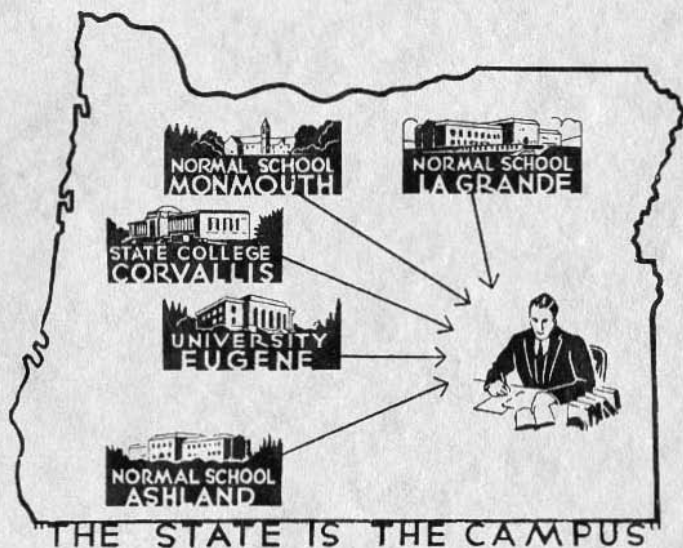


OREGON STATE SYSTEM  
OF HIGHER EDUCATION  
BULLETIN

# Correspondence Study

Announcements for 1933-34



GENERAL EXTENSION DIVISION  
OREGON STATE SYSTEM OF HIGHER EDUCATION

O R E G O N  
STATE SYSTEM OF  
HIGHER EDUCATION  
B U L L E T I N

Correspondence Study

Announcements for 1933-34

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GENERAL EXTENSION DIVISION  
Oregon State System of Higher Education  
Eugene, Oregon

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## GENERAL EXTENSION DIVISION

### Oregon State System of Higher Education

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The General Extension Division of the Oregon State System of Higher Education is that agency of the University of Oregon, Oregon State Agricultural College, and the three Oregon Normal Schools which serves the people of the state with formal instruction in extension classes, correspondence study and adult education, and through visual instruction, municipal service, radio, and social welfare. Its work is organized into the following departments: At Eugene—Correspondence Study, Social Welfare, State-Wide Extension Classes, Municipal Service. At Corvallis—Visual Instruction, Radio. At Portland—Portland Extension Center.

Through the General Extension Division the curricula, personnel, and facilities of all the state institutions of higher education are made available in some degree to every citizen, group and community in Oregon. The activities of the General Extension Division are carried on in close cooperation with those of the Federal Cooperative Extension Service and all other organized agencies in the state.

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# Correspondence-Study

## General Information

The Oregon State System of Higher Education makes available a wide range of instruction for those who are unable to attend classes on the campus of any one of its institutions, and drawing on its educational facilities, also offers to send instruction courses in a wide variety of subjects into any home in the state.

Correspondence-study is carefully organized instruction by means of lesson outlines, prepared by members of the faculties of the institutions. These take the place of lectures and class exercises given to students in residence.

Using these lesson outlines as guides, the student studies the text books and reference materials in each particular course, prepares papers and makes reports. These are mailed to the General Extension Division at Eugene for correction and comment by instructors.

The courses are designed to meet the requirements of the following groups:

(1) Persons not in residence at any one of the institutions in the Oregon State System of Higher Education who desire to take courses entitling them to credits toward an academic degree.

(2) Persons who desire to take courses necessary to satisfy entrance requirements of higher educational institutions.

(3) Persons who for any reason desire to pursue studies under competent supervision, without any reference to academic credit or entrance requirements.

### ADVANTAGES OF CORRESPONDENCE-STUDY

Correspondence-study is in no sense recommended as a substitute for resident study at an educational institution. Nevertheless, instruction by correspondence has many decided advantages for those who, for the time being at least, cannot avail themselves of the opportunities offered by actual presence on a campus. Some of these advantages may be enumerated as follows:

1. Work may be done at any time.
2. Studying may be done at a time and under conditions of the student's own choosing.
3. Studying may be done in leisure hours, without in any way interfering with the breadwinning activities of the student.
4. The student is encouraged to do original thinking in the preparation of his lesson reports. Because he does his work alone, for the most part, there is not the temptation to be guided in his thinking by his classmates. This method of study thus develops the student's resourcefulness and independence.
5. Progress toward the completion of courses may be practically as rapid as the ability and application of the student will permit. Thus the student who grasps ideas quickly is not held back by less brilliant classmates, while, on the other hand, the slower and more methodical student is enabled to choose his own rate of study.



6. Credits earned in correspondence-study may be counted toward a college or university degree or toward a normal diploma.

7. Correspondence-study is inexpensive, both because the fees are small and because the work can be done at home.

### **ELIGIBILITY TO CORRESPONDENCE-STUDY**

**Residents of the State.** The correspondence courses offered by the General Extension Division are intended primarily for residents of the state. Exceptions are sometimes made in the case of students who are bona fide residents of Oregon but who are out of the state temporarily. Special fees are required of non-resident students.

*Correspondence courses and work in residence may not be carried at the same time.* No student is permitted to carry correspondence work while in actual attendance at any college or high school, except by special permission of the institution in which he is a resident student and by consultation with the General Extension Division. All such arrangements must be made through the head of correspondence-study in the General Extension Division.

Correspondence students who register for resident work in an educational institution before completing their course must confer with the General Extension Division to secure an extension of time on the correspondence course.

*Special rules govern the carrying of work by correspondence during the short vacation periods between terms.* In general, students are not permitted to submit correspondence lessons unless the vacation period is one week or longer. Any resident student desiring to do correspondence work during the Christmas or spring vacations must first consult the General Extension Division in regard to procedure. These regulations apply to students in residence at any educational institution.

*No entrance examinations to correspondence-study are required,* but any person of sufficient maturity to carry courses with profit may register for them. The General Extension Division reserves the right, however, to advise students regarding the courses that are best suited to their preparation and needs.

### **GENERAL RULES GOVERNING CORRESPONDENCE-STUDY**

**Application.** A student should select the course he wishes to take, fill out an application blank, a copy of which is found on the last page of this catalog, giving all information requested, and return it to the General Extension Division, with the fee.

**The Lessons.** If a student's application is accepted, the first lessons are sent to him at once with directions for the preparation of written reports, which he is to send in for correction. Additional lessons are sent as needed, so that the student always has a lesson or two on hand.

**Lesson Reports.** Reports are prepared by the student on each lesson and sent to the department of extension teaching for correction by the instructor. Reports should be sent in one at a time as soon as completed in order that the benefit of corrections and suggestions may be had in the preparation of subsequent lessons.

**Corrected Reports.** Students are asked to accept criticism in the helpful spirit in which it is intended, as it is only in this way that an instructor

can guide the student in the correction of his mistakes and lead him to do constructive work. At no time should a student permit himself to pass by portions of lessons that he does not understand. Questions should be asked freely whenever there is any difficulty.

**Time Required.** Those working for credit may not complete more than eight term-hours during any period of three months, if they are regularly employed or are housewives who are able to give only spare time to study. Those giving their full time to correspondence-study, upon satisfactory evidence to the General Extension Division that this is the case, may complete a maximum of twelve term-hours during any period of twelve weeks. There is always the opportunity to dig deeper. Reports should be distributed with approximate evenness throughout the period of study. The secretary or instructor may refuse to accept the reports of a student who hurries his work unduly.

**Length of Course.** Where practicable, courses are outlined in units of sixteen lessons each. Some subjects are treated in a series of units so arranged that students who do not have the time or do not care for all of the units may select those they prefer. A number of courses, however, have twenty-four and thirty-two assignments, and a few have forty-eight.

**Number of Courses.** A student should not register for more than one or two courses at one time. Those who are not familiar with correspondence methods and those who have only spare time for study should never attempt more than one course at a time. When an extensive course is arranged in more than one section, a student should enroll for each section separately.

**Grades.** The grading system is the same as that used in resident classes. It consists of four passing grades, A,B,C,D; failure, F; incomplete, Inc. Students ordinarily receive one of the four passing grades or failure. When the quality of the work is satisfactory, but the course has not been completed, for reasons acceptable to the instructor, a record of incomplete is made and additional time is granted. Exceptional accomplishment is denoted by the grade of A, superior by B, average by C, inferior by D, unsatisfactory or failure by F.

### EXPENSES OF CORRESPONDENCE-STUDY

**Fee.** The amount of the fee for each course is stated in the description of the course on a later page of this catalog. A special fee is charged for out-of-state students. (See page 10).

**When Payable.** Fees are payable in advance and should accompany the application for courses. *Fees will be returned to the student if his application is not accepted, but cannot be returned after the student has been registered longer than three months.*

*No course fee will be returned after a student has begun work.*

*A student may transfer from one course to another by the payment of \$1.00 in addition to any necessary adjustment in fees between the two courses and 50 cents for each assignment completed in the original course.*

*Money should be sent in the form of postal order, express order, or bank draft made payable to the General Extension Division.*

**Out-of-State Students.** Registration in correspondence courses is confined largely to Oregon students but so many requests for courses are

coming from students from other states that the Division permits these students to receive instruction upon the payment of its approximate cost.

Accordingly, a student whose home is not in Oregon may register for a correspondence course by the payment of a special fee of \$5.00 for each course or section of a course, in addition to the regular fee for resident students. The out-of-state fee for any course may be determined by adding \$5.00 to the fee for each course or section of a course announced in this catalog.

**Regulations Covering Non-Resident Tuition.** The Oregon State Board of Higher Education has defined a non-resident student as a person who comes into Oregon from another state for the purpose of attending one of the institutions under control of the Board.

In order to draw a clear line between resident and non-resident students the Board has ordered that all students in the institutions under its control who have not been domiciled in Oregon for more than one year immediately preceding the day of their first enrollment in the institution shall be termed non-resident students, with the following exceptions:

1. Students whose fathers (or mothers, if the father is not living) are domiciled, as defined under (1) below, in the State of Oregon.
2. Children of regular employees of the Federal Government stationed in the State of Oregon.
3. \*Students holding bachelor's or higher degrees from higher educational institutions whose work is acceptable as preparation for graduate work.
4. \*Students in summer sessions.

The Board established the following rules to be observed in determining the resident status of students:

1. Residence and domicile are synonymous and domicile shall be considered to be a fixed permanent residence to which, when absent, one has the intention of returning.
2. A student entering from another state or country is prima facie a non-resident, and to change this residence the burden of proof is upon the student.
3. Residence cannot be changed by mere declaration of intention so to change, and in addition to declaration of intention to change residence, there must be supporting fact sufficiently strong to satisfy the authorities that the intention has actually been effected.
4. In case of minors, change of residence of parents or legal guardians will be closely examined.
5. In case of persons of legal age, such things as residence of parents, or nearest relatives, or wife, or children, or intimate friends to whom one would naturally go in case of illness or other distress, will be considered as factors entering into the matter of intent.
6. Actions will be considered as speaking louder than words in determining the weight of evidence, hence less weight will be given to a person's declarations than to his acts.
7. The length of time in the state will not alone determine residence.
8. Voting residence will not be a determining factor because of the Oregon constitutional provision, Art. II, Sec. 4, providing that a person shall not be held to have gained or lost a residence for the purpose of voting while a student at any institution of learning.
9. Two things, namely, (a) actual habitation and (b) intention of remaining, must exist simultaneously, and the intention to remain must be construed to mean remain permanently and not merely during school term or any other equally temporary time. It must be a bona fide permanent residence with no thought of change in the intent of residence when the school period shall have expired.

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\* These exceptions to the payment of non-resident fees do not apply to correspondence courses.

10. A non-resident at the time of his enrollment must be held to that classification throughout his presence as a student except in those rare cases where it can be proved that his previous domicile has been abandoned and a new one established independent of the college or his attendance thereon.

### EXAMINATIONS IN CORRESPONDENCE-STUDY

**Optional.** Final examinations are optional with the student, but are recommended by the General Extension Division and are required when credit is desired. The General Extension Division urges students to take final examinations in courses in which the lessons have been completed, because it has happened frequently that students who believed they would never use the credit have later changed their plans and have wanted it.

**Time.** To secure credit for a correspondence course, the final examination must be taken within six weeks from the time work on the lessons is completed. Otherwise, special arrangements must be made with the General Extension Division.

**Final Examinations Must be Supervised.** Examinations may be taken at the General Extension Division, or under the supervision of a school superintendent or principal, or some other competent person who is approved by the General Extension Division. Students living in or near Portland may take their examinations at the Portland Center office of the General Extension Division, 814 Oregon building. A student should make arrangements for his examination some time before the date on which he expects to write his paper.

### CREDIT FOR CORRESPONDENCE-STUDY

**Undergraduate.** Sixty term-hours is the maximum amount of credit that may be earned in correspondence courses and counted toward graduation.

**Graduate.** No graduate credit is allowed regularly for correspondence work.

**Entrance.** Students who are deficient in entrance credits may, under certain conditions, make up such deficiencies through correspondence courses. The entrance courses described toward the end of the catalog are for this purpose, although mature students may also enroll for certain college courses for entrance credit. For this purpose, nine term-hours of college credit may be counted the equivalent of one entrance unit.

**Non-matriculated Students.** Students who have not matriculated at an educational institution may have credit for courses recorded provisionally only. After matriculation requirements have been met, correspondence credit may be counted toward graduation.

**Transfer of Credit.** Credits earned in correspondence courses with the General Extension Division may be transferred to other institutions of higher education in the state. There is also an exchange of credits permitted between colleges and universities having membership in the National University Extension Association. The General Extension Division is a member of this Association.

To prevent mistakes in the selection of correspondence courses, any student who expects to have credits transferred should, before his enrollment, secure approval from the school to which the credits are to be transferred.

## Institutional Admission Requirements

In order to be admitted to any of the state higher educational institutions of Oregon a student must be of good moral character and must present evidence of acceptable preparation for work of college grade. Development of character is regarded as a primary aim in education and is emphasized at all the state institutions of higher education.

### ADMISSION TO FIRST-YEAR STANDING

The requirements for admission to first-year or freshman standing conform to the uniform entrance requirements adopted by all of the higher educational institutions of Oregon. The student must have at least fifteen units from a four-year high school or twelve units from a senior high school, earned by entrance examinations or evidenced by a certificate from a standard preparatory school. "Unit" means a subject taught five times a week, in periods of not less than forty minutes, for a school year of not less than thirty-six weeks.

**Preparation Required.** A student must conform to one of the following plans to obtain admission to first-year or freshman standing:

*Plan A.* Presentation of fifteen units from a four-year high school or twelve units from a senior high school. Part of these units are to be grouped into majors (a major is three units in one field) and minors (a minor is two units in one field). The distribution from a four-year high school must include two majors and three minors, of which two majors and one minor or one major and two minors must be selected from some of the following fields: English; languages other than English; mathematics; laboratory science; and social science. One of the majors must be in English. The distribution from a senior high school must include two majors and two minors, of which two majors and one minor or one major and two minors must be selected from some of the following fields: English; languages other than English; mathematics; laboratory science; and social science. One of the majors or one of the minors must be in English.

*Plan B.* Presentation of fifteen units from a four-year high school or twelve units from a senior high school, of which ten units in the former or eight units in the latter must be selected from some of the following fields: English; languages other than English; mathematics; laboratory science; and social science. At least three of the ten units or two of the eight units must be in English.

*Plan C.* Presentation of fifteen units from a four-year high school or twelve units from a senior high school by students of exceptional ability as demonstrated by superior achievement in preparatory work including the classification of the student in the upper quartile of the graduating class and the unreserved recommendation of the high school principal. In addition the student may be required to demonstrate his ability by obtaining a high rating in a college mental test. Eight of the fifteen units, however, or seven of the twelve units, must be selected from some of the following fields: English; languages other than English; mathematics; laboratory science; and social science. At least three of the eight units or two of the seven units must be in English.

No credit under any of the plans is granted for penmanship, spelling, physical education, or any subject commonly classified as a student activity.

**Special Requirements.** In addition to the foregoing entrance requirements, which must be met by all applicants for admission to the first-year or freshman class, certain special subjects are necessary for admission to some of the professional and technical schools. Students planning to major in any phase of Engineering should if possible take a full year of physics in high school. In order to be admitted to any of the Engineering curricula a student must have one unit in elementary algebra, one-half unit in higher algebra, and one unit in plane geometry. Students planning to major in Architecture are advised to take preparatory units in solid geometry, trigonometry, advanced algebra, and mechanical drawing. Students planning to major in Music are required to have completed a satisfactory preparatory course in music.

**Admission Procedure.** Evidence of preparation for entrance to the freshman class may be established by either (1) certificate, or (2) examination.

**Admission by Certificate.** Applicants who are residents of Oregon are admitted on presentation of the required entrance units from a standard high school, certified by the principal or superintendent on the regulation form for this purpose. Copies of the blank, *Uniform Certificate of Secondary School Record*, used by Oregon institutions of higher learning, are furnished by the registrar on application of either student or principal. The certificate, properly signed, should be filed with the registrar at least two weeks before the opening date. Applications received subsequent to this time are not rejected, but it is impossible to acknowledge receipt of certificates and students may be delayed in completing registration.

Applicants not residents of Oregon must meet all requirements made of Oregon residents; in addition, such applicants are admitted only on a basis of personal selection establishing their fitness to do college work and including evidence of superior ability as demonstrated by high school record. In general, only those non-resident applicants are admitted who rank in the upper one-half of their graduating class.

**Admission by Examination.** In common with the practice of most institutions of higher education throughout the country, College Entrance Board examinations are accepted. The examinations for 1933 for states west of the Mississippi River have been scheduled for May 22, 1933, at numerous points. Those interested in seeking admission through these examinations should correspond with the secretary of the College Entrance Examination Board, 431 West 117th Street, New York City.

**Entrance Credit by Examination.** Students who lack only a unit or two of entrance credit may arrange with the General Extension Division to remove such deficiencies by special examinations. The fee for such examinations is \$5.00 for each unit of credit or fraction thereof.

**Use of College Credit for Removal of Deficiencies.** Mature students who prefer to remove entrance deficiencies by credit earned in college courses may count nine term-hours of credit earned in correspondence courses of college grade as the equivalent of one entrance unit.

### **ADMISSION TO ADVANCED STANDING**

Advanced standing is granted to students transferring from institutions of collegiate rank. All applications for advanced standing must be submitted to the registrar and must be accompanied by official transcripts covering both high school and college records and letters of honorable dismissal.

The amount of credit granted upon transfer is determined by the committee on academic requirements, which takes into consideration, among other things, the nature of the institution, the quality of the applicant's scholarship, the content, quality, and quantity of the courses completed and their relation to the course of study to be undertaken by the student submitting them. Credit is granted only to the extent to which courses pursued elsewhere articulate with the requirements of the school or department in which the student matriculates. Final determination of the amount of advanced standing may be deferred until after the student has been in attendance for at least three terms.

A student wishing credit for work done other than in regularly organized courses of an accredited educational institution must petition the committee on academic requirements for permission to take examinations in specified courses, as listed in the catalog. In no case may such examinations be based on work done in high school prior to high school graduation.

### **ADMISSION AS SPECIAL STUDENTS**

Special students are of two classes: (a) those not qualified for admission as regular students but qualified by maturity and experience to carry one or more subjects along special lines; and (b) those qualified for admission as regular students who are not working toward a degree and do not care to follow any of the degree curricula.

An applicant for admission as a special student must be not less than 21 years of age and must file with the registrar documentary evidence sufficient to prove his special fitness to pursue the subjects desired. Credits earned by special students shall not subsequently be counted toward a degree until the student has completed at least two years of work (93 term hours) as a regular student. In case a regular student changes to special status, work done while ranking as a special student will not count toward a degree.

### **PLACEMENT EXAMINATION IN ENGLISH**

All students registering as freshmen are required to take a preliminary examination for the purpose of demonstrating their preparation in English. The examination covers the fundamental principles of grammar and requires evidence of the student's ability to apply these principles in writing. Students failing to obtain a satisfactory grade in this examination are required to pass satisfactorily English K before registering for work in English composition.

Students wishing to clear the regular written English requirement may arrange with the General Extension Division to take this placement examination.

### **ADMISSION TO GRADUATE STUDY**

Graduates of standard colleges and universities are admitted to graduate study by the registrar on presentation of an official transcript of

the credits on which their bachelor's degree is based. But admission to candidacy for an advanced degree is determined only after a preliminary examination, given when a student has completed approximately fifteen term hours of graduate work.

Graduates of other than standard universities and colleges are expected to obtain the bachelor's degree from a standard institution before proceeding to graduate work.

Graduates of standard colleges and universities who desire to take additional work either of graduate or undergraduate character, without seeking an advanced degree, may be admitted to graduate study and be extended the privileges of such classification.

Although credit earned in correspondence courses may not be counted toward a graduate degree, graduate students may frequently use correspondence courses to advantage in the completion of prerequisites to graduate courses.

### REQUIREMENTS FOR DEGREES AND CERTIFICATES

**For the Junior Certificate.** The first two years of a student's time are spent in fulfilling the requirements for a junior certificate leading to upper division standing. The requirements† for a junior certificate are as follows:

1. Term Hours: Minimum, 93.
2. Grade Point Average: Minimum, 1.00.
3. English K: A general examination in English required upon entrance. If this examination is not passed, the course designated as English K must be taken and passed.
4. English Composition: Minimum, 9 term hours.
5. Physical Education: 6 terms.
6. Military Science: 6 terms for men.
7. Personal Hygiene: 3 term hours for women.
8. Group requirements.\*

**For the State Normal School Diploma.** For graduation each of the three State Normal Schools requires completion of a standard normal school curriculum, comprising a total of 96 term hours of academic and professional subjects—the equivalent of 16 term hours each term for two terms.

**For the Bachelor's Degree.** When a student has fulfilled all the requirements for a Junior Certificate he may begin Upper Division work in the college or school of his choice and become a candidate for a bachelor's degree. The requirements for the bachelor's degree are as follows:

1. Junior Certificate.
2. Term Hours: Minimum total, 186, including—
  - (a) The hours earned in obtaining the Junior Certificate.
  - (b) A minimum of 45 hours in upper division courses.
  - (c) A minimum of 36 hours in major department, of which 24 must be upper division.

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\* See official catalogs or write General Extension Division.

† According to a ruling of the Association of American Law Schools in regard to correspondence-study, pre-legal students may not count credit earned in correspondence courses toward the completion of requirements for the Junior Certificate.



- (d) A minimum of 45 hours earned after obtaining the Junior Certificate.
- (e) For B.A.: 36 hours in Arts and Letters, including two years (normally 24 term hours) in a foreign language subsequent to high school graduation.
- (f) For B.S.: 36 hours in either Social Science or Science.
- (g) For B.S. in a professional or technical field: 36 hours in the professional or technical school in which the student has majored.
- (h) For professional bachelor's degree: Recommendation of the dean of the student's major school for the particular degree.
3. Grade-Point Average: Minimum, 1.00.
  4. Residence: Minimum, 45 term hours (normally the last 45).
  5. Dean's Recommendation: In addition to other requirements the student must have fulfilled requirements of his major school and must be recommended by the dean of his school.

## Academic Procedure

The academic year throughout the state system of higher education is divided into three terms of approximately twelve weeks each. Summer sessions on the various campuses supplement the work of the regular year. Students may enter at any term but are advised to enter in the fall. It is especially important that first-year or freshman students be present for the opening of Freshman Week.

### DEFINITIONS

*A course* is one of the instructional subdivisions of a subject offered through a single term.

*A year-sequence* consists of three closely articulated courses in a subject extending through the three terms of the academic year.

*A curriculum* is an organized program of study arranged to provide definite cultural or professional preparation.

*A term hour* represents three hours of the student's time each week for one term. This time may be assigned to work in classroom, laboratory or outside preparation. The number of lecture, recitation, laboratory, studio, or other periods per week for the respective courses is indicated in the course descriptions or the regular printed schedules.

*Enrollment in correspondence courses is not confined to terms, but students may register for courses at any time during the year.*

### COURSES MEETING REQUIREMENTS

Students who are looking toward work in residence at one of the state institutions of higher education and who want to select correspondence courses which will meet definite graduation requirements should note carefully the courses, which will be accepted by the University and State College in satisfaction of requirements. *Such students should always state clearly to the General Extension Division their purpose in taking correspon-*

dence-study so that no mistake will be made in the selection of courses; otherwise a student may find after he has completed a course that he cannot secure full credit because of general or departmental requirements.

The *Written English requirement* may be fulfilled by the course on Principles of Good Writing. Information on group requirements may be obtained by consulting the official catalogs or writing the General Extension Division.

Many ambitious young men and women desire to prepare themselves to fill more responsible positions than they are holding, but are compelled to postpone requisite university or technical training until enough money has been saved to have a year or two free for study. For such persons, correspondence courses offer special possibilities. These courses may be carried without interfering in any way with gainful employment. If carefully chosen with a view to future training, they frequently can be made to shorten materially the period of resident study, and by enabling the student to dispose of preparatory courses, leave more of his time free for advanced work.

Students who are planning to enter the University or the State College will find that there are many opportunities provided by correspondence courses to clear regular requirements for graduation. Some definite suggestions of courses that will apply in the various schools and departments in these two institutions are given herewith. However, before students make final plans for correspondence-study they should write to the registrar of the institution that they expect to enter for full information about requirements in the particular school or department in which they are interested. They should also confer with the head of correspondence-study regarding the best courses to satisfy given requirements.

*Courses marked with the star (\*) are suitable for freshmen*

## UNIVERSITY OF OREGON

### College of Arts and Letters

#### Majors in English Literature and Pre-Library

*English Literature Survey .....	9 hours
*French or German (2 years) .....	24 hours
*English History .....	9 hours
*English Composition .....	9 hours
Shakespeare .....	9 hours
American Literature Survey .....	4 hours
Psychology .....	9 hours

#### Majors in German or Romance Languages

*German, French, or Spanish .....	21-24 hours
*English Literature Survey .....	9 hours
*English Composition .....	9 hours
History or Economics .....	9 to 12 hours
Psychology, Sociology or English .....	9 hours

### School of Business Administration

*Constructive Accounting .....	12 hours
*English Composition .....	9 hours
*Unified Mathematics .....	12 hours
Principles of Economics .....	9 hours
Money and Banking .....	5 hours
Such electives as: Home economics, literature, foreign language, beginners' psychology, geography, history, sociology, economic history.	

**School of Education**

*Mental Hygiene .....	3 hours
*Introduction to Education .....	3 hours
*Beginners' Psychology .....	9 hours
Principles of Economics .....	9 hours
Norms: Courses in subjects selected for norms may be taken, especially in English, history and economics, home economics and mathematics.	
*English Composition .....	9 hours

**School of Fine Arts**

*English Composition .....	9 hours
*English Literature Survey .....	9 hours
*Foreign Language (for students working toward a B.A. degree) French, German, or Spanish	
Stresses	
Advanced Graphic Statics	
Elementary Structural Design for students in Architecture	
Electives, such as: Unified mathematics, literature, geology, geography, history, psychology, economics.	

**School of Journalism**

*English Composition .....	9 hours
*Elementary Newswriting .....	3 hours
*French, German, or Spanish	
*English Literature Survey .....	9 hours
Psychology .....	9 hours
Sociology .....	9 hours
Principles of Economics .....	9 hours
History	

**School of Physical Education**

*English Composition .....	9 hours
*English Literature Survey .....	9 hours
*Beginners' Psychology .....	9 hours
Electives, such as: Sociology, English, history, economics, foreign language.	

**College of Social Science**

*English Composition .....	9 hours
*Foreign language—French, German, Spanish	
*English Literature Survey .....	9 hours
History	
Principles of Economics .....	9 hours
*Beginners' Psychology .....	9 hours
Geography .....	9 hours
Sociology .....	9 hours

**OREGON STATE AGRICULTURAL COLLEGE****School of Agriculture**

*English Composition .....	9 hours
*Botany .....	9 hours
Electives from such subjects as: Home economics, psychology, elementary newswriting, history, literature, sociology.	
Principles of Economics .....	9 hours

**School of Engineering and Mechanic Arts**

*English Composition .....	9 hours
*Unified Mathematics .....	12 hours
College Physics .....	9 hours
Differential and Integral Calculus .....	12 hours
*Mechanical Drawing .....	6 hours
*English Literature Survey .....	9 hours
Principles of Economics .....	9 hours
Electives: Such courses may be used as English, history, graphics, stresses, elementary structural design, geology, geography.	

**School of Forestry**

*Botany (Plant Biology and Systematic Botany) .....	6 hours
*English Composition .....	9 hours
*Unified Mathematics .....	12 hours
Principles of Economics .....	9 hours
Electives recommended: Principles of dietetics, money and banking, American literature, commercial English, calculus.	

**School of Home Economics**

*English Composition .....	9 hours
*Elementary Newswriting .....	3 hours
*English History .....	9 hours
*English Literature Survey .....	9 hours
Psychology .....	6 or 9 hours
Household Management .....	3 hours
Child Development .....	3 hours
Clothing Selection .....	3 hours
Principles of Dietetics .....	2 hours
Food Purchasing .....	3 hours
House Furnishing .....	3 hours
Electives in such subjects as: English, literature, history, sociology, economics.	

**School of Pharmacy**

*English Composition .....	9 hours
History .....	9 hours
*German or French .....	12 hours
Constructive Accounting	
Other suitable courses are: English, literature, physics, history, eco- nomics.	

**School of Science**

*English Composition .....	9 hours
Other courses may be selected in line with the student's major inter- est; for example:	
Botany:	
*Plant Biology	
*Systematic Botany	
*Advanced Systematic Botany	
Shrubs and Trees	
Chemistry:	
*Unified Mathematics .....	12 hours
Calculus .....	12 hours
*College Physics (correspondence course should be supplemented with a three hour laboratory course).	
*German	
Physics:	
*College Physics	
*Unified Mathematics	
Meteorology	
Mathematics:	
*Unified Mathematics .....	12 hours
Differential and Integral Calculus .....	12 hours
*Algebra (a course in intermediate algebra is available for stu- dents who have not had three semesters of algebra in high school).	

**PRE-MEDICAL WORK**

(Offered at both University and College)

*English Composition .....	6 to 9 hours
*German or French .....	20 hours
College Physics (with laboratory) .....	12 hours
Electives: These may include such courses as beginners' psychology, Introduction to sociology, unified mathematics, and principles of economics.	

### STATE NORMAL SCHOOLS

**For Normal School Credit.** The State Normals in Oregon permit students to apply toward graduation a limited number of credits earned in correspondence courses. Correspondence courses which may be substituted for required courses at the Normals are:

Advanced Writing, Part I, for Essay Writing, 3 credits.  
 Elementary Psychology for Elementary Psychology, 3 credits.  
 History of Oregon for Oregon History, 2 credits.  
 Introduction to Sociology for Elementary Sociology, 2 credits.

Any one of the following may be substituted for the courses in literature required:

Contemporary American Novel.  
 Contemporary English Novelists.  
 Early American Literature.  
 Recent American Literature.  
 3 credits only are allowed.

The following courses may be substituted for entrance examinations:

Review Course in Arithmetic.  
 Review Course in Grammar.  
 Entrance Course in American History.

Not more than 12 credits of correspondence work will be accepted toward graduation.

### CORRESPONDENCE COURSES FOR TEACHERS

**State Requirement in Education.** Nine of the 15 semester or 13 of the 23 term-hours required in education for a teacher's certificate may be taken by correspondence, but at least six semester-hours (nine term-hours) should be completed in a regular session at a standard institution of higher education or in summer sessions. This applies to teachers whose college work has been done at some place other than the University of Oregon or the Oregon State Agricultural College.

**Education Majors.** Students who are working for a degree from the University or the State College with a major in education or who expect to secure a recommendation for teaching from the School of Education are expected to complete requirements in education in residence. This rule applies especially to students who have had no practical teaching experience. Exceptions to the rule are sometimes made for experienced teachers who are working toward a degree but who must fulfill a portion of the requirements through extension courses. Such exceptions are always made with the approval of the Dean of the School of Education.

Students who expect to teach are advised to make specific preparation in the subjects which they prefer to teach, by taking the suggested minimum of work in at least one or two departments in accordance with special lists of courses prepared by the school of education in consultation with the departments concerned.

Courses may sometimes be selected to meet definite requirements; for example, students who expect to teach English must take a certain group of courses in English and literature, known as an English "norm." Of the required courses in the English "norm," Shakespeare, American Literature Survey, and English Literature Survey may be taken by correspondence. In a similar manner, students are often able to select correspondence courses along other lines that will help to meet requirements.

## College Correspondence Courses

### ASTRONOMY

Ph C 101. **Astronomy.** This course is for those who desire to gain information concerning the laws governing the stars, planets, sun, moon, comets, and nebulae; to become familiar with the appearance and names of the constellations and the mythology connected with them; and to study the lives of the great astronomers of all times. The aim is to make the course cultural as well as scientific. Observations are required with practically every lesson. No optical aid is necessary, although a pair of opera or field glasses will be found helpful. Assigned reading outside the texts will often be made, depending upon the library facilities at the command of the student.

Prerequisites are: elementary algebra and plane and solid geometry. A knowledge of elementary physics will be helpful but is not required.

Credit: Six term-hours. 32 assignments. Fee, \$14.00.

Texts: Fath, Elements of Astronomy, 1928 edition, McGraw-Hill Book Company; McKready, A Beginner's Star Book, Putnam's Sons.

### BIRD STUDY

Z C 150. **Bird Study.** These lessons constitute a combined reading and laboratory course, the aim of which is to acquaint the student with some of the interesting facts connected with the biology of the bird, its habits, powers of adaptation, economic value, and to assist the student in training his own powers of observation to the end that he may become acquainted first hand with the common western birds. Most people find familiarity with birds to be highly pleasurable; thus a knowledge of birds adds both to cultural attainment and to the joy of living. The out-of-doors will provide the necessary laboratory. The lessons are illustrated with drawings and photographs showing important characteristics of bird physiology or habits.

Credit: Three term-hours. 19 assignments. Fee, \$8.50.

Text: At least one good book on western birds is needed for identification purposes. Students are advised to purchase either Birds of the Pacific Coast, by W. A. Eliot, 1923, Putnam's Sons, or Handbook of Birds of the Western United States, Revised, by Florence M. Bailey, 1916, Houghton-Mifflin Co. The first book, illustrated with plates, is small enough to be carried in the pocket. The latter is much larger but also much more complete. It contains a large number of illustrations in black and white.

### BOTANY

Bot C 150. **Elementary Botany, Plant Biology.** A study of life and the life processes as shown in the plant. The lessons will include structure, physiology, reproduction and dissemination of plants, and will require the observation of specimens of typical plants both flowering and non-flowering, with only as much textbook work as is necessary to coordin-

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NOTE: The number before the title of a course indicates whether the course carries upper or lower division credit. Numbers from 1 to 299 indicate lower division; numbers 300 and above indicate upper division.

ate and unify the work. A good magnifying glass is absolutely essential.

Credit: Three term-hours. 16 assignments. Fee, \$8.00.

Text: Elements of Botany, Holman and Robbins, John Wiley and Sons.

**Bot C 151. Systematic Botany.** This course will consist of sixteen lessons dealing with some of the typical flowers, and leading up to an understanding of the use and meaning of the common descriptive terms, and the description, naming, and pressing of ten Oregon plants representing at least five families, and the ability to classify plants from written descriptions.

Credit: Three term-hours. 16 assignments. Fee, \$7.00.

Text: Elementary Flora of the Northwest, Frye and Rigg, American Book Co. For those desiring more extensive descriptions, and planning to continue plant classification, the following are recommended: Flora of the Northwest Coast, Piper and Beattie, Washington State College, Pullman, for students residing in the valley or on the coast; Flora of Southeast Washington, and Adjacent Idaho, Piper and Beattie, for students living in Eastern Oregon.

**Bot C 152. Advanced Systematic Botany.** This will be a continuation of the previous course, and is intended for those who desire to make a more extended classification of plants. (a) The course will comprise the description, naming, and pressing of 30 plants other than those described in course 2, and representing not less than 20 families. (b) The ability to distinguish fifteen families without the aid of the text. (c) A paper on the history of American botany and botanists with special reference to the Northwest.

Credit: Three term-hours. Fee, \$7.00.

**Bot C 350. Shrubs and Trees.** This course will comprise: (a) The description and naming, together with the specimens, of 30 shrubs and trees, including evergreen and deciduous. (b) An account of the economic uses of these or 30 other trees and shrubs. (c) A paper on the government forests, their care and value to the country.

Credit: Three term-hours. 16 assignments. Fee, \$7.00.

Text: Sudworth, Trees of the Pacific Slope. To be obtained from Superintendent of Public Documents, Washington, D. C.

## BUSINESS ADMINISTRATION

**BAC 111, 112, 113. Constructive Accounting.** This course may be taken by students to clear the prerequisite in accounting required of all students who enroll in advanced courses in business administration. It is also designed to be of service to those who are interested in accounting from an immediately practical point of view, either as a profession or as a valuable aid in other lines of business endeavor. The course goes much farther than the ordinary course in bookkeeping. While training in bookkeeping is not prerequisite, the student who completes the course will experience little difficulty in following out the routine of almost any bookkeeping system, and will have also a knowledge of the way in which accounting records are designed to assist the manager of a business. It should enable him to keep a set of

books with more than ordinary intelligence, for he is taught to think of the facts he is recording as picturing business relationships instead of mere automatic recording of more or less meaningless figures.

Credit: Twelve term-hours. 22 assignments in each of three sections. Fee, \$11.00 for each section, or \$33.00 for the entire course.

Text: Folts and Stillman, *Interpretive Accounting*, Longmans, Green and Co.

**BA C 468. Real Estate.** The business of real estate involves a very high type of salesmanship. The conditions and considerations surrounding the purchase and sale of a piece of real estate are of much more importance than those involved in the purchase and sale of almost any other kind of property. The real estate salesman should be aware of all of them, take them into account, and weigh them properly. In this way only can he establish a truly confidential relationship and retain it. This course gives attention to business problems connected with the purchase, sale, and management of real estate; valuation, building operations, insurance and financing of real estate transactions; legal phases, contracts, liens, taxes and assessments, transfer of titles, deeds, bonds and mortgages. The best methods of selling real estate receive special attention.

Credit: Two term-hours. 12 assignments. Fee, \$11.00.

Texts: Clark Timmins, *Selling Real Estate*, D. Appleton & Co.; Berge, A. J., *National Association Real Estate Boards*, 814 Straus Bldg., Chicago, Ill., *Maps, Charts, and Graphs*. (This latter material may be secured from T. W. Zimmerman, Abington Building, Portland, Oregon, at 25 cents a copy.)

### DRAWING

Students who wish to prepare for professional work in drafting and architecture are given practical instruction through these courses. The work is planned for beginners and for those who have had some practical experience, but who need instruction that will systematize and coordinate their knowledge.

**AA C 150. Mechanical Drawing.** The use and care of drafting instruments, geometric drawing, practical applications of the principles of orthographic projection to drafting-room practice, etc., are taught the student. Neat, plain lettering, shop drawings, tracings and isometric drawing receive special emphasis.

Credit: Six term-hours. 30 assignments. Fee \$14.00 or \$7.00 for either half; credit for entire course only.

Text: French, *Engineering Drawing*, McGraw-Hill Book Company. (Fourth edition).

Materials, including text and drawing paper, cost from about \$19.45 to \$24.45, depending on the number and quality of instruments purchased. A list of materials will be sent on request.

**AA C 319. Advanced Graphic Statics.** Graphic methods are deduced and used for determining the bending movement, shear and deflection in beams; center of gravity and movement of inertia of a plane area; stresses in voussoir arches; deflection of trusses. No outside textbook is required.

Credit: Two term-hours. Fee, \$5.00.



AA C 320, 326. **Stresses.** Principles involved and methods used in determining the tensile and compressive stresses in the various members of framed structures, such as roof trusses, highway and railway bridges, cantilever trusses, three hinged arches, etc. Both dead and live loads are analyzed by algebraic and graphic methods. A knowledge of mathematics through trigonometry is essential. The course may be taken in two sections of two term-hours each. Section 1 covers lessons 1-14; section 2, lessons 15-24.

Credit: Four term-hours. 24 assignments. Fee, \$10.00 or \$5.00 for each section.

AA C 420, 421, 422. **Elementary Structural Design.** The principles that enable one to compute the proper sizes to use in the various parts of trusses, machines, steel framework or other objects under stress are explained and applied to practical problems. The course is divided into three sections as follows:

Section I—Discussion of tensile, compressive and bending stresses. Use of beam and column formulae. Applications to wooden design. Assignments 1-15; Section II—Steel riveting; steel truss design; plate girder design, Assignments 16-27; Section III—Principles and formulae used in the design of reinforced concrete; applications to simple beams, columns, floor slabs, Assignments 28-36.

Credit: Six term-hours, or two for each section. Fee, \$15.00 or \$5.00 for each section.

Text: Steel Construction, published by American Institute of Steel Construction, 200 Madison Avenue, New York City, 9th printing, 1932. Much of the text is included in the mimeographed lessons, but the steel handbook will be needed for reference.

### ECONOMICS

The aim of these courses is to meet the needs of students who are preparing for active business or for the professions of journalism, social service work, and the ministry, and for teaching such subjects as history, economics and literature. They duplicate as nearly as possible the work done in similar courses on the campus, and also provide opportunity for research along the lines that are of particular or local interest to individual students.

Ec C 150. **Economic History.** A study of primitive stages of industry, the origin and growth of institutions and property, the rise of the modern industrial system, the development of foreign trade, the epoch of the great inventions, and the chief characteristics of modern industry. While the main emphasis is upon the economic and industrial development of England and the United States, the course is sufficiently general to furnish a broad view of economic movements throughout the world. A bibliography of books on various phases of economic history, which may prove interesting and helpful to the student, is included in the first lesson of the course.

Credit: Six term-hours. 32 assignments. Fee, \$14.00.

Texts: Cheyney, An Introduction to the Industrial and Social History of England, Macmillan, 1920; Day, A History of Commerce, Longmans Green and Co., 1920; Cras, An Introduction to Economic History, Harpers, 1922.

Ec C 201, 202, 203. **Principles of Economics.** For convenience, the work

of the course is arranged under the following main topics: introduction—preliminary survey of the field; wealth—productive factors and organization; value and exchange—market price; money and the mechanism of exchange; foreign exchange and the tariff question; distribution—theory of interest, rent and wages; problems of labor and protective legislation; railways and trust problems; socialism. The aim of the instruction given in the lessons is to cultivate the critical faculties of the student and develop ability to apply economic theory to the solution of practical problems. The course is in three sections of three term-hours each, so arranged as to permit any of them to be substituted for the corresponding term of the resident course.

Credit: Nine term-hours, or three for each section. 16 assignments in each section. Fee, \$21.00, or \$7.00 for each section.

Texts: Taussig, *Principles of Economics*, two volumes, Macmillan Co., Third Edition (Revised); Keezer, Cutler and Garfield, *Problem Economics*, Harper & Bros.

**Ec C 413. Money, Banking and Economic Crises.** This course aims, as nearly as possible by correspondence, to duplicate the course in Money, Banking and Economic Crises (Economics 413) as given in class. The theory of money, nature and use of credit and its relation to prices, the importance of a stable standard bimetallicism in theory and practice, the monetary history of U. S., nature and function of banks, relation of banks to stock exchange, the defects of our currency system and suggestions for reform are examined and discussed in the reading. Finally, the theory and remedies for crises are treated.

Credit: Five term-hours. 33 assignments. Fee, \$11.00.

Texts: Johnson, J. F., *Money and Currency*, Ginn and Company; White, Horace, *Money and Banking*, Ginn and Company; Holdsworth, John T., *Money and Banking*, Appleton; Pratt, Sereno S., *Work of Wall Street*, Appleton; Jones, Edward D., *Economic Crises*, Macmillan. (This admirable book is now out of print, but a limited number of copies may be loaned by the University of Oregon Library. In case a student is unable to obtain a copy from the Library, the Extension Division will supply a compilation of the essential chapters in Jones' work, which the publisher has kindly allowed the instructor to reprint for use in his classes.)

The student should also provide himself with some up-to-date compendium of statistics like the *World Almanac* and should have at hand some of the recent numbers of the *Monthly Labor Review* published by the United States Labor Department. This latter publication can be had at a nominal price from the Superintendent of Public Documents, Washington, D. C.

**Ec C 323. Economics of Business Organization.** This course deals with such topics as the nature of business organization, the classification and test of efficiency of business organizations, individuals in business, partnerships, joint stock companies, corporations, and the simple business trust. *Principles of Economics* is a prerequisite course.

Credit: Four term-hours. 23 assignments. Fee, \$9.00.

Texts: The number of text-books which must be purchased for this course depends to some extent upon the library facilities available to the student. Before enrolling therefore, students should write to the General Extension Division for information in regard to texts.

**Ec C 435. Railway Economics.** An idea of the contents of this course may be gained from the lesson headings, which read: The scope of transportation; the beginnings of the railroad; the growth of American railroads; the mechanics of the railroad; the present railroad system in the United States; the railroad corporation and railroad capital; construction finance; capitalization and valuation; physical valuation; earnings, expenses and dividends; freight service; passenger service; express and mail service; competition and combination; consolidation and monopoly; the theory of rates and fares; rate making in practice; railroad regulation in France and Italy; regulation of railroads in the United States; the courts and railroad regulation; government ownership and operation. Principles of Economics a prerequisite.

Credit: Four term-hours. 22 assignments. Fee, \$9.00.

Texts: Johnson and Van Metre, Principles of Railroad Transportation, D. Appleton, 1922. Mimeographed supplements will also be furnished by the General Extension Division with certain lessons.

**Ec C 436. Principles of Ocean Transportation.** The history of the ocean carrier is studied as an introduction to the underlying principles of the present problems of the merchant marine and ocean traffic. The ocean transportation service, the organization of ocean carriers with their relation to one another and to the public, and government aid and regulation of ocean commerce and transportation are especially studied. The courses in economic history and the principles of economics, or their equivalent, are prerequisites.

Credit: Four term-hours. 22 assignments. Fee, \$9.00.

Texts: Johnson and Huebner, Principles of Ocean Transportation, Appleton, 1919; Zimmerman, Ocean Shipping, Prentice Hall, 1921.

**Ec C 437. Regulation of Carriers.** This course attempts to answer the following questions which press forward continually into public discussion: Who are common carriers? Why should they be regulated? Who should regulate them? How should they be regulated? For Western students, emphasis is properly based on railroads as objects of, and problems for, regulation. At the same time the new and important problems of the regulation of motor trucks and busses and the regulation of carriers by water, whether on inland waterways, coastwise, or on the ocean, are not forgotten. Principles of Economics is a prerequisite, and courses in railway economics and ocean transportation would be helpful.

Credit: Four term-hours. 23 assignments. Fee, \$9.00.

Text: Vanderblue and Burgess, Railroads: Rates, Service, Management, Macmillan, 1923. Mimeographed supplements dealing with the regulation of water traffic will be furnished by the General Extension Division in connection with a number of the lessons.

## EDUCATION

The School of Education offers courses for the benefit of teachers who wish to increase their professional training, and for inexperienced teachers who have not had the advantages of normal or collegiate instruction. Students whose major subject is education or who expect to secure a recommendation for teaching from the School of Education should consult the Dean of the School before enrolling for correspondence courses. The

following courses are especially valuable to teachers in service, not only keeping them abreast with new developments in educational philosophy and general practice, but also furnishing stimulation to effective solution of the immediate problems of the classroom.

**Ed C 102. Mental Hygiene.** This course deals with the habits, attitudes, and proper functioning of a normal mind. The point of view of the entire course is that nothing else in life is of such consequence as the "acquisition of habits of healthful activity, physical and mental." Training counts then, not merely instruction. The aim of such a course as this is positive rather than merely the prevention of mental disorder. It looks toward the acquisition of proper "conditioned reflexes," and so is in line with the last word in modern psychology.

Credit: Three term-hours. 16 assignments. Fee, \$7.00.

Texts: Burnham, *The Normal Mind*, Appleton, 1924; Groves and Blanchard, *Introduction to Mental Hygiene*, Henry Holt and Company, 1930.

**Ed C 103. Introduction to Education.** In this course will be found a brief outline of the main plans for the organization of public education; the place and importance of education in our national life; the important present-day problems of education as they relate to the pupil, the teacher, and the parent; the general nature of learning; the scope of the public school system; the problems of rural education; the problems of educational finance; and the outstanding present-day problems of educational work.

Credit: Three term-hours. 16 assignments. Fee, \$7.00.

Texts: Clapp-Chase-Merriman, *Introduction to Education*, Ginn & Co., 1929; Cubberley, *Introduction to the Study of Education*, Houghton Mifflin Co., 1925.

**Ed C 350. Modern Methods of Teaching in the Upper Grades and High School.** This course is thoroughly practical. It deals with problems that confront the teacher every day in the class-room, such as, questioning, assignment, and review procedure; supervised study; visual instruction; socialized class procedure; project teaching; measuring the progress of pupils by means of standard tests and scales; adjustments of instruction to individual differences; and technique of controlled class-room experimentation.

Credit: Three term-hours. 16 assignments. Fee, \$7.00.

Text: Harl R. Douglass, *Modern Methods of High School Teaching*, Houghton, Mifflin Company. Other books are required, but they may be borrowed from a public library.

**Ed C 351. Problems of the Classroom.** The purpose of this course is, first, to guide the teacher into an elementary knowledge of methods of research, and then to the selection and actual working out of a class-room problem. The problems suggested deal with character education. However, other problems may be selected if first definitely approved by the General Extension Division. Research on the problem must be carried over a period of twelve weeks.

Credit: Two term-hours. 10 assignments. Fee, \$5.00.

Texts: Buckingham, *Research for Teachers*, Silver, Burdett & Company; Neumann, *Education for Moral Growth*, D. Appleton & Company.

**Ed C 352. Child Study.** An inquiry into the behavior of infancy and childhood. This course is designed, first of all, for parents; second, for teachers, to whom falls the task of supplementing and often correcting earlier influences in the process of socializing the child. Such subjects as learning to eat, walk, talk, sleep, etc., are given especial attention because of the psychological significance of these activities in the building of the personality. Throughout the course emphasis is put on the harmonious development of the emotional life of the child.

Credit: Three term-hours. 16 assignments. Fee, \$7.00.

Texts: Blanton and Blanton, *Child Guidance*, Century Company; Van Waters, *Youth in Conflict*, New Republic Press.

**Ed C 416. Measurement in Secondary Education.** A study of the construction and desirable uses of various standard tests and scales for measuring achievement in secondary school subjects. Such elements of statistical method will be given as are necessary for intelligent use of the tests. It is hoped that all students who take this course will enter the study of standardized tests with an open mind, willing to give to tests, both mental and achievement, all that is due them.

Credit: Three term-hours. 16 assignments. Fee, \$7.00.

Texts: Symonds, *Measurements in Secondary Education*, Macmillan Company, 1927; Ruch and Stoddard, *Tests and Measurements in High School Instruction*, World Book Company, 1927.

**Ed C 420. Psychology of Adolescence.** Though technically of a psychological nature this course includes a study of the important physical, mental, and moral changes natural to adolescence. Attention is given to the laying of the foundation for the pedagogy of secondary instruction and to the elements of character education.

Credit: Three term-hours. 16 assignments. Fee, \$7.00.

Texts: Bolton, *Adolescent Education*, Macmillan, 1931; Brooks, *Psychology of Adolescence*, Houghton Mifflin Co., 1929; Tyler, *Growth and Education*, Houghton Mifflin Co., 1907.

**Ed C 454. General History of Education.** A general review of the growth and development of education and its relation to the civilization of the times; with particular reference to the educational philosophies of Plato, Aristotle, Renaissance educators, Comenius, Locke, Rousseau, Pestalozzi, Froebel, Herbart, Herbert Spencer, and Dewey.

Credit: Three term-hours. 16 assignments. Fee, \$7.00.

Texts: Cubberley, *History of Education*, Houghton Mifflin Co., 1920, 1920; Monroe, *Text-book in the History of Education*, Macmillan, 1905.

**Ed C 455. History of Modern Education.** The history of those educators whose practices and philosophies function today in our educational system. Cause and effect relations are indicated, problems are suggested, and independent thinking by the student is encouraged.

Credit: Three term-hours. 16 assignments. Fee, \$7.00.

Texts: Cubberley, *History of Education*, Houghton Mifflin Co.; Rugg and Shumaker, *The Child-Centered School*, World Book Co.; readings: Cubberley, *Readings in the History of Education*; Houghton, Mifflin Co.; Parker, *History of Modern Elementary Education*, Ginn & Co.

*NOTE: Students may earn credit in only one course in the History of Education.*

Ed C 465. **The Child and His Learning.** A course dealing with the laws and the nature of learning of the child—what constitutes learning and how it is brought about. Special attention is given to the psychological factors involved and to the treatment of the instincts and the emotions insofar as they affect motivation or prevent adequate learning. *This course may not be substituted for any part of the course in educational psychology, which must now be taken in residence in some standard college or university.*

Credit: Three term-hours. 16 assignments. Fee, \$7.00.

Texts: Kirkpatrick, *The Fundamentals of Child Study*, Macmillan; Waddle, *An Introduction to Child Psychology*, Houghton Mifflin Co.

Ed C 475. **The Supervision of Instruction.** A course covering the need for supervision; the aims, principles, organization and techniques of supervision; directing observation, demonstration teaching, classroom visitation, conferences, training of teachers, and evaluating teaching efficiency.

Credit: Three term-hours. 16 assignments. Fee, \$7.00.

Texts: Barr and Burton, *The Supervision of Instruction*, Appleton; *The Superintendent Surveys Supervision*, 8th Yearbook, Department of Superintendence, N. E. A., Washington, D. C.; Kyte, *How to Supervise*, Houghton Mifflin Co.

Ed C 476. **Educational Sociology.** This course deals with the sociological aspects of education. It attempts a somewhat critical examination of education in terms of its function as a factor in the socialization process. Especial attention will be paid to the educational demands created by a highly industrialized and increasingly complex society. The whole course is developed around what is conceived to be the social purpose of education.

Credit: Three term-hours. 16 assignments. Fee, \$7.00.

Texts: Smith, *Principles of Educational Sociology*, Houghton Mifflin Co.; Snedden, *Educational Sociology*, Century Co.

Ed C 489. **Civic Education.** A study of the school as an instrument of society for transmitting its social inheritance; analysis of school organization, administration, school subjects, methods of instruction, extra-school activities, and methods of discipline with reference to their contribution to training for citizenship. *This course is in preparation.*

Ed C 490. **Moral Training.** Character education involves two very distinct elements; motivation and instruction—which are closely related in actual life. This course deals with emotion, the feelings, values, ideals, motivation, and problems related to the effective aspect of life. Special attention is given to an understanding of the motivation of choices, formation of habits, and the fixing of moral standards.

Credit: Three term-hours. 16 assignments. Fee, \$7.00.

Texts: Sharp, F. C., *Education for Character*, Bobbs-Merrill; Colvin and Bagley, *Human Behavior*, Macmillan; Coe, G. A., *Law and Freedom in the School*, The University of Chicago Press.

## ENGLISH AND LITERATURE

### WRITTEN ENGLISH

Teachers of English, persons interested in short story writing or journalism as a profession, and others who wish general instruction in the

fundamentals of English, are those for whom the courses in written English are especially appropriate. Advanced short story writing and prose manuscript are open only to those who have had actual experience in the preparation of manuscripts for publication and who wish to submit original stories and articles for professional criticism.

Eng C 111, 112, 113. **Principles of Good Writing.** A year course in the fundamentals of composition and rhetoric, with frequent themes in exposition and description. Special attention is paid to correctness in fundamentals and to the organization of papers of types frequently required in other college courses. This course is for students who wish to fulfill the nine term-hour written English requirement of the University and State College.

Credit: Nine term-hours, or three for each section. 16 assignments in each section. Fee, \$21.00 or \$7 for each section.

Texts: Beck and Graves, *Prose Models*, 1928 edition, Heath and Co.; *The Century Collegiate Handbook*, edited by Greever and Jones, 1924, Century Company.

*NOTE: Students who take this course for credit may not have credit for Eng C 114, 115, 116 also.*

Eng C 114, 115, 116. **Exposition, Narration, and Argument.** To enable the student to express himself in a clear and correct way is the end sought. A book of selections, grouped according to type, from good prose writers, is used. In each lesson the student will read one or more selections of a definite type, and will write an article of his own upon a similar subject, using the reading material as a model. Constructive criticism is offered by the instructor, based on content and form. The individual problem of each student is pointed out, and ways for solving it suggested. Drill is given in grammatical construction. The course is outlined in three sections of 12 lessons each. Section 1 has to do with exposition; Section 2 with narration; Section 3 with argument. Any section may be taken separately.

Credit: Six term-hours, or two in each section. 12 assignments in each section. Fee, \$15.00, or \$5.00 for each section.

Texts: Scott and Zeitlin, *College Readings in English Prose*, Revised Edition, 1927, Macmillan; Woods, *A College Handbook of Writing*, Doubleday, Page & Company.

Eng C 213. **Introduction to Short Story Writing.** This course is designed for students who wish to take "Short Story Writing," but who feel that they are not trained in the fundamentals, or perhaps may not have the special qualifications for this sort of writing. After a few lessons showing how to read a story critically and explaining the elements of a short story, descriptions of people, places, and states of mind are studied; and finally, simple plot construction, with some attention to introductions, conclusions, and dialogue, complete the 16 lessons.

Credit: Three term-hours. 16 assignments. Fee, \$7.00.

Text: Campbell and Rice, *A Book of Narratives*, Heath & Company.

Eng C 214. **Short Story Writing.** There are two things for a person to do who desires to learn to write well: The first and most important is to write and write and write and, after that *write*; the second is to read

and read and, after that, *read*. Of course, his writings should always be the best of which he is capable and his readings should be the best he can obtain. To guide students in the doing of these two things is the aim of this course. The work is designed to enable students to try out their abilities in creative writing. Exposition and Narration (Eng C 114, 115) and Introduction to Short Story Writing, or their equivalent are prerequisites.

Credit: Three term-hours. 16 assignments. Fee, \$7.00.

Texts: The latest edition of O'Brien's collection of *The Best Short Stories*, Small, Maynard and Company. It is also required of the student that he read, at some time during the course, at least one text on short story writing. A list of good texts from which selection may be made is given with the first lesson, and students may delay purchasing this text until work on the course has begun.

Eng C 324. **Advanced Short Story Writing.** Students eligible are those who have completed the preliminary course with proficiency; also other persons who submit short story manuscripts of merit. Twenty-five thousand words of manuscript of satisfactory grade are required for credit. Except where weaknesses requiring special discipline are concerned, the student submits manuscript as if for market rather than "lessons." Work is returned with suggestions for improvement and marketing.

Credit: Three term-hours. No regular assignments. Fee, \$11.00.

Text: Hoffman, *Fundamentals of Fiction Writing*, 1922 Edition, Bobbs-Merrill.

Eng C 325. **Prose Manuscript.** A course for students who have finished *Advanced Short Story Writing* with better than average grade. Twenty-five thousand words required before credit is granted. The course is conducted to meet the individual student's needs, as in *Advanced Short Story*, with emphasis on selling.

Credit: Three term-hours. No assignments. Fee, \$11.00.

Text: No regular text is required, but reference to reading may be given by the instructor to suit individual needs of the student.

Eng C 217. **Commercial English.** The man or woman who writes business letters will find in this course a good training in concise, forceful expression, in assembling and interpreting data, and in good usage in form. The student will write every kind of business communication. These will range from the simpler letters of application, recommendation, and sale, to promotion literature for some imaginary business enterprise, giving complete information on such problems as cost of raw materials, transportation facilities and markets. The "problems" all concern conditions in the Northwest and the information which the student will need to acquire to solve them will be practical to him. *Principles of Good Writing* or equivalent is prerequisite.

Credit: Three term-hours. 18 assignments. Fee, \$7.00.

Text: Ion E. Dwyer, *The Business Letter*, Houghton Mifflin Co.

Eng C 218, 219, 220. **Advanced Writing.** This course is for the study and practice of general magazine writing—sketches, essays, narratives, criticisms and so on. It is assumed that all students enrolling for this



course are reasonably well-informed on such matters as paragraphing, punctuation, sentence structure, and the organization of their material; that they have an interest in writing beyond the composition of a business letter; and that they are capable of self-expression. Principles of Good Writing, or Exposition, Narration, and Argument, or equivalent is prerequisite.

Credit: Nine term-hours, or three for each section. 16 assignments in each section. Fee, \$21.00 or \$7.00 for each section.

Text: Cunliffe and Lomer, *Writings of Today*, (Fourth Edition), 1925, Century Company. Some good handbook on English, such as *The Century Handbook* (Century Company); *Manual of Good English* (Macmillan); *Handbook of Composition*, Wooley (Heath and Company); or *Wood's College Handbook of Writing* (Doubleday, Page and Company), is necessary for reference on questions of grammar, punctuation and sentence structure.

**Eng C 314, 315. Book and Play Reviewing: A course in Literary Criticism.**

This course is for the persons who are interested in the writing of book and play reviews from either the professional or non-professional point of view. Registrants in the course should have had as a minimum of preparation, nine term-hours' work in literature and a college course in written English, or the equivalent of these; and at least a bowing acquaintance with current literature.

*Section I, Eng C 314, Book Reviewing.* This includes some study of the general principles of criticism, based on readings from the great vritics, and from contemporary sources. The lessons take up practical problems of the book review, such as the start, the substance, title writing, the objective, the conclusion. Other topics covered are: literary gossip, reviewing poetry, free verse, novels, and the modern psychological novel.

Credit: Three term-hours. 16 assignments. Fee, \$7.00.

Text: Mallory, *Backgrounds of Book Reviewing*, George Wahr, Publisher, Ann Arbor, Michigan, 1923 edition.

*Section II, Eng C 315, Play Reviewing.* A course for those who wish to write dramatic criticism; and incidentally an introduction to contemporary drama and the gayer arts: jazz, the movies, musical comedy, and revue. The theatrical reviewer of today must include these popular forms within his range, so full length, serious chapters are given dealing with the elements and technique of jazz and the movies. The course includes a study of expressionistic methods in the theatre; of modern décor; of acting; of the various traditional forms of drama as they are embodied in modern instances. The readings and questions give a good sampling of modern drama and of modern dramatic criticism. This course should be suitable also for study groups, though it is designed primarily with the needs of the apprentice reviewer in mind. The general approach is practical and journalistic, but care has been taken to select examples and readings of permanent value.

Credit: Three term-hours. 16 assignments. Fee, \$7.00.

Text: Included in the lessons. Other reading will be suggested, which students may do who have access to library material.

Eng C 317. **Versification.** In writing this course, two groups of students have been considered; those who desire merely better to understand and appreciate the body of poetry which enriches our mental culture, and those who aim to write verse. The lessons aim to suggest some definite boundaries of thought or some conclusions as to what may be admitted as poetry, and call for experiments in the writing of verse, with study of various verse forms as mediums of expression.

Credit: Three term-hours. 16 assignments. Fee, \$7.00.

Text: La Gallienne, *Book of English Verse*, Boni & Liveright, 1923.

Eng C 323. **English for High School Teachers.** While the lessons in this course are based on the text in a general way, they aim, in addition, to suggest to the teacher methods of presentation and model assignments that have proved effective as used by successful teachers of English in developing in students a command of the best English usage. Valuable opinion from many notable sources will be presented.

Credit: Four and one-half term-hours. 24 assignments. Fee, \$10.00.

Text: Stratton D. Brooks, *English Composition, Part 2*, American Book Company.

Eng C 326. **Methods in Grammar School English.** Experience among students of the grammar grades shows that there are certain particular needs and lacks in their English preparation. The purpose of this course is to assist teachers in a discovery of these needs and to suggest practical methods of presenting English to their classes that will meet these needs effectively.

Credit: Three term-hours. 16 assignments. Fee, \$7.00.

Text: Potter, Jeschke and Gillett, *Oral and Written English, Books 1 and 2*, Ginn.

Eng C 13 X. **Review Course in English Grammar.** This is strictly a review course in which the purpose is to organize and present material that will aid teachers preparing to take the state examination for a certificate.

Credit: No credit is given for this course. 16 assignments. Fee, \$5.00.

Text: Potter, Jeschke and Gillett, *Oral and Written English, Book 2*; *State Course of Study for the Elementary Grades* (free from state superintendent or county superintendent).

#### LITERATURE

For students who wish to make their summer's reading count toward graduation, for those who wish to learn to read understandingly, and for those who desire to form systematic habits of reading for purely cultural purposes, these lessons have been prepared. Clubs will find the lessons well suited for study outlines, and the questions stimulating for group discussions. Clubs using the outlines have different members collaborate in the preparation of a paper based upon the lesson questions. This paper is sent in to the General Extension Division for criticism and suggestions. The instructor's comments are found helpful and add interest to the work.

Courses numbered from 101 to 203 are comparatively simple and may be carried with pleasure and satisfaction by any adult person who reads carefully and critically, but none the less enjoyingly. The other courses are more difficult and should be undertaken only by those who have had classroom training in the study of literature, or are especially well prepared by wide reading for advanced work.

**Eng C 101, 102, 103. Survey of English Literature.** Designed especially to acquaint students with significant features in the development of English literature from Beowulf to the present time. Each epoch is studied by reading representative authors, supplemented by prepared lectures containing historical and biographical backgrounds. The three sections of the course are given in sequence, but any one may be taken separately. Section I (101): from Beowulf to Milton; Section II (102): Milton to Byron; Section III (103): Byron to Hardy. The successful completion of the three sections of this course, or the completion of any section, will be credited as an entire or a partial fulfillment of the group requirement of the College of Arts and Letters.

Credit: Nine term-hours, or three for each section. 18 assignments in each section. Fee, \$21.00, or \$7.00 for each section.

Text: *A Book of English Literature*, edited by Franklyn Bliss Snyder and Robert Grant Martin, Macmillan Company, 1933.

**Eng C 161. Survey of American Literature.** Especially designed for those who must fulfill the norm in English (Education majors taking an English norm). It provides a brief survey of American literature from the beginning to the present.

Credit: Four term-hours. 16 assignments. Fee, \$9.00.

Texts: Snyder & Snyder, *A Book of American Literature*, Macmillan; Boynton, *A History of American Literature*, Ginn & Co.

Supplementary: Hawthorne, *The Scarlet Letter*; or Melville, *Moby Dick*.

**Eng C 170. Early American Literature.** Beginning with Franklin—the first American to write what is today considered a classic—this course follows the development of American literature down to the contemporary period. In this and the following courses will be found not only the literary history of America, but the books chosen are also representative of certain conditions of American life or of the opinions of our leading writers on questions of general interest. The Puritan, the idealist in public life, the practical man of affairs, the idle rich, the self-made man, and the educated man in politics, as well as other phenomena of American life are portrayed in the books used.

Credit: Three term-hours. 16 assignments. Fee, \$7.00.

Texts: Franklin *Autobiography*; Woolman, *Journal*; Crèvecoeur, *Letters from an American Farmer*; Thoreau, *Walden*; Emerson, *American Scholar*; Lowell, *Democracy*; Hawthorne, *Scarlet Letter*; Poe, *Tales of Mystery and Imagination*. Nearly all of these are available in inexpensive editions or cheap reprints. Any edition may be used.

**Eng C 171. Recent American Literature.** This course is a continuation of the course in *Early American Literature*.

Credit: Three term-hours. 16 assignments. Fee, \$7.00.

Texts: Howells, *The Rise of Silas Lapham*; Deland, *The Iron Woman*; Herrick, *The Common Lot*; Wharton, *The House of Mirth*; James, *The American*; Wilkins, *A New England Nun and other Stories*; Mark Twain, *A Connecticut Yankee in King Arthur's Court*; Glasgow, *Life and Gabriella*. Any edition of these books may be used.

Eng C 201, 202, 203. **Shakespeare.** Designed to meet the requirements of both English majors and those who wish to fulfill a norm in English. A brief introductory lecture is given by the instructor in which the importance of the Folio and the Quarto editions of Shakespeare is pointed out, and in which the student is made acquainted with the Variorum edition. A bibliography (critical) on Shakespeare is given, as well as a bibliography of biography. The student will be required to read one biography of Shakespeare. A detailed lecture is given by the instructor on the growth of Elizabethan drama from native and classical elements. The importance of Seneca as source material is stressed, and the temper of the times is traced in other Shakespeare sources. Twenty plays are to be studied in detail by the students, and several plays will be assigned as extra reading. These plays will include four of Shakespeare's own: *Two Gentlemen of Verona*, *Richard III*, *Henry V*, and *Measure for Measure*; also, Marlowe's *Jew of Malta*; Lodge's *Rosalind*; Kyd's *Spanish Tragedy*; Beaumont and Fletcher's *Philaster*; and Shaw's *Caesar and Cleopatra*.

Credit: Nine term-hours, or three for each section. 16 assignments in each section. Fee, \$21.00, or \$7.00 for each section.

Texts: Shakespeare's Principal Plays, edited by Brooke, Cunliffe and MacCracken, published by the Century Company. If the student prefers he may use the Tudor edition of Shakespeare. The Tudor is a scholarly edition, and each play is edited separately, with adequate and illuminating notes. The total cost of the Tudor Shakespeares will be little more than the price of the one-volume edition.

Eng C 360. **Contemporary English Novelists.** The eight novelists here studied form a varied, impressive, and representative selection. Mr. Wells and Arnold Bennett are English of the English. Mr. Wells was born and has lived his life through in Kent, the oldest England, the land of the hoast and hopyard. Arnold Bennett was from the English "Midlands," from manufacturing England, from Staffordshire, where, in his "Five Towns," the English pottery is made. Chesterton was as typical a Londoner as Charles Dickens. W. J. Lockè is from the island of Barbados. And Rudyard Kipling was born in India, educated in Devon, and has now for many years been at home in Sussex.

The life, work and one typical book of each will be studied as follows: Rudyard Kipling, *The Light That Failed*; George Moore, *The Lake*; Arnold Bennett, *Buried Alive*; May Sinclair, *Three Sisters*; Gilbert Keith Chesterton, *Manalive*; William J. Locke, *Septimus*; John Galsworthy, *The Freeland*; H. G. Wells, *Mr. Britling Sees It Through*.

Credit: Three term-hours. 16 assignments. Fee, \$7.00.

Eng C 361, 362, 363. **Socially Significant Literature.** Density of population, with all its problems of slums, overcrowding, unemployment, strikes and suffering, has moved from Europe, through the eastern portion of the United States, toward Oregon. Consequently, the great writers of the eastern hemisphere have seen, analyzed and discussed these problems for us, and in our efforts to solve our own political and social difficulties, we should make use of their experience. This course has been outlined with the idea of giving students a clue to the problems discussed and the light afforded by great writers in England and on

the continent of Europe. The course aims to guide the attention effectively to the value for Oregon citizenship in each book rather than to appraise these writers as artists.

Credit: Nine term-hours. 14 assignments. Fee, \$21.00.

Texts: Ibsen, *An Enemy of the People*, and *The Wild Duck*; Galsworthy, *The Island Pharisees*; Tolstoi, *Anna Karenina*; Gorky, *Mother*; Andreiev, *Anathema*; Wells, *Tono-Bungay*; Chesterton, *The Ball and the Cross*; Bennett, *A Great Man*; Morris, *News from Nowhere*; Shaw, *Three Plays for Puritans*; Zola, *Labor*; Maeterlinck, *The Blind*. Any edition available may be used.

This is a course for students who have had thorough preparation in the department of English Literature, or its equivalent.

Eng C 385, 386. **Twentieth Century Literature.** This course will survey the leading American and English writers and trace the main literary currents since the turn of the century. The Celtic revival, problem plays, psychological novel, and philosophical trends will be discussed. The lessons will make a cross section study of the twentieth century mind, showing its main trends of thought as reflected in the literature.

*Section I.* (Eng C 385). *The Novel in England.* It will be the aim of the assignment outlines to give the necessary backgrounds for the reading and to trace the connections between the various movements and tendencies.

Credit: Four term-hours. 21 assignments. Fee, \$9.00.

Texts: The required reading is as follows: G. K. Chesterton, *The Victorian Age in Literature*; Holbrook Jackson, *The Eighteen Nineties*; George Moore, *Esther Waters* and at least one from the following memoirs: *Confessions of a Young Man*, *Memoirs of My Dead Life*, and *Hail and Farewell, Ave, Salve, Vale*; George Gissing, *New Grub Street*; Samuel Butler, *The Way of All Flesh*; H. G. Wells, *When the Sleeper Wakes* and *Joan and Peter*; Arnold Bennett, *The Old Wives Tale*; John Galsworthy, *The Forsythe Saga*; G. K. Chesterton, *The Ball and the Cross* and *The Innocence of Father Brown*; Joseph Conrad, *The Nigger of the Narcissus* and *The Arrow of Gold*; Sheila Kaye-Smith, *Sussex Gorse*; May Sinclair, *Mary Olivier*; Somerset Maugham, *Of Human Bondage*; Norman Douglas, *South Wind*; D. H. Lawrence, *Sons and Lovers*; Aldous Huxley, *Point Counter Point*; Chevalley, *The Modern English Novel*.

*Section II.* (Eng C 386). *American Imaginative Literature Since 1900.* How is the reader and student to become oriented in our contemporary literature? Most readers begin with the literature of their own day. This course is a guide in sifting the best novels, poems, and plays which American writers have produced in the last three decades. It shows the renaissance in American poetry which began about 1912, and the great developments in the novel beginning with Mrs. Wharton and coming on through Dreiser, Lewis, Sherwood Anderson, and Miss Cather. The drama of Eugene O'Neill and the other Expressionists is explained and evaluated. Such western writers as Robinson Jeffers are included. This course is suited to study groups, as well as to individual students who wish to prepare themselves for newspaper reviewing in the current field.

Credit: Four term-hours. 21 assignments. Fee, \$9.00.

Texts: The required reading is as follows: Edith Wharton, *The Age of Innocence*; Ellen Glasgow, *The Romantic Comedians*; Theodore Dreiser, *The American Tragedy*; Sherwood Anderson, *A Story Teller's Story and Winesburg, Ohio*; James Branch Cabell, *The Cream of the Jest and Jurgin*; Elinor Wylie, *The Orphan Angel*; Joseph Herge-sheimer, *The Three Black Pennys and Java Head*; Sinclair Lewis, *Arrowsmith*; Upton Sinclair, *Oil*; Willa Cather, *Death Comes for the Archbishop*; Untermeyer, *Modern American Poetry*; Edgar Lee Masters, *The Spoon River Anthology*; T. S. Eliot, *Poems, 1920*, and *the Waste Land, 1922*; Robinson Jeffers, *Roan Stallion and Tamar*; Eugene O'Neill, *Moon of the Carribees and Emperor Jones*; John Colton, *The Shanghai Gesture*; Elmer Rice, *Street Scene*; Ben Hecht and Charles Andrews, *The Front Page*; H. L. Mencken, *Prejudices* (one volume of the first four series); George Jean Nathan, any one of his books; *The Education of Henry Adams*, an autobiography; Mencken's essay on *The National Letters in Mallory's Backgrounds of Book Reviewing* and C. E. Bechhofer (Roberts) *The Literary Renaissance in America*.

Eng C 387, 388. **English and American Poetry, 1910-1920.** A critical study of representative works of Alan Seeger, Rupert Brooke, Sara Teasdale, John Masefield, Vachel Lindsay, Arturo Giovannitti, C. E. S. Wood, Carl Sandburg, Edgar Lee Masters, Robert Frost, Amy Lowell, and others. The purpose of this course is to provide an opportunity for the study of those poets who made the years of 1910 to 1920 important in the field of letters.

Credit: Six term-hours, or three for each section. 16 assignments in each section. Fee \$14.00 or \$7.00 for each section.

Texts: Monroe and Henderson, *The New Poetry*, Macmillan; Seeger, *Poems, 1926*, Scribner's Sons; Robinson, *Man Against the Sky*, Macmillan; Masefield, *Everlasting Mercy and The Widow in the Bye Street*, Macmillan; Arturo Giovannitti, *Arrows in the Gale*; Sandberg, *Smoke and Steel*, Harcourt Brace.

Eng C 414. **Nineteenth Century American Novel.** This course and the one following, *Contemporary American Novel*, are separate units of a single study of some of the foremost American novelists and of the historical and aesthetic forces which influence their work. The purpose of the two courses is to stimulate interest in the American novel as an expression of national thought. Early and Recent American Literature, or their equivalent, are prerequisites.

Credit: Three term-hours. 16 assignments. Fee, \$7.00.

Texts: Carl Van Doren, *The American Novel*, used throughout the course; Cooper, *The Pioneers*; Hawthorne, *The Marble Faun*; Howells, *A Traveler from Altruria*; Mark Twain, *The Mysterious Stranger*; James, *Portrait of a Lady*; Churchill, *The Crisis*; Garland, *Main Travelled Roads*; Norris, *The Octopus*.

Eng C 415. **Contemporary American Novel.** This is a continuation of Eng C 414 and will be much better understood if the student has completed the study of the *Nineteenth Century Novel* before beginning it. Eng C 414 is a prerequisite unless the student can show equivalent preparation.

Credit: Three term-hours. 16 assignments. Fee, \$7.00.

Texts: Carl Van Doren, *Contemporary American Novelists*, used throughout the course; Wharton, *The Custom of the Country*; Tarkington, *The Turmoil*; Dreiser, *Jennie Gerhardt*; Willa Cather, *Song of the Lark*; Sinclair Lewis, *Main Street*; Dorothy Canfield Fisher, *The Brimming Cup*; James Branch Cabell, *Cream of the Jest*; Hergesheimer, *Java Head*.

Eng C 441, 442, 443. **English Novel of the Nineteenth Century.** This course is offered for advanced undergraduate students, and is open only to those who have had good foundation training in literature, or its equivalent in wide reading. Twelve of the greatest novelists of the nineteenth century, the classic age of the English novel, have been selected for study, with the aim of presenting to the student the novels of this period, with which every cultured person should be familiar.

Credit: Nine term-hours. 12 assignments. Fee, \$21.00.

Texts: The first book mentioned after the name of each author is to be studied; the others mentioned are to be used as supplementary reading: Sir Walter Scott, *Rob Roy*, *The Antiquary*, *The Heart of Midlothian*, and *The Bride of Lammermoor*; Jane Austen, *Pride and Prejudice*, *Northanger Abbey*, *Mansfield Park* and *Persuasion*; Bulwer Lytton, *The Last Days of Pompeii*, *The Last of the Barons*; Charles Kingsley, *Hypatia*, *Alton Locke*, *Westward Ho* and *Water Babies*; Charles Dickens, *David Copperfield*, *Pickwick Papers*, *Oliver Twist* and *Nicholas Nickleby*; Charles Reade, *The Cloister and the Hearth*, *Put Yourself in His Place*, and *It Is Never Too Late to Mend*; William Makepeace Thackeray, *Vanity Fair*, *Pendennis*, and *The Newcomes*; Charlotte Bronte, *Jane Eyre*, *Shirley*; George Eliot, *Adam Bede*, *The Mill on the Floss*, *Romola*, and *Middlemarch*; Anthony Trollope, *Last Chronicles of Barset*, *The Warden*, Dr. Thorne and *Barchester Towers*; George Meredith, *The Egoist*, *The Ordeal of Richard Feverel*, and *Diana of the Crossways*; Thomas Hardy, *Tess of the D'Urbervilles*, *The Mayor of Casterbridge*, *The Return of the Native*, and *Jude the Obscure*.

## GEOGRAPHY

Geo C 250, 251, 252. **General Geography.** This course is in three sections.

Section I includes (a) *Mathematical Geography*, and (b) *Physiography*. *Mathematical Geography* deals with the making of map projections and divisions of the earth's surface for convenience in location of places, and their relationship to each other. *Physiography* deals with the surface expression of the earth's structure and its interpretation. This includes interaction of the lithosphere, hydrosphere and atmosphere.

Section II deals with human, industrial and regional geography. Human geography is a study of man's relation to his physical environment. Industrial geography treats of the general principles involved in the location and importance of the various industries, with a closer study of some individual type industries. Regional geography is a study of the geographical factors applied to a region or regions.

Section III deals with political geography. The content of this part is concerned with the activities of man and groups of men in their relation with one another.

Credit: Nine term-hours or three for each section. 16 assignments in each section. Fee, \$21.00 or \$7.00 for each section.

Texts: Students are allowed some option in the choice of texts for Section I. A full list of possible texts will be sent with the first assignment.

The text for Section II is *Economic Geography*, by Whitbeck and Finch, McGraw-Hill Book Company. Each student should also be provided with a good atlas; *Goode's School Atlas*, by Rand-McNally & Company, 1923, is recommended.

The text for Section III is *Isaiah Bowman, The New-World-Problems of Political Geography*, World Book Company.

**Geo C I X. Physical Geography.** The assignments in the course cover the principal topics found in any elementary textbook on the subject of physical geography. High school teachers will find it helpful as an outline for class work.

Credit: No credit is given for this course. 16 assignments. Fee, \$5.00.

Text: Arey, Bryant, Glendenin, and Morrey, *Physiography*, D. C. Heath & Company. *Salisbury's Physiography, Briefer Course*, is also highly recommended.

## GEOLOGY

**Geo C 250. Geology 1.** The purpose of this course is to introduce the student to the study of geology, which is the science of the earth, and as such embraces all the sciences and studies concerned directly with the earth. The subject is both extensive and inclusive, and becomes more so with each addition of knowledge. This course will familiarize the student with some of the most common technical terms, and acquaint him with the general divisions of the subject with the hope that an interest in its broader aspects and possibilities will be stimulated.

Credit: Three term-hours. 24 assignments. Fee, \$7.00.

Text: Pirsson and Schuchert, *Introductory Geology (1924)*, John Wiley and Sons. Every student should also have access to at least one supplementary text. A list of these will be included in the introduction to the first lesson.

**Geo C 251. Historical Geology.** A course for students who have had the introductory work of general geology.

Credit: One and one-half term-hours. 9 assignments. Fee, \$5.00.

Text: Pirsson and Schuchert, *Textbook of Geology, Part 2, Historical Geology, 1915*, John Wiley and Sons.

The department of geology has prepared a number of sets of 18 most common rocks and 25 common rock-making economic minerals, with descriptive texts, for the use of high schools. A set of either the minerals or the rocks or both may be borrowed for a month by a school or student, the only cost being the payment of transportation charges both ways.

## HEALTH EDUCATION

**Ed C 150, 151. Health Education.** This is a two-section course in health education, designed for mature students who are interested in health for themselves as well as for others, and who are not only seeking knowledge in the health field, but who are also interested in methods



for demonstrating such knowledge through education in health for adults as well as for children.

Section I has to do with subject matter; Section II with methods in teaching health. Section II is more especially for teachers, as it relates to the child of elementary school age and his health habits.

Credit: Two term-hours. 15 assignments. Fee, \$5.00.

Texts: Moore, *Public Health in the United States*, Harpers, 1923; Turner, *Personal and Community Health*, C. V. Mosby & Co., 1925; Hill, *The New Hygiene*, 1925, Macmillan.

Section II. This section is designed for the teacher in the elementary school. Section I is a prerequisite, as the subject matter in this is applied to the teaching of health. Special projects are included in several assignments. Ample bibliographies are provided for these projects.

Credit: Two term-hours. 15 assignments. Fee, \$5.00.

Texts: The first two texts listed for Section I are used, also pamphlet material, a complete bibliography of which accompanies the lessons.

### HISTORY

The study of history provides an important foundational training for students whose major interests lie in subjects like law, commerce, economics, education, social service and literature. History also furnishes "cultural courses" for those who wish a broad and liberal education. Students expecting to enter any institution of higher education may be sure that elective credits in history will be accepted toward a degree in liberal arts. High school teachers will often find in the outlines suggestions that will assist them in presenting the subjects to their classes. Particularly is this true of the course dealing with the history of Oregon. Those who wish to teach this subject, those who desire to write articles and stories about Oregon, and those who are eager to be more intelligent citizens of their state will find the course in the History of Oregon especially helpful.

**Hst C 341, 342, 343. History of Modern Europe.** The period included in the course is from 1789 to the present, and the material is arranged in three sections.

Section I (Hst C 341) is concerned with the history of the chief nations of the European continent from 1789 to 1815. Primary emphasis will be on the history of France during the revolutionary and Napoleonic periods, showing the social structure of the old regime, the ideology of revolution, and the methods whereby revolutionary nationalism was spread over Europe.

Section II (Hst C 342) is a continuation of Hst C 341. Its subject matter will be concerned with the international relations of European states from the Congress of Vienna (1815) to the close of the Franco-Prussian War (1871); and the internal history of the major European countries down to 1914. Considerable emphasis will be placed on the relation between nineteenth century economic problems and historical development.

Section III (Hst C 343) is a continuation of Hst C 342. It will be concerned primarily with the historical development of the relations between European states from the Franco-Prussian to the World War. Consideration will be given to attempts at imperialistic expansion.

sion before 1914; the course of the Great War of 1914-1918; and the attempts at new methods of international organization since 1918. The course will include a rapid review of the rise of post-war states, of Fascist Italy, and of Soviet Russia.

Credit: Nine term-hours, or three for each section. 16 assignments in each section. Fee, \$21.00 or \$7.00 for each section.

Texts: Gershoy, *The French Revolution and Napoleon*, Crofts and Company, 1933; Higby, *History of Modern Europe*, Century Company, 1932.

*NOTE: The three sections of this course are in preparation and will be ready September 1, 1933.*

Hst C 261, 262. **English History.** A comprehensive study of England's social, economic, political and constitutional history from earliest times to the present day is provided in this course. It could be taken with profit in preparation for the study of English literature.

Credit: Six term-hours. 32 assignments. Fee, \$14.00.

Texts: G. M. Trevelyan, *History of England*, Longmans; and C. A. Beard, *An Introduction to the English Historians*, Macmillan. Other books will be called for in the assignments, which may be borrowed from the University library or the State library.

*NOTE: This course is being revised. After November 1, 1933, it will be in three sections of three term-hours each. The fee will be \$21.00, or \$7.00 for each section. Texts for the new course will be: Cross, Arthur L., A Shorter History of England and Greater Britain, revised edition, 1930, Macmillan Company; Cheney, Edward P., Readings in English History Drawn from the Original Sources, revised edition, Ginn & Company.*

Hst C 371, 372, 373. **History of the United States.** Covers the period from 1750 to the present time. Divided into three sections to correspond to the work given in the three terms on the campus of the University of Oregon and the Oregon State Agricultural College. The first section is now ready, and the second and third sections are in preparation.

Credit: Four term-hours and each section. 22 assignments in each section. Fee, \$9.00 for each section.

Texts: Beard and Beard, *The Rise of American Civilization* (Student's edition in one volume), Macmillan; Hockett and Schlesinger, *The Political and Social History of the United States*, Macmillan, Vol. I for Section I, and Vol. II for Sections II and III.

Hst C 378. **History of Oregon.** In many particulars the history of Oregon is a repetition of the story of other states, but in many outstanding features the history of Oregon is unique. This state played its part in the great drama of international competition; within its boundaries were enacted events whose significance in the march of free and democratic institutions is only recently being appreciated. The history of Oregon is a splendid American epic. The possibilities in its stirring past for the writer of literature are coming to be realized. The background of Oregon scenery and history for short stories and novels is almost untouched. While the two texts used in this course are extensive and comprehensive in their field, there is also indicated optional supplementary reading which will give the student an enriched knowledge of various aspects of the history of Oregon and the Northwest, should he desire to make his study extend far beyond the specified credit hours.

Credit: Three term-hours. 16 assignments. Fee, \$7.00.

Texts: Clark, Down and Blue, History of Oregon, Roy-Peterson Co.; Schafer, History of the Pacific Northwest, Macmillan. Additional required reading; Carey, History of Oregon; or Clark, R. C., History of the Willamette Valley, Oregon.

**Hst C 1 X. Twentieth Century Europe.** This is an outline course designed to meet the needs of study groups, women's clubs and individuals desiring a rapid survey of the main features of European history during the present century. It does not call for the intensive study required in a regular correspondence course and it does not lead to credit. The outline is planned as an aid to anyone interested in studying recent European developments with a view to gaining a better understanding of the problems of the day. The outline is divided into 16 major topics.

Credit: None. Fee, \$5.00.

Text: Slosson, Twentieth Century Europe, Houghton Mifflin Co., 1927.

### HOME ECONOMICS

The School of Home Economics offers courses for students who wish to continue their work toward a degree while unable to be in residence, for teachers who wish guidance in the study of material which is based upon recent research and investigation, and for homemakers and others interested in acquiring an understanding of the principles underlying food selection, clothing selection, management as related to the home, house furnishing and parent-child relations. In as far as possible courses are equivalent to those of the same number given on the campus. The following courses are offered under the supervision of Ava B. Milam, Dean of the School of Home Economics, and Claribel Nye, State Leader of Home Economics Extension, Oregon State Agricultural College.

### FOODS AND NUTRITION

**FN C 225. Principles of Dietetics.** Study of the constituents in the normal well-balanced diet and the part each plays in maintaining the functions of the body for optimum health. The energy, protein, mineral and vitamin requirements of the normal individual are considered and practical applications are made in the construction of diets and daily menus to meet these requirements. Control of weight and the basic principles involved, the building up of body resistance to infections, the guarding of digestion and proper elimination through diet are included. This course aims to present the fundamental facts of nutrition in a non-technical manner to those who have not had a background of bio-chemistry and physiological chemistry.

This course is required for graduation in Curricula B and C in Home Economics. It may serve also as an elective for other college students. It is recommended for teachers who are interested in developing desirable food habits in children through the school lunch or who wish to include nutrition as a part of their health program.

Credit: Two term-hours. 12 assignments. Fee, \$5.00.

Texts: Bogert, Nutrition and Physical Fitness, W. B. Saunders Company; Rose, The Foundations of Nutrition, Macmillan Company.

*NOTE: This course is in preparation and will be available September, 1933.*

**FN C 411. Food Purchasing.** A study of the factors involved in purchasing food for the home. The course includes a consideration of the factors influencing cost and quality of such foods as meats, fruits, vegetables, dairy products, cereals, and commercially canned products; the basis for grading and selection of the various types of food; food laws and regulations. Topics of special interest to the student are assigned for more intensive study. It is assumed that the student will be able to make observations in her local markets and secure a limited number of products to illustrate points in grading.

Prerequisites: This course may be taken without prerequisites if the credit is applied as a general elective. To meet the requirements for students in the School of Home Economics this course must be preceded by a course in Food Preparation and in Elementary Economics.

Credit: Three term-hours. 16 assignments. Fee, \$7.00.

Texts: Blinks and Moore, *Food Purchasing for the Home*, Lippincott Company; Coles, Jessie V., *Standardization of Consumer's Goods*, Ronald Press, 1932; Monroe, Day and Stratton, *Food Buying and Our Markets*, M. Barrows and Company, 1925.

*NOTE: This course is in preparation and will be available September, 1933.*

#### HOUSEHOLD ADMINISTRATION

**HAd C 320. Child Development.** This elementary course aims to familiarize the student with present day knowledge of the development of the young child. Practical applications of the principles involved are included or suggested. The student should plan to observe young children while taking the course to substitute for the laboratory work in the nursery school required of students registered for the course on the college campus. Topics included are: the importance of child study, heredity and environment; pre-natal and post-natal hygiene; physical growth and development, children's diseases; child nutrition; the psychology of feeding; mental growth; habit formation; habits of sleep and elimination; play and play equipment, books and reading; discipline and punishment; imagination, truth and falsehood, stealing; emotions and attitudes, fear; anger and jealousy; social attitudes and personality development; the family.

Required of all majors in the School of Home Economics. To meet the requirement for major students this course must be preceded by a course in general psychology.

Credit: Three term-hours. 16 assignments. Fee, \$7.00.

Texts: Arlitt, *Psychology of Infancy and Early Childhood*, McGraw-Hill Book Company, Revised edition, 1930; Blatz and Bott, *Parents and Pre-school Child*, Morrow Company, 1929; Feagre and Anderson, *Child Care and Training*, University of Minnesota Press, Parent Teacher Edition, Third Revised, 1931.

**HAd C 340. Household Management.** This course considers not only efficiency in the organization and direction of household processes and policies, but it also stresses the principles that are basic in developing a satisfying home. Lesson topics include the following: the meaning and value of household management; household management and the

standard of living; management of time and energy; management of family finances; budgets; accounts and home records; savings; shelter; food; clothing; operating expenses; personal advancement expenditures; family relationships; children and their relation to family incomes. Homemakers will find the course of value since it stresses the practical aspects of management.

Required of all Home Economics majors. Credits earned by correspondence will be accepted toward graduation in fulfillment of this requirement provided it has been preceded by FN 218 or 213 or 222 and CT 219 or 212 or the equivalent; that is one year each of college foods and clothing.

Credit: Three term-hours. 16 assignments. Fee, \$7.00.

Texts: Andrews, *Economics of the Household*, Macmillan; Donham, *Spending the Family Income*, Little, Brown and Company; MacDonald, Elizabeth and Foresster, *Homemaking, a Profession for Men and Women*, Marshall Jones Company.

### CLOTHING, TEXTILES, AND RELATED ARTS

**CT C 217. Clothing Selection.** The course aims to give the student an understanding of the principles underlying the selection of clothing from the standpoint of art, health and economy. Topics include a consideration of clothing standards and consumer responsibility, art principles applied to clothing, personality and clothing selection, application of color to dress, material and accessories, textile fibers, their properties and use, selection of fabrics and ready-to-wears, care of clothing and clothing expenditures. This course if followed by CT 218 and CT 219 may be substituted for the requirements of one year of clothing for students majoring in Home Economics.

Credit: Three term-hours. 16 assignments. Fee, \$7.00.

Texts: Buttrick, *Principles of Clothing Selection*, Macmillan, revised edition, 1930; Goldstein, *Art in Every Day Life*, Macmillan, revised edition, 1932; Hempstead, *Color and Line in Dress*, Prentice-Hall, 1931; Hess, *Textile Fibers and Their Use*, Lippincott Co., 1931.

**CT C 331. House Furnishing.** A course for those who wish to buy and to use household furnishings to the best advantage. It does not concern itself with historic periods of interior decoration, but rather with those elements which must be considered in the average house. This course will discuss fundamental art principles, harmonious relationships of form and color and decorative materials and processes. Topics included are: selection and arrangement of furniture; how to build a color scheme; floor and wall treatments; curtains and how to make them; selection and use of pictures; decorative accessories and how to judge them.

To meet the requirements for students in the school of Home Economics, this course must be preceded by a year of art.

Credit: Three term-hours. 16 assignments. Fee, \$7.00.

Texts: Jakway, *Principles of Interior Decoration*, Macmillan Company; Goldstein, *Art in Every Day Life*, Revised 1932, Macmillan; Fales, *A Simple Course in Home Decoration*, Dodd Company.

## JOURNALISM

Many useful and profitable careers are open to trained journalists, but for every person who is making some form of journalism his profession, there are numbers of persons who would find some knowledge of the fundamental principles of news gathering and news writing of great practical value. Those who have the responsibility of writing copy for advertising bulletins, church bulletins, house organs, or who serve as publicity chairmen for clubs, lodges, granges, parent-teacher associations, or other organizations, or who wish to write interpretative stories, experience and personality interviews and other specialized articles, will find one of the following courses helpful.

**J C 101. Elementary Newswriting.** An introduction to the fundamentals of general reporting, interviewing, news analysis and a study of what constitutes news. As much practice as possible is given in writing news stories.

Credit: Three term-hours. 16 assignments. Fee, \$7.00.

Text: Bleyer, *Newspaper Writing and Editing*, Houghton Mifflin Co.

**J C 400. Feature Writing.** This course deals with a type of newspaper and magazine article distinct from the straight, factual news story. Interpretative stories, explanations, statistical treatment of a series of individual stories, "human interest" material, how-to-do articles, experience and personality interviews, sketches, etc., all are included in what is for convenience called feature writing. Fundamentals of this type of writing will be considered, examples analyzed, and practice work assigned. Contrasts in aim and method between straight news and feature material will be considered.

Credit: Three term-hours. 16 assignments. Fee, \$7.00.

Text: Reed, Perley I., *Writing Journalistic Features*, McGraw-Hill Company, 1929.

**J C 1 X. Newswriting for Publicity Chairmen.** With the increasing importance of work carried on by parent-teacher associations, business and professional women's clubs, civic organizations, study clubs, men's service clubs, and the many other organizations of prominence, proper representation to the public in general is essential to the carrying out of programs of work. This course has been planned to be of immediate, practical service to publicity chairmen. No previous training is necessary.

Credit: This is a non-credit course. 8 assignments. Fee, \$5.00.

Text: Dix Harwood, *Getting and Writing News*, George H. Doran Company, 1927.

## LATIN

**Lat C 1, 2, 3. Beginning Latin and Caesar.** The course begins with the first year book and closes with the reading of two books of Caesar's Gallic Wars. While the work must be concerned largely with grammar, supplementary material has been added, which gives students interesting information on the daily life and character of the Latin people. The course is in three sections, so arranged as to permit any one or all of them to be substituted for the corresponding term of the resident

course, First Year Latin and Caesar, Lat 1, 2, 3. The three sections of the course must be completed, either by correspondence or in residence, before credit will be given.

Credit: Twelve term-hours or four for each section. 32 assignments in each section. Fee, \$27.00, or \$9.00 for each section.

Texts: *Limen*, by Walters and Conway, published by John Murray, Albemarle Street, West London; *Caesar's Gallic Wars*, edited by Gunnison and Harley, Silver, Burdett & Co.; *New Latin Grammar*, by Allen and Greenough, Ginn and Co. (*Limen* is the only text used in the first section. As it is an imported text, students will save time by ordering it from the University Co-operative Store, Eugene.)

### LITERATURE

See English and Literature, pages 29 to 38.

### MATHEMATICS

Instruction in mathematics is designed to serve four particular groups of students: (1) Those who wish to secure the mental discipline that comes from the study of an exact science; (2) those who want fundamental courses for natural and applied sciences, such as physics, architecture and engineering; (3) teachers of mathematics who wish a more thorough preparation for their work; men in military service, or expecting to be, who aspire to officers' positions, for whom college algebra and plane geometry are fundamental, and analytic geometry and calculus of great value. All courses include full directions and helps for the student working by himself.

**Mth C 105. College Algebra.** This course is the equivalent of the first term's work for freshmen in survey courses. Prerequisites are one and one-half years of elementary algebra and one year of plane geometry.

Credit: Four term-hours. 24 assignments. Fee, \$9.00.

Text: Smail, *College Algebra*, McGraw-Hill Book Company, 1931.

**Mth C 106. Plane Trigonometry.** This course is the equivalent of the second term's work for freshmen in survey courses. Prerequisites are elementary algebra, plane geometry, and college algebra.

Credit: Four term-hours. 24 assignments. Fee, \$9.00.

Text: Wentworth-Smith, *Plane Trigonometry*, Ginn & Company.

**Mth C 107. Analytical Geometry.** This course is a necessary foundation for calculus, and is needed by students of architecture and science. The prerequisites are solid geometry, college algebra and plane Trigonometry.

Credit: Four term-hours. 21 assignments. Fee, \$9.00.

Text: Wilson and Tracey, *Analytic Geometry*, 1925 edition, Heath & Company.

**Mth C 105, 106, 107. Unified Mathematics.** This is the equivalent of the freshman survey course in the mathematics and physical science group. It gives a unified treatment of those portions of advanced algebra, plane trigonometry, and analytic geometry, together with a brief introduction to the simpler portions of the differential and integral calculus, which are essential to students in the physical and social sciences who can give but one year to college mathematics. Its content and

method are especially valuable to students in science, teachers of high school mathematics and science, and students of education or other statistics.

Prerequisite: Three semesters of high school algebra, and one year of plane geometry.

Credit: 12 term-hours or four each section. 22 assignments in each section. Fee, \$27.00, or \$9.00 for each section.

Texts: Griffin, *An Introduction to Mathematical Analysis*, Houghton Mifflin Co.; Hedrick, *The Macmillan Tables*, Macmillan Company.

**Mth C 108. The Mathematics of Investment.** During the past fifty years the tremendous development of private, corporate and governmental business has made business a professional calling for the best trained men the college can send forth, and has led to the founding of strong schools of commerce in most large universities. The present course is a standard course in many of the strongest schools of commerce. Not only the business man but the average citizen also needs a clear-cut knowledge of the principles of investment in order to handle his finances safely and profitably. Everyone should understand interest, discount, annuities, amortization, the valuation of bonds, sinking funds and depreciation, building and loan association, and the principles of life insurance.

Prerequisites: College or Advanced Algebra.

Credit: Three term-hours. 16 assignments. Fee, \$7.00.

Texts: Skinner, *The Mathematical Theory of Investment*, Ginn & Company; Wells, *Six Place Logarithmic Tables*, D. C. Heath & Company.

**Mth C 201, 202, 203. Differential and Integral Calculus.** A fundamental course, designed to lay a thorough foundation for all future work in mathematics and its applications. This is essentially the same course as that given under the same numbers in the State College and in the University. It is in three sections, so arranged as to permit any of them to be substituted for the corresponding term of the resident course. Division of lessons for the sections is as follows: Section I, 24 lessons, pages 1-185 in the text; Section II, 24 lessons, pages 187-333; Section III, 20 lessons, pages 335-487.

Credit: Twelve term-hours, or four for each section. Fee, \$27.00 or \$9.00 for each section.

Text: Granville, Smith, Longley, *Elements of the Differential and Integral Calculus*, 1929 edition, Ginn and Company.

**Mth C 1 X. Review Course in Arithmetic.** This course is intended to serve as a rapid review, primarily for persons who are planning to take the state examination for a teacher's certificate. Questions used in examinations have been carefully analyzed in order to determine the general nature of certificate requirements in arithmetic.

Credit: No credit is given for this course. 16 assignments. Fee, \$5.00.

Texts: Hamilton's *Essentials of Arithmetic*, Second Book; State Course of Study for the Elementary Grades (free from state superintendent or county superintendent.)

(Courses in elementary mathematics are listed among the entrance courses on pages 58 and 59.)



**MODERN LANGUAGES****FRENCH**

The learning of a foreign language should not be thought of as composed of a great many memory tasks. In fact, the memory work may be reduced to a minimum if the student will study the language scientifically, remembering that its structure and life depend upon certain definite principles and laws just as does botany or chemistry. An understanding of those principles according to which the language functions not only makes the mastery of the language far easier, but makes the study of it far more interesting, and the knowledge gained far more abiding. The aim in the following courses in first and second year French will be to give the student familiarity with the underlying principles of the grammar and a working vocabulary of words and idioms.

**RL C 1. First Year, First Term French.**

Credit: Four term-hours. 24 assignments. Fee, \$9.00.

Text: Fraser and Squair, *New Complete French Grammar*, 1921 edition, Heath and Company.

**RL C 2. First Year, Second Term French.**

Credit: Four term-hours. 24 assignments. Fee, \$9.00.

Texts: Fraser and Squair, *New Complete French Grammar*, 1921 edition, Heath and Company; and Smith and Greenleaf, *A French Reader*, Holt and Company.

**RL C 3. First Year, Third Term French.**

Credit: Four term-hours. 24 assignments. Fee, \$9.00.

Texts: Fraser and Squair, *New Complete French Grammar*, 1921 edition, Heath and Company; Smith and Greenleaf, *A French Reader*, Holt & Company; Carnahan, *Alternate French Review Grammar*, Heath & Company; and Buffum's edition of *Les Misérables*, by Victor Hugo, Holt & Company.

**RL C 4. Second Year, First Term French.**

Credit: Four term-hours. 24 assignments. Fee, \$9.00.

Text: Fraser and Squair's *New Complete French Grammar*, 1921 edition, Heath and Company, will be used as a reference grammar. Other texts are: Carnahan's *Alternate French Review Grammar*, Heath & Company; Buffum's edition of Hugo's *Les Misérables*, Holt & Company; Irvin's edition of *Tartarin de Tarascon*, by Alphonse Daudet, Holt & Company; and Buffum's edition of *Michelet's Historie de France*, Holt & Company.

**RL C 5. Second Year, Second Term French.**

Credit: Four term-hours. 24 assignments. Fee, \$9.00.

Texts: Fraser and Squair's *New Complete French Grammar* for reference; Carnahan's *Alternate French Review Grammar*; Buffum's edition of *Michelet's Historie de France*, and also his edition of Hugo's *Les Misérables*; Williams, *Technical and Scientific French*, Heath & Company; and *La comédie de celui qui épousa une femme muette*, by Anatole France, Holt & Company.

**RL C 6. Second Year, Third Term French.**

Credit: Four term-hours. 24 assignments. Fee, \$9.00.

Texts: Fraser and Squair's New Complete French Grammar for reference; Buffum's edition of Michelet's *Historie de France*; Williams' Technical and Scientific Reader, Heath & Company; Schwartz' Commercial French, Harcourt, Brace & Company; and Balzac's *Cinq Scènes de la Comédie Humaine* (Special edition with vocabulary), Heath & Company.

**GERMAN**

These courses cover the first two years of German. Careful attention is given to drills in grammar and pronunciation. A correct pronunciation is difficult to acquire from written directions; if the student can arrange to have a few lessons on pronunciation from a high school teacher of German, or from some friend who speaks the language, progress will be greatly facilitated.

**Ger C 1. First Year, First Term German.**

Credit: Four term-hours. 24 assignments. Fee, \$9.00.

Text: Vos, *Essentials of German*, Fifth edition, Holt and Company.

**Ger C 2. First Year, Second Term German.**

Credit: Four term-hours. 24 assignments. Fee, \$9.00.

Texts: Vos, *Essentials of German*, Fifth edition, Holt and Company; Super, *Elementary German Reader*, Ginn & Company.

**Ger C 3. First Year, Third Term German.**

Credit: Four term-hours. 24 assignments. Fee, \$9.00.

Texts: Heyse's *L'Arrabbiata*, edited by S. T. Byington, Ginn and Company; Storm's *Immensee*, edited by Morgan and Wooley, Ginn & Company.

**Ger C 4. Second Year, First Term German.**

Credit: Four term-hours. 23 assignments. Fee, \$9.00.

Texts: Karl Heinrich, *Erzählung von Wilhelm Meyer-Förster*, edited with vocabulary by H. C. Sanborn, Newsom and Company; Freytag's *Die Journalisten*, edited with vocabulary by W. T. Toy, new edition, Heath & Company; *Handy German Grammar for rapid review*, by C. N. Gould, Scott, Foresman & Company.

**Ger C 5. Second Year, Second Term German.**

Credit: Four term-hours. 23 assignments. Fee, \$9.00.

Texts: Heine's *Die Harzreise*, edited with vocabulary by B. J. Vos, D. C. Heath & Company; Wildenbruch's *Der Neid*, edited with vocabulary by Prettyman, Heath & Company.

**Ger C 6. Second Year, Third Term German.**

Credit: Four term-hours. 23 assignments. Fee, \$9.00.

Texts: Seidel, *Leberecht Hühnchen*, edited with notes and vocabulary by A. Werner-Spanhoofd, Heath & Company; Lessing, *Minna von Barnhelm*, edited with notes and vocabulary, by R. A. von Minckwitz, Ginn & Company.

Note: A third year course is contemplated. In addition to the required reading with exercises, either in classics (selected works of Lessing,

Goethe, Schiller), or in modern fiction, such as Hauptmann, Sudermann, Freussen, etc., an outline of the history of German literature will be offered.

Credit: Three term-hours. Fee, \$7.00.

Will be given if there is sufficient demand.

### SPANISH

The principal aim in the following courses in Spanish is reading knowledge, for the study of literature, the meeting of college requirements, and the reading of scientific publications. The courses also have in mind the needs of a smaller number of students who may wish a knowledge of Spanish for purposes of travel and for business correspondence. Spanish is not a difficult language; it is logical and consistent in its grammar. Students who are industrious and interested will find it easy.

#### RL C 11. First Year, First Term Spanish.

Credit: Four term-hours. 24 assignments. Fee, \$9.00.

Texts: Practical Spanish Grammar, by Seymour and Smithers, Longmans; First Spanish Reader, by Olmsted and Sirich, Holt and Company.

#### RL C 12. First Year, Second Term Spanish.

Credit: Four term-hours. 24 assignments. Fee, \$9.00.

Texts: Same as for first term.

#### RL C 13. First Year, Third Term Spanish.

Credit: Four term-hours. 24 assignments. Fee, \$9.00.

Texts: Same as in the first term.

#### RL C 14. Second Year, First Term Spanish.

Credit: Four term-hours. 24 assignments. Fee, \$9.00.

Texts: Practical Spanish Grammar, by Seymour and Smithers, Longmans; Leyendas Espanolas, Sáanchez-Pérez, Allyn and Bacon.

#### RL C 15. Second Year, Second Term Spanish.

Credit: Four term-hours. 24 assignments. Fee, \$9.00.

Texts: La Hermana San Sulpicio, Palacio Valdés, edited by Gill, Holt & Company; Spanish Verb Blanks, Wilkins and Alpern, Globe Book Company.

#### RL C 16. Second Year, Third Term Spanish.

Credit: Four term-hours. 24 assignments. Fee, \$9.00.

Texts: Historia de España, M. Romera-Navarro, D. C. Heath & Company.

### PHYSICS

Correspondence courses in sciences must be largely concerned with theory, rather than with practical demonstration of principles, as is possible when laboratories are available. Students who have access to the laboratory can carry science courses almost as satisfactory by correspondence as in the class-room. It is difficult to present all phases of the subject adequately by correspondence, and only such simple experiments as can be performed by students at home with apparatus of their own construction are included in the lessons. Students who take these courses are urged to take experimental work in laboratories during a summer session.

**Ph C 250, 251, 252. College Physics.** A general course covering mechanics, sound, heat, light, electricity and magnetism, and an introduction to the modern physics. The work is similar to that given in Physics 201, 202, 203 General Physics, at the University and the State College, to students in architecture, to those in courses preparatory to medicine and dentistry, and to those preparing to teach physics in the high school. The usual prerequisites for this course are elementary algebra, elementary geometry, elementary physics, and, preferably trigonometry. The course may be taken, however, without a previous knowledge of elementary physics and trigonometry.

Credit: Nine term-hours, or three for each section. 16 assignments in each of the three sections. Fee, \$7.00 for each section. An additional three term-hours' credit may be earned by laboratory work done in a summer session or by special arrangement during a regular term.

Text: Caswell, *An Outline of Physics*, Macmillan, 1928.

**Ph C 350. History and Teaching of Physics.** This course is for teachers primarily, and presupposes a reasonable familiarity with the more elementary facts and ideas of general physics. A course in at least elementary physics is a necessary prerequisite.

Credit: Three term-hours. 16 assignments. Fee, \$7.00.

Texts: Cajori, *History of Physics*, 1929 edition, Macmillan; Rusk, *How to Teach Physics*, 1923 edition, Lippincott Company; Mann, *The Teaching of Physics*, Macmillan.

**Ph H C 360. Meteorology.** This course is designed for those who want to study the subject as a matter of general intelligence and enjoyment, and for those who expect to enter the service of the U. S. Weather Bureau. Knowledge of the material covered in this course will fit the student for the Civil Service examination for the lower ranks of the Government positions. Prerequisites for the course are elementary algebra, plane geometry, and elementary physics. A knowledge of trigonometry will be helpful, but is not necessary.

Credit: Three term-hours. 12 assignments. Fee, \$7.00.

Texts: *Meteorology*, by Milham, Macmillan. *Classification of Clouds for the Guidance of Observers*, by the U. S. Weather Bureau, Washington, D. C.

### PHYSIOLOGY

**Z C 250. Elementary Physiology.** An introduction to human physiology. The aim throughout has been to make the course as practical as possible. It appeals especially to parents and teachers, but will prove interesting and valuable to anyone who appreciates the importance of a proper understanding of the functions of the various organs of the human body.

Credit: Three term-hours. 16 assignments. Fee, \$7.00.

Text: Martin, *The Human Body*, Henry Holt & Company, Eleventh Edition, Revised, 1926.

### PSYCHOLOGY

Psychology is a required subject for students in education and journalism, and is especially recommended to students of law, economics, business administration, medicine and literature. Persons engaged in business

or in any occupation that calls for contact with many varied groups or classes of people will find the study of psychology interesting and illuminating.

**Psy C 101, 102. Elementary General Psychology.** This course includes a study of the fundamental principles of general psychology, but in a less thorough manner than Course 201, 202, 203. Some simple experimental work is included. Students who expect to correlate their correspondence work in psychology with work in residence should take *Beginners' Psychology* 201, 202, 203.

Credit: Six term-hours, or three for each section. 32 assignments. Fee, \$15.50, or \$7.75 for each section. (This includes a laboratory fee of \$1.50, which is charged to cover the cost of extra supplies for experiments called for in the lessons.)

Texts: Breese, *Psychology*, Scribners; Pillsbury, *Essentials of Psychology*, revised edition, Macmillan; Gates, *Elementary Psychology*, Macmillan, 1928 revised edition.

**Psy C 103. Applied Psychology.** The effects of fatigue, drugs, and alcohol on behavior; individual differences due to age, sex, race, family inheritance and past experience; the emotions and personality. Psychology in its relation to law, medicine, business. Personal problems.

Prerequisites: elementary psychology or its equivalent.

Credit: Three term-hours. 16 assignments. Fee, \$7.00.

Text: Moss, *Applications of Psychology*, Houghton Mifflin Co.

**Psy C 201, 202, 203. Beginner's Psychology.** A course designed to duplicate *Elementary Psychology* 201, 202, 203 given at the University and the State College. The same subject matter is covered as in *Elementary General Psychology* 101, 102, with the addition of more intensive treatment of such aspects of behavior as the conditioned reflex, learning and intelligence. The course is of general interest to all those who want a solid foundation for advanced study in psychology.

Credit: Nine term-hours, or three for each section. 16 assignments in each section. Fee, \$22.50, or \$7.50 for each section. (This includes a laboratory fee of \$1.50, which is charged to cover the cost of extra supplies needed for experiments.)

Texts: Breese, *Psychology*, Scribners; Gates, *Elementary Psychology*, 1928 Revised Edition, Macmillan; Perrin and Klein, *Psychology*, Henry Holt & Company.

**Psy C 418. Abnormal and Borderline Psychology.** A study of the better known types of abnormal and borderline mental phenomena from the standpoint of scientific interpretation. Dreams, automatic activity, phobias, hysteria, mediumship, Freudian mechanisms, theories of the subconscious, etc.

Prerequisite: Any good course in the principles of general psychology.

Credit: Four term-hours. 22 assignments. Fee, \$9.00.

Texts: Conklin, *Principles of Abnormal Psychology*, Holt & Company, 1927; Hart, *Psychology of Insanity*, Cambridge University Press, 1919. In addition to the regular texts, the following should be borrowed from the State Library in Salem, or from the University of Ore-

gon Library; Blanchard and Sands, *Abnormal Behavior*, Moffat, Yard & Company; Fox, *Psychopathology of Hysteria*, Richard G. Badger, Gorham Press, Boston.

### SOCIOLOGY

Soc C 201, 202, 203. **Introduction to Sociology.** A survey of the development of society and its institutions, and the analysis of the more significant current social problems. The following topics are included: primitive man and his society; influences of geographical, biological, and psychological factors upon human behavior; human nature and its formation; problems of the family, crime, race contacts, poverty, and recreation.

Credit: Nine term-hours, or three for each section. 16 assignments in each section. Fee, \$21.00, or \$7.00 for each section.

Texts: *An Introduction to Sociology*, by Davis, Barnes and others, Heath and Company, 1927; and *Readings in Sociology*, by Davis, Barnes and others, Heath and Company, 1927.

Soc C 211, 212. **Introduction to Modern Social Problems.** This course is designed to acquaint the student with the nature and significance of the many social problems with which he and his associates are contending in modern society. The first 16 assignments concern themselves with the nature of the *social problem* in former civilizations and the phases of it which are peculiar to our own situation. The second division of the course surveys the ways in which the problem shows itself in the *social problems* all about us.

Credit: Six term-hours for the entire course, or three for each section. 16 assignments in each section. Fee, \$14.00, or \$7.00 for each section.

Text: Parsons, *Introduction to Modern Social Problems*, Knopf, 1924.

Soc C 311. **Criminology.** The problems of crime and criminals will be taken up from three angles. Consideration will be given first to the criminal, our traditional and present day notions about him and the extent to which the causes of crime lie within him. Attention will then be given to the factors in the physical and social environment which contribute to the production of crime. Finally, consideration will be given to the nature of the criminal act and the reactions of society to criminal behavior in punishment, reformation, and the more recent developments looking toward the scientific treatment of the criminal, including the extent to which the adoption of a program would modify traditional procedure and treatment.

Credit: Three term-hours. 16 assignments. Fee, \$7.00.

Text: Parsons, *Crime and the Criminal*, Knopf, 1926.

## Entrance Courses

Admission to the freshman class in any of the institutions in the Oregon State System of Higher Education is conditioned upon the completion of a four-year high school course, or its equivalent, requiring 15 units of work. The outline of this required work is given in full on pages 12 and 13 of this catalog.

The following courses have been prepared to enable students who expect to enter an institution of higher education to make up entrance deficiencies or to make possible the continuance of study for high school students who for any good reason are unable to attend school regularly. High school teachers will find some of them helpful in presenting the subjects to their classes.

College credit will not be given for any of these courses, but entrance credit will be granted for the satisfactory completion of any of them.

A unit, when applied to entrance credit, means the equivalent of five recitations per week of not less than 40 minutes each, in one branch of study, for the school year of not less than 36 weeks.

### ENGLISH

The following eight courses in English and Literature are based, as nearly as possible, upon the state course of study for high school English. They cover the four years of work in high school English and are so arranged that a student may take a half-year course or may complete the entire four-year course by correspondence if he so desires.

**Eng C 1 E. Entrance English I.** This course has been planned with two aims in view: (a) to help the student form habits of accuracy in common forms of expression; (b) to encourage extensive reading of good books in an intelligent and pleasurable manner.

Credit: One-half entrance unit. 24 assignments. Fee, \$7.00.

Texts: Ward, *Sentence and Theme* (revised) and *Sentence Book*, Scott Foresman Publishing Company; Macaulay, *Lays of Ancient Rome*; Scott, *Lady of the Lake*; Poe's *Tales*, *The Gold Bug*, *The Murders in the Rue Morgue*, *The Purloined Letter*, *The Fall of the House of Usher*, *The Descent Into the Maelstrom*, *The Cask of Amontillado*, *The Mask of the Red Death*, and *The Tell-Tale Heart*; Cooper, *The Last of the Mohicans*; Stevenson, *Treasure Island*; Riis, *The Making of an American*. (No special edition of the classics will be required.)

**Eng C 2 E. Entrance English II.** The purpose of this course is to help the student form habits of accuracy in English expression, and to encourage a wider reading of good books.

Credit: One-half entrance unit. 24 assignments. Fee, \$7.00.

Texts: Ward, *Sentence and Theme* (revised) and *Sentence Book*, Scott, Foresman Publishing Company; Balch, *Bridge of the Gods*; *Odyssey*, Butcher and Lang, Macmillan Company; choice of any good simplified story of *The Odyssey*, such as: *Story of the Odyssey*, Edward Brooks; *The Boys' Odyssey*, Walter C. Perry; *The Odyssey for Boys and Girls*, A. J. Church; *Matthew Arnold*, *Sohrab and Rustum*.

Academy Classics, preferred); Shakespeare, *Midsummer Night's Dream*; Scott, *The Talisman*.

**Eng C 3 E. Entrance English III.** The purpose of this course is to develop in the student ability to distinguish qualities of expression, thought, and beauty in poetry and prose; and to encourage extensive reading of good books intelligently.

Credit: One-half entrance unit. 24 assignments. Fee, \$7.00.

Texts: Clippinger, *Written and Spoken English*, Silver, Burdett and Co.; Shakespeare, *As You Like It*; Hawthorne, *Twice Told Tales* (Riverside Series, No. 82); Lowell, *Vision of Sir Launfal*; Coleridge, *The Ancient Mariner* (Academy Classics or any other good high school edition); Scott, *Ivanhoe*; Scott, *Quentin Durward*; Booker T. Washington, *Up From Slavery*.

**Eng C 4 E. Entrance English IV.** In this course renewed emphasis is placed upon the definite fixing of the elementary facts of grammar, punctuation, and spelling, in order that the student may cultivate habits of accuracy in expression. The study of literature is also a part of the course, so that the student may learn to enjoy and appreciate good books.

Credit: One-half entrance unit. 24 assignments. Fee, \$7.00.

Texts: Clippinger, *Written and Spoken English*, Silver, Burdett and Company; Tennyson, *Idylls of the King*; Sidney Lanier, *The Boys' King Arthur*; Dickens, *A Tale of Two Cities*; Dickens, *David Copperfield*; Washington's *Farewell Address* (Epoch Making Papers, Macmillan edition preferred); Blackmore, *Lorna Doone* (Academy Classics preferred).

**Eng C 5 E. Entrance English V.** This course has three aims: (1) To form standards of judgment, (2) to understand the construction of the newspaper, and (3) to practice the forms of expression involved, such as the editorial and the various types of news reports. The lessons in literature are planned to give a comprehensive view of the development of the English drama from the period of the Renaissance to the present day. In all the lessons correct grammatical usage is still as much a part of the required work as in the first term.

Credit: One-half entrance unit. 24 assignments. Fee, \$7.00.

Texts: Clippinger, *Written and Spoken English*, Silver, Burdett and Co.; Long, *English Literature*, Chapter VI, Sections III and V, dealing with "The First English Dramatists" and "Shakespeare"; Shakespeare, *Macbeth* and *the Tempest*; Drinkwater, *Abraham Lincoln* (Riverside Edition); Zangwill, *The Melting Pot*; Kennedy, *The Servant in the House*; Maeterlinck, *The Bluebird*; Peabody, *The Piper*; Barrie, *The Little Minister*.

**Eng C 6 E. Entrance English VI.** A rather intensive study of three forms of modern literature is undertaken in this course—periodicals, the essay, and the novel—for the purpose of helping the student to develop taste and discriminate in his choice of current reading, to express in effective form his own point of view upon various subjects of personal interest, and to enable him to establish standards of judgment and increase his powers of appreciation in his reading of fiction. Grammatical accuracy of expression is still a requirement in all written work.



Credit: One-half entrance unit. 24 assignments. Fee, \$7.00.

Texts: Clippinger, *Written and Spoken English*, Silver, Burdett and Co.; Addison and Steele, *Sir Roger de Coverley Papers*; Lamb, *Essays of Elia* (Standard English Classics, Ginn and Co., preferred); Carlyle, *Essay on Burns* (Representative poems of Burns with Carlyle's Essay, Ginn and Co., preferred); Burns, *Poems* (Selected Lyrics, The Cotter's Saturday Night, Tam o' Shanter); Goldsmith, *The Vicar of Wakefield*; Thackeray, *Henry Esmond*.

**Eng C7 E. Entrance English VII.** A study of American literature, particularly as it reflects in its continuity the development of our national life and ideals. This course aims (1) to present our literature as the expression of our political, social and industrial life, of our ideas of beauty and art, and our interpretation of nature, and (2) to establish certain standards which will enable the student to form habits of judgment and to increase his powers of appreciation in reading. Grammatical accuracy of expression is still a requirement in all written work. If any need for special drill in this connection is evidenced, the instructor is expected to assign work to fit the individual needs of the student.

Credit: One-half entrance unit. 24 assignments. Fee, \$7.00.

Texts: *American Poetry*, by DeMille, Allyn & Bacon; *Second Book of Modern Verse*, by Rittenhouse; *Lincoln, The Man of the People*, by Edwin Markham; *When Lilacs Last in the Dooryard Bloomed*, by Walt Whitman; *Lincoln's Cooper Union Speech*; *Franklin's Autobiography*; Hawthorne, *House of Seven Gables*; Howells, *Rise of Silas Lapham*.

**Eng C8 E. Entrance English VIII.** Three of the most popular forms of modern literature are emphasized in this course: the lyric is studied as a type of literature and in its relation to the development of modern English poetry. Seven lessons are devoted to a study of the essay, while the last five lessons are intended to help the student form habits of judgment and of discrimination in his reading of the novel.

Credit: One-half entrance unit. 24 assignments. Fee, \$7.00.

Texts: Clippinger, *Written and Spoken English*; Palgrave, *The Golden Treasury*, edited by Newcomer, *Lake English Classics* series; Tennyson, *Selected Poems*, edited by Reynolds, *Lake English Classics* series; Browning, *Selected Poems and Pippa Passes*, edited by Reynolds, *Lake English Classics*; Heydrick, *Types of the Essay*, Scribners; Thackeray, *Vanity Fair*; Joseph Conrad, *The Point of Honor*, and *The Typhoon*.

**Eng C9 E, 10 E. Entrance English Composition.** This course is designed to help the student correct bad habits in written and spoken English; acquire facility in the use of the right forms in words, sentences and paragraphs; and learn how to apply important rules of punctuation and paragraphing in the preparation of composition. Each lesson requires from the student some piece of writing and generally the completion of an exercise of some sort of grammar, usage, or punctuation. The course is much better adapted to senior and high school students than to those less advanced. May be taken in two sections of one-half unit each.

Credit: One entrance unit, or one-half unit for each section. 25 assignments in each section. Fee, \$14.00 or \$7.00 for each section.

Text: Clippinger, Written and Spoken English, Silver, Burdett and Company.

Eng C 11 E. **English Grammar and Usage.** The purpose of the eight lessons in this course is to give a simple outline of English grammar and to connect with it such questions of usage as may come under each part of the speech. By calling attention to some of the more common errors, the student will be helped to fix correct forms in his mind.

Credit: One-fourth entrance unit. 8 assignments. Fee, \$5.00.

Text is included in the lessons.

### HISTORY

Hst C 1 E. **Civics I.** Deals with the framework of American government, state, local and federal, and with the powers and duties of executive, legislative and judicial officers in all units of government.

Credit: One-half entrance unit. 23 assignments. Fee, \$7.00.

Texts: Reed, Form and Functions of American Government, World Book Company, 1922; Kaye, Readings in Civil Government, The Century Company, 1912.

Hst C 2 E. **Civics 2.** A study of political parties and elections and of the functions of American government in all its branches, including such subjects as foreign relations, crime and its prevention, public morals, education, public health, conservation of natural resources, money and banking, regulation of corporations, public utilities, labor, immigration, and taxation. Course 1 or its equivalent is a prerequisite.

Credit: One-half entrance unit. 24 assignments. Fee, \$7.00.

Texts: Same as for Course 1.

Hst C 3 E. **American History I.** The aim in this course and the one following is to give the student a good general understanding of the subject, and to present the equivalent of a one-year course in American history in a standard high school. This section is concerned with American history from its beginning to 1850.

Credit: One-half entrance unit. 24 assignments. Fee, \$7.00.

Texts: Muzzey, An American History, Revised Edition, Ginn and company, 1923; Muzzey, Readings in American History, Ginn and Company, 1921. Special instructions for securing additional reading material for the course will be sent with the first lesson.

Hst C 4 E. **American History II.** This course is a continuation of American History I and covers American history from 1850 to the present.

Credit: One-half entrance unit. 24 assignments. Fee, \$7.00.

Texts: Same as for American History I.

Hst C 5 E. **World History I.** This course and the one following are designed to give young students a conception of the background of history. A knowledge of the past shows the similarity of the causes which bring about the hope and achievement of civilization in different ages. Discoveries in the realms of knowledge or art produce civilizations. Defects in human nature or inadequacy of environment are

causes of its decline. If we can learn from history how these discoveries can be made and how these defects can be remedied, then history has a direct and practical bearing on our life of today. This section deals with world history from the time of primitive man to the French Revolution.

Credit: One-half entrance unit. 24 assignments. Fee, \$7.00.

Texts: Hutton Webster, *World History*, Heath & Company, 1921; James Henry Breasted, *Ancient Times*, Ginn & Company, 1916; James Harvey Robinson, *Medieval and Modern Times*, Ginn & Company, 1919.

**Hst C 6 E. World History II.** This course is a continuation of World History I and reviews briefly world history from the French Revolution to the present.

Credit: One-half entrance unit. 24 assignments. Fee, \$7.00.

Texts: Same as for World History I.

### LATIN

**Lat C 1 E. Beginning Latin.** This course is the equivalent of the regular high school course in first year Latin. It consists of exercises in pronunciation, drills in grammar, and the study of supplementary material, which is aimed to give the student an understanding of the daily life and character of the Latin people.

Credit: One entrance unit. 48 assignments, arranged in two sections of 24 assignments each. Fee, \$14.00 or \$7.00 for each section taken separately. No credit will be given until the two sections have been completed.

Text: *Limen*, by Walters and Conway, published by John Murray, Albemarle Street, West London. (As this is an imported text, students will save time by ordering it from the University Co-operative Store, Eugene.)

**Lat C 2 E. Caesar.** This course is the equivalent of the regular second year work in Latin in high school. In addition to the reading in Caesar there will be drills and reviews in grammar. Supplementary material is included.

Credit: One entrance unit. 48 lessons, arranged in two sections of 24 lessons each. Fee, \$14.00 or \$7.00 for each section. No credit will be given until the two sections have been completed.

Texts: *Caesars Gallic Wars*, edited by Gunnison and Harley, American Book Co.; *New Latin Grammar*, by Allen and Greenough, Ginn and Company.

### MATHEMATICS

Courses in mathematics all contain abundant illustrations and helps especially designed to aid the student working without a teacher. All difficult matters are carefully explained, thus making the work more interesting and successful.

**Mth C 1 E. Elementary Algebra, Course A1.** This course and Course A2 correspond to the two semester's work in this subject in standard high schools. Course A1 covers pages 1-245 of the text.

Credit: One-half entrance unit. 24 assignments. Fee, \$7.00.

Text: Ruch and Knight, Standard Service Algebra, Scott, Foresman and Company.

**Mth C 2 E. Elementary Algebra, Course A2.** This course is a continuation of Course A1 and covers the remainder of the text.

Credit: One-half entrance unit. 24 assignments. Fee, \$7.00.

Text: Same as for Course A1.

**Mth C 3 E. Elementary Algebra, Course A3.** This is an intermediate course between Elementary Algebra, Course A2, and College Algebra. It covers the work done in the third semester of high school algebra.

Credit: One-half entrance unit. 24 assignments. Fee, \$7.00.

Text: Betz, Algebra for Today, Second Course, Ginn and Company.

**Mth C 4 E. Plane Geometry, Course G1.** The two courses in plane geometry and the one in solid geometry correspond to the three semester's work in this subject in standard high schools.

Credit: One-half entrance unit. 24 assignments. Fee, \$7.00.

Text: Stone-Mallory, Modern Plane Geometry, Benj. H. Sanborn and Company. Students who expect to take also Solid Geometry, Course G3, should purchase Stone-Mallory, Modern Geometry, Plane and Solid, in one volume.

**Mth C 5 E. Plane Geometry, Course G2.** This is a continuation of Course G1.

Credit: One-half entrance unit. 24 assignments. Fee, \$7.00.

Text: The same as for Course G1.

**Mth C 6 E. Solid Geometry, Course G3.** This course follows directly after Course G2. Students who expect to specialize in mathematics, science, engineering, and architecture should take this course.

Credit: One-half entrance unit. 24 assignments. Fee, \$7.00.

Text: Stone-Mallory, Modern Solid Geometry, Benj. H. Sanborn and Company.

## PHYSICS

**Ph C 1 E. Elementary Physics.** Work in this course follows the state high school course, and when supplemented by a satisfactory amount of laboratory work in a high school or in a summer session is equivalent to the course offered in standard high schools. The course is also designed for those who wish to take up the subject as a matter of general intelligence, those wishing to prepare for the teachers' examination, or for teachers who wish to review the subject. The course presupposes some familiarity with elementary algebra and plane geometry. Students who wish to do the laboratory work must make arrangements through the General Extension Division.

Credit: Three-fourths entrance unit. 24 assignments. Fee, \$10.50.

Students who can arrange to meet the laboratory requirement may earn one entrance unit. The fee will then be \$14.00. A small additional fee for laboratory work may be required.

Text: Millikan, Gale and Pyle, Elements of Physics (1927 edition), Ginn and Company.

## Extension and Correspondence Services

### CORRESPONDENCE-STUDY GROUPS

When several, or even two or three, correspondence students in a town or rural community can be found who are interested in the same course, a study group or club may be formed. By meeting together at regular intervals to talk over their work much interest can be added to the usual correspondence-study procedure. Members of the group who meet all requirements of the course may earn credit.

Correspondence courses may also be used as the basis for club study by groups not in any way interested in earning credit, but who wish to study for their own improvement and enjoyment. Each member of the group enrolls regularly for the course and thus is entitled to full instruction on the lessons. When as many as 12 or 15 are enrolled in such a group, it will probably be possible for the General Extension Division to send an instructor to meet with the members occasionally during the period of their enrollment.

Study groups may be formed for any course, but are likely to be more successful in such subjects as English, literature, history, and psychology.

Persons wishing to organize a study group are invited to write to the General Extension Division.

### EXTENSION CLASSES

Classes that combine direct methods of instruction with the correspondence method will be organized whenever there is a sufficient group desiring such instruction, and the necessary arrangements can be made by the General Extension Division to provide an instructor.

**Requirements.** Usually a class cannot be organized when the initial membership is less than twenty. A group wishing to organize should decide upon the course of study it wishes to pursue, with an alternative course in case an instructor for the first cannot be secured and should put some responsible person in charge of all necessary arrangements such as room, membership, publicity and any other details that arise in connection with such a class. A reasonable degree of permanency in membership will be expected by the General Extension Division in organizing classes, as satisfactory work cannot be done when the personnel of the group is constantly changing.

**Credit.** Credit will be given for work done in classes meeting regularly and following a definite course of study under the direction of an instructor provided by the General Extension Division.

**Fee.** The usual fee for extension classes for each term is \$8.00 for each student regularly enrolled.

**Applications.** Application for extension classes outside of Portland, Oregon, should be made to the General Extension Division, Oregon State System of Higher Education, Eugene, Oregon. Applications for classes in or near Portland should be made to the Portland office of the General Extension Division, 814 Oregon Building, Portland, Oregon.

### STUDY COURSES FOR CLUBS

The General Extension Division invites women's clubs, teachers' study clubs, granges and other groups of persons whose common interest in

some subject makes group study desirable, to ask for assistance in the preparation of study outlines. Frequently the subject on which an outline is desired is one that is especially familiar to some member of the faculty, who can suggest methods of study and bibliographies.

Correspondence courses also furnish excellent outlines for group study. Enrollment with the General Extension Division has the added advantage of giving the individual regular instruction and the opportunity to confer with the instructor regarding the work of the course.

### HOME READING COURSES

Many persons who do not care to undertake a regular correspondence course are desirous of securing help in planning systematic home reading. To such persons the General Extension Division is prepared to offer a number of reading lists on widely varied topics. Also, assistance is offered to those who wish reading lists on special topics.

One series of reading lists is announced under the heading, **PURPOSEFUL READING COURSES**, and contains book lists grouped under the following topics:

- |                                       |                                       |
|---------------------------------------|---------------------------------------|
| 1. Reading for Enjoyment              | 8. Europe Since the Great War         |
| 2. Our Heritage                       | 9. The Work of the World              |
| 3. The Wonders of Modern Science      | 10. Earth's Gifts to Man              |
| 4. How to Appreciate the Beautiful    | 11. Inventions and Inventors          |
| 5. Seeing the Orient Through Books    | 12. As a Man Thinketh                 |
| 6. Seeing Europe Through Books        | 13. Our United States                 |
| 7. Seeing South America Through Books | 14. Books That Have Been Talked About |

A second series of reading lists has been prepared in cooperation with the Oregon Federation of Women's Clubs. These lists are used by women who are members of federated clubs for the purpose of securing membership in the honor society known as Epsilon Sigma Omicron. The use of these reading lists, however, is not limited to club women, but any one who is interested in the topics included may apply for a list. The topics are:

- |   |  |
|---|--|
| 1. Current Problems and Ways of Thinking              | 7. Biography   |
| 2. As a Man Thinketh—Philosophy, Ethics, and Religion | 8. Seeing the World Through Books—Travel and Discovery |
| 3. Contemporary Trends in English Literature          | 9. Learning to Appreciate the Beautiful—Fine Arts      |
| 4. American Literature                                | 10. New Viewpoints in History                          |
| 5. Foreign Literature                                 | 11. Psychology   |
| 6. Our Heritage                                       | 12. Books That Are Being Talked About                  |

### TEACHERS' READING CIRCLE

The state superintendent of public instruction offers five ways in which reading circle requirements may be met. The two plans in which the General Extension Division of the Oregon State System of Higher Education may serve you are given here.

"Plan Number 1. Reading and reporting upon one of the reading circle books under the direction of the General Extension Division."

The state superintendent of public instruction issues a list of books for the reading circle year, which begins September 1 and ends the following August 31. Under "Plan Number 1," in cooperation with the state superintendent the General Extension Division prepares a set of questions on each book with suggestions regarding the preparation of a paper in an-

swering the questions. While some books are retained on the list for two successive years, the questions are always changed for the second year. Teachers should be careful to secure the questions for the current year. The questions on any book on the list may be obtained from the General Extension Division. Teachers should read the suggestions preceding the questions. The General Extension Division is responsible for the reading of all papers received, and determines whether they are "satisfactory" or "Unsatisfactory." If the paper is found to be satisfactory, a reading circle certificate for the year for which the questions have been prepared will be issued. If unsatisfactory, the paper will be returned with reasons why it is not considered satisfactory.

The fee for this plan is 50 cents, which amount should be sent to the General Extension Division with the book report.

"Plan Number 2. Completion of a two or three term-hour course, either by correspondence or in residence, at a standard normal school or a standard college or university. Under this plan it is not necessary to secure a reading circle certificate. A certificate or other documentary evidence of the completion of work, issued from the institution in which this work has been done, will be accepted by county school superintendents in lieu of a reading circle certificate."

If work is done under this plan, the statement of credit earned is the equivalent of a reading circle certificate.

#### **PUBLICATIONS OF THE GENERAL EXTENSION DIVISION**

The General Extension Division issues the following publications, copies of which will be mailed upon request:

##### **CORRESPONDENCE-STUDY CATALOG.**

New edition published each year. Persons desiring to register for correspondence courses should write for the latest catalogue.

##### **CATALOG OF EDUCATIONAL SLIDES.**

Listing the large collection of slides available for distribution through the Department of Visual Instruction.

##### **CATALOG OF PORTLAND CENTER.**

Indicating the courses offered at the Portland Center, during the regular collegiate year.

##### **ANNUAL HANDBOOK OF OREGON HIGH SCHOOL DEBATING LEAGUE.**

Contains the list of district directors, and questions for debate; the constitution of the League, and much other information concerning high school debating.

Make postal orders, express orders and bank drafts payable to the General Extension Division, and send application to the General Extension Division, Oregon State System of Higher Education, Eugene

## Application for CORRESPONDENCE COURSES

Name in full.....  
(Mr., Mrs., or Miss)

Address .....

Have you ever before registered for a correspondence course with this Extension Division? .....

Age.....years. Occupation.....

Amount of high school work completed and where.....

Amount of college, university, or normal work completed and where.....

What degree, if any, do you hold?.....

What institution of higher education in Oregon do you expect to enter?  
.....

What subject do you expect to make your major?.....  
.....

What is your object in taking this course? .....

Do you desire credit?.....

To what libraries do you have access?.....

### Correspondence Course Desired

Name of Course	Term Hours Credit	Amount of Fee
.....	.....	\$.....
.....	.....	\$.....
.....	.....	\$.....

Amount enclosed for texts and supplies..... \$.....

Total amount enclosed ..... \$.....



