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REPORT  
of  
COMMITTEE ON EXAMINATION

This is to certify that we the undersigned, as a Committee of the Graduate School, have given Wanda Norina Orton final oral examination for the degree of Master of Arts. We recommend that the degree of Master of Arts be conferred upon the candidate.

Minneapolis, Minnesota

May 19 1917

Walter H. Swift  
Chairman

Robert Coffman

Note: Mr. Craig, the third member of the Committee, approved Miss Orton's Thesis - He did not appear at the oral examination and sent no substitute for his name.

A History of Latin and English Entrance  
Requirements at Harvard University  
1846--1915.

A Thesis submitted to the Faculty of the  
Graduate School of the University of Minnesota.

by

UNIVERSITY OF  
MINNESOTA  
LIBRARY

Wanda Norina Orton

in partial fulfillment of the requirements  
for the degree of Master of Arts.

June, 1916.

Degree Granted 1917.

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A History of Latin and English Entrance Requirements at Harvard University, 1846 - 1915.

I. Introduction:- The Problem.

No student of educational history will deny that the study of college entrance requirements presents an educational problem of genuine significance which involves not only the evolution of the entrance requirement, but also the relation gradually developed between the college and the secondary school. I purpose, therefore, to write a history of Latin and English entrance requirements at Harvard University from as early a date as possible. I have selected Harvard University in preference to any other well-known college because Harvard University is the oldest institution of higher learning in the United States; its growth has paralleled that of the nation itself; it has aimed to train men for efficiency; and its policy through the past as well as during the present has been to originate rather than to imitate.

I desire to show in this history that Harvard University did not set the entrance requirement as a Cerberus before its gates to ward off an influx of applicants from states other than those of New England, and that it did not consciously favor candidates from special preparatory schools in preference to those from public high schools. I intend the data presented to point out, in addition, that Harvard University modified its system of admission in accordance with the best tendencies and developments of the age, that it corrected as soon as possible whatever was inefficient, and that it consistently endeavoured to advance its educational standard.

I have selected the subjects of Latin and English for obvious reasons. First, comparisons in amount can be made between the entrance requirements of two language studies; whereas it would be impossible to compare entrance requirements in Latin and Mathematics or in English and Chemistry. Second, the subjects of Latin and English present entirely different histories in respect to the length of time each has been included in the list of subjects offered for entrance examination. Ability to speak and to write Latin was demanded of a candidate for admission shortly after the founding of Harvard College, but no requirement in English was imposed until 1866.<sup>a</sup>

As I was unable to obtain original sources whereby the development of Latin entrance requirements could be traced from 1636, the date of the founding of Harvard College, to the year 1915, I have taken the year 1846 as the beginning of this study. This does not mean that the character of admission requirements before 1846 will be ignored, but that no thorough study of the specific requirements for each year can be made.<sup>b</sup> As no requirement in English for admission to Harvard College was made before the year 1866, that year is necessarily selected for the beginning of the study of English entrance requirements.

The differences between the early entrance requirements in Latin and English and those of the year 1915 are significant. In 1846 the Harvard Catalogue stated that candidates for admission were to be examined in Latin on

- a. Candidates were examined after admission in reading English aloud.
- b. The Annual Catalogues of Harvard College ~~would not~~ be obtained prior to the year 1846.

"the whole" of Virgil, "the whole" of Caesar's Commentaries, the Select Orations of Cicero, Andrew and Stoddard's Latin Grammar, Prosody, and the writing of Latin.<sup>1</sup> The question naturally arises: what was meant by "the whole" of Virgil, "the whole" of Caesar's Commentaries, and the "Select Orations" of Cicero? On the authority of Clifford Herschel Moore, Chairman of the Latin Department at Harvard University in the year 1916, the following definition is offered. "The whole" of Virgil included the Aeneid, the Eclogues, and the Georgics; "the whole" of Caesar's Commentaries meant only the history of the Gallic War; and the "Select Orations" of Cicero were:

In Catilinam, I, II, III, IV.

Pro Lege Manilia.

Pro Marcello.

Pro Ligario.

Pro Rege Deiotare.

Pro Archia Poeta.

Pro Milone.

In Antonum, (Second Phillipic).

In 1915 the Harvard Catalog announced that candidates for admission in Latin<sup>3</sup> were to be examined on:

2

1. Two Orations of Cicero.
2. Virgil's Aeneid, Books I, II, IV, or I, II, VI.
3. Sight translation of Latin.
4. The translation of an English passage into Latin.

An alternative is offered to the candidate in the examination of<sup>3</sup> the College Entrance Examination Board.

1. Harvard Catalogue, 1846, p. 35.
2. Pro Lege Manilia and Pro Archia.
3. Harvard Catalogue, 1911, p 488; Ibid., 1914, pp 486, 487.

Equally significant are the differences between

Comparison of English Entrance Requirements, 1866 With Those of 1915.

the English entrance requirements of 1866 and those of 1915. All candidates in 1866, the first year in which candidates for admission to Harvard College were examined in English, were examined after admission in reading English aloud. No more definite information was given; the subject matter and the authors of the selections were not mentioned. In 1915 a candidate for admission in English was given two reading lists, each composed of a number of English prose and poetical works. From the first list he might select two units from each of the five groups represented; from the second list of works which was intended for careful study, he might select one unit from each of the four groups represented. A unit consisted of either a single long work, i e, Scott's "Ivanhoe", or of several shorter works considered as one, i e, Coleridge's "Christabel", "Kubla Khan", and "The Ancient Mariner".

The following table will show the distribution of units according to the forms of literature represented in each list.

I		Books for Reading.	
group I	Classics in Translation	.....	4 units
group II	Drama	.....	14 units
group III	Prose Fiction	.....	22 units
group IV	Essay and Biography	.....	21 units
group V	Poetry	.....	13 units
		5	<u>74 units</u>
II		Books for Careful Study	
group I	Drama	.....	3 units
Group II	Poetry	.....	3 units
group III	Oratory	.....	3 units
group IV	Essay	.....	3 units
			<u>12 units</u>

4. Ibid., 1866, p. 26.  
 5. Ibid., 1913, pp. 464-470.  
 c. For any unit in this group a unit from any other group not already selected for examination may be substituted. Harvard Catalogue, 1913, pp. 464-470.

From the above total of 86 units a candidate had to select units  
 as prescribed above. The examination then consisted of three parts: the  
 writing of short paragraphs on topics selected from the list of books for  
 reading; the answering of questions based on the works selected from the  
 list of books for careful study; and the writing of an essay.

The obvious question is: what changes were made in the Latin entrance  
 requirements in the years intervening between 1846 and 1915, and in the Eng-  
 lish entrance requirements in the period between the years 1866 and 1915?

The most important source of this study is the Harvard  
 Sources, Catalogue issued annually by Harvard University. I have taken  
 the year 1846 as the beginning of this history because Harvard  
 University was unable to send catalogues for any year before 1846. Although  
 a statement of entrance requirements appears in the first code of laws issu-  
 ed by the President and the Overseers in 1642, this material has been used  
 in connection with the development of the course of study rather than the  
 beginning of the Latin entrance requirements. No reliable material could  
 be found to explain the steps or conditions in the two hundred year interval  
 between 1642 and 1846. Considerable difficulty was experienced in ob-  
 taining Harvard Catalogues for certain year after 1846. Harvard University was  
 kind enough to send Catalogues for the years 1882 and 1886; other colleges  
 were unable to send any of the missing works. The catalogues for the years  
 1846, 1854-1863, 1865-1872, 1875-1915 were found, for the most part, in the  
 library of the University of Minnesota.

A collection of early Harvard examination papers proved to be of

d. With the exception of the statement that for nearly two hundred years  
 the course of study was static.

considerable value in verifying the statements of entrance requirements in the Harvard Catalogues. This set of papers, edited by Robert Fowler Leighton, included entrance examinations in all subjects during the years 1860-1876. The appendix contained a verbatim extract of the Harvard Entrance Requirements for the year 1876.

The Annual Reports of the President and the Treasurer were obtainable for the following years: 1867-68; 1869-70; 1871-72--1874-75; 1876-77--1913-14. The most valuable data occurring in the Reports was for the years 1867-1905. After the introduction of the "point system" and the "new plan",<sup>e</sup> the material was of less value. The reason for this has been stated by the Chairman on Admission. It was found impossible to make the tables showing per cent of failures among candidates as complete as in former years. The complexity of the "new plan" was responsible.

Other important sources are: The Harvard Graduates' Magazine, The Journal of Addresses and Proceedings of the National Educational Association, and The Reports of the Commissioner of Education.

Documents pertaining to the early history of Harvard College were found in "The Records of the Governor and the Company of the Massachusetts Bay." William Bradford's "History of Plymouth Plantation" and "The Life and Letters of John Winthrop" were also helpful in writing this study. Interesting material was gained from "The Addresses at the Inauguration of Charles William Eliot as President of Harvard College".

The material upon which I based much of the  
 Secondary  
 Authorities. history of the College itself was found in Josiah Quincy's "The History of Harvard University". The author was president of Harvard University from 1829-1845. Later accounts giving important data

e. See Below Chapter II.

were:

John Hays Gardiner's "Harvard University".

Arthur Stanwood Pier's "The Story of Harvard".

George Birkbeck Hill's "Harvard College, By an Oxonian".

Although it is common enough to find a chapter devoted to Harvard University in almost any historical discussion of higher education in America, such chapters are usually singularly lacking in definite or reliable material. I wish to call attention to a book entitled "The American College" because it is a genuine contribution to the literature dealing with the American College. It is a series of papers which set forth "the program, achievements, present status, and probable future of the American College." Each paper is a contribution from the President of an American college. Of particular interest in connection with this study were those written by

President William H. B. Faunce, Brown University

President Rush Rhees, University of Rochester

President William L. Slocum, Colorado College

President Alexander Meiklejohn, Amherst College

Additional books, together with those already mentioned will be found in the Bibliography, pp 159-162.

CHAPTER I

Significant Steps in the Development of Harvard College.

The following brief outline of the history of Harvard University is given in order that its entrance requirements in English and Latin may be better understood.

After the General Court of the Colony of Massachusetts Bay assembled on September 8, 1636, under the governorship of Henry Vane, the following vote was passed at an adjourned meeting on October 28:

Founding of  
Harvard College  
1636

"The Court agreed to give £ 400 toward a schoole or colledge, whereof £ 200 to bee paid the next yeare, and £ 200 when the worke is finished, and the next Court to appoint wheare and wt. building."

This was the first occasion on which a community in an American colony through its representatives voted a sum of money to establish an institution of learning.

At an adjourned meeting of the General Court on November 15, 1637, an order was made to the effect that the college be located at Newetowne. Several days later a committee of twelve men, including Governor Winthrop, Deputy Governor Dudley and Treasurer Bellingham, was appointed to take order for a colledge at Newetowne, The village of Newetowne was considered "a place very pleasant

Locating of  
Harvard College

1. Records of the Governor and Company of the Massachusetts Bay in New England, vol. I, p. 185.
2. Arthur Stanwood Pier, The Story of Harvard, p. 14.
3. John Hays Gardiner, American University Series: Harvard ppl, 2. Harvard Catalogue, 1877, p 10. Records of Governor and Company of the Massachusetts Bay in New England. vol I, p 208.

and accomodate" for the college, but in 1638 the name of the town is referred  
 to as Cambridge.<sup>4</sup>

Naming of the College. No actual steps were taken to open the college until the year 1638. Sometime during the previous year John Harvard, a young dissenting minister, had emigrated to Massachusetts. He had received his degree from Emmanuel College, Cambridge. Influenced perhaps by the naming of the college town after the English Cambridge where so many of the colonists had been educated, he bequeathed to the embryonic college one half of his property and his entire library.<sup>5</sup> His estate yielded about £ 779; his books, numbering over three hundred volumes, formed the first library of Harvard.<sup>5</sup> In recognition of this help, the General Court in March, 1638, ordered "that the colledge agreed upon formerly to bee built at Cambridge shal be called Harvard Colledge".<sup>5</sup>

Interest of Colonists in Harvard College To appreciate the interest shown by the colonists toward the new seat of learning, cursory consideration of subsequent donations should be made. Contributions of money from £ 20 to £ 200 may have given definite aid to the college, but they lack the romantic charm of a flock of sheep, nine shillings worth of cotton cloth, a pewter flagon, a fruit-dish, a sugar spoon, a silver-tipped jug, one "great salt" and one small "Trencher salt".<sup>6</sup>

4. Arthur Stanwood Pier, The Story of Harvard, p. 15.
5. John Hays Gardiner, American University Series: Harvard, p. 2.  
 Arthur Stanwood Pier, The Story of Harvard, pp 15, 16.  
 Harvard Catalogue, 1908 p. XVII  
 Records of the Colony of the Massachusetts Bay in New England, vol. 1, pp 253-282.
6. Josiah Quincy, History of Harvard University, vol. 1, p. 12.  
 John Hays Gardiner, American University Series; Harvard, p. 21.

Aim of  
Harvard  
College

In the first class graduated in 1642, the majority of  
its nine members became ministers. Although not sectarian  
the college was a theological institution with religion as  
its basis. The charter of 1650 announced that one of the  
objects of the institution was to be "the advancement of all good literature,  
arts and sciences", and "the education of the English and Indian youth of  
this country in knowledge and Godliness."

Government  
of Harvard  
College.

The General Court, always ready to watch over the  
fortunes of its protégé, passed an act in 1642 which gave  
the college a more formal government by providing for a  
Board of Overseers, who were to have the general management of its affairs.  
In 1650 a charter was granted by the General Court which made the College a  
corporation under the control of a President, five Fellows, and a Treasurer,  
who had the power to fill vacancies with the consent of the Board of Over-  
seers and to hold property for the use of the College, and to make such  
orders and by-laws as they saw fit; provided the said orders were allowed  
by the Overseers. Under this charter Harvard University lives to-day  
with one modification,- the consent of the Overseers is not necessary before  
any action of the corporation goes into effect.

No Longer  
a Divinity  
School

In the beginning Harvard College fought with  
poverty and internal dissension. On the one side  
were the ministry led by Increase Mather and his  
son Cotton; on the other stood the majority of the Corporation

7. Josiah Quincy, History of Harvard University, vol 1, p. 46.  
Arthur Stanwood Pier, The Story of Harvard, p.22.

8. John Hays Gardiner, American University Series: Harvard, p. 61.  
Harvard Catalogues 1877, p 12; 1908, p XVIII.

and those who belonged to the party of progress. After seven men, all  
 clergymen, had filled the presidential chair, a layman, John Leverett, was  
 elected in 1707. Under his administration the College became more liberal  
 and no longer would be considered chiefly as a divinity school.

Takes the  
 Status of a  
 University

The steps by which Harvard College rose from the status  
 of a college to that of a university were gradual and, to  
 a certain extent, almost unconscious. Confusion of the  
 terms - college and university - appears in the constitution of the Common-  
 wealth of Massachusetts of 1780, wherein the institution of Harvard is desig-  
 nated indiscriminately as the College and the University at Cambridge. The  
 ordinary idea of a university seems to be well established. A university is  
 a union of several colleges; a great corporation embodying in one several  
 smaller and subordinate collegiate bodies. Not until 1782 did a profession-  
 al school take its place by the side of the theological college. In that  
 year the Corporation elected three professors of medical subjects. From  
 that time on, the term University was given to Harvard as a whole; "theology  
 was a branch, but no longer a stem".

9. Josiah Quincy, History of Harvard University, vol. I, pp. 59, 132, 133.

John Hays Gardiner, American University Series: Harvard, p. 11.

Arthur Stanwood Pier, The Story of Harvard, p. 45.

a. Rev. Nathaniel Eaton, Rev. Henry Dunster, Rev. Charles Chauncy,  
 Rev. Leonard Hoar, Rev. Uriah Oakes, Rev. John Rogers, Rev. Increase Mather,  
 Rev. Samuel Willard.

10. Josiah Quincy, History of Harvard, vol I, p. 5.

11. John Hays Gardiner, American University Series: Harvard, pp. 26, 27.

## Stages in the Development of the Course of Study

### Earliest Entrance Requirements at Harvard College

After the act of 1642, there appeared in the first code of laws written by the President and Overseers the earliest known statement of entrance requirements for admission to Harvard College.

"When any Schollar is able to read fully or such like Latin Author extempore and make and speake true Latin in verse and prose, (suo ut aiunt<sup>12</sup> Marte), and decline the paradigms of nouns and verbes in ye Greek tongue;<sup>13</sup> then let him, and not before, be capable of admission into ye College."

### Importance Of Latin at the Beginning

From this it is evident that admission to Harvard at the beginning depended solely upon a student's ability to read and speak Latin and upon an elementary knowledge of Greek. Skill in Latin and Greek was expected to be shown to advantage<sup>14</sup> in public declamations which were held once a month. Students, moreover,<sup>15</sup> were expected to speak Latin during recitations.

### Elementary Con- ditions of the College Course at Harvard.

Yet in spite of such seemingly rigorous requirements the college course was very elementary. It must be remembered that few students were to be found at Harvard College except the sons of the most influential colonists who had probably received careful preparation in Latin and Greek from early childhood. What the graduates of Harvard received from their Alma Mater was, in addition to more Latin and more Greek, a smattering of Chaldee, Syriac,

12. Latin idiom translated: So that they speak without any help.

13. Harvard Catalogue, 1877, p. 11.

14. Arthur Stanwood Pier, The Story of Harvard, p. 27.

15. Ibid., p. 22

logic, ethics, arithmetic, physics, metaphysics, politics, and divinity.

Character  
of Early  
Books.

A brief survey of the titles of the early books owned by Harvard College shows the great preponderance of classical and theological works over those of general literature. In John Harvard's library on the religious side were writings of Ames, Aquinas, Bellarmino, Calvin, Beza, Broughton, Chrysostom, Duns Scotus, Luther and Pelagius.<sup>17</sup> On the classical side appeared Homer, Socrates, Lucan, Plutarch, Pliny, Sallust, Terence, Juvenal, and Horace.<sup>17</sup> In the field of general literature were found Bacon's and Robenson's Essays, Bacon's "Advancement of Learning", Minshrew's, "Guide to the Tongues", Helylyn's Geography, and Camden's "Remains".<sup>17</sup> Some years later during the administration of John Leverett, 1707-1724, when a catalogue of the books in Harvard College showed 3500 volumes, nearly two thirds were theological works and the rest were chiefly in Latin.<sup>18</sup> English authors such as Bacon, Chaucer, Shakespeare, and Milton were on the list, but Dryden, Pope, and Swift were not.<sup>18</sup> Inasmuch as the writings of the last three had almost usurped the place of first importance in the literary world of England at that time, it is interesting to note that the literary dictators of London made small impression upon the College.

Beginnings  
of the  
Elective  
System.

The college curriculum became more and more liberal as time went on. The elective system was actually foreshadowed by early letters. In August, 1839, Professor Felton of the Greek department wrote as follows to President Quincy:

"I coincide fully with the opinion that greater freedom ought to

16. Arthur Stanwood Pier, The Story of Harvard, pp. 22, 23.
17. Josiah Quincy, The History of Harvard University, p.45.
18. Arthur Stanwood Pier, The Story of Harvard, p.45.

be introduced into the studies of the University, and that the age of schol-  
 astic conformity and uniformity has gone."<sup>19</sup>

Professor Pierce, of the mathematical department, also wrote at the  
 same time: "With regard to the success of the experiment I regard it as  
 complete, and as proving most decidedly the superiority of the voluntary sys-  
 tem, and the practicability of the adopting different courses of instruction  
 to the different classes of students."<sup>20</sup>

The elective system enabled students to choose a part of their work  
 as the following table will show from the years 1853 to 1885. The system  
 was open to Sophomores in 1866, and in 1884 even Freshmen might choose a part  
 of their work.

Table I. Showing Gradual Extension of the Elective System  
 at Harvard College.<sup>21</sup>

YEAR	SENIOR		JUNIOR		SOPHOMORE		FRESHMEN	
	Required	Elective	Required	Elective	Required	Elective	Required	Elective
1853-55	10	6	10	6	all	none	all	none
1856-64	13	3	13	3	"	"	"	"
1865-66	10	3	9	6	"	"	"	"
1866-68	6	6 or 9	6	6 or 9	7	6	"	"
1868-69	6	6 or 9	6	6 or 9	6	8	"	"
1870	1/2	12	6	9	5-1/2	8	"	"
1871	1/2	12	6	9	7-1/2	8	"	"
1872-74	0	12	6	9	8	8	"	"
1875	0	12	3	11	7-1/2	8	"	"
1876-78	0	12	2	12	4	10	"	"
1879-80	0	12	0	14	2	12	"	"
1881-84	0	12	0	12	2	12	"	"
1884	0	12	0	12	0	12	7	9

19. Annual Report of the President of Harvard College, 1863, p. 12.  
 College Papers, IX, 286.

20. Annual Report of the President of Harvard College, 1865, p. 12.  
 College Papers, IX, 291.

21. The Elective System had its beginning, however, in 1841. See Annual  
 Report of the President and the Treasurer, 1863, p. 13.

21. Table taken from Annual Report, 1863, p 23.

The Administration  
of Charles William  
Eliot.

The Harvard University of to-day did not come into being until the administration of President Eliot, 1869-1909. James Bryce is said to have told President Eliot that Harvard was "no real university, but only a struggling college with uncertain relations to learning and research, loosely tied to a congeries of professional schools."<sup>22</sup> So the new President had before him a task.

He had spent two years in Europe, not only studying chemistry, his own subject, but surveying European methods and systems of education. Shortly before his election he wrote several Articles for the "Atlantic Monthly", in which he told about the "New Education", expressing the desire that the American university should be "not a copy of foreign institutions, but the slow and natural outgrowth of American social and political habit".<sup>23</sup>

In his Inaugural Address, he heralds the new era in the development of Harvard University in the following words:

"The endless controversies whether language, philosophy, mathematics, or science, supply the best mental training, whether education should be chiefly literary or chiefly scientific, have no practical lesson for us to-day. This University recognizes no real antagonism between literature and science, and consents to no such narrow alternatives as mathematics or classics, science or metaphysics. We should have them all and at their best".<sup>24</sup>

22. Harvard Graduates' Magazine, vol XVII., p. 376.

23. John Hays Gardiner, American University Series, Harvard, pp. 49, 50.

24. Inauguration Address of Charles William Eliot, p. 29, P.1.

## CHAPTER II.

## Methods of Admission to Harvard University, 1846-1915.

In order to get an adequate background for a General Survey of Methods of Admission. history of the entrance requirements in English and Latin at Harvard College it is necessary to make a survey of the methods of admission adopted by Harvard College from 1846 to 1915. Before any adequate conception of entrance requirements in English and Latin can be had, the general systems of admission should be understood clearly. The need is not so apparent in the early years when the entrance requirements in Latin formed so large a part of a candidate's examination, but it becomes much more necessary as other subjects were added to the list of subjects required for admission.

From the collegiate year 1846-47 through the collegiate year 1871-72, all candidates were examined by the following departments: Latin, Greek, Mathematics, and History. The evaluation placed upon each subject was as follows: Latin, 4; Greek, 4; Mathematics, 3; History, 1. In 1866 candidates were examined after admission in reading English aloud.

1. Harvard Catalogues: 1846 p. 35; 1854 p. 53; 1858, p. 25; 1859, pp. 27, 28; 1860 pp. 27, 28; 1861, pp. 27, 28; 1863, p. 27; 1864, p. 26; 1866, p. 26; 1867, p. 25; 1868, p. 25; 1869, pp. 25, 26; 1870, pp. 33-34.
2. Annual Report of the President and Treasurer of Harvard College, 1896, pp. 93, 94.  
That is Latin consisted of four distinct aspects upon which to be examined; Greek, four; Mathematics, three; etc.

A Choice of  
Two Courses  
1872-1877

In December, 1870, the Faculty made the initial change<sup>3</sup>  
which went into effect the summer of 1872. From 1872

and continuing through the year 1877, a choice of two courses<sup>4</sup>  
was allowed a candidate for admission to Harvard College. Course I included<sup>4</sup>  
essentially the same amount of Latin required for admission in 1846-1871.  
Course II. differed from Course I. in substituting advanced studies in mathe-<sup>4</sup>  
matics for a portion of the requirements in Latin and Greek. The require-<sup>4</sup>  
ments in English were the same for both courses.<sup>3</sup>

In the year 1872, considerable changes were made by the Faculty in  
modifying the amounts of language required for admission, in adding subjects  
to the list of subjects required for admission, and in allowing options in the<sup>5</sup>  
selection of studies upon which to be examined. It is noticeable that a  
number of sciences was included. The changes which were adopted for the most<sup>5</sup>  
part in the year 1872 went into effect in 1874, 1875, and 1876. In 1874 the  
requirements in Latin were modified, and English Composition was added to Course<sup>5</sup>  
I. and II. In 1875 the option of French or German was allowed; in 1876  
Physical Science was offered with an option between Elementary Botany, Physics<sup>5</sup>  
and Chemistry, or Physics and Descriptive Astronomy.

Under this system the two courses prescribed nearly the same subjects,<sup>5</sup>  
and the privilege of election was limited to the matter of relative amount.  
The student who prepared himself for college by undertaking the more advanced  
work in mathematics was still compelled to make as careful a study of Latin and  
Greek grammar as the classical student, but was excused from a certain part<sup>5</sup>  
of the reading of classical authors.

3. Annual Report of the President and Treasurer of Harvard College, 1896, p. 94
4. Harvard Catalogues, 1872, pp. 51-53; 1875, pp. 41-44.  
Harvard Examination Papers, 1874-1876.
5. Annual Report of the President and Treasurer of Harvard College, 1896, p. 94-95.

A Choice of  
Two Methods  
1878-1881;  
Method I only  
1882-1887.

In 1876 a remodeled system of admission requirements<sup>6</sup> was adopted. The new plan was known as Method I; the old plan, 1872-1877, consisting of Course I and Course II, as Method II.<sup>7</sup> Under the new plan, a candidate was required to pass upon a specified minimum requisition in all of the preparatory studies and upon a maximum requisition in at least two out of four departments.<sup>6</sup> The subjects for minimum requisition were: Latin, Greek, Ancient History and Geography, Mathematics, Physics, English, and French or German.<sup>8</sup> The subjects for maximum requisition were Latin, Greek, Mathematics, and Physical Science.<sup>8</sup>

Method II  
Discontinued  
in 1881.

The older plan known as Method II, 1878-1881, was discontinued in 1881.<sup>9</sup> To avoid confusion, it is well to know that the names "prescribed" and "elective" were given in 1882 to the groups of studies previously designated as "minimum" and "maximum".<sup>10</sup> The new method systematized and improved the arrangement under the old method by which a candidate could enter under Course I with a maximum requisition in classics and a minimum requisition in mathematics, or under Course II with a minimum requisition in classics and a maximum requisition in mathematics.

Elementary  
and Advanced  
Subjects,  
1887-1901.

After a three year discussion, a new system was adopted by the Faculty in 1885 and by the Corporation and Board of Overseers in May, 1886. It first went into effect the summer of 1887.<sup>11</sup> Candidates were examined on all the elementary subjects and at least two of the advanced subjects. The elementary

6. Ibid., 1876, pp. 58, 59.
7. Harvard Catalogue, 1877, pp. 60-65.
8. Annual Report of the President and Treasurer of Harvard College: 1896, p. 95.
9. Ibid., 1897, p. 28.
10. Harvard Catalogue, 1881, pp., 65, 66.
11. Annual Report of the President and Treasurer of Harvard College, 1896, p. 96.

subjects were : English, Latin, Greek, German, French, History, Algebra,  
 Plane Geometry, and Physical Science. <sup>12</sup> In History there was a choice be-  
 tween Greek and Roman History or English and United States History. <sup>12</sup> In  
 Physical Science there was a choice between Descriptive Physics and Astronomy,  
 and Experimental Physics. <sup>12</sup> In the Advanced group six courses were offered:  
 Greek, Latin, German, French, Physics, and Chemistry; <sup>12</sup> six half-courses  
 were also offered: Greek Composition, Latin Composition, Logarithms, and  
 Trigonometry, Solid Geometry, Analytic Geometry, Mechanics and Advanced  
 Algebra. <sup>12</sup> (See table 45 for discontinuation of Mechanics after 1890).

Variations of the Plan 1887-1901. 13  
 The plan had several variations whereby a candidate might avoid French and German or Greek and Latin, or both. <sup>(a)</sup>  
 The following table will show the penalties <sup>(a)</sup> exacted  
 for such avoidances. <sup>13</sup>

TABLE 2

- |    |   |                     |    |
|----|---|---------------------|----|
| A. | All Elementary Studies .....  | 2 Advanced courses. | 13 |
|    | This was the most common interpretation. If a candidate took examinations in all the elementary studies, he was required to take examinations in two of the advanced courses. He might also take additional examinations in advanced courses, but this was purely optional. |                     |    |
| B. | Omitting French and German.....   | 3 Advanced courses. | 13 |
|    | If a candidate omitted modern languages, he was compelled to take examinations in <u>three</u> advanced courses.  |                     |    |
| C. | Omitting Latin and Greek.....   | 4 Advanced courses. | 13 |
|    | If a candidate omitted classical languages, he was compelled to take examinations in <u>four</u> advanced courses.  |                     |    |
| D. | Omitting French, German, Latin and Greek...   | 5 Advanced courses. | 13 |
|    | If a candidate omitted modern and classical languages from his list of elementary subjects, he was compelled to take examinations in <u>five</u> advanced subjects.   |                     |    |

12. Ibid., 1887, p. 36.

13. Annual Report of the President and Treasurer of Harvard College. 1890, p.46.

(a) "Penalties" is the word used in the Annual Report.

Point System  
of Admission  
1900-1915

A point system of admission was adopted by the Faculty  
14  
in May, 1899. A point was equivalent to one half year's

work in a study of four or five lessons a week in a pre-  
15 15  
paratory school. The old method was discontinued after 1901. The fol-  
lowing comment from the President's Report for the year 1902 shows the essential  
16  
purpose of the new system.

"Any graduate of a good high school, it matters not whether it be  
English or classical, or whether he had or has not taken the 'college course',  
may now, as a regular member of the college, secure all its advantages, in-  
16  
cluding recognition as an alumnus."

In the President's Report for 1901 four aims were put forth: first,  
it was to train the candidate as well as the Old Method (1887-1901); second,  
it was not to materially increase nor decrease difficulty of admission to  
Harvard College; third, it was to relieve rather than to embarrass the candi-  
17  
date; and fourth, it was to be adjustable to the work of the Freshman Year.

From 1900 through the year 1915, the subjects on  
Points Assigned  
to Subjects  
1900-1913. the Harvard College list for admission were assigned  
18

points. The list of subjects was increased from  
time to time, but the points assigned to each subject remained the same,  
18  
1900-1913. During the years 1914 and 1915, the number of points assigned  
18  
to each subject was slightly reduced. The following table shows the sub-

14. Annual Report of the President of Harvard College, 1898, p 104.
15. Ibid., 1897, p 101.
16. Ibid., 1902, p. 108.
17. Ibid., 1901, p.95.
18. Harvard Catalogues, 1899, pp 310, 311; 1900, pp 302, 303, 329; 1901, pp.  
313, 314; 1902, pp. 325, 326; 1903, pp 355, 356; 1904, pp. 313, 314;  
1905, pp 313, 314; 1906, pp. 353, 354; 1907, pp 482, 483; 1908, pp.482-484;  
1909, pp. 476, 477; 1910, pp 438-440; 1911, pp 470-471; 1912, pp 460-461.

The points were renamed "units". Twenty six points under the system  
1900-1913 was the equivalent of 16-1/2 units, 1914 and 1915.

jects, points assigned, and equivalent in school years, 1900-1913. The  
 four last subjects were only for the candidate for the S. B. degree.

TABLE 3

Subjects	Points Assigned	Equivalent in School Years
English	4	2
Elementary Greek	4	2
Advanced Greek	2	1
Elementary Latin	4	2
Advanced Latin	2	1
Elementary German	2	1
Advanced German	2	1
Elementary French	2	1
Advanced French	2	1
Elementary History	2	1
Advanced History	2	1
Elementary Algebra	2	1
Advanced Algebra	1	1/2
Plane Geometry	2	1
Plane & Solid Geometry	3	1-1/2
Solid Geometry	1	1/2
Logarithms and Trigonometry	1	1/2
Harmony	2	1
Counterpoint	2	1
Physics	2	1
Chemistry	2	1
Geography	1	1/2
Anatomy	1	1/2
Astronomy	1	1/2
Botany	1	1/2
Zoology	1	1/2
Freehand Drawing	1	1/2
Projection	1	1/2
Civil Government	1	1/2
Economics	1	1/2
Woodworking	1	1/2
Blacksmithing	1	1/2
Chipping, Fitting and Filing	1	1/2
Machine-Tool Work	1	1/2

Selection of  
 Subjects from  
 the List  
 1900-1913.

From the list the candidate was to select subjects  
 equivalent to 26 points of which 18 were prescribed for  
 the A. B. degree and 16 for the S. B. degree. At first  
 a candidate was also to select, in addition, four points from advanced studies.

but later this became a requirement merely recommended.

It will be evident that the above requirement had to do merely with the number of points selected. This requirement was, however, considerably modified by an additional statement concerning subjects which were prescribed for all candidates, and a differentiating in the matter of selection of a classical or modern language for the A. B. or S.B. degree respectively. Prescribed studies for all candidates counted 14 points of the total number of the 26 required points, and included English (4 points), either French (2) or German (2), either Greek and Roman History or English and American History (2 points); Algebra (2), Plane Geometry (2), and a science or sciences counting 2 points. In addition to these subjects, a candidate for the degree of A. B. had to present himself for examination in one Ancient Language,-- Elementary Greek (4) or Elementary Latin (4); a candidate for the degree of S. B. had to take an additional examination in either German (2) or French (2); that is, he had to offer both Elementary German and Elementary French, or Elementary and Advanced German, or Elementary and Advanced French.

The point system of admission was discontinued after 1915, but during the years 1914 and 1915 was given a new set of points. From the list of subjects required for admission a candidate was required to select 15-1/2 or 16-1/2 points.

19. Harvard Catalogues, 1899, pp 310, 311; 1910, pp. 438-439.

20. Harvard Catalogues; 1913, p. 454; 1914, p. 472.

Points were then called "units". 16-1/2 "units" was the equivalent of 26 "points" under the older plan, (1900-1913).

TABLE 4

Subject	No. of Points	Subject	No. of Points
English	3	Elementary Algebra	1-1/2
Elementary Greek	2	Advanced Algebra	1/2
Advanced Greek	1	Plane Geometry	1
Elementary Latin	3	Solid Geometry	1/2
Advanced Latin	1	Logarithms and Trigonometry	1/2
Elementary German	2	Physics	1
Advanced German	1	Chemistry	1
Elementary French	2	Geography	1/2
Advanced French	1	Botany	1/2
Elementary History	1	Zoology	1/2
Advanced History	1	Woodworking	1/2
Freehand Drawing	1/2	Blacksmithing	1/2
Projection	1/2	Chipping, Filing and Fitting	1/2
Civil Government	1/2	Machine-Tool Work	1/2

Selection of Points from the List, 1914 and 1915.

From the list of subjects the following plan shows the subjects which a candidate was required to select.

- I. English (3 points)
- II. Foreign Language
1. For candidate for the degree of A.B.
    - ( Either
    - ( Elementary Greek (2 points)
    - ( or
    - ( Elementary Latin (3 points)

And either

    - ( Elementary German (2 points)
    - ( or
    - ( Elementary French (2 points)
  2. For candidates for the degree of S.B.

At least three units of a modern language chosen from:  
 Elementary German (2)    Elementary French (2)  
 Advanced German (1)    Advanced French (1)

III. History (any one of the following)

Ancient History (1)	English History(1)
European History (1)	American History (1)

IV. Mathematics (both of the following)

Elementary Algebra (1-1/2) Plane Geometry (1)

V. Science (one unit of school work chosen from the following)

Physics (1)	Botany(1/2)
Chemistry (1)	Zoology (1/2)
Geography (1/2)	

Substitution  
for Harvard  
Entrance  
Examinations.

In June, 1909, and for subsequent years, the Papers  
of the College Entrance Examination Board could be substi-  
tuted for corresponding Harvard Entrance Examinations.

21  
same subjects.

No candidate, however, could offer both examinations on the

The "New Plan"  
of Admission.  
1911-1916

In 1911 a new plan of admission, adopted in 1910, was  
put into effect by the side of the "Old Plan". This is,

the plan under which candidates are admitted to Harvard  
College to-day; the "Old Plan" was discontinued after 1915. Before  
coming to any decision of the essential purpose of the "New Plan", the follow-  
ing account quoted from the Harvard Catalogue of 1911, pp. 472 and 473, is  
given in order to show not only the plan itself, but its striking differences  
from the point system of 1900-1915.

21. Harvard Catalogue, 1908, p 486.

22. Annual Report of the President of Harvard College, 1911, p 7.

23. See Footnote 21.

### The New Plan

"Candidates for admission to Harvard College may apply for admission by the Old Plan or by the following Alternative Plan. This new plan does not take the place of the old plan; it provides another method of admission for good scholars. To be admitted to Harvard College a candidate

1. Must present evidences of an approved school course satisfactorily completed; and
2. Must show in four examinations, as explained below, that his scholarship is of a satisfactory quality.

### School Record

A candidate must present to the Commission on Admission evidence of his secondary school work in the form of an official detailed statement showing

- (a) The subjects studied by him and the ground covered.
- (b) The amount of time devoted to each.
- (c) The quality of his work in each subject.

To be approved, this statement must show

- (a) That the candidate's secondary school course has extended over four years.
- (b) that his course has been chiefly concerned with languages, science, mathematics and history, no one of which has been omitted.
- (c) that two of his studies have been pursued beyond the elementary stage.

### The Examinations

The candidate may present himself for examinations in four subjects as follows:

- (a) English
  - (b) Latin - or for candidates for the degree of S.B., French or German
  - (c) Mathematics, or Physics, or Chemistry
  - (d) Any subject (not already selected under (b) or (c)) from the following list:-
- |        |             |             |
|--------|-------------|-------------|
| Greek  | History     | Physics     |
| French | Mathematics | Chemistry " |
| German |             |             |

24. Nevertheless the Old Plan was discontinued after 1915.

Harvard Catalogue 1914, pp. 473, 474.

Attitude  
Taken Toward  
the "New Plan"

In the Report of the President for the year 1911 the following sentence appears:- "Men uncertain as to the wisdom of the plan could be found in our own faculty; and in the faculties of other institutions were scornful sceptics who believed that Harvard had surrendered to the certificate system."<sup>25</sup>

The following from the Journal of the National Educational Association, 1911, is interesting:<sup>26</sup>

"The most conspicuous examples of the increased liberality in entrance requirements of the past year are the University of Chicago and Harvard College ... Many other colleges and universities have revised their requirements making them more liberal and granting greater flexibility to preparatory schools... It is well to note that from the total of 141 institutions that have been heard from, 62 have made changes in the direction of decreasing the number of prescribed subjects or increasing the freedom of electives."<sup>26</sup>

Purpose  
of the  
New Plan.

The purpose of foremost importance in the adoption of the New Plan was to make it possible for boys to enter Harvard College without graduating from a Harvard preparatory school.

In other words, Harvard College desired to have candidates for admission from the public schools as well as from private and endowed schools, and from states west of the Alleghanies as well as from the New England states. In the Report of the President for 1910 this purpose is avowed sincerely as follows:- "Harvard requirements for admission have had wide influence and for the most part good influence; but that they have warped the curricula of some schools is scarcely questioned, and that they have cut off from college

25. Annual Report of the President of Harvard College, 1911, p. 83.

26. National Educational Association, Journal of Proceedings and Addresses, 1911.

many of the ablest and best pupils in strong high schools - especially those of the West - is not questioned at all. The trouble has been not in the height of their standard, which was helpful, but rather in the eccentricity of their standard which made it impossible for a boy outside of Harvard preparatory schools to meet the requirements without special instruction or without self-preparation in subjects no better than those of the school curriculum as tests of power. Though no friend of Harvard College wishes to make admission easy, every friend who has known the situation in the last few years has longed for some change whereby the ablest and the best trained boys in any high school shall not find that their way to Harvard College is blocked by an eccentricity of requirements which throws some doubt on the wisdom of the University as a whole."

To show that the New Plan immediately began Distribution of Candidates for Admission 1911 and 1912 Under the "Old" and the "New" Plans. 28 to carry out its purpose, the following table is offered.

Table 5. Showing Distribution of Candidates, 1911, 1912 Under the "Old" and the "New" Plans.

From	Old 1911.	New 1911.	Old 1912.	New 1912.
Public Schools	45.7	80.5	41.8	79
Private and Endowed Schools	52.2	19.4	58.1	20.9
Massachusetts Schools	72	41	72.7	42.7
New England Schools	85	47	87.1	51.2
Schools in Other Atlantic States	8.5	31	8.1	28.5
Schools West of the Alleghenies	4.5	21	3.8	19.4

Value of the New Plan Under the "New Plan" of admission to Harvard College, any intelligent boy who has received a four-year high school course may become a candidate for admission. During the years 1867-1874

27. Annual Report of the President of Harvard College, 1910, p 80.

28. Ibid., 1911, p. 7.

the average per cent of students in Harvard University from the public schools was 31%.<sup>29</sup> In that time the percent once fell to 24%.<sup>29</sup> In 1906 and 1907 the average percent of students in Harvard College from the public schools was 43%;<sup>29</sup> and in 1912 under the new plan about 50%. The remaining number of students in Harvard University was from private and endowed schools or had received preparatory training from private tutors,

Harvard University took a signal step which aimed  
 Significance of the New Plan. to recognize the responsibility of the high school teacher by allowing him to accomplish his work in freedom. At the same time, the college retained a test whereby it might judge the quality of intellectual power a student had gained from a high school course.<sup>30</sup> The New Plan combined two distinct features: a definite statement from the preparatory school as to a candidate's previous training, quality and quantity of work, and general fitness for receiving higher education; and an examination conducted by the college which will invite candidates of ability to enter the lists for entrance examination rather than the students of mediocre attainment propped up by material advantages and systematized "cramming."<sup>30</sup> The old-time examination was recognized as a failure in the sifting process because it allowed rich students to "cram" and pass entrance examinations, and compelled many poor boys, unable to hire expensive tutors, to go elsewhere.<sup>31</sup> The new plan may be definitely understood as a departure from tradition.<sup>32</sup>

29. John Hays Gardiner, American University Series: Harvard, p. 57.

30. Journal of the Addresses and Proceedings, National Educational Association, 1911, p. 609.

31. Ibid., 1913, p. 477.

CHAPTER III

Changes in the Latin Entrance Requirements.

Perhaps the simplest way of approaching the topic of changes in entrance requirements will be to present at the outset tables showing the periods in the history of the Latin Requirements and a summary of the changes. Thus in Table 6 we are given an outline of the requirements for any particular period or phase. The content of the requirements is shown in detail in Table 7 which immediately follows Table 6.

Table 6. Periods in the History of Harvard Entrance Requirements in Latin. 1846-1915.

The Same Plan for all Candidates

- I. 1846-1871 The "whole" of Virgil, the "whole" of Caesar's Commentaries, the Select Orations of Cicero, Latin Grammar, Prosody, and Composition for all students.<sup>1</sup>

A Choice of Two Courses

- II. 1872-1873 First reduction of Latin requirements; a choice of two courses, Course I emphasizing language and retaining the requirements of the years 1846-1871, Course II emphasizing mathematics and limiting the amount of Latin to be read in preparation.<sup>2</sup>

Modification of the Two Courses

- III. 1874-1877 Course I and Course II received modifications; the amount in each case is decreased and variety in subject matter is introduced. For the first time attention is paid to sight translation.<sup>3</sup>

1. Harvard Catalogues; 1846, p. 35; 1854, p. 23; 1858, pp 25, 26; 1859, pp27, 28; 1860, pp 27, 28; 1864, p 26; 1865, p. 26; 1866, p. 26; 1867, p 25; 1868, p.25; 1869, p. 25; 1870, p.34:  
2. Ibid., 1871, p. 34; 1872, pp50-51.  
3. Ibid., 1875, pp. 41, 43; Annual Report 1896, p. 93; Harvard Examination Papers Robert Fowler Leighton, Appendix, p. 355.

A Choice of Two Methods is Allowed

- IV. 1878-1881. A choice of two "Methods" is allowed. Method I requires a minimum requisition in eleven subjects including Latin and a maximum requisition in two out of four subjects in which Latin is one of the four. Method II is a retention of Course I and II until the year 1881.<sup>4</sup>

Prescribed and Elective

- V. 1882-1887. Method I survives, but "Minimum" and "Maximum" receive the new names of "Prescribed" and "Elective" Latin. Greater variety of subject matter is introduced; sight translation becomes very important.<sup>5</sup>

Sight Translation

- VI. 1887-1901. Elementary and Advanced Latin become respectively the sight translation of simple prose and the sight translation of average passages from Cicero and Virgil.<sup>6</sup>

Elementary and Advanced Latin for a Definite Purpose

- VII. 1900-1905. Specific works again prescribed; a definite preparation is recommended. Elementary Latin requirements are intended for those with a three year preparation; Advanced Latin requirements are intended for a four year preparation.<sup>7</sup>

Revision of Prescribed Works

- VIII. 1905-1911. Specific works required for Latin are revised. In 1909 the Examinations of the College Entrance Examination Board could be substituted for the Harvard Examination. Advanced Latin increased in amount, 1908.<sup>8</sup>

4. Harvard Catalogues; 1877, pp. 60-61; 1878 pp. 61-65; 1879, p. 61; 1880 p.62.  
 5. Ibid., 1881, p. 64; 1882, pp. 66, 67; 1884, p. 67; 1885, p. 69; 1886, p.76.  
 6. Ibid., 1886, p. 76; 1887, p. 77; 1890, pp. 136-139; 1891, p. 152; 1892,p.78  
 1893, p. 191; 1894, p. 199; 1895 p. 204; 1896, pp 231-233; 1897, pp. 272-275;  
 1899, p. 288. (See also Annual Report 1886, p 38).  
 7. Ibid., 1899, pp. 298, 299; 1901, pp. 302-303; 1903, pp. 342-343.  
 8. Ibid., 1903, pp. 342-343; 1905, pp. 338-339; 1907, p. 469; 1908, p. 495;  
 1909, p. 492; 1910, p. 455.

Small Amounts of Virgil and Cicero

- IX. 1911-1915. Subject matter includes two specified Oration of Cicero, and three books of the Aeneid. Some choice is allowed in selecting the books of the Aeneid. Candidates may take examinations under the "Old" or "New" plan.<sup>9</sup>

Table 7. Summary of Changes in Latin Entrance Requirements, 1846-1915.

a	b	b
1846 .....	The "whole" of Virgil; the Select Oration of Cicero, <sup>b</sup> Grammar; Prosody and the writing of Latin. <sup>1</sup>	the "whole" of Caesar's Commentaries, Andrew and Stoddard's Latin Grammar; Prosody and the writing of Latin. <sup>1</sup>
1872 .....	Choice of two courses offered: one with emphasis on Language. <sup>2</sup>	
	<u>Course I.</u> The "whole" of Virgil; <sup>b</sup> the "whole" of Caesar's Commentaries; <sup>b</sup> Ten Oration of Cicero; Latin Grammar; Prosody and the writing of Latin. <sup>2</sup>	
	<u>Course II.</u> The Aeneid, Books I-VI, and the Eclogues, Caesar's Commentaries, Books I-IV; Six Oration of Cicero; Latin grammar; Prosody and the writing of Latin. <sup>2</sup>	
1874 .....	Course I and II are modified.	
	<u>Course I.</u> The Aeneid, Books I-VI, and the Eclogues; Caesar's Gallic War, Books I-IV; Eight orations of Cicero, including Cato Major; Sallust's Catiline; Ovid, 4000 lines. Latin grammar including Prosody; Sight translation and composition. <sup>3</sup>	
	<u>Course II.</u> The Aeneid, Books I-VI; Caesar's Gallic war, Books I-II; Six Oration of Cicero, including Cato Major; Latin Grammar including prosody; sight translation, and composition. <sup>3</sup>	

9. Ibid., 1911, p. 488; 1914, p. 486-497.

a. See page 12 for earliest entrance requirement in Latin. Inasmuch as no definite facts could be obtained until the year 1846 concerning entrance requirements in Latin, the table begins with that year.

b. On the authority of Clifford Herschel Moore. See Introduction.

1. Harvard Catalogue, 1846, p. 35.

2. Ibid., 1871, p. 34.

3. Harvard Examination Papers edited by R.F. Leighton - June and October 1874; Annual Report of the President and Treasurer of 1896, p. 95.

1878 ..... Choice of Two "Methods"<sup>4</sup>

Method I. An examination on eleven subjects including the minimum requisition in Latin, and a choice of at least two out of four subjects including the maximum requisition in Latin.<sup>4</sup>

Minimum - The Aeneid, Books I-IV, and the Eclogues; Caesar's Gallic war, Books I-IV, Questions on subject matter, construction, grammatical form, and prosody; Sight translation of Latin prose.<sup>4</sup>

Maximum - The Aeneid, Books V-IX; Cicero's Orations against Catiline; Questions on subject matter, construction, grammatical form, and prosody, Sight translation of average passages from Cicero's Orations; Latin Composition.<sup>4</sup>

Method II. Choice of Course I or II offered in 1874.<sup>4</sup>  
Discontinued after 1880.

1882..... The terms "Prescribed" and "Elective" are used to designate "Minimum" and "Maximum".<sup>5</sup>

Prescribed - The Aeneid I-VI, or The Aeneid I-V and the Eclogues; Caesar's Gallic War, I-IV, or Gallic War I-III and Sallust's Catiline; Questions on subject matter, constructions and grammatical forms; Sight translations of Caesar and the translation of English sentences into Latin.<sup>5</sup>

Elective - Cicero's Orations against Catiline and for Archias; Questions on subject matter, constructions and grammatical forms; Sight translation from the Aeneid and Ovid's Metamorphoses; Translation into Latin of a passage of connected English prose based on the above.<sup>5</sup>

1887..... Elementary Latin - The translation at sight of simple prose with questions on the usual forms and ordinary constructions of the language.<sup>6</sup>

Advanced Latin- The translation at sight of average passages from Cicero and Virgil, with questions on forms and constructions.

## 1900..... Elementary Latin (for those who have studied Latin five times a week for three years). The examination includes sight translation of simple Latin prose and verse to idiomatic English; a thorough examination on a prescribed portion of Cicero's speeches, (30 pages). Preparation includes 2000 to 3000 verses of Virgil, or Virgil and Ovid; and the four speeches of Cicero against Catiline.

Advanced Latin (for those who have studied Latin five times a week for four years). The examination includes sight translation of Latin prose and translation of English into Latin. Preparation includes Nepo's Lives; Caesar's Gallic War 90-120 pages; Cicero's Orations against Catiline, 90-120 pages;

4. Harvard Catalogue: 1877, pp. 60, 61, 62.

5. Ibid., 1881, pp. 65, 66.

6. Ibid., 1886, p. 76; (See Annual Report 1886, p. 38).

7. Ibid., 1899, pp. 298, 299.

Virgil's *Aeneid*, Books I-VI or 6000-10000 verses of Virgil and Ovid.

1905.....This plan became the only one in 1906  
Elementary Latin (for those who have studied Latin five periods a week for three years). The examination includes sight translation of simple Latin prose; translation of *Aeneid* I-IV, or Selected Myths from Ovid's *Metamorphoses*, with questions on subject matter, and literary or historical allusions. Preparation includes easy reading in an introductory Latin Prose Book of from 30 to 40 pages; Nepos' *Lives* and Caesar's *Gallic War*, 90-120 pages; Cicero, at least 40 pages; Virgil's *Aeneid*, I-IV, or Selected Myths from Ovid's *Metamorphoses*.<sup>8</sup>

Advanced Latin (for those who have studied Latin five times a week for four years) The examination includes sight translation of simple Latin Prose and verse with questions on ordinary forms, constructions, idioms, and prosody; translation of the Orations of Cicero against Catiline and for Archias; translation of English into Latin. Preparation includes the Orations against Catiline, For Archias, and others;<sup>8</sup> Virgil and Ovid 6000-10000 lines including the *Aeneid* I-VI.

1909..... Examinations offered by the College Entrance Examination Board may be substituted for the Harvard College Examination.<sup>9</sup>

1911.....New plan for Latin.<sup>10</sup>

Subject matter includes Cicero's Orations for the Manilian Law and for Archias; and Virgil's *Aeneid*, Books I, II, IV, or I, II, VI.

1. A candidate who offers Latin under the "New plan" of admission will select a sight passage of Latin (at least one), a passage from the Virgil and Caesar named above, one of the English passages to be translated into Latin, and such other parts of the paper as will best exhibit his knowledge of Latin.
2. A candidate who offers both Elementary and Advanced Latin at one time, under the "old" plan of admission, will select a sight passage of Latin verse, an advanced passage of Latin prose, the prescribed Cicero or Virgil, and the more advanced passage of English to be translated into Latin.
3. As heretofore, a candidate under the "old" plan of admission may divide the examination into Elementary and Advanced Latin.

(a) A candidate who offers Elementary Latin will select from the examination paper a sight

8. *Ibid.*, 1903, pp. 342, 343.

9. *Ibid.*, 1909, p. 489.

10. *Ibid.*, 1914, pp. 486-487.

passage of Latin Prose, either the prescribed Cicero or the prescribed Virgil, and the Elementary Latin Composition.

- (b) A candidate who offers Advanced Latin will select a sight passage of Latin verse, an advanced sight passage of Latin Prose, the prescribed Cicero and Virgil, and the more advanced passage of English to be translated into Latin. <sup>10</sup>

### I. Changes in Latin Entrance Requirements.

First Step  
in the De-  
parture from  
Classical  
Dominance.

From 1846 until the year 1872, entrance requirements in Latin remained the same for all candidates. <sup>1</sup> Not only did the requirements remain constant but there was no alternative plan offered to candidates. The status of the Harvard Entrance

Examination in Latin receives a brief mention in the President's report for the year 1871. <sup>1</sup>

"The examinations for admission to Harvard College is at least one year's study higher in its standard than the admission examinations of any other college in the country...The authorities of the College do not intend by any act of theirs to diminish this difference between Harvard and all other American colleges; but they would gladly see the other colleges raising <sup>2</sup> their requisitions for admission to the level of the Harvard requisitions".

The first step in the departure from the classical dominance of the Harvard Entrance Examinations occurred in 1872 when candidates for admission were allowed a choice of two courses; one emphasizing classical requirements

47th Annual Report of the President and Treasurer of Harvard College, p.11.

1. See above Chapter II under Methods of Admission.
2. 47th Annual Report of the President and Treasurer of Harvard College, p 11.

and clinging to the amounts previously prescribed, and the other emphasizing mathematics and diminishing the amount of classical requirements.

Thus the first step in the history of the Latin entrance requirement after the year 1846 was one toward reduction of amount, although the authors and works were the same for both courses. Instead of reading the "whole" of Virgil, the "whole" of Caesar's Commentaries, and Ten Orations of Cicero, a candidate might read the first six books of the Aeneid, the first four books of the Gallic War, and six orations of Cicero. In either case the same knowledge of Latin Grammar was expected.

In 1874 the two courses were modified in amount and in variety of subject matter. Two additional Latin authors appear in Course I - Sallust and Ovid - and something far more significant, i.e. sight translation. Explanation of this is expressed in the Dean's Report for the year 1872. "It is believed that the greater variety thus introduced into the selection of Latin and Greek authors which must be read in preparation for college will add much to the pleasure and profit of both pupils and teachers."

In 1876, in accordance with the plan adopted in 1876, a candidate was allowed to pass upon a specified minimum in all the preparatory schools, and upon a maximum requisition in at least two out of four departments. Sight translation was made prominent in both requisitions, but could be avoided by a candidate until 1881.

3. See above Table 2, Summary of Entrance Requirements in Latin.
4. 49th Annual Report of the President of Harvard College, 1872, p 49.
5. See above Chapter II, Methods of Admission to Harvard College.
6. 52d Annual Report of the President of Harvard College, 1876, pp 58, 59.

This change purposed to test a candidate's actual command of Latin. The majority of candidates chose to be examined in Latin at sight.

In 1882, several minor changes occurred. Instead of Slight Changes In Prescribed and Elective Latin, 1882. Books I-IV of the Aeneid and the Bologues, a choice is allowed between the first six books of the Aeneid or the first five books of the Aeneid and the Bologues. Sallust's Catiline may be substituted for one book of Caesar. In the Latin elective subjects, five instead of four Orations of Cicero are specified for examination, and an examination in the translation at sight of average passages from the Aeneid and Ovid's Metamorphoses is substituted for the Aeneid, Books V-IX.

After three years of discussion, requirements in Latin were recast in 1886, to become effective in 1887. A candidate in 1887 was examined on sight translation of simple prose; or, if he were examined in advanced Latin, on sight translation of average passages from Cicero and Virgil. Justification of the new method in Latin was made in the President's Report for the year 1886.

1. "It liberates teachers from the killing routine of going over with their classes the same pieces of literature.
2. "It exalts practical mastery of the forms and vocabulary, and subordinates grammar.
3. "It imparts interest by increasing the amount of reading accomplished during the school course.

7. Ibid., 1876, p 59.
8. Harvard Catalogue, 1881, pp. 65, 66.
9. Annual Report of the President, 1881, pp. 56, 57.
10. Ibid., 1886, p 7.
11. Ibid., 1886, p 38; Harvard Catalogue, 1886, p. 76
12. Annual Report of the President, 1886, p.8.

4. "It improves the relationship of teacher and pupil because they get  
12  
the lessons together.
5. "It convinces the pupil not to rely on literal translations or to  
12  
memorize texts .
6. "It makes much of accurate translating into correct and forcible  
12  
English.

13

This method continued in use until 1904.

In 1900, plans for a definite preparation of a candidate  
A More  
Difficult  
Preparation. in Elementary Latin and a candidate in Advanced Latin  
13  
were announced. Sight translation was still predominant. 13

Elementary Latin was intended for a candidate with three years' training in  
13  
Latin. The difficulties which came up in the case of Elementary Latin show  
that the requirement in Latin poetry was made with little regard for the  
actual conditions in the preparatory school. The curriculum of the secondary  
school, in general, provided no study of Latin poetry until the fourth year.

A survey of the new Latin requirements which went  
Obstructive  
Nature of  
the New Re-  
quirements. into effect in 1900 will show that the requirement calls  
for a knowledge of Latin poetry at the end of the third  
year of a school course. Although a candidate had to know  
considerable about Latin poetry in order to pass successfully the examination  
in Elementary Latin, almost every secondary school offered no instruction in  
Latin poetry until the Senior year.

Due to complaints in regard to the requirements for Elementary Latin,  
the authorities of Harvard University addressed a letter of inquiry to the  
schools in the North Central Association of Colleges and Secondary Schools,

13. Harvard Catalogue, 1899, pp. 298, 299.

which asked to what extent instruction in Latin poetry was given previous to  
the last year of the school course.<sup>14</sup> The Board of Overseers also had a  
committee make a similar inquiry of schools on the Harvard list.<sup>14</sup> In both  
cases the results of the investigation were the same.<sup>14</sup> It was found im-  
possible for a boy, within the regular programme, to take the Harvard exam-  
inations in Elementary Latin.<sup>14</sup> Out of the eighty-six schools on the  
Harvard list, only twenty-two had no difficulty in meeting the requirement.<sup>14</sup>  
With the exception of three out of twenty-two schools, all were situated in  
Massachusetts.<sup>15</sup> Fifty-seven of the schools on the North Central Association  
list said that they gave instruction in Latin poetry before the last school  
year, but one hundred and forty-seven said that they did not give instruction  
in Latin poetry until the last year.<sup>15</sup> Most of the schools gave more in-  
struction in Cicero than the Harvard examinations called for.<sup>15</sup>

In the Annual Report for 1906, J C Hart, Chairman of the  
Summary of  
Objections. Committee on Admission, gives the following summary of the  
objections to the Harvard requirements in Elementary Latin:

"That as the Harvard requirement is different from that of every other  
college; it compels boys who are going to Harvard to secure a different treat-  
ment, and it puts undue emphasis on examinations.<sup>16</sup>

"That it is impossible for schools which send but few boys to Harvard  
to provide, within the regular programmes, for the different treatment which  
is necessitated by the requirement.<sup>16</sup>

"That on account of this differentiation in requirements, early in a  
school course good boys are turned to other colleges."<sup>16</sup>

14. Annual Report of the President, 1906, p. 359.

15. Ibid., 1906, p. 360.

16. Annual Report of the President, 1906, pp. 360, 361.

The Requirements  
Revised, 1910.

As a result of the inquiries, the Faculty<sup>a</sup> changed the definition of Elementary Latin. A significant comment upon the requirements for admission occurs in the same Report:

"The history of the requirement in Elementary Latin is very instructive with respect to the defects of the present system. For years, a single Department has seriously checked resorts to the University by setting examinations at variance with the programmes of schools throughout the country. Granted that the Department is right in its theory, nevertheless in making that theory part of our system of admission we took a very effective means of making ourselves provincial.....The lesson to be derived from our experience with Elementary Latin is that all our definitions should be carefully compared with school programmes, and with other college definitions of examination subjects with a view to removing from them any peculiarities that simply obstruct without testing capacity, and also the prescriptions which interfere with the liberty of schools in preparing boys for college work.....We need a scheme of admission requirements so broad and flexible that it will serve as a means of selecting for the college the best boys from all parts of the country. To get such a scheme, we must be willing to recognize a great variety of school programmes, and to abandon absolutely all attempts to prescribe the way subjects shall be taught, using our examinations not as a means of determining the character of our degrees, but simply as a means of testing fitness for admission."

16

Latin Under  
the "New Plan"  
1911.

A new plan for admission was formulated in 1910 and went into effect in 1911. In 1911 when candidates took their examinations under the "New Plan" the requisitions for

b

Latin were again modified. Two Orations of Cicero, and three books of

a. See Table 7.

b. A modified form of the "Old Plan" was retained as an alternative, which was discontinued after 1915.

Virgil's Aeneid became the subject matter specified for entrance examination. The purpose of the change may be briefly stated as placing "more emphasis upon quality of work done in a school and less upon the passing of a set of examinations."<sup>17</sup>

17. Harvard Graduates' Magazine, 1912-13, No 21, p. 661.

## CHAPTER IV.

## Changes in English Entrance Requirements.

The English entrance requirements at Harvard University readily group themselves into a succession of periods. For reasons similar to those presented in connection with the study of the Latin entrance requirements in the previous chapter, it has seemed best to present the following tables, (Table 8 and Table 9). Table 8 gives the periods in the history of Harvard entrance requirements in English, and Table 9 a summary of the changes. It will be noticed in Table 8 that the periods are designated by the titles such as Period I, Oral Examinations, and Period II, Written Examination on Prescribed Works. A more detailed explanation of each period is given in Table 9.

Table 9. Periods in History of Harvard Entrance Requirements in English, 1866-1915.

Oral Examination

- I. 1866-1873. Candidates are examined in reading aloud. Subject matter is announced 1870-1873. Examinations were held after admission.

Written Examination on Prescribed Work.

- II. 1874-1895. A short composition based on topics drawn from a list of

1. Harvard Catalogues, 1866, p. 26; 1867, p. 25; 1868, p. 25; 1869, p. 6; 1870, p. 34; 1871, p. 34; 1872, p. 49-50.

prescribed books. Correction of poor English added 1882-1895.<sup>2</sup>

Examination Based on a Reading and a Study List

- III. 1896-1901. A new plan for English; preparation to include general knowledge concerning a list of books for "reading" and specific knowledge concerning a list of books for "study".<sup>3</sup>

Two Examinations Offered; English A Offers Definite Works.

- IV. 1902-1908. Two definite examinations offered: Elementary English known as English A and a more advanced English examination known as English B. List of books the same for the years 1902-1905 in Elementary English; list increased for the years 1906-1908.<sup>4</sup>

Choice in Selection of Prescribed Works Allowed.

- V. 1909-1912. Two examinations offered known as Elementary English and English A. Choice is allowed a candidate for the Elementary English Examination in selecting works upon which to be examined; no prescribed works are designated for the advanced English examination now known as English A. Recommendations of the conference on Uniform Entrance Requirements (Feb. 22, 1905) adopted. In 1910 the plan of allowing a candidate no choice in selecting works upon which to be examined was resumed for that year only.<sup>5</sup>

List of Books Increased.

- VI. 1913, 1914. Recommendations of the Conference on Uniform Entrance Requirements (Feb. 22, 1909) adopted. Considerable freedom in choice of works is allowed a candidate.<sup>6</sup>

A Three-Part Examination

- VII. 1915 Elementary English divided into three parts: answers to questions on subject matter of books; composition of an essay; and specific knowledge of certain prescribed books.<sup>7</sup>

1. Harvard Catalogues 1866, p. 26; 1867, p. 25; 1868 p. 25; 1869, p 6; 1870 p. 34, 1871, p 34; 1872 p 49-51.
2. Harvard Examination Papers, collected by Robert Fowler Leighton, pp. 195, 278. Ibid., Appendix. p 336, Harvard Catalogues 1875, p 42, 1877, p. 63; 1878 p 62; 1879 p. 62; 1880. p. 64; 1881, p 65; 1882, p. 67; 1884 p. 68; 1885, p. 70; 1886, pp. 75, 76; 1887 p 76; 1889 p, 84; 1890 ~~maxatx~~ 138-139; 1894 p. 257; 1895 p. 203.
3. Ibid., 1895, p. 203; 1897, pp 271, 272; 1902, pp. 308-310; 1906 p. 335; 1907, p. 466.
4. Ibid., 1902, pp. 308-310; 1906, p. 335; 1907, p. 466.
5. Ibid., 1908, pp. 442, 485-493; 1909, pp. 487-488.
6. Ibid., 1909, pp. 487, 488; 1913, pp. 464-466.
7. Ibid., 1913, pp. 467-470.

Table 9. Outline of Changes in English Entrance Requirements at Harvard College 1866-1915.

- 1866.....Candidates will be examined in reading aloud after admission. <sup>1</sup>
- 1870.....Candidates are to be examined as early as possible after admission in reading English. Prizes are to be awarded for excellence. Students are to prepare themselves to read Shakespeare's Julius Caesar or Milton's Comus. Attention to derivations and critical analysis is recommended. <sup>2</sup>
- 1871.....Students are to prepare to read Goldsmith's Vicar of Wakefield. <sup>3</sup>
- 1874.....First written examination in English; a short composition on topics from Shakespeare's Merchant of Venice; Tempest; and Julius Caesar; Scott's Ivanhoe. The composition is to be correct in spelling, punctuation, grammar, and expression. <sup>4</sup>
- 1876.....Proper paragraph division is added to the rhetorical requirements of composition work. <sup>5</sup>
- 1879.....The number and variety of the prescribed books is increased, and the list of books is announced three years in advance so that the schools may plan their courses of English reading. <sup>6</sup>
- 1882.....Every candidate is required to correct specimens of bad prose given him at the time of the examination. For this purpose the time of the examination is lengthened by one half hour. (Previous to this, the time was one hour). <sup>7</sup>
- 1885.....The use of good English is to be considered an essential part of the candidate's training in translation. <sup>8</sup>
- 1886.....The list of prescribed books is announced four years in advance, instead of three. <sup>9</sup>
- 1895.....The correction of bad English to be discontinued after this year. <sup>10</sup>
- 1896.....A new plan for English: To write a paragraph or two on several topics drawn from a list of books for "reading"; to answer questions based on subject matter, literary form, and logical structure of a

1. Harvard Catalogue 1866 p. 26.
2. Ibid., 1869, p. 6.
3. Ibid., 1870, p. 34.
4. Harvard Examination Papers, H F Leighton, p. 195.
5. Annual Report, 1886, Appendix, p. 161.
6. Harvard Catalogue, 1878, p 62.
7. Ibid., 1881, p. 65.
8. Ibid., 1884, p. 69.
9. Ibid., 1885, p. 70.
10. Ibid., 1894, p. 257.

list of books for "study". The second part of the examination is intended to test the candidate's ability to express his thought with clearness and accuracy. <sup>11</sup>

1902.....Two examinations offered, A and B; A is somewhat the same as the elementary English examination offered first in 1896; B represents an examination covering the prescribed English of the Freshman year-which, if successfully passed, exempts the candidate from taking Freshman English; but, if passed with the grade of D, compels the candidate to take a half course in English Composition before the end of his Sophomore year. Prescribed lists of books are given to be read in preparation for each examination. <sup>12</sup>

1909.....Two examinations are still offered: Elementary English and English A. English A serves the same purpose as Examination B offered in 1902, but the prescribed texts are no longer given. It is designed for those who have studied English for four years; questions are based on rhetoric and literary history from Shakespeare's time to the present day. The candidate is given two hours, part of which must be spent in writing a composition correct in spelling, grammar, punctuation, use of words, paragraphing, and principles of structure. In the ordinary elementary English examination a choice is allowed the candidate in selecting books from the list for reading. Lists of books recommended by the Conference on Uniform Entrance Requirements in English, (Feb. 22, 1905) used. <sup>13</sup>

1910.....No choice is allowed the candidate; a definite list of books for reading and for study is announced. <sup>14</sup>

1911.....The plan offered in 1909 is resumed; a choice in the selection of books from the reading list is allowed. <sup>15</sup> Fourteen Units are required; four prescribed; ten to be selected. <sup>16</sup>

1913.....The recommendations of the Conference on Uniform Entrance Requirements in English (Feb. 22, 1909) adopted. The same number of units are required as in 1911. Preparation in English has two aims:

1. Command of correct and clear English spoken and written.
2. Ability to read with accuracy, intelligence, and appreciation.

The first aim requires instruction in spelling, grammar, punctuation, use of words, practice in oral and written composition and letter writing, and exercises on narration, description, exposition, and argument. The second object is to foster the habit of intelligent reading and to develop a taste for good literature. <sup>16</sup> Examination A is still continued.

11. Ibid., 1894, pp. 257, 258.

12. Ibid., 1902, p. 308.

13. Ibid., 1908, p. 492.

14. Ibid., 1909, p. 485; 1908, p. 493.

15. Ibid., 1909, pp. 487, 488; 1909, pp. 442, 482-493.

16. Ibid., 1909, pp. 486-487.

1915.....Elementary English and English A are offered. Elementary English is divided in three parts: Part A requires answers to questions on the subject matter of certain books; part B requires the composition of an essay; part C requires the kind of knowledge that should have been gained through mastering such books as those prescribed for study under the old plan. In parts A and B considerable liberty of choice is allowed. In part C this liberty of choice is somewhat restricted. 17

Changes in the English Entrance Requirements

In surveying the growth of the English examination for admission to Harvard College, it would be well to remember that English was not included in the list of subjects required for admission until 1874. Prior to that time, from the year 1866 until 1874, candidates had been examined in reading English aloud after admission. Hence the introduction of English as a subject requiring a written examination in addition to Latin, Greek, History, and Mathematics was something of an innovation, because no other college in the United States required a written examination in English at that time.

In the President's Report for the year 1872, appeared the following statement setting forth fully the need of introducing a written examination in English as a part of the requirements in entrance examinations:

"The need of some requisition which should secure on the part of some young men preparing for college proper attention to their own language

17. Harvard Catalog, 1914, p. 480-487.

1. Harvard Examination Papers, collected by Robert Fowler Leighton, p. 195.  
2. Franklin T Baker, College Entrance Requirements in English, in Monroe's Cyclopedia of Education, Vol. II. p. 102.  
3. 48th Annual Report of the President of Harvard College, p. 49.

has long been felt. Bad spelling, incorrectness as well as inelegance of expression in writing, ignorance of the simplest rules of punctuation, and almost entire want of familiarity with English Literature are far from rare among young men of eighteen otherwise well prepared to pursue their college studies. No small share of the responsibility for these deficiencies in its students has hitherto rested upon the college which has been content to accept without question such training in English as teachers, with their eyes fixed on the requisitions for admission were disposed or able to give. Now that the college has formally recognized the importance of elementary training in English Composition, and the fact that such training should be given early in the schools where it alone can be made thorough, doubtless the excellent instruction in English which is already provided in some of our preparatory schools will be furnished in all, and the college can profitably begin its instruction in this subject as it should do with Rhetoric proper and English Literature. The first step in demanding some knowledge of the literature from all its students has now been made by the college, by requiring hereafter all candidates for admission to have read with attention some half-dozen of its masterpieces, in order to qualify themselves<sup>3</sup> for passing the admission examination in English Composition."

From this statement it is evident that candidates, despite thorough preparation in Latin grammar, were deficient in the rules of English grammar, in punctuation and spelling, and in appreciation of English Literature. Inasmuch as criticism of the English preparation received by pupils of the secondary schools is still made by college and university, it is interesting to note the character of the "composition" demanded by Harvard College in 1874.

Character of Early  
English Entrance  
Examinations of  
Harvard College.

In 1874, a candidate for admission to Harvard College was given the following examination for re-requisition in English. "A short English composition is required, correct in spelling, punctuation, grammar, and expression. Thirty lines will be sufficient. Make at least two paragraphs. Subject: The Story of the Caskets in 'The Merchant of Venue', The Story of Shakespeare's 'The Tempest', of The Story of Rebecca in 'Ivanhoe'." <sup>4</sup>

A few years later (1876) the composition was to be fifty lines long and properly divided into paragraphs. <sup>3</sup> In 1881 some attention was paid <sup>3</sup> to the principle of coherence. But little was demanded except the accurate writing of elementary narration and elementary description. The subjects announced were to be "accounts" or "stories" of well known scenes in books and plays. Greater demands in English Composition are exacted to-day from pupils in the first year of the high school course.

Yet Harvard was perfectly aware of the elementary character of the early requirements in English due, in the main, to the neglect of English training in the preparatory school. <sup>5</sup> Indeed, part of the aim in having an English requirement <sup>5</sup> at all was to promote the serious study of English in the secondary schools. In the Catalogue of 1880, appeared the statement that in 1882 every candidate would be expected to correct specimens of bad English given to him at the time of the examination. <sup>6</sup> For this purpose the examination was length-

4. Annual Report of the President and Treasurer of Harvard College 1886, Appendix, p. 161.

5. Ibid., 1878, p. 12.

6. Ibid., 1886, p. 4.

ened by one-half hour, which made it one hour and a half in duration. This new demand was the outcome of a conference of several New England colleges held at Trinity College, Hartford, in December, 1879. After full discussion the conference decided to adopt the principle of the Harvard Requirement and to accept the list of books already announced in the Harvard Catalogue for 1881, 1882, and 1883. It also agreed to accept from Harvard a list of books for 1884 and appointed a committee to recommend books for subsequent years. In 1885, the use of good English was demanded from a candidate when he translated Latin into English.

Just twelve years after the first requirement in English was put into practice, the main purposes were felt to have been accomplished. "School teachers are encouraged to familiarize their pupils with a few specimens of English Literature, to pay careful attention to English composition, and to cultivate in their pupils, through translation and the reading of the prescribed books, accurate methods of thought and expression. The good schools are giving much more time than formerly to the mother tongue; and the admission examination in English wins more and more respect though still far from holding its legitimate place. The history of the introduction and gradual development of the English requisition in 1874 perfectly illustrates the slow and patient progress by which even the most obvious improvements in education have to be brought about."

Until 1896 the same general method first used in 1874 was employed in the English Entrance Examinations. Then the correction of bad prose was omitted and the lists of prescribed books were divided into two classes; books for "reading"

7. Annual report of the President of Harvard College, 1878, p. 5.

8. Harvard Catalogue 1884, p. 69.

9. Annual Report, 1886, p. 6.

10. See Table 8 showing Periods in the History of Harvard Entrance Requirements in English.

and books for "study". The old plan was obsolete. "The requirement in English was devised when English was ignored or sadly neglected in many schools, and, with one modification or another, it has spread from college to college and has been adopted at conference after conference. As a leaven of school and college, it has done good work; but neither in theory nor in result can it be regarded as furnishing a sound test in English Composition." <sup>11</sup> Forty years before, in the period before the Civil War, the secondary schools and the colleges had been in close touch. <sup>12</sup> The course of study in the secondary school was designed primarily to prepare a student to enter college. But gradually traditional methods were broken down, and <sup>13</sup> the secondary schools ceased to prepare their students for college. As classes in college increased and came to include large numbers, the method of the recitation took on a different phase. The oral recitation became inadequate to meet the needs of a large class; more and more, consequently, did the professors in charge demand that students express their thoughts in writing. The essentials of English grammar, spelling, and punctuation were, therefore, emphasized in the new plan for English in 1896. The Final Report on English Composition, as stated in the "Harvard Graduates' Magazine" in 1897, desired candidates for English entrance examination to show proficiency in "neatness", "legibility", "mechanical facility", "pennmanship", <sup>14</sup> "spelling", and "grammar".

To assist those candidates whose preparation in English was far in advance of the average graduate of a secondary school, an entrance examination known as English A was offered. By successfully passing this examination, a candidate would

- Later Changes
11. Annual Report of the President, 1896, p. 112.
  12. Harvard Graduates' Magazine, 1897, p. 201.
  13. Ibid., p. 202.
  14. Ibid., p. 207.

secure exemption from the work in English of the Freshman year. The examination in Elementary English or the ordinary entrance examination in English has remained practically the same in method since 1896. The striking changes have consisted in elaborating the plan by:

- (a) allowing a choice in the books selected for examination;
- (b) increasing the number of books from which a candidate could make a selection;
- (c) requiring the writing of an essay.

Relation of  
the English  
Department at  
Harvard and  
the Secondary  
Schools.

To show that Harvard College is not content to be the receiver of candidates from private schools or to remain shut away from association with the public schools of New England or elsewhere, the following statement has considerable significance.

In order that the teachers of English might know what is being done in the teaching of English throughout New England, J. C. Hart, of Harvard University suggested that the Secretary of the New England Teachers' Association appoint a committee to procure as much information as possible relative to methods of teaching English, correlating of English to other subjects, and the length of time allotted to the study of English. A committee of five was appointed under the leadership of Mr. Henry W. Holmes of Harvard University. It sent out questionnaires to the high school teachers of English, to the pupils of the Senior high school class, and to the Freshmen at College. Since 1896, the entrance examination in English has been conducted under practically the same system with certain modifications in the matter of increasing the number of books upon the lists for reading and for study, and in allowing a candidate a choice in selection.

## CHAPTER V

Harvard University and the Standardization  
of College Requirements in Latin and  
English

Harvard, the  
First College  
to Establish  
Entrance Re-  
quirements in  
English, 1874.

Harvard was the first college in the United States to establish an entrance requirement in English parallel to the admission requirements in Latin, Greek, History<sup>1</sup> and Mathematics. This it did in the year 1874. The precedent established by Harvard College gradually made

itself felt among the Eastern colleges and Western universities. Successful preparation in the rudiments of English grammar, spelling, and punctuation came to be considered of much importance in the examining of candidates. Entrance examinations in English were given by Michigan in 1878, Cornell in<sup>2</sup> 1883, Princeton in 1885, Columbia in 1891, and Yale in 1894. In the year 1897, over eighty colleges required an entrance examination in English.

Conference  
of New Eng-  
land Colleges,  
1879.

Not until 1879, when a conference of New England colleges was held at Trinity College, Hartford, had any effort been made to standardise college entrance require-<sup>3</sup>ments. The object then in view was to make the requi-

sitions of the New England colleges the same, on paper at least, for all common subjects. The colleges represented were: Harvard, Yale, Brown University,

1. Harvard Examination Papers, Robert Fowler Leighton, p. 195.
2. Franklin T Baker, College Entrance Requirements in English, in Monroe's Cyclopaedia of Education, Vol II, p. 102.
3. Annual Report of the President and Treasurer of Harvard College, 1881, p. 14.

Dartmouth, Williams, Trinity, Amherst, Wesleyan University, Tufts, and Boston  
3  
University.

Almost Total  
Lack of Uniformity  
With Respect to  
Entrance Require-  
ments in English.

One of the important results of the conference was that it revealed the lack of uniformity of college entrance requirements in English. Some of the colleges made no requisitions in English; others required the writing of a short composition upon the subject matter announced at the time of the examinations; Others called for formal knowledge of grammar; and others for both the knowledge of grammar and the ability to write a composition. The questions asked on the examination papers exhibited much variation; some could not be answered after a very minute study of the prescribed text, and others were suitable for pupils of the primary school rather than graduates  
4  
of secondary schools.

Adoption of  
the Require-  
ments in  
English of  
Harvard College.

After due discussion the Conference accepted the  
4  
substance of the Harvard entrance requirement in English. That is to say, that the lists of books upon which the Harvard entrance examinations in English for the years 1881,  
4  
1882, and 1883 were to be based were accepted by the Conference. It was also provided that the Conference would accept a list of English Classics for 1884  
4  
prepared by Harvard College. A committee, however, was appointed to recom-  
4  
mend lists for subsequent years. The influence of Yale College proper,  
2  
to the regret of all the associated colleges was withheld from the under-  
taking.

The General  
Result of the  
Conference of  
1879.

The general result briefly expressed was two fold:

1. The work of the preparatory school was considerably  
5  
facilitated.
2. The official statements for admission demanded the

4. Annual report of the President and Treasurer of Harvard College, 1886, p. 5.
- a. Sheffield Scientific School had long had a requirement in English for admission.
5. Annual Report of the President and Treasurer of Harvard College, 1881, p. 14.

same quantities of Latin, Greek, and English authors, and the same portions of Latin to be translated at sight. (Yale University was the sole exception.)

Effects of Conference upon Harvard Entrance Requirements in English.

Apart from these two general results, certain important effects upon the entrance requirements at Harvard College itself must be noted. Up to this time Harvard College was satisfied, or was compelled to be satisfied, with an elementary form of an entrance examination in English. After the Conference of 1879, the need for a broader aim in the English entrance examination was evident. In 1880 the Harvard Catalogue makes the following statement:

"In 1882 every candidate will also be required to correct specimens of bad English given him at the time of the examination. For this purpose the time of the examination will be lengthened by one half hour."

Failure of the Conference to Establish Uniform Requirements.

But, inasmuch as several of the colleges maintained an older set of admission requirements which were retained as an alternative, and since other colleges required candidates to offer subjects not required by all the colleges in the Conference, the attempts made to bring all the colleges to the same standard in conducting examinations based upon the paper requisitions were hardly a success.

Commission of Colleges in New England, 1886.

In response to an appeal made by the New England Association of Colleges and Preparatory Schools, a Commission of Colleges in New England on Admission Examinations was formed in 1886. The purpose of the Commission was to maintain and promote uniformity in the requirements for admission. The fifteen members of the

6. Harvard Catalogue, 1880, p. 54.

7. Annual Report of the President and Treasurer of Harvard College, 1881, p. 14.

8. Report of the Commissioner of Education, 1896, vol I, pp. 457-458, (Unsigned).

Commission at that time were:

1. Amherst College
2. Boston University
3. Bowdoin College
4. Brown University
5. Colby University
6. Dartmouth College
7. Harvard University
8. Middleburg College
9. Smith College
10. Trinity College
11. Tufts College
12. Wellesley College
13. Wesleyan University
14. Williams College
15. Yale University

The requirements of the various colleges for admission gave evidence of such variance with the preparation given in the secondary schools that the National Educational Association in 1892 appointed a committee to study the teaching of subjects in the secondary schools. This committee became well-known as "The Committee of Ten". The chairman was President Eliot of Harvard University. The reports of the Conference, to whom special work was delegated, were on nine subjects, and the results were digested by the Committee of Ten which prepared four programmes for the four years in the secondary school. If the specified preparation had been had, the colleges were required to admit candidates for entrance examination. Since in theory and practice the view had come to prevail that the secondary schools of the United States, taken together, did not exist for the purpose of preparing boys and girls for college, it was deemed necessary that the colleges and scientific schools of the country "should accept for admission to appropriate courses of their instruction the attainments of any youth who has passed through creditably a good secondary school course, no matter to what group of subjects he may have mainly devoted himself in the secondary schools". Closer affiliation between the secondary schools and

9. John Hays Gardiner, Harvard University, p. 56.

10. Report of the Committee of Ten, p. 52.

the colleges was desired.

Report of  
Committee  
on College  
Entrance  
Requirements,  
July, 1899.

In July, 1895, at the Denver meeting of the National Educational Association, a joint committee on College Entrance Requirements was appointed by the department of secondary<sup>11</sup> education and higher education. In the second preliminary report of the committee presented at the meeting of the National

al Educational Association at Milwaukee, July, 1897, the following quotation is significant.

"Requirements for admission are being leveled up; wide options are to be allowed; the element of value of preparation is to be a time element; Harvard, Cornell, Vassar, University of Michigan, University of Chicago, and Leland Stanford, Jr. are unfurling their banners of freedom."<sup>12</sup>

Among those who assisted in the preparation of the Report of the Committee in July, 1899, were George L. Kittredge, Professor of English, Harvard University,<sup>13</sup> and Clement L. Smith, Professor of Latin, Harvard University.

As the originator of the "New Plan" system of admission

Later  
Leadership  
of Harvard  
College.

whereby a candidate needed to pass only a limited number of examinations, if his record in the preparatory school had been satisfactory, Harvard College introduced a method which<sup>14</sup>

was later to be adopted by other New England Colleges. At the meeting of the Association of New England Colleges held at Amherst in November, 1910, the resolution was unanimously adopted to provide a system of tests for admission

11. Journal and Proceedings, National Educational Association, 1895, p. 580. Five were appointed by the Department of Higher Education, and five by the Department of Secondary Education.
12. The Committee on College Entrance Requirements, Report of the Chairman, A F Nightingale, School Review, June, 1897.
13. Report of the Committee on College Entrance Requirements, July, 1899, pp. 186, 187.
14. Higher Education in the United States...by Kendrick Charles Babcock, in Report of the Commissioner of Education, vol. I. 1911, p. 48.

by which the candidate's certificate was to be taken as evidence for quantity  
and his examination in a few subjects for the quality of his work. The  
14  
colleges represented were:

- |              |               |
|--------------|---------------|
| 1. Harvard   | 7. Trinity    |
| 2. Yale      | 8. Middlebury |
| 3. Dartmouth | 9. Tufts      |
| 4. Amherst   | 10. Boston    |
| 5. Bowdoin   | 11. Wesleyan  |
| 6. Vermont   | 12. Clark     |

## CHAPTER VI

## A Quantative Consideration of Latin Entrance Requirements.

From a discussion of changes in Latin entrance requirements and the efforts of Harvard University to standardize the same, we now turn to a study of the amount of Latin required from year to year. A convenient and definite basis for such a study will be found in the number of words included in the works of the various authors required. The following table presents the results of the study.

Table 10. Authors, Works, and Amount; Approximate Number of Words of Latin Required for Admission to Harvard College, 1846-1915.

1		
<u>1846-1871</u>		
	The "whole" of Virgil	90,000
	The "whole" of Caesar	44,000 (Commentaries)
	Select orations of Cicero	<u>50,000 ?</u>
		184,000
2		
<u>1872, 1873.</u>		
Course I.	The "whole" of Virgil	90,000
	The "whole" of Caesar	44,000 (Commentaries)
	Ten Orations of Cicero	<u>50,000</u>
		184,000
Course II.	The Elogues of Virgil	5,000
	Aeneid I-VI	35,000
	Caesar I-IV	25,000
	Six Orations of Cicero	<u>30,000</u>
		95,000

- Harvard Catalogues: 1846, p. 35; 1854, p. 23; 1858, pp 25-26; 1859, pp 27,28; 1864,p.26; 1865, p. 26; 1866, p. 26; 1867, p. 25; 1868,p.25;1869,p. 25; 1870,p.34. See also Introduction for "the whole of Virgil".
- Ibid., 1871-72, p. 34; 1872, p. 50-51.

3

1874-1877.

Course I

The Eclogues of Virgil	5,000
Aeneid I-VI	35,000
Caesar I-IV	25,000
Sallust's Catiline	12,000
Ovid (4000 lines)	28,000
8 Orations of Cicero (Cato Major)	<u>40,000</u>
	145,000

Course II

Aeneid I-VI	35,000
Caesar I-II	15,000
6 Orations of Cicero (Cato Major)	<u>30,000</u>
	80,000

4

1878-1881.

Method I. Minimum

The Eclogues	5,000
Aeneid I-IV	20,000
Caesar I-IV	<u>25,000</u>
	50,000

Maximum

Cicero's Orations against Catiline	14,000
Aeneid V-IX	<u>30,000</u>
	44,000

5

Method II. Continued until 1881.  
 Course I ) See 1874-1877  
 Course II)

6

1882-1887

Prescribed Latin

(Aeneid I-VI)	35,000
(Caesar I-IV)	<u>25,000</u>
	60,000
Choice	
(Caesar I-III)	20,000
(Sallust's Catiline)	12,000
(Aeneid I-V)	30,000
(The Eclogues)	<u>5,000</u>
	67,000

7

Elective Latin

Cicero's Orations against Catiline	14,000
and For Archias	3,000
Ovid's Metamorphoses	40,000
Aeneid-Average passages	<u>30,000 ?</u>
	87,000

3. Annual Report 1876-97, p. 95; Harvard Catalogues 1875, pp. 41, 42. Harvard Examination Papers: Robert Fowler Leighton, Appendix, p. 335.  
 4. Harvard Catalogues: 1877, pp. 60, 61; 1878, pp. 61-65; 1879, p. 61; 1880, p. 62.  
 5. Harvard Catalogues: 1877, pp. 62-64; 1878, pp. 61-65; 1879, p. 64.  
 6. Ibid., 1881, p. 64; 1882, pp. 66-67; 1884, p. 67; 1885, p. 69.  
 7. Ibid., 1881, pp. 65, 66; 1884, p. 68; 1885, p. 69; 1886, p. 76.  
 Annual Report 1886, p. 38.

8

1888-1901

Elementary Latin: Sight translation of simple prose.

Advanced Latin: Sight translation of average passages from Cicero and Virgil.

9

1900-1905

During the years 1900-1911, the works specifically mentioned for elementary and advanced Latin vary slightly. But the recommended reading remains nearly constant. In 1909 the examination of the College Entrance Examination Board could be substituted for the Harvard College Examination.

## Elementary Latin

Cicero-30 pages	6,000
Virgil-2000-3000 verses or	
Virgil and Ovid (same amount)	17,500
Four Speeches against Catiline	<u>14,000</u>
	37,500

## Advanced Latin

Nepos' Lives 90 to	
Caesar's Gallic War)120 pages	21,000
Four Speeches against Catiline	
90 to 120 pages	22,000
Virgil, or Virgil and Ovid,	
6000-10,000 lines	<u>50,000</u>
	93,000

10

1905-1911

## Elementary Latin

Nepos' Lives and Caesar's	
Gallic War, 90-120 Pages	21,000
Cicero-40 pages	8,000
Aeneid I-IV or Selected Myths	
from Ovid's Metamorphoses	<u>20,000</u>
	49,000

## Advanced Latin

Four Speeches of Cicero against	
Catiline	14,000
For Archias	3,000
(For Marcellus	2,500
(On the Manilian Law added 1908	8,000

Virgil and Ovid 6000-10000 lines 50,000

77,500 or 67,000

8. Ibid., 1886, p. 76; 1887, p. 77; 1890, pp. 136-139, 141; 1891, p. 152; 1892, p. 78; 1893, p. 191; 1894, p. 199; 1895, p. 204; 1896, pp. 231-233; 1897, pp. 272-275; 1899, p. 288.
9. Ibid., 1899, p. 298, 299; 1901, pp. 302-303; 1903, pp. 342-343.
10. Ibid., 1903, pp. 342-343; 1906, pp. 338-339; 1907, p. 469; 1908, p. 495.

11

1911-1915

Aeneid I, II, IV, or	
I, II, VI	16,000 or 20,000
Cicero's Orations For the Manilian Law	8,000
For Archias	3,000
	<hr/>
	27,000 or 33,000
average	30,000

11. Harvard Catalogues. 1911, p. 488; 1912, p. 4; 1913, p. 1914 pp. 486-487.

**Table 11.** Amount of Latin Required for Admission to Harvard College, 1846-1915. (Based upon the number of words in Works Required).<sup>1</sup>

Years	Course	Approximate Amount of Words
1846-1871	All Candidates	184,000
1872, 1873	Course I	184,000
1872, 1873	Course II	95,000
1874-1877	Course I	145,000
1874-1877	Course II	80,000
1878-1881	Method I, Minimum	50,000
1878-1881	Method I, Maximum	44,000
1878-1881	Course I and II	Same as in 1874-1877
1882-1887	Prescribed	60,000-67,000 (2)
1882-1887	Elective	87,000
1888-1901	Elementary	Sight Translation
1888-1901	Advanced	Sight Translation
1900-1905	Elementary	37,500
1900-1905	Advanced	93,000
1905-1911	Elementary	49,000
1905-1911	Advanced	67,000-77,500 (3)
1911-1915	One of four Entrance Examinations	27,000-33,000 (4)

During the years 1840-1871, the amount of Latin required in preparation for entrance examinations was the same for all candidates, and in 1872 and 1873 continued to be the same in amount under course I. In Course II, it will be noticed, by reducing the amount of Virgil from "the whole" to the first six books of the Aeneid, by requiring only four books instead of the entire Gallic War, and by reducing the Selected Orations of Cicero to six, the total amount of Latin became approximately one half that required for Course I.

1. See Table 10. Showing List of Latin Works with an approximate estimate of the words represented by each, required for entrance examination to Harvard College.
2. Average, 63,500
3. Average, 72,250
4. Average, 30,000

In 1874-1877, due to the modifications of Course I and Course II, the amounts of each were slightly diminished: Course I, although broadened by the introduction of two additional Latin authors,<sup>5</sup> fell from 184,000 words to 145,000 words: Course II, by asking a candidate to prepare only two books of the Gallic War instead of four,<sup>a</sup> was reduced from 95,000 words to 80,000. Both of these courses with their respective amounts were retained as an alternative to Method I during the years 1878-1881. It should be recalled here that under Method I a candidate was required to pass the minimum examination, but was given an option as to whether he would pass the maximum examination. Reference to Table 44 will show the popularity of the maximum examinations in Latin. A candidate offering both minimum and maximum examinations in Latin had probably read at least 94,000 words.

The three choices open to candidates during the years 1878-1881 are shown in the following table.

Table 12.

Years	Course	Approximate Amount of Words
1878-1881	Method I	94,000
1878-1881	Method II	
	Course I	145,000
	Course II	80,000

When the terms "minimum" and "maximum" were changed to "prescribed" and "elective" Latin in 1882-1887, the amounts were somewhat increased. The approximate number of words required for prescribed Latin varied from 60,000 words to 67,000, according to the group of works selected by a candidate for entrance examination. The increase in prescribed Latin was approximately 10,000 or 17,000 words.<sup>6</sup> A greater increase was made in elective Latin. Another oration of Cicero and Ovid's *Metamorphoses* were added. The "average"

5. Sallust and Ovid.

a. As previously stated these numbers are approximate.

6. Because the Minimum amount 1878-1881 was 50,000 words.

passages of the Aeneid are taken to mean at least five books of the Aeneid. The total amount now became about 87,000 words, or nearly double the amount required in 1878-1881.

It is impossible to determine definitely the amount of Latin required in 1888-1901 because the only specified entrance requirement in Latin at Harvard College was sight translation in Elementary Latin and sight translation of average passages from Cicero and Virgil in Advanced Latin.

In 1900, however, definite requirements for entrance examinations in Latin, both Elementary and Advanced were announced. During the years 1900-1905, Elementary Latin represented about 37,500 words and Advanced Latin about 93,000. Elementary Latin was a little over one half of the amount required 1882-1887, but Advanced Latin showed a slight increase. In 1905-1911 Elementary Latin was increased and the Advanced Latin considerably decreased. The examinations given during the years 1911-1915 represent the smallest amount of Latin ever required at Harvard College, varying from 27,000 to 33,000 or an average of 30,000 words.

Table 13. Showing Amounts of Prescribed Latin Only.

Years	Course	Approximate Amount of Words
1846-1871	All Candidates	184,000
1872-1873	Course I	184,000
1872-1873	Course II	95,000
1874-1877	Course I	145,000
1874-1877	Course II	80,000
1878-1881	Method I. Minimum	50,000
1882-1887	Prescribed	63,500 (8)
1900-1905	Elementary	37,500
1905-1911	Elementary	49,000
1911-1915	One of four Examinations	30,000 (9)

7. The amount of Virgil in different courses had up to this time varied from four to six books, and in 1878-1881 (under the maximum) had included the Aeneid, Books V-IX, or five books.

8. Average amount

9. Average amount.

Table 14. which follows shows the amount for Elective Latin only during the years indicated.

<u>Years</u>	<u>Course</u>	<u>Approximate Amount of Words</u>
1878-1881	Method I, Maximum	44,000
1882-1887	Elective	87,000
1900-1905	Advanced	93,000
1905-1911	Advanced	72,250 (10)

The maximum amount of Latin required in entrance examinations during the years 1846-1915 was 184,000 words. This amount was required from all candidates during the years 1846-1871. But during the years 1872 and 1873, it was required only of those candidates who took examinations under Course I.

The minimum amount of Latin required during the years 1846-1915 was 27,000 words. That is, it was possible for a candidate to prepare in advance only the amount equivalent to 27,000 words and still to fulfill the Harvard entrance requirements in Latin. Since a candidate, however, by varying his choice of books in the Aeneid from I, II, IV, to I, II, VI, during the years 1911-1915 could raise the amount to 33,000 words, the average amount of words required during the aforesaid years may be considered as 30,000.

## CHAPTER VII.

## A Quantative Consideration of English Entrance Requirements.

From a consideration of the amount of Latin required from year to year in preparation for entrance examination, we now turn to a similar study of the English entrance requirements. The following table presents for each year the classics required and the number of words represented by each. Thus for the year 1874 "Julius Caesar", "The Tempest", "The Merchant of Venice", and "Ivanhoe", were offered which represent respectively the amounts of 25,000, 20,000, 30,000, and 225,000 words, -- in all a total of 300,000 words.

Table 15 List of Works, with an Approximate Estimate of the Amount of Words Represented by Each, Required for Entrance Examination in English at Harvard College, 1874-1915.

1		
1874	Julius Caesar	25,000
	Tempest	20,000
	Merchant of Venice	30,000
	Ivanhoe	<u>225,000</u>
		300,000
2		
1875	Tempest	20,000
	Merchant of Venice	30,000
	Waverley	<u>160,000</u>
		210,000

1. Data for the requirements of this year taken from: "Harvard Examination Papers" collected by Robert Fowler Leighton, p. 195.
2. Ibid., p. 278.

	3		
1876		Merchant of Venice	30,000
		Tempest	20,000
		Vicar of Wakefield	75,000
		Waverley	<u>160,000</u>
			285,000
	4		
1877		Henry V	27,000
		Julius Caesar	25,000
		Merchant of Venice	30,000
		Sketch Book	125,000
		Talisman	160,000
		Harmion	<u>40,000</u>
			407,000
	5		
1878		Macbeth	25,000
		As You Like It	27,000
		Sketch Book	125,000
		Lady of the Lake	<u>7,000</u>
			184,000
	6		
1879		Macbeth	25,000
		Richard II	25,000
		Midsummer Night's Dream	22,000
		Sir Roger de Coverley Papers	60,000
		Prisoner of Chillon	2,500
		Macaulay's Essay on Addison	30,000
		Guy Mannering	190,000
		Henry Esmond	<u>180,000</u>
			534,500
	7		
1880		Much Ado About Nothing	25,000
		King Lear	35,000
		Gray's Elegy	1,000
		Johnson's Lives of the Poets(Six)	100,000
		Macaulay's Life of Johnson	20,000
		Carlyle's Essay on Johnson	20,000
		Tale of Two Cities	150,000
		Quentin Durward	<u>200,000</u>
			551,000

3. Harvard Catalogue, 1875-76, p. 42.
4. Harvard Examination Papers; R. F. Leighton: Appendix, p. 336.
5. Harvard Catalogue, 1877-78, p. 63.
6. Ibid., 1878-79, p. 62.
7. Ibid., 1879-80, p. 62.

	8		
1881		Hamlet	37,500
		Romeo and Juliet	29,000
		Paradise Lost I and II	15,000
		Irving's Life of Goldsmith	110,000
		Hawthorne's Our Old Home	145,000
		The Abbot	200,000
		She Stoops to Conquer	24,000
		Silas Marner	80,000
			<u>640,500</u>
	9		
1882		Othello	34,000
		King John	22,000
		Deserted Village	3,000
		Vicar of Wakefield	75,000
		Carlyle's Essay on Scott	25,000
		Mill on the Floss	170,000
		Bride of Lammermoor	150,000
			<u>479,000</u>
	10		
1883		Julius Caesar	25,000
		As You Like It	27,000
		Sir Roger de Coverley Papers	60,000
		Macaulay's Essay on Addison	30,000
		Henry Esmond	180,000
		Marmion	40,000
			<u>362,000</u>
	11		
1884		Julius Caesar	25,000
		As You Like It	27,000
		Sir Roger de Coverley Papers	60,000
		Macaulay's Essay on Addison	30,000
		Henry Esmond	180,000
		Cotter's Saturday Night	1,500
			<u>323,500</u>
	12		
1885		Macbeth	25,000
		Merchant of Venice	30,000
		Sketch Book	125,000
		Paradise Lost I and II	15,000
		Silas Marner	80,000
		Tale of Two Cities	150,000
		Emerson's Essay on Eloquence	4,500
			<u>429,500</u>

8. Harvard Catalogue, 1880-81, p. 64.

9. Ibid., 1881-82, p. 65.

10. Ibid., 1881-82, p. 65.

11. Ibid., 1882-83, p. 67.

12. Ibid., 1882-83, p. 67; 1884-85, p. 68.

13		
1886	Julius Caesar	25,000
	Macbeth	25,000
	Paradise Lost I and II	15,000
	Tale of Two Cities	150,000
	Rape of the Lock	6,500
	Vision of Sir Launfal	2,250
	She Stoops to Conquer	24,000
	The Abbot	200,000
		447,750
14		
1887	Merchant of Venice	30,000
	Julius Caesar	25,000
	Johnson's Life of Milton	18,000
	Johnson's Life of Dryden	24,000
	Macaulay's Essay on Milton	20,000
	Macaulay's Essay on Dryden	12,000
	Paradise Lost I and II	15,000
	Alexander's Feast	800
	Quentin Durward	200,000
	Bracebridge Hall	35,000
		379,800
15		
1888	Julius Caesar	25,000
	Twelfth Night	25,000
	Dobson's 18th Century Essays	56,000
	Rape of the Lock	6,500
	Essay on Criticism	6,500
	Pride and Prejudice	55,000
	English Humorists	150,000
	Lays of Ancient Rome	13,000
	Johnson's Life of Pope	18,000
	Johnson's Life of Addison	10,000
	Bracebridge Hall	35,000
		400,000
16		
1889	Julius Caesar	25,000
	As You Like It	27,000
	Johnson's Life of Gray	5,000
	Johnson's Life of Swift	15,000
	English Humorists	150,000
	Gulliver's Travels	100,000
	Gray's Elegy	1,000
	Pride and Prejudice	55,000
	Rob Roy	180,000
	Marmion	40,000
		588,000

13. Harvard College Catalogue, 1885-86, p. 70.

14. Ibid., 1886-87, pp. 75-76.

15. Ibid., 1887-88, p. 76.

16. Ibid., 1887-88, p. 76.

17		
1890	Julius Caesar	25,000
	Midsummer Night's Dream	22,000
	Evangeline	18,000
	Bunker Hill Oration	12,000
	Ancient Mariner	3,700
	English Humorists	150,000
	Macaulay's Essay on Clive	28,000
	House of Seven Gables	100,000
	Silas Marner	80,000
		<u>558,700</u>
18		
1891	Julius Caesar	25,000
	Merchant of Venice	30,000
	Ancient Mariner	3,700
	Evangeline	18,000
	Bunker Hill Oration	12,000
	Silas Marner	80,000
	House of the Seven Gables	100,000
	Old Mortality	190,000
	The Alhambra	120,000
	Macaulay's Essay on Clive	28,000
		<u>606,700</u>
19		
1892	Julius Caesar	25,000
	As You Like It	27,000
	Courtship of Miles Standish	12,000
	Bunker Hill Oration	12,000
	Sir Roger de Coverley Papers	60,000
	The Alhambra	120,000
	Scenes from Clerical Life	145,000
	House of the Seven Gables	100,000
	Talisman	160,000
	Macaulay's Essay on Chatham	30,000
		<u>691,000</u>
20		
1893	Julius Caesar	25,000
	Twelfth Night	25,000
	Sir Roger de Coverley Papers	60,000
	Macaulay's Essay on Chatham	30,000
	The American Scholar	8,500
	Sketch Book	125,000
	Ivanhoe	225,000
	David Copperfield	375,000
	Marmion	40,000
	Courtship of Miles Standish	12,000
		<u>925,000</u>

17. Harvard Catalogue 1889-90, p. 84.

18. Ibid., 1890-91, p. 138.

19. Ibid., 1890-91, p. 138.

20. Ibid., 1890-91, p. 139.

	21			
	1894	Julius Caesar	25,000	
		Merchant of Venice	30,000	
		Lady of the Lake	7,000	
		Arnold's Sorab and Rustum	6,500	
		The American Scholar	8,500	
		Macaulay's Essay on Chatham	30,000	
		Sketch Book	125,000	
		David Copperfield	375,000	
		The Abbot	<u>200,000</u>	
			807,000	
	22			
	1895	Merchant of Venice	30,000	
		Twelfth Night	25,000	
		Sir Roger de Coverley Papers	60,000	
		Evangeline	18,000	
		Lycidas, L'Allegro, Comus and Il Penseroso	13,400	
		Macaulay's Essay on Milton	20,000	
		Macaulay's Essay on Addison	30,000	
		Bunker Hill Oration	12,000	
		Sketch Book	125,000	
		The Abbot	<u>200,000</u>	
			529,400	
	23			
	1896	Midsummer Night's Dream	22,000	
		History of the Plague Year in London	100,000	
		Tales of a Traveller	150,000	
		Woodstock	200,000	
Reading List		Macaulay's Essay on Milton	20,000	
		Evangeline	18,000	
		Silas Marner	80,000	
		( Merchant of Venice	25,000	
		( Lycidas, Il Penseroso, Comus and L'Allegro	13,400	
Study List		( Bunker Hill Oration	<u>12,000</u>	
			640,400	
	24			
	1897	As You Like It	27,000	
		History of the Plague Year in London	100,000	
		Tales of a Traveller	150,000	
		Twice Told Tales	140,000	
		Evangeline	18,000	
		Silas Marner	80,000	
		( Merchant of Venice	25,000	
		( On Conciliation with America	20,000	
		( Marmion	40,000	
		( Macaulay's Life of Johnson	<u>140,000</u>	
			740,000	

21. Harvard Catalogue, 1890-91, p. 139.

22. Ibid., 1894-95, p. 257.

23. Ibid., 1895-96, p. 203.

24. Ibid., 1895-96, p. 203.

	25		
1898		Paradise Lost I and II	15,000
		Pope's Iliad I, VI, XXII, XXIV,	
			24,000
		Sir Roger De Coverley Papers	60,000
		Southey's Life of Nelson	175,000
		Carlyle's Essay on Burns	20,000
		Vision of Sir Launfal	2,250
		House of the Seven Gables	100,000
		( Macbeth	25,000
		( On Conciliation with America	20,000
		( Flight of a Tartar Tribe	20,000
		( The Princess	30,000
			<u>491,250</u>
	26		
1899		Dryden's Palamon and Arcite	45,000
		Pope's Iliad, I, VI, XXII, XXIV	24,000
		Sir Roger de Coverley Papers	60,000
		Vicar of Wakefield	75,000
		Ancient Mariner	3,700
		Flight of a Tartar Tribe	20,000
		Last of the Mohicans	100,000
		Vision of Sir Launfal	2,250
		House of the Seven Gables	100,000
		(Macbeth	25,000
		(Paradise Lost I and II	15,000
		(On Conciliation with America	20,000
		(Essay on Burns	20,000
			<u>509,950</u>
	27		
1900		Dryden's Palamon and Arcite	45,000
		Iliad I, VI, XXII, XXIV	24,000
		Sir Roger de Coverley Papers	60,000
		Vicar of Wakefield	75,000
		Ivanhoe	225,000
		Flight of a Tartar Tribe	20,000
		Last of the Mohicans	100,000
		The Princess	30,000
		Vision of Sir Launfal	2,250
		(Macbeth	25,000
		(Paradise Lost I and II	15,000
		(On Conciliation with America	20,000
		(Macaulay's Essay on Milton	20,000
		(Macaulay's Essay on Addison	30,000
			<u>691,250</u>

25. Harvard College Catalogue, 1897-98, p. 271.

26. Ibid., 1897-98, p. 271-272.

27. Ibid., 1897-98, p. 271-272.

28

1901	Merchant of Venice	25,000
	Iliad I, VI, XXII, XXIV	24,000
	Sir Roger de Coverley Papers	60,000
	Vicar of Wakefield	75,000
	Ancient Mariner	3,700
	Ivanhoe	225,000
	Last of the Mohicans	100,000
	The Princess	30,000
	Vision of Sir Launfal	2,250
	Silas Marner	80,000
	( Macbeth	25,000
	( Lycidas, Comus, L'Allegro,	
	( Il Penseroso	13,400
	( Macaulay's Essay on Milton	20,000
	( Macaulay's Essay on Addison	30,000
	( On Conciliation with America	20,000
		<u>733,350</u>

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1902-1905

Examination A, the usual English entrance requirement.

	Merchant of Venice	30,000
	Julius Caesar	25,000
	Sir Roger de Coverley	60,000
	Vicar of Wakefield	75,000
Elementary	Ancient Mariner	3,700
English	Ivanhoe	225,000
	Essay on Burns	20,000
	The Princess	30,000
	Silas Marner	80,000
	Vision of Sir Launfal	2,250
	( Macbeth	25,000
	( Speech on Conciliation with	
	( America	20,000
	( Macaulay's Essays on Milton and	
	( Addison	50,000
	( Lycidas, Comus, L'Allegro	
	( Il Penseroso	13,400
		<u>659,350</u>

28. Harvard Catalogue, 1897, pp. 271, 272.

29. Ibid., 1902, p. 308.

1902-1908

English

A

Examination B which exempted a candidate from the prescribed English of the Freshman Year, if successfully passed. If the candidate passed with the grade of D, he was required to take a half course in English Composition before the end of his Sophomore year. This was a purely optional requirement.

Palgrave's Golden Treasury	30,000
Julius Caesar	25,000
Merchant of Venice	30,000
Macbeth	25,000
Twelfth Night	25,000
King Lear	25,000
Milton's Four Lyrics, L'Allegro, etc	13,400
Pilgrim's Progress	122,000
Robinson Crusoe	200,000
Alexander's Feast	800
To the Memory of Mr. Oldham	250
On the Death of Dundee	70
Voyage of the Lilliput	25,000
Sir Roger de Coverley Papers	60,000
Epistle to Dr. Arbuthnot	3,000
The Deserted Village	3,000
She Stoops to Conquer	24,000
The Lady of the Lake	7,000
Ivanhoe	225,000
Quentin Durward	200,000
Macaulay's Life of Johnson	14,000
Lays of Ancient Rome	13,000
Maseppa	4,500
Prisoner of Chillon	2,500
Legend of Sleepy Hollow	10,000
Rip Van Winkle	6,500
Tales of a Traveller	150,000
Henry Esmond	180,000
Tale of Two Cities	150,000
House of the Seven Gables	100,000
Tales of the Wayside Inn	75,000
Vision of Sir Launfal	2,250
Franklin's Autobiography	100,000
Browning's Cavalier Tunes	450
How they Brought the Good News, etc	500
Evelyn Hope; Pheidippides	1,700
Home Thoughts from Abroad	200
Home Thoughts from the Sea	75
An Incident of the French Camp	200
Boy and the Angel	475
One Word More; Hervé Riel	1,400
Tennyson's The Revenge	1,300
Launcelot and Elaine	12,000
Passing of Arthur	2,000
Lady of Shalott	250

## 1902-1908 (Continued)

The Lotus Eaters; Ulysses	1,450
Tithonus	600
	<hr/> 1,870,670

31

## 1906-1908

English A, the usual entrance examination in English.

Reading List	Merchant of Venice	30,000
	Macbeth	25,000
	Sir Roger de Coverley Papers	60,000
	Irving's Life of Goldsmith	110,000
	Ancient Mariner	3,700
	Ivanhoe	225,000
	Lady of the Lake	7,000
	Gareth and Lynette	12,000
	Launcelot and Elaine	12,000
	Passing of Arthur	2,000
	Vision of Sir Launfal	2,250
	Silas Marner	80,000
	Study List	( Julius Caesar
( L'Allegro, Il Penseroso, Lycidas,		
( Comus		13,400
( On Conciliation with America		20,000
( Macaulay's Essay on Milton		20,000
( Macaulay's Life of Johnson	14,000	
	<hr/> 661,350	

32

## 1909

Six groups of works were presented to candidates as a reading list. From Groups II and III he could choose one work from each, from groups I, IV, V, and VI he could select two works from each group. The following represents a possible choice of a candidate.

Group I	Merchant of Venice	30,000
	Julius Caesar	25,000
Group II	Sir Roger de Coverley Papers	60,000
Group III	The Deserted Village	3,000
Group IV	Ivanhoe	225,000
	Tale of Two Cities	150,000
Group V	Sketch Book	125,000
	Heroes and Hero Worship	100,000
Group VI	Lady of the Lake	7,000
	Ancient Mariner	3,700
Study List	( Macbeth	25,000
	( Four Lyrics of Milton	13,400
	( On Conciliation with America	20,000
	( Macaulay's Life of Johnson	14,000
	<hr/> 801,100	

31. Harvard Catalogue, 1903-04, pp. 336-337.

32. Ibid., 1908-09, p. 442.

33

1910

Merchant of Venice	30,000
Julius Caesar	25,000
Sir Roger de Coverley Papers	60,000
Franklin's Autobiography	100,000
Macaulay's Lays of Ancient Rome	13,000
Ivanhoe	225,000
Lady of the Lake	7,000
Gareth and Lynette	12,000
Launcelot and Elaine	12,000
Passing of Arthur	2,000
House of the Seven Gables	100,000
Tale of Two Cities	150,000
( Macbeth	25,000
( Four Lyrics of Milton	13,400
( On Conciliation with America	20,000
( Macaulay's Life of Johnson	14,000
	<u>746,000</u>

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1911

Reading list the same as in 1909. 728,700

Macbeth	25,000
Four Lyrics of Milton	13,400
On Conciliation with America	20,000
Macaulay's Life of Johnson	14,000
	<u>801,100</u>

35

1912

Reading list the same as in 1909. 728,700

Macbeth	25,000
Four Lyrics of Milton	13,400
On Conciliation with America	20,000
Essay on Burns	20,000
	<u>807,100</u>

33. Harvard Catalogue, 1908-09, p. 485, 493.

34. Ibid., 1908-09, p. 485.

35. Ibid., 1908-09, p. 482.

1913-1914

A candidate had to select two from each group and there were five groups. These ten units, together with the four represented by the study list equalled fourteen. The following represents the possible choice of a candidate. Some choice was allowed in selecting works on the study list.

Group I	Odyssey (Omit I-V, XV, and XVII)	50,000
	Merchant of Venice	30,000
Group II	Julius Caesar	25,000
	As You Like It	27,000
Group III	Vicar of Wakefield	75,000
	Ivanhoe	225,000
Group IV	Sir Roger de Coverley Papers	60,000
	Sketch Book	125,000
Group V	Lady of the Lake	7,000
	Ancient Mariner and Vision of Sir Launfal	5,950
	( Macbeth	25,000
Study	( Four Lyrics of Milton	13,400
List	( On Conciliation with America	20,000
	( Essay on Burns	20,000
		<u>707,350</u>

1915

As in 1913-14, this represents only the possible choice of a candidate.

Group I	Odyssey (Omit I-V, XV, XVII)	50,000
	Merchant of Venice	30,000
Group II	Midsummer Night's Dream	22,000
	As You Like It	27,000
Group III	Vicar of Wakefield	75,000
	Silas Marner	80,000
Group IV	Sir Roger de Coverley Papers	60,000
	Sketch Book	125,000
Group V	The Traveller & The Deserted Village	6,000
	Rape of the Lock	6,500
	Macbeth	25,000
	Four Lyrics of Milton	13,400
	On Conciliation with America	20,000
	Emerson's Essay on Manners	7,500
		<u>547,400</u>

36. Harvard Catalogue, 1909-10, pp. 487-488; 1913-14, pp. 464-66.

37. Ibid., 1913-14, pp. 467-470.

Amount of English Entrance Requirements to Harvard College  
1874-1915. Based upon a Study of the Number of Words In-  
cluded in the Works Required for Entrance Examination.

In order to make clear the amount of English entrance requirements, 1874-1915, the following explanations are offered. From 1874 through the year 1908, the reading in English required for entrance examination by Harvard College was the same for all candidates.<sup>1</sup> From the year 1909 through the year 1915, (with the exception of 1910), a choice was allowed a candidate in the selection of material upon which to be examined.<sup>2</sup> The 1909-1915 plan made possible the selection of a group of works, the total amount of which would fall far below that of some other selection of longer works.

During the years 1909-1915, (with the exception of 1910), the method employed in determining the total number of works read by a candidate in preparation for the Harvard examination was as follows. The works selected to make up the required fourteen units were those which are studied in the secondary schools to the greatest extent. For example, "The Merchant of Venice" would be given preference to "Henry V".

The data for the years 1874-1908 are based upon the accuracy of the compiler, but the data for the years 1909-1915 (with the exception of 1910) are not only dependent upon the accuracy of the compiler but upon the particular works he selects. In the first case the compiler has only to make as accurate estimates as possible. The works have been definitely stated for the years, 1874-1908. In the second case the selection of the compiler is necessary be-

1. Harvard Examination Papers, collected by R F Leighton, pp. 195, 278, Appendix, p. 336. Harvard Catalogues: 1875, p. 42; 1877, p. 63; 1878, p. 62; 1880, p. 64; 1881, p. 65; 1882, p. 67; 1885, p. 68; 1884, p. 68; 1886, pp. 75-76; 1887, p. 76; 1889, p. 84; 1890, pp. 138, 139; 1894, p. 257; 1895, p. 203; 1897, pp. 271, 272; 1902, pp. 308-310; 1906, p. 335; 1907, p. 466; 1903, pp. 336-337; 1908, pp. 485-493.
2. Ibid., 1898, pp. 482-493; 1909, pp. 487, 488; 1913, pp. 464-470.

fore any computation can be made. The total number of words for any year, 1874-1915, is, however, only approximate.

From the following table, it will be seen that the heaviest requirement occurred in the year 1893 when the total number of words reached 925,000, and that the smallest requirement occurred in 1878 when the total number of words was only 184,000. The average amount for the forty-two years, 1874-through 1915, has been about 570,280.

As the following table, Table 16, gives only the total number of words for each of the years, 1874-1915, it should be read in connection with the preceding table, Table 15, which shows how the total was computed. Thus the total amount of words read in the year 1874 for the English entrance examination to Harvard College was 300,000. Reference to Table 15, will show that "Julius Caesar", "The Tempest", "Merchant of Venice", and "Ivanhoe" comprising 25,000, 20,000, 30,000, and 225,000 words respectively, were read in 1874.

Table 16

<u>Year</u>	<u>Total Amount of Words</u>	<u>Year</u>	<u>Total Amount of Words</u>
1874	300,000	1895	528,400
1875	210,000	1896	640,400
1876	285,000	1897	740,000
1877	407,000	1898	491,250
1878	184,000	1899	509,950
1879	534,000	1900	691,250
1880	551,000	1901	733,350
1881	640,500	1902	659,350
1882	479,000	1903	659,350
1883	362,000	1904	659,350
1884	323,500	1905	659,350
1885	429,500	1906	661,350
1886	447,750	1907	661,350
1887	379,800	1908	661,350
1888	400,000	1909	801,100
1889	588,000	1910	746,000
1890	338,700	1911	801,000
1891	606,700	1912	807,100
1892	691,000	1913	707,350
1893	925,000	1914	707,350
1894	807,000	1915	547,400

Table 17. Showing Significant Amounts Required for English Entrance Examinations.

	Year	Amount
First Year Required	1874	300,000
Present Day Requirements	1915	547,400
Greatest Amount Required	1893	925,000
Smallest Amount Required	1878	184,000
Average Amount Required	1874-1915	570,280

Table 18. Showing the years classified according to amounts ranging from 100,000 to 900,000.

Amount of Words Read	Year
100,000	1878
200,000	1875, 1876
300,000	1874, 1883, 1884, 1887, 1890
400,000	1877, 1882, 1885, 1886, 1888, 1898
500,000	1879, 1880, 1889, 1895, 1899, 1915
600,000	1881, 1891, 1892, 1896, 1900, 1902 1903, 1904, 1905, 1906, 1907, 1908
700,000	1897, 1901, 1910, 1913, 1914
800,000	1894, 1909, 1911, 1912
900,000	1893

## CHAPTER VIII.

**A Comparison of Latin and English Entrance  
Requirements Viewed Quantatively.**

The amount of the entrance requirements in Latin and English has been given in the two preceding chapters. It is now possible to make a comparison between the two. For this purpose Table 19 has been compiled which shows the amount of the Latin Entrance Requirements and those of English, arranged by decades beginning with 1874.

**Table 19.** Showing a Comparison of Relative Amounts of Latin and English Entrance Requirements at Harvard College, by Decades, Beginning with 1874.

Years	Course	Latin		English
		Approximate Amount of Words	Total	Approximate Amount of Words
1874	Course I	145,000	145,000	300,000
	Course II	80,000	80,000	
1884	Prescribed	63,500	150,500	323,500
	Elective	87,000		
1894	Elementary Advanced	Sight translation of Cicero and Virgil		807,000
1904	Elementary	37,500	130,500	659,350
	Advanced	93,000		
1914	One of four Examinations	30,000	30,000	707,350

No comparison of relative amounts of Latin and English entrance requirements<sup>1</sup> to Harvard College can be made before the year 1874. In that year, however, the specific entrance requirements in English amounted to about 300,000 words. The Latin entrance requirements were comprised of Course I -about 145,000 words and Course II about 80,000 words.

A decrease in the amount of Latin and an increase in the amount of English required to be read in preparation for the Harvard Entrance Examinations is quite apparent. The following tables give comparisons of the relative amounts of Latin and English Entrance Requirements to Harvard College

; (1) during the years when changes took place in the Latin Entrance Requirements, and (2) during the years when changes took place in the English Entrance Requirements.

In 1878, the amount of required reading for English Entrance Examinations reached its lowest point - 184,000 words. From 1846-1915, this same amount - 184,000 words was the highest point reached by the Latin Entrance Requirements<sup>2</sup> also. The last year in which the Latin Department required 184,000 words from all candidates was 1871, but under Course I in 1872 and 1873, it was still required. Five years later in 1878, the English Department submitted a list of required reading to candidates which was very nearly that amount - 184,000 words.

1. There was no written examination in English before 1874.
2. This is, the approximate equivalent.

**Table 20.** Showing a Comparison of Relative Amounts of Latin and English Entrance Requirements at Harvard College, 1874-1911- during the years when changes were made in Latin Entrance Requirements.

Years	Latin	English	
	Course	Approximate Amount of Words	Approximate Amount of Words
1874	Course I	145,000	300,000
	Course II	80,000	
1878	Minimum	50,000	184,000
	Maximum	44,000	
1882	Prescribed	63,500	479,000
	Elective	87,000	
1886	Elementary	Sight trans- lation	400,000
	Advanced	Sight trans. Average pas- sages Cicero and Virgil	
1900	Elementary	37,500	691,250
	Advanced	93,000	
1905	Elementary	49,000	659,350
	Advanced	72,250	
1911	One of four Examinations	30,000	801,000

**Table 21.** Showing a Comparison of Relative Amounts of Latin and English Entrance Requirements at Harvard College, 1866-1915, during the years when changes were made in the English Entrance Requirements.

Years	Latin	English	
	Course	Approximate Amount of Words	Approximate Amount of Words
1866	All Candidates	184,000	Reading aloud
1874	Course I	145,000	300,000
	Course II	80,000	
1896	Elementary	Sight Translation.	640,400
	Advanced	Sight Translation of Cicero and Virgil	
1902	Elementary	37,500	659,350
	Advanced	93,000	
1909	Elementary	49,000	801,100
	Advanced	72,250	
1913	One of Four Examinations	30,000	707,350
1915	One of Four Examinations	30,000	547,400

## CHAPTER IX.

A Survey of Harvard Latin Entrance Requirements  
with Respect to Authors and Works.

A factor quite as important as the amount of Latin requirements from year to year for entrance to a college, is that of authors and works. The present chapter will consider the Latin authors, the years the works were required, and the total number of years they were required. The following tables were designed to show the total number of years the works of each Latin author were required for entrance examination by Harvard University and under what courses these works were required. For example, the "Whole" of Virgil was required twenty-eight years, 1846 through 1873; for all candidates, 1846-1871, and under Course I, 1872-1873. In like manner the Eclogues and the first six books of the Aeneid, taken together, were required ten years, 1872 through 1881; under Course II, 1872, 1873, under Course I, 1874-1877, and under Method II, Course I, 1878-1881.

In the first three tables, the first column gives the name of the work required, the second column gives the amount required, the third column states the course under which the work was required, the fourth column states the years required, and the last column states the total number of years the work was required. In the last table the same method is used, but an additional column for the author's name has been added because the table does not give information concerning only one author.

The Latin authors whom appeared from time to time in the Harvard

Entrance Requirements were Virgil, Cicero, Caesar, Sallust, Ovid, and Nepos.

Cicero and Caesar may be said to belong to the writers of the Ciceronean<sup>1</sup> age; Sallust and Nepos may also be classed with the writers of that era.

Virgil and Ovid represent the Augustan age.<sup>1</sup> Both periods, the Ciceronian and the Augustan, represent Latin literature at its best. Latin authors omitted

in the Harvard Entrance Requirements in Latin, 1846-1915 are Plautus, Terence, Horace, the two Plinies, Livy, and Tacitus. Writers such as Cato, Seneca, Lucan, Quintilian, Juvenal, Macrobius, and Boëthius would hardly be expected on a college list of entrance requirements in Latin.

1. Harkness, Albert. Latin Grammar, 1898, p. 398. The Periods of Latin Literature are classified as (a) Early Latin Writers, (b) Ciceronian Age, (c) Augustan Age, (d) Silver Age, (e) Later Latin Writers.

Work	Amount	Course	Year	Total number of Years
-----	The "whole" <sup>1</sup>	All Candidates	1846-1871	
-----	The "whole" <sup>2</sup>	Course I (2)	1872, 1873(2)	28
The Eclogues	) ----- ) (2)			
Aeneid	) I-VI )	Course II (2)	1872,(2) 1873(2)	
The Eclogues	)(2)-----) (2)			
Aeneid	) I-VI )	Course I (2)	1874(2) 1877(2)	
The Eclogues	)(3)-----)			
Aeneid	) I-VI )(3)	Method II, Course I.	1878-1881 (3)	10
The Aeneid(2)	I-VI (2)	Course II (2)	1874-1877 (2)	
The Aeneid(3)	I-VI (3)	Method II, Course II(3)	1878-1881(3)	8
The Eclogues	)(3)-----) (3)			
Aeneid	) I-IV )	Minimum (3)	1878-1881 (3)	4
Aeneid (3)	V-IX (3)	Maximum (3)	1878-1881 (3)	4
Aeneid (4)	I-VI, or I-V and The Eclogues (4)	Prescribed(4)	1882-1887 (4)	6
-----	Average Passages at sight (5)	Advanced (5)	1882-1901 (5)	20
-----	2,000 to 3,000 lines (6)	Elementary(6)	1908-1905 (6)	6
The Aeneid(6)	I-IV (6)	Elementary (6)	1905-1911(6)	6
Virgil and Ovid	6,000 to 10,000 lines (6)	Advanced (6)	1900-1911 (6)	12
Aeneid	I, II, IV, or I, <del>II</del> <sup>III</sup> II, VI (7)	How Plan (7)	1911-1915(7)	4

1. Harvard Catalogues: 1846, p. 35; 1854, p. 23; 1854, pp. 25-26, 1859, pp. 27-28; 1860, pp 27-28; 1864, p.26; 1865, p.25; 1866, p. 26; 1867, p. 25; 1868, p. 25; 1869, p.25; 1870, p. 34;
2. Ibid., 1871, p. 34; 1875, p. 41; Harvard Examination Papers collected by Robert Fowler Lighton, Appendix, p. 335.
3. Ibid., 1877, pp. 62-64; 1878, pp. 61-65; 1879 pp. 64-65; 1880, p. 62.
4. Ibid., 1881, p. 64; 1882, pp. 66-67; 1884, p. 67.
5. Ibid., 1881, pp.65-66; 1882 pp. 66-67; 1884, p. 67, 1885, p. 69; 1887, p. 77; 1888, p. 77; 1889, p. 87; 1890, p. 141; 1891, p. 152; 1892, p. 178; 1893, p.191; 1894, p. 199; 1895, p; 204; 1896, p. 233; 1897, p. 275; 1898, p. 270; 1899, pp. 288, 289-299.
6. Ibid., 1899, p. 298-299; 1901, pp. 302-303; 1903, pp. 342-343; 1905, p. 339; 1906, pp. 338-339; 1907, pp. 469-470; 1908, p. 495; 1909, p 491; 1910, p.455; 1911, p. 488c
7. Ibid., 1911, p. 488; 1914, pp. 486-487.

Cicero. Table 23

Work	Amount	Course	Year	Total number of years
Orations(1)	Select(1)	All Candidates(1)	1846-1871(1)	26
"	(2) 10 (2)	Course I (2)	1872, 1873 (2)	2
"	(2) 6 (2)	Course II (2)	1872, 1873 (2)	
"	(2) 6 including Cato Major (2)	Course II (2)	1874-1877 (2)	
"	(3) 6 including Cato Major (3)	(3) Method II, Course II.	1878-1881 (3)	10
"	(2) 8 including Cato Major (2)	Course (2)	1874-1877(2)	
"	(3) 8 including Cato Major (3)	Method II, Course 1(3)	1878-1881 (3)	8
Against Catiline	(3) 4.(3)	Maximum (3)	1878-1881 (3)	
"	" (4)	Elementary (4)	1900-1911(4)	16
Against Catiline and For Archias(5)	----- (5)	Elective (5)	1882-1887 (5)	6
----- (6)	Average of passages at sight (6)	Advanced (6)	1878-1881, 1887-1901	(6) 21
----- (7)	30 to 40 pages (7)	Elementary (7)	1900-1911(7)	12
Against Catiline(7)	( 4 (7)			
For Archias )	( ----- (7)			
Manilian Law )	( ----- (7)	Advanced (7)	1900-1909 (7)	10
For Marcellus )	( ----- (7)			
Orations (8)	No prescribed Amounts (8)	Advanced (8)	1910, 1911 (8)	2
Manilian Law For Archias (9)	Both (9)	New Plan (9)	1911-1915 (9)	4

1. See Virgil, Footnote 1.
2. See Virgil, Footnote 2
3. See Virgil, Footnote 3
4. Harvard Catalogue 1899, pp. 298-299; 1901, pp. 302-303; 1903, pp. 342-343; 1906, pp. 338-339; 1907, p. 469; 1908, p. 495; 1909, p. 492; 1910, p. 455;
5. Ibid., 1880, p. 62; 1881 pp. 65-66; 1882, pp. 66-67; 1884, p. 68; 1885, p. 69; 1886, p. 76.
6. See Virgil Footnote 5
7. Harvard Catalogues; 1899 p. 298, 299; 1901, p. 302-303; 1903, pp. 342-343; 1906, pp. 338-339; 1907, p. 469; 1908, p. 495.
8. Ibid., 1909, p. 492; 1910, p. 455.
9. Ibid., 1911, p. 488; 1914, pp. 486-487.

Caesar. Table 24

Work	Amount	Course	Year	Total number of Years
-----	(1) The "whole" (1)	All Candidates	(1) 1846-1871	(1)
Commentaries	(2) The "whole" (2)	Course I	(2) 1872, 1873	(2) 28
"	(2) I-IV (2)	Course II	(2) 1872, 1873	(2)
"	(2) I-IV (2)	Course I	(2) 1874-1877	(2)
"	(3) I-IV (3)	Method II, Course I	(3) 1878-1881	(3)
"	(3) I-IV (3)	Minimum	(3) 1878-1881	(3) 10
"	(2) I-II (2)	Course II	(2) 1874-1877	(2)
"	(3) I-II (3)	Method II, Course II	(3) 1878-1881	(3) 8
"	(4) I-III and Sallust's Catiline or I-IV (4)	Prescribed	(4) 1882-1887	(4) 6
"	(5) Sight Translation (5)	Elementary	(5) 1882-1901	(5) 20
Gallic War and Nepos' Lives	(6) 90-120 pages (6)	Elementary	(6) 1905-1911	(6) 6
"	" (6) 90-120 pages (6)	Advanced	(6) 1900-1905	(6) 6

1. See Virgil Footnote 1.
2. See Virgil Footnote 2.
3. See Virgil, Footnote 3.
4. See Virgil, Footnote 4.
5. See Virgil, Footnote 5, and 4.
6. See Virgil, Footnote 6.

Additional Latin Authors. Table 25

Author	Works	Amount	Course	Years	Total Years
Sallust(1)	Catiline(1)	-----(1)	Course I(1)	1874-1877(1)	
" (2)	" (2)	- -----(2)	Method I, Course I(2)	1878-1881(2)	
" (5)	" (5)	------(5)	Prescribed (5)	1882-1887(5)	14
Ovid (1)	-----	4000 lines(1)	Course I(1)	1874-1877(1)	
" (2)	-----	4000 lines (2)	Method II, Course I	1878-1881(2)	8
" (3)	Metamorphoses(3)	------(3)	Elective (3)	1882-1887(3)	
" (4)	"	Selected Myths (4)	Elementary (4)	1905-1911(4)	13
Ovid and Virgil (4)		2000-3000 lines (4)	Elementary(4)	1900-1905(4)	6
Ovid and Virgil	-----	6000-10000 lines (4)	Advanced (4)	1900-1911 (4)	12
Nepos (4)	Lives (4)	Chief (4)	Elementary (4)	1905-1911(4)	6
Nepos (4)	" (4)	" (4)	Advanced	1900-1905	6

1. See Footnote 2, under Virgil.
2. See Footnote 3 under Virgil.
3. See Footnote 5 under Cicero.
4. See Footnote 6 under Virgil.
5. See Footnote 4 under Caesar.

## CHAPTER X.

A Survey of Harvard English Entrance Requirements  
with Respect to Authors and Works.

The English authors included in the Harvard list for entrance examination, 1874-1915, represent all periods of English Literature from the time of Chaucer to the present day. The English classics required for entrance examination range from short lyrical poems to prose works of several volumes. In order to present an adequate idea of the scope of the Harvard Entrance Requirements in English for the years, 1874-1915, the following tables have been compiled, each with its own special significance. Table 26 presents the names of the authors, the names of the works, the years the works were required, and the total number of years each work was required. Table 27 gives another phase of the same data;- the names of the authors and the total number of years their works were required. The next table, Table 28, classifies the English works required according to the forms of literature. Thus under the classification of drama, we have the names of the authors, Shakespeare and Goldsmith, the names of the dramas required, and the first year that the work appeared as a Harvard requisition in English. Table 29 presents the total number of years each English author was required. It will be noticed that Shakespeare heads the list with a total of forty-two years.

In Table 32 and Table 33 the English and American authors are arranged according to well-known periods in the history of English Literature, such as The Age of Chaucer, The Revival of Learning, and the Elizabethan Age, etc.

Table 26. English Authors Arranged Alphabetically; Works of Each Years Required, and the Total number of Years each Work was Required, 1874-1915.

		Total Number of Years Required.
Addison:	(1) Sir Roger de Coverley Papers, 1883, 1884, 1892, 1893, 1895, 1899-1915 <sup>1</sup>	22
	(2) Selections from the Tatler and the Spectator (200 pp.) 1915	1
Arnold:	(1) Scrab and Rustum, 1894, 1909, 1911-1915 <sup>2</sup>	7
	(2) The Forsaken Mermaid, 1915 <sup>2</sup>	1
Austin:	(1) Pride and Prejudice, 1887, 1888 <sup>3</sup>	2
	(2) Any one of her novels, 1915. <sup>3</sup>	1
Bacon:	(1) Selections from the Essays, 1909, 1911, 1912 <sup>4</sup>	3
	(2) Selections from the Essays together with those of Lamb, De Quincey, Hazlitt and Emerson, 1915. <sup>4</sup>	1
Bible:	(1) Selections, 1913-1915 <sup>5</sup>	3
Blackmore:	(1) Lorna Doone, 1909, 1911, 1912, 1915, <sup>6</sup>	4
Boswell:	(1) Life of Johnson (200 pp.) 1915 <sup>7</sup>	1
Browning:	(1) Selections from his Shorter Poems, 1902-1909, 1911-1915 <sup>8</sup>	13
Bunyan:	(1) Pilgrims Progress, Part 1, 1902-1909, 1911-1915 <sup>8</sup>	13
Burke:	(1) On Conciliation with America, 1897-1915 <sup>9</sup>	19
Burney:	(1) Evelina, 1915 <sup>10</sup>	1
Burns:	(1) Cotter's Saturday Night, 1884 <sup>11</sup>	1
	(2) Lyrics in Palgrave's Golden Treasury, 1909, 1911-1915. <sup>11</sup>	6

1. Harvard Catalogue; 1881, p. 65; 1882, p. 67; 1890, p. 138; 1894, p. 257; 1897, pp. 271-272; 1902, pp. 308-310; 1903, pp. 336-337; 1906, p. 335; 1907, p. 466; 1908, pp. 482-485; 1909, p. 487; 1913, pp. 464-470.
2. Ibid., 1890, p. 137; 1908, pp. 482-485; 487-488; 1913, pp. 464-470.
3. Ibid., 1886, pp. 75-76; 1887, p. 76; 1913, pp. 467-470.
4. Ibid., 1908 p. 442, 483-485, 493; 1913, pp. 467-470.
5. Ibid., 1909, pp. 487-88; 1913, pp. 464-470.
- 6., Ibid., 1908, pp. 442, 482-485; 1913, pp. 467-470.
7. Ibid., 1913, pp. 467-470.
8. Ibid., 1902, pp. 308-310; 1906, p. 335; 1907, p. 466; 1908 pp. 442, 482-493; 1909, pp. 487-488; 1913, pp. 464-470.
9. Ibid., 1897, pp. 271-272; 1903, pp. 336-337. 1908, pp. 442, 482-493; 1908 pp. 487-488; 1913, pp. 464-470.
10. Ibid., 1913, pp. 467-470.
- 11., Ibid., 1882, p. 67; 1908, pp. 442, 482-493; 1909, pp. 487, 488; 1913, pp. 464-470.

Byron:	(1) Prisoner of Chillon, 1879, 1902-09, 1911-1915. <sup>12</sup>	14
	(2) Childe Harold (Canto IV), 1909, 1911-1915 <sup>12</sup>	6
	(3) Mazeppa, 1902-1909, 1911-1912 <sup>12</sup>	11
Carlyle:	(1) Essays on Johnson, 1880 <sup>13</sup>	1
	(2) Essay on Scott, 1882 <sup>13</sup>	1
	(3) Essay on Burns, 1898, 1899, 1902-1905, 1909, 1911-1915. <sup>13</sup>	12
	(4) Heroes and Hero Worship, 1909, 1911-1912 <sup>13</sup>	3
Chaucer:	(1) Prologue to the Canterbury Tales, 1909, 1911, 1912. <sup>14</sup>	3
Coleridge:	(1) Ancient Mariner, 1890, 1891, 1899-1915. <sup>15</sup>	19
	(2) Kubla Khan, 1915 <sup>15</sup>	1
	(3) Cristabel, 1915 <sup>15</sup>	1
Cooper:	(1) Last of the Mohicans; 1899-1901. <sup>16</sup>	3
	(2) Any one of his novels, 1915 <sup>10</sup>	1
Dana:	(1) Two Years Before the Mast. 1915. <sup>10</sup>	1
Defoe:	(1) History of the Plague Year in London, 1896, 1897. <sup>17</sup>	2
	(2) Robinson Crusoe, Part I, 1902-1915. <sup>17</sup>	14
De Quincey:	(1) Flight of the Tartar Tribe, 1898-1900 <sup>18</sup>	3
	(2) Joan of Arc, 1909, 1911, 1912. <sup>18</sup>	3
	(3) English Mail Coach, 1909, 1911, 1912. <sup>18</sup>	3
	(4) Selected Essays with those of Lamb, Bacon, Emerson, and Haslitt. <sup>18</sup> 1915.	1

12. Harvard Catalogues: 1886, pp. 75-76; 1902, pp. 308-310; 1906, p. 335, 1907, p. 446; 1908, pp. 442; 482-485; 1909, pp. 487-488; 1913, p. 464-470.
13. Ibid., 1879, p. 62; 1881, p. 65; 1897, pp. 271-272; 1902, p. 308; 1908, pp. 442, 482-485; 1909, pp. 487-488; 1903, pp. 464-470.
- 14., Ibid., 1908, p. 442, 482-485.
15. Ibid., 1889, p. 84; 1890, p. 138; 1897, pp. 271-272; 1902, pp. 308-310; 1903, pp. 336-337. 1906-07, p. 335; 1907-08, p. 466; 1908, pp. 482-485, 1909, pp. 487-488, 1913, pp. 464-470.
16. Ibid., 1897, pp. 271-272; 1913, pp. 467-470.
17. Ibid., 1895, pp. 203; 1902, pp. 308-310; 1906 p. 335; 1907, p. 466; 1908, pp. 442, 482-493; 1909, pp. 487-488; 1913, pp. 464-470.
18. Ibid., 1897, pp. 271-272; 1908, pp. 442, 482-485; 1913, pp. 467-470.

Dickens:	(1) Tale of Two Cities, 1880, 1885, 1886, 1902-1915. <sup>19</sup>	17
	(2) David Copperfield, 1893, 1894, 1915. <sup>19</sup>	3
	(3) Any one of his novels, 1915. <sup>10</sup>	1
Dobson:	(1) Eighteenth Century Essays, 1888 <sup>20</sup>	1
Dryden:	(1) Alexander's Feast, 1887, 1902-1908 <sup>21</sup>	8
	(2) Palamon and Arcite, 1899, 1900. <sup>21</sup>	2
	(3) Selections, 1902-08. <sup>21</sup>	7
Edgeworth:	(1) Absentee	
	(2) Castle Rackrent, 1915. <sup>10</sup>	1
Eliot:	(1) Silas Marner, 1881, 1885, 1890, 1891, 1896, 1897, 1901-09, 1911-1915. <sup>22</sup>	20
	(2) Mill on the Floss, 1882, 1915. <sup>22</sup>	2
	(3) Scenes from Clerical Life, 1892, 1915. <sup>22</sup>	2
	(4) Any one of her novels, 1915. <sup>10</sup>	1
Emerson:	(1) Essays on Eloquence, 1885. <sup>23</sup>	1
	(2) Essay on Manners, 1915 <sup>10</sup>	1
	(3) The American Scholar, 1893, 1894. <sup>23</sup>	2
	(4) Selections from his Essays together with those of Bacon, Lamb, Hazlitt, and DeQuincey, 1915. <sup>10</sup>	1
Popular Ballads.	English and Scottish Ballads: 1915 <sup>10</sup>	1
Miscellaneous Essays.	Essays: Selected from Bacon, Lamb, De Quincey, Hazlitt and Emerson, 1915. <sup>10</sup>	1
Franklin	(1) Autobiography, 1902-08, 1909-1915. <sup>24</sup>	14
Gaskell:	(1) Cranford, 1909, 1911-1915 <sup>25</sup>	6

19. Harvard Catalogues: 1879, p. 62; 1882, p. 67; 1884, p. 68; 1885, p. 70  
1890, pp. 138-139; 1902, pp. 308-310; 1905, p. 335; 1907 p. 466; 1908 pp.  
442, 482-493; 1909, pp. 487-488; 1913, pp. 464-470.

20. Ibid., 1887, p. 76.

21. Ibid., 1886; pp. 75-76; 1897, pp. 271-272; 1902, pp. 308-310; 1906, p. 335;  
1907, p. 466.

22. Ibid., 1880 p. 64; 1881 p. 65; 1882 p. 67; 1884, p. 68; 1889, p. 84, 1890,  
p. 138; 1895, p. 203; 1897, pp. 271-272; 1902, pp. 308-310; 1906, p. 335;  
1907, p. 466; 1908, pp. 442, 482-493; 1909, p. 487-488; 1913 pp. 464-470.

23. Ibid., 1882, p. 67; 1884, p. 65; 1890, p. 139.

24. Ibid., 1902, pp. 308-310; 1906, p. 335; 1907, p. 466; 1908, pp. 442, 482-493;  
1909, pp. 487-488; 1913, pp. 464-470.

25. Ibid., 1908, pp. 442, 482-485; 1909, pp. 487-488; 1913, pp. 464-470.

Goldsmith:	(1) Vicar of Wakefield, 1876, 1882, 1899-1905, 1909, 1911-1915. <sup>26</sup>	15
	(2) She Stoops to Conquer, 1881, 1886, 1902-1908 <sup>26</sup>	9
	(3) The Deserted Village, 1882, 1902-08, 1913, 1914. <sup>26</sup>	
	(4) The Deserted Village and The Traveller, 1915. <sup>26</sup>	11
Gray:	(1) Elegy Written in a Country Churchyard, 1880, 1889, 1913, 1914 <sup>27</sup>	4
	(2) Lyrics in Palgrave's Golden Treasury, 1909, 1911-1912 <sup>27</sup>	3
Hawthorne:	(1) Our Old Home, 1881 <sup>28</sup>	1
	(2) House of the Seven Gables, 1890, 1891, 1898-1899, 1902-1908, 1909-1915 <sup>28</sup>	18
	(3) Twice Told Tales, 1896, 1915. <sup>28</sup>	2
	(4) Mosses from an old Manse, 1915 <sup>28</sup>	1
Haslitt:	(1) Selections from his Essays together with those of Lamb, Bacon, Emerson, and DeQuincey, 1915 <sup>10</sup>	1
Holmes:	(1) Autocrat of the Breakfast Table, 1915 <sup>10</sup>	1
		5
Homer; (Translation)	(1) Odyssey (omit I-V, XV-XVII), 1913-1915. <sup>5</sup>	3
	(2) Iliad (omit IX, XIII-XV, XXI), 1913-1915 <sup>10</sup>	3
Hughes:	(1) Tom Brown's School Days, 1915 <sup>5</sup>	1
Huxley:	(1) Autobiography, 1913-1915	3
	(2) Lay Sermons, 1915 <sup>10</sup>	1
Irving:	(1) The Sketch Book, 1877-1878, 1885, 1893-95, 1909, 1911-1914, (280 Pages) in 1915. <sup>29</sup>	12
	(2) Life of Goldsmith, 1881, 1902-1908, 1915. <sup>29</sup>	9
	(3) Bracebridge Hall, 1887, 1888 <sup>29</sup>	2
	(4) Alhambra, 1891-1892. <sup>29</sup>	2
	(5) Tales of a Traveller, 1896, 1897, 1902-1908. <sup>29</sup>	9
	(6) Legend of Sleepy Hollow )	
	(7) Rip Van Winkle ) 1902-1908. <sup>29</sup>	7

26. Ibid., 1875, p. 42; 1880 p. 64; 1881, p. 65; 1885, p. 70; 1897, pp. 271-272; 1902, pp. 308-310; 1906, p. 335; 1907, p. 466; 1908, pp. 442, 482-493; 1909, pp. 487-488; 1913, pp. 464-470.
27. Ibid., 1902, pp. 308-310; 1906, p. 335; 1907, p. 466; 1908, pp. 442, 482-493; 1909, pp. 487-488; 1913, pp. 464-470.
28. Ibid., 1880, p. 64, 1890, p. 138; 1895, p. 203; 1897, pp. 271-272.; 1902, pp. 308-310; 1906, p. 335; 1907, p. 466; 1908, pp. 442, 482-493; 1909, pp. 487-488; 1913, pp. 464-470.
29. Harvard Examination Papers, Fowler, Appendix, p. 336. Harvard Catalogues: 1877, p. 63; 1880, p. 64; 1882, p. 67; 1884, p. 68; 1886, p. 76; 1890, pp. 138, 139; 1894, p. 257; 1895, p. 203; 1897, p. 271; 1902, pp. 308-310; 1906, p. 335; 1907, p. 466; 1908, pp. 442, 482-493; 1909, pp. 487, 488; 1913, pp. 464-470.

		30	
Johnson:	(1) Lives of the Poets (Six Selections) 1880:		1
	(2) Life of Milton, 1887. <sup>30</sup>		1
	(3) Life of Dryden, 1887 <sup>30</sup>		1
	(4) Life of Pope, 1888 <sup>30</sup>		1
	(5) Life of Addison, 1888. <sup>30</sup>		1
	(6) Life of Gray, 1889 <sup>30</sup>		1
	(7) Life of Swift, 1889 <sup>30</sup>		1
Kingsley:	(1) Westward Ho! ) 30		
	(2) Hereward, the Wake.) 1915		1
Lamb:	(1) Essays of Elia, 1909, 1911-1912,(100 pp.) in 1915		4
	(2) Selections from his Essays together with those of Emerson, Bacon, DeQuincey, and Hazlitt, 1915. 10		1
Lincoln:	(1) Selections, 1915. <sup>10</sup>		1
Standard Letters	A collections of Letters by various standard authors, 1915.		1
Lockhart:	(1) Life of Scott,(200 pp.) 1915. <sup>10</sup>		1
Longfellow:	(1) Evangeline, 1890, 1891, 1895-1897 <sup>32</sup>		5
	(2) Courtship of Miles Standish, 1892, 1893, <sup>32</sup> 1909, 1911-1914.		7
	(3) Tales of the Wayside Inn, 1902-1908. <sup>32</sup>		7
	(4) Selections with other American Poets, 1915. <sup>10</sup>		1
Lowell:	(1) Vision of Sir Launfal, 1886, 1898-1909, 1911-1914		17
	(2) Essays (150 pp) 1915. <sup>33</sup>		1
	(3) Selections with other American Poets, 1915 <sup>10</sup>		1

30. Ibid., 1879, p. 62; 1886, pp. 75-86; 1887, p. 76.

31. Ibid., 1908, pp. 442, 482-493; 1913, pp. 467-470

32. Ibid., 1889, p. 84; 1890, p. 138; 1894, p. 257; 1895, p. 203; 1902, pp. 308-310; 1906, p. 335; 1907, p. 466; 1908, p. 442; 482-485; 1909, pp. 487-488; 1913, pp. 464-470.

33. Ibid., 1885, p. 70; 1897, pp. 271, 272; 1902, pp. 308-310; 1906, p. 335; 1907, p. 446; 1903, pp. 336-337; 1908, pp. 442, 482-485; 1909, pp. 487, 488. 1913, pp. 464-470.

Macaulay	(1) Essay on Addison, 1879, 1883, 1884, 1895, 1900-1905, 1910, 1915. <sup>34</sup>	12
	(2) Essay on Johnson, 1880, 1897, 1902-1915.	16
	(3) Essay on Dryden, 1887. <sup>34</sup>	1
	(4) Lays of Ancient Rome, 1888, 1902-1908, 1913-1915. <sup>34</sup>	11
	(5) Battle of Naseby, Armada, and ivry , 1915 <sup>34</sup>	1
	(6) Essay on Clive, 1890, 1891, 1913-1915 <sup>34</sup>	5
	(7) Essay on Chatham, 1892-1894 <sup>34</sup>	3
	(8) Essay on Milton, 1887, 1895-1896, 1900-1908, 1915. <sup>34</sup>	12
	(9) Essay on Warren Hastings, 1913-1915 <sup>34</sup>	3
	(10) Essay on Lord Clive, Warren Hastings, Milton, Goldsmith, Addison, Fredrick, the Great, and Mme. d'Arblay, 1915. <sup>34</sup>	1
	Two Speeches on Copyright. 1915. <sup>7</sup>	1
Malory:	(1) Mort d'Arthur (100pp.) 1915. <sup>10</sup>	1
Milton:	(1) Paradise Lost I, II. 1885-1887, 1899-1900 <sup>35</sup>	5
	(Il Penseroso (2) (L'Allegro 1895, 1896, 1901-1915. <sup>35</sup> (Comus (Lycidas	17
Palgrave's Golden Treasury:	1902-1908, 1909, 1911-1915. <sup>36</sup>	13
Parkman:	(1) Oregon Trail, 1913-1915 <sup>5</sup>	3
Poe:	(1) Selected Poems, 1909, 1911, 1912 <sup>37</sup>	3
	(2) The Raven, 1913, 1914. <sup>37</sup>	2
	(3) Selected Tales, 1915 <sup>37</sup>	1
Pope:	(1) The Rape of the Lock, 1886-1888, 1909, 1911-1912 1915. <sup>38</sup>	7

34. Harvard Catalogues: 1879, p. 62; 1880, p. 64; 1881, p. 65; 1882, p. 67; 1886, pp. 75, 76; 1887, p. 76; 1888, p. 84; 1890, pp. 138, 139; 1894, p. 257; 1907, p. 466; 1903, pp. 336, 337; 1908, pp. 442, 482-483; 1909, pp. 457-488; 1913, pp. 467-470

35. Ibid., 1882, p. 67; 1884, p. 68; 1885, p. 70; 1886, pp. 75-76; 1894, p. 257; 1895, p. 203; 1897, pp. 271, 272; 1902, pp. 308-310; 1906, p. 335; 1907, p. 466; 1903, pp. 336, 337; 1908, pp. 442, 482-493; 1909, pp. 457-488; 1913, pp. 467-470.

36. Ibid., 1902, pp. 308-310; 1906, p. 335; 1907, p. 466; 1908, pp. 482-485; 1909, pp. 487-488; 1913, pp. 464-470.

37. Ibid., 1908, pp. 442, 482-485; 1909, pp. 487, 488; 1913, pp. 464-470.

38. Ibid., 1885, p. 70; 1886, pp. 75-76; 1887, p. 76; 1897, pp. 271-272; 1902, pp. 308-310; 1906, p. 335; 1907, p. 466; 1908, pp. 442, 482-485; 1913, pp. 467-470.

		38	
Pope (continued)	(2) Essay on Criticism, 1887, 1888.		2
	(3) Iliad, I, VI, XXII, XXIV, 1898-1901	38	4
	(4) Epistle to Dr. Arbuthot. 1902-1908.	38	7
Reade:	(1) Cloister and the Hearth, 1915	10	1
Ruskin:	(1) Sesame and Lilies, 1909, 1911-1915	25	6
Scott:	(1) Ivanhoe, 1874, 1893, 1900-1915	39	18
	(2) Waverly, 1875, 1876, 1915.	39	3
	(3) The Talisman, 1877, 1892, 1915	39	3
	(4) Marmion, 1877, 1883, 1889, 1893, 1897, 1915.	39	6
	(5) The Lady of the Lake, 1878, 1894, 1902-1909.	39	
	1911-1915		15
	(6) Guy Mannering, 1879, 1915.	39	2
	(7) Quentin Durward, 1880, 1887, 1902-1908, 1909, 1911-1915.	39	15
	(8) The Abbot, 1881, 1886, 1894, 1895, 1915.	39	5
	(9) The Bride of Lammermoor, 1882, 1915.	39	2
	(10) Rob Roy, 1889, 1915.	39	2
	(11) Old Mortality, 1891, 1915.	39	2
	(12) Woodstock, 1896, 1915.	39	2
	(13) Any one of his novels, 1915.	39	1
Shakespeare:	(1) Julius Caesar, 1874, 1877, 1883, 1884, 1886-1894 1902-1909, 1911-1915	40	26
	(2) The Tempest, 1874-1876, 1915.	40	4
	(3) Merchant of Venice, 1874-1877, 1885, 1887, 1891, 1894-1897, 1901-1909, 1911-1915.	40	25
	(4) Henry V, 1877, 1909, 1911-1915	40	7
	(5) Macbeth, 1878, 1879, 1885-1886, 1898-1912, 1915.	40	20
	(6) As You Like It, 1878, 1883, 1884, 1889, 1892, 1897, 1909, 1911-1915.	40	12
	(7) Richard II, 1879, 1915.	40	2

38. Harvard Examination Papers Collected by Robert Fowler Leighton, pp. 195, 278. Ibid., Appendix, p. 338; Harvard Catalogues: 1875, p. 42, 1877, p. 62; 1880, p. 64; 1881, p. 65; 1885, p. 70; 1886, pp. 75, 76; 1887, p. 76; 1890, pp. 138, 139; 1894, p. 257; 1895, p. 203; 1897, pp. 271-277; 1902, pp. 308-310; 1906, p. 335; 1907, p. 466; 1903, pp. 336-337; 1908, pp. 442, 482-493; 1909, pp. 487, 488; 1913, pp. 464-470

39. Harvard Examination Papers, Robert Fowler Leighton, p. 195, Appendix, p. 336. Harvard Catalogues: 1875, p. 42; Harvard Examination Papers (Ibid.) p. 278. Harvard Catalogues: 1875, p. 42; 1877, p. 63; 1879, p. 62; 1880, p. 64; 1881, p. 65; 1882, p. 67; 1884, p. 68; 1885, p. 70; 1886, pp. 75-76; 1887, p. 76; 1889, p. 84; 1890, pp. 138, 139; 1894, pp. 202, 259; 1895, p. 203; 1897, pp. 271, 272; 1902, pp. 308-310; 1909, pp. 487-488; 1913, pp. 464-470.

## Shakespeare (Continued).

	(8) <i>Midsummer Night's Dream</i> , 1879, 1890, 1896, 1913-1915. <sup>40</sup>	6
	(9) <i>Much Ado About Nothing</i> , 1880 <sup>40</sup>	1
	(10) <i>King Lear</i> , 1880, 1902-1905 <sup>40</sup>	5
	(11) <i>Hamlet</i> , 1881, 1915 <sup>40</sup>	2
	(12) <i>Romeo and Juliet</i> , 1881, 1915 <sup>40</sup>	2
	(13) <i>Othello</i> , 1882 <sup>40</sup>	1
	(14) <i>King John</i> , 1882, 1915 <sup>40</sup>	2
	(15) <i>Twelfth Night</i> , 1882, 1893, 1895, 1902-1909 1911-1915 <sup>40</sup>	16
	(16) <i>Richard III</i> , 1915 <sup>40</sup>	1
	(17) <i>Coriolanus</i> , 1915 <sup>40</sup> 10	1
Short Stories	(1) <i>A Collection by Standard Authors</i> , 1915	1
Southey:	(1) <i>Life of Nelson</i> , 1898, 1915. <sup>41</sup>	2
Spencer:	(1) <i>The Faerie Queen (Selections)</i> 1909, 1911-1912. <sup>42</sup>	3
Stevenson:	(1) <i>Treasure Island</i> , 1913-1915 <sup>5</sup>	3
	(2) <i>Inland Voyage</i> , 1913-1915 <sup>5</sup>	3
	(3) <i>Travels with a Donkey</i> , 1913-1915 <sup>5</sup>	3
	(4) <i>Kidnapped</i> , 1915 <sup>10</sup>	1
	(5) <i>Master of Ballantrae</i> , 1915 <sup>10</sup>	1
Swift:	(1) <i>Gulliver's Travels</i> , 1889, 1915, <sup>43</sup>	2
	(2) <i>Voyage to Lilliput</i> , 1902-1908. <sup>43</sup>	7
Tennyson:	(1) <i>The Princess</i> , 1898, 1900-1905, 1915. <sup>44</sup>	8
	(2) <i>Selected Poems</i> , 1902-1908, 1912-1915. <sup>44</sup>	11
Thackeray:	(1) <i>Henry Esmond</i> , 1879, 1883, 1884, 1902-1908, 1909, 1911-1915 <sup>45</sup>	16
	(2) <i>English Humorists</i> , 1888-1890, 1913-1915 <sup>45</sup>	6
	(3) <i>Any one of his novels</i> , 1915. <sup>10</sup>	1
Thoreau:	(1) <i>Walden</i> , 1913-1915 <sup>5</sup>	3
Trevelyan:	(1) <i>Life of Macaulay</i> , (200 pp.) 1915 <sup>10</sup>	1
Virgil:	(1) <i>Aeneid (In Translation)</i> , 1913-1915 <sup>5</sup>	3

41. Harvard Catalogues, 1897, p. 271; 1913, pp. 467-470

42. Ibid., 1908, pp. 442; 482-485.

43. Ibid., 1887, -. 76; 1902, pp. 308-310; 1906, p. 335; 1907, p. 466;  
1913, pp. 467-470

44. Ibid., 1897, pp. 271-272; 1902, pp. 308-310; 1906, p. 335; 1907, p. 466;  
1908, p. 482; 1909, pp. 487-488; 1913, pp. 464-470.

45. Ibid., 1878, p. 62; 1881, p. 65; 1882, p. 67; 1887, p. 76; 1889, p. 138;  
1902, pp. 308-310; 1906, p. 335; 1907, p. 466; 1903, pp. 336-337;  
1908, pp. 482-485; 1909, p. 487-488; 1913, p. 464-470.

<b>Webster:</b>	(1) First Bunker Hill Oration, 1891, 1892, 1895, 1896, 1909, 1911-1915. <sup>46</sup>	10
<b>Whittier:</b>	(1) Snow Bound, 1913, 1914. <sup>10</sup>	2
	(2) Selections from his poetry, 1915. <sup>10</sup>	1
<b>Washington:</b>	(1) Farewell Address, 1909, 1911-1915. <sup>47</sup>	6

46. Harvard Catalogues: 1894, p. 257; 1895, p. 203; 1908, pp. 442, 482-485;  
1913, pp. 464-470

47. Ibid., 1908, pp. 442, 482-485.

**Table 27: English Authors Arranged Alphabetically  
Showing Years Their Works Were Required.**

**Total Number of  
Years Required.**

Author	Years	Total Number of Years Required
Addison:	1883, 1884, 1892, 1893, 1895, 1899-1915 <sup>1</sup>	22
Arnold:	1894, 1909, 1911-1915 <sup>2</sup>	7
Austen:	1887, 1888, 1915. <sup>3</sup>	3
Bacon:	1909, 1911; 1912, 1915 <sup>4</sup>	4
Bible:	1913, 1915. <sup>5</sup>	3
Blackmore;	1909, 1911, 1912, 1915. <sup>6</sup>	4
Boswell:	1915 <sup>7</sup>	1
Browning:	1902-1908, 1909, 1911-1915 <sup>8</sup>	13
Bunyan:	1902-1908, 1909, 1911-1915 <sup>8</sup>	13
Burke:	1897-1915. <sup>9</sup>	19
Burney:	1915 <sup>10</sup>	1
Burns:	1884, 1909, 1911-1915. <sup>11</sup>	7
Byron:	1887, 1902-1909, 1911-1915. <sup>12</sup>	14

1. Harvard Catalogues: 1881-82, p. 65; 1882-83, p. 67; 1890-91, p. 138; 1894-5, p. 257; 1897-98, pp. 271-272; 1902-03, pp. 308-310; 1903-4, p. 336-337; 1906-7, p. 335; 1907-08, p. 335; 1907-09, p. 482-485; 1909-10, pp. 487-488; 1913-14, p. 464-470.
2. Ibid., 1890-91, p. 137; 1908-09, pp. 482-485, 487-488; 1913-14, pp. 464-470.
3. Ibid., 1886-87, p. 75-76; 1887-88, p. 76; 1913-14, p. 467-470.
4. Ibid., 1908-09, pp. 442, 482-485, 493; 1913-14, pp. 467-70.
5. Ibid., 1909-10, p. 487-88; 1913-14, pp. 464-470.
6. Ibid., 1908-09, pp. 442, 482-485; 1913-14, pp. 467-470.
7. Ibid., 1913-14, pp. 467-470.
8. Ibid., 1902-03, pp. 308-310; 1906-07, p. 335; 1907-08, p. 456; 1908-09, pp. 442, 482-493; 1909-10, pp. 487-488; 1913-14, pp. 464-470.
9. Ibid., 1897-98, pp. 271-272; 1903-04, pp. 336-337; 1908-09, pp. 442, 482-493; 1908-09, pp. 487-488; 1913-14, pp. 464-470.
10. Ibid., 1913-14, pp. 467-470.
11. Ibid., 1882-83, p. 67; 1908-09, pp. 442; 482-493; 1909-10, pp. 487-488; 1913-14, pp. 464-470.
12. Ibid., 1886-87, pp. 75-76; 1902-03, pp. 308-310; 1906-07, p. 335; 1907-8, p. 466; 1908-09, p. 442; 1908-09, p. 482-485; 1909-10, p. 487-488; 1913-14, pp. 464-470.

Carlyle:	1880, 1882, 1898, 1899, 1902-1905, 1909, 1911-1915	13	14
		14	
Chaucer:	1909, 1911, 1912		3
		15	
Coleridge:	1890, 1891, 1899-1915		19
		16	
Cooper:	1899-1901, 1915		4
		17	
Dana:	1915		1
		18	
Defoe:	1896, 1897, 1902-1908, 1909-1915		16
		19	
DeQuincey:	1898-1900, 1909, 1911, 1912, 1915		7
Dickens:	1880, 1885, 1886, 1893, 1894, 1902-1908 1909-1915.	20	19
		21	
Dobson:	1888		1
		22	
Dryden:	1887, 1889, 1900, 1902-1908		10
		23	
Edgeworth:	1915		1
Eliot:	1881, 1882, 1885, 1890-1892, 1896, 1897, 1901-1909, 1911-1915	24	22
		25	
Emerson:	1885, 1893, 1894, 1915		4

13. Harvard Catalogues: 1879-80, p. 62; 1881-82, p. 65; 1897-98, p. 271-272; 1902-03, p. 308; 1908-09, p. 442, 482-485; 1909-10, pp. 487-488; 1913-14, pp. 464-470.
14. Ibid., 1908-09, pp. 442, 482-485
15. Ibid., 1889-90, p. 34; 1890-91, p. 138; 1897-98, pp. 271-272; 1902-03, pp. 308-310; 1903-04, pp. 336-337; 1906-07, p. 466; 1908-09, pp. 482-485; 1909-10, pp. 487-488; 1913-14, pp. 464-470.
16. Ibid., 1897-98, pp. 271-272; 1913-14, pp. 467-470.
17. Ibid., 1913-14, pp. 467-470
18. Ibid., 1895-96, p. 203; 1902-03, pp. 308-310; 1906-07, p. 335; 1907-08, p. 466; 1908-09, pp. 442, 482-493; 1909-10, pp. 487-488; 1913-14, pp. 464-470.
19. Ibid., 1897-98, pp. 271-272; 1908-09, pp. 442, 482-485; 1913-14, pp. 467-470.
20. Ibid., 1879-80, p. 62; 1882-83, p. 67; 1884-85, p. 68; 1885-86, p. 70, 1890-91, pp. 138-139; 1902-03, pp. 308-310; 1906-07, p. 335; 1907-08, p. 466; 1908-09, pp. 442, 482-493; 1909-10, pp. 487-488; 1913-14, pp. 464-470.
21. Ibid., 1887-88, p. 76
22. Ibid., 1886-87, pp. 75-76; 1897-98, pp. 271-272; 1902-03, pp. 308-310; 1906-07, pp. 335; 1907-08, p. 466.
23. Ibid., 1913-14, pp. 467-470.
24. Ibid., 1880-81, p. 64; 1881, p. 65; 1882-83, p. 67; 1884-85, p. 68; 1889-90, p. 64; 1890-91, p. 138; 1895-96, p. 203; 1897-98, pp. 271-272; 1902-03, pp. 308-310; 1906-07, p. 335; 1907-08, p. 466; 1908-09, pp. 442, 482-493; 1909-10, pp. 487-488; 1913-14, pp. 464-470.
25. Ibid., 1882-83, p. 67; 1884-85, p. 65; 1890-91, p. 139; 1913-14, pp. 467-470.

	26	
English and Scottish Ballads: 1915.		1
	27	
Franklin: 1902-1908, 1909-1915.		14
	28	
Gaskell: 1909, 1911-1915		6
Goldsmith: 1876, 1881-1882, 1886, 1899-1908, 1909, 1911-1915	29	21
	30	
Gray: 1880, 1889, 1909, 1911-1914		7
Hawthorne: 1881, 1890-91, 1896, 1898, 1899, 1902-1908, 1909-1915.	31	20
	32	
Hazlitt: 1915		1
	32	
Holmes: 1915		1
	33	
Homer: (In translation) 1913-1915		3
	32	
Hughes: 1915		1
	34	
Huxley: 1913-1915		3
Irving: 1877, 1878, 1881, 1885, 1887, 1888, 1891-1897 1902-1909, 1911-1915.	35	26

26. Harvard Catalogue: 1913-14, pp. 467-470.
27. Ibid. 1902-03, pp. 308-310; 1906-07, p. 335; 1907-08, p. 466; 1908-09, pp. 442, 283-493; 1909-10, pp. 487-488; 1913-14, pp. 464-470.
28. Ibid., 1908-09, pp. 442, 482-485; 1909-10, pp. 487-488; 1913-14, pp. 464-470.
29. Ibid., 1875-76, p. 42; 1880-81, p. 64; 1881-82, p. 65; 1885-86, p. 70; 1897-98, pp. 271-272; 1902-03, pp. 308-310; 1906-07, p. 335; 1907-08, p. 466; 1908-09, pp. 442, 482-493; 1909-10, pp. 487-488; 1913-14, pp. 464-470
30. Ibid., 1879-80, p. 62; 1887-88, p. 76; 1908-09, p. 442, 482-493; 1909-10, pp. 487-488; 1913-14, pp. 464-470.
31. Ibid., 1880-81, p. 64; 1890-91, p. 138; 1895-96, p. 203; 1897-98, pp. 271-272; 1902-3, pp. 308-310; 1906-07, p. 335; 1907-08, p. 442, 482-493; 1909-10, pp. 487-488; 1913-1914, pp. 464-470.
32. Ibid., 1913-14, pp. 467-470
33. Ibid., 1909-10, pp. 487-488; 1913-14, pp. 464-470.
34. Ibid., 1909-10, pp. 487-488; 1913-14, pp. 464-470
35. Harvard Examination Papers, R. F. Leighton: Appendix, p. 336; Harvard Catalogues: 1877-78, p. 63; 1880-81, p. 64; 1882-83, p. 67; 1884-84, p. 68; 1886-87, p. 76; 1890-91, pp. 138-139; 1894-95, p. 257; 1895-96, p. 203; 1897-98, p. 271; 1902-03, pp. 308-310; 1906-07, p. 335; 1907-08, p. 466; 1908-09, pp. 442, 482-493; 1909-10, pp. 487-488; 1913-14, pp. 464-470.

	36	
Johnson:	1880, 1887-1889 32	4
Kingsley:	1915	1
	37	
Lamb:	1909, 1911-1912, 1915 32	4
Lincoln:	1915 32	1
Lockhart:	1915	1
Longfellow:	1890-1893, 1895-97, 1902-1908, 1909, 1911-1915 38	20
	39	
Lowell:	1886, 1898-1909, 1911-1915	18
Macaulay:	1879-1880, 1883-84, 1887-1888, 1890-1897 1900-1915 40	30
	32	
Malory:	1915	1
	41	
Milton:	1885-1887, 1895-1896, 1899-1915. 42	22
Palgrave's Golden Treasury:	1902-1909, 1911-1915 34	13
Parkman:	1913-1915	3

36. Harvard Catalogues: 1879-80, p. 62; 1886-87, pp. 75-76; 1887-88, p. 76.
37. Ibid., 1908-09, pp. 442, 482-493; 1913-14, pp. 467-470.
38. Ibid., 1889-90, p. 84; 1889-90, p. 84; 1890-91, p. 138; 1894-95, p. 257; 1895-96, p. 203; 1902-103, pp. 308-310; 1906-07, p. 335; 1907-08, p. 466; 1908-09, pp. 442, 482-485; 1909-10, pp. 487-488; 1913-14, pp. 464-470
- 39: Ibid., 1885-86, p. 70; 1897-98, pp. 271-272; 1902-03, pp. 308-310; 1906-07, p. 355; 1907-08, p. 466; 1903-04, pp. 336-337; 1908-09, pp. 442, 482-485; 1909-10, p. 487-488; 1913-14, pp. 464-470.
40. Ibid., 1879-80, p. 62; 1880-81, p. 64; 1881-82, p. 65; 1882-83, p. 67; 1886-87, pp. 75-76; 1887-88, p. 76; 1888-90, p. 84; 1890-91, pp. 138-139; 1894-95, p. 257; 1895-96, p. 203; 1897-98, pp. 271-272; 1902-03, pp. 308-310; 1906-07, p. 335; 1907-08, p. 466; 1903-04, pp. 336-337; 1908-09, pp. 442, 482-493; 1909-10, pp. 487-488; 1913-14, pp. 467-470.
41. Ibid., 1882-83, p. 67; 1884-85, p. 68; 1885-86, p. 70; 1886-87, pp. 75-76; 1894-95, p. 257; 1895-96, p. 203; 1897-98, pp. 271-272; 1902-03, pp. 308-310; 1906-07, p. 335; 1907-08, p. 466; 1903-04, pp. 336-337; 1908-09, pp. 442, 482-493; 1909-10, pp. 457-488; 1913-14, pp. 467-470.
42. Ibid., 1902-03, pp. 308-310; 1906-07, p. 335; 1907-08, p. 466, 1908-09, pp. 482-485, 1909-10, pp. 487-488; 1913-14, pp. 464-470.

	43	
Poe:	1909, 1911-1915	6
	44	
Pope:	1886-1888, 1898, 1909, 1911, 1912, 1915	18
	32	
Reade:	1915	1
	28	
Ruskin:	1909, 1911-1915	6
Scott:	1874-1883, 1886-1887, 1889, 1891, 97, 1900-1915	36
	46	
Shakespeare:	1874-1915	42
	47	
Southey:	1898, 1915	2
	48	
Spencer:	1909, 1911-1912	3
	34	
Stevenson:	1913-1915	3
	49	
Swift:	1889, 1902-1908, 1915	8
	50	
Tennyson:	1898, 1900-1908, 1912-1915	14

43. Harvard College Catalogues; 1908-09, pp. 442, 482-485; 1909-10, pp. 487-488; 1913-14, pp. 464-470.
44. Ibid., 1885-86, p. 70; 1886-87, pp. 75-76; 1887-88, p. 76; 1897-98, pp. 271-272; 1902-03, pp. 308-310; 1906-07, p. 335; 1907-08, p. 466; 1908-09, pp. 442, 482-485; 1913-14, pp. 467-470.
45. Harvard Examination Papers, collected by R F Leighton, p. 195; 278, Ibid., Appendix, p. 336; Harvard Catalogues; 1875-76, p. 42; 1877-78, p. 63; 1879-80, p. 62; 1880-81, p. 64; 1881-82, p. 65; 1885-86, p. 70; 1886-87, p. 75-76; 1887-88, p. 76; 1890-91, pp. 138-139; 1894-95, p. 257; 1895-96, p. 203; 1897-98, pp. 271-272; 1902-03, pp. 3-8-310; 1906-07, pp. 466; 1903-04, pp. 336-337; 1908-09, pp. 442, 482-483; 1909-10, pp. 487-488; 1913-14, pp. 464-470.
46. Harvard Examination Papers, collected by R G Leighton, p. 195; Appendix, p. 336; Harvard Catalogues; 1875-76, p. 42; Harvard Exam. Papers, p. 278; Harvard Catalogues 1875-76, p. 42; 1877-78, p. 63; 1879-80, p. 62; 1880-81, p. 65; 1882-83, p. 67; 1884-85, p. 68; 1885-86, p. 70; 1886-87, pp. 75-76; 1889-90, p. 84; 1890-91, pp. 138-139; 1894-95, pp. 202, 257; 1895-96, p. 203; 1897-98, pp. 271-272; 1902-03, pp. 308-310; 1906-07, p. 466; 1903-04, pp. 336-337; 1908-09, pp. 442, 485-493; 1909-10, pp. 487-488; 1913-14, pp. 464-470.
47. Ibid., 1897-98, p. 271; 1913-14, pp. 467-470.
48. Ibid., 1908-09, pp. 442; 482-485.
49. Ibid., 1887-88, p. 76; 1902-03, pp. 308-310; 1906-07, p. 335; 1907-08, p. 466; 1913-14, pp. 467-470.
50. Ibid., 1897-98, p. 271, 272; 1902-03, pp. 308-310; 1906-07, p. 466; 1908-09, p. 482; 1909-10, pp. 487-488; 1913-14, pp. 464-470.

Thackeray:	1879, 1883-1884, 1888-1890, 1902-1908, 1909, 1911, 1915,	51	18
	34		
Thoreau:	1913-1915		3
	32		
Trevelyan:	1915		1
	34		
Virgil: (Translated)	1913-1915		3
		52	
Webster:	1891, 1892, 1895, 1896, 1909, 1911-1915		10
	34		
Whittier:	1913-1915		3
	53		
Washington:	1909, 1911-1915		6

51. Harvard College Catalogues: 1878-79, p. 62; 1881-82, p. 65; 1882-83, p. 67; 1887-88, p. 76; 1889-90, p. 138; 1902-03, pp. 308-310; 1906-07, p. 335; 1907-08, p. 466; 1903-04, pp. 336-337; 1908-09, pp. 482-485; 1909-10, pp. 487-488; 1913-14, pp. 464-470.
52. Ibid., 1894-95, p. 257; 1895-96, p. 205; 1908-09, pp. 442, 482-488; 1913-14, pp. 464-470.
- 53: Ibid., 1908-09, pp. 442, 482-485; 1913-14, pp. 464-470.

Table 26 English Works Required for Entrance Examination to Harvard College, 1874-1915, Classified According to the Forms of Literature.

1. <u>DRAMA</u>		
Author	Title	Year in which Work was First Required
Shakespeare	Julius Caesar	1874
	The Tempest	1874
"	The Merchant of Venice	1874
"	Henry V	1877
"	Macbeth	1878
"	As You Like It	1878
"	Richard II	1879
"	Midsummer Night's Dream	1879
"	Much Ado About Nothing	1880
"	King Lear	1880
"	Hamlet	1881
"	Romeo and Juliet	1881
Goldsmith	She Stoops to Conquer	1881
Shakespeare	Othello	1882
"	King John	1882
"	Twelfth Night	1888
"	Richard III	1915
"	Coriolanus	1915

2. PROSE FICTION.

Scott	Ivanhoe	1874
Scott	Waverley	1874
Goldsmith	Vicar of Wakefield	1876
Scott	The Talisman	1877
Scott	Guy Rannering	1879
Scott	Henry Esmond	1879
Thackeray	Quentin Durward	1880
Scott,	The Abbot	1881
Scott	Silas Marner	1881
Eliot	Millien the Floss	1882
Eliot	Bride of Lammermoor	1882
Scott	Tale of Two Cities	1885
Dickens	Pride and Prejudice	1888
Austin	Gulliver's Travels	1889
Swift	Rob Roy	1889
Scott	House of the Seven Gables	1890
Hawthorne	Old Mortality	1891
Scott		

## 2. Prose Fiction (Continued)

Eliot	Scenes from Clerical Life	1892
Dickens	David Copperfield	1893
Scott	Woodstock	1896
Hawthorne	Twice Told Tales	1896
Defoe	History of the Plague Year	1897
Cooper	Last of the Mohicans	1899
Bunyan	Pilgrim's Progress*	1902
Irving	Legend of Sleepy Hollow*	1902
Irving	Rip Van Winkle *	1902
Defoe	Robinson Crusoe *	1902
Gaskell	Cranford	1909
Blackmore	Lorna Doone	1909
Stevenson	Treasure Island	1913
Burney	Evelina	1915
Scott	Any one of his novels	1915
Austin	Any one of her novels	1915
Edgeworth	Castle Rackrent	1915
Edgeworth	The Absentee	1915
Dickens	Any one of his novels	1915
Thackeray	Any one of his novels	1915
Eliot	Any one of her novels	1915
Kingsley	Westward Ho!	1915
Kingsley	Hereward the Wake	1915
Reade	The Cloister & the Hearth	1915
Hughes	Tom Brown's School Days	1915
Stevenson	Kidnapped	1915
Stevenson	The Master of Ballantrae	1915
Cooper	Any one of his novels	1915
Poe	Selected Tales	1915
Hawthorne	Mosses from an Old Manse	1915
Various standard writers	A Collection of Short Stories	1915

\* Required for English A Entrance Examination only.

## 3. ESSAY, BIOGRAPHY, etc.

Irving	Sketch Book	1877
Addison	Sir Roger de Coverley Papers	1879
Macaulay	Essay on Addison	1879
Johnson	Lives of the Poets(Six)	1880
Macaulay	Life of Johnson	1880
Carlyle	Essay on Johnson	1880
Irving	Life of Goldsmith	1881
Hawthorne	Our Old Home	1881
Carlyle	Essay on Scott	1882
Emerson	Essay on Eloquence	1885
Johnson	Life of Milton	1887

## 2. Essay, Biography, etc. (Continued)

Johnson	Life of Dryden	1887
Macaulay	Essay on Milton	1887
Macaulay	Essay on Dryden	1887
Irving	Bracebridge Hall	1887
Dobson	18th Century Essays	1888
Thackeray	English Humorists	1888
Johnson	Life of Pope	1888
Johnson	Life of Addison	1888
Johnson	Life of Gray	1889
Johnson	Life of Swift	1889
Macaulay	Essay on Clive	1890
Irving	The Alhambra	1891
Macaulay	Essay on Chatham	1892
Emerson	The American Scholar	1893
Irving	Tales of a Traveller	1896
Southey	Life of Nelson	1898
Carlyle	Essay on Burns	1898
DeQuincey	Flight of a Tartar Tribe	1899
Franklin	Autobiography *	1902
Bacon	Essays	1909
Lamb	Essays of Elia	1909
DeQuincey	Joan of Arc	1909
DeQuincey	English Mail Coach	1909
Carlyle	Heroes and Hero Worship	1909
Macaulay	Essay on Warren Hastings	1913
Parkman	Oregon Trail	1913
Huxley	Autobiography	1913
Thoreau	Walden	1913
Thoreau	Selections from Lay Sermons	1913
Stevenson	Inland Voyage	1913
Stevenson	Travels with a Donkey	1913
Ruskin	Sesame and Lilies	1913
Boswell	Life of Johnson (200pp.)	1915
Lockhart	Life of Scott (200pp)	1915
Macaulay	Essays on Clive, Hastings Milton, Addison, Goldsmith, Frederick the Great, Mme. d'Arblay	1915
Trevelyan	Life of Macaulay (200 pp.)	1915
Holmes	Autocrat of the Breakfast Table	1915
Lowell	Essays (150 pp.)	1915
Bacon, Lamb, Emerson, DeQuincey and Hazlitt	A collection of Essays	1915
Standard Writers	A collection of letters	1915

## 4. Poetry.

Author	Title	First Year in which it was Required.
Scott	Marmion	1877
Scott	Lady of the Lake	1878
Byron	Prisoner of Chillon	1879
Gray	Elegy Written in a Country Churchyard	1880
Milton	Paradise Lost, I and II	1881
Goldsmith	The Deserted Village	1882
Burns	Cotter's Saturday Night	1884
Pope	The Rape of the Lock	1885
Lowell	The Vision of Sir Launfal	1886
Dryden	Alexander's Feast	1887
Pope	Essay on Criticism	1888
Macaulay	Lays of Ancient Rome	1888
Longfellow	Evangeline	1890
Coleridge	The Ancient Mariner	1890
Longfellow	Courtship of Miles Standish	1892
Arnold	Scrab and Rustom	1894
Milton	Lycidas, Il Penseroso, L'Allegro and Comus	1895
Dryden	Palamon and Arcite	1899
Pope	Iliad: I,VI,XXII, XXIV,	1899
Tennyson	The Princess	1900
Palgrave	The Golden Treasury *	1902
Pope	To the Memory of Mr. Oldham*	1902
Pope	On the Death of Dundee*	1902
Pope	Epistle to Dr. Arbuthnot*	1902
Byron	Maxeppa *	1902
Longfellow	Tales of the Wayside Inn*	1902
Browning	Selections: Shorter Poems*	1902
Tennyson	Selections: Shorter Poems*	1902
Tennyson	Gareth and Lynette	1906
Tennyson	Passing of Arthur	1906
Tennyson	Launcelot and Elaine	1906
Chaucer	Prologue to the Canterbury Tales	1909
Spencer	Fairie Queen (Selections)	1909
Poe	Selected Poems	1909
Byron	Child Harold (Canto IV)	1909
Whittier	Snowbound	1913
Poe	The Raven	1913
	English and Scottish Ballads	1915
Coleridge	Christabel	1915
Coleridge	Kubla Khan	1915
Macaulay	Battle of Haseby	1915
Macaulay	The Armada	1915
Macaulay	Ivey	1915
Malory	Morte d'Arthur(100 pp)	
Longfellow,	Selections from American	1915
Lowell, Whittier and Poe	Poetry	

## 5. Oratory

Author	Title	First Year in which Work was Required.
Webster	Bunker Hill Oration	1891
Burke	On Conciliation with America	1897
Washington	Farewell Address	1909

Table 29.

Total Number of Years Each English Author was Required, or was on the Reading of Study List for Entrance Examination to Harvard College, 1874-1915. <sup>1</sup>

Total Number of Years	Author
42	Shakespeare
36	Scott
30	Macaulay
26	Irving
22	Addison, Eliot, Milton.
21	Goldsmith
20	Hawthorne, Longfellow
19	Coleridge, Dickens, Thackeray, Burke
18	Lowell, Pope
16	Defoe
14	Byron, Carlyle, Franklin, Tennyson
13	Browning, Bunyan, Palgrave, (Golden Treasury)
10	Dryden, Webster
8	Swift
7	Arnold, Burns, DeQuincey, Gray
6	Gaskell, Poe, Washington, Ruskin
4	Bacon, Blackmore, Cooper, Emerson, Johnson, Lamb.
3.	Austen, The Bible, Chaucer, Homer (in Translation) Huxley, Parkman, Spencer, Stevenson, Thoreau, Virgil (in Translation), Whittier
2	Southey
1	Burney, Dana, Dobson, Edgeworth, English and Scottish Ballads, Hazlitt, Holmes, Hughes, Kingsley, Lincoln, Lockhart, Malory, Reade, Trevelyan.

1. See Table 27 Showing English authors arranged alphabetically showing years their works were required.

Table 30. English Works Arranged According to Three Classifications.

- I. Those required 20 years or more.  
 II. Those required not less than 15 nor more than 19 years.  
 III. Those required not less than 10 nor more than 14 years.

Author	Title	Total Number of Years Required
Shakespeare	Julius Caesar	26
Shakespeare	Merchant of Venice	25
Addison	Sir Roger de Coverley Papers	22
Eliot	Silas Marner	20
Shakespeare	Macbeth	20

The English work required the greatest number of years as a part of the entrance examinations to Harvard College, 1846-1915, was Shakespeare's Julius Caesar which has held a place on the list of works announced for English entrance examinations for twenty-six years. Second place was held by The Merchant of Venice which has been required for twenty-five years. The Sir Roger de Coverley Papers represent the Essay or Sketch and have been required for twenty-two years. The English novel which surpassed all others in length of time required was George Eliot's Silas Marner. Twenty years has it been required by Harvard College. Shakespeare's Macbeth was also required for twenty years.

## II.

Author	Title	Total Number of Years Required.
Burke	Speech on Conciliation with America	19
Coleridge	Ancient Mariner	19
Hawthorne	House of the Seven Gables	18
Scott	Ivanhoe	18
Dickens	Tale of Two Cities	17
Lowell	Vision of Sir Launfal	17
Milton	Lycidas, Il Penseroso, L'Allegro, Comus	17

1. See Table 27. of English Authors arranged alphabetically showing years their works were required.

## II. Continued.

Macaulay	Essay on Johnson	17
Thackeray	Henry Esmond	16
Shakespeare	Twelfth Night	16
Goldsmith	Vicar of Wakefield	15
Scott	Quentin Durward	15
Scott	Lady of the Lake	15

## III.

Author	Title	Total Number of Years Required
Defoe	Robinson Crusoe	14
Franklin	Autobiography	14
Byron	Prisoner of Chillon	14
Browning	Selected Poems	13
Bunyan	Pilgrim's Progress	13
Palgrave	Golden Treasury	13
Shakespeare	As You Like It	12
Carlyle	Essay on Burns	12
Irving	The Sketch Book	12
Macaulay	Essay on Addison	12
Macaulay	Essay on Milton	12
Macaulay	Lays of Ancient Rome	11
Byron	Mazeppa	11
Tennyson	Selected Poems	11
Goldsmith	The Deserted Village	11
Webster	Bunker Hill Oration	10

Table 30. Showing English Authors Having Three or more Works Required Twelve Years or Over on the Harvard List of Works Required for Entrance Examination, 1846-1915.

Author	Title	Total Number of Years Required
Shakespeare	Julius Caesar	26
	Merchant of Venice	25
	Macbeth	20
	Twelfth Night	16
	As You Like It	12
Scott	Ivanhoe	18
	Lady of the Lake	15
	Quentin Durward	15
Macaulay	Essay on Addison	12
	Essay on Milton	12
	Lays of Ancient Rome	

**Table 31.** Total Number of Years Each Latin Author was Represented by a Prescribed Amount of Work on the Harvard Reading List in Latin, 1846-1915.

Total No. of Years	Author	Work and Amount
28	Virgil Caesar	The "Whole" The "Whole" of the Commentaries
26	Cicero	Selected Orations
21	Cicero	Average passages at sight
20	Virgil Caesar	Average passages at sight Sight translation
16	Cicero Caesar	Four Orations Against Catiline Gallic War, I-IV. (During 1882- 1887 this was an alternative for Gallic War I-III and Sallust's Catiline.
14	Sallust'	Catiline
13	Ovid	Selected Myths
12	Virgil and Ovid Cicero Caesar and Nepos	6000-10,000 lines 30-40 pages 90-120 pages of the Gallic War and Nepos' Lives
10	Virgil	Elogues and the Aeneid, I-VI.
8	Virgil Cicero Cicero Caesar Ovid Ovid	Aeneid I-VI Six Orations Including Cato Major Eight Orations Including Cato Major Gallic War I-II 4000 lines Metamorphoses

1c See Tables 22, 23, 24, and 25, Showing Works of Latin Authors, Years Required, etc.

6	Virgil Virgil Virgil Cicero	Aeneid I-VI or Aeneid I-V, and the Eclogues. 2000-3000 lines Aeneid, I-IV Against Catiline, and For Archias
4	Virgil Virgil Virgil Cicero	The Eclogues and the Aeneid, I-IV Aeneid, V-IX Aeneid, I, II, IV or I, II, VI. Against Catiline, For Archias, Manilian Law, and For Marcellus.
2	Cicero Cicero Cicero Cicero	Ten Orations Six Orations No prescribed amounts For Archias and Manilian Law

**Table 32. English Authors Required for Entrance Examinations to Harvard College Arranged According to Periods in History of English Literature.**

Period	Author	Years Required by Harvard College
1		2
Age of Chaucer	Geoffrey Chaucer	1909, 1911, 1912
The Revival of Learning	3 Thomas Malory	3 1915
1	4	4
Age of Elizabeth	Francis Bacon	1909, 1911, 1912, 1915
	5 Edmund Spenser	5 1909, 1911, 1912.
	6 William Shakespeare	6 1874-1915
1	7	7
Puritan Age	John Bunyan	1902-1908, 1909, 1911-1915
	8 John Milton	8 1885-1887, 1895, 1896, 1899-1915
1	9	9
Restoration	John Dryden	1887, 1899, 1900, 1902-1908
1	10	
18th Century	Joseph Addison	1883, 1884, 1892, 1893, 1895, 1899-1915
	11 James Boswell	11 1915
	12 Edmund Burke	12 1898-1915
	13 Robert Burns	13 1887, 1902-1909, 1911-1915

1. Periods Named According to Long's English Literature.

2. See Footnote 14, Table of English Authors Arranged Showing Years Works were Required
3. See Footnote 32 " " " "
4. See Footnote 4 " " " "
5. See Footnote 48 " " " "
6. See Footnote 46 " " " "
7. See Footnote 8 " " " "
8. See Footnote 41 " " " "
9. See Footnote 22 " " " "
10. See Footnote 1 " " " "
11. See Footnote 7 " " " "
12. See Footnote 9 " " " "
13. See Footnote 11 " " " "

Period	Author	Years Required by Harvard College
1		14 14
18th Century (Continued)	Janes Fenimore Cooper	1899-1901, 1915
	15	15
	Daniel Defoe	1896, 1897, 1902-1915
	16	16
	Samuel Johnson	1880, 1887-1889
	17	17
	Oliver Goldsmith	1876, 1881, 1882, 1886, 1899-1909 1911-1915
18	18	
Thomas Gray	1880, 1889, 1909, 1911-1914	
19	19	
Alexander Pope	1886-1888, 1898-1909, 1911, 1912, 1915.	
20	20	
Jonathan Swift	1889, 1902-1908, 1915	
21	21	
Age of Romanticism	Jane Austen	1887, 1888, 1915
	22	22
	Sir Walter Scott	1874-1883, 1886, 1887, 1889, 1891-1897, 1900-1915
	23	23
	Fanny Burney	1915
	24	24
	George Gordon Byron	1887, 1902-1909, 1911-1915
25	25	
Samuel Taylor Coleridge	1890, 1891, 1899-1915	
26	26	
Thomas DeQuincey	1898-1900, 1909, 1911, 1912, 1915	
27	27	
Maria Edgeworth	1915	
28	28	
William Haslitt	1915	
29	29	
Charles Lamb	1909, 1911, 1912, 1915	
30	30	
John Lockhart	1915	
31	31	
Robert Southey	1898, 1915	

14. See Footnote 15 Table of English Authors Arranged Showing Years Works Were Required

15	18	"	"	"
16	36	"	"	"
17	29	"	"	"
18	30	"	"	"
19	44	"	"	"
20	49	"	"	"
21	3	"	"	"
22	45	"	"	"
23	10	"	"	"
24	12	"	"	"
25	15	"	"	"
26	19	"	"	"
27	23	"	"	"
28	32	"	"	"
29	37	"	"	"
30	32	"	"	"
31	47	"	"	"

Period	Author	Years Required by Harvard College	
		32	32
The Victorian Age	Matthew Arnold	1894, 1909, 1911-1915	
		33	33
	Richard Blackmore	1909, 1911, 1912, 1915	
		34	34
	Robert Browning	1902-1909, 1911-1915	
		35	35
	Thomas Carlyle	1880, 1882, 1898, 1899, 1902-1905, 1909, 1911-1915	
		36	36
	Charles Dickens	1880, 1885, 1886, 1893, 1894, 1902-1915	
		37	37
	Austen Dobson	1888	
		38	38
	George Eliot	1881, 1882, 1885, 1890-1892, 1896, 1897, 1901-1909, 1911-1915	
		39	39
	Elizabeth Gaskell	1909, 1911-1915	
		40	40
	Thomas Hughes	1915	
		41	41
	Thomas Huxley	1913-1915	
		42	42
	Charles Kingsley	1915	
			43
	Thomas Babington Macaulay	1879, 1880, 1883, 1884, 1887, 1888, 1890-1897, 1900-1915	
		44	44
	Charles Reade	1915	
		45	45
	John Ruskin	1913-1915	
	Robert Louis Stevenson	1913-1915	
		46	46
		47	47
	Alfred Tennyson	1890, 1900-1908, 1912-1915	
		48	48
	Trevelyan	1915	

22 See Footnote 2 Table of English Authors Arranged Showing Years Works Were Required

33	"	6	"	"	"
34	"	8	"	"	"
35	"	13	"	"	"
36	"	20	"	"	"
37	"	21	"	"	"
38	"	24	"	"	"
39	"	28	"	"	"
40	"	32	"	"	"
41	"	34	"	"	"
42	"	32	"	"	"
43	"	40	"	"	"
44	"	32	"	"	"
45	"	34	"	"	"
46	"	34	"	"	"
47	"	50	"	"	"
48	"	32	"	"	"

**Table 33. American Authors Required for Entrance Requirements to Harvard College Arranged according to Periods of American Literature.**

Period	Author	Years Required by Harvard College	
Colonial	Benjamin Franklin	49	49
	George Washington	50	50
19th Century	James Fenimore Cooper	51	51
	Richard Henry Dana	52	52
	Ralph Waldo Emerson	53	53
	Nathaniel Hawthorne	54	54
	Oliver Wendell Holmes	55	55
	Washington Irving	56	56
	Abraham Lincoln	57	57
	Henry Wordsworth Longfellow	58	58
	James Russell Lowell	59	58

Footnote	Table of English Authors Arranged	Showing Years Works Were Required
49	See Footnote 27	
50	53	"
51	16	"
52	17	"
53	25	"
54	31	"
55	32	"
56	35	"
57	32	"
58	38	"
59	39	"

19th Century (Continued)	Francis Parkman	60	60	1913-1915
	Edgar Allen Poe	61	61	1909, 1911-1915
	Henry David Thoreau	62		1913-1915
	Daniel Webster	63		1895, 1896, 1909, 1911-1915
	John Greenleaf Whittier	64	64	1913-1915

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Miscellaneous Works

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Title			Years Required By Harvard College
	65		65
The Bible			1913-1915
English and Scottish Ballads	66		1915
The Aeneid	67		1913-1915
The Odyssey	68		1913-1915
The Iliad			1913, 1915
The Golden Treasury	70		1902-1909, 1911-1915

60	See Footnote	34	Table of English Authors Arranged Showing Years Works Were Required		
61	"	43	"	"	"
62	"	34	"	"	"
63	"	52	"	"	"
64	"	34	"	"	"
65	"	5	"	"	"
66	"	26	"	"	"
67	"	34	"	"	"
68	"	33	"	"	"
69	"	33	"	"	"
70	"	42	"	"	"

**Table 34 .Classification of American Authors, Who Have  
Appeared on the Harvard List for Entrance  
Requirements in English, According to the  
Form of Literature for Which They Were Selected.**

<u>Novel</u>	<u>Essay and Biography</u>	<u>Poetry</u>	<u>Addresses and Orations</u>	<u>Short Story</u>
J.F.Cooper	R.W.Emerson	J.R. Lowell	Abraham Lincoln	N. Hawthorne
R.H.Dana	Benj: Franklin	H.W.Longfellow	Geo.Washington	E. A. Poe
Nathaniel Hawthorne	N. Hawthorne	E. A. Poe	Daniel Webster	Washington Irving
	O.W.Holmes	J. G. Whittier		
	Washington Irving			
	H.D.Thoreau			
	Francis Parkman			

Table 34 was prepared for the purpose of showing the American authors on the Harvard list for entrance examination in English according to the kind of literature for which each was selected. It will be noticed that Hawthorne's name appears three times: (1) in column devoted to the novel; (2) in column devoted to the essay; and (3) in column devoted to the short-story. In the field of the essay, the native author overtops in numbers that of any of the others.

**Table 35. American Authors Who Have Appeared on the Harvard List for Entrance Requirements in English and College from which they Graduated**

<u>Author</u>	<u>College</u>
Cooper	Yale (1)
Dana	Harvard(2)
Emerson	Harvard(3)
Franklin	----- (4)
Hawthorne	Bowdoin (5)
Holmes	Harvard (6)
Irving	----- (7)
Lincoln	----- (8)
Longfellow	Bowdoin (9)
Lowell	Harvard (10)
Parkman	Harvard (11)
Poe	University of Virginia (12) West Point
Thoreau	Harvard (13)
Washington	----- (14)
Webster	Dartmouth(15)
Whittier	Haverill Academy (16)

Of the sixteen American authors who have appeared on the Harvard list for Entrance Requirements in English, ten were college graduates. The distribution among the colleges is as follows:

<u>College</u>	<u>Number of Graduates</u>
Harvard	6
Bowdoin	2
Dartmouth	1
Yale	1

1. Chambers' Cyclopaedia of English Literature, vol. III. p. 747
2. Ibid., p. 749.
3. Ibid., p. 755.
4. Ibid., p. 737.
5. Ibid., p. 775.
6. Ibid., p. 789.
7. Ibid., p. 742.
8. Ibid., p. 781.
9. Ibid., p. 765.
10. Ibid., p. 797.
11. Ibid., p. 814
12. Ibid., p. 782: Graduated from neither.
13. Ibid., p. 793.
14. Century Dictionary and Cyclopaedia, Vol. IX. p. 1051.
15. Chambers' Cyclopaedia of English Literature, Vol. III, p. 741.
16. Century Dictionary and Cyclopaedia, Vol. IX. p. 1060.

Reference to the Table of American Authors on the Harvard list of English Entrance Requirements and Colleges from which they graduated will show that Poe graduated from neither the University of Virginia nor West Point, and Whittier graduated from the Haverill Academy. The remaining authors - Franklin, Irving, Washington and Lincoln were graduated of no college. Longfellow was a Bowdoin graduate who held a chair of modern languages at Harvard College in later life.

The names of American authors who do not appear on the Harvard list are interesting. In poetry we do not find Walt Whitman, William Cullen Bryant, Edwin Markham, James Whitcomb Riley, Eugene Field, nor Sidney Lanier. In the field of the short story the following authors are not mentioned: H. C. Bunner, Sarah Orne Jewett, T. B. Aldrich, Edward Everett Hale, George Uable, and Bret Harte. Although a standard book of short-stories may be selected by a candidate for entrance examination in English in 1915, no particular authors of short stories nor particular short stories are mentioned beyond the three names given in the last column of Table 34. Mark Twain and W. D. Howells do not appear; Edward Everett, one-time president of Harvard University, is also absent.

Specimen Examination Papers which Show the Character  
of Early English Entrance Examinations.

When Harvard University first announced that in 1874 candidates for admission would be examined, in addition to the usual language, mathematical, and historical subjects, in English, certain works were prescribed for study.<sup>1</sup> In order that the present day type of college examination in

1. Julius Caesar, The Tempest, The Merchant of Venice, and Ivanhoe.

English may not convey a false impression as to the difficulty of the first examination for admission to college in that study, the following specimen examination paper is given in full.

1. (1874)

"A short English composition is required, correct in spelling, punctuation, grammar, and expression. Thirty lines will be sufficient. Make at least two paragraphs.

"Subject: The Story of the Caskets in 'The Merchant of Venice'.  
The Story of Shakespeare's 'The Tempest'.  
The Story of Rebecca in 'Ivanhoe'."

The first examination offered by Harvard University in English, 1874, was no more than the writing of elementary narration. The candidate had merely to retell the story of a drama or a novel. He was told to divide the composition into at least two paragraphs. No requirements were made in regard to the unity, the clearness, nor the climactic effect of the composition.

Just two years later, in 1876, the advance made in the requirements of the English entrance examination is apparent.

2. (1876)

"Each candidate is required to write a short English composition, correct in spelling, punctuation, grammar, and expression. This composition must be fifty lines long, and must be properly divided into paragraphs. One of the following subjects may be taken:

- "1. The Character of Dr. Primrose.
- "2. An Account of the Tent Scene Between Brutus and Cassius.
- "3. The Argument of Marmion."

No longer is the candidate required to write narration only - his ability to write a character sketch, a synopsis of a narrative poem, or a

2. Taken from the Annual Report of the President of Harvard College, 1886-87.

descriptive-narrative account of a selected scene from a drama, is tested. He is no longer told "to make at least two paragraphs", but to paragraph. The amount is also increased considerably.

The examination in 1881 is also noteworthy for advancement in the nature of its demands and for variety in its list of composition topics. Coherence - as a principle of structure - is considerably emphasized; revision is also suggested.

2  
3. (1881)

"Write a short composition on one of the subjects given here below. Before beginning to write, consider what you have to say on the subject selected and arrange your thoughts in logical order. Carefully revise your composition, correcting all errors in punctuation, grammar, spelling, expression, and paragraphing, - making each sentence as clear and forcible as possible. If time permits, make a clean copy of the revised work.

1. The Story of Hamlet
2. Hamlet and the Ghost
3. The Character of Polonius
4. The Fate of Ophelia
5. Hamlet's Speech to the Players
6. The Fight between Hamlet and Laertes
7. The Character of Hamlet's Mother
8. Hamlet as a Gentleman."

Although the composition topics are all based upon one classic - Shakespeare's tragic drama, Hamlet, a choice of one out of a possible eight topics is allowed the candidate.

In 1887, a conciseness in the directions of the English examination is evident; no longer are the desirable points in the writing of the compo-

sition enumerated in the detail which characterizes the expression of former examinations. Yet a new conception of the value of the English composition and the mechanism of making one is briefly expressed; quality is wanted rather than quantity of poorly expressed subject-matter.

2  
4. (1887)

"Write a composition with special attention to the clearness of arrangement, accuracy of expression, and quality rather than quantity of matter - on one of the following subjects:

1. An Outline of the Story of Quentin Durward.
2. The Escape of Isabella of Croye from the Castle Hall of Shonwaldt.
3. How Quentin Durward Outwitted the Bohemian Hayraddin.
4. The Character of Louis XI. as Represented by Scott.
5. The Meeting of Louis XI and the Duke of Burgundy at Peronne.
6. A Glimpse of William de la March, the Boar of Ardennes."

## CHAPTER XI

Content of Entrance Requirements in English  
to Harvard University.

An understanding of the nature of Harvard Entrance Requirements in English will be incomplete unless we consider carefully the various forms of literature included and the relative emphasis each has been given. The following tables have been compiled in order to answer the question: "How much drama, poetry, fiction, and biography was required in any given year for entrance examination to Harvard College?" The first column indicates the specific year in which the requirements, reading horizontally from left to right, were offered. The second column shows the number of units or works required.<sup>a</sup> The remaining columns present the number of works classified according to the different forms of literature represented. Thus a complete statement of the data presented in the first line would read as follows: In 1874 four units were offered; three of which were drama and one prose fiction. If this data be compared with the list of English works required, (see Table 15), it will be seen that four units offered in 1874 were Shakespeare's Julius Caesar, The Tempest, The Merchant of Venice, and Scott's Ivanhoe. An effort has been made to arrange each table in such a manner as to make clear the method under which the candidate for admission was examined. Hence, beginning with the year 1896, the works or units are classified separately under the titles "reading list" and "study list". For the year 1896, the 10 units were comprised of seven units from the "reading list" and

<sup>a</sup>. "Unit" is here used in the sense of "distinct work".

three from the "study list". There was one work classified as drama on each "list", really making two units of drama. The degree of thoroughness with which a candidate was examined depended upon whether the drama was selected from the "reading list" or from the "study list".

The value of this classification is self-evident. For example, in the year 1911 a candidate had to select fourteen units upon which to be examined from a list of forty-five units. In drama he had to select two units out of a possible five; in essay and biography he had two groups from which to select, in the one case two units and in the other only one. It will be noticed that the two groups consisted of six and four units respectively.

In 1874, the works required to be studied in preparation for the Harvard entrance examinations in English consisted of the drama and prose fiction only. (See Table 15). In 1877, essay and biography and poetry were added. (See Table 15). From that time on, the forms of literature represented by the requirements of the Harvard reading list of English works remained the same, - drama, prose fiction, essay and biography, and poetry - until 1890 when oratory was added. The short story was added, as a possible selection, to the English entrance requirements recommended for 1915 under the wording, "A Collection of short-stories by various standard authors." (See Table 26).

During the years 1874-1895, the average number of units required was 7.6; the highest number was 11 units in the year 1888, and the lowest number was three units in the year 1875. The number of units which occurs more often than any other is ten. For six different years ten units were required; for four different years eight units were required.

When the "reading list" and the "study list" were introduced into the Harvard Entrance requirements in English during the years 1896-1908, no option of the works was given. This is also true of the year 1910 which reverts back

to the plan of the years 1896-1908. The average number of units during this period, 1896-1908 and 1910, was 14.2; the highest number was 17 (in 1906-1908); and the lowest number was 10 (in 1896, 1897). For five years the amount totaled 15 units.

In 1909 and 1911-1915, the number of units presented to a candidate was greatly increased. Such an increase merely gave the candidate a greater variety of English works from which to select 13 to 14 units.

Not until 1915, was any choice allowed a candidate in the selection of works from the "study list". Reference to this table will show that from three units respectively of drama, essay, poetry, and oratory, a candidate was to select one from each group.

Table 36. Content of Admission Requirements in English at Harvard College, 1874 through the year 1895.

Year	Total number of Units (a)	Drama	Prose Fiction	Essay and Biography	Poetry	Oratory
1874	4(1)	3(1)	1 (1)			
1875	3 (1)	2(1)	1 (1)			
1876	4 (2)	2 (2)	2 (2)			
1877	6 (1)	3 (1)	1 (1)	1 (1)	1 (1)	
1878	4 (2)	2 (2)	0 (2)	1 (2)	1 (2)	
1879	8 (2)	3 (2)	2 (2)	2 (2)	1 (2)	
1880	8 (3)	2 (3)	2 (3)	3 (3)	1 (3)	
1881	8 (3)	3 (3)	2 (3)	2 (3)	1 (3)	
1882	7 (3)	2(3)	3 (3)	1 (3)	1 (3)	
1883	6 (3)	2 (3)	1 (3)	2 (3)	1 (3)	
1884	6 (4)	2 (4)	1 (4)	2 (4)	1 (4)	
1885	7 (4)	2 (4)	2 (4)	2 (4)	1 (4)	
1886	8 (4)	3 (4)	2 (4)	0 (4)	3 (4)	
1887	10 (4)	2 (4)	1 (4)	5 (4)	3 (4)	
1888	11 (5)	2 (5)	1 (5)	5 (5)	3 (5)	
1889	10 (5)	2 (5)	3 (5)	3 (5)	2 (5)	
1890	9 (5)	2 (5)	2 (5)	2 (5)	2 (5)	1 (5)
1891	10 (5)	2 (5)	3 (5)	2 (5)	2 (5)	1 (5)
1892	10 (6)	2 (6)	2 (6)	3 (6)	1 (6)	1 (6)
1893	10 (6)	2 (6)	2 (6)	3 (6)	2 (6)	1 (6)
1894	9 (6)	2 (6)	2 (6)	2 (6)	2 (6)	1 (6)
1895	10 (6)	2 (6)	1 (6)	4 (6)	2 (6)	1 (6)

1. Harvard Examination Papers: Collected by R. F. Leighton, pp. 195, 278, Appendix p. 336
  2. Harvard Catalogs; 1875, p. 42; 1877, p. 63; 1878, p. 62.
  3. Ibid., 1879, p. 62; 1880, p. 64; 1881, p. 65.
  4. Ibid., 1882, p. 67; 1884, p. 68; 1885, p. 70; 1886, pp. 75, 76.
  5. Ibid., 1887, p. 76; 1889, p. 84; 1890, p. 138.
  6. Ibid., 1890, pp. 138, 139; 1894, p. 257.
- (a) "Units" is here used as equivalent to "distinct works"

Content of Admission Requirements in English(Elementary)  
at Harvard College, 1896-1908, 1910.

Year	Total No of Units(a)	Reading List				Study List			
		Drama	Prose Fiction	Essay and Biography.	Poetry.	Drama	Essay	Poetry.	Oratory
1896	10 (1)	1(1)	3 (1)	2 (1)	1 (1)	1(1)	0(1)	1 (1)	1(1)
1897	10(2)	1(2)	2 (2)	1 (1)	1 (1)	1 (2)	1(1)	1(2)	1(2)
1898	11(3)	0(3)	1(3)	3(3)	3(3)	1(3)	1(3)	1(3)	1(3)
1899	13(3)	0(3)	3(3)	2(3)	4(3)	1(3)	1(3)	1(3)	1(3)
1900	14(5)	0(3)	3(3)	2(3)	4(3)	1(3)	2(3)	1(3)	1(3)
1901	15(3)	1(3)	4 (3)	1(3)	4(3)	1(3)	2(3)	1(3)	1(3)
1902	15(4)	2(4)	3(4)	2(4)	3(4)	1(4)	2(4)	1(3)	1(4)
to									
1905									
1906	17(5)	2(5)	2(5)	2(5)	6(5)	1(5)	2(5)	1(5)	1(5)
to									
1908									
1910	16(6)	2(6)	3(6)	2(6)	5(6)	1(6)	1(6)	1(6)	1(6)

1. Harvard Catalogs: 1894, p. 257; 1895, p. 203.
  2. Ibid., 1895, p. 203.
  3. Ibid., 1897, pp. 271, 273
  4. Ibid., 1902, pp. 308-310,
  5. Ibid., 1902, pp. 308-310; 1906, p. 335; 1907, p. 466e
  6. Ibid., 1908, pp. 485, 493.
- (a) "Units" is here used as equivalent to "distinct works".

Content of Admission Requirements in English at Harvard College 1909, 1911-1915. From the total number of units a candidate was to select not less than 14 units.

Total no of Units (a)	Reading List						Study List				
	Drama	Essay and Biog.	Poetry	Essay and Biog.	Prose	Poetry	Drama	Essay	Poetry	Oratory	
	Choice of two one	Choice of one	Choice of one	Choice of two	Choice of two	Choice of two					
1909	45(1)	5(1)	4(1)	5(1)	6(1)	9(1)	12(1)	1(1)	1(1)	1(1)	1(1)
1911	"	"	"	"	"	"	"	"	"	"	"
1912	"	"	"	"	"	"	"	"	"	"	"
		Drama and Biog.	Essay	Poetry Classics	Prose in Trans Fiction lation						
		A choice of two from each group.									
1913	43(2)	5(2)	10(2)	10(2)	4(2)	9(2)		1(2)	1(2)	1(2)	1(2)
1914	"	"	"	"	"	"		"	"	"	"
1915	86(3)	14(3)	21(3)	13(3)	4(3)	22(3)		3(3)	3(3)	3(3)	3(3)
		A choice of two from each group						A choice of one from each group			

1. Harvard Catalogues: 1908, pp. 442, 485-493.
  2. Ibid., 1909, pp. 487, 488; 1913, pp. 464-466.
  3. Ibid., 1913, pp. 467-470.
- (a) "Units" here is used as equivalent to "distinct works".

## CHAPTER XII.

The Effects of Harvard Entrance Requirements  
as Measured by Percentage of Failures.

Perhaps no more important practical result of such a study as that which this thesis attempts could be hoped for than a definite determination of the effects of various types of entrance requirements as shown by the percentage of failures. It is believed that a careful study of the tables of this chapter will show the futility of attempting to establish any direct relationship between these two factors. This is, perhaps, due to the complexity and the irregularity of the factors determining the percentage of failures from year to year. Improvement in methods of teaching, text-books, higher qualifications for teachers, a clearer understanding of the standards for entrance and an increase or a decrease of definition of purpose of the schools where candidates for admission have been drawn are among the many causes intangible and illusive. It is believed, however, that although no relationship can be established, the presentation of the following tables will justify our negative conclusion.

**Table 37. Showing Percentage of Failure in Latin and English Entrance Examinations. Course I, 1874 through 1877. (1)**

Subjects	2	3	3	4	4
		1874	1875	1876	1877
		% Failed	% Failed	% Failed	% Failed
Cicero and Virgil	2	31	27	16	8
Latin	2	3	3	4	4
Composition	2	32	29	25	24
Latin Grammar	2	3	3	4	4
Caesar, Sallust and Ovid	2	27	16	20	19
Caesar, Sallust and Ovid	2	3	3	4	4
English		23	21	25	9
Composition	2	3	3	4	4
Composition	2	21	30	11	15

1. These figures present merely the results of the Final Examinations; that is, for the purpose of this table, the record of the Preliminary Examinations is a record of Solid success ("Solid" is used in the sense of complete or entire.)
2. These subjects are those offered under Course I. for Latin and English.
3. Annual Report of the President and Treasurer, 1874, p. 53.
4. Ibid., 1876 p. 56.

**Table 38. Showing Percentage of Failure in Latin and English**

Entrance Examinations, Minimum and Maximum Requisition				
1				
1878-1881 .				
2	3	4	4	5
Subjects	1878	1879	1880	1881
Percent Failed				
<u>Minimum Requisition</u>				
2	3	4	4	5
Caesar and Virgil	14	8	14	8
Latin at Sight and Composition 2	3 7.5	4 11	4 6	5 6
2	3	4	4	5
English Composition	19	20.5	17	10
<u>Maximum Requisition</u>				
2	3	4	4	5
Cicero and Virgil	7	16	14	15
Latin at Sight and Composition 2	3 15	4 28	4 22	5 13

1. These figures permit the results of the Final Entrance Examinations alone; that is, for purposes of this table, the record of the Preliminary Examinations is a record of solid success. ("Solid" is here used in the sense of complete or entire.)
2. These subjects are those offered 1878-1881 in English and Latin under the minimum and maximum requisitions respectively.
3. Annual Report of the President and Treasurer, 1877, p. 67.
4. Ibid., 1879, p. 61.
5. Ibid., 1880, p. 51.

**Table 39.** Showing Percentage of Failure in Latin and English Entrance Examinations, (Prescribed and Elective) 1882-1887 (1)

Subjects	2	3	3	4	5	6	7
	1882	1883	1884	1885	1886	1887	
	Percent Failed						
<u>Prescribed</u>							
Caesar and Virgil	7	10	7	6	4	2	
Latin at Sight and Composition	11	4	4	8	8	8	
English Composition	15	14	12	18	18	18	
<u>Elective</u>							
Cicero	13	12	18	22	9	30	
Virgil and Ovid	11	6	12	7	18	10	
Latin at Sight and Composition	29	17	25	17	21	38	

1. These figures present merely the results of the Final Entrance Examinations; that is, for the purpose of this table, the record of the Preliminary Examination is a record of solid success.
2. These subjects are those offered under Prescribed and Elective Studies for English and Latin, 1882-1887.
3. Annual Report of the President and Treasurer of Harvard College, 1882, p. 51.
4. *Ibid.*, 1883, p. 52.
5. *Ibid.*, 1884, p. 66.
6. *Ibid.*, 1885, p. 30.
7. *Ibid.*, 1886, p. 30.

**Table 40 . Showing Percentage of Failure in Latin and English**

Entrance Examinations, Elementary and Advanced Studies  
1  
1888-1899.

	2	3	3	4	5	6	7	8	9	10	11	11	12
Subjects	1888	1889	1890	1891	1892	1893	1894	1895	1896	1897	1898	1899	
	Percentage Failed												
<b>Elementary</b>													
English	2	3	3	4	5	6	7	8	9	10	11	11	12
Composition	15	17	12	14	17	13	9.5	9.2	8.6	16.06	11.69	9.6	
2	3	3	4	5	6	7	8	9	10	11	11	12	
Latin	3	5	3	2	11	21.5	12.5	8.5	15.3	13.8	22.09	4.65	
<b>Advanced</b>													
Latin	2	3	3	4	5	6	7	8	9	10	11	11	12
Latin	9	17	27	24	17	22	22.5	24.3	26	26.3	16.55	20	
Latin	2	3	3	4	5	6	7	8	9	10	11	11	12
Composition	26	17	23	23	13	12.5	26	17.7	27.5	20.5	23.32	25.63	

1. These figures present merely the results of the Final Examinations; that is, for the purpose of this table, the record of the Preliminary Examinations is a record of solid success.
2. These subjects are those offered as Elementary and Advanced subjects in Latin and English 1888-1899.
3. Annual Report of the President and Treasurer of Harvard College, 1888, p. 49
4. Ibid., 1889, p. 54.
5. Ibid., 1890, p. 75.
6. Ibid., 1891, p. 79.
7. Ibid., 1893, p. 85 .
8. Ibid., 1894, p. 87 .
9. Ibid., 1895, p. 99.
10. Ibid., 1896, p. 109.
11. Ibid., 1897, p. 111.
12. Ibid., 1898, p. 110.

Table 41. Showing Percentage of Failure in Latin and English Entrance Examinations 1900-1905 under the "point" System. (1)

	2	3	3	4	5	6	7
Elementary	1900	1901	1902	1903	1904	1905	
English	13.8	13.4	8.3	11.3	5.6	10.9	
Latin	18.7	11.7	14.6	15.5	21.6	30.17	
<u>Advanced</u>							
Latin	23.7	22.4	29.02	21.3	28.7	31.73	
Latin Composition	29.7	30.6	-----	-----	-----	-----	

1. These figures tell merely the results of the Final Entrance Examinations.
2. These subjects were offered under Elementary and Advanced subjects in English and Latin.
3. Annual Report; 1900, p. 97.
4. Ibid., 1901, p. 111. In 1902 these subjects were dropped from the list of Advanced Subjects: Greek Composition, Latin Composition, and Analytic Geometry
5. Ibid., 1902, p. 104.
6. Ibid., 1903, p. 104.
7. Ibid., 1904, p. 111.

**Table 42.** Showing the Percentage of Failure in Latin and English Entrance Examinations 1906-1910

<u>Elementary</u>	1906		1907		1908		1909		1910
	June	Sept.	June	Sept.	June	Sept.	June	Sept.	June
	1	1	2	2	3	3	4	4	5
English	44.98	31.72	41.5	35.9	42.	51.3	43.4	52.9	47.
	1	1	2	2	3	3	4	4	5
Latin	33.46	41.8	26.2	70.9	30.7	63.5	37.	25.7	39.6
<hr/>									
<u>Advanced</u>									
	1	1	2	2	3	3	4	4	5
Latin	55.76	54.06	46.7	68.4	29.4	78.4	27.9	39.4	23.7

The results of the examinations in 1911 could not be obtained. They were not stated in the report of the Chairman on Admission.

1. Annual Report 1905, p. 340
2. Ibid., 1906, p. 357.
3. Ibid., 1907, p. 344.
4. Ibid., 1908, p. 309.
5. Ibid., 1909, p. 264.

**Table 43.** Showing Percentage of Failure in Latin and English Entrance Examinations 1912-1914 under the New Plan.

<u>Elementary</u>	1912	1913	1914
	June	June	June
	1	1	1
English	35.0	39.6	35.4
	1	1	1
Latin	35.4	35	30.4
<hr/>			
<u>Advanced</u>			
	1	1	1
Latin	32.2	35.7	36.8

11. Annual Report, 1913, p. 274

The Number of Students Electing Advanced Latin  
Entrance Examinations.

It ought to be interesting to see the number of candidates for admission who voluntarily elected to be examined in Advanced Latin in comparison with the number of candidates who selected other Advanced Subjects for Entrance Examination. The following tables are presented for this purpose.

In the years 1878-1887, (See Table 6) candidates for admission were allowed a choice of two out of four Advanced Subjects. Candidates could, however, elect to be examined upon three Advanced Subjects or upon all four. The combination of Latin and Greek seems to have been the most popular with the candidates of this period.

During the next period, 1888-1899, Advanced Latin and Latin Composition hold the first place. A remarkable gain, however, was made by Advanced French. Tables 45 and 46, indicate that Latin, although still occupying the first place, is decreasing rather than gaining, and that the modern language group is becoming a formidable rival.

**Table 45. Showing Choice of Candidates in Selecting Subjects From the "Maximum" (1878-1881) and "Elective" (1882-1887) Courses.**

Offered	1	2	3	3	4	5	6	6	6	7	8
Maximum in:	1878	1897	1897	1880	1881	1882	1883	1884	1885	1886	1887
Latin )											
Greek )											
Mathematics )	2	3	2	4	6	7	4	2	5	3	
Phys. Science )											
Latin )	4	8	15	14	17	8	16	22	20	23	
Greek )											
Mathematics )	2	3	7	5	11	12	6	4	11	2	
Phys. Science )											
Latin )	2	--	2	1	3	4	1	5	6	1	
Mathematics )											
Phys. Science )	--	1	--	1	--	--	--	--	--	3	
Greek )											
Mathematics )	104	109	159	177	204	216	213	237	218	171	
Physical Sci.)											
Latin )	3	14	17	13	12	15	24	13	17	15	
Mathematics )											
Latin )	9	23	20	25	41	41	29	23	24	25	
Phys. Science )											
Greek )	1	2	--	2	5	4	8	--	2	--	
Mathematics )											
Greek )	1	1	4	--	3	7	--	--	--	1	
Phys. Science )											
Mathematics )	5	15	10	11	13	12	5	13	5	3	
Phys. Science )											
Total Number of Candidates	133	179	236	253	315	326	307	319	308	247	

1. Candidates in choosing subjects from the "Maximum" which consisted of Latin, Greek, Mathematics, and Physical Science, were to select at least two. The above combinations represent the actual choice of candidates.
2. Annual Report of the President and Treasurer of Harvard College, 1878, p. 68.
3. Ibid., 1878, p. 63.
4. Ibid., 1880, p. 54.
5. Ibid., 1881, p. 58.
6. Ibid., 1884, p. 67.
7. Ibid., 1885, p. 31.
8. Ibid., 1886, p. 39.

**Table 45.** Showing Number of Candidates Selecting Advanced Subjects During the Years 1888-1899.

Subjects	1 1888	2 1889	3 1890	3 1891	4 1892	4 1893	4 1894	4 1895	5 1896	5 1897	6 1898	6 1899	7
Advanced Greek	1	256	243	262	277	311	364	339	374	325	332	312	357
Advanced Latin		301	305	324	362	378	449	431	463	441	474	464	531
Greek Composition		198	188	190	214	233	261	271	295	278	302	274	298
Latin Composition		223	200	217	268	267	337	315	344	317	354	335	394
Advanced German		43	43	49	77	61	84	66	79	85	93	141	121
Advanced French		61	84	88	92	124	160	141	203	256	303	315	343
Logarithms & Trigonometry		48	54	75	86	93	105	86	77	96	107	125	143
Solid Geometry		53	61	91	100	111	110	92	77	122	128	142	17
Analytic Geometry		12	15	16	18	7	10	12	10	16	18	26	46
Mechanics or Advanced Algebra. Advanced Algebra after 1890.		16	22	27	21	18	23	17	41	51	51	--	8
Advanced Physics		9	1	9	5	7	2	9	2	7	9	6	92
Advanced Chemistry		22	27	41	41	58	81	71	57	67	93	85	
Advanced History		--	--	--	--	--	--	--	--	--	--	--	118

1. Advanced Subjects 1888-1899
2. Annual Report of the President and Treasurer, 1889, p. 49.
3. Ibid., 1891, p. 77.
4. Ibid., 1893, p. 84.
5. Ibid., 1896, p. 108.
6. Ibid., 1897, p. 110.
7. Ibid., 1899, p. 105.

**Table 46.** Showing Number of Candidates Selecting Advanced Subjects, 1900-1905.

Subjects	1 1900	2 1901	3 1902	3 1903	4 1904	5 1905	6 1906
Advanced Greek	380	319	317	279	281	258	
Advanced Latin	550	489	541	504	511	480	
Advanced German	157	123	157	182	204	203	
Advanced French	397	259	401	344	385	372	
Advanced History	36	48	82	78	90	77	
Logarithms & Trigonometry	88	101	97	100	121	113	
Solid Geometry	93	82	77	85	122	114	
Advanced Algebra	51	49	71	51	64	49	
Advanced Physics	8	7	2	4	6	4	
Astronomy	7	0	6	6	4	2	
Meteorology	4	2	1	2	5	4	
Counterpoint	--	--	--	--	--	2	

1. Advanced Subjects 1900-1905.

2. Annual Reports} 1900, p. 110.

3. Ibid., 1902, p. 103.

4. Ibid., 1903, p. 103.

5. Ibid., 1904, p. 109.

6. The results for 1906 were not stated in the report of the Chairman on Admission.

**Table 47.** Showing number of Candidates Selecting  
Advanced Subjects, 1907-1910.

Subjects <sup>1</sup>	1907 <sup>2</sup>	1908 <sup>3</sup>	1909 <sup>3</sup>	1910 <sup>4</sup>
French	390	311	376	365
Latin	416	379	393	371
German	244	224	294	249
Greek	214	175	165	142
Logarithms & Trigonometry	136	150	158	140
Solid Geometry	136	151	163	131
History	120	95	138	105
Algebra	86	60	80	66
Meteorology	19	16	17	
Physics	1	2	not given	
Counterpoint	3	3	3	2
Astronomy	5	7	2	2
Architectural Drawing	1	0	3	
English A	197	147	181	123

1. Advanced Subjects, 1907-1910.

2. Annual Report of the President of Harvard College 1907, p. 343.

3. Ibid., 1908, p. 310.

4. Ibid., 1909, p. 261.

## CHAPTER XIII.

## Conclusion.

General Purpose  
of College Entrance  
Requirements.

It may be stated that the general purpose of any system of college entrance examinations is to determine whether those applying for admission will be prepared to pursue with credit to themselves and to the institution the studies which will fall to them after admission. In the last analysis the entrance examinations are a system by which the college attempts to maintain its own standards of scholarship. The number, scope, and severity of the entrance requirements will, therefore, be directly determined by the state of development to be found in the college curriculum.

Character of  
College Entrance  
Requirements.

When the number of subjects included in the college curriculum is small and the methods of teaching are elementary, the system of admission by which the college attempts to uphold its standard will be neither complex nor difficult. But as the college curriculum comes to represent a high state of learning, and the methods of teaching become those of advanced scholarship, the general quality of entrance requirements will show a consistent development, occasionally retrograding, perhaps, but more often paralleling the progress of the college curriculum. As the college becomes an aggressive leader in the educational world and attempts to extend its influence nation-wide instead of state-wide, it will endeavour to establish alliances with an increasingly larger group of schools. It now becomes necessary that its entrance requirements be broadened

and that more dependence be placed upon the certificate of the secondary school as to the fitness or unfitness of the applicant for admission. Subsequent to changes at Harvard, there has developed the tendency to place greater and greater emphasis upon quality rather than upon quantity of work.

In order to understand the purpose of entrance requirements at Harvard College to-day, a brief survey of the early aims of the college is necessary. The educational ideals of the New England colonist were modeled largely upon those which existed in England during the seventeenth century. Among the colonists was found a goodly number of graduates of Cambridge and Oxford. "The proportion of learned men among them in those early days was extraordinary. It is probable that between the years 1630 and 1690 there were in New England as many graduates of Cambridge and Oxford as could be found in any population of similar size in the mother country." Although there had been a time when the English universities, like those of the continent had held a high place in the intellectual world of Western Europe, English scholars knew very little of educational institutions beyond the channel. Neither French, German, nor Italian was taught in the English schools. Only the languages of antiquity received recognition in the curriculum. Insofar as possible the Puritans of New England, to produce in epitome one of the colleges in Cambridge University by the founding of Harvard College.

1. Hinesdale, B.A., "Notes on the History of Foreign Influence upon Education in the United States", Report of the Commissioner of Education, 1897. Vol. 1, p. 391.
2. Tyler, Moses Coit, "...The History of American Literature", Vol. 1, p. 98.
3. Hinesdale, B.A., "Notes on the History of Foreign Influence upon Education in the United States," Report of the Commissioner of Education, 1897. Vol. 1, p. 392.

Vocation of the  
Educated Man in  
New England.

The vocation of the educated man in New England must next be considered. The leaders of the time, who served as guides, counselors, statesmen, and prophets to the people were, to a considerable extent, clergymen. Striking examples of this type may be found in such men as John Cotton, Thomas Hooker, Thomas Shepard, John Harvard, John Eliot, Henry Dunster, <sup>(a)</sup> Charles Chauncy, <sup>(a)</sup> and Roger Williams. So customary was it to find the leaders of a community ministers, that - as vocations - the professions of law and medicine may be considered almost negligible. The chief aim, it may be said, of the majority of the educated men who came to the New England Colonies was to preach the gospel unhindered by a hostile government. The aim of young men who attended the college of the colonial period was, with hardly an exception, to prepare for the ministry. John Winthrop, Governor of the Colony of Massachusetts Bay, stated that the colony was to raise a "bulwark against the kingdom of Anti-Christ which the Jesuits labor to rear up in these parts".<sup>4</sup> A restatement of the same purpose occurs in the writings of William Bradford, Governor of Plymouth Colony. He announced the hope "of laying some good foundation, or at least to make some way thereunto for the propagating and advancing the gospel of the Kingdom of Christ in those remote parts of the world; yea, though they should be even as stepping stones unto others for the performing of so great a work."<sup>5</sup> Thus one need of the early Colonial period was for trained ministers who could perpetuate the religious ideals of the time.

Original Aim of  
Harvard College.

Out of such a spirit was founded our first institution of higher learning. The tablet on the west gate of Harvard University says:

"After God had carried us safe to New England and we had builded our houses

- (a). Dunster and Chauncy were the first two Presidents of Harvard College.  
4. Winthrop, R. C., "Life and Letters of John Winthrop", p. 309.  
5. Bradford, William, "History of Plymouth Plantation", p. 24.

provided necessities for our livelihood, reared convenient places for God's worship, and settled the civil government, one of the next things we longed for and looked after was to advance learning and perpetuate it to posterity, dreading to leave an illiterate ministry to our churches, when our present ministers shall lie in the dust."

6

Social Aim of  
Harvard College  
in its Relation  
to the General  
Government.

The original aim of Harvard College - to train men for the ministry - was soon expanded to meet other needs. Almost immediately an interesting and a vital connection was established between the general government of Massachusetts and Harvard College, through which the College derived considerable benefit. The general government was in the hands of men to whom the educational welfare of the colony appeared important. Harvard College, in the matter of early legislation might well be considered as the protégé of the General Court: the grants to the College, the Acts Establishing the Overseers of Harvard College, and the Charter of the College, all came from the benevolent General Court of the Colony of Massachusetts Bay.

7

It was a decree of the General Court that directed every township of fifty householders to appoint one within their town to teach the children to read and write, and every town of one hundred householders to set up a grammar school for the purpose of preparing students to enter Harvard College.

8

Without doubt the General Court had in mind the schools in England such as Eton, Saint Pauls, and Winchester.

9

Thus secondary education, to a limited extent, assured the College that every year a number of students with

6. Faunce, William, H. P., "The Scope and the Aim of the New England College," in "The American College", p. 3.
7. Report of the Commissioner of Education, 1892, Vol. II, part 3, pp. 1226-1228.
8. Records of the Colony of the Massachusetts Bay in New England, Vol. II, (1647). p. 203.
9. Reports of the Commissioner of Education, 1897, Vol. I, p. 592.

special preparation would seek admission.

**Early Social  
Aim of Harvard  
College.**

The social aim of Harvard College, in the early years, was more conventional than exceptional. In accordance with the ideals of the age, in 1650 the charter of Harvard College sought to promote "the advancement of all good literature, arts, and sciences".<sup>10</sup> It was considered the duty of "the president, professors, and the tutors of the University at Cambridge.....to take diligent care and to exert their best endeavours to impress upon the minds of the youth committed to their care and instruction the principles of piety, justice, and a sacred regard for truth, love to their country, humanity, sobriety, industry.....and those other virtues which are the ornament of human society, and the basis upon which the republican constitution is structured."<sup>11</sup> Harvard College aimed to give its graduates such measures of "piety", "morality", and "learning" as were essential to "the public weal".<sup>12</sup>

**Development of  
the Course of  
Study.**

For nearly two hundred years the course of study at Harvard College saw little change. One of the earliest changes may have been a reflection of the political tension prior to the Revolutionary War. In a vote passed in 1756 by the Board of Overseers, elocution was added to the curriculum at Harvard College because public speech made the speaker "an honor to his country".<sup>13</sup> Other changes of importance did not occur until the early part of the nineteenth century, when to the older subjects such as Latin, Greek, and Mathematics, were added French, Spanish, German,

10. Massachusetts College Records, Vol. III, pp. 195, 196, and Report of the Commissioner of Education, 1892, Vol II, p. 1228.
11. Report of the Commissioner of Education, 1892, Vol. II, part 3, p.1225, The information in this Report was based upon facts in: Acts and Laws Passed by the General Court of Massachusetts and Held at Boston, in the County of Suffolk, on Wednesday, the 27th of May, Anno Domini, 1789, pp. 16-21.
12. Slocum, William T., "Present Status and Probable Future of the College in the West", in "The American College", p. 135.
13. Quincy, Josiah. "History of Harvard University", Vol II. p. 125.

Political Economy, Chemistry, Geology, and Botany.

Foreign and  
Native Influences  
upon the Course  
of Study.

The growth of a college course of study, if it follows develops normally, <sup>follows</sup> the law of adaptation to environment. Although the forward movement in education had been marked in the beginning when the Puritans of Massachusetts had endeavoured to secure for themselves an educated ministry, education both higher and secondary remained static for nearly two centuries. For one reason the second and third generations were too busily engaged in home-making and home-building to have the leisure to expand intellectually. The relations of the colonies to the Mother Country cut them off from intercourse with other nations; the crisis of the Revolutionary War gave men small chance to devote their energies to intellectual improvement; the period following the forming of the Union was too rife with financial, social, and political difficulties to permit much advancement of educational ideals.

The forming of the American Union brought the United States into relationship with foreign countries. The national ambassadors sent out by Congress to the countries of Europe undoubtedly prepared the way for the enlargement of the college curriculum. One of the first studies to be added to the Harvard curriculum was French. Although French had been taught at Harvard College as early as 1735, the instruction was discontinued the same year because the instructor was believed to have advanced dangerous religious opinions. In 1780 the Board of Overseers authorized Simon Poulin to teach the French language to those pupils who had their parents' permission. Instruction in French was given until 1800, and was not offered from 1800 until 1819 when the Smith chair was established.

In 1825 German was introduced into the course of study at Harvard College, when Charles Follen through the influence of Professor George Ticknor<sup>15</sup> was appointed Instructor in German at Harvard College. Professor Ticknor had purposely journeyed to Göttingen to learn what he could of the German language and the German people.<sup>16</sup> In the same year a professorship of modern languages was established with emphasis upon French and Spanish.

The course of study received its greatest extension not in the field of languages, but in that of science. The explanation of this is to be found in the fact that the growth of scientific knowledge in the United States was very rapid. One by one, Physics, Geology, Biology, Sociology, Botany, and History were added to the college curriculum. Professor Kingsley of Yale College in the year 1841 wrote to the first Professor Silliman the following statement which may be regarded as indicating the attitude of other colleges toward Harvard College in the matter of extending the curriculum beyond the confines of tradition.

"Let them at Cambridge try experiments and we will try to profit by them. They are better able to experiment than we are."<sup>17</sup>

Such has always been the attitude assumed by other colleges toward the oldest and greatest of American colleges. Harvard College, both in the development of its course of study and in its entrance requirements, as a measure of a candidate's fitness for admission, has been the originator rather than the imitator.

15. Report of the Commissioner of Education, 1897, Vol. 1. p. 614

16. Ibid., p. 608.

17. Fisher, George Francis, "Life of Benjamin Silliman", Vol. 1. pp.401-403.

Rapid Changes  
of Admission  
after 1870.

Beginning shortly after the close of the Civil War the Faculty in 1870 made the first change in general methods of admission. At close intervals came other changes, each in

accordance with a parallel growth of the course of study. The elective system of studies had practically done away with a prescribed curriculum of elementary character, and consequently the quality of entrance requirements was raised.

The Raising of  
the Standard of  
Entrance  
Requirements.

President Eliot, the promoter of the elective system of studies at Harvard College, said:

"Every prescribed curriculum is necessarily elementary from beginning to end and very heterogeneous. Such is the press of subjects that no one subject can possibly be carried beyond its elements; no teacher, however learned and enthusiastic, can have any advanced pupils; and no scholar, however competent and eager, can make serious attainments in any single subject. Under an elective system the great majority of students use their liberty to pursue some subject or subjects with a reasonable degree of thoroughness. This concentration upon single lines develops advanced teaching and results in a general raising of the level of instruction." In accordance with the increase in the number of subjects open to a student after matriculation, a like change took place in the system of entrance requirements. A candidate was no longer asked to prepare himself to be examined upon the same amount of Latin demanded of all other candidates, but was allowed to substitute a portion of mathematics for advanced work in Latin. Variety in subject matter for entrance examination and options in the selecting of material upon which a candidate was to be tested appeared shortly. Students proficient in classical learning were differentiated from students lacking adequate preparation in Latin by the simple expedient of relative amount. Whereas the

18. Annual Report of the President and Treasurer of Harvard College, 1896, p. 54.  
19. Eliot, Charles William, "Educational Reform", pp. 137, 138.

first type of student was held responsible for a large portion of the "Gallic War" and a fair number of Cicero's Orations, the student belonging to the second class needed to prepare for examination no more than a limited amount from each Latin author.

The following extract from President Eliot's Annual Report for the year 1897 illuminates the reasons underlying the policy of Harvard College in introducing the principle of election in the admission examinations.

"Harvard College has been for nearly thirty years endeavouring to apply to the admission examinations in a gradual and conservative way the principle of election of studies. Throughout this period the diversities between the secondary schools in the United States and the permitted range of studies within secondary schools have been increasing in a striking manner. The public high school has greatly developed and improved, being stimulated in the western states by the State Universities, and in the eastern by the pressure of the educated public opinion and the increasing liberality of public expenditure on their behalf..... The ultimate principle on which Harvard College tends to act in the matter of admission requirements is this: the college inclines to count for admission any subject which is taught in good secondary schools long enough and well enough to make the study of it a substantial part of a training appropriate to the pupil's capacity and degree of maturity....Harvard College has long represented the principle of election of college studies and has found nothing but advantage in the free application of the principle. It is natural that the College should seek to further the adoption of the same principle in secondary education and in requirements for admission to college. At the same time, Harvard College has no desire to make its own terms of admission lower or easier."

Liberality  
In Entrance  
Requirements

Put in all the years since the decade following the close of the Civil War until the present day the most conspicuous example of the increased liberality in entrance requirements was the adoption by Harvard College of the "New Plan" in 1911. The Chairman of the Committee on Admission, Mr. J. G. Hart, of Harvard University wrote: "The new Harvard plan does not prescribe what or how a boy shall study, but leaves the schools free to work out their own systems of education in their own way in accordance with the best interests of their pupils and the needs of the communities in which they are situated..... No longer will it be necessary for a boy to know several years in advance that he is going to college. No boy who has a rationally planned school course will be prevented from entering, even though he may decide to come to Harvard College very late in his school course. Heretofore Harvard has been confined in her choice of students to a pitifully insignificant number of schools. Hereafter the college will be able to draw good students from any good school in the country."<sup>21</sup>

The history of the movement for less dependence upon examinations as the test for admission indicates that Harvard is trying out a new plan which has been practically agreed upon by the New England Colleges and which they will adopt if it works well at Harvard.<sup>21</sup> At a meeting of the Association of New England Colleges held at Amherst in November, 1910 at which were representatives of Yale, Harvard, Dartmouth, Williams, Amherst, Bowdoin, Vermont, Trinity, Middlebury, Tufts, Boston University, Wesleyan, and Clark, a resolution reported by a sub-committee consisting of Presidents Hadley, Lowell, and Hyde, was unanimously adopted:

21. Report of the Commissioner of Education, Vol. I, 1911, p. 46.

Resolved: That the assembly recommend that the New England Colleges adopt a system of tests for admission in which a certificate shall be taken for quantity and an examination shall be held in a limited number of substantial subjects for the quality of the school work." 21

General Results of the "New Plan". Although the New England colleges considered the arguments in favor of the new system adopted by Harvard College to be strong, the general outcome of entrance examinations under the "New Plan" was awaited with interest. Two definite results were soon apparent.

1. The percent of candidates admitted under the new system over the percent rejected showed a marked increase.
2. Under the new system New England no longer supplied the majority of candidates for entrance examination.

"The Harvard Graduates' Magazine" for December, 1912 gives the following significant data: "Out of a total of 491 men admitted to the Class of 1916 under the Old Plan, 346 came from New England, while with the New Plan only 76 out of 154 were from the New England States. In other words, New England supplied 49.3% of the total number of the new system men, while of the old they furnished 70.4%....It is also of interest to note the change which has taken place in the operation of the New Plan during the past year in the percentage of men admitted over the percentage of men rejected. In 1911, 59.4% of the total number of applicants were admitted while 40.2% were rejected. On the other hand in 1912 out of a total of 213 applicants, 154 or 72.3% entered while 59 or 27.6% failed." 22

Present Status  
of the Entrance  
Requirement.

Before determining the present place of the entrance examination in English and Latin at Harvard College to-day, it is necessary to list in parallel columns the good and the bad features which have been commonly held as representative of the general system of admission. Although the comparison is necessarily based upon the entrance examination in Latin from 1846 through 1915 and in English from 1866 through the year 1915, such examinations at Harvard College have been so inseparable and so much an integral part of the general system of admission, that which is true for the Latin and the English examination is also true, to a considerable extent for other examinations in different subjects. Hence the following table, which presents the features of the entrance examination commonly held as good and bad, has more than a fractional significance.

Table 48. A Comparison of the Advantages and the Disadvantages of the Entrance Examination.

Good Features of the System of College Entrance Examinations.

- (1). Raised the standard of the college.
- (2). Formed a high standard in the secondary school.
- (3). Made it necessary for a pupil of the secondary school to know he was going to college several years in advance.
- (4). On the authority of the college was held to test the general educational fitness of the candidate.

Disadvantages of the System of College Entrance Examinations.

- (5). Was aristocratic in purpose; demanded special preparation on the part of a candidate.
- (6). Forced the secondary school to shape its curriculum to the needs of the college rather than the needs of the community.
- (7). Debarred many candidates with good records from the secondary schools.
- (8). Debarred candidates from the public high schools of the Western and Southern States unless they had had special preparation.

The quantity of subject matter upon which a candidate was obliged to prepare himself for entrance examination has received different modifications in the case of Latin and in the case of English. The amount of Latin now required for admission is considerably less than that required during the decade immediately preceding the Civil War. The requirements in English, on the contrary, have increased. But surprising as it may seem, in view of certain recent articles and reviews waxing eloquent over "The letting down of the bars" of Harvard College and other Eastern colleges, it is doubtful if the entrance examination has grown easier. An applicant is examined to-day upon the quality of his work rather than upon the quantity. It is no longer considered desirable to find out what elementary knowledge the candidate may possess concerning "the whole" of Virgil. What the Committee on Admission now considers of primary importance is to determine, with as much accuracy as is possible in an examination, just how well the candidate can translate selections from three books of the *Aeneid*. In like manner, a candidate is no longer called upon to write a paragraph of sweeping statements about a small definitely prescribed group of English classics. To-day he is expected to write appreciatively and critically about selected English classics (which he may select from a large extensive group), and to show that he understands the underlying principles of rhetoric. The present day examination for admission to college demands more specific knowledge upon the part of a candidate. He is expected to know more about the authors of his own tongue than he was in 1874 and to be a better scholar in the classics than he was in 1846. The entrance examination, moreover, is no longer the sole factor in determining the fitness of a candidate for admission to college.

The Entrance Requirement as an Educational Expedient.

Like all other expedients in educational progress, the college entrance requirement served a genuine purpose at the time it arose. When the work of the secondary school was such that the college could not accept its word as to the adequate

preparation of its graduates, the college was obliged to impose a barrier to prevent its own standards of learning from being lowered through the filling of its classes with students inadequately prepared. Through its system of entrance requirements and entrance examinations, the college preformed a real service for the secondary schools. Standards were raised and methods of teaching improved. Gradually examinations for admission grew to be less essential, owing to the improvement of secondary education, the college began to see the folly of over-rigid rules which kept out many desirable candidates from the Western and the Southern States. Harvard College came in time to desire to extend its influence to pupils from public high schools, as well as to specially tutored applicants and students from the older Eastern preparatory schools.

The Compromise  
of Harvard  
College.

In order to further the realization of this desire a compromise has been effected. In addition to the successful passing of a limited number of examinations, the record of the candidate in the secondary school is now accepted as an important element in measuring an applicant's ability. Harvard College asks that a candidate's course in the secondary school be rationally planned and that evidence be presented designed to show that he has been successful in his work. Only those candidates who desire the degree of B.A. need take the entrance examination in Latin; if they intend to register for the degree of B. S., an entrance examination in French or German may be substituted.

Summary.

The facts presented in this study may be summarized as follows. The decline of Latin and the rise of English as entrance requirements were caused by the changes in the curriculum of Harvard University, due in turn to the changes in aim. In the beginning Harvard College was essentially a vocational school with preparation for the ministry as its chief aim. From Europe, the first college of the New World inherited Latin,

Greek and Hebrew as the traditional studies in preparing for the ministry. Latin held a position of foremost importance because it was the spoken language of the clergy. As Harvard College ceased to be a narrow theological school and became a school for general culture attended by an increasing number of students not intending to enter the ministry, its aim came to be to prepare students for appreciation of current interests through the benefits of a liberal education. English literature and modern languages gained in increasing importance, first in the curriculum of the college and then secondly, as a result, in the entrance requirements.

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