

General Statement.

The Second Session of the University Summer School will begin on the morning of Tuesday, June 25 at 10 o'clock, and end on the evening of Friday, July 26.

It is proposed to open all the resources of the University—books, apparatus, buildings, rooms, laboratories—to those who may attend.

Twenty-two courses of instruction are offered in the two departments comprising the school. In the Academic Department the following courses are offered:

English Literature, Anglo-Saxon, History, Latin (3 courses), Greek, German (2 courses), French (2 courses), Algebra, Geometry Trigonometry, Chemistry and Physics.

These courses are for the special benefit of young men and women desiring university education, and for teachers seeking stronger academic equipment. The courses in Latin, German, French, Geometry and Trigonometry will be the same as those offered in the Fall Term of the University. Matriculated students and those intending to enter the University are allowed credit in the University for work done in the Summer School after careful examination and approval by the professors in charge of the several departments. Opportunity is thus afforded young men of limited means to diminish the time required for graduation, while teachers of special subjects in the public or private schools by attending several sessions of the Summer School, may complete the course in any given study and receive a certificate

In the department of Pedagogics the following subjects are offered: Herbartian Pedagogy, Educational Psychology, Algebra, Arithmetic, Grammar, Physiology, Geography, Geology, Science Teaching, Elementary Latin, Primary work in all subjects, Vocal Culture.

This Department will seek to find the pedagogic basis of all subjects taught, to develop with the pupil an orderly, consistent body of educational doctrine, and to exemplify scientific methods of teaching the subjects forming the school curriculum.

MISS MATHILDE COFFIN of Detroit, Michigan, one of the most celebrated primary teachers in America will have charge of the Primary Department from July 8—20.

Miss Minnie Redford of Raleigh, will conduct throughout the session a model primary class with special reference to the teaching of spelling and reading by the phonic method so successfully used in the Raleigh Schools.

The University Library, containing 30,000 volumes, will be open every day, affording unusual facilities for private reading under intelligent guidance.

Students of the Summer School, not matriculated in the University, may receive certificates of attendance and satisfactory work, duly signed by their instructors and by the President of the University.

Chapel Hill is delightfully situated in the hill country of North Carolina. The campus of 50 acres, the spacious buildings, and libraries, and the beautiful scenery offer a most attractive place of summer residence.

Board at hotels for \$15.00 per month, cheaper rates in private houses and clubs. All applications for board should be addressed to Mr. Thomas J. Wilson, Chapel Hill, N. C.

At entrance students will enroll their names with the Registrar and pay the fees to the Bursar.

Registration fee \$1.00. Tuition fee \$3.500 This admits the student to all instruction.

Faculty.

Academic Department.

KEMP P. BATTLE, LL. D.,

Professor of History, University of North Carolina
History.

JOSHUA W. GORE, C. E.,

Professor of Physics, University of North Carolina.
Physics.

WALTER D. TOY, M. A.,

Professor of Modern Languages, University of North Carolina.
French and German.

WILLIAM CAIN, C. E.,

Professor of Mathematics, University of North Carolina,
Geometry and Trigonometry.

THOMAS HUME, D. D., LL. D.,

Professor of English Literature, University of North Carolina.
English Language and Literature.

CHARLES BASKERVILLE, PH. D.,

Associate Professor of Chemistry, University of North Carolina,
Chemistry.

UNIVERSITY

JAMES T. PUGH, A. M.,
Instructor in Latin, University of North Carolina.
Latin.

HERMAN H. HORNE, A. B.,
Instructor in Modern Languages, University of North Carolina
Instructor in French and German.

THOMAS J. WILSON, A. B.,
Greek.

Department of Pedagogics.

EDWIN A. ALDERMAN, PH. B.,
Professor of Pedagogics, University of North Carolina.
Pedagogics.

JOSEPH A. HOLMES, B. S.
State Geologist.
Lecturer on Geology.

PHILANDER P. CLAXTON, A. M.,
Professor of Pedagogics, State Normal School,
Educational Psychology and Elementary Science.

M. C. S. NOBLE,
Superintendent Wilmington City Schools.
Algebra and Arithmetic,

SUMMER SCHOOL.

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ALEXANDER GRAHAM, A. M.,
Superintendent Charlotte City Schools.
Grammar and Physiology.

LOGAN D. HOWELL, A. B.,
Superintendent Goldsboro City Schools,
Elementary Latin.

MATHILDE COFFIN,
Assistant Superintendent Detroit City Schools.
Primary Work.

ELISHA B. LEWIS,
Student of the Cook County Normal School.
Geography.

CLARENCE R. BROWN,
Musical Instructor in Winston Schools and State Normal School.
Vocal Culture.

MINNIE REDFORD,
Raleigh City Schools.
Model Class in Primary Work.

Courses of Instruction.

Academic Department.

CONSTITUTIONAL HISTORY OF THE UNITED STATES AND OF NORTH CAROLINA—DOCTOR BATTLE.

Twenty-four lectures showing the constitutional development of the Union. The course will embrace:

1. The Provisional Government by the Continental Congress.
2. The constitution of the Confederacy and its defects.
3. The steps leading to the constitution of the United States.
4. The great questions which have arisen in regard to its construction.
5. The leading cases by which these questions were settled, especially the question and cases leading to and resulting from the civil war of 1861-'65. The leading questions of the colonial government of North Carolina. The changes therein by the constitution of 1775, leading to the Eastern and Western contention, and the compromises of 1835. The subsequent changes in 1857, 1861, 1867 and 1876.

PHYSICS—PROFESSOR GORE.

There will be twenty lessons on this subject, adapted to the needs of teachers in high schools and academies. The work will be by lecture and experiment in the physical laboratory. First and second weeks.

1. The mechanical powers.
2. Matter and some of its properties,
3. Gravitation,

4. Composition of force.
5. Energy and work.
6. Hydrostatics, specific gravity.
7. The air, Barometer, Pumps.
8. Heat and some of its effects on matter.
9. Heat engines.
10. Meteorology.
11. Sound: source, mode of propagation, reflection and interference.
12. Musical sounds, harmonics.
13. Light: velocity, reflection, refraction.
14. Formation of images by mirrors and lenses.
16. Optical prism, color, polarization.
16. Magnetism.
17. Batteries.
13. Electro-dynamics.
19. Induced currents.
20. Dynamo and motor.

GERMAN AND FRENCH—PROFESSOR TOY AND MR. HORNE.

German. Two courses will be offered, corresponding in part to the college German courses 1 and 2.

1. Elementary Course. Five times a week. Mr. Horne.

Grammar. Translation of German prose. Harris's German Lessons. Storm's Immensee.

2. Advanced Course. Five times a week. Professor Toy.

Freytag's Die Journalisten. Sheldon's German Grammar. Harris's Composition.

French. Two courses will be offered. In course 1 the grammar will be taught by oral practice and the class will read as much prose as possible. Course 2 will be devoted to rapid reading and practice in composition. These courses embrace part of the work of the College courses, French 1 and 2.

1. Elementary Course, Five times a week, Mr. Horne,

Grammar. French prose. Chardenal's First French Course. Super's Reader.

2. Advanced course. Five times a week. Professor Toy.

Halévy's L'Abbé Constantin. Grandgent's Grammar and Materials for Composition.

MATHEMATICS—PROFESSOR CAIN AND SUPERINTENDENT NOBLE.

1. A course in Wentworth's Algebra, with special reference to methods of teaching. Three hours. Superintendent Noble.

2. A course in Wentworth's Plane Geometry. Five hours. Professor Cain.

3. A course in Wentworth's Plane Trigonometry. Five hours. Professor Cain.

ENGLISH LANGUAGE AND LITERATURE—PROFESSOR HUME.

1. A course in Anglo-Saxon, and parallel with it, a course in the Historical Development of the English Language, intended to be of practical benefit to teachers and to all who wish to have a scientific basis for the study of our grammatical forms and idioms, the derivation of our native words and our peculiar spelling.

Twenty lectures with Cook's First Book in English, and Emerson's History of English as text, and references to Sweet and Skeat.

2. A course in Literature. Discussion of the English History Plays of Shakspeare with illustrative readings. Incidental attention to the language and versification. The work of a Shakspeare Club exemplified.

Twenty Lectures as follows:

1. Introductory on the Chronicle Plays and the Shakspeare Cycle of Historical Dramas and on King John as the Prologue to the one continuous representation of English Life.

2. Richard the Second, Marlowe's Edward the Second. Two lectures.

3. Henry the Fourth, Part I. The first in a trilogy. The sources of the Play. The Percy of the Old Ballads. Three lectures.

4. Henry the Fourth, Part II. The Strong King. Mingling of ideal and real. Comedy in history. Three lectures.
5. Henry the Fifth. The Ideal King. Gradual transformation or sudden conversion? Dramatizing war. Two lectures.
6. Henry the Sixth, Part I. Tests of authorship. The treatment of Joan of Arc's character. One lecture.
7. Henry the Sixth, Part II. Jack Cade's Rebellion. Shakspeare's politics. One lecture.
8. Henry the Sixth, Part III. The Last of the Barons. Relation of this play to Richard the Third. One lecture.
9. Richard the Third. Peculiar method of characterization. Lowell's Theory of the Authorship. Versification. Violations of the unity of Time. Three Lectures.
10. Three lectures on Tragedy, Comedy, Practical Ethics of Shakspeare.

CHEMISTRY—PROFESSOR BASKERVILLE.

1. A course in General Chemistry. This course will be elementary with numerous experiments illustrating the principles involved.
 2. A course in Laboratory Experiments supplementary to course 1. This course is intended especially for teachers. Opportunity is given for the performance of many of the experiments in course 1, whereby acquaintance with methods and skill in manipulation may be obtained. A fee of two dollars will be charged in this course to cover the cost of material and breakage of apparatus.
- Anyone desiring instruction in Qualitative and Quantitative Chemical Analysis, or Assaying will receive further information regarding courses in these lines on communicating with the professor.

LATIN—MR. PUGH AND SUPERINTENDENT HOWELL.

1. Livy.—Books XXI and XXII; critical reading with study of contemporaneous history.

2. Latin composition based upon the text of Livy.

2. Sight-reading.—Being practice in reading at sight passages of Livy not previously studied.

Course 1 is identical with the work of the Freshman Class in the A. B. course of the University during the Fall Term. Members of the Summer School who complete this course may be credited with the same, if they afterwards enter the University, or they may receive certificates from the President of the University.

4. Horace's Odes.—Critical reading and scansion. This course is mainly for study of style. Three hours a week. Mr. Pugh.

5. A course for beginners. The aim of this course will be to teach the principal Latin forms and their use by an inductive study of some Latin text.

6. A course in Cæsar's Gallic War by the inductive method. Superintendent Howell.

GREEK—MR. WILSON.

There will be two courses offered in Greek:

1. An elementary course for beginners. The aim of this course is to prepare the pupil for reading Xenophon's Anabasis. The work will be largely drill in forms, exercises and Greek composition. Text book: White's Beginner's Greek Book. Five hours a week.

2. A course in reading Xenophon's Anabasis: This course will be for those who have had some preparation in Greek. Text book: Goodwin's Anabasis or Anabasis with Selections from Herodotus. Five hours a week.

Department of Pedagogics.

PEDAGOGICS—PROFESSOR ALDERMAN.

This course will aim to summarize briefly the influence of Rousseau, Pestalozzi and Spencer upon educational thought, and to explain at some length what is most suggestive in the Herbartian movement in Germany and America.

There will be twenty lessons on Apperception, Interest, The Culture Stages, Concentration, Method and Manner, Government and Training, and the five essential steps of instruction:—preparation, presentation, association, the notional and application. An attempt will be made to test the validity of these steps upon typical subjects in history. These subjects will be selected to conform to the different stages of mental growth e. g.—Fairy Tales, Myths, Robinson Crusoe; Pioneer Stories,—Ulysses, Columbus, Daniel Boone; Olympic games, Crusades, Chivalry, Tournaments; Battles—Marathon, Bunker Hill, Guilford Court House; Statesmen—Jefferson and Jackson; Philadelphia Convention, Territorial growth, The Railroad, Tariff. It is believed that an understanding of these steps will enable teachers to prepare, arrange, and present the subject in any branch of study in an effective and scientific way.

Text book: DeGarmo's Essentials of Method.

PHYSICAL GEOGRAPHY AND GEOLOGY—PROFESSOR HOLMES.

There will be a course of seven lectures on these subjects during the first ten days of the session. The central idea in the course will be to encourage and illustrate local studies by teachers and their pupils. The illustrations used will apply as far as possible to North Carolina localities; and during the afternoons those taking the course will make excursions into the country about Chapel Hill, for practical examinations of the geography and geology of the region.

The five morning lectures will embrace the following subjects:

1. The earth's surface: soils, rocks, plains, hills, ridges, mountains and valleys.

2. Rain, wells, springs, rivers, drinking waters and water powers.

3. The earth's crust: its general characteristics and the rocks and minerals and fossils of which it is composed and their transformation; its minor features such as folds, faults, dikes, mineral veins, etc.

4. The growth of a continent; the physical history of a State (North Carolina).

5. Economic Geology; mineral and ore deposits and their development; the natural wealth of the State and of the nation.

The two evening lectures to be illustrated with the stereopticon will be on the following subjects:

6. The greater mountains and river gorges of the earth's surface.

7. The development of plant and animal life on the earth.

EDUCATIONAL PSYCHOLOGY AND ELEMENTARY SCIENCE—PROFESSOR CLAXTON.

Twenty-five lectures will be given in the first course and fifteen in the second:

1. Mind and body; experimental psychology; sense perception; memory; imagination—place in education; apperception; interest and attention; the general notion; object teaching; psychology of language; reasoning, inductive and deductive; the recitation; emotions—origin and direction; the will; moral training—discipline; psychology of childhood; hereditary tendencies, ripening of instincts; doctrine of concentration; summary of educational principles.

2. Purpose of psychological study; elementary concepts; physical and structural geography; political and commercial; aids; elementary science; nature study as a basis for the arts of expression; the kindergarten—its relation to the school; geometry in elementary schools.

ALGEBRA AND ARITHMETIC—SUPERINTENDENT NOBLE.

1. The value of Algebra and its relation to the needs of the non-college man. Its proper place in a mathematical course of study. Special drill in the meaning and use of Plus and Minus. Factoring, &c. The instruction in this subject will apply mainly to methods of teaching beginners. Students might bring any elementary Algebra for reference. Three hours a week.

2. The proper time to begin the study of Arithmetic. A study of objects resulting in the development of "The four Fundamental Rules;" the need of figures and signs; the proper use of signs; methods of drill in the use of figures; common and decimal fractions; object studies resulting in "rules" for the solution of fractional problems; a comparison of the arithmetic of fractions with the arithmetic of whole numbers; application of "The four Fundamental Rules" to percentage, interest and all actual problems of business. Five hours a week.

PHYSIOLOGY AND GRAMMAR—SUPERINTENDENT GRAHAM.

1. Physiology. The work will include lectures on the anatomy, physiology and hygiene of the motory apparatus; the nutritive apparatus; the digestive organs; absorption; circulation; assimilation; respiratory organs; vocal organs; sensorial apparatus, including nervous system; poisons, antidotes, etc.; care and hygiene of the skin. Five hours a week.

2. English Grammar. Introductory lectures on the English language; the sentence—grammatical and rhetorical classification; punctuation and capitalization; style and diction, grammatical purity; propriety; precision. Formation of sentences will be considered under the four following heads: Clearness, strength, unity, elegance.

ELEMENTARY LATIN—SUPERINTENDENT HOWELL.

1. A course for beginners. The aim of the course will be to

teach the principal Latin forms and their use, by an inductive study of some Latin text. Those who complete this course will be able to read Cæsar's Gallic War. Constant emphasis will be laid upon inductive methods of teaching the language to beginners, Five hours a week.

2. A course for students who have read a little of Cæsar's Gallic War, or are prepared to begin it. The same methods will be followed as in course 1. Grammar will be studied in connection with the text read, and proficiency in translating Latin into idiomatic English will be aimed at. There will be continual practice in reading Latin at sight. In both courses it is desired to exemplify scientific methods of teaching the Latin language to young children. Five hours a week.

ELEMENTARY INSTRUCTION IN PUBLIC SCHOOLS—MISS COFFIN.

1. Elementary Instruction.—The nature of the child; the nature of the School; their relation to each other; the purpose of instruction.

2. The Curriculum.—History, science, and literature, its fundamentals; their relation to each other; their relation to other subjects; unification and co-ordination of work.

3. History in Elementary schools.—Place and purpose; suggestive courses; historical reading for different grades.

4. History Story as a Mode of Thinking.—Choice of story; preparation, presentation, reproduction. application, co-ordination with reading, language, etc; illustrative lesson.

5. Literature in Elementary Schools.—Its place and purpose; choice of material—suggestive course; co-ordination with other subjects.

6. Poem as a Mode of Thinking.—Illustrative lesson; presentation, learning of; reproduction, educational value of this work.

7. Nature Study in Elementary Schools.—Purpose and value of; Scope of the work; plant life, animal life, geography.

8. Geography.—Elementary geography—what and how? relation of elementary to foreign geography; Methods in advanced ge-

ography; Geographical reading for pupils; suggestive outline of subject in its relations.

9. Reading as a Mode of Thinking.—Its relation to other modes of thinking; its relation to the study of history, geography and literature; desired results in the teaching of reading.

10. Learning to Read.—Silent and oral reading, what each is, relation to each other, relative importance, principles governing teaching of each; the sentence, the unit—sentence method; sentences as wholes, analysis into words—word method; analysis of words into letters and sounds—spelling and phonics; idioms—work preparatory to learning to read; script and print.

11. Acquiring a Vocabulary.—Size of vocabulary; choice of words; how to teach a word; written spelling; seat work.

12. A Reading Lesson.—Preparation of child's mind for new thought; silent reading, oral reading, seat work.

13. Reading.—Relative importance—time devoted to subject; supplemental reading—its functions and use; Material.—black-board lessons, charts, books; course of study suggested for primary and grammar grades.

14. Language Training.—Relation between thoughts and expression; results aimed at in language training; relation of language work to all other branches; material for language lessons.

15. Oral Language. How oral expression is acquired; its relation to written expression; its place in language work in both primary and grammar grades.

16. Written Language.—Copying, dictation, function and use of; composition—kinds: narrative, description and letter writing; original sentence making; paragraph making; thought organization the basis of fruitful composition work.

17. Mechanics of Written Language.—Capitalization, punctuation, spelling and syllabification, indentation and margins, penmanship, language forms.

18. Arithmetic—Number as an element in thinking; relation of number to thought subjects; results aimed at in arithmetic teaching; selection and logical arrangement of subjects in arithmetic,

16. Whole Numbers.—Addition, subtraction, multiplication, division, and partition; when and how to teach each; selection and making of problems; working and explaining of problems, seat work.

20. Fractions and Percentage.—Their relation to whole numbers; their relation to each other; Where and how to teach them.

GEOGRAPHY—MR. LEWIS.

The Geography work will be principally in structural and climatic geography as presented by Humboldt, Ritter and Guyot. Those who attend the lectures are asked to bring with them some text book with good physical maps. Special attention will be given to best methods of presenting this subject in classes corresponding to fourth, fifth, sixth, seventh and eighth grade classes in graded schools. Proper uses of map-drawing; moulding; modeling in sand; globes; mathematical geography; field lessons; plant and animal life, phenomena of; study of soil and its formation; formation of continents; slope, the unit; land and water masses; winds and rains; distribution of heat; ocean currents; climate; continents and civilization; geography and history; proper co-ordination of geography, history and literature. Five hours a week.

THE MODEL CLASS—MISS REDFORD.

The work in this department will have a three-fold object:

1. To furnish a school of observation.
2. To drill teachers.
3. To give teachers an opportunity to put in practice, under the supervision of the instructor, the lessons previously given to pupils and teachers.

The Observation School.—This school will be composed of children of the village. The class will number six members, ranging in age from five to seven years, who have been taught nothing of spelling or reading. The purpose of the school will be to show how young children should be taught to spell and to read, and how

much progress in these arts can be made by little children attending school two hours a day for five weeks. The children will be taught by the phonic method.

1. Pupils will be required to separate spoken words into their elementary sounds. The sounds are taught before the letter or symbols of those sounds in accordance with the principle, first the thing, then the symbol.

2. The alphabet, the representatives of these sounds, will then be shown.

3. Printing of simple words upon the blackboard from dictation relying upon the ear. The teacher speaking the word, the pupil giving its elementary sounds and printing the symbols.

4. Reading of regular words without aid by giving at sight of each letter its sound and speaking the word called to mind by the sounds. Printed words containing diagraphs, diphthongs, etc. This method of teaching a child to read is the method of nature, and is fast superceding all other methods.

MUSIC—PROFESSOR BROWN.

The general fee of \$5.00 does not include tuition in music. Two courses are offered:

1. Daily class lesson in sight-reading, scale-practice, rudiments of music for sight-singing and teaching the same, with choral practice. \$1.00.

2. Private lessons in voice-production, breathing, tone-placing and artistic singing, two half-hour lessons per week, during the month. \$5.00.

Books, music, etc., at lowest prices that can be secured from publishers.

EDUCATIONAL CONFERENCE.

Each day there will be a conference of the entire school for the discussion of vital matters relating to the theory and practice of teaching and to school administration. The city school superintendents and other prominent educators will lead in these discussions.

