

CORRESPONDENCE-STUDY

1940-41



"The State Is the Campus"



GENERAL
EXTENSION
DIVISION



OREGON STATE SYSTEM OF HIGHER EDUCATION

Oregon State System of Higher Education

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

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

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

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

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

OREGON STATE SYSTEM
OF HIGHER EDUCATION

CORRESPONDENCE-STUDY

Announcements for
1940-41

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

State Board of Higher Education

	Term Expires
F. E. CALLISTER, Albany.....	1941
BEATRICE WALTON SACKETT, Marshfield.....	1942
C. A. BRAND, Roseburg.....	1943
E. C. SAMMONS, Portland.....	1944
ROBERT W. RUHL, Medford.....	1945
EDGAR W. SMITH, Portland.....	1946
WILLARD L. MARKS, Albany.....	1947
R. C. GROESBECK, Klamath Falls.....	1948
MAC HOKE, Pendleton.....	1949

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BEATRICE WALTON SACKETT
E. C. SAMMONS

FREDERICK M. HUNTER, Chancellor
CHARLES D. BYRNE, Secretary

Office of the State Board of Higher Education
Eugene, Oregon

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Oregon State System of Higher Education

Executive Officers

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GENEVIEVE GRIFFITH TURNIPSEED, M.A., Director of Dormitories
ADOLPH ZIEFLE, M.S., Phar.D., Dean and Director of Pharmacy

* Each dean and director in this list is interinstitutional in function, and the chancellor's principal adviser in his field.

Correspondence-Study

Oregon State System of Higher Education

Faculty

FREDERICK MAURICE HUNTER, Ed.D., LL.D., Chancellor Oregon State System of Higher Education
ALFRED POWERS, A.B., Dean and Director of General Extension Division and Summer Sessions
WILLIAM GILBERT BEATTIE, B.A., Assistant Director of General Extension Division; Professor of Education
MOZELLE HAIR, B.A., Head of Correspondence-Study, General Extension Division; Assistant Professor of Sociology
PERCY PAGET ADAMS, A.B., B.S., Assistant Dean of the School of Architecture and Allied Arts; Professor of Graphics, University
ALTON LOVELL ALDERMAN, Ph.D., Assistant Professor of Zoology, University
O. ROBERT ANDERSON, B.A., Instructor in Business Administration, University
VALBORG VICTORIA ANDERSON, M.A., Instructor in English, University
ROY CHESTER ANDREWS, M.A., Instructor in Chemistry, University
MILDRED MARGUERITE ARNOLD, M.S., Instructor in Foods and Nutrition, State College
BERNICE BAND, M.A., Assistant Professor of Clothing, Textiles and Related Arts, State College
LESTER F. BECK, Ph.D., Associate Professor of Psychology, University
LAWRENCE STEPHEN BEE, Ph.D., Associate Professor of Sociology, University
FRANK GREG BLACK, Ph.D., Assistant Professor of English, University
RAY PRESTON BOWEN, Ph.D., Professor of Romance Languages; Head of Department, University
VERA HASKELL BRANDON, Ph.D., Professor of Child Development, State College
ALBERT EDWARD CASWELL, Ph.D., Professor of Physics; Head of Department, University
DAN ELBERT CLARK, Ph.D., Professor of American History; Head of Department, University
NEWELL HOWLAND COMISH, Ph.D., Professor of Business Administration, University
CALVIN CRUMBAKER, Ph.D., Professor of Economics, University
ALICE HENSON ERNST, M.A., Associate Professor of English, University
ALMA CATHERYNE FITCHOFF, M.A., Professor of Clothing, Textiles, and Related Arts; Head of Department, State College
DANIEL DUDLEY GAGE, JR., Ph.D., Associate Professor of Business Administration, University
JAMES HENRY GILBERT, Ph.D., Dean of the College of Social Science; Professor of Economics; Head of Department, University
SAVERINA GBAZIANO, M.F.A., Instructor in Art Education, University
BERNARD HINSHAW, B.A., Associate Professor of Art and Administrative Assistant in General Extension
HERBERT CROMBIE HOWE, B.L., A.B., Professor of English, University
RALPH RUSKIN HUERTIS, Ph.D., Professor of Zoology; Curator of Vertebrate Collections, University
CARL LEO HUFFAKER, Ph.D., Professor of Education, University
JAMES RALPH JEWELL, Ph.D., LL.D., Dean of the School of Education; Professor of Education, University
MAUDE IRVINE KERNS, B.A., B.S., Associate Professor of Art Education, University
EDWARD DOMINICUS KITTOE, M.A., Instructor in English
AGNES KOEHNORN, M.A., Assistant Professor of Foods and Nutrition, State College
EDMUND PHILIP KREMER, J.U.D., Professor of Germanic Languages and Literature, University
EDNA LANDROS, Ph.D., Assistant Professor of Latin and Greek; Acting Head of Department, University
AVA BERTHA MILAM, M.A., Dean of the School of Home Economics, State College
HENRIETTA MORRIS, Sc.D., Associate Professor of Hygiene, State College
VICTOR PIERPONT MORRIS, Ph.D., Dean of the School of Business Administration, University
ANDREW FLEMING MOURSUND, Ph.D., Associate Professor of Mathematics, University
HAROLD JOYCE NOBLE, Ph.D., Associate Professor of History, University
EARL LEROY PACKARD, Ph.D., Dean and Director of General Research, Director of the Institute of Marine Biology; Professor of Paleontology; Head of Department of Geology, State College
PHILIP ARCHIBALD PARSONS, Ph.D., LL.D., Professor of Sociology; Head of Department, University
MARY HALLOWELL PERKINS, M.A., Professor of English, University

SARA WATT PRENTISS, M.A., Professor of Child Development and Parent Education; Head of Department of Household Administration, State College.
 EDITH RHYNE, M.A., Associate Professor of Clothing, Textiles and Related Arts, State College.
 WILBUR POWELSON RIDDLESBARGER, A.M., J.D., Associate Professor of Business Administration, University.
 ETHEL IDA SANBORN, Ph.D., Associate Professor of Botany, State College.
 FRIEDRICH GEORG G. SCHMIDT, Ph.D., Professor Emeritus of Germanic Languages and Literature, University.
 WALDO SCHUMACHER, Ph.D., Professor of Political Science, University.
 LAWRENCE KENNETH SHUMAKER, M.A., Assistant Professor of Education; Director of Lower Division Advisory Group, University.
 FRANK PERRY SIPE, M.S., Associate Professor of Botany; Head of Department, University.
 WARREN DUPRE SMITH, Ph.D., Professor of Geography and Geology; Head of Department of Geography; Head of Department of Geology; Curator, Condon Museum of Geology, University.
 ARTHUR BENJAMIN STILLMAN, A.B., Associate Professor of Business Administration, University.
 JAMES C. STOVALL, M.A., Instructor in Geography, University.
 ALBERT RADDIN SWEETSER, A.M., Sc.D., Professor Emeritus of Plant Biology, University.
 HOWARD RICE TAYLOR, Ph.D., Assistant Dean of Graduate Division; Professor of Psychology; Head of Department; Director of Personnel Research, University.
 W. F. GOODWIN THACHER, M.A., Professor of English and Advertising, University.
 ANNA MCFEELY THOMPSON, M.A., Assistant Professor of Romance Languages, University.
 RUTH MAY THOMPSON, B.B.A., Instructor in Business Administration, University.
 GEORGE STANLEY TURNBULL, M.A., Professor of Journalism, University.
 ERNEST WILLIAM WARRINGTON, M.A., Professor of Philosophy; Professor of Religion; Head of Department, State College.
 JESSAMINE CHAPMAN WILLIAMS, M.A., Professor of Foods and Nutrition; Head of Department, State College.
 LEAVITT OLDS WRIGHT, Ph.D., Professor of Romance Languages, University.
 HARRY BARCLAY YOCOM, Ph.D., Professor of Zoology; Head of Department, University.

INSTRUCTORS IN CORRESPONDENCE STUDY

WILLIAM CASS, B.A., Psychology.
 DON L. HUNTER, Physics.
 PHOEBUS KLONOFF, B.A., History.
 PAT V. MORRISSETTE, M.A., English.
 LULU V. MOURSUND, M.A., Mathematics.
 J. HUGH PRUETT, B.A., Astronomy and Meteorology.
 JACK ROWLAND, B.S., Physics.
 MARY FITCH WERNHAM, B.A., Romance Languages.

General Information

The Oregon System of Higher Education makes available a wide range of instruction through correspondence courses to persons who would like to study but who cannot attend an institution of learning.

Correspondence courses are designed to aid persons wishing to earn credits toward an academic degree, toward graduation from a teachers' college or from high school, or toward the completion of college entrance requirements, and to serve those who wish to pursue studies under competent direction, without reference to academic credits or requirements.

A correspondence course is carefully organized instruction by means of lesson outlines, prepared by members of the faculties of the State System. These outlines take the place of lectures and class exercises given to students in residence. Using these lesson outlines as guides, the student studies textbooks and reference materials in the courses which he selects, prepares written papers and reports, which he mails to the General Extension Division for correction and comment by instructors. The corrected reports are returned to the student.

No entrance examinations are required, but any person of sufficient maturity and preparation to carry courses successfully may enroll. The General Extension Division reserves the right to advise students and help them select the courses best suited to their preparation and needs. Students wishing credit must meet regular academic requirements.

SPECIFIC ADVANTAGES OF CORRESPONDENCE-STUDY

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

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

ELIGIBILITY TO CORRESPONDENCE-STUDY

Residents of the State. The correspondence courses offered by the General Extension Division are intended primarily for residents of the state. Special fees are required of non-resident students.

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

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

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

GENERAL RULES GOVERNING CORRESPONDENCE-STUDY

Selection and Application. The student should select a course carefully. If taken for credit to meet a requirement, it should be the best course for the purpose. Advice in choosing courses should be secured from the head of correspondence study. An application blank may be found on the last page of this catalog. The student should fill out this application form, giving all the information requested, and return it to the General Extension Division with the fee.

The Lessons. If the student's application is accepted, the first lessons are sent to him at once with directions for the preparation of written reports which he is to send to the correspondence-study department for criticism by the instructor. Reports should be sent in one at a time as soon as completed in order that the benefit of criticisms and suggestions may be had in the preparation of subsequent lessons.

Criticism of Reports. Students are asked to accept criticism in the helpful spirit in which it is intended, as it is only in this way that an instructor can guide the student in the correction of his mistakes and lead him to do constructive work. At no time should a student permit himself to pass by portions of lessons that he does not understand. Questions should be asked freely whenever there is any difficulty.

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

period of study. The secretary or instructor may refuse to accept the reports of a student who hurries his work unduly.

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

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

Texts. Students should if possible secure their own copies of required texts. Libraries may be relied upon for reference material and supplementary reading, but cannot be expected to supply texts. The General Extension Division will furnish upon request information regarding texts for any course.

Supplies. All supplies required in the preparation of written assignments are furnished by the student. The student also pays postage on papers sent to the General Extension Division. The Division pays return postage on lesson papers.

EXPENSES FOR CORRESPONDENCE-STUDY

Fee. The amount of the fee for residents of Oregon is stated after the description of each course in this catalog. A student whose home is not in Oregon, or one who is required to pay a "non-resident fee" at an educational institution in this state, pays \$5.00 in addition to the fee for resident students; when a course is arranged in two or more sections, \$5.00 must be added to the resident fee for each section.

When Payable. Fees are payable in advance and should accompany the application for courses. *Fees will be returned to the student if his application is not accepted, but cannot be returned after the student has been registered longer than three months. When the fee is returned after a student has been enrolled, \$1.00 is deducted to cover costs of registration.*

No course fee will be returned after a student has begun to submit lesson reports.

A student may transfer from one course to another by the payment of \$1.00 in addition to any necessary adjustment in fees between the two courses and 50 cents for each assignment completed in the original course. The date of expiration of the new course will be the same as the date of expiration of the original course.

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

Duration of Course Registration. One year from the end of the quarter in which the enrollment occurs is allowed a student for the completion of a course. On application to the General Extension Division, extension of time may be granted equivalent to the time lost on a course by reason of serious illness or by attendance at an educational institution, provided application for such extension of time is made when active work is discontinued.

Renewal fee. A course registration which has expired may be renewed for an additional year by the payment of a renewal fee of \$2.00. *A student will not be permitted more than two renewals on any one course or section of a course.*

CREDIT FOR CORRESPONDENCE-STUDY

Final Examinations must be taken in all correspondence courses for which the student desires credit; otherwise, examinations are optional. The General Extension Division strongly advises students to take final examinations in all courses in which they have completed the lessons satisfactorily. Often those who have no thought of using credit at the time courses are completed later find they need it in connection with plans for advancement.

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

Final Examinations Must be Supervised. They may be taken in the office of the General Extension Division, Eugene, in the Portland Center office, 814 Oregon Building, Portland, or under supervision approved by the Extension Division. Arrangements for the examination should be made some time before the date on which the writing is to be done.

Undergraduate Credit Allowed.* Sixty term hours earned in correspondence courses is the maximum amount of credit that may be counted toward a bachelor's degree.

No Graduate Credit is allowed for correspondence-study.

College Entrance Credit. Students who have college entrance deficiencies may take correspondence courses to remove them. The entrance courses described on pages 33 to 39 of the catalog are for this purpose, although mature students may also enroll in certain college courses for entrance credit. For this purpose, nine term hours of college credit may be counted the equivalent of one entrance unit.

Non-Matriculated Students. Students who have not matriculated at an educational institution may have credit for courses recorded provisionally only. After matriculation requirements have been met, correspondence credit may be counted toward graduation, provided the course is approved for credit by the institution concerned.

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

To prevent mistakes in the selection of correspondence courses, any student who expects to have credits transferred should, before his enrollment, secure

* A senior who is taking a correspondence course for credit toward a degree, must complete the course not less than two weeks before the date of his graduation. The General Extension Division cannot assume responsibility for credit in a course that is not completed in accordance with this requirement.

approval from the school to which the credits are to be transferred. He should also consult the head of correspondence-study in the General Extension Division.

Requirements for Degrees. A student should consult the general catalog of the institution from which he expects to receive his degree for requirements before he plans his correspondence-study program.

Grades. The quality of student work is measured by a system of grades and grade points. Grade points are as follows: four passing grades, A, B, C, D; failure, F; incomplete, Inc. The grade of A denotes exceptional accomplishment; B, superior; C, average; D, inferior. Grade points are computed on the basis of 4 points for each term hour of A grade, 3 points for each term hour of B, 2 points for each term hour of C, 1 point for each term hour of D, and 0 points for each term hour of F. A mark of Inc. is disregarded in the computation of points. The grade point average (GPA) is the quotient of total points divided by total term hours in which grades (A, B, C, D, and F) are received. Grade points are computed on all work which the student does as an undergraduate (including transferred hours, correspondence-study, and special examinations).

DEFINITIONS

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

A Year-Sequence consists of three closely articulated courses extending through the three terms of the academic year.

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

A Term Hour represents three hours of the student's time each week for one term. This time may be assigned to work in classroom or laboratory or to outside preparation.

Enrollment in correspondence courses is not confined to terms. Students may register for courses at any time during the year.

ADMISSION TO FIRST-YEAR STANDING

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

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

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

Evidence of acceptable scholastic preparation may consist of either (1) cer-

tificate of preparatory-school record, or (2) statement of standing on College Entrance Board examinations.

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

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

ADMISSION WITH ADVANCED STANDING

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

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

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

ADMISSION AS SPECIAL STUDENT

An applicant for admission as a special student must be not less than 21 years of age, and must file with the Registrar documentary evidence sufficient to prove his special fitness to pursue the subjects desired.

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

A special student may petition for regular standing when he has made up entrance deficiencies or has completed at least 45 term hours in the University and State College. Credits earned by a special student will not subsequently be counted toward a degree until the student has completed at least two years of work (93 term hours) as a regular student. In case a regular student changes to special status, work done while classified as a special student will not count toward a degree.

College Correspondence Courses

The number before the title of a course indicates whether the course carries upper or lower division credit. Numbers from 1 to 299 indicate lower division; those 300 and above indicate upper division. Numbers following the course title represent: (1) term hours (t.h.) of credit; (2) number of lesson assignments (a.); and (3) the enrollment fee for students living in Oregon. *Students living outside of the state must add a non-resident fee of \$5.00 to the fee for each course or section of a course as stated in this catalog.*

No credit earned in correspondence courses may be applied toward a graduate degree.

ARCHITECTURE AND ALLIED ARTS

ARCHITECTURE

AA C 150. Mechanical Drawing, Section I. 3 t.h. 15 a. \$7.00.

Instruction in the use and care of instruments, geometric drawing, practical applications of the principles of orthographic projection to draftingroom practice, etc. Neat, plain lettering, shop drawings, tracings, and isometric drawing receive special emphasis.

Text: French, *Engineering Drawing* (fifth edition), McGraw-Hill Book Company. A list of drawing materials required will be sent on request.

AA C 150. Mechanical Drawing, Section II. 3 t.h. 15 a. \$7.00.

A continuation of Section I. Developments and intersections of surfaces. Same text as in Section I.

AA C 320. Stresses. 2 t.h. 14 a. \$5.00.

Principles involved and methods used in determining tensile and compressive stresses in various members of framed structures, such as roof trusses, bridges, cantilever trusses, three hinged arches, etc. Dead loads are analyzed by algebraic and graphic methods. A knowledge of mathematics through trigonometry is essential. No text required.

AA C 321. Stresses. 2 t.h. 10 a. \$5.00.

A continuation of AA C 320. Analysis for live loads.

AA C 420. Elementary Structural Design. 2 t.h. 15 a. \$5.00.

Principles employed in computing the proper sizes to use in trusses, machines, steel framework and other objects under stress are explained and applications made to practical problems. This section deals with application to wooden design.

Text: *Steel Construction*, third edition, first printing, October, 1937, published by the American Institute of Steel Construction, 200 Madison Avenue, New York City.

AA C 421. Elementary Structural Design. 2 t.h. 12 a. \$5.00.

Application in this section is to steel construction. Same text.

AA C 422. Elementary Structural Design. 2 t.h. 9 a. \$5.00.

Application of principles and formulas to design of reinforced concrete. Same text.

ART

- AA C 144. **Freehand Drawing.** 2 t.h. 12 a. \$7.00.
For beginners and others interested in fundamental principles involved in graphic representation. Emphasis is upon the understanding of forms and their relation to picture making. Cost of materials needed will be sent on request. No text required.
- AA C 145. **Freehand Drawing.** 2 t.h. 12 a. \$7.00.
A continuation of AA C 144.
- AA C 166. **Design I.** 3 t.h. 16 a. \$10.00.
A creative approach to design for individual expression, with a study of two and three dimensional forms in painting, sculpture, textiles, advertising, etc. Course outline includes text. List of materials sent on request.

ASTRONOMY

- Ph C 101. **Astronomy, Section I.** 3 t.h. 16 a. \$7.00.
Attention is given to laws governing stars, planets, sun, moon, comets, and nebulae; also to a study of the appearance and names of constellations and mythology connected with them. Observations are required. Field glasses will be helpful but are not required. A knowledge of elementary algebra, plane and solid geometry is required.
Texts: Fath, *Elements of Astronomy* (1934 edition or later), McGraw-Hill Book Company; McKready, *A Beginner's Guide to the Stars*, G. P. Putnam's Sons.
- Ph C 101. **Astronomy, Section II.** 3 t.h. 16 a. \$7.00.
A continuation of Ph C 101, Section I.
- Ph C 1 X. **Astronomy (Short Course).** No credit. \$5.00.
A non-mathematical course for those interested in the subject, emphasizing naked eye observational work.
Texts: same as for Ph C 101.

BIOLOGY

- BisS C 101. **Biological Science Survey.** 3 or 4 t.h. 16 a. \$7.00 or \$11.00.
An elementary study of the fundamental principles of biology as they apply to both plants and animals. Each section has laboratory exercises, which may be omitted if a compound microscope is not available. The course without laboratory exercises does not satisfy the science group requirement.
Texts: Barrows, *General Biology*, Farrar and Rinehart, 1935; Wells, Huxley, and Wells, *The Science of Life*, Doubleday, Doran & Company, 1935. Access to a good dictionary and an encyclopedia is necessary.
- BiS C 102. **Biological Science Survey.** 3 or 4 t.h. 16 a. \$7.00 or \$11.00.
Texts: Same as for BiS C 101.
- BiS C 103. **Biological Science Survey.** 3 or 4 t.h. 16 a. \$7.00 or \$11.00.
Texts: Same as for BiS C 101 and 102.
- Z C 150. **Bird Study.** 3 t.h. 19 a. \$8.50. (See also Zoology.)
A combined reading and laboratory course emphasizing interesting facts connected with the biology of birds, their characteristics and habits.
Text: Included in the course outline, but at least one good book on western birds will be needed for identification purposes.

BOTANY

- Bot C 150. **Elementary Botany, Plant Biology.** 3 t.h. 16 a. \$8.00.
A study of life processes as shown in the plant. A small magnifying glass is required. A service course for non-science majors.
Text: Holman and Robbins, *Elements of Botany*, John Wiley & Sons, Inc., or any good text in elementary botany.
- Bot C 151. **Systematic Botany.** 3 t.h. 16 a. \$7.00.
Designed to acquaint the student with some typical flowering plants and with methods of describing and classifying plants. A service course for non-science majors.
Text: Any good book on Pacific coast flora.
- Bot C 152. **Advanced Systematic Botany.** 3 t.h. \$7.00.
A continuation of Bot C 151.
- Bot C 350. **Shrubs and Trees.** 3 t.h. 16 a. \$7.00.
Designed to acquaint students with some common shrubs and trees of the Pacific coast, and with the care and value of the national forests.
Text: Sudworth, *Trees of the Pacific Slope*, Superintendent of Documents, Washington, D.C.

BUSINESS ADMINISTRATION

- *BA C 111. **Constructive Accounting.** 4 t.h. 22 a. \$9.00.
An introduction to the field of accounting and business administration. One who completes this course satisfactorily should have little difficulty in following the routine of almost any bookkeeping system.
Text: Folts and Stillman, *Interpretive Accounting*, Longmans, Green & Company.
- *BA C 112. **Constructive Accounting.** 4 t.h. 22 a. \$9.00.
A continuation of BA C 111.
- *BA C 113. **Constructive Accounting.** 4 t.h. 22 a. \$9.00.
A continuation of BA C 112.
- BA C 416. **Business Law.** 4 t.h. 22 a. \$9.00.
The subjects of introduction to law, persons, torts, contracts, and agency are considered.
Text: Spencer, W. H., *A Textbook of Law and Business*, McGraw-Hill Book Company.
- BA C 417. **Business Law.** 4 t.h. 22 a. \$9.00.
The subjects of private property, law of finance, risk and risk bearing are considered. Text the same as for BA C 416.
- BA C 418. **Business Law.** 4 t.h. 22 a. \$9.00.
A consideration of the law of personal property and the law of business organizations. Text the same as for BA C 417.
- BA C 434. **Problems in Distribution.** 4 t.h. 20 a. \$9.00.
A critical study of marketing problems.
Texts: Comish, *The Marketing of Manufactured Goods*, The Stratford Company, 1935. Other texts may be borrowed from libraries.

* These courses are being revised. New text is McKinsey, *Accounting Principles*, revised by Noble, 1939, Southwestern Publishing Company, San Francisco.

*BA C 439, 440. **General Advertising.** 3 t.h. 16 a. \$7.00.

A study of the theory and practice of advertising, for beginners.

Text: Kleppner, *Advertising Procedure* (revised edition), 1933, Prentice-Hall, Inc.

ECONOMICS

Ec C 150. **Economic History, Section I.** 3 t.h. 16 a. \$7.00. (No credit is allowed until both sections of this course have been completed.)

A study of the economic and industrial development of England and the United States, with some attention to economic movements throughout the world.

Texts: Cheney, *An Introduction to the Industrial and Social History of England*, Macmillan, 1920; Day, *A History of Commerce*, Longmans, Green and Company, 1920; Gras, *An Introduction to Economic History*, Harpers, 1922.

Ec C 150. **Economic History, Section II.** 3 t.h. 16 a. \$7.00. (No credit until both sections have been completed.)

A continuation of Section I. Same texts.

Ec C 201. **Principles of Economics.** 3 t.h. 16 a. \$7.00.

A study of principles that underlie production, exchange and distribution. A course for second year college students.

Texts: Fairchild, Furniss and Buck, *Elementary Economics*, Vol. 1, McGraw-Hill Book Company (third edition), 1936; Keezer, Cutler, and Garfield, *Problem Economics*, Harpers; Patterson and Scholz, *Economic Problems of Modern Life*, McGraw-Hill Book Company, 1937.

Ec C 202. **Principles of Economics.** 3 t.h. 16 a. \$7.00.

A continuation of Ec C 201.

Texts: Same as for Ec C 201 except that assignments 10 to 16 inclusive call for Volume II of Fairchild, Furniss and Buck, *Elementary Economics*.

Ec C 203. **Principles of Economics.** 3 t.h. 16 a. \$7.00.

A continuation of Ec C 202. Same texts.

Ec C 211. **Outline of Economics.** 3 t.h. 16 a. \$7.00.

A brief survey of the principles of economics and of economic institutions. A service course.

Text: Kiekhofer, *Economic Principles and Problems*, D. Appleton-Century Company, Inc., 1936.

Ec C 334. **Economics of Business Organization and Finance.** 4 t.h. 22 a. \$9.00.

Descriptive study of the principal characteristics of the several types of business organization and the various instruments used in financing them; also problems of promoting and organizing business concerns are considered.

Text: Crumbaker, *Organizing and Financing Modern Business*, John Wiley and Sons, Inc., 1939.

* This course is a condensation of the six term hour course given at the University of Oregon under the same title and numbers.

Ec C 413. **Money, Banking and Economic Crises.** 5 t.h. 33 a. \$11.00.

Principles of money, laws controlling its value, methods for measuring price levels, and devices for stabilizing purchasing power; principles underlying sound banking and use of credit, with some attention to crises and panics. Prerequisite: Principles of Economics.

Texts: Holdsworth, *Money and Banking*, Sixth Edition, 1938, D. Appleton-Century Company; White, *Money and Banking*, New Edition by Tippetts and Froman, 1938, Ginn and Company; Johnson, *Money and Currency*, Ginn and Company; Pratt, *Work of Wall Street*, D. Appleton-Century Company, Inc.

Ec C 475. **Economic Problems: Economics of the Recovery Program.** 2 t.h. 12 a. \$5.00.

A study of economic conditions producing business depression, and principles back of the recovery program.

Texts: Fairchild, Furniss, Buck and Wheldon, *A Description of the New Deal*, The Macmillan Company; Atkins, Friedrich and Wyckoff, *Economic Problems of the New Deal*, F. S. Crofts & Co.; Seven Harvard Professors, *Economics of the Recovery Program*, McGraw-Hill Book Company.

EDUCATION

Ed C 102. **Mental Hygiene.** 3 t.h. 16 a. \$7.00.

An inquiry into the habits, attitudes and proper functioning of a normal mind, which points toward the acquisition of correct "conditioned reflexes" rather than merely the prevention of mental disorder.

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

Ed C 350. **Modern Methods of Teaching in the Upper Grades and High School.** 3 t.h. 16 a. \$7.00.

Principles of the technique of instruction; methods of teaching and class management.

Text: Bossing, *Progressive Methods of Teaching in Secondary Schools*, Houghton Mifflin Company, 1935.

Ed C 351. **Health Education I.** 2 t.h. 12 a. \$5.00.

This course and the one following are for mature persons who are interested in health for themselves as well as for others, and who are interested also in methods of health education. Section I is a survey of factual material that forms a basis of health education.

Texts: Chenoweth and Morrison, *Community Hygiene*, F. S. Crofts & Co., 1934; Langton and Isaminger, *The Practice of Personal Hygiene*, Harpers, 1933.

Ed C 352. **Health Education II.** 2 t.h. 11 a. \$5.00.

The purpose of this course is to help establish standards and practices in health education that are consistent with modern educational methods.

Texts: Turner, *Principles of Health Education*, D. C. Heath & Company, 1932; *Health Education*, revised edition, 1930, by the Joint Committee on Health Problems in Education, published by the National Education Association and American Medical Association.

Ed C 354. **Introduction to Education.** 3 t.h. 16 a. \$7.00.

A brief discussion of the meaning, function and scope of education; an orientation survey of the educational field.

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

Ed C 422. **Curriculum Construction.** 2 t.h. 12 a. \$5.00.

Place of the curriculum in the modern school; trends in curriculum development. Suitable for group study.

Texts: Caswell and Campbell, *Curriculum Development*, American Book Company, 1935; Draper, *Principles and Techniques of Curriculum Making*, D. Appleton-Century Company, Inc., 1936.

*Ed C 485. **Foundations of Curriculum.** 3 t.h. 16 a. \$7.00.

Significant forces affecting curriculum planning and development in the modern school. The implications of basic social, philosophical, and psychological factors in curriculum planning and development; appraisal of the present curriculum and significant proposals for its improvement; outstanding trends in the several experience areas of the learner.

Text references indicated in first lesson.

†Ed C 454. **General History of Education.** 3 t.h. 16 a. \$7.00.

A general review of the growth and development of education and its relation to the civilization of the times; from Plato and Aristotle to Dewey.

Texts: Cubberley, *History of Education*, Houghton Mifflin Company, 1920; Monroe, *Textbook in the History of Education*, The Macmillan Company, 1905.

†Ed C 455. **History of Modern Education.** 3 t.h. 16 a. \$7.00.

History of educators whose practices and philosophies function in our modern educational system.

Texts: Cubberley, *History of Education*, Houghton Mifflin Company, 1920; Rugg and Shumaker, *The Child-Centered School*, World Book Company; Cubberley, *Readings in the History of Education*, Houghton Mifflin Company; Parker, *History of Modern Elementary Education*, Ginn and Company.

Ed C 460. **Child Study.** 3 t.h. 16 a. \$7.00.

An inquiry into the behavior of infancy and early childhood, with emphasis upon the harmonious development of the emotional life of the child. Especially for parents.

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

Ed C 461. **Psychology of Adolescence.** 3 t.h. 16 a. \$7.00.

A study of the important physical, mental, and moral changes natural to adolescence.

Texts: Bolton, *Adolescent Education*, The Macmillan Company, 1931; Brooks, *Psychology of Adolescence*, Houghton Mifflin Company, 1929; Tyler, *Growth and Education* (may be borrowed from a library).

Ed C 475. **Measurement in Secondary Education.** 3 t.h. 16 a. \$7.00.

The construction and desirable uses of various standard texts and scales for measuring achievement in secondary school subjects.

Texts: Green and Jorgensen, *The Use and Interpretation of High School Tests*, Longmans Green & Company, 1936; Hawkes, Lindquist, and Mann, *The Construction and Use of Achievement Examinations*, Houghton Mifflin Company, 1936; Harter and Smeltzer, *Self Instructional Manual in Handling Test Scores*, Henry Holt & Company, 1933.

Ed C 490. **Character Education.** 3 t.h. 16 a. \$7.00.

The place of character in the social purposes of education; distinction between training and instruction; the dynamic function of the feelings; the conditioning of interests; the function of ideals; the formation of habits, the integration of habits and attitudes. Analysis of typical procedure.

* In preparation. Inquire before registering in this course.

† Students may earn credit in only one of these courses.

Texts: Germane and Germane, *Character Education*, Silver, Burdett, & Company, 1929; Hartshorne, *Character in Human Relations*, Charles Scribner's Sons, 1932; Department of Superintendence, Tenth Yearbook, * *Character Education*, National Education Association, Washington, D. C., 1932.

ENGLISH AND LITERATURE

WRITTEN ENGLISH

Eng C 111. **Principles of Good Writing.** 3 t.h. 16 a. \$7.00.

This course, together with the two following, constitute a year course in fundamentals of composition and rhetoric equivalent to the usual freshman requirement in college English.

Texts: Babcock, Horn and English, *Essentials of Composition for College Students*, American Book Company, 1939; *Good Reading*, prepared and published by the Committee on College Reading, Atwood H. Townsend, chairman for the National Council of Teachers of English. An approved collegiate dictionary is also required.

Eng C 112. **Principles of Good Writing.** 3 t.h. 16 a. \$7.00.

A continuation of Eng C 111. Same texts.

Eng C 113. **Principles of Good Writing.** 3 t.h. 16 a. \$7.00.

A continuation of Eng C 112. Same texts.

Eng C 114. **Exposition, Narration and Argument.** 2 t.h. 12 a. \$5.00.

This section and the two following stress composition rather than usage, although attention is given also to fundamentals of correct English expression. Section I deals with exposition.

Texts: Scott and Zeitlin, *College Readings in English Prose* (revised edition, 1927), The Macmillan Company; and Woods, *A College Handbook of Writing*, Doubleday, Doran & Company.

Eng C 115. **Exposition, Narration and Argument.** 2 t.h. 12 a. \$5.00.

This section deals with narration and description.

Texts same as in Eng C 114.

Eng C 116. **Exposition, Narration and Argument.** 2 t.h. 12 a. \$5.00.

This section deals with argument. Same texts as in Eng C 114.

Eng C 213. **Introduction to Short Story Writing.** 3 t.h. 16 a. \$7.00.

Studies critically the structure of typical short stories and gives attention to plot construction, character portrayal, introductions, dialogue and conclusions. A course for beginners in creative writing. A knowledge of English fundamentals is essential.

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

Eng C 214. **Short Story Writing.** 3 t.h. 16 a. \$7.00.

Designed to enable students to try out their abilities in creative writing. Training in English fundamentals and in creative writing equivalent to that given in Eng C 111, 112, 113 and Eng C 213 is required. A choice of texts is permitted.

* The Tenth Yearbook of the Department of Superintendence is out of print. If the student cannot secure it at a library, he should write to the National Education Association, 1201 Sixteenth St. N. W., Washington, D. C., for the bulletins listed below, which contain reprints of essential material of the Tenth Yearbook.

Education for Character, Part I. The Social and Psychological Background

Vol. XII, No. 2, March, 1934.....

Education for Character, Part II. Improving the School Program.....25

Vol. XII, No. 8, May, 1934.....25

- Eng C 217. **Business English.** 3 t.h. 16 a. \$7.00.
A complete review and study of modern practices in business correspondence. Prerequisite: Eng C 111, 112, 113 or equivalent.
Text: McCloskey, *Handbook of Business Correspondence*, Prentice-Hall, Inc., 1932.
- Eng C 218. **Advanced Writing.** 3 t.h. 16 a. \$7.00.
Designed for the study and practice of general magazine writing—sketches, essays, narratives, criticism, etc. Prerequisite: Eng C 111, 112, 113 or equivalent training.
Texts: Cunliffe and Lomer, *Writings of Today* (fourth edition), Century Company; and some good handbook on English.
- Eng C 219. **Advanced Writing.** 3 t.h. 16 a. \$7.00.
A continuation of Eng C 218. Same text.
- Eng C 220. **Advanced Writing.** 3 t.h. 16 a. \$7.00.
A continuation of Eng C 219. Same text.
- Eng C 311. **Advanced Short Story Writing.** 3 t.h. \$11.00.
An advanced course calling for 25,000 words of manuscript of satisfactory quality. The student submits manuscripts as if for market rather than as "lessons." Expert criticism is given. Prerequisites: completion of Eng C 213 and Eng C 214 with proficiency, or submission of short story manuscripts of merit. Reading will be suggested by instructor.
- Eng C 314. **Book and Play Reviewing: A Course in Literary Criticism.** 3 t.h. 16 a. \$7.00.
The writing of book reviews from either the professional or non-professional point of view. Prerequisites for this and the course following are: a college course in written English and not less than nine term hours' work in literature, or the equivalent of these in training; also, at least a bowing acquaintance with current literature.
Text: Mallory, *Backgrounds of Book Reviewing* (1923 edition), published by George Wahr, Ann Arbor, Michigan.
- Eng C 315. **Book and Play Reviewing: A Course in Literary Criticism.** 3 t.h. 16 a. \$7.00.
A practical and journalistic approach to play reviewing for the apprentice reviewer. Attention given to contemporary drama, jazz, the movies, musical comedy, the revue, etc. Prerequisites: same preparation in written English and literature as for Eng C 314. Text included in lesson outlines, but supplementary reading required.
- Eng C 317. **Versification.** 3 t.h. 16 a. \$7.00.
The aim is to acquaint the student with fundamental verse forms through the study and analysis of significant verse, and to give opportunity for creative writing. A knowledge of good English usage and some acquaintance with literature are required.
Text: Untermeyer, *The Book of Living Verse*, Harcourt, Brace & Company, 1932.
- Eng C 324. **English Composition for Teachers.** 3 t.h. 16 a. \$7.00.
For those expecting to teach English in high schools. Prerequisite: Eng C 111, 112, 113.
Texts: Ward, *What Is English?*, Scott, Foresman & Company, Inc., 1925; Little and others, *Handbook for English*, Charles Scribner's Sons, 1933.

- Eng C 325. **Prose Manuscript.** 3 t.h. \$11.00.
For those who have finished satisfactorily Eng C 311 or equivalent. Submission of 25,000 words in acceptable manuscript required. Individual problems receive careful attention. Reference readings suggested by instructor.
- Eng C 335. **Magazine Writing.** 3 t.h. \$7.00.
Advanced instruction for persons interested in creative writing, or in professional writing for magazines is offered in this course and the one following. Consent of instructor is necessary for enrollment.
Text: Brennecke and Clark, *Magazine Writing*, The Macmillan Company, 1932.
- Eng C 336. **Magazine Writing.** 3 t.h. \$7.00.
A continuation of C 335. Same text.

LITERATURE

- Eng C 101. **Survey of English Literature.** 3 t.h. 20 a. \$7.00.
This and the two following courses comprise a study of significant features in English literature from Beowulf to the present. For college freshmen. This first section covers the period from Beowulf to Milton.
Text: Snyder and Martin, *A Book of English Literature*, The Macmillan Company, 1933.
- Eng C 102. **Survey of English Literature.** 3 t.h. 20 a. \$7.00.
Covers the period from Milton to Byron. Text, same as for Eng C 101.
- Eng C 103. **Survey of English Literature.** 3 t.h. 20 a. \$7.00.
Covers the period from Byron to Hardy. Same text as for Eng C 102.
- Eng C 161. **Survey of American Literature.** 4 t.h. 16 a. \$9.00.
A brief survey of American literature from the beginning to the present. Designed especially for those who wish to fulfill the English norm for teachers.
Texts: Snyder and Snyder, *A Book of American Literature*, The Macmillan Company; Boynton, *A History of American Literature* or some other good history of American literature.
- Eng C 170. **Early American Literature.** 3 t.h. 16 a. \$7.00.
This course and the one following trace the development of American literature from Franklin to modern times. Books chosen for reading are representative of certain conditions of American life or of the opinions of leading writers on questions of general interest.
Texts: Well known works of Franklin, Woolman, Crèvecoeur, Thoreau, Emerson, Lowell, Hawthorne, Poe, which may be borrowed from libraries.
- Eng C 171. **Recent American Literature.** 3 t.h. 16 a. \$7.00.
A continuation of Eng C 170.
Texts: Works of Howells, Deland, Herrick, Wharton, James, Wilkins, Mark Twain, and Glasgow.
- Eng C 201. **Shakespeare.** 3 t.h. 16 a. \$7.00.
In this course and the two following, twenty plays by Shakespeare are studied in detail and several other plays are assigned as extra reading. The three sections meet requirements of both English majors and those who wish to fulfill a norm in English.
Text: Brooke, Cunliffe and MacCracken, *Shakespeare's Principal Plays*, Century Company.

- Eng C 202. **Shakespeare.** 3 t.h. 16 a. \$7.00.
A continuation of Eng C 201. Same text.
- Eng C 203. **Shakespeare.** 3 t.h. 16 a. \$7.00.
Continuation of Eng C 202. Same text.
- Eng C 300. **English and American Poetry, 1910-1920.** 3 t.h. 16 a. \$7.00.
This course and the one following constitute a critical study of representative works of Seeger, Brooke, Teasdale, Masfield, Lindsay, Giovannitti, C. E. S. Wood, Sandburg, Masters, Frost, Lowell and others.
Texts: Monroe and Henderson, *The New Poetry*, The Macmillan Company; Seeger, *Poems*, Charles Scribner's Sons; Robinson, *Man Against the Sky*, The Macmillan Company; Masfield, *Everlasting Mercy* and *The Widow in the Bye Street*, The Macmillan Company; Giovannitti, *Arrows in the Gale*; Sandburg, *Smoke and Steel*, Harcourt, Brace & Company.
- Eng C 301. **English and American Poetry, 1910-1920.** 3 t.h. 16 a. \$7.00.
A continuation of Eng C 300. Texts are included in the preceding list.
- Eng C 329. **Contemporary English Novelists.** 3 t.h. 16 a. \$7.00.
A study of representative novels of England today and of characteristics of the newer and more recent trends in English fiction. A wide selection of novels for reading is possible.
- Eng C 361. **Living Writers.** 3 t.h. 16 a. \$7.00.
A study of the literary types, except drama, as exemplified in the work of English writers of the last thirty years. Especially adapted to the use of study groups.
Text: Maugham, *Fifty Modern English Writers* (educational edition), Doubleday, Doran & Company, 1934.
- Eng C 367. **English Novel of the Nineteenth Century.** 3 t.h. \$7.00.
Section I of an advanced course in three sections for junior and senior college students who have had good foundation training in literature, and for others who can show equivalent preparation. The three sections call for the study of twelve great novelists of the nineteenth century, the classic age of the novel. From two to five books of each author are read. Credit is given only on the completion of the three sections, except in the case of students who complete one or more sections in college classes.
- Eng C 368. **English Novel of the Nineteenth Century.** 3 t.h. \$7.00.
Section II of the course described above. No credit until the three sections have been completed, except as noted.
- Eng C 369. **English Novel of the Nineteenth Century.** 3 t.h. \$7.00.
Section III of the course described above. No credit until the three sections have been completed, except as noted.
- Eng C 385. **Twentieth Century Literature.** 4 t.h. 21 a. \$9.00.
A study of the novel in England since 1900. Backgrounds for reading are given and connections traced between the various movements and tendencies.
Texts: May be borrowed from public libraries.

- Eng C 386. **Twentieth Century Literature.** 4 t.h. 21 a. \$9.00.
American imaginative literature since 1900.
Texts: Books may be borrowed from public libraries.
- Eng C 391. **Nineteenth Century American Novel.** 3 t.h. 16 a. \$7.00.
A study of the origin and development of the novel in America from 1798 to 1900. Minimum required reading is sixteen novels.
- Eng C 393. **Contemporary American Novel.** 3 t.h. 16 a. \$7.00.
A survey of the contemporary American scene as it is found in the modern novel in America. Study plans for forty-three novels are offered, from which the student must complete sixteen. Books may be secured from a local library.

GEOGRAPHY

- Geo C 250. **General Geography.** 3 t.h. 16 a. \$7.00.
This course and the two following offer a general introduction to the field of geography. Section I deals with principles of geography.
Text: Stovall, *Introductory Geography Syllabus, Part I*, a mimeographed text on sale at the University of Oregon Cooperative Store, Eugene.
- Geo C 251. **General Geography.** 3 t.h. 16 a. \$7.00.
Economic geography. The text is Part II of the *Introductory Geography Syllabus* by Stovall.
- Geo C 252. **General Geography.** 3 t.h. 16 a. \$7.00.
Human geography. Text is Part III of *Introductory Geography Syllabus* by Stovall.

GEOLOGY

- G C 250. **Geology I.** 3 t.h. 24 a. \$7.00.
An elementary study of the processes of nature affecting the surface of the earth.
Text: Pirsson and Schuchert, *Introductory Geology*, John Wiley & Sons, Inc., or any good text on general geology.
- G C 251. **Historical Geology.** 1½ t.h. 9 a. \$5.00.
For students who have had G C 250 or its equivalent.
Text: Pirsson and Schuchert, *Textbook of Geology, Part II, Historical Geology*, John Wiley & Sons, Inc.

HISTORY

- Hst C 207. **English History I.** 3 t.h. 16 a. \$7.00.
This course and the two following constitute a general survey of English history from earliest times to the present. Section I takes the student to the beginning of the seventeenth century.
Texts: Cross, *A Shorter History of England and Greater Britain* (revised edition), 1931, The Macmillan Company; Cheney, *Readings in English History Drawn from the Original Sources*, Ginn & Company, 1908.
- Hst C 208. **English History II.** 3 t.h. 16 a. \$7.00.
Covers the period from the beginning of the seventeenth century to the end of the Napoleonic Wars in 1815. Same texts as in Hst C 207.

Hst C 209. English History III. 3 t.h. 16 a. \$7.00.

Covers the period from 1815 to modern times. Same texts as in Hst C 208.

Hst C 341. History of Modern Europe I. 3 t.h. 16 a. \$7.00.

This course and the two following cover the history of Europe from 1789 to modern times. Section I is concerned with the history of the chief nations of Europe from 1789 to 1815, with emphasis upon the history of France during the revolutionary and Napoleonic periods.

Texts: Gershoy, *The French Revolution and Napoleon*, F. S. Crofts & Co., 1933; and Mathews, *The French Revolution* (enlarged edition), 1923, Longmans Green & Company, or Madelin, *National History of France*, Vol. 5, translated from the French, G. P. Putnam's Sons.

Hst C 342. History of Modern Europe II. 3 t.h. 16 a. \$7.00.

A study of the international relations of European states from 1815 to 1871 and their internal history to 1914.

Texts: Higby, *History of Modern Europe*, Century Company, 1932; Scott and Baltzly, *Readings of European History Since 1815*, F. S. Crofts & Co., 1931.

Hst C 343. History of Modern Europe III. 3 t.h. 16 a. \$7.00.

Attention is given to the historical development of the relations between European states from 1871 to 1914; to attempts at imperialistic expansion before 1914; to the Great War of 1914-1918; and to attempts at new methods of international organization since 1918.

Texts: Sontag, *European Diplomatic History, 1871-1932*, Century Company, 1933; Scott and Baltzly, *Readings in European History Since 1815*, F. S. Crofts & Co., 1931.

Hst C 371. History of the United States I. 3 t.h. 16 a. \$7.00.

This course and the two following constitute a general history of the United States from 1750 to the present time. Section I: American Revolution to 1850.

Texts: Hockett, *Political and Social Growth of the United States, 1492 to 1852* (revised edition), 1933, The Macmillan Company; Beard, *Rise of American Civilization* (one-volume edition), 1930, The Macmillan Company; Hart and Bolton, *American History Atlas*, Denoyer-Geppert Company, 1930.

Hst C 372. History of the United States II. 3 t.h. 16 a. \$7.00.

American history from 1850 to 1898.

Texts: Schlesinger, *Political and Social Growth of the United States, 1852-1933*, The Macmillan Company, 1933; Beard, *Rise of American Civilization*, and Hart and Bolton, *American History Atlas* (same as in Hst C 371).

Hst C 373. History of the United States III. 3 t.h. 16 a. \$7.00.

American history from 1898 to the present. Same texts as in Hst C 372.

Hst C 377. History of Oregon. 3 t.h. 16 a. \$7.00.

Detailed study of the building of civilization in the Pacific Northwest.

Texts: Clark, Down and Blue, *History of Oregon*, Row, Peterson & Company; Schafer, *History of the Pacific Northwest*, The Macmillan Company; Clark, *History of the Willamette Valley, Oregon*.

HOME ECONOMICS

The following courses are offered under the supervision of Ava B. Milam, Dean of the School of Home Economics, and Azalea Sager, State Leader of Home Economics Extension, Oregon State College.

FN C 225. Principles of Dietetics. 2 t.h. 12 a. \$5.00.

Study of the constituents in the normal well balanced diet and the part each plays in maintaining functions of the body in health. The course aims to present the fundamental facts of nutrition in a non-technical manner.

This course is not a substitute for Nutrition in Curriculum B in the School of Home Economics, Oregon State College, as specified in its catalog, but meets the requirement in Dietetics in Curriculum A, and may be counted as an elective in Curriculum B. It may serve also as an elective for other college students and for anyone interested in nutrition.

Texts: Bogert, *Nutrition and Physical Fitness*, W. B. Saunders Company, 1935 (second edition); Rose, *The Foundations of Nutrition*, The Macmillan Company, 1938 (third edition).

FN C 411. Food Purchasing. 3 t.h. 16 a. \$7.00.

A study of factors involved in purchasing food for the home, such as cost and quality, food laws and regulations, etc.

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

Texts: Blinks and Moore, *Food Purchasing for the Home*, J. B. Lippincott Company, 1932; Coles, *Standardization of Consumers' Goods*, Ronald Press Company, 1932; Monroe and Stratton, *Food Buying and Our Markets*, M. Barrows & Company, 1925.

HAd C 320. Child Development. 3 t.h. 16 a. \$7.00.

An elementary course for college students or for anyone who wishes to become acquainted with present-day knowledge of the development of the young child. To meet the requirement for major students in the School of Home Economics this course must be preceded by a course in general psychology.

Texts: Faegre and Anderson, *Child Care and Training* (fourth edition) 1937, University of Minnesota Press; Jersild, *Child Psychology*, Prentice-Hall, Inc., 1936; Thom, *Child Management* (pamphlet No. 143) 1937, Children's Bureau, Washington, D. C.; Zabriskie, *Mother and Baby Care in Pictures*, J. B. Lippincott Company, 1936.

HAd C 340. Household Management. 3 t.h. 16 a. \$7.00.

This course considers not only efficiency in the organization and direction of household processes and policies, but it also stresses the principles that are basic in developing a satisfying home. Homemakers should find it of value as it stresses practical aspects of management.

Texts: Andrews, *Economics of the Household*, The Macmillan Company, 1935; Donham, *Spending the Family Income*, Little, Brown & Company, 1933; Kyrk, *Economic Problems of the Family*, Harpers, 1933.

CT C 217. Clothing Selection. 3 t.h. 16 a. \$7.00.

This course aims to give the student an understanding of the principles of clothing from the standpoint of art, health and economy. If followed by CT 218 and CT 219 it may be used to meet a requirement in clothing for students majoring in Home Economics.

Texts: Dooley, *Clothing and Style*, 1930, D. C. Heath & Company; Hempstead, *Color and Line in Dress* (revised edition, 1938), Prentice-Hall, Inc.; Hess, *Textile Fibers and Their Use* (revised edition, 1936), J. B. Lippincott Company; Latzke and Quinlan, *Clothing*, J. B. Lippincott Company, 1935. A list of other references required will be sent on request.

CT C 331. House Furnishing. 3 t.h. 16 a. \$7.00.

A course for those who wish to buy and use household furnishings to the best advantage. It is concerned with those elements of decoration which must be considered in the average home rather than with historic periods. Must be preceded by a year of art to meet requirements of students in the School of Home Economics. May be taken as an elective.

Texts: Burris-Meyer, *Decorating Livable Homes*, Prentice-Hall, Inc., 1937; Goldstein, *Art in Everyday Life*, The Macmillan Company, revised 1932; Halbert, *Better Homes Manual*, University of Chicago Press, 1931; Jakway, *The Principles of Interior Decoration*, The Macmillan Company.

JOURNALISM

J C 101. Elementary Newswriting. 3 t.h. 16 a. \$7.00.

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

Text: Blyer, *Newspaper Writing and Editing*, Houghton Mifflin Company, revised edition, 1923.

J C 400. Feature Writing. 3 t.h. 16 a. \$7.00.

Interpretative stories, explanations, statistical treatment of a series of individual stories, "human interest" material, how-to-do articles, experience and personality interviews, sketches, etc. are analyzed and practice work assigned.

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

J C 1 X. Newswriting for Publicity Chairmen. No credit. \$5.00.

Designed to be of immediate, practical service to publicity chairmen in parent-teacher associations, women's clubs, men's service clubs, and other organizations in which proper representation to the public is essential. No previous training is necessary.

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

LATIN

Lat C 1, 2, 3. Beginning Latin and Caesar. 4 t.h. ea. 32 a. ea. \$9.00 ea.

The course begins with the first year book and closes with the reading of two books of Caesar's Gallic Wars.

Texts: Hettich and Maitland, *Latin Fundamentals*, Prentice-Hall; *Caesar's Gallic Wars*, edited by Gunnison and Harley, Silver, Burdett & Company; Allen and Greenough, *New Latin Grammar*, Ginn & Company.

Lat C 4. Cicero. 4 t.h. 24 a. \$9.00.

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

Text: *Select Orations*, edited by D'Ooge, Benj. H. Sanborn & Co.

Prerequisite: Beginning Latin and Caesar.

Lat C 101. Latin Literature: Horace. 3 t.h. 16 a. \$7.00.

A study of selected Odes and Epodes of Horace.

Prerequisites: Cicero and Vergil.

Texts: Allen and Greenough, *New Latin Grammar; Horace, Odes and Epodes*, edited by Shorey and Laing, Benj. H. Sanborn & Co.

LIBRARY METHODS

Eng C 382. Book Selection and Evaluation. 3 t.h. 16 a. \$7.00.

Designed to provide 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 in book selection. Practice in book reviewing and annotation.

Texts: Haines, *Living With Books*, Columbia University Press, 1935; Oregon State Library, *Books for High Schools*, latest edition.

Eng C 388. Children's Literature. 3 t.h. 16 a. \$7.00.

A survey course intended to give an understanding and appreciation of the best literature for children of all ages; of special interest to parents and to teachers in charge of school libraries.

Terman and Lima, *Children's Reading* (second edition), 1935, D. Appleton-Century Company, Inc. Access to a fairly good library is essential.

LITERATURE

See English and Literature, pages 19 to 23.

MATHEMATICS

Mth C 100. Intermediate Algebra. 4 t.h. 24 a. \$9.00.

The course is built about the essential technique of algebra; the functional core of algebra, comprising the formula, equation, and the graph; and the solution of problems. Prerequisite: One year of high school algebra.

Text: Betz, *Algebra for Today, Second Course*, Ginn & Company, 1931.

Mth C 101. Elementary Analysis I. 4 t.h. 24 a. \$9.00.

This is Section I of a three section sequence offering a unified treatment of college algebra, plane trigonometry, and analytical geometry, and the more simple portions of the differential and integral calculus. Prerequisites: Three semesters of high school algebra or Mth C 100.

Text: Milne and Davis, *Introductory College Mathematics*, Ginn & Company, 1935.

Mth C 102. Elementary Analysis II. 4 t.h. 24 a. \$9.00.

A continuation of Mth C 101. Same text.

Mth C 103. Elementary Analysis III. 4 t.h. 24 a. \$9.00.

A continuation of Mth C 102. Same text.

Mth C 105. College Algebra. 4 t.h. 24 a. \$9.00.

A standard course in college algebra. The arrangement and classification of the material, and the manner of treatment are based upon the function concept. Prerequisite: Mth C 100 or three semesters of high school algebra.

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

Mth C 106. Plane Trigonometry. 4 t.h. 24 a. \$9.00.

The usual college course which emphasizes the theory of trigonometric functions as well as their applications in solving triangles. Prerequisites: Mth C 100 and Plane Geometry.

Text: Rosenbach, Whitman and Moskovitz, *Plane Trigonometry* (with tables), Ginn and Company.

Mth C 108. Mathematics of Finance. 4 t.h. 22 a. \$9.00.

Simple and compound interest and discount, annuities, amortization of debts, sinking funds, bonds, depreciation, elements of life insurance, and other topics related to business. A required course in most schools of business administration. Prerequisite: College algebra.

Text: Hart, *The Mathematics of Investment* (with tables), revised edition, 1929, D. C. Heath & Company.

Mth C 200. Analytical Geometry. 4 t.h. 24 a. \$9.00.

Applications of algebra to geometry. A thorough treatment of the straight line, conic sections and related topics. This course together with Mth C 105 and Mth C 106 may be substituted for Elementary Analysis. Prerequisites: Plane Geometry, Mth C 105 and Mth C 106.

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

Mth C 201. Differential and Integral Calculus. 4 t.h. 24 a. \$9.00

Section I of a three section sequence designed to lay a thorough foundation for all future work in mathematics and its applications. Essentially the same course as that given under the same numbers in Oregon State College and the University of Oregon. Prerequisites: Mth C 101, 102, 103 or equivalent.

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

Mth C 202. Differential and Integral Calculus. 4 t.h. 24 a. \$9.00.

A continuation of Mth C 201. Same text.

Mth C 203. Differential and Integral Calculus. 4 t.h. 20 a. \$9.00.

A continuation of Mth C 202. Same text.

Mth C 337. Elements of Statistics. 4 t.h. 22 a. \$9.00.

An elementary course in mathematical statistics intended for students of mathematics; the physical, biological and social sciences, business administration, forestry and education. It covers those elements common to all first courses in statistics, and should prepare the student for applied courses in all fields. Prerequisite: College Algebra or consent of instructor.

Text: Gavett, *First Course in Statistical Method*, McGraw-Hill Book Company, 1937.

Mth C 421. Differential Equations. 3 t.h. 20 a. \$7.00.

This is Section I of a two section sequence designed to give practical instruction in the solution of ordinary and partial differential equations. A foundation course essential for advanced work in engineering, mathematics, physics and chemistry.

Text: Murray, *Differential Equations*, Longmans, Green & Company, 1934.

Mth C 422. Differential Equations. 3 t.h. 16 a. \$7.00.

A continuation of Mth C 421. Same text.

MODERN LANGUAGES**FRENCH****RL C 1. First-Year, First-Term French.** 4 t.h. 24 a. \$9.00.

Text: Fraser, Squair and Coleman, *New Complete French Grammar*, (1921 edition), D. C. Heath and Company.

RL C 2. First-Year, Second-Term French. 4 t.h. 24 a. \$9.00.

Texts: Fraser, Squair and Coleman, *New Complete French Grammar*, (1921 edition), D. C. Heath & Company; and Smith and Greenleaf, *A French Reader*, Henry Holt & Company.

RL C 3. First-Year, Third-Term French. 4 t.h. 24 a. \$9.00.

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

RL C 4. Second-Year, First-Term French. 4 t.h. 24 a. \$9.00.

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

RL C 5. Second-Year, Second-Term French. 4 t.h. 24 a. \$9.00.

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

RL C 6. Second-Year, Third-Term French. 4 t.h. 24 a. \$9.00.

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

GERMAN**GL C 1. First-Year, First-Term German.** 4 t.h. 24 a. \$9.00.

Text: Vos, *Essentials of German*, (fifth edition), Henry Holt & Company.

GL C 2. First-Year, Second-Term German. 4 t.h. 24 a. \$9.00.

Texts: Vos, *Essentials of German*, (fifth edition), Henry Holt & Company; Super, *Elementary German Reader*, Ginn & Company.

- GL C 3. **First-Year, Third-Term German.** 4 t.h. 24 a. \$9.00.
 Texts: Heyse's *L'Arrabbiata*, edited by S. T. Byington, Ginn & Company; Storm's *Immensee*, edited by Morgan and Wooley, Ginn & Company.
- GL C 4. **Second-Year, First-Term German.** 4 t.h. 23 a. \$9.00.
 Texts: Karl Heinrich, *Ersählung von Wilhelm Meyer-Förster*, edited with vocabulary by H. C. Sanborn, Newson & Company; Freytag's *Die Journalisten*, edited with vocabulary by W. T. Toy, (new edition), D. C. Heath & Company; C. N. Gould, *Handy German Grammar* for rapid review, Scott, Foresman & Company.
- GL C 5. **Second-Year, Second-Term German.** 4 t.h. 23 a. \$9.00.
 Texts: Heine's *Die Harsreise*, edited with vocabulary by B. J. Vos, D. C. Heath & Company; Wildenbruch's *Der Neid*, edited with vocabulary by Prettyman, D. C. Heath & Company.
- GL C 6. **Second-Year, Third-Term German.** 4 t.h. 23 a. \$9.00.
 Texts: Seidel, *Leberecht Hühnchen*, edited with notes and vocabulary by A. Werner-Spanhoofd, D. C. Heath & Company; Lessing, *Minna von Barnhelm*, edited with notes and vocabulary, by R. A. von Minckwitz, Ginn & Company.

SPANISH

- RL C 11. **First-Year, First-Term Spanish.** 4 t.h. 24 a. \$9.00.
 Texts: Seymour and Smithers, *Practical Spanish Grammar*, Longmans; Olmstead and Sirich, *First Spanish Reader*, Henry Holt & Company.
- RL C 12. **First-Year, Second-Term Spanish.** 4 t.h. 24 a. \$9.00.
 Texts: Same as for first term.
- RL C 13. **First-Year, Third-Term Spanish.** 4 t.h. 24 a. \$9.00.
 Texts: Same as for first term.
- RL C 14. **Second-Year, First-Term Spanish.** 4 t.h. 24 a. \$9.00.
 Texts: Seymour and Smithers, *Practical Spanish Grammar*, Longmans; Sáanchez-Pérez, *Leyendas Espanolas*, Allyn & Bacon.
- RL C 15. **Second-Year, Second-Term Spanish.** 4 t.h. 24 a. \$9.00.
 Texts: Palacio Valdés, *La Hermana San Sulpicio*, edited by Gill, Henry Holt & Company; Wilkins and Alpern, *Spanish Verb Blanks*, Globe Book Company.
- RL C 16. **Second-Year, Third-Term Spanish.** 4 t.h. 24 a. \$9.00.
 Texts: M. Romera-Navarro, *Historia de España*, D. C. Heath & Company.

PHYSICS

- *Ph C 250. **College Physics.** 3 t.h. 16 a. \$7.00.
 This is section I of a three section sequence which covers mechanics, sound, heat, light, electricity, and magnetism, and an introduction to the modern physics. Similar to General Physics (Ph 201, 202, 203) at the University of Oregon and at Oregon State College. Prerequisites: Elementary Algebra, Plane Geometry, and Elementary Physics.
 Text: Caswell, *An Outline of Physics* (revised edition, 1938), The Macmillan Company.

* An additional three term hours of credit (one hour for each section) may be earned by laboratory work done in a summer session or by special arrangement during a regular term.

- *Ph C 251. **College Physics.** 3 t.h. 16 a. \$7.00.
 A continuation of Ph C 250. Same text.
- *Ph C 252. **College Physics.** 3 t.h. 16 a. \$7.00.
 A continuation of Ph C 251. Same text.
- Ph C 350. **History and Teaching of Physics.** 3 t.h. 16 a. \$7.00.
 Primarily for teachers. It presupposes a reasonable familiarity with the more elementary facts and ideas of general physics. Elementary physics is a necessary prerequisite.
 Texts: Cajori, *History of Physics* (1929 edition), The Macmillan Company; Rusk, *How to Teach Physics* (1923 edition), J. B. Lippincott Company; Mann, *The Teaching of Physics*, The Macmillan Company.
- Ph C 360. **Meteorology.** 3 t.h. 16 a. \$7.00.
 A course designed for persons who wish to study the subject for general information and enjoyment, for those interested in aviation, and for those who wish to enter the service of the U. S. Weather Bureau. Knowledge of the material covered should fit the student for the Civil Service examination for the lower ranks of Government positions.
 Texts: Blair, *Weather Elements*, Prentice-Hall, Inc., 1937; U. S. Weather Bureau, *Cloud Forms*, 1928.

PHYSIOLOGY

- Z C 250. **Elementary Physiology.** 3 t.h. 16 a. \$7.00. (See also Zoology)
 An introduction to human physiology.
 Text: Martin, *The Human Body* (eleventh edition, revised), Henry Holt & Company, 1926.

POLITICAL SCIENCE

- PS C 201. **American National Government.** 4 t.h. 22 a. \$9.00.
 The national government, with special attention to practical operation and contemporary reforms.
 Texts: Beard, *American Government and Politics*, 8th edition, 1939, Macmillan; Rankin, *Readings in American Government*, 1939, D. Appleton-Century Company, Inc.
- PS C 202. **American State and Local Governments.** 4 t.h. 20 a. \$9.00.
 A study of the state and local governments, with special attention to practical operation and contemporary reforms in Oregon.
 Texts: Macdonald, *American State Government and Administration*, The Thomas Y. Crowell Company; *Oregon Blue Book*, Secretary of State, Salem, Oregon; Mathews and Berdahl, *Documents and Readings in American Government*; Ewing and Dangerfield, *Source Book of Government and Politics*, D. C. Heath & Company.

* An additional three term hours of credit (one hour for each section) may be earned by laboratory work done in a summer session or by special arrangement during a regular term.

PSYCHOLOGY

- Psy C 201. **General Psychology.** 3 t.h. 16 a. \$7.50.
The primary purpose of this section and the two following is to provide students with a scientific basis for understanding their own behavior and that of others. Sections I and II present fundamental principles.
Texts: Klein, *General Psychology*, Henry Holt & Company, 1936; Garrett, *Great Experiments in Psychology*, Century Company, 1930.
- Psy C 202. **General Psychology.** 3 t.h. 16 a. \$7.50.
A continuation of Psy C 205. Same texts.
- Psy C 203. **General Psychology.** 3 t.h. 16 a. \$7.50.
This section outlines the personal adjustment problems which arise out of the complexities of modern social life.
Text: Shaffer, *Psychology of Adjustment*, Houghton Mifflin Company.
- Psy C 411. **Genetic Psychology.** 3 t.h. 16 a. \$7.00.
A study of the growth of behavior during infancy, childhood, and adolescence, and an analysis of the decline of abilities with maturity and senescence. The development and decline of perception, emotion, intelligence, motor skill, language, and social behavior receive special attention. Prerequisite: Psy C 201, 202.
Texts: Munn, *Psychological Development*, Houghton Mifflin Company, 1938; McGraw, *Growth, A Study of Jimmy and Johnny*, D. Appleton-Century Company, Inc., 1935; Goodenough, *Developmental Psychology*, D. Appleton-Century Company, Inc., 1934.
- Psy C 418. **Abnormal and Borderline Psychology.** 4 t.h. 22 a. \$9.00.
A study of the better known types of abnormal and borderline mental phenomena from the standpoint of scientific interpretation.
Prerequisite: Psy C 201, 202 or any good course in the principles of general psychology.
Texts: Conklin, *Principles of Abnormal Psychology*, Henry Holt & Company, 1927; Hart, *Psychology of Insanity*, Cambridge University Press, 1919. Supplementary reading which may be borrowed from libraries is required also.

SOCIOLOGY

- Soc C 201. **Introduction to Sociology.** 3 t.h. 16 a. \$7.00.
This is the first section of a three section sequence which surveys the development of society and its institutions and analyzes the more significant current social problems.
Texts: Davis, Barnes and Others, *An Introduction to Sociology*, and *Readings in Sociology*, D. C. Heath & Company, 1927.
- Soc C 202. **Introduction to Sociology.** 3 t.h. 16 a. \$7.00.
A continuation of Soc C 201. Same texts.
- Soc C 203. **Introduction to Sociology.** 3 t.h. 16 a. \$7.00.
A continuation of Soc C 202. Same texts.
- Soc C 204. **General Sociology.** 3 t.h. 16 a. \$7.00.
Analysis of social organization, involving a study of human nature and social institutions; consideration of social problems, social processes and social control. A service course for students with majors in other fields.
Text: MacIver, *Society: A Textbook of Sociology*, Farrar and Rinehart, Inc., 1937.

- Soc C 315. **Criminology.** 3 t.h. 16 a. \$7.00.
An analysis of the nature of the phenomenon of crime, with specific reference to the causative factors involved, and criticism of present attitudes toward crime and the criminal.
Texts: Sutherland, *Principles of Criminology* (third edition revised), 1939, Lippincott; Gillin, *Criminology* (revised edition) 1935, Century Company. Other books required may be borrowed from libraries.
- Soc C 338. **Matrimonial Institutions.** 3 t.h. 16 a. \$7.00.
A course designed to give the student an understanding of the institution of marriage and the family, with emphasis upon the functions of the family in modern social life.
Texts: Nimkoff, *The Family*, Houghton Mifflin Company; and Groves, *Marriage*, Henry Holt & Company.
- Soc C 420. **Community Problems.** 2 t.h. 12 a. \$5.00.
This course is designed primarily as an analysis of community problems normally dealt with by the public health nurse, the social worker, or others interested in social organization for more harmonious and efficient communal life.
Text: Bossard, *Social Change and Social Problems*, Harpers, 1934.

ZOOLOGY

- Z C 150. **Bird Study.** 3 t.h. 19 a. \$8.50. (See also Biology)
A combined reading and laboratory course emphasizing interesting facts connected with the biology of birds, their characteristics and habits.
Text: Included in the course outline, but at least one good book on western birds will be needed for identification purposes.
- Z C 250. **Elementary Physiology.** 3 t.h. 16 a. \$7.00. (See also Physiology)
An introduction to human physiology.
Text: Martin, *The Human Body* (eleventh edition, revised), Henry Holt & Company, 1926.

ENTRANCE COURSES

Colleges and universities in Oregon have agreed upon these minimum entrance requirements:

Graduation from a standard high school, which in Oregon involves the completion of 16 units, 8 of which shall be required as follows: 3 units in English; 2 units in social science, comprising the state-adopted courses in United States history-civics and socio-economic problems; 1 unit in health and physical education; and 2 units selected from the fields of natural science and mathematics or of foreign language. Two units in either natural science or mathematics or 1 unit in each of these fields will be acceptable, but a minimum of 2 units in a single language will be required if a foreign language is selected. At the State College, to be admitted to any of the four-year curricula in engineering, except industrial arts, one unit in algebra, one-half unit in higher algebra, and one unit in geometry must be presented. A student deficient in mathematics may be admitted to a pre-engineering course for the first year, necessitating a five-year program to qualify for graduation.

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

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

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

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

Numbers following the title of a course indicate: (1) unit (u.), etc., of high school or college entrance credit; (2) number of assignments (a.); and (3) amount of fee required.

ACCOUNTING

BA C 1 E. Introduction to Accounting. ½ u. 24 a. \$7.00.

The aim of this course is to give the student instruction in practical methods of bookkeeping and information concerning the principles underlying all accounting records. It includes a study of business relationships as affecting the accounting records, recording of transactions in the more simple forms of books of original entry, posting to ledgers, and preparation of financial statements.

Texts: Baker, Prickett and Carlson, *20th Century Bookkeeping and Accounting*, (seventeenth edition), 1934, South-Western Publishing Company; Work Book for use with *20th Century Bookkeeping and Accounting*, Chapters I-XIV.

BA C 2 E. Introduction to Accounting. ½ u. 24 a. \$7.00.

A continuation of BA C 1 E.

Texts: Baker, Prickett and Carlson, *20th Century Bookkeeping and Accounting*, (seventeenth edition), 1934, South-Western Publishing Company; Work Book for use with *20th Century Bookkeeping and Accounting*, Chapters XV-XXVIII (Stock No. 529); R. W. Collins Practice Set (Stock No. 520); and French and Breen Practice Set (Stock No. 531).

ENGLISH

Eng C 1 E. Entrance English I. ½ u. 24 a. \$7.00.

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

Texts: Ward, *Sentence and Theme*, (third edition, 1929), and *Sentence Book*, Scott, Foresman & Company, Inc. Classics for required reading may be borrowed from libraries.

Eng C 2 E. Entrance English II. ½ u. 24 a. \$7.00.

The purpose of this course is to help the student form habits of accuracy in English expression, and to encourage a wider reading of good books.

Texts: Ward, *Sentence and Theme*, (third edition, 1929), and *Sentence Books*, Scott, Foresman & Company, Inc. Classics for required reading may be borrowed from libraries.

Eng C 3 E. Entrance English III. ½ u. 24 a. \$7.00.

The purpose of this course is to develop in the student ability to distinguish qualities of expression, thought, and beauty in poetry and prose; and to encourage extensive reading of good books intelligently.

Texts: Clippinger, *Written and Spoken English*, Silver, Burdett & Company. Classics for required reading may be borrowed from libraries.

Eng C 4 E. Entrance English IV. ½ u. 24 a. \$7.00.

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

Texts: Clippinger, *Written and Spoken English*, Silver, Burdett & Company. Classics for required reading may be borrowed from libraries.

Eng C 5 E. Entrance English V. ½ u. 24 a. \$7.00.

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

Texts: Clippinger, *Written and Spoken English*, Silver, Burdett & Company. Classics for required reading may be borrowed from libraries.

Eng C 6 E. Entrance English VI. ½ u. 24 a. \$7.00.

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

Texts: Clippinger, *Written and Spoken English*, Silver, Burdett & Company. Classics for required reading may be borrowed from libraries.

Eng C 7 E. Entrance English VII. ½ u. 24 a. \$7.00.

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

Texts: DeMille, *American Poetry*, Allyn & Bacon; Rittenhouse, *Second Book of Modern Verse*. Other readings may be borrowed from libraries.

Eng C 8 E. Entrance English VIII. ½ u. 24 a. \$7.00.

Three of the most popular forms of modern literature are emphasized in this course: the lyric is studied as a type of literature and in its relation to the development of modern English poetry. Seven lessons are devoted to a study

of the essay, while the last five lessons are intended to help the student form habits of judgment and of discrimination in his reading of the novel.

Texts: Clippinger, *Written and Spoken English*, or any good text on English composition. Classics for required reading may be borrowed from libraries.

Eng C 9 E. Entrance English Composition. $\frac{1}{2}$ u. 25 a. \$7.00.

This course and the one following are designed to help the student correct bad habits in written and spoken English; acquire facility in the use of the right form in words, sentences and paragraphs; and learn how to apply important rules of punctuation and paragraphing in the preparation of composition. Each lesson requires from the student some piece of writing and generally the completion of an exercise of some sort of grammar, usage, or punctuation. Especially for high school seniors.

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

Eng C 10 E. Entrance English Composition. $\frac{1}{2}$ u. 25 a. \$7.00.

A continuation of Eng C 9 E. Same text.

Eng C 11 E. Fundamentals of Written English. $\frac{1}{2}$ u. 24 a. \$7.00.

This course is planned to aid the student in acquiring clearness and accuracy in the expression of thought and feeling. Writing assignments will vary in length from the single paragraph to the longer composition, and subjects may be chosen from the student's own field of interest or experience. Attention will be given to logical organization of subject matter in themes, improvement of vocabulary, and effective sentence structure. Throughout the course drill in spelling, capitalization, punctuation, and the fundamentals of grammar will be provided for students whose writing indicates the need of it.

Texts: Clippinger, *Written and Spoken English*, Silver, Burdett & Company; William M. Tanner, *Exercises in Correct English*, Book II, Ginn & Company, 1934.

Note: This course may be substituted for Eng C 9 E, Entrance English Composition, Section I, but students may not take both of these courses except on recommendation of the instructor in English.

Eng C 12 E. English Grammar and Usage. $\frac{1}{4}$ u. 8 a. \$5.00.

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

LATIN

Lat C 1 E. Beginning Latin, Sec. I. $\frac{1}{2}$ u. 24 a. \$7.00.

This course and the one following are the equivalent of the regular high school course in first year Latin. They consist of exercises in pronunciation, drills in grammar, and the study of supplementary material, which is aimed to give the student an understanding of the daily life and character of the Latin people.

Text: Hettich and Maitland, *Latin Fundamentals*, Prentice-Hall.

Lat C 1 E. Beginning Latin, Sec. II. $\frac{1}{2}$ u. 24 a. \$7.00.

A continuation of Lat C 1 E, Sec. I. Same text.

Lat C 2 E. Caesar, Sec. I. $\frac{1}{2}$ u. 24 a. \$7.00.

This course and the one following are the equivalent of the regular second year work in Latin in high school. In addition to the reading in Caesar there will be drills and reviews in grammar. Supplementary material is included.

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

Lat C 2 E. Caesar, Sec. II. $\frac{1}{2}$ u. 24 a. \$7.00.

A continuation of Lat C 2 E, Sec. I. Same texts.

MATHEMATICS

Mth C 1 E. Elementary Algebra, A1. $\frac{1}{2}$ u. 24 a. \$7.00.

This course and A2 correspond to the two semesters' work in this subject in standard high schools. A1 covers pages 1-245 of the text.

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

Mth C 2 E. Elementary Algebra, A2. $\frac{1}{2}$ u. 24 a. \$7.00.

A continuation of Elementary Algebra, A1, covering the remainder of the text.

Text: Same as for Elementary Algebra, A1.

Mth C 3 E. Intermediate Algebra. $\frac{1}{2}$ u. 24 a. \$7.00.

This is an intermediate course between Elementary Algebra, A2, and College Algebra. It covers the work done in the third semester of high school algebra.

Text: *Algebra for Today*, Second Course, 1931, Ginn and Company.

Mth C 4 E. Plane Geometry, G1. $\frac{1}{2}$ u. 24 a. \$7.00.

The two courses in plane geometry and the one in solid geometry correspond to the three semesters' work in this subject in standard high schools.

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

Mth C 5 E. Plane Geometry, G2. $\frac{1}{2}$ u. 24 a. \$7.00.

Text: The same as for Plane Geometry, G1.

Mth C 6 E. Solid Geometry, G3. $\frac{1}{2}$ u. 24 a. \$7.00.

This course follows directly after Plane Geometry, G2. Students who expect to specialize in mathematics, science, engineering, and architecture should take this course.

Text: Stone-Mallory, *Modern Solid Geometry*, Benj. H. Sanborn & Co.

PHYSICS

Ph C 1 E. Elementary Physics. $\frac{3}{4}$ u. 24 a. \$10.50.

This course presents the fundamental principles of physics in an elementary manner suitable for high school students. When supplemented by a satisfactory amount of laboratory work in a high school or in a summer session, the course will be equivalent to the standard high school course. Prerequisites are Elementary Algebra and Plane Geometry.

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

SOCIAL STUDIES

Hst C 1 E. Civics I. ½ u. 24 a. \$7.00.

This is the first section of a course designed to give a general knowledge of the forms and functions of the various units of government in the United States. Current events receive special emphasis. Suitable for seniors in high school.

Texts: Magruder, *American Government*, Allyn & Bacon, 1937; Steinberg and Lamm, *Our Changing Government*, J. B. Lippincott Company, 1937.

Hst C 2 E. Civics II. ½ u. 24 a. \$7.00.

A continuation of Hst C 1 E. Same texts.

Hst C 3 E. American History I. ½ u. 24 a. \$7.00.

This course and the one following aim to give the student a good understanding of the beginnings and growth of the United States. The course is being revised, but students will be given a list of required texts upon application to the General Extension Division.

Hst C 4 E. American History II. ½ u. 24 a. \$7.00.

A continuation of Hst C 3 E. Same texts.

†Hst C 5 E. World History I. ½ u. 24 a. \$7.00.

This course and the one following are designed to give students a knowledge of the background of history. This section deals with world history from the time of primitive man to the French Revolution.

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

†Hst C 6 E. World History II. ½ u. 24 a. \$7.00.

A continuation of World History I, reviewing briefly world history from the French Revolution to the present.

Texts: Same as for World History I.

Ec C 1 E. Elementary Economics. ½ u. 24 a. \$7.00.

This course aims to stimulate accurate thinking on economic questions, to lead students to recognition and understanding of economic principles, to emphasize the interdependence of all classes of society, and to show that all aspects of man's life are interrelated. The textbook is supplemented by use of current periodicals and by assignments of special questions and problems that may be found within the students' immediate environment.

Text: Fay and Bagley, *Elements of Economics*, The Macmillan Company, 1938.

Soc C 1 E. Social Problems. ½ u. 24 a. \$7.00.

This course is primarily for beginners in the study of social problems. It aims to give bases for better understanding of present-day social questions. It deals with facts and with analyses of conditions. The student is encouraged to resist propaganda and to be as impartial as possible. He is asked to give authority for all important statements of fact.

Text: Beach and Walker, *Social Problems and Social Welfare*, Charles Scribner's Sons, 1937.

*Soc C 2 E. Social Problems and Government I. ½ u. 24 a. \$7.00.

This course and the one following it are designed to give the student a knowledge of social and civic problems resolved in their natural economic relationship. The course tries to make the student aware of the responsibilities

* This course, like Soc C 3 E, includes so much of the material that is in the courses in Civics I and II and Social Problems that students who have completed either or both of the latter courses may not receive credit for the former.

† World History I and II are being revised. Ask for list of new texts.

and the vast possibilities of our democratic social system. Students who apply for this course should have completed at least two years of work in high school and preferably three. This prerequisite may be waived in the case of more mature students.

Texts: Walker, Beach and Jamison, *American Democracy and Social Change*, Charles Scribner's Sons, 1936. In addition to this book, the student should have at hand a late edition of one good text in civics and one in elementary economics.

*Soc C 3 E. Social Problems and Government II. ½ u. 24 a. \$7.00.

A continuation of Social Problems and Government I. Same texts.

Extension and Correspondence Services

CORRESPONDENCE-STUDY GROUPS

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

Correspondence courses may be used as the basis for club study by groups not in any way interested in earning credit, but who wish to study for their own improvement and enjoyment. When as many as twelve or fifteen are enrolled in such a group, it may sometimes be possible for the General Extension Division to send an instructor to meet with the group at some time during the period of their enrollment.

GROUP STUDY MAKES LOWER FEES POSSIBLE

Students may reduce their fees for correspondence courses, and at the same time derive additional pleasure from their study by joining a study group. Any student interested may undertake the organization of such a study group, and may arrange with the General Extension Division for the payment of fees for members of the group in accordance with the following schedule:

1. One to four students must register at individual rates as stated in the correspondence catalog. No reduction in fees can be made for less than five students.
2. Five to nine students who register as a group for the same course, and submit lesson reports at a uniform time, may pay at the rate of \$7.00 per student for a four term hour course; \$6.00 per student for a three term hour course; and \$4.00 per student for a two term hour course.†
3. Ten students or more who register as a group for the same course, and submit lesson reports at a uniform time, may pay at the rate of \$6.00 per student for a four term hour course; \$5.00 per student for a three term hour course; and \$3.00 per student for a two term hour course.†

* This course, like Soc C 2 E, includes so much of the material that is in the courses in Civics I and II and Social Problems that students who have completed either or both of the latter courses may not receive credit for the former.

† These rates apply to courses requiring the regular fees, which are: \$9.00 per student for a four-term hour course; \$7.00 per student for a three term hour course; and \$5.00 per student for a two term hour course. Group rates for courses with irregular fees will be adjusted accordingly.

To secure these group rates for fees, students must:

- a. Register at the same time as a group.
- b. Submit reports on the same lesson at the same time.
- c. Pay the postage on lessons sent to the General Extension Division. (The Extension Division pays return postage on lesson papers.)
- d. Make arrangements for necessary texts and reference books.

If there are ten or more members in a group, the General Extension Division will endeavor to arrange with some local person to serve as leader of the group, and give the members special guidance in the course. Special leaders cannot be provided for groups with less than ten members.

Study groups may be formed for any course listed in the correspondence catalog, but are more likely to be successful with such subjects as English, literature, history, economics, and psychology. Successful group study in a foreign language may be carried on if some local person who is well trained in the language, perhaps a teacher, is willing to serve as leader.

Persons wishing to organize a study group are invited to write to the Head of Correspondence Study, General Extension Division.

EXTENSION CLASSES

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

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

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

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

STUDY COURSES FOR CLUBS

The General Extension Division invites women's clubs, teachers' study clubs, granges and other groups of persons whose common interest in some subject makes group study desirable, to ask for assistance in the preparation of study outlines. Frequently the subject on which an outline is desired is one that is especially familiar to some member of the faculty, who can suggest methods of study and bibliographies.

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

PUBLICATIONS OF THE GENERAL EXTENSION DIVISION

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

CORRESPONDENCE-STUDY CATALOG.

Persons desiring to register for correspondence courses should write for the latest catalog.

CATALOG OF VISUAL AIDS.

Listing the large collection of slides available for distribution through the Department of Visual Education. Write to U. S. Burt, Visual Instruction, Oregon State College, Corvallis.

CATALOG OF PORTLAND CENTER.

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

ANNUAL HANDBOOK OF OREGON HIGH SCHOOL DEBATING LEAGUE.

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

TEACHERS' BROADCAST GUIDE, SCHOOL OF THE AIR, KOAC.

An aid to teachers whose classes listen to the School of the Air program.

KOAC RADIO PROGRAM.

This is the regular program which is published quarterly during the school year.

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

Application for CORRESPONDENCE COURSES

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

Address

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

Occupation Age years

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

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

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

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

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

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

Do you desire credit?.....

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

Correspondence Course Desired

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

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

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

GENERAL EXTENSION DIVISION

The General Extension Division of the Oregon State System of Higher Education is the agency through which the University of Oregon, Oregon State College, and the three colleges of education render general extension services to the state through the following departments of the Division: Correspondence Study, State-Wide Extension Classes, and Social Welfare, Eugene; Visual Instruction and Radio Station KOAC, Corvallis; In-Service Extension Education, Monmouth; Portland Extension Center, 814 Oregon Building, Portland.

PORTLAND EXTENSION CENTER

Approximately one hundred fifty evening courses, and some late afternoon and Saturday morning courses, are offered in Portland in the following departments, divisions, and professional schools:

Anthropology	Home Economics
Art	Horticulture
Bacteriology	Landscape Architecture
Business Administration	Mathematics
Drama	Music
Economics	Nutrition
Education	Philosophy
Engineering	Physical Education
English	Physics
Forestry	Psychiatry
French	Psychology
Geology	Public Speaking
General Studies	Sociology
German	Zoology
History	

STATE-WIDE EXTENSION CLASSES

Evening courses are offered in about ten cities of Oregon each year. During 1939-40 classes were held in Ashland, Coquille, Eugene, Grants Pass, Klamath Falls, Marshfield, Medford, Rainier, Salem, Toledo, and Woodburn. Localities interested in becoming extension centers should address the General Extension Division, Eugene.

Oregon State System
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