

O R E G O N

State System of
Higher Education

B U L L E T I N



University of Oregon
Catalog Issue
1941-42

Eugene, Oregon

University of Oregon
CATALOG

1941-42



Eugene, Oregon

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Eugene, Oregon

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Oregon State System of Higher Education

THE Oregon State System of Higher Education, as organized in 1932 by the State Board of Higher Education following a Federal survey of higher education in Oregon, includes all the state-supported institutions of higher learning. The several institutions, located at six different places in the state, are now elements in an articulated system, parts of an integrated whole. The educational program is so organized as to distribute as widely as possible throughout the state the opportunities for general education and to center on a particular campus specialized, technical, and professional curricula closely related to one another.

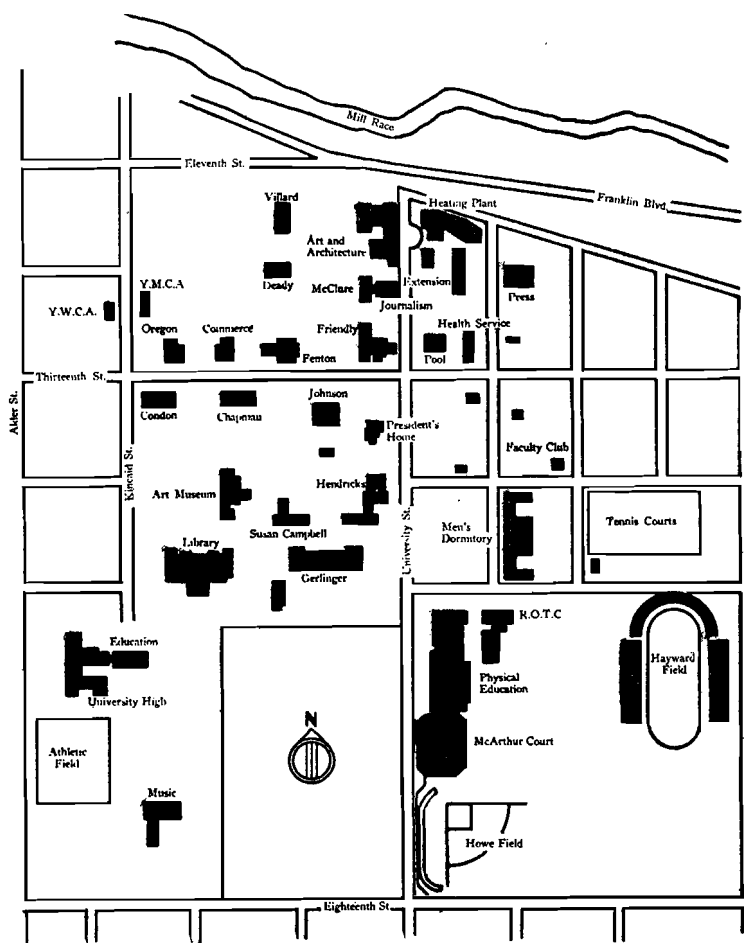
The institutions of the State System of Higher Education are the University of Oregon at Eugene, Oregon State College at Corvallis, the University of Oregon Medical School at Portland, the Oregon College of Education at Monmouth, the Southern Oregon College of Education at Ashland, and the Eastern Oregon College of Education at La Grande.

Each of these institutions, except the Medical School which is on a graduate basis, provides the general studies fundamental to a well-rounded education. At the three colleges of education general and professional studies are combined in the teacher-training curriculum. At the Southern Oregon College of Education and the Eastern Oregon College of Education students who do not plan to become elementary school teachers may devote their time exclusively to lower-division studies in the liberal arts and sciences.

At the University and the State College two years of unspecialized work in liberal arts and sciences are provided on a parallel basis in the Lower Division. Beyond the lower-division level the work of the two institutions is distinctly differentiated. At the University are centered the advanced curricula in the arts, letters, and social sciences, and the professional schools resting on these fundamental fields of knowledge. At the State College are centered the advanced curricula in the physical and biological sciences and the professional schools resting on these natural sciences.

The educational program thus developed, as shown in the following insert, includes: (1) Liberal Arts and Sciences, (2) Professional and Technical Curricula, (3) Graduate Study and Research.

University of Oregon Campus





University of Oregon, Eugene
University of Oregon Medical School, Portland
Eastern Oregon College of Education, La Grande

THE OREGON STATE SYSTEM OF HIGHER EDUCATION

Oregon State College, Corvallis
Oregon College of Education, Monmouth
Southern Oregon College of Education, Ashland



LIBERAL ARTS AND SCIENCES

UNIVERSITY, Eugene

Lower Division (Junior Certificate)
Freshman and sophomore work in Liberal Arts and Sciences (Language and Literature, Science, and Social Science) is offered on essentially the same basis at both the University and the State College.

College of Arts and Letters (B.A., B.S., M.A., Ph.D. degrees)

Major curricula in General Arts and Letters, and in Classics, English Language and Literature (including Drama, Speech, and Preliminary options), Germanic Languages, Philosophy, and Romance Languages.

College of Social Science (B.A., B.S., M.A., M.S., Ph.D. degrees)

Major curricula in General Social Science, and in Anthropology, Economics, Geography, History, Philosophy, Political Science, Psychology, and Sociology.

School of Architecture and Allied Arts (B.A., B.S., B.Arch., B.L.A., M.A., M.S., M.Arch., M.F.A., M.L.A. degrees)

Architectural Design, Interior Design, Landscape Architecture (with one year at State College), Drawing and Painting, Sculpture, Art Education, and General Art; Structural Design in Architecture, a joint curriculum with Engineering.

School of Business Administration (B.A., B.S., B.B.A., M.A., M.S., M.B.A. degrees)

Accounting, Advertising and Selling, Finance, Foreign Trade, General Business, Industrial Management, Marketing and Merchandising; combined curriculum in Business Administration and Law.

School of Education (B.A., B.S., B.Ed., M.A., M.S., M.Ed., D.Ed., Ph.D. degrees)

General Education Courses and preparation for educational administration. Major curricula preparing for teaching of Literature, Languages, Art, Music, Physical Education, the Social Sciences, Business Administration, and approved combinations of subjects. Training for teachers of atypical children. The School of Education operates jointly at the University and the State College.

School of Journalism (B.A., B.S., B.J., M.A., M.S. degrees)

Reporting, Editing, Advertising, Publishing, Typography and Fine Printing.

School of Law (B.A., B.S., LL.B., J.D. degrees)

A professional curriculum of three years above lower division (five years in all), leading to LL.B. degree; a professional curriculum of three years following a three-year general curriculum (six years in all), leading to baccalaureate and law degrees.

School of Music (B.A., B.S., B.M., M.A., M.S., M.F.A. degrees)

Music History and Appreciation, Theory and Composition, Applied Music, Public-School Music.

School of Physical Education (B.A., B.S., B.P.E., M.A., M.S. degrees)

Professional curriculum combining work in physical education, health education, and recreation. Major and minor norms for coaches and teachers of physical education and health education.

In addition to the major professional curricula listed above, the University offers lower-division and service courses in Home Economics. In this field the student may fulfill requirements for admission to upper-division standing in the major school at the State College. It is recommended, however, that the student pursue her lower-division work at the institution where major work is offered.

Graduate study leading to advanced degrees has been allocated to the University in the following fields:

Arts and Letters, Social Sciences, Architecture and Allied Arts, Business Administration, Education, Journalism, Law, Music, and Physical Education.

Advanced degrees granted are listed above, following the name of each major college or school.

GRADUATE STUDY AND RESEARCH

Graduate Division

All graduate instruction in the System is administered by the interinstitutional Graduate Division.

General Research Council

Research in the System is assisted through the interinstitutional General Research Council, and through institutional agencies.

STATE COLLEGE, Corvallis

Lower Division (Junior Certificate)

Freshman and sophomore work in Liberal Arts and Sciences (Language and Literature, Science, and Social Science) is offered on essentially the same basis at both the State College and the University.

School of Science (B.A., B.S., M.A., M.S., Ph.D. degrees)

Major curricula in General Science, and in Bacteriology, Botany, Chemistry, Entomology, Geology, Mathematics, Physics, and Zoology.

School of Agriculture (B.S., B.Agr., M.S., Ph.D. degrees)

Animal Industries (Animal, Dairy, and Poultry Husbandry, Dairy Manufacturing, Fish and Game Management, Veterinary Medicine); Agricultural Economics including Farm Management; Plant Industries (Farm Crops, Soils, Horticulture, Landscape Construction and Maintenance, Food Industries); Agricultural Education; Agricultural Engineering; Agricultural Technology.

School of Education (B.A., B.S., B.Ed., M.A., M.S., Ed.M., Ed.D. degrees)

Major curricula preparing for teaching of Biological and Physical Sciences, Mathematics, Agriculture, Home Economics, Industrial Arts, Secretarial Science, and approved combinations of subjects. Training for educational and vocational guidance. Minor norm preparing for part-time physical-education teaching and coaching. The School of Education operates jointly at the University and the State College.

School of Engineering and Industrial Arts (B.A., B.S., B.I.A., M.A., M.S., Ch.E., C.E., E.E., M.E. degrees)

Chemical Engineering, Civil Engineering (General curriculum, Business and Highway options), Electrical Engineering (Power and Communications options), Mechanical Engineering (General curriculum, Aeronautical option), Industrial Arts Education, Industrial Administration; Structural Design in Architecture, a joint curriculum with Architecture and Allied Arts.

School of Forestry (B.S., B.F., M.S., M.F., F.E. degrees)

Logging Engineering, Technical Forestry (Forest Recreation option), Wood Products.

School of Home Economics (B.A., B.S., M.A., M.S. degrees)

Clothing, Textiles, and Related Arts; Foods and Nutrition; Household Administration; Institution Economics; Home Economics Education.

School of Pharmacy (B.A., B.S., M.A., M.S. degrees)

Pharmacy, including Pharmaceutical Analysis, Pharmacology, and Pharmacognosy; preparation for certification as registered pharmacist.

Secretarial Science (B.A., B.S., B.S.S. degrees)

Stenography, Typewriting, Office Methods.

In addition to the major professional curricula listed above, the State College offers lower-division and service courses in Architecture and Allied Arts, Business Administration, Journalism, Music, and Physical Education. In these fields the student may fulfill requirements for admission to upper-division standing in the major school at the University. It is recommended, however, that the student pursue his lower-division work at the institution where the major work is offered.

Graduate study leading to advanced degrees has been allocated to the State College in the following fields:

Biological Sciences, Physical Sciences (including Mathematics), Agriculture, Education, Engineering, Forestry, Home Economics, and Pharmacy.

Advanced degrees granted are listed above, following the name of each major school.

MEDICAL SCHOOL Portland

Medicine (M.D. degree)

Four years of professional training, following a three-year pre-medical curriculum offered at both the State College (third-year emphasis on natural science) and the University (third-year emphasis on arts and letters or social science).

Nursing Education (B.A., B.S. degrees)

Degree curriculum, including preparatory work at University or State College and professional work at Medical School. Curricula leading to certificates in Public Health Nursing, Orthopaedic Nursing, Obstetrical Nursing, Pediatric Nursing, and Nursing Supervision.

Graduate work may be taken at the Medical School, leading to the M.A., M.S., and Ph.D. degrees from the University or the State College, according to allocations of curricula.

COLLEGES OF EDUCATION

Lower Division (Junior Certificate)

At SOUTHERN OREGON COLLEGE OF EDUCATION, Ashland, and at EASTERN OREGON COLLEGE OF EDUCATION, La Grande, freshman and sophomore work in Liberal Arts and Sciences (Language and Literature, Science, and Social Science) is offered within the limits of the college-of-education curriculum.

Elementary Teacher Training (College of Education Diploma; B.S. in Elementary Education)

At OREGON COLLEGE OF EDUCATION, Monmouth, EASTERN OREGON COLLEGE OF EDUCATION, La Grande, and SOUTHERN OREGON COLLEGE OF EDUCATION, Ashland, three- and four-year curricula prepare students for teaching in the elementary schools. The three-year curriculum leads to a diploma, the four-year curriculum to a bachelor's degree. Both curricula qualify the student for the State Teacher's Certificate.

The work includes: (1) Training in the subjects to be taught, and in the effective teaching of those subjects. (2) Broad general education for the prospective teacher as an individual and citizen.

EXTENSION

General Extension Division

The General Extension Division of the State System extends the services and instruction of the System to the people of the state through the following departments:

Correspondence Study

Portland Extension Center

Radio

State-Wide Extension Classes

Visual Instruction

In certain fields graduate work may be taken at the Portland Extension Center, leading to degrees from the University or the State College, according to the major subject.

Federal Cooperative Extension

The Federal Cooperative Extension Service in agriculture and home economics of the State College is closely coordinated with the work of the General Extension Division.

1941

ACADEMIC CALENDAR

June

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

July

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

September

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

October

S	M	T	W	T	F	S
		1	2	3	4	
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November

S	M	T	W	T	F	S
						1
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

December

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

1941 Summer Sessions

June 16, *Monday*.....Summer session beginsJuly 25, *Friday*.....Summer session endsJuly 28, *Monday*.....Post session beginsAugust 22, *Friday*.....Post session ends

Fall Term, 1941-42

September 22-27, *Monday* to
Saturday.....Freshman WeekSeptember 26-27, inc., *Friday*
to *Saturday*.....RegistrationSeptember 29, *Monday*.....Classes beginOctober 11, *Saturday*.....Last day for addition
of new courses or new registrationsNovember 11, *Tuesday*.....Armistice Day,
holidayNovember 20-23, *Thursday* to
Sunday.....Thanksgiving vacationDecember 12, *Friday*.....Classes endDecember 15-19, inc.,
Monday to *Friday*.....Final examinations

UNIVERSITY OF OREGON

1942

January

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February

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						1
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16	17	18	19	20	21	22
23	24	25	26	27	28	

March

S	M	T	W	T	F	S
						1
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May

S	M	T	W	T	F	S
						1
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

July

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Winter Term, 1941-42

January 5, *Monday*.....RegistrationJanuary 6, *Tuesday*.....Classes beginJanuary 17, *Saturday*.....Last day for addition
of new courses or new registrationsMarch 13, *Friday*.....Classes endMarch 16-20, inc., *Monday* to
Friday.....Final examinations

Spring Term, 1941-42

March 30, *Monday*.....RegistrationMarch 31, *Tuesday*.....Classes beginApril 11, *Saturday*.....Last day for addition of
new courses or new registrationsMay 30, *Saturday*.....Memorial Day, holidayJune 5, *Friday*.....Classes endJune 8-12, inc., *Monday* to
Friday.....Final examinationsJune 13, *Saturday*.....Alumni DayJune 14, *Sunday*.....Baccalaureate and
Commencement Day

1942 Summer Sessions

June 22, *Monday*.....Summer session beginsAugust 3, *Monday*.....Post session begins

Part I

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HELEN ANNETTA GOODENOW, M.S. Assistant Director of Dormitories

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N. PAUL E. ANDERSON, M.D. Assistant University Physician
MARIAN GRACE HAYES, M.D. Assistant University Physician
RONALD CURTIS ROMIG, M.D. Assistant University Physician
LESLIE S. PORTER, M.D. Assistant University Physician
LULU GELL, R.N. Superintendent of Nurses
*LEOTA BRADLEY, R.N. Nurse
HANNA McCLAIN FOOTE, R.N. Nurse
HENRIETTA HOLCOMB, R.N. Nurse
VIRGINIA KOTKA, R.N. Nurse
HELEN PRUYNE, R.N. Nurse
PAULINE SAUNDERS, R.N. Nurse
FLORENCE SCHWITZER, R.N. Nurse
PRISCILLA G. SMITH, R.N. Nurse
JOY TRUMBULL, R.N. Nurse
LOU VOGEL, R.N. Nurse

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BETTY MAE STAMM, B.A. Order Assistant
PAULINE ELLEN WALTON, M.A. Librarian of Special Collections and Indexer

* On leave of absence, 1940-41.

PHYSICAL PLANT

DONALD LYMAN LEWIS. Superintendent of Physical Plant
ARTHUR HENRY FOOTE. Supervisor of Buildings
SAM MIKKELSON. Supervisor of Campus

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KARL WILLIAM ONTHANK, M.A. Dean of Personnel Administration
VIRGIL DELMAN EARL, M.A. Dean of Men
HAZEL PRUTSMAN SCHWERING, M.A. Dean of Women
ALICE BAKER MACDUFF, B.A. Assistant Dean of Women
HOWARD RICE TAYLOR, Ph.D. Director, Bureau of Personnel Research
LEONA E. TYLER, Ph.D. Supervisor of Testing
BEN JAMES WINER, B.A. Personnel Research Assistant
GEORGE ROOT. Educational Activities Manager
ANSON B. CORNELL, B.A. Athletic Manager
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ROSALIND GRAY, B.A. Alumni Records Clerk
RUTH O. KLONOFF, B.S. Alumni Records Clerk
ROY VERNSTROM. Editor, Old Oregon

University Faculty *

FREDERICK MAURICE HUNTER, Ed.D., LL.D., Chancellor, Oregon State System of Higher Education; Professor of Education.

A.B. (1905), Nebraska; A.M. (1919), Columbia; Ed.D. (1925), California; LL.D. (1930), Colorado College; LL.D. (1932), University of Colorado; LL.D. (1939), Nebraska. Faculty, Nebraska (1911-12); City Superintendent of Schools, Lincoln, Neb. (1912-17), Oakland, Cal. (1917-28); Chancellor, University of Denver (1928-35); Professor (1935—), Oregon; Chancellor, State System (1935—).

DONALD MILTON ERB, Ph.D., President; Professor of Economics.

B.S. (1922), M.S. (1924), Illinois; M.A. (1926), Ph.D. (1930), Harvard. Sheldon Traveling Fellow in Economics, Harvard (1930); Faculty, Illinois (1923-25), Harvard (1929-30), Stanford (1933-38); Assistant Professor (1927-30), Professor (1930-35, 1938—), President (1938—), Oregon.

PERCY PAGET ADAMS, A.B., B.S., Assistant Dean of the School of Architecture and Allied Arts; Professor of Graphics.

A.B. (1901), B.S. (1902), Oregon. Instructor (1901-06), Assistant Professor (1906-13), Professor (1914—), Assistant Dean (1922—), Oregon.

FRANK I. AGULE, Captain, Adjutant General's Department; Assistant Professor of Military Science and Tactics.

Instructor (1919-41), Assistant Professor (1941—), Oregon.

BEATRICE AITCHISON, Ph.D., Instructor in Economics.

B.A. (1928), Goucher; A.M. (Mathematics) (1931), Ph.D. (Mathematics) (1933), Johns Hopkins; M.A. (Economics) (1937), Oregon. Faculty, Richmond (1933-34), American University (1934-39), U. S. Department of Agriculture Graduate School (1937-38); Instructor (1939—), Oregon.

FLORENCE DELIA ALDEN, M.A., Professor of Physical Education.

A.B. (1904), Smith; M.A. (1928), Columbia. Faculty, Missouri (1906-08); Supervisor, Playgrounds and Community Recreation, Baltimore (1910-18); Faculty, Russell Sage (1919-21); Professor (1921—), Oregon.

ALTON LOVELL ALDERMAN, Ph.D., Assistant Professor of Zoology.

A.B. (1930), Ph.D. (1933), California. Instructor (1934-37), Assistant Professor (1937—), Oregon.

ERIC WILLIAM ALLEN, A.B., Dean of the School of Journalism; Professor of Journalism; Manager of University Press.

A.B. (1901), Wisconsin. Oberlaender Trust Traveling Scholar in Europe (1936); Professor (1912—), Department Head (1912-16), Dean (1916—), Manager of University Press (1917—), Oregon; Dean and Director of Journalism, State System (1932—).

N. PAUL E. ANDERSON, M.D., Associate Professor of Physical Education; Assistant University Physician.

B.A. (1929), Nebraska Wesleyan; M.D. (1935), Nebraska. Interne (1935-36), Nebraska University Hospital; Resident (1938-40), Henry Ford Hospital, Detroit; Associate Professor and Assistant Physician (1940—), Oregon.

O. ROBERT ANDERSON, B.A., Instructor in Business Administration.

B.A. (1934), Washington. Instructor (1937—), Oregon.

VALBORG VICTORIA ANDERSON, M.A., Instructor in English.

B.A. (1935), M.A. (1938), Oregon. Instructor (1938—), Oregon.

* The list on this and the following pages has been compiled as of March 1941. The faculties of the several colleges and schools are listed at the head of the college and school sections of this Catalog.

An index of names of members of the University staff, and of interinstitutional officers of administration, research, and extension of the Oregon State System of Higher Education, is printed in the back of this Catalog.

ROY CHESTER ANDREWS, M.A., Instructor in Chemistry.

B.A. (1915), M.A. (1926), Oregon. Instructor (1935—), Oregon.

LOUIS ARTAU, B.A., Assistant Professor of Music.

B.A. (1939), Oregon. Instructor (1924-30), Assistant Professor (1930—), Oregon.

VICTORIA AVAKIAN, M.F.A., Associate Professor of Applied Design.

B.A. (1927), Oregon; M.F.A. (1939), Southern California. Instructor (1920-28), Assistant Professor (1928-35), Associate Professor (1935—), Oregon.

HOWARD P. BACKUS, M.A., Instructor in Education; Supervisor of Social Living, University High School.

B.A. (1926), Grinnell; M.A. (1937), Washington. Instructor (1938—), Supervisor (1939—), Oregon.

LEE CLEVELAND BALL, M.B.A., Associate Professor of Business Administration.

M.Accts. (1909), Marion Normal (Indiana); B.S. (1922), Oregon State M.B.A. (1930), Washington. Faculty, Oregon State (1920-32), Washington (1929-30); Associate Professor (1932—), Oregon.

JACK BANGS, B.S., Instructor in Speech.

B.S. (1939), Washington. Instructor (1940—), Oregon.

BEATRICE JANE BARKER, Ph.B., Cataloging Librarian.

Ph.B. (1895), Brown; Certificate (1904), Albany Library School. Cataloging Librarian (1909—), Oregon.

BURT BROWN BARKER, A.B., LL.D., Vice-President.

A.B. (1897), Chicago; LL.B. (1901), Harvard; LL.D. (1935), Linfield. Faculty, McMinnville (1897-98); Vice-President (1928—), Oregon.

HOMER GARNER BARNETT, Ph.D., Instructor in Anthropology; Assistant Curator of Anthropology.

A.B. (1927), Stanford; Ph.D. (1938), California. Research Associate, California (1938); Faculty, New Mexico (1939); Instructor and Assistant Curator (1939—), Oregon.

JAMES DUFF BARNETT, Ph.D., Professor of Political Science; Head of Department.

B.A. (1890), College of Emporia; Ph.D. (1905), Wisconsin. Faculty, Oklahoma (1905-08); Professor (1908—), Department Head (1909—), Oregon.

OLIVER LAURENCE BARRETT, Associate Professor of Sculpture.

Instructor (1927-32), Assistant Professor (1932-35), Professor (1935—), Oregon.

FRANCES RIDGEWAY BASCOM, B.S. in P.E., Instructor in Education; Supervisor in Physical Education for Girls, University High School.

B.S. in P.E. (1934), Colorado. Faculty, Colorado (1936-39); Instructor and Supervisor (1939—), Oregon.

CHANDLER BAKER BEALL, Ph.D., Professor of Romance Languages.

Diplôme (1921), Sorbonne; A.B. (1922), Ph.D. (1930), Johns Hopkins. Faculty, South Carolina (1922-23), Johns Hopkins (1923-25), Amherst (1926), Maryland (1927), George Washington (1927-29); American Council of Learned Societies Fellow in France and Italy (1935-36); Assistant Professor (1929-32), Associate Professor (1932-36), Professor (1936—), Oregon.

***ANNE LANDSBURY BECK, B.A.,** Professor of Music.

B.A. (1919), Oregon. Professor (1920—), Oregon.

LESTER F. BECK, Ph.D., Associate Professor of Psychology.

B.A. (1930), M.A. (1931), Oregon; Ph.D. (1933), Brown. Faculty, Brown (1933-34); Assistant Professor (1934-38), Associate Professor (1938—), Oregon.

LAWRENCE STEPHEN BEE, Ph.D., Assistant Professor of Sociology.

B.A. (1936), Brigham Young; M.S. (1937), Iowa State; Ph.D. (1939), Cornell. Faculty, Cornell (1939); Assistant Professor (1939—), Oregon.

GEORGE N. BELKNAP, M.A., University Editor.

B.A. (1926), M.A. (1934), Oregon. Assistant Editor (1934-36), Editor (1936—), Oregon.

* On sabbatical leave, 1940-41.

- HAROLD WRIGHT BERNARD, Ph.D.**, Assistant Professor of Education.
A.B. (1930), Spokane; M.A. (1933), Stanford; Ph.D. (1938), Northwestern. Faculty, Coeur d'Alene Junior College (1933-35), Northwestern (1936-38); Assistant Professor (1938—), Oregon.
- FRANK GEES BLACK, Ph.D.**, Assistant Professor of English.
A.B. (1921), Dickinson; A.M. (1923), Ph.D. (1936), Harvard. Faculty, Iowa (1923), Beloit (1923-25), Harvard (1928-33); Assistant Professor (1936—), Oregon.
- HARVEY BLYTHE, Captain, Infantry**; Assistant Professor of Military Science and Tactics.
Instructor (1932-41), Assistant Professor (1941—), Oregon.
- JESSE HICKMAN BOND, Ph.D.**, Professor of Business Administration.
B.A. (1909), M.A. (1913), Oregon; Ph.D. (1915), Wisconsin. Faculty, Idaho (1915-17), Simpson (1917-18), North Dakota (1919-28); Visiting Professor, Princeton (1926-27); Professor (1928—), Oregon.
- EARL EUGENE BOUSHEY, M.S.**, Assistant Professor of Physical Education.
Ed.B. (1930), California at Los Angeles; M.S. (1933), Oregon. Instructor (1930-34), Assistant Professor (1934—), Oregon.
- RAY PRESTON BOWEN, Ph.D.**, Professor of Romance Languages; Head of Department.
A.B. (1905), Harvard; A.M. (1915), Ph.D. (1916), Cornell. Faculty, Huron (1909-14), Cornell (1914-16), Syracuse (1916-18, 1920-25); Department Head, Earlham (1918-19); Faculty, Colorado College (1919-20); Lecteur d'américain, Sorbonne (1921-22); Professor and Department Head (1925—), Oregon.
- CLARENCE VALENTINE BOYER, Ph.D.**, Dean of the College of Arts and Letters; Professor of English; Head of Department.
B.S. (1902), M.A. (1909), Ph.D. (1911), Princeton. Faculty, Illinois (1911-26); President (1934-38), Professor (1926—), Department Head (1926-36, 1937—), Oregon. Dean and Director of Arts and Letters, State System (1932-36, 1937—).
- ELIZABETH MARGUERITE BRADWAY, Ph.D.**, Instructor in Chemistry.
B.A. (1928), M.A. (1930), Oregon; Ph.D. (1932), Iowa. Instructor (1937—), Oregon.
- JAMES RODNEY BRANTON, Ph.D.**, Professor of Religion.
A.B. (1926), Mississippi College; Th.M. (1929), Southwestern Baptist Theological Seminary; Ph.D. (1933), Chicago. Faculty, Oklahoma (1933-36), Linfield (1936-39); Professor (1939—), Oregon.
- QUIRINUS BREEN, Ph.D.**, Assistant Professor of History and Social Science; Chairman, Social-Science Group.
A.B. (1920), Calvin; Ph.D. (1931), Chicago. Faculty, Hillsdale (1931-33), Albany (1933-38); Instructor (1938-39), Chairman (1938—), Assistant Professor (1939—), Oregon.
- EYLER BROWN, M.Arch.**, Associate Professor of Architecture.
B.A. (1916), B.S. in Arch. (1917), Oregon; M.Arch. (1922), Massachusetts Institute of Technology. C.R.B. Fellow, Ghent and London (1932-34); Instructor (1922-28), Assistant Professor (1928-36), Associate Professor (1936—), Oregon.
- JULIA BURGESS, M.A.**, Professor of English.
B.A. (1894), Wellesley; M.A. (1901), Radcliffe. Instructor (1907-13), Assistant Professor (1913-16), Professor (1916—), Oregon.
- ORIN KAY BURRELL, M.A., C.P.A.**, Professor of Business Administration.
B.S. (1921), M.A. (1927), Iowa; C.P.A. (1928), State of Oregon. Assistant Professor (1927-30), Associate Professor (1930-36), Professor (1936—), Oregon.
- DORIS HELEN CALKINS, B.M.**, Instructor in Harp.
B.M. (1931), Oregon. Instructor (1931—), Oregon.
- *JOHN LAURENCE CASTEEL, M.A.**, Associate Professor of Speech; Director of Speech Division.
B.A. (1927), Nebraska Wesleyan; M.A. (1929), Northwestern. Faculty, Northwestern (1928-30); Acting Department Head, Nebraska Wesleyan (1930-31); Director (1931—), Assistant Professor (1931-39), Associate Professor (1939—), Oregon.

* On sabbatical leave, 1940-41.

- ALBERT EDWARD CASWELL, Ph.D.**, Professor of Physics; Head of Department.
A.B. (1908), Ph.D. (1911), Stanford. Faculty, Purdue (1911-13); National Research Fellow, Princeton (1919-20); Faculty, Oregon State (1932-34); Instructor (1913-15), Assistant Professor (1915-17), Professor (1917-32, 1934—), Department Head (1934—), Oregon.
- BEVERLEY S. S. CAVERHILL, M.A.**, Instructor in Library Training; Reserve Assistant, Library.
B.A. (1935), M.A. (1938), Oregon. Staff, Enoch Pratt Free Library (1938-39); Assistant (1935-38, 1939—), Instructor (1940—), Oregon.
- CLARENCE WILLIAM CLANCY, Ph.D.**, Instructor in Zoology.
B.S. (1930), M.S. (1932), Illinois; Ph.D. (1940), Stanford. Instructor (1940—), Oregon.
- DAN ELBERT CLARK, Ph.D.**, Professor of History; Head of Department; Director of Summer Sessions.
B.A. (1907), Ph.D. (1910), Iowa. Faculty, Iowa (1909-18); Assistant Director of General Extension and Summer Sessions, State System (1932-39); Associate Professor (1921-26), Professor (1926—), Assistant Director of Extension Division (1921-39), Director of Summer Sessions (1926—), Department Head (1940—), Oregon.
- FREDERICK MALCOLM COMBELLACK, Ph.D.**, Instructor in Latin and Greek.
B.A. (1928), Stanford; Ph.D. (1936), California. Research Fellow in Greek, California (1936-37); Instructor (1937—), Oregon.
- NEWELL HOWLAND COMISH, Ph.D.**, Professor of Business Administration.
B.S. (1911), Utah State; M.S. (1915), Ph.D. (1929), Wisconsin. Faculty, Oregon State (1915-32); Professor (1932—), Oregon.
- CLIFFORD LLEWELLYN CONSTANCE, M.A.**, Assistant Registrar.
B.A. (1925), M.A. (1929), Oregon. Assistant Registrar (1931—), Oregon.
- VAUGHN CORLEY, M.A.**, Instructor in Physical Education; Assistant Athletic Coach.
B.S. (1929), Texas Technological College; M.A. (1938), New Mexico College of Agriculture and Mechanic Arts. Coach, New Mexico College of Agriculture and Mechanic Arts (1933-39); Instructor and Assistant Coach (1939—), Oregon.
- M. ELIZABETH COSTELLO, M.A.**, Instructor in Education; Supervisor of Languages, University High School.
A.B. (1933), Elmira; M.A. (1937), Columbia. Instructor and Supervisor (1937—), Oregon.
- CHRISTINA ADELLA CRANE, Ph.D.**, Instructor in Romance Languages.
A.B. (1926), Colorado College; M.A. (1931), Ph.D. (1939), Oregon. Instructor (1926—), Oregon.
- *LUTHER SHEELEIGH CRESSMAN, Ph.D.**, Professor of Anthropology; Head of Department; Curator of Anthropology; Director, Museum of Natural History.
A.B. (1918), Pennsylvania State; S.T.B. (1923), General Theological Seminary; M.A. (1923), Ph.D. (1925), Columbia. John Alsop King Traveling Fellow, Europe (1925-26); Faculty, College of City of New York (1925, 1926-28), Seth Low Junior College, Columbia (1928), Washington State Normal (Ellensburg) (1928-29); Guggenheim Fellow (1940-41); Professor (1929—), Curator (1933—), Department Head (1936—), Director (1936—), Oregon.
- JOHN W. CRISSY, Lieutenant-Colonel, Infantry**, Assistant Professor of Military Science and Tactics.
Graduate (1922), Infantry School; Graduate (1928), Infantry School Advanced Course. Assistant Professor (1938—), Oregon.
- HAROLD RANDOLPH CROSLAND, Ph.D.**, Associate Professor of Psychology.
A.B. (1913), South Carolina; M.A. (1914), Ph.D. (1916), Clark. Faculty, Minnesota (1916-17), Arkansas (1917-18), Pittsburgh (1918-20), Stanford (1939-40); Assistant Professor (1920-25), Associate Professor (1925—), Oregon.
- CALVIN CRUMBAKER, Ph.D.**, Professor of Economics.
B.S. (1911), Whitman; M.A. (1927), Washington; Ph.D. (1930), Wisconsin. Faculty, Montana (1923-30); Associate Professor (1930-33), Professor (1933—), Oregon.

* On sabbatical leave, 1940-41.

- PAUL T. CULBERTSON, Ph.D.,** Instructor in History.
A.B. (1931), M.A. (1933), California; Ph.D. (1941), Oregon. Instructor (1940—), Oregon.
- FREDERICK ALEXANDER CUTHBERT, M.L.D.,** Associate Professor of Landscape Architecture.
A.B. (1926), M.L.D. (1928), Michigan. Faculty, Oregon State (1928—); Assistant Professor (1932-34), Associate Professor (1934—), Oregon.
- ***RUSSELL KELSEY CUTLER, M.S.,** Assistant Professor of Physical Education.
B.E. (1930), California at Los Angeles; M.S. (1934), Oregon. Instructor (1930-35), Assistant Professor (1935—), Oregon.
- WALFRED ANDREW DAHLBERG, M.A.,** Assistant Professor of Speech.
A.B. (1925), Michigan; M.A. (1930), Northwestern. Faculty, Northwestern (1928-29), Oregon State (1926-28, 1929-32); Assistant Professor (1932—), Oregon.
- BENJAMIN FRANKLIN DAVIS, Ph.D.,** Captain, Infantry; Assistant Professor of Military Science and Tactics.
B.S. (1922), M.A. (1926), Alabama; Ph.D. (1933), New York University. Faculty, Alabama (1930-31), New York University (1932-33); Dean of Instruction, Bowling Green College of Commerce (1936-37); Assistant Professor (1941—), Oregon.
- EDGAR EZEKIEL DECOU, M.S.,** Professor Emeritus of Mathematics.
B.S. (1894), Wisconsin; M.S. (1897), Chicago. Faculty, State Normal School (Madison, South Dakota) (1890-92), Bethel (1897-99, 1901-02); Acting President, Bethel (1901-02); Department Head (1902-1939), Professor (1902-39), Professor Emeritus (1939—), Oregon.
- LEROY ELLSWORTH DETLING, Ph.D.,** Assistant Professor of Botany; Curator of Herbarium.
A.B. (Romance Languages) (1921), Oregon; A.M. (French) (1923), A.M. (Botany) (1933), Ph.D. (Biological Sciences) (1936), Stanford. Faculty, Idaho (1930-32); Instructor in Romance Languages (1927-30), Assistant Professor of Botany (1936—), Assistant Curator (1937-39), Curator (1939—), Oregon.
- MATTHEW HALE DOUGLASS, M.A.,** Librarian.
B.A. (1895), M.A. (1898), Grinnell. Librarian, Grinnell (1899-1908); Librarian (1908—), Oregon.
- ARTHUR GUILFORD DUDLEY, B.S.,** Assistant Professor of Business Administration.
B.S. (1934), Oregon. Assistant Professor (1938—), Oregon.
- WILBUR DUTTON, M.A.,** Acting Instructor in Education.
A.B. (1932), M.A. (1933), Colorado State College of Education. Faculty, Colorado State College of Education (1933-34), Tempe State Teachers College (1936-38); Instructor (1941—), Oregon.
- VIRGIL DELMAN EARL, M.A.,** Dean of Men.
B.A. (1906), M.A. (1932), Oregon. Professor of Physical Education (1923-31), Dean of Men (1931—), Oregon.
- †**WARRINE EVELYN EASTBURN, M.S.,** Instructor in Physical Education.
B.Sc. (1932), Ohio State; M.S. (1938), Oregon. Faculty, Ohio State (1932-35), New York University (1940-41); Instructor (1935—), Oregon.
- ALICE HENSON ERNST, M.A.,** Associate Professor of English.
B.A. (1912), M.A. (1913), Washington. Faculty, Washington (1920-23); Instructor (1924-26), Assistant Professor (1926-36), Associate Professor (1936—), Oregon.
- RUDOLF HERBERT ERNST, Ph.D.,** Professor of English.
B.A. (1904), Northwestern College; M.A. (1912), Ph.D. (1918), Harvard. Faculty, Northwestern College (1904-05, 1907-08), Washington (1912-13); Assistant Professor (1923-24), Associate Professor (1924-30), Professor (1930—), Oregon.
- JOHN STARK EVANS, A.B.,** Professor of Organ and Structure of Music.
A.B. (1913), Grinnell. Faculty, Pomona (1916-17); Assistant Professor (1917-18), Assistant Dean of the School of Music (1920-32), Professor (1920—), Oregon.

* On sabbatical leave, 1940-41.

† On leave of absence, 1940-41.

- MARY BERTRAM FARR, M.S.,** Instructor in Home Economics.
B.S. (1933), M.S. (1936), Oregon State. Faculty, Oregon State (1935-36); Instructor (1936—), Oregon.
- CHESTER ANDERS FEE, B.A.,** Instructor in English.
B.A. (1916), Oregon. Instructor (1939—), Oregon.
- OLIVER THOBURN FIELD, B.A.,** B.A. in L.S., Instructor in Library Training; Reserve Assistant, Library.
B.A. (1935), Reed; B.A. in L.S. (1937), Washington. Reserve Assistant (1937—), Instructor (1939—), Oregon.
- ELIZABETH FINDLY, A.B.,** B.S. in L.S., Instructor in Library Training; Senior Reference Assistant, Library.
A.B. (1929), Drake; B.S. in L.S. (1934), Illinois. Reference Assistant (1934-35), Senior Circulation Assistant (1935-37), Senior Reference Assistant (1937—), Instructor (1935-38, 1939—), Oregon.
- ANDREW FISH, Ph.D.,** Professor of History.
A.B. (1920), M.A. (1921), Oregon; Ph.D. (1923), Clark. Assistant Professor of English (1920-23), Assistant Professor of History (1923-29), Associate Professor (1929-40), Professor (1940—), Oregon.
- HOYT C. FRANCHÈRE, M.A.,** Instructor in English.
A.B. (1928), M.A. (1931), Iowa. Faculty, Lincoln College (1928-29), Illinois College (1929-37), California (1938-40); Instructor (1940—), Oregon.
- BROWNELL FRASIER, B.A.,** Associate Professor of Interior Design.
B.A. (1922), Oregon. Instructor (1931-33), Assistant Professor (1933-35), Associate Professor (1935—), Oregon.
- DELBERT RANSOM FRENCH, Ph.D.,** Associate Professor of Economics.
B.A. (1915), Reed; M.A. (1920), Wisconsin; Ph.D. (1930), Stanford. Faculty, Stanford (1927-30), Oregon State (1930-33); Associate Professor (1933—), Oregon.
- DANIEL DUDLEY GAGE, JR., Ph.D.,** Associate Professor of Business Administration.
A.B. (1924), Stanford; M.B.A. (1926), Harvard; Ph.D. (1936), Michigan. Faculty, California at Los Angeles (1934-35); Associate Professor (1929—), Oregon.
- ***JOHN TILSON GANOE, Ph.D.,** Associate Professor of History.
B.S. (1923), M.A. (1924), Oregon; Ph.D. (1929), Wisconsin. Faculty, Phillips (1925-27), Marshall (1929-30); Associate Professor (1930—), Oregon.
- MAUDE GARNETT, A.M.,** Assistant Professor of Public-School Music.
B.S. (1931), Idaho; M.A. (1934), New York University. Faculty, Minnesota State Teachers (St. Cloud) (1920-22), Idaho (1924-30), New Jersey State Teachers (Jersey City) (1930-36), New York State Normal (Oswego) (1936-39); Provincial Supervisor of Music, Alberta, Canada (1940). Assistant Professor (1940—), Oregon.
- KENNETH SMITH GHENT, Ph.D.,** Assistant Professor of Mathematics.
B.A. (1932), McMaster; S.M. (1933), Ph.D. (1935), Chicago. Instructor (1935-39), Assistant Professor (1939—), Oregon.
- †**JAMES HENRY GILBERT, Ph.D.,** Dean of the College of Social Science; Professor of Economics; Head of Department.
A.B. (1903), Oregon; Ph.D. (1907), Columbia. Instructor (1907-08), Assistant Professor (1908-12), Professor (1912—), Department Head (1920—), Acting Dean of the College of Literature, Science, and the Arts (1925-27), Dean of the College of Literature, Science, and the Arts (1927-32), Dean and Director of Social Science, State System (1932—).
- ORA GLEDHILL, B.S.,** Instructor in Education; Supervisor of English, University High School.
B.S. (1930), Brigham Young. Instructor and Supervisor (1939—), Oregon.
- GEORGE H. GODFREY, B.S.,** Associate in News Bureau.
B.S. (1929), Oregon. Assistant Professor of Journalism, Head of Public Relations Bureau (1927-32), Associate in News Bureau (1932—), Oregon.

* On sabbatical leave, 1940-41.

† On sabbatical leave, fall term, 1940.

- HENRY W. HALL**, Captain, Infantry; Assistant Professor of Military Science and Tactics.
Graduate (1938), Infantry School. Assistant Professor (1940—), Oregon.
- ROBERT CARR HALL**, Associate Professor of Journalism; Superintendent of University Press.
Superintendent (1917—), Assistant Professor (1917-23), Associate Professor (1923—), Oregon.
- ***HOWARD L. HALSEY**, Sergeant, D.E.M.L. (First Lieutenant, Infantry Reserve); Instructor in Military Science and Tactics.
Instructor (1937—), Oregon.
- MARGARET K. HAMMERBACHER**, B.S., Instructor in Education; Supervisor of Physical Education for Girls, Roosevelt Junior High School.
B.S. (1932), Oregon. Instructor and Supervisor (1938—), Oregon.
- HOMER HOVER HANNA**, M.A., Instructor in Speech.
B.A. (1926), Illinois; M.A. (1932), Northwestern. Faculty, Carleton (1934-37), South Dakota (1937-38); Instructor (1938—), Oregon.
- DONALD ERWIN HARGIS**, M.A., Instructor in Speech.
B.A. (1934), California; M.A. (1936), Minnesota. Instructor (1936—), Oregon.
- LANCE WOOD HART**, Assistant Professor of Drawing and Painting.
Diploma (1916), Art Institute of Chicago; Diplom (1924), Kungl Konstakademien, Stockholm. Instructor (1931-32), Assistant Professor (1932—), Oregon.
- LAWRENCE EDWARD HARTWIG**, B.A., J.D., Assistant Professor of Law.
B.A. (1931), J.D. (1934), Michigan. Carnegie Fellow in International Law, Cambridge University, Geneva, and The Hague (1936-37); Assistant Professor (1938—), Oregon.
- WALLACE STANFORD HAYDEN**, B.Arch., Assistant Professor of Architecture.
B.Arch. (1928), Oregon. Assistant Professor (1930—), Oregon.
- MARIAN GRACE HAYES**, M.D., Assistant University Physician; Assistant Professor of Physical Education.
B.A. (1925), M.D. (1930), Oregon; Interne Certificate (1931), Multnomah Hospital. Rockefeller Fellow (1935); Assistant Physician (1931—), Assistant Professor (1935—), Oregon.
- WILLIAM LOUIS HAYWARD**, Professor Emeritus of Physical Education; Coach of Track Athletics.
Head Trainer of Olympics (1912-32); Coach (1903—), Professor (1903-40), Professor Emeritus (1940—), Oregon.
- ROBERT FLEMING HEIZER**, B.A., Instructor in Anthropology.
B.A. (1936), California. Instructor (1940—), Oregon.
- LOUIS FORNIQUET HENDERSON**, M.A., Research Professor Emeritus of Botany; Curator Emeritus of Herbarium.
B.A. (1874), Cornell; M.A. (1926), Oregon. Faculty, Idaho (1893-1909); Research Fellow (1925-29), Curator (1924-39), Professor (1929-39), Curator Emeritus (1939—), Professor Emeritus (1939—), Oregon.
- RAYMOND C. HENDRICKSON**, B.S., Instructor in Education; Supervisor of Physical Education for Boys, University High School.
B.S. (1935), Oregon. Instructor and Supervisor (1935—), Oregon.
- †**JAMES EGLY HERBERTSON**, M.S., Instructor in Zoology.
A.B. (1936), Friends University (Kansas); M.S. (1937), Kansas State. Instructor (1937—), Oregon.
- HOWARD ANDREW HOBSON**, M.A., Instructor in Physical Education; Head Coach of Basketball and Baseball.
B.S. (1926), Oregon; M.A. (1929), Columbia. Faculty, Cortland State Normal (1929-30), Southern Oregon Normal (1932-35). Instructor and Coach (1935—), Oregon.

* Resigned, January 1, 1941.

† On leave of absence, 1940-41.

- FRANKLIN A. HOFFMAN**, Staff Sergeant, D.E.M.L.; Instructor in Military Science and Tactics.
Instructor (1941—), Oregon.
- JOSEPH HOLADAY**, B.S., Instructor in Education; Supervisor of Social Sciences, University High School.
B.S. (1929), Oregon. Instructor (1932—), Oregon.
- ORLANDO JOHN HOLLIS**, B.S., J.D., Professor of Law.
B.S. (1926), J.D. (1928), Oregon. Lecturer (1928-31), Acting Dean (1937), Professor (1931—), Oregon.
- GEORGE HOPKINS**, B.A., Professor of Piano.
Teachers Certificate (1918), Peabody Conservatory; B.A. (1921), Oregon. Instructor (1919-23), Professor (1925—), Oregon.
- WILLIAM E. HOPPE**, M.A., Instructor in Drama.
A.B. (1933), A.M. (1935), Southern California. Faculty, Humboldt State (1939-40); Instructor (1940—), Oregon.
- ROBERT DEWEY HORN**, Ph.D., Associate Professor of English.
B.A. (1922), M.A. (1924), Ph.D. (1930), Michigan. Faculty, Michigan (1922-25); Instructor (1925-28), Assistant Professor (1928-37), Associate Professor (1937—), Oregon.
- CHARLES GERARD HOWARD**, A.B., J.D., Professor of Law.
A.B. (1920), J.D. (1922), Illinois. Faculty, Illinois (1924-28); Professor (1928—), Oregon.
- HOWARD STANLEY HOYMAN**, M.A., Assistant Professor of Physical Education.
B.S. (1931), Ohio State; M.A. (1932), Columbia. Instructor (1932-35), Assistant Professor (1935—), Oregon.
- HARLOW E. HUDSON**, Instructor in Architecture.
Ion Lewis Traveling Fellow (1936-37); Instructor (1938—), Oregon.
- RALPH RUSKIN HUESTIS**, Ph.D., Professor of Zoology; Curator of Vertebrate Collections.
B.S.A. (1914), McGill; M.S. (1920), Ph.D. (1924), California. Research Assistant, Scripps Institution (1920-24); Assistant Professor (1924-27), Associate Professor (1927-30), Professor (1930—), Curator (1934—), Oregon.
- CARL LEO HUFFAKER**, Ph.D., Professor of Education.
B.S. (1915), Chicago; M.A. (1922), Ph.D. (1923), Iowa. Faculty, Arizona (1923-27); Professor (1927—), Oregon.
- CHARLES M. HULTEN**, M.A., Assistant Professor of Journalism.
B.A. (1929), M.A. (1931), Wisconsin. Editor, University of Wisconsin Press Bulletin (1930-31); Faculty, Stanford (1939-40); Instructor (1934-35), Assistant Professor (1935—), Oregon.
- MARY SHAFER HUSER**, B.A., Instructor in Home Economics.
B.A. (1936), Washington. Faculty, Eastern Washington College of Education (1936-37); Instructor (1939—), Oregon.
- SAMUEL HAIG JAMESON**, Ph.D., Professor of Sociology.
S.T.B. (1919), Yale; A.B. (1920), Amherst; M.A. (1921), Columbia; Ph.D. (1929), Southern California. Faculty (1921-26), Department Head (1925-26), Lafayette; Faculty, Floating University (1926-27); Extension Lecturer, California at Los Angeles (1927-29); Visiting Professor (1929-30), Minnesota; Associate Professor (1930-34), Professor (1934—), Oregon.
- BERTRAM EMIL JESSUP**, Ph.D., Assistant Professor of English.
B.A. (1927), M.A. (1935), Oregon; Ph.D. (1938), California. Assistant Professor (1936—), Oregon.
- JAMES RALPH JEWELL**, Ph.D., LL.D., Dean of the School of Education; Professor of Education.
A.B. (1903), Coe; M.A. (1904), Ph.D. (1906), Clark; LL.D. (1927), Arkansas. Director of Training, South West Louisiana Industrial Institute (1906-07); Faculty, Kansas State Teachers (1907-09, 1911-13); Dean, College of Education, Arkansas (1913-27); Dean, School of Vocational Education, Oregon State (1927-32); Professor (1932—), Oregon; Dean of Education, Director of High School Teacher Training, State System (1932—).

NED BURT JOHNS, M.A., Assistant Professor of Physical Education.

A.B. (1932), M.A. (1934), Stanford. Instructor (1938-39), Assistant Professor (1939—), Oregon.

CARL LEONARD JOHNSON, Ph.D., Assistant Professor of Romance Languages.

B.A. (1924), M.A. (1925), Iowa; Ph.D. (1933), Harvard. Faculty, Iowa (1924-25), West Virginia (1925-27, 1928-30), Harvard (1930-33); Research Assistant, Iowa (1933-35); Assistant Professor (1935—), Oregon.

LOUIS HOWE JOHNSON, Comptroller Emeritus.

Steward and Business Agent (1901-16), Secretary of Board of Regents (1906-29), Comptroller (1916-30), Comptroller Emeritus (1930—), Oregon.

FLORENCE JONES, M.A., Instructor in English.

B.A. (1928), M.A. (1930), Oregon. Faculty, Idaho, Southern Branch (1931-33); Instructor (1933-38, 1940—), Oregon.

LOWELL LEANDER JONES, Ph.D., Instructor in Zoology.

A.B. (1935), Ph.D. (1939), California. Instructor (1940—), Oregon.

TORVO H. KANGAS, Sergeant, D.E.M.L.; Instructor in Military Science and Tactics.

Instructor (1941—), Oregon.

HERMAN KEHRLI, M.A., Director, Bureau of Municipal Research and Service; Assistant Professor of Political Science.

B.A. (1923), Reed; M.A. (1933), Minnesota. Rockefeller Fellow in Public Administration (1939-40); Director (1933—), Assistant Professor (1935—), Oregon.

CARDINAL LYLE KELLY, M.A., C.P.A., Professor of Business Administration.

Ph.B. (1911), Chicago; M.A. (1923), Ohio State; C.P.A. (1922), State of Nebraska. Faculty, Nebraska Wesleyan (1921-22); Associate Professor (1922-28), Professor (1928—), Oregon.

VERNON E. KERLEY, M.S., Instructor in Education; Instructor in Mathematics, University High School.

B.S. (1929), M.S. (1931), Oregon State. Instructor (1933—), Oregon.

MAUDE IRVINE KERNS, B.A., B.S., Associate Professor of Art Education.

B.A. (1899), Oregon; B.S. with Diploma in Fine Arts (1906), Columbia. Assistant Professor (1921-35), Associate Professor (1935—), Oregon.

EDWARD DOMINICUS KITTOE, M.A., Instructor in English.

B.A. (1931), M.A. (1936), Oregon. Instructor (1936—), Oregon.

CHARLES E. KNICKERBOCKER, Major (Retired); Assistant Professor of Military Science and Tactics.

Graduate (1927), Infantry School. Assistant Professor (1940—), Oregon.

ERNESTO RAY KNOLLIN, M.A., Professor of Physical Education.

B.A. (1914), M.A. (1929), Stanford. Faculty (1915-18), Acting Director (1917-18), Stanford; Assistant Director, Illinois (1919-21); Department Chairman and Dean of Men, San Jose State College (1924-29); Associate Professor (1929-34), Professor (1934—), Oregon.

CARL FREDRICK KOSSACK, Ph.D., Instructor in Mathematics.

A.B. (1935), A.M. (1936), California at Los Angeles; Ph.D. (1939), Michigan. Instructor (1939—), Oregon.

THEODORE KRATT, Mus.M., Mus.D., Dean of the School of Music; Professor of Music.

Mus. B. (1921), Mus. M. (1927), Mus.D. (1932), Chicago Musical College; Mus.D. (1938), Cincinnati Conservatory of Music. Head, Department of Music, Idaho (1927-29); Dean, School of Fine Arts, Miami (1929-39); Professor and Dean (1939—), Oregon; Dean and Director of Music, State System (1939—).

EDMUND PHILIPP KREMER, J.U.D., Professor of Germanic Languages and Literatures.

Dr. juris utriusque (1924), Frankfurt on Main. Assistant Professor (1928-32), Associate Professor (1932-35), Professor (1935—), Oregon.

MARVIN AARON KRENK, M.A., Instructor in Speech.

B.A. (1937), Nebraska State Teachers College; M.A. (1938), Northwestern. Instructor (1939—), Oregon.

ADOLF HENRY KUNZ, Ph.D., Associate Professor of Chemistry.

A.B. (1923), William Jewell; M.S. (1926), Ph.D. (1928), Iowa. National Research Fellow in Chemistry, California Institute of Technology (1928-29); Faculty, Oregon State (1932-34); Assistant Professor (1930-32, 1934-36), Associate Professor (1936—), Oregon.

EDNA LANDROS, Ph.D., Assistant Professor of Latin and Greek; Acting Head of Department of Classics.

A.B. (1913), Kansas; A.M. (1921), Arizona; Ph.D. (1935), Oregon. Faculty, New Mexico (1919-21), Arizona (1921-24); Instructor (1928-31), Assistant Professor (1931—), Acting Head (1939—), Oregon.

OLOF LARSELL, Ph.D., Sc.D., Dean of Graduate Division.

B.S. (1910), Sc.D. (1937), Linfield; M.A. (1914), Ph.D. (1918), Northwestern. Faculty, Linfield (1910-15), Northwestern (1915-18, 1920-21, 1926), Wisconsin (1918-20), California (1931-32); Professor, Medical School (1921—), Oregon; Dean, Graduate Division, State System (1938—).

ELLIS FULLER LAWRENCE, M.S., F.A.I.A., Dean of the School of Architecture and Allied Arts; Professor of Architecture.

B.A. (1901), M.S. (1902), Massachusetts Institute of Technology. Professor and Dean (1914—), Oregon. Dean and Director of Architecture and Allied Arts, State System (1932—).

ROBERT WARD LEEPER, Ph.D., Assistant Professor of Psychology.

B.A. (1925), Allegheny; M.A. (1928), Ph.D. (1930), Clark. Faculty, Paine (1926-27), Arkansas (1930-33), Cornell College (1934-37); National Research Council Fellow (1933-34); Assistant Professor (1937—), Oregon.

RALPH WALDO LEIGHTON, Ph.D., Dean of the School of Physical Education; Professor of Education.

B.A. (1925), College of Idaho; Ph.D. (1931), Oregon. Faculty, College of Idaho (1926-28); Executive Secretary of Research (1931-38), Professor (1934—), Oregon; Acting Dean and Director of Physical Education, State System (1937-38), Dean and Director, State System (1938—).

LAURENCE LeSAGE, Ph.D., Instructor in Romance Languages.

A.B. (1935), A.M. (1936), Ph.D. (1940), Illinois. Instructor (1940—), Oregon.

EDWARD CHRISTIAN ALAN LESCH, Ph.D., Associate Professor of English.

B.A. (1925), M.A. (1926), Illinois; Ph.D. (1928), Princeton. Assistant Professor (1928-33), Associate Professor (1933—), Oregon.

JOHN ORVILLE LINDSTROM, B.S., Business Manager.

B.S. (1932), Oregon. Statistician and Clerk (1929-32), Acting Manager (1932-33), Manager (1933—), Oregon.

ALFRED LEWIS LOMAX, M.A., Professor of Business Administration.

B.B.A. (1923), Oregon; M.A. (1927), Pennsylvania. Faculty, Pennsylvania (1925-27), Hawaii (1938-39); Assistant Professor (1919-20), Professor (1920—), Oregon.

GEORGE FREDERIC LUSSKY, Ph.D., Professor of Germanic Languages and Literatures; Head of Department.

A.B. (1907), Chicago; A.M. (1912), Ph.D. (1915), Wisconsin. Faculty, Wisconsin (1911-17), Montana (1917-20), Texas (1920-21), Minnesota (1921-39); Instructor (1910-11), Professor and Department Head (1939—), Oregon.

ROBERT M. LYON, B.S., Colonel, Infantry; Professor of Military Science and Tactics; Head of Department.

B.S. (1903), U. S. Military Academy; Graduate (1926), Infantry School. Faculty, U. S. Military Academy (1911-15, 1919-23, 1926-32); Professor and Department Head (1938—), Oregon.

JOHN CLEMENT MCCLOSKEY, Ph.D., Assistant Professor of English.

B.A. (1926), Loras; M.A. (1928), Iowa; Ph.D. (1939), Stanford. Faculty, Oregon State (1929-33), Stanford (1936-38); Instructor (1933-36, 1938-40), Assistant Professor (1940—), Oregon.

- DAVID JOHN McCOSH**, Assistant Professor of Drawing and Painting.
Graduate (1927), Art Institute of Chicago. Faculty, Art Institute of Chicago (1932-33); Instructor (1934-40), Assistant Professor (1940—), Oregon.
- ROSE ELIZABETH MCGREW**, Professor of Voice.
Department Head (1920-23), Professor (1920—), Oregon.
- BARBARA HOLLIS MCMILAN**, B.A., B.S. in L.S., Instructor in Library Training.
B.A. (1930), Oregon; B.S. in L.S. (1938), Columbia. Instructor (1939—), Oregon.
- ALICE BAKER MACDUFF**, B.A., Assistant Dean of Women.
B.A. (1906), Michigan. Assistant Dean (1930—), Oregon.
- *FREEMAN GLENN MACOMBER**, Ed.D., Professor of Education.
A.B. (1926), Washington; M.A. (1930), Ed.D. (1936), Stanford. Faculty, Arizona State Teachers (1930-33); Professor (1937—), Oregon.
- ROY W. MALLERY**, B.S., Instructor in Education; Supervisor of Art, Roosevelt Junior High School.
B.S. (1938), George Peabody. Instructor and Supervisor (1940—), Oregon.
- WAYNE W. MASSEY**, Ph.D., Assistant Professor of Physical Education.
B.S. (1933), M.A. (1935), Ph.D. (1938), Iowa. Faculty, Kansas State Teachers (Emporia) (1937-38), Oakland City (1938-39); Instructor (1939-40), Assistant Professor (1940—), Oregon.
- FRED NATHAN MILLER**, M.D., Director of Health Service; Professor of Physical Education.
B.A. (1914), M.A. (1916), Lafayette; M.D. (1924), Chicago. Faculty, North Central (1916-17); Intern, Washington Blvd. Hospital, Chicago (1923-25); Associate Professor (1925-26), Professor (1926—), University Physician and Director (1925—), Oregon.
- RANDALL V. MILLS**, M.A., Instructor in English.
B.A. (1929), California at Los Angeles; M.A. (1932), California. Instructor (1938—), Oregon.
- ERNEST GEORGE MOLL**, A.M., Associate Professor of English.
A.B. (1922), Lawrence; A.M. (1923), Harvard. Faculty, Colorado College (1923-25, 1927-28), Teachers' College, Sidney (1939-40); Assistant Professor (1928-34), Associate Professor (1934—), Oregon.
- ELIZABETH BRIGGS MONTGOMERY**, Ph.D., Assistant Professor of Education.
A.B. (1919), Willamette; M.A. (1925), Stanford; Ph.D. (1935), Oregon. Faculty, Adams State Teachers (Colorado) (1925-31), Portland Extension, State System (1935-36); Assistant Professor (1936—), Oregon.
- ARTHUR RUSSELL MOORE**, Ph.D., Research Professor of General Physiology.
B.A. (1904), Nebraska; Ph.D. (1911), California. Lecturer, Woods Hole Marine Biological Laboratory (1916-19); Guest, Naples Zoological Station (1923); Table, American Association for the Advancement of Science, Naples (1925); Advanced Fellow, C.R.B. Educational Foundation, Brussels (1930-31); Lecturer, Hopkins Marine Station, Stanford (1926—); Faculty, California (1911-13), Bryn Mawr (1913-16), Rutgers (1916-26), Oregon State (1932-33); Visiting Professor, Tohoku Imperial University, Japan (1933-34); Professor (1926-32, 1934—), Oregon.
- ELON HOWARD MOORE**, Ph.D., Professor of Sociology.
A.B. (1919), Albion; Ph.D. (1927), Wisconsin. Faculty, Illinois (1926-28), Oregon State (1928-35); Professor (1935—), Oregon.
- RALPH URBAN MOORE**, M.A., Assistant Professor of Education; Principal, University High School.
B.A. (1923), M.A. (1929), Oregon. Assistant Professor and Principal (1925—), Oregon.
- VICTOR PIERPONT MORRIS**, Ph.D., Dean of the School of Business Administration; Professor of Economics.
B.A. (1915), M.A. (1920), Oregon; Ph.D. (1930), Columbia. Faculty, Grinnell (1922-24), Oregon State (1924-26); Instructor (1919-20), Assistant Professor (1926-30), Associate Professor (1930-31), Professor (1931—), Oregon; Dean and Director of Business Administration, State System (1936—).

* On leave of absence, winter and spring terms, 1940-41.

- WAYNE LYMAN MORSE**, LL.B., J.D., Dean of the School of Law; Professor of Law.
Ph.B. (1923), M.A. (1924), Wisconsin; LL.B. (1928), Minnesota; J.D. (1932), Columbia. Faculty, Wisconsin (1923-24), Minnesota (1924-28); Law Fellow, Columbia (1928-29); Assistant Professor (1929-30), Associate Professor (1930-31), Professor and Dean (1931—), Oregon; Dean and Director of Law, State System (1932—).
- ANDREW FLEMING MOURSUND**, Ph.D., Associate Professor of Mathematics; Head of Department.
B.A. (1923), M.A. (1927), Texas; Ph.D. (1932), Brown. Faculty, Texas Technological (1927-28); Instructor (1931-34), Assistant Professor (1934-36), Associate Professor (1936—), Department Head (1939—), Oregon.
- MALBURN D. MUDD**, Sergeant, D.E.M.L.; Instructor in Military Science and Tactics.
Instructor (1941—), Oregon.
- THOMAS FRANCIS MUNDLE**, M.A., Instructor in English.
M.A. (1923), St. Andrews. Faculty, Washington (1925-27), Extension Division, California (1927-28), Albany (1928-40); Instructor (1940—), Oregon.
- JOHN HENRY NASH**, Litt.D., LL.D., Professor of Typography.
M.A. (1923), Mills; Litt.D. (1925), Oregon; LL.D. (1931), San Francisco. Lecturer (1926-39), Professor (1940—), Oregon.
- SIGURD NILSEN**, Professor of Voice.
Graduate (1919), Whitman Conservatory of Music. Professor (1940—), Oregon.
- HAROLD JOYCE NOBLE**, Ph.D., Associate Professor of History.
A.B. (1924), Ohio Wesleyan; M.A. (1925), Ohio State; Ph.D. (1931), California. Faculty, Ewha College (Seoul, Korea) (1926-28), California (1930-31), Third College, Kyoto (1939-40); Rockefeller Fellow in Oriental Languages, California and Japan (1936-38); Assistant Professor (1931-33), Associate Professor (1933—), Oregon.
- WILL VICTOR NORRIS**, Sc.D., Professor of Physics.
A.B. (1918), William Jewell; M.S. (1920), Texas Christian; E.M. (1921), Sc.D. (1922), Colorado School of Mines. Faculty, Texas Christian (1919-20), Colorado School of Mines (1920-26), Montana School of Mines (1929-30); Assistant Professor (1930-31), Associate Professor (1931-34), Professor (1934—), Oregon.
- KENNETH JOHN O'CONNELL**, LL.B., S.J.D., Assistant Professor of Law.
LL.B. (1933), S.J.D. (1934), Wisconsin. Assistant Professor (1934—), Oregon.
- GERALD A. OLIVER**, B.A., Assistant Professor of Physical Education; Head Football Coach.
B.A. (1930), Southern California. Head Football Coach, Arizona (1933-38); Head Coach and Assistant Professor (1938—), Oregon.
- KARL WILLIAM ONTHANK**, M.A., Dean of Personnel Administration.
B.A. (1913), M.A. (1915), Oregon. Secretary to the President (1916-17), Executive Secretary (1917-30), Dean (1930—), Oregon.
- PIRKKO PAASIKIVI**, B.A., Instructor in Physical Education.
B.A. (1934), Iowa. Health Education Staff, Y.W.C.A., New Haven, Conn. (1934-37); Instructor (1937—), Oregon.
- EARL MANLEY PALLET**, Ph.D., Executive Secretary and Registrar.
B.S. (1921), M.S. (1922), Wisconsin; Ph.D. (1931), Oregon. Director of Extension, Eastern State Teachers' College (South Dakota) (1921-27); Registrar (1927—), Acting Dean of Men (1929-30), Executive Secretary (1930—), Oregon.
- PHILIP ARCHIBALD PARSONS**, Ph.D., LL.D., Professor of Sociology; Head of Department.
A.B. (1904), M.A. (1905), LL.D. (1927), Culver-Stockton; Ph.D. (1909), Columbia. Department Head (1909-20), Director of University Settlement (1912-18), Syracuse; Professor and Department Head (1920—), Dean, Portland School of Social Work (1920-29), Dean, School of Applied Social Science (1929-32), Director, Bureau of Social Research and Service (1933—), Oregon.
- ARTHUR LEE PECK**, B.S., B.A., Professor of Landscape Architecture.
B.S. (1904), Massachusetts State; B.A. (1904), Boston. Faculty, Kansas State (1907-08), Oregon State (1908-10, 1912—); Professor (1932—), Oregon.

- MARY HALLOWELL PERKINS, M.A., Professor of English.
B.A. (1898), Bates; M.A. (1908), Radcliffe. Instructor (1908-13), Assistant Professor (1913-17), Professor (1917—), Oregon.
- JOSEPHINE PERSICANO, M.A., Instructor in Physical Education.
B.S. (1935), M.A. (1938), New York University. Faculty, New York University (1935-40); Instructor (1940—), Oregon.
- THURMAN STEWART PETERSON, Ph.D., Assistant Professor of Mathematics.
B.S. (1927), California Institute of Technology; M.S. (1928), Ph.D. (1930), Ohio State. Faculty, Michigan (1930-32), Research Fellow, Institute for Advanced Study (1932-34); Instructor (1938-39), Assistant Professor (1939—), Oregon.
- LESLIE S. PORTER, M.D., Assistant University Physician.
B.A. (1911), M.D. (1934), Oregon. Interne (1934-35), Resident (1935-36), Alameda County Hospital (Oakland); Assistant Physician (1938—), Oregon.
- W. ELWOOD READ, B.A., Captain, Infantry; Assistant Professor of Military Science and Tactics.
B.A. (1928), Oregon. Assistant Professor (1940—), Oregon.
- GEORGE REBEC, Ph.D., Counsellor of the Graduate Division; Prince Lucien Campbell Professor Emeritus of Philosophy.
A.B. (1891), Ph.D. (1896), Michigan. Faculty, Michigan (1891-1909), Reed (1920-21, 1931-32); Professor and Department Head (1912-38), Director of Portland Extension (1918-22), Dean, Graduate School (1920-32), Professor Emeritus (1938—), Oregon. Dean and Director of Graduate Division (1933-38), Counsellor of Graduate Division, State System (1938—).
- MARJORIE REYNOLDS, Supervisor of Reserves, Library; Librarian, Museum of Art.
Circulation Assistant, Library Association of Portland (1931-32); Library Assistant (1928-31), Reserve Assistant (1933-38), Museum Librarian (1933—), Supervisor (1938—), Oregon.
- WILBUR POWELSON RIDDLEBARGER, A.M., J.D., Associate Professor of Business Administration.
A.B. (1923), A.M. (1926), Nebraska; J.D. (1935), Oregon. Faculty, Oregon State (1927-32); Assistant Professor (1932-39), Associate Professor (1939—), Oregon.
- ARTHUR RIEHL, M.A., Instructor in Architectural Design.
B.A. (1932), B.Arch. (1934), Oregon; M.A. (1935), Massachusetts Institute of Technology. Instructor (1940—), Oregon.
- BERNICE MARGUERITE RISE, A.B., B.S. in L.S., Assistant Professor of Library Training; Circulation Librarian.
B.A. (1923), Oregon; B.S. in L.S. (1928), Columbia. Cataloging Assistant and in Charge of Order Department, Oregon State (1916-19); Senior Assistant, Circulation Department (1919-32), Acting Circulation Librarian (1932-35), Circulation Librarian (1935—), Instructor (1934-36); Assistant Professor (1936—), Oregon.
- HORACE WILLIAM ROBINSON, M.A., Assistant Professor of Drama.
B.A. (1931), Oklahoma City; M.A. (1932), Iowa. Faculty, Oklahoma City (1932-33); Instructor (1933-36), Assistant Professor (1936—), Oregon.
- GEORGE WILLIAM ROCHESTER, LL.M., Acting Professor of Law.
LL.B. (1923), Cornell; LL.M. (1938), Southern California. Faculty, Southwestern (Los Angeles), (1924-26); Acting Professor (1940—), Oregon.
- RONALD CURTIS ROMIG, M.D., Assistant University Physician.
B.S. (1919), Idaho; M.D. (1926), Chicago. Interne, Tacoma General Hospital (1925-26), Chicago Lying-in-Hospital (1930-31); Resident, Multnomah Hospital (1932-33); Assistant Physician (1926-30, 1937—), Oregon.
- ETHEL R. SAWYER, Ph.B., Assistant Professor of Library Training; Browsing Room Librarian.
Ph.B. (1903), Wesleyan; Library Certificate (1906), Pratt Institute. Library Staff, Stevens Point Normal School, Wisconsin (1906-08), Michigan State Library (1908-09), Seattle Public Library (1909-14), Library Association of Portland (1914-26); Browsing Room Librarian (1937—), Assistant Professor (1939—), Oregon.
- HARRY S. SCHENK, B.A., Assistant Professor of Journalism.
B.A. (1933), Oregon. Assistant Professor (1939—), Oregon.

- FRIEDRICH GEORG GOTTLLOB SCHMIDT, Ph.D., Professor Emeritus of Germanic Languages and Literatures.
Ph.D. (1896), Johns Hopkins. Faculty, Cornell College (1896-97); Professor (1897-1939), Head of Department of Modern Languages (1897-1905), Department Head (1905-39), Professor Emeritus (1939—), Oregon.
- HENRY WILLIAM SCHOENBORN, Ph.D., Instructor in Zoology.
A.B. (1933), DePauw; Ph.D. (1939), New York University. Instructor (1940—), Oregon.
- LOUISE BARROWS SCHROFF, Instructor in Drawing and Painting.
Graduate (1904), Museum of Fine Arts, Boston; Diploma (1907), Harvard Summer Session. Instructor (1926—), Oregon.
- WALDO SCHUMACHER, Ph.D., Professor of Political Science.
A.B. (1917), Bluffton; A.M. (1918), Ohio State; Ph.D. (1923), Wisconsin. Faculty, Bluffton (1919-21), Syracuse (1923-25), Grinnell (1925-26), Oklahoma (1926-28); Professor (1928—), Oregon.
- HAZEL PRUTSMAN SCHWERING, M.A., Dean of Women.
Ph.B. (1926), Chicago; M.A. (1935), Oregon. Assistant Dean (1927-28), Freshman Dean (1929-30), Acting Dean (1928-29, 1930-35), Dean (1935—), Oregon.
- GERTRUDE SEARS, M.S., Instructor in Education; Supervisor of English, Roosevelt Junior High School.
B.S. (1928), M.S. (1937), Oregon. Supervisor (1929—), Instructor (1935—), Oregon.
- CHARLES HAROLD SECOY, Ph.D., Instructor in Chemistry.
B.S. (1929), College of Idaho; M.S. (1930), Ph.D. (1940), Washington. Instructor (1940—), Oregon.
- OTILIE TURNBULL SEYBOLT, M.A., Associate Professor of Drama; Director of Drama Division.
A.B. (1910), Mount Holyoke; M.A. (1915), Wisconsin. Faculty, Vassar (1921-22, 1923-25), Smith (1925-26), Minnesota (1926-27), Grinnell (1927-28); Director (1928—), Assistant Professor (1928-32), Associate Professor (1932—), Oregon.
- HENRY DAVIDSON SHELTON, Ph.D., Research Professor of History and Education.
A.B. (1896), A.M. (1897), Stanford; Ph.D. (1900), Clark. Faculty, Pittsburgh (1911-14); Assistant Professor (1900-05), Professor (1905-11, 1914-32), Dean, School of Education (1909-11, 1914-32), Chairman, Administrative Committee (1924-26), Research Professor (1932—), Oregon.
- DOROTHY MARIE SHERMAN, M.A., Instructor in Education; Supervisor of Social Studies, University High School.
B.A. (1932), M.A. (1934), Oregon. Instructor and Supervisor (1939—), Oregon.
- FREDERICK LAFAYETTE SHINN, Ph.D., Professor of Chemistry.
A.B. (1901), A.M. (1902), Indiana; Ph.D. (1906), Wisconsin. Faculty, Indiana (1904-05), Wisconsin (1905-07); Assistant Professor (1907-12), Acting Head of Department (1918-22), Professor (1913—), Oregon.
- FRANK SHORT, B.S., Instructor in Journalism.
B.S. (1925), Oregon. Instructor (1937—), Oregon.
- LAWRENCE KENNETH SHUMAKER, M.A., Assistant Professor of Education; Director of Lower-Division Advisory Group.
B.A. (1922), Iowa; M.A. (1932), Oregon. Research Fellow (1937-38), Stanford; Faculty, Menlo Junior College (1937-38); Instructor in English (1933-34), Assistant Professor of English (1934-39), Assistant Professor of Education (1939—), Director (1939—), Oregon.
- FRANK PERRY SIPE, M.S., Associate Professor of Botany; Head of Department.
B.S. (Agr.) (1916), B.S. (Educ.) (1918), Missouri; M.S. (1923), Iowa State. Faculty, Oregon State (1923-32); Assistant Professor (1932-34), Associate Professor and Department Head (1934—), Oregon.
- MAHLON ELLWOOD SMITH, Ph.D., Dean of Lower Division.
A.B. (1906), Syracuse; M.A. (1909), Ph.D. (1912), Harvard. Faculty (1907-08, 1912-19), Director of Summer Session (1917-19), Director of Evening Session (1918-19), Syracuse; Faculty (1919—), Dean of School of Basic Arts and Sciences and Director of Summer Sessions (1919-32), Dean of Lower Division and Service Departments (1934—), Oregon State; Dean of Lower Division, State System (1932—).

- SAVERINA GRAZIANO SMITH, M.F.A., Instructor in Art Education.
B.A. (1931), M.F.A. (1939), Oregon. Instructor (1939—), Oregon.
- WARREN DUPRE SMITH, Ph.D., Professor of Geography and Geology; Head of Department of Geography; Head of Department of Geology; Curator, Condon Museum of Geology.
B.S. (1902), Wisconsin; M.A. (1904), Stanford; Ph.D. (1908), Wisconsin. Geologist and Chief, Division of Mines, Philippine Bureau of Science (1907-14, 1920-22); Professor (1914-20, 1922—), Head of Department of Geology (1914-20, 1922—), Head of Department of Geography (1932—), Curator (1936—), Oregon.
- FERDINAND SORENSON, Instructor in Brass Instruments.
Instructor (1940—), Oregon.
- *CARLTON ERNEST SPENCER, A.B., J.D., Professor of Law.
A.B. (1913), LL.B. (1915), J.D. (1925), Oregon. Instructor in Law (Portland) (1915-17), University Registrar (1919-27), Associate Professor (1927-29), Professor (1929—), Oregon.
- ORIN FLETCHER STAFFORD, A.M., Dean of Lower Division and Service Departments; Professor of Chemistry; Head of Department.
A.B. (1900), A.M. (1902), Kansas. Instructor (1900-02), Assistant Professor (1902-06), Professor and Department Head (1906—), Dean (1934—), Oregon.
- LLOYD W. STAPLES, Ph.D., Instructor in Geology.
A.B. (1929), Columbia; M.S. (1930), Michigan; Ph.D. (1935), Stanford. Faculty, Michigan College of Mining and Technology (1930-33); Oregon State (1936-37); Instructor (1939—), Oregon.
- MERLE ARTHUR STARR, Ph.D., Instructor in Physics.
B.A. (1933), Reed; M.A. (1937), Ph.D. (1937), California. Instructor (1939—), Oregon.
- JOHN STEHN, M.S., Assistant Professor of Wind Instruments; Director of University Band.
A.B. (1925), Grinnell; M.S. (1927), Iowa. Faculty (1927-29), Director of Band (1928-29), Oklahoma; Assistant Professor and Director (1929—), Oregon.
- FRED LEA STETSON, M.A., Professor of Education.
A.B. (1911), M.A. (1913), Washington. Assistant Professor (1913-16), Professor (1916—), Director, University High School (1916-19), Acting Dean (1925-26), Oregon.
- ARTHUR BENJAMIN STILLMAN, M.B.A., Associate Professor of Business Administration.
B.A. (1928), Oregon; M.B.A. (1937), Washington. Instructor (1922-24), Assistant Professor (1924-37), Associate Professor (1937—), Oregon.
- GARDINER BOLSTER STILLWELL, Ph.D., Instructor in English.
B.A. (1936), Saskatchewan; M.A. (1937), Toronto; Ph.D. (1940), Iowa. Instructor (1940—), Oregon.
- JAMES C. STOVALL, M.A., Instructor in Geography.
B.S. (1927), M.A. (1929), Oregon. Instructor (1934—), Oregon.
- CELESTINE JAMES SULLIVAN, JR., Ph.D., Assistant Professor of Philosophy.
A.B. (1927), M.A. (1928), Ph.D. (1931), California. Faculty, Stanford (1932-33), California (1937-38); Assistant Professor (1938—), Oregon.
- WILFRED CLAUDE SUTTON, B.A., Instructor in Education; Supervisor of Physical Education for Boys, Roosevelt Junior High School.
B.A. (1937), Willamette. Instructor and Supervisor (1939—), Oregon.
- MARGARET SWEENEY, B.A., Instructor in Violin.
B.A. (1934), Oregon. Instructor (1940—), Oregon.
- HOWARD RICE TAYLOR, Ph.D., Assistant Dean of Graduate Division; Professor of Psychology; Head of Department; Director, Bureau of Personnel Research.
A.B. (1914), Pacific University; A.M. (1923), Ph.D. (1928), Stanford. Assistant Professor (1925-28), Associate Professor (1929-30), Professor (1930—), Director, Bureau of Personnel Research (1930—), Department Head (1934—), Assistant Dean (1936—), Oregon.

* On leave of absence, 1940-41.

- JANE THACHER, Professor of Piano.
Professor (1916—), Oregon.
- W. F. GOODWIN THACHER, M.A., Professor of English and Advertising.
A.B. (1900), M.A. (1907), Princeton. Head, English Department, Portland Academy (1906-14); Professor (1914—), Oregon.
- ANNA McFEELY THOMPSON, M.A., Assistant Professor of Romance Languages.
A.B. (1900), M.A. (1901), Western Maryland. Faculty (1910-20), Principal (1916-20), Instituto Internacional, Madrid; Instructor (1920-21), Assistant Professor (1921—), Oregon.
- DAVID E. THOMPSON, B.S. in L.A., Instructor in Landscape Architecture.
B.S. in L.A. (1931), Iowa State. Instructor (1939—), Oregon.
- RUTH MAY THOMPSON, B.B.A., Instructor in Business Administration.
B.B.A. (1937), Oregon. Instructor (1937—), Oregon.
- ELNORA ELVIRA THOMPSON, R.N., Professor of Nursing Education; Director of Department.
R.N. (1910), State of Illinois; R.N. (1920), State of Oregon. Chief Nurse, Elgin State Hospital, Illinois (1910-11); Executive Secretary and Director, Illinois Society for Mental Hygiene (1911-18); Director, Department of Public Health Nursing, Chicago School of Civics and Philanthropy (1917-18, 1919-20); Director, Public Health Nursing Education, American Red Cross Tuberculosis Commission to Italy (1918-19); Director, Far-Western Office, American Child Health Association (1923-25); Professor (1920-23, 1925—), Director of Public Health Nursing (1920-23), Director of Health and Nursing Education (Portland School of Social Work) (1925-32), Director, Nursing Education, Medical School (1932—), Oregon.
- HARRIET WATERBURY THOMSON, A.B., Professor of Physical Education.
A.B. (1904), Michigan. Assistant Director (1911-22), Professor (1922—), Oregon.
- HARVEY GATES TOWNSEND, Ph.D., Professor of Philosophy; Head of Department.
A.B. (1908), Nebraska Wesleyan; Ph.D. (1913), Cornell. Faculty, Central (1910-14), Smith (1914-26); Professor (1926—), Department Head (1938—), Oregon.
- FREDERICK HOYT TROWBRIDGE, Ph.D., Associate Professor of English.
B.A. (1931), M.A. (1933), Ph.D. (1935), Wisconsin. Faculty, Wisconsin (1935-40); Associate Professor ((1940—), Oregon.
- EDWARD KEENE TRUE, S.B. in Arch. Eng., Instructor in Architectural Design and Construction.
S.B. in Arch. Eng. (1939), Massachusetts Institute of Technology. Instructor (1940—), Oregon.
- GEORGE STANLEY TURNBULL, M.A., Professor of Journalism.
A.B. (1915), M.A. (1932), Washington. Professor (1917—), Oregon.
- LEONA E. TYLER, Ph.D., Instructor in Psychology.
B.S. (1925), M.S. (1939), Ph.D. (1941), Minnesota. Instructor (1940—), Oregon.
- AURORA POTTER UNDERWOOD, B.M., Associate Professor of Music.
B.M. (1921), Oregon. Assistant Professor (1922-34), Associate Professor (1934—), Oregon.
- REX UNDERWOOD, Professor of Music; Director of Orchestra.
Faculty, Oregon State (1933-35); Professor (1919—), Oregon.
- WENDELL VAN LOAN, M.S., Instructor in Education; Principal, Roosevelt Junior High School.
B.S. (1928), M.S. (1933), Oregon. Instructor (1930—), Principal (1931—), Oregon.
- ANIBAL VARGAS-BARON, M.A., Instructor in Romance Languages.
A.B. (1926), Asbury; M.A. (1929), Washington. Faculty, Washington (1929-32, 1936-37), Armstrong Junior College (1932-36, 1937-38); Instructor (1940—), Oregon.
- ANDREW MCDUFFIE VINCENT, Professor of Drawing and Painting.
Graduate (1927), Art Institute of Chicago. Faculty, Art Institute of Chicago (1928); Instructor (1928-29), Assistant Professor (1929-31), Professor (1931—), Oregon.

- FRANKLIN DICKERSON WALKER, Ph.D., Professor of English.**
B.A. (1924), Oxford; Ph.D. (1932), California. Faculty, San Diego State (1926-28, 1930-40); Professor (1940—), Oregon.
- LORA TESHNER WARE, Professor of Cello.**
Graduate (1929), Juilliard Musical Foundation Graduate School. Instructor (1924-26, 1929-31), Professor (1931—), Oregon.
- GERTRUDE BASS WARNER, M.A., Director, Museum of Art.**
M.A. (1929), Oregon. Director, Museum of Art (1921—), Oregon.
- JOHN ALBERT WARREN, B.B.A., Instructor in Physical Education; Freshman Coach.**
B.B.A. (1928), Oregon. Instructor and Coach (1935—), Oregon.
- WILLIS WARREN, M.A., Periodical Librarian; Executive Assistant to Librarian.**
B.A. (1930), M.A. (1934), Oregon; Certificate of Librarianship (1935), California. Library Assistant (1932-35), Reserve Librarian (1935-39), Instructor in Library Training (1936-38), Executive Assistant (1936—), Periodical Librarian (1939—), Oregon.
- PAUL RUDOLPH WASHKE, A.M., Professor of Physical Education.**
A.B. (1927), Western State Teachers (Michigan); A.M. (1929), Michigan. Faculty, Michigan (1927-30); Professor (1930—), Oregon.
- MARIAN PEARL WATTS, B.A., B.S. in L.S., Reference Librarian.**
B.A. (1921), Oregon; B.S. in L.S. (1934), Illinois. Reference Librarian (1923—), Oregon.
- RUTH VEE WHELOCK, M.A., R.N., Associate Professor of Nursing Education.**
B.A. (1911), M.A. (1915), Michigan; Diploma (1920), Bellevue Hospital School of Nursing; R.N. (1920), States of New York, Michigan, California, Oregon. Faculty, Michigan (1921-26); Department Director, Riverside Junior College (1927-33); Assistant Professor (1933-35), Associate Professor, Medical School (1935—), Oregon.
- WALTER ROSS BAUMES WILLCOX, Professor Emeritus of Architecture.**
Professor (1922-40), Professor Emeritus (1940—), Oregon.
- ASTRID MÖRK WILLIAMS, Ph.D., Assistant Professor of Germanic Languages and Literatures.**
B.A. (1921), M.A. (1932), Oregon; Ph.D. (1934), Marburg. Assistant Professor (1935—), Oregon.
- MILDRED HAYDEN WILLIAMS, M.A., Instructor in Education; Supervisor of Social Sciences, Roosevelt Junior High School.**
B.A. (1925), M.A. (1930), Oregon. Supervisor (1930—), Instructor (1935—), Oregon.
- STANLEY E. WILLIAMSON, M.A., Instructor in Education; Instructor in Science, University High School.**
B.A. (1931), Nebraska Wesleyan; M.A. (1936), Columbia. Instructor (1936—), Oregon.
- VEOLA PETERSON WILMOT, M.A., Instructor in Education; Supervisor of Social Science and Library, University High School.**
B.A. (1927), M.A. (1929), Oregon. Instructor and Supervisor (1930—), Oregon.
- ELLEN MCCLELLAN WILSHIRE, B.A., Instructor in Education; Supervisor of Commercial Studies, University High School.**
B.A. (1926), Oregon. Instructor and Supervisor (1940—), Oregon.
- DORIS E. WINTERS, B.A., Instructor in Home Economics.**
B.A. (1935), Marshall. Instructor (1938—), Oregon.
- HUGH B. WOOD, Ed.D., Professor of Education.**
B.S. (1931), Toledo; M.A. (1935), Colorado; Ed.D. (1937), Columbia. Faculty, Hudson (1935-37), Columbia (1937-38), Alabama Polytechnic Institute (1938-39); Professor (1939—), Oregon.

- LOUIS AUBREY WOOD, Ph.D., Professor of Economics.**
B.A. (1905), Toronto; B.D. (1908), Montreal Presbyterian; Ph.D. (1911), Heidelberg. Faculty, Robertson (Canada) (1912-13), Western Ontario (1914-23); Sterling Research Fellow, Yale (1928-29); Guest Professor, Chicago (1933-34); Assistant Professor (1924-30), Associate Professor (1930-35), Professor (1935—), Oregon.
- MABEL ALTONA WOOD, M.S., Professor of Home Economics; Head of Department.**
B.S. (1925), Oregon State; M.S. (1930), Columbia. Faculty, Oregon State (1930-32); Professor and Department Head (1932—), Oregon.
- JANET GRANT WOODRUFF, M.A., Associate Professor of Physical Education.**
B.S. (1926), M.A. (1929), Columbia. Faculty, Oklahoma Agricultural and Mechanical (1922-24), Kansas State Teachers (1926-28); Assistant Professor (1929-34), Associate Professor (1934—), Oregon.
- GORDON WRIGHT, Ph.D., Assistant Professor of History.**
A.B. (1933), Whitman; M.A. (1935), Ph.D. (1939), Stanford. American Field Service Fellow, Paris (1937-38); Assistant Professor (1939—), Oregon.
- LEAVITT OLDS WRIGHT, Ph.D., Professor of Romance Languages.**
A.B. (1914), Harvard; B.D. (1917), Union Theological Seminary; M.A. (1925), Ph.D. (1928), California. Extension Instructor, Columbia (1916-17); Principal, Colegio Internacional, Guadalajara, Mexico (1918-21); Faculty (1917-18, 1923-24), Assistant to the President (1921-23), Pomona; Assistant Professor (1926-27), Associate Professor (1927-30), Professor (1930—), Oregon.
- HARRY BARCLAY YOCOM, Ph.D., Professor of Zoology; Head of Department; Curator, Invertebrate Collections.**
A.B. (1912), Oberlin; M.A. (1916), Ph.D. (1918), California. Faculty, Kansas State (1914-15), Washburn (1917-18), College of the City of New York (1919-20); Assistant Professor (1920-25), Associate Professor (1925-26), Professor (1926—), Department Head (1934—), Curator (1937—), Oregon.
- HALFRED YOUNG, Professor of Voice.**
Professor (1936—), Oregon.
- *NOWLAND BRITTIN ZANE, Associate Professor of Space Arts.**
Extension Lecturer in Art (1921-24), Assistant Professor (1924-28), Associate Professor (1928—), Oregon.

* On sabbatical leave, fall term, 1940-41.

Part II

General Information

Organization and Facilities

History

THE University of Oregon was established by an act of the Oregon Legislature in 1872, but did not open its doors to students until four years later, in 1876. The founding of the University grew out of a Federal grant, authorized in the Donation Act of September 27, 1850, of two townships of land "to aid in the establishment of a university in the territory of Oregon." The territory then comprised the entire Oregon Country, and it was specified that one of the two townships selected was to be located north of the Columbia. On July 17, 1854, the grant was modified by an act reserving two townships each for the newly created Washington and Oregon territories. This grant was confirmed on February 14, 1859, when the Act of Congress admitting Oregon into the Union provided for a grant of seventy-two sections of land for the establishment and support of a state university. The Legislature, by an act of June 3, 1859, committed the people of Oregon to the application of the proceeds from this grant "to the use and support of a state university."

The settlement of Oregon and the accumulation of funds from the sale of these University lands proceeded slowly. The population of Oregon in 1850 (including the entire Oregon Country) was only 13,294. In 1860 the population of the state was 52,465, and in 1870, 90,993. There were already five denominational colleges established in the state in 1860; the United States census of 1870 reports twenty as the number of "classical, professional and technical" institutions ("not public") in Oregon. The creation of a state university was deferred.

However, after a fund of \$31,635 had accumulated from the sale of University lands, the Legislature on October 19, 1872 passed an act "to create, organize and locate the University of the State of Oregon." Eugene was chosen as the site after the Lane County delegation at the Legislature had offered to provide a building and campus worth \$50,000. The Union University Association of Eugene, the organization promoting the institution, was given two years in which to construct this building.

Construction of the building, Deady Hall, began in May 1873. Unfortunately, however, the genesis of the University and the economic troubles of 1873 came at about the same time. After an intense struggle to keep the enterprise alive and a two-year extension of time for completion, the conditions specified in the act creating the University were declared fulfilled, and the site and building were accepted by the state on July 28, 1876. The University first opened its doors on October 16, 1876. The first class was graduated in June 1878.

Deady Hall was the nucleus around which other University buildings later arose; Villard Hall, the second campus structure, was built in 1885.

Since the founding of the institution, the following men have served the University as president: John Wesley Johnson, 1876-1893; Charles H. Chapman, 1893-1899; Frank Strong, 1899-1902; Prince Lucien Campbell, 1902-1925; Arnold Bennett Hall, 1926-1932; Clarence Valentine Boyer, 1934-1938; Donald Milton Erb, from 1938.

The first University courses were limited almost entirely to classical and literary subjects; the demand for a broader curriculum was, however, gradually

met by the addition of scientific and professional instruction. Around the original liberal-arts college were organized the professional schools, beginning with the School of Law, established as a night law school in Portland in 1884. (In 1915 the School of Law was moved to Eugene and reorganized as a regular division of the University.) The Medical School was established in Portland in 1887. The School of Music was established in 1902, the School of Education in 1910, the School of Architecture and Allied Arts and the School of Business Administration in 1914, the School of Journalism in 1916, and the School of Physical Education in 1920. In 1932, when the Oregon State System of Higher Education was formed, departments of the old liberal-arts college were reorganized into the College of Arts and Letters and the College of Social Science. Under the 1932 allocation of functions, the University offers lower-division and service work in the biological and physical sciences.

Graduate work has been organized as a separate division of the University since 1900, extension since 1907. The first summer session was held in 1904.

Income

THE state law creating the Board of Higher Education specified that this body was to "have and exercise control of the use, distribution and disbursement of all funds, appropriations and taxes, now or hereafter in possession, levied and collected, received or appropriated for the use, benefit, support and maintenance of institutions of higher education." By virtue of this act, and beginning July 1, 1931, the Board has administered all funds for all state-supported higher educational activities, including the University of Oregon, on the basis of a unified budget.

Funds for the support of higher education in Oregon are derived primarily from the following sources: a millage appropriation equal to 2.04 mills on all taxable property; certain continuing appropriations from the state for definite purposes; specified sums from the national government assigned for definite purposes by Congressional acts; income from student tuition and fees; and other sources such as sales, service charges, gifts, and miscellaneous.

During the year 1940-41 the income budgeted for all the institutions under the control of the Board was approximately \$4,593,241. Of this total \$2,893,190 was provided from state sources, \$388,098 from Federal sources, \$114,232 from county sources, \$906,253 from student fees, and \$291,468 from gifts and other sources. The state support for general instructional functions was \$2,585,345. The remaining state support accrued through special appropriations for agricultural extension, research, and other state-wide public service.

Location

THE University of Oregon is located at Eugene (population 20,539), 124 miles south of Portland, at the head of the Willamette Valley. Eugene is a progressive city with excellent schools, numerous churches, and strong civic and social organizations. The city has an abundant supply of pure, wholesome water, and modern sanitation. The climate is mild, with moderate winters and cool summers. The average annual rainfall is 38½ inches, with the heaviest rainfall in the winter months, November, December, and January.

Campus

THE University campus occupies about 100 acres of land in the east part of Eugene on the Pacific Highway. On the north campus are located the older buildings: Deady, Villard, McClure, Friendly, Fenton, and a few of the newer buildings, including Oregon, Commerce, Journalism, Art and Architecture, and Student Health Service. On the south campus are newer buildings, including the Administration Building or Johnson Hall, Condon Hall, Chapman Hall, the education group, the Music Building, the women's quadrangle, the Museum of Art, and the new University Library. East of this section of the campus is the John Straub Memorial Building (a dormitory for men), the Physical Education Building, McArthur Court (student athletic center), and the R.O.T.C. Barracks. The University buildings are located on rising ground, and are attractively planted with trees and shrubs.

There are two notable bronze statues on the campus, "The Pioneer," given to the University in 1919 by Joseph N. Teal; and "The Pioneer Mother," given to the University in 1932 by Vice-President Burt Brown Barker, in memory of his mother. "The Pioneer" stands on the old campus, facing Johnson Hall. "The Pioneer Mother" is in the women's quadrangle. Both are the work of Alexander Phimister Proctor.

Buildings

THE principal buildings on the University campus are described briefly below. The date of erection is given in parentheses following the name of the building; if a building was erected by units, the dates of the several units are given. The location of the various buildings is shown on the map on page 9.

The Adelaide Wrisley Church Memorial, home of the Chancellor of the Oregon State System of Higher Education, is located on Fairmount Heights southeast of the campus. It was formerly the residence of Mr. and Mrs. Campbell Church, and was given to the state by Mr. Church in 1938 in memory of his wife.

The Animal Biology Laboratory is a small frame building east of the main campus, housing research laboratories of the Department of Zoology.

The Arts and Architecture Building (1901, 1914, 1922, 1940) is constructed of brick and stucco. It contains classrooms, well-lighted studios, drafting rooms, a gallery for the display of student work and loan exhibitions, and the Architecture and Allied Arts Library.

The Barracks (1918, 1924), headquarters of the Department of Military Science and Tactics, is a two-story wooden structure. Attached is a drill shed, measuring 60 by 118 feet.

Chapman Hall (1939), a three-story brick building, houses offices and classrooms of liberal-arts departments, the University Cooperative Store, and the Department of Home Economics. The building is named in honor of Charles H. Chapman, second president of the University.

The Commerce Building (1921) is a three-story brick structure, housing the School of Business Administration.

Condon Hall (1924), designed as the first wing of a larger structure, is a three-story brick building, conforming in style to newer campus buildings. It contains laboratories and classrooms for geology, geography, psychology, and anthropology. The Museum of Natural History occupies the second floor. The building is named after Dr. Thomas Condon, pioneer geologist of Oregon and a member of the University faculty from the foundation of the institution until his death in 1907.

Deady Hall (1876), historic first building on the campus, for many years housed the entire University. It now contains laboratories and classrooms for physics, zoology, botany, and mathematics. The building is named after Matthew P. Deady, president of the University Board of Regents from 1873 until his death in 1893.

The Depot and Heating Plant (1924), a brick structure, contains the University's modern heating system, headquarters for the building grounds department, and the University depot and postoffice.

The Drama Studio (1921) is a cottage north of Johnson Hall used by the Drama Division.

The Faculty Club is a three-story dwelling east of the main campus, owned by the University. It contains a dining hall, social and recreational rooms, and rooms for resident members of the club.

The Education Building (1921) is a one-story brick structure. It contains the offices and classrooms for the School of Education.

The General Extension Building (1908) is a two-story wooden building. Offices of the General Extension Division of the State System of Higher Education occupy the second floor. On the first floor are the University studios of radio station KOAC.

Fenton Hall (1907, 1914). This building, formerly the University Library, houses the School of Law and the Bureau of Municipal Research and Service. It is a three-story brick structure, with a five-story fireproof annex which houses the Law Library. The building is named in honor of the late William David Fenton, Oregon attorney and benefactor of the School of Law. The library annex is known as the Kenneth Lucas Fenton Memorial Law Library.

S. H. Friendly Hall (1893, 1914), built as the first men's dormitory at the University, has been remodeled to provide offices and classrooms of the College of Arts and Letters. The offices of the University Editor and of the Alumni Secretary are located on the first floor. A large room on the main floor has been reserved for meetings of the faculty and of faculty committees. The building is named after S. H. Friendly, regent of the University from 1895 until his death in 1915.

Gerlinger Hall (1920), known familiarly as the Woman's Building, is a three-story brick building financed through gifts to the University from alumni and citizens of Oregon, supplemented by a state appropriation. A large room, Alumni Hall, serves as the social center for the University. The building con-

tains the women's gymnasium, the women's swimming pool, and other facilities for physical education for women. The office of the Dean of Women is on the main floor, near the east entrance. The building is named in honor of Mrs. George Gerlinger, regent of the University from 1914 to 1929.

Hayward Stadium (1919, 1925, 1931, 1939), built with Associated Students funds, is the scene of football games, track meets, and other athletic events. The stadium has a seating capacity of 20,000. It is named after William L. Hayward, track coach and trainer at the University since 1903.

Hendricks Hall (1917), a modern and comfortable residence for women students, accommodates 112 students. Besides the student suites, the hall contains a spacious living room and smaller rooms for receiving guests. The arrangement and furnishing of the interior contribute to a cheery, homelike atmosphere. The building is named after T. G. Hendricks, regent of the University from 1872 to 1885.

Johnson Hall (1915), known also as the Administration Building, is a three-story building of brick and ornamental stone. On the third floor are the central offices of the Oregon State System of Higher Education, including the offices of the Chancellor, the Secretary of the Board of Higher Education, the Division of Information, and the Budget Officer. Here also are located the offices of the University Registrar and Business Manager. On the main floor is the University Theater (where campus dramatic productions are staged), and the offices of the President, the Personnel Division, and the Dean of Men. On the first floor (basement) are classrooms and the Telephone Exchange. Johnson Hall is named after John Wesley Johnson, first president of the University.

John Straub Memorial Building (1929) is a modern dormitory for men students. The building, constructed of brick, is divided into six units. Each unit accommodates from 40 to 50 men and has its own living and reception rooms. For every two students there is a separate study and dressing room, and for every four a sleeping porch. The building is a memorial to Professor John Straub, member of the University faculty from 1878 until his death in 1932.

The Journalism Building (1922) is a red brick structure. The School of Journalism and the editorial offices of the OREGON DAILY EMERALD occupy the first and second floors. On the third floor are chemistry classrooms and laboratories.

Mary Spiller Hall (1907) is a three-story wooden dormitory building adjoining Hendricks Hall. The building is named after Mrs. Mary Spiller, member of the original University faculty.

McArthur Court (1926) is a concrete building erected by the students and paid for entirely by funds derived from athletic events and student fees. Around the center basketball pavilion, seats are provided for 6,500 spectators. When used as a concert or assembly hall the building seats 8,000 persons. The basement provides locker rooms for all athletics. Offices of the Associated Students and of the athletic coaches are located in McArthur Court. The building is named in memory of the late C. N. McArthur, congressman from Oregon and graduate of the University in the Class of 1901. Hayward Stadium is east of McArthur Court across the playing field. Howe Field (baseball) is south of McArthur Court.

McClure Hall (1900), a three-story brick and stucco building, houses classrooms and laboratories of the Department of Chemistry. The building is named in memory of Professor Edgar McClure, member of the University faculty who died in 1897.

The Museum of Art (1930), a gift from the people of the state and University alumni and friends, is two stories high and fireproof throughout. The rooms are all artificially lighted. Adjoining is the Prince L. Campbell Memorial Court. The court contains a pool and fountain, and a bust of Dr. Campbell. The building was erected to house the Murray Warner Collection of Oriental Art, and was formally presented in June 1933.

The Music Building (1920) is a brick building with a two-story frame annex. It contains studios, classrooms, and an auditorium for recitals and concerts. The walls are of double construction to minimize sound interference. The auditorium contains a four-manual Reuter organ. East of the building is a beautifully landscaped outdoor theater.

The Library (1937) stands at the head of the University's new quadrangle on the west side of the campus. On the main floor are the circulation lobby, the reference room, the catalog room, the Adelaide Church Memorial Reading Room, reserve reading rooms, and offices. On the second floor are the open-shelf reading room, the map room, and a room housing the John Henry Nash Collection. Studies for faculty members engaged in research, classrooms for library courses, and special-collection rooms are on the third floor. A large newspaper room, newspaper stacks, and special facilities for blind students are located in the basement.

The Physical Education Building (1936) is a large concrete structure, connecting directly with McArthur Court, the Associated Students athletic center. The building is divided into two main units. The north unit contains the offices, classrooms, study halls, and seminar rooms of the School of Physical Education. The south section is the men's gymnasium, with two activity rooms measuring 56 by 96 feet, facilities for boxing, wrestling, tumbling, apparatus work, weight lifting, handball, and restricted exercise. Locker and shower rooms are on the ground floor of the north unit. The building has been planned especially for the professional training of teachers of physical education, as well as to care for the recreational needs of students.

The Oregon Building (1916) is a three-story brick structure facing the Commerce Building, which has a similar architectural plan. In it are located the offices of the College of Social Science, and offices and classrooms of the departments of Economics, History, Political Science, and Sociology.

The President's House, a two-story dwelling east of Johnson Hall, is the home of the President of the University.

The Press Building (1925), housing the University Press and the Multi-graph Department, is a fireproof concrete building. It contains complete modern equipment for printing all University publications and the student daily, and for other institutional printing. It also serves as a laboratory for the School of Journalism.

The Student Health Service (1936) is a modern fireproof building, two stories high with a full basement, providing ample facilities for the care of sick

and convalescent students. On the main floor are the Dispensary and offices of the University physicians and nurses. On the second floor are wards with a capacity of twenty-six beds.

Susan Campbell Hall (1921), the third unit in the women's quadrangle, is a dormitory with accommodations for 112 women. In construction and equipment it is similar to Hendricks Hall. The building is named after Mrs. Prince L. Campbell, wife of the late president of the University.

The Swimming Pavilion (1909, 1936) is a remodeled section of the old men's gymnasium. It has a seating capacity of about 500. A modern filtration plant and the latest type of sterilization equipment have been installed.

University High School (1921) is a one-story brick building adjoining the Education Building. It provides facilities for practice teaching, and for clinical work in education.

Villard Hall (1885), a two-story brick and stucco building, is the second building erected on the campus. It is named after Henry Villard, early benefactor of the University. The offices of the College of Arts and Letters and offices and classrooms of members of the faculty of the Department of English are located in Villard Hall.

The Y. M. C. A. Hut (1918) is the headquarters for the campus Y. M. C. A. It contains recreation and reading rooms, a large hall which serves as a meeting place for students, and the office of the Student Employment Service.

The Y. W. C. A. Bungalow (1918) is an attractive center of social life, religious activity, and recreation for women students.

Library

THE University of Oregon Library is housed in a \$500,000 building, erected in 1937. The reading rooms seat 800 readers and are carefully planned for reading comfort and efficiency. The modern fireproof stacks will shelve 400,000 books.

The University Library was founded in 1882 through a gift of 1,000 books selected and purchased by Henry Villard of New York City. Before 1882 the only library facilities available to students was a collection of several hundred volumes owned by the Laurean and Eutaxian student literary societies. This collection was made a part of the University Library in 1900. In 1881 Mr. Villard gave the University \$50,000 as a permanent endowment; a provision of the gift was that at least \$400 of the income should be used for the purchase of nontechnical books for the Library. At the present time, all the income from this endowment is used for the purchase of books.

The Library now contains 313,747 volumes. The facilities for the undergraduate work of the institution are excellent; and special collections for advanced study and research are being built in the various fields of liberal and professional scholarship. All the books (578,934 volumes on February 1, 1941) in the libraries of the several institutions of the Oregon State System of Higher Education are available to the students and faculty of the University.

The Library is well equipped with standard reference books. About 2,700 periodicals and 150 newspapers are regularly received.

Some of the Library's resources of particular value for advanced study are: a collection of source materials on English life and letters in the seventeenth century; a collection of books, reports, and periodicals on English opinion and politics in the nineteenth century, including considerable material on English liberalism in its relation to public education; materials on the history of American education in the nineteenth century; a collection of pamphlets on the English corn laws; the Overmeyer Collection of published works on the Civil War; the Oregon Collection of 5,500 books and pamphlets on Northwest history (the Library has, in addition, 7,911 volumes of files of Oregon newspapers); a collection of League of Nations documents (1,000 volumes); a collection of Balzaciana; unusually extensive and complete files of psychological journals.

The Burgess Collection of Rare Books and Manuscripts contains 1,000 volumes from the library of Dr. Edward S. Burgess, late professor of biological sciences at Hunter College. The collection is the gift of Miss Julia Burgess, professor of English at the University, and of friends of the institution. It includes fifteen Latin manuscripts, a number of Near Eastern manuscripts, thirty-eight volumes of incunabula, and rare books of the seventeenth, eighteenth, and nineteenth centuries. The nineteenth-century material in the Burgess collection was presented to the Library by Vice-President and Mrs. Burt Brown Barker.

John Henry Nash has placed his collection of 2,400 volumes illustrating the history of printing in the University Library as a semi-permanent loan. The Nash library is one of the world's best collections in this field.

The Philip Brooks Memorial Library, a reference collection of 2,000 volumes, principally standard sets of American, English, and French authors, will be housed in a special room on the third floor of the Library building. The Brooks Library was given to the University by Mrs. Lester Brooks, mother of the late Philip Brooks. Mrs. Brooks also provided funds for the construction of the room, which will be completed in the spring of 1941.

The Pauline Potter Homer Collection of Beautiful Books is a "browsing" collection of about 825 books. It includes fine editions, illustrated books, books with fine bindings, and examples of the work of famous presses. The collection is located in the Adelaide Church Memorial Reading Room.

The Library has a collection of about 800 books in Braille for the use of blind students.

The House Collection includes books for general reading which circulate among the living groups on the campus. In 1936 the Carnegie Corporation gave the University \$500 for the purchase of books on art and art appreciation for this collection.

The Municipal Reference Library, maintained by the Bureau of Municipal Research and Service in Fenton Hall, contains about 8,050 items, including pamphlets and other materials dealing with problems of local government.

The Law Library contains over 27,400 books. It includes gifts from the libraries of Lewis Russell, Judge Matthew P. Deady, Judge W. D. Fenton, Judge Robert Sharp Bean, and S. D. Allen. Judge Fenton's gift, the Kenneth Lucas Fenton Memorial Library, contains about 8,000 volumes. The Robert Sharp Bean Memorial Library contains about 1,000 volumes.

The Museum Library, about 4,420 books dealing with the history, literature, life, and particularly the art of Oriental countries, is the gift of Mrs. Gertrude Bass Warner, and is growing steadily through additional gifts from Mrs. Warner. The Museum Library, which occupies attractive quarters on the first floor of the Museum of Art, is open daily from 2:00 to 5:00 p.m., except Saturdays and Sundays.

The School of Architecture and Allied Arts has a reference collection in the Art and Architecture Building. The collection includes the architecture library of the late Ion Lewis, Portland architect, given in 1929 by Mr. Lewis, and the library of William Whidden, given by his heirs.

The University High School Library contains about 4,850 volumes.

Service. During the regular session the main Library is regularly open on Mondays, Tuesdays, Wednesdays, and Thursdays from 7:45 a.m. to 10:00 p.m.; on Fridays from 7:45 a.m. to 9:00 p.m.; on Saturdays from 8:00 a.m. to 6:00 p.m.; and on Sundays from 2:00 to 9:00 p.m. During vacations, the Library is open from 9:00 a.m. to 6:00 p.m. Books other than reference books and those especially reserved for use in the Library may be drawn out for a period of one month, with the privilege of renewal if there is no other demand. All persons connected with the University have the privilege of drawing books. The use of the Library for reference purposes is extended to the general public.

Library Fines and Charges. The following regulations govern Library fines and charges:

(1) A fine of 5 cents per day is charged for all overdue books borrowed from the Circulation Department.

(2) Books needed for use in the Library are subject to recall at any time, and should be returned promptly when sent for. A maximum fine of \$1.00 per day may be imposed for failure to return promptly.

(3) The following fines are charged for violation of the rules of the Reserve Department: (a) for overdue books, a regular fine of 25 cents for the first hour and 5 cents for each succeeding hour, or fraction thereof, until the book is returned or reported lost (a maximum charge of \$1.00 per hour may be made in cases of flagrant violation of the rules); (b) for failure to recheck books at stated times, a fine of 25 cents; (c) for failure to return books to proper department desk, a fine of 25 cents.

(4) A service charge of 10 cents is added to all accounts reported to the Business Office for collection.

(5) If a book, which has been reported lost and has been paid for, is returned within one year, refund will be made after deduction of the accumulated fines, plus 5 per cent of the list price of the book for each month it was missing from the Library.

(6) The regular rental rate for books in the special rental collection is 3 cents per day; books for which there is less demand rent for 10 cents per week. Books in the reserve rental collection rent for 3 cents per day or 10 cents per week.

Instruction. A program of study for library workers is offered through the Department of English, principally during the summer sessions. A few courses in library methods are, however, given during the regular school year. This instruction is suited especially to the interests and needs of those engaged in school-library work. Students completing 24 term hours in library courses are granted the School Library Certificate. A prelibrary curriculum is offered for students who wish to prepare for training in graduate library school. See COLLEGE OF ARTS AND LETTERS. A one-hour service course in Use of the Library (Eng 117) is also offered through the Department of English. Members of the Library staff act as instructors.

Unified Facilities. The library facilities of the state institutions of higher education in Oregon are organized into a single unit under the supervision of a director, with a local librarian on each campus. The director is also librarian of the State College at Corvallis, where the central offices of the library system are located.

The collections at the several institutions are developed to meet special needs on each campus; but the book stock of the libraries, as property of the state, circulates freely to permit the fullest use of all books.

A combined author list of all books and periodicals in the State System is maintained in the central office to facilitate a better distribution of the book stock and to eliminate unnecessary duplication of published material. An author list of books in the State College Library is maintained in the University Library.

Museums and Collections

MUSEUMS and collections maintained by the University include the Murray Warner Collection of Oriental Art, housed in the Museum of Art, and the Museum of Natural History in Condon Hall. Student art work and loan exhibitions are shown in the Little Art Gallery in the Art and Architecture Building.

Museum of Art

MRS. GERTRUDE BASS WARNER, M.A.	Director
MRS. LUCY PERKINS	Curator
MRS. MABEL KLOCKARS GARNER	Cataloger
MRS. MARJORIE REYNOLDS	Librarian

The Museum of Art Building, the first unit of which was erected in 1930, at a cost of \$200,000, is designed to be a "temple of things beautiful and significant." The building was made possible by gifts from the citizens of Oregon.

The Murray Warner Collection of Oriental Art, given to the University in 1921 by Mrs. Gertrude Bass Warner as a memorial to her husband, was started by Major and Mrs. Warner while they were living in Shanghai, China. Major Warner had a considerable knowledge of the Orient. While serving the American government through the Boxer Rebellion and the unsettled times following, he had opportunities to obtain many beautiful specimens of Chinese art, some of which are now in the collection. Since Major Warner's death, Mrs. Warner has made a number of trips to the Orient to increase the collection and to replace articles that were not up to museum standards. Mrs. Warner has given a part of the original collection to the Smithsonian Institution in Washington, D. C., but the larger portion has come to the University of Oregon in order to foster on the Pacific Coast a sympathetic understanding and appreciation of the peoples of the Orient.

The Warner Collection is especially distinguished by the rarity and the perfect preservation of the objects composing it. Included in the material exhibited are: a large collection of Chinese paintings by old masters; tapestries and embroideries; fine examples of cinnabar lacquer; jade; Chinese porcelains, including specimens of old blue and white of the Ming period; and ancient bronzes dating from the Chou, Han, and Sung dynasties.

The Japanese collection consists of a large collection of old prints, brocades, temple hangings and altar cloths, embroideries, a collection of beautiful old gold lacquer, a lacquered palanquin used two centuries ago, porcelain, jewelry, collections of silver, pewter, copper, bronze armor, and wood carvings.

The Korean collection includes some very beautiful screens, old bronzes, a Korean chest inlaid with mother of pearl, etc. The Cambodian and Mongolian collections have not yet been installed. A collection of Russian ikons has been recently acquired.

The Museum of Art has a large collection of modern water colors, wood-block prints, and oil paintings with Oriental subjects, by Helen Hyde, Elizabeth Keith, Charles Bartlett, Bertha Lum, and Maude I. Kerns.

In 1936, the Society for International Cultural Relations of Japan presented to the University a beautiful wooden statue of the Goddess of Mercy. It is representative of the Muromachi Period (1334-1572).

The Murray Warner Museum Library is a valuable collection of books dealing with the history, the literature, the life, and the art of the Oriental countries. Magazines on the art and life of the Orient are on file in the library reading room.

Museum of Natural History

L. S. CRESSMAN, Ph.D.	Director; Curator of Anthropology
H. G. BARNETT, Ph.D.	Assistant Curator of Anthropology
R. R. HUESTIS, Ph.D.	Curator of Vertebrate Collections
H. B. YOCOM, Ph.D.	Curator of Invertebrate Collections
W. D. SMITH, Ph.D.	Curator of Geology
LEROY DETLING, Ph.D.	Curator of Herbarium
L. F. HENDERSON, M.A.	Curator Emeritus of Herbarium
J. F. KUMMEL, M.A.	Technical Adviser; Associate Forester, U. S. Forest Service
STANLEY G. JEWETT	Technical Adviser; Divisional Waterfowl Biologist, U. S. Bureau of Biological Survey

The Museum of Natural History of the University of Oregon consists of five divisions: Anthropology, Botany, Geology, Palaeontology, and Zoology. The museum's exhibits are located on the second floor of Condon Hall. A series of popular lectures on natural history is given each year at the University under the auspices of the museum. The staff members invite inquiries concerning the collections and concerning the fields of knowledge represented. The Museum of Natural History welcomes gifts to its collections. Access to study specimens may be had on application to the curators.

Condon Museum of Geology. The Condon Museum of Geology consists of collections of rocks, minerals, and fossils. It grew out of the early collection made by Dr. Thomas Condon. The Condon Museum contains: interesting and valuable material from the John Day fossil beds in central Oregon; fine display collections of minerals arranged according to the Dana classifications; an educational set of rocks and minerals, given to the University by the United States Geological Survey; suites of fossils, both vetrebrate and invertebrate, from various regions in the western part of the American continent; a complete skeleton of the saber-tooth tiger from the Rancho La Brea near Los Angeles, California; and other items of general and educational interest, including relief models and demonstration materials.

Herbarium. The Herbarium is well supplied with mounted specimens from Oregon and the Pacific Northwest, and has several thousand from eastern states and the Philippines. It includes the Howell Collection of 10,000 specimens, mostly from Oregon; the Leiberg Collection, presented to the University by John B. Leiberg in 1908, consisting of about 15,000 sheets from Oregon, Washington, Idaho, and California; the Cusick Collection of 7,000 specimens; specimens donated by Kirk Whitehead, Edmund P. Sheldon, and Martin W. Gorman; 1,200 sheets from the Philadelphia Academy of Sciences, obtained by exchange; and more than 25,000 sheets collected by the curator emeritus, L. F. Henderson. These are housed for the most part in regulation steel herbarium cases, the gift of numerous friends in the state, and are thus protected from moisture, dust, and the ravages of insects.

Oregon State Museum of Anthropology. The anthropological collections of the University were designated by the 1935 Legislature as the Oregon State

Museum of Anthropology. The collections consist of skeletal and cultural materials from both archaeological and contemporary sources. Particular attention is called to the following gift collections: the Condon Collection of archaeological material, collected in Oregon by Dr. Thomas Condon, consisting of many specimens illustrative of the prehistoric civilization of Oregon and the Northwest; the Ada Bradley Millican Collection of basketry and textiles, containing many specimens from the Pacific Northwest and from the Southwest; the Mrs. Vincent Cook Collection of baskets, mostly from the Pacific Northwest; the Mrs. Annie Knox Collection of baskets from western Oregon; and the Gold Hill Collection of obsidian ceremonial blades, stone implements, and skeletal material. The museum was enriched in 1937 by the gift of a large collection of Indian baskets from Miss A. O. Walton of Seattle.

Museum of Zoology. The University has about 5,000 specimens of vertebrates available for study. The majority of these are study skins of birds and mammals taken in various parts of the state and prepared by members of the Department of Zoology. This collection has, in the past, been considerably enriched by contributions of individual specimens and private collections. Among the notable contributions are the collection of mounted birds and mammals presented by Dr. A. G. Prill, a collection of Oregon reptiles made by J. R. Wetherbee, and a collection of fishes made by J. R. Bretherton.

The museum also has a collection of fresh- and salt-water invertebrates of the state of Oregon. A small part of the collection, mainly Echinoderms and Molluscs, has been identified; but most of the specimens are as yet uncatalogued.

Official Publications

OFFICIAL publications include those issued directly by the State Board of Higher Education and various institutional publications issued by the University of Oregon. The legislative act placing all the state institutions of higher education under the control of one Board provided that all public announcements pertaining to the several institutions "shall emanate from and bear the name of the Department of Higher Education and shall be conducted in such a way as to present to the citizens of the state and prospective students a fair and impartial view of the higher educational facilities provided by the state and the prospects for useful employment in the various fields for which those facilities afford preparation." All publications of the State System are issued under the editorial supervision of the Division of Information of the System, through the central offices of the division or through institutional offices.

System Publications

Announcements emanating directly from the Board are published in a **BULLETIN** and in a **LEAFLET SERIES**.

The Bulletin of the Oregon State System of Higher Education, issued monthly, includes announcements of curricula, the annual catalogs, information for students, and official reports.

The Leaflet Series of the State System of Higher Education, issued semi-monthly, includes special announcements to prospective students and to the general public.

University Publications

All scholarly and research publications issued by the University are under the general supervision of the University Publications Committee. Members of the committee are: Howard R. Taylor, chairman; George N. Belknap, secretary; Ray P. Bowen, R. R. Huestis, L. A. Wood, Charles G. Howard, W. F. G. Thacher.

University of Oregon Monographs. Research studies by members of the University faculty appear in a series known as **UNIVERSITY OF OREGON MONOGRAPHS**. Manuscripts are selected by the Publications Committee. Publications are sold at cost. A checklist of University research publications will be furnished on request.

The Oregon Law Review is published quarterly under the editorship of the faculty of the School of Law as a service to the members of the Oregon bar and as a stimulus to legal research and productive scholarship on the part of students. It is the official organ of the Oregon State Bar. The subscription price is \$3.00 a year.

The Commonwealth Review, a quarterly periodical edited by the faculty of the College of Social Science, is designed to interpret in a nontechnical manner to the professional and lay public the leading issues in the fields of political, economic, and social problems of the state of Oregon. It draws material from all divisions of the State System of Higher Education. The subscription price is \$2.00 a year.

Academic Regulations

Admission

In order to be admitted to the University a student must be of good moral character and must present evidence of acceptable preparation for work at the college level. The development of character is regarded as a primary aim in education and is emphasized at all the state institutions of higher education.

Every person applying for admission to the regular sessions of the University must submit complete records of all school work beyond the eighth grade. (These records become the property of the University. For failure to submit complete records, the University may cancel the student's registration.) All records should be filed with the Registrar of the University at least two weeks before the applicant expects to enter the University. If records are filed later, the student's registration may be unavoidably delayed. The Registrar will evaluate the records submitted, and will notify the applicant of his entrance standing.

Admission to First-Year Standing

The requirements for admission to first-year or freshman standing conform to the following uniform entrance requirements adopted by all the institutions of higher education in Oregon:

Graduation from a standard high school, which in Oregon involves the completion of 16 units, 8 of which shall be required as follows: 3 units in English; 2 units in social science, comprising the state-adopted courses in United States history-civics and socio-economic problems; 1 unit in health and physical education; and 2 units selected from the field of natural science and mathematics or the field of foreign language. Two units in either natural science or mathematics or 1 unit in each of these subjects will be acceptable, but a minimum of 2 units in a single language will be required if a foreign language is selected.

Graduates from standard out-of-state high schools are required to present substantially the same distribution of units. Applicants who are not residents of Oregon may be held for additional requirements demonstrating superior ability.

Evidence of acceptable scholastic preparation may consist of either (1) a certificate of preparatory-school record, or (2) a statement of standing on College Entrance Board examinations.

Application for admission by certificate is made on the official form, *Application for Admission to Oregon Higher Institutions*, furnished to schools by the State Department of Education. The applicant's scholastic record must be certified by the principal or superintendent of his school.

Students seeking admission by examination should obtain information from the secretary of the College Entrance Examination Board, 431 West 117th Street, New York City.

Admission with Advanced Standing

Advanced standing is granted to students transferring from accredited institutions of collegiate rank. The amount of credit granted depends upon the nature and quality of the applicant's previous work, evaluated according to the academic requirements of the University.

A student wishing credit for work done elsewhere than at an accredited educational institution must petition the Committee on Academic Requirements for permission to take examinations in specific courses listed in the Catalog of the University. In general, credit by examination is allowed only for work taken in regularly organized courses in nonaccredited institutions of collegiate rank.

Final determination of the amount of credit to be granted may be deferred until after the student has been in attendance for at least three terms.

Admission as Special Student

An applicant for admission as a special student should 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.

Two classes of special students are recognized: (1) those not qualified for admission as regular students but qualified by maturity and experience to work along special lines; and (2) those qualified for admission as regular students but not working toward a degree.

A special student may petition for regular standing when he has made up entrance deficiencies or has completed at least 45 term hours in the University. Credits earned by a special student will 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 classified as a special student will not count toward a degree.

Admission with Graduate Standing

Graduates of accredited colleges and universities are admitted to graduate classification by the dean of the Graduate Division and the University Registrar on presentation of an official transcript of their undergraduate work. But admission to candidacy for an advanced degree is determined only after a qualifying examination, given when a student has completed not more than one-third of the work for the degree.

Graduates of nonaccredited universities and colleges are expected to obtain the bachelor's degree from an accredited institution before proceeding to graduate work.

Placement Examinations

To provide the faculty with a basis for reliable advice and assistance to students planning their college programs, the University requires entering undergraduates to take two placement examinations, a psychological and a physical examination.

The psychological examination is considered to some extent a measure of ability to do college work, and the results are used as a basis for planning the student's educational and vocational program. Freshmen with low ratings in this examination are required to take Corrective English (Eng K).

The physical examination is a safeguard both to the institution and to the student. For the student, it may result in the discovery and correction of defects which, if allowed to continue, might seriously impair his health; for the institution it may result in the prevention of epidemics which might develop from undiagnosed cases of contagious disease. The examination also provides a scientific basis for the adjustment of the student's physical-education program to his individual needs.

Degrees and Certificates

THE University offers curricula leading to certificates and to baccalaureate and graduate degrees. If changes are made in the requirements for degrees or certificates, special arrangements may be made for students who have taken work under the old requirements. In general, however, a student will be expected to meet the requirements in force at the time he plans to receive a degree or certificate. The University grants the following academic degrees:

Arts and Letters, *B.A., B.S., M.A., Ph.D.*
 Social Science, *B.A., B.S., M.A., M.S., Ph.D.*
 Architecture and Allied Arts, *B.A., B.S., B.Arch., B.L.A., M.A., M.S., M.Arch., M.F.A., M.L.A.*
 Business Administration, *B.A., B.S., B.B.A., M.A., M.S., M.B.A.*
 Education, *B.A., B.S., B.Ed., M.A., M.S., M.Ed., D.Ed., Ph.D.*
 Journalism, *B.A., B.S., B.J., M.A., M.S.*
 Law, *B.A., B.S., LL.B., J.D.*
 Medicine, *M.A., M.S., Ph.D., M.D.*
 Music, *B.A., B.S., B.M., M.A., M.S., M.F.A.*
 Nursing Education, *B.A., B.S.*
 Physical Education, *B.A., B.S., B.P.E., M.A., M.S.*

Work leading to the degree of *Master of Arts (General Studies)* is offered under the direction of the Graduate Division.

Lower-division work leading to certificates (*Junior Certificate, Junior Certificate with Honors Privileges, Lower-Division Certificate*) is offered in liberal arts and sciences, in the professional fields listed above (except medicine), and in home economics. Approved preparation is offered for the degree curricula in medicine and nursing education at the University of Oregon Medical School in Portland.

Requirements for Certificates

The **Junior Certificate** admits to upper-division standing and the opportunity to pursue a major curriculum leading to a degree.* A student is expected to fulfill the requirements for the Junior Certificate during his first two years at the University. The requirements are as follows:

- (1) Term Hours: Minimum, 93.
- (2) Grade-Point Average: Minimum, 2.00.
- (3) English:
 - (a) Freshmen who receive low ratings in a placement examination given to entering students must take and pass the course designated Corrective English (Eng K).
 - (b) English Composition: 9 term hours unless excused. A student whose work meets the standard aimed at may, with the consent of the head of the Department of English, be excused from further required written English at the end of any term.

* A student who transfers to the University after completing the equivalent of the requirements for the Junior Certificate at another institution may be admitted to upper-division standing without the formal granting of the Junior Certificate.

- (4) Physical Education: 5 terms in activity courses, unless excused. A student who has completed four terms of physical education with a grade of C or above, and who has satisfied all requirements, may, with the consent of the dean of the School of Physical Education, be excused from further work in this field.
- (5) Military Science: 6 terms for men, unless excused. See **MILITARY SCIENCE AND TACTICS**.
- (6) General Hygiene: 3 terms for women. Health Education: 1 term for men.
- (7) Group Requirements: A prescribed amount of work selected from three "groups" representing comprehensive fields of knowledge. The three groups are: language and literature, science, social science. Courses that satisfy group requirements are numbered from 100 to 110 and from 200 to 210. The group requirements are as follows:
 - (a) For students in liberal arts and sciences—At least 9 approved term hours in each of the three groups and at least 9 additional approved term hours in courses numbered 200-210 in any one of the three groups.
 - (b) For students in the professional schools—At least 9 approved term hours in each of two of the three groups.

The **Junior Certificate with Honors Privileges** admits to upper-division standing and permits the student to work for a bachelor's degree with honors in those colleges and schools providing an honors program. For this certificate the student must have a grade-point average of at least 2.75, in addition to fulfilling all the requirements for the Junior Certificate.

The **Lower-Division Certificate** recognizes the successful completion of two years of lower-division work. This certificate is granted upon request to students whose desire has been only to round out their general education. It does not require the scholastic average specified for the Junior Certificate, and does not admit to upper-division standing.

The **School Library Certificate**. Students preparing for work in school libraries are granted the School Library Certificate on completing 24 term hours in approved library courses.

The **Certificate in Public-School Music**. Students who complete satisfactorily the work of the curriculum in public-school music are granted the Certificate in Public-School Music.

Requirements for Degrees

The **Bachelor's Degree**. When a student has fulfilled all the requirements for a Junior Certificate, he is classified as an upper-division student and may become a candidate for a bachelor's degree in the college or school of his choice. The requirements for a bachelor's degree (including both lower- and upper-division work) are as follows:

- (1) Term Hours: Minimum, 186, including:
 - (a) Hours in upper-division courses: Minimum for students majoring in College of Arts and Letters or College of Social Science, 62; for students in professional schools, 45.

- (b) Hours in the major: Minimum, 36, including at least 24 in upper-division courses.
- (c) Hours after receipt of Junior Certificate: Minimum, 45.
- (2) Distribution of hours for different bachelor's degrees:
 - (a) Bachelor of Arts: 36 hours in arts and letters, including two years (normally 24 term hours) of college work in a foreign language.
 - (b) Bachelor of Science: 36 hours in science or in social science.
 - (c) Professional bachelor's degree: Fulfillment of all major requirements.
- (3) Grade-Point Average: Minimum, 2.00.
- (4) Residence: Minimum, 45 term hours (normally the last 45).
- (5) Dean's recommendation, certifying fulfillment of all requirements of major department or school.
- (6) Restrictions:
 - (a) Correspondence Study: Maximum, 60 term hours.
 - (b) Law or Medicine: Maximum, 48 term hours toward any degree other than professional law or medical degrees.
 - (c) Applied Music: Maximum for all students except music majors: 12 term hours. Maximum for music majors, toward the B.A. or B.S. degree: 24 term hours—of which at least 15 term hours must be taken in Mus 390 during the junior and senior years.

The Bachelor's Degree with Honors. As a challenge to superior students who desire to study independently in a field related to but not fully covered by regular courses, the University offers work leading to the degrees of Bachelor of Arts with Honors and Bachelor of Science with Honors. The aim of the honors program is to stimulate wide reading, thorough scholarship, and original or creative work on the part of the student. Two types of honors work are available, as described below.

Eligibility and Enrollment. Students who have received the Junior Certificate with Honors Privileges are automatically eligible for honors work. Other students who have been admitted to junior standing must, to be admitted to honors work, obtain the approval of the Honors Council upon the recommendation of the head of their major department or school. An honors student enrolls with the chairman of the Honors Council each term during the period he is working for honors. Usually a student begins his honors program the first term of his junior year.

Study Programs. Each honors student works under the guidance of a single department or school. His program includes regular courses which satisfy University requirements for a degree and courses related to his honors project. But work in regular courses is supplemented by independent studies supervised by a member of the faculty. For this work the student registers for "Research" or "Reading and Conference," and for "Thesis." Two types of honors program, differing in the breadth of the field of study, are recognized:

- (1) General Honors. For general honors, the student's program includes work offered by at least two departments (or more at the discretion of the Honors Council).
- (2) Departmental Honors. For departmental honors, the field of the student's program need not extend beyond a single department or school.

Thesis and Examination. Honors studies culminate in an essay or thesis, and in an examination conducted by the department or school supervising the candidate's program. The examination must be passed and three bound copies of an accepted thesis must be submitted to the chairman of the Honors Council at least two weeks before Commencement. If these requirements, in addition to general University requirements for a degree, are fulfilled to the satisfaction of the Honors Council, the student receives a bachelor's degree with honors.

Advanced Degrees. The requirements for graduate degrees are listed on another page under GRADUATE DIVISION. The requirements for the degree of Doctor of Jurisprudence are listed under SCHOOL OF LAW. The requirements for the degree of Doctor of Medicine are listed in the special catalog of the Medical School.

Academic Procedure

THE regular academic year throughout the State System of Higher Education is divided into three terms of approximately twelve weeks each. The summer sessions supplement the work of the regular year (see special announcements). Students may enter at the beginning of any term but are advised to enter in the fall. It is important that freshmen and transferring students entering in the fall term be present for Freshman Week (see page 64). A detailed calendar for the current year will be found on pages 10-11.

Students are held responsible for familiarity with University requirements governing such matters as the routine of registration, academic standards, student activities, organizations, etc. Complete academic regulations are published annually in a pamphlet, a copy of which is furnished each student by the Registrar's Office.

Definitions

A **COURSE** is a subject, or an instructional subdivision of a subject, offered through a single term.

A **YEAR SEQUENCE** consists of three closely articulated courses extending through the three terms of the academic year.

A **CURRICULUM** is an organized program of study arranged to provide integrated cultural or professional education.

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 or laboratory or to outside preparation. The number of lecture, recitation, laboratory, or other periods per week for any course may be found in the separately printed Schedule of Classes.

Course Numbering System

Courses throughout the State System of Higher Education are numbered as follows:

- 1-99. Courses in the first two years of foreign language, or other courses of similar grade.

- 100-110, 200-210. Survey or foundation courses that satisfy the lower-division group requirements in the language and literature, science, and social-science groups. These numbers may also be used to designate courses in the professional schools of a similar survey or foundation type.
- 111-199, 211-299. Other courses offered at first-year and second-year level.
- 300-399. Upper-division courses not applicable for graduate credit.
- 400-499. Upper-division courses primarily for seniors. If approved by the Graduate Council, these courses may be taken for graduate credit. In this Catalog, 400-499 courses approved for graduate *major* credit are designated (G) following the title. Courses approved for graduate *minor* credit only are designated (g).
- 500-599. Courses primarily for graduate students but to which seniors of superior scholastic achievement may be admitted on approval of instructor and department head concerned.
- 600-699. Courses that are highly professional or technical in nature and may count toward a professional degree only, and cannot apply toward an advanced academic degree such as M.A., M.S., or Ph.D.

Certain numbers are reserved for courses that may be taken through successive terms under the same course number, credit being granted according to the amount of acceptable work done. These course numbers are as follows:

- 301, 401, 501. Research or other supervised original work.
- 303, 403, 503. Thesis (reading or research reported in writing).
- 305, 405, 505. Reading and Conference* (individual reading reported orally to instructor).
- 307, 407, 507. Seminar.

The following plan is followed in numbering summer-session courses:

- (1) A summer-session course that is essentially identical with a course offered during the regular year is given the same number.
- (2) A summer-session course that is similar to a course offered during the regular year, but differs in some significant respect, is given the same number followed by "s."
- (3) A course offered during the summer session which does not parallel any course offered during the regular year is given a distinctive number followed by "s."

Grading System

The quality of student work is measured by a system of grades and grade points.

Grades. The grading system consists of: four passing grades, A, B, C, D; failure, F; incomplete, Inc; withdrawn, W. The grade of A denotes exceptional accomplishment; B, superior; C, average; D, inferior. Students ordinarily receive one of the four passing grades or F. When the quality of the work is satisfactory, but the course has not been completed, for reasons acceptable to the instructor, a report of Inc may be made and additional time granted. Students may withdraw

* At the University, only students eligible for honors work may register for 305 or 405 Reading and Conference courses.

from a course by filing the proper blanks at the Registrar's Office in accordance with University regulations. A student who discontinues attendance in a course without official withdrawal receives a grade of F in the course.

Points. Grade points are computed on the basis of 4 points for each term hour of A grade, 3 points for each term hour of B, 2 points for each term hour of C, 1 point for each term hour of D, and 0 points for each term hour of F. Marks of Inc and W are disregarded in the computation of points. The grade-point average (GPA) is the quotient of total points divided by total term hours in which grades (A, B, C, D, and F) are received. The grade-point average which is used as a standard of acceptable scholarship and as a requirement for graduation is computed on all work for which the student receives credit—including work for which credit is transferred, correspondence study, and work validated by special examination, but not including work in "no-grade" courses.

No-Grade Courses. Certain University courses are designated "no-grade" courses. Students in these courses are rated simply "pass" or "fail" in the term grade reports. No-grade courses are not considered in the computation of a student's grade-point average. To graduate from the University, a student must receive at least 150 term hours of credit in courses for which grades are given.

Scholarship Regulations

The administration of the regulations governing scholarship requirements is vested in the Scholarship Committee of the faculty. This committee has discretionary authority in the enforcement of rules governing probation, and also has authority to drop a student from the University when it appears that his work is of such character that he cannot continue with profit to himself and with credit to the institution. In general, profitable and creditable work means substantial progress toward meeting graduation requirements.

(1) A lower-division student is automatically placed on probation if his grade-point average for any term is below 1.50. He is not released from probation until his grade-point average for a subsequent term is at least 1.75.

(2) An upper-division student is given written warning if his grade-point average falls below 2.00 in any term. He is automatically placed on probation if his grade-point average for any term falls below 1.75, or his cumulative grade-point average below 2.00. He is not released from probation until he has made a term grade-point average of at least 2.00 and a cumulative grade-point average of at least 2.00.

(3) A certificate of eligibility must be obtained from the Dean of Men or Dean of Women before a student can qualify for an elective or appointive office in any student, extracurricular, or organization activity. Scholastic probation automatically removes a student from any such office, and prevents him from participating in any such activities while he is on probation (except as provided in Paragraph 5 below).

(4) No student who has been in residence six terms, or equivalent, is eligible to hold any elective office or to accept an appointment in a student activity unless he has attained upper-division standing. The meaning of the term "elective office" is to be interpreted by the Scholarship Committee.

(5) The rules of the Pacific Coast Intercollegiate Athletic Conference govern all questions of athletic eligibility.

(6) Students who have been suspended or expelled are denied all the privileges of the institution and of all organizations in any way connected with it, and are not permitted to attend any social gathering of students, or to reside in any fraternity, sorority, or club house, or in any of the halls of residence.

Fees and Deposits

STUDENTS at the University and at the State College pay the same fees. In the fee schedule printed below *regular fees* are those fees paid by all students under the usual conditions of undergraduate or graduate study. Regular fees are payable in full at the time of registration. *Special fees* are fees paid under the special conditions indicated.

The institution reserves the right to change the schedule of tuition and fees without notice.

Payment of the stipulated fees entitles all students registered for academic credit (undergraduate and graduate, full-time and part-time) to all services maintained by the University for the benefit of students. These services include: use of the University Library; use of laboratory and course equipment and materials in connection with courses for which the student is registered; medical attention and advice at the Student Health Service; use of gymnasium equipment (including gymnasium suits and laundry service); a subscription to the student daily newspaper; admission to concert and lecture series sponsored by the University. No reduction in fees is made to students who may not desire to use some of these privileges.

Regular Fees

Undergraduate Students. Undergraduate students enrolled in the University who are residents of Oregon pay regular fees each term of the regular academic year, as follows: tuition, \$10.00; laboratory and course fee, \$12.00; incidental fee, \$7.00; building fee, \$5.00. The total in regular fees, which includes all laboratory and other charges in connection with instruction, is \$34.00 per term.*†

Undergraduate students who are not residents of Oregon pay the same fees as Oregon residents except that the tuition fee is \$50.00 instead of \$10.00, making a total of \$74.00 per term.*†

The regular fees for undergraduate students for a term and for a year may be summarized as follows:

Fees	Per term	Per year
Tuition	\$ 10.00	\$ 30.00
Laboratory and course fee.....	12.00	36.00
Incidental fee	7.00	21.00
Building fee	5.00	15.00
Total for Oregon residents	\$ 34.00	\$102.00
Total for nonresidents (who pay \$50.00 instead of \$10.00 tuition)	74.00	222.00

Graduate Students. All graduate students registered for seven term hours of work or more pay a fee of \$32.00 per term. Graduate students do not pay the non-resident fee. Graduate students registered for six hours of work or less pay the regular part-time fee. Payment of the graduate fee entitles the student to all services maintained by the University for the benefit of students.

Deposits

All persons who enroll for academic credit (except staff members) must make a deposit of \$5.00, payable once each year at the time of first registration. This is required as a protection against loss or damage of institutional property such as: dormitory equipment, laboratory equipment, military uniforms, library books, locker keys. If at any time charges against this deposit become excessive, the student may be called upon to re-establish the original amount.

* Except special fees for instruction in applied music. See SCHOOL OF MUSIC.

† Undergraduate students registering in the State System of Higher Education for the first time pay a matriculation fee. See SPECIAL FEES below.

Special Fees

The following special fees are paid by students under the conditions indicated:

Matriculation Fee	\$5.00
Undergraduate students registering in the State System of Higher Education for the first time pay a matriculation fee. For students registering at the University, the State College, or the Medical School, this fee is \$5.00. For students registering at the state colleges of education, the matriculation fee is \$2.00. Students transferring from one of the state colleges of education to the University or the State College pay an additional matriculation fee of \$3.00.	
Part-Time Fee	\$3.00 per term hour; minimum per term, \$10.00
Any student (undergraduate or graduate) registering for six term hours of work or less pays a fee of \$3.00 per term hour, but not less than \$10.00 per term, instead of regular registration fees. This fee is payable at the time of registration. Students registered for six term hours of work or less do not pay the nonresident fee. Payment of the part-time fee entitles the student to all services maintained by the University for the benefit of students.	
Late-Registration Fee	\$1.00 to \$5.00
Students registering after the scheduled registration dates of any term pay a late-registration fee of \$1.00 for the first day and \$1.00 for each additional day until a maximum charge of \$5.00 is reached. Students registered for six term hours or less, auditors, and staff members are not required to pay the late-registration fee.	
Change-of-Program Fee	\$0.25
The student pays this fee for each change in his official program after the program has been approved and accepted by the Registrar's Office.	
Reinstatement Fee	\$2.00
If for any reason a student has his registration canceled during a term for failure to comply with the regulations of the institution, but is later allowed to continue his work, he must pay the reinstatement fee.	
Special Examination Fees	\$1.00 to \$10.00
A student pays a fee of \$1.00 a term hour for the privilege of taking an examination for advanced credit, or any other special examination. A graduate student taking his preliminary or final examination at a time when he is not registered for academic work pays an examination fee of \$10.00.	
Auditor's Fee, per term hour	\$1.00 to \$3.00
An auditor is a person who has obtained permission to attend classes without receiving academic credit. Auditors pay a fee of \$1.00 per term hour for nonlaboratory courses, and \$3.00 per term hour for laboratory courses. The auditor's fee is payable at the time of registration, and entitles the student to attend classes, but to no other institutional privileges. A student regularly enrolled in the University may be granted the privileges of an auditor without paying the auditor's fee.	
Staff Member's Fee, per term hour	\$1.00
Staff members registered in courses for credit pay this fee. Staff members registered for 7 term hours or more pay the \$5.00 building fee. Staff members may audit courses without fee payment.	
Transcript Fee	\$1.00
This fee is charged for each transcript of credits issued after the first, which is issued free of charge.	
Degree Fee	\$6.50
The degree fee is paid for each degree taken. No person may be recommended for a degree until he has paid all fees and charges due the institution, including the degree fee. This fee entitles the student to one year's membership in the Alumni Association. When a student receives a certificate at the same time that he receives his degree, an additional fee of \$2.50 is charged for the certificate.	

Placement-Service Fees	See SCHOOL OF EDUCATION
Special Music Course Fees	See SCHOOL OF MUSIC
Library Fines and Charges	See LIBRARY

Refunds

Fee Refunds. Students who withdraw from the University and who have complied with the regulations governing withdrawals are entitled to certain refunds of fees paid, depending on the time of withdrawal. The refund schedule has been established by the State Board of Higher Education, and is on file in the University Business Office. All refunds are subject to the following regulations:

- (1) Any claim for refund must be made in writing before the close of the term in which the claim originated.
- (2) Refunds in all cases shall be calculated from the date of application for refund and not from the date when the student ceased attending classes, except in unusual cases when formal withdrawal has been delayed through causes largely beyond the control of the student.

Deposit Refunds. The \$5.00 deposit, less any deductions which may have been made, is refunded about three weeks after the close of the academic year. Students who discontinue their work at the University before the end of the year may receive refunds, upon petition to the Business Office, about six weeks after the close of the fall or winter term.

Regulations Governing Nonresident Tuition

The Oregon State Board of Higher Education has defined a nonresident student as a person who comes into Oregon from another state for the purpose of attending one of the institutions under the control of the Board.

In order to draw a clear line between resident and nonresident 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 nonresident students, with the following exceptions:

- (1) Students whose father (or mother, if the father is not living) is domiciled 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.

Student Life and Welfare

Student Personnel Program

THE various agencies on the University campus concerned with student welfare and personnel are directed by, or coordinated under the leadership of, the Dean of Personnel Administration. Directly incorporated in the Personnel Division under the direction of the Dean of Personnel Administration are: the Dean of Men's Office, the Dean of Women's Office, the Employment Service, and the Housing Service. Student welfare and guidance agencies functioning in the general personnel program include: academic advisers (especially lower-division advisers), the University Health Service, the remedial clinics (methods of study, reading, speech, etc.), the placement facilities of the various schools, the Housing Committee, the Scholarship Committee, the Student Discipline Committee, the Committee on Religious and Spiritual Activities, the Student Affairs Committee, and the various committees on awards and prizes. An advisory committee on general personnel problems and on vocational guidance aids in maintaining an effective student personnel service.

The Personnel Division supervises, encourages, and coordinates numerous student groups which provide opportunity for the development of character and personality, and for training in leadership. Among these are discussion and forum groups, religious and political groups, and student-activity groups of all kinds.

Personnel Deans. The Dean of Men, the Dean of Women, and the Dean of Personnel Administration have general responsibility for student welfare. The deans keep in contact with organized student activities and living groups, and are of assistance to students collectively through these agencies, as well as to individuals having special problems. They act as advisers to freshmen, and are concerned especially with the orientation of new students to University life and work. In addition to his administrative responsibilities, the Dean of Personnel Administration conducts classes for student group leaders, and counsels individual students on vocational and personal problems.

Bureau of Personnel Research. The Bureau of Personnel Research administers the scholastic aptitude tests given all entering students and compiles ratings of preparatory work and of University achievement. These data are used by advisers in assisting students with their educational, vocational, and personal problems. The bureau also conducts a testing and counseling service for individual students, providing diagnoses of special aptitudes and interests at nominal cost. Research studies based on data compiled by the bureau aid the faculty and administration in the determination of institutional policies.

Guidance Program. The University seeks to help each student toward the selection of the life career which for him promises to be most satisfactory, and to guide the student into courses and activities which are most likely to contribute toward success in his vocation and toward the development of a well-rounded personality. Faculty advisers and personnel deans are especially concerned with guidance, and are available for counsel on special problems. Successful men and women in many fields are brought to the campus for conferences with students on vocational problems. Reading lists and special book shelves

at the Library are arranged to provide students with occupational information. The Personnel Division also helps students in need of advice and assistance in regard to social adjustment, health, mental hygiene, finances, etc.

University Employment Service. The University Employment Service has two functions: (1) aid to students seeking part-time and vacation jobs (see page 67); and (2) aid to graduates and students seeking full-time professional placement.

In its effort to help persons trained at the University to find work for which they are qualified by personality and training, the Employment Service, in cooperation with University deans and department heads, develops and maintains contacts between the University and employers, particularly in Oregon and the Pacific Northwest. This placement work is conceived as a service both to employers and to students and graduates.

Freshman Week

FRESHMAN WEEK, a program of orientation for entering undergraduate students, is held annually before fall-term registration. During Freshman Week new students are made familiar with the aims of higher education, the principles governing the wise use of time and money, methods of study, and the ideals and traditions of the institution. By means of general assemblies, group lectures and discussions, individual conferences, and examinations and tests (see page 53), an effort is made to assist every new student in getting the best possible start in his new work. Full directions concerning Freshman Week and registration procedure, including a complete schedule, are sent to each new student who is accepted for admission.

The examinations and tests given entering students during Freshman Week provide the University faculty with reliable information as a basis for advising and assisting students in planning their college programs. These examinations are scheduled at regular times during the week. Each entering student receives from the Registrar a detailed schedule of his individual appointments for examinations. The student should follow this schedule faithfully, in order to avoid delay in registration and possible penalty for make-up appointments.

The University, recognizing that fraternities and sororities are a part of University life and provide living quarters for a substantial part of the student body, has, with the cooperation of these organizations, made provisions by which they may choose their members in an orderly fashion, with a minimum of interference with fall-term registration and the beginning of University work. A definite period of time prior to the official opening of the University has been set aside as a "Rush Period," during which the members of fraternities and sororities and new students interested in fraternity membership may become acquainted.

A **WELCOME BOOK**, sent to new students after they have filed their credentials and have been admitted to the University, gives information of importance to all entering students and detailed directions for those who wish to participate in the "Rush Period."

It is desirable that students planning to enter the University in the fall have their high-school credentials sent to the University Registrar early in the summer, so that they may receive the **WELCOME BOOK** and other instructions well before the opening of the term.

Student Living

COMFORTABLE, healthful, and congenial living conditions contribute much to the success of college life and work. Living conditions of the right kind not only aid students to do their best in their studies, but also, through the experiences of group life, contribute to the building of character and personality. Hence the University is vitally concerned with student housing. Halls of residence are maintained on the campus by the institution, and the living conditions of students residing outside the dormitories are closely supervised.

Many students live in fraternity and sorority houses accommodating groups of from twenty to fifty persons. Admission to these groups is by invitation only. Students also live in private homes or boarding houses near the campus. In six student cooperative houses, approximately 200 students are keeping living expenses at a minimum by doing most of their own housework.

The halls of residence provide comfortable, democratic living conditions, favorable to successful student work and to participation in the wholesome activities of campus life.

Men's Dormitories. Six halls of residence for men, units of the John Straub Memorial Building, are maintained: Alpha, Gamma, Sigma, Omega, Zeta, and Sherry Ross halls. The building accommodates 272 men. Each hall has its own club rooms and dining room.

Each room in the men's halls is equipped with individual study tables, study chairs, individual study lamps, waste-paper baskets, a lounge chair, rugs, draperies, individual dressers, a steel costumer, and individual closet space. Each room has running hot and cold water and a medicine cabinet with mirror. Sleeping porches, each accommodating four men, are equipped with single beds. Students are required to furnish only blankets and towels. Trunk-storage space and laundry facilities are provided.

Women's Dormitories. Two residence halls for women, Hendricks and Susan Campbell, are maintained. The two halls are built on a similar plan. Each accommodates 112 women, in three units of approximately nine suites each. Each suite is planned for four occupants. No single rooms are available. A suite consists of a study room, dressing room, and sleeping porch with individual beds. Each floor of each unit has a bathroom equipped with showers, tubs, and lavatories. Each study room is furnished with a study table, bookstand, reading light, four chairs, and a couch. Each dressing room is equipped with hot and cold water, individual chiffoniers with mirrors, and individual closet space. In the basement are trunk-storage space and complete laundry equipment, including stationary tubs, boilers, clothesline, ironing boards, and electric irons. Each woman residing in the halls must supply her own towels, a water glass, and an extra blanket.

Dormitory Living Expenses. The charge for rooms in the University dormitories is \$33.00 per term when the student shares a double room, and \$45.00 per term when the student occupies a single room. Room rent is payable in two equal installments, the first installment being due at the opening of each term.

The charge for board in the University dormitories is \$23.00 per calendar month. Payment for board must be made monthly in advance.

Students paying board or room charges after the date on which payment is due are assessed a late-payment fee of \$1.00 for the first day, and \$1.00 for each additional day until a maximum charge of \$5.00 is reached. If dormitory charges are not paid within ten days after the date due, the student's registration may be canceled.

The charges for room cover the period of the school term only.

The right is reserved to increase the charge for room or board should advance in costs require it. The charge will be decreased whenever decreased costs make this possible.

Students should not arrive at the halls of residence until the day the halls are officially open, usually one day before the opening date of a term.

Dormitory Room Deposit. A deposit of \$5.00 must be sent to the Director of Dormitories at the time of application for a room. The amount of the deposit will be deducted from the first room-rent installment.

If a student, after making the deposit, does not enter the University, the deposit will be refunded, provided the Director of Dormitories is notified at least one week before the opening date of the term. Rooms will not be held after the first day of registration.

Private Board and Room. Board and room can be obtained in private homes or boarding houses at rates from \$24.00 to \$35.00 a month. The rates for room without board average between \$5.00 and \$15.00 a month. The Housing Committee exercises general supervision over all student living quarters, and endeavors to see that all students have comfortable rooms and wholesome living conditions. Students are allowed to live only in rooms approved by the committee. A list of approved rooms and other assistance may be secured from the Housing Secretary.

Housing Regulations. Upon arriving in Eugene for registration all freshman women report to the Dean of Women at her office in Gerlinger Hall, where a record of Eugene residence and other needed information is filed.

All lower-division men and all undergraduate women not living with relatives in Eugene must live in the halls of residence or in houses maintained by the organized University living groups, *e.g.*, fraternities, sororities, independent groups, unless excused by the Housing Committee. Petitions to this committee are granted only on showing of convincing reasons of health, financial necessity, or other special circumstances, and are granted for only one term at a time. Self-supporting students working for room and board or "batching" have no difficulty getting their petitions approved, provided their economies do not interfere with proper living conditions or profitable college work.

Unmarried undergraduate students are not allowed to live in apartment houses, bungalow courts, hotels, or separate houses.

All students living in dormitories must take their meals in the dormitory dining rooms, unless they are working for their board outside the dormitories.

Students living in the dormitories may move to fraternity or sorority houses or to other quarters at the end of any term, provided their new quarters are approved by the Housing Committee.

Changes in residence must be reported immediately to the Dean of Men or Dean of Women for approval.

Student Expenses. The average expenses incurred by a student at the University during an academic year are shown in the table below. Some students with ample means spend more; but many students find it possible to attend the University at a much lower cost. Board and room estimates are based on charges in the halls of residence. The incidental item will vary greatly with the individual. The expenses of the fall term are listed also, since there are expenses during this term not incurred during the winter and spring terms.

Item	Fall Term	Year
Institutional fees	\$ 34.00	\$102.00
Deposit	5.00	5.00
Books, supplies, etc.	20.00	35.00
Board and room	91.00	260.00
Incidentals	25.00	75.00
Total	\$175.00	\$477.00

NOTE: This table does not include the matriculation fee of \$5.00 paid by undergraduate students registering for the first time.

It should be remembered that, in thinking of the cost of a year at college, a student usually has in mind the amount he will spend from the time he leaves home until he returns at the close of the year. Such an estimate would include clothing, travel, and amusements—items which vary according to the thrift, discrimination, and habits of the individual. These items are not included in the table.

Self-Support. Many students earn a large part of their expenses by work in the summers and during the academic year. Some students are entirely self-supporting. In some cases students devote an occasional term or two to regular employment, preferring to devote terms spent on the campus wholly to University work.

The work available during the academic year consists of such tasks as janitor work, housecleaning, typewriting, tutoring, service-station work, waiting on table and dish washing at living organizations, clerking, caring for children, restaurant work, odd jobs, etc.

Organized effort is made to help self-supporting students. The University Employment Service lists jobs and assists students in finding work. Applications for work should be filed in the office of the Employment Secretary in the Y. M. C. A. Hut.

Remunerative employment cannot be guaranteed to all who may desire it. The new student should expect to obtain employment by correspondence. The new student should have sufficient funds to cover the expenses of at least the first term. It is difficult to earn one's way while carrying a full program of studies; but many students with ability, determination, and good health are every year making their own way, wholly or in part. Prospective students who have these qualities should not be discouraged merely because it is not easy. The attention of new students who intend to earn all or part of their living is called to the following facts:

(1) Work of any kind is much more readily obtained after the student has had opportunity to familiarize himself with the local conditions.

(2) No student should expect to obtain employment by correspondence. Students are advised, however, to send an application to the Employment Secretary some time after September 1, and to come to the campus a day or two before the term opens to talk the matter over with the Secretary. Positions for part-time employment are not listed, as a rule, until about the time the term opens.

(3) No student should come expecting to earn money unless he knows how to work and is willing to work. Only those students who do their work well can succeed in obtaining sufficient employment to meet their needs. Those who have skill in some field usually have greater opportunities and receive better pay.

(4) There is a constant oversupply of students wishing to do teaching and clerical and stenographic work. None but those having superior qualifications and experience are likely to obtain such employment.

(5) Students having connections that might lead to jobs in Eugene, through relatives, friends already in the University, previous employment (for example, jobs in chain stores or chain service stations with branches in Eugene), etc., should energetically follow up such "leads." Letters of recommendation from previous employers will be found useful.

(6) Students who can do any kind of domestic or manual labor well, and who have good health, can earn board for three hours of work a day or board and room for three and one-half hours of work a day.

The National Youth Administration has, during the past several years, made a grant to the University for the purpose of providing part-time employment for students. Approximately 500 students have received work through the NYA grant each year. At the time this Catalog went to press, it was not known whether the NYA program would be carried on during 1941-42. Students wishing NYA work, if the program is continued, should make application through the Employment Service or through the Dean of Personnel Administration. NYA work is allotted primarily on the basis of financial need; however, the committee in charge also takes account of scholastic record. Students receiving appointments are employed on the campus or with public-service agencies in the community at tasks which offer the greatest possible opportunity for worthwhile vocational experience.

Student Health Service

THROUGH the Student Health Service the University does all in its power to safeguard the health of its students. The Health Service accomplishes its ends through health education, complete medical examinations for the detection of remediable defects, constant vigilance against incipient disease, medical treatment of acute diseases, and the maintenance of hygienic student living conditions.

The student health services at the institutions in the Oregon State System of Higher Education are supported by student registration fees. Every student registered for credit is entitled to general medical attention and advice at the Student Health Service during office hours. If his condition requires hospitalization for general medical attention, he is entitled to free care at the Student Health Service for a period not to exceed fifteen days during any one academic year. For longer periods an additional charge is made, sufficient to cover the cost of the services rendered (\$3.00 per day for 1941-42). When a special nurse is necessary, the expense must be met by the student. All expenses of, or connected with, surgical operations or specialized service must be borne by the student. A student who is ill may, on request, be attended at his rooming place by a health-service physician. An additional charge of \$1.00 is made for each room call and for each call at the Health Service after office hours. Calls, after Health Service hours, should be telephoned to the Student Health Service. The privileges of the Health Service are not available to members of the faculty.

The Student Health Service occupies a new \$125,000 building, erected through a PWA grant, gifts, and a special state appropriation. The first floor of the building contains modern clinical facilities, including examining rooms, physiotherapy department, minor surgery, laboratory, and X-ray department. On the second floor are two-bed and four-bed wards for hospital service. Twenty-six beds are available. Contagious cases may be isolated on this floor. The staff of the hospital and clinic includes four physicians and nine registered nurses, one of whom is a registered X-ray and laboratory technician.

Vaccination. Under a ruling of the State Board of Higher Education, students are required, as a condition of entrance to any of the institutions of the State System, to satisfy the institutional physician of immunity to smallpox (by evidence of having had the disease or of successful vaccination). Exception is made, however, for students who decline vaccination because of religious convictions. Such students may be admitted, but only on the condition that they or (in the case of minor dependent students) their parents or guardians agree in writing to assume all expenses incident to their care or quarantine, should they fall ill with smallpox while students at the institution.

Physical Examination. All entering undergraduate students are required to take a physical examination. The object of this examination is twofold, the benefit of the individual and the protection of the group. In making the physical examination compulsory in all the institutions of the State System, the Board of Higher Education has been motivated principally by the second consideration. The examination includes a tuberculin test, and a chest X-ray of all positive reactors.

Loan Funds

THE University of Oregon has loan funds totaling approximately \$95,000. These funds are available for two types of loans, namely: regular loans for a period of six months to two years; and emergency loans of small amounts for a period of sixty days or less.

The University student loan fund was founded in 1901 through the generosity of William M. Ladd of Portland. Other early contributors were A. S. Roberts of The Dalles and the Class of 1904. Although for a number of years the total amount of the fund was only a little over \$500, its benefits were large. Through it many students were enabled to complete their University work who otherwise could not have done so. In 1909 Senator R. A. Booth of Eugene became interested, and through his efforts a number of others made substantial donations. Among these donors were: Theodore B. Wilcox and J. C. Ainsworth of Portland, John Kelly of Eugene, W. B. Ayer of Portland, classes of 1911 and 1913, Mrs. Ellen Condon McCornack, Ben Selling of Portland, and the estate of the late D. P. Thompson of Portland. The following is a list of student loan funds now available:

Regular Loan Funds

American Association of University Women, Eugene Branch, Loan Fund.....	\$ 521.47
Oscar Brun Loan Fund.....	2,179.67
Luella Clay Carson Loan Fund.....	500.00
Class of 1896 Loan Fund.....	6,175.18
Class of 1911 Loan Fund.....	290.00
Class of 1911 Loan Fund Interest Account.....	417.53
Eugene Fortnightly Club Loan Fund.....	2,601.83
Fannie Frank Scholarship Loan Fund.....	1,450.07
Mary E. McCornack Music Loan Fund.....	500.93
A. P. McKinlay Loan Fund.....	3,705.00
Patroness Loan Fund of Mu Phi Epsilon.....	478.38
University of Oregon Orchestra Loan Fund.....	1,086.11
Pi Lambda Theta Loan Fund.....	101.15
Chapter H, P. E. O., Eugene, Oregon Student Loan Fund.....	631.59
Claude L. Simpson Loan Fund.....	1.00
J. C. Ainsworth Loan Fund.....	3,478.49
R. A. Booth Loan Fund.....	3,961.27
Condon Loan Fund.....	3,015.45
John F. Kelly Loan Fund.....	350.71
General Loan Fund (established by William M. Ladd, Theodore B. Wilcox, W. B. Ayer, classes of 1904 and 1913, Max S. Handman, and Joseph N. Teal).....	14,694.08

A. S. Roberts Loan Fund.....	2,011.96
D. P. Thompson Loan Fund.....	3,853.00
Class of 1922 Loan Fund.....	462.90
Ben Selling Loan Fund.....	4,722.46
Class of 1924 Loan Fund.....	305.81
Women's League Loan Fund for Freshmen Women.....	682.58
Alice W. Wisley and Adelaide Wisley Church Endowment Fund.....	19,411.87
Total—Regular Loan Funds.....	\$77,590.49

Emergency Loan Funds

A. A. U. W., Eugene Branch, Emergency Loan Fund.....	\$ 93.01
Associated Women Students Emergency Loan Fund.....	2,651.39
Robert Bailey Memorial Endowment Fund of Class of 1939.....	442.19
Luella Clay Carson Emergency Loan Fund.....	1,583.46
Class of 1931 Emergency Loan Fund.....	279.86
Class of 1932 Emergency Loan Fund.....	734.64
Class of 1933 Emergency Loan Fund.....	892.97
Class of 1934 Emergency Loan Fund.....	1,157.08
University of Oregon Emergency Supply Fund.....	57.32
Men's Emergency Loan Fund of Class of 1933 (sixty days).....	98.12
Miscellaneous Emergency Loan Fund.....	202.76
Oregon Mothers Emergency Loan Fund.....	2,760.59
Pan-Hellenic Emergency Loan Fund (sixty days).....	173.22
Selling Emergency Loan Fund.....	1,034.20
Warner Emergency Loan Fund.....	2,160.44
Elizabeth Dudley Whitten Memorial Fund.....	654.39
George C. Widmer Emergency Loan Fund.....	2,168.73
Total—Emergency Loan Funds.....	\$17,144.37

Other Loan Funds

In addition to the regular loan funds and the emergency loan funds, the following loan funds are available to University of Oregon students:

American Association of University Women Loan Fund. Women students of the University are eligible to receive aid from the scholarship loan fund of the Eugene branch of the American Association of University Women.

American Bankers' Association Loan Scholarship. The American Bankers' Association awards annually a \$250 loan scholarship to a student of banking and business who is outstanding in scholarship and who is partly or wholly self-supporting.

Crawford Loan Fund. This fund, a bequest of Edward G. Crawford and Mrs. Ida M. Crawford, his wife, is administered by the United States National Bank of Portland as trustee. All loans from the fund must be approved by a committee consisting of three residents of Portland. The purpose of the fund is to assist worthy young men desiring to educate themselves. Applications for loans from this fund are made through the Dean of Men's Office.

Eastern Star Educational Fund. Loans of not more than \$300 in a school year are available to students who are members or daughters of members of the Order of the Eastern Star. Notes are for one year, renewable at the pleasure of the worthy matron, and draw four per cent interest. Loans are made upon honor, no security being asked, and will be made by the trustees of the Grand Lodge upon the recommendation of the president of the institution which the student is attending and the approval of the worthy matron and worthy patron of the chapter of the Order of Eastern Star in the city where the institution of learning is located.

Federation of Women's Clubs Educational Fund. This fund provides loans to women students who are well recommended.

Ben Selling Loan Fund. This fund was bequeathed by Ben Selling, and is administered by his son, Dr. Laurence Selling of Portland. Applications for loans are made through the Dean of Men's Office.

Mary Spiller Scholarship Loan Fund. The Mary Spiller Scholarship fund of \$5,000 was established by the State Association of University of Oregon Women in honor of Mrs. Mary P. Spiller, the first woman member of the faculty. The income from this fund is available for scholarship loans. Information may be obtained from Mrs. Frank L. Chambers, chairman of the board of trustees, 1059 Hilyard Street, Eugene, Oregon.

Thayer Loan Fund. A fund of \$1,000 is made available to University students by Mr. and Mrs. J. Warren Thayer of Eugene.

Administration of Loan Funds

The loan funds held in trust by the University of Oregon are governed by uniform principles and policies. The principal points in the consideration of loan applications are:

Preference to Upperclassmen. It is advisable that a student should avoid going in debt too early in his college career. A freshman, therefore, is advised to depend on his own resources during his first year in college. Loans of limited amounts are made to worthy sophomores. Generally, the maximum that may be borrowed by any sophomore is \$100. Juniors and seniors are preferred borrowers, since they have demonstrated their ability to do University work successfully, and have indicated qualities of perseverance and resourcefulness from which their later success can be rather accurately predicted. They are within a year or two of graduation, and their accumulated indebtedness is not likely to be a burden too heavy for them to carry.

Amount of Loans. Rarely is more than \$300 lent to any individual student. This is considered the maximum amount available from the University loan funds to a single borrower. Some of the other loan funds available to University students permit larger loans.

Period of Loans. It is the policy of the University to encourage repayment of loans as soon as the borrower is able to pay. The maximum time is two years, with the privilege of renewal if the borrower has in every way proved himself worthy of this consideration. It is necessary, since the loan funds are rather limited, that they be kept active, so that a greater number of students can be accommodated.

Security for Regular Loans. The University does not accept various forms of collateral which most money lenders require for the security of loans. The only security accepted is the signature of two responsible property owners, in addition to that of the student borrower. The co-signers must submit evidence of their ability to pay the note—by filing a financial statement or by giving bank references. The Student Loan Committee requires that one co-signer qualify by bank reference. It is desirable that one of the co-signers be the parent or guardian of the borrower.

Security for Emergency Loans. Emergency loans are granted for short periods of time, usually from one to thirty days; a few loans are made for sixty days. The signature of the borrower is the only security required for an emergency loan.

Interest Rate. (1) Interest is charged on all University loans at the rate of six per cent, payable annually. (2) In case a borrower exercises the renewal privilege after leaving the University, the rate of interest is raised to eight per cent. (3) The Crawford Loan Fund bears interest at the rate of five per cent, payable annually.

Personal Qualities. In considering applications, these personal qualities of the student weigh heavily in the minds of the committee members: (1) scholastic record; (2) reputation for reliability, honesty, and industry; (3) need for aid and probability of wise expenditure; (4) amount of present indebtedness; (5) ability to repay; (6) effort which the student has made to assist himself.

Loan Procedure

All applications for student loans must be made through the Dean of Men's Office. Men students apply directly to the Dean of Men. Women students are required to obtain the approval of the Dean of Women before making formal application at the Dean of Men's Office.

Loan funds are administered by the Student Loan Committee, composed of: the Dean of Men, chairman; the Dean of Personnel Administration; and the University Business Manager.

Scholarships and Fellowships

A NUMBER of scholarships and fellowships are available to University students of ability and promise. Most of these awards have been established through the generosity of private donors.

State Scholarships. A limited number of state scholarships are awarded annually to students of the institutions of the Oregon State System of Higher Education. These scholarships cover tuition and laboratory and course fees (a total of \$22.00 a term or \$66.00 a year for a student attending the University). Recipients of scholarships must, however, pay the matriculation fee, the incidental fee, the building fee, and special fees. At least fifty per cent of the scholarships are awarded to entering freshmen. To be eligible, an entering student must rank in the upper third of his high-school graduating class. Students who have previously attended an institution of higher learning must have a grade-point average of 2.50 (computed according to the grade-point system in use at the Oregon state institutions of higher education). All applicants, to be eligible, must be in need of financial assistance. Application should be made on official blanks to the secretary of the State Board of Higher Education or to the University Registrar. Applications must be filed by April 1.

University Assistantships, Scholarships, and Fellowships. A number of graduate and research assistantships, scholarships, and fellowships are awarded annually by the University to qualified graduate students. For stipends and application procedure, see GRADUATE DIVISION.

Margaret V. Allen Memorial Scholarships. Scholarship awards of \$25.00 each are made annually from the Margaret V. Allen Memorial Fund to deserving women students of the University. The fund was established by alumni of the Allen Preparatory School.

American Association of University Women Graduate Scholarship. Every three years (beginning 1931) the Oregon division of the American Association of University Women awards a \$1,200 scholarship to a woman who is a resident of Oregon, and who holds at least a bachelor's degree, for advanced study at any American or foreign university.

Associated Women Students Scholarships. The Associated Women Students of the University award scholarships of varying amounts to worthy women students.

Prince L. Campbell Scholarship. This scholarship, amounting to \$15.00 a month, is awarded to an upper-division woman student.

Bernard Daly Scholarships. Under terms of the will of the late Dr. Bernard Daly of Lakeview, Oregon, worthy self-supporting young men and women of Lake County, Oregon may receive a part or all of their necessary college expenses from the Bernard Daly Educational Fund. The terms of the will provide that the income from this fund be used to pay the college expenses of at least fifteen students each year. The fund is administered by a board of trustees, who select the scholars annually from a list of applicants recommended by the county judge and county school superintendent of Lake County, after a qualifying examination held in Lake County.

Gertrude Watson Holman Memorial Scholarships. Scholarship awards totaling \$100 are given annually to women students from the Gertrude Watson Holman Memorial Fund. The fund was established by the Gamma Phi Beta mothers and friends of the late Mrs. Rufus Holman.

Kwama Scholarship. Kwama, sophomore women's honor society, awards each year a \$35.00 scholarship to a woman student on the basis of ability and need.

Ion Lewis Scholarship in Architecture. This fellowship is awarded whenever sufficient funds are available to advanced students in architecture at the University of Oregon. Scholarships vary in amount from \$200 to \$1,000. Award is made on the basis of character, health, ability, promise, and need of travel. The fellowship is supported by a trust fund established by the late Ion Lewis of Portland.

Kenneth A. J. Mackenzie Memorial Fellowship. This \$1,000 fellowship for the study of medicine at the University of Oregon Medical School was endowed in 1939 through the income of a bequest from the late Mildred Anna Williams. It is awarded to a student completing his premedical work at the University of Oregon. The award is made by the president of the University and the dean of the Medical School on the basis of scholarship and economic need.

Mortar Board Scholarships. Mortar Board, women's honor society, provides each year a varying amount of money for the assistance of worthy women students.

Oregon Mothers Scholarships. The Oregon Mothers organization awards annually one \$200 scholarship and two \$150 scholarships to freshman students. Application should be made to the Dean of Personnel Administration not later than April 1.

Panhellenic Scholarships. These scholarships, amounting to \$30.00 each, are awarded to six women students.

Phi Beta Scholarships. These scholarships are awarded by Phi Beta, women's national professional fraternity for music and drama, to women students in the School of Music, on the basis of talent, scholarship, and worthiness.

Portland Businessmen's Scholarship. A \$1,000 scholarship for study at the University of Oregon, payable in four yearly installments of \$250, is awarded annually to an outstanding man graduating from a Portland high school. Funds for the scholarship are provided by a group of Portland businessmen.

Rotana Scholarship. The Portland Rotana Club, women's auxiliary of the Rotary Club, provides an annual award of \$25.00 to the most worthy junior woman major in business administration.

Spinsters Scholarship. A \$100 scholarship is awarded annually by the Spinsters Club of Eugene to a junior woman student residing in Eugene.

T. Neil Taylor Scholarship in Editing. This award of \$75.00 is given annually for the best editorial investigation by a senior major in journalism. Funds for the award are provided by T. Neil Taylor of Oakland, California, University graduate in the Class of 1931.

W. F. G. Thacher Scholarship. This scholarship, worth \$100, is offered annually by certain advertising media and interested persons in Portland. Junior men students in advertising are eligible. The scholarship is paid in installments during the senior year. Scholarship, interest in advertising, and personal qualities are qualifications for the award.

Prizes and Awards

DISTINCTION in scholarship is recognized at the University through degrees with honors, through election to the various honor societies, and through prizes and awards. A statement of the requirements for degrees with honors and a list of honor societies will be found elsewhere in this Catalog. There are also essay and oratorical prizes, and awards for proficiency in special fields and for all-round distinction in student life.

American Law Book Prizes. The American Law Book Company offers each year separately bound topics from *Corpus Juris Secundum* to those law students who have the best scholastic records in the several courses covering the topics that have been separately bound to date.

Bancroft-Whitney Prize. The Bancroft-Whitney Company, law publishers, awards annually a legal publication to the senior law student who has maintained the highest grade average throughout his work in the School of Law.

Philo Sherman Bennett Prize. This prize of from \$20.00 to \$30.00, the interest on a bequest from Philo Sherman Bennett of New Haven, Connecticut, is awarded for the best essay on the principles of free government.

Beta Gamma Sigma Award. To honor outstanding scholastic attainment, the name of the freshman major student in the School of Business Administration receiving the highest grade average each year is engraved on a permanent record plaque placed in the corridor of the Commerce Building by Beta Gamma Sigma, honorary commerce fraternity.

Botsford, Constantine, and Gardiner Prizes. These prizes are awarded each year by the Botsford, Constantine, and Gardiner Advertising Agency for the best solutions of an advertising problem submitted by students of advertising. First prize, \$20.00; second prize, \$10.00; third prize, \$5.00.

Nathan Burkan Memorial Prizes. The American Society of Composers, Authors, and Publishers awards \$100 for the best paper or papers submitted by a student or students in the graduating class of the School of Law on the subject of copyright law.

Chi Omega Prize. A prize of \$25.00 is awarded by Chi Omega sorority to the woman student in the Department of Sociology deemed most worthy on the basis of scholarship, character, and promise.

Chi Omega Scholarship Cup. This cup is awarded annually to the sorority with the highest grade average during the preceding academic year.

Delta Phi Alpha Award. A volume of German literature is awarded each year by Delta Phi Alpha, German honorary society, to the outstanding student in German.

Failing-Beekman Prizes. These two prizes of \$150 and \$100 are the gifts of Henry Failing of Portland and C. C. Beekman of Jacksonville, respectively, and are awarded annually to those members of the senior class who deliver the best and second-best original orations at the time of graduation.

French Government Prize. The French government awards annually a bronze medal to the best student in advanced courses in French.

Gerlinger Cup. This cup, presented by Mrs. George Gerlinger, former regent of the University, is awarded by a committee of faculty, town, and student women to the best all-around woman of the junior class.

German Book Award. Several volumes of German literature are presented each year by Robert G. Clostermann, German consul in Portland, to students who have done outstanding work in German.

Hilton Prizes. These prizes are given to the students who present the best oral discussions of a legal subject selected by the faculty of the School of Law. The first prize of \$50.00 is awarded by Mr. Frank H. Hilton of Portland, and the second prize of \$25.00 is awarded by the School of Law.

Jewett Prizes. These prizes, amounting to more than \$125, are awarded annually in a series of public-speaking contests. Funds for the prizes were given to the University in memory of the late W. F. Jewett by his wife, Mrs. Mary Jewett.

Koyl Cup. This cup, presented by Charles W. Koyl, '11, is awarded each year to the man who, in the opinion of a committee of the faculty, is the best all-around man of the junior class.

Lawyers Cooperative Prizes. The Lawyers Cooperative Publishing Company awards annually: a copy of Ballantine's *Law Dictionary* to the law student doing the best work in the course in Legal Bibliography; and separately bound topics from *American Jurisprudence* to those students having the best scholastic records in the several courses covering the topics included in the volumes of *American Jurisprudence* published to date.

Life Insurance Prizes. The Life Insurance Managers' Association of Oregon offers annual cash prizes totaling \$35.00 for the best insurance sales talks given by students in the life-insurance class. The student giving the best talk receives an individual plaque, and has his name engraved on a bronze plaque displayed in the Commerce Building.

Marshall-Case-Haycox Prizes. Prizes of \$75.00 for the best and \$25.00 for the second-best short story submitted by students are offered each year by Edison Marshall, ex-'17, Robert Ormond Case, '20, and Ernest J. Haycox, '23. Contestants are limited to undergraduates regularly enrolled and in good standing.

Men's Dormitory Scholarship Cup. This cup, presented by Mrs. Genevieve Turnipseed, director of dormitories, is awarded annually to the men's hall having the highest scholastic average for the year.

Oregon State Society of Certified Public Accountants' Prize. This award, consisting of accounting books to the value of \$25.00, is made each year to the outstanding student in accounting.

Phi Alpha Delta Scholarship Awards. These awards, totaling \$50.00, are given annually by the Portland alumni chapter of Phi Alpha Delta, legal fraternity. An award of \$10.00 is given to the first-year law student who earns the highest scholastic average in his class for the year's work. An award of \$15.00 is given to the student who has the highest grade-point average for his first two years of work in the School of Law. An award of \$25.00 is given to the graduating third-year student in law with the highest scholastic average for his three years of work in law.

Phi Beta Kappa Prize. This prize, consisting of books to the value of \$25.00, is offered annually by Alpha of Oregon chapter of Phi Beta Kappa. The award is made, on the basis of scholarship and promise, to a student completing lower-division work.

Phi Chi Theta Key. The Phi Chi Theta Key is awarded annually, on the basis of high scholastic standing and general student activities, to a woman in the senior class of the School of Business Administration.

Physical-Education Honor Award. The faculty of the School of Physical Education presents annually a certificate in recognition of outstanding qualities of sound scholarship, high idealism, and worthy professional accomplishment in the field of physical education.

Pi Delta Phi Award. Pi Delta Phi, honorary French society, presents a book prize each year to the student who has made the greatest progress in undergraduate courses in French.

Pot and Quill Prize. A prize of \$5.00 is awarded by Pot and Quill, society of women writers, for the best piece of writing submitted by a woman student in an annual contest.

George Rebec Prize in Philosophy. A cash prize of \$25.00 is awarded in the spring term to the undergraduate student who submits the best essay on a philosophical topic. The prize is named in honor of Dr. George Rebec, professor emeritus of philosophy. Funds for the prize have been contributed by several friends of the University.

Reserve Officers' Association Awards. The Lane County chapter of the Reserve Officers' Association makes the following annual awards: a saber to the student in the First-Year Advanced Course of the Department of Military Science and Tactics who is judged outstanding in military proficiency; a medal and a \$10.00 cash prize to the student judged outstanding in the Second-Year Basic Course.

Scabbard and Blade Awards. Scabbard and Blade, honorary military society, awards annually a medal to the first-year military student in each of the several R.O.T.C. companies who is judged outstanding in military proficiency.

Sigma Delta Chi Scholarship Award. Recognition for exceptional scholarship is awarded annually to journalism students by Sigma Delta Chi, professional journalistic fraternity, through its national headquarters at Detroit.

Sigma Delta Pi Award. A medal and a book prize are awarded each year by the Oregon chapter of Sigma Delta Pi, honorary Spanish society, to the student in advanced courses in Spanish who has made the greatest progress during the school year.

Sigma Nu Scholarship Plaque. This plaque is awarded annually to the fraternity with the highest grade average for the year.

Turnbull-Hall Award. Each year the name of the outstanding senior student member of the staff of the OREGON DAILY EMERALD is engraved on a plaque which hangs in the EMERALD news room. The plaque was presented in 1931 by George Turnbull and Vinton H. Hall.

Vice-Presidential Cups. Silver cups, the gift of Vice-President Burt Brown Barker, are awarded annually to the men's and women's living organizations achieving the highest average for scholarship among the living groups during the academic year.

Women's Dormitory Scholarship Cup. This cup, presented by Mrs. Genevieve Turnipseed, director of dormitories, is awarded annually to the women's hall having the highest scholastic average for the year.

Extracurricular Activities

THE University recognizes the value of extracurricular student activities as a part of a college education: formation of habits of civic responsibility and leadership through self-government and through student clubs and societies; the broadening of outlook and sympathies through varied human associations; cultural development through participation in the intellectual and aesthetic life of the campus.

Associated Students. The students of the University are organized for self-government into the Associated Students of the University of Oregon. This organization sponsors such activities as intercollegiate athletics, student publications, forensics and dramatics, and concert and lecture series.

For purposes of administration, two distinct types of student activities are recognized: educational activities and athletic activities. Educational activities are administered by an Educational Activities Board, composed of faculty and student representatives, and by an educational activities manager. Athletic activities are administered by an Athletic Board, composed of faculty, student, and alumni representatives, and by an athletic manager.

The Associated Women Students, a group within the general student organization, sponsors and supervises activities of women students.

Each entering class forms an organization which retains its identity throughout the four years at the University and after graduation. Class reunions are held regularly by alumni. During their undergraduate days students in the different classes uphold various distinctive traditions. Graduating classes usually leave a gift to the University.

Clubs and Associations. A large number of clubs and associations representing special student interests flourish on the University campus. Some of these organizations are: Allied Arts League; Architecture Club; Bernard Daly Club (students holding Daly scholarships); Condon Club (geology); Dial (women's discussion); Kwama (sophomore women); Newman Club (Catholic); Physical

Education Club; Skull and Dagger (under-division men); Wesley Club (Methodist); Westminster Association (Presbyterian); Young Men's Christian Association; Young Women's Christian Association.

The parents of Oregon students are organized into two groups, Oregon Dads and Oregon Mothers, both active in the support of the University.

Honor Societies. A number of honor societies are maintained on the Oregon campus for the recognition of general scholarship, scholarship in particular fields, and student leadership. Most of these are national organizations, with chapters at the leading colleges and universities of the country. Among these societies are: Phi Beta Kappa (liberal arts and sciences); Sigma Xi (science); Alpha Kappa Delta (sociology); Beta Gamma Sigma (commerce); Delta Sigma Rho (forensics); Friars (senior men); Mortar Board (senior women); Mu Phi Epsilon (music, women); National Collegiate Players (dramatics); Order of the Coif (law); Phi Theta Upsilon (junior women); Theta Sigma Phi (journalism, women).

Professional and Departmental Societies. Student societies are maintained in many of the schools and departments for the promotion of high standards of scholarship and professional training. Most of these are national organizations. Among these societies are: Alpha Delta Sigma (advertising, men); Alpha Tau Delta (nursing, women); Amphibian (swimming, women); Asklepiads (premedics); Beta Alpha Psi (accounting, men); Delta Phi Alpha (German); Foreign Trade Club (foreign trade); Gamma Alpha Chi (advertising, women); Master Dance Group (dancing, women); Phi Alpha Delta (law); Phi Beta (music and drama, women); Phi Chi Theta (business, women); Phi Delta Kappa (education, men); Phi Delta Phi (law, men); Phi Mu Alpha (music, men); Pi Delta Phi (French); Pi Lambda Theta (education, women); Pi Mu Epsilon (mathematics); Pot and Quill (writing, women); Scabbard and Blade (military, men); Sigma Delta Chi (journalism, men); Sigma Delta Pi (Spanish); Sigma Delta Psi (physical education, men); Sigma Omega Chi (sociology); Tau Delta Chi (business administration, men); Ye Tabard Inn of Sigma Upsilon (writing, men).

Athletics and Sports. The University of Oregon is a member of the Pacific Coast Athletic Conference, composed of ten leading universities and colleges of the coast region. In addition to intercollegiate athletics, a comprehensive program of intramural sports is sponsored by the institution through the School of Physical Education. The sports program is closely correlated with instruction in physical education. The Order of the "O," composed of all winners of varsity letters, and the Women's Athletic Association encourage sports participation and give recognition for proficiency.

Lectures. The regular University curriculum is supplemented by University assemblies at which visiting speakers address the general student body, and by frequent public lectures by faculty members and visiting scholars. Special lectures are sponsored by the University Lectures and the Religious and Spiritual Activities committees of the faculty, the Associated Students, Sigma Xi, and various schools and departments.

Forensics and Dramatics. Forensics and dramatics are fostered on the campus not only for their value to those participating but also for their intellectual and cultural value for the whole University community.

Training and experience in acting, play production, and stagecraft are provided by the Drama Division of the Department of English. Each season several

full-length plays are given in connection with courses in drama. The Drama Division also produces a series of plays for which students not registered for drama courses may try out. Plays are occasionally taken on tour. Various special groups also provide outlets for dramatic talent and opportunities for experience in play production.

The Associated Students, in cooperation with the Speech Division of the Department of English, sponsor a public-discussion program for both men and women. Students participating in this program lead discussions of topics of current and vital interest on the campus, and throughout the state at meetings arranged by high schools, civic organizations, churches, etc. The program includes thorough supervised research in preparation for these public appearances. Students also have excellent opportunities for radio experience through participation in regular broadcasts from the University studios of station KOAC.

Art and Music. The University gives special encouragement to extracurricular activities in art and music. Concerts and recitals, sponsored by the School of Music, the Associated Students, and the several student musical organizations, play a central part in the cultural life of the University community. The Allied Arts League and the School of Architecture and Allied Arts sponsor frequent exhibits of student art work and loan collections. Several dance recitals are given each year under the auspices of the Master Dance Group.

The University Symphony Orchestra, an organization of about seventy student musicians, presents several concerts each year. In addition to its own concert series, the orchestra supports faculty and advanced student soloists, and cooperates with the choral organizations in oratorio productions. Any University student is eligible to try out for the orchestra.

The University Choral Union includes in its membership more than 400 students, faculty members, and townspeople who are interested in the study and interpretation of great choral literature.

The University Band is divided into four groups: the Concert Band, first and second divisions; the Pep Band; and the Military Band. The Concert Band gives several concerts of classical and modern music each year. The Pep Band plays for athletic contests and rallies. The Military Band, composed of freshman and sophomore military students, plays for all R.O.T.C. ceremonies and reviews.

The Associated Students bring artists of international fame to the campus each year for concerts, to which all students have free admission. Several free public recitals by members of the faculty of the School of Music and by advanced music students are given in the Music Auditorium each week during the school year.

Social Organizations. Personal associations with fellow students through social organizations and living groups constitute some of the pleasantest features of campus life, and are very valuable for personal and social development. All students have opportunity to belong to some type of social organization.

Independent students (students who live outside the dormitories and are not members of fraternities or sororities) have two social organizations: the Oregon Yeomen (men) and Orides (women). Tonqueds is an organization of women students, both sorority and independent, who live in Eugene. Phi Theta Upsilon and Philomelete promote fellowship and congenial activities among independent women students.

The students living in each of the University halls of residence have a self-governing organization and a social program.

Students living in the several cooperative houses take an active part in campus social life.

Fraternities on the Oregon campus are organized into the Interfraternity Council, which is a member of the national Interfraternity Conference. The sororities on the campus are organized into the Panhellenic Council, which is a member of the national Panhellenic Congress. The presidents of all women's living groups (including dormitories) are members of the Heads of Houses Association.

Sororities at the University are: Alpha Chi Omega, Alpha Delta Pi, Alpha Gamma Delta, Alpha Omicron Pi, Alpha Phi, Alpha Xi Delta, Chi Omega, Delta Delta Delta, Delta Gamma, Gamma Phi Beta, Kappa Alpha Theta, Kappa Kappa Gamma, Pi Beta Phi, Sigma Kappa, and Zeta Tau Alpha.

Fraternities at the University are: Alpha Tau Omega, Beta Theta Pi, Chi Psi, Delta Tau Delta, Delta Upsilon, Kappa Sigma, Phi Delta Theta, Phi Gamma Delta, Phi Kappa Psi, Phi Sigma Kappa, Phi Kappa Alpha, Sigma Alpha Epsilon, Sigma Alpha Mu, Sigma Chi, Sigma Nu, Sigma Phi Epsilon, and Theta Chi.

Student Publications. University of Oregon student publications are listed below. The official publications of the University and of the State System of Higher Education are listed on another page.

The OREGON DAILY EMERALD is a full-size newspaper, published five days a week during the school year. It is edited, managed, and financed by students. All students are eligible for positions on its staff. Payment of registration fees entitles all students to a subscription to the EMERALD.

The OREGANA, the yearbook of the Associated Students, presents a pictorial record of student life. The volume is published in May during Junior Week End.

The FACULTY AND STUDENT DIRECTORY is compiled and published annually by the Associated Students.

Alumni Association

MEMBERSHIP in the University of Oregon Alumni Association is open to all persons who have completed work for credit at the University.

Semiannual meetings are held at Homecoming and at Commencement. The Alumni Association publishes a monthly magazine, OLD OREGON. In it are recorded the activities of the association, news of the University, and special articles by students, faculty members, and graduates. The officers and directors of the association are as follows:

HOLLIS JOHNSTON, '21	President
FORREST E. COOPER, '27	Vice-President
ELMER C. FANSETT, '28	Secretary-Treasurer

DIRECTORS

Term Ending Dec. 31, 1943

JAMES T. DONALD, '15
WALTER T. DURGAN, '28
PETER LAURS, '27
ROBERT W. LUCAS, '86
ROBERT POLLOCK, '38
ELTON A. SCHROEDER, '27
REMEY M. COX, '22
GRANT J. WILLIAMS, '25
H. C. STAPLES, '28
M. HARRIS ELLSWORTH, '22
GENEVIEVE DUNLOP, '34
ORVAL YOCOM, '27

Term Ending Dec. 31, 1942

DOUGLAS MULLARKEY, '20
JOHN N. MOHR, '28
OTTO FROHNMAYER, '29
CLAIRE L. OGLE, '16
MRS. BOYD OVERHULSE, '31
JOHN H. HOUSTON, '21
FORREST E. COOPER, '27
BEN F. DORRIS, '15
LAWRENCE HULL, '23
RALPH CRONISE, '11
EARL BLACKABY, '15
CLARENCE W. KEENE, '96

Term Ending Dec. 31, 1941

FRANCIS B. NICKERSON, '40
DONALD B. MCCORMICK, '32
ASA B. STARBUCK, M.D., '06
T. LESTER JOHNSON, '29
CHESTER O. KNOWLTON, '32
CHARLES ERWIN, '38
RAYMOND O. WILLIAMS, '14
M. KEITH WILSON, '35
GEORGE STADELMAN, '30
GILBERT L. SCHULTZ, '37
JOHN F. PUTNAM, '31
BERNARD McPHILLIPS, '26

Part III

Resident Instruction

Lower Division

MAHLON ELLWOOD SMITH, Ph.D., Dean and Director of Lower Division, Oregon State System of Higher Education.

GERTRUDE FULKERSON, Secretary to the Dean.

General Statement

FRESHMAN and sophomore work in the liberal arts and sciences is unspecialized. The work is offered through the Lower Division on a parallel basis at the University and the State College and leads to the Junior Certificate. Students completing the work of the Lower Division and fulfilling all requirements for the Junior Certificate may select a major in a specialized field at the close of the sophomore year.

For students who plan to complete work for the bachelor's degree the two lower-division years provide broad general education and a foundation for specialization during the junior and senior years in some major field in the liberal arts and sciences or in a professional or technical curriculum. Lower-division students explore several fields of study with a view to determining special interests and aptitudes.

For students who complete no more than the first two years of college work, the Lower Division aims to afford a balanced cultural program and preparation for intelligent citizenship.

The State Board of Higher Education in establishing the Lower Division defined its primary purpose as follows:

(1) **Basic Education.**

Insuring to all students the elements of a sound general education during their first two years; delaying specialization until the junior and senior years and then encouraging it to a high degree.

(2) **Orientation.**

Providing students with a period of exploratory contact which will enable the institution to assist them to make a wise selection of specialization on the basis of their abilities and aptitudes.

Lower-Division Groups. For the purpose of adjusting the work to the two-fold objectives of basic education and orientation, lower-division work in the liberal arts and sciences has been arranged in three groups, each representing a comprehensive field of knowledge, as follows: LANGUAGE AND LITERATURE, SCIENCE (including the biological and physical sciences and mathematics), and SOCIAL SCIENCE.

Group Requirements. Students intending to major in the liberal arts and sciences must complete at least 9 approved term hours in each of the three groups and at least 9 additional approved term hours in courses numbered 200-210, or equivalent, in any one of the same three groups. Courses that satisfy group requirements are numbered from 100 to 110 and from 200 to 210. (For group requirements for students in the professional schools see page 55.)

Required Courses. Besides fulfilling group requirements, lower-division students must take required work in English Composition, Hygiene, Physical Education, and Military Science and Tactics, as stated on pages 54-55. Entering students are required to take certain aptitude and placement examinations, and to make any adjustments indicated as a result of standings achieved in these tests.

Major Requirements and Electives. Students complete their study programs with courses required by major departments or schools or with electives. Students who have decided on a major field take the courses prescribed by the major school or department. Students who are uncertain of their dominant interest or their vocational intentions, or who do not plan to pursue major specialization later, take a program of studies designed to aid them in self-exploration and individual development.

The general distribution of work for lower-division students is shown in the curriculum on page 88.

Lower-Division Advisers. Each entering student is assigned to a lower-division adviser, whom the student consults in making out his study program. It is the duty of the adviser to assist the student in building an integrated program, in line with his interests and with institutional and lower-division requirements.

Certificates

STUDENTS who have met the group requirements, and have completed a total of at least 93 term hours of required and elective freshman and sophomore work, qualify for one of three certificates, depending on their objectives and attainments:

The Junior Certificate, which admits to upper-division standing and the opportunity to pursue a major curriculum leading to a degree. It requires a grade-point average of at least 2.00.

The Junior Certificate with Honors Privileges, which admits to the privilege of working for honors in the colleges and schools providing honors work. To receive this certificate the student must have a grade-point average of at least 2.75, in addition to fulfilling all requirements for the Junior Certificate.

The Lower-Division Certificate, which recognizes the successful completion of two years of lower-division work. It is granted upon request to students whose desire has been only to round out their general education. The scholastic average specified for the Junior Certificate is not required. The Lower-Division Certificate does not admit to upper-division standing.

Group Courses

YEAR sequences applicable in meeting group requirements are listed below. These courses may also be taken as electives. Descriptions of the courses are printed under the several departmental headings.

LANGUAGE AND LITERATURE GROUP

Classical Languages

- Lat 101, 102, 103. Latin Literature: Augustan Age. 3 hours each term.
Lat 201, 202, 203. Latin Literature: Silver Age. 3 hours each term.

LOWER DIVISION

English

- Eng 101, 102, 103. Survey of English Literature. 3 hours each term.
Eng 104, 105, 106. Appreciation of Literature. 3 hours each term.
Eng 107, 108, 109. Introduction to Literature. 3 hours each term.
Eng 201, 202, 203. Shakespeare. 3 hours each term.

Germanic Languages

- GL 201, 202, 203. German Literature. 3 hours each term.
GL 205, 206, 207. Introduction to Germanic Literature. 3 hours each term.

Romance Languages

FRENCH

- RL 201, 202, 203. French Literature. 3 hours each term.
RL 204, 205, 206. Seventeenth-Century French Literature. 3 hours each term.

SPANISH

- RL 207, 208, 209. Spanish Literature. 3 hours each term.

SCIENCE GROUP

Science Surveys

- BiS 101, 102, 103. Biological-Science Survey. 4 hours each term.
PhS 101, 102, 103. Physical-Science Survey. 4 hours each term.
PhS 104. Physical-Science Survey. 4 hours spring.

Botany

- Bot 101, 102, 103. General Botany. 3 hours each term.
Bot 204. The Lower Plants. 4 hours fall.
Bot 205. The Higher Plants. 4 hours winter.
Bot 206. Systematic Botany. 4 hours spring.

Chemistry

- Ch 104, 105, 106. General Chemistry. 4 hours each term.
Ch 204, 205, 206. Analytical and Theoretical Chemistry. 4 or 5 hours each term.

Geology

- *G 101, 102, 103. General Geology. 3 hours each term.
*G 104, 105, 106. General Geology Laboratory. 1 hour each term.
G 201, 202, 203. Introduction to Field Geology. 1 to 3 hours each term.

Mathematics

- Mth 100. Intermediate Algebra. 4 hours.
Mth 101, 102, 103. Elementary Analysis I, II, III. 4 hours each term.
Mth 105. College Algebra. 4 hours.
Mth 106. Plane Trigonometry. 4 hours.
Mth 108. Mathematics of Finance. 4 hours.
Mth 200. Analytical Geometry. 4 hours.
Mth 201, 202, 203. Differential and Integral Calculus. 4 hours each term.
Mth 205, 206. Calculus. 4 hours each term.
Mth 209. Mathematics of Life Insurance. 3 or 4 hours.

Physics

- †Ph 101, 102, 103. Essentials of Physics. 2 hours each term.
†Ph 104, 105, 106. Essentials of Physics Laboratory. 1 hour each term.
Ph 201, 202, 203. General Physics. 4 or 5 hours each term.
Ph 207. Elementary Meteorology. 3 hours.
Ph 208, 209. Descriptive Astronomy. 3 hours each term.

Psychology

- †Psy 201, 202, 203. General Psychology. 3 hours each term.
†Psy 208, 209, 210. General Psychology Laboratory. 1 hour each term.

Zoology

- Z 104, 105, 106. General Zoology. 3 hours each term.
Z 204, 205, 206. Vertebrate Zoology. 4 hours each term.

- * Both G 101, 102, 103 and G 104, 105, 106 must be taken to satisfy the science group requirement.
† Both Ph 101, 102, 103 and Ph 104, 105, 106 must be taken to satisfy the science group requirement.
‡ Both Psy 201, 202, 203 and Psy 208, 209, 210 must be taken to satisfy the science group requirement.

SOCIAL-SCIENCE GROUP

General Social Science

- SSc 101, 102, 103. Background of Social Science. 3 hours each term.
SSc 104, 105. Background of Social Science. 5 hours each term, winter and spring.

Anthropology

- Anth 201, 202, 203. General Anthropology. 3 hours each term.
Anth 207, 208, 209. Introduction to Cultural Anthropology. 3 hours each term.

Economics

- Ec 201, 202, 203. Principles of Economics. 3 hours each term.
Ec 204, 205. Principles of Economics. 5 hours each term, winter and spring.

Geography

- Geo 105, 106, 107. Introductory Geography. 3 hours each term.
Geo 108, 109, 110. Introductory Geography Laboratory. 1 hour each term.

History

- Hst 104, 105, 106. Europe in Modern Times. 3 hours each term.
Hst 204, 205, 206. World History. 3 hours each term.
Hst 207, 208, 209. English History. 3 hours each term.

Philosophy

- Phl 201, 202, 203. Introduction to Philosophy. 3 hours each term.

Political Science

- PS 201. American National Government. 4 hours fall.
PS 202. American State and Local Governments. 4 hours winter.
PS 203. European Governments. 4 hours spring.

Psychology

- Psy 201, 202, 203. General Psychology. 3 hours each term.
Psy 208, 209, 210. General Psychology Laboratory. 1 hour each term.

Sociology

- Soc 204, 205. General Sociology. 3 hours each term, fall and winter.
Soc 206. Social Interaction. 3 hours spring.
Soc 207. Problems of Child Welfare. 3 hours spring.
Soc 208. Poverty and Dependency. 3 hours spring.

Other Lower-Division Courses

In addition to the courses applicable in meeting group requirements, the following lower-division courses in liberal arts and sciences are offered at the University. Descriptions of the courses are printed under the several departmental headings.

LANGUAGE AND LITERATURE

General Arts and Letters

- AL 1, 2, 3. First-Year Japanese. 4 hours each term.
AL 4, 5, 6. Second-Year Japanese. 4 hours each term.

Classical Languages

GREEK

- Gr 1, 2, 3. Beginning Greek. 4 hours each term.

LATIN

- Lat 1, 2, 3. First-Year Latin and Caesar. 4 hours each term.
Lat 4, 5, 6. Cicero and Vergil. 4 hours each term.
Lat 7, 8. Beginning Latin and Caesar. 6 hours each term, winter and spring.

English

LITERATURE

- Eng 160. History of the English Language. 3 hours spring.
Eng 161. American Literature. 4 hours any term.
Eng 162. English Poetry (Oral). 3 hours any term.
Eng 264, 265, 266. Literature of the Modern World. 2 hours each term.

WRITTEN ENGLISH

- Eng K. Corrective English. 1 hour any term.
Eng 111, 112, 113. English Composition. 3 hours each term.
Eng 211. Essay Writing. 3 hours fall or spring.
Eng 212. Advanced Essay Writing. 3 hours winter or spring.
Eng 213, 214, 215. Short-Story Writing. 2 hours each term.
Eng 217. Business English. 3 hours any term.

SPEECH

- Eng 130, 131, 132. Extempore Speaking. 3 hours each term.
Eng 136. Parliamentary Procedure. 1 hour fall or spring.
Eng 230, 231, 232. Argumentation and Persuasion. 3 hours each term.
Eng 234. Public Discussion. 2 hours any term.

DRAMA

- Eng 141, 142, 143. The Speaking Voice. 2 hours each term.
Eng 144, 145, 146. Choral Reading. 1 hour each term.
Eng 241, 242. Interpretation. 2 hours each term.
Eng 244, 245, 246. Theater Workshop. 2 or 3 hours each term.
Eng 251, 252, 253. Introduction to the Theater Arts. 2 hours each term.

LIBRARY

- Eng 117. Use of the Library. 1 hour any term.

Germanic Languages

GERMAN

- GL 1, 2, 3. First-Year German. 4 hours each term.
GL 4, 5, 6. Second-Year German. 4 hours each term.
GL 7, 8. First-Year German. 6 hours each term, winter and spring.

SCANDINAVIAN

- GL 11, 12, 13. Elementary Norwegian. 3 hours each term.
GL 14, 15, 16. Second-Year Norwegian. 3 hours each term.
GL 21, 22, 23. Elementary Swedish. 3 hours each term.
GL 24, 25, 26. Second-Year Swedish. 3 hours each term.

Romance Languages

FRENCH

- RL 1, 2, 3. First-Year French. 4 hours each term.
RL 4, 5, 6. Second-Year French. 4 hours each term.
RL 7, 8. First-Year French. 6 hours each term, winter and spring.

SPANISH

- RL 11, 12, 13. First-Year Spanish. 4 hours each term.
RL 14, 15, 16. Second-Year Spanish. 4 hours each term.
RL 17, 18. First-Year Spanish. 6 hours each term, winter and spring.

ITALIAN

- RL 31, 32, 33. First-Year Italian. 3 hours each term.
RL 34, 35, 36. Second-Year Italian. 3 hours each term.

SCIENCE

Botany

- Bot 217. Autumn Plant Life. 3 hours fall.
Bot 218. Trees and Shrubs in Winter. 3 hours winter.
Bot 219. Economic Plants. 3 hours spring.

Chemistry

- Ch 220. Analytical Chemistry. 4 hours fall.
Ch 223. Elementary Biochemistry. 4 hours spring.
Ch 226, 227, 228. Organic Chemistry. 4 hours each term.
Ch 231. Qualitative Analysis. 4 hours spring.
Ch 232. Quantitative Analysis. 3 to 5 hours fall or spring.
Ch 233. Quantitative Analysis. 3 to 5 hours winter.

Geology

- G 283, 284. Introduction to the Study of Fossils. 3 hours each term.
G 290. Introduction to the Geology of Oregon. 3 hours.
G 293. Stratigraphy. 2 or 3 hours.

Mathematics

- Mth 10. Elements of Algebra. 4 hours.
Mth 20. Elements of Geometry. 4 hours.
Mth 111, 112, 113. Introduction to Analysis. 2 hours each term.
Mth 215. Analytical Trigonometry. 3 hours.

Nursing Education

Nur 111, 112, 113. Backgrounds of Nursing. 2 hours each term.
Nur 211, 212, 213. Modern Nursing Problems. 1 hour each term.

Physics

Ph 161. Rudiments of Photography. 2 hours.
Ph 211, 212, 213. Advanced General Physics. 3 hours each term.
Ph 214. Household Physics. 3 hours.
Ph 296. Practical Astronomy. 3 hours.

Zoology

Z 5. Elementary Problems in Zoology. Terms and hours to be arranged.
Z 111, 112, 113. Human Biology. 3 hours each term.
Z 211, 212, 213. Elementary Human Physiology. 3 hours each term.
Z 214. Field Zoology. 3 hours spring.
Z 250. Microtechnique. 2 hours winter or spring.

SOCIAL SCIENCE**General Social Science**

SSc 112, 113, 114. Problems of War and Peace. 1 hour each term.

Geography

Geo 215. Climatology. 3 hours.
Geo 218. Field Geography. 2-3 hours spring.
Geo 219, 220. Cartography. 3 hours each term, fall and winter.

Religion

R 111, 112, 113. Life Objectives. 2 hours each term.
R 211, 212, 213. The Bible and Civilization. 3 hours each term.

Sociology

Soc 213, 214. Modern Social Problems. 3 hours each term, fall and winter.
Soc 215. Modern Movements for Social Betterment. 3 hours spring.

Lower-Division Curriculum

*Junior Certificate
Junior Certificate with Honors Privileges
Lower-Division Certificate*

Freshman Year

	Term hours		
	F	W	S
Year sequence in any one of the three groups.....	3-4	3-4	3-4
Year sequence in another of the three groups (may be deferred until sophomore year).....	3-4	3-4	3-4
English Composition (Eng 111, 112, 113).....	3	3	3
Military Science and Tactics (men).....	1	1	1
General Hygiene (women).....	1	1	1
Physical Education.....	1	1	1
Departmental or school requirements, or exploratory electives.....	4-2	4-2	4-2
	16	16	16

Sophomore Year

Sophomore year sequence in one of the groups begun in the freshman year.....	3-4	3-4	3-4
Year sequence in a third group.....	3-4	3-4	3-4
Military Science and Tactics (men).....	1	1	1
Physical Education.....	1	1	1
Departmental or school requirements, or exploratory electives.....	8-6	8-6	8-6
	16	16	16

College of Arts and Letters**Faculty**

CLARENCE VALENTINE BOYER, Ph.D., Dean of the College of Arts and Letters.
LOUISE SMARTT BELLONI, B.A., Secretary to the Dean.

Classics

EDNA LANDROS, Ph.D., Assistant Professor of Latin and Greek; Acting Head of Department.
FREDERICK MALCOLM COMBELLACK, Ph.D., Instructor in Latin and Greek.

*English**Language and Literature*

CLARENCE VALENTINE BOYER, Ph.D., Professor of English; Head of Department.
JULIA BURGESS, M.A., Professor of English.
RUDOLF HERBERT ERNST, Ph.D., Professor of English.
MARY HALLOWELL PERKINS, M.A., Professor of English.
W. F. GOODWIN THACHER, M.A., Professor of English.
FRANKLIN DICKERSON WALKER, Ph.D., Professor of English.
ALICE HENSON ERNST, M.A., Associate Professor of English.
ROBERT DEWEY HORN, Ph.D., Associate Professor of English.
EDWARD CHRISTIAN ALAN LESCH, Ph.D., Associate Professor of English.
ERNEST GEORGE MOLL, A.M., Associate Professor of English.
FREDERICK HOYT TROWBRIDGE, Ph.D., Associate Professor of English.
FRANK GEES BLACK, Ph.D., Assistant Professor of English.
BERTRAM EMIL JESSUP, Ph.D., Assistant Professor of English.
JOHN CLEMENT MCCLOSKEY, Ph.D., Assistant Professor of English.
VALBORG VICTORIA ANDERSON, M.A., Instructor in English.
CHESTER ANDERS FEE, B.A., Instructor in English.
HOYT C. FRANCHÈRE, M.A., Instructor in English.
FLORENCE JONES, M.A., Instructor in English.
EDWARD DOMINICUS KITTOE, M.A., Instructor in English.
RANDALL V. MILLS, M.A., Instructor in English.
THOMAS FRANCIS MUNDLE, M.A., Instructor in English.
GARDINER BOLSTER STILLWELL, Ph.D., Instructor in English.
ELLSWORTH GRIFFIN BOLSTAD, B.A., Graduate Assistant in English.
VIVIAN GRACE BYERS, B.A., Graduate Assistant in English.
FRANCIS BARTON CAROTHERS, B.A., Graduate Assistant in English.
ROBERT WILLIAM DENT, B.A., Graduate Assistant in English.
MARION LUCILLE FOLEY, A.B., Graduate Assistant in English.

LEAH BERENICE GRIFFIN, B.A., Graduate Assistant in English.
 THOMAS JOSEPH HAWKINS, B.A., Graduate Assistant in English.
 FRANK SHERMAN LARSELL, B.A., Graduate Assistant in English.
 FREDERICK DEAN MOORE, B.A., Graduate Assistant in English.
 LAURIE SAWYER, B.A., Graduate Assistant in English.
 ABRAM WALTER SMITH, B.A., Graduate Assistant in English.
 HAROLD RAMSAY STOBIE, B.A., Graduate Assistant in English.
 JAMES CLINTON VINCENT, B.A., Graduate Assistant in English.

Drama

OTTILIE TURNBULL SEYBOLT, A.M., Associate Professor of Drama; Director of Drama Division.
 HORACE WILLIAM ROBINSON, M.A., Assistant Professor of Drama.
 WILLIAM HOPPE, M.A., Instructor in Drama.
 ADRIAN ELLIS MARTIN, B.A., Secretary, Drama Division.

Speech

*JOHN LAURENCE CASTEEL, M.A., Associate Professor of Speech; Director of Speech Division.
 WOLFRED ANDREW DAHLBERG, M.A., Assistant Professor of Speech.
 JACK BANGS, B.S., Instructor in Speech.
 HOMER HOYER HANNA, M.A., Instructor in Speech.
 DONALD ERWIN HARGIS, M.A., Instructor in Speech.
 MARVIN A. KRENK, M.A., Instructor in Speech.
 JOHN DOUGLAS BLANKINSHIP, B.A., Graduate Assistant in Speech.

Library Training

BERNICE MARGUERITE RISE, A.B., B.S. in L.S., Assistant Professor of Library Training.
 ETHEL R. SAWYER, Ph.B., Assistant Professor of Library Training.
 BEVERLEY CAVERHILL, M.A., Instructor in Library Training.
 OLIVER T. FIELD, B.A., B.A. in L.S., Instructor in Library Training.
 ELIZABETH FINDLY, A.B., B.S. in L.S., Instructor in Library Training.
 BARBARA HOLLIS MCMILAN, B.A., B.S. in L.S., Instructor in Library Training.

Germanic Languages

GEORGE FREDERIC LUSSKY, Ph.D., Professor of Germanic Languages and Literatures; Head of Department.
 EDMUND PHILIP KREMER, J.U.D., Professor of Germanic Languages and Literatures.
 FRIEDRICH GEORG GOTTLIEB SCHMIDT, Ph.D., Professor Emeritus of Germanic Languages and Literatures.
 ASTRID MÖRK WILLIAMS, Ph.D., Assistant Professor of Germanic Languages and Literatures.
 WILLIAM ALBERT ROECKER, M.A., Graduate Assistant in Germanic Languages and Literatures.

* On sabbatical leave, 1940-41.

Philosophy

HARVEY GATES TOWNSEND, Ph.D., Professor of Philosophy; Head of Department.
 ARTHUR RUSSELL MOORE, Ph.D., Research Professor of General Physiology.
 GEORGE REBEC, Ph.D., Prince Lucien Campbell Professor Emeritus of Philosophy.
 BERTRAM EMIL JESSUP, Ph.D., Assistant Professor of English.
 CELESTINE JAMES SULLIVAN, Ph.D., Assistant Professor of Philosophy.

Romance Languages

RAY PRESTON BOWEN, Ph.D., Professor of Romance Languages; Head of Department.
 CHANDLER BAKER BEALL, Ph.D., Professor of Romance Languages.
 LEAVITT OLDS WRIGHT, Ph.D., Professor of Romance Languages.
 CARL LEONARD JOHNSON, Ph.D., Assistant Professor of Romance Languages.
 ANNA McFEELY THOMPSON, M.A., Assistant Professor of Romance Languages.
 CHRISTINA ADELLA CRANE, Ph.D., Instructor in Romance Languages.
 LAURENCE LeSAGE, Ph.D., Instructor in Romance Languages.
 ANIBAL VARGAS-BARON, M.A., Instructor in Romance Languages.
 WILLIAM FRANK BISHOPP, A.B., Graduate Assistant in Romance Languages.
 DONALD G. CASTANIEN, B.A., Research Assistant in Romance Languages.
 JEANE GILMORE, B.A., Research Assistant in Romance Languages.
 FRANCES MARGUERITE HARLAND, M.A., Graduate Assistant in Romance Languages.
 *CLIFTON FERRELL HART, B.A., Graduate Assistant in Romance Languages.
 ROBERT BAKER KNOX, B.A., Graduate Assistant in Romance Languages.
 LOUIS EARL RICHTER, B.A., Graduate Assistant in Romance Languages.
 EMMA JEAN TAYLOR, B.A., Graduate Assistant in Romance Languages.

General Statement

It is the aim of the College of Arts and Letters to train students in the efficient use of language, to familiarize them with the ideals and experience which have been expressed in literature, to liberalize or expand the mind through literary study, and to develop judgment and taste.

The college includes the departments of Classics, English, Germanic Languages and Literatures, and Romance Languages. The Department of Philosophy is administered jointly by the College of Arts and Letters and the College of Social Science. In addition to the major curricula offered by the several departments, the College of Arts and Letters offers a program of general cultural studies leading to a bachelor's degree in general arts and letters.

Requirements for Degrees. The College of Arts and Letters offers work leading to the Bachelor of Arts, the Master of Arts, and the Doctor of Philosophy† degrees. Requirements for the bachelor's degree are stated on another page. The attention of the student working toward the B.A. degree is directed particularly to the requirement of two years (normally 24 term hours) in a foreign

* Resigned, December 31, 1940.

† At the present time candidates for the Ph.D. degree are not accepted by the Department of English or the Department of Germanic Languages and Literatures.

language for which college credit is received. This is the minimum requirement; more advanced study is, of course, required of students majoring in one of the foreign-language departments. Major requirements are indicated in the curricular outlines, and in the departmental sections. Students expecting to teach in the secondary schools should note the requirements for the state teacher's certificate, listed under SCHOOL OF EDUCATION.

Requirements for the M.A. and Ph.D. degrees are stated under GRADUATE DIVISION.

Curricula in Arts and Letters

B.A., M.A., Ph.D. Degrees

General Arts and Letters—English (Literature, Speech, Drama, Prelibrary)—Germanic Languages and Literatures—Greek—Latin—Philosophy—Romance Languages

Curriculum for Majors in General Arts and Letters

	Term hours		
	F	W	S
Freshman Year			
Introduction to Literature (Eng 107, 108, 109) or Survey of English Literature (Eng 101, 102, 103), or any year sequence in a foreign literature which has as a prerequisite two years (or equivalent) of foreign language in college ¹	3	3	3
Foreign language.....	3-4	3-4	3-4
One science sequence satisfying the science group requirement.....	3	3	3
English Composition (Eng 111, 112, 113).....	3	3	3
Military Science (men) or General Hygiene (women).....	1	1	1
Physical Education.....	1	1	1
	14-15	14-15	14-15

Sophomore Year			
Shakespeare (Eng 201, 202, 203).....	3	3	3
Foreign language.....	3-4	3-4	3-4
One of the following sequences in history, any one of which will satisfy the social-science group requirement: Europe in Modern Times (Hst 104, 105, 106) or World History (Hst 204, 205, 206) or English History (Hst 207, 208, 209).....	3	3	3
Military Science (men).....	1	1	1
Physical Education.....	1	1	1
Electives.....	3-7	3-7	3-7
	14-18	14-18	14-18

Suggested Electives: Survey of the Creative Arts (AA 114, 115, 116), Introduction to Philosophy (Phl 201, 202, 203), General Anthropology (Anth 201, 202, 203), Principles of Economics (Ec 201, 202, 203), American National Government (PS 201), American State and Local Governments (PS 202), European Governments (PS 203), General Sociology and Social Interaction (Soc 204, 205, 206), or any course in science or mathematics.

Junior Year			
History of Philosophy (Phl 431, 432, 433) or Philosophy and Literature (Phl 411, 412, 413) or Development of Scientific Thought (Phl 414, 415, 416).....	3	3	3
History of Greece and Rome (Hst 411, 412, 413).....	3	3	3
Any upper-division sequence in English literature or a foreign literature falling with a period prior to 1900.....	3	3	3
Electives.....	6-9	6-9	6-9
	15-18	15-18	15-18

¹ The prerequisite of language study is based on the belief that no one can read in the original tongue the masterpieces of a foreign literature so as to appreciate their literary value without having spent at least two years in a preliminary study of the language.

	Term hours		
	F	W	S
Senior Year			
History of Philosophy (Phl 431, 432, 433) or Philosophy and Literature (Phl 411, 412, 413) or Development of Scientific Thought (Phl 414, 415, 416).....	3	3	3
Any upper-division sequence in English literature or a foreign literature.....	3	3	3
Electives—Aesthetics (Phl 421, 422, 423) recommended.....	9-12	9-12	9-12
	15-18	15-18	15-18

Suggested Curricula for Majors in English

ENGLISH LITERATURE OPTION

Freshman Year			
Survey of English Literature or Appreciation of Literature ¹	3	3	3
Greek, Latin, French, German, or Spanish.....	4	4	4
English or World History, Biological or Physical Science ²	3-4	3-4	3-4
English Composition (Eng 111, 112, 113).....	3	3	3
Military Science (men) or General Hygiene (women).....	1	1	1
Physical Education.....	1	1	1
	15-16	15-16	15-16

Sophomore Year			
Shakespeare (Eng 201, 202, 203).....	3	3	3
Greek, Latin, French, German, or Spanish (continuation).....	3-4	3-4	3-4
History or science ²	3-4	3-4	3-4
American Literature (one term) ³ or electives.....	4	4	4
Military Science (men).....	1	1	1
Physical Education.....	1	1	1
Electives.....	2	2	2
	17-19	17-19	17-19

Junior Year			
English Novel or English Drama.....	3	3	3
English Composition for Teachers (any term), ⁴ or Oral English for Teachers (any term), ⁴ or electives.....	3	3	3
Education ⁵	3	3	3
Period course or sequence of individual authors ⁴	3	3	3
Electives.....	4	4	4
	16	16	16

Senior Year			
English Novel or English Drama.....	3	3	3
Anglo-Saxon, ⁶ Chaucer, ⁶ or elective.....	3	3	3
Period course or sequence of individual authors ⁴	3	3	3
Education ⁵	5	5	5
Thesis ⁶ or elective.....	2-3	2-3	2-3
	16-17	16-17	16-17

¹ Introduction to Literature (Eng 107, 108, 109) does not satisfy the freshman survey requirement for majors in English literature.

² History and science must be taken during the first two years. The order in which they are taken is optional.

³ Required of those intending to teach in secondary schools. For education courses required of students preparing for secondary-school teaching, see SCHOOL OF EDUCATION. Six term hours of elementary psychology are a prerequisite for required education courses.

⁴ English-literature majors must take three upper-division year sequences in literature, each totaling at least nine hours. One of the three should be either English Novel or English Drama, and one either a period course in the 400 group or a sequence of individual authors in the 400 group. No two of the three should fall primarily in the same literary period. Preferably, juniors should take courses in the 300 group, seniors in the 400 group.

⁵ Recommended for students planning to take graduate work in English.

DRAMA OPTION*

Freshman Year	Term hours		
	F	W	S
Speaking Voice, Interpretation, or Choral Reading.....	1-2	1-2	1-2
Greek, Latin, French, German, or Spanish.....	4	4	4
Survey of English Literature, Appreciation of Literature, or Introduction to Literature.....	3	3	3
Group requirements in science or social science ⁷	3-4	3-4	3-4
English Composition (Eng 111, 112, 113).....	3	3	3
Military Science (men) or General Hygiene (women).....	1	1	1
Physical Education.....	1	1	1

16-18 16-18 16-18

Sophomore Year

Interpretation, Theater Workshop, or Speaking Voice.....	3	3	3
Shakespeare (Eng 201, 202, 203).....	3	3	3
Greek, Latin, French, German, or Spanish (continuation).....	3-4	3-4	3-4
Group requirements in science or social science ⁷	3-4	3-4	3-4
Military Science (men).....	1	1	1
Physical Education.....	1	1	1

14-16 14-16 14-16

Junior Year

Technique of Acting, or Play Production.....	3	3	3
Stage Design or elective.....	2-3	2-3	2-3
Playwriting or elective.....	2-3	2-3	2-3
English Drama or elective.....	2-3	2-3	2-3
Elective.....	4-5	4-5	4-5

13-17 13-17 13-17

Senior Year

Technique of Acting, or Play Production.....	3	3	3
English Drama or elective.....	3	3	3
Guild Hall Players and elective.....	9-11	9-11	9-11

15-17 15-17 15-17

SPEECH OPTION*

Freshman Year

Extempore Speaking (Eng 130, 131, 132).....	3	3	3
Foreign language.....	4	4	4
Survey of English Literature, Appreciation of Literature, or Introduction to Literature.....	3	3	3
English Composition (Eng 111, 112, 113).....	3	3	3
Group requirements in science or social science ⁷	3-4	3-4	3-4
Military Science (men) or General Hygiene (women).....	1	1	1
Physical Education.....	1	1	1

18-19 18-19 18-19

Sophomore Year

Argumentation and Persuasion (Eng 230, 231, 232).....	3	3	3
Foreign language (continuation).....	3-4	3-4	3-4
Group requirements in science or social science ⁷	3-4	3-4	3-4
Parliamentary Procedure (Eng 136).....	3	3	3
Shakespeare (Eng 201, 202, 203).....	3	3	3
Military Science (men).....	1	1	1
Physical Education.....	1	1	1
Electives: literature, social science, or drama.....	1-3	1-3	1-3

15-19 15-19 16-19

Junior Year

Public Address (Eng 330, 331, 332).....	3	3	3
Public Discussion (Eng 309).....	2	2 or 2	2
Literature: English Novel, Twentieth-Century Literature, or elective.....	3	3	3
History: Modern Europe or U.S.....	3	3	3
Electives: literature, social science, drama, education ⁸	5-7	5-7	5-7

14-18 14-18 14-18

* A major curriculum combining work in the Speech Division and in the Drama Division can be arranged for students desiring it.

⁷ Social science and science must be taken during the first two years. The order in which they are taken is optional.

⁸ Elective hours may be taken in fields of particular interest to the student. Prospective teachers must take education courses, and English or social-science norms.

Senior Year

	Term hours		
	F	W	S
Conduct of Group Discussion (Eng 333).....	2	-	-
Public Discussion (Eng 309).....	-	2	or 2
English Composition for Teachers (Eng 324).....	3	-	-
English Drama or elective.....	3	-	-
Electives: social science, drama, education ⁸	7-10	12-13	12-13

15-18 15-18 15-18

PRELIBRARY OPTION

The University of Oregon does not at the present time offer a major in library training.⁹ Those who plan to become librarians should, however, have a broad general education. Most of the better class of library training schools require a college degree for entrance. The following curriculum has been planned in conformity with the requirements for admission to these schools. It is recommended that only students who have a scholarship record which makes them eligible for honors should consider entering the field of librarianship.

Since it is essential that library workers have a reading knowledge at least of French and German, it is recommended that not less than two years of each of these languages be taken in college. A knowledge of Latin is also desirable.

The use of the typewriter by the touch system should be learned, preferably in high school, by all persons planning to go into library work.

Freshman Year

Survey of English Literature.....	3	3	3
French, Latin, or German.....	4	4	4
Second foundation course.....	3-4	3-4	3-4
English Composition (Eng 111, 112, 113).....	3	3	3
Military Science (men) or General Hygiene (women).....	1	1	1
Physical Education.....	1	1	1

15-16 15-16 15-16

Suggested Electives: American Literature, Speaking Voice or introductory course in speech, Elementary Journalism, General Zoology, English History.

Sophomore Year

French, Latin, or German (continuation).....	4	4	4
Shakespeare (Eng 201, 202, 203).....	3	3	3
Psychology or third foundation course.....	3-4	3-4	3-4
Military Science (men).....	1	1	1
Physical Education.....	1	1	1
Electives.....	3-4	3-4	3-4

15-17 15-17 15-17

Suggested Electives: English History, Principles of Economics, Modern Governments, World History, Twentieth-Century Literature.

Junior Year

English Novel.....	3	3	3
Language requirements.....	3-4	3-4	3-4
Criticism.....	2	2	2
Reading and Conference or elective.....	8-10	8-10	8-10

16-19 16-19 16-19

Suggested Electives: Modern Europe, Cultural Anthropology, Reference Work, Book Selection, American Fiction, American Poetry, American Prose Writers, Scandinavian Literature, Literature of the Ancient World.

Senior Year

English Drama or other upper-division literature courses.....	3	3	3
History of Philosophy.....	3	3	3
Elective.....	3	3	3
Reading and Conference or elective.....	6-9	6-9	6-9

15-18 15-18 15-18

Suggested Electives: Literature of the Renaissance, Nineteenth-Century Prose, Middle Ages, Renaissance, Political Parties, City Government, Political Theory, Eighteenth-Century Literature.

⁹ Elective hours may be taken in fields of particular interest to the student. Prospective teachers must take education courses, and English or social-science norms.

⁹ For persons interested in school library work, the University offers a program of library courses in the summer sessions and during the regular school year. Students completing 24 hours in library courses are granted a School Library Certificate.

Suggested Curriculum for Majors in German

The suggested curriculum can be adjusted to suit the student's needs. Courses in education hours must be taken if the student intends to teach in high school. See SCHOOL OF EDUCATION.

Freshman Year			
	Term hours		
	F	W	S
German	4	4	4
Group requirement	3-4	3-4	3-4
Group requirement or second language.....	3	3	3
English Composition (Eng 111, 112, 113).....	3	3	3
Military Science (men) or General Hygiene (women).....	1	1	1
Physical Education	1	1	1
	15-16	15-16	15-16
Sophomore Year			
German (continuation)	3-4	3-4	3-4
Group requirement or second language—Latin, Scandinavian, or Romance	3-4	3-4	3-4
Group requirement	3	3	3
Military Science (men)	1	1	1
Physical Education	1	1	1
Electives	3	3	3
	14-16	14-16	14-16
Junior Year			
German (continuation)	2-3	2-3	2-3
Additional courses in German	3	3	3
Second language—Latin, Scandinavian, or Romance (continuation).....	3-4	3-4	3-4
Philosophy, psychology, sociology, or English.....	3	3	3
Education or elective	4	4	4
	15-17	15-17	15-17
Senior Year			
Advanced courses in German.....	5-6	5-6	5-6
Second language (continuation of previous two years).....	3	3	3
Electives (advanced courses in philosophy, education, or literature recommended)	7-9	7-9	7-9
	15-18	15-18	15-18

Suggested Curriculum for Majors in Latin

Freshman Year			
Latin	3-4	3-4	3-4
Group requirement	3-4	3-4	3-4
Survey of English Literature (Eng 101, 102, 103).....	3	3	3
English Composition (Eng 111, 112, 113).....	3	3	3
Military Science (men) or General Hygiene (women).....	1	1	1
Physical Education	1	1	1
	14-16	14-16	14-16
Sophomore Year			
Latin	3	3	3
Group requirement	3-4	3-4	3-4
Italian or Greek	3-4	3-4	3-4
Elective	3	3	3
Military Science (men)	1	1	1
Physical Education	1	1	1
	14-16	14-16	14-16
Junior Year			
Latin	6	6	6
Italian or Greek	3-4	3-4	3-4
Electives	6-8	6-8	6-8
	15-18	15-18	15-18

Senior Year			
	Term hours		
	F	W	S
Latin	3	3	3
Roman and Greek History (Hst 411, 412, 413).....	3	3	3
Electives	9-12	9-12	9-12
	15-18	15-18	15-18

Suggested Curriculum for Majors in Romance Languages

Freshman Year			
French or Spanish	3-4	3-4	3-4
Group requirement or second foreign language.....	3-4	3-4	3-4
Group requirement	3-4	3-4	3-4
English Composition (Eng 111, 112, 113).....	3	3	3
Military Science (men) or General Hygiene (women).....	1	1	1
Physical Education	1	1	1
	14-17	14-17	14-17
Sophomore Year			
French or Spanish (continuation).....	3-4	3-4	3-4
Group requirement or second foreign language.....	3-4	3-4	3-4
Group requirement	3-4	3-4	3-4
Military Science (men).....	1	1	1
Physical Education	1	1	1
Electives	3-4	3-4	3-4
	14-18	14-18	14-18
Junior Year			
Major language	3-6	3-6	3-6
Second Romance language.....	3-6	3-6	3-6
English Literature	3	3	3
Electives, norm, or education.....	6-3	6-3	6-3
	15-18	15-18	15-18
Senior Year			
Romance language	6-9	6-9	6-9
Electives, norm, or education.....	8-9	8-9	8-9
	14-18	14-18	14-18

General Arts and Letters

THE major in general arts and letters, as distinguished from a major in any one of the departments of the College of Arts and Letters, is designed for students who want to pursue general cultural studies. The work of the first two years serves as an introduction to the main currents of Western European culture, as embodied in representative works of literature, history, and philosophy. In the main the student will become acquainted, during these years, with works which are landmarks in the history of our Western culture, and which are worthwhile in themselves, quite apart from their value as a foundation on which to build the upper-division work in arts and letters.

In the last two years the work in the humanities, the history of scientific ideas, and the application of cultural history to the interpretation of modern trends of civilization, is more intensive.

The major in arts and letters is not one which leads to immediately practical results; it is, however, of unquestioned value in itself and as a preparation for intelligent citizenship, as well as an excellent foundation for the various professions.

DESCRIPTION OF COURSES

LOWER-DIVISION COURSES

AL 1, 2, 3. **First-Year Japanese.** 4 hours each term.

An introduction to the Japanese language, offered as an approach to the study of Japanese culture. Not offered 1941-42. Noble.

AL 4, 5, 6. **Second-Year Japanese.** 4 hours each term.

Grammatical forms, language structure, and practice in reading. Noble.

UPPER-DIVISION COURSES

AL 311, 312, 313. **Literature of the Ancient World.** 3 hours each term.

Greek, Latin, and Hebrew writers considered with special reference to their influence on English literature. Combellack.

AL 477, 478, 479. **Dante and His Times.** (G) 3 hours each term.

Survey of the historical and literary background of the *Divine Comedy*; careful study of the poem and of Dante's minor works; extensive readings from Petrarch and Boccaccio. Lectures and readings in English. Prerequisite: upper-division course in literature. Beall.

Classics

THE Department of Classics offers major curricula in Greek and Latin leading to the Bachelor of Arts degree, and graduate work in these fields leading to the degree of Master of Arts. Students who expect to acquire a knowledge of Greek literature should begin the study of the language in their freshman year. It is strongly urged that intending Latin majors come with at least three and if possible four units of high-school Latin. For nonmajor students who have had no Latin, the department offers a beginning service course, Lat 1, 2, 3. The four-year curriculum, printed on a preceding page, will equip students for high-school teaching of Latin, if the required work in education is taken.

COURSES IN GREEK

LOWER-DIVISION COURSES

Gr 1, 2, 3. **Beginning Greek.** 4 hours each term.

Gleason, *Greek Primer*; J. G. Worth, *Pallas Athene*. Landros.

UPPER-DIVISION COURSES

Gr 305. **Reading and Conference.** Terms and hours to be arranged.

Reading, arranged for the individual student.

Gr 311, 312, 313. **Beginning Greek.** 4 hours each term.

Covers the material of Gr 1, 2, 3, with additional special reading in the field of Greek literature and history. Landros.

Gr 314, 315, 316. **Plato's Dialogues and Homer's Iliad.** 4 hours each term.

Combellack.

Gr 317, 318, 319. **Greek Tragedy.** 3 hours each term.

Selected plays of Aeschylus, Sophocles, and Euripides; survey of the history of the Greek drama. Combellack.

Gr 321, 322, 323. **Greek Historians.** 2 hours each term.

Herodotus, Thucydides, and Xenophon. Lectures on the minor historians. Fall term, Persian Wars; winter term, Sicilian Expedition; spring term, selected portions of Xenophon, *Hellenica*. Combellack.

Gr 324, 325, 326. **Greek Comedy.** 3 hours each term.

The development of comedy from the beginning to the perfected New Comedy. Reading of Aristophanes and Menander. Combellack.

Gr 351, 352, 353. **Greek Prose Composition.** 1 hour each term.

Not offered 1941-42. Landros.

Gr 405. **Reading and Conference.** Terms and hours to be arranged.

Gr 411, 412, 413. **Plato and Aristotle.** (G) 3 hours each term.

Plato, *Republic*; Aristotle, *Ethics* and *Politics*. Reading supplemented by lectures and discussions on the theory and practice of education in ancient Greece. Combellack.

Gr 414, 415, 416. **Attic Orators.** (G) 2 hours each term.

The beginnings and development of Attic oratory. Assigned reading in Antiphon, Andocides, Lysias, Isaeus, Isocrates, Aeschines, and Demosthenes. Landros.

GRADUATE COURSES

Courses numbered 400-499 and designated (G) may be taken for graduate credit.

Gr 503. **Thesis.** Terms and hours to be arranged.

Gr 505. **Reading and Conference.** Terms and hours to be arranged.

Gr 511, 512, 513. **Greek Literature.** Terms and hours to be arranged.

Graduate students choose what they wish to read from a list of selected authors. The historical context of the works read is emphasized. Combellack.

COURSES IN LATIN

LOWER-DIVISION COURSES

Lat 1, 2, 3. **First-Year Latin and Caesar.** 4 hours each term.

The sequence begins with the *First Year Book* and closes with the reading of three books of Caesar's *Gallic War*. Landros.

Lat 4, 5, 6. **Cicero and Vergil.** 4 hours each term.

For students who have had two years of Latin in high school, or three years without Cicero or Vergil. Landros.

Lat 7, 8. **Beginning Latin and Caesar.** 6 hours each term, winter and spring.

A two-term sequence covering the work of Lat 1, 2, 3. Landros.

Lat 101, 102, 103. **Latin Literature: Augustan Age.** 3 hours each term.

Horace, selected *Odes* and *Epodes*; Vergil, *Eclogues*; Livy, Books I and II. Combellack.

Lat 201, 202, 203. **Latin Literature: Silver Age.** 3 hours each term.

Tacitus, *Agricola* and *Germania*; Pliny, selected *Letters*; Martial, selected *Epigrams*; Suetonius, selected *Lives*. Combellack.

UPPER-DIVISION COURSES

Lat 311, 312, 313. **Latin Literature: Silver Age.** 3 hours each term.

Tacitus, *Agricola* and *Germania*; Pliny, selected *Letters*; Martial, selected *Epigrams*; Suetonius, selected *Lives*. Open to sophomores. Not open to students who have had Lat 201, 202, 203. Combellack.

Lat 314, 315, 316. **Ovid: The Metamorphoses.** 3 hours each term.
Landros.

Lat 330. **Advanced Latin Grammar.** 3 hours spring.
Survey of the sounds, forms, and syntax of classical Latin; relation of Latin to other languages; basis of Latin verse; introduction to the principles of philology. Landros.

Lat 405. **Reading and Conference.** Terms and hours to be arranged.

Lat 407. **Undergraduate Seminar.** (G) Terms and hours to be arranged.

Lat 461, 462, 463. **Latin Literature: Historians.** (G) 3 hours each term.
Livy, Tacitus, and others. Landros.

GRADUATE COURSES

Courses numbered 400-499 and designated (G) may be taken for graduate credit.

Lat 503. **Thesis.** Terms and hours to be arranged.

Lat 505. **Reading and Conference.** Terms and hours to be arranged.

Lat 507. **Seminar.** Terms and hours to be arranged.

Lat 511, 512, 513. **Readings in Mediaeval Latin.** Hours to be arranged.
Landros.

Lat 514, 515, 516. **History of Latin Literature.** Hours to be arranged.
Not offered 1941-42. Landros.

Lat 526, 527, 528. **Historical Latin Grammar.** Hours to be arranged.
Landros.

English

THE Department of English offers instruction in literature, written English, speech, drama, and library training. Major options are offered in English literature, speech, drama, and prelibrary. The lower-division courses in English are intended to supply the training in writing necessary to every educated man, to afford a cultural background for those students who can take only two years of work in the field, and to present the necessary foundation for major work in English.

Literature. The study of English literature as arranged by the department begins with an introduction to the general field. This is followed by: a more detailed study of periods; a careful analysis of the chief literary forms such as the novel, drama, and poetry; and a more intensive study of the major authors. The work is conducted by means of lectures, discussion groups, and seminars.

Written English. The end sought in courses in written English is to develop in the student ability to express himself clearly and forcefully in the English language. English Composition (Eng 111, 112, 113) is a required freshman course for all University students. For advanced students courses are provided in special art forms, such as versification, play writing, and short story.

Students who receive a low rating in a placement examination given to all entering students are required to take Corrective English (Eng K) before they are permitted to register for English Composition.

Speech. The purpose of instruction in speech is to give training in the organization and oral communication of knowledge, to aid the student in developing

the power of personal adjustment to a speaking situation, and to prepare him for effective participation in public affairs.

A clinic is maintained by the Speech Division for those who are handicapped by various speech impediments, such as stammering, lisping, nasality, etc. Remedial treatment is suggested for both organic and functional difficulties. Each student receives special attention through individual conferences.

Drama. The Drama Division offers instruction and supervised practice in the technique of acting, in stage and costume design, and in play production. The courses offered will be especially helpful to teachers and community leaders interested in the amateur theater. University Theater, in Johnson Hall, provides facilities for the work of the division.

Library Training. The University offers through the Department of English, during the regular school year and in the summer sessions, a program of courses in library training planned especially for students interested in school library work. Students completing 24 term hours in library courses are granted a School Library Certificate. The Department of English also offers a major option in prelibrary for students intending to enter a graduate library school.

Major Requirements. The major requirements for a bachelor's degree with a major in English are:

(1) Greek, Latin, French, Spanish, or German during both the freshman and sophomore years (two successive years in one of the five languages).

(2) English or World History, and Biological or Physical Science.

(3) Survey of English Literature or Appreciation of Literature, and Shakespeare.

(4) Three upper-division year sequences in literature, each totaling nine term hours. One of the three should be either English Novel or English Drama, and one either a period course in the 400 group or a sequence of individual authors in the 400 group. No two of the three should fall primarily in the same literary period. Drama or speech majors may satisfy this requirement by electing two upper-division year sequences in literature.

State Teacher's Certificate. Majors intending to teach in the secondary schools must satisfy the education and norm requirements for a state teacher's certificate. (See SCHOOL OF EDUCATION.)

Electives. For students majoring in English the following subjects are especially recommended as electives from other departments: philosophy, history aesthetics, psychology, economic history, and sociology.

COURSES IN LITERATURE

LOWER-DIVISION COURSES

*Eng 101, 102, 103. **Survey of English Literature.** 3 hours each term.

From Beowulf to the present. Reading of representative authors, supplemented by lectures. Fall: Beowulf to Milton. Winter: Milton to Byron. Spring: Byron to the present time. Black, Fee, Franchère, Horn, Jessup, Lesch, McCloskey, Mills, Moll, Perkins, Stillwell, Trowbridge, Walker.

* A student may receive credit for only one of the three literature sequences: Eng 101, 102, 103; Eng 104, 105, 106; Eng 107, 108, 109.

***Eng 104, 105, 106. Appreciation of Literature.** 3 hours each term.

The aim of this sequence is to stimulate intelligent enjoyment of literature by providing the student with a definite technique of appreciation. Readings in poetry and in prose cover the whole range of English literature. Emphasis placed on appreciation rather than on chronology or literary history. Satisfies the group requirement. Moll.

***Eng 107, 108, 109. Introduction to Literature.** 3 hours each term.

The purpose of this sequence is to stimulate the appreciation and criticism of literature through an examination of its motives and ideas. Study of some masterpieces in ancient, modern, and contemporary literature. Satisfies group requirement but not the freshman survey requirement for majors in English literature. R. Ernst.

Eng 161. American Literature. 4 hours any term.

American literature from its beginning to the present day. Black.

Eng 162. English Poetry (Oral). 3 hours any term.

Classroom practice in reading aloud.

Eng 201, 202, 203. Shakespeare. 3 hours each term.

Study of the important plays, comedies, histories, and tragedies, in the light of Shakespeare's development. Required for majors. Boyer, Horn, Jessup, Lesch, McCloskey, Moll, Trowbridge.

Eng 264, 265, 266. Literature of the Modern World. 2 hours each term.

The renaissance in Italy, France, Spain, and England; Pascal and puritanism in England; French and English classicism; the novel and other prose forms; the romantic revolt; Victorian literature; Parnassians and symbolists; Ibsen and the modern drama; some consideration of recent development in literature. R. Ernst.

UPPER-DIVISION COURSES

Eng 305. Reading and Conference. Terms and hours to be arranged.

Eng 326. American Fiction. 3 hours fall.

A survey of American fiction from Brown to Dreiser. Walker.

Eng 327. American Poetry. 3 hours winter.

The chief American poets of the nineteenth and twentieth centuries. Walker.

Eng 328. American Prose Writers. 3 hours spring.

A representative selection of prose writers of the nineteenth and twentieth centuries. Walker.

Eng 329. Literature of the West. 3 hours spring.

The literature of the trans-Mississippi region from the days of exploration to the present, with emphasis on the influence of the frontier. Some attention to Oregon literature. Walker.

Eng 361, 362, 363. Twentieth-Century Literature. 3 hours each term.

Representative British and American literature from 1900 to the present. Franchère.

Eng 367, 368, 369. English Novel. 3 hours each term.

From Richardson and Fielding to the present. Boyer.

Eng 380. Browning. 3 hours fall.

Representative readings in the main divisions of Browning's work. Moll.

* A student may receive credit for only one of the three literature sequences: Eng 101, 102, 103; Eng 104, 105, 106; Eng 107, 108, 109.

Eng 394, 395, 396. Nineteenth-Century Poets. 3 hours each term.

A study in successive terms of romantic, Victorian, and contemporary poets. Moll.

Eng 403. Thesis for Honors Candidates. Terms and hours to be arranged.

Eng 405. Reading and Conference. Terms and hours to be arranged.

Eng 407. Seminar in Special Authors. (G) Terms and hours to be arranged.

Eng 411, 412, 413. Anglo-Saxon. (G) 3 hours each term.

Grammar and translation of selected passages. Beowulf. Judith. Not offered 1941-42. Perkins.

Eng. 414. Chaucer. (G) 3 hours fall.

As much of Chaucer's work read as time permits, with careful attention to sources, poetical forms, pronunciation, and grammar. Required course for graduate students in English. Perkins, Lesch.

Eng 415. Late Mediaeval Prose and Poetry. (G) 3 hours winter.

Prose and poetry of the fourteenth and fifteenth centuries, in relation to the social and literary ideas of the period. Perkins.

Eng 416. Arthurian Legend in English Literature. (G) 3 hours spring.

The origin and growth of the Arthurian legend; its use as poetic material by English and American writers. Perkins.

Eng 417, 418, 419. Development of English Language. (G) 3 hours each term.

Anglo-Saxon, Middle English, and Modern English. Changes in syntax, phonetics, and vocabulary. Not offered 1941-42. Perkins.

Eng 420. Wordsworth. (G) 3 hours winter.

Moll.

Eng 421. Spenser. (G) 3 hours winter.

Lesch.

Eng 430. Dryden. (G) 3 hours winter.

Dryden's major works as poet, critic, and dramatist. Trowbridge.

Eng 431, 432, 433. Eighteenth-Century Literature. (G) 3 hours each term.

The prose and poetry of the century studied in relation to the social, political, and aesthetic ideas which gave the period its peculiar character. Horn.

Eng 434, 435, 436. English Drama. (G) 3 hours each term.

The development of English dramatic forms from the beginnings to modern times. Fall term: mediaeval to Elizabethan. Winter term: 1642 to 1870. Spring term: contemporary drama. R. Ernst.

Eng 440. Advanced Shakespeare. (G) 3 hours fall.

An intensive study of several plays with primary emphasis on textual problems and sources. Prerequisite: sophomore sequence or any one-year sequence in Shakespeare. Lesch.

Eng 444, 445, 446. Eighteenth-Century Prose. (G) 3 hours each term.

The letters, memoirs, and essays from Dryden through Johnson. Rise of the periodical. Voltaire and Casanova in England. Walpole and Sterne in France. Lectures on the philosophical backgrounds from Hobbes to Hume. Dr. Johnson and his circle. Not offered 1941-42.

Eng 447, 448, 449. Seventeenth-Century Literature. (G) 3 hours each term.

The poetry and prose from Jonson to Dryden studied in relation to the trends of thought and feeling which characterize the century. Black.

- Eng 450. **Pope.** (G) 3 hours spring.
Trowbridge.
- Eng 451. **Milton.** (G) 3 hours spring.
Lesch.
- Eng 457, 458, 459. **Literature of the Renaissance.** (G) 3 hours each term.
Petrarch, Boccaccio, Machiavelli, Ariosto, Castiglione, Cellini, Villon, Rabelais, Montaigne, Ronsard, Cervantes. English lyric from Wyatt through Herrick. Bacon. Elizabethan and Jacobean dramas expressing the renaissance mood. Trowbridge.
- Eng 460. **Shelley.** (G) 3 hours spring.
Moll.
- Eng 472. **Jacobean Drama.** (G) 3 hours spring.
A study of the dramatists of the period 1603-1642.
- Eng 481, 482, 483. **Nineteenth-Century Prose.** (G) 3 hours each term.
Main currents of thought as reflected in Carlyle, Mill, Newman, Ruskin, Huxley, Arnold, Pater. Boyer.
- Eng 485. **Arnold.** (G) 3 hours spring.
Study of Arnold's critical and creative work, with particular emphasis on the social background and the influence of his ideas upon the thought of the nineteenth and twentieth centuries. Not offered 1941-42.

GRADUATE COURSES

Courses numbered 400-499 and designated (G) may be taken for graduate credit.

- Eng 501. **Research.** Hours to be arranged.
- Eng 503. **Thesis.** Terms and hours to be arranged.
- Eng 505. **Reading and Conference.** Terms and hours to be arranged.
- Eng 507. **Seminar.** Terms and hours to be arranged.
Special Authors.
Romantic Tendencies in the Eighteenth Century. Trowbridge.
English Comedy. Horn.
Elizabethan Drama.
Evolution of Tragedy. R. Ernst.
American Literature. Walker.
History of Criticism. Jessup.
- Eng 511, 512, 513. **Carlyle.** 2 or 3 hours each term.
Carlyle's relation as source or transmitter to the various literary, social, and intellectual movements of the day. Not offered 1941-42.
- Eng 540. **Problems and Methods of Literary Study.** 3 hours fall.
Bibliography and the methods of literary research as an introduction to graduate work. Not offered 1941-42.

COURSES IN WRITTEN ENGLISH

LOWER-DIVISION COURSES

- Eng K. **Corrective English.** 1 hour any term.
No-grade course. A one-term course in the mechanics of English, required of freshmen who receive low ratings in a placement examination given all entering students. Such students must pass this course before they are permitted to register for any other work in written English.

- Eng 111, 112, 113. **English Composition.** 3 hours each term.
The fundamentals of English composition and rhetoric; frequent written themes in the various forms of discourse. Special attention to correctness in fundamentals and to the organization of papers. Prerequisite: satisfactory rating in placement test or in Eng K. Black, staff.
- Eng 211. **Essay Writing.** 3 hours fall or spring.
Advanced work in composition, based on a study of the various forms and models of the essay. Prerequisite: Eng 111, 112, 113. Horn.
- Eng 212. **Advanced Essay Writing.** 3 hours winter or spring.
Advanced study of the essay for those interested in the problems of creative expression and prose style. Prerequisite: Eng 211. Horn.
- Eng 213, 214, 215. **Short-Story Writing.** 2 hours each term.
Designed to develop proficiency in the art of writing the short story. Prerequisite: consent of instructor. Thacher.
- Eng 217. **Business English.** 3 hours any term.
Study of modern practices in business correspondence, primarily for students of business administration. Attention paid to analysis and writing of the principal types of correspondence. Prerequisite: Eng 111, 112, 113. Kittoe.

UPPER-DIVISION COURSES

- Eng 311, 312, 313. **Advanced Short-Story Writing.** 2 hours each term.
For students interested in creative writing, or in professional writing for magazines. Prerequisite: consent of instructor. Thacher.
- Eng 314, 315. **Criticism.** 3 hours each term, fall and winter.
Book and play reviewing, supplemented by readings from the English critics. Twelve lectures on the great critics, from Aristotle to Croce. Critical work on the psychological novel, modern poetry, and modern drama. Prerequisite: consent of instructor. Walker.
- Eng 317, 318, 319. **Versification.** 2 hours each term.
Verse writing, with study of various verse forms as mediums of expression. Analysis and discussion of class work. Open to freshmen and sophomores. Alternates with Eng 321, 322, 323. Prerequisite: consent of instructor. A. Ernst.
- Eng 321, 322, 323. **Play Writing.** 3 hours each term.
Creative experiment in the writing of plays, with incidental study of models. Analysis and class discussion of student work in relation to problems of technique—plot, situation, dialogue, characterization, modern adaptations of the play form (radio play, dramatizations, the longer play in scenes). Alternates with Eng 317, 318, 319. Prerequisite: consent of instructor. Not offered 1941-42. A. Ernst.
- Eng 324. **English Composition for Teachers.** 3 hours any term.
For students expecting to teach English in high schools. Practice in writing and a review of the rules of composition. Prerequisite: Eng 111, 112, 113. Perkins.

COURSES IN SPEECH

LOWER-DIVISION COURSES

- Eng 130, 131, 132. **Extempore Speaking.** 3 hours each term.
Fall: study of elementary speaking problems; selection of subject, speech purpose, and organization of materials; adjustment in delivery through class-

room speeches. Winter: development of effective delivery in both action and use of voice. Spring: application of the principles of composition and delivery to speech situations. Bangs, Dahlberg, Hanna, Hargis, Krenk.

Eng 136. Parliamentary Procedure. 1 hour fall or spring.

Study of parliamentary practices indispensable to the conduct of any business meeting. The class is organized as an assembly, with every member taking part in the capacity of secretary, chairman, and speaker from the floor. Much impromptu speaking. Two recitations. Hanna, Krenk.

Eng 230, 231, 232. Argumentation and Persuasion. 3 hours each term.

Methods for study of questions arising in public discussion. Fall: argumentation; evidence, reasoning, investigation of problems and formation of conclusions. Winter: principles of audience psychology, characteristics of various audiences, attention and suggestion. Spring: motivation; principles underlying the response of audiences to the speaker and his argument. Prerequisite: Eng 130. Dahlberg, Hanna, Krenk.

Eng 234. Public Discussion. 2 hours any term.

Study of questions for discussion in public symposiums, radio forums, and community programs; preparation of speeches for delivery before public audiences. Total credit for Eng 234 and Eng 309 limited to 6 term hours. Prerequisite: consent of instructor. Dahlberg, Hargis, Krenk.

UPPER-DIVISION COURSES

Eng 309. Advanced Public Discussion. 2 hours any term.

Study of questions to be discussed in public symposiums, radio forums, and community programs; preparation of speeches for delivery before public audiences. Total credit for Eng 234 and Eng 309 limited to 6 term hours. Prerequisite: consent of instructor. Dahlberg, Hargis, Krenk.

Eng 330, 331, 332. Public Address. 3 hours each term.

Study of the more finished and formal types of public address. Fall: speech composition; characteristics of oral style. Winter: forms of oratory; the forensic, the deliberative, the conventional address, the sermon, the lecture. Spring: extended address; the student writes and delivers an extended lecture. Prerequisite: Eng 230, 231, 232 or consent of instructor. Dahlberg.

Eng 333. Conduct of Group Discussion. 2 hours fall or winter.

Principles and methods of conducting various types of group and conference situations. The committee conference; the board meeting; the open forum; the arbitration council; the social, religious, or literary discussion group—these are taken as types for classroom projects. Methods for the chairman emphasized. Prerequisite: Eng 130.

Eng 334. Oral English for Teachers. 3 hours any term.

Designed to give the prospective teacher speech experience and training. Improvement in personal speech effectiveness sought through class criticism and instruction. Presentation of lesson plans and expositions, oral reading, informal talks. No prerequisite. Dahlberg, Hanna, Hargis.

Eng 337, 338, 339. Radio Program Production. 2 hours each term.

Study of the practical aspects of radio program production. Fall term: problems of radio speaking, news reporting, interviews, round tables. Winter term: dialogue, radio drama. Spring term: radio production, timing, sound effects, advertising. Opportunities for actual broadcasts over station KOAC. Offered by the Speech Division in collaboration with the schools of Music, Journalism, and Business Administration, and the Drama Division. Prerequisite: Eng 130, 131, 132; or Eng 141, 142, 143; or consent of instructor. Hargis.

Eng 486, 487, 488. Speech Pathology. 2 hours each term.

The theory of speech defects and methods of correction. Analysis of clinical procedures. Fall: speech psychology and voice science, in relation to problems of correcting articulatory defects. Winter: nervous speech disorders. Spring: diagnostic and therapeutic techniques. Some clinical experience. For more extensive clinical work, students should register for Eng 489, 490, 491. Prerequisite: Psy 201, 202, 203 or consent of instructor. Eng 486 or 487 prerequisite to Eng 488. Students who have taken Ed 409 may receive education credit for this sequence and for Eng 489, 490, 491. Bangs.

Eng 489, 490, 491. Speech Clinical Practice. 1 hour each term.

Students handle clinical cases and gain experience in the application of theories and methods of speech therapy. Students with defective speech may enter the clinic for correction of defects, but may not receive credit. Prerequisite: consent of instructor. Bangs.

Eng 492, 493, 494. History and Literature of Oratory. 3 hours each term.

Study of the masterpieces of oratorical literature, with attention to the rhetorical theories and practices of the times. Fall: Greek and Roman oratory. Winter: British oratory from Burke to Gladstone. Spring: American oratory; development from prerevolutionary times to the present. Dahlberg, Hargis.

COURSES IN DRAMA

LOWER-DIVISION COURSES

Eng 141, 142, 143. The Speaking Voice. 2 hours each term.

Study and practice of the principles of tone production; development of breath control, tone support, range, and resonance with freedom from nasality, harshness, and other abnormal qualities. Phonetic analysis of English sounds as a basis for pronunciation and for the development of clear and effortless enunciation. Seybolt, Hoppe.

Eng 144, 145, 146. Choral Reading. 1 hour each term.

Group reading of poetry and rhythmic prose for choral effects. Aims: to quicken the individual's appreciation and enjoyment of poetry, to increase his powers in oral interpretation, and to improve the speaking voice. Seybolt.

Eng 241, 242. Interpretation. 2 hours each term.

Oral interpretation of literature. Prerequisite: consent of instructor; open to freshmen by consent of instructor. Seybolt, Hoppe.

Eng 244, 245, 246. Theater Workshop. 2 or 3 hours each term.

Planning and construction of stage settings, costumes, properties; principles of lighting; mechanics of the physical stage. Practical experience in connection with the production of plays. Prerequisite: consent of instructor. Robinson.

Eng 251, 252, 253. Introduction to the Theater Arts. 2 hours each term.

Theater history. Analysis of design, craftsmanship, acting, playwriting, direction, criticism, management. Appreciation of drama, motion picture, and radio play as art forms. Courses in sequence, but may be taken separately. Open to freshmen. Robinson.

UPPER-DIVISION COURSES

Eng 340. Direction of School and Community Plays. 3 hours any term.

Designed to familiarize prospective school teachers with the elementary problems of play production. The actor's voice, diction, and movement on the stage; stage business; the stage picture, simple and inexpensive settings, costuming, and lighting; play selection; copyright and royalties; casting. Seybolt, Robinson.

Eng 341, 342, 343. Technique of Acting. 3 hours each term.

Introduction to the principles of acting technique. Advanced problems in the analysis and presentation of character. Participation in one-act and full-length plays. Open to juniors and seniors. Six or more laboratory periods. Robinson.

Eng 344, 345, 346. Play Production. 3 hours each term.

For prospective directors of plays, operettas, and festivals in schools, colleges, and community theaters. Sources of dramatic material, choice of play, casting and rehearsal of players, production organization. Practical experience in directing a short play. Six or more laboratory periods. Seybolt.

Eng 347, 348, 349. Guild Hall Players. 3 hours each term.

A producing group selected from students who have shown marked ability in Eng 341, 342, 343. Class limited in number. Prerequisite: Eng 341, 342, 343. Six or more laboratory periods. Seybolt.

Eng 351, 352, 353. Stage Design. 3 hours each term.

The physical theater in its social and historical background; forms of theater auditoriums and types of stage settings; costume and lighting as elements of drama; types of theater production; trend of contemporary decoration. Prerequisite: consent of instructor. Robinson.

LIBRARY COURSES

LOWER-DIVISION COURSE

Eng 117. Use of the Library. 1 hour any term.

Training in the use of the card catalog, periodical indexes, and reference books; practical experience in the preparation of bibliographies. As far as possible, problems are coordinated with the student's study program. Field, Caverhill.

UPPER-DIVISION COURSES

Eng 381. Elementary Reference Work. 3 hours winter.

Study of important reference books and other aids to the resources of the library. Practical problems in the use of reference tools. A more advanced course than Eng 117. Findly.

Eng 382. Book Selection and Evaluation. 3 hours spring.

General survey of the best books and authors, old and new, in various fields of writing; principles and standards of judgment interpreted and applied. Practice in book reviewing and annotation. Rise.

Eng 384. School Library Administration. 3 hours fall.

Organization, equipment, administration, and objectives of modern school libraries. McMillan.

Eng 385. Library Practice. 3 hours any term.

Lectures by staff members; sixty hours laboratory practice; required reading of six books from a selected list.

Eng 388, 389. Children's Literature. 3 hours each term, fall and winter.

A survey course intended to give an understanding and appreciation of the best literature for children of all ages. Practical training in book selection. Sawyer.

Eng 390. History of the Book. 3 hours any term.

The various forms, materials, and styles of writing and printing in which books have appeared from the earliest times to the present. Lectures, assigned reading, and study of examples of manuscripts and printing in the Nash, Burgess, and Homer collections of the University Library. Two lectures, 1 three-hour laboratory period. Baker.

Germanic Languages and Literatures

IN the Department of Germanic Languages and Literatures, lower-division, upper-division, and graduate instruction is offered in German and in the Scandinavian languages. The curriculum of the department is planned to provide specialized training for majors, to meet the cultural needs of nonmajor students, and to satisfy the language requirements of other fields and vocations.

COURSES IN GERMAN

LOWER-DIVISION COURSES

GL 1, 2, 3. First-Year German. 4 hours each term.

Grammar; German composition; reading and translation of easy prose and poetry. Lussky, Kremer, Williams.

GL 4, 5, 6. Second-Year German. 4 hours each term.

Grammar, composition, and conversation. Translation of standard German authors. Prerequisite: one year of college or two years of high-school German. Kremer.

GL 7, 8. First-Year German. 6 hours each term, winter and spring.

A two-term sequence covering the work of GL 1, 2, 3. For students entering in the winter term.

GL 201, 202, 203. German Literature. 3 hours each term.

Third year. Reading of masterpieces of various periods. A general survey of German literature. Satisfies group requirement in language and literature. Lussky.

GL 205, 206, 207. Introduction to Germanic Literature. 3 hours each term.

In English. Open to upper-division students. Satisfies group requirement in language and literature. Not offered 1941-42. Lussky.

UPPER-DIVISION COURSES

Courses 300-399 are open to lower-division students.

GL 305. Reading and Conference. 1 to 3 hours any term.**GL 320, 321, 322. Scientific German.** 3 hours each term.

Recommended for students in architecture and allied arts, education, journalism, medicine, music, social science, and science. Students should consult the instructor before registering. Kremer.

GL 331. Die deutsche Novelle. 3 hours fall.

Reading and discussion of outstanding "Novellen." Kremer.

GL 332. Modern German Drama. 3 hours winter.

Representative dramatic masterpieces of the German postclassical period: Kleist, Hebbel, Grillparzer, Sudermann, Hauptmann, etc. Kremer.

GL 333. German Poetry. 3 hours spring.

Poems of Goethe, Schiller, Uhland, etc. Kremer.

GL 334, 335, 336. German Conversation and Composition. 2 hours each term.

Required for students planning to teach German. Williams.

GL 340, 341, 342. **German Culture and Civilization.** 2 hours each term.

A comparative survey of German and European civilization; illustrated by lantern slides. Lectures (in English) on philosophy, poetry, and life, and their relations and principal tendencies in German history. Kremer.

GL 343, 344, 345. **German Literature.** 3 hours each term.

Third year. Reading of masterpieces of various periods. A special review of German literature. Not open to students who have taken GL 201, 202, 203. Lussky.

GL 403. **Thesis.** Terms and hours to be arranged.

For students reading for honors in Germanic languages.

GL 405. **Reading and Conference.** 1 to 3 hours any term.GL 407. **Seminar.** (G) Terms and hours to be arranged.GL 411. **Classical German Drama.** (G) 3 hours fall.

Representative dramatic masterpieces of the German classical period: Lessing, Goethe, Schiller, etc. Lussky.

GL 412. **Modern German Novel.** (G) 3 hours winter.

Intensive study of a few representative masterpieces, accompanied by the reading of selections from many authors. Kremer.

GL 413. **Goethe's Faust.** (G) 3 hours spring.

In German. Part I, with commentary. Lussky.

GRADUATE COURSES

Courses numbered 400-499 and designated (G) may be taken for graduate credit.

GL 503. **Thesis.** Terms and hours to be arranged.GL 505. **Reading and Conference.** 1 to 3 hours any term.GL 507. **Seminar.** Terms and hours to be arranged.GL 508. **Seminar: German Philology.** 3 hours any term.

Gothic, Old High German, Middle High German, or Old Icelandic.

COURSES IN SCANDINAVIAN

LOWER-DIVISION COURSES

GL 11, 12, 13. **Elementary Norwegian.** 3 hours each term.

Grammar and reading of easy prose. The texts are: Einar Haugen, *Beginning Norwegian*; O. Krogh, *Nyere Norsk Prosa*, *Riksmaal*. Alternates with GL 21, 22, 23. Not offered 1941-42. Williams.

GL 14, 15, 16. **Second-Year Norwegian.** 3 hours each term.

Reading of Norwegian authors; composition and conversation. Alternates with GL 24, 25, 26. Williams.

GL 21, 22, 23. **Elementary Swedish.** 3 hours each term.

Grammar and reading of easy prose. The texts are: Im. Björkhagen, *Modern Swedish Grammar*; A. L. Elmquist, *Swedish Reader*; Selma Lagerlöf, *En herrgårdssägen*, or Strindberg, *Mäster Olof*. Alternates with GL 11, 12, 13. Williams.

GL 24, 25, 26. **Second-Year Swedish.** 3 hours each term.

Reading of Swedish authors; composition and conversation. Alternates with GL 14, 15, 16. Not offered 1941-42. Williams.

UPPER-DIVISION COURSES

GL 451, 452, 453. **Scandinavian Literature, Life, and Culture.** 3 or 4 hours each term.

Educational, critical, biographical, and other works and treatises on the literary and cultural life of the Scandinavian countries. Williams.

Philosophy

THE typical approaches to philosophy are three: from literature and the arts, from the social sciences, and from the natural sciences. In the courses offered by the Department of Philosophy, consideration is given to the general problems and speculations which arise out of these special studies.

The lower-division courses in philosophy are designed for students who desire a brief introductory survey only, as well as for those who anticipate more advanced study. The upper-division courses offer a more intensive study of selected philosophical problems. A survey course should precede the more specialized work.

Before securing his degree, a student majoring in philosophy will be expected to have studied the chief works of a representative number of the following authors, whether or not they are read in formal courses: Plato, Aristotle, Augustine, Aquinas, Bacon, Descartes, Leibnitz, Spinoza, Hobbes, Locke, Berkeley, Hume, Kant, Hegel, and Schopenhauer.

The Department of Philosophy is administered jointly by the College of Arts and Letters and the College of Social Science.

DESCRIPTION OF COURSES

LOWER-DIVISION COURSES

Phl 201, 202, 203. **Introduction to Philosophy.** 3 hours each term.

A study of selected elementary problems of knowledge (Phl 201), of natural philosophy (Phl 202), and of valuation and conduct (Phl 203). All three terms are required to satisfy the group requirement. They may, however, be taken in any order; the instruction is planned to enable students to profit by one or two terms' work without completing the sequence. Townsend, Sullivan.

UPPER-DIVISION COURSES

Phl 314, 315, 316. **Logic.** 3 hours each term.

The forms and methods of knowledge, the problem of inference, the nature of evidence, scientific method, and the function and limits of human understanding. Townsend.

Phl 321, 322, 323. **Ethical and Political Theory.** 3 hours each term.

An inquiry into the nature of value and value systems. The ethical nature of man as revealed in an analysis of his desires and the forms of civilization. The individual in society; a critical and historical study of the forms of political organization. Sullivan.

Phl 331, 332, 333. **Philosophy in America.** 3 hours each term.

Survey of philosophical history in America from colonial times to the present. Puritanism, transcendentalism, idealism, pragmatism, and realism. Townsend.

Phl 351, 352, 353. **Contemporary Philosophy.** 3 hours each term.

Study of some common phases of recent philosophical theory, with special attention to Dewey, Santayana, Bergson, and Russell. No prerequisites, but not open to lower-division students. Sullivan.

- Phl 405. **Reading and Conference.** Terms and hours to be arranged.
For students who have had previous study in philosophy.
- Phl 407. **Undergraduate Seminar.** (G) Terms and hours to be arranged.
Work of an advanced and intensive sort for small groups of students.
- Phl 411, 412, 413. **Philosophy and Literature.** (G) 3 hours each term.
The philosophical backgrounds of the literature of modern Europe and America. Sullivan.
- Phl 414, 415, 416. **Development of Scientific Thought.** (g) 3 hours each term.
Preliminary study of classical and mediaeval beginnings, with thorough consideration of renaissance and modern scientific thinking. Special attention to the influence of science on contemporary thought in art and literature. Moore.
- Phl 421, 422, 423. **Aesthetics.** (G) 3 hours each term.
Major theories of beauty and the aesthetic experience—ancient, mediaeval, renaissance, modern, and contemporary. Evaluation of the theories in terms of fruitfulness in interpreting actual data of art in its various major categories, including music, the graphic and plastic arts, and literature. Readings from Plato, Aristotle, Aquinas, Kant, Hegel, Bosanquet, Croce, Dewey, Santayana, Prall, and others. Prerequisite: consent of instructor. Jessup.
- Phl 431, 432, 433. **History of Philosophy.** (g) 3 hours each term.
Survey of European thought from its Greek beginnings down to the present. Townsend.

GRADUATE COURSES

Courses numbered 400-499 and designated (G) or (g) may be taken for graduate credit.

- Phl 503. **Graduate Thesis.** Terms and hours to be arranged.
- Phl 505. **Reading and Conference.** Terms and hours to be arranged.
For graduate students who wish to study in some special field or period under direction.
- Phl 507. **Graduate Seminar.** Terms and hours to be arranged.
Subject selected from the problems and literature of philosophy in accordance with the interests of the group of students and faculty in attendance.

Romance Languages

STUDENTS who enter with one unit of high-school French or Spanish and wish to continue the study of the language should register for First-Year French or First-Year Spanish. Students entering with two units of high-school credit in one of the languages should register for the second-year sequence, and those entering with three units should register for the third-year sequence. Major students in Romance languages take either: (1) a minimum of 30 term hours of upper-division courses in French and as many courses in Spanish or Italian as possible; or (2) a minimum of 24 hours of upper-division courses in Spanish with as many courses in French or Italian as possible. The major curriculum in Romance languages is printed on a previous page.

The curriculum of the department is planned to provide specialized training for majors, to meet the cultural needs of nonmajor students, and to satisfy the language requirements of other fields and vocations.

COURSES IN FRENCH

LOWER-DIVISION COURSES

- RL 1, 2, 3. **First-Year French.** 4 hours each term.
Grammar, pronunciation, composition, conversation. Translation of easy French prose and poetry. Crane, Hart, Johnson, LeSage.
- RL 4, 5, 6. **Second-Year French.** 4 hours each term.
Review of grammar, composition, conversation; translation of modern French authors. Crane, Hart, LeSage, Thompson.
- RL 7, 8. **First-Year French.** 6 hours each term, winter and spring.
Covers in two terms the work of RL 1, 2, 3. For students entering in winter term. Bishopp.
- RL 201, 202, 203. **French Literature.** 3 hours each term.
Third year. Reading of masterpieces of various periods. A general review of French literature. Crane, Johnson, LeSage.
- RL 204, 205, 206. **Seventeenth-Century French Literature.** 3 hours each term.
Reading of representative works of Corneille, Molière, Racine, LaFontaine, Madame de Sévigné, Pascal, and Descartes. Bowen.

UPPER-DIVISION COURSES

- RL 305. **Readings in Romance Languages.** Terms and hours to be arranged.
Bowen, Beall, Wright, Thompson, Johnson.
- RL 311, 312, 313. **French Literature.** 3 hours each term.
Third year. Reading of masterpieces of various periods. A general review of French literature. Not open to students who have taken RL 201, 202, 203. Crane, Johnson, LeSage.
- RL 314, 315, 316. **French Composition and Conversation.** 2 hours each term.
Meets on alternate days with RL 311, 312, 313. Johnson, LeSage.
- RL 317, 318, 319. **Intermediate French Composition.** 2 hours each term.
Includes phonetics. Prerequisite: RL 314, 315, 316. Bowen.
- RL 320, 321, 322. **French Pronunciation and Phonetics.** 2 hours each term.
Reading and dictation. Johnson.
- RL 326, 327, 328. **Advanced French Composition.** 2 hours each term.
Prerequisite: RL 317, 318, 319. Not offered 1941-42.
- RL 403. **Thesis.** Terms and hours to be arranged.
For students reading for honors in Romance languages. Bowen, Wright, Beall, Thompson, Johnson.
- RL 405. **Readings in Romance Languages.** Terms and hours to be arranged.
Bowen, Wright, Beall, Thompson, Johnson.
- RL 411, 412, 413. **Seventeenth-Century French Literature.** (G) 3 hours each term.
Reading of representative works of Corneille, Molière, Racine, La Fontaine, Madame de Sévigné, Pascal, and Descartes. Bowen.
- RL 417, 418, 419. **Nineteenth-Century French Novel.** (G) 3 hours each term.
Required of major students in French. Bowen.
- RL 420, 421, 422. **Modern French Drama and Poetry.** (G) 3 hours each term.
Johnson.
- RL 429, 430, 431. **French Culture and Civilization.** (G) 3 hours each term.
Historical, political, and social backgrounds of French literature and art. Alternates with RL 420, 421, 422. Not offered 1941-42. Johnson.

COURSES IN SPANISH

LOWER-DIVISION COURSES

- RL 11, 12, 13. **First-Year Spanish.** 4 hours each term.
Translation of common prose, conversation, composition, and grammar. Harland, Richter, Vargas-Baron, Wright.
- RL 14, 15, 16. **Second-Year Spanish.** 4 hours each term.
Review of grammar, composition, conversation; translation of modern Spanish authors. Wright, Thompson.
- RL 17, 18. **First-Year Spanish.** 6 hours each term, winter and spring.
Covers in two terms the work of RL 11, 12, 13. For students entering in winter term. Knox.
- RL 207, 208, 209. **Spanish Literature.** 3 hours each term.
Third year. Reading of masterpieces of various periods. A general survey of Spanish literature. Vargas-Baron.

UPPER-DIVISION COURSES

- RL 341, 342, 343. **Spanish Literature.** 3 hours each term.
Third year. Reading of masterpieces of various periods. A general survey of Spanish literature. Not open to students who have taken RL 207, 208, 209. Vargas-Baron.
- RL 347, 348, 349. **Spanish Composition and Conversation.** 2 hours each term.
Meets on alternate days with RL 341, 342, 343. Vargas-Baron.
- RL 350, 351, 352. **Advanced Spanish Composition.** 2 hours each term.
Prerequisite: RL 347, 348, 349. Not offered 1941-42.
- RL 353, 354, 355. **Commercial Spanish.** 2 hours each term.
Spanish commercial correspondence, business forms, industrial readings, conversation. Study of Latin-American countries. Prerequisite: RL 14, 15, 16, or three years of high-school Spanish.
- *RL 441, 442, 443. **Modern Spanish Literature.** (G) 3 hours each term.
Thompson.
- *RL 444, 445, 446. **Spanish-American Literature.** (G) 3 hours each term.
Wright.

COURSES IN ITALIAN AND PORTUGUESE

LOWER-DIVISION COURSES

- RL 31, 32, 33. **First-Year Italian.** 3 hours each term.
Grammar, composition, and translation of modern authors. Beall.
- RL 34, 35, 36. **Second-Year Italian.** 3 hours each term.
Reading of modern authors. Composition. Beall.

UPPER-DIVISION COURSES

- RL 371, 372, 373. **Third-Year Italian.** 2 hours each term.
Reading of selections from representative works of great authors. Reports. Outline of Italian literature. Beall.

* RL 441, 442, 443 or RL 444, 445, 446 required of students majoring in Spanish.

- RL 391, 392, 393. **Elementary Portuguese.** 2 hours each term.
Readings of Portuguese prose and poetry. Open to students who have had two years of Spanish.
- RL 474, 475, 476. **Fourth-Year Italian.** (G) 2 hours each term.
Emphasis upon the classical writers. Beall.
- AL 477, 478, 479. **Dante and His Times.** (G) 3 hours each term.
For description see GENERAL ARTS AND LETTERS. Beall.

GRADUATE COURSES IN ROMANCE LANGUAGES*

Courses numbered 400-499 and designated (G) may be taken for graduate credit.

- RL 503. **Thesis.** Three terms, hours to be arranged.
- RL 505. **Readings in Romance Languages.** Terms and hours to be arranged.
- RL 507. **French Seminar.** Hours to be arranged.
Bowen.
- RL 508. **Spanish Seminar.** Hours to be arranged.
Wright.
- RL 511, 512, 513. **Nineteenth-Century French Literature.** 3 hours each term.
Not offered 1941-42. Bowen.
- RL 514, 515, 516. **Eighteenth-Century French Literature.** 3 hours each term.
Not offered 1941-42. Beall.
- RL 517, 518, 519. **Sixteenth-Century French Literature.** 3 hours each term.
Beall.
- RL 520, 521, 522. **Romance Philology.** 2 hours each term.
Bowen.
- RL 523, 524, 525. **Vulgar Latin and Old Provençal.** 2 hours each term.
Wright.
- RL 529, 530, 531. **Sixteenth- and Seventeenth-Century Spanish Literature.** 3 hours each term.
Not offered 1941-42. Wright.
- RL 535, 536, 537. **Old Spanish.** 2 hours each term.
Wright.
- RL 538, 539, 540. **Old French Readings.** 2 hours each term.
Johnson.

ARTS AND LETTERS AT THE STATE COLLEGE

By action of the State Board of Higher Education on March 7, 1932, all major work in the Oregon State System of Higher Education leading to baccalaureate and advanced degrees in arts and letters was confined to the College of Arts and Letters at the University, and lower-division work (instruction in the freshman and sophomore years) was assigned to both the University and the State College. The lower-division work in English, German, French, and Spanish is essentially the same at both institutions. While it is recommended that stu-

* The graduate courses are given in rotation, according to the needs of the graduate students.

dents intending to major in these fields enter the institution at which major work is offered at the beginning of their freshman year, they may, if they wish, spend their freshman and sophomore years at the State College, and transfer to the University for their major work at the beginning of the junior year, without loss of credit and with fundamental requirements for upper-division standing fully met.

At both institutions, the lower-division program is intended not only to lay the foundation for specialization in arts and letters but also to serve the needs of students majoring in other fields. In addition to the lower-division work, the State College offers upper-division service courses in arts and letters for students in other fields.

The following lower-division and service courses in Arts and Letters are available at the State College:

ENGLISH

LOWER-DIVISION COURSES

Literature

- Eng 101, 102, 103. Literature Survey. 3 hours each term.
 Eng 104, 105, 106. Introduction to Literature. 3 hours each term.
 Eng 161. American Literature. 3 hours fall or spring.
 Eng 201, 202, 203. Shakespeare. 3 hours each term.
 Eng 231. Directed Recreational Reading. 1 or 2 hours.
 Eng 261, 262. Individual Authors. 3 hours fall.
 Eng 263. Great Books. 3 hours winter.
 Eng 264, 265, 266. Continental European Literature. 3 hours each term.
 Eng 271, 272, 273. Contemporary Literature. 3 hours each term.
 Eng 274. The Short Story. 3 hours spring.
 Eng 275. The Bible as Literature. 3 hours spring.
 Eng 276. The Novel. 3 hours winter.

Written English

- Eng K. 1 hour fall or winter.
 Eng 111, 112, 113. English Composition. 3 hours each term.
 Eng 118. Technical Report Writing. 3 hours fall or spring.
 Eng 211. Essay Writing. 3 hours winter.
 Eng 213, 214, 215. Short Story Writing. 2 hours each term.
 Eng 217. Business English. 3 hours any term.
 Eng 218. Creative Writing. 3 hours winter.

Speech

- Sp 111, 112, 113. Extempore Speaking. 3 hours each term.
 Sp 120. Voice and Diction. 3 hours spring.
 Sp 211, 212, 213. Oratory Squad. 2 hours each term.
 Sp 214, 215, 216. Extempore Speaking Squad. 2 hours each term.
 Sp 217, 218, 219. Debating. 2 hours each term.
 Sp 220. Argumentation. 3 hours any term.
 Sp 221. Speech Composition. 3 hours fall.
 Sp 231. Parliamentary Procedure. 3 hours fall or spring.
 Sp 234, 235, 236. Radio Speaking. 3 hours each term.
 Sp 250. Speech Defects. 3 hours spring.

Drama

- Sp 121, 122. Interpretation I, II. 3 hours each term.
 Sp 123. Interpretation III. 3 hours spring.
 Sp 244. Stagecraft and Lighting. 3 hours any term.
 Sp 247, 248, 249. Community Drama. 3 hours each term.
 Sp 251. Workshop Theater Players. 1 to 3 hours any term.

UPPER-DIVISION SERVICE COURSE

- Eng 324. English Composition for Teachers. 3 hours spring.

GERMANIC LANGUAGES

LOWER-DIVISION COURSES

- GL 1, 2, 3. First-Year German. 4 hours each term.
 GL 4, 5, 6. Second-Year German. 4 hours each term.
 GL 201, 202, 203. German Literature. 3 hours each term.

UPPER-DIVISION SERVICE COURSES

- GL 311, 312, 313. German Literature. 3 hours each term.
 GL 320, 321, 322. Scientific German. 3 hours each term.

ROMANCE LANGUAGES

LOWER-DIVISION COURSES

French

- RL 1, 2, 3. First-Year French. 4 hours each term.
 RL 4, 5, 6. Second-Year French. 4 hours each term.
 RL 201, 202, 203. French Literature. 3 hours each term.
 RL 211, 212, 213. Directed Reading in French. 1 hour each term.

Spanish

- RL 11, 12, 13. First-Year Spanish. 4 hours each term.
 RL 14, 15, 16. Second-Year Spanish. 4 hours each term.
 RL 207, 208, 209. Spanish Literature. 3 hours each term.
 RL 214, 215, 216. Directed Reading in Spanish. 1 hour each term.

UPPER-DIVISION SERVICE COURSES

- RL 311, 312, 313. French Literature. 3 hours each term.
 RL 341, 342, 343. Spanish Literature. 3 hours each term.

College of Social Science

Faculty

JAMES HENRY GILBERT, Ph.D., Dean of the College of Social Science.
NELLIE E. FURNISH, Secretary to the Dean.

Anthropology

*LUTHER SHEELEIGH CRESSMAN, Ph.D., Professor of Anthropology; Head of Department.
HOMER GARNER BARNETT, Ph.D., Instructor in Anthropology.
ROBERT FLEMING HEIZER, B.A., Instructor in Anthropology.

Economics

†JAMES HENRY GILBERT, Ph.D., Professor of Economics; Head of Department.
CALVIN CRUMBAKER, Ph.D., Professor of Economics.
DONALD MILTON ERB, Ph.D., Professor of Economics.
VICTOR PIERPONT MORRIS, Ph.D., Professor of Economics.
LOUIS AUBREY WOOD, Ph.D., Professor of Economics.
DELBERT RANSOM FRENCH, Ph.D., Associate Professor of Economics.
BEATRICE AITCHISON, Ph.D., Instructor in Economics.
FRANCIS C. BECK, B.S., Graduate Assistant in Economics.
JAMES CLINTON HARRIS, JR., B.A., Graduate Assistant in Economics.
HARRY CLARE PENTLAND, B.A., Graduate Assistant in Economics.
CLARENCE EDWIN ROSE, B.S., Graduate Assistant in Economics.
‡MARY CATHERINE SORANSON, B.A., Graduate Assistant in Economics.

Geography

WARREN DUPRE SMITH, Ph.D., Professor of Geography; Head of Department.
ALFRED LEWIS LOMAX, M.A., Professor of Business Administration.
JAMES C. STOVALL, M.A., Instructor in Geography.
WILBUR EARL GREENUP, B.S., Graduate Assistant in Geography.

History

DAN ELBERT CLARK, Ph.D., Professor of History; Head of Department.
HENRY DAVIDSON SHELTON, Ph.D., Research Professor of History.
ANDREW FISH, Ph.D., Professor of History.
*JOHN TILSON GANOE, Ph.D., Associate Professor of History.

* On sabbatical leave, 1940-41.

† On sabbatical leave, fall term, 1940-41.

‡ Resigned February 1, 1941.

HAROLD JOYCE NOBLE, Ph.D., Associate Professor of History.
QUIRINUS BREEN, Ph.D., Assistant Professor of History.
GORDON WRIGHT, Ph.D., Assistant Professor of History.
PAUL THOMAS CULBERTSON, Ph.D., Instructor in History.
MABEL MCCLAIN, B.A., B.S., Research Associate in History.
ROBERT DEAN BICKETT, M.A., Graduate Assistant in History.
KENNETH EDWARD PHILLIPS, B.S., Graduate Assistant in History.
DALE EVERINGTON STRICK, B.A., Graduate Assistant in History.

Philosophy

HARVEY GATES TOWNSEND, Ph.D., Professor of Philosophy; Head of Department.
ARTHUR RUSSELL MOORE, Ph.D., Research Professor of General Physiology.
GEORGE REBEC, Ph.D., Prince Lucien Campbell Professor Emeritus of Philosophy.
BERTRAM EMIL JESSUP, Ph.D., Assistant Professor of English.
CELESTINE JAMES SULLIVAN, JR., Ph.D., Assistant Professor of Philosophy.

Political Science

JAMES DUFF BARNETT, Ph.D., Professor of Political Science; Head of Department.
WALDO SCHUMACHER, Ph.D., Professor of Political Science.
HERMAN KEHRLI, M.A., Assistant Professor of Political Science.

Psychology

HOWARD RICE TAYLOR, Ph.D., Professor of Psychology; Head of Department.
ARTHUR RUSSELL MOORE, Ph.D., Research Professor of General Physiology.
LESTER F. BECK, Ph.D., Associate Professor of Psychology.
HAROLD RANDOLPH CROSLAND, Ph.D., Associate Professor of Psychology.
ROBERT W. LEEPER, Ph.D., Assistant Professor of Psychology.
LEONA ELIZABETH TYLER, Ph.D., Instructor in Psychology.
BARNEY CAMPBELL BYBEE, B.S., Graduate Assistant in Psychology.
ABRAHAM CARP, B.S., Research Assistant in Psychology.
WILLIAM AVERY CASS, B.A., Graduate Assistant in Psychology.
SIDNEY JAMES GOFFARD, B.A., Graduate Assistant in Psychology.
JOHN MELVIN LEIMAN, B.S., Graduate Assistant in Psychology.
*GORDON WILSON LINK, B.S., Graduate Assistant in Psychology.

Religion

JAMES RODNEY BRANTON, Ph.D., Professor of Religion.

Sociology

PHILIP ARCHIBALD PARSONS, Ph.D., LL.D., Professor of Sociology; Head of Department.

* Resigned January 13, 1941.

SAMUEL HAIG JAMESON, Ph.D., Professor of Sociology.
 ELON HOWARD MOORE, Ph.D., Professor of Sociology.
 KARL WILLIAM ONTHANK, M.A., Dean of Personnel Administration.
 LAWRENCE STEPHEN BEE, Ph.D., Assistant Professor of Sociology.
 NANETTE ELIZABETH SCHMUKI, B.A., Graduate Assistant in Sociology.

General Social Science

QUIRINUS BREEN, Ph.D., Assistant Professor of Social Science; Chairman, Social-Science Group.
 VICTOR PIERPONT MORRIS, Ph.D., Professor of Economics.
 GORDON WRIGHT, Ph.D., Assistant Professor of History.
 *WILLIAM WALTER CLEMES, B.A., Graduate Assistant in Social Science.
 A. FREEMAN HOLMER, B.A., Graduate Assistant in Social Science.
 FRED WILLIAM RASOR, B.A., Graduate Assistant in Social Science.
 ALDUS CLYDE SMITH, B.A., Graduate Assistant in Social Science.
 RICHARD WILLIAM THOMAS, B.A., Graduate Assistant in Social Science.

General Statement

THE College of Social Science includes the major departments of Anthropology, Economics, Geography, History, Political Science, Psychology, and Sociology, and the nonmajor Department of Religion. The Department of Philosophy is administered jointly by the College of Social Science and the College of Arts and Letters. Major curricula are also offered in general social science and in Pacific Basin studies.

Since the social sciences are concerned particularly with human nature and human relations, education for enlightened citizenship and for leadership in the political and economic life of our time becomes a special task and problem for the College of Social Science. The college recognizes its responsibility and considers education for citizenship and public service a primary aim of its instruction.

Lower-Division Work. The lower-division program is planned to give a sound basis for major work within the college, and to provide an introduction to social science for majors in arts and letters, law, business, journalism, education, etc. Through broad general courses offered by the college and by the several departments, freshman and sophomore students become acquainted with the relations between the several fields, and with the common principles and methods of the social sciences. Particular attention is given to the psychological approach, and to the attitude of the popular mind toward economic and social problems. Besides courses (numbered 100-110, 200-210), which fulfill the group requirement in social science and satisfy major requirements in the social-science departments, a limited number of lower-division courses are offered to fulfill special requirements of other schools, and to provide electives for freshmen and sophomores.

Requirements for Degrees. Special departmental requirements for the Bachelor of Arts or Bachelor of Science degree are stated under the departmental headings. University requirements for these degrees are listed under DEGREES AND CERTIFICATES. Students intending to teach in the secondary schools must fulfill

* Resigned December 31, 1940.

requirements for a state teacher's certificate, listed under SCHOOL OF EDUCATION. The requirements for advanced degrees will be found under GRADUATE DIVISION.

Professional Opportunities. Graduates in social science hold a wide variety of positions. A considerable number are teachers in secondary schools and in colleges and universities. Others have government positions, in the civil service, the foreign service, and with Federal and state commissions and regulatory bodies. Graduates are also employed as advisers and investigators for banks and commercial concerns, and in conducting business and social surveys for cities and chambers of commerce. Many of these positions not only pay good salaries but provide opportunity for continued study and research into vital social and economic problems. Students of law, business, and journalism who have taken a strong minor in social science find the training a valuable asset in their professional careers.

General Social Science

CERTAIN phases of the work of the College of Social Science are broader in scope and objective than the instruction offered by any of the departments of the college. A social-science survey, which gives the student a comprehensive view of social science as a field of knowledge, is offered for freshmen and sophomores; a graduate Social-Science Symposium is conducted cooperatively by the several departments, for study of social problems of the state of Oregon; and major curricula are offered in general social science and in Pacific Basin studies.

Curriculum in General Social Science. The major in general social science is designed for students who wish broad cultural training, and for prospective teachers for whom a departmental major may be too highly specialized. In addition to fulfilling the general University requirements, students following this program must take a minimum of 72 hours in courses numbered 200 or above. This work must include four year sequences numbered 200-210, one in each of four social-science departments. It must also include 24 upper-division hours in the social sciences, earned after receiving the Junior Certificate. The upper-division work must include one two-year sequence (not less than 18 hours) in one department, and one one-year sequence (not less than 9 hours) in each of two additional departments.

Curriculum in Pacific Basin Studies. This curriculum is planned as a liberal-arts program unified through a central interest in the life and problems of the geographical area known as the Pacific Basin. The curriculum includes courses selected from the offerings of the several schools and departments of the University, and is administered by an interdepartmental committee. Dr. Harold J. Noble, associate professor of history, is chairman of the committee. Students should consult Dr. Noble before registering for major work in Pacific Basin studies.

The following upper-division courses are required: Geography of Asia (Geo 431) or Geography of the Pacific (Geo 428); Beginnings and Development of Civilizations (Anth 414, 415, 416); Civilization and Art Epochs (AA 446, 447, 448); Civilizations of China and Japan (Hst 495, 496, 497); History of Social Thought (Soc 451); Economic Problems of the Pacific (Ec 446, 447); Far East in Modern Times (Hst 491, 492, 493). The following courses are recommended: Japanese (AL 1, 2, 3, AL 4, 5, 6); American Foreign Relations

(Hst 473); International Relations (PS 414); Living Religions of the Orient (R 463).

In addition to the undergraduate curriculum, work toward the Master of Arts or Master of Science degree is offered in the field of Pacific Basin studies. Programs of study will be planned in the light of the undergraduate preparation of individual students.

DESCRIPTION OF COURSES

LOWER-DIVISION COURSES

SSc 101, 102, 103. Background of Social Science. 3 hours each term.

Survey of the general field along the following lines: (1) orientation in each of the social sciences; (2) study of the method of science and its application to the social studies; (3) an attempt to create in the student the urge to independent thought through wide reading. Breen.

SSc 104, 105. Background of Social Science. 5 hours each term, winter and spring.

A two-term sequence covering same ground as SSc 101, 102, 103.

SSc 112, 113, 114. Problems of War and Peace. 1 hour each term.

Economic and social aspects of nationalism, consequences of war and international conflict, and agencies for promoting international cooperation and world peace. Open to all lower-division students. Morris.

UPPER-DIVISION AND GRADUATE COURSES

Courses numbered 400-499 and designated (G) may be taken for graduate credit.

SSc 411. Social-Science Synthesis for Teachers. (G) 3 hours fall or winter.

Round-table discussions and projects by students who are meeting the norm requirements for teaching in the social sciences. The aim is to focus the data on actual issues presented by high-school courses in social and community problems.

SSc 508. Social-Science Symposium. Terms and hours to be arranged.

A cooperative study of the social problems of the state of Oregon. Open to qualified senior and graduate students.

Anthropology

LOWER-division, upper-division, and graduate work in anthropology is offered at the University. The lower-division work is designed for students who desire a brief introductory survey only, as well as for those who expect to major in the field. The upper-division courses are arranged to provide a breadth of background and depth of perspective in human society for students in other departments, as well as an integrated curriculum for the specialist.

General Anthropology (Anth 201, 202, 203) and Introduction to Cultural Anthropology (Anth 207, 208, 209) are required for all majors.

DESCRIPTION OF COURSES

LOWER-DIVISION COURSES

Anth 201, 202, 203. General Anthropology. 3 hours each term.

Origin and antiquity of man; development of racial types and their present distribution; growth of civilization; the dynamics of culture. Prerequisite: sophomore standing or consent of instructor. Cressman, Heizer.

Anth 207, 208, 209. Introduction to Cultural Anthropology. 3 hours each term.

The nature of culture; its relation to psychology, biology, geography; the processes of culture: invention, growth, spread, stability, perpetuation; aspects of culture: language, arts, crafts, social institutions, government, religion, law, kinship; types of culture: accents, orientations, disharmonic developments, patterns, and channels. Barnett.

UPPER-DIVISION COURSES

Anth 311, 312, 313. Primitive Thought. 3 hours each term.

Primitive thought as manifested in language: grammar, word order, vocabularies, language acquisition, use, modification, spread. Primitive thought as reflected in art forms: painting, carving, modeling, drama, ritual, unwritten prose, poetry, oratory, mythology. Primitive knowledge: botany, zoology, biology, geography, astronomy, mechanics. Prerequisite: upper-division standing. Barnett.

Anth 401. Research in Anthropology. Terms and hours to be arranged.

Anth 405. Reading and Conference. Terms and hours to be arranged.

Anth 411, 412, 413. Problems of Race and Culture. (G) 2 hours each term.

A critical examination of the theories of the nature of races; theories of the origin and nature of culture, its time and spatial relationships, and its effects upon populations in the development of types. Prerequisite: Anth 207, 208, 209; or Anth 311, 312, 313; or consent of instructor. Cressman.

Anth 414, 415, 416. Beginnings and Development of Civilizations. 3 hours each term.

Beginnings of civilization; its growth in the Near East, Egypt and the Indus region, Europe, and Asia; diffusion to Oceania; beginnings in the New World. Prerequisite: upper-division standing. Alternates with other 400 courses. Cressman, Heizer.

Anth 417, 418, 419. The American Indian. 3 hours each term.

Cultural, racial, and linguistic distribution; domesticated plants and animals, food habits; material culture, social organization, mythology and religion, art. Special attention to the high civilizations of the Incas, Aztecs, and Mayans. Some concentration on the Pacific Northwest in the fall term. Prerequisite: upper-division standing. Barnett.

Anth 431, 432, 433. Primitive Society. (G) 3 hours each term.

Organization and function of society; forms of social units: family, clan, totemic group, sex and age classes; voluntary associations: clubs, secret societies, occupational groups; political units: government, law, justice; social stratification. Religion: cults, animism, deism, ethics, prayer, ritual, sacrifice, priests, shamans, symbolism, magic. Prerequisite: previous work in anthropology. Barnett.

GRADUATE COURSES

Courses numbered 400-499 and designated (G) may be taken for graduate credit.

Anth 501. Research in Anthropology. Terms and hours to be arranged.

Anth 503. Thesis. Terms and hours to be arranged.

Anth 505. Reading and Conference. Terms and hours to be arranged.

Anth 507. Seminar in Anthropology. 3 hours any term.

Seminar for graduate students and selected seniors.

Economics

THE curriculum of the Department of Economics is intended not only to meet the needs of majors but also to provide nonmajor students with an insight into economic facts and problems, as a part of their liberal education and as training for intelligent citizenship. The study of economics is basic for professional training in law, business, and public service.

Principles of Economics (Ec 201, 202, 203) is required of all majors in economics, and prerequisite to all upper-division work. Students intending to major in economics should take a year's work in college mathematics as a basis for courses in statistics. During the junior year all majors must take a year sequence in some well-defined field such as: History of Capitalism to 1750, The Industrial Revolution, The Age of the Corporation (Ec 311, 312, 313); Economic Problems of State Regulation, Economic Problems of Federal Regulation, Government Control of Private Business (Ec 435, 437, 438); Economics of Business Organization and Finance, Economics of Public Utilities, Economics of Overland Transportation (Ec 334, 335, 337); International Trade, International Economic Policies (Ec 440, 441, 442); Conservation of Natural Resources, Economic Problems of the Pacific (Ec 445, 446, 447). During the senior year the student must take Money, Banking, and Economic Crises, followed by Public Finance (Ec 413, 418, 419); or the sequence in Labor Problems, Organized Labor, and Labor Legislation (Ec 425, 426, 427). All seniors must take History of Economic Thought (Ec 470, 471, 472) and Economic Theory and Problems (Ec 475, 476, 477).

DESCRIPTION OF COURSES

LOWER-DIVISION COURSES

Ec 201, 202, 203. Principles of Economics. 3 hours each term.

Principles that underlie production, exchange, and distribution. Practical problems, such as monetary and banking reform, regulation of international trade, the taxation of land values, labor movements, regulation of railways, the control of the trusts, etc. Prerequisite: sophomore standing. Aitchison, Crumbaker, French, Gilbert, Morris.

Ec 204, 205. Principles of Economics. 5 hours each term, winter and spring.
Two-term sequence covering same material as Ec 201, 202, 203. Wood.

UPPER-DIVISION COURSES

Ec 311. History of Capitalism to 1750. 3 hours fall.

The development of economic institutions in Europe and Colonial America to about 1750. Organization of agriculture, industry, commerce, and finance; changes in property rights and forms of contracts; increasing use of credit; economic freedom. Emphasis on understanding of the present. French.

Ec 312. Industrial Revolution. 3 hours winter.

Continuation of Ec 311, covering the period 1750-1850 in Europe and America. Emphasis on long-range social and economic effects of the industrial changes of the period. French.

Ec 313. Age of the Corporation. 3 hours spring.

Use of the corporation as a device for carrying "capitalism" to its present heights. Some emphasis on social and economic importance of "Big Business" in America. French.

Ec 334. Economics of Business Organization and Finance. 4 hours fall.

Descriptive study of the principal characteristics of the several types of business organization; rights, duties, and obligations of investors and managing officers; problems of promoting, organizing, and financing; political and economic problems of the modern giant corporation. Not offered 1941-42. Students may offer Elements of Finance (BA 222) as a substitute to satisfy major requirement. Crumbaker.

Ec 335. Economics of Public Utilities. 4 hours fall.

Analytic study of the economic relationships which establish a public interest in a given business enterprise. Critical study of economic and political problems attending the organization, financing, management, and development of intercorporate and public relations of public utilities. Crumbaker.

Ec 336. Economics of Water Transportation. 4 hours spring.

Economic problems of carriers by water in domestic and foreign commerce, on inland, coastal, and transoceanic waterways; development of a constructive public policy with regard to competition between carriers, the payment of subsidies and aids, and public regulation and control of carriers. Crumbaker.

Ec 337. Economics of Overland Transportation. 4 hours winter.

Economic problems arising out of the operation of contract and common carriers by public highway, airway, and railway. Passenger, freight, express, and mail services; theories of rate making; competition, unification, combination, and coordination of carriers. Crumbaker.

Ec 338. Economic Problems of Government Ownership. 4 hours spring.

Public enterprise studied historically as it involves railroads, banks, etc., and in its contemporary manifestations in connection with public utilities. Administration of government-owned business through chartered corporations and through government departments. Alternates with Ec 336. Crumbaker.

Ec 401. Economic Research. Terms and hours to be arranged.

Students whose records in departmental courses indicate ability of a high order may do advanced work along lines not covered by formal classroom courses. Prerequisite: senior standing and consent of instructor.

Ec 413. Money, Banking, and Economic Crises. (G) 5 hours fall.

Principles of money, laws controlling its value, methods for measuring price levels, and devices for stabilizing purchasing power. Monetary history of the United States and the present monetary system. Principles underlying sound banking and use of credit; the history, causes, and remedies for crises and panics. Gilbert.

Ec 418, 419. Public Finance. (G) 4 hours each term, winter and spring.

Sound principles affecting public expenditure, the raising of revenue, budgetary legislation, financial organization, and the use of public credit. Various forms of taxes. A constructive plan for fiscal reform. Special consideration given to Oregon problems. Gilbert.

Ec 425. Labor Problems. (G) 4 hours fall.

Conditions under which laborers have worked since the industrial revolution. Trade-union policies; strikes and lockouts; trade agreements; conciliation and arbitration; immigration; unemployment; women and children in industry; prison labor; industrial education; etc. Open to students who have studied the principles of economics or the principles of sociology. Wood.

Ec 426. Organized Labor. (G) 4 hours winter.

History of the labor movement; aims, methods, and policies of trade unions, conservative and radical. Students required to interpret the philosophy of unionism and to evaluate the significance of the labor movement. Prerequisite: Ec 425. Wood.

Ec 427. Labor Legislation. (G) 4 hours spring.

Problems facing the employee, employer, and public which call for regulation through public authority. The question of how far such legislation is consistent with the interests of all classes concerned is considered. Wood.

Ec 429. Statistics and Applied Economics. (G) 3 hours spring.

The technique of collecting, classifying, and analyzing quantitative data relating to economic conditions and problems; graphic presentation of economic data through maps, charts, graphs, and diagrams. Prerequisite: Mth 325, 326; or Mth 337. Aitchison.

Ec 435. Economic Problems of State Regulation. (G) 4 hours fall.

Organization, powers, and achievements of state commissions, with special reference to Oregon. Regulation of interstate services; comparative merits of state control and home rule; taxation and regulation of publicly owned utilities; regulation of holding companies. Prerequisite: Ec 334, 335, 336, 337, or 338; or consent of instructor. Crumbaker.

Ec 437. Economic Problems of Federal Regulation. (G) 4 hours winter.

Federal regulation of interstate common carriers and public utilities through Federal boards and commissions. Rates, service, competition, labor relations, security issues, coordination, and combination. Prerequisite: Ec 334, 335, 336, 337, or 338; or consent of instructor. Crumbaker.

Ec 438. Government Control of Private Business. (G) 4 hours spring.

Survey of the general movement to subject business and personal and property rights to regulation by state or Federal agencies. Examination of legislation affecting: trusts and combinations, issuance and marketing of securities, operation of security and produce exchanges, development of fair-trade practices; control under so-called national recovery agencies. Prerequisite: Ec 334, 335, 336, 337, or 338; or consent of instructor. Crumbaker.

Ec 440. International Trade. (G) 3 hours fall.

Theory of international trade; nature and effects of government interference in the form of bounties, subsidies, import and export duties; commercial policies of the more important nations.

Ec 441, 442. International Economic Policies. (G) 3 hours each term, winter and spring.

Economic problems originating in or aggravated by the World War I, and the remedial policies proposed. The economic clauses of the Treaty of Versailles; reparations; interallied debts; economic activities of the League of Nations; economic causes and effects of World War II; international problems of the business depression and efforts at recovery.

Ec 445. Conservation of Natural Resources. (G) 3 hours fall.

Inventory of natural resources in mineral wealth, water, soil, timber, etc.; practices leading to waste and extravagance. Public policy which prevents needless waste, promotes restoration, and encourages conservation. Not offered 1941-42. Morris.

Ec 446, 447. Economic Problems of the Pacific. (G) 3 hours each term, winter and spring.

Resources, trade, economic policies, and interdependence in the Pacific area, with special emphasis on the Far East. Not offered 1941-42. Morris.

Ec 450, 451. Modern Theories of Social Reform. (G) 3 hours each term, winter and spring.

Various suggested theories involving more or less radical changes in the economic order, and criticism of these theories. Wood.

Ec 465. Economic Problems of Social Security. (G) 3 hours fall.

Historical background. Fiscal, administrative, and constitutional problems of social security. Foreign and American experience with unemployment and old-age insurance, with special reference to Oregon; compensation for industrial injuries and occupational diseases. Wood.

Ec 466. Labor and Remuneration. (G) 3 hours winter.

The course of real wages in Europe and America during several centuries. Successive wage theories evolved in the modern period. Analysis and correlation of present-day wage statistics in the United States. Systems of wage payment. Influence of trade unions on wages. Wood.

Ec 467. Labor and Agrarian Movements. (G) 3 hours fall.

Historical and critical study of various labor and agrarian movements in the United States and Canada. Efforts to secure closer cooperation, economic and political, between organized labor and the farming class; results appraised. Wood.

Ec 469. Measurement of Economic Trends. (G) 2 hours winter.

Recent developments in analysis of economic time series; the application of these to the measurement of economic trends. Prerequisite: Mth 325, 326; or Mth 337. Aitchison.

Ec 470, 471, 472. History of Economic Thought. (G) 3 hours each term.

The evolution of man's ideas about economic matters. Prerequisite: Ec 201, 202, 203. French.

Ec 475, 476, 477. Economic Theory and Problems. (G) 2 hours each term.

Economic theories and their application to current economic problems. Value, price distribution, money and credit, public credit and finance, foreign trade and exchange, international and intercommunity debtor-creditor problems, tariffs, imperialism, international and domestic cartels and trusts, marketing and transportation, etc. Required for majors in economics. Prerequisite: senior standing. Crumbaker.

Ec 480, 481. Mathematical Economics. (G) 3 hours each term, fall and winter.

Study of the leading English and American economists employing the mathematical approach to economic theory and problems; analytical and critical examination of mathematical economics. Prerequisite: Mth 101, 102, 103 or equivalent; Ec 470, 471, 472 or Ec 475, 476, 477; and consent of instructor. Aitchison.

Ec 482. Statistical Economics. (G) 3 hours spring.

Theory and practice in the quantitative verification of economic principles and in the solution of practical problems. 2 lectures; 1 laboratory period. Prerequisite: Mth 448; Ec 480, 481; and consent of instructor. Aitchison.

GRADUATE COURSES

Courses numbered 400-499 and designated (G) may be taken for graduate credit.

Ec 501. Research in Economics. Terms and hours to be arranged.

Original work for thesis purposes. Gilbert, staff.

Ec 503. Thesis. Terms and hours to be arranged.**Ec 507. Economics Seminar.** Terms and hours to be arranged.

Geography

THE Department of Geography offers a major curriculum leading to the bachelor's degree, lower-division and service courses for nonmajor students, and graduate work leading to the Master of Arts or Master of Science degree. Certain courses offered by the departments of Anthropology, Economics, and History, and by the School of Business Administration, will be accepted for partial fulfillment of the requirements for a major in geography.

DESCRIPTION OF COURSES

LOWER-DIVISION COURSES

- Geo 105, 106, 107. Introductory Geography.** 3 hours each term.
A general introduction to the field of geography, in sequence as follows: Geo 105, principles of geography; Geo 106, economic geography; Geo 107, human geography. Stovall.
- Geo 108, 109, 110. Introductory Geography Laboratory.** 1 hour each term.
Laboratory exercises to supplement Geo 105, 106, 107. Stovall.
- Geo 215. Climatology.** 3 hours.
Preview of the elements of meteorology; intensive study of the climates of the earth, based upon Köppen's *Classification*. Offered alternate years. Prerequisite: Geo 105, 106, 107 or G 101, 102, 103. Stovall.
- Geo 218. Field Geography.** 2 or 3 hours spring.
Intensive study of a limited area near Eugene; elementary map making and studies of economic and human geography. Stovall.
- Geo 219, 220. Cartography.** 3 hours each term, fall and winter.
Study and practice of map making and map projection. Comparative study of different types used in the United States and in other countries. Prerequisite: G 101, 102 or Geo 105, 107. Stovall.

UPPER-DIVISION COURSES

- Geo 314. Regional Geography.** 3 hours fall.
The natural region as a geographic unit. Study of specially selected natural regions of the globe. Prerequisite: Geo 105, 106, 107. Stovall.
- Geo 316. Geomorphology.** 3 hours.
Systematic study of land forms in their relation to the cultural landscape. Emphasis on the geographic cycle in the study of topographic development. Offered alternate years. Prerequisite: Geo 105, 106, 107 or G 101, 102, 103. Smith.
- Geo 317. Physiography of the United States.** 3 hours.
Continuation of Geo 316. More detailed study of the physiography of the United States. Follows such books as Fenneman's *Physiography of the United States* and Bowman's *Forest Physiography*. Offered alternate years. Smith.
- Geo 320. Political Geography.** 3 hours spring.
Study of political boundaries and aspirations of various nations as they grow out of the natural regional setting. Such topics as colonies, raw materials, migrations, foreign trade reviewed in the light of the needs of individual nations and surrounding regions. Offered alternate years. Prerequisite: Geo 105, 106, 107. Stovall, Smith.

- Geo 323. Physical Geography of the Pacific Northwest.** 3 hours fall.
The physical "build" of the Pacific Northwest and its general relation to neighboring regions and to the world at large. Emphasis on the geology and geomorphology of the region as a basis for a study of economic, social, and political problems. Lomax.
- Geo 324. Economic Geography of the Pacific Northwest.** 3 hours winter.
A critical study of the economic resources of the region; mineral, forest, and agricultural resources; fisheries and scenery; special emphasis on mineral resources. Lomax.
- Geo 325. Human and Political Geography of the Northwest.** 3 hours spring.
Some of the larger economic, social, and political problems growing out of the geographical background of the region. Special emphasis on population shifts within the last decade, and adjustments resulting from these. Lomax.
- Geo 401. Research.** Terms and hours to be arranged.
- Geo 405. Reading and Conference.** Terms and hours to be arranged.
- Geo 422, 423, 424. Advanced Economic Geography.** 3 hours each term.
Intensive study of economic geography, designed for upper-division students. Prerequisite: Ec 201, 202, 203; and Geo 105, 106, 107 or G 101, 102, 103. Lomax.
- Geo 426. Geography of Europe.** (G) 3 hours.
Lectures and laboratory work; laboratory work based on Lobeck's *Physiographic Diagram of Europe*. Some of the special problems of Europe today studied in light of the physiographic and economic background of the continent. Offered alternate years. Prerequisite: Geo 105, 106, 107 or G 101, 102, 103. Smith.
- Geo 428. Geography of the Pacific.** (G) 3 hours.
Intensive study of the Pacific region; physical geography and natural resources; some attention to the outstanding social, economic, and political questions as they are influenced by the physical background of the more important countries bordering this ocean. Offered alternate years. Prerequisite: Geo 105, 106, 107 or G 101, 102, 103. Smith.
- Geo 429. Geography of North America.** (G) 3 hours.
Lectures, laboratory, and discussions on the physiography and resources of the continent, and social reactions as influenced by these. Laboratory study based on Lobeck's *Physiographic Diagram of the United States*. Offered alternate years. Prerequisite: Geo 105, 106, 107 or G 101, 102, 103. Stovall.
- Geo 430. Geography of South America.** (G) 3 hours.
Survey of the essential facts concerning the physical, economic, and human geography of the continent; the outstanding economic, social, and political trends in South America, as influenced by these facts. Offered alternate years. Prerequisite: Geo 105, 106, 107 or G 101, 102, 103. Smith.
- Geo 431. Geography of Asia.** (G) 3 hours.
Lectures, discussions, and laboratory. Survey of the physical geography of the continent, and of the main economic, social, and political problems in relation to geography. Prerequisite: Geo 105, 106, 107 or G 101, 102, 103. Offered alternate years, alternating with Geo 428 and Geo 430. Smith.
- Geo 432. Geography of Africa.** (G) 3 hours.
Lectures, discussions, and laboratory. Survey of the physical geography of the continent, and of the main economic, social, and political problems in relation to its geography. Prerequisites: Geo 105, 106, 107 or G 101, 102, 103. Offered alternate years. Smith, Lomax.

GRADUATE COURSES

Courses numbered 400-499 and designated (G) may be taken for graduate credit.

- Geo 501. **Research.** Terms and hours to be arranged.
Special problems in Pacific Northwest geography. Limited to qualified seniors and graduates.
- Geo 503. **Graduate Thesis.** Terms and hours to be arranged.
Special problems based on field work in geography assigned according to the needs of the student.
- Geo 505. **Reading and Conference.** Terms and hours to be arranged.
- Geo 507. **Seminar in Geography.** Terms and hours to be arranged.

History

THE curriculum of the Department of History includes courses in world history and in the development of Western Civilization, and a comprehensive program of elementary and advanced work in American and English history. Courses are also offered in the history of the Orient.

Special attention is given to culture history as a distinct field. See: World History (Hst 204, 205, 206); Intellectual History of Western Europe (Hst 414, 415, 416); Great Historians (Hst 417, 418, 419); History of Civilization in the United States (Hst 460, 461, 462); Forces and Influences in American History (Hst 479); Civilizations of China and Japan (Hst 495, 496, 497).

Requirements for Bachelor's Degree. For a bachelor's degree with a major in history, a student must complete 36 term hours of work in history, including: Modern Europe (Hst 341, 342, 343), History of the United States (Hst 371, 372, 373), Historical Method (Hst 420), and 12 additional hours in upper-division history courses. Students planning to teach in the secondary schools must take required education courses, and fulfill the social-science norm. See SCHOOL OF EDUCATION.

Requirements for Master's Degree. In addition to requirements imposed by the Graduate Division, candidates for the master's degree with a major in history are required to take courses carrying graduate credit in three different fields of history. The student's fields must be approved by the department.

DESCRIPTION OF COURSES

LOWER-DIVISION COURSES

- Hst 104, 105, 106. **Europe in Modern Times.** 3 hours each term.
European history and the spread of European civilization from about the time of the religious reformation until the present. Fall term: 1500 to 1789. Winter term: 1789 to 1848. Spring term: 1848 to the present. Wright.
- Hst 204, 205, 206. **World History.** 3 hours each term.
The great civilizations of the world in review. From the Stone Age to the present. Sheldon.
- Hst 207, 208, 209. **English History.** 3 hours each term.
A general survey, covering political, economic, social, intellectual, and religious developments. Fish.

UPPER-DIVISION COURSES

- Hst 341. **Modern Europe: 1815-1870.** 3 hours fall.
History of Europe from 1815 to the Franco-Prussian War. Noble.
- Hst 342. **Modern Europe: 1870 to 1914.** 3 hours winter.
History of Europe from 1870 to the outbreak of the World War. Noble.
- Hst 343. **Modern Europe Since 1914.** 3 hours spring.
History of Europe from the beginning of the World War to the present. Noble.
- Hst 371, 372, 373. **History of the United States.** 3 hours each term.
From the establishment of independence to the present day. Clark.
- Hst 377. **Oregon History.** 2 hours any term.
Detailed study of the building of civilization in the Pacific Northwest. Clark, Ganoë.
- Hst 403. **Thesis.** Terms and hours to be arranged.
- Hst 405. **Reading and Conference.** Terms and hours to be arranged.
Readings and conferences with members of the staff. Designed for honors students.
- Hst 411. **History of Greece.** (G) 3 hours fall.
Political and cultural history of ancient Greece. Not offered 1941-42. Breen.
- Hst 412, 413. **History of Rome.** (G) 3 hours each term, winter and spring.
Winter term: history of Rome from its earliest beginnings to the end of the Republic. Spring term: the period of the Empire. Not offered 1941-42. Breen.
- Hst 414, 415, 416. **Intellectual History of Western Europe.** (G) 3 hours each term.
Development of the Western European mind; origins of contemporary mental attitudes; history of the freedom of thought. Fish.
- Hst 417, 418, 419. **Great Historians.** (G) 3 hours each term.
Study of the works of the great writers of history from the time of the Greeks, with special emphasis upon the historians of the nineteenth century. Fish.
- Hst 420. **Historical Method.** (G) 2 hours.
Introduction to the method of historical research and history writing. Ganoë.
- Hst 421, 422, 423. **Middle Ages.** (G) 3 hours each term.
History of Europe from the decline of the Western Roman Empire to the age of the councils. Fall term: to 1000 A.D. Winter term: to 1200 A.D. Spring term: to the Council of Constance. Breen.
- Hst 431. **Renaissance.** (G) 3 hours fall.
The Italian phase of the Renaissance; its spread to other sections of Europe. Breen.
- Hst 432. **Reformation.** (G) 3 hours winter.
The disruption of the Church in Western Europe, the Counter Reformation, and the religious wars. Breen.
- Hst 433. **Age of Monarchy.** (G) 3 hours spring.
The rise of national states, with emphasis upon the period from the Treaty of Westphalia to the French Revolution. Breen.
- Hst 441. **French Revolution and Napoleon.** (G) 3 hours spring.
Study of the social, political, and economic conditions giving rise to the French Revolution. History of Europe from 1789 to 1815. Not offered 1941-42. Wright.

- Hst 445. **Post-War Europe.** (G) 3 hours spring.
Study of the problems of Europe after the Great War, with emphasis upon their international aspects. Not open to students who have had Hst 343. Not offered 1941-42. Wright.
- Hst 446. **Recent Germany.** (G) 3 hours fall.
Comparative study of the Empire and the Republic, treating the political, economic, and cultural life of the German people since 1871. Wright.
- Hst 447. **Recent Russia.** (G) 3 hours winter.
Study of the tsarist regime in Russia, the work of the reformers, the successive revolutions, and the rise of the present government. Not offered 1941-42. Wright.
- Hst 448. **Recent France.** (G) 3 hours spring.
Political and cultural survey of France since Napoleon, with emphasis on the period since 1871. Wright.
- Hst 460, 461, 462. **History of Civilization in the United States.** (G) 2 hours each term.
Science, philosophy, religion, education, ethical standards, newspapers, magazines, development of social classes, cities, economic expansion, in their interrelations. Sheldon.
- Hst 466. **Tudor England.** (G) 3 hours fall.
The political, social, economic, and intellectual development of England through the reigns of the Tudor sovereigns, 1485-1603. Fish.
- Hst 467. **British Overseas Empire.** (G) 3 hours winter.
History of the British colonies: India, Canada, Australia, South Africa, etc. Not offered 1941-42. Fish.
- Hst 468. **History of Canada.** (G) 3 hours.
Discovery and exploration; French rule; British conquest; the political, economic, and social development down to the present time. Fish.
- Hst 469. **Twentieth-Century England.** (G) 3 hours spring.
Recent social, political, economic, and intellectual changes in Great Britain. Fish.
- Hst 470, 471, 472. **Leading Americans.** (G) 2 hours each term.
Study of American leaders who have been outstanding in their periods. Ganoe.
- Hst 473, 474. **American Foreign Relations.** (G) 3 hours each term.
History of the relations of the United States with other powers; the development of American foreign policies. Clark.
- Hst 475, 476. **History of the West.** (G) 3 hours each term.
History of the American frontier. First term: the early American frontier. Second term: the trans-Mississippi West. Not offered 1941-42. Clark.
- Hst 477. **History of the Pacific Northwest.** (G) 3 hours.
Detailed study, largely from sources, of the building of civilization in the Pacific Northwest. Required for graduate students planning to present theses in the field of Oregon history. Prerequisite: Hst 371, 372, 373 or consent of instructor. Clark, Ganoe.
- Hst 478. **History of Political Parties in the United States.** (G) 3 hours.
Origin and history of political parties in the United States; issues, policies; changes in methods of nomination; presidential campaigns; minor parties; etc. Clark.

- Hst 479. **Forces and Influences in American History.** (G) 3 hours.
Geographic influences; influence of the frontier; inheritance and tradition; immigration; economic forces; nationalism; sectionalism; manifest destiny; democracy; leadership; etc. Clark.
- Hst 480. **Colonial North America.** (G) 3 hours fall.
A study of the establishment of the European colonies in America and their development until 1783. Ganoe.
- Hst 481. **Colonial South America.** (G) 3 hours winter.
The story of the conquest and organization of Spain's American empire, and of the wars of independence. Ganoe.
- Hst 482. **Hispanic America Since 1815.** (G) 3 hours spring.
Ganoe.
- Hst 483, 484, 485. **Constitutional History of the United States.** (G) 3 hours each term.
Origin of the Constitution; development of the national government since 1787. Ganoe.
- Hst 486, 487. **American Economic History.** (G) 3 hours each term, fall and winter.
All phases of the economic development of the United States. Given alternate years. Not offered 1941-42. Ganoe.
- Hst 491, 492, 493. **Far East in Modern Times.** (G) 3 hours each term.
Political, economic, and diplomatic history of China, Japan, and Korea, with some attention to Asiatic Russia and the Philippines, from the middle of the nineteenth century to the present. Noble.
- Hst 495, 496, 497. **Civilizations of China and Japan.** (G) 2 hours each term.
Origin, development, and influence of factors shaping the culture and civilization of China and Japan. Noble.

GRADUATE COURSES

Courses numbered 400-499 and designated (G) may be taken for graduate credit.

- Hst 501. **History Research.** Terms and hours to be arranged.
Research problems assigned and supervised by the instructor in whose field the problem is found.
- Hst 503. **History Thesis.** Terms and hours to be arranged.
- Hst 505. **Reading and Conference.** Terms and hours to be arranged.
- Hst 507. **History Seminar.** Terms and hours to be arranged.
European History. Breen, Wright.
English History. Fish.
American History. Clark, Sheldon, Ganoe.
History of the Pacific Northwest. Clark, Ganoe.
History of the Far East. Noble.
- Ed 543. **History of American Education.** 3 hours fall.
The intellectual development of America with special reference to education. Open to seniors on consent of instructor. Sheldon.
- Ed 551, 552. **Liberalism and Modern Education.** 3 hours each term, fall and winter.
For students in history and education. Papers on source material. Sheldon.

Philosophy

THE typical approaches to philosophy are three: from literature and the arts, from the social sciences, and from the natural sciences. In the courses offered by the Department of Philosophy, consideration is given to the general problems and speculations which arise out of these special studies.

The lower-division courses in philosophy are designed for students who desire a brief introductory survey only, as well as for those who anticipate more advanced study. The upper-division courses offer a more intensive study of selected philosophical problems. A survey course should precede the more specialized work.

Before securing his degree, a student majoring in philosophy will be expected to have studied the chief works of a representative number of the following authors, whether or not they are read in formal courses: Plato, Aristotle, Augustine, Aquinas, Bacon, Descartes, Leibnitz, Spinoza, Hobbes, Locke, Berkeley, Hume, Kant, Hegel, and Schopenhauer.

The Department of Philosophy is administered jointly by the College of Social Science and the College of Arts and Letters.

DESCRIPTION OF COURSES

LOWER-DIVISION COURSES

Phl 201, 202, 203. Introduction to Philosophy. 3 hours each term.

A study of selected elementary problems of knowledge (Phl 201), of natural philosophy (Phl 202), and of valuation and conduct (Phl 203). All three terms are required to satisfy the group requirement. They may, however, be taken in any order; the instruction is planned to enable students to profit by one or two terms' work without completing the sequence. Townsend, Sullivan.

UPPER-DIVISION COURSES

Phl 314, 315, 316. Logic. 3 hours each term.

The forms and methods of knowledge, the problem of inference, the nature of evidence, scientific method, and the function and limits of human understanding. Townsend.

Phl 321, 322, 323. Ethical and Political Theory. 3 hours each term.

An inquiry into the nature of value and value systems. The ethical nature of man as revealed in an analysis of his desires and the forms of civilization. The individual in society; a critical and historical study of the forms of political organization. Sullivan.

Phl 331, 332, 333. Philosophy in America. 3 hours each term.

Survey of philosophical history in America from colonial times to the present. Puritanism, transcendentalism, idealism, pragmatism, and realism. Townsend.

Phl 351, 352, 353. Contemporary Philosophy. 3 hours each term.

Study of some common phases of recent philosophical theory, with special attention to Dewey, Santayana, Bergson, and Russell. No prerequisites, but not open to lower-division students. Sullivan.

Phl 405. Reading and Conference. Terms and hours to be arranged.
For students who have had previous study in philosophy.

Phl 407. Undergraduate Seminar. (G) Terms and hours to be arranged.
Work of an advanced and intensive sort for small groups of students.

Phl 411, 412, 413. Philosophy and Literature. (G) 3 hours each term.

The philosophical backgrounds of the literature of modern Europe and America. Sullivan.

Phl 414, 415, 416. Development of Scientific Thought. (g) 3 hours each term.

Preliminary study of classical and mediaeval beginnings, with thorough consideration of renaissance and modern scientific thinking. Special attention to the influence of science on contemporary thought in art and literature. Moore.

Phl 421, 422, 423. Aesthetics. (G) 3 hours each term.

Major theories of beauty and the aesthetic experience—ancient, mediaeval, renaissance, modern, and contemporary. Evaluation of the theories in terms of fruitfulness in interpreting actual data of art in its various major categories, including music, the graphic and plastic arts, and literature. Readings from Plato, Aristotle, Aquinas, Kant, Hegel, Bosanquet, Croce, Dewey, Santayana, Prall, and others. Prerequisite: consent of instructor. Jessup.

Phl 431, 432, 433. History of Philosophy. (g) 3 hours each term.

Survey of European thought from its Greek beginnings to the present. Townsend.

GRADUATE COURSES

Courses numbered 400-499 and designated (G) or (g) may be taken for graduate credit.

Phl 503. Graduate Thesis. Terms and hours to be arranged.

Phl 505. Reading and Conference. Terms and hours to be arranged.

For graduate students who wish to study in some special field or period under direction.

Phl 507. Graduate Seminar. Terms and hours to be arranged.

Subject selected from the problems and literature of philosophy in accordance with the interests of the group of students and faculty in attendance.

Political Science

THE courses in political science are designed to encourage independent thinking about political problems and to promote intelligent citizenship and effective participation in public affairs, through the critical study of the organization and practical operation of American, European, and international governments.

Training for Public Service. The curriculum of the Department of Political Science has been recently revised to provide the nucleus of a strong program of study to prepare students for careers in public service and administration. There is a limited but growing demand in governmental agencies for university graduates with training in political science and related social sciences; but only superior students with sound preparation can hope to qualify for desirable positions.

In the freshman and sophomore years, the student's program should include basic courses in American government (national, state, and local), psychology, sociology, economics, history, and geography. Courses in statistics and accounting are recommended as desirable preparation. To an increasing extent a knowledge of statistics is an indispensable qualification for positions in public service. Students are advised to take college mathematics during their freshman or sophomore year to satisfy the prerequisite for admission to statistics courses.

DESCRIPTION OF COURSES

LOWER-DIVISION COURSES

- PS 201. **American National Government.** 4 hours fall.
The national government, with special attention to practical operation and contemporary reforms. Barnett, Schumacher.
- PS 202. **American State and Local Governments.** 4 hours winter.
The state and local governments, with special attention to practical operation and contemporary reforms in Oregon. Barnett, Schumacher.
- PS 203. **European Governments.** 4 hours spring.
Organization and operation of the governments of England, France, Germany, Italy, Russia, Switzerland, and Japan, with special attention to the government of England. Barnett, Schumacher.

UPPER-DIVISION COURSES

- PS 311. **Elementary Law.** 5 hours winter.
A very general introduction to the law. For nonprofessional students. Barnett.
- PS 346. **Rural Government.** 3 hours winter.
Local government in rural areas. Organization and operation of counties, townships, school districts, and various types of utility districts, with special attention to conditions in Oregon. Prerequisite: PS 201, 202, 203.
- PS 403. **Thesis.** Terms and hours to be arranged.
Schumacher.
- PS 405. **Reading and Conference.** Terms and hours to be arranged.
Barnett, Schumacher.
- PS 411, 412, 413. **Principles of Public Administration.** (G) 3 hours each term.
General principles of administrative organization, public budgeting, personnel management, purchasing, and reporting, with special reference to the Federal government and to selected governmental agencies in Oregon. Prerequisite: PS 201, 202, 203. Kehrl.
- PS 414. **Political Parties and Election Problems.** (G) 4 hours fall.
The nature, organization, and operation of political parties, with special attention to conditions in the United States; election and recall of officers; proportional representation; representation of vocational interests; initiative and referendum; civil-service reform. Barnett.
- PS 415. **City Government.** (G) 4 hours winter.
Organization and operation of city government, with special attention to contemporary reforms in the United States. Barnett.
- PS 417. **International Relations.** (G) 4 hours fall.
The nature and history of international relations. Schumacher.
- PS 418. **World Politics.** (G) 4 hours winter.
Political and economic realities affecting international interdependence, conflict, and cooperation. Schumacher.
- PS 419. **International Organization.** 4 hours spring.
The League of Nations, the World Court, and other types of international organization for the promotion of peace and concert between nations. Schumacher.

- PS 420. **Democracy.** (G) 4 hours fall.
Study of the problems inherent in popular government, with special reference to the democratic institutions in operation in the United States. Schumacher.
- PS 421. **Public Opinion.** (G) 4 hours winter.
Study of the methods of formation and control of public opinion. Schumacher.
- PS 422. **Political Problems.** (G) 4 hours spring.
Investigation of current governmental problems. Schumacher.
- PS 425. **The Executive in American Government.** (G) 3 hours.
A study of the growing importance of the executive in all branches of American government, with particular emphasis on the part played by the national executive in legislation, in judicial matters, and in foreign policy.
- PS 426. **British Government.** (G) 3 hours spring.
The organization and operation of the national government, with special attention to the relations between Parliament and the executive; local government in England; the government of Canada. Prerequisite: PS 201, 202, 203.
- PS 427. **Foreign Service of the United States.** (G) 4 hours fall.
Organization, functions, and activities of the Department of State, and of our diplomatic and consular agencies. Comparisons with the foreign services of other countries. Prerequisite: PS 201, 202, 203 or equivalent. Schumacher.
- PS 431. **History of European Political Theory.** (G) 3 hours fall.
A chronological treatment of the development of political theories from the time of the Greeks to the present. Prerequisite: PS 201, 202, 203.
- PS 432. **History of American Political Theory.** (G) 3 hours winter.
A chronological treatment of the development of American political theories from early colonial days to the present. Prerequisite: PS 201, 202, 203.
- PS 433. **Political Theory.** (G) 4 hours spring.
Study of the main concepts of political theory, mostly from the works of modern writers. Barnett.
- PS 442. **International Law.** (G) 4 hours winter.
Principles of international law. Barnett.
- PS 450. **City Administration.** (G) 2 hours fall.
A study of the operation of city government, including planning, improvements, public health and safety, public utilities, and finance. Prerequisite: PS 201, 202.
- PS 451. **Public Personnel Administration.** (G) 2 hours winter.
A study of technical aspects of public personnel administration, with special projects. Prerequisite: Mth 325, 326 or equivalent; Psy 341, 342 or equivalent.
- PS 452. **Public Planning.** (G) 2 hours spring.
A study of recent developments in state, regional, and national planning, with attention to selected problems of administration. Prerequisite: PS 201, 202.
- PS 484. **Constitutional Law.** (G) 4 hours fall.
Study of the Federal Constitution as interpreted by the courts. Chiefly a discussion of leading cases. Barnett.
- PS 487. **Law of Municipal Corporations.** (G) 3 hours spring.
Principles of the law of municipal corporations. Chiefly a discussion of leading cases. Open to students credited with at least one course in law. Barnett.

GRADUATE COURSES

Courses numbered 400-499 and designated (G) may be taken for graduate credit.

- PS 501. Research in Political Science.** Terms and hours to be arranged. Schumacher.
- PS 503. Graduate Thesis.** Terms and hours to be arranged. Schumacher.
- PS 505. Reading and Conference.** Terms and hours to be arranged.
- PS 507. Seminar in Political Science.** Terms and hours to be arranged. Schumacher.

Psychology

LOWER-division, upper-division, and graduate work in psychology is offered at the University. The lower-division courses are intended to prepare for major work in the field, and to provide an introduction to psychology as a part of the cultural education or professional training of nonmajor students. Two terms of elementary psychology are prerequisite to all upper-division courses in the School of Education.

The department has excellent facilities for psychological research. The University Library contains unusually extensive and complete files of the psychological journals.

DESCRIPTION OF COURSES

LOWER-DIVISION COURSES

- Psy 201, 202, 203. General Psychology.** 3 hours each term.
Introductory study of behavior and conscious processes. Survey of experimental studies of motivation, learning, thinking, perceiving, and individual differences. Scientific approach to problems of personal and social adjustment. Crosland, Leeper, Taylor, Tyler.
- Psy 208, 209, 210. General Psychology Laboratory.** 1 hour each term.
Introduction to experimental methods. Laboratory work coordinated with Psy 201, 202, 203. One laboratory period each week. Beck.

UPPER-DIVISION COURSES

- Psy 201, 202, 203 or equivalent** is an indispensable prerequisite to all upper-division courses in psychology.
- Psy 301. Research.** Terms and hours to be arranged.
Special individual work on a selected problem for training in methods of research.
- Psy 303. Thesis.** Terms and hours to be arranged.
Undergraduate thesis work; recommended for but not required of major students in psychology.
- Psy 305. Reading and Conference.** Terms and hours to be arranged.
Reading arranged for students eligible to work for honors.
- Psy 334, 335. Social Psychology.** 3 hours each term, winter and spring.
Psychological processes involved in social communication, transmission of custom, social change, social cooperation and interdependence, group conflict, public opinion, social control of the individual, crowd behavior, and leadership. Leeper.

- Psy 336. Character and Personality.** 3 hours winter.
Development, functioning, and measurement of personality in normal individuals, with emphasis upon the mode of operation of the social environment on personality, rather than upon material related to abnormal psychology. Leeper.
- Psy 341, 342. Individual Differences.** 2 hours each term, fall and winter.
Importance and extent of individual differences in various human traits; origin, measurement, and practical significance. Tyler.
- Psy 411. Genetic Psychology.** (G) 3 hours fall.
Study of the growth of behavior during the prenatal period, infancy, and early childhood. Facts and theories pertaining to the development of locomotion, perception, emotion, intelligence, language, and social behavior in the young child. Beck.
- Psy 412. Adolescence, Maturity, and Senescence.** (G) 3 hours winter.
Study of the behavior changes during adolescence, maturity, and old age. Intended to follow Psy 411. Beck.
- Psy 413. Abnormal Psychology.** (G) 3 hours spring.
Survey of various forms of unusual behavior, including anxiety states, hysteria, hypnotic and spiritualistic phenomena, and the major psychoses. Special attention to normal motives and adjustment mechanisms as they are exaggerated in the behavior of the so-called neurotic person. Beck.
- Psy 415, 416, 417. Advanced Laboratory.** (G) 2 hours each term.
Thorough training in laboratory techniques used in the study of problems of general psychology. Beck.
- Psy 421, 422, 423. Systematic Psychology.** (G) 2 hours each term.
Contemporary psychological systems, with special emphasis on Gestalt psychology, purposive behaviorism, topological psychology, and psycho-analysis. The aims of psychology as a science, the nature of explanation, and the nature and use of abstractions in psychology. Leeper.
- Psy 431, 432. Clinical Methods in Psychology.** (G) 3 hours each term, fall and winter.
Practice in administering, scoring, and interpreting individual and group examinations in the fields of intelligence, special aptitude, and personality. Consideration of essential statistical procedures. Special training in diagnosis of actual cases. Field work during laboratory periods. Tyler.
- Psy 434, 435, 436. Physiological Foundations of Human Behavior.** (G) 3 or 4 hours each term.
The material basis and physiology of animal behavior, nerve physiology, tropisms, and conditional reflexes; effects of environment and internal secretions on animal conduct. Lectures and laboratory, 3 hours; journal club, reviewing recent experimental studies, 1 hour. Prerequisites: General Chemistry and General Zoology, or consent of instructor. Moore.
- Psy 443. Psychometrics.** (G) 2 hours spring.
Principles underlying the construction, validation, and standardization of psychological tests and rating scales. Prerequisite: Mth 325, 326; or Mth 337; or Ed 515; or equivalent training. Tyler.
- Psy 451, 452, 453. Advanced Experimental Psychology.** (G) 3 hours each term.
Thorough study of periodical literature of general psychology, especially that which has not yet been summarized in textbooks. The point of view is consistently experimental. Opportunity offered for an experimental project to coordinate with class discussions. Crosland.

- Psy 461. Psychology of Testimony.** (G) 3 hours fall.
Psychological analysis of the reliability of testimony and proof of guilt. Crosland.
- Psy 462. Nature of Intelligence.** (G) 3 hours spring.
Survey of the history and theory of intelligence testing. Individual and group testing as exemplified in the Binet and Army Alpha scales. What do such tests measure? Evaluation of the concept "general intelligence." Taylor.
- Psy 463. Employment Psychology.** (G) 3 hours winter.
The rise and the scope of industrial psychology; methods of vocational selection and job analysis. Results of research in regard to accidents, fatigue, and monotony. Industrial motivation from the psychological point of view. Taylor.
- Psy 465. Motivation.** (G) 2 hours spring.
Review of changing conceptions with regard to motivation, particularly as a result of physiological studies, experimental work in the field of animal behavior, and the experimental and conceptual contributions of topological psychology. Alternates with Psy 469. Leeper.
- Psy 467. Conditioning.** (G) 2 hours fall.
A study of the experimental literature on conditioned responses; the significance of conditioning for theories of learning and for practical problems of emotional habits and social attitudes. Not offered 1941-42. Leeper.
- Psy 468. Trial-and-Error Learning.** (G) 2 hours winter.
Problem solving in its simplest form, overt trial-and-error learning; the development of skills important in industry, athletics, and music. Implications for general learning theory. Not offered 1941-42. Leeper.
- Psy 469. Ideational Learning.** (G) 2 hours spring.
Study of experimental and theoretical literature on memorizing, problem-solving thinking, and creative thinking. Not offered 1941-42. Leeper.
- Psy 470, 471. Comparative Psychology.** (G) 2 hours each term, fall and winter.
The contribution of research on animal behavior to basic experimental and theoretical problems of psychology, such as maturation, inheritance of abilities, learning, and nervous mechanisms of behavior. Classwork and individual laboratory projects. Alternates with Psy 467, 468. Leeper.
- Psy 473, 474, 475. History of Psychology.** (G) 2 hours each term.
Contemporary psychological concepts traced back to their origins; the influence of chronological and biographical factors stressed in connection with each topic. Not offered 1941-42. Crosland.

GRADUATE COURSES

Courses numbered 400-499 and designated (G) may be taken for graduate credit.

- Psy 501. Research.** Terms and hours to be arranged.
Original work on a special problem of an advanced nature, under direction of a member of the staff.
- Psy 502. Research Symposium.** Terms and hours to be arranged.
Reports of original investigations by students and staff members; reviews of current research in related fields.
- Psy 503. Thesis.** Terms and hours to be arranged.
Thesis required of all candidates for advanced degrees.

- Psy 507. Seminar (Biopsychology).** Three terms, 1 to 3 hours each term.
Given in a three-year cycle, with a different series of topics each year. Discussion of literature and experimental techniques. Topic for 1941-42: peripheral nervous system. Moore.
- Psy 511. Psychology of Attention and Perception.** 2 hours fall.
Phenomena of attention, perception, and apperception considered from various points of view: objectivist, subjectivist, centralist, realist, idealist, empiricist, nativist, gestaltist. Special consideration of the modern conception of attention and perception influential in medicine, psychiatry, ethics, and education. Training in special techniques of research if desired. Crosland.
- Psy 512. Psychology of Memory and the Image.** 2 hours winter.
Various phases of mental organization manifested in conscious memory phenomena, and in imagination. Eidetic imagery, dissociation, assimilation, organization, and generalization of memory contents. Technical and practical applications considered. Practice in the methodology of this field if desired. Crosland.
- Psy 516. Seminar in Abnormal Psychology.** 2 hours fall.
Intensive study of the data and theories, including psychoanalysis, with special reference to current literature. Alternates with Psy 415. Beck.
- Psy 518. Association.** 2 hours spring.
Doctrines of association, as related to habit formation, memories and imagination, imagery, attention, complexes and diagnosis of mental ailments, diagnosis of guilty knowledge, assimilation, conception, illusions, and hallucinations. The reflex arc and the irreversibility of nerve conduction. Practical research experience if desired. Crosland.
- Psy 525, 526, 527. Seminar in Experimental Psychology.** 2 hours each term.
Discussions and reports of experimental movements in contemporary psychology. Designed to supplement Psy 451, 452, 453, but open to upper-division or graduate students who have a satisfactory foundation for the work. Crosland.
- Psy 530. Seminar in Genetic Psychology.** 2 hours spring.
Intensive study of selected special topics in the theory, data, and methods of genetic psychology. Emphasis placed on the newer developments, including psychoanalysis and Gestalt. Alternates with Psy 417. Beck.

Religion

COURSES in religion were offered at the University for the first time during the academic year 1933-34, under the auspices of the faculty Committee on Religious and Spiritual Activities. In 1934-35 a nonmajor Department of Religion was established in the College of Social Science.

The Department of Religion is nonsectarian in spirit, the aim being to acquaint students with the far-reaching influence of religion in the cultural history of the world. The instruction is planned in accordance with the same standards of authoritative scholarship recognized in other departments of the institution.

Through these courses, the University seeks to develop an appreciation of the nature and processes of religious thought and experience, and to relate these facts to the life and problems of our time. The work is also intended to meet the needs of students whose major work in other fields fits them for positions of

leadership, and who can become effective and influential in the religious and spiritual life of their communities through a better understanding of the power of religion over men's lives and over the destiny of civilization.

DESCRIPTION OF COURSES

LOWER-DIVISION COURSES

- R 111, 112, 113. **Life Objectives.** 2 hours each term.
Designed to develop in the student the habit of reflective thinking in the evaluation of himself, of life, of the world, and of human society. Branton.
- R 211, 212, 213. **The Bible and Civilization.** 3 hours each term.
A survey of the literature of the Old Testament and the New Testament to discover its significance for civilization. How the Bible came into being; how its influence was preserved and extended. Branton.

UPPER-DIVISION COURSES

- R 322. **Psychology of Religion.** 3 hours winter.
A study of the psychology of various forms of religious behavior. Branton.
- R 323. **Philosophy of Religion.** 3 hours spring.
An inquiry into the nature of religion, with an effort to clarify its basic underlying convictions. An analysis of the religious factor in culture and civilization. Branton.
- R 461. **Religions of Classical Antiquity.** (g) 3 hours fall.
Theories of the origin of religion. Animistic religion, early Greek and Roman religion, religion of the Graeco-Roman world. Branton.
- R 462. **Judaism and Christianity.** (g) 3 hours winter.
History of the two religions; how they arose, the social conditions bearing on their development, their internal struggles, their beliefs. Branton.
- R 463. **Living Religions of the Orient.** (g) 3 hours spring.
Study of Islam, Hinduism, Buddhism, Confucianism, Taoism, Shinto, and other living religions, with special reference to their origins, organization, philosophy, and sacred literature. Branton.

Sociology

LOWER-division, upper-division, and graduate courses in sociology are offered at the University. It is a major aim of the work in sociology to contribute to training in citizenship by giving the student an understanding of the principles that govern human associations and relationships. Particular attention is paid to attitudes and habits of mind, to characteristic reactions to public events and social institutions, and to contemporary social problems.

The basic sequence in General Sociology (Soc 204, 205) is prerequisite to most of the advanced courses in sociology. During their lower-division years, majors in sociology must take one of the following courses, in addition to General Sociology: Social Interaction (Soc 206), Problems of Child Welfare (Soc 207), Poverty and Dependency (Soc 208), or Modern Movements for Social Betterment (Soc 215). Majors should consult their advisers in the Department of Sociology at the beginning of their junior year concerning additional requirements.

General Sociology, followed by Social Interaction, Problems of Child Welfare, or Poverty and Dependency, will satisfy the lower-division group requirements in social science.

DESCRIPTION OF COURSES

LOWER-DIVISION COURSES

- Soc 204, 205. **General Sociology.** 3 hours each term, winter and spring.
Analysis of social organization and culture; social changes and movements as affected by culture and by biological and physical environmental factors. Prerequisite to advanced courses in sociology. Bee, Jameson, Moore.
- Soc 206. **Social Interaction.** 3 hours fall or spring.
The nature of contacts and reciprocal give-and-take processes among the various groups and types of human beings; analysis of the development of social personality, with special attention to social processes and the consequent results upon the interacting persons and groups. Jameson.
- Soc 207. **Problems of Child Welfare.** 3 hours spring.
The child-welfare movement in the United States; the changing social and legal status of the child, child labor, juvenile delinquency, and other problems; current and proposed policies. Bee.
- Soc 208. **Poverty and Dependency.** 3 hours spring.
The underlying causes of poverty; methods of social adjustment and social reorganization for its amelioration or elimination. Moore.
- Soc 213, 214. **Modern Social Problems.** 2 hours each term, fall and winter.
Designed to orient the student in the field of applied sociology. Modern social problems considered as the result of forces at work in society. The problem of the decay of civilization studied in the light of historic examples, to determine whether or not continuous cultural evolution is possible. Parsons.
- Soc 215. **Modern Movements for Social Betterment.** 3 hours spring.
Survey of traditional charities and corrections; development of the American system of public and private relief and reformation; the present movement in the direction of public welfare; recent radical movements in nondemocratic countries. Parsons.

UPPER-DIVISION COURSES

- Soc 305. **Reading and Conference.** Terms and hours to be arranged.
- Soc 315. **Criminology.** 3 hours fall.
An analysis of the nature of the phenomenon of crime, with specific reference to the causative factors involved, *e.g.*, physical-environmental, physiological, and sociocultural; criticism of present attitudes toward crime and the criminal. Visits to penal and rehabilitative institutions required work in the course. Prerequisite: Soc 204, 205, or elementary psychology, or consent of the instructor. Jameson.
- Soc 318. **Social Unrest.** 3 hours fall.
Nature and causes of social unrest as manifested in political, economic, and social disturbances and movements. Illustrations drawn from unrest of women and youth, and from current disturbances in religion, philosophy, and art. Parsons.
- Soc 320. **Personnel Problems of Junior Officers.** 2 hours fall.
Organization and practice of guidance in student groups in the field of scholarship; personality-adjustment problems and techniques; methods and requirements in freshman courses; similar studies combined with actual prac-

- tice. For house scholarship officers and students preparing for guidance work. Open to scholarship officers in living organizations; others by consent of instructor. Onthank, personnel staff.
- Soc 327, 328. **Methods of Social Research.** 3 hours each term, winter and spring. An analysis and evaluation of the different methods of research in use in the social sciences; the particular type of problem to which each is applicable. The case study; the interview method; the use of schedules and questionnaires. Bee.
- Soc 338. **Matrimonial Institutions.** 3 hours winter. Study of the origin and development, nature and function, of the matrimonial institutions of contemporary civilization, with special consideration of current problems of marriage and the family. Prerequisite: Soc 204, 205 or consent of instructor. Parsons.
- Soc 348. **Methods of Social Work.** 3 hours winter. Introduction to the fields of social work for students who have professional interests in this direction; brief history of the development of social work; types of social case work; qualifications for and training of social workers. Moore.
- Soc 351. **Social Control.** 3 hours spring. Techniques and agencies of control by which the behavior of crowds, classes, associations, and publics is conspicuously directed toward desired ends. Moore.
- Soc 361, 362, 363. **Sociological Aspects of Religious Institutions.** 2 hours each term. The relation of religion to the development of other social institutions and to contemporary social problems. Parsons.
- Soc 403. **Thesis for Honors Candidates.** Three terms, hours to be arranged.
- Soc 405. **Reading and Conference.** Terms and hours to be arranged.
- Soc 411, 412, 413. **Advanced Personnel Practice.** (G) 2 hours each term. Designed to give student leaders an understanding of their problems, and to develop techniques for handling these problems; study combined with actual practice; for scoutmasters, teachers, student deans, and others preparing for guidance work. Limited to advanced students holding positions of responsibility or preparing for professional practice. Prerequisite: consent of instructor; Soc 204, 205; elementary psychology. Onthank, personnel staff.
- Soc 416. **Penology.** (G) 3 hours winter. Theories underlying punishment. The history of penal treatment. A comparative approach to recent penal developments in America, Europe, and Asia. Special attention to studies bearing on the effectiveness of various institutional and noninstitutional methods. The professionalization of the penal service. Moore.
- Soc 421. **Principles of Social Legislation.** (G) 3 hours winter. Historical and critical analysis of the programs of legislative control in the fields of social welfare. Jameson.
- Soc 431. **Community Organization.** (G) 3 hours winter. The structure and functions of social organizations within the community; problems arising out of the disintegration of natural communities. Various proposals for meeting such problems through community organizations. Bee.
- Soc 432. **Sociology of Rural Life.** (G) 3 hours fall. Evolution of the American rural community, with emphasis on its functional changes. Comparison with European rural communities to show influence

- of mobility, land policies, and redistribution of functions on rural life and culture. Relation of types of organization and leadership to an integrated community life. Bee.
- Soc 433. **Sociology of the City.** (G) 3 hours spring. Analysis of the problems arising from the concentration of population under the complex and artificial conditions of modern urban and industrial life. Origin and development of cities; social and political approaches to the concept of the city; principles of city growth; natural population areas; problems of social control; current social policies. Bee.
- Soc 435. **Population and Population Theory.** (G) 3 hours fall. Theories of population, with reference to increase and decrease, and to the problems of quality; current programs of control, such as neo-Malthusianism, eugenics, etc. Moore.
- Soc 437. **Immigration and Race Relations.** (G) 3 hours winter. Analysis of human migrations in recent years, and the consequent development of "race consciousness." Attention focused primarily on race relations as a sociological concept in the general struggle for collective and personal status. Jameson.
- Soc 442. **Social Disorganization.** (G) 3 hours spring. Concept of disorganization in historical and contemporary sociological literature. Genesis, status, and problems of disorganized personalities in an organized society. Nature of personal and social crises, conflicts, adjustments, and readjustments. Prerequisite: Soc 206 or Psy 413. Jameson.
- Soc 447, 448. **Social Analysis.** (G) 2 hours each term, fall and winter. Critical examination of analysis procedures employed in a wide range of selected studies. Utilization of tested procedures, and development of new processes of analysis. Designed for students who desire to become social analysts. Open to qualified seniors and graduate students. Moore.
- Soc 451, 452. **History of Social Thought.** (G) 3 hours each term, fall and winter. Conceptions of the nature and functions of society from early times to the twentieth century; emergence of sociological thought in the nineteenth century. The social thought of non-Europeans and Europeans up to Herbert Spencer and Lester F. Ward. Special emphasis on the relation of social thought to contemporary forces. Jameson.
- Soc 453. **Contemporary Sociological Theories.** (G) 3 hours spring. European and American sociological literature after Herbert Spencer and Lester F. Ward. Special attention to trends in the formation of sociological "schools," and to their exponents. Interpretation of current sociological theories. For seniors and graduate students only. Moore.
- Soc 454. **Principles of Sociology.** (G) 3 hours spring. Examination of the fundamental current concepts of sociology, with emphasis on attempts of precision and standardization. Analysis of the foundations in the fields of societal origins, societal evolution, societal processes, societal products, and sociological methodology. Open to seniors and graduate students. Jameson.
- Soc 465. **Problems of Social Institutions.** (G) 3 hours spring. Problems created by the faulty functioning of the social institutions which are primarily concerned with preserving and transmitting moral and social traditions. Parsons.

GRADUATE COURSES

Courses numbered 400-499 and designated (G) may be taken for graduate credit.

Soc 501. **Social Research.** Terms and hours to be arranged.

Students work out projects in line with their special interests.

Soc 503. **Thesis.** Terms and hours to be arranged.

Soc 505. **Reading and Conference.** Terms and hours to be arranged.

Soc 507. **Seminar in Sociology.** 3 hours any term.

SOCIAL SCIENCE AT THE STATE COLLEGE

By action of the State Board of Higher Education on March 7, 1932, all major work in the Oregon State System of Higher Education leading to baccalaureate and advanced degrees in social science was confined to the College of Social Science at the University, and lower-division work (instruction in the freshman and sophomore years) was assigned to both the University and the State College.

The lower-division work in economics, history, political science, psychology, and sociology is essentially the same at both institutions. While it is recommended that students intending to major in these fields enter the institution at which major work is offered at the beginning of their freshman year, they may, if they wish, spend their freshman and sophomore years at the State College, and transfer to the University for their major work at the beginning of the junior year, without loss of credit and with fundamental requirements for upper-division standing fully met.

At both institutions, the lower-division program is intended not only to lay the foundation for specialization in social science but also to serve the needs of students majoring in other fields. In addition to lower-division work, the State College offers upper-division service courses in the social sciences for students in other fields.

The following lower-division and service courses in social science are available at the State College:

GENERAL SOCIAL SCIENCE

LOWER-DIVISION COURSES

SSc 101, 102, 103. **Background of Social Science.** 3 hours each term.

ECONOMICS

LOWER-DIVISION COURSES

Ec 201, 202, 203. **Principles of Economics.** 3 hours each term.

Ec 211. **Outlines of Economics.** 4 hours any term.

Ec 212. **Outlines of Economics.** 3 hours any term.

Ec 214. **Economic Development of the United States.** 4 hours winter.

UPPER-DIVISION SERVICE COURSES

Ec 413. **Money and Banking.** 4 hours spring.

Ec 418. **Public Finance.** 4 hours winter.

Ec 425. **Labor Problems.** 4 hours spring.

Ec 435. **Transportation.** 4 hours winter.

Ec 440. **International Trade.** 4 hours fall.

Ec 475, 476, 477. **Current Economic Theory and Problems.** 3 hours each term.

HISTORY

LOWER-DIVISION COURSES

Hst 201, 202, 203. **History of Western Civilization.** 3 hours each term.

Hst 204. **History of the Far East.** 3 hours.

Hst 207, 208. **England and the British Empire.** 3 hours each term, fall and winter.

Hst 209. **The World Since 1914.** 3 hours spring.

Hst 224, 225, 226. **History of American Civilization.** 3 hours each term.

UPPER-DIVISION SERVICE COURSES

Hst 377. **History of Oregon.** 3 hours winter or spring.

PHILOSOPHY

LOWER-DIVISION COURSES

Phi 211, 212, 213. **Practical Life Philosophies.** 2 hours each term.

POLITICAL SCIENCE

LOWER-DIVISION COURSES

PS 201, 202, 203. **Modern Governments.** 4 hours each term.

PS 212. **American National Government.** 3 hours any term.

PS 231, 232, 233. **Current Affairs.** 2 hours each term.

UPPER-DIVISION SERVICE COURSES

PS 415. **Municipal Government.** 3 hours spring.

PS 417. **International Relations.** 3 hours fall.

PS 418. **Latin-American Relations.** 3 hours winter.

PS 419. **Pacific Area Relations.** 3 hours spring.

PSYCHOLOGY

LOWER-DIVISION COURSES

Psy 111. **Mental Hygiene.** 3 hours any term.

Psy 112, 113, 114. **Aids to Effective Thinking.** 3 hours each term.

Psy 201, 202, 203. **Elementary Psychology.** 3 hours each term.

Psy 204, 205, 206. **Elementary Psychology Laboratory.** 1 hour each term.

Psy 211. **Outlines of Psychology.** 6 hours any term.

Psy 212, 213, 214. **Modern Logic and Scientific Method.** 3 hours each term.

UPPER-DIVISION SERVICE COURSES

Psy 471, 472, 473. **Individual Differences.** 3 hours each term.

SOCIOLOGY

LOWER-DIVISION COURSES

Soc 201, 202, 203. **Elements of Sociology.** 3 hours each term.

Soc 211. **General Sociology.** 4 hours any term.

Soc 212. **General Sociology.** 3 hours any term.

UPPER-DIVISION SERVICE COURSES

Soc 312. **The Family.** 3 hours winter.

Soc 314. **Educational Sociology.** 3 hours spring.

Soc 364. **Rural Sociology.** 3 hours fall.

Soc 411, 412. **Social Problems.** 2 or 3 hours each term, winter and spring.

Soc 474. **Social Psychology.** 3 hours fall.

Lower Division and Service Departments

Faculty

ORIN FLETCHER STAFFORD, A.M., Dean of Lower Division and Service Departments.

ALICE MONJAY, Secretary to the Dean.

SCIENCE

Botany

FRANK PERRY SIPE, M.S., Associate Professor of Botany; Head of Department.

LOUIS FORNIQUET HENDERSON, M.A., Research Professor Emeritus of Botany; Curator Emeritus of Herbarium.

LEROY ELLSWORTH DETLING, Ph.D., Assistant Professor of Botany; Curator of Herbarium.

Chemistry

ORIN FLETCHER STAFFORD, A.M., Professor of Chemistry; Head of Department.

FREDERICK LAFAYETTE SHINN, Ph.D., Professor of Chemistry.

ADOLF HENRY KUNZ, Ph.D., Associate Professor of Chemistry.

ROY CHESTER ANDREWS, M.A., Instructor in Chemistry.

ELIZABETH MARGARET BRADWAY, Ph.D., Instructor in Chemistry.

CHARLES HAROLD SECOY, Ph.D., Instructor in Chemistry.

Geology

WARREN DUPRE SMITH, Ph.D., Professor of Geology; Head of Department.

LLOYD WILLIAM STAPLES, Ph.D., Instructor in Geology.

Mathematics

ANDREW FLEMING MOURSUUND, Ph.D., Associate Professor of Mathematics; Head of Department.

EDGAR EZEKIEL DECOU, M.S., Professor of Mathematics.

KENNETH SMITH GHENT, Ph.D., Assistant Professor of Mathematics.

THURMAN STEWART PETERSON, Ph.D., Assistant Professor of Mathematics.

CARL FREDRICK KOSSACK, Ph.D., Instructor in Mathematics.

Nursing Education

*ELNORA ELVIRA THOMSON, R.N., Professor of Nursing Education; Director of Department.

*RUTH VEE WHELOCK, M.A., R.N., Associate Professor of Nursing Education.

* Members of the faculty of the Department of Nursing Education, University of Oregon Medical School.

Physics

ALBERT EDWARD CASWELL, Ph.D., Professor of Physics; Head of Department.

WILL VICTOR NORRIS, Sc.D., Professor of Physics.

MERLE ARTHUR STARR, Ph.D., Instructor in Physics.

Zoology

HARRY BARCLAY YOCOM, Ph.D., Professor of Zoology; Head of Department; Curator of Invertebrate Collections.

RALPH RUSKIN HUESTIS, Ph.D., Professor of Zoology; Curator of Vertebrate Collections.

ALTON LOVELL ALDERMAN, Ph.D., Assistant Professor of Zoology.

CLARENCE WILLIAM CLANCY, Ph.D., Instructor in Zoology.

LOWELL LEANDER JONES, Ph.D., Instructor in Zoology.

HENRY WILLIAM SCHOENBORN, Ph.D., Instructor in Zoology.

HOME ECONOMICS

MABEL ALTONA WOOD, M.S., Professor of Home Economics; Head of Department.

MARY BERTRAM FARR, M.S., Instructor in Home Economics.

MARY SERA HUSER, B.A., Instructor in Home Economics.

DORIS WINTERS, B.A., Instructor in Home Economics.

SECRETARIAL SCIENCE

RUTH MAY THOMPSON, B.B.A., Instructor in Business Administration.

General Statement

ALL departments of instruction at the University not included in the major colleges and schools, except the Department of Military Science and Tactics, are administered by the dean of Lower Division and Service Departments. In this administrative unit are the several departments of the biological and physical sciences (including mathematics) and the Department of Home Economics.

Under the plan adopted for the Oregon State System of Higher Education, major work in these fields is confined to the State College. The work at the University in these fields parallels the lower-division work at the State College. Similarly, lower-division work is offered at the State College in the following fields in which major work is confined to the University: arts and letters, social science, architecture and allied arts, business administration, journalism, music, and physical education. At each institution, in addition to lower-division work, upper-division service courses are offered in the nonmajor departments for students in other fields.

A student can complete the first two years of work in any of these fields at the nonmajor institution, and transfer to the major institution at the beginning of the junior year with fundamental requirements for upper-division work fully met.

In addition to courses in the fields mentioned above, the University offers lower-division service courses in secretarial science, a field in which major work is allocated to the State College.

In the organization and administration of the instruction in the nonmajor departments at the two institutions, the deans of the major schools serve as advisers, to the end that the offerings shall bear a proper relation to the work of the major school. The deans in State College major fields who thus serve in an advisory relation to lower-division and service work at the University are the following:

FRANCOIS ARCHIBALD GILFILLAN, Ph.D., Dean and Director of Science.
 AVA BERTHA MILAM, M.A., Dean and Director of Home Economics.
 VICTOR PIERPONT MORRIS, Ph.D., Dean in Charge of Secretarial Science.

Science

LOWER-division and service courses in science are offered at the University. By action of the State Board of Higher Education on March 7, 1932, all major work in the Oregon State System of Higher Education leading to baccalaureate and advanced degrees in biological science, physical science, and mathematics was confined to the School of Science at the State College, and lower-division work (instruction in the freshman and sophomore years) was assigned to both the State College and the University.

The lower-division work in botany, chemistry, geology, mathematics, physics, and zoology is essentially the same at both institutions. While it is recommended that students intending to major in these sciences enter the institution at which major work is offered at the beginning of their freshman year, they may, if they wish, spend their freshman and sophomore years at the University, and transfer to the State College for their major work at the beginning of the junior year, without loss of credit and with fundamental requirements for upper-division standing fully met.

At both institutions, the lower-division program is intended not only to lay the foundation for specialization in science but also to serve the needs of students majoring in other fields. In addition to the lower-division work, the University offers upper-division service courses in science for students in other fields.

Students expecting to transfer to the State College for upper-division work with a major in some field of science should plan their lower-division programs in accordance with the curricula of the School of Science.

Premedical Curriculum

A premedical curriculum is offered at both the University and the State College. At each institution students pursuing this curriculum work under the supervision of a special faculty Advisory Committee, to insure a selection of studies which will satisfy the entrance requirements of the University of Oregon Medical School and the cultural needs of students planning to enter the profession of medicine. At the University the chairman of this committee is Professor H. B. Yocom.

Courses prescribed by the American Medical Association for entrance to standard medical schools are offered by both the University and the State College. The University of Oregon Medical School requires for admission at least three years of preparatory work. The Medical School recommends that the student, in his preparatory work, plan a balance in elective courses between courses in liberal arts and courses (beyond the minimum requirements) in subjects required for admission to the Medical School.

For entrance to standard medical schools the student must not only complete certain prescribed work but also show an aptitude for medical studies. The medical-aptitude test of the Association of American Medical Colleges is given during the fall term of each year by the Premedical Advisory Committee to all students who expect to apply during the academic year for admission to a medical school. Further knowledge of the student's ability is obtained by frequent conferences between the student and his instructors and authorized advisers.

To meet the requirements for the Junior Certificate, and to obtain a bachelor's degree (B.A. or B.S.) at the University or at the State College at the end of the first year at the Medical School, the student should select a major in the College of Arts and Letters or the College of Social Science at the University or in the School of Science at the State College. His choice of a major must be approved by the Advisory Committee. In order to meet the requirements for a bachelor's degree, the student must satisfy in the lower-division and junior years all requirements for the degree except those that may be met at the University of Oregon Medical School. The upper-division course requirements for a major must be approved by the Advisory Committee and the student's major dean before he enters the Medical School.

Kenneth A. J. Mackenzie Memorial Fellowship. This \$1,000 fellowship for study of medicine at the University of Oregon Medical School is awarded to a student completing his premedical work at the University of Oregon. The fellowship is a memorial to Dr. Kenneth A. J. Mackenzie, former dean of the Medical School; it is endowed through a bequest from the late Mildred Anna Williams. The award is made by the president of the University and the dean of the Medical School on the basis of scholarship and financial need.

PREMEDICAL CURRICULUM

LOWER-DIVISION CURRICULUM

	Term hours		
	F	W	S
Freshman Year			
General Zoology (Z 104, 105, 106).....	3	3	3
English Composition (Eng 111, 112, 113).....	3	3	3
General Chemistry (Ch 104, 105, 106).....	4	4	4
Introduction to Analysis (Mth 111, 112, 113).....	2	2	2
Survey of English Literature (Eng 101, 102, 103).....	3	3	3
Military Science (men) or General Hygiene (women).....	1	1	1
Physical Education	1	1	1
	17	17	17
Sophomore Year			
Vertebrate Zoology (Z 204, 205, 206).....	4	4	4
*Analytical and Theoretical Chemistry (Ch 204, 205, 206), or Analytical Chemistry (Ch 220) and Organic Chemistry (Ch 226, 227).....	4	4	4
German or French	4	4	4
Military Science	1	1	1
Advanced Physical Education.....	1	1	1
†Electives	3	3	3
	17	17	17

* The student may take a year sequence in chemistry during the sophomore year and General Physics during the junior year, or vice versa. Students who elect three years of chemistry take Ch 204, 205, 206 in the sophomore year and Ch 226, 227, 228 in the junior year.

† These electives should include the group requirements in language and literature and in social science, in order to satisfy the requirements for a Junior Certificate.

UPPER-DIVISION CURRICULUM

(College of Arts and Letters or College of Social Science and Medical School)

	Term hours		
	F	W	S
*General Physics (Ph 201, 202, 203).....	4	4	4
†Organic Chemistry (Ch 226, 227, 228).....	4	4	4
German or French.....	4	4	4
Electives	5-9	5-9	5-9
	17-21	17-21	17-21

MAJOR IN ARTS AND LETTERS AT THE UNIVERSITY

B.A. Degrees

The student preparing to enter the Medical School should complete by the end of his junior year an approved major in arts and letters and all requirements for a degree except the fourth year of undergraduate residence. The first year at the Medical School may be counted in lieu of the fourth year of undergraduate residence.

MAJOR IN SOCIAL SCIENCE AT THE UNIVERSITY

B.A., B.S. Degrees

The student preparing to enter the Medical School should complete by the end of his junior year an approved major in social science and all requirements for a degree except the fourth year of undergraduate residence. The first year at the Medical School may be counted in lieu of the fourth year of undergraduate residence.

MAJOR IN SCIENCE AT THE MEDICAL SCHOOL

B.A., B.S. Degrees

A student who, during his three years in the premedical curriculum at the University, meets all the institutional requirements for graduation except completion of a major and the fourth year of residence may meet the requirements for a major in science in the first year at the Medical School. The following courses in basic science, which constitute the work of the first year in the University of Oregon Medical School, are of upper-division character, and will be accepted, in conjunction with the science work prescribed in the preparatory curriculum, as the full equivalent of a major in general science or zoology. A student counting these courses toward his major receives his degree through the School of Science at the State College.

	Term hours
Anatomy	18
Histology	6
Embryology	4
Bacteriology	6
Biochemistry	11
Physiology	5
Neurology	4
	54

Preparatory Nursing Curriculum

Nursing offers many opportunities for a woman who is well prepared. The Department of Nursing Education of the University of Oregon Medical School offers a five-year curriculum which leads to the Bachelor of Science degree and to a certificate in a nursing specialty, and prepares for state examinations for nurse registration. The student takes her first two years of work at the University of Oregon at Eugene or at Oregon State College at Corvallis. This preparatory work is followed by three years in the Department of Nursing Education on the campus of the Medical School in Portland. The work in Portland is coordinated with clinical education in the Multnomah County Hospital School of Nursing and in the Doernbecher Memorial Hospital for Children, both located on the Medical School campus. In the fifth year of the curriculum, the student receives training in a nursing specialty.

* The student may take a year sequence in chemistry during the sophomore year and General Physics during the junior year, or vice versa.

† For students who elect to take three years of chemistry.

Students in nursing education receive their degrees from the University, with the exception that students who take their first two years at Oregon State College receive their degrees from the latter institution.

PREPARATORY CURRICULUM

	Term hours		
	F	W	S
Freshman Year			
Chemistry	4	4	4
Zoology	3	3	3
English Composition (Eng 111, 112, 113).....	3	3	3
English Literature	3	3	3
Backgrounds of Nursing (Nur 111, 112, 113).....	2	2	2
Physical Education	1	1	1
General Hygiene (PE 114, 115, 116).....	1	1	1
	17	17	17
Sophomore Year			
Organic Chemistry (Ch 226, 227).....	-	4	4
Elementary Human Anatomy (Z 211, 212, 213).....	3	3	3
Elementary Human Physiology (Z 311, 312, 313).....	3	3	3
Modern Nursing Problems (Nur 211, 212, 213).....	1	1	1
General Psychology (Psy 201, 202, 203).....	3	3	3
Physical Education	1	1	1
Electives	4	-	-
	15	15	15

General Science

THE University offers general survey courses in biological and physical science, which aim to give freshman and sophomore students a comprehensive view of science as a division of knowledge. These courses are non-technical and are designed for the student with a general interest in science as a cultural subject. The courses satisfy the lower-division group requirement in science. They are not prerequisite to advanced courses in the special sciences.

DESCRIPTION OF COURSES

LOWER-DIVISION COURSES

BiS 101, 102, 103. **Biological-Science Survey.** 4 hours each term.

Elementary study of the fundamental principles of biology as they apply to both plants and animals. 3 lectures; 1 demonstration-quiz period. Not open to students who have taken General Zoology. Huestis, Yocom.

PhS 101, 102, 103. **Physical-Science Survey.** 4 hours each term.

General introduction to the physical sciences; cosmical relations, principles of physics and chemistry, geologic processes, and man's relation to them. Special emphasis on the development and application of scientific method. 3 lectures; 1 quiz period. Kunz, Starr.

PhS 104. **Physical-Science Survey.** 4 hours spring.

Continuation of PhS 101, 102, with special emphasis on additional topics chosen from the field of chemistry. Primarily for students in physical education. 3 lectures, 1 two-hour laboratory period. Kunz.

Botany

THE courses in botany offered by the University are intended to give students a thorough grounding in plant biology and laboratory methods, and to meet the special needs of majors in other fields.

DESCRIPTION OF COURSES

LOWER-DIVISION COURSES

Bot 101, 102, 103. **General Botany.** 3 hours each term.

An introductory study of plant life. Fall: structure and physiology of higher plants; winter: examples of the chief groups of the plant kingdom; spring: introduction to plant classification. 2 recitations; 1 three-hour laboratory period. Sipe.

Bot 204. **The Lower Plants.** 4 hours fall.

Typical structures and life histories of the algae, fungi, hepatics, and mosses. 2 lectures; 2 three-hour laboratory periods. Sipe.

Bot 205. **The Higher Plants.** 4 hours winter.

Typical structures and life histories of the ferns, fern allies, gymnosperms, and flowering plants. 2 lectures; 2 three-hour laboratory periods. Sipe.

Bot 206. **Systematic Botany.** 4 hours spring.

Principles of plant classification; common plant families; collection and identification of Oregon plants. Prerequisite: Bot 101. 2 lectures; 2 two-hour laboratory periods. Sipe.

Bot 217. **Autumn Plant Life.** 3 hours fall.

Field and laboratory study of the more interesting and characteristic plants of the region around Eugene. 2 lectures; 1 three-hour laboratory period. Sipe.

Bot 218. **Trees and Shrubs in Winter.** 3 hours winter.

Study of woody plants as they appear in winter. 2 lectures; 1 three-hour laboratory period. Sipe.

Bot 219. **Economic Plants.** 3 hours spring.

Study of the plants of the world that are of economic value to man; botanical characteristics, relationships, distribution, ecology. Sipe.

Chemistry

THE courses in chemistry offered by the University are intended to provide instruction in the fundamentals of chemistry and laboratory methods, to meet the special needs of students majoring in other fields, and to lay a foundation for those students who may later wish to major in physical science.

DESCRIPTION OF COURSES

LOWER-DIVISION COURSES

Ch 104, 105, 106. **General Chemistry.** 4 hours each term.

Standard first-year college chemistry. In the spring term the laboratory work consists mainly of qualitative analysis. 2 lectures; 1 recitation; 1 three-hour laboratory period. Stafford, Andrews.

Ch 204, 205, 206. **Analytical and Theoretical Chemistry.** 4 or 5 hours each term.

A second-year sequence designed especially for students expecting to pursue further work in chemistry. The laboratory work is in quantitative analysis. Prerequisite: Ch 104, 105, 106; or consent of instructor. 3 lectures; 1 or 2 three-hour laboratory periods. Kunz, Secoy.

Ch 220. **Analytical Chemistry.** 4 hours fall.

Designed to supplement and extend the work of Ch 104, 105, 106. Shinn, Bradway.

Ch 223. **Elementary Biochemistry.** 4 hours spring.

3 lectures; 1 laboratory period. Shinn.

Ch 226, 227, 228. **Organic Chemistry.** 4 hours each term.

Chemistry of the carbon compounds; the aliphatics, aromatics, and derivatives. 3 lectures; 1 three-hour laboratory period. Shinn, Bradway.

Ch 231. **Qualitative Analysis.** 4 hours spring.

Classification, separation, identification of the common ions and cations. Prerequisite: Ch 205 or equivalent. 1 lecture; 3 three-hour laboratory periods. Kunz.

Ch 232. **Quantitative Analysis.** 3 to 5 hours fall or spring.

1 lecture; 2, 3, or 4 three-hour laboratory periods. Kunz.

Ch 233. **Quantitative Analysis.** 3 to 5 hours winter.

Continuation of Ch 232. 1 lecture; 2, 3, or 4 three-hour laboratory periods. Kunz.

UPPER-DIVISION SERVICE COURSE

Ch 340. **Physical Chemistry.** 3 hours spring.

Covers topics in elementary physical chemistry. No laboratory. Shinn.

Geology

THE courses in geology offered by the University give lower-division basic training for those students who may wish later to specialize in this field. The curriculum is also planned to provide service courses for students desiring a general knowledge of the subject.

DESCRIPTION OF COURSES

LOWER-DIVISION COURSES

G 101, 102, 103. **General Geology.** 3 hours each term.

Elementary study of the processes of nature affecting the surface of the earth; formation of economic geologic deposits; a survey of the main events in the history of the earth. If accompanied by G 104, 105, 106, this sequence satisfies the science group requirement. Smith.

G 104, 105, 106. **General Geology Laboratory.** 1 hour each term.

Staples.

G 201, 202, 203. **Introduction to Field Geology.** 1 to 3 hours each term.

Elementary field and laboratory work. Fall: elementary topographic mapping and cartography. Winter: rocks and minerals; laboratory and field study. Spring: field geology; intensive study and mapping of a small, selected area near Eugene. Staples.

G 283, 284. **Introduction to the Study of Fossils.** 3 hours each term.

Elementary study of representative forms of extinct animals, principally from several phyla of the invertebrates. Prerequisite: G 103. Offered alternate years. Smith.

G 290. Introduction to the Geology of Oregon. 3 hours.

Lectures, assigned reading, and field trips, to acquaint the student with some of the salient features of the geology of the state. Prerequisite: G 101, 102, 103. Offered alternate years. Smith.

G 293. Stratigraphy. 2 or 3 hours.

The general principles involved in the genesis and subsequent history of stratified rocks; sedimentation, induration, weathering, and the methods or correlation of such formations. Essential for students in archaeology. Prerequisite: G 101, 102, 103. Offered alternate years. Smith, Staples.

Mathematics

MATHEMATICS courses at the University are designed to provide the training in rigorous thinking and analytical processes which is fundamental to a liberal education; to supply basic mathematical training for students in the social, biological, and physical sciences and in the professional schools; and to prepare students for advanced work in the field of mathematics.

Courses Satisfying Science Group Requirement. Any three one-term courses in mathematics numbered 100-110 will satisfy the group requirement in science, provided that both Mth 102 and Mth 106 are not included. Mth 100 may not be taken for credit after the completion of any other course in the 100-110 group, except with the approval of the department. The courses in each of the sequences listed below are correlated to make up an integrated year's work. Majors in business administration should choose a sequence containing Mth 108.

(1) For students entering with only one year of high-school algebra: Mth 100, 105, 106; Mth 100, 101, 102; Mth 100, 101, 108; Mth 100, 105, 108.

(2) For students entering with at least one and one-half years of high-school algebra: Mth 101, 102, 103; Mth 101, 102, 108; Mth 105, 101, 108; Mth 105, 106, 108.

Sophomore Sequences. Any three one-term courses numbered 200-210 will satisfy the group requirement in science. Mth 200 may not be taken for credit by students who have earned credit in Mth 103.

Differential and Integral Calculus (Mth 201, 202, 203) is the standard sequence for students in the physical, biological, and social sciences.

Minor Teaching Norm in Mathematics. Students wishing to satisfy the requirements for a minor teaching norm in mathematics should take: Mth 101, 102, 103 or Mth 105, 106, 200; Mth 201, 202 or Mth 205, 206; and Mth 415.

Statistics. At the University of Oregon all basic courses in statistical theory are offered by the Department of Mathematics. The following courses in applied statistics are offered by the Department of Economics, the Department of Psychology, the School of Business Administration, and the School of Education: Statistics and Applied Economics (Ec 429); Mathematical Economics (Ec 480, 481); Statistical Economics (Ec 482); Psychometrics (Psy 443); Business Statistics (BA 432); Advanced Business Statistics (BA 433); Educational Statistics (Ed 515, 516, 517). Mth 325, 326 or Mth 337 or equivalent is a prerequisite for all of these courses except Ed 515, 516, 517.

Through the cooperation of the several schools and departments offering work in statistics, a Statistical Laboratory, equipped with electric and hand-operated calculating machines, is maintained in the Oregon Building. The facilities of the

laboratory and the advice of laboratory assistants are available to all students whose work involves statistical computations. By special arrangement, the Hollerith equipment maintained by the University in the Registrar's Office may be used by advanced students.

DESCRIPTION OF COURSES

LOWER-DIVISION COURSES

Mth 10. Elements of Algebra. 4 hours.

For students entering with less than one year of elementary algebra. Open to others only on consent of instructor. May not be taken for credit after completion of other courses in college mathematics.

Mth 20. Elements of Geometry. 4 hours.

Plane geometry, with an introduction to solid geometry. For students entering with less than one year of high-school geometry. Others may register only with consent of the instructor. Peterson.

Mth 100. Intermediate Algebra. 4 hours.

Prerequisite: one year of high-school algebra.

Mth 101, 102, 103. Elementary Analysis I, II, III. 4 hours each term.

Algebra, graphic methods, and introduction to the simpler ideas of the calculus; logarithms and plane trigonometry; plane analytical geometry; some additional topics. Prerequisite: one and one-half years of high-school algebra or Mth 100.

Mth 105. College Algebra. 4 hours.

Prerequisite: one and one-half years of high-school algebra or Mth 100.

Mth 106. Plane Trigonometry. 4 hours.

Prerequisite: Mth 101 or Mth 105.

Mth 108. Mathematics of Finance. 4 hours.

Simple and compound interest and discount, annuities, periodic-payment plans, bonds, depreciation, and other topics related to business. Prerequisite: Mth 101 or Mth 105.

Mth 111, 112, 113. Introduction to Analysis. 2 hours each term.

Fundamentals of algebra; elementary trigonometry; descriptive statistics; an introduction to the calculus. For premedical students and others who do not have time for a more extensive course. Prerequisite: one year of high-school algebra.

Mth 200. Analytical Geometry. 4 hours.

Prerequisite: college algebra and plane trigonometry, or Mth 101, 102. Ghent, Kossack.

Mth 201, 202, 203. Differential and Integral Calculus. 4 hours each term.

Standard sequence for students of physical, biological, and social sciences. Prerequisite: Mth 200, or Mth 101, 102, 103. Moursund, Peterson.

Mth 205, 206. Calculus. 4 hours each term.

A brief course in calculus. Ghent.

Mth 209. Mathematics of Life Insurance. 3 or 4 hours.

A mathematical treatment of the theory of life-insurance and annuity premiums and reserves. Prerequisite: Mth 108. Moursund, Ghent.

Mth 215. Analytical Trigonometry. 3 hours.

Prerequisite: Mth 102 or Mth 106. Moursund.

UPPER-DIVISION SERVICE COURSES

Mth 311. History of Elementary Mathematics. 3 hours.

Ancient, mediaeval, and modern mathematics; emphasis on the great human interest of this most ancient and most modern of the sciences. Prerequisite: one year of college mathematics. DeCou.

Mth 314. Higher Algebra. 3 hours.

An extension of the work in algebra given in freshman mathematics. Prerequisite: one year of college mathematics. Moursund, Peterson.

Mth 316. Elements of Projective Geometry. 3 hours.

Prerequisite: one year of college mathematics. Moursund.

Mth 325, 326. Foundations of Mathematical Statistics. 3 hours each term.

Collection, tabulation, and graphical presentation of statistical data; frequency distributions; measure of central tendencies (averages); dispersion; skewness; time series; linear correlation and regression. Necessary topics from algebra taught along with statistical material. Prerequisite: one year of high-school algebra. Kossack.

Mth 337. Elements of Statistics. 3 or 4 hours.

Same as Mth 325, 326, except that a working knowledge of algebra is assumed. Prerequisite: college algebra or consent of instructor. Moursund, Kossack.

Mth 411. Theory of Equations. (g) 3 hours.

Prerequisite: calculus or Mth 314. Ghent.

Mth 415. Advanced Euclidean Geometry. (g) 3 hours.

Modern developments in geometry based on the plane geometry of Euclid, dealing with the geometry of the straight line and the circle. Required for a minor teaching norm in mathematics. Prerequisite: calculus or consent of instructor. DeCou, Moursund.

Mth 448. Advanced Statistical Method. (g) 3 hours.

Multiple and partial correlation; probability and the normal curve; curve fitting; classical sampling theory. Prerequisite: Mth 325, 326 or Mth 337; 3 hours of college mathematics beyond college algebra or a course in applied statistics. Moursund, Kossack.

Mth 449. Statistical Inference. (g) 3 hours.

Generalized frequency curves, small sampling theory, chi square test of significance, analysis of variance, statistical inference. Prerequisite: Mth 448 or consent of the instructor. Kossack.

GRADUATE SERVICE COURSES

Courses numbered 400-499 and designated (g) may be taken for graduate minor credit.

Nursing Education

WHILE the first two years of the curriculum in nursing education as given at the University are devoted chiefly to general and basic subjects in preparation for professional work at the Medical School and in hospitals, two year sequences in the backgrounds of the nursing profession are required. These courses are taught by a member of the nursing-education faculty of the University of Oregon Medical School. Nursing-education work on the University campus is under the administrative jurisdiction of the dean of Lower Division and Service Departments.

DESCRIPTION OF COURSES

LOWER-DIVISION COURSES

Nur 111, 112, 113. Backgrounds of Nursing. 2 hours each term.

The historical background of modern social and health movements; the relation of these to the evolution of nursing as a profession. Wheelock.

Nur 211, 212, 213. Modern Nursing Problems. 1 hour each term.

Present aims and problems of nursing at home and abroad. Wheelock.

Physics

CCOURSES in physics offered by the University are intended to provide instruction in the fundamentals of the science and to prepare students for specialization in physics or in fields demanding physics as preparation. The lower-division program for students intending to major in physics should include mathematics through calculus, general chemistry, and, ordinarily, two years of physics.

DESCRIPTION OF COURSES

LOWER-DIVISION COURSES

Ph 101, 102, 103. Essentials of Physics. 2 hours each term.

Lectures in nonmathematical language, presenting fundamental principles. Fall: principles underlying transportation; heat and radiation. Winter: electricity and its application to radio, telephone, etc. Spring: light and sound, optical instruments, cinema, television, music, auditoriums. Students may enter any term. If accompanied by Ph 104, 105, 106, this sequence satisfies the science group requirement. Norris.

Ph 104, 105, 106. Essentials of Physics Laboratory. 1 hour each term.

Designed especially to accompany Ph 101, 102, 103, which must be taken at the same time. 2 hours conference and laboratory. Starr.

Ph 161. Rudiments of Photography. 2 hours.

Intended for students interested in photography as an avocation. No prerequisite. 1 lecture; 1 three-hour laboratory period. Caswell.

Ph 201, 202, 203. General Physics. 4 or 5 hours each term.

Standard first-year college physics. Properties of matter, mechanics, heat, electricity, sound, light; modern physics. Prerequisite: mathematical preparation approximately equivalent to Mth 111, 112, 113. 3 or 4 lectures and recitations; 1 three-hour laboratory period. Caswell, Starr.

Ph 207. Elementary Meteorology. 3 hours.

Elementary treatment of the physics of the atmosphere. 3 lectures. Caswell.

Ph 208, 209. Descriptive Astronomy. 3 hours each term.

Descriptive treatment of the more important facts relating to the heavenly bodies. First term: constellations and the solar system. Second term: sun, stars, and galaxies. 2 lectures, 1 observation or laboratory period. Caswell.

Ph 211, 212, 213. Advanced General Physics. 3 hours each term.

Continuation of Ph 201, 202, 203. More intensive treatment of such topics as rigid dynamics, periodic motion, thermodynamics and molecular theory, electrical instruments, alternating currents, electron physics, geometrical

and physical optics. For students planning to major in one of the physical sciences or in engineering. Prerequisite: Ph 201, 202, 203, and Mth 201, 202, 203. 2 lectures; 1 three-hour laboratory period. Norris.

Ph 214. Household Physics. 3 hours.

The principles of physics, with special attention to applications in the home. Supplements Household Management (HAd 339). 2 lectures; 1 two-hour demonstration and discussion period. Starr.

Ph 296. Practical Astronomy. 3 hours.

Determination of time, latitude, longitude, and azimuth by astronomical methods. 1 lecture; 2 observation periods. Prerequisite: Ph 207 and trigonometry. Caswell.

UPPER-DIVISION SERVICE COURSES

Ph 346. Sound. 3 hours.

The phenomena of vibration, for students interested in music. The scientific basis of harmony and music, and the physics of musical instruments. Starr.

Ph 369, 370, 371. Architectural Physics. 1 hour each term.

Physical principles involved in heating, ventilation, illumination, acoustics, etc. Correlated with Construction V (AA 369, 370, 371). Prerequisite: one year of general physics. Norris.

Zoology

THE courses in zoology offered by the University furnish the student with effective grounding in the principles of animal biology. They serve as preparation for upper-division and graduate work in zoology, and meet special requirements of schools or departments in which training in zoology is essential.

DESCRIPTION OF COURSES

LOWER-DIVISION COURSES

Z 5. Elementary Problems in Zoology. Terms and hours to be arranged.

For students wishing to pursue some minor problems in zoology which have aroused their interest.

Z 104, 105, 106. General Zoology. 3 hours each term.

Principles of animal biology. For premedical and nursing-education students, psychology majors, and others desiring fundamental work in zoology. 2 lectures; 1 three-hour laboratory period. Yocom, Schoenborn.

Z 111, 112, 113. Human Biology. 3 hours each term.

Introduction to human biology, designed especially for majors in physical education. Special consideration given in the spring term to problems in immunology and bacteriology. 2 lectures and 1 demonstration period each week. Alderman.

Z 204, 205, 206. Vertebrate Zoology. 4 hours each term.

Elements of comparative anatomy, gross and microscopic, and of vertebrate embryology. 2 lectures; 6 hours laboratory. Huestis, Clancy.

Z 211, 212, 213. Elementary Human Anatomy. 3 hours each term.

An introduction to human anatomy for students in the second-year of the nursing-education curriculum. 2 lectures; 1 laboratory period. Prerequisite: Z 104, 105, 106. Alderman.

Z 214. Field Zoology. 3 hours spring.

The local fauna; its taxonomic arrangement, habits, and distribution. 2 lectures; 3 hours of laboratory or field work.

Z 250. Microtechnique. 2 hours winter or spring.

Practical laboratory work in the preparation of biological material for microscopic study. 6 hours laboratory. Prerequisites: one year of biology and one year of chemistry, or consent of instructor. Alderman.

UPPER-DIVISION SERVICE COURSES

Z 311, 312, 313. Elementary Human Physiology. 3 hours each term.

Principles of human physiology. Required of majors in physical education, elective for others properly qualified. The work of the spring term is concerned largely with the problems of the physiology of health and disease. 2 lectures; 1 laboratory period. Prerequisite: one year of chemistry and one year of zoology, or consent of instructor. Alderman, Jones.

Z 314. Evolution. 2 hours fall.

Some of the facts which bear upon theories of plant and animal development. Huestis.

Z 315. Heredity. 2 hours winter.

Elementary study of heredity and variation in plants and animals. Huestis.

Z 316. Eugenics. 2 hours spring.

Study of hereditary differences among human beings; application to questions of individual behavior and social policy. Huestis.

Z 451, 452, 453. Anatomy and Physiology of Exercise. (g) 3 hours each term.

A study of functional human anatomy, designed for seniors and graduate students in physical education. Open to qualified students in other fields. Demonstration dissections and lectures. Prerequisite: two years of biological science and senior standing. Alderman.

GRADUATE SERVICE COURSES

Z 451, 452, 453 may be taken for graduate minor credit.

Home Economics

LOWER-division and service courses in home economics are offered at the University. By action of the State Board of Higher Education on March 7, 1932, all major work in the Oregon State System of Higher Education leading to baccalaureate and advanced degrees in home economics was confined to the School of Home Economics at the State College, and lower-division work (instruction in the freshman and sophomore years) was assigned to both the State College and the University.

The lower-division work in home economics is essentially the same at both institutions. While it is recommended that students intending to major in home economics enter the institution at which major work is offered at the beginning of their freshman year, they may, if they wish, spend their freshman and sophomore years at the University, and transfer to the State College for their major work at the beginning of the junior year, without loss of credit and with fundamental requirements for upper-division standing fully met. Students wishing to

complete at the University the first two years of Curriculum B (technical curriculum) should have their programs carefully planned by the head of the Department of Home Economics.

At both institutions, the lower-division program is intended, not only to lay the foundation for specialization in home economics, but also to serve the needs of students majoring in other fields. In addition to lower-division work, the University offers upper-division service courses in home economics for students in other fields.

COURSES IN CLOTHING, TEXTILES, AND RELATED ARTS

LOWER-DIVISION COURSES

CT 111, 112, 113. **Clothing Construction.** 2 hours each term.

Practice in the adaptation of patterns, fitting of garments, and the basic processes of the construction of artistic clothing. Students, to register for this sequence, must have had CT 114, 115, 116, or must take it at the same time. 2 two-hour laboratory periods. Huser.

CT 114, 115, 116. **Clothing Selection.** 1 hour each term.

Study of the selection of clothing from the standpoints of design, textile material, hygiene, and cost for homemade and ready-made garments. Students taking CT 111, 112, 113 must also take this sequence; but this sequence may be taken alone. No prerequisite. Huser.

CT 125. **Textiles.** 2 hours any term.

Study of textile fibers and their relation to dress and household textiles. Suggested parallel for CT 111. No prerequisite. Winters.

UPPER-DIVISION SERVICE COURSE

CT 331. **Home Planning and Furnishing.** 3 hours any term.

Principles involved in the planning and furnishing of a home. Winters.

COURSES IN FOODS AND NUTRITION

LOWER-DIVISION COURSES

FN 211, 212, 213. **Foods.** 3 hours each term.

Introduction to the subject of foods; selection, preparation, and serving of meals. No prerequisite. 2 recitations; 2 two-hour laboratory periods. Wood.

FN 225. **Principles of Dietetics.** 2 hours any term.

The nutritive value of food; the selection of a proper diet for health, based on dietetic principles. Open to men and women. No prerequisite. Wood.

FN 250. **Camp Cookery.** 1 hour fall or spring.

Fundamental principles of cookery applied to simple meals in home and camp. Outdoor food preparation involving the use of Dutch ovens, reflectors, and improvised camping utensils. Intended chiefly for men. Not open to women who have taken FN 211, 212, 213. No prerequisite. 1 three-hour laboratory period. Wood.

COURSES IN HOUSEHOLD ADMINISTRATION

LOWER-DIVISION COURSE

HAd 222. **Family Relationships.** 2 hours any term.

Designed to give the student with no particular background in sociology or psychology an understanding of the problems and adjustments of family life. Special emphasis on the actual problems arising within the family. No prerequisite. Does not satisfy any requirements in sociology. Farr.

UPPER-DIVISION SERVICE COURSES

HAd 325. **Child Care and Training.** 3 hours any term.

The growth, development, and training of the young child. No prerequisite. Farr.

HAd 339. **Household Management.** 3 hours any term.

Application of the principles of scientific management to the home; household operations and finances; family and community relationships. Students interested in further work on equipment will find Household Physics (Ph 214) valuable. Farr.

Secretarial Science

By action of the State Board of Higher Education in February 1941, the University was authorized to offer lower-division service courses in secretarial science. Major work in this field is allocated to the State College.

DESCRIPTION OF COURSES

LOWER-DIVISION SERVICE COURSES

SS 111, 112, 113. **Stenography.** 3 hours each term.

Theory and practical application of Gregg shorthand. Dictation and transcription. Students registered in this sequence must also take SS 121, 122, 123, unless they have had equivalent training. Students who have had one year of high-school shorthand instruction may not take SS 111 for credit. Four recitations. Thompson.

SS 121, 122, 123. **Typing.** 2 hours each term.

Theory and practice of touch typing; rhythm drills, dictation exercises; writing paragraphs; punctuation and mechanical arrangement of business correspondence; legal forms, tabulating, manifolded; speed practice. Students who have had one year of high-school typing are not permitted to take SS 121 for credit. Five hours laboratory work; 1-hour home assignment. Thompson.

School of Architecture and Allied Arts

Faculty

ELLIS FULLER LAWRENCE, M.S., F.A.I.A., Dean of the School of Architecture and Allied Arts; Professor of Architecture.

PERCY PAGET ADAMS, A.B., B.S., Assistant Dean of the School of Architecture and Allied Arts; Professor of Graphics.

MABEL AUSTIN HOUCK, Secretary and Art Librarian.

ARTHUR LEE PECK, B.S., B.A., Professor of Landscape Architecture.

ANDREW MCDUFFIE VINCENT, Professor of Drawing and Painting.

WALTER ROSS BAUMES WILLCOX, Professor Emeritus of Architecture.

VICTORIA AVAKIAN, M.F.A., Associate Professor of Applied Design.

OLIVER LAURENCE BARRETT, Associate Professor of Sculpture.

EYLER BROWN, M.Arch., Associate Professor of Architecture.

FREDERICK ALEXANDER CUTHBERT, M.L.D., Associate Professor of Landscape Architecture.

BROWNELL FRASIER, B.A., Associate Professor of Interior Design.

MAUDE IRVINE KERNS, B.A., B.S., Associate Professor of Art Education.

*NOWLAND BRITTIN ZANE, Associate Professor of Space Arts.

LANCE WOOD HART, Assistant Professor of Drawing and Painting.

WALLACE STANFORD HAYDEN, B.Arch., Assistant Professor of Architecture.

DAVID JOHN MCCOSH, Assistant Professor of Drawing and Painting.

HARLOW EMERICK HUDSON, Instructor in Architecture.

ARTHUR RIEHL, M.A., Instructor in Architectural Design.

LOUISE BARROWS SCHROFF, Instructor in Drawing and Painting.

SAVERINA GRAZIANO SMITH, M.F.A., Instructor in Art Education.

DAVID E. THOMPSON, B.S. in L.A., Instructor in Landscape Architecture.

EDWARD KEENE TRUE, B.S., in Arch. Eng., Instructor in Architectural Design and Construction.

ARTHUR JOHN PULOS, B.A., Assistant in Applied Design.

WALTER OLIVER ELLIOTT, B.S., Graduate Assistant in Drawing and Painting.

THEODORE FREDERICK HOCH, B.A., Graduate Assistant in Architecture.

JEAN SHERRARD, B.A., Graduate Assistant in Sculpture.

MARY PRICE VARTY, B.S., Graduate Assistant in Interior Design.

* On sabbatical leave, fall term, 1940-41.

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General Statement

THE School of Architecture and Allied Arts offers instruction leading to baccalaureate and advanced degrees in architecture, interior design, landscape architecture, drawing and painting, sculpture, art education, and general art. There are no special requirements for admission to the school beyond the general University requirements listed under ADMISSION. Students seeking admission with advanced standing are required to exhibit their work or take an examination before transfer of credit is granted.

The school is housed in a group of buildings around an arcaded patio, at the northeast corner of the campus. The buildings contain drafting rooms, exhibition rooms, classrooms, an art library, and staff offices.

Students supply their own instruments and drawing materials. Supplies are obtainable within the building, at a branch store maintained by the University Co-op. The school supplies desks, easels, and drawing boards. All work done in class by students is the property of the School of Architecture and Allied Arts unless other arrangements are made with the instructor.

Degrees and Curricula. The following curricula are offered: five-year curricula in architectural design and in interior design, leading to the Bachelor of Architecture degree; a four-year curriculum in structural design in architecture, leading to the Bachelor of Science degree, offered in cooperation with the School of Engineering at Oregon State College; a five-year curriculum in landscape architecture, leading to the Bachelor of Landscape Architecture degree; four-year curricula, leading to the Bachelor of Arts or Bachelor of Science degree, in drawing and painting, sculpture, art education, and general art.

Students majoring in architectural design, in interior design, or in landscape architecture may obtain a Bachelor of Arts or Bachelor of Science degree (in addition to the professional degree) by completing the University requirements for the B.A. or B.S. degree. Such students must, however, complete at least 45 term hours after the awarding of the first bachelor's degree before the second will be awarded.

In cooperation with the School of Education, special courses are offered for students who intend to become teachers of art.

Work leading to the following advanced degrees is offered under the direction of the Graduate Division and the School of Architecture and Allied Arts: Master of Science (scholastic); Master of Arts (scholastic); Master of Architecture (technical); Master of Fine Arts (creative); Master of Landscape Architecture (technical). At least one year of resident work beyond the bachelor's degree is required for these degrees. For further information concerning graduate study see GRADUATE DIVISION.

The following regulations govern the professional curricula leading to the Bachelor of Architecture degree, and the awarding of the degree.

(1) Trigonometry and an approved course in physics are prerequisite for Construction III (AA 320, 321, 322).

(2) A "data book" satisfactory to the dean must be presented by the student at the end of each year. The book must include the results of his research in design, construction, history, ornament, and practice. The degree will not be granted until a "data book" is presented at the end of the fifth year.

(3) A student may obtain each year credits in excess of those called for in the curricula outlined below, by demonstrating through examination that he has professional training, through experience or otherwise, which will justify the granting of additional credit and more rapid progress toward the degree.

(4) The student must earn at least 220 term hours, of which 147 hours must be for work prescribed in graphics, delineation, design, construction, history, and practice. He must have satisfied the University requirements for graduation, including required courses in physical education and military science. At least one year of residence is required.

(5) A student may take three hours of elective subjects each term in addition to the electives scheduled in the curricula, provided his record for the preceding years shows no grade below C.

(6) The five-year curriculum is planned for students of average preparation and ability. Students with superior preparation and ability may, through examination as provided under Rule 3, or by presenting work in design as provided under Rule 7, complete the required number of hours of professional work and graduate in less than five years.

(7) Before the professional degree in architectural design is granted, the student must receive a passing grade in each division of design. By special permission of the dean, a student may be allowed to do the work required in the courses in architectural design as rapidly as he is able. By arrangement with the Registrar, credit for work done in these courses before formal registration will be entered in the student's record when certified by the dean.

The rules printed above (with the omission of rules 1 and 2) also govern the professional curriculum leading to the Bachelor of Landscape Architecture degree and the awarding of the degree.

Architectural Design. In order that the student may be brought in touch with his professional work and co-workers as early as possible, the study of architectural design is begun in the freshman year. In the freshman year the student becomes familiar with the elementary factors of design through the execution of simple architectural problems and through lectures on design concepts by members of the art and architecture faculty. In the sophomore year emphasis is placed on problems involving particular site situations and particular needs of people and society, and on specific space provisions for the satisfaction of these needs. In the third, fourth, and fifth years, the student executes problems of increasing magnitude and complexity. The five-year program is planned as a continuous experience, and is correlated with work in landscape architecture, interior design, and structural design.

All design problems are assigned individually. Competition as a method of teaching has been abandoned. Emphasis is placed on integrity of thought and expression, on stimulation of a spirit of cooperation, and on development of individuality.

All work is executed in the drafting room, where individual tables are assigned to students. The student confers with several instructors as he progresses toward the solution of his particular problem; through these individual discussions he is encouraged to see his problem and the general problems of design from a variety of points of view.

Because of the special nature of work in design, it is impossible to fix the amount of time necessary for the completion of projects required. The nominal time is five years. More or less time may be necessary, according to the student's preparation and ability.

Credits are calculated according to the amount of work accomplished; each problem is assigned a definite credit value.

Interior Design. Interior design is taught as a branch of architecture. The work of the first two years differs little from the first two years of the curriculum in architectural design. In the three years of upper-division work, the student specializes on interiors, studying the room as a problem of design, and the related problems of furnishing, function, construction, and beauty.

Structural Design. The student following the curriculum in structural design in architecture takes two years of work in the School of Architecture and Allied Arts at the University; at the beginning of his junior year, he transfers to Oregon State College to complete the last two years of the four-year curriculum in the School of Engineering.

Landscape Architecture. The instruction in landscape architecture is closely correlated with work in art and in architectural design. The classrooms and drafting quarters for landscape architecture are in the same building with those for art and architecture, so that from the beginning of their professional training students are closely associated with co-workers in related arts.

The campuses of the University of Oregon and Oregon State College are ideal out-of-door living laboratories for the study of plant materials and landscape design.

A major in landscape architecture takes one year of his professional training at the State College, studying plant material, plant propagation, soils, surveying, and other practical phases of the profession. The student who does his lower-division work at the University spends the third year at Corvallis, and returns to Eugene for the last two years of the curriculum. A student may, however, spend his first two years at the State College, completing during these years the required professional work offered at Corvallis, and transfer to the University for the last three years of professional work. Curricula for students who begin at Eugene and for those who begin at Corvallis are printed on pages 171-172.

Drawing and Painting. The aim of the instruction in drawing and painting is to provide the technical training necessary for individual expression and for an appreciative understanding of the visual arts. The special interests of students (landscape, portraiture, mural, illustration, etc.) are recognized and encouraged. All teaching is through individual criticism. The student works at his easel or drawing board on his particular problem, and receives individual attention and help from the instructor. Competition and mass training are both eliminated. The curriculum includes work in design, life, anatomy, and composition.

Sculpture. All work is executed in the sculpture studios under the personal direction and criticism of the instructor. The curriculum for students of sculpture includes work in drawing, painting, anatomy, composition, and design, in addition to instruction in sculpture, modeling, and casting. The suggested curriculum printed on page 173 is not mandatory in details. Deviations consistent with the general regulations of the University and the standards of the school may be made with the consent of the instructor.

Art Education. The curriculum in art education prepares students for supervision and teaching of art in the junior and senior high schools. The courses are designed to develop an appreciation of the beautiful, and to give freedom, spontaneity, and power of original self-expression in design, and some understanding of the designs and processes of the applied arts and crafts.

General Art. The curriculum in general art is planned for students who do not intend to become professional architects or artists, but who are interested in the arts as a part of a liberal education. The curriculum is also suited to the needs of students who wish a general training in the arts as a foundation for specialization in textile, costume, stage, and other forms of applied design.

Curricula in Architecture and Allied Arts

*Architectural Design—Interior Design—Structural Design—Landscape Architecture
Drawing and Painting—Sculpture—Art Education—General Art*

Suggested Curriculum in Architectural Design

B.Arch. Degree

MR. HAYDEN and MR. WILCOX, Advisers

First Year	Term hours		
	F	W	S
Graphics I (AA 111, 112, 113).....	2	2	2
Architectural Drawing (AA 191).....	1	1	1
Architectural Modeling (AA 154, 155, 156).....	1	1	1
Lower-Division Architectural Design (AA 297).....	1-2	1-2	1-2
Landscape Architecture (LA 117, 118, 119).....	1	1	1
Construction I (AA 120).....	-	-	1
Group requirements (Physical-Science Survey; Essentials of Physics; Introductory Geography).....	5	5	5
English Composition (Eng 111, 112, 113).....	3	3	3
Military Science (men) or General Hygiene (women).....	1	1	1
Physical Education.....	1	1	1
	16-17	16-17	16-17
Second Year			
Introduction to Construction (AA 117, 118, 119).....	3	3	3
Graphics II (AA 211, 212, 213).....	2	2	2
Lower-Division Architectural Design (AA 297 continued).....	1-2	1-2	1-2
Lower-Division Drawing (AA 291).....	2	2	2
Lower-Division Landscape Design (LA 290).....	1-2	1-2	1-2
Architectural Rendering (AA 214, 215, 216).....	1	1	1
Lower-Division Composition (AA 292) ¹	2	2	2
Construction II (AA 220, 221, 222).....	1	1	1
Physical Education.....	1	1	1
Military Science (men).....	1	1	1
	15-17	15-17	15-17
Third Year			
Architectural History I (AA 337, 338, 339).....	2-3	2-3	2-3
Construction III (AA 320, 321, 322).....	3	3	3
Upper-Division Architectural Design (AA 497).....	4	4	4
Upper-Division Drawing (AA 491).....	1	1	1
Pen and Pencil (AA 398).....	1	1	1
Domestic Architecture I (AA 311, 312, 313).....	1-2	1-2	1-2
Group requirements.....	4	4	4
	16-18	16-18	16-18
Electives recommended: Introduction to Philosophy; Lower-Division Composition; Backgrounds of Social Science; psychology; World History; economics; foreign language.			
Fourth Year			
Architectural History II (AA 340, 341, 342).....	2	2	2
Construction VI (AA 420, 421, 422).....	2	2	2
Upper-Division Architectural Design (AA 497 continued).....	6	6	6
Upper-Division Drawing (AA 491 continued).....	1	1	1
Construction IV (AA 323, 324, 325).....	2	2	2
Architectural Practice (AA 329, 330, 331).....	1	1	1
Electives.....	2	2	2
	16	16	16
Electives recommended: literature; painting; sculpture.			
Fifth Year			
Upper-Division Architectural Design (AA 497 continued).....	10	10	10
City Planning I (LA 353, 354, 355).....	2	2	2
Upper-Division Drawing (AA 491 continued).....	1	1	1
Architectural History III (AA 440, 441, 442).....	1	1	1
Construction V (AA 369, 370, 371).....	2	2	2
	16	16	16

¹ Recommended but not required.

Suggested Curriculum in Interior Design

B.Arch. Degree

MISS FRASIER, Adviser

First Year	Term hours		
	F	W	S
Interior Design Elements (AA 223, 224, 225).....	2	2	2
Graphics I (AA 111, 112, 113).....	2	2	2
Architectural Drawing (AA 191) or Architectural Modeling (AA 154, 155, 156).....	1	1	1
Lower-Division Architectural Design (AA 297).....	1	1	2
Construction I (AA 120).....	1	1	2
Survey of Creative Arts (AA 114, 115, 116).....	3	3	3
Group requirement.....	3	3	3
English Composition (Eng 111, 112, 113).....	3	3	3
Military Science (men) or General Hygiene (women).....	1	1	1
Physical Education.....	1	1	1
	17	17	19
Second Year			
Graphics II (AA 211, 212, 213).....	2	2	2
Lower-Division Drawing (AA 291) or Architectural Rendering (AA 214, 215, 216) or Architectural Modeling (AA 154, 155, 156).....	1-2	1-2	1-2
Lower-Division Architectural Design (AA 297 continued).....	2	2	2
Landscape Architecture (LA 117, 118, 119).....	1	1	1
Group requirements and electives.....	6	6	6
Military Science (men).....	1	1	1
Physical Education.....	1	1	1
	14-15	14-15	14-15
Electives recommended: mathematics; foreign language; English; science (geology or biology); General Psychology.			
Third Year			
Drawing, Modeling, or Painting.....	2-3	2-3	2-3
Upper-Division Interior Design (AA 498).....	4	4	4
Architectural History IV (AA 356, 357, 358).....	2	2	2
Lower-Division Applied Design (AA 296).....	2	2	2
Architectural History I (AA 337, 338, 339).....	2-3	2-3	2-3
Electives.....	3	3	3
	15-17	15-17	15-17
Electives as recommended above, with the addition of world literature, aesthetics, and Introduction to Philosophy.			
Fourth Year			
Drawing or Painting.....	2	2	2
Upper-Division Interior Design (AA 498 continued).....	6	6	6
Domestic Architecture I (AA 311, 312, 313).....	2	2	2
Upper-Division Applied Design (AA 496).....	2	2	2
Architectural History II (AA 340, 341, 342).....	2	2	2
Electives.....	3	3	3
	17	17	17
Electives as recommended above.			
Fifth Year			
Upper-Division Interior Design (AA 498 continued).....	10	10	10
Technique and Practice (AA 465, 466, 467).....	5	5	5
Civilization and Art Epochs (AA 446, 447, 448).....	2	2	2
	17	17	17

Suggested Curriculum in Structural Design in Architecture

B.S. Degree

MR. ADAMS, Adviser at University
MR. GRIFFITH, Adviser at State College

First Year (University)	Term Hours		
	F	W	S
Graphics I (AA 111, 112, 113)	2	2	2
Architectural Drawing (AA 191), or Architectural Modeling (AA 154, 155, 156)	1	1	1
Lower-Division Architectural Design (AA 297)	1	1	2
Construction I (AA 120)	4	4	4
Freshman Mathematics	3	3	3
Group Requirement	3	3	3
English Composition (Eng 111, 112, 113)	1	1	1
Military Science (men) or General Hygiene (women)	1	1	1
Physical Education	1	1	1
	16	16	18

Electives recommended: chemistry; geology; social science; foreign language.

Second Year (University)

General Physics (Ph 201, 202, 203)	4	4	4
Calculus (Mth 201, 202, 203)	4	4	4
Lower-Division Architectural Design (AA 297 continued)	2	2	2
Construction II (AA 220, 221, 222)	1	1	1
Military Science (men)	1	1	1
Physical Education	1	1	1
Electives	2	2	2
	15	15	15

Third Year (State College)

Plane Surveying (CE 221, 222, 223)	3	3	3
Strength of Materials (CE 351, 352)	3	3	3
Structural Analysis (CE 382)	4	4	4
Reinforced Concrete (CE 383)	3	3	3
Materials of Engineering (ME 316)	3	3	3
Structural Materials Laboratory (ME 415)	3	3	3
Practical Electricity (IA 370)	1	1	1
Welding Practice (IA 350)	1	1	1
Forging and Welding (IA 250)	5	3	7
Electives	17	16	17

Fourth Year (State College)

Structural Engineering (CE 481), Structural Design (CE 482)	4	4	4
Building Design (CE 483)	4	4	4
Masonry and Foundations (CE 472)	3	3	3
Structural Analysis (CE 485)	3	3	3
Hydraulics (CE 311)	3	3	3
Estimating and Cost of Analysis (CE 460)	3	3	3
Steam, Air, and Gas Power (ME 346)	3	3	3
Heating and Air Conditioning (ME 461)	3	3	3
Industrial Electricity (EE 351)	10	3	3
Electives	17	17	16

Suggested Curriculum in Landscape Architecture

B.L.A. Degree

(Work in a foreign language is not required for the Bachelor of Landscape Architecture degree. Students wishing to earn the Bachelor of Arts degree take a modern foreign language during their freshman and sophomore years, and complete group requirements in language and literature or in social science in the fourth year of the curriculum.)

MR. CUTHBERT, Adviser at University
MR. PECK, Adviser at State College

FOR STUDENTS TAKING FIRST TWO YEARS AT UNIVERSITY

First Year (University)	Term Hours		
	F	W	S
Group requirement and electives	5	5	5
Graphics I (AA 111, 112)	2	2	2
Lower-Division Architectural Design (AA 297)	1	1	2
Landscape Architecture (LA 117, 118, 119)	1	1	1
English Composition (Eng 111, 112, 113)	3	3	3
Construction I (AA 120)	1	1	1
Architectural Drawing (AA 191)	1	1	1
Lower-Division Drawing (AA 291)	1	1	1
Military Science (men) or General Hygiene (women)	1	1	1
Physical Education	1	1	1
	16	16	16

Second Year (University)

Botany (Bot 101, 102, 103)	3	3	3
Lower-Division Drawing (AA 291 continued)	1	1	1
Construction II (AA 220, 221, 222)	1	1	1
Lower-Division Architectural Design (AA 297 continued)	2	2	2
Lower-Division Landscape Design (LA 290)	2	2	2
Military Science (men)	1	1	1
Physical Education	1	1	1
Electives	5	5	5
	16	16	16

Third Year (State College)

Plant Materials (LA 326, 327, 328)	3	3	3
History and Literature of Landscape Architecture (LA 356, 357, 358)	2	2	2
Plane Surveying (CE 226, 223)	3	3	3
Maintenance and Construction (LA 359, 360, 361)	3	3	3
Plant Propagation (Hrt 311)	3	3	3
Soil Improvement (Sls 215)	2	2	2
Upper-Division Landscape Design (LA 390)	3	3	3
Engineering or plant electives	2	2	2
Graphics II (AA 212)	2	2	2
	18	17	18

Fourth Year (University)

Upper-Division Landscape Design (LA 490)	5	5	5
Construction VI (AA 421, 422)	2	2	2
Office Practice (LA 337)	2	2	2
Plant Composition (LA 491)	3	3	3
City Planning I (LA 353, 354, 355)	2	2	2
Field Practice (LA 335, 435)	4	4	4
Group requirement in language and literature or in social science; or art and English electives	3	3	3
	17	17	19

Fifth Year (University)

City Planning II (LA 492)	2	2	2
Upper-Division Landscape Design (LA 490 continued)	10	10	10
Architectural History I (AA 337, 338, 339)	2-3	2-3	2-3
Electives	3	3	3
	17-18	17-18	17-18

Recommended electives: public speaking, City Government (PS 415), Real Estate (BA 425), Business Law (BA 416), foreign language.

FOR STUDENTS TAKING FIRST TWO YEARS AT STATE COLLEGE

	Term hours		
	F	W	S
First Year (State College)			
Graphics (AA 111, 112, 212).....	2	2	2
General Botany (Bot 201, 202, 203).....	3	3	3
Landscape Architecture (LA 279).....	—	—	3
History and Literature of Landscape Architecture (LA 356, 357, 358).....	2	2	2
English Composition (Eng 111, 112, 113).....	3	3	3
Lower-Division Architectural Design (AA 297).....	2	—	—
Construction (AA 120).....	—	1	—
Military Science (men) and Physical Education ¹	2	2	2
Group requirement in language and literature or social sciences ²	3	3	3
	17	16	18
Second-Year (State College)			
Lower-Division Architectural Design (AA 297 continued).....	—	1	1
Lower-Division Landscape Design (LA 290).....	2	2	2
Plane Surveying (CE 226, 223).....	3	—	3
Plant Propagation (Hrt 311).....	—	3	—
Maintenance and Construction (LA 359, 360, 361).....	3	3	3
Plant Materials (LA 326, 327, 328).....	3	3	3
Soil Improvement (Sls 215).....	2	—	—
Military Science (men) and Physical Education.....	2	2	2
Electives.....	3	4	4
	18	18	18
Third Year (University)			
Lower-Division Architectural Design (AA 297 continued).....	2	2	2
Lower-Division Drawing (AA 291).....	3	3	3
Construction II (AA 220, 221, 222).....	1	1	1
Upper-Division Landscape Design (LA 490).....	3	3	3
Plant Composition (LA 491).....	3	3	3
Electives.....	6	6	6
	18	18	18

Fourth and Fifth Years (University)
Same as for students beginning at University

Suggested Curriculum in Drawing and Painting

B.A., B.S. Degrees

MR. VINCENT, Adviser

First Year			
Lower-Division Painting (AA 290).....	2	2	2
Lower-Division Drawing (AA 291).....	2	2	2
Lower-Division Composition (AA 292).....	2	2	2
Survey of Creative Arts (AA 114, 115, 116) or language.....	3-4	3-4	3-4
English Composition (Eng 111, 112, 113).....	3	3	3
Group requirements.....	3	3	3
Military Science (men) or General Hygiene (women).....	1	1	1
Physical Education.....	1	1	1
	17-18	17-18	17-18
Second Year			
Lower-Division Painting (AA 290 continued).....	3	3	3
Lower-Division Drawing (AA 291 continued).....	3	3	3
Lower-Division Composition (AA 292 continued).....	3	3	3
Military Science (men).....	1	1	1
Physical Education.....	1	1	1
Group requirement and electives.....	6	6	6
	17	17	17

¹ General Hygiene (PE 150), 2 term hours, is taken one term in place of physical education. Women take Social Ethics (PE 131) one term.
² Students taking modern language will complete group requirements in the fourth year at the University.

Third Year			
	Term hours		
	F	W	S
Upper-Division Painting (AA 490).....	5	5	5
Upper-Division Drawing (AA 491).....	4	4	4
Upper-Division Composition (AA 492).....	3	3	3
History of Painting (AA 346, 347, 348).....	2-3	2-3	2-3
Electives.....	3	3	3
	17-18	17-18	17-18
Fourth Year			
Upper-Division Painting (AA 490 continued).....	5	5	5
Upper-Division Drawing (AA 491 continued).....	5	5	5
Upper-Division Composition (AA 492 continued).....	3	3	3
Electives.....	3	3	3
	16	16	16

Suggested Curriculum in Sculpture

B.A., B.S. Degrees

MR. BARRETT, Adviser

First Year			
Lower-Division Sculpture (AA 293).....	3	3	3
Lower-Division Drawing (AA 291).....	2	2	2
Lower-Division Sculpture Composition (AA 294).....	2	2	2
Survey of Creative Arts (AA 114, 115, 116).....	3	3	3
English Composition (Eng 111, 112, 113).....	3	3	3
Group requirements.....	3	3	3
Military Science (men) or General Hygiene (women).....	1	1	1
Physical Education.....	1	1	1
	18	18	18
Second Year			
Lower-Division Sculpture (AA 293 continued).....	4	4	4
Lower-Division Drawing (AA 291 continued).....	3	3	3
Lower-Division Sculpture Composition (AA 294 continued).....	2	2	2
Military Science (men).....	1	1	1
Physical Education.....	1	1	1
Group requirements and electives.....	5	5	5
	16	16	16
Third Year			
Upper-Division Sculpture (AA 493).....	5	5	5
Upper-Division Drawing (AA 491).....	4	4	4
Upper-Division Sculpture Composition (AA 494).....	2	2	2
Electives.....	6	6	6
	17	17	17
Fourth Year			
Upper-Division Sculpture (AA 493 continued).....	5	5	5
Upper-Division Drawing (AA 491 continued).....	4	4	4
Upper-Division Sculpture Composition (AA 494 continued).....	2	2	2
Electives.....	4	4	4
	15	15	15

Suggested Curriculum in Art Education*

B.A., B.S. Degrees

MISS KERNS, Adviser

	Term hours		
	F	W	S
First Year			
Major Subject:			
Design I (AA 166, 167, 168).....	2	2	2
Representation I (AA 169, 170, 171).....	1	1	1
Color Theory (AA 163, 164, 165).....	1	1	1
Minor norms and group requirements for B.A.:			
Foreign language†.....	3-4	3-4	3-4
Background of Social Science (SSc 101, 102, 103), or Survey of English Literature (Eng 101, 102, 103).....	3	3	3
Minor norms and group requirements for B.S.:			
Physical-Science Survey (PhS 101, 102, 103), or Biological-Science Survey (BiS 101, 102, 103).....	4	4	4
English Composition (Eng 111, 112, 113).....	3	3	3
General Hygiene (PE 114, 115, 116).....	1	1	1
Physical Education (PE 111, 112, 113).....	1	1	1
	13-16	13-16	13-16

Second Year

Major Subject:			
Representation II (AA 269, 270, 271).....	1	1	1
Design II (AA 266, 267, 268).....	2	2	2
Figure and Costume Sketch (AA 298).....	1	1	1
Minor norms and group requirements for B.A.:			
Foreign language.....	3-4	3-4	3-4
Elementary psychology.....	3-4	3-4	3-4
Minor norms and group requirements for B.S.:			
World History (Hst 204, 205, 206), Modern Europe (Hst 341, 342, 343), or Political Science (PS 201, 202, 203).....	3-4	3-4	3-4
Lower-Division Applied Design (AA 296).....	2	2	2
Advanced Physical Education (PE 211, 212, 213).....	1	1	1
Electives.....	4	4	4
	14-19	14-19	14-19

Third Year

Art Education (AA 414, 415).....	3	-	3
Special Teaching Methods (Ed 408).....	-	3	-
Fashion Illustration (AA 391).....	2	2	2
Secondary Education (Ed 311), Educational Psychology (Ed 312), Principles of Teaching (Ed 313).....	3	3	3
Interior Design I (AA 380, 381, 382).....	2	2	2
Minor norm.....	3-4	3-4	3-4
Oregon School Law (Ed 316).....	2	-	-
Oregon History (Hst 377).....	-	2	-
	15-16	15-16	13-14

Fourth Year

Interior Design II (AA 383, 384, 385).....	2	2	2
Supervised Teaching (Ed 415) (7-10 term hours in year).....	3	2	2
Sculpture.....	2	2	2
Civilization and Art Epochs (AA 446, 447, 448).....	2	2	2
Drawing or Representation III (AA 386, 387, 388).....	1	1	1
Painting.....	2	2	2
Modern Educational Principles & Problems (Ed 511).....	3	-	-
Minor norm.....	3-4	3-4	3-4
	18-19	14-15	14-15

* For requirements for the Oregon state teacher's certificate, see SCHOOL OF EDUCATION.
 † Preferably French. To satisfy the group requirement in language and literature, third-year courses must be taken; but first-year and second-year courses will satisfy the language requirements for the B.A. degree.

Suggested Curriculum in General Art

B.A., B.S. Degrees

MISS AVAKIAN, Adviser

	Term hours		
	F	W	S
Freshman Year			
Lower-Division Decorative Design (AA 295).....	2-3	2-3	2-3
Survey of Creative Arts (AA 114, 115, 116).....	3	3	3
From the following subjects, 3 to 5 hours.....	3-5	3-5	3-5
Lower-Division Applied Design (AA 296)			
Lower-Division Drawing (AA 291)			
Lower-Division Composition (AA 292)			
Figure and Costume Sketch Class (AA 298)			
English Composition (Eng 111, 112, 113).....	3	3	3
Physical Education.....	1	1	1
General Hygiene (women) or Military Science (men).....	1	1	1
Group requirements and electives.....	4-6	4-6	4-6
	17-22	17-22	17-22

Sophomore Year

From the following subjects, 7 to 8 hours.....	7-8	7-8	7-8
Lower-Division Decorative Design (AA 295 continued)			
Lower-Division Applied Design (AA 296 continued)			
Lower-Division Drawing (AA 291 continued)			
Lower-Division Painting (AA 290)			
Lower-Division Sculpture (AA 293 continued)			
Lower-Division Composition (AA 292 continued)			
Physical Education.....	1	1	1
Military Science (men).....	1	1	1
Electives and group requirements.....	6-8	6-8	6-8
	15-18	15-18	15-18

Junior Year

Civilization and Art Epochs (AA 446, 447, 448).....	2	2	2
From the following subjects, 10 to 11 hours.....	10-11	10-11	10-11
Upper-Division Decorative Design (AA 495)			
Upper-Division Drawing (AA 491)			
Upper-Division Painting (AA 490)			
Upper-Division Sculpture (AA 493)			
Upper-Division Composition (AA 492)			
Fashion Illustration (AA 391)			
Electives.....	3	3	3
	15-16	15-16	15-16

Senior Year

From the following subjects, 12 to 13 hours.....	12-13	12-13	12-13
Upper-Division Decorative Design (AA 495 continued)			
Upper-Division Applied Design (AA 496)			
Upper-Division Drawing (AA 491 continued)			
Upper-Division Painting (AA 490 continued)			
Upper-Division Sculpture (AA 493 continued)			
Upper-Division Composition (AA 492 continued)			
Interior Design I (AA 380, 381, 382)			
Electives.....	3	3	3
	15-16	15-16	15-16

Description of Courses

COURSES IN ARCHITECTURAL DESIGN, INTERIOR DESIGN, AND STRUCTURAL DESIGN

LOWER-DIVISION COURSES

- AA 111, 112, 113. **Graphics I.** 2 hours each term.
Principles of orthographic projection or descriptive geometry; applications to the construction of plans and elevations, projections of points, lines, and planes, and correct location of shades and shadows for design problems. Adams, True.
- AA 117, 118, 119. **Introduction to Construction.** 3 hours each term.
Study of mathematics as related to building construction, including the elements of algebra, trigonometry, and calculus. Adams, True.
- AA 120. **Construction I.** 1 hour spring.
Introduction to architectural elements by means of individual research and observation. Sketching of existing examples, with class discussion. Willcox.
- AA 154, 155, 156. **Architectural Modeling.** 1 hour each term.
The student studies architectural forms and details by actually creating the forms in clay, and thus strengthens his perception of three dimensions for work on problems in design. Hudson, Riehl, Willcox.
- AA 191. **Architectural Drawing.** 1 hour each term.
A course in freehand perspective, intended to develop skill in depiction of imagined forms in planes and solids. Hudson, Riehl.
- AA 211, 212, 213. **Graphics II.** 2 hours each term.
Fall term: completion of work in shades and shadows; winter and spring terms: applications of descriptive geometry to drawing of linear perspectives. Practical methods of constructing perspectives. Brown.
- AA 214, 215, 216. **Architectural Rendering.** 1 hour each term.
Use of India ink and water color in making rendered drawings; application to architectural design problems. Brown.
- AA 220, 221, 222. **Construction II.** 1 hour each term.
Introduction to building materials; materials in design, properties of materials, specifications. Hayden, True.
- AA 223, 224, 225. **Interior Design Elements.** 2 hours each term.
Introduction to the scope, aims, and technique of interior design, with special emphasis on: color theory as related to interior design; textile decoration (hand block, color screen, air brush); flower arrangement. Open to nonmajors. Frasier.
- AA 297. **Lower-Division Architectural Design.** 1 to 5 hours any term.
No-grade course. Credit earned each term determined by work completed. Normally 4 term hours earned the first year and 6 hours the second year. First year: fundamental principles of design organization; basic building needs of society and the individual. Second year: simple problems in architectural planning; solutions evolved that require the making of well-executed architectural drawings. Work correlated with LA 117, 118, 119. During the second year, equal attention is given to architectural and to landscape considerations.

UPPER-DIVISION COURSES

- AA 311, 312, 313. **Domestic Architecture I.** 1 to 4 hours each term.
The principles and requirements of domestic architecture applied to the execution of plans and elevations of residential buildings, and to the landscape design of the property. Lawrence, Riehl.
- AA 320, 321, 322. **Construction III.** 3 hours each term.
Intended to follow trigonometry; application of mathematics to the designing of structures. Adams.
- AA 323, 324, 325. **Construction IV.** 2 hours each term.
Introduction to the making of working drawings, including scale and full-size details; writing of specifications and supervision. Prerequisite: AA 311, 312, 313. Brown, Hayden.
- AA 329, 330, 331. **Architectural Practice.** 1 hour each term.
Problems of professional ethics, business relations, office management, etc. Willcox.
- AA 337, 338, 339. **Architectural History I.** 2 or 3 hours each term.
Study of the historic styles of architecture, supplemented by individual investigation of historic ornament. Open to nonmajors. Lawrence.
- AA 340, 341, 342. **Architectural History II.** 2 hours each term.
Continuation of AA 337, 338, 339. Lawrence.
- AA 356, 357, 358. **Architectural History IV.** 2 hours each term.
History of interior design, with emphasis on the development of the architectural background, on the history of furniture, textiles, and other accessories, and on their relation to modern architectural design, interior design, and industrial design. Required for majors in interior design, open to upper-division nonmajors. Frasier.
- AA 369, 370, 371. **Construction V.** 2 hours each term.
Mechanical accessories to buildings; plumbing, heating, ventilation, electric lighting, and acoustics. Adams.
- AA 411, 412, 413. **Domestic Architecture II.** (G) 1 to 4 hours each term.
Continuation AA 311, 312, 313. Lawrence, Riehl.
- AA 420, 421, 422. **Construction VI.** (G) 2 hours each term.
Constructive design, continuing the work of AA 320, 321, 323. Trusses in wood and steel, plate girders, reinforced concrete, retaining walls, etc. Adams.
- AA 440, 441, 442. **Architectural History III.** 1 hour each term.
History of modern architecture. Continuation of AA 340, 341, 342. Lawrence.
- AA 443, 444, 445. **Architectural History V.** (G) 1 to 2 hours each term.
Continuation of AA 440, 441, 442. Lawrence.
- AA 465, 466, 467. **Technique and Practice.** 5 hours each term.
Business, estimating methods, and ethics for interior decorators. Frasier.
- AA 497. **Upper-Division Architectural Design.** (G) 1 to 10 hours any term.
No-grade course. Credit earned each term determined by work completed. Normally 12 term hours earned the third year, 18 the fourth year, and 30 the fifth year. During these three years a progressive series of problems in architectural design and planning are studied, including short-time sketch problems and elaborate, carefully studied drawings. Some problems studied in collaboration with students in LA 490.

AA 498. Upper-Division Interior Design. (G) 1 to 10 hours any term.

No-grade course. Credit earned each term determined by work completed. Normally 12 term hours earned the third year, 18 the fourth year, and 30 the fifth year. During these three years a progressive series of related problems in interior design are studied; sketches and carefully executed drawings are made, some in orthographic projection and some in perspective. Frasier.

COURSES IN LANDSCAPE ARCHITECTURE**LOWER-DIVISION COURSES****LA 117, 118, 119. Landscape Architecture.** 1 hour each term.

Introduction to landscape architecture; survey of the principles and ideals of the art. Peck.

LA 290. Lower-Division Landscape Design. 1 to 5 hours each term.

Design of small residence properties, the ordinary city lot, town house property, and suburban residence properties of not more than three acres. Prerequisite: LA 117, 118, 119. Cuthbert, Thompson.

UPPER-DIVISION COURSES**LA 335. Field Practice.** 4 hours fall.

Field problems in surveying, grading, and layout work for construction. Prerequisite: CE 223. Thompson.

LA 337. Office Practice. 2 hours winter.

Professional ethics, office management, and principles of superintendence. Prerequisite: upper-division standing. Cuthbert, Thompson.

LA 353, 354, 355. City Planning I. 2 hours each term.

No-grade sequence. Fall and winter term: history and significance of city planning; modern achievement in zoning, housing, and city and regional planning. Spring term: economic, practical, and aesthetic factors; study and solution of a simple practical problem in town planning. Cuthbert, Hudson, Willcox.

LA 435. Field Practice. 4 hours spring.

Continuation of LA 335, the field work being correlated with a major design problem. Cuthbert, Thompson.

LA 490. Upper-Division Landscape Design. (G) 1 to 10 hours any term.

No-grade course. Normally 15 term hours of credit are earned the fourth year and 30 term hours the fifth year. Suburban and country estates, school grounds and parks, cemeteries, golf courses, housing developments, and subdivisions. Some problems studied in collaboration with students in AA 497. Trips are made so that the student may study actual examples of good planning. Prerequisite: LA 290. Cuthbert, Thompson.

LA 491. Plant Composition. 1 to 5 hours any term.

No-grade course. Design of planting of trees, shrubs, and flowers. Lectures, field trips, and drafting. Maximum credit, 12 term hours. Prerequisite: LA 326, 327, 328. Cuthbert.

LA 492. City Planning II. (G) 1 to 6 hours any term.

No-grade course. A course in civic design. Maximum credit, 12 term hours. Architecture students who have taken LA 353 may take this course for 1 to 2 hours credit. Majors in landscape architecture are required to have had LA 353, 354, 355, and take this course for 6 hours credit. Cuthbert, Hudson.

HONORS COURSES**LA 301. Special Studies.** Terms and hours to be arranged.**LA 303. Honors Thesis.** Terms and hours to be arranged.**LA 305. Honors Assigned Reading.** Terms and hours to be arranged.**LA 307. Honors Seminar.** Terms and hours to be arranged.**LA 401. Special Studies.** Terms and hours to be arranged.**LA 403. Senior Thesis.** Terms and hours to be arranged.**LA 405. Senior Assigned Reading.** Terms and hours to be arranged.**LA 407. Senior Seminar.** Terms and hours to be arranged.**GRADUATE COURSES**

LA 490, 492 may be taken for graduate credit.

LA 501. Special Studies. Terms and hours to be arranged.**LA 503. Graduate Thesis.** Terms and hours to be arranged.**LA 505. Graduate Assigned Reading.** Terms and hours to be arranged.**LA 507. Graduate Seminar.** Terms and hours to be arranged.**COURSES IN DRAWING AND PAINTING****LOWER-DIVISION COURSES****AA 290. Lower-Division Painting.** 2 to 3 hours any term.

A study of the fundamentals of painting. Instruction in the use of oil color, water color, and other media. Although registration is permitted any term, it is desirable that the work be started in the fall. Fifteen hours required for upper-division standing.

AA 291. Lower-Division Drawing. 1 to 3 hours any term.

Fundamentals of drawing. Training in observation and selection of significant elements. Work in various media. Although registration is permitted any term, it is desirable that the work be started in the fall. Fifteen hours required for upper-division standing (6 hours for nonmajors).

AA 292. Lower-Division Composition. 2 to 3 hours any term.

Principles of space, tone, and color organization. Work in abstract and pictorial forms. Basic training either for appreciation of the arts or for creative work. Although registration is permitted any term, it is desirable that the work be started in the fall. Fifteen hours required for upper-division standing.

AA 298. Figure and Costume Sketch Class. 1 hour any term.

No-grade course. Sketching from costumed models, to develop ability to observe clearly and record accurately.

UPPER-DIVISION COURSES**AA 346, 347, 348. History of Painting.** 2 or 3 hours each term.

Development of painting from the prehistoric era to the present. Special emphasis on the characteristics of individual painters and of their periods.

AA 398. Pen and Pencil. 1 hour any term.

Technique of rendering with pen and pencil. Riehl.

AA 490. Upper-Division Painting. (G) 2 to 5 hours any term.

Advanced problems in portrait, figure, and still life, in all media. Eighteen hours required for graduation (plus 15 hours in AA 290, total 33 hours).

- AA 491. Upper-Division Drawing.** (G) 1 to 5 hours any term.
Advanced work in drawing. Study of form from the figure. Eighteen hours required for graduation (plus 15 hours in AA 291, total 33 hours).
- AA 492. Upper-Division Composition.** (G) 2 to 5 hours any term.
No-grade course. Advanced problems in composition. Mural decorations; illustrations; practical problems carried out in oil, fresco, and other media. Eighteen hours required for graduation (plus 15 hours in AA 292, total 33 hours).

COURSES IN SCULPTURE

LOWER-DIVISION COURSES

- AA 293. Lower-Division Sculpture.** 2 to 5 hours any term.
First year: fundamental principles studied in clay and stone; construction taught by the combinations of the simplest forms. Second year: continuation of first year's work, with the addition of research, study of anatomy, and construction. Eighteen hours required for upper-division standing. Barrett.
- AA 294. Lower-Division Sculpture Composition.** 2 to 4 hours any term.
Extensive research during first year in ancient sculpture composition. Original compositions in clay. Nine hours required for upper-division standing. Barrett.

UPPER-DIVISION COURSES

- AA 493. Upper-Division Sculpture.** (G) 2 to 6 hours any term.
Progressive series of problems in sculpture, including original sketches in clay from life, as well as carefully executed works in stone. Thirty hours required for graduation (plus 18 hours in AA 293, total 48 hours). Barrett.
- AA 494. Upper-Division Sculpture Composition.** (G) 2 to 4 hours any term.
No-grade course. Continuation of AA 294. Research in all periods of art. Nine hours required for graduation (plus 9 hours in AA 294, total 18 hours). Barrett.

COURSES IN ART EDUCATION

LOWER-DIVISION COURSES

- AA 163, 164, 165. Color Theory.** 1 hour each term.
Study of color with reference to its scientific background and artistic use. Practical applications in dress, the home, the commercial world, and the theater. Creative use of color for individual art expression. Kerns.
- AA 166, 167, 168. Design I.** 2 hours each term.
Study of basic art structure—elements, line, dark and light, and color. Structural organization of designs for textiles, advertising, posters, etc., with application to crafts and applied arts. Kerns.
- AA 169, 170, 171. Representation I.** 1 hour each term.
Rendering of positive and negative space by use of naturalistic and abstract forms. Creation of rhythms, static and dynamic, on picture plane by lines, planes, and volumes. Exercises in organization of structural form of picture composition, motivated by still life, flowers, landscape, and human figure. Problems of form and color in pencil, charcoal, water color, oil. Kerns.
- AA 266, 267, 268. Design II.** 2 hours each term.
Continuation of AA 166, 167, 168. Study of nature forms in landscape, human figure, and abstract composition. Study of historical crafts in relation to modern technique and the teaching problem. Fall term: wood block; winter and spring terms: batik. Kerns.

- AA 269, 270, 271. Representation II.** 1 hour each term.
Continuation of AA 169, 170, 171, with more advanced problems along the same lines. Prerequisite: AA 169, 170, 171. Kerns.

UPPER-DIVISION COURSES

- AA 380, 381, 382. Interior Design I.** 2 hours each term.
Great periods of interior architecture and decorative furnishings, and the evolution of the social groups and environments in which they developed. The house plan; walls, windows, ceilings, and floors; decorative textiles and hangings. Required of majors in art education; open to upper-division students in other departments. Frasier.
- AA 383, 384, 385. Interior Design II.** 2 hours each term.
Problems of side-wall elevations in neutral wash and color. Quick rendering in pencil and water color of elevations and drapery arrangements. Furniture design, sketches, and measured drawings. Painted furniture. Choosing, framing, and hanging pictures. Color and color schemes. Frasier, Smith.
- AA 386, 387, 388. Representation III.** 1 hour each term.
Prerequisite: AA 269, 270, 271. Kerns.
- Ed 408. Special Teaching Methods.** 3 hours winter.
- AA 414, 415. Art Education.** 3 hours each term, fall and spring.
Subject matter, materials, and method of presentation; observation of art classes in the city schools and University High School; lesson plans and courses for grade and high schools; assigned readings. Illustrative material for teaching of craft and industrial-art processes. Students must register for Ed 408 in the winter term. Kerns.
- Ed 415. Supervised Teaching.** 1 to 10 hours any term.
One year of supervised teaching in Eugene public schools or the University High School, for majors in art education. Maximum total credit, 12 term hours. Kerns, Smith.

COURSES IN GENERAL ART

LOWER-DIVISION COURSES

- AA 114, 115, 116. Survey of Creative Arts.** 3 hours each term.
The arts explained through their human and social causes. Types of usefulness the arts serve today. What appreciation is, how the habit of appreciation may be developed, and how it relates to daily living and to individual needs. Zane.
- AA 295. Lower-Division Decorative Design.** 2 to 3 hours any term.
Section 1: Study, through creative exercises, of the principles of industrial design—elements, form, color, material, texture. Analysis of current industrial art. The relation of art to industry. Emphasis, fall and winter, on textile design; spring, on ceramic design. For freshman majors in general art. Section 2: Study of the principles underlying plastic expression, rhythm, balance, variety, emphasis. Sources of design forms. The relation of medium to structure, style, expression in design. For sophomore majors in general art. From 6 to 9 hours credit may be earned each year. Zane.
- AA 296. Lower-Division Applied Design.** 2 to 4 hours any term.
Pottery, weaving, jewelry, textile decoration, other art crafts. The student may work in one or more of the following crafts: Pottery, including the study of ceramic design, clays, engobes, glazes, processes used in ceramic production, and firing of different types of wares. Weaving, including the setting up of the loom for various types of weaving; study of pattern,

color, and texture in woven articles. Jewelry, including lectures and demonstrations of the various processes involved in design and execution. Textile decoration, including processes of blocking, screening, resist printing, and stenciling with brush and air gun; dyes and dyeing on various fabrics. Avakian, Pulos.

UPPER-DIVISION COURSES

AA 376, 377, 378. Advanced Art Appreciation. 3 hours each term.

Advanced exercises in perception and interpretation of art forms. Special problems in appreciation of Oriental arts and of contemporary American painting. Methods of appreciative approach studied comparatively. Zane.

AA 391. Fashion Illustration. 2 to 3 hours any term.

Analysis of style as interpreted through the current mode; drawing of the fashion figure, with emphasis on line, tone, and color composition. Layout making, rendering of textures, methods of reproduction. Handling of various media. Prerequisites: one year of life drawing, and one year of AA 298 or equivalent. Smith.

AA 446, 447, 448. Civilization and Art Epochs. (G) 2 hours each term.

History, archaeology, and evolution of art. The influence of political, ecclesiastical, aesthetic, and ethnological evolution upon art; the influence of art upon humanity. Illustrated by photographs, lantern slides, colored plates, etc. Prerequisite: upper-division standing. Zane.

AA 495. Upper-Division Decorative Design. (G) 2 to 3 hours any term.

Emphasis on free personal expression on the part of the student, with the aim of building up an individual professional style. From 6 to 9 hours may be earned each year during the third and fourth years. Zane.

AA 496. Upper-Division Applied Design. (G) 2 to 6 hours any term.

No-grade course. Continuation of AA 296. Students in pottery undertake more involved projects, such as tiles for interior and exterior decoration or garden pottery. Students in weaving do more advanced work than that required in AA 296, such as household accessories in curtains, draperies, decorative linen for the table, and tapestry wall hangings. Students in jewelry do work in enameling and related processes. From 6 to 18 hours may be earned in pottery and weaving each year during the third and fourth years. Avakian, Pulos.

HONORS COURSES

The student may register in these courses for special work in: architectural design, interior design, drawing and painting, sculpture, and art education.

AA 301. Special Studies. Terms and hours to be arranged.

AA 303. Honors Thesis. Terms and hours to be arranged.

AA 305. Honors Assigned Reading. Terms and hours to be arranged.

AA 307. Honors Seminar. Terms and hours to be arranged.

AA 401. Special Studies. Terms and hours to be arranged.

AA 403. Senior Thesis. Terms and hours to be arranged.

AA 405. Senior Assigned Reading. Terms and hours to be arranged.

AA 407. Senior Seminar. Terms and hours to be arranged.

GRADUATE COURSES

Courses numbered 400-499 and designated (G) may be taken for graduate credit.

AA 501. Special Studies. Terms and hours to be arranged.

AA 503. Thesis. Terms and hours to be arranged.

AA 505. Assigned Reading. Terms and hours to be arranged.

AA 507. Seminar. Terms and hours to be arranged.

ARCHITECTURE AND ALLIED ARTS AT THE STATE COLLEGE

By action of the State Board of Higher Education on March 7, 1932, all major work in the Oregon State System of Higher Education leading to baccalaureate and advanced degrees in architecture and allied arts was confined to the School of Architecture and Allied Arts at the University, and lower-division work (instruction in the freshman and sophomore years) was assigned to both the University and the State College.

Students in landscape architecture may take the first two years of the five-year curriculum at either the State College or the University. Students taking the first two years at the University take the third year at the State College, and return to the University for the last two years of the curriculum.

The lower-division work in art and architecture is essentially the same at both institutions. While it is recommended that students intending to major in art or architecture enter the institution at which major work is offered at the beginning of their freshman year, they may, if they wish, spend their freshman and sophomore years at the State College, and transfer to the University for their major work at the beginning of the junior year without loss of credit and with fundamental requirements for upper-division standing fully met.*

At both institutions, the lower-division program is intended, not only to lay the foundation for specialization in architecture and allied arts, but also to serve the needs of students majoring in other fields. In addition to lower-division work, the State College offers upper-division service courses in architecture and allied arts for students in other fields.

The following lower-division and service courses in architecture and allied arts are available at the State College:

ART AND ARCHITECTURE

LOWER-DIVISION COURSES

AA 111, 112. Graphics I. 2 hours each term.

AA 114, 115, 116. Survey of Creative Arts. 1 to 3 hours each term.

AA 120. Construction. 1 hour spring.

AA 160, 161, 162. Color and Composition. 3 hours each term.

AA 178, 179, 180. House Planning and Architectural Drawing. 2 or 3 hours each term.

AA 212. Graphics II. 2 hours.

AA 290. Lower-Division Painting. 2 or 3 hours each term, six terms.

AA 291. Lower-Division Drawing. 2 or 3 hours each term, six terms.

AA 295. Lower-Division Decorative Design. 2 or 3 hours each term, six terms.

AA 297. Lower-Division Architectural Design. 1 to 5 hours each term.

LANDSCAPE ARCHITECTURE

LOWER-DIVISION COURSES

LA 179. Landscape Architecture (Descriptive). 2 hours fall.

LA 279. Landscape Architecture. 2 or 3 hours any term.

LA 290. Lower-Division Landscape Design. 2 hours each term.

UPPER-DIVISION COURSES

LA 326, 327, 328. Plant Materials. 3 hours each term.

LA 356, 357, 358. History and Literature of Landscape Architecture. 2 hours each term.

LA 359, 360, 361. Maintenance and Construction. 3 hours each term.

LA 379. Landscape Architecture. 3 hours spring.

LA 382, 383, 384. Layout of Small Properties. 2 or 3 hours each term.

LA 390. Intermediate Landscape Design. 3 hours.

LA 392, 393, 394. Planting Plans. 2 hours each term.

* Under present budget conditions, however, such students may be required to take at the University certain required lower-division work not at present offered at the State College.

School of Business Administration

Faculty

VICTOR PIERPONT MORRIS, Ph.D., Dean of the School of Business Administration; Professor of Economics.

RUTH MAY THOMPSON, B.B.A., Instructor in Business Administration; Secretary of the School of Business Administration.

JESSE HICKMAN BOND, Ph.D., Professor of Business Administration.

ORIN KAY BURRELL, M.A., C.P.A., Professor of Business Administration.

NEWELL HOWLAND COMISH, Ph.D., Professor of Business Administration.

CARDINAL LYLE KELLY, M.A., C.P.A., Professor of Business Administration.

ALFRED LEWIS LOMAX, M.A., Professor of Business Administration.

W. F. GOODWIN THACHER, M.A., Professor of Advertising.

LEE CLEVELAND BALL, M.B.A., Associate Professor of Business Administration.

DANIEL DUDLEY GAGE, JR., Ph.D., Associate Professor of Business Administration.

WILBUR POWELSON RIDDLESBARGER, A.M., J.D., Associate Professor of Business Administration.

ARTHUR BENJAMIN STILLMAN, M.B.A., Associate Professor of Business Administration.

ARTHUR G. DUDLEY, B.S., Assistant Professor of Business Administration.

O. ROBERT ANDERSON, B.A., Instructor in Business Administration.

T. MELVIN HOLT, B.A., Graduate Assistant in Business Administration.

LLOYD KOEHLER, B.S., Graduate Assistant in Business Administration.

KENNETH H. KOHNEN, B.A., Graduate Assistant in Business Administration.

D. EHRMAN MCFADDIN, B.S., Graduate Assistant in Business Administration.

VERNON A. MEYER, B.S., Graduate Assistant in Business Administration.

WALKER E. ROBERTS, B.S., Graduate Assistant in Business Administration.

General Statement

THE training for leadership in business offered by the University through the School of Business Administration is planned to include a program of studies in economics, law, and the liberal arts and sciences, closely correlated with professional business courses. Majors are expected to acquire a sound knowledge of the social sciences basic to an understanding of present-day business problems.

The school has no special entrance requirements beyond the University requirements for admission to first-year or freshman standing.

Curricula. The School of Business Administration offers four-year curricula leading to the Bachelor of Business Administration, Bachelor of Arts, and Bachelor of Science degrees; a five-year curriculum in accounting for students preparing for C.P.A. examinations; and graduate work leading to the Master of Business Administration, Master of Arts, and Master of Science degrees. A general business curriculum has been planned for lower-division students. For juniors and seniors the school offers an upper-division curriculum in general business, and specialized work in various fields: accounting, advertising and selling, finance, marketing and merchandising, foreign trade, industrial management. A six-year combined curriculum has been arranged in business administration and law, leading to two degrees—Bachelor of Business Administration and a law degree.

Teacher Training in Business Administration. The State Board of Higher Education has assigned teacher training in business administration to the University, and teacher training in secretarial science to the State College. The work at the University has been organized to meet the demand for well-prepared teachers of business in the secondary schools. The curriculum in business administration leading to the degree of Bachelor of Science provides satisfactory training for teaching in this field. Teacher-training work is conducted jointly by the School of Business Administration and the School of Education. Students intending to teach should consult the dean of the School of Education concerning required and desirable courses in business and in education. For information concerning requirements for a state teacher's certificate, see SCHOOL OF EDUCATION.

Secretarial Science. Graduates in business administration frequently find skill in typing and shorthand great assets in the business world. For students who have not acquired these skills before coming to the University, service courses in Typing (SS 121, 122, 123) and Stenography (SS 111, 112, 113) are offered under the administration of the Lower Division and Service Departments (see page 163).

Requirements for Baccalaureate Degrees. The following requirements must be satisfied by majors in business administration for any bachelor's degree:

(1) University requirements (see DEGREES AND CERTIFICATES).

(2) Forty-eight term hours in courses in business administration, including 24 hours of upper-division work, and including: Constructive Accounting (BA 111, 112, 113), Elements of Organization and Production (BA 221),* Elements of Finance (BA 222), Elements of Marketing (BA 223).

(3) Business English (Eng 217), 3 hours.

(4) Principles of Economics (Ec 201, 202, 203), 3 hours each term.

Special requirements for particular degrees are:

Bachelor of Business Administration. One year of Business Law (BA 416, 417, 418); three courses from the following optional management series: Finance Management (BA 459), Sales Management (BA 435), Statistics (BA 431, 432 or BA 432, 433), and either Production Management (BA 413) or Personnel Management (BA 414).

* This requirement will be waived in years when BA 221 is not offered.

Bachelor of Arts. In addition to 48 hours in business administration, 36 hours in arts and letters, including two years (normally 24 term hours) of a foreign language.

Bachelor of Science. In addition to 48 hours in business administration, 36 hours in social science or in science and mathematics.

Graduate Work in Business Administration. Students who hold a bachelor's degree from an accredited college or university, and who have completed a total of 45 term hours of undergraduate work (or equivalent) in business administration and economics, may register in the Graduate Division for work in business administration leading to the M.B.A., M.A., or M.S. degrees. A student is normally able to earn in one year the 45 hours of graduate credit required for the master's degree. Of these 45 hours, 15 may be taken in some approved allied field selected as a minor. A candidate for the master's degree must present a satisfactory thesis in the field of business administration (for which he will receive 9 hours of credit). He must take an oral qualifying examination and a final oral examination. All requirements must be completed within five years. For the M.A. degree a reading knowledge of one foreign language is required.

Graduates of accredited colleges and universities who wish to take work in business administration, but who do not wish to become candidates for advanced degrees, may register in the Graduate Division and be extended the privileges of classification as a graduate student. Such students may take courses which best suit their individual needs, without regard for the requirements stated above.

For further information on graduate work, see GRADUATE DIVISION.

Equipment. A reference and reserve library for students in business administration is maintained in the Commerce Building. Adjacent to the library are well-lighted study rooms. The school is equipped with various types of calculating machines for the use of students.

Bureau of Business Research. The school maintains a Bureau of Business Research for the study of business problems peculiar to the state and to the Northwest. The entire teaching staff, aided by research assistants, cooperates in carrying on the work of the bureau. Studies are frequently undertaken at the request of business men and officials of the state. Graduate students and many seniors assist in the study and solution of problems as a part of their training.

The Foreign Trade Advisory Board assists the faculty in shaping the curriculum in foreign trade, and in planning and carrying out the program of the Bureau of Business Research. The members of the board are:

JOHN G. BARNETT, John G. Barnett Co., Security Building, Portland.
 F. H. CHAPMAN, Assistant Vice-President, First National Bank, Portland.
 W. W. CLARK, Clark & Wilson Lumber Co., 10604 N.W. St. Helens Road, Portland.
 ARTHUR J. FARMER, Secretary, Acting Manager, Portland Chamber of Commerce, Portland.
 L. W. HARTMAN, Vice-President, J. T. Steeb & Co., Board of Trade Building, Portland.
 A. M. SCOTT, Pillsbury Flour Mills Co., Lewis Building, Portland.
 JOHN A. SPROUSE, JR., Sprouse-Reitz Co., 1900 N.W. 22nd Avenue, Portland.
 GEORGE T. TAYLOR, Import Manager, Meier & Frank, Portland.
 PHIL THURMOND, Manager, Foreign Trade Department, Portland Chamber of Commerce, Portland.
 E. A. VALENTINE, Fireman's Fund Insurance Co., Board of Trade Building, Portland.

Curricula in Business Administration*

B.B.A., B.A., B.S., M.B.A., M.A., M.S. Degrees

Accounting—Advertising and Selling—Finance—Foreign Trade—General Business—Industrial Management—Marketing and Merchandising—Business Administration and Law

Lower-Division Curricula

During the freshman and sophomore years, the student must satisfy the lower-division group requirements for students in professional schools—a year sequence in each of two of the following three groups: language and literature, social science, and science.

GENERAL BUSINESS† (Suggested Curriculum)

	Term hours		
	F	W	S
Freshman Year			
Constructive Accounting (BA 111, 112, 113).....	4	4	4
English Composition (Eng 111, 112, 113).....	3	3	3
Freshman Mathematics.....	4	4	—
Mathematics of Finance (Mth 108).....	—	—	4
Electives—Physical-Science Survey; Biological-Science Survey; literature; Survey of Creative Arts; foreign language; introductory course in speech; Appreciation of Music; Elementary Journalism; home economics.....	4	4	4
Military Science (men) or General Hygiene (women).....	1	1	1
Physical Education.....	1	1	1
	17	17	17
Sophomore Year			
Retail Accounting (BA 211).....	3	—	—
Principles of Cost Accounting (BA 212).....	—	3	—
Analysis of Financial Statements (BA 213).....	—	—	3
Business English (Eng 217).....	3	—	—
Elements of Finance (BA 222); Elements of Marketing (BA 223).....	—	4	4
Principles of Economics (Ec 201, 202, 203).....	3	3	3
Electives—literature; psychology; geography; history; Introduction to Philosophy; Extempore Speaking; Shakespeare; foreign language; Modern Governments; sociology.....	5	5	5
Military Science (men).....	1	1	1
Physical Education.....	1	1	1
	16	17	17

ADVERTISING AND SELLING (Suggested Curriculum)

The courses in advertising and selling are designed to give the student an acquaintance with the whole field of selling operations. Students interested in advertising should consult Professor Thatcher early in the freshman year.

Freshman Year			
Constructive Accounting (BA 111, 112, 113).....	4	4	4
English Composition (Eng 111, 112, 113).....	3	3	3
Freshman Mathematics.....	4	4	—
Mathematics of Finance (Mth 108).....	—	—	4
Electives—literature, language, or philosophy.....	3	3	3
Military Science (men) or General Hygiene (women).....	1	1	1
Physical Education.....	1	1	1
	16	16	16

* Except for University requirements and the courses listed above as required of majors, the courses included in these curricula are only suggested. Students are allowed considerable freedom in substituting other courses which satisfy individual needs.

† Women students majoring in business administration may elect a minor in home economics.

Sophomore Year

	Term hours		
	F	W	S
Business English (Eng 217).....	3	-	-
Elements of Finance (BA 222); Elements of Marketing (BA 223).....	-	4	4
Backgrounds of Publishing (J 311, 312, 313).....	3	3	3
Principles of Economics (Ec 201, 202, 203).....	3	3	3
Elementary Journalism (J 111, 112, 113).....	2	2	2
Psychology.....	3	3	3
Military Science (men).....	1	1	1
Physical Education.....	1	1	1
	16	17	17

Upper-Division Curricula

The fulfillment of the lower-division group requirements in liberal arts and sciences should be considered as a minimum requirement only. Majors in business administration should endeavor to take additional courses in liberal arts and sciences during the junior and senior years. A few of the many courses that may be taken with profit are listed in the following curricula.

GENERAL BUSINESS*
(Suggested Curriculum)

Junior Year

Production Management (BA 413).....	4	-	-
Finance Management (BA 459).....	-	-	5
Sales Management (BA 435).....	-	4	-
Business Policy (BA 453).....	-	3	-
Elements of Statistics (Mth 337).....	3	-	-
Business Statistics (BA 432).....	-	3	-
Advanced Business Statistics (BA 433).....	-	-	3
Business Law (BA 416, 417, 418).....	4	4	4
Advanced Cost Accounting (BA 494, 495).....	-	3	3
Electives—Insurance; Real Estate; Office Organization and Management; Economic History; Railway Economics; Economics of Public Utilities; English; history; biological science; physical science.....	5	-	2
	16	17	17

Senior Year

General Advertising (BA 439).....	3	-	-
Principles of Salesmanship (BA 442).....	-	-	3
Investments (BA 463, 464).....	3	3	-
Personnel Management (BA 414).....	-	-	4
Bank Management (BA 460).....	-	3	-
Economic Theory and Problems (Ec 475, 476, 477).....	2	2	2
History of Economic Thought (Ec 470, 471, 472).....	3	3	3
Electives—Credit Management; Income-Tax Procedure; Introduction to Philosophy; English; history; biological science; physical science.....	5	5	4
	16	16	16

ACCOUNTING
(Suggested Curriculum)

Junior Year

Advanced Cost Accounting (BA 494, 495).....	-	3	3
Production Management (BA 413).....	4	-	-
Finance Management (BA 459).....	-	5	-
Sales Management (BA 435).....	-	-	4
Business Law (BA 416, 417, 418).....	4	4	4
Accounting Theory and Practice (BA 483, 484, 485).....	3	3	3
Electives—Business Statistics; Advanced Business Statistics; International Trade; Labor Problems; Personnel Management.....	5	2	3
	16	17	17

* Women students majoring in business administration may elect a minor in home economics.

Senior Year

	Term hours		
	F	W	S
Advanced Accounting Theory and Practice (BA 490, 491, 492).....	3	3	3
Auditing (BA 487, 488).....	-	3	3
Money, Banking, and Economic Crises (Ec 413).....	5	-	-
Income-Tax Procedure (BA 493).....	3	-	-
Merchandising (BA 436).....	-	-	4
Business Policy (BA 453).....	-	3	-
Electives—International Finance; Economic History; History of Economic Thought; Public Finance; Insurance; Credit Management; English literature.....	5	7	6
	16	16	16

Graduate Year

C. P. A. Problems (BA 520, 521, 522).....	5	5	5
Graduate Seminar (BA 507).....	2	2	2
Minor field.....	5	5	5
Electives.....	3	3	3
	15	15	15

ADVERTISING AND SELLING

(Suggested Curriculum)

Junior Year

General Advertising (BA 439).....	3	-	-
Problems in Distribution (BA 434).....	4	-	-
Sales Management (BA 435).....	-	4	-
Retail Merchandising (BA 436).....	-	-	4
Personnel Management (BA 414).....	-	4	-
Credit Management (BA 437).....	3	-	-
Elements of Statistics (Mth 337).....	3	-	-
Business Statistics (BA 432).....	-	3	-
Advanced Business Statistics (BA 433).....	-	-	3
Electives—Reporting; decorative design; economic geography; history.....	3	5	9
	16	16	16

Senior Year

Advertising Production (BA 440).....	-	-	3
Advertising Problems (BA 444).....	3	-	-
Retail Advertising (BA 445, 446, 447).....	1	1	1
Business Law (BA 416, 417, 418).....	4	4	4
Finance Management (BA 459).....	-	5	-
Principles of Salesmanship (BA 442).....	-	-	3
Production Management (BA 413).....	4	-	-
Employment Psychology (Psy 463).....	-	3	-
Electives—Editing; Business Policy; English or American literature; sociology or advanced economics.....	5	3	6
	17	16	17

FINANCE
(Suggested Curriculum)

Junior Year

Production Management (BA 413).....	4	-	-
Finance Management (BA 459).....	-	-	5
Sales Management (BA 435).....	-	4	-
Elements of Statistics (Mth 337).....	3	-	-
Business Statistics (BA 432).....	-	3	-
Advanced Business Statistics (BA 433).....	-	-	3
Bank Management (BA 460).....	-	3	-
Public Finance (Ec 418, 419).....	-	4	4
Money, Banking, and Economic Crises (Ec 413).....	5	-	-
Electives—Insurance; Real Estate; Office Organization and Management; Economic History; Railway Economics; Economics of Public Utilities; advanced foreign language.....	4	2	4
	16	16	16

Senior Year	Term hours		
	F	W	S
Business Law (BA 416, 417, 418).....	4	4	4
Investments (BA 463, 464).....	3	3	—
Investment Analysis (BA 465).....	—	—	3
Economic Theory and Problems (Ec 475, 476, 477).....	2	2	2
History of Economic Thought (Ec 470, 471, 472).....	3	3	3
Electives—Accounting Theory and Practice; Credit Management; Personnel Management; International Finance; Income-Tax Procedure; Introduction to Philosophy; English literature.....	3	3	3
	15	15	15

MARKETING AND MERCHANDISING (Suggested Curriculum)

Junior Year			
Problems in Distribution (BA 434).....	4	—	—
Sales Management (BA 435).....	—	4	—
Merchandising (BA 436).....	—	—	4
General Advertising (BA 439).....	3	—	—
Advertising Production (BA 440).....	—	—	3
Business Law (BA 416, 417, 418).....	4	4	4
Electives—Insurance; Real Estate; Office Organization and Management; Foreign-Trade Technique; economics; journalism; history; sociology; political science; English.....	5	8	5
	16	16	16

Senior Year			
Personnel Management (BA 414).....	4	—	—
Advertising Problems (BA 444).....	3	—	—
Retail Advertising (BA 445, 446, 447).....	1	1	1
Principles of Salesmanship (BA 442).....	—	—	3
Finance Management (BA 459).....	—	—	5
Credit Management (BA 437).....	3	—	—
Economic Theory and Problems (Ec 475, 476, 477).....	2	2	2
History of Economic Thought (Ec 470, 471, 472).....	3	3	3
Employment Psychology (Psy 463).....	—	3	—
Electives—Research in Marketing; Statistics; Business Policy; Manufacturing; Foreign-Trade Marketing; economics; Income-Tax Procedure; philosophy; psychology; history; geography; education; biological science; physical science.....	1	7	2
	17	16	16

FOREIGN TRADE

(Suggested Curriculum)

The courses in foreign trade and related subjects offered by the School of Business Administration are designed to enable the student to take an active and intelligent part in solving the trade problems of the Pacific states, particularly the Northwest, with countries of the Pacific Basin and other trade territories of the world. The curriculum, worked out in consultation with the Foreign Trade Advisory Board (see page 186), prepares the student for positions in exporting and importing houses, marine-insurance firms, banks, ocean-transportation companies, and governmental services.

Junior Year			
Production Management (BA 413).....	—	4	—
Personnel Management (BA 414).....	—	—	4
Finance Management (BA 459).....	—	—	5
Traffic Management (BA 450, 451).....	3	3	—
Problems in Distribution (BA 434).....	—	4	—
Sales Management (BA 435).....	—	—	4
Money, Banking, and Economic Crises (Ec 413).....	5	—	—
Foreign-Trade Technique (BA 471, 472, 473).....	3	3	3
American Foreign Relations (Hst 473, 474).....	3	3	—
Electives—History of China and Japan; Railway Economics; Water Transportation; Geography of South America.....	3	—	—
	17	17	16

Senior Year	Term hours		
	F	W	S
Business Law (BA 416, 417, 418).....	4	4	4
Foreign-Trade Marketing (BA 475, 476, 477).....	3	3	3
International Trade (Ec 440).....	3	—	—
International Economic Policies (Ec 441).....	—	3	—
Elements of Statistics (Mth 337).....	3	—	—
Business Statistics (BA 432).....	—	3	—
Advanced Business Statistics (BA 433).....	—	—	3
Electives—Economic Problems of the Pacific; International Organization and World Politics; International Law.....	3	3	6
	16	16	16

INDUSTRIAL MANAGEMENT (Suggested Curriculum)

Junior Year			
Personnel Management (BA 414).....	—	—	4
Manufacturing (BA 412).....	4	—	—
Production Management (BA 413).....	—	4	—
Money, Banking, and Economic Crises (Ec 413).....	5	—	—
Retail Merchandising (BA 436).....	—	—	4
Elements of Statistics (Mth 337).....	3	—	—
Business Statistics (BA 432).....	—	3	—
Advanced Business Statistics (BA 433).....	—	—	3
Advanced Cost Accounting (BA 494, 495).....	—	3	3
Accounting Theory and Practice (BA 483, 484, 485).....	3	3	3
Electives.....	2	3	—
	17	16	17

Senior Year			
Business Law (BA 416, 417, 418).....	4	4	4
Investments (BA 463, 464).....	3	3	—
Property Insurance (BA 481).....	—	—	3
Credit Management (BA 437).....	3	—	—
Finance Management (BA 459).....	—	—	5
History of Economic Thought (Ec 470, 471, 472).....	3	3	3
Employment Psychology (Psy 463).....	—	3	—
Electives.....	3	3	—
	16	16	15

BUSINESS ADMINISTRATION AND LAW

The fields of business and law are so intimately interrelated that the student trained in both is doubly prepared for either profession. The University offers a combined six-year curriculum, leading to two degrees, the B.B.A. and a law degree. A student following this curriculum registers in the School of Law in his senior year, after three years of general business training. For his first year of law he receives 48 term hours of credit toward his B.B.A. degree. (Eighteen hours of law credit may be applied toward satisfying the 36-hour social-science requirement for the B.S. degree.) The student receives the B.B.A. degree at the end of his first year of law, and the law degree when he has completed the regular three-year law curriculum.

Freshman and Sophomore Years

(Same as General Business)

Junior Year			
Personnel Management (BA 414) or Production Management (BA 413).....	4	—	—
Finance Management (BA 459).....	—	—	5
Sales Management (BA 435).....	—	4	—
History of Economic Thought (Ec 470, 471, 472).....	3	3	3
Money, Banking, and Economic Crises (Ec 413).....	5	—	—
Electives—history, economics, philosophy.....	4	9	8
	16	16	16

Advanced Work

The part of this combined curriculum offered by the School of Law consists of the regular three-year law curriculum. The first year of work in the School of Law is fully prescribed, and consists of the following courses: Contracts, Criminal Law, Personal Property, Common-Law Procedure, Rights in Land, Legal Bibliography, and Torts. In the second and third years some election is provided for; selection may be made from the following courses: Agency, Bankruptcy, Bills and Notes, Partnerships and Corporations, Municipal Corporations, Constitutional Law, Equity, Evidence, Insurance, Mortgages, Code Pleading, Administrative Law, Trial Practice, Sales, Trusts, Wills, Taxation, Domestic Relations, Conflict of Laws, Titles, Legislation, Damages, Suretyship, Legal Ethics, International Law.

Description of Courses

LOWER-DIVISION COURSES

BA 111, 112, 113. Constructive Accounting. 4 hours each term.

An introduction to the field of accounting and business administration. Technique of account construction; preparation of financial statements. Application of accounting principles to practical business problems; study of proprietorship from the standpoint of the single owner, the partnership, and the corporation. Required of all majors and prerequisite to all advanced work in business administration. Stillman, staff.

BA 211. Retail Accounting. 3 hours fall.

Study of accounting principles and procedures peculiar to retail stores. Practical problems assigned for the purpose of familiarizing the student with necessary forms and retail accounting routine. Prerequisite: BA 111, 112, 113. Ball.

BA 212. Principles of Cost Accounting. 3 hours winter.

The basic principles of cost accounting; departmentalization; expense allocation; designed primarily for students interested in general accounting. Prerequisite: BA 111, 112, 113. Ball.

BA 213. Analysis of Financial Statements. 3 hours spring.

Managerial accounting, including accounting theory and practice, for effective management and control of industrial and trading concerns. Emphasis on the preparation, analysis, and interpretation of balance sheets and operating reports. Prerequisite: BA 111, 112, 113. Ball.

BA 221. Elements of Organization and Production. 4 hours any term.

Principles of management as applied to commercial and industrial concerns; management problems (standardization, incentives, organization, and control), as solved by Taylor and subsequent industrial managers. Required of all majors. Not offered 1941-42.

BA 222. Elements of Finance. 4 hours any term.

How a modern business enterprise is launched, secures long- and short-term funds, manages its capital and earnings; public control of financial institutions. Required of all majors. Prerequisite: BA 111, 112, 113 or equivalent. Dudley, Gage, Riddlesbarger.

BA 223. Elements of Marketing. 4 hours any term.

Methods, policies, and problems involved in marketing raw materials and manufactured products. Private and cooperative marketing channels, auctions, exchanges, primary and secondary middlemen; demand creation, assembly, standardization, packaging, financing, risk taking, distribution, market news. Required of all majors. Comish, Dudley, Lomax.

UPPER-DIVISION COURSES

BA 401. Research. Terms and hours to be arranged.

Supervised individual work in some field of special interest. Subjects chosen must be approved by major professor. Prerequisite: senior standing. Morris, staff.

BA 407. Seminar in Business Problems. (G) Hours to be arranged.

Prerequisite: BA 221, 222, 223. Morris, staff.

BA 412. Manufacturing. (G) 4 hours fall.

A brief study of about twenty of the principal manufacturing industries of the United States; history, technical processes, and vocabulary. An elementary knowledge of physics and chemistry desirable as preparation. Prerequisite: BA 221, 222, 223. Bond.

BA 413. Production Management. (G) 4 hours fall or winter.

Analysis of cases representing actual problems in assembling and processing materials in a modern plant. Prerequisite: BA 221, 222, 223. Bond.

BA 414. Personnel Management. (G) 4 hours winter or spring.

Principles and policies involved in obtaining and maintaining a competent cooperative working force. Reconciliation of the wants of the worker and the employer; labor problems; recruiting, selection, placement, training, remuneration, health, safety, risks, grievances, turnover, transfer, classification, supervision, promotion, and personal development. Prerequisite: BA 221, 222, 223. Bond.

BA 415. Regional Planning for Commerce and Industry. (G) 2 hours winter.

Manufacturing and commercial industries in the Pacific Northwest; their relation to foreign and domestic markets, personnel, raw materials, and power. Lomax.

BA 416. Business Law. (G) 4 hours fall or winter.

Application of fundamental legal principles to typical business situations illustrated by selected cases. Formation, interpretation, and discharge of contracts. The law of bankruptcy, insurance, and suretyship. Riddlesbarger.

BA 417. Business Law. (G) 4 hours winter or spring.

The law of agency, the law of negotiable instruments, types of negotiable instruments, creation of negotiable instruments, consideration, delivery, rights and liabilities of parties, the law of real-property mortgages, landlord and tenant, and mechanics' lien law. Riddlesbarger.

BA 418. Business Law. (G) 4 hours fall or spring.

The law of personal property, sales, bailments, and chattel mortgages; the law of business organization, partnerships, corporations, unincorporated associations, business trusts, and joint-stock companies. Riddlesbarger.

BA 423. Office Organization and Management. 2 hours spring.

Elements of office organization, office management, office records and systems. Special study of the office manager as an executive, and his qualifications. Prerequisite: junior standing; consent of instructor. Thompson.

BA 425. Real-Estate Fundamentals. (G) 3 hours fall or winter.

Problems relating to the purchase, transfer, lease, and financing of land and buildings; home building; site selection; city structure as it affects real-property values. Limited enrollment; open to nonmajors. Gage.

BA 426. Real-Estate Practice. (G) 3 hours winter or spring.

Application of the principles of land and building management from the standpoint of the broker and owner-operator. Real-estate practices and institutions, including building operation, brokerage, selling, and appraisal technique. Prerequisite: BA 425. Gage.

BA 431. Elements of Statistics. 3 hours any term.

Principles of statistical method and application to the solution of business and economic problems; problems in the collection, tabulation, and presentation of data; discussion and analysis of frequency distributions; application of averages and index numbers. Gage.

BA 432. Business Statistics. (G) 3 hours any term.

Applications of the principles of statistical methods to business and economic numerical data, with emphasis upon sources of data, original investigations, data presentation through use of carefully prepared charts and tables, and introduction to analysis of data in solution of business management problems. Prerequisite: BA 431, or Mth 337, or Mth 325, 326, or equivalent. Gage.

BA 433. Advanced Business Statistics. (G) 3 hours spring.

Analysis and interpretation of business data, and intensive study of statistical practices peculiar to that data; time-series analysis, types and uses of index numbers, correlation; estimating, forecasting, advanced charting technique, preparation of statistical reports. Prerequisite: BA 432 or equivalent. Gage.

BA 434. Problems in Distribution. (G) 4 hours fall or winter.

Critical study of marketing problems. Relative strength and weaknesses of retail marketing channels, such as general, variety, department, and chain stores; merits and limitations of wholesale marketing channels; extent and adaptability of direct marketing; use of trademarks and brands; employment of price-determination methods. Prerequisite: BA 223. Comish.

BA 435. Sales Management. (G) 4 hours winter or spring.

Structure and problems of sales organizations; sales policies; control of sales operations; sales planning; market analysis; coordination of production and sales; selection, training, and management of salesmen; methods of paying salesmen; apportionment of sales territories; methods of increasing the efficiency of sales organizations. Prerequisite: BA 223. Comish.

BA 436. Retail Merchandising. (G) 4 hours fall or spring.

Retail organizations, practices, policies, and problems. Emphasis on stock-control systems, buying, methods of sales promotion, plant operation, personnel, methods of wage payment, credit, finance, receiving and marketing, markup, markdown, turnovers, pricing, style changes, trends in retailing, expense classification and distribution. Prerequisite: BA 223. Comish.

BA 437. Credit Management. (G) 3 hours fall.

The credit and collection problems of retail and mercantile concerns, studied from the standpoint of the credit manager. Emphasis on the source of credit information, the use of agency reports, installment credit methods, and credit control. Prerequisite: BA 222, 223 and Eng 217. Gage.

BA 438. Industrial Purchasing. 3 hours winter.

A critical study of different forms of industrial and governmental buying organizations; the sources of goods, buyers' functions, purchasing procedures and methods, inspection, price policies, and purchasing budgets. Prerequisite: BA 222, 223 or equivalent. Comish.

BA 439. General Advertising. (G) 3 hours any term.

Advertising as a factor in the distributive process; evolution and organization of the advertising agency; the "campaign"; function of research and testing; use of media: newspapers, magazines, broadcasting, outdoor advertising, direct mail, dealer display, packages, etc.; the trademark. Thacher.

BA 440. Advertising Production. (G) 3 hours fall or spring.

Instruction and practice in the preparation of advertisements, with emphasis on writing advertising copy and designing simple layouts for various types of goods and media. A brief study of typography, and of the mechanics of printing and engraving as they are used in advertising. Thacher.

BA 442. Principles of Salesmanship. (G) 3 hours spring.

Principles and techniques of personal salesmanship; selling reactions. From the standpoints of seller and buyer. Prerequisite: BA 223. Comish.

BA 443. Space Selling. (G) 3 hours winter.

The salesmanship of advertising, including a description of the organization and methods of the advertising department of newspapers and other publications. Prerequisite: BA 439. Not offered 1941-42.

BA 444. Advertising Problems. (G) 3 hours winter.

The student is given an opportunity to cultivate his judgment through consideration of actual marketing and merchandising problems, in the solution of which advertising may be a factor. Thacher.

BA 445, 446, 447. Retail Advertising. (G) 1 hour each term.

Organization of the advertising department of retail stores; the advertising budget; the advertising plan; advertising for large and small retail stores; media; copy for different media; layout, illustration, type; special sales plans. Study of advertising problems and preparation of advertising copy. Prerequisite: BA 439, 440; BA 436. Short, Thacher.

BA 450, 451. Traffic Management. (G) 3 hours each term, fall and winter.

The services, organization, management, charges, traffic, and public relations of railroad and airway carriers; theory and application of railroad rates. Interstate Commerce Commission cases. Lomax.

BA 453. Business Policy. (G) 3 hours winter.

The aim is to coordinate the specialized work given in the school, and to illustrate the interdependence of different departments of a business concern. Open to upper-division majors who have had Principles of Economics and who have had or are taking Business Law. Prerequisite: BA 221, 222, 223.

BA 459. Finance Management. (G) 5 hours winter or spring.

A study, from the manager's point of view, of financial problems involved in promotion, organization, obtaining permanent and working capital, bank loans, commercial-paper borrowing, management of earnings, administration policies, valuation combination, and reorganization. Actual business problems illustrating specific points developed by analysis and discussion. Prerequisite: BA 221, 222, 223. Burrell.

BA 460. Bank Management. (G) 3 hours winter.

Banking principles and practice. Instruction by the case method; discussion of specific problems in commercial banking; analysis of various types of bank loans and investments, bank liquidity, expansion and development, general administrative problems, and cooperative control and supervision. Prerequisite: BA 222 and Ec 413. Gage.

BA 463. Investments. (G) 3 hours fall.

Economic principles governing capital and interest; classification and development of methods for evaluating various kinds of investment securities; formulation of an investment policy. Prerequisite: BA 221, 222, 223. Burrell.

BA 464. Investments. (G) 3 hours winter.

A detailed study of the special phases of investments, including taxation, mathematics, brokerage services, and the stock markets; a brief study of the relation of investments to business cycles and forecasting. Prerequisite: BA 463. Burrell.

BA 465. Investment Analysis. (G) 3 hours spring.

Application of investment principles to the analysis of specific securities in the industrial, public-utility, and railroad fields. Individual corporation reports and their relation to security valuation. Prerequisite: BA 463, 464. Burrell.

- BA 466. Business Cycles.** (G) 3 hours fall.
A study of economic changes; classification and analysis of business-cycle theories. The availability, use, and limitations of business barometers in forecasting; their possible application to the business enterprise. Burrell.
- BA 467. Public-Utility Management.** (G) 3 hours spring.
Production, distribution, and finance problems of public utilities; rates, accounting methods, flotation of securities, public relations, and consolidations. Prerequisite: BA 221, 222, 223. Not offered 1941-42.
- BA 471, 472, 473. Foreign-Trade Technique.** (G) 3 hours each term.
Comprehensive study of export and import procedures, ocean shipping, marine insurance, financing of foreign shipments, commercial treaties, tariffs; particular stress on the business practices involved. Prerequisite: BA 221, 222, 223. Dudley, Lomax.
- BA 474. Foreign Exchange and International Finance.** (G) 3 hours spring.
An analysis of foreign-exchange principles and practices involved in the financing of export and import shipments. Not offered 1941-42.
- BA 475, 476, 477. Foreign-Trade Marketing.** (G) 3 hours each term.
Channels of distribution in foreign trade; sales methods and problems; marketing the world's staple commodities; analysis of major trade territories of the world, particularly as outlets for products of Oregon and other Pacific states. Prerequisite: BA 471, 472, 473. Lomax.
- BA 479. Casualty Insurance.** (G) 3 hours fall.
Organization of companies, risks covered, and contracts, in accident insurance of all types. Automobile, plate glass, elevator, public liability, steam boiler, burglary, robbery, forgery, etc. Prerequisite: upper-division standing; consent of instructor. Kelly.
- BA 480. Life Insurance.** (G) 3 hours winter.
Types of life insurance, contracts, rate making, reserves, selection of risks, life insurance and the state. Prerequisite: upper-division standing; consent of instructor. Kelly.
- BA 481. Property Insurance.** (G) 3 hours spring.
Economic and legal principles and leading practices upon which various kinds of property insurance are based. Nature of coverage, types of underwriters, types of contracts; analysis of the policy contract, special endorsements, and factors underlying the determination of rates and adjustment of losses. Prerequisite: upper-division standing; consent of instructor. Bond.
- BA 483, 484, 485. Accounting Theory and Practice.** (G) 3 hours each term.
The underlying theory on which accounting records and statements are based; statement of affairs, depreciation, analysis of profit-and-loss accounts, receiverships, balance-sheet construction and problems. Required of students majoring in accounting. Prerequisite: BA 221, 222, 223. Burrell.
- BA 487, 488. Auditing.** (G) 3 hours each term, winter and spring.
Theory and practice of auditing; problems, questions, and specimen working papers applicable to balance-sheet audits. Auditing procedure involved in connection with assets and liabilities, including intangible assets and contingent liabilities, accounts showing net worth, closing of an audit, and preparation of audit reports. Prerequisite: BA 490. Kelly.

- BA 490, 491, 492. Advanced Accounting Theory and Practice.** (G) 3 hours each term.
Application of the technical phases of accountancy. Professional training in practical accounting theory and auditing in preparation for the position of auditor, comptroller, or executive of large corporations. Prerequisite: BA 483, 484, 485. Required of accounting majors. Kelly.
- BA 493. Income-Tax Procedure.** (G) 3 hours fall.
Income-tax laws of the United States and state of Oregon. Aims of this course: (1) to emphasize the facts involved in making up the various returns; (2) to equip the student to use the various sources of information to advantage. Prerequisite: senior standing; BA 483, 484, 485 or equivalent. Kelly.
- BA 494, 495. Advanced Cost Accounting.** (G) 3 hours each term, winter and spring.
Intensive study for students desiring to enter the field of cost accounting or other professional accounting work. Principles and cost procedures, with special application to practical problems. Prerequisite: BA 111, 112, 113. Stillman.
- BA 496, 497, 498. Accounting Systems.** (G) 3 hours each term.
Installation of cost systems, and methods of accounting control. Specific business concerns are studied and systems worked out to fit particular situations. Report writing, including technique, style, and form. Problems and research. Prerequisite: senior standing. Not offered 1941-42.

GRADUATE COURSES

Courses numbered 400-499 and designated (G) may be taken for graduate credit.

- BA 501. Advanced Commercial Research.** Terms and hours to be arranged.
Progress of commercial research in business institutions and research departments of universities. Examination and criticism of typical studies in business research. Methods of procedure adapted to various types of business problems. Practice studies applying methods of business research.
- BA 503. Graduate Thesis.** Terms and hours to be arranged.
- BA 507. Graduate Seminar.** Terms and hours to be arranged.
Topics are selected in general conference.
- BA 520, 521, 522. C. P. A. Problems.** 5 hours each term.
Intensive study of problems and questions asked by the examining boards of the various states and in the American Institute of Accountants' examinations. Training in correct analysis and correct form, and speed in solving problems involving a knowledge of partnerships, executors' accounts, corporation accounts, revenue accounts, fire insurance, etc. Prerequisite: adequate preparation, to be determined by the instructor. Kelly.

BUSINESS ADMINISTRATION AT THE STATE COLLEGE

By action of the State Board of Higher Education on March 7, 1932, all major work in the Oregon State System of Higher Education leading to baccalaureate and advanced degrees in business administration was confined to the School of Business Administration at the University, and lower-division work (instruction in the freshman and sophomore years) was assigned to both the University and the State College. Teacher training in business administration was assigned to the University. Secretarial science was allocated to the State College under the administration of the dean and director of business administra-

tion. Teacher training in secretarial science was also assigned to the State College. In May 1933, the work in secretarial science was organized by authority of the State Board into a four-year curriculum. In February 1941 the Board authorized the University to offer service courses in secretarial science.

The lower-division work in business administration is essentially the same at both institutions. While it is recommended that students intending to major in business administration enter the institution at which major work is offered at the beginning of their freshman year, they may, if they wish, spend their freshman and sophomore years at the State College, and transfer to the University for their major work at the beginning of the junior year, without loss of credit and with fundamental requirements for upper-division standing fully met.

At both institutions, the lower-division program in business administration is intended not only to lay the foundation for specialization but also to serve the needs of students majoring in other fields. In addition to the lower-division work, the State College offers upper-division service courses in business administration for students in other fields.

The following lower-division and service courses in business administration and professional courses in secretarial science are available at the State College:

BUSINESS ADMINISTRATION

LOWER-DIVISION COURSES

- BA 111, 112, 113. Constructive Accounting. 4 hours each term.
- BA 211. Retail Accounting. 3 hours fall.
- BA 212. Principles of Cost Accounting. 3 hours spring.
- BA 213. Analysis of Financial Statements. 3 hours spring.
- BA 214. Federal and State Tax Forms. 3 hours winter or spring.
- BA 221. Elements of Organization and Production. 4 hours fall.
- BA 222. Elements of Finance. 4 hours any term.
- BA 223. Elements of Marketing. 4 hours any term.
- BA 256. Business Law. 4 hours any term.
- BA 257. Business Law. 4 hours any term.
- BA 258. Business Law. 4 hours any term.

UPPER-DIVISION SERVICE COURSES

- BA 385. Accounting for Technical Students. 3 hours any term.
- BA 386. Accounting for Technical Students. 3 hours winter or spring.
- BA 403. Special Problems for Technical Students. 1 to 5 hours any term.
- BA 413. Production Management. 4 hours fall.
- BA 414. Personnel Management. 4 hours fall.
- BA 463. Investments. 3 hours spring.
- BA 469. Business and Agricultural Statistics. 3 hours fall.
- BA 470. Business Statistics. 3 hours winter.
- BA 494. Cost Accounting for Industrials. 3 hours winter or spring.

SECRETARIAL SCIENCE

LOWER-DIVISION COURSES

- SS 111, 112, 113. Stenography. 3 hours each term.
- SS 121, 122, 123. Typing. 2 hours each term.
- SS 211, 212, 213. Applied Stenography. 3 hours each term.

UPPER-DIVISION COURSES

- SS 311, 312. Office Procedure. 5 hours each term, fall and winter.
- SS 313. Office Organization and Management. 5 hours spring.
- SS 407. Seminar. 1 hour each term.
- SS 411. Secretarial Science. 3 hours fall.
- SS 412. Secretarial Science. 3 hours any term.
- SS 436. Merchandising and Selling. 3 hours winter.
- SS 439. General Advertising. 3 hours spring.

School of Education

Faculty

JAMES RALPH JEWELL, Ph.D., LL.D., Dean of the School of Education; Director of High-School Teacher Training; Professor of Education.

LUCIA MARIA LEIGHTON, Secretary to the Dean.

IDA MAY POPE, A.B., Placement Secretary.

FLORENCE DELIA ALDEN, M.A., Professor of Physical Education.

JAMES RODNEY BRANTON, Ph.D., Professor of Religion.

CARL LEO HUFFAKER, Ph.D., Professor of Education.

FREDERICK MAURICE HUNTER, Ed.D., LL.D., Professor of Education.

ERNESTO RAY KNOLLIN, M.A., Professor of Physical Education.

RALPH WALDO LEIGHTON, Ph.D., Professor of Education.

*FREEMAN GLENN MACOMBER, Ed.D., Professor of Education.

HENRY DAVIDSON SHELDON, Ph.D., Research Professor of Education.

FRED LEA STETSON, M.A., Professor of Education.

HUGH B. WOOD, Ed.D., Professor of Education.

MAUDE IRVINE KERNS, B.A., B.S., Associate Professor of Art Education.

ERNEST GEORGE MOLL, A.M., Associate Professor of English.

JANET GRANT WOODRUFF, M.A., Associate Professor of Physical Education.

†NOWLAND BRITTIN ZANE, Associate Professor of Space Arts.

HAROLD WRIGHT BERNARD, Ph.D., Assistant Professor of Education.

EARL EUGENE BOUSHEY, M.S., Assistant Professor of Physical Education.

MAUDE GARNETT, A.M., Assistant Professor of Public-School Music.

HOWARD STANLEY HOYMAN, M.A., Assistant Professor of Physical Education.

NED BURT JOHNS, M.A., Assistant Professor of Physical Education.

ELIZABETH BRIGGS MONTGOMERY, Ph.D., Assistant Professor of Education.

RALPH URBAN MOORE, M.A., Assistant Professor of Education; Principal of University High School.

LAWRENCE KENNETH SHUMAKER, M.A., Assistant Professor of Education.

HOWARD P. BACKUS, M.A., Instructor in Education; Supervisor of Social Living, University High School.

FRANCES RIDGEWAY BASCOM, B.S. in P.E., Instructor in Education; Supervisor of Physical Education for Girls, University High School.

MARY ELIZABETH COSTELLO, M.A., Instructor in Education; Supervisor of Languages, University High School.

ORA GLEDHILL, B.S., Instructor in Education; Supervisor of English, University High School.

* On leave of absence, winter and spring terms.

† On sabbatical leave, fall term, 1940-41.

- MARGARET E. HAMMERBACHER, B.S., Instructor in Education; Supervisor of Physical Education for Girls, Roosevelt Junior High School.
- RAY HENDRICKSON, B.S., Instructor in Education; Supervisor of Physical Education for Boys, University High School.
- JOSEPH HOLADAY, B.S., Instructor in Education; Supervisor of Social Sciences, University High School.
- VERNON E. KERLEY, M.S., Instructor in Education; Instructor in Mathematics, University High School.
- ROY W. MALLORY, B.S., Instructor in Education; Supervisor of Art, Roosevelt Junior High School.
- GERTRUDE SEARS, M.S., Instructor in Education; Supervisor of English, Roosevelt Junior High School.
- DOROTHY MARIE SHERMAN, M.A., Instructor in Education; Supervisor of Social Studies, University High School.
- WILFRED CLAUDE SUTTON, B.A., Instructor in Education; Supervisor of Physical Education for Boys, Roosevelt Junior High School.
- WENDELL VAN LOAN, M.S., Instructor in Education; Principal, Roosevelt Junior High School.
- MILDRED HAYDEN WILLIAMS, M.A., Instructor in Education; Supervisor of Social Sciences, Roosevelt Junior High School.
- STANLEY E. WILLIAMSON, M.A., Instructor in Education; Instructor in Science, University High School.
- VEOLA PETERSON WILMOT, M.A., Instructor in Education; Supervisor of Social Science and Library, University High School.
- ELLEN MCCLELLAN WILSHIRE, B.A., Instructor in Education; Supervisor of Commercial Studies, University High School.
- GLENN WESLEY DURLINGER, M.A., Graduate Assistant in Education.
- ALVA WHITCOMB GRAHAM, M.A., Graduate Assistant in Education.

General Statement

ALL professional preparation for teaching within the State System of Higher Education, except preparation for strictly elementary-school teaching, is organized under the School of Education. The school is concerned especially with the preparation of teachers for the high schools of Oregon, and with the promotion of high standards of secondary education.

The School of Education operates on both the University and the State College campuses. Preparation for high-school teaching in the various fields is divided between the two institutions in accordance with the 1932 allocation of curricula. The director of high-school teacher training, with offices at Eugene, has administrative control over all high-school teacher education within the State System.

At the University are given general education courses, professional work in educational administration, and major curricula preparing for teaching of literature, languages, arts, music, physical education, the social sciences, business administration, and approved combinations of subjects. The University also offers training to prepare teachers for work with atypical children.

At the State College are given major curricula preparing for teaching of biological and physical sciences, mathematics, agriculture, home economics, industrial arts, secretarial science, and approved combinations of subjects, and for educational and vocational guidance.

In planning its curricula the School of Education has recognized three qualifications for a good teacher: (1) mastery of subject matter; (2) an understanding of child and adolescent psychology, and of professional problems and techniques; (3) a broad and liberal education.

Major Requirements. Candidates for a bachelor's degree with a major in education must submit 36 term hours of work in education courses. Two terms (6 hours) of elementary psychology are prerequisite to all upper-division education courses, but may not be counted toward fulfilling the 36-hour requirement. Education requirements for a state teacher's certificate are listed below. For a teacher's certificate, majors in education must also submit certain subject-matter norms (see **NORMS FOR PROSPECTIVE TEACHERS** below).

A scholarship average within the upper 50 per cent of the University grade range is prerequisite to registration for upper-division teacher-training courses. In admitting students into these courses, the faculty of the School of Education gives additional consideration to psychological rating and teaching personality, and in doubtful cases to marked improvement in scholarship during the junior year.

Baccalaureate Degrees. Students majoring in education may become candidates for the following baccalaureate degrees: Bachelor of Arts, Bachelor of Science, or Bachelor of Education. For the B.A. or B.S. degree the student must fulfill all University requirements for these degrees, in addition to major requirements. For the B.Ed. degree the student must fulfill general University requirements for graduation, and the requirements for a major in education, stated above.

Honors in Education. During their junior and senior years, exceptional students may register for honors in education, or for general honors. The candidate for general honors takes special work in other departments, closely coordinated with his honors program in education. For honors in education the student pursues a program of systematic reading and writes a thesis. Honors reading includes study in some one of the following fields: (1) child and adolescent development; (2) social surveys and other studies of child conditions and improvements; (3) descriptions and narratives of educational institutions in foreign countries; (4) history of education; (5) educational psychology; (6) educational sociology. At the end of the senior year all honors candidates take a comprehensive examination.

Reading for honors may in no case take the place of Ed 311, 312, 313, 415, which are required for certification, and which provide training of immediate professional utility.

Graduate Work. Graduate work in education, leading to the Master of Arts, Master of Science, Doctor of Philosophy, Master of Education, and Doctor of Education degrees, is offered at the University through the Graduate Division. The requirements for the M.Ed. and D.Ed. degrees differ from the requirements for the M.A., M.S., and Ph.D. degrees as follows: (1) teaching experience is required; (2) less time is spent on the technique of research; (3) the curriculum is carefully planned and integrated to prepare men and women for immediate service in administrative and advanced teaching positions. There is no foreign-language requirement for these degrees. The regulations governing graduate study are stated under **GRADUATE DIVISION**.

Supervised Teaching. The School of Education provides an opportunity for supervised high-school and junior-high-school teaching in all the major fields allocated to the University. Supervised teaching cannot be done at the University in fields in which the University does not offer major work. Student teachers observe teaching by expert instructors, work out their own lesson plans under the guidance of the supervisors, and teach high-school classes under close supervision. Credit for supervised teaching is granted only on the approval of the director of supervision.

Teacher Placement Service. A Placement Service is maintained by the School of Education for the placement of graduates of the University who are prepared and qualified to teach in the secondary schools. The Placement Service compiles and makes available to school officials full information concerning the preparation and experience of graduates who desire teaching positions. The Placement Service also furnishes students information concerning the certification requirements and school laws of other states, and will recommend graduates for certification in other states, on the endorsement of the dean of the School of Education and the University Registrar. The following fees are charged by the Placement Service:

Registration fee	\$3.00
Charge for late registration	1.00
Charge for late payment of registration fee	1.00
Credential fee	.25
Credential fee for out-of-state certification	2.00

The schedule of dates for registration and payment of registration fees may be secured at the Placement Service office. The credential fee is charged if credentials are sent at the request of the applicant, but not if they are sent at the initiative of the Placement Service or at the request of a prospective employer. Credentials for out-of-state certification will be issued without additional charge, if the applicant has paid the regular registration fee.

Bureau of Educational Research. Through the Bureau of Educational Research the faculty of the School of Education investigates educational problems, frequently at the request of school officials. The bureau is often called upon for advice concerning educational tests and their use. School systems are aided in the study of their peculiar problems. Expert building and financial surveys are made for various cities and counties of Oregon. Cooperative testing programs have been carried through several of the larger systems of the state. The aid of the bureau has been extended to a number of cities for the solution of various other educational problems.

DeBusk Memorial Clinic. The DeBusk Memorial Clinic for exceptional children, maintained by the School of Education, grew out of a reading clinic held on the campus in the summer of 1928, under the direction of Dr. Burchard Woodson DeBusk. Dr. DeBusk continued to direct the clinic and the training of clinical teachers until his death in 1936. Since his death, the clinic, formally named in his memory in 1937, has been directed by Dr. Elizabeth Montgomery.

The DeBusk Memorial Clinic has two main objectives: to help children with learning difficulties; and to train teachers for work with exceptional children in the public schools. The clinic confines itself to the treatment of children of normal intelligence who have special disabilities in reading, spelling, or arithmetic. Work in speech correction is carried on in cooperation with the Speech Division of the Department of English.

For University students interested in the teaching of exceptional children, the School of Education offers a program of study which provides a sound theoretical foundation for this work, and an opportunity for practical training in the clinic.

State Teacher's Certificate

UNDER Oregon law preparation for high-school teaching in this state will require in the future five years of college work. This requirement becomes fully effective February 10, 1943; students qualifying for certification before that time must meet part of the fifth-year requirement. The fifth-year work must include courses in education and in subject-matter fields.

By proper planning of his five-year program, a student may qualify for a master's degree at the end of the fifth year. The master's degree is not required for a certificate; but persons having this degree may often receive preference as candidates for teaching positions.

The School of Education will assist students in planning their five years of study, in order that the work may, as far as possible, constitute a single unified program.

From February 10, 1941 until February 10, 1943 the state superintendent of public instruction will grant a one-year certificate without examination to graduates of the University who have completed:

- (1) A total of 30 term hours of upper-division or graduate work after meeting the requirements for graduation, at least 15 of which shall be in the field of education.
- (2) A total of 37 term hours of professional work, including courses required by law.*
- (3) At least 9 term hours at the graduate level, of which not less than 6 shall be in the field of education and not less than 3 in a special teaching field.

After February 10, 1943 the state superintendent of public instruction will grant a one-year certificate without examination to graduates of the University who have completed:

- (1) A total of 45 term hours of upper-division or graduate work after meeting the requirements for graduation, at least 15 of which shall be in the field of education.
- (2) A total of 45 term hours of professional work, including courses required by law.*
- (3) At least 18 term hours at the graduate level, of which not less than 12 shall be in the field of education and not less than 6 in a special teaching field.

Courses for certification must include:

- Ed 311. Secondary Education. 3 hours any term.
- Ed 312. Educational Psychology. 3 hours any term.
- Ed 313. Principles of Teaching. 3 hours any term.
- Ed 316. Oregon School Law and System of Education. 2 hours any term.
- Hst 377. Oregon History. 2 hours any term.
- Ed 415. Supervised Teaching. 1-10 hours any term, 12 hours maximum credit.

All courses listed above must be taken in residence—they cannot be taken by correspondence. Ed 311, 312, 313 are prerequisite to all other professional work in education. These courses and Ed 316 may not be taken before the junior year. Ed 415 may not be taken before the senior year.

Application for certification must be made to the state superintendent of public instruction. An official record of the applicant's preparation, required before the certificate is issued, will be submitted to the state superintendent by the University Registrar, upon request.

* Under the regulations of the State Board of Education, two terms (6 hours) of elementary psychology are prerequisite to all upper-division education courses.

Students wishing to qualify for certification and placement should confer with the officials of the School of Education not later than the end of the winter term of the sophomore year. Students who do not take this precaution may find it necessary to spend a full fifth year at the University to complete the requirements for graduation, certification, and placement.*

The holder of a one-year state certificate will, after six months' successful teaching experience in this state and upon the recommendation of the city school superintendent or county school superintendent under whose supervision the applicant last taught, receive a five-year state certificate authorizing him to teach only in the high schools or junior high schools of this state.

A five-year certificate may be renewed when the holder thereof has taught successfully for a period of 24 months during the life of such certificate, or has completed 15 term hours in courses approved by the State Board of Education in a standard college or university. When a teacher who is regularly employed by a school board has been granted a leave of absence by such board, the school months included in such leave of absence shall be counted the same as months of teaching in determining eligibility for renewal of a five-year certificate.

The holder of a one-year state certificate, or a five-year state certificate, or a state life certificate, is authorized to act as city superintendent of the schools of any city.

The following fees are payable to the state superintendent of public instruction at the time application for certification is made:

One-year certificate	\$2.00
Five-year certificate	3.00

Norms for Prospective Teachers

NO graduate of the University will be recommended for a teaching position who has not completed, in addition to the professional requirements in education and psychology, the academic preparation outlined under either (1), (2), or (3) below:

(1) Students whose University major is in a subject commonly taught in the high schools of the state must complete a major and a minor norm. Subjects commonly taught in the high schools are: art, biological science (including general science and geology), commerce, English, French, German, Spanish, Latin, history, home economics, industrial arts, mathematics, music, physical education, physical science (physics and chemistry).

(2) Students whose University major is not included in the foregoing list of subjects commonly taught in the high schools must complete two minor norms.

(3) Majors in education taking the curriculum for prospective high-school teachers must complete two norms (one major and one minor, or two minors). Majors in education taking the curriculum for prospective superintendents and principals must complete one norm. It is recommended, however, that such students complete two norms (one major and one minor, or two minors).

It is recommended that students intending to teach complete three subject-matter norms, and qualify for the supervision of an extracurricular activity, to insure better opportunities for placement.

At least one of the student's norms must be in a field in which major work is allocated to the University. Exception may be made for students transferring from another institution with norms already completed.

* Attention is called especially to the regulation that a scholarship average within the upper 50 per cent of the University grade range is prerequisite to registration for upper-division teacher-training courses. See MAJOR REQUIREMENTS above.

Certain subject-matter courses which do not satisfy norm requirements are of great help to teachers. Students should consult with their advisers in the School of Education concerning the courses offered by the several schools and departments which are of particular value to teachers, and should find a place for such courses in their upper-division programs.

Major and Minor Norms

Listed below are major and minor norms in the several fields in which subject-matter preparation for high-school teaching is offered at the University. Major and minor norms meet the subject-certification requirements for each field as provided by the State Department of Education of Oregon. Prospective teachers must also satisfy the professional requirements for certification outlined on pages 203-204.

Art

Students wishing to prepare for placement in art in combination with other academic subjects should consult the dean of the School of Education early in the sophomore year.

MAJOR NORM	Term hours
Civilization and Art Epochs (AA 446, 447, 448) or World History (Hist 204, 205, 206)	6-9
Interior Design I & II (AA 380, 381, 382; AA 383, 384, 385)	9
Fashion Illustration (AA 391)	4-6
Upper-Division Applied Design (AA 496)	4-6
Lower-Division Sculpture (AA 293, 294)	6
Representation III (AA 386, 387, 388)	6
Painting (AA 490) or Advanced Design (AA 266)	6
Special Teaching Methods in Art (Ed 408)	3
Art Education (AA 414, 415)	6
	50-57
MINOR NORM	
Design I & II (AA 166, 167, 168; AA 266, 267, 268)	12
Representation I & II (AA 169, 170, 171; AA 269, 270, 271)	6
Color Theory (AA 163, 164, 165)	3
Figure and Costume (AA 298)	3
Lower-Division Drawing	6
Art Education (AA 414, 415)	6
	36

Business Administration

MAJOR NORM	
Constructive Accounting (BA 111, 112, 113)	12
Retail Accounting (BA 211)	3
Principles of Cost Accounting (BA 212)	3
Business Law (BA 416, 417)	8
Office Organization and Management (BA 423)	2
Typing (SS 121, 122, 123)	6
Stenography (SS 111, 112, 113); or elements of Finance (BA 222) and Elements of Marketing (BA 223)	8-9
	42-43
MINOR NORM	
Constructive Accounting (BA 111, 112, 113)	12
Office Organization and Management (BA 423)	2
Business Law (BA 416, 417)	8
One of the following courses: Retail Accounting (BA 211); Principles of Cost Accounting (BA 212); Elements of Finance (BA 222); Elements of Marketing (BA 223)	3-4
Typing (SS 121, 122, 123)	6
	31-32

English

MAJOR NORM	Term hours
Written English (must include Eng 324).....	9
Oral English for Teachers (Eng 334).....	3
Elective in either speech or written English.....	3
Survey of English Literature (Eng 101, 102, 103) or Appreciation of Literature (Eng 104, 105, 106).....	9
Shakespeare (Eng 201, 202, 203).....	9
American Literature (Eng 161).....	4
Upper-division courses approved for majors in English.....	8
	45
MINOR NORM	
Written English (including Eng 324 or equivalent).....	9
Speech (Eng 334 recommended).....	3
Survey of English Literature (Eng 101, 102, 103) or Appreciation of Literature (Eng 104, 105, 106).....	9
American Literature (Eng 161).....	4
Shakespeare (Eng 201, 202).....	6
Electives.....	5
	36

French

MAJOR NORM	
Thirty hours above RL 4, 5, 6 (second year):	
French Literature (RL 311, 312, 313).....	9
French Composition and Conversation (RL 314, 315, 316).....	6
French Pronunciation and Phonetics, and Methods of Teaching French (RL 320, 321, 322).....	6
Modern French Drama and Lyric Poetry (RL 420, 421, 422); or Nineteenth-Century French Novel (RL 417, 418, 419).....	9
	30
MINOR NORM	
The equivalent of thirty term hours, including high-school credits. Evaluate high-school credits in terms of college hours. Suggested courses (which should include RL 314, 315, 316):	
Second-Year French (RL 4, 5, 6).....	12
French Literature (RL 311, 312, 313).....	9
French Composition and Conversation (RL 314, 315, 316).....	6

German

MAJOR NORM	
Thirty hours above GL 4, 5, 6 (second year):	
German Literature (GL 201, 202, 203 or GL 205, 206, 207).....	9
German Conversation and Composition (GL 334, 335, 336).....	6
Modern German Novel (GL 412) or Die Deutsche Novelle (GL 331).....	3
German Poetry (GL 333).....	3
Classical German Drama (GL 411).....	3
Modern German Drama (GL 332).....	3
Goethe's Faust (GL 413).....	3
	30
MINOR NORM	
The equivalent of thirty term hours, including high-school credits. Evaluate high-school credits in terms of college hours. Suggested courses:	
Second-Year German (GL 4, 5, 6).....	12
German Conversation and Composition (GL 334, 335, 336).....	6
Modern German Novel (GL 412) or Die Deutsche Novelle (GL 331).....	3
German Poetry (GL 333).....	3
Classical German Drama (GL 411) or Modern German Drama (GL 332).....	3

Latin

MAJOR NORM	
Thirty hours above Lat 1, 2, 3 (first year):	
Cicero and Vergil (Lat 4, 5, 6).....	12
Latin and Literature: The Augustan Age (Lat 101, 102, 103).....	9
Latin Literature: The Silver Age (Lat 311, 312, 313); or Ovid: Metamorphoses (Lat 314, 315, 316).....	9
	30

MINOR NORM

The equivalent of thirty term hours, including high-school credits. Evaluate high-school credits in terms of college hours. Suggested courses:

Cicero and Vergil (Lat 4, 5, 6).....	12
Latin Literature: The Augustan Age (Lat 101, 102, 103).....	9
Ovid: Metamorphoses (Lat 314, 315).....	6

Music**MAJOR NORM (VOCAL)**

Theory I (Mus 111, 112, 113).....	12
Appreciation of Music (Mus 127, 128, 129).....	6
Theory II (Mus 211, 212, 213).....	12
Keyboard Harmony (Mus 214, 215, 216).....	3
Choral Conducting (Mus 323, 324, 325).....	6
History of Music (Mus 422, 423, 424).....	6
Special Teaching Methods (Ed 408).....	3

Applied music: The student must be able to demonstrate ability in singing and in playing accompaniments, and must have had experience in choral groups.

MAJOR NORM (INSTRUMENTAL)

Theory I (Mus 111, 112, 113).....	12
Appreciation of Music (Mus 127, 128, 129).....	6
Theory II (Mus 211, 212, 213).....	12
Keyboard Harmony (Mus 214, 215, 216).....	3
Instrumental Conducting (Mus 320, 321, 322).....	6
History of Music (Mus 422, 423, 424).....	6
Special Teaching Methods (Ed 408).....	3

Applied music: The student must be able to demonstrate playing ability upon a melodic string or wind instrument, must have sufficient knowledge of other instruments for public-school instrumental directing, and must have band or orchestral experience.

MINOR NORM (VOCAL)

Theory I (Mus 111, 112, 113).....	12
Choral Conducting (Mus 323, 324, 325).....	6
Ensemble (chorus).....	3
Appreciation of Music (Mus 127, 128, 129).....	6

Applied music: The student must be able to demonstrate ability in singing and in playing accompaniments.

MINOR NORM (INSTRUMENTAL)

Theory I (Mus 111, 112, 113).....	12
Instrumental Conducting (Mus 320, 321, 322).....	6
Ensemble (orchestra or band).....	3
Stringed Instruments (Mus 332, 333, 334); or Wind and Percussion Instruments (Mus 335, 336, 337).....	6

Applied music: The student must be able to demonstrate playing ability upon a melodic string or wind instrument.

Physical Education**MAJOR NORM**

Completion of major curriculum I or II (See SCHOOL OF PHYSICAL EDUCATION)

MINOR NORM**Physical Education**

Community Health Problems (PE 361).....	3
Personal Health Problems (PE 362).....	3
First Aid (PE 363).....	3
Health Instruction (PE 464).....	3
Physical Education Laboratory (selected by adviser in physical education).....	6
Organization and Administration of Physical Education (PE 341, 342).....	6

Health Education		Term hours
Human Biology (Z 111, 112, 113).....		9
Elementary Human Physiology (Z 313).....		3
Principles of Dietetics (FN 225).....		2
School Health Education Core (PE 361, 362, 363).....		9
Health Instruction (PE 464).....		3
		26
Combined Health and Physical Education		
School Health Education Core (PE 361, 362, 363).....		9
Health Instruction (PE 464).....		3
Principles, Organization, and Administration Core (PE 341, 342, 343).....		9
Program Construction in Physical Education (PE 445).....		3
Physical-Education Laboratory (PE 331, 332, 333).....		6
Physical-Education Laboratory (selected from PE 433, 434, 435).....		4
		34
Social Sciences		
MAJOR NORM		
History of the United States (Hst 371, 372, 373).....		9
Modern Europe (Hst 341, 342, 343); or World History (Hst 204, 205, 206).....		9
A minimum of five hours each from at least two of the following: Political Science (PS 201, 202); Principles of Economics (Ec 201, 202, 203); General Sociology (Soc 204, 205); Introductory Geography (Geo 105, 106, 107).....		10
Electives in political science, economics, sociology, or geography.....		5
Additional year sequence in one of the following fields: political science, sociology, economics, history.....		12
		45
MINOR NORM		
History of the United States (Hst 371, 372, 373).....		9
Modern Europe (Hst 341, 342, 343); or World History (Hst 204, 205, 206).....		9
A minimum of five hours each from at least two of the following: Political Science (PS 201, 202); Principles of Economics (Ec 201, 202, 203); General Sociology (Soc 204, 205); Introductory Geography (Geo 105, 106, 107).....		10
Electives in political science, economics, sociology, or geography.....		8
		36
Spanish		
MAJOR NORM		
Twenty-four hours above RL 14, 15, 16 (second year):		
Spanish Literature (third year) (RL 341, 342, 343).....		9
Spanish Composition and Conversation (RL 347, 348, 349); or Commercial Spanish (RL 353, 354, 355).....		6
Modern Spanish Literature (RL 441, 442, 443); or Spanish-American Literature (RL 444, 445, 446).....		9
		24
MINOR NORM		
The equivalent of thirty term hours, including high-school credits. Evaluate high-school credits in terms of college credits. Suggested courses (which should include RL 347, 348, 349 or RL 353, 354, 355):		
Second-Year Spanish (RL 14, 15, 16).....		12
Spanish Literature (third year) (RL 341, 342, 343).....		9
Spanish Composition and Conversation (RL 347, 348, 349); or Commercial Spanish (RL 353, 354, 355).....		6
Library		
Elementary Reference Work (Eng 381).....		3
Book Selection and Evaluation (Eng 382).....		3
Books for School Libraries (Eng 383s).....		3
School Library Administration (Eng 384).....		3
*Library Practice (Eng 385).....		3
Cataloging (Eng 386s).....		3
Classification and Subject Headings (Eng 387s).....		3
Children's Literature (Eng 388).....		3
		24

* Supervised Teaching (Ed 415) in library may be substituted for Eng 385.

Minor Norms

In the following fields minor norms only may be completed at the University. Supervised teaching is not offered at the University in any of these fields.

Biological Sciences

MINOR NORM	Term hours
General Botany (Bot 101, 102, 103).....	9
General Zoology (Z 104, 105, 106); or Elementary Human Physiology (Z 311, 312, 313).....	9
Electives in biological sciences (G 283, 284 is acceptable as an elective.).....	6
	24

General Science

MINOR NORM	
A minimum of 27 term hours in the natural sciences, including:	
A year sequence with laboratory in physics or chemistry.....	12
A year sequence with laboratory in botany or zoology.....	9
Geology.....	6

Home Economics

MINOR NORM	
Clothing Construction (CT 111, 112, 113).....	6
Clothing Selection (CT 114, 115, 116).....	3
Foods (FN 211, 212, 213).....	9
Child Care and Training (HAd 325).....	3
Household Management (HAd 339).....	3
Home Planning and Furnishing (CT 331).....	} One course from this group
Textiles (CT 125).....	
Principles of Dietetics (FN 225).....	
Family Relationships (HAd 222).....	2-3
	26-27

Mathematics

MINOR NORM	
Elementary Analysis (Mth 101, 102, 103) or equivalent.....	12
Differential and Integral Calculus (Mth 201, 202; or Mth 205, 206) or equivalent.....	8
Advanced Euclidean Geometry (Mth 415).....	3
	23

Physical Sciences

MINOR NORM	
General Chemistry (Ch 104, 105, 106).....	12
General Physics (Ph 201, 202, 203).....	12
	24

Recommended Sequences for Education Majors

THE following sequence of professional and other courses required for certification are planned in conformity with the rulings of the State Board of Education. Variations from the indicated order should be made only with the approval of the School of Education.

COURSES FOR PROSPECTIVE TEACHERS (JUNIOR OR SENIOR HIGH SCHOOL)

Sophomore Year

	Term hours		
	F	W	S
Elementary Psychology (2 terms, no education credit).....	3	3	-
	-	3	3

Junior Year

	Term hours		
	F	W	S
Secondary Education (Ed 311).....	3	or 3	-
Educational Psychology (Ed 312).....	3	or 3	-
Principles of Teaching (Ed 313).....	-	-	3
Oregon History (Hst 377).....	2	or 2	or 2

Senior Year

Oregon School Law (Ed 316).....	2	or 2	or 2
Special Teaching Methods (Ed 408).....	3	or 3	or 3
Supervised Teaching (Ed 415) (5-10 hrs.).....	10	or 10	or 10

Normal-school graduates will take Ed 311 and Ed 313 in the junior year. Normal-school graduates who have not already had work in educational psychology, or who have taken this work without a prerequisite in elementary psychology, will also take Ed 312 in the junior year.

Majors in education will take additional upper-division courses in education to make a total of 36 hours.

COURSES FOR PROSPECTIVE SCHOOL ADMINISTRATORS

Students intending to become principals or superintendents should take the courses listed above for prospective teachers; if possible, they should also take Ec 201, 202, 203, and Ec 418, 419. Ed 472, 473, 474 is required for recommendation. This sequence should be taken in the fifth year by inexperienced candidates, but may be taken in the senior year by normal-school graduates with teaching experience. Other courses in education should be selected in the light of the requirements for the desired administrative credentials. Further details concerning the requirements for these credentials may be secured from the School of Education.

COURSES FOR PROSPECTIVE MENTAL EXAMINERS AND CLINIC WORKERS IN PUBLIC SCHOOLS

The sequence of courses required for certification should be supplemented, after consultation with the adviser in this field, by:

COURSES IN THE SPECIAL FIELD

Child Psychology (Ed 460).....	2	-	-
Psychology of Exceptional Children (Ed 462, 463).....	-	2	2
Reading Process (Ed 464).....	2	-	-
Diagnostic and Remedial Techniques (Ed 465, 466).....	-	2	2
Mental Tests (Ed 564, 565, 566).....	2	2	2
Psycho-Educational Clinic (Ed 409).....	3	3	3
Educational Research (Ed 501) (problems in remedial teaching)			

SUGGESTED COURSES OUTSIDE THE SPECIAL FIELD

Problems of Social Work (Soc 348).....	3	-	-
Measurement in Secondary Education (Ed 475).....	-	-	3
Advanced Experimental Psychology (Psy 451, 452, 453).....	3	3	3
Clinical Methods in Psychology (Psy 431, 432).....	-	3	3
Abnormal Psychology (Psy 413).....	-	-	3
Educational Statistics (Ed 515).....	3	-	-
Philosophy of Education (Ed 586).....	-	-	3
Advanced Educational Psychology (Ed 561, 562, 563).....	2	2	2
Speech Pathology (Eng 486, 487, 488).....	2	2	2
Speech Clinical Practice (Eng 489, 490).....	1	1	1

Description of Courses

LOWER-DIVISION COURSES

*Ed 111. Methods of Study. 2 hours any term.

No-grade course. Specific methods of study applied to various subject-matter fields. The general principles of note taking and study schedule; fixing study habits; evaluations of the various broad fields of human learning. Shumaker, Montgomery, Wood.

* This is a service course, not a professional course, and will not count toward fulfillment of requirements for certification or for a major in education.

*Ed 112. Mental Hygiene. 3 hours any term.

Intended to help the student make adjustments to conditions of college life through the cultivation of proper habits of study and of intellectual activity. The habits, attitudes, and proper functioning of a normal mind. Bernard.

*Ed 113. University Education and the Student. 3 hours any term.

Intended to help the student plan his college career more intelligently and to pursue it more effectively. The scholarly, cultural, and professional values of the University's offerings in the various fields of learning; how these contribute to the development and growth of the individual; how selections can be made from these offerings to meet individual needs and interests. Shumaker.

UPPER-DIVISION COURSES

Ed 311, 312, 313 are prerequisite to all other professional work in education.

Ed 311. Secondary Education. 3 hours any term.

Study of the problems of the high school from the standpoint of the teacher, involving a consideration of its aims, functions, and characteristics. Prerequisite: two terms of elementary psychology. Stetson.

Ed 312. Educational Psychology. 3 hours any term.

The laws of learning and their application in the classroom; motivation in learning, transfer of training, memory, forgetting, and the psychology of secondary-school subjects. Prerequisite: two terms of elementary psychology. Bernard.

Ed 313. Principles of Teaching. 3 hours any term.

Study of the actual classroom teaching process, including classroom organization and management, planning teaching units, evaluating pupil learning, and similar problems. Prerequisite: Ed 312. Macomber.

Ed 316. Oregon School Law and System of Education. 2 hours any term.

An analysis of the Oregon school system and of the laws on which the system is based. Attention given to the problems of Oregon schools, plans proposed for their solution, the course of study, and trends in educational development in the state. Prerequisite: Ed 311. Huffaker.

Ed 401. Educational Research. Terms and hours to be arranged.

Research and investigation in various fields of education. Registration by permission of the staff member or members in whose field the investigation lies.

Ed 405 Reading and Conference. Terms and hours to be arranged.

Individual readings and conferences with members of the staff.

Ed 408. Special Teaching Methods. 1 to 3 hours any term (6 hours maximum allowed toward education requirement for certification).

Planned to fulfill the state certification requirement for work in special methods; to be taken in conjunction with Ed 415. Instruction in special methods is offered in the following fields:

Art—Kerns.
Commerce—Wilshire.
English—Gledhill.
Foreign Language—Costello.
Health, Physical Education, Recreation—Johns, Knollin, Woodruff.
Music, Instrumental—Stehn.
Music, Vocal—Garnett.
Social Science—Holaday.

* This is a service course, not a professional course, and will not count toward fulfillment of requirements for certification or for a major in education.

Ed 409. **Psycho-Educational Clinic.** (G) Terms and hours to be arranged (9 hours maximum credit).

For students preparing for clinical work in the public schools. Practice, under supervision, in diagnostic and remedial treatment of cases at the elementary, high-school, and college levels; individual work with those who have severe disabilities; work with small groups of persons with slight difficulties. Prerequisite: Ed 460, 462, 466, except by special permission. Montgomery.

*Ed 410. **Principles and Practice in School Health Education.** (G) 2 hours fall.

Study of the theory and practice of high-school health programs in the United States as a basis for organizing and administering school health work in the Oregon high schools. Designed for students in school administration and nursing education, and for advanced students in education. Prerequisite: Ed 311, 312, 313 or graduate standing. Hoyman.

*Ed 411. **Health Instruction of the School Child.** (G) 2 hours winter.

Study of the development of health instruction for Oregon high schools. Procedures for a graded health program, including health materials, health methods, appraisal; comparative study of health units. Designed primarily for administrators. Prerequisite: Ed 311, 312, 313 or graduate standing. Hoyman.

*Ed 412. **Sanitation of the School Plant.** (G) 2 hours spring.

School health standards in lighting, heating, ventilation, schoolroom equipment, fire protection, water supply, sewage disposal, and the school site. The school plant considered in terms of its environmental influence on the growth and development of school children. Prerequisite: Ed 311, 312, 313 or graduate standing. Hoyman.

Ed 415. **Supervised Teaching.** 1-10 hours any term (12 hours maximum total).

Experience in classroom procedures along the lines of the student's academic preparation and interests; class discussion of classroom problems confronted by the student while teaching, in relation to principles and methods of teaching. Students should plan their programs so that one-half day for one term may be devoted to supervised teaching. Macomber.

Ed 431. **Developing Appreciation of Literature.** 3 hours.

Development of a clear and definite technique of literary appreciation. Practical methods and materials for the use of high-school teachers. Prerequisite: experience as a teacher of literature, senior standing with a major or minor in English, or consent of instructor. Moll.

Ed 433. **Developing Art Appreciation.** 3 hours.

The social aims and functions of art; current psychological principles of appreciation. Types of appreciative experience. The use of classroom equipment, tests, and reference material. Emphasis on the human relationship between teacher and student, and on the relation of training in appreciation to other educational experiences. Prerequisite: experience as a teacher of art, senior standing with a major or minor in art, or consent of instructor. Zane.

Ed 440. **History of Education.** (G) 3 hours fall.

A general review of the growth and development of education and its relation to the civilization of the times; emphasis on the educational philosophies of Plato, Aristotle, renaissance educators, Comenius, Locke, Rousseau, Pestalozzi, Froebel, Herbart, Spencer, and Dewey. Jewell.

* This course will not count toward the state certification requirement for teachers of health and physical education. For courses satisfying this requirement see PE 361, 362, 363, PE 464, 465.

Ed 441. **Comparative Education.** (G) 3 hours winter.

Study of the school systems of the chief countries of the modern world, particularly Germany, France, Great Britain, and the United States, in relation to certain vital problems of adjustment—economic, moral, and political. Special attention to developments since the World War and to significant experiments in Germany, Russia, Bohemia, Italy, Denmark, India, and elsewhere. Jewell.

Ed 460. **Psychology of Childhood.** (G) 2 hours fall.

The psychological factors found in the growth and development of the child. Study of the experimental literature and of theories relating to the development of physical activities, speech, mental processes, emotional behavior, and socialized activities. Prerequisite: Ed 312 or two terms of elementary psychology. Montgomery.

Ed 461. **Adolescence: Growth and Development of the Individual.** (G) 3 hours winter.

The processes through which the normal human being reaches maturity, acquires effective use of his bodily equipment and learning capacity, and makes satisfactory personal and social adjustments. Important physical, mental, and moral changes natural to adolescence. Educational implications of recent studies in this field. Prerequisite: two terms of elementary psychology; Ed 312. Jewell.

Ed 462, 463. **Psychology of Exceptional Children.** (G) 2 hours each term, winter and spring.

Study of the exceptional child, including the slow learner, the gifted, the physically handicapped, the speech defective, the behavior problem, the delinquent, the nonreader, the poor speller, and the child with unusual difficulties in arithmetic. Montgomery.

Ed 464. **The Reading Process.** (G) 2 hours.

The meaning and development of certain factors related to reading, including perception, word blindness, eye movements, rate, comprehension, vocabulary, intelligence, and handedness. Designed to meet two needs: (1) foundation work in remedial teaching; (2) work for students interested in reading as a fundamental skill. Montgomery.

Ed 465, 466. **Diagnostic and Remedial Techniques.** (G) 2 hours each term.

Difficulties in reading, spelling, and arithmetic among atypical children at the primary and elementary-school levels; reading difficulties of high-school and college students. Techniques of diagnosis; administration and interpretation of mental and achievement tests; remedial procedures suitable for both individual and group instruction. Prerequisite: Ed 464. Montgomery.

Ed 467. **Hygiene of the Child.** (G) 3 hours.

Factors involved in the mental and emotional growth of the child which affect his adjustment in school and society; personality defects and disorders; the role of heredity and environment in mental health. Open to qualified upper-division students. Bernard.

Ed 468. **Hygiene of Learning.** (G) 3 hours.

Factors and conditions which make for mental development, including those which make for disintegration as well as those which make for integration. Open to qualified upper-division students. Bernard.

Ed 470. **The Junior High School.** (G) 3 hours.

Causes leading to the development of the junior high school; special purposes and opportunities of this type of school; problems of organization and administration; curriculum building; provisions for individual differences; instruction; exploration and guidance; school activities. Typical junior high schools studied. Stetson.

Ed 471. School Activity Program. (G) 3 hours spring.

Theories of education involved in the promotion of extraclass activities; organization and supervision of an adequate program; objectives and procedures for student participation in social control; girls' leagues, home rooms, athletic associations, honor societies, dramatics, hobby groups, etc.; problems of coordination, finance, and teacher personnel. Stetson.

Ed 472. Basic Course in School Organization. (G) 4 hours fall.

Ed 472, 473, 474 required for all majors in school administration and for prospective high-school principals. Ed 472 deals with the organization of both grade and high schools, with emphasis on the problems of the small school system. Curriculum construction, the course of study, building the daily program, classification of pupils, time allotments, etc. Huffaker, Stetson.

Ed 473. Basic Course in School Administration. (G) 4 hours winter.

Relations of the principal to the school board, school finance, school records and accounts, school building programs, building standards, construction and financing of buildings, pupil accounting, the teaching staff. Ed 472 is not prerequisite. Huffaker, Stetson.

Ed 474. Basic Course in School Supervision. (G) 4 hours spring.

Purpose of supervision, plans for supervision, general supervisory procedure, use of tests, diagnosis of pupil difficulty, etc., as applied to both elementary and secondary schools. Ed 472 and 473 not prerequisite. Huffaker, Stetson.

Ed 475. Measurement in Secondary Education. (G) 3 hours any term.

The construction and desirable uses of various standard tests and scales for measuring achievements in secondary-school subjects. Such elements of statistical method taught as are necessary for intelligent use of the tests. Wood.

Ed 480. Pupil Personnel Work. (G) 3 hours winter.

Nature and causes of problems in adolescent development and adjustment; case work in personnel; procedures and techniques in case work; organization of personnel work; the qualifications, training, and duties of personnel officers. Stetson.

Ed 485. Foundations of Curriculum. (G) 3 hours.

Significant forces affecting curriculum planning and development in the modern school. The implications of basic social, philosophical, and psychological factors in curriculum planning and development; appraisal of the present curriculum and significant proposals for its improvement; outstanding trends in the several experience areas of the learner. Laboratory and field work required. Wood.

Ed 486. Course-of-Study Construction. (G) 3 hours.

Organization of the curriculum of the modern school. Chief emphasis on various patterns of curriculum organization and their relative merits; general principles of curriculum construction; selection of materials and activities; evaluation of the curriculum in terms of pupil growth. Laboratory and field work required. Prerequisite: Ed 485 or equivalent. Wood.

Ed 487. Unit Construction. (G) 3 hours.

Principles of unit construction; survey of materials. Major consideration to criteria for the selection, organization, and development of materials; specific techniques, such as child study, community survey, and social analysis; application of these special techniques to unit construction. Unit construction and field work required. Prerequisite: Ed 485 or equivalent. Wood.

Ed 488. Curriculum Laboratory. (G) 1 to 3 hours any term (6 hours maximum credit).

Workshop experience for those actively engaged in the production of curriculum materials, including units, courses of study, evaluation instruments, and source materials for pupils. Prerequisite: Ed 485; Ed 486 or Ed 487; or consent of instructor. Wood.

Ed 490. Character Education. (G) 3 hours fall or winter.

The place of character in the social purposes of education; distinction between training and instruction; the dynamic function of the feelings; the conditioning of interests; the function of ideals; the formation of habits, the integration of habits and attitudes. Analysis of typical procedure. Branton.

Ed 491. Group Thinking. (G) 3 hours spring.

Nature and method of democratic participation in the group thought life. How new issues may be resolved on more adequate levels of thinking. The course aims to build the habit of reflective group thinking, to develop greater facility in forming reasoned judgment on public affairs. How diversified groups may confer in cooperative efforts to discover new roads to new and better goals. The technique of leadership in group-thinking processes. Branton.

Ed 492. Social Education. (G) 3 hours fall.

The structure and functioning of society, as a background for the study and evaluation of education in its varied forms; the contribution of sociological principles and findings to the improvement of educational practices. Stetson.

Ed 497. Adult Education. (G) 3 hours.

History and philosophy of the movement; its aims, ranging from the specifically vocational to the cultural; possibilities for individual and community betterment. Representative work and methods in adult education; description of existing agencies. Prerequisite: senior standing. Wood.

GRADUATE COURSES

Courses numbered 400-499 and designated (G) may be taken for graduate credit.

Ed 501. Educational Research. Terms and hours to be arranged.

Members of the staff will supervise research by qualified graduate students. Registration by permission of the staff member or members in whose field the investigation lies. Prerequisite: graduate standing in education.

Problems in Adult Education—Wood.
Problems in Affective Phases of Education—Leighton.
Problems in College Teaching—Stetson.
Problems in Curriculum and Instruction—Macomber, Wood.
Problems in Educational Psychology—Bernard, Montgomery.
Problems in History of Education—Jewell, Sheldon.
Problems in Measurements—Huffaker.
Problems in Philosophy of Education—Jewell, Sheldon.
Problems in Remedial Teaching—Montgomery.
Problems in School Administration—Huffaker, Stetson.
Problems in School Finance—Huffaker.
Problems in Secondary Education—Stetson.
Problems in Social or Moral Education—Sheldon.

Ed 503. Thesis. Terms and hours to be arranged.**Ed 505. Reading and Conference.** Terms and hours to be arranged.

Individual readings and conferences with members of the staff.

Ed 507. Education Seminar. 1 hour any term.

Students and staff members investigate and report on problems related to a central theme chosen for the year. Required for graduate majors; open to qualified seniors by consent of instructor. Bernard.

Ed 511. Modern Educational Principles and Problems. 3 hours any term.

A general survey, at graduate level, of recent developments in all fields of education. Emphasis on an evaluation of current trends in the various fields, and on opportunities offered for specialization and service. Required of candidates for the master's degree in education before the preliminary examination. Open to qualified senior majors on consent of instructor. Huffaker.

Ed 512. Research Procedures and Thesis Writing. 3 hours winter.

The nature and procedures of research in education; the special techniques of thesis writing. Recommended for majors in education who are candidates for advanced degrees; open to graduate students majoring in other fields. Does not take the place of later individual supervision of thesis. Prerequisite: graduate standing. Stetson.

Ed 515, 516, 517. Educational Statistics. 3 hours each term.

Technique of quantitative and experimental methods, including the development of formulae and their application in research. Calculus not required. Admission after fall term only on consent of instructor. Prerequisite: graduate standing. Huffaker.

Ed 543. History of American Education. 3 hours fall.

The intellectual development of America with special reference to education. Knowledge of American history a requisite. Open to seniors on consent of instructor. Sheldon.

Ed 544, 545. History of American Education: Seminar. 3 hours each term, winter and spring.

Intensive study, largely by the seminar method, of the movements and ideas current during the educational awakening in America, 1815-1870. Prerequisite: Ed 543. Sheldon.

Ed 548, 549. Liberalism and Modern Education. 3 hours each term, fall and winter.

History of modern political liberalism, in its relation to state education in the leading nations of the modern world. Liberal theory; the development of liberal institutions. Liberalism since the World War. Open to seniors on consent of instructor. Sheldon.

Ed 554. Theories of Higher Education. 2 or 3 hours fall.

Concept of liberal education, scholarship, and cultural education in Europe and in America; theory of vocational and professional education; current emphasis upon general education; social intelligence; intellectual and affective phases of education. Prerequisite: graduate standing; open to seniors on consent of instructor. Stetson.

Ed 555, 556. Curricula and Instruction in Higher Institutions. 2 or 3 hours each term, winter and spring.

Determining objectives; selecting and organizing course material; curricular plans; evaluation procedures, including comprehensive examinations; work of the better-known experimental colleges; types of teaching; experimentation in college teaching; personnel organization and procedure. Prerequisite: graduate standing; open to seniors on consent of instructor. Stetson.

Ed 557. The Liberal-Arts College. 2 or 3 hours fall.

The origin and early objectives of the liberal-arts college; its traditional heritage and the effects of peculiarly American demands upon the institution; present incorporation in denominational colleges, state universities, and other types of higher institutions, with special attention to the junior college. Types of organization; curricular developments. Prerequisite: graduate standing; open to seniors on consent of instructor. Stetson.

Ed 558. Professional and Vocational Higher Education. 2 or 3 hours winter.

Development, organization, support, and functions of land-grant institutions, independent technical schools, and professional schools; special study of programs for the education of teachers; vocational functions of junior colleges. Prerequisite: graduate standing; open to seniors on consent of instructor. Stetson.

Ed 559. University Education. 2 or 3 hours spring.

The functions of a university; state and independent universities; differences in purpose; organization, with respect to liberal-arts colleges and professional schools; development of scientific and other specialties at the university level; the American graduate school; state systems of higher education. Prerequisite: graduate standing; open to seniors with consent of the instructor. Stetson.

Ed 561, 562, 563. Advanced Educational Psychology. 2 hours each term.

Review of some modern viewpoints in educational psychology; discussion of useful experimental material. Prerequisite: graduate standing in education. Bernard.

Ed 564, 565, 566. Mental Tests. 2 hours each term.

Practical experience with psychometric tests for teachers in the clinical field; history and principles of mental tests; various kinds of tests (both language and performance); their value and use, especially in the schools; practice in giving, scoring, and interpreting group and individual mental tests. Open to qualified seniors on consent of instructor. Montgomery.

Ed 570. Intellectual Problems of Education. 3 hours fall.

Functions of education in the development of the intellectual powers. Analysis of the elements of thinking; how education may alter or condition them. The relation of special subject-matter fields to straight thinking; methods in natural science and the social sciences. Prerequisite: graduate standing. Wood.

Ed 571, 572. Affective Phases of Education. 3 hours each term, winter and spring.

The nature of appreciations, attitudes, and ideals; their significance as factors of the personality and for social intelligence and social integration. Methods of developing these personality factors as a part of the educative process. Each student required to develop an individual project in his major field. Leighton.

Ed 586. Philosophy of Education. 3 hours winter.

Study of the broad, fundamental principles and problems of education, as evaluated by the various schools of philosophical thought. Jewell.

Ed 587. Problems in Philosophy of Education. 3 hours spring.

The pressing problems in contemporary educational theory; principal contemporary educational movements; the philosophies underlying these movements. Not offered 1941-42. Jewell.

Ed 588. Modern Educational Philosophers. 3 hours spring.

Study of the more prominent educational philosophers: Bagley, Bode, Childs, Dewey, Horne, Judd, Kilpatrick. Jewell.

School of Journalism

Faculty

ERIC WILLIAM ALLEN, A.B., Dean of the School of Journalism; Professor of Journalism; Manager of University Press.
 LYNNETTE DAVIS, Secretary of the School of Journalism.

JOHN HENRY NASH, LL.D., Litt.D., Professor of Typography.
 W. F. GOODWIN THACHER, M.A., Professor of Advertising.
 GEORGE STANLEY TURNBULL, M.A., Professor of Journalism.
 ROBERT CARR HALL, Associate Professor of Journalism; Superintendent of University Press.
 CHARLES M. HULTEN, M.A., Assistant Professor of Journalism.
 HARRY S. SCHENK, B.A., Assistant Professor of Journalism.
 FRANK SHORT, B.S., Instructor in Journalism.
 GEORGE H. GODFREY, B.S., Associate in News Bureau.

General Statement

A DEPARTMENT of journalism was organized at the University in 1912, and was raised to the rank of school in 1916. The School of Journalism has three purposes: to guide students intending to enter the profession of journalism toward a broad and liberal education; to provide professional preparation for the various branches of journalism, advertising, and publishing; and to contribute, insofar as an educational institution can, to the progress and improvement of the American press. In addition to its professional curriculum the School of Journalism offers service courses for majors in other fields.

Admission. There are no special requirements for admission to the School of Journalism, beyond regular University entrance requirements. Enrollment in Elementary Journalism (J 111, 112, 113) is, however, restricted to students who rank in the fifth and higher deciles in the entrance placement examination or in high-school record, or who are admitted by special consent of the instructor. High-school courses in journalism are not required. The high-school student is advised to devote himself to obtaining a substantial preparation in Latin, French, or German, and in history, science, mathematics, and other solid branches of knowledge. Skill in typewriting and shorthand is an advantage but not a requirement.

Curricula. The School of Journalism adheres to the theory that a liberal education is the best training the University can provide for a journalistic career. Professional courses are closely correlated with work in social science and literature, and are designed and taught as an integral part of a sound cultural education. With the advice of the faculty, the journalism major elects a program of studies in liberal arts and sciences, with courses in history, economics, sociology, political science, philosophy, science, language, and literature, which will give him a grasp upon the problems of modern life.

Through a carefully planned system of advising, the school supervises the student's entire program. Somewhat different curricula are planned for different students after a personal interview and after acquaintance with the individual student's abilities and ambitions. The three principal types are: (a) for writing and editing, (b) for publishing and advertising, and (c) for executive management. There is also opportunity for specialization in newspaper photography and in typography and fine printing. A considerable portion of the students in the school have had practical experience in newspaper work before coming to the University. Such students are not required to repeat training they have already had, beyond a term to ascertain whether their training has been sound, but are directed to courses best suited to their stage of development.

Groups of advanced students write and edit each day a complete newspaper. These class papers cover the city of Eugene intensively in competition with Eugene's two daily papers. They receive the news of the world over the Associated Press and the United Press. They also use news, feature, and picture services supplied to the school by Science Service, N. E. A., I. N. S., etc. The students maintain a mat file from which illustrations may be obtained. Daily editorials are prepared. In short, the whole job of a newspaper editorial office is carried out, under the guidance and constructive criticism of instructors. Journalism students also get valuable practical experience through working on the OREGON DAILY EMERALD, the University student paper.

Courses in advertising are offered by the School of Journalism in cooperation with the School of Business Administration.

Equipment. The school owns a liberal supply of typewriters for the use of journalism students. It has several copy desks, one being a testimonial gift from the newspapers of Oregon, expressing appreciation of the work of the school. Current files of many newspapers are kept in the school library. Teletype equipment has been recently installed.

Students in typography and newspaper-management courses do their laboratory work at the University Press, a model printing plant established specifically for instruction in journalism. The John Henry Nash Fine Arts Press, a department of the University Press devoted to fine printing, is endowed by the State Editorial Association. John Henry Nash, world-famous printer, supervises its work.

Suggested Curriculum in Journalism

B.A., B.S., B.J., M.A., M.S. Degrees

Courses marked (*) are required of all majors. Others are suggested by the adviser after consideration of the student's needs.

	Freshman Year		
	F	W	S
Elementary Journalism (J 111, 112, 113).....	2	2	2
Survey of English Literature (Eng 101, 102, 103); or Physical-Science Survey (PhS 101, 102, 103).....	3-4	3-4	3-4
Social Science	3	3	3
Foreign language, mathematics, or philosophy	4-6	4-6	4-6
Physical Education	1	1	1
Military Science (men) or General Hygiene (women).....	1	1	1

14-17 14-17 14-17

Sophomore Year	Term hours		
	F	W	S
Backgrounds of Publishing (J 311, 312, 313).....	3	3	3
Foreign language or social science (history, economics, sociology, political science, geography, psychology, philosophy).....	4	4	4
Physical Education	1	1	1
Military Science (men)	1	1	1
Suggested electives—Shakespeare, Literature of the Modern World, Short Story, Principles of Economics, World History, English History, American National Government, American State and Local Governments, European Governments, General Psychology, General Sociology, General Anthropology	6-9	6-9	6-9
	15-18	15-18	15-18
Junior Year			
*Reporting (J 331, 332, 333) ¹	3	3	3
*Copyediting (J 334)	-	-	1
*Copyediting Laboratory (J 335)	-	-	2
General Advertising (J 439)	3	-	-
Public Finance (Ec 418)	-	4	-
Retail Advertising (J 445)	-	3	-
Law of the Press (J 420)	3	-	-
Articles and Features (J 421, 422, 423)	2	2	2
Suggested electives—Money, Banking, and Economic Crises, Public Finance, Labor Problems, Living Writers, Criticism, Modern Europe, Character and Personality, Criminology, philosophy.....	4-6	3-6	7-9
	15-17	15-18	15-17
Senior Year			
*Investigative Methods in Editing (J 481, 482, 483).....	5	5	5
Newspaper Problems and Shop Management (J 411, 412, 413).....	3	3	3
Suggested electives—English Novel, American Fiction, Typography, Estimating on Printing Jobs, International Trade, International Economic policies, Conservation of Natural Resources, Economic Problems of the Pacific, Recent Germany, Recent Russia, Post-War Europe, History of China and Japan, International Organization and World Politics	6-9	6-9	6-9
	14-17	14-17	14-17

Description of Courses

LOWER-DIVISION COURSES

J 111, 112, 113. Elementary Journalism. 2 hours each term.

The American newspaper; its place in the social order; its methods and techniques. Fundamentals of general reporting, interviewing, news analysis, note taking, news gathering, news writing. Practical experience in campus reporting; training for work on campus publications. Prerequisite: fifth-decile ranking or higher in entrance placement examination; or consent of instructor. Hulten, Turnbull.

Eng 213, 214, 215. Short-Story Writing. 2 hours each term.

Designed to develop proficiency in the art of writing the short story. Prerequisite: consent of instructor. Thacher.

UPPER-DIVISION COURSES

J 305. Reading and Conference. Terms and hours to be arranged.

Individual work with honors students to meet special situations, such as desire to pursue some specialty intensively, desire to work by other than classroom methods, and desire to pursue independent research.

¹ Advertising students take Reporting in the sophomore year.

J 311, 312, 313. Backgrounds of Publishing. 3 hours each term.

Mechanical, illustrative, and administrative processes. Printing, its history, traditions, techniques. Criteria of excellence. Graphic-art processes, etching, halftones, lithography, offset, gravure, photo processes, and modern adaptations. The art of the book. Typography for advertisers. Economics of publishing. Laboratory period at University Press. Hall, Short.

J 331, 332, 333. Reporting. 3 hours each term.

Study of municipal and community affairs, courts, and public offices. News sources. Complete coverage by students of local news in competition with local newspapers. Work of city editor and rewrite men. Telephone reporting. 2 newsroom conferences, 1 laboratory period or beat, 1 special assignment each week. Hulten, Turnbull.

J 334. Copyediting. 1 hour any term.

J 335. Copyediting Laboratory. 2 hours any term.

Students serve in rotation as copyreader, news editor, exchange editor, librarian. Analysis of news, study of news values. Editing and headline writing. Local news furnished by Reporting class, telegraph and feature material by Associated Press, United Press, N. E. A., and Science Service. Full leased-wire service. J 334 and J 335 must be taken the same term. 2 afternoons on desk, 1 editorial conference. Hulten, Turnbull.

J 336. Copyediting Advanced Laboratory. 1 or 2 hours any term.

Recommended for all majors who are not specializing primarily in advertising or business aspects of journalism. Intensive copyediting practice, with conferences. Prerequisite: J 334, 335. Hulten, Turnbull.

J 401. Research. Terms and hours to be arranged.

J 405. Reading and Conference. Terms and hours to be arranged.

J 407. Seminar. Terms and hours to be arranged.

J 411, 412, 413. Newspaper Problems and Shop Management. (G) 3 hours each term.

Managerial problems of country and small city newspapers; advertising and rate structures; circulation promotion and audits; financing and evaluating newspapers; newspaper accounting; equipment; etc. Schenk.

J 420. Law of the Press. (G) 3 hours.

Libel, right of privacy, contempt of court, literary property (including copyright), constitutional guarantee of freedom of the press, Federal regulations; other phases of law bearing on the press. Hulten.

J 421, 422, 423. Articles and Features. (G) 2 hours each term.

Writing of articles of the magazine and Sunday-edition type. Literary markets, including general magazines, newspapers, syndicates, and class and trade press. The use of photographs, drawings, diagrams, maps, and modern graphic representation in connection with articles. Magazine analysis. Students are normally expected to sell some of their classroom products for actual publication. Allen.

J 424. History of Journalism. (G) 3 hours winter.

The newspaper, the pamphlet, and the magazine during the last three hundred years, in relation to their economic, social, and political background. Some consideration of the news and interpretative functions of screen and radio. Turnbull.

J 439. General Advertising. (G) 3 hours any term.

Advertising as a factor in the distributive process; evolution and organization of the advertising agency; the "campaign"; the function of research and testing; the use of media; newspapers, magazines, broadcasting, outdoor advertising, direct mail, dealer display, packages, etc.; the trademark. Thacher.

J 440. Advertising Production. (G) 3 hours fall or winter.

Instruction and practice in the preparation of advertisements, with emphasis on writing advertising copy and designing simple layouts for various types of goods and media. A brief study of typography, and of the mechanics of printing and engraving as they are used in advertising. Thacher.

J 443. Space Selling. (G) 3 hours.

The salesmanship of advertising, including a description of the organization and methods of the advertising department of newspapers and other publications. Not offered 1941-42.

J 444. Advertising Problems. (G) 3 hours spring.

In this course the student is given an opportunity to cultivate his judgment through consideration of actual marketing and merchandising problems, in the solution of which advertising may be a factor. Thacher.

J 445, 446, 447. Retail Advertising. (G) 1 hour each term.

Organization of the advertising department of retail stores; the advertising budget; the advertising plan; advertising for large and small retail stores; media; copy for the different media; layout; illustration; type; special sales plans. Study of advertising problems and preparation of advertising copy. Prerequisite: J 439, 440; BA 436. Short, Thacher.

J 451, 452, 453. Graphic Journalism. 2 hours each term.

Limited to a select group of upper-division majors in journalism who show special interest and talent in pictorial treatment of news for newspapers and other publications. Sufficient instruction in the use of the camera to enable the student to take news pictures under all ordinary conditions. A thorough study of the use of pictures in the press. Godfrey.

J 459, 460. Principles of Journalism. (g) 2 hours fall and winter.

An advanced study of the fundamental motivations, traditions, techniques, and limitations of the press and radio in society. Intended primarily for nonmajors preparing for careers in educational, business, or governmental administration, social work, group leadership, physical education, etc. Prerequisite: senior standing. Hulten.

J 461. Influence and Measurement of Public Opinion. (G) 2 hours spring.

Case studies of the influence of public opinion by newspaper, magazine, motion picture, and radio; analysis of the organizational, sociological, political, and psychological principles involved. Techniques of the measurement of public opinion. Prerequisite: J 459, 460 or senior standing in journalism. Hulten.

J 464, 465, 466. Typography. 1 hour each term.

Advanced work in printing. Prerequisite: J 311, 312, 313. Hall, Nash.

J 471, 472. Estimating on Printing Jobs. 1 hour each term.

Elective for seniors who expect to work in smaller cities. Prerequisite: courses in publishing and printing. Hall.

J 481, 482, 483. Investigative Methods in Editing. (G) Three terms, 5 hours each term.

Discovery and interpretation of enlightened opinion on public affairs. Application of economics and political and social science to problems of the day. Editorial writing. History and analysis of the newspaper and other media

of public opinion. Ethics of journalism, analysis of news and propaganda, training in the criteria of authenticity. Current public problems and methods by which the editor attains authentic points of view. Open to graduate students and seniors in social science as well as students in journalism. Allen.

GRADUATE COURSES

Courses numbered 400-499 and designated (G) or (g) may be taken for graduate credit.

J 503. Thesis. Terms and hours to be arranged.

Allen.

J 505. Reading and Conference. Terms and hours to be arranged.**J 507. Seminar.** Terms and hours to be arranged.

For students having the necessary preparation for specialized original investigation. Allen.

JOURNALISM AT THE STATE COLLEGE

By action of the State Board of Higher Education on April 30, 1932, all major work in the Oregon State System of Higher Education leading to baccalaureate and advanced degrees in journalism was confined to the School of Journalism at the University, and lower-division work (instruction in the freshman and sophomore years) was assigned to both the University and the State College.

The lower-division work in journalism is essentially the same at both institutions. While it is recommended that students intending to major in journalism enter the institution at which major work is offered at the beginning of their freshman year, they may, if they wish, spend their freshman and sophomore years at the State College, and transfer to the University for their major work at the beginning of the junior year, without loss of credit and with fundamental requirements for upper-division standing fully met.

At both institutions, the lower-division program is intended not only to lay the foundation for specialization in journalism but also to serve the needs of students majoring in other fields. In addition to lower-division work, the State College offers upper-division service courses in journalism for students in other fields.

The following lower-division and service courses in journalism are available at the State College:

LOWER-DIVISION COURSES

J 111, 112. Elementary Journalism. 3 hours each term.

J 211. Copyediting. 3 hours any term.

J 223. Editorial Writing. 3 hours fall or spring.

UPPER-DIVISION SERVICE COURSES

J 312. Special Feature Articles. 3 hours any term.

J 313. Public Information Methods. 3 hours winter.

J 314. Technical Writing. 3 hours any term.

School of Law

Faculty

WAYNE LYMAN MORSE, LL.B., J.D., Dean of the School of Law; Professor of Law.

*LOIS INMAN BAKER, M.A., Law Librarian.

GERTRUDE RUTH BELLIS, Secretary to the Dean.

ORLANDO JOHN HOLLIS, B.S., J.D., Professor of Law.

CHARLES GERARD HOWARD, A.B., J.D., Professor of Law.

*CARLTON ERNEST SPENCER, A.B., J.D., Professor of Law.

LAWRENCE EDWARD HARTWIG, B.A., J.D., Assistant Professor of Law.

KENNETH JOHN O'CONNELL, LL.B., S.J.D., Assistant Professor of Law.

JAMES DUFF BARNETT, Ph.D., Professor of Political Science.

General Statement

THE University of Oregon School of Law was established in 1884 as a night law school in the city of Portland. It was moved to the Eugene campus in 1915, and reorganized as a regular division of the University. At that time entrance requirements were increased from high-school graduation to two years of college work. The School of Law was admitted to the Association of American Law Schools in December 1919; the standards of the school were approved by the American Bar Association in August 1923.

Admission to the Law School. Under the rules of the Association of American Law Schools member schools must "require of all candidates for any degree at the time of the commencement of their law study the completion of one-half of the work acceptable for a bachelor's degree granted on the basis of a four-year period of study by the state university or the principal colleges or universities in the state where the law school is located." The University of Oregon School of Law requires, in addition, the fulfillment of all requirements for the Junior Certificate, granted by the University on the completion of lower-division work.

The attention of students intending to transfer to the University from other institutions and to enter the School of Law is called to the following University regulation: Every person applying for admission to the University must submit complete records of all school work beyond the eighth grade. For failure to submit complete records, the University may cancel the student's registration. This regulation applies to work taken at other law schools, whether or not the student wishes to transfer credit.

Prelegal Curriculum. Students planning to enter upon the professional study of the law are required to complete a minimum of two years of prelegal work. Those who are in a position to do so are advised to spend three years in prelegal

* On leave of absence, 1940-41.

work. In either case, a prelegal student should arrange a program of study which will meet all the general University requirements for the Junior Certificate by the end of the second year. In addition to general University requirements, the prelegal student is required to complete Constructive Accounting (BA 111, 112, 113).

Upon entering the University, each prelegal student is assigned an adviser from the faculty of the School of Law, who assists the student in arranging a suitable program of study.

Law students may, under University regulations, count a maximum of 48 term hours (a year's work) in professional law courses toward fulfillment of the requirements for a baccalaureate degree. A student taking three years of prelegal work may, therefore, obtain the B.A., B.S., or B.B.A. degree at the end of his first year in the School of Law (fourth year in the University), provided all other degree requirements are met.

Advanced Standing. A student as a rule may transfer not to exceed two years of credit earned in other law schools of recognized standing, provided the credit was earned subsequent to the completion of the prescribed two years of academic work. The right to reject any and all such credit is reserved.

Registration and Fees. Law students register and pay their fees at the time set in the University calendar for undergraduate registration. Students who have not completed all work for a bachelor's degree pay the regular undergraduate registration fees. Law students who have earned the bachelor's degree pay the graduate fee, but are not allowed an extension of time for registration and payment of fees, as are regular graduate students.

Degrees and Graduation Requirements. The School of Law offers standard curricula leading to the Bachelor of Laws and Doctor of Jurisprudence degrees. A total of at least three years' resident study in this or in some other law school of recognized standing is required of every applicant for a degree, at least one year of which must be spent at this University. The School of Law reserves the right to withhold recommendation for a degree to any student who, in the opinion of the faculty of the school, does not possess the character and abilities essential to the maintenance of the public trust with which the legal profession is vested.

Bachelor of Laws. Students who have met the requirements for the Junior Certificate in this University, or the equivalent in another institution of recognized collegiate rank, and who have successfully completed courses in law aggregating 120* hours and have otherwise satisfied the requirements of the University and of the School of Law, will be granted the degree of Bachelor of Laws (LL.B.). For the LL.B. degree the student must have a minimum grade average of C over the full three years of his work in the School of Law.

Doctor of Jurisprudence. The degree of Doctor of Jurisprudence (J.D.) will be granted to students who, in addition to fulfilling the requirements for an LL.B. degree:

- (1) Obtain (at least one year before completing work for the law degree) the Bachelor of Arts, Bachelor of Science, or Bachelor of Business Administration degree, or an equivalent degree from this University or some other institution of recognized collegiate rank.
- (2) Obtain a minimum average grade of B in the School of Law.
- (3) Complete 3 term hours in Thesis (L 503), involving the preparation, under the direction of the faculty of the School of Law, of a thesis or series of legal writings of high merit.
- (4) Comply with such other requirements as the law faculty may from time to time impose.

* Effective with the graduating class of 1942. For students graduating before 1942, the credit requirement is 115 hours.

Transferred Credit. In determining whether a student who transfers credits from another law school has complied with the minimum grade average of C required for the LL.B. degree, the following rules are applied:

(1) If the grades of the student earned elsewhere, when expressed in terms of the University of Oregon grading system, are not equivalent to a grade of C, then both the grades earned elsewhere and the grades earned at the University will be considered in determining whether the student has a minimum average of C.

(2) If the grades earned elsewhere, when expressed in terms of the University grading system, are equal to or better than a grade of C, then only the grades earned at the University will be considered in determining whether the student has a minimum average of C.

In determining whether a student who transfers credit from another law school has complied with the minimum grade average of B required for the J.D. degree, the following rules are applied:

(1) If the grades earned elsewhere, when expressed in terms of the University grading system, are not equivalent to a grade of B, then both the grades earned elsewhere and the grades earned at the University will be considered in determining whether the student has a minimum average of B.

(2) If the grades earned elsewhere, when expressed in terms of the University grading system, are equal to or better than a grade of B, then only the grades earned at the University will be considered in determining whether the student has a minimum average of B.

Law Library. The Law Library contains more than 27,400 volumes. Its collections include gifts from the libraries of Lewis Russell, Judge Matthew P. Deady, Judge Robert Sharp Bean, Judge W. D. Fenton, and S. D. Allen. Judge Fenton's gift, known as the Kenneth Lucas Fenton Memorial Library, contains about 8,000 volumes. The Robert Sharp Bean Memorial Library contains about 1,000 volumes. The Law Library is housed in the fireproof west wing of Fenton Hall, the new home of the School of Law.

Oregon Law Review. The OREGON LAW REVIEW is published quarterly under the editorship of the faculty of the School of Law, as a service to the members of the Oregon bar and as a stimulus to legal research and productive scholarship on the part of students. It is the official journal of the Oregon State Bar.

Order of the Coif. The Order of the Coif, national law-school honor society, maintains a chapter at the University of Oregon School of Law. The Order of the Coif was founded to encourage high scholarship, and to advance the ethical standards of the legal profession. Members are selected by the faculty during the spring term each year from the ten per cent of the third-year class who rank highest in scholarship. Character, as well as scholarship, is considered in selecting students to membership.

Phi Delta Phi Lecture Series. A series of lectures by prominent members of the Oregon bar is sponsored each year in the School of Law by Phi Delta Phi, professional legal fraternity. Through these lectures, the school is able to present to law students many special topics and problems of the profession which do not fall within the scope of any of the regular courses.

American Law Book Prizes. The American Law Book Company offers annually separately bound topics from *Corpus Juris Secundum* to those students who have the best scholastic records in the several courses covering the topics that have been separately bound to date.

Bancroft-Whitney Prize. The Bancroft-Whitney Company, law publishers, awards annually a law publication to the senior student in the School of Law who has maintained the highest grade average throughout his law-school work.

Nathan Burkan Memorial Competition. The American Society of Composers, Authors, and Publishers awards \$100 for the best paper or papers submitted by a student or students in the graduating class of the School of Law on the subject of copyright law.

Hilton Prizes. These prizes are given to the students who present the best oral discussions of a legal subject selected by the faculty of the School of Law. The first prize of \$50.00 is awarded by Mr. Frank H. Hilton of Portland, and the second prize of \$25.00 is awarded by the School of Law.

Lawyers Cooperative Prizes. The Lawyers Cooperative Publishing Company awards annually: a copy of Ballantine's *Law Dictionary* to the student doing the best work in the course in Legal Bibliography; and separately bound topics from *American Jurisprudence* to those students having the best scholastic records in the several courses covering the topics included in the volumes of *American Jurisprudence* published to date.

Phi Alpha Delta Scholarship Awards. These awards, totaling \$50.00, are given annually by the Portland alumni chapter of Phi Alpha Delta, legal fraternity. An award of \$10.00 is given to the first-year law student who earns the highest scholarship average in his class for the year's work. An award of \$15.00 is given to the student who has the highest grade-point average for his first two years of work in the School of Law. An award of \$25.00 is given to the graduating third-year student in law with the highest scholastic average for his three years of work in law. The name of the winner of the third-year award is placed on the Phi Alpha Delta honor-roll plaque in Fenton Hall.

Description of Courses

The School of Law assumes that its primary duty is owed to the people of the state of Oregon. For this reason, special emphasis is placed on Oregon substantive law and on Oregon procedure. Each course is organized to give the student a thorough foundation in the fundamental principles of the common law, and an understanding of the modification of common-law principles in Oregon by judicial decisions and statutes.

The curriculum is arranged as far as possible to present the fundamental topics of the law during the first year, and the more specialized subjects during the second and third years.

FIRST-YEAR COURSES

L. 412, 413, 414. Contracts. 3 hours each term.

Sealed contracts; formation of simple contracts; consideration; third-party beneficiaries, assignments; joint and several contracts; the Statute of Frauds; performance and breach; illegality; discharge. Costigan, *Cases on Contracts* (3rd edition). Howard.

L. 417. Criminal Procedure. 3 hours.

Jurisdiction; venue; methods of initiating prosecution; arrest, extradition, preliminary hearing, bail, grand juries, indictment, arraignments, and trial and proceedings subsequent to verdict. Mikell, *Cases on Criminal Procedure*. Not offered 1941-42.

L 418. Legal Bibliography. 1 hour fall.

Legal reference materials; legislative enactments; judicial precedents; classes of law books; training in their mechanical use. *Law Books and Their Use* (5th edition). Hartwig.

L 419. Common-Law Procedure. 4 hours fall.

Introductory study of procedure in actions at law. The court system; methods of trial and appellate review; detailed study of common-law actions and pleadings. Keigwin, *Cases in Common Law Pleading*. Hollis.

L 420, 421. Rights in Land. 3 hours each term, winter and spring.

Development of the law of real property; classification of estates in land; concurrent ownership; remainders and reversions; uses and executory interests; rule against perpetuities; descent; rights in air space; nuisance; lateral support; waters; easements; licenses; profits. Bigelow, *Cases on Rights in Land*. (2nd edition). O'Connell.

L 422, 423, 424. Torts. 3 hours fall, 2 hours winter, 4 hours spring.

Intentional invasions of interests of personalty and property; negligence, causation, plaintiff's fault as a bar to recovery; fraud and deceit; defamation; trover and conversion. Bohlen, *Cases on Torts* (3rd edition). Spencer.

L 425, 426. Criminal Law. 3 hours each term, fall and winter.

Nature of crime; source of criminal law; mental element in crime; intent and motive; parties in crime; crime as an act; attempts; specific crimes; crimes against the person; crimes against the dwelling house; felonious intent; jurisdiction; contribution of social science to criminal law. Harno, *Cases on Criminal Law* (2nd edition). Morse.

L 428. Personal Property. 3 hours spring.

Possession of unappropriated or abandoned chattels, lost chattels, bailments, liens, pledges, accession and confusion, gifts, fixtures. Fraser, *Cases and Readings on Property* (Vol II). O'Connell.

L 429. Equity I. 3 hours winter.

General nature and scope of equity; injunctions; historical introduction; powers of courts of equity; principles governing the exercise of equitable powers. Cook, *Cases on Equity* (2nd edition). Spencer.

SECOND-YEAR COURSES

L 431. Code Pleading. 4 hours fall.

(a) Code pleading—actions; parties; the complaint; demurrers; the answer; the reply. (b) Procedure before trial. Cathcart and Howell, *Cases on Code Pleading*. Hollis.

L 432, 433. Titles. 3, 2 hours.

Methods of conveying interests in land; deeds—writing, signature, seal, delivery, acceptance; surrender in leases; description of the land conveyed; rents; covenants and agreements running with the land; covenants for title; estoppel by deed; recording. Kirkwood, *Cases on Conveyances*. O'Connell.

L 434. Equity II. 4 hours spring.

General scope of remedy of specific performance; fulfillment of conditions express and implied; Statute of Frauds; equitable conversion; defenses to specific performance. Spencer.

L 436, 437. Bills and Notes. 3 hours fall, 2 hours winter.

The Negotiable Instruments Law; operative facts of negotiability; transfer, holders in due course, equities; the contractual element, liabilities of parties; discharge. Britton, *Cases on Law of Bills and Notes* (2nd edition). Howard.

L 439. Creditors' Rights. 4 hours winter.

Enforcement of judgments; attachment and garnishment; fraudulent conveyances; general assignments; creditors' agreements; receivership; bankruptcy. Hanna and McLaughlin, *Cases on Creditors' Rights* (3rd edition). Hartwig.

L 440. Insurance. 3 hours.

Types of insurance organizations; state supervision and control of the insurance business; the insurable interest; selection and control of risk, warranties, representations, concealment; distribution of insurance coverage and service; making the contract; waiver, estoppel; elections; adjustment of insurance claims. Patterson, *Cases and Materials on Insurance*. Not offered 1941-42.

L 444. Quasi Contracts. 3 hours.

Under the head of quasi or constructive contracts is embraced all that very large class of obligations which, while not contractual in fact, are enforced as if they were so. The course includes such topics as the payment of money by mistake, duress, or fraud, and the waiver of tort. Woodruff, *Cases on Quasi Contracts* (3rd edition). Not offered 1941-42.

L 446. Domestic Relations and Persons. 3 hours spring.

Rights, duties, liabilities, and privileges existing in the relationships of parent and child, infancy, husband and wife, marriage, divorce, and separation. Special attention to conflicts between the law of domestic relations and the theories and findings of sociologists and psychologists concerning the family institution. Madden, *Cases on Domestic Relations*. Morse.

L 447, 448. Partnerships and Corporations. 3 hours winter, 4 hours spring.

Nature and formation of partnerships, limited partnerships, joint-stock associations, business trusts, and corporations; allocation and exercise of powers of management; duties and liabilities of managers; creation of claims against the enterprise; solvent dissolution. Magill and Hamilton, *Cases on Business Organization* (Vol. II). Hartwig.

L 450. Agency. 3 hours fall.

Nature of relation; appointment; liability of principal for agent's torts, contracts, crimes; liabilities of agent; parties to writings; undisclosed principal doctrines; delegation of agency; termination; ratification. Magill and Hamilton, *Cases on Business Organization* (Vol I). Hartwig.

L 451. Mortgages. 3 hours winter.

All forms of mortgage security, both real and chattel; essential elements of legal and equitable mortgages; legal and equitable rights, powers, and remedies of mortgagor and mortgagee with respect to title, possession, rents and profits, waste, collateral agreements, foreclosure; redemption; priorities; marshalling; extension of mortgages; assignment of mortgages; discharge of mortgages. Parks, *Cases on Mortgages*. O'Connell.

L 452, 453. Sales of Personal Property. 2 hours winter, 3 hours spring.

Formation of contract, elements of the transaction, the Statute of Frauds; transfer of property; acquisition of property rights by third persons; documents of title; financing methods; rights and duties of parties. Bogert and Britton, *Cases on Sales*. Howard.

THIRD-YEAR COURSES

L 456. Wills. 3 hours winter.

Testamentary capacity and intent; signature; attestation; witnesses; incorporation by reference; revocation; republication and revival; grant and revocation of probate; title and powers of executors and administrators; payment of debts; payment of legacies. Costigan, *Cases on Wills* (2nd edition). Morse.

L 457. Damages. 3 hours.

General principles; procedural application of law of damages; nominal and exemplary damages; compensatory damages; avoidable consequences; certainty; liquidated damages; elements of compensation; damages in particular types of contract and tort actions. Crane, *Cases on Damages*. Not offered 1941-42.

L 458, 459. Conflict of Laws. 3 hours each term, winter and spring.

Theoretical basis of decisions in conflict cases; jurisdiction of courts in proceedings *in rem*, *in personam*, *quasi in rem*, and in divorce; recognition of foreign judgments; enforcement of rights claimed under foreign law in the fields of torts, contracts, sales of lands and chattels, security transactions, business organizations, family law, and administration of estates. Lorenzen, *Cases on Conflict of Laws* (4th edition). Hollis.

L 460, 461. Trial Practice. 3 hours each term, winter and spring.

Jurisdiction of courts; venue; process; judgments. Selection and instruction of juries; methods of introducing evidence; exceptions; findings; verdicts; motions after verdict; appellate practice. Hinton, *Cases on Trial Practice* (2nd edition). Moot court spring term. Hollis.

L 463. Water Rights. 3 hours.

Riparian rights and prior appropriation; use for power, domestic use, irrigation; pollution; limits of riparian land; need for damage as prerequisite to a cause of action; extinguishment of riparian rights; methods of initiating appropriation rights, ditch and water rights, priorities of special use, loss and transfer of rights acquired by appropriation; drainage. Bingham, *Cases on Water Rights*. Not offered 1941-42.

L 464. Appellate Practice and Federal Practice. 3 hours.

The jurisdiction and procedure of appellate and Federal courts. Not offered 1941-42.

L 467. Administrative Law. 3 hours spring.

History and development of administrative law; creation, purpose, personnel, powers, and duties of administrative tribunals; constitutional and legal limitations; judicial control over administrative tribunals and officers, with special attention to extraordinary legal remedies; procedure. Considerable attention to the part played by administrative tribunals in modern government. Stason, *Cases on Administrative Law*. O'Connell.

L 468. Suretyship. 3 hours fall.

Formation of the contract; the surety's defenses, including fraud or concealment, absence or termination of the principal's obligation, events subsequent to the surety's promise which vary the contract, the creditor's failure to give notice of the principal's default, counterclaim, setoff, and recoupment; the surety's rights: exoneration, indemnity, subrogation, contribution. Arant, *Cases on the Law of Suretyship and Guaranty* (2nd edition). Hartwig.

L 470. Jurisprudence. 3 hours.

Survey of natural-law doctrine and its evolution into modern ideas of constitutionalism; nature of the judicial process and function, particularly in the constitutional field; separation of powers; significance of economic and psychological concepts in constitutional law. Selected cases and assigned readings. Not offered 1941-42.

L 471. Legislation. 3 hours spring.

Growth and province of legislation; forms of legislation; creation and effect of reform legislation; limitations on legislation; the legislative process and constitutional devices for its control; problems arising from initiative and

referendum provisions; drafting of statutes; interpretation and contrast of common-law and civil-law methods; technique of regulation; curative legislation. Parkinson, *Materials on Legislation*. Morse.

L 472. Trusts. 4 hours fall.

Nature and requisite of trust; express, resulting, and constructive trusts; charitable trusts; nature of cestui's remedies against trustee, transfer of trust property by trustee or by cestui; bona fide purchase for value; liability of trustee to third person; investment of trust funds; extinguishment of trust. Scott, *Cases on Trusts* (3rd edition). O'Connell.

L 474. Admiralty. 3 hours.

Problems of jurisdiction and other topics in maritime law; maritime liens; rights of maritime workers; affreightment contracts; charter parties; pilotage; towage; salvage; general average; collision and limitation of liability; character and course of admiralty proceedings. Sayre, *Cases on Admiralty*. Not offered 1941-42.

L 475. Probate Administration. 3 hours.

Executors and administrators; appointment, tenure, rights, duties, and liabilities. Steps in the settlement of a decedent's estate: instituting administration, notice to creditors, inventory and appraisal, collection and care of assets, inheritance and state taxes, payment of obligations, distribution. Oregon Code, cases, and assigned readings. Not offered 1941-42.

L 476. Labor Law. 3 hours.

Early English statutory regulations; legality of combinations; interference with advantageous relations; legislative interference with antiunion contracts; conduct of a striker; the trade agreement; the boycott; the union label; Federal intervention in labor controversies; employer interference with the "right" to work and to trade. Landis, *Cases on Labor Law*. Not offered 1941-42.

L 477. Legal Ethics. 1 hour spring.

Organization of bench and bar; functions of the legal profession in the administration of justice; illegitimate legal practices; problems involving ethical relations of attorneys to judges, juries, witnesses, laymen, and fellow attorneys; canons of professional and judicial ethics. Hicks, *Organisation and Ethics of Bench and Bar*. Morse.

L 478, 479. Evidence. 3 hours each term, fall and winter.

Respective functions of judge and jury; presumptions; burden of proof; judicial notice; rules relating to hearsay, opinion, and character evidence; admissions and confessions; real evidence; evidence relating to execution, contents, and interpretation of writings; best-evidence rule; parole-evidence rule; competency of witness; privilege of witness; examination of witness. Morgan and Maguire, *Cases on Evidence*. Spencer.

L 481. Trade Regulation. 3 hours.

Intimidating and molesting, disparaging competitor's goods or services, appropriating competitor's trade values, inducing breach of competitor's contracts, boycotting, unfair price practices, unfair advertising. Not offered 1941-42.

L 482. Taxation. 4 hours spring.

The power to tax; purposes for which taxes may be levied; distribution of the tax burden; jurisdiction to tax persons, property, and inheritance; taxation of property; inheritance and estate laws; income taxes; franchise and excise taxes; collection of taxes; taxpayers' remedies. Magill and Maguire, *Cases on Taxation* (3rd edition). Hartwig.

L 484. Constitutional Law. 4 hours fall.

Written and unwritten constitutions. Adoption and amendment of constitutions; relations between Federal and state governments; legislative, executive, and judiciary; states and territories; the individual and the government. Evans, *Cases on Constitutional Law* (Fenwick's edition). Offered jointly by the School of Law and the Department of Political Science. Barnett.

L 487. Law of Municipal Corporations. 3 hours.

The nature, constitution, powers, and liabilities of municipal corporations. Tooke, *Cases on Municipal Corporations*. Offered jointly by the School of Law and the Department of Political Science. Barnett.

L 501. Legal Research. Terms and hours to be arranged.

Open to third-year students, by special arrangement only. The student works under the supervision of the instructor in whose field the problem is selected. Not more than 3 hours per term or a total of 9 hours' credit may be earned.

L 503. Thesis. Terms and hours to be arranged.

A maximum total of 3 hours' credit may be earned.

The Medical School

RICHARD BENJAMIN DILLEHUNT, M.D., Dean of the Medical School.

RALF COUCH, A.B., Secretary of the Medical School.

THE University of Oregon Medical School, one of the six units in the State System of Higher Education, is located in Portland. It was established in 1887. Since 1913, when the medical department of Willamette University was merged with the University of Oregon Medical School, it has been the only medical school in the Pacific Northwest.

Professional Curriculum in Medicine. The Medical School, which is rated Class A by the American Medical Association, offers a four-year professional curriculum in medicine leading to the M.D. degree. For entrance a student must have completed a three-year premedical curriculum, which may be pursued at either the University of Oregon at Eugene or at the State College at Corvallis. The curriculum in medicine thus comprises a total of seven years beyond the high school. The number of students admitted to the Medical School each year is limited.

Students pursuing the medical curriculum are required to qualify for a baccalaureate degree before the beginning of their third year in the Medical School. Provision is made whereby students who take their preparatory medical work at either the University or the State College may meet this requirement and receive the B.A. or B.S. degree through one of the two institutions.

The suggested premedical curriculum for students planning to enter the Medical School is presented under LOWER DIVISION AND SERVICE DEPARTMENTS in this Catalog.

Curricula in Nursing Education. As an integral part of the Medical School, the Department of Nursing Education offers a five-year curriculum leading to the B.A. or B.S. degree in nursing education. The first two years of the curriculum are taken either at the University of Oregon, Eugene, or at the State College, Corvallis; the last three years are taken at the Medical School. The department also offers advanced curricula leading to certificates in public health nursing, obstetrical nursing, orthopaedic nursing, pediatric nursing, and nursing supervision.

A suggested preparatory curriculum for students planning to study nursing education is printed under LOWER DIVISION AND SERVICE DEPARTMENTS in this Catalog.

Medical School Catalog. A separate catalog, containing detailed information on organization, faculty, facilities, requirements, and curricula of the Medical School, including the Department of Nursing Education, is published about September 1, and can be obtained upon request.

School of Music

Faculty

THEODORE KRATT, Mus.M., Mus.D., Dean of the School of Music; Professor of Music; Conductor of University Choral Union.
GLADYS W. HAY, Secretary of the School of Music.

*ANNE LANDSBURY BECK, B.A., Professor of Music.
JOHN STARK EVANS, A.B., Professor of Organ and Structure of Music.
GEORGE HOPKINS, A.B., Professor of Piano.
ROSE ELIZABETH MCGREW, Professor of Voice.
SIGURD NILSSEN, Professor of Voice.
JANE THACHER, Professor of Piano.
REX UNDERWOOD, Professor of Music; Conductor of University Orchestra.
LORA TESHNER WARE, Professor of Cello.
HALFRED YOUNG, Professor of Voice.
AURORA POTTER UNDERWOOD, B.M., Associate Professor of Music.
LOUIS ARTAU, B.A., Assistant Professor of Music.
MAUDE GARNETT, A.M., Assistant Professor of Public-School Music.
JOHN STEHN, M.S., Assistant Professor of Wind Instruments; Conductor of University Band.
DORIS HELEN CALKINS, B.M., Instructor in Harp.
MARGARET SWEENEY, B.A., Instructor in Violin.
FERDINAND SORENSON, Instructor in Brass Instruments.
NORMAN CORY, B.S., B.M., Graduate Assistant in Music.

General Information

A DEPARTMENT of music was established at the University of Oregon in 1886. The School of Music was organized in 1902. The school was admitted to membership in the National Association of Schools of Music in 1930. Requirements for entrance and for graduation are in accordance with the standards of the association.

The University of Oregon undertakes through the School of Music the professional and cultural training of talented young men and women in the field of music. The curricula include not only systematic and progressive instruction in the structure, history, appreciation, and practice of music, but also instruction in those branches of higher learning which bear most directly upon music, and without a knowledge of which success in the higher domain of music is impossible.

* On sabbatical leave, 1940-41.

Instruction is offered in the following fields: organ; piano; violin; cello; harp; orchestral and band instruments; voice; instrumental and choral conducting; composition; structure, history, and appreciation of music; public-school music. The instruction is designed to meet the requirements of: (1) students whose major interests lie in a complete mastery of the subject; (2) those who are studying music as a secondary subject; and (3) those either in the School of Music or in other departments in the University who wish to add to their enjoyment of music and to the enrichment of their lives through the re-creation of music for their own satisfaction.

The School of Music seeks to develop not only performers but also musicians. On the practical side, stress is laid on everything that can contribute to an absolute mastery of the instrument from the purely technical point of view. Technique, however, is looked upon as a means rather than an end. Notice is taken of the fundamental defects in most preliminary instruction, and suitable remedies are provided.

The work outlined in the various curricula, well and faithfully performed, augmented by experience and continued serious study, will provide a substantial foundation upon which to build a professional career.

Equipment. The School of Music is housed in a building especially planned for musical instruction. The walls are of double construction, padded to minimize sound interference. In the studio wing are ten studios with Steinway grand pianos, thirteen practice rooms with standard upright pianos, a lecture room seating about 80, an ensemble room, and a business office. Another wing contains an auditorium (seating about 600 and with stage accommodations for 275 persons), a lounge, a sun parlor, and an enclosed promenade. The auditorium is equipped with a Steinway concert grand piano and a four-manual Reuter organ.

A room in the Music Building has been equipped as a music library. The room contains a Steinway grand piano, a Capehart reproducing machine, 824 records, 251 scores, and 129 volumes of musical biography, criticism, etc., given to the University by the Carnegie Corporation.

In addition to the Carnegie gift, the School of Music owns three reproducing machines, a recording instrument, two radios, a balopticon, approximately 800 records, 500 books, and 3,000 scores.

Musical Organizations. The University Choral Union, the University Symphony Orchestra, the University Band, and smaller ensembles offer membership to all students in the University who can qualify. These organizations afford unusually good opportunities, under the direction of members of the faculty of the School of Music, for sight reading and for experience in choral, orchestral, and band routine. The value of thorough and careful study of a large amount of choral and instrumental literature through membership in such organizations cannot be overestimated by the serious student of music.

Concerts and Recitals. Every opportunity possible is given to students to hear good music and to acquire the experience of public appearance. Faculty and student recitals are presented throughout the year. Concerts are given by the musical organizations listed above. In 1940-41 over 500 students participated in the presentation of Handel's oratorio "The Messiah" by the University Choral Union and the University Symphony Orchestra.

The Associated Students of the University bring artists of international fame to the campus each year for concerts. The following artists appeared under the auspices of the Associated Students in 1940-41: Don Cossack Chorus, Gladys Swarthout, Alex Templeton.

Admission to the School of Music. In addition to the University requirements for admission to freshman standing, students must have completed sufficient preparatory study in music to enable them to carry the work outlined for the freshman year of the particular curriculum in which they are interested.

Degrees and Certificates. The Bachelor of Arts, Bachelor of Science, and Bachelor of Music degrees are granted by the School of Music. Students who complete satisfactorily the work of the curriculum in public-school music are granted the Certificate in Public-School Music, in addition to a bachelor's degree.

Graduates of the School of Music, or of other institutions offering equivalent work, may register in the Graduate Division for graduate work in music leading to the following advanced degrees: Master of Arts or Master of Science (scholastic); Master of Fine Arts (creative).

Graduation Requirements. Candidates for the degrees offered by the School of Music must comply with the University regulations as to residence and registration, and complete the work of one of the curricula outlined.

In the senior year, candidates for the Bachelor of Music degree are required to present a public recital, including the following:

Organ Students. Passacaglia and fugue by Bach; sonatas by Guilman; movements from symphonies by Widor and Vierne; and selections from the more important works of modern composers.

Piano Students. A concerto or chamber music of advanced difficulty; a Beethoven sonata or any polyphonic work of similar grade; at least two Chopin etudes; and selections from the works of modern writers.

Violin and Cello Students. A Bach sonata; a concerto; and selections from the more important works of some of the leading composers.

Voice Students. An aria from an opera or an oratorio; a group of classic songs; and a group of modern songs.

Students majoring in composition must submit, in the senior year, such original composition in the smaller and larger forms as may be required by their instructors.

Students who select a legitimate orchestral or band instrument for major study toward the Bachelor of Music degree must, in their senior year, demonstrate not only a thorough command of the instrument but also the ability to play satisfactorily at sight excerpts from symphonic compositions of the nineteenth century.

Before graduation all candidates for the Bachelor of Music degree must be able to play at sight piano accompaniments of moderate difficulty.

Fees. Special fees are charged for courses in applied music. These fees are due at the time of registration.

	Per term	
	One lesson per week	Two lessons per week
Piano		
Hopkins, George	\$30.00	\$50.00
Thacher, Jane	30.00	50.00
Underwood, Aurora Potter	30.00	50.00
Artau, Louis	25.00	45.00
Voice		
Nilssen, Sigurd	30.00	50.00
Young, Halfred	30.00	50.00
McGrew, Rose Elizabeth	25.00	45.00
Violin		
Underwood, Rex	30.00	50.00
Sweeney, Margaret	15.00	30.00
Harp		
Calkins, Doris Helen	18.00	36.00

	Per term	
	One lesson per week	Two lessons per week
Organ		
Evans, John Stark	30.00	50.00
Cello		
Ware, Lora Teshner	30.00	50.00
Wind Instruments		
Stehn, John	15.00	30.00
Sorenson, Ferdinand	15.00	30.00
Cory, Norman	15.00	30.00

Private practice rooms may be reserved for the following fees: \$4.00 per term for one hour per day; \$7.00 per term for two hours; \$10.00 per term for three hours; \$12.00 per term for four hours.

Curricula in Music

B.A., B.S., B.M., M.A., M.S., M.F.A. Degrees

STUDENTS are advised not to concern themselves in advance with the details of their study program. The adviser to whom the student is assigned will explain fully the general University requirements, school requirements, and desirable electives. Ample time is available for a thorough discussion of each student's qualifications and needs, in order that his program may be a consistent and profitable one.

CURRICULUM IN MUSIC LEADING TO THE B.A. OR B.S. DEGREE

This curriculum is designed for students majoring in music who wish to place equal emphasis on cultural and professional objectives.

The candidate for the B.A. or B.S. degree with music as a major must complete in applied music the equivalent of the applied-music requirement for the first two years of the curriculum leading to the Bachelor of Music degree.

	Term hours		
	F	W	S
Freshman Year			
Physical Education	1	1	1
Military Science (men), General Hygiene (women)	1	1	1
English Composition (Eng 111, 112, 113)	3	3	3
*Group requirement	3	3	3
Theory I (Mus 111, 112, 113)	4	4	4
Appreciation of Music (Mus 127, 128, 129)	2	2	2
Applied Music (instrument or voice)	1-2	1-2	1-2
Ensemble (chorus, orchestra, or band)	1	1	1
	16-17	16-17	16-17
Sophomore Year			
Physical Education	1	1	1
Military Science (men)	1	1	1
*Group requirements (Psy 201, 202, 203 advised)	3	3	3
*Academic elective	4	4	4
Theory II (Mus 211, 212, 213)	4	4	4
Keyboard Harmony (Mus 214, 215, 216)	1	1	1
Applied Music (instrument or voice)	1-2	1-2	1-2
Ensemble (chorus, orchestra, or band)	1	1	1
	16-17	16-17	16-17

* Candidates for the B.A. degree should exercise care in the selection of group requirements and academic electives in order to fulfill the requirements for this degree: a total of 36 hours in arts and letters (including foreign language, normally 24 hours). Candidates for the B.S. degree should select group requirements and academic electives in the field of the physical or social sciences to satisfy the requirements for this degree: a total of 36 hours in science or social science. Foreign language is not required for the B.S. degree.

	Term hours		
	F	W	S
Junior Year			
Counterpoint I (Mus 311, 312, 313).....	2	2	2
Harmonic and Structural Analysis (Mus 314, 315, 316).....	2	2	2
Applied Music (instrument or voice).....	2	2	2
Ensemble (chorus, orchestra, or band).....	1	1	1
*Academic elective.....	9	9	9
	16	16	16
Senior Year			
History of Music (Mus 422, 423, 424).....	2	2	2
Applied Music (instrument or voice).....	2	2	2
Ensemble (chorus, orchestra, or band).....	1	1	1
*Academic elective.....	9	9	9
	14	14	14

CURRICULUM IN PUBLIC-SCHOOL MUSIC LEADING TO THE B.A. OR B.S. DEGREE

The curriculum in public-school music is designed for students who wish to fit themselves for the teaching and supervision of music in the public schools. It includes the subjects necessary for the preparation of an adequately equipped musician and teacher. At the beginning of the junior year the student chooses either the vocal or the instrumental field. Students of unusual ability, who wish to prepare themselves to meet all the general problems in music supervision, may complete the requirements of both fields in five years.

Freshman Year			
Physical Education.....	1	1	1
Military Science (men), General Hygiene (women).....	1	1	1
English Composition (Eng 111, 112, 113).....	3	3	3
*Group requirement.....	3	3	3
Theory I (Mus 111, 112, 113).....	4	4	4
Appreciation of Music (Mus 127, 128, 129).....	2	2	2
Applied Music (instrument or voice).....	1-2	1-2	1-2
Ensemble (chorus, orchestra, or band).....	1	1	1
	16-17	16-17	16-17

Sophomore Year			
Physical Education.....	1	1	1
Military Science (men).....	1	1	1
General Psychology (Psy 201, 202, 203).....	3	3	3
*Academic elective.....	3-4	3-4	3-4
Theory II (Mus 211, 212, 213).....	4	4	4
Keyboard Harmony (Mus 214, 215, 216).....	1	1	1
Applied Music (instrument or voice).....	1-2	1-2	1-2
Ensemble (chorus, orchestra, or band).....	1	1	1
	15-17	15-17	15-17

Junior Year			
VOCAL OPTION			
Secondary Education (Ed 311).....	3	-	-
Educational Psychology (Ed 312).....	-	3	-
Principles of Teaching (Ed 313).....	-	-	3
Public-School Music (Mus 317, 318, 319).....	3	3	3
Choral Conducting (Mus 323, 324, 325).....	2	2	2
*Academic elective.....	4	4	4
Public-School Music Voice Class (Mus 351, 352, 353).....	2	2	2
Applied Music (voice).....	1-2	1-2	1-2
Ensemble (chorus).....	1	1	1
	16-17	16-17	16-17

INSTRUMENTAL OPTION			
Secondary Education (Ed 311).....	3	-	-
Educational Psychology (Ed 312).....	-	3	-
Principles of Teaching (Ed 313).....	-	-	3
Wind and Percussion Instruments (Mus 335, 336, 337).....	1	1	1
Stringed Instruments (Mus 332, 333, 334).....	1	1	1
Instrumental Conducting (Mus 320, 321, 322).....	2	2	2
Applied Music (instrument).....	1-2	1-2	1-2
Ensemble (chorus, band, or orchestra).....	2	2	2
*Academic elective.....	6	6	6
	16-17	16-17	16-17

* See note (*), page 237.

Senior Year			
VOCAL OPTION			
Oregon School Law and System of Education (Ed 316).....	2	-	-
Oregon History (Hst 377).....	-	2	-
Supervised Teaching (Ed 415).....	3	3	3
Special Teaching Methods (Ed 408).....	2	2	2
History of Music (Mus 422, 423, 424).....	2	2	2
Applied Music (voice).....	1-2	1-2	1-2
Ensemble (chorus).....	1	1	1
*Academic or music elective.....	4	4	6
	15-16	15-16	15-16
INSTRUMENTAL OPTION			
Oregon School Law and System of Education (Ed 316).....	2	-	-
Oregon History (Hst 377).....	-	2	-
Supervised Teaching (Ed 415).....	3	3	3
Special Teaching Methods (Ed 408).....	2	2	2
History of Music (Mus 422, 423, 424).....	2	2	2
Orchestration (Mus 329, 330, 331).....	2	2	2
Applied Music (instrument).....	1-2	1-2	1-2
Ensemble (chorus, orchestra, or band).....	2	2	2
Music elective.....	1	2	2
	15-16	16-17	14-15

Fifth Year

Thirty term hours of work after graduation are required until February 10, 1943 for a state teacher's certificate in Oregon; after February 10, 1943, 45 hours of graduate work will be required.

CURRICULUM IN APPLIED MUSIC OR COMPOSITION LEADING TO THE B.M. DEGREE†

This curriculum is designed for students whose talent and ability justify intensive professional training in music, with emphasis on performance or creative work. One of the applied-music subjects (organ, piano, voice, violin, cello, or an orchestral or band instrument) must be carried throughout the four years. Students majoring in voice must complete at least two years of the same foreign language.

Freshman Year			
Physical Education.....	1	1	1
Military Science (men), General Hygiene (women).....	1	1	1
English Composition (Eng 111, 112, 113).....	3	3	3
Group requirement.....	3	3	3
Theory I (Mus 111, 112, 113).....	4	4	4
Applied Music (instrument or voice).....	2-4	2-4	2-4
Ensemble (chorus, band, or orchestra).....	1	1	1
	15-17	15-17	15-17

Sophomore Year			
Physical Education.....	1	1	1
Military Science (men).....	1	1	1
Group requirement (Psy 201, 202, 203 advised).....	3	3	3
Theory II (Mus 211, 212, 213).....	4	4	4
Keyboard Harmony (Mus 214, 215, 216).....	1	1	1
Appreciation of Music (Mus 127, 128, 129).....	2	2	2
Applied Music (instrument or voice).....	2-4	2-4	2-4
Ensemble (chorus, band, or orchestra).....	1	1	1
	15-17	15-17	15-17

Junior Year			
Counterpoint I (Mus 311, 312, 313).....	2	2	2
Harmonic and Structural Analysis (Mus 314, 315, 316).....	2	2	2
Applied Music (instrument or voice).....	4	4	4
Ensemble (chorus, band, or orchestra).....	1	1	1
Academic elective.....	4	4	4
Music elective.....	3	3	3
	16	16	16

* See note (*), page 237.

† Students who show creative ability and who wish to major in composition are required to register in Composition I, Composition II, Counterpoint I, Counterpoint II, and Orchestration during the upper-division years. For such students the applied-music requirement is 2 instead of 4 hours a term during the junior and senior years.

	Senior Year		
	Term hours		
	F	W	S
Composition I (Mus 414, 415, 416).....	2	2	2
History of Music (Mus 422, 423, 424).....	2	2	2
Applied Music (instrument or voice).....	4	4	4
Ensemble (chorus, band, or orchestra).....	1	1	1
Academic elective	4	4	4
Music elective	3	3	3
	16	16	16

Description of Courses

LOWER-DIVISION COURSES

Mus 111, 112, 113. Theory I. 4 hours each term.

Designed to give a thorough ground work in the elements of musical science—melodic, harmonic, and rhythmic. Major and minor chords, keys, scales, intervals, and cadences studied in singing, writing, playing, and dictation. Demonstration of the interrelation of harmony and counterpoint in the writing of melodies and countermelodies. Special emphasis on ear training and dictation. Four-part harmony in writing and analysis. Simple contrapuntal analysis combined with simple two-part writings in counterpoint. Foreign tones (passing tones, suspensions, etc.); foreign chords (the attendant or interpolated dominant seventh and diminished seventh). 5 recitations a week. Evans.

Mus 114, 115, 116. Theory. 2 hours each term.

Covers material of first half of 111, 112, 113. Intended for nonmajors. 3 recitations a week. Cory.

Mus 117, 118, 119. Ear Training, Solfeggio, Dictation. 2 hours each term.

Mus 127, 128, 129. Appreciation of Music. 2 hours each term.

A nontechnical study of the development of music, stressing the elements of musical understanding; study of representative compositions, with emphasis on their musical and historical significance. Kratt.

Mus 190. Lower-Division Individual Instruction. 1 to 4 hours any term.

Individual instruction in piano, voice, organ, violin, cello, harp, string instruments, orchestral instruments, and band instruments.

Mus 195. Band. 1 hour each term.

Six hours maximum credit. Stehn.

Mus 196. Orchestra. 1 hour each term.

Six hours maximum credit. Rex Underwood.

Mus 197. Choral Union. 1 hour each term.

Six hours maximum credit. Kratt.

Mus 211, 212, 213. Theory II. 4 hours each term.

Continuation of Mus 111, 112, 113. Study of harmonic resources from secondary-seventh and augmented-sixth chords through enharmonic modulation and higher discords. Ear training and dictation continued. Analytical work in counterpoint from the Bach fugues. Creative work to demonstrate the use of the material covered. 5 recitations a week. Prerequisite: Mus 111, 112, 113. Evans.

Mus 214, 215, 216. Keyboard Harmony. 1 hour each term.

Application of theoretical principles to the keyboard; exercises in modulation, transposition, and development of extempore playing. Prerequisite: Mus 111, 112, 113. Evans.

Mus 235, 236, 237. Essentials of Music History. 2 hours each term.

Designed to give the student a practical knowledge of the significant events in music history, and an acquaintance with composers who have influenced the development of music. Artau.

UPPER-DIVISION COURSES

Mus 311, 312, 313. Counterpoint I. 2 hours each term.

Practical study of simple counterpoint in two, three, and four voices, based on the historical significance of the various "species," and including the composition of original two- and three-part inventions employing canonic imitation. Prerequisite: Mus 211, 212, 213. Hopkins.

Mus 314, 315, 316. Harmonic and Structural Analysis. 2 hours each term.

Thorough study of formal analysis, including the phrase unit, period, two- and three-part song forms, developed ternary forms, sonata, symphony, concerto, etc. Special study of the interaction of harmonic progression and formal structure. Considerable attention to modulation. All analytical work accompanied by appropriate work at the keyboard and in writing. Evans.

Mus 317, 318, 319. Public-School Music. 3 hours each term.

For students intending to teach music in the high schools. Study of work units, with emphasis on social and creative phases. Survey of methods and materials used in the grades, as a necessary background for the presentation of music in the high school. Garnett.

Mus 320, 321, 322. Instrumental Conducting. 2 hours each term.

The principles of conducting and training instrumental organizations. Practical experience in conducting campus organizations. Stehn.

Mus 323, 324, 325. Choral Conducting. 2 hours each term.

The principles of conducting and training choral organizations. Practical experience in conducting campus organizations. Garnett.

Mus 329, 330, 331. Orchestration. 2 hours each term.

A study of the instruments of the orchestra, together with practical study of the art of scoring for the various choirs and for full orchestra. Rex Underwood.

Mus 332, 333, 334. Stringed Instruments. 1 hour each term.

A study of the stringed instruments of the symphony orchestra. For public-school music students only. 2 recitations a week. Rex Underwood.

Mus 335, 336, 337. Wind and Percussion Instruments. 1 hour each term.

A study of the wind and percussion instruments of the orchestra and band. For public-school music students only. 2 recitations a week. Stehn.

Mus 340, 341, 342. Accompanying. 2 hours each term.

Practical problems in accompanying. Students must also be registered for upper-division work in piano or organ. Prerequisite: consent of instructor. A. P. Underwood.

Mus 343, 344, 345. Chamber Music. 1 hour each term.

Rex Underwood, Stehn.

Mus 351, 352, 353. Public-School Music Voice Class. 2 hours each term.

Study of the voice problems of public-school music. Garnett.

Mus 354, 355, 356. Band Arranging. 2 hours each term.

Scoring for combinations of wind instruments, from quartets to full symphonic bands; special emphasis on arrangements for school bands of various degrees of advancements. Stehn.

Mus 390. Upper-Division Individual Instruction. 1 to 4 hours any term.

Mus 395. Band. 1 hour each term.

Six hours maximum credit. Stehn.

Mus 396. Orchestra. 1 hour each term.

Six hours maximum credit. Rex Underwood.

Mus 397. Choral Union. 1 hour each term.

Six hours maximum credit. Kratt.

Mus 405. Reading and Conference. Terms and hours to be arranged.

Mus 407. Seminar. (G) Terms and hours to be arranged.

Ed 408. Special Teaching Methods. 2 hours each term.

Vocal—2 hours each term. A particular study of school music for junior and senior high schools. Materials, subject matter, objectives, and procedure. Study of both girl and boy voices; choral materials and their use in group organizations. Observations, reports, conferences. Prerequisite: consent of instructor. Garnett.

Instrumental—2 hours each term. The technique of instrumental class instruction. Materials, organization, and problems of instrumental music in public schools. Prerequisite: consent of instructor. Stehn.

Mus 411, 412, 413. Counterpoint II. (G) 2 hours each term.

A study of the treatment of the chorale in figured counterpoint; double, triple, and quadruple counterpoint; various forms of canon; composition of the fugue in two, three, and four voices; application of the strict style to composition in general. Prerequisite: Mus 311, 312, 313. Hopkins.

Mus 414, 415, 416. Composition I. (G) 2 hours each term.

Composition in the smaller forms for piano, voice, and other instruments. Prerequisite: Mus 314, 315, 316. Evans.

Ed 415. Supervised Teaching. 1-10 hours any term (12 hours maximum).

Prerequisite: consent of the School of Education.

Mus 422, 423, 424. History of Music. (G) 2 hours each term.

Primitive music and musical instruments. Survey of the musical literature of the classical period; relation of musical expression to other movements of the period. Romanticism as it finds expression in music; survey of the literature and study of the composers. Artau.

Mus 425, 426, 427. Music of the Eighteenth Century. (G) 2 or 3 hours each term.

Music of the eighteenth century in the light of the literary, historical, and artistic background of the period of Gluck, Handel, Bach, Haydn, Mozart, etc. Prerequisite: Mus 422, 423, 424 or equivalent. Artau.

Mus 428, 429, 430. Proseminar in Musicology. (G) Hours to be arranged.

Study of the methods of research in music, and application of research technique to particular musical problems. Organization of data. Reports on problems on which the student has done individual research. Principles underlying musical criticism. Thesis required. Prerequisite: Mus 422, 423, 424 or equivalent. Artau.

Mus 431, 432, 433. Advanced Conducting. (G) 2 or 3 hours each term.

The routine and technique of conducting. Problems of the symphony orchestra and choral groups. Score reading. Actual practice in conducting. Class work supplemented by assigned score preparation and laboratory participation. Prerequisite: Mus 211, 212, 213 or equivalent, and consent of instructor. Kratt.

GRADUATE COURSES

Courses numbered 400-499 and designated (G) may be taken for graduate credit.

Mus 501. Research. Terms and hours to be arranged.

Mus 503. Thesis. Terms and hours to be arranged.

Mus 505. Reading and Conference. Terms and hours to be arranged.

Mus 507. Seminar. Terms and hours to be arranged.

Mus 514, 515, 516. Composition II. 2 hours each term.

A continuation of Mus 414, 415, 416, applying larger forms and instrumental combinations. Prerequisite: Mus 414, 415, 416; consent of instructor. Not offered 1941-42. Kratt.

Mus 520, 521, 522. Interpretation of Symphonic Literature. 2 or 3 hours each term.

Detailed study by comparative and analytical methods of symphonic poems, suites, standard overtures, and symphonies, accompanied by laboratory demonstration. Presupposes proficiency in techniques of conducting, proficiency on a major instrument, and knowledge of theory and history of music. Class work supplemented by assigned score preparation and laboratory participation. Prerequisite: Mus 431, 432, 433 or equivalent; consent of instructor. Kratt.

Mus 523, 524, 525. Interpretation of Choral Literature. 2 or 3 hours each term.

Detailed study of the literature of the oratorio, mass, cantata, and a capello madrigals, motets, etc.; emphasis on the conducting problems of each individual work. Interpretation, tradition, etc. Class work supplemented by assigned score preparation and laboratory participation. Prerequisite: Mus 431, 432, 433 or equivalent; consent of instructor. Kratt.

Mus 590. Practical Artistry. 2 or 3 hours any term.

To be admitted to this course, the student must possess a technique adequate to the needs of the classical, romantic, and modern schools; must have completed the required undergraduate work for a B.M. degree; must be enrolled in Mus 501; and must show ability to demonstrate by public performance the beauty and cultural value of the tonal masterpieces. Thacher, Evans, Hopkins, Rex Underwood, Artau, Nilssen.

MUSIC AT THE STATE COLLEGE

By action of the State Board of Higher Education on March 7, 1932, all major work in the Oregon State System of Higher Education leading to baccalaureate and advanced degrees in music was confined to the School of Music at the University, and lower-division work (instruction in the freshman and sophomore years) was assigned to both the University and the State College.

The lower-division work in music is essentially the same at both institutions. While it is recommended that students intending to major in music enter the institution at which major work is offered at the beginning of their freshman year,

they may, if they wish, spend their freshman and sophomore years at the State College, and transfer to the University for their major work at the beginning of the junior year, without loss of credit and with fundamental requirements for upper-division standing fully met.

At both institutions, the lower-division program is intended not only to lay the foundation for specialization in music but also to serve the needs of students majoring in other fields. In addition to lower-division work, the State College offers upper-division service courses in music for students in other fields.

The following lower-division and service courses are available at the State College:

LOWER-DIVISION COURSES

- Mus 111, 112, 113. Harmony I, II, III. 3 hours each term.
 Mus 121. Appreciation of Music. 1 hour any term.
 Mus 122, 123. Appreciation of Music. 1 hour each term, winter and spring.
 Mus 127, 128, 129. Music Survey. 1 hour each term.
 Mus 147, 148, 149. Sightsinging and Ear Training. 1 hour each term.
 Mus 190. Individual Instruction. 1 to 4 hours each term.
 Mus 191. Group Instruction in Voice. 1 hour each term, two terms.
 Mus 192. Group Instruction in Stringed Instruments and Band Instruments. 2 hours each term.
 Mus 211, 212, 213. Harmony IV, V, VI. 3 hours each term.
 Mus 290. The College Chorus. 1 hour each term.
 Mus 291, 292, 293. Orchestral Conducting (Elementary). 2 hours each term.
 Mus 295. Band. 1 hour each term.

UPPER-DIVISION SERVICE COURSES

- Mus 324, 325, 326. Advanced Conducting and Orchestration. 2 hours each term.
 Mus 331, 332, 333. Band Organization. 2 hours each term.
 Mus 334, 335, 336. Band Organization. 2 hours each term.
 Mus 390. Individual Instruction. 1 to 4 hours any term.
 Mus 391. The College Orchestra. 1 hour each term.
 Mus 433. Glee Club Conducting. 1 hour spring.

School of Physical Education

Faculty

RALPH WALDO LEIGHTON, Ph.D., Dean of the School of Physical Education; Professor of Education.

MARGARET PHY, Secretary to the Dean.

FLORENCE DELIA ALDEN, M.A., Professor of Physical Education.

WILLIAM LOUIS HAYWARD, Professor Emeritus of Physical Education; Coach of Track Athletics.

ERNESTO RAY KNOLLIN, M.A., Professor of Physical Education.

FRED N. MILLER, M.D., Director of Health Service; Professor of Physical Education.

HARRIET WATERBURY THOMSON, A.B., Professor of Physical Education.

PAUL RUDOLPH WASHKE, A.M., Professor of Physical Education.

N. PAUL E. ANDERSON, M.D., Associate Professor of Physical Education; Assistant University Physician.

JANET GRANT WOODRUFF, M.A., Associate Professor of Physical Education.

ALTON LOVELL ALDERMAN, Ph.D., Assistant Professor of Zoology.

EARL EUGENE BOUSHEY, M.S., Assistant Professor of Physical Education.

*RUSSELL KELSEY CUTLER, M.S., Assistant Professor of Physical Education.

MARIAN GRACE HAYES, M.D., Assistant Professor of Physical Education; Assistant University Physician.

HOWARD STANLEY HOYMAN, M.A., Assistant Professor of Physical Education.

NED BURT JOHNS, M.A., Assistant Professor of Physical Education.

WAYNE W. MASSEY, Ph.D., Assistant Professor of Physical Education.

GERALD A. OLIVER, B.A., Assistant Professor of Physical Education; Head Football Coach.

VAUGHN CORLEY, B.S., Instructor in Physical Education; Assistant Athletic Coach.

†WARRINE EVELYN EASTBURN, M.S., Instructor in Physical Education.

HOWARD ANDREW HOBSON, M.A., Instructor in Physical Education; Coach of Basketball and Baseball.

PIRKKO PAASIKIVI, B.A., Instructor in Physical Education.

JOSEPHINE PERSICANO, M.A., Instructor in Physical Education.

JOHN A. WARREN, B.B.A., Instructor in Physical Education; Freshman Coach.

GERTRUDE BRANTHOVER, B.S., Graduate Assistant in Physical Education.

KAY EARL, B.S., Graduate Assistant in Physical Education.

VIRGINIA A. GARRISON, B.S., Graduate Assistant in Physical Education.

MARIAN CICELY MAYNARD, B.A., Graduate Assistant in Physical Education.

CLIFTON W. WHITE, B.A., Graduate Assistant in Physical Education.

* On sabbatical leave, 1940-41.

† On leave of absence, 1940-41.

General Statement

THE School of Physical Education offers professional training, both undergraduate and graduate, and service courses in physical education and hygiene. Graduates of the School of Physical Education hold professional positions as: high-school teachers of physical education and health education; directors of high-school athletics; school supervisors of health and physical education; community recreation and playground managers; leaders in Y.M.C.A., Y.W.C.A., and other youth-organization work; directors of restricted and corrective physical training; college and university teachers; and athletic coaches.

Undergraduate Major Curricula. Two undergraduate major curricula are offered; these are designated Curriculum I and Curriculum II in the outlines printed below.

Curriculum I represents a strong program of professional work in physical education and health education; it provides excellent preparation for teaching in these fields, and a sound basis for graduate study. Curriculum I satisfies all requirements for the professional B.P.E. degree or for the B.S. degree. By proper choice of electives, the student may satisfy the requirements for the B.A. degree.

Curriculum II leads to the B.A. or B.S. degree. It prepares the student for coaching and high-school teaching of physical education and health education, and provides an opportunity, through liberal electives, for a more diversified program than is possible under Curriculum I. Students following this curriculum may prepare themselves for leadership in youth organizations or satisfy cultural or specialized interests. In some cases, students proceeding to graduate work after completing Curriculum II may be required to make up undergraduate deficiencies.

Students planning to meet the certification requirements for high-school teaching should consult the School of Education at the beginning of the junior year.

Graduate Study. The School of Physical Education offers graduate work leading to the M.A. or M.S. degree. Advanced students often work for the Doctor of Education degree by meeting the requirements for that degree in the School of Education and by carrying a heavy program in physical education as a cognate field. The graduate student's program may place emphasis upon: (1) administration of programs, buildings, and grounds; (2) school health education; (3) corrective activities and physiotherapy; (4) recreation; (5) anthropometry; (6) anatomy, physiological growth factors, and physiological training and conditioning factors. Graduate programs will be organized to include courses selected from those listed in the Catalog, seminars, and independent study and research on special problems (under the graduate numbers PE 501 and PE 506).

Service Courses. The School of Physical Education offers credit courses for all students in the University. These courses are organized as instruction in skills and in the principles of physical training, health, and recreation.

The University requirements for the Junior Certificate include five terms of physical education and a course in hygiene. Courses which fulfill the physical-education requirement are: PE 180 (five terms) for women; and PE 190 (five terms) for men. Women students satisfy the hygiene requirement with General Hygiene (PE 114, 115, 116). Men students satisfy this requirement with Health Education (PE 150). Majors or students fulfilling a minor norm in physical education satisfy the physical-education requirement with physical-education laboratory courses.

The student's program in physical education is adjusted to his needs and abilities after a health examination, given each entering freshman by the Health Service and the School of Physical Education. Whenever possible, the work is adapted to remedy physical defects.

Elective service courses (regularly scheduled classes) in physical activities are provided for juniors and seniors. A total of not more than six term hours, in addition to the required lower-division work, may be earned toward graduation in these courses. Not more than one hour may be earned in any one term.

Fees. Payment of the regular University registration fee entitles every student to the use of gymnasiums, pools, and showers, to the use of gymnasium and swimming suits and towels, and to laundry service. Students are urged to make full use of the gymnasium facilities for exercise and recreation.

Intramural Sports. As a part of its program, the School of Physical Education sponsors a comprehensive program of intramural sports. The purpose of the program is to spread sports participation and athletic competition as widely as possible among the students of the University. Under the guidance of the department for men, competitive sports are organized among men's groups. The department for women provides a wide variety of sports for women students. Student leadership for women's athletics is furnished by the Women's Athletic Association.

Curricula in Physical Education

CURRICULUM I

	Term hours		
	F	W	S
Freshman Year			
Introduction to Health and Physical Education (PE 121)	2	-	-
Physical-Education Laboratory (PE 124, 125, 126)	2	2	2
Physical-Science Survey (PhS 101, 102, 104)	4	4	4
English Composition (Eng 111, 112, 113)	3	3	3
Military Science (Mil 111, 112, 113) (men)	1	1	1
General Hygiene (PE 114, 115, 116) (women)	1	1	1
Electives	4	6	6
	16	16	16
Sophomore Year			
Physical-Education Laboratory (PE 227, 228, 229)	2	2	2
Human Biology (Z 111, 112, 113)	3	3	3
Principles of Dietetics (FN 225)	-	-	2
General Psychology (Psy 201, 202)	3	3	-
Military Science (Mil 211, 212, 213) (men)	1	1	1
Electives	7	7	8
	16	16	16
Junior Year			
Physical-Education Laboratory (PE 331, 332, 333)	2	2	2
Principles, Organization, Administration Core (PE 341, 342, 343)	3	3	3
School Health Education Core (PE 361, 362, 363)	3	3	3
Elementary Human Physiology (Z 311, 312, 313)	3	3	3
Electives	5	5	5
	16	16	16
Senior Year			
Physical-Education Laboratory (PE 433, 434, 435)	2	2	2
Principles, Organization, Administration Core (PE 444, 445, 446)	3	3	3
School Health Education Core (PE 464, 465)	3	3	-
Anatomy and Physiology of Exercise (Z 451, 452, 453) (6-9 hrs.)	3	3	3
Electives	5	5	8
	16	16	16

CURRICULUM II

	Term hours		
	F	W	S
Freshman Year			
Introduction to Health and Physical Education (PE 121)	2	-	-
Physical-Education Laboratory (PE 124, 125, 126)	2	2	2
Physical-Science Survey (PhS 101, 102, 104)	4	4	4
English Composition (Eng 111, 112, 113)	3	3	3
Military Science (Mil 111, 112, 113) (men)	1	1	1
General Hygiene (PE 114, 115, 116) (women)	4	6	6
Electives	16	16	16
Sophomore Year			
Physical-Education Laboratory (PE 227, 228, 229)	2	2	2
Human Biology (Z 111, 112, 113)	3	3	3
Principles of Dietetics (FN 225)	-	-	2
General Psychology (Psy 201, 202)	3	3	-
Military Science (Mil 211, 212, 213) (men)	1	1	1
Electives	7	8	8
	16	16	16
Junior Year			
Physical-Education Laboratory (PE 331, 332, 333)	2	2	2
Principles, Organization, Administration Core (PE 341, 342, 343)	3	3	3
School Health Education Core (PE 361, 362, 363)	3	3	3
Elementary Human Physiology (Z 311, 312)	3	3	-
Electives	5	5	8
	16	16	16
Senior Year			
No specific course requirements. The student and his adviser will plan the program best suited to the student's needs and interests from physical-education and other University offerings	16	16	16

Description of Courses

SERVICE COURSES FOR WOMEN

LOWER-DIVISION COURSES

PE 114, 115, 116. **General Hygiene.** 1 hour each term.

Principles and practices of health promotion, individual and physiologic hygiene, disease prevention and control, community hygiene and public health. Phases of health which should be understood by all college students. Required of all freshmen. 1 period. Hayes.

PE 180. **Elementary and Advanced Physical Education.** 1 hour each term, six terms.

A variety of games, sports, and skills taught for physiological and recreational values. Five terms required of all freshman and sophomore women. Special credit may be earned in any one term. 3 periods.

UPPER-DIVISION COURSES

PE 380. **Physical Education for Juniors and Seniors.** 1 hour each term, six terms.

A variety of games, sports, and skills taught for physiological and recreational values. Elective for junior and senior women. Not more than one hour of credit may be earned in any one term. 3 periods.

SERVICE COURSES FOR MEN

LOWER-DIVISION COURSES

PE 150. **Health Education.** 1 hour any term.

Principles of biology, physiology, sanitation, and hygiene as applied to the physical and mental health of the individual. Required of all freshman men. 1 period. Johns.

PE 190. **Elementary and Advanced Physical Education.** 1 hour each term, six terms.

A variety of games, sports, and skills taught for physiological and recreational values. Special sections for corrective and restricted work. 3 periods. To fulfill the physical-education requirement for the Junior Certificate, all men students must take PE 190 (five terms) and PE 150 (one term).

UPPER-DIVISION COURSES

PE 390. **Physical Education for Juniors and Seniors.** 1 hour each term, six terms.

A variety of games, sports, and skills taught for physiological and recreational values. Elective for junior and senior men. Not more than one hour of credit may be earned in any one term. 3 periods.

PROFESSIONAL COURSES IN PHYSICAL EDUCATION

LOWER-DIVISION COURSES

Z 111, 112, 113. **Human Biology.** 3 hours each term.

Introduction to human biology, designed especially for majors in physical education. Special consideration given in the spring term to problems in immunology and bacteriology. 2 lectures and 1 demonstration period each week. Alderman.

PE 121. **Introduction to Health and Physical Education.** 2 hours fall.

Designed to give the student an overview of professional service in the fields of health, physical education, and recreation—their nature, scope, and functions.

PE 124, 125, 126. **Physical-Education Laboratory.** 2 hours each term.

This sequence, with PE 227, 228, 229, PE 331, 332, 333, PE 433, 434, 435, makes up a comprehensive core designed to teach activities selected from individual competitive sports, group competitive sports, rhythmic and creative activities, and from playground, community, and school recreational activities. This core has special significance for the development of leadership in the health, physical-education, and recreation fields. It is correlated with two other professional cores (Principles, Organization, and Administration and School Health Education), and extends through the four undergraduate years as an integrated instructional unit.

PE 227, 228, 229. **Physical-Education Laboratory.** 2 hours each term.

For description, see PE 124, 125, 126.

UPPER-DIVISION COURSES

PE 331, 332, 333. **Physical-Education Laboratory.** 2 hours each term.

For description, see PE 124, 125, 126.

PE 341. Organization and Administration of Physical Education. 3 hours fall.

Problems of the class instructional program, including attendance, classification for activities, class scheduling, class periods. Building and facility problems, involving equipment, indoor spaces, fields, dressing units, shower rooms, locker rooms, servicing clothing and equipment.

PE 342. Organization and Administration of Physical Education. 3 hours winter.

Problems of organizing and conducting intramural programs: schedules, units of competition, point systems, scoring plans, awards, physical examinations, classification for competition, records, managerial systems. Problems of organizing the interschool program: physical examinations, classification for competition, eligibility problems, training practices, schedules, sport seasons, records; transportation and trips.

PE 343. Teaching Techniques in Physical Education. 3 hours spring.

Physical-education teaching techniques for elementary, junior, and senior high-school activities, including the construction of activity units and the compilation of library materials.

PE 358. Safety Education. 3 hours spring.

The basic principles of safety education; current safety programs, methods, source materials, visual aids; how to make use of local, state, and national safety organizations. Individual and group projects in the organization of materials for the teaching of safety education in the public schools. Washke.

PE 359. Problems of the Athletic Trainer. 2 hours winter.

Bandaging, massage, and other specialized mechanical aids for the prevention of athletic injuries. Analysis of types of injuries; emergency procedures.

PE 361. Community Health Problems. 3 hours fall.

Designed primarily for health teachers in the public schools. Water purification, sewage disposal, milk sanitation, insect and rodent control, ventilation, lighting; vital statistics, public health organizations, as these relate to school sanitation and health instruction. Prerequisite: junior standing with a major in physical education, or consent of instructor. Hoyman.

PE 362. Personal Health Problems. 3 hours winter.

Designed primarily for health teachers in the public schools. The rise of preventive hygiene; consumer health education, hygienic care of the body and special senses, as these relate to health guidance and health instruction of public school students. Prerequisite: junior standing with a major in physical education, or consent of instructor. Hoyman.

PE 363. First Aid. 3 hours spring.

American Red Cross first aid; lectures, demonstrations, and practice leading to standard and advanced first-aid certificates. Candidates for instructor's first-aid certificate selected from students in this course. Anderson.

PE 403. Thesis. Terms and hours to be arranged.

Thesis based on student's own investigation. Subjects chosen after consultation with adviser. Credit determined by quality of work done.

PE 405. Reading and Conference. Terms and hours to be arranged.

Reading and assignments in connection with other courses for extra credit. Honors reading. Enrollment only with consent of instructor.

PE 415. Supervised Direction of Camps and Playgrounds. 4 hours any term.

Supervised experience in direction of group recreation and group education for students who are not working toward a teacher's certificate. Alden.

PE 433, 434, 435. Physical-Education Laboratory. 2 hours each term.

For description, see PE 124, 125, 126.

PE 444. Program Construction in Physical Education. 3 hours fall.

Analysis of the physical-education program in terms of physical-education principles and pupil needs. The psychological, biological, sociological, and administrative criteria which determine the content of the program.

PE 445. Program Construction in Physical Education. 3 hours winter.

Construction of the modern physical-education program on the basis of criteria, principles, and pupil needs. The class-instruction program, the recreation program, the intramural and athletic program. Emphasis on the relation of the physical-education program to the total school program and to the objectives of general education.

PE 446. Evaluation of Physical Education. 3 hours spring.

Test construction; the use of standardized tests and measurements in physical education; the evaluation of programs and of student achievement through measurement techniques.

Z 451, 452, 453. Anatomy and Physiology of Exercise. (g) 3 hours each term.

A study of functional human anatomy, designed for seniors and graduate students in physical education. Open to qualified graduate students in other fields. Demonstration dissections and lectures. Prerequisite: two years of biological science and senior standing. Alderman.

PE 464. Health Instruction. (G) 3 hours fall.

Methods and materials in health instruction for junior and senior high schools. Special emphasis on the construction of health teaching units for secondary schools. Prerequisite: PE 361, 362, 363 or consent of instructor. Hoyman.

PE 465. School Health Service. (G) 3 hours winter.

Purposes and procedures of health service in the schools, for both normal and handicapped children; control of common communicable diseases; technique of pupil health appraisal by the teacher. Prerequisite: PE 361, 362, 363 or consent of instructor. Anderson.

PE 481, 482, 483. Theory and Practice of the Dance. (G) 2 hours each term.

Study of dance theory correlated with practical work in PE 433, 434, 435. Fall term: dance history and significant personalities in dance development. Winter term: the philosophy of the dance, nature of movement, form and content, style. Spring term: development of the dance since 1900; the artists responsible for the rise of expressional dance; the dance in education; dance production. The instruction is organized to enable the student to profit by any one or two terms' work without completing the sequence. Prerequisite: one year of elementary dance or consent of instructor. Paasikivi.

PE 499. Leadership in Recreation and Youth Organizations. 3 hours winter.

The basic individual and social needs that group recreation and youth organizations serve in rural and urban areas, through schools, churches, camps, playgrounds. The principles of leadership in this field. Personnel and program needs, purposes, and objectives; discussions by representatives of group-work and youth organizations. Alden.

GRADUATE COURSES

Courses numbered 400-499 and designated (G) or (g) may be taken for graduate credit.

PE 501. Research in Health and Physical Education. Terms and hours to be arranged.**PE 503. Thesis.** Terms and hours to be arranged.

- PE 505. Reading and Conference.** Terms and hours to be arranged.
- PE 506. Special Problems.** Terms and hours to be arranged.
Study of selected problems in the field of physical education, health education, or recreation.
- PE 507. Seminar.** Terms and hours to be arranged.
A seminar dealing with some special aspect of health, physical education, or recreation is conducted each term. Open to qualified graduate students and required for all candidates for advanced degrees.
- PE 515. History and Theories of Physical Education.** 3 hours fall.
The history of physical education (practices, purposes, and theories) from the Greeks to modern times. Special emphasis on modern developments, and on current professional organization and relationships. Boushey, Massey, Washke.
- PE 521, 522, 523. Corrective Physical-Education Studies.** Hours to be arranged.
Fall and winter terms: basic problems and procedures of corrective physical education. Spring term: teaching methods. Prerequisite: Z 451, 452 or equivalent. Thomson.
- PE 531, 532, 533. Physiotherapy Studies.** Hours to be arranged.
The agencies, their uses; specific studies and techniques of interest to physical educators. Thomson.
- PE 543. Advanced Health Instruction.** 3 hours spring.
Organization of the public school health-instruction program for health teachers, supervisors, and coordinators. Basic steps in the development of this program are identified and studied in detail. Prerequisite: PE 464 or consent of instructor. Hoyman.
- PE 551, 552, 553. Administration of Physical Education.** 3 hours each term.
Organization and administration of physical education, health education, and recreation programs; their functions, organization, and correlation with the rest of the school program; equipment and building needs; relative and proportionate costs. Fall, physical education; winter, health education; spring, recreation. Leighton, Hoyman, Alden.
- PE 556. Administration of Buildings and Facilities.** 3 hours winter.
Building layout and equipment; designing and adapting floor plans to serve modern physical-education needs; application of health principles in building organization; the relationship of the various functional units—equipment service, dressing facilities, activity spaces, administrative units, permanent and dismantlable equipment; maintenance, upkeep, budgets, costs of materials, purchasing. Knollin.
- PE 561. Physiological Growth Factors.** 3 hours fall.
The relationship of child growth and development (physical, nutritional, endocrine, and environmental) to the school situation and to the physical activity of the child. Intended to lead the teacher of physical education to a better understanding of the physical child from prepuberty, through adolescence, to maturity. Prerequisite: 9 term hours in physiology or equivalent. Anderson.
- PE 562. Anthropometric Measurements in Physical Education.** 3 hours winter.
Principles and methods of anthropometry as applied to physical growth and development. Scope, function, and limitations of anthropometry; problems to which physical measurement is applicable; instruments and techniques of measurement; methods of appraising physical status; classification of body builds; review and analysis of recent research in this field. Massey.

- PE 563. Training and Conditioning for Athletics.** 3 hours spring.
A physician's analysis, for the coach and teacher of physical education, of the physiological effects of the specialized and strenuous activities involved in interscholastic and intercollegiate athletic competition. The values and dangers of different types of training methods; the present, cumulative, and persistent effects of various types of injury. Anderson.
- PE 571, 572. Affective Phases of Education.** 3 hours each term, winter and spring.
The nature of appreciations, attitudes, and ideals. Their significance as factors of the personality, and for social intelligence and social integration. Methods of developing these personality factors as part of the educative process. Each student required to develop an individual project in his major field. Leighton.

PHYSICAL EDUCATION AT THE STATE COLLEGE

By action of the State Board of Higher Education on March 7, 1932, all major work in the Oregon State System of Higher Education leading to baccalaureate and advanced degrees in physical education was confined to the School of Physical Education at the University, and lower-division work (instruction in the freshman and sophomore years) was assigned to both the University and the State College.

The lower-division work in physical education is essentially the same at both institutions. While it is recommended that students intending to major in physical education enter the institution at which major work is offered at the beginning of their freshman year, they may, if they wish, spend their freshman and sophomore years at the State College, and transfer to the University for their major work at the beginning of the junior year, without loss of credit and with fundamental requirements for upper-division standing fully met.

At both institutions, the lower-division program is intended not only to lay the foundation for specialization in physical education but also to serve the needs of students majoring in other fields. In addition to lower-division work, the State College offers upper-division service courses in physical education for students in other fields.

Professional courses necessary for the preparation of part-time physical-education teachers and coaches in the high schools of the state, constituting a minor norm in physical education, are offered at the State College.

The following lower-division, service, and professional courses in physical education are available at the State College:

SERVICE COURSES

LOWER-DIVISION SERVICE COURSES FOR WOMEN

- PE 131. Social Ethics.** No credit.
- PE 150. General Hygiene.** 2 hours any term (one section, 3 hours spring).
- PE 114, 115, 116. Freshman Physical Education.** 1 hour each term.
- PE 214, 215, 216. Sophomore Physical Education.** 1 hour each term.
- PE 250. Advanced Hygiene.** 3 hours any term.

UPPER-DIVISION SERVICE COURSES FOR WOMEN

- PE 314, 315, 316. Junior Physical Education.** 1 hour each term.
- PE 414, 415, 416. Senior Physical Education.** 1 hour each term.

LOWER-DIVISION SERVICE COURSES FOR MEN

- PE 150. General Hygiene. 2 hours any term.
 PE 151, 152, 153. Elementary Physical Education. 1 hour each term.
 PE 250. Advanced Hygiene. 3 hours any term.
 PE 251, 252, 253. Advanced Physical Education. 1 hour each term.

UPPER-DIVISION SERVICE COURSES FOR MEN

- PE 351, 352, 353. Physical Activities. 1 hour each term.
 PE 451, 452, 453. Physical Activities. 1 hour each term.

PROFESSIONAL COURSES

LOWER-DIVISION COURSES

- PE 121, 122, 123. Introduction to Physical Education. 2 hours each term.
 PE 124, 125, 126. Physical Education Laboratory. 2 hours each term.
 PE 174. Technique of Gymnastics. 2 hours fall.
 PE 175. Technique of Football, Track, and Field. 2 hours winter.
 PE 176. Technique of Minor Sports. 2 hours spring.
 PE 221. Community Hygiene. 2 hours fall.
 PE 224, 225, 226. Physical Education Laboratory. 2 hours each term.
 PE 240. Leadership of Party Games. 2 hours fall or winter.
 PE 274. Technique of Swimming, Tennis, and Golf. 2 hours.
 PE 275. Technique of Boxing and Wrestling. 2 hours winter.
 PE 276. Technique of Baseball and Basketball. 2 hours spring.

UPPER-DIVISION COURSES

- PE 343, 344, 345. Physical Education Technique (Women). 3 hours each term.
 PE 346. Coaching of Basketball (Men). 2 hours fall.
 PE 347. Coaching of Football (Men). 2 hours winter.
 PE 348. Coaching of Baseball (Men). 2 hours spring.
 PE 349. Coaching of Track and Field (Men). 2 hours spring.
 PE 350. Organization and Administration of Intramural Sports. 2 hours winter.
 PE 358. First Aid. Two hours any term.
 PE 359. First Aid. 2 hours spring.
 PE 361. Athletic Training and Conditioning (Men). 3 hours winter.
 PE 421. Principles of Physical Education. 3 hours fall.
 PE 422. Tests and Measurements in Physical Education. 3 hours winter.
 PE 423. Organization and Administration. 3 hours spring.
 PE 435. Nature, Function, and Organization of Play. 3 hours winter.

Department of Military Science and Tactics

Faculty

- ROBERT M. LYON, B.S., Colonel, Infantry; Professor of Military Science and Tactics; Head of Department.
 JOHN W. CRISSY, Lieutenant Colonel, Infantry; Assistant Professor of Military Science and Tactics.
 CHARLES E. KNICKERBOCKER, Major (Retired); Assistant Professor of Military Science and Tactics.
 WILBUR E. READ, B.A., Captain, Infantry; Assistant Professor of Military Science and Tactics.
 HENRY W. HALL, Captain, Infantry; Assistant Professor of Military Science and Tactics.
 HARVEY BLYTHE, Captain, Infantry; Assistant Professor of Military Science and Tactics.
 FRANK I. AGULE, Captain, Adjutant General's Department; Assistant Professor of Military Science and Tactics.
 BENJAMIN F. DAVIS, Ph.D., Captain, Infantry; Assistant Professor of Military Science and Tactics.
 *FRANKLIN A. HOFFMAN, Staff Sergeant, D.E.M.L.; Instructor in Military Science and Tactics.
 TOIVO H. KANGAS, Sergeant, D.E.M.L.; Instructor in Military Science and Tactics.
 MALBURN D. MUDD, Sergeant, D.E.M.L.; Instructor in Military Science and Tactics.
 †HOWARD L. HALSEY, Sergeant, D.E.M.L.; Second Lieutenant, Infantry Reserve; Instructor in Military Science and Tactics.

General Statement

THE Department of Military Science and Tactics is a unit of the Reserve Officers' Training Corps of the United States Army, established by act of Congress. The purpose of the instruction given is to qualify students, by systematic and standard training methods, so that in time of national emergency trained men, graduates of colleges and universities, may lead the units of the large armies on which the safety of the country may depend.

All physically fit male students who are citizens of the United States are required to take the two-year Basic Course during their freshman and sophomore years, unless excused. A standing committee of the University faculty investigates and passes on applications for exemption. The committee takes into consideration as grounds for exemption: physical incapacity, conflicting outside employment, unavoidable conflicts in class hours, and conscientious objections to military service.

* Resigned, March 21, 1941.

† Resigned, January 1, 1941.

The Basic Course qualifies the student for appointment as a noncommissioned officer, gives a foundation for advanced instruction, and provides a general knowledge of the defense agencies of the United States government.

A two-year Advanced Course is offered to a limited number of selected juniors and seniors who have completed the Basic Course. On completion of the Advanced Course, including a six-week summer camp between the junior and the senior years, the student is eligible for a commission in the Officers' Reserve Corps.

Students enrolled for work in military science and tactics are not in the military service, and assume no military obligations.

Students in the Basic Course are equipped and uniformed at the expense of the United States government. Students in the Advanced Course receive from the government an allowance for uniforms, commutation of subsistence, and pay for the summer training-camp period—an aggregate of about \$200 for the two years.

A limited number of students in the Basic Course may be assigned to fill vacancies in the University Band.

Description of Courses

LOWER-DIVISION COURSES

Mil 111, 112, 113. First-Year Basic Course. 1 hour each term.

Orientation; fundamentals of leadership; National Defense Act; citizenship; military history and policy; military courtesy and discipline; sanitation and first aid; military organization; elements of topography and map reading; rifle and rifle marksmanship. 3 hours theoretical and practical work a week.

Mil 211, 212, 213. Second-Year Basic Course. 1 hour each term.

Principles of leadership and command; infantry weapons; combat training; musketry; scouting and patrolling. 3 hours theoretical and practical work a week.

UPPER-DIVISION COURSES

Mil 311, 312, 313. First-Year Advanced Course. 3 hours each term.

Principles of leadership and command from the viewpoint of an instructor; combat training; aerial photography; care and operation of motor transportation; company administration; weapons; defense against chemical warfare; field fortifications. 5 hours theoretical and practical work a week.

Mil 411, 412, 413. Second-Year Advanced Course. 3 hours each term.

Principles of leadership and command from viewpoint of an instructor; combat training; weapons; tanks; military history and policy; military law; procurement and supply of property; Officers' Reserve Corps regulations. 5 hours theoretical and practical work a week.

Civil Aeronautics

THE Civilian Pilot Training Act of 1939 authorizes the Civil Aeronautics Administration to conduct a program for the training of civilian pilots through educational institutions. Students are selected on the basis of seniority, grade-point average, and physical fitness. The work consists of: at least 72 hours of ground school given at the University, and at least 35 hours of flight instruction given at the Eugene Airport. Satisfactory completion of this work qualifies the student for a private pilot's license. Students wishing to receive this training must make formal application. Application blanks may be obtained from Carlton E. Spencer, coordinator of civilian pilot training, 314 Fenton Hall.

Description of Courses

UPPER-DIVISION COURSES

CA 311, 312, 313. Civilian Pilot Training. 6 hours total credit.

The course of study prescribed by the Civil Aeronautics Administration for institutions participating in the flight training program authorized by the Civilian Pilot Training Act of 1939, covering navigation, meteorology, and civil air regulations. Spencer, staff.

CA 341, 342, 343. Advanced Civilian Pilot Training. 12 hours total credit.

Advanced training for students who have completed CA 311, 312, 313. Not offered 1941-42. Spencer, staff.

Graduate Division

OLOF LARSELL, Ph.D., Sc.D., Dean and Director of the Graduate Division, Oregon State System of Higher Education.
 GEORGE REBEC, Ph.D., Counsellor of the Graduate Division, Oregon State System of Higher Education.
 HOWARD RICE TAYLOR, Ph.D., Assistant Dean of the Graduate Division, in charge at the University.
 WILLIBALD WENIGER, Ph.D., Assistant Dean of the Graduate Division, in charge at the State College.
 MAXINE MANN, Secretary to the Dean.
 CLARA LYNN FITCH, Secretary of the Graduate Division at the University.
 BEVERLY CABANISS SLATER, B.S., Secretary of the Graduate Division at the State College.

Graduate Council

University Council

OLOF LARSELL, Ph.D., Sc.D.,
Chairman.
 HOWARD RICE TAYLOR, Ph.D.,
Vice-Chairman.
 C. VALENTINE BOYER, Ph.D.,
Arts and Letters.
 THEODORE KRATT, Mus.M., Mus.D.,
Architecture and Allied
Arts, Music.
 C. LYLE KELLY, M.A., C.P.A.,
Business Administration.
 FRED LEA STETSON, M.A.,
Education.
 ERIC WILLIAM ALLEN, A.B.,
Journalism.
 RALPH WALDO LEIGHTON, Ph.D.,
Physical Education.
 LOUIS AUBREY WOOD, Ph.D.,
Social Science.
 ELON HOWARD MOORE, Ph.D.,
General Studies.
 EDWARD STAUNTON WEST, Ph.D.,
Medical Sciences.

State College Council

OLOF LARSELL, Ph.D., Sc.D., Chairman;
Science at the Medical School.
 WILLIBALD WENIGER, Ph.D.,
Vice-Chairman; Science.
 PHILIP MARTIN BRANDT, A.M.,
Agriculture.
 JAMES RALPH JEWELL, Ph.D., LL.D.;
vice CARL WALTER SALSER, Ed.M.;
Education.
 SAMUEL HERMAN GRAF, M.E., M.S.,
Engineering and Industrial Arts.
 EARL GEORGE MASON, M.F.,
Forestry.
 FLORENCE BLAZIER, Ph.D.,
Home Economics.
 LEWIS CLEMENCE BRITT, Ph.D.,
Pharmacy.

Graduate Committees

University Graduate Committees

Arts and Letters (including Philosophy): CLARENCE VALENTINE BOYER, Ph.D., Chairman; FREDERICK M. COMBELLACK, Ph.D.; EDWARD CHRISTIAN ALAN LESCH, Ph.D.
Social Science and Journalism: ERIC WILLIAM ALLEN, A.B., Chairman; JAMES HENRY GILBERT, Ph.D.; LOUIS AUBREY WOOD, Ph.D.
Architecture and Allied Arts and Music: THEODORE KRATT, Mus.M., Mus.D., Chairman; LOUIS ARTAU, B.A.; EYLER BROWN, M.Arch.
Business Administration: C. LYLE KELLY, M.A., C.P.A., Chairman; ORIN KAY BURRELL, M.A.; NEWEL HOWLAND COMISH, Ph.D.
Education: FRED LEA STETSON, M.A., Chairman; JAMES RALPH JEWELL, Ph.D.; CARL LEO HUFFAKER, Ph.D.
Physical Education: RALPH WALDO LEIGHTON, Ph.D., Chairman; FLORENCE DELIA ALDEN, M.A.; ERNESTO RAY KNOLLIN, M.A.
General Studies: ELON HOWARD MOORE, Ph.D., Chairman; BEATRICE AITCHISON, Ph.D.; ERIC WILLIAM ALLEN, A.B.; LOUIS BERELSON, Ph.D.; RUDOLF HERBERT ERNST, Ph.D.; RALPH RUSKIN HUESTIS, Ph.D.; ELIZABETH BRIGGS MONTGOMERY, Ph.D.; HAROLD NOBLE, Ph.D.

State College Graduate Committees

Science: WILLIBALD WENIGER, Ph.D., Chairman; WILLIAM EDMUND MILNE, Ph.D.; DON CARLOS MOTE, Ph.D.
Agriculture: PHILIP MARTIN BRANDT, A.M., Chairman; WILLIAM HENRY DRESEN, Ph.D.; WILLIS PIERRE DURUZ, Ph.D.
Education: JAMES RALPH JEWELL, Ph.D., LL.D., Chairman; CARL WALTER SALSER, Ed.M.; RILEY JENKINS CLINTON, Ed.D.; OTHNIEL ROBERT CHAMBERS, Ph.D.
Engineering and Industrial Arts: SAMUEL HERMAN GRAF, M.E., M.S., Chairman; FRED ORVILLE McMILLAN, M.S.; CHARLES ARTHUR MOCKMORE, C.E., Ph.D.
Forestry: EARL GEORGE MASON, M.F., Chairman; THURMAN JAMES STARKER, B.S.; RICHARD SENG KEARNS, M.S.; HARRY IRA NETTLETON, M.S.F.
Home Economics: FLORENCE BLAZIER, Ph.D., Chairman; VERA HASKELL BRANDON, Ph.D.; JESSAMINE CHAPMAN WILLIAMS, M.A.
Pharmacy: LEWIS CLEMENCE BRITT, Ph.D., Chairman; ERNEST THEODORE STUHR, M.S.; ERNEST LESLIE BEALS, Ph.D.

Medical School Graduate Committee

OLOF LARSELL, Ph.D., Chairman; EDWARD STAUNTON WEST, Ph.D.; FRANK RAYMOND MENNE, M.D.

Graduate Study

IN the disciplines of undergraduate education the primary aim is to prepare the student for cultured living and intelligent citizenship, and in techniques leading to a professional career. In graduate study the dominant aim is the development of the scholar, capable of original thinking and of creative achieve-

ment in the advancement and extension of knowledge. Hence, a graduate degree indicates more than the mere completion of a prescribed amount of advanced study; it indicates that the student has shown both promise and performance in the field of independent scholarship.

Graduate study in the Oregon State System of Higher Education is defined to include all study beyond the bachelor's degree, in other than strictly professional curricula. By professional curricula are meant clearly defined and sharply specialized curricula, such as those in law and medicine, leading to professional degrees.

Advanced degrees were conferred occasionally at the University from the earliest days. In 1897 definite requirements of residence work were established for the master's degree. Graduate instruction was placed under the administrative control of the Graduate School in 1899-1900.

At the State College, the first advanced degree (A.M.) was conferred in 1876; in 1910 graduate study was placed under the supervision of a special standing committee of the faculty.

In 1933 all graduate work in the State System was coordinated under the Graduate Division.

Organization of Graduate Division

THE Graduate Division has jurisdiction over all graduate study in the State System leading to other than strictly professional degrees. The administration of the Graduate Division is in the hands of the graduate dean and the graduate councils at the University and the State College. The graduate council at each institution consists of a representative from each major school or college offering graduate work. The dean of the Graduate Division is chairman of both institutional councils. The two councils meet separately and in joint session. In joint session the councils formulate policies for the Graduate Division as a whole. Meeting separately, the University and State College councils have jurisdiction over graduate work within their respective institutions.

In each of the major schools or colleges, a graduate committee, appointed by the president of the institution in consultation with the dean of the Graduate Division, has supervision over standards of graduate performance and study programs (both general departmental plans for graduate work and the programs of individual students). The actual formulation of departmental programs and the working out and direction of the programs of individual students remain with the department. No school or college committee has authority to waive or supersede the general rules or requirements of the Graduate Division.

Institutional Allocation of Graduate Work

ON the basis of the 1932 allocations of curricula in the Oregon State System of Higher Education, all graduate study leading to advanced degrees at the institutions of the State System has been allocated by curricula or major subjects as follows:

At the University—

Arts and letters, the social sciences (including psychology), and the professional fields of architecture and allied arts, business administration, education, journalism, law, music, and physical education.

At the State College—

The biological sciences, the physical sciences (including mathematics), and the professional and technical fields of agriculture, education, engineering, forestry, home economics, and pharmacy.

In certain fields graduate work may be carried on at the University of Oregon Medical School in Portland or at the Portland Extension Center, leading to degrees, through the Graduate Division, at the University or the State College.

Students may be enrolled for major work on one campus and for minor work on another.

General Regulations

THREE classes of graduate students are recognized: (1) those wishing to become candidates for a master's degree; (2) those wishing to become candidates for a doctor's degree; and (3) those wishing merely to take work beyond the requirements for the bachelor's degree. Students of the first and second classes make out programs in conformity with the rules stated below. Students of the third class register for the courses they desire, with the understanding that the institution is under no implied obligation to accept credits earned as work toward a degree. Whether a student is adequately prepared to enter a particular course is determined by the instructor in charge and the head of the department.

Admission. A graduate of any accredited college or university is admitted to the Graduate Division by the registrar of the institution which he wishes to enter, upon filing an application for admission and an official transcript of the credits upon which his bachelor's degree is based. Such admission, however, does not of itself entitle a student to become a candidate for a degree. Admission to candidacy for an advanced degree is granted only after the student has demonstrated, by passing a qualifying examination, the thoroughness of his previous preparation and his ability to do work of a graduate character.

Graduate credit will not be granted for undergraduate work beyond the requirements for the bachelor's degree.

Preparation Required for Graduate Study. Preparation for a graduate major must be an undergraduate major in the same subject, or a fair equivalent. Preparation for a graduate minor must be at least one year sequence of upper-division work in addition to foundational courses in the subject. Graduate credit may not be earned in courses for which the student does not show proper preparation by previous record or qualifying examination.

Study Program and Load. Graduate students beginning work toward a degree will be expected to work out, in tentative form at least, a complete program of study leading toward the degree desired. This program should allow sufficient time for completion of the thesis. Work on the thesis should be begun as early as possible.

The normal load for a graduate student devoting all of his time to graduate study is 12 term hours in courses each term, plus 3 hours for thesis. The maximum load is 16 term hours. For assistants, scholars, and fellows, the maximum load is 10 term hours. Assistants receiving a fractional stipend may carry a maximum of 15 term hours of work, but are advised to limit their study programs

in proportion to the amount of service rendered. All graduate students who devote part of their time to other occupations will be expected to limit their programs in a similar fashion, according to the share of their time available for graduate work.

The graduate program of each candidate should include a substantial amount of work with at least three faculty members offering graduate instruction.

Grade Requirement. A grade-point average of 3.00 (a B average) is required for every graduate degree. Grades below C are not accepted for graduate credit.

Graduate Courses. All courses numbered in the 500s carry graduate credit, as do those in the 400s which have been approved by the Graduate Council. Approved courses in the 400s are designated in the catalogs by (G) or (g) following the course title. Courses designated (G) may form a part of either a major or a minor; courses designated (g) may be taken toward a minor only. Graduate students taking courses in the 400s are expected to do work of a higher order and broader scope than the work of undergraduate students in the same courses.

Fees. Graduate students registered for seven term hours of work or more pay a fee of \$32.00 a term. Graduate students do not pay the nonresident fee. Graduate students registered for six term hours or less pay the regular part-time fee of \$3.00 a term hour but not less than \$10.00 a term. Payment of the graduate fee entitles the student to all services maintained by the University for the benefit of students.

Master of Arts and Master of Science Degrees

Credit Requirement. For the departmental Master of Arts and Master of Science degrees, the student must complete a program of study totaling not less than 45 term hours in courses approved for graduate credit. Approximately two-thirds of the work (30 term hours) must be in the major. One third (15 term hours) may be in: (1) a related minor; (2) appropriate service courses; (3) suitable complementary courses in the major; or (4) some combination of (2) and (3).

Residence Requirement. For all master's degrees the residence requirement is one academic year of full-time study, or equivalent. Five summer sessions, or three summer terms (the summer session plus the post session makes up the summer term) is the equivalent of an academic year. Graduate or research assistants may satisfy the residence requirement by five terms of work. Students who have taken graduate work at another institution may lighten their load by transferring credit; but transferred credit will not shorten the residence requirement.

A maximum of 15 term hours earned in graduate courses in the Portland Extension Center may be counted as credit earned in residence toward the departmental master's degree. If adequate course offerings are available, all of the work toward the Master of Arts (General Studies) degree may be taken at the Portland Center.

Transferred Credit. A maximum of 15 term hours of graduate work done at another accredited institution, or in extension courses approved for graduate credit, may be transferred, provided that: (1) the work fits into a logical program for the degree; (2) the transfer is approved by the major department and by the

Graduate Council; (3) grades of A or B have been earned. Credit granted for work done at another institution is tentative until validated by work in residence. (See also "Time Limit" below.)

Language Requirements. For the Master of Arts degree, the student must show, by examination or by adequate undergraduate courses, a reading knowledge of one foreign language, preferably French or German. By petition to the Graduate Council, a student may be permitted to substitute another language, if it is equally relevant to his program of graduate studies. For the Master of Science degree there is no foreign-language requirement, unless needed in the individual student's program.

Course Requirements. For the Master of Arts (departmental) and Master of Science degrees at least one year sequence in the 500-599 series (normally of seminar or research nature and for approximately 3 hours of credit per term) is required.

Time Limit. All work counted toward the master's degree, including work for which credit is transferred from another institution, the thesis, and the final examination, must be completed within a period of five years.

Qualifying Examination. A student wishing to become a candidate for a master's degree is given a qualifying examination designed to test his basic training and his ability to pursue studies at the graduate level in his chosen field. This examination may be oral or written or both. It must be taken before the student has completed 15 term hours of graduate work. If satisfactory knowledge and ability are demonstrated, the student is formally advanced to candidacy for the degree sought, subject to the approval of the dean of the Graduate Division.

The qualifying examination for the master's degree is scheduled by the major school or department; the date must be reported to the graduate office at least one week in advance.

Graduates of the University who have taken the bachelor's degree with honors in the field of the graduate major are ordinarily exempt from the qualifying examination for the master's degree.

Thesis. Every candidate for a master's degree must present a thesis. A first draft must be approved by the candidate's adviser before the beginning of the term in which he expects to complete requirements for the degree. Not later than two weeks before the date of his final examination, the candidate must present to the graduate office three copies of the completed thesis, signed by the thesis adviser, and six copies of an abstract not more than 500 words in length.

The three copies of the thesis shall be filed unbound. These are bound at the expense of the University. Two copies are deposited in the Library, and one becomes the property of the major department. One of the Library copies is available for general circulation.

Full information concerning the prescribed style for theses may be obtained on request at the office of the Graduate Division.

Final Examination. A final oral examination of not less than two hours is required of every candidate for the master's degree; when deemed desirable a written examination may also be required. For the master's degree, the examining committee consists of at least three members of the faculty (two in the student's major field, one in the minor field). It is recommended that at the master's examination there shall be at least one member of the committee not directly

connected with the candidate's studies. At the University, a student presenting a thesis and passing a final examination of exceptional merit may, by vote of the examining committee, be awarded a master's degree with honors.

The examination committee is nominated by the student's adviser, subject to the approval of the dean of the Graduate Division, who is ex officio a member of all examining committees.

Master of Arts (General Studies). See page 269.

Doctor of Philosophy Degree

General Requirements. The degree of Doctor of Philosophy is granted primarily for attainments and proved ability. There is no rigid credit requirement. It is not the policy of the Graduate Division to accept as a candidate for the Ph.D. degree any student whose academic training, both undergraduate and graduate, has been exclusively at the institution from which the degree is sought. The candidate chooses a major and, subject to the approval of his major professor, one or two minor lines of study. If the major department offers several distinct lines of study, one minor may lie in that department; in case only one minor is chosen, it must lie in some other than the major department. With the assistance of an advisory committee nominated by the major school or department and approved by the dean of the Graduate Division, the student outlines a program devoting approximately sixty per cent of his time to the major, including thesis, and approximately forty per cent to the minor or minors.

Residence. For the doctor's degree, two years of full-time work beyond the master's degree are required, of which at least one year (usually the last) must be spent in residence on the campus of the University of Oregon, Oregon State College, or the University of Oregon Medical School.

Language Requirements. For the Doctor of Philosophy degree, a reading knowledge of French and German must be demonstrated by a formal examination in each language. These examinations should be taken as early as possible after the beginning of graduate work, and must be passed before the preliminary examinations may be taken.

Preliminary Examinations. The student working toward the doctor's degree must pass a group of comprehensive preliminary examinations (oral or written, or both) in his major and minor subjects not less than one academic year before he expects to receive the degree. Advancement to candidacy is contingent on passing these examinations.

Thesis. Every candidate for the degree of Doctor of Philosophy must submit a thesis embodying the results of research, and giving evidence of originality and ability in independent investigation. The thesis must be a real contribution to knowledge, based on the candidate's own investigations. It must show a mastery of the literature of the subject, and be written in creditable literary form. It is expected that the preparation of an acceptable thesis will require at least the greater part of an academic year.

Three copies of the thesis, approved by the adviser, must be deposited unbound in the graduate office not less than four weeks before the time set for the final examination.

Final Examination. The final examination for the degree of Doctor of Philosophy may be written in part, but must include an oral examination, usually of three hours' duration. The oral examination is open to any member of the faculty and to advanced graduate students. The date of the oral examination shall be publicly announced at least one week before it is held. The examining committee shall consist of the candidate's advisory committee and other members, including at least one not directly connected with the major or minor department. This committee is nominated by the major department or school, subject to the approval of the dean of the Graduate Division. Five members of the examining committee shall be designated to read the thesis and determine its acceptability. Unanimous vote is necessary for approval.

In the oral examination the candidate is expected to defend his thesis and to show a satisfactory knowledge of his major and minor fields. The written examination, if given, is expected to cover aspects of the major and minor fields with which the thesis is not directly concerned.

Other Graduate Degrees

Master of Education and Doctor of Education Degrees. The requirements for the degrees of Master of Education and Doctor of Education are in general similar to those for the degrees of Master of Science and Doctor of Philosophy, respectively, except that the applied or professional aspects of the fields selected are stressed and teaching experience is required. There is no formal foreign-language requirement for these degrees. The candidate for the Doctor of Education degree may, however, be required to show a reading knowledge of one or more foreign languages, if his program demands an acquaintance with foreign literature.

Master of Fine Arts Degree. Graduate students who show superior creative ability may become candidates for the degree of Master of Fine Arts in the School of Architecture and Allied Arts or the School of Music at the University. The requirements are similar to the requirements for other master's degrees, except that the student will meet the major, minor, seminar, and thesis requirements by a program normally distributed as follows: (1) Piece of creative work as "thesis"; 5 hours each term throughout the year. (2) Special study, research, or seminar on theoretical and technical problems closely related to the "thesis"; 5 hours each term, throughout the year. (3) General theoretical reading in the field of art or music in which the "thesis" lies; 5 hours a term throughout the year. On the approval of the student's adviser and the graduate dean, regularly scheduled courses which are closely related to the student's program may be substituted for (2) or (3); but "thesis" work must always total 15 term hours.

Assistantships, Scholarships, and Fellowships

A VARYING number of graduate and research assistantships, scholarships, and fellowships are awarded annually to graduates of accredited universities and colleges who have superior records in their undergraduate work. All persons holding these positions are expected to register in the Graduate Division, and to become candidates for advanced degrees. Assistants, scholars, and fellows pay the same fees as other graduate students. Applications for these positions should be made before March 15. Application blanks are furnished on request by the Graduate Division.

Graduate Assistantships. A graduate assistant renders services amounting to not more than 18 hours a week—reading papers, handling laboratory and quiz sections, etc. He is permitted to enroll for a maximum of 10 term hours of course work. A graduate assistant commonly completes the work for a master's degree in two years. He may, however, complete the work in one year plus an additional full summer term. The stipend is \$550 a year. Appointment is for one year; reappointment may be made for one additional year.

A part-time graduate assistant receives \$275 a year. His maximum course load is 15 term hours.

Research Assistantships. A research assistant aids a faculty member in carrying on a research project. Compensation and enrollment limitations are the same as for a graduate assistant.

Graduate and Research Scholarships. Scholarships are awarded to students whose promise is considered exceptional. Ordinarily, award of a scholarship is based on the student's record during a previous year of study and service at the institution. Required services and enrollment limitations are the same as for assistants. The stipend is \$650 a year.

Graduate and Research Fellowships. A fellow is normally a person proceeding toward the doctorate, with at least one year of markedly superior work toward that degree completed. The graduate fellow gives instructional assistance in his department. The duties of a research fellow are similar to the duties of a research assistant; a fellow is, however, expected to assume greater responsibility in connection with the research project to which he is assigned. Fellows are allowed to enroll for a maximum of 10 term hours of course work. The stipend is \$760 a year.

State Scholarships. A limited number of scholarships covering tuition and laboratory and course fees are available to graduate students in the institutions of the Oregon State System of Higher Education. All applicants, to be eligible, must be in need of financial assistance, and must show evidence of superior scholarship. Application should be made to the Registrar of the University, on official blanks furnished by his office, and must be filed before April 1.

Graduate Work at the University

G RADUATE work at the University is carried on under the auspices of the Graduate Division and under the direction of the Graduate Council of the University and the dean of the Graduate Division. Correspondence relating to graduate work in the fields allocated to the University should be addressed to the Graduate Division, University of Oregon, Eugene, Oregon, or to the department concerned.

The University is authorized to grant the following advanced degrees through the Graduate Division:

Doctor of Philosophy: Economics, Education, English, History, Psychology, Romance Languages, Sociology.

Doctor of Education: Education.

Master of Arts (Departmental): Anthropology, Architecture, Art, Business Administration, Classics, Economics, Education, English, Geography,

German, History, Journalism, Landscape Architecture, Music, Pacific Basin Studies, Philosophy, Physical Education, Political Science, Psychology, Romance Languages, Sociology.

Master of Arts (General Studies).

Master of Science: Anthropology, Architecture, Art, Business Administration, Economics, Education, English, Geography, History, Journalism, Landscape Architecture, Music, Pacific Basin Studies, Philosophy, Physical Education, Political Science, Psychology, Sociology.

Master of Fine Arts: Art and Architecture, Landscape Architecture, Music.

Master of Architecture: Architecture.

Master of Business Administration: Business Administration.

Master of Education: Education.

Master of Landscape Architecture: Landscape Architecture.

Students who are preparing for a medical career or who have the M.D. degree may take graduate work at the University of Oregon Medical School toward the M.A., M.S., or Ph.D. degree in preclinical fields. These students receive their degrees from the University.

Graduate Work at the State College

G RADUATE work at the State College is carried on under the auspices of the Graduate Division and under the direction of the Graduate Council of the State College and the dean of the Graduate Division. Correspondence relating to graduate work in fields allocated to the State College should be addressed to the Graduate Division, Oregon State College, Corvallis, Oregon, or to the department concerned.

The following advanced degrees are granted by the State College through the Graduate Division:

Doctor of Philosophy: Agriculture, Botany, Chemistry, Entomology, Geology, Mathematics, Physics, Zoology.

Doctor of Education: Education.

Master of Arts (Departmental): Bacteriology, Botany, Chemistry, Education, Entomology, Geology, Home Economics, Mathematics, Physics, Zoology.

Master of Arts (General Studies).

Master of Science: Agriculture, Bacteriology, Botany, Chemistry, Education, Engineering, Entomology, Forestry, Geology, Home Economics, Mathematics, Pharmacy, Physics, Zoology.

Master of Education: Education.

Master of Forestry: Logging Engineering, Technical Forestry, Wood Products.

Engineer: Chemical Engineering (Ch.E.); Civil Engineering (C.E.); Electrical Engineering (E.E.); Forestry, including Logging Engineering, Technical Forestry, and Wood Products (F.E.); Mechanical Engineering (M.E.).

A major may be selected from among several fields within a department or may involve two or more related departments.

Graduate students who are not preparing for a medical career may (with the approval of the Medical School) pursue at the University of Oregon Medical School certain phases of graduate work in the following fields: anatomy, bacteriology, biochemistry, pathology, pharmacology, and physiology. These students, on completion of the requirements, receive degrees (M.A., M.S., Ph.D.) from the State College.

Graduate Work at the Medical School

THE preclinical departments of Anatomy, Bacteriology and Hygiene, Biochemistry, Pathology, Pharmacology, and Physiology of the University of Oregon Medical School accept selected students as candidates for the Master of Arts, Master of Science, and Doctor of Philosophy degrees. Work toward these degrees is offered as an integral part of the program of the Graduate Division of the State System, and is subject to the rules and regulations of the Graduate Division. A graduate student wishing to work in these fields at the Medical School should consult the head of the department in which he plans to study and the dean of the Graduate Division.

In addition to opportunities for graduate study and research in the preclinical departments, arrangements may be made for special study of clinical problems by experimental methods, through the cooperation of the preclinical and clinical departments. In some cases, students doing work of this kind may qualify for graduate degrees.

Graduate degrees earned at the Medical School by students preparing for a medical career and by students who have the M.D. degree are conferred by the University. Graduate degrees earned by nonmedical students in preclinical fields are conferred by the State College.

Graduate Work at the Portland Center

IF adequate course offerings are available for an integrated program in the fields in which the student wishes to work, he may complete all the requirements for the Master of Arts (General Studies) degree at the Portland Center. In a number of fields, one-third of the work for the Master of Arts (departmental) or the Master of Science degree may be earned in Portland. Graduate work beyond the master's degree is not offered at the Portland Center. Graduate degrees earned at the Portland Center are awarded by the University or the State College according to major subject, in harmony with the 1932 allocation of curricula and degrees.

Master of Arts (General Studies)

IN addition to the regular Master of Arts (departmental) degree, the University and the State College offer the degree of Master of Arts (General Studies) in fields in which graduate work is allocated to the institution. This degree is granted for achievement in cultural scholarship, not for specialized work in one of the traditional fields of learning. The student pursues a program of study selected from the offerings of several departments. The requirements are flexible, but the

work must be integrated and organic. The student's thesis provides the focus which determines the selection of courses for his program. A special committee supervises all work toward the M.A. (General Studies).

The credit requirement for this degree is 45 term hours, including credit for thesis. The thesis shall be the equivalent, in point of performance, of 9 term hours of course work.

The committee may, on recommendation of the student's adviser, waive the foreign-language requirement.

If adequate offerings are available in the fields in which he wishes to work, a student may complete all the requirements for the M.A. (General Studies) at the Portland Center.

In addition to courses chosen from the offerings of the several University schools and departments, the following courses are available for the general-studies student:

GSt 501. **Research in General Studies.** Terms and hours to be arranged.

GSt 503. **Graduate Thesis.** Terms and hours to be arranged.

GSt 505. **Reading and Conference.** Terms and hours to be arranged.

Part IV

Research

Research

ADVANCEMENT of human knowledge and technical and technological service to the commonwealth are recognized functions of institutions of higher learning. Research in the Oregon State System of Higher Education is encouraged and assisted through the General Research Council and divisional councils, and by such special institutional agencies as the Agricultural Experiment Station and the Engineering Experiment Station of Oregon State College, and the Commonwealth Service Council of the University of Oregon.

The General Research Council

General Council

EARL LEROY PACKARD, Ph.D., Dean and Director of General Research; Chairman.
OLOF LARSELL, Ph.D., Sc.D., Dean of the Graduate Division; Vice-Chairman.
WILLIAM F. ALLEN, Ph.D., Professor of Anatomy.
CHANDLER BAKER BEALL, Ph.D., Professor of Romance Languages.
ORIN KAY BURRELL, M.A., C.P.A., Professor of Business Administration.
RALPH RUSKIN HUESTIS, Ph.D., Professor of Zoology.
RALPH WALDO LEIGHTON, Ph.D., Executive Secretary of Research; Dean and Director of Physical Education.
FRED ORVILLE McMILLAN, M.S., Professor of Electrical Engineering.
ROBEN JOHN MAASKE, Ph.D., President, Eastern Oregon College of Education.
WILLIAM EDMUND MILNE, Ph.D., Professor of Mathematics.
WILLIAM ALFRED SCHOENFELD, M.B.A., Dean and Director of Agriculture.
HOWARD RICE TAYLOR, Ph.D., Professor of Psychology.
WILLIBALD WENIGER, Ph.D., Professor of Physics.

Language, Literature, Art Divisional Council

CHANDLER BAKER BEALL, Ph.D., Professor of Romance Languages; Chairman.
LOUIS ARTAU, B.A., Assistant Professor of Music.
FREDERICK MALCOLM COMBELLACK, Ph.D., Instructor in Latin and Greek.
JOHN LEO FAIRBANKS, Professor of Art and Architecture.
ROBERT DEWEY HORN, Ph.D., Associate Professor of English.
JOHN M. KIERZEK, Ph.D., Professor of English.
EDWARD CHRISTIAN ALAN LESCH, Ph.D., Associate Professor of English.
GEORGE FREDERIC LUSSKY, Ph.D., Professor of Germanic Languages and Literatures.

Social Science Divisional Council

- ORIN KAY BURRELL, M.A., C.P.A., Professor of Business Administration; Chairman.
- GLENN ALMER BAKKUM, Ph.D., Professor of Sociology.
- HOMER GARNER BARNETT, Ph.D., Instructor in Anthropology.
- JAMES DUFF BARNETT, Ph.D., Professor of Political Science.
- VERA HASKELL BRANDON, Ph.D., Professor of Household Administration.
- WILLIAM HENRY DRESEN, Ph.D., Professor of Economics.
- JOSEPH WALDO ELLISON, Ph.D., Professor of History.
- JAMES RALPH JEWELL, Ph.D., LL.D., Dean of Education; Director of High-School Teacher Training.
- ROBERT W. LEEPER, Ph.D., Assistant Professor of Psychology.
- MILTON NELS NELSON, Ph.D., Professor of Agricultural Economics.
- KENNETH JOHN O'CONNELL, LL.B., S.J.D., Assistant Professor of Law.
- HARVEY GATES TOWNSEND, Ph.D., Professor of Philosophy.
- GEORGE STANLEY TURNBULL, M.A., Professor of Journalism.
- LOUIS AUBREY WOOD, Ph.D., Professor of Economics.

Natural Science Divisional Council

- WILLIAM EDMUND MILNE, Ph.D., Professor of Mathematics; Chairman.
- WALTER BENO BOLLEN, Ph.D., Associate Professor of Bacteriology.
- NATHAN FASTEN, Ph.D., Professor of Zoology.
- JAMES WILLIAMS FERGUSON, Ph.D., Instructor in Chemistry.
- SAMUEL HERMAN GRAF, M.E., M.S., Professor of Mechanical Engineering.
- EDWIN THOMAS HODGE, Ph.D., Professor of Economic Geology.
- RALPH RUSKIN HUESTIS, Ph.D., Professor of Zoology.
- ADOLF HENRY KUNZ, Ph.D., Associate Professor of Chemistry.
- EARL GEORGE MASON, M.F., Professor of Forestry.
- DON CARLOS MOTE, Ph.D., Professor of Entomology.
- ETHEL IDA SANBORN, Ph.D., Associate Professor of Botany.
- ERNST THEODORE STUHR, M.S., Associate Professor of Pharmacology.
- WILLIBALD WENIGER, Ph.D., Professor of Physics.
- EDWARD STAUNTON WEST, Ph.D., Professor of Biochemistry.
- JESSAMINE CHAPMAN WILLIAMS, M.A., Professor of Foods and Nutrition.
- HARRY BARCLAY YOCOM, Ph.D., Professor of Zoology.

Medical Science Divisional Council

- WILLIAM F. ALLEN, Ph.D., Professor of Anatomy; Chairman.
- NOBLE WILEY JONES, M.D., Clinical Professor of Medicine.
- OLOF LARSELL, Ph.D., Sc.D., Professor of Anatomy.
- FRANK R. MENNE, M.D., Professor of Pathology.
- FRANK R. MOUNT, M.D., Assistant Clinical Professor of Medicine.
- HARRY JOHNSON SEARS, Ph.D., Professor of Bacteriology.
- EDWARD STAUNTON WEST, Ph.D., Professor of Biochemistry.

THE General Research Council was established as an interinstitutional organization by the State Board of Higher Education for the purpose of stimulating the development of general research among the staff members of the State System whose projects do not fall in the organized and directed program of other research agencies at the State College and the University.

By subsequent action of the State Board, four divisional councils have been designated as follows: Language, Literature, and Art; Medical Science; Science; and Social Science. The divisional councils are advisory bodies assisting in the encouragement of research in their respective fields, in the development of cooperative research, and in the examination and evaluation of all projects for which research funds are requested.

The dean and director of general research is chairman of the General Research Council and the budgetary officer. The General Research Council is concerned with the general policies affecting the research interests of staff members. It prepares annually and submits a budget for the support of general research. The council is authorized to make grants-in-aid to approved research projects initiated by staff members of the institutions of the State System. The General Research Council also assigns research assistants, research scholars, and research fellows to approved research projects requiring the technical assistance of graduate students. Assistantships, scholarships, and fellowships carry stipends of \$550, \$650, and \$760, respectively. Appointments are made jointly by the Research Council and the Graduate Division.

University Research Agencies

COMMONWEALTH SERVICE COUNCIL

CALVIN CRUMBAKER, Chairman; LAWRENCE STEPHEN BEE, JAMES HENRY GILBERT, CARL LEO HUFFAKER, HERMAN KEHRLI, VICTOR PIERPONT MORRIS, WAYNE LYMAN MORSE, PHILIP ARCHIBALD PARSONS.

Bureau of Business Research. VICTOR PIERPONT MORRIS, Chairman; ORIN KAY BURRELL, NEWEL HOWLAND COMISH, WILBUR POWELSON RIDDLESBARGER.

Bureau of Educational Research. CARL LEO HUFFAKER, Chairman; HAROLD WRIGHT BERNARD, ELIZABETH MONTGOMERY.

Bureau of Municipal Research and Service. JAMES HENRY GILBERT, Chairman; HERMAN KEHRLI, WAYNE LYMAN MORSE, PHILIP ARCHIBALD PARSONS; HERMAN KEHRLI, Director.

LEGISLATIVE SERVICE AND REFERENCE BUREAU

JAMES DUFF BARNETT, DAN ELBERT CLARK, JAMES HENRY GILBERT, VICTOR PIERPONT MORRIS, WAYNE LYMAN MORSE.

RESEARCH studies undertaken as a direct, practical service to the state are sponsored and encouraged by the University through the Commonwealth Service Council. Functioning bureaus and committees are organized to act under the council in special fields and projects.

It is the function of the council to plan and to initiate programs of commonwealth service, and to coordinate the activities of the several service bureaus and committees. The council has power to select projects and problems for study

and to assign them to members of the University staff or to bureaus or committees most capable of handling them. All service bureaus and committees are responsible to the council for reports on their projects and activities. It is intended that the council should have a broad, comprehensive grasp of the needs of the state for service studies, and of the resources of the University for meeting these needs.

Each functioning unit of the Commonwealth Service Council acts as a budgetary group, and makes its own budget requests for research and for the publication of studies.

Bureau of Municipal Research and Service. The Bureau of Municipal Research and Service sponsors a comprehensive program of research and service in the field of local government. Studies range from basic surveys of local government in Oregon to studies of special community problems, undertaken at the request of Oregon cities. The bureau has also cooperated with the governor and the State Legislature on important surveys in the broader field of state government and welfare. Among the services provided are: a Municipal Reference Library, a consultant service on special problems of municipal government, weekly radio programs on municipal problems over KOAC, a series of mimeographed information bulletins. The program of the bureau is carried on in cooperation with the League of Oregon Cities, of which the director of the bureau is executive secretary.

Legislative Service and Reference Bureau. The Legislative Service and Reference Bureau of the State of Oregon was established by act of the State Legislature in 1919. The law provides that the bureau shall consist of five members of the faculty of the University of Oregon, appointed by the governor, and shall include "the heads of the departments of law, economics, history, and commerce, or the corresponding departments." The duties of the bureau are: "Upon request of any member or members elect of the legislature or upon request of the several state departments, to conduct research into questions of importance and legislative interest and to compile, chart and index the results of such research for public use. Upon request of members or members elect of the legislature, to draft bills for presentation to the Oregon legislature, avoiding all ineffective wording and conflict with other laws."

Part V

Extension

Extension

THROUGH extension services the benefits of all the state institutions of higher education are brought to the people of the state in their own communities. All divisions of the State System of Higher Education seek through every means possible, so far as resources and facilities permit, to serve the entire state. All extension activities of the several institutions are administered through two coordinated extension services: the General Extension Division and the Federal Cooperative Extension Service.* The latter includes all extension activities carried on jointly with the Federal government.

General Extension Division

Administration

VERNE VINCENT CALDWELL, Ph.D., Dean and Director of General Extension and Summer Sessions.

WILLIAM GILBERT BEATTIE, B.A., Assistant Director of General Extension; Professor of Education.

HARVEY EDGAR INLOW, M.A., LL.B., Professor of Elementary Teacher In-Service Extension Education; Head of Department.

MARY E. KENT, B.A., Office Manager, General Extension; Assistant Professor of Extension Teaching.

LOUIS BERELSON, Ph.D., Secretary of Summer Sessions.

ELSIE M. ISOTOFF, Secretary, General Extension and Eugene Summer Sessions.

MARY E. SHELDON, Mimeograph Clerk, General Extension.

Correspondence Study

MOZELLE HAIR, B.A., Head, Correspondence Study; Assistant Professor of Sociology.

BLANCHE C. BROWN, Record Clerk.

HELEN K. KILPATRICK, Record Clerk.

Portland Extension Center

VERNE VINCENT CALDWELL, Ph.D., Dean and Director of General Extension; Professor of Psychology.

EDWARD M. HULME, M.A., Professor of History.

MABLE HOLMES PARSONS, M.A., Professor of English.

ALFRED POWERS, B.A., Dean and Director of Creative Writing and Publishing; Professor of Journalism.

* The Federal Cooperative Extension Service is charged with extending to the residents of the state the benefits, advantages, and available information of the State College and of the United States Department of Agriculture in agriculture and home economics. This service includes all forms of cooperative off-campus instruction and assistance in those subjects which can be adapted, through extension methods, to the direct needs of the people of the state, particularly in enlarging and enriching the agricultural and home interests of Oregon.

JOHN AUSTIN SPAULDING, Ph.D., Professor of German.

BERNARD HINSHAW, B.A., Associate Professor of Art.

PHILIP W. JANNEY, B.A., C.P.A., Assistant Professor of Business Administration.

PERCY M. COLLIER, B.A., LL.B., Assistant Professor of English.

LOUIS BERELSON, Ph.D., Adviser in General Studies.

MARGARET M. SHARP, Secretary and Administrative Assistant.

MAURINE W. CHURCHILL, Stenographer.

LUCIA MORRIS, Clerk.

Radio Station KOAC

*LUKE LEA ROBERTS, Manager; Assistant Professor of Radio Speech.

BURTON S. HUTTON, B.S., Director of Agricultural Programs.

ZELTA FEIKE RODENWOLD, M.S., Director of Women's Programs; Assistant Professor of Home Economics Extension.

KENNETH SCOTT WOOD, M.A., Director of News and General-Interest Programs.

GRANT STEPHEN FEIKERT, M.S., Engineer.

JAMES MADISON MORRIS, B.S., Announcer.

RUTH BELLROOD, B.S., Secretary.

Visual Instruction

URIEL SELLERS BURR, Associate Professor of Visual Instruction; Head of Department.

RUTH P. ADAMS, Secretary.

THE General Extension Division of the Oregon State System of Higher Education serves the people of the state through adult education by means of extension classes, correspondence study, visual instruction, and radio, and administers the summer sessions of the institutions of the State System. Its work is organized into the following departments:

At Eugene: Correspondence Study; State-Wide Extension Classes.

At Corvallis: Visual Instruction; Radio.

At Portland: Portland Extension Center.

At Monmouth: In-Service Extension in Elementary Education.

A State-Wide Campus. 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 closely coordinated with those of the Federal Cooperative Extension Service and all other organized service agencies in the state.

Portland Extension Center. General extension in Portland is carried on through the Portland Extension Center. One hundred sixty-one evening, late afternoon, and Saturday morning courses in thirty-one different departments and professional schools were offered during the academic year 1940-41. The

* Resigned, February 1, 1941.

work of these classes is of standard college or university grade. Resident credit at the University, the State College, or the state colleges of education may be earned through these courses. Courses may be taken at the Portland Extension Center for graduate credit toward a master's degree at the University or the State College. Detailed information is published in the Portland Extension Center Announcements.

Correspondence Study. Study at home under competent supervision is possible for any resident of Oregon through carefully organized courses of instruction prepared by members of the faculties of the Oregon State System of Higher Education. These lesson outlines take the place of lectures and class exercises given to students in residence. More than two hundred courses in a wide variety of subjects are offered. Courses may be taken without credit by persons who enjoy the intellectual stimulus of organized, directed study, or they may be taken for credit toward a college degree. There are no special entrance requirements for correspondence courses; any adult who has sufficient preparation to profit from them may enroll. Complete information is published in a special Correspondence Study Catalog.

Visual Instruction. The Department of Visual Instruction of the General Extension Division provides glass and film slides, microscope slides, and motion-picture films suitable for educational use by schools, community clubs, and other organizations. A special catalog is published listing the material available. This department is maintained jointly by the General Extension Division and the Federal Cooperative Extension Service.

Radio Station KOAC. Radio Station KOAC is Oregon's public-owned station of which the State Board of Higher Education is the managing agency. The station is located at Corvallis, Oregon, on the campus of Oregon State College, the licensee and operator of the physical plant. The General Extension Division of the State System of Higher Education directs the program service. Program talent is drawn from the University of Oregon, Oregon State College, the Oregon colleges of education, and from various departments of the state government. In addition, many other public agencies, organizations, and individuals contribute frequently to broadcasts from the station. The station, established in 1925, is operated entirely in the interest of the Oregon public. The programs are absolutely free from commercialism. The radio service is used as a means of extending throughout the state the benefits of the varied activities of all the state institutions of higher education. KOAC operates with 1,000 watts power on a frequency of 550 kilocycles by authority of the Federal Radio Commission. Announcements of radio programs are issued periodically, and will be furnished on request.

Summer Sessions. The summer sessions of the several institutions, although a phase of resident instruction, are administered under the General Extension Division. The 1941 summer sessions include: the University six-week session and four-week post session at Eugene; the State College six-week session and five-week second session at Corvallis; two summer terms (six weeks and five weeks) at each of the three state colleges of education; the Institute of Marine Biology at Coos Bay; and the Portland six-week session, offering work for the University, the State College, and the colleges of education. At the University and State College sessions, at the Portland session, and at the Institute of Marine Biology, both undergraduate and graduate courses are offered. Information concerning the summer sessions is issued in separate bulletins.

Part VI
Miscellaneous

Enrollment and Degrees

Summary 1939-40

ENROLLMENT BY CURRICULUM AND CLASS, REGULAR SESSION, 1938-39

Curriculum	Fr.	So.	Jr.	Sr.	Gr.	Pr.	Sp.	Sub-Total	Total
Liberal Arts and Sciences									
Lower Division									
Arts and Letters	137	163	-----	-----	-----	-----	-----		
Science	187	179	-----	-----	-----	-----	3		
Social Science	105	175	-----	-----	-----	-----	-----		
Total Lower Division	429	517	-----	-----	-----	-----	3	949	
College of Arts and Letters									
General Arts and Letters	-----	-----	-----	1	5	-----	4		
Classics	-----	-----	-----	-----	-----	-----	-----		
English	-----	-----	30	45	27	-----	-----		
Germanic Languages	-----	-----	4	6	4	-----	-----		
Romance Languages	-----	-----	5	7	10	-----	-----		
Total Coll. of Arts and Letters	137	163	39	59	46	-----	4	448	
College of Social Science									
General Social Science	-----	-----	7	5	10	-----	2		
Anthropology	-----	-----	2	1	2	-----	-----		
Economics	-----	-----	-----	13	16	-----	-----		
Geography	-----	-----	2	1	3	-----	-----		
History	-----	-----	7	14	18	-----	-----		
Philosophy	-----	-----	-----	1	1	-----	-----		
Political Science	-----	-----	-----	4	2	-----	-----		
Psychology	-----	-----	14	20	13	-----	1		
Sociology	-----	-----	18	14	5	-----	-----		
Total College of Social Science	105	175	51	72	70	-----	3	476	
Total Liberal Arts and Sciences, excluding duplicates	429	517	90	131	116	-----	10		1,293
Professional Curricula									
School of Arch. and Allied Arts..	127	119	26	67	11	-----	2		352
School of Bus. Administration....	393	403	87	156	23	-----	5		1,067
School of Education	27	37	31	39	52	-----	-----		186
School of Journalism	135	110	25	43	-----	-----	-----		313
School of Law	76	86	9	5	-----	88	-----		265
School of Music	43	40	12	16	11	-----	2		124
School of Physical Education.....	109	96	15	22	23	-----	3		268
Lower Div. Home Economics.....	30	12	-----	-----	-----	-----	-----		42
Totals, excluding duplicates	1,369	1,420	295	479	236	88	23		3,910
Auditors									26
Grand Total Students, Regular Sessions									3,936

DISTRIBUTION OF ENROLLMENT BY SEX AND RANK, 1939-40

Rank	Men	Women	Total
Graduate Students	152	84	236
Professional Students	83	5	88
Undergraduate Students	2,228	1,384	3,612
Total	2,463	1,473	3,936

ENROLLMENT IN SUMMER SESSIONS, 1939

Session	Men	Women	Total
Six-Week Summer Session	404	424	828
Post Session	214	191	405
Total	618	615	1,233
Net Total, excluding duplicates	462	492	954

A Catalog supplement containing a report of degrees conferred, recipients of prizes and awards, and names of students enrolled for the year 1940-41 will be furnished on request.

ENROLLMENT IN GENERAL EXTENSION DIVISION* 1939-40

July 1, 1939-June 30, 1940
(without duplicates)

Type of Work	Undergraduates			Graduates			Total		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Extension Classes									
Portland Center	1,189	1,762	2,951	66	75	141	1,255	1,837	3,092
Ashland	3	6	9	5	3	8	8	9	17
Coquille	1	11	12	—	—	—	1	11	12
Eugene	85	137	222	12	11	23	97	148	245
Grants Pass	5	18	23	—	—	—	5	18	23
Klamath Falls	11	50	61	—	—	—	11	50	61
La Grande	6	18	24	—	—	—	6	18	24
Marshfield	19	6	25	—	—	—	19	6	25
Medford	21	37	58	—	—	—	21	37	58
Rainier	8	17	25	—	—	—	8	17	25
Salem	21	60	81	3	13	16	24	73	97
Toledo	9	20	29	—	—	—	9	20	29
Woodburn	6	13	19	—	—	—	6	13	19
Total, Classes	1,384	2,155	3,539	86	102	188	1,470	2,257	3,727
Correspondence-Study									
New registrants	473	448	921	—	—	—	473	448	921
Students registered before July 1, 1939 who are still enrolled	393	415	808	—	—	—	393	415	808
Total, Correspondence-Study	866	863	1,729	—	—	—	866	863	1,729
Grand Total (Extension Classes and Correspondence-Study)	2,250	3,018	5,268	86	102	188	2,336	3,120	5,456

* The enrollments given in the table do not include enrollments in radio classes and for other noncredit work of the General Extension Division.

SUMMARY OF DEGREES GRANTED, 1939-40

Advanced Degrees		
Doctor of Education	2	
Doctor of Jurisprudence	3	
Doctor of Medicine	49	
Master of Arts	36	
Master of Science	23	
Master of Fine Arts	3	
Master of Business Administration	3	
Master of Education	8	
Total Advanced Degrees		127
Bachelor's Degrees		
Bachelor of Arts	177	
Bachelor of Science	337	
Bachelor of Architecture	3	
Bachelor of Landscape Architecture	2	
Bachelor of Business Administration	27	
Bachelor of Science in Education	10	
Bachelor of Science in Journalism	8	
Bachelor of Laws	14	
Bachelor of Music	2	
Bachelor of Science in Physical Education	14	
Total Bachelor's Degrees		594
Total Degrees Granted		721*

* This total does not include 49 Certificates in Public Health and 2 Certificates in Obstetrical Nursing, granted by the University of Oregon Medical School through the University.

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