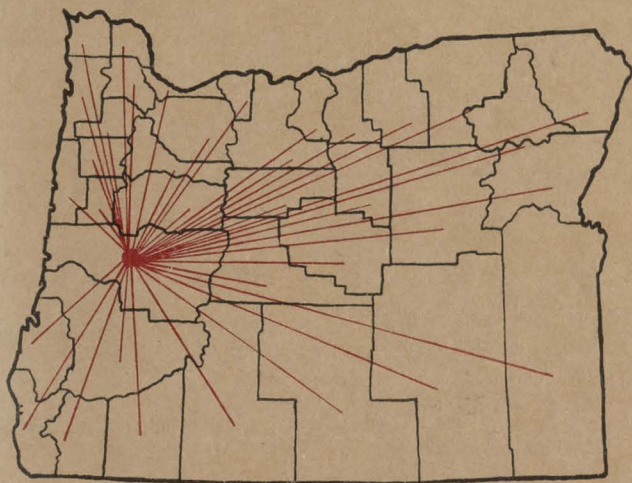


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Correspondence-Study Catalogue

Extension Division -- University of Oregon

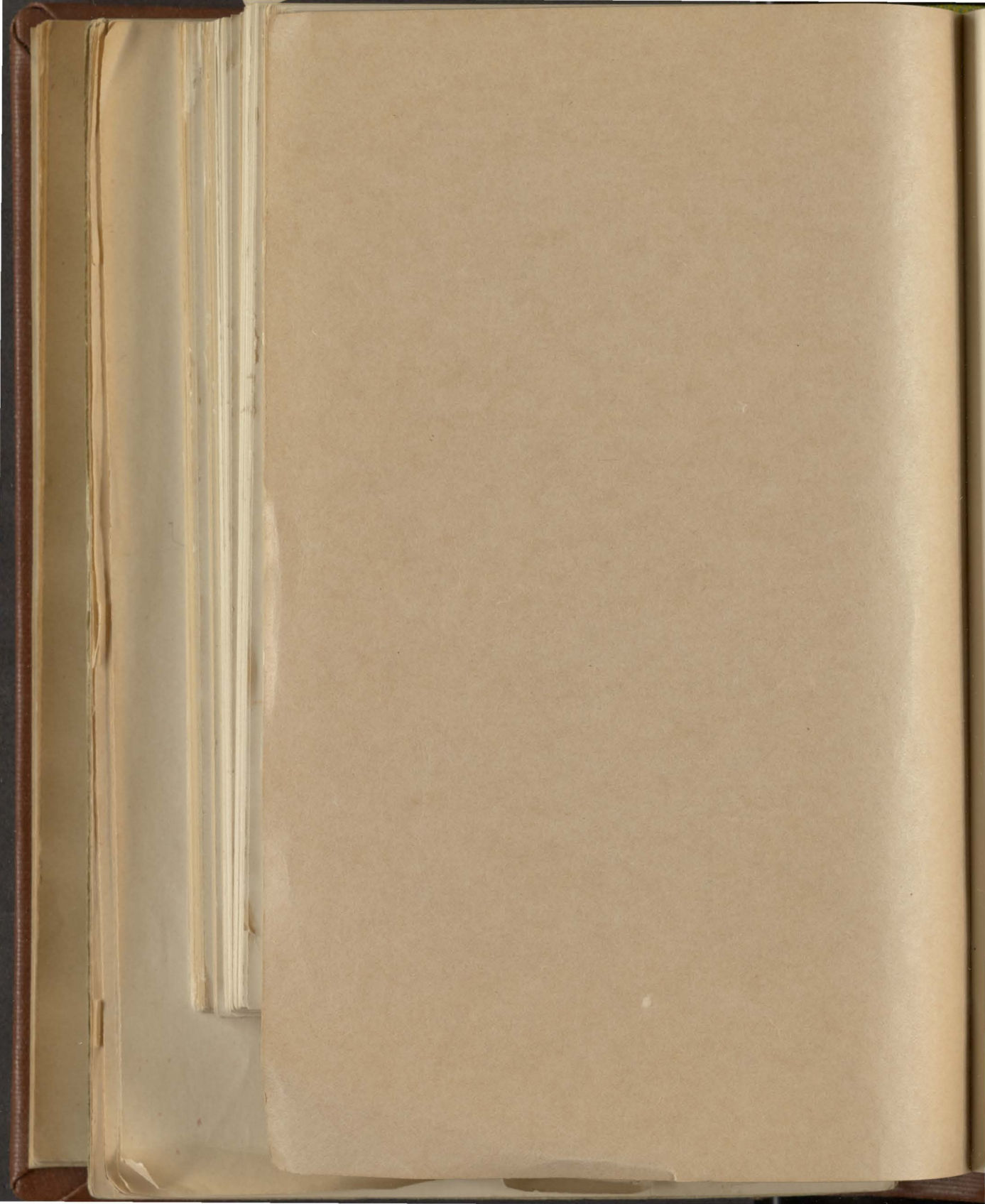


Announcements for 1921-1922

Published by the Department of Extension Teaching of the Extension Division, University of Oregon, Eugene
September, 1921

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After Jan. 1, 1922, FEEB will
be \$1.00 a term hour. For
details see p. 8



THE EXTENSION DIVISION

University of Oregon, Eugene

Correspondence-Study Catalogue

Announcements for 1921-1922



Published by the University of Oregon, Eugene, Oregon.

UNIVERSITY PRESS

The Extension Division

THE Extension Division is that part of the University of Oregon which is organized for the purpose of offering to all the people of the state some of the advantages which are enjoyed by the few who are able to attend classes on the campus. It is also the agency through which the resources of the University are made available to communities, organizations and individuals throughout the state.

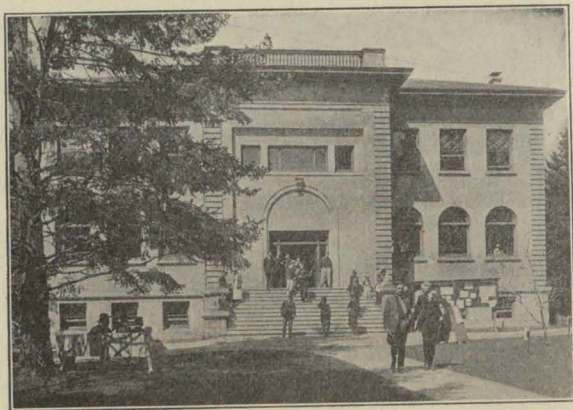
Thus, at the present time, the Extension Division is organized in two departments: the department of extension teaching and the department of social welfare.

The department of extension teaching offers to the people of the state the benefits of University instruction through correspondence-study, extension classes and teachers' reading circle.

The department of social welfare makes the resources of the University available throughout the state by means of visual instruction, public discussion, vocational research, child welfare activities, community music, special information service and extension lectures.

This bulletin is devoted chiefly to announcements of correspondence-study courses. Inquiries concerning other activities of the Extension Division will be welcome.

Give your University the opportunity to be of service to you.



The University Library.

CONTENTS

Page

The Extension Division	2
Correspondence Study	5
Meaning	5
Purposes	5
Advantages	6
Eligibility	7
General Rules	8
Expenses	10
Examinations	10
Credit	11
Courses for teachers	12
Courses Preparatory to the Vocations	15
The Extension Monitor	16
Requirements for Entrance to the University	17
Requirements for Graduation	19
College Correspondence Courses	19
Bird Study	19
Botany	20
Citizenship	21
Debating	21
Drawing	22
Economics	24
Education	28
English	30
Geology	31
History	33
Literature	37
Mathematics	39
Modern Languages	41
Physics	42
Physiology	42
Psychology	43
Sociology	44
Entrance Courses	44
English Composition	44
English Grammar	44
European History	45
Literature	46
Mathematics	47
Physics	47
Extension Classes	48
Study Courses for Clubs	48
Teachers' Reading Circle	50
Home Reading Courses (Bureau of Education)	51
Correspondence-Study Faculty	53
Application Blank	

University of Oregon Correspondence-Study Course

COLLEGE ENGLISH COMPOSITION

Section III.-Description and Narration

Lesson 37.

Read the selections under III D.

Assignments:

There are given here two types of description, the Expository description, exemplified in the selections on pages 375 and 376, and what might be called Literary or, better, Artistic description, of which the description of St. Mark's is the finest example.

1. What is the purpose of each of these types? How will this purpose affect the selection of details?
2. How is the change in the point of view from the exterior to the interior of the building managed in the selections on pages 373, 376, 377, 383?
3. Write a short description in the expository manner, of some building in your town. Imagine that a friend of yours at a distance is negotiating for the purchase of it and has asked you for a good description of it, since he is unable to visit it in person. Consider what use this friend will make of the structure and describe it from that viewpoint. You may make this a letter if you prefer.
4. Read in the Handbook pages 81-84.
Revise Exercise 59.

A typical correspondence lesson.

CORRESPONDENCE - STUDY

THE University of Oregon not only provides a wide range of instruction for those who are able to attend classes on the campus, but it also offers to send a portion of its work into any home in the state through correspondence-study.

MEANING OF CORRESPONDENCE-STUDY

Correspondence-study, as offered by the Extension Division of the University of Oregon, is instruction of University grade, made available to persons not in residence at the University or in attendance at some other educational institution. It is instruction by means of lesson outlines, prepared by members of the University faculty, which take the place of the lectures and class exercises given to students in residence. Using these lesson outlines as guides, the student studies the text-books and reference materials in each particular course, and prepares papers and reports, which are mailed to the Extension Division for correction and suggestions by competent instructors.

PURPOSES OF CORRESPONDENCE-STUDY

Correspondence courses are offered for the benefit of persons in any community in the state who would like to study at home under the direction of the University. More definitely, these courses are designed to meet the requirements of the following groups:

- (1). Persons not in residence at the University who desire to take courses entitling them to University credit.
- (2). Persons who desire to take courses necessary to satisfy the entrance requirements of the University.
- (3). Persons who, for any reason, desire to pursue studies under competent supervision, without any reference to University credit or entrance requirements.

ADVANTAGES OF CORRESPONDENCE-STUDY

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

- (1). Work may begin at any time.
- (2). Studying may be done at a time and under conditions of the student's own choosing.

(3). Studying may be done in leisure hours, without in any way interfering with the breadwinning activities of the student.

(4). Progress toward the completion of courses may be practically as rapid as the ability and application of the student will permit. Thus the student who grasps ideas quickly is not held back by less brilliant classmates; while on the other hand, the slower and perhaps more methodical student is enabled to choose his own rate of study.

(5). One-third the credit required for a University degree may be earned at home through correspondence-study.

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

ELIGIBILITY TO CORRESPONDENCE-STUDY

The correspondence courses offered by the Extension Division of the University of Oregon are intended primarily for residents of the state. Exceptions are sometimes made in the case of students who are out of the state temporarily or of non-residents who are definitely preparing to enter the University. Special fees are required of non-residents.

No student is expected to carry correspondence work while in actual attendance at any college or high school. If work is done under such conditions, it must be by special consent of the department of extension teaching, following the advice of the resident instructors of the student.



This mountain homesteader is a correspondence student.

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

GENERAL RULES GOVERNING CORRESPONDENCE-STUDY

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

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

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

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

TIME REQUIRED. The average time required for the preparation of each correspondence lesson is about six hours. This will vary somewhat with the course and the individual student, but may be taken as a basis upon which to estimate the time that will be required for the completion of a course. This estimate applies to the regular undergraduate courses; lessons in some advanced subjects that may be taken for graduate credit will require longer time for preparation.

Students are encouraged to work as rapidly as their time and careful, consistent work will justify. They may not, however, take more than two nine-hour courses or the equivalent in shorter courses during any period of three months, nor more than one nine-hour course or its equivalent in shorter courses in any period of six weeks. Reports should be distributed with approximate evenness throughout the period of study. The secretary or instructor may refuse to accept the reports of a student who hurries his work unduly.

LENGTH OF COURSE. Where practicable, courses are outlined in units of sixteen lessons each. Some subjects are treated in a series of units so arranged that students who do not have the time or do not care for

all of the units may select those they prefer. A number of courses, however, have twenty-four and thirty-two lessons, and a few have forty-eight.

NUMBER OF COURSES. One or two courses are usually all that a student can handle satisfactorily at one time. Students who are not familiar with correspondence methods are advised to start with one course, registering for another later if it seems advisable.

MARKS. The system of marks used in grading correspondence papers is the same as that used in regular University classes. The schedule of marks is as follows:

I. Unusual excellence.

II. High quality.

III. Satisfactory.

IV. Fair.

V. Passing.

F. Failed.

Cond. Conditioned. Quality of work unsatisfactory and probably re-examination required.

Ine. Incomplete. Quality of work satisfactory, but unfinished for reasons acceptable to instructor, and additional time granted. Credit cannot be given until the work is completed.

EXPENSES OF CORRESPONDENCE-STUDY

FEES. Fees for correspondence-study are graduated according to the length of a course, with \$2 as the minimum fee. The range of fees is from \$2 to \$6 for college courses; \$3 for one-half unit entrance courses, and \$6 for full entrance courses. The amount of the fee will be stated in the announcement of each course in the catalogue.

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

No course fee will be returned after a student has begun work, and transfer of fees from one course to another cannot be made after a student has actually begun work.

Money should be sent in the form of postal order, express order, or bank draft made payable to the University of Oregon. Do not send personal checks.

OUT OF STATE STUDENTS. Registration in correspondence courses has been limited almost exclusively to Oregon students because the Extension Division has not felt that its equipment was sufficient to care for all the students who might wish to register. But so many requests for courses are coming in from students from other states that the Division has

all of the units may select those they prefer. A number of courses, however, have twenty-four and thirty-two lessons, and a few have forty-eight.

NUMBER OF COURSES. One or two courses are usually all that a student can handle satisfactorily at one time. Students who are not familiar with correspondence methods are advised to start with one course, registering for another later if it seems advisable.

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I. Unusual excellence.

II. High quality.

III. Satisfactory.

IV. Fair.

V. Passing.

F. Failed.

Cond. Conditioned. Quality of work unsatisfactory and probably re-examination required.

Inc. Incomplete. Quality of work satisfactory, but unfinished for reasons acceptable to instructor, and additional time granted. Credit cannot be given until the work is completed.

IMPORTANT NOTICE

After January 1, 1922, fees for college correspondence courses will be at the rate of \$1.00 for each term hour of University credit, with a minimum fee of \$2.00. Thus, the fee for a three-term-hour course will be \$3.00, instead of \$2.00 as now indicated in the catalogue; a six-term-hour course will cost \$6.00, instead of \$4.00, etc.

The fees for entrance courses will not be changed.

The fees charged persons not residents of Oregon will continue the same, namely, \$10.00 for a three-term-hour course, \$20.00 for a six-term-hour course, etc.

Persons in doubt about the fee in any particular course after January 1, 1922, should write to the Extension Division for definite information before enrolling.

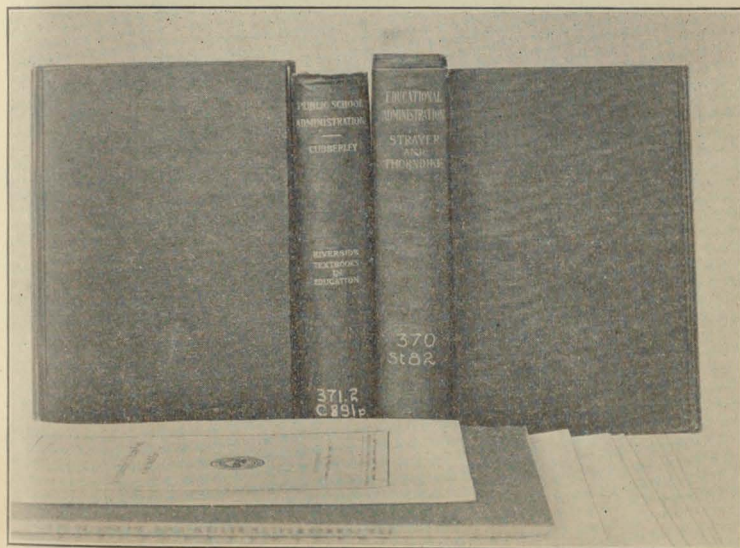
decided to permit these students to receive instruction in correspondence courses by the payment of its approximate cost.

Accordingly, a student whose home is not in Oregon may register for correspondence courses by the payment of \$5 a semester hour for each course taken. A semester hour is equivalent to one and one-half term hours. All other requirements for courses are the same as for Oregon students.

DURATION OF REGISTRATION. One year from the beginning of the quarter following the date of enrollment is allowed a student for the completion of a course. On recommendation of the secretary of extension teaching, extension of time may be granted equivalent to time lost from correspondence-study work by reason of serious illness or by attendance at the University of Oregon, provided application for such extension of time is made when active work is discontinued.

TEXTS. Texts are purchased by the student. They may be secured through local book dealers, direct from the publishers, from the J. K. Gill Company of Portland, or from the Extension Division. *Full payment for books should always accompany the order.*

A students' Co-operative Store is in operation at the University, and correspondence students may have the same privileges of purchasing their books and supplies from this store that are given to students in residence. The store is making a special effort to keep in stock a full line of cor-



The equipment of a correspondence student.

respondence-study books and supplies, so that students' orders can usually be filled at a saving of time and inconvenience.

When a correspondence course has been decided upon, write to the University of Oregon Co-operative Store, Eugene, for prices on the texts needed or ask that books be sent C. O. D. When payment is sent with the order do not fail to include the full price.

Sometimes the store will be able to purchase from students second-hand books which are being used regularly in correspondence courses or courses on the campus. Before sending in books, however, students should always write to the store to make sure that they can be sold.

Reference and other supplementary reading matter may be borrowed from the University Library, Eugene, and from the State Library, Salem. The only expense for this borrowed material is the carriage charge.

SUPPLIES. All supplies required in the preparation of lessons are furnished by the student. The student also pays postage on his papers one way. The Extension Division pays return postage on lesson papers.

EXAMINATIONS IN CORRESPONDENCE COURSES

OPTIONAL. Examinations are optional with the student, but are recommended by the Extension Division and are required when credit is desired. The Extension Division urges students to take all final examinations in courses in which the lessons have been completed, because it has happened frequently that students who felt quite sure they could never use the credit have later changed their plans and have wanted it.

Examinations may be taken at the University, or under the supervision of some competent person who is approved by the Extension Division. Usually a school superintendent or principal in the student's home community is willing to give the necessary supervisory assistance.

TIME. To secure credit for a correspondence course, the final examination must be taken within six months from the time work on the lessons is completed.

IMPORTANCE. Owing to the nature of correspondence work, the examination is of more importance than in ordinary resident work. Students, therefore, are urged to make careful reviews of all courses before writing their final papers.

CREDIT FOR CORRESPONDENCE-STUDY

UNDERGRADUATE. Sixty term hours is the maximum amount of credit that may be earned in correspondence courses and counted toward the degree of Bachelor of Arts.

GRADUATE. Candidates for the degree of Master of Arts may, subject to the approval of the Graduate Council, satisfy the residence requirements by completing eighteen term hours in regular summer sessions and

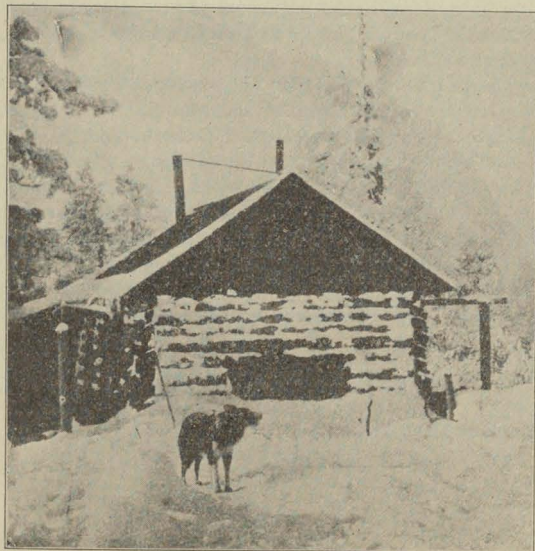
nine term hours in special research work at the University under the immediate direction of the major professor. With the consent of the major professor, they may make arrangements to complete a portion of the work remaining through correspondence courses.

ENTRANCE. Students who are deficient in entrance credits may, under certain conditions, make up such deficiencies through correspondence courses. The entrance courses described toward the end of the catalogue are for this purpose, although mature students may also enroll for certain college courses for entrance credit.

CORRESPONDENCE COURSES FOR TEACHERS

RESIDENCE REQUIREMENT. Teachers holding state life certificates may satisfy the one-year residence requirement for graduation from the University by attending three sessions of the summer school. The remainder of their work may be taken by correspondence in courses offered by the Extension Division and in other accredited colleges or universities.

EDUCATION. Nine of the fifteen semester or thirteen of the twenty-two term hours required in education for a teacher's certificate may be taken by correspondence, but at least six semester (nine term hours) hours should be completed in a regular session of the University or in summer sessions.



*Isolated cabins become University class-rooms for
correspondence students*

This applies to teachers whose college work has been done at some place other than the University of Oregon.

SPECIAL TEACHERS' COURSES have been organized in co-operation with the Oregon State Normal whereby teachers may complete approximately one-half year of Normal work. Following is a list of these courses, descriptions of which will be found elsewhere in this catalogue:

The American Republic—Civics.
American Political History.
Contemporary English Novelists.
Elementary Physiology.
Elementary Psychology.
Teaching Principles.
Child Study.

COURSES PREPARATORY TO THE VOCATIONS

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

Students who are planning to enter one of the University's professional schools can frequently take a part of the required prerequisites for the technical subjects by correspondence, and thus be making progress in their chosen field even though absent from the campus. Some definite suggestions of courses for several of these special schools and departments follow. However, before students make final plans for correspondence-study they should always write to the Registrar for full information about requirements in the particular school or department in which they are interested; then they should communicate with the director of correspondence-study regarding the best courses to take to satisfy given requirements.

SCHOOL OF ARCHITECTURE AND ALLIED ARTS. From the list of prescribed and elective courses in this school, the following may be taken by correspondence:

College English Composition.
College Physics (without laboratory work).
College Algebra.
Trigonometry.
Analytical Geometry.
Calculus (Differential and Integral).
Principles of Economics.
Graphic Statics.

SCHOOL OF BUSINESS ADMINISTRATION. From the list of prescribed and elective courses in this school, the following may be taken by correspondence:

- College English Composition.
- Economic History.
- College Algebra.
- Mathematics of Investment.
- Principles of Economics.
- Money, Banking and Economic Crises.
- Railroad Transportation.
- Economics of Business Organization.
- Principles of Ocean Transportation.
- Sociology.
- Elementary General Psychology.

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

Selection of courses may be made from the correspondence catalogue in the departments of special interest, except that students who expect to graduate from the University and secure a recommendation to teach from the school of education must meet the requirements in technical education courses in regular classes in residence.

SCHOOL OF JOURNALISM. In no profession is breadth of knowledge and variety of training more needed than in journalism. The first and second years in the University should be devoted very largely to the fundamentals of a general education; the professional courses in journalism are scheduled for the third and fourth years of the course.

Prospective students of journalism will do well therefore to select such correspondence courses as: economic history, principles of economics, the elements of sociology, college English composition, theme writing, short story writing, Oregon history, American literature (early and recent), contemporary English novelists, contemporary poetry, and elementary psychology.

SCHOOL OF LAW. Every student who expects to enter the school of law is urgently recommended to secure as thorough a collegiate course as his circumstances will permit. A two-year course of studies, termed the pre-legal curriculum, has been arranged for those who cannot take the full collegiate course in preparation for their professional work in law.

Courses from this pre-legal curriculum which may be secured by correspondence are:

- College English Composition.
- History (English and American).

Mathematics (College Algebra, Trigonometry, Calculus—one or more of these).

Economic History.

Principles of Economics.

College Physics.

Elementary General Psychology.

Theme Writing.

SCHOOL OF MEDICINE. The minimum requirement for admission to the medical school, in addition to the prescribed high school work, is three years of collegiate work consisting of at least 136 term hours, exclusive of physical training and military science. A schedule of courses for this premedical college course has been outlined, from which the following may be secured by correspondence:

College Physics (including laboratory work).

College English Composition.

Elementary General Psychology.

Abnormal and Borderline Psychology.

College Algebra.

Trigonometry.

Economic History.

Principles of Economics.

Theme Writing.

DEPARTMENT OF PRE-ENGINEERING. The department of pre-engineering has been organized recently as an integral part of the College of Literature, Science and the Arts, for the purpose of co-ordinating the work of the University and professional schools of engineering so as to offer to Oregon students the opportunity to obtain the most modern training in engineering and technical science at a minimum of time and expense.

The University of Oregon has working agreements with a number of the leading technical schools in the United States, whereby the pre-engineering courses given in the University are so closely articulated with the courses in the professional schools that students who are recommended by this University are admitted to the engineering institutions with a predetermined advanced standing. The plan enables the student to obtain unusually thorough preparation in those subjects which underlie the professional work as well as to obtain a broad cultural education. The institutions with which such agreements are in effect or are being negotiated are the following:

University of California.
Colorado School of Mines.
Columbia University.
Cornell University.
University of Illinois.

University of Minnesota.
Oregon Agricultural College.
Purdue University.
Stanford University.
University of Wisconsin.

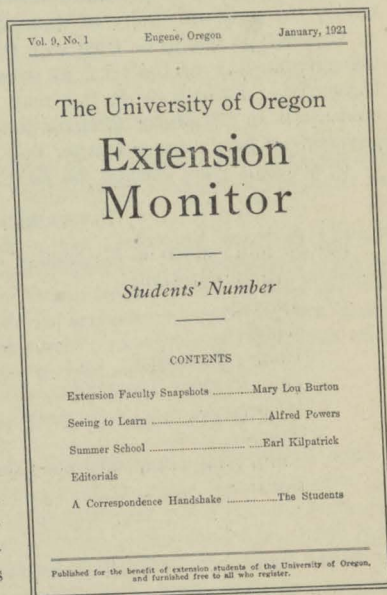
A schedule of pre-engineering courses has been outlined by the University for students preparing to enter any one of a dozen different types of engineering, from which the following may be taken by correspondence:

College English Composition.
 College Algebra.
 Trigonometry.
 Analytical Geometry.
 Calculus (Differential and Integral).
 Mechanical Drawing.
 College Physics (including laboratory).
 Principles of Economics.
 Freehand Lettering.
 Graphic Statics.

THE EXTENSION MONITOR

ALL correspondence students receive this little magazine published by the Extension Division as the special organ of the Department of Extension Teaching. The Monitor contains information and suggestions for students and articles of general interest. Through its pages, also, the Extension Division sets forth its plans and makes its announcements.

The Extension Division is especially desirous that correspondence students should come to regard the Monitor as their own college publication, keeping them in touch with their University and their fellow students. Therefore, the editor of the Monitor invites students and friends to contribute articles of interest for its pages. Students, particularly, are asked to send in items from time to time about their work, about their communities, and other bits of news that would be interesting to fellow students. In this manner, it is hoped that correspondence students will gain some of that inspiration which comes of acquaintanceship with others with like ambitions and problems.



REQUIREMENTS FOR ENTRANCE TO THE UNIVERSITY

REQUIREMENTS FOR ADMISSION TO THE FRESHMAN CLASS

TO BE admitted to the freshman class a student must have completed a four-year high school course or its equivalent, requiring not less than fifteen units of work as outlined below. The term "unit" means the equivalent of five recitations per week of not less than forty minutes each, in one branch of study, for a school year of not less than thirty-six weeks.

No one (with the exception of bona fide special students more than 20 years of age, and not proceeding to a degree) will be admitted who does not have the full fifteen units.

Certificates of required entrance units from accredited high schools, or academies, or preparatory departments of colleges in the State of Oregon, will be accepted in lieu of entrance examinations. Certificate blanks will be supplied by the Registrar of the University on request.

Certificates from a high school or other secondary school in another state may be accepted provided such school has been examined and accredited by the state university of that state.

Credentials should be filed with the Registrar at least two weeks before the opening day of the term at which the applicant expects to enter the University. Failure to do this may make it impossible for the student's credentials to be passed upon in time to enable the student to avoid the payment of the late registration fee.

Credentials filed become the permanent property of the University.

PRESCRIBED SUBJECTS

The 15 units must be distributed as follows, except for the School of Business Administration.

English	3 units
Algebra	1 unit
Plane Geometry	1 unit
One Foreign Language	2 units
History	1 unit
Science	1 unit
Additional from subjects listed above	1 unit
Electives	5 units

15 units

In the three units of English, emphasis is to be placed upon syntax and upon composition of an original character.

The science requirement may be satisfied with a full year's work in any one of the following: Physics, Chemistry, Botany, Zoology, Biology, or General Science, provided it includes a substantial amount of competently supervised laboratory work.

Students are urged to present two units of foreign language, but if they are unable to do so, they will be permitted to enter conditionally and

to substitute for the foreign language the same number of units of other work. However, students entering without any foreign language are required to take in the University fifteen term hours of foreign language in addition to the present requirements and those offering only one year, nine term hours additional.

ELECTIVE SUBJECTS

The five elective units may be taken in any subject, either in the five departments named above, or in other subjects regularly or occasionally offered in the high school course of study in this state; provided that no credit shall be granted for drill, spelling, penmanship, physical training, or for work which may be classed as largely or purely a student activity.

It is recommended that students taking as much as five units outside the five specified departments should take significant amounts of each subject, in order that the five units may not be devoted to smatterings of a number of unrelated or unorganized electives.

Students looking toward major work in mathematics, physics, or architecture should present the following subjects:

Solid Geometry	$\frac{1}{2}$ unit
Intermediate Algebra	$\frac{1}{2}$ unit

SCHOOL OF BUSINESS ADMINISTRATION

Students are accepted in the School of Business Administration upon fulfillment of the regular entrance requirements as outlined above, or they may enter under the following provisions:

Seven units may be submitted in the prescribed subjects (English, Mathematics, Languages, History and Science). The remaining units may be taken in any subject regularly or occasionally offered in the high school course of study in this state (such as agriculture, drawing, art, manual training, domestic science, and commerce); provided at least four of the units presented in these subjects are in commerce.

REQUIREMENTS FOR GRADUATION

IN ORDER to graduate from the University a student shall have 186 term-hours to his credit. By term-hour is meant the work covered by one recitation of not less than fifty minutes per week for one term of 12 weeks, or its equivalent. At least 45 term hours shall have been earned in residence at the University of Oregon, except that persons actively engaged in the teaching profession may fulfill the residence requirements by resident work at three summer sessions at Eugene, or their equivalent in the Portland Extension Division. The remainder of the required number of hours may be made through the Extension Division, by correspondence or otherwise, to the amount of 60 term-hours and no more. The 45 term-hours immediately preceding graduation shall have been earned at the University of Oregon.

Of the 186 term hours required for graduation, at least 140 must have been earned with a grade above V.

Not less than 36 term-hours shall be done in a student's major department. The major professor may require not more than 72 term-hours to be done in his department. A candidate for graduation must also comply with any other requirements imposed by the major professor. Not less than 24 term-hours of major work must be done in the junior and senior years in courses listed as primarily intended for juniors and seniors.

A candidate for the degree of Bachelor of Arts shall complete at least two consecutive years in one foreign language. However, the two years of foreign language thus required need not be in the same foreign language if one year is a continuance of a language already studied two years in high school.

A candidate for the degree of Bachelor of Science shall complete at least three year-courses totalling not less than 30 term-hours in Social Science or in Mathematics and Science.

Candidates for other degrees shall fulfill all lower division (Freshman and Sophomore) requirements and in addition shall fulfill all of the requirements of their respective schools.

Each student shall complete during the freshman and sophomore years at least one year-course of not less than three hours each term in any three of the following four groups:

- I. a. English (not including prescribed English Composition), English Literature, American Literature.
b. Languages: Ancient; Latin, Greek. Modern; Romance, Germanic.
- II. Social Science, including History, Economics, Political Science, Philosophy, Education.
- III. a. Mathematics.
b. Science, including Botany, Chemistry, Geology, Physics, Psychology, Zoology. Each of these sciences shall include not less than one credit hour a week of laboratory time.
- IV. a. Drama and the Speech Arts, Fine Arts, Normal Arts, Household Arts, each including not less than one credit hour a week of laboratory or practice time.
b. Architecture.
c. Music.
d. Accounting.

Every student must take a year's work in English Composition unless exempted therefrom by examination.

Of the 186 term-hours required for graduation, six shall be made in Physical Training, by both men and women, unless the student has been exempted. Men shall also earn six term-hours in Military Training unless properly exempted. Women students shall earn three term-hours in Personal Hygiene during the freshman year, unless specifically exempted.

College Correspondence Courses

BIRD STUDY

THE biology of the bird is given special attention in this course. Observation of birds in the field is also taught the student, and emphasis is placed on first-hand knowledge of particular markings, habits and foods of birds.

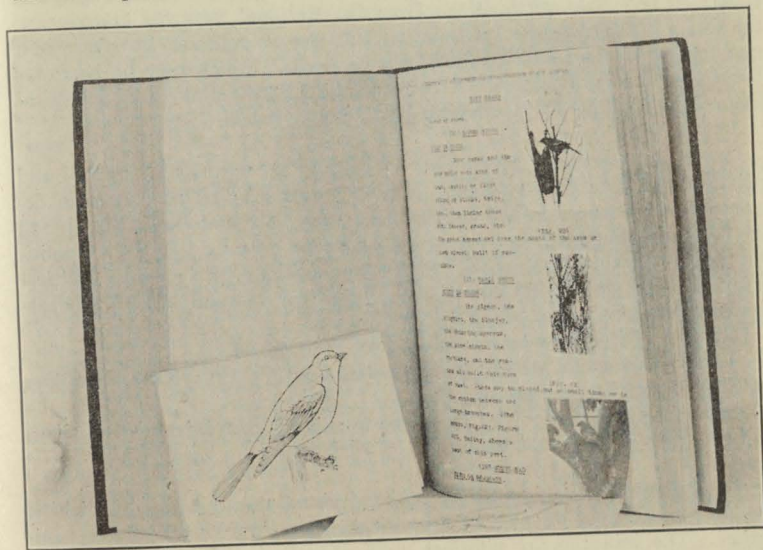
A special text has been written. It is illustrated with drawings and photographs, many of which are prints showing characteristic incidents in bird life made from negatives taken in the field by the author. There are seventeen chapters in the book, each of which treats of some distinct phase of bird physiology or of bird habits.

Where groups of students can be brought together, and field trips can be arranged, an instructor may come occasionally to supervise and help with the identification of birds.

Credit: Three term hours. Fee \$3.75, which includes text.

BOTANY

THOSE who wish a fuller knowledge of the wild flowers, and teachers who wish assistance in giving instruction in nature study, botany and biology, will find these lessons planned for their needs. The course will also be helpful to those preparing for state teachers' examinations.



Text-book furnished to students of bird study course.

Observation of nature and life processes is encouraged rather than the study of the text book; but several lessons are devoted to the collection, analysis and classification of flowers.

Credit: Four and one-half term hours. 24 lessons. Fee \$3.00.

Texts: Bergen and Caldwell, Practical Botany, Ginn & Company; Sweetser and Kent, Common Flowers of Oregon, Ginn & Company.

For those who complete the above course or who have had its equivalent elsewhere, a course will be offered in describing, naming and classifying plants.

Credit: One and one-half term hours. Fee \$2.00.

CITIZENSHIP

THE Extension Division recommends these courses to teachers, ministers, social workers, civic clubs and public spirited men and women generally.

1. THE FOUNDATIONS OF AMERICAN CITIZENSHIP. A study of the working principles of American citizenship. The course represents the minimum of knowledge, habits, and ideals which a good citizen should have. The project method has been followed largely, and an attempt has been made to stimulate thought as well as to suggest conclusions.

Credit: Three term hours; 16 lessons. Fee, \$2.00.

Text: The Forum of Democracy, Watkins and Williams, Allyn & Bacon, 1917. Free publications from the National Security League, and the Committee on Public Information will also be referred to. A reliable text on history and one on civics will be needed, which may be borrowed from any library available. A copy of the Oregon Blue Book should be secured by writing to the Secretary of State, Salem.

2. THE AMERICAN REPUBLIC. A study of the rights, duties, and privileges of American citizens. A course on the spirit of American democracy as evidenced in her political structure, both state and federal, and in the underlying progressivism truly American. Study is made of political party organizations—their place and utility—with recent political changes, both state and federal. Designed for Normal School students desiring Normal School credit.

Credit: Three term hours; 16 lessons. Fee, \$2.00.

Texts: Forman's American Republic, Century Co.; Kaye, Readings in Civil Government, Century Co.

Supplementary texts: At least two to suit the convenience of students and endorsed by the department.

3. PROGRESSIVE DEMOCRACY. An analysis of the problems of eliciting the best thought and purpose of a political group through effective organization. The evolution of political opinion and conditions in the United States is drawn upon for basis of fact.

Credit: Four and one-half term hours. Fee, \$3.00.

Texts: Croly, *Promise of American Life*; Croly, *Progressive Democracy*, Macmillan Company.

DEBATING

THE course in debating is incorporated in the course in college English composition as Section 2. It is designed not only to increase proficiency in debate, but to develop the ability to recognize sound argument and to form the judgment accordingly. It is an elementary study prepared especially for inexperienced students in the form and methods of effective argument. Persons who are called upon to coach high school debating teams will also find the course useful. Students who wish to study debating and argument apart from English may register for this as a separate course.

Credit: Three term hours. Fee, \$2.00.

Text: College Readings in English Prose, by Scott and Zeitlin, Macmillan Company.

DRAWING

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

1. FREEHAND LETTERING. Students in this course are given extended practice in various styles of lettering commonly used on working drawings.

Credit: Three term hours. Fee, \$2.00.

Text: Wilson, *Freehand Lettering*. Materials aside from the text will cost about \$5.00.

2. MECHANICAL DRAWING. The use and care of drafting instruments, geometric drawing, practical applications of the principles of orthographic projection to drafting room practice, etc., are taught the student. Neat, plain lettering, shop drawings, tracings and isometric drawing receive special emphasis.

Credit: Six term hours. Fee, \$4.00.

Text: French, *Engineering Drawing*, McGraw-Hill Book Co.

Materials, including text and drawing paper, cost about \$29.00. A list of materials will be sent on request.

3. GRAPHIC STATICS. Purely graphic methods of solving problems in statical mechanics are investigated, with special reference to their application to trusses, beams and structural design in general. The work includes the determination of stresses in framed structures; calculation of sizes of

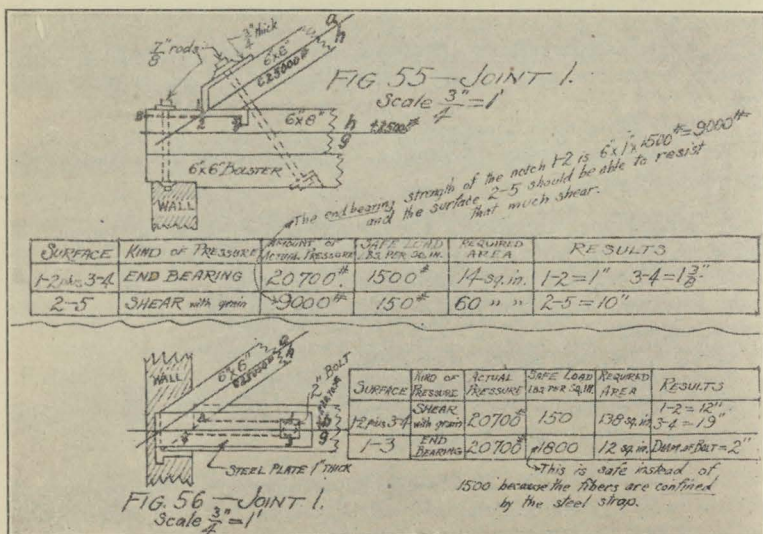
truss members; design of joint connections in wooden trusses; design of beam for shear and bending; deflection of beam; principles governing the design of reinforced concrete; and the treatment of moving loads on beams and trusses. No training in mathematics is required except the ability to solve a formula.

Credit: Six term hours. Fee, \$4.00.

ECONOMICS

THE aim of these courses is to meet the needs of students who are preparing for social service work, for active business or for the professions of law, journalism, and the ministry, and for teaching such subjects as history and literature. The courses may be taken as foundational work in a pre-legal course and credits earned in them may be counted toward meeting the law school requirement of two years of college work preparatory to the regular law course. They duplicate as nearly as possible the work done in the same courses on the University campus, and also provide opportunity for research along the lines that are of particular or local interest to individual students.

1. ECONOMIC AND SOCIAL HISTORY. A study of primitive stages of industry, the growth of institutions and property, the rise of the modern industrial system, the growth of foreign trade, the epoch of the great inventions, and the characteristics of modern industry of special value to



A student's paper in graphic statics.

teachers of history and economics. This is a combination of two courses previously offered as Economic History of England and Economic History of the United States.

Credit: Six term hours. 32 lessons. Fee \$4.00.

Texts: H. D. Gibbins, *Industry in England*, Scribners; Bogart, *Economic History of the United States*, Longmans, 1915 edition; Hamilton, *Current Economic Problems*, University of Chicago Press, 1919 edition.

2. THE PRINCIPLES OF ECONOMICS. The single tax, currency reform, railway and trust problems, profit sharing, co-operation, industrial arbitration and socialism are some of the questions discussed in the light of sound lines of policy indicated in this course. Also, the principles of production, exchange and distribution are discussed and applied to the solution of practical problems. The course in Economic and Social History is a prerequisite.

Credit: Seven and one-half term hours. Forty lessons. Fee, \$5.00.

Texts: Taussig, *Principles of Economics*, 2 vols., Macmillan; Seager, *Principles of Economics*, Henry Holt Co.

3. MONEY, BANKING AND ECONOMIC CRISES. The purpose of this course is to familiarize the student with the underlying principles of the monetary and credit system as a foundation for practical work in banking and related business pursuits. The various factors affecting the value of money and variations in price are explained; foreign exchange and the distribution of the world's gold supply are treated; the advantages and practicability of bimetalism are discussed; and the monetary history and evolution of the currency system examined, including a detailed treatment of fiat money as exemplified by the greenback. The nature and functions of banks, the issue and regulation of bank notes, and the defects of the national banking currency system are dealt with, and the causes and remedies for economic crises are treated at length. The course in the principles of economics or its equivalent is a prerequisite.

Credit: Six term hours, thirty-two lessons. Fee, \$4.00.

Texts: Johnson, *Money and Currency*, Ginn & Co.; White, *Money and Banking* (fourth edition), Ginn & Co.; Scott, *Money and Banking*, Holt; Jones, *Economic Crises*, Macmillan.

4. RAILROAD TRANSPORTATION. The subject of railroad transportation is dealt with in this course under three main heads: (1) The relation of systems of transportation to different phases of progress in the leading nations; (2) the development of the main features of American means of transportation and their influence upon the course of national history; (3) the social and economic problems involved in the railway situation in this country.

Credit: Six term hours, thirty-two lessons. Fee, \$4.00.

Texts: Cleveland and Powell, *Railway Promotion and Capitalization*; Ripley, *Railroad Rates and Regulations*.

5. **ECONOMICS OF BUSINESS ORGANIZATION.** Evolution in industry is traced and the characteristics of successive forms of association noted. The latter half of the course is taken up with a case study of the different types of combination and the development of public policy toward practices and business policies involving degrees of monopoly and restraint of trade.

Credit: Seven and one-half term hours, forty lessons. Fee, \$5.00.

Text: Haney's *Business Organization and Combination*; Ripley's *Trusts, Pools, and Corporations* (Revised edition).

6. **PRINCIPLES OF OCEAN TRANSPORTATION.** The history of the ocean carrier is studied as an introduction to the underlying principles of the present problems of the merchant marine and ocean traffic. The ocean transportation service, the organization of ocean carriers with their relations to one another and to the public, and government aid and regulation of ocean commerce and transportation are especially studied. The courses in economics and social history and in the principles of economics are prerequisite.

Credit: Six term hours. 32 lessons. Fee, \$4.00.

Texts: Johnson and Huebner, *Principles of Ocean Transportation*, Appleton, 1918; B. O. Hough, *Ocean Trade and Traffic*, La Salle Extension University.

EDUCATION

THE school of education offers courses for the benefit of teachers who wish to increase their professional training, and for inexperienced teachers who have not had the advantages of normal or collegiate instruction. Credit earned in these courses to the extent of nine semester hours or thirteen term hours may be applied on the fifteen semester hours (twenty two term hours) in education stipulated by the state law as a part of the requirement for certificate of high school teachers. The remaining six semester hours or nine term hours may be taken in the University summer school. University students are required to complete the full fifteen semester hours or twenty-two term hours in residence.

Holders of B.A. or B.S. degrees from standard colleges who have no credits in education are expected to take at least nine hours' residence work. This may be completed in a summer session.

Students who register for graduate courses must meet prerequisite requirements.

Students who are ready to do graduate work should write to Dr. H. D. Sheldon, dean of the school of education, who will consult with them concerning courses.

1. **TEACHING PRINCIPLES.** A study of the fundamental factors and processes in the psychology of learning, with practical application of the principles. Practical exercises will be given, and questions calling for personal observation and introspection asked. The result aimed at is a

scientific attitude toward teaching and the beginning of rationalized skill in school procedure.

Credit: Three term hours; 16 lessons. Fee, \$2.00.

Texts: Freeman, *How Children Learn*, Houghton Mifflin Co.; Strayer and Norsworthy, *How to Teach*, Macmillan.

2. CHILD STUDY. A working knowledge of the fundamental principles of growth and development in their relation to problems of education is given. Instincts, heredity, individuality, etc., will be studied as concretely as possible, and facts dealt with that will aid the teacher in the culture and training of children.

Credit: Three term hours; 16 lessons. Fee, \$2.00.

Texts: Tanner, *The Child*, Rand-McNally & Co.; Tyler, *Growth of Education*, Houghton Mifflin Co.

3. EDUCATIONAL PSYCHOLOGY. The general principles of learning, their application to teaching in elementary subjects and their application to high school subjects, are taken up in sections one, two and three respectively of this course.

Students will study such fundamentals in education as heredity, environment, interest and attention. They will investigate the nature of the learning process, the factors involved, and their significance. Practical applications are made to class-room procedure dealing with important phases of learning, such as memory, imagination, and concept-forming. Some experimental work will be undertaken when possible.

This course may be taken for graduate credit.

Credit: Nine term hours for the entire course or three term hours for each part, 48 lessons. Fee, \$6.00 or \$2.00 for each part.

Texts: Part I, Colvin, *The Learning Process*, Macmillan 1915; Strayer and Norsworthy, *How to Teach*, Macmillan; Ruch, *The Development of High School Pupils*, sent free from this office. Additional work for graduate credit: Thorndyke, *Educational Psychology (Briefer Course)*, Teachers College Columbia University Press, 1915.

Part II. Stareh, *Educational Psychology*, Macmillan; Freeman, *Psychology of the Common Branches*, Houghton Mifflin Co.

Part III. Parker, *Methods of Teaching in High Schools*, Ginn & Co., 1915; Judd, *The Psychology of High School Subjects*, Ginn & Co., 1915.

4. HISTORY OF MODERN EDUCATION. The history of those educators whose practices and philosophies function today in our educational system is studied. Cause and effect relations are indicated, problems are suggested, and the expression of independent thinking by the student is encouraged.

Credit: Three term hours; 16 lessons. Fee, \$2.00.

Texts: Graves, *History of Education in Modern Times*, Macmillan; Dewey, *The Schools of Tomorrow*, Dutton, 1915; Pestalozzi, Leonard and Gertrude, Heath; and Rousseau, Emile, Heath.

5. SECONDARY EDUCATION. The subject-matter presented in this course naturally groups itself about five main topics: (1) The nature and scope of secondary education; (2) the organization of the high school in the United States; (3) the socialization of the high school; (4) the curriculum; (5) the internal economy of the high school. Such practical topics as the library, athletic sports, physical training, art and music instruction, and parent-teacher associations receive attention also.

Credit: Four and one-half term hours; 24 lessons. Fee, \$3.00.

Texts: Monroe, Principles of Secondary Education, Macmillan; Parker, Methods of Teaching in High Schools, Ginn; Johnson, The Modern High School, Scribners; Oregon School Law, and the High School Course of Study.

6. METHODS OF STUDY. Improvement in methods of training pupils in habits of study is the aim of this course. In it will be presented a study of the more recent investigations of the study habits of pupils and a survey of plans and methods that have been successfully applied to actual school conditions. The course is designed to meet the needs of both elementary and high school teachers. Students registering should indicate whether interested in elementary or high school work.

Credit: Three term hours; 16 lessons. Fee, \$2.00.

Texts: Dewey, How We Think, Heath; Hall-Quest, Supervised Study, Macmillan; McMurtry, How to Study, Houghton Mifflin.

7. METHODS IN CIVICS. The point of view of this course is from the angle of the social sciences, utilizing history as a background or better as a common carrier of civic, political and social data. Its purpose is: (1) To define a point of view for the civics teacher in service which is adequate to the needs of the hour; (2) to evaluate, select and organize subject-matter appropriate to these needs by utilizing some simple, yet comprehensive, working standards; (3) to appreciate the advantages to be gained from a knowledge of methods and general class-room technique.

Credit: Three term hours, 16 lessons. Fee, \$2.00.

Texts: Hill, The Teaching of Civics, Riverside Educational Monographs, Houghton Mifflin Co.; Bulletin No. 23, 1915, The Teaching of Civics, Bureau of Education Publications, Washington, D. C.; Bulletin No. 28, 1916, The Social Studies in Secondary Education, Bureau of Education, Washington, D. C.; Oregon Blue Book, Secretary of State, Salem, free.

8. CHILD WELFARE. The physical and mental inheritance of the child, and the relation of this inheritance to acquired traits and habits, are studied in the first lessons of this course. The work is made practical by applying the principles deduced to the work of teaching and training children.

Finally, the larger phase of child study, namely child welfare, is taken up. The emphasis is placed upon preventive and constructive work deal-

ing with problems of child life. Texts are supplemented with brief lectures for certain lessons. Inferences and observations, based on the experiences of the student, are often asked for. A bibliography of the most important recent literature on the subject is furnished for the use of those who wish to do more extensive reading.

Credit: Three term hours; 16 lessons. Fee, \$2.00.

Texts: E. A. Kirkpatrick, *Fundamentals of Child Study* (Revised edition), Macmillan; G. B. Mangold, *Problems of Child Welfare*, Macmillan.

9. SCHOOL ADMINISTRATION AND SUPERVISION. For superintendents and principals of schools. School organization, administration, and general business management are dealt with in part one. Supervision is the general topic in part two.

The matter selected as a basis of the course is designed to fulfill at least four functions: (1) acquaint the student with the literature and subject-matter of school administration and supervision; (2) help him in solving the practical problems which confront him in his daily work; (3) indicate some of the leading modern tendencies in this field; and (4) to give him an educational outlook that will promote his professional advancement.

Either course may be taken separately. Part one is not a prerequisite for part two.

Credit: Six term hours for the entire course or three term hours for each part, 32 lessons or 16 lessons for each part. Fee, \$4.00, or \$2.00 for each part.

Texts: Part I, Cubberley, *Public School Administration*, Houghton Mifflin Co.; Strayer and Thorndyke, *Educational Administration*, Macmillan; The Grand Rapids Survey, Board of Education, Grand Rapids, Michigan; A Health Survey of Oregon, University of Oregon, Eugene.

Part II, The Grand Rapids Survey, same as for Part I; Cubberley, as for Part I; Monroe, *Measuring the Results of Teaching*, Houghton Mifflin Co.

10. PROBLEMS IN EDUCATION. Methods of investigation, studies of special social problems, and reviews of current education books and magazines. Open only to students who can attend the educational seminar meeting every other Monday evening at the University.

Credit: Three term hours. Fee, \$2.00.

11-12. TEACHERS' READING CIRCLE COURSES. The following two courses have been outlined, each of which is based on two books from the current reading circle list. By the completion of either of these courses, teachers will meet all reading circle requirements for the professional certificates and be entitled, in addition, to University credit.

Texts in these courses will change on November 1, 1921, when the new list of reading circle books for next year is announced by the State Superintendent of Public Instruction.

11. SECONDARY SCHOOL METHODS. Practical assistance to teachers in public schools is offered. The various factors determining method will be dealt with briefly in the introductory lessons. Attention therefore will be given to the class period, to the curriculum, and to its administration. The aims of education, the nature of the educand, administrative factors, subject-matter, and method are inseparable; and therefore it is impossible to consider the last without reference to related aspects of the whole educational program. Emphasis is placed upon general rather than special method.

Credit: One and one-half term hours, 8 lessons. Fee, \$2.00.

Texts: Colvin, *An Introduction to High School Teaching*, Macmillan Company; Inglis, *Principles of Secondary Education*, Houghton Mifflin Company.

12. RURAL SCHOOL MANAGEMENT AND HEALTH EDUCATION. Important problems in this field are presented to the attention of the student. A clearer understanding of their importance is brought about, and possible methods of solution are suggested.

The texts contain a wealth of practical material, and the methods they propose are sufficiently scientific to be accurate and reliable, and yet simple enough to be within the ability of any teacher to apply in even the most remote and poorly equipped country school.

Credit: One and one-half term hours; 8 lessons. Fee, \$2.00.

Texts: Wilkinson, *Rural School Management*, Silver-Burdette; Andress, *Health Education in Rural Schools*, Houghton Mifflin Co.

ENGLISH

TEACHERS of English, persons interested in short story writing or journalism as a profession, and others who wish general instruction in the fundamentals of English, are those for whom the courses in English are especially appropriated. Advanced short story writing is open only to those who have had actual experience in the preparation of manuscript for publication and who wish to submit original stories for professional criticism.

1. COLLEGE ENGLISH COMPOSITION. To enable the student to express himself in a clear and correct way is the end sought. A book of selections, grouped according to type, from good prose writers is used. In each lesson the student will read one or more selections of a definite type, and will write an article of his own upon a similar subject, using the reading material as a model.

Constructive criticism is offered by the instructor, based on content and form. The individual problem of each student will be pointed out, and ways for solving it suggested. Drill is given in grammatical construction. The work corresponds to Freshman English Composition required of freshmen at the University.

The course is outlined in three sections of sixteen lessons each. Section 1 has to do with exposition; Section 2 with argument; Section 3 with description and narration. Any section may be taken separately.

Credit: Nine term hours for the entire course, or three term hours for each section. Fee, \$6.00 or \$2.00 for each section.

Texts: Scott and Zeitlin, *College Readings in English Prose*, Macmillan; Carson, *Handbook of English Composition*, World Book Company, 1920 edition; *Practice Sheets for English Composition*, Scott Foresman and Company, Publishers.

2. **THEME WRITING.** Advanced English composition, based upon a study of the style of some of the best types of contemporary magazine writers and essayists. This is a prerequisite to the courses in short story writing, and is recommended to students preparing for work in journalism. The course in *College English Composition* is a prerequisite.

Credit: Four and one-half term hours; 24 lessons. Fee, \$3.00.

Text: Cunliffe and Lomer, *Writing of Today*, Century Company.

3. **SHORT STORY WRITING.** There are two things for a person to do who desires to learn to write well: The first and most important is to write and write and write and after that *write*; the second is to read and read and after that *read*. Of course his writing should always be the best of which he is capable and his reading should be the best he can obtain.

To guide students in the doing of these two things is the aim of this course. The work is designed to enable students to try out their abilities in creative writing.

Prerequisites: *College English Composition* and *Theme Writing*.

Credit: Three term hours; 16 lessons. Fee, \$2.00.

Text: At least one text on short story writing must be read during the course. A list of good texts is given with the first lesson, and students may delay purchasing the text until work on the course has begun.

4. **ADVANCED COURSE IN SHORT STORY WRITING.** Students eligible to take this course are those who have completed the preliminary course and have shown in it a satisfactory degree of proficiency; also, other persons who can submit the manuscript of an original short story of real merit. Lesson sheets of suggestions and principles of construction will be enclosed with returned manuscripts. No credit will be given until 25,000 words of manuscript of the required average have been submitted. The type of instruction given in this course is designed to be helpful to students who are endeavoring to write for publication.

Credit: Three term hours. No text. Fee, \$2.00.

5. **COMMERCIAL ENGLISH.** The man or woman who writes business letters will find in this course good training in concise, forceful expression, in assembling and interpreting data, and in good usage in form.

The student will write every kind of business communication. These will range from the simpler letters of application, recommendation, and

sale, to promotion literature for some imaginary business enterprise, giving complete information on such problems as cost of raw materials, transportation facilities, and markets. The "problems" all concern conditions in the Northwest, and the information which the student will need to acquire to solve them will be of practical value to him.

Credit: Three term hours. Fee, \$2.00.

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

6. METHODS IN GRAMMAR SCHOOL ENGLISH. Experience among students of the grammar grades shows that there are certain particular needs and lacks in their English preparation. The purpose of this course is to assist teachers in a discovery of these needs and to suggest practical methods of presenting English to their classes that will meet these needs effectively.

Credit: Three term hours; 16 lessons. Fee, \$2.00.

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

7. ENGLISH FOR HIGH SCHOOL TEACHERS. While the lessons in this course are based on the text in a general way, they aim, in addition, to suggest to the teacher methods of presentation and model assignments that have proved effective as used by successful teachers of English in developing in students a command of the best English usage. Valuable opinion from many notable sources will be presented.

Credit: Four and one-half term hours; 24 lessons. Fee, \$3.00.

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

8. REVIEW COURSE IN ENGLISH GRAMMAR. This is strictly a review course in which the purpose is to organize and present material that will aid teachers preparing to take the state examination for a certificate.

No credit is given for the course; 16 lessons. Fee, \$2.00.

Texts: Potter, Jeschke and Gillet, *Oral and Written English*; *State Course of Study for the Elementary Grades*, pages 54-81 (free from state superintendent or county superintendent).

GEOLOGY

1. GENERAL GEOLOGY. Owing to the importance of laboratory work in connection with a thorough course in geology, it is impossible for the correspondence course to do more than provide a brief introduction to the subject. Since the correspondence course must, of necessity, be based almost entirely on the text, the aim in the lessons is to familiarize the student with some of the most common technical terms, and to acquaint him with the general divisions of the subject with the hope that an interest in its broader aspect and possibilities will be stimulated. Students who will have an opportunity to visit the University occasionally are invited to spend as much time as possible in the geological museum.

Credit: One and one-half term hours. Fee, \$2.00.

Text: Blackwelder and Barrows, *Geology*. For supplementary reading the following books are recommended: Scott, *Introduction to Geology*, and Chamberlain and Salisbury, *College Geology*.

2. HISTORICAL GEOLOGY. A course for students who have had the introductory work of general geology 1.

Credit: One and one-half term hours. Fee, \$2.00.

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

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

3. PHYSICAL GEOGRAPHY. The lessons in this course cover the principal topics found in any elementary text book on the subject of physical geography. High school teachers will find it helpful as an outline for class work.

Credit: Two term hours; 16 lessons. Fee, \$2.00.

Text: Arey, Bryant, Clendenin, and Morrey, *Physiography*, D. C. Heath & Co.; Salisbury's *Physiography*, the Briefer Course, is also highly recommended.

HISTORY

THE study of history provides an important foundational training for students whose major interests lie in subjects like law, commerce, economics, education, social service and literature. History also furnishes "cultural courses" for those who wish a broad and liberal education. University students or students expecting to enter the University may be sure that elective credits in history will be accepted in any department. High school teachers will often find in the outlines suggestions that will assist them in presenting the subjects to their classes. This is true particularly of the course in Oregon History.

A number of the courses in history are in process of revision. Consequently, persons registering after January 1, 1922, except in the course in Oregon history, should write to the Department of Extension Teaching before ordering texts.

1. OREGON HISTORY. Those who wish to teach this subject, those who wish to write articles and stories about Oregon, and those who wish to be more intelligent, and, consequently, better citizens of their state, will find this course especially useful.

The acquisition and building of a great Western commonwealth is set forth. In many particulars its history is a repetition of the story of other

states; in many outstanding features the history of Oregon is unique. It played its part in the great drama of international competition; within its boundaries were enacted events whose significance in the march of free and democratic institutions is only recently being appreciated.

The history of Oregon is a splendid American epic. The possibilities in its stirring past for the writer of literature are coming to be realized. The background of Oregon scenery and history for short stories and novels is almost untouched.

In the lessons frequent references are made to publications both of a historic and literary nature in order that students who desire to survey the entire field may find suggestions and guidance. A fairly complete bibliography is appended, and further references will be furnished on request. Opportunity is given for research, and original papers may occasionally be substituted for regular lesson assignments.

Credit: Three term hours; 16 lessons. Fee, \$2.00.

Texts: Schafer, *History of the Pacific Northwest*, Macmillan; The *Study of Local History*, Extension Monitor, University of Oregon, Eugene; The *Oregon Blue Book*, 1919-20, Secretary of State, Salem, Oregon; *Education in Oregon*, *Commonwealth Review*, Vol. II, No. 2, Extension Division, University of Oregon.

2. AMERICAN POLITICAL HISTORY. The course begins with a review of the causes that led to the separation of the colonies from Great Britain and an account of the forces that drove the liberated colonies to form the federal union, and will cover the national period to the present time. Economic forces and social movements receive considerable attention, although the chief emphasis is placed on the political development of the nation.

Credit: Six term hours; 32 lessons. Fee, \$4.00.

Texts: Bassett, *A Short History of the United States*, Macmillan; Bogart, *An Economic History of the United States*, Longman. For supplementary reading reference will be made to the following books: Morse, Thomas Jefferson; Buell, *History of Andrew Jackson*, 2 vols.; Tarbell, *The Life of Abraham Lincoln*, 2 vols.

3. EUROPEAN HISTORY SINCE 1815. In view of the present situation in Europe, this course is particularly apropos, as its aim is to furnish a knowledge of the origin of the present European states and their chief lines of development during the nineteenth century. While important industrial and social changes will be noted, more especial attention will be given to political and constitutional problems. The expansion of Europe in Asia and Africa, the relations of the European states with the Orient, and international politics are other subjects that will be treated.

Credit: Six term hours; 32 lessons. Fee, \$4.00.

Texts: Hazen, *Europe Since 1815*, H. Holt & Co.; Ogg, *Social Progress in Contemporary Europe*, The Chautauqua Press.

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

Credit: Six term hours; 32 lessons. Fee, \$4.00.

Texts: Cross, *A History of England*, Macmillan; Beard, *An Introduction to the English Historians*, Macmillan. The following titles and numbers of transactions and reprints from the original sources of European history, sold by Longmans, are recommended for reference: *English Constitutional Documents*, *Documents Illustrative of Feudalism*, *England in the Time of Wycliffe*, *The Early Germans*, *The Early Reformation Period in England*; *Ordeals*, *Compurgation*, *Excommunication and Interdict*.

5. EUROPEAN DIPLOMATIC HISTORY SINCE 1870. This course attempts to explain the causes of the recent conflict and provides a study of the diplomatic history of European nations as a background for the better understanding of the war.

Credit: Four and one-half term hours; 25 lessons. Fee, \$3.00.

Texts: *The Diplomatic Background of the War*, Charles Seymour, 1916 edition, Yale University Press; *A Syllabus of the Great War*, Harding, McKinley Publishing Co.

Readings from several other books will be called for in the course. An outline of the supplementary reading accompanies the first lesson so that students may provide themselves with books in plenty of time. Reference books may be borrowed from the University library and from the State Library at Salem.

LITERATURE

FOR students who wish to make their summer's reading count toward graduation from the University, for those who wish to learn how to read understandingly, and for those who desire to form systematic habits of reading for purely cultural purposes, these lessons have been prepared.

Clubs will find the lessons well suited for study outlines, and the questions stimulating for group discussion. Several clubs now using the outlines have different members collaborate in the preparation of a paper based upon the lesson questions. This paper is sent in to the Extension Division for criticism and suggestions. The instructor's comments are found helpful and add interest to the work.

Courses 1, 2, and 3 are comparatively simple and may be carried with pleasure and satisfaction by any adult person who reads carefully and critically, but none the less enjoyingly.

Courses 4, 5 and 6 are more difficult and should be undertaken only by those who have had classroom training in the study of literature.

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

The two courses may be taken together or separately.

Credit: Three term hours; 16 lessons. Fee, \$2.00.

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

This course corresponds to sophomore work in the University, and may be taken by mature students who have read widely, even though they have had no college training.

2. **RECENT AMERICAN LITERATURE.** This course is a continuation of Course 1 in Early American Literature.

Credit: Three term hours; 16 lessons. Fee, \$2.00.

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

3. **CONTEMPORARY ENGLISH NOVELISTS.** The eight novelists here studied form a varied, impressive, and representative selection. Mr. Wells and Arnold Bennett are English of the English. Mr. Wells was born and has lived his life through in Kent, the oldest England, the land of the hoast and hopyard. Arnold Bennett is from the English "Midlands," from manufacturing England, from Staffordshire, where, in his "Five Towns" the English pottery is made. Chesterton is as typical a Londoner as Charles Dickens. But George Moore is an Irishman, with French literary affiliations. W. J. Locke is from the island of Barbados. And Rudyard Kipling was born in India, educated in Devon, and has now for twenty years been at home in Sussex.

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

Credit: Three term hours; 16 lessons. Fee, \$2.00.

This course corresponds to sophomore work in the University. It may be taken also by mature students who have read rather widely, even though they have had no college training.

4. SHAKESPEARE. Sixteen plays will be read and full directions for the study of each will be sent to the student. The authors of the outlines have endeavored to give the correspondence students as complete instruction as is given to students in the class-room, and to this end, have drawn freely upon the large collection of critical literature in the University library and have quoted many extracts from critics of diverse schools of interpretation.

Credit: Nine term hours; 48 lessons. Fee, \$6.00.

Texts: Complete one volume Shakespeare, Cambridge edition, Houghton Mifflin Co. The following are desirable though not required: Dowden, Shakespeare, His Mind and Art, and Hudson, Shakespeare's Life, Art and Characters, two volumes.

5. SOCIALLY SIGNIFICANT LITERATURE OF TODAY. Density of population with all its problems of slum, overcrowding, unemployment, strikes and suffering, has moved from Europe, through the eastern portion of the United States, toward Oregon. Consequently the great writers of the eastern hemisphere have seen, analyzed and discussed these problems for us, and in our efforts to solve our own political and social difficulties, we should make use of their experience. This course has been outlined with the idea of giving students a clue to the problems discussed and the light afforded by the leading writers of the last quarter of a century in England and on the continent of Europe. The course aims to guide the attention effectively to the value for Oregon citizenship in each book rather than to appraise these writers as artists. It is especially adapted to the use of clubs.

Credit: Nine term hours. Fee, \$6.00.

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

This is a course for graduate students or those who have had thorough preparation in the department of English Literature in the University.

6. ENGLISH NOVEL OF THE NINETEENTH CENTURY. This course is offered for advanced undergraduate and graduate students. Twelve of the greatest novelists of the nineteenth century, the classic age of the English novel, have been selected for study, with the aim of presenting to the student the novels of this period, with which every cultured person should be familiar.

Credit: Nine term hours. Fee, \$6.00.

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

This course is intended primarily for graduate students.

7. CONTEMPORARY POETRY. A critical study of representative works of Alan Seeger, Rupert Brooke, Sara Teasdale, John Masefield, Vachel Lindsay, Arturo Giovannitti, C. E. S. Wood, Carl Sandburg, Edgar Lee Masters, Robert Frost, Amy Lowell, and other contemporary poets.

Credit: Nine term hours; 48 lessons. Fee, \$6.00.

Texts: Monroe and Henderson, *The New Poetry*; Everlasting Mercy and Widow in Bye Street, Masefield, Macmillan; Poems, Seeger, Scribners; Robinson, *Man Against the Sky*.

8. METHODS OF TEACHING LITERATURE IN THE JUNIOR HIGH SCHOOL. It is to help the junior high school teacher to solve her special problems in literature teaching that this course is constructed. A consideration of the purpose of the study of literature, and the principles guiding choice of material, is followed by the study of certain methods of presentation in the junior high school, as adapted to different types of literature, closing with a discussion of the problems connected with the outside reading of pupils.

Credit: Three term hours; 16 lessons. Fee, \$2.00.

Texts: P. L. MacClintock, *Literature in the Elementary School*, University of Chicago Press; Arlo Bates, *Talks on Teaching Literature*, Houghton Mifflin Co.; Report of Re-organization of English in Secondary Schools, 1917, Bulletins No. 2, Bureau of Education, Superintendent of Documents, Government Printing Office, Washington, D.C., 20 cents; The English Journal, 506 West 69th Street, Chicago, Ill., January 1918, October 1918, January 1919, May 1919. Copies of these magazines may be obtained from the publishers at about thirty cents each. The first three are indispensable to the course. The last three will be found useful and the student is advised to provide himself with them.

MATHEMATICS

INSTRUCTION in mathematics is designed to serve four particular groups of students: (1) Those who wish to secure the mental discipline that comes from the study of an exact science; (2) those who want fundamental courses for natural and applied sciences, such as physics, architecture and engineering; (3) teachers of mathematics who wish a more thorough preparation for their work; (4) men in military service, or expecting to be, who aspire to officers' positions, for whom college algebra and plane geometry are fundamental, and analytical geometry and calculus of great value. All courses include full directions and helps for the student working by himself.

1. **COLLEGE ALGEBRA.** This course is the equivalent of the first semester's work for freshmen in literary courses in the University. Prerequisites are one and one-half years of elementary algebra and plane geometry.

Credit: Four and one-half term hours. Fee, \$3.00.

Text: Fite, College Algebra, D. C. Heath & Co.

2. **PLANE TRIGONOMETRY.** This course is the equivalent of the second semester's work for freshmen in literary courses. Prerequisites are elementary algebra, plane geometry, and college algebra.

Credit: Four and one-half term hours. Fee, \$3.00.

Text: Wentworth-Smith, Plane Trigonometry.

3. **ANALYTICAL GEOMETRY.** This course is a necessary foundation for calculus, and is needed by students of architecture and science. The prerequisites are solid geometry, college algebra and plane trigonometry.

Credit: Four and one-half term hours. Fee, \$3.00.

Text: Wilson and Tracy, Analytic Geometry, Heath & Co.

4. **DIFFERENTIAL AND INTEGRAL CALCULUS.** These two courses are the equivalent of the work of sophomores in architecture. Prerequisites are plane trigonometry and analytic geometry.

Credit: Fifteen term hours are given for the completion of the whole, or seven and one-half hours for each course taken separately. The fees are \$5.00 for differential calculus and \$5.00 for integral calculus.

Text: Granville, Differential and Integral Calculus, Ginn & Co.

5. **TEACHING OF HIGH SCHOOL MATHEMATICS.** This course, dealing with the best methods of teaching arithmetic, algebra, geometry and trigonometry and giving something of their history, has been prepared especially for teachers of mathematics. Credit earned in this course may be counted as credit in education.

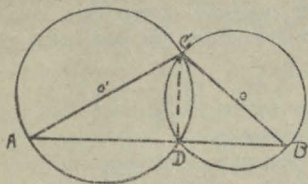
Credit: Three term hours. Fee, \$2.00.

Texts: Young, The Teaching of Mathematics in the Elementary and Secondary School, Longmans; Smith, The Teaching of Elementary Mathematics, Macmillan Co.

(Courses in elementary mathematics are listed among the entrance courses on page 41).

6. MILITARY MATHEMATICS. The fundamentals of algebra and trigonometry for men in military service in the artillery, aviation and field engineering branches.

II.



Given: Two $\odot$ s intersecting at C & D and with diameters CA and CB drawn from C .

To Prove: AB (joining extremities of CA & CB) passes thru D .

Construction: Draw common chord CD .

Proof.

Suppose lines DA & DB are distinct lines.

Then $\angle ADC$ & $\angle BDC$ are rt. $\angle$ s

$\therefore \angle ADC + \angle BDC = \text{a rt. } \angle$

But $\angle ADC + \angle BDC = \angle ADB$

$\therefore \angle ADB = \text{a rt. } \angle$

$\therefore AD$ & DB lie in the same st. line

$\therefore$ Line AB passes thru D

Q. E. D.

$\angle$ s inscribed in a semi-circle are rt. $\angle$ s.

2 rt. $\angle$ s = a rt. $\angle$

Whole = sum of its parts.

Quantities equal to same quantity are =

The sides of a rt. $\angle$ form a st. line

A student's paper in geometry.

Credit: Six term hours; 31 lessons. Fee, \$4.00.

Texts: Fite, *College Algebra*, Heath & Co.; Wentworth and Smith, *Plane Trigonometry*, Ginn & Co.

7. THE MATHEMATICS OF INVESTMENT. During the past fifty years the tremendous development of private, corporate and governmental business has made business a profession calling for the best trained men the college can send forth, and has led to the founding of strong schools of commerce in most large universities.

The present course is a standard course in many of the strongest schools of commerce. Not only the business man but the average citizen also needs a clear-cut knowledge of the principles of investment in order to handle his finances safely and profitably. Everyone should understand interest, discount, annuities, amortization, the valuation of bonds, sinking funds and depreciation, building and loan associations, and the principles of life insurance.

Credit: Three term hours; 16 lessons. Fee, \$2.00.

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

Prerequisite: College or Advanced Algebra.

8. REVIEW COURSE IN ARITHMETIC. This course is intended to serve as a rapid review, primarily for persons who are planning to take the state examination for a teacher's certificate. It is based upon the adopted text-book. Questions used in examinations for ten years have been carefully analyzed in order to determine the general nature of certificate requirements in arithmetic.

No credit is given for this course; 16 lessons. Fee, \$2.00.

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

MODERN LANGUAGES

FRENCH

COMMERCIAL FRENCH. Prepared by an instructor who has had years of experience in export trade in this and foreign countries. These language courses represent the latest methods of instruction. Photographs showing the correct method of pronunciation are sent with the lessons. The work is elementary, no previous knowledge of the language is necessary.

Credit: Three term hours; 16 lessons. Fee, \$2.00.

Texts: Fraser & Squair's *Complete French Grammar*, D. C. Heath & Co.; *The Pictorial French Course*, Little Brown & Co., 1919; Kindergarten First Book, *A B C of Object*, McLoughlin Bros; *French Dictionary*. (We recommend the use of International French-English and English-French).

GERMAN

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

Students who have been registered in the University of Oregon or who expect to enter may not secure credit for the first two years of German through correspondence, but will be expected to take one of these years in residence.

1. First year, first semester.

Credit: Seven and one-half term hours; 42 lessons. Fee, \$5.00.

Texts: Vos, *Essentials of German*, Henry Holt & Co.; Huss, *German Reader*, Heath.

2. First year, second semester.

Credit: Seven and one-half term hours; 50 lessons. Fee, \$5.00.

Texts: Storm's *Immensee*, edited by Bernard, D. C. Heath & Co.; Zschakke's *Der Zerbrochene Krug*, edited by Sanborn, Ginn & Co.

3. Second year, first semester.

Credit: Six term hours; 32 lessons. Fee, \$4.00.

Texts: Karl Heinrich's *Erzaehlung von W. Meyer-Forrester*, edited with vocabulary, by H. C. Sanborn, Newson & Co.; Freytag's *Die Journalisten*, edited with vocabulary, by Joy, D. C. Heath & Co.; Heine's *Die Harzreise*, edited with vocabulary, by B. J. Vos, Heath & Co.; *Handy German Grammar for rapid review* by Gould, Scott, Foresman & Co.

4. Second year, second semester.

Credit: Six term hours; 32 lessons. Fee, \$4.00.

Texts: Wildenbruch's *Der Neid*, edited with vocabulary by Prettyman, D. C. Heath & Co.; Saar, *Die Steinklopfer*, edited with vocabulary by Handschin, Henry Holt & Co.; Lessing's *Minna von Barnhelm*, edited with vocabulary by Minckwitz, Ginn & Co.

5. A third year course is contemplated. In addition to the required reading with exercises, either in classics (selected works of Lessing, Goethe, Schiller) or in modern fiction, such as Hauptmann, Sudermann, Freussen, etc., an outline of the history of German literature will be offered.

Credit: Four and one-half term hours. Fee, \$3.00.

Will be given if there is sufficient demand.

SPANISH

COMMERCIAL SPANISH. The forming of clubs is recommended, and subjects for study recommended, such as the geography, history and customs of South and Central America.

Credit: Three term hours; 16 lessons. Fee, \$2.00.

Texts: Cøster's A Spanish Grammar, Ginn & Co.; Torre, The Pictorial Spanish Course, Little Brown & Co.; Kindergarten First Book A B C of Objects for Home & School, Gill; "An Elementary Spanish Reader," new edition with questions and answers by E. S. Hanison, Ginn & Co.

PHYSICS

CORRESPONDENCE courses in science must be largely concerned with theory rather than with practical demonstration of principles, as is possible when laboratories are available. Students who have access to the laboratory can carry science courses almost as satisfactorily by correspondence as in the class-room. It is difficult to present all phases of the subject adequately by correspondence, so emphasis has been placed upon fundamental theories and principles, and only such simple experiments as can be performed by students at home with apparatus of their own construction are included in the lessons. Students who take these courses are urged to spend at least a summer at the University for experimental work in the laboratories.

Students wishing to take up advanced work in physics, especially those working for an advanced degree, are invited to write to the department of extension teaching, or directly to the department of physics. The substance of most of the advanced and graduate courses listed in the University catalogue, or at least their theoretical portions, can be taken by correspondence, provided the student has an adequate background of scholarly training. Students planning to make physics a major subject for an advanced degree must, however, do a substantial amount of work in residence, including advanced laboratory courses and the thesis.

1. COLLEGE PHYSICS. This course is equivalent to that given in the University to students in architecture, to those in courses preparatory to medicine and dentistry, and to those preparing to teach physics in the high school. Prerequisites are algebra, geometry and elementary physics, or a fair equivalent for the latter in familiarity with machinery and common physical phenomena. An acquaintance with the terminology and notation of trigonometry is convenient, but not necessary.

Credit: Nine term hours. Fee, \$6.00.

Text: Reed and Guthe, College Physics, Macmillan.

2. SOUND AND MUSIC. This course provides an introduction to the theory of sound with application to such musical problems as harmony and discord, typical musical instruments and true and tempered intervals as used in tuning musical instruments. Although it has been planned to be of interest to musicians and to those who have even a slight familiarity with music and musical notation, the approach to the study is from the standpoint of the physicist rather than of the musician.

Credit: Three term hours. Fee, \$2.00.

Text: Stone, Elementary Lessons in Sound, Macmillan.

3. HISTORY AND TEACHING OF PHYSICS. This course is for teachers, primarily, and presupposes a reasonable familiarity with the more elementary facts and ideas of general physics. Credit earned in this course may be counted as credit in education.

Credit: Three term hours. Fee, \$2.00.

Texts: Cajori, History of Physics, Macmillan; Smith and Hall, Teaching of Chemistry and Physics in the Secondary Schools, Longmans; Mann, Teaching of Physics, Macmillan.

PHYSIOLOGY

1. ELEMENTARY PHYSIOLOGY. A course in the elements of physiology, designed as a general culture course, but more especially for those who intend to teach physiology in the grade and high schools of the state of Oregon. The work will consist of an intensive study of the text, and special papers to be prepared. The course will be divided into sixteen lessons with questions based on each lesson.

The general purpose of the course will be to give the student knowledge of the underlying principles of physiology so that the state textbooks may be more readily used. The course will be the equivalent of course six given in the department of zoology at the University of Oregon, and may be taken in lieu thereof.

Credit: Three term hours; 16 lessons. Fee, \$2.00.

Text: The Human Body, Martin, revised by Martin, 1917, Henry Holt & Co.

PSYCHOLOGY

PSYCHOLOGY is a required subject for students in education and journalism, and is especially recommended to students of law, economics, medicine and literature. Persons engaged in business or in any occupation that calls for contact with many and varied groups or classes of people will find the study of psychology interesting and illuminating.

1. ELEMENTARY GENERAL PSYCHOLOGY. The lessons cover so far as is possible in a correspondence course the same material which is given at the University of Oregon in the first year course in Elementary General Psychology. Some experimental work is included as a substitute for the class-room demonstrations required of residence students. All the resources of the department of psychology of the University are at the disposal of the student, who is urged to write at any time for further information or assistance in preparing his lessons, and when in Eugene is invited to call at the psychological laboratory.

Credit: Six term hours; 32 lessons. Fee, \$4.00.

Texts: Breese, Psychology, Scribners; Seashore, Elementary Experiments in Psychology, Holt.

2. **ELEMENTARY PSYCHOLOGY, SHORT COURSE.** Designed for the teacher who intends to take the state examination in psychology. Illustrative and descriptive material outside the text is added to make the work more concrete. References are also furnished which the student is urged to read so far as possible.

Credit: No college credit. For review purposes only. Fee, \$2.00.

Prerequisites: None.

Text: Read's "An Introductory Psychology," Ginn & Co.

3. **ABNORMAL AND BORDERLINE PSYCHOLOGY.** A course covering the psychology of sleep, dreams, hypnosis, aphasia, amnesia, hysteria, dual personality, trance states, telepathy, theories of the sub-conscious, fixed ideas, and insanity. Elementary General Psychology is a prerequisite.

Credit: Four and one-half term hours; 24 lessons. Fee, \$3.00.

Texts: Coriat, Abnormal Psychology, Moffat, Yard & Co.; Janet, Major Symptoms of Hysteria, Macmillan Co.

This course is being revised. Students who register for it should write to the Department of Extension Teaching for new text titles before ordering books.

4. **APPLIED PSYCHOLOGY.** This is a decidedly practical course, designed to give the student a general view of the various fields in which psychological principles are being applied today. Vocational guidance, social work, law, medicine, business and many other fields of activity are touched upon, although no attempt is made to conduct an intensive study in any one field. Elementary psychology is a prerequisite.

Credit: Four and one-half term hours; 24 lessons. Fee, \$3.00.

Texts: Hollingsworth and Poffenberger, Applied Psychology. Appleton; Hollingsworth, Vocational Psychology, Appleton; White, Principles of Mental Hygiene, Macmillan Co.

SOCIOLOGY

THE ELEMENTS OF SOCIOLOGY. The purpose of this course is (1) to define the influence and factors determining human life in society; (2) to outline a comprehensive view of social progress, and (3) to investigate the conditions of social progress and their reactions on the life of the individual.

Credit: Seven and one-half term hours, forty lessons. Fee, \$5.00.

Texts: Baldwin, The Individual and Society; Ellwood, Sociology in Its Psychological Aspects; Cooley, Social Organization; Ross, Social Psychology. The following supplementary reading is recommended: Rauschenbusch, Christianizing the Social Order; Gillette, Constructive Rural Sociology; Howe, European Cities at Work.

ENTRANCE COURSES

ADMISSION to the freshman class of the University of Oregon is conditioned upon the completion of a four-year high school course, or its equivalent, requiring 15 units of work. The outline of this required work is given in full on pages 16, 17 of this catalogue.

The following courses have been prepared to enable prospective University students to make up entrance deficiencies or to make possible the continuance of study for high school students who for any good reason are unable to attend school regularly. Frequently students are not so situated that they can complete a full four-year high school course in preparation for work in the University, and it is for these students in particular that the correspondence courses in entrance subjects are offered. High school teachers will find some of them helpful in presenting the subjects to their classes.

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

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

ENTRANCE ENGLISH COMPOSITION

THIS course is based upon the state textbook in composition for high schools, and follows its plan of presentation. Each lesson requires from the student some piece of writing and generally the completion of an exercise of some sort in grammar, usage, or punctuation. It is much better adapted to senior and junior high school students than to those less advanced.

Credit: One entrance unit; 50 lessons. Fee, \$6.00.

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

ENGLISH GRAMMAR AND USAGE

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

Credit: One-fourth entrance unit. Fee, \$2.00.

Text is included in the lessons.

GENERAL EUROPEAN HISTORY

THE most significant facts in the history of Europe from earliest times to the present are noted in this course. It is designed to meet the needs of teachers preparing for state examinations in general history,

and to fulfill the history requirement for college entrance. The course is divided into three parts as follows: Ancient history, pages 1-317 of the text; medieval, pages 305-486; modern, pages 486 to the end of the book.

Credit: One entrance unit. Fee, \$6.00.

Text: Myers, General History (revised edition), Ginn.

No other text will be required, but students are urged to secure Botsford's Ancient World, or West's Ancient World for supplementary reading. Encyclopedias should also be available for use.

ENTRANCE LITERATURE

THE following courses in literature are being outlined to meet the requirements of the state course of study. They will cover the four years of work in high school literature and are so arranged that a student may take a half-year course or may complete the entire four year course in literature if he so desires.

These courses are in preparation and as this catalog goes to press only Literature 5, 7, and 8 are completed. It is expected that the others will be finished during the year.

1. LITERATURE 1.

Credit: One-half entrance unit; 24 lessons. Fee, \$3.00.

Texts: Payne, Literary Readings with Introductory History of American Literature, Rand, McNally & Co.; Macaulay, Lays of Ancient Rome; Stevenson, Treasure Island; Riies, The Making of an American.

2. LITERATURE 2.

Credit: One-half entrance unit; 24 lessons. Fee, \$3.00.

Texts: Payne, Literary Readings (same as in Course 1); Iliad, Bryant's translation; Arnold, Sohrab and Rustum; Longfellow, Hiawatha; Antin, The Promised Land.

3. LITERATURE 3.

Credit: One-half entrance unit; 24 lessons. Fee, \$3.00.

Texts: Long, History of English Literature, Ginn & Co.; Coleridge, The Ancient Mariner; Shakespeare, As You Like It; Eliot, Silas Marner; Hawthorne, Twice Told Tales; Barrie, The Little Minister; Washington, Up From Slavery.

4. LITERATURE 4.

Credit: One-half entrance unit; 24 lessons. Fee, \$3.00.

Texts: Long, English Literature (same as in Course 3); Tennyson, Idylls of the King; Dickens, Tale of Two Cities; Dickens, David Copperfield.

5. LITERATURE 5.

Credit: One-half entrance unit; 24 lessons. Fee, \$3.00.

Texts: Shakespeare, Julius Caesar, The Merchant of Venice, and Twelfth Night; Milton, Comus; Long, English Literature (same as in Course 3).

6. LITERATURE 6.

Credit: One-half entrance unit; 24 lessons. Fee, \$3.00.

Texts: Long, English Literature (same as in Course 3); Carlyle, Essay on Burns, Ginn & Co.; Burns, Poems (in book with Carlyle's Essay on Burns); Shakespeare, Macbeth and Hamlet; Goldsmith, The Vicar of Wakefield; Gray, Elegy Written in a Country Churchyard; Milton, L'Allegro and Il Penseroso. (The latter two poems are in Palgrave's Golden Treasury).

7. LITERATURE 7.

Credit: One-half entrance unit; 24 lessons. Fee, \$3.00.

Texts: Payne, Literary Readings (same as in Course 1); Hawthorne, The House of Seven Gables; Howells, The Rise of Silas Lapham.

8. LITERATURE 8.

Credit: One-half entrance unit; 24 lessons. Fee, \$3.00.

Texts: Long, English Literature (same as in Course 3); poems from Wordsworth, Keats and Shelley found in Palgrave's Golden Treasury; Tennyson, Bugle Song, Sweet and Low, Flower in the Crannied Wall and Crossing the Bar; Browning, Andrea del Sarto, Rabbi Ben Ezra, Home Thoughts from Abroad and Home Thoughts from the Sea; Austen, Pride and Prejudice; Thackeray, Vanity Fair.

MATHEMATICS

COURSES in mathematics have all been rewritten and greatly improved by abundant illustrations and helps specially designed to aid the student working without a teacher. All difficult matters are carefully explained, thus making the work more interesting and successful.

1. ELEMENTARY ALGEBRA, COURSE A1. This course and the two following correspond to the three semesters' work in this subject in standard high schools, and satisfy the entrance requirements in algebra at the University. Course A1 covers pages 1-153 of the text.

Credit: One-half entrance unit; 24 lessons. Fee, \$3.00.

Text: Wells and Hart, New High School Algebra, Heath.

2. ELEMENTARY ALGEBRA, COURSE A2. This course is a continuation of A1 and covers pages 154-296 of the text.

Credit: One-half entrance unit; 24 lessons. Fee, \$3.00.

3. ELEMENTARY ALGEBRA, COURSE A3. A continuation of course A2 and covers pages 297-420 of the text.

Credit: One-half entrance unit; 24 lessons. Fee, \$3.00.

4. PLANE GEOMETRY, COURSE G1. The two courses in plane geometry and the one in solid correspond to the three semesters' work in this subject in the standard high schools, and satisfy all entrance requirements in

geometry at the University. Course G1 covers books 1 and 2 of the text.

Credit: One-half entrance unit; 24 lessons. Fee, \$3.00.

Text: Wentworth, Plane (or Plane and Solid) Geometry, revised by Wentworth and Smith, Ginn.

5. PLANE GEOMETRY, COURSE G2. This is a continuation of course G1 and covers books 3, 4 and 5 of the text.

Credit: One-half entrance unit; 24 lessons. Fee, \$3.00.

6. SOLID GEOMETRY, COURSE G3. This course follows directly after course G2 and covers books 6, 7 and 8 of the text. Students who expect to specialize in mathematics, science or architecture should take this course.

Credit: One-half entrance unit; 24 lessons. Fee, \$3.00.

Text: Same as used in courses G1 and G2.

Note: The courses in plane and solid geometry are being revised and the new courses will be based upon the state text, Plane and Solid Geometry by Durell and Arnold.

ELEMENTARY PHYSICS

THE work follows the state high school course, and when supplemented by a satisfactory course in a high school or in a summer session of the University, will satisfy the entrance requirements of the University. The course is also designed for those who wish to take up the subject as a matter of general intelligence, those wishing to prepare for the teachers' examination, or for teachers who wish to review the subject.

Credit: One entrance unit. Fee, \$6.00.

Text: Millikan and Gale, First Course in Physics (revised edition), Ginn.

EXTENSION CLASSES

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

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

CREDIT. University credit will be given for work done in classes meeting regularly and following a definite course of study under the direction of a member of the faculty of the University or some person approved by the University.

FEE. The usual fee for extension classes for each term of 12 weeks is \$5.00 for each student regularly enrolled.

APPLICATIONS. Applications for extension classes outside of Portland, Oregon, should be made to the Department of Extension Teaching of the Extension Division at Eugene. Applications for classes in Portland should come through the Portland office of the Extension Division at 650-652 Court House.

STUDY COURSES FOR CLUBS

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

Clubs desiring the benefit of personal instruction may register in the name of a club for a study outline course or one of the regular correspondence courses. In such cases the registration is recorded under the name of the club's secretary. Instruction consists of careful comment upon reports submitted from the club, such as is given to individual students.

The University library can supply a limited number of reference books to clubs using outlines or correspondence courses.

The following study outlines are now available:

1. **OREGON AND THE PACIFIC NORTHWEST.** An outline for the study of practical problems of cities, small towns and rural communities in the Pacific Northwest, with special reference to possible organization for social and political improvement.

2. **THE HISTORY AND LITERATURE OF RUSSIA.** This outline provides for the systematic study of Russian history and literature for the purpose of securing a better understanding and appreciation of the Russian people.

3. **HOME SCIENCE.** A study outline for clubs prepared by the Home Science club of Eugene. Through the courtesy of this club the Extension Division is able to furnish copies of the outline to any club interested. Some subjects included are textiles, clothing, laces, home decoration, fruits and salads, meats, canning and preserving, markets and home gardens.

4. GENERAL PSYCHOLOGY. This outline is designed for the use of clubs and study circles composed of persons who have never had any formal academic training in general psychology. The work is confined to the psychology of the normal adult mind, and provides a necessary preliminary study in such special fields as child psychology, psychic research, etc.

5. THE STANDARD TOWN AND THE STANDARD COMMUNITY. This outline is in the form of a score card designed to assist in the study of actual conditions in Oregon communities. Civic clubs planning to study problems of local improvement will find the score card suggestive.

6. ART PAINTING. An outline guide in the study of painting. The study begins with ancient painting and traces the development of this branch of art through Italian, French, Spanish, Flemish, Dutch, German, English, and American painting. A full bibliography is also furnished.

7. AMERICAN WOMEN WRITERS. This program is intended to acquaint club members with some of the leading women writers of America. The list of authors is not in any sense complete, but is intended to be suggestive; other writers may be added as the club desires. The general subjects included in the outline are: historical novels; stories of life problems; stories of society and its problems; stories of romance and mystery; stories of humor and pathos; stories of domestic life; stories of children and young people; stories of local types. Under these various topics a number of different writers are suggested, from which the club may select one or more for special study.

TEACHERS' READING CIRCLE

THE Extension Division handles the papers for sixteen or eighteen of the books in the Teachers' Reading Circle, and issues certificates to teachers reading these books in accordance with the requirement of the state law. This list of books is changed on November 1st of each year. While books are often retained on the list for successive years, teachers should note that the questions are changed each year and they should be careful to secure from the Extension Division the questions for the current year.

Attention is also directed to the two courses in education described on pages 27, 28, which make it possible to apply the reading of certain Reading Circle books toward the earning of University credit.

BUREAU OF EDUCATION READING COURSES

THE Extension Division administers for Oregon the home reading courses offered by the United States Bureau of Education. These courses, eighteen in number, cover a wide range of reading in the world's best literature, in biography and history, and in books dealing with various trades and industries. They are designed for the benefit of persons who, without thought of college credit, desire to pursue reading along definite lines under supervision. The courses are as follows:

- I. The World's Great Literary Bibles.
- II. Great Literature—Ancient, Medieval and Modern.
- III. Reading Course for Parents.
- IV. Reading Course for Boys.
- V. Reading Course for Girls.
- VI. Thirty Books of Great Fiction.
- VII. Thirty World Heroes.
- VIII. American Literature.
- IX. Thirty American Heroes.
- X. American History Course.
- XI. France and Her History.
- XII. Heroes of American Democracy.
- XIII. The Call of Blue Waters.
- XIV. Iron and Steel.
- XV. Shipbuilding.
- XVI. Machine Shop Work.
- XVII. Reading Course in Foreign Trade.
- XVIII. Reading Course on Dante.

Persons registering for these courses are required to send in summaries of the books read, and to write answers to a series of questions upon the completion of each course. Registrants are given three years' time in which to meet these requirements, and upon the satisfactory completion of the reading are awarded certificates bearing the seal of the United States Bureau of Education.

Application blanks and further information regarding these courses will gladly be furnished by the Extension Division.

CORRESPONDENCE-STUDY FACULTY

- PRINCE L. CAMPBELL, B.A., LL.D., President of the University
EARL KILPATRICK, B.A., Director of the Extension Division.
*JOHN C. ALMACK, B.A., Assistant Director Extension Division.
DAN E. CLARK, Ph.D., Assistant to Director Extension Division, in charge
of Correspondence-Study.
*MOZELLE HAIR, B.A., Secretary of Extension Teaching.
PERCY PAGET ADAMS, B.S., Professor of Graphics.
ERNEST SUTHERLAND BATES, Ph.D., Professor of Rhetoric and American
Literature.
WILLIAM PINGRY BOYNTON, Ph.D., Professor of Physics.
ROBERT CARLTON CLARK, Ph.D., Professor of History.
EDMUND S. CONKLIN, Ph.D., Professor of Psychology.
PETER CAMPBELL CROCKATT, Professor of Economics.
EDGAR E. DECOU, M.S., Professor of Mathematics.
JAMES HENRY GILBERT, Ph.D., Professor of Economics.
CELIA V. HAGER, M.A., Instructor in Psychology.
HERBERT CROMBIE HOWE, Professor of English Literature.
MARY H. PERKINS, M.A., Professor of Rhetoric.
FREDERICH GEORG G. SCHMIDT, Ph.D., Professor of German Language
and Literature.
HENRY DAVIDSON SHELDON, Ph.D., Professor of Education and Dean of
the School of Education.
WARREN D. SMITH, Ph.D., Professor of Geology.
FRED L. STETSON, M.A., Professor of Education.
ALBERT RADDIN SWEETSER, M.A., Professor of Botany.
W. F. G. THACHER, M.A., Professor of Rhetoric.
*F. MIRON WARRINGTON, Professor of Commerce in the Portland Center.
MARY E. WATSON, M.A., Assistant Professor of English Literature.
FREDERICK G. YOUNG, B.A., Professor of Economics and Sociology and
Dean of School of Sociology.

* On leave of absence.

INSTRUCTORS

IDA S. ALLEN, B.A., Short Story.

READ BAIN, M.A., Economics and Sociology.

CECELIA BELL, B.A., English Literature.

J. CARL BOWMAN, B.A., Education.

MARY H. CHAMBERS, M.A., Physiology.

LEIGH C. DOUGLASS, B.A., Education.

LAURA DUERNER, B.A., Mathematics.

CHARLES F. ELLIOT, History.

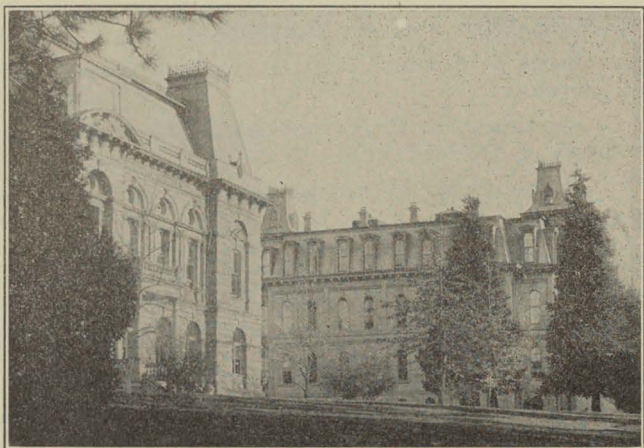
RACHEL HUSBAND, B.A., Geology.

DELIA T. KEENEY, Bird Study.

GRACE R. MANN, English and American Literature.

ETHEL I. SANBORN, M.A., Botany.

HELEN I. STRAUSSER, Reading Circle.



A scene on the campus

PUBLICATIONS OF EXTENSION DIVISION

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

THE EXTENSION MONITOR.

Published periodically for the benefit of extension students of the University of Oregon and furnished free of charge to all who register.

CORRESPONDENCE-STUDY CATALOGUE.

New edition published about September 1st of each year. Persons desiring to register for correspondence courses after that date should make their selections from the new catalogue.

CATALOGUE OF FREE EDUCATIONAL SLIDES AND FILMS.

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

CATALOGUES OF THE PORTLAND CENTER.

Indicating the University courses offered at the Portland Center (Office, 652 Courthouse), both during the regular collegiate year and in the summer session.

CATALOGUE OF PORTLAND SCHOOL OF SOCIAL WORK.

Describing training courses offered in the general fields of social work and public health nursing.

SPECIAL NUMBERS OF MONITOR.

Correspondence students, especially teachers, may be interested in the following subjects discussed in back numbers of the Extension Monitor. Upon request copies will be sent free of charge as long as the supply lasts.

The Home of the Common Man.

Clinic for Exceptional Children.

Special Botanical Number.

Local History Number.

Correspondence Student Number.

Oregon State Survey of Mental Defect, Delinquency and Dependency.

Make postal orders, express orders and bank drafts payable to the
University of Oregon, and send application to the Department
of Extension Teaching, University of Oregon, Eugene.

Application for Correspondence Courses

Name in full

Address

Ageyears. Occupation

Amount of high school work completed and where

Amount of college or university work completed and where

What degree, if any, do you hold?

Will you probably enter the University of Oregon?

What subject do you expect to make your major in the University?

What is your object in taking this course?

Do you desire University credit?

To what libraries do you have access?

Correspondence Course Desired

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

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

Total amount enclosed \$.....

Application for
Continuance of Course

I, the undersigned, do hereby certify that the following named persons have been admitted to the course of instruction in the Department of the Interior, and that they are entitled to the same as provided for in the Act of Congress of March 3, 1879, entitled "An Act to provide for the education of the children of the Indians of the United States."

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