



MAIN HALL.

# CATALOGUE

— OF —

# DANA COLLEGE

— AND —

TRINITY SEMINARY,

BLAIR, NEBR.

1905—1906.

BLAIR, NEBR.

DANISH LUTHERAN PUBLISHING HOUSE

1905.

88-103

1905-06

## Calendar.

### FALL TERM (NINE WEEKS).

1905.—October 2. - Registration of Students, 8 A. M.  
 October 2. - - - Opening Address 2 P. M.  
 October 31. - - - - Reformation Day  
 November 30. - - - - Thanksgiving Day  
 December 1. - - - Winter Term Examinations

### WINTER TERMS (16 WEEKS).

December 4. - - - - Winter Term Begins  
 December 25. - - - - Christmas Day  
 1906.—January 1. - - - - New Years Day  
 January 17. - - - - First Semester Ends  
 February 22. - - - - Washington's Birth Day  
 March 2. - - - - Debating Contest  
 March 16. - - - - Gymnasium Exhibition  
 March 23. - - - - Winter Term Examinations

### SPRING TERM (10 WEEKS).

March 25. - - - - Spring Term Begins  
 April 15. - - - - - Easter Day  
 May 28.—30. - - - - Final Examinations  
 May 30. - - - - Academic Exhibition  
 May 31. - - - - Commencement Exercises

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tion rooms. The third and fourth stories are used as dormitories for the young men, lavatories, and contain the laboratory of the school.

The Ladies' Hall is a new three story brick building completed during the summer of 1899. The first floor is occupied by the president and his family. The second and third stories are used exclusively by the lady-students. The rooms are all bright and cozy, heated by steam.

The gymnasium was erected in 1902. It has been equipped with all the necessary apparatus. In connection with the gymnasium are well appointed bath rooms.

During the past year a large addition to the Main Hall was erected. It is a four story brick and 32 ft wide and 72 long. It contains the chapel, several recitation rooms, music and reception rooms, and dormitory room for 50 students.

## Departments of Study.

Dana College and Trinity Seminary comprise the following departments of study:

- I. The Academic School - - Three Year Course
- II. The College - - - - Four Year Course
- III. The Normal Department - Three to Four Years
- IV "Højskolen" - - - - -
- V. Commercial Department - Six to Nine Months
- VI. The Music Department - - - - -
- VII. Dressmaking and Fancy Work - - - - -
- VIII. The Seminary-Prep'y School - Four Year Course
- IX. Trinity Seminary - Three Year Course
- X. Special - - - - Two Year Course
- XI. Domestic Science - - - - -

## The Academic Department.

The aim of the Academic Department is two-fold: Primarily to prepare students for the Collegiate department; and to give others not desiring such a preparation the advantage of a good English education.

### THE FIRST YEAR.

	I	II
English Grammar and Composition .....	4	4
Reading and Declamation .....	2	2
U. S. History .....	4	4
Political Geography ....	4	4
Arithmetic .....	4	4
Christianity .....	2	2
Penmanship .....	4	4
Orthography .....	2	2
*Danish Reading and Composition .....	4	4

## SECOND YEAR.

	I	II
English Reading and Composition .....	4	4
*Danish Grammar and Composition .....	4	
Latin, Beginning .....	4	4
U. S. History .....	4	4
Orthography .....	4	
Physiology .....	4	
Physical Geography .....		4
Civil Government .....		4
Arithmetic .....	4	4
Catechetics .....	2	
Bible History .....		2
Declamation .....	1	1

## THIRD YEAR.

Church History .....	2	
*Danish Grammar and Composition .....	2	
English .....	4	4
Latin, Cæsar and Cicero .....	3	3
General History .....	4	4
Greek or German .....	4	4
Algebra .....	4	4
Physics .....	3	3
Elocution .....		2

\* Elective.

## The College.

The regular courses, the Classical and the Latin Scientific, are here offered, leading respectively to the degrees of A. B. and B. S. Courses not leading to any degree, may also be taken. The courses are flexible after the Sophomore year. A certain number of studies are required for the purpose of maintaining the principles of education—a well balanced development, yet, at the same time giving the student an opportunity to follow his own inclination, and choose in accordance with his mental taste and with special reference to the professional studies or other pursuits that he may wish to follow after graduation.

### Requirements for Admission.

All candidates for the Freshman Class must give evidence of good moral character. They must take examination in the following subjects:

*English.*—Grammar, drill in parsing, in analysis of sentences, in correction of false syntax, etymology and elements of English Literature.

*Latin.*—Cæsar's Gallic Wars or Cicero's Orations.

*Greek.*—White's First Greek Book or equivalent.

*German.*—Worman's German Grammar or equivalent.

*History.*—General History and Elementary United States History, Political Geography and Physical Geography.

*Mathematics.*—Algebra to quadratics, Elements of Physics and Arithmetic complete.

Students taking German will not be requested to take Greek.

Candidates presenting evidences of graduation from academies of equal rank with Dana College Academy will be admitted without examination.



### Courses of Study.

The figure following the subject indicates the number of recitations per week. No student in the College shall have less than 20 or more than 26 recitations per week.

#### FRESHMAN YEAR.

CLASSICAL COURSE.		I	II	SCIENTIFIC COURSE.		I	II
English Literature	.....	3	3	English Literature	.....	3	3
Latin,—Virgil's Æneid	.....	4	4	Latin.—Virgil's Æneid	.....	4	4
Greek.—Anabasis	.....	3	3	German.—Composition,			
Algebra completed	.....	4		Märchen und Erzälun-			
Plane Geometry	.....	3		gen	.....	3	3
Zoology	.....	2		Algebra completed	.....	4	
Church History	.....	3		Plane Geometry	.....	3	
Inorganic Chemistry	.....	4		Zoology	.....	3	
Biology	.....	2		Church History	.....	3	
Danish Literature and				Inorganic Chemistry	.....	4	
Composition	.....	3	3	Biology	.....	2	
				Danish Literature and			
				Composition	.....	3	3

#### SOPHOMORE YEAR.

CLASSICAL COURSE.		I	II	SCIENTIFIC COURSE.		I	II
English Literature —				English Literature —			
Shakespeare	.....	4		Shakespeare	.....	4	
Rhetoric	.....	4		Rhetoric	.....	4	
Greek.—Homer's Illiad	.....	4		German.—Grammar and			
Xenophon's Hellenica	.....	4		Composition	.....	4	4
Solid Geometry	.....	4		Solid Geometry	.....	4	
Trigonometry and Sur-				Trigonometry and Sur-			
veying	.....	4		veying	.....	4	
Analytic Geometry	.....	4		Analytic Geometry	.....	4	
Greek History	.....	3		Greek History	.....	3	
Roman History	.....	3		Roman History	.....	3	
Latin.—De Senectute	.....	4		Latin.—De Senectute	.....	4	
Horace—Odes & Epodes	.....	4		Horace—Odes & Epodes	.....	4	
History of Latin Litera-				History of Latin Litera-			
ture	.....	3		ture	.....	3	
Scripture History	.....	2	2	Scripture History	.....	2	2

### JUNIOR YEAR.

CLASSICAL COURSE.		I	II	SCIENTIFIC COURSE.		I	II
Anglo-Saxon	.....	3		Anglo-Saxon	.....	3	
Latin.—Cicero de Ora-				German.—Goethe's Mei-			
tore	.....			ster	.....	4	
"Plautus and Tacitus"	.....	3		„ Jungfrau von Orleans	.....	4	
Greek.—Orations of Ly-				Qualitative Chemistry	.....	3	
sias	.....	3		Quantitative Chemistry	.....	3	
Tragedy	.....	3		Botany	.....	3	
Botany	.....	3		Psychology	.....	4	
Psychology	.....	4		Logic	.....	4	
Logic	.....	4		Life of Christ	.....	2	2
Life of Christ	.....	2	2	History of Civilization			
History of Civilization				and Mediæval History	.....	3	3
and Mediæval History	.....	3	3	Mechanical Drawing	.....	2	
Orations	.....			Calculus	.....	3	
				Orations	.....		

#### ELECTIVES.

Anglo-Saxon Poetry	.....	3		Anglo-Saxon Poetry	.....	3	
English Philology	.....	2		English Philology	.....	2	

#### ELECTIVES.

#### SENIOR YEAR.

CLASSICAL COURSE.		I	II	SCIENTIFIC COURSE.		I	II
English Poetry	.....	4		English Poetry	.....	4	
Greek.—Plato's Apology				Theory of Magnetism			
and Crito	.....	3		and Electricity	.....	3	
Demosthenes.—Olyn-				Meteorology	.....	3	
thiac and Phillippic				Ethics	.....	3	
Orations	.....	4		Economics	.....	3	
Latin.—Juvenal and Mar-				Social Science	.....	3	
tial	.....	4		Astronomy	.....	4	
Ethics	.....	3		Geology and Mineralogy	.....	4	
Economics	.....	3		Christian Evidences	.....	1	1
Social Science	.....	3		Critiques	.....		
Astronomy	.....	4					
Geology and Mineralogy	.....	4					
Christian Evidences	.....	1	1				
Critiques	.....						

SCIENTIFIC COURSE.		CLASSICAL COURSE.	
I	II	I	II
ELECTIVES		ELECTIVES.	
Dramatic Criticism . . . . .	2	Advanced Work in	
English Fiction . . . . .	2	Chemistry . . . . .	3
American Poetry . . . . .	3	Taxidermy . . . . .	3
Literary Criticism . . . . .	3	Advanced Physics . . . . .	3 3
		Toxicology . . . . .	3 3

### The Normal Department.

In conformity with the design of this department, the courses of study have been planned with special reference to practicability and thoroughness. Three courses are offered:

*A Four-Year Course* which prepares young men and women for all grades of public school work

*A Three-Year Course* which embraces all branches required in Nebraska and most other States in the Union for first grade certificates. The first two years of this course include all the branches required in this State for second grade certificates.

*A Two-Year Danish Teachers Course* which aims to fit those who want to devote themselves to a very much needed work in the parochial schools of the Danish Ev. Luth. Church.

### Courses of Study.

#### FIRST YEAR.

FOUR-YEAR COURSE.		THREE-YEAR COURSE	
I	II	I	II
English Grammar and		English Grammar and	
Composition . . . . .	4 4	Composition . . . . .	4 4
Orthography . . . . .	4 4	Orthography . . . . .	4 4
Reading and Declama-		Reading and Declama-	
tion . . . . .	4 4	tion . . . . .	4 4
Political Geography . . . . .	4	Political Geography . . . . .	4
Physical Geography . . . . .	4	Physical Geography . . . . .	4
U. S. History . . . . .	4 4	U. S. History . . . . .	4 4
Arithmetic . . . . .	4 4	Arithmetic . . . . .	4 4
Penmanship . . . . .	4 4	Penmanship . . . . .	4 4

#### SECOND YEAR.

FOUR-YEAR COURSE.		THREE-YEAR COURSE	
I	II	I	II
Literature . . . . .	3 3	Literature . . . . .	3 3
Algebra . . . . .	4 4	Algebra . . . . .	4 4

FOUR-YEAR COURSE.		THREE-YEAR COURSE.	
I	II	I	II
Physiology	4	Physiology	4
Civics	4	Civics	4
Book-keeping	4	Book-keeping	4
Elements of Agriculture	4	Elements of Agriculture	4
General Methods	3 3	General Methods	3 3
Drawing	2 2	Drawing	2 2
Elocution	2	Elocution	2

## THIRD YEAR.

FOUR-YEAR COURSE.		THREE-YEAR COURSE.	
I	II	I	II
Rhetoric	4	Rhetoric	4
Latin	4 4	Zoology	3
Physics	3 3	Physics	3 3
Algebra and Geometry	3 3	Algebra and Geometry	3 3
General History	4 4	Botany	4
Botany	4	Political Economy	3
Psychology	4	Sociology	3
Theory of Education	4	Psychology	4
		Theory of Education	4

## FOURTH YEAR.

Literature	4
Chemistry	4
Latin.— Cæsar & Cicero	4 4
Zoology	3
Economics	3
Sociology	3
Ethics	4
History of Education	4
Pedagogy	2 2
Elective	3

## TWO-YEAR DANISH TEACHERS COURSE.

FIRST YEAR.		SECOND YEAR.	
I	II	I	II
Danish Grammar	4 4	Danish Gram. & Comp.	2 2
Reading and Spelling	4 4	Danish Literature	3 3
Catechetics	2	General History	4 4
Bible History	2	Church History	2 2

FIRST YEAR.		SECOND YEAR.	
I	II	I	II
Danish History	3	Elective	4 4
Geography of Scan.	1	Bible Study	3 3
Elective	4 4	Pedagogy	2 2
Drawing	2 2	Music	2 2
Music	2 2	Physical Culture	2 2
Physical Culture	2 2		

A Special Two-Year Course has been provided for students who desire a general education, and who feel they can not spend four to six years in school.

## TWO-YEAR COURSE.

FIRST YEAR.		SECOND YEAR.	
I	II	I	II
Advanced Eng. Gram-		English Literature	4
mar	4 4	Rhetoric	4
Political Geography	4	Zoology	4
Physical Geography	4	Algebra or Geometry	4 4
U. S. History	4 4	General History	4 4
Arithmetic	4 4	Biology	4
Elements of Agriculture	4	Chemistry	4
Botany	4	Physics	4 4
Commercial Geography	4	Elective	4 4
Civil Government	4		
Elective	4 4		

## Commercial Department.

Book-keeping and Actual Business.  
Shorthand and Typewriting.

### Courses of Study.

Book-keeping	Civics
Actual Business	Spelling
Commercial Law	English Grammar
Penmanship	Commercial Geography
Letter-Writing	Debating
Commercial Arithmetic	

### BOOK-KEEPING AND ACTUAL BUSINESS.

The student commences business with a Cash Capital of \$5000 (College Currency). He progresses step by step from simple transactions to complicated ones. He is taught Business Forms and Customs, such as Commercial Paper, Invoice, Billing, Lading, Vouchers, Discounts, Securities, Collections, Filing Devices, etc. He has practice in both Single and Double Entry Book-keeping. He gets a thorough knowledge of keeping Day Book, Journal, Cash Book, and Ledger. He learns to do by doing.

### COMMERCIAL LAW.

Every up-to-date business man needs and uses that branch of law, termed Commercial Law. Special study of the subject is made under the following heads: Contracts, Negotiable Paper, Principal and Agent, Common Carriers, Bailment, Partnership, Corporations, Wills and Testaments, Guaranty and Warranty.

### PENMANSHIP.

A legible, rapid and elegant handwriting is very desirable to any one starting out on a business career. This end is attained by persistent daily practice under competent instructors.

## LETTER-WRITING.

The student is taught social letters and forms. He is given exercises in correcting arrangements and style, and takes up the study of letters relating to special subjects.

### COMMERCIAL ARITHMETIC.

This is taught for the purpose of training the student in the arithmetical principles and processes underlying ordinary business transactions, and to make the student an independent reasoner and reckoner.

### RAPID CALCULATION.

There are a thousand and one byways and shortcuts in Arithmetic of inestimable value to all who make frequent use of it. We have daily drills in shortcut processes—in rapid column addition, short methods in multiplication, division, fractions, percentage, etc.

### CIVICS.

This branch is invaluable to every American citizen. The Constitution of the United States, principles of government etc. are taught.

### SPELLING.

Every business man should know how to spell. We have daily drills in spelling and defining, word study, pronunciation and diacritical markings.

### GRAMMAR.

Thorough work is given in Composition, Grammatical Principles, Rhetorical Principles, Punctuation, Structure of Paragraph, etc.

### COMMERCIAL GEOGRAPHY.

That the student may know the places of production and consumption of the different articles of commerce this study has been introduced.

### DEBATING.

Regular Class work is given in debating, and the Literary Societies furnish excellent opportunities for developing the power to think and to speak on the live questions of the day.



Students may enter this Department at any time, but the best result will be obtained by entering at the beginning of the school year or at the opening of a term. Individual instruction is given to all students as they may require.

Upon the satisfactory completion of this course of study the student is granted a diploma.

### **Shorthand and Typewriting Course.**

#### **Courses of Study.**

*Shorthand.* *Typewriting.*  
*Grammar and Composition.*  
*Spelling.* *Pennmanship.*  
*Pronunciation.*  
*Mimeographing.*

The student may take either the Amannensis or the Reporting Course. The Amannensis Course may be completed in from five to six months. The pupil must then be able to write business letters from dictation, and also to make a neat and correct transcription on his notes upon a typewriter.

The Reporting Course requires twelve months for its completion. The pupil will then be able to write verbatim speed the words of a speaker. He will have in this course practice in writing all kinds of difficult matter. He must also be a rapid manipulator of the typewriter.

The Gregg System of Shorthand is taught. This system is the easiest to learn, easiest to write and unquestionably the most logical and legible.

Touch System of Typewriting is taught. Practice is here given in writing Wills, Indentures, Judgments, Leases, Contracts, Actual Business letters from Law, Manufacturing, Insurance, Wholesale, Retail, Hardware, and Publishing Office; also instruction in Carbon Molding, Tabulating, Oiling and cleaning the machine, etc.

Upon satisfactory completing the Amannensis or Reporting Course the student is granted a diploma.

A prominent business educator said recently: "If young men could understand what it means to associate with tactful and resourceful business men, to take their dictation, to write their thoughts, to think as they think, to work, to invent, to plan, to execute, in complete accord with that which is brightest and best in business life, they would not hesitate to prepare for a stenographic position."

A competent stenographer has little difficulty in securing a position. During the last year the Employment Department of the Remington Typewriter Co. filled nearly 16,000 positions in the cities of New York and Chicago alone.

A young man who starts business with a shorthand education has far greater advantage of one who has not such an education.

Edward Bok, the editor of the Ladies Home Journal, said, "I am free to say that the knowledge of Stenography proved a distinct stepping-stone to me in my business career."

Young men and women, who are wishing to prepare yourselves for lucrative positions, we extend to you an invitation to come and take up work with us, knowing that you will never have reason to regret the accomplishment you will here acquire.

The School will aid the students completing the Book-keeping and Actual Business Course or the Reporting Course in securing positions.

## Outlines of Studies.

### The Bible and Christian Doctrine and Evidences.

Dana College is truly a child of the church and as such it is designed and desirous to emphasize the importance and superiority of a Christian education to a system of merely secular knowledge. This is done not only by the general tone of the College atmosphere and by regular devotional services, but also by offering courses of Bible study and Christian Doctrine and Theistic evidences in its curricula. The courses offered are such as tend to develop in the student Christian Ideals of life and such as will arouse a desire to realize these.

As basis for the work in these courses Bible History, Luther's Catechism, Fr. Nielsen's Church History, and Ethics are studied. There are also two Bible classes, one in English and one in Danish, in which the Bible, the foundation of all Christianity, is carefully and attentively studied.

### Philosophy.

#### PSYCHOLOGY.

The course in Psychology forms the introduction to the study of Philosophy. The instruction is based, partly upon text books, furnishing material for discussion, and partly upon lectures, furnishing an outline of the field. The aim is to develop the habit and power of psychological analysis, and to give the general knowledge of the elements and processes of mental life, and the laws of its development.

#### LOGIC.

Deductive and Inductive. The course starts with Deductive Logic, as a practical training in correct reason-

ing. It aims to supplement this method with the modern study of judgment and inference, and to acquaint the student with modern scientific methods.

#### ETHICS.

This course aims to stimulate and direct ethical reflection to give the student a knowledge of the main historical types of the Ethical Theory, and to aid him in reaching an intelligent conviction as to the nature and meaning of moral action.

#### HISTORY OF PHILOSOPHY.

The student is given not only a mere historical survey of the different schools of thought, but an insight into the problems involved and the significance of the solutions proposed by the different schools. Emphasis is laid on all that is of vital and permanent bearing in each system.

### Pedagogics.

To persons who seek to prepare themselves for the teaching profession a thorough course in pedagogics is offered. This course may also be of interest to those preparing for the other professions. In the Normal Course it constitutes a progressive study of the science and art of education.

#### GENERAL METHODS.

This subject embraces the elementary theory and art of teaching. It furnishes the foundation for a subsequent study of the science of Pedagogy and acquaints the student with the theory of the teaching art according to the best educational authority. Special attention is given in this work to meet the needs of those who wish to prepare for county examination.

#### THEORY OF EDUCATION.

The work in this class is a critical study of educational principles, and leads the student to see the true

Science of Education. The work in class is supplemented by lectures and discussions on School Management and organization.

#### PEDAGOGY.

The work in Pedagogy extends through the Senior Year of the four year Normal Course and consists of recitations, discussions and lectures on the laws of scientific Education. Upon an assigned theme the student works out in a thesis a statement of his educational philosophy, as an evidence both of his grasp of the data of pedagogical science and of his power to think constructively along these lines.

#### HISTORY OF EDUCATION.

The purpose is to show how the aim of education determines its means, and explain the evolution of the different systems. Attention is given to the educational reforms of the different periods, particularly in modern times. The History of Education furnishes valuable knowledge to the student of Pedagogy in throwing the light of human experience on the theories of education, and also shows how, out of the often costly experience, has come the better theory.

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### **History, Civics and Social Science.**

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The aim of these courses in history is to prepare students for intelligent citizenship, both by enlarging their knowledge of the life and thought of former times, and by cultivating within them the habit of viewing the present in the light of the past. A true appreciation of the forces that work in history will do much to widen the intellectual horizon and deepen the moral earnestness of those who are to be the moulders of public opinion.

#### UNITED STATES HISTORY.

The elementary course in United States History gives a good working knowledge of the planting and growth

of the new nation. It covers the work in the general text-book, and aims to cultivate the powers to analyze historical material by special training in examination of sources. Very little memorizing is required. When the facts of history is understood, they will not easily be forgotten. The method of seeking for causes and effects furnishes a thorough preparation for the civic duties of life.

To get a clearer conception of the settlements, expansion, legislation, etc., the student is required to fill out a series of maps, (The Ivanhoe Historical Note Book), and in connection with this notes and digests are carefully kept.

#### GENERAL HISTORY.

This course is an outline of Oriental and European history that fits the student for a better understanding and appreciation of the more advanced work.

#### GREEK HISTORY.

The study of Greek history includes a survey of the leading contributions of the Oriental nations to civilization and their appropriation by the Greeks.

#### ROMAN HISTORY.

This course aims to bring out the leading phases of the growth of Rome, its social and economic laws, and the causes that led to its decay and fall.

#### MEDIAEVAL HISTORY,

This course comprises a study of the conditions of Europe and the agencies that worked toward the centralization of its peoples.

#### ENGLISH HISTORY.

This course is intended to supplement the course in Mediaeval History by giving a more detailed description of the English people.

#### INSTITUTIONS OF HISTORY.

This course is designed to furnish a basis for the study of the principles of history, the explanation of the

forces which make nations, and the laws governing the development of the state.

#### DANISH HISTORY.

This course is intended to meet the needs of our Danish Youth, and especially those preparing for the ministry, with a good knowledge of the history of their ancestors.

#### POLITICAL ECONOMY.

Students are given a thorough knowledge of the laws of Political Economy as developed at the present day. The influence of organized capital and labor on economic laws merits careful and attentive study.

#### SOCIOLOGY.

This course comprises a study of Social Organization, History of the Social Theory, Elements and Structure of Society, Functions and Theory of the State, together with the consideration of some of the important social problems of the present. The purpose is to ground the student in the correct theory of social evolution and the principles of social organization.

### Languages and Literature.

#### ENGLISH LANGUAGE AND LITERATURE.

In English are offered several different classes of courses: 1. A special course in Beginning English; 2. Elementary English including Reading, Declamation and Orthography; 3. A critical study of the science of expression as discussed in English Grammar; 4. A constructive study in English Composition and Rhetoric and 5. An appreciative study of English Literature.

The work in the various branches are of course different and consequently the immediate results aimed at differ, yet three supreme ends are sought: thorough knowledge, correct use, and full appreciation of the language of this country.

#### SPECIAL ENGLISH.

This course is planned to meet the need of persons who have little or no knowledge of the English language but wish to gain a correct use and a comprehensive understanding of the elements of English.

#### ENGLISH.

This course includes Reading, Elementary Grammar, Pronunciation, Spelling, Sentence Building, Dictation and Composition. Much attention is paid to correct pronunciation, difficult sounds, and to written work with a view of acquiring a vocabulary.

#### READING AND DECLAMATION.

In the reading of English the student is led to a correct interpretation of the printed page, and to give oral expression to the thoughts thereof in a clear, natural and pleasing manner. The reader must think the thoughts of the author he reads, and then express them. Suitable prose or poetic selections are assigned to the students for declamation. This exercise is but another means to drill the student in effective vocal utterance of the thoughts, feelings and convictions of others. By committing to memory the very words he is able to enter into the spirit of the selection much more completely than by the mere oral reading.

#### ORTHOGRAPHY.

This course includes spelling, definition, sounding, diacritical marking, accent and syllabication. It gives the student a thorough knowledge of the mechanics of the word and its orthographic properties.

#### GRAMMAR AND COMPOSITION.

In the study of English Grammar much stress is laid on grammatical construction as the essential thing in the study of the sentence. That the science of the language may go hand in hand with the art of the language, and that the student may gain proficiency in expressing his thoughts in correct written form much attention is also given to composition in connection with the work in



Grammar. Subjects are assigned bi-weekly and the essays receive critical inspection. A thorough mastery of the principles of composition is thus attained.

#### RHETHORIC.

In this subject the principles of discourse, or figures of speech, are studied in connection with a practical application of the same in the writing of essays. By analysis of some of the standard works of English prose the laws of composition are traced, and the selections serve the student both as a model and an inspiration.

#### LITERATURE.

English and American literature are studied with a view to get a general survey of the whole field, but principally for the development and discipline of the student's critical appreciation. At the very outset the student is introduced to real Literature, and is thus started on the road of what ought to be a lifelong enjoyment, the study of literary interpretation. Typical masterpieces of prose and poetry are read, and the drama is studied for the purpose of enabling the student better to understand human nature. All minds of average intelligence achieve the power to read character, moods and motives in outside circumstances. To do this in books, the student must use his imagination, by adding the element of conscious knowledge, complete and verify inchoate partial experience. Thus the Matter-of fact mind may learn the pleasures of literature, and the bookish brain become expert in the interpretation of life and men.

During the year 1904 - '05 special study was made of Chaucer's Canterbury Tales and Shakespeare's Merchant of Venice, and selections from ten other authors were read and criticised. The literary critics read were Taine's English Literature, Morley's English Men of Letters, Price, Freytag, and Moulton.

## Foreign Language and Literature.

### LATIN LANGUAGE LITERATURE.

The work in Latin is designed to give the student an accurate knowledge of the Latin sentence, an appreciative understanding of Latin literature, and a clear knowledge of etymology of English words of Latin origin.

In all the courses belonging to the College the basic principles of the language is the chief aim. The attention is given to the mastery of grammatical forms, construction, and translation. Sight reading, composition, and matters of literary interest receive due attention.

In the Academy the student becomes acquainted with the vocabulary and the grammatical constructions of the language. With this preliminary training, he can concentrate his efforts more fully on the literary value of the production, and thus acquire the mental discipline and culture which is best developed by the study of the ancient classics.

### GREEK LANGUAGE AND LITERATURE.

The ultimate aim of the study of Greek is to develop in the student an appreciative acquaintance with Greek literature and some idea of the profound influence it has maintained in poetry, philosophy and religion. As preliminary to this is sought that practical control of the language without which no real advance can be made. Grammatical work is emphasized, careful attention being given to forms, idioms, and important syntactical points. This is done by exercises in prose composition, based on the authors read. By having acquired a good knowledge of the basic principles of the language, the student's appreciation of the living value of Greek literature is deepened, and the disciplinary value of the study more fully realized.

### DANISH.

Students who are of Danish descent and have been brought up to speak the Danish language ought to be able not only to speak it correctly, but also to read and