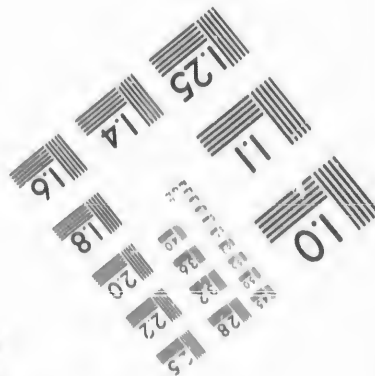
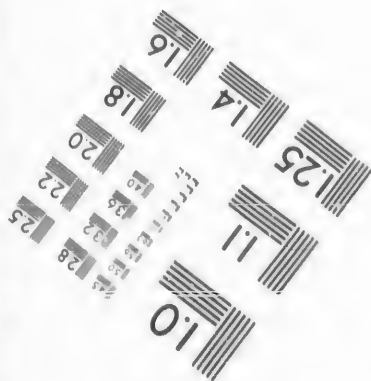
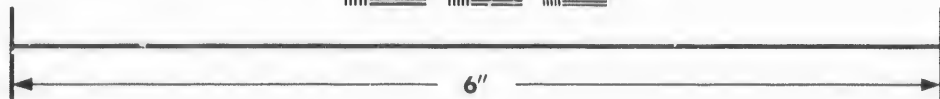
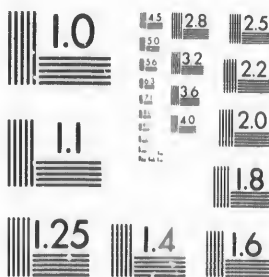


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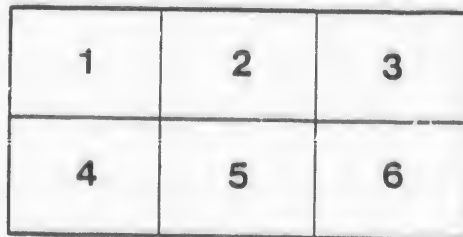
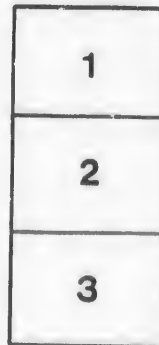
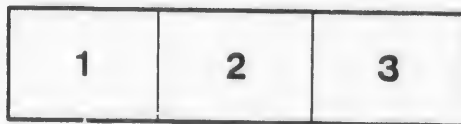
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*Western
University
Of
Canada,
1900.*

*Announcements of
the Correspondence
Division.*

A CHRISTIAN UNIVERSITY

is the mightiest agency, under God's blessing, in the upbuilding of strong, consecrated, Christian character and thereby in developing the highest and best types of citizenship and national life. It is the nursery of consecrated missionaries, devoted ministers, devout teachers, and of earnest, true and Christ-like men and women who fill all the worthy avenues of practical life.

In British Columbia there is great need for institutions of such character. In the mad rush of our people for gold, actuated by that greed for wealth which seems to be the prevailing ambition, the development of mind and soul, of such vastly greater consequence, is too frequently disregarded. If anywhere there is needed the hallowing, refining influences of the Christian University to point the youth of the land to the higher ideals of intellectual and spiritual growth, it is here.

Western University is an attempt on the part of the Baptist denomination of British Columbia to meet this need. And this work is undertaken, not in any narrow, sectarian spirit, but with the earnest hope that its influences may be for the good of all.

We pray, **"THY KINGDOM COME."**

Is there earnest sincerity in our petition? If so we will use all the means in our power—make such sacrifices as we are able—to bring about that divinely ideal condition which we so much desire.

To establish and conduct a well-equipped university requires money. Will some of those to whom God has entrusted wealth come forward and prepare the way for the opening of this great work? Money is needed for equipment and current expenses, and bequests towards a permanent endowment are much desired. Donations of books for the library and of apparatus for the practical science departments are also needed.

The President or some other member of the Board will be glad to visit or correspond with any who feel a desire to assist, in any way, in forwarding this educational movement.

WESTERN UNIVERSITY OF CANADA.

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J. W. H. KING, Chemainus. Term expires 1901.
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Geology and Mineralogy.
ANGUS B. McNEIL, Treasurer, Victoria, B. C.
Mathematics (Academic Department).
ISAAC G. MATTHEWS, M. A., Vancouver, B. C.
English
CLARENCE L. BROWN, B. A., Victoria, B. C.
Mathematics.
ALBERT E. COLDWELL, M. A., Wolfville, N. S.
Chemistry.
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History and Sociology.
THOMAS P. HALL, PH. D., Kansas City University, Kansas City, Kansas
Physics.
FREDERICK EBY, PH. D., Clark University, Worcester, Mass.
Psychology and Pedagogy.
ERNEST HALL, M. D., L. R. C. P., Edin., Victoria, B. C.
Physiology.
JOHN F. VICHERT, M. A., Victoria, B. C.
French and German.
SAMUEL J. FARMER, B. A., Petrolia, Ont.
Latin and Greek.
HORATIO H. NEWMAN, PH. D., University of Chicago, Chicago.
Animal Biology.

All communications regarding correspondence courses or other matters connected with this University should be addressed to the President.

Western University of Canada.

At the third annual Convention of the Baptist Churches of British Columbia, held at Vancouver, July 6th to 10th, 1899, a resolution was passed unanimously approving of the founding of an institution for the promotion of the higher education of our youth. It was further resolved that steps be immediately instituted in this direction and the Education Board of the Convention was instructed to undertake, as actively as possible, the work of securing funds and pledges for the endowment and equipment of such an institution.

In anticipation of the founding of a university, located at some suitable point and equipped for residence work, it was decided to at once proceed to outline courses of study, to appoint a faculty of specialists eminently qualified to act as instructors and examiners, and generally to make provision for conducting, in as efficient a manner as possible, the work of university extension in advance of the actual local university. This should be undertaken in order to meet, in as far as present conditions allow, an unmistakable need for assistance along the paths of higher education, experienced by a great number of our earnest, ambitious, young men and women. There are known to be many such within the Province, who, prevented from actual attendance at a university, are yet desirous of attaining to something of the higher culture for the promotion of which the university exists.

The practicability of the correspondence feature of university work is no longer doubtful. Experience has shown that in many lines of study correspondence instruction secures results highly satisfactory both to instructor

and student. Direction and correction may be given oftentimes as well by written as by spoken words. While work by correspondence cannot be regarded as a perfect substitute for that done in residence, still it enables those who are prevented from studying at an institution to obtain valuable aid in their efforts at self-culture.

Experience has shown, too, that strength and independence of character and the habit of persistent application have been notably developed in those students who have perseveringly pursued such work removed from the stimulating surroundings of university life.

The Western University of Canada begins its career by projecting its Extension or Correspondence Division in advance of the time when it will be possible to select a location and begin work in residence. It is confidently expected that the founding of the Residence Division of the University will become an accomplished fact within the coming year. Vigorous steps are being taken in that direction by the friends of higher education in this province, who are strongly convinced of our great need of a school of Christian culture.

This university does not offer its correspondence instruction as a perfect substitute for class-room teaching. On the contrary, all who find it readily possible to attend a college or university are advised to do so in preference to taking instruction by correspondence. Yet within certain limits and for students well endowed with earnestness of purpose and the power of persistent application, university extension work is scarcely less helpful than class-room discipline. Many students who have accomplished university work, both by correspondence and in residence, have pronounced the former method quite as efficient and helpful as the latter. It is believed that the first two years of a university course may, in the case of many students, be satisfactorily accomplished by correspondence, and that the two later years, taken in residence; thereby acquire an intensity of value which well

compensates for any supposed deficiency in the thoroughness of the work of the non-residence courses of the earlier years.

To many looking forward to professional careers involving post-graduate work, it may be a pertinent question whether it would not be wise to accomplish the work between the high school or academy and the junior college year, by the aid of the correspondence courses. An additional year or two of post-graduate work in residence might thereby be made possible.

This university does not at present offer degrees for work done wholly by correspondence, but aims to accomplish work equivalent to that of the first two years in arts, science, and theology of McMaster, Acadia, or other Canadian universities, leaving the student seeking a degree to complete his course by two years in residence. These may be taken at this university, when it shall have become equipped for residence work. The full course in arts will lead to the degree of B. A.

No distinct theological department has been defined, but students in arts who wish to make a specialty of theology may take advantage of certain options to that end. No science course has, as yet, been outlined. It is the intention, however, that the practical sciences shall hold a very prominent place in the Residence Division of this university. These will include mechanical, mining, and electrical engineering and assaying. Most of the science subjects outlined in the arts department of this division are among the requirements of an ordinary course in practical science, and may be elected by students looking in that direction.

In their work the instructors will be ably assisted by local examiners. A local examiner will be appointed in each locality in which there are one or more students. He will render the students every possible assistance in their work, will help them to organize clubs or classes

for mutual assistance, and for practical work in the experimental sciences, and will supervise all examinations.

Departments of Study. In the Correspondence Division of this university are included the following departments:

1. The Academic Department, including the subjects leading to matriculation into the collegiate department of the University.
2. The Collegiate Department, including the subjects of the first two years of the university course in arts.

Courses. The work in each department is arranged in courses which are, in the Collegiate Department, grouped by semesters. The required amount of work of a semester is equivalent to the work of a corresponding half-year of a university course in residence.

In the Academic Department a course involves rather more work in the subject than is usually accomplished in a half-year at an academy or high school.

For Whom Intended. The Correspondence Division of the University is designed to be of assistance to the following classes: (1.) All who desire to prepare themselves for entrance upon university work. (2.) Matriculated students who are debarred by lack of means or other cause from actual attendance at a university, but who are desirous of securing something of the experience and culture which the university gives. (3.) Matriculated students who look forward to the completion of the course in Arts or Science, but who are compelled by the force of circumstances to reside in the university the shortest possible time. (4.) Grammar and high school teachers who have not enjoyed the advantages of a college training. (5.) All who find themselves prevented by circumstances from attendance at a high school, a college, or a university, but who are yet desirous of attaining to a larger intellectual life than that which they already enjoy. (6.) Practical workers

in mechanical lines, who are ambitious to fit themselves for higher positions in their respective departments without quitting their revenue producing labors. (7.) Farmers' sons and daughters who wish to spend their leisure hours in the cultivation of their intellectual powers by systematic reading and study. The farm has ever been the nursery of great men. Many men of genius and power who have done much to mold and direct the institutions of their time, have laid the foundation of their greatness by persistent, plodding study during the leisure intervals between the busy seasons of farm life.

Not Exclusive All the privileges of this university are offered to all students without distinctions as to race, creed, or sex, upon exactly the same conditions.

Method of Instruction. Each course is arranged to cover about the same ground as the residence course, upon the same subject, in any of our Canadian universities. Courses are conducted on the basis of type-written instruction sheets, which furnish suggestions and assistance and assign the tasks to be performed. The student thus works under guidance as in the recitation room. Examinations are held at the end of each semester to test the student's progress in study.

Under this method the instructor makes a careful study of the mental state of each student, discovers just what each needs of direction and assistance and is able to adapt his teaching to the student's individual needs. Each student is advised how to systematize his studies so as to make the best use of his time. Students with definite purposes in view will be advised as to what collateral reading would be most profitable. Thus the student, even if he does not come into the actual presence of the instructor, does come into very close and effective touch with him and receives from him that individual attention which is sometimes not possible in large institutions of learning.

A lesson is intended to include about the usual classroom assignment in the subject. The time required to satisfactorily complete a lesson must, of course, vary according to the ability of the student, the intensity of his application to his work, and the favorable or unfavorable circumstances under which it is performed. Under average conditions about two hours should suffice for each lesson.

Lessons are arranged in weekly sets. In a major course each set contains four distinct lessons, each with its didactic notes and explanations, and its series of questions for recitation work. In a minor course each set contains two such lessons.

When a student calls for a course several lesson sets are furnished him by the local examiner, or, in case no local examiner is appointed in his vicinity, direct from the instructor. When ready to begin work he takes up lesson 1, reads carefully the instructions, notes and suggestions, and studies the section or sections of the textbook indicated. After thorough study of the lessons assigned he then takes the question paper, and with it reviews the work already studied. Then, laying aside text and reference books, he writes his answers to the questions to the best of his ability. To this paper he adds any questions that he may wish to ask regarding the work, and indicates any difficult parts that he has failed to master. Having completed lesson 1, he takes up the succeeding lessons in the same manner. Once each week the student mails to his instructor the written results of his work. This must not include more than two lessons in case of a minor, nor more than four in case of a major course.

On receipt of the recitation paper the instructor at once examines the work, marks in red ink all needed corrections, gives full explanations and solutions when required, places a value mark upon the paper and calls for revised work at his discretion. The papers, thus treated, are

returned to the student along with an advance set. Thus the student will always have lesson papers on hand. In this manner the work goes on till the course is finished and the student examined.

A student may extend the time in which to complete his course to one year from the examination date next succeeding his entrance upon the course.

A student, after commencing his course, may not transfer his interest to another student.

Students may begin work at any time, but examinations will be held only on the regular dates.

Examination takes place twice a year, in March and in September, and always under the supervision of the local examiners.

A certificate will be given upon the completion of each course. Students will be graded according to the quality of their work as: (A) Excellent (100 to 80 per cent.), (B) Good (80 to 60 per cent.), (C) Fair (60 to 40 per cent.), (D) Poor (40 to 20 per cent.), (E) Very Poor (20 to 0 per cent.). No university credit will be allowed for grades below C.

Expenses. Tuition fees are, in all departments, six dollars for a minor course, and twelve dollars for a major. This fee includes payment for the instruction papers, for all the direction and assistance received from the instructor, and for examination and certificate upon the completion of the course. The student is required to enclose postage for the return of the corrected recitation papers.

Students not having taken courses in the Academic Department, may write the matriculation examination. They are required to pay a fee of fifty cents for each examination in each subject taken.

A registration fee of five dollars is required of all

students admitted into the Collegiate Department, excepting those who pass the regular matriculation examination.

Students writing for advanced standing in the Collegiate Department are required to pay an examination fee of fifty cents for each subject.

All fees are payable in advance. In the case of a major course, arrangement may be made by which one-half of the fee may be paid in advance and the balance in three months.

No fees are returnable, but students who, having paid fees, afterwards find themselves unable, through sickness or other good cause, to complete the work within the specified time, may, with the consent of the President and of the Instructor, take up the work at a subsequent semester without the repayment of fees.

All fees are payable to the President of the University, and should be sent by draft or money order.

MATRICULATION

INTO THE COLLEGIATE DEPARTMENT.

Conditions and Regulations. Students of the Academic Department are accredited with matriculation in their completed courses when they have made the required pass-marks, (50 per cent).

The following candidates will be admitted as full matriculates in Arts, Science or Theology without examination.

(a) Those holding certificates of matriculation into colleges or universities of recognized standing.

(b) Those holding FIRST A teacher's certificates of this province, or equivalent. Candidates presenting leaving certificates or certificates from principals of accredited high schools or other academic institutions will be exempt from examinations in such required subjects as they shall have satisfactorily completed, but must pay the examination fee of fifty cents for each subject. After

successfully passing the examinations in the remaining required subjects, such students shall be entitled to registration in the Collegiate Department.

Candidates holding teacher's certificates other than FIRST A may present them for credit which will be given in as far as they represent required work.

Matriculation examinations will be held under the supervision of the local examiners twice in each year, beginning the first Mondays in March and September. The question papers for these examinations shall be prepared by the members of the University Faculty or by associate examiners and the answers shall be read and valued by those who shall have prepared the papers.

Candidates in order to pass must obtain at least forty per cent. upon the examination in each subject, and fifty per cent. upon the whole.

A candidate may divide his examination into several parts to be taken at different times. He may thus spread his examination over one or more years.

In his request for examination, which, accompanied by the proper fee must be in the hands of the President thirty days before the date set for the examination, the candidate shall state the subjects in which he wishes to be examined.

Certificates of admission into the University will be granted to all who satisfy the requirements for matriculation.

No matriculation examination is required of special students, i. e., those not proceeding towards a university degree, but such must satisfy the instructors of their ability to proceed intelligently with the courses which they wish to pursue, before undertaking work in connection with this University, and must pay the registration fee.

Candidates for matriculation must satisfy the examiners upon the following subjects:

- (1) English Grammar and Rhetoric.
- (2) English Literature.
- (3) History of Great Britain and Canada.
- (4) General History.
- (5) Arithmetic.
- (6) Algebra.
- (7) Geometry.
- (8) Mensuration.
- (9) Latin.
- (10) French or German.
- (11) (a) Greek or
(b) The Second Modern Language or
(c) Physics and Chemistry.
- (12) Physiology.

Examinations. Examinations are held twice a year. The dates are identical with those of the Academic Department.

Text-Books. The text-books suggested are such as present the work covered by the examinations. Other books of similar character may be substituted. Students who cannot readily obtain the specified books from their local dealers can secure them through the University Book-Room. Prices and estimates can be obtained from the President or from the Local Examiners.

Students' Classes. Students are not required to regard the lesson papers or instruction sheets furnished by this University as in any way confidential. On the contrary it is hoped that the widest possible use will be made of them and thus the purposes of this institution be more largely fulfilled. While, obviously, the University through its Correspondence Division, can deal only with individuals and not with classes, yet it is realized that the usefulness of this branch of the work may be greatly extended by local combination on

the part of the students, for mutual benefit.

While the fees charged for instruction are insufficient to afford the instructor even a fair remuneration for the great amount of time and energy that the work requires, it is yet recognized that, to a student taking a number of courses, the cost would be considerable. It is therefore suggested that, in the case of the Academic Department at least, students should combine and thus reduce the cost, individually, to a nominal sum. To illustrate, let it be supposed that in a certain community there are five young men who wish to take the course in Chemistry. Let these organize themselves into a Chemistry Class under the direction of the Local Examiner who will advise them as to the best methods of study, under their particular circumstances, and will render them every possible assistance. They may then elect one of their number to register with the University and receive the instruction sets. These papers can be studied and the work performed by all the members of the club separately or better, in this case, the students can meet together in the evening, or at some other convenient time, to unitedly prepare the necessary apparatus, perform the experiments required and write out the recitation papers. The instructor, of course, corresponds with only one of them but all in the class enjoy the benefits of his instruction at a cost to each, for tuition, of only two dollars and forty cents for a course extending over six months or a year.

In similar manner could be organized and conducted a Physics Class, a Latin Class, a Literature Class, etc.

Under this plan the total cost for tuition to a student taking the whole work of the Academic Department could be reduced to a very trifling amount.

When desired extra sets of lesson papers will be furnished at a cost per set of fifty cents for a minor course, and one dollar for a major.

THE ACADEMIC DEPARTMENT.

Correspondence courses have been arranged to cover the work required for matriculation into the University. These are designed to meet the needs of those students who have not the advantages of a High School or Academic training in the subjects specified, and of those who, without looking forward to matriculation into the Collegiate Departments of the University, are yet desirous of increasing their knowledge of certain subjects which they recognize as of large practical importance to them.

In these courses no pains will be spared by the instructors to make the work thorough and effective. Each student constitutes a class by himself, his work is criticised, his mistakes pointed out, his individual needs considered, and instruction, advice and suggestions are given, applicable to his particular case.

Each student will be examined upon the completion of his course and will receive a certificate showing standing made.

Courses are either major or minor. A major course includes eighty lessons and examination; a minor, forty lessons and examination.

OUTLINE OF COURSES.

ENGLISH GRAMMAR AND RHETORIC.

Course I. (major.)

This course includes the main facts in the development of the language. It treats of etymology and syntax, including the inflection and classification, and elementary analysis of words and the logical structure of the sentence; also the rhetorical structure of the sentence and paragraph. The purpose of the course is to cultivate in the student the ability to speak and write the English language correctly. It is adapted to the needs of those preparing for matriculation, teachers' or civil service examinations, or to the general purposes of conversation, public speaking, or writing. West's Elements of English Grammar will be used supplemented by much original work.

L. G. MATTHEWS.

ENGLISH LITERATURE AND COMPOSITION.

Course 2. (minor) Prerequisite, Course 1 or equivalent.

Two very important objects are sought by this course: (1) a correct and easy style of letter and essay writing, (2) the ability to read intelligently and critically. The first is attained by the working of a large number of exercises under the direction of the instructor, and by the careful correction of such exercises. The second is secured by the critical study of some of the best examples of prose and poetry in our literature. Among these will be the following: COLERIDGE,—The Ancient Mariner; LONGFELLOW,—Evangeline, A Glean of Sunshine, The Day Is Done, The Old Clock on the Stairs, The Fife of Driftwood, Resignation, The Ladder of St. Augustine, A Psalm of Life, The Builders, The Warden of the Cinque Ports, The Bridge, The Wreck of the Hesperus; WORDSWORTH,—The Education of Nature, A Lesson, To the Skylark, To the Daisy, and the following sonnets,—To a Distant Friend, "Why Art Thou Silent?" "Milton Thou Should'st be Living at this Hour," England and Switzerland, "Two Voices Are There," Westminster Bridge, The Inner Vision, "O Friend I Know Not Which Way I Must Look," To Sleep, Within Kings College Chapel. The student will be expected to memorize some of the choicest passages.

I. G. MATTHEWS.

HISTORY.

Course 3. (minor) History of Great Britain and Canada.

Great Britain and Canada from 1763 to 1871, with the outlines of the preceding periods of British History. The geography relating to the history prescribed. Texts: Collier, *British Empire*; Clement, *History of Canada*.

ANNIE M. MACLEAN

Course 4. (minor) General History.

Outline of the world's history with special attention to the great civilizations of ancient times.

These courses are intended to cover the matriculation work in the subjects.

The study of history, in its most useful and interesting form, includes very little in the way of memorizing dates and isolated events or of dwelling upon the details of great battles. True history traces advancement of the People as viewed in their industrial, social, political, and religious institutions, and marks the relation between the conditions of one age and their effects upon succeeding time. History, properly studied, is not only a fascinating subject but one of the most important.

ANNIE M. MACLEAN.

ARITHMETIC.

Course 5. (minor) Prerequisite, A knowledge of the subject to the end of fractions.

Decimals, Interest and Discount, Commissions, Stocks and Shares, Exchange, Metric System, and general problems involving

the various arithmetical rules. Text, Hamblin Smith, *Arithmetic*.
A. B. McNEILL.

ALGEBRA.

Course 6. (major) Prerequisite, Course 5 or equivalent.
The subject, to and including easy quadratics. Text, Hamblin Smith, *Algebra*.
A. B. McNEILL.

GEOMETRY.

Course 7. (major)
Euclid, Books 1, 2, 3, with easy deductions.
A. B. McNEILL.

MENSURATION.

Course 8. (minor) Prerequisite, Course 5 or equivalent.
Areas of rectilinear figures and volumes of right parallelepipeds, prisms; the circle, cylinder, and cone. Text, Todhunter, *Mensuration*.
A. B. McNEILL.

LATIN.

Course 9. (minor)
This course includes the elements of Latin grammar. The substantive, pronoun, adjective, and verb are studied as to their inflections and simpler syntactical relations. These are illustrated by a large number of easy Latin and English sentences for translation. The limits of the course include about one hundred pages of Henderson and Fletcher's First Latin Book.

Course 10. (major) Prerequisite, Course 9 or equivalent.
This course takes up Caesar's *Bellum Gallicum*, Book 1 and Virgil's *Aeneid*, Book 1. These works are studied carefully with special reference to grammatical construction.
S. J. FARMER.

GREEK.

Course 11. (minor)
Lessons 1-42 White's *Beginner's Greek Book*, with additional exercises and grammatical references.

Course 12. (major) Prerequisite, Course 11 or equivalent.
Xenophon, *Anabasis I*, as in White's *Beginner's Greek Book* (pp. 301-428) with the exercises thereon. Homer, *Iliad I*. Translation from English into Greek.
S. J. FARMER.

FRENCH.

Course 13. (minor)
De Fiva, *Elementary French Grammar and Reader*.

Course 14. (major) Prerequisite, Course 13 or equivalent.
Grammar and Composition. Enault, *Le Chien du Capitaine*.

Fenillet, *La Fee*. The student who completes these courses will have a very good reading acquaintance with easy French. He will be able to read with facility easy French stories and French newspapers and to readily translate French phrases anywhere. Every one who aspires to be regarded as even moderately well educated should have, at least, the knowledge of French that is represented by these courses.

J. F. VICHERT.

GERMAN.

Course 15. (minor)

Grammar and easy translation. Joynes-Moissner, *German Grammar*.

Course 16. (major) Prerequisite, Course 15 or equivalent.

Grammar and Composition. Hanff, *Das Kalte Herz ; Kalif Storch*. The courses in German are similar to the corresponding French courses and are of equal value and importance. These courses cover the work of matriculation.

J. F. VICHERT.

PHYSICS.

Course 17. (major)

This course is an introduction to the phenomena and laws of Mechanics, Sound, Heat, Light, Electricity and Magnetism. The student will be instructed how to perform the experimental work necessary to a thorough understanding of the subject. Most of the apparatus can be made at home with a few tools and such materials as are easily procured. Text, Gage, *Elements of Physics*.

T. P. HALL.

CHEMISTRY.

Course 18. (minor)

This course, while intended as an introduction to the more advanced work to be taken up in the Collegiate Department, yet serves the purpose of the ordinary general student. As a knowledge of chemistry may be made to touch the practical experiences of life at almost every point there are few who would not be the better equipped by the completion of this course.

The course is studied experimentally. The fullest instruction will be given for the furnishing of a laboratory, at slight expense, with chiefly home-made apparatus. The total cost to the student for reagents and other material need not exceed three or four dollars. In case several students combine in their work it could be equipped at a less cost to the individual student. Text-book, Reimsen, *Elementary Course*.

A. E. COLDWELL.

PHYSIOLOGY.

Course 19. (major) Prerequisite, some knowledge of chemistry.

This course, while preparing the student for matriculation, is

also intended to be a popular one. There are few subjects more interesting and important to the student than that which deals with the functions of the various organs and that complexity of activities called life. Beginning with the activities common to all forms of life the student will be introduced to the more complex workings of the human organization.

"Know thyself," a maxim as old as literature, is ever young and herein most appropriate. The student will be made acquainted with his physical self, its conditions and laws, and be thus prepared to avoid the dangers he otherwise would be exposed to, and to add to all greater comforts, happiness and prolongation of life.

This course will also include a study of foods, dietetics, sanitation, a brief course upon poisons and their antidotes, and, briefly, what to do in emergencies, or first aid to the injured. Text-book, Martin, *Human Body*, (Briefer Course.)

ERNEST HALL.

THE COLLEGIATE DEPARTMENT.

Announcements.

The subjects of the four semesters outlined and the limits reached in those subjects are the approximate equivalents of the pass-work of the first two years of McMaster, Acadia and most of our other Canadian universities. It is not anticipated that the standards of scholarship in this University shall be in any degree lower than those of any other Canadian institution of higher learning. It is a generally accepted principle among universities and colleges that work done by a student in one of them will be duly recognized in any other upon sufficient evidence of the accomplishment of such work being produced. It is therefore anticipated that such work satisfactorily done in connection with this University will receive due credit when certificates shall be presented elsewhere. Generally speaking it may be anticipated that a student having faithfully accomplished the work of the four semesters outlined will be qualified to enter the third year of any other university or college having similar standards.

Plans are being matured looking towards the establishment of the Residence Division of this university, with well defined courses leading to degrees in Arts and

Science. It is confidently expected that next year will see the founding of this department and its equipment for actual work. Regular students of the Correspondence Division will be permitted, when the Residence Division shall have become established, to take standing therein to the end of the second year.

The starred subjects are required to be taken by all regular students, but an increasing range of options is allowed to meet a diversity of wants.

A Major (M) course is the equivalent of two minor (M) courses. Nine minor courses or their equivalent, constitute the pass-work of each semester and are required of all regular students, i. e., those working for university recognition. Regular students must pass the examinations in all prerequisite work before receiving university credit. In general matriculation is the prerequisite to the work of the Collegiate Departments.

Special students may undertake the work of any course without examination, having first satisfied the Instructor that they are fitted to do so. Certificates will be awarded upon the completion of the course but no university credit will be given till the prerequisite conditions are fulfilled.

The work outlined under the semester is intended only to indicate the amount which a student of average ability could fairly be expected to accomplish in a half-year by giving his whole time to the work. No student is required to pass in a certain number of subjects at any particular examination. He may spread the work of a semester over a year or more according to circumstances.

In addition to the pass-work of nine courses required for each semester the student may take additional courses as honor work. Honor certificates will be given, after satisfactory examination, upon such additional courses, to students making "good" or "excellent" standing in the pass-work of the semester.

CONSPECTUS OF COURSES.

FIRST SEMESTER.

*English, A1 (mj)	German, E5 (m)
*Mathematics, B1 (m)	Spanish, E9 (m)
*History, C1 (mj)	*Botany, F1 (m)
Latin, D1 (m)	English Bible, K1 (m)
Greek, D5 (m)	Chemistry, G1 (m)
French, E1 (m)	

SECOND SEMESTER.

*English, A2 (m)	Spanish, E10 (m)
Mathematics, B2 (mj)	Botany, F2 (mj)
*History, C2 (m)	*Chemistry, G2 (m)
Latin, D2 (m)	Physiography, I1 (m)
Greek, D6 (m)	*Ethics, H3 (m)
French, E2 (m)	English Bible, K2 (m)
German, E6 (m)	Old Testament History, K3 (m)

THIRD SEMESTER.

English, A3 (mj)	Chemistry, G3 (m)
Mathematics, B3 (m)	*Physics, B8 (m)
History, C3 (m)	*Animal Biology, F3 (m)
Latin, D3 (m)	*Political Science, C5 (m)
Greek, D7 (m)	Mineralogy, I2 (mj)
French, E3 (m)	Education, J1 (mj)
German, E7 (m)	*Psychology, H1 (m)
Spanish, E11 (m)	Historical Theology, K4 (m)

FOURTH SEMESTER.

English, A4 (m)	Chemistry, G4 (m)
Mathematics, B4 (mj)	Physics, B9 (m)
History, C4 (m)	Animal Biology, F4 (m)
Latin, D4 (m)	*Political Science, C6 (m)
Greek, D8 (m)	Education, J2 (m)
French, E4 (m)	*Psychology, H2 (mj)
German, E8 (m)	Historical Theology, K5 (m)
Spanish, E12 (m)	

SYLLABUS OF COURSES.

A. English Language and Literature.

The work in this department has, in the main, three objects in view; (1) to give the student a general acquaintance with English literature, and to quicken insight into its spirit and appreciation of its art; (2) to cultivate habits of observation and powers of thought, and to develop ease, correctness and vigor of expression; (3) to give a scientific knowledge of the origin and history of the language.

An attempt is made to attain the first of these objects by means of a careful and critical examination of selections from the great masters of poetry and prose, by the prescription of work to be read, and by lecture notes on the leading tendencies of the various periods of English literature. The special work is intended to deepen the insight and knowledge acquired in the general course, and to lead the student to a richer realization of the thought element in literature. All students are expected to make themselves familiar with prescribed portions of some short sketch of English literature.

Special attention is paid to the composition in all semesters. Weekly papers are required from all students. The papers are carefully marked and criticised. The prose selections of the course are used as aids to the cultivation of the power of simple, direct and forcible expression of individual thinking.

A general outline of the history of the language is given in the third and fourth semesters.

A1. RHETORIC AND ENGLISH COMPOSITION.

The aim of this course is to give the student a practical knowledge of the principles of Rhetoric and of their appliance to English composition. The student will prepare exercises illustrating the use of words, the structure of sentences and paragraphs in accordance with the principles of emphasis and coherence, and other rhetorical subjects. He will also be required to write short themes on suggested topics of current interest. This course also includes critical examination of some phase of recent current literature.

I. G. MATTHEWS.

A2. ENGLISH LITERATURE, (minor)

Prerequisite, Course A1.

This course will include the analytical and critical study of the following English masterpieces: Tennyson, *The Coming of Arthur*, *Idyls of the King*; Macaulay, *Essay on Warren Hastings*.

I. G. MATTHEWS.

A3. ENGLISH LANGUAGE AND LITERATURE, (major)

Prerequisite, Course A1.

English Language, Lounsbury, Part II.

History of English Literature, Modern Period. Longman,

English Literature.

Critical study of selections from Wordsworth, Burns, Cowper, Southey, Campbell, as contained in Palgrave's *Golden Treasury*. Lamb's *Essays of Elia*.

I. G. MATTHEWS.

A4. ENGLISH LITERATURE, (minor)

Prerequisite, Course A3.

History of English Literature, Period of Settlement.

Shakespeare, *Richard Third*, *As You Like It*.

I. G. MATTHEWS.

B. Mathematics.

B1 ALGEBRA, (minor)

This course includes Equations, Proportions, Progressions, Combinations, Binominal Theorem, Logarithms. Hall & Knight, *Higher Algebra*.

C. L. BROWN.

B2. GEOMETRY, (major)

Euclid's Elements, Books IV, V, VI.

C. L. BROWN.

B3. TRIGONOMETRY, (minor)

Plane Trigonometry to the solution of Triangles inclusive. Lock, *Elementary Trigonometry*.

C. L. BROWN.

B4. ANALYTIC GEOMETRY, (major)

Geometry of the Point, Straight Line, Circle, Conic Sections. Briggs and Bryon, *Coordinate Geometry*; Salmon, *Conic Sections*.

C. L. BROWN.

B5. PHYSICS, (minor)

Prerequisite, Matriculation Algebra, Geometry and Physics.

This course is arranged for the ordinary student, who, without becoming in any sense a specialist, desires a clear and comprehensive knowledge of the laws of force and energy and their application to the affairs of life. The forms of energy discussed are Mechanics, Sound, Heat, Light. Text, Ames, *Theory of Physics*. Books of Reference: Hopkins, *Experimental Science*; Blaserna, *Sound in its Relation to Music*; Lewis Wright, *Light*.

T. P. HALL.

B6. PHYSICS, (minor)

Prerequisite, Course B5.

The increasing importance of Electricity as an agent of civilized life is recognized in the preparation of this course, in which the phenomena and laws of electricity and magnetism are treated qualitatively and quantitatively. Books of Reference: *Experimental Science* (Munn & Co.); Sylvanus Thompson, *Elementary Lessons in Electricity and Magnetism*

T. P. HALL.

B7. PHYSICS, (major)

This course is designed to meet the wants of mechanics and others, who, for various reasons, are unable to take advantage of the courses defined above, and the needs of all those who want a fuller knowledge of Electricity and Magnetism than it is possible to get from the courses given in colleges without the use of higher mathematics. It assumes no mathematical knowledge beyond common fractions in arithmetic.

Some of the topics treated in the course are the following:

Electric currents, magnets, primary and secondary batteries, wiring and bell work, telephones, telegraphy, electro-plating, electric measurements, electric charges, lightning protectors, induction electric motors, transmission of power, electric lighting and heating, electric waves, wireless telegraphy, Roentgen rays.

The cost of the necessary apparatus will vary from two to ten dollars according to the mechanical ingenuity of the student.

Thompson, *Electricity and Magnetism*, is used for reference.

T. P. HALL,

C. Canadian History and Political Science.

C1. NORTH AMERICAN HISTORY—Canada, (major)

The history of Canada will be taken as a starting point in North American history, and the equivalent of eighty lectures will constitute the course. The work will naturally arrange itself under the following heads:

1. From the period of early discoveries to 1763.
2. From the Treaty of Paris to Confederation.
3. From 1867 to the present time.

Text, Bourinot, *Canada* (Story of the Nation Series.) For Reference, Kingsford, *History of Canada* (2 vols.)

(See also histories of various provinces.)

C2. NORTH AMERICAN HISTORY—United States, (minor)

This course supplements the preceding one, and is necessary for an understanding of the trend of events on this continent. The divisions of the subject in point of time will be as follows.—

1. From 1620 to the Revolution.
2. From the Revolution to the Civil War.
3. From the Civil War to the present time.

Text, Judson, *The Growth of the American Nation*. For Reference, MacMaster, *History of the United States*.

C3. HISTORY OF GREECE, (minor)

This course will attempt to present a clear view of the ancient nations, including Greece proper, and will include:

1. The Asiatic and African Nations.
2. The Grecian States and the Greek Colonies.
3. The Macedonian Monarchy.

Text, Rawlinson, *Ancient History*, (First Part). For Reference, Grote, *History of Greece*.

C4. HISTORY OF ROME, (minor)

This will include:

1. Ancient traditional history to the commencement of the Republic.
2. From the Republic to the establishment of the Empire.
3. From Augustus to the final division of the Empire.
4. Parthia and the Roman Empire.

Text, Rawlinson, *Ancient History* (Second Part). For Reference, Mommsen, *History of Rome*.

ANNIE M. MACLEAN.

C5. THE STATE, (minor)

The principles underlying the structure of the state, and the organization of government will be taken up in this course, in order to fit the student for the study of particular constitutions and forms of government.

Text, Woodrow Wilson, *The State*. For reference, Stubbs, *The English Constitution*; Bryce, *The American Commonwealth*.

C3. THE CONSTITUTION OF CANADA, (minor)

In this course will be studied the B. N. A. Act, and the whole subject of the distribution of power between the federal and provincial governments, and the questions naturally arising therefrom.

Text, Bourinot, *Manual of the Constitution*; *History of Canada*. Reference, Monro, *The Constitution of Canada*.

ANNIE M. MACLEAN.

D. Classics.

Throughout all the courses in Latin and Greek considerable attention will be given to the grammar. It is also the aim to gain for the student an appreciation of the ancient classics as works of literature. To this end he will be directed in reading as collateral to the texts studied, translation of other books, as well as the history and mythology of the people. Lists of reference books will be furnished to the students by the instructor.

S. J. FARMER.

D1. LATIN, (minor)

Cicero, *Pro Lege Manilia*; Prose Composition.

D2. LATIN, (minor)

Prerequisite, Course D1.

Virgil, *Aeneid*, Book II; Horace, Selections from the Odes.

D3. LATIN, (minor)

Prerequisite, Course D2.

Virgil, *Georgics* I, IV.

D4. LATIN, (minor)

Prerequisite, Course D3.

Livy, Book II.

D5. GREEK, (minor)

Homer, *Odyssey*, IX; Greek Grammar, Abbot's Arnold's Greek Prose Composition.

D6. GREEK, (minor)

Prerequisite, course D5.

Plato, *Apology*; Greek Grammar; Abbot's Arnold's Greek Prose Composition; Greek Literature.

D7. GREEK, (minor)

Prerequisite, Course D6.

Aeschylus, *Prometheus Vinctus*; Greek Grammar; Greek Composition; Greek Literature.

D8. GREEK, (minor)

Prerequisite, Course D7.
Demosthenes, Philipides; Grammar; Greek Composition;
Greek Literature.

E. Modern Languages.

E1. FRENCH, (minor)

DeVigny, *Le Cachet Rouge*; Grammar and French Composition.

E2. FRENCH, (minor)

Prerequisite, Course E1.
De Musset, *Pierre et Camille*; Grammar; French Composition.

E3. FRENCH, (minor)

Prerequisite, Course E2.
Jules Verne, *Le Tour du Monde en Quatre-vingt Jours*; Supplementary Reading; Grammar; French Composition.

E4. FRENCH, (minor)

Prerequisite, Course E3.
Moliere, *Le Bourgeois Gentilhomme*; Supplementary Reading; Grammar; French Composition.

E5. GERMAN, (minor)

Baumbach, *Die Nonna*; Grammar; Composition.

E6. GERMAN, (minor)

Prerequisite, Course E5.
Goethe, *Lieder und Balladen*; Grammar; Composition.

E7. GERMAN, (minor)

Prerequisite, Course E6.
Freytag, *Die Journalisten*; Supplementary Reading; Grammar; Composition.

E8. GERMAN, (minor)

Prerequisite, Course E7.
Heine, *Die Harzreise*; Supplementary Reading; Grammar; Composition.

J. F. VICHERT.

Courses in Spanish are not yet ready to be offered.

F. Biology.

F1. BOTANY, (minor)

This is an elementary course designed to give a general introduction to the subject. A considerable amount of field work and practical study is involved. A good magnifying glass is a necessity. The student will require, *Elementary Botany*, by Groom and Penhallow.

F2. BOTANY, (major)

Prerequisite, Course F1.

This course includes a continuation of Structural Botany, begun in F1, with special reference to the Algae, Fungi, and other plants belonging to the lower grades of plant life. Plant Physiology follows, including a study of nutrition, growth, and reproduction. A compound microscope is necessary. Books will be announced.

F3. ANIMAL BIOLOGY, (minor)

This is an elementary course designed to give a general introduction to the study. The dissection of typical animal forms is necessary. Text Book, Parker and Haswell *Manual of Zoology*.

H. H. NEWMAN.

F4. ANIMAL BIOLOGY, (minor)

Prerequisite, Course F3.

This a continuation of the subject from course F3.

H. H. NEWMAN.

G. Chemistry.**G1. ELEMENTARY CHEMISTRY.**

This course is the equivalent of course 18 in the Academic Department and is intended for those who shall not have taken that course as a part of their preparatory work. Remsen, *Elementary Course*.

A. E. COLDWELL.

G2. CHEMISTRY, (minor)

Prerequisite, Course G1 or the Academic Course.

This course is an advance upon Course G1. The study of the non-metallic elements is continued and the laws of chemical combination more fully explained. Consideration will be given to the allotropic forms of Carbon and to the principal Carbon compounds. The course will be studied experimentally, and a small addition to the laboratory equipment required for Course G1 will be necessary. Storer and Lindsay, *Manual of Chemistry*. Reference, Remsen, *Inorganic Chemistry*.

A. E. COLDWELL.

G3. QUALITATIVE ANALYSIS, (minor)

Prerequisite, Course G2.

Classification of metals, study of the characteristic reactions of the ordinary elements and compounds with practice in systematic testing for acids and bases in the separation of metals from mixed solutions.

Directions as to methods and reagents required will be given by the instructor.

A. E. COLDWELL.

H. Philosophy.

HI. INTRODUCTORY PSYCHOLOGY, (minor)

The aim of this Course will be to present to the student a comparatively complete outline of Psychology as a science. The relations of Psychology to Biology will be stated. The work will be introductory to the larger study in the following course:

Titterton, *Primer of Psychology*.

FREDERICK EBY.

HI2. ADVANCED PSYCHOLOGY, (major)

Prerequisite, Course HI1.

The work of this course will be a fuller development of Psychological Science, with a brief review of the different schools. The relations of Psychology to Philosophy and Metaphysics will be discussed. The title of the text-book to be used, and other information, can be obtained from the instructor.

Frequent reference will be made to the following standard works, in so far as they are accessible to the student:

James, *Psychology*, (Vols. I, II).

Ladd, *Psychology Descriptive and Explanatory*.

Sully, *The Human Mind*.

Wundt, *Human and Animal Psychology*.

Morgan, *Comparative Psychology*.

FREDERICK EBY.

HI3. LOGIC, (minor)

An elementary course treating especially of the syllogism. Special attention is given to practical exercises. Text-book: Jevon, *Elementary Lessons in Logic*, with Fowler's *Elements of Inductive and Deductive Logic* for reference.

HI4. ETHICS, (major)

A series of introductory studies intended (1) to familiarize the student with the main aspects of ethical theory and through this (2) to reach a method of estimating and controlling conduct. The main divisions of the course are (a) the nature of moral conduct; (b) the psychology of obligation, conscience, responsibility and freedom; (c) an historical and critical study of the various standards of estimating conduct, with special attention to Mill, Spencer, and Kant. Text-books, Mackenzie, *Manual of Ethics* and the Humboldt Library fifteen cent editions of Mill's *Utilitarianism* and Spencer's, *Data of Ethics*.

I. Geology and Mineralogy.

II. PHYSIOGRAPHY, (minor)

This course embraces the following general subjects: (1) the form of the earth as a whole and its relation to other members of the solar system, particularly the sun and moon, with the consequent changes in the length of day and night and the seasons; (2) the atmosphere, its constitution, pressure, temperature, and movements, weather changes and climate; (3) the ocean, its con-

stitution, temperature movements, geologic activities, coast line phenomena: (1) the land, the geological process by which the earth's topography has been chiefly determined, and the varied topographic types which result therefrom, including the study of the origin and development of planes, plateaus, river valleys, mountains, volcanic cones, islands and sea-shore features. The effect of man's physical environment upon his distribution, his habits, and his occupations will be continually emphasized. This course is suited to the needs of those who teach Physical Geography and Physiography in Grammar or High Schools, and serves as an introduction to more advanced work in Geology.

A. J. PINEO.

12. MINERAL ANALYSIS, (minor)

Prerequisite, Course G1 or equivalent.

The student of this course learns, by the use of the blowpipe and a few simple reagents, to determine the constituents of minerals, ores and rocks. About 100 samples will be sent to the student to illustrate the lessons and for examination.

Upon the completion of this course he should be able to readily detect the presence of copper, manganese, iron, lead, silver, gold, tin, mercury, etc., when they occur in rocks or ores which he examines. Miners and prospectors would find the knowledge obtained by means of this course to be of great advantage. An additional fee of three dollars is charged for material. The necessary outfit will cost from one to five dollars.

A. J. PINEO.

J. Education.

The following courses in Education should be of practical interest to all teachers whose studies have not included the work outlined, who are ambitious to become more proficient in their professional qualifications. The courses are open to students who do not wish to take the full work of the University.

J1. EDUCATION, (major)

The aim here will be to give a general view of the process of pedagogical thought up to the present time, and to furnish a broad outline of the entire field and problems of Education as a science and art. The relation of Pedagogy, to Ethics, Psychology and Physiology will receive special attention. References will constantly be made to periodical literature, and for texts the following will be made the basis of study: Quick, Educational Reformers; Spencer, Education; Oppenheim, Study of the Child; Morgan, Psychology for Teachers.

FREDERICK EBY.

J2. EDUCATION, (major)

Prerequisite, for regular students, Course J1; special students must satisfy the instructor as to their ability to proceed intelligently with the course.

A more detailed study of the most fruitful epochs in Educational History and a definite study of some special problems and tendencies will be necessary in this semester. Attention will be given to the organization of the schools for some one period of development, and criticisms of method and the adaptation of school to this period of development of the child. The aim of Education for different ages and the organization of the school systems in other countries will be studied. The work will allow more scope for individual electives by the student, and the selection of texts will be made on consultation. The course will embrace the following features:

(a) Historical.—Reading of Rousseau, *Emile*; Pestalozzi, *How Gertrude Teaches Her Children*; Froebel, *Education of Man*.

(b) School Hygiene.—The special work of the hygiene of instruction will be emphasized, studies of fatigue, hygiene of the sense organs, and similar problems.

(c) Special Didactics.—The student will select some special subject as the basis of the study of method.

(d) School Organization.—A detailed study of the Pedagogical organization of the Kindergarten, Primary, or Secondary Education will be made, and this will require attendance in some class-room.

A special syllabus outlining the field will be furnished all students.

General References:—Kotelnann, School Hygiene; James, Psychology; Spencer, Ethics and Sociology; Tracy, Psychology of Childhood; Comenius, Great Didactic; Donaldson, Growth of the Brain; Herbart, Science of Education; Harris, Report of the Committee of Fifteen; Russel, Higher Schools of Germany; DeGinnups, Life of Pestalozzi; Pedagogical Seminar; Periodic Literature on Child-study, Adolescence, etc.

Courses in Bible Literature, Bible History, and Historical Theology have not yet been defined. Students desirous of pursuing those courses are requested to correspond with the President. All students intending to begin work with the University are requested to communicate with the President, or Local Examiner, as early as possible. No course will be opened until a reasonable number of students shall have made application therefor.

