

卜拔利大學留學生某述

# 美國游學指南

上海

廣智書局印行

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# 美國遊學指南目錄

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# 美洲遊學指南

何國不技利大學留學生其述

頃年以來。時內士天。漸知遊學之爲急務。於是離鄉別業。日衆一日。綜核其數。殆逾千人。繼今以往。接踵而至者。正未有艾也。嗚呼。他日若挽狂瀾於既傾。扶危於顛亡。其斯賴乎。其斯賴乎。然而遊學之地。豈惟日本。日東。取法泰西。今雖強。而遺其子弟。留學歐美者。每歲殆數百人。美洲尤衆。我邦之人。獨寥寥如晨星。其故何歟。雖曰。東文易而成功速。西文難而成功緩。日本近而學費省。歐美遠而學費鉅。毋亦以東西懸絕。風俗迥殊。既昧於遊學之情形。又苦無友朋之引導。用是望洋興嘆。蹙足不前也乎。鄙人有憤於是。久欲有美洲遊學指南之作。徒以學務博。有志未遑。今適年假。停課百日。西將來美洲遊學情形。略言大槪。雖語不詳。簡而不備。未敢貽管世大雅之觀。然於有志西遊者。亦未嘗無益處之助焉爾。

## 遊學美洲之特色

天下學問最優之國。不外英美德法。然彼此亦互有所長。互有所短。其詳細情形。非教育名家。親遊各國學堂者。不足以知之也。若合各種科學。然而論之。則美實不在彼三國之下。而實學(若農學。工程。農機製造等是也)尤爲其所長。且其學校之多。遠超他國。國分四十餘省。每省必設有學。此外獨立之大學。亦復繁夥。合而計之。不下七八十所。每年大學之卒業生。不下二三十萬人。噫。可謂盛矣。夫學校多則相鼓勵。相競前則師長去短之心切。故

其進步較其。亦較他國爲甚。請最頻。雖然之回國也。其學問之益。下相去。實僅耳。且今日中國需才之急。有如饑者之渴。太死。苟能得食。亦已幸矣。更何暇學於甘辛之間耶。

抑予亦有取於美國者。其故有三。請察中國之所謂西文者。大抵皆習於。其設行文法。文。千無一二。如欲進學德法。其時不得不多費三四年。以習德法之文。然今何時。今有粵。海內風雲。朝夕變遷。雷才孔頭。片刻難待。若果遲一日。中國之權利已失去無餘。而況再數年哉。若進學於美。則此數年可以省矣。其故一。

英美同一文字。似乎其無間矣。然英國學費。而路遠。美國學費。省而路近。由華至美。須三四十日。而來美。少則兩旬。多亦不過二十餘日。英之用費。亦必較多。不待言矣。且英之立國。專以轉輸製造爲本。一切食物。皆仰給於歐。加以地寡人稠。屋租昂貴。其學費之省。不及美洲。理有固然。其故二。

中國人之商工于海外者。以南洋爲最多。次則美國矣。欲知我華人謀生之艱難。異族待我之慘虐。黃白優劣之感情。國家盛衰之顯而。於此而一遊其地焉。可以洞若觀火。其切齒怒髮之情。自勃然動於中而不能已。此遊學歐洲者之所難逢也。然歐洲既爲華人所辭。一旦有二三其。或以爲東方人士。遠道而來。姑盡應酬之禮。或以爲衰國遺。飽風而至。頗形矜憐之容。則華人或以爲外人相待甚優。信爲賢意。並疑其在中國要索種種利權。舉動種種舉。不過政府數人爲之。非出其全國人之野心。而愛國之情。既無由激發。而矜外之習。自日見。或反詭志士國權之論。爲無理矣。查見近小。而不知遠大。謂小惠而頓忘大。吾中國人之奴性。自有生以來。其對於異族。此病尤深。而難拔者也。若夫遊於美。荷使天良稍存。一經感覺。無有不誓報國之誠者矣。其故

### 三。

以上三種遊學美洲之特色也

### 美洲大學之比較

如前所言。美國大學最多。公立私立不下八九十所。然雖同是大學。其間亦有優劣之分。最著名者曰馬賽。委省之赫福。曰錫那的克省之耶路。曰紐約省之哥倫比亞及康奈落。曰依利那省之芝加哥。曰麥里。隱省之約幹。赫布京斯。然大率皆在美之東方。相隔稍遠。雖汽車甚便。數日可達。然又多二百餘元之車費。且學校修金頗鉅。年約三百元。(指中銀而言)恐貧寒之士。力有未逮。若以費用之省。學度之高。並而言之。其最宜於我邦人士者。則莫若加刺寬尼省之大學校矣。是校設於本省之下拔利。與舊金山大埠相隔一港。乘輪船。三刻時可達矣。每年修金不過美金二十元。(約中銀五十元)其學問所最擅長者。曰計算。曰算學。曰算學。曰金銀礦學。他學校罕有能過之者。若統各種專門而言。則其位置亦不出七八名外。而其學生之多。幾為首屈一指。故其程度亦不可謂之低矣。且數年以來。其進步甚速。更非他校之所能及。蓋學校程度。恒視學費數目之優劣。設備儀器之多寡。而二者又因財力為轉移。自麥里。隱充政策以來。整頓法律。設太平洋電報。密廣州府河南之租界。竭力推廣遠東之商業。而本省實東西商務之總樞。太平洋南學之中心點也。學費極廉。每歲以本省動產稅百分之二供之。本省之商務愈大。則斯校之財力愈富。財力愈富。則校務愈進矣。數年之後。其程度將升八四五名內。可無疑也。夫求學之道。在乎學校者十之二三。而在乎本人者十之七八。苟其財力足以遊學東方。固

爲大善。如其不能。則在斯校。蓋亦差足矣。此外本省。尙有士丹佛大學校。相距甚近。汽車一點鐘可達。此乃私立學校。與卜拔利互相頡頏。難分伯仲者也。茲將美國大學列表於後。

## 學校名

## 地名

- |    |                    |                    |
|----|--------------------|--------------------|
| 一  | Albion             | Albion, N.Y.       |
| 二  | Amherst            | Amherst, Mass.     |
| 三  | Armour Institute   | Chicago, Ill.      |
| 四  | Atlanta University | Atlanta, Ga.       |
| 五  | Barnard            | New York, N. Y.    |
| 六  | Boston University  | Boston, Mass.      |
| 七  | Bowdoin            | Brunswick, Me.     |
| 八  | Brown University   | Providence R. I.   |
| 九  | Bryn Mawr          | Bryn Mawr, Pa.     |
| 十  | Buchtel            | Akron, O.          |
| 十一 | Cathy University   | Trentonville, N.C. |
| 十二 | Colgate University | Hamilton, N. Y.    |



十III	College of William and Mary	Williamsburg,
十IV	Colorado College	Colorado Spring
十V	Columbia University	New York N. Y.,
十K	Cornell University	Ithaca N. Y.,
十J	Dartmouth	Hanover, N. H.,
十L	De Pauw University	Greencastle, Ind.,
十M	Dickinson	Carlisle, Pa.,
十N	Drury	Springfield, Mo.,
十O	Fish University	Knoxville, Tenn.,
十P	Franklin and Marshall	Lanester, Pa.,
十Q	Girard	Philadelphia Pa.,
十R	Hamilton	Clinton, N. Y.,
十S	Harvard University	Cambridge, Mass.,
十T	Harb	Geneva, N. Y.,
十U	Iowa	Grinnell, Iowa,

卅八	John Hopkins University	Baltimore Md.
卅九	Lafayette	Easton, Pa.
四十	Lehigh University	South Bethlehem, Pa.
四十一	Lehard Stanford Jr, University,	Palo Alto, Cal.
四十二	Main State College	Orono Me.
四十三	Marietta	Marietta, Ohio.
四十四	Mass. Inst. of Tech.	Boston Mass.
四十五	Middlebury	Middlebury Vt.
四十六	Mt. Holyoke	South Hadley Mass.
四十七	Muhlenberg	Allentown Pa.
四十八	New York University	New York N. Y.
四十九	Niagara University	Niagara Falls N. Y.
五十	Northwestern University	Evanston, Ill.
五十一	Oberlin	Oberlin Ohio.
五十二	Ohio State University	Columbus, Ohio.

四十三	Ohio Wesleyan University	Delaware, Ohio,
四十四	Pacific University	Forest Grove, Ore,
四十五	Pennsylvania College	Gettysburg Pa,
四十六	Polytechnic Institute of Brooklyn	Brooklyn N. Y.
四十七	Pratt Institute	Brooklyn, N. Y.,
四十八	Princeton University	Princeton, N. J.,
四十九	Purdue University	Lafayette, Ind.,
五十	Radcliffe College	Cambridge, Mass.,
五十一	Rose Polytechnic Institute	Terre Haute, Ind.,
五十二	Rutgers College	New Brunswick N. J.,
五十三	Smith College	Northampton, Mass.,
五十四	Swarthmore	Swarthmore, Pa.,
五十五	Syracuse University	Syracuse N. Y.,
五十六	Trinity College	Hartford, Conn.,
五十七	Tufts College	Medford, Mass.,

五十八	Fulane University	New Orleans
五十九	Union College	Schenectady, N. Y.
六十	U. S. Military Academy	West Point N. Y.
六十一	U. S. Naval Academy	Annapolis, Md.
六十二	University of California	Berkeley Cal
六十三	" "	Chicago, Ill.
六十四	" "	Boulder, Colo.
六十五	" "	Denver, Colo.
六十六	" "	Ann Arbor, Mich.
六十七	" "	Urbana Ill.
六十八	" "	Minneapolis, Minn.
六十九	" "	Oxford, Miss.
七十	" "	Lincoln, Neb.
七十一	" "	Phila., Pa.
七十二	" "	Sewanee, Tenn.

七十三	”	”	Texas	Austin, Tex,
七十四	”	”	Virginia	Charlottesville, Va,
七十五	”	”	Wisconsin	Madison, Wis,
七十六			Vassar College	Poukeepsie, N, Y,
七十七			Washington and Lee University	Lexington, Va,
七十八			Wellesley College	Wellesley Mass,
七十九			Western University	Middletown, Conn,
八十			Western Maryland	Westminster, Md,
八十一			Williams College	Williamstown, Mass,
八十二			Worcester Polytechnic Inst,	Worcester, Mass,
八十三			Wooster University,	Wooster, Ohio,
八十四			Yale University	New Haven, Conn,

### 大學校之課程

世界之文明愈進。則學問之種類愈繁。大學校之課程。所分不下六七百種。加以學問日益進步。則種類亦日益增多。其勢難以枚舉。雖然種類多矣。而大率總不出數十科外。今將加刺寬尼省大學校所授之哲學。臚列于左。

雖與他校之課程未必盡同，然亦可以窺見一斑。

- 
- 一 政治 Political Science,
  - 一 科學 Economics,
  - 一 法律 Jurisprudence,
  - 一 歷史 History,
  - 一 哲學 Philosophy,
  - 一 教育 Education,
  - 一 沙馬的言語文字 Semitic Languages and Literatures,
  - 一 亞東言語文字 Oriental Languages and Literatures,
  - 一 希臘文 Greek,
  - 一 拉丁文 Latin,
  - 一 英文 English,
  - 一 德文 German,
  - 一 羅馬言語文字(法蘭西(國家者) Romance Languages),
  - 一 俄文 Slavio Languages,

- 言語學 Linguistics,
- 數學 Mathematics,
- 格致 Physics,
- 天文 Astronomy,
- 地理 Geography,
- 化學 Chemistry,
- 植物學 Botany,
- 動物學 Zoology,
- 地質學 Geology,
- 金石學 Mineralogy,
- 機器學 Mechanical Engineering,
- 電氣 電氣 Engineering
- 工礦學 Civil Engineering,
- 鑛務 Mining
- 冶金學 Metallurgy

- 1 圖畫學 Drawing,
- 1 建築學 Architecture,
- 1 農學 Agriculture,
- 1 園藝學 Horticulture,
- 1 蟲學 Entomology,
- 1 灌溉學 Irrigation,
- 1 兵學 Military Science And Tactics,
- 1 體操學 Physical Culture,

以上所舉者科學也。每科又分數種。或數十種。若計學中。分爲賦稅、銀行、國債、路政、統計、財政、史、諸種。是也。其欲成專門之才者。固非僅習一科。亦非兼習數科。必擇數科中之數種。與已所專之一門有關係者。旁而通之。然後始成專門之學也。譬如專門於政治。則當兼習法律、數種。歷史、數種。音樂、數種。專門於礦學。則當兼習化學、數種。數學、數種。工程、數種。是也。

### 入大學校之程度

校中共分九院。曰文學院。曰羣學院。曰物理學院。曰商業院。曰農學院。曰機器院。曰工學院。曰礦學院。曰化學院。入校前所當備之普通學。各院不同。今將每院所須各種學問。列表於左。



(工學院) College of Civil Engineering,

- 一 英文
- 二 代數
- 三 平面幾何
- 四 美國史及美國治法
- 五 格致
- 六 拉丁文(任擇一種)
  - 希臘文
  - 高等英文
  - 德文
  - 法文
- 七 立體及圓體幾何
- 八 平面三角
- 九 化學
- 十 隨筆書法

美國遊學指南

- 一 英文
- 二 代數
- 三 平面幾何
- 四 美國史及美國治法
- 五 格致
- 六 拉丁文  
希臘文  
高等英文
- 德文
- 法文
- 七 立體及圓錐幾何
- 八 平面三角
- 九 化學
- 十 圖樣書法

- 一 英文
- 二 代數
- 三 平面幾何
- 四 美國史及美國治法
- 五 格致
- 六 拉丁文
- 希羅文
- 高等英文
- 法文
- 德文
- 七 立體及圓錐幾何
- 八 平面三角
- 九 化學
- 十 隨筆畫法

一 英文

二 代數

三 平面幾何

四 美國史及美國治法

五 格致

七六 上古史(任擇兩種)

高等數學

化學

植物學

動物學

中古及近世史

普通拉丁(任擇三種)

高等拉丁

希臘

高等英文

法文

德文

(華學院) College of Social Sciences,

一 英文

二 代數

三 平面幾何

四 美國史及美國治法

五 拉丁(普通及高等)

六 格致

七 希臘

高等英文

德文

法文

上古史

九八

美國遊學指南

高等數學

化學

植物的學

動物學

中古及近世史

(文學院) College of Letters,

一 英文

二 代數

三 平面幾何

四 美國史及美國治法

五 普通拉丁

六 高等拉丁

七 普通希臘

八 高等希臘

九 上古史

## 十 格致

(商業學院) College of Commerce,

是院所須之普通學。與羣學文學物理學三院同具。有過此三門之資格者。皆可入商業學院。惟報註兩文。可以西班牙文化之。

(農學院) College of Agriculture,

一 英文

二 代數

三 平面幾何

四 美國史及美國治法

五 格致

六 拉丁

希臘

英文

法文

德文

七 化學

八 高等數學

植物學

動物學

蟲學

(化學部) College of Chemistry,

一 英文

二 代數

三 平面幾何

四 美國史及美國治法

五 格致

六 拉丁

希臘

英文

法文



德文

七 化學

八 高等數學

植物學

學動物

以上所舉。皆普通之學。入校前所當豫備者也。共分十九種。每種所當用者何書。所當識者何物。按照學校章程原文。開列於下。

#### Admission Requirements.

#### DESCRIPTION OF THE PREPARATORY SUBJECTS.

A. **Oral and Written Expression.** Training in this subject enters into the proper treatment of all topics of study taken up in the school course, and extends to speaking and oral reading as well as to writing. Its aim is to secure to the student the ability to use his mother-tongue correctly, clearly, and pertinently on all lines upon which his thought is exercised.

A written test in this subject is required of all applicants for the status of Special Student in the Colleges of Letters, Social Sciences, Natural Sciences, and Commerce, *excepting only those who hold teachers' certificates.* In the case of other applicants, examination will be conducted in connection with English I and 14, and no note will be made of correctness of form and adequacy of expression in the various papers written for other departments.

1. English. (2 units.) Until January, 1907, applicants may present the items as announced in

1901.\* After that the examination will presuppose thorough acquaintance with the following works together with the practical knowledge of grammar and the fundamental principles of rhetoric implied in such acquaintance: (1) *The Lady of the Lake*; (2) *Franklin or the Alhambra*; (3) the best Ballads, Heroic Lays, and Poems of Nationality,—in all about 1500 lines; (4) *Classic Myths*; (5) *The following Poems: The Deserted Village, The Cottler's Saturday Night, Tam o' Shanter, The Ancient Mariner, The Prisoner of Chillon (or Selections from Child Harold), Horatius, Snow-Bound*; (6) *The Merchant of Venice*; (7) *Julius Caesar*; (8) *Lessays and Addresses: Emerson's The Fortune of the Republic, The American Scholar; Lowell's Democracy, Lincoln (two for study: one for reciting)*;

While the examination at the University will be upon the subjects as stated above, accredited schools may, after consultation with the English Department, avail themselves of the following considerably enlarged list of substitutions: for (1), *The Lay of the Last Minstrel*; for (2), any one of these—*Scott's Quentin Durward, Kenilworth, Waverlock, Rob Roy, Tales of a Grandfather, Irving's Sketch-Book, his Tales of a Traveller, Hawthorne's House of the Seven Gables, Tom Brown at Rugby, Gulliver's Travels, Dan Quixote*; for (3), an equivalent amount of purely literary selections from the Bible (*e.g.*, *Genesis, Exodus, Ruth, Esther*), or *The Pilgrim's Progress*; for (4), *Classic Myths (two-thirds)*, and, for the remaining one-third, *Biblical Selections (as above)*, or the *Classics in English translations*; if the latter be chosen, the following options are open: (a) *The Iliad, Books I, VI, XXII, and XXIV (Tape, Chapman, Lang, Bryant and others)*, or (b) *The Odyssey, any four books (preferably the Episode of Ulysses among the Phaeacians)*, or (c) *Two of the following Greek Dramas: Antigone, Aeschylus, Iphigenia*; for (5) short poems of similar scope and character; for (6), *As You Like It, Midsummer Night's Dream, Twelfth Night, The Tempest*; for (8), *An equivalent amount in the best prose explanatory of American ideals of citizenship, such as: Washington's inaugural of 1789; Jefferson's of 1801; Everett on Franklin, Washington, The Pilgrim Fathers; Chilton on American Nationality, Daniel Webster; Sumner on The Scholar; Curtis on The Puritan Spirit, The Public Duty of Educated Men; Bryce on The Strength of American Democracy (American Commonwealth, Chapter XCIX).*

2. **Arithmetic.** No examination in this subject will henceforward be set, since the study comes regularly in the grammar school, and since its essential processes are involved in Algebra.

3. **Algebra.** (1 unit.) Through simple quadratic equations; namely, the various methods of factoring, the remainder and the factor theorems, the theory of exponents, the calculus of radicals, simultaneous equations of the first degree with problems involving their solution, simple quadratic equations.

4. **Plane Geometry.** (1 unit.) Including the general properties of regular polygons; their construction, perimeters, and areas; and the different methods for determining the ratio of the circumference to the diameter.

5. **History and Government of the United States.** (1 unit.) A knowledge of the outline of American History, and of the nature of Federal, State, and local Government. This requirement represents three things: the regular use by the pupil of a text-book in history, such as Channing's *Students History of the United States*, McLaughlin's *History of the American Nation*, or Montgomery's *Students American History*, and a text-book in Government such as Hinsdale's *American Government*, Ashley's *American Federal State*, or Bryce's *American Commonwealth* (1 vol. edition); systematic reading of assigned references; and a note-book containing concise topical outlines or summaries of the most important movements or institutions, notes on some of the reference reading, and a few carefully prepared brief papers with bibliographical notes. The emphasis in the note-book should be on accuracy and thoughtfulness rather than on quantity.

6. **Elementary Latin.** (2 units.) (a) Translation of easy prose into English (1 unit). The examinee will cover the translation into idiomatic English of the subject-matter and implied grammar of selected passages from Caesar's *Gallie War*, books I-IV, but accredited schools may use any equivalent Latin text. (or the matter contained in the Second-Year books), and are encouraged to increase the amount of reading indicated, by adding work from Grindling, Viri Romane, Nepos, or other books of Caesar. There should be some training in translation at sight from easy authors.

\* 1. English. (2 units.) The examination in this subject will presuppose thorough acquaintance with the following works, together with the practical knowledge of grammar and elementary theories involved in such acquaintance: (1) *The Lady of the Lake*; (2) *The Alhambra*; (3) *Sir Ivoer de Coverley*; (4) *Classic Myths*; (5) *Short Poems*; *Horatius*; *The Deserted Village*; *The Carter's Saturday Night*; *The Prisoner of Chillon* (or Selections from Childe Harold); *Winter Morning Walk*; *Snow-Blood*; *Tun of Sharnur*; *The Ancient Mariner*; *L'Allegro* and *Il Penseroso*; (6) *The Mice Hunt* or *Venice*; (7) *Julius Caesar*; (8) *Macaulay's Warren Hastings*.

While the regular examinations will, for the present, be upon these subjects without option, schools on the accredited list of the University may, after consultation with the English Department, make such substitutions as the following: for (1), *The Lay of the Last Minstrel*; for (2), *Tom Brown at Rugby*, or *Yashoo*; for (3),  *Addison's Select Plays*; for (5), some twelve poems of similar scope and character; for (6) or (7), *Starcheb*.

† Items marked " " are not for class-recitation, but for personal outside of school with reports or discussions in class once a week or fortnight. The examination upon such items will not presuppose acquaintance with minute details. Whatever credit the pupil may acquire by his answers will be applied to other deficiencies in other respects, or still farther to improve his standing.

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(b) Translation of simple English into Latin prose. (1 unit.) This requirement presupposes familiarity with the usual forms and ordinary constructions of the language. Continued training in translating de fœdè sentences illustrative of constructions, and of connected sentences based on Cæsar or an equivalent author, together with a thorough grammatical drill on the work read, is a proper preparation for satisfying this requirement.

7. **Advanced Latin.** (2 units.) Translation of Latin of average difficulty, and of English narrative into Latin prose.

(a) Third year Latin. (1 unit.) The examination will include the translation into idiomatic English of average passages from Cicero's *Orations against Catiline, for Archias, and for Pompey's Military Command*, and a selection from some other speech of Cicero to test ability in sight translation. The examination will also include questions on the usual forms and ordinary constructions of the language and on the subject-matter of the authors read. Accredited schools may read any equivalent Latin prose text, and are urged to add to the minimum outlined above Sallust's *Cataline* and additional orations of Cicero. The English passage offered for translation into Latin (c<sup>2</sup>) will be a paraphrase from one of Cicero's orations, and this requirement calls for systematic training in Latin prose composition in connection with the reading.

(b) Fourth year Latin. (1 unit.) The examination will be based upon Virgil's *Aeneid*, books I-IV; and with the addition of prose, the scope of the examination will be similar to that outlined above for the Third year work. But the examination in Latin composition (c<sup>2</sup>) will be connected discourses based on *Æneid* Latin, and schools may also well give attention to the thorough grammatical review provided for in the best manuals of Latin composition. The stronger schools are urged to add to the *Æneid*, the *Eclogues* or *Georgics*, or some reading in Ovid. The test for translation at sight will be from poetry and not from prose.

NOTE.—Students may be recommended in 7a with the valuation of ½ unit, 7b ½ unit, and either division of 7c (composition) ½ unit.

8. **Greek.** (2 units.) (a) Greek Grammar, including accents, the ordinary inflectional forms, the simpler rules of syntax, and the translation of easy English sentences into Attic Greek. *White's or Ball's First Greek Book* represents the amount of preparation required.

(b) *Xenophon's Anabasis*, Books I-IV, with questions on the syntax and subject-matter. The translation into Attic Greek of simple passages of connected narrative based on the *Anabasis*. [Parts I and II of Pearson's *Greek Prose Composition* represents the nature and amount of preparation required.]

**9. Greek.** (1 unit.) (a) *Advanced Greek Composition* [Part III of Pearson's *Greek Prose Composition*]. Eight translations [fifty pages from the last three books of the *Anabasis*, or other *Attic Greek*]. (b) *Homeric Iliad*, books 1-111, which questions on Homeric forms and prosody. Students should be trained not only to write a correct metrical scheme, but also to read Homeric hexameters at sight, with fluency and expression.

Under the new matriculation requirement schools which now give two and one-half years to Greek will find it desirable either to reduce the time given to Greek to two years, covering Subjects 8 only or to increase to three years, covering Subjects 8 and 9. It is hoped that the larger schools will take the latter course, thus offering to students the opportunity to include one year of Greek among their elective units, after completing the two units, which are required as an alternative for French or German. It is not possible for schools to gain anything in both 8 and 9 with less than three years study of Greek, except under extraordinary circumstances. The adjustment of Greek work in the University to the different classes of students will be as follows:

1. Students who enter the University with credit for Matriculation Subjects 8 and 9 will be admitted to Greek 2 in Freshman year.

2. Students who offer only Matriculation Subject 8 will be admitted to a new Freshman course, which will cover the work of Matriculation Subject 9 in one year at the rate of three exercises a week. This will prepare them to take up Greek 2 in Sophomore year.

3. Students who bring no Greek to the University, but who wish to begin the study in the University, will be provided for, in the year 1902-1903, in a private class with a moderate tuition fee. It is the intention of the University to offer regular [free] instruction in Elementary Greek beginning with the year 1903-1904. In the period of life covered by the high school course is the time when the memory work involved in learning the elements of a highly inflected language, like Greek, is most easily and successfully accomplished, and students who intend to study Greek are advised to begin the subject in the high school whenever this is possible.

### 10. Ancient History and Geography. (1 unit.)

(a) Greek history to the Roman Conquest, with the connected geography.

(b) Roman history to A.D. 800, with connected geography.

Bisford's *History of the Orient and Greece* (or *History of Greece*), Bisford's *History of Rome*, Swoboda's *Greek History*, Myers's *Rome, its Rise and Fall* (last edition), Morey's *Outline of Roman History*, will serve to indicate the amount required. In connection with the text-book, the pupils are expected to acquire fluently

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in making concise, logical outlines, and to embody some of these, with a few maps, and simple evidences of collateral reading, in a note-book.

11. **Physics.** (1 unit.) The requirement represents at least a daily exercise during one school year, which falls within the last two years of preparation for college. It is expected that the ground covered will include fair representation of primary empirical laws from each of the main subdivisions of Physics.

The results called for demand vigorous and thorough instruction in the class-room, based upon laboratory exercises by the pupils and other experimental illustrations. In addition to the test of a written examination it will be required that each candidate submit a laboratory note-book, signed by his teacher, as evidence that the main principles of the subject as treated have been presented experimentally. The following form of certificate is suggested as a definite statement of what is wanted for use by the teacher's signature:

I hereby certify that these notes represent actual laboratory results obtained by [*Insert name of pupil*]. This statement applies to experiments numbered [*Insert the page-numbers*] entered upon pages [*Insert the page-numbers*] of this record.

Signed,

[Teacher's Name.]

Dated At,..... 19.....

*It is requested that this certificate be entered upon the last page of the student's laboratory record.*

12. **Advanced Mathematics, Chemistry Botany, Zoology, Physical Geography.**

(1 unit.) Any two of the following: (1) *Solid Geometry.* The fundamental propositions of solid and spherical geometry, accompanied by a suitable amount of exercise in problems—the whole to represent the work of one half-year. (2) *Plane Trigonometry.* The development of the general formulae of plane trigonometry, with applications to the solution of plane triangles and the measurement of heights and distances. (3) *Advanced Algebra Part I.* Surds and complex quantities, ratio, proportion and variation arithmetical, geometrical, and harmonic progressions, examples of other simple series, determinants, and elements of the theory of equations, including the solution of numerical equations by Horner's Method. (4) *Advanced Algebra Part II.* Imaginaries, limits, and indeterminate forms, exponentials, and logarithms, natural logarithms, convergence and divergence of series, indeterminate coefficients with applications, to integral functions, partial functions, expansion of functions, and summation of series, permutations and combinations, the binomial theorem for any index, exponential and logarithmic series, logarithmic computation.

**125. Chemistry.** (1 unit.) This requirement represents five exercises a week for one year. Laboratory practice is essential, and as much time as possible should be devoted to it. Much of the time should be spent in acquiring fundamental principles, omitting as much as possible the analytical work. A note-book should be kept and presented at the time of the examination in Berkeley.

**126. Botany.** (1 unit.) A knowledge of the morphology and simpler physiology of the higher plants is required. This should be based upon a full year of practical work in the laboratory, and to some extent, also, in the field. Careful attention should be paid to the recording of observations, by notes and drawings, together with the drawing of correct inferences from the observations. It is desirable that the pupils become familiar with the larger orders of flowering plants represented in the local flora. Torrey's Elements of Botany (Pacific Coast Edition), Spalding's Introduction to Botany, Steudler's Laboratory Practice for Beginners, and Jepson's Flora of Western Middle California, indicate both the scope and the method of the work.

**127. Zoölogy.** (1 unit.) To consist in the actual study of animals, and reactions, the practical work to be the center of the preparation. The practical work should be partly in the laboratory and partly in the field. The chief aim of the examinations in the subject will be to determine how clearly and accurately pupils have observed. Guides for study: Harvey's Introduction to the Study of Zoölogy; Colvett's Practical Zoölogy; Needham's Elementary Treatise in Zoölogy; Davenport's Introduction to Zoölogy; or Dodge's Introduction to Elementary Practical Biology. Jordan and Kellogg's Animal Life should be available for collateral reading.

**128. Physical Geography.** (1 unit.) A course designed to cultivate habits of observation, comparison, and reflection; requiring a practical acquaintance with common natural phenomena and the processes which underlie them. It should embrace experimental and field investigation of as many of the topics in the following list as may be practicable:

- (1) The adjacent country. The general surface features of the country accessible to the pupil: hills, plains, valleys, streams, lakes, marshes, bays, wetlands.
- (2) Soils. Their variable character, composition, and derivation.
- (3) Commonly occurring minerals. Their distinguishing characteristics.
- (4) Rocks. Their character as aggregations of minerals and their broad distinction into aqueous and igneous.
- (5) Plants. Their subdivision into broad types. Their relations to soil, water, and atmosphere.
- (6) Animals. The distinguishing characters of the different classes, their habits, elements of comparative anatomy.

## Admission Requirements.

(7) The atmosphere. Its weight, composition, movements, temperature, and humidity; the formation of clouds and rain and the development of storms. Precipitation of moisture. The reaction of the atmosphere upon animal and plant life and its control of man's environment; its relation to forestry and irrigation.

(8) Streams. Their sources, character, and quantity of water; the lands through which they flow; their grades and corrosive action; their transportation and deposition of the waste of the land; their relation to lakes; underground waters. Glaciers.

(9) The earth. Its size, weight, and relation of land and water areas; its relief; its seasons; the distribution of heat and humidity over the earth's surface and its evolution; the relation of relief and climate to the distribution of plants and animals. Man's adaptation to his environment.

(10) The ocean. The salinity and temperature of its waters and the variation of these; its currents, tides, and waves; shore topography; relation of ocean currents to temperature and humidity of atmosphere.

(11) The cosmos. The real and apparent movements of the heavenly bodies.

So far as practicable the pupil should work without a text. For the teacher's use the following books are recommended: Physical Geography, Dryer; Physical Geography, Gilbert and Brigham; Physical Geography, Davis; Elementary Physical Geography, Tarr.

13a. **Medieval and Modern History.** (1 unit.) Myers's *Medieval and Modern History* will indicate the period to be covered and the amount required.†

13b. **English History.** (1 unit.) From the earliest times to the middle of the nineteenth century. Tarned's *History of England* indicates approximately the amount required.†

14. **English.** Until January, 1905, applicants may present themselves for examination on this subject as a whole and as announced in 1901;† or (if specific for only one unit is desired) on any selection from the items of that subject which may be equivalent to one-half of it. After that date the subject will be divided as below. The examination both in 14a and 14b will presuppose a thorough acquaintance with the works covered as regards organization of thought and its development, style, metrical structure, place in literary history, title of the author, and relation to the age.

14a. (1 unit.) (1) Tennyson's *Idylls of the King* (for careful study, The Passing of Arthur; for reading,† with occasional reports in class, two of the following: the *Holy Grail*, *Isithing*, *Gambourov*, *Enid*, *Garrech* and



Lynette); (2) Lowell's The Vision of Sir Launfal, and the Commemoration Ode; (3) Macaulay's Clive or Warren Hastings (for reading) §§ (4) Henry Edmund, or Silas Marner and the Vicar of Wakefield, (5) Milton's L'Allegro, Il Penseroso and Comus; (6) Sir Roger de Coverley.

While the regular examination will be confined to these items, accredited schools may, after consultation with the English Department, make such substitutions as the following: For (1), Similar selections from the poetry of Chivalry, or The Princess; for (2), The Second Essay on the Lord of Chatham; for (4), One of the following: The Newcomes, Adam Bede, The Mill on the Floss, Romola, Tale of Two Cities, David Copperfield, Nicholas Nickleby, Our Mutual Friend, Oliver Twist, The Cloister and the Hearth; for (5) Comus.—Parnassus Lost, Book 1, or 2, or 5, or 6; for (6), an equivalent amount from Addison's Short Essays, the Essays of Elia, the Autocrat of the Breakfast Table, Stevenson's Virginius Puerisque, or Burroughs's Essays, or Warner's Backlog Studies, or Curtis's Pene and I.

14a. (1 unit.) (1) Arguments and Orations; Burke's Speech before the Electors at Bristol; Macaulay's First Speech on the Reform Bill; Webster's Reply to Hayne; (2) The Essay, Hierarchy or Ethical; Carlyle's Essay on Burns, or Emerson's Compensation and Self-Reliance (for reading) § with occasional reports in class; (3) A

\*The mention of any book does not mean that the University or the Department of History recommends it. For suggestions as to note-books, etc., see notes under subjects 5 and 10. The proportions of the elements of the note-books must be varied to suit the previous training of the class.

14. English. (2 units.) The examination in this subject will presuppose thorough acquaintance with the works named below, in a general organization and development of thought, as regards style and poetical structure, and as regards their relation to the author and his age: (1) Burke's Speech before the Electors at Bristol; Macaulay's First Speech on the Reform Bill; Webster's Reply to Hayne; (2) Poems, lyrical, reflective, didactic, and satirical: Milton's Comus, Lycidas, and Sonnets II, XVI, XIX, XXIV; Pope's Alexander's Feast; Gray's Elegy and The Bard; Keat's "The Eve of St. Agnes," and The Nightingale; Shelley's The Cloud and The Skyscraper; Wordsworth's Yew-tree Alley, Iacobus, Ode on the Infant's Ode of Immanuel, and Ode to Duty; Lowell's The Vision of Sir Launfal; Browning's A Trencher from Driphthel (in Balgoun's Adventure); Tennyson's The Passing of Arthur; Chaucer's Prologue to the Canterbury Tales; (3) Thackeray's The Newcomes.

While the regular examination will be confined to these subjects, schools on the accredited list of the University may, after consultation with the English Department, make such substitutions as the following: For (1), any three oratorical masterpieces of argument (including one of Burke's); for the Rape of the Lock—the Essay on Criticism, or Dryden's The Obsequies of a Good Person, Pope's Epistles to Dr. Swift and Pope, and Johnson's The Vanity of Human Wishes; for Chaucer's Prologue to the Canterbury Tales—selections from Chaucer and Arnold; for The Vision of Sir Launfal—Tennyson's Faith, or his Gareth and Lynette; for Comus—Paradise Lost, Book 1, or 2, or 5 or 6; for (2),—Silas Marner and the Vicar of Wakefield, or Henry Edmund.

†See note under English 1.

‡See note under English 1.



general outline of English Literature, illustrated by the study, in chronological order, of Chaucer's Prologue to the *Canterbury Tales*; Shakespeare's *Macbeth* (reading and reports); Milton's *Lycidas* and *Sonnets* xi, xvij, xix, xxii; Gray's *Elegy*; Wordsworth's *Yarrow Abbey*; (3) on the *Imitations of Immortality and Ode to Duty*; Keats' *Eve of St. Agnes* and the *Nightingale*; Shelley's *The Toul* and the *Sky-lark*; Browning's *A Transcription from Euripides* (in *Imitation's Adventure*); Arnold's *Scholar-Gipsy* (or *Islander Dead*); Tennyson's *Osborne*.

Scholars on the overfilled list may, after consultation with the English Department, make such substitutions as the following: For (1) any three oratorical masterpieces of argument (including one of Burke's); for (2), *History*: one of the following: Carlyle or Menckley on *Boswell's Life of Johnson*, an equivalent in *Boswell's Life*, Macaulay's *Addison* (3) and *Milton* (3), an equivalent from Lowell's *Literary Essays*, such as *his Character*, or from Arnold's, such as *his Preface to the Poets* or the *Epitaph of Wordsworth* (3) and *his Emerson* (3); Ruskin's *Sesame*, Harrison's *Choice of Books*; *de la Fontaine's* *Fables*; or from Macaulay's edition of the *Proverbs*, the *Parables*, the *Book of Job*, or the writings attributed to St. John; for the selections in (3) from Dryden, Shelley, Browning, Tennyson, other poems of those authors similar in scope and character; if it is also recommended that, so far as time may permit, the best short poems of our American authors, and of the more recent English poets, be read in class, though not necessarily for purposes of minute study.

1150. **Elementary French.** (1 unit.) Candidates who matriculate with both Latin and Greek and who have studied French during the last year of their High School course in a special class, may be credited for that work with one unit; provided that this work be approximately equivalent to the regular Elementary French as defined below.

1150a. **Elementary French.** (2 units.) French is a living language and the object of the instruction should be to teach the student to read, write, and speak it as such. Therefore, as much French as possible should be used in class from the beginning. Translation into English should be sparingly used. It is preferable to get at a student's understanding of a passage by simple questions in French based on the passage. If answers of the student should be always in French.

At the end of Elementary Course the student should be able to pronounce French accurately; to read French prose of moderate difficulty; to understand, write, and speak French in simple sentences based on some text or on the ordinary affairs of life.

The work should comprise: (1) Careful attention to pronunciation. (2) The essentials of the grammar, especially the regular and most common irregular verbs, the forms and uses of all classes of pronouns, the uses

of the prepositions and conjunctions. (3) The reading of some 300 didactic pages of modern prose. (4) Writing based on the texts read. Dictation is a useful exercise. The class work should be as far as possible in French.

**3rd. Intermediate French.** (1 unit.) At the end of the Intermediate Course the student should be able to read ordinary French prose; to write ordinary French in the narrative form; to carry on a simple conversation in French.

The work should comprise: (1) A review of the essentials of the grammar, especially the use of the auxiliary verbs; the meaning of the tenses and moods; a rather full knowledge of irregular verbs; the essentials of syntax, especially the most common uses of the subjunctive. (2) The reading of from 400 to 600 pages, from at least four standard authors, some of which should be in the dramatic form. (3) The writing of letters and short themes and the reproduction of passages of texts in French. The course should be carried on, entirely in French.

**4th. Advanced French.** (1 unit.) At the end of the Advanced Course the student should be able to read more difficult French of a literary character of not earlier date than the seventeenth century; to write in French a short essay on some simple subject connected with the works read; to carry on a conversation in French.

The work should comprise from 600 to 1000 pages of standard French, classical and modern; the writing of numerous short themes in French; explanation and discussion of the text in French. The course should be given entirely in French.

The attention of modern language teachers is called to the valuable "Report of the Committee of Twelve," 1876, **Elementary German.** (1 unit.) Candidates who matriculate with both Latin and Greek and who have studied German during the last year of their High School course, in a special class, may be excused for that work with one unit. It is expected that a year's work, under these circumstances, will be approximately equivalent to the regular elementary German as defined below and will enable the student to continue his study of German in the same college course as those who were enrolled with 155.

**154. Elementary German.** (2 units.) The ability to read at sight easy German prose, to translate correctly simple English sentences into German, and to understand and answer in German, simple questions on passages in the reading; a knowledge of the elements of German Grammar.

The reading in Elementary German should amount to at least 150 pages of graded modern prose.

The requirement in grammar includes: the regular inflection of nouns, adjectives, articles, pronouns, and weak verbs; the inflection of the more usual strong verbs; the more common prepositions; the ordinary uses of

### Admission Requirements.

the most auxiliaries: the elements of syntax, especially the rules concerning word-order and the use of the subjunctive.

**153. Intermediate German.** (1 unit.) The ability to read at sight ordinary German prose or poetry, to translate correctly into German a passage of easy English, and to carry on a simple conversation in German; a knowledge of the essentials of German grammar.

The reading in Intermediate German should amount, in addition to that done in the elementary course, to at least 300 pages of recent and classical prose and poetry.

The requirement in grammar includes the inflection of the less usual strong verbs, the rules concerning the use of articles, cases, auxiliaries of all kinds, tenses and moods, and the elements of word-formation.

**154. Advance German.** (1 unit.) The ability to read at sight any not exceptionally difficult piece of German prose or poetry from the literature of the last one hundred and fifty years, to translate into German a passage of ordinary English prose, to answer in German questions relating to the lives and works of great writers studied, and to write, in German, a short, independent theme upon some assigned subject.

The reading in Advance German should amount to at least 500 pages of good modern (including eighteenth-century) literature.

**155. Spanish.** (2 units.) (1) An accurate knowledge of the essentials of the grammar, especially the verbs. (2) The ability to read ordinary Spanish prose, of which from 400 to 600 duodecimo pages should be read. (3) The ability to write ordinary Spanish. (4) The ability to carry on a simple conversation based on a text or on the ordinary affairs of life. [For more detailed suggestions, see Elementary French, subject 15a-1.]

**16. Free-Hand Drawing.** (1 unit.) Representing not less than two years' work of not less than four hours a week. The study of light and shade and perspective, by drawing and shading, with lead pencil, from geometric models (such as the cube, sphere, cylinder, etc., singly and in groups) and from simple objects related to these in form.

**17. Geometrical Drawing.** (1 unit.) This requirement represents one daily exercise during one school year, following the course in Free-Hand Drawing. The requirement calls for continuous training in the use of drawing instruments in the solution, by graphic methods, of such geometric problems as shall emphasize the necessity of accuracy and neatness. The course should be a general one, affording preparation for technical drawing as taught in the Colleges of Engineering, as well as for the purposes of business life.

觀乎以上所列入大學前應有之普通學。九院之中。以文學物理學羣學商學四院。最重語言文字。而於拉丁希臘尤注意焉。夫歐西之文明。淵源於希臘羅馬。故欲考始源。其勢不得不習其語言文字。然文法艱深。難學易忘。在彼西人。尙望而生畏。則我中國人。更不待言矣。夫天下之事。學焉皆有所用。顧其用之大小何如耳。故與其費數年之精力。以習已往之古文字。毋寧習一二種之實學。有濟於實用之爲愈也。況希臘拉丁文。其著作精良者。幾已盡譯英文。不能讀原本者。讀譯本足矣。斯賓塞嘗論教育至此。曰。世人之重古文字。何異乎婦女之束腰。實守舊之劣性使然耳。夫西國通儒。以近日教育太重古文字。欲行改革者頗多。無如斯賓塞所謂守舊劣性者。實繁有徒。難以盡除也。幸而東方人士。於古文字一科。可以豁免。惟專門文學者。則不能爾。然文學首重語言文字。虛而不實。博而不精。無濟於實用。不學可也。故欲在中國。學習普通學。以備來美入大學者。最當留意於格致化學數學歷史諸實學。而於拉丁希臘固焉不講可也。至於英文。亦不必於上所列諸書。一一讀過。蓋凡外國學生之遊學於是邦者。英文既非其母國文字。則其勢不能無稍欠闕。而學校亦時能通曉。俯就。不若於其本國學生之認真資備也。惟至少必須能看書作文聽講義。不然雖幸准入校。而亦自能不久持。其未讀過德法文者。入校後再行補讀。未爲遲也。

美國學制。分中學小學大學。凡中學經大學考驗而承認者。則其卒業生。可以徑入大學。不用考試。其餘則必須考起。然後得入。外國人之來此遊學者。必須携有本學堂之文憑。所習何種學問。所用何種讀本。俱當詳細盡顯。經大學校查驗。若程度合格。即可入之。不然。則必須考起而後可。

## 大學校之年限

大學校。大半四年可以卒業。若大學之功課。有前在他學校習過者。經學校查明許可。則可勿用重讀。而卒業之期亦較速。卒業後即爲學士。又一年考取爲碩士。若再加數年之功。博覽群書。遂成一學。而嘗有必得之作。由學校考取。即爲博士。此專指按程受課之正生言也。倘不依課程。而惟講習各科中之有關於己用者。謂之特別生。特別生既不按程受課。則無所謂卒業不卒業。則無學位。夫學位虛名耳。苟能得其實學。何用虛名爲哉。況今中國氣息奄奄。朝不保夕。屏息之間。利權之外溢者。已不知幾千萬億。更何暇優游誦讀。斤斤於碩士博士之圖爲哉。故爲實用計。爲救急計。爲今日之中國計。特別尤勝於正生也。雖然。名者實之實也。世人之智。非名不足以辨其實。而遊學中。又未免無狡詐之徒。游蕩嬉嬉。學無所成。遂反以假名務實。歸莊國人。此又遊學所當自戒。而國人所當慎防者也。

## 學期

學校之制。共分兩期。自西八九月中至十二月下旬爲上期。自正月中至五六月中爲下期。每期招考新班一次。期終大考一次。上期考畢。放年假約兩旬。下期考畢。放暑假約三個月。暑假內另有暑假學院。惟其課程之美備。遠不及平日。學期約以個半月爲限。

## 入中學之程度

如其根柢太淺。不足以入大學。則可先入中學。中學約三四年可以卒業。讀過平算數學英國文法普通地理等

國史證者。其資格即足以入中學矣。其未嘗讀過英文者。只可入小學。小學自初班起。連則七八年。連亦四五年。始能卒業。由小學而入大學。共須十一年。在彼西童。則尋常事耳。其於我邦人士。則未免悠悠歲月。難以久待也。若在中國。教導有方。自初讀英文起。不過五六年。即可有入大學之資格。（前北洋太學堂是也。今上海城內辦事頗稱得人者。再稍加整頓。亦能如是。）故最上之策。莫若先在中國設習普通之學。然後再來美國遊其大學。雖然。尋常學校之外。尚有遠成學校。不分班次。因人授課。未嘗讀過英文者。約六七年可入大學。惟修金頗重。月非數十美金不可。如西遊之心甚切。而其財力足以入此種學校者。雖根柢尚淺。來此亦未始不可也。

### 海陸軍學校

美國大學校。不論公立私立。大都皆設武備一科。讀兵書。操軍械。凡校中之學生。鮮有能免者。蓋欲其將來爲國家擔負爭戰之義務也。然簡畧不詳。普通不精。僅可稱得武備之大畧。而不能成專門之才。欲專門於此者。須入其海陸軍各學校。美國陸軍學校。以委斯時 West Point, N. E. Military Academy, 爲第一。海軍學校。則以明尼阿波利 Annapolis 之 U. S. Naval Academy, 爲第一。兩校皆中央政府所立。外國學生。必須由其政府照會美國。經校長允准。方能得入。且人數亦不能過多云。此外私立者甚多。雖不及前兩校之美備。然其程度亦甚高。美國武員之由此出身者不少也。凡有入大學校之學問資格者。皆能得入。每年所費亦不過美金五六百元耳。今日之世界。黑鐵亦血之世界也。凡我少年。皆當持鎗執刃。與彼虎狼之強敵。爭存亡於戰場。豈可復如昔日言談國者。競英雄於口舌筆墨之間哉。然近日我國之留學於此者。非習政治理財。即學商工農礦。

而習武備海軍。以爲將來國家之干城者。則尙無其人。殊憾事也。望迄今以後。海內君子。共來逆斯土者。於此兩學。急爲留意。學成歸國。振尙武之精神。庶幾可免國家于文弱之貽歟。

### 女學生

美國學校。分男女者少。不分男女者多。然男女相見。禮節凜然。毫無調戲。諸野蠻舉動。西國文明之風。實有非吾東方人之所能思議者也。然其校有住宿舍者。大半非專教男子。則專教女子。鮮有男女同校者。衣服飲食。以及各種費用。男女學生皆同。無分軒輊。蓋男女皆爲國民。皆以成才爲重。教育既趨于平等。故雖同校。而各能自重也。我國女子讀西書者寡。而遊學歐美者。殆無從屈指。固由數千年尊男卑女之習。中於人心而不可破。視女子爲國家興亡。漫無關係之物。于教育闕焉不舉。而萬里留學。更與不出國幣。島島終結之弱質。不宜于是。無復議及。其所謂能西語者。非無恥卑賤之洋娼。即迷信宗教之信女。于愛國愛種之義。無所動其感情。雖或有一二。藉教會之力。得遊外國。所習或偏于藝術。不過爲己身餬口之計。未能于國家政治經濟工業之前途。稍有影響者也。此猶其小焉者耳。若夫羨外邦之奢侈。鄙祖國之酸寒。嫁異種以爲光榮。廣外交以爲通達。使中國華貴靡蕪之女子。聞風悅慕。炫耀于得嫁外人。坐享多金之富。而厭棄其本國男子。相與輕視之。外心日重。國恥日消。蹈波蘭之轍。開滅種之門。是無形之亡國矣。夫國之男子。出于女子。而女子無愛國心。無愛種心。既如此矣。國將誰與守。種將誰與傳哉。其禍之巨。今始萌芽。有心人所由指指而悲也。願我國女學生。思之重思之。

### 遊學之經費



我邦人士。往往昧於歐美實情。其有志西遊者。言及經費。莫不爲之咋舌。以爲每年至少必須千鎊金。其實則不然。如起居飲食。務極菲美。揮霍。則雖年數千金亦且不足。況千餘金乎。苟能竭力儉省。毫無靡費。即年數百鎊。亦可支矣。茲將在加利福尼亞省大學校。遊學之經費。分頭二三三等。開列於左。

(頭等)

宿金

每年二十元(半年一付)

房膳飯食

每月約二十五元

書籍零用

每月約二十元

每年共合美金五六百元(約中國通用銀千四五百元)

(二等)

修金

每年二十元

房屋

每月約八元(兩人同住不過四元)

飯食

每月約十八元

書籍零用

每月約十元

每年共合美金四百餘元(約中國通用銀八九百元)

(三等)

修金

每年二十元

房租

每月三四元(兩人同宿)

飯食

每月約十元

書籍

每年約二三十元

零用

每月約兩三元

每年共合美金二百四五十元(約中國通用銀五六百元)

其舊頭等費用者。倘非奢侈浪費。則正供以外。亦可以交友。稍事周旋矣。近日所派官學生。其學費做此。二等之費用。若竭力儉省。亦足以支正項矣。若頭二兩等之資。皆不能備。則其勢不得不降。至於三等矣。三等之費用。每年不過中銀三四百元。較諸遊學日本。相去實無幾何。其所以能省之故。在飯食零用書籍三項。至所住之房屋。與頭二兩等所差實有限耳。殺褥椅椅盆巾燈水一切皆備。本人每用自量。校中有閱書樓。內藏書籍不下十數萬種。故凡書籍不能自備者。可向書樓借閱。零用兩三四元。僅足以供洗衣剪髮郵票靴襪。以及必不可免之零用而已。飯食則自買自煮。其品味之美備。固不及頭二兩等。然亦不至十分惡劣。以致有碍於養生。苟能稍耐困苦。亦能安之。當今國勢如此。豈我少年求安樂之日乎。苟其有益於國。即雖殺身家捨生命。尙當爲之。況是區區者乎。吾有以知其必不足以阻志士求學之願也。

若釀化學格致。每年尙須試驗房存款二三十元。苟用料省。廢物少。所費不及所存。則餘款仍還本人。其不學化

學格致者。此款可省。然化學格致。爲諸實用學所必需。而實用學。又爲我中國之所最欠缺者。其有志實用學者。切不可因此些少之費用。遂棄而不學也。

學有虛理有實行。能實行而不知虛理。則無意識。知虛理而不能實行。則爲迂遠。故虛理實行二者。不可偏廢者也。學校之所授。故皆爲前哲觀察之所得。然徒學之於書。而不考之於事。其效必至務求迂遠。而爲不切實之說。故暑假之時。入廠操練。以資實驗。爲絕不可少之事也。夫天地一學校也。萬物一試驗室也。即不入廠操練。亦當遊歷各地。觀其風聞其俗。察東西民情之異同。考國家興替之源由。其裨益之多。實不在學校下也。二者之費用。每年大約數十圓足矣。如學問根底不足。自覺有所欠缺。或救國之心甚切。欲速成學。東歸以任國事。可入暑假學院。擇宜以學。須另付修金十元。

### 動身前所當置之衣服

凡欲來此留學者。必須去髮改裝。不然則難入其學堂也。且上學之時。亦或較易於不改變裝者。茲將動身前在中國所當置之衣服開列於左。

一 常用衣服兩套 每套約中銀二十至二十五元。

其厚薄約上海二三月。香港冬季最冷時之所著者。其一套稍薄者亦可。色以純黑爲最宜。衫袖露脚。宜窄不宜闊。胸前開口處。亦宜窄而高。

一 軟胸顏色領衣四件 每件約中銀二元

領衣有顏色純白兩種。白者易污。三四日即須更換。顏色者則至少可着八九日。然其中亦有較硬筋之分。軟筋較於硬筋。稍爲適意。故以軟筋顏色者爲最宜。

一 白領一打 約二三元

領尙雙層。不可太低。大小須適其人。不可分毫過濶。濶則前墜。必須時時更換。

一 黑頸帶兩條 每條約半元

一 鈕扣一副 約一元

一 厚襯衣三套(冬天所着者) 每套兩三元

一 薄襯衣三套(春秋時所着者) 每套一二元

薄襯衣可以尋常中國內衣代之。不買亦可。

一 軟胎黑帽一頂 約四五元

一 靴一對 約八九元

靴頭宜圓不可太尖。色尙黑。

一 吊褲帶一條 約一元

一 小帽一頂(西名Cap) 約一元

一 粗夏衣一套 約七八元

動間氣候之美。爲地球上所無而僅見者也。無大寒盛暑。週年約滬上二三月之天時。一套衣服。四季可  
以通用。惟六七月間。舟過日本檀島時。氣候頗熱。夏衣必不可少也。如來時在二九月間。下置亦可。

#### 共合中國通用銀不過百元

以上所列。爲必不可少之物。勳身所當置備者也。如財力足者。至好再置厚薄外套各一件。每件約中銀二十元。色尙黑。領緣黑絨。身長至下腿之中。其薄者約合上海三四月所用。此爲此間冬天常着之衣也。其厚者約合滬上冬季所用。雖此間氣候和緩。不適於用。然海洋氣候。冷熱無定。亦船上所不可少之衣也。如來時在五六月間。則天氣甚緩。可以不置中國衣服。若薄綿袍夾袍。亦可帶一兩件。以備室內之用。

以前表言之。除靴帽等零物外。兩年可以不置新衣。此後則每年所當添置者。約美金十餘元足矣。雖然。此不過就其最省者言之耳。

#### 護照

美洲之有華人足跡也。爲傭工而來也。是時美之西境。土曠人稀。鐵道礦工土地工業。在在留人興發。白人工價昂貴。而又不習於職業。主者苦之。聞華人價賤而耐勞易聽。驅策若牛馬。爲天下冠也。於是大倡招華工之舉。華人以本國謀生之難。每歲所得工資。不及外洋一月。亦遂攜兄弟率親友。于子而來。迄夫積山已開。鐵路已竣。荒土已墾。工業已興。交通便利。美之東境。與歐洲無業之民。移居於西境者。日衆一日。以華人工價低廉。能耐勞苦。爲彼黨所不能及。相形見絀。忌其攪奪。而思所以去之也。乃聯黨糾衆。迫造謠言。罔然倡禁華工之議。夫狡兎死

走狗。飛鳥盡良弓藏。華人以黃種之族。曆集自工人之地。其爲牛馬之歸。固在意中。加以各國流寓。皆准入美籍。華人獨否。彼黨有投票舉官之權。美人欲爲官者。莫不思買其歡心。得其選舉。蓋從而發揚工黨之德。於是全國輿論。卒爲所持。千八百八十四年。遂與中國訂立禁約。不准工人入境。惟官商遊歷遊學。致費五種人。不在禁例。惟有合式護照。皆得登岸。

來美護照。當由各埠海關道署領取。其中以上海道所發者爲最合宜。近日來美遊學生。大半皆用此也。海關道本有出照之責。如有以護照來請者。當即時發給。不得有逗留勒索之弊。況近來政府銳意維新。明降諭旨。令各省督撫獎勵士子遊學。然則其有以遊學護照來請者。海關道更不容稍有留難矣。然聞取護照者。苟非官派學生。則必須以金購之。初不過十數元。近則增至二十元矣。將來遊學者日益衆。而取護照者亦必日益多。護照之價。或由二十而三十而四十而百元。亦未可知。聞廣東海關道署。弊弊尤甚。噫。中國官場之積習。大率然矣。夫何足怪。

照內各項。必須一一填滿。不可絲毫誤漏。其不能填者。則以等鈞之。護照分英漢文兩面。當以英文爲正。苟恐道署繕譯境寫。恐難免誤漏。至好先請關道簽名蓋印。然後取出自行填寫。並將自己相片。附貼護照之一角。託稍有名望者。作一介紹書。畧謂某人。實係赴美遊學者等語。親往美國領事署。請領事簽名蓋印。須付印費金一元。(約中國銀兩元餘。)如本人初到滬上。入地生疏。可託招待員代辦一切。必能妥貼無誤。買船票時。須示以護照。公司。方肯給票上船。後如執事人來索護照。可與之。到美前數日。彼即交還。舟既到。關役來取時亦與之。俟其登

明無誤。即可登岸。斷不致有拘留之患也。

### 上岸之情形

來往華美之輪船公司有三。一曰美國公司。一曰英國公司。一曰日本公司。共有輪船九艘。其中以每禮拜必有一隻。自中國開行。由香港而上海而長崎而神戶而橫濱而禮島而金山。其計路程。遠則兩旬。遲亦不過二十餘日。不知者以爲道路如是之遠。洋面如是之大。則必風濤山湧。舟蕩如簸。海上之苦。莫可言狀矣。其實則風平浪靜。較諸中國之海濱。有過之而無不及。其不然者。亦不過偶一見之。而非常常者也。

船上艙位。共分三等。一曰上艙。一曰歐洲大艙。一曰亞洲大艙。上艙客位。美金二百元。（約中銀四五百元）被褥面盆手巾。一切船上皆備。可勿攜帶。飲食美備。招呼周到。西人大率皆住此等艙位。歐洲大艙。約美銀百元。（合中銀二百四五十元）西人之窮者。多掛此等。然由華來美。西人之乘此艙者。則甚屬寥寥。蓋我中國。乃彼異族發財之地。不論至愚極蠢。一聞我土。數年之間。即可大富。故其西歸者。必乘上艙也。亞洲大艙。則專爲中國日本工人而設。艙位每人美金四五十元。（約中銀百三三十元）雖同名大艙。然歐洲大艙。則數人一案。被褥桌椅。無一不備。雖不及上艙之堂皇。然尚潔淨適意。而亞洲大艙。則數百人同處一艙。床皆帆布。數十相連。分上下兩層。坐不能直腰。臥不能轉身。頭脚交錯。嗅氣充鼻。食無桌。坐無椅。一日之內。踏名數次。每到一埠。逐人驗袋。其慘苦之狀。難以筆述。雖然。今日豈非我國少年臥遊管膺之時耶。苟憐念國家之將亡。奮然有志於學以救之。雖力不足。以備上中兩等之川資。而亞洲大艙。猶富樂之。豈可因此而墮生平之志氣。蹙足而不前哉。（苟其力能備上

中兩等艙位者則切不可省此些少之費用而搭三等艙蓋三等艙客上岸稍難故也。

由華來美。出發之地有二。一由上海。一由香港。二者相較。上海優於香港。蓋甲午以來。廣東道疫流行。香港疫例甚嚴。聞凡華人來美者。除上船客外。皆須先至疫房。以硫磺水洗身。衣服箱物。亦須密以硫磺。然後始得登舟。他國人則一律豁免。一若疫虫有眼專染華人者也。嗚呼。國勢衰微。異族欺凌。理固然矣。夫復何言。惟望我少年志士。其發公憤。速來遊學。歸國報復之計耳。且來美登岸。必須護照。上海取照較諸廣東易而且妥。故中北兩部之欲來遊者。必以上海為出發之地。不待言矣。即南部數省。其以香港為出發地者。最好亦莫如先至上海。再行西渡。苟無親友在滬。可預先發函至招待員。託其招呼一切。毫無不便之處也。

舟過長崎神戶橫濱之時。可上岸一遊。以觀其風景民俗。惟臨行時。必須訪定開船之時刻。以免遺誤。舟在橫濱約停一對時之久。不妨乘電車入東京。一訪我中國留學生。相隔甚近。不過六十分鐘可達矣。至在中國動身前一郵期。先由招待員發函至東京。託留學諸君遣人到橫濱招呼一切。舟過檀島約停十數點鐘。亦當上岸一遊。於土人割漁之慘狀。華埠被禁之遺跡。見之皆可令人傷心動魄。而有所觀感者也。惟自該島歸并美國以來。華人不得登岸自由。道經其地者。如欲上岸遊玩。必須由中國領事担保而後可。故動身前可預先函託檀香山領事。代為設法登岸。

來美前一郵期。必須預發一函。動身前一日。再發一函。至美洲招待員言明姓名年歲。並由何處動身。所乘何船。所搭何等艙位。以備舟到之時。照拂一切。如能將已改裝之照片。惠寄一張則更妙。

(完)



欽命二品頂戴江南分巡蘇松太兵備道袁

爲

給示諭禁事本年二月十二日接

英總領事來函以香港人馮鏡如在上海開設廣智書局翻譯西書刊印出售請出示禁止翻刻印售並行縣屬一體示禁附具切結聲明局中刊刻各書均係自譯之本等情函致到道除分行縣委隨時查禁外合亟出示諭禁爲此示仰書賈人等一體遵照毋得任意翻印漁利倘有前項情弊定行提究不貸其各凜遵毋違切切特示

光緒二十八年

三月 初二

日示

欽加三品銜賞戴花翎在任候選道特授江蘇上海縣正堂汪

爲

出示諭禁事奉

道憲 札接

英總領事來函以香港人馮鏡如在上海開設廣智書局繕譯新書刊印出售請給示禁止翻刻印售並行縣屬一體示禁等由到道札縣示禁等因到縣奉此合行出示諭禁爲此示仰書業人等知悉嗣後不准將廣智書局刊譯各種新書翻刻出售如敢故違定予查究其各凜遵切切特示

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三月 十七

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