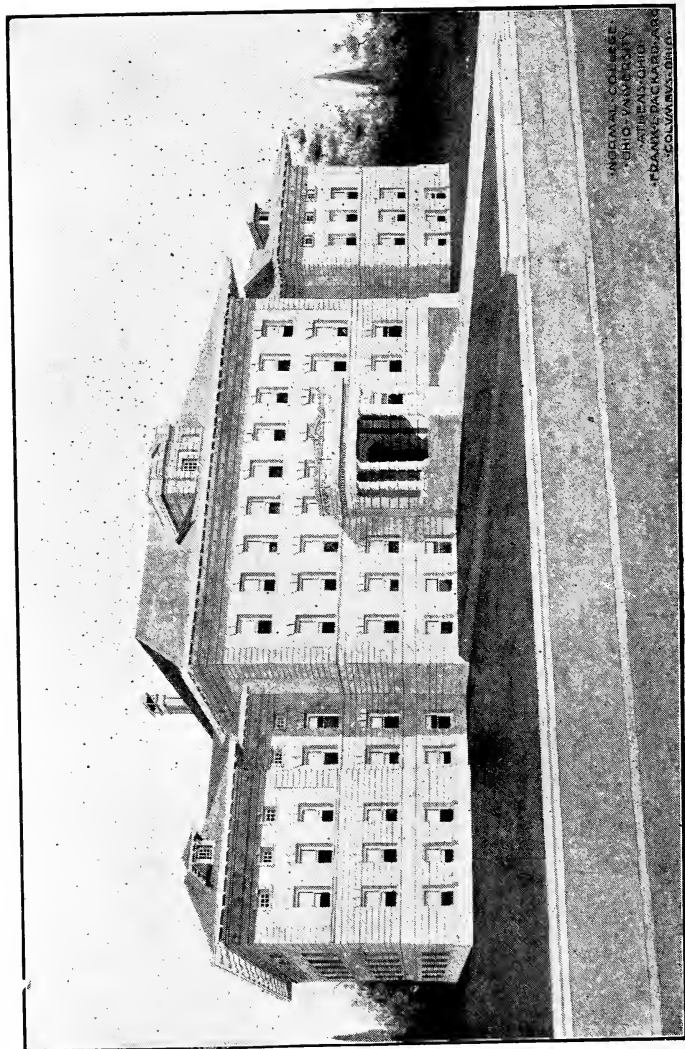


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NORMAL COLLEGE,
OHIO UNIVERSITY,
AT LEXINGTON,
FRANKLIN COUNTY,
OHIO.

THE NORMAL COLLEGE BUILDING,
Showing Proposed Wings.

OHIO UNIVERSITY

ATHENS, OHIO

Announcement of Courses of Instruction

COLLEGIATE AND NORMAL

FOR THE SESSION OF

SUMMER SCHOOL

June 25 to August 3, 1906

OHIO UNIVERSITY.

Origin and Location.—Provision for the Ohio University was made in the terms of purchase, by the Ohio Company, of lands from the United States in 1787.

The University was organized under an act of the Legislature passed in 1804. Its Trustees are appointed by State authority.

The First Building was erected in 1817. It is now known as "Central Building," and is the oldest college edifice northwest of the Ohio river.

Athens, the seat of the University, is situated in Southeastern Ohio. It is accessible from the east and west by the Baltimore and Ohio Southwestern railroad and its branches; from central and northern Ohio, by the Hocking Valley and the Toledo and Ohio Central railroads.

The lover of natural scenery cannot fail to be charmed with its picturesque surroundings. The winding valley of the Hoekhocking and the wooded hills beyond present a series of

lovely views from the University; while the wide prospects, as seen at certain seasons from some of the neighboring summits, are seldom surpassed in quiet and varied beauty.

The University Campus is a beautiful ten-acre tract of ground located in the city of Athens. Its gradual slopes are covered, in many places, with forest trees, and its lawns are kept in presentable and pleasing condition the year round. Athens is an ideal place for the location of an institution of learning.

The University Buildings, seven in number, are grouped on the highest ground of the campus. "Ewing Hall," named in honor of Hon. Thomas Ewing, of the Class of 1815, is a handsome building in which may be found the assembly room, art rooms, various class-rooms, and the administration offices.

The Normal College Building, now two years in use, is the only building in Ohio, erected at state expense, given up wholly to the training of teachers for service in the public schools. It is one of the largest, best, and most costly buildings on the grounds.

The "Carnegie Library," now fully equipped and in running order, is situated in the southwest corner of the campus. It presents a fine appearance and suggests the highly practical service it is rendering the educational work of the University. Within the last year about three thousand new books have been placed upon the library shelves.

The buildings known as the "East Wing" and the "West Wing" are nearly as old as the Central Building. They afford classroom and laboratory facilities for certain departments of instruction as well as comfortable quarters for a number of students.

The "Old Chapel," so called, stands apart from the other buildings. Some of the work of the College of Music is carried on in this building. Here the Athenian and Philomathean literary societies have commodious and well-furnished rooms. On the first floor is an assembly room often used when narrower quarters than those found in the assembly room of Ewing Hall are desired.

Courses of Study for the Summer School of Ohio University : : :

JUNE 25, 1906 — AUGUST 3, 1906.

FACULTY.*

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

<p style="text-align: center;">• HENRY G. WILLIAMS, A. M., <i>Dean of the State Normal College.</i></p>	<p>Hours of Credit.</p>
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Elementary Course of Study, Collegiate.....	45
School Administration and School Law, Collegiate.....	30
School Management and School Law, Collegiate.....	24
The Schoolmasters' Conferences.	

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

General History, two classes, Preparatory.....	60
Latin: <i>De Senectute</i> and <i>De Amicitia</i> , Collegiate.....	60

EDWIN WATTS CHUBB, LITT. D.,
Professor of Rhetoric and English Literature.

English Literature, two sections, Preparatory.....	60
Tennyson, Collegiate	45
Elementary Rhetoric, Preparatory.....	60

WILLIAM HOOVER, PH. D., LL. D.,
Professor of Mathematics and Astronomy.

First Term Algebra, Preparatory.....	75
Third Term Algebra, Preparatory.....	60
Fourth Term Algebra, Collegiate.....	45
Plane Trigonometry, Collegiate.....	60

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

Ray's Higher Arithmetic, two sections, Collegiate.....	48
Second Term Algebra, Preparatory.....	55
Plane Geometry, Preparatory	60
Solid Geometry, Collegiate.....	45

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

GEORGE E. McLAUGHLIN,
Assistant in Electricity.

FRANCIS M. PORTER,
Assistant in Physics.

First Term Physics, with Laboratory Practice, Pre- paratory	75
Second Term Physics, with Laboratory Practice, Pre- paratory	60
Junior Physics, with Laboratory Practice, Collegiate.....	48
Electrical Catechism, Collegiate.....	30
Electrical and Magnetic Calculations, Collegiate.....	48

HENRY W. ELSON, PH. D.,
Professor of History and Political Economy.

American History, Preparatory.....	60
American History, Collegiate.....	45
European History, Collegiate.....	45
Civics, Preparatory	45

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

Paidology — Childhood, Collegiate	45
Paidology — Boygirlhood, Collegiate	33
Paidology — Uncivilized Child, Collegiate.....	33
Introductory Psychology, Collegiate.....	75
Experimental Psychology, Collegiate.....	45

WILLIAM FAIRFIELD MERCER, PH. D.,
Professor of Biology and Geology.

JOHN E. MCDANIEL, PH. B.,
Assistant in Biology.

Elementary Botany, Preparatory.....	60
Botany, Collegiate	60
Nature Study, Collegiate.....	48
Elementary Physiology, Preparatory.....	75
Physiology, Collegiate	48

WILLIAM B. BENTLEY, PH. D.,
Professor of Chemistry.

First Term Chemistry, Collegiate.....	60
Second Term Chemistry, Collegiate.....	44
Organic Chemistry, Collegiate.....	45
Qualitative Analysis, First Term, Collegiate.....	36
Qualitative Analysis, Second Term, Collegiate.....	45

EDWIN TAUSCH, PH. D.,
Professor of Modern Languages.

Beginning German, Preparatory.....	60
Advanced German, Collegiate.....	48
Beginning French, Collegiate.....	48
Advanced French, Collegiate.....	48

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

Elements of Theory and Practice, Preparatory.....	36
Introduction to the Principles of Education, Preparatory..	33
Principles of Education, Collegiate.....	33
History of Education, Great Educators of the Eighteenth and Nineteenth Centuries, Collegiate.....	44

ELI DUNKLE, A. M.,
*Associate Professor of Greek and Principal of the State Preparatory
School.*

Beginning Latin, Preparatory.....	60
Cæsar, Preparatory.....	60
Cicero's Orations, Preparatory.....	60
Vergil, Preparatory.....	60

HIRAM R. WILSON, A. M.,

Professor of English.

Grammar, two sections, Reed & Kellogg, Preparatory....	60
Advanced Grammar, Preparatory.....	36
American Literature, Preparatory.....	60
Shakespeare, Collegiate.....	60

CHARLES M. COPELAND, B. PED.,

Principal of the Commercial College.

Milne's Practical Arithmetic, Preparatory.....	60
First Bookkeeping, Collegiate.....	60
Second Bookkeeping, Collegiate.....	60
Commercial Law, Collegiate.....	33

C. L. MARTZOLFF,

Superintendent of Public Schools, New Lexington, Ohio.

Physical Geography, Preparatory.....	60
Methods in Geography, Collegiate.....	36

LLEWELLYN L. CANFIELD,

Supervisor of Music, Public Schools, Defiance, Ohio.

Grade Music, First Primary.	
Grade Music, Second Primary.	
Voice Culture in the Grades.	
Choral Class.	
<i>Normal-College Credit.</i>	

EMMA S. WAITE,

Principal of Model School.

Primary Methods for Graded Schools, Collegiate.....	30
Conferences on Primary Methods for Graded and Ungraded Schools, Collegiate.....	30
Teaching, Collegiate	30

CORNELIA I. GASKELL,
Instructor in Drawing.

Public-School Drawing, Preparatory.....	30
Hand Work, Normal College, Collegiate.....	33
(Class work from 7:50 to 11:40 o'clock A. M., and from 2:20 to 4 o'clock P. M. Studio open all day.)	

MARIE LOUISE STAHL,
Instructor in Drawing and Painting.

(Individual instruction from 8 to 11 o'clock A. M., and
from 2:30 to 4 o'clock P. M. Studio open all day.)

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

Beginning Typewriting.....	
Advanced Typewriting.....	
Beginning Stenography.....	30, or more
Advanced Stenography.....	30, or more

LILLIE A. FARIS,
Critic Teacher, First Grade.

Primary Methods for Ungraded Schools, Collegiate.....	30
Classroom Teaching, 8 to 11 o'clock, A. M.	

AMY M. WEIHR, PH. M.,
Critic Teacher, Second Grade.

Classroom Teaching, 8 to 11 o'clock, A. M.	
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OLIVE A. WILSON,
Critic Teacher, Third Grade.

Classroom Teaching, 8 to 11 o'clock, A. M.	
--	--

WINNIE L. WILLIAMS,
Critic Teacher, Fourth Grade.

Classroom Teaching, 8 to 11 o'clock, A. M.	
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CHARLES G. MATTHEWS, PH. M.,
Librarian.

LEONORA BELLE BISHOP, PH. B.,
Assistant Librarian.

Library Hours:—

8:30 to 11:30 o'clock, A. M.

2:00 to 5:00 o'clock, P. M.

7:30 to 9:00 o'clock, P. M.

Saturdays, 8:30 to 11:30 o'clock, A. M.

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

The position occupied, in the University Faculty, by each instructor is shown by the italicized words. The subjects in charge of each instructor are clearly given in connection with his name. Hours of credit, for each subject, are shown by the numbers on the right hand margin of the page. *In no case will more than 120 hours' college credit be given to any student for work done in the Summer School.*

It is not advisable for a student seeking college recognition to undertake more than sufficient to round out the required hours of credit. When subjects selected by a student foot up more than the prescribed hours of credit, they may be taken, subject to the approval of the Committee on Classification, but the total hours of credit will, *in no case, be permitted to exceed the 120-hour limit.*

Students taking work for which no college credit is asked will be permitted much freedom in the choice of studies. All such, however, are strongly advised *not to attempt too much.* In most branches of study double work is done, and students should bear that fact in mind in selecting their work. In but few cases can students take with profit *more than three recitations daily— even this chiefly where review work is selected.*

It will be seen that full provision has been made for more than 100 recitations daily, not to mention the daily laboratory practice connected with the scientific studies, the daily teaching in the *four training* schools, and the facilities for reading and investigation afforded within the hours when the University Library is open.

Schedule of Recitations of the Summer School of Ohio University : :

JUNE 25, 1906 — AUGUST 3, 1906.

(The figures in parentheses indicate the number of recitations per week.)

7:00 A. M. — Tennyson (5); Ray's Higher Arithmetic, Section I. (5); First Term Physics (5); Paidology, — Childhood (5); College Physiology — Laboratory, Mon., Tues., and Wed. (3); Qualitative Analysis, Second Term (5); History of Education, — Great Educators of the Eighteenth and Nineteenth Centuries (5); Vergil (5); Shakespeare (5); Milne's Practical Arithmetic (5); Public-School Drawing (5).

7:50 A. M. — General History, Class I. (5); English Literature, Section I. (5); First Term Algebra (5); Advanced Physics (5); Paidology, — Boygirlhood (5); College Physiology, — Laboratory, Mon., Tues., and Wed. (3); First Term Chemistry (6); Advanced French (5); Introduction to the Principles of Education (5); Public-School Drawing (5); Advanced Typewriting (5); Teaching; Freehand Drawing.

9:00 A. M. — School Administration and School Law (5); Second Term Algebra (5); Third Term Algebra (5); Elementary Physics, — Laboratory (5); United States History, — Preparatory (5); Paidology, — Uncivilized Child (5); Nature Study, — Laboratory, Saturday (1); Advanced German (5); Caesar (5); Advanced Grammar (5); First Bookkeeping (5); Public-School Drawing (5); Teaching; Freehand Drawing.

9:50 A. M. — Elementary Course of Study (5); Cicero de Senectute et de Amicitia (5); Methods in Geography

- (5); Plane Geometry (5); Elementary Physics,—Laboratory (5); Nature Study,—Laboratory, Saturday (1); Elementary Physiology (5); Organic Chemistry (5); Principles of Education (5); Grammar, Reed & Kellogg, Section I. (5); Conferences on Primary Methods for Graded and Ungraded Schools (5); Second Bookkeeping (5); Grade Music, First Primary (5); Freehand Drawing (5); Teaching.
- 10:50 **A. M.**—School Management and School Law (5); Physical Geography (5); Solid Geometry (5); Elementary Physics,—Laboratory (5); Electrical and Magnetic Calculations (5); Freshman United States History (5); Experimental Psychology (5); Qualitative Analysis, First Term (5); Beginning German (5); Cicero's Orations (5); Grade Music, Second Primary (5); Hand-Work, Normal College (5); Typewriting I. (5).
- 1:30 **P. M.**—English Literature, Section II. (5); Plane Trigonometry (5); Second Term Physics (5); Elementary Psychology (5); College Botany, Mon. and Tues. (2); College Botany,—Laboratory, Wed., Thurs., and Fri. (3); Beginning French (5); Beginning Latin (5); Commercial Law (5); Voice Culture in the Grades (5); Stenography I. (5); European History (5); American Literature (5).
- 2:20 **P. M.**—Elementary Rhetoric (5); Fourth Term Algebra (5); Mathematical Geography (3); Advanced Physics,—Laboratory (5); College Botany,—Laboratory, Wed., Thurs., and Fri. (3); Nature Study, Mon. and Tues. (2); College Physiology, Thurs. and Fri. (2); Chemical Laboratory, Mon., Tues., Wed., and Thurs. (4); Elements of Theory and Practice (5); Grammar, Reed & Kellogg, Section II. (5); Choral Class (5); Stenography II. (5); Primary Methods for Graded Schools (5); Primary Methods for Ungraded Schools (5); School Drawing; Freehand Drawing.
- 3:10 **P. M.**—General History, Class II. (5); Ray's Higher Arithmetic, Section II. (5); Advanced Physics,—Laboratory (5); Electrical Catechism (5); Civics (5);

Elementary Botany (5); Nature Study, Thurs. and Fri. (4); Second Term Chemistry (5); School Drawing; Freehand Drawing; Schoolmasters' Conference — last two weeks — 3:10 to 5:00 o'clock P. M.

SUMMER TERM.

June 26, 1906 — August 3, 1906.

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.

THE STATE NORMAL COLLEGE.

In March, 1902, the General Assembly of Ohio enacted the "Seese Law" establishing two State Normal Schools. One of these is The State Normal College of Ohio University. The provision for the support of this State Normal School is sufficient to enable the Trustees to maintain a high-grade institution where the teachers of the State may obtain superior professional training. The Ohio University Summer School will maintain regular departments of The Normal College, and work done in the Summer School will entitle the student to credit on a regular college course.

Inquiries. — *If you do not find in this circular the information you are seeking, kindly write to the President of the University. If your inquiry pertains to the work of any par-*

ticular department, it would expedite matters if you would direct your inquiry to the head of the department, as noted in the list of Faculty members given elsewhere.

THE FACULTY.

The Faculty is 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.

THE COURSES OF STUDY.

Courses of study have been provided to accommodate the following classes of students: Those doing regular college work who wish to continue their college studies during the summer; those young people who are preparing to teach and who are desirous of getting the very best professional equipment; teachers of some experience who wish to review and take advanced work; teachers who are preparing for required examinations; teachers and others who are preparing to enter one of the regular University or Normal-College courses, and wish to bring up back work in order to be able to enter a college course without conditions; teachers and others who are prepared to carry regular college work; superintendents and advanced teachers who are seeking a broad professional training.

SCHOOL ADMINISTRATION, SCHOOL MANAGEMENT, COURSES OF STUDY, AND SCHOOL LAW.

School Administration and School Law.—This is Sophomore work in the Normal College course in "Secondary Education" and comprises a careful study of the leading problems in School Administration as they present them-

selves to principals, high-school teachers, superintendents, and those looking forward to the work of the supervisor. This course will be given by means of lectures, class recitations, and special reports by members of the class, all being directed by an outline to govern the necessary reading and study on the part of the student. No particular text will be used but the student will be directed to the following:—

Proceedings of the National Educational Association, Reports of the U. S. Commissioner of Education, *Educational Review*, Report of the Committee of Ten, Report of the Committee of Fifteen, Pickard's *School Supervision*, Dutton's *School Management*, Ohio School Laws, Reports of Various State Superintendents of Instruction, Leading Educational Journals, Special Reports on Problems of School Administration. All these will be placed within easy reach of the student. Thirty hours', or a full term's, credit will be allowed.

The Elementary Course of Study.— This is a course designed especially for teachers of elementary schools and for superintendents of such schools. It is required Sophomore work in the Normal College and elective in all other courses in the University. Forty-five hours', or a full term's credit will be given.

The work is based on "The Report of the Committee of Fifteen," and "A Course of Study for Ohio Schools." The fundamental principles expressing the aim of education are made the basis upon which the course of study for elementary schools is constructed. A careful analysis of the aims, means, and methods in each branch in the curriculum is presented and the teacher, whether in the graded or in the ungraded school, is shown how to secure the best results through the economy of correlations and the wise use of consistent methods. The Course in Language through each grade separately is thoroughly discussed and the materials, means, and methods are considered. Emphasis is placed upon Reading, Language, Composition, and Literature in each grade in the elementary school. Then follows a similar course in Arithmetic for each grade from the first to the eighth inclusive. Nature Study, Geography, History, Physi-

ology and Hygiene, and the other subjects in the course of study of the elementary schools receive similar attention. The teacher of the ungraded school will find this course to be a great inspiration and aid to him in grading his school to a course of study.

School Management and School Law.—This is a course designed for teachers of elementary schools, whether city, village, or country. It is collegiate work and twenty-four hours of collegiate credit will be given. All the principal problems of school management will be considered and such phases of Ohio School Law will be discussed as touch the following topics:—The teacher, his powers and duties, teachers' examinations, the Patterson law, the High-School law, centralization and consolidation, revenues, rights of pupils and patrons, teachers' institutes, and other practical subjects. Emphasis will be given to the study of the problems of School Management—discipline, the course of study, methods of teaching the various branches, grading, classification, and promotion of pupils, in short, *how to succeed as a teacher*. The text used as the basis, is Dutton's *School Management*, published by Charles Scribner's Sons. Other textbooks that will be useful to the student are White's *School Management*, Roark's *Method in Education*, Hinsdale's *The Art of Study*, Tompkin's *Philosophy of Teaching*, James's *Talks to Teachers*, and McMurry's *Method of the Recitation*.

HISTORY AND PRINCIPLES OF EDUCATION.

Elements of Theory and Practice.—This is a regular course offered in the second year of the "Course of Elementary Education for Graduates of Common Schools." It is designed especially to meet the needs of those preparing to take the county examinations for the first time, and for those who have taught but a short time and have had little or no preparation for the examination in Theory and Practice. Thirty-three hours' credit.

Introduction to the Principles of Education.—This course is regularly given in the third year of the "Course in Elementary Education for Common-School Graduates,"

and in the first year of the same course for "High-School Graduates." It constitutes the first real pedagogical work of the Normal College and serves as a basis for all later work, such as "Methods," "School Management," and should be taken before these more advanced courses. This course is especially designed to meet the general pedagogical needs of the common-school teacher in the classroom and will serve as a preparation for county and state examinations. McMurry's *Elements of General Methods* and Dewey's *Ethical Principles Underlying Education* will be used as texts. Thirty-three hours' credit.

Principles of Education.—This course is given in the Junior year of the regular Normal-College courses in Secondary Education and in Supervision. It is designed for advanced students, teachers of experience, and superintendents. It purposes to give a conception of the broad underlying principles determining all school work. The second half of this course will be devoted to the principles of instruction and their application to the teaching of the common-school subjects. The following topics will be considered: (1) The Principles of Adaptation; (2) Induction; (3) Deduction; (4) Methods of Instruction in the Light of these Principles; (5) Application to Common-School Subjects. Thirty-three hours' credit.

Great Educators of the Eighteenth and Nineteenth Centuries.—This is the regular work offered in the Sophomore year of the Normal-College courses. The method of study will be, first, a general review of the determining factors in the civilization of the period; second, a consideration of the educational theorists; third, 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, a discussion of the permanent phases in the educational work of the period. Forty-four hours' credit.

PAIDODOLOGY AND PSYCHOLOGY.

1. Paidology (Childhood), Collegiate..... 45 hours
2. Paidology (Boygirhood), Collegiate..... 33 hours

3. Paidology (Uncivilized Child), Collegiate..... 33 hours
4. Psychology (Introductory), Collegiate..... 75 hours
5. Psychology (Experimental), Collegiate..... 45 hours

Paidology (Childhood).— Childhood is the period of life following infancy and includes the time of life from about two and a half years of age to near ten years of age. In this course are studied the general characteristics of childhood, diseases of this period, the senses, mental and physical development, care of children, etc., such topics as may be needed to give an understanding of this time of life. Forty-five hours' credit.

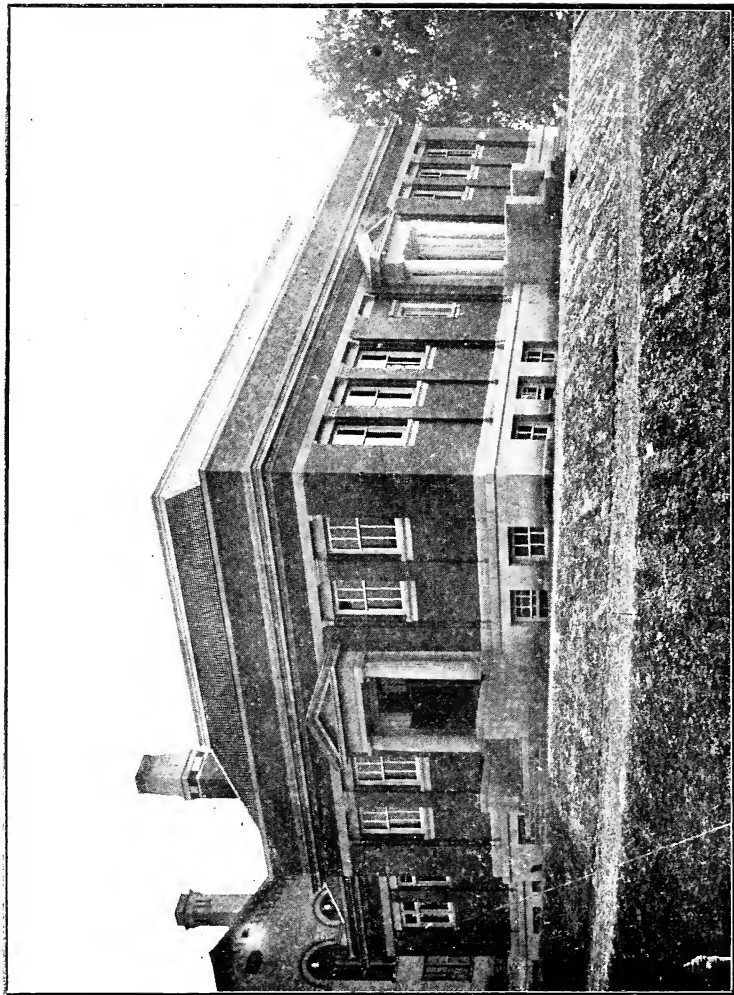
Paidology (Boygirhood).— Boygirhood covers the period lying between childhood and youth, from about ten years of age to near fourteen or sixteen. In this course attention is directed to the remarkable physical growth that occurs at this time and to those changes going on which show that the being of the child is becoming something quite different from that of the earlier period. Thirty-three hours' credit.

Paidology (Uncivilized Child).— The child among uncivilized and semi-civilized peoples is studied under the various conditions as he is found among such peoples. Two main ends are sought for in this study. In the first place it is tried to discover in what particulars the savage child and the civilized child are in common, so as to see what are the things that belong to a child in his more natural state. In the second place it is sought to learn what customs now existing among civilized peoples in reference to the child may be survivals of those formed about the child when civilized man was not in his high state as now. Thirty-three hours' credit.

Psychology (Introductory).— The aim of this course is to give an outline of the subject in order to acquaint the student with the phenomena and laws of mental life and to train him in simple experimentation. This is the regular Freshman psychology required in the elementary course of the Normal College. Seventy-five hours' credit.

Psychology (Experimental).— This is to give a knowledge of the subject-matter of psychology as gained in the sci-





CARNEGIE LIBRARY BUILDING, WEST FRONT.

entific study of mind through experimentation. It is also intended to introduce the student into the experimental study of mental activity through laboratory methods. This is the first term's work of the required Junior psychology and must be taken before the second term's work is entered upon. Forty-five hours' credit.

THE MODEL SCHOOL.

The Normal College has under its direct supervision and control a Model School, where skilled teachers of broad training and experience are to be found giving the best instruction by the most approved methods. Teachers should understand the theory of education, but they must know more than mere theory. They must be able to apply theory and adapt it to conditions and environment. One of the most essential features in the training of teachers is the observation and practice work in the Model School.

During the Summer term, a Model School consisting of four grades will be conducted by Miss Emma S. Waite, Principal, assisted by Miss Lillie A. Faris, First-Grade Critic, Miss Amy M. Weihr, Second-Grade Critic, Miss Olive A. Wilson, Third-Grade Critic, and Miss Winnie L. Williams, Fourth-Grade Critic. In other words, the entire Training-School force will be at work during the Summer term. The Model School will be regularly organized and the children will receive systematic instruction. After each lesson in Methods or Theory, the entire class will be taken into the Model School, and an opportunity given to see an application of the methods just discussed in class.

Care has been taken to arrange the Method classes so as to make it possible for students to get credit for a full term's work. All who desire this credit must take methods for either Graded or Ungraded schools together with Conferences on Methods.

An opportunity to teach will be given only to those who have completed Elementary Psychology, Introduction to Principles of Education, and Methods. Exceptions may be made, however, in the case of some whose unusual experience and preparation would seem to warrant special consideration.

In all regular courses in The State Normal College a minimum of 115 hours of teaching is required, and regular collegiate credit will be given for work done during the Summer term.

PUBLIC-SCHOOL MUSIC.

The study of music in the Public Schools is no longer an experiment in the most progressive parts of our country. Its value as a trainer of the mind is thoroughly realized by all the leading educators. It not only furnishes material for mental culture but it is a source of inspiration in the performance of all other school duties. It is a great cultivator of gentleness among pupils and no school where music study is well directed will be disorderly, for music is order itself. The great need of our schools is thoroughly qualified teachers to direct the work in a manner that will make music a helpful force in the schoolroom. Many schools in Ohio are without instruction in music because there are few teachers who are prepared for this work. It is hoped that many who are musically inclined and are otherwise fitted for teaching the subject will become interested in this worthy branch of instruction.

Classes will be formed as follows: Music in the grades, notation and sight-reading, and chorus work.

Grade Music.— In the first primary, rote singing, and how to teach it; staff drill, when to begin it; tone lengths, short and long notes, measure and beating, etc., will be considered. In the second primary, there will be a brief review of the foregoing followed by blackboard and staff drills with attention to some of the more difficult problems in rhythm and measure. Rote singing.

Voice Study in the Grades.— Special attention will be given to the study and care of the voice. How to obtain clear, pure tones; how to make singing pleasant and profitable; and how to make the study of music of moral and mental benefit will be shown.

Sight Singing.— As sight singing is one of the ends to be attained in the study of music in our schools, and since no teacher can easily teach singing without a fair

degree of efficiency therein, due attention must be given to this part of the work. A class in sight singing will be organized.

Chorus Work.—A choral class will be formed. An important part of the work of this class will be a consideration of these questions: How to introduce music into the high school, and how to maintain interest in it.

Voice Culture by Private Instruction.—One who has received careful instruction can the better teach others. Successfully to teach children the proper use of the voice, which should be done by imitation in the primary grades, a teacher should know first how to use his own voice. Students in the Summer School can secure private instruction in Voice Culture at reasonable rates.

Summer School Orchestra.—Those who have ability to use some musical instrument are requested to bring it with them that they may join the Summer School Orchestra.

ART DEPARTMENT.

Art study is no longer looked upon as superfluous. In our schools and colleges it is coming more and more to have a permanent place. It trains the powers of observation, develops creative imagination, and aids in forming clear mental images. It is a means of expression, a help in all other studies, and, rightly directed, should lead also to a love and appreciation of the beautiful in nature and in art. There is the practical side to art training also—for art and industry go hand-in-hand. No matter what a man's occupation may be, he can do his work better for the hand and eye training to be obtained from the study of drawing.

Freehand Drawing.—The work in Freehand Drawing is after the manner in vogue in our best art schools. Charcoal is the medium most used, but pencil can be used if desired. The work is in perspective and from still life, cast, and the living model—the last when the work of the student is sufficiently advanced.

Public-School Drawing.—For the teacher, the work in Public-School Drawing will be given with this end in view—that the student may not only learn to draw himself, thus broadening his own powers and culture, but how the subject should be presented and taught to children as well. Pencil will be the medium most used, though students will be expected to do considerable work at the blackboard.

Freehand Drawing of flowers, fruits, vegetables, and trees. Perspective principles taught through the study of cylindrical and rectangular objects, singly and in groups. In addition to work with the pencil, students will work at the blackboard, being taught to sketch with chalk freely and rapidly.

Elementary Manual Training.—A course in paper folding, clay modeling, cardboard construction, and raphia and reed work, planned for primary and intermediate grades but suggestive for a course for higher grades, will be offered.

ENGLISH.

English Grammar.—Two classes in Grammar, elementary and advanced, will be formed. The former class, for the better ordering of the work, will recite in two sections. The advanced course, Technical Grammar, will deal with the different idioms, constructions, and usages which are so often a source of difficulty to teachers. The elementary work will follow the general text-book plan. In both classes, emphasis will be placed on the method of presenting the subject. Thirty-six hours' Normal College credit will be given for the advanced work.

Elementary Rhetoric.—Composition work will be the chief feature of this course. Methods of teaching composition in the grades will be discussed. The theory phase of this term's work will not be neglected.

History of English Literature.—The course in the History of English Literature covers five hours of recitations per week and is intended to meet, in part, the needs of teachers preparing for examination and, in part, the needs of those who wish to pursue the subject from the point of

view of its progress and development. Halleck's *History of English Literature* will be the basis of instruction, supplemented by Palgrave's *Golden Treasury of Songs and Lyrics*. This is a preparatory subject. Sixty hours' credit, or one term's work in British Authors, will be given. The class will meet in two sections.

American Literature.—Newcomer's *History of American Literature* will be used as the basis of instruction. The work of the term will include a general review of early American literature and special study of Franklin, Irving, Cooper, Bryant, Hawthorne, Emerson, and Thoreau. Five recitations per week. Students expecting to obtain the credit of one term's work, or sixty hours, allowed this subject will be required to read freely from the works of the authors named.

Shakespeare.—In the classroom, "Julius Caesar," "Macbeth," "King Lear," and "Hamlet" will be studied. Four plays will be read rapidly by the student outside of the classroom. In addition, lectures will be given upon topics relating to Shakespeare. Students will be asked to report upon readings from Lee, Moulton, Dowden, Lounsbury, Hudson, Brandes, and others. Sixty hours of college credit will be given.

Tennyson.—The work in Tennyson, five hours per week, will include the study of "In Memoriam," "Idylls of the King," "The Princess," and such other portions of the poet's works and art as time will allow. Students will need a standard edition of Tennyson's poems, the expense of which need not exceed one dollar. Forty-five hours' credit.

GEOGRAPHY.

Physical and Mathematical Geography.—Tarr's *New Physical Geography* will be the text used in this study. The attention of students will be called to conditions with which they are familiar that they may *realize* that the process of "world-making" is going on about them. To this end the Lantern will be freely used and field trips will be frequently

made. Special attention will be given to the physical geography of our own state with particular stress laid upon the "ice age" and its influence on subsequent drainage systems. The geographical basis of the industrial, commercial, and social life of a people will be duly recognized.

The specific topics treated in the Mathematical Geography will be those which have direct bearing upon physical conditions.

The instruction in both physical and mathematical branches will be conducted as far as possible after the Harvard "Laboratory Method," that students may discover for themselves the fundamentals of the subjects.

This is preparatory work and carries a credit of sixty hours.

Methods in Geography.—This is a collegiate course with thirty-six hours' credit. A discussion of "methods" in any study necessarily carries with it more or less of the subject-matter itself. This is especially true of geography. "Type studies" will therefore be made the basis of the work. While no text will be used, there will be a syllabus, containing prescribed readings, provided at the beginning of the term. The aim throughout will be to emphasize the "New Geography" in contradistinction to the "memory-grind" method that so frequently obtains.

HISTORY AND CIVICS.

U. S. History.—In this subject two courses are offered. The first is the regular course offered in the Spring term of the Freshman year. The text-book used will be *The Life of Lincoln*, in the American Statesman Series, supplemented by collateral reading. One term of collegiate credit is given.

The second class in this subject is primarily for the benefit of teachers. The subject will be taken up by periods and topics. Any good text may be used as a guide in the class work. The class will be expected to refer to the standard authorities in the Library. The great historical questions

which arose in the different periods will be discussed as fully as time will permit.

General History.—Two classes in General History will be formed. The first will take of the preparatory work as scheduled for the Fall term, second year, in the courses of study followed in the State Preparatory School. The ground covered will be Ancient History to the end of the Macedonian Empire. Sixty hours' credit. The second class will take a hasty review of General History, emphasizing somewhat the contributions of Greece and Rome to modern civilization. This is the class designed particularly for those reviewing for examination. College credit will not be given. Myers's *General History* is the text-book used in both classes.

Modern European History.—This class will use Schwill's *History of Modern Europe*. The class will be given permission to choose for the term's study either the period from the Protestant Reformation to the French Revolution of 1789, or from the French Revolution to the present time. One term of collegiate credit is given for either one of these courses.

Civics.—The effort will be made, in this course, to trace the development of our system of government, local and national, from the Colonial Period to the present. *Actual Government* in the American Citizen Series will be the text used. The course will be more advanced than the work heretofore given in Civics. One term of preparatory credit is given.

MATHEMATICS.

First Term Algebra, using Fisher and Schwatt's *Rudiments of Algebra*. This is a new and fresh text, and is well adapted to the wants of those beginning the subject, serving particularly as model-work for teachers.

Second Term Algebra, using Fisher and Schwatt's *Higher Algebra*. The work of this class will begin with Type Forms, Chapter VI., and will include Factoring, Highest Common Factor, Lowest Common Multiple, Symmetry, Fractions, and Simple Equations of all kinds, to Evolution, Chapter XVI. Factoring and its applications will have close attention.

Third Term Algebra, using the *Higher Algebra* of Fisher and Schwatt begun in the previous term's work. The work done will start with Evolution and include Inequalities, Surds, Imaginaries, Quadratics, Ratio and Proportion, and the Progressions. This is a preparatory class.

Plane Geometry, using the abridged edition of Phillips and Fisher. The work of this class will cover the entire five books. The fundamental working theorems and problems of this subject will be carefully selected and arranged in a sequence both logical and psychological. The locus, symmetry, and limits will receive careful consideration. A strong feature of this work will be the application of the principles mastered to the solution of original exercises.

Solid Geometry, using the abridged text of Phillips and Fisher. All the four books will be taken, including all the original exercises. Constant attention will be fixed on the ultimate theorems to be established, and thus the continuity and logic of the work will be made prominent. The idea of *the locus* will dominate much of the work, and considerable drill in mental geometry will be given.

Freshman Algebra, continuing the *Higher Algebra* of Fisher and Schwatt, and starting with Harmonical Progression. In addition, the chapters on the Binomial Theorem, Logarithms, Permutations and Combinations, Variables, and Limits, together with the remaining part of the text excepting Chapter XXXVI. In Chapter XI., all that will be done will contribute to a good working knowledge of Newton's, Horner's, and Cardan's solutions of higher numerical equations.

Plane Trigonometry, using Wentworth's latest revised text with tables, omitting Chapter VI. Careful attention to the fundamentals of the subject will be given, and there will be full drill on the applications to original exercises of every variety.

Advanced Arithmetic.—The work of this class is especially designed to meet the needs of teachers. The work done will be an excellent preparation for those who contemplate taking State or county examination for teachers' certificates. Special emphasis will be given to the following sub-

jects: Arithmetical Analysis, Percentage and its Applications, and Mensuration. Forms of solution and methods of teaching will be prominent features of the work. Ray's *Higher Arithmetic* will be used as a basis. Normal-College credit, 48 hours, will be given. The class will recite in two sections.

COMMERCIAL COLLEGE BRANCHES.

Bookkeeping, Course I.—This course is for beginners and will include Budgets A and B of the Sadler-Rowe system, with numerous supplementary exercises. Ample practice will be given in opening, keeping, and closing such modern single and double entry books as are used in the simpler kinds of business, also in drawing and recording business papers, in rendering statements and balance sheets, in tracing errors, in changing from single to double entry, in adjusting interest between partners, etc. Students who take this course should be able to meet the requirements of teachers in High Schools or to keep an ordinary set of books.

Bookkeeping, Course II.—This course is open to those who have had Course I. or its equivalent, and includes the higher forms of accounting used in wholesale, manufacturing, banking, and by corporations and commission merchants. The organization and management of partnerships and corporations are explained and the Voucher System is carefully studied. While this course is indispensable for the ambitious accountant, it is valuable in training and information to persons in any occupation. Sixty hours of college credit will be allowed for either course.

Commercial Law, First Term.—The subjects of Contracts and Negotiable Paper will be studied in a general way. A number of reported cases will be considered to show the application of principles. This is a required subject in the Commercial and Four-Year Electrical courses and elective in all others. There will be three recitations per week, for which thirty-six hours of college credit will be given.

Milne's Practical Arithmetic.—This class will make a general review of the subject and the work is planned to meet the needs of those preparing to take a teachers' examination or to teach in the schools. The text is only used as a

basis of the work, and numerous outside problems will be given. Particular attention will be given to oral and written analysis. There will be five recitations per week.

Stenography.—Classes in stenography will be formed for beginners, as well as for advanced students. Thirty, or more, hours' credit will be given, according to the amount of work done.

Typewriting.—All students who take stenography are given regular instruction in typewriting. The department has an ample supply of new standard machines, which are at the disposal of its students for as much daily practice as they can arrange to take.

PHYSICS AND ELECTRICAL ENGINEERING.

Preparatory Physics.—This is the work required regularly of all students in the third year of the Preparatory course. The text-book used is Carhart and Chute's *High School Physics*; for the present Ayres's laboratory manual will be used as a guide for the laboratory work. The course will be adapted to the needs of students, (1) who have never studied Physics; (2) who have, in high schools or elsewhere, studied a text-book, but have not had any laboratory work; (3) who have had the equivalent of one term in Physics, and wish to take up the second term's work; (4) who wish to review the whole subject of Physics preparatory to an examination in the subject. There will be five recitations each week. Graduates of First-Grade high schools, or teachers of Physics in the same, are credited in college with the text-book work, but will be required to do the laboratory work, if this has not been done systematically elsewhere. The time required for the completion of the whole course of laboratory experiments will be three or four hours daily for the six weeks, and for one term's work about two hours per day.

The first term includes Properties of Matter, Mechanics of Fluids and Solids, and Heat; the second term, Electricity and Magnetism, and Light. This applies both to the class work and the laboratory exercises. Teachers of high-school classes will find the laboratory work particularly valuable to them. Complete and systematic notes are required to be writ-

ten on each exercise in a book adapted to the purpose, so that in addition to the educational value of the course to the student himself he also acquires certain forms and methods and suggestions which will be of material service to him in teaching his own classes. Credit, seventy-five hours for the first term and sixty hours for the second term.

Advanced Physical Laboratory.—This is the laboratory work required of Juniors in the Scientific course and in the course in Electrical Engineering. It presupposes knowledge of the course described above or its full equivalent. Four laboratory hours each day will be required. No particular manual will be specified, though the course includes exercises of an advanced character from several sources, to which references are given. Fifty hours' credit will be given for this work.

There will also be an advanced course adapted to the requirements of those, if any, who may have had the Junior course, or its full equivalent. This will consist of absolute measurements in Magnetism and Electricity, three hours each day, giving a credit of thirty hours.

Electrical Engineering.—(1) This will be a beginner's course for those who expect to continue the subject later, and for teachers and others who desire to learn the fundamental principles of Electrical Engineering. There will be five recitations a week, and fifty hours of college credit will be given. The text-book will be Atkinson's *Electrical and Magnetic Calculations*. This course will be of great service especially to teachers in Physics, since it will give such a drill in the fundamental principles of electricity and magnetism, and their applications, that this portion of Physics will seem afterwards very easy. It may also be the means of introducing some to a new and an attractive line of work which they may wish to pursue at a future time.

(2) This is also a course for beginners, and covers in an elementary way the general principles of electricity and magnetism, and their application by means of the question and answer method. Shepardson's *Electrical Catechism* will be the text-book used, and a credit of fifty hours will be given.

BIOLOGY.

Physiology.— The course offered for the Summer term is the course given during the Spring term of the college year. Forty-eight college hours will be allowed for the completion of this course. The course will consist of at least two lectures or recitations of 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 its action upon different foods, the changes thereby being brought before the eye.

Teachers' Course in Physiology.— This course will be intermediate between an elementary and an advanced course. It will include recitations, dissection of the cat or the dog, the study of the microscopical structure of the organs of the body, and general discussions of methods of teaching physiology in the public schools. In case any student should want credit for this course, sixty hours of preparatory credit will be allowed.

Entomology, or 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. Two lectures, recitations, or field trips will be made; and two laboratory sections of two hours each will be held each week of the term. The course 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 the 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. Forty-eight University hours will be allowed upon the completion of this course.

Elementary Botany.—This course is the one given during the Winter term of the college year. It will consist of laboratory work upon the seed and the growing plant, and the preparation of slides for the study of structure. The recitations will cover the regular work of systematic botany including the analysis of plants. No attempt will be made to make an herbarium but a few plants will be analyzed to illustrate the method. Fifty-five preparatory hours will be allowed for this course.

College Botany.—The same course as that given in the Fall term will be followed. 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. Sixty University hours will be credited for the completion of the scheduled work.

The Stereopticon will be used to illustrate the lectures referred to above. It will also be used in demonstrating many principles which will come up for study. Lectures of a popular nature will be given from time to time, to which all members of the Summer School are invited.

CHEMISTRY.

General Descriptive Chemistry.—First term, six recitations and ten hours' laboratory work per week are required. The work covered will be that of the first term of the regular college course. Newth's *Inorganic Chemistry*, Holleman's *Inorganic Chemistry*, or Remsen's *College Chemistry* will be used as a reference book.

Second term, five recitations and eight hours' laboratory work per week are required. The work will be that of the second term of the regular college course and must be preceded by the work of the first term.

Qualitative Analysis.—Practical work in the detection of inorganic substances, both acid and basic. To secure the best results, students in this course should devote their entire time to it.

Organic Chemistry.— A short course is offered in this subject. Previous training in chemistry is essential.

Quantitative Analysis.— Practical work in gravimetric and volumetric analysis. Open to students who have done work in qualitative analysis.

Other work may be had in chemistry provided there is sufficient demand for it.

LATIN.

Five classes in Latin will be offered. Each class will recite five times per week, and the work will cover one regular college term.

Beginning Latin.— Students taking this subject will be expected to complete the first fifty lessons in Collar and Daniell's *First Year Latin*.

Caesar.— This class will take up the Gallic War, beginning with the first book.

Cicero.— The first three orations against Catiline will form the subject of study in this author.

Vergil.— The *Æneid*, Books I. and II. The subject of scansion will receive attention, and some work will be done in Latin prose composition.

Freshman Latin.— One term's work in Freshman Latin will be finished, with a credit of 60 hours. The *De Senectute* and *De Amicitia*, of Cicero, will be read. The class will recite five times a week—four times in the text and once in Latin composition.

In reading the Roman authors just named, a careful study of forms and syntax is considered essential. Students should be provided with Latin grammars. Any standard text may be used.

GERMAN AND FRENCH.

The five classes offered for the Summer term are designed to articulate with the regular work of the University.

Beginning German and French.— These are Fall term studies with 75 and 60 hours' credit respectively. When taken in the Summer term, they naturally demand double

work and very close attention. A knowledge of these languages opens up to the student a new world which will ultimately widen his horizon in every province of human thought.

Advanced German and French.—Advanced German is Freshman work of the Winter term. Advanced French is equivalent to two terms' work as a Junior elective. The subject-matter of the latter may be fiction, history, or science in order to meet the needs of the student. The purpose of these advanced studies is not only to strengthen the grammatical and syntactical knowledge of the languages possessed by the student, but also to reflect in subject-matter the civilization and culture of Germany and France.

Scientific German.—The course in Scientific German will serve those who, for practical purposes, as engineers, chemists, or biologists, desire to obtain ability better to consult manuals and essays written in the German language. Students who wish to take up work beyond the courses above offered, can, no doubt, make satisfactory arrangements with the instructor.

THE SCHOOLMASTERS' CONFERENCE.

It has been the consistent aim of the management of the Summer School at Ohio University for several years past to place before all teachers, superintendents, and others who may attend the sessions, such ideals of preparation and service as will stimulate to the very best endeavors when real conditions are faced. In other words, it has been the aim to harmonize the ideals of courses of study, management, methods, and administration with the best possible practice. To do so, requires more than a knowledge of theory. There must be, in all attempts at reform, a blending of experience and knowledge of conditions as well as a knowledge of the principles underlying what seems to be the ideal practice. This suggests an exchange of views based upon experience and reflection.

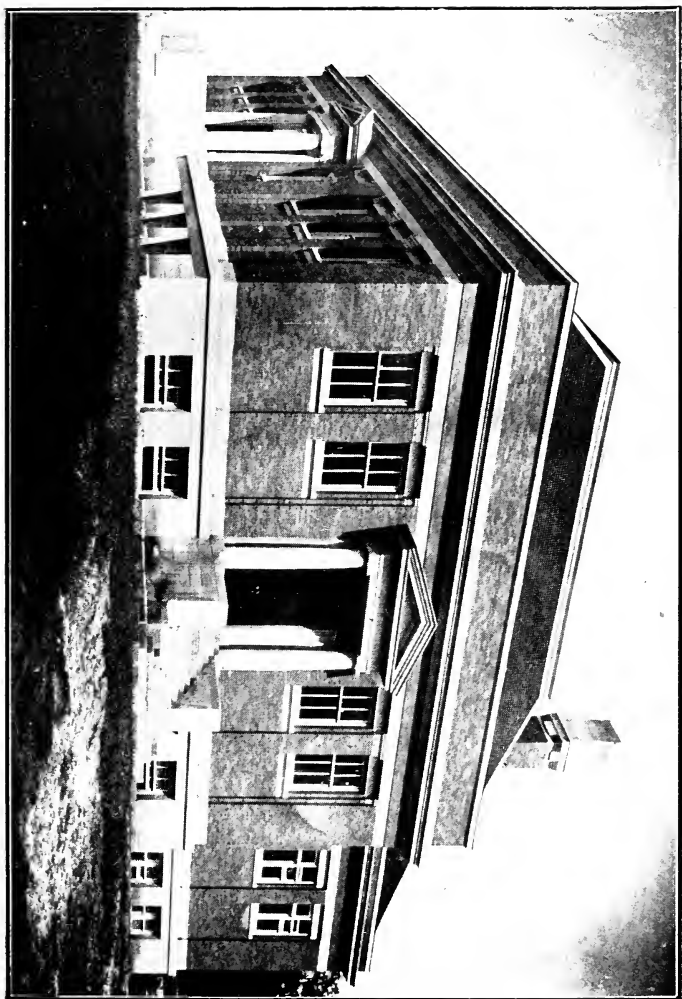
Ever since the opening of the State Normal College of Ohio University, it has been the policy of those who order

its affairs, to arrange for two Conferences each year, at which times this exchange of views and experiences may be given, and all public-spirited, broad-minded educators, as well as the students of the Normal College and University, may profit by a brief but spirited discussion of vital educational questions by leaders in their lines of thought and endeavor. During the entire college year and the Summer Term, the pressing needs of all elementary and secondary teachers are fully provided for in the many courses of instruction offered, but at these special conferences it is the aim to serve especially the school administrators—the superintendents, the principals, the examiners, and all others who are interested in molding educational sentiment.

Annually, about the first of April, a two-day session of the Schoolmasters' Conference is held. To this conference are invited as leaders or conductors only men of national reputation. Dr. Frank McMurry, Dr. Charles De Garmo, Dr. Charles McMurry, and Dr. R. N. Roark have been invited.

The Conference for the Spring of 1906 will be held Friday and Saturday, March 30 and 31, and Dr. R. N. Roark, now of Clark University and well known to all Ohio educators, will be the leader. Sessions will be held Friday afternoon, Friday evening, and Saturday forenoon. The questions to be discussed by Dr. Roark are as follows: (1) Mutual Relations of High Schools and Colleges, (2) Closer Correlations of the School with the Community; (3) The Public School as a Pedagogical Laboratory; (4) Genuine Child Study. Besides these Conference discussions, Dr. Roark will deliver his popular lecture, "The Man and the Woman," Friday evening, after which a reception will be given to all visiting teachers, superintendents, college men, school officers, and others attending the Conference. Local college men will assist in conducting the round-table conferences.

In addition to the Spring Conference above outlined there will be a six-day session of the Schoolmasters' Conference in connection with the Summer School, coming the next to the last week of the term, beginning Monday, July 23, and closing Saturday, July 27. The sessions will be about two hours in length each day, from 3:10 to 5:00 p. m., thus



enabling all visitors to attend such other exercises as they may choose, during the schedule of recitations from 7:00 a. m. to 3:10 p. m., and also permitting regularly enrolled students of the Summer School to attend the Conferences without loss of time in their scheduled studies.

These Conferences will be conducted by the Dean of the State Normal College, assisted by other members of the University Faculty and several prominent public-school men, among whom may be named at this time Supt. S. P. Humphrey, Ironton; Supt. H. E. Conard, Gallipolis; Supt. J. W. McMillan, Marietta; Supt. H. A. Cassidy, Lancaster; Supt. J. W. Swartz, Parkersburg, W. Va., and Supt. E. L. Men-denhall, O. S. and S. O. Home, Xenia, Ohio.

The topics cover some of the most important questions that are uppermost in the minds of the educators of this State, and the discussion of these questions will be of great interest to teachers in general as well as to those engaged in administrative work. The superintendents, principals, and examiners of Southeastern Ohio will find it decidedly to their advantage professionally to attend these Conferences, and all are most cordially invited. There is no charge whatever for these courses. All who attend may also spend as much time as they wish in visiting any or all of the more than 100 classes in session daily between 7:00 A. M. and 3:10 P. M. Superintendents often find it a good place to become acquainted with teachers eligible to appointment to good positions.

The following topics are proposed for discussion during the six days. The convenience of those who are to conduct the conferences and the wishes of those in attendance will determine the order in which the topics will be presented.

SCHEDULE OF TOPICS.

1. **Recent and Prospective School Legislation.**— Summary of legislation affecting schools; the next step in school legislation; recommendations.
2. **The Rural-School Problem.**— Financial support and how it is to be secured; rural schools poorer than a

generation ago; should the curriculum be extended to include elementary Agriculture; how improve and enforce the course of study; the training of teachers for rural schools should differ from the training for city schools; how provide trained teachers for our rural schools; supervision of rural schools — county *versus* township supervision.

3. **The State Normal Schools.** — Their function, and the courses of study they should maintain; a State Teachers' College; more normal schools; should normal schools be established in connection with colleges of liberal arts or as independent institutions?

4. **The Certification of Teachers.** — Differentiation of the powers of city, county, and State examining boards; differentiation of certificates; what qualifications should be required for admission to teachers' examinations; State certification of normal-trained teachers.

5. **State and Local Support for Schools.** — School lands, irreducible debt, and how to make the school lands more productive; State support of Ohio compared with that of other states; State aid to weak districts; relation of the General Revenue Fund of the State to the cause of public education; how equalize the burden of school support.

6. **The High School Course of Study.** — Four years or six? Required and elective studies; constants in a high-school course; preparation for college or for life; county high schools *versus* township high schools.

7. **A State System of Education.** — The points of weakness in our present "system," and evidences of the same; what would be the best possible system for Ohio?

8. **The Teachers' Institute as a Means of Professional Advancement.** — Defects in our present plan; when should institutes be held? For what length of time? Should the work of instruction in them be graded? How make our institutes more helpful?

SUMMER SCHOOL OF OHIO UNIVERSITY, ATHENS, OHIO.

JUNE 25, 1906 — AUGUST 3, 1906.

GENERAL INFORMATION.

Attendance Statistics.— The attendance of students at the Summer School of Ohio University for the last eight years is herewith shown:

Year.	Men.	Women.	Total.
1898	27.....	25.....	52
1899	38.....	23.....	61
1900	36.....	29.....	65
1901	45.....	57.....	102
1902	110.....	128.....	238
1903	159.....	264.....	423
1904	194.....	373.....	557
1905	220.....	430.....	650

The figures given above do not include the number of pupils enrolled in the Training School, or the number of School Examiners, Principals, and Superintendents who attended the "Conferences in School Administration" held the last two weeks of the term.

In 1905, the students came from all sections of Ohio and represented seventy-eight counties of the state. Kentucky, Virginia, West Virginia, Colorado, and New Jersey were represented in the 650 names enrolled in the summer of 1905.

Needs Considered and Courses Offered.— In arranging the courses of study for the Summer School of 1906, the various needs of all classes of teachers and those preparing to teach have been carefully considered and fully provided for. About one hundred courses are offered, and that number of classes will recite daily. Teachers and others seeking review or advanced work should plan early to attend the session of 1906, which will begin June 25th and continue six weeks.

Faculty.—A faculty of thirty members will have charge of the instruction. Please to note that all the instructors, with two exceptions, are regularly engaged in teaching in Ohio University. Those who enroll in the Summer Term are thus assured of the very best instruction the University has to offer.

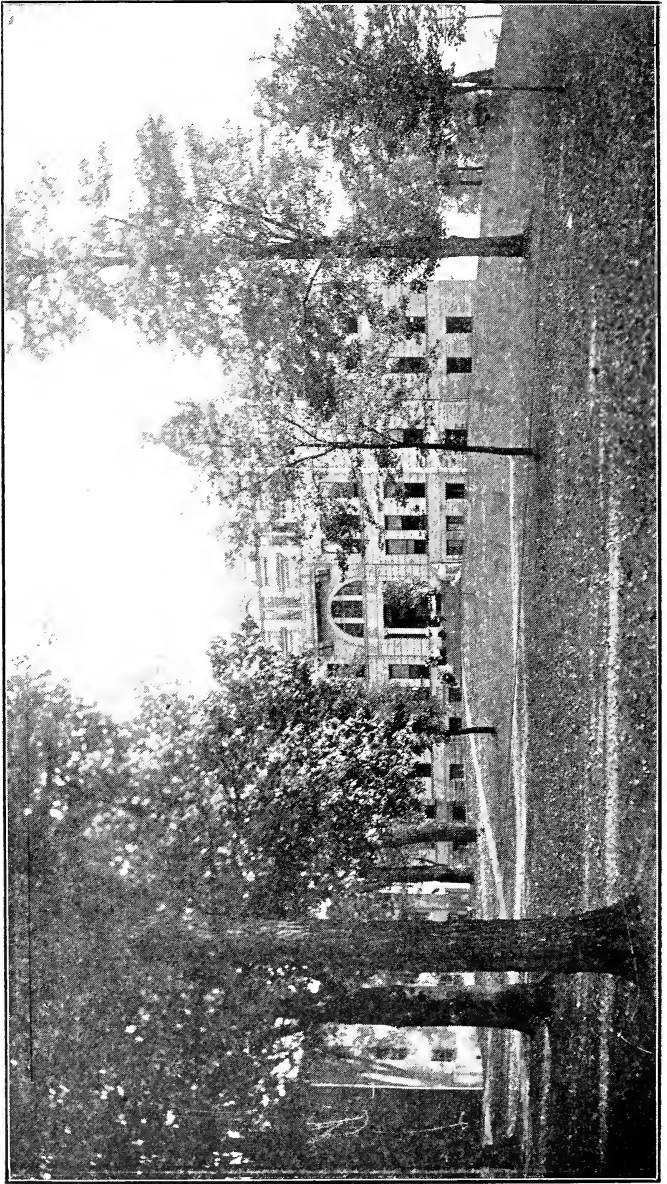
Selected Work.—Why not examine the catalogues and determine now the course you wish to pursue, and then begin at once to work out systematically the studies of that course? If you are a teacher of experience, or if you have had previous collegiate or high school training, you will doubtless be able to do at home, under our direction, some systematic reading and study which will help to broaden your scholarship and make your teaching work more effective.

Courses of Study.—Summer School students should decide upon a regular course of study to be pursued systematically. Credits and grades from other schools should be filed with the President of the University, thus enabling the student to secure an advanced standing. Work begun during the Summer Term may be continued from year to year, and much work may be done at home, by advanced students, under the direction of the various heads of University departments. Teachers should pursue such studies as will give them credit on one of the regular courses. A diploma from the State Normal College should be the goal of every ambitious teacher.

Reviews.—Ample provision has been made for the needs of young teachers, and those preparing for examinations, by means of thorough reviews in all the studies required in city, county, and state examinations. Students preparing to teach, or preparing for any advanced examinations, will find excellent opportunities at Athens.

Primary Teachers.—Special attention is called to the fact that the State Training School, or Model School, will be in session during the Summer Term. In this school emphasis is placed upon the training of primary teachers. Almost every teacher in the rural schools has primary classes to instruct. City teachers will also find this course especially valuable. Every teacher of the rural schools will have an opportunity to





EWING HALL, OHIO UNIVERSITY.

receive instructions in the best methods of teaching as applied to primary schools.

Home Study. — Opportunity for home study will be offered only to advanced students who will take examinations in the studies so pursued, or otherwise satisfy the professor in charge that the work has been satisfactorily done.

Expenses. — No tuition will be charged. The registration fee of \$3.00 will entitle students to all the privileges of the University, save special instructions in private classes. Boarding in clubs, per week, costs from \$2.00 to \$2.25, and at Women's Hall, \$2.75. A student may attend the Summer School of six weeks and pay all expenses, except the railroad fare, on from \$20.00 to \$25.00. By observing the strictest economy less than this would be required. Application for rooms should be made before June first, but students who do not wish to engage rooms in advance will experience no trouble in getting promptly located.

Ample Accommodations. — No school town can offer better accommodations at more reasonable prices than Athens. Nicely furnished rooms, convenient to the University, may be rented for \$1.00 a week, including light, fuel, bedding, towels, and everything needed by the roomer. This rate is given where two students occupy the same room. If occupied by one student, such rooms usually rent for \$1.25 a week. It is safe to say that four-fifths of the rooms rented to students are rented for \$1.00 each per week.

Women's Hall. — Rooms in Women's Hall range about the same as the prices before named. Ladies wishing rooms in Women's Hall should engage them in advance, as such rooms are in demand. Athens can easily accommodate a large number of students. At the close of the first day of the Summer Term of 1905, every student had been eligibly located. Accommodations for at least 250 additional students were available.

Free Lectures. — Arrangements have been made for free lectures to be delivered in the Auditorium of the University within the period required by the Summer Term.

Teachers' Conferences.—At least two conferences—one hour each—will be held each week. These will be led by members of the Faculty and others familiar with the working of the public schools and experienced in school methods and management.

Ohio School Laws.—Particular attention will be given to the provisions of Ohio's new school code. A series of informal "talks" on some of the most interesting features of the present Ohio School Law will be given. Classes in School Administration will consider the provisions of the entire school code.

Laboratories, Etc.—The laboratories, museums, art studios, library, and gymnasium of the University will be accessible to students free of charge.

Text-Books.—All text-books will be supplied at the lowest prices possible. Students should bring with them as many supplementary texts as convenient.

Range of Studies.—The following subjects will be taught during the Summer Term. Prospective students may see that almost every subject in the various University and Normal College courses will be presented during the Summer Term. Students who do not find in the following list of subjects the studies they wish to pursue will be accommodated if a sufficient number of requests for other work are made. The classes regularly scheduled are as follows: Arithmetic (two classes), Grammar (two classes), U. S. History (two classes), Algebra (four classes); Public School Drawing (three classes), Free-Hand Drawing (three classes), Book-keeping (two classes), General History, Physiology, Psychology, Anatomy, Political Economy, Beginning Latin, Cæsar, Vergil, Cicero, Advanced Latin, Physics (two classes), Electrical Engineering (two classes), History of Education (two classes), Principles of Education (two classes), School Management, School Administration and School Law, the Elementary Course of Study, Primary Methods, Special Methods in School Studies, Pedagogical Conferences, Political Geography, Commercial Geography, American Literature, English Literature, Preparatory Rhetoric, Shakespeare, Tennyson,

Paidology, or the Science of the Child (four classes), Elementary Chemistry, Qualitative Analysis, Organic Chemistry, Stenography, Typewriting, Elementary Manual Training, Physical Laboratory, Chemical Laboratory, Biological Laboratory, Nature Study, Botany, Observation in Model School, Teaching School, Civil Government, Plane Geometry, Solid Geometry, Trigonometry, How to Teach Reading, Sight-Reading, (in music), How to Teach Public School Music, Vocal Music, Chorus Work, Beginning German, Advanced German, Beginning French, Advanced French, and other subjects if a sufficient demand is made at the opening of the term.

Other Branches. — Arrangements can be made by students attending the Summer Term for private lessons in Greek, Latin, German, French, Spanish, Psychology, Pedagogy, Voice Culture, Piano, Organ, Violin, Higher Mathematics, Philosophy, and other branches scheduled in any of the University courses. The cost of such instruction, in each branch, will not exceed \$5.00 for the full term of six weeks. Inasmuch as the work offered in the regular classes of the Summer School covers so wide a range of subjects, it will be, in most cases, a matter of election on the part of students if they take private instead of class instruction.

Summer School Advantages. — Besides having an opportunity to pursue systematically almost any study desired, under the direction of those regularly employed in this work, the student of the Summer School enjoys the advantages of the acquaintance, friendship and counsel of many prominent superintendents, examiners, principals, and others who are always on the lookout for progressive, well-qualified teachers.

How to Reach Athens. — Athens is on the main line of the following railroads: Baltimore and Ohio Southwestern, Hocking Valley, and Ohio Central Lines. Close connections are made with these lines at the following named places: Cincinnati, Loveland, Blanchester, Midland City, Greenfield, Chillicothe, Hamden Junction, Parkersburg, Marietta, Middleport, Gallipolis, Portsmouth, New Lexington, Lancaster, Logan, Thurston, Zanesville, Palos, Columbus, Delaware, Marion, and

other points. Students may leave their homes in the most distant part of the state and reach Athens within a few hours.

Requests for Names.— Superintendents and teachers are requested to send to the President of the University the names and addresses of teachers and others who would likely be interested in some line of work presented at Ohio University. The Ohio University Bulletin is sent free and regularly to all persons who desire to have their names enrolled on the mailing list.

Conclusion.— The President of the University will cheerfully answer any questions teachers or others desire to ask. The many addresses made by members of the Faculty the past year, and the large quantity of printed matter sent out, have served to give prominent attention to the work of the University and the State Normal College. In this way thousands of people have learned to know something of the broad scope of work undertaken at Athens. The hundreds of students who have come to us the past year have helped very largely in imparting information to friends of education throughout the state concerning the extent and character of the work accomplished here. For the year ending March 17, 1905, the total enrollment was 1,047 different students. The total enrollment of different students for the college year ending June, 1906, will not fall below 1,300. For latest catalogue, other printed matter, or special information, address

ALSTON ELLIS,

President Ohio University, Athens, O.



OHIO UNIVERSITY.

For more than a century, The Ohio University has been a ward of the State of Ohio. An act of the Territorial Legislature, January 9, 1802, made provision for the establishment of "an university in the town of Athens." In the introduction of this act it is stated that "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." The institution thus founded by the territorial representatives was named "The American Western University."

Much of the language found in the territorial act of 1802 is incorporated in an act passed by the first General Assembly of Ohio, February 18, 1804. The words "The Ohio University" are substituted for "The American Western University." The language, before quoted from the territorial act, making statement of the value to a people of institutions for the liberal education of youth, finds a place in the legislative act of 1804.

The Ohio University was instituted and established "for the instruction of youth in all the various branches of liberal arts and sciences, for the promotion of good education, virtue, religion, and morality, and for conferring all degrees and literary honors granted in similar institutions."—*From Biennial Report.*

(41)



What Teachers will find at Ohio University, Athens, Ohio, when their Schools close in 1906 : : :

The Ohio school law requires elementary day schools to continue "not less than thirty-two weeks" in a school year. Schools that began before the middle of September, 1905, will close the school year about the middle of April, 1906. Schools that opened any time in September, 1905, will close not later than the end of the first week in May, 1906.

The Spring Term of Ohio University, at Athens, Ohio, will open April 2, 1906, and close with Commencement Day, Thursday, June 21, 1906. Students who enter the University not later than May 14, 1906, will have six weeks of the Spring Term to receive instruction in classes specially planned and organized for their accommodation.

Among the *new* classes that will be formed about May 1, 1906, those of special interest to teachers and prospective teachers will be as follows: Normal Arithmetic, Advanced Grammar, Rhetoric, English Literature, U. S. History and Civil Government, and General History.

Each of these classes will be open to new students and will be in charge of a capable and an experienced instructor. Only a just portion of the usual fee of \$5 will be charged students who enter at the time of the forming of these special classes. In all there will be about 140 classes daily.

Attempts will be made to articulate all this work with the work outlined for the Summer Term, June 25, 1906, to August 3, 1906, in such a way as to give all students entering the special classes of the Spring Term and thereafter the regular classes of the Summer Term, from ten to thirteen weeks' consecutive work in such branches of study as they may elect to take up. This arrangement of studies will meet the wants of all teachers desiring more than six weeks of instruction in the Summer Term, whose schools close within the Spring Term period. Ample arrangements will be made for the educational wants of all students who enroll for the regular Summer Term, full particulars of which are given on other pages of this pamphlet.

OHIO UNIVERSITY SUMMER SCHOOL.

JUNE 25, 1906 — AUGUST 3, 1906.

Figures Talk.—The attendance of students at the Summer School of Ohio University for the seven years is herewith shown:

<i>Year.</i>	<i>Men.</i>	<i>Women.</i>	<i>Total.</i>
1899	38	23	61
1900	36	29	65
1901	45	57	102
1902	110	128	238
1903	159	264	423
1904	194	363	557
1905	220	430	650

Advantages for Term of 1906.—Faculty of 30 members; provision for more than 100 recitations daily; Model School, four rooms with four grades of primary pupils, in session every day; fee of \$3.00 pays for all scheduled instruction selected by the student; special opportunities for teachers, prospective teachers, and those preparing for examinations for a *Teacher's Certificate*; expenses of every kind most reasonable.

For latest catalogue, other printed matter, or special information, address

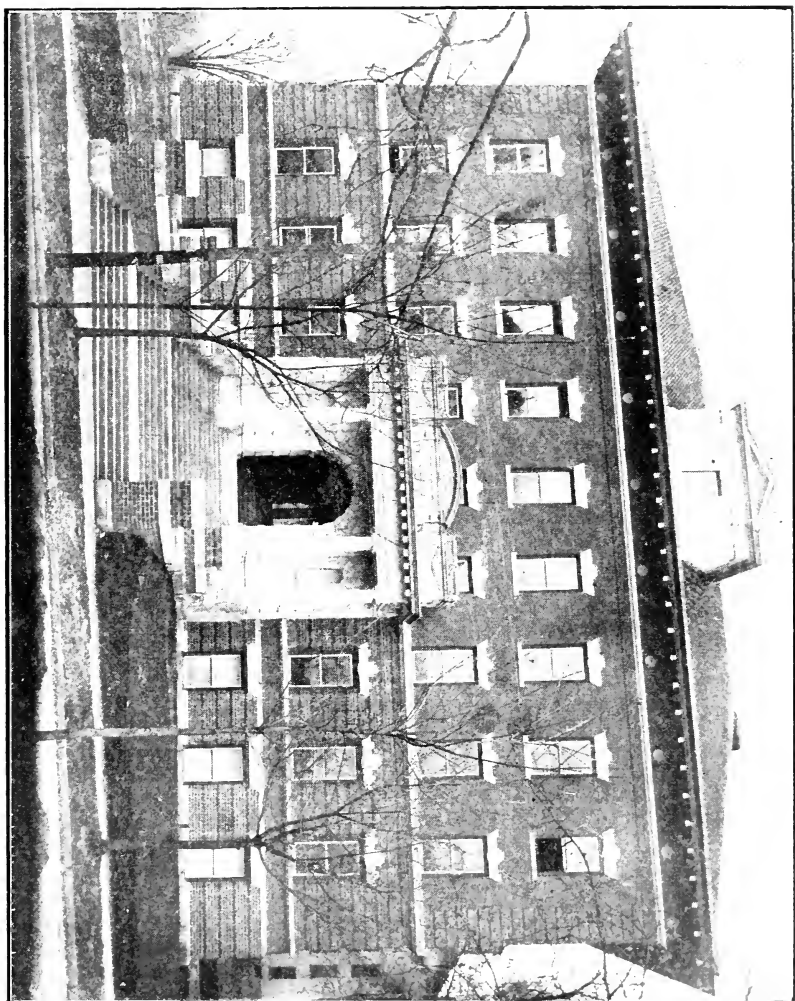
ALSTON ELLIS,
President Ohio University, Athens, O.

WORDS OF APPRECIATION.

It was the Editor's privilege on July Fourth to address an enthusiastic gathering of over six hundred summer-school students in the auditorium of the Ohio University, at Athens. The theme of the address was the cultivation of a right patriotism. The Hon. Lewis C. Laylin, Secretary of State for Ohio, gave an excellent presentation of the noble record Ohio has made in her century's history. The Hon. Albert Douglas, LL. D., spoke of the historic events of previous Fourths. There was appropriate orchestral music and singing, and the day was thus fittingly observed. President Alston Ellis has made and is making a distinguished success of his administration. By a vote of the trustees he is to be kept in power at least five years more, and that term, at its expiration, will doubtless be extended.—*Western Christian Advocate*.

Good Advice.—The Spring term at Athens begins April 2. You can get the work of half that term, attend the summer school for six weeks, beginning June 25, and get home in time to have a month of rest and play before your school begins in the fall. You can teach two-thirds of the year and go to college the remaining third by this plan, and you will find that classes are formed at the middle of the Spring term so that you can drop right in where you want to begin without losing a day. Go there and get deepened, broadened, and strengthened. You will never regret it.—*Dr. C. B. Taylor, McArthur, O.*

Student Expenses.—Ohio University being a state institution, supported in greater part by state appropriations, is not a money-making concern. It can afford to pay, and does pay, for the best instruction and the most serviceable and modern of equipments. It is possible for a student to complete a year in the University at a total expense of \$125. When a student spends more than \$200 annually, at Ohio





University, he is unnecessarily prodigal of his money. A number of students find employment, in Athens or vicinity, whereby money is earned to meet, wholly or in part, their college expenses. It is the exceptional student, however, who can do much outside work and maintain desirable standing in his classes at the same time.—*Athens County Gazette*.

As Others See It.—The Summer term, now an established feature of Ohio University, has grown rapidly in scope of work and student attendance within the last few years. Its range of influence touches all Ohio, and some of the adjoining states. The work for the six weeks' term, beginning June 25, 1906, will cover a broad educational field, and meet the demands of teachers of all grades, students in preparatory and college classes, and others seeking opportunities for reviews or special instruction.—*Athens County Gazette*.

AN OUTSIDE VIEW.

Ohio University, at Athens, opened Monday, September 11, 1905, with a student attendance of over 450, an increase of 25 per cent. over the enrollment of the first college term of 1904. The increase of students is fairly divided among the different departments and colleges of the institution. The new department of Civil and Mining Engineering, under the direction of Prof. Lewis J. Addicott, begins with a gratifying number of students. Two courses of study—a two-year and a four-year—are offered. The degree of B. S. in Civil Engineering will be conferred upon those who complete the full four-year course. The old-time College of Liberal Arts, now entering upon the second century of its existence, is maintaining its well-won prestige. It shares to the full in the increased student patronage that has come to Ohio University in recent years. The State Normal College has a student body in which every section of Ohio is well represented. The college has become well known and popular among Ohio teachers by reason of its well-planned and practical work. Through the Summer School connected with it, it has reached and aided hundreds of teachers whose time and effort are devoted to their school duties in the regular

terms of the school year. Under the administration of President Ellis, and through the effective service of his co-workers in the Faculty, Ohio University is commanding a proud position among the institutions of higher learning in Ohio.—*Public School Journal.*

CARNEGIE LIBRARY DEDICATION.

It would seem that no more appropriate place for the erection of a public library, free to the people of the vicinity, could be selected than the town of Athens and the vicinity of the Ohio University. Away back at the beginning of the Nineteenth Century the men of New England who aided in the establishment of liberty and enlightenment in the Northwest Territory ordained that religion, morality, and education should be fundamental ideas in the new territory, and set apart here two townships of land as a perpetual endowment for an educational institution, the presence of which in the town of Athens we boast of to-day. It was fitting, therefore, in the bestowal of the great liberality of Mr. Carnegie, that a library for the benefit of the public should be established in the town of Athens. There could not have been found upon the map of the Northwest Territory a more fitting place. There could not have been found on that map a constituency more appreciative than is this constituency. The Ohio University has struggled long and faithfully to supply the needs of the communities in Ohio with the facilities for their education and has succeeded admirably, and to-day it is the boast of our people that the University is in better condition than for many years and, indeed, possesses signs of prosperity and assurances of growth which place it in the front rank of Ohio colleges.

—*Hon. Charles H. Grosvenor.*

QUESTION AND ANSWER.

The *Christian Herald*, of New York City, through its special correspondent, Mr. Gilson Willets, is seeking from a number of representative Americans an answer to the following question: "What is the one thing above all others that the American people should strive for in 1906?" In explanation

somewhat, it is further asked, "What in your opinion is the most practical and yet unselfish task — the task that would do the most good — that should be undertaken by the Americans in 1906?" The letter of inquiry which reached President Ellis of the Ohio University, October 12th, has been answered as follows:

ATHENS, O., October 17, 1905.

MR. GILSON WILLETS, *Christian Herald*, New York City:

DEAR SIR:— In a multitude of counselors there may be safety, but who can be safe in an attempt to lay the axe at the root of the one sin in the multitude of sins. In our present condition, as a people, construction is not more important than reconstruction. There is vital need, it seems to me, of a speedy return to some foundation principles of conduct. Disclosures of land frauds in the West, municipal rottenness almost everywhere, and financial buccaneering on the part of trusted insurance officials all admonish us to take account of our moral credits and liabilities.

Years ago Emerson wrote, "What this country longs for is personalities, grand persons to counteract its materialities. For it is a law of the universe that corn shall serve man, and not man corn. "Frenzied Finance" and "Tainted Money" are important questions, but they pale into significance before the more important question of the education of the masses to the value of keeping their eyes steadily fixed upon worthy and high ideals. It is not all of life to live or all of death to die. The possession of some creature comforts is indispensable to man's welfare and happiness, but a right-minded person feels that there is more in life than the securing of food, clothing and shelter, though brought into possession, as I verily believe they are in most cases, by the putting forth of honorable effort. I would have the coming year bring us no less of material good than the most prosperous of those gone by, but I would have it bring us, in addition, renewed and zealous consecration to "whatsoever things are true, whatsoever things are honest, whatsoever things are just, whatsoever things are pure, whatsoever things are lovely, whatsoever things are of good report." To think on these things is to put ourselves in harmony with the teaching of a greater than St. Paul whose admonition

means, or should mean, as much now as it did two thousand years ago, "All things whatsoever ye would that men should do to you, do you even so to them." All reform, whether in social, business, or governmental life, must rest securely upon the divine precept embodied in the Golden Rule. This may be a trite, homely statement, may smack somewhat, to some, of preachment, but I have ever increasing and abiding faith that it includes one of the eternal verities. The strenuous life is of no more importance than the simple life. Let us have more of Wordsworth's "plain living and high thinking" in the individual lives of our people, and school and church, society and state, will better realize the high ends for which they were constituted.

Truly yours,

ALSTON ELLIS.

FREE LECTURE SERVICE ANNOUNCED BY OHIO UNIVERSITY, ATHENS, OHIO.

For a number of years past, certain members of the faculty of Ohio University, at Athens, have been available for free services, as lecturers and instructors, at gatherings of teachers, meetings of farmers, library associations, Sunday-school conventions, and the like. Such lecture service has been offered to those desiring it on two conditions:

1. That all necessary traveling and other expenses of the lecturer or instructor be paid in full by those for whom, or in whose behalf, the speaking service is rendered.

2. That all services of the kind, requested or promised, shall be subject, particularly as to time, to the approval of the President of the University, to the end that the scheduled educational work of the institution may not be interfered with seriously.

The free service provided for, as before set forth, does not include instruction in teachers' institutes as the same are now organized and conducted in Ohio.

Some of the University faculty members who are, at times, available for the free lecture service, above referred to, are named herewith:

Alston Ellis, Ph. D., LL. D., President Ohio University.

Henry G. Williams, A. M., Dean State Normal College of Ohio University.

Frederick Treudley, A. B., Educational Methods.

Edwin W. Chubb, Litt. D., Rhetoric and English.

Frank P. Bachman, A. B., Ph. D., History of Education.

Henry W. Elson, Ph. D., History and Political Economy.

Oscar Chrisman, A. M., Ph. D., Paidology and Psychology.

Hiram Roy Wilson, A. M., Grammar and English Literature..

Edson M. Mills, A. M., Ph. M., Mathematics.

Emma S. Waite, Principal of the Model School.

Lillie A. Faris, First Critic Teacher.

Each of the faculty members named has a number of addresses appropriate for such gatherings as those where his services are likely to be in demand. The services of other faculty members than those herein mentioned can be secured under the conditions before named. The following and allied subjects can be ably and instructively discussed by such professors: Biology, including Nature Study, Chemistry, Physics, Ancient History, Drawing, Physical Culture, Commercial Arithmetic and Bookkeeping, and Vocal Music.

Requests for lecture service should be sent to the President of the University or to the instructor from whom such service is desired.

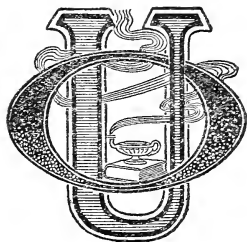
A GOOD NORMAL AND SUMMER SCHOOL.

There is nothing more deserving of advocacy and commendation than good Normal Schools. This country is sadly deficient in them, and some that we have are below par. A large, a very large, percentage of the 470,000 teachers in this country are about as competent to teach as a young man without any knowledge of the science of accounts would be competent to keep the books of a large bank or mercantile concern.

Nine-tenths of the children of the country receive only a common-school education, and alas! it is too often common in another sense. How could it be otherwise when so few of the teachers of the country are qualified, through train-

ing, to teach? Seems to us, the people are purblind in the matter of common-school education, for if anyone criticizes the schools, charges them with weaknesses, shows the great lack of teachers able to teach, fit to have charge of children, that one is accounted an enemy of the schools. This shows that the education of the people was just the kind that the children of the people are now receiving, that their teachers were about the same as those in charge to-day. Some states have no Normal Schools, and few states have a sufficient number. Our own state, though far ahead of some states in an educational way, is as far behind some others in that way. Ohio was the last state to establish State Normal Schools, the Seese Bill, making such provision, passing the legislature March 12, 1902. What has been the result in the short time since their establishment? More good teachers in this state and other states, therefore better educated pupils, more pleased parents, less room for criticism, and bright educational skies. The State Normal College of Ohio University, at Athens, is deserving of especial praise. No Normal College or Summer School anywhere is doing better work in the way of qualifying young men and women for teaching. There is a happy and bound-to-win condition at Athens. There is a faculty the equal of the best, with a president of great versatility and executive ability, all pulling together, each full of the desire to add to the school's efficiency and fame; and the school is fast becoming famous. There are ideal religious and moral influences; there is a splendid, all-embracing course of study; there is the proper educational atmosphere. And Athens (well named) is an ideal seat of learning. It is a beautiful little city. It has well-paved and beautifully-shaded streets, it has libraries, parks, and monuments. It is up-to-date in its water and light plants and attractive, well-stocked stores. Its people are progressive and cultured, and take great pride in their city and its belongings, and the greatest pride in the Ohio University. Upwards of 600 bright and ambitious young men and women (from every section of Ohio) are now attending the 120 recitations that are heard daily. Is not this great news — does it not augur well for education?

When the day comes (it is not far off) that shall witness the raising of the standard of qualifications for teaching, and with it the elevation of salaries, the Normalites of the Ohio University will be found holding honorable and remunerative positions.— *Public School Journal*.



 UNIVERSITY CALENDAR, 1906.

MONDAY, JANUARY 8.....	Registration of Students
TUESDAY, JANUARY 9.....	Opening of Winter Term
FRIDAY, MARCH 23.....	Close of Winter Term
MONDAY, APRIL 2.....	Registration of Students
TUESDAY, APRIL 3.....	Opening of Spring Term
SUNDAY, JUNE 17.....	Beginning of Commencement Week
THURSDAY, JUNE 21.....	Commencement Day
MONDAY, JUNE 25.....	Opening of Summer Term
FRIDAY, AUGUST 3.....	Close of Summer Term
MONDAY, SEPTEMBER 10.....	Registration of Students
TUESDAY, SEPTEMBER 11.....	Opening of Fall Term
FRIDAY, DECEMBER 21.....	Close of Fall Term

 UNIVERSITY CALENDAR, 1907.

MONDAY, JANUARY 7.....	Registration of Students
TUESDAY, JANUARY 8.....	Opening of Winter Term
FRIDAY, MARCH 22.....	Close of Winter Term
MONDAY, APRIL 1.....	Registration of Students
TUESDAY, APRIL 2.....	Opening of Spring Term
SUNDAY, JUNE 16.....	Beginning of Commencement Week
THURSDAY, JUNE 20.....	Commencement Day
MONDAY, JUNE 24.....	Opening of Summer Term
FRIDAY, AUGUST 2.....	Close of Summer Term
MONDAY, SEPTEMBER 9.....	Registration of Students
TUESDAY, SEPTEMBER 10.....	Opening of Fall Term
FRIDAY, DECEMBER 20.....	Close of Fall Term

Ohio University

ATHENS, OHIO

Established by Act of the Ohio Legislature, February 18, 1804

Offers unusual advantages to students seeking a broad and liberal education. Some courses lead to Degrees; others lead to Certificates and Diplomas.

The University now has a Faculty of Forty-Six 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 Civil and Mining 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, and The Cincinnati College of Pharmacy, 614-618 West Court Street, Cincinnati, Ohio.

Facilities Well-equipped Electrical, Physical, Chemical, and Biological Laboratories; Twenty-five 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, Civil and Mining Engineering, Business, Music, Drawing, Painting, Elocution and Rhetoric, and Physical Culture.

No Tuition Registration Spring Term will open April 2, 1906; Summer Term, June 25, 1906; Fee of \$5.00 per term. Fall Term, Sept. 10, 1906; and Winter Term, Jan. 7, 1907.

Other expenses very reasonable.

Thoroughness Attend an old and a well-established institution which has an enviable record for *Thoroughness, Culture, and Prestige.*

Summer Term 650 students in 1905. The Summer Term of 1906 will open June 25th, and continue six weeks. No Tuition. Registration Fee only \$3.00. Superior Faculty of 30 members. Full College credit will be given for work done.

The State Normal College of Ohio University opened Tuesday, September 9, 1902. A Training School to illustrate the best methods of teaching, is in successful operation. The work of the College has gained warm commendation from leading educators all over the country.

Catalogue, Etc. For Catalogue, other printed matter, and special information, address,

ALSTON ELLIS,

President Ohio University,
Athens, Ohio

