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*W. H. H. H.*

# OHIO UNIVERSITY

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ANNUAL CATALOGUE

1896-97.



CATALOGUE

OF THE

# OHIO UNIVERSITY

ATHENS, OHIO.

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FOR 1896-7.

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NORWALK, OHIO :  
THE LANING PRINTING COMPANY, PUBLISHERS.  
1897.

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## Calendar for 1897-8.

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FALL TERM begins September 14, and ends December 23.

HOLIDAY VACATION begins December 24, and ends January 3, 1898.

WINTER TERM       “    January 4,               “    March 18.

SPRING VACATION   “    March 19,              “    March 28.

SPRING TERM       “    March 29,              “    June 23.

COMMENCEMENT EXERCISES, 1898, June 19-23.

June 23, Commencement.

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CHARLES W. SUPER, Ph. D., LL. D.,  
Professor of Greek.

DAVID J. EVANS, A. M.,  
Professor of Latin.

WILLIAM HOOVER, Ph. D.,  
Professor of Mathematics and Astronomy.

WILLIS BOUGHTON, A. M.,  
Professor of Rhetoric and English Literature.

HENRY E. CHAPIN, M. S.,  
Professor of Biology and Geology.

IRVING WETHERBEE FAY, Ph. D.,  
Professor of Chemistry.

ALBERT A. ATKINSON, M. S.,  
Professor of Physics.

ARTHUR ALLIN, A. M., Ph. D.,  
Professor of Psychology and Pedagogy.

ELI DUNKLE, A. M.,  
Principal of the Preparatory Department and Associate Professor  
of Greek.

CATHARINE A. FINDLEY,  
Associate Professor of Elocution and Reading.

KATE CRANZ, A. M.,  
Associate Professor of German and French.

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Associate Professor of Latin and European History. (Absent  
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## OHIO UNIVERSITY.

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Instructor in Commercial Branches.

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Instructor in Stenography and Typewriting.

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Assistant in Electrical Engineering.

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Instructor in English.

H. ROY WILSON, A. B.,  
Assistant in Chemistry and German.

CHARLES BROOKOVER, B. Ped.,  
Holder of Scholarship in Biology:

ELI DUNKLE, A. M.,  
Secretary and Librarian.



# General Information.

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## Ohio University.

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### ORIGIN OF THE UNIVERSITY.

The existence of the Ohio University was provided for as early as 1787, in the purchase made from the Government of the United States by the Ohio Company of Associates. By the contract between these two parties, two townships of land were set apart for the purpose of a University, and placed under the care of the Legislature of the State. The University was organized under an act of the Legislature passed in 1804. Its Trustees are appointed by State authority and the Governor of the State is *ex officio*, a member of the board.

### LOCATION.

Athens, the seat of the University, is situated in the southeastern part of the State. It is easily accessible from the east and west by the Baltimore and Ohio Southwestern Railroad and its branches; from the central and northern portions of the State by the Columbus, Hocking Valley and Toledo, and Kanawha and Michigan Railways. By these routes it is about one hundred and sixty miles east from Cincinnati, and seventy-five miles southeast from Columbus.

The lover of natural scenery cannot fail to be charmed with its picturesque surroundings. The winding valley

of the Hockhocking and the wooded hills beyond, present a series of lovely views from the University, while the wide prospects, as seen at certain seasons from some of the neighboring summits, are seldom surpassed in quiet and varied beauty.

The University buildings are located in a beautiful campus. They occupy a slight elevation extending east and west across the grounds, fronting the north. Before them lies a park of about five acres containing a grove of fine forest trees and skirted along its northern limit by a row of magnificent elms. Beyond these sentinel trees extends a green sward sloping beautifully to the street. In front of the line at the northwest angle stands an elegant soldiers' monument. When this park is lighted up at night by electricity from the plant in the west wing, it presents a charming view. The remainder of the campus in the rear of the buildings is devoted to recreation.

#### BUILDINGS.

These are of brick and six in number. The central building was erected in 1817, and is the oldest college edifice northwest of the Ohio river. This venerable structure is dear to many by strong and tender associations, and to many more by the names of eminent men who have here studied and taught. It has been modernized and is admirably adapted to its uses for college work. The two wing buildings, once used for dormitories, have been transformed into recitation rooms and laboratories. The west building is heated by steam and its basement devoted to the uses of an electrical plant where excellent work is done in electrical engineering.

The chapel building was removed during the year to the rear of the central building in order to make room for the new administration building. On the first floor is a

beautiful chapel hall, now well crowded with students at the chapel hour. In the second story are two society rooms with a committee room attached to each. The basement furnishes ample and airy room for storage and furnaces. The entire structure, if ever so needed, will make an admirable library building.

The walls of the new administration building are rapidly rising, and it is expected that the structure will be completed by December, 1897. It will be one of the finest college buildings in southeastern Ohio. It is a T-shaped structure, four stories high including basement. It will measure 156 feet in length by 131 feet deep in the center. There will be an auditorium 60 by 60 feet, 30 feet in height, with a gallery, furnishing seating capacity for twelve hundred people. It will contain a president's office, nine recitation rooms with professors' offices attached, a trustees' and secretary's office, a large music hall, art rooms, rooms for piano practice, society rooms, and a gymnasium in the basement eighteen feet high with three thousand square feet of floor. It is modern in methods of heating and arrangement of detail, adapted to educational work.

#### LADIES HALL.

This is located nearly opposite the north entrance to the campus. It is a fine, commodious brick structure, heated by steam, where beautiful rooms are occupied by lady teachers and students. Excellent boarding is furnished, at a cost of \$4 per week. Ladies who prefer find suitable homes in the town.

#### LIBRARY AND READING ROOM.

In the study of Literature and History, the most important aid, in addition to a good teacher, is a large stock

of well selected books. In this respect the O. U. is liberally provided. The college and society libraries contain about 15,000 volumes, a large part of which are of recent purchase. In addition to the books of a general character, the private libraries of the professors, which contain works of a more special character to the number of several thousand, are also accessible to the students under certain limitations. The reading room furnishes access to the latest contributions to all topics under current discussion. Some of the larger works are not only useful for reference, but also for purposes of original investigation.

It is the special aim of the managers of the Library to acquire as rapidly as issued all the leading works bearing on Pedagogy whether in German, French or English. A large number of works on this topic and the history of education is already on hand. The Library is so managed as to be accessible every day. The reading room, in which are placed most of the reference books and all the periodicals, is accessible at all times. The reading of well chosen books not only tells the student what others have thought in every department of knowledge, but likewise stimulates him to think for himself. A good library is of itself a university.

#### APPARATUS AND CABINET.

The departments of Mathematics, Astronomy, Physics, Chemistry and Biology are well equipped with valuable apparatus, which is put at the personal disposal of the student. These subjects are illustrated upon the lecture table, but it is insisted upon that a student really enters upon possession of his knowledge only when he has acquired skill in carrying on laboratory experiments by himself under the supervision of the professor.

The large Biological Laboratory has been fitted up with appliances suitable for pursuing extensive courses of study in the various departments of Biology, the selections being made with a view to furnishing each student with such apparatus, reagents, etc., as are necessary for independent work. To this end, over twenty microscopes have been provided and many duplicates of other appliances are at hand. Excellent histological apparatus is in use for freezing and sectioning, and the laboratory is also well equipped for embryological and bacteriological work.

In the department of Physics, besides balances, specific gravity apparatus, pulleys, centrifugal devices, pumps, barometers, manometers, pendulums, and a great deal of other apparatus for the demonstration of the principles and laws of mechanics, etc., there are : a set of mounted tuning forks for bows, a complete set of electromagnetic forks of various pitches, sonometer, siren, pipes, etc., for work in sound ; lenses, prisms, mirrors, polariscopes, spectroscope, spectrometer, diffraction gratings, projecting lantern, cameras, etc., for light ; radiometers, thermometers, calorimeters and other apparatus for heat ; and a very good equipment of dynamos, motors, calibrating and measuring instruments, resistances, galvanometers, condensers, magnetometers, induction coils, batteries. Wheatstone bridges, various forms of reversing switches and keys, electrometers, standard cells, electrodynometers and a great deal of other apparatus suited to the general demonstration of the subject of electricity and magnetism, and to the requirements of the electrical course outlined elsewhere in this catalogue.

The chemical laboratory is equipped for work by the students in general chemistry, qualitative and quantitative analysis, and organic chemistry. The work tables for students are supplied with water and gas. Hoods are

provided for experiments upon the noxious gases. A still is set up for the continuous production of distilled water. The apparatus required by the student for the laboratory work is loaned to him and payment required at the end of the term, only for what is missing or has been broken.

A fine set of surveying instruments of the most approved kind has recently been purchased for the students in field work. The cabinet affords important aid in the study of Mineralogy and Geology. But we are greatly in need of further contributions thereto, and to this end the assistance of the friends of the institution is greatly desired and earnestly solicited.

#### MAPS AND CHARTS.

An excellent set of maps, chiefly those of Kiepert, intended to illustrate the physical features and political changes of the historical countries of Europe and the East has lately been added to the equipment of the institution. These in addition to those already on hand, afford an important and well-nigh indispensable aid to the study of history and geography. The outfit in this regard is believed to be unusually complete.

#### ADMISSION AND DISCIPLINE.

Entering the University will be considered a pledge to obey its rules and regulations. These are few and simple, appealing to the student's self-respect and sense of personal responsibility. Persons of known bad character or of lazy habits are not wanted and will not be retained unless they show a decided desire to reform. Students from other colleges must present certificates of honorable dismissal.

Candidates for advanced standing are, in all cases, ex-

amined to ascertain their thoroughness and proficiency; but certificates from other institutions will be accepted for the amount of work done in the different departments.

In exceptional cases students are admitted to classes for a week on trial, without examination, provided the professors in charge are reasonably certain that they can maintain their standing.

Ladies are admitted to all departments of the University on the same terms and under the same conditions as those prescribed for young men.

A record is made of the daily work of each student. When the standing of the student, as shown by this record, and examination falls below an average grade of 70 per cent., he must review the study. A record is also kept of each student's department. A low standing of either record is followed by private admonition, and notice is given to the parent or guardian.

Whenever the conduct of a student is such as to indicate that he is unfit to be a member of the University, either because of immorality or because of habitual neglect of his college duties, he will be dismissed. But, in the latter case, his parents will first be requested to withdraw him, and if not withdrawn within a reasonable time, he will be dismissed.

Stress is laid upon the fact that no young man or woman need hesitate to enter the Ohio University for lack of means, or because of inadequate preparation. The surest guaranty of success is an honest and determined effort to succeed. If the student has learned nothing more during the years spent in college than how to study, and how to investigate any subject of which he takes hold, no matter how meager his knowledge may be at the start, he will be able to enlarge it with astonishing rapidity. His time thus spent, whether it be measured by terms or

years, will have been wisely employed. Our age is sadly in need of men and women who have such a preparatory training for life's duties.

#### RELIGIOUS INFLUENCE.

Students are required to be present at prayers in the chapel every morning, unless excused by the Faculty, and to attend public worship on the Sabbath; but the choice of the place of attendance is left with the student or his parents. A students' prayer meeting is held once a week, at which attendance is optional. The University is not sectarian, and no effort is made to inculcate the doctrines of any particular creed or denomination; but the utmost care is taken to promote sound and healthy religious sentiments. We feel sure that nowhere do these matters receive more careful attention.

The founder of the Ohio University believed that "religion, morality and knowledge are necessary to good government and the happiness of mankind;" and it has been the steady purpose of those to whom has been entrusted the duty of carrying out his plans to insist on the intimate relation existing between the three. The good man, the good citizen is not he who is best informed, but he who is constantly inspired with the thought that his knowledge should be used for the good of his fellow-men. Knowledge without virtue is a curse and not a blessing. It is the constant policy of both Trustees and Faculty to inspire students with the love of knowledge, and with desire to practice religion and morality. Accordingly only those persons are invited to profit by the means of instruction here placed within their reach, who are willing to conform their conduct as far as possible to the teachings of the Bible. We expect students who have spent some time with us to depart not only wiser but also



better than they came. If such is not the case it will not be for want of care on the part of the Faculty.

#### YOUNG PEOPLE'S CHRISTIAN ASSOCIATIONS.

Both the Y. M. C. A. and the Y. W. C. A. have flourishing organizations connected with the Ohio University, and a large proportion of the students are members of one or the other. These hold meetings weekly or oftener, provide lectures on religious or Biblical topics, and take an active interest in promoting the spiritual, moral and intellectual welfare of the entire student body. The management of the University is in hearty sympathy with these organizations and does all that is possible to aid them in their work. The Y. M. C. A. especially, is one of the most vigorous among the colleges of the state.

#### FEEES.

There is no charge for tuition in any of the regular preparatory or collegiate classes. But all students pay a registration fee of three dollars per term. Besides this, instruction in the following branches is to be regarded as extra and must be paid for as follows :

Piano lessons or voice culture, per term, two lessons per week.....	\$10.00
Use of piano one hour per day, per term.....	3.00
Bookkeeping and allied branches per term.....	5.00
Stenography and typewriting.....	5.00

The regular fee in chemistry and electrical engineering is one dollar per term to cover the cost of materials used. To this should be added a small charge for breakage—to careful students usually not more than a few cents. After the second term in chemistry the regular fee is two dollars per term.

Those students who wish to pursue studies privately in the collegiate departments for which they desire to have credit toward the attainment of a degree will be required to pass an examination on each branch, and for this examination an extra fee of \$5 will be charged, which may, however, be remitted by a vote of the faculty.

*All fees must be paid within the first thirty days of the term. No exception can be made to this regulation.* The registration fee must be paid when the student enters.

#### EXPENSES.

Board can be obtained within a reasonable distance of the University at \$2.75 per week. By forming clubs, students may board at \$1.75 per week. Those students whose circumstances require it, are allowed to board themselves, by which means their expenses may be still further reduced; but this plan is not recommended, because liable to be prejudicial to health.

The actual cost of an education at the University will depend very much upon the disposition and habits of the students. The necessary cost is very low—as low as at any institution affording equal advantages. It is earnestly recommended to parents not to furnish their sons or daughters with extravagant means. The scholarship and character of a student are often injured by a free indulgence in the use of money. Whatever is beyond a reasonable supply exposes him to numerous temptations and endangers his success and respectability.

As persons frequently wish to know as near as may be, the cost of a student for one year at the Ohio University, the following estimates are here given :

LOWEST.	HIGHEST.
Registration fee..... \$9.00	Registration fee..... \$9.00
Board in clubs..... 70.00	Board in private family... 150.00
Room ..... 30.00	Room ..... 40.00
Books..... 11.00	Books..... 20.00
<u>\$120.00</u>	<u>\$219.00</u>

This estimate is for three terms or forty weeks, and includes all necessary expenses except washing, and a small fee for membership in the literary societies. The additional charges for students who take electives in chemistry and for the special class in electricity are elsewhere noted.

#### METHODS OF INSTRUCTION.

Instruction is given both by recitation and lectures. The constant aim in both is to awaken interest in study, to aid in the acquisition of knowledge, and to develop the powers of thought and communication.

Some subjects can be better treated in lectures than others. The knowledge the student has of a subject is likewise a factor that is taken into account. The lecture method is generally better adapted to advanced students than to those who are still in the elements. After the elementary principles have been thoroughly mastered from the text-book, supplemented with such elucidations as seemed to be called for, the student is generally prepared to profit by the lectures of the teacher, and to grasp the wider outlook that is the result of a knowledge of a subject rather than of the contents of any single book, or even of several books. In the observational studies the learner is, as far as possible, brought face to face with the objects themselves under consideration. The classes in Botany and Geology make excursions into the sur-

rounding country for the purpose of collecting specimens and deriving scientific knowledge from original sources. The classes in Surveying and Mensuration have practice in the use of instruments in field work.

#### COURSES OF STUDY.

Such courses of study have been adopted as experience has proved to be best adapted to the purpose of liberal education. The classical course, in fullness and matter, will compare favorably with that of the best institutions. The philosophical course is so arranged as to meet the wants of those who may prefer to study modern languages and English branches instead of Greek, for which French, German and English are substituted. In the scientific, prominence is given to mathematics and the physical sciences.

The pedagogical course is intended to fit young people for the profession of teaching. A fuller statement of its aims and methods will be found in another part of this catalogue.

Those who are able to attend for a short time only, may take a select course, provided the studies they wish to pursue are such as they are qualified to enter upon with advantage. But no student will take a study to which he has not been assigned, or discontinue a study, without permission obtained from the Faculty.

#### ELECTIVES.

Each student in a regular course will be required to take at least fifteen class exercises per week, and no student will be permitted to take more than seventeen, except on permission of the Faculty. This permission will be given only on the written request of the student. Students in any one of the courses can select subjects in

any one of the others below the class to which they are assigned, but not above, except on approval of the Faculty, who must be convinced that they have had sufficient preliminary training to pursue the elected study with advantage. As will be seen, about half the subjects after the Freshman year are elective. But in addition to these a large number of others are offered for the benefit of those persons who wish to specialize still further along particular lines. It needs to be noted however, that they are not offered unconditionally. Regard will be had to the time at the disposal of the teachers and to the number of students taking any particular elective, as well as to their preliminary training. In all cases where a student's knowledge of English is defective he must pursue this branch until his deficiencies are made up.

During the past few years a number of students, both undergraduate and post graduate, have pursued advanced studies on special lines. With the recent increase in the number of the Faculty a large number of students can be accommodated and in a larger number of branches.

#### HONOR COURSES.

The Faculty have established a series of honor courses to which students will be admitted on the following conditions: The applicant must have completed the work of the Sophomore year or its equivalent; he must show more than average capacity for the studies he wishes to pursue; he must be able to speak and write the English language correctly and with ease. The studies that constitute these courses are a good deal more difficult than the regular work of the last two years. Some of them are given in this catalogue.

## DEGREES.

The Bachelor's degree is conferred upon students who have completed any one of the four courses laid down in another part of this catalogue. The fee for diploma is five dollars.

The Master's degree will be conferred upon graduates of this or any other college who give evidence to the Faculty that they possess such literary and scientific attainment as will make them worthy recipients of it, without reference to the time elapsed since graduation. The fee for this degree is ten dollars.

No degree will be conferred until all dues are paid.

The degree of Doctor of Philosophy will be awarded only to students who have done past-graduate work in residence.

## SCHOLARSHIPS.

At their meeting in 1892 the trustees established ten scholarships, having a cash value of one hundred dollars each. These scholarships will be awarded by the faculty to graduate students of this or any other college whose previous studies have qualified them to profit by the advantages they afford. Their object is to encourage special study within comparatively narrow and well defined limits. In most cases the recipients will be required to teach one hour per day. These, so far as at present determined, are as follows:

1, Biology. 2, Chemistry. 3, Educational History. 4, English Literature. 5, Latin and Roman History. 6, Greek. 7, Philosophy. 8, Psychology. 9, Mathematics. 10, Physics. Candidates who intend to make application for any of these scholarships are requested to correspond with the members of the Faculty in whose department the subjects belong.

## THE EMERSON PRIZE POEM FUND.

The late W. D. Emerson, of the class of '33, bequeathed to the trustees of the university the sum of one thousand dollars, the interest of which is to be awarded every second year to the student or graduate of the institution who shall write the best original poem. As at present invested it yields an annual revenue of \$65. The first award was made in 1893 to Miss Carrie Schwefel. The second award under the bequest was made in 1895. The prize was divided between Miss Esther Burns and Mr. John H. Atkinson. The judges were Mrs. Annie Fields of Boston, Mr. Maurice Thompson of Crawfordsville, Indiana, and Mr. E. C. Stedman of New York city. The thanks of the university authorities are due and are herewith tendered to these distinguished writers for the care with which they examined the verses submitted to them as well as for the interest they took in the competition. The judges this year are R. H. Stoddard, Clinton Scollard, and W. D. Howells.

## LITERARY SOCIETIES.

There are three literary societies in the university—the Athenian, the Philomathean and the Adelpia—the last being composed exclusively of ladies. The members have opportunity to exercise themselves in declamation, composition and debate, and to become familiar with the modes of conducting business in deliberative assemblies. The work of these societies forms a valuable part of college training, and all students are strongly urged to join one of them.

Detailed Statement  
OF THE  
Departments of Instruction.  

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GREEK.

PROFESSOR SUPER.

ASSOCIATE PROFESSOR DUNKLE.

It is the aim of this department not only to teach students to read the authors commonly read in colleges, but also to make them acquainted as far as possible with the literature and life of the ancient Greeks. In teaching the language, especially that of Homer, constant attention is called to the words related to other languages, particularly Latin, German and English; and the laws of consonantal mutation are explained. Especial prominence is given, as the student progresses, to the following points: First, form; second, vocabulary; third, relation to cognate languages; fourth, literature and history. The ear is regarded as equally important with the eye in the interpretation of words. When possible, some entire work of an author is read, as it is thought a more lasting and more satisfactory impression will thus be made upon the mind of the student than by the use of selections only.



It is a well established principle in the study and teaching of the ancient languages that they should be made, as far as possible, the bases of a study of antique life. The Greek language embodies the experience of the most remarkable people of antiquity—a people whose achievements in literature, in the arts, and in government have been, and doubtless will continue to be, inexhaustible sources of profitable instruction. It is here claimed that a study of the Greek language, together with all that should properly be taken in connection therewith, will contribute the most important element of a liberal education.

Before admission to the college class in this department, the student must be fairly familiar with the Greek Grammar and have read three books of Anabasis and three books of Homer's Iliad.

The Freshmen read about seventy-five pages of Herodotus in Goodwin's Greek Reader; nearly the same number of pages in Winans' edition of Xenophon's Memorabilia; and the Apology and Krito of Plato entire. The work for the Sophomore year is usually a tragedy, a comedy and Demosthenes' De Corona. During the present year the class read the Antigone of Sophocles, five books of the Odyssey, eight orations of Lysias, and Smith's History of Greece. More important, however, than the amount of text perfunctorily read, is a knowledge of the Greek language and a true conception of the life of Greek antiquity.

Works of reference: Hadley's and Goodwin's Greek Grammars, Goodwin's Greek Moods and Tenses, Liddell & Scott's Greek Lexicon, Anthon's and Smith's Classical dictionaries, Autenrieth's Homeric Dictionary, Ginn & Heath's Classical Atlas.

ELECTIVES.—Students who wish to pursue the study of Greek beyond the regular course can be accommodated with three exercises per week for three terms, the subjects to be studied, or the authors to be read, to be selected by the professor. The following is the general program: As the freshman year is devoted to a review of the Syntax, the Accidence of the Greek language in general, the student is prepared to take up the study of masterpieces, either in oratory, philosophy or poetry, with special reference to the characteristics of each. With these ends in view, one or more terms may be given to one or more of the Attic orators, to one longer and two shorter Platonic dialogues, or to some of the principal dramas. One elective term in Greek History is offered, and one in Comparative Philology.

## LATIN.

PROFESSOR EVANS.

ASSISTANT PROFESSOR CONAWAY.

To enter the Freshman class, students are examined on four books of Caesar, seven orations of Cicero, and six books of Virgil's *Æneid*.

*Romæ Viri Illustres*, Sallust's *Catiline*, and selections from Ovid may be substituted for parts of the other authors.

During the first part of the Freshman year attention is directed to Latin Rhetoric as exemplified in the works of Cicero and Livy. During the latter part of the year, the class reads the Odes of Horace and studies Roman History. Throughout the whole year there are frequent exercises in sight reading and in turning into the original, English renderings of Cæsar, Eutropius, and Nepos.

In the whole work the endeavor is to impress on the minds of the students, that Latin is the language of a moral and practical people who left their mark on the world in law and government, and that "Rome is the center of our studies and the goal of our thoughts; the point to which all paths lead, and from which all paths start again."

Hand-books: Allen and Greenough's or Harkness, Grammar; Allen's Roman History; Harper's Lexicon, Kiepert's wall maps of the Roman Empire and of various countries, Ginn and Co.'s Classical Atlases, Gow's "Companion," Smith's Dictionary of Classical Biography, and Smith's and Seyfert's (Nettleship and Sandy) Dictionaries are freely accessible to students for reference in their work.

ELECTIVES: Each year one of the following courses is offered to students who desire to continue the study of the Roman people, beyond the course that is required.

1. *Latin:*

Terence, Cicero, Lucretius, Horace, Juvenal, Tacitus, Paternus, and Quintilian are studied according to the tendency or the choice of the class.

The students have access also to Simcox's, Teuffel-Schwabe's, (Warr's translation), and Browne's Histories of Latin Literature, and to Guhl and Koner's Life of the Greeks and Romans.

2. *Roman History.*

A whole year is given to the study of the military and political history of Rome, special attention being directed to the causes of the struggles between the Patricians and Plebeians, and between Rome and Carthage; and to those which made Rome the conqueror of the world, as well as those causes which led to the decline of the Republic.

Books for study and reference: Epochs of Ancient History; Lanciani's Ancient Rome in the Light of Recent Excavations; The Great Captains—Hannibal—by Dodge; Duruy's and Mommsen's Histories of Rome, Long's Decline of the Roman Republic, and Labberton's Historical Atlas.

3. *The Roman Constitution and Outlines of Roman Law:*

This course is of interest to students who look forward to the study of law, as a study of Roman law helps one to get a clear idea of the fundamental conceptions of Jurisprudence. The study of the development of the Roman constitution and laws will help to understand how all constitutions and laws grow. In the last two courses described, students are required to consult Roman authors in addition to the authors already mentioned.

When students desire it, classes are organized to study the Vulgate Version of the Scriptures, Latin Hymns of the church, the writings of the Latin writers of church history, and other works in Patristic Latin.

## HONOR COURSE.

### FIRST YEAR.

Cicero: De Senectute and De Amicitia, De Officiis, Book III, and the second oration in Antonium. Sallust: Catiline, The Jugurthine War. Livy: Books I and II. Horace: the Odes, Books I to IV, and Carmen Sæculare. Sight Translations from Nepos, Eutropius, Ovid and Virgil, together with Latin Prose Composition. History of Rome: *Ihne*, Early Rome; *Smith*, Rome and Carthage. History of Roman Literature: Teuffel, in part. Mythology and Life of the Romans: Selections from Murray's Manual and from Guhl and Koner. Grammar: Thacher's Madvig.

## SECOND YEAR.

Paterculus: Book II. Livy: Books XXI to XXIII. Tacitus: The Annals, Book II. Horace: the Epistles, Books II and III. Terence: The Adelphi. Lucretius: Book IV. Juvenal: Satires I and V. Plautus: Aulularia. Cicero: Brutus, the Orations Pro Murena, and Pro M. Cælio. Pliny the Younger: Select Letters. Quintilian: Book X. English Renderings of Livy, Cæsar and Nepos turned into Latin. Sight Translations of Suetonius, Phædrus, Curtius Rufus and Persius. History of Rome: three chapters in Vol. I of Long's Decline of the Republic; The Gracchi, Marius and Sulla in the Epoch Series; chapters in Duruy's History of Rome. History of Roman Literature: Teuffel continued and Simcox, Vol. II, in part. Philology: Henry's Short Comparative Grammar and Roby, Vol. I.

## MATHEMATICS AND ASTRONOMY.

PROFESSOR HOOVER, ASSISTED BY ONE OR MORE TUTORS.

The course in pure Mathematics embraces nine terms, distributed as follows: Algebra, three terms; Geometry, two terms; Trigonometry and Surveying, two terms; Analytic Geometry, one term; Calculus, one term. Of these, three terms, including Algebra to Series and Plane Geometry, are required for admission into the Freshman class; the remaining six terms are included in the College Department, covering the Freshman and Sophomore years.

See also courses of study and electives.

In teaching the pure mathematics, especial attention is directed to the value of the study as a means of training the logical faculties. Constant stress is laid upon the steps of reasoning which underlie the various processes;

and it is insisted that the principal business of the college student of mathematics is to apprehend these clearly.

Power to apply the principles is tested by a wide range of exercises drawn from various sources, and adapted to the capacity of the student.

A part of the Spring term in the Freshman year is devoted to the subject of land surveying and to other applications of Trigonometry. This work is important as giving good examples of the utility of mathematical science in its practical applications. The department is in possession of an excellent set of surveying instruments, including a transit, level, rod, and other necessary appurtenances. These are in frequent use by the students.

ELECTIVES. In this department the following electives are offered: Differential Equations, Statics and Dynamics; Elliptic Functions; Spherical Harmonics; Quaternions; Determinants; Mathematical Optics; Least Squares, and Astronomy.

### HONOR COURSE.

#### JUNIOR YEAR.

First Term. Advanced Differential and Integral Calculus, fifteen hours per week.

Second Term. Differential Equations, twenty hours per week.

Third Term. Advanced Analytical Mechanics, twenty hours per week; or Modern Analytical Geometry, including Trilinears, etc., with solid Geometry, twenty hours per week.

#### SENIOR YEAR.

First Term. Spherical Astronomy with Least Squares, twenty hours per week.

Second Term. Same continued, and Theoretical Astronomy begun, twenty hours per week.

Third Term. Elliptic Functions, twenty hours per week.

The student must have a reading knowledge of one of the Modern Languages before he enters on this course. For the work of this year there may be substituted studies in Mathematical Physics, including Electricity and Magnetism, Optics, Heat and Sound, all preceded by Least Squares.

## RHETORIC AND ENGLISH LITERATURE.

PROFESSOR BOUGHTON.

INSTRUCTOR, MR. SCHOFIELD.

The work of this department is intended to accomplish two objects: first, to cultivate the art of expression; second, to give the student a practical knowledge of English and American authors.

Preparatory to college English, the student must have completed the following studies or an equivalent:

1. *Grammar*: Reed and Kellogg's Higher Lessons in English.

2. *Literature*: The books prescribed by the New England Committee of Ten for 1897, viz.: Irving's Tales of a Traveler, George Eliot's Silas Marner, Scott's Marmion, Defoe's History of the Plague in London, Macaulay's Essay on Johnson, Shakespeare's As You Like It and Merchant of Venice, Burke's Conciliation with American Colonies, Webster's First Bunker Hill Oration, Milton's L'Allegro, Il Penseroso, Comus, and Lycidas.

3. *Rhetoric*: (1) Waddy's Elements of Composition and Rhetoric. (2) Genung's Practical Rhetoric.

THE AMOUNT OF COLLEGE ENGLISH REQUIRED FOR  
GRADUATION.

For the B. S. degree, 65 hours' credit.

For the A. B. or B. Ph. degrees, 130 hours' credit.

For the B. Ped. degree, 195 hours' credit.

COLLEGE ENGLISH, 1897-8.

FIRST TERM.

1. *Keats*: A study of Keat's Poetry with Parson's English Versification. Two recitations per week.

2. *Shakspeare*: Merchant of Venice, Richard III, Macbeth, Julius Cæsar, King John, King Lear, and Othello; Moulton's Shakespeare as a Dramatic Artist, pp. 43-245. Three recitations per week.

3. *College Rhetoric*: A Study of Style; Essays of Spencer, Earle, Pater, Stevenson, Mathews, and Hunt; Lewes' Principles of Success in Literature. Three recitations per week.

4. *Literature*: The Age of Elizabeth—Saintsbury's History of Elizabethan Literature; Readings from the principal authors; Essays and Discussions. Three recitations per week.

5. *Browning*: A Study of complete Poems and Dramas. Three recitations per week.

SECOND TERM.

6. *Mrs. Browning*: A Study of Mrs. Browning's Poetry with Parson's English Versification. Two recitations per week.

7. *Shakspeare*: The Tempest, As You Like It, Love's Labour Lost, Henry VIIIth, and Twelfth Night; Moul-



ton's Shakespeare as a Dramatic Artist, pp. 245-300. Three recitations per week.

8. *College Rhetoric*: A Study of Poetry with exercises in Metrical Composition. Three recitations per week.

9. *Literature*: XVIIIth Century Authors; Gosse's Eighteenth Century Literature; Essays and Discussions. Three recitations per week.

10. *Sherman's Analytics of Literature*. Three recitations per week.

#### THIRD TERM.

11. *Tennyson*: A Study of Tennyson's Poetry with Parsons' English Versification. Two recitations per week.

12. *College Rhetoric*: A Study of Criticism; Moulton's Inductive Criticism Applied to the Novel. Three recitations per week.

13. *Oratory*: The Preparation of some Oration, Essay, or Debate for some Contest. This course is open only to students who have had at least two courses in English or an equivalent. Five recitations per week.

14. *Literature*: XIXth Century Authors; Saintsbury's XIXth Century Literature; Essays and Discussions. Three recitations per week.

15. *Chaucer*: A Study of Chaucer's Poetry. Two recitations per week.

#### HONOR COURSE.

Courses 1, 2, 3, 6, 7, 8, 11, and 12 are preparatory to this Honor Course. The special work required for a degree is as follows:

#### JUNIOR YEAR.

First Term: Course 4 above; Tyler's History of American Literature; Stedman's Poets of America; A Study of Nathaniel Hawthorne and his Contemporaries.

Second Term : Course 9 above ; McCarthy's History of Our Own Times ; Stedman's Victorian Poets ; A Study of Charles Dickens and contemporary Novelists.

Third Term : Course No. 14 above ; Lecky's England in the XVIIth Century, chapters 1-4, 8 (78 pages), 9, 15, 18, 19, 20 and 23 ; a Study of Richardson and contemporary Novelists ; Essay on the English Novel.

#### SENIOR YEAR.

First Term : Course No. 5 above ; Green's History of the English People, two vols. ; Brooke's History of Early English Literature ; A Study of Dramatic Poetry, Elizabethan Period.

Second Term : Course No. 10 above ; Green's History of the English People, last two vols. ; A Study of Pope and contemporary Poets.

Third Term : Mrs. Oliphant's *Literary History of England in the end of the Eighteenth and beginning of the Nineteenth Centuries* ; three vols. ; Carlyle's *French Revolution* ; a Study of Wordsworth and contemporary Poets ; A Thesis.

#### POST-GRADUATE ENGLISH.

The Honor Course is recommended for those who were not Honor Students. If any of the Honor Students should continue work after graduation, satisfactory courses will be planned for them.

#### BIOLOGY AND GEOLOGY.

PROFESSOR CHAPIN, WITH ONE OR MORE ASSISTANTS.

This department embraces all the subjects properly belonging to Biology, together with Inorganic and Organic Geology.

The work in Zoölogy begins with the second year of the preparatory course, and the subject being assigned to the fall term, abundant opportunity is offered for field work. In addition to the material gathered by the members of the class, use is made of preserved marine types which are received from time to time for the purpose of dissection. Each student is required, also, to spend some time in the Zoölogical Museum, which contains many valuable specimens.

The student enters the laboratory at the very start, and such types are placed before him for examination and dissection as will lead him, step by step, to correct habits of observation, by which he is enabled to comprehend the close relations of one form of life to another. As this work is in progress, the subjects under examination are freely discussed, and, on the completion of each dissection the student is examined upon the work done. Drawings are required of the different parts and organs, in all cases. After a few types have been studied in the laboratory, the subject of classification receives careful attention, according to the plan followed in Chapin & Rettger's *Elementary Zoölogy and Laboratory Guide*. An advanced course in Zoölogy is offered in the college proper, and a scholarship has been established which insures free tuition and laboratory privileges at the Marine Biological Laboratory, Cold Spring Harbor, Long Island, to the student in this department doing the highest grade of work. The importance of the advantages thus secured cannot be overestimated, as the student is given abundant opportunity to study marine life amidst its proper environment. He will, to this end, be expected to assist frequently in dredging, for which a naphtha launch is provided.

The course in Preparatory Physiology aims to give a good general knowledge of Anatomy and Hygiene, and the functions of the different organs. Occasional dissections are performed before the class, and some laboratory work is required of all. In the collegiate course this subject is studied by more advanced methods. Osteology receives close attention, and each student is expected to give some attention to dissection, besides making a practical study of a few histological structures. Physiological principles and theories are discussed according to the latest investigations, and, in this connection, experiments are performed in the laboratory. The department is supplied with a valuable skeleton and superb French anatomical models. (For more advanced work in Anatomy and Physiology, see Preparatory Medical Course.)

Elementary Botany is required in the Preparatory Pedagogical Course only, though many from the collegiate courses pursue this study. Work begins with an observational study of germinating plantlets, all students being required to sow the seeds of several representative plants and to make careful drawings of the different stages of growth. Leaves, roots and stems are studied from the objects as far as practicable, and careful dissection of certain typical flowers precedes the regular work of Systematic Botany. As time permits, the student is given some insight into the microscopic structure of plants by practical work in the laboratory. An herbarium of not less than forty plants will be required of all, or an equivalent in laboratory work. In the collegiate course the student is set to work at once with the microscope, the object being to secure a knowledge from actual observation of the general anatomy and physiology of plants. This is followed by work upon the Cryptogams, and all

will be encouraged to make some special investigations for themselves.

The University is thoroughly equipped for work in General Biology, a required subject in all the collegiate courses. A biological laboratory has recently been completed and fitted up with modern apparatus, including a steam sterilizer, fine optical appliances, dissecting instruments, water bath, paraffin bath, CO<sup>2</sup> freezer, etc. The student is given practical training in Microscopy, and is taught the process of staining and how to prepare permanent mountings. It is the intention to give a thorough knowledge of the structure and mode of growth of typical plant and animal forms, and the laboratory work is accompanied with lectures, in which the composition of organisms, methods of reproduction, development and other biological subjects are discussed.

At an early stage of the work in Geology, such objective study of minerals is pursued as will enable the student to comprehend the composition of rocks, which is next taken up. To supplement the text, lectures may be given from time to time upon dynamical, structural and paleontological Geology, and these subjects are further studied in the field. Work is also offered in determinative Mineralogy. A large cabinet of minerals is open at all times to the student of Geology.

Works of reference: Bessey's Botany, Goodale's Physiological Botany, Gray's Structural Botany, Wolle's Diatomaceæ of N. A., and Desmids of the U. S., Strasburger's Manual of Vegetable Histology, Goebel's Outlines of Classification and Special Morphology, Vine's Physiology of Plants, DeBary's Comparative Anatomy of Phanerogams and Ferns, Huxley and Martin's Biology, Sedgwick and Wilson's Biology, Claus and Sedgwick's Zoology, Packard's Zoology, Hertwig's General Princi-

ples of Zoology, Lang's *Vergleichenden Anatomie der Wirbellosen Thiere*, Landois's *Physiology*, Foster's *Physiology*, Stirling's *Histology*, Piersol's *Histology*, Shafer's *Essentials of Histology*, Carpenter's *The Microscope*, Frey's *Microscopical Technology*, LeConte's *Elements of Geology*, Dana's *Manual*, Dana's *Mineralogy*, Crosby's *Mineralogy*, Lyell's *Principles of Geology*, Geikie's *Text Book of Geology*, and Government Reports.

### PREPARATORY MEDICAL COURSE.

It is desirable in many cases that students looking forward to the medical profession should, after spending four years in collegiate work, be admitted to advanced standing in the medical schools, whereby a year's time may be gained. With this object in view, the department of Biology now offers such work as is, in conjunction with Physics and Chemistry, recognized by the best of these schools the full equivalent of a year's professional study. The departments of Physics and Chemistry furnish abundant opportunities for the work required in that direction. The biological work is, from the very outset, suited to the needs of the medical student. To this end, it properly begins with General Biology, to be followed by a comparative study of animal forms and of phanerogamic and cryptogamic plants. The development of some vertebrate is closely studied, and preparations of embryos are required of each student. Throughout the course, close attention to laboratory work is insisted upon. Practical instruction is given in the preparation of microscopic objects, and the student is taught the technique of section cutting and mounting. A practical knowledge of Human Anatomy is obtained from the careful dissection of some mammal, the many resemblances to the anatomy

of man, and the few differences, being continually referred to. Arrangements have been made whereby students of the University are allowed, under certain conditions, to attend post-mortem examinations and to assist in the work. The laboratory is provided with modern apparatus for accurate investigation of disease germs, and the student is therefore required to do practical work in the all-important subject of Bacteriology.

Upon the completion of this course, the student may receive credit for one year's work in the regular course of study at the Medical College of Ohio, Starling Medical College, Columbus, and other medical schools; and graduates pursuing certain prescribed courses in this department will be admitted into the second year of the four years' course of study in the Medical Department of the University of Pennsylvania and Jefferson Medical College, upon presentation of a certificate signed by the professor in charge.

Among the works of reference to be found in the library may be mentioned Gray's Anatomy, Quain's Anatomy, Holden's Anatomy, Landois and Sterling's Physiology, Foster's Physiology, Foster and Langley's Practical Physiology, Foster and Langley's Embryology, Hertwig-Mark's Text-book of Embryology, Lehrbuch der Vergleichenden Entwicklungsgeschichte (Korschelt & Heider), Minot's Human Embryology, Wilder and Gage's Anatomical Technology, Wiedersheim's Comparative Anatomy, Sternberg's Bacteriology and standard tests and guides in Histology. The following subjects are comprehended in this course: General Biology, Zoology, Mammalian Anatomy, Human Anatomy, Histology, Physiology, Structural and Systematic Botany, Vegetable Histology, Embryology and Bacteriology.

## HONOR COURSE.

## JUNIOR YEAR.

Fall Term.—Advanced Zoology (8), Vegetable Histology (8), Chemistry (4).

Winter Term.—Advanced Zoology (8), Animal Histology (8), Analytical Chemistry (4).

Spring Term.—Vegetable Physiology (8), Vertebrate Embryology (8), Organic Chemistry (4).

## SENIOR YEAR.

Fall Term.—Cryptogamic Botany (7), Neurology (9), Physics (4).

Winter Term.—Mammalian Anatomy (9), Neurology (7), Physics (4).

Spring Term.—Original Work (9), History of Development of Organic Forms (4), Advanced Biology (5).

A term's work in Elementary's Physics must be pursued before entering upon this course, and the student must have acquired a reading knowledge of German or French by the beginning of the second year.

## PEDAGOGICS.

It is the aim of this department to prepare students for the profession of teaching. Such preparation requires (1) a vivid conception of the true end of education; (2) a knowledge of, and a practical acquaintance with, the right methods to be used in attaining that end; (3) a knowledge of the principles upon which those methods are based; (4) a true conception of educational values; (5) a broad range of scholarship and general culture. Every opportunity is improved to impress upon the students the fact that the object of education is not primarily the communication of knowledge, but sym-



metrical development of mental and moral capacity. It is a prominent object of instruction in the history of education to make the history of nations illustrate on a grand scale the fact that defective and stunted types of civilization are largely due to false educational ideas. The belief is that students will be helped in this way, as they can in no other, to a true conception of what education should be, and to a realization of its transcendent importance. It is an equally prominent object of instruction in the history of education to help students to gather from the theories of the great educational reformers those principles which may fairly be claimed to have universal validity, and to have a place in the science of pedagogy.

As a further preparation for the science of education, psychology is studied with great care. After a careful and critical study of the history of education and psychology has familiarized students with the true idea of education and the principles upon which intelligent efforts to attain it must be based, instruction is given in the science of education—which is but the systematic and orderly statement of the principles with which at that point students are already familiar—and also in methods.

If the primary end of education is development of capacity rather than the communication of knowledge, the question which Spencer regards as first in logical order in the theory of education, "what knowledge is of most worth?" is not the first, or even second. The question is, what faculty is of most worth? What stress shall be laid upon the culture of the various faculties of the mind in order to attain the true end of education, the symmetrical development of the entire man? And the second is, what is the education-value of the various studies in

the curriculums of our schools and colleges? In other words, what is their capacity when rightly studied to contribute to this end? This is deemed an important part of the theory of education, and the attempt is made to give students as definite an idea of it as its great difficulty and complexity admit.

Nor is any opportunity neglected to impress upon students the fact that the highest success possible to the teacher cannot be obtained by the pedant, however profoundly he may have studied the science and art of education. The effort is constantly made to make them feel that to succeed as teachers, they must be men with a broad range of sympathies, interested in all that concerns men.

While these ideas may be said to shape the methods of instruction in this department with all classes, very different degrees of prominence are given to them under different circumstances, the attempt being made to have regard to the needs and development of students. The Department of Pedagogy, as at present organized, has two courses—a short course about equal in length and thoroughness to that of the best state normal schools in the country, and a long course, leading to the degree of Bachelor of Pedagogy, and fully equal in thoroughness and culture value to any of the other courses offered by the college. The great object of instruction in the Department of Pedagogy, in the shorter course, is to give students as vivid an idea as possible of the true value of education, and a living knowledge of the being to be educated—"the living, learning, playing child." Text book instruction in psychology is constantly supplemented by reports of observations of children, and students are daily asked to report observations that illustrate the matter in hand—

or indeed observations of children in general. The attempt is made to interest students in children as deeply as possible, since all methods of teaching have their roots in the nature of their minds.

The history of education in the shorter course aims, (1) to interest students in the lives and labors of the pioneers of educational thought, and (2) to emphasize those theories that seem to be of a practical character to-day.

Pedagogy proper, in a shorter course, is largely a study of methods. The subject is taken up in the last term of the year, after psychology and the history of education have been pursued, and it is one of the chief aims to fix and organize the practical suggestions and hints that have been made in connection with those two subjects.

In the longer course, the department aims to keep constantly in mind that it is dealing with those who are to be leaders of the educational thought. The aim is to teach Psychology with such thoroughness that those students who afterwards become Superintendents may teach it intelligently to their students, and at the same time learn all that it has to teach concerning the principles that underlie all correct methods of teaching.

Students are urged and stimulated to accept nothing on the authority of the text-book when it can be at all avoided. An important aim of the instruction is to encourage them to verify as far as possible the statements of their author—to induce them, in a word, to study the *subject*, and not simply a book about the subject.

The history of education in this course is divided into two parts: First, a study of educational ideals, and ideas and theories and systems and institutions of the past as they have appeared in the great nations of the

world; and second, a study of contemporaneous systems and institutions—state and city school systems in this country, American colleges and the systems of England and France and Germany. It is a chief aim of this department to train students of education to develop an interest in, and an aptitude for, the study of the subject that underlies all others. Students are made to feel that the varying educational systems and institutions all over the world are so many experiments in the great educational laboratory, and that society has the highest possible interest in knowing precisely what these experiments teach. It is made a part of their work to make studies of educational subjects, the results of which are read before the class and thoroughly criticised by them.

The study of the history of education proper is to a large extent a study of the intellectual development of the world, since the history of education is the history of one of the most important factors of that development.

The science of education in this course aims to take a survey of the entire subject—aims to put students at the point of view where they have a keen appreciation of such practical problems, as courses of study, school architecture, superintendence, etc., as well as to give them a clear grasp of the principles and methods that naturally follow mental laws. And here as everywhere, the aim is to keep as close to life as possible—to illustrate the various conclusions reached, by an appeal to the actual experience of some part of the world, wherever that is possible.

#### PEDAGOGY.

PROFESSOR ALLIN AND MR. CLYDE BROWN.

Course 1. Pedagogical Values; the worth of the various studies.

Text-books: Herbert Spencer, Education: intellectual, moral and physical. Selected readings from other authors. The value attached to the different studies in different culture—epochs will be carefully studied. The Recapitulation-Theory will also be matter of investigation.

#### COURSE II. HISTORY OF EDUCATION.

Text-books: Davidson's Aristotle; Quick's Educational Reformers; Aristotle's Politics; Grote's History of Greece; Laurie's Universities; the Great Educators Series; Pestalozzi's Leonard and Gertrude; Rousseau's Emile; Life and Lectures of Horace Mann; Spencer's Education; Gordy's Development of the Normal School Idea in the United States. These are all required subjects for students taking the Pedagogical Course.

#### COURSE III. SCIENCE OF EDUCATION.

Text-books: Bain's Education as a Science; De Garmo's Essentials of Method. Books of reference: Rosenkranz' Philosophy of Education; Fitch's Lectures on Teaching. Required of all members of the Senior Class taking the Pedagogical Course.

#### ELECTIVES IN PEDAGOGY.

Seeley, The Common School System of Germany; Paulsen, German Universities; Aiken, Methods of Mind Training; Ross, School System of Ontario.

Students who are admitted to Honor Courses will be required to take the equivalent of one recitation a day in the department in which they expect to teach during the last two years of their course.

## HONOR COURSE FOR THE JUNIOR YEAR.

Mill's Logic; James' Psychology, two volumes; Plato's Republic; Aristotle's Politics; Grote's History of Greece, the Chapter on Socrates; Laurie's Universities, and Comenius. De Guimp's Pestalozzi; Lectures of Horace Mann; Gordy's Development of the Normal School Idea in the United States; Seminary in Genetic Psychology once every two weeks, original problems being investigated.

## HONOR COURSE FOR THE SENIOR YEAR.

Students taking the Honor Course in the Senior Year will devote themselves to a study of Educational Ideals in Europe. Their reading will be directed toward giving them a grasp of the relation between such ideals and the civilization of which they were to a greater or less degree the expression. The line of thought to be especially considered will be the reciprocal influence of the ideals and the social conditions that called them into being.

Seminary: City School Systems, once every two weeks.

## PSYCHOLOGY, ETHICS AND PHILOSOPHY.

PROFESSOR ALLIN assisted by MR. BROWN.

The courses indicated below are intended for undergraduate students and for such graduate students as have not already taken their equivalent. It will be noticed that much of the work outlined in the Honor Courses is covered by class-work and lectures. The advanced courses are open to students who have completed the preliminary work.

## FALL TERM.

1. *Psychology* (required), James' Psychology. Briefer Course.

Books of Reference : James' Principles of Psychology ; Ladd, Outlines of Physiological Psychologȳ. Four hours a week.

2. *Hypnotism* (elective).

The History, Methods and Results of Hypnotic Investigations, accompanied, where practicable, with experimental demonstrations.

Books of Reference : Moll's Hypnotism, with the authorities there referred to ; Proceedings of the Society for Psychical Research.

3. *History of Modern Philosophy* (elective).

Descartes' Method and Meditations ; Russell's Philosophy of Locke ; Hume's Treatise on Human Nature, Book I.

Books of Reference : Falkenberg's History of Modern Philosophy ; Ueberweg's History of Philosophy, Vol. II ; Windelband. Four hours a week.

4. *Advanced Logic* (elective).

Mill's System of Logic or Sigwart's Logic, 2 vols.

Books of Reference : Lotze, Sigwart, Bradley, Jevons, and Bosanquet, Karl Pearson, the Grammar of Science.

The following alternative courses are also offered as electives, to continue throughout the year.

5. *Spencer's Philosophy*.

Spencer's First Principles and Principles of Psychology.

Books of Reference : Fiske's Cosmic Philosophy, Lewes' Problems of Life and Mind. Two hours a week ; or

6. *Lotze's Philosophy*.

Lotze's Metaphysics and Microcosm.

Books of Reference : Bowne's Metaphysics ; Lotze's Outlines. Two hours a week.

## WINTER TERM.

7. *Logic* (required).

Jevon's *Elements of Logic*. Books of Reference: Mill's *System of Logic*; Fowler's *Inductive Logic*. Four hours a week.

8. *History of Modern Philosophy* (continued as an elective).

A study of Kant as in Watson's *Selections from Kant* and articles in the *Philosophical Magazines*, with reference to the critical work of Caird, Watson and Morris. Two hours a week.

9. *History of Philosophy* (required).

Fraser's *Selections from Berkeley*, with lectures on *Ancient Philosophy*.

Books of Reference: Schwegler and Ueberweg.

10. *Ethics* (elective.)

Murray's *Introduction to Ethics*; *Essays and Discussions*.

Books of Reference: Sidgwick's *History of Ethics and Methods of Ethics*; Martineau's *Types of Ethical Theory*. Four hours a week.

11. *Physiological Psychology* (elective).

This course will begin with lectures on the nervous system, with microscopical demonstrations, and will include a series of experiments selected from Sanford's *Laboratory Course*.

## ELECTIVES IN PSYCHOLOGY.

Halleck, *Education of the Central Nervous System*, Ferrier, *Functions of the Brain*, 2d ed. Clouston, *Text-book of Mental Diseases*, 3d ed. McKendrick and Snodgrass, *Physiology of the Sense Organs*. Donaldson, *Growth of the Brain*. Ribet, *Psychology of Attention*



and Diseases of the Will. Baldwin, Mental Development of the Child and the Race.

#### HONOR COURSE IN PHILOSOPHY.

This course extends over two years and is subject to the regulations for Honor Courses. It is open only to students who have already taken the required work in Psychology and Logic and have therein shown special aptitude for philosophical studies. A knowledge of German, sufficient to enable the student to read German works in Philosophy, will also be required. The following is an outline of the required reading :

#### THIRD YEAR.

James' Principles of Psychology; Mill's System of Logic; Plato's Theætetus; Grote on Socrates; History of Greece, Vol. 8, Ch. 48; Descartes' Methods and Meditations; Locke's Essay on Human Understanding; Fraser's Selections from Berkeley; Hume's Treatise on Human Nature, Book I; Murray's Introduction to Ethics.

#### FOURTH YEAR.

Physiological Psychology as above; Muensterberg's Beitræge zur experimentellen Psychologie, Heft. I.; Lotze's Philosophy as above; Watson's Selections from Kant; Caird's Philosophy of Kant; Spencer's Philosophy as above; Aristotle's Nichomachean Ethics; Spinoza's Ethics; Green's Prolegomena to Ethics.

#### POLITICAL SCIENCE.

##### ASSOCIATE PROFESSOR HIGLEY.

Instruction in the principles of Civil Government is given in the Preparatory Department. The text-books used are named below, but they serve for little more than to

indicate the order in which the various topics are studied. The public is just now especially interested in questions of political economy and in the larger one of sociology. Consequently many books and shorter articles are constantly appearing in the public prints, many of them worthy of the attention of the student who wishes to keep abreast with the progress of thought in these matters. The standard works are, however, carefully studied and the views therein expressed, examined and discussed with approval or dissent.

A right understanding of the questions arising from the subjects connected with the department is regarded as of the highest moment to those who will hereafter become members of the body politic; and no pains are spared to equip them for a right understanding of the social problems in the solution of which they may hereafter be called upon to assist.

Among the periodicals especially to be recommended to the students in this department are *The Forum*, *The N. A. Review*, *The Political Science Quarterly*, and *The Annals of The American Academy of Political and Social Science*. Lalor's *Cyclopædia of Political Science* is at all times accessible. It is the constant aim of the teaching in this department to impress upon the students the importance of investigating political and social questions in the light of all facts bearing upon them, with minds as free as possible from partisan prejudices and preconceived theories.

#### WINTER TERM.

##### 1. *Political Economy* (required).

Laughlin's *Political Economy* will be the text-book used and will be supplemented by essays and discussions in class upon the leading economic questions of the day.

Books of Reference: Lalor's *Encyclopædia of Politi-*

cal Science ; Marshall's Principles of Economics ; Hadley's Economics ; Articles in the Forum, North American Review, Political Science Quarterly, and other magazines. Four hours a week.

2. Seminary for the study of economic problems. Open to students who have already completed the required work. Subject for '97 and '98 ; Immigration and its effects. Two hours a week.

#### SPRING TERM.

3. History of Tariff Legislation in the United States from 1789 to 1890. For advanced students.

Text-books: Taussig's Tariff in the United States.

Books of Reference : Lalor's Cyclopædia ; Von Holst, Bancroft, Schouler and Rhodes ; Statesman Series, etc.

4. Coinage Laws of the United States, from 1789-1893.

References : Works of Hamilton, Jefferson, Benton, Gallatin and others ; American State Papers ; Congressional Globe, and Magazine Articles. Three hours a week in spring term.

5. A comparative study of State Constitutions. Two hours a week in fall term.

### UNITED STATES HISTORY.

ASSOCIATE PROFESSOR HIGLEY.

Course I. Epochs in American History. Text-Books : Volumes I, II, III of the Epoch Series in American History ; The American Statesman Series and American History Series will be used for reference. This work is obligatory and continues throughout the year.

Course II. History of the Constitution. Text-Books : Andrews' Manual of the Constitution. Works of refer-

ence: The Madison Papers; Cushing's Manual; Von Holst's History of the Constitution; The Federalist, and the Constitutional History of the United States by Curtis. This work is elective and is open to all students who have taken Course I. The class will meet twice a week in the Winter Term.

#### HONOR COURSES.

Junior Year. Jeffersonian Republicanism. Text-Books: History of the United States from 1801 to 1817 by Henry Adams. Books to be read: The Writings of Jefferson, Madison, Gallatin, Fisher Ames; New England Federalism, Annals of Congress, American State Papers, Randolph's Jefferson, Rives' Madison, Adams' Gallatin, together with the Biographies of other leading men of the period. Course I is required as a preparation for this. The class meets twice a week throughout the year.

Senior Year. History of the United States from 1850 to 1860. Text-Books: Rhodes' History of the United States. The following works are to be read: Von Holst's History of the United States, Selections from the Congressional Globe and State Papers; Schouler's History of the United States; the Lincoln-Douglas Debates, the Dred Scott Decision, Wilson's Rise and Fall of the Slave Power; Life and Letters of Francis Lieber; Herndon's Lincoln; Curtis' Buchanan; Schucker's Chase, and the Biographies of other prominent men of the period. The class will meet twice a week throughout the year.

Seminary in United States History: Webster's Speeches or the Monroe Doctrine, as the class may prefer.

## PHYSICS AND ELECTRICAL ENGINEERING.

PROFESSOR ATKINSON.

ASSISTANT, MR. F. H. SUPER.

1. *Elementary Practical Physics.*

This course is designated for students in the Classical, Philosophical and Pedagogical courses, of whom one term is required in the Sophomore year. The course consists of a series of physical measurements in the laboratory directed towards imparting clear ideas of the fundamental laws of mechanics, and of general physical process such as measurements of length, area, volume and mass, specific gravity, tenacity, elasticity; also outlines of the subject of heat. The laboratory work will be supplemented by lectures and recitations on the methods and principles involved. In addition to giving the student familiarity with the principles and methods of physical measurements, particular attention is paid to the training of the senses to accuracy in observation and manipulation, full notes being taken in the laboratory. Lectures twice a week, laboratory twice a week, of two hours each.

Note: This course cannot be given next year on account of the physical laboratory not being completed. A substitute will be offered.

2. *General Physics.*

This course is required throughout the Junior year of the Scientific course, and may be taken as an elective by students in the other courses, provided they have taken those studies required regularly of students in this course. In all cases, unless previously taken, the Junior course in Chemistry must be begun in connection with this work in Physics. No student can enter upon this course until he has completed the mathematics of the first two

years of the Bachelor of Science course. Students electing Analytical Mechanics will be excused from the first term of Physics. The instruction is given by means of oral and written recitations with experimental demonstrations. Carhart's University Physics is used as a text book, but frequent references will be given to works bearing upon the subjects discussed. The first term is devoted to kinematics, dynamics, the conceptions and properties of matter and sound; the second, to heat and light, and the third, to electricity and magnetism. A portion of each term is spent in the laboratory in finding experimental proofs of the general principle discussed. The object of the course is to give accurate conceptions of the general principles of the science, and to find their bearing on the law of the conservation of energy.

### 3. *Physical Laboratory.*

A practical laboratory course in heat, light and sound is open as an elective to those who have taken Course 1. Two times a week, two hours each, for the second term.

### 4. *Heat.*

Open to those who have taken Course 2. This course is offered as an elective during the second term. Maxwell and Tait will be used as text-books. Two hours a week.

### 5. *Light.*

Instead of Course 4, and on the same conditions, this course may be elected. Lectures and recitations. Two hours a week for the third term.

### 6. *Physical Laboratory.*

This course is offered during the third term to those who have taken Courses 2 and 3, and consists of exact measurements in electricity and magnetism; for which purpose there is a very good laboratory, (though it is

small). Space for a fine electrical laboratory is allotted in the new building now being constructed. Every facility will be provided. Stewart and Gee, Kempe, Carhart and Patterson, and Ayrton will be used constantly as laboratory references. Three times a week, of two hours each.

#### ELECTRICAL ENGINEERING.

The rapid development of electricity for the purpose of light and power, and its general introduction into nearly all sections of the country, have created a great demand for men well qualified in this branch of engineering. This profession now offers more inducements to young men, and the chances of rapid promotion is greater than in almost any other field; this condition of affairs will doubtless prevail for some years to come. The thoroughly educated man who combines practical experience with the theoretical knowledge of electricity and magnetism is in special demand, as many of those now engaged in this vocation are but poorly fitted for its duties. The University possesses a model incandescent light plant, used for lighting the buildings and campus, with the design of extending to the student practical training in the construction, operation and care of electrical and steam machinery.

The plant, though at present not very large, is nevertheless modern in all its parts, and meets the present requirements of the college for light and power very satisfactorily. Both direct and alternating systems are used. The switches and fittings on the board, the wiring and general installation are all the work of the students. Modifications and extensions give others excellent opportunities to obtain valuable practice. Owing to additional buildings the college lighting station and equipment

must in the near future be enlarged to meet the greater demands.

The electrical profession requires a certain amount of mechanical ability and training in the use of tools and machinery for working both wood and metals. The department is provided with two shops, a metal and wood-working shop. These are supplied with wood and metal working lathes, and a complete outfit of tools, to which additions are being constantly made. As will be seen from the outlined course below, while mastering the use of tools the student is taught the construction of useful pieces of apparatus for laboratory purposes. The ability thus to construct apparatus and machinery, to preserve the proper relations of the several parts in fitting them together, and in overcoming difficulties that may arise in embodying one's ideas, has a high educational value, aside from its practical aspect.

The theoretical portion of the work is indicated below. This includes, also, seminary work with reference to the leading treatises on electricity and magnetism and the machinery employed for lighting and power. Periodicals, as the Electrical Review, Electrical Engineer, Electrical World, Power, Scientific American, Popular Science News, Scientific American Supplement, Electricity and Engineering Magazine, are kept on file, and are included in the seminary references. This work is collateral with a series of lectures extending through the year. For the practical plant work each division of those in this course is now on duty one night out of each week. Each engineer is required to keep a record of steam pressure and of the current of each machine at regular intervals. There is cooperation with the city arc light plant, and an additional night of each week is spent in learning its care and operation under competent super-



vision. Here also steam readings are taken every fifteen minutes, and the amount of coal consumed and water evaporated is measured accurately, and estimate made of the cost in coal per pound of water evaporated; also the amount of coal used per indicated horse power per hour, and the fuel cost for each lamp that is maintained. The student is thus from the beginning taught to operate an electric light plant both with efficiency and economy.

Requirements: This course is elective as a whole, and it is expected that those electing it unless they have previously taken a portion of it, shall pursue the course regularly. None will be admitted to the course without sufficient mathematical preparation. The required number of hours must be made up from one of the regular courses. Mathematics is required up to and including Trigonometry, though analytical Geometry, Calculus and analytical Mechanics are strongly recommended. The Junior courses in Physics and Chemistry are also required. When the regular electrical course and the above required studies are completed, a certificate will be given showing the character of the work done, and where it is deserved, a recommendation of the student's ability and proficiency in theoretical and practical electricity. The following is an outline of the course as at present constituted; this, however, is subject to such changes from time to time as the rapid development of the subject may dictate:

## FIRST YEAR.

### FIRST TERM.

Electricity and Magnetism. Elementary principles. Five hours a week.

Electric Light Arithmetic. Calculations of resistance and conductance; wiring; fall of potential; batteries. Two hours a week.

Shop work. Wood turning; metal boring; filing; polishing. Four hours a week.

Free hand drawing. Simple geometric solids, one and two views; outlines of simple geometric solids in perspective. Three hours a week.

Plant duty. Operation of college incandescent and city arc stations. One night a week each.

Steam. Care and management of steam boilers and engines; lectures. One hour a week.

English. Five hours a week.

Mathematics. Five hours a week.

#### SECOND TERM.

Electricity and magnetism. Lectures with notes and seminary on the general theory of electricity and magnetism. Two hours per week.

Electric Light Arithmetic. Calculations of work and energy; electro-magnets; dynamos and motors. Two hours a week.

Shop work. Metal turning; bolt cutting; tapping. Four hours a week.

Mechanical Drawing. Simple geometric drawing for accuracy and neatness in the use of instruments; lettering; use of scales. Three hours a week.

Free-hand Drawing. Outlines and shaded studies of geometric solids; single and grouped; outline and shaded studies of vase forms. Three hours a week.

Plant duties. Operation and care of college and city stations; trimming and testing lamps. One night a week at each station.

Steam. Care and management of steam boilers and engines; lectures. One hour a week.

English. Five hours a week.

Mathematics. Five hours a week.

#### THIRD TERM.

Electricity and Magnetism. Lectures with notes and seminary on the theory of dynamo-electric machines; direct current. Two or three hours a week.

Electric Lighting. Lectures and notes on methods of wiring for arc and incandescent lighting; rules and regulations; estimates. Plans and specifications. Two hours a week.

Shop work. Simple pieces of apparatus; binding posts; wire connectors; switches, etc. Four hours a week.

Mechanical Drawing. Copying working drawings; descriptive geometry. Three hours a week.

Plant Duty. Care and operation of college and city stations. One night a week each.

Steam. Care and management of steam boilers and engines; lectures. One hour a week.

English. Five hours a week.

Mathematics. Five hours a week.

#### SECOND YEAR.

##### FIRST TERM.

Electricity and Magnetism. Lectures with notes and seminary on the theory of dynamo-electric machines; alternating current. Two hours a week.

Steam Engineering. General theory of the steam engine; theory and construction of details; dimensions for required power; steam engine indicators, theory and use; valve gears and their adjustment. Two hours a week.

Shop Practice. Construction of simple laboratory apparatus. Four hours a week.

Mechanical Drawing. Boiler and steam engine drawing. Three hours a week.

Plant Duty. Care and partial supervision of college and city lighting stations. One night a week each.

Seminary. Investigation and writing upon assigned work. One or two hours a week each.

Mathematics. Five hours.

Electric Railway. Recitations, two hours.

#### SECOND TERM.

Electricity. Alternating currents of electricity. Two hours a week. Or lectures on polyphase currents. Two hours.

Electrical Laboratory. Testing of dynamos and motors for two characteristics, efficiency and regulation. Two hours a week.

Shop Work. Small motor and dynamo building; miscellaneous construction work. Four hours a week.

Mechanical Drawing. Working drawings and plan of machinery from models. Three hours a week.

Plant Duty. Care and partial supervision of college and city plants. One night a week each.

Steam. Two hours.

Electric Railway. Recitations. Two hours. Plans and specifications. Two hours.

Mathematics. Five hours.

Seminary. Same as first term.

#### THIRD TERM.

Electricity. Lectures with notes on theory of instruments, and absolute measurements in electricity and magnetism. Two hours a week.

Electrical Laboratory. Absolute measurements in electricity and magnetism. Four hours a week.

Transmission of Energy. Bell's Electrical Transmission of Power. Three hours a week.

Shop Work. Construction of galvanometer and other station testing apparatus. Four hours a week.

Mechanical Drawing. Construction of working drawings from specifications. Three hours a week.

Wiring. Instruction and rules. Two hours. Plans and specifications. One hour.

Mathematics. Five hours.

Seminary. Same as preceding terms.

It is not possible just now to fix the fees for the elective laboratory work in that department of Physics, but the fee will be nominal in all cases. Those taking the engineering course will be charged a sum not to exceed twelve dollars per year. A dollar a term is required of those taking mechanical drawing alone.

Arrangements will be made in case of certain special students (who are qualified) whereby a one year's course may be adapted from the above. Any inquiries concerning this course will receive prompt attention.

## HONOR COURSE.

### JUNIOR YEAR.

First Term—(a) Physical Laboratory. Mechanics and Properties of Matter, three hours per week. (b) The Conservation of Energy, two hours per week. (c) The Properties of Matter, three hours per week. (d) Modern Views of Electricity.

Second Term—(a) Physical Laboratory. Light, Heat and Sound, two hours per week. (b) Theory of Heat, two hours per week. (c) Light, two hours per week. (d) Sound, two hours per week. (e) Mechanical Drawing, or

some subject in Direct Currents of Electricity, two hours per week.

Third Term—(a) Physical Laboratory. Electricity and Magnetism, four hours per week. (b) Shop Practice. Wood and Metal Working, three hours per week. (c) Mechanical Drawing, or some subject on Alternating Currents of Electricity, two hours per week. (d) Electrical Transmission of Energy, three hours per week.

Ten hours of Pure Mathematics must be studied during the Junior Year in addition to the above.

#### SENIOR YEAR.

The entire Senior Year will be spent upon the mathematical theory of some of the subjects studied in the Junior Year, *e. g.*, the Theory of Heat, of Light, of Sound, and of Electricity and Magnetism, twenty hours per week.

NOTE.—Before entering upon the work of this course, the student is required to have completed the Junior courses in Physics and Chemistry, as prescribed in the Scientific Course, or its equivalent. Evidence of proficiency in these preliminary studies will be rigidly exacted. A reading knowledge of French and German will be indispensable to students taking this course. Students will be required to pass satisfactorily a thorough written examination upon the studies of each term in the Junior Year before he can be promoted into the next.

#### CHEMISTRY.

PROFESSOR FAY.

In this department the following courses are offered :

*Inorganic Chemistry:* This course extends over two terms and consists of four laboratory exercises per week, in which the student from the beginning is instructed in the handling of apparatus and the making of experiments, and one or more reviews per week of the subjects treated in the text-book and the work done

in the laboratory, including questions put both to and by the student. Problems in writing are also given out from time to time to make the student familiar with such calculations as the chemist needs. The laboratory work is considered an important part of this course, as being the best means of gaining a clear understanding of the fundamental ideas of chemical science, of the connection between Chemistry and Physics and of general laws regarding the combination of the elements and their inorganic compounds. Incidental mention is also made of the various applications of chemical laws and products to the ends of the arts, medicine, and manufacturers. During the latter weeks of this course, some time is given to the study of the History of Chemistry.

Text-books, Remsen's Introduction to the study of Chemistry (Briefer Course); Venable's Short History of Chemistry.

Recommended for reference, Roscoe and Schorlemmer's Elements of Chemistry, Bloxam's Inorganic Chemistry.

*Analytical Chemistry:* The work of this course, which will require two terms for its completion, naturally falls into two divisions:

1. Qualitative Analysis, four laboratory exercises per week during one term. After gaining further practice in chemical manipulation and a wider knowledge of the compounds and reactions of the common elements, the student advances to a systematic course in Inorganic Qualitative Analysis. Ores, alloys, mixtures of salts and technical products are examined both in the dry and wet way.

2. Quantitative Analysis, four laboratory exercises per week during one term. In this division a course follows

in Inorganic Quantitative Analysis, both gravimetric and volumetric. The composition of ores, minerals, fertilizers, technical products, etc., is determined. At the same time the study of general Inorganic Chemistry is continued during each division of this course, with one or more reviews each week.

Text-books, Hills' Manual of Qualitative Chemical Analysis, Fresenius Quantitative Analysis, Remsen's Advanced Course in Inorganic Chemistry.

Recommended for reference, Fresenius' Qualitative and Quantitative Analysis.

*Organic Chemistry:* The work of this course consists of four laboratory exercises per week for one term. The same method is pursued here as in the study of general Inorganic Chemistry, great stress being laid upon the laboratory work. The compounds of carbon are prepared and examined with reference both to their physical properties and chemical relations. There will be one or more reviews each week.

A reading knowledge of German will be helpful to the student in this course.

Text-books, Remsen's Introduction to the Study of the Compounds of Carbon. Fischer's Laboratory Manual.

Recommended for reference, Roscoe and Schorlemmer's Elements of Chemistry; Richter's Organic Chemistry, translated by Smith.

In addition to the preceding regular courses, there will also be given opportunities for doing practical work along special lines; e. g., examination of coal, potable waters, illuminating gas, fertilizers and fertilizing materials, food products, etc. Medical students will have a good chance to gain such chemical knowledge and practice as they need.

Graduation in Inorganic Chemistry is required for the B. A., B. Ph. and B. Sc. degrees. Elective work in



chemistry may be taken as per prescribed courses. For information concerning the honor course in Chemistry, see elsewhere.

For graduation in the shorter Pedagogical course, see elsewhere.

At the end of a course, a laboratory examination, supplemented by a further written or oral examination, will be held, the attainment of the usual grade being required for graduation. A small deposit for breakage must be made before a desk is assigned in the laboratory.

The chemical laboratory embraces a main workroom, storeroom, weighing room, lecture hall and private office of the Professor. It is warmed throughout by hot air and water and lighted by electricity; it is well supplied with approved appliances, apparatus, etc. The desks are furnished with gas, water and all apparatus and chemicals necessary for practical work. The facilities for table work thus offered are excellent. No labor or expense will be spared to render this department thoroughly efficient and to keep it abreast of the times both in the methods of instruction employed as well as in its general outward equipment.

For summer course, see special circular.

#### HONOR COURSE IN CHEMISTRY.

The following "Honor Course" in Chemistry is offered in lieu of one of the regular collegiate courses, subject to the conditions and limitations above specified for "Honor Courses." Before taking up this course the student must have completed the course in Inorganic Chemistry, or an equivalent, and if the student, on being admitted to this course, does not already possess a fair reading knowledge of German, he will be expected to acquire such knowledge during his Junior year.

## JUNIOR YEAR.

Fall Term. Geology (4), Mineralogy and Crystallography (3), Junior Physics (4), Analytical Chemistry (9).

Winter Term. Mineralogy and Crystallography (3), Junior Physics (4), Analytical Chemistry (13).

Spring Term. Junior Physics (4), Analytical Chemistry (16).

## SENIOR YEAR.

Fall Term. Physics, properties of matter (3), Organic Chemistry (17).

Winter term. Physics, heat (3), Organic Chemistry (17).

Spring Term. Physics, Experimental Electricity (3), Organic Chemistry (17).

The general nature of the work in this course is the same as in the case of the regular courses, the only difference being that it is more extended and the examinations more searching.

## ELOCUTION AND ORATORY.

CATHARINE A. FINDLEY, ASSOCIATE PROFESSOR.

The design of this department is to make good conversationalists, good readers, good speakers. The ideal speaker must not only instruct his hearers, but he must persuade them and move them to action. His power, apart from the importance of his subject, lies in his personal magnetism, which depends largely on the measure of his sympathies. That which the speaker has to impart to his audience of *his personal experience at the time of speaking* persuades his hearers and moves them to action.

The constant effort made in the reading lesson to put ourselves in rapport with the author; to see what he sees and feel what he feels, develops and controls our own

imaginative and emotive powers. Our voices and our bodies become instruments of communication between us and our hearers. Now, then, comes the need for training. Believing that the voice is simply a medium for the soul's emotions, we develop it to its greatest extent of power, flexibility and beauty, that it may more powerfully set forth those emotions.

But we do not stop here. There is a language more eloquent than words—the language of the eye, the hand, the plastic form. Nor can these be separated from the voice. When we are stirred to speak, the face lights up, the chest expands, the whole body becomes infused with new life, and speaks a language more eloquent than words.

That master of expression, Francois Delsarte, spent his life in the study of human nature as exhibited in unconscious action—especially of the southern nations, who gesticulate more freely than we do—and from that study he deducted a method by which we train the whole muscular system to respond to every change of the soul's emotions.

The course then, will include, in connection with the study of literature, the development of the voice and the training of the form according to the Delsarte method.

First Term.—Physical culture, development of the voice, inflection, phrasing and expressive reading, using Curry's *Classic Selections* as a text-book.

Second Term.—Development of the voice, articulation and pronunciation, with use of the same text-book.

Third Term.—Æsthetic gymnastics for relaxing, energizing and directing muscular force; gesture begun; the use of a dramatic classic as a text-book.

Fourth Term.—Gesture continued with use of a dramatic classic as a text-book.

Two declamations or orations per term will be required from each student.

An elective, consisting of the dramatic rendering of a Shakespearian drama, will be offered during the middle term of the Senior year to those who have completed the courses in Literature and Elocution.

### MODERN LANGUAGES.

KATE CRANTZ, ASSOCIATE PROFESSOR.

Modern Languages are taught from a practical standpoint. Our object is to secure three things; facility in translation at sight, and as wide a range of reading as is possible in the time allowed; some study of the literature of each language; and practice in translation from English into the foreign tongue, with a training of the ear by conversation.

The required work in this department is six terms of German, and three of French, for all students in the Philosophical and Scientific Courses; and, if elected, three of German or French for all in the Pedagogical Course.

All advance work in German is based on a thorough knowledge of the grammar and an ability to read narrative prose with ease. No abridged method of any kind is used, and all examinations are held in German. The work for the ensuing year is as follows:

#### PREPARATORY GERMAN.

First Term.—Grammar and Written Exercises, five hours per week.

Second Term.—Grammar, two hours per week; Translation, three hours.

Third Term.—Translation, three hours per week ; Composition, one hour ; Conversation, one hour.

#### COLLEGIATE GERMAN.

First Term.—Translation, two hours per week ; Composition, one hour ; Conversation, one hour.

Second Term.—Translation or Reading, five hours per week.

Third Term.—Translation or Reading, five hours.

#### FRENCH.

First Term.—Grammar and Written Exercises, five hours per week.

Second Term.—Grammar, two hours per week ; Translation, two hours.

Third Term.—Translation, four hours per week.

#### ELECTIVES—IN FRENCH:

First Term.—Critical reading of Corneille's *Polyeucte*, with private reading of Hugo's *Ruy Blas*.

Second Term.—Critical reading of Hugo's *Quatre Vingt-treize*, with the private reading of selections from French History.

Third Term.—Critical reading of De Vigny's *Cinq Mars*, with the private reading of selections from Modern Fiction.

#### VOCAL AND INSTRUMENTAL MUSIC.

MYRTLE STINSON AND LULA C. KING, INSTRUCTORS.

Additional instructors will be provided by the opening of the Fall term, '97.

The Board of Trustees have recently added a course in Music without determining precisely what its relation to the other departments should be. This course for the present is as follows :

- a. Chorus and Sight-reading.
- b. Voice Culture.
- c. Piano and Theory.

Under the first, the work is distributed into elementary instruction on the lines and spaces as representing sounds; notes as representing quantity; the clefs, rhythm, the diatonic major scale. Further lessons in dictation in connection with blackboard exercises for the purpose of familiarizing the student with the simplest succession of tones and rhythmic form. Next, the interval system. Here progressive exercises are used in order to familiarize the pupil with the various intervals, and particular attention is given to correct intonation and purity of tone. Finally, the theoretical and practical development of the major and minor scales, followed by exercises in the use of both modes.

With students of the second grade the matter in the first is recapitulated. This is followed by solfeggio exercises in two parts on the compositions of ancient and modern masters. Pupils of the third grade, study three and four part compositions in which special stress is laid on the acquisition of a correct pronunciation of both vowel and consonant sounds.

Under the head of Voice-culture, instruction is given upon the correct position while singing; the position of the mouth, tongue and larynx; the manner of attacking and leaving a note; the manner of forming pure tones in the different registers, and of connecting tones without slurring. Next in order are respiratory exercises in which the pupil is taught how to acquire a long, noiseless and easy breathing by slow inhalations and exhalations. These are followed by exercises in scales, runs, trills and other embellishments. The laws of expression as set forth in the works of old and modern masters are

also studied. Last in order is the expression of vowel and consonant sounds. The pupil is taught how to pronounce distinctly without injuring the purity of the vocal tones.

#### PIANO.

This instrument is studied in the following order :

First Grade.—Doerner's Technical Exercises, Grade 1; Kohler's Studies, opus 151, 157 and 50; Loeschorn's Studies, opus 84, Nos. 1 and 2; Diabelli's Studies, opus 125; sonatinas and easy pieces by Lichner, Spindler, Reinke and Kohler.

Second Grade.—Doerner's Technical Exercises, Grades 1 and 2; Lebert and Stark, vol. 2; Loeschorn's Studies, opus, 66, No. 1; scales, major and minors in thirds and sixths; broken chords and arpeggios both major and minor; Studies by Hiller, opus 45 and 46; Sonatinas and the easier pieces of Kullak, Clementi, Kohler and Scharwenka; Brethorn's Rondo in C major and Brethorn's Variations, opus 3.

Third Grade.—Doerner's Technical Exercises, Grades 1, 2 and 3; Kullak's first book of octave studies; Czerny's Velocity Studies; Cramer's Studies; Bach's Inventions in two and three voices; Schuman's Compositions; Mendelssohn's Songs without Words, and Sonatas by Mozart and Haydn.

Fourth Grade.—Doerner's Technical Exercises, Grades 1, 2 and 3; Kullak's second book of octave studies; Tausig's Daily Studies; Czerny's Daily Studies; Gradus and Parnassum, by Clementi; Bach's Well-tempered Clavichord; Mendelssohn's Songs without Words. Finally, Mozart and Beethoven's Concertos together, with compositions by old and modern masters.

All the pupils in this department are required to take the complete course in Harmony contained in Classes A

and B of Broekhoven's System of Harmony. The requirement for the pupils in vocal music is limited to class A. Students' recitals will be given in the college chapel each term, in which all who are qualified will be expected to take part. The value of such practice need not be dwelt on here.

With a view to encouraging the systematic study of music it may be taken as an elective on the same conditions as those provided for other electives. Music, if properly studied has an educational value nearly or quite equal to any other branch. But it is of far less importance to be a fine player than an intelligent judge of good music. Those who wish to become performers will be accommodated as far as possible, but the chief attention of the teachers will be directed towards the attainment of genuine musical culture.

Students who have had three years of lessons on the piano, two per week, and one of theory, or an equivalent, may be excused from all language study in the Preparatory Department. Musical theory shall constitute one study and may be pursued as long as the student desires to do so. Those who take two lessons per week in instrumental music or vocal training may receive credit for 75 hours' elective work per year. A good knowledge of English will be insisted on. Those who attain a sufficient degree of proficiency in music may receive a certificate in addition to their diploma.

Among the text-books used will be Behnke's Mechanism of the Human Voice; Behnke's & Browne's Voice, Speech and Song, and The Child's Voice; Elson's German Song and Song Writers; Fay's Music Study in Germany; Fetis' Music Explained to the World; Goodrich's Music as a Language, and Complete Musical Analysis; Hand's Aesthetics of Musical Art; Upton's Stand-



ard Operas and Oratorios; Biographies of the Great Musicians by Nohl and by Hueffer; Ritter's History of Music; Musical Accoustics by Broadhous; Groue's Dictionary of Music and Musicians, etc.

A comparison of the above course with any other in the country will show that it is surpassed in excellence and thoroughness by none and equaled by few. Those who complete it will not only have an intelligent comprehension of music both in itself and its relation to the other arts of civilization but will possess an excellent education in addition. A musical literary club meets once in two weeks for the study of the literature and history of music.

### DRAWING AND PAINTING.

CHRISTINE S. BREDIN, INSTRUCTOR IN HIGH ART IN  
DRAWING AND PAINTING.

SARAH STINSON, INSTRUCTOR.

It is the aim of this department to give a practical knowledge of art, and to lead pupils, through the cultivation of their observing powers, to an appreciation and love of the beautiful as found in nature and expressed in the handiwork of man. As form-study and drawing furnish the foundation for this course of instruction, special attention is given to that part of the work. No pupil will be allowed to take painting who has not had at least three terms of drawing. Charcoal is the medium chosen, and all drawings must be made from the object. Pencil and pen and ink may be used in advanced grades. Instruction in out-of-door sketching will be offered during the spring term to those who have completed five terms in charcoal drawing.

The course of instruction is as follows:

## DRAWING.

First Grade.—(1) Outlines from geometrical solids. (2) Shaded studies from geometrical solids. (3) Outlines and shaded studies from still life. (4) Outlines and shaded studies from features.

Second Grade.—(1) Outlines for elementary blocked heads. (2) Detached features of the face, hands and feet in outline. (3) Detached features of the face, hands and feet shaded.

Third Grade.—(1) Outline from advanced blocked heads. (2) Masks in outline. (3) Masks shaded. (4) Busts in outline and shaded the size of the original.

Fourth Grade.—(1) Outline from life. (2) Shaded studies from life.

## PAINTING.

First Grade.—Still life objects, single and in groups.

Second Grade.—Still life in draperies.

Third Grade.—(1) Studies from nature. (2) Studies from life.

## COMMERCIAL DEPARTMENT.

This work is arranged to meet the large demand on the part of regular as well as special students for instruction in the commercial studies. It is recognized that a course in this department is not all of an education, but a very useful and important part. The regular student has an opportunity during his college course to obtain a knowledge of business rules and customs which will be invaluable to him when he afterwards goes into business or enters a profession. The special student, who takes only this work, has the same advantages of library, reading room, literary societies, etc., as regular students, and may enter any of the regular or preparatory classes without

extra charge. Moreover, the special student finds contact with the general college work helpful and inspiring. A reasonable amount of credit of any of the regular courses will be given to college students for this work.

### COURSE I.—BUSINESS.

C. M. COPELAND, INSTRUCTOR.

1. THEORY OF ACCOUNTS. Five hours per week for two terms. Ample practice is given in the systems of accounts used in the various kinds of business from retailing to modern banking. It is the aim of this course to give the student a wide acquaintance with business methods and to secure proficiency in opening and closing books, journalizing; rendering statements, tracing errors, analyzing accounts, and drawing business papers.

2. ACTUAL BUSINESS AND OFFICE PRACTICE. Five hours per week for one term, and open to students who have taken Theory of Accounts. This work is on the inter-collegiate communication plan, and the transactions are with students of other colleges. The business correspondence, growing out of purchases, sales, remittances, and collections, making settlements and adjusting accounts, carried on with a number of advanced students in other cities, each one doing best for his school, must certainly develop a high grade of efficiency in all the student's work.

3. COMMERCIAL LAW AND BUSINESS FORMS. Each two hours per week for one term. This work deals mainly with the subjects of contracts, agency, partnership, sales, and negotiable paper, and is intended to give the student an acquaintance with the principles that govern business transactions.

## COURSE II.—STENOGRAPHY.

MABEL K. BROWN, INSTRUCTOR.

It is the aim of this course to teach the subject thoroughly, rather than to turn out so-called stenographers in a few months. Special attention is given to the fundamental principles of the art, as this method is believed to lead to greatest saving of time in the long run. Special inducements are offered to students intending to make law or medicine their profession to fit themselves to take notes at lectures. While the regular course is intended to cover ten months, or the whole college year, students showing special ability are encouraged and helped to finish the course in a shorter time.

First Term.—Fundamental principles of Stenography; drill in writing and reading words, sentences, and simple reading matter.

Second Term.—Principles of abbreviation, dictation for speed practice, study of business and legal forms.

Third Term.—Review of principles of outline formation, dictation of miscellaneous matter.

## TYPEWRITING.

In typewriting the first months of the course are spent by the student in acquiring a correct method of fingering. Business letters and legal forms are next taken up, followed by practice leading to high speed. As soon as practicable the student is expected to transcribe neatly and quickly the notes he has taken from dictation. Punctuation and the correct use of capitals are taught throughout the whole course.

Students may enter either course at the beginning of any term. Those who complete either course as outlined above will be granted a certificate, for which a fee of

\$3.00 is charged. The tuition is \$5.00 and contingent fee \$3.00 per term for each course; tuition and contingent fee for both courses taken at the same time, \$13.00 per term.

The books and supplies for Course I cost about \$2.75 per term; for Course II about \$1.25.

## PREPARATORY DEPARTMENT.

ELI DUNKLE, A. M., PRINCIPAL.

This department is designed to prepare students for the regular courses of the college. Students are also received who wish to pursue elementary studies, even though they may have no intention of entering upon one of the higher courses.

Candidates for admission to this department must furnish satisfactory evidence of good character, and must pass examination in Geography, Arithmetic as far as percentage, English Grammar as far as syntax and all studies of the courses lower than those which they wish to pursue. Much of the instruction is given by the regular college professors.

Persons who have certificates from county examiners in Ohio will be admitted without examination in the subjects named in the certificates. But students who expect to graduate from the Normal department must give evidence that they are thoroughly familiar with the common school branches. Opportunity is offered every term for reviewing some or all of these. Additional information of interest to those who contemplate entering this department will be found in other parts of this catalogue.

### SUMMER TERM.

Experience has shown that a considerable number of young persons desire to profit by such opportunities for

instruction as can be offered during the months of July and August. Accordingly a summer term will begin June 21, 1897, and continue six weeks. For this term the tuition will be six dollars, or for less than the entire term, one dollar per week. Most of the classes in the Preparatory department, but especially those in the common branches, will be organized during this term and will receive the same attention as during the rest of the year. Those students who have done advanced work or propose to do so, but who feel the need of reviewing the elementary branches will do well to avail themselves of this opportunity. Students who desire to pursue advanced subjects during this term will be accommodated as far as possible; and will receive credit for them in the same manner as if taken at any other time of the year.

For further particulars address,

THE PRINCIPAL.

# Courses of Study

IN

Collegiate Department.

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## REQUIRED SUBJECTS FOR THE DEGREE OF BACHELOR OF ARTS.

### FRESHMAN YEAR.

Fall Term—Greek (5); Latin (5); Solid Geometry (5).

Winter Term—Greek (5); Latin (5); Algebra (5).

Spring Term—Greek (5); Latin (5); Plane Trigonometry (5).

### SOPHOMORE YEAR.

Fall Term—Greek or Latin (5); Physics (5.)

Winter Term—Greek or Latin (5); Physiology (5.)

Spring Term—Greek or Latin (5); Biology (5.)

### JUNIOR YEAR.

Fall Term—English Literature (5); Chemistry (4).

Winter Term—Chemistry (4); Political Economy (4).

Spring Term—English Literature (5).

### SENIOR YEAR.

Fall Term—Advanced Botany or Geology (5); Psychology (3).

Winter Term—Logic (4); Astronomy (4); Psychology (3).

## REQUIRED SUBJECTS FOR THE DEGREE OF BACHELOR OF PHILOSOPHY.

### FRESHMAN YEAR.

Fall Term—Latin (5); German (5); Solid Geometry (5).

Winter Term—Latin (5); German (5); Algebra (5).

Spring Term—Latin (5); German (5); Plane Trigonometry (5).

### SOPHOMORE YEAR.

Fall Term—French (5); Physiology (5).

Winter Term—French (4); Physics (5).

Spring Term—French (4); Biology (5).

### JUNIOR YEAR.

Fall Term—English Literature (5); Chemistry (4).

Winter Term—Chemistry (4); Political Economy (4).

Spring Term—English Literature (5).

### SENIOR YEAR.

Fall Term—Advanced Botany or Geology (4); Psychology (3).

Winter Term—Logic (4); Astronomy (4); Psychology (3).

Spring Term—Philosophy (4).

## REQUIRED SUBJECTS FOR THE DEGREE OF BACHELOR OF PEDAGOGY.

### FRESHMAN YEAR.

Fall Term—U. S. History (5); Solid Geometry (5); A Foreign Language (5).

Winter Term—U. S. History (5); Algebra (5); A Foreign Language (5).



Spring Term—U. S. History (5); Plane Trigonometry (5); A Foreign Language (5).

## SOPHOMORE YEAR.

Fall Term—A Foreign Language (5); Advanced Physiology (5).

Winter Term—A Foreign Language (5); Physics (5).

Spring Term—A Foreign Language (5); Biology (5).

## JUNIOR YEAR.

Fall Term—A Foreign Language (5); English Literature (5).

Winter Term—A Foreign Language (5); History of Education (5).

Spring Term—A Foreign Language (5); English Literature (5); History of Education (5).

## SENIOR YEAR.

Fall Term—Psychology (3); English Literature (5).

Winter Term—Logic (4); Astronomy (4); Psychology (3).

Spring Term—Science of Education (4).

## REQUIRED SUBJECTS FOR THE DEGREE OF BACHELOR OF SCIENCE.

## FRESHMAN YEAR.

Fall Term—Latin (5); German (5); Solid Geometry (5).

Winter Term—German (5); Latin (5); Algebra (5).

Spring Term—German (5); Latin (5); Plane Trigonometry (5).

## SOPHOMORE YEAR.

Fall Term—French (4); Spherical Trigonometry (4).

Winter Term—French (4); Analytical Geometry (4).

Spring Term—French (4); Biology (5).

## JUNIOR YEAR.

Fall Term—Physics or Mechanics (4); English Literature (5); Chemistry (4).

Winter Term—Physics (4); Chemistry (4).

Spring Term—Physics (4).

## SENIOR YEAR.

Fall Term—Advanced Botany or Geology (4); Psychology (3).

Winter Term—Logic (4); Astronomy (4); Psychology (3).

The figures in parenthesis indicate the number of exercises per week. To the obligatory work there should be added eighty exercises in Elocution and sixty in Pedagogy—the latter in the early part of the course. It is believed that the above four courses are equal in educational value, and all require about twenty-five hundred hours of class-room work for their completion. In addition to the obligatory subjects the students will be permitted to elect any other for which in the judgment of the Faculty he is prepared.

## Conspectus of Preparatory Courses.

FIRST YEAR—First Term.			
<i>Classical.</i>	<i>Philosophical.</i>	<i>Scientific.</i>	<i>Pedagogical.</i>
Latin, Grammar and Reader. English, Grammar and Com- position. Arithmetic.	Latin, Grammar and Reader. English, Grammar and Com- position. Arithmetic.	Latin, Grammar and Reader. English, Grammar and Com- position. Arithmetic.	Latin, Grammar and Reader. English, Grammar and Com- position. Arithmetic.
Second Term.			
Latin, Grammar and Reader. English, Grammar and Com- position. English Literature.	Latin, Grammar and Reader. English, Grammar and Com- position. English Literature.	Latin, Grammar and Reader. English, Grammar and Com- position. English Literature.	Latin, Grammar and Reader. English Grammar and Com- position. English Literature.
Third Term.			
Viri Romae. Waddy's Rhetoric. Geography, Physical.	Viri Romae. Waddy's Rhetoric. Geography, Physical.	Viri Romae. Waddy's Rhetoric. Geography, Physical.	Viri Romae. Waddy's Rhetoric. Geography, Physical.
SECOND YEAR—First Term.			
Viri Romae. Greek, Grammar and Reader. History of the United States.	Viri Romae. Zoology. History of the United States.	Viri Romae. Zoology. History of the United States.	Viri Romae. Zoology. History of the United States

Second Term		Third Term.	
Viri Romae and Cicero's First Oration against Catiline. Greek, Grammar and Anabasis begun. History of England.	Viri Romae, etc. Physics. History of England.	Viri Romae, etc. Physics. History of England.	Viri Romae, etc. Physics. History of England.
Catilinarian Orations, II, III, IV. Greek, Grammar and Anabasis General History.	Catilinarians, II, III, IV. Civil Government. General History.	Catilinarians, II, III, IV. Civil Government. General History.	Catilinarians, II, III, IV. Civil Government. General History.
THIRD YEAR—First Term.			
Cicero's Oration pro Archia, pro Marcello and first Philippic. [pic. Algebra begun.	Cicero's Oration pro Archia, pro Marcello and first Philippic. [pic. Algebra begun.	Cicero's Oration pro Archia, pro Marcello and first Philippic. [pic. Algebra begun.	Cicero's Oration pro Archia, pro Marcello and first Philippic. [pic. Algebra begun.
The Aeneid, I, II, III. Homer's Illiad. Greek Prose. Algebra continued.	The Aeneid, I, II, III. German continued. Algebra continued.	The Aeneid, I, II, III. German continued. Algebra continued.	The Aeneid, I, II, III. German continued. Algebra begun.
The Aeneid, IV, V, VI. Homer's Illiad, three books. Greek Prose. Plane Geometry. Rhetoric.	The Aeneid, IV, V, VI. German continued. Plane Geometry. Rhetoric.	The Aeneid, IV, V, VI. German continued. Plane Geometry. Rhetoric.	The Aeneid, IV, V, VI. German continued. Plane Geometry. Rhetoric. Methods of Teaching. Systematic Botany. Plane Geometry. Rhetoric, Genuing.

REMARKS:—In the Pedagogical Course two years or six terms of English Literature may be taken instead of the Latin, and much stress is laid on a good knowledge of English in all the courses. Those who have completed any of them are expected to read well and understandingly, to write English correctly and to have some knowledge of literature. At least eighty hours of class work in Reading and Elocution must be taken by those who expect to pursue work in the latter branch. Students who have completed the Pedagogical Course will receive diplomas if they desire. The fee for this diploma is three dollars.

# List of Students.

## COLLEGIATE DEPARTMENT.

### POST GRADUATES.

Brookover, Charles, B. Ped.....	Athens
Copeland, Charles Moffatt, B. Ped..	Athens
Roach, Minnie Orma, Ph. B.....	Athens
Schofield, Frank Crain, A. B.....	Fayetteville, Mo.
Schwefel, Caroline, A. B.....	Athens
Wilson, H. Roy, A. B.....	Hamden Junction

### CLASS OF 1896.

Bebout, James.....	Logan
Black, Anna Mildred.....	Glen Ebon
Burns, Esther Helen.....	Athens
Copeland, Charles Moffatt.....	Athens
Cornwell, David Benjamin.....	Athens
Douglas, Stephen Arnold.....	Waco, Texas
Half, Samuel.....	Circleville
Hoover, Benjamin Franklin.....	Lodi
Kindt, George Abraham Lincoln.....	Mauch Chunk, Pa.
McCulloch, Alva Wright.....	Mt. Hope
McCune, Samuel Levi.....	Athens
Roach, Minnie Orma.....	Athens
St. Clair, Anna May.....	Portsmouth
Schwefel, Caroline.....	Athens
Shepard, Cassius M. M.....	Burr Oak
Thomas, David Hollis.....	Cheshire
Thomas, William Alexander.....	Athens
Ullom, Mary Elliott.....	Athens
Wilson, H. Roy.....	Hamden Junction

### SENIORS.

Atkinson, John Hampton.....	Nelsonville
Beveridge, John Harrie.....	Buck Run
Cobb, Nellie Bly.....	Wellston

Connett, Della May.....	Athens
Dailey, W. Bert.....	Athens
Foss, Ashley Francis.....	Chicago, Ills.
Foster, Zella.....	Point Rock
Gillett, Nita Elizabeth.....	Athens
Hill, Linna Harriet.....	Athens
Hobson, Rebekah Estella.....	Athens
Jones, Anna Marie.....	Athens
Jones, John Wesley.....	Oak Hill
LeFavor, Zenia Estella.....	Athens
Mayer, Harry Walter.....	Sacramento, Pa.
Miller, John Lewis.....	Langsville
Moulton, Frank Warwick.....	Lucasville
Osborne, Addison Pratt.....	Athens
Shumate, William Jasper.....	Oak Hill
Smith, Charles Clement..	Pleasant Run

## JUNIORS.

Batterson, Frank John.....	Athens
Cornwell, Alma Elizabeth.....	Athens
Craig, Florence Maude .....	Athens
Hahn, George V.....	Coshocton
Murdoch, Lucie Marnelle .....	Chillicothe
O'Bleness, Charles Garnett.....	Athens
Reah, Grace.....	Zaleski
Scott, Winfield Kenath.....	Athens
Fowsley, Mabel Leone.....	Athens
Tullis, Don Delano.....	Longreach W. Va.
Ullom, Josephus Tucker.....	Athens
Wickham, Ada Ann.....	Glen Ullin, N. Dak
Weethee, Lucy Wilkins .....	Millfield

## SOPHOMORES.

Bennett, Gilbert Abel.....	Amesville
Bennett, Newman Hall.....	Jacksonville
Bolinger, Michael H.....	Nelsonville
Brown, George Wilber.....	Piketon
Clayton, David Roy.....	Athens
Garber, Ginevra Edna.....	Athens
Gist, Grace Lilla.....	Athens
Hastings, Laura Matilda.....	Athens

Heizer, Charles Francis.....	Georgetown
Henderson, John Frederick.....	Rowland
Henson, Clarence Cherington.....	Clay
Hooper, Dolly.....	Athens
Hoover, Bertha Blanche.....	Athens
Houston, Virginia Miller.....	Warwick, N. Y.
Kohberger, Henry Paul ..	Warwick, N. Y.
Kaler, Charlotte Rannels.....	Athens
Kaler, Mary Engle.....	Athens
Koons, Stella Irene.....	Athens
Lash, Eli Reynolds, Jr.....	Athens
Millar, Charles William.....	Wakefield
Pickett, Ada Blanche.....	Athens
Renz, Bessie Rose.....	Athens
Rink, Albert Otto.....	Athens
Risley, Walter John.....	Logan
Taylor, George Mountford.....	McConnelsville
Thomas, Orin Gould.....	Athens
Wilson, Blanche Nellie.....	Athens

## FRESHMEN.

Bahrman, Harry Rockafeller.....	New Milford, N. Y.
Batterson, George Andrew.....	Athens
Bean, Lonzo Gardner.....	Athens
Blackwood, Edith Pearl.....	Athens
Blackwood, Lulu Emma.....	Athens
Bradshaw, Alice May.....	Athens
Casto, Lillian Dorcas.....	Parkersburg, W. Va.
Cline, Cecil Roy.....	Mt. Blanco
Connett, Mabel Elizabeth.....	Athens
Eikenberry, Charles Murray.....	Camden
Evans, Margaret Lucile.....	Athens
Fuller, Nellie May.....	Athens
Herrold, Mabel Maud.....	Athens
LeFavor, Della Amanda.....	Athens
Lewis, Mary Adelyn .....	Lee
Linscott, Albert Franklin.....	Amesville
Merwin, Erwin Clyde.....	Athens
Morse, Bert Edmund.....	Athens
Ogier, Willian John.....	Hamden Junction
Pickett, James Ernestine.....	Nelsonville

Roberts, John Ellis.....	Lysander
Shaw, Elizabeth.....	Athens
Sheldon, Thomas Henry.....	Athens
Skinner, Beverly Oden.....	Redfield
Sloane, Justine Alice.....	Ironton
Smith, Blanche Estelle.....	Athens
Smith, Elizabeth Della.....	Athens
Stearns, Clifford Heald.....	Washington, D. C.
Townsend, Mary Allen.....	Athens
Tullis, Flora Blanche.....	Longreach, W. Va.
Voorhees, Leon Vaughn.....	Frankfort
Welch, Philip Johnson.....	Athens
Welch, Thomas Cadwallader.....	Athens
Wickham, Mabel Leona.....	Glen Ullin, N. Dak.
Wilson, Mabel Zoe.....	Athens
Wood, Mary Ellen.....	Athens

## IRREGULAR AND SPECIAL STUDENTS.

Baird, Harriet.....	Nelsonville
Brown, Elizabeth Ina.....	Millfield
Burns, Esther Helen, A. B.....	Athens
Curran, Bernard F.....	Corning
Foster, Israel Moore, Ph. B.....	Athens
Gist, Dorothy.....	Athens
Grosvenor, Grace, Ph. B.....	Athens
Hildrup, Hattie Sophia, B. L.....	Athens
Linton, Nancy Elvira.....	Athens
McCune, Martha Hull.....	Athens
McCune, Samuel Levi, Ph. B.....	Athens
Martzolff, Clement Luther.....	Buchtel
Meloy, Sue.....	Athens
Moore, Stella McGrath.....	Athens
Pilcher, Thomas Milroy.....	Athens
Poston, Lulu.....	Nelsonville
Roach, Sarah Maud.....	Athens
Rochester, Mrs. F. C.....	Athens
Super, Francis Henry, B. S.....	Athens
Thomas, William Alexander, A. B.....	Athens
Ullom, Mary Elliot, A. B.....	Athens
Weethee, Mrs. J. P.....	Millfield
Welch, Ella Cadwallader.....	Athens
Wilson, Olive Amanda.....	Athens



## THIRD PREPARATORY.

Baker, Fay Athens.....	Athens
Barr, Fred W.....	Brice
Black, Jennie.....	Glen Ebon
Brown, Minnie Frances.....	Athens
Brown, William Allen.....	Athens
Caldwell, George Washington.....	Lottridge
Caldwell, James Everett.....	Canby, Cal.
Casto, Dorr Clayton.....	Parkersburg, W. Va.
Chaney, James William.....	Bourneville
Dew, Perley Leroy .....	Athens
Eckley, Elma Garnett.....	Athens
Evans, Jacob Claire.....	Athens
Gibson, Elza Goodspeed.....	Athens
Gibson, Ned Curfman.....	Amesville
Gibbs, Austin Josiah.....	Athens
Griest, William Franklin.....	Pennsville
Hambleton, Benjamin Franklin.....	Hooksburg
Hill, Myrtle Lucile.....	Guysville
Irwin, Rochester.....	South Perry
James, Arthur Ellsworth.....	Wellston
James, Frederick Murphy.....	Logan
Johnson, Fred Preston.....	Trimble
Koons, Eva Maud.....	Athens
Koons, Inez Leona.....	Athens
McLane, Arwillla Carrie.....	Athens
Matheny, Charles Morris.....	Mansfield
Miles, Albert Garfield.....	Athens
Mohler, Elizabeth Dorcas.....	Lee
O'Bleness, Ralph Alphonzo.....	Athens
Paine, Howard Shepherd.....	Hamden Junction
Pilcher, Benjamin Luther.....	Canaanville
Rardin, Adda May.....	Athens
Reah, Mary.....	Zaleski
Reese, David.....	Shawnee
Renz, Cora Frederica.....	Athens
Riley, Ethel Eleanor.....	Athens
Riley, Mary Martina.....	Athens
Robbins, Eva.....	Mineral
Robbins, Henry Oscar.....	Mineral
Robbins, Martha.....	Mineral

Robbins, Mary Elizabeth.....	North Branch, N. J.
Root, Alexander.....	Big Run
Sloane, Jessie Pauline .....	Athens
Somers, Alice Mary.....	Athens
Stewart, Edith Fulghum.....	Tupper's Plains
Travis, John Francis.....	Green Camp
Treber, Ina Edna.....	West Union
Walsh, Anna Gertrude.....	Athens
Warden, Mary Elizabeth.....	Athens
Wells, Harry Bundy.....	Wellston
Williams, Joshua Handel.....	Oak Hill
Witman, Dwight Newcomb.....	Athens
Yeager, Thomas Hyatt.....	Portsmouth

## SECOND PREPARATORY.

Alexander, Inez Boyd.....	Athens
Allen, Mary Besse.....	Hebbardsville
Althar, Edward Downing.....	Jackson
Andrews, Daisy.....	Derthick
Armstrong, Elmer .....	Hebbardsville
Atkins, Mary Madge.....	Snowville
Atkins, Nancy Maud.....	Snowville
Atkinson, Lynna Myrtle.....	Nelsonville
Atwood, Eva Marthina... ..	Athens
Barker, Dora Belle.....	Athens
Batterson, Mayme Alice .....	Athens
Bay, Isabel Jane.....	Museville
Bean, Parrill.....	Guysville
Beattie, Estella Maud.....	Nelsonville
Beckler, Herbert Sheldon .....	Athens
Beebe, Cora Dell.....	Stewart
Bell, Katherine.....	Athens
Bellows, Lawrence Harper.....	Marshfield
Bennett, Dora Adeline.....	Mountville
Bethel, Lucile May.....	Athens
Beverage, Leonora.....	Marshfield
Beverage, Lorena.....	Marshfield
Biddle, Ada Augusta.....	Fisher
Biddle, Frank.....	Fisher
Boden, Corrilla Theresa.....	Marshfield

Brill, Leora Lena.....	Broadwell
Brown, Emma Lilly.....	Grosvenor
Brown, Ethel Mary.....	Grosvenor
Brown, Lulu Cecile.....	Athens
Caldwell, Josephine.....	Coolville
Cameron, Charles Edward.....	Athens
Carlton, Anna Matilda.....	Coolville
Carr, James Dent.....	Athens
Conner, May Sherwood.....	Athens
Cook, Florence Ora.....	Beebe
Cooley, George William.....	Mt. Blanco
Cooley, Guy Bower.....	Athens
Curry, Lena.....	McArthur
Curtis, Grace Undine.....	Athens
Dailey, Irma Mabel....	Athens
Danford, Monford Elijah.....	Athens
Dean, Amanda Melissa.....	Athens
Dent, Bessie Maud.....	Hebbardsville
Deshlie, Margaret Gertrude.....	Logan
Dew, Cassius Guy.....	Nelsonville
Dew, Stanley.....	Nelsonville
Dixon, Floyd.....	Athens
Doan, Hattie Elzina.....	Frost
Downey, Wilber.....	Judson
Droz, Adolphus Charles.....	Guysville
Dugan, John Wesley.....	Rehoboth
Falls, Ida Lenore.....	Bishopville
Figley, Charles Clifford.....	Athens
Frost, Stella.....	Coolville
Gist, John Dent.....	Athens
Hammond, Frederick Louis.....	Guysville
Harris, May Putnam.....	Athens
Hatch, Henry Arlow.....	Frost
Hatch, Mattie Marie.....	Frost
Hedges, Fred Augustus.....	Athens
Hooper, Olah Angell.....	Athens
Hope, John Thomas.....	Athens
Hopkins, Hannah Jane.....	Downington
Hopkins, Kate Amanda.....	Downington
Howard, Charles Albert.....	Athens
Howard, Effie Luella.....	Athens

James, Florence Ann.....	Hixon
Johnson, Ernest Ross.....	Hanesville
Jones, Willie.....	Guysville
Kaler, Joseph Watson.....	Athens
King, Hoit Stimson.....	Mineral
King, Nora Alice.....	Mineral
Kirkendall, Emmet Royal.....	Lysander
Laverty, Adam James.....	Jacksonville
Leyden, Anna X.....	Buchtel
Lovell, Earl Blaine.....	Joy
Lovell, Lucile Spurr.....	Lathrop
Lovell, Paul Vane.....	Joy
Lowry, Frank Sprague.....	Athens
McBeth, Waldo David.....	Bowerston
McMurray, John Boyd.....	West Middletown, Pa.
McPherson, Joseph Elwyn.....	Jasper
Malone, Anna Cecilia.....	Coolville
Matheny, Lou Ella.....	Marshfield
Michael, Edgar Clark.....	Athens
Mills, Nihle Eugene.....	Guysville
Mourne, Maud Lillian.....	Nelsonville
Neff, Mary Belle.....	Anvil
Neff, Nora.....	Key
Nixon, Bertha Evelyn.....	Buchtel
Nunemaker, Tunis.....	Logan
O'Bleness, Mamie Lulu.....	Athens
Patterson, Alice Gertrude.....	Hebbardsville
Patterson, Edna, Cina.....	Hebbardsville
Powell, Flora.....	Broadwell
Pugh, Ruth Emile.....	Nelsonville
Reed, Howard Franklin.....	Hemlock
Rickey, Lester.....	Creola
Roach, Clarence Wayne.....	Athens
Roach, Nellie Ostella.....	Athens
Roach, Orr Rufus.....	Athens
Roberts, Blanche.....	Millfield
Robinett, Stephen Edward.....	Marshfield
Root, Edna.....	Athens
Russell, Mazie Alma.....	Athens
Russell, Nettie Gertrude.....	Vanderhoof
Sackett, Florence Margaret.....	Athens

Sayre, Corbitt Ruel.....	Sayre
Scott, Jennie Beatrice.....	Nelsonville
Shamel, George Maynard.....	Pleasanton
Sheffield, Alice May.....	Carbondale
Sheldon, Bessie.....	Athens
Sheldon, Walter Rice.....	Athens
Shepard, Carl Dunkle.....	Stella
Sidders, Mabel Glendora.....	Athens
Siniff, Orin Virgil.....	Athens
Snow, Grace Leota.....	Athens
Southerton, Nona Cecil.....	Athens
Sprague, Jennie Edith.....	Millfield
Strate, Lenetta May.....	Roseville
Talbott, Roy Winton.....	Sargents
Taylor, Charles Stanley.....	Wakefield
Thomas, Edward Morgan.....	Delaware
Thomas, Lewis Stewart.....	Langsville
Thomas, Mary Gwendolyn.....	Athens
Tinker, Eugene.....	Austin
Tripp, Homer Floyd.....	Jackson
Walker, Maud I.....	Athens
Walker, Nellie Hutchens.....	Athens
Ward, Winifred.....	Buchtel
Warden, Winifred Augusta.....	Athens
Welling, Clara Leora.....	Chauncey
Welling, Michael Clifford .....	Chauncey
White, Gershom Franklin.....	Hooksburg
White, Rolley Anson.....	Nelsonville
Wiley, Lola Claire.....	Guysville
Williams, Mary Margaret.....	Shade
Wilson, Flora Lavene.....	Young Hickory
Wilson, Ida Althea.....	Nelsonville
Wollett, Harley Anson.....	Haydenville
Wood, James Perry.....	Athens
Wood, John Vorhes.....	Athens
Wood, Mary.....	Zelda
Wood, Victoria Almeda.....	Zelda
Workman, Albert Clinton.....	Jelloway
Zimmerman, George Alexander.....	Lee

## FIRST PREPARATORY.

Bartlett, Harry Guthrie.....	Athens
Bean Parrill.....	Guysville
Bell, May Florence.....	Mineral
Brown, Alfred Oscar.....	Athens
Clendenin, Antoinette.....	Lee
Dailey, Orville Davis.....	Lee
Dulaney, Harlan Herbert.....	Mountsville
Hopkins, Weltha Vianna.....	Downington
Howard, Minnie Beatrice.....	Millfield
Imes, Leroy Laney.....	Marshfield
Jacoby, Gertrude.....	Sand Run
Kern, Margaret Mabel.....	Athens
King, Samuel Warren.....	Mineral
Koons, Herman Lloyd.....	Athens
Macklin, Leo Patrick.....	Athens
Miller, Artemas Roy.....	Scranton, Miss.
Mills, Clara Ginevra.....	Athens
Moss, Josiah Alvin.....	Broadwell
Peters, John Herman.....	Athens
Petitt, Rebecca May.....	Oakdale
Powell, Flora.....	Broadwell
Rochester, Alexander.....	Athens
Roush, Pearl.....	Athens
Russell, Kyle Denton.....	Lee
Sheldon, Sadie M.....	Athens
Shepard, Lydia Ann.....	Burr Oak
Snow, Dalton Clifford.....	Athens
Snow, Herbert Lindley.....	Athens
Snyder, Orin Earl.....	Mountville
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	<hr/>
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# Alumni Association.

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## Constitution.

ARTICLE I. This Association shall be called the "Alumni Association of the Ohio University."

ART. II. The Officers of the Association shall be a President, Vice President, Secretary, Treasurer, and an Executive Committee, consisting of three members, to be chosen annually.

ART. III. The annual meetings of this Association shall be held in connection with the Commencement exercises of the University.

ART. IV. The object of this Association shall be to cultivate fraternal relations among the Alumni of the University, and to promote the interests of our Alma Mater by the holding of social reunions, by literary exercises, or by such other means as the Association may, from time to time, deem best.

ART. V. Any member of the Faculty, and graduate of the University, also anyone who has spent three years in the college classes of the University, and has been honorably dismissed, may, by the payment of one dollar and the signing of the Constitution, become a member of this Association.

ART. VI. This Constitution may be altered or amended at any annual meeting, by a vote of two-thirds of those present at such meeting.

ART. VII. *Amendment.* The members of this Association shall each pay into its treasury an annual fee of one dollar, and the sum so paid shall be expended in defraying the expenses of the annual reunion.



OFFICERS OF THE ALUMNI ASSOCIATION FOR 1896-7.

President, E. J. Jones, Class of '73.

Vice-President, Mabel K. Brown, Class of '89.

Secretary, B. O. Higley, Class of '92.

Treasurer, H. E. Dickason, Class of '77.

EXECUTIVE COMMITTEE.

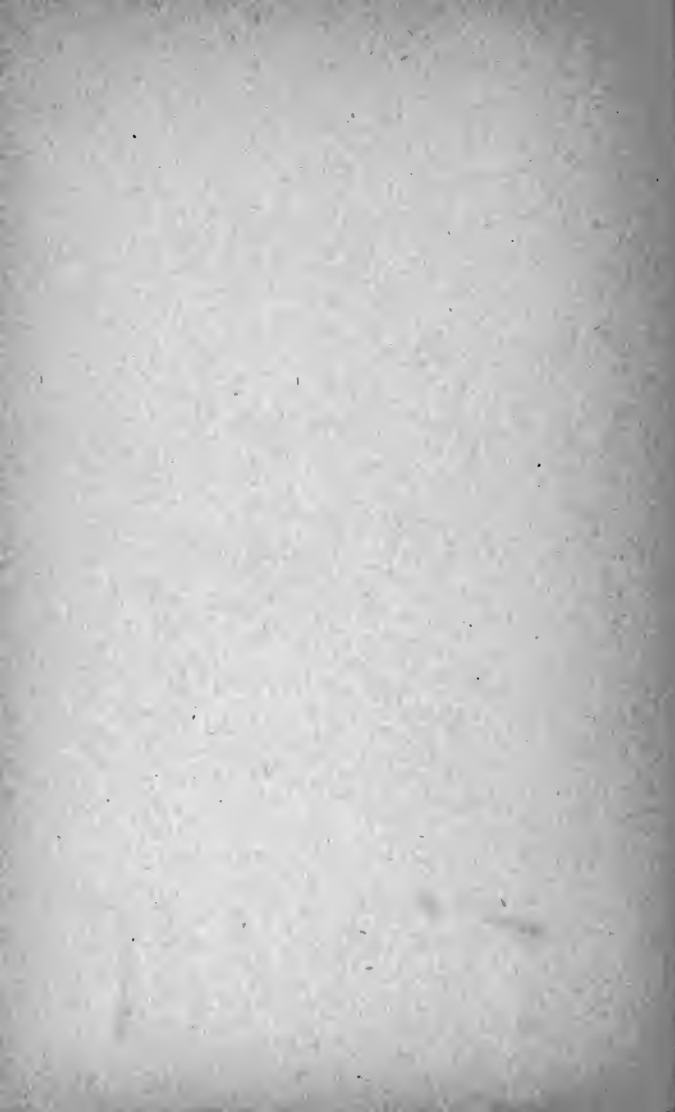
E. J. Jones, '73.

L. M. Jewett, '61.

L. G. Worstell, '88.

Margaret Boyd, '73.

T. R. Biddle, '91.



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