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ANNUAL CATALOGUE

OF

OHIO UNIVERSITY

1903-1904.

ATHENS, OHIO
Published by the University
1903.

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OHIO UNIVERSITY, ATHENS, OHIO

The building to the left of the center is the oldest building for higher education in the original Northwest Territory

CATALOGUE

—OF—

OHIO UNIVERSITY

ATHENS, OHIO

1902-1903

—AND—

CIRCULAR OF INFORMATION

—FOR—

1903-1904

PUBLISHED BY THE UNIVERSITY
1903

"Religion, morality, and knowledge, being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged."

Article 2, Ordinance of 1787.

*"That there shall be an University instituted and established in the town of Athens * * * for the instruction of youth in all the various branches of the liberal arts and sciences, for the promotion of good education, virtue, religion, and morality, and for conferring all the degrees and literary honors granted in similar institutions."*

Section 1, Territorial Act, January 9, 1802.

"Whereas, Institutions for the liberal education of youth, are essential to the progress of arts and sciences, important to morality, virtue, and religion, friendly to the peace, order and prosperity of society, and honorable to the government that encourages and patronizes them," etc.

Preamble, Act of Ohio Legislature Establishing the Ohio University at Athens, February 18, 1804.

OHIO UNIVERSITY

AND

THE STATE NORMAL COLLEGE

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Assistant in Biology.

GEORGE E. MCLAUGHLIN,
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NEIMAN RICHARD CUNIUS,
Instructor in Penmanship and Mechanical Drawing.

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Assistant in Physics.

EUGENE V. TUTTLE,
Assistant in Chemistry,

CHARLES G. MATTHEWS, PH. M.,
Assistant Librarian.

CARRIE A. COWDEN,
Critic Teacher, First-Year Grade.

AMY M. WEIHR, PH. M.,
Critic Teacher, Second and Third Grades.

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* Including Professors and Instructors in all Colleges of the University save those connected with the Cincinnati College of Dental Surgery and the Cincinnati College of Pharmacy.

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Professors Wilson, Bachman, Mercer, Mills, and Hoover.

SPECIAL CASES OF DISCIPLINE.

Professors Bentley, Atkinson, Copeland, and Treudley.

COLLEGE PAPER—"THE MIRROR."

Professors Chubb, Higley, Doan, Treudley, and Chrisman.

MODEL SCHOOL.

Professors Williams, Waite, Bachman, Chrisman, and Gaskell.

GENERAL INFORMATION

OHIO UNIVERSITY

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 & Ohio Southwestern railroad and its branches; from the central and northern portions of the State by the Columbus, Hocking Valley & Toledo, and Kanawha & Michigan railways. By these routes it is about one hundred and sixty miles east from Cincinnati and seventy-five miles southeast from Columbus. The sanitary arrangements of the town are unsurpassed. Its principal streets are paved; it is provided with waterworks and sewerage; its board of health is vigorous and efficient. There are few towns in the country that are more desirable as a place of temporary or permanent residence than Athens.

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

CAMPUS AND BUILDINGS AS VIEWED FROM THE NORTH

striking 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 greensward 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 it presents a charming view. The remainder of the campus, which is 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 means 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 chapel building in the rear of the central building is used by the College of Music. In the second story are society halls with committee rooms attached.

The new building, known as Ewing Hall, is one of the finest college buildings in southeastern Ohio. It is a T-shaped structure, four stories high including basement, and measures 156 feet in length by 131 in depth. Within is an auditorium, with gallery, furnishing seating capacity for about nine hundred people. It contains a president's office, nine recitation rooms with professor's offices attached, the laboratories of the Department of Physics and Electricity, a trustees' and secretary's office, the rooms of the Commercial College, art rooms, and a gymnasium in the basement with four thousand square feet of floor. The methods of heating and arrangement of detail are modern and well-adapted to educational work.

The new Normal College building, a cut of which is given herein, is located about sixty-five feet from the west side of University Terrace and faces the east. The plans and specifications, prepared by Frank L. Packard, of Columbus, Ohio, call for a building thoroughly modern and up-to-date. Among the things held in mind in planning the building were its fitness for the work to be done in it, its sanitary and hygienic conditions, its safety in construction, its fire-resisting quality, and its architectural design showing art, culture, and refinement.

The design is the modernized treatment of the Italian Renaissance. The building will have, when completed, a frontage of two hundred and twenty-three feet and a depth of sixty-eight feet, the main or central portion being four stories high and the lateral wings three stories high. First quality vitrified clay block, of a reddish brown color with a rough sand finish, is used in the construction. These clay blocks are about one and one-half times larger than the standard size brick and when laid up in bold courses of four tiers, in mortar same color as the brick, appear as one course eighteen inches wide; then comes a course of standard size red brick set back from the face of the dark brown brick one inch, continuing in this manner from the base course at the grade line to the top of the second story with the same treatment, thence up the corner of the remaining stories in the form of quoins. The body of the wall above the first two stories is of dark red face brick, laid in red mortar. Surmounting these walls is a cornice three and one-half feet high by five feet projection. The entire building is covered with a hip roof laid with horn pattern red tile, broken only by the dormers. The trimmings of the walls and the openings and entrances of the buildings are of buff oolitic limestone.

The main and central entrance, the prime feature of the design, is two stories in height, built of stone with enriched ornaments. This stands out strong and bold and is the only emphasized portion of the design. The construction of the entire design was with a view to symmetry and balance.

The interior side walls of the corridor in the ground floor, first, second, and third floors, are wainscoted from the floor up to a point five feet above with glazed brick. The walls and ceilings above this wainstcoting are plastered in sand finished

mortar. All rooms throughout the building have wainscoting five feet high of Keene's cement. The walls and ceilings above this wainscoting are finished in a gray sand finish, it being the idea to pay special attention to the interior finish of the floors and having as little wood work as possible around the doors and windows and without base, except a cove at the intersection of the cement wainscoting and floor.

The system of heating and ventilation is known as the hot blast or fan system, being installed so as to be capable of renewing the air in the building every fifteen minutes.

Particular attention has been paid to the lighting of the rooms, which have ample outside glass area to meet the requirements in this particular. All corridors and stairways throughout the building are straight and fire resisting and ample to comply with the laws of the state governing such buildings.

On the ground floor are located individual lockers for the students where they may place their books, wraps, etc. There are also a store-room for books, general store-room, stack-room for library, work room, students' lunch room, gymnasium, physical director's room, general lavatories and toilet rooms for students. The heating and ventilating apparatus is also located on the ground floor.

On the main floor, and opening off of the main central entrance, is located a general reception room on the right with connecting office and lavatory. On the left of the entrance is a class room with professor's private room having lavatory connecting.

Leading from the main central corridor, which divides the building in its length, are six class rooms of ample size to accommodate classes of forty students. The library is located on this floor and occupies the right wing of the building, with reference room and lavatory connecting. Class rooms occupy the left wing.

On the second floor, which is reached by two broad iron stair cases, are located seven class rooms with professors' retiring rooms and lavatories. The left wing of this floor is occupied by the Biological Department, and in the right wing is located the Assembly Hall.

On the third floor of the main central building are located two large class rooms and two laboratories.

The main, central portion of the building, which is in course of construction, will be finished by September, 1903.

Women's Hall

This is located nearly opposite the north entrance of the campus. It is a fine, commodious brick structure, heated by steam, where beautiful rooms are occupied by women teachers and students. Excellent boarding can be had at moderate cost at the hall.

Hereafter all young women who are not residents of Athens will be required to reside in the dormitory unless the rooms are all occupied. Only in special cases will exceptions be made. This regulation has been adopted with a view solely to the best interests of the young women themselves and not with any purpose to restrict them in the enjoyment of every legitimate privilege. It is the aim of the management to make the place as attractive and pleasant as possible and at the same time to keep the cost as low as is consistent with the accomodations provided. The cost will range from $3.25 to $4.00 per week according to size and location of room. Everything is furnished except soap and towels. About thirty young women can be received.

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 Ohio University is liberally provided. The college and society libraries contain about 16,000 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, under certain limitations, to the students. The reading-room furnishes access to the latest contributions on all topics under current discussion. Some of the largest 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, Biology, and Electrical Engineering are well equipped with valuable apparatus, which is put at the personal disposal of the student. The 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 more than a score of 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, resist-

ances, galvanometers, condensers, magnetometers, induction coils, batteries, Wheatstone bridges, various forms of reversing switches and keys, electrometers, standard cells, electrodynamometers, and a great deal of other apparatus suited to the general demonstration of the subjects of electricity and magnetism, and to the requirements of the electrical course outlined elsewhere in this catalogue. In addition to this there is ample equipment for individual laboratory work in both the beginning and advanced courses.

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 supplied 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

Excellent sets of maps, chiefly those of Kiepert and others published by Rand, McNally & Co., intended to illustrate the physical features and political changes of the historical countries of Europe and the East, have 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 students' 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.

Ohio University recognizes, and gives full credit to, the classification of high schools made by the State Commissioner of Common Schools. Graduates from high schools of the *first* grade can enter the Freshman class of the University or the State Normal College *without examination,* ample opportunity being given them to make up required work in which they may not have reached full college standing. Graduates of high schools of the *second* grade can enter the third year of some one of the courses of the State Preparatory School.

In all cases where students seek to enter any of the colleges or departments of the University, *without examination,* a "Certificate of Application for Admission," stating the subjects satisfactorily passed in the high-school course and signed by the local superintendent of schools or principal of the high school, must be presented. Certificates, enabling prospective students to comply with the conditions herein stated, will be sent to all applying for them.

Candidates for advanced standing are, in all cases, examined 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.

Women are admitted to all departments of the University on the same terms and under the same conditions as those prescribed for 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 deportment. A low standing in 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 be-

cause of immorality or because of habitual neglect of his college studies, he will be requested to withdraw. But in the latter case, his parents will first be notified, and if he is 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 a 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 general exercises 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 student's 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

EWING HALL

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 Association

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.

Fees

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

Piano, elementary	$12 00
Piano, advanced	15 00
Voice culture	15 00
Use of piano, one hour daily	2 00
Bookkeeping	5 00
Stenography and typewriting	5 00
Painting	10 00

The fees in Music include the registration fee of five dollars.

The fees named are for *each* of the three terms of the college year. In all branches of musical instruction two lessons per week are given. For full statements regarding the work of the College of Music and the Commercial College see special announcements elsewhere. Instruction in Drawing

and Vocal Music, in classes, is free to all students whose registration fees have been paid.

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 college 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 $5.00 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 $3.25 per week. By forming clubs, students may board at from $1.75 to $2.25 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 likely to be prejudicial to health and good scholarship.

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 that of 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 nearly 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	$15 00	Registration fee	$ 15 00
Board in clubs, average	80 00	Board in private family	140 00
Room	20 00	Room	30 00
Books	10 00	Books	15 00
	$125 00		$200 00

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 Athletic Association, and subscription to the college paper, "THE MIRROR." 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 lecture. 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 textbook, supplemented with such elucidations as seem 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 surrounding 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 Normal College courses are intended to fit students for the profession of teaching. A fuller statement of their 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 eighteen, unless some of the studies are *review* work, 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.

Degrees

The Bachelor's degree (A. B., Ph. B., B. S., or B. Ped.) 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 (A. M., Ph. M., M. S., or M. Ped.) 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, and have, in addition, furnished a thesis after one year's work in residence. The fee for this degree is ten dollars.

No degree will be conferred until all dues are paid.

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 on 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 a biennial revenue of about $75.00. 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, Mr. Maurice Thompson, and Mr. E. C. Stedman. The third, to Miss Virginia M. Houston, the judges being Mrs. Margaret E. Sangster, Mr. W. D. Howells, and Mr. Clinton Scollard.

The fourth award was to Miss Virginia M. Houston, Miss Willa C. MacLane, and Mr. John H. Atkinson.

For the fifth contest, which occurred in September, 1901, ten productions were submitted. The three ranking poems, in order, were as follows:

1. Via Dolorosa, Miss Willa C. MacLane, Toledo, O.
2. The Old Flag, Mr. F. C. Schofield, Dunkirk, Ind.
3. Sonnet to a Stream, Miss Virginia M. Houston, Warwick, N. Y.

The ten productions were submitted to Mrs. Ella Wheeler Wilcox, Professor C. E. Woodberry, and Professor W. H. Venable, and each acted entirely independent of the others.

There was but slight diversity of opinion among the judges as to which is entitled to rank highest, one of them placed Via Dolorosa first and the other two second. The Old Flag was put second by one of the referees, third by another, and fifth by another. The general average, however, makes it second in order of merit. One of the judges placed Sonnet to a Stream third, another fifth, and the third seventh. The general average, therefore, ranks it third in order of merit.

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.

For the information of future contestants, and others interested, the conditions of the competition for the Emerson Prize are herewith given:

Amount about $75. Date of award not later than the opening of the Fall term, 1903.

The competitors must be either graduates or students in actual attendance at the University.

The poems must be in the hands of the President of Ohio University before the opening of the Fall term, 1903.

The prize will be awarded upon the merits of the production, not its length.

Anyone having, in any contest, been awarded first prize shall not again be eligible to contest.

The judges shall be three disinterested persons appointed by the President of Ohio University and the Professor of English Literature *ibidem,* who shall independently of each other pass upon the productions submitted to them.

In the preparation of the MSS. the following regulations are to be observed:

Use the typewriter.

Use paper eight and one-half by eleven inches.

Write only on one side.

Mark the MSS. with some pseudonym or character, and send this in a sealed envelope with your name and address to the President of the University. This envelope will not be opened until the award of the judges has been made.

Literary Societies

There are two literary societies in the University, the Athenian and the Philomathean. They occupy well-equipped halls in the former chapel building. The members have opportunity to exercise themselves in Declamation, Composition, and Oratory, and to become familiar with the modes of conducting business in deliberative assemblies. Debating clubs are also formed from time to time by those students who desire to have more extended practice in the public discussion of important questions. In the annual contest in oratory between the two literary societies, James P. Wood, of the Philomathean Society, won the first prize of $30, and A. G. Elder, of the Athenian Society, won the second prize of $20.

At the Summer term, of 1902, a declamatory contest was held. The first prize of $15 was awarded to Arthur C. Everitt, of Lancaster, and the second prize of $10 was awarded to Margaret M. Cooper, of Athens.

Facilities For Physical Instruction

Gymnasium—The University has a large gymnasium which has already been equipped with considerable apparatus, and the supply is being increased from time to time. The dressing-rooms are supplied with large lockers for clothing and with hot and cold shower baths. The use of the baths and the gymnasium is free to students. In the conduct of the gymnasium the aim is not so much the development of a few gymnastic experts as the provision of wholesome exercise for the many. For this purpose regular instruction in light gymnastics is given for both ladies and gentlemen. Thirty hours' credit toward graduation is given for one year's class work.

Athletic Field — The athletic field is a level tract of ten acres, owned by the University and situated a few minutes' walk southward from the campus. The field has been

equipped especially for base-ball and foot-ball. The campus itself provides room only for tennis-courts, and for a small practice ground close by the gymnasium.

Supervision of Athletic Sports — The general supervision of athletic sports is vested in two boards; the Advisory Board and the Faculty Committee. The Advisory Board, elected by the Athletic Association, consists of five members, and represents the Faculty, the alumni, and the students. This board has charge of all financial affairs of the Athletic Association and the arrangement for intercollegiate games. The Faculty Committee, composed of three members, has charge of all matters involving the relation of athletic sports to the University; for example, the eligibility of players proposed for any University team and the investigation of charges of misconduct on the part of players. The policy of the committee is to foster the spirit of honor and gentlemanliness in athletics to suppress evil tendencies, and to see that play shall not encroach too much upon the claims of work.

NORMAL COLLEGE BUILDING
(In Course of Erection

DETAILED STATEMENT

OF THE

Departments of Instruction

Greek

CHARLES W. SUPER, *Professor.*
ELI DUNKLE, *Associate Professor.*

It is the aim of this Department to enable students to read the authors commonly read in colleges and 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, attention is drawn to those words that are etymologically related to other languages, particularly Latin, German, and English. 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 believed that a more lasting and more satisfactory impression will thus be made on 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 basis 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 the study of the Greek language, together with all that should properly be taken in connection therewith, will contribute the most important elements of a liberal education. In our Preparatory Department we have attained the best results by keeping the student to the Attic Greek exclusively. In this

way, and we believe in this way only, can he be firmly grounded in the essential forms of the most important of the Greek dialects. With it as a norm he is best enabled to understand the variations exhibited by the other dialects, even those that are older. Equivalents offered by students who have prepared elsewhere will be recognized and full credit given. The authors read in the college classes vary somewhat from year to year. During 1902-3 the following works were studied: portions of the Iliad; selections from Herodotus, Thucydides, and Xenophon; four orations of Lysias; Jones's Greek Prose; Kitchel's Plato entire; the Gospel of Luke and several of the Pauline Epistles; Euripides's Alkestis and Elektra; Sophokles's Elektra and Oedipus Tyrannus; Aeschylus's Prometheus Bound.

More important, however, than any quantity of text perfunctorily read is a knowledge of the language and a true conception of Greek life and the artistic ideals of the Greeks. The college library is well supplied with works of reference to which every student has access and which he is urged to exploit to the fullest extent. But there are certain indispensable books which he must have at his elbow if he desires to make satisfactory progress and is not content merely to get the lesson for the day. These are a standard Greek Grammar; Goodwin's Moods and Tenses; Liddell and Scott's Lexicon; Peck's Classical Dictionary; a Classical Atlas. Some of these manuals are just as useful for the study of Latin as for Greek.

Students who wish to pursue Greek beyond the prescribed undergraduate course can be accommodated with three exercises per week for three terms, the subject to be studied or the authors to be read to be selected by the professor after consultation with the candidates. In addition to subjects exclusively Greek, one term in Greek History and one term in Comparative Philology may be taken.

Latin

D. J. Evans, *Professor.*
Ella M. Moore, *Instructor.*

Admission to the Freshman class, without conditions, is given students who finish the Preparatory course of the Ohio

University, and to those who bring from first-class high schools, certificates covering the same course, or an equivalent. This course is: Cæsar, four books; Cicero, seven orations; Vergil's Aeneid, Books I.-VI.; forty lessons in Latin Composition; and Roman History to the end of the republic.

The work of the Freshman year is required for the degrees of A. B. and Ph. B., and consists of the study of De Senectute, De Amicitia, Livy, Horace's Odes and Epodes, and also weekly exercises in writing Latin. Credit of 156 hours is given.

The work of the Sophomore year is required for the A. B. degree, though 3d year Greek may be substituted for it. It includes the study of the Letters of Horace, Satires of Juvenal, selections from Seneca, Petronius, Pliny, and Quintilian. Credit of 117 hours is given.

Electives

1. A year is given to the study of the history of the Roman people to the end of the republic, dwelling especially on the development of the constitution, growth of political institutions, and territorial expansion. Credit of 156 hours is given, but no credit is allowed unless the whole year's work is done.

2. Teachers' Course: Each Spring term a class is organized to qualify advanced students for teaching such Latin authors as are generally taught in first-class high schools. College credit of 24 hours is given for this work.

3. A course in Patristic Latin Literature. Credit of 78 hours.

For 1903-4, students in Freshman Latin will provide themselves with Latin-English and English-Latin lexicons, Allen & Greenough's Latin Grammar, Bennett's De Senectute and De Amicitia, Peck's Livy, Books I., II., XXI., and XXII., Smith's Odes and Epodes of Horace, and Gow's "Classical Companion."

Students in Roman History (Elective) will be required to provide themselves with Epochs of Roman History and Classical Atlas.

The required work in Latin aims:

1. To teach students of fair ability to read understandingly the Latin authors usually studied in our colleges.

2. To enable students to translate at sight selections from Eutropius, Cæsar, Romæ Viri, and Cicero, and to write the Latin of simple English narratives.

3. To give as complete knowledge, as time permits, of Roman life and manners, customs, and political institutions.

4. To teach the pronunciation of Latin words and the scansion of Latin meters in most common use.

In the whole work the endeavor is to impress on the minds of students that the 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."

Harper's Lexicon, Kiepert's wall-maps of the Roman Empire and of various countries, Smith's Dictionary of Classical Biography, and Smith and Seyffert's Dictionaries are freely accessible to students for reference in their work.

They 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.

Mathematics and Astronomy

PROFESSOR HOOVER,

Assisted by One or More Instructors.

The course in pure mathematics embraces ten terms, distributed as follows: Algebra, four terms; Geometry, two terms; Trigonometry and Surveying, two terms; Analytic Geometry, one term; Calculus, one term. Of these, four 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 and 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. One term is given to Descriptive Astronomy.

ELECTIVES.—In this department the following electives are offered: Theory of Equations; Analytic Geometry of Three Dimensions; Differential Equations; Statics and Dynamics; Elliptic Functions; Spherical Harmonics; Quaternions; Determinants; Mathematical Optics; Least Squares; and College Astronomy.

Rhetoric and English Literature

PROFESSOR CHUBB.
ASSOCIATE PROFESSOR WILSON.

The aim of the English Department is two-fold, to train the power of expressing thought, and to cultivate an appreciation of literature. In the classes in Rhetoric the main stress is placed upon the actual work in composition done by the student. In the study of Literature the endeavor is to quicken the artistic and æsthetic sense.

The Library is the laboratory of the English Department. In the study of an author different students are assigned different works for reading. Each student then reports, sometimes in an address, sometimes in an essay, upon the results of his reading.

When studying Literature emphasis will also be placed upon the practice of composition, and in the classes in Rhetoric much attention will be given to the study of Literature.

Preparatory to College English, the student must have a thorough knowledge of Grammar, and must have completed the following six terms' work or an equivalent:

Preparatory English

First Term: Composition and Rhetoric.

Second Term: American Literature—selections from Irving, Bryant, Whittier, and Poe.

Third Term: American Literature continued—selections from Holmes, Longfellow, Hawthorne, and Lowell.

Fourth Term: English Literature—selections from Shakespeare, Milton, Pope, and Addison.

Fifth Term: English Literature continued—Wordsworth. Coleridge, Carlyle, Burns, and Arnold.

Sixth Term: Composition and Rhetoric—a study of Description, Narration, Exposition, and Argumentation.

The Amount of College English Required for Graduation

For the B. S. degree, 150 hours' credit.

For the A. B. degree or B. Ph. degree, 194 hours' credit.

For the B. Ped. degree, 254 hours' credit.

College Courses

Fall Term

1. Tennyson—A study of the Idyls of the King, In Memoriam, The Princess, and some of the shorter poems. Three hours. (Required.)

2. Shakespeare—Julius Cæsar, Macbeth, Hamlet, Othello. These plays will be studied in class. In addition four comedies will be assigned for cursory reading. One lecture a week will be given. Four hours. (Sophomore required.)

3. College Rhetoric—In this work the stress is placed upon paragraph-writing and editorials. Three hours. (Required for all degrees.)

4. 19th Century Prose Literature—Ruskin, Carlyle, and Arnold are studied in class. Four hours. (Junior required.)

5. Fiction—Lectures and discussions on the history and art of fiction. A study of "Silas Marner," and the "Scarlet Letter." Two hours. (Freshman elective) Professor Wilson.

6. The English Bible—This course is offered by several professors. It is open to all. One hour. Given each term.

Winter Term

7. EMERSON—The prose of Emerson is studied, also Chubb's "English Words." Three hours. (Freshman elective.)

8. SHAKESPEARE—A study of the English Historical Plays in chronological order, King John, Richard II., Henry IV., Henry V., Henry VI., Richard III., and Henry VIII. Four hours. (Open to all who have taken the first term in Shakespeare.)

9. PUBLIC SPEAKING AND ARGUMENTATION—This course is to give a training in public speaking, special stress being placed upon argumentation. It is not intended to be a course in formal logic, but a study of the principles of argumentation as used in every-day life. Each student will appear at least once during the term in a public debate given in the University Auditorium. Alden's "Art of Debate" is the text used in connection with the study of specimens of argumentation. Open to all who have taken Course 3. Three hours.

10. BROWNING—A study of his shorter poems. Three hours. (Senior elective.)

11. CRITICISM—The Analytics of Literature. Three hours. (Senior elective.) Professor Wilson.

Spring Term

12. BYRON, KEATS, AND SHELLEY. Three hours. (Freshman elective.)

13. CHAUCER. Four hours. (Sophomore elective.)

14. HISTORY OF ENGLISH LITERATURE—A text is studied and each member makes a special study of a topic assigned. Four hours. (Junior required.)

Before taking this course, students are required to have read a number of English masterpieces. This list can be had upon application.

15. MILTON—Two hours. (Senior elective.) Professor Wilson.

16. WORDSWORTH—This course will alternate with 15. (In 1904, Milton will be offered.)

17. BROWNING—The Ring and the Book. Open to those who have taken Course 10. Three hours.

History, Economics, and Political Science

PROFESSOR HIGLEY.

Modern European History

The growth and development of the great nations of the present time will be studied. Especial attention will be given to the countries of modern times whose history is closely connected with that of the United States. The evident decline of some of the nations of modern Europe will be noted and an attempt will be made to find the reasons therefor.

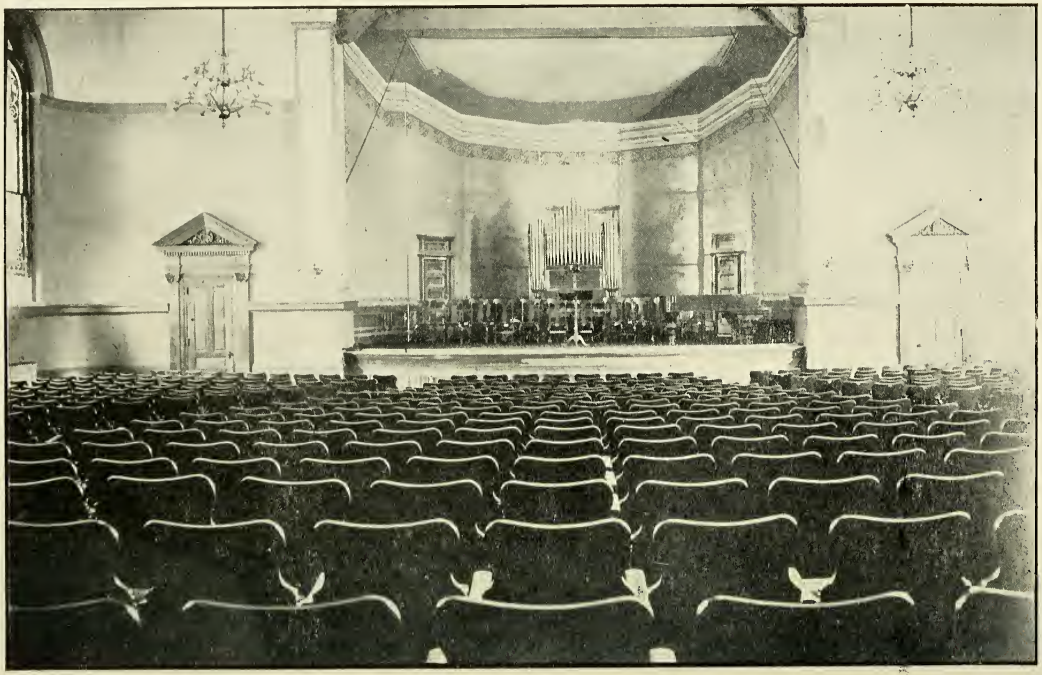
Some time will be devoted to a study of China and Japan.

Fyffe's "Modern Europe," Schwill's "Modern Europe," "World Politics," by Paul Reinsch, Noble's "Russia and the Russians" and the standard text-books on English and French history will be used in 1903-1904.

United States History

The importance of the study of United States History in preparing citizens to exercise the duties incumbent upon them as members of the body politic is growing more apparent every year. Therefore the aim of the teaching in this department is so to read the history of the past as to throw light upon present civic and economic problems, and thus aid in their solution. The disciplinary value of the subjects included in this department is kept constantly in view. History is regarded as a record of the social, economic, moral, and political life of the people. Environment, former ideas, and changing industrial conditions are all considered as important factors in determining the course of events. The work of our great leaders in thought and action is studied carefully in connection with the history of the people. Students are encouraged to investigate the civic and economic questions of the present day with minds as free as possible from partisan prejudice and preconceived opinions.

The standard books in Civics and Economics are studied, and the views therein expressed are freely discussed in the class-room. Government publications, magazine articles, and other valuable material are read for the purpose of obtaining



THE CHAPEL

all the light possible upon the subject under discussion as well as to broaden the mental vision of the student. The work for the year 1902 and 1903 was as follows:

Preparatory United States History—Required

First Year: Fall Term—History of the United States, three hours per week.

Winter Term—History of the United States, four hours per week.

Spring Term—Civil Government, five hours per week.

Collegiate History—Elective

Fall Term—The Colonial Period and the Formation of the Union, four hours.

Winter Term—The Period of Slavery Agitation, four hours.

Spring Term—The Civil War and the Reconstructed Nation, four hours.

"The Epochs of American History" will be used as guides in the study of the above courses.

The "Life of Lincoln," will constitute the basis for the work of the Spring term.

Special Electives

Fall Term—History and study of the Constitution of the United States, three hours. The Territorial Expansion of the United States, two hours.

Winter Term—Immigration and its Effects upon this country, two hours.

Spring Term—The History of Political Parties, three hours.

In the Special Electives, the Madison Papers, The Federalist, Poore's Constitutions and Charters, American State Papers, Reports of Directors of the United States Mint, the Congressional Globe and Record will be used in connection with the standard histories. The volumes of Bancroft, Rhodes, Von Holst, Schouler, Pitkin, and the American statesman series are constantly at hand for reference. Hamilton's, Jefferson's, Adam's, Clay's, and Calhoun's works are always accessible and often used.

Political Economy

Fall Term—The Elements of Political Economy, Part I, three hours.

Winter Term—The Elements of Political Economy, Part II, three hours.

The work outlined above is required in the Collegiate Department. Laughlin's "Elements of Political Economy" will be the text used. The fundamental principles of the subject will be studied in the first term, followed in the second term by their practical application to the questions of to-day.

Elective Economics

Winter Term—Advanced Economics, three hours.

Spring Term—Money and Banking, three hours.

Hadley's Economics will serve as a text-book in the winter term. F. A. Walker's Political Economy and Marshall's Principles of Economics will be used as references.

"Money and Banking," by Horace White, will be used as a text book in the work of the second term.

Philosophy and Pedagogy

Professor Doan

It is the policy of this Department to teach all the subjects under its direction from the normative point of view. While exact scientific description and explanation are a constant aim in any given course, yet these scientific results are considered chiefly valuable in their practical or normative consequences. Thus in the courses in Ethics norms of *right* living, in the courses in Logic norms of *right* thinking, and in the courses in Pedagogy norms of *right* teaching are the constant aim. It is obvious that none of these results could be attained independently of a careful analysis of the human mind with its natural processes. Psychology therefore is in the estimate of the Department the final court of appeal in those instances where a conflict between these various ethical, logical, or pedagogical norms seems imminent. Thus it will be seen that it is the primary aim of the Department to give the student a consistent view of life and that all the work of the Department is planned to contribute to this end .

It is also the policy of the Department not to neglect the professional side of its field by an exclusive emphasis of the above practical aspect. Each year advanced work is offered in Philosophy and Pedagogy aiming to yield a professional interest in these subjects. The nature of these advanced courses is determined from year to year by the existing needs of the students.

Courses of Study

Fall Term

1. Ethics—(Elective.) Three hours per week.

The purpose of this course is two-fold: 1st, the general definition of ethical concepts, as "conduct," "motive," "duty," "right and wrong;" and 2d, the application of these concepts in the life of the individual.

This course does not presuppose a technical knowledge of psychology and is offered especially as a Sophomore elective. The work may be continued throughout the year, if desired. Text: Mackenzie's "Manual of Ethics."

2. Psychology—(Junior required.) Three hours per week. Text: James's "Psychology." (Briefer Course.)

3. Philosophy—(Elective.) Three hours per week.

During the year 1901-'02 the students in this advanced course made a special study of leading philosophical systems and movements. In the Fall term (1901) the subject under investigation was "Greek Philosophy and Its Effect upon Modern Thought." Weber's "History of Philosophy" was taken as a guide. References: Zeller, Benn, Ueberweg, Erdmann, and others.

4. Pedagogy—(Elective.) Three hours per week.

Special courses of lectures and assignments of library work will be provided for those students who have had the preparatory training and who desire more advanced preparation for teaching.

Winter Term

1. Ethics—(Elective.) Sociology or Social Ethics. Three hours per week.

Continuation of Course 1, Fall term. This work is intended to supplement the individualistic point of view assumed

in the course during the Fall term. Text to be announced later.

2. Psychology—(Required.) Three hours per week. Continuation of Course 2, Fall term.

3. History of Modern Philosophy—(Elective.) Three hours per week. Continuation of Course 3, Fall term.

4. Pedagogy—(Elective.) Three hours per week. Special work will be provided as above under Course 4, Fall term.

5. Logic—(Required.) Four hours per week. Text: Jevon's "Lessons in Logic." The class-work will be supplemented by weekly reports.

6. Comparative History of Religions—(Elective.) Three hours per week. A study of the great race-movements in religion.

Spring Term

1. Ethics—(Elective.) Three hours per week. The purpose of this course is to complete the student's moral outlook by some larger world-theory which shall include both the individual and the social phases of ethical theory which were the concern of the Fall and Winter terms respectively.

2. Psychology—(Elective.) Three hours per week. Comparative Psychology.

A comparison of the psychic life of man with that of lower organisms. The evolutional point of view will be elaborately defined in its bearing upon psychological theory.

3. Logic—(Elective.) Three hours per week.

Text: Mill's "Logic."

4. Pedagogy—(Elective.) Three hours per week.

Special work will be provided as above under Course 4, Fall and Winter terms.

5. Educational Psychology—(Required in the five-year Normal Course.) Three hours per week.

Text: James's "Talks to Teachers."

6. History of Philosophy—(Required in Junior year of Normal University Course. Elective in the University Courses.) Four hours per week.

Special Courses

The above courses represent the work regularly offered by the Department. To meet special needs the Department has,

from time to time, introduced special lines of investigation. The following may be mentioned: (1) Philosophy of Mind; (2) The Theory of Evolution; (3) Comparative History and Philosophy of Religions; (4) Abnormal Psychology.

Biology and Geology

PROFESSOR MERCER.

WILLIAM F. COPELAND, *Assistant.*

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

The work in Zoology 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 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 Zoological 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 fully 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.

An advanced course in Zoology 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 environments. He will, to this end, be expected to assist frequently in dredging, for which a naptha 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 all the Preparatory courses except the classical. 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 dissections of certain typical flowers precede 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_2 freezer, Minot Microtome, etc. The student is given practical training in Microscopy, and is taught the process of staining and preparation of permanent mountings. It is the intention to give a thorough knowledge of the structure and mode of growth of typical plants 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.

The stereopticon is in constant use in the Department to illustrate the lectures. The facilities for making lantern slides are such that many additions are made annually to the already quite complete set of over eight hundred slides.

Works of Reference.—Parker & Haswell, Text-book of Zoology, Schafer, Text-book of Physiology, Marshall & Hurst, Practical Zoology, Stewart, Manual of Physiology, 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, DeBarry's Comparative Anatomy of Phanerograms and Ferns, Huxley's and Martin's Biology, Sedgwick and Wilson's Biology, Packard's Zoology, Lang's Vergleichende Anatomie der Wirbellosen Thiere, Landois'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, Government Reports, complete set of the American Journal of Morphology, Illustrated Flora of the Northern United States and Canada, by Britton and Brown, Schafer's Text-book of Physiology, Chavau's Comparative Anatomy of the Domesticated Animals, and Campbell's Text-book of Botany.

Current Journals—American Naturalist, Science, American Journal of Anatomy, Biological Bulletin, Journal of Applied Microscopy, Ohio Naturalist, and the reports of all the leading scientific societies.

Preparatory Biology

Fall Term—Physiology and Hygiene.
Winter Term—Botany.
Spring Term—Botany.

This work is required of all students five hours each week for the entire year.

College Biology

Fall Term—Osteology. (Sophomore elective) 4.
Histology. (Junior elective) 5.
Geology. (Senior required) 4.
Structural Botany. (Senior required, if Geology is not taken) 4.

Winter Term—Invertebrate Zoology. (Freshman required) 2.
Anatomy. (Sophomore required) 4.
Histology. (Junior elective) 5.
Embryology. (Junior elective) 5.

Spring Term—Invertebrate Zoology. (Freshman required) 4.
Physiology. (Sophomore required) 4.
Embryology and Bacteriology. (Junior elective) 5.
Nature Study. (Required of all Normal students; elective for all other students) 4.

Summer Term—Entomology. (Elective for all college classes) 4.

The regular college work mentioned in the above schedule is offered as follows: Anatomy, Physiology, and Botany.

All the college courses are laboratory courses. It requires two hours of actual work in the laboratory for one hour credit. All four-hour courses are made up of at least two laboratory periods and two lectures or recitations each week of the term, and all other laboratory courses in the same proportion.

Any student electing the course in Histology, Embryology, or Bacteriology, must plan to take the entire work of the year.

Description of Courses

Anatomy—The laboratory work will be mainly dissection of the cat or rabbit and the study of microscopic sections of all the important organs.

COLLEGE OF MUSIC

Physiology—The course will consist of at least two lectures or recitations one hour each and two laboratory sections of two hours each, every week of the term. This will be a course of actual demonstration of the functions of the different organs of the body. For example, the student actually tests the action of the reagents found in the gastric juice upon the food principles. He then uses the gastric juice prepared from the stomachs of different classes of animals, and tests their action upon different foods, the changes thereby being brought before the eye.

Histology—This course includes a careful study of technic; taking fresh tissue and carrying it through to the finished slide by the most approved and modern methods. The student also makes a study of the finished slide and makes drawings of many type tissues. This course is designed thoroughly to fit the student preparing for the study of medicine, as well as to give the student in general a thorough idea of the structure of the human body preparatory to the study of physiology.

Botany—Study begins with the plant cell and traces the development of the plant through the successive orders to the flowering plants. Attention will be given to living plants, including plant physiology, and a general consideration of all the life principles involved in plants.

Invertebrate Zoology—The course in Zoology takes up the study of animal life in the line of development, beginning with the amoeba and tracing the line by means of type forms through the succeeding orders to the vertebrates.

Bacteriology—This course is mainly one of technic. The student prepares all the common media, inoculates specimens of many of the different forms of bacteria and studies the growth and action of the same. He also gets a fair idea of the methods of identification of common forms, making slides from the cultures.

Embryology—In this course the student follows carefully the development of the chick, makes slides of the embryo at different ages from four hours up to seventy hours, and prepares museum specimens of the chick from that to twenty-one days. He supplements his work with careful reading and comparisons with the development of the mammal, and makes dissections of a fetus of pig or cow.

ENTOMOLOGY—It is designed to be one of Nature Study. Insects will be the basis of study. The plants associated with the insects will be studied and their relations pointed out. The anatomy of the insect will be studied from the locust, dissections being made by the students. This course, given only during the Summer term, will be strictly scientific, while the plan will be to adapt it to the wants of public school teachers. It is designed to create an interest among teachers in nature study, in order that they may stimulate to better advantage, the observing powers of the pupils who come under their instruction. Collections of insects will be made and classified, thereby gaining the required knowledge to make a private collection or one for each public school.

NATURE STUDY—This course is given during the Spring term. It is a course especially adapted to the teachers in the public schools. It will include a study of birds, insects, flowers, and trees in the field. The field of this course is so large that the main object of the work will be to interest the student in nature by giving him a course of observation lessons. Each division of this course will be taken up in a thoroughly scientific method as far as it is studied so the student will be gaining actual classified knowledge while he is becoming interested in the things around him.

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 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 lab-

oratory 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.

The graduate completing this course 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 also will be admitted into the second year of the four-year 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, Hertwig-Mark's Text-book of Embryology, Lehrbuch der Vergleichenden Entwicklungsgeschichte (Korschelt & Heider), Minot's Human Embryology, Ziegler's General Pathology, Stoehr's Histology, Von Kohlden's Pathological Histology, Korschelt & Heider, Text-book of Embryology of the Invertebrates, 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.

Physics and Electrical Engineering

PROFESSOR ATKINSON.

GEO. E. MCLAUGHLIN, *Electrical Engineer.*

N. R. CUNIUS, *Draughting.*

JAMES O. WRIGHT, *Laboratory.*

1. ELEMENTARY PHYSICS—This work is required in the first and second terms of the third preparatory year in all the courses of study. Recitations three times a week; laboratory work four hours a week; lecture on laboratory work once a week. A laboratory fee of fifty cents a term is charged. The class-work will not be required of those having a diploma from a First Grade high-school; but the laboratory course will be required of all high-school graduates and others who have not had its equivalent. Carhart and Chute is used as text-book.

2. GENERAL PHYSICS—This course is required throughout the Junior year of the Scientific course, and is open as an elective to students in other courses provided they have the preparations required of students regularly in this course. In all cases the course in General Descriptive Chemistry, or its equivalent, must precede this course in Physics. Hereafter, also, a knowledge of Analytical Geometry and Calculus will be required. The instruction consists, first, of class work, with experimental demonstrations; second, of individual laboratory work of an advanced character. As an outline of class work, Hastings and Beach will be used, though references to numerous works on Physics, particularly on special subjects in Physics, will be given as supplementary to the text. The laboratory portion of the work will be adapted to the requirements of Junior students and will presuppose the work in Course I, or its equivalent. Recitations three times a week, laboratory four hours a week, Ames & Bliss, Nichols, Stewart and Gee, Millikan, and other authors are used as laboratory references.

3. PHYSICAL LABORATORY—This will be a special elective course in heat and light, open to those who have already had 1 and 2.

4. PHYSICAL LABORATORY—This is elective, and will be open on the same terms as 3. The course consists of exact measurements in electricity and magnetism. A very excellent

special laboratory is now used for the work of this course, and the aim is continually to improve the facilities. Nichols, Stewart and Gee, Kempe, Carhart and Patterson, Stine, and Ayrton, will be used as references. Class work twice a week. Laboratory six hours a week during third term.

Physical Laboratory—This is an elective course given in the second term, consisting of a study of dynamo electric machines to the end of determining and platting their characteristics, efficiency, regulation, etc. Lectures twice a week. Laboratory six hours a week.

The fee for laboratory privileges is fifty cents a term.

Electrical Engineering

The rapid development of electricity for the purpose of light and power, and its general introduction into all forms of industry, have created a demand for men well-qualified in this branch of engineering. The profession now offers excellent opportunities to young men, and the field is so broad that the chances for rapid promotion are very flattering to those properly qualified. The thoroughly educated man who combines practical experience with his theoretical knowledge of electricity and magnetism is in special demand; for many now engaged in this work are poorly fitted for its duties. The University does not lose sight of the fact that mind training is its chief business. Yet it is the guiding principle of this Department that the education of the mind is none the less efficient for making use of the materials for this purpose which may at the same time be applied by the trained mind to earning a livelihood. We hold that, instead of being opposed, these two features are correlative.

The University possesses an excellent incandescent lighting 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 is modern in all its parts, and meets our present requirements for light and power quite satisfactorily. Very extensive additions to the electrical equipment have been made recently. Both direct and alternating currents are used. The switches and fittings on the boards, wiring and general installation are all the work of students. Modifications and extensions from time to time give others

excellent opportunities to obtain valuable practice. This practice also includes dynamo and engine tests, attaching indicators, obtaining and interpreting cards, valve setting with and without the indicator, etc.

The equipment for practical work includes several direct current generators, and motors of various sizes; an alternator, a double current generator, a rotary converter, an induction motor, and several transformers; also such additional apparatus as impedance coils, tachometers, contact-makers, photometers, wattmeters, and all the necessary testing and measuring instruments.

The electrical profession requires a great deal of mechanical ability and training in the use of tools for both wood and metal. The Department is provided with shops for both, a large forge and lathe room having been recently provided in the basement of Ewing Hall as a further addition to our facilities in this direction. These shops are provided with wood and metal working lathes, and a complement of the necessary tools. Additions to the shop facilities are being made continually. As will appear from the course outlined 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 the difficulties that may arise in embodying one's ideas, has a very great educational value aside from its practical aspect. Each student this year in the second-year course designed and constructed an electric motor or a transformer.

Elsewhere is indicated the Short Course of study in this Department. To this is added, however, seminary work with references to the leading treatises on electricity and engineering. Periodicals, such as the American Electrician, Electric World and Engineer, Power, Scientific American and Supplement, Electrical Review, Electricity, Street Railway Journal, and Engineering Magazine, are kept on file easily accessible, and are included in the seminary references. For the practical plant work there is a division of those in this course on duty each night. Each engineer is required to observe the steam pressure, and the load of each machine; attend to the oiling and wiping; keep up the fire and water; care for the

pumps, injectors, etc. There is co-operation with the owners of the city arc-light plant, and additional time is spent in learning its care and operation under competent supervision. The State Hospital has a model incandescent plant which is also utilized in instruction. The student in all this work is taught to operate the plant with the object of attaining its highest efficiency, and to study the greatest economy in the use of all supplies for consumption.

REQUIREMENTS—This work is elective as a whole, and those taking it must pursue the course regularly in its order unless a portion of it has been previously taken. Hereafter no one will be permitted to begin the theoretical portion of the work until he has passed the first and second terms of Algebra and Plane Geometry as indicated in the second year of the Preparatory course, and has completed the three terms of English marked in the Preparatory course; this includes two terms of Literature and one of Rhetoric. However, those not prepared in these branches may in some cases be permitted to take up the practical portion of the course, including plant practice, shop-work, free-hand and mechanical drawing, while making up this work. The higher branches, Analytical Geometry, Calculus, and Analytical Mechanics are strongly recommended to students in Electricity, though not absolutely essential to the Short Course. Physics and Chemistry are required as indicated. When the Short Electrical Course and the auxiliary studies are completed, a certificate will be issued showing the character of the work done. Also, where it is deserved, a recommendation will be issued showing the student's ability in theoretical and practical electrical and steam engineering. The course is subject to such changes from time to time as the profession requires, and as the proper treatment of such studies makes necessary. For the regular Degree Course, see catalogue under "Courses of Study."

For the present there will be a charge of fifty cents a term for each laboratory course, and students will be held responsible for all breakage and damage. The charge for students in electrical engineering will be five dollars a term, the regular contingent fee. Those who are not electrical students, but who wish to take mechanical drawing, may do so on payment of one dollar per term in addition to the contingent fee.

Any one wishing to spend less than two years will be required to pursue the course regularly as far as he goes. New light is given and new opportunities appear very often after one year spent in the pursuit of this work. Inquiries concerning the course will receive prompt attention.

Chemistry

PROFESSOR BENTLEY.
E. V. TUTTLE, *Assistant.*

The aim of the Chemical Department is two-fold. It offers to the general student the opportunity of becoming acquainted with the general principles of this science and gives him practice in some of the methods used in the chemical laboratory. To a smaller number of students the Department offers superior facilities for more advanced work both theoretical and practical, organic as well as inorganic. In the room recently equipped for advanced work every convenience is supplied. The Department is also accumulating a library of reference books which will meet the requirement of the students who make chemistry their special field for work.

Courses

1. GENERAL DESCRIPTIVE CHEMISTRY—This course consists of three lectures or recitations and four hours' laboratory work per week during the Fall and Winter terms. The lectures will be illustrated with experiments and with stereopticon views on applied chemistry. In the laboratory the student will study the preparation, properties, and reactions of the various elements and compounds considered. This course required no special preparation, and it or an equivalent must precede all other courses in chemistry. It is required of Sophomores in the A. B. and Ph. B. courses and for Freshmen in the B. S. course.

Hollman's Inorganic Chemistry, Newth's Inorganic Chemistry, and Remsen's College Chemistry are recommended as reference books for students in this course.

2. QUALITATIVE ANALYSIS—A laboratory course of three hours per week for two terms is offered. The first term's work may be done at the same time with the second term of Course 1, or by doubling the working time the whole work

FRONT VIEW OF UNIVERSITY CAMPUS

may be done in one term. The student will become familiar with the tests applied for the identification of bases and acids in insoluble as well as in soluble substances.

3. Organic Chemistry—A short course in this subject will be offered for the Fall term and will consist of three recitations per week. The course will give a general knowledge of the subject. Laboratory work in organic preparations may be arranged for if desired.

4. Theoretical Chemistry—This course will consist of three recitations per week during the Winter term. It will supplement the theoretical work done in Course 1, and will give the student some acquaintance with the more recent developments in theoretical chemistry. Course 4 should be preceded by Courses 1, 2, and 3.

5. Electro-Chemistry—Three recitations per week are given in the Spring term. This course is a continuation of Course 4 and should be preceded by it. Le Blanc's Electro-Chemistry will be used as a text-book.

6. Quantitative Analysis—A laboratory course, the equivalent of three hours per week, for three terms, is presented. The course will give practice in all the more general methods of quantitative analysis, both gravimetric and volumetric. It should be preceded by Course 2, but may be taken in conjunction with it.

7. Advanced Practical Chemistry—A laboratory course equivalent to three hours per week to be devoted to such work as the student may elect. This course follows Course 6.

8. Technical Chemistry—This course will consist of lectures, recitations, and reports by the students. It will be shaped to suit the wishes of the class and will secure a credit of three hours per week. This course will be open only to those who have taken Courses 1 to 6 inclusive or their equivalents.

Modern Languages

Professor Tausch.

The entire course covers a period of three years. The first two years are required of all students in the Philosophical and Scientific courses. During the third year, critical reading with conversation and weekly composition is offered.

Preparatory German

First Term—Grammar with reading and recasting the parables of the New Testament, five hours a week.

Second and Third Terms—Grammar with reading and recasting a Beginner's Reader, five hours a week.

Collegiate German

First Term—Modern narrative prose, four hours a week.

Second Term—Modern Lyrics and Ballads, four hours a week.

Third Term—Historical prose, four hours a week.

Weekly papers are written to accustom the student to using the language independently.

Elective German

First Term—A study of Goethe's Faust, two hours a week.

Second Term—A study of Schiller's Wallenstein, two hours a week.

Third Term—Scientific German, two hours a week.

Conversation and writing weekly papers accompany the study throughout the year.

French

The course in French is required of all students in the Philosophical and Scientific courses.

First Term—Grammar with reading and recasting the parables of the New Testament, four hours a week.

Second and Third Terms—Grammar with reading and recasting a Beginner's Reader, four hours a week.

Elective French

First Term—Modern narrative prose, two hours a week.

Second Term—Selections from the French drama, two hours a week.

Third Term—Scientific French, two hours a week.

Elective Spanish

First Term—Grammar with reading and recasting the parables of the New Testament, three hours a week.

SECOND AND THIRD TERMS—Grammar with reading and recasting a Beginner's Reader, three hours a week.

Students who wish to pursue the study of German, French, or Spanish beyond the requirements for undergraduates, can generally be accommodated.

Drawing and Painting

MARIE LOUISE STAHL, *Instructor.*

The proper object of the study of drawing is so often misunderstood that many regard it as entirely superfluous, whereas there is nothing that will lead to a broader culture and to a more thorough training of the faculties—a training so important in any occupation. Cultivating one's powers of observation, thinking, and acquiring skill in the use of charcoal or pencil—the three things primarily obtained by the study of drawing, are of practical importance to every one.

Perspective is taught from such objects as chairs, tables, interiors, etc., and varies the work from still life and casts with which the studio is well equipped. Any individuality in the student is encouraged, and no fixed methods are insisted upon. In painting, instruction is given in oils, water colors, pastels, and china, for which a kiln has been provided. Some knowledge of form, proportion, and mass of light and shade is necessary through the study of charcoal drawing before the student can begin to paint. Instruction in out-of-door work will be given to those desiring it who are sufficiently advanced.

Several of the best art periodicals are kept in the studio, to which the students have access. Talks on art subjects will be given and several large collections of reproductions of masterpieces will be exhibited during the year.

Elocution

RUTH ETHEL MOUGEY, *Instructor.*

The aim of this instruction is both educational and artistic; to cultivate a personal taste for literature and the ability to interpret and express it.

Great attention is paid to the individual needs of the student. Each student must commit and prepare for rendition selections advised by the instructor, upon which he receives in-

dividual work. From time to time recitals are given to accustom the pupil to freedom in addressing public audiences. The course includes (a) Voice Culture, Proper Breathing, Tone Production, Modulation, Range, Flexibility, Voice Use, Development of Color, Accent, Emphasis, Inflection; (b) Physical Culture, Gesture Action, Study of Attitudes, Poise and Positions, Delsarte Training, and Pantomime; (c) Mental Culture, Analysis of Selections, Training for Will Power, Emotional Appreciation and Imagination.

Anyone wishing to take more advanced work can make special arrangements with the instructor.

For class work in the regular courses there is no fee, but for private lessons the rate is as follows:

Per term (24 lessons)	$12 00
Single Lessons	75

Commercial College

Faculty*

CHARLES M. COPELAND, B. PED.,
Principal and Instructor in Accounting and Commercial Law.

MABEL K. BROWN, PH. B.,
Instructor in Stenography and Typewriting.

MINNIE FOSTER DEAN
Instructor in Typewriting.

NEIMAN R. CUNIUS,
Instructor in Penmanship.

Ohio University began, in 1893, to offer courses in commercial studies. The increasing demand for this kind of work justified the establishment and equipment of a separate department in 1899, with a course of study consisting largely of commercial branches and some required work in English and History. This arrangement gave the regular students of the University an opportunity to elect this work as part of their college course, and it is gratifying to note that many have improved the opportunity. These and the special students who had a good preparatory training were greatly benefited and those who desired it have had no trouble in finding employment. But the greater part of the special students with meager preparation were poorly equipped for a successful business career even after they had made a good record in their commercial studies. The result of this experience has been the establishment of the Commercial College of the University with a course of study covering four years of required work, of which two years are preparatory and two collegiate, as outlined elsewhere in this catalogue.

Students in the Commercial College have the same privileges in the University library, reading-room, literary societies, and gymnasium as regular students, and may enter any of the

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*The required works in English, Modern Languages, Economics, Mathematics, Science, and History will be taken in the regular University classes.

preparatory or collegiate classes without extra charge. Commodius rooms in the new building have been well equipped for this work. The commission, wholesale and retail offices, and the bank, in the office department, are models in arrangement, fixtures, and supplies. Here students receive the training that comes from filling the principal as well as the subordinate positions in such offices. In the bank they pass from the work of collection clerk to that of bookkeeper, teller, and cashier; in the railroad office they are agent and clerk; in the commission office, receiving clerk, shipping clerk. bookkeeper, and manager; in the wholesale office, shipping clerk, bookkeeper, and manager. The typewriting room is well supplied with standard machines.

Admission—Students wishing to take the Commercial Course will receive credit for whatever work they may have done elsewhere, provided they are able to present proper certificates from school authorities, or to pass a satisfactory examination upon entrance. Graduates of high schools having a four-year course will be admitted to the Two-Year Collegiate Commercial Course without condition.

Special Students—Persons wishing to take only Bookkeeping or Stenography will be admitted as special students, provided their previous education would enable them to pursue these subjects successfully. High-school graduates and those who are competent to pass a teachers' examination, may enter as special students and receive certificates of credit for whatever work they do. Students in the other departments or colleges of the University may elect commercial studies and receive credit to apply on their regular course.

Diplomas—Diplomas will be granted to those who have completed the full course. Special students who take only a part of the course will receive certificates of credit showing what they have done. Students who have completed the Commercial Course will be granted a degree upon their completion of the additional work leading to that degree.

Fees—All students pay a registration fee of $5.00 per term. Besides this, there is an extra fee of $5.00 each, per term, for Bookkeeping and Stenography. The fee for Typewriting alone is $2.00 per term. The fee for the diploma is $3.00.

Positions—The University does not guarantee positions to graduates in any of the courses. However, only a small

number of those who make a good record in work and conduct have trouble in finding desirable employment. The management of the Commercial College has always taken much interest in recommending students to places which they can fill, and no school in the country can show a larger percentage of its graduates at profitable employment. On account of the limited scholarship required in the average commercial school, its product is not in favor with progressive business men. A general culture as well as a knowledge of commercial branches is demanded of those who seek important positions. Such a course as the one outlined in this catalogue will meet the approval of those who are looking for competent help, and the young man or woman of good character who completes it will be in demand.

Commercial Teachers—High schools of all grades are organizing commercial courses. This creates a demand for competent teachers of commercial branches. The competition for these places is not strong, for many of those who are acquainted with the subjects to be taught are not eligible to high-school positions on account of limited education or a lack of experience in teaching. Teachers who have had successful experience would do well to consider the commercial course of this College, with a view to high-school work. While pursuing this course they would have an excellent opportunity to study Methods in Teaching in the classes of the State Normal College of the University.

Description of Work

Those studies in the Commercial Course which are not described elsewhere are outlined under the head of the department to which they belong.

Accounting.—Five hours per week for two terms. Beginning classes are formed each term. Ample practice is given in the system of accounts used in the various kinds of business from retailing to modern banking. It is the aim of this course to give the students 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. This course prepares teachers to teach Bookkeeping in high schools.

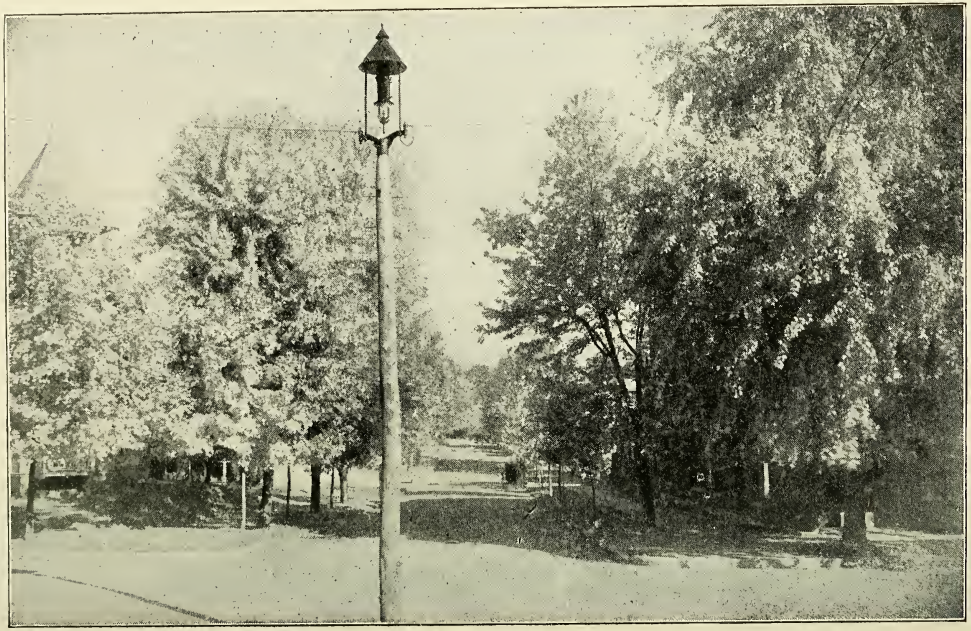
Office Practice and Banking.—Five hours per week for one term and open to students who have taken Theory of Accounts. This work is on the inter-collegiate communication plan, and the transactions are with students of other colleges. The business correspondence growing out of purchases, sales, remittances,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

Commercial Law.—Three hours per week in the Winter and Spring terms. This work deals in a general way with the subjects of contracts, agency, partnership, corporations, sales and negotiable paper, and is intended to give students a practical acquaintance with the fundamental principles of each. Considerable time will be spent in studying actual cases and in drawing business papers.

Corporation Accounting.—Three hours per week in the Fall term and open to students who have had the required work in Theory of Accounts. This is a course in the organization, management, financing, and accounting of corporations.

Stenography.—In the business and professional world of to-day there is a constantly increasing demand for good stenographers. It is the aim of this department to fit young people to meet this demand. The instruction is arranged with a view to thoroughness, and special attention is paid to the elementary principles of the subject, as it is believed that only in this way can good results be obtained. The course covers three terms, or ten months of five recitations per week, but students may complete it in less time if they have the ability to do so. Beginning classes are formed every term.

While the demand for stenographers is increasing every year, the standard of proficiency is steadily rising. In order to obtain and hold a good position the stenographer must be able not only to take notes rapidly and accurately, but to transcribe them intelligently. No person whose education in English is deficient is prepared to do this, no matter how great his skill as a stenographer. The courses in English in the University are open to all students in stenography without extra charge, and those who need instruction in English branches should avail themselves of the opportunities offered.



View from Campus Looking towards Women's Hall

TYPEWRITING.—The student's first efforts are directed to acquiring a command of the keyboard by the touch method. This is followed by practice leading to high speed in writing. All kinds of business and legal forms are studied, and as soon as possible the student is required to transcribe his notes taken from dictation. Throughout the entire course daily drill is given in spelling, capitalization, and punctuation.

PENMANSHIP.—Students in the Commercial course who do not write a good hand are required to take regular instruction. The constant aim in all exercises is to develop plain writing with an easy, rapid movement. Ornamental work will be given to advanced students who desire it.

College of Music

PROFESSOR JAMES PRYOR MCVEY, DIRECTOR,
Voice and Piano.

MARGARET EDITH JONES,
Piano, Voice, and Harmony.

NELLIE H. VAN VORHES,
Piano and Virgil Clavier.

MARGARET ULLOM,
Violin.

This being a College of the University, its students are given the opportunity to acquire a liberal education which is necessary for a complete rounding of a musical course. Too much stress cannot be laid upon this peculiar advantage—to the college student, that of the culture and refined taste which must come of the association with a school of music, its recitals, concerts, lectures, etc.,—to the student of music, that of the intimate connection with a great seat of learning, having its libraries, laboratories, and lectures, its learned men and its classic traditions.

Courses of Study

Elementary Work

Children should have instruction as early as possible that they may cultivate the talent with which they are naturally endowed. This instruction should be the best, since without a good foundation no artistic excellence is possible. Even in the elementary department the pupils appear early in recitals thus acquiring ease and precision.

Preparatory Work

Technique is carefully studied. Care is taken to correct previous habits acquired by poor teaching. Taste and style are cultivated and the student taught to grasp intelligently the composition and ideal of the composer.

Normal and Artist Department

For those who expect to teach and those who expect to do concert or other professional work, the opportunities offered are excellent. Students of this College of Music have already gone into the different professional fields and have met with success born only of faithful study and excellent training. Special illustrated lectures on the art of teaching will be given and students from the different departments will be chosen to appear before the normal classes.

The sight-singing and choral classes will give helpful training to those who expect to take up choir work or to teach music in the public schools. The frequent students' recitals and concerts, the oratorio or opera given by the College, will afford ample opportunity for those who expect to become professional artists.

Course in Piano

GRADE 1.—Theory of technique, simple exercises; little studies of Kohler, Gurlitt, Czerny, Loeschorn; elementary pieces by Clementi, Mozart, Gurlitt, and others.

GRADE 2.—Czerny's School of Velocity, studies by Duvernoy, Heller, Loeschorn; sonatinas of Mozart, Clementi, Kuhlau; pieces of Reinecke, Gurlitt, Heller, and Schumann.

GRADE 3.—Loeschorn Studies, op. 67; Czerny School of Velocity; Bach's Inventions (two-voice); Trill Studies of Krause; Octave Studies by Jean Vogt or Kullak; Easier Studies of Cramer; Sonatas of Haydn, Mozart, Beethoven; pieces by Lack, Godard, Chaminade.

GRADE 4.—Studies by Cramer; Octave Studies of Wolff; Daily Studies, Czerny; Bach Inventions (three-voice); Sonatas, Mozart, Dussek, Beethoven; Selections from Mendelssohn, Chopin, Shubert, Schumann, Raff, Scharwenka, Godard, Chaminade, Leschetizky, Tchaikowsky, and others.

GRADE 5.—Clementi's Gradus ad Parnassum, Tausig's daily exercises, Mason's Touch and Technic, Bach's Well-tempered Clavichord, Chopin Studies, Henselt Studies, Sonatas of Beethoven; Liszt's Rhapsodies; Compositions of Mendelssohn, Moscheles, Chopin, Rubinstein, Raff, and others.

Course in Vocal Culture

Individual voices differ so widely in their needs that this course can be indicated only in a general way.

GRADE 1.—Lessons in breathing, voice placing, intervals, exercises for blending registers, tone-production (continued throughout the course as needed); Studies by Concone, Vaccai, and others; easy songs by American, English, and German composers.

GRADE 2.—Intervals with portamento, scales, arpeggio, solfeggio; Studies of Concone, Marchesi, English Ballads, Mendelssohn's Songs, Sacred Songs.

GRADE 3.—Scales, arpeggio, turns and trills in more rapid tempo, vocalises of Concone, Marchesi, English, German, French, and Italian songs; more difficult church music.

GRADE 4.—Major and minor scales, chromatic scales, Concone's Fifteen Vocalises, recitative and aria, German, French, and Italian Opera, easier oratorio arias; more difficult songs of Schubert, Schumann, Grieg, Jensen, Liszt, Lassen, Brahms, and others.

GRADE 5.—Bravura and Coloratura singing; difficult concert songs; complete opera and oratorio with traditional rendering; special study of Creation, Redemption, Elijah, Messiah, and the Passion music of Bach.

Students of voice expecting certificates must know enough of piano to play simple accompaniments.

Pipe Organ Course

Students of organ must have had at least one year's work in piano.

GRADE 1.—Strainer's Organ Primer, Merkel's Organ School, Rink's Second Book; Hymn Playing, Transposition; Theory.

GRADE 2.—Dudley Buck's Studies in Pedal Phrasing, Rink's Third Book; easier church anthems, accompaniments; Harmony.

GRADE 2.—Lemmon's Organ School Part 1, Rink's Fourth Book; pieces by Batiste, Wely, Widor, West, Giulmant, and others; Counterpoint.

GRADE 4.—Rink's Fourth Book, Mendelssohn's organ sonatas, Bach's Fugues; accompaniments and Masses, oratories, etc.; Counterpoint, Canon, and Fugue.

Course in Violin

GRADE 1.—Hermann Method—Book 1, Kayser—thirty-six progressive studies Op 20, (Nos. 1 to 18), Easy Pieces by Dancla, Papani, Bohm, Hermann, etc.

GRADE 2.—Hermann Method—Book 2, Schradieck—Finger Exercises, Kayser—thirty-six progressive studies Op. 20 (Nos. 19 to 36), Mazas Etudes Op. 36. Selected pieces for violin and piano.

GRADE 3.—Schradieck—Scales, Kreutzer—Etudes, Florillo—Etudes, Concertos by Rode, De Beriot, Solos by Alard, Rode, etc.

GRADE 4.—Schradieck—Chord studies and double stops, Rode—twenty-four Caprices, Alard—twenty-four Caprices Op. 11, Concertos and solos by Rode, Viotti, De Beriot, etc.

GRADE 5.—Bach's Sonatas for violin solo, Schradieck—twenty-four studies Op. 1. Dont Gradus ad Parnassum Etudes et Caprices Op. 15, Solos by Wieniawski, Vieuxtemps, etc.

Harmony and Composition

The completion of this course is required of all who expect a certificate in piano, voice, or violin. Text-books will be at teacher's discretion.

GRADE 1—Intervals, definitions, scales, chords in all keys, formation of the chord of the Seventh, resolution of the dominant seventh in all keys, harmonizing given basses, writing from sound, diminished sevenths, resolutions, augmented chords.

GRADE 2.—Modulation, suspensions, writing from sound continued. open harmony, passing notes.

GRADE 3.—Harmonizing melodies, practical harmony, improvisation, single and double chants.

GRADE 4.—Chorals, harmonizing a given soprano, alto, tenor, and bass. Harmony in more than four parts.

A choral club meets once a week for the study of oratorio and opera.

A class in sight—singing meets daily.

Students' recitals are given every two weeks, all the students in turn appearing, at the discretion of the teachers.

Examinations are held at the beginning of each term for admission to the college orchestra.

Languages

No vocalist is properly prepared for his work who is not able to sing in German and French as well as in English. In this particular the advantages of this school are superior to those of any similar school of music, the University course in these tongues being open to all. Instruction is given also in the pronunciation of Spanish, Hebrew (for synagogue singing), Latin (for Catholic church music), and Italian.

Band and Orchestra Instruments

Instruction can be had in cornet, clarionet, mandolin, guitar, etc., if desired.

Expenses, Including Registration Fee

Piano Lessons (two per week)		elementary grades	$12 00
Piano	"	advanced grades	15 00
Voice	"	"	15 00
Violin	"	"	15 00
Organ	"	"	15 00
Rent of piano one hour a day			2 00
Vocal sight-reading, daily			1 00
Concerts			50

Students of the College of Music are entitled to pursue other regular college work without paying additional fees.

Every student is under the rules of the University and can profit by its advantages.

THE STATE NORMAL COLLEGE

OF

OHIO UNIVERSITY

FACULTY *

ALSTON ELLIS, PH. D., LL. D.,
President.

HENRY G. WILLIAMS, A. M.,
Dean of the Normal College, and Professor of School Administration.

FREDERICK TREUDLEY, A. B.,
Professor of Educational Methods.

OSCAR CHRISMAN, A. M., PH. D.,
Professor of Paidology.

FRANK P. BACHMAN, A. B., PH. D.,
Professor of the History of Education.

EDSON M. MILLS, A. M., PH. M.,
Professor of Mathematics.

EMMA S. WAITE,
Principal of Model School.

CORNELIA I. GASKELL,
Instructor in Drawing.

CARRIE A. COWDEN, AMY M. WEIHR, PH. M.,
Critic Teachers.

* The instructors named above teach exclusively in Normal College classes. Members of the University Faculty have work, in the Normal College, of a nature indicated by the University Departments with which they are connected.

Training for Teaching at Ohio University

For seventeen years, the Ohio University has made provision for the training of teachers in its Normal Department. This owes its existence to legislation, May 11, 1886, whereby the sum of $5,000 was appropriated for its establishment. The appropriation was accepted by the Board of Trustees and made effective through the efforts of its committee, the chairman of which was Dr. John Hancock, since deceased. This committee placed Dr. John P. Gordy at the head of the new department and its special work was entered upon in September of the same year. Two courses of study were offered, an *"Elementary"* and an *"Advanced,"* and the latter was made equal to and parallel with the other college courses then existing.

At the regular session of the 75th General Assembly of Ohio, H. B. No. 369—Mr. Seese—became a law.

The State Normal College of Ohio University owes its existence to a provision of this Act. Section 2, of said Act, requires the University Board to organize "a normal school which shall be co-ordinate with existing courses of instruction, and shall be maintained in such a state of efficiency as to provide proper theoretical and practical training for all students desiring to prepare themselves for the work of teaching."

Section 3 creates a fund for the support of the "Normal School," amounting, in the case of the Normal College of Ohio University, to about $38,000 per annum.

The law explicitly states that the school shall be established for the training of *"all* students desiring to prepare themselves for the work of teaching." This is surely comprehensive enough to permit the carrying on of all grades and kinds of normal-school work. In fact the language used is mandatory and contemplates the founding of a school in which the graduates of the common school, the high school, and the college shall have opportunity for "theoretical and practical training" for the work of teaching. At present, in Ohio, there are twelve times as many teachers employed in elementary schools as in high schools. Important as is the work of the high-school teacher, that of the elementary or primary teacher is, admittedly, more so. The latter work is fundamental, and upon its character depend in large measure the breadth, depth, and ultimate value of much of the work

WOMEN'S HALL

of the secondary school. Then, too, it must be kept in mind that by far the greater number of those enjoying public-school advantages never, as pupils, see the inside of a high school. These considerations suggest that normal-school work should, first of all, be planned to meet the wants of those preparing for service in the elementary schools. The higher grades of academic and professional training will follow, in any rightly-ordered, well-rounded scheme of normal-school organization, as a matter of course.

The Function of the Normal School

In a general way it may be stated that the function of a normal school is to train persons for the work of teaching. If teaching is to become a profession in the true sense, those who expect to follow it must receive special training. By professional training we mean a special training beyond mere scholarship in language, art, mathematics, science, history, etc., including special preparation and training in those lines of thought and action which have to do particularly with the teaching process. This preparation should include a broad, scholastic training as a foundation upon which should be built the superstructure of special knowledge. No amount of knowledge of pedagogy will take the place of a broad culture in literature, history, science, mathematics, and other generally recognized college subjects, but this knowledge of pedagogy and related professional subjects is very essential in the equipment of a man or woman trained for the school-room.

Persons who expect to enter the profession of law, ministry, medicine, or dentistry, are first required to obtain a somewhat broad scholastic training upon which is built a professional knowledge looking to the particular profession they desire to enter. It is this special training that furnishes the equipment that makes a man a physician rather than a lawyer. In three of the professions named the state not only protects those who wish to enter the profession, but also protects the people served by the members of that profession by making statutory requirements of those who seek admission to it. Surely the work of teaching should require as much special training as that of any of the other callings named. Before a man is permitted to extract your teeth he is required to produce evidence of professional fitness, and that evidence must

have state recognition. It is not so with those who pretend to teach. Not even high-school graduation is required by the laws of this state. There is absolutely no restriction as to scholarship, age, or special fitness, except as found in the judgment of the county or city examiner. Why should the training of the common school or the high school bring a person nearer the threshold of one profession than that of another? If teaching is ever to become a profession the need of this special training must be recognized. Teaching is such a difficult, complex, and ever-changing process that more skill is required to teach a growing child as he should be taught, than to try a case before the bar of justice. To unfold the possibilities of a child's soul is a more delicate matter than the compounding of medicines or the use of the surgeon's knife. To unfold the senses, train the intellect, and direct the will of the child require more discipline of mind and a greater breadth of view than to preach a sermon.

Approximately 26,000 teachers are necessary to supply the public schools of Ohio, 24,000 of whom are required for the elementary schools—that is, the grades below the high school in the towns and cities and the ungraded schools of township and village districts. It has been somewhat carefully estimated that about 6,000 of these teachers are new in the work each year. This means that an equal number of teachers leave the work of teaching each year. Various causes may be given for this constant changing in the personnel of the great body of teachers. Who are these 6,000 young, inexperienced teachers admitted to the school rooms of Ohio each year, armed with the protection which a teacher's certificate affords? They are usually earnest, wide-awake young men and young women (or boys and girls) who are anxious to do their best—to teach according to the best models they have had presented to them. Very few are college or normal-school graduates. Not many are graduates of high-schools. Comparatively few high-school and college graduates prefer to teach, often for the reason that the salary inducements do not compare favorably with the prospective incomes of other callings. These new teachers are usually young people who, by their own efforts, unaided or misguided, have obtained enough technical knowledge to enable them to pass a teachers' examination, but who have formed no adequate conception of the duties and responsibili-

ties of the teacher; young people who are entirely ignorant of the great body of fundamental knowledge underlying the science and art of teaching.

Although high schools are multiplying rapidly and are growing more and more efficient year by year, yet many of these young people have never had the opportunity of high-school training. Besides, a knowledge of high-school subjects is not required of the applicant who seeks admission to the examinations for teachers' certificates. Therefore, high-school graduation can not wisely be made the standard of admission to our State Normal Schools so long as the laws governing the certification of teachers remain as they are at present. The State can not wisely close her doors against these young people who seek admission to the profession, nor against that large body of teachers already enrolled in the work who have educational qualifications but little higher than the graduate of the common schools. Better training must be provided for them. The law establishing these State Normal Schools says that they shall "provide theoretical and practical training for *all* students desiring to prepare themselves for the work of teaching." The needs of the class referred to as graduates of the common schools or as those having only equivalent educaion, are carefully met by the course of study beginning at the point of graduation from the common schools. In this connection we desire to call attention to the five-year course in Elementary Education, found elsewhere in this catalogue. Attention is also called to the fact that persons holding a teacher's certificate may complete this course in four years, or less. Teachers of much experience may enter the two-year course and be conditioned on preparatory work.

Much has been said and written concerning the relative strength of normal-trained and college-trained teachers. It must be admitted that a person who has learned how to do a thing can do it better than one who has not learned how. The scientific purpose of the normal school is to teach persons how to teach, but such knowledge must presuppose a knowledge of what to teach. The teacher who is to be capable of the best service should have both scholastic and professional training. It must not be forgotten that normal training is not necessarily all professional, so called. The school that can combine these two essentials in the teacher's

preparation should certainly be sought. In the Normal College of Ohio University this happy combination is found. Each of the courses offers collegiate training in academic and culture studies in addition to the training along distinctively professional lines. All studies in the several courses in the College of Liberal Arts are open to students of the Normal College. To be admitted to any of the regular courses in the Normal College a student must have made a preparation equal to that required for admission to any other regular college course. No one need fear that the instruction in the State Normal College will be in any sense inferior to the best instruction given in the University, as Normal College students are taught in the same classes by the same professors, and have access to all the privileges of the University.

But there are now engaged in the schools in Ohio thousands of worthy teachers who could not measure up to the ideal standard of college admission. They will give the schools more years of service than many of those who spend years in preparation. If, therefore, the purpose of the normal schools in Ohio is to provide better teaching for the children in the public schools of the State and thus give back to the people something in return for their support of the normal schools, should not the normal schools open their doors to these teachers? Such teachers are encouraged to attend the State Normal College of Ohio University where they will be carefully guided in the selection of such studies as will make them more efficient. Our duty in this matter is plain.

Attention is here called to the two four-year college courses in secondary education, for the high-school graduate who wishes to prepare for the work of teaching in secondary schools and for the work of supervision. Certainly "*all* students desiring to prepare themselves for the work of teaching," as stated in the law establishing the state normal schools, have been amply provided for.

The Model School

One of the most essential and fruitful courses offered by the best State Normal Schools in this country is the course of training in observation and teaching in a well-organized and properly conducted Model School. Such a school should

enroll as its pupils all classes and grades offered by the community. Actual conditions must be met by the students who are studying the problems of school administration. They must see and study real and average pupils rather than ideal and select pupils. Their experiences in school management, school discipline, course of study, grading and classification of pupils, and dealings with patrons and school authorities must be such as they may reasonably expect to meet in the discharge of actual school duties.

The Normal College of Ohio University conducts a Model School on just such a plan as above outlined. The Board of Education of Athens set apart a certain portion of the village of Athens as "the University District," and all the children of school age residing in this portion of Athens, and who would otherwise attend the corresponding grades in the public schools, attend the Model School, consisting at present of all primary grades. The work will be extended to other grades as rapidly as conditions will permit. The Model School is in every sense a free public school. Each department, or grade, is taught by a skilled, well-trained teacher. The entire school is under the charge of a Training Teacher who has enjoyed superior advantages and whose training fits her most eminently for this responsible work.

Students of the Normal College are given exceptional opportunities for training in the actual work of teaching. This training in the Model School consists of courses in Observation, in Methods, and in Teaching. The minimum amount of teaching required is one hundred and fifteen hours, except in the case of a teacher of much experience who is able to demonstrate her ability to teach according to right methods in less time than that.

Department of School Administration

PROFESSOR WILLIAMS.

The general aim of this department in the Normal College is to give the student a broad and comprehensive view of the various factors in school administration, to give him a detailed and critical view of the problems of school organization, school management, school discipline, school hygiene, school

architecture, the course of study, the classification and grading of pupils, and to lead him to understand school law as it relates to school administration. The courses may be briefly outlined as follows:

1. School Administration and School Law

This is a three-hour course for one term and includes a study (1) of School Organization under the heads of parties to the school organization, a study of existing system, the function of the public school, the teacher as a factor in organization, etc.; (2) School Law, including a critical study and analysis of the Ohio School Laws and topical study of the school laws of other states with a view to an analysis of the relation of school law to the effectiveness of school systems; (3) School Hygiene, including school architecture, school environment, ventilation, lighting, seating, fatigue, contagious disease, defective hearing, and defective vision; (4) School Management and School Discipline, with their various problems. The Ohio School Laws will be made the basis of the work in School Law.

2. The Elementary Course of Study

In this course of three hours for one term the great problem is to know how to shape the school to conform to the child's mental nature, how to adjust the work of the school so as to give the child at all times the amount and kind of work needed at various stages of his development, and how to determine what is of most worth in a course of study. The aim is to point out great underlying principles determining educational values, to discover the fundamental principles determining the content and order of a course of study, to discover the constant but ever varying relation existing between what the child studies and what he is, to indicate to the teacher the positive and fixed necessity of constant articulation in the subject matter in a course of study. It is also the aim to familiarize the teacher with laws external to the course of study itself determining what the course shall be, such as the demands of society and the laws of the child's mental development, each indicating certain lines of necessary deflection from the direction which a knowledge of the nature of the subject

matter alone would indicate to the teacher. The course also includes a study of the order of subjects, concentration and correlation of subject matter, the daily program of work, the recitation, and a detailed study of the principles involved in the construction of a course of study for a school or a system of schools. In this last study the student is taken over the details of the Elementary Course of Study, and courses in Arithmetic, Language, History, Geography, and Science are written under the direction of the instructor.

The text used as a basis in this work is Dr. Charles McMurry's "Course of Study for Elementary Schools."

3. Secondary Course of Study

This course will inquire into the principles governing the selection of subjects for the Secondary Course, the order of presentation of these subjects, the purposes of secondary school training, the relation of the secondary school to the elementary school on the one hand and the college and the technical and professional schools on the other. The particular methods of instruction demanded by the secondary school and how these methods must differ from the methods employed in lower and in higher schools, will receive careful study from the pedagogical view-point.

4. Supervision and Criticism

This is a three-hour elective, except in the Course for Superintendents and Principals, and is given during the Spring Term and repeated in the Summer Term. The purpose is to cover all the leading problems of administration and supervision. For those who are preparing for the work of supervision certainly no course in the Normal College could be more valuable. At least once a week Round Table discussions of the leading problems of supervision will be conducted by members of the Normal College faculty who have had broad experience in practical supervision.

Department of Methods

PROFESSOR TREUDLEY.

The work of the Department of Methods has for its chief aim the development of right ways of doing school work. A method may be defined as a definite and an orderly manner of doing things. It presupposes knowledge of the subject to be taught, laws of mental growth and action, and insight into the ends to be reached.

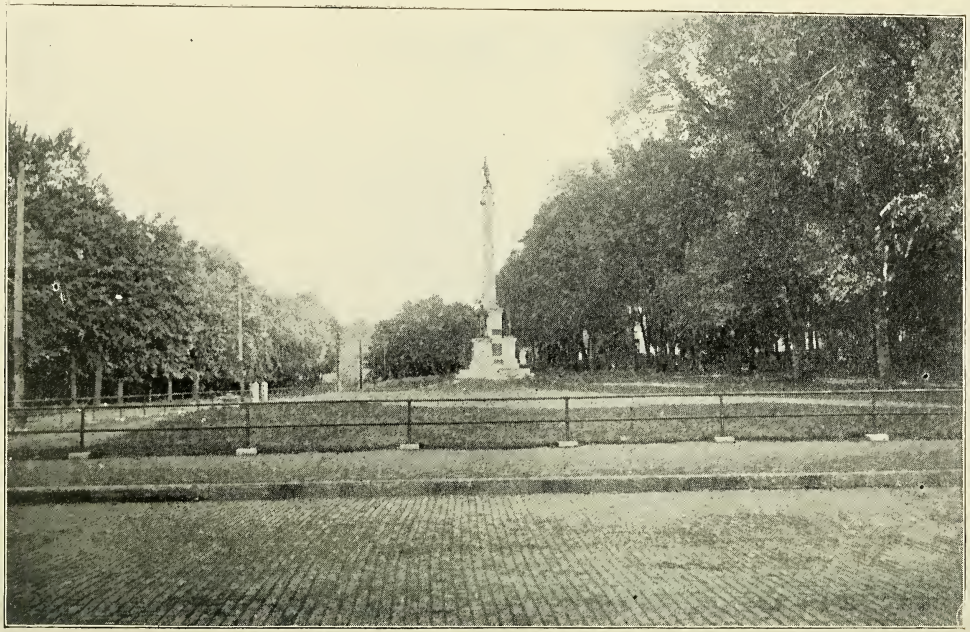
Its particular problem is the presentation of the materials of thought and action to the mind of the learner in such a way as to insure most perfect growth.

This problem is not, however, a simple one. The worth and scope of any branch of knowledge may invite life-long study without possibility of exhaustion. Reading draws its inspiration from literature. Geography is a subject to which all science is contributory. History is the record of the interplay of human forces whose name is legion. Science is the unfolding of law, and law has been defined to be "a rule of being or of conduct, established by an authority able to enforce its will." Amidst the most seemingly wilful and disorderly play and movement of forces, there may be clearly discovered order, harmony, purpose, definite and persistent movement towards greater perfection, processes of adjustment and re-adjustment, whose understanding may well be deemed one of the most precious fruits of education.

Corresponding to this outer world embracing things visible, is the inner represented by mind in its various phases. Creative power, whether manifested on a finite or infinite scale, appears to proceed along identical paths. It is this fact which makes education in a high sense possible and lends to existence perennial joy.

Methods should be capable of explanation. This must include the ends to be reached, the nature and value of the subject matter under consideration, the essential elements and workings of the human mind at different stages of growth, and the correspondence between that which is offered as instruction and the mind to be trained.

Many methods of procedure are comparatively valueless, awakening only temporary interest, because of failure to em-



MONUMENT PLACE, UNIVERSITY CAMPUS

brace permanent and vital relationships. Mechanical work only will permit mechanical measurements. Persistence in such work and methods wastes time, creates and fixes habits destructive in their tendency, and, because of facility of operation, begets pride in false achievements.

All subjects are susceptible of manipulation. Mastery over none is possible without prolonged thought and observation.

A method may be valuable under restraint, but pressed beyond proper limit it is a source of error. Events, in themselves, are of little significance. Connected with the great stream of life as cause or effect they may become full of deepest interest. Methods, in themselves, are nothing; as signs of independent thought, they are highly suggestive. Growth in spiritual and intellectual power proceeds under the same general laws everywhere. Obedience to law is essential to progress and happiness. It will lift to power the country as well as the country boy; the young student as well as the student of advanced years.

To be more specific:

(1) A true method should view the subject matter in its larger interests; viz.: those embraced in its relationships, and give attention proportional to this significance.

(2) It should present the material in such forms as to correspond to the stage of growth reached by the student, and with illustration whose worth is a test of teaching power.

(3) It should make as easy and cheerful as possible the submission of the student to the drudgery necessary to master technique through proper representation of the value of the freedom thereby gained.

(4) It should consider ends to be served, both as an accomplishment for after life and as a source, at all times, of present power.

Method as Applied to Special Subjects

Reading.—True methods in teaching Reading will, at all times, recognize the fact that the foundation of the art lies in power to interpret. Expression must be governed by thought, and intelligent feeling alone can impart that grace which reveals itself under those delicate forms which we call expression.

It is recognized that there must be undergone a certain amount of drudgery (for drudgery is work, often necessary, but less able to be relieved by the sense of accomplishment) in order to achieve that freedom which comes from the mastery of technique. It is understood that skill and release from imperfection are most accurately measured by the amount of intelligent drudgery submitted to. The main difficulty lies in determining the lines upon which effort should be expended.

It may suffice for the present purpose to say that oral expression should be closely connected with training of the vocal organs, that the forms of works should be mastered by the eye, and that for development of intelligent thought there should be long, constant, uninterrupted effort to put meaning behind words. To this end, not only should the teacher be able to know what is good literature, but also how to use it.

Geography and History.—Geography concerns itself with the earth as a theater of human life, while history deals with the inter-play of human passions upon this stage. Being closely related, and so dependent, one upon the other, proper instruction in one should be carefully connected with that in the other.

Geography is a study of intelligent thought, expressed in material whose forms of representation are countless. True teaching must result in great enlargement of conscious power both on the part of the pupil and that of the instructor. Effective teaching in geography, like that in reading, will be engaged in putting meaning into its peculiar forms. It will recognize that this meaning possesses universal interest. Forms of water and land everywhere reproduce themselves in identical shapes, under like conditions, obeying the same laws, and sustaining relationships of cause and effect. Efficient and intelligent instruction will steadily concentrate itself upon the endeavor to realize in the mind of the learner the identity of geographical conditions with those immediately about him, that through this he may come to realize what he studies.

To this end both in Geography and History he must study as the alphabet of the subject, conditions of life about him. Rivers, plains, valleys, hills, soil, climate, seasons of the year, cold and heat, moisture and drought, animal and plant life, are unvarying in their movements and mathematically responsive to the forces that play upon them. Early instruction

should store the mind with facts, but later instruction must interpret these in the light of universal law.

At the same time instruction must concern itself with the development of human life, show how it manifests itself in the various occupations demanded by its nature, and how its growth is determined by geographical conditions. Here should be pointed out how geographical surroundings determine the occupations of men, affect their habits, promote their desires, restrain their ambitions, and establish their supremacy or bondage.

On the other hand, effective historical instruction will point out how the spirit of man overcomes his surroundings, making use of them to rise superior to them. True methods will so relate form and substance that the former may not through excess reduce instruction to detail made worthless because possessing no meaning; nor on the other hand, the latter be lost because of neglect of proper definition.

True method follows close upon the manifestation of intelligent thought, and seeks through illustration to interpret it and through intelligent language to grasp it.

The teaching of history begins not with the book, but with the experiences of life. It should point out how law and order display themselves in the family, social, religious, and political life, and how they reflect various stages of thought and action. It should show how these institutions enhance the individuality of man, and how they are in turn reflected in and exemplified by him. It should point out how "the child is the father of the man," and, as growth ensues, explain remote conditions by those near at hand. In short, sound methods will enforce, illustrate, and bring out that which all experience tends more and more to confirm; namely, that the world of nature and human actions is obedient to the same laws, manifests the same fruits, and yet presents an infinite mass of details whose comprehension can be attained only through teaching that is scientific.

Finally, what has been said of the foregoing subjects may be applied to other subjects of instruction. It is understood, for example, that mathematics must differ in detail from subjects involving personal feeling. Yet all intellectual processes may be said to involve the same general principles. If the idea of number has been correctly grasped, it is but a familiar

process which passes to its various manifestations. Skill in teaching rests upon the ability to perceive these fundamental ideas common to all, and to have them in mind while discussing their properties.

It is not the purpose to point out how method involves clear observation; how observation is connected with attention; how attention grows through interest; how interest thrives upon illustration; how illustration is conditioned upon the senses directed upon sense-material; how these visible forms of life are representative of forms invisible, apprehended only through the creative power of imagination; or how all this results in knowledge.

What is meant to be brought to the attention of persons seeking to become teachers is this: That while the work of teaching is one of great complexity, it may be mastered as a pursuit by persistent effort rightly directed.

Department of History and Principles of Education

PROFESSER BACHMAN.

The work of the Department is three-fold: to trace in connection with western civilization the development of educational theory and practice, to study existing schools and school systems, and to formulate upon the basis of past experience, present thought, individual and national needs those general principles which should control the work of the public school.

History of Education

1. The work in the History of Education consists of three terms of instruction in the History of Ancient Education, History of Modern Education, and History of Education in the United States. These courses are open to students of the University as Sophomore electives. The method of study of any given period consists, first, of a general review of the determining factors in the civilization of the period; second, of a consideration of the educational theorists; third, of a study of the educational practice of the period as seen in the aim of education, school system, grades of instruction, curriculum,

methods, teachers, discipline and school organization; fourth, of a discussion of the permanent phases in the educational work of the period.

2. A Senior elective is offered in the Sources of the History of Education. Some particular period will be selected and considered in the light of available sources. For 1903 and 1904, the following are suggested: Period of Renaissance or The Colonial and Revolutionary Period.

Schools and School Systems

1. One term is devoted to a Comparative Study of Elementary Schools. This is to be viewed as a continuation of the work in the History of Education. The aim of this course is to give the students the "Course in Elementary Education," a conception of the work of the best elementary schools at home and abroad. A study will be made of the elementary schools of Germany, France, and England; also of typical schools of the United States, such as, in Boston, Indianapolis, or Chicago.

2. Two terms in School Systems are required in the "Course in Supervision," one term in Foreign School Systems, and one in School Systems of the United States. These courses are offered as electives to other students in the Senior year. Of foreign countries, the systems of Germany, France, and England will be considered. A study will be made of the central and local organization, of the different grades of schools, the relationship of these schools, their respective aims, organization, curriculum, methods, discipline, and teachers. A similar plan will be followed in studying the School Systems of the United States. The instruction will be centered, however, upon the work of the general government and upon the systems of Massachusetts, California, and Ohio. Much attention will be given to Ohio, and comparison will be made between the system of Ohio and that of other states and foreign countries.

Principles of Education

1. Elementary Pedagogy.—This course aims to meet the needs of those wishing to prepare for the County Examinations. A simple presentation will be made of those portions

of the subject which will be of the greatest usefulness to those desiring such a course.

2. Introduction to the Principles of Education and the Science of Education.—These two courses comprise the three terms' wok of the "Course in Elementary Education." The purpose is to consider during these courses the same problems and to attain the same results as in the Principles of Education. See 3 below.

3. The Principles of Education.—Two terms are given to this work, and it is required of all Normal College students except those in the "Course in Elementary Education." The work may be taken by students of the University as a Junior elective. It consists in a consideration of the following topics: (1) The Principles Determining the Aim of Education; (a) The Individualistic Character of Society; (b) The Social Character of the Individual; (c) Evolution and Society; (d) Evolution and the Individual; (e) The Meaning of Infancy; (f) Interests of Individual versus Interests of Society; (g) The Aim and Meaning of Education. (2) The Principles Determining the Curriculum; (a) Needs of Nation; (b) Needs of Community; (c) The Child. (3) Principles Determining Instruction: (a) Interest; (b) Induction; (c) Deduction; (d) Apperception. (4) Principles Determining Discipline: (a) Knowledge; (b) Feeling; (c) Motive; (d) Principles of School Organization.

4. Comparative Study and Theory of Secondary Education.—This course comprises a term's work and is required of students in "Course in Elementary Education," and offered to other students as an elective in the Senior year. The historic development of the high school in the United States will be traced, the English public school, Prussian gymnasium, and French lycee will be studied. In the light of the above, those problems especially related to high-school work will be considered, such as, The Relation of High School to the Elementary School, The Relation of the High School to the College and to Practical Life, The Aim of High School, Curriculum, Electives, Methods of Instruction, Teachers and Organization.

5. Problems in the Principles of Education are offered as a Senior elective. One or two of the topics considered in the Principles of Education will be studied in detail.

Paidology

PROFESSOR CHRISMAN.

The purpose of the work in Paidology, the science of the child, is to study child nature, so as to gain such knowledge as is needed in the school and in the home. It is intended in this Department to give to the students what has been learned about children, to fix in them the habit of observation and study of children, and to help them to an understanding of child life under the various conditions in which such is found. The work will be carried on in the classroom, in the field, and in the laboratory.

The first year's work below is required in both the courses in elementary education and elective in the other courses. One term in the paidological laboratory is required in the courses in elementary education for graduates of common schools, in secondary education, and in supervision. The third year's work is required in the courses in secondary education and in supervision, but it will be elective for those who may have had the first year's work in either of the courses in Elementary Education. In the fourth year's work, infancy and prenatality are both elective; paidometry is elective in the course in secondary education and required in the courses in supervision and for college graduates. The paidological seminary is elective. Two terms in Paidology are required in the course for college graduates, which will be elected from the work of the first and third years below.

Courses

First Year

1. CHILDHOOD.

Fall term, 4 hours per week. Childhood is the period of life following infancy, and so includes the years of the kindergarten and the primary school. In this term are studied the general characteristics of childhood, growth, disease, the senses, mental and physical development, etc., such as may be needed to give an understanding of this time of life.

2. BOYGIRLHOOD.

Winter term, 4 hours per week. This period follows childhood and the work is a continuance of Course 1. Espe-

cial attention is directed to the remarkable growth and other changes that take place at this time.

3. YOUTH.

Spring term, 3 hours per week. Youth follows boygirlhood and extends till full manhood and womanhood is reached. The work is a continuance of Course 2, taking into account the conditions, characteristics, ambitions, etc., of this period.

Second Year

4. PAIDOLOGICAL LABORATORY.

Fall term, 2 hours per week. Observations and measurements.

5. PAIDOLOGICAL LABORATORY.

Winter term, 2 hours per week. Tests of hearing, sight, fatigue, memory, etc.

6. PAIDOLOGICAL LABORATORY.

Spring term, 2 hours per week. More special work, following the work of Courses 4 and 5, will be undertaken at this time.

Third Year

7. ABNORMAL CHILD.

Fall term, 3 hours per week. Defective children, delinquent children, dependent children, wildings, and exceptional children are studied under this heading, knowledge of the first four classes leading up to a better understanding of exceptional children, the ones that cause so much trouble in the school.

8. UNCIVILIZED CHILD.

Winter term, 3 hours per week. The child among uncivilized and semi-civilized peoples is studied so as to help to a better comprehension of the child among civilized peoples.

9. HISTORICAL CHILD.

Spring term, 3 hours per week. Under this is taken up the study of the child as found among the nations of ancient times, in medieval Europe, and in earlier United States, and comparisons made with the child as found at present.

Fourth Year

10. INFANCY.

Fall term, 3 hours per week. At this time are studied the beginnings of language, volition, motor ability, etc., and also

AUTUMN LEAVES, UNIVERSITY CAMPUS

the care and attention needed by children as a basis for future growth.

11. PRENATALITY.

Winter term, 3 hours per week. This includes the time before birth. This period will be studied to ascertain what are the conditions of life at this time, what effects are produced here, the necessary care to be given, the problems of heredity and environment, and other matters connected with this period of life, which are of such vital importance to the whole future life of the child.

12. PAIDOMETRY.

Spring term, 3 hours per week. In this term's work it is purposed to put together somewhat as a summary what has been gained from the study of children throughout the courses, grouping such about growth.

13. PAIDOLOGICAL SEMINARY.

Throughout all the courses, 1 hour per week, for all students in the Department of Paidology. In this the students will make reports of observations and studies made upon children.

Department of Mathematics

PROFESSOR MILLS.

Arithmetic

The course in Arithmetic comprises two terms' work. Accuracy and rapidity in performing the operations in the solution of problems is the first aim in the study of this subject. These accomplishments are brought about through the use of carefully prepared exercises and drills in the four fundamentals and in fractions. The text-book used in the first term's work is Milne's "Practical Arithmetic," and the work in this book is completed to the subject of Partial Payments. Ray's "Higher Arithmetic" is the text-book for the second term's work. The subjects especially emphasized in this term's work are the following applications of Percentage: Profit and Loss, Interest, True and Bank Discount, Stocks and Bonds, Commission, Exchange, and Equation of Payments. Other subjects which receive special attention are Arithmetical Analysis, Involution and Evolution, and the very important subject

of Mensuration. The one important result, a proper understanding of the reason for every step necessary to the solution of a problem, is kept constantly in mind throughout all the work in Arithmetic. Forms of solution and methods of teaching receive special attention.

Algebra

First Term's Work.—Milne's Essentials of Algebra, entire text-book.

Second Term's Work.—Fisher and Schwatt's Secondary Algebra to Involution. The one part of this term's work especially emphasized is the chapter on Factoring and its applications.

Third Term's Work.—Fisher and Schwatt's Secondary Algebra is completed to Harmonical Progression. As in Arithmetic, forms of solution and methods of teaching are prominent features of the work.

Plane Geometry

This subject is regular in the Spring term. Phillips and Fisher's Elements of Geometry is the text-book used. In this work students are encouraged to form the habit of original investigation. They are instructed how to work out their own demonstrations. Terseness and technical accuracy of statement are constant requirements, and much emphasis is given to the application of the principles of Geometry to Arithmetic.

Descriptive Astronomy

One term's work is devoted to this subject. A text-book is used, but the topical method of recitation is followed and students are encouraged to seek information from the standard works of Astronomy in the library. Students are made familiar with the Zodiacal and Circum-polar Constellations, the principal stars, and planets. The University is supplied with a good telescope and all the apparatus necessary to efficient work in this study.

Note

For the courses in Solid Geometry, Advanced Algebra, Trigonometry and Surveying, and electives in Mathematics,

see description of courses in the College of Liberal Arts. The courses in Arithmetic and Beginning Algebra are offered each term.

Public School Drawing

Cornelia I. Gaskell, *Instructor.*

Drawing is no longer looked upon as superfluous, and in public-school work it is coming more and more to have a permanent place. It trains the powers of observation, develops the creative imagination, and aids in forming clear mental images. It is a means of expression, a help in all school work, and, rightly directed, should lead also to a love and appreciation of the beautiful.

The work and exercises given will be with this in view: that the student may not only learn how to draw himself, but how the subject should be taught to children. The subject will be considered in the three divisions of Construction, Representation, and Decoration. Pencil will be the medium most used because pencils are most easily obtained for public school work. Some work in water color will be given.

Students having no art training will be required to take the two years' work planned in the course. Those who have had thorough high-school training will be expected to take but a year of advanced work.

DEPARTMENT OF DENTAL SURGERY

OF THE

OHIO UNIVERSITY

THE CINCINNATI COLLEGE OF DENTAL SURGERY

(231-233 WEST COURT ST., CINCINNATI, OHIO)

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Faculty

G. S. JUNKERMAN, M. D., D. D. S. (Dean of the Faculty).....231 W. Court St.
Professor of Operative and Comparative Operative Dentistry

A. V. PHELPS, M. D.....510 W. Seventh St.
Professor of Anatomy and Principles of Surgery.

W. T. MCLEAN, M. D., D. D. S. (Vice-Dean of the Faculty)..... 400 Neave Bldg.
Professor of Oral Hygiene and Dental Ethics.

L. S. COLTER, B. S., M. D.....3410 Clifton Ave.
Professor of Physiology and Anaesthesia.

W. H. GENSLEY, D. D. S. (Secretary of the Faculty).....S. E. Cor. Seventh and Elm Sts.
Professor of Chemistry and Materia Medica.

F. A. LUSH, B. S., D. D. S.....Madisonville, Ohio.
Professor of Prosthetic Dentistry and Metallurgy.

J. W. ROWE, B. A., M. D.....20 W. Ninth St.
Professor of General Pathology, Histology, and Bacteriology

D. E. SHEEHAN, D. D. S.....Hamilton, Ohio.
Professor of Dental Anatomy, Oral Surgery, and Pathology.

SPENCER M. JONES, LL. B.....United Bank Bldg.
Professor of Jurisprudence and Forensic Dentistry.

Laboratory Staff

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Supervisor of Clinics and Demonstrator of Operative Dentistry.

F. A. LUSH, B. S., D. D. S.,
Demonstrator of Technic and Prosthetic Laboratories.

J. W. ROWE, B. A., M. D.
Demonstrator in Histology and Bacteriology.

A. V. PHELPS, M. D.,
Supervisor of the Anatomical Department.

E. O. SMITH, M. D.,
Demonstrator of Dissecting.

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Demonstrator of Analytical Chemistry.

Oral Hospital Staff

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J. C. OLIVER, M. D. — G. S. JUNKERMAN, M. D., D. D. S.
MISS LILLIE R. WOLF, *College Secretary.*

Calendar

Term begins October 6.

Last day for matriculation October 16. In case of sickness, October 26.

Regular Clinics open October 1.

Postgraduate Clinics open May 1.

Dissecting begins about January 1.

College closes for Holiday Recess, Saturday, December 19.

College reopens Monday, January 4.

Final Examinations begin about April 20.

Entrance Examination previous to Matriculation.

Commencement Exercises will be held first week in May.

Students matriculating after the session of 1902-03 will be required to attend four (4) full courses of seven months each before graduation.

(Lady students are not received in this Institution.)

The Summer Session

Is specifically for Operative and Prosthetic instruction, and continues five months. Students attending this Session derive individual instruction, which is of the greatest advantage. The fee for the Summer Session is $25.00, and is applied on the tuition for the regular term. Graduates and others can attend this session for regular fee, which is $25.00.

Correspondence

All correspondence carefully and promptly answered. Students corresponding with the officials of the college will please be careful to write their names distinctly and give their full address, and direct their letters to

G. S. JUNKERMAN, M. D., D.D. S., DEAN,

231 West Court Street, Cincinnati, Ohio.

Telephone: Office, Main 2509; Residence, North 28.

College Clinic

REPORT AS TAKEN FROM THE COLLEGE CLINIC BOOK BY THE COLLEGE SECRETARY, FOR WORK DONE IN THE CLINIC DURING SESSION 1902-1903.

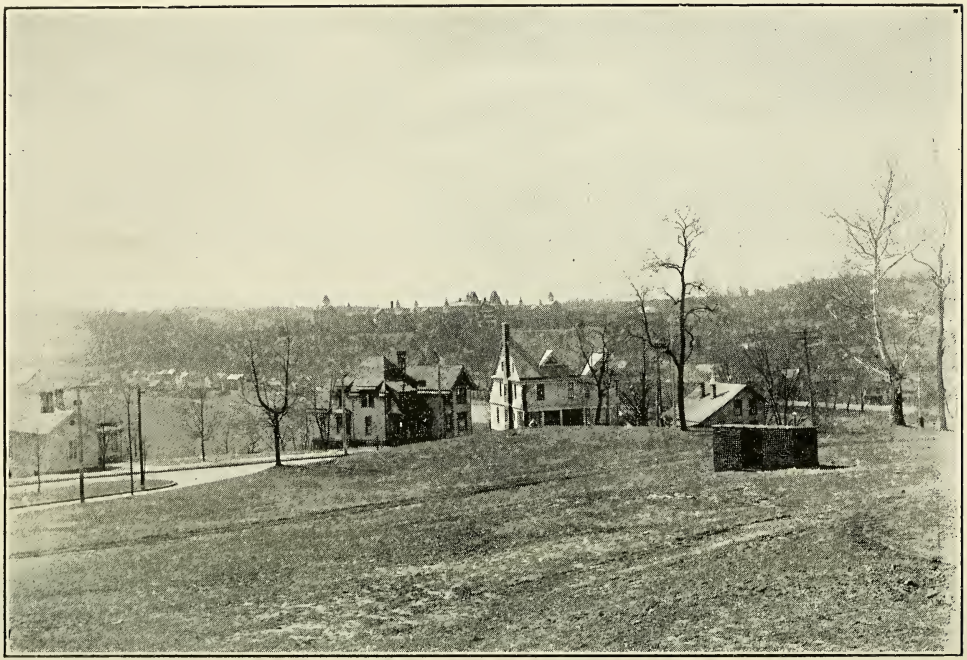
Total number rolls of gold inserted	14,780
Average number rolls of gold inserted *per operator*	492
Total number gold fillings inserted	2,434
Average number gold fillings inserted *per operator*	81
Total number amalgam fillings inserted	1,936
Average number amalgam fillings inserted *per operator*	64
Total number cement fillings inserted	230
Average number cement fillings inserted *per operator*	8
Total number bridges inserted	152
Average number bridges inserted *per operator*	5
Total number crowns inserted	259
Average number crowns inserted *per operator*	9
Total number of plates	770
Average number of plates *per operator*	26

The Oral Hospital

The Faculty have decided to appoint two or more internes each year under such rules and conditions as may be seen at the College Office. These internships are especially intended as prizes to the members of the Junior Class, although not especially restricted to that class.

Features of the College.

The Cincinnati College of Dental Surgery, Dental Department, Ohio University, is an Ohio institution of exceptional endowment, and complies strictly with the laws regulating institutions of learning. Its vested authority is to confer the degree of Doctor of Dental Surgery, and its diplomas are granted under its corporate seal. The regular term is seven months. Ten days are allowed after the opening of the term for students to matriculate, and an extra ten days are allowed in cases of illness. The College is the affiliated Dental department of Ohio University, located at Athens, Ohio, the oldest university in the State, established in 1804, and the oldest institution of its kind west of the Allegheny Mountains. The officers and teachers concentrate their attention and expend their energies with one single end in view—to prepare students in their chosen profession, that they may practice in any State or country. Its trustees consider this an extraordinary advantage to students who contemplate the pursuit of dentistry as a profession. Particular attention is given to preparing dental students for the various State Board examinations. The professors of the College do the demonstrating in the clinic rooms and laboratories. These duties are not left to any new and inexperienced practitioners. This school is a limited one, the limit being about one hundred students for the entire school of three classes. The advantage to a student attending a school of this class is plain. He avoids an overcrowded school and receives more individual attention. This College is new and modern. The claim of age for a dental college is often a detriment. The sanitary condition of the building is perfect. The laboratories and clinic rooms are lighted by a system of skylights that renders these rooms as light as day. The question of good light is a very important one in dental teaching. With this end in view the entire building has been constructed for sanitation and light. The College equipments are most complete, each department having the most modern and improved appurtenances for practical operative procedures. The infirmary and laboratories are unequalled for all classes of work. Heat, light and ventilation have been thoroughly arranged, so as to make the student comfortable while attending to his duties. Individual desks, electric and foot lathes are among



STATE HOSPITAL AS SEEN FROM UNIVERSITY CAMPUS

the College equipments. In the operating room are found all modern chairs. The finest discipline is maintained among the students. The rights of every student are respected, and the presence of good order makes it possible for a student to pursue his studies unmolested. Parents sending their children to this College can feel assured that a watchful eye will be kept upon them and their welfare considered, and any deviation from the path of industry and strict attention to duty will be reported to the parents at their request. The College is situated in the center of the city, and its clinical resources are obtained from a half million inhabitants, so that students are abundantly supplied with clinical material. The Board of Trustees and Faculty are composed of experienced teachers, nearly all of whom are clinicians. This College is a member of the National Association of Dental Faculties, and complies strictly with all its rules and regulations. Students contemplating the study of dentistry will find Cincinnati a healthful and inexpensive city to live in. Students have found it more profitable to come from the East and West to attend college in Cincinnati, which is a great college center, simply from the fact that it is more economical. The College library assists materially many students from excessive expenditures, as books for study may be found here. Students contemplating entering this College need not have any previous office experience, as this feature of their education is attended to in this institution. The careful training to equip every student to start into practice after graduation is provided for, therefore the Trustees can safely say that a student may and will receive a full and complete dental education before being released as a graduate of this institution.

Students attending this College accept this catalogue and the code of rules as printed on the College Bulletin Card as part of their contract with the college.

Courses of Study.

Freshman Class.

PROSTHETIC TECHNICS. Materials for taking impressions of the mouth, their modes of preparation and use, beeswax, modeling composition, plaster; methods of taking impressions; plaster models; the different methods of making dies and counter dies; metals used for dies and counter dies; process of swaging. All the different varieties of plates are made by the student. Principles and appliances of soldering; soldering lamps, mouth and mechanical blow-pipes. The retention of base plates in the mouth. Methods—a. Clasps, partial clasps or stays, size and outline of clasp-plates. *b.* Atmospheric pressure principle, adhesion of contact, vacuum cavity. The use of the various metals for base plates and their properties. Articulation—Bonwill system. Adjustment of porcelain teeth to the plate. Varieties of teeth, grinding and arrangement of the teeth, investing and backing. Soldering backings to teeth and plate. Finishing process. Vulcano-plastic work; vulcanite, composition and varieties; methods of investing, packing, vulcanizing and finishing; repairing vulcanite plates; vulcanite attachment of teeth to swaged plates. Celluloid—The different processes and apparatus for molding celluloid; finishing process; repairing celluloid work. Appliances used to replace lost parts of the palatal organs; obturators; artificial plates.

PRACTICAL CHEMISTRY. Laboratory Course; Sixty hours of practical work. Preparation and properties of some nonmetallic elements and their compounds; properties of salts, bases and acids; detection of bases and acids; reaction and tests of some organic compounds, and a complete saliva analysis.

DISSECTING. Two parts on the Cadaver, with examinations by the Demonstrator, with an inspection, as far as possible, of the entire body, including drawings of parts dissected.

HISTOLOGY—General Histology. The Simple Tissues. The animal cell; blood and lymph; study of circulation in tongue or foot of frog; epithelium; ordinary connective tissues; adipose, adenoid and mucous tissues; pigment cells, cartilage; bone; muscle and nerve tissues.

THE VASCULAR AND LYMPHATIC SYSTEMS—The heart; blood-vessels; origin of lymphatics; lymphatic vessels and glands.

THE RESPIRATORY SYSTEM—The trachea; bronchi; lungs.

THE ALIMENTARY CANAL—The tongue, the teeth; the salivary glands; the œsophagus; stomach and intestine; the liver and pancreas.

THE SKIN—The epidermic appendages; termination of sensory nerves in the skin.

THE CENTRAL NERVOUS SYSTEM—The spinal cord; medulla; brain.

HISTOLOGY OF THE ORAL CAVITY—Development of teeth; the teeth; the tongue; papillæ of tongue; oral mucous membrane; salivary and mucous glands; salivary corpuscles; gum; peridental membrane; alveolus maxilla.

MICROSCOPY—The microscope; its purpose: kind of microscopes; magnifying power; aberrations; achromatism; description of compound microscope.

OBJECTIVES—Classes; systems; angular aperture; achromatism; resolving power; flatness of field; penetration; working distance.

OCULARS—Kinds of oculars; nomenclature.

HOW TO WORK WITH COMPOUND MICROSCOPE—Light; position of light; which eye to use; order; material; drawing microscopic objects; Camera Lucida, and how to use it.

IMMERSION LENSES—How to work with.

SUBSTAGE ILLUMINATION—Mirrors; condensers; intensity of light.

CARE OF A COMPOUND MICROSCOPE—To take care of stand; how to care for objective and eye-pieces.

LABORATORY COURSE—Preparation of the Hard Tissues. Various methods: their advantages and disadvantages.

DECALCIFICATION OF THE HARD TISSUES—Agents; methods.

PREPARATION OF SOFT TISSUES—Agents; methods.

PREPARATION OF SOFT DEVELOPMENTAL TISSUES.

DEMONSTRATION OF SPECIAL SOFT TISSUES—Absorbent organ; vascular supply; dental follicle; dental gum; methods for obtaining sections of dental pulp.

PREPARATION OF THE HARD AND SOFT TISSUES COMBINED—Process employed.

IMBEDDING—General principles; methods; substances.

Section Cutting—Methods; microtome; modus operandi.

Staining Sections—Methods; advantages; classification of stains; reagents and their combinations.

Mounting Sections—Methods: media; treatment; instruments; material; finishing; preservation of mounted specimens.

BACTERIOLOGY. History; Classification; Morphology; General Biological Characters; Nonpathogenic, Pathogenic, Saprophytic Bacteria.

Bacteriology of the Oral Cavity—Mouth Bacteria proper; Uncultivable Mouth Bacteria; Cultivable Mouth Bacteria; Chromogenic Mouth Bacteria; Bacteria of Diseased pulps; Mouth Bacteria as exciters of Fermentation; Micro-Organisms of Dental Decay.

Laboratory Course—Methods of Bacteriological Investigation; Definitions; Apparatus; Solid Media, their preparation and uses; Liquid Culture Media; Pure Culture; Line Cultures; Dilution Cultures; Preparation of Specimens; Methods of Staining; Examination of Micro-Organisms under the Microscope; Cover-Glass Preparations; Tissue Preparations.

General Account of the Action of Antiseptics and Disinfectants—Prophylaxis.

Sophomore Class.

METALLURGY. The Metallic Elements; Properties of Metals—Color, Luster, Crystallization, Malleability, Ductility, Tenacity, Elasticity, Expansibility, Conductivity, etc.

Alloys—How prepared; Properties that different metals confer on alloys; comprehensive consideration of the various alloys used in Dentistry, including the different solders.

Amalgams—Methods of Preparation; Properties requisite to make a good filling material; the qualities which the different metals confer on amalgams of which they are constituents. Qualitative and quantitative Analyses of Dental Amalgams.

Methods of Melting Metals—The different furnaces employed in the fusion of metals. Under this caption will also be considered the various appliances used in melting, soldering, and refining operations, as Crucibles, Soldering Blocks, Ingot Molds, etc. The uses of the Blow-Pipe will be thoroughly explained.

Combinations of metals with non-metallic elements.

A full and comprehensive consideration of the following metals, which are more or less extensively used in Dentistry: Gold, Silver, Platinum, Mercury, Tin, Zinc, Lead, Copper, Aluminum, Iron, Bismuth, Antimony, Iridium. The symbol, atomic weight, fusing point, specific gravity, occurrence in Nature, how reduced from its ores, malleability, ductility, tenacity, conductivity, dental applications, etc., of each.

THEORETICAL CHEMISTRY. Chemistry will be taught, not only as a pure science, but as a special department of practical work, so that each student will or may have an intimate knowledge of the chemical needs of the dentist.

THE FUNDAMENTAL PROPERTIES OF MATTER—Extension of Figure, Divisibility, Gravitation, Porosity.

GENERAL PRINCIPLES OF CHEMISTRY—Chemical Divisibility; Laws of Chemical Combination; Determination of Atomic and Molecular Weights; Decomposition of Compounds; Group of Compounds; Classification of Elements; the study, individually, of the most important Metals and Nonmetals.

NONMETALS—Symbol, Atomic Weight, and Derivation of Name; Occurrence in Nature; line of discovery; Valence.

Oxygen, Hydrogen, Nitrogen, Carbon, Sulphur, Phosphorus, Chlorine, Bromine, Iodine and Fluorine.

METALS AND THEIR COMBINATIONS—Derivation of Name; Symbol and Atomic Weight; Melting Points; Specific Gravities; Time of Discovery; Valence; Occurrence in Nature; Classification and General properties of Metal.

Potassium, Sodium, Ammonium, Magnesium, Calcium, Aluminum, Iron, Manganese, Chromium, Cobalt, Nickel, Zinc, Lead, Copper, Bismuth, Silver, Mercury, Arsenic, Antimony, Tin, Gold, Platinum, Molybdenum.

ORGANIC CHEMISTRY—*Carbon Compounds;* Elementary Analysis; *Constitution;* Decomposition and Classification of Organic Compounds. Hydrocarbons, Alcohols, Aldehydes, Monobasic Fatty Acids, Dibasic and Tribasic Organic Acids, Ethers, Carbohydrates, Amines and Amides, Cyanogen Compounds, Benzine series, Aromatic Compounds.

BENZINE—Derivatives containing Nitrogen, Alkaloids, Albuminous Substance or Proteids.

PHYSIOLOGY. THE LIVING CELL—Its Histology, Properties, Cell Life, Relation to Physiology in General; Reproduction of Cells.

THE BLOOD—Its Properties and Construction; Microscopical Appearances; Chemical Composition, Coagulation, Fibrine Factors; Physiology of Blood; Uses and Diseases.

CIRCULATION OF BLOOD—The Heart; Anatomy; Blood-Vessels.

THE HEART'S ACTION—Heart-Sounds; Heart-Movements; Heart's Impulse; the Cardiac Cycle; Blood Pressure; Arterial Flow; the Pulse; the Venous Flow; the Capillary Flow.

HEART (*continued*)—Inervation of Heart; Regulation of the Blood Current.

RESPIRATION—The Lungs; Anatomy; Respiratory Apparatus; Respiratory Muscles; Mechanism of Respiration.

RESPIRATORY CYCLE—Respiratory Sounds; Respiratory Movements; Respiratory Rhythm; Special Respiratory Movements.

RESPIRATORY CAPACITY—Chemistry of Respiration; Diffusion of Gases; Respiratory Changes in Blood and Tissues.

RESPIRATORY INNERVATION—Effects of Respiration; Diseases Dyspnœa; Asphyxia.

FOODS—Chemistry of Foods; Objects of Digestion; Digestion of Foods.

THE MOUTH AND ITS CONTENTS—Salivary Glands; Inervation; Deglutition.

STOMACH—Anatomy; Gastric Juice; Innervation; Products of Gastric Digestion.

INTESTINES—Anatomy; Intestinal Digestion.

PANCREAS—Anatomy, Pancreatic Juice; Functions.

LIVER—Anatomy; the Gall-Bladder; the Bile; Chemical composition of Bile, Functions.

ABSORPTION AND LYMPHATICS—The Lymph System; the Lymph Flow; Lymph and Chyle; Channels of Absorption.

ANATOMY. Bones of the head and face, particularly those forming the framework of the mouth; the hard palate as a whole; the articulation of the maxillary bones.

MUSCLES—Those concerned in mastication; their relations, origins, insertions, and manner of acting.

NERVES—Those supplying the teeth, the mucous membrane of the mouth, and the muscles of mastication.

BLOOD-VESSELS—The course, relations, and anastomoses of the arteries supplying the lips, teeth, tongue, nose and antrum of Highmore; also of the veins returning the blood from these parts.

Lymphatics carrying lymph from the face.

Regional—The Salivary Glands, their relations and the course of their ducts; the gross anatomy of the brain, *i. e.,* its division in Cerebrum and Cerebellum, Medulla Oblongata, Pons Varolii and Crura Cerebri; the triangles of the neck, their boundaries, coverings, floors, and principal contents.

Microscopic Anatomy—The minute anatomy of bone, teeth, cartilage, and common connective tissues, of the salivary glands, mucous membrane, and the skin.

OPERATIVE TECHNICS. Anatomy of the teeth; Terminology, Nomenclature, Notation, Form and Arrangement, Macroscopic and Microscopic.

Instruments—Tempering, sharpening, classification according to form and uses, action and use for each form.

Canals—Gaining entrance, removal of pulps, cleaning and preparing canals, filling canals.

Cavities—Classification from location and causes; preparation on principles governing.

Pulp Treatment—Conservative. Treatment and protection; capping; radical surgical devitalization; devitalization by drugs.

Filling Materials—Characteristics and Composition, preparation, introduction into cavities, finishing fillings.

Extraction of Teeth—Operations on manikin; indication for extraction. Instruments. Forceps, various forms; manner of using. Manner of using gum lancets; extraction of roots; extraction of temporary teeth; practical application of instruments on the living subject in the extracting-room; hemorrhage after extraction and treatment.

DENTAL ANATOMY.

1. Disparity of conditions—formation of teeth.
2. Development of hard tissues of the teeth.
3. Formation of teeth in fœtal life and advancing stages at different months.
4. Surfaces and angles of the teeth.
5. Effect of incorrect feeding on teeth in early life.
6. Teething.
7. Pain incident to teething.
8. Absorption of temporary teeth; cause and effect.
9. Eruption of permanent teeth.

10. Comparative dental anatomy.
11. Comparison between permanent and temporary teeth.
12. General anatomy of teeth and study of the roots.
13. Vulnerable points of decay.
14. Pulp chambers.
15. Sockets of teeth.
16. Pulp and nerves. Nourishment, etc. Peridental membrane.
17. Minute structure of enamel.
18. Minute structure of dentine.
19. Minute structure of cementum.
20. Operations upon hard tissues of teeth.

Junior Class.

ANATOMY. The head, the neck, thorax, abdomen, and extremities.

Bones of the trunk and extremities.

MUSCLES—Those concerned in movements of the tongue, deglutition and respiration; the muscles covered by the lectures.

BLOOD VESSELS—Those supplying the entire head and neck. The advanced student may be called upon to describe the vessels of any part lectured upon.

NERVES—All the cranial nerves, but especially the fifth, seventh, ninth, and twelfth; the formation of the plexuses by spinal nerves, and the parts supplied therefrom.

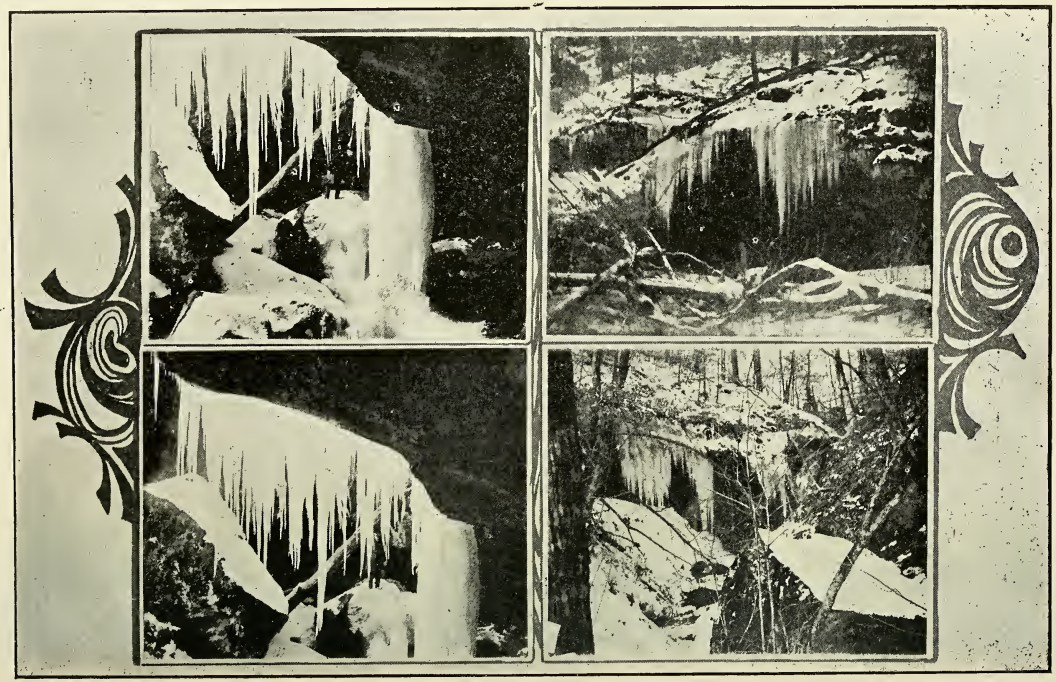
REGIONAL—Brain. Its divisions in convolutions; the arrangement of its membranes· origin of its cranial nerves; relation and structure of the pharynx, œsophagus, trachea and larynx, tongue and soft palate.

THORAX—Landmark showing positions of contained organs; division of chest into pleural sacs, and mediastinum, lung and heart.

ABDOMEN—Regions, landmarks, and structures of its walls.

EXTREMITIES—Landmarks of principal vessels, nerves and muscles.

MICROSCOPIC ANATOMY—Early in the course the minute structure of tissues, such as muscle, bone, and common connective tissues, widely distributed, are studied; later each organ, upon reaching it, is described microscopically. The ad-



Winter Scenes in the Vicinity of Athens

vanced student may be called upon to give the histology of the lungs, stomach, intestines, kidneys, spleen and lymphatic glands. A knowledge of this kind is necessary to understand the physiology of the organs. The examination will be final.

SURGERY. The surgical relations of every part, but in particular the surgery of the hard and soft palate, the antrum of Highmore, fractures and dislocations of the jaw, and ligation of arteries supplying the head and neck.

PHYSIOLOGY. EXCRETION—The Kidneys; Anatomy; Ureters; Urinary Bladder.

THE URINE—Properties, Chemical Composition; Secretion of Urine; Excretion of Urine.

BLADDER—Micturition, Innervation; Urinalysis.

THE SKIN—Anatomy; Functions; Respiratory; Secretive; Protection; Absorptive; as Sense Organ; Excretive; Sweat; Influence of Nervous System.

VASCULAR GLANDS—Spleen, Thymus and Thyroid Glands; Suprarenal Capsules and Tonsils.

NERVOUS SYSTEM—Nerve-Fibres and Nerve-Centers; their Functions.

SPINAL CORD—Anatomy; Spinal Nerves; Functions; Special Centers in Cord.

BRAIN—Anatomy; Hind and Midbrain; Medulla and Cerebellum Functions. Special Centers; Topography of Motor Ureas.

REPRODUCTIVE SYSTEM—Anatomy of Male and Female Reproductive Organs; Functions; Impregnation; Development of Embryo.

ANAESTHETICS — Anæsthetic Substances; General and Local; Apparatus and Method of Producing Anæsthesia.

MATERIA MEDICA—Drugs acting on the blood; cardiac mechanism; blood vessels; skin; urinary system; bodily heat; respiration; digestive apparatus; motor nervous system; sensory nervous system; organs of generation; inorganic drugs; water; alkaline metals and earths; lead, silver, zinc, copper, bismuth, iron, manganese, gold, mercury, arsenic, antimony, chromium, phosphorous, chlorine, iodine, bromine, sulphur and its compounds; heart, respiratory organs, antiperiodics, antipyretics, purgatives, volatile oils, bitters, astringents, demulcents, parasiticides, diuretics, organic drugs acting on the nervous system; digestents, purgatives; food drugs; emol-

lients; mechanical acting drugs; posology and prescription writing.

CHEMISTRY. A repetition of the Freshman Course, including Chemical Constitution of the teeth, enamel, dentine, cement. Actions of various substances on the teeth.

CHEMISTRY OF CARIES—Chemical theory, vital theory, germ theory. The saliva chemical composition; salivary calculi.

CROWN AND BRIDGEWORK TECHNICS. The making of every variety of Crown and Bridge outside of the mouth. A number of specimens must be furnished and deposited with the demonstrator, as follows: A banded Logan crown, Richmond crown, gold crown with and without solid cusps, shell crown, porcelain face crown, dummies, a bridge with two anchorages, a bridge with a single anchorage, with continued and interrupted grinding surfaces, porcelain, vulcanite and gold bridges.

OPERATIVE DENTISTY—Operations under the direction of the instructor. The full course of lectures. Twenty-five cavities must be prepared in the mouth, and one-fourth ounce of gold foil must be inserted.

PROSTHETIC DENTISTRY. Attend all Didactic Lectures. Clinical Work.

Senior Class.

OPERATIVE DENTISTRY. All the Didactic Lectures. Fifty cavities to be prepared and to be examined and *passed* by the demonstrator. Attendance upon all the clinic hours. Not less than one-half ounce of gold to be inserted and passed upon. A separate course of lectures to Senior Class on Comparative Operative Dentistry.

ORAL PATHOLOGY. Development of the human teeth; eruption of the temporary and permanent teeth; etiology of the new and abnormal formation of the dental tissues; secondary dentine; mechanical abrasion; erosion; caries of deciduous and permanent teeth; pulpitis; atrophy; maldevelopment; hæmorrhagic coagulation; alveolar abscess; alveolar necrosis, including its varied etiology; hypercementosis; malformation and malposition of the teeth; tumors of and adjacent to the teeth.

ORTHODONTIA TECHNICS. Various systems of moving and retaining the teeth in place will be carried out

from beginning to end. All the appliances pertaining to these various systems will be required of the students. These appliances must be made by the students, and left on deposit when satisfactory to the instructor.

PROSTHETIC DENTISTRY. One case of prosthetic dentistry satisfactory to the instructor in charge. Demonstrations in Porcelain, Aluminum, and other specialties.

CROWN AND BRIDGEWORK. Clinical cases, such as present themselves in the Infirmary.

ORTHODONTIA. Clinical cases, as they are presented in the Infirmary. Lectures.

ORAL SURGERY. The Oral Cavity—From a surgical standpoint.

Wounds of the Mouth and Associate Parts—Incised, lacerated, punctured, penetrating, and compound.

Hemorrhage—Shock and Treatment.

Septic Conditions—How produced; how treated.

Healing of Wounds.

Burns—Superficial and deep.

Operations for the Removal of the Scar Tissue.

Erysipelas—Cause and Treatment.

Laryngotomy and Tracheotomy—General discussion of; various methods of treatment; Intubation, Instruments, etc.

Tongue—Surgical diseases of; operations upon the tongue, including amputation.

Floor of the Mouth—Surgical disease of; ranula, lipoma, cysts, enlargement of sublingual glands, etc.; epithelioma, etc.; various operations.

The Palate—Hard and Soft—Diseases of; cleft palate; fissures, congenital and acquired; surgical treatment; operations.

Staphylorraphy—General consideration of the various methods of performing this operation.

Operations—Upon the Lips and Cheeks, including harelip.

Atresia Oris—Causes and Surgical Treatment.

Antrum of Highmore—Surgical anatomy of; disease of; various relations of; tumors of; all operative procedures; establishment of drainage.

Salivary Fistulae—Causes and Treatment.

Caries of the Maxillae—Methods of Examinations; general and local causes; surgical treatment.

Dislocation of Inferior Maxilla—Diagnosis of; causes and treatment, methods of bandaging.

Fractures of Maxillary Bones—Character of Fractures; causes of; treatment by both bandaging and the use of various splints.

Exsections of the Maxillary Bones—History of; various operations; general discussion of same.

Anchylosis of the Jaws—Causes, symptoms, and treatment.

Surgical Tumors of the Mouth—Classification of; causes and symptoms; surgical treatment.

Asepsis and Sepsis—General consideration of both conditions as to causes, symptoms, and treatment, and application of same to dentistry.

Septicemia and Pyemia.

GENERAL PATHOLOGY. Anæmia, Hyperæmia, Hemorrhage, Thrombosis, and Embolism; Embolic Infarction.

Infarction—Transudations and Dropsies; Exudations; Inflammation Regeneration; Hypertrophy; Tumors—benign varieties, types, etc.

Tumors—*Continued.* Malignant; sarcoma, carcinoma, varieties, etc.

Tubercle—Tuberculosis. (*Illustrated.*)

Athophy—Necrosis, degeneration, and metamorphosis of tissues; Pigmentation.

Pathology of Blood—Plethora, Anæmia, Hyperinosis, Leucocytosis, Leucæmia.

Uraemia—Lithæmia, Glycohæmia, Acetonæmia, Septicæmia, and Pyæmia.

Special Pathology of Lungs and Pleura—Pleuritis; acute and chronic Pneumothorax and Hydrothorax.

Pneumonitis—Acute lobar; Broncho-Pneumonitis; Embolic Pneumonia.

Brown Induration—Anthracosis; Atalectasis; Hypostatic Congestion, etc.; ets., Emphysema.

Pulmonary Tuberculosis—Fibroid Phthisis; acute Miliary Tuberculosis.

Pericarditis—Acute and chronic. Endocarditis; Myocarditis; Aneurism.

Valvular Lesions of the Heart—Hypertrophy and Dila-

tation; Atrophy, Fatty Degeneration, Parasites, and New Growth of Heart.

GASTRITIS—Acute, chronic, gastric Ulcer; gastric Carcinoma; Gastrictasia.

Gastro-Duodenitis-Enteritis, Entero-Colitis; Dysentery; Intussusception; Volvulus; foreign growths.

PERITONITIS—Acute, chronic, hemorrhagic, tubercular, carcinomatous.

HEPATITIS—Cirrhosis of Liver; Fatty Degeneration; acute Yellow Atrophy; Amyloid Liver; abscess of Liver; foreign growths; Hydatids.

NEPHRITIS—Acute Parenchymatous; Chronic Parenchymatous; Interstitial; Surgical Kidney.

ORAL HYGIENE AND DENTAL ETHICS. In this department will be taught the results produced by fermentation, caries, necrosis, suppuration, and infection, all of which are the direct result of unhygienic conditions in the oral cavity. Dental Ethics will be explained and fully illustrated by embracing the laws governing the duty of the dentist to his patients and his confreres.

Requirements for Admission.

The requirements for admission to this college are those prescribed by the National Association of Dental Faculties and the National Association of Dental Examiners.

1. Students making application to enter the Freshman Class of this college will please submit a schedule of their preliminary education to the Dean, who will notify them as to whether it is or is not satisfactory. Two years completed in a high school or its equivalent are required for entrance into the freshman class.

2. A diploma from a reputable medical college shall entitle the holder to enter the second course or Sophomore year.

3. This college will receive into the Junior, Senior, or Sophomore Classes only such students as hold certificates of having passed a satisfactory examination in the studies of the Freshman or Junior year respectively; this certificate is a pledge that a previous year has been properly spent in the institution from whence they come.

4. Application for admission to advanced standing from foreign countries shall be required to furnish properly attested

evidence of study, attendance upon lectures, etc., the same as required of applicants here, and they shall pass the intermediate examination.

NOTE.—Students being deficient in preliminary requirements will have offered to them the greatest facilities for making up such deficiencies, not alone at Ohio University, but at the night high school conducted by our board of education. In these schools students will have the facilities for making up such deficiencies as might exist. Arrangements can be made with these schools at a very small expense, and it is earnestly hoped that those students who are desirous of completing their education in their chosen profession will take advantage of the instructions here offered.

The Cincinnati College of Dental Surgery will issue diplomas and graded certificates only to matriculants of this college who have fully complied with the requirements for admission as set forth in this catalogue.

Requirements for Graduation.

Requirements for graduation are those adopted by the National Association of Dental Faculties:

1. The attendance upon four full regular courses of not less than seven months each, in separate years.

2. The candidate must have attained the age of twenty-one years and be of good moral character.

3. The applicant shall furnish certificates of having *dissected two parts,* one course in analytical chemistry, and one course in histology and bacteriology.

4. At the end of the third full course of lectures the candidate must undergo an examination to the entire satisfaction of the Faculty.

Fees.

Matriculation Fee (payable but once)	$ 5 00
Freshman year	100 00
Sophomore year	100 00
Junior year	100 00
Senior year	100 00
Total	$405 00

There are no extra fees.

NOTE—The fees are payable in advance at the beginning of the session. Students finding this arrangement inconvenient will be permitted to pay fifty ($50.00) dollars when they enter and the remaining tuition not later than January 15. No other terms will be permitted, except by special arrangement with the Board of Trustees. The fees are payable at the college office and to the College Secretary only. Promissory notes must be given for all fees not paid within ten days after the date of the opening of the term.

Operating Instruments and Laboratory Tools.

Students will be required to furnish their instruments for the operating-room and for the laboratory. A list of instruments and tools needed by the students will be furnished upon application. The Faculty require the student to purchase the best quality of instruments, as all can be used when the student goes into active practice. Students must have shown the respective professors that they have obtained the necessary instruments to do the required work of their year, before their names are posted on the roster of the operative or prosthetic department or they are allowed on the operative or laboratory floor. The following list of medicaments will have to be supplied by the students in small bottles in their instrument cases:

Amly Nitris.

Blacks, 1. 2. 3. { Carbolic Acid, 1 part. Oil Cinnamon, 2 parts. Oil Gaultheria, 3 parts.

Carbolic Acid.
Arsenious Oxide.
Bichloride of Mercury (1-200 Solution).
Chloroform (Solvent for Gutta-percha or Rubber).
Creosote (German).
Glycerin.
Iodine (Tincture).
Oil of Cloves.
Tannic Acid (Powdered).
Aromatic Spirits of Ammonia.
Tincture Aconite.

Janitor, Board, Room, Etc.

The janitor is in constant attendance at the college building and all the property of tne students will be carefully looked after. The janitor will also aid the students in getting places to board and room. These accommodations can be had at prices to suit the purse and taste of the student, and can be found in close proximity to the college building. Desirable board and rooms may be secured at $3.00 to $4.00 per week.

The Young Men's Christian Association has organized a bureau in Cincinnati. Students applying to them and stating the price they wish to pay will be assured of receiving accommodations and board in respectable neighborhoods.

The Young Men's Christian Association offers to students, at the special rate of $5.00 for the College year, the full privileges of its new building recently erected on Walnut and Seventh streets. These include a well-equipped gymnasium, fine bath-rooms, a fine course of entertainments, a special students' parlor and reading-room. A boarding-house register is also open at the beginning of the season, of which all are invited to make use.

Especial attention is called to the College Club, a new departure of the Y. M. C. A. work in this city.

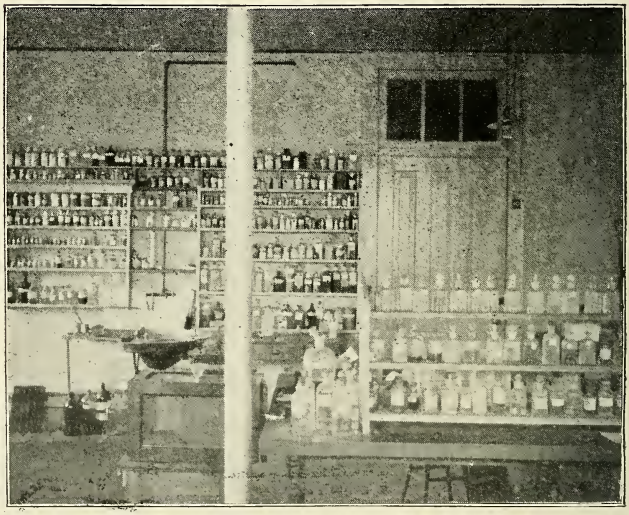
A suite of rooms has been provided in the Association Building, which is furnished with a piano, games, etc., making it interesting to all.

Any college student in the city is eligible to membership.

Books.

PHYSIOLOGY—*Raymond's Human Physiology.*
PATHOLOGY—*Green, Burchard,* and Abbott.
ANATOMY—Quain, *Gray,* and Morris.
CHEMISTRY—Simon, *Christofer.*
DENTAL CHEMISTRY—*Mitchell,*
METALLURGY—*Hodgen.*
DENTAL MEDICINE—*Gorgas.*
ORAL PATHOLOGY—*Abbott,* Barrett.
ARTIFICIAL CROWN AND BRIDGE WORK—*Evans.*
MECHANICAL DENTISTRY—American Text Book.
OPERATIVE DENTISTRY—Junkerman (notes),Johnson, Marshall, Ottolengue.

Corner of Biological Laboratory



Chemical Case, Biological Laboratory

Oral Surgery—*Garretson.*

Histology—Klein's Elements of Histology.

Bacteriology—*Abbott.*

Dental Anatomy—Black's.

Note.—The books printed in italics are preferred.

Students are required to purchase the requisite number of books for study; failing to do so they will be debarred from attending the lectures or from taking the examinations at the end of the term.

Matriculates.

1902-1903.

Apple D. R.

Beerbower L. G.
Blanchard M. L.
Brown M. E.
Bennett H.
Burns E. W.
Barre G. F.
Barnes G. M.
Belt A. H.

Carlin P. P.
Caldwell A. M.
Cary L. B.
Canon A. S.
Castleman T. B.

Drummond A. A.
Daily N. L.
Dye C. S.
Davidson F. L.
Dunham L. W.

Edwards T.

Fulkerth A. H.
Forestner E. F.
Forestner G. J.
Felmlee I. A.
Fay F.

Gilligan E. M.
Gallagher M. H.

Hille O. A.
Houston W. G.
Hull J. R.
Hill E. J.
Hewins A. B.
Harvery C. M.
Hewins H. E.
Harlan B.

Jansen J. H.

Klusmeier W. A.
Kemper C. C.
Kennedy E. C.

Lacock J. M.
Longcamp H. J.
Linn C. A.
Lush F.

Majoewsky H. F.
McCombs G. F.
McNutt C. A.
Marshall G. M.
Mensing H. C.

Parrish F. B.

Russell G. W.
Risacher E. M.
Robenalt M. F.
Romans C. E.
Runyan W.

Stafford I.
Saslavsky H.
Slone G. R.
Shannon E. J.
Stevens J.
Sadler J. N.
Stone W. H.
Schwartz J.
Snell E. D.
Schwartz A.
Scott A. S.

Trochler B.
Turner H. B.

Weaver J. H.
Ward H. L.
West N. S.
Wench H. S.
Wright W. H.
Wilson J. G.
Williams H.

Zimmer C.

Graduates

As graduates of the College may be changing their addresses from time to time, they will confer a favor upon the College if they will send their names and addresses, so that annual catalogues may be mailed to them.

1894

Charles E. Apple
William P. Murray
H. R. Hammond
D. R. Anderson
John F. Zinselmeier

1895

Wm. C. McCormick
Andrew J. Bradford
Wm. H. Gensley
Wm. Lockman, Jr.
W. L. Stevenson.

1896

Jasper N. Bradford
Aaron Grodsky
Beaumont H. Kaighn
Wm. K. Chambers
Theodore C. Gelhaar
Leslie D. Spence
Ollie D. Doran
Frank R. Smith

1897

Walter Powell Stewart
Joseph Edward Bruchie
Robert Marion Pratner
Edward Lamport Schell
Herschel Price Ferris
Edmond Sehon Grant, Jr.
Roland S. Van Hise
Christ Miller Zeller
*Robert Greeley Wiggers
Lewis Ezra Davis
Newell Henry Grove
Courtney Stickney Haver
*Stephen Girard Siebern
Chas. Abram Pfafflin, M.D.
William Orson Gilham
John Peter Becker
Martin Leslie Williamson
John Downing Scott
Roy Gaylord Merriman
Louis Cornelius O'Donnell
Charles Ross Lawrence
Hiram Benson Hill
William Henry Hill
Claude Thomas Hickman
Charles Arthur Row
Leonard C. Shaw
C. Stanley Smith

* Deceased.

1898

Walter Cyril Jones
Elmer B. Hosom
W. F. Eagleson
Harry Lewis Davis
Harry C. Murphy
John Pfannstiel
John H. Francis, Jr.
Albert C. Stamm
*I A. Winston
Charles T. Meyer
Robert J. Hanran
Herman B. Hune
R. T. Cisler
Oscar S. Heineman
John Reed Smyth
Lucien Q. Nelson
D. G. Davidson
Hanna Hurvitz

1899

Frederick C. Ahlers
Andrew D. Armstrong
Arthur D. Bowyer
Thos. N. Crowley, M. D.
Orsa B. Coxen
Linus H. French
Philip N. Foley
B. Frank Gray
George E. Harper
George W. Halley
Samuel K. Hirschman
Alonzo L. Hollowell
Walter A. Holmes
James J. Hill
Frederick J. Homann
Elijah P. Houk
William C. Johnson
William E. Knight
Richard J. Morris
Joseph H. Nuxoll
Charles W. Owens
William H. Palmer
Everett C. Perry
Homer D. Rymer
Claire B. Schleef
Milton A. Smith
Arthur D. Sloan
Walter J. Teeters
Carl M. Voelkel
George W. Walter
Alfred H. Wagner
J. Herbert West
John J. Walker
Walter L. Wright
Benjamin F. Wade
James R. Youngson

1900

Harry J. Auer
Louie F. Beaty
John G. Belt
Geo. T. Burton
Henry O. Cain
James H. Chambers
Jacob F. Cleek
Wilford D. Doolittle
J. Roy Johnston
F. Emory Jones
Howard C. Junkerman
M. V. King
Harry J. Laque
Wilmer J. Lawson
Earl E. McMunn
Robert H. Nau

*Deceased.

Selar A. Douglass
Arnold C. Driehaus
Robert F. Duffy
J. Louis Goetz
George L. Hill
Herbert T. Holdren
John T. Hughes
Leslie M. Humphrey
Ross T. Neer
Arthur C. Peebles
Edwin D. Sefton
Augustus J. Shelk
Edward Ward
Arthur E. Wipper
Roscoe E. Whitted
Arthur F. Woest

1901

Robert S. Crawford
John E. Cole
E. Hamilton Campbell
William Hawkes Carroll
Fred Doolittle
Florence DeShazo
Clark T. Deer
Joseph W. Eshman
Dan. L. Fry, M. D.
J. N. Garfunkle
Oscar M. Harper
Edgar Humphrey
Robert A. Jackson
August L. Kolbe
Ernest A. Keeler
C. D. Kruger
Ira Lemley
A. O. Lucas
Frederick E. Minor
M. Estella Mooney
Rob Roy MacVettie
Howard Wilson McCloskey
Herman Carl Meusel
A. Clark Paffle
Joseph Stern
Ira Hite Schoolfield
Florence G. F. Stephens
John Spencer Stone
C. M. Spencer
William Wallace Wilder
W. R. Wolfe

1902

Louis L. Anshutz
John E. Chadwick
G. Christy Faris
John A. Henry
Townsend N. Heywood
Parvy Hill
Harry B. Holden
Harry A. Maffey
Edward L. Tischbein
Harold O. Valentiner

DEPARTMENT OF PHARMACY

OF THE

OHIO UNIVERSITY

ALSTON ELLIS, PH. D. LL., D., *President,*
Athens, Ohio.

The Cincinnati College of Pharmacy,
DR. JULIUS H. EICHBERG, *Dean,*
(614-618 West Court St., Cincinnati, Ohio.)

Faculty

DEAN—DR. JULIUS H. EICHBERG.

OTIS L. CAMERON,
Emeritus Professor Microscopy.

CHAS. T. P. FENNEL, PH. G., PH. D.,
Professor Theoretical and Analytical Chemistry.

ADOLPH LEUE, A. M., PH. D.,
Professor of Botany.

JULIUS H. EICHBERG, PH. G., M. D.,
Professor Theoretical and Practical Pharmacy.

A. O. ZWICK, B. L. S., PH. G.,
Professor Materia Medica and Pharmacognosy.

SAMUEL IGLAUER, B. S., M. D.,
Professor Microscopy.

C. FENNEL, PH. G.,
Director of the Pharmaceutical Laboratory.

CHAS. A. APMEYER, PH. G.,
Director of the Chemical Laboratory.

EDWARD HEFNER, PH. B.,
Instructor in Latin.

Cincinnati College of Pharmacy

The history of the Cincinnati College of Pharmacy may fairly be said to date from the act of incorporation of March 23d, 1850. The institution from its infancy has been recognized as a prominent factor in all matters pertaining to pharmacy and to-day is a recognized leader in true pharmaceutical education.

It is the aim of this institution to place within reach of any student of good common-school education and moderate means a course of instruction as thorough and practical as possible.

The College is centrally located and readily reached from all the suburbs of Cincinnati by a perfect system of electric street railways. The building is large, well built, well lighted, and ventilated. Chemical and Pharmaceutical Laboratories are provided with working tables for each student. The equipment is complete in every case and in keeping with the advances made in pharmacy of to-day.

Each student receives his own working desk supplied with water and gas. Each one has a complete set reagents and apparatus such as is not furnished more completely by any other institution in this country. Each student receives a simple and compound microscope of the most approved manufacture. All material used in the laboratories is furnished without additional charge.

Everything is under complete control of the student by a system of separate locks and keys.

Courses of Study.

The courses are so arranged as to meet every requirement of the present age without losing sight of the importance and advantage of a well grounded preliminary education. *The courses of study are logical, progressive, and comprehensive.* They are arranged to be both interesting and instructive; and at the same time cultivating a desire for correct pharmaceutical knowledge. This is accomplished by systematic daily installments, each day having its own individuality and yet forming an essential part of the course. The instruction is distinctly prac-

tical in character, each course of lectures being supplemented by study and work in the laboratories. Class Recitations and careful laboratory work promote the incentive for acquiring the knowledge necessary for the successful practice of pharmacy.

Degrees in General.

Prior to the session of 1898-'99 this college conferred the degree of *Graduate of Pharmacy,* following the prevailing custom existing among other colleges of pharmacy in this country. Preliminary service in the drug store being the *sine qua non* to admission to examinations entitling to this degree. The *apprenticeship period,* the essential of former requirements *no longer existing,* induced the management of this college to recognize the inconsistency of granting a degree of Ph. G. To issue this degree to-day would be upon false premises and consequently the management was warranted in withdrawing the degree of Graduate of Pharmacy in justice to those having met the previous requirements for this degree and also in justice to the institution as a teaching institution. In view of this fact the college now confers four degrees, each degree in conformity with the course pursued and the conditions required:

Bachelor of Pharmacy . . . . Phar. B.
Pharmaceutical Chemist . . . . Phar. C.
Master of Pharmacy . . . . . Phar. M.
Doctor of Pharmacy . . . . . Phar. D.

The customary course for the degree of *Graduate in Pharmacy* of most of the pharmaceutical colleges of the United States was arranged for students devoting the greater part of their time to drug store service and completed by them in two college sessions of about twenty-four weeks each. Some few institutions still adhere to the old time system, but the more progressive ones and those in touch with pharmacy of to-day require the student's whole time. *The Cincinnati College of Pharmacy long ago realized that a division of the course into two periods with a long vacation between the two periods, to be detrimental to the best interests of pharmaceutical education and consequently adopted a continuous course, covering the same priod of time as formerly, from Matriculation to Graduation, for the degree of Graduate in Pharmacy.*

SOUTHEAST CORNER IN ART DEPARTMENT

SOUTHWEST CORNER IN ART DEPARTMENT

The results of the past few years have proven conclusively that such a course has been productive of better skilled and more thorough students of pharmacy, and therefore this institution will continue upon the same system with a longer period of time. This period is upon a University basis and consists of 40 full weeks. *The student's whole time is now occupied with college work and consequently the greatest opportunity is presented to him for special and systematic training. The school year of each course is divided into three terms, Fall, Winter, and Spring terms. The Fall term commences September* 14, 1903. *The Spring term ends in June,* 1904, *with the Graduation exercises.* The subjects of the regular course leading to the degree of Bachelor of Pharmacy include Chemistry, Pharmacy, Botany, Materia Medica and Pharmacognosy, Microscopy, Latin, Mathematics, Physics and allied subjects covered by a period of time of not less than 1000 hours of class-room and laboratory instruction. It has always been the policy of the Cincinnati College of Pharmacy to keep in touch with the advances made in all the branches of the science of pharmacy and at all times meet the conditions that require sound and thorough training. *The methods of teaching are a combination of laboratory work, lectures and recitations bringing teacher and pupil close together and resulting in thorough and systematic training.*

Requirements for Admission.

Students entering the institution for a degree must have a preliminary general education, at least equivalent to that required for admission to a public high school. These requirements are adopted by the Ohio State Pharmaceutical Association, and are also in accord with those advocated by the American Pharmaceutical Association. Students are requested, if possible, to withdraw completely from employment in drug stores while attending.

The opportunities for acquiring pharmaceutical knowledge and skill are not denied to those who must earn a living while attending college, but the management insists that all such students adopt a course so modified as not to interfere with their ability to earn a living and the integrity of the college as a teaching institution. There is a wrong and a

right way of studying pharmacy. The right way requires definite daily purpose, no waste in useless work, but concentration in study and daily practical application.

The courses of instruction are progressive and arranged to be both interesting and instructive; and at the same time cultivating a desire for correct pharmaceutical knowledge. This can only be accomplished by systematic daily installments, each day having its own individuality and yet forming an essential part of the course. Students will therefore recognize the importance and value of attending the full time.

Women in Pharmacy.

Women are naturally fitted for the calling of pharmacy. Neatness, deftness, delicacy, and precision are important factors in pharmacy and these qualities are usually possessed by women to a high degree. No calling offers greater opportunities which are more pleasant or more dignified than pharmacy. Women are admitted to the institution on the same conditions as men.

Degree of Bachelor of Pharmacy.

Students desiring to take the degree of Bachelor of Pharmacy of this college must be of good moral character, having attained the age of nineteen years and must have attended a full course of lectures and laboratory instructions. The Cincinnati College of Pharmacy has long ago recognized the value of practical training as obtained in the laboratories of the institution and hence insists upon faithful attendance of two and a half full days per week in the laboratories.

The course trains students for the general work of the pharmacist of to-day. *It fully meets the requirements of the State Board of Pharmacy and students completing the course will find no difficulty in securing registration.* A course embodying systematic study and not excelled in quality by any other institution in this country.

A course of instruction taking into consideration the conditions produced by pharmaceutical legislation and laws. One that should be demanded by every State Board of Pharmacy as a prerequisite to admission for examination.

The tuition fees have been made as low as possible, considering the amount of instruction and the facilities offered to every student. The course includes:

Theory and Practice of Pharmacy,
Operative Pharmacy,
Theoretical and Applied Chemistry,
Operative Chemistry,
Mathematics and Physics,
Latin,
Botany,
Microscopy,
Materia Medica,
Pharmacognosy.

The Dispensing Laboratory.

The Cincinnati College of Pharmacy recognizes the advantages of experience gained behind the prescription counter of a first-class pharmacy, and knowing that the opportunities for gaining this knowledge are limited to few, this institution offers a special feature of instruction by practical work in the dispensing department. No expense or pains have been spared to make instruction in this department as complete as possible. The laboratory is filled with an equipment especially designed for instruction in the art of compounding and dispensing prescriptions. The department will be in charge of a licensed pharmacist, and will be conducted upon the basis of a strictly prescription pharmacy. The course of instruction will be obligatory to second and third year students.

Prescription Work.

This is a very important feature of the course and a subject that has been too lightly considered by many schools of pharmacy. The student is drilled in the preparation of pill masses and pills, powders, suppositories by actual laboratory work. This department possesses a large number of bona fide prescriptions which are used for the purpose of making the student familiar with all phases of prescription work.

Quiz Classes.

All students are held to their appointed hours of college work. There will be no deviation from this rule. Class exercises are conducted throughout the course for the purpose of thorough practice and review. Attendance upon these is obligatory and becomes a factor in the final rating. These class exercises are of great benefit and cover every field in a thorough and enjoyable manner.

Early Enrollment.

All students intending to enter the college will find it a great advantage to write early for information and matriculate in good season.

There is always more or less rivalry among the students of all professional technical schools in the selection of lecture room seats and laboratory tables. In this institution, where the classes are very large, and where each student is assigned an individual desk in each of the several laboratories throughout his college attendance, it has been found necessary to adopt the rule that all students shall be entitled to their turn in the order in which they are enrolled, according to the payment of the matriculation fee or its equivalent. The payment of the matriculation fee of Five Dollars insures enrollment. It is of advantage, therefore, to matriculate early.

Address

THE ACTUARY,
COLLEGE OF PHARMACY,
614-618 West Court St. CINCINNATI, O.

Summer Term.

June 22 to August 1, 1903.

This term is arranged to accommodate those who are otherwise employed during the regular terms and to afford college students an opportunity to continue their studies. All collegiate instruction will be given by members of the regular faculty and the requirements and the credits in the various branches taught will be the same as in other terms.

Ohio University, by tradition and experience, has ever been in close touch with the public-school system of the

State. Many of the graduates and many who left the undergraduate classes without completing a course are now engaged in teaching. Of the students now in attendance upon college classes at least one-third have had successful experience in teaching. This institution was one of the first in Ohio to establish and maintain with credit a Department of Psychology and Pedagogy. Attention is called to the fact that the interests of students who enroll in the Summer School will not be neglected in any sense. The Faculty is undoubtedly a very strong one, composed of those who are regularly engaged in the work of the University. It would seem hardly necessary to call attention of prospective students to the fact that this is a guaranty of high-grade work, and that the work done in the Summer School will be up to regular college grade in every respect. College credit will be given for all work done. For the number of hours of credit allowed on each course, see the several courses offered in Booklet, a copy of which will be sent to anyone on application.

Faculty.*

Summer School.

ALSTON ELLIS, PH. D., LL. D.,
President.

HENRY G. WILLIAMS, A. M.,
Dean of The State Normal College, School Administration, Pedagogy, and Grammar.

ALBERT A. ATKINSON, M. S.,
Physics and Electrical Engineering.

EDWIN W. CHUBB, Litt. D.,
English Literature and Rhetoric.

FREDERICK TREUDLEY, A. B.,
American Literature, Psychology, and Geography.

WILLIAM F. MERCER, Ph. D.,
Biology and Geology.

WILLIAM B. BENTLEY, Ph. D.,
Chemistry.

CHARLES M. COPELAND, B. Ped.,
Commercial Branches.

ELI DUNKLE, A. M.,
Latin and Greek.

EDWIN TAUSCH, Ph. D.,
German and French.

EDSON M. MILLS, A. M., Ph. M.,
Arithmetic, Algebra, and Geometry.

OSCAR CHRISMAN, A. M., Ph. D.,
Paidology, Civics, and Economics.

MABEL K. BROWN, Ph. B.,
Stenography and Typewriting.

FRANK P. BACHMAN, A. B., Ph. D.,
History of Education, United States History, and General History.

CHARLES J. BRITTON,
Civics, U. S. History, and Geography.

WILLIAM F. COPELAND, Ph. B.,
Assistant in Biology.

EMMA S. WAITE,
Training School with Primary Methods.

MAY S. CONNER, Ph. B.,
French and Drawing.

RUTH ETHEL MOUGEY,
Reading and Elocution.

ELIZA CARMICHAEL,
Public School Music.

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*Note that, with three exceptions, the Faculty of the Summer School is made up of Professors and Instructors regularly connected with OHIO UNIVERSITY and the STATE NORMAL COLLEGE.

Preparatory Department.

ELI DUNKLE, *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 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, English Grammar, Elementary U. S. History, and all studies of the courses lower than those which they wish to pursue. Persons who have certificates from county examiners in Ohio will be admitted without examination in the subjects named above. But students who expect to graduate from the Normal College must give evidence that they are thoroughly familiar with the common-school branches.

There are three preparatory courses, Classical, Philosophical, and Scientific, each requiring three years for completion, and each leading to a corresponding course in the collegiate department. For the benefit of those who wish a more thorough preparation for their work, classes in Arithmetic, Elementary Algebra, and English Grammar will be organized at the beginning of each term.

Courses of Study in Detail.

Latin.

FIRST TERM—Collar and Daniell's First-year Latin.

SECOND AND THIRD TERMS—Rolfe and Dennison's Junior Latin Book. Especial stress is laid on inflections and composition.

SECOND YEAR—Cicero's Orations. The orations usually read are the four against Catiline, Pro Archia, Pro Marcello, and Pro Ligario. A careful study of forms and syntax is an important part of this year's work.

THIRD YEAR—Vergil's Aeneid, Books I-VI. Grammar reviews, scansion and mythology. Collar's Latin Prose Composition.

Greek.

First and Second Terms—White's Beginner's Greek Book, with particular reference to inflections and sentence writing.

Third Term—Xenophon's Anabasis, Grammatical reviews and translation into Greek of easy prose.

Fourth Term—Anabasis continued through the fourth book. Jones's Greek Prose Composition.

Fifth and Sixth Terms—The Orations of Lysias. Jones's Greek Prose.

In this connection considerable time is given to the study of the Epic dialect.

English.

First Term—Lockwood and Emerson's Composition and Rhetoric.

Second Term—American Literature—Selections from Irving, Bryant, Whittier, and Poe.

Third Term—American Literature continued—Selections from Lowell, Longfellow, Emerson, Hawthorne, and Holmes.

Fourth Term—English Literature—Selections from Shakespeare, Milton, Burke, Addison, and Dryden.

Fifth Term—English Literature continued—Selections from Johnson, Wordsworth, Macaulay, George Eliot, and Coleridge

Sixth Term—Lockwood and Emerson's Composition and Rhetoric completed.

German.

First Term—Whitney's Compendious German Grammar, with reading and recasting the parables of the New Testament.

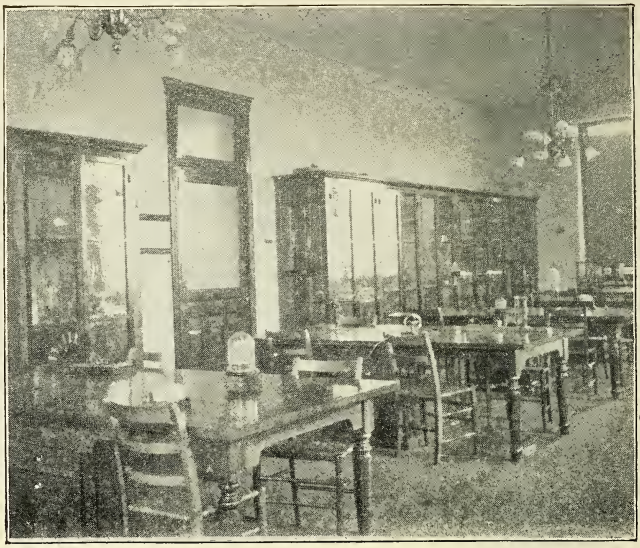
Second and Third Terms—Grammar, and Brandt's German Reader for Beginners.

French

Students taking the Scientific course may substitute a year of French for Vergil's Aeneid and Collar's Latin Prose Composition.

Mathematics

First Term—Milne's Essentials of Algebra, entire textbook.



PHYSICAL LABORATORY

ART DEPARTMENT—STUDIOS

SECOND TERM—Fisher and Schwatt's Higher Algebra.

THIRD TERM—Fisher and Schwatt's Higher Algebra.

FOURTH TERM—Phillips and Fisher's Plane Geometry, abridged edition.

Physics

Two terms, five hours per week. Recitations three times a week. Laboratory work four to six hours per week, three hours in the laboratory being equivalent to one recitation.

Carhart & Chute's Physics will be used as a guide for the class work. Full notes are taken in the laboratory, which are criticized, corrected, and copied into a permanent book. The object is to teach laboratory methods of work and give opportunity to the student to acquire more or less skill in handling apparatus, while the recitation periods are devoted to the acquisition of the elementary principles of the subject.

Physical Geography

This subject is required in all courses. Davis's Physical Geography is the book used.

Physiology

The text-book is Brinckley's Physiology by the Laboratory Method. The aim is to give a good general knowledge of Anatomy and Hygiene and of the functions of the different organs of the body. A large amount of laboratory work is done.

Botany

Two terms, five hours per week.

Field and laboratory work are a leading feature in this course. Each student will prepare a herbarium of not less than forty plants. Bergen's Foundations of Botany is the text-book.

U. S. History

Two terms, the first of three hours per week, and the second of five hours per week. Text-book, either The Student's American History by Montgomery, or Channing's Student's History of the United States.

Civics

The fundamental principles of the subject are carefully explained, while at the same time the practical operation of the different local and state systems are compared. Especial attention is given to the government of Ohio. The growth of our national system is thoroughly investigated.

European History

This subject is pursued three terms in the Second Preparatory Year.

First Term—Botsford's History of Greece.

Second Term—Myer's Rome.

Third Term—Montgomery's Leading Facts of English History.

The aim is to give the student a general acquaintance with the leading persons, and the institutions, political and religious, with the literary and artistic movements; in general, with the progress of civilization in its broader aspects. The method employed will be the text-book, references to more comprehensive works, essay writing, map-drawing, and lectures by the teacher.

Drawing

Required in all three courses. Two hours in the studio are considered equivalent to one recitation.

Conspectus of Preparatory Courses

FIRST YEAR—First Term

Classical		*Philosophical*		*Scientific*	
Beginning Latin	5	Beginning Latin	5	Beginning Latin	5
Rhetoric	5	Rhetoric	5	Rhetoric	5
Physical Geography	5	Physical Geography	5	Physical Geography	5
Drawing	1	Drawing	1	Drawing	1
U. S. History	3	U. S. History	3	U. S. History	3

Second Term

Latin—Rolfe and Dennison	5	Latin—Rolfe and Dennison	5	Latin—Rolfe and Dennison	5
English Literature	5	English Literature	5	English Literature	5
Drawing	2	Drawing	2	Drawing	2
Elocution	3	Elocution	3	Elocution	3
U. S. History	5	U. S. History	5	U. S. History	5

Third Term

Latin—Rolfe and Dennison	5	Latin—Rolfe and Dennison	5	Latin—Rolfe and Dennison	5
English Literature	5	English Literature	5	English Literature	5
Elocution	3	Elocution	3	Elocution	5
Drawing	2	Drawing	2	Drawing	2
Civil Government	5	Civil Government	5	Civil Government	5

Conspectus of Preparatory Courses—Continued

SECOND YEAR—First Term.

Classical		*Philosophical*		*Scientific*	
Cicero's Orations	5	Cicero's Orations	5	Cicero's Orations	5
Beginning Greek	5	History of Greece	5	History of Greece	5
History of Greece	5	Physiology	5	Physiology	5
Algebra	5	Algebra	5	Algebra	5

Second Term

Cicero's Orations	5	Cicero's Orations	5	Cicero's Orations	5
Greek—Second Term	5	History of Rome	5	History of Rome	5
History of Rome	5	Botany	5	Botany	5
Algebra	5	Algebra	5	Algebra	5

Third Term

Cicero's Orations	5	Cicero's Orations	5	Cicero's Orations	5
Anabasis	5	History of England	5	History of England	5
History of England	5	Botany	5	Botany	5
Algebra	5	Algebra	5	Algebra	5

Conspectus of Preparatory Courses—Concluded

Third Year—First Term

Classical	*Philosophical*	*Scientific*
Vergil, Latin Prose Composition — 5	Vergil, Latin Prose Composition — 5	Vergil or French, Latin Prose Composition — 5
Anabasis, Greek Prose Composition — 5	German — 5	German — 5
Elementary Physics — 5	Elementary Physics — 5	Elementary Physics — 5
English Literature — 5	English Literature — 5	English Literature — 5

Second Term

Vergil, Latin Prose Composition — 5	Vergil, Latin Prose Composition — 5	Vergil or French, Latin Prose Composition — 5
Lysias's Orations, Greek Prose Composition — 5	German — 5	German — 5
Elementary Physics — 5	Elementary Physics — 5	Elementary Physics — 5
English — 5	English — 5	English — 5

Third Term

Vergil, Latin Prose Composition — 5	Vergil, Latin Prose Composition — 5	Vergil or French, Latin Prose Composition — 5
Lysias's Orations, Greek Prose Composition — 5	German — 5	German — 5
Advanced Rhetoric — 5	Advanced Rhetoric — 5	Advanced Rhetoric — 5
Plane Geometry — 5	Plane Geometry — 5	Plane Geometry — 5

The figure after the name of a study indicates the number of recitations per week in that subject.

COURSES OF STUDY

COLLEGIATE DEPARTMENT

In the following scheme, the figures in parentheses indicate the number of exercises per week. It is believed that the four courses given below are equal in educational value, and all require 2,500 hours of class-room work for their completion. The required work in each of the first three courses is about 1,500 hours. Each student is expected to select the remaining 1,000 from the electives offered in the various departments. The course in Electrical Engineering offers no elective work.

Required Subjects for the Degree of Bachelor of Arts

Freshman Year

Fall Term—Greek (4); Latin (4); Solid Geometry (4); Political Economy (2); Tennyson (3).

Winter Term—Greek (4); Latin (4); Algebra (4); Political Economy (2); Invertebrate Zoology (2).

Spring Term—Greek (4); Latin (4); Plane Trigonometry and Surveying (4); Invertebrate Zoology (4).

Sophomore Year

Fall Term—Greek or Latin (4); Chemistry (4); European History (3); College Rhetoric (3).

Winter Term—Greek or Latin (4); Anatomy (4); Chemistry (4).

Spring Term—Greek or Latin (4); Physiology (4); European History (3).

Junior Year

Fall Term—English Literature (4); Psychology (3).

Winter Term—Psychology (3).

Spring Term—English Literature (4).

Senior Year

Fall Term—Advanced Botany or Geology (4).

Winter Term—Logic (4); Astronomy (4).

Required Subjects for the Degree of Bachelor of Philosophy

Freshman Year

FALL TERM—Latin (4); German (4); Solid Geometry (4); Political Economy (2); Tennyson (3).

WINTER TERM—Latin (4); German (4); Algebra (4); Political Economy (2); Invertebrate Zoology (2).

SPRING TERM—Latin (4); German (4); Plane Trigonometry and Surveying (4); Invertebrate Zoology (4).

Sophomore Year

FALL TERM—French (4); Chemistry (4); European History (3); College Rhetoric (3).

WINTER TERM—French (4); Chemistry (4); Anatomy (4).

SPRING TERM—French (4); Physiology (4); European History (3).

Junior Year

FALL TERM—English Literature (4); Psychology (3).

WINTER TERM—Psychology (3).

SPRING TERM—English Literature (4).

Senior Year

FALL TERM—Advanced Botany or Geology (4).

WINTER TERM—Logic (4); Astronomy (4).

Required Subjects for the Degree of Bachelor of Science

Freshman Year

FALL TERM—Chemistry (4); German (4); Solid Geometry (4); Political Economy (2); Tennyson (3).

WINTER TERM—German (4); Algebra (4); Political Economy (2); Chemistry (4); Invertebrate Zoology (2).

SPRING TERM—German (4); Plane Trigonometry and Surveying (4); Invertebrate Zoology (4).

Sophomore Year

FALL TERM—French (4); Trigonometry (4); European History (3); College Rhetoric (3).

WINTER TERM—French (4); Analytical Geometry (4).

Spring Term—French (4); Physiology (4); European History (3).

Junior Year

Fall Term—Physics or Mechanics (4); English Literature (4); Psychology (3).

Winter Term—Physics (4); Psychology (3).

Spring Term—Physics (4).

Senior Year

Fall Term—Advanced Botany or Geology (4).

Winter Term—Logic (4); Astronomy (4).

Required Subjects for the Degree of Bachelor of Science in Electrical Engineering

Freshman Year

Fall Term—Solid Geometry (4); Chemistry (4); German (4); Political Economy (2); College Rhetoric (3).

Winter Term—Algebra (4); Chemistry (4); German (4); Political Economy (2); English: Public Speaking and Argumentation (3); Invertebrate Zoology (2).

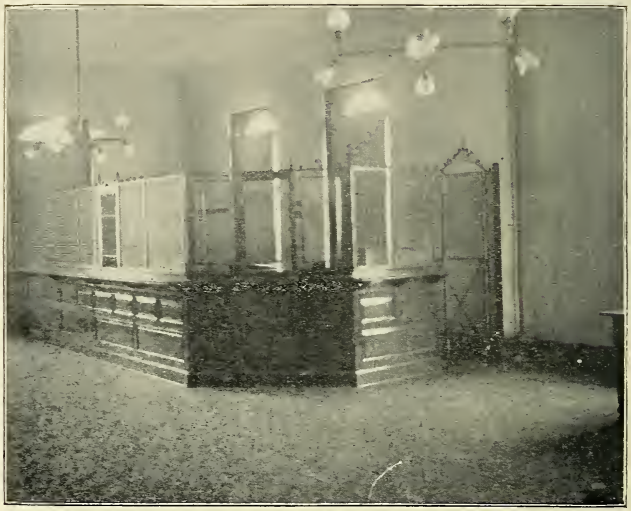
Spring Term—Plane Trigonometry and Surveying (4); Analytical Chemistry (3); German (4); Economics (3); Invertebrate Zoology (4).

Sophomore Year

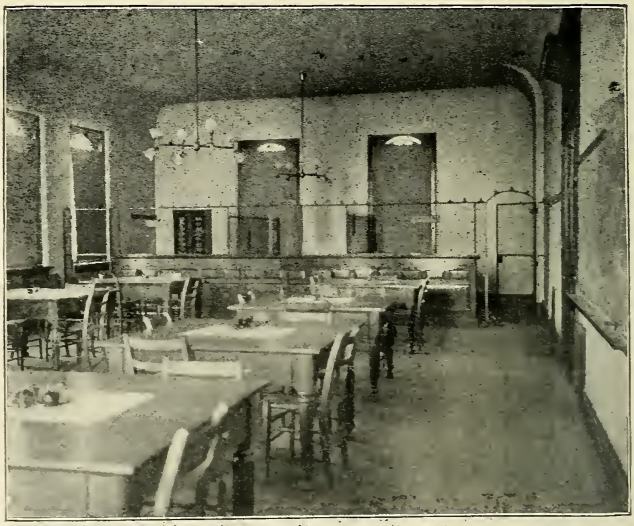
Fall Term—Spherical Trigonometry (4); Scientific German or French (4); Direct Current Machinery (4); Electrical Catechism (2); Drawing and Descriptive Geometry (1); Shop Work; Station Practice, University and City Stations (2).

Winter Term—Analytic Geometry (4); Scientific German or French (2); Accounting, Theory and Practice (5); Electrical and Magnetic Calculations (4); Drawing, Projections (1); Shop Work; Station Practice (2).

Spring Term—Differential and Integral Calculus (4); Scientific German or French (4); Accounting (5); Electric Designing, Wiring and Armature Winding (2); Drawing (1); Shop Work; Station Practice (2).



COMMERCIAL COLLEGE—BANKING



COMMERCIAL COLLEGE—BOOKKEEPING

Junior Year

FALL TERM—Advanced Physics (4); Analytical Mechanics (4); Steam Engineering (4); Corporation Accounting (3); Drawing (1); Shop Work; Station Practice (2).

WINTER TERM—Advanced Physics (4); Electric Railway (4); Commercial Law (3); Telephony (2); Drawing (1); Shop Work; Station Practice (2).

SPRING TERM—Advanced Physics (4); Electrical Measurements (3); Electrical Distribution (4); English Literature (4); Drawing (1); Shop Work; Station Practice (2).

Senior Year

FALL TERM—Advanced Steam Engineering (6); Alternating Current Machinery and Appliances (4); Dynamo Laboratory, Direct Current Machines (4); Psychology (3).

WINTER TERM—Electrical Measurements, Testing Cables, Magnets, Lamps, etc. (3); Electrical Transmission of Power (4); Alternating and Polyphase Currents (4); Dynamo Laboratory, Alternators and Transformers (4); Logic (4).

SPRING TERM—Central Station Design, Management and Testing (4); Dynamo Laboratory, Alternating and Polyphase Machinery (4); Contracts and Specifications (1); Thesis (5).

The entrance requirements for this course are the preparatory scientific course or its full equivalent. For the short course in Electrical Engineering, see elsewhere.

COURSES OF STUDY

OF THE

STATE NORMAL COLLEGE

OF

OHIO UNIVERSITY

The "Course in Elementary Education" for graduates of common schools is designed to meet the needs of the following classes: (1) Those who have passed the Patterson Examination and are graduates of the Common Schools; (2) those who can satisfy the Faculty of the State Normal College of qualifications equivalent to Patterson graduation, although they do not hold a diploma from the County Examiners; (3) teachers and prospective teachers who hold county or city certificates, such students being excused from all the work of the first year of the course except American Literature, Rhetoric, School Drawing, School Music, and Physical Geography, these subjects to be taken during the second and third years in addition to the studies scheduled unless the student presents evidence to warrant being excused by the Dean of the Normal College; (4) graduates of high schools of Second and Third Grades, who would be excused from such studies as they have satisfactorily completed, and who in most instances would be able to begin the course in the third and second years respectively. The first three years of this course are of Preparatory Grade, and no college credit will be given for work covered only by this portion of the course, except such work as may be scheduled in one or more college courses. All the work of the fourth and fifth years is of college grade and such work completed will entitle the student to full college credit on any other regular college course. A graduate of a high school of First Grade may enter the course at the fourth year and complete it in two years, although he is advised to take the two-year course provided for High School Graduates. Should the student of this course desire to take a foreign language (Latin, Greek, German, French, or Spanish) substitutions for studies in this course may be made under the following requirements:

(1) Those electing Latin must continue this language for three years, and may begin it in the first, second, or third year.

(2) Those electing Greek must continue this language for two years, and may begin it in the second, third, or fourth year.

(3) Those electing German must continue this language for two years, and may begin it in the third or fourth year.

(4) Those electing French must continue this language for one year, and may begin it in the fourth or fifth year.

(5) Those electing Spanish must continue this language for one year, and may begin it in the fourth or fifth year.

High-school graduates who present credentials for a year's satisfactory work in General History will not be required to take History of Greece, History of Rome, or History of England. Graduates of high schools of the First Grade, from a Classical, Scientific, or English course, will be admitted with first-year rank to the two-year course for high-school graduates, or to the fourth year of the course for common school graduates.

In this connection, it should be stated that courses in the Common Branches, Beginning Latin, Algebra, Rhetoric, and a few other preparatory studies are given *each term,* although such a schedule is not shown by the tabulated courses below. This is done to accommodate students who do not enter at the beginning of the year. The Common Branches are presented from the pedagogical point of view, and constitute an important part of the professional training of those preparing to teach, as the work is directly associated with the Department of Methods and the practice work in the Model School.

Grades and certificates from reputable institutions will be accepted and placed to the credit of the candidate for admission to the State Normal College.

Course in Elementary Education

(For Graduates of Common Schools)

First Year

Fall Term—Grammar, 4; Physical Geography, 4; U. S. History, 3; Arithmetic, 5; School Drawing, 2 (4); School Music, 2 (4).

Winter Term—American Literature, 5; Political and Commercial Geography, 4; U. S. History, 4; School Drawing, 2 (4); School Music, 1 (2).

Spring Term—American Literature, 5; Penmanship, 2; Civics, 5; Rhetoric and Composition, 4 (5); School Drawing, 2 (4); School Music, 2 (4).

Second Year

Fall Term—History of Greece, 5; Algebra, 5; Physiology and School Hygiene, 5; Advanced Reading, 5.

Winter Term—History of Rome, 5; Algebra, 5; Botany, 5; Hand-Work, 5.

Spring Term—History of England, 5; Algebra, 5; Botany, 5; Elementary Pedagogy, 3 (5), or Elementary Mythology, 3; School Drawing, 2.

Third Year

Fall Term—English Literature, 5; Physics, 5; Descriptive Astronomy, 5; Elementary Psychology, 5.

Winter Term—English Literature, 5; Physics, 5; Introduction to Principles of Education, 3; Primary Methods, 5; Orthography, 2.

Spring Term—Advanced Grammar, 3 (5); Plane Geometry, 5; Rhetoric, 5; Elementary Agriculture (Nature Study), 4; Introduction to Principles of Education, 3.

Fourth Year

Fall Term—U. S. History, 4; Chemistry, 4; Solid Geometry, 4; Paidology (Childhood), 3 (4); Methods in Reading and Composition, 2 (3).

Winter Term—U. S. History, 4; Chemistry, 4; Paidology (Boygirlhood), 4; Methods in Geography and Science, 5.

Spring Term—European History, 3; English Literature, 3; Advanced Arithmetic, 4 (5); Paidology (Youth), 3; Methods in History and Mathematics, 3.

Fifth Year

Fall Term—College Rhetoric, 3; Ethics, 3; Political Economy, 2; Science of Education, 3; Elementary Course of Study, 3; Teaching.

Winter Term—English Literature, 4; Sociology, 3; Political Economy, 2; Zoology, 2; History of Modern Education, 4; Teaching.

Spring Term—Zoology, 4; Advanced Psychology, 3; School Administration and School Law, 3; Comparative Study of Elementary Schools (Foreign and Domestic), 4; Paidological Laboratory, 1; Teaching.

The plain figure denotes the number of hours of credit and the figure in parentheses the number of hours of work to be given to the subject.

Course in Elementary Education

(For Graduates of High Schools)

First Year

Fall Term—U. S. History, 4; Solid Geometry, 3 (4); Physiology and School Hygiene, 4 (5); Elementary Psychology, 4 (5); Methods in Reading and Composition, 2 (3).

Winter Term—U. S. History, 4; Hand-Work, 3 (4); Introduction to Principles of Education, 2 (3); Primary Methods, 4 (5); Methods in Geography and Science, 4 (5).

Spring Term—Advanced Arithmetic, 4 (5); Advanced Grammar, 3 (5); Elementary Agriculture (Nature Study), 4; Introduction to Principles of Education, 3; Methods in History and Mathematics, 3.

Second Year

Fall Term—English Literature, 3; Ethics, 3; Paidology (Childhood), 4; Science of Education, 3; Elementary Course of Study, 3; Teaching.

Winter Term—English Literature, 3; Sociology, 3; Zoology, 2; Paidology (Boygirlhood), 4; History of Modern Education, 4; Teaching.

Spring Term—Zoology, 4; Advanced Psychology, 3; Paidology (Youth), 3; Comparative Study of Elementary Schools (Foreign and Domestic), 4; Teaching.

An equivalent of five hours of teaching for two terms, minimum 115 hours, will be required of all students, unless successful experience as a teacher will justify the Dean of the Normal College in reducing this amount. The teaching may

be done in such terms as approved by the Principal of the Model School. In counting the credit on a complete college course, the actual amount of teaching in the Model School, not to exceed 125 hours, will be allowed. Each hour of teaching will represent at least two hours of additional work in preparing lessons, lesson plans, and criticisms.

NOTES.

Students wishing to take a foreign language will be permitted to substitute such for studies in this course, subject to the approval of the Dean of the Normal College.

Students of this course who have not had satisfactory training in Drawing and Music will be required to take at least brief courses in Public School Drawing and Sight Reading, together with the methods of teaching Drawing and Music in the public schools.

Opportunities will be offered for reviews in the Common Branches in addition to the classes scheduled.

DIPLOMA.

Those who complete either of these courses in "Elementary Education," will be granted a State Normal College Diploma, and will be able to complete the Course in "Secondary Education," or the "Course in Supervision," by two years of additional work, these latter courses leading to the degree of Bachelor of Pedagogy, the equivalent in scholastic value of any of the Bachelor's degrees.

Course in Secondary Education

(For Graduates of High Schools)

Required Subjects

Freshman Year

FALL TERM—Botany, Chemistry, or U. S. History, 4; Solid Geometry, 4; A Foreign Language, 4; Political Economy, 2; English, 3.

WINTER TERM—U. S. History or Chemistry, 4, or Zoology, 2; Algebra, 4; A Foreign Language, 4; Political Economy, 2; English, 3.

Spring Term—U. S. History, Chemistry, or Zoology, 4; Plane Trigonometry and Surveying, 4; A Foreign Language, 4; School Drawing, 2.

Sophomore Year

Fall Term—History of Ancient and Medieval Education, 4; Ethics, 3; School Drawing, 1.

Winter Term—History of Modern Education, 4; Sociology, 3; School Drawing, 1.

Spring Term—History of Education in the United States, 3; School Administration and School Law, 3; Paidological Laboratory, 1; School Drawing, 1.

Junior Year

Fall Term—Psychology, 3; Paidology (Abnormal Child), 3; Principles of Education, 3; Methods and Observations in English and History, 3.

Winter Term—Psychology, 3; Paidology, (Uncivilized Child), 3; Principles of Education, 3; Methods and Observations in Greek, Latin and Modern Languages, 3.

Spring Term—History of Philosophy, 4; Paidology, (Historical Child), 3; Methods and Observations in Physics, Chemistry, and Biology, 3.

Senior Year

Fall Term—Comparative Study and Theory of Secondary Education, 4; Thesis, 1; Teaching.

Winter Term—The Secondary Course of Study, 2; Thesis, 1; Teaching.

Spring Term—Thesis, 1; Teaching.

Note—Beginning with the Sophomore Year the student will elect additional subjects from regular college courses to make a total of 17 hours per week.

Course in Supervision

(For Principals and Superintendents)

Required Subjects

Freshman Year

Fall Term—U. S. History, Chemistry, or Botany, 4; Solid Geometry, 4; A Foreign Language, 4; Political Economy, 2; English, 3.

Winter Term—U. S. History or Chemistry, 4, or Zoology, 2; Algebra, 4; A Foreign Language, 4; Political Economy, 2; English, 3.

Spring Term—U. S. History, Chemistry, or Zoology, 4; Plane Trigonometry and Surveying, 4; A Foreign Language, 4; Elementary Agriculture (Nature Study), 4.

Sophomore Year

Fall Term—History of Ancient and Medieval Education, 4; Ethics, 3.

Winter Term—History of Modern Education, 4; Sociology, 3; Primary Methods, 4.

Spring Term—History of Education in United States, 3; School Management and School Law, 3; Paidological Laboratory, 1.

Junior Year

Fall Term—Psychology, 3; Paidology (Abnormal Child), 3; Principles of Education, 3; Methods of Observation, 3.

Winter Term—Psychology, 3; Paidology, (Uncivilized Child), 3; Methods and Observations, 3.

Spring Term—History of Philosophy, 4; Paidology (Historical Child), 3; Methods and Observations, 3.

Senior Year

Fall Term—Elementary Course of Study, 3; Foreign School Systems, 3; Thesis, 1; Teaching.

Winter Term—Secondary Course of Study, 3; Domestic School Systems, 3; School Hygiene and School Architecture, 3; Thesis, 1; Teaching.

Spring Term—Supervision and Criticism, 3; Thesis, 1; Teaching.

NOTES.

This course is open to high-school graduates, or those having equivalent education, and who have had at least two years of experience in teaching.

Those who desire to take Music or Drawing, or both, will be permitted to elect such from the other courses.

There will be required but two terms' work in Methods and Observations, such work being elected from the Course in Elementary Education and Secondary Education as meets with the approval of the Professor of Methods.

A total minimum of 115 hours of teaching is required, but principals and superintendents of experience who in less time are able to demonstrate their ability to teach in accordance with scientific principles will not be held to the full time. (See note following "Course in Elementary Education for high-school graduates.")

The elective work in a department may be substituted for the required work of that department, subject to the approval of the Dean of the Normal College, the Head of the Department involved, and the Faculty.

There shall be elected additional studies sufficient to make the total at least 17 hours per week, such to be taken from the electives in this course and from the work of the other Colleges of the University.

The credit will be given on this Course of Study for equivalent work completed in other reputable institutions.

A One-Year Course

(For College Graduates)

NOTE—Students will select not less than 17 hours a term from the following:

FALL TERM—Elementary Course of Study, 3; History of Ancient and Medieval Education, 3; Paidology, 3; Principles of Education, 3; Methods and Observations, 3; Comparative Study and Theory of Secondary Education, 3; Foreign School Systems, 3; Problems in the Principles of Education, 3; Paidological Laboratory, 1; Thesis, 1; Teaching.

WINTER TERM—Secondary Course of Study, 2; History of Modern Education, 3; Paidology, 3; Principles of Educa-

tion, 3; Methods and Observations, 3; Domestic School Systems, 3; Sources in the History of Education, 3; School Hygiene and School Architecture, 3; Paidological Laboratory, 1; Thesis, 1; Teaching.

Spring Term—Supervision and Criticism, 3; History of Education in the United States, 3; Paidometry, 3; Methods and Observations, 3; School Management and School Law, 3; Paidology (Youth), 3; Paidological Laboratory, 1; Thesis, 1; Teaching.

NOTES.

Those who complete this Course of Study will be granted a diploma with the degree of Bachelor of Pedagogy.

Seventeen hours per week each term is the minimum required. Additional hours may be elected, subject to the approval of the Faculty.

The work in Paidology will be elected from the other Courses of Study, such as meets with the approval of the head of the department. See Paidology in the other Courses of Study.

The work in Methods and Observations will be selected from the other Courses of Study, such as may suit the needs of the individual student, by the Professor of Methods. See Methods and Observations in other Courses of Study.

Electives may be substituted for required subjects under the regulations governing such cases.

Students shall elect the grade of practice teaching desired under the direction of the Dean of the Normal College. One hundred and fifteen hours of teaching is required, but those who are able to demonstrate their ability to teach in accordance with scientific principles will not be held to the full time.

General Information on These Courses

The courses of study of all the leading Normal Schools and Teachers' Colleges in this country have been carefully examined and critically studied by those in charge of the work in the Normal College of Ohio University. Conditions and needs peculiar to Ohio have also been carefully analyzed. While the courses of study here outlined are only tentative and experimental as almost all courses must necessarily be, it is felt that the best judgment and wisdom of many of the leading educators of this country are to be found reflected bv these courses. Copies were submitted for criticism to more than one hundred of the leading normal school, college, and public school men in all parts of our country, and many of these able men gave the courses submitted much careful attention and thoughtful criticism.

Short Course in Electrical Engineering

REQUIREMENTS: English—One term of Rhetoric, two terms of English Literature.

MATHEMATICS—Two terms of Algebra, Plane Geometry. These may be taken in the preparatory course.

First Year

FALL TERM—Physics, Class Work and Laboratory (5); Solid Geometry (4); Electrical Catechism (2); Direct Current Machinery and Appliances (4); Drawing and Descriptive Geometry (1); Free Hand Drawing (2); Shop Work; Station Practice, University and City Stations (2).

WINTER TERM—Physics, Class Work and Laboratory (5); Freshman Algebra (4); Electrical and Magnetic Calculations (4); Mechanical Drawing (1); Free Hand Drawing (2); Shop Work; Station Practice (2).

SPRING TERM—Plane Trigonometry (4); Electrical Designing, Wiring and Armature Winding (2); Electrical Distribution (4); Seminary on Power Plants (2); Mechanical Drawing (1); Free Hand Drawing (2); Shop Work; Station Practice (2).

Second Year

FALL TERM—Principles of Alternating Currents (4); Steam Engineering (4); Chemistry or Spherical Trigonometry (4) · Dynamo Laboratory, Direct Current Machinery (3); Mechanical Drawing (1); Shop Work; Station Practice (2).

WINTER TERM—Electrical Railway (4); Telephony (2); Electrical Transmission of Power (4); Chemistry or Analytic Geometry (4); Mechanical Drawing (1); Shop Work; Station Practice (2).

SPRING TERM—Electrical Measurements (3); Central Station Design and Management (4); An Investigation and Report (2); Contracts and Specifications (1); Analytical Chemistry or Calculus (4); Mechanical Drawing (1); Shop work; Station Practice (2).

Commercial Course

Preparatory

FIRST YEAR

First Term

Elementary Rhetoric,	(5)
Physical Geography,	(5)
U. S. History,	(3)
Beginning Algebra,	(5)
Drawing,	(1)

Second Term

American Literature,	(5)
U. S. History,	(3)
Algebra,	(5)
Elementary Physiology,	(5)
Drawing,	(1)

Third Term

American Literature,	(5)
Civil Government,	(5)
Algebra,	(5)
Botany,	(5)
Drawing,	(5)

SECOND YEAR

First Term

Elementary Physics,	(5)
English Literature,	(5)
Greek History,	(5)
Elementary Psychology,	(5)

Second Term

Elementary Physics,	(5)
English Literature,	(5)
Roman History,	(5)
Commercial Geography,	(5)

Third Term

Advanced Rhetoric,	(5)
Plane Geometry,	(5)
History of England,	(5)
Commercial Arithmetic,	(5)

Collegiate

FIRST YEAR

First Term

Accounting,	(5)
Freshman English,	(3)
Freshman U .S. History,	(4)
A Modern Language,	(5)
Penmanship,	

SECOND YEAR

First Term

Corporation Accounting,	(3)
A Modern Language,	(4)
Political Economy,	(2)
Stenography,	(5)
Typewriting,	

Second Term		Second Term	
Advanced Accounting,	(5)	Commercial Law,	(3)
Freshman English,	(3)	A Modern Language,	(4)
Freshman U. S. History,	(4)	Political Economy,	(2)
A Modern Language,	(5)	Stenography,	(5)
Penmanship,		Typewriting,	

Third Term		Third Term	
Office Practice,	(5)	Commercial Law,	(3)
Freshman English,	(3)	A Modern Language,	(4)
Freshman U. S. History,	(4)	Money and Banking,	(3)
A Modern Language,	(4)	Stenography,	(5)
Penmanship,		Typewriting,	

Substitutions in the above course may be made upon the consent of the Faculty.

Alumni Association

Officers

President, H. G. STALDER, '93.
Vice-President, S. L. MCCUNE, '96.
Secretary, AMY WEIHR, '95.
Treasurer, E. D. SAYRE.

Executive Committee

L. G. WORSTELL, '88.
W. B. LAWENCE, '92.
L. M. JEWETT, '61.
I. M. FOSTER, '95.

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 any one 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.

LIST OF STUDENTS.

COLLEGIATE DEPARTMENT.

Post-Graduates Studying for a Degree

Bean, L. Gardner, B. Ped.....Athens
Winter, Samuel Guy, A. B.....Crooksville

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Class of 1902

Caldwell, George Washington.....Lottridge
Conner, May Sherwood.....Athens
Copeland, William Franklin.....Tappan
Johnson, Fred Preston.....Trimble
Kaler, Mary Engle.....Athens
Lamb, George Franklin.....Lancaster
Lapp, George Harlan.....Will's Creek
Paine, Howard Sheperd.....Hamden Junction
Pickering, Nelle Marcus .....Athens
Sheppard, Carl Dunkle.....McArthur
Townsend, Mary Allen.....Athens
Winter, Samuel Guy.....Crooksville

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Seniors

Bennett, Elizabeth Ruth.....Shawnee, Pa.
Bishop, Robert Francis Jr.....Athens
Glazier, Lena Blanche.....Athens
Hambleton, Antrum Marion.....Hooksburg
Irwin, Algernon Charles.....South Perry
Linton, Nancy E.....Frost
Morgan, Thurman Leroy.....Waverly
Nease, Nannie Louise.....Point Pleasant, W. Va.
Peters, Crissie May.....Ashville
Riley, Ethel Eleanor.....Guysville
Sprague, Jennie Edyth.....Millfield
Sullivan, Frederick Taylor.....Warwick, N. Y.
Tullis, Flora Blanche.....Bloomingburg
Wilson, Nell Blanche.....Athens
Wood, James Perry Jr.....Athens
Zang, Jacob Milton.....Newport, Pa.

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Juniors

Bishop, Lenora Belle....Athens
Clements, Jerry Riley....Athens
Conner, Flora Terhune....Athens
Cornwell, Clifford Emerson....Athens
Coultrap, Floyd E....Athens
Elder, Adam Griggs....Athens
Finsterwald, Homer Grosvenor....Athens
Gabbert, Nan Maria....Point Pleasant, W.Va.
Hedrick, Eli Christian....New Carlisle
Henry, Francis Beardsley....Athens
Hoover, Thomas Nathanael....Piketon
McDaniel, John Edmon....Pomeroy
Mull, Leila Pearl....Lebanon
Place, Benoni Austin....Qualey
Smith, Murray Franklin....McArthur
Smith, Thomas Maynard....Rutland
Tooill, George Washington....Columbus
Tuttle, Eugene Vivian....Palmyra
Waggoner, Chauncey William....Sugar Grove

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Sophomores

Alderman, Fred Leslie....Athens
Biddle, Victor....Athens
Caldwell, Josephine....Coolville
Clayton, Mary Florence....Athens
Connett, Harry Lewis....Athens
Courtright, Harry Frederick....Tappan
Craig Thomas Watson....Athens
Cranmer, Lucy Aretha....Athens
Crooks, Floyd Stanley....Glouster
Cunius, Neiman Richard....Drums, Pa.
Eggleston, Dora Fullerton....Bloomingburg
Ely, George Leonard....Wellston
Hawkins, Frank....Hamden Junction
Higgins, Cyrus Dow....Athens
Jones, Albert Johnson....Athens
Kirkendall, Emmett Royal....Athens
McDaniel, Maggie Dora....Pomeroy
McLaughlin, George Evert....Athens
McLaughlin, Mary....Caldwell
Martin, Catherine Regina....Jackson
Matheny, William Martin....Athens
Needham, Fred Coates....Athens
Ogihara, Tokujo....Tokio, Japan
Pond, Dellie Hillis....Springfield
Reinherr, Helen Adela....Woodsfield
Scott, Grace Greenwood....Athens
Taylor, Lucy Mae....Tappan
Ullom, Jane Bayard....Athens

Welch, Philip Johnson.....Athens
White, Ennis Leslie.....Malta
Wood, Anna Estella.....Smithfield
Wood, Mary Ellen.....Athens
Wood, Mayme Longfellow.....Athens
Wright, James Otis Jr.....Athens
Yoshisaka, Sukichi.....Kobe, Japan

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Freshmen

Bean, Fannie Cozette.....Athens
Bishop, Minnie Grace.....Athens
Carr, Arthur Davis.....Athens
Chidester, Pearl Morse.....Orbiston
Cooley, John Milton.....Athens
Cooper, Margaret Maude.....Athens
Coultrap, Manning Gebhardt.....Athens
Crow, Frederick Wilkinson.....Great Bend
Dew, Nancy Louise.....Athens
Dumaree, Charles Henry.....Luhrig
Earhart, Mazie Ada.....Athens
Edmunds, Catherine.....Youngstown
Figley, Orville Foss.....Athens
Frost, Helen Ethelwyne.....Athens
Fujita, R. Hidesuke.....Komatsu, Japan
Gabriel, Florence Aldine.....Athens
Giauque, Niva.....Coshocton
Haffey, Stephen Micleta.....Canal Winchester
Harris, Charles Henry.....Athens
Hartford, Pearl.....New Philadelphia
Horn, Clarence Howard.....Medina
Howe, Mary Blanche.....Athens
Hulbert, Theron Crissey.....Seville
Ireland, Burdette B.....Midland
Jones, Edgar Lawrence.....Parkersburg, W. Va.
Josten, James Mathis.....Athens
Ketcham, Victor Alvin.....Corning
Mann, Louise Daisy.....Athens
Matheny, William Alderman.....Athens
Merritt, William Schory.....Lancaster
Miller, Guy Dolphus.....Athens
Morgan, Orlie Henry.....Waverly
Morton, Joshua Romine.....Wilkesville
Mott, Winifred Gertrude.....Pomeroy
Motter, Edwin Cameron.....Gillespieville
Murphy, Edward Chambers.....Amanda
Norton, Willey Higby.....Sabot Island, Va.
Parker, Clarence Prentice.....Athens
Pelter, Tullus.....Centerburg
Pickering, Fred Stewart.....Athens
Porter, Francis Marion.....Circleville
Preston, John Herrold.....Athens

VIEW IN STATE HOSPITAL GROUNDS

Robinett, Amanda Louisa.....Albany
Root, Alexander.....Big Run
Scott, Nelle Rutledge.....Athens
Shaw, Fred.....Rushsylvania
Smith, Blanche Estelle.....Athens
Steward, Frank Averal.....Jerusalem
Stickney, Grace May.....Athens
Treudley, Mary.....Athens
Wagner, Bessie Holbrook.....New Philadelphia
Walker, Ina Maude.....Athens
Williamson, Mark Hooker.....Lancaster
Wilson, Roy Earl.....New Lexington
Wolfe, Ned Joseph.....Athens
Young, Charles Lewis.....Athens

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Irregular and Special Students

Collier, William Parker, A. B.....Somerville, Mass.
Cookson, Charles William, A. B.....Somerset
Coultrap, McKendree Whitefield, A. M.....Troy
Fuller, Nellie Mary, Ph. B.....Athens
Hooper, Dollie B. Ped.....Athens
Kaler, Charlotte Rannells, Ph. B.....Athens
Kaler, Mary Engle, Ph. B.....Athens
Kurtz, Anna Elizabeth, A. B.....Lapeer, Mich.
Martzolff, Clement Luther.....New Lexington
Mougey, Ruth Ethel.....Malta
Musgrave, Elizabeth.....Athens
Paine, Howard Sheperd, A. B.....Hamden Junction
Rorick, Mabel Acker.....Athens
Shaver, Ada.....Eastbank, W. Va.
Sheley, Clarence T.....Washington C. H.
Timberman, John Clement.....Coalton
Townsend, Mary Allen, Ph. B.....Athens
Valdepares, Victorino Diaz.....Cartavio, Spain
Wickham, Mabel Leona, Ph. B.....Glen Ullin, N. Dak.
Wolfe, Carrie E.....Athens

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Third Preparatory

Alleshouse, Wilbert Henry.....New Bedford
Anderson, George Murray.....Chillicothe
Atkinson, Estella.....Zaleski
Baker, Harley Ellsworth.....Athens
Barker, Joseph Frederick.....Athens
Beard, Ross Collin.....Centerburg
Bechtol, Walter William.....New Bedford
Biddle, Mary Lucile.....Athens
Brawley, Mary Gertrude.....Amesville
Brison, Robert Burns.....Millersport
Bryson, Mae Grace.....Glouster
Burke, Charles Edmund.....Vigo

Cable, Clarence Wesley.....Athens
Dally, Tullus Leo.....Centerburg
Decker, Fred.....Warwick, N. Y.
Donaldson, Harold Winslow.....Croton
Eddy, Charles Isaac.....Trimble
Glazier, Harry Guy.....Athens
Gross, Fred Edward.....Athens
Gullum, Frank Barnhart.....Hamden Junction
Hambleton, James Arthur.....Hooksburg
Higgins, Winifred Belle.....Athens
Jones, Blanche Harriet.....Glouster
Judy, Edward Winfield.....Canal Winchester
King, J. Strawder.....Bridgeport Ill.
Laughlin, Ross.....Belle Center
Longwell, John Burt.....Warwick, N. Y.
McBeth, Ira Guy.....Georgetown
McClure, Roy Thomas.....Bloomingburg
McVey, John Tipton.....Eastbank, W. Va.
Mills, Edward Allen.....Athens
Morgan, Earl Charles.....Wellston
Morgan, William Thomas.....Maynard
Morrow, David Campsey.....Claysville, Pa.
Murphey, Caroline Belle.....Albany
Nelson, Frank Blaine.....Nelsonville
Richardson, Frank Cowdry.....Warwick, N. Y.
Richmond, Winifred Vanderbilt.....Athens
Roush, Guy Brown.....Russells
Schæffler, Charles Harry.....Athens
Sexauer, Fred Carl.....Chillicothe
Thrall, Lora David.....Croton
Tinker, Arthur Whittaker.....Athens
Turley, Charles Elzea.....Marshfield
Walls, Edith Irma.....Buchanan
Wilson, Ralph Byron.....Athens

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Second Preparatory

Adair, William Alfred.....Amesville
Allen, Walter Osman.....New Plymouth
Anthony, Lizzie Belle.....Union Furnace
Bailey, John Edson.....Athens
Baileys, James Milton Jr.....Nelsonville
Ball, James Wood.....Warwick, N. Y.
Beasley, William Floyd.....Amesville
Biddle, Frances Lillian.....Athens
Biddle, Nan Louise.....Athens
Bingman, Carl Wilson.....Latrobe
Bingman, Oscar Perry.....Latrobe
Blackstone, Wilbert Stanley.....Spratt
Boelzner, Philip Clarence.....Russells
Brison, Waldo Emerson.....Millersport
Burchfield, Henry Raymond.....Athens

Cox, John Herron.....Cumberland
Cullums, Dean Lewis.....Athens
Cullums, Ernest Grove.....Athens
Davis, Mabel.....Big Run
Dinsmoor, Guy.....Garden
Dix, Charles Wesley.....Athens
Dix, Ruby Virginia.....Athens
Dumaree, Edward Louis.....Inghams
Ferguson, Jessie May.....Leesburg
Garrett, Grace.....Amesville
Geeting, Charles Franklin.....West Manchester
Gross, Charles William.....Athens
Harper, Ortha Lee.....Leo
Hatch, Murray.....Frost
Hempsted, Burns Dent.....Croton
Heyman, Roscoe Winfield.....Bellevue
Hooper, George Eldon.....Athens
Householder, Leslie Wayne.....Bremen
Lively, Ora C.....Byer
Livengood, Owen Jacob.....Union City, Ind.
Mason, Lenna Beatrice.....Athens
Miller, Henry Eldon.....Thurston
Parks, James Jay.....Hopedale
Patterson, Lena Estella.....Athens
Peters, Homer Hoyt.....Lockbourne
Power, Alpha William.....Jobs
Raney, Estelle Coler.....Malta
Reading, Laura Lorinda.....Pratt's Fork
Scott, William Wylie.....Hopedale
Snyder, Orin Earl.....Mountville
Spencer, Samuel Selden.....Parkersburg, W. Va.
Spicer, Ava Fedora.....Athens
Sprague, John Rollin.....Millfield
Stoltz, Alma Mary.....Thornville
Tuttle, Harley Angelo.....Palmyra
Walker, Mary Edith.....Athens
Watkins, Mary Carson.....Athens
Wells, Bruce.....Athens
Wilkes, Mabel Wilhelmine.....Athens
Winter, Frederick Holston.....Crooksville

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First Preparatory

Albaugh, Iva.....Luhrig
Barker, Rhoda Irene.....Athens
Barton, William Howard.....Adelphi
Beckle, Susie Amelia.....Luhrig
Bowles, Irene Elizabeth.....Dingess, W. Va.
Buchanan, Floyd Irving.....Ashland
Burgess, Ethel Julia.....Bartlett
Cabeen, Fred Clark.....Athens
Cameron, Maybel.....Columbus

Castle, Moses Anthony.....Sheldon
Clester, Stella May.....Athens
Daft, Ernest Echols.....Buchtel
Fancher, Vina Belle.....Gowanda, N. Y
Fauser, Mellie Rosetta.....Athens
Francis, Mildred Isabel.....Athens
Fraser, Herbert.....Frost
Fulton, Robert Clifford.....Athens
Gibbs, Bertha May.....Luhrig
Gillilan, Berton Everett.....Torch
Groves, Frank Leslie.....Nelsonville
Holt, Herbert Horace.....Rutland
Hooper, Lulu Belle.....Athens
Hope, Ella Estella.....Athens
Hoskinson, Herbert Julius.....Guysville
Immell, Alfred Dunn Jr.....Chillicothe
Jolley, Lulu.....Athens
Jolley Rose Winifred.....Athens
Kelley, Walter Francis.....Athens
Kenny, Eldon Clifford.....Pleasanton
Kern, Clifford G.....Athens
Lash, Lena Otto.....Athens
Lee, Goldie Wallace.....Buchtel
Lee, William Henry.....Creola
Lehman, John Andrew.....Haydenville
Lehman, Raymond Deford.....Haydenville
Lutz, George Wayne.....Langsville
Matheny, Letha Mayme.....Athens
Moody, Vittoria.....Bartlett
Moore, Alethia Elma.....Athens
Morrison, Elisha Ray.....Athens
Morrison, William Guy.....Athens
Needham, Ellen Pillsbury.....Athens
Norris, George Newton.....Stewart
Patterson, Attie Winifred.....Athens
Pickering, Ambrose Frederick.....Athens
Pinkerton, Elsie Geraldine.....Athens
Place, Jesse Alfred.....Qualey
Place, Olive Annette.....Qualey
Santee, Theodore Solomon.....Drums, Pa.
Sidders, Myrtle.....Athens
Six, Mary Cecile.....Nelsonville
Smith, Lenora Fay.....Stewart
Stage, William Addison.....Athens
Stine, Morris Denver.....Hue
Stoltz, Effie Edith.....Thornville
Stonebreaker, Francis Delbert.....Demos
Sudlow, Clyde Milford.....Union Furnace
Talbot, John Sherman.....Canal Winchester
Tucker, Allen Mansfield.....Evans, W. Va.
Wilkes, Clarence Carson.....Athens

Wilkes, Ernest Constantine.....Athens
Wilkes, Lulu Constance.....Athens
Williamson, Thomas Waldo.....Lancaster
Woodyard, Octa.....Chase

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State Normal College

Five-Year Course in Elementary Education*

Barker, Rhoda Irene.....Athens
Barton, William Howard.....Adelphi
Beard, Ross Collin.....Centerburg
Beckle, Susie Amelia.....Luhrig
Biddle, Frances Lillian.....Athens
Bower, Allen McClellan.....Bakersville
Bingman, Oscar Perry.....Latrobe
Brown, Milton Maywould.....Logan
Buchanan, Floyd Irving.....Ashland
Burgoon, Anna Gertrude.....Carbon Hill
Butts, Nina Leota.....Athens
Cameron, James Blaine.....Columbus
Cameron, Maybel.....Columbus
Carr, Arthur Davis.....Athens
Carter, Jesse Albert.....Carbondale
Christman, Jacob Branch.....Athens
Chute, Stella Catherine.....Jacksonville
Clester, Stella May.....Athens
Cullums, Dean Lewis.....Athens
Cullums, Ernest Grove.....Athens
Fancher, Vina Belle.....Gowanda, N. Y.
Finsterwald, Homer Grosvenor.....Athens
Fujita, R. Hidesuke.....Komatsu, Japan
Gibbs, Bertha May.....Luhrig
Gross, Charles William.....Athens
Hope, Ella Estella.....Athens
Immell, Alfred Dunn Jr.....Chillicothe
Kleckner, Ralph Edward.....Lynchburg
Kress, Clyde Noah.....Sardinia
Laughlin, Ross.....Belle Center
Lowery, John Glenn.....Freeport
Lowery, William Renwick.....Freeport
McBride, Jessie Enile.....Tupper's Plains
McBride, Grace Edna.....Tupper's Plains
Matheny, Harry Ray.....Athens
Morrison, William Guy.....Athens
North, George Monfort.....New Lexington
Ogdin, Rhoda Elizabeth.....Dyesville

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* Students are here grouped without classification for the reason that many of them are somewhat irregular in their work.

Patterson, Lena Estella.....Athens
Pearce, Clarence S.....Hillsboro
Peters, Homer Hoyt.....Lockbourne
Portz, Francis Milton.....Bakersville
Propst, Jacob Franklin.....New Lebanon
Richardson, Mary E.....Waverly
Robinett, Amanda Louisa.....Albany
Ross, Morris Cleason.....New Plymouth
Six, Mary Cecile.....Kimberley
Spencer, Samuel Selden.....Parkersburg, W. Va.
Spohn, Burrel Blakeley.....New Lexington
Vermillion, George Washington.....Arabia
Whitfield, Mary Ann.....Jacksonville
Wiley, Anna Lora.....Coolville
Wilkes, Mabel Wilhelmine.....Athens
Wilkes, Ernest Constantine.....Athens
Wolfe, Nellie Leona.....Nordhoff, Cal.
Woolley, John Jefferson.....Judson
Yochum, Sylvester Lee.....Gath
Young, Clara Bernice.....Nelsonville

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Two-Year Course

Freshmen

Bishop, Minnie Grace.....Athens
Brawley, Mary Gertrude.....Amesville
Christman, George Washington.....Judson
Colopy, Alice Cecilia.....Coshocton
Cooley, Calla Ernestine.....Athens
Cranmer, Lucy Aretha.....Athens
Dumaree, Charles Henry.....Luhrig
Edmunds, Catherine.....Youngstown
Ferguson, Jessie May.....Leesburg
Francisco, Olive.....Defiance
Fults, Lenora Frances.....Washington C. H.
Geeting, Winona Pearl.....Lewisburg
Giauque, Niva.....Coshocton
Heyde, Harvard Louis.....Loudonville
Jolley, Lulu.....Athens
Jolley, Rose Winifred.....Athens
Jones, Edgar Lawrence.....Parkersburg, W. Va.
Keller, Margaret Edith.....Windham
Livengood, Owen Jacob.....Union City, Ind.
McDaniel, Maggie Dora.....Pomeroy
Martin, Catherine Regina.....Jackson
Martzolff, Clement Luther.....New Lexington
Naumann, Aaron Irving.....Lindsey
Reeves, George Walter.....Albany
Reynolds, John Fletcher.....East Springfield
Rine, Bernice Clifton.....Bridgeport
Root, Alexander.....Big Run

Roush, Guy Brown.....Russells
Stamm, Gertrude Olivia.....Windham
Starkey, Marietta.....Coolville
Timberman, John Clement.....Coalton
Wagner, Bessie Holbrook.....New Philadelphia

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Advanced Students

Collier, William Parker, A. B.....Somerville, Mass.
Glazier, Lena Blanche.....Athens
Hambleton, Antrum Marion;.....Hooksburg
Linton, Nancy E.....Frost
McLaughlin, Mary.....Caldwell
Mull, Leila Pearl.....Lebanon
Peters, Crissie May.....Ashville
Reinherr, Helen Adela.....Woodsfield
Sprague, Jennie Edyth.....Millfield
Taylor, Lucy Mae.....Tappan
Tooill, George Washington.....Columbus
Winter, Samuel Guy, A. B.....Crooksville

——12

Electrical Engineering

Degree Course

Cooley, John Milton.....Athens
Cornwell, Clifford Emerson.....Athens
Cunius, Neiman Richard .....Drums, Pa.
Gullum, Frank Barnhart.....Hamden Junction
Heyman, Roscoe Winfield.....Bellevue
Irwin, Algernon Charles.....South Perry
McLaughlin, George Evert.....Athens
Murphy, Edward Chambers.....Amanda
Porter, Francis Marion.....Circleville
Valdepares, Victorino Diaz.....Cartavio, Spain
Waggoner, Chauncey William.....Sugar Grove
White, Ennis Leslie.....Malta
Wright, James Otis Jr.....Athens

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Short Course—Second Year

Alleshouse, Wilbert Henry.....New Bedford
Chidester, Pearl Morse.....Orbiston
Courtright, Harry Frederick.....Tappan
Eddy, Charles Isaac.....Trimble
Gross, Fred Edward .....Athens
Haffey, Stephen Micleta .....Canal Winchester
Hawkins, Frank.....Hamden Junction
Hulbert, Theron Crissey.....Seville
Needham, Fred Coates.....Athens
Pelter, Tullus.....Centerburg
Steward, Frank Averal.....Jerusalem
Williamson, Mark Hooker.....Lancaster
Young, Charles Lewis.....Athens

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First Year

Adair, William Alfred.....Amesville
Anderson. George Murray.....Chillicothe
Baileys, James Milton, Jr.....Nelsonville
Beasley, William Floyd.....Amesville
Bechtol Walter William.....New Bedford
Boelzner, Philip Clarence.....Russells
Dally, Tullus Leo.....Centerburg
Dix, Charles Wesley.....Athens
Donaldson, Harold Winslow.....Croton
Fulton, Robert Clifford .....Athens
Gillilan, Berton Everett .....Torch
Gordon, Paul.....New Lexington
Harper, Ortha Lee.....Leo
Hempsted, Burns Dent.....Croton
Holt, Herbert Horace.....Rutland
Householder, Leslie Wayne.....Bremen
Ireland, Burdette B.....Midland
Jones, David L.....Wales
Judy, Edward Winfield.....Canal Winchester
Miller, Henry Eldon.....Thurston
Miller, John Milton.....Dayton
Mills, Edward Allen.....Athens
Moore, Robert Norvin.....Ironton
Morgan, Earl Charles.....Wellston
Morgan, Orlie Henry.....Waverly
Patton, Felix Edgar.....Nelsonville
Pickering, Ambrose Frederick.....Athens
Power, Alpha William.....Jobs
Raney, Estelle Coler.....Malta
Riter, Nicholas John.....Ironton
Sexauer, Fred Carl.....Chillicothe
Smith, Murray Franklin.....McArthur
Stine, Morris Denver.....Hue
Sudlow, Clyde Milford.....Union Furnace
Thrall, Lora David.....Croton
Tucker, Allen Mansfield.....Evans, W. Va.
Williamson, Thomas Waldo.....Lancaster
Wilson, Roy Earl.....New Lexington
Winter, Frederick Holston.....Crooksville

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Commercial College

Advanced Special Students

Alderman, Fred Leslie (Accounting).....Athens
Bean, Fannie Cozette (Stenography).....Athens
Brown, Freeman Whitmore (Accounting).....Logan
Ireland, Burdette B. (Accounting).....Midland
Riley, Ethel Eleanor (Stenography).....Guysville
Stickney, Grace May (Stenography).....Athens
White, Homer (Accounting).....Sugar Grove

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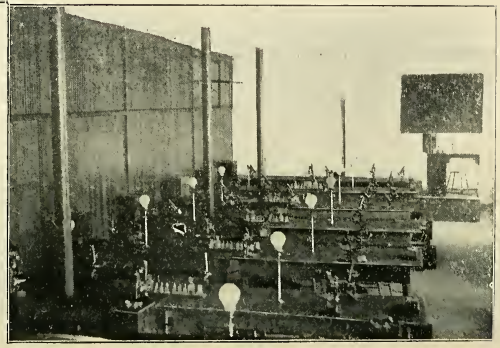
A Working Table in Organic
Chemistry
Cincinnati College of Pharmacy



A View in the Microscopic
Laboratory
Cincinnati College of Pharmacy

Special Course Completed

Alderman, Fred Leslie (Accounting).....Athens
Anthony, Lizzie Belle (Accounting).....Union Furnace
Bishop, Robert Francis Jr. (Accounting and Stenography).....Athens
Brown, Edward James (Stenography).....Sugar Grove
Brown, Freeman Whitmore (Stenography).....Logan.
Brown, Milton Maywould (Stenography).....Logan.
Bryson, Mae Grace (Stenography).....Glouster
Cooper, Margaret Maude (Stenography).....Athens
Coultrap, Floyd E. (Accounting).....Athens
Earhart, Mazie Ada (Accounting).....Athens
Friel, Mayme Rosa (Stenography).....New Straitsville
Frost, Helen Ethelwyne (Stenography).....Athens
Gabriel, Florence Aldine (Stenography).....Athens
Higgins, Cyrus Dow (Accounting).....Athens
Ireland, Burdette B. (Accounting).....Midland
Kirkendall, Emmett Royal (Accounting).....Athens
Mann, Louise Daisy (Stenography).....Athens
Mason, Lenna Beatrice (Stenography).....Athens
Mayhugh, Esta Mabel (Accounting).....Marshfield
Morgan, Thurman Leroy (Stenography).....Waverly
Mott, Winifred Gertrude (Stenography).....Pomeroy
Nease, Nannie Louise (Stenography).....Point Pleasant, W.Va.
Robinett, Amanda Louisa (Accounting and Stenography).....Albany
Scott, Nelle Rutledge (Stenography).....Athens
Smith, Blanche Estelle (Stenography).....Athens
White, Homer (Accounting and Stenography).....Sugar Grove
Wood, Anna Estella (Accounting).....Smithfield

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Course Unfinished

Bailey, Clara Ashley.....Athens
Bailey, John Edson.....Athens
Beard, Ross Collin.....Centerburg
Bennett, John Madison.....Nelsonville
Biddle, Mary Lucile.....Athens
Biddle, Nan Louise.....Athens
Brown, Ernest.....Logan
Carr, Arthur Davis.....Athens
Chambers, Mary Alice.....Athens
Copeland, Anna Louise.....New England
Cornwell, Clifford Emerson.....Athens
Crow, Frederick Wilkinson.....Great Bend
Daft, Ernest.....Buchtel
Donaldson, Audrey Starr.....Athens
Earhart, John Douglas.....Athens
Edmunds, Catherine.....Youngstown
Fujita, R. Hidesuke.....Komatsu, Japan
Gallagher, Mayme Gertrude.....Buchtel

Garber, Mayme.....Athens
George, Mary Armstrong.....Hebbardsville
Glazier, Harry Guy.....Athens
Grant, Norma Lucile.....Middleport
Gross, Charles William.....Athens
Groves, Frank Leslie.....Nelsonville
Harner, Lela Tennis.....Bellefontaine
Hartford, Pearl.....New Philadelphia
Hartley, Harry Francis.....Judson
Hawk, Clara Dell.....Marshfield
Henson, Clyde Evans.....Clay
Johnson, Nettie Tabitha.....Athens
Jones, Blanche Harriet.....Glouster
Jones, Edgar Lawrence.....Parkersburg, W. Va.
Josten, James Mathis.....Athens
Josten, Walter Conrad.....Athens
Keeler, Anna.....Gallipolis
King, J. Strawder.....Bridgeport, Ill.
Lautenschlager, Rebecca.....Covington, Ky.
Linscott, Flossie Edith.....Athens
Liston, May.....Gallipolis
McClure, Roy Thomas.....Bloomingburg
Mills, William Platt.....Athens
Morrow, Garfield Blaine.....Claysville, Pa.
Moore, Alethia Elma.....Athens
Nelson, Frank Blaine.....Nelsonville
Peters, Homer Hoyt.....Lockbourne
Phillips, William Richard.....Athens
Place, Benoni Austin.....Qualey
Place, Jesse Alfred.....Qualey
Pond, Dellie Hillis.....Springfield
Preston, John Herrold.....Athens
Shaw, Agnes Jane.....Covington, Ky.
Shumaker, Clyde Warner.....Seville
Slaughter, Ray Elton.....Athens
Smith, Thomas Maynard.....Rutland
Staneart, Addie.....Flora
Townsend, Mary Allen.....Athens
Waggoner, Chauncey William.....Sugar Grove
Walker, Ina Maude.....Athens
Weidman, James Millard.....Athens
Welch, Philip Johnson.....Athens
Willock, Eber Clarence.....Pomeroy
Wolfe, Ned Joseph.....Athens
Wood, Cary.....Highland
Zang, Jacob Milton.....Newport Pa.

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College of Music

Bailey, Gertrude.....Lilly Chapel
Baker, Alvaretta.....Athens
Bower, Allen McClellan.....Bakersville

Bowles, Irene Elizabeth.....Dingess, W. Va.
Bowser, Ida Elizabeth.....Lancaster
Bryson, Mae Grace.....Glouster
Cable, Lucile Golden.....Nelsonville
Campbell, Clifford.....Athens
Campbell, Edna.....Athens
Chrisman, Oscie Dru.....Athens
Colopy, Alice Cecelia.....Coshocton
Cornwell, Clifford Emerson.....Athens
Cox, John Herron.....Cumberland
Craig, Thomas Watson.....Athens
Crooks, Floyd Stanley.....Glouster
Cuckler, Minnie Luella.....Athens
Cunius, Neiman Richard.....Drums, Pa.
Curry, Mattie.....Athens
Davis, Madora.....Marshfield
Davis, Margaret Anne.....Clay
Davis, Theora.....Marshfield
Dew, Nancy Louise.....Athens
Dix, Ruby Virginia.....Athens
Eagle, Ethel.....Columbus
Edmunds, Catherine.....Youngstown
Fitzer, Catherine Alice.....Buchtel
Francis, Mildred Isabel.....Athens
Fuller, Nellie Mary, Ph. B.....Athens
Gabbert, Nan Maria.....Point Pleasant, W.Va.
Garrett, Grace.....Amesville
Gibson, Clare Green.....Mantua Sta.
Glazier, Lena Blanche.....Athens
Hall, Elizabeth Alma.....Logan
Holt, Herbert Horace.....Rutland
Hooper, Olah Angell.....Athens
Hoover, Thomas Nathanael.....Piketon
Hope, Ella Estella.....Athens
Hopkins, Dyantha.....Downington
Huhn, Lillie May.....McArthur
Immell, Alfred Dunn Jr.....Chillicothe
Irwin, Algernon Charles.....South Perry
Jones, Albert Johnson.....Athens
Jones, Blanche Harriet.....Glouster
Josten, Martin.....Athens
Keeler, Anna Helen.....Gallipolis
Kipp, Henrietta.....Chauncey
Kreppel, Frank Henry.....Nelsonville
Kurtz, Frank Bartlett.....Athens
Laughlin, Ross.....Belle Center
Lehman, John Andrew.....Haydenville
Logan, Elizabeth Mearl.....Athens
Lowe, Tacy Elizabeth.....Athens
McAdoo, Madge Vickers.....Mineral
McBride, Grace Edna.....Tupper's Plains

McBride, Jessie Enile.....Tupper's Plains
McDaniel, Maggie Dora.....Pomeroy
McLaughlin, Mary.....Caldwell
McVey, John Tipton.....Eastbank, W. Va.
Mann, Louise Daisy.....Athens
Marquis Carrie.....Mineral
Mason, Lenna Beatrice.....Athens
Matheny, Letha Mayme.....Athens
Matheny, William Alderman.....Athens
Meredith, Iva Gayozo.....Thornville
Merritt, William Schory.....Lancaster
Naumann, Aaron Irving.....Lindsey
Norton, Willey Higby.....Sabot Island, Va.
Parker, Clarence Emmett.....Anthony
Parker, Clarence Prentice.....Athens
Parker, George Everett.....Anthony
Patton, Eva.....Nelsonville
Peters, Homer Hoyt.....Lockbourne
Pettit, Rebecca May.....Nelsonville
Pickering, Anna.....Athens
Pickett, Florence.....Athens
Pickett, Helen.....Athens
Place, Jesse Alfred.....Qualey
Place, Olive Annette.....Qualey
Portz, Francis Milton.....Bakersville
Pospishell, Stephen.....Buchtel
Reah, Mary.....Athens
Rorick, Mabel Acker.....Athens
Scheer, Kathryn.....Zaleski
Scott, Grace Greenwood.....Athens
Shaver, Ada.....Eastbank, W. Va.
Shaw, Fred.....Rushsylvania
Silvus, Catherine.....Athens
Silvus, Jennie.....Athens
Six, Mary Cecile.....Nelsonville
Smith, Leonora Fay.....Stewart
Smith, Murray Franklin.....McArthur
Spencer, Samuel Selden.....Parkersburg, W. Va.
Stiff, Sadie Elizabeth.....Nelsonville
Taylor, Lucy Mae.....Tappan
Treudley, Ruth.....Athens
Tully, Henry Montgomery.....Nuttallburg, W. Va.
Waggoner, Chauncey William.....Sugar Grove
Walker, Mary Edith.....Athens
Walraven, Gertrude Wilde.....Athens
Wann, Gertrude.....Athens
Wickham, Mabel Leona.....Glen Ullin, N. Dak.
Wilkes, Lulu Constance.....Athens
Wilkes, Mabel Wilhelmine.....Athens
Wood, Mary Ellen.....Athens
Wood, Mayme Longfellow.....Athens
Zang, Jacob Milton.....Newport, Pa.
Zenner, Roe.....Athens

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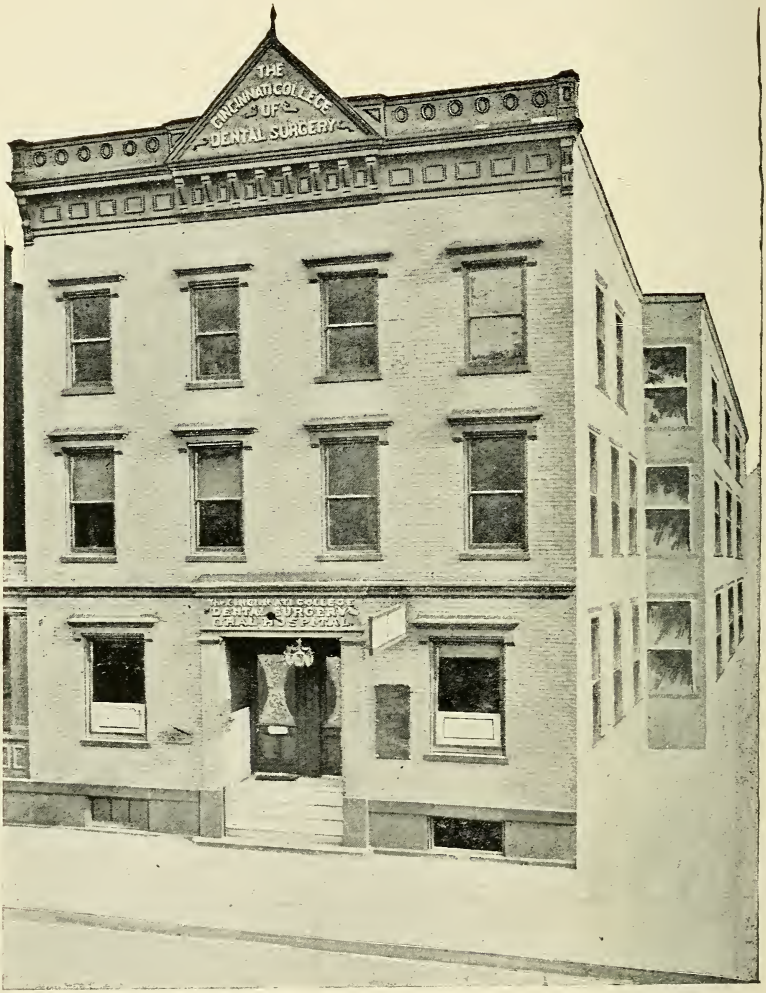
The Summer School

Agler, Charles Marshall ..... Eldorado.
Ailer, Iva..... Buchtel.
Alderman, Fred Leslie..... Athens
Arthur, Clara May..... Wellston
Atkinson, Estella..... Zaleski
Bailey, Alma..... Bridges
Bailey, Clara Ashley..... Athens
Bailey, Gertrude..... Lilly Chapel
Bailey, John Edson..... Athens
Bailey, Mary Frances..... Lilly Chapel
Baker, Harley Ellsworth..... Athens
Baker, Harry Carlton..... Athens
Baker, Mabel Gifford..... Athens
Beach, Carrie Adelia..... Middleport
Beach, E. Bertha..... Middleport
Bean, Fannie Cozette..... Athens
Bean, L. Gardner, B. Ped..... Athens
Beath, Emma..... Rainsboro
Bennett, Elizabeth Ruth..... Shawnee, Pa.
Biddle, Nan Louise..... Athens
Biddle, Victor..... Athens
Bing, Simeon Hutsinpiller..... Bidwell
Bingman, Carl Wilson..... Latrobe
Blake, Lena..... Nelsonville
Boger, George, A. B..... Hamilton
Boudinot, Blanche..... Trimble
Bowman, Carrie..... New Madison
Brawley, Mary Gertrude..... Amesville
Brock, Jennie..... Hillsboro
Bryson, Mae Grace..... Glouster
Bunger, Charles Simeon..... Lewisburg
Buntain, Anna May..... New Petersburg
Burchfield, Henry Raymond ..... Athens
Burgess, Eunice..... Bridges
Burns, Margaret..... Corning
Buxton, Winifred..... Middleport
Cassell, Moses Anthony..... Sheldon
Chambers, Mary Alice..... Athens
Chappell, Dalton..... Athens
Cherrington, Sabina Eleanor..... Camba
Christman, George Washington..... Judson
Clark, Arthur Wellesley..... Angola
Clayton, Earl Sloane..... Athens
Clements, Jerry Riley..... Athens
Coburn, Bertha..... Scioto
Cochran, Lizzie..... Athens
Coffman, Grace Stover..... Ingomar
Collins, Andrew Charles ..... Covington, Ky.
Connett, Harry Lewis..... Athens

Cookson, Charles William, A. B.....Somerset
Cooney, Mary L.....Covington, Ky.
Cooper, Margaret Maude.....Athens
Coultrap, Floyd E.....Athens
Coultrap, McKendree Whitefield, A. M.....Troy
Crewe, Anna Michener.....Barnesville
Crooks, Floyd Stanley.....Glouster
Crow, Frederick Wilkinson.....Great Bend
Culmer, Myrtle Asbury, A. B.....Waterford
Cullums, Dean Lewis.....Canaanville
Cullums, Ernest Grove.....Canaanville
Curran, Ella B.....Corning
Curry, Mattie.....Athens
Daft, Ernest.....Buchtel
Davis, Mabel.....Big Run
Davis, Madora.....Marshfield
Davis, Theora.....Marshfield
Desmond, Nell Aloysia.....Corning
Dinsmoor, Guy.....Garden
Doan, Osa.....Frost
Dow, Grace.....Buchtel
Drucke, Catherine.....Covington, Ky.
Dumaree, Charles Henry.....Luhrig
Duncan, Bessie Ann.....Trimble
Elder, Adam Griggs.....Athens
Ely, George Leonard.....Wellston
Everitt, Arthur Clayton.....Lancaster
Fancher, Vina Belle.....Gowanda, N. Y.
Faris, Leander Lebbeus.....Highland
Farrell, May.....Berlin X Roads
Fitzer, Catherine Alice.....Buchtel
Fraser, Herbert.....Frost
Friel, Mayme Rosa.....New Straitsville
Frost, Helen Ethelwyne.....Athens
Gallagher, Mayme Gertrude.....Buchtel
Garber, Mayme.....Athens
Geeting, Charles Franklin.....West Manchester
Gibbons, Fannie Marie, A. B.....Rodney
Glazier, Lena Blanche.....Athens
Goddard, Augusta Maria.....Armadale
Gordon, John Wilfred.....Junction City
Grogg, Marcellus Scott.....Ridgeville, Ind.
Gwartney, Eva Mabel.....Rockbridge
Hambleton, Antrum Marion.....Hooksburg
Harner, Lela Tennis.....Bellefontaine
Hayden, Charles Ernest.....Nelsonville
Hawk, Clara Dell.....Marshfield
Hatch, Murray.....Frost
Hedrick, Eli Christian.....New Carlisle
Heilman, William Theodore.....Canal Winchester
Heyde, Harvard Louis.....Loudonville
Holcomb, Blanche Marcella.....New Lexington

Hooper, Dollie, B. Ped.....Athens
Hooper, George Eldon.....Athens
Hooper, Lulu Belle.....Athens
Hooper, Olah Angell.....Athens
Hoover, Thomas Nathanael.....Piketon
Hoskinson, Herbert Julius.....Guysville
Howe, Mary Blanche.....Athens
Huffman, Ira.....Plantsville
Huheey, Kate.....Covington, Ky.
Huhn, Lillie.....McArthur
Ihle, Waid.....Great Bend
Irwin, Algernon Charles.....South Perry
Johnson, Mary Elizabeth.....Corning
Johnson, Nona Elretta.....Leesburg
Jones, Willie C.....Guysville
Kaler, Charlotte Rannells.....Athens
Kaler, Mary Engle.....Athens
Kem, George Frederick.....Brookville
Kennedy, May.....Covington, Ky.
Kirkendall, Emmett Royal.....Athens
Klepinger, Howard Albertus.....Brookville
Kline, John Washington.....Nashville
Kurtz, Anna Elizabeth.....Lapeer, Mich.
Kurtz, Frank Bartlett.....Athens
Lacy, Cliff Meredith.....Lynchburg
Laughlin, Ross.....Belle Center
Lautenschlager, Rebecca.....Covington, Ky.
Lee, Goldie Wallace.....Buchtel
Lee, William Henry.....Creola
Lehman, John Andrew.....Haydenville
Linton, Nancy E.....Frost
Liston, May.....Gallipolis
Lutz, George Wayne.....Langsville
McBeth, Ira Guy.....Georgetown
McBride, Jessie Enile.....Tupper's Plains
McBroom, Jessie.....Glouster
McDaniel, John Edmon.....Pomeroy
McVey, John Tipton.....Eastbank, W. Va.
Macklin, Mirza.....Tarlton
Mann, Louise Daisy.....Athens
Martin, Lena.....Covington, Ky.
Mason, Lenna Beatrice.....Athens
Matheny, William Martin.....Shade
Meredith, Iva Gayozo.....Thornville
Meyers, Mary.....Ironton
Miller, Guy Dolphus.....Athens
Miller, John Milton.....Dayton
Miller, Minnie Belle.....Buchanan
Moore, Robert Norvin.....Ironton
Morgan, Addie.....Athens
Morgan, Mary Luella.....Sugar Grove

Morgan, Thurman Leroy.....Waverly
Morris, Alice.....Covington, Ky.
Morrison, William Guy.....Athens
Nichols, Herman.....Byer
Norton, Willey Higby.....Sabot Island, Va.
Norvell, Nina.....Covington, Ky.
Ogihara, Tokujo.....Tokio, Japan
Organ, May Florence.....Chillicothe
Paine, Howard Sheperd, A. B.....Hamden Junction
Patton, Dora Lorena.....Nelsonville
Payne, William Alexander.....Rendville
Peters, Crissie May.....Ashville
Pettit, Rebecca May.....Nelsonville
Phillips, Wiliam Richard.....Athens
Pierson, Scott Burgett.....Middletown
Pinkerton, Elsie Geraldine.....Athens
Place, Benoni Austin.....Qualey
Pond, Dellie Hillis.....Springfield
Putnam, Virgene.....Athens
Pyle, Lizzie.....Covington, Ky.
Ratliff, Addie.....Ironton
Reading, Laura Lorinda.....Pratt's Fork
Reed, Jessie Renner.....Barnesville
Richmond, Winifred Vanderbilt.....Athens
Riter, James Foster.....Ironton
Riter, Nicholas John.....Ironton
Roach, Eva May.....Athens
Robinett, Amanda Louisa.....Albany
Rogers, Clara.....Covington, Ky.
Roush, Guy Brown.....Russells
Rush, Carrie.....Greenville
Scott, Nelle Rutledge.....Athens
Shaffer, Oscar.....Pine Grove
Share, Mary Effie.....Brookville
Shaw, Agnes Jane.....Covington, Ky.
Shaw, Fred.....Rushsylvania
Shea, Ella Adelaide.....Covington, Ky.
Shearer, Fred.....Hamilton
Sheldon, Ida Evelyn.....Athens
Shirkey, Mattie Ann.....Jacksonville
Sidders, Myrtle.....Athens
Smith, Thomas Maynard.....Rutland
Snyder, Orin Earle.....Mountville
Snyder, Owen Homer.....Ironton
Southard, Mary Ann.....Jacksonville
Spencer, Lizzie.....Wellston
Stage, William Addison.....Athens
Staneart, Addie.....Flora
Stickney, Grace May.....Athens
Stiff, Sopha Carrol.....Nelsonville
Stoltz, Alma Mary.....Thornville
Stoltz, Effie Edith.....Thornville



THE CINCINNATI COLLEGE OF DENTAL SURGERY

Stonebreaker, Francis Delbert.....Demos
Sullivan, Frederick Taylor.....Warwick, N. Y.
Talbot, John Sherman.....Canal Winchester
Thomas, Clement Eugene.....Mendon
Thomas, Walter.....Mendon
Thompson, David Lewis.....South Perry
Thompson, Lura Elizabeth.....Cheshire
Tinker, Arthur Whittaker.....Athens
Townsend, Calvin Edwin.....Ironton
Tullis, Flora Blanche.....Bloomingburg
Turley, Charles Elzea .....Marshfield
Tuttle, Eugene Vivian.....Palmyra
Tuttle, Harley Angelo .....Palmyra
Ullom, Jane Bayard.....Athens
Van Pelt, Anna Martha.....Lynchburg
Walker, Margaret Bay.....Greenfield
Wallace, Ella Lillian.....Nelsonville
Wann, Gertrude.....Athens
Waterman, Carrie.....Coolville
Weiss, Jessie Estella.....Athens
Welch, Phillip Johnson.....Athens
White, Ennis Leslie.....Malta
White, Herbert Emery.....Jackson
White, Homer.....Sugar Grove
Wiggins, Charles Wesley.....Moxahala
Wilkes, Mabel Wilhelmine.....Athens
Wilson, Blanche Nell.....Athens
Wiseman, Don Everett.....Eno
Wolfe, Evelyn.....Athens
Wood, Cary.....Highland
Wood, James Perry Jr.....Athens
Woodmansee, Glenn H.....Highland
Yoshisaka, Sukichi.....Kobe, Japan
Zang, Jacob Milton.....Newport, Pa.

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General Summary of Students by Departments and Classes.

Postgraduates	2
Class of 1902	12
Seniors	16
Juniors	19
Sophomores	35
Freshmen	56
Irregular and Special Students	20
Third Preparatory	45
Second Preparatory	55
First Preparatory	64
State Normal College	
Five-year Course	58
Two-year Course	32
Advanced Students	12
Electrical Engineering	65
Commercial College	98
College of Music	107
Summer School	238
	934
Names Counted more than once	383
Total	551

GENERAL INDEX

Ohio University

Athens, Ohio

BEAUTIFUL HEALTHFUL — Established by act of the Ohio Legislature, February 18, 1804 — ACCESSIBLE LOCATION

THE UNIVERSITY now has a Faculty of thirty-nine members, and includes

The College of Liberal Arts, The State Normal College, The Commercial College, The College of Music, The Department of Electrical Engineering, The Department of Drawing and Painting, and the State Preparatory School.

Affiliated with OHIO UNIVERSITY are

The Cincinnati College of Dental Surgery, 231-233 West Court Street, Cincinnati, Ohio; The Cincinnati College of Pharmacy, 614-618 West Court Street, Cincinnati, Ohio.

FACILITIES — Well equipped Electrical, Physical, Chemical, and Biological Laboratories; Seventeen Thousand well-selected Volumes in Library; Gymnasium and Field Athletics under the careful supervision of a Trained Instructor; Women's Hall, well-appointed and under Efficient Management.

COURSES — In Arts, Philosophy, Pedagogy, and Science, leading to the degrees of A. B., Ph. B., B. Ped., and B. S. Special Courses in Electrical Engineering, Business, Music, Drawing and Painting, Elocution, and Physical Culture.

NO TUITION — Registration Fee of $5.00 per term. Other expenses very reasonable.
Spring Term will open March 31, 1903.
Summer Term will open June 22, 1903.
Fall Term will open September 8, 1903.

THOROUGHNESS — Attend an old and a well-established institution, which has an enviable record for thoroughness, culture and prestige.

SUMMER TERM — Students in 1902, 238. The Summer Term of 1903 will open June 22d, and continue six weeks. No tuition. Registration Fee only $3.00. Superior Faculty of 21 members. Full College credit will be given for work done.

THE STATE NORMAL COLLEGE — Of Ohio University opened Tuesday, September 9, 1902, with Henry G. Williams, A. M., as Dean of a Faculty of not less than twenty specialists. A Training School to illustrate the best methods of teaching, is in successful operation.

CATALOGUE, ETC.

For Catalogue and further information, address
ALSTON ELLIS, President, or ELI DUNKLE, Secretary,
ATHENS, OHIO

CALENDAR 1903

JANUARY

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MAY

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

JUNE

S	M	T	W	T	F	S
	1	2	3	4	5	6
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

JULY

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

AUGUST

S	M	T	W	T	F	S
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

SEPTEMBER

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

OCTOBER

S	M	T	W	T	F	S
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4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

NOVEMBER

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

DECEMBER

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

CALENDAR 1904

JANUARY

S	M	T	W	T	F	S
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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

FEBRUARY

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29					

MARCH

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		1	2	3	4	5
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

APRIL

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24	25	26	27	28	29	30

MAY

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22	23	24	25	26	27	28
29	30	31				

JUNE

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26	27	28	29	30		

JULY

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17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

AUGUST

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21	22	23	24	25	26	27
28	29	30	31			

SEPTEMBER

S	M	T	W	T	F	S
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4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

OCTOBER

S	M	T	W	T	F	S
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23	24	25	26	27	28	29
30	31					

NOVEMBER

S	M	T	W	T	F	S
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6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

DECEMBER

S	M	T	W	T	F	S
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Calendar—1903

TUESDAY, JANUARY 6.....Opening of Winter Term
FRIDAY, MARCH 20.....Close of Winter Term
TUESDAY, MARCH 31.....Opening of Spring Term
SUNDAY, JUNE 14.....Beginning of Commencement Week
THURSDAY, JUNE 18.....Commencement Day
MONDAY, JUNE 22.....Opening of Summer Term
FRIDAY, JULY 31.....Close of Summer Term
TUESDAY, SEPTEMBER 8.....Opening of Fall Term
FRIDAY, DECEMBER 18.....Close of Fall Term

Calendar—1904

TUESDAY, JANUARY 5.....Opening of Winter Term
FRIDAY, MARCH 18.....Close of Winter Term
TUESDAY, MARCH 29.....Opening of Spring Term
SUNDAY, JUNE 12.....Beginning of Commencement Week
THURSDAY, JUNE 16.....Commencement Day
MONDAY, JUNE 20.....Opening of Summer Term
FRIDAY, JULY 29.....Close of Summer Term
TUESDAY, September 6.....Opening of Fall Term
FRIDAY, DECEMBER 23.....Close of Fall Term


SIGILLUM UNIVERSITATIS OHIENSIS
RELIGIO DOCTRINA CIVILITAS
PRAE OMNIBUS VIRTUS
MDCCCIV