

THE UNIVERSITY OF OREGON BULLETIN



THE SUMMER SESSIONS

Portland: June 20—July 29

Eugene: June 20—July 29

CAMPUS POST SESSION

August 1—August 26

ANNOUNCEMENTS

1932

(Authorized by the State Board of Higher Education)

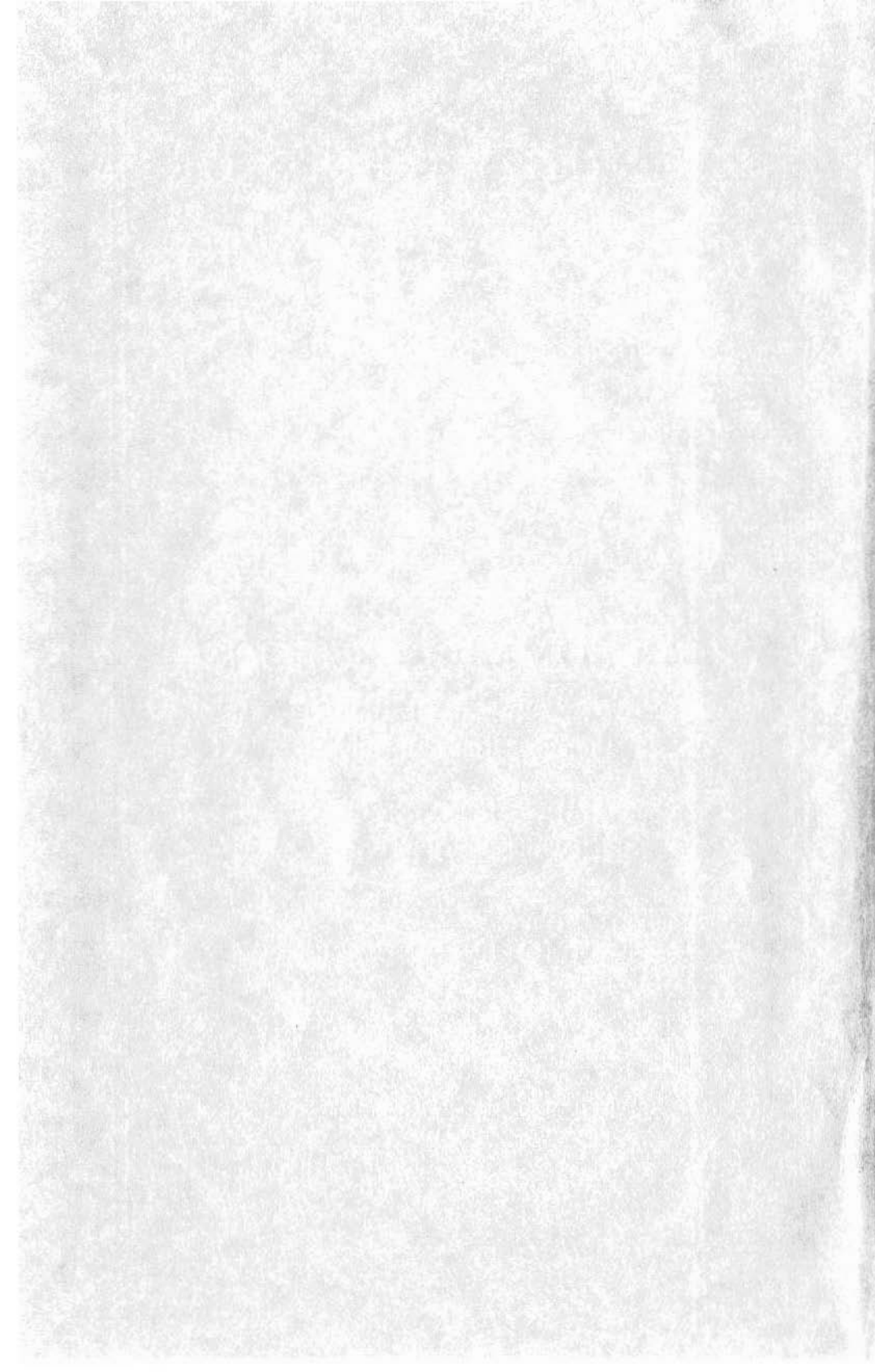
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THE SUMMER SESSIONS

THE FACULTY, 1932

ARNOLD BENNETT HALL, B.A., J.D., LL.D.....	<i>President of the University</i>
BURT BROWN BARKER, B.A., LL.B.....	<i>Vice President of the University</i>
ALFRED POWERS, B.A.....	<i>Director of the Summer Sessions</i>
DAN E. CLARK, Ph.D.....	<i>Assistant Director, Eugene Session and Post Session</i>
GEORGE REBEC, Ph.D.....	<i>Dean of the Graduate School</i>
EARL M. PALLETT, Ph.D.....	<i>Registrar of the University</i>
M. H. DOUGLASS, M.A.....	<i>University Librarian</i>
HAZEL PRUTSMAN SCHWERING, Ph.B.....	<i>Dean of Women</i>
HILDA COOPER, B.A.....	<i>Secretary, Eugene Session</i>
MARGARET M. SHARP.....	<i>Secretary, Portland Session</i>

THE CAMPUS SESSION

LOUIS P. ARTAU.....	<i>Assistant Professor of Music</i> Johns Hopkins, 1917-18; Lehigh, 1918-19; Peabody Conservatory, 1917, 1919-20; Bethlehem Conservatory, 1918; Los Angeles Conservatory of Music and Arts, 1920-22; pupil of David Samuels; Harold Randolph; Alfred Butler; Leopold Godowsky. Faculty, Oregon, from 1924.
VICTORIA AVAKIAN, B.A.....	<i>Assistant Professor in Applied Design</i> Los Angeles Normal; California School of Arts and Crafts; studied at Otis Art Institute, Los Angeles, summer, 1926; Art Students League, Los Angeles, 1926; B.A., Oregon, 1927; Harvard summer school (Carnegie Art Center Scholarship), 1929. Faculty, Tempe Normal, Arizona; Washington summer session, 1925. Faculty, Oregon, from 1920.
ANNE LANDSBURY BECK, B.A.....	<i>Professor of Music</i> Student, Simpson College; Colorado Normal; California; B.A., Oregon, 1919. President, Northwest Supervisors' Conference; member, editorial staff, National Supervisors' Journal; music supervisor, Eugene city schools; member, World's Fair (1933) Planning Committee in Music; member, Advisory Board, Standard School Broadcast; director, public school music department, Oregon, from 1918.
ARTHUR BOARDMAN	<i>Head of Voice Department</i> Former student of Vittorio Trevisan, Chicago, and Franco Mannucci, Milano. Formerly leading tenor at Teatro Comunale, Modena, and at Teatro Regio, Torino, Italia. Exponent of early Italian school of singing. Faculty, Oregon, from 1929.
NELSON LOUIS BOSSING, Ph.D.....	<i>Professor of Education</i> B.A., Kansas Wesleyan University, 1917; B.D., Garrett Biblical Institute, 1921; M.A., Northwestern, 1922; Ph.D., Chicago, 1925. Head, department of education and psychology, and director of summer school, Simpson College, 1924-27. Faculty, Oregon, from 1927.
EARL E. BOUSHEY, B.S.....	<i>Instructor in Physical Education for Men</i> B.S., University of California at Los Angeles, 1930. Faculty, Oregon, from 1930.
RAY P. BOWEN, Ph.D.....	<i>Chairman of Department of Romance Languages</i> B.A., Harvard, 1905; M.A., Cornell, 1915; Ph.D., 1916; University of Geneva, Switzerland, University of Grenoble, France, 1911-12; University of Paris, 1921-22. Faculty, Huron College, 1909-14; Cornell, 1914-16; Syracuse, 1916-18, 1920-25; Earlham, 1918-19; Colorado College, 1919-20; Sorbonne (lecteur d'Américain), 1921-22. Faculty, Oregon, chairman of department, from 1925.
C. V. BOYER, Ph.D.....	<i>Head, Department of English</i> B.S., Princeton, 1902; M.A., 1909; Ph.D., 1911; University of Pittsburgh Law School, 1902-04; Oxford, England, 1905; American Academy, Rome and Athens, 1906. Faculty, Illinois, 1911-26. Faculty, Oregon, head of department, from 1926.
ROY GRIFFIN BRYSON, B.A.....	<i>Instructor of Voice and Director, Polyphonic Choir—B Division</i> B.A., Oregon, 1925; pupil of Percy Rector Stephens and Horace Hunt. Concert artist and oratorio soloist; appeared, Portland Symphony Orchestra, December, 1931. Faculty, Oregon, from 1928.
O. K. BURRELL, M.A., C.P.A.....	<i>Associate Professor of Business Administration</i> Cornell College, 1917-19; B.S. in Commerce, Iowa, 1921; M.A., 1927; C.P.A., 1928. Faculty, Oregon, from 1927.
PRINCE CALLISON, B.B.A.....	<i>Head Football Coach</i> B.B.A., Oregon, 1923; student, Washington, summer session, 1922. Faculty, Oregon, from 1929.
ALBERT CAMPBELL, B.A.....	<i>Laboratory Assistant in Psychology</i>
E. LENORE CASPORD, M.A.....	<i>Periodical Librarian</i> Graduate, Carnegie Library School, Pittsburgh, 1922; B.A., Oregon, 1927; M.A., 1931. First assistant, school department, Library Association of Portland, 1922-25. Present position from 1926.

- A. E. CASWELL, Ph.D. *Professor of Physics*
B.A., Stanford, 1908; Ph.D., 1911; national research fellow in physics, Princeton, 1919-20. Faculty, Purdue, 1911-13. Faculty, Oregon, from 1913. Author: Outline of Physics; Experimental Physics; research articles on thermoelectricity and electron theory; cooperating expert for thermoelectricity for the International Critical Tables.
- DAN E. CLARK, Ph.D. *Professor of History*
B.A., Iowa, 1907; Ph.D., 1910. Faculty, Iowa, 1909-18; associate editor, State Historical Society of Iowa, 1908-18; various positions with American Red Cross, 1918-21. Faculty, Oregon, from 1921. Research, 1929-30, in Library of Congress and British Museum. Author: Biography of Samuel J. Kirkwood; Government of Iowa; Manifest Destiny and the Pacific; various articles on westward movement; under contract for volume on the History of the West.
- R. C. CLARK, Ph.D. *Chairman of the Department of History*
B.A., Texas, 1900; M.A., 1901; student, Wisconsin, 1901-02; fellow, 1902-03; Ph.D., 1905. Faculty, Oregon, from 1907; head of department from 1920. Fellow, Texas Historical Association. Author: History of Oregon; articles on history of the Pacific Northwest.
- CHRISTINA A. CRANE, M.A. *Instructor in Romance Languages*
B.A., Colorado College, 1928; M.A., Oregon, 1931; University of Paris, summer, 1927; 1929-30. Faculty, Oregon, from 1926.
- CALVIN CRUMBAKER, Ph.D. *Associate Professor of Economics*
B.S., Whitman College, 1911; M.A., Washington, 1927; Ph.D., Wisconsin, 1930. Faculty, Montana, 1923-30. Faculty, Oregon, from 1930.
- J. DEWITT DAVIS, Ph.D. *Research Assistant in Education*
B.A., Idaho, 1913; M.S., 1929; teaching fellow, Oregon, 1929-32; Ph.D., 1932. High school principal and public administrator in Idaho and Montana, 1913-19. Faculty, Oregon post summer session, 1931.
- CHARLES DAWSON, M.A. *Chemistry Laboratory Assistant*
B.A., University of Oregon, 1930.
- B. W. DEBUSK, Ph.D. *Professor of Education*
B.A., Indiana, 1904; fellow, Clark, 1909-10, 1914-15; Ph.D., 1915. Acting director of psychology laboratory, Indiana, 1908-09; faculty, Teachers' College, Colorado, 1910-14; summer sessions, California; director, bureau of educational research, Portland public schools, from 1925. Faculty, Oregon, from 1915.
- EDGAR E. DECOU, M.S. *Chairman of Department of Mathematics*
B.S., Wisconsin, 1894; M.S., Chicago, 1897; graduate student, Chicago, 1899-1900; graduate scholarship, Yale, 1900-01. Faculty, Bethel College, Kentucky, 1897-99, 1901-02; acting president, 1902. Faculty, Oregon, chairman of mathematics, from 1902.
- CONAH MAE ELLIS, M.A. *Adviser of Girls, North Central High School, Spokane, Washington*
B.A., College of Emporia, Kansas, 1919; graduate student, University of Colorado, 1922, 1925; M.A., Teachers College, Columbia, 1929. Faculty, Oregon, summer sessions, 1930, 1931.
- JOHN STARK EVANS, B.A. *Professor of Music, Organ*
B.A., Grinnell, 1913; pupil of Rudolph Ganz, New York; Rubin Goldmark, New York; Charles Widor, Paris; Isidor Phillippe, Paris. Faculty, Oregon, from 1917.
- DAVID E. FAVILLE, M.B.A. *Dean of the School of Business Administration*
B.A., Stanford, 1922; M.B.A., Harvard, 1925. Research supervisor, Harvard Bureau Business Research, 1927; instructor in retailing, Harvard Graduate School of Business Administration, 1927-28. Faculty, Oregon, from 1928.
- GRACE M. FERNALD, Ph.D. *Associate Professor of Psychology, University of California at Los Angeles*
B.A., Mt. Holyoke, 1903; M.A., 1905; Ph.D., Chicago, 1907. Faculty, Bryn Mawr, 1907-08; Lake Erie College, 1908-09; psychologist, Juvenile Psychopathic Institute of Chicago, 1909-10; director, psychological laboratory, State Normal School, Los Angeles, 1911-18; faculty, California, from 1918. Author: Color Phenomena of Peripheral Vision; California State Speller and Teachers' Manual; Tests for Use in Mental Classification; Mental Tests; Remedial Work for Non-readers.
- JAMES HENRY GILBERT, Ph.D. *Dean of the College of Literature, Science and the Arts, and Professor of Economics*
B.A., Oregon, 1903; Ph.D., Columbia, 1907. Faculty, Oregon, from 1907; head of department, from 1920; acting dean of the college, 1925-27. Present position, from 1927.
- MARGARET BANNARD GOODALL, B.A. *Instructor in Education*
B.A., Oregon, 1904. Supervisor of English in University high school, from 1916.
- MARIAN G. HAYES, M.D. *Assistant University Physician*
B.A., Oregon, 1918; M.D., 1930. Present position, from 1931.
- WILLIAM L. HAYWARD, *Professor of Physical Education and Coach of Track Athletics*
Coach, Olympic Games, since 1912. Faculty, Oregon, from 1903.
- JOHN G. HAZAM, Ph.D. *Assistant Professor of History*
B.A., Yale, 1923; M.A., 1928; teaching fellow, California, 1926-30; Ph.D., 1932. Tutor, Campus School, Berkeley, California, 1924, 1926-28; master, Potter School, San Francisco, 1925; faculty, Stanford, 1925-26; assistant supervisor of boys, California School for the Deaf, 1926-28. Faculty, Oregon, 1930-31.

- LOUIS F. HENDERSON, M.A. *Research Professor in Plant Biology; Curator of Herbarium*
Ph.B., Cornell, 1874; M.A., Oregon, 1926. Faculty, Idaho, 1893-1909; curator of the herbarium and research fellow, from 1925. Present position, from 1929.
- ORLANDO JOHN HOLLIS, B.S., J.D. *Professor of Law*
B.S., Oregon, 1926; J.D., 1928. Admitted to practice in Oregon, 1928; assistant trust officer, First National Bank, Eugene, Oregon, 1928-31. Faculty, Oregon, 1924-25, and from 1929.
- GEORGE HOPKINS, B.A. *Professor of Music, Head of Piano Department*
B.A., Oregon, 1921; student, Peabody Conservatory, Baltimore; piano with Alfred Butler, Los Angeles; Harold Randolph, Baltimore; Ernest Hutcheson, New York; composition with Gustave Strube, Baltimore; Sigismund Stojowski and Rubin Goldmark, New York. Faculty, Oregon, 1919-23, and from 1925.
- ROBERT D. HORN, Ph.D. *Assistant Professor of English*
B.A., Michigan, 1922; M.A., 1924; Ph.D., 1930. Study at Berlin, Göttingen, Munich, 1930-31. Faculty, Michigan, 1922-25. Faculty, Oregon, 1926-28, and from 1931.
- MARION HORTON, B.A., B.L.S. *Traveling Librarian, City School Library, Los Angeles*
B.A., Stanford, 1911; B.L.S., New York State Library School, 1917. Assistant cataloguer and classifier, Stanford University Library, 1912-13; librarian, John C. Fremont High School, Oakland, California, 1913-16; instructor, Los Angeles Library School, 1917-18; principal, 1918-28; instructor, School of Library Service, Columbia University, 1928-30, summer session, Johns Hopkins, 1930; librarian, Southwest Museum, Los Angeles, 1930. Faculty, Oregon summer session, 1931.
- C. L. HUFFAKER, Ph.D. *Professor of Education*
B.S., Chicago, 1915; M.A., Iowa, 1922; Ph.D., 1923. Superintendent of schools in Iowa, 1915-22; research assistant, Iowa, 1922-23; faculty, Arizona, 1923-27. Faculty, Oregon, from 1927.
- SAMUEL HAIG JAMESON, Ph.D. *Associate Professor of Sociology*
B.A., Amherst, 1920; M.A., Columbia, 1921; fellow in criminology, New York School of Social Work, 1923; Ph.D., Southern California, 1929. Faculty, Lafayette College, 1921-26; first "Floating University" cruise around the world, 1926-27; investigator for the Social Service Commission, Los Angeles, 1928-29; summer session, University of California at Los Angeles, 1930. Faculty, Oregon, from 1930; Hawaii cruise, 1931.
- EDMUND P. KREMER, Dr. Juris utriusque *Assistant Professor of Germanic Languages and Literature*
University of Freiburg, Baden, 1913-14; University of Munich, Bavaria, 1914; University of Berlin, 1919-20; University of Frankfurt-a-Main, 1922-26. Faculty, Oregon, from 1928.
- EDNA LANDROS, M.A. *Instructor in Greek and Latin*
B.A., Kansas, 1918; M.A., Arizona, 1921; student, California, 1918; Harvard, 1919; National University of Mexico, 1922. Faculty, Arizona, 1921-24. Faculty, Oregon, from 1930.
- JOHN J. LANDSBURY, Mus.D. *Dean of the School of Music, Piano*
Mus.B., Simpson College, 1900; Mus.D., 1909; pupil of Max Bruch, Berlin; graduate student, University of Berlin. Faculty, Simpson College; Baker University. Faculty, Oregon, from 1914.
- MABEL E. MCCLAIN, B.A., B.L.S. *Circulation Librarian*
B.A., Oregon, 1905; B.S., Simmons College Library School, 1908. New York City Public Library, 1908; Portland Public Library, 1909-10. Present position, from 1918.
- ROSE MCGREW *Professor of Voice*
Pupil of Haenisch and Von Kotzbue, Dresden; Zimmerman, Berlin. Soprano, Court Theatre, Mecklenburg-Schwerin; Royal Theatre, Hanover; prima donna, Breslau, Germany; created role of Octavian in Strauss' "Rosenkavalier"; decorated with Order of the Silver Laurel (Germany). Faculty, Oregon, from 1920.
- EDGAR R. MEANS, M.A. *Instructor in Education*
B.A., Reed College, 1918; graduate assistant, Oregon, 1923-24; M.A., 1927. Faculty, Oregon, from 1924.
- PAT V. MORRISSETTE, M.A. *Instructor in English*
B.A., Oregon, 1925; M.A., 1926; fellow in English, Princeton, 1928-29; graduate assistant in English, Oregon, 1925-26. Faculty, Oregon, from 1926.
- WAYNE L. MORSE, LL.B., J.D. *Dean of the School of Law*
Ph.B., Wisconsin, 1923; M.A., 1924; LL.B., Minnesota, 1928; law fellow, Columbia, 1928-29; J.D., 1932. Faculty, Wisconsin, 1924-28. Faculty, Oregon, from 1929; dean, School of Law, from 1931. Director, Survey of Oregon Penal Institutions; member of Oregon State Crime Commission; member of National Criminal Law Council of Association of American Law Schools. Author: "A Survey of the Grand Jury System"; joint author: "Oregon Crime Survey." Published articles and book reviews in Oregon Law Review, Minnesota Law Review, Southern California Law Review, Commonwealth Review, The Annals.
- JOHN H. MUELLER, Ph.D. *Associate Professor of Sociology*
B.A., Missouri, 1920; M.A., 1921; University of Montpellier, France, 1919; graduate student, Chicago, 1922-24, Ph.D., 1928. Faculty, Missouri, 1920-22, 1925-26; Chicago, 1928-25. Faculty, Oregon, from 1926.
- HAROLD J. NOBLE, Ph.D. *Assistant Professor of History*
B.A., Ohio Wesleyan University, 1924; M.A., Ohio State University, 1925; Ph.D., California, 1931. Instructor, Ewha College, Seoul, Korea, 1926-28; lecturer, Extension Division, California, 1930. Faculty, Oregon, from 1931.

- WILL VICTOR NORRIS, Sc.D. *Associate Professor of Physics and Mathematics*
B.A., William Jewell, 1918; M.S., Texas Christian University, 1920; M.E., Colorado School of Mines, 1921; Sc.D., 1922. Faculty, Texas Christian University, 1919-20; Colorado School of Mines, 1921-26; Montana School of Mines, 1929-30. Faculty, Oregon, from 1930.
- DOUGLAS W. ORME, B.S. *Instructor in Wind Instruments*
B.S., Oregon, 1931. Solo clarinet in University of Oregon band, 1929-31; solo clarinet in Eugene municipal band, 1929-31; instructor of band instruments for Pacific Music Company in Eugene city schools. Faculty, Oregon, from 1931.
- EARL L. PACKARD, Ph.D. *Professor of Geology*
B.A., Washington, 1911; M.A., 1912; fellow in paleontology, California, 1912-14; Ph.D., 1915. Faculty, Washington, 1915-16; Oregon, 1916-17; Mississippi A. & M. College, head of department, 1917-18. Faculty, Oregon, from 1919; acting head of department, 1920-22; chairman of department, from 1930.
- PHILIP A. PARSONS, Ph.D., LL.D. *Dean of School of Applied Social Science*
B.A., Christian University, Missouri, 1904; M.A., 1905; student, Union Theological Seminary, 1904-06; graduate student, Columbia, and research fellow, School of Philanthropy, 1908-09; Ph.D., 1909; LL.D., Culver-Stockton College, 1927. Faculty, Syracuse, 1909-20; director of University Settlement, Syracuse; lecturer, Department of Immigrant Education, State of New York, 1912-18; director of Portland School of Social Work, 1920-29; present position, from 1929.
- ELMER PENDELL, Ph.D. *Associate Professor of Economics*
B.S., Oregon, 1921; M.A., Chicago, 1923; Ph.D., Cornell, 1929. Faculty, Klamath County high school, 1921-22; Cornell, 1923-25; Nevada, 1925-26; Arkansas, 1926-27; Oklahoma A. & M. College, 1929-31. Faculty, Oregon, from 1931.
- MARY HOLLOWELL PERKINS, M.A. *Professor of English*
B.A., Bates, 1898; M.A., Radcliffe, 1908; graduate student, Columbia, 1916-17; University of London, 1925-26. Faculty, Oregon, from 1908.
- JUAN B. RAEI, M.A. *Instructor in Romance Languages*
B.A., St. Mary's College, Oakland, 1923; M.A., California, 1927. Faculty, Oregon, from 1927.
- LILLIAN RAYNER, B.S. *Teacher of Remedial English, Central Junior High School, Los Angeles*
B.S., University of Southern California, 1927.
- GEORGE REBEC, Ph.D. *Dean of the Graduate School and Professor of Philosophy*
B.A., Michigan, 1891; student at Strassburg, 1893-94; Ph.D., Michigan, 1896; student in Florence, Italy, 1908-09. Faculty, Michigan, 1894-1909; Oregon, 1912-18; director, Portland Extension Center, 1918-23; faculty, Reed College, 1920-21; California summer session, 1925; Stanford summer session, 1927; visiting professor of philosophy, Reed College, 1931-32. Faculty, Oregon, head of department of philosophy and dean of graduate school, from 1920.
- WILLIAM J. REINHART, *Instructor in Physical Education and Coach of Basketball and Baseball*
Student, Missouri Wesleyan and Oregon. Faculty, Oregon, from 1923.
- ELMO ARNOLD ROBINSON, M.A. *Assistant Professor of Philosophy, San Jose Teachers College*
B.S., Massachusetts Institute of Technology, 1909; B.D., St. Lawrence University, 1912; student, Tufts College, Union Theological Seminary, Ohio State University, Chicago, Harvard; M.A., Stanford, 1930. Faculty, Wellesley College, 1913-14; Lassen Union High School, 1927-28.
- ROSE ROBINSON, M.A. *Special Cataloguer and Museum Librarian*
B.A., Washington, 1925; B.S. in Library Science, 1926; M.A., California, 1930. Assistant in Oregon State College library, 1926-29; summer school reference instructor, George Peabody College for Teachers, Nashville, Tennessee, 1930. Present position, from 1930.
- HUGH E. ROSSON, B.S., LL.B. *Graduate Manager*
B.S., Knox, 1916; LL.B., Iowa, 1920. Faculty, Kansas State Agricultural College, 1921-23. Faculty, Oregon, from 1923.
- WALDO SCHUMACHER, Ph.D. *Professor of Political Science*
B.A., Bluffton, 1917; M.A., Ohio State, 1918; assistant and fellow in political science, Wisconsin, 1921-23; Ph.D., 1923. Faculty, Bluffton, 1919-21; Syracuse, 1923-25; Grinnell, 1925-26; Oklahoma, 1926-28. Faculty, Oregon, from 1928.
- HAZEL PRUTSMAN SCHWERING, Ph.B. *Acting Dean of Women*
Ph.B., Chicago, 1926. Assistant dean of women, Oregon, 1927-28; acting dean of women, 1928-30; freshman dean, 1929-30; dean of women for summer sessions, 1927-31. Present position, from 1930.
- ROBERT HOLMES SEASHORE, Ph.D. *Associate Professor of Psychology*
B.A., Iowa, 1923; M.S., 1924; Ph.D., 1925. Faculty, Ohio State University, 1925-26; National Research Council fellow in biological sciences, Stanford, 1926-28; Stanford summer session, 1929. Faculty, Oregon, from 1928.
- OTILLIE TURNBULL SEYBOLT, M.A. *Assistant Professor of English and Director of Dramatics*
B.A., Mt. Holyoke, 1910; M.A., Wisconsin, 1915; graduate student, Wisconsin, 1916-18; Columbia, 1912, 1913, 1924; California, 1920-21. Faculty, Wisconsin summer sessions, 1918, 1919, 1924, 1925; Vassar, 1921-25; Smith, 1925-26; Colorado summer session, 1926; Minnesota, 1926-27; Grinnell College, 1927-28. Faculty, Oregon, from 1928.
- HENRY D. SHELTON, Ph.D. *Dean of the School of Education*
B.A., Stanford, 1896; M.A., 1897; Ph.D., Clark, 1900; student, Leipzig, 1911-12. Faculty, Oregon, 1900-11; Pittsburgh, 1912-14. Faculty, Oregon, from 1914; chairman, administrative committee of University, 1924-26.

- EUGENE SHIELDS, B.S. *Assistant Football Coach*
- F. L. SHINN, Ph.D. *Professor of Chemistry*
B.A., Indiana, 1901; M.A., 1902; student, Yale, 1902; Ph.D., Wisconsin, 1906. Faculty, Wisconsin, 1902-04; 1905-07; Indiana, 1904-05. Faculty, Oregon, from 1907; acting head of department, 1918-22.
- M. ELLWOOD SMITH, Ph.D. *Dean of School of Basic Arts and Sciences and Director of Summer Session, Oregon State College*
B.A., Syracuse, 1906; M.A., Harvard, 1909; Thayer scholarship, 1910-11; Ph.D., 1912; Harris fellowship, 1911-12; Susan Anthony Potter Prize Essay in Comparative Literature, Harvard, 1912. Faculty, Syracuse, 1912-19; professor of English and director of summer session and evening session (now School of Extension Teaching); trustee, Oregon State Teachers' Association; president of League of Western Writers. Contributor to educational and philological journals.
- S. STEPHENSON SMITH, B.Litt. *Associate Professor of English*
B.A., Reed College, 1915; B.Litt., Oxford, England, 1923. Faculty, Oregon, from 1925.
- WARREN DUPRE SMITH, Ph.D. *Professor of Geology and Geography*
B.S., Wisconsin, 1902; M.A., Stanford, 1904; fellow in geology, Chicago, 1904-05; Ph.D., Wisconsin, 1908. Geologist and chief of division of mines, bureau of science, Manila, 1905-14; 1920-22. Faculty, Oregon, from 1914.
- CARLTON E. SPENCER, B.A., J.D. *Professor of Law*
B.A., Oregon, 1913; LL.B., 1915; J.D., 1925. Secretary and instructor, Oregon Law Department, Portland, 1913-17; registrar, Oregon, 1919-27. Faculty, Oregon, 1923-24, and from 1927.
- O. F. STAFFORD, M.A. *Chairman of Department of Chemistry*
B.A., Kansas, 1900; M.A., 1902; graduate student, Nernst Laboratory, Berlin, 1908-09. Faculty, Oregon, from 1900. Consulting work, 1918-22, in researches dealing with the utilization of waste wood. Author: Reports on Mineral Industries of Oregon; The Utilization of Hydroelectric Power for Electrochemical Industries in Oregon.
- EUGEN G. STEINHOFF, *Architect, Zentral Vereinigung, Austria*
Student, University of Vienna; the Sorbonne; Academy of Fine Arts, Vienna. Professor of fine arts and industrial arts, and director of the National School of Decorative Art in Vienna, from 1923; honorary professor of the University of Montevideo; honorary member of the Institute of Architects of Brazil; corresponding member of the Institute of Architects of Argentina; delegate of Austria at the International Exhibition of Modern Decorative and Industrial Arts, Paris, 1925; member of the Jury of the League of Nations at Geneva, which made the award in the international competition for the plans of the Palace of Nations; European delegate of the Pan-American Congress of American Architects, Rio de Janeiro, 1930; lecturer on art under the auspices of the Institute of International Education, 1931-32. Author: The Problem of Space in Architecture, Sculpture, and Painting.
- F. L. STETSON, M.A. *Professor of Education*
B.A., Washington, 1911; M.A., 1913; research scholar, Teachers' College, 1919-20. Faculty, Washington, 1912-13; Pennsylvania summer session, 1929. Faculty, Oregon, from 1913; director of summer session, Eugene, 1924-26.
- HOWARD RICE TAYLOR, Ph.D. *Professor of Psychology*
B.A., Pacific University, 1914; M.A., Stanford, 1923; Cubberly fellow, Stanford, 1924-25; Ph.D., 1927. Faculty, Northwestern summer sessions, 1930, 1931. Faculty, Oregon, from 1925.
- JANE THACHER *Professor of Music*
Student, Vienna; pupil of Karl Pfeiffer; Teodor Leschetizky. Concert pianiste. Faculty, Oregon, from 1916.
- GEORGE S. TURNBULL, B.A. *Professor of Journalism*
B.A., Washington, 1915. Editorial staff, Seattle Post-Intelligencer, 1905-16; Seattle Times, 1916-17. Faculty, Oregon, from 1917.
- REX UNDERWOOD *Professor of Music, Violin*
Chicago Musical College, pupil of Joseph Olheizer, 1904-06; Leipzig Conservatory, pupil of Hans Becker, 1907-09; Royal Bavarian School of Music; Wurzburg, pupil of Walter Schulze-Prisca, 1910; pupil of Michael Press, Berlin, 1911; studied in London, 1912; with Leon Sametion and Eric Delamarte, Chicago, 1924; with Remy, Fountainbleau, 1925; violin virtuoso diploma, Fountainbleau, 1925. Concert violinist and teacher, 1913-19. Faculty, Oregon, from 1919.
- JESSIE GAY VAN CLEVE *Specialist in Children's Literature, American Library Association, Chicago*
Certificate, Carnegie Library School, Pittsburgh, 1914. Staff, public libraries, Marquette; Pittsburgh; Hanover; Wilmington; Galveston; instructor in children's literature, University of Illinois Library School, spring terms, 1924-28; Chicago public library, 1924-26; University of California School of Librarianship, spring term, 1927; Chicago, 1928-30; North Carolina, summer session, 1927; Wisconsin, 1927-28; Johns Hopkins, summer sessions, 1930, 1931; Emory University Library School, spring terms, 1931, 1932. Editor, children's section, A. L. A. catalogue, 1926. Present position, from 1922.
- ANDREW VINCENT, Chicago Art Institute. *Assistant Professor of Painting*
Student, Chicago Art Institute. Instructor, night school, Art Institute. Julia Knapp Memorial prize, Chicago Artists' Exhibit, 1928; 1928-29 spent in painting western landscapes, book illustrations, decorative paintings and figure compositions. Faculty, Oregon, from 1929.

- W. R. B. WILCOX, F.A.I.A.**.....*Professor of Architecture*
Kalamazoo College, Michigan; Pennsylvania, 1893-94; European study, 1907. Practicing architect, Burlington, Vermont, 1894-1906; Seattle, Washington, 1908-1922. Faculty, Oregon, from 1922. Fellow, American Institute of Architects; director, 1914-17; chairman, city planning committee, 1915; vice-president, 1918; jury of fellows, 1923-26.
- JANET WOODRUFF, M.A.**.....*Assistant Professor of Physical Education*
Diploma, Kellogg School of Physical Education, Michigan, 1922; B.S., Teachers College, Columbia, 1926; M.A., 1929. Faculty, Oklahoma A. and M. College, 1922-24; Kansas State Teachers College, 1926-27. Faculty, Oregon, from 1929.
- LEAVITT OLDS WRIGHT, Ph.D.**.....*Professor of Romance Languages*
B.A., Harvard, 1914; B.D., Union Theological Seminary, 1917; M.A., California, 1925; graduate student, Teachers' College, 1915-17; California, 1924-26; Ph.D., 1928. Faculty, Columbia, 1916-17; Pomona College, 1917-18, 1921-24; director, del Colegio Internacional, Guadalajara, Mexico, 1918-21. Faculty, Oregon, from 1926.
- JUANITA YOUNG**.....*Gymnasium Assistant*
- NOWLAND B. ZANE**.....*Associate Professor of Design*
Drexel Institute, 1912-14; Art Institute of Chicago, 1914; Pennsylvania State College, 1915-19; Pennsylvania Academy of Fine Art, 1916. Art instructor, Portland public schools, and Portland Center; councillor, Pacific Arts Association; member, American Artists Professional League; member, Carnegie Art Appreciation Research Council. Faculty, Oregon, from 1924.
- THE PORTLAND SESSION
- AZILE AARON, B.A.**.....*Supervisor of Field Work*
B.A., California, 1918. Director of hospital social service, American Red Cross, U. S. Naval Hospital, Mare Island, 1924-27; assistant director of war service in Pacific branch, American Red Cross, San Francisco, 1927-29; case supervisor for Child Welfare Commission, State of Oregon, 1929-31. Faculty, Oregon, from 1930.
- CATHARINE S. BASTIN, B.A., R.N., P.H.N.**.....*Assistant Professor of Nursing Education*
B.A., California, 1929. R.N., Evanston Hospital School of Nursing, Evanston, Illinois, 1910. With over-seas unit, 1915-18; with A. E. F. in U. S. Army Nurse Corps, 1917-19; organized public health nursing service under American Red Cross in Hilo, Hawaii, 1920-23; with city health department in San Francisco; supervisor of field education of public health nursing students, California, 1923-27. Faculty, Oregon, from 1931.
- ERNEST SUTHERLAND BATES, Ph.D.**.....*Lecturer in Literature, New York City*
B.A., Michigan, 1902; M.A., 1903; fellow, Columbia, 1905-06; Ph.D., 1908. Faculty, Oberlin, 1903-05; Columbia, 1907-08; Arizona, 1908-15; Oregon, 1915-25; Portland Center, 1929-30. Literary editor, Dictionary of American Biography, 1926-30; reviewing staff, Saturday Review of Literature. Faculty, Rand School, New York City.
- W. G. BEATTIE, B.A.**.....*Extension Lecturer and Associate Professor of Education*
B.A., Oregon, 1901; graduate student, Oregon and Stanford. Superintendent, Sitka Industrial School, Alaska, 1905-11; superintendent of schools, Southeastern Alaska, under United States Bureau of Education, 1911-16; superintendent of schools, Cottage Grove, 1916-17, 1919-20; industrial director, Metlakatla, Alaska, under United States Bureau of Education, 1917-19; head, rural department, Oregon Normal School, Monmouth, 1920-26. Faculty, Oregon, from 1926. Assistant director, campus summer session, 1930; director of post session to Alaska, 1930, 1931. Author: Newspaper and magazine articles on education, and on customs of Alaskan natives.
- EDWIN MILTON BELLES, M.A.**.....*Assistant Professor of Education, University of Kansas*
B.A., Northwestern, 1920; M.A., 1924; student, Harvard, 1928. Supervisor and instructor, social science, Springfield, Illinois, 1920-22; principal, high school, Devils Lake, North Dakota, 1922-24; lecturer in education and psychology, University Extension and School of the Air WBZ and WBZA, State Department of Education, Boston, 1927-28. Faculty, Kansas, from 1924; director of teacher training, 1929-31; lecturer, University Extension, 1931-32. Author: Course of Study, General Social Science from the Standpoint of Educational Aims and Social Needs; Radio Syllabus, Division University Extension of Massachusetts, Psychology and Your Boy and Girl. Contributor, School Activities, Extra Curricular Magazine.
- WILLIAM H. BOYER**.....*Supervisor of Music, Portland Public Schools*
Student, Cincinnati College of Music. Private teacher of music, Cincinnati and Dayton, Ohio; Dallas, Texas; Portland, from 1890 to 1912. Choir leader, First Methodist and Trinity Episcopal churches. Director, Apollo and MacDowell Clubs. Present position, from 1912. Author: Music Primer.
- GRACE BRIDGES**.....*Director of Platoon Auditoriums, Portland Public Schools*
Teacher, Portland public schools; director of auditoriums, 1928; faculty, Portland summer session, 1929; faculty, summer session, Northwestern, 1930.
- PERCY M. COLLIER, B.A., LL.B.**.....*Extension Lecturer and Assistant Professor of English*
B.A., Oregon, 1911; LL.B., Michigan, 1914; student, school of speech, Northwestern, summer, 1930. Practiced law in Oregon, 1914-21; secretary, Oregon High School Debating League, from 1929. Faculty, Oregon, from 1929.
- WILKIE NELSON COLLINS, B.A.**.....*Writer, New York City*
B.A., Michigan, 1905; resident in England, 1911-13, studying in British Museum; the Bodleian and the Advocates' Library, Edinburgh. Instructor in English, Pennsylvania, 1907-11; lecturer in English, Minnesota, 1913-14; head of department of

- English, Idaho, 1914-17; faculty, Oregon, 1921-23. In charge of personnel relations between the Navy and the Merchant Services, 1918-19. Author: Opportunity in Merchant Ships; Civilian Seamen in War; Rough Log of a Seaman in the Merchant Marine; contributor of articles to Century, Bellman, Atlantic, Collier's, New York Evening Post, Baltimore Sun, Commonweal.
- MARGARET D. CRECH, B.A.**.....*Associate Professor of Applied Sociology*
B.A., Reed College, 1915; graduate work, London School of Economics and Political Science, 1929-30. Visitor for the Social Welfare Association, Grand Rapids, Michigan; executive secretary of the Home Service Section, Portland Chapter, American Red Cross; secretary of the Confidential Exchange, Portland, 1920-28. Faculty, Oregon, from 1923.
- HAROLD R. CROSLAND, Ph.D.**.....*Associate Professor of Psychology*
B.A., South Carolina, 1913; M.A., Clark, 1914; fellow in experimental psychology, 1913-16; Ph.D., 1916. Faculty, Minnesota, 1916-17; Arkansas, 1917-18; Pittsburgh, 1918-20. Faculty, Oregon, from 1920.
- SAIDIE ORR-DUNBAR**.....*Executive Secretary, Oregon Tuberculosis Association*
New York School of Social Work, 1916-21; secretary, National Conference of Tuberculosis Secretaries, 1923-25; president, Oregon Federation of Women's Clubs, 1923-26; chairman of institutes, Oregon Federation of Women's Clubs; chairman, Doernbecher Hospital Committee, Oregon Federation of Women's Clubs; director, General Federation of Women's Clubs; present position, from 1916.
- RUDOLF H. ERNST, Ph.D.**.....*Professor of English*
B.A., Northwestern College, Wisconsin, 1904; student, Theological Seminary, Wauwatosa, 1905-07; University of Rostock, Germany, 1908-09; University of Leipzig, 1909-10; Sorbonne, Paris, 1911; M.A., Harvard, 1912; Ph.D., 1918; Thayer fellowship, Harvard. Faculty, Northwestern College, 1904-05, 1907-08; Washington, 1912-23. Faculty, Oregon, from 1923.
- MARJORIE B. FORCHEMER, M.A.**.....*Assistant Professor in Physical Education for Women*
B.S., Columbia, 1921; M.A., 1927. Faculty, Washington, 1921-24; University of California at Los Angeles, 1924-26 and 1927-29; Colorado summer session, 1926. Faculty, Oregon, from 1929. Study of Modern German Dance, summer, 1927, Dresden, Germany.
- JOHN T. GANOE, Ph.D.**.....*Associate Professor of History*
B.S., Oregon, 1923; M.A., 1924; assistant in history, Wisconsin, 1927-29; Ph.D., 1929. Faculty, Phillips University, 1925-27; Marshall College, 1929-30. Faculty, Oregon, from 1930.
- ALEXANDER GOLDENWEISER, Ph.D.**.....*Visiting Professor of Thought and Culture*
B.A., Columbia, 1902; M.A., 1904; Ph.D., 1910. Faculty, Columbia, 1910-19; New School of Social Research, New York City, 1919-26; Rand School of Social Science, New York City, 1918-29; Walden Experimental School, New York City, 1922-25; summer session faculty, Washington, 1923; Oregon, 1925. Editorial staff, Encyclopaedia of the Social Sciences, New York City, 1927-29. Public lecturer since 1919. Author: Totemism, an Analytical Study, 1910; Early Civilization, 1922; Robots or Gods, 1931. Co-author: Our changing Morality; American Indian Life; Political Theories—Recent Times; Population Problems; History and Prospects of the Social Sciences; Sex in Civilization; co-editor (with W. F. Ogburn) of The Social Sciences and Their Inter-Relations.
- FREDERICK W. GOODRICH**.....*Instructor in Music, Portland Center*
King's College, London, and University of Durham. Organist director, St. Mary's Cathedral, Portland, from 1907; solo organist, Panama Pacific Exposition, San Francisco, 1915; chairman, music committee, Portland Public Libraries, 1924-27; 1930-32. Author: Cantus and Processionale (J. Fisher); Select Chants, Solemn Vespers; Oregon Hymnal; Anthems, Arrangements, Transcriptions; Analytical Notes, Portland Symphony Programs; president, Oregon State Music Teachers' Association, from 1930.
- RUTH E. HALVORSEN**.....*Instructor in Art, Portland Center*
Graduate, Pratt Institute. Faculty, Adelphi College; art instructor, Washington and Lincoln high schools, Portland. Faculty, Portland Center, from 1923.
- RALPH HIGHMILLER, B.A.**.....*Assistant in Biology, Portland Center*
B.A., Oregon, 1923. Assistant in animal biology during regular and summer sessions, 1926-28.
- BERNARD HINSHAW, B.A.**.....*Artist, Chicago, Illinois*
B.A., Illinois Wesleyan University, 1926; student, Illinois State Normal University; graduated from four-year course in drawing and painting, Chicago Art Institute, 1930; post-graduate work, 1930-31; studied under Boris Anisfeld, 1929-31. Assistant in Chicago Art Institute; faculty, Illinois State Normal University; head, art department, Illinois Wesleyan University, from 1931.
- C. R. HOLLOWAY, Ph.B.**.....*Assistant Superintendent of Schools, Portland*
Ph.B., Missouri Valley College, 1907; graduate student, Oregon. Principal, Roseburg, Oregon, High School; principal, Washington High School, Portland; elementary school principal, Portland. Assistant superintendent of Portland public schools and principal of Holladay Demonstration Platoon School.
- ROBERT KROHN**.....*Supervisor of Physical Education, Portland Public Schools*
Certificate, North American Gymnastic Union, 1895. Director, children's activities, Rose Festival parades; annual grammar school track meets; May Festival field drills; physical director, Multnomah Amateur Athletic Club, 1898-1912. Instructor in physical education, Portland Center.

- ADOLF H. KUNZ, Ph.D. *Assistant Professor of Chemistry*
A.B., William Jewell College, 1923; M.S., Iowa, 1926; Ph.D., California Institute of Technology, 1928. Faculty, Iowa, 1926-28. Oregon, from 1930.
- OLOF LARSELL, Ph.D. *Professor of Anatomy, School of Medicine*
B.S., Linfield College, 1910; graduate student, Chicago; M.A., Northwestern, 1914; Ph.D., 1918. Faculty, Linfield, 1910-15; Northwestern, 1915-18, 1920-21; Wisconsin, 1918-20. Faculty, Oregon, from 1921.
- E. C. A. LESCH, Ph.D. *Assistant Professor of English*
B.A., Illinois, 1926; M.A., 1926; Ph.D., Princeton, 1928. Faculty, Oregon, from 1928.
- IRA A. MANVILLE, M.A., M.D. *Associate in Physiology, School of Medicine, Portland*
B.A., Oregon, 1913; M.A., 1922; M.D., 1923. Faculty, Oregon, from 1923.
- EARL A. MARSHALL, B.A. *Consulting Engineer, Portland, Oregon*
B.A., Oregon, 1910. General surveying, railroad location and construction, topographic mapping, bridge designing, and compiling timber maps of western Oregon, 1910-16; land classification and mapping of soils and culture in California, 1916-17; locating spruce railroads and topographic mapping, 1918; practicing engineer from 1917. Author: *Topographic Surveys for Logging Operations*; *Classification Surveys for Assessment Purposes in California*; *Measuring the Glacial Flow on Mount Hood*.
- JOHN RICHARD MEZ, Ph.D. *Associate Professor of Economics and Political Science*
Ph.D., Heidelberg University, Germany, 1910. Author and lecturer in world politics and international affairs. Faculty, Arizona, 1924-29; summer sessions, Illinois, Arizona. Faculty, Oregon, from 1929.
- PHILIP MOORE, B.A. *Laboratory Assistant in Chemistry*
- VICTOR P. MORRIS, Ph.D. *Professor of Economics*
B.A., Oregon, 1915; M.A., 1920; Ph.D., Columbia, 1930. Faculty, Grinnell, 1922-24; Oregon State College, 1924-26. Faculty, Oregon, from 1926.
- JOHN P. O'HARA, Ph.B. *Instructor in History, Portland Center*
Ph.B., Notre Dame, 1902; student, University of Paris, 1905-06; faculty, Oregon, 1913-18; professor of history, St. Mary's College, Portland, 1918-29. Faculty, Portland Center, from 1929.
- MABLE HOLMES PARSONS, M.A. *Professor of English*
B.A., Michigan, 1904; M.A., 1905; special research, Michigan, 1906-07; special research, British Museum, 1924-25. Faculty, Oregon, from 1912. Author: Short stories, poetry, dramatic criticism, book reviews and features in leading magazines and newspapers.
- NORMA LEE PECK, B.A. *In Charge of Rural Service, Library Association of Portland*
B.A., Ottawa University, 1913; B.L.S., Illinois, 1916. Children's librarian, Davenport, Iowa, and Portland, Oregon. Present position, from 1925.
- HENRY F. PRICE, Ph.D. *Professor of Mathematics, Pacific University*
B.A., Swarthmore College, 1906; M.A., Pennsylvania, 1912; Ph.D., 1915. Faculty, Pacific University, from 1908; instructor, Portland Center, from 1920; Portland summer sessions, 1923, 1930; Stanford summer session, 1929.
- VERNON J. PURYEAR, Ph.D. *Professor of History, Albany College*
B.A., Baylor, 1921; M.A., Missouri, 1925; student, Harvard, summer, 1927; research in England and France, summer, 1928; teaching fellow, California, 1928-29; Ph.D., 1929; European research fellow of the Social Science Research Council, 1930-31. Faculty, Missouri, 1926-28; Albany College, from 1929. Author: *England, Russia, and the Straits Question, 1844-56* (awarded Herbert Baxter Adams prize of the American Historical Association for 1931); research articles in diplomatic history; in preparation: *British Commercial Policy in the Near East, 1815-60*.
- CHARLES N. REYNOLDS, Ph.D. *Associate Professor of Sociology, Stanford University*
B.A., Oregon, 1913; M.A., 1922; Ph.D., Stanford, 1927. Executive secretary, University of Oregon Medical School, 1922-25; faculty, Portland Center, 1923-25; Stanford, 1925-27; California, intersession, 1926; Stanford summer quarter, 1926; Oregon summer sessions, 1927; 1929; 1930; 1931; University of Hawaii, 1927-28. Faculty, Stanford, from 1928.
- ETHEL I. SANBORN, Ph.D. *Assistant Professor of Plant Biology*
B.S., South Dakota State College, 1903; B.A., South Dakota, 1904; M.A., 1907; Ph.D., Stanford, 1928. Curator, Oregon Herbarium, 1915-18. Faculty, Oregon, from 1918.
- FRIEDRICH GEORG G. SCHMIDT, Ph.D. *Professor of Germanic Languages and Literature*
Student, University of Erlangen, Bavaria, 1888-90; university scholar and fellow, Johns Hopkins, 1893-96; Ph.D., 1896. Faculty, Cornell College, 1896-97. Faculty, Oregon, head of department of modern languages, 1897-1905; head of department of German, from 1905.
- MARIE SCHULDERMAN, B.A. *Instructor in Art, Portland Center*
B.A., Oregon, 1927; studied with Douglas Donaldson, Los Angeles, 1929; studied with Rudolph Schaeffer, San Francisco, 1930; instructor in art, Grant High School, Portland, since 1927. Faculty, Portland Center, from 1930.
- HARRY J. SEARS, Ph.D. *Professor of Bacteriology, School of Medicine*
B.A., Stanford, 1911; M.A., 1912; Ph.D., 1916; student, Chicago, 1914. Faculty, Stanford, 1911-12, 1913-16; city bacteriologist and chemist, Berkeley, 1917-18. Faculty, Oregon, from 1918.
- FLORENCE SWANSON, B.A. *Laboratory Assistant in Chemistry*

- ALBERT RADDIN SWEETSER, Sc.D. *Professor of Plant Biology*
B.A., Wesleyan, 1884; M.A., 1887; graduate student, Massachusetts Institute of Technology, 1884-85; Harvard, 1893-97; Sc.D., Oregon, 1931. Faculty, Radcliffe, 1896-97; Pacific University, 1897-1902. Faculty, Oregon, from 1902; head of department, from 1909; professor emeritus, 1931.
- ELNORA E. THOMSON, R.N. *Professor of Applied Sociology, Director of Nursing Education*
Executive secretary, Illinois Society for Mental Hygiene; director of Public Health Nursing Course, Chicago School of Civics and Philanthropy; member of American Red Cross Tuberculosis Commission to Italy, 1918-19; director of Far Western Extension Office, American Child Health Association, 1923-25; director of Nursing Service, Marion County Child Health Demonstration, from 1925. Present position, 1921-23, and from 1925.
- HAROLD S. TUTTLE, M.A. *Associate Professor of Education*
B.S., College of Pacific, 1905; M.A., 1911; student, California, 1908-11; B.D., Pacific School of Religion, 1911; student, Columbia, 1930. Faculty, Stanford summer session, 1927; Minnesota, 1929; Iowa, 1931. Faculty, Oregon, from 1926.
- F. MIRON WARRINGTON, Diplôme de l'Université de Paris. *Professor of Romance Languages, Portland Center*
Upper Canada College, Toronto, 1897; federal secretary, Yukon Territory, Department of the Interior, 1900-08; student, University of Mexico, 1916-17; University of Madrid, 1921; diplôme de l'Université de Paris, 1922. Faculty, Portland Center, from 1919.
- PAUL R. WASHKE, M.A. *Professor of Physical Education*
B.A., Western State Teachers College, 1927; M.A., Michigan, 1929. Faculty, Michigan, 1927-30; summers, 1930, 1931. Faculty, Oregon, from 1930.
- WALLACE WHARTON *Editorial Staff, The Oregon Journal*
U. S. Navy, 1917-1920; organized the course in news handling for Bureau of Navigation; editorial correspondent, New York Times; contributor to Proceedings of U. S. Naval Institute. Editorial staff, The Oregon Journal, from 1920.
- E. H. WHITNEY, B.A. *Assistant Superintendent of Schools and Director of Platoon schools, Portland*
McPherson Normal College; Ped.B., Ash Grove College; B.A., Oregon; LL.B., Oregon Law School. Principal, high school, Republican, Nebraska; vice-president, Oaklawn College, Missouri; principal of schools, Tillamook; superintendent of schools, The Dalles; Portland public schools, from 1908. Author: *Oregon Geography Supplement*, Tarr & McMurray Geography.
- MARGARET WELLS WOOD, B.A. *Staff Lecturer, American Social Hygiene Association, New York City*
B.A., Mt. Holyoke; graduate student, Bryn Mawr. Member, National Board of Young Women's Christian Association, New York City; executive secretary, Hospital Social Service Association, New York City.
- FLAUD C. WOOTON, M.A. *Instructor in Citizenship, Stanford University*
Student, Chicago, 1916-17; 1922; B.S., Oregon, 1926; M.A., 1927. Head of department of history and social studies, University High School, Eugene, 1925-27; director of studies, International School, Geneva, Switzerland, 1928-30; instructor in citizenship, Stanford, 1927-28, 1930-32; teaching assistant in education, 1931-32.
- ESTHER W. WUEST, Chicago Art Institute. *Supervisor of Art, Portland Public Schools*
Graduate, Chicago Art Institute; pupil of John Vanderpoel and Lorado Taft; student, Chicago and Académie Julien, Paris, 1921; European travel and study, 1928. Faculty, Portland Center.

THE SUMMER SESSIONS

INTRODUCTION

The twenty-eighth annual summer sessions of the University of Oregon will be held simultaneously on the campus at Eugene and in the Portland center, beginning June 20 and continuing for six weeks until July 29.

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

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

REGISTRATION, FEES AND CREDIT

Registration for the sessions will take place in Eugene and Portland on Monday, June 20. The registration fee for the six weeks summer session is twenty dollars (\$20.00) for residents of Oregon and regular extension students of the University. For others it is twenty-five dollars (\$25.00). In most of the laboratory courses there is a moderate laboratory fee to help defray the cost of materials and upkeep of equipment. The fee for the post session is ten dollars (\$10.00).

A student may carry the amount of work necessary to earn nine term-hours of credit during a six weeks period at either session and six term-hours during the post session. A maximum of ten or eleven hours in either regular session and a maximum of seven hours in the post session, is occasionally permitted, provided, however, that the grade point average be 1.5 or better. Except in a very few departments such a schedule is impossible, since almost all the work is offered in three-hour units.

REQUIREMENTS FOR ADMISSION AND DEGREES

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

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

Entrance Requirements—Full details concerning entrance requirements may be obtained by writing to the Registrar, University of Oregon, Eugene.

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

Residence Requirements for Degrees—Persons actively engaged in the teaching profession may fulfill the residence requirements of the University for a degree by completing at least 30 weeks in attendance at the summer sessions, aggregating at least 45 term-hours.

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

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

GRADING SYSTEM

The grading system used by the University consists of four passing grades (A, B, C, D); incomplete (Inc.); withdrawal (W); failure (F). Students ordinarily receive one of the four passing grades or failure. Students are occasionally given a grade of Inc. when the work is satisfactory in quality but is not completed for reasons acceptable to the instructor, and additional time is granted. Students who withdraw from a course within the time according to procedure prescribed by University regulations are given a mark of W.

A is intended to denote exceptional accomplishment, B—superior, C—average, D—inferior, F—unsatisfactory. In an average class approximately 5 to 10 per cent should receive a grade of A; 20 to 30 per cent, B; 35 to 45 per cent, C; 20 to 30 per cent D; and 0 to 10 per cent, F.

GRANTING OF DEGREES

The holding of commencement exercises at the close of the post session will not be repeated this summer. Nevertheless, degrees will be granted during the last week in September to all who have satisfied their requirements. All candidates for degrees at this time who have not already filed formal applications in the Registrar's office are asked to do so during the first week of the regular session, or during the first week of post session if only this session is attended. The diploma fee must be paid not later than September 1.

For the special benefit of those planning to teach a report will be made to the State Superintendent early in September, listing all those who have completed their requirements. Persons desiring to be included in this report should communicate with the Registrar's office, and make sure that all work is completed by the close of post session.

THE GRADUATE SCHOOL

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

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

IMPORTANT RULES GOVERNING GRADUATE WORK

Courses numbered 400 and upward may, as a usual thing, be taken for graduate credit, provided the student registers as a graduate student, and is entitled so to register, and provided he does the additional work required of graduate students beyond the ordinary undergraduate requirements in the courses numbered 400.

Graduate credit is not given for courses numbered 100, 200, and 300. Beginning courses, even though numbered 400, are not available for graduate credit.

Time Limit for Graduate Work. All of the work for the master's degrees, including the final examination, must be completed *within a period of five years* after the work is begun. This applies also to credit transferred from another institution which is counted toward the advanced degree.

Preliminary examination. As soon as the student has completed approximately 15 hours of work, and before he has completed 30 hours, he must come up for a preliminary oral examination in his major subject. All of the credit earned is provisional until this examination is passed, and he has been formally advanced to candidacy by being presented by his major professor, to the Graduate Council.

At least 15 term hours of work must be completed after the student has been advanced to candidacy for a degree.

CREDIT FOR READING CIRCLE

The second plan in "Reading Circle Requirements" issued by the state superintendent of public instruction, reads: "Completion of a two term-hour course, whether by correspondence or in residence, at a standard normal school or a standard college or university. Under this plan it is not necessary to secure a Reading Circle certificate. A certificate of credit or other documentary evidence of the completion of the work, issued from the institution in which this work has been done, will be accepted by county school superintendents in lieu of a Reading Circle certificate." Satisfactory completion of two hours work, in other departments as well as in education, in the Eugene or Portland summer session, will satisfy the reading circle requirement.

THE SUMMER SUN

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

NATURAL ATTRACTIONS

The campus at Eugene, spreading in expansive lawn under the shadows of numerous firs and bordered by the historic mill race, offers an ever-present out-of-doors just outside the class room or hall of residence. Nearby are hills, rivers and the pleasant summer gloom of forests; within week-end reach are the beaches, the snowy Cascades, cold lakes and fishing streams. Eugene, with a population of 19,000, ranks high among the beautiful cities of the Pacific coast, and offers unusual attractions as a place for summer residence.

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

NORMAL SCHOOL GRADUATES

Graduates of standard normal schools may usually without forfeiture of normal credits, work out majors in the school of education, the school of applied social science, the school of physical education, the department of sociology, the department of history and the department of English.

POST SESSION TO ALASKA

The Steamer Rogers of the Admiral Line has been chartered for a cruise to Alaska, making possible a post session with two weeks spent in travel. Students will do their initial post session work on the campus from August 1 to the morning of August 10, inclusive. A special train will leave Eugene at 7 a. m., August 10, arriving in Seattle at 5 p. m. the same day. The ship will sail from Seattle at 10 a. m., August 11, returning August 24.

The cost, including post session fee, special train from Eugene to Seattle and return, transportation, berth and meals on the boat, will be \$140.

YUKON EXTENSION

A new study cruise will be offered this year in the extension of the summer school to Alaska into the interior via the Yukon river. Four three-term hour courses will be given. Students will leave Portland July 19 and will sail from Seattle on the Admiral Watson July 20. The itinerary will include Seward, Anchorage, Fairbanks, eleven days on the Yukon river, with stops at Fort Yukon, which is inside the Arctic Circle, Dawson and Whitehorse. The trip from Whitehorse to Skagway will be made by train over the famous trail of '98. At Skagway the Yukon party will join the regular Alaska cruise students and both groups will return on the Admiral Rogers to Seattle about August 24. The cost of the Yukon Extension will be \$365.

SUMMER SESSION TO HAWAII

The Hawaiian cruise, with regular class work on board ship and in the University of Hawaii, will be held from June 30 to August 16, inclusive. Courses will be given on board ship by the University of Oregon. These will be supplemented by the full summer offerings of the University of Hawaii, consisting of courses in art, economics, education, English, geography, geology, health education, history, Oriental studies, physics, political science, psychology and sociology.

The cost of the cruise will be \$375. This will include round trip train fare and berth one way, from Portland to Vancouver, B. C.; summer session fees in the University of Oregon and the University of Hawaii; transportation, berth and meals on the Empress of Canada from Vancouver to Honolulu and return; board and room for 36 days in Hawaii.

Special bulletins on any of the study cruises will be sent upon request. The University reserves the right to cancel any or all of these cruises in case of insufficient enrollment.

THE CAMPUS SESSION

BUILDINGS AND GROUNDS

The campus of the University contains about 100 acres of land in the east part of Eugene. Auto busses give access to the business sections and other parts of the city, while churches, theatres, shops and parks are within easy walking distance.

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

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

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

CALENDAR

Registration for the campus session will be on Monday, June 20, beginning at 8 o'clock in the morning. Classes will begin Tuesday morning, June 21, according to the hours scheduled. Examinations will be held on Thursday and Friday, July 28 and 29.

POST SESSION

Regularly organized classes will be conducted in several departments during a four weeks post session, from August 1 to August 26, inclusive, thus enabling students to secure a total of ten weeks of instruction.

The post session work is planned primarily for advanced and graduate students, although other properly qualified individuals may be admitted. Special attention is given this year to courses that are organic or logical continuations of courses given in the regular session. Students of the Portland session will find it possible to work out a sequential schedule by conferring with their advisers at the time of making out their regular six weeks programs. Credit to the extent of six hours may be earned during the four weeks.

Post session courses are listed along with the other offerings in the various schools and departments but for convenience of reference they are presented on pages 45 and 46.

REGISTRATION PROCEDURE

For greater convenience of students, complete registration details will be handled in the administration building (Johnson hall), where all students should report on June 20. Registration will begin at 8 o'clock in the morning and continue throughout the day. At the administration

building, detailed instructions may be secured for the enrollment procedure which will be found simple and convenient. In each instance, the adviser for the major subject will be on hand to give assistance in determining the summer program, and the graduate dean and his staff will be available for consultation with students working towards advanced degrees.

SUMMER COURSES

Instruction will be offered in 14 departments of the college of literature, science and the arts, and in eight professional schools. The well-equipped, scientific laboratories and the University library of more than one hundred and eighty thousand volumes, enable the faculty to offer to students of real ability, thorough preparation, or special interest, excellent facilities for research, experiment and intensive study.

GRADUATE STUDY

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

THE PROFESSIONAL SCHOOLS

Eight professional schools of the University are offering work in the campus session. These are Architecture and Allied Arts, Business Administration, Education, Journalism, Law, Music, Physical Education, and Applied Sociology. Courses in yearly sequences can usually be arranged so that substantial professional preparation is available to the summer student ambitious to work out a program to supplement his present training in any of those fields for practical application in his occupation. The summer curriculum in each instance is presented in detail under the classified descriptions of courses.

ADDITIONAL MUSIC COURSES

In addition to the music courses scheduled as a part of the regular summer session program, private instruction in voice, piano, pipe organ and violin, band instruments and harmony will be available with members of the faculty of the University school of music. See p. 38.

ATHLETIC COACHING SCHOOL

During the first two weeks of the campus session, from June 20 to July 1, inclusive, a coaching school will be held in track, basketball, baseball and football.

Prince Callison, head football coach at the University of Oregon, will give the instruction in football in the summer athletic coaching school. Mr. Reinhart, coach of baseball and basketball at the University, whose teams have twice in recent years been at the top of the percentage column, will teach basketball and baseball. William L. Hayward, famous trainer of track men and four times selected as trainer for Olympic teams, will give the instruction in track and field events. Professor Hugh E. Rosson, graduate manager, will have supervision of the coaching school. Miss Janet Woodruff, assistant professor of physical education, will teach the course in women's coaching, during the regular six weeks session.

APPOINTMENT BUREAU

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

ASSEMBLY

The assembly hour at 11 o'clock on two days a week is a distinctive feature that provides a center for much of the organized life of the campus session. Musical programs under the direction of the school of music, readings by members of the drama division, and addresses upon topics of general interest by local and visiting lecturers will be included during the 1932 session.

RECREATION

It is hoped that everyone who enjoys the outdoors will come prepared to take part in the recreational program which the University will sponsor. There will be hikes and picnics on week-ends. Towards the end of the session there will be a trip to the Three Sisters' region and a climb of one of the peaks. Those looking forward to this should come prepared with outing clothes and good stout hiking boots. Those not already in good trim will do well to take some of the week-end trips to get in training for the mountain climb. It is suggested that tennis racquets and golf clubs be brought along, as there are splendid opportunities on the University campus and at the nearby links for enjoying these sports.

THE WEEK-END TRIPS

The Obsidian Club of Eugene has offered its hospitality to the students and faculty of the summer session for the following series of trips into the mountains and to the beach. In each case the expense will be very low.

June 25-26—Twin Craters in the McKenzie region. A short hike from Scott Lake.

July 2-3-4—Jefferson Park on the north side of Mt. Jefferson. A hike of about twelve miles each way.

July 10—Horse Creek from Foley Springs in the McKenzie country. A hike of about twelve miles each way.

July 15-17—Siltcoos Lake and the ocean beach.

July 23-24—Mountain climb. Choice of one of the Three Sisters or the Husband Mountain.

Post Session—During the post session the Obsidian Club will have other outings or will be glad to organize parties and provide leaders.

GYMNASIUM FACILITIES

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

welcome to bring their own clothes, and those in charge at the gymnasium will be glad to take care of them for the \$2.00 fee.

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

BOARD AND ROOM

The new men's dormitory, separated into six different halls, will be available, with dining room and lodging, for both men and women during the regular session and the post session. Students living in the dormitory during the summer must also board at the dining room. A room deposit of \$10 will be required of all students residing in the dormitory, and this deposit will be returned at the end of the session, less such deductions as it may be necessary to make for loss or breakage. Blankets, bed linen, towels and laundry of these items are furnished by the dormitory, and rooms are cleaned once a week. Students are required to make their own beds on other days.

Reductions amounting to \$5.00 in the regular session and \$3.00 in the post session over previous years have been made in the cost of room and board in the University dormitories, giving a very definite economy, combined with good food and comfortable accommodations. Reservations for residence in the dormitory should be addressed to the Director of Dormitories, University of Oregon, Eugene.

Rates in regular summer session—Dormitory room rent for the session will be \$24.00 for single rooms and \$20.00 each for more than one in a room. Board at the dormitories for resident students will be \$36.00 for the session. Students not living in the dormitories will pay \$7.00 per week for board or \$36.00 per session if paid in advance. Prices for single meals will be: breakfast, 30c; luncheon, 40c; dinner, 50c; Sunday dinners alone, 75c.

Meals will not be served during the interim between the regular and post summer sessions.

Rates in post session—Rent for single dormitory room, \$16.00; rent for more than one in a room, \$12.00; board for resident student per session, \$24.00; board for students not living in dormitories but paying by the session, \$24.00; students paying by the week, \$7.00.

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

On Saturday and Sunday preceding the opening of the summer session, the office of the dean of women will be open to give assistance in securing satisfactory living quarters.

Description of Courses

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

Graduate courses are numbered 500 and above. Upper division courses (junior and senior years) which are numbered from 300 to 399, may not be taken for graduate credit, but upper division courses numbered 400 to 499 may, with some exceptions, carry graduate credit. Lower division courses (freshman and sophomore years) are numbered below 300.

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

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

ARCHITECTURE AND ALLIED ARTS

ART

Professor WILLCOX, Dr. STEINHOF, Associate Professor ZANE,
Assistant Professor VINCENT, Assistant Professor AVAKIAN

For several years the summer sessions of the University of Oregon have included courses selected especially for the teachers of art in the public schools. This is the third year under the special grant of the Carnegie Corporation to the Education Committee of the American Institute of Architects, that the University of Oregon has been selected by the Corporation as one of their two centers for summer work in art, the other being Harvard University. The grant for the summer of 1932, pursuant to the same policy, is made to stimulate the appreciation of art and to remedy the prevalent lack of adequately prepared teachers in the field of Fine Arts. Therefore, the courses offered this year have been chosen to meet the needs of the teachers of art in the colleges, normal schools and public schools, as well as those interested in the technique of drawing, painting and design. In addition, the greatly expanded program will serve students who intend to enter the University to study architecture, painting, sculpture, design and normal art.

Fellowships will be given to twenty especially selected students from the colleges and normal schools of the Northwest which have had representatives the past two years. Professor W. R. B. Willcox, of the School of Architecture and Allied Arts, will be director of the Art Center.

Entrance examinations are not required for registration in the summer art courses. They are open to men and women. The tuition fee is \$20 for Oregon residents; \$25 for non-residents. Certain courses carry a laboratory fee of \$5 to cover cost of materials and equipment.

For further information regarding housing, credits and other details of the summer session, apply to Alfred Powers, director of summer sessions; for information concerning the Carnegie Scholarship apply to Dean Ellis F. Lawrence of the School of Architecture and Allied Arts, who is acting as the coast representative of the committee of education of the American Institute of Architects.

175. *Color*. The theory of color will be discussed and demonstrated by the making of color charts and discussion of examples of textiles, fruits, etc. Laboratory fee, \$5.00. Avakian. Time to be arranged. 107 Arts.

Three hours.

194. *Freehand Drawing*. Exercises in cast and life drawing in various mediums. Laboratory fee, \$5.00. Vincent. Daily at 8. 112 Architecture.

Three hours.

260. *Composition*. Study of the relation of elements within the picture space in line and value. Intended to encourage and guide the creative faculty of the student. Laboratory fee, \$5.00. Vincent. Time to be arranged. 112 Architecture.

Three hours.

338. *Painting*. Painting in water and oil. Still life and landscape outdoor sketching. Laboratory fee, \$5.00. Vincent. Daily at 1. 112 Architecture.

Three hours.

373s. *Crafts I*. Methods and execution of designs in stencilling, block printing, batik and weaving. One week devoted to each, with the exception of weaving, which will cover the last three weeks. Includes the warping and heddlng of the loom, as well as the process of weaving. Laboratory fee, \$5.00. Avakian. Two hours daily, 9-11. 107 Art.

Three hours.

377s. *Crafts II*. Study of ceramic design, including problems in pottery, tile, candlesticks and book ends. Will be followed by the execution of original designs in clay, employing the processes of coil and slab building, casting, turning and throwing. A study of clays; the use of the potter's wheel; the packing and firing of biscuit and glazed ware. Laboratory fee, \$5.00. Avakian. Two hours daily, 1-3. 115 Architecture.

Three hours.

392. *Decorative Design*. The objective of the course will be to develop a critical skill in evaluating excellence in the decorative arts by applying the principles of design to exercises in comparative; and in discussion of function and of right use of material. Several lectures will be given on interior decoration, prints, etc. Laboratory fee, \$5.00. Zane. Daily at 9. 120 Architecture.

Three hours.

395. *Art Appreciation II*. An advanced course. A critical examination into the different types of appreciation teaching with reference to purposes, methods and results, with the objective of determining how to follow this line of teaching most understandingly and most effectively. Group participation in demonstration, each student taking a responsible share of the work. Discussions. Readings. Prerequisite, Art Appreciation I, or its equivalent. Zane. Daily at 8. 107 Architecture.

Three hours.

398. *Civilization and Art Epochs: History Backgrounds for Art Appreciation*. A study of selected civilizations, how they organized their pattern of social accord, how they gave expression to these patterns through the arts. Special emphasis upon the art contributions of the Mayans, the Aztecs, Persia, Arabia and India. Text: Gardner's "Art Through the Ages." Zane. Daily at 2. 107 Architecture.

Three hours.

451. *The Psychology of Art Teaching*. The purpose of this course is to point out the psychological sources of the art impulse by presenting dynamic methods whereby individual talent may be unfolded and stimulated to creative production. An analysis of how this psychological method of teaching art derives directly from the true concepts of Architecture, Painting, Sculpture, Drawing and the Industrial Arts, will be followed with the presentation of students' work, showing the artistic results obtained by this teaching method. Slides will be used to illustrate both the theoretic and practical phases of the course. Steinhof. Daily at 10. 107 Architecture.

Three hours.

525. *Seminar in Art and Life*. The position of art in education, social service, religion, economics and civics will be discussed in the Socratic manner. Occasional lectures on city planning and various phases of architecture will be given. Willcox. 201 Architecture.

Time and hours to be arranged.

ARCHITECTURE

250. *Lower Division Architectural Design*. Willcox. Time to be arranged. 200 Architecture.

Three to nine hours.

325. *Upper Division Architectural Design*. Willcox. Time to be arranged. 200 Architecture.

Three to nine hours.

BUSINESS ADMINISTRATION

Dean FAVILLE, Associate Professor BURRELL

459s. *Senior Thesis in Business Administration*. Faville. 205 Commerce.

Time and hours to be arranged.

463s. *Investments*. A study of the avenues of investment: stocks,

bonds, insurance, savings accounts, building and loan associations, and real estate securities; the principles to be followed by an investor; and the analysis of individual securities. Designed to be of personal service to the student. Open to non-majors without prerequisite. Burrell. Daily at 9. 7 Commerce. *Three hours.*

475s. *Merchandising*. A study of retail store management problems adapted for men and women interested in buying and other junior executive positions in department stores and specialty shops. Particular emphasis on mark-up, merchandise classification, style pricing, purchasing, planned stocks, sales promotion and personnel problems. Course conducted entirely by the case method, with practical problems taken from actual experiences. Open to non-majors without prerequisite. Faville. Daily at 10. 7 Commerce. *Three hours.*

CHEMISTRY

Professor STAFFORD, Dr. SHINN, Mr. DAWSON

201abs. *General Chemistry*. This course will include substantially three-fifths of the regular year course. It is presented by methods differing from those ordinarily used and therefore offers not only the full equivalent in training to be expected in general chemistry courses but many suggestive pedagogical features as well. Nine hours of lecture work per week and nine hours of laboratory work. Stafford. Lectures 8-10 Monday, Tuesday, Wednesday and Thursday, 8-9 Friday. Laboratory periods, Monday, Tuesday, Wednesday, 1-4. 105 McClure. *Seven hours.*

440abs. *Organic Chemistry*. The first three-fifths of the regular year course in organic chemistry. A substantial year course in general chemistry taken in an approved college or university is prerequisite. Nine hours of lecture work per week and nine hours in the laboratory. Shinn. Lectures, 9-11, Monday, Tuesday, Wednesday and Thursday, 9-10 Friday. Laboratory periods Wednesday, Thursday, Friday, 1-4. 103 McClure. *Seven hours.*

POST SESSION

201cs. *General Chemistry*. Continuation of course 201abs given in the regular session. Stafford. Lecture and laboratory hours as indicated for course 201abs. 105 McClure. *Five hours.*

440cs. *Organic Chemistry*. Continuation of course 440abs given in the regular session. Shinn. Hours for both lecture and laboratory periods are as for course 440abs. 103 McClure. *Five hours.*

DRAMA

Assistant Professor SEYBOLT

244. *Speaking Voice*. Fundamental principles of tone production with exercises for developing good placement, support and projection of tone and for the elimination of throatiness, nasality and other vocal disturbances. Phonetic analysis of English sounds with emphasis upon the principles of good diction. Laboratory fee, \$3.00. Daily at 10. Guild Hall. *Three hours.*

347s. *Stage Craft and Play Production*. Fundamentals of stage production for directors of plays and operettas for schools, colleges, community players and little theatres. A consideration of the play from the director's standpoint, including sources and choice of the play, with suggestions of material suitable for various groups, its preliminary analysis, organization of producing staff, and rehearsal. Also lighting, make-up and

suggestions for construction of simple but effective scenery and costumes. Special attention will be given to possible means for making effective production at minimum expense. Laboratory fee, \$5.00. Monday, Wednesday, Friday, 2-4. Guild Hall. *Three hours.*

349. *Verse Speaking Choir*. Group practice in oral interpretation of various forms of English with special emphasis on rhythm and tone quality. An excellent opportunity for the development of the individual speaking voice in range, pitch and quality. Of especial value to grade teachers and directors of community recreational activities. Laboratory fee, \$3.00. Monday, Wednesday, Friday at 11. Guild Hall. *Two hours.*

475. *Advanced Play Production*. A course in the analysis of play texts for presentation with individual practice in production. The student is expected to choose a one act play text and prepare the same for production; planning for lighting, setting, costuming, properties, and action and interpretation. One or more of these plays will be presented during the summer session. Prerequisite—the course in Play Production (343-4-5) or Theatre Workshop, or previous experience to be approved by instructor. Not for graduate credit. Laboratory fee, \$5.00. Time to be arranged. Guild Hall. *Three hours.*

ECONOMICS

Dr. GILBERT, Dr. CRUMBAKER, Dr. PENDELL

203s. *Principles of Economics*. Economic activity and the conditioning environment. Business organization; the relationship between business and industry; the financial structure, its relation to the business cycle, and its part in domestic and international trade; the nature and influence of overhead costs; a consideration of price determination, and of distribution; government participation in business and industry. Pendell. Daily at 8. 3 Johnson. *Three hours.*

418s. *Public Finance*. Aims to ascertain sound principles affecting public expenditure, the raising of revenue, budgetary legislation, financial organization, and the use of the public credit. Special consideration given to Oregon problems. Gilbert. Daily at 10. 3 Johnson. *Three hours.*

449. *Modern Economic Theory*. Economic phenomena and generalizations concerning them. The range of application of principles of competition; analyses in terms of margins; institutionalism; discussion of theory implications in the writings of specialists in the subdivisions of economics. Pendell. Daily at 9. 3 Johnson. *Three hours.*

452s. *Economics of Public Utilities*. An analysis of the economic nature of public utilities followed by a critical study of their history, organization, financial problems and the trend toward large-scale enterprise, consolidation, system building. Attention also given to the creation and development of specialized public relations organization. Crumbaker. Daily at 9. 4 Johnson. *Three hours.*

474s. *Economic History*. A study of the evolution of modern industrial society in the period since the industrial revolution and the emergence of the problems of large-scale enterprise, with special reference to the American situation. Crumbaker. Daily at 10. 4 Johnson. *Three hours.*

501s. *Research in Economics*. Original work for qualified students. Staff. *Time and hours to be arranged.*

POST SESSION

441s. *International Economic Policies*. Continuation of 440s. Economic problems, originating in or aggravated by the World war, and the

remedial policies proposed. The economic clauses of the treaty of Versailles; reparations, inter-allied debts; economic activities of the League of Nations. Morris. Daily at 10. 1 Johnson. *Two hours.*

EDUCATION

DR. SHELDON, DR. BOSSING, DR. DEBUSK, DR. HUFFAKER, PROFESSOR STETSON, DR. FERNALD, MISS ELLIS, MISS RAYNER, MR. ROBINSON, MRS. GOODALL, MR. MEANS, DR. DAVIS
GENERAL INTRODUCTORY CYCLE FOR UNDERGRADUATES

The following three courses are offered especially for undergraduates whose professional training has been irregular and who need the introductory cycle of courses before undertaking the observation of teaching and supervised teaching in the senior year. The courses are also open to any teachers of experience who are interested in the subjects. Courses 301s, Introduction to Education; 302s, Problems in Secondary Education; and 303s, Educational Psychology, are now specifically required for high school certificates; the second of these should be taken by normal graduates who are candidates for the bachelor's degree; the content of the other two courses is usually covered by equivalent courses in the normal school.

301s. *Introduction to Education.* An introductory study of education, with particular reference to the Oregon school system, including a development of the more outstanding problems. Attention will be given to the factors of the school system that are directly related to the teacher. This course is designed to give a clear perspective of education as a whole and to compare the Oregon schools with the best available standards. It will also include certain fundamental considerations as to the nature of education. Sheldon. Daily at 3. 3 Education. *Three hours.*

302s. *Problems in Secondary Education.* A study of the practical problems of the high school from the standpoint of the teacher. The aims of the high school, and how they are achieved through the program of studies and through the general socializing program. Analysis of the various phases of the teacher's work in the classroom, in the school routine, in supervision and in guidance. Professional and social relationships in school and community. Means. Daily at 2. 2 Education. *Three hours.*

303s. *Educational Psychology.* An introductory course dealing with the applications of psychology to the teacher's task. Nature of learning process; types of learning; basic laws of learning; attention; interest; nature of intelligence. Individual differences; transfer of training. Open to upper division students who have completed two hours of psychology. Ellis. Daily at 1. 2 Education. *Three hours.*

COURSES FOR HIGH SCHOOL TEACHERS

In addition to the four courses scheduled below, students interested in graduate credit and research in this field are directed to 513, Research in Secondary Education.

306s. *Theory of Teaching in Senior High Schools.* Principles of the technique of instruction. Phases of classroom management, readings, reports and class discussions. A professional course in methods of teaching and class management in high schools. Bossing. Daily at 10. 2 Education. *Three hours.*

308s. *Teaching of English in Secondary Schools.* A study of the objective of English teaching, courses of study, materials for use, visual instruction, special methods for special types of work. Emphasis is put

upon provision for individual differences through supervised study, laboratory periods, projects, and long unit assignments. The class will make a rapid survey of recent literature in the field and of recent researches. Goodall. Daily at 10. 12 University High School. *Three hours.*

310s. *Teaching of Science in Secondary Schools.* This course has been designed both for teachers and for science majors, who expect to teach and will include the evaluation of a variety of teaching aids such as visual instruction, laboratory technique and equipment, the selection and utilization of supplementary reading, historical background and classroom procedure. Materials will be drawn from many sources, including text books, high school manuals and periodical literature. Means. Daily at 9. 12 University High School. *Three hours.*

312s. *Work of Deans and Advisers of Girls.* This course plans to give a general survey of the whole field of the adviser's work as well as a careful study of the adviser and her relation to the social, academic, and vocational problems of the high school student. A few of the major problems to be considered will be the organization of a girls' league, student government, financing student activities, freshman orientation, and a health program. Ellis. Daily at 2. 4 Education. *Three hours.*

CLINICAL SCHOOL AND PROBLEM CHILD

The great interest in this field has led to its rapid expansion in the summer session. Three experienced teachers, who are specialists—Dr. Grace Fernald, Miss Lillian Rayner, and Dr. B. W. DeBusk—will devote their time to the work. Diagnostic examinations of the children will be given at the outset, regular provision for observation by visitors will be made through a central office and credit will be given to teachers, properly prepared, who teach problem children. The school is designed for children who are hampered by certain psychological or achievement difficulties and not for children who are back in their studies and need coaching only.

Recitations will begin in the clinical school in the University High School on Wednesday at 10 a. m. of the first week of summer session. Children are admitted by examination. This examination is designed to discover the specific needs of the child. The diagnosis is written out and definite remedial work is planned. Children entering the clinical school may have their examinations and diagnosis by appointment at any time after the 1st of April or Monday and Tuesday of the opening week. For appointment call or write the secretary of the clinical school, Miss Kathryn E. Fry, Room 20, University High School, phone 3300, local 316. Classes will include:

(A) Classes for primary and intermediate children who have special disabilities in reading, spelling, or arithmetic. While the previous practice of individual instruction will be followed to a large extent, children who have similar difficulties and need similar instruction will be grouped so that class instruction can be used in part. (B) Class for upper grade and high school pupils who have special disabilities. This instruction will be largely individual and designed to meet the needs of the particular case. The number of pupils will be limited.

All classes for remedial work will be under the immediate supervision of specialists trained for this type of work.

Demonstrations will be given from time to time before the classes in Psychology and Teaching of Atypical Children. Definite periods for observation will be arranged for students in the regular classes of

instruction, and will be announced at the regular recitations. Visitors, whether students or otherwise, should receive permission from the secretary of the clinical school in Room 20 of the University High School.

440. *Technique of Diagnosis.* A study of those tests both standard and informal which are used in diagnosis. Significance of the deviations from the norms will be discussed in the case of the standard tests and the significance of the type of reaction in case of the informal. Frequent demonstration, using children from the clinical school. The course is designed to aid the teachers in identifying accurately the child who is in need of remedial work. DeBusk. Daily at 1. 3 Education. *Three hours.*

441. *Psychology of Atypical Children. Introduction.* Study of special disabilities in atypical children who are not mentally deficient. Special attention to reading, writing, spelling, and arithmetic disabilities. Actual methods and devices used in securing results with atypical children. Will include technique which teachers and principals can use to advantage in handling this particular difficult group of children. This course is especially designed for teachers who are beginning work with atypical children. Fernald. Daily at 9. 4 Education. *Three hours.*

442. *Psychology of Atypical Children. Advanced Course.* This course is a continuation of the introductory course and is intended for those who have had it or the equivalent. Fernald. Daily at 8. 4 Education. *Three hours.*

443. *The Teaching of Atypical Children.* This course is open only to those who have had, or are taking, the introductory course in the Teaching of Atypical Children, except by special arrangement. Frequent meetings will be held for the discussion of teaching problems which arise in the course of the work with the children. DeBusk, Fernald, Rayner. Daily 10-12. Clinical School. *Three hours.*

444. *Remedial Work.* A discussion of the techniques of the remedial work which is suited to the more advanced cases of various types which are found in the upper grade, high school, or college level. The course will cover a discussion of the types of remedial work which are seen in the clinical school. Rayner. Daily at 2. 12 University High School. *Three hours.*

ADMINISTRATION AND SUPERVISION

The policy announced last year of alternating courses for those desiring to work consecutively through a number of summers has been followed in 1932. Certain fundamental subjects like statistics and tests and measurements are repeated; the other courses in this division were not offered last year. In addition to courses in educational technique, there is an unusual opportunity to work out a comprehensive survey of the main problems of education now agitating the world. See also graduate courses.

464s. *Tests and Measurements.* Will cover the following topics: the detailed problems of administration and scoring of educational tests and scales, with the simpler problems of interpretation. No previous experience in educational or mental measurements or statistical methods is presupposed. The first part of the course will deal with theory and the last part of the course with tests for the elementary and secondary schools. Davis. Daily at 8. 3 Education. *Three hours.*

472s. *Problems in Organizing a Local School System.* Plans to assist both experienced and inexperienced administrators in analyzing the

various problems and procedures involved in setting up an effective school organization in a typical town or village. The more important topics considered include the following as representative: studying the community; determining the school program; selecting and assigning teachers; checking supplies and equipment; making daily schedules for grade and high school; registration of pupils; beginning the school year; planning and establishing special programs such as student activities; guidance and health work, publicity and professional improvement. Stetson. Daily at 9. 3 Education. *Three hours.*

478. *Statistics.* Technique of quantitative and experimental methods; application of statistical methods; simple correlation, regression equation and determination of errors as employed in educational administration and research. For qualified seniors. Davis. Daily at 10. 3 Education. *Three hours.*

480. *Problems of the Teaching Staff.* Selection and organization of the teaching staff; teacher training; teachers' salaries, promotion, salary schedules; pensions and retirement funds; organizations; rating and the improvement of teachers in service. Professional study and development; professional ethics; standards and ideals; professional leadership. Bossing. Daily at 8. 2 Education. *Two hours.*

GRADUATE COURSES

510. *Advanced Principles of Education.* In this course the text of Chapman & Counts will be taken as a basis but a large portion of the time will be devoted to a discussion of recent American books on educational aims and values, including volumes by Harold Rugg, J. K. Hart, George Counts, Ross Finney, and others. Sheldon. Daily at 2. 3 Education. *Three hours.*

511. *Seminar in Curriculum Construction.* A problem course covering the technique of curriculum building, critical evaluation of technique of curriculum building with special emphasis upon courses of study and text-books. This course assumes previous courses in curriculum studies. Each student will be expected to carry forward an individual problem of curriculum investigation suited to his needs and interests. Membership in the class will be limited and admission only by permission of instructor. Bossing. 7 Education. *Time and hours to be arranged.*

513. *Research Course in Secondary Education.* Students who desire to review the technical progress made in the teaching of particular high school subjects may attend the courses in methods (Education 308s, 310s and 312s) and at the same time investigate one particular problem in detail. Such students should register for this course. Stetson, Means, Ellis and staff. Daily at 3. 2 Education. *Two or three hours.*

514. *Seminar in Educational History.* Special reference to Oregon. A critical study of problems in the educational development of the West, a careful and systematic study of the educational system in Oregon, and an opportunity for each student to work up a research problem. Sheldon. 14 Education. *Time and hours to be arranged.*

574s. *School Finance.* A study of the major problems of financing education, computing the cost of education. The problems of school revenues, the capital cost of education; budget making. Huffaker. Daily at 4. 3 Education. *Three hours.*

576s. *The School Survey.* This course deals with the study of an educational offering in light of community needs and resources as a basis

for a superintendent's plan for the progressive improvement of a public school system. The course centers on a study of an individual school system in comparison with general standards. Huffaker. Daily at 3. 4 Education. *Three hours.*

586. *Supervision of Instruction in Secondary Schools.* For principals, superintendents, and also for teachers who wish to become familiar with the purposes and techniques of supervision. After studying the nature and scope of supervision and the general principles underlying this work, attention will be devoted largely to the problems of improving the quality of instruction in typical Junior and Senior high schools. Conferences, classroom visitation, measuring the results of teaching, and other practical procedures will be given especial consideration. Stetson. Daily at 10. 4 Education. *Three hours.*

597s. *Educational Research.* Huffaker and staff. 12 Education. *Time and hours to be arranged.*

POST SESSION

310. *Child Psychology.* A study of child nature emphasizing those phases which throw light on methods of training, the child study movement, social development of the child. Child study in relation to child welfare. Tuttle. Daily at 8. 2 Johnson. *Two hours.*

370. *Advanced Educational Psychology.* A discussion of experimental material bearing on certain disputed problems in educational psychology. Open to students who have had psychology and educational psychology. Robinson. Daily at 9. 1 Johnson. *Two hours.*

450. *Developments in School Administration and Organization since 1900.* The survey movement; development of tests and measurements; the city superintendency; reorganization of schools, platoon schools, individualized instruction, new types of school organization, 6-3-3; 6-6; 6-4-4; development of research bureaus; consolidated school movement. May be taken by graduate students who had 576s or 586 in the regular session or 470 in the Portland session. Huffaker. Daily at 10. 2 Johnson. *Two hours.*

471. *State School Administration.* The organization and administration of the state, county and district units—the need for a new administrative unit. Theories of educational control and the administration and supervision of the small school are discussed. May be taken by graduate students who had 472s, 480 or 574s in the regular session. Huffaker. Daily at 11. 2 Johnson. *Two hours.*

487. *Materials for Character Education.* A study of curricula actually in use, intended especially for character building. The adaptation and enrichment of curricular and extra-curricular agencies; a survey of the principles of learning involved; a criticism of certain applications of Herbartian theories; and a brief review of measuring instruments in the field of character. May be taken by graduate students who had 457 or 490 in the Portland session. Tuttle. Daily at 9. 2 Johnson. *Two hours.*

561. *Philosophy of Education.* An examination of modern points of view and procedures in the light of recent philosophies. This course will follow up and reinforce discussions begun in the main session under the head of Advanced Principles of Education, the two making one complete unit. Robinson. Daily at 11. 1 Johnson. *Two hours.*

597ps. *Educational Research—Special Problems.* Open to students of experience who have had some preliminary training in the technique of

educational research. Students should not register for this course without first consulting the instructor in charge. Huffaker, Robinson, Tuttle. 12 Education. *Time and hours to be arranged.*

ENGLISH

Dr. BOYER, Professor PERKINS, Associate Professor SMITH, Dr. HORN, Mr. MORRISSETTE

102s. *English Survey. (Second Term).* Beginning with the lyric poetry of the early 17th century, the course covers representative selections from Milton, Dryden, Pope, Swift, Defoe, Johnson, Goldsmith, Sheridan, and the classical poets of the 18th century lyrical group. Literary development will be considered as a reflection of the intellectual, political and social culture from the Elizabethan period to the 19th century. Smith. Daily at 8. 101 Villard. *Three hours.*

103s. *English Survey. (Third Term).* An attempt to characterize the temper of the 19th century English literature. Poetry: Arnold, Rossetti, Tennyson, Browning, Hardy, and others. The Essay: Ruskin, Morris, and Newman. Morrisette. Daily at 9. 103 Villard. *Three hours.*

114s. *Survey of American Literature.* Significant books in the history of our literature. Hawthorne's *Scarlet Letter* and the Puritan tradition; Melville's *Moby Dick*; Emerson's *Essays* and selections from his *Journal*; Poe as an artist and critic; Walt Whitman and his successors in the true American poetic line; Mark Twain and American humor. While the main emphasis will be upon the artistic aspects, these works will be treated also with reference to social ideas. This course satisfies the requirement for the teaching norm and corresponds to the one term course in American literature given in the regular session. Smith. Daily at 10. 101 Villard. *Three hours.*

201s. *The Plays of Shakespeare's Early Period. (First Term).* Midsummer Night's Dream, Richard II and III, Romeo and Juliet, Merchant of Venice, Henry IV, Parts I and II. Horn. Daily at 9. 101 Villard. *Three hours.*

251. *Report Writing (English B).* Adapted to the work of any one term during the regular session. Morrisette. Daily at 10. 103 Villard. *Three hours.*

314s. *Contemporary Poets.* A survey of modern poetry from Thomas Hardy to today, in relation to the trends, movements, and influences which have formed modern poetry. Morrisette. Daily at 2. 101 Villard. *Three hours.*

390s. *Honors Reading for Juniors.* Staff. Time to be arranged. 105 Villard. *Three to four hours.*

412s. *Chaucer.* As much of Chaucer's work is read as time permits, with careful attention to his sources, poetical forms, pronunciation, and grammar. Perkins. Daily at 8. 107 Villard. *Three hours.*

442s. *Early 19th Century Novel.* Assignments in the novels of Jane Austen, Walter Scott, Dickens, Thackeray, and Mrs. Gaskell, with lectures on the other novelists of the period, on the Gothic Romance, and on the influence of contemporary social conditions and political theories. Boyer. Daily at 9. 107 Villard. *Three hours.*

444s. *Eighteenth Century Prose. Seminar.* A study of characteristic selections of English prose from Dryden to Dr. Johnson, with some attention to the letters and memoirs, as revealing the social history of the period. Special topics available for graduate students. Thesis subjects

may be chosen from this period. Smith. Time to be arranged. 103 Villard.
Two hours.

472s. *Jacobean Drama*. Emphasis on the realism and classicism of Ben Jonson, the romanticism of Beaumont and Fletcher, the vigorous sensationalism in Webster, Middleton, and Massinger. Studies the strain of satire and the spirit of baroque art in the period of struggle between humanism and puritanism preceding the closing of the theatres in 1642. This course is a unit in itself but will be combined into a larger unit by the addition of the post session course following it. The post session course by itself may not be taken for graduate credit. Horn. Daily at 8.

480s. *Nineteenth Century Prose*. Main currents of thought as reflected in Carlyle, Mill, Newman, Ruskin, Huxley, Arnold, Pater. May be given as a seminar, depending on the needs of the class. Boyer. Daily at 10. 107 Villard.
Three to four hours.

490s. *Honors Reading for Seniors*. Staff. Time to be arranged. 105 Villard.
Three to four hours.

499s. *Honors Thesis*. Staff. Time to be arranged. 105 Villard.

One to three hours.

501s. *The English Critics. Seminar*. Interprets the salient periods in English literature from the point of view of its leading critics. Formative influences from the Ancient World and modern Continental forces. Special study of typical concepts such as decorum, taste, wit and judgment, imagination and fancy, realism, naturalism, and the like. Open to advanced undergraduates with consent of instructor. Horn. Time to be arranged. 107 Villard.
Two hours.

520s. *Research and Seminar*. Staff. 105 Villard.

Time and hours to be arranged.

529s. *Graduate Thesis*. Staff. Time to be arranged. 105 Villard.

Three to nine hours.

POST SESSION

340ps. *The Arthurian Legend*. A study of the origin and growth of the Arthurian legend with its use as poetic material by English and American writers. Perkins. Daily at 11. 4 Johnson.
Two hours.

390ps. *Honors Reading for Juniors*. Staff

Time and hours to be arranged.

447ps. *Jacobean and Caroline Poetry*. Religious and epicurean lyric, epic, and satire. Donne, Herbert, Vaughan, Herrick, Crashaw, Suckling, Lovelace, and the early work of Milton. Horn. Daily at 8. 4 Johnson.

Two hours.

473ps. *Restoration Drama*. Heroic drama and the Comedy of Manners after the re-opening of the theatres in 1660. The struggle between wit and morality for possession of the stage. The triumph of sentimental drama and of irregular forms such as farce, burlesque, pantomime, and comic opera. A continuation of the study of Jacobean drama but may be taken separately. Horn. Daily at 10. 4 Johnson.
Two hours.

490ps. *Honors Reading for Seniors*. Staff.

Time and hours to be arranged.

499ps. *Honors Thesis*. Staff.

Time and hours to be arranged.

520ps. *Research and Seminar*. Staff. *Time and hours to be arranged.*

529ps. *Graduate Thesis*. Staff. Time to be arranged.

Two to six hours.

GERMANIC LANGUAGES AND LITERATURE

Dr. KREMER

1s. *Elementary German*. For students who wish to acquire quickly a reading knowledge of the language for scientific purposes or to review the essentials. Students wishing to earn additional credits are advised to continue by correspondence work. Daily at 7:30. 109 Oregon.

Four hours.

303s. *Rapid Reading of German*. Readings, increasing in difficulty, from modern narrative prose, essays, biography, history and popular science. For students who wish to use German as a tool for advanced work in science, history, and other subjects. Books will be chosen according to special needs. Daily at 9. 109 Oregon.

Three hours.

*402. *German Seminar*. For advanced students and those majoring in German. The amount of credit is determined by the character and success of the work in each individual case. Daily at 10. 109 Oregon.

Three to six hours.

*403. *Scandinavian Literature*. Study of modern trends in the literature of the North. No knowledge of Scandinavian required. Daily at 10. 109 Oregon.

Three hours.

*NOTE—Either 402 or 403 will be given, but not both.

HISTORY

Dr. ROBERT C. CLARK, Dr. DAN E. CLARK, Assistant Professor HAZAM,
Assistant Professor NOBLE

206s. *Early English History*, from earliest times to 1660. The formation of the English people, the growth of the church, the development of the British constitution will be studied. Special stress will be placed upon progress of English culture. Hazam. Daily at 8. 4 Commerce.

Three hours.

341s. *Modern Europe*, from the death of Louis XIV (1715) to the end of the Napoleonic Empire (1815). Emphasis will be placed on the ancient regime in France, the causes and results of the French revolution, and the effect of the Napoleonic wars in spreading nationalism and French revolutionary principles over Europe. Noble. Daily at 8. 8 Commerce.

Three hours.

371s. *United States History, 1783-1850*. The formation of the constitution, the rise of parties, the struggle for neutrality, the growth of nationalism, the rise of democracy, and territorial expansion will be some of the topics treated. Social, intellectual, and economic change will be emphasized. R. C. Clark. Daily at 10. 8 Commerce.

Three hours.

422s. *The Early Middle Ages*. From age of Charlemagne to the end of the twelfth century. The political, economic, and cultural history of the period will be studied with special emphasis upon the rise of the Christian church. Hazam. Daily at 10. 4 Commerce.

Three hours.

472s. *Leading Americans*. A study of the influence and achievements of outstanding Americans who have been leaders in ideas, in politics, in war, and in industry, from 1850 to 1913. R. C. Clark. Daily at 9. 8 Commerce.

Three hours.

478s. *History of Political Parties in the United States*. The origin of political parties in the United States, the development of the nominating systems and party machinery, the issues of the major parties, presidential campaigns, the influence of minor parties, and other topics. Dan E. Clark. Daily at 9. 110 Johnson.

Three hours.

495s. *Recent History of the Far East from 1839 to 1930*. The impact of the Occident on the nations of the Far East in recent times; the origins of present day treaty rights in China, and the conflict between Japanese and Chinese nationalism and foreign aspirations; the rise of Japan as a great power, the Chinese revolution, and the policy of the United States in Eastern Asia will be studied. Noble. Daily at 9. 4 Commerce. *Three hours.*

501s. *History Research*. Staff. Hours to be arranged. *Two or three hours.*

510s. *History Thesis*. Methods of historical research, selection of thesis subject, collection of materials, form, and organization of thesis will be studied. R. C. Clark. Tuesday and Thursday at 3. 8 Commerce. *Two to three hours.*

524s. *The Muslim World. Seminar*. Hazam. Tuesday and Thursday at 2. 4 Commerce. *Two or three hours.*

595s. *Seminar in Far Eastern History*. Noble. Monday and Wednesday at 3. 4 Commerce. *Two or three hours.*

POST SESSION

407ps. *Reading and Conference*. Individual conferences at hours to be arranged upon assigned reading with a report upon a selected topic. Staff. Time to be arranged. *One or two hours.*

423ps. *The Later Middle Ages*. The political, economic, social, and cultural changes in western Europe during the thirteenth and fourteenth centuries. Hazam. Daily at 8. 110 Johnson. *Two hours.*

459. *History of Modern Russia. (1900 to Present)*. Political, economic, and cultural trends in post-war Russia. Demoralization in the war; the Kerensky Revolution; the Bolshevik Revolution; Reds and Whites; Lenin, Trotsky, Zinovyev, Kamenev, Lunotcharsky, Litvinov, Stalin; Soviet Union of Socialist Republics; political system, economic system, the Five Year Plan, education and academic life, drama and literature. Vistas. Goldenweiser. Daily at 11. 110 Johnson. *Two hours.*

479ps. *Forces and Influences in American History*. An interpretative study of some of the main forces and influences which have shaped American life, ideas, and institutions. Dan E. Clark. Daily at 9. 110 Johnson. *Two hours.*

494ps. *The Early Far East*. A history of China and Japan from earliest times to about the middle of the 19th century. The growth of civilization around the eastern Pacific will be stressed. Hazam. Daily at 10. 110 Johnson. *Two hours.*

JOURNALISM

Professor TURNBULL

210s. *Journalistic Writing*. A practical course in writing combined with enough treatment of the established principles of journalism to serve as a foundation for the work of a beginner on a newspaper, a high school adviser of student publications, or for the teacher of a course in journalistic writing in an English department. Previous training not required, but students should be able to write good, standard English. Daily at 10. 104 Journalism. *Three hours.*

400s. *Article and Feature Writing and Editing*. Advanced course for students with some previous contact with newspaper work or journalistic studies. Comprehensive interpretative and feature stories, interviews, character sketches. Some attention paid to editorial policy and editorial

writing, copy-editing, proofreading, make-up, shop practices, analysis of public demand. Daily at 2. 104 Journalism. *Three hours.*

430s. *Supervision and Teaching of Journalism in High Schools*. For high school journalism instructors and publication advisers. Review of newspaper writing and editing principles. Opportunity for practical work on publication. Not for graduate credit. Monday, Wednesday and Friday at 11. 104 Journalism. *Two hours.*

501s. *Seminar in Journalism*. Oregon Journalism. Historical approach to consideration of newsgathering, newswriting, and editorial methods and ethics. Term paper of medium length expected. 104 Journalism. *Time and hours to be arranged.*

LATIN

Mrs. LANDROS

421. *Latin Literature*. Propertius. Open to graduates and qualified undergraduates. Not for graduate credit. Landros. Daily at 2. 107 Oregon. *Three hours.*

LAW

Dean MORSE, Professor HOLLIS

In the 1932 summer session, the University of Oregon is offering for the first time courses in law. In selecting the courses provision was made for students who desire to begin the professional study of the law as well as for advanced students. The courses in Criminal Procedure and Domestic Relations and Persons are open to beginning law students who have completed satisfactorily at least two years' work in an approved college or university. In exceptional cases students who have not complied with the regular admission requirements, may be admitted as special students. The summer term is a particularly advantageous time to begin the study of law because the classes are not as large as during the regular term and thus more attention can be given to the problems of the individual student.

Students taking two or more courses in law will pay a fee of \$10 in addition to the summer session fee of \$20 for residents of Oregon or \$25 for non-residents.

A catalogue containing general law school information as well as rules and regulations relative to admissions and degrees will be mailed upon request. For further information address, Wayne L. Morse, Dean, University of Oregon School of Law, Eugene, Oregon.

424. *Domestic Relations and Persons*. Rights, duties, liabilities, and privileges existing in the relationships of parent and child, infancy, husband and wife, marriage, divorce, and separation. Special attention will be given to conflicts between the law of domestic relations and the theories and findings of sociologists and psychologists relative to the family institution. Madden, Cases on Domestic Relations. Law course fee, \$5.00. Morse. Daily at 10, 209 Oregon. *Three hours.*

433. *Criminal Procedure*. Jurisdiction, venue, methods of initiating prosecution, arrest, extradition, preliminary hearing, bail, grand juries, indictment, arraignments, and trial and proceedings subsequent to verdict. Special attention will be given to the American Law Institute's Model Code of Criminal Procedure and to the Report on Criminal Procedure of the Wickersham National Commission on Law Observance and Enforcement. Mikell, Cases on Criminal Procedure. Law course fee, \$5.00. Morse. Daily at 8. 209 Oregon. *Three hours.*

436. *Damages*. General principles; Court and jury; non-compensatory; compensatory; avoidable consequences; certainty; liquidated; elements of compensation; particular types of contract actions; particular types of tort actions; statutory proceedings; pleading and practice. Case-book to be announced. Not open to beginning law students. Law course fee, \$5.00. Hollis. Daily at 9. 209 Oregon. *Three hours.*

450. *Mortgages*. All forms of mortgage security, both real and chattel; essential elements of legal and equitable mortgages; legal and equitable rights, powers and remedies of mortgagor and mortgagee with respect to title; possession, rents and profits, waste, collateral agreements, foreclosure; redemption; priorities; marshalling; extension of mortgages; assignment of mortgages; discharge of mortgages. Not open to beginning law students. Parks, Cases on Mortgages. Law course fee, \$5.00. Hollis. Monday, Wednesday, and Friday at 11. Two hours to be arranged. 209 Oregon. *Three hours.*

491. *Legal Research*. Students desiring to register for this course must secure special permission from the Dean. Credit in the course will be based upon the preparation of a meritorious paper dealing with an approved legal research problem. Research papers need not be completed during the summer term. Law course fee, \$5.00. Staff. Time to be arranged. 218 Oregon. *One to three hours.*

LIBRARY METHODS

Miss VAN CLEVE, Miss HORTON, Mrs. McCLAIN, Miss CASFORD, Miss ROBINSON

NOTE—The Board of Education for Librarianship of the American Library Association, in its "Standards and Curricula in School Librarianship," suggests as a curriculum in school librarianship for colleges and universities one covering much the same courses as are here offered. This curriculum includes a total of sixteen semester or twenty-four term-hours. It is recommended by the Board of Education for Librarianship that a certificate be given to those satisfactorily completing the curriculum. In accordance with this recommendation, the University of Oregon will issue such a certificate.

321s. *Book Selection and Evaluation*. Designed to give a general survey of the best books and authors, old and new, in various fields of writing, and to interpret and apply principles and standards for judging them. Consideration is given to the best aids to book selection, and students are given practice in book reviewing and annotation. McClain. Daily at 10. 4 Library. *Three hours.*

322s. *Elementary Reference Work*. A study of the important reference books and tools as used in small libraries and in elementary and high schools. Instruction will be based on Hutchins, Johnson and Williams, "Guide to the Use of Libraries" (1928). Lectures supplemented by practical problems designed to give the student facility in the use of the more important reference tools. Casford. Daily at 3. 4 Library. *Three hours.*

341s. *Books for High School Libraries*. A course in the selection and use of books in school libraries, which includes the study and class discussion of bibliographies and reference books; and the reading and discussion of different types of books useful in junior and senior high schools. Horton. Daily at 2. 34 Library. *Three hours.*

342s. *School Library Administration*. A practical course in the organization, equipment, administration and objectives of modern school libraries. Horton. Daily at 9. 34 Library. *Three hours.*

351s. *Cataloguing. The Study of the Card Catalogue*. Instruction confined to dictionary cataloguing in simplified form, based on the Library of Congress cards. Instruction given in class will be followed by actual

cataloguing of books selected in illustration of different problems. Other subjects included in the course are: Shelf listing on cards, rules for filing, ordering and adapting of Library of Congress cards. Robinson. Daily at 10. Laboratory at 1. 37 Library. *Three hours.*

361s. *Children's Literature*. A survey course intended to give an understanding and appreciation of the best literature for children of all ages. It will include the reading and examination of a few of the best books and the various classes and types with the purpose of establishing standards of selection. Van Cleve. Daily at 8. 30 Library. *Three hours.*

362s. *Library Work With Children*. A study of the development of library work with children in this country, together with a consideration of the important problems involved in the administration of a children's library in the elementary school or in connection with the public library. Among the subjects treated will be the aids in book selection, story-telling methods and sources of material, library instruction in the elementary school. Van Cleve. Daily at 9. 30 Library. *Three hours.*

POST SESSION

The two library courses listed below will be given during the post session in case there is sufficient demand for them. It is suggested that students wishing to concentrate on library courses plan not to take additional work but devote their entire time to these two courses, in which case three term-hours of credit will be given for each of them.

352s. *Classification and Subject Headings*. Instruction designed to cover the principles of book classification. Includes practice in classifying books according to the decimal system. Practice in selecting subject headings and subject references based on the A.L.A. list, supplemented by the Library of Congress lists. Robinson. Daily at 10. 4 Library. *Three hours.*

382s. *Advanced Reference Work*. This course will be a continuation of 322s, *Elementary Reference Work*. Consideration will be given to the more technical bibliographical and reference tools. Casford. Daily at 8. 4 Library. *Three hours.*

MATHEMATICS

Professor DeCou

*104s. *Unified Mathematics (Intermediate Algebra)*. This course is intended for those who have had but one year of high school algebra. DeCou. Daily at 8. 1 Johnson. *Three hours.*

*105s. *Unified Mathematics*. This course includes a good deal of advanced algebra and uses much graphic work to introduce the simpler ideas of the differential and integral calculus. Valuable for teachers. Prerequisite, three semesters of high school algebra, or Unified Mathematics 104s. DeCou. Daily at 8. 1 Johnson. *Three hours.*

*NOTE—Either 104s or 105s will be given, but not both.

402s. *Higher Algebra*. A more advanced and vigorous treatment of some of the topics of the freshman year, together with the addition of many new topics. Valuable for algebra teachers. Prerequisite, College Algebra or Unified Mathematics. DeCou. Daily at 9. 1 Johnson. *Three hours.*

404s. *Solid Analytical Geometry*. An advanced course dealing with surfaces of the second degree and their properties, together with some discussion of surfaces in general. DeCou. Daily at 10. 1 Johnson. *Three hours.*

514, 515. *Thesis*. DeCou.

Time and hours to be arranged.

MUSIC

Dean LANDSBURY, Professor BECK, Professor BOARDMAN, Professor EVANS,
Professor HOPKINS, Professor MCGREW, Professor THACHER, Professor UNDERWOOD,
Assistant Professor ARTAU, Mr. BRYSON, Mr. ORME

The offerings in music are unusually extensive and varied. Practically all work offered during the year is made available during the summer, either through the medium of class or private instruction. Classes in any subject will be organized for groups of five or more, and in a few subjects, for three or more. An ideal opportunity is presented to students and teachers who wish to make up deficiencies or engage in such work as will contribute to their own individual needs.

The offerings in public school music are unusual in that children will be available for actual demonstration. Work in appreciation will utilize the results thus far obtained from the research project in appreciation now being conducted by the University under the grant of the Carnegie Corporation.

All courses in music will be under the personal direction of members of the regular University of Oregon School of Music faculty, enabling the student to receive not only credit in hours, but also credit in courses should he at some future time wish to continue his work in residence.

PUBLIC SCHOOL MUSIC

360s. *Public School Music*. Methods and materials for the first six grades. The child is considered from the first day he enters school, through the sixth grade, in the fields of music consistent with his mental development. Groups of children will be present for actual demonstration and observation. All important texts and recent approaches will be studied. Designed for teachers and supervisors who are endeavoring to develop in their children a love for good music and a joy in performance within their abilities. Attention will be given to each teacher's particular problems. No prerequisites. Beck. Daily at 8. Music Building. *Three hours.*

365. *Music Appreciation*. A course dealing with music from an active listening standpoint, rather than from a technical one. The type of instruction and the material presented would be suitable for use with a senior as well as a junior high school, the plan being flexible enough to meet the needs of varying groups. An effort is made to associate music with life, and thereby to bring with it the spark of interest which leads one to incorporate music into his own affairs. Some of the findings of the experiment in the appreciation of music, now being conducted at the University under the Carnegie Corporation, will be utilized. This course is of interest to teachers and also to music lovers who wish to make contact with music a personal affair. No prerequisites. Beck. Daily at 9. Music Building. *Three hours.*

400s. *Upper Division Public School Music*. A particular study of the materials and methods for junior and senior high schools from the standpoint of teachers and supervisors. Among the topics treated are: 1. Musical tests and measurements—their validity, problems of administration, and the musical values of the conventional conclusions. 2. Group instruction—choral: method of conducting and directing choruses and glee clubs; voice selection; quality and balance of parts; methods of preparing and presenting operettas, cantatas, choral numbers. 3. The high school voice class. Modern approaches and important texts. No prerequisites. Beck. Daily at 1. Music Building. *Three hours.*

GENERAL COURSES

In addition to private work in piano, organ, voice, violin, and other string instruments, wood-wind and brass instruments, the following courses in the structure and history of music are available. Any of this work may be had privately from any member of the staff in the department of structure and history of music. Credit will depend upon the amount of work covered. Unless otherwise indicated, the fee in each course is \$15.00.

101abs. *Elementary Harmony*. Five hours per week. *Three hours.*

200ab. *Intermediate Harmony*. Four hours per week. *Two hours.*

201. *Elementary Formal Analysis*. Four hours per week. *Two hours.*

202abc. *Orchestral Organization*. Three hours per week. *One and one-half hours.*

206-7-8. *Accompanying*. Two hours per week. *One hour.*

300abc. *Keyboard Harmony and Modulation*. Four hours per week. *Two hours.*

301. *Harmonic Counterpoint*. Two hours per week. *One hour.*

302. *Music of the Ancients*. Two hours per week. *One hour.*

303. *Classical Period*. Two hours per week. *One hour.*

304. *Romantic Period*. Two hours per week. *One hour.*

306. *Strict Counterpoint*. Two hours per week. *One hour.*

331. *Ensemble*. Opportunities will be provided for those qualified students who wish to engage in ensemble work. *Time and hours to be arranged.*

334. *Organ Literature*. A special class, meeting three times per week, combined with a weekly 45-minute private lesson, will be offered for those who wish to specialize intensively in this subject. Fee, \$35.00. Evans. *Time to be arranged. One to two hours.*

361. *Group Instruction in Piano*. During the past few years it has become increasingly evident that piano study in groups, supplemented by periods of individual instruction, is not only feasible, but is actually productive of superior results. Technique, interpretation and repertoire are of vital interest to all serious-minded piano students, and these notions may be properly presented by the ordinary classroom methods of lecture and recital. By these means, interest is enhanced, time conserved, and a tremendous saving in expense effected. Technique will be considered largely from the harmonic standpoint, useful practice figures being derived from chords by rhythmic expansion. Interpretation will be based upon structural analysis, harmonic and melodic content and tradition. In general, the course will aim to show that technique and interpretation are not only mutually helpful, but that they are absolutely inseparable; and to provide the student with a musically motivated, technical equipment which will be continuously useful. Landsbury, Two hours per week. Fee, \$15.00. In connection with one private half-hour lesson per week, fee, \$40.00. *Time to be arranged. One to two hours.*

402s. *Vocal Pedagogy*. Bryson. Three hours per week. Fee, \$15.00. *One and one-half hours.*

403s. *Advanced Harmony*. Three hours per week. *One and one-half hours.*

404. *Piano Pedagogy*. Artau. Three hours per week, Fee, \$15.00. *One and one-half hours.*

- 407abc. *Free Composition*. Two to three hours per week.
One to one and one-half hours.
- 476s. *Formal Analysis*. Advanced. Three hours per week.
One and one-half hours.

APPLIED MUSIC

Voice—	
Two private half hour lessons per week, outside assignments	\$50.00
One private half hour lesson per week, outside assignments	25.00
Boardman, McGrew.	
Piano—	
Two private half hour lessons per week, outside assignments	86.00
One private half hour lesson per week, outside assignments	18.00
Artau, Hopkins, Thacher.	
Two private half hour lessons per week, outside assignments	50.00
One private half hour lesson per week, outside assignments	25.00
Landsbury.	
Organ—	
Two private half hour lessons per week, outside assignments	86.00
One private half hour lesson per week, outside assignments	18.00
Two private 45-minute lessons per week, outside assignments	54.00
One private 45-minute lesson per week, outside assignments	27.00
Evans.	
Violin—	
Two private half hour lessons per week, outside assignments	86.00
One private half hour lesson per week, outside assignments	18.00
Underwood.	
Wood-wind and Brass Instruments—	
Two private half hour lessons per week, outside assignments	24.00
One private half hour lesson per week, outside assignments	12.00
Orme.	
Structure and History of Music—	
Two private half hour lessons per week, outside assignments	86.00
One private half hour lesson per week, outside assignments	18.00
Landsbury, Artau, Evans, Hopkins.	

For further information concerning content of courses and other particulars, address Dean John J. Landsbury, School of Music, University of Oregon, Eugene.

PHILOSOPHY

Dr. REBEC

321s. *Actual Contemporary Life-Philosophies*. The Sermon on the Mount—do we believe in it as a practical code? The philosophy of Benjamin Franklin—does it express our actual American ideal? The individualistic moralities of "Success" and of "free self-expression," the latter including "anti-Puritan release," Nietzscheism, and the new Epicureanism. Socialistic morality, Marxian and the "idealist." The Oriental life-program (religious and authoritarian); the Occidental (secular and free); the actual historic Christian. The "Modern Man" from the ethical point of view. What has become of "Duty" in the modern spirit? Daily at 2. 4 Johnson.

Three hours.

451s. *Undergraduate Seminar*. Intended for relatively advanced and graduate students, ready to undertake work of an essentially individual sort. The instructor's service will be by conference and direction, rather than by holding so many regular class sessions per week; and credit will be measured, not by hours of class attendance, but by amount accomplished. Meeting by appointment. Time to be arranged. 107 Johnson.

One to three hours.

501s. *Graduate Seminar*. 107 Johnson. *Time and hours to be arranged.*

PHYSICAL EDUCATION

Assistant Professor WOODRUFF, Mr. BOUSHEY, Miss YOUNG

118. *Swimming*. Young. Daily at 3:30. Gerlinger.

119. *Volley Ball, Basketball and Baseball for High School Girls*. A lecture and coaching laboratory course which will include class organization, teaching methods, analysis of skills, principles of team play, discussion and interpretation of rules, officiating and tournament play. Daily at 3. Women's Gymnasium. *Two hours.*

206s. *Elementary School Methods*. A theoretical study of teaching methods and program planning, also teaching of and practical participation in games, athletics and rhythmical activities for elementary grade school children from the first through the sixth grade. Daily at 2. 121 Gerlinger. *Two hours.*

305s. *Secondary School Methods*. This course includes a theoretical and practical study of teaching methods and program planning of physical education activities for junior and senior high school girls. Daily at 10. 121 Gerlinger. *Two hours.*

NOTE—The men's gymnasium will be open to the men students of the summer session with Mr. Boushey in charge.

SUMMER SCHOOL OF ATHLETIC COACHING

Mr. ROSSON, Mr. CALLISON, Professor HAYWARD, Mr. REINHART, Mr. SHIELDS

113. *Coaching of Football*. Science of football, planning the season, blocking, tackling, interference and use of hands, fundamentals of line play, fundamentals of backfield play, fundamentals of end play, and kicking game, passing game, pass defensive, offensive formations and plays, teams of defense, generalship, practical demonstration in so far as possible. Callison. June 20 to July 1. Daily from 3 to 5:30 p. m. McArthur Court. *One hour.*

114. *Coaching of Basketball*. Demonstrations and lectures. The dribble, various types of pass, and of shooting, and all varieties of defense. Offense, using all pass styles, the long pass, the short pass, and the mixed pass game, with emphasis on the short pass and the pivot. Treating athletic injuries and training methods. Reinhart. June 20 to July 1. Daily from 7 to 9 p. m. McArthur Court. *One hour.*

115. *Coaching of Baseball*. Baseball coaching on the field. Best form of batting, base running, pitching and catching. Theory and practice of inside baseball. Reinhart. June 20 to July 1. Daily from 10 to 12. McArthur Court. *One hour.*

116. *Coaching of Track*. Practical demonstration of proper forms and methods of training for all track events. Hayward. June 20 to July 1. Daily from 1 to 3 p. m. McArthur Court. *One hour.*

Those regularly enrolled in the summer coaching course at the Oregon State College will have visiting privileges in the summer school of athletic coaching at the University of Oregon on payment of an additional fee of \$5.00.

PHYSICS

Dr. CASWELL, Dr. NORRIS

Students registering for courses 204s, 205s, and 206s are advised to register for one hour of General Physics Laboratory with each of these courses. Courses numbered in the 300's and 400's are especially valuable for high school teachers.

204s. *General Physics. First Term of Regular Course Without Laboratory*. This course will be essentially the lectures, recitations and problem work of the first term of the course in general physics given in the

regular academic year. It deals principally with the properties of matter, heat and the simpler parts of mechanics from the experimental standpoint. The work will be based on Caswell's *An Outline of Physics*. Caswell. First three weeks only. Daily from 9 to 11. 105 Deady.

Three hours.

205s. *General Physics*. Second Term as Above. The second term's lectures, recitations and problem work. Presupposed course 204s. It deals principally with the simpler experimental parts of electricity and light, mechanics of collision, periodic motions and the kinetic theory of matter. Caswell. Second three weeks only. Daily from 9 to 11. 105 Deady.

Three hours.

204s Lab. *General Physics Laboratory*. The usual laboratory work given as a part of the regular course in general physics. The laboratory is open Monday, Tuesday and Thursday afternoons. Approximately ten afternoons from 1 to 4, for one hour of credit. Laboratory fee, \$4.00 per credit hour. Norris. 101 Deady.

One or two hours.

300. *Laboratory Arts*. Administration of the physical laboratory, and construction, adjustment, repair and manipulation of physical apparatus. Approximately ten afternoons, from 1 to 4, for one hour of credit. Laboratory fee, \$4.00 per credit hour. Norris. Laboratory open Monday, Tuesday and Thursday afternoons. 101 Deady.

One or two hours.

412s. *Advanced General Physics. Second Term of Regular Course*. A study of the principles of electricity and magnetism. Prerequisites, General Physics and Calculus. Text, *Electricity and Magnetism*, by Zeleny. Norris. Lectures Monday, Wednesday and Friday at 9, 103 Deady, and ten laboratory periods on Tuesday and Thursday at 1 to 4. 101 Deady.

Three hours.

*413s. *Advanced General Physics. Third Term of Regular Course*. A study of radiation phenomena including the electro-magnetic theory of light. Prerequisite, General Physics and Calculus. Lectures Monday, Wednesday and Friday at 11, and ten laboratory periods at time to be arranged. Norris. 105 Deady.

Three hours.

*508s. *Spectroscopy*. A study of the modern theory of the origin of line spectra and its bearing on atomic and molecular structure. Prerequisite, General Physics and Calculus. Text, *Atoms, Molecules, and Quanta*, by Ruark and Urey. Lectures Monday, Wednesday and Friday at 11, and ten laboratory periods of time to be arranged. Norris. 105 Deady.

Three hours.

*NOTE—Either 413s or 508s will be given, but not both.

430s. *Literature of Physics*. Assigned readings and reports on current literature. Time to be arranged. Norris.

One to three hours.

530s. *Seminar*. Conferences and reports on problems of atomic structure. Time to be arranged. Caswell and Norris.

One to three hours.

550s. *Graduate Thesis*. Time to be arranged. Norris.

One to three hours.

POST SESSION

206s. *General Physics. Third Term of Regular Course Without Laboratory*. The third term's lectures, recitations and problem work. Presupposes courses 204s and 205s. The work includes the study of wave motions and sound, electromagnetic waves, including light and X-rays, electromagnetic theory, interference and diffraction, spectra, atom models, and relativity. Caswell. Daily from 9 to 11, first three weeks. 105 Deady.

Three hours.

206s. Lab. *General Physics Laboratory*. To accompany the third term of general physics (206s). Caswell. The laboratory is open Monday, Tuesday and Thursday from 1 to 4 p. m. 101 Deady.

One hour.

431s. *Literature of Physics*. Reading assignments. Caswell. Time to be arranged.

One or two hours.

530ps. *Seminar*. Conferences and reports on assigned topics. Caswell. Time to be arranged.

One or two hours.

550ps. *Graduate Thesis*. Caswell. Time to be arranged.

One or two hours.

POLITICAL SCIENCE

Dr. SCHUMACHER

202. *State and Local Government*. A study of state and local government in the United States. Special attention will be given to the operation and question of contemporary reforms in Oregon. Daily at 8. 5 Commerce.

Three hours.

404. *Political Parties and Election Problems*. The nature, organization and operation of political parties, with special attention to conditions in the United States. Daily at 10. 5 Commerce.

Three hours.

505. *Problems of Popular Government*. The investigation of the problems inherent in popular government; special attention will be devoted to the democratic institutions in operation in the state and the United States.

Time and hours to be arranged.

PSYCHOLOGY

Dr. TAYLOR, Dr. SEASHORE, Mr. CAMPBELL

201s. *Beginner's Laboratory Course in Psychology*. (Must accompany or follow a beginning lecture course in psychology). Designed to afford practice in the principal experimental methods of psychology. Principal fields of investigation are (1) Learning, including development of muscular coordinations to ideational processes, transfer of training, reliability of observation, recall and recognition, forgetting; (2) Range and span of attention; (3) Characteristics of the sensory fields; (4) Objective verbal tests; and (5) Individual differences in motor skills. Seashore. Daily 1-4. 302 Condon.

Three hours.

202s. *Beginner's Psychology*. A consideration of the basic concepts of scientific psychology for beginning students. Primary aim—to enable students to read psychological literature with understanding and critical insight. Topics to be discussed: the functioning of the human organism, native reaction patterns, learning, organization and motivation of behavior, perception, intelligence and personality. Some demonstration experiments will be performed and supplementary reading will be required. Textbook: Dashiell, *Fundamentals of Objective Psychology*. Taylor. Daily at 8. 101 Condon.

Three hours.

307s. *Undergraduate Research and Thesis*. Training in formulating and studying particular psychological problems of interest to the student. Prerequisite: General Psychology. Staff. *Time and hours to be arranged.*

419s. *Psychological Literature*. Designed to give opportunity for intensive reading and critical study of some field or topic of special interest to the student. Prerequisite: General Psychology. Staff.

Time and hours to be arranged.

430. *Recent Movements in Psychology*. A consideration of the development of behavioristic and Gestalt theory especially in the past two decades and their influence on psychological thought and methods. Designed as an introduction to or an up-to-date summary of systematic psychology. Prerequisite: General Psychology. Seashore. Daily at 9. 301 Condon.

Three hours.

465s. *The Learning Process*. A survey of neurological and psychological descriptions and explanations of learning from the critical standpoint followed by the analysis of typical forms of learning with special reference to the practical application of the principles developed. Prerequisite: General or Educational Psychology. Taylor. Daily at 10. 101 Condon.

Three hours.

507s. *Research and Thesis*. Original investigations of psychological problems under the direction of the instructor in charge. Prerequisite: Advanced training adequate for the work attempted. Staff.

Time and hours to be arranged.

513s. *Seminar on Interrelations of Individual Differences in Abilities*. A consideration of the differential aspects of individuals especially from the standpoint of objectively measurable characteristics. The interrelations of intelligence, special talents, personality traits, attitudes, sensory processes and skills of various kinds in the individual. Prerequisites: General Psychology and some training in the interpretation of statistical results. Taylor. Time to be arranged. 305 Condon.

Two hours.

520s. *Seminar in Problems of Developmental Psychology*. Organismic and reflex descriptions of genetic development with special reference to the animal behavior studies of Lashley, Child, Coghill, Tracy, Pavlov, and others as they bear on the psychological problems of human growth. Prerequisite: General Psychology with some biological or physiological training in addition. Seashore. Time to be arranged. 304 Condon.

Two hours.

POST SESSION

307ps. *Undergraduate Research and Thesis*. Continuation of course 307s. Staff.

Time and hours to be arranged.

335. *Applied Psychology*. A survey of the applications of experimental methods of psychology to practical situations, both vocational and guidance, improvement of training methods, production methods, and working conditions. Considers also some of the findings in the field of advertising and selling. Crosland. Daily at 10. 302 Condon.

Two hours.

419ps. *Psychological Literature*. Continuation of course 419s. Staff.

Time and hours to be arranged.

507ps. *Research and Thesis*. Continuation of course 507s. Staff.

Time and hours to be arranged.

ROMANCE LANGUAGES

Dr. BOWEN, Dr. WRIGHT, Mr. RAE, Miss CRANE

FRENCH

1as. *First Year French*. Grammar, phonetics and pronunciation, and the reading of a simple text. The purpose of the course will be to give the student a mastery of the principles of elementary French grammar, and thorough training in pronunciation according to the phonetic method of teaching. The class will meet seven hours per week and receive four term-hours of credit, thus completing the first term of French 1, as

given during the regular session. The remaining eight hours may be completed through the University correspondence-study course. Rael. Daily at 9, and Monday and Friday at 2. 4 Oregon.

Four hours.

2abs. *Second Year French*. Grammar review, composition, and the reading of various texts. The purpose of the course will be to develop the student's power to read French of average difficulty with ease and accuracy. The class will meet twice daily plus four additional hours, and will carry with it eight term-hours, the equivalent of the first two terms of French 2 of the regular session. The third term's work may be completed by correspondence or in the post session of the summer school. Crane. Daily at 8, and Monday, Tuesday, Wednesday and Thursday at 2-4, Friday at 2. 2 Oregon.

Eight hours.

350s. *Third Year French Literature*. There will be a careful study of several French masterpieces in class, and also collateral reading outside with written report. This course is the equivalent of one term of third year French literature of the regular session. Bowen. Daily at 1. 5 Oregon.

Three hours.

450s. *Advanced Course in French Literature*. This course will consist of a careful study of several novels of Balzac. Special emphasis will be placed on this author's method of plot construction. Bowen. Daily at 2. 5 Oregon.

Three hours.

510s. *French Seminar*. The purpose of this course will be to induct the student into the problems of literary research. One author of first importance will be studied thoroughly from at least one point of view. Each student will be required to present one or more papers showing ability to do independent research. Bowen. Daily at 3. 5 Oregon.

Three hours.

520s. *Thesis*. The student will be guided in his choice of a thesis subject to either the M.A. degree or the Doctorate. He will be given an opportunity for individual conferences once or twice weekly. The University library now offers excellent opportunity for those who wish to write a thesis in any of the Romance Languages. Bowen. 3 Oregon.

Time and hours to be arranged.

NOTE—In order that all graduate students in the department of Romance languages may eventually have a comprehensive knowledge of the whole field in which they are working, every student who is a candidate for an advanced degree and who plans to complete all his work during the summer sessions will be required to meet with his major professor at regular intervals during the summer for conferences. This will enable the professor to make sure that the relationship between separate courses is well established and that a definite continuity in the student's program is obviating possible lacunae. To this end, it will also be required that each student shall carry on outside reading and study during the academic year and send in written reports from time to time to the professor with whom he is working, which will be returned by the professor with criticisms.

POST SESSION

1bs. *First Year French*. This course is a continuation of the first term of French 1as as given in the first session of the summer school. It completes the work of the second term of *First Year French* as offered in the regular school year. There will be a continuation of the study of grammar and easy reading. The ensuing spring term of the course can be completed through the University correspondence course. Rael. Daily, 8-10. 3 Johnson.

Four hours.

2cs. *Second Year French*. This course is a continuation of the first two terms of *Second Year French* as given in the first session of the summer school. It completes the work of *Second Year French* as offered

in the regular school year. There will be a continuation of reading and composition. Rael. Daily, 1 to 3. 1 Johnson. *Four hours.*

SPANISH

11as. *First Year Spanish.* Grammar, pronunciation, and the reading of a simple text. House and Mapes' Essentials of Spanish Grammar and Harrison's México Simpático will be used. The class will meet seven hours per week and receive four term-hours of credit, thus completing the first term of Spanish 11, as given during the regular session. The other eight hours of Spanish 11 may be completed through the University correspondence course, or four hours may be taken in the post session as stated below. Wright. Daily at 9 and Tuesday and Thursday at 2. 5 Oregon.

Four hours.

370s. *Third Year Spanish Literature.* A survey course with particular emphasis on the development of the novel in Spain. Lectures and class reading of several masterpieces of Spanish literature with outside readings in English and written reports. Conversation, and drill on correct pronunciation. Wright. Daily at 8. 5 Oregon.

Three hours.

519s. *Spanish Seminar.* The Don Quijote de la Mancha of Cervantes or some other author or type will be thoroughly studied from the point of view of content and style. Each student will present a paper dealing with some particular phase of the work involving problems of research. Wright. Daily at 10. 5 Oregon.

Three hours.

520s. *Thesis.* The student will be guided in his choice of a thesis subject for either the M.A. degree or the Doctorate. He will be given an opportunity for individual conferences once or twice weekly. The University library is well equipped for research work in Spanish. Wright. 3 Oregon.

Time and hours to be arranged.

POST SESSION

11bs. *First Year Spanish.* This course is a continuation of the first term of *First Year Spanish* (11as), as given in the first session of the summer school. It completes the work of the winter term of *First Year Spanish* as offered in the regular school year. The ensuing spring term of the course can be completed through the University correspondence course. Rael. Daily, 10-12. 3 Johnson.

Four hours.

SOCIOLOGY

Dr. PARSONS, Dr. JAMESON, Dr. GOLDENWEISER

300s. *Principles of Sociology.* Treats of nature and man, the character of our social heritage, its origin and growth. Contributions of the various approaches to the field of sociology will be analyzed and the nature of the social order, social institutions and social control will be developed. Jameson. Daily at 10. 2 Johnson.

Three hours.

314. *Community Organization.* A study of the nature and objectives of the community organization movement in America giving special consideration to its manifestation on the Pacific Coast. Attention will be given to the social and cultural aspects of the movement from the standpoint of the sociologist. Case studies will be used with readings and lectures. Parsons. Daily at 9. 2 Johnson.

Three hours.

343s. *Social Interactions.* This course is designed to treat the nature of contacts and reciprocal give-and-take processes among the various groups and types of human beings. Special attention will be given to

the problems of antagonistic and friendly interactions of the racial, national, occupational, administrative, age, sex, religious, and educational groupings. The nature of Oriental and Occidental interactions with reference to social factors contributing to conflicts or cooperations and the consequent results upon the interacting persons and groups will be considered. Jameson. Daily at 8. 2 Johnson.

Three hours.

405. *Field Work in Community Organization.* Field studies of organized communities and their programs. Open to graduate students only. Parsons.

Time and hours to be arranged.

414. *Seminar in Community Organization.* Organized for the benefit of school principals, teachers and superintendents from communities in which an active community program is being carried on. Open only to graduate students and a few well qualified persons actually engaged in community organization work. Parsons. Daily at 2. 2 Johnson.

Three hours.

515. *Seminar in Sociology.* Jameson. *Time and hours to be arranged.*

POST SESSION

310. *Primitive Society.* Continuation of course 309, Portland session. Goldenweiser. Daily at 9. 4 Johnson.

Two hours.

POST SESSION AT EUGENE

Through an increasing demand on the part of advanced and graduate students for longer opportunities for summer study, the campus post session has been definitely organized, with selected offerings in a few departments. This, in effect, provides a summer quarter. The period in length will be the same as last year, including four weeks from August 1 to August 26. The registration fee is \$10.00. Faculty and courses have been listed under the various departmental descriptions, but for convenience of reference, they are repeated here together. Dr. Dan E. Clark, assistant director of the summer sessions, will be in administrative charge and will act as general adviser.

THE FACULTY

AZILE AARON, B.A.	Supervisor of Field Work
CATHARINE S. BASTIN, B.A., R.N., P.H.N.	Assistant Professor of Nursing Education
E. LENORE CASFORD, M.A.	Periodical Librarian
A. E. CASWELL, Ph.D.	Professor of Physics
DAN E. CLARK, Ph.D.	Professor of History
HAROLD R. CROSLAND, Ph.D.	Associate Professor of Psychology
CHARLES DAWSON, M.A.	Chemistry Laboratory Assistant
ALEXANDER GOLDENWEISER, Ph.D.	Visiting Professor of Thought and Culture
JOHN G. HAZAM, Ph.D.	Assistant Professor of History
ROBERT D. HORN, Ph.D.	Assistant Professor of English
C. L. HUFFAKER, Ph.D.	Professor of Education
VICTOR P. MORRIS, Ph.D.	Professor of Economics
MARY H. PERKINS, M.A.	Professor of English
JUAN B. RAEI, M.A.	Instructor in Romance Languages
ELMO ARNOLD ROBINSON, M.A.	Assistant Professor of Philosophy, San Jose State Teachers College
ROSE ROBINSON, M.A.	Special Cataloguer and Museum Librarian
F. L. SHINN, Ph.D.	Professor of Chemistry
O. F. STAFFORD, M.A.	Chairman of Department of Chemistry
ELNORA E. THOMSON, R.N.	Professor of Applied Sociology, Director of Nursing Education
HAROLD S. TUTTLE, M.A.	Associate Professor of Education

List of Courses

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

CHEMISTRY

201cs. *General Chemistry.* Stafford.
440cs. *Organic Chemistry.* Shinn.

Five hours.
Five hours.

ECONOMICS

441s. *International Economic Policies.* Morris.

Two hours.

EDUCATION

310. <i>Child Psychology</i> . Tuttle.	Two hours.
370. <i>Advanced Educational Psychology</i> . Robinson.	Two hours.
450. <i>Developments in School Administration and Organization Since 1900</i> . Huffaker.	Two hours.
471. <i>State School Administration</i> . Huffaker.	Two hours.
487. <i>Materials for Character Education</i> . Tuttle.	Two hours.
561. <i>Philosophy of Education</i> . Robinson.	Two hours.
587. <i>Educational Research—Special Problems</i> . Staff.	Hours to be arranged.

ENGLISH

340s. <i>The Arthurian Legend</i> . Perkins.	Two hours.
390ps. <i>Honors Reading for Juniors</i> . Staff.	Hours to be arranged.
447ps. <i>Jacobean and Caroline Poetry</i> . Horn.	Two hours.
473ps. <i>Restoration Drama</i> . Horn.	Two hours.
490ps. <i>Honors Reading for Seniors</i> . Staff.	Hours to be arranged.
499ps. <i>Honors Thesis</i> . Staff.	Hours to be arranged.
520ps. <i>Research and Seminar</i> . Staff.	Hours to be arranged.
529ps. <i>Graduate Thesis</i> . Staff.	Hours to be arranged.

HISTORY

407ps. <i>Reading and Conference</i> . Staff.	One to two hours.
423ps. <i>The Later Middle Ages</i> . Hazam.	Two hours.
459. <i>History of Modern Russia (1900 to Present)</i> . Goldenweiser.	Two hours.
479ps. <i>Forces and Influences in American History</i> . Clark.	Two hours.
494ps. <i>The Early Far East</i> . Hazam.	Two hours.

LIBRARY

352s. <i>Classification and Subject Headings</i> . Robinson.	Three hours.
382s. <i>Advanced Reference Work</i> . Casford.	Three hours.

PHYSICS

206s. <i>General Physics. Third Term of Regular Course Without Laboratory</i> . Caswell.	Three hours.
206 Lab. <i>General Physics Laboratory</i> . Caswell.	One hour.
431s. <i>Literature of Physics</i> . Caswell.	One or two hours.
530ps. <i>Seminar</i> . Caswell.	One or two hours.
550ps. <i>Graduate Thesis</i> . Caswell.	One or two hours.

PSYCHOLOGY

307ps. <i>Undergraduate Research and Thesis</i> . Staff.	Hours to be arranged.
335. <i>Applied Psychology</i> . Crosland.	Two hours.
419ps. <i>Psychological Literature</i> . Staff.	Hours to be arranged.
507ps. <i>Research and Thesis</i> . Staff.	Hours to be arranged.

ROMANCE LANGUAGES

1bs. <i>First Year French</i> . Rael.	Four hours.
2cs. <i>Second Year French</i> . Rael.	Four hours.
11bs. <i>First Year Spanish</i> . Rael.	Four hours.

SOCIOLOGY

310. <i>Primitive Society</i> . Goldenweiser.	Two hours.
371b. <i>Field Work I and II</i> . (In Portland.) Aaron.	Hours to be arranged.
414cs. <i>Methods in Social Case Work</i> . (In Portland.) Aaron.	Hours to be arranged.

HEALTH EDUCATION (In Portland)

387. <i>Field Work in Public Health Nursing</i> . Bastin.	Hours to be arranged.
389b. <i>Systems in Public Health Nursing</i> . Bastin.	Hours to be arranged.

NURSING EDUCATION (In Portland)

130. <i>History of Nursing</i> . Thomson.	Three hours.
160. <i>Personal Hygiene</i> . Bastin.	Three hours.

EUGENE SUMMER SESSION SCHEDULE OF COURSES AND ROOMS

NOTE—This schedule is subject to such minor changes as exigencies arising before the opening of the Summer Sessions may necessitate. Before registering, therefore, students should secure the registration manual, which will contain the final schedule.

Eight o'Clock

ART		
194. Freehand Drawing	Vincent	112 Architecture
395. Art Appreciation II	Zane	107 Architecture
CHEMISTRY		
201abs. General Chemistry (class 8 to 10, M T W Th: 8 to 9, F)	Stafford	105 McClure
ECONOMICS		
203s. Principles of Economics	Pendell	3 Johnson
EDUCATION		
442. Psychology of Atypical Children—Advanced Course	Fernald	4 Education
464s. Tests and Measurements	Davis	3 Education
480. Problems of the Teaching Staff	Bossing	2 Education
ENGLISH		
102s. English Survey—Second Term	Smith	101 Villard
412s. Chaucer	Perkins	107 Villard
472s. Jacobean Drama	Horn	103 Villard
GERMANIC LANGUAGES AND LITERATURE		
1s. Elementary German (7:30)	Kremer	109 Oregon
HISTORY		
206s. Early English History	Hazam	4 Commerce
341s. Modern Europe	Noble	8 Commerce
LAW		
433. Criminal Procedure	Morse	209 Oregon
LIBRARY METHODS		
361s. Children's Literature	Van Cleve	30 Library
MATHEMATICS		
104s or 105s. Unified Mathematics	DeCou	1 Johnson
MUSIC		
360s. Public School Music	Beck	Music Building
POLITICAL SCIENCE		
202. State and Local Government	Schumacher	5 Commerce
PSYCHOLOGY		
202s. Beginner's Psychology	Taylor	101 Condon
ROMANCE LANGUAGES		
2abs. Second Year French (continued 2-4)	Crane	2 Oregon
370s. Third Year Spanish Literature	Wright	5 Oregon
SOCIOLOGY		
343s. Social Interactions	Jameson	2 Johnson

Nine o'Clock

ART		
373s. Crafts I (9 to 11)	Avakian	107 Arts
392. Decorative Design	Zane	120 Architecture
BUSINESS ADMINISTRATION		
463s. Investments	Burrell	7 Commerce
CHEMISTRY		
440abs. Organic Chemistry (class 9 to 11, M T W Th: 9 to 10, F)	Shinn	108 McClure
ECONOMICS		
449. Modern Economic Theory	Pendell	3 Johnson
462s. Economics of Public Utilities	Crumbaker	4 Johnson
EDUCATION		
310s. Teaching of Science in Secondary Schools	Means	12 Univ High
441. Psychology of Atypical Children—Introduction	Fernald	4 Education
472s. Problems in Organizing a Local School System	Stetson	3 Education
ENGLISH		
103s. English Survey—Third Term	Morrisette	103 Villard
201s. Plays of Shakespeare's Early Period	Horn	101 Villard
442s. Early Nineteenth Century Novel	Boyer	107 Villard
GERMANIC LANGUAGES AND LITERATURE		
303s. Rapid Reading of German	Kremer	109 Oregon
HISTORY		
472s. Leading Americans	R. C. Clark	3 Commerce
478s. History of Political Parties	D. E. Clark	110 Johnson
495s. Recent History of Far East	Noble	4 Commerce
LAW		
436. Damages	Hollis	209 Oregon
LIBRARY METHODS		
342s. School Library Administration	Horton	34 Library
362s. Library Work With Children	Van Cleve	30 Library

MATHEMATICS			
402s. Higher Algebra	DeCou	1	Johnson
MUSIC			
365. Music Appreciation	Beck		Music Building
PHYSICS			
204s. General Physics—First Term (9 to 11)	Caswell	105	Deady
205s. General Physics—Second Term (9 to 11)	Caswell	105	Deady
412s. Advanced General Physics—Second Term (class at 9, M W F; Lab, 1 to 4)	Norris	103	Deady
PSYCHOLOGY			
430. Recent Movements in Psychology	Seashore	301	Condon
ROMANCE LANGUAGES			
1as. First Year French (continued at 2, M and F)	Rael	4	Oregon
11as. First Year Spanish (continued at 2, T and Th)	Wright	5	Oregon
SOCIOLOGY			
314. Community Organization	Parsons	2	Johnson

Ten o'Clock

ART			
451. Psychology of Art Teaching	Steinhof	107	Architecture
BUSINESS ADMINISTRATION			
476s. Merchandising	Faville	7	Commerce
DRAMA			
244. Speaking Voice	Seybolt		Guild Hall
ECONOMICS			
418s. Public Finance	Gilbert	3	Johnson
474s. Economic History	Crumbaker	4	Johnson
EDUCATION			
306s. Theory of Teaching in Senior High Schools	Bossing	2	Education
308s. Teaching of English in Secondary Schools	Goodall	12	Univ High
443. Teaching of Atypical Children (10 to 12)	DeBusk, Fernald, Rayner		Clinical School
478. Statistics	Davis	3	Education
588. Supervision of Instruction in Secondary Schools	Stetson	4	Education
ENGLISH			
114s. Survey of American Literature	Smith	101	Villard
251s. Report Writing	Morrisette	103	Villard
480s. Nineteenth Century Prose	Boyer	107	Villard
GERMANIC LANGUAGES AND LITERATURE			
402. German Seminar, or			
403. Scandinavian Literature	Kremer	109	Oregon
HISTORY			
371s. United States History, 1783-1850	R. C. Clark	8	Commerce
422s. Early Middle Ages	Hazam	4	Commerce
JOURNALISM			
210s. Journalistic Writing	Turnbull	104	Journalism
LAW			
424. Domestic Relations and Persons	Morse	209	Oregon
LIBRARY METHODS			
321s. Book Selection and Evaluation	McClain	4	Library
351s. Cataloguing (Lab at 1)	Robinson	37	Library
MATHEMATICS			
404s. Solid Analytical Geometry	DeCou	1	Johnson
PHYSICAL EDUCATION			
115. Coaching of Baseball (10 to 12)	Reinhart		McArthur Court
305s. Secondary School Methods	Woodruff	121	Gerlinger
POLITICAL SCIENCE			
404. Political Parties and Election Problems	Schumacher	5	Commerce
PSYCHOLOGY			
465s. The Learning Process	Taylor	101	Condon
ROMANCE LANGUAGES			
519s. Spanish Seminar	Wright	5	Oregon
SOCIOLOGY			
300s. Principles of Sociology	Jameson	2	Johnson

Eleven o'Clock

ASSEMBLY			
Tuesday and Thursday			Villard Hall
DRAMA			
349. Verse Speaking Choir (M W F)	Seybolt		Guild Hall
JOURNALISM			
430s. Supervision of Teaching of Journalism in High School (M W F)	Turnbull	104	Journalism
LAW			
450. Mortgages (M W F and 2 other hours)	Hollis	209	Oregon
PHYSICS			
413s. Advanced General Physics—Third Term, or			
508s. Spectroscopy (M W F)	Norris	105	Deady

One o'Clock

ART			
338. Painting	Vincent	112	Architecture
377s. Crafts II (1 to 3)	Avakian	115	Architecture
CHEMISTRY			
201abs. General Chemistry Laboratory (1 to 4, M T W)	Stafford	105	McClure
440abs. Organic Chemistry Laboratory (1 to 4, W Th F)	Shinn	103	McClure
EDUCATION			
303s. Educational Psychology	Ellis	2	Education
440s. Technique of Diagnosis	DeBusk	3	Education
LIBRARY METHODS			
351s. Cataloguing (Lab 1 to 3)	Robinson	37	Library
MUSIC			
400s. Upper Division Public School Music	Beck		Music Building
PHYSICAL EDUCATION			
116. Coaching of Track	Hayward		McArthur Court
PHYSICS			
204 Lab. General Physics Lab. (1 to 4)	Norris	101	Deady
412s. Advanced General Physics Laboratory (1 to 4)	Norris	101	Deady
PSYCHOLOGY			
201s. Beginner's Lab Course in Psychology (1 to 4)	Seashore	302	Condon
ROMANCE LANGUAGES			
350s. Third Year French Literature	Bowen	5	Oregon

Two o'Clock

ART			
398. Civilization and Art Epochs	Zane	107	Architecture
DRAMA			
347s. Stage Craft and Play Production (2-4, M W F)	Seybolt		Guild Hall
EDUCATION			
302s. Problems in Secondary Education	Means	2	Education
312s. Work of Deans and Advisers of Girls	Ellis	4	Education
444. Remedial Work	Rayner	12	Univ High
510. Advanced Principles of Education	Sheldon	3	Education
ENGLISH			
314s. Contemporary Poets	Morrisette	101	Villard
HISTORY			
524s. The Muslim World (T and Th)	Hazam	4	Commerce
JOURNALISM			
400s. Article and Feature Writing	Turnbull	104	Journalism
LATIN			
421. Latin Literature	Landros	107	Oregon
LIBRARY METHODS			
341s. Books for High School Libraries	Horton	34	Library
PHILOSOPHY			
321s. Actual Contemporary Life—Philosophies	Rebec	4	Johnson
PHYSICAL EDUCATION			
206s. Elementary School Methods	Woodruff	121	Gerlinger
ROMANCE LANGUAGES			
450s. Advanced Course in French Literature	Bowen	5	Oregon
SOCIOLOGY			
Seminar in Community Organization	Parsons	2	Johnson

Three o'Clock

EDUCATION			
301s. Introduction to Education	Sheldon	3	Education
513. Research Course in Secondary Education	Stetson, Means, Ellis		2 Education
576s. The School Survey	Huffaker	4	Education
HISTORY			
510s. History Thesis (T and Th)	R. C. Clark	8	Commerce
596s. Seminar in Far Eastern History (M and W)	Noble	4	Commerce
LIBRARY METHODS			
322s. Elementary Reference Work	Casford	4	Library
PHYSICAL EDUCATION			
113. Coaching of Football (3 to 5:30)	Callison		McArthur Court
118. Swimming (3:30)			Women's Gym
119. Volley Ball, Basketball and Baseball	Woodruff		Women's Gym
ROMANCE LANGUAGES			
510s. French Seminar	Bowen	5	Oregon

Four o'Clock

EDUCATION			
574s. School Finance	Huffaker	3	Education

Seven o'Clock

PHYSICAL EDUCATION			
114. Coaching of Basketball (7 to 9)	Reinhart		McArthur Court

Time to be Arranged

ART			
175. Color	Avakian	107 Arts	
250. Lower Division Architectural Design	Willcox	200 Architecture	
260. Composition	Vincent	112 Architecture	
325. Upper Division Architectural Design	Willcox	200 Architecture	
525. Seminar in Art and Life	Willcox	201 Architecture	
BUSINESS ADMINISTRATION			
459s. Senior Thesis in Business Administration	Faville	205 Commerce	
DRAMA			
475. Advanced Play Production	Seybolt	Guild Hall	
ECONOMICS			
501s. Research in Economics	Staff	Commerce Bldg.	
EDUCATION			
511. Seminar in Curriculum Construction	Bossing	7 Education	
514. Seminar in Educational History	Sheldon	14 Education	
597. Educational Research	Staff	12 Education	
ENGLISH			
390s. Honors Reading for Juniors	Staff	105 Villard	
444s. Eighteenth Century Prose	Smith	103 Villard	
490s. Honors Reading for Seniors	Staff	106 Villard	
449s. Honors Thesis	Staff	106 Villard	
501s. The English Critics	Horn	107 Villard	
520s. Research and Seminar	Staff	106 Villard	
529s. Graduate Thesis	Staff	106 Villard	
HISTORY			
501s. History Research	Staff	3 Commerce	
JOURNALISM			
501s. Seminar in Journalism	Turnbull	104 Journalism	
LAW			
491. Legal Research	Staff	218 Oregon	
MATHEMATICS			
514-5. Thesis	DeCou	101 Johnson	
MUSIC			
All music courses, except those in Public School			
Music and Music Appreciation			
Staff			
Music Building			
PHILOSOPHY			
451s. Undergraduate Seminar	Rebec	107 Johnson	
501s. Graduate Seminar	Rebec	107 Johnson	
PHYSICS			
300. Laboratory Arts	Norris	101 Deady	
430s. Literature of Physics	Norris	102 Deady	
580s. Seminar	Staff	106 Deady	
550s. Graduate Thesis	Norris	102 Deady	
POLITICAL SCIENCE			
505. Problems of Popular Government	Schumacher	103 Commerce	
PSYCHOLOGY			
307s. Undergraduate Research and Thesis	Staff	Condon Hall	
419s. Psychological Literature	Staff	Condon Hall	
507s. Research and Thesis	Staff	Condon Hall	
512. Seminar on Interrelations of Individual Differences	Taylor	305 Condon	
520. Seminar on Problems of Developmental Psychology	Seashore	304 Condon	
ROMANCE LANGUAGES			
520s. Thesis	Bowen & Wright	3 Oregon	
SOCIOLOGY			
405. Field Work in Community Organization	Parsons	Social Science	
515. Seminar in Sociology	Jameson	Social Science	

Post Session

Eight o'Clock

CHEMISTRY			
201cs. General Chemistry (class 8-10, M T W Th; 8-9, F)	Stafford	105 McClure	
EDUCATION			
310. Child Psychology	Tuttle	2 Johnson	
ENGLISH			
447ps. Jacobean and Caroline Poetry	Horn	4 Johnson	
HISTORY			
423ps. Later Middle Ages	Hazam	110 Johnson	
LIBRARY METHODS			
382s. Advanced Reference Work	Casford	4 Library	
ROMANCE LANGUAGES			
1bs. First Year French (8 to 10)	Rael	8 Johnson	

Nine o'Clock

CHEMISTRY			
440cs. Organic Chemistry (class 9 to 11, M T W Th; 9 to 10, F)	Shinn	103 McClure	
EDUCATION			
370. Advanced Educational Psychology	Robinson	1 Johnson	
487. Materials for Character Education	Tuttle	2 Johnson	
HISTORY			
479ps. Forces and Influences in American History	D. E. Clark	110 Johnson	
PHYSICS			
206s. General Physics—Third Term (9 to 11)	Caswell	105 Deady	
SOCIOLOGY			
310. Primitive Society	Goldenweiser	4 Johnson	

Ten o'Clock

ECONOMICS			
441ps. International Economics Policies	Morris	1 Johnson	
EDUCATION			
450. Developments in School Administration	Huffaker	2 Johnson	
ENGLISH			
473ps. Restoration Drama	Horn	4 Johnson	
HISTORY			
494ps. Early Far East	Hazam	110 Johnson	
LIBRARY METHODS			
352s. Classification and Subject Headings	Robinson	4 Library	
PSYCHOLOGY			
385. Applied Psychology	Crosland	302 Condon	
ROMANCE LANGUAGES			
11bs. First Year Spanish (10 to 12)	Rael	3 Johnson	

Eleven o'Clock

EDUCATION			
471. State School Administration	Huffaker	2 Johnson	
561. Philosophy of Education	Robinson	1 Johnson	
ENGLISH			
340ps. Arthurian Legend	Perkins	4 Johnson	
HISTORY			
459. History of Modern Russia	Goldenweiser	110 Johnson	

One o'Clock

CHEMISTRY			
201cs. General Chemistry Laboratory (1 to 4, M T W)	Stafford	105 McClure	
440cs. Organic Chemistry Laboratory (1 to 4, W Th F)	Shinn	103 McClure	
PHYSICS			
206s Lab. General Physics Laboratory (1 to 4, M T Th)	Caswell	101 Deady	
ROMANCE LANGUAGES			
2cs. Second Year French (1 to 3)	Rael	1 Johnson	

Time to be Arranged

EDUCATION			
597. Educational Research	Staff	12 Education	
ENGLISH			
390ps. Honors Reading for Juniors	Staff	105 Villard	
490ps. Honors Reading for Seniors	Staff	106 Villard	
499ps. Honors Thesis	Staff	106 Villard	
520ps. Research and Seminar	Staff	106 Villard	
529ps. Graduate Thesis	Staff	106 Villard	
HISTORY			
407ps. Reading and Conference	Staff	Johnson Hall	
PHYSICS			
481s. Literature of Physics	Caswell	106 Deady	
530ps. Seminar	Caswell	106 Deady	
550ps. Graduate Thesis	Caswell	106 Deady	
PSYCHOLOGY			
307ps. Undergraduate Research and Thesis	Staff	306 Condon	
419ps. Psychological Literature	Staff	306 Condon	
507ps. Research and Thesis	Staff	306 Condon	

POST SESSION TO ALASKA

The SS Admiral Rogers has been chartered for the fourth annual University of Oregon cruise to Alaska, as part of a special post session program, separate from the regular post session. It will be necessary for all credit students to spend the preliminary period, from August 1 to the morning of August 10, on the campus. Work in classes will start promptly on the morning of August 1. A special train will leave Eugene on August 10 and the ship will sail from Seattle on August 11, returning August 24.

A maximum academic load of six term-hours may be carried, or a program of three courses. Those interested should write to the Director of Summer Sessions for details of the cruise and information as to whether accommodations are still available.

THE FACULTY

DAVID E. FAVILLE, M.B.A.	Director
LYNNETTE DAVIS	Secretary and Registrar
M. H. DOUGLASS, M.A.	Librarian
MARIAN HAYES, M.D.	Cruise Doctor
LOUIS F. HENDERSON, M.A.	Research Professor in Plant Biology
BERNARD HINSHAW, B.A.	Artist, Chicago, Illinois
EARL L. PACKARD, Ph.D.	Professor of Geology
CHARLES N. REYNOLDS, Ph.D.	Associate Professor of Sociology, Stanford University
HAZEL PRUTSMAN SCHWERING, Ph.B.	Dean of Women
M. ELLWOOD SMITH, Ph.D.	Dean of School of Basic Arts and Sciences, Oregon State College
WARREN D. SMITH, Ph.D.	Professor of Geology and Geography
A. R. SWEETSER, Sc.D.	Professor of Botany

List of Courses

ART

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| 121. <i>Art of the Alaska Indians.</i> | Hinshaw. | Two hours. |
| 166. <i>Landscape Sketching in Water Colors and Pastels.</i> | Hinshaw. | Two hours. |

BOTANY

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|---------------------------|-----------|------------|
| 207. <i>Field Botany.</i> | Sweetser. | Two hours. |
|---------------------------|-----------|------------|

ENGLISH

- | | | |
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| 312. <i>Literature of the Pacific Northwest.</i> | Smith. | Two hours. |
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GEOLOGY

- | | | |
|--|----------|------------|
| 305. <i>Geography and Geology of Alaska.</i> | Packard. | Two hours. |
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SOCIOLOGY

- | | | |
|--|------------|------------|
| 330. <i>New Techniques in Guidance and Personnel Work.</i> | Schwering. | Two hours. |
| 350as. <i>Anthropology.</i> | Reynolds. | Two hours. |

SUMMER SESSION TO HAWAII

The students of the third University of Oregon summer session to Hawaii will leave Portland on a special sleeper at midnight on June 30, arriving in Vancouver, B. C., at 2:15 p. m., July 1. They will leave Vancouver at 11:00 a. m., July 2, on the Steamship Empress of Canada of the Canadian-Pacific line, returning to Vancouver on August 16. The time from July 7 to August 11, or 36 days, will be spent in Hawaii, where attractive accommodations have been reserved in the dormitories of Punahou College. All the courses in the summer session of the University of Hawaii will be available for the students of the cruise.

A limited number of courses will be given on board ship going and coming. These, of course, will be continued during the entire Hawaiian stay. The courses of the University of Hawaii will count as regular resident credit in the University of Oregon. The courses of the University of Oregon, continued through the period from July 2 to August 16, will each carry four term-hours of credit; those given by the University of Hawaii for the six-weeks period will each carry three term-hours of credit. It is recommended that one course, and not more than two, be taken on the boat, and the program filled out with courses in the University of Hawaii.

Those interested should write the Director of Summer Sessions for detailed information.

YUKON EXTENSION OF SUMMER SCHOOL TO ALASKA

In travel from July 19 to August 24, a period of 36 days

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|---|------------|--------------|
| 207. <i>Field Botany.</i> | Henderson. | Three hours. |
| 305. <i>Geography and Geology of Alaska.</i> | Smith. | Three hours. |
| *312. <i>Literature of the Pacific Northwest.</i> | | Three hours. |
| *400s. <i>Feature and Magazine Writing.</i> | | Three hours. |

*NOTE—Either 312 or 400s will be given, but probably not both.

THE PORTLAND SESSION

LINCOLN HIGH SCHOOL

THE FACULTY, 1932

ARNOLD BENNETT HALL, B.A., J.D., LL.D.	President of the University
BURT BROWN BARKER, B.A., LL.B.	Vice President of the University
ALFRED POWERS, B.A.	Director
GEORGE REBEC, Ph.D.	Dean of the Graduate School
EARL M. PALLETT, Ph.D.	Registrar of the University
MARGARET M. SHARP	Secretary
RUTH HALL, B.A.	Librarian

AZILE AARON, B.A.	Supervisor of Field Work
CATHARINE S. BASTIN, B.A., R.N., P.H.N.	Assistant Professor of Nursing Education
ERNEST SUTHERLAND BATES, Ph.D.	Lecturer in Literature, New York City
W. G. BEATTIE, B.A.	Extension Lecturer and Associate Professor of Education
EDWIN MILTON BELLES, M.A.	Assistant Professor of Education, University of Kansas
WILLIAM H. BOYER	Supervisor of Music, Portland Public Schools
GRACE BRIDGES	Director of Platoon Auditoriums, Portland Public Schools
PERCY M. COLLIER, B.A., LL.B.	Extension Lecturer and Assistant Professor of English
WILKIE NELSON COLLINS, B.A.	Writer, New York City
MARGARET D. CRECH, B.A.	Associate Professor of Applied Sociology
HAROLD R. CROSLAND, Ph.D.	Associate Professor of Psychology
SAIDIE ORR-DUNBAR	Executive Secretary, Oregon Tuberculosis Association
RUDOLF H. ERNST, Ph.D.	Professor of English
MARJORIE B. FORCHEMER, M.A.	Assistant Professor in Physical Education for Women
JOHN T. GANOE, Ph.D.	Associate Professor of History
ALEXANDER GOLDENWEISER, Ph.D.	Visiting Professor of Thought and Culture
FREDERICK W. GOODRICH	Instructor in Music, Portland Center
RUTH E. HALVORSEN	Instructor in Art, Portland Center
RALPH HIGHMILLER, B.A.	Assistant in Biology, Portland Center
BERNARD HINSHAW, B.A.	Artist, Chicago, Illinois
C. R. HOLLOWAY, Ph.B.	Assistant Superintendent of Schools, Portland
ROBERT KROHN	Supervisor of Physical Education, Portland Public Schools
ADOLF H. KUNZ, Ph.D.	Assistant Professor of Chemistry
OLOF LARSELL, Ph.D.	Professor of Anatomy, School of Medicine
E. C. A. LESCH, Ph.D.	Assistant Professor of English
IRA A. MANVILLE, M.A., M.D.	Associate in Physiology, School of Medicine, Portland
EARL A. MARSHALL, B.A.	Consulting Engineer, Portland
JOHN RICHARD MEZ, Ph.D.	Associate Professor of Economics and Political Science
PHILIP MOORE, B.A.	Laboratory Assistant in Chemistry
VICTOR P. MORRIS, Ph.D.	Professor of Economics
JOHN P. O'HARA, Ph.D.	Instructor in History, Portland Center
MABLE HOLMES PARSONS, M.A.	Professor of English
NORMA LEE PECK, B.A.	In Charge of Rural Service, Library Association of Portland
HENRY F. PRICE, Ph.D.	Professor of Mathematics, Pacific University
VERNON J. PURYEAR, Ph.D.	Professor of History, Albany College
CHARLES N. REYNOLDS, Ph.D.	Associate Professor of Sociology, Stanford University
ETHEL I. SANBORN, Ph.D.	Assistant Professor of Plant Biology
FRIEDRICH GEORG G. SCHMIDT, Ph.D.	Professor of Germanic Languages and Literature
MARIE SCHULDERMAN, B.A.	Instructor in Art, Portland Center
HARRY J. SEARS, Ph.D.	Professor of Bacteriology, School of Medicine
ALBERT RADDIN SWETSER, Sc.D.	Professor of Plant Biology
FLORENCE SWANSON, B.A.	Laboratory Assistant in Chemistry
ELNORA E. THOMSON, R.N.	Director of Nursing Education
HAROLD S. TUTTLE, M.A.	Associate Professor of Education
F. MIRON WARRINGTON, Diplôme de l'Université de Paris	Professor of Romance Languages, Portland Center
PAUL R. WASHKE, M.A.	Professor of Physical Education
WALLACE WHEATON	Editorial Staff, Oregon Journal
E. H. WHITNEY, B.A.	Assistant Superintendent of Schools and Director of Platoon Schools, Portland
MARGARET WELLS WOOD, B.A.	Staff Lecturer, American Social Hygiene Association, New York City
FLAUD C. WOOTON, M.A.	Instructor in Citizenship, Stanford University
ESTHER W. WUEST, Chicago Art Institute	Supervisor of Art, Portland Public Schools

GENERAL INFORMATION

The Portland office of the University is located at 814 Oregon building, Fifth and Oak streets; telephone number, Atwater 2919. All executive details of the classes of the Portland session are handled from this office. Office hours are from 9 a. m. to 5 p. m., with the exception of Saturday, when the office closes at 1 p. m.

REGISTRATION

All classes will be held at Lincoln high school, Park and Market streets, and, with few exceptions, will meet daily between 8 a. m. and noon. Classes begin Monday, June 20, as scheduled on page 71. Students, whether so far registered or not, should report for classes the first day of the session, and register between periods or in the afternoon. Registration takes place at Lincoln high school until noon; at 814 Oregon building, from noon until 5 p. m., during each day of the period of registration which closes Saturday, June 25, at 1 p. m. Students living in Portland or arriving in advance will find it convenient to enroll beforehand. The administrative staff and members of the faculty will serve as advisers and will be available throughout the registration period for conference in regard to selection of suitable courses, requirements, credits and other details of the summer program and its relationship to the general academic program of the student.

REGISTRATION OF GRADUATE STUDENTS

Graduate students should record themselves as such not only in their classes and with their instructors, but should complete at once at the University office the registration procedure required by the Registrar of the University and by the Graduate Council before graduate work will be given. All necessary blanks and records may be conveniently filled out at 814 Oregon building. The dean of the graduate school, or his representative, will be glad to confer with students desiring to work for advanced degrees. Appointments may be made by calling the University office, Atwater 2919.

UNIVERSITY CREDIT

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

PROVISIONAL CREDIT

Credit earned before entrance is cleared and a card of admission to the University is secured from the Registrar, is provisional credit only. This may become regular credit upon the formal admission of the student to the University.

GRADUATE CREDIT

Graduate credit in the Portland summer session is given in most courses numbered 400 or above and in these courses only. Students unable to work out from these offerings satisfactory programs toward their majors and minors should attend the campus session at Eugene, where a much wider range of graduate courses is available.

CREDIT OF VISITING STUDENTS

Filing of credentials is not required of teachers, and undergraduate and graduate students of good standing in other standard institutions who wish to transfer credits earned in the Portland summer session to other universities, colleges and normal schools. Students debarred from, or on probation at, other institutions because of low scholarship may not take the courses in the Portland summer session with or without credit.

NEW ENTRANCE REQUIREMENTS

The new entrance requirements printed in this catalog are not retro-active for students who have done resident work and earned provisional credit in the extension division or the summer session. These must clear their entrance under the old requirement.

LIBRARY

The Portland Library, with 492,000 volumes, is made freely available to the students of the Portland summer session. For additional convenience, reference books covering assignments in all courses will be placed in the Lincoln high school library, which is open daily, except Saturday and Sunday, from 8 a. m. to 4 p. m. Miss Ruth Hall, of the library staff, has been assigned to Lincoln high school as special summer session librarian.

TEXT BOOKS

Text books are not listed in this catalog but will be announced by the instructors at the first meeting of the classes, Monday, June 20, and may be obtained from the J. K. Gill Company, Fifth and Stark streets.

EXPENSES

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

ROOM AND BOARD

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

SPECIAL ACTIVITIES AND RECREATION

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

ASSEMBLY

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

POST SESSION

As an increasing number of Portland session students go to the campus for an additional month's work in the post session, the offerings

make possible a proper sequence in such fields as education, psychology, English, history, sociology, and economics. Students intending to continue in the post session should let the adviser know at the time of making out the six weeks course, so that a suitable ten-weeks program may be selected.

EXTENSION CLASSES

The extension division maintains centers in Portland, Salem, and Eugene and gives extension courses in several other Oregon cities, with classes held in the evening. These provide an opportunity for summer students to continue their academic work.

CORRESPONDENCE-STUDY

Summer courses in several departments may also be continued by means of correspondence-study. This work is handled from the Eugene office of the extension division, but in the Portland office is available a catalog describing the courses offered. A maximum of sixty term-hours may be earned in correspondence courses and counted toward graduation.

PLATOON DEMONSTRATION SCHOOL

For the past six summers the platoon plan of school administration has been emphasized in the Portland session. This summer, in cooperation with the Portland public schools, a demonstration school will be held in the Shattuck school, a few blocks from Lincoln high school, where the regular classes are scheduled. The work will include the grades from the fourth to the eighth inclusive. There will be a staff of demonstration teachers in these grades, in addition to specialists in various fields. There will be opportunity for observation and practice in this school. Those interested should write for the special detailed announcement of the demonstration school.

THE PACIFIC INSTITUTE OF INTERNATIONAL RELATIONS

The biennial session of the Pacific Institute of International Relations will be a feature of the Portland summer session, with meetings on the campus of Reed College, from July 11 to 16, inclusive. Former biennial sessions were held at the University of California and the University of Washington.

This Institute has been made possible through a grant from the Carnegie Foundation, supplemented with an appropriation by the Portland Chamber of Commerce.

Reed College, the Oregon State College, and the other higher educational institutions of Oregon and the Pacific Coast are cooperating with the University of Oregon in holding this session of the Pacific Institute of International Relations.

Description of Courses

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

Graduate courses are numbered 500 and above. Upper division courses (junior and senior years), which are numbered from 300 to 399, may not be taken for graduate credit, but upper division courses numbered from 400 to 499 may, with some exceptions, carry graduate credit. Lower division courses (freshman and sophomore years) are numbered below 300.

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

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

ANTHROPOLOGY

Dr. GOLDENWEISER

309. *Primitive Society*. A discussion of primitive forms of social and political organization. The local group, family, clan, gens, phratry, tribe, confederacy and state. Groups of status and groups of function. Primitive relationship systems and terminologies. Critical analysis of anthropological theories of social and political origins and developments. Goldenweiser. Daily at 11. Room 309. *Three hours.*

ARCHITECTURE AND ALLIED ARTS

ART

Miss WUEST, Mr. HINSHAW, Miss SCHULDERMAN, Miss HALVORSEN

192. *Handicrafts*. A presentation of work of modern design to the contemporary decorative mediums of paper, cardboard, celluloid, glass and metal. Utilization of these mediums and materials as screens, portfolios, wall decorations, shades, and plaques. Demonstration of the adaptation and methods of decoration by means of the stencil and block, cut paper, and metal leaf. Problems to include a practical application for the creation of useful articles. Schulderman. Daily at 11. Room 301. *Three hours.*

199. *Modern Decorative Art*. This course is planned to be of benefit to those interested in designing textiles, costumes, stage settings, interiors, crafts or other modern decorative arts by a study of the fundamentals of line, space and color. Consideration of dark and light and their relationship to the prismatic theory of color. A study of color in its full intensity and neutralized form, with a survey of various decorative mediums and their interpretative quality. Problems to include a basic background for modern decorative art. Schulderman. Daily at 10. Room 301. *Three hours.*

241. *Representation*. A general survey of the laws governing the appearance of form and how various ages have expressed their ideas by this means. Practical demonstration drawing involving the making of black-board and chart sketches to express ideas of form. The meaning of creative expression and the need of arousing and developing this faculty. Drawing as a means of illustration in general school work, as used in the social sciences and other subjects. Halvorsen. Daily at 10. Room 304. *Three hours.*

245. *Landscape Sketching*. A study of the problems of drawing and painting from outdoor nature. Creation of simple color value patterns as an aid to unifying the abundant material of nature. Pictorial arrangement will be studied simultaneously with technical processes. Students will work directly from nature. Hinshaw. Daily at 12. Room 318. *Three hours.*

250. *Composition and Design*. A course of projects on the importance of composition in creative art to include problems in the application of fine spacing, value and color relations in the use of the figure, animal and plant form. Various types of composition and their relation to the decoration. Creative design and fundamental laws governing its organization. Practical problems for the decorative arts. Lectures and illustrated talks on mediums used in color and work in values, and methods of technique. Problems to include subjects of illustration, poster and formal design. Halvorsen. Daily at 11. Room 304. *Three hours.*

257. *Drawing*. An analysis of form and a study of the problems of its representation. Observation will be trained by perspective and object

drawing. Intelligent use of light and shade in creating form is stressed. Attention is given to technique in black and white mediums. Arrangement and the artistic possibilities of a variety of objects will be considered. Hinshaw. Daily at 8. Room 318. *Three hours.*

336. *Painting*. Creative realization of form in color will be the aim of the class. Oil and water color mediums. Designed for a wide range of interests. Individual instruction. Each student will make arrangements and proceed according to his own ability. Some previous knowledge of drawing is desirable. Hinshaw. Daily at 10. Room 318. *Three hours.*

350. *Art in the Schoolroom*. An art appreciation and practical service course related to the school interior. Consideration of the school environment, its needs and its effect upon the child. The school interior, its decoration and furnishings. Psychological effects of color and its importance in relation to interior decoration. How to select and use pictures for school decoration and classroom work. Art correlation which will contribute material in the various subjects. Plants, flowers, and their arrangement. Selection, mounting and arrangement of exhibits and displays. Sources of materials and supplies. Review of books and magazines. A practical demonstration will be conducted in transforming a barren room into a Schoolroom Beautiful. Wuest. Daily at 9. Room 309. *Three hours.*

356. *Art and Organization*. (See also Education). A survey of the subject of art in relation to the regular classroom subjects. Development of definite art problems for the various grades in geography, history, and nature study. Art activities for the auditorium and library, including simple plays and staging, picture talks and poster work. Teaching health, safety, thrift and patriotism through art problems. The organization of written lessons and reference work for school use. Methods of assembling, arranging and classifying material in permanent form. Demonstrations and problems in making various types of binders, folders, booklets and bound books for classroom work. Wuest. Daily at 8. Room 309. *Three hours.*

BACTERIOLOGY

Dr. SEARS

345. *Bacteriology and Public Health*. The causes and prevention of communicable diseases. Lectures, illustrated with the microscope, lantern slides, charts, and bacterial cultures. The course is designed especially for social workers, nurses and teachers. Sears. Daily at 8. Room 104. *Three hours.*

BIOLOGY

Dr. LARSELL, Mr. HIGHMILLER

101abs. *Elementary Biology*. Lectures and demonstrations, giving a general introduction to the fundamental principles of animal biology. Larsell. Daily at 8. Room 317. *Three hours.*

101as Lab. *Elementary Biology Laboratory*. Regular laboratory work given as a related part of the course in elementary biology. Laboratory fee, \$5.00. Highmiller. Tuesday and Thursday, 1 to 3:30. Room 316. *One hour.*

BOTANY

Dr. SWEETSER, Dr. SANBORN

101bcs. *Elementary Plant Biology*. Lectures and demonstrations, giving a general introduction to the fundamental principles of plant biology. Sweetser. Daily at 9. Room 317. *Three hours.*

101bes Lab. *Elementary Plant Biology Laboratory*. Regular laboratory work given as a related part of the course in elementary plant biology. Laboratory fee, \$5.00. Sanborn. Daily, 10 to 12. Room 316. *Two hours.*

NOTE—Students may satisfy the group requirement of nine hours of laboratory science by taking Biology 101abs and 101as Lab and Botany 101bes and 101bes Lab. This, however, would constitute a full program in the Portland summer session.

206s. *Systematic Botany*. The structure and classification of flowering and non-flowering plants of Oregon. The work will be adapted to the needs of the individual. Sweetser and Sanborn. Lecture daily at 8. Room 313. Laboratory daily at 9. Room 316. Laboratory fee, \$3.00.

Three hours.

410. *Economic and Historical Botany of the Pacific Northwest*. Deals with the native wild plants used by the Indians and early settlers for food, medicine and domestic arts. Some concurrent local history and an account of the early botanists. Sweetser. Daily at 10. Room 313.

Three hours.

513s. *Botanical Problems*. Sweetser. *Time and hours to be arranged.*

ECONOMICS

Dr. MORRIS

203s. *Principles of Economics*. A study of basic principles that underlie production, exchange and distribution. Equivalent to 203a given on the campus in the fall term. Will be followed by 203b next summer, or may be completed by correspondence. Daily at 8. Room 113. *Three hours.*

440s. *International Trade*. The theory of international trade, nature and effects of government interference in the form of bounties, subsidies, import and export duties; the commercial policies of the more important nations. Daily at 9. Room 113. *Three hours.*

EDUCATION

Associate Professor TUTTLE, Associate Professor BEATTIE, Assistant Professor BELLES, Mr. WOOTON, Assistant Superintendent WHITNEY, Assistant Superintendent HOLLOWAY, Miss BRIDGES, Miss WUEST

315. *Auditorium Technique in Platoon Schools*. A practical course dealing with the aims, realizations and administration of activities in the auditorium period. Observation and conferences with individuals and groups throughout the session. Program building, preparation and bibliography. Bridges. Daily at 10. Room 110. *Three hours.*

316. *Correlation of Subject Matter in Platoon Schools*. Integrating centers will be suggested and their specific development worked out with the class during the session. Definite instruction will be given indicating the manner of procedure to be used in realizing the benefits of correlation. Examples will be presented showing how geography, art, nature study, history, civics, library and auditorium may be correlated. In connection with this course, opportunity will be had to observe the demonstration of the work in the Platoon Demonstration School. Whitney. Daily at 9. Room 110. *Three hours.*

317. *Observation in Platoon Demonstration School*. Whitney, Bridges and staff. Daily at 11. Room 208. *Three hours.*

340. *Education for Citizenship*. A study of objectives in public school education with special reference to citizenship. It includes the examination of curricular materials and of pupil activities and experiences to discover those that indicate the greatest civic training values. Classroom procedures in relation both to subject matter and to control will be considered in the

light of their effectiveness in developing citizenship. Beattie. Daily at 8. Room 114. *Three hours.*

350. *Administration of Platoon Schools*. Will cover briefly the study of conditions which have led to the Work-Study-Play type of elementary school organization, together with a discussion of curriculum changes that have developed. Typical platoon programs, based on the programs used in the Portland public schools, will be prepared. This course will be carried over for conference and demonstration into the Platoon Demonstration School. Holloway. Daily at 8. Room 110. *Three hours.*

355. *Problems of the Teacher*. An intensive treatment of the relationships of the teacher to the school board, the administration, the teaching staff, the curriculum, and the pupils. Problems of supervision, method, discipline, community relationships. Wooton. Daily at 9. Room 106. *Three hours.*

356. *Art and Organization*. (See also Art). A survey of the subject of art in relation to the regular classroom subjects. Development of definite art problems for the various grades in geography, history, nature study, etc. Art activities for the auditorium and library, including simple plays and staging, picture talks and poster work. Teaching health, safety, thrift and patriotism through art problems. The organization of written lessons and reference work for school use. Methods of assembling, arranging and classifying material in permanent form. Demonstrations and problems in making various types of binders, folders, booklets and bound books for classroom work. Wuest. Daily at 8. Room 309. *Three hours.*

410. *European School Systems*. A study of the principles and practices in the leading countries of Europe. A critical examination is made of the philosophies underlying the efforts of each country. Fundamental developments in recent years are analyzed and evaluated in the light of the educational and political history of the nations studied. Wooton. Daily at 10. Room 106. *Three hours.*

457. *Social Education*. A study of education in the light of its social aims and functions and the accepted principles of psychology; the relation of the school to other institutions; the criteria of social progress and function of education in its attainment; the significance of the school in a democracy; the cultivation of responsibility and leadership; discipline as social process; play as an educative agency. Case studies of maladjustment. Tuttle. Daily at 10. Room 112. *Three hours.*

470. *Organization and Administration of Secondary Education*. A study of current ideals and trends in developing a working philosophy in secondary education. The nature of the child, social needs, and community resources considered as criteria in building a progressive program. Various administrative elements, necessary to such an organization, assigned for study and report: sources of information, junior-senior high school articulation, curricula, extra-curricular activities, guidance. Belles. Daily at 9. Room 107. *Three hours.*

488. *Psychology of High School Subject Content*. A course built upon the thesis that content must be socially useful and its presentation find justification within the nature of the student as he attempts to adjust to his environment. Principles in subject matter selection and gradation developed, practical school situations stressed and extensive case materials used. Intensive study and report in fields of special interest will be encouraged. Belles. Daily at 8. Room 107. *Three hours.*

490. *Moral Training*. The importance of character training in relation to other school objectives; distinction between instruction and training; social control of ethical ideals; criticism of current definitions of morality; stages in character development; the dynamic function of the feelings; methods of training attitudes and interests; the function of ideals; the value of creative imagination; the place of extra-curricular activities in character building; the problem of social readjustment; moral significance of discipline; reward and punishment; penalty and consequences. A comprehensive program of character training. Tuttle. Daily at 11. Room 112. *Three hours.*

597. *Educational Research*. Staff. *Time and hours to be arranged.*

ENGLISH

Dr. BATES, Mr. COLLINS, Dr. ERNST, Professor PARSONS, Dr. LESCH

101s. *Survey of English Literature (First Term)*. From Beowulf to Milton. A survey of the chronological development of English literature from the Anglo-Saxon days through the Elizabethan period. Lesch. Daily at 10. Room 113. *Three hours.*

114s. *Survey of American Literature*. Significant books in the history of our literature. Hawthorne's *Scarlet Letter* and the Puritan tradition; Melville's *Moby Dick*; Emerson's *Essays* and selections from his *Journal*; Poe as an artist and critic; Walt Whitman and his successors in the true American poetic line; Mark Twain and American humor. While the main emphasis will be upon the artistic aspects, these works will be treated also with reference to social ideas. This course satisfies the requirement for the teaching norm and corresponds to the one term course in American literature given in the regular session. Collins. Daily at 9. Room 116. *Three hours.*

260s. *Short Story Writing*. The contemporary short story will be analyzed from the creative viewpoint. A thorough study of short story elements, including thematic material, conflict, plot, characterization and suspense, will culminate in the actual production of short stories by the students. A practical discussion of magazine requirements will be included. Parsons. Daily at 11. Room 110. *Three hours.*

380s. *Shakespeare (Third Term)*. The plays of Shakespeare's later period. *Anthony and Cleopatra, Coriolanus, The Winter's Tale, The Tempest*, and others. Lesch. Daily at 11. Room 113. *Three hours.*

423. *Contemporary American Literature*. The bright opening of the twenties; O'Neill and Sinclair Lewis; the hey-day of Hergesheimer; the rise and fall of Cabell; the culmination of Dreiser; the coming of Hemingway; racial minorities—the Jew and the negro; the new biography; the battle of the books; the passing of the old leaders; the so-called Humanists; literature of escape—Cather and T. S. Eliot; the vogue of autobiography; the men of wrath—Jeffers, Faulkner, Dos Passos; the outlook. Bates. Daily at 10. Room 114. *Three hours.*

438s. *Elizabethan Drama*. Emphasis on the realism and classicism of Ben Jonson, the romanticism of Beaumont and Fletcher, the vigorous sensationalism in Webster, Middleton and Massinger. Studies the strain of satire and the spirit of baroque art in the period of struggle between humanism and puritanism preceding the closing of the theaters in 1642. This course is a unit in itself but will be combined into a larger unit by the addition of the post session course following it. The post session course by itself may not be taken for graduate credit. Ernst. Daily at 8. Room 112. *Three hours.*

441s. *The English Novel of the 18th Century*. Richardson, Fielding, Smollett, and Fanny Burney. This course is the equivalent of the first quarter of the Novel course offered in the regular session. Ernst. Daily at 9. Room 112. *Three hours.*

449. *Early 18th Century Literature, 1700-1730*. A study of the facts, ideas and significance, more than the literary forms, of the most intensively conventional, sophisticated and rationalized period in English literature. Its contrast with all the romantic periods will be emphasized. Chief attention will be paid to Swift, Pope, Congreve and Addison. There will be limited reading of Dryden. The political and social history of the period will be studied enough for a literary background. Collins. Daily at 8. Room 116. *Three hours.*

GEOGRAPHY

Mr. MARSHALL

352. *Cartography and Map Reading*. Evolution and development of maps and charts; astronomical aspects; globe interpretation; map reading—continental, topographic, soil survey, mineralogical, orographic, bathygraphic; use of history and weather maps; Oregon place names, early maps of Oregon and maps of exploring parties; public and commercial sources of modern maps. Practice throughout the term in making maps both as an aid to a better understanding of maps and as a practical skill which the teacher may use in the school room—simple blackboard maps; outline, crayon and water color maps; relief maps; mapping of small local areas; utilization of current events in school room map making. Daily at 11. Room 108. *Three hours.*

GERMANIC LANGUAGES AND LITERATURE

Dr. SCHMIDT

1s. *Elementary German*. For students who wish to acquire a reading knowledge of the language for scientific purposes or to review the essentials. Additional credits can be earned by taking correspondence work according to qualifications. Daily at 9. Room 203. *Three hours.*

310. *Special Reading Course in German*. Designed for those who desire to acquire greater facility in the reading of German for advanced work in literature, history, science, etc. Applicants should have studied German about a year, but more advanced students can take the course with profit, as special attention will be given to their needs. Daily at 8. Room 203. *Three hours.*

*410. *German Classicists of the 19th Century*. In commemoration of the hundredth anniversary of Goethe's death, special attention will be given to Goethe's life and his dramatic works and poems. Faust in standard translations (and in German) will be read. Illustrated lectures on Faust and Goethe's life. No knowledge of German required, but graduate credit will be given to those who will do additional work in German. Daily at 10. Room 203. *Three hours.*

*411. *German Literature from 1890 to the Present Time*. A study of the various movements and tendencies in German literature during this period, shortly before and after the World War. Lectures and assigned readings, reports, etc. No knowledge of German is required. Graduate credit can be earned if the work is done in German. Daily at 11. Room 203. *Three hours.*

*NOTE—In case of sufficient demand for courses 410 and 411, both will be given, otherwise only 410 will be offered.

HEALTH EDUCATION

Dr. SEARS, Professor WASHKE, Miss THOMSON, Miss BASTIN, Mrs. DUNBAR

221. *General and Community Hygiene*. A study of general and community hygiene, comprising consideration of four main divisions: (1) animate agents that injure health; (2) inanimate agents that injure health; (3) constitutional deficiencies; and (4) defenses of health. Lectures, assignments and individual reports. A notebook will be necessary. Washke. Daily at 10. Room 205. *Three hours.*

345. *Bacteriology and Public Health*. The causes and prevention of communicable diseases. Lectures, illustrated with the microscope, lantern slides, charts, and bacterial cultures. The course is designed especially for social workers, nurses and teachers. Sears. Daily at 8. Room 104. *Three hours.*

352. *Institute for Health Workers*. To give health teachers, public health nurses, executive secretaries and volunteer workers a working knowledge of the growth, development and programs of national, state and local health agencies; the educational methods employed in the field of public health; the relation of the public health movement to other social movements; organization methods; a comprehensive knowledge of administrative problems and aids in the standardization of methods and programs of health work. Many of these topics will be presented by experts, the subject to be thoroughly discussed by the lecturer and the director, with round-table class discussion, questions and comments. Visits will be made to open air schools, clinics, medical school, and hospitals. The Institute will be held for a period of two weeks, from June 20 to July 1. Credit available only for those able to give full academic time to the Institute for the two weeks period. Dunbar. Daily at 9. Room 208. Daily at 2. 310 Fitzpatrick Block, West Park and Oak streets. *Two hours.*

364. *Methods in Teaching Health*. This course presents methods and subject matter in the field of health education. Open to teachers and public health nurses. Thomson. Daily at 11. Room 105. *Three hours.*

380. *Introduction to Public Health Nursing*. This course presents the history and development of public health nursing and its relation to other fields of community service. Thomson. *Time and hours to be arranged.*

386. *Field Work in Public Health Nursing*. Bastin. *Time and hours to be arranged.*

389a. *Systems in Public Health Nursing*. Thomson. *Time and hours to be arranged.*

POST SESSION

387. *Field Work in Public Health Nursing*. Bastin. *Time and hours to be arranged.*

389b. *Systems in Public Health Nursing*. Bastin. *Time and hours to be arranged.*

HISTORY

Dr. GOLDENWEISER, Dr. PURYEAR, Dr. GANOE, Mr. O'HARA

208s. *English History, 1660-1815*. From the Stuart restoration to the end of the Napoleonic wars. The growth of the British over-seas empire, the rise of the cabinet, political, social, intellectual, and religious changes of the period. Puryear. Daily at 8. Room 111. *Three hours.*

343. *Modern Europe, 1870-1914*. The internal conditions in the leading countries, the colonial expansion of Europe, the formation of Triple Alliance and Triple Entente, and events leading to the World War. O'Hara. Daily at 8. Room 108. *Three hours.*

373s. *Recent History of the United States*. The period from the Spanish War of 1898 to the present day. The important economic, social, intellectual, and political developments of the period will be noted, including the background and results of the World War as they affected the United States. Ganoe. Daily at 11. Room 111. *Three hours.*

407s. *Reading and Conference*. Individual conferences upon assigned reading, with a report upon a selected topic. Staff. *Time and hours to be arranged.*

444s. *The Near East*. The history of the states of southeastern Europe; Turkey and the Balkan states. The struggle of the great European powers for control of this region during the nineteenth and twentieth centuries. Puryear. Daily at 9. Room 111. *Three hours.*

458. *History of Russia (19th Century)*. From the Napoleonic War to the Crimean War and the liberation of the serfs; from Pushkin and Lermontov to Gogol; Gontcharov's "Oblomov"; the critics; the Easterners (Aksakov) and the Westerners (Herzen); Chernishkevsky and Mikhailovskiy; law reforms; from the Decembrists to the Populists and Social Revolutionists. From 1861 to the Japanese War and the World War. Tolstoi, Turgenev and Dostoyevsky; social democrats; Korolenko, Chekhov, Gorki, Andreyev; the 1905 Revolution; the Dumas; the Black Years of reaction and the eve of war. Goldenweiser. Daily at 10. Room 309. *Three hours.*

470s. *Colonial America*. The discovery of America and its settlement by Europeans, with special emphasis upon English colonization and the growth of the English colonies. The history of the War for American Independence will be included. Ganoe. Daily at 10. Room 111. *Three hours.*

JOURNALISM

Mr. WHARTON

210. *Journalistic Writing*. A practical course in writing combined with enough treatment of the established principles of journalism to serve as a foundation for the work of a beginner on a newspaper, a high school adviser of student publications, or for the teacher of a course in journalistic writing in an English department. Previous training not required, but students should be able to write good, standard English. Daily at 10. Room 116. *Three hours.*

LIBRARY METHODS

Miss PECK

212. *Children's Literature for Elementary Teachers*. Primarily for teacher-librarians in platoon schools. Principles of judging and appreciating books for children at the various levels in the elementary school. Lectures, problems and reading. Class discussion of typical books, sources, representative lists and the preparation of original lists. Daily at 9. Room 104. *Three hours.*

MATHEMATICS

Dr. PRICE

*93s. *Advanced Algebra*. A brief review of fundamental topics, after which quadratics, progressions, logarithms, series and other selected

topics will be studied. Prerequisite, three semesters of high school algebra. Daily at 9. Room 204. *Three hours.*

*94s. *Plane Trigonometry.* An introductory course for students who have had algebra through quadratic equations. Daily at 9. Room 204. *Three hours.*

*NOTE—Either 93s or 94s will be given, but not both.

116s. *Mathematics of Finance.* A study of interest and discount annuities, evaluation of bonds, sinking funds and life insurances. Daily at 10. Room 204. *Three hours.*

*303s. *College Geometry.* A study of certain important theorems in Euclidian geometry and their relations to each other. An introduction to the more recent geometry of the triangle and circle. This course is of interest and value to teachers of geometry as well as to other students of mathematics. Daily at 11. Room 204. *Three hours.*

*401s. *Differential Equations.* Ordinary differential equations of the first order and linear equations with constant coefficients. Applications to geometry, mechanics and physics. Calculus, a prerequisite. Daily at 11. Room 204. *Three hours.*

*NOTE—Either 303s or 401s will be given, but not both.

MUSIC

Mr. BOYER, Mr. GOODRICH

313s. *Methods of Teaching Public School Music.* The purpose of the course is to show how musical knowledge is adapted to the needs of the public school. Ways of arousing and holding interest. Songs for the unification of voices. Development of the sense of pitch and rhythm through note singing. Phrasing and interrelation. The various systems of music books and manuals used as texts. Staff notation. Boyer. Daily at 10. Room 103. *Three hours.*

335. *Technique and Appreciation of Musical Form.* The psychological perception of rhythmic and sound patterns and the training of music reading ability through intensifying these perceptions. Prognostic psychological tests for native musical endowment. Records of symphonic forms, familiar song melodies, recitals and oratorios, (spiritual) foreign forms. Boyer. Daily at 11. Room 103. *Three hours.*

343. *Folk Music of the United States.* How music is affected by national characteristics, social and religious customs, racial influences, and political conditions. A comprehensive course of illustrated lectures on primitive American music as exemplified in the tribal songs and dances of the Indian aborigines, the jubilee, plantation songs and spirituals of the negro race, the lonesome tunes and songs of the Kentucky Mountains, English folk songs of the South Appalachians and the hills of Vermont, songs of the soldiers and chanties of the sailor, Bayou ballads, French and Spanish melodies, cowboy songs and lyrics of the plains, political and campaign ditties, light opera, musical comedy and motion picture influences. Goodrich. Daily at 8. Room 103. *Three hours.*

347. *The Background and Fundamentals of Music.* An illustrated course of lectures on the facts and essentials which every musician and music lover ought to know; the notation of music from the earliest times to the present, the function of rhythm in music, pulsation, variety of tone length, musical phrases, the origin of melody, the development and tonality of melody, sacred and secular melody, folk-song and art song, the quality of melody, the harmonic basis of music, the development of

harmony, modern tendencies, the polyphonic element in music, the fugue, form and design in music binary and ternary form, the sonata, symphony and concerto, acoustics in music, recent scientific discoveries. Goodrich. Daily at 9. Room 103. *Three hours.*

PHILOSOPHY

Dr. BATES

410. *Great Philosophers and Modern Problems.* The Greek and medieval traditions; British empiricism and German rationalism; the pragmatic revolution; relation of philosophy to science and of both to life; philosophical significance of the new physics and the new psychology; status of the "eternal verities"; how to make "values" valuable; philosophic programs in art, education, politics, and economics. Daily at 11. Room 114. *Three hours.*

PHYSICAL EDUCATION

Professor WASHKE, Mr. KROHN, Miss FORCHEMER

147s. *First Aid.* Lectures and demonstrations in first aid treatment for injuries, electric shock, and including water first aid. Special attention given to those injuries that are apt to occur in the gymnasium or on the athletic field in the course of a physical education program. Some discussion of training and problems of keeping athletes in first class condition. Washke. Daily at 8. Room 205. *Three hours.*

221. *General and Community Hygiene.* (See also Health Education). This course is devoted to a study of general and community hygiene and comprises consideration of four main divisions: (1) animate agents that injure health; (2) inanimate agents that injure health; (3) constitutional deficiencies; and (4) defenses of health. Lectures, assignments and individual reports. A notebook will be necessary. Washke. Daily at 10. Room 205. *Three hours.*

303. *Sports and Women's Coaching.* This course is especially designed to give women teachers the elements of coaching the sports and games that are used in the elementary schools. Highly organized sports will be modified to suit the needs of the children of different ages. The activities will be applicable to the playground as well as the gymnasium. Athletics of the track; swimming and diving; tennis, basketball. Bathing suits and towels must be provided by the students. Krohn. Daily at 12. Gymnasium. *One and one-half hours.*

309. *Gymnasium Course in Posture Training, Drill and Class Management.* Exercises divided into several grades of difficulty will be arranged, including: (a) setting up drills, exercise with dumbbells, wands and Indian clubs; (b) school room and fancy marching; (c) light apparatus work for playgrounds and gymnasiums; (d) practice teaching in the school room; (e) practice teaching in the gymnasium. Regulation gymnasium suit required. Krohn. Daily at 1. Gymnasium. *One and one-half hours.*

317. *Physical Education Observation in Platoon Demonstration School.* Staff. *Time and hours to be arranged.*

331s. *Elementary Dancing and Rhythmics.* Especially designed for beginners and those who are expecting to teach. The type of dancing is based on natural movement, it is vigorous, free, creative, with emphasis placed on the gradual development of music appreciation. Dances suitable for large groups (mass dancing) will be included. Forchemer. Daily at 8. Gymnasium. *Three hours.*

350. *Technique of the Dance*. Development of rhythmized movement, placing special emphasis upon body control and efficiency. The course is open to both men and women desiring either recreation or a background for the dance. Forchemer. Daily at 9. Gymnasium. *Three hours.*

351. *Play and Playground Programs for Elementary Schools*. This course will present methods and material for teaching play and games in the elementary grades, suitable for playground. The organization and problems of the playground program will be considered. Krohn. Daily at 11. Gymnasium. *Three hours.*

432. *Dance Composition*. An advanced course for those who have had some previous training in elementary dancing. Treatment of the dance as a space art, use of music, analysis of movement, methods for producing dance recitals, dance drama and dance festivals. Forchemer. Daily at 10. Gymnasium. *Three hours.*

473. *Organization and Administration of Physical Education*. Aims to portray the modern accepted methods of organization and administration of physical education departments of elementary, secondary and collegiate classification. Dr. Williams' text, "Organization and Administration of Physical Education" and Dr. Nash's book of the same title will be the main guides for discussion during the progress of the course. Other texts will be used for reference and supplementary aids. May be taken for graduate credit. Washke. Daily at 11. Room 205. *Three hours.*

POLITICAL SCIENCE

Dr. MEZ

201s. *American National Government*. The organization, principles, functions, and practical workings of the government of the United States. Daily at 10. Room 107. *Three hours.*

407s. *International Relations and World Politics*. Nature and history of international relations, the League of Nations, World Court, disarmament, war and peace, and the economic factors involved in international interdependence. Daily at 11. Room 107. *Three hours.*

505s. *Seminar in Political Science*. Problems in economic and political relations between nations, with special emphasis on international debts, payments, gold standard, capital migration, and protective tariffs.

Time and hours to be arranged.

PSYCHOLOGY

Dr. CROSLAND

202s. *General Psychology*. The primary aim will be to present a general introduction to the basic principles of psychology, including learning, habit and instinct. In the traditional material covered in such a course, an attempt will be made to present the subject in such a way that the student will understand it as a part of a reacting human being. Daily at 9. Room 105. *Three hours.*

409. *Advanced Psychology from an Objective Point of View*. While the course approaches a study of human nature from a practical, objective standpoint, it will examine critically the various objective methods and techniques of appraising human capabilities and of predicting human behavior. Such topics as classifying, measuring, and predicting human emotions; character and personality ratings; pseudo-scientific analyses of human traits by various physiognomy traits; memory and imagery-types tests; fallacies of reasoning; human error, particularly in memory, inter-

pretation, and sensory experiences. Assigned readings, demonstrations and discussions. May be taken for graduate credit. Daily at 8. Room 105.

Three hours.

PUBLIC SPEAKING

Mr. COLLIER

135. *Fundamentals of Public Speaking*. This course is intended to develop poise and the effective use of language in making informal talks and public speeches. Study and practice of the basic principles of speaking: physical action, voice, securing and holding attention, preparing and delivering talks. Attention will be given to the correction of weak, monotonous and otherwise ineffective voices. A maximum of platform speaking, with emphasis on delivery and correct use of voice. Daily at 9. Room 207. *Three hours.*

305. *Public Speaking for Teaching and Other Professions*. Study and practical work in the preparation, arrangement and delivery of the kinds of speeches most commonly given by teachers, including such types as speeches of introduction, of welcome, of presentation, after-dinner speeches, and talks of instruction. Study of the style of the spoken word and of different forms of speech, the conduct of meetings and conferences, parliamentary law. Emphasis on gathering material, and the composition and delivery of original speeches. Daily at 11. Room 207. *Three hours.*

ROMANCE LANGUAGES

Professor WARRINGTON

1as. *First Term of First Year French*. The aim of this course is to acquaint the student with the essentials of French grammar, to enable him to translate short English sentences into idiomatic French, and to acquire some ability in the translation of simple French prose. The formal composition accompanies the reading, which is of limited amount, treated intensively. Conversation will be stressed through an easy and rapid acquisition of a useful vocabulary; abundant and systematic practice in conversation; and instruction in the sounds of French through the medium of phonetic symbols and other devices. Warrington. Daily, 8 to 9:30. Room 115. *Four hours.*

11as. *First Term of First Year Spanish*. The rudiments of the Spanish language. pronunciation and the fundamental rules of syntax will be taught by means of oral drill and written exercises. The reading of a simple text will furnish the basis of conversation. Daily, 9:30 to 11. Room 115. *Four hours.*

301s. *French Literature*. Reading of masterpieces of various periods. A general review of French literature. Daily at 11. Room 115. *Three hours.*

SOCIOLOGY

Dr. GOLDENWEISER, Dr. REYNOLDS, Mrs. WOOD, Associate Professor CREECH, Mrs. AARON

309. *Primitive Society*. (See also Anthropology). A discussion of primitive forms of social and political organization. The local group, family clan, gens, phratry, tribe, confederacy and state. Groups of status and groups of function, primitive relationship systems and terminologies. Critical analysis of anthropological theories of social and political origins and developments. Goldenweiser. Daily at 11. Room 309. *Three hours.*

351. *Biology and Social Adjustments*. A social hygiene course for students, teachers and social workers. Consideration of the problems involved in adjusting the individual to a sex-social environment, with em-

phasis upon graded education in the home and school for the solution of the problems discussed. Includes an introduction to the Social Hygiene Movement, its scope and plan, and its relation to other phases of health and welfare work. Studies will be made of social hygiene literature available, and recommendations made as to the best use of pamphlets and books for various age groups and purposes. Lectures, assigned readings, discussions and special reports. There will be available to students all of the Oregon Social Hygiene Society library, one of the largest libraries in its field on the coast. Wood. Daily at 10. Room 105. *Three hours.*

402s. *Contemporary Social Movements.* Seminar for social work students. Creech. *Three hours.*

406. *Race Problems.* A study of the interrelation of the factor of race with other factors such as culture differences, standard of living, and nationalism in affecting social solidarity and social pathology. Special use of the negro and the oriental in the United States for illustrative material and basis for discussion. Reynolds. Daily at 10. Room 104. *Three hours.*

411. *Urban Sociology.* A study of the social organization and social efficiency of the modern city. The clash between a rapid evolution in function and a slowly changing community organization. An analysis of the social pathology that results. The present trend in community reorganization and the city of the future. Reynolds. Daily at 11. Room 104. *Three hours.*

429. *Modern Social Problems.* The extent and causes of the major social problems, including the dependent, defective and delinquent classes, mental and physical ill health, and unemployment. Discussion of measures taken for prevention and alleviation. Creech. Daily at 9. Room 114. *Three hours.*

POST SESSION

417s. *Methods in Social Case Work.* Aaron. Time to be arranged. *Two hours.*

424s. *Field Work IV.* Aaron. Time to be arranged. *Five hours.*

NURSING COURSES FOR STUDENTS IN AFFILIATED HOSPITALS

Dr. KUNZ, Dr. MANVILLE, Miss THOMSON, Miss BASTIN, Mr. MOORE, Miss SWANSON

110. *Drugs and Solutions.* To familiarize the student with common drugs used as disinfectants and antiseptics, presenting these in groups according to their common characteristics; to insure accuracy and afford practice in making up solutions commonly used by the nurse; to teach tables, arithmetic and method necessary for this purpose. For part-time students in hospitals. Bastin. Daily. Room and time to be arranged. *Two hours.*

120. *Elementary Chemistry.* A course introductory to chemistry and designed to give the student in nursing a basis for the intelligent study of such subjects as physiology, nutrition, bacteriology, public health, materia medica and practical nursing. Kunz. Daily. Room and time to be arranged. *Four hours.*

205. *Anatomy and Physiology.* To give the student a practical working knowledge of the structure and function of the skeletal system, an appreciation of the human body as an efficient machine, and to form the basis for the study of materia medica, as well as pathological conditions,

and to train in habits of exact observation. Manville. Daily. Room and time to be arranged. *Six hours.*

POST SESSION

160. *Personal Hygiene.* This course is designed to give the student the fundamental principles for building health; to help the student form sound health habits, and to give scientific methods for teaching health. Bastin. Daily. Room and time to be arranged. *Three hours.*

110. *Drugs and Solutions.* The same as 110 above. For all full-time students taking the ten-weeks' course. Bastin. Daily. Room and time to be arranged. *Two hours.*

PORTLAND SUMMER SESSION SCHEDULE OF COURSES AND ROOMS

8 a. m.

103	Folk Music in the United States	Goodrich
104	Bacteriology and Public Health	Sears
105	Advanced Psychology from an Objective Point of View	Crosland
107	Psychology of High School Subject Matter	Belles
108	Modern Europe, 1870-1914	O'Hara
110	Administration of Platoon Schools	Holloway
111	English History	Puryear
112	Elizabethan Drama	Ernst
113	Principles of Economics	Morris
114	Education for Citizenship	Beattie
115	First Term of First Year French (8-9:30)	Warrington
116	Early 18th Century English Literature	Collins
203	Special Reading Course in German	Schmidt
205	First Aid	Washke
309	Art and Organization	Wuest
313	Systematic Botany	Sweetser
317	Elementary Biology	Larsell
318	Drawing	Hinshaw
Gym	Elementary Dancing and Rhythmics	Forchemer

9 a. m.

103	The Background and Fundamentals of Music	Goodrich
104	Children's Literature for Elementary Teachers	Peck
105	General Psychology	Crosland
106	Problems of the Teacher	Wooton
107	Organization and Administration of Secondary Education	Belles
110	Correlation of Subject Matter in Platoon Schools	Whitney
111	The Near East	Puryear
112	English Novel of the 18th Century	Ernst
113	International Trade	Morris
114	Modern Social Problems	Creech
115	First Term of First Year Spanish (9:30-11)	Warrington
116	Survey of American Literature	Collins
203	Elementary German	Schmidt
204	Advanced Algebra or Plane Trigonometry	Price
207	Fundamentals of Public Speaking	Collier
208	Institute for Health Workers	Dunbar
309	Art in the Schoolroom	Wuest
316	Systematic Botany Laboratory	Sanborn
317	Elementary Plant Biology	Sweetser
Gym	Technique of the Dance	Forchemer

10 a. m.

103	Methods of Teaching Public School Music	Boyer
104	Race Problems	Reynolds
105	Biology and Social Adjustments	Wood
106	European School Systems	Wooton
107	American National Government	Mez
110	Auditorium Technique in Platoon Schools	Bridges
111	Colonial America	Ganoe
112	Social Education	Tuttle
113	Survey of English Literature	Lesch
114	Contemporary American Literature	Bates
115	First Term of First Year Spanish (9:30-11)	Warrington
116	Journalistic Writing	Wharton
203	German Classicists of the 19th Century	Schmidt

204	Mathematics of Finance	Price
205	General and Community Hygiene	Washke
301	Modern Decorative Art	Schulderman
304	Representation	Halvorsen
309	History of Russia	Goldenweiser
313	Economic and Historical Botany of the Pacific Northwest	Sweetser
316	Elementary Plant Biology Laboratory (10-12)	Sanborn
318	Painting	Hinshaw
Gym	Dance Composition	Forchemer

11 a. m.

103	Technique and Appreciation of Musical Form	Boyer
104	Urban Sociology	Reynolds
105	Methods in Teaching Health	Thomson
107	International Relations and World Problems	Mez
108	Cartography and Map Reading	Marshall
110	Short Story Writing	Parsons
111	Recent History of the United States	Ganoe
112	Moral Training	Tuttle
113	Shakespeare	Lesch
114	Great Philosophers and Modern Problems	Bates
115	French Literature	Warrington
203	German Literature	Schmidt
204	College Geometry or Differential Equations	Price
205	Organization and Administration of Physical Education	Washke
207	Public Speaking for Teaching and Other Professions	Collier
208	Observation in Platoon Demonstration School	Staff
301	Handicrafts	Schulderman
304	Composition and Design	Halvorsen
309	Primitive Society	Goldenweiser
Gym	Play and Playground Programs for Elementary Schools	Krohn

12 Noon

318	Landscape Sketching	Hinshaw
Gym	Sports and Women's Coaching	Krohn

1 p. m.

Gym	Gymnasium Course in Posture Training, Drill and Class Management	Krohn
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1-3:30 p. m.

Tuesday and Thursday

316	Elementary Biology Laboratory	Highmiller
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UNIVERSITY OF OREGON

Summer Session Schedule
and Registration Manual

Campus Session, 1932

Students holding Carnegie Art Center scholarships report for registration to Mr. Willcox, 107 Architecture.

All other students register in Johnson Hall (Administration Building).

Registration hours: 8 to 12 and 1 to 4:30.

How to Register (Undergraduates)

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

Step 1. Secure **Information Card** from the table in the lobby of Johnson Hall.

Step 2. Select as adviser from the list on page 2 the person who represents your major department or the department in which you expect to carry the most work. He will assist you in filling out a **Study Program Card**, a **Duplicate Study Program Card**, and a **Cashier's Fee Card**, and will sign them as your adviser.

Step 3. Take your cards to the cashier on the second floor (window 3 or 4) and pay your fees. Leave fee card with the cashier.

Step 4. Take **Study Program Card**, **Duplicate Study Program Card**, **Information Card**, and your fee receipt to window 5 or 6 and file the cards with the Registrar. **NOW YOU ARE REGISTERED.**

(After registration day, Monday, June 20, students who have not yet registered should call first at the office of the Director, 112 Johnson.)

How to Register (Graduates)

Step 1. Secure **Information Card** from the table in the lobby of Johnson Hall.

Step 2. Go to Registrar's office on the second floor (window 10) and secure **Study Program Card** and **Card of Admission** to the Graduate School. Students beginning graduate work go to office of the Dean of the Graduate School (room 107, first floor) for preliminary conference.

Step 3. Select as your adviser from the list on page 2 the person who represents your major department or the department in which you expect to carry the most work. He will assist you in filling out a **Study Program Card**, a **Duplicate Study Program Card**, and a **Cashier's Fee Card**, and will sign them as your adviser.

Step 4. Take your cards to the Graduate School office (room 107) for the signature of the Dean. Leave **Duplicate Study Program Card**.

Step 5. Take your cards to the cashier on the second floor (window 3 or 4) and pay your fees. Leave the fee card with the cashier.

Step 6. Take **Study Program Card**, **Information Card**, and your fee receipt to window 5 or 6 and file the cards with the Registrar. **NOW YOU ARE REGISTERED.**

(After registration day, Monday, June 20, students who have not yet registered should call first at the office of the Director, 112 Johnson.)

Summer Session Advisers

DEPARTMENT	ADVISER	ROOM (Johnson Hall)
Architecture and Allied Arts	Mr. Zane	110
Business Administration	Mr. Faville	101
Chemistry	Mr. Stafford	110
Drama	Mrs. Seybolt	106
Economics	Mr. Crumbaker	110
Education		
Clinical School	Mr. DeBusk	2
Undergraduates	Mr. Stetson, Mr. Bossing	3
Graduates	Mr. Sheldon, Mr. Huffaker	1
English		
Freshmen, Sophomores	Mr. Morrisette	103
Juniors, Seniors, Graduates	Mr. Boyer, Mr. Horn	103
German	Mr. Kremer	110
History	Mr. R. C. Clark, Mr. Noble	4
Journalism	Mr. Turnbull	110
Latin	Mrs. Landros	110
Law	Mr. Morse	110
Library Methods	Mr. Douglass	110
Mathematics	Mr. DeCou	101
Music	Mrs. Beck, Mr. Artau	103
Philosophy	Mr. Rebec	107
Physical Education	Miss Woodruff	110
Coaching School	Mr. Rosson	110
Physics	Mr. Caswell	110
Political Science	Mr. Schumacher	110
Psychology	Mr. Taylor	110
Romance Languages	Mr. Bowen	110
Sociology	Mr. Jameson	110
Director of Campus Session	Mr. Clark	112
Dean of Graduate School	Mr. Rebec	107
Dean of Women	Mrs. Schwering	109
Secretary of Summer Session	Mrs. Cooper	112

Fees

General Registration Fees

Registration fee for residents of Oregon	\$20.00
Registration fee for all non-residents	25.00
Single course fee for students carrying not more than three hours, per credit hour	3.00
Auditor's fee, per course	5.00
Post Session registration fee	10.00
Auditor's fee for Post Session, per course	2.50

Athletic Coaching School

Registration fee covering all courses	25.00
Course fee for regular summer session students	5.00

Laboratory and Course Fees

These fees must be paid in addition to the general registration fee by all students in these courses, whether enrolled for credit or as auditors.

ART—Fee for each laboratory course (see catalogue)	5.00
CARNEGIE ART CENTER—Special registration fee	5.00
CHEMISTRY—Fee per credit hour	1.50
DRAMA—244. Speaking Voice	3.00
347s. Stage Craft and Play Production	5.00
349. Verse Speaking Choir	3.00
475. Advanced Play Production	5.00
LAW—Fee for two or more courses	10.00
Fee for single course	5.00
MUSIC—See Summer Session catalogue, pages 37-38.	
PHYSICS—Fee per hour of laboratory credit	4.00
PSYCHOLOGY—201s. Beginner's Laboratory Course in Psychology	6.00

Gymnasium Fees

Gymnasium fee for those desiring to use gymnasium, tennis courts, and swimming pools (to be paid at cashier's office)	2.00
Fee for occasional use of swimming pool (to be paid to attendant in charge)	.25
Fee for occasional use of tennis courts, per hour, per player (to be paid to attendant in charge)	.10

Offices of the Faculty

Members of the faculty other than advisers will be in their offices on Monday, June 20, from 8:30 to 12 and from 1:30 to 4:30; other days at office hours or by appointment.

Louis P. Artau	114 Music
Victoria Ayakian	106 Art
Anne Landsbury Beck	Music Building
Arthur Boardman	112 Music
Nelson L. Bossing	7 Education
Earl E. Boushey	Men's Gymnasium
Ray P. Bowen	3 Oregon
C. V. Boyer	105 Villard
Roy G. Bryson	110 Music Building
O. K. Burrell	209 Commerce
Prince Callison	McArthur Court
Albert Campbell	307 Condon
E. Lenore Casford	Reference Dept., Library
A. E. Caswell	106 Deady
Dan E. Clark	112 Johnson
R. C. Clark	3 Commerce
Hilda Olsen Cooper	112 Johnson
Christina A. Crane	2 Oregon
Calvin Crumbaker	9 Commerce
J. DeWitt Davis	11 Education
Charles R. Dawson	204 McClure
B. W. DeBusk	8 Education
Edgar E. DeCou	101 Johnson
M. H. Douglass	5 Library
Conah Mae Ellis	10 Education
John Stark Evans	Music Building
David E. Faville	208 Commerce
Grace M. Fernald	17 University High School
James H. Gilbert	Johnson Hall
Margaret B. Goodall	University High School
William L. Hayward	McArthur Court
John G. Hazam	2 Commerce
Orlando J. Hollis	212 Oregon
George Hopkins	111 Villard
Robert D. Horn	205 Villard
Marion Horton	34 Library
Mabel A. Houck	206 Architecture
C. L. Huffaker	12 Education
S. H. Jameson	Social Science House
Edmund P. Kremer	3 Friendly
Edna Landros	108 Oregon
John J. Landsbury	Music Building
Mabel E. McClain	Circulation Dept., Library
Rose McGrew	107 Music
Edgar R. Means	University High School
Pat V. Morrisette	205 Villard
Wayne L. Morse	21 Oregon
Harold J. Noble	2 Commerce
Will V. Norris	102 Deady
Douglas W. Orme	Music Building
Philip A. Parsons	Social Science House
Elmer Pendell	108 Commerce
Mary H. Perkins	102 Villard
Juan B. Rael	102 Oregon
Lillian Rayner	17 University High School
George Rebec	107 Johnson
William J. Reinhart	McArthur Court
Elmo A. Robinson	10 Education
Rose Robinson	32 Library
Hugh E. Rosson	McArthur Court
Waldo Schumacher	103 Commerce
Hazel Prutzman Schwering	109 Johnson
Robert H. Seashore	304 Condon
Ottillie T. Seybolt	106 Johnson
Henry D. Sheldon	14 Education
Eugene Shields	McArthur Court
F. L. Shinn	5 McClure
S. Stephenson Smith	205 Villard
O. F. Stafford	1 McClure
Eugen G. Steinhof	202 Architecture
F. L. Stetson	6 Education
Howard R. Taylor	305 Condon
Jane Thacher	108 Music
George S. Turnbull	4 Journalism
Rex Underwood	106 Music
Jessie Gay Van Cleve	31 Library
Andrew Vincent	117 Architecture
W. R. B. Wilcox	201 Architecture
Janet Woodruff	115 Gerlinger
Leavitt O. Wright	102 Oregon
Juanita Young	Women's Gymnasium
Nowland B. Zane	Studio Art Annex

EUGENE SUMMER SESSION SCHEDULE OF COURSES AND ROOMS

Unless otherwise stated in summer session catalogue, courses numbered 400 and above may be taken for graduate credit.

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

Nine term hours is normally the maximum that can be earned in the regular session. See the director for exceptions.

Eight o'Clock

ART			
194. Freehand Drawing	Vincent	112	Architecture
395. Art Appreciation II	Zane	107	Architecture
CHEMISTRY			
201abs. General Chemistry (class 8 to 10, M T W Th; 8 to 9, F)	Stafford	105	McClure
ECONOMICS			
203s. Principles of Economics	Pendell	3	Johnson
EDUCATION			
442. Psychology of Atypical Children—Advanced Course	Fernald	4	Education
464s. Tests and Measurements	Davis	3	Education
480. Problems of the Teaching Staff	Bossing	2	Education
ENGLISH			
102s. English Survey—Second Term	Smith	101	Villard
412s. Chaucer	Perkins	107	Villard
472s. Jacobean Drama	Horn	103	Villard
GERMANIC LANGUAGES AND LITERATURE			
1s. Elementary German (7:30)	Kremer	109	Oregon
HISTORY			
206s. Early English History	Hazam	4	Commerce
341s. Modern Europe	Noble	8	Commerce
LAW			
433. Criminal Procedure	Morse	209	Oregon
LIBRARY METHODS			
361s. Children's Literature	Van Cleve	30	Library
MATHEMATICS			
104s or 105s. Unified Mathematics	DeCou	1	Johnson
MUSIC			
360s. Public School Music	Beck		Music Building
POLITICAL SCIENCE			
202. State and Local Government	Schumacher	5	Commerce
PSYCHOLOGY			
202s. Beginner's Psychology	Taylor	101	Condon
ROMANCE LANGUAGES			
2abs. Second Year French (continued 2-4)	Crane	2	Oregon
370s. Third Year Spanish Literature	Wright	5	Oregon
SOCIOLOGY			
343s. Social Interactions	Jameson	2	Johnson

Nine o'Clock

ART			
373s. Crafts I (9 to 11)	Avakian	107	Arts
392. Decorative Design	Zane	120	Architecture
BUSINESS ADMINISTRATION			
463s. Investments	Burrell	7	Commerce
CHEMISTRY			
440abs. Organic Chemistry (class 9 to 11, M T W Th; 9 to 10, F)	Shinn	103	McClure
ECONOMICS			
449. Modern Economic Theory	Pendell	3	Johnson
452s. Economics of Public Utilities	Crumbaker	4	Johnson
EDUCATION			
310s. Teaching of Science in Secondary Schools	Means	12	Univ High
441. Psychology of Atypical Children—Introduction	Fernald	4	Education
472s. Problems in Organizing a Local School System	Stetson	3	Education
ENGLISH			
103s. English Survey—Third Term	Morrisette	103	Villard
201s. Plays of Shakespeare's Early Period	Horn	101	Villard
442s. Early Nineteenth Century Novel	Boyer	107	Villard
GERMANIC LANGUAGES AND LITERATURE			
303s. Rapid Reading of German	Kremer	109	Oregon
HISTORY			
472s. Leading Americans	R. C. Clark	8	Commerce
478s. History of Political Parties	D. E. Clark	110	Johnson
495s. Recent History of Far East	Noble	4	Commerce
LAW			
486. Damages	Hollis	209	Oregon

LIBRARY METHODS			
342s. School Library Administration	Horton	34	Library
362s. Library Work With Children	Van Cleve	30	Library
MATHEMATICS			
402s. Higher Algebra	DeCou	1	Johnson
MUSIC			
365. Music Appreciation	Beck		Music Building
PHYSICS			
204s. General Physics—First Term (9 to 11)	Caswell	105	Deady
205s. General Physics—Second Term (9 to 11)	Caswell	105	Deady
412s. Advanced General Physics—Second Term (class at 9, M W F; Lab, 1 to 4)	Norris	103	Deady
PSYCHOLOGY			
430. Recent Movements in Psychology	Seashore	301	Condon
ROMANCE LANGUAGES			
1as. First Year French (continued at 2, M and F)	Rael	4	Oregon
11as. First Year Spanish (continued at 2, T and Th)	Wright	5	Oregon
SOCIOLOGY			
314. Community Organization	Parsons	2	Johnson

Ten o'Clock

ART			
451. Psychology of Art Teaching	Steinhof	107	Architecture
BUSINESS ADMINISTRATION			
475s. Merchandising	Faville	7	Commerce
DRAMA			
244. Speaking Voice	Seybolt		Guild Hall
ECONOMICS			
418s. Public Finance	Gilbert	3	Johnson
474s. Economic History	Crumbaker	4	Johnson
EDUCATION			
306s. Theory of Teaching in Senior High Schools	Bossing	2	Education
308s. Teaching of English in Secondary Schools	Goodall	12	Univ High
443. Teaching of Atypical Children (10 to 12)	DeBusk, Fernald, Rayner		Clinical School
478. Statistics	Davis	3	Education
586. Supervision of Instruction in Secondary Schools	Stetson	4	Education
ENGLISH			
114s. Survey of American Literature	Smith	101	Villard
251s. Report Writing	Morrisette	103	Villard
480s. Nineteenth Century Prose	Boyer	107	Villard
GERMANIC LANGUAGES AND LITERATURE			
402. German Seminar, or			
403. Scandinavian Literature	Kremer	109	Oregon
HISTORY			
371s. United States History, 1783-1850	R. C. Clark	8	Commerce
422s. Early Middle Ages	Hazam	4	Commerce
JOURNALISM			
210s. Journalistic Writing	Turnbull	104	Journalism
LAW			
424. Domestic Relations and Persons	Morse	209	Oregon
LIBRARY METHODS			
321s. Book Selection and Evaluation	McClain	4	Library
351s. Cataloguing (Lab at 1)	Robinson	37	Library
MATHEMATICS			
404s. Solid Analytical Geometry	DeCou	1	Johnson
PHYSICAL EDUCATION			
115. Coaching of Baseball (10 to 12)	Reinhart		McArthur Court
305s. Secondary School Methods	Woodruff	121	Gerlinger
POLITICAL SCIENCE			
404. Political Parties and Election Problems	Schumacher	5	Commerce
PSYCHOLOGY			
465s. The Learning Process	Taylor	101	Condon
ROMANCE LANGUAGES			
519s. Spanish Seminar	Wright	5	Oregon
SOCIOLOGY			
300s. Principles of Sociology	Jameson	2	Johnson

Eleven o'Clock

ASSEMBLY			
Tuesday and Thursday			Villard Hall
DRAMA			
349. Verse Speaking Choir (M W F)	Seybolt		Guild Hall
JOURNALISM			
430s. Supervision of Teaching of Journalism in High School (M W F)	Turnbull	104	Journalism
LAW			
450. Mortgages (M W F and 2 other hours)	Hollis	209	Oregon
PHYSICS			
413s. Advanced General Physics—Third Term, or			
508s. Spectroscopy (M W F)	Norris	105	Deady

One o'Clock

ART			
888. Painting	Vincent	112	Architecture
877a. Crafts II (1 to 8)	Avakian	115	Architecture
CHEMISTRY			
201abs. General Chemistry Laboratory (1 to 4, M T W)	Stafford	105	McClure
440abs. Organic Chemistry Laboratory (1 to 4, W Th F)	Shinn	103	McClure
EDUCATION			
303s. Educational Psychology	Ellis	2	Education
440s. Technique of Diagnosis	DeBusk	3	Education
LIBRARY METHODS			
351s. Cataloguing (Lab 1 to 3)	Robinson	37	Library
MUSIC			
400s. Upper Division Public School Music	Beck		Music Building
PHYSICAL EDUCATION			
116. Coaching of Track	Hayward		McArthur Court
PHYSICS			
204 Lab. General Physics Lab. (1 to 4)	Norris	101	Deady
412s. Advanced General Physics Laboratory (1 to 4)	Norris	101	Deady
PSYCHOLOGY			
201s. Beginner's Lab Course in Psychology (1 to 4)	Seashore	302	Condon
ROMANCE LANGUAGES			
350s. Third Year French Literature	Bowen	5	Oregon

Two o'Clock

ART			
398. Civilization and Art Epochs	Zane	107	Architecture
DRAMA			
347s. Stage Craft and Play Production (2-4, M W F)	Seybolt		Guild Hall
EDUCATION			
302s. Problems in Secondary Education	Means	2	Education
312s. Work of Deans and Advisers of Girls	Ellis	4	Education
444. Remedial Work	Rayner	12	Univ High
510. Advanced Principles of Education	Sheldon	3	Education
ENGLISH			
314s. Contemporary Poets	Morrisette	101	Villard
HISTORY			
524s. The Muslim World (T and Th)	Hazam	4	Commerce
JOURNALISM			
400s. Article and Feature Writing	Turnbull	104	Journalism
LATIN			
421. Latin Literature	Landros	107	Oregon
LIBRARY METHODS			
341s. Books for High School Libraries	Horton	34	Library
PHILOSOPHY			
321s. Actual Contemporary Life—Philosophies	Rebec	4	Johnson
PHYSICAL EDUCATION			
206s. Elementary School Methods	Woodruff	121	Gerlinger
ROMANCE LANGUAGES			
450s. Advanced Course in French Literature	Bowen	5	Oregon
SOCIOLOGY			
Seminar in Community Organization	Parsons	2	Johnson

Three o'Clock

EDUCATION			
301s. Introduction to Education	Sheldon	3	Education
513. Research Course in Secondary Education	Stetson, Means, Ellis	2	Education
576s. The School Survey	Huffaker	4	Education
HISTORY			
510s. History Thesis (T and Th)	R. C. Clark	3	Commerce
595s. Seminar in Far Eastern History (M and W)	Noble	4	Commerce
LIBRARY METHODS			
322s. Elementary Reference Work	Casford	4	Library
PHYSICAL EDUCATION			
113. Coaching of Football (3 to 5:30)	Callison		McArthur Court
118. Swimming (3:30)			Women's Gym
119. Volley Ball, Basketball and Baseball	Woodruff		Women's Gym
ROMANCE LANGUAGES			
510s. French Seminar	Bowen	5	Oregon

Four o'Clock

EDUCATION			
574s. School Finance	Huffaker	3	Education

Seven o'Clock

PHYSICAL EDUCATION			
114. Coaching of Basketball (7 to 9)	Reinhart		McArthur Court

Time to be Arranged

ART			
175. Color	Avakian	107	Arts
250. Lower Division Architectural Design	Willcox	200	Architecture
260. Composition	Vincent	112	Architecture
325. Upper Division Architectural Design	Willcox	200	Architecture
525. Seminar in Art and Life	Willcox	201	Architecture
BUSINESS ADMINISTRATION			
459s. Senior Thesis in Business Administration	Faville	205	Commerce
DRAMA			
475. Advanced Play Production	Seybolt		Guild Hall
ECONOMICS			
501s. Research in Economics	Staff		Commerce Bldg.
EDUCATION			
511. Seminar in Curriculum Construction	Bossing	7	Education
514. Seminar in Educational History	Sheldon	14	Education
597. Educational Research	Staff	12	Education
ENGLISH			
390s. Honors Reading for Juniors	Staff	105	Villard
444s. Eighteenth Century Prose	Smith	103	Villard
490s. Honors Reading for Seniors	Staff	105	Villard
449s. Honors Thesis	Staff	105	Villard
501s. The English Critics	Horn	107	Villard
520s. Research and Seminar	Staff	105	Villard
529s. Graduate Thesis	Staff	105	Villard
HISTORY			
501s. History Research	Staff	3	Commerce
JOURNALISM			
501s. Seminar in Journalism	Turnbull	104	Journalism
LAW			
491. Legal Research	Staff	218	Oregon
MATHEMATICS			
514-5. Thesis	DeCou	101	Johnson
MUSIC			
All music courses, except those in Public School	Staff		Music Building
Music and Music Appreciation	Staff		Music Building
PHILOSOPHY			
451s. Undergraduate Seminar	Rebec	107	Johnson
501s. Graduate Seminar	Rebec	107	Johnson
PHYSICS			
300s. Laboratory Arts	Norris	101	Deady
430s. Literature of Physics	Norris	102	Deady
520s. Seminar	Staff	106	Deady
550s. Graduate Thesis	Norris	102	Deady
POLITICAL SCIENCE			
505. Problems of Popular Government	Schumacher	103	Commerce
PSYCHOLOGY			
307s. Undergraduate Research and Thesis	Staff		Condon Hall
419s. Psychological Literature	Staff		Condon Hall
507s. Research and Thesis	Staff		Condon Hall
513. Seminar on Interrelations of Individual Differences	Taylor	305	Condon
520. Seminar on Problems of Developmental Psychology	Seashore	304	Condon
ROMANCE LANGUAGES			
520s. Thesis	Bowen & Wright	3	Oregon
SOCIOLOGY			
405. Field Work in Community Organization	Parsons		Social Science
515. Seminar in Sociology	Jameson		Social Science

Post Session

Eight o'Clock

CHEMISTRY			
201cs. General Chemistry (class 8-10, M T W Th; 8-9, F)	Stafford	105	McClure
EDUCATION			
310. Child Psychology	Tuttle	2	Johnson
ENGLISH			
447ps. Jacobean and Caroline Poetry	Horn	4	Johnson
HISTORY			
423ps. Later Middle Ages	Hazam	110	Johnson
LIBRARY METHODS			
322s. Advanced Reference Work	Casford	4	Library
ROMANCE LANGUAGES			
1bs. First Year French (8 to 10)	Rael	3	Johnson

Nine o'Clock

CHEMISTRY			
440cs. Organic Chemistry (class 9 to 11, M T W Th; 9 to 10, F)	Shinn	103	McClure
EDUCATION			
370. Advanced Educational Psychology	Robinson	1	Johnson
487. Materials for Character Education	Tuttle	2	Johnson

HISTORY

479ps. Forces and Influences in American History	D. E. Clark	110 Johnson
PHYSICS		
206s. General Physics—Third Term (9 to 11)	Caswell	105 Deady
SOCIOLOGY		
310. Primitive Society	Goldenweiser	4 Johnson

Ten o'Clock

ECONOMICS		
441ps. International Economics Policies	Morris	1 Johnson
EDUCATION		
450. Developments in School Administration	Huffaker	2 Johnson
ENGLISH		
473ps. Restoration Drama	Horn	4 Johnson
HISTORY		
494ps. Early Far East	Hazam	110 Johnson
LIBRARY METHODS		
352s. Classification and Subject Headings	Robinson	4 Library
PSYCHOLOGY		
335. Applied Psychology	Crosland	302 Condon
ROMANCE LANGUAGES		
11bs. First Year Spanish (10 to 12)	Rael	3 Johnson

Eleven o'Clock

EDUCATION		
471. State School Administration	Huffaker	2 Johnson
561. Philosophy of Education	Robinson	1 Johnson
ENGLISH		
340ps. Arthurian Legend	Perkins	4 Johnson
HISTORY		
459. History of Modern Russia	Goldenweiser	110 Johnson

One o'Clock

CHEMISTRY		
201cs. General Chemistry Laboratory (1 to 4, M T W) ..	Stafford	105 McClure
440cs. Organic Chemistry Laboratory (1 to 4, W Th F) ..	Shinn	103 McClure
PHYSICS		
206s Lab. General Physics Laboratory (1 to 4, M T Th) ..	Caswell	101 Deady
ROMANCE LANGUAGES		
2cs. Second Year French (1 to 3)	Rael	1 Johnson

Time to be Arranged

EDUCATION		
597. Educational Research	Staff	12 Education
ENGLISH		
390ps. Honors Reading for Juniors	Staff	105 Villard
490ps. Honors Reading for Seniors	Staff	105 Villard
499ps. Honors Thesis	Staff	105 Villard
520ps. Research and Seminar	Staff	105 Villard
529ps. Graduate Thesis	Staff	106 Villard
HISTORY		
407ps. Reading and Conference	Staff	Johnson Hall
PHYSICS		
431s. Literature of Physics	Caswell	106 Deady
530ps. Seminar	Caswell	106 Deady
550ps. Graduate Thesis	Caswell	106 Deady
PSYCHOLOGY		
307ps. Undergraduate Research and Thesis	Staff	306 Condon
419ps. Psychological Literature	Staff	306 Condon
507ps. Research and Thesis	Staff	306 Condon
SOCIOLOGY		
405. Field Work in Community Organization	Parsons. Social Science House	
414. Seminar in Community Organization	Parsons. Social Science House	

