

THE UNIVERSITY OF OREGON BULLETIN



THE SUMMER SESSIONS

Eugene: June 18—July 27

Portland: June 18—July 27

CAMPUS POST SESSION

July 30—August 24

ANNOUNCEMENTS 1928

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THE SUMMER SESSIONS

THE FACULTY, 1928

ARNOLD BENNETT HALL, A.B., J.D., LL.D. *President of the University*
 ALFRED POWERS, B.A. *Director of the Summer Sessions*
 DAN E. CLARK, Ph.D. *Assistant Director, Eugene Session*
 GEORGE REBEC, Ph.D. *Dean of the Graduate School*
 EARL M. PALLETT, M.S. *Registrar of the University*
 M. H. DOUGLASS, M.A. *University Librarian*
 HAZEL M. PRUTSMAN, Ph.B. *Acting Dean of Women*
 HILDA OLSEN, E.A. *Secretary, Campus Session*
 MARGARET M. SHARP. *Secretary, Portland Session*

THE CAMPUS SESSION

RAYMOND E. BAKER, Ph.D. *Professor of Education, Albany College*
 B.A., Kansas Christian College, 1900; M.A., Oregon, 1924; Ph.D., 1928. Principal, Dadeville, Missouri, Academy, 1900-01; editor, Lincoln, Kansas, Sentinel, 1901-03; principal, high school, Aberdeen, Washington, 1904-05; superintendent of schools, Myrtle Point, 1905-09; Coquille, 1918-21; Brownsville, 1921-22; county superintendent, Coos county, 1913-18; faculty, Albany College, from 1922. Author: Rural School Administration and Supervision of Oregon; The Educational Theory and Practice of William Torrey Harris.
 ANNE LANDBURY BECK, B.A. *Professor of Music*
 Student, Simpson College; Colorado Normal; California; B.A., Oregon, 1919. Faculty, Oregon, from 1918.
 RAY PRESTON BOWEN, Ph.D. *Head, Department of Romance Languages*
 B.A., Harvard, 1905; M.A., Cornell, 1915; Ph.D., 1916; University of Geneva, Switzerland, University of Grenoble, France, 1911-12; University of Paris, 1921-22. Faculty, Huron College, 1909-14; Cornell, 1914-16; Syracuse, 1916-18, 1920-25; Earlham, 1918-19; Colorado College, 1919-20; Sorbonne (lecteur d'Américain), 1921-22; Oregon, from 1925.
 E. LENORE CASFORD, B.A. *Periodical Librarian*
 Graduate, Carnegie Library School, Pittsburgh, 1922; B.A., Oregon, 1927. First assistant, School Department, Library Association of Portland, 1922-25. Present position from 1926.
 A. E. CASWELL, Ph.D. *Professor of Physics*
 B.A., Stanford, 1908; Ph.D., 1911; national research fellow in physics, Princeton, 1919-20. Faculty, Purdue, 1911-13; Oregon, from 1913. Author of research articles on thermoelectricity and electron theory. Cooperating expert for thermoelectricity for the International Critical Tables.
 DAN E. CLARK, Ph.D. *Professor of History*
 B.A., Iowa, 1907; Ph.D., 1910; faculty, Iowa, 1909-18; associate editor, State Historical Society of Iowa, 1908-18; various positions with American Red Cross, 1918-21; faculty, Oregon, from 1921. Author: Biography of Samuel J. Kirkwood; Government of Iowa; various articles on westward movement.
 THOMAS R. COLE, M.A. *Superintendent of Schools, Seattle, Washington*
 B.A., Upper Iowa University, 1902; graduate student, DePauw, 1903; M.A., 1904. Superintendent of schools, Minnesota and Wabasha, Minnesota; principal, Cleveland and Central high schools, St. Paul; assistant state superintendent of Minnesota; principal, Broadway high school, Seattle; assistant superintendent of schools, Seattle; summer session lecturer, University of Washington, University of Chicago, University of Wyoming. Author: Learning to be a Schoolmaster.
 WILLIAM JOHN COOPER, M.A., LL.D. *State Superintendent of Public Instruction, California*
 B.A., California, 1906; M.A., 1917; LL.D., Whittier College. High school teacher, Stockton, California, 1907-10; head, history department, Berkeley high school, 1910-15; supervisor, social studies, Oakland public schools, 1915-18; business manager for War Department committee on education and special training in western states, 1917-18; district superintendent, Piedmont, California, 1918-21; superintendent of schools, Fresno, 1921-26; San Diego, 1926. Present position, from 1927. Teacher in summer sessions, University of California, 1919, 1920, 1924, 1926, 1927; University of Oregon, 1923; faculty, Fresno State College, 1923-26. Author: Articles in educational magazines; book review department, Sierra Educational News.
 THOMAS D. CUTSFORTH, M.A. *Instructor in Psychology*
 B.A., Oregon, 1918; M.A., 1923; graduate assistant, Oregon, 1921-23; teaching fellow, Oregon, 1923-25; present position from 1925.

- DAVID R. DAVIS, Ph.D. *Assistant Professor of Mathematics*
B.A., Indiana, 1917; M.A., 1923; Ph.D., Chicago, 1926. Faculty, Illinois State Teachers College, 1926; Oregon, from 1926.
- B. W. DEBUSK, Ph.D. *Professor of Education*
B.A., Indiana, 1904; fellow, Clark, 1909-10, 1914-15; Ph.D., 1915. Acting director of psychology laboratory, Indiana, 1908-09; faculty, Teachers' College, Colorado, 1910-14; summer sessions, California; director, bureau of education research, Portland public schools, 1925—; Oregon, from 1915.
- EDGAR E. DECOU, M.S. *Head, Department of Mathematics*
B.S., Wisconsin, 1894; M.S., Chicago, 1897; graduate student, Chicago, 1899-1900; graduate school, Yale, 1900-01. Faculty, Bethel College, Kentucky, 1897-99, 1901-02; acting president, 1902; Oregon, from 1902.
- HARL R. DOUGLASS, Ph.D. *Professor of Education*
B.S., Missouri, 1913; M.A., 1918; Ph.D., Stanford, 1927. Supervisor, University of Missouri high school, 1913-14; superintendent of schools, Missouri and Oregon, 1914-19; faculty, Stanford, 1923-24; Pennsylvania, 1926-27; Oregon, from 1919. Author: *Modern Methods of High School Teaching*.
- VIRGIL D. EARL, B.A. *Professor of Physical Education and Director of Athletics*
B.A., Oregon, 1906; faculty, Washington High School, Portland, 1908-19; principal, Astoria High School, 1919-23; faculty, Oregon, from 1923.
- DONALD ERB, M.A. *Assistant Professor of Economics*
B.S., Illinois, 1922; M.S., 1924; graduate student, Harvard, 1925-27; M.A., 1927; Thayer fellow, 1926-27; Ricardo prize, 1927. Faculty, Illinois, 1923-25; Oregon, from 1927.
- JOHN STARK EVANS, B.A. *Professor of Music, Organ*
B.A., Grinnell, 1913; pupil of Rudolph Ganz, New York; Rubin Goldmark, New York; Charles Widor, France; Isidor Philippe, Vienna. Faculty, Oregon, from 1917.
- FRANKLIN FEABING, Ph.D. *Professor of Psychology, Northwestern University*
B.A., M.A., Ph.D., Stanford. Member, Psychiatric Division, Medical Department, U. S. Navy, 1918-19; director, psychological clinic serving social agencies, Louisville, Kentucky, 1919-20; member, field staff, national committee for mental hygiene survey, Cincinnati, 1921-22. Assistant in instruction, Stanford, 1922-23; instructor in psychology, Stanford, 1923-26; associate professor of psychology, Ohio Wesleyan University, 1926-27; present position from 1927. Contributor to *Journal of Mental and Nervous Diseases*, *Journal of Comparative Psychology*, *Journal of Experimental Psychology*, *Journal of Abnormal and Social Psychology*, *Psychological Bulletin*.
- GRACE FERNALD, Ph.D. *Associate Professor of Psychology, University of California at Los Angeles*
B.A., Mt. Holyoke, 1908; M.A., 1905; Ph.D., Chicago, 1907. Faculty, Bryn Mawr, 1907-08; Lake Erie College, 1908-09; psychologist, Juvenile Psychopathic Institute of Chicago, 1909-10; director, psychological laboratory, State Normal School, Los Angeles, 1911-18; faculty, California, from 1918. Author: *Color Phenomena of Peripheral Vision*; *California State Speller and Teachers Manual*; *Tests for Use in Mental Classification*, *Mental Tests*, *Los Angeles Police Force*; *Remedial Work for Non-readers*.
- ANDREW FISH, Ph.D. *Assistant Professor of History*
B.D., Pacific Unitarian School, 1917; B.A., Oregon, 1920; M.A., 1921; Clark, 1921-22; Ph.D., 1923; faculty, Oregon, from 1920.
- WILLIAM TRUFANT FOSTER, Ph.D., LL.D. *Director, Pollak Foundation for Economic Research, Newton, Massachusetts*
B.A., Harvard, 1901; M.A., 1904; Ph.D., Columbia, 1911; LL.D., Colorado College, 1913; Western Reserve University, 1916. Faculty, Bates College, 1901-03; Bowdoin College, 1905-10; president, Reed College, 1910-20; present position, from 1920. Summer session lecturer, Harvard, 1909; 1919; Columbia, 1911; fellow in education and lecturer in educational administration, Columbia, 1909-10; inspector in European service for American Red Cross, 1917. Author: *Argumentation and Debating*; *Administration of the College Curriculum*; *Essentials of Exposition and Argument*; *Social Hygiene and Morals*; *Should Students Study?*; *Money* (with Waddill Catchings) and *Profits* (with Waddill Catchings).
- JAMES HENRY GILBERT, Ph.D. *Dean of the College of Literature, Science and the Arts, and Professor of Economics*
B.A., Oregon, 1903; Ph.D., Columbia, 1907; Garth fellow in economics. Faculty, Oregon, from 1907. Economic adviser, Special Tax Investigating Committee. Author: *History of Banking in Oregon*; *Single Tax Movement in Oregon*; *Apportionment of State Taxes in Oregon*.
- ROSE GLASS, M.A. *Girls' Adviser, Roosevelt High School, Seattle, Washington*
B.A., Washington, 1904; M.A., 1910; graduate student, California, 1908; Columbia, 1910-11; Washington, 1925. Teacher of history, Seattle high schools, 1904-10, 1911-18, 1919-22; welfare worker with A. E. F. in France, 1918-19; present position, from 1922. Author: *Articles in Washington Journal of Education and Washington Parent-Teacher magazine*.

- BRUCE MAGILL HARRISON, M.S., Ph.D. *Professor of Zoology, University of Southern California*
B.S., Ottawa University, 1905; M.S., Illinois, 1908; Ph.D., Iowa, 1924. Assistant in zoology, Illinois, 1907-08; biology instructor, Quincy high school, 1908-10; assistant to state entomologist of Iowa, summers, 1911, 1912, 1915; extension entomologist of Iowa State College, summers, 1921, 1924; in charge of Hessian Fly Control Station of Iowa, summer, 1922; assistant professor of zoology, Iowa State College, 1913-25. Present position, from 1925.
- R. H. HIGHMILLER, B.S. *Graduate Assistant in Biology*
- ROBERT D. HORN, M.A. *Assistant Professor of English*
B.A., Michigan, 1922; M.A., 1924. Faculty, Michigan, 1922-25; Oregon, from 1925.
- C. A. HOWARD, M.A. *State Superintendent of Public Instruction, Oregon*
B.A., Baker University, 1907; M.A., Oregon, 1923. Teacher, Klamath County high school, 1907-11; superintendent of schools, Coquille, 1911-17; principal, Eugene high school, 1917-19; acting superintendent, Eugene, 1919-20; superintendent of schools, Marshfield, 1920-27. Present position, from 1927.
- KENNETH E. HUDSON, B.F.A. *Assistant Professor of Drawing and Painting*
Ohio Wesleyan University, 1921-23; Yale University, 1923-25; B.F.A., Yale, 1927. First assistant to Eugene Francis Savage, 1926-27; Oregon, from 1927.
- C. L. HUFFAKER, Ph.D. *Professor of Education*
B.S., Chicago, 1915; M.A., Iowa, 1922; Ph.D., 1923. Superintendent of schools, Iowa, 1915-22; research assistant, Iowa, 1922-23; faculty, Arizona, 1923-27; Oregon, from 1927.
- JOHN J. LANDBURY, Mus.D. *Dean of the School of Music*
Mus.E., Simpson College, 1900; Mus.D., 1909; pupil of Max Bruch, Berlin; graduate student, University of Berlin. Faculty, Simpson College; Baker University; Oregon, from 1914.
- MABEL E. MCCLAIN, B.S. *Circulation Librarian*
B.A., Oregon, 1905; B.S., Simmons College Library School, 1908; New York City Public Library, 1908; Portland Public Library, 1909-10; present position from 1913.
- MARION MCCLAIN, A.B. *Director of Recreation*
B.A., Oregon, 1906. Member, Mazama Club; chairman, local walks, Eugene Outdoor Club.
- J. J. MCEWAN *Professor of Physical Education*
Graduate, U. S. Military Academy, West Point, 1917; U. S. Army, 1917-25. Faculty, U. S. Military Academy, 1920-23; Oregon, from 1925.
- EDGAR R. MEANS, B.A. *Instructor in Education*
B.A., Reed College, 1918; graduate assistant, Oregon, 1923-24. Faculty, Oregon, from 1924.
- G. BERNARD NOBLE, M.A. *Associate Professor of Political Science, Reed College*
Washington, 1910-13; Rhodes scholar, Oxford, 1913-16; B.A., Oxford, 1915; M.A. (Oxon), 1924; graduate student, Columbia, 1919-20, 1925-27. Assistant, University of Wisconsin, 1916-17; with A. E. F., 1917-19; with United States Peace Commission, Paris, 1919; faculty, University of Nebraska, 1920-22; Barnard College, 1925-27. Present position, from 1922.
- JOHN WILLIAM OLIVER, Ph.D. *Head of Department of History, University of Pittsburgh*
B.Ph., Missouri State Teachers' College, 1906; B.A. and B.S. in Ed., Missouri, 1911; M.A., 1912; Ph.D., Wisconsin, 1915. Research assistant, Indiana State Library and Historical Commission, 1915-16; Wisconsin State Historical Society, 1917-18; war service, 1918; director, Indiana Historical Commission, 1919-23; present position, from 1923. Author: *Civil War Military Pensions*; *Indiana Gold Star Honor Roll*; *Marshal Ferdinand L. Foch*.
- EARL L. PACKARD, Ph.D. *Professor of Geology*
B.A., Washington, 1911; M.A., 1912; fellow in paleontology, California, 1912-14; Ph.D., 1915. Faculty, Washington, 1915-16; Oregon, 1916-17; Mississippi A. & M. College, 1917-18; Oregon, from 1919.
- PHILIP A. PARSONS, Ph.D., LL.D. *Dean of the Portland School of Social Work and Professor of Sociology*
B.A., Christian University, Missouri, 1904; M.A., 1905; student, Union Theological Seminary, 1904-06; graduate student, Columbia, and research fellow, School of Philanthropy, 1908-09; Ph.D., 1909; LL.D., Culver-Stockton, 1927. Faculty, Syracuse, 1909-20; director of University Settlement, Syracuse; lecturer, Department of Immigrant Education, State of New York, 1912-18; faculty, Oregon, from 1920. Author: *Introduction to Modern Social Problems*; *Crime and the Criminal*.
- ANDRÉE M. PELLION, M.A. *Instructor in Romance Languages*
Brevet Supérieur, Normal School, LeMans, France; B.A., Oregon, 1924; M.A., 1926. Faculty, Oregon, from 1924.

- WILLIAM J. REINHART.....*Instructor in Physical Education*
Oregon, three years. Present position, from 1923.
- LOYD J. REYNOLDS, B.S.....*Teaching Fellow in English*
B.S., Oregon State Agricultural College, 1924. English instructor, Roseburg high school, 1926-27; coach of winning play, 1927 State Drama Tournament.
- EDWIN CLYDE ROBBINS, Ph.D.....*Dean of the School of Business Administration*
B.A., Iowa, 1910; M.A., 1912; Garth fellow in economics, Columbia, 1912-13; Ph.D., 1915. Faculty, Mt. Holyoke, 1914-15; Oregon, 1915-17; Minnesota, 1917-19; lecturer on industrial management, Harvard, 1927-28; Oregon, from 1919.
- RICHARD ROEHM.....*Laboratory Assistant in Chemistry*
- KENNETH ROWE, M.A.....*Instructor in English*
B.A., Rice Institute, 1922; M.A., 1924; M.A., Harvard, 1927. Faculty, Rice Institute, 1922-24; Oregon, from 1924.
- THEODORE SCHROEDER.....*Vocal Pedagogue, Boston*
Pupil of Carl Muskat, violinist, Milwaukee; pupil of Daniel Prothero, Welsh baritone, and William Boeppler, Chicago; basso, Commonwealth Avenue Baptist Church, Boston; pupil of John O'Neill, teacher of Nordica; coach of oratorio and classical song literature for three years with B. J. Lang; recital and oratorio appearances. Author: Hints to Singers; Bel Canto Singing; articles in music magazines.
- FREDERICK LAFAYETTE SHINN, Ph.D.....*Professor of Chemistry*
B.A., Indiana, 1901; M.A., 1902; scholar, Yale, 1902; Ph.D., Wisconsin, 1906. Faculty, Wisconsin, 1902-04, 1905-07; Indiana, 1904-05; Oregon, from 1907.
- S. STEPHENSON SMITH, B.Litt.....*Associate Professor of English*
B.A., Reed College, 1915; high school principal, Oregon and Washington, 1916-20; Rhodes scholar from Oregon, 1920-23; student, Heidelberg, Berlin and the Sorbonne, 1921-22; B.Litt., Oxford, 1923; faculty, Oregon, from 1925.
- DAVID SNEEDEN, Ph.D.....*Professor of Education, Columbia University*
B.A., St. Vincent's College, 1889; B.A., Stanford, 1897; M.A., Columbia, 1901; Ph.D., 1907. Principal of schools, Santa Paula, California, 1892-95; superintendent of schools, Paso Robles, California, 1897-1900; faculty, Stanford, 1901-05; Columbia, 1905-09; state commissioner of education of Massachusetts, 1909-16; present position, from 1916. Author: Administration of Education for Juvenile Delinquents; School Reports and School Efficiency (Snedden and Allen); Educational Administration in the United States (Dutton and Snedden); Problems of Vocational Education; Problems of Educational Readjustment; Problems of Secondary Education; Vocational Education; Sociological Determination of Objectives in Education; Educational Sociology.
- J. DUNCAN SPAETH, Ph.D.....*Professor of English, Princeton University*
B.A., Pennsylvania, 1888; Ph.D., University of Leipzig, 1892; studied in France and Italy, 1912-13; Litt.D., Muhlenberg College, 1918; University of Pittsburgh, 1925. Faculty, Gustavus Adolphus College, 1893-94; Central high school, Philadelphia, 1894-1905; Princeton University, from 1905. Lecturer for University Extension Society, Board of Public Education, New York, 1905-22; University of California, summer, 1911; University of Oregon, summers, 1915, 1916, 1917, 1919, 1922, 1924; University of Southern California, summers, 1920, 1921; Reed College, 1926-27. Author: Christian Theology in Browning's Poetry; Camp Reader for American Soldiers; Old English Poetry; editor (with Henry S. Pancoast) of Early English Poems and translation of Anglo-Saxon poems in same.
- MARTHA SPAFFORD, B.A.....*Continuation Cataloguer*
B.A., University of Vermont; New York State Library School. Cataloguer and organizer in various libraries in the East; present position, from 1915.
- O. F. STAFFORD, M.A.....*Head, Department of Chemistry*
B.A., Kansas, 1900; M.A., 1902; graduate student, Nernst Laboratory, Berlin, 1908-09. Faculty, Oregon, from 1900; consulting work, 1918-22, in researches dealing with the utilization of waste wood. Author: Reports on Mineral Industries of Oregon; The Utilization of Hydroelectric Power for Electrochemical Industries in Oregon.
- HENRY SUZZALO, Ph.D., LL.D.....*Carnegie Foundation for the Advancement of Teaching*
B.A., Stanford, 1899; M.A., Columbia, 1902; Ph.D., 1905; LL.D., University of California, 1918; University of British Columbia, 1925. Faculty, Stanford University, 1902-07; Columbia University, 1907-15; president, University of Washington, 1915-26; present position, from 1926. Lecturer, summer sessions, Yale, 1906; University of California, 1907. Editor, Riverside Educational Monographs, since 1909; public lecturer, author and contributor to educational magazines.
- HOWARD R. TAYLOR, Ph.D.....*Associate Professor of Psychology*
B.A., Pacific University, 1914; M.A., Stanford, 1923; Ph.D., 1927. School superintendent, Port Townsend, Washington, 1916-22; assistant in education, Stanford, 1922-23; Cubberly fellow, Stanford, 1923-25; faculty, Oregon, from 1925.
- H. G. TOWNSEND, Ph.D.....*Professor of Philosophy*
B.A., Nebraska Wesleyan University, 1908; Ph.D., Cornell, 1913; Sage fellow in philosophy, Cornell. Faculty, Central College, 1910-14; Smith College, 1914-26; Oregon, from 1926.

- GEORGE TURNBULL, B.A.....*Professor of Journalism*
B.A., Washington, 1915; graduate student, Washington, 1915-17. Reporter, assistant city editor, telegraph editor, Seattle Post-Intelligencer, 1905-16; copy desk, Seattle Times, 1916-17. Faculty, Oregon, from 1917.
- REX UNDERWOOD.....*Professor of Music, Violin*
Chicago Musical College, pupil, Joseph Olheizer, 1904-06; Leipzig Conservatory, pupil, Hans Becker, 1907-09; Royal Bavarian School of Music, Wurzburg, pupil, Walter Schulze-Prisca, 1910; pupil, Michael Press, Berlin, 1911; studied in London, 1912; with Leon Sametion and Eric Delamarte, Chicago, 1924; with Remy, Fountainebleau, 1925; violin virtuoso diploma, Fountainebleau, 1925. Concert violinist and teacher, 1913-19; faculty, Oregon, from 1919.
- FLOYD VAN ATTA.....*Laboratory Assistant in Chemistry*
- MARJORIE VAN DEUSEN, B.A.....*Librarian, Belmont High School, Los Angeles*
B.A., Vassar; library training, Library School, Los Angeles Public Library; Columbia University. Assistant librarian, Los Angeles State Normal School, 1909-17; librarian, Los Angeles high school, 1917-23; present position, from 1923.
- FLORENCE E. WILBUR, B.A.....*Instructor in English*
Graduate, Ithaca Conservatory of Music, 1909; B.A., Cornell, 1916; graduate student, Columbia, 1921; California, Southern branch, 1924; Southern California, 1925. National drama specialist, Community Service, Inc., three years; with Maurice Browne's New York productions, Greenwich Village theatre; director of drama extension, Community Arts Association, Santa Barbara, California. Faculty, Oregon, from 1925.
- LEAVITT O. WRIGHT, M.A.....*Associate Professor of Romance Languages*
B.A., Harvard, 1914; B.D., Union Theological Seminary, New York, 1917; M.A., California, 1925; graduate student, Teachers' College, Columbia, 1915-17. Faculty, extension division, Columbia, 1916-17. Faculty, Pomona College, 1917-18, 1923-24; assistant to the president, 1921-23; principal, Colegio Internacional, Guadalajara, Mexico, 1918-21; graduate student, California, 1924-26; faculty, Oregon, from 1926. Author: Publications in Hispania.
- HUBERT T. YEARIAN, B.S.....*Graduate Assistant in Physics*
- CATHARINE BEEKLEY YOCOM, B.S.....
B.S., Pennsylvania, 1910. Faculty, Oregon, 1920-21, 1925-26.
- HARRY B. YOCOM, Ph.D.....*Professor of Zoology*
B.A., Oberlin, 1912; graduate assistant in zoology, California, 1915-16; M.A., California, 1916; Ph.D., 1918. Faculty, Wabash, 1912-13; Kansas Agricultural College, 1914-15; Washburn, 1917-18; College of the City of New York, 1919-20; Oregon, from 1920.
- NOWLAND B. ZANE.....*Assistant Professor of Design*
Drexel Institute, 1912-14; Art Institute of Chicago, 1914; Penn State College, 1915-19; Pennsylvania Academy of Fine Arts, 1916; art instructor, Portland public schools, and University Extension Center; present position from 1924.

THE PORTLAND SESSION

- VICTORIA AVAKIAN.....*Instructor in Industrial Arts*
Los Angeles Normal; California School of Arts and Crafts. Faculty, Tempe Normal, Arizona; Oregon, from 1920.
- DONALD G. BARNES, Ph.D.....*Professor of History*
B.A., Nebraska, 1915; M.A., Harvard, 1917, Ph.D., 1924; Harvard Scholarship, 1915-16; Thayer Fellowship, 1916-17; Harrison Fellowship in History, Pennsylvania, 1917-18; Bayard Cutting Traveling Fellowship, Harvard, 1920-21, Parker Traveling Fellowship, 1921-22; London School of Economics, 1920-21; Sorbonne, Paris, 1921; Cambridge, England, 1922. Faculty, Oregon, from 1922.
- W. G. BEATTIE, B.A.....*Extension Lecturer*
B.A., Oregon, 1901; graduate student, Oregon and Stanford University. Superintendent, Sitka Industrial School, Alaska, 1905-11; superintendent of schools, South-eastern Alaska, under United States Bureau of Education, 1911-16; superintendent of schools, Cottage Grove, 1916-17, 1919-20; industrial director, Metlakatla, Alaska, under United States Bureau of Education, 1917-19; head, rural department, Oregon Normal School, Monmouth, 1920-26. Faculty, Oregon, from 1926. Author: Newspaper and magazine articles on education and customs of Alaskan natives.
- NELSON LOUIS BOSSING, Ph.D.....*Associate Professor of Education*
B.A., Kansas Wesleyan University, 1917; B.D., Garrett Biblical Institute, 1921; M.A., Northwestern University, 1922; Ph.D., University of Chicago, 1925. Educational secretary, Army Y. M. C. A., 1917-19; head, department of education and psychology and director of summer school, Simpson College, 1924-27. Faculty, Oregon, from 1927.

- WILLIAM H. BOYER.....*Supervisor of Music, Portland Public Schools*
Student, Cincinnati College of Music. Private teacher of music, Cincinnati and Dayton, Ohio; Dallas, Texas; Portland from 1890 to 1912. Choir leader, First Methodist and Trinity Episcopal churches. Director, Apollo and MacDowell Clubs. Present position from 1912. Author: Music Primer.
- DOROTHY CHAMBERLAIN.....*Instructor in Applied Art, Montana State College*
Graduate, New York School of Fine and Applied Art, 1924; post-graduate work, Paris, 1924; Michel Jacobs, 1925. Faculty, New York School of Fine and Applied Art, 1925. Faculty, Montana State College, from 1925. Author: Value of Research in Everyday Art.
- HOMER A. CHAMBERLIN, B.S.....*Secretary, Oregon Social Hygiene Society*
B.S., Northwestern University, 1926; summer school, New York School of Social Work, 1926. Assistant head resident, Northwestern University Settlement, Chicago; disaster relief worker, American Red Cross, Florida and St. Louis disasters.
- WILKIE NELSON COLLINS, B.A.....*Writer and Critic, New York City*
B.A., Michigan, 1906. Reader in English, Pennsylvania, 1907-11. Resident in England, 1911-13, studying in British Museum, the Bodleian, and the Advocates' Library, Edinburgh. Lecturer in English, Idaho and Minnesota; faculty, Oregon, 1921-23. In charge of personnel relations between the Navy and the Merchant Services, 1918-19. Author: Opportunity in Merchant Ships; Civilian Seamen in War; Rough Log of a Seaman in the Merchant Marine. Contributor of articles on literature and shipping to Century, Bellman, Atlantic, Collier's, Sea Power, Nautical Magazine (Glasgow), New York Evening Post, Baltimore Sun, Commonweal.
- MARGARET D. CREECH, B.A.....*Assistant Director, Portland School of Social Work; Assistant Professor of Applied Sociology*
B.A., Reed College, 1915; visitor for the Social Welfare Association, Grand Rapids, Michigan; executive secretary of the Home Service Section, Portland Chapter, American Red Cross; secretary of the Confidential Exchange, Portland, 1920-23; faculty, Oregon, from 1923.
- TAM DEERING, B.A.....*Executive Secretary, Community Service, San Diego, California*
B.A., University of Washington; admitted to Washington Bar, 1914; special studies, Harvard and Boston University, 1916. Head worker, Jamaica Plains Settlement, Boston; chairman, Committee on Social Legislation of Boston Social Union; chairman, Massachusetts Minimum Wage Board, 1916-17; community organizer for Playground and Recreation Association of America, 1918-21; organizer, public recreation programs and organizations for Aberdeen, Hoquiam, and Seattle in Washington, and for Visalia, Oxnard, and San Diego in California; chairman, recreation section, California Conference of Social Work, 1925. Author: Reports and articles in professional journals.
- SAIDIE ORR-DUNBAR.....*Executive Secretary, Oregon Tuberculosis Association*
New York School of Social Work, 1916-21; secretary, National Conference of Tuberculosis Secretaries, 1923-25; president, Oregon Federation of Women's Clubs, 1923-26; chairman of institutes, Oregon Federation of Women's Clubs; chairman, Doernbecher Hospital Committee, Oregon Federation of Women's Clubs; director, General Federation of Women's Clubs; present position from 1916.
- FREDERIC S. DUNN, M.A.....*Head, Department of Latin*
B.A., Oregon, 1892; M.A., 1899; B.A., Harvard, 1894; M.A., 1903. Faculty, Willamette University, 1895-98; Oregon, from 1898; leave of absence in Italy, 1918-19.
- RUDOLF H. ERNST, Ph.D.....*Associate Professor of English*
B.A., Northwestern College, Wisconsin, 1904; student, Theological Seminary, Wauwatosa, Wisconsin, 1905-07; University of Rostock, Germany, 1908-09; University of Leipzig, 1909-10; Sorbonne, Paris, 1911; M.A., Harvard, 1912; Ph.D., 1918; Thayer Fellowship, Harvard. Faculty, Northwestern College, 1904-05, 1907-08; Washington, 1912-13; Oregon, from 1923.
- FREDERICK W. GOODRICH.....*Instructor in Music, Portland Center*
King's College, London, and University of Durham. Organist director, St. Mary's Cathedral, Portland, from 1907; solo organist, Panama Pacific Exposition, San Francisco, 1915; chairman, music committee, Portland Public Libraries, 1924-27. Author: Cantus ad Processionale (J. Fisher); Select Chants, Solemn Vespers; Oregon Hymnal; Anthems, Arrangements, Transcriptions; Analytical Notes, Portland Symphony Programs, 1924-27.
- NATALIE DEATRICH GREY.....*Instructor in Art, Portland Center*
Graduate, Chicago Art Institute. Formerly supervisor of art, Kankakee, Illinois, and The Dalles, Oregon; assistant supervisor of art, Portland Public Schools.
- WILLIAM GRIFFITH, M.A.....*Assistant Professor of Psychology, Reed College*
LL.B., Washington, 1917; M.A., 1924. Associate, University of Washington, 1922-24; fellow, University of California, 1924-25; instructor, University of Washington, 1925-26. Faculty, Reed College, from 1926; faculty, Portland Extension Center.

- EVELYN HOGUE, B.A.....*Laboratory Assistant in Botany*
- GLENN E. HOOVER, Docteur en Droit.....*Assistant Professor of Economics and Sociology, Mills College*
LL.B., Washington, 1912; B.A., 1919; M.A., 1922; Docteur en Droit, Strasbourg, 1924. Faculty, University of Oregon, 1924-26; Mills College, from 1926.
- ROBERT KROHN.....*Supervisor of Physical Education, Portland Public Schools*
Certificate, North American Gymnastic Union, 1896. Director, children's activities, Rose Festival parades; annual grammar school track meets; May festival field drills; physical director, Multnomah Amateur Athletic Club, 1898-1912. Instructor in physical education, Portland Center. Present position, from 1892.
- OLOF LARSELL, Ph.D.....*Professor of Anatomy, School of Medicine*
B.S., McMinnville College, 1910; graduate student, Chicago; M.A., Northwestern, 1914; Ph.D., 1918. Faculty, McMinnville, 1910-15; Northwestern, 1915-18, 1920-21; Wisconsin, 1918-20; Oregon, from 1921.
- OLIVER JUSTIN LEE, Ph.D.....*Astronomer and Lecturer*
B.A., Minnesota, 1907; M.Sc., Chicago, 1911; Ph.D., 1913. Computer, fellow, assistant, 1907-13; instructor in practical astronomy, 1914-22; assistant professor in practical astronomy, 1923-26, Yerkes Observatory of the University of Chicago; lecturer in astronomy, University of Minnesota summer sessions, 1908, 1909; director, School of Navigation, Chicago, for United States Shipping Board, 1917-19; executive leader, solar eclipse expeditions to Santa Catalina Island, 1923, and Iron Mountain, Michigan, 1925; member, Commissions on Solar Physics and Stellar Parallax of the International Astronomical Union; fellow, Royal Astronomical Society (London); fellow, American Association for the Advancement of Science, American Astronomical Society. Author: More than fifty notes, articles and monographs giving results of researches in stellar spectroscopy, solar physics, stellar parallax and proper motions.
- WILLIAM LEVIN, Dr., P.H.....*Director of Laboratory, Oregon State Board of Health*
B.A. Harvard, 1912; M.S., Michigan, 1915; Dr. P.H., 1917. Assistant state chemist, Texas, 1911-14; faculty, University of Michigan Medical School, 1915-17; bacteriologist and serologist, U. S. Army, 1917-19; director, clinical laboratory, Parsons, Kansas, 1920; director, public health laboratory, Kansas State Board of Health, 1921-23; lecturer in hygiene, Washburn College, Topeka, 1921-23; instructor in bacteriology, University of Oregon Medical School; present position, from 1923.
- T. T. LEW, Ph.D.....*Professor of Education and Psychology, National University of China, Peking*
Student, St. John's University, Shanghai; B.A., M.A., Ph.D., Columbia University; winner, Horace Russell prize in psychology, University of Georgia; B.D., Yale; LL.D., Oberlin College. Instructor in psychology, Union Theological Seminary; lecturer, American Universities, 1927-28.
- JAMES PENDLETON LICHTENBERGER, Ph.D.....*Professor of Sociology, University of Pennsylvania*
B.A., Eureka College, 1893; M.A., Hiram College, 1902; fellow, New York School of Philanthropy, 1908-09; Ph.D., Columbia, 1909. Secretary, American Academy of Political and Social Science, from 1912. Faculty, University of Pennsylvania, from 1909. Author: Divorce, A Study in Social Causation; Development of Social Theory.
- CHARLOTTE G. MACEWAN, B.A., B.S.....*Instructor in Hygiene and Physical Education, Wellesley College*
B.A., Kalamazoo College, 1919; B.S., Wisconsin, 1921. Instructor, University of Michigan, 1921-22; teacher in summer session, University of Wisconsin, 1924; Bedford Physical Training College, England, 1926. Faculty, Wellesley College, from 1922.
- WALTER W. R. MAY.....*City Advertising Manager, The Morning Oregonian*
Reed College, 1917; Columbia, 1924; assistant director of education, rank of captain, United States Public Health Service, 1918-21; formerly assistant city editor, the Morning Oregonian; financial editor and general assignments, Spokesman-Review, Spokane; night editor, Daily News, Fargo, North Dakota; general assignments, Tribune, Minneapolis; copy editor, New York Daily News; executive news editor, the Morning Oregonian.
- VICTOR P. MORRIS, M.A.....*Assistant Professor of Economics*
B.A., Oregon, 1915; M.A., 1920; graduate student, Columbia, 1920-22. Faculty, Grinnell College, 1922-24; Oregon Agricultural College, 1924-26; Oregon, from 1926.
- MABLE HOLMES PARSONS, M.A.....*Professor of English*
B.A., Michigan, 1904; M.A., 1905; special research, Michigan, 1906-07; special research, British Museum, 1924-25. Faculty, Oregon, from 1912. Author: short stories, poetry, dramatic criticism, book reviews and features in leading magazines and newspapers.
- LYNN ARTHUR QUIVEY, M.A.....*Associate Professor of English, University of Utah*
M.A., Nebraska, 1915. Assistant in English, Nebraska, 1914-15; teacher in summer session, California, 1923; teaching and research, Stanford University, 1924-25; faculty, Utah, from 1915. Author: Constructive Outlining.

- EDGAR EUGENE ROBINSON, M.A.**.....*Professor of American History, Stanford University*
B.A., Wisconsin, 1908; M.A., 1910; fellow in American history. Faculty, Carleton College, University of Minnesota, University of Michigan; visiting professor, Yale University, 1919-20; lecturer, University of California, 1924; acting professor of history, Columbia University, 1926; assistant director, educational department, S. A. T. C., War Department, 1918; director, courses in problems in citizenship, Stanford University, from 1923. President, Pacific Coast Branch, American Historical Association, 1928. Author: *The Foreign Policy of Woodrow Wilson; The Evolution of American Political Parties.*
- F. G. G. SCHMIDT, Ph.D.**.....*Head, Department of German Language and Literature*
Student, University of Erlangen, Bavaria, 1888-90; Johns Hopkins, university scholar and fellow, 1894-96; Ph.D., 1896. Faculty, Cornell College, 1896-97; head of department of modern languages, Oregon, 1897-1905; head of department of German, from 1905. Author: *Die Rieser Mundart, Munich.* Editor: *Münchhausen's Reisen und Abenteuer; Sudermann's Heimat; Meyr's Ludwig und Annemarie.*
- HARRY J. SEARS, Ph.D.**.....*Professor of Bacteriology, School of Medicine*
B.A., Stanford, 1911; M.A., 1912; Ph.D., 1916; student, Chicago. Faculty, Stanford, 1911-12, 1913-16; city bacteriologist and chemist, Berkeley, 1917-18; president, Oregon branch of Society of American Bacteriologists; faculty, Oregon, from 1918.
- DOROTHY E. SMITH, B.A.**.....*Head of School Department, Library Association of Portland*
B.A., College for Women, Western Reserve University, 1910; certificate, training class for children's librarians, Cleveland Public Library, 1911. Children's librarian, Cleveland Public Library, 1911-15; manager, Children's Book Shop, Halle Bros., Cleveland, 1915-18; supervisor, children's clubs, Cleveland Public Library, 1919-24; present position, from 1925.
- ALBERT RADDIN SWEETSER, M.A.**.....*Professor of Plant Biology*
B.A., Wesleyan, 1884; M.A., 1887; graduate student, Massachusetts Institute of Technology, 1884-85; Harvard, 1893-97. Faculty, Radcliffe, 1896-97; Pacific University, 1897-1902; Oregon, from 1902; head of department, from 1909.
- ABBIE GRACE TEMPLE**.....*Instructor in Art, Portland Center*
Graduate, Pratt Institute, Brooklyn. Formerly teacher in New York Public Schools; assistant supervisor of art, Portland Public Schools.
- HERBERT V. H. THATCHER, M.D.**.....*Instructor in First Aid, American Red Cross*
M.D., University of Oregon Medical School, 1917. American Red Cross First Aid Examiner for the Portland Bureau of Police and Portland Fire Department.
- CLINTON H. THIENES, M.D., Ph.D.**.....*Assistant Professor of Pharmacology,*
School of Medicine
B.A., Oregon, 1918; M.A., M.D., 1923; National Research Council fellow in medicine, Stanford, 1925; Ph.D., 1926. Faculty, Oregon, from 1920.
- HAROLD S. TUTTLE, M.A.**.....*Assistant Professor of Education*
B.S., College of Pacific, 1905; M.A., 1911; B.D., Pacific School of Religion, 1911; student, California, 1908-11. Faculty, Oregon, from 1926.
- C. G. VANNEST, Ph.D.**.....*Professor of Education, Harris Teachers' College, St. Louis*
Ph.B., Chicago; M.A., Indiana; Ph.D., St. Louis University. Rural, grade and high school teacher; high school principal; city superintendent; county superintendent; faculty, Indiana University, University of Chicago, Peabody College, Evansville College, Indiana.
- WALTER VEAZIE, Ph.D.**.....*Head, Department of Philosophy, University of Colorado*
B.A., Columbia, 1914; Ph.D., 1917; Cutting traveling fellow, Columbia University, 1914-15. Assistant in philosophy, Columbia University, 1915-17; instructor in philosophy, New York University, 1917-18; 1919-23; assistant, American Museum of Natural History, 1918-20; faculty, Colorado, from 1923. Author: *Empedocles' Psychological Doctrine, and various articles.*
- F. MIRON WARRINGTON, Diplôme de l'Université de Paris**.....*Professor of*
Business Administration
Upper Canada College, Toronto, 1897; French interpreter, Canadian federal courts, 1900-08; student, University of Mexico, 1916-17; student, University of Madrid, 1921; diplôme de l'Université de Paris, 1922; instructor; Portland Center, 1918; present position, from 1919.
- E. H. WHITNEY, B.A.**.....*Assistant Superintendent of Schools and Director of*
Platoon Schools, Portland
McPherson Normal College; Ped.B., Ash Grove College; B.A., Oregon; LL.B., Oregon Law School. Principal, high school, Republican, Neb.; vice-president, Oaklawn College, Mo.; principal of schools, Tillamook; superintendent of schools, The Dalles; Portland public schools, from 1908. Author: *Oregon Geography Supplement, Tarr & McMurray Geography.*

THE SUMMER SESSIONS

INTRODUCTION

The twenty-fourth annual summer sessions of the University of Oregon will be held simultaneously on the campus of Eugene and in the Portland center, beginning June 18 and continuing for six weeks until July 27.

Although there is necessarily a limited amount of duplication in the work offered, the two sessions are in the main complementary to each other. The assignment of work to each is determined by the special constituencies to be served and by the facilities available. Prospective students should examine carefully the respective announcements and should enroll in that session which is planned for the particular group to which they belong.

Work offered at each session is equivalent in method, character and credit value to similar work of the academic year.

REGISTRATION, FEES AND CREDIT

Registration for the sessions will take place in Eugene and Portland on Monday, June 18. The registration fee for the six weeks summer session is twenty dollars (\$20.00) for residents of Oregon and regular extension students of the University. For others it is twenty-five dollars (\$25.00). In most of the laboratory courses there is a moderate laboratory fee to help defray the cost of materials and upkeep of equipment.

The student may carry the amount of work necessary to earn nine term-hours of credit during a six weeks period at either session.

REQUIREMENTS FOR ADMISSION AND DEGREES

The only requirement for admission to the summer session is ability to do the work.

Admission to work for Degree—Students who wish to become candidates for a degree from the University must satisfy the regular university entrance requirements. Credentials consisting of the transcripts of the high school or preparatory work of such students should be filed with the registrar of the University as early as possible before the opening of the session.

Entrance Requirements—For entrance to the University the student must present 15 units of high school work, of which ten are from selected subjects as follows:

Algebra	1	History	1
Geometry	1	Science (with laboratory)	1
One foreign language	2	Additional unit in any subject in this	
English	8	group	1

Elective units to the amount of five are permitted, but no credit is granted for drill, spelling, penmanship, physical training, or for work which may be classed as largely or purely a student activity.

Advanced Standing—Advanced standing will be given students coming from institutions of collegiate rank, who can satisfy the committee on advanced standing that the courses offered are equivalent to those given by the University. All applicants for advanced standing must present complete official transcripts covering both their high school and college records, and a letter of honorable dismissal. The committee will meet to consider petitions for advanced standing in the first week in July.

Residence Requirements for Degrees—Persons actively engaged in the teaching profession may fulfill the residence requirements of the University for a degree by completing work at five summer sessions, aggregating at least 45 term-hours.

Further information concerning admission and graduation requirements may be obtained from the registrar of the University.

Advanced Degrees—Students seeking advanced degrees should file their credentials with the registrar of the University for the consideration of the graduate council at an early date, and should as soon as practicable draw up a tentative program of work leading to the degree for submission to the council.

GRADING SYSTEM

The grading system used by the University groups students in the following classes, and all students who pass are assigned to one of the first five classifications:

- I. Unusual excellence.
 - II. High quality. Classes I and II together constitute approximately the highest fourth or fifth of the class.
 - III. Satisfactory.
 - IV. Fair. Grades III and IV constitute from 55 to 65 per cent of the class.
 - V. Passing. Approximately from 15 to 20 per cent of the class.
- Students who have not completed the term's work satisfactorily are given:
- Inc., Incomplete. Quality of work satisfactory, but unfinished for reasons acceptable to the instructor, and additional time granted.
 - Cond., Condition. Quality of work not satisfactory, but additional time granted.
 - F., Failure.

THE GRADUATE SCHOOL

For several years, special consideration has been given to the requirements of graduate students in planning the work of the campus summer session, which is the center of graduate study in the state. Many courses are offered each summer which are open to graduate students only and numerous other advanced courses are so arranged that they may be used for graduate credit. Library and laboratory facilities for graduate and research courses have been steadily expanded. In most departments the summer courses are arranged in two or three year sequences, thus enabling the student to meet the requirements for the master's degree by attendance at consecutive sessions, and the needs of faculty members of colleges and normal schools are definitely borne in mind in arranging the offerings. Many members of the regular staff who appear on the summer session faculty have distinguished themselves in research and productive scholarship, and the visiting members of the faculty are selected for the stimulus which they can bring to the graduate work.

Some advanced courses in the Portland session may, by special arrangement, be used for graduate credit.

All students contemplating graduate work in the summer sessions should see the regulations concerning matriculation in the graduate school, major and minor subjects and thesis, which are published in the bulletin of the graduate school (to be had upon application to the registrar).

THE SUMMER SUN

The Summer Sun, a four-page weekly newspaper devoted exclusively to summer school matters, is published every Tuesday morning by the journalism classes in both sessions and is distributed free to the faculty and students at Eugene and in Portland.

NATURAL ATTRACTIONS

At either end of the broad Willamette valley, lie Eugene and Portland, where are held the two summer sessions of the University of Oregon.

The summer climate of western Oregon is ideal for study, with the tempering coolness of ocean breezes and with varied scenic spots perpetually in view and within easy reach.

The campus at Eugene, spreading in expansive lawn under the shadows of numerous firs and bordered by the historic mill race, offers an ever-present out-of-doors just outside the class room or hall of residence. Nearby are hills, rivers and the pleasant summer gloom of forests; within week-end reach are the beaches, the snowy Cascades, cold lakes and fishing streams. Eugene, with a population of 16,000, ranks high among the beautiful cities of the Pacific coast, and offers unusual attractions as a place for summer residence.

The student wishing to spend the vacation weeks in the stimulating surroundings of a large city, will find in Portland, with its third of a million population, a metropolitan environment, with unsurpassed scenery stretching out in every direction—the Willamette, the Columbia, the coast and the Cascades. Lincoln high school, where the classes will be held, is centrally located, and is fronted with the lawn and trees of Park street that afford, in the midst of a busy city, something of the seclusion of a college campus. The multitude of opportunities for change and rest offered by Portland and by its surroundings of some of the greatest scenery in the Northwest, attract a congenial student body of ever-increasing size.

THE CAMPUS SESSION

BUILDINGS AND GROUNDS

The campus of the University contains about 100 acres of land in the east part of Eugene. Auto busses give access to the business sections and other parts of the city, while the Pacific highway passes through the campus, dividing it into two sections.

On the north campus are located the older University buildings, such as Deady, Villard and McClure, and a few of the newer buildings, the home of the school of law, the school of business administration, and of the school of journalism, as well as the architecture and art group.

The south campus is mainly occupied by the newer buildings, the administration building or Johnson hall, the education group, the school of music, and the buildings of the woman's quadrangle. East of this section of the campus is a large tract devoted to military and athletic purposes. The University buildings are situated on rising ground well wooded with native and exotic trees.

Buildings used in the summer session are centrally located on the campus and include Johnson hall, commerce building, Oregon building, Condon, Villard, Deady and McClure halls, while journalism, music, education and art are held in their special buildings.

CALENDAR

Registration for the campus session will be on Monday, June 18, beginning at 9 o'clock in the morning. Classes will begin Tuesday morning, June 19, according to the hours scheduled. Examinations will take place on Thursday and Friday, July 26 and 27.

There will be a faculty meeting in Guild hall, Monday morning at 8 o'clock, June 18.

POST SESSION

Regularly organized classes will be conducted in several departments during a four weeks post-session, from July 30 to August 24, thus enabling students to secure a total of ten weeks of instruction.

The post-session work is planned primarily for advanced and graduate students, although other properly qualified individuals may be admitted. Students of the Portland session will find it possible to work out a sequential schedule by conferring with their advisers at the time of making out their regular six weeks program. Credit to the extent of six hours may be earned during the four weeks.

Post-session courses are listed along with the other offerings in the various schools and departments but for convenience of reference they are presented together on page —.

REGISTRATION PROCEDURE

For greater convenience of students, complete registration details will be handled in the administration building (Johnson hall), where all

students should report on June 18. Registration will begin at 9 o'clock in the morning and continue throughout the day. At the administration building, detailed instructions may be secured for the enrollment procedure which will be found simple and convenient. In each instance, the adviser for the major subject will be on hand to give assistance in determining the summer program. On the same floor of the building the graduate dean and his staff will be available for registration of students working towards advanced degrees. After the study card has been filled out and approved by the adviser, the student will complete his registration by paying the summer session fee at the comptroller's office and filing the study card at the registrar's office, both on the second floor of the building.

Students enrolling after the first day will report to the office of the director of the summer session on the first floor of Johnson hall.

THE SUMMER FACULTY

The campus teaching staff will be composed of forty-four members of the University faculty. Their scientific attainments and teaching ability and their knowledge of the problems of secondary and higher education in Oregon especially qualify them to direct the study and research of summer students. In addition, instructors from other institutions and public school administrators from other states have been invited to give special courses in fields in which they have achieved distinction. Sixteen visiting lecturers will appear on the Eugene summer faculty.

SUMMER COURSES

Instruction will be offered in fifteen departments of the College of Literature, Science and the Arts, and in seven professional schools. The well-equipped, scientific laboratories and the University library of more than one hundred and fifty thousand volumes, enable the faculty to offer to students of real ability, thorough preparation, or especial interests, excellent facilities for research, experiment and intensive study.

GRADUATE STUDY

Practically all departments offering summer work provide graduate courses as well as upper division courses which may be taken for graduate credit. Many of the departments are prepared to give very close attention to the needs of the individual student. Individual conferences, the superior quality of instruction, and the excellent research facilities combine to make the campus summer session of unusual attraction to the graduate student.

THE PROFESSIONAL SCHOOLS

Seven professional schools of the University are offering work in the campus session. These are architecture and allied arts, business administration, education, journalism, music, physical education and sociology. Courses in yearly sequences can usually be arranged so that substantial professional preparation is available to the summer student

ambitious to work out a program to supplement his present training in any of these fields for practical application in his occupation. The summer curriculum in each instance is presented in detail under the classified descriptions of courses.

ADDITIONAL MUSIC COURSES

In addition to the music courses scheduled as a part of the regular summer session program, private instruction in piano, pipe organ, voice and violin will be available with members of the faculty of the University school of music.

SUMMER SCHOOL OF ATHLETIC COACHING

During the first two weeks of summer session, from June 18 to June 29, a coaching school will be held in track, baseball, basketball and football, with the well known University coaches of these sports serving as instructors and with ample facilities of the University freely available, including the new basketball pavilion. The coaching courses will be in charge of Virgil D. Earl, director of athletics, and the sequence of hours has been so arranged that a student may enroll in one or more courses as part of a regular academic program or have opportunity to take all four of them.

FIELD STUDY

Marine Zoology Station. The department of zoology will offer instruction in marine zoology this summer as a feature in the summer session program. The site chosen is on the coast about two miles south of the entrance to Coos Bay, and about thirteen miles from Marshfield, Oregon. The work will be conducted as a field course with the aim of giving students a first-hand acquaintance with the shallow water and shore forms in their natural surroundings.

Within easy reach of the camp are to be found a great variety of environmental conditions. In the immediate vicinity the coast is abrupt with rocky shores and numerous tide pools, also broad sandy beaches, and within working distance are broad mud flats exposed at low tide. The animal life is abundant and unusual opportunity is offered for students to become acquainted with the various groups of invertebrate animals. The rocks and areas exposed at low tide are covered with a great variety of marine algae which will be studied intensively.

The commodious cabin, owned by the Boy Scouts of Coos county, has been rented for the summer session period. This will provide kitchen and dining room facilities, a laboratory room, and quarters for a part of the class. Tents will be provided for the remainder of the group. Cots and mattresses will be furnished. Eating utensils must be supplied by each member of the party. Food will be provided at cost and living will be of a simple type.

The course will begin Monday, June 18, and continue for six weeks, ending Friday, July 27. Class work will be carried on six days a week. Eight term-hours credit will be given for the work. The enrollment will be limited to the number that can be cared for properly with the equipment available.

The total cost to the student, including summer session fee, transportation from Eugene and return, and living expense is estimated not to exceed \$86.00. Registration for this course must be completed by June 10. Anyone planning to take the work should correspond with Dr. H. B. Yocom, department of zoology, University of Oregon, Eugene, Oregon, at the earliest possible date.

Summer Geology Camp. The annual summer field course conducted by the department of geology for advanced students will be carried on this year in the Ochoco national forest of Central Oregon. The work will begin on Monday, June 18, and will continue for four weeks, class work occupying six days a week. Seven term-hours credit may be earned.

Marine Paleozoic and Mesozoic sedimentary rocks and Cenozoic terrestrial sediments and volcanics will be studied. The central Oregon territory offers interesting geologic and paleontologic problems, many of which have not as yet been investigated.

The party will operate from camps. The expenses of the trip will include the regular summer session registration fee, transportation to the field, and inexpensive maintenance for the four weeks. Total expense, not including transportation, estimated at about \$50.00. Address Dr. Earl L. Packard, department of geology, University of Oregon, for particulars.

APPOINTMENT BUREAU

The school of education maintains an appointment bureau primarily to assist its own graduates in securing suitable teaching positions. The services of this bureau are also extended to other teachers who have been connected with the University, including the students of the summer sessions. Every possible assistance is given in aiding teachers to secure positions, and in serving superintendents by bringing desirable candidates to their notice.

ASSEMBLY

The assembly hour at 11 o'clock on three days a week is a distinctive feature that provides a center for much of the organized life of the campus session. Musical programs under direction of the school of music, readings by members of the departments of English and of drama, and addresses upon topics of general interest by local and visiting lecturers will be included during the 1928 session. Through the assembly lectures the students will be brought in touch with recognized authorities in education, philosophy, literature, natural science, sociology and political science.

RECREATION

It is hoped that everyone who enjoys the outdoors will come prepared to take part in the recreational program which the University will sponsor. We want you to feel perfectly free to do what you please and the University is only to assist you in organizing the kind of program you want.

There will be hikes and picnics on week-ends, carried out under the leadership of Mr. Marion McClain, member of the Mazamas and of the Eugene Outdoor Club. Towards the end of the session there will be a

trip to the Three Sisters' region and a climb of the Middle Sister. Those looking forward to this should come prepared with outing clothes and good stout hiking boots. Those not already in good trim will do well to take some of the week-end trips to get in training for the Middle Sister climb. It is suggested that tennis racquets and golf clubs be brought along, as there are splendid opportunities on the University campus and at the nearby links for enjoying these sports.

EUGENE OUTDOOR CLUB

The Eugene Outdoor Club extends a cordial invitation to all summer session students and their friends to join members of the club in their annual two weeks' outing, which this year will be held in the Three Sisters country the first two weeks in August. The Sisters are snow-capped peaks, rising to a height of more than 10,000 feet, and their slopes provide a wealth of mountain climbing sport, together with many delightful trips over glaciers, through rugged mountain canyons and beautiful flower-spangled alpine meadows. The region is easily reached from Eugene.

The Three Sisters area contains seventeen separate glaciers. "No other region in the United States contains in so limited an area so many accessible glaciers as the Three Sisters. These glaciers cover 2,257 acres and form the largest ice field in the United States in so southern a latitude." Collier glacier, which lies between the North and Middle Sisters, covers 442 acres and is the largest glacier in Oregon.

If you have never spent a vacation in the high mountain regions, you would find such a trip as this one of the most interesting and fascinating experiences of your life. For full information, address the chairman of the outing committee, J. E. Turnbull, Shelton-Turnbull-Fuller Company, Eugene, Oregon.

GYMNASIUM FACILITIES

The summer session will charge a gymnasium fee of \$2.00 for which students will be supplied with lockers, towels and soap, the use of the swimming tank, the handball courts and the tennis courts. In case a student does not bring his own gymnasium outfit, the school of physical education will be very glad to furnish a complete outfit except shoes. It will be necessary to make a deposit of \$8.00, in the case of the men, and \$10.00, in the case of the women. At the close of the summer session, on the return of these gymnasium outfits, the men will be refunded \$6.75 and the women \$7.50. The service that is included here means clean gymnasium clothes at all times, for whenever the suit becomes soiled it may be turned in to the supply department and a new one issued for it. It is not necessary, however, to take gymnasium suit outfits. Students are welcome to bring their own clothes, and those in charge at the gymnasium will be glad to take care of them for the \$2.00 fee.

Note: As the tennis courts have been built on a partial payment plan, it is necessary that these bring in a certain amount of income. Students who do not hold a receipt for the \$2.00 gymnasium fee will be charged ten cents (10c) per hour per player.

BOARD AND ROOM

Rates—Rates for board and room together will be \$10 per week; for board alone \$8 per week. The rooms in the halls are completely

furnished, and adequate bedding and linen are provided. Board will be available to a limited number of students who do not live at the dormitories. Meals will be served to both men and women in the dining room of Friendly hall. Rooms will not be rented to those not boarding at the University dining hall.

Halls of Residence—Friendly hall, used by the men, and Hendricks hall, used by the women, will be open for the accommodation of summer session students.

Friendly hall, the men's residence hall, is a three-story brick building, containing about fifty-five rooms. Those who have had rooms in this building in the past know how convenient are its accommodations.

Hendricks hall, the hall of residence for women, is a modern three-story fireproof building. It contains living rooms furnished in colonial style, rooms for guests, and suites for students. Each suite includes a study, wardrobe, dressing room, supplied with hot and cold water, and sleeping balcony.

Mary Spiller hall and Thacher cottage, two smaller dormitories for women and comfortable in their appointments, will also be available, in case of need, for those who wish to be located conveniently on the campus.

Reservations for residence in the University halls should be addressed to the Dean of Women or to the Dean of Men, University of Oregon, Eugene.

Private Houses—A number of excellent private boarding and rooming houses will also be open to students. Suites of rooms, flats and furnished cottages suitable for light housekeeping, may also be secured, but should be arranged for well in advance, if possible. Write to Mrs. Charlotte Donnelly, Y. M. C. A. Hut, University of Oregon, Eugene.

Description of Courses

In the following description of courses the general character of each course is indicated by its number.

Courses numbered from 1 to 99 are commonly called lower division courses, and are primarily intended for students in the earlier years of a college course.

Courses numbered from 100 to 199 are upper division courses, intended for advanced undergraduates, but usually acceptable for graduate credit, when supplemented by additional assignments of work.

The courses numbered from 200 are primarily for graduate students, and are open to advanced undergraduates only by permission of the instructor. The graduate council requires the inclusion of some courses of this character in the program of each candidate for the master's degree.

All classes meet daily, and carry three hours of credit, except as otherwise explicitly stated. The hours noted after the course descriptions represent the term-hours of university credit which may be earned.

A small "s" following the course number indicates that the course is substantially the same as the course given in one of the regular terms of the academic year.

ART

Assistant Professor ZANE, Assistant Professor HUDSON

LOWER DIVISION

18s. *Comparative Art Studies for Teachers.* A course adapted to the needs of teachers of art subjects in the schools. Includes the study of such topics as the reason for art, the beginnings of art, classic examples and their meaning, utilitarian basis, nature and art, idealism versus realism, the fantastic and grotesque, representation versus decoration, and what the painter, the poet, the sculptor, the dramatist and the musician have in common. Zane. Daily at 9. Art Studio. *Three hours.*

47s. *Freehand Drawing.* A study of objects singly and in groups. The analysis and building up of form. Seeing arrangement, mass, proportion, values and texture, and recording them with truth as an interpretation of feeling. Problems so planned that creditable results can be achieved even by those of modest ability. Pencil and pen. Zane. Daily 1 to 3. Art Studio. *Three hours.*

72s. *Composition in Line, Shape, Tone and Color.* Problems having to do with the decorative qualities in these compositional elements and their organization into pattern, with a view towards realizing their use in art expression and building up powers of criticism based upon the principles of design. Pencil, pen and ink. Zane. Daily, time to be arranged. Art Studio. *Three hours.*

50. *Painting. From still life and the head.* A course in the study of color as found in still life groups and the head, with the aim of developing the student's faculties of perception and ability to render. Oil colors as a medium are advised, although the use of pastels and water-color is permitted. Hudson. Daily 1 to 3. Art Studio. *Three hours.*

53. *Life Class. Charcoal studies from the cast and living models.* The study of the human form and its delineation, using both the antique cast and the living model. This course will be arranged to care for elementary students as well as those quite advanced. Hudson. Daily 1 to 3. Art Studio. *Three hours.*

63. *Landscape Painting.* The study of sketching from nature, oil being the preferred medium. Criticisms will be given in the studio at the close of each day's sketching, with the instructor afield with the class one day each week. Hudson. Daily 1 to 3. Art Studio. *Three hours.*

UPPER DIVISION

105. *History of Painting.* A lecture course surveying the development of painting from the primitive to the present, from the viewpoint of technique and expression. The evolution of the science of painting and the factors contributing to its progression, will be stressed. Hudson. Daily at 10. 107 Architecture. *Three hours.*

NOTE: The above courses in painting will be given providing the enrollment is sufficiently large to warrant it. In those classes where models are used, a laboratory fee will be charged, the exact amount to be determined when the course opens.

NOTE: Laboratory work is designed to require approximately thirty clock hours for one hour of credit. Art studio open every afternoon.

BIOLOGY

Dr. HARRISON, Dr. YOCOM, Mrs. YOCOM, Mr. HIGHMILLER

LOWER DIVISION

1s. *Elementary Biology.* A course designed for those who wish an introduction to the distinctive characteristics of living matter, as revealed in the simplest living organisms. A general survey of the animal kingdom will be considered, together with a discussion of the more important biological laws and their application for the welfare of human beings. Lectures, textbook assignments, demonstrations, oral and written quizzes, together with laboratory work on representative forms as time will permit. Harrison. Daily at 10. 105 Deady. *Three hours.*

25. *Marine Biology.* A course involving a study of the shore forms of plant and animal life. Open to students who have had a year's work in general biology, but who are not eligible to enter the upper division courses. Mrs. Yocom and Dr. Yocom. *Eight hours.*

UPPER DIVISION

105s. *Vertebrate Embryology.* This course consists of lectures, textbook assignments, and demonstrations, with detailed laboratory work on the chick and pig embryos as a background. A course primarily for premedic students and majors in zoology, but it is presented in such a manner that anyone with a knowledge of general biology or general zoology may gain an insight into many of the details, principles, and wonders of development, not only of the lower animals, but also of the human being. Harrison. Daily at 9. 105 Deady. *Three hours.*

107. *Marine Zoology.* A field course consisting of collecting, identification and study of the ecological relationships of the shore dwelling animals. Prerequisite, twelve hours' work in animal biology or senior standing in biology. Johnson and Snook: *Seashore Animals of the Pacific Coast* will be used in connection with this course. Yocom. *Five hours.*

124. *Invertebrate Morphology.* A detailed study will be made of representatives of the different groups of invertebrate animals. Readings, conferences, and laboratory work. Prerequisite, twelve hours' work in animal biology or senior standing in biology. Parker and Haswell: *A Text-Book of Zoology*, or some other good text will be needed. Yocom. *Four hours.*

140s. *Zoological Problems.* Properly qualified students may select, according to their interest, problems dealing with the taxonomy, ecology or embryology of some group of marine animals. Yocom.

Credit to be arranged.

GRADUATE DIVISION

200. *Biology Seminar*. The seminar offers an opportunity for graduate students and biology majors to obtain scientific information which is usually not included in other courses. Each student is given the opportunity to present reviews of current biological literature, together with making an investigation in some field of his special interest. A somewhat critical study of scientific literature is made in order to discover the more desirable methods of procedure in research, presentation and publication. Harrison. 105 Deady. *Hours and time to be arranged.*

NOTE: Courses 26 and 107 and either 124 or 140s will be given at the Marine Zoology Station at Coos Bay, from June 18 to July 27. A laboratory fee of \$5.00 will be charged, regardless of amount of work taken.

BOTANY

Mrs. Yocom

UPPER DIVISION

103s. *Marine Algae*. Collecting, lectures, readings, and laboratory work on the morphology and classification of the marine algae. The greater part of the time will be devoted to the brown and red algae of the region. Prerequisite, twelve hours of work in botany or senior standing in biology. *Four hours.*

110s. *Botanical Problem*. Properly qualified students may enroll for problem work under supervision of the instructor. Any problem in which the student is interested may be chosen, upon consent of the instructor. Usually the problems are concerned with the flowering plants of the coastal zone or the marine flora. *Credit to be arranged.*

NOTE: The above courses will be given at the Marine Station, Coos Bay, Oregon, from June 18 to July 27. A laboratory fee of \$5.00 will be charged, regardless of the amount of work taken.

BUSINESS ADMINISTRATION

Dean Robbins

UPPER DIVISION

110. *Principles of Industrial Management*. An analysis of the fundamental factors and theories which underlie the management of individual industrial enterprises. Consideration of such subjects as plant, buildings and equipment, location, transportation, raw materials, organization, labor and production control. Daily at 8. 107 Commerce. *Three hours.*

112s. *Personnel*. A study of the principles underlying the development of the control of labor, based upon psychological and physiological behavior. The course is intended primarily for students interested in studying the problem of control from the managerial point of view. The students will be expected to read, analyze and discuss actual business cases. Daily at 9. 107 Commerce. *Three hours.*

153s. *Business Policies*. An advanced course in which the student is supposed to correlate his knowledge of business policies and analyze actual business problems from the standpoint of the general manager. Managerial problems in various industries will be taken up for specific consideration. The student will be expected to do independent research and report work. Daily at 10. 107 Commerce. *Three hours.*

CHEMISTRY

Professor STAFFORD, Dr. SHINN, Mr. ROEHM, Mr. VAN ATTA

Chemistry courses have been designed so that entrance may be made at any one of five different levels. The first of these is for beginners and 2, 15, 140 and 141 are each in turn coherent continuations.

LOWER DIVISION

1. *General Chemistry*. Introductory to the study of chemistry and equivalent to the first half year of work in the regular general chemistry course. Stafford. Lectures, daily at 8. 105 McClure. Laboratory, four afternoons per week, 1 to 4. *Six hours.*

2. *General Chemistry*. The content of this course is equivalent to the second half of the first year work in general chemistry. Prerequisite to enrollment is a satisfactory equivalent of course 1. Stafford. Lectures, daily at 9. 105 McClure. Laboratory, four afternoons per week, 1 to 4. *Six hours.*

15. *Chemical Theory and Practice*. Equivalent to the first half year of the regular second year course in chemistry. Prerequisite, training equivalent to that obtained in courses 1 and 2 above. Stafford. Lectures, daily at 10. 105 McClure. Laboratory, four afternoons per week, 1 to 4. *Six hours.*

UPPER DIVISION

140. *Organic Chemistry*. Equivalent to the first half of the regular course in organic chemistry. Prerequisite, training equivalent to that obtained in courses 1, 2, and 15 above. Shinn. Lectures, daily at 9. 101 McClure. Laboratory, four afternoons per week, 1 to 4. *Six hours.*

141. *Organic Chemistry*. Equivalent to the second half of the regular year course in organic chemistry. Prerequisite, training equivalent to that obtained in courses 1, 2, 15 and 140 above. Shinn. Lectures, daily at 10. 101 McClure. Laboratory, four afternoons per week, 1 to 4. *Six hours.*

NOTE: The chemistry staff is prepared to handle a limited number of students desiring to do work of a special advanced of graduate character. Arrangements should be made through correspondence.

Laboratory fees in chemistry laboratory courses will be \$1.00 per credit hour.

DRAMA

Miss WILBUR, Mr. REYNOLDS

UPPER DIVISION

104. *Stage Management for School and Amateur Plays*. Special attention is given to production, covering choice of play, staging, lighting, costuming, making of properties and make-up, the value of curtains in staging, the theory and use of color in lighting, the choice and production of plays. Stress is laid upon simplicity of production and the achieving of artistic results with limited equipment. Daily at 10. Guild Theatre. *Three hours.*

105. *Rehearsal and Play Production*. Pantomime, interpretation of characters and rehearsal of plays for production. Members of this class

take part in the production of the plays given during the summer session. Special attention is given to voice production and diction, choosing of plays, and out-of-door production. Daily at 3. Guild Theatre. *Three hours.*
 NOTE: Laboratory fee for drama courses will be \$2.00 per course.

ECONOMICS

Dean GILBERT, Assistant Professor ERB, Assistant Professor MORRIS

LOWER DIVISION

3s. *The Principles of Economics.* A brief course in the principles that underlie production, exchange and distribution, with applications to practical problems such as international trade, the labor movement and the regulation of monopolistic industries. Gilbert. Daily at 8. 106 Commerce. *Three hours.*

UPPER DIVISION

*113s. *Banking and Crises.* A brief course dealing with the principles and practice of banking and the theory, history, and remedies for economic crises or business cycles. Prerequisite, principles of economics, or equivalent. With supplementary work will carry graduate credit. Gilbert. Daily at 10. 106 Commerce. *Three hours.*

*135s. *Railway Economics.* A brief study of transportation by land as a factor in economic life and of the problems associated with the development of American railway systems. Prerequisite, principles of economics, or equivalent. With supplementary work will carry graduate credit. Erb. Daily at 9. 106 Commerce. *Three hours.*

POST-SESSION

UPPER DIVISION

120s. *Post-war International Economic Problems.* A study of the economic problems originating in or aggravated by the World War. The economic clauses of the Peace Treaty; reparations; the Dawes Plan and its operation; inter-allied debts; trade balances and tariff barriers; American foreign investments. Prerequisite, principles of economics. Morris. Daily at 9. 103 Johnson. *Two hours.*

EDUCATION

Dr. SNEEDEN, Dr. SUZZALO, Dr. FOSTER or Dr. COLEMAN, Superintendent COOPER, Superintendent HOWARD, Superintendent COLE, Dr. FERNALD, Miss GLASS, Dr. BAKER, Dr. DEBUSK, Dr. DOUGLASS, Dr. HUFFAKER, Assistant Professor TUTTLE, Mr. MEANS

LOWER DIVISION

51s. *Principles of Education.* A course for beginning students in education. A general survey of the field of education. Deals briefly with the evolution of the school as an institution, the nature of the learning and teaching processes, the organization of public education, the place and function of the public school in American life, the main problems of education of the present day, and some of the plans of reorganization now under way. Baker. Daily at 2. 4 education. *Three hours.*

53s. *Educational Psychology.* A discussion of those processes in psychology which are valuable to the teacher. Special attention will be given

to learning and to the feeling attitude and drives toward action which underlie behavior. Lectures, readings and discussions. DeBusk. Daily at 8. 4 Education. *Three hours.*

UPPER DIVISION

*109. *Teaching of High School Subjects.* A course for experienced teachers and students with foundation work in general methods of teaching. Deals with the latest phases of the science and art of classroom instruction. The supervision of study, teaching how to study, socialized class procedure, the problem approach, project teaching, new examinations, various methods of adjusting instruction to individual differences, standardized grading, the "contract method." May be taken for graduate credit under certain restrictions. Baker. Daily at 9. 3 Education. *Three hours.*

110. *Teaching of Science in Secondary Schools.* This course has been designed both for teachers and for science majors who expect to teach, and will include the evaluation of a variety of teaching aids, such as visual instruction, laboratory technique and equipment, the selection and utilization of supplementary reading, historical background and classroom procedure. Materials will be drawn from many sources, including text books, high school manuals and periodical literature. Means. Daily at 10. 3 Education. *Three hours.*

*111. *Methods of Instruction in English.* For experienced teachers, or students well advanced in the field of education. The values and purposes of the study of English in the secondary school. The extensive vs. the intensive method. Various organizations of subject matter. The classics vs. current literature. The essentials of high school composition. The teaching of various types of literature. The problem of outside reading. New methods of teaching English. May be taken for graduate credit. Baker. Daily at 8. 3 Education. *Three hours.*

137. *Problems in Elementary Education.* A cooperative course for teachers and principals.

First week—Recent ventures in improving elementary education. Cole.
 Second week—Determination of values in education. Snedden.
 Third week—Some teachers' problems in the elementary school. Cooper.
 †Fourth week—Thrift and other economic problems in the school. Foster.
 or Some problems in adolescent education. Coleman.
 Fifth week—Problems in elementary education in Oregon. Howard.
 Sixth week—Reconstruction in elementary methodology. Suzzalo.

Daily at 2. 110 Johnson.

Three hours.

138. *Problems in School Administration.* For school administrators and superintendents.

First week—New types of administrative organization in cities. Cole.
 Second week—Reconstruction of curricula. Snedden.
 Third week—Work of a state department of education. Cooper.
 †Fourth week—Problems in school support and finance. Foster.
 or Movements in adult education. Coleman.
 Fifth week—Administrative problems in the Oregon schools. Howard.
 Sixth week—World problems in education. Suzzalo.

Daily at 1. 110 Johnson.

Three hours.

† The lectures during the fourth week will be given either by Dr. Foster or Dr. Norman F. Coleman, president of Reed College, the topics varying as indicated.

*165. *Tests and Measurements.* Begins with a rapid survey of the achievement tests best adapted for diagnostic purposes. Will also cover the following topics: the principles of diagnostic test building; practice in the building of such tests; procedure in remedial teaching. Frequent illustrations will be given from the work of educational bureaus. Readings, lectures, discussions. DeBusk. Daily at 10. 4 Education. *Three hours.*

*170. *The Psychology and Education of Atypical Children.* A study of the types of children who do not respond successfully to usual school methods. Presentation of results gained from intelligence tests and other devices for the study of unusual cases. Fernald. Daily at 8. 2 Education. *Three hours.*

171. *The Teaching of Backward Children.* Actual methods and devices used in securing results with backward children. Will include the technique which teachers and principals can use to advantage in handling this particularly difficult group of children. Study of special disabilities in atypical children who are not mentally deficient. Special attention to reading, writing and spelling disabilities. Fernald. Daily at 9. 2 Education. *Three hours.*

NOTE: In addition to these courses, there will be a regular organized clinic dealing with the mental examination of children suffering from some of the more noticeable mental defects. This clinic will be under the general direction of Dr. Fernald and of Miss Ruth Kneeland, a teacher of experience in this field, who is now specializing in the graduate school of Stanford University.

*180. *The Principalship in the Town and Small City.* The field to be covered by this course consists of the organization, management and supervision of the small school. The material to be used is a collection of organization plans of a large number of the small schools in Oregon. This course attempts to fill the gap that is usually left in school administration by the fact that most of the published material deals with a larger school than is typical of Oregon. Huffaker. Daily at 9. 4 Education. *Three hours.*

*181. *The Administration and Supervision of High Schools.* (a) Practical problems in the organization, administration and supervision of different types of secondary schools; curricula and curriculum making; the staff; selection, assignment, supervision, rating and improvement; the schedule and technique of schedule making; pupil accounting; the administration of extra-curricular activities; the supervision of instruction; the high school principal, duties, qualifications; community relations; school publicity. Douglass. Daily at 2. 2 Education. *Three hours.*

185. *The Work of Deans and Advisers of Girls.* A study of the nature and function of the office and how to organize it for effective service; the scope of the work, its many and varied phases, its aims and general practices; how to know girls; the technique of personal and group guidance of girls in matters of health, education and morals, in questions of good taste in dress, manners and conduct, in the solution of social, recreational, vocational and financial problems, as well as in solving the delicate problems of personality, home-life, friendships and romance; the relation of a dean of girls to the social program of the school, her part in developing good ethical standards, in building up and maintaining a high morale in the student body, and in achieving fine social control of the school world from within the student group. Lectures, readings, discussions, reports. Glass. Daily at 8. University High School. *Three hours.*

186. *Organized Activities of the Youth Movement.* A study of the world youth movement of the 20th century, its origin, scope, keynote, objectives, tendencies, methods, achievements and probable effects; an interpretation of some of its expressions, the British Boy Scouts and Girl Guides, the Youth Movement of Germany, Mussolini and Young Italy, Ghandi and Young India; programs of the American Boy Scouts, Girl Scouts, Camp Fire Girls, Girl Reserves and Hi-Y; the "young people's work" in the churches; the social program of the modern high school, its aims, content, organization, administration, evaluation and financial policies: a critical study of the extra-curricular activities that comprise such a program and the methods of handling them, giving particular attention to problems of supervision, regulation, democratic organization and equitable distribution of responsibilities and benefits by such means as an activity point system. Lectures, readings, discussions, reports. Glass. Daily at 10. 2 Education. *Three hours.*

GRADUATE DIVISION

200. *Thesis Writing.* (a) A course treating of the technique of writing scientific papers in different fields of education. Open to graduate students who have time to follow through some scientific study. DeBusk, Douglass, Huffaker. Time to be arranged. *Three to six hours.*

276. *The School Survey.* In this course a study is made of the more recent surveys with a view to discovering the best types of school administration for different kinds of schools. Particular attention will be paid to the study of single school systems and of single problems within a school system by the survey technique. Studies in this field will be used to develop fact-finding techniques and the methods whereby these may be applied directly to the solution of administrative problems. Huffaker. Daily at 2. 3 Education. *Three hours.*

294. *Statistical Methods in Education.* The technique of organizing and interpreting statistical data in educational measurement. The interpretation of the results of intelligence and achievement tests and scales; statistical technique of research in problems of educational guidance and test construction and validation; methods of determining reliability of measures. Douglass. Daily at 3. 2 Education. *Three hours.*

POST-SESSION

LOWER DIVISION

50. *Educational Sociology.* A study of education in its social aspects; education and national ideals; education and progress; diagnosis of school situations in the fields of discipline, playground, and social life. Tuttle. Daily at 8. 1 Johnson. *Two hours.*

UPPER DIVISION

161. *Psychology of Childhood.* A study of child nature, emphasizing those phases which throw light on methods of training; the child study movement; mental and social capacities of the child; moral guidance. Tuttle. Daily at 9. 1 Johnson. *Two hours.*

*181. *Administration and Supervision of High Schools.* (b) A continuation of course 181 (a). Students will work on special problems chosen

with reference to the interest of the student. Douglass. Daily at 2. 3 Education. *Two hours.*

GRADUATE DIVISION

200. *Thesis Writing.* (b) Continuation of course 200 (a). May be taken by those working on theses and by advanced and graduate students working on projects. Consent of the instructor in charge is necessary before registering for the course. Douglass. Time to be arranged.

Two to four hours.

ENGLISH

Dr. SPAETH, Associate Professor SMITH, Assistant Professor HORN, Mr. ROWE

LOWER DIVISION

1s. *English Survey (first term).* From *Beowulf* to the end of the sixteenth century. Each epoch is studied by reading representative authors, supplemented by lectures. The following works will be studied: *Beowulf*, *Gawain and the Green Knight*, *Popular Ballads*, Chaucer's *Canterbury Tales*, Malory's *Morte D'Arthur*, Spenser's *Fairie Queene*, Marlowe's *Dr. Faustus*, Dekker's *The Shoemaker's Holiday*, Webster's *The Duchess of Malfi*, sixteenth century lyrics. Corresponds to the first quarter of the regular school year. The three terms of survey of English literature form a sequence from *Beowulf* to the present, but may be taken separately. Rowe. Daily at 2. 103 Villard. *Three hours.*

2s. *English Survey (second term).* Beginning with the lyric poetry of the early 17th century, the course covers representative selections from Milton, Dryden, Pope, Swift, Defoe, Johnson, Goldsmith, Sheridan, and the classical poets of the 18th century lyrical group. Literary development will be considered as a reflection of the intellectual, political, and social culture from the Elizabethan period to the 19th century. Equivalent to the second term of English survey in the regular session. Horn. Daily at 8. 107 Villard. *Three hours.*

40s. *Shakespeare.* This course places emphasis not on the historical and technical aspect, but upon the human and dramatic qualities of Shakespeare's plays. Spaeth. Daily at 8. 108 Villard. *Three hours.*

54s. *Prose Composition.* For those who wish to cultivate proficiency in the general use of English. The assignments will be largely in the nature of the informal essay and the article found in the modern magazine. As far as possible the work will be adapted to the requirements of the personnel of the class. Rowe. Daily at 1. 103 Villard. *Three hours.*

UPPER DIVISION

120as. *Criticism.* A course in book and play reviewing, with some reference to the principles and practice of the great critics. Students will review contemporary books and plays. An effort will be made to orient intending reviewers in the literature of the last twenty-five years. Smith. Daily at 10. 101 Villard. *Three hours.*

*121s. *Milton.* Milton will be approached through a survey of leading contemporaries, the Cavalier poets, the poets of piety, the metaphysical poets, and the mystics. The transition through these from the Elizabethan

attitude to the rational point of view of the Augustan Age will be noted. Lectures, discussions, and written reports. The class will be conducted as a seminar with regular meetings two hours weekly. Open for graduate credit. Horn. 107 Villard. *Time and hours to be arranged.*

142s. *American Novel since 1890.* Particular attention will be given to a study of the novel as an expression of American life. Analysis of elements of character, plot, local setting, and atmosphere that are distinctly national. Adams, Crane, Norris, Wharton, Dreiser, Hergesheimer, Anderson, Lewis, Cabell, and certain critical forces will be considered. Lectures and class discussions. Horn. Daily at 10. 107 Villard. *Three hours.*

152s. *Seminar on Keats.* The development of a philosophy of poetry as revealed in Keats' poetry and letters. There will be collateral reading in critical works, and consideration of the influences on Keats' thought of other poets, as Spenser, Shakespeare, Wordsworth. Other topics on Keats may be introduced to meet special interests in the class. Rowe. 103 Villard. *Time and hours to be arranged.*

*159s. *Romantic Movement.* Wordsworth, Scott, Byron, Shelley, Keats. Spaeth. Daily at 9. 108 Villard. *Three hours.*

*189s. *18th Century Essay, Letters and Memoirs.* Literature in relation to Society. Salons, clubs, coffee-houses and taverns in their influence on literature. The letter and the memoir as sources of literary gossip. Smith. Daily at 8. 101 Villard. *Three hours.*

GRADUATE DIVISION

230s. *Seminar in Elizabethan Comedy, except Shakespeare.* The Plautine tradition, influence of the Italian Commedia dell'Arte on English comedy. First hand critical study of the principal writers of comedy during the period. The history of comedy is relatively an unexplored field. Smith. 101 Villard. *Time and hours to be arranged.*

POST-SESSION

UPPER DIVISION

156. *Contemporary Novel.* The work will continue the studies of course 142s and will be expanded to include the novel in England and on the Continent. Satirical fiction, naturalism, the novel of the soil, psychological expressionism, fictional biography, and other general types will be represented by selected works. Reading and critical reports to supplement class discussions. Horn. Daily at 10. 110 Johnson. *Two hours.*

*193. *Victorian Poetry.* Selected readings from Tennyson, Browning, Arnold, Rossetti, Swinburne, Morris. An attempt will be made to submit the dominant ideas and moods of the Victorian mind to a sympathetic criticism with a view to gaining a coherent conception of its attitudes toward the individual life, science, art, religion, etc. The student will be asked to prepare a paper on some particular phase of the Victorian tradition. Students desiring graduate credit will be asked to do additional work. Horn. Daily at 11. 1 Johnson. *Two hours.*

GEOLOGY

Dr. PACKARD

UPPER DIVISION

170s. *Field Geology.* A geologic camp for advanced students will be established within the Ochoco National Forest of Central Oregon. Marine

Paleozoic and Mesozoic sedimentary rocks and Cenozoic terrestrial sediments and volcanics will be studied. This field offers interesting geologic and paleontologic problems, many of which have not as yet been investigated. A written report embodying results of the four weeks' work, with maps, will be required of each student taking the course. Prerequisite, the equivalent of one full year of general geology in any standard college or university. *Seven hours.*

GRADUATE DIVISION

250s. *Advanced Field Work in Geology.* A limited number of students of advanced standing will be permitted to register in the summer school for field work in either the Cascade mountains or central Oregon, with members of the staff carrying on research in those areas. Upper division or graduate credit will be given, according to the nature of the work completed.

HISTORY

Dr. OLIVER, Dr. DAN E. CLARK, Dr. FISH

LOWER DIVISION

4s. *Europe from 1500 to 1789.* A survey of the following topics: commercial revolution; Protestant revolt; Catholic reformation; absolutism; English revolution; imperialism in the 18th century; rise of Russia and Prussia; changes of thought in the 17th and 18th centuries; society and government in the 18th century. Fish. Daily at 9. 7 Commerce. *Three hours.*

73s. *Recent American History, 1896-1926.* A study of American history from the close of Cleveland's second administration to the Coolidge administration. The Spanish-American war; America as a world power; the Roosevelt era; United States-Pan-American relations; the World war and the Wilson administrations; the Washington Conference and post-war problems will be emphasized. Oliver. Daily at 9. 8 Commerce. *Three hours.*

UPPER DIVISION

156s. *Recent Germany, 1871 to the Present.* A study of the German Empire, the Revolution, and the Republic. Political, economic, and cultural phases will be considered. Fish. Daily at 8. 7 Commerce. *Three hours.*

171. *Building the Nation and the Rise of Nationalism, 1789-1829.* The establishment of the national government; inauguration of federal powers; the Democratic-Republican regime; Jeffersonian democracy; War of 1812; development of new nationalism; rise of the West; the American system; national expansion; emergence of Jacksonian democracy. Oliver. Daily at 10. 8 Commerce. *Three hours.*

*179. *Forces and Influences in American History.* A study of some of the main forces and influences which have shaped American life, ideas, ideals and institutions. Geographical influences, the influence of the frontier, inheritance and tradition, economic forces, nationalism, political parties, and other factors. Clark. Daily at 8. 8 Commerce. *Three hours.*

GRADUATE DIVISION

203. *Seminar: Great Historians of the 19th Century.* Each student will prepare a paper on some problem related to the writing of history in the

19th century. Class sessions with reports and discussions. Fish. 7 Commerce. *Time and hours to be arranged.*

206. *Seminar: American Problems in the Harrison and Cleveland Administrations.* A seminar in the decades of eighteen-eighties and eighteen-nineties. A study of selected topics, educational, religious, literary, social, and political will be made, dealing with American life during this period. Oliver, 8 Commerce. *Time and hours to be arranged.*

POST-SESSION

LOWER DIVISION

5s. *Europe from 1815-1914.* Nineteenth century Europe with attention to the political, industrial, and cultural factors. Industrial revolution; advance of democracy and nationalism; imperialism; social reforms and programs; changes of thought; international relations just before the war. Fish. Daily at 9. 110 Johnson. *Two hours.*

UPPER DIVISION

*163s. *England in the 19th Century.* Industrial, political, social reforms; changes in thought; expansion of empire; international politics; effects of the war. Fish. Daily at 10. 1 Johnson. *Two hours.*

*176. *History of Political Parties in the United States.* The origin of political parties in the United States, the development of nominating systems and party machinery, the issues of the major parties, presidential campaigns, the influence of minor parties, and other topics. Clark. Daily at 11. 110 Johnson. *Two hours.*

JOURNALISM

Professor TURNBULL

LOWER DIVISION

1. *News writing.* A course in the application of news principles to the reporting and writing of material for the press. The course will consist of daily lectures and discussions and news assignments for the local papers and the *Summer Session Sun.* Daily at 1. 105 Journalism. *Two hours.*

UPPER DIVISION

106. *Copy Editing and Headwriting.* A practical desk course in the preparation of newspaper copy for publication. 105 Journalism. *Time to be arranged. One hour.*

130. *Reporting.* An advanced course in newsgathering and news writing. Special work in the interview will be given. Material to be prepared with a view to its use in appropriate publications. Daily at 2. 105 Journalism. *Three hours.*

LIBRARY METHODS

Miss VAN DEUSEN, Mrs. McCLAIN, Miss CASPORD, Miss SPAFFORD

LOWER DIVISION

1. *Elementary Cataloguing and Classification.* Instruction in classification of books by Dewey decimal system. Lectures on principles of dictionary cataloguing, with parallel course in practical cataloguing, each

pupil making a model catalogue of some 200 books. Assigning of subject headings and making of cross references. Problems in use of catalogue, shelf-listing, filing of cards and use of Library of Congress printed cards. Spafford. Daily at 1, and laboratory, 2 to 4 or 3 to 5. 4 Library.

Three hours.

5. *School Library Administration.* A practical course on the organization, equipment, administration, and service of a modern high school library. Van Deusen. Daily at 8. 30 Library.

Three hours.

7. *Books for High School Libraries.* A study of the principles of book selection for high school students, of book lists and other aids, and of a number of recommended books of various types. Includes problems of reference work and suggestions for teaching the use of books and libraries. Van Deusen. Daily at 9. 30 Library.

Three hours.

8. *Children's Literature.* A course intended primarily for teachers of the elementary school but of value to parents and others interested in children's reading. The purpose of the course is to give an appreciation of the best literature and to determine the principles of book selection for children by a comparative study of different classes and types of books, including fairy tales and folk stories, myths and legends, picture books, fiction, nature stories, science, biography, poetry. Readings, written reports, class discussions. Casford. Daily at 2. 30 Library.

Three hours.

UPPER DIVISION

102. *Book Selection and Evaluation.* Designed to give a general survey of the best books and authors, old and new, in various fields of writing, and to interpret and apply principles and standards for judging them. Consideration is given to the best aids to book selection, and students are given practice in book reviewing and annotating. McClain. Daily at 10. 30 Library.

Three hours.

MATHEMATICS

Professor DeCou, Dr. DAVIS

LOWER DIVISION

4s. *Plane Trigonometry.* An introductory course presupposing a good knowledge of algebra through quadratic equations. Davis. Daily at 8. 101 Oregon.

Three hours.

5s. *Plane Analytical Geometry.* An introductory course including a study of the straight line, circle, parabola, ellipse and hyperbola. Prerequisites, advanced algebra and plane trigonometry. Davis. Daily at 8. 101 Oregon.

Three hours.

NOTE: Either 4s or 5s will be given, depending upon demand.

8s. *Unified Mathematics.* A simple introduction to functions and graphs and the elementary notions of the differential and integral calculus. Valuable for science students and up-to-date teachers of secondary mathematics. Prerequisite, one and one-half years of high school algebra. DeCou. Daily at 10. 1 Johnson.

Three hours.

UPPER DIVISION

101s. *Teaching and History of High School Mathematics.* A study of the best methods of teaching arithmetic, algebra and geometry, concluding with a comparison of some of the best recent texts. The Report of the

National Committee on Mathematical Requirements on "The Reorganization of Mathematics in Secondary Schools" will be discussed. The latter part of the term is devoted to the history of elementary mathematics to prepare the teacher to impart its human interest to students. DeCou. Daily at 9. 1 Johnson.

Three hours.

104s. *Higher Algebra.* A more advanced and rigorous treatment of some of the topics in advanced algebra, together with the addition of many new topics. DeCou. Daily at 8. 1 Johnson.

Three hours.

110s. *Projective Geometry.* A brief course treating projective transformations, the principle of duality, cross ratio, and some properties of conics. Prerequisite, calculus. Davis. Daily at 10. 101 Oregon.

Three hours.

102s. *Differential and Integral Calculus.* A fundamental course as a basis for advanced mathematics. Prerequisite, analytical geometry. Davis. Daily at 10. 101 Oregon.

Three hours.

NOTE: Either 110s or 102s will be given, depending upon demand.

MUSIC

Mrs. BECK, Mr. SCHROEDER, Dr. LANDSBURY, Mr. UNDERWOOD, Mr. EVANS

PUBLIC SCHOOL MUSIC

LOWER DIVISION

9s. *History and Appreciation of Music.* Deals with the study of the music of the past and present and the interesting phases of its evolution. Associates music with literature and other fine arts and with the advance of social life in general. Special attention given to primitive music, music of the early church, folk music and nationalism, classical, romantic and modern periods, opera and symphony orchestra. Open to all students who wish to become intelligent listeners as well as to those actively engaged in music. No prerequisites. Beck. Daily at 8. Music Lecture Room.

Three hours.

10. *Elements of Musical Science.* The history, construction and treatment of harmonic forms. Terminology, major and minor scales, intervals, major and minor triads, inversions, and general theory of harmonic progression. Dissonant combinations and open position. Modulation, foreign tones, enharmonic equivalents, and the harmonization of melodies. Sight singing, and melody in relation to its supporting harmonic structure. Valuable to all music students and especially desirable for teachers engaged in public school music work. Beck. Daily at 9. Music Lecture Room.

Three hours.

UPPER DIVISION

125. *Public School Music for Grades One to Six.*

Part 1. Plan for the selection and presentation of material appropriate to each grade. Among the phases considered the following will be stressed: How to treat monotonies; classification and care of voices in these grades; the boy voice; the correlation of eye and ear through presentation of familiar songs in staff notation; sight reading; part singing; song interpretation; practical suggestion for the daily lesson and lesson plans.

Part 2. Appreciation. Participation through play orchestra which establishes the listening habit, resulting in rhythmic discrimination; a feeling for beauty, balance and design; sensing the phrase and the form; enjoyment of pure and descriptive music. A continuity of purpose from the first through the sixth grade closely correlated with the voice work. Beck. Daily at 1. Music Lecture Room. *Three hours.*

157. *Public School Music for Junior and Senior High School.* Method of conducting and directing choruses and glee clubs; choice and interpretation of suitable material; voice selection; examination of desirable operettas; methods of preparation and presentation; suggestions regarding concerts and special entertainments. Appreciation. Beck. Daily at 2. Music Lecture Room. *Three hours.*

NOTE: The courses in Public School Music, 9s, 10, 125 and 157, are open without extra fees to all those regularly enrolled in the Summer Session.

APPLIED MUSIC

Instruction in voice, organ, violin, and piano will be for the most part on a strictly individual basis, the medium being the private half-hour or hour lesson.

Technique and Interpretation—Piano. Intended primarily to supplement the work done during the private lesson period, but by special arrangement other qualified students may be admitted. Technique will be considered largely from the harmonic standpoint, useful practice figures being derived from chords by rhythmic expansion. Interpretation will be based upon structural analysis, harmonic, and melodic content and tradition. Fingering and repertoire will receive much consideration. In general, the course will aim to show that technique and interpretation are not only mutually helpful, but that they are absolutely inseparable; and to provide the student with a musically motivated technical equipment which will be continuously useful. Landsbury. Twice weekly. *One hour.*

Technique and Interpretation—Violin. Deals with the acquirement of left hand technique and bowing facility, problems met by players with physical shortcomings, and the artistic interpretation of repertoire pieces. Designed for the performer, with a definite emphasis on Normal Methods. Underwood. Twice weekly. *One hour.*

Technique and Interpretation—Organ. Will supplement the work done in private lessons, but registration will not be restricted to organ students. The class will take the form of lecture-recital, with additional demonstrations by others than the instructor. Particular attention will be given to registration and tone-color, transcriptions, the mechanical efficiency of the modern console as applied to fluent performance, and the organ in ensemble. Special problems of the students will be dealt with on request. Evans. Twice weekly. *One hour.*

NOTE: Classes in contrapuntal, formal and harmonical analysis, counterpoint, canon, and fugue and composition will be organized if the demand warrants. Tutoring in voice, organ, violin, and piano will be available at very reasonable rates.

SCHOLARSHIPS

A large number of full and partial scholarships are available. These are open to especially gifted students who need assistance. Mr. Schroeder will offer two or three full-time scholarships; coloratura sopranos and basses will have the preference, although others will not necessarily be

excluded. Two full scholarships and several partial scholarships will be offered by Dr. Landsbury in piano, Mr. Evans in organ, and Mr. Underwood in violin. All scholarships will be awarded by competitive examination. It is especially desirable that applications be made as early as possible. There will be no fee for either the application or the tryout.

All work is given in the building of the School of Music, which is one of the finest equipped musical plants in the country. The studios contain Steinway Grands, and the practice rooms, all new Krakauer upright specials. It is highly desirable that reservations for private lessons be made as soon as possible. For all information, address Dr. John J. Landsbury, dean, School of Music, University of Oregon, Eugene.

EXPENSES

<i>Mr. Schroeder:</i>	
Private half-hour lessons, two per week, for the period of six weeks	\$90.00
Hour class lessons, class of four	Per pupil per hour 5.00
<i>Dr. Landsbury, Mr. Evans, Mr. Underwood:</i>	
Private half-hour lessons, two per week for the period of six weeks	60.00
Classes in technique and interpretation	20.00
(Free to private students of Dr. Landsbury, Mr. Evans, and Mr. Underwood)	
<i>Fees for Practice:</i>	
One hour a day for six weeks	3.00
Organ rent	Per hour, 20c to 30c

PHILOSOPHY

Dr. TOWNSEND

LOWER DIVISION

51bs. *Ethics.* A consideration of some theoretical and practical questions about the good life and the nature of conduct. The growth of character; the ideals of practices of training character. Daily at 9. 3 Johnson. *Three hours.*

UPPER DIVISION

*111. *Recent American Philosophy.* A study of contemporary philosophical movements with particular attention to the works and influence of John Dewey. Daily at 8. 3 Johnson. *Three hours.*

PHYSICAL EDUCATION

Professor EARL, Coach McEWAN, Coach REINHART

LOWER DIVISION

51bb. *Coaching of Baseball.* Baseball coaching on the field. Best form at batting, base running, pitching and catching. Theory and practice of inside baseball. Reinhart. June 18 to 30, daily from 8 to 10 a. m. McArthur Court. *One hour.*

51bkb. *Coaching of Basketball.* Demonstrations and lectures. The dribble, various types of pass, and of shooting, and all varieties of defense. Offense, using all pass styles, the long pass, the short pass and the mixed pass game, with emphasis on the short pass and the pivot. Treating athletic injuries and training methods. Reinhart. June 18 to 30, daily from 1 to 3 p. m. McArthur Court. *One hour.*

51fb. *Coaching of Football.* History of football, planning the season, blocking, tackling, interference and use of hands, fundamentals of line play, fundamentals of backfield play, fundamentals of end play, and kicking game, passing game, pass defensive, offensive formations and plays, team of defense, generalship, practical demonstration in so far as possible. McEwan. June 18 to 30, daily from 3 to 5:30 p. m. *One hour.*

51tr. *Coaching of Track.* Practical demonstration of proper forms and methods of training for all track events. Earl. June 18 to 30, daily from 10 to 12 a. m. *One hour.*

NOTE: Total fee for all coaching courses, \$25. Students registered in regular session may carry courses in the summer school of athletic coaching on same basis as other offerings, without additional charge. Equipment will be furnished free. Both full-time and part-time coaching school students will register in Johnson hall, where Professor Virgil D. Earl, director in charge, will handle details of enrollment.

PHYSICS

Dr. CASWELL, Mr. YEARIAN

LOWER DIVISION

4as. *General Physics. First Term of Regular Course without Laboratory.* This course will be essentially the lectures, recitations and problem work of the first term of the course in general physics given in the regular academic year. It deals principally with the properties of matter, heat and the simpler parts of mechanics from the experimental standpoint. The work will be based on Caswell's *An Outline of Physics*. Caswell. Daily at 8 and 9, first three weeks only. 107 Deady. *Three hours.*

4bs. *General Physics. Second Term as Above.* The second term's lectures, recitations and problem work. Presupposes course 4as. It deals principally with the simpler experimental parts of electricity and light, mechanics of collision, periodic motions and the kinetic theory of matter. Textbook: Caswell's *An Outline of Physics*. Caswell. Daily at 8 and 9, last three weeks only. 107 Deady. *Three hours.*

†4cs. *General Physics. Third Term as Above.* The third term's lectures, recitations and problem work. Presupposes courses 4as and 4bs. The work includes the study of wave motions and sound, electromagnetic waves, including light and X-rays, electromagnetic theory, interference and diffraction, spectra, atommodels, and relativity. Textbook: Caswell's *An Outline of Physics*. Caswell. 107 Deady. One hour daily, time to be arranged. *Three hours.*

4 Lab. *General Physics Laboratory.* The usual laboratory work given as a part of the regular course in general physics. The laboratory is open every afternoon. Approximately ten afternoons for one hour of credit. Laboratory fee \$4.00 per credit hour. Yearian. *One to three hours.*

UPPER DIVISION

†*101. *History and Teaching of Physics.* For prospective teachers of high school physics. Caswell. Time to be arranged. 107 Deady. *Three hours.*

120. *Physical Laboratory.* Additional laboratory work in general physics. Recommended for high school teachers. The work is varied to suit the needs of the individual. Approximately thirty clock-hours are required for one hour of credit. Laboratory open every afternoon. Laboratory fee, \$4.00 per credit hour. Yearian. Physics Laboratory, Deady Hall. *One to three hours.*

†* 125, 225. *Advanced and Graduate Courses.* The department is prepared to offer one of the following courses: Meteorology, Electrical Measurements, Thermo Dynamics or Physical Optics. Prerequisites: A year-course in college physics, or an equivalent, and a working knowledge of calculus. Conferences and assigned readings. Caswell. 107 Deady. *Time and hours to be arranged.*

† Course 4cs, 101 or 125 will be given, but not all three.

GRADUATE DIVISION

200. *Research Problems.* Caswell. 107 Deady. *Time and hours to be arranged.*

POLITICAL SCIENCE

Associate Professor NOBLE

LOWER DIVISION

3s. *Comparative Government.* Working operations and underlying political principles of the governments of Great Britain, France, Switzerland, Germany, Russia and Italy. Comparison of the principles and practices of different types. Daily at 10. 111 Johnson. *Three hours.*

UPPER DIVISION

110s. *International Politics.* Major factors involved in shaping the international relations of states today: imperialism, nationalism, armaments, etc. Daily at 9. 111 Johnson. *Three hours.*

GRADUATE DIVISION

217s. *Seminar: International Administration and the League.* Research in some practical problems of international organization. 111 Johnson. *Time and hours to be arranged.*

PSYCHOLOGY

Dr. FEARING, Associate Professor TAYLOR, Mr. CUTSFORTH

LOWER DIVISION

11s. *Beginners Laboratory.* An exact duplicate of the laboratory work given in connection with the beginners course during the regular academic year. Three hours laboratory daily. Recommended for students anticipating major work in psychology, and for transfers from other departments or institutions, who lack training in laboratory technique. Cutsforth. Daily, 1 to 4. Psychology laboratory, Condon. *One to three hours.*

12s. *General Psychology.* A survey of the principles, methods and experimentally attested facts of the science of psychology. While the emphasis is on the psychology of the normal adult, the fields of abnormal psychology, animal behavior, psychological aesthetics, and the applications of psychology to law, medicine and education are outlined. Special attention will be given to the interpretation of modern points of view and conflicting theories. Fearing. Daily at 9. 101 Condon. *Three hours.*

UPPER DIVISION

120. *Freudian Psychology.* A systematic consideration of the theory and practice of psychoanalysis with particular reference to the contributions of Freud and his followers. The theories of Freud, Jung, Adler

and others of the psychoanalytic school will be critically evaluated from the point of view of general psychology. Fearing. Daily at 10. 101 Condon. *Three hours.*

133s. *Psychology of Character and Personality.* (a) The origin and development of individual differences in character and personality from the standpoint of psychological theory. A survey of objective measures in the field of character and personality. A discussion of the claims of pseudo-psychologists in this field and an attempt to apply such scientific knowledge as we have to the practical problems of training children and understanding of personality difficulties. Taylor. Daily at 8. 301 Condon. *Three hours.*

† 162s. *The Nature of Intelligence.* (a) A brief review of the history of mental test methods in psychology. Practice with certain important types of tests and a discussion of the interpretation of test results. A consideration of what such tests measure and an attempt to evaluate the concept "intelligence." Taylor. Daily at 9. 301 Condon. *Three hours.*

† 165s. *Psychology of Learning.* (a) Motivation as a factor in learning. An analysis of the nature of learning processes. A comparison of neutral bonds, conditioned response and *gesalt patterns* as descriptions of learning. Practical applications to the problems of diagnosing individual difficulties and improving teaching methods. Taylor. Daily at 2. 301 Condon. *Three hours.*

† Either 162ps or 165ps will be given.

GRADUATE DIVISION

221s. *Seminar: Experimental Psychology.* A critical discussion of the nature, limits and history of the experimental method in psychology. Attention will be given to the general characteristics of the scientific method and its application in the field of psychology. Investigations in certain restricted fields as reported in current psychological journals will be evaluated from the point of view of experimental technique, and the history of the experimental studies in these fields will be reviewed. Fearing. 101 Condon. *Time and hours to be arranged.*

POST SESSION

UPPER DIVISION

133ps. *Psychology of Character and Personality.* (b) Continuation of course 133s. (a) Taylor. Daily at 11. 3 Johnson. *Two hours.*

† 162ps. *The Nature of Intelligence.* (b) Continuation of course 162s. (a) Taylor. Daily at 10. 3 Johnson. *Two hours.*

†*165ps. *Psychology of Learning.* (Continuation of course 165s. (a) Taylor. Daily at 10. 3 Johnson. *Two hours.*

ROMANCE LANGUAGES

Dr. BOWEN, Associate Professor WRIGHT, Miss PELLION

LOWER DIVISION

1s. *Elementary French* Grammar, pronunciation, and the reading of simple texts. Pellion. Daily at 9. 4 Oregon. *Three hours.*

11s. *Elementary Spanish.* Grammar, pronunciation, and the reading of simple texts. Pellion. Daily at 10. 4 Oregon. *Three hours.*

UPPER DIVISION

102. *French Masterpieces.* A reading of the masterpieces of the various periods of French literature, with lectures on the history of French literature. Outside reading; reports. Bowen. Daily at 2. 4 Oregon. *Three hours.*

114as. *Methods of Instruction in French.* Methods of teaching French pronunciation, including phonetics. Problems of French grammar, and methods of presenting these. Choice of material covering a four year high school course. A study of various tests and examinations. Bowen. Daily at 1. 4 Oregon. *Three hours.*

114bs. *Methods of Instruction in Spanish.* Methods of teaching Spanish pronunciation and grammatical principles, with particular attention to verbs and pronouns. Choice of material covering a four year high school course. A study of various tests and examinations. Wright. Daily at 9. 6 Oregon. *Three hours.*

115s. *Contemporary French Literature.* (To be given as an alternative course for 114bs. Methods of Instruction in French.) The reading of some of the most interesting novels and plays of contemporary writers. Outside reading with reports, as well as classroom discussion. Bowen. Daily at 1. 4 Oregon. *Three hours.*

120. *Spanish Masterpieces.* A reading of the masterpieces of the various periods of Spanish literature, with lectures on the history of Spanish literature. Outside reading; reports. Wright. Daily at 8. 6 Oregon. *Three hours.*

123as. *Contemporary Spanish Literature.* (To be given as an alternative course for 114bs. Methods of Instruction in Spanish.) The reading of some of the most interesting novels and plays of contemporary writers. Outside reading with reports, as well as classroom discussion. Wright. Daily at 9. 6 Oregon. *Three hours.*

GRADUATE DIVISION

210s. *Modern French Seminar.* A modern French author will be studied thoroughly from the point of view of content and style. Each student will present a paper dealing with some particular phase of the author involving problems of research. Bowen. 4 Oregon. *Time and hours to be arranged.*

219s. *Spanish Seminar.* A graduate seminar devoted to the study of one of the outstanding writers of the Spanish Golden Age. Each student will present a paper dealing with some particular phase of the author involving problems of research. Wright. 6 Oregon. *Time and hours to be arranged.*

SOCIOLOGY

Dean PARSONS

UPPER DIVISION

104s. *Principles of Sociology.* An analytical consideration of social origins and social evolution which will include a study of the physical factors as well as the social and economic forces affecting the process of social development. Lectures, assigned readings, reports and discussions. Daily at 8. 110 Johnson. *Three hours.*

152s. *Social Unrest*. A consideration of the nature and causes of unrest and its manifestation in political, economic, biological, religious, personal, and cultural disturbances which are or are not organized. Lectures, readings and discussions. Daily at 9. 110 Johnson.

Three hours.

GRADUATE DIVISION

220. *Seminar: Public Welfare Administration*. Assignments, readings and reports dealing with the care, custody, and treatment of the dependent, defective, and delinquent classes in Oregon. The field of study will include the public treatment and prevention of disease. Oregon methods may be compared with those of more or less progressive states. Daily at 10. 110 Johnson.

Three hours.

POST SESSION AT EUGENE

Through an increasing demand on the part of advanced and graduate students for longer opportunities for summer study, the campus post-session has been definitely organized, with selected offerings in a few departments. This in effect, provides a summer quarter. The period in length will be the same as last year, including four weeks, from July 30 to August 24. The registration fee is \$10.00. Faculty and courses have been listed under the various departmental descriptions, but for convenience of reference they are repeated here together. Dr. Dan E. Clark, assistant director of the Eugene session, will be in administrative charge and will act as general adviser.

THE FACULTY

DAN E. CLARK, Ph.D.....	<i>Professor of History</i>
HARL R. DOUGLASS, Ph.D.....	<i>Professor of Education</i>
ANDREW FISH, Ph.D.....	<i>Assistant Professor of History</i>
ROBERT D. HORN, M.A.....	<i>Assistant Professor of English</i>
VICTOR P. MORRIS, M.A.....	<i>Assistant Professor of Economics</i>
HOWARD R. TAYLOR, Ph.D.....	<i>Associate Professor of Psychology</i>
HAROLD S. TUTTLE, M.A.....	<i>Assistant Professor of Education</i>

List of Courses

For complete description of courses, see respective departments in the regular Eugene session.

ECONOMICS

120s. *Post-War International Economic Problems*. Morris. Daily at 9. 103 Johnson. *Two hours.*

EDUCATION

50. *Educational Sociology*. Tuttle. Daily at 8. 1 Johnson. *Two hours.*

161. *Psychology of Childhood*. Tuttle. Daily at 9. 1 Johnson. *Two hours.*

*181. *Administration and Supervision of High Schools*. (b) Douglass. Daily at 2. 3 Education. *Two hours.*

200. *Thesis Writing*. Douglass. Time to be arranged. 3 Education. *Two to four hours.*

ENGLISH

156. *Contemporary Novel*. Horn. Daily at 10. 110 Johnson. *Two hours.*

*193. *Victorian Poetry*. Horn. Daily at 11. Johnson. *Two hours.*

HISTORY

- 5s. *Europe from 1815-1914*. Fish. Daily at 9. 110 Johnson.
Two hours.
- 163s. *England in the 19th Century*. Fish. Daily at 10. 1 Johnson.
Two hours.
- * 176. *History of Political Parties in the United States*. Clerk. Daily
at 11. 110 Johnson. Two hours.

PSYCHOLOGY

- 133ps. *Psychology of Character and Personality*. (b) Taylor. Daily
at 11. 3 Johnson. Two hours.
- †*162ps. *The Nature of Intelligence*. (b) Taylor. Daily at 10. 3
Johnson. Two hours.
- †*165ps. *Psychology of Learning*. (b) Taylor. Daily at 10. 3 John-
son. Two hours.
- † Either 162ps or 165ps will be given.

Eugene Summer Session Schedule of Courses and Rooms
Eight o'Clock

BUSINESS ADMINISTRATION	
110. Principles of Industrial Management	Robbins107 Commerce
CHEMISTRY	
1. General Chemistry	Stafford105 McClure
ECONOMICS	
8a. Principles of Economics	Gilbert106 Commerce
EDUCATION	
53s. Educational Psychology	DeBusk4 Education
111. Methods of Instruction in English	Baker3 Education
170. Psychology and Education of Atypical Children	Fernald2 Education
185. The Work of Deans and Advisers of Girls	GlassUniversity H. S.
ENGLISH	
2s. English Survey (second term)	Horn107 Villard
40s. Shakespeare	Spaeth108 Villard
189s. 18th Century Essay, Letters and Memoirs	Smith101 Villard
HISTORY	
156s. Recent Germany—1871 to the Present	Fish7 Commerce
179. Forces and Influences in American History	Clark8 Commerce
LIBRARY	
6. School Library Administration	Van Deusen30 Library
MATHEMATICS	
4s. Plane Trigonometry	
or	
5s. Plane Analytical Geometry	Davis101 Oregon
104s. Higher Algebra	DeCou1 Johnson
MUSIC	
9s. History and Appreciation of Music	BeckMusic Building
PHILOSOPHY	
111. Recent American Philosophy	Townsend3 Johnson
PHYSICAL EDUCATION	
61bb. Coaching of Baseball (class 8 to 10)	ReinhartMcArthur Court
PHYSICS	
4as. General Physics. First term.	
Class 8 to 10—first 3 weeks	Caswell107 Deady
4bs. General Physics. Second term.	
Class 8 to 10—last 3 weeks	Caswell107 Deady
PSYCHOLOGY	
133s. Psychology of Character and Personality	Taylor301 Condon
ROMANCE LANGUAGES	
120. Spanish Masterpieces	Wright6 Oregon
SOCIOLOGY	
104s. Principles of Sociology	Parsons110 Johnson
Nine o'Clock	
ART	
18s. Comparative Art Studies for Teachers	ZaneArt Studio
BIOLOGY	
105s. Vertebrate Embryology	Harrison105 Deady
BUSINESS ADMINISTRATION	
112s. Personnel	Robbins107 Commerce
CHEMISTRY	
2. General Chemistry	Stafford105 McClure
140. Organic Chemistry	Shinn101 McClure
ECONOMICS	
135s. Railway Economics	Erb106 Commerce
EDUCATION	
109. Teaching of High School Subjects	Baker3 Education
171. The Teaching of Backward Children	Fernald2 Education
180. The Principalship in the Town and Small City	Huffaker4 Education
ENGLISH	
169s. Romantic Movement	Spaeth108 Villard

HISTORY		
4s. Europe from 1500 to 1789	Fish	7 Commerce
73s. Recent American History, 1896-1926	Oliver	8 Commerce
LIBRARY		
7. Books for High School Libraries	Van Deusen	80 Library
MATHEMATICS		
101s. Teaching and History of H. S. Mathematics	DeCou	1 Johnson
MUSIC		
10. Elements of Musical Science	Beck	Music Building
PHILOSOPHY		
51bs. Ethics	Townsend	8 Johnson
POLITICAL SCIENCE		
110s. International Politics	Noble	111 Johnson
PSYCHOLOGY		
12s. General Psychology	Fearing	101 Condon
162s. The Nature of Intelligence	Taylor	301 Condon
ROMANCE LANGUAGES		
1s. Elementary French	Pellion	4 Oregon
114bs. Methods of Instruction in Spanish or		
123as. Contemporary Spanish Literature	Wright	6 Oregon
SOCIOLOGY		
152s. Social Unrest	Parsons	110 Johnson

Ten o'Clock

ART		
105. History of Painting	Hudson	107 Architecture
BIOLOGY		
1s. Elementary Biology	Harrison	105 Deady
BUSINESS ADMINISTRATION		
153s. Business Policies	Robbins	107 Commerce
CHEMISTRY		
15. Chemical Theory and Practice	Stafford	105 McClure
141. Organic Chemistry	Shinn	101 McClure
DRAMA		
104. Stage Management for School & Amateur Plays	Wilbur	Guild Theatre
ECONOMICS		
113s. Banking and Crises	Gilbert	108 Commerce
EDUCATION		
110. Teaching of Science in Secondary Schools	Means	3 Education
165. Tests and Measurements	DeBusk	4 Education
186. Organized Activities of the Youth Movement	Glass	2 Education
ENGLISH		
120as. Criticism	Smith	101 Villard
142s. American Novel Since 1890	Horn	107 Villard
HISTORY		
171. Building the Nation and Rise of Nationalism	Oliver	8 Commerce
LIBRARY		
102. Book Selection and Evaluation	McClain	30 Library
MATHEMATICS		
8s. Unified Mathematics	DeCou	1 Johnson
110s. Projective Geometry or		
102s. Differential and Integral Calculus	Davis	101 Oregon
PHYSICAL EDUCATION		
51tr. Coaching of Track (class 10 to 12)	Earl	
POLITICAL SCIENCE		
3s. Comparative Government	Noble	111 Johnson
PSYCHOLOGY		
120. Freudian Psychology	Fearing	101 Condon
ROMANCE LANGUAGES		
11s. Elementary Spanish	Pellion	4 Oregon
SOCIOLOGY		
220. Seminar: Public Welfare Administration	Parsons	110 Johnson

One o'Clock

ART		
47s. Freehand Drawing (class 1 to 3)	Zane	Art Studio
50. Painting from Still Life and the Head (class 1 to 3)	Hudson	Art Studio
58. Life Class (class 1 to 3)	Hudson	Art Studio
63. Landscape Painting (class 1 to 3)	Hudson	Art Studio
CHEMISTRY		
Laboratory courses 1 to 4	Roehm, Van Atta	McClure
EDUCATION		
138. Problems in School Administration	Means	110 Johnson
ENGLISH		
54s. Prose Composition	Rowe	103 Villard
JOURNALISM		
1. Newswriting	Turnbull	105 Journalism
LIBRARY		
1. Elementary Cataloguing and Classification Laboratory 2-4 or 3-5	Spafford	4 Library
MUSIC		
125. Public School Music for Grades One to Six	Beck	Music Building
PHYSICAL EDUCATION		
51bbk. Coaching of Basketball (class 1 to 3)	Reinhart	McArthur Court
PHYSICS		
Laboratory courses 1 to 4	Yearian	Deady Hall
PSYCHOLOGY		
11s. Beginners Laboratory (class 1 to 4)	Cutsforth	Condon Hall
ROMANCE LANGUAGES		
115s. Contemporary French Literature		
114as. Methods of Instruction in French or		
	Bowen	4 Oregon

Two o'Clock

EDUCATION		
51s. Principles of Education	Baker	4 Education
137. Problems in Elementary Education	Means	110 Johnson
181. The Administration and Supervision of High Schools	Douglass	2 Education
276. The School Survey	Huffaker	3 Education
ENGLISH		
1s. English Survey (first term)	Rowe	103 Villard
JOURNALISM		
130. Reporting	Turnbull	105 Journalism
LIBRARY		
8. Children's Literature	Casford	30 Library
MUSIC		
167. Public School Music for Junior and Senior High School	Beck	Music Building
PSYCHOLOGY		
165s. Psychology of Learning	Taylor	301 Condon
ROMANCE LANGUAGES		
102. French Masterpieces	Bowen	4 Oregon

Three o'Clock

DRAMA		
105. Rehearsal and Play Production	Wilbur	Guild Theatre
EDUCATION		
294. Statistical Methods in Education	Douglass	2 Education
PHYSICAL EDUCATION		
51fb. Coaching of Football (class 3 to 5:30)	McEwan	

Time to Be Arranged

ART		
72s. Composition in Line, Shape, Tone and Color	Zane	Art Studio
BIOLOGY		
200. Biology Seminar	Harrison	105 Deady

EDUCATION

200. Thesis Writing DeBusk, Douglas, Education
Huffaker

ENGLISH

121s. Milton Horn 107 Villard
152s. Seminar on Keats Rowe 103 Villard
230s. Seminar in Elizabethan Comedy,
except Shakespeare Smith 101 Villard

HISTORY

203. Seminar: Great Historians of the 19th Century Fish 7 Commerce
206. Seminar: American Problems in the Harrison
and Cleveland Administrations Oliver 8 Commerce

JOURNALISM

106. Copy Editing and Headwriting Turnbull 105 Journalism

PHYSICS

4cs. General Physics Caswell 107 Deady
or
101. History and Teaching of Physics Caswell 107 Deady
or
125, 225. Advanced and Graduate Courses Caswell 107 Deady
200. Research Problems Caswell 107 Deady

POLITICAL SCIENCE

217s. Seminar: International Administration and
the League Noble 111 Johnson

PSYCHOLOGY

221s. Seminar: Experimental Psychology Fearing 101 Condon

ROMANCE LANGUAGES

210s. Modern French Seminar Bowen 4 Oregon
219s. Spanish Seminar Wright 6 Oregon

Post Session

Eight o'Clock

EDUCATION

50. Educational Sociology Tuttle 1 Johnson

Nine o'Clock

ECONOMICS

120s. Post-War International Economic Problems Morris 3 Johnson

EDUCATION

161. Psychology of Childhood Tuttle 1 Johnson

HISTORY

58. Europe from 1815-1914 Fish 110 Johnson

Ten o'Clock

ENGLISH

156. Contemporary Novel Horn 110 Johnson

HISTORY

163s. England in the 19th Century Fish 1 Johnson

PSYCHOLOGY

162ps. The Nature of Intelligence
or
165ps. Psychology of Learning Taylor 3 Johnson

Eleven o'Clock

ENGLISH

193. Victorian Poetry Horn 1 Johnson

HISTORY

176. History of Political Parties in the U. S. Clark 110 Johnson

PSYCHOLOGY

133ps. Psychology of Character and Personality Taylor 3 Johnson

Two o'Clock

EDUCATION

181. Administration and Supervision of High Schools Douglass 3 Education

Time to Be Arranged

EDUCATION

200. Thesis Writing Douglass 3 Education

THE PORTLAND SESSION

LINCOLN HIGH SCHOOL

THE FACULTY, 1928

ARNOLD BENNETT HALL, J.D., LL.D. *President of the University*
ALFRED POWERS, B.A. *Director of the Summer Sessions*
EARL M. PALLETT, M.S. *Registrar of the University*
MARGARET M. SHEARP *Secretary*
HILDA LANCEFIELD, B.A. *Librarian*

VICTORIA AVAKIAN *Instructor in Industrial Art*
DONALD G. BARNES, Ph.D. *Professor of History*
W. G. BEATTIE, B.A. *Extension Lecturer*
NELSON LOUIS BOSSING, Ph.D. *Associate Professor of Education*
WILLIAM H. BOYER *Supervisor of Music, Portland Public Schools*
DOROTHY CHAMBERLAIN *Instructor in Applied Art, Montana State College*
HOMER A. CHAMBERLIN, B.S. *Secretary, Oregon Social Hygiene Society*
WILKIE NELSON COLLINS, B.A. *Writer and Critic, New York City*
MARGARET D. CREECH, B.A. *Assistant Professor of Sociology*
TAM DEERING, B.A. *Executive Secretary, Community Service, San Diego*
SANDIE ORR-DUNBAR *Executive Secretary, Oregon Tuberculosis Association*
FREDERIC S. DUNN, M.A. *Professor of Latin*
RUDOLF H. ERNST, Ph.D. *Associate Professor of English*
FREDERICK W. GOODRICH *Instructor in Music, Portland Center*
NATALIE D. GREY *Instructor in Art, Portland Center*
WILLIAM GRIFFITH, M.A. *Assistant Professor of Psychology, Reed College*
EVELYN HOGUE, B.A. *Laboratory Assistant in Botany*
GLENN E. HOOVER, Docteur en Droit *Assistant Professor of Economics and Sociology,*
Mills College

ROBERT KROHN *Supervisor of Physical Education, Portland Public Schools*
OLOF LARSELL, Ph.D. *Professor of Anatomy, School of Medicine*
OLIVER JUSTIN LEE, Ph.D. *Astronomer and Lecturer*
WILLIAM LEVIN, Dr. P.H. *Director of Laboratory, Oregon State Board of Health*
T. T. LEW, Ph.D. *Professor of Education and Psychology,*
National University of China, Peking

JAMES PENDLETON LICHTENBERGER, Ph.D. *Professor of Sociology, University of Pennsylvania*
CHARLOTTE G. MACEWAN, B.A., B.S. *Instructor in Hygiene and Physical Education*
Wellesley College
WALTER W. R. MAY *City Advertising Manager, The Morning Oregonian*
VICTOR P. MORRIS, M.A. *Assistant Professor of Economics*
MABLE HOLMES PARSONS, M.A. *Professor of English*
LYNN ARTHUR QUIVEY, M.A. *Associate Professor of English, University of Utah*
EDGAR EUGENE ROBINSON, M.A. *Professor of American History, Stanford University*
F. G. G. SCHMIDT, Ph.D. *Professor of German*
HARRY J. SEARS, Ph.D. *Professor of Bacteriology, School of Medicine*
DOROTHY E. SMITH, B.A. *Head of School Department, Portland Library*

ALBERT RADDIN SWEETSER, M.A. *Professor of Plant Biology*
ABBIE GRACE TEMPLE *Instructor in Art, Portland Center*
HERBERT V. H. THATCHER, M.D. *Instructor in First Aid, American Red Cross*
CLINTON H. THIENES, M.D., Ph.D. *Assistant Professor of Pharmacology,*
School of Medicine

HAROLD S. TUTTLE, M.A. *Assistant Professor of Education*
CHARLES GARRETT VANNEST, Ph.D. *Professor of Education, Harris Teacher College,*
St. Louis

WALTER B. VEAZIE, Ph.D. *Head, Department of Philosophy, University of Colorado*
F. MIBON WARRINGTON, Diplôme de l'Université de Paris *Professor of Romance*
Languages

E. H. WHITNEY, B.A. *Assistant Superintendent of Schools, Portland*

GENERAL INFORMATION

The Portland office of the University is located at 322 Corbett building, Fifth and Morrison streets; telephone number, Atwater 2919. All executive details of the classes are handled from this office. Hours are from 9 a. m. to 5 p. m., with the exception of Saturday, when the office closes at 1 p. m.

REGISTRATION

All classes will be held at Lincoln high school, Park and Market streets, and, with few exceptions, will meet daily between 8 a. m. and noon. Classes begin Monday, June 18, as scheduled on page 63. Students, whether so far registered or not, should report for classes the first day of the session, and register between periods or in the afternoon. Registration takes place at Lincoln high school until noon; at 322 Corbett building from noon until 5 p. m. during each day of the period of registration which closes Saturday, June 23, at 1 p. m. Students living in Portland or arriving in advance will find it convenient to enroll beforehand. The administrative staff and members of the faculty will serve as advisers and will be available throughout the registration period for conference in regard to selection of suitable courses, requirements, credits and other details of the summer program and its relationship to the general academic program of the student.

REGISTRATION OF GRADUATE STUDENTS

Graduate students should record themselves as such not only in their classes and with their instructors, but should place their names on file at the Portland Center office, filling out a special card for the courses in which they wish to receive graduate credit. The dean of the graduate school, or his representative, will be glad to confer with students desiring to work for advanced degrees. Appointments may be made by calling the University office, Atwater 2919.

UNIVERSITY CREDIT

Nine term hours of regular university credit may be earned during the summer term. Students wishing to matriculate with the University in order to work toward degrees, should file all their credentials with the registrar at Eugene. Credit for work done in the Portland summer session counts as resident credit in the University of Oregon.

Credit toward advanced degrees may be earned in some departments. The courses starred (*) will carry graduate credit.

LIBRARY

The Portland Library, with 440,902 volumes, is made freely available to the students of the Portland summer session. For additional convenience, reference books covering assignments in all courses will be placed in the Lincoln high school library, which is open daily, except Saturday and Sunday, from 8 a. m. to 4 p. m. Miss Hilda Lancefield, of the library staff, has been assigned to Lincoln high school as special summer session librarian.

TEXT BOOKS

Text books are not listed in this catalogue but will be announced by the instructors at the first meeting of classes, Monday, June 18, and may be obtained from the J. K. Gill Company, Fifth and Oak streets.

EXPENSES

The registration fee of the summer session is \$20 for residents of Oregon and for all regular extension students of the University. For others it is \$25. In the laboratory courses there are moderate laboratory fees to help defray the cost of materials. All fees are to be paid during the first week, June 18 to June 23. Students whose fees are not paid before June 23, at noon, and who are not enrolled in classes prior to that time, may petition for permission to earn credit, but such petitions are usually denied, or granted with proportionate credit only.

ROOM AND BOARD

One of the delightful features of the location of the Portland summer session is the wide range of satisfactory living accommodations. Room and board, together or separately, in private houses, boarding establishments or residential hotels may be secured at varying prices in accordance with the wishes and demands of the students, or arrangements for house-keeping can be conveniently and inexpensively made through the availability of many desirable apartments at low summer rates.

SPECIAL ACTIVITIES AND RECREATION

A number of recreational features will be arranged for students in the Portland summer term. There will be excursions and picnics to picturesque points of interest, and various scientific field trips under the leadership of different members of the faculty. During one week-end a steamer will be chartered for a cruise down the Willamette river and up the Columbia. Special public lectures will be given by the faculty and distinguished visitors.

ASSEMBLY

Three mornings a week from 10:50 to 11:10 students will meet in the auditorium for assembly, affording an opportunity to make the acquaintance of fellow students, and including 20-minute addresses, musical programs, extempore debates, brief dramatizations of class projects, readings and other features by students, faculty and distinguished summer visitors to Portland.

Description of Courses

In the following description of courses, it is intended that the general character of each course shall be indicated by its number. Courses numbered from 1 to 99 are commonly called lower division courses, and are primarily intended for students in the first two years of the college course. Courses numbered from 100 to 199 are upper division courses, intended primarily for advanced undergraduates, but are sometimes acceptable for credit toward a graduate degree when taken by registered graduate students and supplemented by especially arranged additional assignments of work. Courses available for graduate credit are starred (*).

The hours noted after each course description represent term-hours of university credit which may be earned.

ART

Dr. LEW, Miss CHAMBERLAIN, Miss AVAKIAN, Mrs. GREY, Miss TEMPLE

LOWER DIVISION

79. *Design for the Industrial Arts.* A presentation of the subject of design to develop a knowledge of art principles in the construction and decoration of objects. Study of the relation of design to material. Practical problems for use in the handicrafts. Avakian. Daily at 8. Room 304.

Three hours.

90. *Modern Methods of Teaching Color.* A systematic development of the subject of color for public school work. Classification, analysis and color harmonies developed by a series of practical problems. Discussion of various methods of teaching color. Correlation with other school subjects. This course will be of special interest to platoon teachers. Temple. Daily at 8. Room 301.

Three hours.

94. *Design.* Historic motifs and their adaptation to modern uses in decoration. Study of color in relation to design. This course will offer advanced problems which will be of interest to special teachers of art. Avakian. Daily at 9. Room 301.

Three hours.

95. *Handicrafts.* (a) Metal and jewelry. Principles of constructive and decorative design as related to this craft. Processes and methods involved in the making of articles from copper, brass, aluminum and silver. (b) Parchment. Methods of developing transparent decoration on paper and on cloth for decorative purposes. Processes and materials used. (c) Lacquer and enamel. The development of decoration for opaque materials. Adaptation to practical problems for use in the home. Grey. Daily at 10. Room 301.

Three hours.

96. *Commercial Art.* The fundamentals of modern advertising presented by graphic problems in principles of design in form and color, techniques and lettering. The principles of dynamic symmetry are taught and are consistently used as a basis for all composition. Lectures on principles of newspaper, magazine, poster and card advertising. "Modern Art" will be briefly given in lectures, and its relation to modern American advertising stressed. Note-book work required. Chamberlain. Daily at 10. Room 304.

Three hours.

UPPER DIVISION

103. *Oriental Art and Literature.* This course does not much busy itself with the technicalities either of Oriental art or of Oriental literature, but is an attempt, through the art and literature of the Orient, to discover the inner spirit of the East, and to find clues to the special phases and directions of the evolution of Oriental culture. Lew. Daily at 11. Room 110.

Three hours.

195. *Dress Design.* Simple problems to develop technique in designing costume and accessories, based on the principles of design in form and color and emphasizing the essentials of fashion and good taste. Supplemented by daily lectures on the psychology of dress; that is, the relation of the costume and accessories to the individual; and a brief history of costume and its application to modern use. Special note-book work required. Chamberlain. Daily at 11. Room 304.

Three hours.

ASTRONOMY

Dr. LEE

UPPER DIVISION

125. *The Solar System.* A detailed study of our sun and of the other classes of bodies comprising our immediate system. In the main, non-mathematical. At least one evening each week is spent in becoming familiar with the sky. Daily at 8. Room 105.

Three hours.

126. *The Stellar System.* A study, chiefly non-mathematical, of the stars and nebulae of space, their nature, motions and relations. Much attention is given to modern methods of research. Daily at 9. Room 105.

Three hours.

NOTE: Students are advised to elect both courses, although course 125 may be taken alone.

BIOLOGY

Dr. LARSELL

LOWER DIVISION

1. *General Biology.* A survey of the principal facts and theories of biological science, especially as related to animal organisms. The cell, development of the systems of organs, reproduction, heredity, and organic evolution will be considered. Daily at 11. Room 312.

Three hours.

BOTANY

Professor SWEETSER, Miss HOGUE

LOWER DIVISION

1s. *Plant Biology.* The study of life and life processes as expressed in some typical plants. How they live, move and have the power of reproducing their kind, and how they transmit inherent characteristics to their offspring is explained. This course has no pre-requisites and will be so arranged as to be helpful to teachers in the platoon work, as well as those having a general interest in life topics. Laboratory fee, 50 cents. Daily at 10. Room 316.

Three hours.

63s. *Systematic Botany.* A description and classification of the summer plants in the region around Portland. This will be adapted to individual needs and may be taken either by those having no experience in the work, or by more advanced students. Laboratory fee, 50 cents. Daily at 11. Room 316.

Three hours.

ECONOMICS

Assistant Professor MORRIS

LOWER DIVISION

3s. *Principles of Economics.* A study of the principles underlying the forces and activities of modern economic life; production, exchange, and distribution of wealth. Many practical problems, such as prices, business cycles, banking, taxes, foreign trade, labor movement, etc., are considered. Daily at 8. Room 116.

Three hours.

UPPER DIVISION

110s. *International Trade.* An analysis of the problems of world trade, with special reference to the post-war trade difficulties of the United States. Tariffs, foreign investments, war debts, competition for markets and raw materials, and similar problems form the basis for the statement of general principles and theories of foreign trade. Daily at 9. Room 116. *Three hours.*

*141s. *Conservation of National Resources.* This course is offered for students desiring a study of the natural resources of the United States, with special reference to sound lines of public policy which will provide wise utilization of resources. Special attention will be given to Oregon resources and their bearing on the future lines of growth of the state. Daily at 10. Room 104. *Three hours.*

EDUCATION

Dr. VANNEST, Assistant Superintendent WHITNEY, Dr. BOSSING,
Associate Professor BEATTIE, Assistant Professor TUTTLE

LOWER DIVISION

50. *Principles of Teaching.* A study of the principles of instruction which have been justified by experience and the fundamental factors in the psychology of learning. Includes an analysis of teaching procedure and appraisal of its elements, and places emphasis on making the principles function efficiently in present-day practice. Beattie. Daily at 8. Room 310. *Three hours.*

UPPER DIVISION

101. *Correlation of the Subject Matter of a Platoon School.* The major aim will be the integration of subject matter and the correlation of home room and special activities in the platoon school. Suggestions will be made and programs worked out to show how duplication and overlapping may be avoided. Definite problems will be assigned, the solution of which will be helpful to teachers now in the platoon schools, or to those who may be preparing to enter them. Whitney. Daily at 10. Room 107. *Three hours.*

104. *Platoon School Organization and Administration.* The history and philosophy of the platoon plan: the various methods of development and organization; the physical equipment of buildings; the making of programs and the general problems of administration, will constitute the major aims of this course. Such matters as teacher-training, selection, and assignment; time allotment; and effect of the plan on primary children, will be discussed and studies presented as a basis for conclusions reached. While this course will be profitable for teachers, it should be especially attractive to those in administrative positions, or to those who expect to prepare themselves for administrative work in platoon systems. Whitney. Daily at 11. Room 107. *Three hours.*

109. *The Educational System of Oregon.* An introductory study of education with particular reference to the Oregon school system, including a development of the more outstanding problems. Attention will be given to the factors of the school system that are directly related to the teacher. Designed to give a clearer perspective of education as a whole and to compare the Oregon schools with the best available standards. Tuttle. Daily at 8. Room 112. *Three hours.*

113. *Educational Sociology.* Considers the relation of education to social needs, social principles underlying school organization and instruction, and the function of the school in creating both conscious self-control in social groups and conscious responsibility of the individual in relationship to the group. Beattie. Daily at 9. Room 310. *Three hours.*

115. *Technique of Teaching History in Grades and High School.* Deals with the late methods in teaching history, including the following topics: aims and objectives of history, study habits in history, the textbook lesson, the collateral reading lesson, the current history lesson, the notebook lesson, the map lesson, the history recitation, organizing the different fields of history for teaching purposes, standardized tests in history, maps to make, personages to know and identify, significant dates and events. For teachers of history, heads of departments, supervisors, critic teachers, and teachers of special methods. Vannest. Daily at 10. Room 105. *Three hours.*

*151. *History of Education in the United States.* Origin and development of American educational institutions, 1607-1920; the European background and modifications made to meet the needs of the colonists; evolution of state systems of public instruction; the influence of social, religious, economic, and political conditions on education; types of educational institutions established, their administration, support, curriculum, practices, methods, and ideals. Primarily for advanced and graduate students. Vannest. Daily at 11. Room 105. *Three hours.*

160. *Diagnostic Tests.* Will cover the following topics: the principles of diagnostic test building, practice in the building of such tests; the procedure in remedial teaching. Readings, lectures and discussions. Bossing. Daily at 8. Room 103. *Three hours.*

170. *New Movements in the Course of Study.* A comprehensive and practical consideration of recent and current movements in the school curriculum. For teachers, supervisors, and principals in elementary schools. Bossing. Daily at 9. Room 103. *Three hours.*

*181. *High School Administration and Supervision.* A consideration of important problems related to the administration of a modern high school. The purpose and function of secondary education, basic principles of administration, the high school principal, problems of personnel, pupil problems, problems of the curriculum, extra-curricular activities, and finance are among the topics discussed. Open by arrangement to qualified upper division and graduate students. Bossing. Daily at 10. Room 103. *Three hours.*

190. *Moral Education.* The importance of character among the objectives of education; social control of ethical ideals; stages in character development; dynamic function of the feelings; methods of training at-

titudes and sentiments; value of creative imagination; moral values in school subjects; in extra-curricular activities. Moral training compared with moral instruction. A comprehensive program of training in ideals. Tuttle. Daily at 9. Room 112. *Three hours.*

ENGLISH

Mrs. PARSONS, Associate Professor QUIVEY, Mr. COLLINS, Dr. ERNST,
Professor WARRINGTON

LOWER DIVISION

51. *Advanced Writing.* It is presumed in this course that the student has had one year of English composition, and that he can at once proceed in applied exposition. Practice will be had in such specialized forms as the familiar essay, the book review, and the criticism. Quivey. Daily at 8. Room 104. *Three hours.*

57s. *Writing the Short Story.* This course will be an intensive study of the art and the composition of the short story. The first third will be devoted to careful analysis of masterpieces of the type, that the art may be discovered. The remainder of the term will be used in practice and composition. Bring any good text on the art of the short story. Quivey. Daily at 9. Room 104. *Three hours.*

75s. *Business Correspondence.* This is a study of the various forms of the business letter—adjustment, inquiry, application, collection, credit, etc.—as to the content. It will be presumed that the student already knows mechanical form. Here he will be concerned with the psychological processes he sets up in the reader's mind, and the results to be thereby attained. It is a course in selling ideas by mail. There will be much writing. Quivey. Daily at 11. Room 104. *Three hours.*

UPPER DIVISION

122. *Survey of French Literature in English.* A lecture course in English for English students on French literature from the earliest masterpieces to contemporary writers. An English text, specially prepared for survey courses, will be used as an aid to following the lectures, and outside reading of some classics translated into English will be required. Warrington. Daily at 9. Room 115. *Three hours.*

*127. *Literature of the Renaissance.* Continental influences displayed in English literature of the Renaissance will be traced and considered, as well as those particulars which distinguish English writers of the period from their Italian and French neighbors. Lectures and discussions. Parsons. Daily at 9. Room 107. *Three hours.*

*148s. *Criticism in the United States since 1890.* An elementary consideration of the contending camps in criticism. The standpoints and the work of Woodberry, Brownell, More, Babbitt, Sherman and Santayana will be considered as in contrast with the standpoints and work of Spingarn, Brooks, Bourne, Mencken and Huneker, and others of each group. The function of criticism, the modern oppositions in critical aim and methods, the confusion of the arts, and the role of criticism in fields outside the arts will be investigated in a general fashion. There will be a very general review of some French and English critics of the earlier nineteenth century. Collins. Daily at 10. Room 112. *Three hours.*

152. *English Literature in 18th Century.* The sophisticated and rationalized literature of England from the Restoration to the middle of the 1700's. The works of Congreve, Swift and Addison will be emphasized, with limited reading of Dryden and Pope. The purely critical field will have very general treatment. Edmund Gosse's *Eighteenth Century Literature* and the first half of Leslie Stephen's *English Literature and Society in the Eighteenth Century* will be required as text-book material. Collins. Daily at 11. Room 112. *Three hours.*

156. *Contemporary Writers.* Including novelists, short story writers, poets, dramatists, biographers, critics. Readings and discussions, with especial interest in "stream-of-consciousness" types of literary expression, current social philosophies and critical approaches. Parsons. Daily at 8. Room 107. *Three hours.*

193. *19th Century Novel.* Jane Austen, Charlotte and Emily Bronte, Dickens, Thackeray, and George Eliot. Lectures and discussion. Ernst. Daily at 8. Room 309. *Three hours.*

*198. *Restoration Comedy.* The nature of comedy; some consideration of the social conditions of the Restoration Period. Etherege, Dryden, Congreve, Wycherly, Farquhar, and others. Ernst. Daily at 9. Room 309. *Three hours.*

GERMAN

Dr. SCHMIDT

LOWER DIVISION

1s. *Elementary German.* For students who wish to acquire quickly a reading knowledge of the language for scientific purposes or review the essentials. Daily at 8. Room 312. *Three hours.*

UPPER DIVISION

103s. *German Prose and Poetry.* Selected readings from modern writers. Presupposes about a year's study of German, but more advanced students can take the course with profit, as special attention will be given to their needs. Daily at 9. Room 312. *Three hours.*

130s. *Teaching of Modern Languages.* Lectures and discussions of methods of teaching German, French, and Spanish in cooperation with other instructors of modern languages. This course will be offered in English and may count towards satisfaction of the state requirement of 22 term-hours in education, as part of the six-hour allowance in teaching methods. Daily at 10. Room 312. *Three hours.*

*144. *German Romanticism and Classicism.* Special attention to Goethe's Faust and other works. The course will be given in English. Applicants need not know German, as all the works to be read are available in English. If graduate credit is desired, special work will be assigned. Daily at 11. Room 103. *Three hours.*

*145. *Recent German Literature.* A course of lectures in English, dealing especially with the modern storm and stress period and discussing the most important novels and dramas of modern German authors. Daily at 11. Room 103. *Three hours.*

NOTE: Either 144 or 145 will be given.

HISTORY

Dr. LEW, Professor ROBINSON, Dr. BARNES

LOWER DIVISION

31s. *Europe from 1450 to 1550.* A brief examination of the political, social, economic, religious, and intellectual life of Europe in the middle of the fifteenth century will be used as a starting point. The changes brought about in the following century by the Renaissance, the Reformation, the great discoveries, the commercial revolution, the advance of the Turks, and the rise of strong monarchies will then be studied. Not open to graduate students. Barnes. Daily at 8. Room 111. *Three hours.*

UPPER DIVISION

*154. *Recent China.* A sketch of the history of China to the Boxer Rebellion, followed by a fuller study and analysis of the most important conditions and currents in the changing China of this century. Lew. Daily at 10. Room 110. *Three hours.*

*162s. *18th Century England.* The main outlines of the political history from the Revolution of 1689 to the outbreak of the war with France in 1793 will be studied, but the emphasis will be placed upon social and economic conditions. Open to graduate students. Barnes. Daily at 9. Room 111. *Three hours.*

*175. *History of American Political Parties.* Beginning with the genesis of party government in the United States, survey is made of the succession of political parties which have been agencies for the expression of public opinion. American democracy, democratic government, group control, insurgent movements and personal leadership will be given particular attention. Robinson. Daily at 10. Room 111. *Three hours.*

177s. *History of the West.* The westward movement of the American people into the Mississippi Valley and the American occupation of the Pacific Northwest and of California. Movement of population is the first consideration, but attention is given to the expansion of political boundaries, the occupation of successive areas, and the construction of a form of society. Robinson. Daily at 11. Room 111. *Three hours.*

JOURNALISM

Mr. MAY

LOWER DIVISION

30s. *Elementary Newswriting.* Fundamentals of general reporting, interviewing, news analysis, note taking, together with a study of news, and lectures upon the modern newspaper. Useful as a service course in composition, by providing the journalistic, objective point of view in writing. Assignments will be written with a view to publication in the *Summer Sun*, and other papers. Daily at 10. Room 116. *Three hours.*

LATIN

Professor DUNN

LOWER DIVISION

56. *Vergil's Aeneid, Books VII-XII.* The teacher of Vergil is usually conversant with the first six books only, and therefore is unfamiliar with

the fascinating sequel and the complete epic. This course is to supply that need, as well as to provide a fuller appreciation of Vergil, his poems, his life and times. Daily at 8. Room 102. *Three hours.*

UPPER DIVISION

*153s. *Latin Pedagogy.* Intended to provide a laboratory for teachers, involving the discussion of practical problems ordinarily to be met in high school Latin. The new text adoption will be used as a basis for lectures, investigation, and reports. Daily at 9. Room 102. *Three hours.*

180. *The Greater Caesar.* Caesar in his Gallic Commentaries is only a fragment; the Greater Caesar is to be found and only thoroughly understood in the study of his cycle of achievements as a world conquerer and world reformer. He will be studied from the standpoint of his complete writings, his laws, his letters, his speeches, his monuments, and from collateral and biographic references. Daily at 10. Room 102. *Three hours.*

*190. *Pliny's Letters.* No more delightful text in the classics can be essayed for graduate purposes, or for exploitation by tired Latin teachers than the Letters of Pliny, in those refined and, withal, intriguing glimpses he gives us into the life and times of the Empire and of Silver Latin. Daily at 11. Room 102. *Three hours.*

MUSIC

Mr. BOYER, Mr. GOODRICH

LOWER DIVISION

11. *Music Survey—Classical, Romantic and Modern.* Pre-classical and classical music. The musical language of Bach. Classical, gallant and rococo. Beethoven: classicist, romanticist, democrat. The great romanticists. Wagner, the greatest of all romanticists. The later romanticists. Programme-music. Realism. Nationality in music. The English tradition in music. Wit and satire. From medieval modes to neo-primitivism. The mystical and the physical aspects of sound. Expressionism, atonality, bi-tonality, polytonality. Neo-classicism and the polyphony. The new choralism. Light opera, ballet and "jazz." American music. Through the courtesy of Sherman, Clay and Co., these lectures will be fully illustrated by means of Duo-Art rolls and Orthophonic Phonograph records. Goodrich. Daily at 8. Room 108. *Three hours.*

12. *Methods in Teaching Public School Music.* The purpose of this course is to show how musical knowledge is adapted to the needs of the public school. Ways of arousing and holding interest. Songs for the unification of voices. Development of the sense of pitch and rhythm through rote singing. Phrasing and interrelation. The various systems of music books and manuals used as texts. Staff notation. Boyer. Daily at 10. Room 108. *Three hours.*

13. *Scientific Music Reading and Choral Training.* This covers much the same ground as the usual sight singing course. However, the method of treatment is different in that syllables are not used and melody is considered in relation to its supporting harmonic structure. It is essentially an elementary course and is intended for those desiring participation in larger choral efforts. Boyer. Daily at 11. Room 108. *Three hours.*

UPPER DIVISION

140. *The Philosophy of Music.* The phenomena of sound. Its production, transmission and reception. Its pitch, strength and character. Harmonies. The sounds of musical instruments. Organ pipes. The human voice. Arrangement of musical material. Musical intervals. History of the scale. The ancient modes. Modern tonality. The major and minor modes. Music and social life. Psychological aspect of music. Music and color. Music and mathematics. Goodrich. Daily at 9. Room 108.

Three hours.

PHILOSOPHY

Dr. VEAZIE

UPPER DIVISION

115s. *Philosophy of Religion.* An historical study of the philosophical foundations of religion: the growth of religious sentiments, the grounds of religious belief and the metaphysics of value. Certain typical philosophical systems will be analyzed with respect to their bearing on religious doctrine. Special attention will be given to Plato, Kant, Confucius and Lao Tzu. Daily at 10. Room 106.

Three hours.

*126. *Dominant Ideals in Western Thought.* A general survey of certain significant trends in European thought and culture. After a brief consideration of the contributions of the ancient world, the course will deal with some of the philosophic, scientific and political theories and achievements which have contributed to the development of the modern mind. Daily at 11. Room 106.

Three hours.

PHYSICAL EDUCATION

Mr. KROHN, Miss MACEWAN, Mr. DEERING, Dr. THATCHER

LOWER DIVISION

30. *Sports and Women's Coaching.* The program will include organized and unorganized games for schoolground and gymnasium. Athletics on track; swimming and diving; tennis. Bathing suits and towels must be provided by swimmers. Krohn. Daily at 12. Gymnasium.

One and one-half hours.

UPPER DIVISION

100. *Recreation for Schools.* Use of extra-curricular school time to build up recreation skills, other than regular physical education programs. Social and other values to be gained. Broad interpretation other than just physical activities, dramatics, and stunts. Deering. Daily at 8. Room 305.

Three hours.

102. *Recreation Training for Playgrounds and Parks.* The wide range of activities that can be promoted; age groups; classification of activities; building of day's programs. Deering. Daily at 9. Room 305.

Three hours.

109. *Graded Exercises for Rural and City Schools.* Exercises divided into several grades of difficulty will be arranged, including: (a) setting up drills, exercise with dumbbells, wands and Indian clubs; (b) school

room and fancy marching; (c) light apparatus work for playgrounds and gymnasiums; (d) practice teaching in schoolroom; (e) practice teaching in gymnasium. Regulation gymnasium suit required. Krohn. Daily at 1. Gymnasium.

One and one-half hours.

119. *Adult Recreation.* What can be done for building desirable and profitable recreation for adults. Various auxiliary activities that may be used, such as music, outdoor organizations, dramatics. Deering. Daily at 10. Room 305.

Three hours.

130. *Theory and Practice of Rhythmics for City Schools.* Elementary instruction in dancing to be used in city schools. Folk dancing, pageantry and programs for grade and high schools. MacEwan. Daily at 10. Gymnasium.

Three hours.

132. *Advanced Interpretative Dancing.* For mature students or those who have had some training. Historical backgrounds, dance forms, and dance dramas. MacEwan. Daily at 11. Gymnasium.

Three hours.

146. *First Aid.* Covers emergency treatment to be given before the arrival of a doctor in cases of accident or physical injury. Special emphasis on practical side of work with intention of fitting student to attend to cases of severe hemorrhage, drowning, electrocution, suffocation, broken bones, as well as minor injuries. Part of class period devoted to demonstration and practice bandaging, transportation and artificial respiration. A. R. C. abridged textbook on First Aid, third edition. Reference reading, technical publications to be announced by instructor. Thatcher. Daily at 8. Room 106.

Three hours.

PLATOON LIBRARY

Miss SMITH

LOWER DIVISION

10. *Children's Literature.* Intended for those planning to become library teachers in platoon schools, but is also of use to teachers in other types of schools who wish to make the best use of the school survey of the field of children's literature as follows: History of children's literature, readers and primers, illustrators, folk lore and fairy tales, myths and legends, hero stories, ballads, poetry, story-telling, animal stories, adventure, science, occupations and amusements, books for special days, great literature. Lectures, reports and discussions. Daily at 9. Room 106.

Three hours.

POLITICAL SCIENCE

Dr. HOOVER

LOWER DIVISION

1s. *The Government of the United States.* The national government, with special attention to practical operation and contemporary reforms. Daily at 9. Room 113.

Three hours.

UPPER DIVISION

110s. *International Organization and Politics.* Nature and history of international institutions of government, including the Concert of Eur-

ope, the Hague system, the League of Nations and World Courts, together with a study of political and economic realities affecting international relations. Daily at 10. Room 113. *Three hours.*

*198. *International Relations.* The politics of the Far East, with special reference to China, Japan, India and the Philippines. Daily at 11. Room 113. *Three hours.*

PSYCHOLOGY

Associate Professor GRIFFITH

LOWER DIVISION

12s. *General Psychology.* A general introduction to the facts and principles of psychology, with the primary emphasis on normal adult psychology. Daily at 8. Room 110. *Three hours.*

UPPER DIVISION

*118s. *Abnormal Psychology.* A survey of the various nervous and mental diseases, psychoanalysis, hypnotism, multiple personality, spiritistic phenomena, and the like, considered from the psychological rather than the medical point of view. Daily at 9. Room 110. *Three hours.*

ROMANCE LANGUAGES

Professor WARRINGTON

LOWER DIVISION

1s. *First Year French.* To give students a working knowledge of French pronunciation; as wide, and at the same time as spontaneously available a vocabulary as possible; and a firm grasp of the essentials of French grammar. Conversation, dictation, prose composition, and the reading of elementary prose. Daily at 11. Room 115. *Three hours.*

11s. *First Year Spanish.* To give students a knowledge of Spanish pronunciation, as wide a vocabulary as possible, and a clear understanding of the essentials of Spanish grammar. Conversation, dictation, prose composition, and the reading of elementary prose. Daily at 8. Room 115. *Three hours.*

UPPER DIVISION

103s. *Survey of French Literature.* A lecture course on French literature from the earliest masterpieces to contemporary writers. A French text will be used as an aid to following the lectures and outside reading of some classics in French will be required. Daily at 9. Room 115. *Three hours.*

121s. *Survey of Spanish Literature.* From the earliest masterpieces to contemporary writers. The text studied—"Breve Historia de la Literatura Castellana," by Augustin Basave—has just been published at Guadalajara, Mexico, and has received the approval of the National Federation of Modern Language teachers of America. Daily at 10. Room 115. *Three hours.*

SOCIOLOGY

Dr. LICHTENBERGER, Miss CREECH, Mrs. DUNBAR, Mr. CHAMBERLIN

UPPER DIVISION

104s. *Principles of Sociology.* A general course dealing with the basic factors of social interpretation; a study of the nature, types, and processes of group behavior; analyses of social order, organization, change, progress, and control. Intended primarily for students who have not had a systematic course in the fundamentals of sociology. It is an introduction to more specialized courses. Lichtenberger. Daily at 9. Room 114. *Three hours.*

115. *Biology and Social Adjustments.* A social hygiene course for students, teachers and social workers, with special reference to the program in Oregon. Consideration of the problems involved in adjusting the individual to a sex-social environment, with emphasis upon education in home and school for the solution of the problems discussed. Special lectures by authoritative speakers in the field of social hygiene. There will be available to students all of the Oregon social hygiene library, which is perhaps one of the largest libraries of its kind on the coast. About ten reels of motion pictures will be used in connection with the course. Chamberlin. Daily at 8. Room 317. *Three hours.*

140. *Community Organization.* An introduction to the theory and practice of community organization; the elements of community; the structure of community; typical experiments in community organization; functions and inter-relations of national, state, and local organizations; the coordination of the community. Dunbar. Daily at 11. Room 116. *Three hours.*

143. *Recent Developments in Public Welfare.* An inquiry into the concepts, programs, and results of the social welfare movement. A study of the problem of social well-being in its physical, psychic, and social aspects. The work will consist of the preparation and discussion of papers upon assigned topics. Offered primarily for advanced students who have experience and training in the field of social work. Lichtenberger. Daily at 11. Room 114. *Three hours.*

151s. *Social Problems.* Designed to give the student a knowledge of the major problems affecting society today. Health, unemployment, child labor, women in industry, and dependent, defective and delinquent classes, will be among the problems considered. Lectures, discussions and reports. Creech. Daily at 9. Room 317. *Three hours.*

165. *Social Case Work.* An analysis of the technique and principles of case work. Class discussion based upon study of case records and assigned reading. Designed for those students wishing a general knowledge of the processes of case work and its application in various fields. Creech. Daily at 10. Room 317. *Three hours.*

*196. *History of Social Theories.* An outline survey of the development of social thought from Plato to the present, with special emphasis upon the growth of the scientific method in social science, together with a critical study of contemporary sociological theories. This course is of

special value to students and social workers who need a theoretical background for their practical work. Lichtenberger. Daily at 10. Room 114.
Three hours.

COURSE FOR TRAINING OF MEDICAL AND PUBLIC HEALTH LABORATORY TECHNICIANS

Harry J. Sears, Ph.D., professor of bacteriology, School of Medicine; Clinton H. Thienes, M.D., Ph.D., assistant professor of pharmacology, School of Medicine; William Levin, Dr., P.H., director of laboratory, Oregon State Board of Health.

A technical and highly specialized course planned as a part of the curriculum of the Portland Summer Session, in cooperation with the University of Oregon school of medicine and the Oregon State Board of Health. The purpose is to provide training for those planning to be technicians in doctors' offices or in public health laboratories. The work will be given six days a week, for ten weeks, from June 18 to August 25, and will constitute a full-time program for students for that period, making it impossible for those employed or otherwise occupied during a part of the day to enroll. The registration fee will be \$150 and the course will not be given for an enrollment of less than ten. A special leaflet in detailed description of the course will be mailed upon request. Applications should be made immediately and must be made before May 10, when definite advice will be given as to whether the course will be scheduled.

INSTITUTES

Red Cross Institute.—Presents the history, organization and services of the Red Cross, paying special attention to methods of chapter organization and to home service work. It is intended for Red Cross secretaries, trained social workers interested in Red Cross, and for volunteers. One week, beginning July 9. The institute will be conducted by Miss Margaret Barnard, M.A., executive secretary, Lane County Chapter, American Red Cross. Daily at 10. Room 313.

Institute for Health Workers.—Deals with methods, programs and relationships of health workers from local, state and national viewpoints. Instruction will be given by Dr. Philip P. Jacobs, director of institutes for the National Tuberculosis Association, and Mrs. Saidie Orr-Dunbar, secretary of the Oregon Tuberculosis Association. Two weeks, from June 25 to July 7. Dunbar. Daily at 10. Room 313.

Portland Summer Session Schedule of Courses and Rooms

8 a. m.

Vergil's Aeneid	Dunn	102
Diagnostic Tests	Bossing	103
Advanced Writing	Quivey	104
The Solar System	Lee	105
First Aid	Thatcher	106
Contemporary Writers	Parsons	107
Musical Survey	Goodrich	108
General Psychology	Griffith	110
Europe from 1450 to 1550	Barnes	111
Educational System of Oregon	Tuttle	112
First Year Spanish	Warrington	115
Principles of Economics	Morris	116

Modern Methods of Teaching Color	Temple	301
Design for the Industrial Arts	Avakian	304
Recreation for Schools	Deering	305
19th Century Novel	Ernst	309
Principles of Teaching	Beattie	310
Elementary German	Schmidt	312
Biology and Social Adjustments	Chamberlin	317

9 a. m.

Latin Pedagogy	Dunn	102
New Movements in the Course of Study	Bossing	103
Writing the Short Story	Quivey	104
The Stellar System	Lee	105
Children's Literature	Smith	106
Literature of the Renaissance	Parsons	107
The Philosophy of Music	Goodrich	108
Abnormal Psychology	Griffith	110
18th Century England	Barnes	111
Moral Education	Tuttle	112
The Government of the United States	Hoover	113
Principles of Sociology	Lichtenberger	114
Survey of French Literature	Warrington	115
International Trade	Morris	116
Design	Avakian	301
Recreation Training for Playgrounds and Parks	Deering	305
Restoration Comedy	Ernst	309
Educational Sociology	Beattie	310
German Prose and Poetry	Schmidt	312
Social Problems	Crech	317

10 a. m.

The Greater Caesar	Dunn	102
High School Administration and Supervision	Bossing	103
Conservation of Natural Resources	Morris	104
Technique of Teaching History	Vannest	105
Philosophy of Religion	Veazie	106
Correlation of the Subject Matter of a Platoon School	Whitney	107
Methods in Teaching Public School Music	Boyer	108
Recent China	Lew	110
History of American Political Parties	Robinson	111
Criticism in the United States since 1890	Collins	112
International Organization and Political Parties	Hoover	113
History of Social Theories	Lichtenberger	114
Survey of Spanish Literature	Warrington	115
News-writing	May	116
Handicrafts	Grey	301
Commercial Art	Chamberlain	304
Adult Recreation	Deering	305
Teaching of Modern Languages	Schmidt	312
Red Cross Institute	Barnard	313
Institute for Health Workers	Dunbar	313
Plant Biology	Sweetser	316
Social Case Work	Crech	317
Theory and Practice of Rhythmics for City Schools	MacEwan	Gym

11 a. m.

Pliny's Letters	Dunn	102
German Romanticism and Classicism	Schmidt	103
Business Correspondence	Quivey	104
History of Education in the United States	Vannest	105
Dominant Ideals in Western Thought	Veazie	106
Platoon School Organization and Administration	Whitney	107
Scientific Music Reading and Choral Directing	Boyer	108
Oriental Art and Literature	Lew	110
History of the West	Robinson	111
English Literature in the 18th Century	Collins	112
International Relations	Hoover	113
Recent Developments in Public Welfare	Lichtenberger	114
First Year French	Warrington	115
Community Organization	Dunbar	116
Handicrafts	Grey	301
Dress Design	Chamberlain	304
General Biology	Larsell	312
Systematic Botany	Sweetser	316
Advanced Interpretative Dancing	MacEwan	Gym

12 m.

Sports and Women's Coaching	Krohn	Gym
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1 p. m.

Graded Exercises for Rural and City Schools	Krohn	Gym
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UNIVERSITY OF OREGON

Summer Session Schedule and Registration Manual

Campus Session, 1928

How to Register (Undergraduates)

Undergraduates qualified to carry work may enter the summer session without submitting entrance credentials, but in order to become a candidate for a degree, all entrance requirements must be fulfilled.

Step 1. Secure an "Information Card" from the table in the lobby of Johnson hall (Administration building) and fill it out in ink.

Step 2. Select as your adviser, from the list on page 2, the person who represents your major department or the department in which you expect to carry the most work. He will be stationed on the first floor. Go to him, show him your information card. He will give you a "Study Program" and assist you in filling it out, signing it as your adviser. He will also give you a "Cashier's Fee Card," which you should fill out to correspond with your study program. It is not necessary to secure signatures of instructors.

Step 3. Take your study program and fee card and information card to the cashier on the second floor (windows 1, 2 and 3) and pay your fees. Leave the fee card with the cashier.

Step 4. Take your information card, your study program and your fee receipt to windows 8 and 9 and file the cards with the Registrar. Now YOU ARE REGISTERED.

(After registration day, Monday, June 18, registrants call first at the office of the Director, 112, Johnson hall.)

How to Register (Graduates)

Step 1. Secure an "Information Card" from the table in the lobby of Johnson hall (Administration building) and fill it out in ink.

Step 2. Go to Registrar's office on the second floor (window 11). If you do not have a Card of Admission to the Graduate School, secure one from the Registrar's office. Secure also a blank study program.

Step 3. Go to the office of the acting dean of the Graduate School on the first floor (room 101) for preliminary conference.

Step 4. Select as your adviser, from the list on page 2, the person who represents your major department or the department in which you expect to carry the most work. He will be stationed on the first floor. Go to him, show him your information card. He will assist you in filling out your study program card. He will also give you a "Cashier's Fee Card" which you should fill out to correspond with your study program. It is not necessary to secure signatures of instructors.

Step 5. Return to the acting dean of the Graduate School who will sign your study program card.

Step 6. Take your study program and fee card and information card to the cashier on the second floor (windows 1, 2 and 3) and pay your fees. Leave the fee card with the cashier.

Step 7. Take your information card, your study program and your fee receipt to windows 8 and 9 and file the cards with the Registrar. NOW YOU ARE REGISTERED.

(After registration day, Monday, June 18, registrants call first at the office of the Director, Room 112, Johnson hall.)

Offices of the Faculty

Members of the faculty other than advisers will be in their offices on Monday, June 18, from 8:30 to 12 and from 1:30 to 4:30; other days at office hours or by appointment.

Summer Session Advisers

During the first day, Monday, June 18, the advisers will all be found in the Administration building (Johnson hall) for registration from 8 to 12 and from 1 to 4:30, as given below. After that date they will keep office hours in their own offices.

DEPARTMENT	ADVISER	ROOM
Art	Mr. Zane	110 Johnson
Biology	Mr. Yocom	110 Johnson
Botany	Mr. Yocom	110 Johnson
Business Administration	Mr. Robbins	110 Johnson
Chemistry	Mr. Shinn	110 Johnson
Drama	Miss Wilbur	108 Johnson
Economics	Mr. Erb	108 Johnson
Education (undergraduates)	Mr. Earl R. Douglass	
	Mr. DeBusk	110 Johnson
Education (graduates)	Mr. Huffaker	111 Johnson
English (undergraduates)	Mr. Horn	110 Johnson
English (graduates)	Mr. Smith	111 Johnson
German	Mrs. Beebe	110 Johnson
History	Mr. Fish	111 Johnson
Journalism	Mr. Turnbull	110 Johnson
Library	Mr. M. H. Douglass	108 Johnson
Mathematics	Mr. DeCou	110 Johnson
Music (theory courses)	Mrs. Beck	108 Johnson
Music (applied)	Mr. Landsbury	108 Johnson
Philosophy	Mr. Townsend	110 Johnson
Physical Education (Coaching School)	Mr. Earl	110 Johnson
Physics	Mr. Caswell	110 Johnson
Political Science	Mr. Parsons	108 Johnson
Psychology	Mr. Taylor	110 Johnson
Romance Languages	Mr. Bowen	110 Johnson
Sociology	Mr. Parsons	108 Johnson
Director of Campus Summer Session	Mr. Clark	112 Johnson
Acting Dean of the Graduate School	Mr. Gilbert	101 Johnson
Acting Dean of Women	Miss Prutsman	109 Johnson

Miss Evelyn Anderson	Woman's Building
Dr. Raymond Baker	Education Building
Miss Helen Barnett	106 Johnson
Mrs. Anne L. Beck	Music Building
Mrs. Beatrice B. Beebe	104 Oregon
Dr. Ray P. Bowen	8 Oregon
Miss E. Lenore Casford	Reference Desk, Library
Dr. A. E. Caswell	108 Deady
Dr. Dan E. Clark	112 Johnson
Mr. Thomas R. Cole	Administration Annex
Dr. Norman F. Coleman	Administration Annex
Dr. William J. Cooper	Administration Annex
Dr. David R. Davis	108 Oregon
Dr. B. W. DeBusk	Education Building
Mr. Edgar E. DeCou	101 Johnson
Dr. Earl R. Douglass	Education Building
Mr. M. H. Douglass	Library
Mr. Virgil D. Earl	McArthur Court
Mr. Donald M. Erb	108 Commerce
Mr. John Stark Evans	Music Building
Dr. Franklin Fearing	307 Condon
Dr. Grace Fernald	Education Building
Dr. Andrew Fish	2 Commerce
Dr. James H. Gilbert	Johnson Hall
Miss Rose Glass	Education Building
Dr. Bruce M. Harrison	204 Deady
Mr. R. H. Highmiller	205 Deady
Mr. Robert D. Horn	201 Villard
Mr. C. A. Howard	Administration Annex
Mr. Kenneth E. Hudson	112 Architecture
Dr. C. L. Huffaker	Education Building
Mr. Herbert Jaaper	310 Condon
Miss Jacqueline L. Kirtley	Library
Dr. John J. Landsbury	Music Building
Mrs. Mabel E. McClain	Library
Mr. Marion McClain	University Co-op
Mr. J. J. McEwan	McArthur Court
Mr. Edgar R. Means	Administration Annex
Mr. G. Bernard Noble	9 Commerce
Dr. John W. Oliver	2 Commerce
Dr. Philip A. Parsons	102 Commerce
Miss Andrée M. Pellion	2A Oregon
Miss Hazel Prutsman	109 Johnson
Mr. W. J. Reinhart	McArthur Court
Mr. Lloyd J. Reynolds	106 Johnson
Dr. E. C. Robbins	205 Commerce
Mr. Richard Roehm	207C McClure
Mr. Kenneth Rowe	201 Villard
Mr. Theodore Schroeder	Music Building
Dr. Frederick L. Shinn	5 McClure
Mr. S. Stephenson Smith	205 Villard
Dr. David Snedden	Administration Annex
Dr. J. Duncan Spaeth	101 Villard
Miss Martha E. Spafford	21 Library
Mr. O. F. Stafford	1 McClure
Dr. Henry Suzzalo	Administration Annex
Dr. Howard R. Taylor	305 Condon
Dr. H. G. Townsend	2 Johnson
Mr. George Turnbull	Journalism Building
Mr. Rex Underwood	Music Building
Mr. Floyd E. Van Atta	207E McClure
Miss Marjorie Van Deusen	4 Library
Mr. Earl Widmer	Men's Gymnasium
Miss Florence E. Wilbur	106 Johnson
Mr. Leavitt O. Wright	2A Oregon
Mr. Hubert T. Yearian	104 Deady
Mrs. Catharine B. Yocom	209 Deady
Dr. Harry B. Yocom	209 Deady
Mr. Nowland B. Zane	Journalism Annex

FEES

Regular Registration Fee	\$20.00
Non-resident Registration Fee	25.00
Auditors Fee	5.00 per course
Post Session Fee	10.00
Auditors Fee for Post Session	2.50 per course
Laboratory fees for separate courses are given in the catalogue.	

CAMPUS CLASS SCHEDULE

All classes meet daily except Saturday, and carry three hours of credit. Variations from this rule are indicated in the catalogue.

Nine term hours is the maximum that can be earned in the regular session.

Eight o'Clock

BIOLOGY	
4s. Heredity	H. B. Yocom208 Deady
BOTANY	
63s. Systematic Botany	Mrs. Yocom303 Deady
BUSINESS ADMINISTRATION	
110. Principles of Industrial Management	Robbins107 Commerce
CHEMISTRY	
1. General Chemistry	Stafford106 McClure
ECONOMICS	
3s. Principles of Economics	Gilbert106 Commerce
EDUCATION	
53s. Educational Psychology	DeBusk4 Education
111. Methods of Instruction in English	Baker3 Education
170. Psychology and Education of Atypical Children	Fernald2 Education
185. The Work of Deans and Advisers of Girls	GlassUniversity H. S.
ENGLISH	
2s. English Survey (second term)	Horn107 Villard
40s. Shakespeare	Spaeth108 Villard
189s. 18th Century Essay, Letters and Memoirs	Smith101 Villard
HISTORY	
166s. Recent Germany—1871 to the Present	Fish7 Commerce
179. Forces and Influences in American History	Clark8 Commerce
LIBRARY	
5. School Library Administration	Van Deusen30 Library
MATHEMATICS	
4s. Plane Trigonometry	
5s. Plane Analytical Geometry	Davis101 Oregon
104s. Higher Algebra	DeCou1 Johnson
MUSIC	
9s. History and Appreciation of Music	BeckMusic Building
PHILOSOPHY	
111. Recent American Philosophy	Townsend3 Johnson
PHYSICAL EDUCATION	
51bb. Coaching of Baseball (class 8 to 10)	ReinhartMcArthur Court
PHYSICS	
4as. General Physics. First term. Class 8 to 10—first 3 weeks	Caswell107 Deady
4bs. General Physics. Second term. Class 8 to 10—last 3 weeks	Caswell107 Deady
PSYCHOLOGY	
133s. Psychology of Character and Personality	Taylor801 Condon
ROMANCE LANGUAGES	
120. Spanish Masterpieces	Wright6 Oregon
SOCIOLOGY	
104s. Principles of Sociology	Parsons110 Johnson

Nine o'Clock

ART	
18s. Comparative Art Studies for Teachers	Zane107 Architecture
BIOLOGY	
106s. Vertebrate Embryology	Harrison106 Deady
127. Parasites and Disease	H. B. Yocom208 Deady
BOTANY	
103s. Algae, M W F	Mrs. Yocom303 Deady
BUSINESS ADMINISTRATION	
112s. Personnel	Robbins107 Commerce
CHEMISTRY	
2. General Chemistry	Stafford106 McClure
140. Organic Chemistry	Shinn101 McClure
ECONOMICS	
185s. Railway Economics	Erb106 Commerce
EDUCATION	
109. Teaching of High School Subjects	Baker3 Education
171. The Teaching of Backward Children	Fernald2 Education
180. The Principalship in the Town and Small City	Huffaker4 Education
ENGLISH	
159s. Romantic Movement	Spaeth108 Villard
HISTORY	
4s. Europe from 1500 to 1789	Fish7 Commerce
73s. Recent American History, 1896-1926	Oliver8 Commerce
LIBRARY	
7. Books for High School Libraries	Van Deusen80 Library
MATHEMATICS	
101s. Teaching and History of H. S. Mathematics	DeCou1 Johnson
MUSIC	
10. Elements of Musical Science	BeckMusic Building
PHILOSOPHY	
51bs. Ethics	Townsend3 Johnson
POLITICAL SCIENCE	
110s. International Politics	Noble111 Johnson
PSYCHOLOGY	
12s. General Psychology	Fearing101 Condon
162s. The Nature of Intelligence	Taylor801 Condon
ROMANCE LANGUAGES	
1s. Elementary French	Pellion4 Oregon
114bs. Methods of Instruction in Spanish or 123as. Contemporary Spanish Literature	Wright6 Oregon
SOCIOLOGY	
152s. Social Unrest	Parsons110 Johnson

Ten o'Clock

ART	
105. History of Painting	Hudson107 Architecture
BIOLOGY	
1s. Elementary Biology	Harrison106 Deady
5s. Eugenics	Mrs. Yocom303 Deady
124. Invertebrate Morphology, M W F	H. B. Yocom208 Deady
BUSINESS ADMINISTRATION	
153s. Business Policies	Robbins107 Commerce
CHEMISTRY	
15. Chemical Theory and Practice	Stafford106 McClure
141. Organic Chemistry	Shinn101 McClure
DRAMA	
104. Stage Management for School & Amateur Plays	WilburGuild Theatre
ECONOMICS	
113s. Banking and Crises	Gilbert106 Commerce

Ten o'Clock (Continued)

EDUCATION		
110. Teaching of Science in Secondary Schools	Means	8 Education
165. Tests and Measurements	DeBusk	4 Education
186. Organized Activities of the Youth Movement	Glass	2 Education
ENGLISH		
120as. Criticism	Smith	101 Villard
142s. American Novel Since 1890	Horn	107 Villard
HISTORY		
171. Building the Nation and Rise of Nationalism	Oliver	8 Commerce
LIBRARY		
102. Book Selection and Evaluation	McClain	80 Library
MATHEMATICS		
8s. Unified Mathematics	DeCou	1 Johnson
110s. Projective Geometry		
or		
102s. Differential and Integral Calculus	Davis	101 Oregon
PHYSICAL EDUCATION		
51tr. Coaching of Track (class 10 to 12)	Earl	
POLITICAL SCIENCE		
3s. Comparative Government	Noble	111 Johnson
PSYCHOLOGY		
120. Freudian Psychology	Fearing	101 Condon
ROMANCE LANGUAGES		
11s. Elementary Spanish	Pellion	4 Oregon
SOCIOLOGY		
220. Seminar: Public Welfare Administration	Parsons	110 Johnson

One o'Clock

ART		
72s. Composition in Line, Shape, Tone and Color	Zane	7 Architecture
CHEMISTRY		
Laboratory courses 1 to 4	Roehm, Van Atta	McClure
EDUCATION		
138. Problems in School Administration	Means	119 Johnson
ENGLISH		
54s. Prose Composition	Rowe	108 Villard
GERMAN		
1as. Elementary German	Beebe	106 Oregon
JOURNALISM		
1. Newswriting	Turnbull	105 Journalism
LIBRARY		
1. Elementary Cataloguing and Classification		
Laboratory 2-4 or 3-5	Spafford	4 Library
MUSIC		
125. Public School Music for Grades One to Six	Beck	Music Building
PHYSICAL EDUCATION		
51kbb. Coaching of Basketball (class 1 to 3)	Reinhart	McArthur Court
PHYSICS		
Laboratory courses 1 to 4	Yearian	Deady Hall
PSYCHOLOGY		
11s. Beginners Laboratory (class 1 to 4)	Cutsforth	Condon Hall
ROMANCE LANGUAGES		
116s. Contemporary French Literature		
or		
114as. Methods of Instruction in French	Bowen	4 Oregon

Two o'Clock

ART		
47s. Freehand Drawing (class 2 to 5)	Zane	Art Studio
50. Painting from Still Life and the Head (class 2 to 5)	Hudson	Art Studio
53. Life Class (class 2 to 5)	Hudson	Art Studio
53. Landscape Painting (class 2 to 5)	Hudson	Art Studio

Two o'Clock (Continued)

EDUCATION		
51s. Principles of Education	Baker	4 Education
187. Problems in Elementary Education	Means	110 Johnson
181. The Administration and Supervision of High Schools	Douglass	2 Education
276. The School Survey	Huffaker	8 Education
ENGLISH		
1s. English Survey (first term)	Rowe	103 Villard
GERMAN		
133. Reading Course in German	Beebe	106 Oregon
JOURNALISM		
130. Reporting	Turnbull	105 Journalism
LIBRARY		
8. Children's Literature	Casford	80 Library
MUSIC		
167. Public School Music for Junior and Senior High School	Beck	Music Building
PSYCHOLOGY		
165s. Psychology of Learning	Taylor	801 Condon
ROMANCE LANGUAGES		
102. French Masterpieces	Bowen	4 Oregon

Three o'Clock

DRAMA		
105. Rehearsal and Play Production	Wilbur	Guild Theatre
EDUCATION		
294. Statistical Methods in Education	Douglass	2 Education
PHYSICAL EDUCATION		
51fb. Coaching of Football (class 3 to 5:30)	McEwan	

Time to Be Arranged

BIOLOGY		
200. Biology Seminar	Harrison	105 Deady
124. Invertebrate Morphology Lab.	H. B. Yocom	Deady
BOTANY		
63s. Systematic Botany Lab.	Mrs. Yocom	Deady
103s. Algae Lab.	Mrs. Yocom	Deady
EDUCATION		
200. Thesis Writing	DeBusk, Douglass, Huffaker	Education
ENGLISH		
121s. Milton	Horn	107 Villard
152s. Seminar on Keats	Rowe	103 Villard
230s. Seminar in Elizabethan Comedy, except Shakespeare	Smith	101 Villard
HISTORY		
203. Seminar: Great Historians of the 19th Century	Fish	7 Commerce
206. Seminar: American Problems in the Harrison and Cleveland Administrations	Oliver	8 Commerce
JOURNALISM		
106. Copy Editing and Headwriting	Turnbull	105 Journalism
PHYSICS		
4cs. General Physics	Caswell	107 Deady
or		
101. History and Teaching of Physics	Caswell	107 Deady
or		
125, 225. Advanced and Graduate Courses	Caswell	107 Deady
200. Research Problems	Caswell	107 Deady
POLITICAL SCIENCE		
217s. Seminar: International Administration and the League	Noble	111 Johnson
PSYCHOLOGY		
221s. Seminar: Experimental Psychology	Fearing	101 Condon
ROMANCE LANGUAGES		
210s. Modern French Seminar	Bowen	4 Oregon
219s. Spanish Seminar	Wright	6 Oregon

Post Session

Eight o'Clock

EDUCATION
50. Educational Sociology Tuttle 1 Johnson

Nine o'Clock

ECONOMICS
120s. Post-War International Economic Problems Morris 3 Johnson
EDUCATION
161. Psychology of Childhood Tuttle 1 Johnson
HISTORY
5s. Europe from 1815-1914 Fish 110 Johnson

Ten o'Clock

ENGLISH
156. Contemporary Novel Horn 110 Johnson
HISTORY
163s. England in the 19th Century Fish 1 Johnson
PSYCHOLOGY
162ps. The Nature of Intelligence
or
165ps. Psychology of Learning Taylor 3 Johnson

Eleven o'Clock

ENGLISH
198. Victorian Poetry Horn 1 Johnson
HISTORY
176. History of Political Parties in the U. S. Clark 110 Johnson
PSYCHOLOGY
138ps. Psychology of Character and Personality Taylor 3 Johnson

Two o'Clock

EDUCATION
181. Administration and Supervision of High Schools Douglass 3 Education

Time to Be Arranged

EDUCATION
200. Thesis Writing Douglass 3 Education

SUMMER SESSION

1928

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