

kindergarten system invented by the mother herself. With the help of a cupboard full of dolls, her little daughters were taught to cut out, make, and mend many tiny garments, and to wash, starch, and iron them. From this beginning they gradually learned to assist their mother in the various departments of household work, including the general management of the younger children. Consequently, these girls are equally prepared for good household service should they remain single or for household management should they marry.

Can some such system of training not be initiated for girls of the upper and middle classes? Would it not be possible to take a hint in this matter from our German sisters? No doctor attempts to practice till his college studies are reinforced by the steady work of the hospital. It has occurred to me that there may be many a lady in our midst, a capable mother and mistress of servants, though perhaps of restricted means, who might be willing, for due remuneration, to receive a young lady into her house, for a few months, so as to give her a little insight into the proper conduct of the nursery and kitchen, the best way of dealing with tradespeople and managing household accounts—*Journal of Education*

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THE Chautauqua College started out to do a work done by no other institution—to give college training to those who wish it, but cannot leave home. The possibilities of correspondence instruction are the highest in Chautauqua College. Identified with no one institution, Chautauqua has its instructors in many of our best colleges and universities. With the vast army of home readers and students in the C. L. S. C. the College has a larger field upon which to work than

any other similar agency can hope to reach. Chautauqua, through the *Circle*, teaches something of the value of a college education, and as a result children of its members go to college. The parents in considerable numbers do the next best thing—study by correspondence.

The instructors in Chautauqua College are men of recognized ability and authority in the educational world. They do their work personally, and their students know with whom they are corresponding. There is nothing anonymous or unauthoritative. Among the institutions represented by the college faculty are Yale, University of Chicago, Wesleyan, and three of our best state universities. The courses offered are on a par with those offered in the best colleges. The curriculum is the regular college curriculum, not a Chautauqua College course merely. It is not a poor substitute for a college course that Chautauqua offers, nor a cheap imitation. The courses are genuine, the work is genuine, and the results are genuine.

Working under a charter granted by the Legislature of the State of New York and organized as a department of the State University, Chautauqua College is empowered to award diplomas and confer degrees, a prerogative, however, which she has exercised with only the greatest caution, having conferred the degree A. B. but twice. No honorary degrees ever have been or ever will be granted. Degrees in course will never be conferred except after the most rigid examinations upon *bona fide* college courses. Comparatively few students are candidates for degrees, the great majority working for improvement along special lines.

The annual Calendar of the College shows a faculty of seventeen members, and gives a brief statement of the professional record of each. The