

# OHIO UNIVERSITY BULLETIN



**SUMMER SESSION**

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**NINE WEEKS**

**Begins June 15, 1925**

**Closes August 14, 1925**

**Regular Half Semester**

**One Session**

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**ATHENS, OHIO, JANUARY, 1925**

**Published by the University and Issued Quarterly**

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# OHIO UNIVERSITY

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**Summer School  
1925**

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Maintained by  
**THE COLLEGE OF LIBERAL ARTS**  
and  
**THE COLLEGE OF EDUCATION**

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**Regular Collegiate Work**

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## CALENDAR

June 15—Registration  
June 16—Classes Begin  
July 4—Independence Day  
August 14—Term Closes

# THE UNIVERSITY CALENDAR

## 1925-1926

### First Semester 1925

Sept. 21, 22	Mon.	Registration and entrance examinations; 8:00
	Tues.	a. m. to 5:00 p. m.
Sept. 23,	Wed.	Classes begin at 8:00 a. m.
Nov. 20,	Fri.	Mid-semester reports on delinquent students.
Nov. 26, 27		Thanksgiving Recess.
Dec. 18,	Fri.	Holiday Recess begins, 4:30 p. m.

### 1926

Jan. 5,	Tues.	Holiday Recess ends. Classes begin, 8:00 a. m.
Feb. 5,	Fri.	First semester ends.

### Second Semester

Feb. 8,	Mon.	Registration and entrance examinations.
Feb. 9,	Tues.	Classes begin at 8:00 a. m.
Feb. 18,	Thurs.	Founder's Day.
Feb. 22,	Mon.	Washington's Birthday.
Apr. 2, 6,		Easter Recess from Friday, 4:30 p. m. to Tuesday 8:00 a. m.
Apr. 9,	Fri.	Mid-semester reports on delinquent students.
May 30,	Sun.	Memorial Day.
June 6,	Sun.	Baccalaureate Service.
June 8,	Tues.	Annual Commencement.

### Summer Term—Nine Weeks—1926

June 14,	Mon.	Registration of students.
June 15,	Tues.	Recitations and lectures begin, 7:00 a. m.
July 4,	Sun.	Independence Day.
Aug. 13,	Fri.	Close of Summer Term.

# FACULTY

SUMMER, 1925

ELMER BURRITT BRYAN, LL. D., L. H. D.  
*President*

EDWIN WATTS CHUBB, Litt. D.  
*Professor of English, and Dean of the College of Liberal Arts*

THOMAS COOKE McCracken, Ph. D.  
*Professor of School Administration, and Dean of the  
College of Education*

IRMA E. VOIGT, Ph. D.  
*Dean of Women*

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

CHARLES M. COPELAND, B. Ped.  
*Director of the School of Commerce*

OSCAR CHRISMAN, Ph. D.  
*Professor of Paidology*

HIRAM ROY WILSON, Litt. D.  
*Professor of English*

LEWIS J. ADDICOTT, B. S., C. E.  
*Professor of Civil Engineering, and Superintendent of  
Buildings and Grounds*

WILLIAM F. COPELAND, Ph. D.  
*Professor of Agriculture*

THOMAS N. HOOVER, M. Ped., A. M.  
*Professor of History*

## OHIO UNIVERSITY

WILLIS L. GARD, Ph. D.

*Professor of History and Principles of Education*

WILLIAM A. MATHENY, Ph. D.

*Professor of Civic Biology and Botany*

WILLIAM H. COOPER, A. M.

*Professor of Public Speaking*

GEORGE E. MCLAUGHLIN, B. S. in Ed

*Professor of Manual Training*

ISAAC EMERY ASH, Ph. D.

*Professor of Sociology.*

VICTOR WHITEHOUSE, A. M.

*Professor of Spanish*

ROBERT L. MORTON, A. M.

*Professor of Mathematics*

VICTOR D. HILL, A. M.

*Professor of Latin*

W. S. GAMERTSFELDER, Ph. D.

*Professor of Philosophy and Ethics*

GERALD T. WILKINSON, A. M.

*Professor of French and Spanish*

JAMES P. PORTER, Ph. D., Sc. D.

*Professor of Psychology*

HARRY G. GOOD, Ph. D.

*Professor of Education*

OSSIAN C. BIRD, A. B.

*Professor of Physical Education*

WILMER C. HARRIS, Ph. D.

*Professor of History*

CLYDE EDWARDS COOPER, A. B., M. S.

*Professor of Geography*

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EDWIN B. SMITH, Ph. D.  
*Professor of History and Political Science*

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*Head of Art Department, College of Education*

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SUSAN LOUISE ECKEL, B. S.  
*Principal of the Department of Home Economics*

ELIZABETH G. GARBER, B. S. in Ed.  
*Head of School Music Department*

LAVINIA A. WARNER, A. M.  
*Head of Special Education Department*

ELSIE DRUGGAN  
*Director of Health*

GEORGE H. CROW, A. M.  
*Director of Extension*

OSCAR E. DUNLAP, M. S. in Ed.  
*Associate Professor of Agriculture*

CLINTON N. MACKINNON, A. M.  
*Associate Professor of English*

BERNARD L. JEFFERSON, Ph. D.  
*Associate Professor of English*

FRANK B. GULLUM, M. S.  
*Associate Professor of Chemistry*

## OHIO UNIVERSITY

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RAYMER McQUISTON, A. M.  
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GEORGE STARR LASHER, A. M.  
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DOW SIEGEL GRONES, B. S. in Ed.  
*Assistant Professor in Manual Training*

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*Assistant Professor of Geography*

ALLEN R. KRESGE  
*Organ, Harmony, Piano*

HANS JORDEN PETERSON, A. M.  
*Assistant Professor of Psychology*

EARL B. SOUTH, A. M.  
*Assistant Professor of Psychology*

HELEN REYNOLDS  
*Instructor in Typewriting*

PRUDENCE STEVENS, A. M.  
*Instructor in Home Economics*

AUGUSTA M. GODDARD  
*Instructor in Public Speaking*



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DON C. PEDEN, B. S.

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Head Coach Football and Baseball*

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*Supervisor of Penmanship*

LENORE F. CALHOUN

*Assistant in Special Education*

JOSEPH GENDERELLI

*Assistant in Psychology*

ROY ULLMAN

*Assistant in Paidology*

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TRAINING SCHOOLS

ELEMENTARY

ALONZO F. MYERS, B. S., B. Ped., A. B., A., M.

*Principal of Elementary Training School  
and Director of Teacher Training  
Critic Teacher, First Grade  
Critic Teacher, Second Grade*

## OHIO UNIVERSITY

EDITH E. BEECHEL, B. S. in Ed.  
*Assistant Principal and Critic Teacher, Third Grade*

ADELAIDE JOHNSON, A. M.  
*Critic Teacher, Third Grade*

MARY WARD, B. S. in Ed.  
*Critic Teacher, Fourth Grade*

RUTH MCMEEN, A. M.  
*Critic Teacher, Fifth Grade*

ESTHER DUNHAM, B. S. in Ed.  
*Critic Teacher, Sixth Grade*

## JUNIOR AND SENIOR HIGH SCHOOLS

RUSSELL RUPP, A. M.  
*Principal and Mathematics*

EDWARD DOWELL, A. M.  
*Social Science*

HAROLD MARDIS, A. M.  
*Science*

HELEN LEECH, B. S. in Ed., A. B.  
*Latin*

ANNE PICKERING, A. B.  
*English*

HAZEL M. HARTWELL, B. S.  
*Critic Teacher, Seventh Grade*

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*Secretary to the President*

OHIO UNIVERSITY

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*Recorder*

BERTHA VICKERS  
*Clerk, Registrar's Office*

ALPHA BAIRD  
*Clerk, Registrar's Office*

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*Bookkeeper*

MILDRED LEONA BARBER  
*Stenographer*

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*Alumni Secretary*

GERALDINE COE HOPE  
*Stenographer*

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*Reference Librarian*

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*Assistant Librarian*

CANDUS MACE MARTZOLFF, A. B.  
*Assistant Librarian*

ANNA WHITE  
*Assistant Librarian*

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## MATRONS

MRS. JENNIE O'DELL  
*Matron of Lindley Hall*

MISS WILLANA RIGGS  
*Matron of Boyd Hall*

## LOCATION

Athens, the seat of Ohio University, is situated in the southeastern part of the State. It is easily accessible from the east and west by the Baltimore & Ohio and its branches; from the southern, central, and northern portions of the State by the Hocking Valley and the Toledo and Ohio Central railways. By these routes it is one hundred and sixty miles from Cincinnati and seventy-five miles southeast from Columbus. The sanitary arrangements of the city are unsurpassed. Its principal streets are paved; it is provided with water-works and sewerage; its Board of Health is vigorous and efficient. There are few cities in the country that are more desirable as a place of temporary or permanent residence than Athens.

The lover of natural scenery cannot fail to be charmed with its picturesque surroundings. The winding valley of the Hocking and the wooded hills beyond present a series of striking views from the University, while the wide prospects, as seen at certain seasons from some of the neighboring summits, afford a quiet and varied beauty.

## ORIGIN

Educational effort at Ohio University is included in the work of the College of Liberal Arts and in that of the College of Education. Ohio University was organized by an act of the Ohio Legislature in 1804. The trustees are appointed by the Governor. The support is derived chiefly from a levy upon the taxable property of the state. The institution is the oldest of the three State Universities.

The College of Education was established by an act of the Ohio Legislature in March, 1902. It was opened for students in September, 1902, and at that time was known as the State Normal College.

## ADMISSION

Students enrolling for the first time in the University and those whose admission to the University has not yet been formally arranged must present a certificate of graduation from an acceptable high

school. This certificate must be a transcript of high school courses which cover at least fifteen units, not more than twelve of which may be accepted from a second grade high school. A diploma is not enough.

Courses in the high school must include the following requirements as given by the State Department of Education:

Two units of English

Two units of social studies, one of which shall be advanced American history ( $\frac{1}{2}$ ) and civics ( $\frac{1}{2}$ )

One unit of natural science

Two majors of three units each

Two minors of two units each

Examinations in high school subjects to remove deficiencies in units required for entrance to the University will be given at the University on Friday and Saturday, June 12th and 13th, at 8:30 A. M. in Room 103 Ewing Hall. Permission to take these examinations must be obtained from the Registrar not less than one week in advance.

All new students entering *two-year* College of Education courses must have passed the tests in general ability and subject matter as prescribed by the State Department of Education or present themselves for these tests on registration day. The time and place will be given with the directions for registration. Students entering two year courses in Industrial Education, School Music, and Stenography and Typewriting are not required to take these examinations.

Adult students 21 years of age or over may be admitted to the University upon passing an English test and a college entrance intelligence test, provided the scores are sufficiently high to assure the University that the student has the ability to carry college work even though he may have had no high school training or only a partial high school course. Such special student shall not become a candidate for graduation, however, until the deficiency in his high school education shall first have been made up.

Students who come to the college after having done work in another college, normal school, or university will be granted advanced standing for all such work which is of college grade, provided

the college or normal school in question is of high rank and has required high school graduation as a condition for admission. No college credit is given for high school units in excess of the fifteen units required for admission. The student who receives advanced standing is required to take in Ohio University all the prescribed subjects in the course he selects unless these prescribed subjects or other substantial equivalents have been taken already in the normal school or college from which he comes. A student wishing advanced standing should send to the Registrar not less than two weeks in advance, **an official transcript of his college record including a letter of honorable dismissal and his high school record.** Students who wish to secure advanced standing in the University by examination must do so within one month after their first registration as students. Permission for such examination must be obtained from the Registrar. All candidates for examination must notify the Registrar at least four days before the examination is to take place.

A student coming temporarily from other colleges for the summer work should arrange before the regular school year ends, to have his Dean or Registrar send to the Registrar of Ohio University a statement of good character and satisfactory scholarship.

## GRADUATION

The Bachelor's degree (A. B., B. S., Mus. B., or B. S. in Education) is conferred upon those who complete the requirements as set forth in the annual catalog. For detailed information see the annual catalog

## FACULTY

With few exceptions the regular faculty of the University, which has been greatly strengthened within the year by the addition of a number of professors, will be on the campus for regular work during the summer session. In addition to the regular faculty members the University is employing a number of men and women of excellent training and experience who will give regular college courses. Some of these teachers are nationally known. The type of instruction, therefore, during the summer session will easily be the equal of that during the regular school year.

### TYPE OF WORK AND COURSES OF STUDY

The faculty offers the same high grade of work during the summer session that it does in the regular school year. The members of the student body are earnest and eager and appreciate very fully their needs and opportunities. It is the purpose of the University to give practical courses that will meet these needs. Students are urged to bring their particular problems to the notice of the teachers and to make full use of the equipment of the University in solving them.

Superintendents, supervisors, and principals will find courses designed to help them with their problems. Opportunity will be given for research in the various fields of educational practice.

Those who are not teachers will find ample provision for advance study in courses in the College of Liberal Arts.

### RESIDENCE

No student will be awarded a degree or diploma who has not been in residence at Ohio University two semesters, one of which shall be the semester in which the degree or diploma is awarded. Two nine-week summer terms are the equivalent of a semester.

### CREDIT HOURS

Students will be allowed to carry as few hours as they wish, but the regular fee will be charged. The usual load of the student during the summer term will be eight semester hours of credit or sixteen recitations a week. Nine semester credit hours of credit will be allowed on the approval of the Committee on Registration where the student's record warrants it.

Three hour courses will meet six times a week and other courses accordingly so that entire semester courses may be completed during the summer term. *This plan will avoid later complications because of credit for half-finished courses.*

Classes may be visited or audited by those to whom special visitor's cards are issued by the President of the University. Any person wishing to visit regularly will be required to pay the regular fee, even tho no credit is expected or given.



**Renewal of Teachers' Certificates.** Due to the new ruling of the State Department of Education teachers who formerly had to complete 5 or 10 semester hours in summer for the renewal of certificates now need to complete  $4\frac{1}{2}$  or 9 semester hours. This plan fits in well with the half-semester nine-week summer school since 9 semester hours can be secured by those who must renew their certificates.

**Absences.** Absence from class on the first day of the summer term may involve a reduction in the grade of the student. It is very important that every student be in class at the first meeting of the course. Students presenting acceptable excuses for first day absences must do so at the Dean's office within ten days after registration day in order to prevent any deduction. Special fees for late registration will be as follows: \$2.00 for registration June 16; \$4.00 on June 17; with increase of \$2.00 a day for later registration including Saturday; no registration to be allowed after Monday, June 22. Late registration will also mean that the student must carry fewer than the usual number of hours.

Any student absent from class on the last day of the term will have his report turned in as "incomplete" unless he has a permit from the President to leave before the close of the term.

**Changes in Registration.** All changes in registration must be made in the office of the Dean of the college in which the student is registered. This applies to courses dropped, courses added, and changing from one course to another. No change in registration may be made after Thursday, June 25. A fee of two dollars (\$2.00) will be charged for any change after June 20.

## SCHEDULE OF RECITATIONS

A complete detailed schedule of recitations will be in print available for use of students and their advisers on registration day, Monday, June 15th. Classes will begin at 7 o'clock and close at 12 o'clock noon. In general the afternoon will be free for study and recreation.

## EXPENSES

**Fees.** A registration fee of \$15.00 will be required of all students who register in the University for the Summer Term.

The usual laboratory fees will be charged.

**Rooms and Board for Men.** The University does not have adequate dormitory accommodation for men. This situation is met by the people of Athens, who open their homes to the students. The Young Men's Christian Association, under the leadership of the Student Pastor, has accepted the responsibility of gathering the information regarding the available rooms and of introducing the students to the people who have rooms to rent. The rates vary with the location and equipment of the room and also the number of persons who occupy the room. This variation extends from \$1.50 to \$3.00 a person a week for double rooms and from \$2.50 to \$5.00 a person a week for single rooms.

The boarding situation is adequately cared for by the University Cafeteria which is under the direction of the University, and by the private boarding clubs and restaurants near the campus. Good wholesome meals can be secured at the rate of \$4.50 to \$5.00 a week.

**Rooms and Board for Women.** Boyd and Lindley Halls, together with nine cottages, will be open for the summer of 1925 to women students. These buildings will accommodate about 220 students. Furnishings of the rooms include everything necessary, except such personal things as towels, soap, dresser coverings, couch coverings, cushions, pictures, etc.

Room rent ranges from \$1.25 to \$2.00 a week a person. Board is uniformly \$4.50 a week in either dining hall. All cottage residents must board in one of the college dining halls. Rent is due at the beginning of the summer for the entire session of nine weeks.

For assignments in Lindley Hall, write to Mrs. Jennie O'Dell; in Boyd Hall, to Miss Willana Riggs; and in the cottages to Dean Irma E. Voigt. Accompany your request for an assignment with a \$5.00 retaining fee. Write early and in case assignment is obtained, remember that no room will be held for any applicant later than 9:00 o'clock p. m. of registration day. No room will be held unless secured by the \$5.00 retaining fee.

Information about rooms in private homes may be obtained, upon personal application, at the office of the Dean of Women. Addresses are no longer sent out by mail. These rooms may be rented at from \$2.00 to \$3.00 a week a person when two occupy the room.

**Books.** The library will be open to all students daily, except Sunday, from 7 A. M. to 9 P. M. without charge. Text-books can be

purchased at a local bookstore at prevailing prices. Students should bring with them as many supplementary texts as convenient.

**Incidentals.** A student's incidental expenses are largely what he allows them to be. Such expenses need not be heavy during the Summer Term.

### EQUIPMENT FOR THE SUMMER

**Buildings.** All of the University buildings will be at the disposal of the summer school.

### FACILITIES FOR PRACTICE TEACHING DURING THE SUMMER TERM

The College of Education of Ohio University adheres closely to the policy of the State Department of Education in requiring that practice teaching be done before any diploma is issued by the University.

Six hours of practice teaching must be completed by a student before the two-year diploma or the B. S. in Education degree can be conferred. Practice teaching credit will be transferred to the records of this institution from accredited colleges, but such credit will not entirely satisfy the requirement of Ohio University. In no case shall fewer than three hours of practice teaching be done in the training schools of the University. Supervisors, superintendents, and principals may satisfy this requirement by doing actual supervision in the training schools in conjunction with the regular critic teacher.

Particular attention will be given this summer to the training of "critic teachers" and supervisors. Special facilities will be provided for actual supervision of student teachers by members of this group. Much of the work will be carried on in the training schools.

All of the training schools of the College of Education will be in session during the entire Summer Term. The Kindergarten, the City Elementary Training School, Special Education classes, and the Junior and Senior High Schools, will offer opportunity for practice teaching in accordance with the plans given below. The student who expects

to do practice teaching should consult Professor A. F. Myers, the director of teacher training, before he registers. Reservations for practice teaching may be made in advance by mail.

### THE TRAINING SCHOOLS

**The Elementary Training School** will provide opportunity for observation and practice teaching in the six grades of the elementary school. The work of each grade is in charge of an expert critic teacher who teaches demonstration lessons and supervises practice teaching in her grade. The school is a typical elementary school in so far as the enrollment is concerned. The equipment compares favorably with that found in the best type of city elementary school.

The work offered the children during the summer will include physical education, sewing, arts and crafts, and other interesting and pleasurable educative activities.

**The Kindergarten School** will offer training for professional work as kindergartners and kindergarten-primary teachers.

As a part of the regular work a kindergarten is conducted where students may observe and obtain practical experience in all branches connected with such work.

**The Special School** of the Department of Special Education will be in session for regular work for the training of teachers of exceptional children. Opportunity will be given for actual work in the classroom and for instruction in methods adapted to this kind of school work.

**The High Schools.** The Junior and Senior High Schools will be in session during the nine weeks of summer school. So far as is possible the curricula of the regular school year will be offered. Classes will be arranged in the Junior and Senior High School so that one-half of a unit can be obtained in one subject. The normal load will be two subjects. The tuition in the Junior High School is \$2.50 and in the Senior High School \$5.00 for the term, payable at the office of the Treasurer of the University on registration day.

Application for practice teaching should be made to Professor A. F. Myers before the opening of the summer session. State the subject and grade in which you desire to practice.

## THE BUREAU OF APPOINTMENTS

The Bureau of Appointments of Ohio University endeavors to act as a clearing house, seeking well equipped teachers for schools in need of them and recommending teachers who are seeking positions. It assists graduates and former qualified students of the University who desire to teach and at the same time is of service to superintendents and boards in need of competent instructors.

In making recommendations great care is exercised. Special qualifications of the various teachers for the particular positions are in every case fully considered. Records are kept of every detail of the student's qualification for teaching. These include the estimate of the University professors, of the scholarship, personality, strength of character, and general adaptability of the candidate; critical estimates of the student's teaching ability indicated by his student-teaching in the training schools; and the estimate of superintendents and supervisors under whom the student may have taught. The Bureau urges superintendents and school administrators to come to Athens in person whenever possible so that personal conferences with the University instructors and the conditions for teaching may insure mutual satisfaction and be a guarantee for efficient service.

Summer school students enrolled for the first time in this institution should not expect large service from this Bureau because there will be little opportunity for the judging of the ability of such an individual.

### Unusual 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 Session enjoys the advantages of the acquaintance, friendship, and counsel of many prominent superintendents, principals, and others who are interested in education.

### Summer Pleasures

There is no more attractive, beautiful, and inspiring natural scenery anywhere in the state than in the country surrounding Athens. Various excursions, short trips, picnics, and hikes to many points of

interest are organized under direction of members of the faculty. While no official organization of these trips is made by the University authorities, nevertheless they are an enjoyable and valuable feature of a summer spent in Athens.

#### **Arrival in Athens**

On arrival in Athens, unless definite arrangements have been made concerning a lodging place, students should at once report to the Bureau of Information on the first floor, northwest corner of East Wing.

**PROGRAM OF SPECIAL LECTURES AND ENTERTAINMENTS**

During the summer Session of 1925, the following special lectures and entertainments, open to all students, will be given:

- June 23, 5:00 p. m. Lecture by President E. B. Bryan.
- June 25, 5:00 p. m. Lecture by Judge Florence E. Allen of the Supreme Court of Ohio.
- June 29, 30. Plays will be presented by the Clifford Deveraux Players. Admission will be charged.
- July 2, 8:00 p. m. History and Present Status of Intelligence Testing (Illustrated). Dr. James P. Porter.
- July 7, 5:00 p. m. A Philosophy of Life. Dr. W. S. Gamertsfelder.
- July 9, 5:00 p. m. The Professionalization of Teaching. Dean T. C. McCracken.
- July 12, 4:00 p. m. Organ Recital. Professor A. R. Kresge. (First M. E. Church).
- July 14, 15, 16, 17. Four lectures by Rollo Walter Brown, Cambridge, Massachusetts.
- July 21, 5:00 p. m. Science in Everyday Life. Dr. W. A. Matheny.
- July 23, 5:00 p. m. Recent Tendencies in Literature. Dean E. W. Chubb.
- July 28, 8:00 p. m. A Sight Seeing Trip Through New York (Illustrated). Dr. G. E. Carrothers.
- July 30, 8:00 p. m. Lecture (Illustrated). Dean Irma E. Voigt.
- Aug. 4, 8:00 p. m. Three-One-Act Plays. Directed by Professor W. H. Cooper.

## DEPARTMENTS OF INSTRUCTION

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### COURSES OF STUDY

The following courses of study are offered to meet the needs of students of both colleges—the College of Liberal Arts and the College of Education. All courses in the 100's are regular courses in the College of Liberal Arts; all in the 200's and 400's are regular courses in the College of Education. Many courses in one college will be accepted toward graduation in the other college. They are always accepted when there is no corresponding department in the other college, provided the required studies in the course in which one is enrolled allow their selection. The University reserves the right to discontinue any course if the students in it are few in number

### AGRICULTURE

**201. Methods in General Agriculture.** The lectures, recitations, demonstrations, and laboratory work in this course will aim to give the student a general view of the subject from the standpoint of the teacher. Text used is Warren's Elements of Agriculture. Three hours credit Mr. Dunlap.

**223. Floriculture.** This course will consist of practical lessons in the propagation, identification, and care of plants used in landscape gardening. A careful study will be made of soil requirements and cultural methods. Text used is White's Principles of Floriculture 2 hours credit. Mr. Dunlap.

**410. Animal Husbandry.** This is a course in Feeds and Feeding. The text used is Principles of Feeding Farm Animals, Sleeter Bul 3 hours credit. Mr. Dunlap.



**415. Evolution and Heredity.** This is a study of the prominent theories of inheritance, genetics, and evolution. Text, *First Principle of Heredity*, by Herbert. 3 hours credit. Dr. Copeland.

**417. Rural Economics.** A study of the farm problems of wages, rent, labor, land values, and marketing crops. 3 hours credit. Dr. Copeland.

**435. Teaching Agriculture.** The aim of this course is to present suitable methods of instruction in Agriculture for rural, village, and high schools. Special instruction is given in the use of Agricultural apparatus. Text, *How to Teach Agriculture*, Storm & Davis. Three hours credit. Dr. Copeland.

## ART

**201. Art Education.** Elementary designing, object drawing, and working drawings, given as a preparation for teaching. Two hours credit. Mrs. Jefferson, Miss Laughlin.

**202. Art Education for Intermediate Grades.** A continuation of Art Education 201. Art principles carried out in problems for grade work with suggestions for variation in connection with school, home, and community interests. One hour credit. Miss Shore.

**204. Art Education for Early Childhood.** A continuation of Art Education 201. Art principles carried out in problems for the kindergarten and primary grades with suggestions for variations in connection with school, home, and community interests. One hour credit. Mrs. Jefferson.

**209. Handwork.** Variations of type problems in cardboard construction, clay work, raphia and reed work, coping saw work, etc. This course aims to aid teachers in illustrating through materials many of the child's interests with industrial references. Two hours credit. Mrs. Jefferson, Miss Shore.

**217. Art Structure.** An advanced course in design and composition. Ways of arranging and combining line, dark and light, and color to produce fine quality spacing, subordination, rhythm, etc. Borders, lettering, landscapes, Indian designs, etc. For teachers and designers. Three hours credit. Miss Brison.

**218. Art Structure.** A Continuation of Art Structure 217. Color theory with application—stencils, linoleum printing, woodblock printing, and posters. Three hours credit. Miss Brison.

**420. Drawing Observation.** Observation of the teaching of art and handwork in the Training School. This is advanced work and should either follow or be taken at the same time as Art Education 202 or 204. One hour credit. Miss Laughlin.

**430. House Decoration.** Art structure as applied to the home. An introduction to architectural elements of interiors, historic periods, decorative treatments and materials. Two hours credit. Miss Shore

**441. Methods of Teaching Art.** Different phases of the subject with regard to interests, instincts, etc. of pupils of different ages—Planning of series of probable lessons in line, mass, and color. Methods for different types of schools. Examples, reports. Two hours credit. Miss Brison.

**445. Teaching of Drawing.** This course is open to students having credits in advanced design or art structure, methods in teaching drawing, and observation. Two hours credit. Miss Laughlin.

## CHEMISTRY

**103a. General Chemistry.** An introductory course in this subject. Lectures and recitations six times a week. Three hours credit. 9:00. Mr. Gullum.

**103b. General Chemistry.** A laboratory course to accompany 103a. Two hours a day, four days a week. Two hours credit. 10:00-12:00. Mr. Gullum.

**105. Qualitative Analysis.** The detection of the metals, including laboratory work. Open to those who have had General Chemistry. Lectures and recitations two days a week. 8:00. Laboratory work will require two hours daily, six times a week. Three hours credit. Mr. Gullum.

## CIVIC BIOLOGY AND BOTANY

**205. Civic Biology.** Sec. I. Insects and their work will form the subject-matter of this course. M., Th. at 9:00. T., W., F., S. at 9:00 and 10:00. Three hours credit. Dr. Matheny.

**205. Civic Biology.** Sec. II. M., Th. at 10:00. T., W., F., S. at 10:00 and 11:00. Three hours credit. Mr. Boetticher.

**213. Household Biology.** Attention is given in this course to the yeasts, molds, and bacteria as they occur in relation to the home and every-day life. M., T., Th., F. at 7:00. Two hours credit. Mr. Boetticher.

**203. Freshman Botany.** For beginners in the subject. For the most part, time will be spent in the study of floral mechanisms and taxonomy. M., Th., 7:00. T., W., F., S., 7:00 and 8:00. Three hours credit. Dr. Matheny.

**411. General Science.** A course intended to meet the needs of teachers of the subject. Both subject-matter and methods of presentation are considered. Daily at 8:00. Three hours credit. Mr. Boetticher.

**409. Apiculture.** A practical study of the biology of the honey-bee. T., F., 11:00. M., Th., 10:00 and 11:00. Two hours credit. Dr. Matheny.

## COMMERCE

**101. Accounting I.** For beginners in the subject. It deals with the opening, keeping, and closing of such double entry books as are commonly used in the simpler kinds of business. Six recitations a week. Three hours credit. 9:00. Mr. Copeland.

**102. Accounting II.** For those who have had Accounting I or an equivalent amount of work in the subject. A study is made of the accounting methods used in several of the more complex kinds of business. A banking set, a commission set, and a manufacturing voucher set will be worked up by each student. Six recitations a week. Three hours credit. 9:00. Mr. Fenzel.

**107. Accounting III.** Open to students who have had one year in the subject. Course deals with controlling accounts, accruals, deferred items, reserves, funds, final statements, partnership settlements, deficiency statements, and corporation accounts. Six recitations a week. Three hours credit. 10:00. Mr. Copeland.

**109. Negotiable Contracts.** The law relating to checks, notes, bills of exchange, bonds, certificates of deposit, bills of lading, warehouse receipts, and certificates of stock. Recitations on the first four days of each week. Two hours credit. 8:00. Mr. Copeland.

**121. Geography of Commerce and Industry.** A study is made of commercial conditions as they are found in various parts of the world as the result of certain physical and political influences, of the products of man's industries and commerce, and of the conditions of interdependence existing among different points of the civilized world. Six recitations a week. Three hours credit. 8:00. Mr. Fenzel.

**114c. Full Time Office Work.** Students in the four-year Commerce course may work eight to ten weeks in some bank or other important business office during the summer preceding the fourth year of their course. Semi-monthly reports are made of their experiences and a final thesis is required. Grades are based upon the reports, variety and value of experience, the thesis, and the employer's estimate. Credit, one hour per week where the employment continues eight or more weeks. Maximum credit, 10 hours. Applications for assignment to work under this plan should be made to C. M. Copeland, Director of the School of Commerce, not later than June 1, 1925.

**131a. Business Correspondence.** This course offers training in the composition of effective business letters. Specialized problems provide practice in planning and writing various types of letters and letter series. Recitations four days each week. Two hours credit. 11:00. Miss Reynolds.

**141. Stenography.** Beginning classes in the Gregg System. Six recitations a week. Three hours credit. 8:00. Miss Reynolds.

**151. Typewriting.** Beginning class. One hour of recitation and one hour of practice each day. Two hours credit. 10:00. Miss Reynolds.

**161. Penmanship.** This course is designed primarily to teach how to write. One hour of credit will be given to students whose handwriting measures up to a certain standard on a standard penmanship scale at the close of the course. Four days a week. Mrs. Graham.

**163. The Teaching of Penmanship.** Open to those who have had enough training in penmanship to profit by the course. Designed to help those who must teach penmanship. The Zaner-Bloser method will form the basis of the instruction. Four recitations a week. Two hours credit. Mrs. Graham.

### ECONOMICS

**103. Principles of Economics.** A general survey of the processes of production and exchange. Text-book, lectures, and class exercises. Six recitations a week. Three hours credit. Mr. Fink.

**104. Principles of Economics.** An analysis of income and the distributive processes, and the relation of the state to the economics organization. Text-book, lectures, and class exercises. Prerequisite, Economics 101 or equivalent. Six recitations a week. Three hours credit. Mr. Fink.

# EDUCATION

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## KINDERGARTEN-PRIMARY

### **201. Plays, Games, Dances, Dramatic Arts of Early Childhood.**

A study of these as expressions of child life; the instinctive activities from which they originated; type plays found in different periods of childhood; the development of the highly organized game and artistic traditional and dance forms from play and the informal game; the playing of games; and readings. Four recitations a week. Two hours credit. M., T., Th., F., 11:00.

**202. Permanent Play Materials.** Principles, methods of selection and use of play materials in the kindergarten and primary. Individual and group projects. Toys, gymnasium apparatus, building blocks, Froebelian and Montessori materials, pictures, housekeeping utensils, garden tools, printing press, planning rooms and equipment, budget making, etc. Three hours credit. M., T., W. Th. F., S., 8:00. Miss McLeod.

### **208. School Administration. Kindergarten-Primary Curriculum.**

A study of the principles controlling the selection and organization of the content of a curriculum for kindergarten-primary education; the function of the teacher; the record summary in relation to the curriculum; making a curriculum; the evolution of the modern kindergarten-primary curriculum; experiments in the education of young children. Prerequisite, 207. Three hours credit. M., T., W., Th., F., S., 10:00. Miss McLeod.

## HISTORY, PRINCIPLES, AND ADMINISTRATION OF EDUCATION

**262. Principles of Elementary Education.** For elementary teachers only. A study of the principles of the learning process and their application to the teaching of the common branches. Six recitations a week. Three hours credit. 7:00, 10:00. Dr. Gard.

*\*Note*—The Kindergarten is in session from 9:00 to 11:00. Observation is open to all. Student Teaching in Kindergarten is open to those who have had previous kindergarten training.

**265. Reading, The Teaching of.** For teachers in the lower grades. A comparative study of the leading methods or systems in use today. An examination of the results of experimental studies in reading process. Four recitations a week. Two hours credit. 9:00.

**266. Reading, The Teaching of.** For teachers in the intermediate grades. A study of the technique of silent reading. A consideration of reading difficulties and their treatment. Attention given to the results of experimental studies in reading including methods of securing speed and accuracy of comprehension. Four recitations a week. Two hours credit. 10:00.

**267. Educational Measurements.** A study of the use of achievement tests in the intermediate and upper grades. Practice in giving and scoring tests, charting and diagnosing the results. Attention given to remedial treatment of unusual difficulties revealed by the tests. Four recitations a week. Two hours credit. 9:00. Dr. Gard.

**463. Junior High School.** A study of its development, organization, administration, course of study, and methods of instruction. Open to juniors and seniors. Four recitations a week. Two hours credit. 11:00.

**461. Principles of Secondary Education.** An introduction to secondary teaching. A study of the purposes of high school instruction, economy in classroom management, types of learning and teaching, the influence of age on learning, the relation of interest and differences in capacity to learning. Supervision of study, the art of questioning, and measuring the results of teaching. Open to juniors and seniors. Six recitations a week. Three hours credit. 8:00. Dr. Gard.

**285. School Administration. Classroom Management.** In this subject the mechanics of classroom procedure, such as organization, control, attendance, gradation, promotion, the making of programs and reports, the keeping of records, teaching pupils how to study, the motivation of classroom work, types of the recitation, measuring the results of teaching, looking after the health of the pupils, and other routine factors are given careful consideration. In addition, throughout the course, special emphasis is placed upon classroom management

as a social problem of large potential importance. That the class discussion may have a thoroughly practical aspect, the course is presented in connection with Education 232, Observation and Participation. It is suggested that students pursue both courses at the same time. Open to those who have completed Education 231 or its equivalent. Six recitations per week. Three hours credit. 7:00, 9:00, 10:00. Mr. Crow.

**289. School Administration. The Elementary School Course of Study.** This course aims to give the teacher a background for the determination of the proper materials of instruction in the elementary school. Careful attention is given to the following topics: The place of the curriculum in the modern school; its adaptation to the learning ability of pupils; recent progress in the scientific determination of curriculum content; and the teacher's proper relation to the improvement and success of the curriculum. As a culminating activity of the semester's work, the student is required to work out a course of study in some particular grade subject. This course is accepted by the State Department of Education as a substitute for Education 285 and is especially recommended for experienced teachers. Six recitations per week. Three hours credit. 8:00, 10:00. Mr. Latham.

**491. The Supervision of Instruction.** The course deals with the direction and improvement of teachers in service; the nature, technique, and problems of supervision; and the types of adjustment needed for better instruction in particular situations. Open to Juniors and Seniors and especially recommended for those making preparation for the following types of educational service: general supervision, special subject supervision, and elementary school principalship, and critic teaching. Six recitations a week. Three hours credit. 9:00. Mr. Latham.

**493. Vocational Guidance.** This course will deal with the various phases of educational and vocational guidance. Four recitations a week. Two hours credit. Dean McCracken.

**246. The Rural Life Movement.** In this course a brief study is made of the forces which may be and are being employed to improve, enrich, and ennoble American rural life, with special emphasis placed upon the reorganized and redirected rural school. Four recitations a week. Two hours credit. 10:00. Dr. Carrothers.



**446. State and County School Administration.** This course will consist of a study of the organization and administration of the departments of education in different states, with special emphasis upon the organization and work of the Department of Education in Ohio. A study will also be made of district, town, and county organizations and the laws pertaining to each type. An attempt will be made to develop a plan for local, county, and state organizations which will insure under existing conditions, the most efficient and harmonious administration of the entire state system of schools. Open to Juniors and seniors. Six recitations a week. Three hours credit. Dr. Carrothers.

**485. School Administration.** This is a general course in school administration designed to meet the needs of advanced students and experienced teachers and administrators. Some of the topics which will be considered are: the history and development of school administration, the organization of the school system for effective work, the school administrator and his work, the teaching corps, courses of instruction, promotion of pupils, school costs, special schools, and related topics. Open to Juniors and Seniors. Three hours credit. Six recitations a week. Dr. Carrothers.

**261. History of Elementary Education.** Open to sophomores preparing to teach in the elementary school. A general course emphasizing the growth of the curriculum and the technique of the elementary school. Six recitations a week. Three hours credit. 7:00, 9:00. Dr. Good.

**468. History of Education in the United States.** Open to Juniors, seniors, and teachers of experience. The rise and development of public education in the United States will be treated. Six recitations a week. Three hours credit. 8:00. Dr. Good.

### TEACHING AND OBSERVATION\*

**232. Observation and Participation.** The work in the Observation and Participation course will be confined to the field selected.

\* *Note.* All students who expect to do practice-teaching must secure their teaching reservation from Mr. Myers before registering. Reservations for practice-teaching may be made by mail by writing to A. F. Myers, Director of Teacher Training, Ohio University, Athens, Ohio.

The student will spend one hour daily throughout the term in the training school. The work will progress gradually from observation of the work of the demonstration teachers to participation in various class activities, the keeping of records, weighing children, playground supervision, lesson planning, and group teaching. This course or its equivalent will be required before practice teaching is begun. Five recitations a week. Two hours credit. 8:00. Mr. Myers, Miss McLeod, Miss Beechel.

**233, 234, 235. Student Teaching—Elementary Schools.** The student will teach one hour a day during the term. The practice teaching will be done in the field chosen by the student, Kindergarten-Primary, Intermediate Grades, Upper Grades or Junior High-School. The student in the Kindergarten-Primary department will teach in the kindergarten and in the first and second grades. The student who has selected the Intermediate Grades will teach in two grades from third to sixth. The student who has selected Upper Grades or Junior High School will teach in the seventh and eighth grades. In addition to the requirement of one hour of teaching daily there will be frequent conferences with critic teachers and supervisors. Three hours credit. Mr. Myers, Miss McLeod.

**433. Student Teaching—Secondary Schools.** The high school will offer opportunity for practice teaching during the Summer Session. Either three or six hours credit may be earned. The student must teach five recitations a week for three hours credit and ten recitations a week for six hours credit. In both instances the student must hold himself ready for frequent conferences with the principal of the high school and the critic teachers. Three or six hours credit as assigned. Mr. Myers.

**434. Supervisory Practice.** This course is for well-trained, experienced teachers, preferably those who have had some experience in supervision. The student will be given definite responsibility for the supervision of work in one or more grades and subjects in the Training School. This will include criticising the teaching of student-teachers, conducting individual and group conferences, and teaching demonstration lessons. There will be frequent conferences with the Director of Teacher Training and other members of the Training School staff. Three hours credit. Mr. Myers, Miss McLeod, Miss Beechel.

## SPECIAL EDUCATION

**237 and 238. Student Teaching in Special Classes.** Practice teaching will be provided in the Special School for Exceptional Children, Five days a week as assigned from 8:00 to 11:00. Three hours credit Miss Warner.

**437 and 438. Clinical Teaching.** In this course the student uses the classes of exceptional children as a laboratory in which a study is made of the abilities and disabilities of children and the hows and whys of learning in order to determine the best ways and methods of teaching Open to seniors in Special Education and others by permission. Daily as assigned. Three hours credit. Miss Warner.

**215. Classroom Methods and Activities for Special Education.** A study is made of the care and treatment of exceptional children and the modifications of methods and classroom management of the elementary and high schools as they may be adapted to the types of children found in Special Education. Six recitations a week. Three hours credit. 11:00. Miss Warner.

**221 and 417. Research and Experimentation in Special Education.** This course affords opportunity for students to do individual research work in connection with the observation classes under the supervision and guidance of the director of Special Education. As assigned. One hour credit. Miss Warner.

## CIVIL ENGINEERING

**116. Surveying and Leveling.** This course will include Chain Compass, and Transit Surveying, Leveling and Plane Table work. Twenty-four field problems are required. Each student will make proper field notes, plot all surveys, and make profiles of all level lines run. *Raymond's Plane Surveying* will be used. 3 hours credit. Mr. Addicott.

**105, 106, and 108. Mechanical Drawing** will be given in two sections, covering courses 105, 106, and 108. Section I will be given from 7:00 to 9:00, and Section II from 8:00 to 10:00. The courses will be open to those who are preparing to teach Drawing, and to those who

may wish to take work in any of the regular courses in Drawing. Courses 105, and 106 will carry two hours credit, and course 108, one hour credit. Mr. Addicott.

### ENGLISH

**101. English Composition.** Theme writing and the principles of composition, oral and written. Three hours credit. 7:00. Mr. Mackinnon.

**102. English Composition.** A continuation of course 101. Three hours credit. 8:00. Mr. Mackinnon.

**106. Shakspeare.** A study of the great tragedies, including *Macbeth*, *Hamlet*, and *Othello*. Open to students above freshman rank. Three hours credit. 9:00. Dean Chubb.

**114. Contemporary Literature.** The class will purchase, read, and discuss some of the most interesting and significant of the recent books. Open to those above Freshman rank. Two hours credit. 10:00. Mr. Mackinnon.

**120. Recent English Poetry.** A study of the poetry of A. E. Houseman, Robert Bridges, Thomas Hardy, John Masefield, Alfred Noyes, Wilfred Wilson Gibson, Rupert Brooke, and others. Two hours credit. 11:00. Dr. Jefferson.

**126. The Short Story.** A historical and critical study of the short story, with some opportunity for practice for those interested in narrative technique. Primarily a lecture and reading course in short story classics. Four days a week. M., T., Th., F. 10:00. Two hours credit. Mr. McQuiston.

**127. Present Day Essays.** A study of the essays and essayists of today. Text: *Essays by Present Day Writers*, Pence. M., T., Th., F. at 10:00. Two hours credit. Dean Chubb.

**201. English Composition.** Emphasis is placed upon practice in composition and methods of teaching the subject. Daily; 8:00, 9:00, 11:00. Three hours credit. Dr. Jefferson, Miss Kahler, and Mr. McQuiston.

**202. English Composition.** A continuation of course 201. Daily 9:00, 10:00. Three hours credit. Dr. Jefferson and Mr. McQuiston.

**203. American Poetry.** Selected material from the representative American poets. Daily; 8:00. Three hours credit. Dr. Wilson.

**206. English Essay, Victorian Period.** Selections from Carlyle, Ruskin, Arnold, Pater, and others. Daily; 9:00. Three hours credit. Dr. Wilson.

**208. Juvenile Literature.** A study of myths, fables, fairy tales, and one epic. Method work. Two hours credit. 11:00. M., T., Th., F. Miss Kahler.

**210. Literature and Language for the Grammar Grades.** Folklore suitable for these grades. Selections in prose and poetry from English and American writers. Method work in language and composition. Two hours credit. 10:00. M., T., Th., F., Miss Kahler.

**211. Grammar and Language with Methods.** This course aims to develop the essential relations between thought forms and their verbal expressions. A course in language and grammar with methods. Two hours credit. 9:00. M., T., Th., F. Miss Kahler.

**407. Methods of Teaching English in the Junior and Senior High Schools.** A study of the content of classics suitable for the Junior High School and of the College Entrance Requirements in English (Senior High School). Two hours credit. 11:00. M., T., Th., F. Dr. Wilson.

## FRENCH

**French s101-s102.** This is a course for beginners, and covers the work of the first year of French in Ohio University. Students are expected to take both courses simultaneously, but those who have credit for the first semester may register for s102 only, if they wish, registering for either the first or the second hour of recitation. It is advisable for such students to be present the full two-hour period each day, as a systematic review is generally necessary where some time has elapsed since the first semester was taken. Two hours daily; credit, 6 hours. Mr. Wilkinson.

**French 104a.** This course is designed for students who have had one year or more of college French. It will be of such nature as to fit the needs of those desiring either semester of second-year French in Ohio University, or work in addition to the regular second year in college. A special effort will be made to make the course valuable to teachers or prospective teachers of French; stress will be laid upon pronunciation; and a general grammar review will be included in the form of regular and systematic exercises in composition. Special training in the regular and irregular verbs will be provided for those who need it. One hour daily; credit, 3 hours. Mr. Wilkinson.

### GEOGRAPHY AND GEOLOGY

**203. Geography and Environment.** A practical and cultural course which develops the responses of man to his geographic environment. Juniors and Seniors or previous work in the Department. Six recitations. Three hours credit. 7:00. Mr. Cooper.

**207. Geography and Methods for Upper Grades.** A general course treating of the content and methods of geography in the sixth, seventh, and eighth grades. Six recitations a week and field several trips 8:00. Three hours credit. Mr. Cooper.

**209. Geography of South America.** A course which will develop a method for teaching the geography of any continent as well as the content material for South America. Six recitations. 10:00. Three hours credit. Mr. Cooper.

**214. Geography and Methods for the Lower Grades.** A general course treating of the content and methods of geography in the third, fourth, and fifth grades. Six recitations a week and several field trips. Two sections. 8:00 and 9:00. Three hours credit. Mr. La Fleur.

**407. Geographic Influences in American History.** A study of the influences of geographic environment on the history of our nation. Especially valuable for students of history. Six recitations. Three hours credit. 11:00. Mr. La Fleur.

**HEALTH**

**201. Principles of Health.** This course deals with personal, school, and community health; is designed especially for teachers, to assist them in carrying out health educational programs in their schools Daily. 8:00, 9:00. Three hours credit. Miss. Druggan.

**HISTORY AND GOVERNMENT**

**201. American History.** The political, social, and economic development of the United States from the colonial period through the Civil War. Open to all students. 3 hours. Mr. Hoover.

**202. American History.** The political, social, and economic development of the United States from the Civil War to the present time. Open to all students. 3 hours. Mr. Hoover.

**204. American Government.** The organization and administration of state and local government, with the government of Ohio used for purposes of illustration. 3 hours. Dr. Smith.

**211. Teaching History in Elementary Schools.** A survey of the development of history instruction in the schools; the aims and values of history instruction; courses of study; methods and materials for the several grades; testing results; and school problems related to history teaching. 2 hours. Dr. Smith.

**416. History of Ohio.** A survey of the history of Ohio from the settlement and early development to the present time. 2 hours. Mr. Hoover.

**412. Teaching History in Junior and Senior High Schools.** The place of history in the junior and senior high schools; reasons for the teaching of history in these grades of instruction; the content of the course of study; materials and methods of instruction. 2 hours. Dr. Smith.

**101. Medieval European History.** Open to all students. A study of the history of Europe from the fall of the Roman Empire to the Protestant Revolt in the 16th century. Text, Thatcher and McNeal, Europe in the Middle Age. 3 hours credit. 11:00 Daily. Dr. Harris.

**105. British Empire.** Open to Juniors and Seniors. A study of the growth of the Empire with emphasis on the current problems of Canada, Australia, India, etc. Text, Robinson, British Empire. 3 hours credit. 9:00 Daily. Dr. Harris.

**115. Europe Since 1914.** Open to Juniors and Seniors. A study of the Great War of 1914. No text. 2 hours credit. 10:00 M., T., Th., F. Dr. Harris.

### HOME ECONOMICS

**251. Clothing and Textiles.** Textile study, construction of garments, hand and machine sewing, weaving. Economic conditions. Three hours credit. Mon., Sat., 8:00; Tues., Wed., Thur., Fri., 7:00 and 8:00. Miss Morse.

**252. Clothing and Textiles.** A continuation of 251. Three hours credit. Mon., Sat., 9:00; Tues., Wed., Thur., Fri., 9:00 and 10:00. Miss Morse.

**455. Interior Decoration as Related to the Home.** Theory of color and application in home decoration. Furnishings from an economic and sanitary standpoint. Three hours credit. Daily 11:00. Miss Morse.

**413. Teaching of Home Economics.** Methods in Home Economics teaching; practice-teaching. Recent educational developments in Home Economics. Three hours credit. Recitations Mon., Tues., Thur., Fri., 7:00. Practice teaching daily 10:00 and 11:00. Miss Stevens.

**207. Elementary Clothing Course.** For elementary teachers. Two hours credit. Mon., Tues., Thur., Fri., 7:00 and 8:00. Miss Eckel.

**209. Elementary Foods Course.** For elementary teachers. Two hours credit. Mon., Tues., Thur., Fri., 9:00 and 10:00. Miss Eckel.

**205. Organization and Administration of Home Economics.** A study of types of Home Economics courses. Curricula for typical communities; text-books; equipment and teaching devices. A study of management of school lunches. Two hours credit. Mon., Tues., Thur., Fri., 8:00. Miss Stevens.



**211. Meal Planning and Service.** Planning and preparation of meals at definite cost in terms of nutritive value, time and types of service used. Elementary dietetics—standards in diet for all ages and also study of diet for those who are sick. Two hours credit. Mon., Wed., 11:00; Tues., Thur., 11:00 and 12:00. Miss Eckel.

### INDUSTRIAL EDUCATION

**209. Cabinet Making.** Laboratory course. For advanced students or those who have practice in tool work. Two hours daily. Six days a week. Three hours credit. 9:00. and 10:00. Mr. Grones.

**213. History of Industrial Arts and Vocational Education.** Class work. A survey of the past, present, and future tendencies of industrial arts and vocational education. Six days a week. Three hours credit. 8:00. Mr. McLaughlin.

**215. Machine Shop Practice.** Class and laboratory work. Practice in turning, boring, and shaper work. Six days week. Two hours credit. 10:00. Mr. McLaughlin.

**225. Mechanical Drawing.** Working drawings and making blue prints. Knowledge of mechanical drawing a prerequisite. One or two hours credit. Time to be arranged. Mr. McLaughlin.

**220. Methods of Teaching the Manual Arts, Class work.** A study of shop-room methods, lesson plans, problems, objectives, and equipment. Six recitations a week. Three hours credit. 7:00. Mr. McLaughlin.

**205. Wood Turning.** Laboratory course. Practice in the various types of turning. Six double periods a week. Three hours credit. 1:00 and 8:00. Mr. Grones.

**201. Wood Working.** Class and Laboratory work. A study of tools, shops, equipment, problems, and methods of instruction. Six days a week. Two hours credit. 11:00. Mr. McLaughlin. Mr. Grones.

## JOURNALISM

The fundamental purpose of the courses in journalism is to give definite training to young men and women who plan to enter the profession of journalism, who wish to write for publication, or who want to engage in some form of publicity work. The courses are, however, designed to prove of value to those who have no intention of entering the profession of journalism, but who desire training in the direct, vigorous, terse style of written expression characteristic of the present-day newspaper. Freshmen English 101 and 102, or their equivalents, are prerequisites for all courses in journalism. With the exception of the introductory course, *The Newspaper*, all courses in journalism are writing courses and should not be elected by any one who has not been able to do creditable work in Freshmen English. Students who desire to enter the profession of journalism need as a background a broad cultural education in which emphasis has been placed upon literature, history, government, economics, commerce, philosophy, psychology, and sociology. It will be advantageous for those students to consult with Professor Lasher before making their elections. As equipment for journalism, typewriting is essential and stenography is decidedly desirable.

**131. The Newspaper.** A study of the character, the purposes, and the general organization of the newspaper, with some attention to its origin, development, and present status as a quasi-public institution. Consideration will be given to news values, news elements and sources, local, national, and foreign news agencies, methods of gathering news, preparation of copy, various types of news stories, editorial and feature material, and fundamental ethics of the newspaper profession. There will be some drill in writing in terse, vigorous newspaper style. This course has a double purpose: to serve as an introduction to the professional study of journalism and to give the general student sufficient knowledge and appreciation of the newspaper to make him an intelligent reader and to equip him to write occasionally for publication. Prerequisites, Courses 101, 102. Two hours credit. 11:00, Mr. Lasher.

**135. The Editorial Page.** This course will offer a critical study of the editorial page as to purpose, material, style, tone, and effect, together with considerable practice in editorial writing. Training will be given in the analysis of news and in writing news interpretation, news comment, news survey and review, as controversial and

generalized editorials and the editorial paragraph. There will also be consideration of auxiliary editorial matter, such as cartoons, the "column," newspaper verse, and general informational material. Prerequisites, English 101 and 102. Open only to juniors and seniors. Three hours credit. 10:00. Mr. Lasher.

**142. High School Journalism.** This course is designed for those who wish to use the journalistic motive in conducting English composition classes and those who may direct the publication of high school newspapers, magazines, and annuals. The fundamental principles of newspaper writing and editing will be stressed, while adequate attention will be paid to staff organization, make-up, costs, advertising, circulation, and other problems of publication management. A study will be made of the best high school publications of the State. Three hours credit. 9:00. Mr. Lasher.

## LATIN

**108. The Teaching of Latin.** Lectures and discussions on methods of teaching Latin, on the relation of Latin to English, on determining the comparative merit and choice of text books, and on important reference material for teachers of high school Latin. Some study of important principles of the language with the reading of portions of Caesar as examples. Two hours credit. M., T., Th., F., 9:00. Mr. Hill.

**123. Suetonius.** The lives of Julius Caesar and of Augustus as written by Suetonius, with some discussion of facts obtained from other sources. Biographical and historical material which can be used in connection with the teaching of Caesar's Gallic War. Also the life of Augustus in its relation to the Aeneid. The work will be graduated to meet the needs of each individual, so as to afford an opportunity for those who desire an accredited review course as well as to provide content of value and interest to more advanced students. Three hours credit. Daily, 10:00. Mr. Hill.

**126. Horace, Satires, and Epistles.** The Satires, with their keen observation and understanding of human nature, presented with genial humor and in easy, graceful style, afford much information regarding the social life of Rome. In the Epistles attention will be given to

Horace's use of poetry to present content in personal and intimate tone, and especially to his discussion of literary art. There will be some study of Latin hexameter verse. Three hours credit. Daily, 11:00. Mr. Hill.

### MATHEMATICS

**201. Teaching Arithmetic in the First Six Grades.** A careful consideration of principles of methods, as applied to the subject-matter of arithmetic as far as decimal fractions and percentage, comprises the main portion of the course. The class is given experience with mechanical drill devices. Standardized tests are briefly treated. The text is Thorndike's, "The New Methods in Arithmetic. Three hours credit. Mr. Morton.

**403. Teaching Mathematics in the Junior and Senior High School.** This course is planned in recognition of the fact that professional training is essential for the secondary teacher. The course deals with the teaching of algebra and geometry. Two hours credit. Mr. Morton.

### MUSIC

**201 and 202. School Music I and II.** For beginners in the subject. A study of scales, rhythm, tonal dictation, and sight singing. Six recitations a week. Two hours credit. Two sections. 8:00, 9:00. Miss Goddard and Miss Earhart.

**202. A Continuation of Course 201.** Four recitations a week. One hour credit. 10:00. Miss Goddard.

**203. Ear Training.** Systematically graded exercises to quicken the musical hearing. Oral and written reproduction of melodies in all keys. Two recitations a week. One hour credit. 9:00. Miss Garber.

**204. Sight Singing.** Two recitations a week. One hour credit. 9:00. Miss Garber.

**205. Chorus Conducting.** Two recitations a week. One hour credit. 11:00. Miss Garber.

**206. Music Appreciation in the Grades.** Two recitations a week. One hour credit. 9:00. Miss Garber.

**207 and 208. Freshman Music Methods.** A course for those studying to become Supervisors of Music in the public schools. Material and methods for the first six grades are considered. Six recitations a week. Three hours credit. 8:00. Miss Garber.

**211a. Music Methods for Grade Teachers.** The music work for each grade is considered carefully. Considerable time is devoted to Rote Songs and Singing Games. Four recitations a week. One hour credit. 11:00. Miss Earhart.

**212. Music Teaching.** This course is open to students having credit in methods and observation in teaching music. Five days a week. One or two hours credit. 10:00 and 11:00. Miss Goddard and Miss Earhart.

**212a. Music Observation.** A course for students preparing to become Supervisors of Music. Five days a week. One or two hours credit. 10:00 and 11:00. Miss Earhart.

**217. Choral Class.** Elective credit. Four recitations a week. One hour credit. 11:00. Miss Garber.

**Private Work in Music.** Private instruction in voice, piano, organ, and violin; also arrangements may be made for private instruction in harmony.

Fees (in addition to the regular registration fees)

1 lesson a week (piano, voice, organ, harmony)...	\$12.50
2 lessons a week (piano, voice, organ, harmony)...	25.00
Practice hours on School of Music pianos.....	1.50
(for one hour a day during the term).	

Allen R. Kresge, Acting Director, Pianoforte, Organ, and Harmony.

## PAIDODOGY

**203. Paidology (Childhood).** The period of child life from about three years of age till near ten years of age. The general characteristics of childhood, diseases of this period, the senses, mental and physical development, care of children, etc., are studied. Also observations and studies of children are carried on in the field and in the laboratory. Three hours credit. Dr. Chrisman.

**204. Paidology (Boygirhood).** The period from about ten years of age till near fifteen years of age. Attention is directed to the remarkable growth and the changes that take place and to the conditions, etc., of this time of life. Also observations and studies of boys and girls are carried on in the field and in the laboratory. Three hours credit. Dr. Chrisman.

**207. Paidology (Exceptional Child).** Under the exceptional child are included children not of normal type. Among such children are found the dull, the backward, those with speech defects, aenemic children, children with defective sight, children with adenoid growths, defective hearing children, children with physical deformities, children with moral defections, and the precocious and the exceptionally bright children, also, may be studied here. There will be clinical tests and studies of children. Three hours credit. Dr. Chrisman.

**401. Paidology (Historical Child).** There is made a study of the child as found among nations of ancient times, medieval Europe, and earlier United States, and comparisons are made with the child as found at present. Class, field, and laboratory work. Three hours credit. Mr. Ullman.

## PHILOSOPHY AND ETHICS

**101. Ethics.** An examination of the moral experience in the child and adult, in primitive and civilized individuals and groups, with a view to discovering the principles of moral conduct. Attention is given to the origin and development of moral ideals, the historical theories, and to a constructive theory of personal and social morality. Six recitations a week. Three hours credit. 8:00. Dr. Gamertsfelder.

**102. Introduction to Philosophy.** A course designed to aid the student in working out an intelligent view of the world as a whole and of the meaning and value of human life. Such subjects as reality, God, the soul, freedom, good and evil, and immortality are studied in the light of human experience and knowledge. Evolution, realism, idealism, materialism, and pragmatism are explained. Six recitations a week. Three hours credit. 11:00. Dr. Gamertsfelder.

**105. Logic.** A study of the principles and methods of sound reflective thinking as applied in the special sciences, and in oral or written exposition and argumentation generally. Both the psychological and logical aspects of inductive and deductive processes of thought are considered. Six recitations a week. Three hours credit. 7:00. Dr. Gamertsfelder.

### PHYSICAL EDUCATION

**201. Gymnasium Instruction.** Two sections each day for men. Includes calisthenics, apparatus, boxing, wrestling, games, etc. One hour credit. Mr. Peden and Mr. Giaque.

**203. Apparatus.** One section each day for men. This course includes, light and heavy apparatus, mass athletics, and recreational games. One hour credit. Mr. Bird.

**413. Athletic Training, First Aid.** One section meets four days a week for men. Consist of theories of massage, athletic training, and first aid. Two hours credit. Mr. Giaque.

**207. Methods in Physical Education.** One section two days a week. For men and women. A course designed for grade and high school teachers. This course will include a program of Physical Education suitable for the public school. Both theory and practice. One hour credit. Mr. Bird.

**408. Kinesiology.** One section each day for men and women. This course deals with the general laws of Gymnastics, selection of exercises as to age, sex, and physical condition; classification of exercise. Three hours credit. Mr. Giaque.

**412. Theory of Play.** One section four days a week for men and women. This is a comparative study of the most important theories and the significance of play in a social racial development. Selection of games for the various ages, etc. Two hours credit. Mr. Bird.

**417. Athletic Coaching.** Two sections meet each day for men. Athletic coaching; football, basketball, baseball, and track. Three hours credit. Mr. Peden and Mr. Giaque.

**421. Anthropometry.** One section each day for men and women. This course includes physical examination and measurements. Three hours credit. Mr. Bird.

**423. Corrective Gymnastics.** One section each day for men. Includes practice in the selection and prescription of exercises for various structural defects and deformities, etc. Three hours credit. Mr. Giauque.

**201. Gymnasium Instruction.** Three sections each day. For women. Includes gymnastic exercises, light apparatus, dancing, games, swimming, etc. One hour credit. Miss Rogers and Assistant.

**203. Gymnasium Instruction.** One section each day. For women. (Equivalent to second semester of regular session). Includes heavy apparatus, more advanced gymnastic exercises, light apparatus, dancing, games, and swimming. One hour credit. Miss Rogers and Assistant.

**205. Athletic Coaching.** One section each day. For women. Includes coaching of field hockey, basketball, volley ball, track, indoor baseball, etc. Three hours credit. Miss Rogers and Assistant.

**207. First Aid.** One section meets four times a week. For women. Includes Care of Injuries, Bandaging, General Knowledge of Resuscitation, etc. Course follows program as outlined by Red Cross. Two hours credit. Miss Rogers and Assistant.

## PHYSICS

The Department of Physics offers in the Summer Session courses to meet varying needs, as follows: (a) a general review of the whole of elementary Physics in preparation for more efficient teaching, or in preparation for a teacher's examination, or to apply on entrance credit after passing an appropriate examination in the subject; (b) the regular Freshman Course, giving three units,—or four units, when taken with the laboratory work—to apply on medical school requirements, or on the six hours required in Physical Science for graduation, or to afford the opportunity to teachers of the subject to acquire a better knowledge of Physics than they already possess; (c) one semester of College Physics for A. B., engineering and other students in Ohio University or any other institution who wish to secure this credit in the



summer towards the completion of their required courses; (d) a course in elementary practical radio for all who wish to know more of the "why" and the "how" of these mysterious broadcasted waves that so completely occupy the ether through the night and day hours; (e) a course in the methods of teaching Physics for teachers and prospective teachers of Physics in the high school; (f) an elementary descriptive treatment of the modern automobile,—how the parts are made, what they are for and how they work.

**101 and 102. Elementary Physics I and II.** This is a general review of the subject of Physics for those who may have completed a preparatory course through home study, or in actual class work, but who desire a better preparation for teaching it or for passing an examination for a certificate. Any who satisfactorily complete the work and who have not already received credit may receive such credit upon passing a special examination for this purpose.

The subjects covered in the nine weeks will be Mechanics of Machines, Mechanics of Liquids and Gases, Heat; also Magnetism, Electricity, Light, X-rays, Wireless Telephony. Daily at 7:00. Credit three hours. Mr. Atkinson.

**101a and 102a. Physical Laboratory I and II.** Representative laboratory experiments selected to correspond to the subjects taken in 101 and 102, and open to the same class of students. These are not a routine course in laboratory work, but certain typical set-ups to illustrate the best adaptation of apparatus to the project in hand. Thus the student becomes, "more at home" in handling apparatus and in choosing that best suited to secure most conveniently and most accurately the results sought. One or both of these courses may be taken, as desired. Hours to be arranged. Credit one hour each. Mr. McClure.

**104. Freshman and Premedic Physics, II.** Class discussions, demonstrations and problems on the topics of Magnetism, Electricity, Light, and Radio. Arranged for all who have had a preparatory course, and to apply on premedic requirements, or the general college requirement of six hours Physical Science; also for high school teachers and others desiring a more intensive, though elementary, knowledge of Physics. Daily at 8:00. Credit three hours, or if taken with 108a below four hours. Mr. Atkinson.

**105. Sophomore Physics, I.** The first semester course in college Physics for A. B. engineering and other students of Ohio University or other institutions who desire to earn a credit of three or four hours in the Summer Session toward the completion of required courses. Mechanics and Heat will be studied. Daily at 8:00. Credit three hours, or four hours if taken with 107. Mr. McClure.

**107, 107a, 108a. Sophomore (107), Freshman and Premedic (107a and 108a laboratory courses,** corresponding to the class courses 105 above, 103 given last summer (Freshman I), and to 104 above. Fifteen well-chosen experiments in each course. Time in the laboratory as arranged. Credit for each course one hour. Mr. McClure.

**113. Practical Radio Telephony.** An interesting course in this most fascinating recent addition to college curricula. Offered to radio amateurs, experimenters, listeners-in on the home receiver, and to teachers of Physics and other high school subjects who desire the opportunity to learn more about the construction of various radio parts used in transmitting and receiving; that is, how they are made; also to learn what they are for and how they work. This most absorbing subject is treated in a non-technical and non-mathematical manner. Four days at 9:00. Credit two hours. Individual practical work is also offered in the lay-out and assembly of simple sets, or the more complicated ones if the student has already had some experience in building radio sets; also in making adjustments for satisfactory reception, and certain operation tests on the completed set. Hours for experimental work to be assigned. One hour credit. Mr. Atkinson and Mr. McClure.

**120. Methods in Physics.** A course in the teaching of Physics. Recitations and discussions on the value of Physics as a study, and on its place in the curriculum; objectives in teaching Physics in the high schools; selection of subject matter and order of treatment; method of approach in teaching beginners; the place of class demonstrations and the selection of proper apparatus; the relative importance of laboratory work and the type of experiments to be used; the organization of the laboratory, the planning of the course, and the selection and purchase of equipment. At 10:00, four days. Two hours credit. Mr. Atkinson.

**127. The Modern Automobile.** A simple descriptive explanation of all parts of the gasoline automobile—what they are for and how they work. A splendid course for everybody who owns, drives, repairs, or even merely rides occasionally in an automobile. Four days at 11:00 Credit two hours. Mr. Atkinson.

## PSYCHOLOGY

**201. General Psychology.** This course is designed to give the student a knowledge of the most important facts, laws, and methods of investigation of human mental life. Practical applications to problems of every-day life will be emphasized. The text used, perhaps more than any other recent one, is written simply and concretely, laying stress on the learning process in actual situations in the outside world as well as in school work. Woodworth's *Psychology, A Study of Mental Life*, will be the text; Seashore's *Elementary Experiments in Psychology*, the laboratory manual. At least five sections will be offered, one at each hour during the day. Three hours credit for full course. Dr. Porter, Mr. Peterson, Mr. South.

**205. Educational Psychology.** The primary purpose of this course is to help the student to master the elementary but significant problems and principles commonly accepted by experts as fundamental to good teaching. Discussion and lecture follow actual testing of, and experimentation with, the concrete problems of learning and teaching as found in school subjects' individual differences, and in the many ways in which individuals influence each other. Strong's *Introductory Psychology for Teachers* will be both laboratory manual and text. Parts of Whipple's *Problems in Educational Psychology* will be used as aids in training the student to solve problems frequently met with in school and other work. Three hours credit. Mr. Peterson.

**219. Mental Measurements.** The methods of testing intelligence as worked out by Binet, Terman, and others by individual tests will be demonstrated first by the instructor and later by members of the class. Group intelligence tests will be treated in the same manner. Lectures and discussion will follow rather than precede actual experience in testing. Application of the results of recent investigations in the measurement of intelligence and other mental traits to

school and other social problems such as promotion, methods of instruction, and individual diagnosis and treatment will be emphasized. Such recent books as Dickson's *Mental Tests and the Classroom Teacher*; Pitner's *Intelligence Testing*, and *The 21st Year-Book on Intelligence Tests and Their Uses* will furnish the basis for study in this course. Three hours credit. Dr. Porter.

**430. Clinical Psychology.** An advanced course designed to give the student training and experience in giving, and evaluating the results of a variety of tests and measurements. Individual cases of children from the delinquent, dependent, superior, feeble-minded, and school classes will be used as problems of clinical study. Mental instability as a cause of school and social maladjustment will be studied along with mental deficiency. Recent articles in psychological journals will be used as source material. Three hours credit. Dr. Porter.

**215. Social Psychology and Social Hygiene.** This course will emphasize those facts about the fundamental instincts and habits of children and adults which so largely determine behavior in the social life of the school, home, and business. The use of scientific method to determine the facts and laws of human social life will form an important part of the course. Allport's *Social Psychology* and Bogardus' *Fundamentals of Social Psychology* will be used as the basis for lecture and class discussion. Two hours credit. Dr. Porter.

## PUBLIC SPEAKING

**110. The Directing of High School Dramatics.** This course offers actual practice in coaching and directing an amateur play, in make up, in stage setting, lighting and draping, in acting, and in general dramatization. Reading of a number of successful plays and some consideration of the needs of School and Community Drama Clubs will be a part of the course. Six recitations a week. Three hours credit. 7:00. Mr. Cooper.

**203. Oral Expression.** Required in Kindergarten-Primary and Upper Grade courses. A study in the Oral presentation of subject matter. Two recitations a week. One hour credit. 11:00 W., S., Mr. Cooper.

**123. Oral Interpretation of Literature.** For teachers of English and teachers of Public Speaking and Reading. A study of literary masterpieces from the standpoint of oral interpretation and expression. Four recitations a week. Two hours credit. 10:00 M., T., Th., F. Mr. Cooper.

**103. Public Speaking.** Public Speaking from the point of view of the teacher. Training in addressing classes, Parent-Teachers Associations, and community gatherings. Methods in training boys and girls for work of the socialized recitation, and for contests in declamation and debate. Speech training for citizenship. Four recitations a week. Two hours credit. 11:00 M., T., Th., F. Mr. Cooper.

## SOCIOLOGY

The courses offered in this department are designed to develop in the minds of students an intelligent and appreciative interest in the general problems of moral and social well being. Sociology may be defined as the science of interdependent and integrated living and the art of making harmonious and helpful adjustments in the various relationships of life.

**201. Introductory Sociology.** A brief descriptive study of the genesis and character of some of the more common, and also the most important, human groups, their relations to the individuals who compose them and their general bearing on social progress. Open to freshmen. Four recitations a week. Two hours credit. Mr. Fink and Mr. Bing.

**202. Rural Sociology.** A course designed primarily for those preparing to teach in the rural schools. The course will deal primarily with the conditions and influences which shape rural life and affect the welfare of rural people. Open to freshmen. Four recitations a week. Two hours credit. Mr. Bing.

**203. Principles of Sociology.** The purpose of this course is to direct the student in a comprehensive survey of the most important problems and principles in the general field of sociology and to give him a working use of the chief concepts employed as instruments of sociological analysis and interpretation. Ross's *Principles of Sociology*

will be the principal text, but numerous and extensive references to other standard texts will be made. Not open to freshmen. Six recitations a week. Three hours credit. Dr. Ash.

**204. Principles of Sociology.** A continuation of course 203. Not open to freshmen. Six recitations a week. Three hours credit Dr. Ash.

### SPANISH

**Spanish s101-102. Spanish for Beginners.** This is a double course, reciting two hours daily, and will cover the work of one year of college Spanish. Correct pronunciation and understanding of the fundamentals of grammar will be emphasized. As far as the progress of the class will permit, reading and practice in speaking will be introduced. Twelve hours of recitation a week; six hours credit. Mr. Whitehouse.

**Spanish s104a. Readings in Modern Literature.** This course is intended for those students who have had *one or more years* of college Spanish, and will be adapted to the needs of those entering the class. The work will be designed to meet the needs of teachers or those planning to teach, dealing with such matters as class procedure, material, texts, Spanish civilization, etc. Included in the course will be a thorough review of grammar, composition, reading in modern drama and novel, and occasional lectures. Six recitations a week; three hours' credit. Mr. Whitehouse.



*Important Features*  
of the  
*Summer School*  
1925

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*It is a regular half-semester—all courses are regular full-semester courses—no breaking of courses into fragments.*

*It will count as a regular half-semester of residence toward any diploma or degree.*

*Opportunity or practice teaching in the elementary school and in the junior and senior high schools.*

*RENEWAL OF CERTIFICATES. Due to a new ruling of the State Department of Education teachers who formerly had to complete 5 or 10 semester hours in summer for the renewal of certificates, now need to complete 4½ or 9 semester hours. This plan fits in well with the half-semester nine-week summer school since 9 semester hours can be secured by those who must renew their certificates.*

*Ohio University is a member of the Association of American Universities and of the American Association of Teachers Colleges. This is evidence of high standards.*