

## Courses of Study

### I. LIBERAL ARTS AND SCIENCES

(Preparatory courses are designated by Roman numerals College courses by letters.)

#### ENGLISH

The importance of the department of English in both its branches of Rhetoric and of Literature is duly recognized, and the work carefully and amply provided for by a full corps of college and university-trained teachers. Throughout the course the utmost stress is placed on writing as training for systematic work, clear thinking, originality, and the habitual and easy use of good English. The aim of the work in Literature is to foster, through a study of masterpieces, a taste for the best that has been written, an admirable means of mental discipline, as well as of liberal culture. The study of English is closely correlated with that of other departments, including History and Languages, in order to give the student broader understanding and to make her school work more generally and permanently valuable. Personal conferences for guidance and for correction in theme work are required in all Rhetoric courses, as are memory work of selected passages and carefully prepared reports of supplementary reading in Literature.

*Course I. Literature* (once a week).—Study and Reading: Selections from American poetry, with special attention to Poe, Lowell, Longfellow, Whittier, Scott's *Lady of the Lake* and *Ivanhoe*, Stevenson's *Treasure Island*.

*Composition and Grammar* (four times a week).—Review of Grammar. Special attention given to letter writing, narration, description, and paragraphing.

Freshman, five periods a week.

*Course II. Literature* (twice a week).—Study and Reading (1) Irving's *Sketch Book*, (2) Shakespeare's *Merchant of Venice*, (3) Coleridge's *Ancient Mariner* or Lowell's *Vision of Sir Launfal*, (4) Eliot's *Silas Marner*

*Composition and Grammar* (three times a week).—Review of Grammar. Continued drill in narration and description, special study of the development of the paragraph.

Sophomore, five periods a week.

*Course III. Literature* (three times a week).—Study (1) Shakespeare's *Julius Caesar* (2) Macaulay's *Life of Johnson* or Carlyle's *Essay on Burns* or Emerson's *Essay on Manners*, (3) Tennyson's *Idyls of the King*, (4) Homer's *Iliad* (Books I to X), (5) Addison and Steele's *Sir Roger de Coverley Papers*.

*Parallel Reading*.—(1) *As You Like It* or *Twelfth Night* or *Midsummer Night's Dream* (2) Arnold's *Sohrab and Rustum* and *The Forsaken Mermaid*, or Macaulay's *Lays of Ancient Rome*, *The Battle of Naseby*, *The Armada* and *the Ivry*, (3) Dickens' *Tale of Two Cities* or Thackeray's *Henry Esmond* or Goldsmith's *Vicar of Wakefield*, (4) chief narratives of the Old Testament.

*Composition* (twice a week).—Study of narration, description, exposition, argument, special attention to development of the paragraph and sentence structure, review of Grammar.

Junior five periods a week.

*Course IV. Literature* (three times a week).—Study (1) Shakespeare's *Macbeth*, (2) Milton's minor poems, (3) Thackeray's *English Humorists* or Stevenson's *Inland Voyage and Travels with a Donkey*, (4) Burke's *Speech of Conciliation* or Washington's *Farewell Address* and Webster's *Bunker Hill Oration*, or Macaulay's *Speeches on Copyright and Lincoln's Address at the Cooper Union*.

*Parallel Reading*.—(1) Shakespeare's *The Tempest* or *Hamlet* or *Richard III*, (2) Tennyson's *The Princess*; (3) *The Iliad* (Books X to XXIV) (4) Mrs. Gaskell's *Cranford* or Hawthorne's *House of Seven Gables*.

*Rhetoric and Composition* (twice a week).—Continued study of narration, description, argument, exposition, emphasis laid on gathering and arranging material for long expositions, careful review of sentence structure and paragraph development.

Junior Middle, five periods a week.

*Course A. Advanced Rhetoric and Composition*.—Study of structure in the sentence, the paragraph, the short story and the longer exposition, lectures and quizzes on style, analysis of special prose selections, such as essays of Arnold and Stevenson, written work corrected and used in personal conferences with the students, sight papers on readings from the nineteenth-century lyric poets and essayists, long critical paper required after reading the novels of Charlotte Bronte or Jane Austen or the essays of Stevenson.

Required of all Senior Middle students. Two periods a week.

*Course B*.—English literature from Wordsworth to Meredith, with especial emphasis on Wordsworth, Tennyson, Browning, and Stephenson.

Prerequisite, Course IV. Three periods a week.