kan.
WARREN, MARY LEE,	Louisville, Ky.
WENTWORTH, AMY,	Boston, Mass.
WHITMAN, HELEN LOUISE,	Troy.
WILKERSON, ELIZABETH BRINKLEY,	Memphis, Tenn.
WILSON, JULIET,	Kansas City, Mo.

## IN SPECIAL COURSES.

BELCHER KATHARINE FISHER,	Newark, N. J.
*FERRIS, CAROLINE MURRAY,	Poughkeepsie.
GREER, LILY,	Chicago, Ill.
HARRIMAN, MINNIE FRANCES,	Wolfboro Junc., N. H.
HAZELTINE, LIZZIE HALLOCK,	Jamestown.
LAPHAM, ANNE EDITH.	Canandaigua.
*MACDONALD, JESSIE LILIAN,	Troy.
MERRIMAN, HELEN MAUD,	Dunmore, Pa.
PARMELE, MARY IDA,	Canandaigua.
PETERS, MABEL KATHERINE,	Carbondale, Ill.
*SANDERS, MAUD LOUISE,	Poughkeepsie.
SCOFIELD, JULIA AUGUSTA,	Penn Yan.
SIMONDS, ETHEL GERTRUDE,	Dayton, O.
VERNON, FLORENCE IANTHE,	Brooklyn.
WALSH, MILLIE WEALTHY,	Bismarck, Mich.
WALWORTH, REUBENA HYDE,	Saratoga Springs.
WHILDIN, SARAH,	Lansford, Pa.
WYLIE, MARY ELIZABETH,	Brooklyn.

## SUMMARY.

Graduate Students, . . . . .	4
Seniors, . . . . .	98
Juniors, . . . . .	114
Sophomores, . . . . .	121
Freshmen, . . . . .	130
In Special Courses, . . . . .	18
	<hr/>
Whole number, . . . . .	485

\*Taking music only.

## ADMISSION OF STUDENTS.

## REQUIREMENTS FOR ADMISSION TO THE FRESHMAN CLASS.

Applicants for admission to the Freshman or any higher class must be at least sixteen years of age. They must present satisfactory testimonials of good character. All testimonials and certificates should be sent to the President before July 15.

Registration blanks are provided by the College. With every application there must be a deposit of ten dollars in order to secure a room. This sum is forfeited in case the applicant withdraws, but otherwise is credited on the first payment.

Candidates for the Freshman Class are examined in the following studies :

**English :** In 1895 every candidate will be required to write a short composition upon a subject assigned at the time and taken from one of the following works :

Shakespeare's *Merchant of Venice*, and *Twelfth Night*; Milton's *L'Allegro*, *Il Penseroso*, *Comus* and *Lycidas*; *The Sir Roger de Coverley Papers* in *The Spectator*; Irving's *Sketch Book*; Scott's *Abbot*; Webster's *First Bunker Hill Oration*; Macaulay's *Essay on Milton*, *Essay on Addison*; Longfellow's *Evangeline*.

The examination essay should cover not less than two pages, foolscap; it should be correct in spelling, punctuation, idiom and division into paragraphs.

Beginning with 1896, the entrance requirements will be as follows :

1. *Reading.*—A certain number of books are set for reading. The candidate is required to present evidence of a general knowledge of the subject-matter, and to answer simple questions

on the lives of the authors. The form of examination will usually be the writing of a paragraph or two on each of several topics, to be chosen by the candidate from a considerable number—perhaps ten or fifteen—set before him in the examination paper. The treatment of these topics is designed to test the candidate's power of clear and accurate expression, and will call for only a general knowledge of the substance of the books.

The books set for this part of the examination will be :

In 1896 : Shakespeare's *A Midsummer Night's Dream* ; De Foe's *History of the Plague in London* ; Irving's *Tales of a Traveller* ; Scott's *Woodstock* ; Macaulay's *Essay on Milton* ; Longfellow's *Evangeline* ; George Eliot's *Silas Marner*.

In 1897 : Shakespeare's *As You Like It* ; De Foe's *History of the Plague in London* ; Irving's *Tales of a Traveller* ; Hawthorne's *Twice Told Tales* ; Longfellow's *Evangeline* ; George Eliot's *Silas Marner*.

In 1898 : Milton's *Paradise Lost*, Books I. and II. ; Pope's *Iliad*, Books I. and XXII. ; *The Sir Roger de Coverley Papers* in *The Spectator* ; Goldsmith's *The Vicar of Wakefield* ; Coleridge's *Ancient Mariner* ; Southey's *Life of Nelson* ; Carlyle's *Essay on Burns* ; Lowell's *Vision of Sir Launfal* ; Hawthorne's *The House of the Seven Gables*.

II. *Study and Practice*.—This part of the examination presupposes the thorough study of each of the works named below. The examination will be upon subject-matter, form and structure.

The books set for this part of the examination will be :

1896 : Shakespeare's *The Merchant of Venice* ; Milton's *L'Allegro*, *Il Penseroso*, *Comus*, and *Lycidas* ; Webster's *First Bunker Hill Oration*.

1897 : Shakespeare's *The Merchant of Venice* ; Burke's *Speech on Conciliation with America* ; Scott's *Marmion* ; Macaulay's *Life of Samuel Johnson*.

1898 : Shakespeare's *Macbeth* ; Burke's *Speech on Conciliation with America* ; De Quincey's *The Flight of a Tartar Tribe* ; Tennyson's *The Princess*.

NOTE.—No candidate will be accepted in English whose work is notably defective in point of spelling, punctuation, idiom, or division into paragraphs.



**History:** Outlines of Greek and Roman history to the establishment of the Roman Empire; outlines of American or English history. Any standard history of Greece, Rome, England, or the United States may be used. The following are recommended: For Greek and Roman history, the sections on Greek and Roman History in Sheldon's *General History* or Myers' *General History*; for American history, Johnston's *History of the United States*, or Fiske's *History of the United States*; for English history, Gardiner's *English History for Schools* or Montgomery's *Leading Facts in English History*.

**Mathematics:** (a) Algebra.—The requirements in Algebra embrace the following subjects: Factors; Common Divisors and Multiples; Fractions; Ratio and Proportion; Negative Quantities and Interpretation of Negative Results; The Doctrine of Exponents; Radicals and Equations involving Radicals; The Binomial Theorem of the Extraction of Roots; Arithmetical and Geometrical Progressions; Putting Questions into Equations; The ordinary methods of Elimination and the solution of both Numerical and Literal Equations of the First and Second Degrees, with one or more unknown quantities, and of problems leading to such equations. The text-books used should be equivalent to the larger treatises of Newcomb, Olney, Ray, Robinson, Todhunter, Wells or Wentworth.

(b) Plane geometry, as much as is contained in the first five books of Chauvenet's *Treatise on Elementary Geometry*, or the first five books of Wentworth's *New Plane and Solid Geometry*, or Wells' *Plane Geometry*, or the first six books of Hamblin Smith's *Elements of Geometry*, or chapter first of Olney's *Elements of Geometry*.

In order to pursue successfully the work of the College, recent review of the work completed early in the preparatory course is necessary.

**Latin:** Grammar, Allen and Greenough, or Gildersleeve-Lodge; Latin Composition, Collar (Parts third and fourth), or Daniell (Parts first and second), or Allen (50 lessons); Cæsar, Gallic War, four books; Cicero, seven orations (the Manilian Law to count as two); Vergil, *Æneid*, six books. Translation at sight from Cæsar and Cicero's orations. The Roman method of pronunciation is used.

The attention of preparatory schools is specially called to the following points :—

1. **LATIN COMPOSITION.**—Greater thoroughness in drilling the student in the grammatical forms and simpler constructions of the language.

The advantage of studying Latin Prose in connection with the various authors read.

2. **PRONUNCIATION.**—Practice in reading Latin with special attention to vowel quantities. Training the ear by the translation of Latin read aloud.

IN ADDITION TO THE LATIN ONE OTHER LANGUAGE IS REQUIRED. This may be Greek, German, or French.

*In 1896 a third language (French or German) will be required.*

**Greek:** Candidates must be able to read at sight easy Greek prose and easy passages from Homer; also, to render easy English passages into correct Greek. For this, they should have thorough training in Grammar, with constant practice from the start in translating sentences into Greek, and should read carefully at least four books of the *Anabasis* or the *Hellenica* and three books of the *Iliad* or the *Odyssey*, with constant practice in translating at sight. They should have at command a fair vocabulary, should be able to recognize forms at a glance, and to read Greek aloud intelligently and with correct pronunciation.

Practice in translating from hearing is recommended strongly.

**German:** (if offered as the second language). Candidates for the Freshman Class are expected to have a thorough knowledge of German grammar; they must have acquired facility in practically applying the rules of construction by translating easy English prose into German. They are also required to read and to be able to give in German some account of the following works: Immermann, *Der Oberhof*; Wagner, *Goethe's Knabenjahre* (Cambridge University Press ed.); Lessing, *Minna von Barnhelm*; Schiller, *Wilhelm Tell* (Deering ed.); Goethe, *Hermann und Dorothea*; Freytag, *Die Journalisten*.

Throughout the course German is the language of the classroom, therefore good preparation in conversation is necessary, facility in reading and writing German script indispensable.

**German** (if offered as the third language): Schmitz, *Elements of German Language, I, II*. Translation. Three of the following books: Fouque, *Undine*; Storm, *Immensee*; Heyse, *L'Arrabiata*; Gerstaecker, *Germelshausen*; Freytag, *Soll und Haben* (Macmillan ed.)

**French** (if offered as the second language): A thorough knowledge of French Grammar and ability to translate easy English prose into French. (Whitney, *Practical French Grammar*, recommended). Six of Bocher's College Plays: Daudet, *La Belle Nivernaise*; Souvestre, *Un Philosophe Sous Les Toits*; Juliet, *Mademoiselle Solange*; Dumas, *La Tulipe Noire*; Erckmann-Chatrion, *Le Conscrit de 1813*.

As French is the language of the class-room, it is essential that candidates for admission should have some practice in French conversation.

**French** (if offered as the third language): A knowledge of the fundamental principles of Grammar. Whitney's *Practical French Grammar*, part first. Henri Greville, *Dosia*; Octave Feuillet, *Le Roman d'un jeune homme pauvre*; Daudet, *La Bella Nivernaise*, and three of Bocher's College Plays. It should be understood that in these requirements, it is the knowledge of the language itself, rather than of the Grammar which is demanded.

The full preparation in either French or German should cover a period of at least two years, five recitations a week, under competent instructors.

### EXAMINATIONS.

Examinations for admission will be held at the College  
 June 5, 6, 7, } 1895.  
 September 18, 19, 20, }

Examinations for entrance to the Freshman Class may also be given at Chicago, Cincinnati, Cleveland, St. Louis, Detroit, Louisville, Atlanta, Washington, Omaha, Denver and San Francisco, during the first week in June, 1895.

Application for examination at any of these places must be made to the President before April 15.

Candidates for examination are requested to be present at 9 A. M. for registration.

The order of entrance examinations is as follows :

Wednesday,	Latin, 9.30 A. M to 12 M. English, 2 P. M. to 4.30 P. M.
Thursday,	Geometry, 9.30 to 11.30 A. M. History, 2 P. M. to 4.30 P. M.
Friday,	Greek, German, French, 9.30 A. M. to 12 M. Algebra, 2 to 4 P. M.

Students cannot have rooms at the college until their examinations have been completed. Lodging may be procured at cottages near the College upon application to the Treasurer.

Students entering on certificate should not present themselves until Thursday of examination week.

With the exception of those about to enter College, and those who have special examinations to take, students are not expected at the College until Friday of the opening week.

#### **CERTIFICATES.**

Students are admitted without examinations in the following cases :

1. When they bring certificates from schools from which pupils have previously been admitted without condition to the Freshman or a higher class.
2. When they have been prepared by a graduate of the College engaged in the work of private instruction, one of whose pupils has before been admitted without condition to the Freshman or a higher class.
3. When they bring certificates from schools which have been visited by a committee of the Faculty and approved by them, or in regard to which the Faculty have other sufficient means of information.

The College reserves to itself the right to withdraw the above mentioned privilege in case students thus admitted fail after fair trial to maintain their standing.

The certificate of the Regents of the State of New York will be accepted in place of examination, so far as it meets the requirements for admission to the College.

5. The certificate of the president of Harvard College, offered by persons who have successfully passed "the examinations for women," so far as it includes studies, preparatory or collegiate, prescribed in the regular course, will be accepted in lieu of examination in such studies.

In all cases the certificate must specify the text-book used, the ground actually gone over, and the date of the examination. *The final examination in any subject covered by the certificate must have been taken within two years of the time of the candidate's entrance to College.* Blank forms will be furnished by the President on application.

*All certificates and testimonials must be forwarded to the College before July 15th.*

### SPECIAL COURSES.

The requirements for admission to special courses are the same as those for entrance to the Freshman class. Candidates must consult the President in regard to the desired courses of studies, and, in connection with the heads of the departments which they may wish to enter, he will arrange their work.

### PAINTING AND MUSIC.

Instruction in the history and theory of the arts is offered among the courses of the College (see pp. 67-70). Instruction in the practice of the arts is also provided for, but this is not counted toward the degree. An extra charge is made for it.

These courses are open to regular and special students alike. The design of the College is to recognize the true place of these studies in higher education. Every facility is therefore provided for those who are able to meet the full requirements for admission to the College.

**COURSES FOR TEACHERS.**

Teachers who desire to pursue special courses and who present to the President satisfactory testimonials of their success in teaching and of their proficiency as students may be received without examination. Certificates of the work accomplished will be given when desired.

**ADMISSION TO ADVANCED STANDING.**

Any member of the Senior Class having conditions in her work will be suspended from membership in that class, in September, until the deficiencies have been cancelled.

Candidates for advanced standing, not coming from other colleges, may be admitted, on examination, to the regular course at any time previous to the beginning of the Junior year. Such students will be examined in all *prescribed* studies antecedent to the desired grade, including the requirements for admission to the College, and in such *elective* studies as shall be chosen by the candidate and approved by the Faculty.

Candidates coming from other colleges must submit their courses of study and their certificates to the judgment of the Faculty. No student will be received as a candidate for the degree of Bachelor of Arts after the beginning of the Senior year.

## COURSES AND METHODS OF INSTRUCTION.

ARRANGED BY DEPARTMENTS.

The course of study leading to the Baccalaureate Degree extends over four years.

The aim is to give the student the opportunity to follow lines of study continuously, through both the required and the optional portions of the course.

Through the first two years of the course, each student must have fifteen hours of class-room work per week. During the last two years, fourteen hours are allowed; in 1895-96 this rule will apply to the second semester of the Sophomore year.

All elections are subject to the approval of the Faculty. No changes in elections will be considered after the first Monday of the semester.

Two languages, Latin and the second language offered for entrance to the College, are required throughout the Freshman year of every candidate for a degree. The second language may be Greek, German or French.

An opportunity is given, in the elective part of the course, for beginning the study of Greek, German, or French.

Important changes in the curriculum will go into effect in 1895-96. There will be less prescribed work and a number of new elective courses will be offered. The following statements include the courses for the current year as well as those for 1895-96 :

### PHILOSOPHY.

PRESIDENT TAYLOR AND PROFESSOR FRENCH.

The study of Psychology is required of all candidates for a degree. The subject is presented as science of mind to be dis-

tinguished on the one hand from the physical sciences and on the other from speculative Philosophy. The intimate relation of mental phenomena to the physical organism is carefully considered and the practical bearing of psychological principles on the rules of thought and methods of education is kept constantly in view. The aim of the instructor in this subject, as in all the courses of the department, is both to further the immediate intellectual discipline of the student and also to lay a basis for the formation of a sound and independent conception of self, the world, and God. Lectures and text-book study are supplemented by essays and free class-room discussion. The student is encouraged in every way possible to think for herself.

The course in Ethics is also required of students for a degree. The methods of instruction are similar to those outlined above. A text-book forms the basis of the work, and is made the ground of free discussion. A course of lectures supplements the work and reading in the history of ethical philosophy is required. Topics of study are the conscience, moral law, the will, and the ultimate ground of moral obligation. The relations of the principles thus discovered to the duties of moral beings to self, others, and God, are also discussed.

#### REQUIRED.

1. Psychology; Lectures, recitations and essays. Junior year, second semester [3].

PROFESSOR FRENCH.

2. Ethics; Lectures on the Ethical Philosophy. Senior year, second semester [3]. (After this year, first semester.)

PRESIDENT TAYLOR.

#### ELECTIVE.

**Course A.** History of Ancient Philosophy; Lectures, recitations, reading of authors in translation, essays. Junior year, second semester [2]. (Also open to Seniors in 1894-1895).

PROFESSOR FRENCH.

**Course B.** History of Modern Philosophy. Senior year, second semester [3]. (In 1895-1896 this course will extend through both semesters).

PROFESSOR FRENCH.

#### LATIN.

PROFESSOR MOORE, MISS GREENE, DR. FRANKLIN AND MISS KING.

The course in Latin extends through the four years of the under-graduate course, being required for the first and elective



for the last three years. The aim of the course is to acquaint the student with the principal phases of literary activity among the Romans through the study of representative authors. In the department of History, Livy and Tacitus exhibit natural development in style and method. Cicero and Lucretius represent opposing schools in Roman Philosophy; Horace and Juvenal show the growth of Satire; Horace, Catullus, Tibullus and Propertius, that of elegy and the lyric; Plautus and Terence, the course of Roman Comedy. Using these authors as starting-points the endeavor is to bring before the student the lines along which the various departments developed, and also to show the connection of literature with history and politics, as well as with the various social conditions and relations of Roman life.

The development of the language in literary form is pointed out through explanations of grammatical forms and constructions, and the relation in which these stand to the historical growth of syntax. Much stress is laid on these points in connection with the required work of the Freshman year, and while attention is still directed towards them in the elective courses of the other years (especially in the study of Plautus and Terence), the literary side of the language is made prominent. Facility in reading Latin is cultivated by translation at sight. The study of Latin Composition is pursued in the Freshman and Sophomore years for the most part in connection with the authors read.

#### REQUIRED.

1. Cicero, two Orations (Verrine or Philippics), Livy, Books XXI-XXII (*Westcott*) or Books V-VII (*Cher*) [3], Latin Prose Composition [1]. First semester.

2. Livy (continued), Cicero, de Senectute or de Amicitia (*Kelsey*) [3], Latin Prose Composition [1]. Second semester

MISS GREENE, DR. FRANKLIN AND MISS KING.

The purpose of this course, which runs through the Freshman year, is to enable the student to read ordinary prose Latin with greater ease and intelligence. The weekly exercises in Latin Composition are for the most part based on the texts read, and translation from hearing Latin read is a regular class exercise. The peculiarities of Livy's style are now constantly noted and contrasted with the classic idiom of the selections from Cicero. The orations will not be read this year.

3. Cicero, de Senectute, de Amicitia (*Kelsey*) [2], Latin Prose Composition [1]. Sophomore year, first semester.

MISS GREENE AND DR. FRANKLIN.

In this course the student is led to appreciate the meaning and style of the language with sufficient knowledge of Roman Philosophy to render the thought intelligible. The Latin Prose course is of a more advanced character and deals with questions of style and form as well as correctness of expression.

4. Horace, Satires and Epistles (*Kirkland*). Sophomore year, second semester [2].

MISS GREENE AND DR. FRANKLIN.

Those Satires and Epistles are read which bear on some special subject; *e. g.* Horace's defense of his literary position, his criticism of Lucilius, his portrayal of life and society in Rome, his relations with Maecenas. Peculiarities of syntax and diction are noted, especially those which show the influence of the vulgar idiom.

N. B.—Courses 3 and 4 will not be required after the present year.

#### ELECTIVE.

**Course A.** Horace, Satires and Epistles (*Kirkland*), Latin Composition. Sophomore year, first semester [3].

MISS GREENE OR DR. FRANKLIN.

Those Satires and Epistles are read which bear on some special subject; *e. g.* Horace's literary position, his criticism of Lucilius, his portrayal of life and society in Rome, his relations with Maecenas. Peculiarities of syntax and diction are noted, especially those which show the influence of colloquial usage. The course in Prose Composition continues and supplements the work of the Freshman year.

This course will be offered in 1895-96.

**Course B.** Cicero, Letters (*Tyrrell*), Latin Composition. Sophomore year, first semester [3].

MISS GREENE OR DR. FRANKLIN.

The letters of Cicero are important from the light they throw on the history of the period as well as on the private character of their author. The language is colloquial and stands contrasted with the formal style of Cicero's other writings. The course in Prose Composition continues and supplements the work of the Freshman year

This course will be offered in 1895-96.

**Course C.** Horace, Odes and Epodes selected (*C. L. Smith*), Catullus I-LX (*Merrill*). Sophomore year, second semester [3].

MISS GREENE OR DR. FRANKLIN.

Horace and Catullus are compared and studied from a literary as well as a linguistic point of view. Individual peculiarities of form and style are pointed out and also the analysis of the thought. The relations of the poets to each other and to their Greek originals is also traced.

This course will be offered in 1895-96.

**Course D.** Cicero, de Officiis, Book III (*Holden*), Tusculan Disputations selected (*Harper's text*), Latin Composition. Sophomore year, second semester [3].

MISS GREENE OR DR. FRANKLIN.

The object of this course is to introduce the student to Roman Philosophy and to exhibit the more important characteristics of Cicero's system of Ethics. The Latin Composition is of a more advanced character and deals with questions of style and form as well as correctness of expression.

This course will be offered in 1895-96.

**Course E.** Vergil, Bucolics, Georgic IV and Aeneid VII-XII selected. Sophomore year, second semester [2].

PROFESSOR MOORE.

This course, which includes those portions of Vergil not usually read in preparation for college, is intended to exhibit the variety and development of Vergil's poetic genius. Hence the Latin will be read rapidly and the purpose of the work will be to a great extent literary.

**Course F.** Roman Life in Latin Prose and Verse (*Peck and Arrowsmith*), Wilkins' Primer of Roman Literature. Sophomore year, second semester [2].

PROFESSOR MOORE.

This course is intended for students who do not propose to make a special study of Latin and yet desire to possess some general acquaintance with the literature. Characteristic selections are read from writers beginning with the Early period and going down to Gellius, and the outlines of Wilkins' Primer are supplemented by collateral reading.

This course will be offered in 1895-96.

**Course G.** Roman Comedy, Terence, *Adelphi (Stoman)*, Plautus, *Captivi (Hallidie)*. First semester [3]. PROFESSOR MOORE.

Half of the semester is devoted to each one of the plays and the work is supplemented by lectures on Roman Comedy and the preparation of special papers by the class.

**Course H.** Tacitus, *Agricola or Germania (Hopkins)*, *Annals I-VI (Allen)*. Second semester [3]. PROFESSOR MOORE.

On the linguistic side the syntax and style of Tacitus are studied as introducing the student to the characteristics of the Silver Age of Latin Prose. Collateral reading on the period covered, and lectures on the historians between Livy and Tacitus are included in the course.

**Course I.** Roman Elegy, Catullus (*Merrill*), Tibullus and Propertius (*Ramsay*). First semester [3]. PROFESSOR MOORE.

Catullus' position among Latin poets, his originality, the influence of the Alexandrine school and similar questions are considered. Tibullus and Propertius are used to illustrate the development of the elegy.

This course will be offered in 1895-96.

**Course J.** Juvenal, *Satires (Hardy)*, Pliny, *Letters (Pritchard and Bernard)*. First semester [3]. PROFESSOR MOORE.

As these authors present opposite views of social life in Rome under the Early Empire, an important feature of the work consists in the preparation of papers on various topics suggested by the text.

**Course K.** Lucretius I, III (*Kelsey*), Cicero, *Tusculan Disputations I (Harper's text)*. Second semester [3]. PROFESSOR MOORE.

The first Book of Lucretius gives a general presentation of his form of Epicureanism, and from the third Book and the *Tusculan Disputations* are selected the portions that bear on the questions of the Immortality of the Soul.

**Course L.** Roman Institutions. Second semester [2].

PROFESSOR MOORE.

The purpose of the course is to trace the connection between modern institutions and forms of government and those of ancient Rome. After briefly considering the attitude of modern criticism towards the early period of Roman history, the institutions of the Regal period are taken up, the manner of their de-

velopment into Republican forms and offices and their final absorption into those of the Empire. The original authorities as well as the works of Niebuhr, Lewis, Ihne and Mommsen are used.

This course is open to Sophomores.

**Course M.** An Introduction to Comparative Grammar. Second semester [1].

PROFESSOR MOORE.

This course is intended to give some general idea of the history, theories and methods of modern Philology with special illustration from the Græco-Italic group of languages. The class will consult the works of Whitney, Delbrück and others with references to the larger treatises of Brugmann, King and Cookson and G. Meyer.

### SANSKRIT.

PROFESSOR MOORE.

Sanskrit is an elective course of two hours running through Senior year. The study of the characters and inflections of the language is first taken up with Whitney's Grammar as a text-book; later, selections from Lanman's Reader are read.

Students should consult with the instructor before electing the course.

For the present year the course is given in part.

### GREEK.

PROFESSOR LEACH AND MISS MAOURDY.

The aim is to acquire as many-sided a knowledge of Greek as possible. Facility in reading Greek is cultivated, and to this end, practice at sight is given and private reading is encouraged. Attention is paid to grammatical principles, to the development of the language and of the literature, to different phases of Greek life and thought. Careful study is given to the style of each author and to the distinctive excellence of each, and in advanced classes, to text-criticism. The courses given embrace representative authors in history, oratory, philosophy, in epic, lyric, and dramatic poetry. In the Junior year, a course in elementary Greek is offered to any non-Greek students who may wish it.

A society called the Hellenic Society has been formed for the purpose of keeping itself acquainted with the results of archaeological research in Greece.

Vassar College contributes to the support of the American School of Classical Studies at Athens. The school affords facilities for archæological investigation and study in Greece, and graduates of this college are entitled to all its advantages without expense for tuition.

REQUIRED.

1. Lysias; Plato, *Apology* [3]. English into Greek [1]. Translation at sight and also from hearing. Lectures on legal, political, and social aspects of Athenian life. Freshman year, first semester. MISS MACURDY.

2. Homer, *Odyssey*; Herodotus [3]. English into Greek [1]. Translation at sight. Lectures on Homeric Antiquities and on the Homeric Question. Historical explanation of the Homeric Forms and Syntax. Freshman year, second semester. MISS MACURDY.

3. Demosthenes, *On the Crown*; Aeschines, *Against Ctesiphon* [2]. English into Greek [1]. Lectures on Attic Orators. Sophomore year, first semester. MISS MACURDY.

4. Plato, *Protagoras* [2]. Lectures on Socrates, the Socratic Method, the Sophists. Sophomore year, second semester. MISS MACURDY.

Courses 3 and 4 will not be required after this year.

ELECTIVE.

**Course A.** (Short course) Grammar. *Anabasis, Iliad*. Junior year, first and second semesters [3]. PROFESSOR LEACH.

**Course B.** (Short course continued). Same work as in Freshman course. First and second semesters [3]. MISS MACURDY.

**Course C.** The New Testament. *Acts of the Apostles* and some of the *Epistles*. First and second semesters [1]. MISS MACURDY.

**Course D.** Demosthenes, *Orations against Philip*; Selections from the Attic Orators [2]. English into Greek [1]. Sophomore year, first semester. This course is required for the other elective courses in Greek. MISS MACURDY.

**Course E.** Euripides, *Iphigenia in Aulis* and *Alcestis*. Sophomore year, second semester [3]. (Begins in 1895-96). PROFESSOR LEACH.

**Course F.** Thucydides, Selections from Books II and III. Careful study is given to the rhetoric of the speeches, to the characters of the prominent generals, to the history and institutions of Athens. First semester [3]. PROFESSOR LEACH.

**Course G.** Aristophanes, *Frogs* and *Acharnians*. First semester [2]. (In 1894-95, Sophomore year, second semester).

**Course H.** Sophocles, *Oedipus at Colonus* and *Antigone*. Second semester [3]. PROFESSOR LEACH.

**Course I.** Plato, *Republic*. First semester [3]. PROFESSOR LEACH.

**Course J.** Aristotle, *Politics*. Second semester [3]. PROFESSOR LEACH.

**Course K.** Aeschylus, *Seven against Thebes* and *Agamemnon*. Second semester [2]. (Begins in 1894-95). PROFESSOR LEACH.

**Course L.** Pindar and Lyric Poetry. Second semester [2]. [Begins in 1895-96.] PROFESSOR LEACH.

Courses K and L are biennial courses that alternate with each other.

**Graduate Course**, in 1894-95. Aristotle, *Politics and Constitution of Athens*. Inscriptions.

## FRENCH.

PROFESSOR BRACQ AND MISS EPLER.

The aim of this course is three-fold: 1st. To give a correct knowledge of the French language and of its evolution from the Latin tongue. During the first year, the most important principles of grammar are reviewed. Throughout the course, constant attention is given to their application during both the reading and conversational exercises. The study of the first year is grammatical, that of the second is grammatical and philological. 2d. To enable the student to speak the language fluently. To this end great efforts are made to educate the ear and to secure fluency of speech. The text-books are French. The answers of the students, the lectures and discussions are all in French. 3d. To give a philosophical knowledge of French literature, its origin, its development, its master-pieces, its pictures of French society at different periods; in other words, French history as seen in French literature. Special efforts are

made to enable the student to grasp the modern thought and life of France in their literary manifestations.

The course in Old French is intended to furnish a basis both for the study of Early English and the historical study of the French language, and at the same time to enable the student to read with facility the early productions of the Langue d'Oïl. The most remarkable specimens of that literature of Northern France are read in class.

The short course is designed for students who, having entered college without French, wish to be able to read it with ease and to understand French conversation. The work includes the study of grammar, prose composition, and the reading of modern prose.

#### REQUIRED.

1 and 2. Reading, Balzac, *Eugénie Grandet*, Hugo, *Hernani* and *Quatrevingt-treize*, Ponsard, *Charlotte Corday*, Delavigne, *Louis XI*. Translation of English into French. Review of Syntax. One hour a week of the second semester is devoted to the literature of the nineteenth century. Bonnefon *Ecrivains modernes*. Freshman year, first and second semesters [4].

MISS EPLER.

3. The study of the literature of the nineteenth century continued. Character, works and influence of Mme. de Staël, Chateaubriand, Béranger, Lamartine, Hugo, Cousin, Lacordaire, Guizot and Sainte-Beuve. Reading of some of the lyrics of the French Revolution, the Empire and the *Restauration*. Sophomore year, first semester [3].

PROFESSOR BRACQ.

4. The literature of the eighteenth century. The social, the political and the religious influences of Montesquieu, Voltaire, Rousseau and the Encyclopedists. Reading, Montesquieu, *Considérations sur les causes de la grandeur des Romains et de leur décadence*. Bernardin de Saint-Pierre, *Paul et Virginie*, Voltaire, *Mérope*. Sophomore year, second semester [2].

PROFESSOR BRACQ.

In 1895-96, Courses 3 and 4 will be open to Sophomores as elective courses C and D.

#### ELECTIVE.

**Course A.** Short course. Principles of grammar. Fontaine, *Lectures et conversation*, Méras, *La Syntaxe pratique de la langue française*, Contanseau Exercises, books I and II. Halévy,



*L'Abbé Constantin, Coppée, Le Luthier de Crémone.* Conversation. Sophomore year, first and second semesters [3].

MISS EPLER.

**Course B.** Same as 1 and 2 for those who have taken the Short course. First and second semesters [3].

MISS EPLER.

**Course E.** Old French. Introductory lectures to the study of Old French. General survey of grammatical principles. The Norman-French element in English. Clédat, *Grammaire élémentaire. Choice Readings from French History*, by Gustave Masson. *La Chanson de Roland.* First and second semesters [2].

PROFESSOR BRACQ.

**Course F.** Corneille, *Le Cid*, Racine, *Andromaque*, Molière, *Le Bourgeois gentilhomme.* Lectures upon the society of the XVIIth century, the Hotel de Rambouillet and the French Academy. Discussions of topics that have been prepared by the students. Conversation. First semester [2].

PROFESSOR BRACQ.

**Course G.** Critical, analytical, and comparative study of the drama of the seventeenth century. Lectures upon the rise of the French drama. Extensive readings. Conversation. Second semester [2].

PROFESSOR BRACQ.

**Course H.** The philosophical, the religious, and the miscellaneous literature of the seventeenth century, Pascal, Descartes, Bossuet, La Fontaine and Mme. de Sévigné. Lectures and conversation. First semester [2].

PROFESSOR BRACQ.

**Course I.** The literature of the Renaissance period. Reading of extracts from the works of Amyot, Montaigne, Agrippa d'Aubigné and other writers of the times. Lectures on French literature from its beginning to our times. Second semester [2].

PROFESSOR BRACQ.

**Course J.** Contemporary Literature. The literary theories of the Romanticists, the Naturalists, the Parnassians, the Symbolists and the Decadents. Foreign influences, Tolstoïsm and Ibsenism. The moral and religious reaction in literature. The new critics. Brunetière, Tissot, Faguet. Recent writers, Taine, Renan, Schérer, Cherbuliez, Loti, Coppée, Daudet and de Vogué. Senior year, first and second semesters [2].

**GERMAN.**

ASSOCIATE PROFESSOR HERHOLZ AND MISS NEEF.

The aim of the German course is to give the students a thorough knowledge of the language, so as to enable them to pursue the study of history and the sciences with German text-books, and to understand and appreciate to the fullest extent the productions of literature. It is also intended to give them the ability to use the language conversationally with the greatest possible accuracy and freedom.

In the Freshman year the grammatical principles are carefully reviewed and in the subsequent classes incidental instruction in grammar is given.

The History of Literature is begun in the first semester of the Sophomore year and continued in every following semester, with lectures on the most prominent authors and their works. This course embraces the development of language and literature from the earliest stages down to the present day and is calculated to give the student a clear conception of the great epochs in the literary evolution of Germany.

**REQUIRED.**

1 and 2. Grammar. Composition. Translation at sight from English into German. Harris, *German prose composition*; Buchheim, *Prose composition*; Eichendorf, *Aus dem Leben eines Taugenichts*. Poems by Goethe, Schiller, Uhland, Chamisso, etc. Schiller, *Maria Stuart*; Goethe, *Egmont*. Freshman year, first and second semesters [4].

MISS NEEF.

3. History of Literature from the early beginning to the eighteenth century. Selections from the first classical period. Schiller, *Wallenstein*; Lessing, *Emilia Galotti*. Composition. Sophomore year, first semester [3].

MISS NEEF.

4. The work of the first semester continued. Sophomore year, second semester [2].

MISS NEEF.

In 1895-96, Courses 3 and 4 will be open to Sophomores as elective courses C and D.

**ELECTIVE.**

**Course A.** Schmitz, *Elements of the German Language*, Parts I and II. Joynes, *German Reader*; Storm, *Immensee*, or Fouqué, *Undine*; Lessing, *Minna von Barnhelm*. Sophomore year, first and second semesters [3].

ASSOCIATE PROFESSOR HERHOLZ.

This short course is intended to give students an opportunity to begin the study of German and to acquire a practical knowledge of the language.

The work consists of a thorough drill in grammar, with written and oral exercises, translation from German into English, and *vice versa*, and of reading and memorizing prose and poetry, the matter read being made the subject of conversation and composition. Great attention is paid to pronunciation and correct expression.

**Course B.** (Short course continued). Grammar, Translation. Composition. Klee, *Deutsche Heldensagen*; Schiller, *Die Jungfrau von Orleans*; Goethe, *Hermann und Dorothea*. First and second semesters [3].

**Course E.** History of Literature of the XVIIIth century. Discussion of the influence of authors on their contemporaries and entire periods. Lessing, *Nathan der Weise*. Essays upon topics suggested by the class-work. First semester [2].

ASSOCIATE PROFESSOR HERHOLZ.

Students are expected to read extracts from the histories of German literature by different authors, to study the lives of the great poets in connection with their works and with the political, social, and intellectual movements of their times.

**Course F.** History of Literature of the XVIIIth century and work of Course E continued. Goethe, *Iphigenie, Tasso*. Second semester [2].

ASSOCIATE PROFESSOR HERHOLZ.

**Course G.** History of modern Literature. Critical study of poetical productions. Collateral readings and lectures will supplement the work in the class-room. Essays. Lessing's Prose works. First semester [2].

ASSOCIATE PROFESSOR HERHOLZ.

**Course H.** Work of Course G continued. Goethe's *Faust*, Parts I and II. Second semester [2].

ASSOCIATE PROFESSOR HERHOLZ.

**Course I.** Gore, *Science Reader* or Hodges', *Course in Scientific German*. Second semester [1].

ASSOCIATE PROFESSOR HERHOLZ.

### ENGLISH.

PROFESSOR WENTWORTH, MISS LOOMIS, DR. SWEET, MRS. TILLINGHAST.

The instruction given by the Department of English has three objects: (1) proficiency in English composition; (2) a general

acquaintance with English literature ; (3) a more minute knowledge of certain authors, whose works illustrate the development not only of English literature, but also of the English language.

The first of these objects is considered in the required work of the Freshman and Sophomore years,—courses 1 and 2, and 3, respectively,— and in elective courses A and B. Especial stress is laid upon frequent and regular practice.

The second of these objects is considered in the required Sophomore courses 4 and 5, which are introductory to the subject, and in elective courses C, D, E, F, and G. In these courses a large amount of reading is prescribed, a still larger amount is recommended, and from time to time written work is required.

The third of these objects is considered in elective courses H and I, J, K and L, and M.

The courses in Elocution are included in this department for convenience, but form no part of the regular English work, and are not counted toward the degree of A.B. They consist of a required course for Freshmen, 1 hour per week, second semester, and of an elective course, open to Sophomores, Juniors and Seniors, 1 hour per week, second semester.

#### REQUIRED.

1. English Composition. Genung's *Outlines of Rhetoric*; exercises, weekly themes. Freshman year, first semester [3].

MISS LOOMIS, MRS. TILLINGHAST.

2. English Composition. Wendell's *English Composition*, illustrated by a study of masterpieces; themes and essays. Freshman year, second semester [3].

MISS LOOMIS, MRS. TILLINGHAST.

3. English Composition. Study of essay structure based on the most exact form, the argumentative. A brief based on some masterpiece: essays (throughout the year) preceded by briefs or outlines. Sophomore year, first semester [1].

4 and 5. Outline of History and Development of English Literature, with a more careful study of certain representative authors,—Chaucer, Spenser, Shakespeare, Bacon, Milton, Dryden, Pope, Swift, Addison, Johnson, Wordsworth. Much reading will be prescribed, more will be recommended. Written work will be called for, from time to time. Sophomore year. First semester [2]; second semester [3].

**Course A.** English Composition. (a) Daily themes, to cultivate regular habits of work, observation, ease of expression. The theme, limited to one page of theme paper, must be given to the instructor on the day when it was written. (b) Fortnightly themes, to cultivate correctness and vigor of expression. Second semester [2].

**Course B.** English Composition. Argumentation. Lectures on Argumentative Composition; Baker's *Specimens of Argumentation*, and *Specimen Briefs*; forensics preceded by briefs: discussion of briefs and forensics. Second semester [2]. Omitted in 1894-95.

PROFESSOR WENTWORTH.

**Course C.** English Literature. Sixteenth and Seventeenth centuries. Wyatt, Surrey, Lily, Sidney, Spenser, Drayton, Raleigh, and other Elizabethans; Donne, Jonson, Herrick, Herbert, Cowley. Waller, Butler, Dryden, Walton, Fuller, Sir Thomas Browne, Jeremy Taylor, Bunyan. First semester [3], alternate with D.

PROFESSOR WENTWORTH.

**Course D.** English Literature. The Drama from the Miracle Plays to the closing of the theatres. Miracle Plays; Moralities; Interludes; Greene, Lily, Marlowe, Jonson, Chapman, Dekker, Heywood, Beaumont and Fletcher, Middleton, Webster, Ford, Massinger. First semester [3], alternate with C. Given in 1895-96.

PROFESSOR WENTWORTH.

**Course E.** English Literature. Eighteenth century. Swift to Burke, Dryden to Burns. Second semester [2], alternate years.

PROFESSOR WENTWORTH.

**Course F.** English Literature. Nineteenth Century Poets, with particular regard to Wordsworth, Coleridge, Scott, Byron, Shelley, Keats, Tennyson, Browning. First semester [3].

DR. SWEET.

**Course G.** English Literature. Nineteenth Century Prose. Hazlitt, Lamb, Coleridge, De Quincey, Landor, Newman, Carlyle, Macaulay, M. Arnold, Ruskin, Pater. Second semester [3], beginning with 1895-96.

DR. SWEET.

**Course H.** Anglo-Saxon. Bright's *Anglo-Saxon Reader*; Sievers's *Grammar*. First semester [3].

PROFESSOR WENTWORTH.

**Course I.** Anglo-Saxon. *Béowulf*. Versification. Textual Criticism. Theories of origin. Second semester [3]; continuation of H. Omitted in 1894-95.  
 PROFESSOR WENTWORTH.

**Course J.** Chaucer. *The Canterbury Tales* (Clarendon Press Series), and *Minor Poems*. First semester [3]. (Second semester 1894-95.)  
 PROFESSOR WENTWORTH.

**Courses K and L.** Shakespeare. A minute study of six plays, three each semester. May be elected for a single semester or for the whole college year. First and second semesters [3].  
 PROFESSOR WENTWORTH.

**Course M.** Bacon and Milton. Bacon's *Essays* and *Advancement of Learning*; Milton's *Areopagitica*, English poems, and first two or three books of *Paradise Lost*. First semester [3], alternate years beginning with 1895-96.

### MATHEMATICS.

PROFESSOR ELY, MISS RICHARDSON AND DR. GENTRY.

The courses are divided into two classes, prescribed and elective. The prescribed courses comprise a year of Solid Geometry, Algebra and Trigonometry. These are supplemented by elective courses.

The aim in all the courses is to cultivate habits of exact, sustained and independent reasoning, of precision and clearness in the statement of convictions and the reasons upon which they depend; to rely upon insight, originality and judgment rather than upon memory. The endeavor is to secure full possession of leading principles and methods rather than of details. From the first, students who show special aptitude are encouraged in the working of subjects which require more prolonged investigation than the daily exercise of the class-room.

#### REQUIRED.

1. Solid and Spherical Geometry. Freshman year, first semester [3].

MISS RICHARDSON AND DR. GENTRY.

The exercises in Geometry include recitations from the text book, original demonstrations of propositions and applications of principles to numerical examples. The text book is Chauvenet (revised by Byerly).

2. Algebra. Freshman year, second semester [2].

MISS RICHARDSON.

The text book in Algebra is Hall and Knight's Higher Algebra.

3. Plane Trigonometry (Wells). Freshman year, second semester [2].

PROFESSOR ELY AND DR. GENTRY.

In Plane Trigonometry attention is given to Trigonometric analysis and the solution of triangles. After the student has gained facility in the use of Trigonometric tables, application of the principles is made to problems in Mensuration, Surveying and Navigation.

[In 1894-95 a course in Plane and Spherical Trigonometry is required in the Sophomore year, first semester.]

ELECTIVE.

**Course A.** Plane Analytic Geometry (Wentworth). Sophomore year, first semester [3]. (Given in 1894-95, sophomore year, second semester, 4 hours per week).

PROFESSOR ELY.

**Course B.** Analytic Geometry. Differential Calculus. Sophomore year, second semester [3].

In Analytic Geometry the student is carried through the elementary properties of lines and surfaces of the second degree. All principles are illustrated by numerous exercises and applications.

**Course C.** Differential Calculus (Osborne). First semester [3].

**Course D.** Integral Calculus (Osborne). Second semester [3].

PROFESSOR ELY.

The elective course in Differential and Integral Calculus is designed for those who wish to pursue the subject of either pure or applied Mathematics. The text-book forms the basis of work but is largely supplemented by oral instruction.

This course presupposes Course A.

**Course E.** Advanced Integral Calculus. First semester [3].

PROFESSOR ELY.

**Course F.** Quaternions. First semester [3].

**Course G.** Quaternions continued. Second semester [2].

PROFESSOR ELY.

This course includes the general properties of scalars and vectors, Quaternion interpretation and applications of Quaternions to the Geometry of the plane, right-line and sphere.

Course F presupposes Courses A and C.

**Course H.** Determinants and Theory of Equations. Second semester [2].

DR. GENTRY.

Burnside and Panton's Theory of Equations is used as the basis of the work, supplemented by lectures.

**Course I.** Curve Tracing. First semester [2].

DR. GENTRY.

Lecture course with daily practice in curve-tracing.

Prerequisite: Courses A, C, H.

**Course J.** Analytic Geometry of Three Dimensions (C. Smith). The Geometry of Planes and Quadric surfaces. Second semester [3].

DR. GENTRY.

Prerequisite: Courses A, C, H, I.

**Course K.** Modern Methods in Analytic Geometry. First semester [3].

DR. GENTRY.

**Course L.** Modern Methods in Analytic Geometry. Continuation of Course K. Second semester [3].

DR. GENTRY.

Prerequisite: Courses A, C, H, I, J.

**Course M.** Projective Geometry. First semester [3].

**Course N.** Projective Geometry. Continuation of Course M. Second semester [3].

A lecture course based on Reye's *Geometrie der Lage*.

Prerequisite: Course A.

**Course O.** Analytic Mechanics. First semester [3].

DR. GENTRY.

The elements of statics and dynamics. Applications to practical problems. The fundamental principles of mechanics and the elements of the theory of the potential.

Prerequisite: Courses A, C, D.

## ASTRONOMY.

PROFESSOR WHITNEY.

The courses in Astronomy are all elective. Their leading aim is to acquaint the student with the methods of investigation by which Astronomy has reached its present status, and to give such practice in these methods as the previous attainment of the classes and the appliances of the observatory will allow.

**Course A.** Descriptive and Historical. First semester [1].

This lecture course is open to all students. It is intended for



those of literary taste who may desire an outline knowledge of Astronomy without entering upon its scientific treatment. It is not essential to the courses which follow in the schedule, nor is it recommended to those proposing to study Astronomy as a science. It will serve, however, as a good introduction to the course in the Solar Spectrum.

**Course B.** General Astronomy. First semester [3].

**Course C.** General Astronomy (continued). Second semester [3].

The course in General Astronomy runs through the year. It provides an elementary but scientific treatment of the principal departments of Astronomy and is illustrated by frequent examples and applications drawn as far as possible from local data. It presupposes only the required mathematics of the College curriculum. It is also of value to the student as a course in applied mathematics and as an illustration of the processes of inductive and deductive reasoning. The students have the free use of the portable telescopes and such questions as they can determine by their own observations with these glasses are kept before them. This observational work is regarded as an essential part of the course.

**Course D.** Spherical and Practical Astronomy. First semester [3].

**Course E.** Theoretical Astronomy. Second semester [2].

These courses enter into a more detailed study of certain departments of Practical and Theoretical Astronomy, and require a working knowledge of the Calculus. They must, therefore, presuppose Mathematical Courses A and B. During the first semester the students use the meridian circle, making and reducing their own observations. They predict occultations and observe them. In the second semester practice is transferred to the equatorial telescope. The order and character of practical work through the year, however, must frequently vary according to the positions of celestial objects of study. Theoretical Astronomy is generally treated under the form of Comet's orbit.

**Course F.** The Solar Spectrum. Second semester [2].

This course in the study of the sun will introduce the student to the principles underlying our knowledge of the constitution of the celestial bodies as revealed by the spectroscope. It does

not presuppose the course in General Astronomy, but an ordinary knowledge of the Solar system is desirable.

### PHYSICS.

PROFESSOR COOLEY.

The complete course in Physics extends through four semesters, beginning with the Junior year. The two semesters of the Junior year are devoted to the study of the general principles of the several branches of the science, and the two semesters of the Senior year are given to the practical study of selected branches in detail.

In General Physics the first semester is given to the study of the following subjects; the properties of matter, force, energy, special phenomena in solids, liquids and gases, heat and magnetism.

The second semester is given to the study of radiant energy, including the phenomena of sound, light and electricity.

Lectures, amply illustrated by experiments, introduce the various subjects and give an outline of the plan of study. With this preparation the student passes to the library to pursue a course of reading covering the ground marked out. A general discussion of the subject in the class-room follows this lecture and library work, and, finally, a semi-annual examination completes the work of each semester.

In Practical Physics a large amount of laboratory work is involved. These courses are expected to enable the student to become more thoroughly acquainted with the facts and principles of special subjects, with the construction and use of instruments, and with the experimental methods of research.

In 1895 a course in General Physics will be given, 3 hours through Sophomore year, to students who elect Physics as the subject of the prescribed science.\* The courses for Juniors and Seniors will remain unchanged until 1896.

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\*Beginning with the year 1895, three hours through the Sophomore year, in one science, which may be Physics or Chemistry, will be required. In addition to the required work in the science chosen, the student may elect the corresponding course in the other at the same time. But students who present the evidence of having had a preparatory course in Physics or Chemistry, which is satisfactory to the head of the respective department, may be exempt from this Sophomore requirement and will be permitted to elect the required six hours of science, in another department and in other years. An applicant for this exemption must state in writing the name of the school in which her work was done, the subjects included, and the time devoted to the work. She must also present a record of her laboratory work, consisting of the original notes taken in the laboratory at the time

## ELECTIVE.

**Course A.** General Physics. First and second semesters [3]. Open to Sophomores in 1895.

**Course B.** General Physics; Matter and Energy, Phenomena of solids and fluids, Heat, Magnetism. Open to Juniors and Seniors. First semester [4].

**Course C.** General Physics; Sound, Light, Electricity. Open to Juniors and Seniors. Second semester [3].

**Course D.** Practical Physics; Experimental work in Physical Measurements and Electricity with lectures and collateral reading. First semester [3].

**Course E.** Practical Physics; Experimental work in Light with lectures and collateral reading. Second semester [3].

Courses D and E will be open to those who, having taken Courses B and C desire to study one or two branches in detail and to become acquainted with experimental methods in Physics.

## CHEMISTRY.

PROFESSOR MOULTON AND MISS FREEMAN.

The following courses in Chemistry are offered for the year 1894-95.

**Course A.** Description of the non-metals. Second semester [4]. Four lectures and four hours laboratory work per week.

**Course B.** Descriptions of the metals, Qualitative Analysis. First semester [4]. Four lectures and five hours laboratory work per week. Open to those who have completed Course A.

**Course C.** Quantitative Analysis. Second semester [4]. Personal instruction in the laboratory at the hours assigned to this course by the schedule; six hours additional laboratory work per week. Open to those who have completed Course B.

the experiments were made. If these, together with such examination as the head of the department may deem necessary, are satisfactory, the exemption will be given, but the work thus presented will not be counted toward the degree. It should be understood that the course offered for this purpose need not cover the whole ground covered by the Sophomore course given in this College: the quality of the work rather than the quantity will be considered. It should be further understood that those who desire to take advanced courses in Physics or Chemistry, to which the Sophomore course is prerequisite, should elect that course unless specially advised by the head of the department not to do so.

**Course D.** Organic Chemistry. First semester [3]. Two lectures and three hours of laboratory work per week. Open to those who have completed Course B.

**Course E.** Sanitary Chemistry. Second semester [3]. One lecture and six hours laboratory work per week. Chemistry of air and water in their relation to health, water supply and purification, ventilation, food adulteration and legal standards of purity. Open to those who have completed Courses C and D.

**Course F.** History of Chemical Theory. Second semester [2]. Open to those who have completed Course D.

Beginning with the year 1895-96 Course A will extend through the Sophomore year, three hours per week. All\* Sophomores will be required to elect either this course or the corresponding course in Physics. Further changes in the advanced courses, depending upon this extension of the work in the Sophomore year, will go into effect in the year 1896-97, and will be published in the next annual catalogue.

A certificate of study in Inorganic Chemistry at Vassar will be accepted in place of the corresponding course at the Woman's Medical College of the New York Infirmary.

## **MINERALOGY.**

PROFESSOR DWIGHT.

A concise course in Crystallography is given, illustrated by the best glass models of crystals, and accompanied by exercises in the determination of forms and in goniometrical measurements. Physical and Chemical Mineralogy are then taken up, partly by recitations from the text-book, and partly by oral instruction, with special reference to a proper preparation for laboratory work. In Descriptive Mineralogy, the study of the principal ores and other minerals is conducted by oral instruction based as far as possible on the actual examination of specimens distributed among the members of the class. Meanwhile, at as early a point in the course as may be practicable, laboratory practice in the determination of minerals by the blowpipe and by chemical processes is begun and continued to the end of the semester. This work is in two courses; the first consists of a series of prescribed experiments with known minerals, as arranged in sched-

\* For certain exceptions to this requirement, see foot note pp. 54, 55.

ules prepared by the instructor. This course is so devised, with reference to the character and range of the specimens, that by its completion the student is made quite familiar with all the more important reactions of the determinative processes.

The second part consists in the determination, by each member of the class, of a large number of selected unknown minerals.

Excursions are taken to localities of mineralogical interest.

**Course A.** Mineralogy, full course. Dana, *Manual*, with lectures, and objective study of minerals; laboratory practice in blowpipe determination of species. First semester [4].

Mineralogy, shorter course. Lectures on mineral structure and composition; a brief course of laboratory exercises in the study and determination of minerals. First semester [2].

## GEOLOGY.

PROFESSOR DWIGHT.

The Geological course is introduced by three hours of Physiographic Geology in the first semester of the sophomore year, in which the general surface features of the earth are considered.

This is followed in the second semester by an Elementary course in Paleontology, in which the general plans of structure, physiological processes, and classification of plant and animal life are studied; special reference is made to fossil forms and to the processes of fossilization. Either two or three hour courses may be pursued, at the option of the student.

After the course in Mineralogy, offered in the first semester of the Junior year, the first and general course in Geology proper follows in the second semester of the same year. In this course, after a brief review of some of the more important topics in Physiographic and Petrographical Geology, some time is given to the principal topics of Dynamical Geology. This is followed by the study of Historical or Stratigraphical Geology, including some consideration of leading typical fossil organisms. The members of the class are also exercised in the practical cutting and mounting of large microscopic sections of fossils, and rocks containing minute fossils, by means of a specially-devised rock-cutting machine of the largest dimensions and the most perfect equipment. Historical Geology occupies the latter part of the course. Its lessons are well illustrated by a large representative set of North American fossils originally collected by the New York State Survey, also by a valuable set of European fossils.

Either two or four hour courses may be elected.

All of the above-mentioned courses are so arranged that they may be profitably pursued independently of each other; yet taken in the order given, they form a strong consecutive course. It is especially desirable that all who intend to take the course in Geology proper in the latter half of the junior year, should take the preceding courses in Mineralogy and Elementary Paleontology.

The advanced course in this subject will consist, as the class may elect, of the study of topics in Petrology, Paleontology, Stratigraphical or Dynamical Geology. A large supply of characteristic fossils, accessible to the students, furnishes opportunities for much objective study, aided by ordinary microscopic apparatus. One of Fuess's celebrated lithological microscopes of the largest size and latest pattern affords facilities for the optical study of minerals.

Abundant use is made of the literature in the College library, and especially of the more recent discussions of geological topics in the scientific journals, and in State and Government reports and Bulletins.

The student is thus taught how to make research in documents carrying authority, and is also familiarized with the methods of investigating and discussing geological problems. Field-work is encouraged as far as is possible.

**Course A.** Physiographic Geology. A study of the general physical features of the Earth's surface, including the forms and phenomena of land and water, climate, atmospheric and ocean currents, secular changes, etc. Sophomore year, first semester [3].

While serving well as an introduction to the full study of Geology, this course will be complete in itself.

**Course B.** Elementary Paleontology. A general course in the study of the structure and classification of plants and animals, with special reference to Geology, for which it is a very important preparation. Second semester [2].

A parallel course, three hours per week, is also offered.

**Course C.** Full course [4]. Dana, *Text-book*, with lectures. Exercises in the study of fossils and in the preparation of microscopic sections of rocks, minerals and fossils.

Shorter course. Lectures on the general scope, material and methods of geological history and of dynamical geology. Second semester [2].

**Course D.** An advanced course. either in Petrography or in Paleontological and Stratigraphical Geology, with practice in Field-work. First semester [2].

**Course E.** Advanced Geology. Either a continuation of Course C, or for those who have not pursued Course C, a similar course. Second semester [2].

Course D or Course E presupposes Course C.

### **BIOLOGY.**

PROFESSOR O'GRADY, MISS BROWN, MISS DEANE.

The aim of the work in Biology is to give the student a broad general knowledge of the phenomena of living things, and at the same time pave the way for the special work of those who wish to continue the study of the biological sciences or to take up the study of medicine. In the laboratory, the student acquires a thorough knowledge of methods, and of the forms discussed in the lectures. An attempt is made to cultivate the spirit of original research.

Students intending to study Biology are recommended to acquire a knowledge of the elements of Chemistry; those who intend to study medicine are recommended to take the courses in Embryology and Comparative Anatomy or Histology.

The College provides a table at the Marine Biological Laboratory at Wood's Holl for those who wish to carry on a study of marine forms during the summer.

**Course A.** General Biology. First semester [3]. Three lectures, four hours laboratory work weekly.

It is intended that this course shall give the student a clear and comprehensive conception of the fundamental principles of life. Lectures and laboratory work begin with a careful study of the Bracken Fern taken as a type of plant life, and the Frog or Earth worm as a type of animal life. This is followed by a comparison of these representative forms in order to bring out the fundamental likeness and difference between plants and animals. This introduction is followed by a thorough study of a number of selected types of animals and plants, such as amoeba,

paramoecium, haematococcus, yeast and bacteria in the first semester. The work on bacteria includes not only the microscopic examination, but also practice in various methods of culture in solid and liquid media.

**Course B.** General Biology. Second semester [3]. Three lectures, four hours laboratory work weekly. Open to those who have had Course A.

In the second semester, the work with types is continued and, as in the first semester, the comparative method of study is encouraged in the laboratory and brought out in the lectures especially by means of a study of nearly related forms. Those studied are as follows: Moulds *spirogyra*, *vancheria*, *nitella*, *marchantia*, moss, *selaginilla*, *pinus*, and typical phanerogams, *hydra*, *anodonta*, *homarus*, *rana* or *lumbricus*.

In connection with the study of the Phanerogams, special attention is paid to physiological problems, such as cross and self fertilization, movements of plants, insectivorous plants, chlorophyll, hybrids, etc., and experiments in physiological botany are carried on in the laboratory.

**Course C.** General Zoölogy. First semester [3]. Three lectures and four hours laboratory work weekly. Open to those who have had Course B.

This gives the student a systematic knowledge of the animal kingdom, attention being paid chiefly to the classification, development, and homologies of invertebrates.

**Course D.** Embryology. Second semester [3]. Three lectures, four hours laboratory work weekly. Open to those who have had Course B.

Thorough work on the embryology of the chick is followed by a brief comparative study of the development of the vertebrates. The usual method of making and studying sections of the chick is supplemented by models in clay made by the students to illustrate the more important stages in development.

**Course E.** Higher Biology. Second semester [1]. Open to those who have taken Courses C and D.

This course begins with a history of the development of the Biological Sciences with special reference to the growth of the evolution theory. Some of the leading questions of Biology, such as natural selection, evolution, heredity, are discussed in the lectures.



**Course F.** Current Biological Literature. First and second semesters [1]. Open to Seniors who have had Course B and are taking Courses C and D.

The class meets weekly throughout the year. The aim of the course is to give the student familiarity with current biological literature, practice in bibliography, and in the presentation and discussion of papers.

**Course G.** Comparative Anatomy or Histology. Second semester [2]. Three to four hours laboratory work a week. Open to those who have had Course B.

This course is intended to give a comparative knowledge of the structure of the various organs of vertebrates. Those who wish to study medicine will have an opportunity to do special work in comparative osteology. This course may alternate with a course in Histology.

### PHYSIOLOGY AND HYGIENE.

• PROFESSOR THELBERG.

#### REQUIRED.

Hygiene [1]. Freshman year. A course running through the year. One hour weekly is devoted to this course, and the study comprises lectures, recitations, and practical investigation of the principles of house sanitation. Drawings and models are provided for this study. All new students are required to attend.

In 1895-96 this course will extend through the first semester only.

#### ELECTIVE.

**Course A.** Advanced Physiology. Second semester [3] (first semester in 1895-96). The course comprises lectures, text-book work, microscopic study of tissues, experiments in physiological chemistry, and frequent dissections. The Anatomical Cabinet furnishes models for practical demonstration.

This course is open to Juniors and Seniors.

### HISTORY.

PROFESSOR SALMON AND MISS JOHNSON.

The undergraduate work in History aims to give opportunity during the Sophomore and the Junior years for a somewhat comprehensive but careful study of general European history from the beginning of the mediæval period to the present time.

During the Senior year facilities are offered for special work in American and English constitutional history, and in the history of the Nineteenth Century.

The object of the instruction given is first, to emphasize the difference between reading history and studying history; second, to acquaint each student through independent work with the best methods of historical study; third, to show in the study of different nations the development of present from past conditions; fourth, to indicate the organic relation of history to other branches of knowledge.

The work of the department is conducted by means of textbooks, topical outlines, lectures, and classes for special study. The students have free access to all works in the library and are trained to do independent work.

#### REQUIRED.

**Mediaeval History to Charlemagne.** Sophomore year, first semester [3].

MISS JOHNSON.

The object of this course is to give some knowledge of methods of historical study, to review rapidly the prominent features of classical civilization, and mainly to study the history of Europe from Augustus to Charlemagne. Particular attention is paid to the development of the Church and to the ascendancy gained by Christianity over classical and Germanic ideals (See statement for 1895-96, p. 64).

#### ELECTIVE.

**Course A.** Mediaeval History from Charlemagne to the Renaissance. Second semester [2].

MISS JOHNSON.

In this, as in the preceding course, the dominating influence of the church is the chief object of attention. Feudalism, the formation of the European states, the Holy Roman Empire, the Crusades, the evidences of a new spirit as shown in the revival of commerce, city life, the revival of learning and art, are among the principal topics considered.

**Course B.** Modern European History. First semester [3].

PROFESSOR SALMON.

This course comprises a special study of the political and religious history of Europe from the beginning of the Reformation to the Treaty of Westphalia. As far as possible the period is studied from contemporaneous literature, official

documents, and the leading modern authorities. It is one aim of this and the following course to give the student constant practice in the different uses of historical material, as in the preparation of bibliographies and biographies, the study of treaties and creeds from the documents themselves, reviews of recent literature treating of the period and work in historical geography.

**Course C. Modern European History. Second semester [3].**

PROFESSOR SALMON.

This course is the continuation of Course B. The work comprises a brief survey of the history of Europe from the Treaty of Westphalia to the beginning of the French Revolution. A more special study is then made of the period of the Revolution and of the political development of the different countries as resulting from it. It is one object of this and of the preceding course to show by the study of comparative history the influence of different nations on each other.

**Course D. American Constitutional History. First semester [4].**

PROFESSOR SALMON.

This course is open to students who have had at least three courses in History.

The course is intended to offer opportunity for critical study of the origin and development of the American constitution. The specific lines of work along which the general subject is studied vary from year to year. The class is divided into small sections, thus affording opportunity for constant discussion of facts and principles and the individual study of special topics.

**Course E. American and English Constitutional History. Second semester [3].**

PROFESSOR SALMON.

This course is open to students who have completed Course D.

The course completes the work of Course D, and includes a comparative study of the existing political institutions of America and England.

**Course F. Nineteenth Century History. First semester [2].**

PROFESSOR SALMON.

This course is open to students who have completed Course B and Course C.

The object of the course is to study the different political conditions in Western Europe as they have been developed from

the French Revolution. The special subjects considered include the growth of republican ideas in France, the unification of Italy, the establishment of the German Empire and the revolutionary movements of 1830 and 1848. Special topics for individual study are taken up by each member of the class and pursued throughout the semester.

**Course G.** Comparative Politics. Second semester [2].

PROFESSOR SALMON.

This course is open to those who have completed Course F.

The work comprises a study of different theories in regard to the origin and functions of the State, with an examination of the application of these theories in the different forms of modern federal government. The specific questions considered vary from year to year.

During the year 1895-96 and subsequently the required work in History will be a course of three hours a week throughout the Sophomore year in general European History. This course is intended to give a survey of the principal events in European History and to form a basis for a more detailed study of special periods.

The following elective courses will be offered in 1896-97 :

**Course A.** American Colonial History. 3 hours.

**Course B.** The Reformation. 3 hours.

**Course C.** The French Revolution. 3 hours.

**Course D.** History of American Political Parties. 3 hours.

**Course E.** American Constitutional History. 3 hours.

This Course presupposes either Course A or Course D.

**Course F.** Nineteenth Century History. 3 hours.

This Course presupposes Course C.

**Course G.** Comparative Politics. 3 hours.

This Course presupposes Course F.

**Course H.** English Constitutional History. 3 hours.

This Course presupposes Course E.)

### ECONOMICS AND SOCIOLOGY.

PROFESSOR MILLS.

It is the desire of this department to make its work primarily disciplinary in the belief that Economics involves in an unusual

degree the combination of mental discipline with practical utility. "Not only do action, conduct, life, all lie in the domain of inexact science, making training in this indispensable to every educated person, but even looking from the point of view of an exclusively liberal education, it is a higher attainment, a finer feat of mind to be expert in the inexact than in the exact sciences." Further it is hoped that the courses offered will enable those pursuing them to read, think and act intelligently upon the economic, social and philanthropic questions which are assuming such great importance and becoming more and more complicated.

Methods of work will vary with the subject and the advancement of the student. In the first year's work much use is made of text-books as a basis for recitation and free discussion. In the more advanced course topical outlines furnished the class in advance enable the student to study differing views, to weigh conflicting evidence and arguments, and to train herself to habits of independent thinking.

**Course A.** Principles of Economics. Recitations from Marshall, *Elements of Economics*, and Andrews, *Institutes of Economics*. First semester [3].

This course is designed to give a fundamental knowledge of the main principles of economic theory with such attention to conflicting views as time permits. Collateral reading is required.

**Course B.** Economic History. The Development of Industrial Society. Second semester [3]. This course requires no previous study of Economics.

The chief topics studied are the English manor, the growth of the towns, the guild merchant, internal and foreign trade, the craft guilds, municipal control of industry in the middle ages; mediæval agriculture and its progress, the Black Death, growth of international trade, trading monopolies, Elizabethan legislation, domestic system of industry, the industrial revolution, the factory system, recent economic changes. The work will be based principally upon Ashley, Cunningham, Rogers, Toynbee, E. W. C. Taylor, Wells. This course is important not only in itself but as a preparation for the study of modern labor and social problems. It is recommended to Juniors who intend to take Course E in their Senior year.

**Course C.** (a) Money and Banking; (b) Taxation. Dunbar, *The Theory and History of Banking*; Taussig, *The Silver Situation*

*in the United States*; Ely, *Taxation in American States and Cities*. Second semester [3]. Must be preceded by A.

In the first part of this course attention will be given to the modern system of banking by deposit and discount, principal foreign banking systems, United States National Banking systems, systems of note issue, American experience in bimetallism, our recent monetary legislation.

In the second half of the course will be studied the general principles of taxation and the results of American experience. If time permits, a brief survey of other portions of Finance, as Budgets and Public Debts, will be made. In both parts of the course important statute laws will be studied.

**Course D.** Railroad Transportation, Trusts, and the Relation of the State to Monopolies. First semester [2]. Must be preceded by A.

Laissez-faire, the argument for and against, and substitutes proposed for this precept; definition and classification of monopolies; transportation prior to the railway, development of the railway system, results of improved transportation and communication, railway organization and accounts, competition, combination, discrimination, rates, railroad policy of different countries and of this country before 1887, constitutional and legal limitation of the legislative power in controlling transportation agencies, proposed solutions of the railway problem including state ownership, the Interstate Commerce Law and its results; the development, organization, advantages and dangers of trusts, anti-trust legislation; municipal ownership of water-works, gas-works, electric-lighting plants and street railways; conclusion as to the proper treatment of monopolies.

**Course E.** (a) The Labor Problem; its Origin and Attempts toward its Solution; (b) Socialism. Second semester [3]. Open to those having had A.

The chief topics considered will be the historical basis of the labor problem in the economic development of the last hundred years; the progress and present condition of the working classes; their complaints and claims; history and aims of workmen's combinations; conciliation and arbitration; co-operation; profit sharing; different views as to the proper relation of the state to industry; factory and other legislation; history of socialism, its present strength, critical study of the proposals of the different schools of socialists; principles of social reform.

**Course F.** Social Science. First semester [2]. Open only to Seniors who have taken A.

Sociological bearings of natural selection, heredity, environment, free will; physical, physiological, psychological, moral and social causes of abnormality; statistics of the causes of pauperism, history of the English poor laws; principles that should direct charity; private relief, charity organization, public relief, almshouses, old age pensions and workmen's insurance; relief for the unemployed including labor colonies and the tramp problem; dependent children; relief of the sick; insanity; statistics of the causes of crime; criminal anthropology; prevention of crime; principles that should govern the treatment of offenders; delinquent children; reformatories; prison methods, cumulative sentence; the family and divorce. Visits have been made to various charitable and correctional institutions, of which there is a considerable variety within easy access of the College. The formal and informal lectures by those in charge of the institutions visited have been very instructive.

**Course G.** Economic Seminary. Second semester [2]. This course will be offered only when desired by several properly prepared students. A prerequisite for admission is the completion with success of at least three courses in Economics, If not previously taken Course E must be elected contemporaneously with the Seminary.

### **ART.**

PROFESSOR VAN INGEN.

Three courses, all elective, are offered in this department, one Theoretical, two Historical. \*Technical instruction is also provided for.

Course A. Theory of Architecture, Sculpture and Painting, has special reference to the principles of criticism.

Courses B and C comprise the History of Architecture, Sculpture and Painting.

The instruction in Courses A, B and C is given by means of lectures and collateral reading. A large collection of Braun Photographs, Casts and Diagrams elucidates this instruction. The work gone over in these several classes is further impressed on the student's mind towards the close of the year by a course

\*For this course there is an extra charge.

of twelve lectures, illustrated by means of the stereopticon. These lectures are open to all the members of the college.

**Course A.** Theory of the art of Design. First semester [2]. This course comprises a study of Beauty in Art, intellectual and optical beauty. Unity, its application to different modes of expression. Definition of Architecture, laws derived from nature; materials used in Architecture, their effect on construction: lintel and column; round-arch and dome; pointed arch and buttress; the truss; decorations in Architecture. Definition of Sculpture; the statue; low, medium, and high relief; laws of relief; materials used in Sculpture and subjects treated. Definition of Painting; imitation; materials used in painting. Etching. Engraving. Lithography. Photography. Composition: the sketch, the studies. Drawing; its importance. Stereography, Orthography, Scenography. Perspective, the definition, the perspective of a point; parallel perspective, oblique perspective, problems. The human form in Art; proportion, anatomy, expression: gesture, drapery, costume, attributes. Chiaroscuro, tone. Color. Touch. Various kinds of pictures: historical, portrait, genre, landscape, animal, battle, marine, architectural, flower, fruit, still-life, scene and ornamental paintings.

**Course B.** Second semester [2]. (In 1895-96, three hours per week).

History of Art, Architecture and Sculpture: The Egyptian Temple and its Sculptures, Tombs and Sculptured Reliefs, Pre-Historic Monuments of Greece, The Greek Temple and its Sculptures, the Periods of Phidias and Praxiteles, the Alexandrian Period, Roman Architecture. Portrait, Statues and Historical Reliefs, Early Christian Architecture, the Byzantine and Latin Styles, the Romanesque and Gothic Cathedral and their Sculpture Decorations, Renaissance Architecture and Sculpture. Ghisberti, Donatello, Della Robbia, Michael Angelo, Bernini, Canova, Flaxman, Thorwaldsen.

**Course C** [2]. First semester.

Painting: Classic and Byzantine Painting, Renaissance Painting, Giotto, Fra Angelico, Masaccio, Leonardo, Michael Angelo, Raphael, Titian, Veronese, Durer, Rubens, Rembrandt, Velasquez, Murillo, Poussin, David, Millet, Hogarth, Reynolds, Benjamin West.



Technical instruction is given in Drawing, and Painting in Oil and Water Colors.

The work is graded into the following Classes :

**Class 1 : Preparatory Class :** Drawing in black and white and water colors from geometrical, ornamental and architectural forms.

**Class 2 : Antique Class B :** Drawing from models of parts of the human figure.

**Class 3 : Antique Class A :** Drawing from the full length statue.

**Class 4 : Still-life Class :** Painting in oil and water colors.

**Class 5 : Portrait Class :** Drawing and Painting from the draped life model.

Classes 1, 2, 3, 4, continue each through one semester ; Class 5 through two semesters (each class two hours, two days in the week).

### MUSIC.

PROFESSOR BOWMAN.

The courses in Harmony, Counterpoint and History are elective.

**Harmony.** Exercises in writing intervals, triads, sept chords, altered chords, organ point, suspensions and harmonic accompaniment to selected and original melodies.

**Course A.** Principles of Harmony. First semester [2].

PROFESSOR BOWMAN AND MISS BLISS.

**Course B.** Embellished Modulations and harmonic accompaniment. Second semester [2].

PROFESSOR BOWMAN.

**Course C.** Counterpoint. Exercises in adding one, two, three, four or more voices in Simple Counterpoint to given or original *cantus fermi*. Also the principles employed in writing Double Counterpoint, Canon and Fugue. First semester [2].

PROFESSOR BOWMAN.

**Course D.** History. It is the aim in this course to study under the following headings the outlines of musical progress from the time of the most ancient Oriental civilization to the present. Oriental and ancient music. The first ten centuries of Christian music. From Guido to the fourteenth century. Epoch of the Netherlanders. The rise of dramatic music. The beginning of oratorio. Instrumental music from the sixteenth to the nineteenth century. General development of Italian, French and German opera ; of the oratorio, cantata, passion music and sacred music. First semester [2].

PROFESSOR BOWMAN.

**Course E.** History of Dramatic Music. The Greek drama; its rise and decline. Invention of the opera or rediscovery of dramatic music by the Florentine Camerati and its progressive development into the Music Drama of Richard Wagner. History and synopsis of operas representative of the various schools, Neapolitan, French, Italian-German, National German and Cosmopolitan. To be illustrated at the piano-forte. Second semester [2].

**Course F.** History of Sacred Music. Second semester [2]. Liturgical music and musical instruments of ancient peoples; music of the Early Christians; of the Roman, Greek and Protestant Church. History and analysis of the forms employed in modern worship-music, namely: the recitative, aria, chant, canticle, anthem, motette, chorus, familiar hymn-tunes and Gospel hymns, cantata, oratorio, passion music and mass. History and analysis of one or more of the standard oratorios (the Creation, the Messiah, Elijah, St. Paul, etc.), and of organ music and miscellaneous solo forms suitable for purposes of worship.

PROFESSOR BOWMAN.

Courses E and F are exchangeable. Students electing both may count but one toward the degree.

**The College Chorus** meets once a week and offers class training in the principles and practice of vocal music, namely: notation, time, accent, dynamics, tone-production, articulation and expression. A superior class of music is studied for practice in interpretation and for performance at such public exercises of the College as may be thought advisable. The drill is divided into two parts between which, by way of interlude, the instructor gives a brief lecture, illustrated at the organ or piano-forte, on some topic pertinent to general musical culture, for example, such as: How to study music. Characteristics of great composers. Synopsis of great compositions. What the musical world is doing to-day.

Instruction in the practice of music is also provided by the College—piano-forte (Miss Whitney, Miss Chapin, Miss Bliss), organ (Miss Bliss), violin (Miss Crosby), solo-singing (Mr. Sauvage),—for which an extra charge is made. See p. 94.

To the concerts and lectures given during the year by eminent artists and lecturers, students have free access. The College Choir offers valuable experience in church music, and the

monthly meetings of the Thekla Club afford students the opportunity of performance in the presence of others.

### BIBLE STUDY.

The College aims to give, in a progressive course of study, such instruction as shall enable the student to gain a general knowledge of the history and teachings of the Bible. Among the specialists who have conducted this work are President Harper and Professor Burton of the University of Chicago, Professor Riggs of the Auburn Theological Seminary, Professor True of the Rochester Theological Seminary, Professor Marvin R. Vincent, D.D., of the Union Theological Seminary, New York. Professor T. Harwood Pattison of the Rochester Theological Seminary is the lecturer this year. The course for the present semester is on The Bible as Literature and as History.

### SUMMARY OF THE COURSES OF STUDY FOR 1894-95 AND ALSO FOR 1895-96.

Letters indicate elective courses; figures, the number of hours per week.

#### FRESHMAN YEAR (1894-95).

##### ALL REQUIRED.

<i>First Semester.</i>		<i>Second Semester.</i>			
Latin	4	Latin	4		
Greek	}	Greek	}		
French		4		French	4
German				German	
English	3	English	2		
Mathematics	3	Mathematics	4		
Hygiene	1	Hygiene	1		
		Elocution	1		

[In 1895-96 the first semester will be as stated above: in the second semester. Hygiene will be omitted and English will be 3 hours per week.]

#### SOPHOMORE YEAR (1894-95).

##### REQUIRED.

<i>First Semester.</i>		<i>Second Semester.</i>			
Latin	3	Latin	2		
Greek	}	Greek	}		
French		3		French	2
German				German	
English	3	English	3		
Mathematics	3				
History	3				
		ELECTIVE.			
		Student to elect 8 hours.			
		A. Mathematics	4		

A. Chemistry	4
B. Geology	2
A. History	2
E. Latin	2
G. Greek	2

**SOPHOMORE YEAR (1895-96).****REQUIRED.**

<i>First Semester.</i>		<i>Second Semester.</i>	
English	3	English	3
History	3	History	3
*Physics } Chemistry }	3	*Physics } Chemistry }	3

**ELECTIVE.**

Student to elect 6 hours.		Student to elect 5 or 6 hours.	
A. Latin	3	C. Latin	3
B. Latin	3	D. Latin	3
		F. Latin	2
D. Greek	3	E. Greek	3
A. French	3	A. French	3
C. French	3	D. French	2
A. German	3	A. German	3
C. German	3	D. German	2
A. Mathematics	3	B. Mathematics	3
A. Physics	3	A. Physics	3
A. Chemistry	3	A. Chemistry	3
A. Geology	3	B. Geology	2 or 3

**JUNIOR YEAR.**

<i>First Semester.</i>		<i>Second Semester.</i>	
		Psychology (required)	3
G. Latin	3	A. Philosophy	2
A. Greek	3	H. Latin	3
C. Greek	1	A. Greek	3
F. Greek	3	C. Greek	1
G. Greek	2	H. Greek	3
B. French	3		
E. French	2	B. French	3
B. German	3	E. French	2
E. German	2	B. German	3
		F. German	2
C. English	3	A. English	2
D. English	3	B. English	2
F. English	3	E. English	2
C. Mathematics	3	G. English	3
E. Mathematics	3	D. Mathematics	3
A. Astronomy	1	H. Mathematics	2
B. Astronomy	3		
B. Physics	4	C. Astronomy	3
		C. Physics	3

\*See foot note, pp. 54, 55.

B. Chemistry	4	C. Chemistry	4
A. Mineralogy	4 or 2	C. Geology	4 or 2
A. Biology	3	B. Biology	3
A. Physiology (1895-96)	3	A. Physiology (1894-95)	3
B. History	3	C. History	3
A. Economics	3	B. Economics	3
		C. Economics	3
A. Art	2	B. Art	2
A. Music	2	B. Music	2

**SENIOR YEAR.**

<i>First Semester.</i>		<i>Second Semester.</i>	
Ethics (required 1895-96)	3	Ethics (required 1894-95)	3
Psychology (required 1894-95)	4	B. Philosophy	3
A. Sanskrit	2	A. Sanskrit	2
I. Latin	3	K. Latin	3
J. Latin	3	L. Latin	2
		M. Latin	1
B. Greek	3	B. Greek	3
I. Greek	3	J. Greek	3
		K. Greek	2
		L. Greek	2
F. French	2	G. French	2
H. French	2	I. French	2
J. French	2	J. French	2
G. German	2	H. German	2
		I. German	1
H. English	3	I. English	3
J. English (1895-96)	3	J. English (1894-95)	3
K. English	3	L. English	3
M. English	3		
F. Mathematics	3	G. Mathematics	2
I. Mathematics	2	J. Mathematics	3
K. Mathematics	3	L. Mathematics	3
M. Mathematics	3	N. Mathematics	3
O. Mathematics	3		
D. Astronomy	3	E. Astronomy	2
		F. Astronomy	2
D. Physics	3	E. Physics	3
D. Chemistry	3	E. Chemistry	3
		F. Chemistry	2
D. Geology	2	E. Geology	2
C. Biology	3	D. Biology	3
F. Biology	1	E. Biology	1
		F. Biology	1
		G. Biology	2
D. History	4	E. History	3
F. History	2	G. History	2
D. Economics	2	E. Economics	3
F. Economics	2	G. Economics	2
C. Art	2		
C. Music	2		
D. Music	2	E. or F. Music	2

**LECTURES.**

The College provides courses of lectures supplementary to its regular work. The subjects, as far as arranged, are as follows :

The History of Art (twelve lectures) Illustrated by the use of the stereopticon, . . . . .	PROFESSOR HENRY VAN INGEN.
Colors of Animals, . . . . .	PROFESSOR E. B. POULTON.
Early English Art, . . . . .	MR. HERBERT H. GILCHRIST.
Old English Ballads, . . . . .	PROFESSOR E. B. GUMMERE.
The Old Greek Comedy, . . . . .	PROFESSOR JOHN WILLIAMS WHITE.
The Underlying Causes of the American Revolution, . . . . .	PROFESSOR E. B. CHANNING.
The Science of Indo-European Philology, . . . . .	PROFESSOR MAURICE BLOOMFIELD.
The Spectroscope among the Stars, . . . . .	PROFESSOR CHARLES A. YOUNG.
The Genius of Greek and English Poetry, . . . . .	PROFESSOR PAUL SHOREY.
Newer Problems of Embryology, . . . . .	PROFESSOR E. B. WILSON.
The Scientific School of Historians, . . . . .	PROFESSOR H. MORSE STEPHENS.
Some of the Secondary Results of Industrial Arbitration, . . . . .	PROFESSOR H. C. ADAMS.
Methods and Work of the Geological Survey, . . . . .	DIRECTOR CHARLES D. WALCOTT.
The Bible as Literature and as History (a course), . . . . .	DR. T. HARWOOD PATTISON.

Concerts are also provided for the College under the auspices of the Department of Music. They are given by artists from the best known Musical Clubs and Societies.

**GRADUATE COURSES.**

Courses of advanced study will be arranged by the various departments of the College for graduates of colleges who may prove to the Faculty their ability to profit by them. The student will have the advantage of

study with the instructor, and of a general direction in her investigations.

Graduate courses of study, under the direction of the heads of the different departments of instruction, will be arranged for such resident graduates as wish to take examinations for the Second Degree in Arts (A.M.)

#### GRADUATE SCHOLARSHIPS.

Seven graduate scholarships, entitling the holder to board and tuition at the College for one year, were established by the Board of Trustees in June, 1894. These scholarships are open to members of the Senior Class in College and are awarded by vote of the Faculty on the basis of good general scholarship, unusual excellence in some particular line of study, and a due regard to the fitness of the student for advanced work. Members of the Senior Class who desire to present themselves as candidates for the scholarships must make written application to the President of the College on or before the first Thursday after the spring vacation, stating the line of study they wish to pursue.

#### DEGREES.

Students who have completed the regular course will receive the First or Baccalaureate Degree in Arts (A.B.)

No person will be admitted to the College as a Candidate for the degree of Bachelor of Arts after the beginning of the first semester of the Senior year.

The Second Degree in Arts (A.M.) may be conferred upon Bachelors of Arts of this or any other approved College, who have pursued a course of advanced non-professional study. The required period of residence is one year, but graduates of this College studying *in absentia* must employ at least two years to complete the

same amount of work. Non-residents must submit their proposed courses of study to the Faculty, not later than November the first of the year preceding that in which the degree is to be taken. The candidate must pass examinations on the course of study arranged and present an acceptable thesis. The title of the thesis must be presented to the Faculty as early as possible and not later than January the first of the year in which the degree is conferred. A fair copy of the thesis should be sent to the President's Office not later than May the first of the same year.

The degree of Doctor of Philosophy (Ph.D.) will not be conferred by the College at present. In the estimation of the Trustees and Faculty, the requirements for this degree cannot be met properly where there is not special provision made for extended graduate work, such as cannot be offered by institutions without a university equipment.

The degree in Music, *Musicae Baccalaurea* (Mus.B.), is open to graduates of this, or any other approved College, and to such as may produce certificates testifying to their use of at least five years in the study of Music. Two examinations must be taken by every candidate, at an interval of not less than one year, the first covering Harmony and Counterpoint in not more than four parts, and Canon and Fugue in two parts, and the second embracing Harmony and Counterpoint in five parts, Canon and Fugue, Musical Form (analysis), History of Music, and Orchestration. Before the final examination the candidate will be required to submit for the approval of the examiners a composition on a sacred or secular subject, containing some portion for a solo voice, some for a chorus for four parts using fugue treatment, and an accompaniment for piano, organ, or a string band, said



composition to occupy about fifteen minutes in its performance.

Resident graduates and students in special courses may receive from the President a certificate of the studies completed.

The degrees conferred in 1894 were as follows:

## A. M.

HARRIOT STANTON BLATCH, 1878—Problems of Village Life in England.

MARY RAWSON BOTSFORD, 1878—The Distichs of Cato.

SOPHIA DICKERMAN STORKE, 1870—History of the English Educational Policy.

## A. B.

MARY WINCHESTER ABBOTT,  
NELLA LANDT AGNE,  
ELIZABETH MOREHEAD ANDREWS,  
ELIZABETH BOWDEN BARNS,  
EMELINE BARSTOW BARTLETT,  
LILA ELIZA BEERS,  
FLORENCE BERND,  
CELINDA DAVIS BISHOPRICK,  
MARY LOUISE BOYNTON,  
IRENE FOWLER BROWN,  
MARION OTIS CANDEE,  
EDNA CARTER,  
FLORENCE ADAMS CHASE,  
ELLEN DUNDAS CHATER,  
HARRIET BERNARD CLAPP,  
CAROLINE COMAN,  
GRACE WEBSTER COOLEY,  
SUSAN CHARLOTTE CRAMPTON,  
MARY LILLIAN CREA,  
JOSEPHINE DELANEY,  
ETHEL HINTON ELSWORTH,  
KATE LOUISE ENOS,  
MARY ESTELLE FERRELL,  
BLANCHE FERRY,  
ELIZABETH GRACE FISHER,  
LUCY ALDRICH FITCH,  
CHARLOTTE LOUISA FOWLER,  
FRANCES HOWARD FULLER,  
ELIZABETH ACHSA GILLMER,  
AGNES GNADE,  
JULIETTE GOLAY,  
ELIZABETH HAZLETON HAIGHT,  
MABEL LOUISE HASTINGS,

THESES.  
LEONORA HOWE,  
EDITH JOSEPHINE HULBERT,  
ALICE SARAH HUSSEY,  
ADA LOMBARD LATIMER,  
MARY LYNCH,  
ELIZABETH MARGARET MCADAMS,  
FLORENCE BLANCHE MACARTHUR,  
ANNIE RACHEL MACAULEY,  
MARY MARGARET MACAULEY,  
MARIE MARCHANT,  
ELIZABETH ARTHURS MARSHALL,  
LOUISA SURRE MAY,  
LOUISA MILLER,  
ETHEL MOORE,  
MARY BLANCHE MUMFORD,  
ANGIE MARTIN MYERS,  
BESSIE PEARL NEWMAN,  
LIZZIE HIGGINS PATTEN,  
LILA HENRY PATTERSON,  
EMILY BARTLETT PLATT,  
FLORENCE LILLIAN ROBBINS,  
HELEN MILDRED SLADE,  
KATHARINE ESTELLE SPIERS,  
KATE VAN COTT STEBBINS,  
RUTH STICKNEY,  
ADA BELLE STORY,  
FLORA EDA TODD,  
NANNA MAY TOMPKINS,  
KATHARINE MINERVA UTTER,  
ABBY AUGUSTA VAILLANT,  
CAROLINE G. VANDERBURGH,  
MELVINA VANKLIECK,  
HATTIE MAY WAGER,

IDA MAY HEMANS,  
LILLIE COYLE HENCH,  
MYRA COFFIN HOLBROOK,

EMILIE LOUISE WELLS,  
GERTRUDE WHITE,  
ALICE WILSON WILCOX,

The following students completed courses for which they entered previous to the establishment of the present requirements, and received the diplomas of the schools existing at that time :

IN PAINTING :

HARRIET COMSTOCK SHATTUCK.

IN MUSIC :

ALICE BARNEVELDT CLARK,  
MARY E. VAN DEBOGART DOUGHTY,  
CAROLINE MURRAY FERRIS,

JESSIE LILIAN MACDONALD,  
MAUD LOUISE SANDERS,  
MAY JOSEPHINE WIETHEAN,

ALICE LOUISE WORTHINGTON.

Prizes.

By bequest of Mr. Edward M. Barringer there is a fund of three thousand dollars, the income of which is to be paid "to the best scholar in the graduating class of each year who shall be a daughter of a physician, or of one who was a physician in his lifetime, and who shall offer herself as a competitor for the prize;" or, if no one in the graduating class presents herself, to the student in the next lower class who is eligible.

THE HELEN KATE FURNESS PRIZE FUND furnishes annually two prizes, one of thirty and one of twenty dollars, which are granted to the writers of the best two essays on some "Shakesperian or Elizabethan subject," competition being open to all the members of the Senior Class. The subject is assigned a year in advance, and the essays must be presented at the opening of the second semester. The subject for the year 1895-96 will be, *Shakespeare's Delineation of Women Compared with that of Tennyson.*

The friends of the late MRS. ERMINIE A. SMITH, of Jersey City, have established a MEMORIAL PRIZE fund of one thousand dollars for excellence in the study of Mineralogy and Geology. A first and second prize will

be awarded in accordance with the following extract from the deed of gift :

“The Trustees shall apply the net income from said fund as a prize or prizes to be given to any student or students of Vassar College who shall, in the judgment of said Board, from time to time have attained the highest degree of proficiency in the studies of Mineralogy and Geology.”

#### Scholarships.

The endowments for the assistance of students are as follows :

1. The “Auxiliary Fund” of \$50,000 established by the Founder’s will.

2. A fund of \$50,000 established by the will of Matthew Vassar, Jr.

In awarding the latter, preference is given, to the extent of half the number receiving aid, to such as are residents of Poughkeepsie, and have been so for at least five years.

The John H. Raymond scholarship of \$6,000.

The Hannah W. Lyman scholarship of \$6,000.

The Adaline L. Beadle scholarship of \$6,000. In awarding this scholarship preference is to be given to members of the Reformed (Dutch) Church.

The A. J. Fox scholarship of \$6,000, subject to the nomination of the founder.

The R. H. McDonald scholarship of \$6,000, subject to the nomination of the founder.

The scholarship established by the Alumnae of Chicago and the West. This scholarship is open to competitive examination, under the direction of a committee of the Alumnae of that section, and it provides for the board and tuition of the successful competitor.

The Catherine Morgan Buckingham scholarship of

\$8,000, founded under the will of the late Stephen M. Buckingham, an honored Trustee of the College. In awarding this scholarship it is provided that "preference shall be given to the daughters of clergymen of the Protestant Episcopal Church."

The Calvin Huntington scholarship of \$6,000, established by Mr. Calvin Huntington, of Kansas. It is subject to the nomination of the founder.

The William Mitchell Aid Fund of \$1,000, established by the bequest of Professor Maria Mitchell in memory of her father.

A Loan Fund from which amounts are lent to applicants, without interest.

The Merrill Fund of \$10,000, the income of which "shall be applied to aid deserving daughters of foreign missionaries."

The Catherine P. Stanton Memorial Scholarship Fund of \$1,000, the income of which "shall be applied for the benefit of some student in one of the higher classes of the college."

The L. Manson Buckmaster scholarship of \$740.

The Matilda C. Perry scholarship of \$6,000. In awarding this scholarship preference is to be given to the daughters of Baptist ministers.

The F. Helen Rawson scholarship of \$6,000.

The Kittie M. Spring scholarship of \$6,000.

The Charles M. Eckert scholarship of \$6,000.

The Heloise E. Hersey scholarship of \$6,000.

The Samuel Munson Fund of \$2,025. This endowment gives preference to students from Maine.

Applicants for assistance from any of these funds must become members of regular classes, must furnish evidence of ability and need, and must maintain a creditable rank as students.

In addition to the above-mentioned Permanent Funds and Scholarships, there is also a College Aid Fund derived from the annual gifts of the friends of the College and of the higher education of women, as well as of persons interested in Christian education generally. This fund is usually without restriction, and from it appropriations may be made to students of any grade who may receive the approval of the Faculty.

*As, however, the demand for aid to worthy students is constant, and as there is no probability that the demand will ever cease, the Trustees solicit the gift of more scholarships. The sum of eight thousand dollars is necessary to found a full scholarship. Partial scholarships may also be established, yielding one-quarter, one-half, or three-fourths of the income of a full scholarship; these may afterwards be completed at the convenience of the donor, and made to yield an income which shall pay all the annual College expenses of the holder.*

*The Trustees especially solicit contributions to the College Aid Fund, as there are often students of great promise who can be helped only in this way.*

#### **Vassar Students' Aid Society.**

The Aid Society was organized in October, 1889. Its regular membership consists of graduates, non-graduates and teachers of Vassar College. Other friends of the college and the work are allied as associate members of fifteen branch organizations. Its scholarships are assigned as loans to applicants passing without condition the entrance examinations held by the college.

For the year 1894-95 the loans numbered twenty-five, and amounted to \$4,580.

The General Society gave two scholarships of \$200 each, and two of \$100; the Boston Branch, a total of \$715 to four students; Brooklyn, one of \$200 and one

of \$100; Cleveland, one of \$250; Illinois, one of \$100; Kentucky, one of \$400; New York, a total of \$750 to four students; Orange, one of \$200 and one of \$100; Pittsburg, one of \$300 and one of \$200; Poughkeepsie, one of \$115; Rochester, one of \$150; Tennessee, one of \$200; Washington, one of \$200.

No application was made for the Minnesota scholarship.

The Pacific Branch made a gift to the fellowship fund.

The General Society offers *annually* an *entrance* scholarship of \$200.

The Boston Branch offers for competition in June, 1895, a scholarship of \$200. Application should be made to Miss Leonora Howe, 14 Concord Ave., Cambridge, Mass.

The New York Branch offers an entrance scholarship of \$200 for June, 1895. Application should be made to Mrs. Preston K. Yates, 32 West 128th St., New York City.

The Poughkeepsie Branch offers a day scholarship of \$115 for June, 1895. Application should be made to Miss Helen N. Frost, 34 Cannon St., Poughkeepsie, N. Y.

The Minnesota Branch offers an entrance scholarship of \$200 for two years for June, 1895. Application should be made to Miss Ruth Stickney, Summit Ave., St. Paul.

The Kentucky Branch offers an entrance scholarship of \$400 for June, 1895. Application should be made to Miss Mary D. Anderson, 1727 First St., Louisville, Ky.

Requests for further information, and application for the scholarship offered by the General Society, should be sent to Miss Mary R. Braislin, Bordentown, N. J.

All applications must be made before April 1, 1895.

## THE COLLEGE AND ITS MATERIAL EQUIPMENT.

The College is situated two miles east of Poughkeepsie, which is half way between Albany and New York, on the Hudson River Railroad. Electric cars run regularly to and from the city. The Western Union Telegraph Company has an office in the building.

The College buildings comprise the Main Building, a structure five hundred feet long, containing students' rooms, apartments for officers of the College, recitation rooms, the chapel, library, dining room, parlors, offices, etc.; Strong Hall, for residence; the Vassar Brothers' Laboratory of Physics and Chemistry; the Museum, containing the collections of Natural History, the Art Galleries, the Music Rooms, and the Mineralogical and Biological Laboratories; the Observatory; the Alumnae Gymnasium; the Conservatory; the Lodge; Residences for Professors; and various other buildings.

### **The Main Building.**

This building is warmed by steam, lighted with gas, and has an abundant supply of pure water. A passenger elevator is provided. Every possible provision against the danger from fire was made in the construction of the building. In addition to this there is a thoroughly equipped fire service, a steam fire engine, connections and hose on every floor, several Babcock extinguishers, and fire pumps.

The students' apartments are ordinarily in groups, with three sleeping-rooms opening into one study. There are also many single rooms and a few rooms accommodating two persons. The rooms are provided

with necessary furniture, and are cared for by servants. The construction of the building is such that even more quiet is secured than in most smaller edifices. The walls separating the rooms are of brick, and the floors are deadened.

#### **Strong Hall.**

This building for the accommodation of one hundred students was erected in 1893. It is arranged in single rooms, and in suites of three rooms for two students. The dining room, the height of which extends through two stories, is at the north end of the building. Every thing has been done to make this hall attractive and comfortable, and owing to the generosity of Mr. John D. Rockefeller who supplemented the appropriation by a gift of \$35,000, it has been possible to provide a model building for residence. It contains an elevator, and there is the same protection against fire as in the main building. It is named in honor of Mrs. Bessie Rockefeller Strong.

#### **The Frederick F. Thompson Library.**

This building, connected with the main edifice, was completed in 1893. Mr. Thompson's great generosity has met one of the chief needs of the College.

THE LIBRARY of the College contains about twenty-two thousand volumes, selected with special reference to the needs of the various departments. Provision is made for its growth by annual appropriations. The students have free access to the shelves during eleven hours of each day.

THE READING ROOM receives, in addition to the daily and weekly papers, the leading scientific, literary, and philological periodicals, American, English, German, and French.



**The Vassar Brothers' Laboratory of Physics and Chemistry.**

This is a large and commodious building, with rooms of ample size for lectures, and laboratories for the practical study of chemistry and physics.

The department of Physics occupies seven rooms. The lecture room is provided with facilities for a complete course of experimental lectures and adjacent rooms contain a generous supply of apparatus for demonstrations in general physics.

Two laboratories for students are located in the basement. Both have solid floors of cement and are provided with heavy but movable tables, securing stable support for sensitive instruments. Pier tables are furnished for such instruments as need to be free from the slightest tremor. One of these laboratories is devoted to general elementary physical measurements, and the other to more advanced work in magnetism and electricity. The latter contains no iron in any part of its structure. On the first floor is another laboratory, devoted to the experimental study of light and radiant heat.

The equipment in this department comprises an ample supply of apparatus for lecture purposes and for elementary laboratory work. In addition to this many instruments of fine grade, which have been obtained from the best American and European makers, are at hand for advanced work. Examples may be given as follows: micrometer screws, micrometer microscope, reading telescopes and fine balances; tangent, astatic and mirror galvanometers, wheatstone bridges, rheostats, electrometers and condensers; optical benches with complete outfits of lenses, mirrors and prisms; spectrometers, diffraction bench and accessories for measuring wave-lengths, polariscopes, and a complete set of Melloni apparatus.

The second and third floors of the laboratory building, comprising about 5,000 feet of floor space, are devoted to Chemistry, and contain lecture room, three laboratories for students, library and balance room, dark room and private laboratory. The laboratories for students contain 110 tables and are supplied with the usual conveniences and all apparatus necessary for the courses offered.

A fund, the gift of Mr. John Guy Vassar, provides for the addition of new apparatus.

#### **Biological Laboratory.**

The Biological Laboratory consists of a large laboratory for work in General Biology and a small one for more advanced work in Zoölogy, Anatomy and Embryology. These are furnished with tables for microscopic work and dissection, which are fitted up with reagents, glassware and instruments. The students are supplied with dissecting microscopes, etc. The apparatus includes Thoma and Minot microtomes, a Cambridge incubator, Arnold steam sterilizers, a drying oven, paraffin baths, etc.

A valuable collection of invertebrates from the zoölogical station at Naples has been added for general use in lectures and laboratory, supplementing the supplies received each year from Wood's Holl. A good working series of charts illustrates systematic Botany and Zoölogy, Anatomy, Embryology and special phases of Evolution. Both laboratories are provided with a number of aquaria, both fresh-water and marine, containing mollusca, crustacea, fishes, amphibia, reptilia, etc.

A small room has been set apart for the purpose of keeping live material for use in the laboratory; the supply of plants is furnished by the Eleanor Conservatory.

There is a small working library in the laboratory containing the ordinary text-books, works of reference and a few monographs, in addition to the books and journals kept in the library.

**The Mineralogical and Geological Laboratories.**

These contain cases of representative specimens, especially intended for actual handling and study by the students of these courses. To such students they are constantly accessible. There are also various forms of requisite apparatus, among which may be mentioned a Wollaston's Reflecting Goniometer, a Joly Specific Gravity Balance, an Analytical Balance, a Fuess Lithological Microscope of the largest size and latest improved form, apparatus and re-agents for the preparation of microscopic sections of minerals and rocks, and a sufficient number of complete sets of the apparatus requisite for the blowpipe determination of minerals to furnish one to each student of the class.

A good supply of the leading text-books and books of reference on the topics studied, is furnished to the laboratories of Natural History for daily use by the students.

**The Museum of Natural History.**

This contains.

1. The Cabinet of Minerals, Rocks and Fossils, with more than ten thousand specimens, besides models, restorations, relief maps, sections, landscapes, etc. The minerals are over four thousand in number, all carefully selected for their educational value. There are also series of models in wood and in glass, for illustrating crystallography, a series exhibiting the physical characteristics of minerals, and many duplicate specimens for manual use. The lithological collection embraces all the

important rocks, about seven hundred in number ; the palæontological collection contains nearly five thousand fossils, which are chiefly from the standard European localities. There is a representative set of North American fossils, illustrating every period of geological history, and comprising over three thousand specimens, each one thoroughly authenticated.

A valuable collection of the remarkable vertebrate fossils of the Tertiary from the Bad Lands of Nebraska, including portions of gigantic mammals, also of interesting concretionary forms from the Hot Springs of South Dakota has been added.

2. The Cabinet of Zoölogy, illustrating all the subkingdoms, comprising about five hundred mammals, birds, and reptiles from South America; representative vertebrates from our own country; a collection of insects; a choice collection of shells, corals, and other radiates; a fine osteological series; a set of Blaschka's life-like models of Invertebrates; some of Auzoux's elastic anatomical models for illustrating structural and comparative zoölogy; and full sets of mounted specimens of varieties of pigeons and domestic fowls illustrative of artificial selection. It is especially rich in ornithology, as it includes the Giraud collection of North American birds, well known as one of the most valuable in the United States. It contains about one thousand specimens, all mounted, representing over seven hundred species, among which are several type specimens, and many of historical interest as the original of Audubon's drawings. The representation of South American birds, though not so complete, is rich, embracing probably the largest series of humming birds in any College museum.

### **Art Gallery.**

This contains a collection of oil and water-color paintings. Among these the oldest artist in America, Watson, is represented. Of the early American school it contains works of Trumbull, Mount, Cole, Durand, Gifford, Kensett, Edwin White, Baker. Of the later Americans there are paintings by Inness, Boughton, Huntington, McEntee, Whittridge, Shattuck and Gignoux. Of foreign art it has works by Diaz, Courbet, L'Enfant de Metz, and Duverger. Among the water colors are four Turners, two Prouts, one Copley Fielding, two Stanfields and a number of others by well-known foreign and American artists. Four pictures by Mauve, forming part of a collection in memory of Miss Anne Cecil, have been lent to the College by Miss Sarah Cecil, of 1884.

### **The Hall of Casts**

Contains specimens of all the great periods of sculpture; the Hermes by Praxiteles, the Laocoon and Niobe groups, the Sophocles and Demosthenes, the Dying Gaul and Borghese Warrior, the Venus of Milo and the Venus de Medici, the Diana, the Augustus of the Vatican, the Nuremberg Madonna, the Ghiberti Gates, the Pieta by Michael Angelo, the St. George by Donatello, a case with forty-two Tanagra figures, and a number of Architectural constructive details and ornaments. All these casts are the size of the originals.

The art fund provides means for annual additions to the Gallery.

### **The Eleanor Conservatory.**

This memorial gift from Mr. W. R. Farrington, of Poughkeepsie, was erected in 1886. The plants, comprising typical specimens from all parts of the world,

are among the valuable resources for biological instruction. The Herbarium contains the Merrill collection of ferns and other plants.

#### **The Anatomical Cabinet.**

This contains articulated and non-articulated skeletons, a complete dissectible manikin, magnified dissectible models of the eye, ear, larynx, etc., desiccated and other specimens, comprising all that is needed to elucidate the topics studied.

#### **The Astronomical Observatory.**

The observatory contains a Meridian Circle with Collimating Telescopes, a Clock and Chronograph, an Equatorial Telescope, and two Portable Telescopes, the gifts of Dr. R. H. McDonald, of San Francisco, and Miss Cora Harrison, of the class of 1876. The object-glass of the Meridian instrument is of three and three-quarters inches diameter; that of the Equatorial, of twelve and one-third inches. The latter is from the manufactory of Alvan Clark. A Telespectroscope made by J. A. Brashear, and a Universal Instrument made by Wanschaff, of Berlin, have recently been added.

#### **The Chapel Organ.**

The gift of Mrs. John H. Deane, was constructed by H. L. Roosevelt, of New York.

#### **The Alumnae Gymnasium.**

This building was erected in 1889 by the Alumnae and Students of the College. The main part is one hundred feet long by forty-five feet wide. The upper story is used as a tennis court and as a hall for the entertainments of the Philalethean Society. The lower story contains, besides loggia and entrance hall, a room in which there are twenty-four bathrooms, with each of which two dressing-rooms connect. At the rear of this

room is a large swimming tank, the gift of Mr. Frederick F. Thompson, of New York. It is forty-three feet long by twenty-four feet wide. A well one hundred and fifty feet deep supplies it with water which is pumped in at a temperature of from 70° to 80°.

The Gymnasium proper is sixty-seven feet long, forty-one feet wide and thirty-five feet high. It is fitted up with all the necessary apparatus, including pulley-weights, rowing-machines, quarter circles, chest developers, walking bars, swinging rings, ladders, Indian clubs, dumb-bells, and many other appliances for correcting inherited tendencies, and for developing muscle with the least expenditure of nerve force.

### THE COLLEGE LIFE.

#### Health and Physical Training.

A Physician resides in the College. The health of the students is made a prime object of attention, and the sanitary regulations of the College are all carefully directed. The study of hygiene is required of all new students.

There is an Infirmary with complete arrangements for the comfort of the sick, and with a competent nurse in constant attendance. It is isolated from the rest of the College, and, with a southern exposure and the cheerful appointments of its dormitories and parlor, makes a homelike place of rest for those who need temporary relief from their work.

Students who enter in good health have almost uniformly preserved it, and cases of acute disease have been very rare. Few communities of the same number of persons have so little illness.

Upon entering the College each student is examined by the resident physician, her heart and lungs are

tested, and information is solicited concerning her habits and general health. From these recorded data and measurements made by the Director of Gymnasium, exercise is prescribed to meet the special wants of each individual. This is required three times weekly, unless the student is excused by the resident physician. Occasional re-examinations guide modifications of prescriptions. All exercise in the Gymnasium is under the personal supervision of the Director of the Gymnasium, who has made a special study of physical exercise as taught by Dr. Sargent, of Harvard University, and by other specialists. To ascertain the defects needing correction and to avoid overtasking or wrongly working any student, the system of measurements recommended by the American Association for the Advancement of Physical Education, and adopted in all the best gymnasia, is followed. These measurements afford, as taken during several years past, interesting and encouraging information concerning the valuable effects of systematic physical education.

As the students are required to wear a uniform while exercising in the gymnasium, they are advised to consult the Director before procuring their suits.

The Grounds of the College, covering two hundred acres, with several miles of gravel walks, tennis courts, a lake available for boating and skating, and a rink for ice skating, the gift of Mr. J. D. Rockefeller, furnish ample facilities for the out-door recreation which is required.

#### **Religious Life.**

The College is distinctly Christian, as its Founder willed it to be, and it welcomes those of every faith to its advantages. It is unsectarian in its management. Services on Sunday are conducted by clergymen of va-



rious churches, and evening prayer is held in the Chapel daily. Provision is made for the regular study of the Scriptures. Religious meetings are held Thursday and Sunday evenings. There is a Young Woman's Christian Association. Its public meetings are addressed by men and women devoted to home and foreign mission work.

The following are among the speakers from February, 1894, to February, 1895 :

Social Problems in Small Towns, . . .	MISS HUNTINGTON.
The Tenement House Chapter of the King's Daughters and Sons, . . . . .	MRS. L. S. HOUGHTON.
Some Aspects of Foreign Missions, . . . . .	MR. ELBERT B. MONROE.
Working Girls' Clubs, . . . . .	MISS GRACE E. DODGE.
Work Among Indian Women, . . . . .	MISS SYBIL CARTER.
Work Among Poor in New York. . . . .	DR. DAVID H. GREER.
Hospital Work at Hampton, . . . . .	MISS ALICE M. BACON.
Temperance, . . . . .	LADY HENRY SOMERSET.

#### Social Life.

Various societies and clubs, literary, scientific, and musical, give variety to the college life. The Philanthropic Anniversary and Founder's Day furnish occasions for a more general social life.

The enforcing of the regulations agreed upon in regard to attendance at chapel, daily exercise, hour of retiring, and other matters affecting the comfort of the college life, is entrusted to a committee appointed by the Students' Association. This plan has been in operation for several years and is amply justified by its results.

#### Expenses.

It is the aim of the College to avoid all extra charges in its proper work. Its rates are fixed with that purpose in view.

The charge to all students who reside in the College is \$400

*This includes tuition in all college studies,\* board, and the washing of one dozen plain pieces weekly. Extra washing is charged for at fixed rates. There is no charge for board during the short vacations.*

Of the \$400 there is due on entrance . . . . .	300
And on March first . . . . .	100
Graduates of the College are received for advanced work at a charge of . . . . .	300
Non-resident graduates are charged for tuition in graduate work, . . . . .	50
Day students are charged . . . . .	115
Drawing and Painting . . . . .	\$100 per annum.
For Solo Singing, two lessons a week . . . . .	150 "
For the Piano-Forte, two lessons a week, and one period for daily practice, . . . . .	100 "
Special students in music may have an additional practice period free of charge.	
For the Organ, two lessons a week. . . . .	100 "
For the use of the Chapel Organ one period daily. . . . .	2 a month
For the use of a piano for an additional period daily. . . . .	1 "

For extra lessons additional charge is made at the same rate as above.

Students who do not take lessons may have the use of a piano for a daily practice period at one dollar a month.

A nominal charge is made for MEDICAL ATTENDANCE. When the student consults the physician at her office, the charge is 25 cents; when the physician visits the student's room, the charge is 50 cents; prescriptions, 25 cents each. When a student is confined to the Infirmary, the extra charge for regular medical attendance, medicine, and services of nurse, and for meals served

\*At present no charge is made for chemicals or for breakages in the Laboratories but owing to the large increase of expense, due to the increased size of the classes in the laboratories, the College finds it necessary to make a charge for all laboratory courses after the current year. It will aim to make this charge as near cost as possible. The details cannot be published at present, but will be made known to the students previous to the election in the spring of the course of study for next fall.

there, is \$1.50 per day. Every meal taken to a room, for whatever cause, is charged extra.

Text-books, stationery, drawing instruments, and similar articles can be obtained at the College at current prices.

Students supply their own towels, and napkins for the table.

Students returning after the summer vacation are not at liberty to occupy the rooms previously assigned, until they have made satisfactory arrangements with the Treasurer for the payment then due.

#### **Deductions.**

If the student is compelled, by sickness or other necessity, to leave the College before the end of the year for which she entered, she will be charged for board (at the rate of \$8 per week) until formal notice is given by her parent or guardian that she has relinquished her room. As engagements with instructors and other provisions for the education of students are made by the College for the entire year in advance, no deduction can be made in the charge for tuition.

No deduction is made for absences during the year.

Students received at any time after the first five weeks are charged *pro rata* for the portion of the year remaining at the date of their admission. But no deduction will be made from either the regular or extra charges for the first five or the last five weeks of the year.

#### **Correspondence.**

The address of persons connected with the College, is *Vassar College, Poughkeepsie, N. Y.*

Letters respecting any of the departments of instruction, the admission and dismissal of students, their studies, etc., should be addressed to the President.

Communications in reference to rooms and the personal welfare of the students may be made to the Lady Principal.

Letters pertaining to the finances of the College, including all claims and accounts, and *requests for catalogues*, should be addressed to the Treasurer ; those relating to the general business of the College, to the Superintendent.

**Teachers' Registry.**

A registry of the names of students and graduates who desire to teach is kept by the College. The Alumnae who are interested in it are requested to keep the authorities informed of changes in their residence. The President will be pleased to correspond with any who desire teachers.

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Secretary and Treasurer—MRS. S. C. STANTON, '84.

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Secretary—MISS HARRIET M. JENCKES, '84.

**Central and Western New York.**

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Secretary and Treasurer—MRS. F. W. NOYES, '80.

**Washington and the South.**

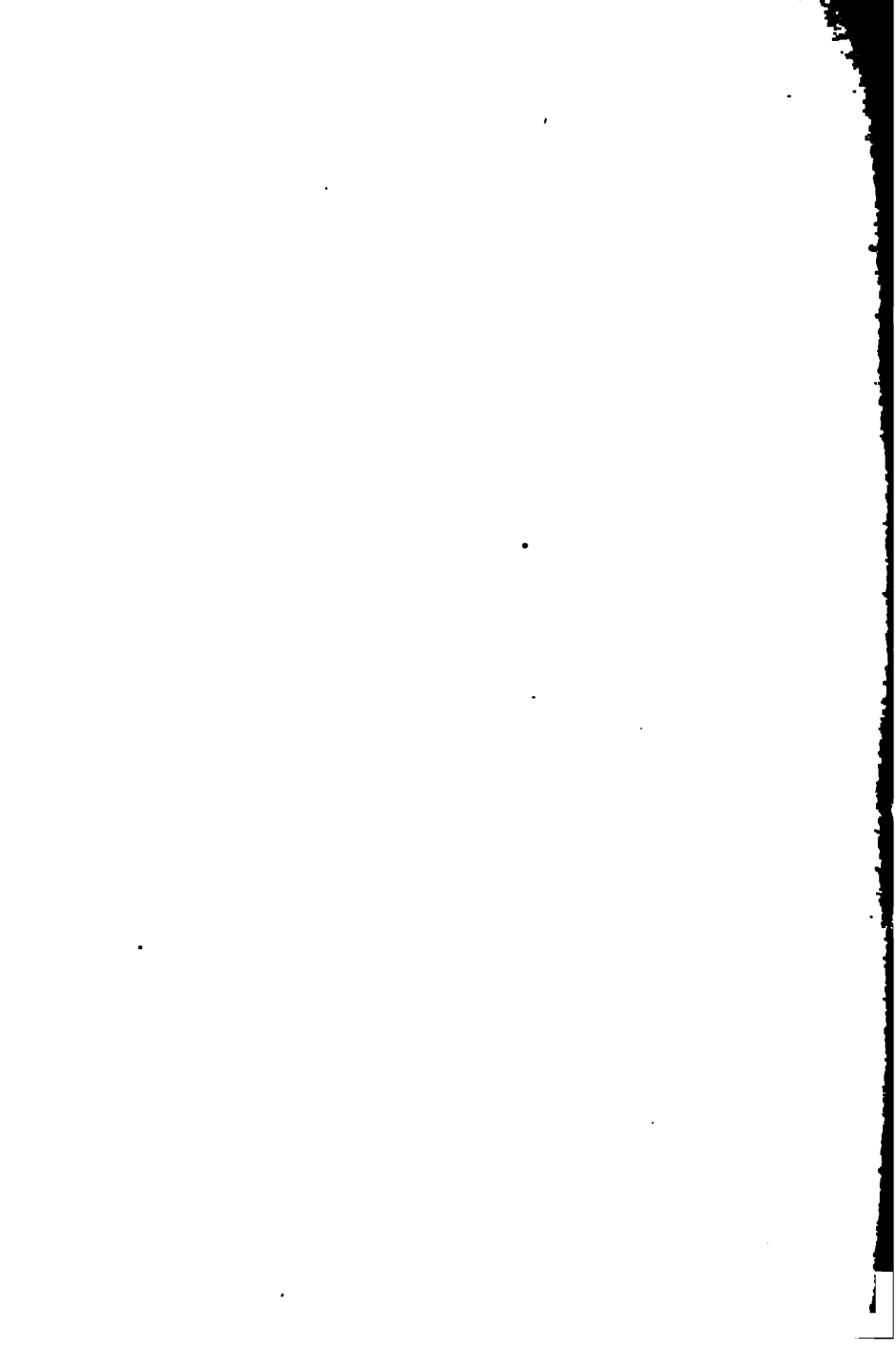
President—MRS. T. W. SIDWELL, '84.

Secretary and Treasurer—MISS E. G. BROSIUS, '88.

**Cleveland and Vicinity.**

President—MISS FRANCES A. ADAMS, '77.

Secretary and Treasurer—MISS RUTH CURTISS, '86.



# Vassar College.

1895-96.





THE THIRTY-FIRST  
ANNUAL CATALOGUE  
OF THE  
OFFICERS AND STUDENTS  
OF  
VASSAR COLLEGE

POUGHKEEPSIE N. Y.

1895-96

POUGHKEEPSIE  
A. V. HAIGHT, PRINTER  
1895

"It occurred to me that woman, having received from her Creator the same intellectual constitution as man, has the same right as man to intellectual culture and development."

"It is my hope to be the instrument in the hand of Providence of founding an institution which shall accomplish for young women what our colleges are accomplishing for young men."

**MATTHEW VASSAR.**

The College was incorporated as Vassar Female College in 1861.  
This name was changed in 1867 to the present corporate name,

**VASSAR COLLEGE.**

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1895.

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## COLLEGE CALENDAR.

1895.

Examinations for Entrance, . . . .	September 18-20.
College exercises begin at evening, . .	September 20.
Thanksgiving Recess begins at 11.20 A. M.,	November 27.
Thanksgiving Recess ends Saturday evening,	November 30.
Anniversary of the Philaethean Society,	December 6.
Christmas Vacation begins at 11:20 A. M.,	December 20.

1896.

College Exercises begin in the morning,	January 7.
Semester Examinations, . . . .	January 27-31.
Second Semester begins . . . .	February 3
Essays for Helen Kate Furness Prize due,	February 3.
Spring Vacation begins at 11:20 A. M. . .	March 27.
College Exercises begin in the morning,	April 8.
Last day for applying for Graduate Scholar- ships, . . . . .	April 9.
Founder's Day, . . . . .	May 1.
Last day for submitting theses for advanced degrees, . . . . .	May 1.
Last day for applying for Babbott Fellowship,	May 1.
Senior vacation begins, . . . . .	May 27.
Semester Examinations, . . . . .	June 1-5.
Baccalaureate Sunday, . . . . .	June 7.
Annual Meeting of the Board of Trustees,	June 9.
Thirty-first Annual Commencement, . .	June 10.
Examinations for Entrance, . . . . .	{ June 3-6.
	{ September 16-19.
College Exercises begin at evening,	September 18.
Last day for applying for the Barringer Prize, . . . . .	October 31.
Thanksgiving Recess begins at 11.20 A. M.,	November 25.
Thanksgiving Recess ends Saturday evening,	November 28.
Anniversary of the Philaethean Society,	December 4.
Christmas Vacation begins at 11:20 A. M ,	December 23.

1897.

College Exercises begin in the morning,	January 7.
Semester Examinations, . . . .	January 25-29.
Second Semester begins . . . .	February 1.
Spring Vacation begins at 11:20 A. M.,	March 26.
College Exercises begin in the morning,	April 7.
Founder's Day, . . . . .	April 30.
Thirty-second Annual Commencement.	June 9.

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A. J. FOX,	F. T. GATES.

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F. F. THOMPSON,	D. D. PARMLY,	S. D. COYKENDALL.
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### ON TREASURER'S ACCOUNTS.

F. F. THOMPSON,	D. D. PARMLY,	S. D. COYKENDALL.
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PROFESSOR OF ASTRONOMY, AND DIRECTOR OF THE OBSERVATORY.



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JESSIE CHAPIN,

INSTRUCTOR IN MUSIC.

ELLA MCCALED, A.B.,

SECRETARY OF THE COLLEGE.

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INSTRUCTOR IN MATHEMATICS.

ELLA M. FREEMAN, A.B.,

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SOPHIE C. NEEF,

INSTRUCTOR IN GERMAN.

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DIRECTOR OF THE GYMNASIUM.

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HELEN FRANCES EPLER,

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REFERENCE LIBRARIAN, AND CATALOGUER.

ANTOINETTE CORNWELL, A.B.,

ASSISTANT TO THE LADY PRINCIPAL.

GRACE HARRIET MACURDY, A.B.,

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SUSAN BRALEY FRANKLIN, Ph.D.,

INSTRUCTOR IN LATIN.

VASSAR COLLEGE.

11

LILIAN WYCKOFF JOHNSON, A.B.,  
INSTRUCTOR IN HISTORY.

\*BERTHA MILLARD BROWN, S.B.,  
ASSISTANT IN THE BIOLOGICAL LABORATORY.

RUTH GENTRY, Ph.D.,  
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\*ISABEL NELSON TILLINGHAST, Ph.B.,  
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EVA G. MAY,  
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ASSISTANT IN THE LABORATORY OF PHYSICS.

\*Resigned.

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MARY DAME,

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MAY MONROE.

INSTRUCTOR IN ELOCUTION.

ELIZABETH E. BICKFORD, Ph.D.,

ASSISTANT IN THE BIOLOGICAL LABORATORY.

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AUBURN THEOLOGICAL SEMINARY.

THE REV. J. D. MORRISON, D.D., *Ogdensburg.*

THE REV. LOUIS A. BANKS, D.D., *Brooklyn.*

THE REV. JOHN HUMPHSTONE, D.D., *Brooklyn.*

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CROZER THEOLOGICAL SEMINARY.

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THE REV. W. R. TAYLOR, D.D., *Rochester.*

THE REV. W. P. BRUNDAGE, D.D., *Albany.*

THE REV. SAMUEL A. ELIOT, *Brooklyn.*

THE REV. F. S. SCHENCK, D.D., *Hudson.*

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MR. JOHN FOX, JR., *Big Stone Gap, Va.*  
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HARVARD UNIVERSITY.  
PROFESSOR RICHMOND MAYO-SMITH, PH.D.,  
COLUMBIA COLLEGE.  
PROFESSOR LOUIS DYER, M.A., OXFORD UNIVERSITY.  
PROFESSOR J. R. WHEELER, PH.D., COLUMBIA COLLEGE.  
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PROFESSOR W. W. GOODWIN, PH.D., LL.D.,  
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NEWTON THEOLOGICAL SEMINARY.  
PROFESSOR T. HARWOOD PATTISON, D.D.,  
ROCHESTER THEOLOGICAL SEMINARY.  
PROFESSOR HARRY P. JUDSON, UNIVERSITY OF CHICAGO.

## ADMISSION OF STUDENTS.

### REQUIREMENTS FOR ADMISSION TO THE FRESHMAN CLASS.

Applicants for admission to the Freshman or any higher class must be at least sixteen years of age. They must present satisfactory testimonials of good character. All testimonials and certificates should be sent to the President before July 15.

Registration blanks are provided by the College.

No one will be considered an applicant who has not filled out and returned to the President one of these blanks.

With every application there must be a deposit of ten dollars in order to secure a room. This sum is forfeited in case the applicant withdraws, but otherwise is credited on the first payment.

Candidates for the Freshman Class are examined in the following subjects :

#### **English :**

1. *Reading.*—A certain number of books are set for reading. The candidate is required to present evidence of a general knowledge of the subject-matter, and to answer simple questions on the lives of the authors. The form of examination will usually be the writing of a paragraph or two on each of several topics, to be chosen by the candidate from a considerable number—perhaps ten or fifteen—set before her in the examination paper. The treatment of these topics is designed to test the candidate's power of clear and accurate expression, and will call for only a general knowledge of the substance of the books.

**NOTE.**—No candidate will be accepted in English whose work is notably defective in point of spelling, punctuation, idiom, or division into paragraphs.

The books set for this part of the examination will be :

In 1896 : Shakespeare's *A Midsummer Night's Dream* ; De Foe's *History of the Plague in London* ; Irving's *Tales of a Traveller* ; Scott's *Woodstock* ; Macaulay's *Essay on Milton* ; Longfellow's *Evangeline* ; George Eliot's *Silas Marner*.

In 1897 : Shakespeare's *As You Like It* ; De Foe's *History of the Plague in London* ; Irving's *Tales of a Traveller* ; Hawthorne's *Twice Told Tales* ; Longfellow's *Evangeline* ; George Eliot's *Silas Marner*.

In 1898 : Milton's *Paradise Lost*, Books I. and II. ; Pope's *Iliad*, Books I. and XXII. ; *The Sir Roger de Coverley Papers in The Spectator* ; Goldsmith's *The Vicar of Wakefield* ; Coleridge's *Ancient Mariner* ; Southey's *Life of Nelson* ; Carlyle's *Essay on Burns* ; Lowell's *Vision of Sir Launfal* ; Hawthorne's *The House of the Seven Gables*.

II. *Study and Practice*.—This part of the examination presupposes the thorough study of each of the works named below. The examination will be upon subject-matter, form and structure.

The books set for this part of the examination will be :

1896 : Shakespeare's *The Merchant of Venice* ; Milton's *L'Allegro*, *Il Penseroso*, *Comus*, and *Lycidas* ; Webster's *First Bunker Hill Oration*.

1897 : Shakespeare's *The Merchant of Venice* ; Burke's *Speech on Conciliation with America* ; Scott's *Marmion* ; Macaulay's *Life of Samuel Johnson*.

1898 : Shakespeare's *Macbeth* ; Burke's *Speech on Conciliation with America* ; De Quincey's *The Flight of a Tartar Tribe* ; Tennyson's *The Princess*.

**History** : Outlines of Greek and Roman history to the establishment of the Roman Empire ; outlines of American or English history. Any standard history of Greece, Rome, England, or the United States may be used. The following are recommended : For Greek and Roman history, the sections on Greek and Roman History in Sheldon's *General History* or Myers' *General History* ; for American history, Johnston's *History of the United States*, or Fiske's *History of the United States* ; for English history, Gardiner's *English History for Schools*.



**Mathematics:** (a) Algebra.—The requirements in Algebra embrace the following subjects: Factors; Common Divisors and Multiples; Fractions; Ratio and Proportion; Negative Quantities and Interpretation of Negative Results; The Doctrine of Exponents; Radicals and Equations involving Radicals; The Binomial Theorem of the Extraction of Roots; Arithmetical and Geometrical Progressions; Putting Questions into Equations; The ordinary methods of Elimination and the solution of both Numerical and Literal Equations of the First and Second Degrees, with one or more unknown quantities, and of problems leading to such equations. The text-books used should be equivalent to the larger treatises of Newcomb, Olney, Ray, Robinson, Todhunter, Wells or Wentworth.

(b) Plane geometry, as much as is contained in the first five books of Chauvenet's Treatise on Elementary Geometry, or the first five books of Wentworth's New Plane and Solid Geometry, or Wells' Plane Geometry, or the first six books of Hamblin Smith's Elements of Geometry, or chapter first of Olney's Elements of Geometry.

In order to pursue successfully the work of the College, recent review of the work completed early in the preparatory course is necessary.

**Latin:** Grammar, Allen and Greenough, Gildersleeve-Lodge, or Bennett; Latin Composition, Collar (Parts third and fourth), or Daniell (Parts first and second), or Allen (50 lessons): *Cæsar*, *Galic War*, four books; Cicero, seven orations (the Manilian Law to count as two); Vergil, *Æneid*, six books. Translation at sight from *Cæsar* and Cicero's orations. The Roman method of pronunciation is used.

The attention of preparatory schools is specially called to the following points:—

1. **LATIN COMPOSITION.**—Greater thoroughness in drilling the student in the grammatical forms and simpler constructions of the language.

The advantage of studying Latin Prose in connection with the various authors read.

2. **PRONUNCIATION.**—Practice in reading Latin with special attention to vowel quantities. Training the ear by the translation of Latin read aloud.

*In addition to the Latin two other languages are required. The second language may be Greek or German or French ; the third language may be French or German.*

**Greek:** Candidates must be able to read at sight easy Greek prose and easy passages from Homer ; also, to render easy English passages into correct Greek. For this, they should have thorough training in Grammar, with constant practice from the start in translating sentences into Greek, and should read carefully at least four books of the *Anabasis* or the *Hellenica* and three books of the *Iliad* or the *Odyssey*, with constant practice in translating at sight. They should have at command a fair vocabulary, should be able to recognize forms at a glance, and to read Greek aloud intelligently and with correct pronunciation.

Practice in translating from hearing is recommended strongly.

**German** (if offered as the second language): Candidates for the Freshman Class are expected to have a thorough knowledge of German grammar ; they must have acquired facility in practically applying the rules of construction by translating easy English prose into German. They are also required to read and to be able to give in German some account of the following works: Immermann, *Der Oberhof* (Cambridge University Press ed.); Goethe, *Dichtung und Wahrheit* (Buchheim ed.); Lessing, *Minna von Barnhelm*; Schiller, *Wilhelm Tell* (Deering ed.); Goethe, *Hermann und Dorothea*; Freytag, *Die Journalisten* (Heath ed.).

Throughout the course German is the language of the classroom, therefore good preparation in conversation is necessary, facility in reading and writing German script desirable.

**German** (if offered as the third language): Schmitz, *Elements of German Language, I, II*. Translation. Three of the following books: Fouque, *Undine*; Storm, *Inmensee*; Heyse, *L'Arrabiata*; Gerstacker, *Germelshausen*; Freytag, *Soll und Haben* (Macmillan ed.).

**French** (if offered as the second language): A thorough knowledge of French Grammar and ability to translate easy English prose into French. (Whitney, *Practical French Grammar*, recommended). Six of Bocher's College Plays ; Daudet, *La Belle Nivernaise*; Souvestre, *Un Philosophe Sous Les Toits*; Jul-

liot, *Mademoiselle Solange*; Dumas, *La Tulipe Noire*; Erckmann-Chatrian, *Le Conscrit de 1815*.

As French is the language of the class-room, it is essential that candidates for admission should have some practice in French conversation.

**French** (if offered as the third language): A knowledge of the fundamental principles of Grammar. Whitney's Practical French Grammar, part first. Henri Greville, *Dosia*; Octave Feuillet, *Le Roman d'un jeune homme pauvre*; Daudet, *La Belle Nivernaise*, and three of Bocher's College Plays. It should be understood that in these requirements, it is the knowledge of the language itself, rather than of the Grammar which is demanded.

The preparation in either French or German when offered as the second language should cover a period of at least two years, five recitations a week, under competent instructors.

#### EXAMINATIONS.

Examinations for admission will be held at the College  
 June 3, 4, 5, 6, } 1896.  
 September 16, 17, 18, 19, }

Examinations for entrance to the Freshman Class may also be given at Chicago, Cincinnati, Cleveland, St. Louis, Detroit, Louisville, Atlanta, Washington, Omaha, Denver and San Francisco, during the first week in June, 1896.

Application for examination at any of these places must be made to the President before April 15.

Candidates for examination are requested to be present at 9 A. M. for registration.

The order of entrance examinations is as follows:

Wednesday,	Latin, 9.30 A. M to 12 M. English, 2 to 4.30 P. M.
Thursday,	Geometry, 9.30 to 11.30 A. M. History, 2 to 4.30 P. M.
Friday,	Greek, German, French, 9.30 A. M. to 12 M. Algebra, 2 to 4 P. M.
Saturday,	German, French (third language), 9.30 to 11 A. M.

Students cannot have rooms at the college until their examinations have been completed. Lodging may be procured at cottages near the College upon application to the Treasurer.

Students entering on certificate should not present themselves until Thursday of examination week.

With the exception of those about to enter College, and those who have special examinations to take, students are not expected at the College until Friday of the opening week.

#### CERTIFICATES.

Students are admitted without examination in the following cases :

1. When they bring certificates from schools from which pupils have previously been admitted without condition to the Freshman or a higher class.

2. When they have been prepared by a graduate of the College engaged in the work of private instruction, one of whose pupils has before been admitted without condition to the Freshman or a higher class.

3. When they bring certificates from schools which have been visited by a committee of the Faculty and approved by them, or in regard to which the Faculty have other sufficient means of information.

The College reserves to itself the right to withdraw the above mentioned privilege in case students thus admitted fail after fair trial to maintain their standing.

The certificate of the Regents of the State of New York will be accepted in place of examination, so far as it meets the requirements for admission to the College.

In all cases the certificate must specify the text-book used, the ground actually gone over, and the date of the examination. *The final examination in any subject covered by the certificate must have been taken within two years of the time of the candidate's entrance to College.* Blank forms for certificates will be furnished by the President on application.

*All certificates and testimonials must be forwarded to the College before July 15th.*

**SPECIAL COURSES.**

The requirements for admission to special courses are the same as those for entrance to the Freshman class. Candidates must consult the President in regard to the desired courses of studies, and, in connection with the heads of the departments which they may wish to enter, he will arrange their work.

**PAINTING AND MUSIC.**

Instruction in the history and theory of the arts is offered among the courses of the College (see pp. 56-59). Instruction in the practice of the arts is also provided for, but this is not counted toward the degree. An extra charge is made for it.

These courses are open to regular and special students alike. The design of the College is to recognize the true place of these studies in higher education. Every facility is therefore provided for those who are able to meet the full requirements for admission to the College.

**COURSES FOR TEACHERS.**

Teachers who desire to pursue special courses and who present to the President satisfactory testimonials of their success in teaching and of their proficiency as students may be received without examination. Certificates of the work accomplished will be given when desired.

**ADMISSION TO ADVANCED STANDING.**

Any member of the Senior Class having conditions in her work will be suspended from membership in that class, in September, until the deficiencies have been cancelled.

Candidates for advanced standing, not coming from other colleges, may be admitted, on examination, to the

regular course at any time previous to the beginning of the Junior year. Such students will be examined in all *prescribed* studies antecedent to the desired grade, including the requirements for admission to the College, and in such *elective* studies as shall be chosen by the candidate and approved by the Faculty.

Candidates coming from other colleges must submit their courses of study and their certificates to the judgment of the Faculty. No student will be received as a candidate for the degree of Bachelor of Arts after the beginning of the Senior year.

## COURSES AND METHODS OF INSTRUCTION.

ARRANGED BY DEPARTMENTS.

The course of study leading to the Baccalaureate Degree extends over four years.

The aim is to give the student the opportunity to follow lines of study continuously, through both the required and the optional portions of the course.

Through the first one and one-half years of the course, each student must have fifteen hours of class-room work per week. During the last two and one-half years, fourteen hours are allowed.

All elections are subject to the approval of the Faculty. No changes in elections will be considered after the first Monday of the semester.

Two languages, Latin and the second language offered for entrance to the College, are required throughout the Freshman year of every candidate for a degree. The second language may be Greek, German or French.

An opportunity is given, in the elective part of the course, for beginning the study of Greek, German, or French.

### PHILOSOPHY.

PRESIDENT TAYLOR AND PROFESSOR FRENCH.

The study of Psychology is required of all candidates for a degree. The subject is presented as science of mind to be distinguished on the one hand from the physical sciences and on the other from speculative Philosophy. The intimate relation of mental phenomena to the physical organism is carefully considered and the practical bearing of psychological principles on the rules of thought and methods of education is kept constantly in view. The aim of the instructor in this subject, as in

all the courses of the department, is both to further the immediate intellectual discipline of the student and also to lay a basis for the formation of a sound and independent conception of self, the world, and God. Lectures and text-book study are supplemented by essays and free class-room discussion. The student is encouraged in every way possible to think for herself.

The course in Ethics is also required of students for a degree. The methods of instruction are similar to those outlined above. A text-book forms the basis of the work, and is made the ground of free discussion. A course of lectures supplements the work and reading in the history of ethical philosophy is required. Topics of study are the conscience, moral law, the will, and the ultimate ground of moral obligation. The relations of the principles thus discovered to the duties of moral beings to self, others, and God, are also discussed.

#### REQUIRED.

1. Psychology; Lectures, recitations and essays. Junior year second semester [3].  
 PROFESSOR FRENCH.

2. Ethics; Lectures on the Ethical Philosophy. Senior year, first semester [3].  
 PRESIDENT TAYLOR.

(In the absence of President Taylor, the course is given this year by Professor French.)

#### ELECTIVE.

**Course A.** History of Ancient Philosophy; Lectures, recitations, reading of authors in translation, essays. Junior year, second semester [2]. (Also open to Seniors.)  
 PROFESSOR FRENCH.

**Course B.** History of Modern Philosophy. Senior year, second semester [3]. (In 1896-1897 this course will extend through both semesters.)  
 PROFESSOR FRENCH.

**Course C.** Logic; Jevons' *Elementary Lessons in Logic*. Junior year, first semester [3]. (Also open to Seniors.)  
 PROFESSOR FRENCH.

**Course D.** Metaphysics. Senior year, first semester [3]. Lectures, analyses of reading, discussions and essays. The fundamental problems of Knowing and Being are treated constructively. Bowne's *Metaphysics* is used as a basis of study with frequent reference to the works of Lotze, Spencer, and the recent English Idealists.  
 PROFESSOR FRENCH.



**LATIN.**

PROFESSOR MOORE, DR. FRANKLIN, MISS BALL AND MISS KING.

The work in Latin extends through the four years of the under-graduate course, being required for the first and elective for the last three years. The aim of the course is to acquaint the student with the principal phases of literary activity among the Romans through the study of representative authors. In the department of History, Livy and Tacitus exhibit natural development in style and method. Cicero and Lucretius represent opposing schools in Roman Philosophy; Horace and Juvenal show the growth of Satire; Horace, Catullus, Tibullus and Propertius, that of Elegy and the Lyric; Plautus and Terence, the course of Roman Comedy. Using these authors as starting-points the endeavor is to bring before the student the lines along which the various departments developed, and also to show the connection of literature with history and politics, as well as with the various social conditions and relations of Roman life.

The development of the language in literary form is pointed out through explanations of grammatical forms and constructions, and the relation in which these stand to the historical growth of syntax. Much stress is laid on these points in connection with the required work of the Freshman year, and while attention is still directed towards them in the elective courses of the other years (especially in the study of Plautus and Terence), the literary side of the language is made prominent. Facility in reading Latin is cultivated by translation at sight. The study of Latin Composition is pursued in the Freshman and Sophomore years for the most part in connection with the authors read.

**REQUIRED.**

1. Cicero, two Orations, *Verrine* or *Philippics*, Livy, *Books XXI-XXII* (Westcott) or *Books V-VII* (Cluer) [3], Latin Prose Composition [1]. First semester.

2. Livy (continued), Cicero, *de Senectute* or *de Amicitia* (Kelsey) [3], Latin Prose Composition [1]. Second semester.

DR. FRANKLIN, MISS BALL AND MISS KING.

The purpose of this course, which runs through the Freshman year, is to enable the student to read ordinary prose Latin with ease and intelligence. The exercises in Latin Composition are for the most part based on the texts read, and translation from

hearing Latin read is a regular class exercise. The peculiarities of Livy's style are constantly noted and contrasted with the classic idiom of the selections from Cicero.

ELECTIVE.

**Course A.** Horace, *Satires* and *Epistles* (Kirkland), Latin Composition. Sophomore year, first semester [3].

MISS BALL.

Those *Satires* and *Epistles* are read which bear on some special subject; e. g. Horace's literary position, his criticism of Lucilius, his portrayal of life and society in Rome, his relations with Maecenas. Peculiarities of syntax and diction are noted, especially those which show the influence of colloquial usage. The course in Prose Composition continues and supplements the work of the Freshman year.

**Course B.** Cicero, *Letters* (Tyrrell), Latin Composition. Sophomore year, first semester [3].

DR. FRANKLIN.

The letters of Cicero are important from the light they throw on the history of the period as well as on the private life of their author. The language is colloquial and stands contrasted with the formal style of Cicero's other writings. The course in Prose Composition continues and supplements the work of the Freshman year

**Course C.** Horace, *Odes* and *Epodes* selected (C. L. Smith), Catullus I-LX (Merrill). Sophomore year, second semester [3].

MISS BALL.

Horace and Catullus are compared and studied from a literary as well as a linguistic point of view. Individual peculiarities of form and style are pointed out and also the analysis of the thought. The relation of the poets to each other and to their Greek originals is also traced.

**Course D.** Cicero, *de Officiis*, Book III (Holden), *Tusculan Disputations* selected (Harper's text), Latin Composition. Sophomore year, second semester [3].

DR. FRANKLIN.

The object of this course is to introduce the student to Roman Philosophy and to exhibit the more important characteristics of Cicero's system of Ethics. The Latin Composition is of a more advanced character and deals with questions of style and form as well as correctness of expression.

**Course E.** Vergil, *Bucolics*, *Georgic IV* and *Aeneid VII-XII* selected. Sophomore year, second semester [2]. MISS KING.

This course, which includes those portions of Vergil not usually read in preparation for college, is intended to exhibit the variety and development of Vergil's poetic genius. Hence the Latin will be read rapidly and the purpose of the work will be to a great extent literary.

**Course F.** Roman Life in Latin Prose and Verse (*Peck and Arrowsmith*). Sophomore year, second semester [2].

PROFESSOR MOORE.

This course is intended for students who do not propose to make a special study of Latin and yet desire to possess some general acquaintance with the literature. Characteristic selections are read, supplemented by collateral reading.

**Course G.** Roman Comedy, Terence, *Andria*, and Plautus, *Trinummus* (Freeman and Sloman). First semester [3].

PROFESSOR MOORE.

Half of the semester is devoted to each one of the plays and the work is supplemented by lectures on Roman Comedy and the preparation of special papers by the class.

**Course H.** Tacitus, *Agricola* or *Germania* (Hopkins), *Annals I-VI* (Allen). Second semester [3].

PROFESSOR MOORE.

On the linguistic side the syntax and style of Tacitus are studied as introducing the student to the characteristics of the Silver Age of Latin Prose. Collateral reading on the period covered, and lectures on the historians between Livy and Tacitus are included in the course.

**Course I.** Roman Elegy, Catullus (Merrill), Tibullus and Propertius (Ramsay). First semester [3].

PROFESSOR MOORE.

Catullus' position among Latin poets, his originality, the influence of the Alexandrine school and similar questions are considered. Tibullus and Propertius are used to illustrate the development of the elegy.

**Course J.** Juvenal, *Satires* (Hardy), Pliny, *Letters* (Pritchard and Bernard). First semester [3].

PROFESSOR MOORE.

As these authors present opposite views of social life in Rome under the Early Empire, an important feature of the work con-

sists in the preparation of papers on various topics suggested by the text.

This course will be offered in 1896-97 in place of Course I.

**Course K.** Lucretius I, III (Kelsey), Cicero, *Tusculan Disputations I* (Harper's text). Second semester [3]. PROFESSOR MOORE.

The first Book of Lucretius gives a general presentation of his form of Epicureanism, and from the third Book and the *Tusculan Disputations* are selected the portions that bear on the questions of the Immortality of the Soul.

**Course L.** Roman Institutions. Second semester [2].

PROFESSOR MOORE.

The purpose of the course is to trace the connection between modern institutions and forms of government and those of ancient Rome. After briefly considering the attitude of modern criticism towards the early period of Roman history, the institutions of the Regal period are taken up, the manner of their development into Republican forms and offices and their final absorption into those of the Empire. The original authorities as well as the works of Niebuhr, Lewis, Ihne and Mommsen are used.

This course is open to Sophomores.

**Course M.** An Introduction to Comparative Grammar. Second semester [1].

PROFESSOR MOORE.

This course is intended to give some general idea of the history, theories and methods of modern Philology with special illustration from the Græco-Italic group of languages. The class will consult the works of Whitney, and Delbrück with references to the larger treatises of Brugmann and others.

## SANSKRIT.

PROFESSOR MOORE.

Sanskrit is an elective course of two hours running through Senior year. The study of the characters and inflections of the language is first taken up with Whitney's Grammar as a text-book; later, selections from Lanman's Reader are read.

Students should consult with the instructor before electing the course. For the present year the course is given in part.

**GREEK.**

PROFESSOR LEACH, MISS MACURDY AND MISS KING.

The aim is to acquire as many-sided a knowledge of Greek as possible. Facility in reading Greek is cultivated, and to this end, practice at sight is given and private reading is encouraged. Attention is paid to grammatical principles, to the development of the language and of the literature, to different phases of Greek life and thought. Careful study is given to the style of each author and to the distinctive excellence of each, and in advanced classes, to text-criticism. The courses given embrace representative authors in history, oratory, philosophy, in epic, lyric, and dramatic poetry. In the Junior year, a course in elementary Greek is offered to any non-Greek students who may wish it.

A society called the Hellenic Society has been formed for the purpose of keeping itself acquainted with the results of archaeological research in Greece.

A short course of lectures in archæology will be given this year.

Vassar College contributes to the support of the American School of Classical Studies at Athens. The school affords facilities for archæological investigation and study in Greece, and graduates of this college are entitled to all its advantages without expense for tuition.

**REQUIRED.**

1. Lysias; Plato, *Apology* [3]. English into Greek [1]. Translation at sight and also from hearing. Lectures on legal, political, and social aspects of Athenian life. Freshman year, first semester.

MISS MACURDY.

2. Homer, *Odyssey*; Herodotus [3]. English into Greek [1]. Translation at sight. Lectures on Homeric Antiquities and on the Homeric Question. Historical explanation of the Homeric Forms and Syntax. Freshman year, second semester.

MISS MACURDY AND MISS KING.

**ELECTIVE.**

**Course A.** (Short course) Grammar. *Anabasis, Iliad.* Junior year, first and second semesters [3].

PROFESSOR LEACH.

**Course B.** (Short course continued). Same work as in Freshman course. First and second semesters [3].

MISS MACURDY.

**Course C.** The New Testament. Some of the *Epistles*. First and second semesters [1].

MISS MACURDY.

**Course D.** Demosthenes, *Orations against Philip*[2]. English into Greek [1]. Sophomore year, first semester. This course is required for the other elective courses in Greek.

MISS MACURDY.

**Course E.** Plato, *Protagoras*. Lectures on Socrates, the Socratic Method, the Sophists. Sophomore year, second semester [3].

MISS MACURDY.

**Course F.** Aristophanes, *Frogs* and *Wasps*. Second semester [2].

PROFESSOR LEACH.

**Course G.** Thucydides, Selections from Books II and III. Careful study is given to the rhetoric of the speeches, to the characters of the prominent generals, to the history and institutions of Athens. First semester [3].

PROFESSOR LEACH.

**Course H.** Euripides, *Iphigenia in Tauris* and *Alcestis*. First semester [2].

PROFESSOR LEACH.

**Course I.** Sophocles, *Oedipus at Colonus* and *Antigone*. Second semester [3].

PROFESSOR LEACH.

**Course J.** Plato, *Republic*. First semester [3].

PROFESSOR LEACH.

**Course K.** Aristotle, *Politics*. Second semester [3].

PROFESSOR LEACH.

**Course L.** Aeschylus, *Agamemnon*. Second semester [2].

PROFESSOR LEACH.

**Course M.** Pindar and Lyric Poetry. Second semester [2].

PROFESSOR LEACH.

Courses L and M are biennial courses that alternate with each other.

**Graduate Course**, in 1895-96. Euripides and the Greek Drama.

### FRENCH.

PROFESSOR BRACQ, MISS EPLER AND MRS. BRACQ.

The aim of this course is three-fold: 1st. To give a correct knowledge of the French language and of its evolution from the Latin tongue. During the first year, the most important principles of grammar are reviewed. Throughout the course, con-

stant attention is given to their application during both the reading and conversational exercises. The study of the first year is grammatical, that of the second is grammatical and philological. 2d. To enable the student to speak the language fluently. To this end great efforts are made to educate the ear and to secure fluency of speech. The text-books are French. The answers of the students, the lectures and discussions are all in French. 3d. To give a philosophical knowledge of French literature, its origin, its development, its master-pieces, its pictures of French society at different periods; in other words, French history as seen in French literature. Special efforts are made to enable the student to grasp the modern thought and life of France in their literary manifestations.

## REQUIRED.

1 and 2. Reading, Hugo, *Hernani*, Balzac, *Contes*, Ponsard, *Charlotte Corday*, Delavigne, *Louis XI*. Grammar, Méras, *Syntaxe pratique*. Prose composition, Contanseau, Exercise Books. Conversation. Freshman year, first and second semesters [4].

MISS EPLER AND MRS. BRACQ.

The aim of this course is to give a thorough grammatical drill, to teach students to write and speak French correctly. The reading consists of some of the best works of writers of the first half of this century.

## ELECTIVE.

**Course A.** Short course. Fontaine, *Lectures et conversation*, Méras, *La Syntaxe pratique*, Contanseau Exercises, books I and II. Mérimée, *Colomba*, Coppée, *Le Luthier de Crémone*. Conversation. Sophomore year, first and second semesters [3].

MISS EPLER.

This course is designed for students who, having entered college without French, wish to be able to read it with ease and to understand conversation. The work includes the study of grammar, prose composition, and the reading of modern prose.

**Course B.** The same as 1 and 2 for students who have taken the Short course. First and second semesters [3].

MISS EPLER.

**Course C.** Textual reading and study of French literature from the French Revolution to 1848. Bowen's French Lyrics, Bonnefon, *Les Ecrivains modernes*. Sophomore year, first semester [3].

PROFESSOR BRACQ.

Historical study of the language and survey of the literature of the first half of this century in the important phases of thought and life. The religious renaissance, Chateaubriand. Foreign influences, Mme. de Staël and Ducis. Egotistic and pessimistic literature, Lamartine, Hugo. Early royalism, the philhellenic movement, romanticism, and humanitarianism. Cousin, Guizot and Lacordaire.

**Course D.** The literature of the eighteenth century. Reading, Voltaire, *Méropé*, Saint-Pierre, *Paul et Virginie*, Corneille, *Le Cid*. Sophomore year, second semester [3].

PROFESSOR BRACQ.

Literary characteristics of the eighteenth century compared with those of the seventeenth and nineteenth. Literature of transition. The social, the political and the religious influences of Montesquieu, Voltaire and the Encyclopedists. Rousseau's theories of education, the state and society. The literary forces disintegrating the *ancien régime*.

**Course E.** Reading of difficult modern French and prose composition. Leune, *Difficult Modern French*, Mellé, *Contemporary French Writers*, Hugo, *Ruy Blas*. Prose composition, Fasnacht. Sophomore year, first and second semesters [3].

PROFESSOR BRACQ.

This course is intended for students who wish to devote their time exclusively to the linguistic side of French studies. One hour a week is devoted to prose composition.

**Course F.** Reading of classical literature. Sophomore year, first and second semesters [3].

PROFESSOR BRACQ.

Critical reading of parts of the works of the writers of the seventeenth century. Difference of vocabulary and syntax as compared with contemporary French. The psychological richness and excellence of form of this literature.

**Course G.** Old French. Introductory lectures to the study of Old French. General survey of grammatical principles. The Norman-French element in English. Clédat, *Grammaire élémentaire*. *Choice Readings from French History*, by Gustave Masson. *La Chanson de Roland*. First and second semesters [2].

PROFESSOR BRACQ.

The course in Old French is intended to furnish a basis both for the study of Early English and the historical study of the



French language, and at the same time to enable the student to read with facility the early productions of the Langue d'Oïl. The most remarkable specimens of that literature of Northern France are read in class.

**Course H.** Critical and analytical study of the classical drama. Junior year, first semester [2].

PROFESSOR BRACQ.

Discussion of the fundamental principles of French tragedy. Illustrations of different conceptions in Corneille, *Le Cid*, and in Racine, *Andromaque* and *Athalie*. Analysis of parts. Lectures upon the causes of the development of the French tragedy. This course follows Course D.

**Course I.** Literary study of the classical French drama. Junior year, second semester [2].

PROFESSOR BRACQ.

The rise of the French drama. Historical and comparative study of Horace, Cinna, Polyeucte, Rodogune of Corneille, Britannicus, Mithridate, Bajazet, Esther of Racine and *l'Avare* of Molière. In this course it is the thought and the history which are paramount and not the structure of the plays. This course follows Course H.

**Course J.** Miscellaneous Seventeenth Century Literature. First semester [2].

PROFESSOR BRACQ.

The philosophical, the oratorical, the epistolary and religious literature of the seventeenth century. Pascal, Descartes, Bossuet, La Fontaine and Mme. de Sévigné. The conception of education and the ideal state of Fénelon are considered. This course together with Courses F and G form a complete study of the literature of the century.

**Course K.** The literature of the Renaissance period. Second semester [2].

PROFESSOR BRACQ.

Reading of extracts from the works of Amyot, Montaigne, Agrippa d'Aubigné and other writers of the period.

**Course L.** Contemporary Literature. Senior year, first and second semesters [2].

PROFESSOR BRACQ.

Survey of the ethnographical characteristics of the French. The influences of institutions, the family, the schools. The philosophical, the scientific and artistic education. The religious institutions and influences. Literary societies and the salons.

Literary theories. Foreign influences; the American, English, German, Russian and Scandinavian. The moral and religious reaction in literature. Study of different departments of contemporary literature and its representative men. Criticism, its principles and its men, Brunetière, Lemaitre, Bourget, Sarcey and Faguet. Tendencies in philosophy, the idealism of Renan, the materialism of Taine and the theistic philosophy represented by Paul Janet. History, its transition from an art to a science, Lavissee, Sorel. Eloquence, transition from the aristocratic to the democratic form in the Parliament, at the bar and in the pulpit. Poetry, its decadence, Sully Prudhomme, de Hérédia. The drama, its present power, Sardou. Novels, their characteristics and their men, Daudet, Cherbuliez, Bourget, etc.

### GERMAN.

ASSOCIATE PROFESSOR HERHOLZ AND MISS NEEF.

The aim of the German course is to give the students a thorough knowledge of the language, so as to enable them to pursue the study of history and the sciences with German text-books, and to understand and appreciate to the fullest extent the productions of literature. It is also intended to give them the ability to use the language conversationally with the greatest possible accuracy and freedom.

In the Freshman year the grammatical principles are carefully reviewed and in the subsequent classes incidental instruction in grammar is given.

The History of Literature is begun in the first semester of the Sophomore year and continued in every following semester, with lectures on the most prominent authors and their works. This course embraces the development of language and literature from the earliest stages down to the present day and is calculated to give the student a clear conception of the great epochs in the literary evolution of Germany.

### REQUIRED.

1 and 2. Grammar. Composition. Translation at sight from English into German. Composition. *Translation at sight from English into German. Composition. Harris, German prose composition; Buchheim, Prose composition; Eichendorf, Aus dem Leben eines Taugenichts. Poems by Goethe, Schiller, Uhland, Chamisso, etc. Schiller, Maria Stuart; Goethe, Egmont. Freshman year, first and second semesters [4].*

MISS NEEF.

## ELECTIVE.

**Course A.** Short Course. Schmitz, *Elements of the German Language*, Parts I and II. Joynes, *German Reader*; Storm, *Immensee*, or Fouqué, *Undine*; Lessing, *Minna von Barnhelm*. Sophomore year, first and second semesters [3].

ASSOCIATE PROFESSOR HERHOLZ.

This short course is intended to give students an opportunity to begin the study of German and to acquire a practical knowledge of the language.

The work consists of a thorough drill in grammar, with written and oral exercises, translation from German into English, and *vice versa*, and of reading and memorizing prose and poetry, the matter read being made the subject of conversation and composition. Great attention is paid to pronunciation and correct expression.

**Course B.** (Short course continued.) Grammar, Translation. Composition. Klee, *Deutsche Heldensagen*; Schiller, *Die Jungfrau von Orleans*; Goethe, *Hermann und Dorothea*. First and second semesters [3].

MISS NEEF.

**Course C.** History of Literature from the early beginning to the eighteenth century. Selections from the first classical period. Schiller, *Wallenstein*; Lessing, *Emilia Galotti*. Composition. Sophomore year, first semester [3].

MISS NEEF.

**Course D.** The work of the first semester continued. Sophomore year, second semester [2].

MISS NEEF.

**Course E.** History of Literature of the XVIIIth century. Discussion of the influence of authors on their contemporaries and entire periods. Lessing, *Nathan der Weise*. Essays upon topics suggested by the class-work. First semester [2].

ASSOCIATE PROFESSOR HERHOLZ.

Students are expected to read extracts from the histories of German literature by different authors, to study the lives of the great poets in connection with their works and with the political, social, and intellectual movements of their times.

**Course F.** History of Literature of the XVIIIth century and work of Course E continued. Goethe, *Iphigenie*, *Tasso*. Second semester [2].

ASSOCIATE PROFESSOR HERHOLZ.

**Course G.** History of modern Literature. Critical study of poetical productions. Collateral readings and lectures will sup-

plement the work in the class-room. Essays. Lessing's Prose works. First semester [2].

ASSOCIATE PROFESSOR HERHOLZ

**Course H.** History of modern Literature continued. Second semester [2].

ASSOCIATE PROFESSOR HERHOLZ

**Course I.** Scientific German, Gore, *Science Reader* or Hodges' *Course in Scientific German*; Cohn, *Über Bakterien*; Helmholtz, *Über Goethes naturwissenschaftliche Arbeiten*. Müller, *Die electrischen Maschinen*. First semester [2].

MISS NEEF.

**Course J.** Continuation of Course I. Second semester [2].

**Course K.** Goethe's *Faust*, I, II.—a, History of the Faust legend; b, dramatic representations in the seventeenth and eighteenth centuries; c, critical study of Goethe's *Faust*. Second semester [2].

ASSOCIATE PROFESSOR HERHOLZ

**Course L.** Modern German prose writers, with special reference to historic novels considered in their relation to German life. First semester [2].

ASSOCIATE PROFESSOR HERHOLZ

### ENGLISH.

PROFESSOR WENTWORTH, DR. SWEET, DR. WYLLIE, MISS WARREN,  
MISS WIGGIN, MISS DAME.

The instruction given by the Department of English has three objects: (1) proficiency in English composition; (2) a general acquaintance with English literature; (3) a more minute knowledge of certain authors, whose works illustrate the development not only of English literature, but also of the English language.

The first of these objects is considered in the required work of the Freshman and Sophomore years,—courses 1 and 2, and 3, respectively,—and in elective courses A and B. Especial stress is laid upon frequent and regular practice.

The second of these objects is considered in the required Sophomore courses 4 and 5, which are introductory to the subject, and in elective courses C, D, E, F, and G. In these courses a large amount of reading is prescribed, a still larger amount is recommended, and from time to time written work is required.

The third of these objects is considered in elective courses H and I, J, K and L, and M.

The courses in Elocution are included in this department for

convenience, but form no part of the regular English work, and are not counted toward the degree of A.B. They consist of elective courses, open to Sophomores, Juniors and Seniors, 1 hour per week, second semester.

REQUIRED.

1. English Composition. Genung's *Outlines of Rhetoric*; exercises, weekly themes. Freshman year, first semester [3].

DR. WYLIE, MISS WARREN, MISS WIGGIN.

2. English Composition. Wendell's *English Composition*, illustrated by a study of masterpieces; themes and essays. Freshman year, second semester [3].

DR. WYLIE, MISS WARREN, MISS WIGGIN.

3. English Composition. Study of essay structure based on the most exact form, the argumentative. A brief based on some masterpiece: essays (throughout the year) preceded by briefs or outlines. Sophomore year, first semester [1].

DR. WYLIE, MISS DAME.

4 and 5. Outline of History and Development of English Literature, with a more careful study of certain representative authors,—Chaucer, Spenser, Shakespeare, Bacon, Milton, Dryden, Pope, Swift, Addison, Johnson. Much reading will be prescribed, more will be recommended. Written work will be called for, from time to time. Sophomore year. First semester [2]; second semester [3].

DR. SWEET.

**Course A.** English Composition. (a) Daily themes, to cultivate regular habits of work, observation, ease of expression. The theme, limited to one page of theme paper, must be given to the instructor on the day when it was written. (b) Fortnightly themes, to cultivate correctness and vigor of expression. Second semester [2].

PROFESSOR WENTWORTH.

**Course B.** English Composition. Argumentation. Lectures on Argumentative Composition; Baker's *Specimens of Argumentation*, and *Specimen Briefs*; forensics preceded by briefs: discussion of briefs and forensics. Second semester [2].

PROFESSOR WENTWORTH.

**Course C.** English Literature. Sixteenth and Seventeenth centuries. Wyatt, Surrey, Lyly, Sidney, Spenser, Drayton, Raleigh, and other Elizabethans; Donne, Jonson, Herrick, Herbert, Cowley, Waller, Butler, Dryden, Walton, Fuller, Sir

Thomas Browne, Jeremy Taylor, Bunyan. First semester [3], alternate with D.

PROFESSOR WENTWORTH.

**Course D.** English Literature. The Drama from the Miracle Plays to the closing of the theatres. Miracle Plays; Moralities; Interludes; Greene, Lyly, Marlowe, Jonson, Chapman, Dekker, Heywood, Beaumont and Fletcher, Middleton, Webster, Ford, Massinger. First semester [3], alternate with C. Given in 1895-96.

PROFESSOR WENTWORTH.

**Course E.** English Literature. Eighteenth century. Swift to Burke, Dryden to Burns. Second semester [2], alternate years. Not given in 1895-6

PROFESSOR WENTWORTH.

**Course F.** English Literature. Nineteenth Century Poets, with particular regard to Wordsworth, Coleridge, Byron, Shelley, Keats, Tennyson, Browning. First semester [3].

DR. SWEET.

**Course G.** English Literature. Nineteenth Century Prose. Hazlitt, Lamb, Coleridge, De Quincey, Landor, Newman, Carlyle, Macaulay, M. Arnold, Ruskin, Pater. Second semester [3].

DR. SWEET.

**Course H.** Anglo-Saxon. Bright's *Anglo-Saxon Reader*; Sievers's *Grammar*. First semester [3].

PROFESSOR WENTWORTH AND DR. SWEET.

**Course I.** Anglo-Saxon. *Béowulf*. Versification. Textual Criticism. Theories of origin. Second semester [3]; continuation of H.

PROFESSOR WENTWORTH AND DR. SWEET.

**Course J.** Chaucer. *The Canterbury Tales* (Clarendon Press Series), and *Minor Poems*. First semester [3]. (Second semester, 1895-6.)

PROFESSOR WENTWORTH.

**Courses K and L.** Shakespeare. A minute study of six plays, three each semester. May be elected for a single semester or for the whole college year. First and second semesters [3].

PROFESSOR WENTWORTH.

**Course M.** Bacon and Milton. Bacon's *Essays* and *Advancement of Learning*; Milton's *Areopagitica*, English poems, and first two or three books of *Paradise Lost*. First semester [3], alternate years beginning with 1895-96.

PROFESSOR WENTWORTH.

**MATHEMATICS.**

PROFESSOR ELY, MISS RICHARDSON, DR. GENTRY AND MISS FURNESS.

The courses are divided into two classes, prescribed and elective. The prescribed courses comprise a year of Solid Geometry, Algebra and Trigonometry. These are supplemented by elective courses.

The aim in all the courses is to cultivate habits of exact, sustained and independent reasoning, of precision and clearness in the statement of convictions and the reasons upon which they depend; to rely upon insight, originality and judgment rather than upon memory. The endeavor is to secure full possession of leading principles and methods rather than of details. From the first, students who show special aptitude are encouraged in the working of subjects which require more prolonged investigation than the daily exercise of the class-room.

**REQUIRED.**

1. Solid and Spherical Geometry. Freshman year, first semester [3].

MISS RICHARDSON AND DR. GENTRY.

The exercises in Geometry include recitations from the text book, original demonstrations of propositions and applications of principles to numerical examples. The text book is Chauvenet (revised by Byerly).

2. Algebra. Freshman year, second semester [2].

MISS RICHARDSON AND MISS FURNESS.

The text book in Algebra is Hall and Knight's Higher Algebra.

3. Plane Trigonometry (Wells). Freshman year, second semester [2].

PROFESSOR ELY, DR. GENTRY AND MISS FURNESS.

In Plane Trigonometry attention is given to Trigonometric analysis and the solution of triangles. After the student has gained facility in the use of Trigonometric tables, application of the principles is made to problems in Mensuration, Surveying and Navigation.

**ELECTIVE.**

**Course A.** Plane Analytic Geometry (Wentworth). Sophomore year, first semester [3].

PROFESSOR ELY.

**Course B.** Analytic Geometry. Differential Calculus. Sophomore year, second semester [3].

In Analytic Geometry the student is carried through the elementary properties of lines and surfaces of the second degree. All principles are illustrated by numerous exercises and applications.

**Course C.** Differential Calculus (Osborne). First semester [3].

**Course D.** Integral Calculus (Osborne). Second semester [3].  
PROFESSOR ELY.

The elective course in Differential and Integral Calculus is designed for those who wish to pursue the subject of either pure or applied Mathematics. The text-book forms the basis of work but is largely supplemented by oral instruction.

This course presupposes Course A.

**Course E.** Advanced Integral Calculus. First semester [3]  
PROFESSOR ELY.

**Course F.** Quaternions. First semester [3].

**Course G.** Quaternions continued. Second semester [2].  
PROFESSOR ELY.

This course includes the general properties of scalars and vectors, Quaternion interpretation and applications of Quaternions to the Geometry of the plane, right-line and sphere.

Course F presupposes Courses A and C.

**Course H.** Determinants and Theory of Equations. First semester [2].  
DR. GENTRY.

Burnside and Panton's Theory of Equations is used as the basis of the work, supplemented by lectures.

**Course I.** Curve Tracing. Second semester [2].  
DR. GENTRY.

Lecture course with daily practice in curve-tracing.

Prerequisite: Courses A, C, H.

**Course J.** Analytic Geometry of Three Dimensions (C. Smith)  
The Geometry of Planes and Quadric surfaces. First semester [3].  
DR. GENTRY.

Prerequisite: Courses A, C, H, I.

**Course K.** Modern Methods in Analytic Geometry. First semester [3].  
DR. GENTRY.

**Course L.** Modern Methods in Analytic Geometry. Continuation of Course K. Second semester [3].  
DR. GENTRY.



Prerequisite: Courses A, C, H, I, J.

**Course M.** Projective Geometry. First semester [3].

MISS RICHARDSON.

**Course N.** Projective Geometry. Continuation of Course M.  
Second semester [3].

MISS RICHARDSON.

A lecture course based on Reye's *Geometrie der Lage*.

Prerequisite: Course A.

**Course O.** Analytic Mechanics. First semester [3].

**Course P.** Analytic Mechanics. Second semester [2].

DR. GENTRY.

The elements of statics and dynamics. Applications to practical problems. The fundamental principles of mechanics and the elements of the theory of the potential.

Prerequisite: Courses A, C, D.

### ASTRONOMY.

PROFESSOR WHITNEY.

The courses in Astronomy are all elective. Their leading aim is to acquaint the student with the methods of investigation by which Astronomy has reached its present status, and to give such practice in these methods as the previous attainment of the classes and the appliances of the observatory will allow.

**Course A.** Descriptive and Historical. First semester [1].

This lecture course is open to all students. It is intended for those of literary taste who may desire an outline knowledge of Astronomy without entering upon its scientific treatment. It is not essential to the courses which follow in the schedule, nor is it recommended to those proposing to study Astronomy as a science. It will serve, however, as a good introduction to the course in the Solar Spectrum.

**Course B.** General Astronomy. First semester [3].

**Course C.** General Astronomy (continued). Second semester [3].

The course in General Astronomy runs through the year. It provides an elementary but scientific treatment of the principal departments of Astronomy and is illustrated by frequent examples and applications drawn as far as possible from local data. It presupposes only the required mathematics of the College cur-

riculum. It is also of value to the student as a course in applied mathematics and as an illustration of the processes of inductive and deductive reasoning. The students have the free use of the portable telescopes, and such questions as they can determine by their own observations with these glasses are kept before them. This observational work is regarded as an essential part of the course.

**Course D.** Spherical and Practical Astronomy. First semester [3].

**Course E.** Theoretical and Practical Astronomy. Second semester [2].

These courses offer a somewhat detailed study of certain departments of Spherical and Theoretical Astronomy. They presuppose Mathematical Courses A and B, and they afford an excellent illustration of the wonderful working power of the Calculus. The order and character of practical work during the year must frequently vary according to the positions of celestial objects of study. During the present year Jupiter and Saturn will be especially studied; in the succeeding year Mars will again be in favorable place. During the first semester the students use the meridian circle, making and reducing their own observations. They predict occultations and observe them. In the second semester practice is transferred to the equatorial telescope. This practice includes planetary phenomena, nebulae, measurements of double stars, variable stars, observations of minor planets, etc. Theoretical Astronomy is generally treated under the forms of Comets' orbits and orbits of Binary stars.

**Course F.** The Solar Spectrum. Second semester [2].

This course presents in an elementary form the principles and methods of the New Astronomy. It is the study of the revelations of the spectroscope in its application to celestial bodies. It is a non-mathematical course, and does not presuppose any of the above courses.

## PHYSICS.

PROFESSOR COOLEY AND MISS COOLEY.

The complete course in Physics extends through three years. It consists of the following subdivisions :

**Course A.** Physics. First and second semesters [3].

All Sophomores are required to take this course or the corresponding course in Chemistry.\* The course includes selected fundamental portions of the several branches of Physics, which are studied by means of illustrated lectures and laboratory work. It is intended to pave the way for future systematic study of Physics, and, to some extent, of other sciences, by cultivating habits of thoughtful observation, intelligent manipulation and accurate expression.

**Course B.** General Physics. First semester [3 or 4].

The three-hour course embodies a systematic study of the principles of Physics relating to work and energy; the molecular theory, and the properties of matter; molecular heat, and sound. Lectures, experimental demonstrations, a free use of the library and discussions in the class-room.

Students who elect this as a four-hour course will add to the above three-hour course one exercise weekly in the physical laboratory.

Open to Juniors and Seniors.

**Course C.** General Physics. Second semester [3 or 4].

The three-hour course consists of systematic study of the principles of Physics relating to the ether, including light, radiant heat and electricity. Lectures, with experimental demonstrations, free use of the library and discussions in the class-room.

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\*A three-hour course through the Sophomore year, in one science, which may be Physics or Chemistry, is required. In addition to the required work in the science chosen, the student may elect the corresponding course in the other at the same time. But students who present the evidence of having had a preparatory course in Physics or Chemistry, which is satisfactory to the head of the respective department, may be exempt from this Sophomore requirement and will be permitted to elect the required six hours of science, in another department and in other years. An applicant for this exemption must state in writing the name of the school in which her work was done, the subjects included, and the time devoted to the work. She must also present a record of her laboratory work, consisting of the original notes taken in the laboratory at the time the experiments were made. If these, together with such examination as the head of the department may deem necessary, are satisfactory, the exemption will be given, but the work thus presented will not be counted toward the degree. It should be understood that the course offered for this purpose need not cover the whole ground covered by the Sophomore course given in this College: the quality of the work rather than the quantity will be considered. It should be further understood that those who desire to take advanced courses in Physics or Chemistry, to which the Sophomore course is prerequisite, should elect that course unless specially advised by the head of the department not to do so.

Students who elect this as a four-hour course will add to the above three-hour course one exercise weekly in the physical laboratory.

Open to Juniors and Seniors.

**Course D.** Practical Physics. First semester [3].

Advanced laboratory study of electricity and magnetism with collateral reading.

Course D presupposes Courses A, B and C.

**Course E.** Practical Physics. Second semester [3].

Advanced laboratory study of heat and light with collateral reading.

Course E presupposes Courses A, B and C.

### CHEMISTRY.

PROFESSOR MOULTON, MISS FREEMAN AND MISS MARKHAM.

The following courses are offered for the year 1895-96.

**Course A.** General Chemistry. Throughout the Sophomore year [3]. All Sophomores\* will be required to elect either this course or the corresponding course in Physics. The work of this course includes, in addition to the three hours of class-room work, four hours of laboratory work per week.

**Course B.** Descriptions of the metals, Qualitative analysis. First semester [3 or 4]. Open to those who have completed Course A.

**Course C.** Quantitative analysis. Second semester [3 or 4]. Open to those who have completed Course B.

**Course D.** Organic Chemistry. First semester [3 or 4]. Open to those who have completed Course B.

**Course F.** History of Chemical Theory. Second semester [2]. Open to those who have completed Course D.

**Course G.** Advanced Inorganic Chemistry. Second semester [3]. This course will be planned as a continuation of Course C, and will be open to those who have completed that course.

**Course H.** Advanced Organic Chemistry. Second semester [3]. A continuation of the laboratory work of Course D. Open to those who have completed Course D.

\* For certain exceptions to this requirement, see foot note p. 43.

**MINERALOGY.**

PROFESSOR DWIGHT.

A concise course in Crystallography is given, illustrated by the best glass models of crystals, and accompanied by exercises in the determination of forms, and in goniometrical measurements. Physical and Chemical Mineralogy are then taken up, partly by recitations from the text-book, and partly by oral instruction, with special reference to a proper preparation for laboratory work. In Descriptive Mineralogy, the study of the principal ores and other minerals is conducted by oral instruction based as far as possible on the actual examination of specimens distributed among the members of the class. Meanwhile, at as early a point in the course as may be practicable, laboratory practice in the determination of minerals by the blowpipe and by chemical processes is begun and continued to the end of the semester. This work is in two courses; the first consists of a series of prescribed experiments with known minerals, as arranged in schedules prepared by the instructor. This course is so devised, with reference to the character and range of the specimens, that by its completion the student is made quite familiar with all the more important reactions of the determinative processes.

The second part consists in the determination, by each member of the class, of a large number of selected unknown minerals.

Excursions are taken to localities of mineralogical interest.

**Course A.** Mineralogy, full course. Dana, *Manual*, with lectures, and objective study of minerals; laboratory practice in blowpipe determination of species. First semester [4].

Mineralogy, shorter course. Lectures on mineral structure and composition; a brief course of laboratory exercises in the study and determination of minerals. First semester [2].

**GEOLOGY.**

PROFESSOR DWIGHT.

The Geological course is introduced by three hours of Physiographic Geology in the first semester of the sophomore year, in which the general surface features of the earth are considered.

This is followed in the second semester by an Elementary course in Paleontology, in which the general plans of structure, physiological processes, and classification of plant and animal

life are studied; special reference is made to fossil forms and to the processes of fossilization. Either two or three hour courses may be pursued, at the option of the student.

After the course in Mineralogy, offered in the first semester of the Junior year, the first and general course in Geology proper follows in the second semester of the same year. In this course, after a brief review of some of the more important topics in Physiographic and Petrographical Geology, some time is given to the principal topics of Dynamical Geology. This is followed by the study of Historical or Stratigraphical Geology, including some consideration of leading typical fossil organisms. The members of the class are also exercised in the practical cutting and mounting of large microscopic sections of fossils, and rocks containing minute fossils, by means of a specially-devised rock-cutting machine of the largest dimensions and the most perfect equipment. Historical Geology occupies the latter part of the course. Its lessons are well illustrated by a large representative set of North American fossils originally collected by the New York State Survey, also by a valuable set of European fossils.

Either two or four hour courses may be elected.

All of the above-mentioned courses are so arranged that they may be profitably pursued independently of each other; yet taken in the order given, they form a strong consecutive course. It is especially desirable that all who intend to take the course in Geology proper in the latter half of the junior year, should take the preceding courses in Mineralogy and Elementary Paleontology.

The higher course in this subject will consist, as the class may elect, of the study of topics in Petrology, Paleontology, Stratigraphical or Dynamical Geology. A large supply of characteristic fossils, accessible to the students, furnishes opportunities for much objective study, aided by ordinary microscopic apparatus. One of Fues's celebrated lithological microscopes of the largest size and latest pattern affords facilities for the optical study of minerals.

Abundant use is made of the literature in the College library, and especially of the more recent discussions of geological topics in the scientific journals, and in State and Government reports and bulletins.

The student is thus taught how to make research in documents carrying authority, and is also familiarized with the

methods of investigating and discussing geological problems. Field-work is encouraged as far as possible.

**Course A.** Physiographic Geology. A study of the general physical features of the Earth's surface, including the forms and phenomena of land and water, climate, atmospheric and ocean currents, secular changes, etc. Sophomore year, first semester [3].

While serving well as an introduction to the full study of Geology, this course will be complete in itself.

**Course B.** Elementary Paleontology. A general course in the study of the structure and classification of plants and animals, with special reference to Geology, for which it is a very important preparation. Second semester [2].

A parallel course, three hours per week, is also offered.

**Course C.** Full course [4]. Dana, *Text-book*, with lectures. Exercises in the study of fossils and in the preparation of microscopic sections of rocks, minerals and fossils.

Shorter course. Lectures on the general scope, material and methods of geological history and of dynamical geology. Second semester [2].

**Course D.** A higher course, either in Petrography or in Paleontological and Stratigraphical Geology, with practice in field-work. First semester [2 or 3].

**Course E.** A higher course in Geology; either a continuation of Course D, or an independent course. Second semester [2 or 3].

## BIOLOGY

PROFESSOR O'GRADY, MISS DEANE, MISS BROWNELL AND MISS BICKFORD.

The aim of the work in Biology is to give the student a broad general knowledge of the phenomena of living things, and at the same time pave the way for the special work of those who wish to continue the study of the biological sciences or to take up the study of medicine. In the laboratory, the student acquires a thorough knowledge of methods, and of the forms discussed in the lectures. An attempt is made to cultivate the spirit of original research.

Students intending to study Biology are recommended to ac-

quire a knowledge of the elements of Chemistry; those who intend to study medicine are recommended to take the courses in Embryology and Comparative Anatomy or Histology.

The College provides a table at the Marine Biological Laboratory at Wood's Holl for those who wish to carry on a study of marine forms during the summer.

**Course A.** General Biology. First semester [3]. Three lectures, four hours laboratory work weekly.

It is intended that this course shall give the student a clear and comprehensive conception of the fundamental principles of life. Lectures and laboratory work begin with a careful study of the bracken fern taken as a type of plant life, and the frog or earthworm as a type of animal life. This is followed by a comparison of these representative forms in order to bring out the fundamental likeness and difference between plants and animals. This introduction is followed by a thorough study of a number of selected types of animals and plants, such as Amoeba, Paramecium, Haematococcus, yeast and bacteria, in the first semester. The work on bacteria includes not only the microscopic examination, but also practice in various methods of culture in solid and liquid media.

**Course B.** General Biology. Second semester [3]. Three lectures, four hours laboratory work weekly. Open to those who have had Course A.

In the second semester, the work with types is continued and, as in the first semester, the comparative method of study is encouraged in the laboratory and brought out in the lectures especially by means of a study of nearly related forms. Those studied are as follows: Moulds, Spirogyra, Vaucheria, Nitella, Marchantia, moss, Selaginella, Pinus, and typical phanerogams, Hydra, Anodonta, Homarus, Rana or Lumbricus.

In connection with the study of the phanerogams, special attention is paid to physiological problems, such as cross and self-fertilization, movements of plants, insectivorous plants, chlorophyll, hybrids, etc., and experiments in physiological botany are carried on in the laboratory.

**Course C.** General Zoölogy. First semester [3]. Three lectures and four hours laboratory work weekly. Open to those who have had Course B.



This gives the student a systematic knowledge of the animal kingdom, attention being paid chiefly to the classification, development, and homologies of invertebrates.

**Course D.** Embryology. Second semester [3]. Three lectures, four hours laboratory work weekly. Open to those who have had Course B.

Thorough work on the embryology of the chick is followed by a brief comparative study of the development of the vertebrates. The usual method of making and studying sections of the chick is supplemented by models in clay made by the students to illustrate the more important stages in development.

**Course E.** Higher Biology. Second semester [1]. Open to those who have taken Courses C and D.

This course begins with a history of the development of the Biological Sciences with special reference to the growth of the evolution theory. Some of the leading questions of Biology, such as natural selection, evolution, heredity, are discussed in the lectures.

**Course F.** Current Biological Literature. First and second semesters [1]. Open to Seniors who have had Course B and are taking Courses C and D.

The class meets weekly throughout the year. The aim of the course is to give the student familiarity with current biological literature, practice in bibliography, and in the presentation and discussion of papers.

**Course G.** Comparative Anatomy or Histology. Second semester [2]. Three to four hours laboratory work a week. Open to those who have had Course B.

This course is intended to give a comparative knowledge of the structure of the various organs of vertebrates. Those who wish to study medicine will have an opportunity to do special work in Comparative Osteology. This course may alternate with a course in Histology.

## PHYSIOLOGY AND HYGIENE.

PROFESSOR THELBERG.

REQUIRED.

Hygiene [1]. Freshman year. A course running through the first semester. One hour weekly is devoted to this course, and

the study comprises lectures, recitations, and practical investigation of the principles of house sanitation. Drawings and models are provided for this study. All new students are required to attend.

#### ELECTIVE.

**Course A.** Advanced Physiology. First semester [3]. The course comprises lectures, text-book work, microscopic study of tissues, experiments in physiological chemistry, and frequent dissections. The Anatomical Cabinet furnishes models for practical demonstration.

This course is open to Juniors and Seniors.

#### HISTORY.

PROFESSOR SALMON AND MISS JOHNSON.

The undergraduate work in History aims to give opportunity through the required work of the Sophomore year for a somewhat thorough study of the historical forces and institutions that were developed previous to the modern era and such a brief survey of modern European History as will prepare the student for the special courses offered in the following years. During the Junior year two distinct lines of study are taken up; one, of special periods in European history, and the other, a parallel course in American history. The particular object of both courses is to give training in specific methods of historical investigation. During the Senior year these two parallel courses in European and American history are continued, but they become more specifically courses for the study of the development of constitutional principles.

The object of the instruction given is first, to emphasize the difference between reading history and studying history; second, to acquaint each student through independent work with the best methods of historical study; third, to show in the study of different nations the development of present from past conditions; fourth, to indicate the organic relation of history to other branches of knowledge.

The work of the department is conducted by means of text-books, topical outlines, lectures, and classes for special study. The students have free access to all works in the library and are trained to do independent work.

## REQUIRED.

**Course 1.** General European History. Sophomore year, first semester [3].

MISS JOHNSON.

This course includes a study of the history of Europe from the founding of the Roman Empire to the Crusades. A brief study is made of the development of Roman Imperialism, Christianity and German Individualism as the essential elements of mediæval civilization. This is followed by a more detailed study of the reciprocal influence of these forces, the development of the Holy Roman Empire and the rise of Feudalism.

**Course 2.** General European History. Sophomore year, second semester [3].

MISS JOHNSON.

This course is a continuation of Course 1. The history of Europe until the beginning of the Reformation is studied somewhat specifically, and is followed by a brief survey of modern European History to 1870.

## ELECTIVE.

**Course A.** American Colonial History. First semester [3].

PROFESSOR SALMON.

This course includes a study of the origin and development of the American Colonies with special reference to the influence on this development of the leading events in European history. It is intended to be a practical course, giving the student constant training in methods of historical study.

**Course B.** The Reformation. First semester [3].

PROFESSOR SALMON.

This course comprises a special study of the political and religious history of Europe from the beginning of the Reformation to the Treaty of Westphalia. As far as possible the period is studied from contemporaneous literature, official documents, and the leading modern authorities. It is one aim of this and the following course to give the student constant practice in the different uses of historical material, as in the preparation of bibliographies and biographies, the study of treaties and creeds from the documents themselves, reviews of recent literature treating of the period and work in historical geography.

**Course C. Modern European History. Second semester [3].**  
PROFESSOR SALMON.

This course is the continuation of Course B. The work comprises a brief survey of the history of Europe from the Treaty of Westphalia to the beginning of the French Revolution. A more special study is then made of the period of the Revolution and of the political development of the different countries as resulting from it. It is one object of this and of the preceding course to show by the study of comparative history the influence of different nations on each other.

**Course D. American Constitutional History. First semester [4].**  
PROFESSOR SALMON.

This course is open to students who have had at least three courses in History.

The course is intended to offer opportunity for a critical study of the origin and development of the American constitution. The specific lines of work along which the general subject is studied vary from year to year. The class is divided into small sections, thus affording opportunity for constant discussion of facts and principles and the individual study of special topics.

**Course E. American and English Constitutional History. Second semester [3].**  
PROFESSOR SALMON.

This course is open to students who have completed Course D.

The course completes the work of Course D, and includes a comparative study of the existing political institutions of America and England.

**Course F. Nineteenth Century History. First semester [2].**  
PROFESSOR SALMON.

This course is open to students who have completed Course B and Course C.

The object of the course is to study the different political conditions in Western Europe as they have been developed from the French Revolution. The special subjects considered include the growth of republican ideas in France, the unification of Italy, the establishment of the German Empire and the revolutionary movements of 1830 and 1848. Special topics for individual study are taken up by each member of the class and pursued throughout the semester.

**Course G.** Comparative Politics. Second semester [2].

PROFESSOR SALMON.

This course is open to those who have completed Course F.

The work comprises a study of different theories in regard to the origin and functions of the State, with an examination of the application of these theories in the different forms of modern federal government. The specific questions considered vary from year to year.

**Course H.** American History from 1787 to 1815. Second semester [3].

PROFESSOR SALMON.

This course is a continuation of Course A, but it will be given in its present form only during the current year. It is open to Seniors who have not had Courses B and C.

During the year 1896-97 the following elective courses will be offered :

**Course A.** American Colonial History. 3 hours.**Course B.** The Reformation. 3 hours.**Course C.** The French Revolution. 3 hours.**Course D.** History of American Political Parties. 3 hours.**Course E.** American Constitutional History. 3 hours.

This Course presupposes either Course A or Course D. Students are strongly advised to take both.

**Course F.** Nineteenth Century History. 3 hours.

This Course presupposes Course C.

**Course G.** Comparative Politics. 3 hours.

This Course presupposes Course F.

**Course H.** English Constitutional History. 3 hours.

This Course presupposes Course E.

**ECONOMICS AND SOCIOLOGY.**

PROFESSOR MILLS.

It is the desire of this department to make its work primarily disciplinary in the belief that Economics involves in an unusual degree the combination of mental discipline with practical utility. "Not only do action, conduct, life, all lie in the domain of inexact science, making training in this indispensable to every educated person, but even looking from the point of view of an

exclusively liberal education, it is a higher attainment, a finer feat of mind to be expert in the inexact than in the exact sciences." Further it is hoped that the courses offered will enable those pursuing them to read, think and act intelligently upon the economic, social and philanthropic questions which are assuming such great importance and becoming more and more complicated.

Methods of work will vary with the subject and the advancement of the student. In the first year's work much use is made of text-books as a basis for recitation and free discussion. In the more advanced course topical outlines furnished the class in advance enable the student to study differing views, to weigh conflicting evidence and arguments, and to train herself to habits of independent thinking.

**Course A.** Principles of Economics. Recitations from Marshall, *Elements of Economics*. First semester [3].

This course is designed to give a fundamental knowledge of the main principles of economic theory with such attention to conflicting views as time permits. Collateral reading is required.

**Course B.** Economic History. The Development of Industrial Society. Second semester [3]. This course requires no previous study of Economics.

The chief topics studied are the English manor, the growth of the towns, the guild merchant, internal and foreign trade, the craft guilds, municipal control of industry in the middle ages; mediæval agriculture and its progress, the Black Death, growth of international trade, trading monopolies, Elizabethan legislation, domestic system of industry, the industrial revolution, the factory system, recent economic changes. The work will be based principally upon Ashley, Cunningham, Rogers, Toynbee, R. W. C. Taylor, Wells Hobson. This course is important not only in itself but as a preparation for the study of modern labor and social problems. It is recommended to Juniors who intend to take Course E in their Senior year.

**Course C.** (a) Money and Banking; (b) Taxation. Dunbar, *The Theory and History of Banking*; Taussig, *The Silver Situation in the United States*. Second semester [3]. Must be preceded by A.

In the first part of this course attention will be given to the modern system of banking by deposit and discount, principal

foreign banking systems, United States National Banking systems, systems of note issue, American experience in bimetalism, our recent monetary legislation.

In the second half of the course will be studied the general principles of taxation and the results of American experience. If time permits, a brief survey of other portions of Finance, as Budgets and Public Debts, will be made. In both parts of the course important statute laws will be studied.

**Course D.** Railroad Transportation, Trusts, and the Relation of the State to Monopolies. First semester [2]. Must be preceded by A.

Laissez-faire, the argument for and against, and substitutes proposed for this precept; definition and classification of monopolies; transportation prior to the railway, development of the railway system, results of improved transportation and communication, railway organization and accounts, competition, combination, discrimination, rates, railroad policy of different countries and of this country before 1887, constitutional and legal limitation of the legislative power in controlling transportation agencies, proposed solutions of the railway problem including state ownership, the Interstate Commerce Law and its results; the development, organization, advantages and dangers of trusts, anti-trust legislation; municipal ownership of water-works, gas-works, electric-lighting plants and street railways; conclusion as to the proper treatment of monopolies.

**Course E.** (a) The Labor Problem; its Origin and Attempts toward its Solution; (b) Socialism. Second semester [3]. Open to those having had A.

The chief topics considered will be the historical basis of the labor problem in the economic development of the last hundred years; the progress and present condition of the working classes; their complaints and claims; history and aims of workmen's combinations; conciliation and arbitration; co-operation; profit sharing; different views as to the proper relation of the state to industry; factory and other legislation; history of socialism, its present strength, critical study of the proposals of the different schools of socialists; principles of social reform.

**Course F.** Social Science, Warner, *American Charities*. First semester [2]. Open only to Seniors who have taken A.

Sociological bearings of natural selection, heredity, environment, free will; physical, physiological, psychological, moral and social causes of abnormality; statistics of the causes of pauperism, history of the English poor laws; principles that should direct charity; private relief, charity organization, public relief, almshouses, old age pensions and workingmen's insurance; relief for the unemployed including labor colonies and the tramp problem; dependent children; relief of the sick; insanity; statistics of the causes of crime; criminal anthropology; prevention of crime; principles that should govern the treatment of offenders; delinquent children; reformatories; prison methods, cumulative sentence; the family and divorce. Visits have been made to various charitable and correctional institutions, of which there is a considerable variety within easy access of the College. The formal and informal lectures by those in charge of the institutions visited have been very instructive.

**Course G. Economic Seminary.** Second semester [2]. This course will be offered only when desired by several properly prepared students. A prerequisite for admission is the completion with success of at least three courses in Economics. If not previously taken Course E must be elected contemporaneously with the Seminary.

### **ART.**

**PROFESSOR VAN INGEN.**

Three courses, all elective, are offered in this department, one Theoretical, two Historical. \*Technical instruction is also provided for.

Course A. Theory of Architecture, Sculpture and Painting, has special reference to the principles of criticism.

Courses B and C comprise the History of Architecture, Sculpture and Painting.

The instruction in Courses A, B and C is given by means of lectures and collateral reading. A large collection of Braun Photographs, Casts and Diagrams elucidates this instruction. The work gone over in these several classes is further impressed on the student's mind towards the close of the year by a course of twelve lectures, illustrated by means of the stereopticon. These lectures are open to all the members of the college.

\*For this course there is an extra charge.



**Course A.** Theory of the art of Design. First semester [2]. This course comprises a study of Beauty in Art, intellectual and optical beauty. Unity, its application to different modes of expression. Definition of Architecture: laws derived from nature, materials used in Architecture; their effect on construction: lintel and column; round-arch and dome; pointed arch and buttress; the truss; decorations in Architecture. Definition of Sculpture; the statue, low, medium, and high relief; laws of relief; materials used in Sculpture and subjects treated. Definition of Painting; imitation; materials used in painting. Etching. Engraving. Lithography. Photography. Composition: the sketch, the studies. Drawing, its importance: Stereography, Orthography, Scenography. Perspective, the definition, the perspective of a point; parallel perspective; oblique perspective, problems. The human form in Art; proportion, anatomy, expression, gesture, drapery, costume, attributes. Chiaroscuro, tone. Color. Touch. Various kinds of pictures: historical, portrait, genre, landscape, animal, battle, marine, architectural, flower, fruit, still-life, scene and ornamental paintings.

**Course B.** Second semester [3]. Open to Sophomores.

History of Art, Architecture and Sculpture: The Egyptian Temple and its Sculptures, Tombs and Sculptured Reliefs, Pre-Historic Monuments of Greece, The Greek Temple and its Sculptures, the Periods of Phidias and Praxiteles, the Alexandrian Period. Roman Architecture. Portrait Statues and Historical Reliefs. Early Christian Architecture, the Byzantine and Latin Styles, the Romanesque and Gothic Cathedral and their Sculpture Decorations. Renaissance Architecture and Sculpture, Ghiberti, Donatello, Della Robbia, Michael Angelo, Bernini, Canova, Flaxman, Thorwaldsen.

**Course C** [2]. First semester.

Painting: Classic and Byzantine Painting, Renaissance Painting, Giotto, Fra Angelico, Masaccio, Leonardo, Michael Angelo, Raphael, Titian, Veronese, Durer, Rubens, Rembrandt, Velasquez, Murillo, Poussin, David, Millet, Hogarth, Reynolds, Benjamin West.

Technical instruction is given in Drawing, and Painting in Oil and Water Colors.

The work is graded into the following Classes:

**Class 1: Preparatory Class:** Drawing in black and white and water colors from geometrical, ornamental and architectural forms.

**Class 2: Antique Class B:** Drawing from models of parts of the human figure.

**Class 3: Antique Class A:** Drawing from the full length statue.

**Class 4: Still-life Class:** Painting in oil and water colors.

**Class 5: Portrait Class:** Drawing and Painting from the draped life model.

Classes 1, 2, 3, 4, continue each through one semester; Class 5 through two semesters (each class two hours, two days in the week).

### MUSIC.

PROFESSOR GOW, MISS WHITNEY, MISS CHAPIN, MR. SAUVAGE,  
MISS CROSBY.

Eight courses, all elective, are offered in this department. Technical instruction is also provided for on the organ, piano-forte, violin, and in solo-singing—for which an extra charge is made. See pages 83, 84.

**Course A.** The Structure of Music, covering notation and elementary harmony. First semester [2].

**Course B.** Applied Harmony, covering advanced harmony and its application in simple improvisation at the key-board. Second semester [2].

**Course C.** Counterpoint. First semester [2].

**Course D.** Applied Form. Free composition so carried on as to make a systematic study of forms. Second semester [2].

The above courses are designed to follow one another, and the advanced courses are open only to students who have completed the earlier ones.

**Course E.** History of Music. This is pursued with the same aims and methods of study as laid down for general history. See page 50. Instruction is by text-book, lectures and library work. First semester [2].

**Course F.** Historical Form. An illustrative lecture course on the development of art forms. This is supplemental to

Course E, and can be taken most advantageously in connection with Course D. Second semester [2].

**Courses G and H.** Interpretation. A study of musical æsthetics and the principles of interpretation, including performance of works of the principal composers for piano, organ, voice or violin by members of the class under the criticism of the instructor. This is open only to students of advanced technical ability who can profitably carry on such study. Students able to take these courses who are also doing private study may easily have their private lessons bear helpfully on their preparation for the classroom. First and second semesters [2].

Elementary class instruction in singing and the reading of vocal music is offered throughout the year, one hour a week. This course does not count toward a degree, but the student who elects it is expected to be regular in attendance throughout the semester.

**The Choral Club**, a students' organization, meets once a week for drill in part singing. Only those who have good voices and can read music are eligible to election into this society. From it the college choir and glee club are recruited. All students of music are invited to join the **Thekla Club** whose monthly meetings afford the opportunity of solo performance in the presence of others.

### BIBLE STUDY.

The College aims to give, in a progressive course of study, such instruction as shall enable the student to gain a general knowledge of the history and teachings of the Bible. Among the specialists who have conducted this work are President Harper and Professor Burton of the University of Chicago, Professor Riggs of the Auburn Theological Seminary, Professor True of the Rochester Theological Seminary, Professor Marvin R. Vincent, of the Union Theological Seminary, New York, Professor T. Harwood Pattison of the Rochester Theological Seminary.

This year a course of lectures on The Teaching of Jesus will be given by Professor Rush Rhees, of Newton Theological Seminary, and Dr. Pattison will give another course on The Bible as History; The New Testament.

**SUMMARY OF THE COURSES OF STUDY.**

Letters indicate elective courses ; figures, the number of hours per week.

**FRESHMAN YEAR.**

## ALL REQUIRED.

<i>First Semester.</i>		<i>Second Semester.</i>			
Latin	4	Latin	4		
Greek	}	Greek	}		
French		4		French	4
German				German	
English		3		English	3
Mathematics	3	Mathematics	4		
Hygiene	1				

**SOPHOMORE YEAR.**

## REQUIRED.

<i>First Semester.</i>		<i>Second Semester.</i>	
English	3	English	3
History	3	History	3
*A. Physics	}	*A. Physics	}
*A. Chemistry		3	

## ELECTIVE.

Student to elect 6 hours.		Student to elect 5 or 6 hours.	
A. Latin	3	C. Latin	3
B. Latin	3	D. Latin	3
		E. Latin.	2
		F. Latin	2
D. Greek	3	E. Greek	3
A. French	3	A. French	3
C. French	3	D. French	3
E. French	3	E. French	3
F. French	3	F. French	3
A. German	3	A. German	3
C. German	3	D. German	2
A. Mathematics	3	B. Mathematics	3
A. Physics	3	A. Physics	3
A. Chemistry	3	A. Chemistry	3
A. Geology	3	B. Geology	2 or 3
		B. Art	3

**JUNIOR YEAR.**

## ELECTIVE.

<i>First Semester.</i>		<i>Second Semester.</i>	
C. Philosophy	3	Psychology (required)	3
G. Latin	3	A. Philosophy	2
A. Greek	3	H. Latin	3
C. Greek	1	A. Greek	3
G. Greek	3	C. Greek	1
		F. Greek	2

\*See foot note, p. 43.

<i>H.</i> Greek	2	<i>I.</i> Greek	2
<i>B.</i> French	3	<i>B.</i> French	3
<i>G.</i> French	2	<i>G.</i> French	2
<i>H.</i> French	2	<i>I.</i> French	2
<i>B.</i> German	3	<i>B.</i> German	3
<i>E.</i> German	2	<i>F.</i> German	2
<i>C.</i> English	3	<i>A.</i> English	2
<i>D.</i> English	3	<i>B.</i> English	2
<i>F.</i> English	3	<i>E.</i> English	2
<i>C.</i> Mathematics	3	<i>G.</i> English	3
<i>E.</i> Mathematics	3	<i>D.</i> Mathematics	3
<i>H.</i> Mathematics	2	<i>I.</i> Mathematics	2
<i>A.</i> Astronomy	1		
<i>B.</i> Astronomy	3	<i>C.</i> Astronomy	3
<i>B.</i> Physics	3 or 4	<i>C.</i> Physics	3 or 4
<i>B.</i> Chemistry	3 or 4	<i>C.</i> Chemistry	3 or 4
<i>A.</i> Mineralogy	4 or 2	<i>C.</i> Geology	4 or 2
<i>A.</i> Biology	3	<i>B.</i> Biology	3
<i>A.</i> Physiology	3		
<i>A.</i> History	3	<i>C.</i> History	3
<i>B.</i> History	3		
<i>A.</i> Economics	3	<i>B.</i> Economics	3
		<i>C.</i> Economics	3
<i>A.</i> Art	2		
<i>C.</i> Art	2		
<i>A.</i> Music	2	<i>B.</i> Music	2
<i>E.</i> Music	2	<i>F.</i> Music	2

**SENIOR YEAR.****ELECTIVE.**

<i>First Semester.</i>		<i>Second Semester.</i>	
Ethics (required)	3	<i>B.</i> Philosophy	3
<i>D.</i> Philosophy	3	<i>A.</i> Sanskrit	2
<i>A.</i> Sanskrit	2	<i>K.</i> Latin	3
<i>I.</i> Latin	3	<i>L.</i> Latin	2
<i>J.</i> Latin	3	<i>M.</i> Latin	1
		<i>B.</i> Greek	3
<i>B.</i> Greek	3	<i>K.</i> Greek	3
<i>J.</i> Greek	3	<i>L.</i> Greek	2
		<i>M.</i> Greek	2
<i>J.</i> French	2	<i>K.</i> French	2
<i>L.</i> French	2	<i>L.</i> French	2
<i>G.</i> German	2	<i>H.</i> German	2
<i>I.</i> German	2	<i>J.</i> German	2
<i>L.</i> German	2	<i>K.</i> German	2
<i>H.</i> English	3	<i>I.</i> English	3
<i>J.</i> English	3	<i>L.</i> English	3
<i>K.</i> English	3		
<i>M.</i> English	3		

<i>F.</i> Mathematics	3	<i>G.</i> Mathematics	2
<i>J.</i> Mathematics	3	<i>L.</i> Mathematics	3
<i>K.</i> Mathematics	3	<i>N.</i> Mathematics	3
<i>M.</i> Mathematics	3	<i>P.</i> Mathematics	2
<i>O.</i> Mathematics	3		
<i>D.</i> Astronomy	3	<i>E.</i> Astronomy	2
		<i>F.</i> Astronomy	2
<i>D.</i> Physics	3	<i>E.</i> Physics	3
<i>D.</i> Chemistry	3 or 4	<i>F.</i> Chemistry	2
		<i>G.</i> Chemistry	3
		<i>H.</i> Chemistry	3
<i>D.</i> Geology	2 or 3	<i>E.</i> Geology	2 or 3
<i>C.</i> Biology	3	<i>D.</i> Biology	3
<i>F.</i> Biology	1	<i>E.</i> Biology	1
		<i>F.</i> Biology	1
		<i>G.</i> Biology	2
<i>D.</i> History	4	<i>E.</i> History	3
<i>F.</i> History	2	<i>G.</i> History	2
		<i>H.</i> History	3
<i>D.</i> Economics	2	<i>E.</i> Economics	3
<i>F.</i> Economics	2	<i>G.</i> Economics	2
<i>C.</i> Music	2	<i>D.</i> Music	2
<i>G.</i> Music	2	<i>H.</i> Music	2

### LECTURES.

The College provides courses of lectures supplementary to its regular work. The subjects, as far as arranged, are as follows :

The History of Art (twelve lectures) Illustrated by the use of the stereopticon,	PROFESSOR HENRY VAN INGEN.
The Southern Mountaineer,	JOHN FOX, JR.
English Metrical Romances, <i>Sir Gawayne</i> and <i>The Greene Knight</i> ,	PROFESSOR GEORGE LYMAN KITTREDGE.
Epictetus the Stoic,	PROFESSOR JAMES SETH.
Certain Aspects of the Labor Problem,	PROFESSOR RICHMOND MAYO-SMITH.
Athenian Sepulchral Monuments and Epitaphs,	PROFESSOR J. R. WHEELER.
Troy,	PROFESSOR W. W. GOODWIN.
The Teaching of Jesus, (a course),	PROFESSOR RUSH RHEES.
The Bible as History; The New Testament, (a course),	PROFESSOR T. HARWOOD PATTISON.
The Religion of Athena,	PROFESSOR LOUIS DYER.

Concerts are also provided for the College under the auspices of the Department of Music. They are given by artists from the best known Musical Clubs and Societies.

#### **GRADUATE COURSES.**

Courses of advanced study will be arranged by the various departments of the College for graduates of colleges who may prove to the Faculty their ability to profit by them. The student will have the advantage of study with the instructor, and of a general direction in her investigations.

Graduate courses of study, under the direction of the heads of the different departments of instruction, will be arranged for such resident graduates as wish to take examinations for the Second Degree in Arts (A.M.)

#### **THE MARY RICHARDSON AND LYDIA PRATT BABBOTT FELLOWSHIP.**

This Fellowship, with an annual income of four hundred dollars, was founded in 1895 by Mrs. Lydia Pratt Babbott, a member of the class of 1880.

It may be awarded to a member of the graduating class or a graduate of not more than three years standing. Applications for the Fellowship must be in the hands of the President of the College on or before May first. Candidates shall submit evidence of their fitness and their intention to pursue an independent course of study.

The holder of the Fellowship shall pursue her studies at Vassar College or any other institution approved by the Faculty. She must devote her whole time for one year to study according to a plan approved by the Faculty, and submit to the Faculty quarterly reports of her work.

**GRADUATE SCHOLARSHIPS.**

Seven graduate scholarships, entitling the holder to board and tuition at the College for one year, were established by the Board of Trustees in June, 1894. These scholarships are open to members of the Senior Class in College and are awarded by vote of the Faculty on the basis of good general scholarship, unusual excellence in some particular line of study, and a due regard to the fitness of the student for advanced work. Members of the Senior Class who desire to present themselves as candidates for the scholarships must make written application to the President of the College on or before the first Thursday after the spring vacation, stating the line of study they wish to pursue.

In June, 1895, scholarships were awarded to Helen Newberry Ladue, Anna Adele Monsch, Theodora Ada Phelps, Elizabeth Chard Smith, Lillian Clark Weaver.

**DEGREES.**

Students who have completed the regular course will receive the First or Baccalaureate Degree in Arts (A.B.)

No person will be admitted to the College as a Candidate for the degree of Bachelor of Arts after the beginning of the first semester of the Senior year.

The Second Degree in Arts (A.M.) may be conferred upon Bachelors of Arts of this or any other approved College, who have pursued a course of advanced non-professional study. The required period of residence is one year, but graduates of this College studying *in absentia* must employ at least two years to complete the same amount of work. Non-residents must submit their proposed courses of study to the Faculty, not later than November the first of the year preceding that in



which the degree is to be taken. The candidate must pass examinations on the course of study arranged and present an acceptable thesis. The title of the thesis must be presented to the Faculty as early as possible and not later than January the first of the year in which the degree is conferred. A fair copy of the thesis should be sent to the President's Office not later than May the first of the same year.

The degree of Doctor of Philosophy (Ph.D.) will not be conferred by the College at present. In the estimation of the Trustees and Faculty, the requirements for this degree cannot be met properly where there is not special provision made for extended graduate work, such as cannot be offered by institutions without a university equipment.

The degree in Music, *Musicae Baccalaurea* (Mus.B.), is conferred on examination after the candidate has completed approved courses of graduate study.

Resident graduates and students in special courses may receive from the President a certificate of the studies completed.

The degrees conferred in 1895 were as follows :

## A. B.

ETHELDRED ABBOT,  
 HARRIET ELIZABETH ABBOTT,  
 MARGARET KATE ACKER,  
 MARY LOUISE ARMSTRONG,  
 KATHARINE INNIS ARNOLD,  
 SUSIE LILLIAN AUSTIN,  
 GRACE ALDEN BEARD,  
 BEATRICE ETHEL BENNETT,  
 CAROLINE ELLIS BLODGETT,  
 BESSIE ELIZA BOYD,  
 GEORGIE SMITH BOYNTON,  
 MARGARET ROBINSON BRENDLINGER,  
 ANNIE MARY BRINCKERHOFF,  
 GERTRUDE ANGELINE BRONSON,  
 LAUBA ANTOINETTE BROWNELL,  
 EARL VERA BURNHAM,

HELEN HOLBROOK CANDEE,  
 GRACE CARPENTER,  
 MAY HALL CHILDS,  
 FANNY COHEN,  
 ANNE LAZIERE CRAWFORD,  
 EMMA THERESA DELANY,  
 ANNE DORRANCE,  
 PHEBE VAN VLACK DOUGHTY,  
 BESSIE ANNA DURANT,  
 ETHELYN EMERY,  
 JENNIE AGNES ESTES,  
 SUSAN HOYT EVANS,  
 HASSELLTINE REYNOLDS FLETCHER,  
 JOSEPHINE BOWEN FLETCHER,  
 FLORENCE EDNA FREEMAN,  
 EDITH MAY GARVIN,

MARY ELEANORE GEDNEY,  
 GRACE GOODWIN,  
 ANNA JEANNETTE GRAHAM,  
 JULETTE GREER,  
 ROSE BERTHA GRUENING.  
 MARY HAUGHWOUT,  
 ALICE HENRY,  
 CLARA MOSSMAN HILL,  
 EDDAH HILLIER,  
 SUE WHITCOMB HOAGLAND,  
 EDITH CLARK HOLMES,  
 HARRIET FAY HOLMES,  
 HELEN MAY HOLMES,  
 SARAH EDNA HOWELL,  
 GRACE DURYEE HULST,  
 ALIDA LEWIS JOHNSON,  
 WILLIE CROCKETT JOHNSON,  
 MABEL IRENE JONES,  
 SUSAN LOUISE KELLY,  
 OTIE KIRCHER,  
 HELEN NEWBERRY LADUE,  
 ABBIE FOX LEARNED,  
 SARA MACCARTHY,  
 EMMA CORNELIA MCCAULEY,  
 HATTIE LOUISE MCCUTCHEON,  
 MARIA LOUISE MCVET,  
 ETHEL ADAMS MERRITT,  
 MERION ELINOR MITCHELL,  
 ANNA ADELE MONSCH,  
 MARY ESTELLE MULHOLLAND,  
 MARY SWEENEY MUNDY,  
 EMMA WYCKOFF MURRAY,  
 ELSIE MYERS,  
 ALICE MARY NAIRN,

JULIA SWIFT ORVIS,  
 MAUDE ORWIG,  
 CAROLINE MARIE PELGRAM,  
 THEODORA ADA PHELPS,  
 CHRISTIE HAMILTON POPPENHEIM,  
 IDA HUIET POPPENHEIM,  
 MARY MINERVA REED,  
 KATHARINE CAMPBELL REILEY.  
 ISABELLE ADAMS REIMER,  
 ALICE EMMA RUGGE,  
 JULIET SEBRING,  
 FLORA AMORETTE SIMMONS,  
 JESSIE VALERIE SKELTON,  
 ELIZABETH CHARD SMITH,  
 ELEANOR LOUISE SMITH,  
 ELIZABETH LINCOLN SMITH,  
 FRANCES ALBEE SMITH,  
 ELLA GERTRUDE SNOW,  
 GABRIELLE MATILDA SNYDER,  
 BERTHA RICH STRANG,  
 FLORA MABEL TAYLOR,  
 ELIZABETH GERTRUDE THORNE,  
 WIE DURFEE TOWNSEND,  
 JULIA EMERY TURNER,  
 ELIZABETH UPDEGRAFF,  
 MARY VERHOEFF,  
 FLORENCE IANTHE VERNON,  
 MAUDE CARO WATTON,  
 LILLIAN CLARK WEAVER,  
 ELLA MARIAN WELCH,  
 EDITH WILLIAMS,  
 GERTRUDE WITSCHLIEF,  
 VINNIE CLIFTON WOOD,  
 FANNY THURSTON YORK.

#### Prizes.

By bequest of Mr. Edward M. Barringer there is a fund of three thousand dollars, the income of which is to be paid "to the best scholar in the graduating class of each year who shall be a daughter of a physician, or of one who was a physician in his lifetime, and who shall offer herself as a competitor for the prize;" or, if no one in the graduating class presents herself, to the student in the next lower class who is eligible. This prize was awarded in 1894-95 to Flora Mabel Taylor, of New York.

THE HELEN KATE FURNESS PRIZE FUND furnishes annually two prizes, one of thirty and one of twenty dollars, which are granted to the writers of the best two essays on some "Shakesperian or Elizabethan subject," competition being open to all the members of the Senior Class. The subject is assigned a year in advance, and the essays must be presented at the opening of the second semester. The subject for the year 1896-97 will be, *Shakespeare's Fools or Jesters*.

The friends of the late MRS. ERMINIE A. SMITH, of Jersey City, have established a MEMORIAL PRIZE fund of one thousand dollars for excellence in the study of Mineralogy and Geology. A first and second prize will be awarded in accordance with the following extract from the deed of gift:

"The Trustees shall apply the net income from said fund as a prize or prizes to be given to any student or students of Vassar College who shall, in the judgment of said Board, from time to time have attained the highest degree of proficiency in the studies of Mineralogy and Geology."

In 1894-95 these prizes were awarded to Mary Eleanore Gedney, of Poughkeepsie, and Vinnie Clifton Wood, of Fall River, Mass.

#### Scholarships.

The endowments for the assistance of students are as follows:

1. The "Auxiliary Fund" of \$50,000 established by the Founder's will.
2. A fund of \$50,000 established by the will of Matthew Vassar, Jr.

In awarding the latter, preference is given, to the extent of half the number receiving aid, to such as are

residents of Poughkeepsie, and have been so for at least five years.

The alumnae John H. Raymond scholarship of \$6,000.

The alumnae Hannah W. Lyman scholarship of \$6,000.

The Adaline L. Beadle scholarship of \$6,000. In awarding this scholarship preference is to be given to members of the Reformed (Dutch) Church.

The A. J. Fox scholarship of \$6,000, subject to the nomination of the founder.

The R. H. McDonald scholarship of \$6,000, subject to the nomination of the founder.

The scholarship established by the Alumnae of Chicago and the West. This scholarship is open to competitive examination, under the direction of a committee of the Alumnae of that section, and it provides for the board and tuition of the successful competitor.

The Catherine Morgan Buckingham scholarship of \$8,000, founded under the will of the late Stephen M. Buckingham, an honored Trustee of the College. In awarding this scholarship it is provided that "preference shall be given to the daughters of clergymen of the Protestant Episcopal Church."

The Calvin Huntington scholarship of \$6,000, established by Mr. Calvin Huntington, of Kansas. It is subject to the nomination of the founder.

The William Mitchell Aid Fund of \$1,000, established by the bequest of Professor Maria Mitchell in memory of her father.

A Loan Fund from which amounts are lent to applicants, without interest.

The Merrill Fund of \$10,000, the income of which "shall be applied to aid deserving daughters of foreign missionaries."

The Catherine P. Stanton Memorial Scholarship Fund

of \$1,000, the income of which "shall be applied for the benefit of some student in one of the higher classes of the college."

The L. Manson Buckmaster scholarship of \$740.

The Matilda C. Perry scholarship of \$6,000. In awarding this scholarship preference is to be given to the daughters of Baptist ministers.

The F. Helen Rawson scholarship of \$6,000.

The Kittie M. Spring scholarship of \$6,000.

The Charles M. Eckert scholarship of \$6,000.

The Heloise E. Hersey scholarship of \$6,000.

The Samuel Munson Fund of \$2,025. This endowment gives preference to students from Maine.

The Mary E. Monroe Memorial Fund of \$6,000.

Applicants for assistance from any of these funds must become members of regular classes, must furnish evidence of ability and need, and must maintain a creditable rank as students.

In addition to the above-mentioned Permanent Funds and Scholarships, there is also a College Aid Fund derived from the annual gifts of the friends of the College and of the higher education of women, as well as of persons interested in Christian education generally. This fund is usually without restriction, and from it appropriations may be made to students of any grade who may receive the approval of the Faculty.

*As, however, the demand for aid to worthy students is constant, and as there is no probability that the demand will ever cease, the Trustees solicit the gift of more scholarships. The sum of eight thousand dollars is necessary to found a full scholarship. Partial scholarships may also be established, yielding one-quarter, one-half, or three-fourths of the income of a full scholarship; these may afterwards be completed at the convenience of the donor,*

*and made to yield an income which shall pay all the annual College expenses of the holder.*

*The Trustees especially solicit contributions to the College Aid Fund, as there are often students of great promise who can be helped only in this way.*

#### **Vassar Students' Aid Society.**

This Society was organized in October, 1889. Its regular membership consists of graduates, non-graduates and teachers of Vassar College. Other friends of the college and the work are allied as associate members of fourteen branch organizations. The scholarships are assigned as loans to applicants passing without condition the entrance examinations held by the college.

For the year 1895-96 the loans number twenty, and amount to \$3,340.

The General Society has given one of \$200 and one of \$300; the Boston branch a total of \$515 to three students; Brooklyn, two of \$100 each; Illinois, one of \$200; Minnesota, one of \$200; New York City, a total of \$395 to three students; Orange, one of \$150; Pittsburg, one of \$200 and one of \$300; Poughkeepsie, two day scholarships of \$115 each; Rochester, one of \$150 and one of \$100; Washington, one of \$200.

No application was made for the scholarship of the Cleveland branch.

The General Society offers *annually* an entrance scholarship of \$200.

The Boston branch offers for competition in June, 1896, a scholarship of \$200. Application should be made to Miss Leonora Howe, 14 Concord Ave., Cambridge, Mass.

The Cleveland branch offers an entrance scholarship of \$200, to be competed for in June, 1896. Applications

should be made to Mrs. Charles H. Prescott, Jr., 635 Cedar Ave., Cleveland, Ohio.

The New York City branch offers an entrance scholarship of \$200 for June, 1896. Application should be made to Mrs. Hanford Crawford, 231 West 83rd St., New York City.

The Orange branch offers an entrance scholarship of \$200 for June, 1896. Application should be made to Miss Rebecca W. Brush, South Orange, New Jersey.

The Pittsburg branch offers a scholarship of \$200 for June, 1896. Application should be made to Miss Elizabeth A. McCreery, Superior Ave., Allegheny, Penna.

A branch is being organized in Michigan, and a scholarship will be offered for June, 1896. Applications should be sent to Miss Harriet A. Wood, 821 Court St., Saginaw, Michigan.

The Brooklyn branch offers for June, 1896, an entrance scholarship of \$200. Application should be made to Miss J. T. Dorman, 111 Park Place, Brooklyn, N. Y.

Requests for further information, and applications for the scholarship of the General Society, should be sent to the secretary of the Society, Mrs. Wm. M. Dean, 185 McDonough St., Brooklyn, New York.

## THE COLLEGE AND ITS MATERIAL EQUIPMENT.

The College is situated two miles east of Poughkeepsie, which is half way between Albany and New York, on the Hudson River Railroad. Electric cars run regularly to and from the city. The Western Union Telegraph Company has an office in the building.

The College buildings comprise the Main Building, a structure five hundred feet long, containing students' rooms, apartments for officers of the College, recitation rooms, the chapel, library, dining room, parlors, offices, etc.; Strong Hall and Windsor Hall, for residence; the Vassar Brothers' Laboratory of Physics and Chemistry; the Museum, containing the collections of Natural History, the Art Galleries, the Music Rooms, and the Mineralogical and Biological Laboratories; the Observatory; the Alumnae Gymnasium; the Conservatory; the Lodge; Residences for Professors; and various other buildings.

### **The Main Building.**

This building is warmed by steam, lighted with gas, and has an abundant supply of pure water. A passenger elevator is provided. Every possible provision against the danger from fire was made in the construction of the building. In addition to this there is a thoroughly equipped fire service, a steam fire engine, connections and hose on every floor, several Babcock extinguishers, and fire pumps.

The students' apartments are ordinarily in groups, with three sleeping-rooms opening into one study. There are also many single rooms and some rooms ac-



commodating two persons. The rooms are provided with necessary furniture, and are cared for by servants. The construction of the building is such that even more quiet is secured than in most smaller edifices. The walls separating the rooms are of brick, and the floors are deadened.

#### **Strong Hall.**

This building for the accommodation of one hundred students was erected in 1893. It is arranged in single rooms, and in suites of three rooms for two students. The dining room, the height of which extends through two stories, is at the north end of the building. Every thing has been done to make this hall attractive and comfortable, and owing to the generosity of Mr. John D. Rockefeller who supplemented the appropriation by a gift of \$35,000, it has been possible to provide a model building for residence. It contains an elevator, and there is the same protection against fire as in the main building. It is named in honor of Mrs. Bessie Rockefeller Strong.

#### **Windsor Hall.**

This building has been rented by the College to accommodate those for whom room cannot be provided on the campus. It is about a mile from the College, but the schedule is so arranged as to compel the journey but once a day, and for this the electric road, which passes the Hall, runs a car without change and for a single fare. The building was erected originally for a school. It is beautifully situated, is commodious, and is entirely under the control and conduct of the College, with its own dining room and assembly room. Several teachers reside in the building. The plumbing has been renovated throughout.

About eighty students can be lodged in this Hall. The College hopes that its friends will make it possible to erect a building on the campus for the accommodation of these students.

**The Frederick F. Thompson Library.**

This building, connected with the main edifice, was completed in 1893. Mr. Thompson's great generosity has met one of the chief needs of the College.

THE LIBRARY of the College contains about twenty-three thousand volumes, selected with special reference to the needs of the various departments. Provision is made for its growth by annual appropriations. The Finch Fund of \$500, established by the class of 1872, in memory of Miss C. E. Finch, yields an income which is applied to the purchase of books on music. The students have free access to the shelves during eleven hours of each day.

THE READING ROOM receives, in addition to the daily and weekly papers, the leading scientific, literary, and philological periodicals, American, English, German, and French.

**The Vassar Brothers' Laboratory of Physics and Chemistry.**

This is a large and commodious building, with rooms of ample size for lectures, and laboratories for the practical study of chemistry and physics.

The department of Physics occupies seven rooms. The lecture room is provided with facilities for a complete course of experimental lectures and adjacent rooms contain a generous supply of apparatus for demonstrations in general physics.

Two laboratories for students are located in the basement. Both have solid floors of cement and are pro-

vided with heavy but movable tables, securing stable support for sensitive instruments. Pier tables are furnished for such instruments as need to be free from the slightest tremor. One of these laboratories is devoted to general elementary physical measurements, and the other to more advanced work in magnetism and electricity. The latter contains no iron in any part of its structure. On the first floor is another laboratory, devoted to the experimental study of light and radiant heat.

The equipment in this department comprises an ample supply of apparatus for lecture purposes and for elementary laboratory work. In addition to this many instruments of fine grade, which have been obtained from the best American and European makers, are at hand for advanced work. Examples may be given as follows: micrometer screws, micrometer microscope, reading telescopes and fine balances; tangent, astatic and mirror galvanometers, wheatstone bridges, rheostats, electrometers and condensers; optical benches with complete outfits of lenses, mirrors and prisms; spectrometers, diffraction bench and accessories for measuring wave-lengths, polariscopes, and a complete set of Melloni apparatus.

The second and third floors of the laboratory building, comprising about 5,000 feet of floor space, are devoted to Chemistry, and contain lecture room, three laboratories for students, library and balance room, dark room and private laboratory. The laboratories for students contain 110 tables and are supplied with the usual conveniences and all apparatus necessary for the courses offered.

A fund, the gift of Mr. John Guy Vassar, provides for the addition of new apparatus.

**Biological Laboratory.**

The Biological Laboratory consists of a large laboratory for work in General Biology and a small one for more advanced work in Zoölogy, Anatomy and Embryology. These are furnished with tables for microscopic work and dissection, which are fitted up with reagents, glassware and instruments. The students are supplied with dissecting microscopes, etc. The apparatus includes Thoma and Minot microtomes, a Cambridge incubator, Arnold steam sterilizers, a drying oven, paraffin baths, etc.

A valuable collection of invertebrates from the zoölogical station at Naples has been added for general use in lectures and laboratory, supplementing the supplies received each year from Wood's Holl. A good working series of charts illustrates systematic Botany and Zoölogy, Anatomy, Embryology and special phases of Evolution. Both laboratories are provided with a number of aquaria, both fresh-water and marine, containing mollusca, crustacea, fishes, amphibia, reptilia, etc.

A small room has been set apart for the purpose of keeping live material for use in the laboratory; the supply of plants is furnished by the Eleanor Conservatory.

There is a small working library in the laboratory containing the ordinary text-books, works of reference and a few monographs, in addition to the books and journals kept in the library.

**The Mineralogical and Geological Laboratories.**

These contain cases of representative specimens, especially intended for actual handling and study by the students of these courses. To such students they are constantly accessible. There are also various forms of requisite apparatus, among which may be mentioned a

Wollaston's Reflecting Goniometer, a Joly Specific Gravity Balance, an Analytical Balance, a Fuess Lithological Microscope of the largest size and latest improved form, apparatus and re-agents for the preparation of microscopic sections of minerals and rocks, and a sufficient number of complete sets of the apparatus requisite for the blowpipe determination of minerals to furnish one to each student of the class.

A good supply of the leading text-books and books of reference on the topics studied, is furnished to the laboratories of Natural History for daily use by the students.

#### **The Museum of Natural History.**

This contains.

1. The Cabinet of Minerals, Rocks and Fossils, with more than ten thousand specimens, besides models, restorations, relief maps, sections, landscapes, etc. The minerals are over four thousand in number, all carefully selected for their educational value. There are also series of models in wood and in glass, for illustrating crystallography, a series exhibiting the physical characteristics of minerals, and many duplicate specimens for manual use. The lithological collection embraces all the important rocks, about seven hundred in number; the palaeontological collection contains nearly five thousand fossils, which are chiefly from the standard European localities. There is a representative set of North American fossils, illustrating every period of geological history, and comprising over three thousand specimens, each one thoroughly authenticated.

A valuable collection of the remarkable vertebrate fossils of the Tertiary from the Bad Lands of Nebraska, including portions of gigantic mammals, also of inter-

esting concretionary forms from the Hot Springs of South Dakota has been added.

2. The Cabinet of Zoölogy, illustrating all the subkingdoms, comprising about five hundred mammals, birds, and reptiles from South America; representative vertebrates from our own country; a collection of insects; a choice collection of shells, corals, and other radiates; a fine osteological series; a set of Blaschka's life-like models of Invertebrates; some of Auzoux's elastic anatomical models for illustrating structural and comparative zoölogy; and full sets of mounted specimens of varieties of pigeons and domestic fowls illustrative of artificial selection. It is especially rich in ornithology, as it includes the Giraud collection of North American birds, well known as one of the most valuable in the United States. It contains about one thousand specimens, all mounted, representing over seven hundred species, among which are several type specimens, and many of historical interest as the original of Audubon's drawings. The representation of South American birds, though not so complete, is rich, embracing probably the largest series of humming birds in any College museum.

#### **Art Gallery.**

This contains a collection of oil and water-color paintings. Among these the oldest artist in America, Watson, is represented. Of the early American school it contains works of Trumbull, Mount, Cole, Durand, Gifford, Kensett, Edwin White, Baker. Of the later Americans there are paintings by Inness, Boughton, Huntington, McEntee, Whittridge, Shattuck and Gignoux. Of foreign art it has works by Diaz, Courbet, L'Enfant de Metz, and Duverger. Among the water colors are four Turners, two Prouts, one Copley Field-

ing, two Stanfields and a number of others by well-known foreign and American artists. Four pictures by Mauve, forming part of a collection in memory of Miss Anne Cecil, have been lent to the College by Miss Sarah Cecil, of 1884.

**The Hall of Casts**

Contains specimens of all the great periods of sculpture; the Hermes by Praxiteles, the Laocoon and Niobe groups, the Sophocles and Demosthenes, the Dying Gaul and Borghese Warrior, the Venus of Milo and the Venus de Medici, the Diana, the Augustus of the Vatican, the Nuremberg Madonna, the Ghiberti Gates, the Pieta by Michael Angelo, the St. George by Donatello, a case with forty-two Tanagra figures, and a number of Architectural constructive details and ornaments. All these casts are the size of the originals.

The art fund provides means for annual additions to the Gallery.

**The Eleanor Conservatory.**

This memorial gift from Mr. W. R. Farrington, of Poughkeepsie, was erected in 1886. The plants, comprising typical specimens from all parts of the world, are among the valuable resources for biological instruction. The Herbarium contains the Merrill collection of ferns and other plants.

**The Anatomical Cabinet.**

This contains articulated and non-articulated skeletons, a complete dissectible manikin, magnified dissectible models of the eye, ear, larynx, etc., desiccated and other specimens, comprising all that is needed to elucidate the topics studied.

**The Astronomical Observatory.**

The observatory contains a Meridian Circle with Climating Telescopes, a Clock and Chronograph, an Equa-

torial Telescope, and two Portable Telescopes, the gifts of Dr. R. H. McDonald, of San Francisco, and Miss Cora Harrison, of the class of 1876. The object-glass of the Meridian instrument is of three and three-quarters inches diameter; that of the Equatorial, of twelve and one-third inches. The latter is from the manufactory of Alvan Clark. A Spectroscope made by J. A. Brashear, and a Universal Instrument made by Wanschaff, of Berlin, have recently been added.

#### **The Chapel Organ,**

The gift of Mrs. John H. Deane, was constructed by H. L. Roosevelt, of New York.

#### **The Alumnae Gymnasium.**

This building was erected in 1889 by the Alumnae and Students of the College. The main part is one hundred feet long by forty-five feet wide. The upper story is used as a tennis court and as a hall for the entertainments of the Philalethean Society. The lower story contains, besides loggia and entrance hall, a room in which there are twenty-four bathrooms, with each of which two dressing-rooms connect. At the rear of this room is a large swimming tank, the gift of Mr. Frederick F. Thompson, of New York. It is forty-three feet long by twenty-four feet wide. A well one hundred and fifty feet deep supplies it with water which is pumped in at a temperature of from 70° to 80°.

The Gymnasium proper is sixty-seven feet long, forty-one feet wide and thirty-five feet high. It is fitted up with all the necessary apparatus, including pulley-weights, rowing-machines, quarter circles, chest developers, walking bars, swinging rings, ladders, Indian clubs, dumb-bells, and many other appliances for cor-



recting inherited tendencies, and for developing muscle with the least expenditure of nerve force.

### THE COLLEGE LIFE.

#### Health and Physical Training.

A Physician resides in the College. The health of the students is made a prime object of attention, and the sanitary regulations of the College are all carefully directed. The study of hygiene is required of all new students.

There is an Infirmary with complete arrangements for the comfort of the sick, and with a competent nurse in constant attendance. It is isolated from the rest of the College, and, with a southern exposure and the cheerful appointments of its dormitories and parlor, makes a homelike place of rest for those who need temporary relief from their work.

Students who enter in good health have almost uniformly preserved it, and cases of acute disease have been very rare. Few communities of the same number of persons have so little illness.

Upon entering the College each student is examined by the resident physician, her heart and lungs are tested, and information is solicited concerning her habits and general health. From these recorded data and measurements made by the Director of Gymnasium, exercise is prescribed to meet the special wants of each individual. This is required three times weekly, unless the student is excused by the resident physician. Occasional re-examinations guide modifications of prescriptions. All exercise in the Gymnasium is under the personal supervision of the Director of the Gymnasium, who has made a special study of physical exercise as taught by Dr. Sargent, of Harvard University, and by other specialists. To ascertain the defects needing cor

rection and to avoid overtaking or wrongly working any student, the system of measurements recommended by the American Association for the Advancement of Physical Education, and adopted in all the best gymnasias, is followed. These measurements afford, as taken during several years past, interesting and encouraging information concerning the valuable effects of systematic physical education.

As the students are required to wear a uniform while exercising in the gymnasium, they are advised to consult the Director before procuring their suits.

The Grounds of the College, covering two hundred acres, with several miles of gravel walks, tennis courts, a lake available for boating and skating, and a rink for ice skating, the gift of Mr. J. D. Rockefeller, furnish ample facilities for the out-door recreation which is required.

#### **Religious Life.**

The College is distinctly Christian, as its Founder willed it to be, and it welcomes those of every faith to its advantages. It is unsectarian in its management. Services on Sunday are conducted by clergymen of various churches, and evening prayer is held in the Chapel daily. Provision is made for the regular study of the Scriptures. Religious meetings are held Thursday and Sunday evenings. There is a Young Woman's Christian Association. Its public meetings are addressed by men and women devoted to home and foreign mission work.

The following are among the speakers from February, 1895, to February, 1896 :

MR. RICHARD WATSON GILDER, Tenement House Reform.  
PROFESSOR B. I. WHEELER, PH.D.,  
The Young Men's Christian Association.

MR. PERCY ALDEN, The Work of Mansfield House, London.  
 MISS HELENA S. DUDLEY, . . . College Settlement Work.  
 DR. S. W. HOWLAND, . . . . . Work in Ceylon.  
 MRS. LAURA ORMISTON CHANT, . . . . .  
 Work Among the Poor of London.

**Social Life.**

Various societies and clubs, literary, scientific, and musical, give variety to the college life. The Philanthropic Anniversary and Founder's Day furnish occasions for a more general social life.

The enforcing of the regulations agreed upon in regard to attendance at chapel, daily exercise, hour of retiring, and other matters affecting the comfort of the college life, is entrusted to a committee appointed by the Students' Association. This plan has been in operation for several years and is amply justified by its results.

**Expenses.**

It is the aim of the College to avoid all extra charges in its proper work. Its rates are fixed with that purpose in view.

The charge to all students who reside in the College is \$400

*This includes tuition in all college studies, board, and the washing of one dozen plain pieces weekly. There is no charge for board during the short vacations. Extra washing is charged for at fixed rates. A reasonable charge is made for breakages and for chemicals used in the laboratories.*

Of the \$400 there is due on entrance . . . . .	300
And on March first . . . . .	100
Graduates of the College are received for advanced work at a charge of. . . . .	300
Non-resident graduates are charged for tuition in graduate work, . . . . .	50
Day students are charged . . . . .	115
Drawing and Painting, each, . . . . .	\$50 per annum.
For Solo Singing, two lessons a week . . . . .	150 " "

For the Piano-Forte, two lessons a week, and one period for daily practice, . . . \$100 per annum.

Special students in music may have an additional practice period free of charge.

For the Organ, two lessons a week. . . . 100 “

For the use of the Chapel Organ one period daily. . . . . 2 a month.

For the use of a piano for an additional period daily. . . . . 1 “

For extra lessons additional charge is made at the same rate as above.

Students who do not take lessons may have the use of a piano for a daily practice period at one dollar a month.

A nominal charge is made for **MEDICAL ATTENDANCE**. When the student consults the physician at her office, the charge is 25 cents; when the physician visits the student's room, the charge is 50 cents; prescriptions, 25 cents each. When a student is confined to the Infirmary, the extra charge for regular medical attendance, medicine, and services of nurse, and for meals served there, is \$1.50 per day. Every meal taken to a room, for whatever cause, is charged extra.

Text-books, stationery, drawing instruments, and similar articles can be obtained at the College at current prices.

Students supply their own towels, and napkins for the table.

Students returning after the summer vacation are not at liberty to occupy the rooms previously assigned, until they have made satisfactory arrangements with the Treasurer for the payment then due.

#### **Deductions.**

If the student is compelled, by sickness or other necessity, to leave the College before the end of the year for which she entered, she will be charged for

board (at the rate of \$8 per week) until formal notice is given by her parent or guardian that she has relinquished her room. As engagements with instructors and other provisions for the education of students are made by the College for the entire year in advance, no deduction can be made in the charge for tuition.

No deduction is made for absences during the year.

Students received at any time after the first five weeks are charged *pro rata* for the portion of the year remaining at the date of their admission. But no deduction will be made from either the regular or extra charges for the first five or the last five weeks of the year.

#### Correspondence.

The address of persons connected with the College, is *Vassar College, Poughkeepsie, N. Y.*

Letters respecting any of the departments of instruction, the admission and dismissal of students, their studies, etc., should be addressed to the President. Communications in reference to rooms and the personal welfare of the students may be made to the Lady Principal.

Letters pertaining to the finances of the College, including all claims and accounts, and *requests for catalogues*, should be addressed to the Treasurer; those relating to the general business of the College, to the Superintendent.

#### Teachers' Registry.

A registry of the names of students and graduates who desire to teach is kept by the College. The Alumnae who are interested in it are requested to keep the authorities informed of changes in their residence. The President will be pleased to correspond with any who desire teachers.

## STUDENTS.

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### GRADUATE STUDENTS.

MYRA COFFIN HOLBROOK, A.B., 1894, English.  
 HELEN NEWBERRY LADUE, A.B., 1895, Economics.  
 ANNA ADELE MONSCH, A.B., 1895, Biology.  
 THEODORA ADA PHELPS, A.B., 1895, English.  
 ELIZABETH W. SCHERMERHORN, A.B., 1889, English.  
 ELIZABETH CHARD SMITH, A.B., 1895, Latin and Greek.  
 ELIZABETH M. WEEKS, A.B., 1889, Music.  
 LILLIAN CLARK WEAVER, A.B., 1895, Mathematics and Astronomy.

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### SENIOR CLASS.

ADKINS, MARY EWART,	Granville, O.
ANDERSON, BELLE BINGLEY,	Melbourne, Ky.
ARNOLD, HANNAH WINIFRED,	Wyoming.
BALLANCE, FLORENCE,	Peoria, Ill.
BANKS, HARRIET SKETCHLEY,	Englewood, N. J.
BARNES, CLARA ADELIA WRIGHT,	East Boston, Mass.
BAYLISS, LILIAN,	Cleveland, O.
BEACH, LAURA JENNIE,	New Haven, Ct.
*BERLIN, LILLIAN SOUTHARD,	Wilmington, Del.
BOOKER, LOUISE,	Louisville, Ky.
BOWMAN, INA C.,	Philadelphia, Pa.
BRANCH, LAURA MARGUERITE,	Corning.
BRECKENRIDGE, MABEL,	Hamilton, Ont.
BROAD, MARGARET,	Buffalo.
BROWN, MARGARET CAMPBELL,	Philadelphia, Pa.
CARRELL, THEODORA MAY,	Buffalo.
CHAMBERLAIN, SUSANNA WILLEY,	Chattanooga, Tenn.
CHAMPNEY, MARIA MITCHELL,	New York.
CHESLEY, GERTRUDE LYDIA,	Malone.

CHILDS, ANNIE SMITH,	St. Albans, Vt.
COLLINS, LILLIAN FRANK,	Syracuse.
COOPER, MAUDE EMILY,	Watertown.
CORNELL, CLARA MARGARET,	Asbury Park, N. J.
CROSS, LUCILE,	Fairbury, Neb.
CUMMING, ELLEN KING,	Fredonia.
DARROW, ELIZABETH LOUISE,	Brooklyn.
DEANE, EDITH DOUGLAS,	New York.
DENTON, GRACE,	New Hampton.
DEWEY, GERTRUDE A. HUNTINGTON,	St. Albans, Vt.
DICKSON, TENNY VICTORIA,	Westfield.
*DILLOW, PEARL CRYSTAL MARIE,	Cleveland, O.
DOUGLAS, ANNE ELIZABETH,	Indianapolis, Ind.
DUNHAM, KATHARINE STEWART,	Cleveland, O.
FAGAN, JOSEPHINE,	Hackettstown, N. J.
FERRY, QUEEN,	Detroit, Mich.
GRANT, BLANCHE CHLOE,	Providence, R. I.
GREER, LILY,	Chicago, Ill.
HART, JESSIE BELL,	Englewood, N. J.
HARTZELL, SARAH BRANCH,	Cleveland, O.
HASKELL, FLORENCE AUGUSTA,	Bradford, Pa.
HAYWARD, ELLEN IMOGENE,	Davenport, Ia.
HERO, ANN,	New Orleans, La.
HEWITT, MARIE LANCASTER,	Tacoma, Wash.
HIGGINS, MARY ELIZABETH,	Brooklyn.
HIGMAN, NELLIE,	Sioux City, Ia.
HILL, HELENA CHARLOTTE,	Norwalk, Ct.
HILL, JULIA DELACOUR,	Danbury, Ct.
HOWLAND, ALICE MERRILL,	Hope, R. I.
HULST, ELLA STOOHOFF,	Brooklyn.
JOHNSON, MIGNONETTE BIRD,	Memphis, Tenn.
JONES, BLANCHE ADALINE,	Pittsburg, Pa.
JUTTEN, SARA EMMA,	Fall River, Mass.
KINKEAD, CORNELIA DODGE,	Poughkeepsie.
KRUSE, IDA GRACE,	Black Hawk, Col.
LAIRD, MARION,	Freehold, N. J.
LAPHAM, ANNE EDITH,	Canandaigua.
LOCKHART, LIZZIE MARION,	Mount Vernon.
LOVE, ELLA LOUISE,	Chicago, Ill.
LUEHRMANN, ADELE,	Memphis, Tenn.
MABIE, MURIEL KATE,	Boston, Mass.

MCALLISTER, LILLIAN ANGELA,	Manchester, N. H.
MACARTHUR, GERTRUDE EUGENIE,	New York.
MCCLOSKEY, ESTELLE,	Pittsburg, Pa.
MCCLURE, MARY LYON,	Bradford, Pa.
McFARLAND, MAUDE MAY,	Oswego.
*MCKEAN, IDA PAINE,	Cleveland, O.
MCMILLAN, JEANNETTE,	St. Charles, Mo.
MADEIRA, LUCY,	Washington, D. C.
MALTMAN, ELIZABETH ESTELLE,	Chicago, Ill.
MANN, RUTH MITCHELL,	Central Falls, R. I.
MARQUARDT, DELLA MARY,	Des Moines, Ia.
MARTIN, CAROLYN GRAYDON,	New York.
MOORE, ANNE,	Wilmington, N. C.
MOORE, LILLIAN RANDELL,	St. Paul, Minn.
MORRIS, ANNA RUTH,	Oregon, Mo.
NILES, BESSIE CROSS,	Springfield, Mass.
ODELL, ANNA,	Detroit, Mich.
PACKER, ELIZABETH ELLA,	Newton Centre, Mass.
PALMER, ROSE AMELIA,	Washington, D. C.
PECKHAM, HELEN WOOSTER,	Pulaski.
*PELLET, MARGARET,	Watkins.
PHINNEY, LULA ALLEN,	Alton, Ill.
PICKERSGILL, LILY VIRGINIA,	Allegheny, Pa.
PIERSON, JESSIE DURAND,	New Haven, Ct.
REYNOLDS, KATE BEATTY,	Newtown, Ct.
RICHARDSON, HARRIET,	Washington, D. C.
RICHARDSON, MAY MEYLERT,	Chicago, Ill.
ROBERTS, DORA CORNELIA,	Rochester.
SAMSON, MARIAN ELIZABETH,	Portland, Maine.
SANDERS, EFFIE STARK,	Springfield, Ill.
SANDERS, MARY NOXON,	New York.
SCARBOROUGH, MATTIE DOUGLASS,	Waco, Texas.
SCHWARTZ, JULIA AUGUSTA,	Mankato, Minn.
*SCOFIELD, JULIA AUGUSTA,	Penn Yan.
SCOTT, ELIZABETH GAMBLE,	Lock Haven, Pa.
SCOTT, FLORENCE BEVIER,	Philadelphia, Pa.
SCRANTON, HENRIETTE IRENE,	Sault Ste Marie, Mich.
SHEPPARD, LOUISE PATTESON,	Penn Yan.
SILL, ANNA ELIZABETH,	New Haven, Ct.
SINSABAUGH, HENRIETTA,	Port Jervis.
SPALDING, SARAH GRISWOLD,	Denver, Col.



SPENCER, MARY DUTY,	Cleveland, O.
STAMFORD, HELEN,	Grand View-on-Hudson
TARBOX, MARY EDITH,	Fredonia.
TRAVER, HOPE,	Saratoga Springs.
TRYON, GENEVA,	Cambridge, Mass.
TUNNICLIFF, RUTH,	Macomb, Ill.
TUTTLE, ALMA ELIZA,	Hornellsville.
VAN ANDEN, LOUISE,	Brooklyn.
WAIT, OLGA ATHENE,	Ithaca.
WALWORTH, REUBENA HYDE,	Saratoga Springs.
*WARNER, MAUDE LORAINÉ,	Cincinnati, O.
WELLINGTON, GRACE ANNA,	Troy.
WELLINGTON, MARJORIE SPAULDING,	Adams, Mass.
WELTON, MABEL ELLA,	Cambridge, Ill.
WEST, CLARA PRAY,	East Braintree, Mass.
WINKLER, ROSALIE,	Milwaukee, Wis.
WINNINGTON, LAURA,	Brooklyn.
WOOD, HELEN THIRZA,	S. Framingham, Mass.
YOUNG, BERTHA KEDZIE,	Hackettstown, N. J.

\*Not in regular class standing.

### JUNIOR CLASS.

ALEXANDER, LAURA VICTORIA,	Oswego.
ANDERSON, HELEN ELONA,	Tecumseh, Mich.
ANDERSON, MILDRED WALKER,	Louisville, Ky.
APPLEGATE, KATHARINE TRAFFORD,	Red Bank, N. J.
ATKINSON, ELISABETH BUSHNELL,	Brooklyn.
BAILIE, MARY EVANS,	Pittsburg, Pa.
BAKER, EMMA LESTER,	Barrington, R. I.
BAKER, MARY LEONARD,	Leavenworth, Kan.
BALDWIN, ELINOR LYDIA,	Milford, Del.
BEARD, HARRIET ELIZABETH,	Brooklyn.
BECKWITH, FRANCES AGNES,	Utica.
BERNKOPF, FLORA BELLE,	Wellsborough, Pa.
BISHOP, ELIZABETH LORAINÉ,	Detroit, Mich.
BOWMAN, AMY C.,	Philadelphia, Pa.
BRAISLIN, ANNA PRISCILLA,	Crosswicks, N. J.
BREVOORT, ROSAMOND RENWICK,	Yonkers.
BRIGHAM, MARY HANNAH,	Canistota.
BRILL, EMMA CATHARINE,	Hazleton, Pa.
BRITAIN, GERTRUDE FULLER,	Montclair, N. J.

BROWN, CLARA KINGSLEY,	Syracuse.
BURCHARD, ANNA TERRESSA,	Hamilton.
BURNET, JEAN EDGAR,	New York.
CHAMBERS, MARY ELIZABETH,	Bronxville.
CHANDLER, ALICE BELLE,	St. Albans, Vt.
CHAPIN, MARIETTA PEARSONS,	Evanston, Ill.
CHASE, ANNIE BORDEN,	Fall River, Mass.
CHESLEY, MABEL LOUISE,	Malone.
CLAFLEN, ADELAIDE,	Cleveland, O.
CLARK, MARTHA MILLER,	Brooklyn.
COMSTOCK, HARRIET BETTS,	Wilton, Ct.
COOK, BERTHA,	Tarrytown.
CRAIG, EVA MAY,	Vevay, Ind.
CRANE, EDITH,	Cincinnati, O.
CROSBY, FLORENCE MAY.	New Rochelle.
DUDLEY, SARAH ELEANOR,	N. Pleasureville, Ky.
DUNNING, MARY GARDINER,	Auburn.
EASTON, ALICE FREEBORN,	Fall River, Mass.
ELLERY, ELOISE,	Rochester.
FERRELL, NELLIE IDYLYNE,	Columbus, O.
GALLAHER, GRACE MARGARET,	Essex, Ct.
GOODRICH, ISABEL FRANCES,	Delhi.
GRANNISS, HONORIA ELIZABETH,	Foxon, Ct.
GREELEY, EDITH,	Scranton, Pa.
GRIFFIN, MAUDE VERNETTE,	Danbury, Ct.
GUYER, ELIZABETH,	Waverly.
HARDIN, CAROLINE HYDE,	Beirut, Syria.
HART, FANNY,	Charleston, S. C.
HAZELTINE, ELIZABETH HALLOCK,	Jamestown.
HECKER, MARY MAGDALENE,	Allentown, Pa.
HEMMINGS, ANITA FLORENCE,	Boston, Mass.
HEYWOOD, ROSE BARTLETT,	Holyoke, Mass.
HIGGINS, MEDORA LAMBERT,	Ticonderoga.
HOMMEL, LILLIAN CHAPMAN,	Port Jervis.
HOTCHKISS, FLORENCE,	Evanston, Ill.
HUTCHINSON, KATIE OLIVE,	South Norwalk, Ct.
JAMES, VASSIE,	Kansas City, Mo.
KIRKLAND, WINIFRED MARGARETTA,	New Berlin.
LANDFIELD, GRACE HANNAH,	Binghamton.
LAPHAM, EMILY MARIAN,	Canandaigua.
LAWRENCE, EDNA IRENE,	Cleveland, O.

LEVERETT, MARY ELIZABETH,  
 LEWIS, HORTENSE WITTER,  
 LORD, ELIZA MARY,  
 LOVEJOY, LILLIAN,  
 MCCLELLAND, NANCY VINCENT,  
 MCMAHON, MARY MABEL,  
 MCNAIR, JEAN FERGUSON,  
 MALLON, FLORENCE CORDELLA,  
 MERRILL, MARY,  
 MEYERS, BELAH,  
 MIERSCH, ELLA EMILIE,  
 NEEF, HARRIET CAMILLA,  
 NEWELL, ANTOINETTE,  
 PATTERSON, IRENE EDWARDS,  
 PETERS, HELEN,  
 PHILLIPS, SARA JAY,  
 PLATT, SARA FAIRCHILD,  
 POST, ANNA WARNER,  
 POWELL, FLORENCE CAROLINE,  
 REIMER, MARIE,  
 RICHEY, ANNA GERTRUDE,  
 SAWYER, ALICE WELLINGTON,  
 SCHAUFFLER, RACHEL CAPEN,  
 SCHIBSBY, MARION,  
 SHAW, BEATRICE,  
 SMITH, GERTRUDE,  
 SMITH, NELLIE MAY,  
 STATON, SALLIE BAKER,  
 STORKE, ALICE HERMIONE,  
 STRAIGHT, GRACE CLARK,  
 SUTTON, EDNA WOODS,  
 SWEET, ELIZABETH,  
 TAYLOR, LOUISE CLINTON,  
 THAIN, JESSIE ISABELLE,  
 THALLON, IDA CARLETON,  
 THORNTON, EMMA CLEORA,  
 TIFFANY, BELLE LOUISE,  
 TRAVER, MAIDEE MACWHORTER,  
 TWEEDY, GRACE BENEDICT,  
 VERHOEFF, CAROLYN PARKER,  
 WARNER, GRACE MAY,  
 Binghamton.  
 Mount Vernon.  
 Burnt Hills.  
 Poughkeepsie.  
 Poughkeepsie.  
 Bradford, Pa.  
 Hazleton, Pa.  
 Malone.  
 Rochester.  
 Chicago, Ill.  
 Allegheny, Pa.  
 Elmira.  
 Bristol, Ct.  
 Franklin, Ky.  
 Cincinnati, O.  
 Brooklyn.  
 Englewood, N. J.  
 Oswego.  
 Minneapolis, Minn.  
 East Aurora.  
 Allegheny, Pa.  
 Jacksonville, Fla.  
 Cleveland, O.  
 Omaha, Neb.  
 Paterson, N. J.  
 Woodfords, Me.  
 New York.  
 Tarboro, N. C.  
 Auburn.  
 Bradford, Pa.  
 Pittsburg, Pa.,  
 Unadilla.  
 South Orange, N. J.  
 Tabor, Ia.  
 Brooklyn.  
 Auburn.  
 Fredonia.  
 Saratoga Springs.  
 Danbury, Ct.  
 Louisville, Ky.  
 St. Paul, Minn.

WHITNEY, BERTHA BELLE,  
 WHITON, ALICE,  
 WILKINSON, ANNIE LYNDESAY,

Bethel, Ct.  
 Brooklyn.  
 Germantown, Pa.

### SOPHOMORE CLASS.

ACKERLY, MARY BELLE,	Poughkeepsie.
ADAMS, ISABEL,	Chicago, Ill.
BAGG, MARION CHAPIN,	WestSpringfield, Mass.
BALLANCE, HARRIET NEVIUS,	Peoria, Ill.
BEAN, NANIEKEITH,	St. Joseph, Mich.
BELKNAP, ELEANOR,	Louisville, Ky.
BENWAY, MABEL REED,	Albany.
BLAIR, ESTHER LOUISE,	New York.
BLANCHARD, MABELLE ALMA,	Shaftsbury, Vt.
BLUNT, KATHARINE,	West Troy.
BOOTH, LYDIA ROLLINSON,	Poughkeepsie.
BORDEN, FANNY,	Fall River, Mass.
BRINK, LOUISE,	Kingston.
BROAD, ELIZABETH,	Buffalo.
BROWN, CARRIE ETHEL,	Comstock's Bridge.
CHAMBERLAIN, LOUISE ARMSTRONG,	Chattanooga, Tenn.
COBB, HELEN ADELE,	New Hamburg.
COTRAEL, ELLEN ELIZABETH,	Otto.
CROSLEY, BERTHA,	Brooklyn.
CURTISS, MARY ELIZABETH,	Rochester.
DAVIS, HELEN GERTRUDE,	Montclair, N. J.
DEACH, MARY AMA,	Peoria, Ill.
DELANY, MARY ELIZABETH,	Chicago, Ill.
DWIGHT, ELIZABETH DENNISON,	Poughkeepsie.
EDDY, FLORA ELLEN,	Bay City, Mich.
EDDY, LUCRETIA GLOVER,	Bay City, Mich.
FERRIS, MABEL RAY,	Toledo, O.
FORBES, MAY ETTA,	East Haven, Ct.
FOSTER, ANNIE FRANCES,	Cambridge, Mass.
FREEMAN, NELLIE DE ETTA,	Canandaigua.
GARDNER, JULIA GRACE,	Poughkeepsie.
GARVIN, GRACE MABEL,	West Winsted, Ct.
GIBBONS, ALICE NEWMAN,	Rochester.
GIBBONS, EMMA CULROSS,	Rochester.
GIBBONS, RUBY SEYMOUR,	Rochester.
GRANGER, MAY BRACE,	Winsted, Ct.

GREENWOOD, HELEN SPRIGGS,	Syracuse.
GUERNSEY, LYDIA REYNOLDS,	Bangall.
GUY, ALICE BAKER,	Middletown, Ct.
HAIGHT, HELEN IVES,	Auburn.
HARTRIDGE, ELLA BECKWITH,	Savannah, Ga.
HATFIELD, PHEBE ANNETTE,	Utica.
HAVILAND, GRACE IRENE,	South Norwalk, Ct.
HEMPHILL, LUCY BELLE,	Louisville, Ky.
HEQUEMBOURG, HELEN MAUDE,	Dunkirk.
HERBERT, CLARA WELLS,	New York.
HOOKER, EMILY GRISWOLD,	Winter Park, Fla.
HOWARD, JESSIE BELL,	Rochester.
HOWBERT, ALICE MAY,	Colorado Springs, Col.
HOWE, EDNA LODEMA,	Trumansburg.
HUDDLESTONE, MAY EVELYN,	Rochester.
JAQUES, EMILY HUBBARD,	Ashtabula, O.
JARNAGIN, MARTHA SCOTT,	Mossy Creek, Tenn.
JEFFERSON, DORA EVELYN,	St. Paul, Minn.
JOHNSON, LOUISE WARREN,	St. Joseph, Mo.
JONES, EDITH PIERPONT,	Parkersburg, W. Va.
JUDSON, SARAH ELIZABETH,	New York.
JUSTICE, LUCRETIA BERNARD,	Philadelphia, Pa.
KAUFFMAN, ALICE,	Des Moines, Ia.
KING, CLARA ELIZABETH,	New York.
LARRABEE, KATHARINE PELHAM,	Portland, Me.
LOVELL, PHEBE DURFEE,	Plainfield, N. J.
MCCALL, ROSEMARY,	Utica.
MCCARTY, MARIA COX,	Gouverneur.
MACCOLL, MARY,	Caledonia.
MCCULLOCH, ROBERTA,	St. Louis, Mo.
MACFARLANE, ALICE CLYMER,	Louisville, Ky.
MCKINNEY, FANNY LEE,	Binghamton.
MAHAN, MARY BARRERE,	St. Paul, Minn.
MALTMAN, GRACE ISABEL,	Chicago, Ill.
MARSH, JANE CATHARINE,	Springfield, Mass.
MAYNARD, FLORENCE ALMENIA,	Springfield, Mass.
MERRICK, FLORENCE BARNABY,	Chicago, Ill.
MOLWITZ, ALMA FREDERICA,	New York.
MORGAN, MARY HOLMES,	Pittsburg, Pa.
MORRIS, HAMILTON SARA,	Pittsburg, Pa.
MOUNT, HELEN ELY,	Freehold, N. J.

MUMFORD, ROSALIE,	Detroit, Mich.
MURDOCH, JANE ROBB,	Pittsburg, Pa.
NORTON, SUSAN WHITTLESEY,	Peru, Neb.
OLIVET, FLORENCE WHITE,	Poughkeepsie.
PARKER, ALICE BENNETT,	Louisville, Ky.
POTTER, LOUISE ELLEN,	West Winsted, Ct.
PRICHARD, LUCY ELIZABETH,	Catlettsburg, Ky.
RICE, LAURA OWEN,	Cambridge, Mass.
ROBBINS, LOUISE,	Nyack.
SANDERSON, HELEN ELIZABETH,	Scranton, Pa.
SERVISS, ETHEL MAY,	Closter, N. J.
SEYMOUR, BINA,	Rockville, Ct.
SHEPARD, RACHEL ADELAIDE,	Bath.
SHEPPARD, SARAH FLETCHER,	Penn Yan.
SIMANTON, ANNA MAUD,	Asbury, N. J.
SIMPSON, LIZZIE MAY,	Mexico.
SKINNER, HELEN CAMPBELL,	Cleveland, O.
SLEIGHT, JOSEPHINE WHEELER,	Poughkeepsie.
SMITH, ALICE HARLOW,	Montgomery.
SQUIRES, NORMA MAY,	West Haven, Ct.
STONE, AGNES HAYES,	Rochester.
TABER, MARY ALICE,	Skaneateles.
TAYLOR, FLORENCE EUNICE,	Hamilton.
TUTTLE, CLARA MARY,	University of Virginia.
VAN KLEECK, MARIE TALLMADGE,	Poughkeepsie.
VASSAR, ELIZABETH FORBES,	Ballston Springs.
VOORHEES, GRACE L'AMOREAUX,	Auburn.
WARD, EDITH CLARISSA,	Evanston, Ill.
WARE, ABBY HUNTINGTON,	Topeka, Kan.
WENTWORTH, AMY,	Boston, Mass.
WHITMAN, HELEN LOUISE,	Troy.
WILKERSON, ELIZABETH BRINKLEY,	Memphis, Tenn.

**FRESHMAN CLASS.**

ABBOTT, BEATRICE VAIL,	Brooklyn.
ABBOTT, CARRIE GARDNER,	Cleveland, O.
ALBRO, EDNA CLARK,	Poughkeepsie.
ARMSBY, MAUD,	Worcester, Mass.
BAKER, NELLIE ROBINSON,	Bangor, Me.
BARBER, WINNIFRED BELLE,	North Adams, Mass.
BARBOUR, KATE HASTINGS,	Norwalk, Ct.

BACHELOR, ROSA MARY,	New York.
BAXTER, KATHARINE CRISSEY,	Plainfield, N. J.
BEATTY, LUCY TUPPER,	Columbus, O.
BELCHER, JANE,	Kingston.
BIDLEMAN, NELLIE RUTH,	Columbus, O.
BLUMENTHAL, HELEN,	Chicago, Ill.
BONNHEIM, HANNCHEN,	Wheeling, W. Va.
BOOTH, HELEN ELIZABETH,	New Haven, Ct.
BORDEN, ADA ERFORD,	Red Bank, N. J.
BORDEN, NANNIE JENCKES,	Salem, Mass.
BOWMAN, EDA C.,	Philadelphia, Pa.
BOYD, KATHERINE MAY,	Chicago, Ill.
BOYD, MARY,	Memphis, Tenn.
BRANCH, ANNIE LAIRD,	Augusta, Ga.
BREED, PERSIS MARY,	Louisville, Ky.
BRIEN, SUSIE ROSS,	New York.
BRINCKERHOFF, MARY LOUISE,	Mount Vernon.
BROWN, MAROU SOPHIA,	Boston, Mass.
BROWN, MABEL WEBSTER,	Knoxville, Tenn.
BURNETTE, JANE ALICE,	Clyde.
BURR, MARJORIE,	Williamstown, Mass.
BURTON, CLARIBEL DAISY,	Aurora, Ill.
BURWELL, ELIZABETH LOUISE,	Winsted, Ct.
BUSEY, MARIETTA RUTH,	Urbana, Ill.
CALEN, CARITA MAUDE,	Boonville.
CHAMBERLIN, LAURA ALLENE,	Geneva, O.
CHANDLER, UNA ELIZABETH,	Gloucester, Mass.
CHASE, HELEN VAN ETTEN,	Chicago, Ill.
CLARK, ANNA WHITMAN,	Binghamton.
CLARKE, ALICE,	Cleveland, O.
CLATWORTHY, LINDA MARIE,	Evanston, Ill.
COLBURN, HELEN ELIZABETH,	Newton Centre, Mass.
COLES, ALICE BELDEN,	Kingston.
COOK, MYRA GEORGA,	Minneapolis, Minn.
COREY, NELLIE ROSAMOND,	Detroit, Mich.
COSSAR, HARRIET BONNEY,	Manchester, N. H.
CRESWELL, JOSEPHINE,	Denver, Col.
CROWELL, ALICE BRUEN,	Springfield, O.
DAVIS, HELEN LEE,	Moultonboro, N. H.
DAY, ANNE MARJORIE,	Providence, R. I.
DEFREES, MARY LUCY,	Goshen, Ind.

DELAND, MINERVA LEWIS,	Fairport.
DELANY, ELEANOR ANN,	Chicago, Ill.
DILATUSH, CARRIE MAUD,	Robbinsville, N. J.
DIXON, LULU MARIE,	Nebraska City, Neb.
DRANSFIELD, JANE,	Rochester.
DUDLEY, CAROLYN AUGUSTA,	Concord, N. H.
EASTWOOD, MARY EDNA,	Albany.
EDSON, LORAINÉ,	Washington, D. C.
ELTING, EVARENE,	Utica.
ETTENSON, LILLIAN,	Leavenworth, Kan.
EVANS, FLORENCE CREAGH,	Lockport.
EVANS, MARY RULAND,	Rome.
FAXON, HARRIET FLAGG,	Stow, Mass
FISH, ALICE PARSONS,	Waverly.
FITZROY, ALEXANDRIA SKENE,	Brooklyn.
FRY, MABEL MILDRED,	Rochester, Pa.
FULTON, MARIE GERTRUDE,	Chicago, Ill.
GARDNER, MARY ELOISE,	Auburn.
GARRETT, EMMA LOU,	Atlanta, Ga.
GATHRIGHT, MARGARET MAUD,	Louisville, Ky.
GIEHL, JENNIE AUGUSTA,	Rome.
GILDERSLEEVE, LILLIAN,	Denver, Col.
GRANT, SARAH GEORGIANA,	St. Paul, Minn.
GREER, FLORENCE,	Edgewater, Ill.
HALL, SOPHIE ELIZABETH,	Westport.
HALLARAN, MARY,	Toledo, O.
HAMBURGER, STELLA,	Allegheny, Pa.
HARDING, HANNAH VIENNA,	Gaines.
HARRIMAN, MINNIE FRANCIS,	Wolfboro Junc., N. H.
HARRISON, LAURIE HENDREE,	Atlanta, Ga.
HART, LOUISE SANDERSON,	Albion.
HASSLER, CLAIRE BRACE,	Newton Centre, Mass.
HEARD, GERTRUDE BOOTH,	Pittsburg, Pa.
HENRY, SARAH MARTHA,	Fall River, Mass.
HEYWOOD, CAROLYN GERTRUDE,	Holyoke, Mass.
HOSMER, MARY LOUISE,	Oswego.
HOY, HELEN KATHARINE,	Albany.
HOYT, JEAN BOUGHTON,	Canandaigua.
HURLBUT, MARY EVELINE,	New York.
INGERSOLL, LOUISE MASON,	Cleveland, O.
ISHAM, SUSANNA HAMLIN,	Cincinnati, O.



JACOBUS, EMMA LOUISE,	Springfield, Mass.
JAMES, JANE ELEANOR,	Albany.
JEFFREY, LUCINDA ELIZA,	Littleton Common, Mass.
JENKINS, ANNIE ELIZABETH,	Evanston, Ill.
JENKINS, LEILA,	Norristown, Pa.
JESSUP, HENRIETTA HUNTINGTON,	Rochester.
JOHNSON, CLARE LOUISE,	Cleveland, O.
JOHNSON, EMMA LAWRENCE,	Asbury Park, N. J.
JOHNSON, GRACE,	Chicago, Ill.
JONES, ANNIE CALVERT,	Vicksburg, Miss.
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RISLEY, ZADA MIRIAM,	Hamilton.
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Graduate Students,	8
Seniors . . . . .	120
Juniors, . . . . .	104
Sophomores, . . . . .	109
Freshmen, . . . . .	182
In Special Courses, . . . . .	15
Whole number, . . . . .	538

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Dassar College.

1896-97.



THE THIRTY-SECOND  
ANNUAL CATALOGUE  
OF THE  
OFFICERS AND STUDENTS  
OF  
VASSAR COLLEGE

POUGHKEEPSIE N. Y.

1896-97

POUGHKEEPSIE  
A. V. HAIGHT, PRINTER

1896

"It occurred to me that woman, having received from her Creator the same intellectual constitution as man, has the same right as man to intellectual culture and development."

"It is my hope to be the instrument in the hand of Providence of founding an institution which shall accomplish for young women what our colleges are accomplishing for young men."

MATTHEW VASSAR.

The College was incorporated as Vassar Female College in 1861.  
This name was changed in 1867 to the present corporate name

VASSAR COLLEGE.



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1896.

SEPTEMBER.							OCTOBER.							NOVEMBER							DECEMBER.						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
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6	7	8	9	10	11	12	4	5	6	7	8	9	10	8	9	10	11	12	13	14	6	7	8	9	10	11	12
13	14	15	16	17	18	19	11	12	13	14	15	16	17	15	16	17	18	19	20	21	13	14	15	16	17	18	19
20	21	22	23	24	25	26	18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26
27	28	29	30	..	..	..	25	26	27	28	29	30	31	29	30	..	..	..	..	..	27	28	29	30	31	..	..

1897.

JANUARY.							FEBRUARY.							MARCH.							APRIL						
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17	18	19	20	21	22	23	21	22	23	24	25	26	27	21	22	23	24	25	26	27	18	19	20	21	22	23	24
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2	3	4	5	6	7	8	6	7	8	9	10	11	12	4	5	6	7	8	9	10	8	9	10	11	12	13	14
9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	12	13	14	15	16	17	15	16	17	18	19	20	21
16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23	24	22	23	24	25	26	27	28
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19	20	21	22	23	24	25	17	18	19	20	21	22	23	21	22	23	24	25	26	27	19	20	21	22	23	24	25
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1898.

JANUARY.							FEBRUARY.							MARCH.							APRIL						
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11	12	13	14	15	16	17	13	14	15	16	17	18	19	13	14	15	16	17	18	19	10	11	12	13	14	15	16
18	19	20	21	22	23	24	20	21	22	23	24	25	26	20	21	22	23	24	25	26	17	18	19	20	21	22	23
25	26	27	28	29	30	31	27	28	..	..	..	..	..	27	28	29	30	31	..	..	24	25	26	27	28	29	30
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8	9	10	11	12	13	14	5	6	7	8	9	10	11	3	4	5	6	7	8	9	7	8	9	10	11	12	13
15	16	17	18	19	20	21	12	13	14	15	16	17	18	10	11	12	13	14	15	16	14	15	16	17	18	19	20
22	23	24	25	26	27	28	19	20	21	22	23	24	25	17	18	19	20	21	22	23	21	22	23	24	25	26	27
29	30	31	..	..	..	..	26	27	28	29	30	..	..	24	25	26	27	28	29	30	28	29	30	31	..	..	..
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## COLLEGE CALENDAR.

1896.

Examinations for Entrance, . . . .	September 16-19.
College exercises begin at evening, . .	September 18.
Thanksgiving Recess begins at 11.20 A. M.,	November 25.
Thanksgiving Recess ends Saturday evening,	November 28.
Anniversary of the Philaethean Society,	December 4.
Christmas Vacation begins at 11.20 A. M.,	December 23.

1897.

College Exercises begin in the morning,	January 7.
Semester Examinations, . . . .	January 25-29.
Second Semester begins, . . . .	February 1.
Essays for Helen Kate Furness Prize due,	February 1.
Spring Vacation begins at 11.20 A. M. , .	March 26.
College Exercises begin in the morning,	April 7.
Last day for applying for Graduate Scholar- ships, . . . . .	April 8.
Founder's Day, . . . . .	April 30.
Last day for submitting theses for advanced degrees, . . . . .	May 1.
Last day for applying for Babbott Fellowship,	May 1.
Senior vacation begins, . . . . .	May 26.
Semester Examinations, . . . . .	May 31-June 4.
Baccalaureate Sunday, . . . . .	June 6.
Annual Meeting of the Board of Trustees,	June 8.
Thirty-second Annual Commencement,	June 9.
Examinations for Entrance, . . . . .	{ June 2-5.
	{ September 15-18.
College Exercises begin at evening,	September 17.
Last day for applying for the Barringer Prize, . . . . .	October 30.
Thanksgiving Day, . . . . .	November 25.
Anniversary of the Philaethean Society,	December 3.
Christmas Vacation begins at 11.20 A. M.,	December 22.

1898.

College Exercises begin in the morning,	January 6.
Semester Examinations, . . . . .	January 24-28.
Second Semester begins, . . . . .	January 31.
Spring Vacation begins at 11.20 A. M.,	March 25.
College Exercises begin in the morning,	April 6.
Founder's Day, . . . . .	April 29.
Thirty-third Annual Commencement, . .	June 8.

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INSTRUCTOR IN MATHEMATICS.

LELIA CHILDE DEANE, A.B.,

ASSISTANT IN BIOLOGY.

CAROLINE ELLEN FURNESS, A.B.,

ASSISTANT IN THE OBSERVATORY.

FRANCES G. MARKHAM, A.B.,

ASSISTANT IN CHEMISTRY.

LAURA A. BROWNELL, A.B.,

ASSISTANT IN BIOLOGY.

EVA G. MAY,

INSTRUCTOR IN THE GYMNASIUM.

MARY ELIZABETH COOLEY, A.B.,

INSTRUCTOR IN PHYSICS.

WINIFRED BALL, A.B.,

INSTRUCTOR IN LATIN.

LIDA SHAW KING, A.M.,

INSTRUCTOR IN LATIN AND GREEK.

KATHARINE WARREN, A.B.,

INSTRUCTOR IN ENGLISH.

PAULINE G. WIGGIN, A.M.,

INSTRUCTOR IN ENGLISH.

ELIZABETH E. BICKFORD, Ph.D.,

INSTRUCTOR IN BIOLOGY.

## VASSAR COLLEGE.

ALICE W. WILCOX, A.B.,

ASSISTANT IN THE BIOLOGICAL LABORATORY.

SARAH J. McNARY, A.M.,

INSTRUCTOR IN ENGLISH.

CORNELIA H. B. ROGERS, Ph.D.,

INSTRUCTOR IN FRENCH AND ITALIAN.

GRACE N. KIMBALL, M.D.,

ASSISTANT PHYSICIAN.

EDNA CARTER, A.B.,

ASSISTANT IN THE LABORATORY OF PHYSICS.

IDA W. HUBBELL,

INSTRUCTOR IN ENGLISH.

ERWIN C. BANCK,

INSTRUCTOR IN VIOLIN PLAYING.

CORA A. START, A.M.,

ASSISTANT IN THE DEPARTMENT OF HISTORY.

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INSTRUCTOR IN ELOCUTION.

**PREACHERS TO THE COLLEGE.**

From February, 1896, to February, 1897.

- THE RT. REV. H. C. POTTER, D.D., LL.D., *New York.*  
THE REV. O. P. GIFFORD, D.D., *Buffalo.*  
THE REV. H. P. DEFOREST, D.D., *Detroit, Mich.*  
THE REV. MERRITT HULBURD, D.D., *Wilmington, Del.*  
THE REV. LYMAN ABBOTT, D.D., *Brooklyn.*  
THE REV. JAMES M. BRUCE, *New York.*  
THE REV. TIMOTHY G. DARLING, D.D.,  
AUBURN THEOLOGICAL SEMINARY.  
THE REV. MONSON A. WILCOX, D.D., *Holyoke, Mass.*  
THE REV. W. C. GANNETT, D.D., *Rochester.*  
THE REV. CHARLES BALDWIN, D.D., *Granville, Ohio.*  
PRESIDENT ELIPHALET N. POTTER, D.D.,  
HOBART COLLEGE.  
THE REV. MARVIN R. VINCENT, D.D.,  
UNION THEOLOGICAL SEMINARY  
THE REV. WILLIAM H. VIBBERT, D.D., *New York.*  
THE REV. A. P. VAN GIESON, D.D., *Poughkeepsie.*  
THE REV. WILLIAM V. KELLY, D.D., *New York.*  
THE REV. J. W. A. STEWART, D.D., *Rochester.*  
THE REV. A. H. BRADFORD, D.D., *Montclair, N. J.*  
PRESIDENT M. W. STRYKER, D.D., HAMILTON COLLEGE.  
THE RT. REV. W. C. DOANE, D.D., LL.D., *Albany.*  
THE REV. HENRY M. SANDERS, D.D., *New York.*  
THE REV. JAMES S. RIGGS, D.D.,  
AUBURN THEOLOGICAL SEMINARY.

### NON-RESIDENT LECTURERS.

For the current year, as far as appointed, including those for 1895-96 not mentioned in the catalogue for that year.

PROFESSOR T. D. SEYMOUR, LL.D.,      YALE UNIVERSITY.

PROFESSOR ALBERT H. TUTTLE, M.S.,  
UNIVERSITY OF VIRGINIA.

DR. ALBERT SHAW,      Editor of *Review of Reviews*.

PROFESSOR E. R. A. SELIGMAN, PH.D.,  
COLUMBIA UNIVERSITY.

PROFESSOR FREDERICK M. WARREN, PH.D.,  
WESTERN RESERVE UNIVERSITY.

DR. J. E. HUMPHREY,      JOHNS HOPKINS UNIVERSITY.

PROFESSOR E. D. BURTON,      UNIVERSITY OF CHICAGO.

PROFESSOR J. S. RIGGS,      AUBURN THEOLOGICAL-SEMINARY.

PROFESSOR GEORGE B. ADAMS, PH.D.,  
YALE UNIVERSITY.

MR. W. LEWIS FRASER,      *New York.*

DR. WILHELM DÖRPFELD,      *Athens, Greece.*

PROFESSOR E. E. BARNARD, A.M., Sc.D.,  
UNIVERSITY OF CHICAGO.

PROFESSOR ANDREW SETH, LL.D.,  
UNIVERSITY OF EDINBURGH.

PROFESSOR WILLIAM JAMES,      HARVARD UNIVERSITY.

DR. JULIUS SACHS,      *New York.*

## ADMISSION OF STUDENTS.

REQUIREMENTS FOR ADMISSION TO THE  
FRESHMAN CLASS.

Applicants for admission to the Freshman or any higher class must be at least sixteen years of age. They must present satisfactory testimonials of good character. All testimonials and certificates should be sent to the President before July 10.

In order to secure a room on the campus, early application is necessary.

Registration blanks are provided by the College.

No one will be considered an applicant who has not filled out and returned to the President one of these blanks.

With every application there must be a deposit of ten dollars in order to secure a room. This sum is forfeited in case the applicant withdraws, but otherwise is credited on the first payment.

Candidates for the Freshman Class are examined in the following subjects :

**English :**

1. *Reading.*—A certain number of books are set for reading. The candidate is required to present evidence of a general knowledge of the subject-matter, and to answer simple questions on the lives of the authors. The form of examination will usually be the writing of a paragraph or two on each of several topics, to be chosen by the candidate from a considerable number—perhaps ten or fifteen—set before her in the examination paper. The treatment of these topics is designed to test the candidate's power of clear and accurate expression, and will call for only a general knowledge of the substance of the books.

**NOTE.**—No candidate will be accepted in English whose work is notably defective in point of spelling, punctuation, idiom, or division into paragraphs.

The books set for this part of the examination are :

In 1897: Shakespeare's *As You Like It*; De Foe's *History of the Plague in London*; Irving's *Tales of a Traveller*; Hawthorne's *Twice Told Tales*; Longfellow's *Evangeline*; George Eliot's *Silas Marner*.

In 1898: Milton's *Paradise Lost*, Books I and II; Pope's *Iliad*, Books I and XXII; *The Sir Roger de Coverley Papers* in *The Spectator*; Goldsmith's *The Vicar of Wakefield*; Coleridge's *Ancient Mariner*; Southey's *Life of Nelson*; Carlyle's *Essay on Burns*; Lowell's *Vision of Sir Launfal*; Hawthorne's *The House of the Seven Gables*.

II. *Study and Practice*.—This part of the examination presupposes the thorough study of each of the works named below. The examination will be upon subject-matter, form and structure.

The books set for this part of the examination are :

1897: Shakespeare's *The Merchant of Venice*; Burke's *Speech on Conciliation with America*; Scott's *Marmion*; Macaulay's *Life of Samuel Johnson*.

1898: Shakespeare's *Macbeth*; Burke's *Speech on Conciliation with America*; De Quincey's *The Flight of a Tartar Tribe*; Tennyson's *The Princess*.

**History:** Outlines of Greek and Roman history to the establishment of the Roman Empire; outlines of American or English history. Any standard history of Greece, Rome, England or the United States may be used. The following are recommended: For Greek and Roman history, the sections on Greek and Roman History in Sheldon's *General History* or Myers' *General History*; for American history, Johnston's *History of the United States*, or Fiske's *History of the United States*; for English history, Gardiner's *English History for Schools*.

**Mathematics:** (a) Algebra.—The requirements in Algebra embrace the following subjects: Factors; Common Divisors and Multiples; Fractions; Ratio and Proportion; Negative Quantities and Interpretation of Negative Results; The Doctrine of Exponents; Radicals and Equations involving Radicals; The Binomial Theorem of the Extraction of Roots; Arithmetical and Geometrical Progressions; Putting Questions into Equations.

tions; The ordinary methods of Elimination and the solution of both Numerical and Literal Equations of the First and Second Degrees. with one or more unknown quantities, and of problems leading to such equations. The text-books used should be equivalent to the larger treatises of Newcomb, Olney, Ray, Robinson, Todhunter, Wells or Wentworth.

(b) Plane geometry, as much as is contained in the first five books of Chauvenet's *Treatise on Elementary Geometry*, or the first five books of Wentworth's *New Plane and Solid Geometry*, or Wells' *Plane Geometry*, or the first six books of Hamblin Smith's *Elements of Geometry*, or chapter first of Olney's *Elements of Geometry*.

In order to pursue successfully the work of the College. recent review of the work completed early in the preparatory course is necessary.

**Latin:** Grammar, Allen and Greenough, Gildersleeve-Lodge, or Bennett; Latin Composition, Collar (Parts third and fourth), or Daniell (Parts first and second), or Allen (50 lessons); *Cæsar, Gallic War*, four books; Cicero, seven orations (the Manilian Law to count as two); Vergil, *Æneid*, six books. Translation at sight from Cæsar and Cicero's orations. The Roman method of pronunciation is used.

The attention of preparatory schools is specially called to the following points:—

1. **LATIN COMPOSITION.**—Greater thoroughness in drilling the student in the grammatical forms and simpler constructions of the language.

The advantage of studying Latin Prose in connection with the various authors read.

2. **PRONUNCIATION.**—Practice in reading Latin with special attention to vowel quantities. Training the ear by the translation of Latin read aloud.

**IN ADDITION TO THE LATIN TWO OTHER LANGUAGES ARE REQUIRED.** *The second language may be Greek or German or French; the third language may be French or German.*

**Greek:** Candidates must be able to read at sight easy Greek prose and easy passages from Homer; also, to render easy English passages into correct Greek. For this, they should have thorough training in Grammar, with constant practice from the

start in translating sentences into Greek, and should read carefully at least four books of the *Anabasis* or the *Hellenica* and three books of the *Iliad* or the *Odyssey*, with constant practice in translating at sight. They should have at command a fair vocabulary, should be able to recognize forms at a glance, and to read Greek aloud intelligently and with correct pronunciation.

Practice in translating from hearing is recommended strongly.

**German** (if offered as the second language): Candidates for the Freshman Class are expected to have a thorough knowledge of German grammar; they must have acquired facility in practically applying the rules of construction by translating easy English prose into German. They are also required to read and to be able to give in German some account of the following works: Immermann, *Der Oberhof* (Cambridge University Press ed.); Goethe, *Dichtung und Wahrheit* (3 books); Lessing, *Minna von Barnhelm*; Schiller, *Wilhelm Tell* (Deering ed.); Goethe, *Hermann und Dorothea*; Freytag, *Die Journalisten* (Heath ed.).

Throughout the course German is the language of the class-room, therefore good preparation in conversation is necessary, facility in reading and writing German script desirable.

**German** (if offered as the third language): Schmitz, *Elements of German Language, I, II*. Two of the following books: Immermann, *Der Oberhof*; Goethe, *Dichtung und Wahrheit*; Lessing, *Minna von Barnhelm*.

**French** (if offered as the second language): A thorough knowledge of French Grammar and ability to translate easy English prose into French. (Whitney and Edgren's Grammars recommended). Six of Bocher's College Plays; Daudet, *La Belle Nivernaise*; Souvestre, *Un Philosophe sous les toits*; Julliot, *Mademoiselle Solange*; Malot, *Sans Famille*; Ereckman-Chatrion, *Le Conscriit de 1813*.

As French is the language of the class-room, it is essential that candidates for admission should have some practice in French conversation.

**French** (if offered as the third language): A knowledge of the fundamental principles of Grammar. Whitney's Practical French Grammar, part first. Henri Greville, *Dosia*; Octave Feuillet, *Le Roman d'un jeune homme pauvre*; Daudet, *La Belle*



*Nivernaise*, and three of Bôcher's College Plays. It should be understood that in these requirements, it is the knowledge of the language itself, rather than of the Grammar which is demanded.

The preparation in either French or German when offered as the second language should cover a period of at least two years, five recitations a week, under competent instructors.

### EXAMINATIONS.

Examinations for admission will be held at the College June 2, 3, 4, 5,  
September 15, 16, 17, 18, } 1897.

Examinations for entrance to the Freshman Class may also be given at Chicago, Cincinnati, Cleveland, St. Louis, Detroit, Louisville, Atlanta, Washington, Omaha, Denver and San Francisco, during the last week in May or the first week in June, 1897.

Application for examination at any of these places must be made to the President before April 15.

Candidates for examination are requested to be present at 9 A. M. for registration.

The order of entrance examinations is as follows :

Wednesday,	Latin, 9.30 A. M. to 12 M. English, 2 to 4.30 P. M.
Thursday,	Geometry, 9.30 to 11.30 A. M. History, 2 to 4.30 P. M.
Friday,	Greek, German, French, 9.30 A. M. to 12 M. Algebra, 2 to 4 P. M.
Saturday,	German, French (third language), 9.30 to 11 A. M.

Students cannot have rooms at the College until their examinations have been completed. Lodging may be procured at cottages near the College upon application to the Treasurer.

Those entering on certificate should register on Thursday or Friday of examination week.

With the exception of those who have special examinations to take, students returning to College are not expected until Friday of the opening week.

No one is at liberty to occupy a room until she has made satisfactory arrangements with the Treasurer for the payment then due.

### CERTIFICATES.

Students are admitted without examination in the following cases :

1. When they bring certificates from schools, pupils of which have passed all entrance examinations without condition.
2. When they have been prepared by a graduate of the College engaged in the work of private instruction, one of whose pupils has before passed all entrance examinations without condition.
3. When they bring certificates from schools which have been visited by a committee of the Faculty and approved by them, or in regard to which the Faculty have other sufficient means of information.

The College reserves to itself the right to withdraw the above-mentioned privilege in case students thus admitted fail after fair trial to maintain their standing.

The certificates of the Regents of the State of New York will be accepted in place of examination, so far as they meet the requirements for admission to the College.

In all cases the certificate must specify the text-book used, the ground actually gone over, and the date of the examination. *The final examination in any subject covered by the certificate must have been taken within two years of the time of the candidate's entrance to College.* Blank forms for certificates will be furnished by the President on application.

*All certificates and testimonials must be forwarded to the College before July 10.*

### SPECIAL COURSES.

The requirements for admission to special courses are the same as those for entrance to the Freshman class. Candidates must consult the President in regard to the

courses of study desired, and their work will be arranged by him in consultation with the heads of departments.

#### **PAINTING AND MUSIC.**

Instruction in the history and theory of the arts is offered among the courses of the College (see pp. 58-61). Instruction in the practice of the arts is also provided for, but this is not counted toward the degree. An extra charge is made for it.

These courses are open to regular and special students alike. The design of the College is to recognize the true place of these studies in higher education. Every facility is therefore provided for those who are able to meet the full requirements for admission to the College.

#### **COURSES FOR TEACHERS.**

Teachers who desire to pursue special courses and who present to the President satisfactory testimonials of their success in teaching and of their proficiency as students may be received without examination. Certificates of the work completed will be given when desired.

#### **ADMISSION TO ADVANCED STANDING.**

Any member of the Senior Class having conditions in her work will be suspended from membership in that class, in September, until the deficiencies have been cancelled.

Candidates for advanced standing, not coming from other colleges, may be admitted, on examination, to the regular course at any time previous to the beginning of the Junior year. Such students will be examined in all *prescribed* studies antecedent to the desired grade, including the requirements for admission to the College (unless a certificate from an approved school is presented),

and in such *elective* studies as shall be chosen by the candidate and approved by the Faculty.

Candidates coming from other colleges must submit their courses of study and their certificates to the judgment of the Faculty. No student will be received as a candidate for the degree of Bachelor of Arts after the beginning of the Senior year.

## COURSES AND METHODS OF INSTRUCTION.

## ARRANGED BY DEPARTMENTS.

The course of study leading to the Baccalaureate Degree extends over four years.

The aim is to give the student the opportunity to follow lines of study continuously, through both the required and the elective portions of the course.

Through the first one and one-half years of the course, each student must have fifteen hours of class-room work per week; during the last two and one-half years, fourteen or fifteen hours.

All elections are subject to the approval of the Faculty. No changes will be considered after the first meeting of the Faculty meeting for the semester.

The required courses are as follows:

## FRESHMAN YEAR.

Figures indicate the number of hours per week.

<i>First Semester:</i>		<i>Second Semester.</i>			
Latin	4	Latin	4		
*Greek	}	*Greek	}		
*French		4		*French	4
*German				*German	
English	3	English	3		
Mathematics	3	Mathematics	4		
Hygiene	1				

## SOPHOMORE YEAR.

<i>First Semester.</i>		<i>Second Semester.</i>	
English	3	English	3
History	3	History	3
†A. Physics	}	†A. Physics	}
†A. Chemistry		3	

\*The one offered at entrance as second language.

†See foot note, p. 45.

## JUNIOR YEAR.

*Second Semester.*

Psychology

3

## SENIOR YEAR.

*First Semester.*

Ethics

3

All other courses are elective.

**PHILOSOPHY.**

PRESIDENT TAYLOR AND PROFESSOR FRENCH.

The study of Psychology is required of all candidates for a degree. The subject is presented as science of mind to be distinguished on the one hand from the physical sciences and on the other from speculative Philosophy. The intimate relation of mental phenomena to the physical organism is carefully considered and the practical bearing of psychological principles on the rules of thought and methods of education is kept constantly in view. The aim of the instructor in this subject, as in all the courses of the department, is both to further the immediate intellectual discipline of the student and also to lay a basis for the formation of a sound and independent conception of self, the world, and God. Lectures and text-book study are supplemented by essays and free class-room discussion. The student is encouraged in every way possible to think for herself.

The course in Ethics is also required of students for a degree. The methods of instruction are similar to those outlined above. A text-book forms the basis of the work, and is made the ground of free discussion. A course of lectures supplements the work and reading in the history of ethical philosophy is required. Topics of study are the conscience, moral law, the will, and the ultimate ground of moral obligation. The relations of the principles thus discovered to the duties of moral beings to self, others, and God, are also discussed.

## REQUIRED.

1. Psychology; Lectures, recitations and essays. Junior year second semester [3].

PROFESSOR FRENCH.

2. Ethics; A study of the elementary principles, and lectures on the history of ethical philosophy. Senior year, first semester [3].

PRESIDENT TAYLOR.

## ELECTIVE.

## PROFESSOR FRENCH.

**Course A.** Logic; Jevons' *Elementary Lessons in Logic*. First semester [3]. (Open to Juniors and Seniors.)

**Course B.** History of Ancient Philosophy; lectures, recitations, reading of authors in translation, essays. Second semester [2]. (Open to Juniors and Seniors.)

**Course C.** History of Modern Philosophy. Senior year, first semester [3]. The principal systems of the seventeenth and first half of the eighteenth centuries are studied in their genetic relations with special attention to Descartes, Spinoza, Leibnitz, Locke, Berkeley and Hume.

**Course D.** History of Modern Philosophy (continued). Senior year, second semester [3]. Kant and the principal post-Kantian systems are studied.

In both courses, C and D, Falckenberg's *History of Modern Philosophy* is used, supplemented by lectures, discussions, reading of authors and papers.

**Course E.** Metaphysics. Senior year, first semester [3]. Lectures, analyses of prescribed reading, discussions and essays. The fundamental problems of Knowing and Being are treated both critically and constructively, including such subjects as Theory of Knowledge, Materialism, Idealism, Causation, Freedom and Theism. Bowne's *Metaphysics* is used as a basis of study, with frequent reference to the works of Lotze, Spencer, and the recent English Idealists.

## LATIN.

PROFESSOR MOORE, DR. FRANKLIN, MISS BALL AND MISS KING.

Instruction in Latin extends through the four years of the under-graduate course, being required for the first and elective for the last three years. The aim of the course is to acquaint the student with the principal phases of literary activity among the Romans by the study of representative authors. In the department of History, Livy and Tacitus exhibit natural development in style and method. Cicero and Lucretius represent opposing schools in Roman Philosophy; Horace and Juvenal show the growth of Satire; Horace, Catullus, Tibullus and Propertius, that of Elegy and the Lyric; Plautus and Terence, the

course of Roman Comedy. Using these authors as starting-points the endeavor is to bring before the student the lines along which these various departments developed, and also to show the connection of literature with history and politics, as well as with the various social conditions and relations of Roman life.

The development of the language in literary form is pointed out through explanations of grammatical forms and constructions, and the relation in which these stand to the historical growth of syntax. These points are especially emphasized in the required work of the Freshman year, and while attention is still directed towards them in the elective courses (notably in the study of Plautus and Terence), the literary side of the language is made prominent. Facility in reading Latin is cultivated by translation at sight. The study of Latin Composition is pursued in the Freshman and Sophomore years for the most part in connection with the authors read.

#### REQUIRED.

1. Cicero, *pro Sulla*, Livy, *Books XXI-XXII* (Westcott) or *Books V-VII* (Cluer) [3], Latin Prose Composition [1]. First semester.

2. Cicero, *de Senectute* or *de Amicitia* (Kelsey), Pliny, *Letters* (Platner) [3], Latin Prose Composition [1]. Second semester.

DR. FRANKLIN, MISS BALL AND MISS KING.

The purpose of this course, which runs through the Freshman year, is to enable the student to read ordinary prose Latin with ease and intelligence. The exercises in Latin Composition are for the most part based on the texts read, and translation from hearing Latin read is a regular class exercise. The peculiarities of Livy's style are constantly noted and contrasted with the classic idiom of Cicero.

#### ELECTIVE.

**Course A.** Horace, *Satires* and *Epistles* (Kirkland), Latin Composition. Sophomore year, first semester [3].

MISS BALL.

Those *Satires* and *Epistles* are read which bear on some special subject; e. g. Horace's literary position, his criticism of Lucilius, his portrayal of life and society in Rome, his relations with Maecenas. Peculiarities of syntax and diction are noted,



especially those which show the influence of colloquial usage. The course in Prose Composition continues and supplements the work of the Freshman year.

**Course B.** Cicero, *Letters* (Tyrrell), Latin Composition. Sophomore year, first semester [3].

DR. FRANKLIN.

The special interest of Cicero's letters arises from the light they throw on the history of the period as well as on the private life of their author. The language is colloquial and stands contrasted with the formal style of Cicero's other writings. The course in Prose Composition continues and supplements the work of the Freshman year.

**Course C.** Horace, *Odes* and *Epodes* selected (C. L. Smith), Catullus I-LX (Merrill). Sophomore year, second semester [3].

MISS BALL.

For the most part such odes are read as show the special literary excellencies of Horace's style. Peculiar usages in syntax and the historical relations of each poem are also considered. Catullus is used for purposes of illustration and contrast.

**Course D.** Cicero, *de Officiis, Book III* (Holden), *Tusculan Disputations* (Teubner text), Latin Composition. Sophomore year, second semester [3].

DR. FRANKLIN.

The careful study of *de Off. III.* and *Tusc. Disp. II.* is supplemented by rapid reading of other portions of these works. At the same time the attempt is made to explain the leading principles of Cicero's system of Ethics. The Latin Composition is of a more advanced character and deals with questions of style as well as correctness of expression.

**Course E.** Vergil, *Bucolics, Georgic IV* and *Aeneid VII-XII* selected. Sophomore year, second semester [2].

MISS KING.

This course, which includes those portions of Vergil not usually read in preparation for college, is intended to exhibit the variety and development of Vergil's poetic genius. Hence the Latin will be read rapidly and the purpose of the work will be to a great extent literary and historical.

**Course F.** Roman Life in Latin Prose and Verse (*Peck and Arrowsmith*). Sophomore year, second semester [2].

PROFESSOR MOORE.

This course is intended for students who do not propose to continue their study of Latin and yet desire to possess some general acquaintance with the literature. Characteristic selections are read, supplemented by collateral reading.

**Course G.** Roman Comedy, Terence, *Phormis* (Elmer), and Plautus, *Epidicus* (Gray). First semester [3].

PROFESSOR MOORE.

Half of the semester is devoted to each one of the plays and the work is supplemented by lectures on Roman Comedy and the preparation of special papers by the class. A play of Terence is also translated at sight.

**Course H.** Tacitus, *Agricola* or *Germania* (Hopkins), *Annals I-VI* (Allen). Second semester [3].

PROFESSOR MOORE.

The syntax and style of Tacitus are studied as exhibiting the characteristics of the silver age of Latin prose. Collateral reading on the period covered, and lectures on the historians between Livy and Tacitus are included in the course.

**Course I.** Roman Elegy, Catullus (Merrill), Tibullus and Propertius (Ramsay). First semester [3].

PROFESSOR MOORE.

Catullus' position among Latin poets, his originality, the influence of the Alexandrine school and similar questions are considered. Tibullus and Propertius are used to illustrate the development of the elegy. The course includes collateral reading.

This course will be offered in 1897-98 in place of Course J.

**Course J.** Juvenal, *Satires* (Hardy), Pliny, *Letters* (Platner). First semester [3].

PROFESSOR MOORE.

As these authors present opposite views of social life in Rome under the Early Empire, an important feature of the work consists in the preparation of papers on various topics suggested by the text.

**Course K.** Lucretius I, III (Kelsey), Cicero, *Tusculan Disputations I* (Harper's text). Second semester [3].

PROFESSOR MOORE.

The first Book of Lucretius gives a general presentation of his form of Epicureanism, and from the third Book and the Tusculan Disputations the portions are selected that bear on the question of the Immortality of the Soul.

**Course L. Roman Institutions. Second semester [2].****PROFESSOR MOORE.**

The purpose of the course is to trace the connection between existing institutions and forms of government and those of ancient Rome. After briefly considering the attitude of modern criticism towards the early period of Roman history, the institutions of the Regal period are taken up, and their development into Republican forms and offices, and final absorption into those of the Empire is traced. The original authorities as well as the works of Niebuhr, Lewis, Ihne and Mommsen are used.

This course is open to Sophomores.

**Course M. An Introduction to Comparative Grammar. Second semester [1].****PROFESSOR MOORE.**

This course is intended to give a very general idea of the history, theories and methods of modern Philology with special illustration from the Græco-Italic group of languages. The class will consult the works of Whitney and Delbrück, with references to the larger treatises of Brugmann and others.

**SANSKRIT.****PROFESSOR MOORE.**

Sanskrit is an elective course of two hours running through Senior year. The study of the characters and inflections of the language is first taken up with Whitney's Grammar as a textbook; later, selections from Lanman's Reader are read.

Students should consult with the instructor before electing the course.

**GREEK.****PROFESSOR LEACH, MISS MACURDY AND MISS KING.**

The aim is to acquire as many-sided a knowledge of Greek as possible. Facility in reading Greek is cultivated, and to this end, practice at sight is given and private reading is encouraged. Attention is paid to grammatical principles, to the development of the language and of the literature, to different phases of Greek life and thought. Careful study is given to the style of each author and to the distinctive excellence of each, and in advanced classes, to text-criticism. The courses given embrace representative authors in history, oratory, philosophy, in epic,

lyric and dramatic poetry. In the Junior year, a course in elementary Greek is offered to any non-Greek students who may wish it.

A society called the Hellenic Society has been formed for the purpose of keeping itself acquainted with the results of archaeological research in Greece.

A short course of lectures in archæology will be given this year.

Vassar College contributes to the support of the American School of Classical Studies at Athens. The school affords facilities for archæological investigation and study in Greece, and graduates of this college are entitled to all its advantages without expense for tuition.

#### REQUIRED.

1. Lysias; Plato, [3]. English into Greek [1]. Translation at sight and also from hearing. Lectures on legal, political, and social aspects of Athenian life. Freshman year, first semester.

MISS MACURDY.

2. Homer, *Odyssey*; Herodotus [3]. English into Greek [1]. Translation at sight. Lectures on Homeric Antiquities and on the Homeric Question. Historical explanation of the Homeric Forms and Syntax. Freshman year, second semester.

MISS MACURDY AND MISS KING.

#### ELECTIVE.

**Course A.** (Short course) Grammar. *Anabasis, Iliad*. Junior year, first and second semesters [3].

PROFESSOR LEACH.

**Course B.** (Short course continued). Same work as in Freshman course. First and second semesters [3].

MISS MACURDY.

**Course C.** The New Testament. Some of the *Epistles*. First and second semesters [1].

MISS MACURDY.

**Course D.** Demosthenes, *Orations against Philip* [2]. English into Greek [1]. Sophomore year, first semester. This course is required for the other elective courses in Greek.

MISS MACURDY.

**Course E.** Plato, *Georgias* and *Protagoras*. Lectures on Socrates, the Socratic Method, the Sophists. Sophomore year, second semester [3].

MISS MACURDY.

**Course F.** Aristophanes, *Frogs* and *Wasps*. Second semester [2].  
 PROFESSOR LEACH.

**Course G.** Thucydides, Selections from Books II and III. Careful study is given to the rhetoric of the speeches, to the characters of the prominent generals, to the history and institutions of Athens. First semester [3].  
 PROFESSOR LEACH.

**Course H.** Euripides, *Iphigenia in Tauris* and *Iphigenia in Aulis*. First semester [2].  
 PROFESSOR LEACH.

**Course I.** Sophocles, *Oedipus at Colonus* and *Antigone*. Second semester [3].  
 PROFESSOR LEACH.

**Course J.** Plato, *Republic*. First semester [3].  
 PROFESSOR LEACH.

**Course K.** Aristotle, *Politics*. Second semester [3].  
 PROFESSOR LEACH.

**Course L.** Aeschylus, *Agamemnon*. Second semester [2].  
 PROFESSOR LEACH.

**Course M.** Pindar and Lyric Poetry. Second semester [2].  
 PROFESSOR LEACH.

Courses L and M are courses that alternate with each other.

**Graduate Course**, in 1896-97. Euripides and the Greek Drama.

## ROMANCE LANGUAGES.

### FRENCH.

PROFESSOR BRACQ, MISS EPLER, DR. ROGERS.

The aim of this course is three-fold: 1st. To give a correct knowledge of the French language and of its evolution from the Latin tongue. During the first year, the most important principles of grammar are reviewed. Throughout the course, constant attention is given to their application during both the reading and conversational exercises. The study of the first year is grammatical, that of the second is grammatical and philological. 2d. To enable the student to speak the language fluently. To this end great efforts are made to educate the ear and to secure fluency of speech. The text-books are French. The answers of the students, the lectures and discussions are all in French. 3d. To give a philosophical knowledge of French literature, its origin, its development, its master-pieces, its pic-

tures of French society at different periods; in other words, French history as seen in French literature. Special efforts are made to enable the student to grasp the modern thought and life of France in their literary manifestations.

REQUIRED.

1 and 2. Reading, Delavigne, *Les Enfants d'Edouard*, Hugo, *Les Misérables* (abridged), *Ruy Blas*, Balzac, *Contes*. Grammar, *Syntaxe Pratique* of Méras. Prose composition, Grandgent's French Composition. Conversation. Freshman year, first and second semesters [4].

MISS EPLER AND DR. ROGERS.

The aim of this course is to give a thorough grammatical drill, to teach students to write and speak French correctly. The reading consists of some of the best works of writers of the first half of this century.

ELECTIVE.

**Course A.** Short course. Fontaine, *Lectures et conversation*, Méras, *La Syntaxe Pratique*, Contanseau Exercises, books I and II. Mérimée, *Colomba*, Coppée, *Le Luthier de Crémone*. Daudet, *Les Contes*. Conversation. Sophomore year, first and second semesters [3].

MISS EPLER.

This course is designed for students who, having entered college without French, wish to be able to read it with ease and to understand conversation. The work includes the study of grammar, prose composition, and the reading of modern prose.

**Course B.** The same as 1 and 2 with the addition of the reading of some of Coppée's and Maupassant's Tales. It is intended for students who have taken the Short course. First and second semesters [3].

MISS EPLER.

**Course C.** Textual reading and study of French literature from the French Revolution to 1848. Taine, *Les Origines de la France contemporaine* (Edgren); Bowen's French Lyrics; Bonnefon, *Les Ecrivains modernes*. Sophomore year, first semester [3].

PROFESSOR BRACQ.

Historical study of the language and survey of the literature of the first half of this century. Relations of the classical, the popular and low Latin to modern French. Brief history of the language. The French Revolution in reference to literature. Introduction in France of the Shakespearian drama, Ducis.

The religious renaissance, Chateaubriand. German and Italian influences, Mme. de Staël. Early pessimism, Chateaubriand and Lamartine. The philhellenic movement inaugurated by Byron and continued by Hugo, Casimir Delavigne. The Romanticists and the Humanitarians, Hugo, Dumas, Gauthier, Cousin, Guizot and Lacordaire.

**Course D.** The literature of the eighteenth century. Voltaire, *Méropé*; Saint-Pierre, *Paul et Virginie*; Corneille, *Le Cid*; Racine, *Esther*; Paul Albert, *La Littérature française au XVIII. siècle*. Sophomore year, second semester [3]. PROFESSOR BRACQ.

Reading of texts bringing out the thought of the eighteenth century. The literary characteristics of that century compared with those of the seventeenth and nineteenth. Literature of transition. The form and spirit of its poetry, Voltaire, Jean-Baptiste Rousseau, Lebrun, André Chénier. The new scientific spirit, Fontenelle. The destructive and the constructive work of Voltaire and the practical aim of his literary work. The Encyclopedists. Rousseau's life, work and influence. His theories of education, the state and society, his disciples: Bernardin de St. Pierre and Tolstoï. The literary forces disintegrating the *Ancien Régime*.

**Course E.** Reading of difficult modern French and prose composition. Barrère and Sornet, French Composition, Fasnacht's Second Course of French composition for advanced students. Hugo, *Les Misérables* (abridged), *Ruy Blas*; Bourget, *Extraits Choisis* (Van Daell); Daudet, *Lettres de mon moulin*. Sophomore year, first and second semesters [3].

PROFESSOR BRACQ.

This course is intended for students who wish to devote their time exclusively to the linguistic side of French studies. One hour a week is devoted to prose composition.

**Course F.** Critical and analytical study of the classical tragedy. Junior year, first semester [2]. PROFESSOR BRACQ.

The French Academy, the national and institutional theatre in Paris. The state contribution to dramatic art. The rise of the French drama. Causes of the development of the French tragedy. Its form and spirit compared with that of Greece and of England. Study of *Horace*, *Cinna*, *Polyeucte*, *Andromaque*,

*Iphigénie* and *Athalie*, in their sources, their structural arrangement, their contemporary history and their form. This course follows Course D.

**Course G.** French classical comedy. Junior year, second semester [2].

PROFESSOR BRACQ.

History of the development of comedy in France. Comedy the Court, the Church. Comedy and the people. Its moral purpose defined. Racine. *Les Plaideurs* a satire upon the abuses of judiciary methods. Molière. His types, his method and his social reform. *Le Bourgeois gentilhomme*, *Les Précieuses ridicules*, *Les Femmes savantes*, *L' Avare* and *Le Misanthrope*.

**Course H.** Miscellaneous Seventeenth Century Literature. First semester [2].

PROFESSOR BRACQ.

Transformation of French criticism from the linguistic to the literary. Dogmatic criticism, Boileau. Popular poetry. LaFontaine's conceptions of institutions and his realistic pictures of contemporary life. Pascal and the Jansenists. *Pensées* & *Les Provinciales*. Literary influence of Descartes, his *Discours de la méthode*. Massillon, Bourdaloue and Bossuet. Their artistic power and their influence. Foreign prejudice. Bossuet *Oraisons funèbres*: *Henriette d' Angleterre* and *Henriette de France*, Boileau, *Ode contre les Anglais*. The ideal state of Fénelon and his education of women. The moralists, La Rochefoucauld and La Bruyère. The epistolary writers, Madame de Sévigné, etc. Discussions and conversation.

**Course I.** Old French. Introductory lectures to the study of Old French. General survey of grammatical principles. The Norman-French element in English. Clédat, *Grammaire élémentaire*. *Choice Readings from French History*, by Gustave Masson. *La Chanson de Roland*. First and second semesters [2].

PROFESSOR BRACQ.

The course in Old French is intended to furnish a basis both for the study of Early English and the historical study of the French language, and at the same time to enable the student to read with facility the early productions of the Langue d'Oïl. The most remarkable specimens of that literature of Northern France are read in class.

**Course J.** The literature of the Renaissance period. Second semester [2].

PROFESSOR BRACQ.



Reading of extracts from the works of Amyot, Montaigne, Agrippa d'Aubigné and other writers of the period.

**Course K.** Contemporary Literature. Senior year, first and second semesters [2].

PROFESSOR BRACQ.

Survey of the ethnographical characteristics of the French. Physical environments. The influences of institutions, the family, the schools. The philosophical, the scientific and artistic education. The religious institutions and influences. Literary societies and the salons. Literary theories. Classicism, romanticism, realism, naturalism, Parnassism, symbolism and impressionism. Foreign influences: the American, English, German, Russian and Scandinavian. The moral and religious reaction in literature. Study of different departments of contemporary literature and its representative men. Criticism, its principles and its men, Brunetière, Lemaitre, Bourget, Sarcey and Faguet. Tendencies in philosophy, the idealism of Renan, the materialism of Taine and the theistic philosophy represented by Paul Janet. History, its transition from an art to a science, Lavissee, Sorel. Eloquence, transition from the aristocratic to the democratic form in the Parliament, at the bar and in the pulpit. Poetry, its decadence, Sully-Prudhomme, de Hérédia. The drama, its present power, Sardou. Novels, their characteristics and their men, Daudet, Cherbuliez, Bourget, etc.

### ITALIAN.

**Course A.** Elementary Italian. Grammar and prose composition. Reading Manzoni's *I Promessi Sposi*, D'Azelio's *Niccolò de' Lapi*, Grossi's *Marco Visconti*, Pellico's *Francesca da Rimini*. Junior year, first and second semesters [3].

DR. ROGERS.

The object of this course is to give a knowledge of the elements of Italian grammar, the study of constructions and of the relations of the language to the Latin. The reading is confined to modern Italian fiction and to the Italian drama.

**Course B.** Classical Italian. Dante, the *Vita Nuova*, the *Convito*, the *Canzoniere*, the *Divina Commedia*; Petrarch the *Rime*. Senior year, first and second semesters [3].

DR. ROGERS.

Careful study of texts, interpretation and related subjects. The lines of the great literary personalities of the period. The character and influence of the Humanistic movement.

**GERMAN.**

ASSOCIATE PROFESSOR HERHOLZ AND MISS NEEF.

The aim of the German course is to give the students a thorough knowledge of the language, so as to enable them to pursue the study of history and the sciences with German text-books, and to understand and appreciate to the fullest extent the productions of literature. It is also intended to give them the ability to use the language conversationally with the greatest possible accuracy and freedom.

In the Freshman year the grammatical principles are carefully reviewed and in the subsequent classes incidental instruction in grammar is given.

The History of Literature is begun in the first semester of the Sophomore year and continued in every following semester, with lectures on the most prominent authors and their works. This course embraces the development of language and literature from the earliest stages down to the present day and is calculated to give the student a clear conception of the great epochs in the literary evolution of Germany.

**REQUIRED.**

1 and 2. Grammar. Composition. Translation at sight from English into German. Harris, *German prose composition*; Buchheim, *Prose composition*; Gerstäcker, *Irrfahrten*. Poems by Goethe, Schiller, Uhland, Chamisso, etc. Schiller, *Maria Stuart*; Goethe, *Egmont*. Freshman year, first and second semesters [4].

MISS NEEF.

**ELECTIVE.**

**Course A.** Short Course. Schmitz, *Elements of the German Language*, Parts I and II. Joynes, *German Reader*; Storm, *Immensee*, or Fouqué, *Undine*; Lessing, *Minna von Barnhelm*. Sophomore year, first and second semesters [3].

ASSOCIATE PROFESSOR HERHOLZ.

This short course is intended to give students an opportunity to begin the study of German and to acquire a practical knowledge of the language.

The work consists of a thorough drill in grammar, with written and oral exercises, translation from German into English, and *vice versa*, and of reading and memorizing prose and poetry, the matter read being made the subject of conversation and composition. Great attention is paid to pronunciation and correct expression.

**Course B.** (Short course continued.) Grammar, Translation, Composition. Eichendorf, *Aus dem Leben eines Taugenicht's*; Schiller, *Die Jungfrau von Orleans*; Goethe, *Hermann und Dorothea*. First and second semesters [3].

MISS NEEF.

**Course C.** History of Literature from the early beginning to the sixteenth century. Selections from the first classical period. *Nibelungenlied*; *Gudrun*; *Der arme Heinrich*; *Parzival*. The *Minnesänger*. Schiller, *Wallenstein*. Essays. Sophomore year, first semester [3].

MISS NEEF.

**Course D.** History of Literature from the sixteenth to the eighteenth century. Luther; Hans Sachs; Klopstock; Wieland. Lessing, *Emilia Galotti*. Essays. Sophomore year, second semester [3].

MISS NEEF.

**Course E.** History of Literature of the eighteenth century. Lessing, Herder. Discussion of the influence of authors on their contemporaries and entire periods. Lessing, *Nathan der Weise*. Essays upon topics suggested by the class-work. First semester [2].

ASSOCIATE PROFESSOR HERHOLZ.

Students are expected to read extracts from the histories of German literature by different authors, to study the lives of the great poets in connection with their works and with the political, social, and intellectual movements of their times.

**Course F.** History of Literature of the eighteenth century and work of Course E continued. Storm and Stress period; Goethe, Schiller. Goethe, *Iphigenie*; *Tasso*. Second semester [2].

ASSOCIATE PROFESSOR HERHOLZ.

**Course G.** History of Literature of the nineteenth century. The Romantic School. Heine. Critical study of poetical productions. Collateral readings and lectures will supplement the work in the class-room. Lessing's *Laocoön*. First semester [2].

ASSOCIATE PROFESSOR HERHOLZ.

**Course H.** History of Literature of the nineteenth century continued. Poets of War and Liberation. Poets of Revolution. The modern Storm and Stress. Second semester [2].

ASSOCIATE PROFESSOR HERHOLZ.

**Course I.** Scientific German, Gore, *Science Reader* or Hodges' *Course in Scientific German*; Cohn, *Über Bakterien*; Helmholtz, *Über Goethes naturwissenschaftliche Arbeiten*. Müller, *Die electrischen Maschinen*. First semester [2].

MISS NEEF.

**Course J.** Continuation of Course I. DuBois-Raymond, *Wissenschaftliche Vorträge*. (Gore's ed.) A. Lang, *Zur Characteristic der Forschungswege von Lamark und Darwin*. Von Baer, *Welche Auffassung der lebenden Natur ist die richtige?* Kölliker, *Der jetzige Stand der morphologischen Disciplinen*. MISS NEEF.

**Course K.** Goethe's *Faust*, I, II.—a, History of the Faust legend; b, dramatic representations in the seventeenth and eighteenth centuries; c, critical study of Goethe's *Faust*. Second semester [3]. ASSOCIATE PROFESSOR HERHOLZ.

**Course L.** Modern prose writers, with special reference to historic novels considered in their relation to German life. G. Freytag, F. Dahn, V. von Scheffel, J. Wolff, E. Wichert, Ebers, etc. First and second semesters [2]. ASSOCIATE PROFESSOR HERHOLZ.

### ENGLISH.

PROFESSOR WENTWORTH, ASSOCIATE PROFESSOR WYLLIE, DR. SWEET, MISS WARREN, MISS WIGGIN, MISS McNARY.

The instruction given by the Department of English has three objects: (1) proficiency in English composition; (2) a general acquaintance with English literature; (3) a more minute knowledge of certain authors whose works illustrate the development, not only of English literature, but also of the English language.

The first of these objects is considered in the required work of the Freshman and Sophomore years,—courses 1 and 2, 3 and 4, respectively,— and in elective courses A and B. Especial stress is laid upon frequent and regular practice.

The second of these objects is considered in the required Freshman and Sophomore courses 1 and 2, 5 and 6, respectively, which are introductory to the subject, and in elective courses C, D, E, F and G. In these courses a large amount of reading is prescribed, a still larger amount is recommended, and from time to time written work is required.

The third of these objects is considered in elective courses H and I, J, K and L, M, N and O.

#### REQUIRED.

1 and 2. English Composition. Study of typical nineteenth century essays with especial reference to exemplification of rhetorical principles. Briefer consideration of descriptions and

stories. Frequent writing of paragraphs and short essays in connection with class-room work. Individual criticism and interviews. Freshman year, first and second semesters [3].

ASSOCIATE PROFESSOR WYLIE, MISS WIGGIN, MISS MONARY.

3 and 4. Argumentation. Study of structure of argumentative essays. Essays preceded by briefs or outlines. Sophomore year, first and second semesters [1].

ASSOCIATE PROFESSOR WYLIE, MISS WARREN.

5 and 6. Outline of History and Development of English Literature, with a more careful study of certain representative authors,—Chaucer, Spenser, Shakespeare, Bacon, Milton, Dryden, Pope, Swift, Addison, Johnson. Much reading will be prescribed, more will be recommended. Written work will be called for from time to time. Sophomore year. First and second semesters [2].

DR. SWEET.

#### ELECTIVE.

**Course A.** English Composition. (a) Daily themes, to cultivate regular habits of writing, observation, ease of expression. The theme must be given to the instructor on the day when it was written. (b) Fortnightly themes, to cultivate correctness and vigor of expression. May be elected for either or both semesters; if for both, the work of semester I is confined to daily themes. First and second semesters [2].

PROFESSOR WENTWORTH.

**Course B.** Advanced Rhetoric and Composition. A study of masterpieces in connection with writing longer compositions in description and narration; the story. Open only to those who have attained some proficiency in writing. Second semester [3].

PROFESSOR WENTWORTH.

**Course C.** English Literature. Sixteenth and Seventeenth centuries. Wyatt, Surrey, Lyly, Sidney, Spenser, Drayton, Raleigh, and other Elizabethans; Donne, Jonson, Herrick, Herbert, Cowley, Waller, Butler, Dryden, Walton, Fuller, Sir Thomas Browne, Jeremy Taylor, Bunyan. First semester [3], alternate with D.

PROFESSOR WENTWORTH.

**Course D.** English Literature. The Drama from the Miracle Plays to the closing of the theatres. Miracle Plays; Moralities; Interludes; Greene, Lyly, Marlowe, Jonson, Chapman, Dekker, Heywood, Beaumont and Fletcher, Middleton, Webster,

Ford, Massinger. First semester [3], alternate with C. Given in 1897-98.

PROFESSOR WENTWORTH.

Course E. English Literature. Eighteenth century. Dryden to Burke. First semester [3], alternate years. Not given in 1897-98.

ASSOCIATE PROFESSOR WYLIE.

Course F. English Literature. Nineteenth Century Poets, with particular regard to Wordsworth, Coleridge, Byron, Shelley, Keats, Tennyson, Browning. First semester [3].

DR. SWEET.

Course G. English Literature. Nineteenth Century Prose. Hazlitt, Lamb, Coleridge, De Quincey, Landor, Newman, Carlyle, Macaulay, M. Arnold, Ruskin, Pater. Second semester [3].

DR. SWEET.

Course H. Anglo-Saxon. Bright: *Anglo-Saxon Reader*; Sievers-Cook: *Grammar*. First semester [3].

PROFESSOR WENTWORTH.

Course I. Anglo-Saxon. *Beowulf*. Versification. Textual Criticism. Theories of origin. Second semester [3]; continuation of H.

PROFESSOR WENTWORTH.

Course J. Chaucer. *The Canterbury Tales* (Clarendon Press Series), and *Minor Poems*. Second semester [3].

PROFESSOR WENTWORTH.

Course K. Shakespeare. A minute study of three plays. First semester [3].

PROFESSOR WENTWORTH.

Course L. Shakespeare: His Works. A literary study of the plays and poems. After 1896-7, open only to those who have taken Course K. Second semester [3].

PROFESSOR WENTWORTH.

Course M. Bacon and Milton. Bacon: *Essays and Advancement of Learning*; Milton: *Areopagitica*, English poems, and first two or three books of *Paradise Lost*. First semester [3], alternate years beginning with 1895-96.

PROFESSOR WENTWORTH.

Course N. Middle English. English Literature from 1100-1400. Maetznor: *Altenglische Sprachproben* or Morris and Skeat: *Specimens*. First semester [3].

PROFESSOR WENTWORTH.

Course O. English Romanticism beginning with Spenser. Second semester [3]. Given in 1896-97.

ASSOCIATE PROFESSOR WYLIE.

**Course P.** The development of English Prose. First semester [3], alternate with E. Given in 1897-98.

ASSOCIATE PROFESSOR WYLIE.

**Course Q.** The Structure of the Drama. Second semester [3], alternate with O. Given in 1897-98.

ASSOCIATE PROFESSOR WYLIE.

### **MATHEMATICS.**

PROFESSOR ELY, MISS RICHARDSON AND DR. GENTRY.

The courses are divided into two classes, prescribed and elective. The prescribed courses comprise a year of Solid Geometry, Algebra and Trigonometry. These are supplemented by elective courses.

The aim in all the courses is to cultivate habits of exact, sustained and independent reasoning, of precision and clearness in the statement of convictions and the reasons upon which they depend; to rely upon insight, originality and judgment rather than upon memory. The endeavor is to secure full possession of leading principles and methods rather than of details. From the first, students who show special aptitude are encouraged in the working of subjects which require more prolonged investigation than the daily exercise of the class-room.

#### **REQUIRED.**

1. Solid and Spherical Geometry. Freshman year, first semester [3].

MISS RICHARDSON AND DR. GENTRY.

The exercises in Geometry include recitations from the text book, original demonstrations of propositions and applications of principles to numerical examples. The text book is Chauvenet (revised by Byerly).

2. Algebra. Freshman year, second semester [2].

MISS RICHARDSON.

3. Plane Trigonometry. Freshman year, second semester [2].

PROFESSOR ELY AND DR. GENTRY.

In Plane Trigonometry attention is given to Trigonometric analysis and the solution of triangles. After the student has gained facility in the use of Trigonometric tables, application of the principles is made to problems in Mensuration, Surveying and Navigation.

## ELECTIVE.

**Course A.** Plane Analytic Geometry (Wentworth). Sophomore year, first semester [3]. PROFESSOR ELY.

**Course B.** Analytic Geometry. Sophomore year, second semester [3].

In Analytic Geometry the student is carried through the elementary properties of lines and surfaces of the second degree. All principles are illustrated by numerous exercises and applications.

**Course C.** Differential Calculus (Osborne). First semester [3].

**Course D.** Integral Calculus (Osborne). Second semester [3]. PROFESSOR ELY.

The elective course in Differential and Integral Calculus is designed for those who wish to pursue the subject of either pure or applied Mathematics. The text-book forms the basis of work but is largely supplemented by oral instruction.

This course presupposes Course A.

**Course E.** Advanced Integral Calculus. First semester [3]. PROFESSOR ELY.

**Course F.** Quaternions. First semester [3].

**Course G.** Quaternions continued. Second semester [2]. PROFESSOR ELY.

This course includes the general properties of scalars and vectors, Quaternion interpretation and applications of Quaternions to the Geometry of the plane, right-line and sphere.

Course F presupposes Courses A and C.

**Course H.** Determinants and Theory of Equations. First semester [2]. DR. GENTRY.

Burnside and Panton's Theory of Equations is used as the basis of the work, supplemented by lectures.

**Course I.** Curve Tracing. Second semester [2]. DR. GENTRY.

Lecture course with daily practice in curve-tracing.

Prerequisite: Courses A, C, H.

**Course J.** Analytic Geometry of Three Dimensions (C. Smith). The Geometry of Planes and Quadric surfaces. First semester [3]. DR. GENTRY.

Prerequisite: Courses A, C, H.



**Course K.** Modern Methods in Analytic Geometry. First semester [3].  
DR. GENTRY.

**Course L.** Modern Methods in Analytic Geometry. Continuation of Course K. Second semester [3].  
DR. GENTRY.

Prerequisite: Courses A, C, H, I, J.

**Course M.** Projective Geometry. First semester [3].

**Course N.** Projective Geometry. Continuation of Course M. Second semester [3].

A lecture course based on Reye's *Geometrie der Lage*.

Prerequisite: Course A.

**Course O.** Analytic Mechanics. First semester [3].

**Course P.** Analytic Mechanics. Second semester [2].

DR. GENTRY.

The elements of statics and dynamics. Applications to practical problems. The fundamental principles of mechanics and the elements of the theory of the potential.

Prerequisite: Courses A, C, D.

## ASTRONOMY.

PROFESSOR WHITNEY.

The courses in Astronomy are all elective. Their leading aim is threefold: to present to the students a general survey of the phenomena of celestial space; to acquaint them with the methods of investigation by which Astronomy has reached its present status; and throughout to cultivate the power of correct observation.

**Course A.** Spherical Trigonometry, with Astronomical Applications. First semester [2].

This course affords a brief but comprehensive study of the sphere. In its applications it includes many astronomical problems of an elementary character, involving, as far as possible, local data.

**Course B.** Descriptive Astronomy. First semester [3].

This course includes a general study, without mathematical processes, of the phenomena of the sky, of the relations of the solar system and of the stellar universe. One hour of observation by eye and telescope is required.

**Course C.** General Astronomy. Second semester [3].

This course provides an elementary but scientific treatment of the principal departments of Astronomy. It is also of value to the student as a course in applied mathematics and as an illustration of the processes of inductive and deductive reasoning. The students have the free use of the portable telescopes, and such questions as they can determine by their own observations with these glasses are kept before them. This observational work is regarded as an essential part of the course.

**Course D.** Spherical and Practical Astronomy. First semester [3].

**Course E.** Theoretical and Practical Astronomy. Second semester [2 or 3].

These courses offer a somewhat detailed study of certain departments of Spherical and Theoretical Astronomy. They presuppose Mathematical Courses A and C, and they afford an excellent illustration of the working power of the Calculus. The order and character of practical work during the year must frequently vary according to the positions of celestial objects of study. During the present year Jupiter, Saturn and Mars will be in favorable place. During the first semester the students use the meridian circle, making and reducing their own observations. They predict occultations and observe them. In the second semester practice is transferred to the equatorial telescope. This practice includes planetary phenomena, nebulae, measurements of double stars, variable stars, observations of minor planets, etc. Theoretical Astronomy is generally treated under the forms of Comets' orbits and orbits of Binary stars.

The third hour of Course E will be devoted to the study of current astronomical literature in some selected branch. The detailed study of the surface phenomena of the planets will be taken up this year.

**Course F.** The Solar Spectrum. Second semester [2].

This course presents in an elementary form the principles and methods of the New Astronomy. It is the study of the revelations of the spectroscope in its application to celestial bodies. It is a non-mathematical course, and does not presuppose any of the above courses.

**PHYSICS.**

PROFESSOR COOLEY, MISS COOLEY AND MISS CARTER.

The instruction given in the Department of Physics includes: [a.] A continuous series of six semestral courses suited to the requirements of those students who wish to make Physics one of their principal lines of study for the purpose of educational discipline or, in addition to this, with a view to teaching physical science. These courses involve the constant use of lectures, library and laboratory methods. [b.] Two semestral courses suited to those students whose principal lines of study are in other departments, but who desire the knowledge and discipline which accrue from a systematic study of physics as a collateral branch.

**Course A. Mass Physics.** First and second semesters [3].

This is a class-room and laboratory course devoted to the study of the properties of matter, energy, the phenomena of solids, liquids and gases, and the elementary quantitative methods of experimental work.

All sophomores are required to take this course or the corresponding course in chemistry.\*

**Course B. Molecular and Ether Physics.** First semester [3].

A text-book, library and laboratory course devoted to the study of Heat and Light.

Open to Juniors and Seniors who have passed in Course A.

**Course C. Ether Physics continued.** Second semester [3].

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\*A three-hour course through the Sophomore year, in one science, which may be Physics or Chemistry, is required. In addition to the required work in the science chosen, the student may elect the corresponding course in the other at the same time. But students who present the evidence of having had a preparatory course in Physics or Chemistry, which is satisfactory to the head of the respective department, may be exempt from this Sophomore requirement and will be permitted to elect the required six hours of science, in another department and in other years. An applicant for this exemption must state in writing the name of the school in which her work was done, the subjects included, and the time devoted to the work. She must also present a record of her laboratory work, consisting of the original notes taken in the laboratory at the time the experiments were made. If these, together with such examination as the head of the department may deem necessary, are satisfactory, the exemption will be given, but the work thus presented will not be counted toward the degree. It should be understood that the course offered for this purpose need not cover the whole ground covered by the Sophomore course given in this College: the quality of the work rather than the quantity will be considered. It should be further understood that those who desire to take advanced courses in Physics or Chemistry, to which the Sophomore course is prerequisite, should elect that course unless specially advised by the head of the department not to do so.

A text-book, library and laboratory course, devoted to the study of electricity and magnetism.

Open to Juniors and Seniors who have passed in Course B.

**Course D.** Laboratory Physics. First semester [2].

A course of more advanced laboratory work with collateral reading. Subjects not included in previous courses, requiring larger use of instruments of precision together with methods of discussing experimental results will be studied in detail.

Open to students who have passed in Course C.

**Course E.** Laboratory Physics. Second semester [2].

A continuation of laboratory and library study similar to that involved in Course D.

Open to students who have passed in Course D.

**Course F.** General Physics. First semester [3].

A class-room and library course devoted to the principles relating to Work and Energy; Properties of Matter; Molecular Physics. Simple Harmonic Motion including Sound and the theory of music.

Open to all Juniors and Seniors.

**Course G.** General Physics. Second semester [3].

A class-room and library course, devoted to the study of Ether Physics including Light, Electricity and Magnetism.

Open to all students who have passed in Course F.

## CHEMISTRY.

PROFESSOR MOULTON, MISS FREEMAN AND MISS MARKHAM.

The following courses are offered for the year 1896-97.

**Course A.** General Chemistry. Throughout the Sophomore year [3]. All Sophomores\* will be required to elect either this course or the corresponding course in Physics. The work of this course includes, in addition to the three hours of class-room work, four hours of laboratory work per week.

**Course B.** Qualitative analysis. First semester [3 or 4]. Open to those who have completed Course A.

**Course C.** Quantitative analysis. Second semester [3 or 4]. Open to those who have completed Course B.

\* For certain exceptions to this requirement, see foot note p. 45.

**Course D.** Organic Chemistry. First semester [3]. Open to those who have completed Course A.

**Course E.** Organic Preparations. First or second semesters [2]. May be taken with or after Course D.

**Course F.** History of Chemical Theory. Second semester [2]. Open to those who have completed Courses C and D.

**Course G.** Advanced Inorganic Chemistry. Second semester [3]. This course will be planned as a continuation of Course C and will be open to those who have completed that course.

**Course H.** Advanced Organic Chemistry. Second semester [3]. A continuation of the work of Course E. Open to those who have completed Course D.

**Course I.** Volumetric Analysis. First semester [2]. Open to those who have completed Course C.

### **MINERALOGY.**

PROFESSOR DWIGHT.

A concise course in Crystallography is given, illustrated by the best glass models of crystals, and accompanied by exercises in the determination of forms, and in goniometrical measurements. Physical and Chemical Mineralogy are then taken up, partly by recitations from the text-book, and partly by oral instruction, with special reference to a proper preparation for laboratory work. In Descriptive Mineralogy, the study of the principal ores and other minerals is conducted by oral instruction, based as far as possible on the actual examination of specimens distributed among the members of the class. Meanwhile, at as early a point in the course as may be practicable, laboratory practice in the determination of minerals by the blowpipe and by chemical processes is begun and continued to the end of the semester. This work is in two courses; the first consists of a series of prescribed experiments with known minerals, as arranged in schedules prepared by the instructor. This course is so devised, with reference to the character and range of the specimens, that by its completion the student is made quite familiar with all the more important reactions of the determinative processes.

The second part consists in the determination, by each member of the class, of a large number of selected unknown minerals.

Excursions are taken, as far as practicable, to localities of mineralogical interest.

**Course A.** Mineralogy, full course. Dana, *Manual*, with lectures, and objective study of minerals; laboratory practice in blowpipe determination of species. First semester [4].

Mineralogy, shorter course. Lectures on mineral structure and composition; a brief course of laboratory exercises in the study and determination of minerals. First semester [2].

## GEOLOGY.

PROFESSOR DWIGHT.

The Geological course is introduced by three hours of Physiographic Geology in the first semester of the sophomore year. in which the general surface features of the earth are considered.

This is followed in the second semester by an Elementary course in Paleontology, in which the general plans of structure, physiological processes, and classification of plant and animal life are studied; special reference is made to fossil forms and to the processes of fossilization. Either two or three hour courses may be pursued, at the option of the student.

After the course in Mineralogy, offered in the first semester of the Junior year, the first and general course in Geology proper follows in the second semester of the same year. In this course, after a brief review of some of the more important topics in Physiographic and Petrographical Geology, some time is given to the principal topics of Dynamical Geology. This is followed by the study of Historical or Stratigraphical Geology, including some consideration of leading typical fossil organisms. The members of the class are also exercised in the practical cutting and mounting of large microscopic sections of fossils, and rocks containing minute fossils, by means of a specially-devised rock-cutting machine of the largest dimensions and the most perfect equipment. Historical Geology occupies the latter part of the course. Its lessons are well illustrated by a large representative set of North American fossils originally collected by the New York State Survey, also by a valuable set of European fossils.

Either two or four hour courses may be elected.

All of the above-mentioned courses are so arranged that they may be profitably pursued independently of each other; yet taken in the order given, they form a strong consecutive course. It is especially desirable that all who intend to take the course in Geology proper in the latter half of the junior year,

should take the preceding courses in Mineralogy and Elementary Paleontology.

The higher course in this subject will consist, as the class may elect, of the study of topics in Petrology, Paleontology, Stratigraphical, or Dynamical Geology. A large supply of characteristic fossils, accessible to the students, furnishes opportunities for much objective study, aided by ordinary microscopic apparatus. One of Fuess's celebrated lithological microscopes of the largest size and latest pattern affords facilities for the optical study of minerals.

Abundant use is made of the literature in the College library, and especially of the more recent discussions of geological topics in the scientific journals, and in State and Government reports and bulletins.

The student is thus taught how to make research in documents carrying authority, and is also familiarized with the methods of investigating and discussing geological problems. Field-work is encouraged as far as possible.

**Course A.** Physiographic Geology. A study of the general physical features of the Earth's surface, including the forms and phenomena of land and water, climate, atmospheric and ocean currents, secular changes, etc. Sophomore year, first semester [3].

While serving well as an introduction to the full study of Geology, this course will be complete in itself.

**Course B.** Elementary Paleontology. A general course in the study of the structure and classification of plants and animals, with special reference to Geology, for which it is a very important preparation. Second semester [2].

A parallel course, three hours per week, is also offered.

**Course C.** Full course. Dana, *Text-book*, with lectures. Exercises in the study of fossils and in the preparation of microscopic sections of rocks, minerals and fossils. Second semester [4].

Shorter course. Lectures on the general scope, material, and methods of geological history and of dynamical geology. Second semester [2].

**Course D.** A higher course, either in Petrography, or in Paleontological and Stratigraphical Geology, with practice in field-work. First semester [2 or 3].

**Course E.** A higher course in Geology; either a continuation of Course D, or an independent course. Second semester [2 or 3].

### BIOLOGY.

PROFESSOR O'GRADY, DR. BICKFORD, MISS DEANE, MISS BROWNELL AND MISS WILCOX.

The aim of the work in Biology is to give the student a broad general knowledge of the phenomena of living things, and at the same time pave the way for the special work of those who wish to continue the study of the biological sciences or to take up the study of medicine. In the laboratory, the student acquires a thorough knowledge of methods, and of the forms discussed in the lectures. An attempt is made to cultivate the spirit of original research.

Students intending to study Biology are recommended to acquire a knowledge of the elements of Chemistry; those who intend to study medicine are recommended to take the courses in Embryology and Comparative Anatomy or Histology.

The College provides a table at the Marine Biological Laboratory at Wood's Holl for those who wish to carry on a study of marine forms during the summer.

**Course A.** General Biology. First semester [3]. Three lectures, four hours laboratory work weekly.

It is intended that this course shall give the student a clear and comprehensive conception of the fundamental principles of life. Lectures and laboratory work begin with a careful study of the bracken fern taken as a type of plant life, and the frog or earthworm as a type of animal life. This is followed by a comparison of these representative forms in order to bring out the fundamental likeness and difference between plants and animals. This introduction is followed by a thorough study of a number of selected types of animals and plants, such as Amoeba, Paramecium, Haematococcus, yeast and bacteria, in the first semester. The work on bacteria includes not only the microscopic examination, but also practice in various methods of culture in solid and liquid media.

**Course B.** General Biology. Second semester [3]. Three lectures, four hours laboratory work weekly. Open to those who have had Course A.



In the second semester, the work with types is continued and, as in the first semester, the comparative method of study is encouraged in the laboratory and brought out in the lectures especially by means of a study of nearly related forms. Those studied are as follows: Moulds, Spirogyra, Vaucheria, Nitella, Marchantia, moss, Selaginella, Pinus, and typical phanerogams, Hydra, Anodonta, Homarus. Rana or Lumbricus.

In connection with the study of the phanerogams, special attention is paid to physiological problems, such as cross and self-fertilization, movements of plants, insectivorous plants, chlorophyll, hybrids, etc., and experiments in physiological botany are carried on in the laboratory.

**Course C.** General Zoölogy. First semester [3]. Three lectures and four hours laboratory work weekly. Open to those who have had Course B.

This gives the student a systematic knowledge of the animal kingdom, attention being paid chiefly to the classification, development, and homologies of invertebrates.

**Course D.** Embryology. Second semester [3]. Three lectures, four hours laboratory work weekly. Open to those who have had Course B.

Thorough work on the embryology of the chick is followed by a brief comparative study of the development of the vertebrates. The usual method of making and studying sections of the chick is supplemented by models in clay made by the students to illustrate the more important stages in development.

**Course E.** Higher Biology. Second semester [1]. Open to those who have taken Courses C and D.

This course begins with a history of the development of the Biological Sciences with special reference to the growth of the evolution theory. Some of the leading questions of Biology, such as natural selection, evolution, heredity, are discussed in the lectures.

**Course F.** Current Biological Literature. First and second semesters [1]. Open to Seniors who have had Course B and are taking Courses C and D.

The class meets weekly throughout the year. The aim of the course is to give the student familiarity with current biological literature, practice in bibliography, and in the presentation and discussion of papers.

**Course G.** Comparative Anatomy or Histology. Second semester [2]. Three to four hours laboratory work a week. Open to those who have had Course B.

This course is intended to give a comparative knowledge of the structure of the various organs of vertebrates. Those who wish to study medicine will have an opportunity to do special work in Comparative Osteology. This course may alternate with a course in Histology.

## **PHYSIOLOGY AND HYGIENE.**

PROFESSOR THELBERG.

### REQUIRED.

Hygiene [1]. Freshman year. A course running through the first semester. One hour weekly is devoted to this course, and the study comprises lectures, recitations, and practical investigation of the principles of house sanitation. Drawings and models are provided for this study. All new students are required to attend.

### ELECTIVE.

**Course A.** Advanced Physiology. First semester [3]. The course comprises lectures, text-book work, microscopic study of tissues, experiments in physiological chemistry, and frequent dissections. The Anatomical Cabinet furnishes models for practical demonstration.

This course is open to Juniors and Seniors.

**Course B.** Second semester [3]. Course A continued.

## **HISTORY.**

PROFESSOR SALMON, MISS JOHNSON AND MISS START.

The undergraduate work in History aims to give opportunity through the required work of the Sophomore year for a somewhat thorough study of the historical forces and institutions that were developed previous to the modern era and such a brief survey of modern European History as will prepare the student for the special courses offered in the following years. During the Junior year two distinct lines of study are taken up; one, of special periods in European history, and the other, a parallel course in American history. The particular object of both courses is to give training in specific methods of historical

investigation. During the Senior year these two parallel courses in European and American history are continued, but they become more specifically courses for the study of the development of constitutional principles.

The object of the instruction given is first, to emphasize the difference between reading history and studying history; second, to acquaint each student through independent work with the best methods of historical study; third, to show in the study of different nations the development of present from past conditions; fourth, to indicate the organic relation of history to other branches of knowledge.

The work of the department is conducted by means of textbooks, topical outlines, lectures, and classes for special study. The students have free access to all works in the library and are trained to do independent work.

#### REQUIRED.

**Course 1.** General European History. Sophomore year, first semester [3].

MISS JOHNSON.

This course includes a study of the history of Europe from the founding of the Roman Empire to the Crusades. A brief study is made of the development of Roman Imperialism, Christianity and German Individualism as the essential elements of mediæval civilization. This is followed by a more detailed study of the reciprocal influence of these forces, the development of the Holy Roman Empire and the rise of Feudalism.

**Course 2.** General European History. Sophomore year, second semester [3].

MISS JOHNSON.

This course is a continuation of Course 1. The history of Europe until the beginning of the Reformation is studied somewhat specifically, and is followed by a brief survey of modern European History to 1870.

#### ELECTIVE.

**Course A.** American Colonial History. First semester [3].

PROFESSOR SALMON.

This course includes a study of the origin and development of the American Colonies with special reference to the influence on this development of the leading events in European history. It is intended to be a practice course, giving the student constant training in methods of historical study.

**Course A. A.** History of American Political Parties. Second semester [3].

PROFESSOR SALMON.

This course is open to those who have taken Course A. The work is a continuation of that of the first semester. It comprises a special study of the Constitution and of political parties as they have been developed from it.

**Course B.** The Reformation. First semester [3].

PROFESSOR SALMON.

This course comprises a special study of the political and religious history of Europe from the beginning of the Reformation to the Treaty of Westphalia. As far as possible the period is studied from contemporaneous literature, official documents, and the leading modern authorities. It is one aim of this and of the following course to give the student constant practice in the different uses of historical material, as in the preparation of bibliographies and biographies, the study of treaties and creeds from the documents themselves, reviews of recent literature treating of the period, and work in historical geography.

**Course C.** The French Revolution. Second semester [3].

PROFESSOR SALMON.

This course is open to those who have had Course B. The work is a continuation of that of the first semester. It comprises a special study of the period of the French Revolution, and of the events leading up to it. It is one object of this and of the preceding course to show by the study of comparative history the influence of different nations on each other.

**Course D.** American Constitutional History. First semester [4]. In 1897-98 [3].

PROFESSOR SALMON.

This course is open to students who have had Course A and Course A A.

The course is intended to offer opportunity for a critical study of the origin and development of the American constitution. The specific lines of work along which the general subject is studied vary from year to year. The class is divided into small sections, thus affording opportunity for constant discussion of facts and principles and the individual study of special topics.

**Course E.** American and English Constitutional History. Second semester [3].

PROFESSOR SALMON.

This course is open to students who have completed Course D.

The course completes the work of Course D, and includes a comparative study of the existing political institutions of America and England.

**Course F. Nineteenth Century History.** First semester [2].  
In 1897-98 [3].

PROFESSOR SALMON.

This course is open to students who have completed Course B and Course C.

The object of the course is to study the different political conditions in Western Europe as they have been developed from the French Revolution. The special subjects considered include the growth of republican ideas in France, the unification of Italy, the establishment of the German Empire and the revolutionary movements of 1830 and 1848. Special topics for individual study are taken up by each member of the class and pursued throughout the semester.

**Course G. Comparative Politics.** Second semester [2].

PROFESSOR SALMON.

This course is open to those who have completed Course F or Course D. It is intended to supplement the work of both of these courses; it supplements Course F in being a comparative study of municipal government in England, France, Germany and Italy as it has been developed by the history of the Nineteenth Century, and it supplements Course D in considering the organization and functions of municipal bodies as distinguished from the National and the State governments.

## **ECONOMICS AND SOCIOLOGY.**

PROFESSOR MILLS.

It is the desire of this department to make its work primarily disciplinary in the belief that Economics involves in an unusual degree the combination of mental discipline with practical utility. Further it is hoped that the courses offered will enable those pursuing them to read, think and act intelligently upon the economic, social and philanthropic questions which are assuming such great importance and becoming more and more complicated.

Methods of work will vary with the subject and the advancement of the student. In the first year's work much use is made of text-books as a basis for recitation and free discussion. In the more advanced course topical outlines furnished the class in ad-

vance enable the student to study differing views, to weigh conflicting evidence and arguments, and to train herself to habits of independent thinking.

**Course A.** Principles of Economics. Recitations from Marshall, *Elements of Economics*, supplemented by lectures, and a brief survey of money and credit. First semester [3].

This course is designed to give a fundamental knowledge of the main principles of economic theory with such attention to conflicting views as time permits.

**Course B.** Economic History. The Development of Industrial Society. Second semester [2]. This course requires no previous study of Economics. Not given in 1896-7, but may be expected in 1897-8.

The chief topics studied are the English manor, the growth of the towns, the guild merchant, internal and foreign trade, the craft guilds, municipal control of industry in the middle ages; mediæval agriculture and its progress, the Black Death, growth of international trade, trading monopolies, Elizabethan legislation, domestic system of industry, the industrial revolution, the factory system, recent economic changes. The work will be based principally upon Ashley, Cunningham, Rogers, Toynbee, R. W. C. Taylor, Wells, Hobson, Wright.

**Course C.** Money and Banking. The Silver Question. Dunbar, *The Theory and History of Banking*; Walker, *International Bimetallism*; White, *Money and Banking*. Second semester [3]. Must be preceded by A.

In the first part of the course attention will be directed to modern banking methods, principal foreign banking systems, our experience with State Banks, National Banks, systems of note issue: in the second part of the course the present silver situation will be considered, including the monetary history of the United States, the argument against gold-monometallism, the dangers of free-silver coinage, international bimetalism. The texts of important statutes will be carefully studied.

**Course D.** Railroad Transportation, Trusts, and the Relation of the State to Monopolies. First semester [2]. Must be preceded by A.

Laissez-faire, the argument for and against, and substitutes proposed for this precept; definition and classification of mo-

nopolies; transportation prior to the railway, development of the railway system, results of improved transportation and communication, railway organization and accounts, competition, combination, discrimination, rates, railroad policy of different countries and of this country before 1887, constitutional and legal limitation of the legislative power in controlling transportation agencies, proposed solutions of the railway problem including state ownership, the Interstate Commerce Law and its results; the development, organization, advantages and dangers of trusts, anti-trust legislation; municipal ownership of water-works, gas-works, electric-lighting plants and street railways; conclusion as to the proper treatment of monopolies.

**Course E.** (a) The Labor Problem; its Origin and Attempts toward its Solution; (b) Socialism. Second semester [3]. Open to all who have had A.

The chief topics considered will be the historical basis of the labor problem in the economic development of the last hundred years; the progress and present condition of the working classes; their complaints and claims; history and aims of workmen's combinations; conciliation and arbitration; co-operation; profit sharing; different views as to the proper relation of the state to industry; factory and other labor legislation; history of socialism, its present strength, critical study of the proposals of the different schools of socialists; principles of social reform.

**Course F.** Social Science, Warner, *American Charities*. First semester [2]. Open only to Seniors who have taken A.

Sociological bearings of natural selection, heredity, environment, free will; physical, physiological, psychological, moral and social causes of abnormality; statistics of the causes of pauperism, history of the English poor laws; principles that should direct charity; private relief, charity organization, public relief, almshouses, old age pensions and workmen's insurance; relief for the unemployed including labor colonies and the tramp problem; dependent children; relief of the sick; insanity; statistics of the causes of crime; criminal anthropology; prevention of crime; principles that should govern the treatment of offenders; delinquent children; reformatories; prison methods, cumulative sentence; the family and divorce. Visits have been made to various charitable and correctional in-

stitutions, of which there is a considerable variety within easy access of the College. The formal and informal lectures by those in charge of the institutions visited have been very instructive.

**Course G. Finance.** Second semester [2]. Open only to those who have had A.

Plehn's *Introduction to Public Finance* will be used as an outline. Certain topics under Taxation and Public Debts will be given special consideration.

**Course H. Economic Seminary.** Second semester [2]. This course will be offered only when desired by several properly prepared students. A prerequisite for admission is the completion with success of at least three courses in Economics. If not previously taken Course E must be elected contemporaneously with the Seminary.

### ART.

PROFESSOR VAN INGEN.

Three courses, all elective, are offered in this department, one Theoretical, two Historical. \*Technical instruction is also provided for.

Course A. Theory of Architecture, Sculpture and Painting, has special reference to the principles of criticism.

Courses B and C comprise the History of Architecture, Sculpture and Painting.

The instruction in Courses A, B and C is given by means of lectures and collateral reading. A large collection of Braun Photographs, Casts and Diagrams elucidates this instruction. The work gone over in these several classes is further impressed on the student's mind towards the close of the year by a course of twelve lectures, illustrated by means of the stereopticon. These lectures are open to all the members of the college.

**Course A.** Theory of the art of Design. First semester [2]. (Second semester in 1897-98.)

This course comprises a study of Beauty in Art, intellectual and optical beauty. Unity, its application to different modes of expression. Definition of Architecture: laws derived from nature, materials used in Architecture; their effect on con-

\*For this course there is an extra charge.



struction: lintel and column; round-arch and dome; pointed arch and buttress; the truss; decorations in Architecture. Definition of Sculpture; the statue, low, medium, and high relief; laws of relief; materials used in Sculpture and subjects treated. Definition of Painting; imitation; materials used in painting. Etching. Engraving. Lithography. Photography. Composition: the sketch, the studies. Drawing, its importance: Stereography, Orthography, Scenography. Perspective, the definition, the perspective of a point; parallel perspective; oblique perspective, problems. The human form in Art; proportion, anatomy, expression, gesture, drapery, costume, attributes. Chiaroscuro, tone. Color. Touch. Various kinds of pictures: historical, portrait, genre, landscape, animal, battle, marine, architectural, flower, fruit, still-life, scene and ornamental paintings.

**Course B.** Second semester [3]. Open to Sophomores.

History of Art, Architecture and Sculpture: The Egyptian Temple and its Sculptures, Tombs and Sculptured Reliefs, Pre-Historic Monuments of Greece, The Greek Temple and its Sculptures, the Periods of Phidias and Praxiteles, the Alexandrian Period. Roman Architecture. Portrait Statues and Historical Reliefs. Early Christian Architecture, the Byzantine and Latin Styles, the Romanesque and Gothic Cathedral and their Sculpture Decorations. Renaissance Architecture and Sculpture, Ghiberti, Donatello, Della Robbia, Michael Angelo, Bernini, Canova, Flaxman, Thorwaldsen.

**Course C** [2]. First semester.

Painting: Classic and Byzantine Painting, Renaissance Painting, Giotto, Fra Angelico, Masaccio, Leonardo, Michael Angelo, Raphael, Titian, Veronese, Durer, Rubens, Rembrandt, Velasquez, Murillo, Poussin, David, Millet, Hogarth, Reynolds, Benjamin West.

Technical instruction is given in Drawing, and Painting in Oil and Water Colors.

The work is graded into the following Classes:

Class 1: Preparatory Class: Drawing in black and white and water colors from geometrical, ornamental and architectural forms.

Class 2: Antique Class B: Drawing from models of parts of the human figure.

**Class 3: Antique Class A: Drawing from the full length statue.**

**Class 4: Still-life Class: Painting in oil and water colors.**

**Class 5: Portrait Class: Drawing and Painting from the draped life model.**

Classes 1, 2, 3, 4, continue each through one semester; Class 5 through two semesters (each class two hours, two days in the week).

### MUSIC.

PROFESSOR GOW, MISS WHITNEY, MISS CHAPIN, MISS HUBBELL,  
MR. BANCK.

Eight courses, all elective, are offered in this department. Technical instruction is also provided for on the organ, piano-forte, violin, and in solo-singing—for which an extra charge is made. See page 85.

**Course A.** The Structure of Music, covering notation and elementary harmony. First semester [3]. Open to Sophomores.

**Course B.** Applied Harmony, covering advanced harmony and its application in simple improvisation at the key-board. Second semester [2].

**Course C.** Counterpoint. First semester [2].

**Course D.** Applied Form. Free composition so carried on as to make a systematic study of forms. Second semester [2].

The above courses are designed to follow one another, and the advanced courses are open only to students who have completed the earlier ones.

**Course E.** History of Music. This is pursued with the same aims and methods of study as laid down for general history. See page 53. Instruction is by text-book, lectures and library work. First semester [2].

**Course F.** Historical Form. An illustrative lecture course on the development of art forms. This is supplemental to Course E, and can be taken most advantageously in connection with Course D. Second semester [2].

**Courses G and H.** Interpretation. A study of musical æsthetics and the principles of interpretation, including performance of works of the principal composers for piano, organ, voice

or violin by members of the class under the criticism of the instructor. This is open only to students of advanced technical ability who can profitably carry on such study. Students able to take these courses who are also doing private study may easily have their private lessons bear helpfully on their preparation for the classroom. First and second semesters [2].

Elementary class instruction in singing and the reading of vocal music is offered throughout the year, one hour a week. This course does not count toward a degree, but the student who elects it is expected to be regular in attendance throughout the semester.

**The Choral Club**, a students' organization, meets once a week for drill in part singing. Only those who have good voices and can read music are eligible to election into this society. From it the college choir and glee club are recruited. All students of music are invited to join the **Thetka Club** whose monthly meetings afford the opportunity of solo performance in the presence of others.

#### BIBLE STUDY.

The College aims to give, in a progressive course of study, such instruction as shall enable the student to gain a general knowledge of the history and teachings of the Bible. Among the specialists who have conducted this work are President Harper, and Professor Burton of the University of Chicago, Professor Riggs of the Auburn Theological Seminary, Professor True of the Rochester Theological Seminary, Professor Marvin R. Vincent, of the Union Theological Seminary, New York, Professor T. Harwood Pattison of the Rochester Theological Seminary.

The subject of the course of lectures by Professor Burton for this semester is "The six generally accepted Letters of the Apostle Paul and their Testimony." In the second semester Professor Riggs will give a series of six lectures on Palestinian Geography.

#### LECTURES.

The College provides courses of lectures supplementary to its regular work. The subjects, as far as arranged, are as follows :

- The History of Art (twelve lectures). Illustrated by the use of the stereopticon, . . . . . PROFESSOR HENRY VAN INGEN.
- Life in the Homeric Age, . . . . . PROFESSOR T. D. SEYMOUR.
- The Mississippi Valley, . . . . . PROFESSOR HARRY P. JUDSON.
- George Washington, . . . . . DR. ALBERT SHAW.
- The Evolution of a New Science, . . . . . PROFESSOR ALBERT H. TUTTLE.
- Hugo as a Poet of the Household, . . . . . PROFESSOR F. M. WARREN.
- Democracy and Economics, . . . . . PROFESSOR E. R. A. SELIGMAN.
- Mushrooms, . . . . . DR. J. E. HUMPHREY.
- The six generally accepted Letters of the Apostle Paul and their Testimony (a course), . . . . . PROFESSOR E. D. BURTON.
- Palestinian Geography (a course), . . . . . PROFESSOR J. S. RIGGS.
- The Place of Dante in General History, . . . . . PROFESSOR GEORGE B. ADAMS.
- Pencil and Graver in American Books for 200 years, . . . . . MR. W. LEWIS FRASER.
- Tiryns and Mycenae, . . . . . DR. DÖRPFELD
- Optimism and Pessimism, . . . . . PROFESSOR ANDREW SETH.
- Photographic Revelations in Astronomy, . . . . . PROFESSOR E. E. BARNARD.

Concerts are also provided for the College under the auspices of the Department of Music. They are given by artists from the best known Musical Clubs and Societies.

#### GRADUATE COURSES.

Courses of advanced study will be arranged by the various departments of the College for graduates of colleges who may prove to the Faculty their ability to profit by them. The student will have the advantage of study with the instructor, and of a general direction in her investigations.

Graduate courses of study, under the direction of the heads of the different departments of instruction, will

be arranged for such resident graduates as wish to take examinations for the Second Degree in Arts (A.M.)

**THE MARY RICHARDSON AND LYDIA PRATT  
BABBOTT FELLOWSHIP.**

This Fellowship, with an annual income of four hundred dollars, was founded in 1895 by Mrs. Lydia Pratt Babbott, a member of the class of 1880.

It may be awarded to a member of the graduating class or a graduate of not more than three years standing. Applications for the Fellowship must be in the hands of the President of the College on or before May first. Candidates shall submit evidence of their fitness and their intention to pursue an independent course of study.

The holder of the Fellowship may pursue her studies at Vassar College or at any other institution approved by the Faculty. She must devote her whole time for one year to study according to a plan approved by the Faculty, and must submit to the Faculty quarterly reports of her work.

The Fellowship is held for 1896-97 by Emily Louise Wells of 1894, who is pursuing a course of study in Sociology and Economics at the University of Chicago.

**GRADUATE SCHOLARSHIPS.**

Seven graduate scholarships, entitling the holder to board and tuition at the College for one year, were established by the Board of Trustees in June, 1894. These scholarships are open to members of the Senior Class in College and are awarded by vote of the Faculty on the basis of good general scholarship, unusual excellence in some particular line of study, and a due regard to the fitness of the student for advanced work. Mem-

bers of the Senior Class who desire to present themselves as candidates for the scholarships must make written application to the President of the College on or before the first Thursday after the spring vacation, stating the line of study they wish to pursue.

In June, 1896, scholarships were awarded to

HANNAH WINIFRED ARNOLD,	ANNE MOORE,
ANN HERO,	JULIA AUGUSTA SCHWARTZ,
IDA GRACE KRUSE,	MARY EDITH TARBOX,
HELEN THIRZA WOOD.	

### DEGREES.

Students who have completed the regular course will receive the First or Baccalaureate Degree in Arts (A.B.)

No person will be admitted to the College as a Candidate for the degree of Bachelor of Arts after the beginning of the first semester of the Senior year.

The Second Degree in Arts (A.M.) may be conferred upon Bachelors of Arts of this or any other approved College, who have pursued a course of advanced non-professional study. The required period of residence is one year, but graduates of this College studying *in absentia* must employ at least two years to complete the same amount of work. Non-residents must submit their proposed courses of study to the Faculty, not later than November the first of the year preceding that in which the degree is to be taken. The candidate must pass examinations on the course of study arranged and present an acceptable thesis. The title of the thesis must be presented to the Faculty as early as possible and not later than January the first of the year in which the degree is conferred. A fair copy of the thesis should be sent to the President's Office not later than May the first of the same year.

The degree of Doctor of Philosophy (Ph.D.) will not be conferred by the College at present. In the estimation of the Trustees and Faculty, the requirements for this degree cannot be met properly where there is not special provision made for extended graduate work, such as cannot be offered by institutions without a university equipment.

The degree in Music, *Musicae Baccalaurea* (Mus.B.), may be conferred on examination after the candidate has completed approved courses of graduate study.

The degrees conferred in 1896 were as follows:

## A. M.

EMILY JORDAN FOLGER, A.B., 1879.

THESIS: The True Text of Shakespeare.

HELEN NEWBERRY LADUE, A.B., 1895

THESIS: The Relations of New York State to the Insane.

ELLA CAROLINE LAPHAM, A.B., 1876.

THESIS: The Status of Women in the Elizabethan Age.

ANNA ADELE MONSCH, A.B., 1895.

THESIS: Mechanism of Cell-Division.

THEODORA ADA PHELPS, A.B., 1895.

THESIS: The Optimism of Browning.

ELIZABETH WHEELER SCHERMERHORN, A.B., 1889.

THESIS: Observations on the Language of the *Lisade of St. Juliana*.

LILLIAN CLARK WEAVER, A.B., 1895.

THESIS: The Origin and Development of the Infinitesimal Calculus.

## A. B.

MARY EWART ADKINS,  
 BELLE BINGLEY ANDERSON,  
 HANNAH WINIFRED ARNOLD,  
 FLORENCE BALLANCE,  
 HARRIET SKETCHLEY BANKS,  
 CLARA ADELIA WRIGHT BARNES,  
 LILIAN BAYLISS,  
 LAURA JENNIE BEACH,  
 LILLIAN SOUTHARD BERLIN,  
 LOUISE BOOKER,

LILLIAN ANGELA MACALLISTER,  
 GERTRUDE EUGENIE MACARTHUR,  
 ESTELLE MCCLOSKEY,  
 MARY LYON MCCLURE,  
 MAUDE MAY MCFARLAND,  
 IDA PAINE MCKEAN,  
 JEANNETTE McMILLAN,  
 LUCY MADEIRA,  
 ELIZABETH ESTELLE MALTMAN,  
 RUTH MITCHELL MANN,

INA C. BOWMAN,  
 LAURA MARGUERITE BRANCH,  
 MABEL BRECKINRIDGE,  
 MARGARET BROAD,  
 MARGARET CAMPBELL BROWN,  
 THEODORA MAY CARRELL,  
 SUSANNA WILLEY CHAMBERLAIN,  
 MARIA MITCHELL CHAMPNEY,  
 GERTRUDE LYDIA CHESLEY,  
 ANNIE SMITH CHILDS,  
 LILLIAN FRANK COLLINS,  
 MAUDE EMILY COOPER,  
 CLARA MARGARET CORNELL,  
 LUCILE CROSS,  
 ELLEN KING CUMMING,  
 ELIZABETH LOUISE DARROW,  
 EDITH DOUGLAS DEANE,  
 GRACE DENTON,  
 GERTRUDE A. HUNTINGTON DEWEY,  
 TENNY VICTORIA DICKSON,  
 PEARL CRYSTAL MARIE DILLOW,  
 ANNE ELIZABETH DOUGLAS,  
 KATHARINE STEWART DUNHAM,  
 HELEN FRANCES EPLER,  
 JOSEPHINE FAGAN,  
 QUEEN FERRY,  
 BLANCHE CHLOE GRANT,  
 LILY GREER,  
 JESSIE BELL HART,  
 SARAH BRANCH HARTZELL,  
 FLORENCE AUGUSTA HASKELL,  
 ELLEN IMOGENE HAYWARD,  
 ANN HERO,  
 MARIE LANCASTER HEWITT,  
 MARY ELIZABETH HIGGINS,  
 NELLIE HIGMAN,  
 JULIA DELACOUR HILL,  
 ALICE MERRILL HOWLAND,  
 ELLA STOOHOFF HULST,  
 MIGNONETTE BIRD JOHNSON,  
 BLANCHE ADALINE JONES,  
 SARA EMMA JUTTEN,  
 CORNELIA DODGE KINKEAD,  
 IDA GRACE KRUSE,  
 MARION LAIRD,  
 ANNE EDITH LAPHAM,  
 LIZZIE MARION LOCKHART,  
 ELLA LOUISE LOVE,  
 ADELE LUEHRMANN,  
 MURIEL KATE MABIE,  
 DELLA MARY MARQUARDT,  
 CAROLYN GRAYDON MARTIN,  
 ANNE MOORE,  
 LILLIAN RANDELL MOORE,  
 ANNA RUTH MORRIS,  
 BESSIE CROSS NILES,  
 ANNA ODELL,  
 ELIZABETH ELLA PACKER,  
 ROSE AMELIA PALMER,  
 HELEN WOOSTER PECKHAM,  
 MARGARET PELLETT,  
 LULU ALLEN PHINNEY,  
 LILY VIRGINIA PICKERSGILL,  
 JESSIE DURAND PIERSON,  
 KATE BEATTY REYNOLDS,  
 HARRIET RICHARDSON,  
 MAY MEYLBERT RICHARDSON,  
 DORA CORNELIA ROBERTS,  
 MARIAN ELIZABETH SAMSON,  
 EFFIE STARK SANDERS,  
 MARY NOXON SANDERS,  
 MATTIE DOUGLASS SCARBOROUGH,  
 JULIA AUGUSTA SCHWARTZ,  
 ELIZABETH GAMBLE SCOTT,  
 FLORENCE BEVIER SCOTT,  
 HENRIETTE IRENE SCRANTON,  
 LOUISE PATTESON SHEPPARD,  
 ANNA ELIZABETH SILL,  
 HENRIETTA SINSABAUGH,  
 SARAH GRISWOLD SPALDING,  
 MARY DUTY SPENCER,  
 HELEN STAMFORD,  
 MARY EDITH TARBOX,  
 HOPE TRAYER,  
 GENEVA TRYON,  
 RUTH TUNNICLIFF,  
 ALMA ELIZA TUTTLE,  
 LOUISE VAN ANDEN,  
 OLGA ATHENE WAIT,  
 REUBENA HYDE WALWORTH,  
 MAUDE LORAIN WARNER,  
 GRACE ANNA WELLINGTON,  
 MARJORIE SPAULDING WELLINGTON,  
 MABEL ELLA WELTON,  
 CLARA PRAY WEST,  
 ROSALIE WINKLER,  
 LAURA WINNINGTON,  
 HELEN THEIZA WOOD,  
 BERTHA KEDZIE YOUNG.



**Prizes.**

By bequest of Mr. Edward M. Barringer there is a fund of three thousand dollars, the income of which is to be paid "to the best scholar in the graduating class of each year who shall be a daughter of a physician, or of one who was a physician in his lifetime, and who shall offer herself as a competitor for the prize;" or, if no one in the graduating class presents herself, to the student in the next lower class who is eligible. This prize was awarded in 1895-96 to Ruth Mitchell Mann.

THE HELEN KATE FURNESS PRIZE FUND furnishes annually two prizes, one of thirty and one of twenty dollars, which are granted to the writers of the best two essays on some "Shakesperian or Elizabethan subject," competition being open to all the members of the Senior Class. The subject is assigned a year in advance, and the essays must be presented at the opening of the second semester. The subject for the year 1897-98 will be, "*The Children of Shakespeare's Plays.*"

In 1895-96, the prizes were awarded to Blanche Adaline Jones and Julia Augusta Schwartz.

The friends of the late MRS. ERMINIE A. SMITH, of Jersey City, have established a MEMORIAL PRIZE fund of one thousand dollars for excellence in the study of Mineralogy and Geology. A first and second prize will be awarded in accordance with the following extract from the deed of gift:

"The Trustees shall apply the net income from said fund as a prize or prizes to be given to any student or students of Vassar College who shall, in the judgment of said Board, from time to time have attained the highest degree of proficiency in the studies of Mineralogy and Geology."

In 1895-96 these prizes were awarded to Katharine Dunham and Elizabeth Dwight.

#### Scholarships.

The endowments for the assistance of students are as follows :

1. The "Auxiliary Fund" of \$50,000 established by the Founder's will.

2. A fund of \$50,000 established by the will of Matthew Vassar, Jr.

In awarding the latter, preference is given, to the extent of half the number receiving aid, to such as are residents of Poughkeepsie, and have been so for at least five years.

The Alumnae John H. Raymond scholarship of \$6,000.

The Alumnae Hannah W. Lyman scholarship of \$6,000.

The Adaline L. Beadle scholarship of \$6,000. In awarding this scholarship preference is to be given to members of the Reformed (Dutch) Church.

The Fox Memorial scholarship of \$6,000, subject to the nomination of the founder, Mr. A. J. Fox.

The R. H. McDonald scholarship of \$6,000, subject to the nomination of the founder.

The scholarship established by the Alumnae of Chicago and the West. This scholarship is open to competitive examination, under the direction of a committee of the Alumnae of that section, and it provides for the board and tuition of the successful competitor.

The Catherine Morgan Buckingham scholarship of \$8,000, founded under the will of the late Stephen M. Buckingham, an honored Trustee of the College. In awarding this scholarship it is provided that "preference shall be given to the daughters of clergymen of the Protestant Episcopal Church."

The Calvin Huntington scholarship of \$6,000, established by Mr. Calvin Huntington.

The William Mitchell Aid Fund of \$1,000, established by the bequest of Professor Maria Mitchell in memory of her father.

A Loan Fund from which amounts are lent to applicants, without interest.

The Merrill Fund of \$10,000, the income of which "shall be applied to aid deserving daughters of foreign missionaries."

The Catherine P. Stanton Memorial Scholarship Fund of \$1,000, the income of which "shall be applied for the benefit of some student in one of the higher classes of the college."

The L. Manson Buckmaster scholarship of \$740.

The Matilda C. Perry scholarship of \$6,000. In awarding this scholarship preference is to be given to the daughters of Baptist ministers.

The F. Helen Rawson scholarship of \$6,000.

The Kittie M. Spring scholarship of \$6,000.

The Charles M. Eckert scholarship of \$6,000.

The Heloise E. Hersey scholarship of \$6,000.

The Samuel Munson Fund of \$2,025. This endowment gives preference to students from Maine.

The Mary E. Monroe Memorial Fund of \$7,500.

The Helen Day Gould scholarship of \$8,000, subject to the nomination of the founder, Miss Helen Miller Gould.

The P. Charles Cole scholarship of \$6,000. In awarding this scholarship preference is to be given to the relatives of the donor.

Miss Mary Olmstead, of Amroati, Berar, India, has given \$1,025, and proposes to raise the amount to \$1,600, the sum to be used in providing \$200 a year for

each of two students who purpose to offer themselves for foreign missionary work.

Applicants for assistance from any of these funds must become members of regular classes, must furnish evidence of ability and need, and must maintain a creditable rank as students.

In addition to the above-mentioned Permanent Funds and Scholarships, there is also a College Aid Fund derived from the annual gifts of the friends of the College and of the higher education of women, as well as of persons interested in Christian education generally. This fund is usually without restriction, and from it appropriations may be made to students of any grade who may receive the approval of the Faculty.

*As, however, the demand for aid to worthy students is constant, and as there is no probability that the demand will ever cease, the Trustees solicit the gift of more scholarships. **The sum of eight thousand dollars is necessary to found a full scholarship.** Partial scholarships may also be established, yielding one-quarter, one-half, or three-fourths of the income of a full scholarship; these may afterwards be completed at the convenience of the donor, and made to yield an income which shall pay all the annual College expenses of the holder.*

*The Trustees especially solicit contributions to the College Aid Fund, as there are often students of great promise who can be helped only in this way.*

#### **Vassar Students' Aid Society.**

This Society was organized in October, 1889. Its regular membership consists of graduates, non-graduates and teachers of Vassar College. Other friends of the college and the work are allied as associate members of fourteen branch organizations. The scholarships are as-

signed as loans to applicants passing without condition the entrance examinations held by the college.

For the year 1896-97 the loans amount to \$2,830.

The General Society has given three of \$200 each; the Boston branch two of \$200 each; Brooklyn, one of \$200; Minnesota, one of \$200; New York City, a total of \$800; Poughkeepsie, two day scholarships of \$115 each; Rochester, one of \$200; Cleveland, one of \$200.

The General Society offers *annually* an entrance scholarship of \$200.

The Poughkeepsie branch offers for June, 1897, a day scholarship of \$115. Application should be made to Miss K. I. Arnold, N. Water St., Poughkeepsie.

The Illinois branch offers for June, 1897, a scholarship of \$200. Application should be made to Mrs. Edward Browne, 3829 Forest Ave., Chicago.

The Washington branch offers for June, 1897, a scholarship of \$200. Application should be made to Mrs. C. C. Darwin, 1524 28th St., Washington.

The New York City branch offers an entrance scholarship of \$200 for June, 1897. Application should be made to Mrs. Hanford Crawford, 231 West 83rd St., New York City.

The Orange branch offers an entrance scholarship of \$200 for June, 1897. Application should be made to Miss Adaline L. Jenckes, 54 Park Place, Newark, New Jersey.

The Pittsburg branch offers a scholarship of \$200 for June, 1897. Application should be made to Miss Elizabeth A. McCreery, Superior Ave., Allegheny, Penna.

The Michigan branch offers a scholarship for June, 1897. Applications should be sent to Miss Harriet A. Wood, 821 Court St., Saginaw, Michigan.

The Brooklyn branch offers for June, 1897, an entrance scholarship of \$200. Application should be made to Miss J. T. Dorman, 111 Park Place, Brooklyn.

The Boston and Rochester branches will continue their loans to students already in college, instead of offering scholarships for competition in June, 1897.

Requests for further information, and applications for the scholarship of the General Society, should be sent to the secretary of the Society, Mrs. Wm. M. Dean, 185 McDonough St., Brooklyn, New York.

## THE COLLEGE AND ITS MATERIAL EQUIPMENT.

The College is situated near the city of Poughkeepsie, which is on the Hudson River Railroad, 73 miles from New York. Electric cars run regularly to and from the city. The Western Union Telegraph Company has an office in the building.

The College buildings comprise the Main Building, a structure five hundred feet long, containing students' rooms, apartments for officers of the College, recitation rooms, the chapel, library, dining room, parlors, offices, etc.; Strong Hall and Windsor Hall, for residence; the Vassar Brothers' Laboratory of Physics and Chemistry; the Museum, containing the collections of Natural History, the Art Galleries, the Music Rooms, and the Mineralogical and Biological Laboratories; the Observatory; the Alumnae Gymnasium; the Conservatory; the Lodge; Residences for the President and for Professors; and various other buildings.

### **The Main Building.**

This building is warmed by steam, lighted with gas, and has an abundant supply of pure water. A passenger elevator is provided. Every possible provision against the danger from fire was made in the construction of the building. In addition to this there is a thoroughly equipped fire service, a steam fire engine, connections and hose on every floor, several Babcock extinguishers, and fire pumps.

The students' apartments are ordinarily in groups,

with three sleeping-rooms opening into one study. There are also many single rooms and some accommodating two students. The rooms are provided with necessary furniture. The construction of the building is such that even more quiet is secured than in most smaller edifices. The walls separating the rooms are of brick, and the floors are deadened.

#### **Strong Hall.**

This building for the accommodation of one hundred students was erected in 1893. It is arranged in single rooms, and in suites of three rooms for two students. It contains an elevator, and there is the same protection against fire as in the main building. The dining room, the height of which extends through two stories, is at the north end of the building. Every thing has been done to make this hall attractive and comfortable. Mr. John D. Rockefeller supplemented the appropriation of the Trustees by a gift of \$35,000, and made it possible to provide a model building for residence. It is named in honor of Mrs. Bessie Rockefeller Strong.

#### **Windsor Hall.**

This building has been rented by the College for the current year to accommodate those for whom room cannot be provided on the campus. It is about a mile from the College, but the schedule is so arranged as to compel the journey but once a day. The building was erected originally for a school. It is beautifully situated, is commodious, and is entirely under the control and conduct of the College, with its own dining room and assembly room. Several of the instructors reside in the building.



**The Frederick F. Thompson Library.**

This building, connected with the main edifice, was completed in 1893. Mr. Thompson's great generosity has met one of the chief needs of the College.

THE LIBRARY of the College contains about twenty-five thousand volumes, selected with special reference to the needs of the various departments. Provision is made for its growth by annual appropriations. The Finch Fund of \$500, established by the class of 1872, in memory of Miss C. E. Finch, yields an income which is applied to the purchase of books on music. The students have free access to the shelves during eleven hours of each day.

THE READING ROOM receives, in addition to the daily and weekly papers, the leading scientific, literary and philological periodicals, American, English, German and French.

**New Buildings.**

The College is erecting two buildings on the campus. The gift of Mr. John D. Rockefeller, of \$100,000, provides for a lecture hall, which will be devoted entirely to the educational work of the College, and furnished with rooms suitable for classes of various sizes, and also with two large lecture rooms. Especial attention will be paid to the ventilation of this building, which will be by the most improved system of fans, producing a constant change in the air of the rooms and keeping it at a uniform temperature.

The other building is a residence hall, similar in its construction to Strong Hall, which has proved so satisfactory in its general design. It will accommodate one hundred students. It will be named Raymond House, in honor of Dr. John H. Raymond, the first President

of the College. It is expected that both buildings will be ready for occupation at the opening of the College year in 1897.

Although this will provide for the students who are now obliged to live in Windsor Hall, and in cottages, it does not render less necessary the early application of students who desire rooms on the campus.

#### **The Vassar Brothers' Laboratory of Physics and Chemistry.**

This is a large and commodious building, with rooms of ample size for lectures, and laboratories for the practical study of chemistry and physics.

The department of Physics occupies seven rooms. The lecture room is provided with facilities for a complete course of experimental lectures, and adjacent rooms contain a generous supply of apparatus for demonstrations in general physics.

Two laboratories for students are located in the basement. Both have solid floors of cement and are provided with heavy but movable tables, securing stable support for sensitive instruments. Pier tables are furnished for such instruments as need to be free from the slightest tremor. One of these laboratories is devoted to general elementary physical measurements, and the other to more advanced work in magnetism and electricity. The latter contains no iron in any part of its structure. On the first floor is another laboratory, devoted to the experimental study of light and radiant heat.

The equipment in this department comprises an ample supply of apparatus for lecture purposes and for elementary laboratory work. In addition to this many instruments of fine grade, which have been obtained from the best American and European makers, are at hand for advanced work. Examples may be given as fol-

lows: micrometer screws, micrometer microscope, reading telescopes and fine balances; tangent, astatic and mirror galvanometers, wheatstone bridges, rheostats, electrometers and condensers; optical benches with complete outfits of lenses, mirrors and prisms; spectrometers, diffraction bench and accessories for measuring wave-lengths, polariscopes, and a complete set of Melloni apparatus.

The second and third floors of the laboratory building, comprising about 5,000 feet of floor space, are devoted to Chemistry, and contain lecture room, three laboratories for students, library and balance room, dark room and private laboratory. The laboratories for students contain 110 tables and are supplied with the usual conveniences and all apparatus necessary for the courses offered.

A fund, the gift of Mr. John Guy Vassar, provides for the addition of new apparatus.

#### **Biological Laboratory.**

The Biological Laboratory consists of a large laboratory for work in General Biology and a small one for more advanced work in Zoölogy, Anatomy and Embryology. These are furnished with tables for microscopic work and dissection, which are fitted up with re-agents, glassware and instruments. The students are supplied with dissecting microscopes, etc. The apparatus includes Thoma and Minot microtomes, a Cambridge incubator, Arnold steam sterilizers, a drying oven, paraffin baths, etc.

A valuable collection of invertebrates from the zoölogical station at Naples has been added for general use in lectures and laboratory, supplementing the supplies received each year from Wood's Holl. A good work-

ing series of charts illustrates systematic Botany and Zoölogy, Anatomy, Embryology and special phases of Evolution. Both laboratories are provided with a number of aquaria, both fresh-water and marine, containing mollusca, crustacea, fishes, amphibia, reptilia, etc. ' .

A small room has been set apart for the purpose of keeping live material for use in the laboratory. The supply of plants is furnished by the Eleanor Conservatory.

There is a small working library in the laboratory containing the ordinary text-books, works of reference and a few monographs, in addition to the books and journals kept in the library.

#### **The Mineralogical and Geological Laboratories.**

These contain cases of representative specimens, especially intended for actual handling and study by the students of these courses. To such students they are constantly accessible. There are also various forms of requisite apparatus, among which may be mentioned a Wollaston's Reflecting Goniometer, a Joly Specific Gravity Balance, an Analytical Balance, a Fuess Lithological Microscope of the largest size and latest improved form, apparatus and re-agents for the preparation of microscopic sections of minerals and rocks, and a sufficient number of complete sets of the apparatus requisite for the blowpipe determination of minerals to furnish one to each student of the class.

A good supply of the leading text-books and books of reference on the topics studied is furnished to the laboratories of Natural History for daily use by the students.

#### **The Museum of Natural History.**

This contains

1. The Cabinet of Minerals, Rocks and Fossils, with

more than ten thousand specimens, besides models, restorations, relief maps, sections, landscapes, etc. The minerals are over four thousand in number, all carefully selected for their educational value. There are also series of models in wood and in glass, for illustrating crystallography, a series exhibiting the physical characteristics of minerals, and many duplicate specimens for manual use. The lithological collection embraces all the important rocks, about seven hundred in number; the palæontological collection contains nearly five thousand fossils, which are chiefly from the standard European localities. There is a representative set of North American fossils, illustrating every period of geological history, and comprising over three thousand specimens, each one thoroughly authenticated.

A valuable collection of the remarkable vertebrate fossils of the Tertiary from the Bad Lands of Nebraska, including portions of gigantic mammals, also of interesting concretionary forms from the Hot Springs of South Dakota has been added.

2. The Cabinet of Zoölogy, illustrating all the subkingdoms, comprising about five hundred mammals, birds and reptiles from South America; representative vertebrates from our own country; a collection of insects; a choice collection of shells, corals, and other radiates; a fine osteological series; a set of Blaschka's life-like models of Invertebrates; some of Auzoux's clastic anatomical models for illustrating structural and comparative zoölogy; and full sets of mounted specimens of varieties of pigeons and domestic fowls illustrative of artificial selection. It is especially rich in ornithology, as it includes the Giraud collection of North American birds, well known as one of the most valuable in the United States. It contains about one thousand spec-

imens, all mounted, representing over seven hundred species, among which are several type specimens, and many of historical interest as the original of Audubon's drawings. The representation of South American birds, though not so complete, is rich, embracing probably the largest series of humming birds in any College museum.

#### **Art Gallery.**

This contains a collection of oil and water-color paintings. Among these the oldest artist in America, Watson, is represented. Of the early American school it contains works of Trumbull, Mount, Cole, Durand, Gifford, Kensett, Edwin White, Baker. Of the later Americans there are paintings by Inness, Boughton, Huntington, McEntee, Whittridge, Shattuck and Gignoux. Of foreign art it has works by Diaz, Courbet, L'Enfant de Metz, and Duverger. Among the water colors are four Turners, two Prouts, one Copley Fielding, two Stanfields, one Mauve and a number of others by well-known foreign and American artists.

#### **The Hall of Casts**

Contains specimens of all the great periods of sculpture; the large statues from the Parthenon, the Hermes by Praxiteles, the Laocoön and Niobe groups, the Sophocles and Demosthenes, the Dying Gaul and Borghese Warrior, the Venus of Milo and the Venus de Medici, the Diana, the Augustus of the Vatican, the Nuremberg Madonna, the Ghiberti Gates, the Pieta by Michael Angelo, the St. George by Donatello, a case with forty-two Tanagra figures, and a number of Architectural constructive details and ornaments. All these casts are the size of the originals.

The art fund provides means for annual additions to the Gallery.

#### **The Eleanor Conservatory.**

This memorial gift from Mr. W. R. Farrington, of Poughkeepsie, was erected in 1886. The plants, comprising typical specimens from various parts of the world, are among the valuable resources for biological instruction. The Herbarium contains the Merrill collection of ferns and other plants.

#### **The Anatomical Cabinet.**

This contains articulated and non-articulated skeletons, a complete dissectible manikin, magnified dissectible models of the eye, ear, larynx, etc., desiccated and other specimens, comprising all that is needed to elucidate the topics studied.

#### **The Astronomical Observatory.**

The observatory contains a Meridian Circle with Collimating Telescopes, a Clock and Chronograph, an Equatorial Telescope, and two Portable Telescopes, the gifts of Dr. R. H. McDonald, of San Francisco, and Miss Cora Harrison, of the class of 1876. The object-glass of the Meridian instrument is of three and three-quarters inches diameter; that of the Equatorial, of twelve and one-third inches. The latter is from the manufactory of Alvan Clark. A Spectroscope made by J. A. Brashear, and a Universal Instrument made by Wanschaff, of Berlin, have recently been added.

A Repsold measuring apparatus for the study of photographic plates has been presented to the Observatory by Mr. Frederick F. Thompson and Miss Catherine Bruce.

**The Chapel Organ,**

The gift of Mrs. John H. Deane, was constructed by H. L. Roosevelt, of New York.

**The Alumnae Gymnasium.**

This building was erected in 1889 by the Alumnae and Students of the College. The main part is one hundred feet long by forty-five feet wide. The upper story is used as a tennis court and as a hall for the entertainments of the Philalethean Society. The lower story contains, besides loggia and entrance hall, a room in which there are twenty-four bathrooms, with each of which two dressing-rooms connect. At the rear of this room is a large swimming tank, the gift of Mr. Frederick F. Thompson, of New York. It is forty-three feet long by twenty-four feet wide. A well one hundred and fifty feet deep supplies it with water which is pumped in at a temperature of from 70° to 80°.

The Gymnasium proper is sixty-seven feet long, forty-one feet wide and thirty-five feet high, and contains all the necessary apparatus.

**THE COLLEGE LIFE.****Health and Physical Training.**

A Physician and Assistant Physician reside in the College. The health of the students is made a prime object of attention, and the sanitary regulations of the College are all carefully directed. The study of hygiene is required of all new students.

There is an Infirmary with complete arrangements for the comfort of the sick, and with a competent nurse in constant attendance. It is isolated from the rest of



the College, and, with a southern exposure and the cheerful appointments of its dormitories and parlor, makes a homelike place of rest for those who need temporary relief from their work.

Students who enter in good health have almost uniformly preserved it, and cases of acute disease have been very rare. Few communities of the same number of persons have so little illness.

Upon entering the College each student is examined by the resident physician, her heart and lungs are tested, and information is solicited concerning her habits and general health. From these recorded data and measurements made by the Director of the Gymnasium, exercise is prescribed to meet the special wants of each individual. This is required three times weekly, unless the student is excused by the resident physician. Occasional re-examinations guide modifications of prescriptions. All exercise in the Gymnasium is under the personal supervision of the Director of the Gymnasium, who has made a special study of physical exercise as taught by Dr. Sargent, of Harvard University, and by other specialists. To ascertain the defects needing correction and to avoid overtasking any student, the system of measurements recommended by the American Association for the Advancement of Physical Education, is followed.

As the students are required to wear a uniform while exercising in the gymnasium, they are advised to consult the Director before procuring their suits.

The grounds of the College, covering two hundred acres, with several miles of gravel walks, tennis courts, a lake available for boating and skating, a rink for ice skating, and an athletic field, furnish ample facilities for the out-door recreation which is required.

**Religious Life.**

The College is distinctly Christian, as its Founder willed it to be, and it welcomes those of every faith to its advantages. It is unsectarian in its management. Services on Sunday are conducted by clergymen of various churches, and evening prayer is held in the Chapel daily. Provision is made for the regular study of the Scriptures. Religious meetings are held on Thursday and Sunday evenings. There is a Young Woman's Christian Association. Its public meetings are addressed by men and women devoted to home and foreign mission work.

The following are among the speakers from February, 1896, to February, 1897 :

DR. W. H. THOMPSON,	. . .	The Armenian Question.
MR. C. D. KELLOGG,	. . . . .	Organized Charity.
MR. E. R. YOUNG,	. . . . .	Missionary Life among the Indians.
MRS. BARNES,	. . . . .	Temperance Work among Young Women.
MRS. DALE,	. . . . .	Missionary Life in Syria.
MISS E. K. PRICE,	. . . . .	Methods of Y. W. C. A. Work.
MRS. BALLINGTON BOOTH,	. . . . .	The American Volunteers.
DR. GRACE N. KIMBALL,	. . . . .	Relief work in Armenia.

**Social Life.**

Various societies and clubs, literary, scientific and musical, give variety to the college life. The Philanthropic Anniversary and Founder's Day furnish occasions for a more general social life.

The enforcing of the regulations agreed upon in regard to attendance at chapel, daily exercise, hour of retiring, and other matters affecting the comfort of the college life, is entrusted to a committee appointed by the Students' Association. This plan has been in operation for several years and is amply justified by its results.

**Expenses.**

It is the aim of the College to avoid all extra charges in its proper work. Its rates are fixed with that purpose in view.

The charge to all students who reside in the College is \$400

*This includes tuition in all college studies, board, and the washing of one dozen plain pieces weekly. There is no charge for board during the short vacations. Extra washing is charged for at fixed rates. A reasonable charge is made for breakages and for chemicals used in the laboratories.*

Of the \$400 there is due on entrance . . . . .	300
And on March first . . . . .	100
Graduates of the College, in residence, pursuing advanced work are charged . . . . .	300
Non-resident graduates are charged for instruction at the College . . . . .	50
Day students are charged . . . . .	115
Drawing or Painting, for special students in Art, . . . . .	100
Drawing or Painting for students in the regular college course, . . . . .	50
For Solo Singing, two lessons a week . . . . .	150
For the Piano-Forte, two lessons a week, and one period for daily practice . . . . .	100
Special students in music may have an additional practice period free of charge.	
For the Organ, two lessons a week. . . . .	100
For the use of the Chapel Organ one period daily. . . . .	2 a month.
For the use of a piano for an additional period daily. . . . .	1 "

For extra lessons additional charge is made at the same rate as above.

Students who do not take lessons may have the use of a piano for a daily practice period at one dollar a month.

A nominal charge is made for MEDICAL ATTENDANCE. When the student consults the physician at her office, the charge is 25 cents; when the physician visits the student's room, the charge is 50 cents; prescriptions, 25

cents each. When a student is confined to the Infirmary, the extra charge for regular medical attendance, medicine, and for meals served there, is \$1.50 per day. Every meal taken to a room, for whatever cause, is charged extra.

Text-books, stationery, drawing instruments, and similar articles can be obtained at the College at current prices.

Students supply their own towels, and napkins for the table.

#### Deductions.

Students received at any time after the first five weeks are charged *pro rata* for board for the remainder of the year. If an applicant has engaged a room, and it has been retained for her, she will be charged for it from the beginning of the semester. No deduction will be made from the charge for tuition. Any student entering within the first five weeks will be charged from the beginning of the year.

No deduction is made for absences during the year, or in case of withdrawal during the last five weeks of the year.

#### Correspondence.

The address of persons connected with the College, is *Vassar College, Poughkeepsie, N. Y.*

Letters respecting any of the departments of instruction, the admission and dismissal of students, their studies, etc., should be addressed to the President. Communications in reference to rooms and the personal welfare of the students may be made to the Lady Principal.

Letters pertaining to the finances of the College, including all claims and accounts, and *requests for cata-*

*logues*, should be addressed to the Treasurer ; those relating to the general business of the College, to the Superintendent.

**Teachers' Registry.**

A registry of the names of students and graduates who desire to teach is kept by the College. The Alumnae who are interested in it are requested to keep the authorities informed of changes in their residence. The President will be pleased to correspond with any who desire teachers.

## STUDENTS.

### FELLOW.

MARY RICHARDSON and LYDIA PRATT BABBOTT FOUNDATION.

EMILIE LOUISE WELLS, A.B., 1894, Sociology and Economics,  
University of Chicago.

### GRADUATE SCHOLARS.

HANNAH WINIFRED ARNOLD, A.B., 1896, Modern Languages.

ANN HERO, A.B., 1896, Chemistry.

IDA GRACE KRUSE, A.B., 1896, English.

ANNE MOORE, A.B., 1896, Biology.

JULIA AUGUSTA SCHWARTZ, A.B., 1896, English.

MARY EDITH TARBOX, A.B., 1896, Astronomy and Mathematics.

HELEN THIRZA WOOD, A.B., 1896, Greek and Latin.

### GRADUATE STUDENTS.

MARY EWART ADKINS, A.B., 1896, Physical Training.

MARY ELEANOR GEDNEY, A.B., 1895, Art.

CARRIE CRAFT LAWRENCE, A.B., 1882, Mathematics.

### SENIOR CLASS.

ALEXANDER, LAURA VICTORIA,	Oswego.
ANDERSON, HELEN ELONA,	Tecumseh, Mich.
ANDERSON, MILDRED WALKER,	Louisville, Ky.
APPLEGATE, KATHARINE TRAFFORD,	Red Bank, N. J.
ATKINSON, ELISABETH BUSHNELL,	Brooklyn.
BAILIE, MARY EVANS,	Pittsburg, Pa.
BAKER, EMMA LESTER,	Barrington, R. I.
BALDWIN, ELINOR LYDIA,	Milford, Del.
BEARD, HARRIET ELIZABETH,	Brooklyn.
BECKWITH, FRANCES AGNES,	Utica.
BENEDICT, MARY KENDRICK,	Cincinnati, O.
BERNKOPF, FLORA BELLE,	Wellsborough, Pa.
BISHOP, ELIZABETH LORAINÉ,	Detroit, Mich.
BISHOP, HELEN LOUISE,	Detroit, Mich.

BOWMAN, AMY C.,	Philadelphia, Pa.
BRAISLIN, ANNA PRISCILLA,	Crosswicks, N. J.
BREVOORT, ROSAMOND RENWICK,	Yonkers.
BRIGHAM, MARY HANNAH,	Canisteo.
BRILL, EMMA CATHARINE,	Hazleton, Pa.
BRITAIN, GERTRUDE FULLER,	Montclair, N. J.
BROWN, CLARA KINGSLEY,	Syracuse.
BURCHARD, ANNA TERRESSA,	Hamilton.
BURNET, JEAN EDGAR,	New York.
CHAMBERS, MARY ELIZABETH,	Bronxville.
CHANDLER, ALICE BELLE,	St. Albans, Vt.
*CHAPIN, MARIETTA PEARSONS,	Evanston, Ill.
CHASE, ANNIE BORDEN,	Fall River, Mass.
CHESLEY, MABEL LOUISE,	Malone.
CLAFLIN, ADELAIDE,	Cleveland, O.
CLARK, MARTHA MILLER,	Brooklyn.
COMSTOCK, HARRIET BETTS,	Wilton, Ct.
COOK, BERTHA,	Tarrytown.
CRAIG, EVA MAY,	Vevay, Ind.
CRANE, EDITH,	Cincinnati, O.
CROSBY, FLORENCE MAY.	New Rochelle.
DUDLEY, SARAH ELEANOR,	N. Pleasureville, Ky.
DUNNING, MARY GARDINER,	Auburn.
EASTON, ALICE FREEBORN,	Fall River, Mass.
ELLERY, ELOISE,	Rochester.
FERRELL, NELLIE I. IDYLYNE,	Columbus, O.
GALLAHER, GRACE MARGARET,	Essex, Ct.
GOODRICH, ISABEL FRANCES,	Delhi.
GRANNISS, HONORIA ELIZABETH,	Foxon, Ct.
*GREELEY, EDITH,	Scranton, Pa.
GRIFFIN, MAUDE VERNETTE,	Danbury, Ct.
GUYER, ELIZABETH,	Waverly.
HARDIN, CAROLINE HYDE,	Beirut, Syria.
HAZELTINE, ELIZABETH HALLOCK,	Jamestown.
HECKER, MARY MAGDALENE,	Allentown, Pa.
HEMMINGS, ANITA FLORENCE,	Boston, Mass.
HEYWOOD, ROSE BARTLETT,	Holyoke, Mass.
HIGGINS, MEDORA LAMBERT,	Ticonderoga.
HOMMEL, LILLIAN CHAPMAN,	Port Jervis.
HOTCHKISS, FLORENCE,	Evanston, Ill.
HUTCHINSON, KATIE OLIVE,	South Norwalk, Ct.

JAMES, VASSIE,	Kansas City, Mo.
KIRKLAND, WINIFRED MARGARETTA,	New Berlin.
LANDFIELD, GRACE HANNAH.	Binghamton.
LAPHAM, EMILY MARIAN,	Canandaigua.
LAWRENCE, EDNA IRENE,	Cleveland, O.
LEVERETT, MARY ELIZABETH,	Binghamton.
LEWIS, HORTENSE WITTER,	Mount Vernon.
LORD, ELIZA MARY,	Burnt Hills.
LOVEJOY, LILLIAN,	Poughkeepsie.
MCCLELLAND, NANCY VINCENT,	Poughkeepsie.
MCMAHON, MARY MABEL,	Bradford, Pa.
McNAIR, JEAN FERGUSON,	Hazleton, Pa.
MALLON, FLORENCE CORDELIA,	Malone.
MERRILL, MARY,	Rochester.
MEYERS, BELAH,	Chicago, Ill.
MIERSCH, ELLA EMILIE,	Allegheny, Pa.
MOFFETT, EDNA VIRGINIA,	Richmond, Va.
NEEF, HARRIET CAMILLA,	Elmira.
NEWELL, ANTOINETTE,	Bristol, Ct.
PATTERSON, IRENE EDWARDS,	Franklin, Ky.
PETERS, HELEN,	Cincinnati, O.
PHILLIPS, SARA JAY,	Brooklyn.
PLATT, SARA FAIRCHILD,	Englewood, N. J.
POST, ANNA WARNER,	Oswego.
POWELL, FLORENCE CAROLINE,	Minneapolis, Minn.
REIMER, MARIE,	East Aurora.
RICHEY, ANNA GERTRUDE,	Allegheny, Pa.
SAWYER, ALICE WELLINGTON,	Jacksonville, Fla.
SCHAUFFLER, RACHEL CAPEN,	Cleveland, O.
SCHIBSBY, MARION,	Omaha, Neb.
SHAW, BEATRICE,	Paterson, N. J.
SMITH, GERTRUDE,	Woodfords, Me.
STATON, SALLIE BAKER,	Tarboro, N. C.
STORKE, ALICE HERMIONE,	Auburn.
STRAIGHT, GRACE CLARK,	Bradford, Pa.
SUTTON, EDNA WOODS,	Pittsburg, Pa.,
TAYLOR, LOUISE CLINTON,	South Orange, N. J.
THAIN, JESSIE ISABELLE,	Tabor, Ia.
THALLON, IDA CARLETON,	Brooklyn.
THORNTON, EMMA CLEORA,	Auburn.
TIFFANY, BELLE LOUISE,	Fredonia.



TRAVER, MAIDEE MACWHORTER,	Saratoga Springs.
TWEEDY, GRACE BENEDICT,	Danbury, Ct.
VERHOEFF, CAROLYN PARKER,	Louisville, Ky.
WARNER, GRACE MAY,	St. Paul, Minn.
WHITNEY, BERTHA BELLE,	Bethel, Ct.
WHITON, ALICE,	Brooklyn.
WILKINSON, ANNIE LYNDESAY,	Germantown, Pa.

Those who, on account of sickness, deficiency, or other reason, have any work of the previous years unfinished at the time the catalogue is published, are not in full standing in the Senior class. Their names are indicated by an asterisk.

### JUNIOR CLASS.

ACKERLY, MARY BELLE,	Poughkeepsie.
ADAMS, ISABEL,	Chicago, Ill.
BAGG, MARION CHAPIN,	WestSpringfield, Mass.
BALLANCE, HARRIET NEVIUS,	Peoria, Ill.
BEAN, NANIEKEITH,	St. Joseph, Mich.
BELKNAP, ELEANOR,	Louisville, Ky.
BENWAY, MABEL REED,	Albany.
BLANCHARD, MABELLE ALMA,	Benson, Vt.
BLUNT, KATHARINE,	West Troy.
BORDEN, FANNY,	Fall River, Mass.
BRINK, LOUISE,	Kingston.
BROAD, ELIZABETH,	Buffalo.
CHAMBERLAIN, LOUISE ARMSTRONG,	Chattanooga, Tenn.
CLOUGH, GRATIA,	Evanston, Ill.
COBB, HELEN ADELE,	New Hamburg.
CROSLEY, BERTHA,	Norwich, Ct.
CURTISS, MARY ELIZABETH,	Rochester.
DAVIS, HELEN GERTRUDE,	Montclair, N. J.
DEACH, MARY AMA,	Peoria, Ill.
DELANY, MARY ELIZABETH,	Chicago, Ill.
DWIGHT, ELIZABETH DENNISON,	Poughkeepsie.
EDDY, FLORA ELLEN,	Bay City, Mich.
EDDY, LUCRETIA GLOVER,	Bay City, Mich.
FERRIS, MABEL RAY,	Toledo, O.
FOSTER, ANNA FRANCES,	Winthrop, Mass.
FREEMAN, NELLIE DE ETTE,	Canandaigua.
GARDNER, JULIA GRACE,	Poughkeepsie.
GARVIN, GRACE MABEL,	West Winsted, Ct.
GIBBONS, ALICE NEWMAN,	Rochester.
GIBBONS, RUBY SEYMOUR,	Rochester.

GRANGER, MAY BRACE,	Winsted, Ct.
GREENWOOD, HELEN SPRIGGS,	Syracuse.
GUY, ALICE BAKER,	Middletown, Ct.
HAIGHT, HELEN IVES,	Auburn.
HATFIELD, PHEBE ANNETTE,	Utica.
HAVILAND, GRACE IRENE,	South Norwalk, Ct.
HEMPHILL, LUCY BELLE,	Louisville, Ky.
HEQUEMBOURG, HELEN MAUDE,	Dunkirk.
HERBERT, CLARA WELLS,	New York.
HOOKEE, EMILY GRISWOLD,	Winter Park, Fla.
HOWARD, JESSIE BELL,	Rochester.
HOWE, EDNA LODEMA,	Trumansburg.
JAQUES, EMILY HUBBARD,	Ashtabula, O.
JEFFERSON, DORA EVELYN,	St. Paul, Minn.
JONES, ELLA VIRGINIA,	Morris Church, Va.
JUSTICE, LUCRETIA BERNARD,	Philadelphia, Pa.
KAUFFMAN, ALICE,	Des Moines, Iowa.
KING, CLARA ELIZABETH,	New York.
LARRABEE, KATHARINE PELHAM,	Portland, Me.
LOVELL, PHEBE DURFEE,	Plainfield; N. J.
MCCALL, ROSEMARY,	Utica.
MCCARTY, MARIA COX,	Gouverneur.
MACCOLL, MARY,	Caledonia.
MCCULLOCH, ROBERTA,	St. Louis, Mo.
MACFARLANE, ALICE CLYMER,	Louisville, Ky.
MCKINNEY, FANNY LEE,	Binghamton.
MAHAN, MARY BARRERE,	St. Paul, Minn.
MALTMAN, GRACE ISABEL,	Chicago, Ill.
MARSH, JANE CATHARINE,	Springfield, Mass.
MAYNARD, FLORENCE ALMENIA,	Springfield, Mass.
MILLER, ALMA MAY,	Winfield, Kan.
MOLWITZ, ALMA FREDERICA,	New York.
MORGAN, MARY HOLMES,	Pittsburg, Pa.
MORRIS, SARA HAMILTON,	Pittsburg, Pa.
MOUNT, HELEN ELY,	Freehold, N. J.
MURDOCH, JANE ROBB,	Pittsburg, Pa.
NORTON, SUSAN WHITTLESEY,	Peru, Neb.
OLIVET, FLORENCE WHITE,	Poughkeepsie.
PARKER, ALICE BENNETT,	Louisville, Ky.
POTTER, LOUISE ELLEN,	West Winsted, Ct.
RICE, LAURA OWEN,	Cambridge, Mass.

ROBBINS, LOUISE,	Nyack.
SERVISS, ETHEL MAY,	Closter, N. J.
SEYMOUR, BINA,	Rockville, Ct.
SHEPARD, RACHEL ADELAIDE,	Bath.
SHEPPARD, SARAH FLETCHER,	Penn Yan.
SIMPSON, LIZZIE MAY,	Mexico.
SLEIGHT, JOSEPHINE WHEELER,	Poughkeepsie.
SMITH, ALICE HARLOW,	Montgomery.
SMITH, NELLIE MAY,	New York.
SQUIRES, NORMA MAY,	West Haven, Ct.
STONE, AGNES HAYES,	Rochester.
TABER, MARY ALICE,	Sherwood.
TAYLOR, FLORENCE EUNICE,	Hamilton.
VASSAR, ELIZABETH FORBES,	Ballston Springs.
VOORHEES, GRACE L'AMOREAUX,	Auburn.
WARD, EDITH CLARISSA,	Evanston, Ill.
WENTWORTH, AMY,	Boston, Mass.
WHITMAN, HELEN LOUISE,	Troy.
WILKERSON, ELIZABETH BRINKLEY,	Memphis, Tenn.

**SOPHOMORE CLASS.**

ABBOTT, BEATRICE VAIL,	Brooklyn.
ABBOTT, CARRIE GARDNER,	Cleveland, O.
BAKER, NELLIE ROBINSON,	Bangor, Me.
BATCHELOR, ROSA MARY,	New York.
BEATTY, LUCY TUPPER,	Columbus, O.
BELCHER, JANE,	New York.
BELCHER, KATHARINE FISHER,	Newark, N. J.
BIDLEMAN, NELLIE RUTH,	Columbus, O.
BLUMENTHAL, HELEN,	Chicago, Ill.
BOWMAN, EDA C.,	Philadelphia, Pa.
BOYD, MARY,	Memphis, Tenn.
BREED, PERSIS MARY,	Louisville, Ky.
BRINCKERHOFF, MARY LOUISE,	Mount Vernon.
BROWN, MAROU SOPHIA,	Boston, Mass.
BROWN, MABEL WEBSTER,	Knoxville, Tenn.
BURNETTE, JANE ALICE,	Clyde.
BURR, MARJORIE,	Williamstown, Mass.
BURWELL, ETHEL IRENE,	New Brunswick, N. J.
BURWELL, ELIZABETH LOUISE,	Winsted, Ct.
BUSEY, MARIETTA RUTH,	Urbana, Ill.

CHAMBERLIN, LAURA ALLENE,	Geneva, O.
CHANDLER, UNA ELIZABETH.	Gloucester, Mass.
CHASE, HELEN VAN ETTEN,	Chicago, Ill.
CHOATE, AUGUSTA,	Atlanta, Ga.
CLARK, ANNA WHITMAN,	Binghamton.
CLARKE, ALICE,	Cleveland, O.
COLBURN, HELEN ELIZABETH,	Newton Centre, Mass.
COLES, ALICE BELDEN,	Kingston.
COOK, MYRA GEORGA,	Minneapolis, Minn.
COSSAR, HARRIET BONNEY,	Manchester, N. H.
CROWELL, ALICE BRUEN,	Springfield, O.
DAVIS, HELEN LEE,	Moultonboro, N. H.
DAY, ANNE MARJORIE,	Providence, R. I.
DEFREES, MARY LUCY,	Goshen, Ind.
DELAND, MINERVA LEWIS,	Fairport.
DELANY, ELEANOR ANN,	Chicago, Ill.
DILATUSH, CARRIE MAUD,	Robbinsville, N. J.
DRANSFIELD, JANE,	Rochester.
DUDLEY, CAROLYN AUGUSTA,	Concord, N. H.
EASTWOOD, MARY EDNA,	Albany.
EDSON, LORAINÉ.	Washington, D. C.
ELTING, EVARENE,	Utica.
ETTENSON, LILLIAN,	Leavenworth, Kan.
EVANS, MARY RULAND,	Rome.
FAXON, HARRIET FLAGG,	Stow, Mass.
FISH, ALICE PARSONS,	Waverly.
FITZROY, ALEXANDRIA SKENE,	Brooklyn.
FOSTER, ISABELLA GRAHAM,	New Haven, Ct.
FRY, MABEL MILDRED,	Rochester, Pa.
FULTON, MARIE GERTRUDE,	Chicago, Ill.
GARRETT, EMMA LOU,	Atlanta, Ga.
GATHRIGHT, MARGARET MAUD,	Louisville, Ky.
GILDERSLEEVE, LILLIAN,	Denver, Col.
GRANT, SARAH GEORGIANA,	St. Paul, Minn.
GREER, FLORENCE,	Chicago, Ill.
HALLARAN, MARY,	Toledo, O.
HAMBURGER, STELLA,	Allegheny, Pa.
HAMILTON, JEAN,	Oswego.
HARDING, HANNAH VIENNA,	Gaines.
HARRIMAN, MINNIE FRANCIS,	Sanbornville, N. H.
HART, LOUISE SANDERSON,	Albion.

HASSLER, CLAIRE BRACE,	Newton Centre, Mass.
HEARD, GERTRUDE BOOTH,	Pittsburg, Pa.
HENRY, SARAH MARTHA,	Fall River, Mass.
HEYWOOD, CAROLYN GERTRUDE,	Holyoke, Mass.
HILL, EDITH,	Medina.
HOSMER, MARY LOUISE,	Oswego.
HOY, HELEN KATHARINE,	Albany.
HOYT, JEAN BOUGHTON,	Canandaigua.
HURLBUT, MARY EVELINE,	New York.
JACOBUS, EMMA LOUISE,	Springfield, Mass.
JAMES, JANE ELEANOR,	Albany.
JEFFREY, LUCINDA ELIZA,	Littleton Common, Mass.
JENKINS, ANNIE ELIZABETH,	Evanston, Ill.
JENKINS, LEILA,	Norristown, Pa.
JOHNSON, CLARE LOUISE,	Cleveland, O.
JOHNSON, GRACE,	Chicago, Ill.
JONES, ANNIE CALVERT.	Vicksburg, Miss. *
KAUTSKY, MINNIE LILIAN,	Indianapolis, Ind.
LEHLBACH, ANNA,	Newark, N. J.
LOEB, SARA,	Ticonderoga.
MCCAFFREY, CORA AGNES,	Oswego.
MCLEOD, LEILA DURANT,	Brooklyn.
MARTIN, BLANCHE,	Little Rock, Ark.
MATHEWSON, MINNIE DEANE,	Avoca.
MEARS, RUTH BARTLETT,	Williamstown, Mass.
MERWIN, ADELE HEYWORTH,	New Haven, Ct.
MESICK, IRENE,	Little Falls.
MILLER, SUSIE GERTRUDE,	Suffield, Ct.
MORRILL, GRACE,	Concord, N. H.
MOSER, REGINA VIRGINIA,	New York.
MUMFORD, ROSALIE,	Detroit, Mich.
MURRAY, MARGARET,	Kansas City, Mo.
NESSENSON, ELSA,	St. Paul, Minn.
NICOLS, ELSIE,	St. Paul, Minn.
NOYES, HELEN MARIA,	Auburndale, Mass.
PAGE, ARRIA HORTENSE,	Lowell, Mass.
PATERSON, MABEL LEWIS,	Brooklyn.
PERCY, EDNAH,	Rochester.
PHILLIPS, JULIA TRACY,	Brooklyn.
PLUMB, ELLA WOODWARD,	New Haven, Ct.
RAY, ELEANOR KNAPP,	Unionville, Mass.

RAY, MABEL,	Franklin, Mass.
REED, ROWENA,	Sacramento, Cal.
RICHARDSON, BERTHA,	Brooklyn.
ROBB, SARA FOX,	Independence, Kan.
ROBBINS, GRACE HANNAH,	St. Paul, Minn.
ROBERTS, ROSAMOND,	Brooklyn.
ROSE, BERNICE,	Hornellsville.
RUSSELL, EDITH SUTHERLAND,	New Haven, Ct.
SAVERY, ANNE PYM,	Wilmington, Del.
SCOFIELD, HARRIET BATES,	Canandaigua.
SMITH, NATHALIE,	Newburgh.
SMITH, SUSAN ELLEN,	York, Pa.
SPAULDING, LEILA CLEMENT,	New York.
SPRAGUE, ANTOINETTE BURTON,	Toledo, O.
SPRAGUE, FLORENCE EMILY,	Toledo, O.
STOCKHOLM, HELEN WARD,	Poughkeepsie.
STOWELL, MARY ESTY,	Ithaca.
TAGGART, ALICE ROBINSON,	Newport, R. I.
THOMPSON, HELEN DUNBAR,	Colorado Springs, Col.
TOMPKINS, BESSIE MARIE,	Poughkeepsie.
TOZER, ALTA MAY,	No. Bennington, Vt.
TREMBOR, BERTHA ALICE,	Freeport, Ill.
TRUESDALE, PHOEBE KIRKPATRICK,	Youngstown, O.
TURNER, HARRIETT VELMA,	Camden, N. J.
TUTTLE, ANNA SEELEY,	Charlottesville, Va.
UPDEGRAFF, RACHEL,	McGregor, Iowa.
VANDERSLICE, ISABEL LITTLE,	Germantown, Pa.
VAN INWEGEN, ANNA,	Port Jervis.
VAN SYCKEL, JEAN,	Flemington, N. J.
WARE, ABBY HUNTINGTON,	Topeka, Kan.
WHEELER, RUTH,	West Pittston, Pa.
WICKER, JULIA FRANCES,	Ticonderoga.
WILSON, ANABEL HODGES,	Waterville.
WRIGHT, FLORENCE ELLA,	Cleveland, O.
WYLIE, MARY ELIZABETH,	Brooklyn.

**FRESHMAN CLASS.**

ADLEM, FLORENCE WHITE,	Red Bank, N. J.
ANDREWS, GRACE,	Yonkers.
ANGELL, JOSEPHINE MEDBURY,	Leavenworth, Kan.
ARMSTRONG, ESTELLE RICE,	Detroit, Mich.

AXTELL, CLARA ELIZA,	Pittsburg, Pa.
BAKER, MARTHA LAPHAM,	Saginaw, Mich.
BARNARD, ANNA ESTELLE,	Rochester.
BARNARD, VIOLET,	Saginaw, Mich.
BARROWS, ALICE PRENTICE,	Lowell, Mass.
BARTLETT, LOUISE STEVENS,	Providence, R. I.
BATES, BERTHA,	St. Louis, Mo.
BAXTER, KATHARINE CRISSEY,	Plainfield, N. J.
BEADLE, PHEBE HARRIET,	Rochester.
BECKER, JESSICA MARIE,	Keokuk, Iowa.
BECKWITH, FLORENCE MERWIN,	Cazenovia.
BELKNAP, ALICE SILLIMAN,	Louisville, Ky.
BENEDICT, MARION,	Brooklyn.
BIRDSALL, AGNES,	Glens Falls.
BORDEN, ASENATH,	Fall River, Mass.
BOURNE, MARY JOY,	New York.
BOYD, LEILA,	Memphis, Tenn.
BRADLEY, EMMA,	Hinsdale, Ill.
BRAUN, MABEL,	Chicago, Ill.
BRENT, MARIE LOUISE,	Columbus, O.
BROWNELL, FLORENCE MINERVA,	Hamilton.
BUCKLEY, LAURA,	Parkersburg, W. Va.
BUDINGTON, ANNA,	Kingston.
BUDINGTON, MARGARET,	Kingston.
BURNHAM, ALICE MIRIAM,	Hamilton.
BYINGTON, GRACE RICHMOND,	Norwalk, Ct.
CAHN, ANNA LOUISE,	New York.
CALEN, CARITA MAUDE,	Boonville.
CAMPBELL, FLORENCE DICKEY,	Franklin, Pa.
CANDLER, GERTRUDE MARY,	Detroit, Mich.
CHAPIN, RUTH MALLALIEU,	Southbridge, Mass.
CHRISTOPHER, LELIA,	Kansas City, Mo.
COMSTOCK, MARIE BELLE,	Alpena, Mich.
CORBIN, ELIZABETH BREWSTER,	Oxford.
CORCILIOUS, IRENE,	Jamestown.
CRATER, ANNIE MARIA,	Freehold, N. J.
DAILEY, EVA BOTTORFF,	Peoria, Ill.
DAVIS, ALICE ESTEP,	Glenshaw, Pa.
DAY, PAULINE BOYDEN,	Springfield, Mass.
DEAN, FLORA GRACE,	San Francisco, Cal.
DEGRAFF, BESSIE LOUISE,	Detroit, Mich.

DENTON, JULIA,	New Hampton.
DEWEY, RUSHA A. HUNTINGTON,	St. Albans, Vt.
DORRANCE, FRANCES,	Dorranceton, Pa.
DOWLING, FLORENCE CHISHOLM,	Toledo, O.
DUBOIS, EOLINE BEATRICE CHURCH,	Providence, R. I.
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ESS, MARION PAULINE,	Kansas City, Mo.
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FAIRHEAD, LIZBETH DAKE,	Covington, Ky.
FLEWWELLIN, HARRIET ELIZABETH,	Watervliet.
FORD, FLORENCE MAY,	Oneonta.
FOWLER, CLARISSA LOUISE,	Olean.
FOWLER, SADIE LESLIE,	Newark, N. J.
FRENCH, FLORENCE HOSMER,	Albany.
FROTHINGHAM, MARY,	Detroit, Mich.
GALLAGHER, HELEN DAVIS,	Brooklyn.
GAUS, DAISY,	Brooklyn.
GOODENOW, VALERIA STONE,	Boston, Mass.
GRAHAM, ELIZABETH,	Memphis, Tenn.
GREENHALGE, HARRIET NESMITH,	Lowell, Mass.
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HENSHAW, HELEN MANVILLE,	Des Moines, Iowa.
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HINCHMAN, ANNA BARKER,	Philadelphia, Pa.
HIRSCH, TELZA BABETTA,	Duluth, Minn.
HOPKINS, MABEL BUTTERFIELD,	Palmyra.
HORNE, CAROLINE RUTH,	Albany.
HORST, MABEL LOUISE,	Newark, N. J.
HUMPSTONE, HELEN,	Brooklyn.
HUNTER, EDITH LOUISE,	Norwalk, Ct.
JOHN, EMILY,	Meyersdale, Pa.
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JOHNSON, SUSAN FORNEY,	Asheville, N. C.



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 LE ROY, ALMA MILDRED,  
 LLOYD, MARY ELIZABETH,  
 LONG, HARRIET BICKMORE,  
 LORD, ELEANOR ANNA,  
 LOVETT, MARY,  
 MCMAHON, SUSAN,  
 MAROT, HELEN GWENDOLIN,  
 MARSALIS, LAILA,  
 MERRITT, EDITH SOMERVILLE,  
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 MOSSMAN, MARIAN WATROUS,  
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 NEWBORG, DAISY,  
 OBERLY, EUNICE ROCKWOOD,  
 O'CONNELL, FANCHON EILEEN,  
 ONDERDONK, MABEL HELEN,  
 PACKER, EDITH CROZIER,  
 PATTERSON, ROBBIE BELLE,  
 PAUL, CLARA LOUISE,  
 PAYNE, JENNIE MACKAY,  
 PERRIN, LINDA ORPHA,  
 PERRY, MARIE THOMPSON,  
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 PIERCE, THERESA VINTON,  
 PLUMB, MYRA WINIFRED,  
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 QUIGLEY, CORA CECILIA,  
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 Des Moines, Iowa.  
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 Highland.  
 Manchester, Iowa.  
 Pittsburg, Pa.  
 Tenant's Harbor, Me.  
 Rosemont, Pa.  
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 Bradford, Pa.  
 Dayton, O.  
 New York.  
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 Denver, Col.  
 Albany.  
 New Haven, Ct.  
 Poughkeepsie.  
 New York.  
 New York.  
 Concord, N. H.  
 Fort Dodge, Iowa.  
 Poughkeepsie.  
 Trenton, N. J.  
 Franklin, Ky.  
 Joplin, Mo.  
 Flint, Mich.  
 Rochester.  
 Rockford, Ill.  
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 Delhi.  
 Harrisburgh, Pa.  
 Newburgh.  
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 Franklin, Mass.  
 Charles City, Iowa.

REYNOLDS, IONE ARMENIA,	Highland.
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RICHARDSON, WINIFRED MORSE,	Brooklyn.
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SMITH, BERTHA MARY,	Lansingburg.
SMITH, EMMA WALDO,	Newton Centre, Mass.
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SMITH, NELLA BUEL,	Waterbury, Ct.
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SPRATT, MARY MARGARET,	Ogdensburg.
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STEWART, JESSIE AITKEN,	Fall River, Mass.
SUFFERN, ELSIE DERIEMER,	Plainfield, N. J.
TALLMADGE, ABBY LOUISE,	Evanston, Ill.
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TAYLOR, ELIZABETH BERDAN,	South Orange, N. J.
TEMPLE, MARY ELIZABETH,	Seneca.
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THOMPSON, MAUDE LILLIAN,	Fall River, Mass.
THORNE, ANNA DEAN,	Utica.
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TROWBRIDGE, ISABEL,	Constantinople, Turkey.
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VAILE, GERTRUDE,	Denver, Col.
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WING, LAURA CARROLL,	Talladega, Ala.

**SUMMARY.**

Graduate Students, . . . . .	11
Seniors, . . . . .	103
Juniors, . . . . .	90
Sophomores, . . . . .	137
Freshmen, . . . . .	186
In Special Courses, . . . . .	10
Whole number, . . . . .	537

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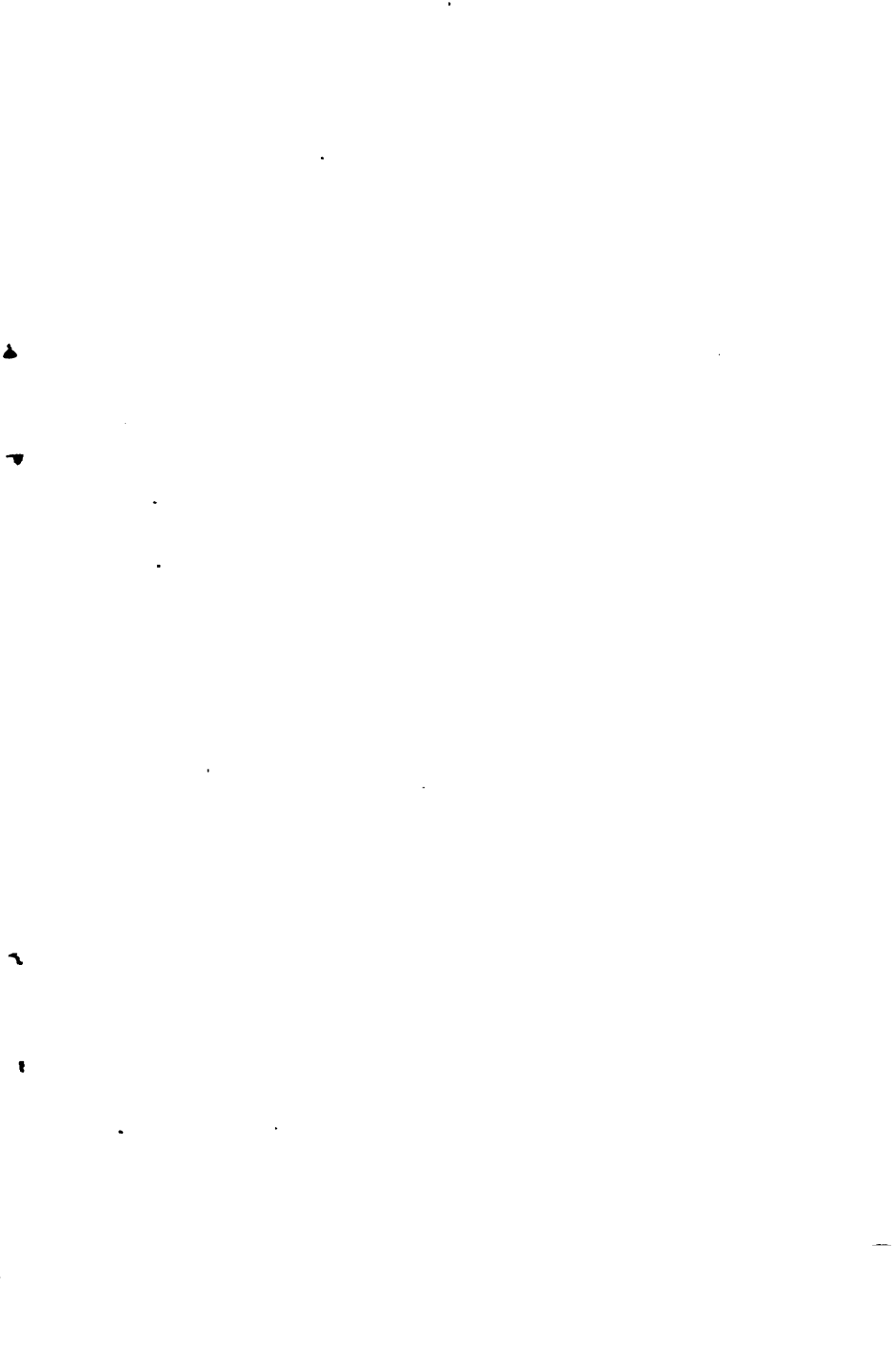
President—MISS KATE STRONG, '91.  
Secretary and Treasurer—MRS. F. W. NOYES, '80.

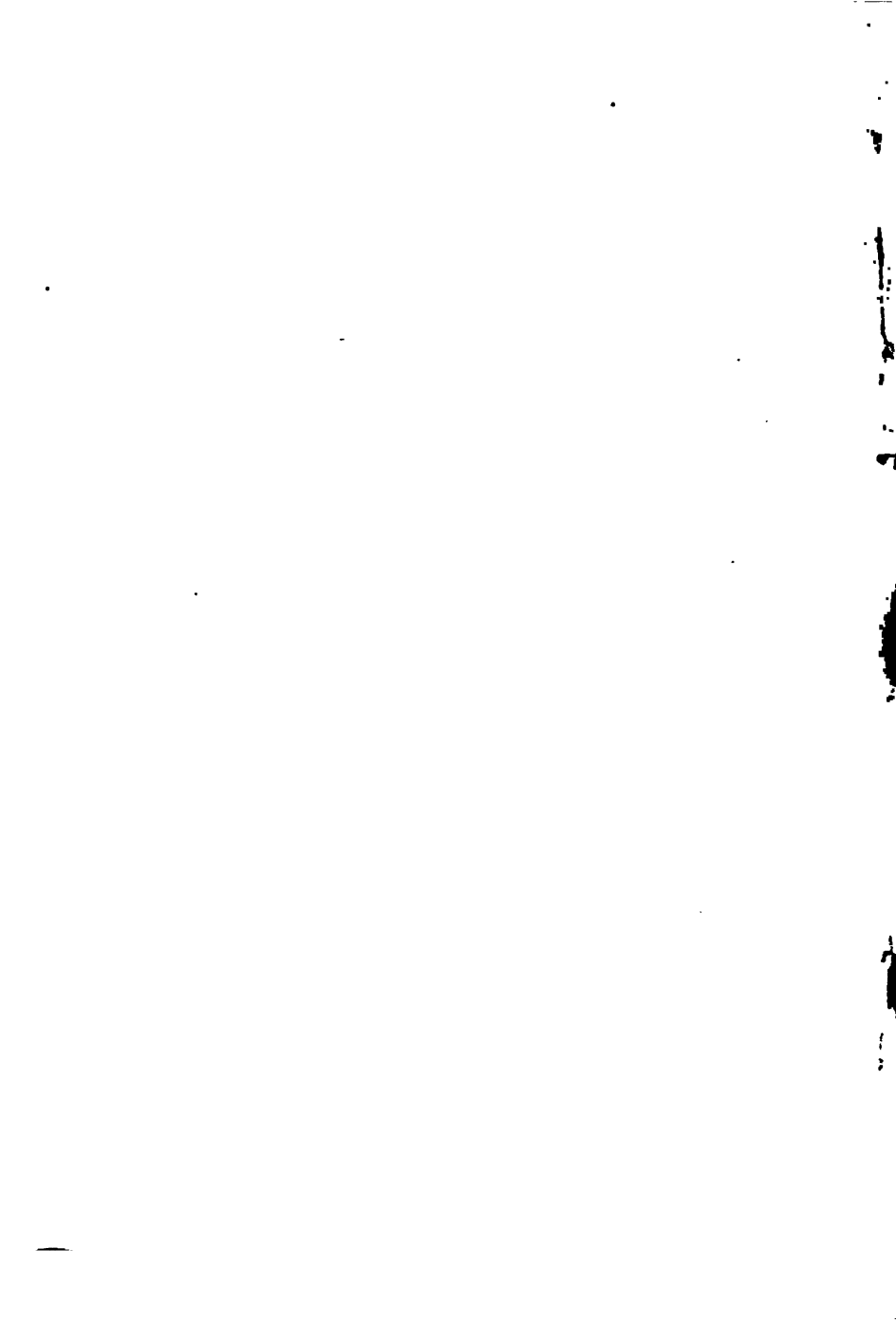
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**Vassar College**

1897-98





THE THIRTY-THIRD  
ANNUAL CATALOGUE  
OF  
VASSAR COLLEGE

POUGHKEEPSIE N. Y.

1897-98

POUGHKEEPSIE  
A. V. HAIGHT, PRINTER  
November 1897

"It occurred to me that woman, having received from her Creator the same intellectual constitution as man, has the same right as man to intellectual culture and development."

"It is my hope to be the instrument in the hand of Providence of founding an institution which shall accomplish for young women what our colleges are accomplishing for young men."

**MATTHEW VASSAR.**

The College was incorporated as Vassar Female College in 1861.  
This name was changed in 1867 to the present corporate name,

**VASSAR COLLEGE.**

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1897.

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## COLLEGE CALENDAR.

1897.

Examinations for Entrance, . . . . .	September 15-18.
College exercises begin at evening, . . . . .	September 17.
Thanksgiving Day, . . . . .	November 25.
Anniversary of the Philaethean Society, . . . . .	December 3.
Christmas Vacation begins at 11.20 A. M., . . . . .	December 17.

1898.

College Exercises begin at 8.30 A. M., . . . . .	January 4.
Semester Examinations, . . . . .	January 24-28.
Second Semester begins, . . . . .	January 31.
Spring Vacation begins at 11.20 A. M., . . . . .	March 25.
College Exercises begin at 8.30 A. M., . . . . .	April 6.
Last day for applying for Graduate Scholarships, . . . . .	April 7.
Essays for Helen Kate Furness Prize due, . . . . .	April 8.
Founder's Day, . . . . .	April 29.
Last day for submitting theses for advanced degrees, . . . . .	May 1.
Last day for applying for Babbott Fellowship, . . . . .	May 1.
Senior vacation begins, . . . . .	May 25.
Semester Examinations, . . . . .	May 30-June 3.
Baccalaureate Sunday, . . . . .	June 5.
Annual Meeting of the Board of Trustees, . . . . .	June 7.
Thirty-third Annual Commencement, . . . . .	June 8.
Examinations for Entrance, . . . . .	{ June 1-4. September 21-24.
College Exercises begin at evening, . . . . .	September 23.
Thanksgiving Day, . . . . .	November 24.
Anniversary of the Philaethean Society, . . . . .	December 2.
Christmas Vacation begins at 11.20 A. M., . . . . .	December 23.

1899.

College Exercises begin at 8.30 A. M., . . . . .	January 10.
Semester Examinations, . . . . .	{ January 30. February 3.
Second Semester begins, . . . . .	February 6.
Spring Vacation begins at 11.20 A. M., . . . . .	March 24.
College Exercises begin at 8.30 A. M., . . . . .	April 5.
Founder's Day, . . . . .	April 28.
Thirty-fourth Annual Commencement, . . . . .	June 14.

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\*Resigned, September, 1887.

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SECOND ASSISTANT IN THE GYMNASIUM.

EMILY HELEN DUTTON, A.M.,

INSTRUCTOR IN LATIN.

WINIFRED WARREN, A.B.,

INSTRUCTOR IN LATIN.

GERTRUDE BUCK, M.S.,

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EDITH RICKERT, A.B.,

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ALICE EDWARDS PRATT, Ph.D.,

CRITIC IN ENGLISH.

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REBECCA W. BRUSH, A.B.,

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 INSTRUCTOR IN GEOGRAPHY.

## **PREACHERS TO THE COLLEGE.**

From February, 1897, to February, 1898.

- THE REV. PRESCOTT EVARTS, *Wappingers Falls.*  
THE REV. T. HARWOOD PATTISON, D.D., *Rochester.*  
THE REV. B. T. NOAKES, D.D., *Cleveland, Ohio.*  
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MR. C. K. GILBERT, U. S. GEOLOGICAL SURVEY.  
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DR. L. O. HOWARD, U. S. DEPARTMENT OF AGRICULTURE.  
PROFESSOR GEO. E. HALE, UNIVERSITY OF CHICAGO.

## ADMISSION OF STUDENTS.

REQUIREMENTS FOR ADMISSION TO THE  
FRESHMAN CLASS.

Applicants for admission to the College must be at least sixteen years of age. Satisfactory testimonials of good character are required. All testimonials and certificates must be sent to the Secretary before July 10.

In order to secure a room on the campus, early application is necessary.

Registration blanks are provided by the College and no one will be considered an applicant who has not filled one out and returned it to the Secretary.

In order to secure a room, every application must be accompanied by a deposit of ten dollars. This sum is forfeited in case the applicant withdraws, but otherwise is credited on the first payment.

Candidates for the Freshman Class are examined in the following subjects :

**English :**

1. *Reading*.—The candidate is required to write a paragraph or two on each of several topics chosen by her from a considerable number—perhaps ten or fifteen—set before her in the examination paper.

The books presented for reading are:

In 1898: Milton's *Paradise Lost*, Books I and II; Pope's *Iliad*, Books I and XXII; *The Sir Roger de Coverley Papers* in *The Spectator*; Goldsmith's *Vicar of Wakefield*; Coleridge's *Ancient Mariner*; Southey's *Life of Nelson*; Carlyle's *Essay on Burns*; Lowell's *Vision of Sir Launfal*; Hawthorne's *House of the Seven Gables*.

In 1899: Dryden's *Palamon and Arcite*; Pope's *Iliad*, Books I, VI, XXII and XXIV; *The Sir Roger de Coverley Papers* in *The Spectator*; Goldsmith's *Vicar of Wakefield*; Coleridge's *Ancient Mariner*; DeQuincey's *Flight of a Tartar Tribe*; Cooper's *Last of the Mohicans*; Lowell's *Vision of Sir Launfal*; Hawthorne's *House of the Seven Gables*.

In 1900: Dryden's *Palamon and Arcite*; Pope's *Iliad*, Books I, VI, XXII and XXIV; *The Sir Roger de Coverley Papers* in *The Spectator*; Goldsmith's *Vicar of Wakefield*; Scott's *Ivanhoe*; DeQuincey's *Flight of a Tartar Tribe*; Cooper's *Last of the Mohicans*; Tennyson's *Princess*; Lowell's *Vision of Sir Launfal*.

II. *Study and Practice*.—This part of the examination will be upon subject-matter, form and logical structure, and pre-supposes the candidate's ability to express herself in good English. The books prescribed for study and practice are:

1898: Shakespeare's *Macbeth*; Burke's *Speech on Conciliation with America*; De Quincey's *Flight of a Tartar Tribe*; Tennyson's *Princess*.

In 1899: Shakespeare's *Macbeth*; Milton's *Paradise Lost*, Books I and II; Burke's *Speech on Conciliation with America*; Carlyle's *Essay on Burns*.

In 1900: Shakespeare's *Macbeth*; Milton's *Paradise Lost*, Books I and II; Burke's *Speech on Conciliation with America*; Ma-caulay's *Essays on Milton and Addison*.

No candidate will be accepted in English whose work is notably deficient in point of spelling, punctuation, grammar or division into paragraphs. The essentials of English grammar and rhetoric should not be neglected in preparatory study. Emphasis should be laid throughout the entire course on the habitual use of good English in all recitations and written exercises. In connection with the study of prescribed books parallel reading is strongly recommended. An outline history of English literature in special connection with the books studied is advantageous.

**History:** Outlines of Greek and Roman history to the establishment of the Roman Empire; outlines of American or English history. Any standard history of Greece, Rome, England or America may be used. The following have been recommended: For Greek and Roman history, the sections on Greek



and Roman History in Sheldon's *General History* or Myers' *General History*; for American history, Johnston's *History of the United States*, or Fiske's *History of the United States*; for English history, Gardiner's *English History for Schools*. The following, however, more nearly represent the amount and kind of work it is hoped may be presented: Oman, *History of Greece*; Allcroft and Masom, *History of Rome*, or Allen, *History of the Roman People*; Guest and Underwood, *Handbook of English History* (to year 1793), or Gardiner, *Students' History of England* through Part IX; Johnston, *History of the United States*, or Fiske, *History of the United States*.

**Mathematics:** (a) Algebra.—The requirements in Algebra embrace the following subjects: Factors; Common Divisors and Multiples; Fractions; Ratio and Proportion; Negative Quantities and Interpretation of Negative Results; The Doctrine of Exponents; Radicals and Equations involving Radicals; The Binomial Theorem; Arithmetical and Geometrical Progressions; Putting Questions into Equations; The ordinary methods of Elimination and the solution of both Numerical and Literal Equations of the First and Second Degrees, with one or more unknown quantities, and of problems leading to such equations. The text-books used should be equivalent to the larger treatises of Newcomb, Olney, Ray, Robinson, Todhunter, Wells or Wentworth.

(b) Plane geometry, as much as is contained in the first five books of Chauvenet's *Treatise on Elementary Geometry*, or the first five books of Wentworth's *New Plane and Solid Geometry*, or Wells' *Plane Geometry*, or the first six books of Hamblin Smith's *Elements of Geometry*, or chapter first of Olney's *Elements of Geometry*.

In order to pursue successfully the work of the College, recent review of the work completed early in the preparatory course is necessary.

**Latin:** Grammar, Allen and Greenough, Gildersleeve-Lodge, or Bennett; Latin Composition, Collar (Parts III and IV), or Daniell (Parts I and II), or Allen (50 lessons), or Riggs' *In Latinum* (Parts I and II); Caesar, *Galic War*, four books; Cicero, seven orations (the Manilian Law to count as two); Vergil, *Aeneid*, six books. Translation at sight from Caesar and

from Cicero's orations. The Roman method of pronunciation is used.

Applicants must present Latin Composition in connection with the translation.

The attention of preparatory schools is specially called to the following points:—

1. The advantage of studying Latin Prose in connection with the various authors read.

2. Practice in reading Latin with special attention to vowel quantities, and training the ear by the translation of Latin read aloud.

IN ADDITION TO THE LATIN TWO OTHER LANGUAGES ARE REQUIRED. *The second language may be Greek or German or French; the third language may be French or German.* (See page 20 for substitutions allowed.)

**Greek:** Candidates must be able to read at sight easy Greek prose and easy passages from Homer; also, to render easy English passages into correct Greek. For this, they should have thorough training in Grammar, with constant practice from the start in translating sentences into Greek, and should read carefully at least four books of the *Anabasis* or the *Hellenica* and three books of the *Iliad* or the *Odyssey*, with constant practice in translating at sight. They should have at command a fair vocabulary, should be able to recognize forms at a glance, and to read Greek aloud intelligently and with correct pronunciation.

Practice in translating from hearing is strongly recommended.

**German** (if offered as the third language): (a) The rudiments of grammar, and especially these topics: the declension of articles, adjectives, pronouns, and such nouns as are readily classified; the conjugation of weak and of the more usual strong verbs; the more common prepositions; the simpler uses of the modal auxiliaries; the elementary rules of syntax and word order. Proficiency of the applicant may be tested by questions on the above topics and by the translation into German of simple English sentences. (b) Translation at sight of a passage of easy prose. It is believed that the requisite facility can be acquired by reading not less than two hundred duodecimo pages of simple German.

Practice in pronunciation, in writing German from dictation, and in the use of simple German phrases in the class-room, is recommended.

Preparation for the elementary requirement need not call for more than one year's instruction of five periods per week.

**German** (if offered as the second language): (a) More advanced grammar. In addition to a thorough knowledge of accidence, of the elements of word-formation, and of the principal uses of prepositions and conjunctions, the candidate must be familiar with the essentials of German syntax, and particularly with the uses of modal auxiliaries and the subjunctive and infinitive moods. The proficiency of the applicant may be tested by questions on these topics, and by the translation into German of easy connected English prose. (b) Translation at sight of ordinary German. It is believed that the requisite facility can be acquired by reading, *in addition* to the amount mentioned under German as the third language, at least five hundred pages of classical and contemporary prose and poetry. It is recommended that not less than one-half of this reading be selected from the works of Lessing, Schiller and Goethe.

It is essential that the candidate acquire the ability to follow a recitation conducted in German and to answer in that language questions asked by the instructor.

**French** (if offered as the third language): A knowledge of the fundamental principles of Grammar. Whitney's Practical French Grammar, part first. Henri Greville, *Dosia*; Octave Feuillet, *Le Roman d'un jeune homme pauvre*; Daudet, *La Belle Nivernaise*, and three of Bôcher's College Plays. It should be understood that in these requirements, it is the knowledge of the language itself rather than of the Grammar that is demanded.

**French** (if offered as the second language): A thorough knowledge of French Grammar and ability to translate easy English prose into French. (Whitney and Edgren's Grammars recommended). Six of Bôcher's College Plays; Daudet, *La Belle Nivernaise*; Souvestre, *Un Philosophe sous les toits*; Julliot, *Mademoiselle Solange*; Malot, *Sans Famille*; Erckman-Chatrion, *Le Conscrit de 1813*.

As French is the language of the class-room, it is essential that

candidates for admission should have some practice in French conversation.

In place of the third language the candidate may offer either of the following:

1. An additional year of work, above the regular entrance requirement, in the second language. No certificate of a school will be accepted for this year of advanced work, and when presented in lieu of entrance requirement this work will not be counted toward the degree.

2. A year of work in Physics or Chemistry; that is, five hours a week, not less than two of which shall be given to laboratory work.

Certificates from approved schools will be accepted in place of examinations on class-room work but not on laboratory work. Certificates must state the number of weeks and of hours per week occupied, describe the division of time between the class-room and laboratory, and specify the text-book used and the ground actually gone over.

Laboratory work will be judged by an examination of the laboratory note book. The original notes—notes taken by the student at the time the experiment is made—certified to be such by the instructor, must be presented for examination. Revised copies, if such have been made by the student, may accompany the original notes, but should not be substituted for them.

The course in Physics must cover the subject as treated in Cooley's *Student's Manual of Physics*, or its equivalent. The laboratory work must consist of at least 40 quantitative experiments selected from the Manual. As many additional qualitative experiments as practicable should be made.

### EXAMINATIONS.

Examinations for admission will be held at the College June 1, 2, 3, 4,  
September 21, 22, 23, 24, } 1898.

Examinations for entrance to the Freshman Class may also be given at Chicago, Cincinnati, Cleveland, St. Louis, Detroit, Louisville, Atlanta, Washington, Omaha,

Denver and San Francisco, during the last week in May or the first week in June, 1898.

Application for examination at any of these places must be made to the President before April 15.

Candidates for examination must be present at 9 A. M. for registration.

The order of entrance examinations is as follows :

Wednesday,	Latin, 9.30 A. M. to 12 M. English, 2 to 4.30 P. M.
Thursday,	Geometry, 9.30 to 11.30 A. M. History, 2 to 4.30 P. M.
Friday,	Greek, German, French, 9.30 A. M. to 12 M. Algebra, 2 to 4 P. M.
Saturday,	German, French (third language), 9.30 to 11 A. M.

Students cannot have rooms at the College until their examinations have been completed. Lodging may be procured at cottages near the College upon application to the Treasurer.

Those entering on certificate should register before five o'clock P. M. on Thursday or Friday of examination week.

With the exception of those who have special examinations to take, students returning to College must not present themselves until Friday of the opening week.

No one is at liberty to occupy a room until she has made satisfactory arrangements with the Treasurer for the payment then due.

#### CERTIFICATES.

Students are admitted without examination in the following cases :

1. When they bring certificates from schools, pupils of which have passed all entrance examinations without condition.
2. When they have been prepared by a graduate of the College

engaged in the work of private instruction, one of whose pupils has before passed all entrance examinations without condition.

3. When they bring certificates from schools which have been visited by a committee of the Faculty and approved by them, or in regard to which the Faculty have other sufficient means of information.

The College reserves to itself the right to withdraw the above-mentioned privilege in case students thus admitted fail after fair trial to maintain their standing.

The certificates of the Regents of the State of New York will be accepted in place of examination, as far as they meet the requirements for admission to the College.

In all cases the certificate must specify the text-book used, the ground actually gone over, and the date of the examination. *The final examination in any subject covered by the certificate must have been taken within two years of the time of the candidate's entrance to College.* Certificate forms will be furnished on application to the Secretary.

*All certificates and testimonials must be forwarded to the Secretary before July 10.*

#### **SPECIAL COURSES.**

The requirements for admission to special courses are the same as those for entrance to the Freshman class. Candidates must consult the President in regard to the courses of study desired, and their work will be arranged by him in consultation with the heads of departments.

#### **PAINTING AND MUSIC.**

Instruction in the history and theory of the arts is offered among the courses of the College (see pp. 54, 55). Instruction in the practice of the arts is also provided for, but this is not counted toward the degree, and involves an extra charge.

The College aims to recognize the true place of these studies in higher education, and provides full facilities for those who are able to meet the requirements for admission to the Freshman Class.

**COURSES FOR TEACHERS.**

Teachers who desire to pursue special courses and who present to the President satisfactory testimonials of their success in teaching and of their proficiency as students, may be received without examination. Certificates of the work completed will be given when desired.

**ADMISSION TO ADVANCED STANDING.**

Any member of the Senior Class having conditions in her work will be suspended from membership in that class, in September, until the deficiencies have been cancelled.

Candidates for advanced standing, not coming from other colleges, may be admitted, on examination, to the regular course at any time previous to the beginning of the Junior year. Such students will be examined in all *prescribed* studies antecedent to the desired grade, including the requirements for admission to the College (unless a certificate from an approved school is presented), and in such *elective* studies as shall be chosen by the candidate and approved by the Faculty.

Candidates coming from other colleges must submit their certificates and their courses of study to the judgment of the Faculty. No student will be received as a candidate for the degree of Bachelor of Arts after the beginning of the Senior year.

## COURSES AND METHODS OF INSTRUCTION.

ARRANGED BY DEPARTMENTS.

The course of study leading to the Baccalaureate Degree extends over four years.

Through the first one and one-half years of the course, each student must have fifteen hours of class-room work per week ; during the last two and one-half years, fourteen or fifteen hours.

All elections are subject to the approval of the Faculty. No changes will be considered after the first meeting of the Faculty in each semester.

The required courses are as follows :

### FRESHMAN YEAR.

Figures indicate the number of hours per week.

<i>First Semester.</i>		<i>Second Semester.</i>	
Latin	4	Latin	4
*Greek	4	*Greek	4
*French			
*German			
English	3	English	3
Mathematics	3	Mathematics	4
Hygiene	1		

### SOPHOMORE YEAR.

<i>First Semester.</i>		<i>Second Semester.</i>	
English	3	English	3
History	3	History	3
†A. Physics	3	†A. Physics	3
†A. Chemistry			

### JUNIOR YEAR.

<i>Second Semester.</i>	
Psychology	3

### SENIOR YEAR.

<i>First Semester.</i>	
Ethics	3

All other courses are elective.

\*The one offered at entrance as second language.

†See foot note, p. 43.



**PHILOSOPHY.**

PRESIDENT TAYLOR AND PROFESSOR FRENCH.

**REQUIRED.**

1. Psychology ; Lectures, recitations and essays. Junior year, second semester [3].

PROFESSOR FRENCH.

The study of Psychology is required of all candidates for a degree. The subject is presented as science of mind to be distinguished on the one hand from the physical sciences and on the other from speculative Philosophy. The intimate relation of mental phenomena to the physical organism is carefully considered and the practical bearing of psychological principles on the rules of thought and methods of education is kept constantly in view. The aim of the instructor in this subject, as in all the courses of the department, is both to further the immediate intellectual discipline of the student and also to lay a basis for the formation of a sound and independent conception of self, the world, and God. Lectures and text-book study are supplemented by essays and free class-room discussion. The student is encouraged in every way possible to think for herself.

2. Ethics ; A study of the elementary principles, and lectures on the history of ethical philosophy. Senior year, first semester [3].

PRESIDENT TAYLOR.

This course is required of students for a degree. A text-book forms the basis of the work, and is made the ground of free discussion. A course of lectures supplements the work and reading in the history of ethical philosophy is required. Topics of study are the conscience, moral law, the will, and the ultimate ground of moral obligation. The duties of moral beings to self, others, and God, are also discussed.

**ELECTIVE.**

PROFESSOR FRENCH.

**Course A.** Logic ; Jevons' *Elementary Lessons in Logic*. First semester [3]. (Open to Juniors and Seniors.)

**Course B.** History of Ancient Philosophy ; lectures, recitations, reading of authors in translation, essays. Second semester [2]. (Open to Juniors and Seniors.)

**Course C.** History of Modern Philosophy. Senior year, first semester [3]. The principal systems of the seventeenth and

first half of the eighteenth centuries are studied in their genetic relations with special attention to Descartes, Spinoza, Leibnitz, Locke, Berkeley and Hume.

**Course D.** History of Modern Philosophy (continued). Senior year, second semester [3]. Kant and the principal post-Kantian systems are studied.

In both courses, C and D, Falckenberg's *History of Modern Philosophy* is used, supplemented by lectures, discussions, reading of authors and papers.

**Course E.** Metaphysics. Senior year, first semester [3]. Lectures, analyses of prescribed reading, discussions and essays. The fundamental problems of Knowing and Being are treated both critically and constructively, including such subjects as Theory of Knowledge, Materialism, Idealism, Causation, Freedom and Theism. Bowne's *Metaphysics* is used as a basis of study, with frequent reference to the works of Lotze, Spencer, and the recent English Idealists.

### LATIN.

PROFESSOR MOORE, MISS BALL, MISS DUTTON, AND MISS WARREN.

#### REQUIRED.

1. Cicero, *pro Sulla*, Livy, *Books XXI-XXII* (Westcott) or *Books V-VII* (Cluer) [3], Latin Prose Composition [1]. First semester.

2. Cicero, *de Senectute* or *de Amicitia* (Kelsey), Pliny, *Letters* (Platner) [3], Latin Prose Composition [1]. Second semester.

MISS BALL, MISS DUTTON, AND MISS WARREN.

The purpose of this course, which runs through the Freshman year, is to enable the student to read ordinary prose Latin with ease and intelligence. The exercises in Latin Composition are for the most part based on the texts read, and translation from hearing Latin read is a regular class exercise. The peculiarities of Livy's style are noted and contrasted with the classic idiom of Cicero.

#### ELECTIVE.

**Course A.** Horace, *Satires* and *Epistles* (Kirkland), Latin Composition. Sophomore year, first semester [3].

MISS BALL.

Those Satires and Epistles are read which bear on some special subject; *e. g.* Horace's literary position, his criticism of Lucilius, his portrayal of life and society in Rome, his relations with Maecenas. Peculiarities of syntax and diction are noted, especially those which show the influence of colloquial usage. The course in Prose Composition continues and supplements the work of the Freshman year.

**Course B.** Cicero, *Letters* (Tyrrell), Latin Composition. Sophomore year, first semester [3]. PROFESSOR MOORE.

The special interest of Cicero's letters arises from the light they throw on the history of the period as well as on the private life of their author. The language is colloquial and stands contrasted with the formal style of Cicero's other writings. The course in Prose Composition continues and supplements the work of the Freshman year.

**Course C.** Horace, *Odes* and *Epodes* selected (C. L. Smith). Sophomore year, second semester [3]. MISS BALL.

A large number of the Odes are read with special attention to those that illustrate the beauties of Horace's poetry. The metres, historical relations and rhetorical usages are also considered. The Epodes are taken up for the light they throw on the development of the poet's lyric style.

**Course D.** Cicero, *de Officiis*, Book III (Holden), *Tusculan Disputations* (Teubner text), Latin Composition. Sophomore year, second semester [3]. MISS WARREN.

The careful study of *de Off. III* and *Tusc. Disp. I* is supplemented by rapid reading of other portions of these works. At the same time the attempt is made to explain the leading principles of Cicero's system of Ethics. The Latin Composition is of a more advanced character and deals with questions of style as well as correctness of expression.

**Course E.** Vergil, *Bucolics*, *Georgics* and *Aeneid VII-XII* selected. Sophomore year, second semester [2]. MISS DUTTON.

This course, which includes those portions of Vergil not usually read in preparation for college, is intended to exhibit the variety and development of Vergil's poetic genius. Hence the Latin will be read rapidly and the purpose of the work will be to a great extent literary and historical.

**Course F.<sup>1</sup>** Latin Composition. Second semester [1].

PROFESSOR MOORE.

This course is intended for Seniors who wish for special instruction in writing Latin.

**Course F.<sup>2</sup>** Roman Life in Latin Prose and Verse (*Peck and Arrowsmith*). Sophomore year, second semester [2].

PROFESSOR MOORE.

This course is designed for students who do not propose to continue their study of Latin and yet desire to possess some general acquaintance with the literature. Characteristic selections are read, supplemented by collateral reading.

**Course G.** Roman Comedy, Terence, *Adelphoe* (Ashmore), and Plautus, *Captivi* (Hallidie). First semester [3].

PROFESSOR MOORE.

Half of the semester is devoted to each one of the plays and the work is supplemented by lectures on Roman Comedy and the preparation of special papers by the class.

**Course H.** Tacitus, *Agricola* or *Germania* (Hopkins), *Annals I-VI* (Allen). Second semester [3].

PROFESSOR MOORE.

The syntax and style of Tacitus are studied as exhibiting the characteristics of the silver age of Latin prose. Collateral reading on the period covered, and lectures on the historians between Livy and Tacitus are included in the course.

**Course I.** Roman Elegy, Catullus (Merrill), Tibullus and Propertius (Ramsay). First semester [3].

PROFESSOR MOORE.

Catullus' position among Latin poets, his originality, the influence of the Alexandrine school and similar questions are considered. Tibullus and Propertius are used to illustrate the development of the elegy. The course includes collateral reading.

**Course J.** Juvenal, *Satires* (Hardy), Pliny, *Letters* (Platner). First semester [3].

PROFESSOR MOORE.

As these authors present opposite views of social life in Rome under the Early Empire, an important feature of the work consists in the preparation of papers on various topics suggested by the text.

This course will be offered in 1898-9 in place of Course I.

**Course K.** Lucretius I, III (Kelsey), Cicero, *De Natura Deorum* (Teubner text). Second semester [3].

PROFESSOR MOORE.

Lucretius offers the fullest statement we have of the Epicurean philosophy, the attitude of which towards the gods is discussed in Book I of the *De Natura Deorum*. On its scientific side Epicureanism shows many interesting coincidences with modern science.

**Course L.** Roman Institutions. Second semester [2].

PROFESSOR MOORE.

The purpose of the course is to point out the connection between modern institutions and those of ancient Rome. After briefly considering the attitude of modern criticism towards the early period of Roman history, the institutions of the Regal period are taken up, and their development into Republican forms and offices, and final absorption into those of the Empire is traced.

This course is open to Sophomores.

**Course M.** An Introduction to Comparative Grammar. Second semester [1].

PROFESSOR MOORE.

This course is intended to give a very general idea of the history, theories and methods of modern Philology with special illustration from the Græco-Italic group of languages. The class will consult the works of Whitney and Delbrück.

### SANSKRIT.

PROFESSOR MOORE.

Sanskrit is an elective course of two hours running through the Senior year. The study of the characters and inflections of the language is first taken up with Whitney's Grammar as a text-book; later, selections from Lanman's Reader are read.

Students should consult with the instructor before electing the course.

### GREEK.

PROFESSOR LEACH, MISS MACURDY, AND MISS STEVENS.

#### REQUIRED COURSES.

1. Lysias; Andocides [3]. English into Greek [1]. Translation at sight and also from hearing. Lectures on legal, political, and social aspects of Athenian life. Freshman year, first semester.

MISS MACURDY.

2. Homer, *Odyssey*; Herodotus [3]. English into Greek [1]. Translation at sight. Lectures on Homeric Antiquities and on

the Homeric Question. Historical explanation of the Homeric Forms and Syntax. Freshman year, second semester.

MISS MACURDY AND MISS STEVENS.

ELECTIVE COURSES.

**Course A.** (Short course) Grammar. Xenophon, *Cyropaedia*; Plato, *Apology*. First and second semesters [3]. This course is given for the sake of non-Greek students who wish to gain some knowledge of the language.

PROFESSOR LEACH.

**Course B.** (Short course continued). Lysias; Homer, *Odyssey*. English into Greek. First and second semesters [3].

MISS MACURDY.

**Course C.** The New Testament. *The Gospels*. Special attention is given to the vocabulary and grammar. First and second semesters [1].

MISS MACURDY.

**Course D.** Demosthenes, *Orations against Philip* [2]. English into Greek [1]. Sophomore year, first semester. This course is required for the other elective courses in Greek.

MISS MACURDY.

**Course E.** Plato, *Gorgias* and *Protagoras*. Lectures on Socrates, the Socratic Method, the Sophists. Sophomore year, second semester [3].

MISS MACURDY.

**Course F.** Thucydides, *The Sicilian Expedition*. First semester [3].

PROFESSOR LEACH.

**Course G.** Aristophanes, *Frogs* and *Birds*. Outline of the *Knights*, the *Acharnians* and the *Wasps* will also be given. First semester [2].

PROFESSOR LEACH.

**Course H.** Euripides, *Medea* and *Ion*. First semester [2].

PROFESSOR LEACH.

Courses G and H are given alternately.

**Course I.** Sophocles, *Ajax* and *Antigone*. Second semester [3].

PROFESSOR LEACH.

**Course J.** Plato, *Republic*. Selections from the *Theaetetus*. First semester [3].

PROFESSOR LEACH.

**Course K.** Aristotle, *Politics*. Second semester [3].

PROFESSOR LEACH.

**Course L.** Aeschylus, *Agamemnon*. Second semester [2].

PROFESSOR LEACH.

**Course M.** Pindar. Second semester [2].

PROFESSOR LEACH.

Courses L and M are given alternately.

**Course N.** (To be given in 1898-99.) Pausanias. Second semester [2].

Illustrated lectures will be given with this course.

PROFESSOR LEACH.

Graduate Course in 1897-98. Greek Lyric Poetry and Greek Inscriptions.

A society called the Hellenic Society meets once in two weeks to hear papers on Archaeological subjects. A few lectures are given before this society by professors from other colleges.

Vassar College contributes to the support of the American School of Classical Studies at Athens. The school affords facilities for archaeological investigation and study in Greece, and graduates of this college are entitled to all its advantages without expense for tuition.

## ROMANCE LANGUAGES.

### FRENCH.

PROFESSOR BRACQ, MISS EPLER, AND DR. ROGERS.

REQUIRED.

1 and 2. Reading, Hugo, *Quatre-vingt-treize*; Michelet, *Louis XI et Charles le téméraire*; Balzac, *Contes*; Bourget, *Les Voyageuses*; Dumas Jr., *La Question d'argent*; Augier, *Le Fils de Giboyer*. Grammar, Magnenat, *French Practical Course*. Prose composition, Grandgent's French Composition. Conversation. Freshman year, first and second semesters [4].

MISS EPLER AND DR. ROGERS.

The aim of this course is to give a thorough grammatical drill, to teach students to write and speak French correctly. The reading consists of some of the best works of writers of the first half of this century.

### ELECTIVE.

**Course A.** Short course. Fontaine, *Lecture et conversation; Grammaire française*. Prose composition, exercises based upon *Colomba*. Reading, Mérimée, *Colomba*; Coppée, *Le Luthier de Crémone*; Alfred de Vigny, *Cinq-Mars*. Conversation. Sophomore year, first and second semesters [3].

MISS EPLER.

This course is designed for students who, having entered college without French, wish to be able to read it with ease and to understand conversation. The work includes the study of grammar, prose composition, and the reading of modern prose.

**Course B.** The same as 1 and 2. It is intended for students who have taken the Short course. First and second semesters [3].

MISS EPLER.

**Course C.** Textual reading and study of French literature from the French Revolution to 1848. Bowen's French Lyrics; Daudet, *Les Lettres de mon moulin*; Hugo, *Hernani*. Sophomore year, first semester [3].

PROFESSOR BRAOQ.

Historical study of the language and survey of the literature of the first half of this century. Relations of the classical, the popular and low Latin to modern French. Brief history of the language. The French Revolution in reference to literature. Introduction in France of the Shakespearian drama, Ducis. The religious renaissance, Chateaubriand. German and Italian influences, Mme. de Staël. Early pessimism, Chateaubriand and Lamartine. The philhellenic movement inaugurated by Byron and continued by Hugo, Casimir Delavigne. The Romanticists and the Humanitarians, Hugo, Dumas, Gauthier, Cousin, Guizot and Lacordaire.

**Course D.** The literature of the eighteenth century. Voltaire, *Mérope*; Saint-Pierre, *Paul et Virginie*; Cornelle, *Le Cid*; La Fontaine, *Fables*. Sophomore year, second semester [3].

PROFESSOR BRAOQ.

Reading of texts bringing out the thought of the eighteenth century. The literary characteristics of that century compared with those of the seventeenth and nineteenth. Literature of transition. The form and spirit of its poetry, Voltaire, Jean-Baptiste Rousseau, Lebrun, André Chénier. The new scientific spirit, Fontenelle. The destructive and the constructive work of Voltaire and the practical aim of his literary work. The Encyclopedists. Rousseau's life, work and influence. His theories of education, the state and society, his disciples: Bernardin de St. Pierre and Tolstoï. The literary forces disintegrating the *Ancien Régime*.

**Course E.** Reading of difficult modern French and prose composition. Barrère and Sornet, French Composition; Fas-



nacht's Second Course of French Composition for advanced students. Loti, Selections (Cameron), *Ramuntcho*; Bourget, *Le Disciple*; De Vogüé, *Heures d'histoire*; Anatole France, *Le Crime de Sylvestre Bonnard*. Sophomore year, first and second semesters [3].

PROFESSOR BRACQ.

This course is intended for students who wish to devote their time exclusively to the linguistic side of French studies. One hour a week is devoted to prose composition.

**Course F.** Critical and analytical study of the classical tragedy. Junior year, first semester [3].

PROFESSOR BRACQ.

The French Academy, the national and institutional theatre in Paris. The state contribution to dramatic art. The rise of the French drama. Causes of the development of the French tragedy. Its form and spirit compared with that of Greece and of England. Study of *Horace*, *Cinna*, *Polyeucte*, *Andromaque*, *Iphigénie* and *Athalie*, in their sources, their structural arrangement, their contemporary history and their form. This course follows Course D.

**Course G.** French classical comedy. Junior year, second semester [3].

PROFESSOR BRACQ.

History of the development of comedy in France. Comedy, the Court, the Church. Comedy and the people. Its moral purpose defined. Racine. *Les Plaideurs* a satire upon the abuses of judiciary methods. Molière. His types, his method and his social reform. *Le Bourgeois gentilhomme*, *Les Précieuses ridicules*, *Les Femmes savantes*, *L'Avare* and *Le Misanthrope*.

**Course H.** Miscellaneous Seventeenth Century Literature. Junior year, first and second semesters [2].

PROFESSOR BRACQ.

Transformation of French criticism from the linguistic to the literary. Dogmatic criticism, Boileau. Popular poetry. La Fontaine's conception of institutions and his realistic pictures of contemporary life. Pascal and the Jansenists. *Pensées et Les Provinciales*. Literary influence of Descartes, his *Discours de la méthode*. Massillon, Bourdaloue and Bossuet. Their artistic power and their influence. Foreign prejudice. Bossuet, *Oraisons funèbres*, *Henriette d'Angleterre* and *Henriette de France*; Boileau, *Ode contre les Anglais*. The ideal state of Fénelon and his education of women. The moralists, La Rochefoucauld and

**La Bruyère.** The epistolary writers, Madame de Sévigné, etc. Discussions and conversation.

**Course I.** Old French. Introductory lectures to the study of Old French. General survey of grammatical principles. The Norman-French element in English. Clédât, *Grammaire élémentaire*. *Choice Readings from French History*, by Gustave Masson. *La Chanson de Roland*. First and second semesters [2].

PROFESSOR BRACQ.

The course in Old French is intended to furnish a basis both for the study of Early English and the historical study of the French language, and at the same time to enable the student to read with facility the early productions of the Langue d'Oïl. The most remarkable specimens of that literature of Northern France are read in class.

**Course K.** Contemporary Literature. Senior year, first and second semesters [2].

PROFESSOR BRACQ.

Survey of the ethnographical characteristics of the French. Physical environments. The influences of institutions, the family, the schools. The philosophical, the scientific and the artistic education. The religious institutions and influences. Literary societies and the salons. Literary theories. Classicism, romanticism, realism, naturalism, Parnassism, symbolism and impressionism. Foreign influences; the American, English, German, Russian and Scandinavian. The moral and religious reaction in literature. Study of different departments of contemporary literature and its representative men. Criticism, its principles and its men, Brunetière, Lemaitre, Bourget, Sarcey and Faguet. Tendencies in philosophy, the idealism of Renan, the materialism of Taine and the theistic philosophy represented by Paul Janet. History, its transition from an art to a science, Lavisse, Sorel. Eloquence, transition from the aristocratic to the democratic form in the Parliament, at the bar and in the pulpit. Poetry, its decadence, Sully-Prudhomme, de Hérédia. The drama, its present power, Sardou. Novels, their characteristics and their men, Daudet, Cherbuliez, Bourget, etc.

**Course O.** This course is intended for students who offered French as the third language when they entered college. It covers practically though more completely the same ground as course A. Sophomore year, first and second semesters [3].

MISS EPLER.

**ITALIAN.**

**Course A. Elementary Italian.** Grammar and prose composition. Reading, Manzoni, *I Promessi Sposi*; D' Azelio, *Niccolò de' Lapi*; Grossi, *Marco Visconti*; Pellico, *Francesca da Rimini*. Junior year, first and second semesters [3]. DR. ROGERS.

The object of this course is to give a knowledge of the elements of Italian grammar, the study of constructions and of the relations of the language to the Latin. The reading is confined to modern Italian fiction and to the Italian drama.

**Course B. Classical Italian.** Dante, the *Vita Nuova*, the *Convito*, the *Canzoniere*, the *Divina Commedia*; Petrarch, the *Rime*. Senior year, first and second semesters [3].

DR. ROGERS.

Careful study of texts, interpretation and related subjects. The lines of the great literary personalities of the period. The character and influence of the Humanistic movement.

**GERMAN.**

ASSOCIATE PROFESSOR HERHOLZ, MISS NEUF AND MISS BARTELMANN.

REQUIRED.

1 and 2. Grammar. Composition. Translation at sight from English into German. Jagemann, *German Prose Composition*; Riehl, *Der Fluch der Schönheit*; Freytag, *Bilder aus der deutschen Vergangenheit*. Poems by Goethe, Schiller, Uhland, Chamisso, etc.

Freshman year, first and second semesters [4].

ASSOCIATE PROFESSOR HERHOLZ AND MISS BARTELMANN.

ELECTIVE.

**Course A. Short Course.** Schmitz, *Elements of the German Language*, Parts I and II; Harris, *German Reader*; Gerstäcker, *Germelshausen*; Lessing, *Minna von Barnhelm*. Sophomore year, first and second semesters [3]. MISS BARTELMANN.

This short course is intended to give students an opportunity to begin the study of German and to acquire a practical knowledge of the language.

The work consists of a thorough drill in grammar, with written and oral exercises, translation from German into English, and *vice versa*, and of reading and memorizing prose and poetry, the matter read being made the subject of conversation and com-

position. Great attention is paid to pronunciation and correct expression.

**Course B.** (Short course continued.) Grammar, Translation, Prose Composition. Riehl, *Der Fluch der Schönheit*; Scheffel, *Der Trompeter von Säckingen*; Schiller, *Die Jungfrau von Orleans*; Goethe, *Hermann und Dorothea*. First and second semesters [3].

ASSOCIATE PROFESSOR HERBOLD.

**Course C.** History of Literature from the early beginning to the sixteenth century. Selections from the first classical period. *Nibelungenlied*; *Gudrun*; *Der arme Heinrich*; *Parzival*. The *Minnesänger*. Schiller, *Wallenstein*. Essays. Sophomore year, first semester [3].

MISS NEEF.

**Course D.** History of Literature from the sixteenth to the eighteenth century. Luther; Hans Sachs; Klopstock; Wieland. Lessing, *Emilia Galotti*. Essays. Sophomore year, second semester [3].

MISS NEEF.

**Course E.** History of Literature of the eighteenth century. Regeneration of German literature through Lessing. Herder. Discussion of the influence of authors on their contemporaries and entire periods. Essays upon topics suggested by the class work. Lessing, *Nathan der Weise*. First semester [2]. In 1898-99 [3].

ASSOCIATE PROFESSOR HERBOLD.

Students are expected to read extracts from the histories of German literature, to study the lives of the great poets in connection with their works and with the political, social, and intellectual movements of their times.

**Course F.** History of Literature of the eighteenth century and work of Course E continued. Storm and Stress period; Goethe, Schiller. Goethe, *Iphigenie*; Tasso. Second semester [2]. In 1898-99 [3].

ASSOCIATE PROFESSOR HERBOLD.

**Course G.** History of Literature of the nineteenth century. The Romantic School. Heine. Critical study of poetical productions. Collateral readings and lectures will supplement the work in the class-room. Lessing's *Laocöon*. First semester [2].

ASSOCIATE PROFESSOR HERBOLD.

**Course H.** History of Literature of the nineteenth century continued. Rückert, Uhland, Schack. Poets of War and Liberation: Arndt, Körner, Schenkendorf. Poets of Revolu-

tion: Freiligrath, Hoffmann von Fallersleben. The modern Storm and Stress. Second semester [2].

ASSOCIATE PROFESSOR HERHOLD.

**Course I.** Scientific German, Gore, *Science Reader* or Hodges' *Course in Scientific German*; Cohn, *Über Bakterien*; Helmholtz, *Über Goethes naturwissenschaftliche Arbeiten*. Müller, *Die electrischen Maschinen*. First semester [2].

**Course J.** Continuation of Course I. DuBois-Raymond, *Wissenschaftliche Vorträge*. (Gore's ed.) A. Lang, *Zur Characteristic der Forschungswege von Lamark und Darwin*. Von Baer, *Welche Auffassung der lebenden Natur ist die richtige?* Kölliker, *Der jetzige Stand der morphologischen Disciplinen*. Second semester [2].

**Course K.** Goethe, *Faust*, I, II. (a) History of the Faust legend; (b) Dramatic representations in the seventeenth and eighteenth centuries; (c) critical study of Goethe's Faust. Second semester [3]. In 1898-99, first and second semesters [2].

ASSOCIATE PROFESSOR HERHOLD.

**Course L.** Modern prose writers, with special reference to historic novels considered in their relation to German life. G. Freytag, F. Dahn, V. von Scheffel, J. Wolff, E. Wichert, Ebers, Hauff, Jordan. First and second semesters [2].

ASSOCIATE PROFESSOR HERHOLD.

**Course M.** Advanced Grammar and Composition. Essays. G. Freytag, Karl der Grosse. First semester [3]. MISS NEEF.

**Course N.** Continuation of Course M. Grammar and Composition. Essays. Schönfeld, *German historical Prose*. Second semester [2].

MISS NEEF.

**Course O.** (For students who entered with German as the third language.) Grammar. Fasnacht, *German Composition*, Heyse, *L'Arrabiata*; Eichendorf, *Aus dem Leben eines Taugenichts*; Schiller, *Wilhelm Tell*; Goethe, *Hermann und Dorothea*.

MISS NEEF.

## ENGLISH.

ASSOCIATE PROFESSOR WYLIE, MISS WARREN, MISS McNARY, MISS BUCK, MISS RICKERT, DR. PRATT, and MISS SCHERMERHORN.

REQUIRED.

1 and 2. English Composition. Study of description and exposition as exemplified by typical nineteenth century prose. Frequent writing of descriptive and expository paragraphs and

short essays. Individual criticism and interviews. Freshman year, first and second semesters [3].

MISS McNABY, MISS BUCK, MISS RICKETT, DR. PRATT, and MISS SCHERMERHORN.

3 and 4. Argumentation. Study of the process of argument by analysis and construction. Briefs and argumentative themes. Study of logical principles bearing on argumentation. Sophomore year, first and second semesters [1].

MISS BUCK and MISS WARREN.

5 and 6. Outline of History and Development of English Literature, with a more careful study of certain representative authors. Sophomore year, first and second semesters [2].

MISS RICKETT.

#### ELECTIVE.

**Course A.** Advanced Composition. Descriptive writing and criticism. First semester [2].

MISS BUCK.

**Course B.** Advanced Composition. Narrative writing and criticism. Second semester [2].

MISS BUCK.

**Course C.** Development of Rhetorical Theory. A study of rhetorical theory from Plato to the present time with a view to determining the principles of its development. Must be preceded by A or B. First semester [3].

MISS BUCK.

**Course D.** Advanced Argumentation and Oral Debate. This course will be given in connection with *Economics, Course D*. Students wishing to elect this course must consult the departments concerned. Second semester.

MISS BUCK.

**Course F.** Old English. Cook, *First Book in Old English*. Sievers-Cook, *Grammar*. First semester [3].

MISS RICKETT.

**Course G.** Old English. Prose reading. *Beowulf*. Second semester [3]. Must be preceded by F.

MISS RICKETT.

**Course H.** Middle English. Morris and Skeat, *Specimens*. First semester [3]. Must be preceded by F.

MISS RICKETT.

**Course I.** Chaucer. *The Canterbury Tales* and *Minor Poems*. Second semester [3]. Not offered in 1897-98.

**Course J.** Nineteenth Century Poetry, with special reference to Wordsworth and Shelley. First semester [3].

ASSOCIATE PROFESSOR WYLIE.

**Course K.** Nineteenth Century Poetry, with special reference to Tennyson and Browning. Second semester [3].

ASSOCIATE PROFESSOR WYLIE.

**Course L.** Shakespeare. A thorough study of several plays. First semester [3].  
ASSOCIATE PROFESSOR WYLIE.

**Course M.** Shakespeare. A study of a number of the plays with special reference to dramatic development. Second semester [3]. Must be preceded by L.  
ASSOCIATE PROFESSOR WYLIE.

**Course N.** The Structure and Development of the English Drama. Second semester [3]. Given in 1898-99.  
ASSOCIATE PROFESSOR WYLIE.

**Course O.** Literature of the Eighteenth Century. First semester [3]. Alternate years. Given in 1898-99.  
ASSOCIATE PROFESSOR WYLIE.

**Course P.** English Romanticism beginning with Spenser. Second semester [3]. Alternate years. Given in 1898-99.  
ASSOCIATE PROFESSOR WYLIE.

**Course Q.** The Development of English Prose. First semester [3]. After 1897-98, the Development of the Essay.  
MISS SCHERMBERHORN.

**Course R.** Nineteenth Century Prose. Second semester [3].  
MISS SCHERMBERHORN.

### MATHEMATICS.

PROFESSOR ELY, MISS RICHARDSON, DR. GENTRY, and MISS BRUSH.

#### REQUIRED.

1. Solid and Spherical Geometry. Freshman year, first semester [3].  
MISS RICHARDSON, DR. GENTRY, and MISS BRUSH.

The exercises in Geometry include recitations from the text book, original demonstrations of propositions and applications of principles to numerical examples. The text book is Chauvenet (revised by Byerly).

2. Algebra. Freshman year, second semester [2].  
MISS RICHARDSON, DR. GENTRY, and MISS BRUSH.

3. Plane Trigonometry. Freshman year, second semester [2].  
PROFESSOR ELY, DR. GENTRY, MISS RICHARDSON, and MISS BRUSH.

In Plane Trigonometry attention is given to Trigonometric analysis and the solution of triangles. After the student has gained facility in the use of Trigonometric tables, application of the principles is made to problems in Mensuration, Surveying and Navigation.

## ELECTIVE.

**Course A.** Plane Analytic Geometry (Wentworth). Sophomore year, first semester [3]. PROFESSOR ELY.

**Course B.** Analytic Geometry. Sophomore year, second semester [3].

In Analytic Geometry the student is carried through the elementary properties of lines and surfaces of the second degree. All principles are illustrated by numerous exercises and applications.

**Course C.** Differential Calculus (Osborne). First semester [3].

**Course D.** Integral Calculus (Osborne). Second semester [3]. PROFESSOR ELY.

The elective course in Differential and Integral Calculus is designed for those who wish to pursue the subject of either pure or applied Mathematics. The text-book forms the basis of work but is largely supplemented by oral instruction.

This course presupposes Course A.

**Course E.** Advanced Integral Calculus. First semester [3]. PROFESSOR ELY.

**Course F.** Quaternions. Second semester [3].

**Course G.** Quaternions continued. First semester [2]. PROFESSOR ELY.

This course includes the general properties of scalars and vectors, Quaternion interpretation and applications of Quaternions to the Geometry of the plane, right-line and sphere.

Course F presupposes Courses A and C.

**Course H.** Determinants and Theory of Equations. First semester [2]. DR. GENTRY.

Burnside and Panton's Theory of Equations is used as the basis of the work, supplemented by lectures.

**Course I.** Curve Tracing. Second semester [2]. DR. GENTRY.

Lecture course with daily practice in curve-tracing.

Prerequisite: Courses A, C, H.

**Course J.** Analytic Geometry of Three Dimensions (C. Smith). The Geometry of Planes and Quadric surfaces. First semester [3]. MISS RICHARDSON.

Prerequisite: Courses A, C, H.



**Course K.** Modern Methods in Analytic Geometry. First semester [3].  
 DR. GENTRY.

**Course L.** Modern Methods in Analytic Geometry. Continuation of Course K. Second semester [3].  
 DR. GENTRY.

Prerequisite: Courses A, C, H, I.

**Course M.** Projective Geometry. Second semester [3].

A lecture course based on Reye's *Geometrie der Lage*.

Prerequisite: Course A.

**Course O.** Analytic Mechanics. First semester [3].

**Course P.** Analytic Mechanics. Second semester [2].

DR. GENTRY.

The elements of statics and dynamics. Applications to practical problems. The fundamental principles of mechanics and the elements of the theory of the potential.

Prerequisite: Courses A, C, D.

### ASTRONOMY.

PROFESSOR WHITNEY and MISS FURNESS.

#### DESCRIPTIVE COURSES.

**Course A.** Descriptive Astronomy. First semester [3].

The Celestial Sphere.

The Solar System.

This course includes a general study, without mathematical processes, of the phenomena of the sky and of the relations of the solar system. One hour of observation by eye and telescope is required.

**Course B.** Descriptive Astronomy. Second semester [3].

The System of Stars.

Astrophysics.

This course includes a study of the luminous bodies of space from the point of view of Astronomy followed by a study of their nature and constitution by the methods of spectroscopic investigation. The latter part presents in an elementary form the principles and methods of the New Astronomy.

Observational work required.

#### MATHEMATICAL COURSES.

**Course C.** Spherical Trigonometry, with Astronomical Applications. First semester [2].

This course affords a brief but comprehensive study of the sphere. In its applications it includes many astronomical problems of an elementary character, involving, as far as possible, local data.

**Course D. General Astronomy.** Second semester [3].

This course provides an elementary but scientific treatment of the principal departments of Astronomy. It is also of value to the student as a course in applied mathematics and as an illustration of the processes of inductive and deductive reasoning. The students have the free use of the portable telescopes, and such questions as they can determine by their own observations with these glasses are kept before them. This observational work is regarded as an essential part of the course.

This course presupposes only the required mathematics of the college curriculum.

**Course E. Spherical and Practical Astronomy.** First semester [3].

**Course F. Theoretical and Practical Astronomy.** Second semester [2 or 3].

These courses offer a somewhat detailed study of certain departments of Spherical and Theoretical Astronomy. They presuppose Mathematical Courses A and C, and they afford an excellent illustration of the working power of the Calculus. During the first semester the students use the meridian circle, making and reducing their own observations. They predict occultations and observe them. In the second semester practice is transferred to the equatorial telescope. This practice includes planetary phenomena, nebulae, measurements of double stars, variable stars, observations of minor planets, etc. Theoretical Astronomy is generally treated under the forms of Comets' orbits and orbits of Binary stars.

The third hour of Course F will be devoted to the study of current astronomical literature in some selected branch.

Courses D, E and F are continuous.

## PHYSICS.

PROFESSOR COOLEY, MISS COOLEY, and MISS CARTER.

**Course A. Descriptive Physics.** First and second semesters [3].

All sophomores are required to take this course or the corresponding course in chemistry.\*

The class will consist of two divisions. (a) Those who elect Physics as the prescribed science, having had no previous satisfactory study of the subject. (b) Those who elect Physics as the prescribed science, having had some previous satisfactory study of the subject, together with those who have been admitted to College on Physics and wish to pursue College courses in the subject.

Four hours per week in laboratory study are required, in connection with the three hours of class-room work.

**Course B. Heat and Light. First semester [3].**

A course of laboratory, text-book and lecture study. Temperature and thermometry; heat and calorimetry; expansion; changes of state; transmission of heat; steam engine. The propagation, reflection, refraction, and dispersion of light. Optical instruments.

Open to those who have completed Course A.

**Course C. Electricity and Magnetism. First semester [3].**

A course of laboratory, text-book and lecture study of the magnet, the voltaic cell, circuits, induction, electrical instruments and measurements.

Open to those who have completed Course A.

**Course D. Advanced Physics. First semester [3].**

A mathematical study of The Wave Theory, with laboratory

\*A three-hour course through the Sophomore year, in one science, which may be Physics or Chemistry, is required. In addition to the required work in the science chosen, the student may elect the corresponding course in the other at the same time. But students who have passed the college entrance requirements in Physics or Chemistry or who present the evidence of having had a preparatory course in either of these subjects which is satisfactory to the head of the respective department, may be exempt from this Sophomore requirement and will be permitted to elect the required six hours of science in another department and in other years. An applicant for this exemption must state in writing the name of the school in which her work was done, the subjects included, and the time devoted to the work. She must also present a record of her laboratory work, consisting of the original notes taken in the laboratory at the time the experiments were made. If these, together with such examination as the head of the department may deem necessary, are satisfactory, the exemption will be given, but the work thus presented will not be counted toward the degree. It should be understood that the course offered for this purpose need not cover the whole ground covered by the Sophomore course given in this College: the quality of the work rather than the quantity will be considered. It should be further understood that those who desire to take advanced courses in Physics or Chemistry, to which the Sophomore course is prerequisite, should elect that course unless specially advised by the head of the department not to do so.

work. Harmonic Motion; interference; double refraction; diffraction; and polarization of light. Offered in 1898-99.

Open to those who have completed Course B in physics, and Courses C and D in Mathematics.

**Course E.** Advanced Physics. Second semester [3].

A mathematical study of Electricity and Magnetism, with laboratory work. Offered in 1898-99.

Open to those who have completed Course C in Physics and Courses C and D in Mathematics.

**Course F.** General Physics. First semester [3].

A lecture, library and class-room course devoted to the principles relating to work and energy; properties of matter; molecular physics; simple harmonic motion including sound and light.

Open to all Juniors and Seniors.

**Course G.** General Physics. Second semester [3].

A lecture, library and class-room course, devoted to the study of Electricity and Magnetism.

Open to all students who have completed Course F.

Courses F and G are arranged for students who desire to learn the general principles, methods and applications of Physics, by a systematic study of an outline of its several branches. These courses presuppose no mathematics beyond the required courses of the College curriculum.

## CHEMISTRY.

PROFESSOR MOULTON, MISS FREEMAN, MISS MARKHAM, and  
MISS BALDWIN.

The following courses are offered for the year 1897-98.

**Course A.** General Chemistry. Throughout the Sophomore year [3]. All Sophomores\* will be required to elect either this course or the corresponding course in Physics. The work of this course includes, in addition to the three hours of class-room work, four hours of laboratory work per week.

**Course B.** Qualitative analysis. First semester [3 or 4]. Open to those who have completed Course A.

**Course C.** Quantitative analysis. Second semester [3 or 4]. Open to those who have completed Course B.

\* For certain exceptions to this requirement, see foot note p. 43.

**Course D.** Organic Chemistry. First semester [3]. Open to those who have completed Course A.

**Course E.** Organic Preparations. First or second semester [2]. May be taken with or after Course D.

**Course F.** History of Chemical Theory. Second semester [2]. Open to those who have completed Courses C and D.

**Course G.** Advanced Inorganic Chemistry. Second semester [3]. This course will be planned as a continuation of Course C, and will be open to those who have completed that course.

**Course H.** Advanced Organic Chemistry. Second semester [3]. A continuation of the work of Course E. Open to those who have completed Course D.

**Course I.** Volumetric Analysis. First semester [2]. Open to those who have completed Course C.

## **GEOLOGY AND MINERALOGY.**

PROFESSOR DWIGHT.

The following courses are offered in Geology and Mineralogy. They are arranged to be fairly complete studies, and separately eligible; yet when pursued in order, they constitute a strong and desirable consecutive Geologic course.

**Course A.** Physiographic Geology. A study, genetic where possible, of the physical features of the Earth's surface, including land-sculpture, and the life-history of lakes and rivers. First semester, Sophomore year [3].

**Course B.** Elementary Paleontology. A general course in the study of the structure and classification of plants and animals, with special reference to their bearing on Geological history, and to those forms which occur as fossils. A very important preparatory study to a course in Historical Geology. Second semester, Sophomore year [2 or 3].

**Course C.** Mineralogy. The Elementary principles of Crystallography; study of Physical and Chemical Mineralogy; objective study of the principal ores and other minerals; laboratory practice in the determination of mineral species. First semester, Junior year [2 or 4].

**Course D.** A course in Structural, Historical and Dynamical Geology, accompanied by the objective study of specimens, and practice in the preparation of microscopic sections of minerals

and fossils, and as far as possible, by field excursions. Second semester, Junior year [2 or 4].

**Course E.** A higher course, either in Petrography, Paleontology, or Dynamical and Stratigraphical Geology with instruction in field work, as the class may elect. First semester, Senior year [2 or 3].

**Course F.** A higher course in Geology; either a continuation of Course E, or an independent course. Second semester, Senior year [2 or 3].

### BIOLOGY.

DR. BICKFORD, MISS BROWNELL, and MISS WILCOX.

Students intending to study Biology are recommended to acquire a knowledge of the elements of Chemistry; those who intend to study medicine are recommended to take the courses in Embryology and Comparative Anatomy or Histology.

The College provides a table at the Marine Biological Laboratory at Wood's Holl for those who wish to carry on a study of marine forms during the summer.

**Course A.** General Biology. First semester [3]. Three lectures, four hours laboratory work weekly.

It is intended that this course shall give the student a clear and comprehensive conception of the fundamental principles of life. Lectures and laboratory work begin with a careful study of the bracken fern taken as a type of plant life, and the frog or earthworm as a type of animal life. This is followed by a comparison of these representative forms in order to bring out the fundamental likeness and difference between plants and animals. This introduction is followed by a thorough study of a number of selected types of animals and plants, such as Amoeba, Paramoecium, Haematococcus, yeast and bacteria. The work on bacteria includes not only the microscopic examination, but also practice in various methods of culture in solid and liquid media.

**Course B.** General Biology. Second semester [3]. Three lectures, four hours laboratory work weekly. Open to those who have had Course A.

In the second semester, the work with types is continued and, as in the first semester, the comparative method of study is encouraged in the laboratory and brought out in the lectures

especially by means of a study of nearly related forms. Those studied are as follows: Moulds, Spirogyra, Vaucheria, Nitella, Marchantia, Moss, Selaginella, Pinus, and typical phanerogams, Hydra, Anodonta, Homarus, Rana or Lumbricus.

In connection with the study of the phanerogams, special attention is paid to physiological problems, such as cross and self-fertilization, movements of plants, insectivorous plants, chlorophyll, hybrids, etc., and experiments in physiological botany are carried on in the laboratory.

**Course C. General Zoölogy.** First semester [3]. Three lectures and four hours laboratory work weekly. Open to those who have had Course B.

This gives the student a systematic knowledge of the animal kingdom, attention being paid chiefly to the classification, development, and homologies of invertebrates.

**Course D. Embryology.** Second semester [3]. Three lectures, four hours laboratory work weekly. Open to those who have had Course B.

Thorough work on the embryology of the chick is followed by a brief comparative study of the development of the vertebrates. The usual method of making and studying sections of the chick is supplemented by models in clay made by the students to illustrate the more important stages in development.

**Course E. Higher Biology.** Second semester [1]. Open to those who have taken Course C and are taking Course D or G.

This course begins with a history of the development of the Biological Sciences with special reference to the growth of the evolution theory. Some of the leading questions of Biology, such as natural selection, evolution, heredity, are discussed in the lectures.

**Course F. Current Biological Literature.** First and second semesters [1]. Open to Seniors who have had Course B and are taking Courses C and D.

The class meets weekly throughout the year. The aim of the course is to give the student familiarity with current biological literature, practice in bibliography, and in the presentation and discussion of papers.

**Course G. Comparative Anatomy or Histology.** Second semester [2]. Three to four hours laboratory work a week. Open to those who have had Course B.

This course is intended to give a comparative knowledge of the structure of the various organs of vertebrates. Those who wish to study medicine will have an opportunity to do special work in Comparative Osteology. This course may alternate with a course in Histology.

## PHYSIOLOGY AND HYGIENE.

PROFESSOR THELBERG.

### REQUIRED.

Hygiene [1]. Freshman year. A course running through the first semester. One hour weekly is devoted to this course, and the study comprises lectures, recitations, and practical investigation of the principles of house sanitation. Drawings and models are provided for this study. All new students are required to attend.

### ELECTIVE.

Course A. Advanced Physiology. First semester [3]. The course comprises lectures, text-book work, microscopic study of tissues, experiments in physiological chemistry, and frequent dissections. The Anatomical Cabinet furnishes models for practical demonstration.

This course is open to Juniors and Seniors.

Course B. Second semester [3]. Course A continued.

## HISTORY.

PROFESSOR SALMON, DR. BALDWIN AND MISS START.

The undergraduate work in History aims to give opportunity through the required work of the Sophomore year for a somewhat thorough study of the historical forces and institutions that were developed previous to the modern era and such a brief survey of modern European History as will prepare the student for the special courses offered in the following years. During the Junior year two distinct lines of study are taken up; one, of special periods in European history, and the other, a parallel course in American history. The particular object of both courses is to give training in specific methods of historical investigation. During the Senior year these two parallel courses in European and American history are continued, but they become more specifically courses for the study of the development of constitutional principles.



The object of the instruction given is first, to emphasize the difference between reading history and studying history; second, to acquaint each student through independent work with the best methods of historical study; third, to show in the study of different nations the development of present from past conditions; fourth, to indicate the organic relation of history to other branches of knowledge.

The work of the department is conducted by means of text-books, topical outlines, lectures, and classes for special study. The students have free access to all works in the library and are trained to do independent work.

#### REQUIRED.

**Course 1.** General European History. Sophomore year, first semester [3].  
DR. BALDWIN.

This course includes an outline history of Europe from the founding of the Roman Empire to the Renaissance. A study is made of the decline of the Empire, the rise of the German kingdoms, the growth of the Papal Church and the development of Feudalism. The purpose is to give the student a clear idea of the main features of mediæval institutions and a proper conception of the evolution of History, as well as an acquaintance with the best literature upon the different periods. An effort is made to correlate the work with the courses pursued in other departments.

**Course 2.** General European History. Sophomore year, second semester [3].  
DR. BALDWIN.

This course is a continuation of Course 1. The unity of History is in every period carefully regarded. The development of the national state, the political influences of the Renaissance and of the Reformation, the beginnings of commercial life, and the decline of the dynastic principle are considered of most importance. The student is directed in the way of an analytical method of reading and in the discrimination between what is essential and what is comparatively unimportant in the building of institutions. A constant use of maps and diagrams is deemed a necessary part of such study.

#### ELECTIVE.

**Course A.** American Colonial History. First semester [3].  
PROFESSOR SALMON.

This course includes a study of the origin and development

of the American Colonies with special reference to the influence on this development of the leading events in European history. It is intended to be a practice course, giving the student constant training in methods of historical study.

**Course A A.** History of American Political Parties. Second semester [3].

PROFESSOR SALMON.

This course is open to those who have taken Course A. The work is a continuation of that of the first semester. It comprises a special study of the Constitution and of political parties as they have been developed from it.

**Course B.** The Reformation. First semester [3].

PROFESSOR SALMON.

This course comprises a special study of the political and religious history of Europe from the beginning of the Reformation to the Treaty of Westphalia. As far as possible the period is studied from contemporaneous literature, official documents, and the leading modern authorities. It is one aim of this and of the following course to give the student constant practice in the different uses of historical material, as in the preparation of bibliographies and biographies, the study of treaties and creeds from the documents themselves, reviews of recent literature treating of the period, and work in historical geography.

**Course C.** The French Revolution. Second semester [3].

PROFESSOR SALMON.

This course is open to those who have had Course B. The work is a continuation of that of the first semester. It comprises a special study of the period of the French Revolution, and of the events leading up to it. It is one object of this and of the preceding course to show by the study of comparative history the influence of different nations on each other.

**Course D.** American Constitutional History. First semester [3].

PROFESSOR SALMON.

This course is open to students who have had Course A and Course A A.

The course is intended to offer opportunity for a critical study of the origin and the development of the American federal and state constitutions. The specific lines of work along which the general subject is studied vary from year to year. The class is divided into small sections, thus affording opportunity for con-

stant discussion of facts and principles and the individual study of special topics.

**Course E. English Constitutional History.** Second semester [3].  
PROFESSOR SALMON.

This course is open to students who have completed Course D.

The work includes a study of the historical development of the English constitution and a comparative study of the existing political institutions of England and America.

**Course F. Nineteenth Century History.** First semester [3].  
PROFESSOR SALMON.

This course is open to students who have completed Course B and Course C.

The object of the course is to study the different political conditions in Western Europe as they have been developed from the French Revolution. The special subjects considered include the growth of republican ideas in France, the unification of Italy, the establishment of the German Empire and the revolutionary movements of 1830 and 1848. Special topics for individual study are taken up by each member of the class and pursued throughout the semester.

**Course G. Comparative Politics.** Second semester [2].

PROFESSOR SALMON.

This course is open to those who have completed Course F or Course D. It is intended to supplement the work of both of these courses; it supplements Course F in being a comparative study of municipal government in England, France, Germany and Italy as it has been developed by the history of the Nineteenth Century, and it supplements Course D in considering the organization and functions of municipal bodies as distinguished from the National and the State governments.

## **ECONOMICS AND SOCIOLOGY.**

PROFESSOR MILLS AND MISS WELLS.

Students desiring to take a considerable amount of work in the department are advised to elect courses in the following order: In the first half of the Junior year A and B; in the second half of the year C and D; in the first half of the Senior year F, and, if not previously taken, B; in the second half of the year E and G.

**Course A. Principles of Economics.** Recitations from Marshall, *Elements of Economics*, supplemented by lectures, and a brief survey of money and credit. First semester [3].

This course is designed to give a fundamental knowledge of the main principles of economic theory.

Each student is expected to visit during the semester or the preceding summer vacation a factory or other industrial undertaking and to make a report in writing. A printed outline of the points to be observed is furnished in advance.

**Course B. Economic History.** The Development of Industrial Society. First semester [2]. This course requires no previous study of Economics and students are advised to elect it contemporaneously with A.

The chief topics studied are the English manor, the growth of the towns, the guild merchant, internal and foreign trade, the craft guilds, municipal control of industry in the middle ages; mediæval agriculture and its progress, the Black Death, growth of international trade, trading monopolies, Elizabethan legislation, domestic system of industry, the industrial revolution, the factory system, recent economic changes. The work will be based principally upon Ashley, Cunningham, Rogers, Toynbee, R. W. C. Taylor, Wells, Hobson, Wright.

In the earlier part of the course original sources are the basis of study.

**Course C. Money and Banking. The Silver Question.** Dunbar, *The Theory and History of Banking*; Walker, *International Bimetallism*; White, *Money and Banking*. Second semester [3]. Must be preceded by A.

In the first part of the course attention will be directed to modern banking methods, principal foreign banking systems, our experience with State Banks, National Banks, systems of note issue: in the second part of the course the present silver situation will be considered, including the monetary history of the United States, the argument against gold-monometallism, the dangers of free-silver coinage, international bimetallicism. Each student is supplied with a compilation of the texts of the United States monetary laws and a compilation of monetary and financial statistics. The course is based largely upon a study of these.

**Course D. The Relation of the State to Monopolies.** Second semester [2].

Must be preceded by A. This course is conducted as a course in oral debate in cooperation with the Department of English. See English, Course D. Those intending to elect this course must consult in advance the departments concerned.

The main topics debated are the general arguments for and against state interference; stock-watering; speculation; the excessiveness of railroad rates; personal discriminations and discriminations between goods; legalization of pools; "greater charge for a shorter distance"; "charging what the traffic will bear"; the experience of other countries in state ownership; the legal basis of regulation; the experience of our American states in regulation; the Interstate Commerce Law, its workings and success; state ownership of railroads; of telegraphs: "Trusts"; municipal ownership of water works; of gas supply; of electric lighting plants; of street railways; public ownership of the telephone service; public appropriation or control of forests; of coal mines; of other mineral deposits; of the unearned increment of city lots; our system of trade-marks, copyrights, patents; the general question of an extension of state regulation in the light of all the topics studied; relative advantages of public regulation and ownership.

**Course E.** (a) The Labor Problem, its Origin and Attempts toward its Solution; (b) Socialism. Second semester [3]. Open to all who have had A. Lectures and topical reading.

The chief topics considered will be the historical basis of the labor problem in the economic development of the last hundred years; the progress and present condition of the working classes; their complaints and claims; history and aims of workmen's combinations; conciliation and arbitration; co-operation; profit sharing; different views as to the proper relation of the state to industry; factory and other labor legislation; history of socialism, its present strength, critical study of the proposals of the different schools of socialists; principles of social reform.

**Course F.** Social Science, Warner, *American Charities*, with lectures and topical study. First semester [2]. Open only to Seniors who have taken A.

Sociological bearings of natural selection, heredity, environment, free will; physical, physiological, psychological, moral and social causes of abnormality; statistics of the causes of pauperism, history of the English poor laws; principles that

should direct charity ; private relief, charity organization, public relief, almshouses, old age pensions and workingmen's insurance ; relief for the unemployed including labor colonies and the tramp problem ; the tenement-house problem ; public baths ; dependent children ; relief of the sick ; insanity ; statistics of the causes of crime ; criminal anthropology ; prevention of crime ; principles that should govern the treatment of offenders ; delinquent children ; reformatories ; prison methods, cumulative sentence ; the family and divorce. Visits have been made to various charitable and correctional institutions, of which there is a considerable variety within easy access of the College. The formal and informal lectures by those in charge of the institutions visited have been very instructive.

Each student is required to examine and report upon in writing at least one institution or agency visited during the semester or the preceding vacation ; and also to draft a bill for the regulation of some social evil.

**Course F F.** Social Science, continued. Second semester [2].

The completion of the above course. (In 1898-99 the Social Science will probably be given three hours for one semester instead of two hours for two semesters.)

**Course G.** Finance. Second semester [2]. Open only to those who have had A.

State expenditures, taxation, other revenues, public debts, financial administration.

**Course H.** Economic Seminary. Second semester [2]. This course will be offered only when desired by several properly prepared students. A prerequisite for admission is the completion with success of at least three courses in Economics. If not previously taken Course E must be elected contemporaneously with the Seminary.

### ART.

PROFESSOR VAN INGEN.

Three courses, all elective, are offered in this department, one Theoretical, two Historical. \*Technical instruction is also provided for.

Course A. Theory of Architecture, Sculpture and Painting, has special reference to the principles of criticism.

\*For this course there is an extra charge.

Courses B and C comprise the History of Architecture, Sculpture and Painting.

The instruction in Courses A, B and C is given by means of lectures and collateral reading. A large collection of Braun Photographs, Casts and Diagrams elucidates this instruction. The work gone over in these several classes is further impressed on the student's mind by a course of twelve lectures, illustrated by means of the stereopticon. These lectures are open to all the members of the college.

**Course A.** Theory of the art of Design. This course is given in *each* semester [2].

**Course B.** Second semester [3]. Open to Sophomores. History of Art, Architecture and Sculpture.

**Course C** [2]. First semester.

Painting: Classic and Byzantine Painting, Renaissance Painting.

Technical instruction is given in Drawing, and Painting in Oil and Water Colors.

The work is graded into the following Classes:

Class 1: Preparatory Class: Drawing in black and white and water colors from geometrical, ornamental and architectural forms.

Class 2: Antique Class B: Drawing from models of parts of the human figure.

Class 3: Antique Class A: Drawing from the full length statue.

Class 4: Still-life Class: Painting in oil and water colors.

Class 5: Portrait Class: Drawing and Painting from the draped life model.

Classes 1, 2, 3, 4, continue each through one semester; Class 5 through two semesters (each class two hours, two days in the week).

### MUSIC.

PROFESSOR GOW, MISS WHITNEY, MISS CHAPIN, MR. BANCK  
AND DR. GRIGGS.

Eight courses, all elective, are offered in this department. Technical instruction is also provided for on the organ, piano-forte, violin, in ensemble playing, and in solo-singing,—for which an extra charge is made. (See page 79.)

**Course A.** The Structure of Music, covering notation and elementary harmony. First semester [3]. Open to Sophomores.

**Course B.** Applied Harmony, covering advanced harmony and its application in simple improvisation at the key-board. Second semester [2].

**Course C.** Counterpoint. First semester [2].

**Course D.** Applied Form. Free composition so carried on as to make a systematic study of forms. Second semester [2].

The above courses are designed to follow one another, and the advanced courses are open only to students who have completed the earlier ones.

**Course E.** History of Music. Instruction is by text-book, lectures and library work. First semester [2].

**Course F.** Historical Form. An illustrative lecture course on the development of art forms. This is supplemental to Course E, and can be taken most advantageously in connection with Course D. Second semester [2].

**Courses G and H.** Interpretation. A study of musical aesthetics and the principles of interpretation, including performance of works of the principal composers for piano, organ, voice or violin by members of the class under the criticism of the instructor. This is open only to students of advanced technical ability who can profitably carry on such study. Students able to take these courses who are also doing private study may easily have their private lessons bear helpfully on their preparation for the classroom. First and second semesters [2].

Elementary class instruction in singing and the reading of vocal music is offered from November to April two hours a week. This course does not count toward a degree, but the student who elects it is expected to be regular in attendance.

The Choral Club, a students' organization, meets once a week for drill in part singing. Only those who have good voices and can read music are eligible to election into this society. From it the college choir and glee club are recruited. All students of music are invited to join the Thetka Club, whose monthly meetings afford the opportunity of solo performance in the presence of others.



**BIBLE STUDY.**

The College aims to give, in a progressive course of study, such instruction as shall enable the student to gain a general knowledge of the history and teachings of the Bible. Among the specialists who have conducted this work are President Harper and Professor Burton of the University of Chicago, Professor Riggs of the Auburn Theological Seminary, Professor B. O. True and Professor T. Harwood Pattison, of the Rochester Theological Seminary, Professor Marvin R. Vincent, of the Union Theological Seminary, New York, Professor Rush Rhees of the Newton Theological Seminary, and Professor F. K. Sanders, of Yale University.

The subject of the current course of lectures by Professor Sanders is *Studies in Old Testament History*.

**LECTURES.**

The College provides courses of lectures supplementary to its regular work. The subjects, as far as arranged, are as follows:

The History of Art (twelve lectures). Illustrated by the use of the stereopticon,	PROFESSOR HENRY VAN INGEN.
Hamlet,	MR. HENRY A. CLAPP.
The First Presidential Campaign and the Last,	MR. TALCOTT WILLIAMS.
The Genesis of Faust,	PROFESSOR KUNO FRANCKE.
The Roman Forum,	PROFESSOR TRACY PECK.
The Naming of the Great Republic,	PROFESSOR M. C. TYLER.
The History of Niagara River,	MR. C. K. GILBERT.
The American School at Athens,	PROFESSOR J. R. S. STERRETT.
The Work of the Yerkes Observatory,	PROFESSOR GEO. E. HALE.
Some interesting features of Insect Life,	DR. L. O. HOWARD.
Studies in Old Testament History,	PROFESSOR F. K. SANDERS.
Sculpture,	MR. J. S. HARTLEY.
Memories of the English Lakes,	PROFESSOR C. T. WINCHESTER.

A few present Tendencies in College and University Education (given at the dedication of Rockefeller Hall), . . . PRESIDENT G. STANLEY HALL. Illustrative lectures on Music by PROFESSOR GEO. C. GOW, DR. HENRY G. HANCHETT, DR. JOHN C. GRIGGS and others.

Concerts by well known artists are also provided for the College under the direction of the Department of Music.

#### **GRADUATE COURSES.**

Courses of advanced study will be arranged for graduates of colleges who may prove to the Faculty their ability to profit by them. For the conditions under which these courses may be counted toward the Second Degree in Arts see page 59.

#### **THE MARY RICHARDSON AND LYDIA PRATT BABBOTT FELLOWSHIP.**

This Fellowship, with an annual income of four hundred dollars, was founded in 1895 by Mrs. Lydia Pratt Babbott, a member of the class of 1880.

It may be awarded to a member of the graduating class or to a graduate of not more than three years standing. Applications for the Fellowship must be in the hands of the President of the College on or before May first. Candidates shall submit evidence of their fitness and their intention to pursue an independent course of study.

The holder of the Fellowship may pursue her studies at Vassar College or at any other institution approved by the Faculty. She must devote her whole time for one year to study according to a plan approved by the Faculty, and must submit to the Faculty quarterly reports of her work.

The Fellowship is held for 1897-98 by Eloise Ellery

of 1897, who is pursuing a course of study in History and Political Science at Cornell University.

A Fellowship given by the class of 1897, for the year 1897-98, was awarded to Marion Schibsky of 1897, who is studying Sanskrit, Gothic and Greek at the University of Chicago.

#### GRADUATE SCHOLARSHIPS.

Seven graduate scholarships, providing for board and tuition at the College for one year, were established by the Board of Trustees in June, 1894. These scholarships are open to members of the Senior Class in College and are awarded by vote of the Faculty on the basis of good general scholarship, unusual excellence in some particular line of study, and a due regard to the fitness of the student for advanced work. Members of the Senior Class who desire to present themselves as candidates for the scholarships must apply in writing to the President of the College, on or before the first Thursday after the spring vacation, and must state the lines of study they wish to pursue.

In June, 1897, scholarships were awarded to

ELIZABETH LORAIN BISHOP,	MARIE REIMER,
MARTHA MILLER CLARK,	ANNA GERTRUDE RICHEY,
FLORENCE HOTCHKISS,	BEATRICE SHAW,
ANNIE LYNDESAY WILKINSON.	

#### DEGREES.

Students who have completed the regular course will receive the First or Baccalaureate Degree in Arts (A.B.)

No person will be admitted to the College as a candidate for the degree of Bachelor of Arts after the beginning of the first semester of the Senior year.

The Second Degree in Arts (A.M.) may be con-

ferred upon Bachelors of Arts of any approved College, who have pursued a course of advanced non-professional study. The required period of residence is one year, but graduates of this College may study *in absentia* and must employ at least two years to complete the same amount of work. Non-residents must submit their proposed courses of study to the Faculty, not later than November the first of the academic year in which they begin their work. Application blanks may be obtained from the President. The candidate must pass examinations on the course of study arranged and present an acceptable thesis. The title of the thesis must be presented to the Faculty as early as possible and not later than January the first of the year in which the degree is conferred. A fair copy of the thesis must be sent to the President's Office not later than the first of May of the same year.

The degree of Doctor of Philosophy (Ph.D.) is not conferred by the College. In the estimation of the Trustees and Faculty, the requirements for this degree cannot be met properly where special facilities are not provided for extended graduate work,—such facilities as cannot be offered by institutions without a university equipment.

The degree in Music, *Musicae Baccalaurea* (Mus.B.), may be conferred on examination after the candidate has completed approved courses of graduate study.

The degrees conferred in 1897 were as follows :

A. M.

ANN HERO, A.B., 1896.

THESIS : The Oxidation of Levulose : with special reference to the formation of trioxybutyric acid.

IDA GRACE KRUSE, A.B., 1896.

THESIS : Studies in Structure and Characterization of Typical Tragedies of Shakespeare.

ANNE MOORE, A.B., 1896.

THESIS: A Study of Auditory Organs.

JULIA AUGUSTA SCHWARTZ, A.B., 1896.

THESIS: A Study of Historical Development in the Theory and Practice of Translation, Illustrated by English Versions of the Iliad.

HELEN THIRZA WOOD, A.B., 1896.

THESIS: The Rationalism of Euripides.

A. B.

LAURA VICTORIA ALEXANDER,	ELOISE ELLREY,
HELEN ELONA ANDERSON,	NELLIE IDYLYNE FERRELL,
MILDRED WALKER ANDERSON,	GRACE MARGARET GALLAHER,
KATHARINE TRAFFORD APFLEGATE,	ISABEL FRANCES GOODRICH,
ELISABETH BUSHNELL ATKINSON,	HONORIA ELIZABETH GRANNISS,
MARY EVANS BAILIE,	EDITH GREENLEY,
EMMA LESTER BAKER,	MAUDE VERNETTE GRIFFIN,
ELINOR LYDIA BALDWIN,	ELIZABETH GUYER,
HARRIET ELIZABETH BEARD,	CAROLINE HYDE HARDIN,
FRANCES AGNES BECKWITH,	ELIZABETH HALLOOK HAZELTINE,
MARY KENDRICK BENEDIOT,	MARY MAGDALENE HECKER,
FLORA BELLE BERNKOPF,	ANITA FLORENCE HEMMINGS,
ELIZABETH LORRAINE BISHOP,	ROSE BARTLET HETWOOD,
HELEN LOUISE BISHOP,	MEDORA LAMBERT HIGGINS,
AMY C. BOWMAN,	LILLIAN CHAPMAN HOMMEL,
ANNA PRISCILLA BRAISLIN,	EMILY GRISWOLD HOOKER,
ROSAMOND RENWICK BREVOORT,	FLORENCE HOTCHKISS,
MARY HANNAH BRIGHAM,	KATIE OLIVE HUTCHINSON,
EMMA CATHARINE BRILL,	VASSIE JAMES,
GERTRUDE FULLER BRITTAIN,	WINIFRED MARGARETTA KIRKLAND,
CLARA KINGSLEY BROWN,	GRACE HANNAH LANDFIELD,
ANNA TERRESSA BURCHARD,	EMILY MARIAN LAPHAM,
JEAN EDGAR BURNET,	EDNA IRENE LAWRENCE,
MARY ELIZABETH CHAMBERS,	MARY ELIZABETH LEVERETT,
ALICE BELLE CHANDLER,	HORTENSE WITTER LEWIS,
MARIETTA PEARSONS CHAPIN,	ELIZA MARY LORD,
ANNIE BORDEN CHASE,	LILLIAN LOVEJOY,
MABEL LOUISE CHESLEY,	NANCY VINCENT MCLELLAND,
ADELAIDE CLAYFLIN,	MARY MABEL MCMAHON,
MARTHA MILLER CLARK,	JEAN FERGUSON MONAIE,
GRATIA CLOUGH,	FLORENCE CORDELLA MALLON,
HARRIET BETTS COMSTOCK,	MARY MERRILL,
BERTHA COOK,	BELAH MEYERS,
EVA MAY CRAIG,	ELLA EMILIE MINNERS,
EDITH CRANE,	EDNA VIRGINIA MOFFETT,
FLORENCE MAY CROSBY,	HARRIET CAMILLA NEPP,
SARAH ELIZABETH DUDLEY,	ANTOINETTE NEWELL,
MARY GARDINER DUNNING,	IRENE EDWARDS PATTERSON,
ALICE FREEBORN EASTON,	HELEN PETERS,

SARA JAY PHILLIPS,  
 SARA FAIRCHILD PLATT,  
 ANNA WARNER POST,  
 FLORENCE CAROLINE POWELL  
 MARIE REIMER,  
 ANNA GERTRUDE RICHET,  
 ALICE WELLINGTON SAWYER,  
 RACHEL CAPEN SCHAUFFLER,  
 MARION SCHIBBY,  
 JULIA AUGUSTA SCOFFIELD,  
 BEATRICE SHAW,  
 GERTRUDE SMITH,  
 SALLIE BAKER STATON,

GRACE CLARK STRAIGHT,  
 LOUISE CLIFTON TAYLOR,  
 JESSIE ISABELLE TRAIN,  
 IDA CARLETON THALLOM,  
 EMMA CLEORA THORNTON,  
 BELLE LOUISE TIFFANY,  
 MAIDEE MACWHORTER TRAVER,  
 GRACE BENEDIOT TWERDY,  
 CAROLYN PARKER VERHOEFF,  
 GRACE MAY WARNER,  
 BERTHA BELLE WHITNEY,  
 ALICE WHITON,  
 ANNIE LYNDESAY WILKINSON.

#### Prizes.

THE HELEN KATE FURNESS PRIZE FUND furnishes annually two prizes, one of thirty and one of twenty dollars, which are given to the writers of the best two essays on some "Shakesperian or Elizabethan subject," competition being open to all the members of the Senior Class. The subject is assigned a year in advance, and the essays must be presented at the close of the spring recess. The subject for the year 1898-99 will be, "*Shakespeare and the Classic Drama.*"

In 1896-97, the prizes were awarded to Maidee MacWhorter Traver and Grace Margaret Gallaher.

The friends of the late MRS. ERMINIE A. SMITH, of Jersey City, have established a MEMORIAL PRIZE fund of one thousand dollars for excellence in the study of Mineralogy and Geology. A first and second prize are awarded in accordance with the following extract from the deed of gift :

"The Trustees shall apply the net income from said fund as a prize or prizes to be given to any student or students of Vassar College who shall, in the judgment of said Board, from time to time have attained the highest degree of proficiency in the studies of Mineralogy and Geology."

In 1896-97 these prizes were awarded to Marie Reimer.

**Scholarships.**

The endowments for the assistance of students are as follows :

1. The "Auxiliary Fund" of \$50,000 established by the Founder's will.

2. A fund of \$50,000 established by the will of Matthew Vassar, Jr.

In awarding the latter, preference is given, to the extent of half the number receiving aid, to such as are residents of Poughkeepsie, and have been so for at least five years.

The Alumnae John H. Raymond scholarship of \$6,000.

The Alumnae Hannah W. Lyman scholarship of \$6,000.

The Adaline L. Beadle scholarship of \$6,000. In awarding this scholarship preference is to be given to members of the Reformed (Dutch) Church.

The Fox Memorial scholarship of \$6,000, subject to the nomination of the founder, Mr. A. J. Fox.

The R. H. McDonald scholarship of \$6,000, subject to the nomination of the founder.

The Barringer Scholarship Fund of \$3,000, founded by bequest of Mr. Edward M. Barringer. The income of this fund is to be paid "to the best scholar in the graduating class of each year who shall be a daughter of a physician, or of one who was a physician in his lifetime, and who shall offer herself as a competitor for the prize;" or, if no one in the graduating class presents herself, to the student in the next lower class who is eligible.

The scholarship established by the Alumnae of Chicago and the West. This scholarship is open to competitive examination, under the direction of a committee of the Alumnae of that section, and it provides for the board and tuition of the successful competitor.

The Catherine Morgan Buckingham scholarship of \$8,000, founded under the will of the late Stephen M. Buckingham, an honored Trustee of the College. In awarding this scholarship it is provided that "preference shall be given to the daughters of clergymen of the Protestant Episcopal Church."

The Calvin Huntington scholarship of \$6,000. Preference is given to relatives of the donor.

The William Mitchell Aid Fund of \$1,000, established by the bequest of Professor Maria Mitchell in memory of her father.

A Loan Fund from which amounts are lent to applicants, without interest.

The Merrill Fund of \$10,000, the income of which "shall be applied to aid deserving daughters of foreign missionaries."

The Catherine P. Stanton Memorial Scholarship Fund of \$1,000, the income of which "shall be applied for the benefit of some student in one of the higher classes of the college."

The L. Manson Buckmaster scholarship of \$740.

The Matilda C. Perry scholarship of \$6,000. In awarding this scholarship preference is to be given to the daughters of Baptist ministers.

The F. Helen Rawson scholarship of \$6,000.

The Kittie M. Spring scholarship of \$6,000.

The Charles M. Eckert scholarship of \$6,000.

The Heloise E. Hersey scholarship of \$6,000.

The Samuel Munson Fund of \$2,025. This endowment gives preference to students from Maine.

The Mary E. Monroe Memorial Fund of \$7,500.

The Helen Day Gould scholarship of \$8,000, subject to the nomination of the founder, Miss Helen Miller Gould.



The P. Charles Cole scholarship of \$6,000. Preference is given to the relatives of the donor.

The Mary Olmstead Fund of \$1,600. This provides \$200 a year for each of two students who purpose to offer themselves for foreign missionary work.

The Mary E. Shepard scholarship of \$8,000, founded by her mother, Mrs. Ann E. Shepard, in memory of Mary E. Shepard, formerly of the class of 1877.

Applicants for assistance from any of these funds must become members of regular classes, must furnish evidence of ability and need, and must maintain a creditable rank as students.

In addition to the above-mentioned Permanent Funds and Scholarships, there is also a College Aid Fund derived from the annual gifts of the friends of the College and of the higher education of women, as well as of persons interested in Christian education generally. This fund is usually without restriction, and from it appropriations may be made to students of any grade who may receive the approval of the Faculty.

*As, however, the demand for aid to worthy students is constant, and as there is no probability that the demand will ever cease, the Trustees solicit the gift of more scholarships. The sum of eight thousand dollars is necessary to found a full scholarship. Partial scholarships may also be established, yielding one-quarter, one-half, or three-fourths of the income of a full scholarship; these may afterwards be completed at the convenience of the donor, and made to yield an income which shall pay all the annual College expenses of the holder.*

#### **Vassar Students' Aid Society.**

This Society was organized in October, 1889. Its regular membership consists of graduates, non-graduates

and teachers of Vassar College. Other friends of the college and the work are allied as associate members of fifteen branch organizations. The scholarships are assigned as loans to applicants passing without condition the entrance examinations held by the college.

For the year 1897-98 the loans amount to \$3,315.

The General Society has given two of \$200 each; the Boston branch two of \$200 each; Kentucky, one of \$400; Michigan, one of \$200; New York City, a total of \$500; Poughkeepsie, one of \$115; Pittsburg, one of \$300; Illinois, two of \$200 each; New Jersey, one of \$200; Rochester, one of \$200; Orange, one of \$200.

The General Society offers *annually* an entrance loan of \$200.

The Poughkeepsie branch offers for June, 1898, a day scholarship of \$115. Application should be made to Miss K. I. Arnold, N. Water St., Poughkeepsie.

The Cleveland branch offers for June, 1898, a scholarship of \$200. Application should be made to Mrs. Mary Dunham Prescott, 635 Cedar Ave., Cleveland, O.

The Washington branch offers for June, 1898, a scholarship of \$200. Application should be made to Mrs. C. C. Darwin, 1524 28th St., Washington.

The New York City branch offers an entrance scholarship of \$200 for June, 1898. Application should be made to Miss Abby A. Vaillant, 331 West 78th Street, New York City.

The Pittsburg branch offers a scholarship of \$200 for June, 1898. Application should be made to Miss Frances Albee Smith, 742 N. Highland Ave., Pittsburg, Penn.

The Michigan branch offers a scholarship of \$200 for June, 1898. Applications should be sent to Miss Elizabeth Paine, Bay City, Michigan.

The Brooklyn branch offers for June, 1898, two entrance scholarships of \$200 each. Application should be made to Miss Orrie Minasian, 840 President Street, Brooklyn.

The Boston and Rochester branches will continue their loans to students already in college, instead of offering scholarships for competition in June, 1898.

Requests for further information, and applications for the loan of the General Society, should be sent to the secretary of the Society, Mrs. Wm. M. Dean, 185 McDonough St., Brooklyn, New York.

## THE COLLEGE AND ITS MATERIAL EQUIPMENT.

The College is situated near the city of Poughkeepsie, which is on the Hudson River Railroad, 73 miles from New York. Electric cars run regularly to and from the city. The Western Union Telegraph Company has an office in the building.

The College buildings comprise the Main Building, a structure five hundred feet long, containing students' rooms, apartments for officers of the College, the chapel, the F. F. Thompson library, and offices; Strong Hall and Raymond House, residence buildings; the Vassar Brothers' Laboratory of Physics and Chemistry; the Museum building, containing the collections of Natural History, the Art Galleries, the Music Rooms, and the Mineralogical and Biological Laboratories; the Observatory; the Alumnæ Gymnasium; the Conservatory; houses for the President and for Professors; and various other buildings.

### The Main Building.

This building is warmed by steam, lighted with gas, and has an abundant supply of pure water. A passenger elevator is provided. Every possible provision against the danger from fire was made in the construction of the building. In addition to this there is a thoroughly equipped fire service, a steam fire engine, connections and hose on every floor, Babcock extinguishers, and fire pumps.

The students' apartments are ordinarily in groups,

with three sleeping-rooms opening into one study. There are also many single rooms and some accommodating two students. The rooms are provided with necessary furniture. The construction of the building is such that even more quiet is secured than in most smaller edifices. The walls separating the rooms are of brick, and the floors are deadened.

#### **Strong Hall.**

This building for the accommodation of one hundred students was erected in 1893. It is arranged in single rooms, and in suites of three rooms for two students. It contains an elevator, and there is the same protection against fire as in the main building. The dining room, the height of which extends through two stories, is at the north end of the building. Every thing has been done to make this hall attractive and comfortable. Mr. John D. Rockefeller supplemented the appropriation of the Trustees by a gift of \$35,000, and made it possible to provide a model building for residence. It is named in honor of Mrs. Bessie Rockefeller Strong.

#### **Raymond House.**

This hall is named in honor of Dr. John H. Raymond, the first President of the College. It is very similar in plan to Strong Hall and accommodates the same number of students. It was completed in September of the present year.

#### **The Frederick F. Thompson Library.**

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THE LIBRARY of the College contains about thirty thousand volumes, selected with special reference to

the needs of the various departments. Provision is made for its growth by annual appropriations. The Finch Fund of \$500, established by the class of 1872, in memory of Miss C. E. Finch, yields an income which is applied to the purchase of books on music. The students have free access to the shelves during eleven hours of each day.

THE READING ROOM receives, in addition to the daily and weekly papers, the leading scientific, literary and philological periodicals, American, English, German and French.

#### **Rockefeller Hall.**

This building has just been erected at a cost of \$100,000. It is the gift of Mr. John D. Rockefeller. It contains two large amphitheatral halls for lectures, and classrooms of various sizes. Every care has been given to make it a complete building for academic work. The most improved system of fan-ventilation has been adopted, producing constant change of air in the rooms and keeping them at a uniform temperature.

#### **The Vassar Brothers' Laboratory of Physics and Chemistry.**

This is a large and commodious building, with rooms of ample size for lectures, and laboratories for the practical study of chemistry and physics.

The department of Physics occupies seven rooms. The lecture room is provided with facilities for a complete course of experimental lectures, and adjacent rooms contain a generous supply of apparatus for demonstrations in general physics.

Two laboratories for students are located in the basement. Both have solid floors of cement and are provided with heavy but movable tables, securing stable support for sensitive instruments. Pier tables are fur-



nished for such instruments as need to be free from the slightest tremor. One of these laboratories is devoted to general elementary physical measurements, and the other to more advanced work in magnetism and electricity. The latter contains no iron in any part of its structure. On the first floor is another laboratory, devoted to the experimental study of light and radiant heat.

The equipment in this department comprises an ample supply of apparatus for lecture purposes and for elementary laboratory work. There are many instruments of fine grade for advanced work. Examples may be given as follows: micrometer screws, micrometer microscope, reading telescopes and fine balances; tangent, astatic and mirror galvanometers, wheatstone bridges, rheostats, electrometers and condensers; optical benches with complete outfits of lenses, mirrors and prisms; spectrometers, diffraction bench and accessories for measuring wave-lengths, polariscopes, and a complete set of Melloni apparatus.

The second and third floors of the laboratory building, comprising about 5,000 feet of floor space, are devoted to Chemistry, and contain lecture room, three laboratories for students, library and balance room, dark room and private laboratory. The laboratories for students contain 112 tables and are supplied with the usual conveniences and all apparatus necessary for the courses offered.

A fund, the gift of Mr. John Guy Vassar, provides for the addition of new apparatus.

#### **Biological Laboratory.**

The Biological Laboratories provide for work in General Biology and for more advanced work in Zoölogy, Anatomy and Embryology. These are furnished with tables for microscopic work and dissection, which are

fitted up with re-agents, glassware and instruments. The students are supplied with dissecting microscopes, etc. The apparatus includes Thoma and Minot microtomes, a Cambridge incubator, Arnold steam sterilizers, a drying oven, paraffin baths, etc.

A valuable collection of invertebrates from the zoölogical station at Naples has been added for general use in lectures and laboratory, supplementing the supplies received each year from Wood's Holl. A good working series of charts illustrates systematic Botany and Zoölogy, Anatomy, Embryology and special phases of Evolution. The laboratories are provided with a number of aquaria, both fresh-water and marine, containing mollusca, crustacea, fishes, amphibia, reptilia, etc.

#### **The Mineralogical and Geological Laboratories.**

These contain cases of representative specimens, especially intended for actual handling and study by the students of these courses. The laboratories possess a Wollaston's Reflecting Goniometer, a Joly Specific Gravity Balance, an Analytical Balance, a Fuess Lithological Microscope of the largest size and latest improved form, apparatus and re-agents for the preparation of microscopic sections of minerals and rocks, and a sufficient number of complete sets of the apparatus requisite for the blowpipe determination of minerals to furnish one to each student of the class.

#### **The Museum of Natural History.**

This contains

1. The Cabinet of Minerals, Rocks and Fossils, with more than ten thousand specimens, besides models, restorations, relief maps, sections, landscapes, etc. The minerals are over four thousand in number, all carefully selected for their educational value. There are also se-

ries of models in wood and in glass, for illustrating crystallography, a series exhibiting the physical characteristics of minerals, and many duplicate specimens for manual use. The lithological collection embraces all the important rocks, about seven hundred in number; the palæontological collection contains nearly five thousand fossils, which are chiefly from the standard European localities. There is a representative set of North American fossils, illustrating every period of geological history, and comprising over three thousand specimens, each one thoroughly authenticated.

A valuable collection of the remarkable vertebrate fossils of the Tertiary from the Bad Lands of Nebraska, including portions of gigantic mammals, also of interesting concretionary forms from the Hot Springs of South Dakota has been added.

2. The Cabinet of Zoölogy, illustrating all the subkingdoms, comprising about five hundred mammals, birds and reptiles from South America; representative vertebrates from our own country; a collection of insects; a choice collection of shells, corals, and other radiates; a fine osteological series; a set of Blaschka's life-like models of Invertebrates; some of Auzoux's clastic anatomical models for illustrating structural and comparative zoölogy; and full sets of mounted specimens of varieties of pigeons and domestic fowls illustrative of artificial selection. It is especially rich in ornithology, as it includes the Giraud collection of North American birds, well known as one of the most valuable in the United States. It contains about one thousand specimens, all mounted, representing over seven hundred species, among which are several type specimens, and many of historical interest as the original of Audubon's drawings. The representation of South American birds,

though not so complete, is rich, especially in its large collection of humming birds.

#### **Art Gallery.**

This contains a collection of oil and water-color paintings. Among these the oldest artist in America, Watson, is represented. Of the early American school it contains works of Trumbull, Mount, Cole, Durand, Gifford, Kensett, Edwin White, Baker. Of the later Americans there are paintings by Inness, Boughton, Huntington, McEntee, Whittridge, Shattuck and Gignoux. Of foreign art it has works by Diaz, Courbet, L'Enfant de Metz, and Duverger. Among the water colors are four Turners, two Prouts, one Copley Fielding, two Stanfields, one Mauve and a number of others by well-known foreign and American artists.

#### **The Hall of Casts**

Contains specimens of the chief periods of sculpture; the large statues from the Parthenon, the Hermes by Praxiteles, the Laocoön and Niobe groups, the Victory of Samothrace, the Sophocles and Demosthenes, the Dying Gaul and Borghese Warrior, the Venus of Milo and the Venus de Medici, the Diana, the Augustus of the Vatican, the Nuremberg Madonna, the Ghiberti Gates, the Pieta by Michael Angelo, the St. George by Donatello, forty-two Tanagra figures, and a number of Architectural constructive details and ornaments. All these casts are the size of the originals.

The art fund provides means for annual additions to the Gallery.

#### **The Eleanor Conservatory.**

This memorial gift from Mr. W. R. Farrington, of Poughkeepsie, was erected in 1886. The plants, com-

prising typical specimens from various parts of the world, are among the valuable resources for biological instruction. The Herbarium contains the Merrill collection of ferns and other plants.

#### **The Anatomical Cabinet.**

This contains articulated and non-articulated skeletons, a complete dissectible manikin, magnified dissectible models of the eye, ear, larynx, etc., desiccated and other specimens, comprising all that is needed to elucidate the topics studied.

#### **The Astronomical Observatory.**

The observatory contains a Meridian Circle with Collimating Telescopes, a Clock and Chronograph, an Equatorial Telescope, and two Portable Telescopes, the gifts of Dr. R. H. McDonald, of San Francisco, and Miss Cora Harrison, of the class of 1876. The object-glass of the Meridian instrument is of three and three-quarters inches diameter; that of the Equatorial, of twelve and one-third inches. The latter is from the manufactory of Alvan Clark. A Spectroscope made by J. A. Brashear, and a Universal Instrument made by Wanschaff, of Berlin, have recently been added.

A Repsold measuring apparatus for the study of photographic plates has been presented to the Observatory by Mr. Frederick F. Thompson and Miss Catherine Bruce.

#### **The Chapel Organ,**

The gift of Mrs. John H. Deane, was constructed by H. L. Roosevelt, of New York.

#### **The Alumnae Gymnasium.**

This building was erected in 1889 by the Alumnae and Students of the College. The main part is one hun-

dred feet long by forty-five feet wide. The upper story is used as a tennis court and as a hall for the entertainments of the Philalethean Society. The lower story contains, besides loggia and entrance hall, a room in which there are twenty-four bathrooms, with each of which two dressing-rooms connect. At the rear of this room is a large swimming tank, the gift of Mr. Frederick F. Thompson, of New York. It is forty-three feet long by twenty-four feet wide. It is supplied with running water which is kept at a temperature of from 70° to 80°.

The Gymnasium proper is sixty-seven feet long, forty-one feet wide and thirty-five feet high, and contains all the necessary apparatus.

### THE COLLEGE LIFE.

#### Health and Physical Training.

A Physician and Assistant Physician reside in the College. The health of the students is made a prime object of attention, and the sanitary regulations of the College are all carefully directed. The study of hygiene is required of all new students.

There is an Infirmary with complete arrangements for the comfort of the sick, and with a competent nurse in constant attendance. It is isolated from the rest of the College, and, with a southern exposure and the cheerful appointments of its dormitories and parlor, makes a comfortable place of rest for those who need temporary relief from their work.

Students who enter in good health have almost uniformly preserved it, and cases of acute disease have been very rare. Few communities of the same number of persons have so little illness.

Upon entering the College each student is examined

by the resident physician, her heart and lungs are tested, and information is solicited concerning her habits and general health. From these recorded data and measurements made by the Director of the Gymnasium, exercise is prescribed to meet the special wants of each individual. This is required three times weekly, unless the student is excused by the resident physician. Occasional re-examinations guide modifications of prescriptions. All exercise in the Gymnasium is under the personal supervision of the Director of the Gymnasium, who has made a special study of physical exercise as taught by Dr. Sargent, of Harvard University, and by other specialists. To ascertain the defects needing correction and to avoid overtasking any student, the system of measurements recommended by the American Association for the Advancement of Physical Education, is followed.

As the students are required to wear a uniform while exercising in the gymnasium, they are advised to consult the Director before procuring their suits.

The grounds of the College, covering two hundred acres, with several miles of gravel walks, tennis courts, a lake available for boating and skating, a rink for ice skating, and an athletic field, furnish ample facilities for the out-door recreation which is required.

#### **Religious Life.**

The College is distinctly Christian, as its Founder willed it to be, and it welcomes those of every faith to its advantages. It is unsectarian in its management. Services on Sunday are conducted by clergymen of various churches, and evening prayer is held in the Chapel daily. Provision is made for the regular study of the Bible. Religious meetings are held on Thursday and Sunday evenings. There is a Young Woman's Chris-

tian Association. Its public meetings are addressed by men and women especially interested in philanthropic and missionary work.

The following are among the speakers from February, 1896, to February, 1897 :

MRS. C. R. LOWELL, Industrial Conciliation.

MRS. LILLIAN W. BETTS, Working Girls' Vacation Society.

MISS GRACE ADAMS, Work of the Deaconesses of the Methodist Church.

MISS MARY C. KINGSBURY, College Settlement.

PRESIDENT E. BENJAMIN ANDREWS, The proper spending of wealth.

#### Social Life.

Various societies and clubs, literary, scientific and musical, give variety to the college life. The Philanthropic Anniversary and Founder's Day furnish occasions for a more general social life.

The enforcing of the regulations agreed upon in regard to attendance at chapel, daily exercise, hour of retiring, and other matters affecting the comfort of the college life, is entrusted to a committee appointed by the Students' Association. This plan has been in operation for several years and is amply justified by its results.

#### Expenses.

It is the aim of the College to avoid all extra charges in its proper work. Its rates are fixed with that purpose in view.

The charge to all students who reside in the College is \$400

*This includes tuition in all college studies, board, and the washing of one dozen plain pieces weekly. Extra washing is charged for at fixed rates. A reasonable charge is made for breakages and for chemicals used in the laboratories.*

Of the \$400 there is due on entrance . . . . .	300
And on March first . . . . .	100



Graduates of the College, in residence, pursuing advanced work are charged . . . . .	\$300
Non-resident graduates are charged for instruction at the College . . . . .	50
Day students are charged . . . . .	115
Drawing or Painting, for special students in Art, . . . . .	100
Drawing or Painting for students in the regular college course, . . . . .	50
For Solo Singing, two lessons a week . . . . .	150
For the Violin, two lessons a week, . . . . .	100
For the Piano-Forte, two lessons a week, and one period for daily practice . . . . .	100
Special students in music may have an additional practice period free of charge.	
For the Organ, two lessons a week. . . . .	100
For the use of the Chapel Organ one period daily. . . . .	2 a month.
For the use of a piano for an additional period daily. . . . .	1 "

For extra lessons additional charge is made at the same rate as above.

Students who do not take lessons may have the use of a piano for a daily practice period at one dollar a month.

The charges for medical attendance are as follows:

Office consultations . . . . .	\$0.25
Visits to rooms . . . . .	.50
Prescriptions . . . . .	.25
Infirmary (including medical attendance, medicine, and meals), per day . . . . .	1.50

Day students are charged regular rates for office consultations. Visits to their rooms are at the discretion of the physician and are charged for by her at physician's rates.

Every meal taken to a room is charged extra.

Text-books, stationery, drawing instruments, and similar articles can be obtained at the College at current prices.

Students supply their own towels, and napkins for the table.

**Deductions.**

No deduction will be made from the charge for tuition. Any student entering within the first five weeks will be charged from the beginning of the year. Students received at any time after the first five weeks are charged *pro rata* for board for the remainder of the year. If an applicant has engaged a room, and it has been retained for her, she will be charged for it from the beginning of the semester.

The date of withdrawal of a student is reckoned from the time when the President is informed of the fact by the parent or guardian.

No deduction is made for absences during the year, or in case of withdrawal during the last five weeks of the year.

**Correspondence.**

The post office address of the College is *Vassar College, Poughkeepsie, N. Y.*

Letters respecting any of the departments of instruction, the admission and dismissal of students, their studies, etc., should be addressed to the President. Communications in reference to rooms and the personal welfare of the students may be made to the Lady Principal.

*Requests for catalogues*, and letters pertaining to the finances of the College, including all claims and accounts, should be addressed to the Treasurer; those relating to the general business of the College, to the Superintendent.

**Teachers' Registry.**

A registry of the names of students and graduates who desire to teach is kept by the College. The Alumne who are interested in it are requested to keep the authorities informed of changes in their residence. The President will be pleased to correspond with any who desire teachers.

## STUDENTS.

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### FELLOWS.

MARY RICHARDSON and LYDIA PRATT BABBOTT FOUNDATION.

ELOISE ELLERY, A.B., 1897, History and Political Science.  
Cornell University.

FELLOWSHIP OF THE CLASS OF 1897.

MARION SCHIBSBY, A.B., 1897, Sanskrit, Gothic and Greek.  
University of Chicago.

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### GRADUATE SCHOLARS.

ELIZABETH LORAIN BISHOP, A.B., 1897, Greek.  
 MARTHA MILLER CLARK, A.B., 1897, Greek and Latin.  
 FLORENCE HOTCHKISS, A.B., 1897, English.  
 MARIE REIMER, A.B., 1897, Chemistry.  
 ANNA GERTRUDE RICHEY, A.B., 1897, Biology.  
 BEATRICE SHAW, A.B., 1897, Modern Languages.  
 ANNIE LYNDESAY WILKINSON, A.B., 1897, Mathematics and  
Astronomy.

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### GRADUATE STUDENTS.

ALICE SARAH HUSSEY, A.B., 1894, Mathematics.  
 HORTENSE WITTER LEWIS, A.B., 1897, Chemistry.  
 MARY GREENLEAF STEVENS, A.B., 1883, Greek.

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### SENIOR CLASS.

ACKERLY, MARY BELLE,	Poughkeepsie.
ADAMS, ISABEL,	Chicago, Ill.
BAGG, MARION CHAPIN,	WestSpringfield, Mass.
BALLANCE, HARRIET NEVIUS,	Peoria, Ill.
BEAN, NANIEKEITH,	St. Joseph, Mich.
BELCHER, KATHARINE FISHER,	Newark, N. J.
BELKNAP, ELEANOR,	Louisville, Ky.

BENWAY, MABEL REED,	Albany.
BLANCHARD, MABELLE ALMA,	Benson, Vt.
BLUNT, KATHARINE,	Rock Island, Ill.
BORDEN, FANNY,	Fall River, Mass.
BRINK, LOUISE,	Kingston.
BROAD, ELIZABETH,	Buffalo.
CHAMBERLAIN, LOUISE ARMSTRONG,	Chattanooga, Tenn.
CLARK, ANNA WHITMAN,	Binghamton.
COBB, HELEN ADELE,	New Hamburg.
CROSLY, BERTHA,	Norwich, Ct.
DAVIS, HELEN GERTRUDE,	Montclair, N. J.
DAY, ANNE MARJORIE,	Providence, R. I.
DEACH, MARY AMA,	Peoria, Ill.
DELANY, MARY ELIZABETH,	Chicago, Ill.
DWIGHT, ELIZABETH DENNISON,	Poughkeepsie.
EDDY, LUCRETIA GLOVER,	Bay City, Mich.
FERRIS, MABEL RAY,	Toledo, O.
FREEMAN, NELLIE DE ETTE,	Canandaigua.
GARDNER, JULIA GRACE,	Poughkeepsie.
GARVIN, GRACE MABEL,	West Winsted, Ct.
GIBBONS, ALICE NEWMAN,	Rochester.
GIBBONS, RUBY SEYMOUR,	Rochester.
GRANGER, MAY BRACE,	Winsted, Ct.
GREENWOOD, HELEN SPRIGGS,	Syracuse.
GUY, ALICE BAKER,	Middletown, Ct.
HAIGHT, HELEN IVES,	Auburn.
HART, FANNY,	Charleston, S. C.
HATFIELD, PHEBE ANNETTE,	Utica.
HAVLAND, GRACE IRENE,	South Norwalk, Ct.
HEMPHILL, LUCY BELLE,	Louisville, Ky.
HEQUEMBOURG, HELEN MAUDE,	Dunkirk.
HOWARD, JESSIE BELL,	Rochester.
HOWE, EDNA LODEMA,	Trumansburg.
*JAQUES, EMILY HUBBARD,	Ashtabula, O.
JARNAGIN, MARTHA SCOTT,	Mossy Creek, Tenn.
JEFFERSON, DORA EVELYN,	St. Paul, Minn.
JONES, ELLA VIRGINIA,	Morris Church, Va.
JUSTICE, LUCRETIA BERNARD,	Philadelphia, Pa.
KAUFFMAN, ALICE,	Des Moines, Iowa.
LARRABEE, KATHARINE PELHAM,	Portland, Me.
LOVELL, PHEBE DURFEE,	Plainfield, N. J.

MCCALL, ROSEMARY,	Utica.
MCCARTY, MARIA COX,	Gouverneur.
MACCOLL, MARY,	Caledonia.
MCCULLOCH, ROBERTA,	St. Louis, Mo.
MACFARLANE, ALICE CLYMER,	Louisville, Ky.
MCKINNEY, FANNY LEE,	Binghamton.
MAHAN, MARY BARRERE,	St. Paul, Minn.
MALTMAN, GRACE ISABEL,	Chicago, Ill.
MARSH, JANE CATHARINE,	Springfield, Mass.
MAYNARD, FLORENCE ALMENIA,	Springfield, Mass.
MORGAN, MARY HOLMES,	Williamsport, Pa.
MORRIS, SARA HAMILTON,	Pittsburg, Pa.
MOUNT, HELEN ELY,	Freehold, N. J.
MURDOCH, JANE ROBB,	Pittsburg, Pa.
NORTON, SUSAN WHITTLESEY,	Warrensburg, Mo.
OLIVET, FLORENCE WHITE,	Poughkeepsie.
PARKER, ALICE BENNETT,	Louisville, Ky.
POTTER, LOUISE ELLEN,	West Winsted, Ct.
RICE, LAURA OWEN,	Cambridge, Mass.
ROBBINS, LOUISE,	Nyack.
SERVISS, ETHEL MAY,	Closter, N. J.
SEYMOUR, BINA,	Rockville, Ct.
SHEPPARD, SARAH FLETCHER,	Penn Yan.
SIMPSON, LIZZIE MAY,	Mexico.
SLEIGHT, JOSEPHINE WHEELER,	Poughkeepsie.
SMITH, ALICE HARLOW,	Montgomery.
SMITH, NELLIE MAY,	New York.
SQUIRES, NORMA MAY,	West Haven, Ct.
STONE, AGNES HAYES,	Rochester.
TABER, MARY ALICE,	Sherwood.
TAYLOR, FLORENCE EUNICE,	Hamilton.
TURNER, EMMA WEBSTER,	Kansas City, Mo.
VASSAR, ELIZABETH FORBES,	Ballston Springs.
*VOORHEES, GRACE L'AMOREAUX,	Auburn.
WARD, EDITH GILLETTE,	Evanston, Ill.
WENTWORTH, AMY,	Boston, Mass.
WHITMAN, HELEN LOUISE,	Troy.
WILKERSON, ELIZABETH BRINKLEY,	Memphis, Tenn.

Those who, on account of sickness, deficiency, or other reason, have any work of the previous years unfinished at the time the catalogue is published, are not in full standing in the Senior class. Their names are indicated by an asterisk.

## JUNIOR CLASS.

ABBOTT, BEATRICE VAIL,	Brooklyn.
ABBOTT, CARRIE GARDNER,	Cleveland, O.
BAKER, NELLIE ROBINSON,	Bangor, Me.
BACHELOR, ROSA MARY,	New York.
BATES, BERTHA,	St. Louis, Mo.
BELCHER, JANE,	New York.
BIDLEMAN, NELLIE RUTH,	Columbus, O.
BOWMAN, EDA C.,	Philadelphia, Pa.
BOYD, MARY,	Memphis, Tenn.
BREED, PERSIS MARY,	Louisville, Ky.
BRINCKERHOFF, MARY LOUISE,	Mount Vernon.
BROWN, MAROU SOPHIA,	Boston, Mass.
BROWN, MABEL WEBSTER,	Knoxville, Tenn.
BURNETTE, JANE ALICE,	Clyde.
BURR, MARJORIE,	Williamstown, Mass.
BURWELL, ETHEL IRENE,	New Brunswick, N. J.
BURWELL, ELIZABETH LOUISE,	Winsted, Ct.
BUSEY, MARIETTA RUTH,	Urbana, Ill.
CHAMBERLIN, LAURA ALLENE,	Geneva, O.
CHANDLER, UNA ELIZABETH,	Gloucester, Mass.
CHOATE, AUGUSTA,	Atlanta, Ga.
CLARKE, ALICE,	Cleveland, O.
COLBURN, HELEN ELIZABETH,	Newton Centre, Mass.
COLES, ALICE BELDEN,	Kingston.
COOK, MYRA GEORGA,	Minneapolis, Minn.
COTRAEL, ELLEN ELIZABETH,	Otto.
CROWELL, ALICE BRUEN,	Springfield, O.
DAVIS, HELEN LEE,	Moultonboro, N. H.
DEFREES, MARY LUCY,	Goshen, Ind.
DELAND, MINERVA LEWIS,	Fairport.
DELANY, ELEANOR ANN,	Chicago, Ill.
DRANSFIELD, JANE,	Rochester.
DUDLEY, CAROLYN AUGUSTA,	Concord, N. H.
EASTWOOD, MARY EDNA,	Albany.
EDSON, LORAINÉ,	Washington, D. C.
ELTING, EVARENE,	Utica.
FISH, ALICE PARSONS,	Waverly.
FITZROY, ALEXANDRIA SKENE,	Brooklyn.
FOSTER, ISABELLA GRAHAM,	New Haven, Ct.

FOWLER, CLARISSA LOUISE,	Olean.
FRY, MABEL MILDRED,	Rochester, Pa.
FULTON, MARIE GERTRUDE,	Chicago, Ill.
GARRETT, EMMA LOU,	Atlanta, Ga.
GATHRIGHT, MARGARET MAUD,	Louisville, Ky.
GILDERSLEEVE, LILLIAN,	Denver, Col.
GRANT, SARAH GEORGIANA,	St. Paul, Minn.
GREER, FLORENCE,	Chicago, Ill.
HALLARAN, MARY,	Toledo, O.
HAMBURGER, STELLA,	Allegheny, Pa.
HAMILTON, JEAN,	Oswego.
HARDING, HANNAH VIENNA,	Gaines.
HARRIMAN, MINNIE FRANCIS,	Sanbornville, N. H.
HART, LOUISE SANDERSON,	Albion.
HASSLER, CLAIRE BRACE,	Boston, Mass.
HEARD, GERTRUDE BOOTH,	Pittsburg, Pa.
HEYWOOD, CAROLYN GERTRUDE,	Holyoke, Mass.
HILL, EDITH,	Medina.
HOSMER, MARY LOUISE,	Oswego.
HOY, HELEN KATHARINE,	Albany.
HURLBUT, MARY EVELINE,	New York.
JACOBUS, EMMA LOUISE,	Springfield, Mass.
JAMES, JANE ELEANOR,	Albany.
JENKINS, ANNIE ELIZABETH,	Evanston, Ill.
JENKINS, LEILA,	Norristown, Pa.
JONES, ANNIE CALVERT,	Vicksburg, Miss.
KELLY, AGNES ROSEBURGH,	Pittsburg, Pa.
LOEB, SARA,	Ticonderoga.
MCCAFFREY, CORA AGNES,	Oswego.
MCLEOD, LEILA DURANT,	Brooklyn.
MARTIN, BLANCHE,	Little Rock, Ark.
MATHEWSON, MINNIE DEANE,	Avoca.
MEARS, RUTH BARTLETT,	Williamstown, Mass.
MERWIN, ADELE HEYWORTH,	New Haven, Ct.
MESICK, IRENE,	Little Falls.
MILLER, SUSAN GERTRUDE,	Suffield, Ct.
MORRILL, GRACE,	Concord, N. H.
MOSER, REGINA VIRGINIA,	Baltimore, Md.
MURRAY, MARGARET,	Kansas City, Mo.
NESSENSON, ELSA,	St. Paul, Minn.
NICOLS, ELSIE,	St. Paul, Minn.

PATTERSON, MABEL LEWIS,	Brooklyn.
PERCY, EDNAH,	Rochester.
PETTEE, JULIA ENSIGN,	Lakeville, Conn.
PRICHARD, LUCY ELIZABETH,	Catlettsburg, Ky.
RAY, ELEANOR KNAPP,	Unionville, Mass.
RAY, MABEL,	Franklin, Mass.
RICHARDSON, BERTHA,	Brooklyn.
ROBBINS, GRACE HANNAH,	St. Paul, Minn.
ROBERTS, ROSAMOND,	Brooklyn.
RUSSELL, EDITH SUTHERLAND,	New Haven, Ct.
SCOFFIELD, HARRIET BATES,	Canandaigua.
SIMANTON, ANNA MAUD,	Asbury, N. J.
SMITH, NATHALIE,	Newburgh.
SMITH, SUSAN ELLEN,	York, Pa.
SPAULDING, LEILA CLEMENT,	New York.
SPICER, MABEL ALBERTA,	Colorado Springs, Col.
SPRAGUE, ANTOINETTE BURTON,	Toledo, O.
SPRAGUE, FLORENCE EMILY,	Toledo, O.
STOWELL, MARY ESTY,	Ithaca.
SWEET, ELIZABETH MATILDA,	Unadilla.
TAGGART, ALICE ROBINSON,	Newport, R. I.
THOMPSON, HELEN DUNBAR,	Colorado Springs, Col.
TOMPKINS, BESSIE MARIE,	Poughkeepsie.
TOZER, ALTA MAY,	N. Bennington, Vt.
TREMBOR, BERTHA ALICE,	Freeport, Ill.
TRUESDALE, PHEBE KIRKPATRICK,	Youngstown, O.
TURNER, HARRIETT VELMA,	Camden, N. J.
TUTTLE, ANNA SEELEY,	Charlottesville, Va.
UPDEGRAFF, RACHEL,	McGregor, Iowa.
VANDERSLICE, ISABEL LITTLE,	Germantown, Pa.
VAN INWEGEN, ANNA,	Port Jervis.
VAN KLEECK, MARIE TALLMADGE,	Poughkeepsie.
WARE, ABBY HUNTINGTON,	Topeka, Kan.
WHEELER, RUTH,	West Pittston, Pa.
WICKER, JULIA FRANCES,	Ticonderoga.
WILSON, ANABEL HODGES,	Waterville.
WRIGHT, FLORENCE ELLA,	Cleveland, O.
WYLIE, MARY ELIZABETH,	Brooklyn.



## SOPHOMORE CLASS.

ADLEM, FLORENCE WHITE,	Red Bank, N. J.
ANDREWS, GRACE,	Yonkers.
ANGELL, JOSEPHINE MEDBURY,	Leavenworth, Kan.
ARMSTRONG, ESTELLE RICE,	Detroit, Mich.
AXTELL, CLARA ELIZA,	Pittsburg, Pa.
BAKER, MARTHA LAPHAM,	Saginaw, Mich.
BARNARD, ANNA ESTELLE,	Rochester.
BARNARD, VIOLET,	Saginaw, Mich.
BARROWS, ALICE PRENTICE,	Lowell, Mass.
BARTLETT, LOUISE STEVENS,	Providence, R. I.
BAXTER, KATHARINE CRISSEY,	Plainfield, N. J.
BEADLE, PHEBE HARRIET,	Rochester.
BECKER, JESSICA MARIE,	Keokuk, Iowa.
BELKNAP, ALICE SILLIMAN,	Louisville, Ky.
BENEDICT, MARION,	Brooklyn.
BIRDSALL, AGNES,	Glens Falls.
BORDEN, ASENATH,	Fall River, Mass.
BOURNE, MARY JOY,	New York.
BRADLEY, EMMA,	Hinsdale, Ill.
BRANCH, ANNIE LAIRD,	Augusta, Ga.
BROWNELL, FLORENCE MINERVA,	Hamilton.
BUDINGTON, ANNA,	Kingston.
BUDINGTON, MARGARET,	Kingston.
BURNHAM, ALICE MIRIAM,	Hamilton.
BYINGTON, GRACE RICHMOND,	Norwalk, Ct.
CAHN, ANNA LOUISE,	New York.
CANDLER, GERTRUDE MARY,	Detroit, Mich.
CHRISTOPHER, LELIA,	Kansas City, Mo.
COMSTOCK, MARIE BELLE,	Alpena, Mich.
CORBIN, ELIZABETH BREWSTER,	Oxford.
CORCILIOUS, IRENE,	Jamestown.
COSSAR, HARRIET BONNEY,	Manchester, N. H.
CRATER, ANNIE MARIA,	Freehold, N. J.
DAILEY, EVA BOTTORFF,	Peoria, Ill.
DAVIS, ALICE ESTEP,	Glenshaw, Pa.
DAY, PAULINE BOYDEN,	Springfield, Mass.
DEAN, FLORA GRACE,	San Francisco, Cal.
DEGRAFF, BESSIE LOUISE,	Detroit, Mich.
DEWEY, RUSHA A. HUNTINGTON,	St. Albans, Vt.
DORRANCE, FRANCES,	Dorranceton, Pa.

DOWLING, FLORENCE CHISHOLM,	Toledo, O.
DUBOIS, EOLINE BEATRICE CHURCH,	Providence, R. I.
DUNNING, MARGARET,	New York.
EISEMAN, ALICE LOUISE,	St. Louis, Mo.
ELLSWORTH, CAROLINE PARSONS,	Iowa Falls, Iowa.
ESS, MARION PAULINE,	Kansas City, Mo.
ETTENSON, HARRIET ESTHER,	Leavenworth, Kan.
FIELD, VIRGINIA,	Brooklyn.
FLEWWELLIN, HARRIET ELIZABETH,	Watervliet.
FORD, FLORENCE MAY,	Oneonta.
FOWLER, SADIE LESLIE,	Newark, N. J.
FRENCH, FLORENCE HOSMER,	Albany.
FROTHINGHAM, MARY,	Detroit, Mich.
GALLAGHER, HELEN DAVIS,	Brooklyn.
GAUS, DAISY,	Brooklyn.
GRAHAM, ELIZABETH,	Memphis, Tenn.
GREFE, RUTH WINFREDA,	Des Moines, Iowa.
HARMON, MARTHA GROSVENOR,	Hamilton.
HARRAH, FLORENCE,	Philadelphia, Pa.
HAVENS, ALICE LENA,	Denver, Col.
HENSHAW, HELEN MANVILLE,	Des Moines, Iowa.
HINCHMAN, ANNA BARKER,	Philadelphia, Pa.
HIRSCH, TELZA BABETTA,	Duluth, Minn.
HORNE, CAROLINE RUTH,	Albany.
HORST, MABEL LOUISE,	Newark, N. J.
HUMPSTONE, HELEN,	Brooklyn.
JEFFREY, LUCINDA ELIZA,	Littleton Commons, Mass.
JOHN, EMILY,	Meyersdale, Pa.
JOHNSON, EMMA LAWRENCE,	Asbury Park, N. J.
JOHNSON, MAY VIVIAN,	Asheville, N. C.
JOHNSON, SUSAN FORNEY,	Asheville, N. C.
JOHNSTON, HELEN BURROWES,	Chicago, Ill.
JONES, FRANCES MAY,	Catskill.
JUSTICE, ANNA,	Philadelphia, Pa.
KAUFFMAN, MARY CATHERINE,	Des Moines, Iowa.
KLEBERG, MAY LOUISE,	Brooklyn.
LANE, ALICE UNDERHILL,	Poughkeepsie.
LENT, SUSIE BARBARA,	Highland.
LE ROY, ALMA MILDRED,	Manchester, Iowa.
LLOYD, MARY ELIZABETH,	Pittsburg, Pa.
LONG, HARRIET BICKMORE,	Tenant's Harbor, Me.

LOVETT, MARY,	Little Silver, N. J.
MCMAHON, SUSAN,	Bradford, Pa.
MARSALIS, LAILA,	New York.
MERRITT, EDITH SOMERVILLE,	Newark, N. J.
MORIARTY, LAURA ANGELA,	Albany.
MUCKENHOUP, LEOCADIA MATILDA,	Poughkeepsie.
NELSON, ANNIE ELISE,	New York.
OBERLY, EUNICE ROCKWOOD,	Washington, D. C.
O'CONNELL, FANCHON EILEEN,	Fort Dodge, Iowa.
ONDERDONK, MABEL HELEN,	Poughkeepsie.
PACKER, EDITH CROZIER,	Trenton, N. J.
PAGE, ARRIA HORTENSE,	Braintree, Mass.
PATTERSON, ROBBIE BELLE,	Franklin, Ky.
PAUL, CLARA LOUISE,	Joplin, Mo.
PAYNE, JENNIE MACKAY,	Flint, Mich.
PEAKE, GRACE,	Rockford, Ill.
PERRIN, LINDA ORPHA,	Rochester.
PERRY, MARIE THOMPSON,	Rockford, Ill.
PIERCE, SOPHIA GLEASON,	San Francisco, Cal.
PIERCE, THERESA VINTON,	Indianapolis, Ind.
PLUMB, MYRA WINIFRED,	Detroit, Mich.
PRESTON, MARIE MAPLES,	Delhi.
QUIGLEY, CORA CECILIA,	Harrisburg, Pa.
RAITT, ELSIE MAY,	Newburgh.
RAY, MAUDE LOUISE,	Franklin, Mass.
RAYMOND, GRACE BERTHA,	Charles City, Iowa.
REYNOLDS, IONE ARMENIA,	Highland.
RICHARDSON, RUTH RAYMOND,	Brooklyn.
RICHARDSON, WINIFRED MORSE,	Brooklyn.
RIDDELL, SARA AGNES,	Canistota.
ROCKEFELLER, LORINDA,	Germantown.
ROTH, LENA GERTRUDE,	Allentown, Pa.
RUSSELL, EDITH LILLIAN,	Rochester.
SAMSON, ELEANOR KENRICK,	Portland, Me.
SAUVAGE, VILDA,	Newark, N. J.
SAVILLE, ALICE BARTON,	Denver, Col.
SCARBOROUGH, JULIA MACRAE,	Austin, Texas.
SCHMIDT, MABEL PEARSON,	Indianapolis, Ind.
SEGBARTH, HENRIETTA WILHELMINA,	Dunkirk.
SHOUSE, VANCE,	Henderson, Ky.
SIDENBERG, ELSIE,	New York.

SMITH, EMMA WALDO,	Newton Centre, Mass.
SMITH, MARY DELIA,	York, Pa.
SOPER, BYRDE CONSTANTIA EMMA,	Hampton, Iowa.
SPENCER, GRACE IONE,	Utica.
SPRATT, MARY MARGARET,	Ogdensburg.
STEVENS, CAROLINE HARRIS,	Rochester.
STEWART, JESSIE AITKEN,	Fall River, Mass.
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AFFELD, ANTOINETTE,	Brooklyn.
AKIN, GRACE THEODORA,	New York.
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ATKINS, FLORENCE GALLUP,	Indianapolis, Ind.
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 WELLINGTON, ELIZABETH ELLIOTT,  
 WHEELOCK, JULIA,  
 WHITCOMB, BEULAH BEATRICE,  
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 WHITE, FLORENCE,  
 WHITE, GRACE IRENE,  
 WHITMAN, MARY BARBOUR,  
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 WILSON, MARGARET,  
 WOOD, HAZEL BULMER,  
 WOODIN, GRACE LIZBETH,  
 WOODRUFF, IDA WALLACE,

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 South Norwalk, Conn.  
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 Indianapolis, Ind.  
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 Mt. Vernon.  
 Fairfield, Me.  
 Marlborough, Mass.  
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 San Francisco, Cal.  
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## SUMMARY.

Graduate Students,	. . . . .	12
Seniors, . . . . .	. . . . .	86
Juniors, . . . . .	. . . . .	118
Sophomores, . . . . .	. . . . .	150
Freshmen, . . . . .	. . . . .	212
In Special Courses,	. . . . .	23
		<hr/>
Whole number,	. . . . .	601

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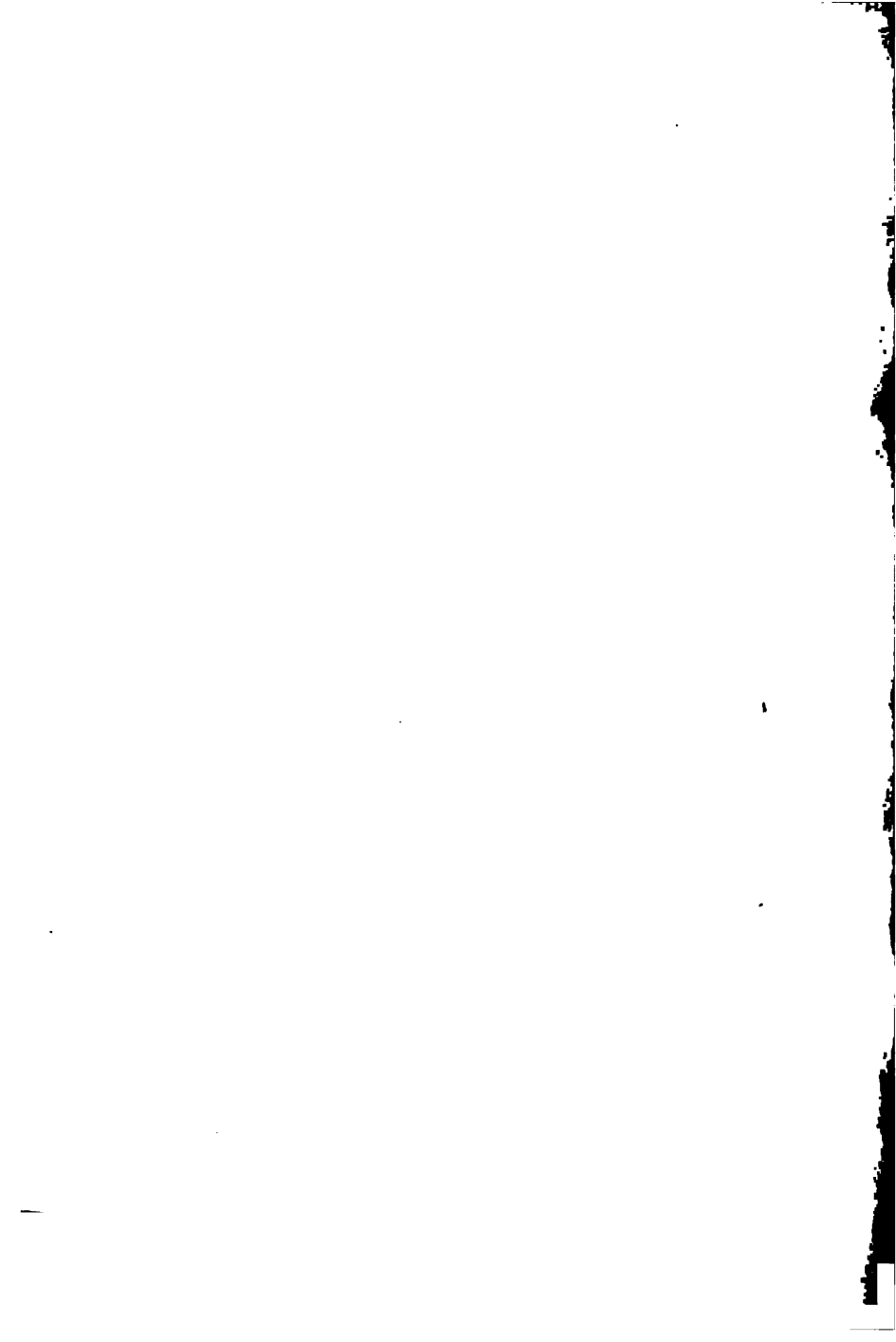
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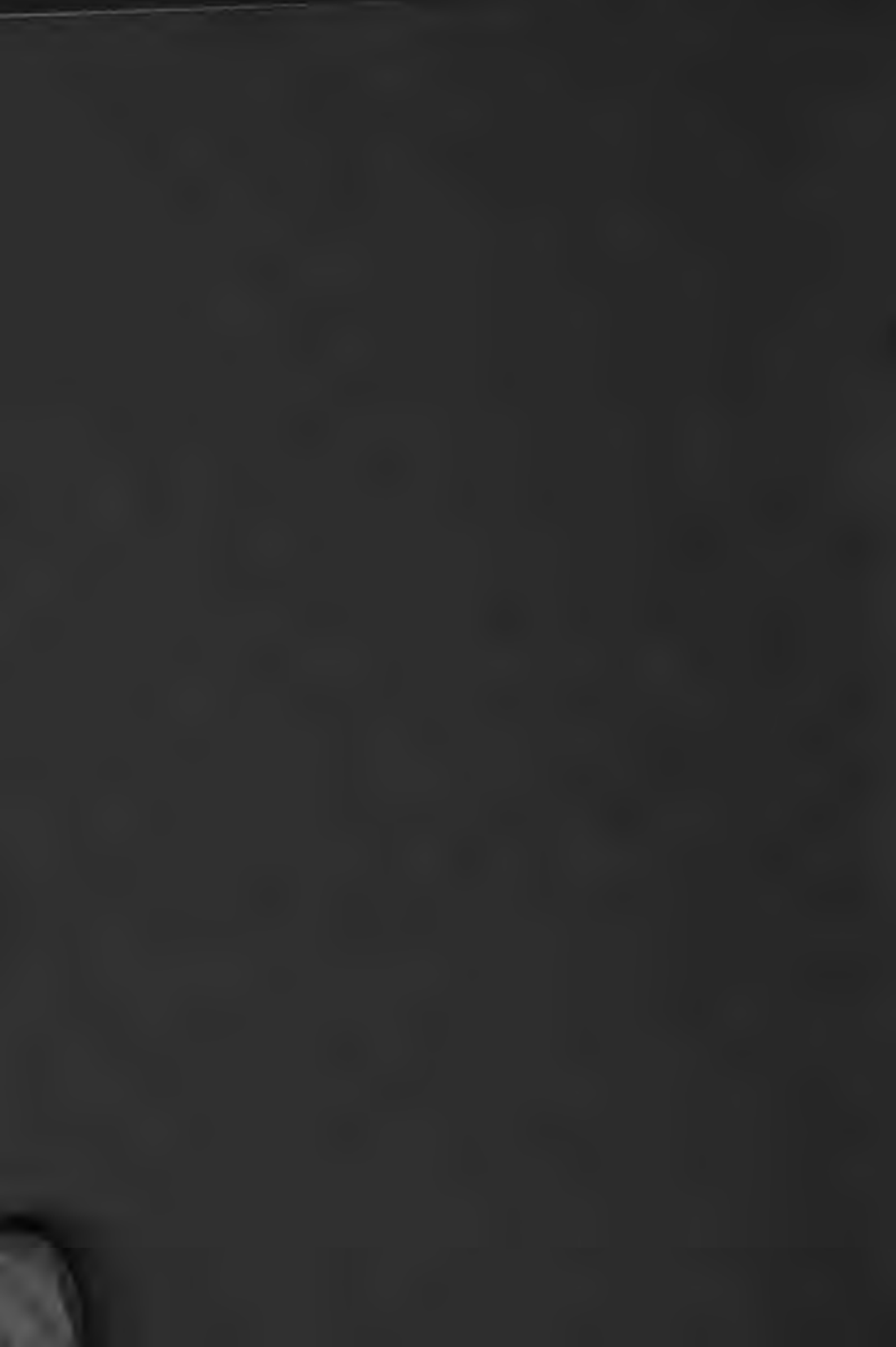
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Dassar College  
1808-1908



THE THIRTY-FOURTH  
ANNUAL CATALOGUE  
OF  
VASSAR COLLEGE

POUGHKEEPSIE N. Y.

1898-99

POUGHKEEPSIE  
A. V. HAIGHT, PRINTER  
December 1898

"It occurred to me that woman, having received from her Creator the same intellectual constitution as man, has the same right as man to intellectual culture and development."

"It is my hope to be the instrument in the hand of Providence of founding an institution which shall accomplish for young women what our colleges are accomplishing for young men."

**MATTHEW VASSAR.**

The College was incorporated as Vassar Female College in 1861.  
This name was changed in 1867 to the present corporate name,

**VASSAR COLLEGE.**



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## COLLEGE CALENDAR.

1898.

Examinations for Entrance, . . . .	September 21-24.
College exercises begin at evening, . .	September 23.
Thanksgiving Day, . . . . .	November 24.
Anniversary of the Philalethean Society,	December 2.
Christmas Vacation begins at 11.20 A. M.,	December 23.

1899.

College Exercises begin at 8.30 A. M., . .	January 10.
Semester Examinations, . . . . .	Jan. 30-Feb. 3.
Second Semester begins, . . . . .	February 6.
Spring Vacation begins at 11.20 A. M., .	March 24.
College Exercises begin at 8.30 A. M., .	April 5.
Last day for applying for Graduate Scholar- ships, . . . . .	April 6.
Essays for Helen Kate Furness Prize due,	April 7.
Founder's Day, . . . . .	April 23.
Last day for submitting theses for advanced degrees, . . . . .	May 1.
Last day for applying for Babbott Fellowship,	May 1.
Senior vacation begins, . . . . .	May 31.
Semester Examinations, . . . . .	June 5-9.
Baccalaureate Sunday, . . . . .	June 11.
Annual Meeting of the Board of Trustees,	June 13.
Thirty-fourth Annual Commencement,	June 14.
Examinations for Entrance, . . . . .	{ June 7-10. September 20-23.
College Exercises begin at evening,	September 22.
Thanksgiving Day, . . . . .	November 23.
Anniversary of the Philalethean Society,	December 1.
Christmas Vacation begins at 11.20 A. M.,	December 22.

1900.

College Exercises begin at 8.30 A. M., . .	January 9.
Semester Examinations, . . . . .	Jan. 29-Feb. 2.
Second Semester begins, . . . . .	February 5.
Spring Vacation begins at 11.20 A. M.,	March 23.
College Exercises begin at 8.30 A. M., .	April 4.
Founder's Day, . . . . .	April 27.
Thirty-fifth Annual Commencement,	June 13.

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PROFESSOR OF ETHICS.

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PROFESSOR OF ART.

LE ROY C. COOLEY, Ph.D.,

MATTHEW VASSAR, JR. PROFESSOR OF PHYSICS AND CHEMISTRY.

PHYSICS.

WILLIAM B. DWIGHT, A.M.,

JOHN GUY VASSAR PROFESSOR OF NATURAL HISTORY, AND CURATOR OF THE MUSEUM.

GEOLOGY AND MINERALOGY.

ABBY LEACH, A.M.,

PROFESSOR OF THE GREEK LANGUAGE.

†LUCY MAYNARD SALMON, A.M.,

PROFESSOR OF HISTORY.

ACHSAH M. ELY, A.B.,

PROFESSOR OF MATHEMATICS.

MARY W. WHITNEY, A.M.,

ALUMNAE MARIA MITCHELL PROFESSOR OF ASTRONOMY, AND DIRECTOR OF THE OBSERVATORY.

\*Died, November 17, 1898.

†In Europe, on leave of absence.

HERBERT ELMER MILLS, A.M., Ph.D.,

PROFESSOR OF ECONOMICS.

JEAN CHARLEMAGNE BRACQ, A.B.,

JOHN GUY VASSAR PROFESSOR OF MODERN LANGUAGES.

FRENCH.

JOHN LEVERETT MOORE, Ph.D.,

MATTHEW VASSAR, JR. PROFESSOR OF THE GREEK AND LATIN LANGUAGES AND LITERATURE.

LATIN.

FRANCES A. WOOD,

LIBRARIAN.

MRS. J. RYLAND KENDRICK,

LADY PRINCIPAL.

OTTLIE HERHOLZ,

ASSOCIATE PROFESSOR OF GERMAN.

CHARLES W. MOULTON, Ph.D.,

PROFESSOR OF CHEMISTRY.

ELIZABETH B. THELBERG, M.D.,

PROFESSOR OF PHYSIOLOGY AND HYGIENE, AND RESIDENT PHYSICIAN.

FERDINAND COURTNEY FRENCH, Ph.D.,

PROFESSOR OF PHILOSOPHY.

GEORGE COLEMAN GOW, A.B.,

PROFESSOR OF MUSIC.

LAURA JOHNSON WYLIE, Ph.D.,

PROFESSOR OF ENGLISH.

ELIZABETH E. BICKFORD, Ph.D.,

ASSOCIATE PROFESSOR OF BIOLOGY. JOHN F. GIRAUD CHAIR OF NATURAL HISTORY.

## VASSAR COLLEGE.

LYDIA ANNIE WHITNEY,

INSTRUCTOR IN MUSIC.

ELLA MCCALED, A.B.,

SECRETARY OF THE COLLEGE.

SOPHIA F. RICHARDSON, A.B.,

INSTRUCTOR IN MATHEMATICS.

ELLA M. FREEMAN, A.B.,

INSTRUCTOR IN CHEMISTRY.

HARRIET ISABEL BALLINTINE,

DIRECTOR OF THE GYMNASIUM.

HELEN FRANCES EPLER, A.B.,

INSTRUCTOR IN FRENCH.

ADELAIDE UNDERHILL, A.B.,

REFERENCE LIBRARIAN, AND CATALOGUER.

ANTOINETTE CORNWELL, A.B.,

ASSISTANT TO THE LADY PRINCIPAL.

GRACE HARRIET MACURDY, A.B.,

INSTRUCTOR IN GREEK.

RUTH GENTRY, Ph.D.,

INSTRUCTOR IN MATHEMATICS.

EVA G. MAY,

INSTRUCTOR IN THE GYMNASIUM.

MARY ELIZABETH COOLEY, A.B.,

INSTRUCTOR IN PHYSICS.

WINIFRED BALL, A.B.,

INSTRUCTOR IN LATIN.



KATHARINE WARREN, A.B.,

INSTRUCTOR IN ENGLISH.

ALICE W. WILCOX, A.B.,

ASSISTANT IN THE BIOLOGICAL LABORATORY.

SARAH J. McNARY, A.M.,

INSTRUCTOR IN ENGLISH.

CORNELIA H. B. ROGERS, Ph.D.,

INSTRUCTOR IN FRENCH AND ITALIAN.

GRACE N. KIMBALL, M.D.,

ASSISTANT PHYSICIAN.

EMILIE LOUISE WELLS, A.B.,

INSTRUCTOR IN ECONOMICS.

MARY EWART ADKINS, A.B.,

ASSISTANT IN THE GYMNASIUM.

EMILY HELEN DUTTON, A.M.,

INSTRUCTOR IN LATIN.

WINIFRED WARREN, Ph.D.,

INSTRUCTOR IN LATIN.

GERTRUDE BUCK, Ph.D.,

INSTRUCTOR IN ENGLISH.

EDITH RICKERT, A.B.,

INSTRUCTOR IN ENGLISH.

BERTHA J. BARTELMANN,

INSTRUCTOR IN GERMAN.

JAMES F. BALDWIN, Ph.D.,

INSTRUCTOR IN HISTORY.

## VASSAR COLLEGE.

JOHN C. GRIGGS, Ph.D.,

INSTRUCTOR IN ENGING.

REBECCA W. BRUSH, A.B.,

INSTRUCTOR IN MATHEMATICS.

ANNE MOORE, A.M.,

ASSISTANT IN BIOLOGY.

ELISABETH WOODBRIDGE, Ph.D.,

INSTRUCTOR IN ENGLISH.

MARTHA HALE SHACKFORD, A.B.,

CRITIC IN ENGLISH.

ALICE EVERETT, A.M.,

ASSISTANT IN THE OBSERVATORY.

LOUISE BACORN, M.L.,

CRITIC IN ENGLISH.

MARY CLOYD BURNLEY, A.B.,

ASSISTANT IN CHEMISTRY.

THEODORE CLARKE SMITH, Ph.D.,

INSTRUCTOR IN HISTORY.

ISABELLE STONE, Ph.D.,

ASSISTANT IN PHYSICS.

MARIE REIMER, A.B.,

ASSISTANT IN THE CHEMICAL LABORATORY.

CORINTH LE DUC CROOK, Ph.D.,

INSTRUCTOR IN GERMAN.

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INSTRUCTOR IN ELOCUTION.

## **PREACHERS TO THE COLLEGE.**

From February, 1898, to February, 1899.

THE REV. G. T. PURVES, D.D.,	PRINCETON UNIVERSITY.
THE REV. A. Z. CONRAD, D.D.,	<i>Worcester, Mass.</i>
THE RT. REV. W. D. WALKER, D.D.,	<i>Buffalo.</i>
THE REV. SAMUEL M. CROTHERS, D.D.,	<i>Cambridge, Mass.</i>
THE REV. E. P. JOHNSON, D.D.,	<i>Albany.</i>
THE REV. GEORGE BALDWIN, JR.	<i>Springfield, Mass.</i>
THE REV. LYMAN ABBOTT, D.D.,	<i>Brooklyn.</i>
THE RT. REV. H. C. POTTER, D.D., LL.D.,	<i>New York.</i>
THE REV. C. R. HEMPHILL, D.D.,	<i>Louisville, Ky.</i>
THE REV. A. E. DUNNING, D.D.,	<i>Boston, Mass.</i>
THE REV. EDGAR G. MURPHY,	<i>Kingston.</i>
PROFESSOR CASPAR RENÉ GREGORY, LL.D.,	
	UNIVERSITY OF LEIPSIC.
THE REV. T. B. McLEOD, D.D.,	<i>Brooklyn.</i>
THE REV. T. EDWIN BROWN, D.D.,	<i>Franklin, Pa.</i>
THE REV. S. H. HOWE, D.D.,	<i>Norwich, Conn.</i>
THE REV. SAMUEL A. ELIOT,	<i>Boston, Mass.</i>
THE REV. WILLIAM BANCROFT HILL,	<i>Poughkeepsie.</i>
DEAN WILFORD L. ROBBINS, D.D.,	<i>Albany.</i>
THE REV. W. C. BITTING, D.D.,	<i>New York.</i>
THE REV. H. P. DEWEY, D.D.,	<i>Concord, N. H.</i>
BISHOP JOHN P. NEWMAN, D.D.,	<i>Saratoga.</i>

### NON-RESIDENT LECTURERS.

For the current year, as far as appointed, including those for 1897-98 not mentioned in the catalogue for that year.

- MR. JOHN GRAHAM BROOKS, *New York.*  
PROFESSOR LOUIS C. ELSON, *Boston.*  
PROFESSOR PERCY GARDNER, M.A., OXFORD UNIVERSITY.  
PROFESSOR W. T. HEWETT, Ph.D., CORNELL UNIVERSITY.  
PROFESSOR CASPAR RENÉ GREGORY, LL.D.,  
UNIVERSITY OF LEIPSIK.  
PROFESSOR GEORGE ADAMS SMITH, *Edinburgh.*  
PROFESSOR MARVIN R. VINCENT, D.D.,  
UNION THEOLOGICAL SEMINARY.  
PROFESSOR CHARLES FOSTER KENT,  
BROWN UNIVERSITY.  
PROFESSOR T. HARWOOD PATTISON, D.D.,  
ROCHESTER THEOLOGICAL SEMINARY.  
THE REV. HENRY VAN DYKE, D.D., *New York.*  
MISS ISABEL F. HAPGOOD, *New York.*  
SUPERINTENDENT SAMUEL T. DUTTON, *Brookline, Mass.*  
PROFESSOR NICHOLAS MURRAY BUTLER, Ph.D.,  
COLUMBIA UNIVERSITY.  
SUPERINTENDENT W. H. MAXWELL, *New York.*

## ADMISSION OF STUDENTS.

REQUIREMENTS FOR ADMISSION TO THE  
FRESHMAN CLASS.

Applicants for admission to the College must be at least sixteen years of age. Satisfactory testimonials of good character are required. All testimonials and certificates must be sent to the Secretary before July 10.

To secure a room on the campus, early registration is necessary. Blanks are provided by the College and no one will be considered an applicant who has not filled one out and returned it to the Secretary. Every application must be accompanied by a deposit of ten dollars which is forfeited in case the applicant withdraws, but otherwise is credited on the first payment.

Candidates for the Freshman Class are examined in the following subjects :

**English :**

I. *Reading*.—The candidate is required to write a paragraph or two on each of several topics chosen by her from a considerable number—perhaps ten or fifteen—set before her in the examination paper.

The books presented for reading are:

In 1899 : Dryden's *Palamon and Arcite*; Pope's *Iliad*, Books I, VI, XXII and XXIV; *The Sir Roger de Coverley Papers* in *The Spectator*; Goldsmith's *Vicar of Wakefield*; Coleridge's *Ancient Mariner*; DeQuincey's *Flight of a Tartar Tribe*; Cooper's *Last of the Mohicans*; Lowell's *Vision of Sir Launfal*; Hawthorne's *House of the Seven Gables*.

In 1900 : Dryden's *Palamon and Arcite*; Pope's *Iliad*, Books I, VI, XXII and XXIV; *The Sir Roger de Coverley Papers* in

*The Spectator*; Goldsmith's *Vicar of Wakefield*; Scott's *Ivanhoe*; DeQuincey's *Flight of a Tartar Tribe*; Cooper's *Last of the Mohicans*; Tennyson's *Princess*; Lowell's *Vision of Sir Launfal*.

In 1901: Shakespeare's *Merchant of Venice*; Pope's *Iliad*, Books I, VI, XXII and XXIV; *The Sir Roger de Coverley Papers* in *The Spectator*; Goldsmith's *Vicar of Wakefield*; Coleridge's *Ancient Mariner*; Scott's *Ivanhoe*; Cooper's *Last of the Mohicans*; Tennyson's *Princess*; Lowell's *Vision of Sir Launfal*; George Eliot's *Silas Marner*.

II. *Study and Practice*.—This part of the examination will be upon subject-matter, form and logical structure, and pre-supposes the candidate's ability to express herself in good English. The books prescribed for study and practice are:

In 1899: Shakespeare's *Macbeth*; Milton's *Paradise Lost*, Books I and II; Burke's *Speech on Conciliation with America*; Carlyle's *Essay on Burns*.

In 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*.

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

No candidate will be accepted in English whose work is notably deficient in point of spelling, punctuation, grammar or division into paragraphs. The essentials of English grammar and rhetoric should not be neglected in preparatory study. Emphasis should be laid throughout the entire course on the habitual use of good English in all recitations and written exercises. In connection with the study of prescribed books parallel reading is strongly recommended. An outline history of English literature in special connection with the books studied is advantageous.

**History:** Outlines of Greek and Roman history to the establishment of the Roman Empire; outlines of American or English history. Any standard history of Greece, Rome, England or America may be used. The following have been recommended: For Greek and Roman history, the sections on Greek and Roman history in Sheldon's *General History* or Myers' *General History*; for American history, Johnston's *History of the*

*United States*, or Fiske's *History of the United States*; for English history, Gardiner's *English History for Schools*. The following, however, more nearly represent the amount and kind of work it is hoped may be presented: Oman, *History of Greece*; Allcroft and Masom, *History of Rome*, or Allen, *History of the Roman People*; Guest and Underwood, *Handbook of English History* (to year 1793), or Gardiner, *Students' History of England* through Part IX; Johnston, *History of the United States*, or Fiske, *History of the United States*.

**Mathematics:** (a) Algebra.—The requirements in Algebra embrace the following subjects: Factors; Common Divisors and Multiples; Fractions; Ratio and Proportion; Negative Quantities and Interpretation of Negative Results; The Doctrine of Exponents; Radicals and Equations involving Radicals; The Binomial Theorem; Arithmetical and Geometrical Progressions; Putting Questions into Equations; The ordinary methods of Elimination and the solution of both Numerical and Literal Equations of the First and Second Degrees, with one or more unknown quantities, and of problems leading to such equations. The text-books used should be equivalent to the larger treatises of Newcomb, Olney, Ray, Robinson, Todhunter, Wells or Wentworth.

(b) Plane geometry, as much as is contained in the first five books of Chauvenet's *Treatise on Elementary Geometry*, or the first five books of Wentworth's *New Plane and Solid Geometry*, or Wells' *Plane Geometry*, or the first six books of Hamblin Smith's *Elements of Geometry*, or chapter first of Olney's *Elements of Geometry*.

In order to pursue successfully the work of the College, recent review of the work completed early in the preparatory course is necessary.

**Latin:** Preparation should include a thorough knowledge of the forms and syntax of the language with vocabulary sufficient to translate Latin into idiomatic English and English into correct Latin. To secure this it is recommended that candidates should read at least four books of Cæsar's *Gallic War*, seven orations of Cicero and six books of Vergil's *Aeneid*.

It is of especial importance that students should be trained from the beginning to read Latin aloud according to the Roman method of pronunciation with strict attention to vowel quanti-

ties and to translate Latin from hearing it read aloud, as well as at sight from the printed page. Composition in Latin should be continued throughout the entire period of preparation and as far as possible in connection with the reading of the Latin authors, because it must be presented in connection with the translation from the Latin. Such books as Collar, Daniell, Dodge and Tuttle or Riggs' *In Latinum* are recommended. The candidate is also expected to be able to translate at sight passages from Cæsar and Cicero.

IN ADDITION TO THE LATIN TWO OTHER LANGUAGES ARE REQUIRED. *The second language may be Greek or German or French; the third language may be French or German.* (See page 20 for substitutions allowed.)

**Greek:** Candidates must be able to read at sight easy Greek prose and easy passages from Homer; also, to render easy English passages into correct Greek. For this, they should have thorough training in grammar, with constant practice from the start in translating sentences into Greek, and should read carefully at least four books of the *Anabasis* or the *Hellenica* and three books of the *Iliad* or the *Odyssey*, with constant practice in translating at sight. They should have at command a fair vocabulary, should be able to recognize forms at a glance, and to read Greek aloud intelligently and with correct pronunciation. Practice in translating from hearing is strongly recommended.

This preparation calls for at least three years' study of Greek.

**German** (if offered as the third language): (a) The rudiments of grammar, and especially these topics: the declension of articles, adjectives, pronouns, and such nouns as are readily classified; the conjugation of weak and of the more usual strong verbs; the more common prepositions; the simpler uses of the modal auxiliaries; the elementary rules of syntax and word order. Proficiency of the applicant may be tested by questions on the above topics and by the translation into German of simple English sentences. (b) Translation at sight of a passage of easy prose. It is believed that the requisite facility can be acquired by reading not less than two hundred duodecimo pages of simple German.

Practice in pronunciation, in writing German from dictation



and in the use of simple German phrases in the class-room, is recommended.

Preparation for the elementary requirement need not call for more than one year's instruction of five periods per week.

**German** (if offered as the second language): (a) More advanced grammar. In addition to a thorough knowledge of accidence, of the elements of word-formation, and of the principal uses of prepositions and conjunctions, the candidate must be familiar with the essentials of German syntax, and particularly with the uses of modal auxiliaries and the subjunctive and infinitive moods. The proficiency of the applicant may be tested by questions on these topics, and by the translation into German of easy, connected English prose. (b) Translation at sight of ordinary German. It is believed that the requisite facility can be acquired by reading, in *addition* to the amount mentioned under German as the third language, at least five hundred pages of classical and contemporary prose and poetry. It is recommended that not less than one-half of this reading be selected from the works of Lessing, Schiller and Goethe.

It is essential that the candidate acquire the ability to follow a recitation conducted in German and to answer in that language questions asked by the instructor.

**German** (extra year): *Thorough knowledge of the whole German grammar. Freytag, Karl der Grosse; Aus den Kreuzzügen.* (Holt ed.) *Der Staat Friedrichs des Grossen.* (McMillan ed.) Schiller, *Die Belagerung von Antwerpen.* (McMillan ed.) *Egmonts Tod.*

**French** (if offered as the third language): A knowledge of the fundamental principles of Grammar. Whitney's Practical French Grammar, part first. Henri Greville, *Dosia*; Octave Feuillet, *Le Roman d'un jeune homme pauvre*; Daudet, *La Belle Nivernaise*, and three of Bôcher's College Plays. It should be understood that in these requirements, it is the knowledge of the language itself rather than of the grammar that is demanded.

**French** (if offered as the second language): A thorough knowledge of French Grammar and ability to translate easy English prose into French. (Whitney and Edgren's Grammar, recommended). Six of Bôcher's College Plays; Daudets *La*

*Belle Nivernaise*; Souvestre, *Un Philosophe sous les toits*; Julliot, *Mademoiselle Solange*; Malot, *Sans Famille*; Erckman-Chatrian, *Le Conscrit de 1815*.

As French is the language of the class-room, it is essential that candidates for admission should have some practice in French conversation.

IN PLACE OF THE THIRD LANGUAGE THE CANDIDATE MAY OFFER EITHER OF THE FOLLOWING :

1. An additional year of work, equivalent to that of the Freshman class, in the second language. No certificate of a school will be accepted for this advanced work, and when presented in lieu of entrance requirement it will not be counted toward the degree. Students offering this work must take at least a year of another modern language in College.

2. A year in Physics or Chemistry; that is, five hours a week, not less than two of which shall be given to work in the laboratory.

Certificates from approved schools will be accepted in place of examinations on the work of the class-room. These must state the number of weeks and of hours per week occupied, the division of time between the class-room and laboratory, and the text-book used and the ground actually gone over.

The work of the laboratory will be judged by an examination of the note book. The original notes—notes taken by the student at the time the experiment is made—certified to be such by the instructor, must be presented for examination. Revised copies, if such have been made by the student, may accompany the original notes, but should not be substituted for them.

The course in Physics must cover the subject as treated in Cooley's *Student's Manual of Physics*, or its equivalent. The laboratory work must consist of at least 40 quantitative experiments selected from the Manual. As many additional qualitative experiments as practicable should be made.

### EXAMINATIONS.

Examinations for entrance to the Freshman Class may be given at Chicago, Cincinnati, Cleveland, Pittsburg, St. Louis, Detroit, Louisville, Atlanta, Washington,

Omaha, Denver and San Francisco, during the first week in June, 1899.

Application for examination at any of these places must be made to the Secretary before April 15.

A fee of five dollars must be paid *in advance* by every candidate who is examined elsewhere than at the college.

The examinations at the College will be held June 7, 8, 9, 10 and September 20, 21, 22, 23, 1899.

Candidates must be present at 9 A. M. for registration.

The order of entrance examinations is as follows :

Wednesday,	Latin, 9.30 A. M. to 12 M. English, 2 to 4.30 P. M.
Thursday,	Geometry, 9.30 to 11.30 A. M. History, 2 to 4.30 P. M.
Friday,	Greek, German, French, 9.30 A. M. to 12 M. Algebra, 2 to 4 P. M.
Saturday,	German, French (third language or its equivalent), 9.30 to 11 A. M.

The College cannot provide rooms for new students until their examinations have been completed.

Students returning to College can not be received until Friday of the opening week, unless they are due for examinations.

No one is at liberty to occupy a room until she has settled her bill with the Treasurer.

Those entering on certificate should register before five o'clock P. M. on Thursday or Friday of examination week.

#### CERTIFICATES.

Students are admitted without examination in the following cases :

1. When they bring certificates from schools, pupils of which have passed all entrance examinations without condition.
2. When they have been prepared by a graduate of the College

engaged in the work of private instruction, one of whose pupils has before passed all entrance examinations without condition.

3. When they bring certificates from schools which have been visited by a committee of the Faculty and approved by them, or in regard to which the Faculty have other sufficient means of information.

The College reserves to itself the right to withdraw the above-mentioned privilege in case students thus admitted fail after fair trial to maintain their standing.

Application for the certificate privilege for a school must be made before May 1.

The certificates of the Regents of the State of New York will be accepted in place of examination, as far as they meet the requirements for admission to the College.

In all cases the certificate must specify the text-book used, the ground actually gone over, and the date of the examination. *The final examination in any subject covered by the certificate must have been taken within two years of the time of the candidate's entrance to College.* Certificate forms will be furnished on application to the Secretary.

*All certificates and testimonials must be forwarded to the Secretary before July 10.*

### **SPECIAL COURSES.**

The requirements for admission to special courses are the same as those for entrance to the Freshman class. Candidates must consult the President in regard to the courses of study desired, and their work will be arranged by him in consultation with the heads of departments.

### **PAINTING AND MUSIC.**

Instruction in the history and theory of the arts is offered among the courses of the College (see pp. 54, 55). Instruction in the practice of the arts is also furnished but this is not counted toward the degree, and involves an extra charge.

The College aims to recognize the true place of these studies in higher education, and provides full facilities

for those who are able to meet the requirements for admission to the Freshman Class.

#### **COURSES FOR TEACHERS.**

Teachers who desire to pursue special courses and who present to the President satisfactory testimonials of their success in teaching and of their proficiency as students, may be received without examination. Certificates of the work completed will be given when desired.

#### **· ADMISSION TO ADVANCED STANDING.**

Candidates for advanced standing, not coming from other colleges may be admitted, on examination, to the regular course at any time previous to the beginning of the Junior year. Such students will be examined in all *prescribed* studies antecedent to the desired grade, including the requirements for admission to the College (unless a certificate from an approved school is presented), and in such *elective* studies as shall be chosen by the candidate and approved by the Faculty.

Candidates coming from other colleges must submit their certificates and their courses of study to the judgment of the Faculty. No student will be received as a candidate for the degree of Bachelor of Arts after the beginning of the Senior year.

## COURSES OF INSTRUCTION.

## ARRANGED BY DEPARTMENTS.

The course of study leading to the Baccalaureate Degree extends over four years.

All elections are subject to the approval of the Faculty. No changes will be considered after the first meeting of the Faculty in each semester.

## FRESHMAN YEAR.

Figures indicate the number of hours per week.

<i>First Semester.</i>		<i>Second Semester.</i>			
Required.	Latin	4	Required.	Latin	4
	*Greek	4		*Greek	4
	*French			*French	
	*German	3		*German	3
	English			English	
Mathematics	3		Mathematics	4	
	Hygiene	1			

## SOPHOMORE YEAR.

<i>First Semester.</i>		<i>Second Semester.</i>			
Required.	English	3	Required.	English	3
	History	3		History	3
	†A. Physics	3		†A. Physics	3
	†A. Chemistry			†A. Chemistry	
	(6 hours elective)		(5 or 6 hours elective)		

## JUNIOR YEAR.

<i>First Semester.</i>	<i>Second Semester.</i>
(14 or 15 hours elective.)	Psychology (Required.) 3
	(11 or 12 hours elective.)

## SENIOR YEAR.

<i>First Semester.</i>
Ethics (Required.) 3

All other courses are elective.

\*The one offered at entrance as second language.

†See foot note, p. 41.

**PHILOSOPHY.**

PRESIDENT TAYLOR AND PROFESSOR FRENCH.

## REQUIRED.

1. Psychology; Lectures, recitations and essays. Junior year, second semester [3].

PROFESSOR FRENCH.

The study of Psychology is required of all candidates for a degree. The subject is presented as science of mind to be distinguished on the one hand from the physical sciences and on the other from speculative Philosophy. The intimate relation of mental phenomena to the physical organism is carefully considered and the practical bearing of psychological principles on methods of education is kept constantly in view. The aim of the instructor in this subject, as in all the courses of the department, is both to further the immediate intellectual discipline of the student and also to lay a basis for the formation of a sound and independent conception of self, the world, and God. Lectures and text-book study are supplemented by essays and free class-room discussion. The student is encouraged in every way possible to think for herself.

2. Ethics; A study of the elementary principles, and lectures on the history of ethical philosophy. Senior year, first semester [3].

PRESIDENT TAYLOR.

Conscience, Moral Law, the Will, the Grounds of Obligation, are studied in the light of the great systems of Ethics.

The course is required for the Baccalaureate Degree.

## ELECTIVE.

PROFESSOR FRENCH.

**Course A.** Logic; Creighton's *Introductory Logic*. First semester [3]. (Open to Juniors and Seniors.)

**Course B.** History of Ancient Philosophy; lectures, recitations, reading of authors in translation, essays. Second semester [2]. (Open to Juniors and Seniors.)

**Course C.** History of Modern Philosophy. Senior year, first semester [3]. The principal systems of the seventeenth and first half of the eighteenth centuries are studied in their genetic relations with special attention to Descartes, Spinoza, Leibnitz, Locke, Berkeley and Hume.

**Course D.** History of Modern Philosophy (continued). Senior year, second semester [3]. Kant and the principal post-Kantian systems are studied.

In both courses, C and D, Falckenberg's *History of Modern Philosophy* is used, supplemented by lectures, discussions, reading of authors and papers.

**Course E.** Metaphysics. Senior year, first semester [3]. Lectures, analyses of prescribed reading, discussions and essays. The fundamental problems of Knowing and Being are treated both critically and constructively, including such subjects as Theory of Knowledge, Materialism, Idealism, Causation, Freedom and Theism. Bowne's *Metaphysics* is used as a basis of study, with frequent reference to the works of Lotze, Spencer, and the recent English Idealists.

**Course F.** Educational Psychology. Senior year, second semester [3]. After a brief introductory study of the aims and scope of education, the course will consist mainly of an investigation of certain psychological topics with reference to education such as instinct, imitation, habit, attention, interest, emotion, volition, &c. Lectures, analyses of prescribed reading, and papers.

### LATIN.

PROFESSOR MOORE, MISS BALL, MISS DUTTON, AND DR. WARREN.

#### REQUIRED.

1. Livy, *Books XXI-XXII* (Westcott) or *Books V-VII* (Cluer) [3], Latin Composition (Moore) [1]. Translation from hearing and at sight, study of Livy's style, lectures on his method and authority as a historian. Freshman year, first semester.

2. Cicero, *de Senectute* or *de Amicitia*, Harvard Selections from Latin Poets [3], Latin Composition (Moore) [1]. Translation from hearing and at sight, study of the leading Stoic and Epicurean doctrines, lectures on Roman poetry. Freshman year, second semester. MISS BALL, MISS DUTTON, AND DR. WARREN.

#### ELECTIVE.

**Course A.** Horace, *Odes* and *Epodes* (Smith or Shorey). Study of metres, history and literary style, comparison with the Elegy, papers on special features of Horace's poetry and personality. Sophomore year, first semester [3].

MISS BALL, MISS DUTTON, AND DR. WARREN.



**Course B.** Horace, *Satires* and *Epistles* (Kirkland). Horace's literary position, and relations to Lucilius, Maecenas and society, his theories of literary composition and criticism. Sophomore year, second semester [3].  
MISS BALL.

**Course C.** Cicero, *Letters* (Abbott). Cicero as a private individual, as a politician, his relations with Cæsar and Pompey. Study of colloquial Latin and the Letter as a form of literature. Sophomore year, second semester [3].  
DR. WARREN.

**Course E.** Vergil, *Bucolics*, *Georgics* and *Aeneid VII-XII* selections. Vergil's sources and models, his literary influence and the elements of his art. Second semester [2].  
MISS DUTTON.

**Course F.<sup>1</sup>** Latin Composition. Practice in writing Latin, constructive study of Latin syntax and style. Second semester [1].  
PROFESSOR MOORE.

**Course F.<sup>2</sup>** Historical Latin Grammar and Latin Inscriptions (Lindsay). Second semester [2].  
PROFESSOR MOORE.

Students must consult the instructor before electing the course.

[Offered in 1898-9 in place of Course L.]

**Course G.** Terence *Andria* (Freeman and Sloman), Plautus *Captivi* or *Trinummus* (Morris) Lectures on Roman Comedy and metres. First semester [3].  
PROFESSOR MOORE.

**Course H.** Tacitus, *Agricola* or *Germania* (Hopkins), *Annals I-VI*, selections (Allen). Second semester [3].  
PROFESSOR MOORE.

**Course I.** Roman Elegy, Catullus (Merrill), Tibullus and Propertius (Ramsay). The influence of Alexandria on Roman Elegy, history and development of the Elegy. First semester [3].  
PROFESSOR MOORE.

[Offered in 1899-1900 in place of Course J.]

**Course J.** Juvenal, *Satires* (Hardy), Pliny, *Letters* (Platner). Martial, *Epigrams* (Westcott). History of Satire, society under the Empire, the topography of Rome. First semester [3].  
PROFESSOR MOORE.

**Course K.** Lucretius *de Rerum Natura I, III* (Kelsey), Cicero, *de Natura Deorum I* (Teubner text). The Epicurean philosophy and its attitude towards the gods, compared with modern scientific theories of matter and the universe. Second semester [3].  
PROFESSOR MOORE.

**Course L.** Roman Institutions. Influence of Rome on modern institutions, the Regal period and the Critical School, institutions and offices of the Republic and the Empire. Second semester [2].

PROFESSOR MOORE.

[Offered in 1899-1900 in place of Course F<sup>3</sup>.]

**Course M.** An Introduction to Comparative Grammar. A general course in the history, theories and methods of modern Philology, illustrated from the Greek and Latin. Second semester [1].

PROFESSOR MOORE.

Vassar College is represented on the Managing Committee of the American School of Classical Studies in Rome. The School offers opportunities for the study of Classical and Christian archaeology in Italy and Greece, and graduates of the College may avail themselves of its advantages free of charge for tuition.

### SANSKRIT.

PROFESSOR MOORE.

Sanskrit is an elective course of two hours running through the Senior year. The study of the characters and inflections of the language is first taken up with Whitney's Grammar as a text-book; later, selections from Lanman's Reader are read.

Students should consult the instructor before electing the course.

### GREEK.

PROFESSOR LEACH, MISS MACURDY, AND MISS STEVENS.

#### REQUIRED COURSES.

1. Lysias; Andocides [3]. English into Greek [1]. Translation at sight and also from hearing. Lectures on legal, political, and social aspects of Athenian life. Freshman year, first semester.

MISS MACURDY.

2. Homer, *Odyssey*; Herodotus [3]. English into Greek [1]. Translation at sight. Lectures on Homeric Antiquities and on the Homeric Question. Historical explanation of the Homeric Forms and Syntax. Freshman year, second semester.

MISS MACURDY.

#### ELECTIVE COURSES.

**Course A.** (Short course) Grammar. Xenophon, *Anabasis*. First and second semesters [3]. This course is given for the

sake of non-Greek students who wish to gain some knowledge of the language.

PROFESSOR LEACH AND MISS STEVENS.

**Course B.** (Short course continued). *Lysias*; Homer, *Odyssey*. English into Greek. First and second semesters [3].

MISS MACURDY.

**Course C.** The New Testament. *The Gospels*. Special attention is given to the vocabulary and grammar. First and second semesters [1].

MISS MACURDY.

**Course D.** Demosthenes, *Orations against Philip* [2]. English into Greek [1]. Sophomore year, first semester. This course is required for the other elective courses in Greek.

MISS MACURDY.

**Course E.** Plato, *Gorgias* and *Protagoras*. Lectures on Socrates, the Socratic Method, the Sophists. Sophomore year, second semester [3].

MISS MACURDY.

**Course F.** Thucydides, *The Sicilian Expedition*. First semester [3].

PROFESSOR LEACH.

**Course G.** Aristophanes, *Frogs* and *Birds*. Outline of the *Knights*, the *Acharnians* and the *Wasps* will also be given. First semester [2].

PROFESSOR LEACH.

**Course H.** Euripides, *Medea* and *Ion*. First semester [2].

PROFESSOR LEACH.

Courses G and H are given alternately.

**Course I.** Sophocles, *Ajax* and *Oedipus at Colonus*. Second semester [3].

PROFESSOR LEACH.

**Course J.** Plato, *Republic*. Selections from the *Theaetetus*. First semester [3].

PROFESSOR LEACH.

**Course K.** Aristotle, *Politics*. Second semester [3].

PROFESSOR LEACH.

**Course L.** Aeschylus, *Agamemnon*. Second semester [2].

PROFESSOR LEACH.

**Course M.** Pindar. Second semester [2].

PROFESSOR LEACH.

Courses L and M are given alternately.

**Course N.** Pausanias. Second semester [2].

Illustrated lectures will be given with this course.

PROFESSOR LEACH.

Graduate Course in 1898-99. Sophocles and Greek Inscriptions.

A society called the Hellenic Society meets once in two weeks to hear papers on Archæological subjects. A few lectures are given before this society by professors from other colleges.

Professor Leotsakos will give a few lessons in Modern Greek, open to all students in the department.

Vassar College contributes to the support of the American School of Classical Studies at Athens. The school affords facilities for archæological investigation and study in Greece, and graduates of this college are entitled to all its advantages without expense for tuition.

## ROMANCE LANGUAGES.

### FRENCH.

PROFESSOR BRACQ, MISS EPLER, AND DR. ROGERS.

#### REQUIRED.

1 and 2. Reading. Th. de Banville, *Gringoire*; Michelet, *Louis XI et Charles le téméraire*; Loti, *Ramuntcho*; Hugo, *Ruy Blas*; Bourget, *Les Voyageuses*; Borel, *Grammaire française*. Prose composition. Conversation. Freshman year, first and second semesters [4].

MISS EPLER AND DR. ROGERS.

The aim of this course is to give a thorough grammatical drill, to teach students to write and speak French correctly. The reading consists of some of the best works of writers of the first half of this century.

#### ELECTIVE.

Course A. Short course. Fontaine, *Lecture et conversation; Grammaire française*. Prose composition, exercises based upon *Colomba*. Reading, Mérimée, *Colomba*; Coppée, *Le Luthier de Crémone*; Alfred de Vigny, *Cinq-Mars*. Conversation. Sophomore year, first and second semesters [3].

MISS EPLER.

This course is designed for students who, having entered college without French, wish to be able to read it with ease and to understand conversation. The work includes the study of grammar, prose composition, and the reading of modern prose.

Course B. This course is intended for students who have taken the Short course. First and second semesters [3].

MISS EPLER.

**Course C.** Textual reading and study of French literature from the French Revolution to 1848. Bowen's French Lyrics; Daudet, *Les Lettres de mon moulin*; Scribe and Legouv , *Bataille de Dames*. Sophomore year, first semester [3].

PROFESSOR BRAOQ.

Historical study of the language and survey of the literature of the first half of this century. Relations of the classical, the popular and low Latin to modern French. Brief history of the language. The French Revolution in reference to literature. Introduction in France of the Shakespearian drama, Ducis. The religious renaissance, Chateaubriand. German and Italian influences, Mme. de Sta l. Early pessimism, Chateaubriand and Lamartine. The philhellenic movement inaugurated by Byron and continued by Hugo, Casimir Delavigne. The Romanticists and the Humanitarians, Hugo, Dumas, Gauthier, Cousin, Guizot and Lacordaire.

**Course D.** The literature of the eighteenth century. Voltaire, *M rope*; Saint-Pierre, *Paul et Virginie*; Rostand, *Cyrano de Bergerac*; La Fontaine, *Fables*. Sophomore year, second semester [3].

PROFESSOR BRAOQ.

The literary characteristics of the eighteenth century compared with those of the seventeenth and nineteenth. Literature of transition. The form and spirit of its poetry, Voltaire, Jean-Baptiste Rousseau, Lebrun, Andr  Ch nier. The new scientific spirit, Fontenelle. The destructive and the constructive work of Voltaire and the practical aim of his literary work. The Encyclopedists. Rousseau's life, work and influence. His theories of education, the state and society, his disciples: Bernardin de St. Pierre and Tolstol. The literary forces disintegrating the *Ancien R gime*.

**Course E.** Reading of difficult modern French and prose composition. Barr re and Sornet, French Composition; Fasnacht's Second Course of French Composition for advanced students. Hugo, *Hernani*. Sainte-Beuve, *Seven Conversations* (Harper). Rostand, *Cyrano de Bergerac*. Loti, Selections (Cameron); De Vog , *Heures d'histoire*; Anatole France, *Le Crime de Sylvestre Bonnard*. Sophomore year, first and second semesters [3].

PROFESSOR BRAOQ.

This course is intended for students who wish to devote their time exclusively to the linguistic side of French studies. One hour a week is devoted to prose composition.

**Course F.** Critical and analytical study of the classical tragedy. Junior year, first semester [3]. PROFESSOR BRAOQ.

The French Academy, the national and institutional theatre in Paris. The state contribution to dramatic art. The rise of the French drama. Causes of the development of the French tragedy. Its form and spirit compared with that of Greece and of England. Study of *Le Cid*, *Horace*, *Cinna*, *Polyeucte*, *Andromaque*, *Iphigénie* and *Athalie*, in their sources, their structural arrangement, their contemporary history and their form. This course follows Course D.

**Course G.** French classical comedy. Junior year, second semester [3]. PROFESSOR BRAOQ.

History of the development of comedy in France. Comedy, the Court, the Church. Comedy and the people. Its moral purpose defined. Racine. *Les Plaideurs* a satire upon the abuses of judiciary methods. Molière. His types, his method and his social reform. *Le Bourgeois gentilhomme*, *Les Précieuses ridicules*, *Les Femmes savantes*, *L' Avare* and *Le Misanthrope*.

**Course H.** Miscellaneous Seventeenth Century Literature. Junior year, first and second semesters [2]. PROFESSOR BRAOQ.

Transformation of French criticism from the linguistic to the literary. Dogmatic criticism, Boileau. Popular poetry. La Fontaine's conception of institutions and his realistic pictures of contemporary life. Pascal and the Jansenists. *Pensées et Les Provinciales*. Literary influence of Descartes, his *Discours de la méthode*. Massillon, Bourdaloue and Bossuet, their artistic power and their influence. Foreign prejudice. Bossuet, *Oraisons funèbres*, *Henriette d' Angleterre* and *Henriette de France*; Boileau, *Ode contre les Anglais*. The ideal state of Fénelon and his education of women. The moralists, La Rochefoucauld and La Bruyère. The epistolary writers, Madame de Sévigné, etc. Discussions and conversation.

**Course I.** Old French. Introductory lectures to the study of Old French. General survey of grammatical principles. The Norman-French element in English. Clédât, *Grammaire élémentaire*. *Choice Readings from French History*, by Gustave Masson. *La Chanson de Roland*. First and second semesters [2].

PROFESSOR BRAOQ.

The course in Old French is intended to furnish a basis both

for the study of Early English and the historical study of the French language, and at the same time to enable the student to read with facility the early productions of the *Langue d'Oïl*. The most remarkable specimens of that literature of Northern France are read in class.

**Course K.** Contemporary Literature. Senior year, first and second semesters [2].

PROFESSOR BRACQ.

Survey of the ethnographical characteristics of the French. Physical environments. The influences of institutions, the family, the schools. The philosophical, the scientific and the artistic education. The religious institutions and influences. Literary societies and the salons. Literary theories. Classicism, romanticism, realism, naturalism, Parnassism, symbolism and impressionism. Foreign influences; the American, English, German, Russian and Scandinavian. The moral and religious reaction in literature. Study of different departments of contemporary literature and its representative men. Criticism, its principles and its men, Brunetière, Lemaitre, Bourget, Sarcey and Faguet. Tendencies in philosophy, the idealism of Renan, the materialism of Taine and the theistic philosophy represented by Paul Janet. History, its transition from an art to a science, Lavisse, Sorel. Eloquence, transition from the aristocratic to the democratic form in the Parliament, at the bar and in the pulpit. Poetry, its transformation, Sully-Prudhomme, de Hérédia. The drama, its present power, Sardou. Novels, their characteristics and their men, Daudet, Cherbuliez, Bourget, etc.

**Course O.** This course is intended for students who offered French as the third language when they entered college. It covers practically though more completely the same ground as course A. Sophomore year, first and second semesters [3].

MISS EFLER.

### ITALIAN.

**Course A.** Elementary Italian. Grammar and prose composition. Reading, Manzoni, *I Promessi Sposi*; D'Azello, *Niccolò de' Lupi*; Grossi, *Marco Visconti*; Pellico, *Francesca da Rimini*. Junior year, first and second semesters [3].

DR. ROGERS.

The object of this course is to give a knowledge of the elements of Italian grammar, the study of constructions and of the relations of the language to the Latin. The reading is confined to modern Italian fiction and to the Italian drama.

**Course B.** Classical Italian. Dante, the *Vita Nuova*, the *Convito*, the *Canzoniere*, the *Divina Commedia*; Petrarch, the *Rime*. Senior year, first and second semesters [3].

DR. ROGERS.

Careful study of texts, interpretation and related subjects. The lives of the great literary personalities of the period. The character and influence of the Humanistic movement.

### GERMAN.

ASSOCIATE PROFESSOR HERHOLZ, MISS BARTELMANN AND DR. CROOK.

#### REQUIRED.

1 and 2. Grammar. Composition. Translation at sight from English into German. Jagemann, *German Prose Composition*; Riehl, *Der Fluch der Schönheit*; Freytag, *Bilder aus der deutschen Vergangenheit*. Poems by Goethe, Schiller, Uhland, Chamisso, etc.

Freshman year, first and second semesters [4].

DR. CROOK.

**Course A.** Short Course. Schmitz, *Elements of the German Language*, Parts I and II; Schrakamp, *Conversational German*. Short stories by Gerstäcker, Stifter, Rosegger; Chamisso, *Peter Schlemihl*. Sophomore year, first and second semesters [3].

MISS BARTELMANN.

This short course is intended to give students an opportunity to begin the study of German and to acquire a practical knowledge of the language.

The work consists of a thorough drill in grammar, with written and oral exercises, translation from German into English, and *vice versa*, and of reading and memorizing prose and poetry, the matter read being made the subject of conversation and composition. Great attention is paid to pronunciation and correct expression.

**Course B.** Short course continued. Grammar. Translation, Prose Composition. Essays. Heyse, *Das Mädchen von Treppi*; Scheffel, *Der Trompeter von Säckingen*; Schiller, *Die Jungfrau von Orleans*. First and second semesters [3].

ASSOCIATE PROFESSOR HERHOLZ.

**Course C.** History of Literature from the early beginning to the sixteenth century. Selections from the first classical period *Nibelungenlied*; *Gudrun*; *Der arme Heinrich*; *Parzival*. The *Minnesänger*. Scheffel, *Ekkehard*. Essays. Sophomore year, first semester [3].

MISS BARTELMANN.



**Course D.** History of Literature from the sixteenth to the eighteenth century. Luther; Hans Sachs; Klopstock; Wieland. Goethe, *Elmout*. Lessing, *Emilia Galotti*. Essays. Sophomore year, second semester [3].  
MISS BARTELMANN.

**Course E.** History of Literature of the eighteenth century. Regeneration of German literature through Lessing. Herder. Discussion of the influence of authors on their contemporaries and entire periods. Essays upon topics suggested by the class work. Lessing, *Nathan der Weise*. First semester [3].

ASSOCIATE PROFESSOR HERHOLZ.

Students are expected to read extracts from the histories of German literature, to study the lives of the great poets in connection with their works and with the political, social, and intellectual movements of their times.

**Course F.** History of Literature of the eighteenth century and work of Course E continued. Storm and Stress period; Goethe, Schiller. Goethe, *Iphigenie*; *Tasso*. Second semester [3].

ASSOCIATE PROFESSOR HERHOLZ.

**Course G.** History of Literature of the nineteenth century. The Romantic School. Heine. Critical study of poetical productions. Collateral readings and lectures will supplement the work in the class-room. First semester [2].

ASSOCIATE PROFESSOR HERHOLZ.

**Course H.** History of Literature of the nineteenth century continued. Rückert, Uhland, Schack. Poets of War and Liberation: Arndt, Körner, Schenkendorf. Poets of Revolution: Freiligrath, Hoffmann von Fallersleben. The modern Storm and Stress. Second semester [2].

ASSOCIATE PROFESSOR HERHOLZ.

**Course I.** Scientific German. Gore, *Science Reader* or Brand and Day's *Scientific German*; Cohn, *Über Bakterien*; Helmholz, *Über Goethes naturwissenschaftliche Arbeiten*; Müller, *Die electrischen Maschinen*. First semester [2].

**Course J.** A. Lang, *Zur Characteristic der Forschungswege von Lamark und Darwin*. Von Baer, *Welche Auffassung der lebenden Natur ist die richtige?* Kölliker, *Der jetzige Stand der morphologischen Disciplinen*. Second semester [2].

**Course K.** Goethe, *Faust*, I, II. (a) History of the Faust legend; (b) Dramatic representations in the seventeenth and

eighteenth centuries; (c) critical study of Goethe's Faust. First and second semesters [2].

ASSOCIATE PROFESSOR HERHOLE.

**Course L.** Modern prose writers, with special reference to historic novels considered in their relation to German life. G. Freytag, F. Dahn, V. von Scheffel, J. Wolff, E. Wichert, Ebers, Hauff, Jordan. First and second semesters [2].

ASSOCIATE PROFESSOR HERHOLE.

**Course M.** Advanced Grammar and Composition. Essays. G. Freytag, *Karl der Grosse*. Du Bois-Raymond, *Wissenschaftliche Vorträge*. Addison, *The Spectator*. First semester [3].

DR. CROOK.

**Course N.** Grammar. Composition. Essays. Schönfeld, *Historical Prose*. Second semester [3].

DR. CROOK.

**Course O.** (For students who entered with German as the third language.) Grammar. Stein, *German Composition*. Schrakamp, *Conversational German*; Riehl, *Meister Martin Hildebrand*; Schiller, *Wilhelm Tell*; Goethe, *Hermann und Dorothea*. First and second semesters [3].

MISS BARTELMANN.

## ENGLISH.

PROFESSOR WYLIE, MISS WARREN, MISS MONABY, DR. BUCK, MISS RICKBET, DR. WOODBRIDGE, MISS SHACKFORD AND MISS BACORN.

### REQUIRED.

1 and 2. Exposition as developed from description. Study of prose selections. Writing of themes. Individual criticism and interviews. Freshman year, first and second semesters [3].

MISS MONABY, DR. BUCK, MISS RICKBET, DR. WOODBRIDGE, MISS SHACKFORD AND MISS BACORN.

3. Argumentation. Study of the process of argument by analysis and construction. Briefs and argumentative themes. Study of logical principles bearing on argumentation. Sophomore year, first or second semester. [3].

DR. BUCK, MISS WARREN AND MISS BACORN.

4. Development of English Literature from *Beowulf* to Swift. Sophomore year, first or second semester [3].

MISS RICKBET AND DR. WOODBRIDGE.

### ELECTIVE.

**Course A.** Description. Writing and criticism. First semester [2].

DR. BUCK.

**Course B.** Narration. Writing and criticism. Second semester [2].  
DR. BUCK.

**Course C.** Development of Rhetorical Theory. A study of rhetorical theory from Plato to the present time with a view to determining the principles of its development. Must be preceded by A or B. First semester [3].  
DR. BUCK.

**Course D.** Advanced Argumentation and Oral Debate. This course will be given in connection with *Economics*, *Course D*. Students wishing to elect this course must consult the departments concerned. Second semester.  
DR. BUCK.

**Course F.** Old English. Cook, *First Book in Old English*. Sievers-Cook, *Grammar*. First semester [3].  
MISS RICKERT.

**Course G.** Old English. Prose reading. *Beowulf*. Second semester [3]. Must be preceded by F.  
MISS RICKERT.

**Course H.** Middle English. Morris and Skeat, *Specimens*. First semester [3]. Must be preceded by F.  
MISS RICKERT.

**Course I.** Chaucer. *The Canterbury Tales* and *Minor Poems*. Second semester [3].

**Course J.** Nineteenth Century Poetry, with special reference to Wordsworth and Shelley. First semester [3].

PROFESSOR WYLIE.

**Course K.** Nineteenth Century Poetry, with special reference to Tennyson and Browning. Second semester [3].

PROFESSOR WYLIE.

**Course L.** Shakespeare. A thorough study of several plays. First semester [3].  
DR. WOODBRIDGE.

**Course M.** Shakespeare. A study of a number of the plays with special reference to dramatic development. Second semester [3]. Must be preceded by L.

DR. WOODBRIDGE.

**Course N.** The English Drama as illustrating the development of dramatic theory. Second semester [2].

DR. WOODBRIDGE.

**Course O.** Literature of the Eighteenth Century. First semester [3]. This course is open to those who have had Course J or Course L.  
PROFESSOR WYLIE.

**Course P.** English Romanticism beginning with Spenser. Second semester [3]. This course is open to those who have had at least two courses of elective literature.  
PROFESSOR WYLIE.

**Course Q.** The Development of the Essay. First semester [3].

**Course R.** Nineteenth Century Prose, with special reference to Carlyle and Ruskin. Second semester [3].

PROFESSOR WYLIE.

### MATHEMATICS.

PROFESSOR ELY, MISS RICHARDSON, DR. GENTRY, AND MISS BRUSH.

#### REQUIRED.

1. Solid and Spherical Geometry. Freshman year, first semester [3].  
MISS RICHARDSON, DR. GENTRY, AND MISS BRUSH.

The exercises in Geometry include recitations from the text book, original demonstrations of propositions and applications of principles to numerical examples. The text book is Chauvenet (revised by Byerly).

2. Algebra. Freshman year, second semester [2].

MISS RICHARDSON, DR. GENTRY, AND MISS BRUSH.

3. Plane Trigonometry. Freshman year, second semester [2].

DR. GENTRY, MISS RICHARDSON, AND MISS BRUSH.

In Plane Trigonometry attention is given to Trigonometric analysis and the solution of triangles. After the student has gained facility in the use of Trigonometric tables, application of the principles is made to problems in Mensuration, Surveying and Navigation.

#### ELECTIVE.

**Course A.** Plane Analytic Geometry. Sophomore year, first semester [3].  
PROFESSOR ELY.

**Course B.** Analytic Geometry. Sophomore year, second semester [3].

In Analytic Geometry the student is carried through the elementary properties of lines and surfaces of the second degree. All principles are illustrated by numerous exercises and applications.

**Course C.** Differential Calculus (Osborne). First semester [3].

**Course D.** Integral Calculus (Osborne). Second semester [3].

PROFESSOR ELY.

The elective course in Differential and Integral Calculus is designed for those who wish to pursue the subject of either pure

or applied Mathematics. The text-book forms the basis of work but is largely supplemented by oral instruction.

This course presupposes Course A.

**Course E.** Advanced Integral Calculus. First semester [3].  
PROFESSOR ELY.

**Course F.** Quaternions. Second semester [3].

This course includes the general properties of scalars and vectors, Quaternion interpretation and applications of Quaternions to the Geometry of the plane, right-line and sphere.

Course F presupposes Courses A and C.

**Course H.** Determinants and Theory of Equations. First semester [2].  
DR. GENTRY.

Burnside and Panton's Theory of Equations is used as the basis of the work, supplemented by lectures.

**Course I.** Curve Tracing. Second semester [3].  
DR. GENTRY.

Lecture course with daily practice in curve-tracing.

Prerequisite: Courses A, C, H.

**Course J.** Analytic Geometry of Three Dimensions (C. Smith). The Geometry of Planes and Quadric surfaces. First semester [3].  
MISS RICHARDSON.

Prerequisite: Courses A, C, H.

**Course K.** Modern Methods in Analytic Geometry. First semester [3].  
DR. GENTRY.

**Course L.** Modern Methods in Analytic Geometry. Continuation of Course K. Second semester [3].  
DR. GENTRY.

Prerequisite: Courses A, C, H, I.

**Course M.** Projective Geometry. Second semester [3].

A lecture course based on Reye's *Geometrie der Lage*.

Prerequisite: Course A.  
MISS RICHARDSON.

**Course O.** Analytic Mechanics. First semester [3].

**Course P.** Analytic Mechanics. Second semester [2].  
DR. GENTRY.

The elements of statics and dynamics. Applications to practical problems. The fundamental principles of mechanics and the elements of the theory of the potential.

Prerequisite: Courses A, C, D.

**ASTRONOMY.**

PROFESSOR WHITNEY AND MISS EVERETT.

Students who wish to take a fairly complete undergraduate course in the department are advised to elect in the order A, D, E, F; B to be taken with either F or D.

Students wishing an outline course for the purposes of general culture are advised to elect A and B.

## DESCRIPTIVE COURSES.

**Course A.** Descriptive Astronomy. First semester [3].

The Celestial Sphere.

The Solar System.

This course includes a general study, without mathematical processes, of the phenomena of the sky and of the relations of the solar system. One hour of observation by eye and telescope is required.

**Course B.** Descriptive Astronomy. Second semester [3].

The Stellar System.

Astrophysics.

This course includes a study of the luminous bodies of space from the point of view of Astronomy followed by a study of their nature and constitution by the methods of spectroscopic investigation. The latter part presents in an elementary form the principles and methods of the New Astronomy.

Observational work required.

## MATHEMATICAL COURSES.

**Course C.** Spherical Trigonometry, with Astronomical Applications. First semester [2].

This course affords a brief but comprehensive study of the sphere. In its applications it includes many astronomical problems of an elementary character, involving, as far as possible, local data.

**Course D.** General Astronomy. Second semester [3].

This course provides an elementary but mathematical treatment of the principal departments of Astronomy. The students have the free use of the portable telescopes, and such questions as they can determine by their own observations with these glasses are kept before them. This observational work is regarded as an essential part of the course.

This course presupposes only the required mathematics of the college curriculum.

**Course E.** Spherical and Practical Astronomy. First semester [3].

**Course F.** Theoretical and Practical Astronomy. Second semester [2 or 3].

These courses offer a somewhat detailed study of certain departments of Spherical and Theoretical Astronomy. They presuppose Mathematical Courses A and C. During the first semester the students use the meridian circle, making and reducing their own observations. They predict occultations and observe them. In the second semester practice is transferred to the equatorial telescope. This practice includes planetary phenomena, nebulae, measurements of double stars, variable stars, observations of minor planets, etc. Theoretical Astronomy is generally treated under the forms of Comets' orbits and orbits of Binary stars.

The third hour of Course F will be devoted to the study of current astronomical literature in some selected branch.

Courses D, E and F are continuous.

### PHYSICS.

PROFESSOR COOLEY, MISS COOLEY, AND DR. STONE.

**Course A.** Experimental Physics. First and second semesters [3].

All Sophomores are required to take this course or the corresponding course in chemistry.\*

The class will consist of two divisions, *a* and *b*.

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\*A three-hour course through the Sophomore year, in one science, which may be Physics or Chemistry, is required. In addition to the required work in the science chosen, the student may elect the corresponding course in the other at the same time. But students who have passed the college entrance requirements in Physics or Chemistry or who present the evidence of having had a preparatory course in either of these subjects which is satisfactory to the head of the respective department, may be exempt from this Sophomore requirement and will be permitted to elect the required six hours of science in another department and in other years. An applicant for this exemption must state in writing the name of the school in which her work was done, the subjects included, and the time devoted to the work. She must also present a record of her laboratory work, consisting of the original notes taken in the laboratory at the time the experiments were made. If these, together with such examination as the head of the department may deem necessary, are satisfactory, the exemption will be given, but the work thus presented will not be counted toward the degree. It should be understood that the course offered for this purpose need not cover the whole ground covered by the Sophomore course given in this College; the quality of the work rather than the quantity will be considered. It should be further understood that those who desire to take advanced courses in Physics or Chemistry, to which the Sophomore course is prerequisite, should elect that course unless specially advised by the head of the department not to do so.

**Division a.** Open to those who elect physics as the prescribed science having previously made no satisfactory study of the subject. A course of illustrated lectures will be supplemented by the study of books and laboratory work. The chief topics will be as follows :

Matter; motion ; energy; properties of solids, liquids and gases ; nature and effects of heat ; magnets. First semester.

The nature, transmission, reflection, refraction, absorption, and dispersion of light. Optical instruments. Second semester.

**Division b.** Open to students who have passed in our requirements in physics for admission to the Freshman class, and to others who elect physics as the prescribed science having previously made some satisfactory progress in the preparatory work.

Mechanics ; Sound ; Heat. First semester.

Light and Magnetism. Second semester.

Instruction in these subjects will be given by means of illustrated lectures, library and laboratory work.

**Course B.** Heat and Light. First semester [3].

An advanced course of laboratory, library and lecture study. The chief topics will be as follows : Calorimetry ; changes of volume ; changes of state ; transmission of heat ; steam engine. The Spectroscope and its applications. The interference, double refraction, diffraction, and polarization of light.

Open to students who have had Course A, or an equivalent.

**Course C.** Electricity and Magnetism. Second semester [3].

An advanced course of laboratory, library and lecture study of the magnet, sources of electricity, induction, electrical instruments and measurements. Electrolysis.

Open to students who have had Course A or an equivalent.

**Course D.** Mathematical Physics. First semester [3].

A mathematical study of The Wave Theory and its application to explain Phenomena of light.

Open to those who have completed Course A in physics, and Courses C and D in Mathematics.

**Course E.** Mathematical Physics. Second semester [3].

A mathematical study of Electricity and Magnetism.



Open to those who have completed Course A in Physics and Courses C and D in Mathematics.

**Course F.** General Descriptive Physics. First semester [3].

A lecture, library and class-room course devoted to the principles relating to work and energy; properties of matter; molecular physics; simple harmonic motion including sound and light.

Open to all Juniors and Seniors.

**Course G.** General Descriptive Physics. Second semester [3].

A lecture, library and class-room course, devoted to the study of Electricity and Magnetism.

Open to all Juniors and Seniors.

Courses F and G are arranged for students who desire to learn the general principles, methods and applications of Physics, by a systematic study of an outline of its several branches. These courses presuppose no mathematics beyond the required courses of the College curriculum.

### CHEMISTRY.

PROFESSOR MOULTON, MISS FREEMAN, MISS BURNLEY, MISS REIMER, AND  
MISS HASKELL.

The following courses are offered for the year 1898-99.

**Course A.** General Chemistry. Throughout the Sophomore year [3]. All Sophomores\* will be required to elect either this course or the corresponding course in Physics. The work of this course includes, in addition to the three hours of class-room work, four hours of laboratory work per week.

**Course B.** Qualitative analysis. First semester [3 or 4].  
Open to those who have completed Course A.

**Course C.** Quantitative analysis. Second semester [3 or 4].  
Open to those who have completed Course B.

**Course D.** Organic Chemistry. First semester [3]. Open to those who have completed Course A.

**Course E.** Organic Preparations. First or second semester [2]. May be taken with or after Course D.

**Course F.** History of Chemical Theory. Second semester [2]. Open to those who have completed Courses C and D.

\* For certain exceptions to this requirement, see foot note p. 41.

**Course G.** Advanced Inorganic Chemistry. Second semester [3]. This course will be planned as a continuation of Course C, and will be open to those who have completed that course.

**Course H.** Advanced Organic Chemistry. Second semester [3]. A continuation of the work of Course E. Open to those who have completed Course D.

**Course I.** Volumetric Analysis. First semester [2]. Open to those who have completed Course C.

## **GEOLOGY AND MINERALOGY.**

PROFESSOR DWIGHT.

The following courses are offered in Geology and Mineralogy. They are arranged to be fairly complete studies, and separately eligible; yet when pursued in order, they constitute a strong and desirable consecutive Geological course.

**Course A.** Physiographic Geology. A study, genetic where possible, of the physical features of the Earth's surface, including land-sculpture, and the life-history of lakes and rivers. First semester, Sophomore year [3].

**Course B.** Elementary Paleontology. A general course in the study of the structure and classification of plants and animals, with special reference to their bearing on Geological history, and to those forms which occur as fossils. A very important preparatory study to a course in Historical Geology. Second semester, Sophomore year [2 or 3].

**Course C.** Mineralogy. The Elementary principles of Crystallography; study of Physical and Chemical Mineralogy; objective study of the principal ores and other minerals; laboratory practice in the determination of mineral species. First semester, Junior year [2 or 4].

**Course D.** A course in Structural, Historical and Dynamical Geology, accompanied by the objective study of specimens, and practice in the preparation of microscopic sections of minerals and fossils, and as far as possible, by field excursions. Second semester, Junior year [2 or 4].

**Course E.** A higher course in Geology; either of the following subjects may be selected by the class: (a) a course in the detailed study of rocks, chiefly by optical methods in practice

with microscopic sections; (b) the biological side of historical geology, with special reference to the principles laid down in H. S. Williams's "Geological Biology;" (c) specialized objective study of certain selected groups of important fossils; (d) a higher course in Dynamical and Stratigraphical Geology, with instructions in practical field-work. First semester Senior year [2 or 3].

**Course F.** A higher course in Geology; either a continuation of any of the subjects pursued in Course E or an independent course in one of the subjects. Second semester, Senior year [2 or 3].

### BIOLOGY.

ASSOCIATE PROFESSOR BICKFORD, MISS WILCOX, AND MISS MOORE.

Students intending to study Biology are recommended to acquire a knowledge of the elements of Chemistry; those who intend to study medicine are recommended to take courses in Comparative Anatomy and Embryology.

The College provides a table at the Marine Biological Laboratory at Wood's Holl for those who wish to carry on a study of marine forms during the summer.

**Course A.** General Biology. First semester [3]. Three lectures, four hours of laboratory work weekly.

It is the object of this course to give the student a clear and comprehensive conception of the fundamental principles of life. The work includes an introductory study of protoplasm and the cell; Biology of the fern and of the earth worm, followed by a careful comparison of these forms in order to bring out the fundamental likenesses and differences between plants and animals; study of types selected from each large phylum of the animal kingdom. In working with these types special attention is given to the evolution of their general form, structure and activities.

**Course B.** General Biology. Second semester [3]. Open to those who have had Course A and to Seniors who wish to obtain a knowledge of the general principles of Botany.

In the second semester the comparative study of living organisms is continued with types selected from the plant kingdom. In passing from the unicellular forms, such as bacteria, to Phanerogams, the structural variations and adaptations pre-

sented by each type are carefully studied with reference to the theory of evolution. The work on bacteria includes not only microscopic examination but also practice in obtaining pure cultures and in making bacteriological examinations of milk and water. In connection with the study of Phanerogams special attention is paid to the physiological problems of cross and self-fertilization.

**Course C. General Zoölogy.** First semester [3]. Three lectures and four hours laboratory work weekly. Open to those who have had Course B.

This gives the student a systematic knowledge of the animal kingdom, attention being paid chiefly to the classification, development, and homologies of invertebrates.

**Course D. Phanerogamic Botany.** First semester [2]. One lecture, four hours of laboratory work weekly. Open to those who have had Course B. This course gives the student a general knowledge of the morphology and physiology of Phanerogams.

**Course E. Embryology.** Second semester [3]. Three lectures, four hours laboratory work weekly. Open to those who have had Course B.

Thorough work on the embryology of the chick is followed by a brief comparative study of the development of the vertebrates. The usual method of making and studying sections of the chick is supplemented by models in clay made by the students to illustrate the more important stages in development.

**Course F. Current Biological Literature.** First and second semesters [1]. Open to those who have had Course B and are intending to continue work in Biology.

The class meets weekly throughout the year. The aim of the course is to give the student familiarity with current biological literature, practice in bibliography, and in the presentation and discussion of papers.

**Course G. Comparative Anatomy.** Second semester [2]. One lecture or recitation, four hours of laboratory work weekly. Open to those who have had or are taking Course B.

This course includes a thorough study of a typical mammal such as the cat or rabbit, together with a comparative study of representatives selected from the different orders of Mammalia.

**Course H.** Comparative Anatomy. First semester [2]. One lecture or recitation, four hours of laboratory work weekly. Open to those who have had Course G.

This course includes a careful comparative study of typical forms selected from each large class of vertebrates.

Those students who wish to study medicine will have an opportunity to do special work in comparative Osteology.

**Course I.** Higher Biology. Second semester [1]. Open to those who are taking Course E or G.

This course begins with a history of the development of the Biological Sciences with special reference to the growth of the evolution theory. Some of the leading questions of Biology, such as natural selection, evolution, heredity, are discussed in the lectures.

## PHYSIOLOGY AND HYGIENE.

PROFESSOR THELBERG.

### REQUIRED.

Hygiene [1]. Freshman year. A course running through the first semester. One hour weekly is devoted to this course, and the study comprises lectures, recitations, and practical investigation of the principles of house sanitation. Drawings and models are provided for this study. All new students are required to attend.

### ELECTIVE.

**Course A.** Advanced Physiology. First semester [3]. The course comprises lectures, text-book work, microscopic study of tissues, experiments in physiological chemistry, and frequent dissections. The Anatomical Cabinet furnishes models for practical demonstration.

This course is open to Juniors and Seniors.

**Course B.** Second semester [3]. Course A continued.

## HISTORY.

[PROFESSOR SALMON], DR. BALDWIN AND DR. SMITH.

The undergraduate work in History aims to give opportunity through the required work of the Sophomore year for a somewhat thorough study of the historical forces and institutions that were developed previous to the modern era and such a brief survey of modern European history as will prepare the student for the special courses offered in the following years.

The object of the instruction given is first, to emphasize the difference between reading history and studying history; second, to acquaint each student through independent work with the best methods of historical study; third, to show in the study of different nations the development of present from past conditions; fourth, to indicate the organic relation of history to other branches of knowledge.

The work of the department is conducted by means of textbooks, topical outlines, lectures, and classes for special study. The students have free access to all works in the library and are trained to do independent work.

#### REQUIRED.

**Course 1.** General European History. Sophomore year, first semester [3].  
DR. BALDWIN.

This course includes an outline history of Europe from the founding of the Roman Empire to the Renaissance. A study is made of the decline of the Empire, the rise of the German kingdoms, the growth of the Papal Church and the development of Feudalism. The purpose is to give the student a clear idea of the main features of mediæval institutions and a proper conception of the evolution of History, as well as an acquaintance with the best literature upon the different periods. An effort is made to correlate the work with the courses pursued in other departments.

**Course 2.** General European History. Sophomore year, second semester [3].  
DR. BALDWIN.

This course is a continuation of Course 1. The unity of History is in every period carefully regarded. The development of the national state, the political influences of the Renaissance and of the Reformation, the beginnings of commercial life, and the decline of the dynastic principle are considered of most importance. The student is directed in the way of an analytical method of reading and in the discrimination between what is essential and what is comparatively unimportant in the building of institutions. A constant use of maps and diagrams is deemed a necessary part of such study.

#### ELECTIVE.

**Course A.** American Colonial History. First semester [3].  
DR. SMITH.

This course includes a study of the origin and development

of the American Colonies with special reference to the influence on this development of the leading events in European history. It is intended to be a practice course, giving the student constant training in methods of historical study.

**Course A A.** History of American Political Parties. Second semester [3].  
DR. SMITH.

This course is open to those who have taken Course A. The work is a continuation of that of the first semester. It comprises a special study of the Constitution and of political parties as they have been developed from it.

**Course B.** The Reformation. First semester [3]. Not given in 1898-99.  
PROFESSOR SALMON.

This course comprises a special study of the political and religious history of Europe from the beginning of the Reformation to the Treaty of Westphalia. As far as possible the period is studied from contemporaneous literature, official documents, and the leading modern authorities. It is one aim of this and of the following course to give the student constant practice in the different uses of historical material, as in the preparation of bibliographies and biographies, the study of treaties and creeds from the documents themselves, reviews of recent literature treating of the period, and work in historical geography.

**Course C.** The French Revolution. First semester in 1898-99 [3]. (Second semester in 1899-1900).  
DR. SMITH.

This course comprises a special study of the period of the French Revolution, and of the events leading up to it. It is one object of this course to show by the study of comparative history the influence of different nations on each other.

**Course D.** American Constitutional History. First semester [3].  
DR. SMITH.

This course is open to students who have had Course A and Course A A.

The course is intended to offer opportunity for a critical study of the origin and the development of the American federal and state constitutions. The specific lines of work along which the general subject is studied vary from year to year. The class is divided into small sections, thus affording opportunity for constant discussion of facts and principles and the individual study of special topics.

**Course E.** English Constitutional History. Second semester [3].  
DR. SMITH.

This course is open to students who have completed Course D. The work includes a study of the historical development of the English constitution and a comparative study of the existing political institutions of England and America.

**Course F.** Nineteenth Century History. First semester [3].  
Second semester in 1898-99. DR. SMITH.

The object of the course is to study the different political conditions in Western Europe as they have been developed from the French Revolution. The special subjects considered include the growth of republican ideas in France, the unification of Italy, the establishment of the German Empire and the revolutionary movements of 1830 and 1848. Special topics for individual study are taken up by each member of the class and pursued throughout the semester.

**Course G.** Comparative Politics. Second semester [3].

PROFESSOR SALMON.

Second semester 1898-99 [2].

DR. SMITH.

This course is open to those who have completed Course F or Course D. It is intended to supplement the work of both of these courses; it supplements Course F in being a comparative study of municipal government in England, France, Germany and Italy as it has been developed by the history of the Nineteenth Century, and it supplements Course D in considering the organization and functions of municipal bodies as distinguished from the National and the State governments.

In 1898-99 this course will include a comparative study of parliamentary and popular government and administration in Europe and America. It is especially adapted to be taken in connection with either Course AA, Course E, or Course I.

**Course H.** English Political History. First semester [3].

DR. BALDWIN.

This course covers the mediæval period of English history. It follows those subjects which relate to the growth of England, such as the various settlements and conquests, the organization of the government and the development of national life. A knowledge of the use of historical material is sought by a limited reading in the chronicles and by a study of the most important charters and statutes.



**Course I. English Political History. Second semester [3].**

DR. BALDWIN.

This course is a continuation of Course H and covers the modern history of England. It includes the struggle of king and parliament, the advance of parliamentary government and the colonial expansion. The relations between England and other countries of Europe as well as with America are carefully followed. It is intended that the courses in English History shall be useful also to the study of English literature.

**ECONOMICS AND SOCIOLOGY.**

PROFESSOR MILLS AND MISS WELLS.

Students desiring to take a considerable amount of work in the department are advised to elect courses in the following order: In the first half of the Junior year A and B; in the second half of the year C and D; in the first half of the Senior year F, and, if not previously taken, B; in the second half of the year E and G.

**Course A. Principles of Economics.** Recitations from Marshall, *Elements of Economics*, supplemented by lectures, and a brief survey of money and credit. First semester [3].

This course is designed to give a fundamental knowledge of the main principles of economic theory.

Each student is expected to visit during the semester or the preceding summer vacation a factory or other industrial undertaking and to make a report in writing. A printed outline of the points to be observed is furnished in advance.

**Course B. Economic History. The Development of Industrial Society.** First semester [2]. This course requires no previous study of Economics and students are advised to elect it contemporaneously with A.

The chief topics studied are the English manor, the growth of the towns, the guild merchant, internal and foreign trade, the craft guilds, municipal control of industry in the middle ages; mediæval agriculture and its progress, the Black Death, growth of international trade, trading monopolies, Elizabethan legislation, domestic system of industry, the industrial revolution, the factory system, recent economic changes. The work will be based principally upon Ashley, Cunningham, Rogers, Toynbee, R. W. C. Taylor, Wells, Hobson, Wright.

In the earlier part of the course original sources are the basis of study.

**Course C. Money and Banking. The Silver Question.** Dunbar, *The Theory and History of Banking*; Walker, *International Bimetallism*; White, *Money and Banking*. Second semester [3]. Must be preceded by A.

In the first part of the course attention will be directed to modern banking methods, principal foreign banking systems, our experience with State Banks, National Banks, systems of note issue: in the second part of the course the present silver situation will be considered, including the monetary history of the United States, the argument against gold-monometallism, the dangers of free-silver coinage, international bimetallism. Each student is supplied with a compilation of the texts of the United States monetary laws and a compilation of monetary and financial statistics. The course is based largely upon a study of these.

**Course D. The Relation of the State to Monopolies.** Second semester [2].

Must be preceded by A. This course is conducted as a course in oral debate in cooperation with the Department of English. See English, Course D. Those intending to elect this course must consult in advance the departments concerned.

The main topics debated are the general arguments for and against state interference; stock-watering; speculation; the excessiveness of railroad rates; personal discriminations and discriminations between goods; legalization of pools; "greater charge for a shorter distance"; "charging what the traffic will bear"; the experience of other countries in state ownership; the legal basis of regulation; the experience of our American states in regulation; the Interstate Commerce Law, its workings and success; state ownership of railroads; of telegraphs; "Trusts"; municipal ownership of water works; of gas supply; of electric lighting plants; of street railways; public ownership of the telephone service; public appropriation or control of forests; of coal mines; of other mineral deposits; of the unearned increment of city lots; our system of trade-marks, copyrights, patents; the general question of an extension of state regulation in the light of all the topics studied; relative advantages of public regulation and ownership.

**Course E.** (a) The Labor Problem, its Origin and Attempts toward its Solution; (b) Socialism. Second semester [3]. Open to all who have had A. Lectures and topical reading.

The chief topics considered will be the historical basis of the labor problem in the economic development of the last hundred years; the progress and present condition of the working classes; their complaints and claims; history and aims of workmen's combinations; conciliation and arbitration; co-operation; profit sharing; different views as to the proper relation of the state to industry; factory and other labor legislation; history of socialism, its present strength, critical study of the proposals of the different schools of socialists; principles of social reform.

**Course F.** Charities and Corrections. Warner, *American Charities*, with lectures and topical study. First semester [3]. Open only to Seniors who have taken A.

Sociological bearings of natural selection, heredity, environment, free will; physical, physiological, psychological, moral and social causes of abnormality; statistics of the causes of pauperism; history of the English poor laws; principles that should direct charity; private relief, charity organization, public relief, almshouses, old age pensions and workmen's insurance; relief for the unemployed including labor colonies and the tramp problem; public baths; dependent children; relief of the sick; insanity; statistics of the causes of crime; criminal anthropology; prevention of crime; principles that should govern the treatment of offenders; delinquent children; reformatories; prison methods, cumulative sentence; the family and divorce. Visits have been made to various charitable and correctional institutions, of which there is a considerable variety within easy access of the College. The formal and informal lectures by those in charge of the institutions visited have been very instructive.

Each student is required to examine and report upon in writing at least one institution or agency visited during the semester or the preceding vacation; and also to draft a bill for the regulation of some social evil.

**Course G.** Finance. Adams, *Science of Finance*. Second semester [2]. Open only to those who have had A.

State expenditures, taxation, other revenues, public debts, financial administration.

**Course H. Economic Seminary.** Second semester [2]. This course will be offered only when desired by several properly prepared students. A prerequisite for admission is the completion with success of at least three courses in Economics. If not previously taken Course E must be elected contemporaneously with the Seminary.

### ART.

PROFESSOR VAN INGEN.

Three courses, all elective, are offered in this department, one Theoretical, two Historical. \*Technical instruction is also provided for.

**Course A.** Theory of Architecture, Sculpture and Painting, has special reference to the principles of criticism.

Courses B and C comprise the History of Architecture, Sculpture and Painting.

The instruction in Courses A, B and C is given by means of lectures and collateral reading. A large collection of Braun Photographs, Casts and Diagrams elucidates this instruction. The work gone over in these several classes is further impressed on the student's mind by a course of twelve lectures, illustrated by means of the stereopticon. These lectures are open to all the members of the college.

**Course A.** Theory of the art of Design. This course is given in *each* semester [2].

Not open to Sophomores and Juniors who have not had the History of Art.

**Course B.** Second semester [3]. Open to Sophomores.  
History of Art, Architecture and Sculpture.

**Course C** [2]. First semester.

Painting: Classic and Byzantine Painting, Renaissance Painting.

Technical instruction is given in Drawing, and Painting in Oil and Water Colors.

The work is graded into the following Classes:

**Class 1:** Preparatory Class: Drawing in black and white and water colors from geometrical, ornamental and architectural forms.

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\*For this course there is an extra charge.

**Class 2:** Antique Class B: Drawing from models of parts of the human figure.

**Class 3:** Antique Class A: Drawing from the full length statue.

**Class 4:** Still-life Class: Painting in oil and water colors.

**Class 5:** Portrait Class: Drawing and Painting from the draped life model.

Classes 1, 2, 3, 4, continue each through one semester; Class 5 through two semesters (each class two hours, two days in the week).

## MUSIC.

PROFESSOR GOW, MISS WHITNEY, AND DR. GRIGGS.

Ten courses, all elective, are offered in this department. Technical instruction may also be had on the organ, pianoforte, violin, in ensemble playing, and in solo-singing. (For the extra charge involved see page 78.)

**Courses A, B.** The Structure of Music, covering notation and harmony. First semester [3]; second semester [2]. Open to Sophomores, Juniors and Seniors.

**Course C.** The Historical Development of Music. An illustrative lecture course on the general periods of musical history. First semester [3]. Open to Sophomores, Juniors and Seniors.

**Course D.** Great Composers and their Works. A biographical and critical study of the significance to music of the most famous composers. Planned to follow course C, or may be taken separately. Lectures and library work. Second semester [2]. Open to Sophomores, Juniors and Seniors.

**Course E.** Counterpoint. Open to those who have taken courses A and B. First semester [2].

**Course F.** Applied Form. Free composition so carried on as to make a systematic study of musical forms. Open to those who have taken courses A, B and E. Second semester [2].

**Courses G and H** may be elected directly after A and B, or may be taken with courses E and F.

**Course G.** History of the Art of Music. Lectures, examination of scores, library work. Open only to those who have

taken courses A and B, and who have not taken course C. First semester [3].

**Course H. Historical Form.** Lectures, examination of scores, library work. Open only to those who have taken courses A, B, and G, or E. Second semester [3].

**Courses I and J. Interpretation.** A study of musical æsthetics and the principles of interpretation, including performance of works of the principal composers for piano, organ, voice or violin, by members of the class under the criticism of the instructor. This is open only to students of advanced technical ability who can profitably carry on such study. Students able to take these courses who are also doing private study may easily have their private lessons bear helpfully on their preparation for the class-room. First and second semesters [2].

**Elementary class instruction in singing** and the reading of vocal music is offered throughout the year one hour a week. This course does not count toward a degree, but the student who elects it is expected to be regular in attendance throughout the semester.

**The Choral Club**, a students' organization, meets once a week for drill in part singing. Only those who have good voices and can read music are eligible to election into this society. From it the college choir and glee club are recruited. All students of music are invited to join the **Thekla Club**, whose monthly meetings afford the opportunity of solo performance in the presence of others.

### **BIBLE STUDY.**

The College aims to give, in a progressive course of study, such instruction as shall enable the student to gain a general knowledge of the history and teachings of the Bible. Among the specialists who have conducted this work are President Harper and Professor Burton of the University of Chicago, Professor Riggs of the Auburn Theological Seminary, Professor B. O. True and Professor T. Harwood Pattison, of the Rochester Theological Seminary, Professor Marvin R. Vincent, of the Union Theological Seminary, New York, Professor Rush Rhees, of the Newton Theological Seminary, and Professor F. K. Sanders, of Yale University.

The courses of lectures for this year are as follows :

The Manuscripts of the Bible,

PROFESSOR CASPAR RENÉ GREGORY.

The Teachers of Ancient Israel,

PROFESSOR CHARLES F. KENT.

St. John and the Synoptists and the Epistle to Hebrews,

PROFESSOR MARVIN R. VINCENT.

The Poetry of the Old Testament,

PROFESSOR T. HARWOOD PATTISON.

### LECTURES.

The College provides courses of lectures supplementary to its regular work. The subjects, as far as arranged, are as follows :

The Ethics of Luxury, . . . MR. JOHN GRAHAM BROOKS.

1. Music in Shakespeare,  
2. Old Scottish and Jacobite Songs, }

PROFESSOR LOUIS C. ELSON.

The Athenian Acropolis as a Background to

History, . . . PROFESSOR PERCY GARDNER.

Weimar and Jena, . . . PROFESSOR W. T. HEWETT.

The Poetry of Browning, . . . THE REV. HENRY VAN DYKE.

Russian Rambles with Courtiers, Priests and

Peasants, . . . MISS ISABEL F. HAPGOOD.

The History of Art (twelve lectures) Illustrated

by the use of the stereopticon,

PROFESSOR HENRY VAN INGEN.

Contemporary French Literature (ten lectures)

PROFESSOR JEAN CHARLEMAGNE BRACQ.

Illustrative lectures on Music by PROFESSOR GEO. C. GOW,

DR. JOHN C. GRIGGS, PROFESSOR F. K. SANDERS and others.

Among the concerts and recitals were those by the Richard Arnold Sextette, the Dannreuther Quartette, Alexandre Guilmant, the Choral Club, and the Bispham Quartette (In a Persian Garden).

### GRADUATE COURSES.

Courses of advanced study will be arranged for graduates of colleges who may prove to the Faculty their ability to profit by them. For the conditions under which these courses may be counted toward the Second Degree in Arts see page 59.

**THE MARY RICHARDSON AND LYDIA PRATT  
BABBOTT FELLOWSHIP.**

This Fellowship, with an annual income of four hundred dollars, was founded in 1895 by Mrs. Lydia Pratt Babbott, a member of the class of 1880.

It may be awarded to a member of the graduating class or to a graduate of not more than three years standing. Applications for the Fellowship must be in the hands of the President of the College on or before May first. Candidates must present evidence of fitness and intention to pursue an independent course of study.

The holder of the Fellowship may pursue her studies at Vassar College or at any other approved institution. She must devote her whole time for one year to study according to a plan accepted by the Faculty, and submit to the Faculty quarterly reports of her work.

The Fellowship is held for 1898-99 by Annie Lyndesay Wilkinson of 1897, who is pursuing a course of study in Mathematics at Bryn Mawr College.

**GRADUATE SCHOLARSHIPS.**

Seven graduate scholarships, providing for board and tuition at the College for one year, were established by the Board of Trustees in June, 1894. These scholarships are open to members of the Senior Class in College and are awarded by vote of the Faculty on the basis of good general scholarship, unusual excellence in some particular line of study, and a due regard to the fitness of the student for advanced work. Members of the Senior Class who desire to present themselves as candidates for the scholarships must apply in writing to the President of the College, on or before the first Thursday after the spring vacation, and must state the lines of study they wish to pursue.





provided for extended graduate work,—such facilities as cannot be offered by institutions without a university equipment.

The degree in Music, *Musicae Baccalaurea* (Mus. B.), may be conferred on examination after the candidate has completed approved courses of study.

The degrees conferred in 1898 were as follows :

A. M.

ELIZABETH LORAIN BISHOP, A. B., 1897.

THESIS : The poems of Bacchylides.

MARTHA MILLER CLARK, A. B., 1897.

THESIS : Bacchylides.

ANNIE LYNDESAY WILKINSON, A. B., 1897.

THESIS : A Study of Order-Cubics and Class-Cubics.

A. B.

MARY BELLE ACKERLY,  
ISABEL ADAMS,  
MARION CHAPIN BAGG,  
HARRIET NEVIUS BALLANCE,  
NANKEEITH BEAN,  
KATHARINE FISHER BELCHER,  
ELEANOR BELKNAP,  
MABEL REED BENWAY,  
MABELLE ALMA BLANCHARD,  
KATHARINE BLUNT,  
FANNY BORDEN,  
LOUISE BRINK,  
ELIZABETH BROAD,  
LOUISE ARMSTRONG CHAMBERLAIN,  
ANNA WHITMAN CLARK,  
HELEN ADELE COBB,  
BERTHA CROSLEY,  
HELEN GRETRUDE DAVIS,  
ANNE MARJORIE DAY,  
MARY AMA DEACE,  
MARY ELIZABETH DELANY,  
ELIZABETH DENNISON DWIGHT,  
LUCRETIA GLOVER EDDY,  
MABEL RAY FERRIS,  
NELLIE DEETTE FREEMAN,  
JULIA GRACE GARDNER,  
GRACE MABEL GARVIN,  
ALICE NEWMAN GIBBONS,  
RUBY SHYMOUR GIBBONS,

MAY BRACE GRANGER,  
HELEN SPRIGGS GREENWOOD,  
ALICE BAKER GUY,  
HELEN IVES HAIGHT,  
FANNY HART,  
PHEBE ANNETTE HATFIELD,  
GRACE IRENE HAVILAND,  
LUCY BELLE HEMPHILL,  
HELEN MAUDE HEQUEMBOURG,  
JESSIE BELL HOWARD,  
EDNA LODEMA HOWE,  
EMILY HUBBARD JAQUES,  
MARTHA SCOTT JARNAGIN,  
DORA EVELYN JEFFERSON,  
ELLA VIRGINIA JONES,  
LUCRETIA BERNARD JUSTICE,  
ALICE KAUFFMAN,  
KATHARINE PELHAM LARRABEE,  
PHEBE DURFEE LOVELL,  
ROSEMARY MCCALL,  
MARIA COX MCCARTY,  
MARY MACCOLL,  
ROBERTA MCCULLOCH,  
ALICE CLYMER MACFARLANE,  
FANNY LEE MCKINNEY,  
MARY BARBERE MAHAN,  
GRACE ISABEL MALTMAN,  
JANE CATHARINE MARSH,  
FLORENCE ALMENA MAYNARD,

MARY HOLMES MORGAN,  
SARA HAMILTON MORRIS,  
HELEN ELY MOUNT,  
JANE ROBB MURDOCH,  
SUSAN WHITTLESEY NORTON,  
FLORENCE WHITE OLIVET,  
ALICE BENNETT PARKER,  
LOUISE ELLEN POTTER,  
LAURA OWEN RICE,  
LOUISE ROBBINS,  
ETHEL MAY SERVISS,  
BINA SEYMOUR,  
SARAH FLETCHER SHEPPARD,  
LIZZIE MAY SIMPSON,

JOSEPHINE WHEELER SLEIGHT,  
ALICE HARLOW SMITH,  
NELLIE MAY SMITH,  
NORMA MAY SQUIRES,  
AGNES HAYES STONE,  
MARY ALICE TABER,  
FLORENCE EUNICE TAYLOR,  
EMMA WEBSTER TURNER,  
GRACE L'AMOREAUX VOORHEES,  
EDITH GILLETTE WARD,  
AMY WENTWORTH,  
HELEN LOUISE WHITMAN,  
ELIZABETH BRINKLEY WILKERSON.

#### Prizes.

THE HELEN KATE FURNESS PRIZE FUND furnishes annually two prizes, one of thirty and one of twenty dollars, which are given to the writers of the best two essays on some "Shakesperian or Elizabethan subject," competition being open to all the members of the Senior Class. The subject is assigned a year in advance, and the essays must be presented at the close of the spring recess. The subject for the year 1899-1900 will be, *The Villain in Shakespeare's Comedies*.

In 1897-98, the prizes were awarded to Agnes Hayes Stone and Alice Bennett Parker.

The friends of the late MRS. ERMINIE A. SMITH, of Jersey City, have established a MEMORIAL PRIZE fund of one thousand dollars for excellence in the study of Mineralogy and Geology. First and second prizes are awarded in accordance with the following extract from the deed of gift :

"The Trustees shall apply the net income from said fund as a prize or prizes to be given to any student or students of Vassar College who shall, in the judgment of said Board, from time to time have attained the highest degree of proficiency in the studies of Mineralogy and Geology."

**Scholarships.**

The endowments for the assistance of students are as follows :

1. The "Auxiliary Fund" of \$50,000 established by the Founder's will.

2. A fund of \$50,000 established by the will of Matthew Vassar, Jr.

In awarding the latter, preference is given, to the extent of half the number receiving aid, to such as are residents of Poughkeepsie, and have been so for at least five years.

The Alumnae John H. Raymond scholarship of \$6,000.

The Alumnae Hannah W. Lyman scholarship of \$6,000.

The Adaline L. Beadle scholarship of \$6,000. In awarding this scholarship preference is to be given to members of the Reformed (Dutch) Church.

The Fox Memorial scholarship of \$6,000, subject to the nomination of the founder, Mr. A. J. Fox.

The R. H. McDonald scholarship of \$6,000, subject to the nomination of the founder.

The Barringer Scholarship Fund of \$3,000, founded by bequest of Mr. Edward M. Barringer. The income of this fund is to be paid "to the best scholar in the graduating class of each year who shall be a daughter of a physician, or of one who was a physician in his lifetime, and who shall offer herself as a competitor for the prize;" or, if no one in the graduating class presents herself, to the student in the next lower class who is eligible.

The scholarship established by the Alumnae of Chicago and the West. This scholarship is open to competitive examination, under the direction of a committee of the Alumnae of that section, and it provides for the board and tuition of the successful competitor.

The Catherine Morgan Buckingham scholarship of \$8,000, founded under the will of the late Stephen M. Buckingham, an honored Trustee of the College. In awarding this scholarship it is provided that "preference shall be given to the daughters of clergymen of the Protestant Episcopal Church."

The Calvin Huntington scholarship of \$6,000. Preference is given to relatives of the donor.

The William Mitchell Aid Fund of \$1,000, established by the bequest of Professor Maria Mitchell in memory of her father.

A Loan Fund from which amounts are lent to applicants, without interest.

The Merrill Fund of \$10,000, the income of which "shall be applied to aid deserving daughters of foreign missionaries."

The Catherine P. Stanton Memorial Scholarship Fund of \$1,000, the income of which "shall be applied for the benefit of some student in one of the higher classes of the college."

The L. Manson Buckmaster scholarship of \$740.

The Matilda C. Perry scholarship of \$6,000. In awarding this scholarship preference is to be given to the daughters of Baptist ministers.

The F. Helen Rawson scholarship of \$6,000.

The Kittie M. Spring scholarship of \$6,000.

The Charles M. Eckert scholarship of \$6,000.

The Heloise E. Hersey scholarship of \$6,000.

The Samuel Munson Fund of \$2,025. This endowment gives preference to students from Maine.

The Mary E. Monroe Memorial Fund of \$7,500.

The Helen Day Gould scholarship of \$8,000, subject to the nomination of the founder, Miss Helen Miller Gould.

The P. Charles Cole scholarship of \$6,000. Preference is given to relatives of the donor.

The Mary Olmstead Fund of \$1,600. This provides \$200 a year for each of two students who purpose to offer themselves for foreign missionary work.

The Mary E. Shepard scholarship of \$8,000, founded by Mrs. Ann E. Shepard, in memory of her daughter, Mary E. Shepard, formerly of the class of 1877.

The Lucy M. Stedman scholarship of \$10,000, established by Miss Katharine M. Tuttle. Preference is given to the children of professors in colleges.

Applicants for assistance from any of these funds must become members of regular classes, must furnish evidence of ability and need, and must maintain creditable rank as students.

In addition to the above-mentioned Permanent Funds and Scholarships, there is also a College Aid Fund derived from the annual gifts of the friends of the College. This fund is usually without restriction, and from it appropriations may be made to students who receive the approval of the Faculty.

*As, however, the demand for aid to worthy students is constant, and as there is no probability that the demand will ever cease, the Trustees solicit the gift of more scholarships. The sum of eight thousand dollars is necessary to found a full scholarship. Partial scholarships may also be established, yielding one-quarter, one-half, or three-fourths of the income of a full scholarship; these may afterwards be completed at the convenience of the donor, and made to yield an income which shall pay all the annual College expenses of the holder.*

#### **Vassar Students' Aid Society.**

This Society was organized in October, 1889. Its regular membership consists of graduates, non-graduates

and teachers of Vassar College. Other friends of the college and the work are allied as associate members of fifteen branch organizations. The scholarships are assigned as loans to applicants passing without condition the entrance examinations held by the college.

For the year 1898-99 the loans amount to \$3,625.

The General Society has given four amounting to \$700; the Boston branch two of \$200 each; Michigan, one of \$200; New York City, two of \$200 each; Poughkeepsie, one of \$115; Pittsburg, one of \$200; Illinois, one of \$200; New Jersey, one of \$200; Rochester, one of \$300; Orange, one of \$200; Washington, one of \$200; Brooklyn, a total of \$510.

The General Society offers *annually* an entrance loan of \$200.

The Poughkeepsie branch offers for June, 1899, a day scholarship of \$115. Application should be made to Miss K. I. Arnold, Forbus St., Poughkeepsie.

The Cleveland branch offers for June, 1899, a scholarship of \$200. Application should be made to Mrs. Mary Dunham Prescott, 635 Cedar Ave., Cleveland, Ohio.

The Washington branch offers for June, 1899, a scholarship of \$200. Application should be made to Miss Lucy Madeira, 1511 13th St., Washington.

The New York City branch offers an entrance scholarship of \$200 for June, 1899. Application should be made to Miss Caroline M. Pelgram, 337 West 88th St., New York City.

The Pittsburg branch offers a scholarship of \$200 for June, 1899. Application should be made to Miss Frances Albee Smith, 742 N. Highland Ave., Pittsburg, Penn.

The Michigan branch offers a scholarship of \$200 for

June, 1899. Applications should be sent to Miss Elizabeth Paine, Bay City, Michigan.

The Brooklyn branch offers for June, 1899, an entrance scholarship of \$200. Application should be made to Miss Orrie Minasian, 840 President St., Brooklyn.

The Boston and Rochester branches will continue their loans to students already in college, instead of offering scholarships for competition in June, 1899.

Requests for further information, and applications for the loan of the General Society, should be sent before April 15, to the secretary of the Society, Mrs. Wm. M. Dean, 185 McDonough St., Brooklyn, New York.



## THE COLLEGE AND ITS MATERIAL EQUIPMENT.

The College is situated near the city of Poughkeepsie, which is on the Hudson River Railroad, 73 miles from New York. Electric cars run from the station to the College. There is an office of the Western Union Telegraph Company and a sub-station of the Post-office in the main building.

The College buildings comprise the Main Building, a structure five hundred feet long, containing students' rooms, apartments for officers of the College, the chapel, the F. F. Thompson library, and offices; Strong Hall and Raymond House, residence buildings; Rockefeller Hall; the Vassar Brothers' Laboratory of Physics and Chemistry; the Museum building, containing the collections of Natural History, the Art Galleries, the Music Rooms, and the Mineralogical and Biological Laboratories; the Observatory; the Alumnae Gymnasium; the Conservatory; houses for the President and for Professors; and various minor buildings.

### **The Residence Halls.**

These are warmed by steam, lighted with gas, and have an abundant supply of water. There is a passenger elevator in each. The rooms are provided with necessary furniture. Every possible provision against danger from fire was made in the construction of the buildings. In addition to this there is a thoroughly equipped fire service, a steam fire engine, connections and hose on every floor, Babcock extinguishers, and fire pumps.

**The Main Building.**

The students' apartments are ordinarily in groups, with three sleeping-rooms opening into one study. There are also many single rooms and some accommodating two students. The construction of the building is such that even more quiet is secured than in most smaller edifices. The walls separating the rooms are of brick, and the floors are deadened.

**Strong Hall**

was erected in 1893, and accommodates one hundred students. It has single rooms, and suites of three rooms for two students. The dining room, the height of which extends through two stories, is at the north end of the building. Every thing has been done to make this hall attractive and comfortable. Mr. John D. Rockefeller supplemented the appropriation of the Trustees by a gift of \$35,000, and made it possible to provide a model building for residence. It is named in honor of Mrs. Bessie Rockefeller Strong.

**Raymond House**

is named in honor of Dr. John H. Raymond, the first President of the College. It is very similar in plan to Strong Hall and accommodates the same number of students. It was completed in September, 1897.

**The Frederick F. Thompson Library,**

connected with the main edifice, was completed in 1893. Mr. Thompson's great generosity has met one of the chief needs of the College.

THE LIBRARY contains about thirty thousand volumes, selected with special reference to the needs of the various departments. The students have free access to the shelves during eleven hours of each day. There is a Library fund established by the Founder, and this is

supplemented by annual appropriations made by the trustees. The Finch Fund of \$500, established by the class of 1872, in memory of Miss C. E. Finch, is applied to the purchase of books on music. The Fannie Lovell Colman Fund of \$1,000, in memory of Fannie Lovell of the class of 1871, provides for the purchase of books, maps, charts or other proper library equipment for the department of astronomy.

THE READING ROOM receives, in addition to the daily and weekly papers, the leading scientific, literary and philological periodicals, American, English, German and French.

#### **Rockefeller Hall.**

This building was erected in 1897 at a cost of \$100,000. It is the gift of Mr. John D. Rockefeller. It contains two large amphitheatral halls for lectures, and classrooms of various sizes. Every care has been given to make it a complete building for academic work. The most improved system of fan-ventilation has been adopted, producing constant change of air in the rooms and keeping them at a uniform temperature.

#### **The Vassar Brothers' Laboratory of Physics and Chemistry.**

This is a large and commodious building, with rooms of ample size for lectures, and laboratories for the practical study of chemistry and physics.

The department of Physics occupies seven rooms. The lecture room is provided with facilities for a complete course of experimental lectures, and adjacent rooms contain a generous supply of apparatus for demonstrations in general physics.

Two laboratories for students are located in the basement. Both have solid floors of cement and are provided with heavy but movable tables, securing stable support for sensitive instruments. Pier tables are fur-

nished for such instruments as need to be free from the slightest tremor. One of these laboratories is devoted to general elementary physical measurements, and the other to more advanced work in magnetism and electricity. The latter contains no iron in any part of its structure. On the first floor is another laboratory, devoted to the experimental study of light and radiant heat.

The equipment in this department comprises an ample supply of apparatus for lecture purposes and for elementary laboratory work. There are also many instruments of precision for advanced work.

The second and third floors of the laboratory building, comprising about 5,000 feet of floor space, are devoted to Chemistry, and contain lecture room, three laboratories for students, library and balance room, dark room and private laboratory. The laboratories for students contain 112 tables and are supplied with the usual conveniences and all apparatus necessary for the courses offered.

A fund, the gift of Mr. John Guy Vassar, provides for the addition of new apparatus.

#### **Biological Laboratory.**

The Biological Laboratories provide for work in General Biology and for more advanced work in Zoölogy, Anatomy and Embryology. These are furnished with tables for microscopic work and dissection, which are fitted up with re-agents, glass-ware and instruments. The students are supplied with dissecting microscopes, etc. The apparatus includes Thoma and Minot microtomes, a Cambridge incubator, Arnold steam sterilizers, a drying oven, paraffin baths, etc.

A valuable collection of invertebrates from the zoölogical station at Naples has been added for general use in lectures and laboratory, supplementing the supplies

received each year from Wood's Holl. A good working series of charts illustrates systematic Botany and Zoölogy, Anatomy, Embryology and special phases of Evolution. The laboratories are provided with a number of aquaria, both fresh-water and marine, containing mollusca, crustacea, fishes, amphibia, reptilia, etc.

**The Mineralogical and Geological Laboratories.**

These contain cases of representative specimens, especially intended for actual handling and study by the students of these courses. The laboratories possess a Wollaston's Reflecting Goniometer, a Joly Specific Gravity Balance, an Analytical Balance, a Fuess Lithological Microscope of the largest size and latest improved form, apparatus and re-agents for the preparation of microscopic sections of minerals and rocks, and a sufficient number of complete sets of the apparatus requisite for the blowpipe determination of minerals to furnish one to each student of the class.

**The Museum of Natural History.**

This contains

1. The Cabinet of Minerals, Rocks and Fossils, with more than ten thousand specimens, besides models, restorations, relief maps, sections, landscapes, etc. The minerals are over four thousand in number, all carefully selected for their educational value. There are also series of models in wood and in glass, for illustrating crystallography, a series exhibiting the physical characteristics of minerals, and many duplicate specimens for manual use. The lithological collection embraces all the important rocks, about seven hundred in number; the palæontological collection contains nearly five thousand fossils, which are chiefly from the standard European localities. There is a representative set of North Ameri-

can fossils, illustrating every period of geological history, and comprising over three thousand specimens, each one thoroughly authenticated.

A collection of the remarkable vertebrate fossils of the Tertiary from the Bad Lands of Nebraska, including portions of gigantic mammals, also of interesting concretionary forms from the Hot Springs of South Dakota has been added.

2. The Cabinet of Zoölogy, illustrating all the subkingdoms, comprising about five hundred mammals, birds and reptiles from South America; representative vertebrates from our own country; a collection of insects; a choice collection of shells, corals, and other radiates; a fine osteological series; a set of Blaschka's life-like models of Invertebrates; some of Auzoux's clastic anatomical models for illustrating structural and comparative zoölogy; and full sets of mounted specimens of varieties of pigeons and domestic fowls illustrative of artificial selection. It is especially rich in ornithology, as it includes the Giraud collection of North American birds, well known as one of the most valuable in the United States. It contains about one thousand specimens, all mounted, representing over seven hundred species, among which are several type specimens, and many of historical interest as the original of Audobon's drawings. The representation of South American birds, though not so complete, is rich, especially in its large collection of humming birds.

A very valuable addition has just been made of a rare and finely mounted collection of Japanese Mollusca, accompanied by a descriptive book. This donation has been made by Mr. Frederick Stearns, in memory of Miss Edith H. Stearns, of the class of 1892.

**Art Gallery.**

This contains a collection of oil and water-color paintings. Among these the oldest artist in America, Watson, is represented. Of the early American school it contains works of Trumbull, Mount, Cole, Durand, Gifford, Kensett, Edwin White, Baker. Of the later Americans there are paintings by Inness, Boughton, Huntington, McEntee, Whittridge, Shattuck, Gignoux, Parton, Brevoort, Hamilton Gibson, etc. Of foreign art it has works by Diaz, Courbet, L'Enfant de Metz, and Duverger. Among the water colors are four Turners, two Prouts, one Copley Fielding, two Stanfields, one Mauve, and a number of others by well-known foreign and American artists.

**The Hall of Casts**

contains specimens of the chief periods of sculpture; the large statues from the Parthenon, the Hermes by Praxiteles, the Laocoön and Niobe groups, the Victory of Samothrace, the Sophocles and Demosthenes, the Dying Gaul and Borghese Warrior, the Venus of Milo and the Venus de Medici, the Diana, the Augustus of the Vatican, the Nuremberg Madonna, the Ghiberti Gates, the Pieta by Michael Angelo, the St. George by Donatello, forty-two Tanagra figures, and a number of Architectural constructive details and ornaments. All these casts are the size of the originals.

The art fund provides means for annual additions to the Gallery.

**The Eleanor Conservatory.**

This memorial gift from Mr. W. R. Farrington, of Poughkeepsie, was erected in 1886. The plants, comprising typical specimens from various parts of the world, are among the valuable resources for biological

instruction. The Herbarium contains the Merrill collection of ferns and other plants.

#### **The Anatomical Cabinet.**

This contains articulated and non-articulated skeletons, a complete dissectible manikin, magnified dissectible models of the eye, ear, larynx, etc., desiccated and other specimens, comprising all that is needed to elucidate the topics studied.

#### **The Astronomical Observatory.**

The observatory contains a Meridian Circle with Collimating Telescopes, a Clock and Chronograph, an Equatorial Telescope, and two Portable Telescopes, the gifts of Dr. R. H. McDonald, of San Francisco, and Miss Cora Harrison, of the class of 1876. The object-glass of the Meridian instrument is of three and three-quarters inches diameter; that of the Equatorial, of twelve and one-third inches. The latter is from the manufactory of Alvan Clark. A Spectroscope made by J. A. Brashear, and a Universal Instrument made by Wanschaff, of Berlin, have recently been added.

A Repsold measuring apparatus for the study of photographic plates has been presented to the Observatory by Mr. Frederick F. Thompson and Miss Catherine Bruce.

#### **The Chapel Organ,**

the gift of Mrs. John H. Deane, was constructed by H. L. Roosevelt, of New York.

#### **The Alumnae Gymnasium.**

This building was erected in 1889 by the Alumnae and Students of the College. The main part is one hundred feet long by forty-five feet wide. The upper story is used as a tennis court and as a hall for the entertainments of the Philathean Society. The lower story



contains, besides loggia and entrance hall, a room in which there are twenty-four bathrooms, with each of which two dressing-rooms connect. At the rear of this room is a large swimming tank, the gift of Mr. Frederick F. Thompson, of New York. It is forty-three feet long by twenty-four feet wide. It is supplied with running water which is kept at a temperature of from 70° to 80°.

The Gymnasium proper is sixty-seven feet long, forty-one feet wide and thirty-five feet high, and contains all the necessary apparatus.

### THE COLLEGE LIFE.

#### Health and Physical Training.

A Physician and Assistant Physician reside in the College. The health of the students is made a prime object of attention, and the sanitary regulations of the College are all carefully directed. The study of hygiene is required of all new students.

There is an Infirmary with complete arrangements for the comfort of the sick, and with a competent nurse in constant attendance. It is isolated from the rest of the College, and, with a southern exposure and the cheerful appointments of its dormitories and parlor, makes a comfortable place of rest for those who need temporary relief from their work.

Students who enter in good health have almost uniformly preserved it, and cases of acute disease have been very rare. Few communities of the same number of persons have so little illness.

Upon entering the College each student is examined by the resident physician, her heart and lungs are tested, and information is solicited concerning her habits and general health. From these recorded data and

measurements made by the Director of the Gymnasium, exercise is prescribed to meet the special wants of each individual. This is required three times weekly, unless the student is excused by the resident physician. Occasional re-examinations guide modifications of prescriptions. All exercise in the Gymnasium is under the personal supervision of the Director of the Gymnasium, who has made a special study of physical exercise as taught by Dr. Sargent, of Harvard University, and by other specialists. To ascertain the defects needing correction and to avoid overtasking any student, the system of measurements recommended by the American Association for the Advancement of Physical Education is followed.

As the students are required to wear a uniform while exercising in the gymnasium, they are advised to consult the Director before procuring their suits.

The grounds of the College, covering four hundred acres, with several miles of gravel walks, tennis courts, a lake available for boating and skating, a rink for ice skating, and an athletic field, furnish ample facilities for the out-door recreation which is required.

#### **Religious Life.**

The College is distinctly Christian, as its Founder willed it to be, and it welcomes those of every faith to its advantages. It is unsectarian in its management. Services on Sunday are conducted by clergymen of various churches, and evening prayer is held in the Chapel daily. Provision is made for the regular study of the Bible. Religious meetings are held on Thursday and Sunday evenings. There is a Young Woman's Christian Association. Its public meetings are addressed by men and women especially interested in philanthropic and missionary work.

The following are among the speakers in 1897-98 :

DR. E. BENJAMIN ANDREWS, Egypt and the Levant.

MR. DAVID WILLARD, Work among children and juvenile criminals.

MISS RUTH ROUSE, The Student Volunteer Movement for Missions.

MISS ANNA L. DAWES, The Indian Territory.

MISS M. NETTIE WHITMAN, Mission Work in Japan.

MISS ELIZA THACKARA, The Navajo Indians.

MR. ROBERT P. WILDER, The Educated Classes of India.

#### Social Life.

Various societies and clubs, literary, scientific and musical, give variety to the college life. The Philanthropic Anniversary and Founder's Day furnish occasions for a more general social life.

The enforcing of the regulations agreed upon in regard to attendance at chapel, daily exercise, and matters affecting the comfort of the college life, is entrusted to a committee appointed by the Students' Association. This plan has been in operation for several years and is amply justified by its results.

#### Expenses.

It is the aim of the College to avoid all extra charges in its proper work. Its rates are fixed with that purpose in view.

The charge to all students who reside in the College is \$400

*This includes tuition (\$100) in all college studies, board, and the washing of one dozen plain pieces weekly. Extra washing is charged for at fixed rates. A reasonable charge is made for breakages and for chemicals used in the laboratories.*

Of the \$400 there is due on entrance . . . . .	300
And on March first . . . . .	100
Graduates of the College, in residence, pursuing advanced work are charged . . . . .	300
Non-resident graduates are charged for instruction at the College . . . . .	50

Day students are charged . . . . .	\$115
Drawing or Painting, for special students in Art . . . . .	100
Drawing or Painting for students in the regular college course, . . . . .	50
For Solo Singing, two lessons a week . . . . .	150
For the Violin, two lessons a week . . . . .	100
For the Piano-Forte, two lessons a week, and one period for daily practice . . . . .	100
Special students in music may have an additional practice period free of charge.	
For the Organ, two lessons a week. . . . .	100
For the use of the Chapel Organ one period daily. . . . .	2 a month.
For the use of a piano for an additional period daily. . . . .	1 "
For extra lessons additional charge is made at the same rate as above.	

Students who do not take lessons may have the use of a piano for a daily practice period at one dollar a month.

The charges for medical attendance are as follows:

Office consultations . . . . .	\$0.25
Visits to rooms . . . . .	.50
Prescriptions . . . . .	.25
Infirmary (including medical attendance, medicine, and meals), per day . . . . .	1.50

For prolonged illness and in cases of contagious disease, a special nurse is employed and the expenses are charged to the patient.

Day students are charged regular rates for office consultations. Visits to their rooms are at the discretion of the physician and are charged for by her at physician's rates.

Every meal taken to a room is charged extra.

Text-books, stationery, drawing instruments, and similar articles can be obtained at the College at current prices.

Students supply their own towels, and napkins for the table.

**Deductions.**

No deduction will be made from the charge for tuition. Any student entering within the first five weeks will be charged from the beginning of the year. Students received at any time after the first five weeks are charged *pro rata* for board for the remainder of the year. If an applicant has engaged a room, and it has been retained for her, she will be charged for it from the beginning of the semester.

The date of withdrawal of a student is reckoned from the time when the President is informed of the fact by the parent or guardian.

No deduction is made for absences during the year, or in case of withdrawal during the last five weeks of the year.

**Correspondence.**

The post-office address of the College is *Vassar College, Poughkeepsie, N. Y.*

Letters respecting any of the departments of instruction, the admission and dismissal of students, their studies, etc., should be addressed to the President. Communications in reference to rooms and the personal welfare of the students may be made to the Lady Principal.

*Requests for Catalogues*, and letters pertaining to the finances of the College, including all claims and accounts, should be addressed to the Treasurer; those relating to the general business of the College, to the Superintendent.

**Teachers' Registry.**

A registry of the names of students and graduates who desire to teach is kept by the College. The Alumnae who are interested in it are requested to keep the authorities informed of changes in their residence. The President will be pleased to correspond with any who desire teachers.

## STUDENTS.

### FELLOW.

MARY RICHARDSON and LYDIA PRATT BARBOTT FOUNDATION.

ANNIE LYNDESAY WILKINSON, A.B., 1897, A.M., 1898,  
Mathematics. Bryn Mawr College.

### GRADUATE SCHOLARS.

MABEL REED BENWAY, A.B., 1898, Astronomy and Mathe-  
matics.

MAY BRACE GRANGER, A.B., 1898, Greek.

MARIA COX McCARTY, A.B., 1898, Greek.

ETHEL MAY SERVISS, A.B., 1898, Mathematics and Astronomy.

LIZZIE MAY SIMPSON, A.B., 1889, Greek.

### GRADUATE STUDENTS.

LUCY ALDRICH FITCH, A.B., 1894, Chemistry.

KATHARINE LOIS HASKELL, A.B., 1898, Chemistry.

EMELINE K. HUNT, A.B., 1889, English.

BEATRICE SHAW, A.B., 1897, Music.

MARY GREENLEAF STEVENS, A.B., 1883, Greek.

### SENIOR CLASS.

ABBOTT, BEATRICE VAIL,	Brooklyn.
ABBOTT, CARRIE GARDNER,	Cleveland, O.
BAKER, NELLIE ROBINSON,	Bangor, Me.
BACHELOR, ROSA MARY,	New York.
BATES, BERTHA,	St. Louis, Mo.
BELCHER, JANE,	New York.
BIDLEMAN, NELLIE RUTH,	Columbus, O.
BLUMENTHAL, HELEN,	Chicago, Ill.
BOWMAN, EDA C.,	Philadelphia, Pa.
BOYD, MARY,	Memphis, Tenn.
BREED, PERSIS MARY,	Louisville, Ky.

BRINCKERHOFF, MARY LOUISE,	Mount Vernon.
BROWN, MAROU SOPHIA,	Boston, Mass.
BROWN, MABEL WEBSTER,	Knoxville, Tenn.
BURNETTE, JANE ALICE,	Clyde.
BURR, MARJORIE,	Williamstown, Mass.
BURWELL, ETHEL IRENE,	New Brunswick, N. J.
BURWELL, ELIZABETH LOUISE,	Winsted, Conn.
BUSEY, MARIETTA RUTH,	Urbana, Ill.
CHAMBERLIN, LAURA ALLENE,	Geneva, O.
CHANDLER, UNA ELIZABETH,	Gloucester, Mass.
CHOATE, AUGUSTA,	Atlanta, Ga.
CLARKE, ALICE,	Cleveland, O.
COLES, ALICE BELDEN,	Kingston.
*COOK, MYRA GEORGA,	Minneapolis, Minn.
COTRAEL, ELLEN ELIZABETH,	Otto.
CROWELL, ALICE BRUEN,	Springfield, O.
DAVIS, HELEN LEE,	Moultonboro, N. H.
DEFREES, MARY LUCY,	Goshen, Ind.
DELAND, MINERVA LEWIS,	Fairport.
DELANY, ELEANOR ANN,	Chicago, Ill.
DUDLEY, CAROLYN AUGUSTA,	Concord, N. H.
EASTWOOD, MARY EDNA,	Burlington, N. J.
EDSON, LORAINÉ,	Washington, D. C.
ELTING, EVARENE,	Utica.
FIELD, VIRGINIA,	Brooklyn.
FISH, ALICE PARSONS,	Waverly.
FITZROY, ALEXANDRIA SKENE,	Brooklyn.
FOSTER, ISABELLA GRAHAM,	New Haven, Conn.
FOWLER, CLARISSA LOUISE,	Olean.
FRY, MABEL MILDRED,	Rochester, Pa.
FULTON, MARIE GERTRUDE,	Chicago, Ill.
GARRETT, EMMA LOU,	Atlanta, Ga.
*GATHRIGHT, MARGARET MAUD,	Louisville, Ky.
GILDERSLEEVE, LILLIAN,	Denver, Col.
GRANT, SARAH GEORGIANA,	St. Paul, Minn.
GREER, FLORENCE,	Chicago, Ill.
HALLARAN, MARY,	Toledo, O.
HAMILTON, JEAN,	Oswego.
HARDING, HANNAH VIENNA,	Gaines.
HART, LOUISE SANDERSON,	Albion.
HASSLER, CLAIRE BRACE.	Boston, Mass.

HEARD, GERTRUDE BOOTH,	Pittsburg, Pa.
HEYWOOD, CAROLYN GERTRUDE,	Holyoke, Mass.
HILL, EDITH,	Medina.
HOSMER, MARY LOUISE,	Oswego.
HOY, HELEN KATHARINE,	Albany.
HURLBUT, MARY EVELINE,	New York.
JACOBUS, EMMA LOUISE,	Springfield, Mass.
JAMES, JANE ELEANOR,	Albany.
JENKINS, ANNIE ELIZABETH,	Evanston, Ill.
JENKINS, LEILA,	Norristown, Pa.
JONES, ANNIE CALVERT,	Vicksburg, Miss.
KELLY, AGNES ROSEBURGH,	Pittsburg, Pa.
KING, CLARA ELIZABETH,	New York.
KLEBERG, MAY LOUISE,	Brooklyn.
LOEB, SARA,	Ticonderoga.
MCCAFFREY, CORA AGNES,	Oswego.
MCLEOD, LEILA DURANT,	Brooklyn.
MARTIN, BLANCHE,	Little Rock, Ark.
MATHEWSON, MINNIE DEANE,	Avoca.
MEARS, RUTH BARTLETT,	Williamstown, Mass.
MERWIN, ADELE HEYWORTH,	New Haven, Conn.
MESICK, IRENE,	Little Falls.
MILLER, SUSAN GERTRUDE,	Suffield, Conn.
MORRILL, GRACE,	Concord, N. H.
MURRAY, MARGARET,	Kansas City, Mo.
NESSENSON, ELSA,	Tacoma, Wash.
NICOLS, ELSIE,	St. Paul, Minn.
PATTERSON, MABEL LEWIS,	Brooklyn.
PERCY, EDNAH,	Rochester.
PETTEE, JULIA ENSIGN,	Salisbury, Conn.
PRICHARD, LUCY ELIZABETH,	Catlettsburg, Ky.
RAY, ELEANOR KNAPP,	Unionville, Mass.
RAY, MABEL,	Franklin, Mass.
RICHARDSON, BERTHA,	Brooklyn.
ROBBINS, GRACE HANNAH,	St. Paul, Minn.
ROBERTS, ROSAMOND,	Brooklyn.
RUSSELL, EDITH SUTHERLAND,	New Haven, Conn.
*SCOFIELD, HARRIET BATES,	Canandaigua.
*SIMANTON, ANNA MAUD,	Asbury, N. J.
SMITH, NATHALIE,	Newburgh.
SMITH, SUSAN ELLEN,	York, Pa.



SPAULDING, LEILA CLEMENT,	New York.
SPRAGUE, ANTOINETTE BURTON,	Toledo, O.
SPRAGUE, FLORENCE EMILY,	Toledo, O.
STOWELL, MARY ESTY,	Ithaca.
TAGGART, ALICE ROBINSON,	Newport, R. I.
THOMPSON, HELEN DUNBAR,	Colorado Springs, Col.
TOMPKINS, BESSIE MARIE,	Poughkeepsie.
TOZER, ALTA MAY,	N. Bennington, Vt.
TRUESDALE, PHEBE KIRKPATRICK,	Youngstown, O.
TURNER, HARRIETT VELMA,	Camden, N. J.
TUTTLE, ANNA SEELEY,	Charlottesville, Va.
*UPDEGRAFF, RACHEL,	McGregor, Iowa.
*VANDERSLICE, ISABEL LITTLE,	Germantown, Pa.
VAN INWEGEN, ANNA,	Port Jervis.
VAN KLEECK, MARIE TALLMADGE,	Poughkeepsie.
WARE, ABBY HUNTINGTON,	Topeka, Kan.
WHEELER, RUTH,	West Pittston, Pa.
WICKER, JULIA FRANCES,	Ticonderoga.
WILSON, ANABEL HODGES,	Waterville.
WRIGHT, FLORENCE ELLA,	Cleveland, O.
WYLIE, MARY ELIZABETH,	Brooklyn.

\*Those who have any work of the previous years unfinished at the time the catalogue is published, are not in full standing in the Senior class. Their names are indicated by an asterisk.

### JUNIOR CLASS.

ADLEM, FLORENCE WHITE,	Red Bank, N. J.
ANDREWS, GRACE,	Yonkers.
ANGELL, JOSEPHINE MEDBURY,	Leavenworth, Kan.
ARMSTRONG, ESTELLE RICE,	Detroit, Mich.
BAKER, MARTHA LAPHAM,	Saginaw, Mich.
BARNARD, VIOLET,	Saginaw, Mich.
BARROWS, ALICE PRENTICE,	Lowell, Mass.
BARTLETT, LOUISE STEVENS,	Providence, R. I.
BAXTER, KATHARINE CRISSEY,	Plainfield, N. J.
BEADLE, PHEBE HARRIET,	Rochester.
BENEDICT, MARION,	Brooklyn.
BORDEN, ASENATH,	Fall River, Mass.
BOURNE, MARY JOY,	New York.
BRADLEY, EMMA,	New York.
BRANCH, ANNIE LAIRD,	Augusta, Ga.
BROWNELL, FLORENCE MINERVA,	Hamilton.

BUDINGTON, MARGARET,	Kingston.
BURNHAM, ALICE MIRIAM,	Hamilton.
CAHN, ANNA LOUISE,	New York.
CANDLER, GERTRUDE MARY,	Detroit, Mich.
COLBURN, HELEN ELIZABETH,	Newton Centre, Mass.
COMSTOCK, MARIE BELLE,	Alpena, Mich.
CORBIN, ELIZABETH BREWSTER,	Oxford.
CORCILIUS, IRENE,	Jamestown.
COSSAR, HARRIET BONNEY,	Manchester, N. H.
CRATER, ANNIE MARIA,	Freehold, N. J.
DAILEY, EVA BOTTORFF,	Peoria, Ill.
DAVIS, ALICE ESTEP,	Glenshaw, Pa.
DAY, PAULINE BOYDEN,	Springfield, Mass.
DEAN, FLORA GRACE,	San Francisco, Cal.
DEGRAFF, BESSIE LOUISE,	Detroit, Mich.
DEWEY, RUSHA A. HUNTINGTON,	St. Albans, Vt.
DORRANCE, FRANCES,	Dorranceton, Pa.
DOWLING, FLORENCE CHISHOLM,	Toledo, O.
DUNNING, MARGARET,	New York.
EISEMAN, ALICE LOUISE,	St. Louis, Mo.
ESS, MARION PAULINE,	Kansas City, Mo.
ETTENSON, HARRIET ESTHER,	Leavenworth, Kan.
FORD, FLORENCE MAY,	Oneonta.
FOWLER, SADIE LESLIE,	Newark, N. J.
FRENCH, FLORENCE HOSMER,	Albany.
FROTHINGHAM, MARY,	Detroit, Mich.
GALLAGHER, HELEN DAVIS,	Brooklyn.
GAUS, DAISY,	Brooklyn.
GRAHAM, ELIZABETH,	Memphis, Tenn.
GREFE, RUTH WINFREDA,	Des Moines, Iowa.
HARMON, MARTHA GROSVENOR,	Hamilton.
HARRAH, FLORENCE,	Philadelphia, Pa.
HAVENS, ALICE LENA,	Denver, Col.
HENSHAW, HELEN MANVILLE,	Des Moines, Iowa.
HIRSCH, TELZA BABETTA,	Duluth, Minn.
HORNE, CAROLINE RUTH,	Albany.
HORST, MABEL LOUISE,	Newark, N. J.
JEFFREY, LUCINDA ELIZA,	Littleton, Mass.
JOHN, EMILY,	Meyersdale, Pa.
JOHNSON, EMMA LAWRENCE,	Asbury Park, N. J.

JOHNSON, MAY VIVIAN,  
 JOHNSON, SUSAN FORNEY,  
 JOHNSTON, HELEN BURROWES,  
 JONES, FRANCES MAY,  
 KAUFFMAN, MARY CATHERINE,  
 LANE, ALICE UNDERHILL,  
 LARSEN, MARION HORTENSE,  
 LENT, SUSAN BARBARA,  
 LE ROY, ALMA MILDRED,  
 LLOYD, MARY ELIZABETH,  
 LONG, HARRIET BICKMORE,  
 LOVETT, MARY,  
 MCMAHON, SUSAN,  
 MARSALIS, LAILA,  
 MERRITT, EDITH SOMERVILLE,  
 MILLER, ALMA MAYNARD,  
 MORIARTY, LAURA ANGELA,  
 MUCKENHOUP, LEOCADIA MATILDA,  
 NELSON, ANNIE ELISE,  
 OBERLY, EUNICE ROCKWOOD,  
 O'CONNELL, FANCHON EILEEN,  
 ONDERDONK, MABEL HELEN,  
 PACKER, EDITH CROZIER,  
 PAGE, ARRIA HORTENSE,  
 PAYNE, JENNIE MACKAY,  
 PEAKE, GRACE,  
 PERRY, MARIE THOMPSON,  
 PIERCE, SOPHIA GLEASON,  
 PIERCE, THERESA VINTON,  
 PLUMB, MYRA WINIFRED,  
 PRESTON, MARIE MAPLES,  
 QUIGLEY, CORA CECILIA,  
 RAITT, ELSIE MAY,  
 RAY, MAUDE LOUISE,  
 RAYMOND, GRACE BERTHA,  
 REED, ROWENA,  
 RICHARDSON, RUTH RAYMOND,  
 RICHARDSON, WINIFRED MORSE,  
 RIDDELL, SARA AGNES,  
 SAMSON, ELEANOR KENRICK,  
 SAUVAGE, VILDA,  
 Asheville, N. C.  
 Asheville, N. C.  
 Chicago, Ill.  
 Catskill.  
 Des Moines, Iowa.  
 Poughkeepsie.  
 Manistee, Mich.  
 Highland.  
 Manchester, Iowa.  
 Pittsburg, Pa.  
 Tenant's Harbor, Me.  
 Little Silver, N. J.  
 Bradford, Pa.  
 New York.  
 Newark, N. J.  
 Winfield, Kan.  
 Albany.  
 Poughkeepsie.  
 New York.  
 Washington, D. C.  
 Fort Dodge, Iowa.  
 Poughkeepsie.  
 Trenton, N. J.  
 Braintree, Mass.  
 Flint, Mich.  
 Rockford, Ill.  
 Rockford, Ill.  
 San Francisco, Cal.  
 Indianapolis, Ind.  
 Detroit, Mich.  
 Delhi.  
 Harrisburg, Pa.  
 Newburgh.  
 Franklin, Mass.  
 Charles City, Iowa.  
 Sacramento, Cal.  
 Brooklyn.  
 Brooklyn.  
 Cansteo.  
 Portland, Me.  
 Newark, N. J.

SAVERY, ANNE PYM,	Wilmington, Del.
SAVILLE, ALICE BARTON,	Denver, Col.
SCARBOROUGH, JULIA MACRAE,	Austin, Texas.
SCHMIDT, MABEL PEARSON,	Indianapolis, Ind.
SEGEBARTH, HENRIETTA WILHELMINA,	Dunkirk.
SHOUSE, VANCE,	Henderson, Ky.
SIDENBERG, ELSIE,	New York.
SMITH, EMMA WALDO,	Insein, Burma.
SMITH, MARY DELIA,	York, Pa.
SPENCER, GRACE IONE,	Utica.
SPRATT, MARY MARGARET,	Ogdensburg.
STEVENS, CAROLINE HARRIS,	Rochester.
SUFFERN, ELSIE DERIEMER,	Plainfield, N. J.
TARBOX, JULIA BRAINERD,	Batavia.
TAYLOR, ELIZABETH BERDAN,	South Orange, N. J.
TEMPLE, MARY ELIZABETH,	Seneca.
THORNE, ANNA DEAN,	Windham.
TOURTELOT, IDA ALICE,	East Derry, N. H.
TROWBRIDGE, ISABEL BLISS,	Constantinople, Turkey.
VAILE, GERTRUDE,	Denver, Col.
WADSWORTH, LILLIAN,	Albany.
WAGAR, EFFIE SERENA,	Lakewood, O.
WALLACH, ADELAIDE NETTIE,	New York.
WALLER, MABEL,	Indiana, Pa.
WARE, LOUISE,	Auburn.
WARNER, EMMA ALDRICH,	Centralia, Ill.
WEEKS, JULIA MANLEY,	New York.
WELLS, RUTH,	Quincy, Ill.
WILKINS, CHRISTEL WHIPPLE,	Boston, Mass.

#### SOPHOMORE CLASS.

ABERCROMBIE, EDITH BRAINERD,	Worcester, Mass.
ADAIR, BARBARA,	Atlanta, Ga.
AFFELD, ANTOINETTE,	Brooklyn.
ALBRIGHT, LEILA RUTH,	Detroit, Mich.
ATKINS, FLORENCE GALLUP,	Indianapolis, Ind.
AYER, ANNA GILMAN,	Camden, N. J.
BAIR, MINNIE LEE,	Poughkeepsie.
BALDWIN, GENEVIEVE HOLCOMB,	Council Bluffs, Iowa.
BANDLER, HELEN KATHRYNE,	Owego.
BARTLETT, LUCY TOWNSEND,	Poughkeepsie.

BAXTER, CLARA LEAVITT,  
 BEAHAM, MARY EDNA,  
 BEEBE, LAURA ELISE,  
 BELKNAP, ALICE SILLIMAN,  
 BELL, BERTHA SAGE,  
 BISHOP, DELLA,  
 BLITZ, MARIAN,  
 BOAK, MABEL,  
 BOYD, RACHEL DAVIS,  
 BRAGDON, LOUISE SHERWOOD,  
 BROAD, MARY,  
 BROOKS, EDITH LAURIE,  
 BUFFINGTON, ADALINE ALLSTON,  
 BURLEIGH, GERTRUDE FLORENCE,  
 BUTLER, MAUDE,  
 BUTTERFIELD, MARY,  
 CALHOUN, MARGARET,  
 COBB, ANGELENA MARIE HODGEMAN,  
 COLE, ELSIE LAGRANGE,  
 COLE, LUCIA,  
 CORNELL, EDNA MITCHELL,  
 CRAPSEY, ADELAIDE,  
 CURREY, HELEN MARGUERITE,  
 DAVIS, JULIA ANNETTE,  
 DEWEY, CHARLOTTE AGNES,  
 DODGE, MARY DANFORTH,  
 DOTY, ADA LOUISE,  
 DUTCHER, ELIZABETH,  
 EDMONDSON, MIRIAM REES,  
 ELLIS, KATHERINE RUTH,  
 ESHENOUR, MARY LOUISE,  
 FARNHAM, MABEL AUSTIN,  
 FARRELL, ROSE EVA,  
 FICHTER, EDITH BEACH,  
 FOOTE, LOUISE KNOX,  
 FORD, MARIETTA HALLEY,  
 FOSTER, HELEN WRIGHT,  
 FRY, EDITH,  
 GARVIN, ETHEL MAY,  
 GIBSON, ALICE SCHIEFFELIN,  
 GILMAN, GRACE GARDNER,  
 Quincy, Mass.  
 Independence, Mo.  
 Sidney, O.  
 Louisville, Ky.  
 West Bay City, Mich.  
 Wyandotte, Mich.  
 Detroit, Mich.  
 New York.  
 Fonda.  
 Buffalo.  
 Buffalo.  
 Springfield, Mass.  
 Dover, N. J.  
 Springfield, Mass.  
 Des Moines, Iowa.  
 Grand Rapids, Mich.  
 Springfield, Mass.  
 Fairport.  
 Albany.  
 East Orange, N. J.  
 Saginaw, Mich.  
 Rochester.  
 Evanston, Ill.  
 Crawford, Ind.  
 Oneida.  
 Morristown, N. J.  
 Yonkers.  
 Brooklyn.  
 Pelham.  
 Charles City, Ia.  
 Geneva.  
 Suffield, Conn.  
 Fort Dodge, Iowa.  
 Rockaway, N. J.  
 Rochester.  
 Troy.  
 East Orange, N. J.  
 Louisville, Ky.  
 Hartford, Conn.  
 Croton Falls.  
 Detroit, Mich.

GLENDINNING, KATE HARRISON,	Chicago, Ill.
GOETZ, ADELAIDE LOUISE,	Indianapolis, Ind.
GOODENOW, VALERIE STONE,	Boston, Mass.
GOULD, FLORENCE LOUISE,	Moline, Ill.
GREENE, ELIZABETH,	Long Branch City, N. J.
GREGG, ELEANOR MILLIGAN,	Allegheny, Pa.
GRIFFITHS, ANNA BUSSEY,	Utica.
GRISWOLD, BESSIE CORNELL,	Little Falls.
GROSS, HELEN,	Worcester, Mass.
HANNA, GRACE BUHRER,	Cleveland, O.
HARTRIDGE, JULIA WAYNE,	Savannah, Ga.
HINKLE, EMILY,	Poughkeepsie.
HOLDEN, ALICE ELVIRA,	Worcester, Mass.
HOLMQUIST, LOUISE SOMMER,	New York.
HOLT, CLARA HART,	Cleveland, O.
HOWE, ALICE LIZZETTE,	Worcester, Mass.
HUBBARD, EDITH PRESTON,	Plymouth, Mass.
HUBBELL, MINNIE DELAND,	Rochester.
HULL, ISABEL MATTHEWS,	Somerville, Tenn.
HUME, ANNIE GRAHAM,	Washington, D. C.
HUMES, JANE LOUISE,	Cortland.
HUNTER, EDITH LOUISE,	Norwalk, Conn.
INGRAHAM, MARJORIE STARR,	Glen Ridge, N. J.
JACKMAN, LENA,	Poughkeepsie.
JACKSON, MARGARET PINCKNEY,	Providence, R. I.
JENNINGS, EMILY STARR,	Detroit, Mich.
JUDSON, SARAH ELIZABETH,	New York.
JUSTICE, ANNA,	Philadelphia, Pa.
KESSLER, JOSEPHINE DILWORTH,	Butte, Mont.
KINDRED, LALLA EUGENIA,	Philadelphia, Pa.
KING, EDITH BARCROFT,	Des Moines, Iowa.
KUTCHER, BESSIE LUELLE,	East Orange, N. J.
LANGDON, ANNIE ELLIOTT,	Brooklyn.
LAUDER, MARY AGNES,	Brooklyn.
LEAVITT, AMY WHITE,	Eastport, Me.
LOCKWOOD, JULIA BELDEN,	Norwalk, Conn.
LORD, ADA JEANNETTE,	Wolfboro, N. H.
LORD, ELEANOR ANNA,	Rosemont, Pa.
MCCLENAHAN, ELLA WILSON,	Port Chester.
MCDONALD, STATIRA PREBLE,	Manchester, Mass.
MASON, MARY ATWATER,	Batavia.

MENDELL, ELSIE,  
 MILES, STELLA,  
 MILTON, ALICE,  
 MOORE, SYBIL JANE,  
 MORGAN, MARIAN,  
 MOSER, RUTH,  
 MOSSMAN, MARIAN WATROUS,  
 NELLIS, RUTH,  
 NEUKIRCH, EDYTHE ROSETTE,  
 NISBET, VIRGINIA LORD.  
 NORRIS, KATHARINE AUGUSTA,  
 NUTTING, HELEN,  
 OLMSTED, MYRTLE ADELIA,  
 OSBORN, FLORENCE VIOLA,  
 O'SHAUGHNESSY, ETTA,  
 PARKER, RUTH LOUISE,  
 PATTERSON, ROBBIE BELLE,  
 PERKINS, ELIZA BROOKHOUSE,  
 PERKINS, MABEL HELEN,  
 PETERS, BETSEY KING,  
 PLATT, LOUISE BARTLETT,  
 POPPLETON, CARRIE,  
 PULSIFER, JULIA,  
 RAIGUEL, MARGUERITE ALDEN,  
 REED, CLARA STILLMAN,  
 REHMANN, ANTOINETTE JULIA,  
 RIDDLE, MABEL VIRGINIA,  
 RITCH, MARY PHILLIPS,  
 ROBBINS, ALMEDA BURNETT,  
 ROOTS, MIRIAM,  
 RUSSELL, MIRIAM AGNES,  
 ST. JOHN, JESSIE JANET,  
 SANBORN, MARIAN EMILY,  
 SCHLEICHER, DENA,  
 SCHMITT, EDYTHE ROSALIE,  
 SCHULDICE, ANNA LOUISE,  
 SCOTT, GERALDINE DUNBAR,  
 SEYMOUR, IDA JANE,  
 SHAWDE, ANNA CECILIA,  
 SHEPARD, GAIL,  
 SICKLEY, KATHARINE OLIVIA,  
 Boston, Mass.  
 Brooklyn.  
 Waltham, Mass.  
 Le Mars, Ia.  
 Rochester.  
 Mechanicsburg, Pa.  
 New Haven, Conn.  
 Johnstown.  
 New York.  
 Savannah, Ga.  
 Youngstown, O.  
 New York.  
 Washington, D. C.  
 Manasquan, N. J.  
 Peoria, Ill.  
 Brooklyn.  
 Franklin, Ky.  
 Salem, Mass.  
 Grand Rapids, Mich.  
 Cincinnati, O.  
 Poughkeepsie.  
 Birmingham, Mich.  
 Auburn.  
 Freehold, N. J.  
 Springfield, Mass.  
 Newark, N. J.  
 St. Louis, Mo.  
 Pt. Jefferson, L. I.  
 Greenfield, Mass.  
 Little Rock, Ark.  
 Cleveland, Ohio.  
 Yonkers.  
 St. Paul, Minn.  
 Peoria, Ill.  
 San Francisco, Cal.  
 Danbury, Conn.  
 Dunkirk.  
 Granville, Mass.  
 Easton, Pa.  
 Des Moines, Iowa.  
 Poughkeepsie.

SMYTH, LETITIA JEAN,	East Orange, N. J.
SPALDING, MARY CAROLINE,	Laurel, Del.
STEINGESTER, HERMINE ANNA,	Brooklyn.
STEVENSON, LOUISA STONE,	Lowell, Mass.
STEWART, HELEN DUNHAM,	Warren, O.
STIMSON, ALICE MARY,	New York.
STIMSON, JULIA CATHERINE,	New York.
STORKE, HELEN ELDRED,	Auburn.
STRYKER, FLORENCE ELIZABETH,	Riverside, N. J.
SWARTZ, HELEN MARGARET,	South Norwalk, Conn.
TAFT, ELIZABETH BEERS,	Brooklyn.
TAGGART, MONA LOUISE,	Indianapolis, Ind.
TAYLOR, CHARLOTTE ROTHELIA,	Gloversville.
TILTON, EVA PIKE,	Mt. Vernon.
TOTMAN, ETHEL LOUISE,	Fairfield, Me.
TOURTELLOTTE, EDITH LOUISE,	Marlborough, Mass.
TUPPER, MAY BELLE,	Philadelphia, Pa.
TUTTLE, GERTRUDE,	Hornellsville.
VAN SLYKE, ELLEN MULFORD,	Kingston.
VAUGHAN, MILDRED RANDOLPH,	Louisville, Ky.
VOWINCKEL, GERTRUDE HEWIT,	Holidaysburg, Pa.
WADSWORTH, ALICE,	Binghamton.
WALCH, ANNA MARIE,	Syracuse.
WARNOCK, ANNE KATHRYN,	Urbana, O.
WASHBURN, MARY VIRGINIA,	Batavia.
WATERBURY, MADELIA HALE,	Ballston Springs.
WATERS, HELEN LUDLUM,	Kingston.
WATSON, IDA ISABEL,	Newark, N. J.
WEBSTER, ALICE JEAN CHANDLER,	Fredonia.
WELCH, HILDA FRANCES,	New Haven, Conn.
WELLINGTON, ELIZABETH ELLIOTT,	Bronxville.
WHEELOCK, JULIA,	Brooklyn.
WHITCOMB, BEULAH BEATRICE,	Davenport, Iowa.
WHITE, ELIZABETH TERRY,	New York.
WHITMAN, MARY BARBOUR,	Chicago, Ill.
WIGHTMAN, SUSAN WILLIAMS,	Hartford, Conn.
WOOD, HAZEL BULMER,	Gloversville.
WOODRUFF, IDA WALLACE,	Trenton, N. J.



**FRESHMAN CLASS.**

ALLEN, EDNA FRANCES,	Adams.
ARNOLD, LOUISE HARLAKENDEN,	Rochester.
AVERY, JESSIE RUTH,	Rochester.
BACHELLER, ALICE HELEN,	Lowell, Mass.
BACON, BERTHA LILIAN,	Brooklyn.
BARBOUR, LOUISE HUNTLEY,	Brookline, Mass.
BARKER, REBECCA LOUISE,	New Brighton, Pa.
BARNARD, GERTRUDE COLBY,	Rochester.
BARNUM, AGNES LAUDER,	Binghamton.
BARSE, ALICE HAWTHORNE,	Kansas City, Mo.
BATEMAN, MABEL,	Grenloch, N. J.
BEERS, EDITH,	Danbury, Conn.
BENEDICT, FLORENCE,	Clinton.
BERGER, ELIZABETH GRACE,	Pittsburg, Pa.
BIRD, ANNA WOODS,	Wilmington, Del.
BLACKMER, NINA GODWIN,	Grand Rapids, Mich.
BLOOMER, MARY ELIZABETH,	Norwalk, Conn.
BOLAND, MARION GENEVIEVE,	Worcester, Mass.
BOWEN, LILIAN MCINTYRE,	Hartford, Conn.
BRUCE, GRACE,	Elmira.
BURTIS, GRACE LAURANA,	Brooklyn.
BUSHELL, FLORANCE,	Paterson, N. J.
CAMPBELL, JETTA GROVER,	Wichita, Kan.
CARLETON, BESSIE GERTRUDE,	Hartford, Conn.
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 Fort Wayne, Ind.  
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 Salem, Mass.  
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