

# THE UNIVERSITY OF OREGON BULLETIN



## THE SUMMER SESSIONS

Eugene: June 24—August 2

Portland: June 24—August 2

CAMPUS POST SESSION

August 5—August 30

## ANNOUNCEMENTS

### 1929

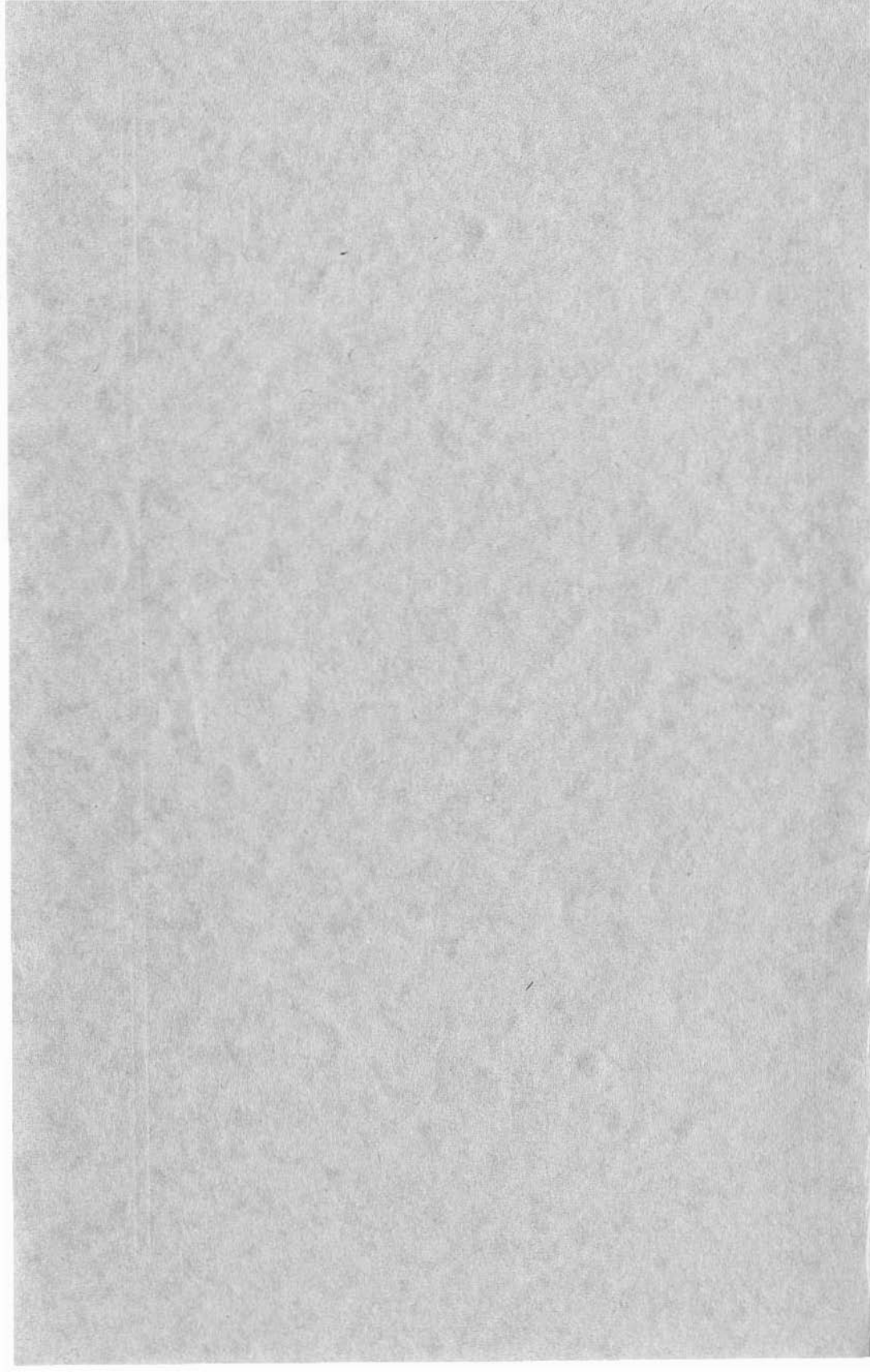
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OREGON



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PUBLISHED BY THE UNIVERSITY  
UNIVERSITY PRESS  
EUGENE

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THE SUMMER SESSIONS

THE FACULTY, 1929

ARNOLD BENNETT HALL, B.A., J.D., LL.D.....	<i>President of the University</i>
BURT BROWN BARKER, B.A., LL.B.....	<i>Vice-president of the University</i>
ALFRED POWERS, B.A.....	<i>Director of the Summer Sessions</i>
DAN E. CLARK, Ph.D.....	<i>Assistant Director, Eugene Session</i>
GEORGE REBEC, Ph.D.....	<i>Dean of the Graduate School</i>
C. V. BOYER, Ph.D.....	<i>Acting Dean of the Graduate School</i>
EARL M. PALLETT, M.S.....	<i>Registrar of the University</i>
M. H. DOUGLASS, M.A.....	<i>University Librarian</i>
HAZEL M. PRUTSMAN, Ph.B.....	<i>Acting Dean of Women</i>
MARGARET JACKMAN, B.A.....	<i>Secretary, Campus Session</i>
MARGARET M. SHARP.....	<i>Secretary, Portland Session</i>

THE CAMPUS SESSION

ERIC W. ALLEN, B.A.....	<i>Dean of the School of Journalism and Professor of Journalism</i> B.A., Wisconsin, 1901; editorial staff, Milwaukee Free Press, 1901-02; Seattle Post-Intelligencer, 1904-06; printing, photoengraving, electrotyping, 1906-09; Post-Intelligencer, 1909-12; correspondent, eastern papers, 1906-12. Faculty, Oregon, from 1912; dean of the school of journalism from 1916.
RAYMOND E. BAKER, Ph.D.....	<i>Professor of Education, Albany College</i> B.A., Kansas Christian College, 1900; M.A., Oregon, 1924; Ph.D., 1928. Principal, Dadeville, Missouri, Academy, 1900-01; editor, Lincoln, Kansas, Sentinel, 1901-03; principal, high school, Aberdeen, Washington, 1904-05; superintendent of schools, Myrtle Point, 1905-09; Coquille, 1918-21; Brownsville, 1921-22; county superintendent, Coos county, 1913-18; faculty, Albany College, from 1922. Author: Rural School Administration and Supervision of Oregon; The Educational Theory and Practice of William Torrey Harris.
ERNEST SUTHERLAND BATES, Ph.D.....	<i>Literary Editor, Dictionary of American Biography</i> B.A., Michigan, 1902; M.A., 1903; Ph.D., Columbia, 1908; instructor in philosophy, Oberlin, 1903-05; university fellow, Columbia, 1905-06. Instructor, Columbia, 1907-08; faculty, Arizona, 1908-15; faculty, Oregon, 1915-25; resident in France, 1925-26; Dictionary of American Biography since 1926; reviewing staff, Saturday Review of Literature.
ANNE LANDSEURY BECK, B.A.....	<i>Professor of Music</i> Student, Simpson College; Colorado Normal; California; B.A., Oregon, 1919. Faculty, Oregon, from 1918.
OMEN BISHOP, Ph.D.....	<i>Professor of Education and Psychology, Whitman College</i> B.A., M.A., Iowa; Ph.D., 1924. School superintendent, 1906-21; faculty, Iowa, 1922-23; faculty, Coe College, 1923-27; faculty, Washington, 1927-28; present position from 1928. Author: Research in Psychology of Arithmetic.
NELSON LOUIS BOSSING, Ph.D.....	<i>Associate Professor of Education</i> B.A., Kansas Wesleyan University, 1917; B.D., Garrett Biblical Institute, 1921; M.A., Northwestern, 1922; Ph.D., Chicago, 1925. Head, department of education and psychology and director of summer school, Simpson College, 1924-27; faculty, Oregon, from 1927.
C. V. BOYER, Ph.D.....	<i>Head, Department of English</i> B.S., Princeton, 1902; M.A., 1909; Ph.D., 1911; University of Pittsburg Law School, 1902-04; Oxford, England, 1905; American Academy, Rome and Athens, 1906. Faculty, Illinois, 1911-26; Oregon, head of department, from 1926.
MARION BROWN, M.A.....	<i>Vice-principal and Dean of Girls, University High School, Oakland, California</i> B.A., University of California, 1916; M.A., 1917. Teacher, University High School, Oakland, California, 1919-23; instructor, University of Oregon Summer Sessions, 1925-26; acting assistant professor, Stanford summer quarter, 1927; Common Health fellowship, New York, 1927-28; instructor, Extension Division, University of California, spring 1927, fall 1928, spring 1929; present position from 1923.
ELLA S. CARRICK.....	<i>Reference Assistant, University Library</i> Washington State Normal School, Bellingham, Washington, 1918; Library School of the Los Angeles Public Library, 1924; Bellingham Public Library; Library Association of Portland, 1925-28; reference department, University of Oregon.

- E. LENORE CASFORD, B.A. .... *Periodical Librarian*  
Graduate, Carnegie Library School, Pittsburgh, 1922; B.A., Oregon, 1927. First assistant, school department, Library Association of Portland, 1922-25. Present position from 1926.
- A. E. CASWELL, Ph.D. .... *Professor of Physics*  
B.A., Stanford, 1908; Ph.D., 1911; national research fellow in physics, Princeton, 1919-20. Faculty, Purdue, 1911-13; Oregon, from 1913. Author of research articles on thermoelectricity and electron theory. Cooperating expert for thermoelectricity for the International Critical Tables. Author: *An Outline of Physics; Experimental Physics.*
- DAN E. CLARK, Ph.D. .... *Professor of History*  
B.A., Iowa, 1907; Ph.D., 1910. Faculty, Iowa, 1909-18; associate editor, State Historical Society of Iowa, 1908-18; various positions with American Red Cross, 1918-21; faculty, Oregon, from 1921. Author: *Biography of Samuel J. Kirkwood; Government of Iowa; various articles on westward movement.*
- ROBERT CARLTON CLARK, Ph.D. .... *Head, Department of History*  
B.A., Texas, 1900; M.S., 1901; scholar in history, Wisconsin, 1901-02; fellow, 1902-03; Ph.D., 1905. Faculty, Oregon, from 1905; head of department from 1920; fellow, Texas Historical Association. Author: *History of Oregon; articles on history of the Pacific Northwest.*
- WILKIE NELSON COLLINS, B.A. .... *Professor of English, Portland Center*  
B.A., Michigan, 1905. Reader in English, Pennsylvania, 1907-11. Resident in England, 1911-13, studying in British Museum, the Bodleian and the Advocates' Library, Edinburgh. Lecturer in English, Idaho and Minnesota; faculty, Oregon, 1921-23. In charge of personnel relations between the Navy and the Merchant Services, 1918-19. Author: *Opportunity in Merchant Ships; Civilian Seamen in War; Rough Log of a Seaman in the Merchant Marine.* Contributor of articles to *Century, Bellman, Atlantic, Collier's, New York Evening Post, Baltimore Sun, Commonweal.*
- EDMUND S. CONKLIN, Ph.D. .... *Head, Department of Psychology*  
B.H., 1908, Springfield, Mass.; A.M., Clark, 1909; fellow in psychology, Clark, 1909-11; Ph.D., 1911. Faculty, Oregon, from 1911; head of department from 1913. Author: *Principles of Abnormal Psychology; Psychology of Religious Adjustment.*
- DAVID R. DAVIS, Ph.D. .... *Assistant Professor of Mathematics*  
B.A., Indiana, 1917; M.A., 1923; Ph.D., Chicago, 1926. Faculty, Illinois State Teachers' College, 1926; Oregon, from 1926.
- B. W. DEBUSK, Ph.D. .... *Professor of Education*  
B.A., Indiana, 1904; fellow, Clark, 1909-10, 1914-15; Ph.D., 1915. Acting director of psychology laboratory, Indiana, 1908-09; faculty, Teachers' College, Colorado, 1910-14; summer sessions, California; director, bureau of educational research, Portland public schools, 1925-; Oregon, from 1916.
- VIRESL D. EARL, B.A. .... *Professor of Physical Education and Director of Athletics*  
B.A., Oregon, 1906. Faculty, Washington High School, Portland, 1908-19; principal, Astoria High School, 1919-23; faculty, Oregon, from 1923.
- GLADYS ENGLISH. .... *Librarian, High School Library, Piedmont, California*  
Western Reserve Library School, Cleveland, Ohio, 1916-17; assistant, Alameda County Free Library, Oakland, California, 1913-16; school work, East Cleveland Public Library, Ohio, 1917-18; head of school department, Fresno County Free Library, California, 1918-21; circulation assistant, Berkeley Public Library, California, 1921-22; circulation head, Mills College Library, 1922-23; county librarian, Tuolumne County Free Library, Sonora, California, 1923-24; librarian, high school library, Piedmont, California, 1924-26; librarian, American Library Association, Chicago, 1926-27; present position from 1927.
- RUDOLF H. ERNST, Ph.D. .... *Associate Professor of English*  
B.A., Northwestern College, Wisconsin, 1904; student, Theological Seminary, Wauwatoosa, 1905-07; University of Rostock, Germany, 1908-09; University of Leipzig, 1909-10; Sorbonne, Paris, 1911; M.A., Harvard, 1912; Ph.D., 1918; Thayer fellowship, Harvard. Faculty, Northwestern College, 1904-05, 1907-08; Washington, 1912-28; Oregon, from 1923.
- JOHN STARK EVANS, B.A. .... *Professor of Music, Organ*  
B.A., Grinnell, 1913; pupil of Rudolph Ganz, New York; Rubin Goldmark, New York; Charles Widor, France; Isidor Philippe, Vienna. Faculty, Oregon, from 1917.
- DAVID E. FAVILLE, M.B.A. .... *Dean of School of Business Administration*  
B.A., Stanford, 1922; M.B.A., Harvard, 1925; research supervisor, Harvard Bureau Business Research, 1927; instructor in retailing, Harvard Graduate School of Business Administration, 1927-28; present position from 1928.
- GRACE FERNALD, Ph.D. .... *Associate Professor of Psychology,*  
*University of California at Los Angeles*  
B.A., Mt. Holyoke, 1903; M.A., 1905; Ph.D., Chicago, 1907. Faculty, Bryn Mawr, 1907-08; Lake Erie College, 1908-09; psychologist, Juvenile Psychopathic Institute of Chicago, 1909-10; director, psychological laboratory, State Normal School, Los Angeles, 1911-18; faculty, California, from 1918. Author: *Color Phenomena of Peripheral Vision; California State Speller and Teachers Manual; Tests for Use in Mental Classification; Mental Tests, Los Angeles Police Force; Remedial Work for Non-readers.*

- W. D. FLETCHER, B.S. .... *Head of Training Department*  
D.O., The Des Moines College of Osteopathy, 1925; B.S., University of Wyoming, 1927. Faculty, Oregon, since 1927.
- JAMES HENRY GILBERT, Ph.D. .... *Dean of the College of Literature, Science and the Arts,*  
*and Professor of Economics*  
B.A., Oregon, 1903; Ph.D., Columbia, 1907. Faculty, Oregon, from 1907; head of department from 1920; acting dean of the college, 1925-27. Present position from 1927.
- GEORGE H. GODFREY. .... *Assistant Professor of Journalism*  
Oregon, 1919-25; staff, Eugene Register, 1923-24; Eugene Guard, 1924-25; editor, Hilo, Hawaii, Tribune-Herald, 1927; correspondent, Christian Science Monitor, Eugene, 1923-25; Territory of Hawaii, 1926-27; correspondent, New York Times, Territory of Hawaii, 1926-27. Faculty, Oregon, from 1927.
- WILLIAM L. HAYWARD. .... *Professor of Physical Education*  
Coach, Olympic Games, since 1912. Faculty, Oregon, from 1903.
- RALPH R. HUESTIS, Ph.D. .... *Associate Professor of Genetics*  
B.S.A., McGill, 1914; M.S., California, 1920; Ph.D., 1924; research assistant, Scripps Institution for Biological Research, 1920-24. Summer faculty, University of Southern California, 1928; faculty, Oregon, from 1924.
- C. L. HUFFAKER, Ph.D. .... *Professor of Education*  
B.S., Chicago, 1915; M.A., Iowa, 1922; Ph.D., 1923. Superintendent of schools, Iowa, 1915-22; research assistant, Iowa, 1922-23; faculty, Arizona, 1923-27; Oregon, from 1927.
- H. H. JASPEK, M.A. .... *Instructor in Psychology*  
Willamette University, 1923-26; B.A., Reed College, 1926-27; instructor in University of Oregon summer session, 1928; graduate assistant, Oregon, 1927-29.
- RUTH KNEFLAND, M.A. .... *Research Director, Modesto Public Schools, California*  
B.S., Oregon, 1924; M.A., Stanford, 1928; director of education (supervisor of ungraded work), Kenosha, Wisconsin, 1924-25; clinical psychologist and principal of Echandia School, Los Angeles, 1925-26; principal of Bellevue School (used as training school for atypical children and for clinical psychology case work by University of California, Los Angeles), 1926-27.
- JOHN J. LANDSBURY, Mus.D. .... *Dean of the School of Music*  
Mus.B., Simpson College, 1900; Mus.D., 1909; pupil of Max Bruch, Berlin; graduate student, University of Berlin. Faculty, Simpson College, Baker University; Oregon, from 1914.
- FELIX LEGRAND. .... *Instructor in Romance Languages*  
Brevet d'Enseignement Primaire Supérieur, conferred by the Academie de Bordeaux (France), 1918; studied at St. Cricq (Ecole Supérieure et Professionnelle); St. Ignatius Law School, California, 1928. Faculty, Oregon, from 1928.
- E. D. MCALISTER, Ph.D. .... *Assistant Professor of Physics*  
B.A., Oregon, 1923; M.A., Oregon, 1925; Ph.D., University of California, 1928. Faculty, Oregon, since 1928.
- MABEL E. MCCLAIN, B.S. .... *Circulation Librarian*  
B.A., Oregon, 1905; B.S., Simmons College Library School, 1908; New York City Public Library, 1908; Portland Public Library, 1909-10; present position from 1913.
- MARION MCCLAIN, B.A. .... *Director of Recreation*  
B.A., Oregon, 1906. Member, Mazama Club; chairman, local walks, Eugene Outdoor Club.
- CAPTAIN JOHN J. MCEWAN. .... *Professor of Physical Education*  
Graduate, U. S. Military Academy, West Point, 1917; U. S. Army, 1917-25. Faculty, U. S. Military Academy, 1920-23; Oregon, from 1925.
- EDGAR R. MEANS, B.A. .... *Instructor in Education*  
B.A., Reed College, 1918; graduate assistant, Oregon, 1923-24. Faculty, Oregon, from 1924.
- JOHN R. MEZ, Ph.D. .... *Assistant Professor of Economics, University of Arizona*  
M.A., Ph.D., University of Heidelberg, Germany, 1910; post graduate, Munich. Secretary, chamber of commerce, Mannheim; national secretary, international relations clubs, Columbia University; lecturer, Mexico City; public lecturer, world politics, New York Lecture Bureau; press correspondent for Frankfurter Zeitung; Washington Conference on Disarmament; instructor in summer sessions, University of Illinois and Northern Arizona State Teachers College; faculty, Arizona, since 1924. Author: various publications on international affairs.
- WILLIAM EDMUND MILNE, Ph.D. .... *Professor of Mathematics*  
B.A., Whitman, 1912; M.A., Harvard, 1913; Ph.D., 1915. Faculty, Bowdoin, 1915-18; Oregon, from 1919.
- ERNEST GEORGE MOLL, M.A. .... *Assistant Professor of English*  
B.A., Lawrence College, 1922; M.A., Harvard, 1923. Faculty, Colorado, 1923-28; Oregon, from 1928.

- VICTOR P. MORRIS, M.A. .... *Assistant Professor of Economics*  
B.A., Oregon, 1915; M.A., 1920; graduate student, Columbia, 1920-22. Faculty, Grinnell College, 1922-24; Oregon Agricultural College, 1924-26; Oregon, from 1926.
- KARL W. ONTHANK, M.A. .... *Executive Secretary of the University*  
B.A., Oregon, 1913; M.A., 1915. Secretary to president, 1916-17; executive secretary, from 1917; administrative committee of University, 1924-26.
- EARL L. PACKARD, Ph.D. .... *Professor of Geology*  
B.A., Washington, 1911; M.A., 1912; fellow in paleontology, California, 1912-14; Ph.D., 1915. Faculty, Washington, 1916-16; Oregon, 1916-17; Mississippi A. & M. College, head of department, 1917-18; Oregon, from 1919; acting head of department, 1920-22.
- KURT REINHARDT, Ph.D. .... *Assistant Professor of German*  
University of Munich, 1916-18; Heidelberg, 1919-20; Ph.D., Freiburg, 1922. Faculty, University Extension, Freiburg, 1922-24; University Extension, Zurich, Switzerland, 1925-26. Studies in History of Art, Munich, under Woelfflin, 1916-17; stage director, Munich, 1918; editor in Freiburg; correspondent in Canada, 1927-28.
- WILLIAM J. REINHART. .... *Instructor in Physical Education*  
Oregon, three years. Present position, from 1928.
- CHARLES N. REYNOLDS, Ph.D. .... *Associate Professor of Sociology, Stanford University*  
B.A., Oregon, 1913; M.A., 1922; Ph.D., Stanford, 1927. Executive secretary, University of Oregon Medical School, 1922-26; instructor, University of Oregon, Portland Center, 1923-25; instructor, Stanford, 1925-27; acting instructor, California, intersession, 1926; instructor, Stanford summer quarter, 1926; acting professor, Oregon, summer session, 1927; professor of economics and head of department, University of Hawaii, 1927-28; assistant professor, Stanford, 1928; associate professor, Stanford, 1929.
- RICHARD ROEHM, B.A. .... *Assistant in Chemistry Laboratories*  
Fleischman research fellowship, 1928-29.
- CHARLES EASTON ROTHWELL, B.A. .... *Instructor in Education*  
B.A., Reed College, 1924; Oregon, 1925-27. Faculty, University High School, Oregon, 1927.
- ARNOLD H. ROWBOTHAM, Ph.D. .... *Assistant Professor of Romance Languages*  
B.A., Colorado College, 1913; M.A., Harvard, 1913; Ph.D., California, 1927; University of Paris, 1925; professor of French, Tsing Hua University, 1913-17; head of department of French, Tsing Hua University, 1918-23; associate in French, California, 1923-27; instructor in French, California, 1927-28; faculty, Oregon, from 1928.
- LAURANCE J. SAUNDERS, M.A. .... *Associate Professor of History and Advisor in the Experimental College, University of Wisconsin*  
M.A., University of Edinburgh, 1915; graduate study, Oxford. Associate professor, Amherst, 1921-23; Amherst research fellow, 1923-25; assistant fellowship secretary, Social Science Research Council, 1925-27; faculty, Wisconsin, since 1927.
- OTTILIE TURNBULL SEYBOLT, M.A. .... *Assistant Professor of English and Director of Dramatics*  
B.A., Mt. Holyoke College, 1910; M.A., Wisconsin, 1915; graduate student, Wisconsin, 1916-18; graduate student, Columbia University, 1912, 1918, 1924; graduate student, California, 1920-21. Faculty (summers), Wisconsin, 1918, 1919, 1924, 1925; faculty, Vassar College, 1921-26; Smith College, 1925-26; faculty, Colorado (summer), 1926; faculty, Minnesota, 1926-27; Grinnell College, 1927-28; Oregon, from 1928.
- HENRY DAVIDSON SHELDON, Ph.D. .... *Dean of the School of Education and Professor of Education*  
B.A., Stanford, 1896; M.A., 1897; Ph.D., Clark, 1900; student, Leipzig, 1911-12. Faculty, Oregon, 1900-11; Pittsburgh, 1912-14; Oregon from 1914; chairman, administrative committee of University, 1924-26.
- FREDERICK LAFAYETTE SHINN, Ph.D. .... *Professor of Chemistry*  
B.A., Indiana, 1901; M.A., 1902; scholar, Yale, 1902; Ph.D., Wisconsin, 1906. Faculty, Wisconsin, 1902-04, 1905-07; Indiana, 1904-05; Oregon from 1907; acting head of department, 1918-22.
- WARREN DUPRE SMITH, Ph.D. .... *Head, Department of Geology*  
B.S., Wisconsin, 1902; M.A., Stanford, 1904; fellow in geology, Chicago, 1904-05; Ph.D., Wisconsin, 1908; head of department, Oregon, from 1914; geologist and chief of division of mines, bureau of science, Manila, 1905-14, 1920-22.
- NORMA DOBIE SOLVE, Ph.D. .... *Instructor in Education*  
B.A., Oregon, 1914; M.A., Michigan, 1924; Ph.D., 1926. McMinnville high school, 1915-18; faculty, Oregon, 1918-23; Michigan, 1924-28; summers, 1927, 1928. Author: *Stuart Politics in Chapman's Tragedy of Chabot*.
- J. DUNCAN SPAETH, Ph.D. .... *Professor of English, Princeton University*  
B.A., Pennsylvania, 1888; Ph.D., University of Leipzig, 1892; studied in France and Italy, 1912-13; Litt.D., Muhlenberg College, 1918; University of Pittsburgh, 1925. Faculty, Gustavus Adolphus College, 1893-94; Central high school, Philadelphia, 1894-1905; Princeton University, from 1905. Lecturer for University Extension Society, Board of Public Education, New York, 1905-22; University of California, summer, 1911; University of Oregon, summers, 1915, 1916, 1917, 1919, 1922, 1924; University of Southern California, summers, 1920, 1921; Reed College, 1926-27. Author: *Christian Theology in Browning's Poetry*; *Camp Reader for American Soldiers*; *Old English Poetry*; editor (with Henry S. Pancoast) of *Early English Poems and translation of Anglo-Saxon poems in same*.

- O. F. STAFFORD, M.A. .... *Head, Department of Chemistry*  
B.A., Kansas, 1900; M.A., 1902; graduate student, Nernst Laboratory, Berlin, 1908-09. Faculty, Oregon, from 1900; consulting work, 1918-22, in researches dealing with the utilization of waste wood. Author: *Reports on Mineral Industries of Oregon*; *The Utilization of Hydroelectric Power for Electrochemical Industries in Oregon*.
- ALBERT RADDIN SWEETSER, M.A. .... *Professor of Plant Biology*  
B.A., Wesleyan, 1884; M.A., 1887; graduate student, Massachusetts Institute of Technology, 1884-85; Harvard, 1898-97. Faculty, Radcliffe, 1896-97; Pacific University, 1897-1902; Oregon, from 1902; head of department, from 1909.
- HOWARD RICE TAYLOR, Ph.D. .... *Associate Professor of Psychology*  
B.A., Pacific University, 1914; M.A., Stanford, 1923; Cubberly fellow, Stanford, 1924-26; Ph.D., 1927. Faculty, Oregon, from 1925.
- REX UNDERWOOD. .... *Professor of Music, Violin*  
Chicago Musical College, pupil, Joseph Olheizer, 1904-06; Leipzig Conservatory, pupil, Hans Becker, 1907-09; Royal Bavarian School of Music, Wurzburg, pupil, Walter Schulze-Prisca, 1910; pupil, Michael Press, Berlin, 1911; studied in London, 1912; with Leon Sametion and Eric Delamartre, Chicago, 1924; with Remy, Fontainebleau, 1925; violin virtuoso diploma, Fontainebleau, 1925. Concert violinist and teacher, 1918-19; faculty, Oregon, from 1919.
- CHARLES G. WRENN, M.A. .... *Secretary, Committee on Vocational Guidance, Stanford University*
- LEAVITT O. WRIGHT, Ph.D. .... *Associate Professor of Romance Languages*  
B.A., Harvard, 1914; B.D., Union Theological Seminary, New York, 1917; M.A., California, 1925; Ph.D., 1928; graduate student, Teachers' College, Columbia, 1915-17. Faculty, extension division, Columbia, 1916-17. Faculty, Pomona College, 1917-18, 1923-24; assistant to the president, 1921-23; principal, Colegio Internacional, Guadalajara, Mexico, 1918-21; graduate student, California, 1924-26; faculty, Oregon, from 1926. Author: *Publications in Hispania*.
- NOWLAND B. ZANE. .... *Assistant Professor of Design*  
Drexel Institute, 1912-14; Art Institute of Chicago, 1914; Penn State College, 1915-19; Pennsylvania Academy of Fine Arts, 1916; art instructor, Portland public schools, and University Extension Center; present position from 1924.
- JACOB ZEITLIN, Ph.D. .... *Professor of English, University of Illinois*  
B.A., Columbia College, 1905; M.A., 1905; Ph.D., 1908. Faculty, Illinois, since 1907; faculty, summer session, Columbia University, 1922. Author: *Hazlitt on English Literature*; *Select Prose of Southey*; *Seventeenth Century Essays*; *College Readings in English Prose*; *Essays Formal and Informal*; *Life and Letters of Stuart Sherman* (in press).

## SPECIAL LECTURERS

- WILLIAM TRUFANT FOSTER, Ph.D., LL.D. .... *Director, Pollak Foundation for Economic Research, Newton, Massachusetts*  
President, Reed College, 1910-20; summer session lecturer, Harvard, 1909; 1919; Columbia, 1911; fellow in education and lecturer in educational administration, Columbia, 1909-10; inspector in European service for American Red Cross, 1917. Author: *Argumentation and Debating*; *Administration of the College Curriculum*; *Essentials of Exposition and Argument*; *Social Hygiene and Morals*; *Should Students Study?*; *Money* (with Waddill Catchings); *Profits* (with Waddill Catchings).
- ISAAC LEON KANDEL, Ph.D. .... *Professor of Education, Teachers College, Columbia University*  
Assistant classical master, Royal Academic Institute, Belfast, Ireland, 1906-08; instructor, 1913-15, associate in education, 1915-23, professor of education, 1923-28, Columbia University. Specialist, Carnegie Foundation for Advancement of Teaching, 1914-28. Author: *Training of Elementary School Teachers in Germany*; *Elementary Education in England*; editor, *Educational Yearbook of the International Institute*; *Reform of Secondary Education in France*; *The Classics in Germany, England and France*; *Reorganization of Education in Prussia* (with T. Alexander).
- MOISÉS SÁENZ, M.A. .... *Acting Secretary of Education, Republic of Mexico*  
Director, summer school, National University of Mexico, 1923-24; chief clerk, department of education, 1924-25; under secretary of education, 1925-28; acting secretary of education, 1928-30, Republic of Mexico. Author: *Segundo Curso de Inglés*; *Las Cinco Maravillas*; *Some Mexican Problems* (with H. I. Priestley); *Escuelas Federales de la Sierra de Puebla*; *Escuelas Federales de San Luis Potosí*; *Resena de la Educacion en México*.
- LOUIS WOLSEY, D.D. .... *Chancellor, The Jewish Chautauqua Society, Philadelphia*  
Formerly Rabbi, Cleveland, Ohio; formerly president, Central Conference of American Rabbis; lecturer on education and literature. At present rabbi, Congregation Rodeph Shalom, Philadelphia.

NOTE: Dr. Kandel and Professor Sáenz have been made available through the co-operation of the summer sessions of the University of California.

## THE PORTLAND SESSION

- KORENORI ANAN, D.M.D. .... *Instructor in Japanese, Portland Center Graduate, Taketa Academy, Oita, Japan; D.M.D., North Pacific College, 1918. Head of the educational department, Japanese Association of Portland; faculty, Portland Center, from 1929.*
- W. G. BEATTIE, B.A. .... *Extension Lecturer B.A., Oregon, 1901; graduate student, Oregon and Stanford University. Superintendent, Sitka Industrial School, Alaska, 1905-11; superintendent of schools, Southeastern Alaska, under United States Bureau of Education, 1911-16; superintendent of schools, Cottage Grove, 1916-17, 1919-20; industrial director, Metlakatla, Alaska, under United States Bureau of Education, 1917-19; head, rural department, Oregon Normal School, Monmouth, 1920-26. Faculty, Oregon, from 1928. Author: Newspaper and magazine articles on education, and on customs of Alaskan natives.*
- WILLIAM H. BOYER ..... *Supervisor of Music, Portland Public Schools Student, Cincinnati College of Music. Private teacher of music, Cincinnati and Dayton, Ohio; Dallas, Texas; Portland from 1890 to 1912. Choir leader, First Methodist and Trinity Episcopal churches. Director, Apollo and MacDowell Clubs. Present position from 1912. Author: Music Primer.*
- RALPH D. CASEY, Ph.D. .... *Associate Professor of Journalism B.A., Washington, 1918; M.A., 1924; Ph.D., Wisconsin, 1929; news staff, Seattle Post-Intelligencer, 1913-16; graduate student, Washington, 1914-16; news staff, New York Herald, 1920-21; editorial staff, American Boy Magazine, 1926. Faculty, Montana, 1916-19; Washington, 1919-20; Oregon, from 1922. Joint author: Principles of Publicity.*
- HOMER A. CHAMBERLIN, B.S. .... *Secretary, Oregon Social Hygiene Society B.S., Northwestern University, 1926; summer school, New York School of Social Work, 1926. Assistant head resident, Northwestern University Settlement, Chicago; disaster relief worker, American Red Cross, Florida and St. Louis disasters.*
- EDGAR EZEKIEL DECOU, M.S. .... *Head, Department of Mathematics B.S., Wisconsin, 1894; M.S., Chicago, 1897; graduate student, Chicago, 1899-1900; graduate scholarship, Yale, 1900-01. Faculty, Bethel College, Kentucky, 1897-99, 1901-02; acting president, 1902; head of department of mathematics, Oregon, from 1902.*
- SADIE ORR-DUNBAR ..... *Executive Secretary, Oregon Tuberculosis Association New York School of Social Work, 1916-21; secretary, National Conference of Tuberculosis Secretaries, 1923-26; president, Oregon Federation of Women's Clubs, 1923-26; chairman of institutes, Oregon Federation of Women's Clubs; chairman, Doernbecher Hospital Committee, Oregon Federation of Women's Clubs; director, General Federation of Women's Clubs; present position from 1915.*
- ANDREW FISH, Ph.D. .... *Assistant Professor of History B.A., Oregon, 1920; M.A., 1921; Clark, 1921-22; Ph.D., 1923. Faculty, Oregon, from 1920.*
- THOMAS H. GENTLE ..... *Professor of Education, Portland Center Danville College, Indiana, 1888-89; Illinois State Normal University, 1889-93; University of Jena, Germany, 1894-97. Instructor in psychology, 1898-1903, director of training school, 1904-11, State Normal School, Platteville, Wisconsin. Director of training school, Oregon Normal School, 1911-28; present position from 1928.*
- FREDERICK W. GOODRICH ..... *Instructor in Music, Portland Center King's College, London, and University of Durham. Organist director, St. Mary's Cathedral, Portland, from 1907; solo organist, Panama Pacific Exposition, San Francisco, 1915; chairman, music committee, Portland Public Libraries, 1924-27. Author: Cantus ad Processionale (J. Fisher); Select Chants, Solemn Vespers; Oregon Hymnal; Anthems, Arrangements, Transcriptions; Analytical Notes, Portland Symphony Programs.*
- NATALIE DEATRICH GREY ..... *Instructor in Art, Portland Center Graduate, Chicago Art Institute. Formerly supervisor of art, Kankakee, Illinois, and The Dalles, Oregon; assistant supervisor of art, Portland public schools.*
- WILLIAM GRIFFITH, M.A. .... *Assistant Professor of Psychology, Reed College LL.B., Washington, 1917; M.A., 1924. Associate, University of Washington, 1922-24; fellow, University of California, 1924-25; instructor, University of Washington, 1925-26. Faculty, Reed College, from 1926; faculty, Portland Center, from 1927.*
- RUTH E. HALVORSEN ..... *Instructor in Art, Portland Center Graduate, Pratt Institute. Faculty, Adelphi College; art instructor, Washington and Lincoln high schools, Portland; faculty, Portland Center, from 1923.*
- EVELYN M. HOGUE, B.A. .... *Laboratory Assistant in Botany, Portland Center B.A., Oregon, 1924. Head, department of nature study, Holladay platoon demonstration school, Portland public schools; staff, Portland Center, since 1928.*
- C. R. HOLLOWAY, Ph.B. .... *Assistant Superintendent of Portland Public Schools Ph.B., Missouri Valley College, 1907; graduate work, University of Oregon. Principal, Roseburg, Oregon, high school; principal, Washington high school, Portland; elementary school principal, Portland. Assistant superintendent of Portland public schools and principal of Holladay Demonstration Platoon School.*

- ROBERT KROHN ..... *Supervisor of Physical Education, Portland Public Schools Certificate, North American Gymnastic Union, 1895. Director, children's activities, Rose Festival parades; annual grammar school track meets; May Festival field drills; physical director, Multnomah Amateur Athletic Club, 1898-1912. Instructor in physical education, Portland Center.*
- OLOF LARSELL, Ph.D. .... *Professor of Anatomy, School of Medicine B.S., McMinnville College, 1910; graduate student, Chicago; M.A., Northwestern, 1914; Ph.D., 1918. Faculty, McMinnville, 1910-15; Northwestern, 1915-18, 1920-21; Wisconsin, 1918-20; Oregon, from 1921.*
- ELIZABETH LEWIS, B.S. .... *Instructor in Physical Education, University of Texas B.S., Oregon. Faculty, University of Texas, from 1927.*
- ALFRED L. LOMAX, M.A. .... *Professor of Business Administration B.B.A., Oregon, 1928; formerly with George Wills & Sons, Ltd., (export merchants); United States Shipping Board; McCarger, Bates & Lively; M.A., Pennsylvania, 1927. Faculty, Oregon, from 1919.*
- IRA ALBERT MANVILLE, M.A., M.D. .... *Associate in Physiology, School of Medicine B.A., Oregon, 1918; M.A., 1922; M.D., 1923. Faculty, Oregon, from 1911.*
- WALTER W. R. MAY ..... *City Advertising Manager, The Morning Oregonian Reed College, 1917; Columbia, 1924; assistant director of education, rank of captain, United States Public Health Service, 1918-21; formerly assistant city editor, The Morning Oregonian; financial editor, Daily News, Fargo, North Dakota; general assignments, Tribune, Minneapolis; copy editor, New York Daily News; executive news editor, the Morning Oregonian; present position from 1927.*
- ADA C. MCCOWAN, Ph.D. .... *Assistant Professor of Sociology, Russell Sage College, Troy, New York B.A., Reed College, 1915; M.A., Columbia, 1921; Ph.D., Columbia. Instructor, Lincoln high school, Portland, 1919-20; faculty, Russell Sage College.*
- ARTHUR E. NILSSON, M.B.A. .... *Instructor in Political Economy, Yale University B.S.C.E., Tufts College, 1922; M.B.A., Harvard Graduate School of Business Administration, 1924. Faculty, College of William and Mary, Virginia; assistant and associate professor of business economics, 1924-27; faculty of Yale University, from 1927.*
- LIVINGSTONE PORTER, Ph.D. .... *Assistant Professor of History, University of Illinois Graduate student, California and Columbia. William Kirkham professor of history, Whitman College. Present position from 1928.*
- G. W. PRESCOTT, Ph.D. .... *Associate Professor of Biology, Willamette University B.A., Oregon, 1923; M.A., Iowa, 1926; Ph.D., 1928; graduate assistant, Oregon, 1923-24; graduate assistant, Iowa, 1924-28; present position from 1928. Author: Motile Algae of Iowa; Summary of Work on Iowa Algae.*
- HOMER P. RAINY, Ph.D. .... *President of Franklin College, Indiana B.A., Austin College, 1919; M.A., Chicago, 1923; Ph.D., 1924. Faculty, Austin College, 1919-22; summer sessions, Chicago, 1923; Texas, 1926; faculty, Oregon, 1924-27. Author: School Finances in Oregon, The Distribution of School Funds in Oregon.*
- FRANK PRENTICE RAND, M.A. .... *Editor, The Signet, Amherst, Massachusetts B.A., Williams College, 1912; M.A., Amherst, 1916; instructor in English, University of Maine, 1913-14; instructor in English, Massachusetts Agricultural College, 1914-21; associate professor and general manager of academic activities and dramatic coach. U. S. Army, 1918-19. Member, Shakespeare Association of America; editor, The Signet, since 1914. Author: Tiamat (verse), 1917; Garlington (verse), 1923; Sidney (play), 1925; Our Lady Cushing (pageant, Cushing Academy), 1925; In the Octagon (play), 1927. Translator: (with Dan E. Waugh), Crumpled Leaves of Old Japan, 1922.*
- JOSEPH SCHAFER, Ph.D. .... *Superintendent of Wisconsin Historical Society B.S., Wisconsin, 1894; M.L., 1899; Ph.D., 1906. Faculty State Normal School, North Dakota, 1894-98; head of department of history, Oregon, 1904-20. Author: History of the Pacific Northwest; The Pacific Slope and Alaska; Democracy in Reconstruction; Wisconsin Domesday Book. Editor, Wisconsin Magazine of History.*
- FRIEDRICH GEORG G. SCHMIDT, Ph.D. .... *Professor of German Language and Literature Student, University of Erlangen, Bavaria, 1888-90; university scholar and fellow, Johns Hopkins, 1894-96; Ph.D., 1896. Faculty, Cornell College, 1896-97; head of department of modern languages, Oregon, 1897-1905; head of department of German, from 1905.*
- FRANK CHAPMAN SHARP, Ph.D. .... *Professor of Philosophy B.A., Amherst, 1887; Ph.D., University of Berlin. Faculty, Wisconsin, since 1893; summer sessions, Columbia, 1907; Colorado, 1909; Chicago, 1915; Stanford, 1924. Author: The Aesthetic Element in Morality; Shakespeare's Portrayal of the Moral Life; The Influence of Custom on the Moral Judgment; Education for Character; Ethics; numerous articles in the philosophical magazines.*

- S. STEPHENSON SMITH, B.Litt.....*Associate Professor of English*  
B.A., Reed College, 1915; B.Litt., Oxford, England, 1923. Faculty, Oregon, from 1925.
- MELVIN T. SOLVE, Ph.D.....*Associate Professor of English, University of Arizona*  
B.A., Oregon, 1918; fellow, Kongelige Frederiks Universitet, Oslo, Norway, 1920-21; fellow, Michigan, 1923-24; Ph.D., 1926. Faculty, Oregon, 1919-20 and 1921-23; Michigan, 1924-28; Arizona, since 1928. Author: *Shelley: His Theory of Poetry*; *College Composition (with others)*; *Further Adventures in Essay Reading (with others)*.
- F. MIRON WARRINGTON, Diplôme de l'Université de Paris.....*Professor of Romance Languages, Portland Center*  
Upper Canada College, Toronto, 1897; French interpreter, Canadian federal courts, 1900-08; student, University of Mexico, 1916-17; student, University of Madrid, 1921; diplôme de l'Université de Paris, 1922; present position, from 1919.
- ULYSSES GRANT WEATHERLY, Ph.D., Litt.D.....*Professor of Sociology, University of Indiana*  
B.A., Colgate University, 1890; Ph.D., Cornell, 1894; University of Heidelberg and Leipzig, 1898-4; Columbia, 1899-1900; Litt.D., Colgate, 1910. Instructor, Central high school, Philadelphia, 1894-5; assistant professor of history, 1895-8, associate professor, 1898-9, professor of economics and sociology, 1899-, University of Indiana; lecturer, sociology, Colorado, summers 1908, 18, 16, 18, 22; Columbia, summer, 1912; Illinois, summer, 1914; Cornell, summer, 1923. Joint editor, *Economic Bulletin*, 1907-10. President, Indiana Conference of Charities, 1911; chairman, Indiana Child Labor Commission; member, Indiana Commission on Industrial Education; president, American Sociological Society, 1923. Author of magazine articles on economic and sociological subjects.
- ALMON J. WHITE, M.S.....*Laboratory Assistant in Biology, Portland Center*  
B.S., M.S., Idaho, 1926. Instructor in zoology, Idaho, 1927-28; student, University of Oregon Medical School, 1928-; staff, Portland Center, since 1928.
- BEN H. WILLIAMS, Ph.D.....*Associate Professor of Political Science, University of Pittsburgh*  
B.A., Oregon, 1910; M.A., 1912; Ph.D., California, 1921. Faculty, Pennsylvania, 1921-23; Pittsburgh, since 1923. Author: *Economic Foreign Policy of the United States*, and various articles on domestic and international politics.
- HARRIET WOOD, B.A.....*Supervisor of School Libraries, State Department of Education, St. Paul, Minnesota*  
B.A., Vassar College; New York State Library School. Librarian, Cedar Rapids public library, 1903-10; head of school department, Portland library, 1910-19; faculty, summer sessions, Iowa and Minnesota; faculty, division of library instruction, Minnesota, 1929. Chairman, education committee, American Library Association, 1921-, second vice-president, 1929. Present position from 1919.
- ESTHER W. WUBST.....*Director of Art Instruction, Portland Public Schools*  
Graduate, Chicago Art Institute; pupil of John Vanderpool and Lorado Taft; student, University of Chicago and Julian Academie, Paris, France. Member, editorial staff, *School Arts Magazine*.

## THE SUMMER SESSIONS

### INTRODUCTION

The twenty-fifth annual summer sessions of the University of Oregon will be held simultaneously on the campus at Eugene and in the Portland center, beginning June 24 and continuing for six weeks until August 2.

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

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

### REGISTRATION, FEES AND CREDIT

Registration for the sessions will take place in Eugene and Portland on Monday, June 24. The registration fee for the six weeks summer session is twenty dollars (\$20.00) for residents of Oregon and regular extension students of the University. For others it is twenty-five dollars (\$25.00). In most of the laboratory courses there is a moderate laboratory fee to help defray the cost of materials and upkeep of equipment. The fee for the post-session is ten dollars (\$10.00).

A student may carry the amount of work necessary to earn nine term-hours of credit during a six weeks period at either session and six term-hours during the post session. A maximum of ten or eleven hours in either regular session and a maximum of seven hours in the post session, is occasionally permitted, provided, however, that the grades average 3 or better. Except in a very few departments such a schedule is impossible, since almost all the work is offered in three-hour units.

### REQUIREMENTS FOR ADMISSION AND DEGREES

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

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

*Entrance Requirements*—Beginning with the fall term, 1929, a student wishing to enter the University of Oregon must meet the requirements of one of the three plans listed below. These constitute the only entrance requirements to the University. They are as follows:

#### PLAN I

The entering student must present fifteen units from a four-year high school or twelve units from a senior high school. Part of these units are to be grouped into majors (a major is three units in one field) and minors (a minor is two units in one field). The distribution from a four-year high school must include two majors and three minors, of which two majors and one minor or one major and two minors must be selected from some of the following fields: English; languages other than English; mathematics; laboratory science; and social science. One of the majors must be in English. The distribution from a senior high school must include two majors and two minors, of which two majors and one minor or one major and two minors must be selected from some of the following fields: English; languages other than English; mathematics; laboratory science; and social science. One of the majors or one of the minors must be in English. No credit is granted for penmanship, spelling, physical education, or any subject classified as a student activity.

## PLAN II

The entering student must present fifteen units from a four-year high school or twelve units from a senior high school, of which ten units in the former or eight units in the latter must be selected from some of the following fields: English; languages other than English; mathematics; laboratory science; and social science. At least three of the ten units or two of the eight units must be in English. No credit is granted for penmanship, spelling, physical training, or any subject commonly classified as a student activity.

## PLAN III

The entering student may present fifteen units from a four-year high school or twelve units from a senior high school if he has exceptional ability as demonstrated by superior achievement in preparatory work including the classification of the student in the upper quartile of the graduating class and the unreserved recommendation of the high school principal. In addition, the student may be required to demonstrate his ability by securing a high rating in a college mental test. Eight of the fifteen units, however, or seven of the twelve units must be selected from some of the following fields: English; languages other than English; mathematics; laboratory science and social science. At least three of the eight units or two of the seven units must be in English. No credit is granted for penmanship, spelling, physical education, or any subject classified as a student activity.

*In addition to the above requirements, a student not a resident of the state of Oregon must be eligible for admission to the university of the state from which he comes.*

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

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

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

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

## GRADING SYSTEM

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

- I. Unusual excellence.
  - II. High quality. Classes I and II together constitute approximately the highest fourth or fifth of the class.
  - III. Satisfactory.
  - IV. Fair. Grades III and IV constitute from 55 to 65 per cent of the class.
  - V. Passing. Approximately from 15 to 20 per cent of the class.
- Students who have not completed the term's work satisfactorily are given:
- Inc., Incomplete. Quality of work satisfactory, but unfinished for reasons acceptable to the instructor, and additional time granted.
  - Cond., Condition. Quality of work not satisfactory, but additional time granted.
  - F., Failure.
  - Dp., Dropped. Course discontinued without permission. Equivalent to F in nearly all respects.

## GRADUATION EXERCISES

Previously, it has been necessary for those completing their academic work at the end of a summer session to wait until January of the following year to receive their degrees. This summer those who have satisfied all their requirements will be able to get their degrees at commencement exercises held in the Music Auditorium at 11:00 a. m., Friday, August 30, at the final assembly of the Post Session. All candidates for degrees at this time must fill out formal applications during the first week of the regular session, or during the first week of post-session if only this session is attended. The diploma fee must be paid not later than August 24.

## THE GRADUATE SCHOOL

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

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

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

## THE SUMMER SUN

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

## NATURAL ATTRACTIONS

At either end of the broad Willamette valley, lie Eugene and Portland, where are held the two summer sessions of the University of Oregon. The summer climate of western Oregon is ideal for study, with the tempering coolness of ocean breezes and with varied scenic spots perpetually in view and within easy reach.

The campus at Eugene, spreading in expansive lawn under the shadows of numerous firs and bordered by the historic mill race, offers an ever-present out-of-doors just outside the class room or hall of residence. Nearby are hills, rivers and the pleasant summer gloom of forests; within week-end reach are the beaches, the snowy Cascades, cold lakes and fishing streams. Eugene, with a population of 18,000, ranks high among the beautiful cities of the Pacific coast, and offers unusual attractions as a place for summer residence.

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

## THE CAMPUS SESSION

### BUILDINGS AND GROUNDS

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

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

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

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

### CALENDAR

Registration for the campus session will be on Monday, June 24, beginning at 8 o'clock in the morning. Classes will begin Tuesday morning, June 25, according to the hours scheduled. Examinations will be held on Thursday and Friday, August 1 and 2.

### POST SESSION

Regularly organized classes will be conducted in several departments during a four weeks post-session, from August 5 to August 30, thus enabling students to secure a total of ten weeks of instruction.

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

Post-session courses are listed along with the other offerings in the various schools and departments but for convenience of reference they are presented together on pages 38-39.

### REGISTRATION PROCEDURE

For greater convenience of students, complete registration details will be handled in the administration building (Johnson hall), where all students should report on June 24. Registration will begin at 8 o'clock in the morning and continue throughout the day. At the administration building, detailed instructions may be secured for the enrollment procedure which will be found simple and convenient. In each instance, the adviser for the major subject will be on hand to give assistance in determining the summer program. In the same building the graduate dean and his staff will be available for registration of students working towards advanced

degrees. After the study card has been filled out and approved by the adviser, the student will complete his registration by paying the summer session fee at the comptroller's office and filing the study card at the registrar's office, both on the second floor of the building.

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

### THE SUMMER FACULTY

The campus teaching staff will be composed of 49 members of the University faculty. Their scientific attainments and teaching ability and their knowledge of the problems of secondary and higher education in Oregon especially qualify them to direct the study and research of summer students. In addition, instructors from other institutions and public school administrators from other states have been invited to give special courses in fields in which they have achieved distinction. Fourteen visiting lecturers will appear on the Eugene summer faculty.

### SUMMER COURSES

Instruction will be offered in 15 departments of the college of literature, science and the arts, and in seven professional schools. The well-equipped, scientific laboratories and the University library of more than one hundred and eighty thousand volumes, enable the faculty to offer to students of real ability, thorough preparation, or especial interests, excellent facilities for research, experiment and intensive study.

### GRADUATE STUDY

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

### THE PROFESSIONAL SCHOOLS

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

### ADDITIONAL MUSIC COURSES

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

### ATHLETIC COACHING SCHOOL

During the first two weeks of the campus session, from June 24 to July 6, a coaching school will be held in track, basketball, baseball, and football, and girls' basketball. During the second two weeks, from July 8

to July 20, a similar coaching school will be held as part of the Portland session, utilizing the facilities of Multnomah field. For details, address Virgil D. Earl, athletic director, University of Oregon, Eugene.

#### FIELD STUDY

*Summer Geology Camp.* A geologic camp for advanced students will be established within the Ochoco National Forest of Central Oregon. The field offers unusual opportunities for the study of a wide range of geologic formations extending back into the Paleozoic. They include highly Fossiliferous, Carboniferous, Triassic, Jurassic and Cretaceous marine beds and several horizons containing Tertiary vertebrates. Several trips from the camp will be taken to points of special geologic interest such as the John Day fossil beds and the Pleistocene of Fossil Lake. The trip from the University will also permit a brief study of the Sisters region of the high Cascades. The field work will consist of topographic and geologic mapping of a restricted area offering a diversity of problems. The five weeks study in the field will be followed by a week for the geologic report. Prerequisite, the equivalent of one year of geology in any standard college or university. Graduate credit is allowed for special work.

#### APPOINTMENT BUREAU

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

#### ASSEMBLY

The assembly hour at 11 o'clock on three days a week is a distinctive feature that provides a center for much of the organized life of the campus session. Musical programs under direction of the school of music, readings by members of the departments of English and of drama, and addresses upon topics of general interest by local and visiting lecturers will be included during the 1929 session. Through the assembly lectures the students will be brought in touch with recognized authorities in education, philosophy, literature, natural science, sociology and political science.

#### RECREATION

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

There will be hikes and picnics on week-ends, carried out under the leadership of Mr. Marion McClain, member of the Mazamas and of the Eugene Outdoor Club. Towards the end of the session there will be a trip to the Three Sisters' region and a climb of the Middle Sister. Those looking forward to this should come prepared with outing clothes and good stout hiking boots. Those not already in good trim will do well to take some of the week-end trips to get in training for the Middle Sister climb. It is suggested that tennis racquets and golf clubs be brought along, as there are splendid opportunities on the University campus and at the nearby links for enjoying these sports.

#### GYMNASIUM FACILITIES

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

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

#### BOARD AND ROOM

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

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

*Rates in regular session*—Dormitory room rent for the session will be \$25.00 for single rooms and \$21.00 each for more than one in a room. Board at the dormitory for resident students will be \$40.00 for the session. Students not living in the dormitory will pay \$8.00 per week for board or \$40.00 per session if paid in advance. Prices for single meals will be: breakfast, 30c; luncheon, 40c; dinner, 50c; Sunday dinners alone, 75c.

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

*Rates in post session*—Rent for single dormitory room, \$16.00; rent for more than one in a room, \$12.00; board for resident student per session, \$27.00; board for students not living in dormitory but paying by the session, \$27.00; students paying by the week, per week, \$8.00.

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

## STATE CONFERENCES

Two state conferences—one an economic conference, the other on atypical children—will be held on Friday, June 28, as part of the campus session.

Dr. William Trufant Foster, formerly president of Reed College, and director of the Pollak Foundation for Economic Research, Newton, Massachusetts, together with other experts, will be on the program of the Economic Conference.

The conference on Atypical Children will be held under the direction of Dr. B. W. De Busk, professor of education, and director of the bureau of research of the Portland public schools; Dr. Grace Fernald, associate professor of psychology, University of California at Los Angeles; and Miss Ruth Kneeland, research director, Modesto Public Schools, California.

A speaker at the joint conferences will be Dr. Isaac Leon Kandel, noted authority on comparative education, and professor of education, Columbia University.

*Description of Courses*

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

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

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

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

## ART

Assistant Professor ZANE

160s. *Color*. Lecture and demonstration, with a definite and practical method of approach to the study and appreciation of color, to be helpful to that large group of people who would like to know more about color and its use, and to increase their own enjoyment of color in nature and in art. Topics of study: color sensations, color values and intensities, complementary colors, composite colors, near complements and triads, color harmonies, color in nature and art. Practical work in the use of pigments in making color charts and compositions. Daily at 1. 101 Normal Arts. *Three hours.*

172s. *Design*. Lecture and demonstration. Problems having to do with the theory and practice of design, involving the study of line, shape, tone and color, and organizing them into pattern. The aim is to enable the student to realize their use in art expression and to build up powers of criticism based upon the principles of design. Suited to the needs of beginners and adapted to the needs of those who have had some preliminary training but wish to bring their understanding and method up to date. Daily at 10. 101 Normal Arts. *Three hours.*

174s. *Lettering*. Lecture and demonstration. A study of letter character, drawing and design, followed by practice in spacing and composition. The work is planned to include the mastery of a round-pen alphabet for general use in posters and announcements, the Gothic alphabet with flat pen for greeting cards and special uses, the Roman alphabet for accurate, dignified uses, and the composition and embellishment of monograms. Daily at 9. 101 Normal Arts. *Three hours.*

## BUSINESS ADMINISTRATION

Dean FAVILLE

414s. *Sales Management*. The field and functions of sales management. Problems of sales organization, research and planning, sales policies, control of sales operations. Studied from the point of view of the sales manager. Daily at 9. 107 Commerce. *Three hours.*

475s. *Merchandising*. A study of retailing methods with particular attention to department store and specialty store problems in buying, stock, and selling. Figuring of mark-up, layout and merchandise classification, style, pricing, purchasing, and planning stocks. The retail method of inventory, stock records, selling organization, and special sales events. Course conducted entirely by the case method, with practical problems taken from actual experiences. Text: Problems in Retailing, by David and McNair. Daily at 10. 107 Commerce. *Three hours.*

540. *Graduate Seminar in Business Administration*. 107 Commerce. *Time and hours to be arranged.*

## CHEMISTRY

Professor STAFFORD, Dr. SHINN, Mr. ROEHM

201abs. *General Chemistry*. This course will include substantially two-thirds of the regular year course in this subject. It is presented by methods differing from those ordinarily used, and, therefore, not only offers the full equivalent of training ordinarily to be expected in general chemistry courses, but also offers suggestions which should be of value to teachers. Nine hours of lecture work per week, together with nine hours of laboratory work. Stafford. Lectures 8-10, Monday, Tuesday, Wednesday and Thursday, 8-9 on Friday. Laboratory periods Monday, Tuesday and Wednesday, 1-4. 105 McClure. *Eight hours.*

405abs. *Organic Chemistry*. This course comprises substantially the first two-thirds of the regular year course in organic chemistry. Prerequisites, two years of college work in chemistry, corresponding to the work in general chemistry and the course in second year chemistry. In exceptional cases, students who have not completely met these prerequisites may be admitted. Nine hours of lecture per week, with nine hours in the laboratory. Shinn. Lectures, 9-11, Monday, Tuesday, Wednesday and Thursday, 9-10 on Friday. Laboratories, Monday, Tuesday and Wednesday, 1-4. 101 McClure. *Eight hours.*

## POST-SESSION

201cs. *General Chemistry*. Continuation of course 201abs given in the regular session, together with which it represents the entire year of general chemistry. Stafford. Lecture hours as indicated for course 201abs. 105 McClure. *Four hours.*

405cs. *Organic Chemistry*. Continuation of course 405abs given in the regular session, together with which it represents the full year of organic chemistry. Shinn. Hours for both lecture and laboratory periods are as indicated for course 405abs. 101 McClure. *Four hours.*

## DRAMA

Assistant Professor SEYBOLT

241s. *Voice Technique and Interpretation of the Printed Page*. A consideration of the principles of good vocalization and an introduction to phonetics as a basis for clear articulation, practice in the interpretation of selections from English and American literature—prose and verse. Daily at 9. 110 Johnson. *Three hours.*

342s. *Stage Management for Schools and Amateur Plays*. Theory and practice of play production for schools and community theatres. A consideration of the play from the director's standpoint, including play analysis, organization of producing staff, rehearsal, settings, lighting, costumes and makeup. Special attention will be given to possible means for making effective production at minimum expense. Daily at 10. 103 Johnson. *Three hours.*

## ECONOMICS

Dean GILBERT, Assistant Professor MORRIS

203s. *Principles of Economics*. A study of the principles underlying modern economic life, with special analysis of production, exchange and distribution. Practical problems like monetary and banking reform, business cycles, international trade, tariffs, labor movement and control of railways, will be considered. Morris. Daily at 8. 106 Commerce. *Three hours.*

*Three hours.*

340s. *International Trade*. A study of the principles underlying modern international trade, with special reference to the problems confronting the United States today. The nature and effects of governmental interference in the form of bounties, subsidies, import and export duties; the commercial policies of the more important nations; the trends of modern foreign trade. Morris. Daily at 9. 106 Commerce. *Three hours.*

498s. *Post-war Economic Problems*. A study of the economic problems originating in or aggravated by the world war, and the remedial policies proposed. The economic clauses of the treaty of Versailles; reparations; inter-allied debts; economic activities of the League of Nations. Morris. Daily at 1. 106 Commerce. *Three hours.*

418s. *Public Finance and Taxation*. Aims to ascertain sound principles affecting public expenditure, the raising of revenue, budgetary legislation, financial organization and the use of the public credit. Various forms of taxes and a constructive plan for fiscal reform. Special consideration given to Oregon problems. Prerequisite, principles of economics. Acceptable, as a prerequisite, in lieu of 418ab. Gilbert. Daily at 10. 106 Commerce. *Three hours.*

## POST-SESSION

341s. *International Economic Policies*. This course will study certain major lines of present day international policy especially as related to the following specific problems,—movements of population, changes in density of population with consequent effects, population problems in certain countries like Japan and Italy, the economics of war, competition for sources of raw materials and markets. Morris. Daily at 9. 3 Johnson. *Two hours.*

## EDUCATION

Dean SHILDON, Dr. DEBUSK, Dr. HUFFAKER, Dr. FERNALD, Dr. BISHOP, Dr. BOSSING, Dr. BAKER, Dr. SOLVE, Dr. WRIGHT, Mr. WRENN, Miss BROWN, Miss KNEELAND, Mr. ROTHWELL, Mr. MEANS

## GENERAL INTRODUCTORY CYCLE FOR UNDERGRADUATES

301s. *Introduction to Education*. An introductory study of education, with particular reference to the Oregon school system, including a development of the more outstanding problems. Attention will be given to the factors of the school system that are directly related to the teacher. This course is designed to give a clear perspective of education as a whole and to compare the Oregon schools with the best available standards. Brown. Daily at 1. 4 Education. *Three hours.*

302s. *Problems in Secondary Education*. A study of the practical problems of the high school from the standpoint of the teacher. The aims of the high school and how they are achieved through the program of studies and through the general socializing program. Analysis of the various phases of the teacher's work in the class room, in the school routine, in supervision and in guidance. Professional and social relationships in school and community. Rothwell. Daily at 2. 4 Education. *Three hours.*

303s. *Educational Psychology*. An introductory course dealing with the applications of psychology to the teacher's task. Nature of learning process; types of learning; basic laws of learning; attention; interest; nature of intelligence. Individual differences; transfer of training. Open to upper division students who have completed two hours of psychology. Means. Daily at 3. 2 Education. *Three hours.*

## SPECIAL COURSES TREATING OF SECONDARY EDUCATION

308s. *Teaching of English in Secondary Schools.* For experienced teachers or students well advanced in the field of education. The values and purposes of the study of English in the secondary school. The extensive vs. the intensive method. Various organizations of subject matter. The classics vs. current literature. The essentials of high school composition. The teaching of various types of literature. The problem of outside reading. New methods of teaching English. Solve. Daily at 8. University High School. *Three hours.*

309s. *Teaching of History and Social Sciences in Secondary Schools.* A practical course designed for experienced teachers as well as advanced students who expect to teach history or the other social studies. Comparison of various techniques such as the contract plan, unit plan and supervised study. The value, selection and use of supplementary materials, visual instruction and socialized procedures. Consideration of aims and objectives. Current trends in the thought and instructional materials of the social studies field. Rothwell. Daily at 10. University High School. *Three hours.*

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

311s. *Teaching of Foreign Language.* (See Romance Languages.) Wright. Daily at 1. 5 Oregon. *Three hours.*

312s. *Work of Deans and Advisers of Girls.* A study of the nature and function of the office and how to organize it for effective service; the scope and variety of the work, its aims and general practices; how to know girls; the technique of personal and group guidance of girls in matters of health, education and morals; in questions of good taste in dress, manners, and conduct; in the solution of social, recreational, vocational and financial problems, as well as in solving the delicate problems of personality, home-life, friendships and romance; the relation of a dean of girls to the social program of the school. Brown. Daily at 2. 2 Education. *Three hours.*

484s. *The Junior High School.* A study of the aims, the organization, the curriculum and the methods of the Junior High School. An attempt will be made to determine plans whereby the major objectives may be obtained even in the smaller cities where not all the facilities are obtainable which theories of Junior High School organization have sometimes demanded. Open to teachers and administrators of experience. Bishop. Daily at 10. 4 Education. *Three hours.*

## COURSES TREATING OF ADMINISTRATION AND SUPERVISION

464s. *Tests and Measurements.* Begins with a rapid survey of the achievement tests best adapted for diagnostic purposes. Will also cover the following topics: the principles of diagnostic test building; practice

in the building of such tests; procedure in remedial teaching. Frequent illustrations will be given from the work of educational bureaus. Readings, lectures, discussions. DeBusk. Daily at 9. 4 Education. *Three hours.*

475. *School Buildings and Building Programs.* A course for school administrators dealing with the problems of planning and construction of school buildings, sites and grounds, costs and maintenance, heating, ventilation, with reference to the educational program and instructional needs of communities of various sizes. Particular attention will be given to the building needs of the smaller school systems. Lectures, discussions and extensive reading. Bossing. Daily at 8. 3 Education. *Three hours.*

476. *Child Accounting.* This course will consider the administrative problem of developing a usable, efficient system of keeping the records of the individual pupils, and of groups as well as reports. An attempt will be made to have each member of the class work out as a laboratory problem a plan suitable to the type of school in which he works. Open to teachers and administrators of some experience. Bishop. Daily at 1. 2 Education. *Three hours.*

477. *Supervision.* A study of the problems of supervision in the elementary and high school. Such topics will be considered as the purposes of supervision; principles underlying supervision; the place of the principal in supervision; plans for the organization of supervision; procedures and technique of supervision and related topics. Lectures, reading and discussion. Bossing. Daily at 9. 3 Education. *Three hours.*

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

479. *Comparative School Systems.* A study of the school systems of the chief countries of the modern world, particularly those of Germany, France, Great Britain and the United States in relation to certain vital problems of economic, moral and political adjustment. Special attention will be given to developments since the World War and to significant experiments in Germany, Russia, Bohemia, Denmark, India and elsewhere. Sheldon. Daily at 2. 3 Education. *Three hours.*

480. *Educational and Vocational Guidance.* The nature and need of guidance for children and adolescents, guidance through counseling, analysis of phases of counseling, developing a general guidance program in junior and senior high school; special techniques; cumulative record systems; the training and work of counselor. Wrenn. Daily at 2. 110 Johnson. *Three hours.*

481. *Curriculum Construction.* For teachers, supervisors, and superintendents. Deals with the place of the curriculum in our educational scheme, the nature and criticism of present-day curricula, the methods of curriculum construction, examination of modern curricula, survey of scientific studies on curriculum-making, and practice in the construction of curricula in the various fields of education. Wrenn. Daily at 10. 3 Education. *Three hours.*

## COURSES DEALING WITH THE PROBLEM CHILD

440. *Psychology of the Atypical Child*. A study of types of children who do not respond successfully to the usual methods of classroom instruction. This is a combination course to "The Teaching of Backward Children," by Dr. Fernald. The two should be taken together. DeBusk. Daily at 8. 4 Education. *Three hours.*

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

442. *The Teaching of Backward Children. Advanced Course*. This course, which covers much of the ground of the preceding, is intended for teachers who have already been working on the problem of backward children either with Dr. Fernald or elsewhere. Fernald. Daily at 8. 2 Education. *Three hours.*

## GRADUATE COURSES

574. *School Finance*. A study of the major problems of financing education, computing the cost of education. The problem of school revenues, the capital cost of education. Budget making. For graduate students and qualified seniors. Huffaker. Daily at 1. 3 Education. *Three hours.*

589. *Research Course in Secondary Education*. Students who desire to review the technical progress made in the teaching of particular high school subjects may attend the courses in methods and at the same time investigate one particular problem in detail. Such students should register for this course. Bishop, Rothwell, Means, Mrs. Solve. Time to be arranged. 3 Education. *Three hours.*

598. *Problems in History of Western Education*. This course will deal with certain aspects of development of public education in the west, particularly in Oregon. Each member of the class will prepare a brief historical paper on some aspect of Oregon education. Attention also will be given to practice in the technique of historical investigation. Sheldon. Time to be arranged. 4 Education. *Three hours.*

599. *Thesis Writing*. A course treating of the technique of writing scientific papers in different fields of education. Open to graduate students who have time to follow through some scientific study. Students will be expected to equip themselves with a copy of Good's *How to Do Research in Education*. Huffaker, Bossing, DeBusk, Sheldon. Time to be arranged. 2 Education. *Three to six hours.*

## POST-SESSION

304. *Problems of Teaching Staff*. Selection and organization of the teaching staff; teacher training; teachers' salaries, promotion, salary schedules; pensions and retirement funds; organizations; rating and the improvement of teachers in service. Professional study and development; professional ethics; standards and ideals; professional leadership. Bossing. Daily at 9. 1 Johnson. *Two hours.*

457ps. *Educational Sociology*. A study of education in its social aspects; education and national ideals; education and progress; diagnosis of school situations in the fields of discipline, playground, and social life. Baker. Daily at 10. 3 Johnson. *Two hours.*

461ps. *Child Psychology*. A study of child nature, emphasizing those phases which throw light on methods of training; the child study movement; mental and social capacities of the child; guidance. Baker. Daily at 11. 3 Johnson. *Two hours.*

464ps. *Tests and Measurements*. Will cover the following topics: the principles of test building, practice in the building of such tests; the procedure in remedial teaching. Readings, lectures and discussions. Bossing. Daily at 8. 110 Johnson. *Two hours.*

471. *State School Administration*. The organization and administration of the state, county and district units—the need for a new administrative unit. Theories of educational control and the administration and supervision of the small school are discussed. Huffaker. Daily at 2. 3 Education. *Two hours.*

575. *Problems in School Finance*. A continuation of education 574 in which the students work out individual problems in school finance. Open only to those who have had education 574 or its equivalent. Huffaker. Daily at 1. 3 Education. *Two hours.*

## ENGLISH

Dr. BOYER, Dr. ZEITLIN, Dr. ERNST, Professor COLLINS, Assistant Professor MOLL

102s. *English Survey (Second Term)*. Beginning with the lyric poetry of the early 17th century, the course covers representative selections from Milton, Dryden, Pope, Swift, Defoe, Johnson, Goldsmith, Sheridan, and the classical poets of the 18th century lyrical group. Literary development will be considered as a reflection of the intellectual, political, and social culture from the Elizabethan period to the 19th century. Equivalent to the second term of English survey in the regular session. Collins. Daily at 1. 108 Villard. *Three hours.*

103s. *English Survey (Third Term)*. An attempt to characterize the temper of the 19th century English literature. Poetry: Arnold, Rossetti, Tennyson, Browning, Hardy, and others. The Essay: Ruskin, Morris, and Newman. Ernst. Daily at 10. 101 Villard. *Three hours.*

201s. *Shakespeare's Early Plays*. *Midsummer Night's Dream*, *Richard II and III*, *Romeo and Juliet*, *Merchant of Venice*, *Henry IV, Parts I and II*. This course is the equivalent of the first term of Shakespeare given during the regular year. Boyer. Daily at 10. 108 Villard. *Three hours.*

260s. *Short Story Writing*. After a brief survey of the origins, history and characteristics of the short-story as a literary form, the class will give its attention to the actual writing of short-stories. The work will be carried on through lectures, written exercises, and the reading and analysis of successful stories. Moll. Daily at 1. 107 Villard. *Three hours.*

Ed.308s. *Teaching of English in Secondary Schools*. (See 308s Education). Solve. Daily at 8. University High School.

332s. *The Romantic Poets of the 19th Century.* Wordsworth, Coleridge, Scott, Byron, Shelley, Keats, and Landor. Interpretation and class discussion of selected poems. Zeitlin. Daily at 8. 101 Villard.

*Three hours.*

451s. *The Essay.* A study of its main varieties. Lectures and class discussions. Zeitlin. Daily at 9. 101 Villard.

*Three hours.*

364s. *Elements of Style.* The course will consist of lectures on the theory of style with class discussions of the outstanding works in the field. Style will be approached through a consideration of imagination, the myth-making activity, imagery, and the more important technical elements of writing. Students will be encouraged to do original creative work. Moll. Daily at 2. 107 Villard.

*Three hours.*

443s. *The Victorian Novel.* Mrs. Gaskell, Miss Bronte, George Eliot, Meredith, Hardy. This course is the equivalent of the spring term course in the English Novel. Boyer. Daily at 9. 108 Villard.

*Three hours.*

435s. *Elizabethan Tragedy.* The nature of tragedy. Some consideration of the rise of English tragedy. A more thorough study of Elizabethan tragedy from Kyd to Webster. Ernst. Daily at 9. 107 Villard.

*Three hours.*

492s. *The "Little Renaissance" of the Nineties in the United States.* A close study of the derivations from the earlier 19th century and the break with it. The initiating of the forces in literature that have become emphatic in the 20th century. The final development of the Sensationalists. The new movement in Mysticism. The revision of Democracy. Romance from C. W. Stoddard and Lafcadio Hearn to 1900. Realism from Saltus and Howells and Garland to the beginnings of Dreiser. The introspection of Henry James and its relation to the 20th century. The great cleavage in criticism. The new materials and modes of poetry. Reciprocal influences of France, England and the United States. Collins. Daily at 10. 107 Villard.

*Three hours.*

325s. *English Literature from 1700 to 1730.* English literature of the Early Eighteenth Century. A study of the facts, ideas and significance, more than the literary forms, of the most intensively conventional, sophisticated and rationalized period in English literature. Its contrast with all the romantic periods will be emphasized. Chief attention will be paid to Swift; Pope, Congreve and Addison. There will be limited reading of Dryden. The first half of Edmund Gosse's *Eighteenth Century Literature* and the first half of Leslie Stephens' *English Literature and Society in the Eighteenth Century* will be required as text-book material. The political and social history of the period from 1700 to 1740 will be studied enough for a literary background. Collins. Daily at 8. 107 Villard.

*Three hours.*

500s. *Seminar: Byron.* Zeitlin. Time and hours to be arranged. 101 Villard.

518s. *Seminar. Romantic Tendencies in the 18th Century.* This course will deal with the history of Neo-Platonic thought in 18th Century English literature. Ernst. Time to be arranged. 103 Villard.

*Three hours.*

#### POST-SESSION

326s. *Continuation of course 325s.* Collins. Daily at 10. 1 Johnson.

*Two hours.*

114s. *American Literature.* A general survey of literature in the United States from 1830 to 1890. Collins. Daily at 11. 1 Johnson.

*Two hours.*

#### GEOLOGY

Dr. PACKARD

380. *Field Geology.* A geologic camp for advanced students will be established within the Ochoco National Forest of Central Oregon. The field offers unusual opportunities for the study of a wide range of geologic formations extending back into the Paleozoic. They include highly fossiliferous, Carboniferous, Triassic, Jurassic and Cretaceous marine beds and several horizons containing Tertiary vertebrates. Several trips from the camp will be taken to points of special geologic interest such as the John Day fossil beds and the Pleistocene of Fossil Lake. The trip from the University will also permit a brief study of the Sisters region of the High Cascades. The field work will consist of topographic and geologic mapping of a restricted area offering a diversity of problems. The five weeks study in the field will be followed by a week for the geologic report. Prerequisites, the equivalent of one year of geology in any standard college or university. Graduate credit allowed for special work.

*Nine hours.*

NOTE: Applications for work in this course should reach the Director of Summer Sessions, Eugene, Oregon, by June 15. The summer session fee must be paid and registration cleared before students leave on the trip.

#### GERMAN

Dr. REINHARDT

1s. *Elementary German.* For students who wish to acquire quickly a reading knowledge of the language for scientific purposes or review the essentials. Daily at 8. 106 Oregon.

*Three hours.*

301s. *German Literature.* Reading and translation of authors from various periods. Open to second and third year students. Daily at 9. 106 Oregon.

*Three hours.*

401s. *German Seminar.* For students who are majoring in German and others who are sufficiently advanced to enroll in this course. Students wishing to take an advanced degree in German are expected to do additional work. Time and hours to be arranged. 106 Oregon.

#### HISTORY

Dr. R. C. CLARK, Professor SAUNDERS, Dr. DAN E. CLARK, Dr. PORTER

362s. *England in the Eighteenth Century.* A general study of English development in the 18th century, with special attention to the social and political changes in the latter half of the period. Students will be expected to read for this purpose selections from such works as: Horace Walpole, *Letters (Everyman)*; Anson, *Voyage Around the World (Everyman)*; Burke, *Thoughts on the Present Discontents (World's Classics)*; Works of Burke, Vol. II). Any of the standard English history texts may be used for preliminary reading, to be supplemented later by Lecky, *England in the 18th Century.* Saunders. Daily at 8. 4 Commerce.

*Three hours.*

371s. *Early American History, 1750-1829.* A somewhat detailed study of the formative period of the American Union. Social, economic, intel-

lectual, as well as political development will be considered. The causes of the American Revolution, the reasons for its success, the making of the Constitution, rise of political parties, international conflicts, the life and occupations of the people, are some of the topics that will be considered. R. C. Clark. Daily at 9. 8 Commerce. *Three hours.*

444s. *The Background of the Great War, 1870-1914* A general course outlining the European developments of these years. The treatment will not be exclusively diplomatic and some attention will be given to the social and intellectual changes affecting the outbreak of 1914. The prescribed text is Hayes, *Political and Social History of Modern Europe*, Vol. II (Macmillan), with supplementary use of the first volume of Fay, *Origins of the World War* (Macmillan). The volume by Hayes should be purchased by the student. Saunders. Daily at 9. 4 Commerce. *Three hours.*

478s. *Oregon History.* A history of the discovery, exploration, and occupation of the Pacific Northwest, with an account of the international rivalry for its possession. The period prior to 1859 will receive principal emphasis. R. C. Clark. Daily at 10. 8 Commerce. *Three hours.*

476s. *History of the West to 1850.* Activities of French, Spanish and English in the west, exorations, fur trade, early American land policies, Indian affairs, development of transportation and similar phases of western history mainly before 1850. Dan E. Clark. Daily at 8. 8 Commerce. *Three hours.*

574s. *Problems in American Diplomatic History.* This course will be conducted on the seminar plan with student reports on selected topics dealing with the relations of the United States with Great Britain, France, Spain, Latin America. R. C. Clark. Time and hours to be arranged. 8 Commerce.

563s. *Seminar in English History.* Saunders. Time and hours to be arranged. 4 Commerce.

#### POST-SESSION

204s. *Modern European History, 1815-1870.* The reconstruction of Europe by Congress of Vienna, the period of reaction and revolutions that followed, the unification of Italy and Germany, and the rise of socialism. Porter. Daily at 9. 110 Johnson. *Two hours.*

470s. *Colonial America, 1492-1750.* Discovery of America, European colonial ambitions and developments, economic and social conditions in the colonies and other phases of American history before 1750. Porter. Daily at 10. 110 Johnson. *Two hours.*

477s. *History of the West, 1850-1890.* Special emphasis on development of the region west of the Mississippi river. Mining, transportation across the plains, the cattle industry, land policy, Indian affairs, and other subjects. Will include also a general survey of the westward movement and its effects. Dan E. Clark. Daily at 11. 110 Johnson. *Two hours.*

#### JOURNALISM

Dean ALLEN

210s. *The Art of Handling the News.* Identifying it, judging its values, getting it, verifying it, writing it, making the best use of it. A practical course, combined with enough treatment of the established principles of journalism to serve as a foundation for the work of a high school

adviser of student publications, the teacher of a course in journalistic writing in an English department, or for persons looking toward employment by newspapers. Previous training not required, but students should be able to write good, standard English. Allen. Daily at 8. 105 Journalism. *Three hours.*

400s. *General Newspaper Technique.* Advanced course for students with some previous contact with newspaper work or journalistic studies. Editorial policy and editorial writing, copy-editing, proofreading, make-up, shop practices, analysis of public demand. Comprehensive interpretative stories, interviews, character sketches, scissors and paste work. Headwriting. Allen. Daily at 9. 105 Journalism. *Three hours.*

500s. *Seminar in Newspaper Management.* Will accept not more than three graduate students with special interest in newspaper production. Allen. Time and hours to be arranged. 105 Journalism.

#### LIBRARY METHODS

Miss ENGLISH, Mrs. McCLAIN, Miss CASFORD, Miss CARRICK

121s. *Use of the Library, with Special Emphasis on Reference Tools.* A study of the more important reference books and tools as used in small libraries and in elementary and high schools. Instruction will be based on Hutchins, Johnson and Williams, *Guide to the Use of Libraries* (1925). Lectures supplemented by practical problems designed to give the student facility in the use of the more important reference tools. Casford. Daily at 2. 30 Library. *Three hours.*

122s. *Elementary Course in Classification and Cataloguing.* Instruction in classification of books by Dewey decimal system. Lectures on principles of dictionary cataloguing, with parallel course in practical cataloguing, each pupil making a model catalogue of some 200 books. Assigning of subject headings and making of cross references. Problems in use of catalogue, self-listing, filing of cards and use of Library of Congress printed cards. Carrick. Daily at 1, and laboratory, 2 to 4 or 3 to 5. 4 Library. *Three hours.*

221s. *Book Selection and Evaluation.* This course aims to give familiarity with specific books, old and new, with practice in the writing of annotations and book reviews, and the compilation of selected lists. Special attention is given to the technical aspect of book selection, publishers, editions, and book selection aids. McClain. Daily at 10. 30 Library. *Three hours.*

341s. *Books for High School Libraries.* A course in the selection and use of books in school libraries, which includes the study and class discussion of bibliographies and reference books; and the reading and discussion of different types of books useful in junior and senior high schools. English. Daily at 9. 30 Library. *Three hours.*

342s. *School Library Administration.* A practical course in the organization, equipment, administration and objectives of modern school libraries. English. Daily at 8. 30 Library. *Three hours.*

#### MATHEMATICS

Dr. MILNE, Dr. DAVIS

93s. *Advanced Algebra.* A course in college algebra based on three semesters of high school algebra. A prerequisite for trigonometry, mathematics of finance, statistics, and advanced courses. Milne. Daily at 9. 101 Oregon. *Three hours.*

94s. *Plane Trigonometry*. An introductory course presupposing a good knowledge of algebra through quadratic equations. Milne. Daily at 9. 101 Oregon. *Three hours.*

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

408s. *Solid Analytical Geometry*. An advanced course dealing with surfaces of the second degree and their properties, together with some discussion of surfaces in general. Davis. Daily at 8. 101 Oregon. *Three hours.*

302. *Non-Euclidean Geometry*. A consistent treatise of geometry built up entirely without the use of Euclid's parallel postulate. It is an outgrowth of the works of Bolyai, Lobatschewsky, and Riemann. It is especially interesting to the student of geometry and enables him to better understand the foundational structure of Euclidean geometry. Davis. Daily at 9. 107 Oregon. *Three hours.*

403s. *Theory of Equations and Determinants*. The general properties of algebraic equations, together with solutions of the cubic and quartic equations and Horner's method. Especially valuable for teachers of high school algebra. Prerequisite, college algebra. Milne. Daily at 10. 101 Oregon. *Three hours.*

504s. *Seminar in Advanced Calculus and Differential Equations*. Supervised reading with frequent conferences on subject matter selected to meet individual needs. Milne. Time to be arranged. 101 Oregon. *Three hours.*

## MUSIC

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

### PUBLIC SCHOOL MUSIC

103. *Field of Music*. Designed to show that the love of music is a measure of the development of civilized peoples. Deals with the outstanding musical achievements of the past and present. Associates music with literature and other fine arts, and with man's social and religious life in general. Presents an abundance of music of the various periods for the purpose of developing discriminating listening habits. No prerequisites. Beck. Daily at 8. Music Building. *Three hours.*

126s. *Ear Training, Solfeggio and Dictation*. The history, construction and treatment of harmonic forms. Terminology, major and minor scales, intervals, major and minor triads, inversions, general theory of harmonic progressions. Dissonant combinations, open position. Harmonization of melodies. Melody writing and tone thinking. Valuable to all music students, and necessary for teachers engaged in public school music work. Beck. Monday, Tuesday, Wednesday, Thursday at 9. Music Building. *Two hours.*

313s. *Public School Music for Grades One to Six*. Part I. A practical course for teachers, developing the problems peculiar to each grade. Among the phases considered, the following will be stressed: selection and presentation of rote songs; how to treat monotonies; classification and care of voices in these grades; the correlation of eye and ear through presentation of familiar songs in staff notation; sight reading; part singing; song interpretation; practical suggestions for the daily lesson and lessons plans. Part II. *Appreciation*. Participation in the play orchestra which establishes the listening habit, resulting in rhythmic dis-

crimination; a feeling for beauty, balance and design; sensing the phrase and the form; enjoyment of pure and descriptive music. A continuity of purpose from the first through the sixth grade closely correlated with the voice work. Beck. Daily at 1. Music Building. *Three hours.*

314s. *Public School Music for Junior and Senior High School*. Method of training and directing choruses and glee clubs; selection, study and interpretation of suitable material; voice selection; care of the voice; how to prepare and present concerts, operettas and special entertainments; how to adapt the ideal music course to small high schools. Beck. Daily at 2. Music Building. *Three hours.*

NOTE: The courses in Public School Music, 103, 126s, 313s and 314s, are open without extra fees to all those regularly enrolled in the summer session.

### APPLIED MUSIC

113s. *Group Instruction in Piano*. During the past few years it has become increasingly evident that piano study in groups, supplemented by periods of individual instruction, is not only feasible, but is actually productive of superior results. Technique, interpretation and repertoire are of vital interest to all serious-minded piano students, and these notions may be properly presented by the ordinary classroom methods of lecture and recital. By these means, interest is enhanced, time conserved, and a tremendous saving in expense effected. Technique will be considered largely from the harmonic standpoint, useful practice fugues being derived from chords by rhythmic expansion. Interpretation will be based upon structural analysis, harmonic and melodic content and tradition. In general, the course will aim to show that technique and interpretation are not only mutually helpful, but that they are absolutely inseparable; and to provide the student with a musically motivated, technical equipment which will be continuously useful. Landsbury. Three one-hour class lessons per week. One supplementary 45-minute private lesson period per week. *Two hours.*

116s. *Technique and Interpretation in Oregon*. Will supplement private instruction. The class lessons will deal with technical problems of individual students as well as the field in general. Particular attention will be given to registration, tone-color, transcriptions, improvisation. There will be lectures on organ literature by the instructor and various demonstrations by the students themselves. If needed, class will be divided into elementary and advanced groups. Evans. Three one-hour class lessons per week. One supplementary 45-minute private lesson period per week. Music Building. *Two hours.*

119s. *Technique and Interpretation in Violin*. Will deal with technical problems, both elementary and advanced, from a teaching and playing standpoint. A survey of repertoire pieces for varying grade of technical equipment with a study of the art of effective and musicianly interpretation. Underwood. Three one-hour class lessons per week. One supplementary 45-minute private lesson period per week. Music Building. *Two hours.*

NOTE: Adequate provision will be made for students interested in voice work. Those interested should address Dean John J. Landsbury, School of Music.

### COMPOSITION AND HISTORY

369s. *Keyboard Harmony and Modulation*. A course designed to teach the student to think in terms of the piano and to help acquire facility in

modulation. Special emphasis will be placed on demonstrations at the keyboard as well as writing. Evans. Four one-hour class lessons per week. Music Building. *Two hours.*

#### ORCHESTRAL ORGANIZATION

317s. *Orchestral Organization.* Underwood. Four hours weekly. Music Building. *Two hours.*

Dr. Landsbury, Mr. Evans, Mr. Underwood:

Three-hour class courses and 45-minute private period per week .....	\$45.00
Classes in keyboard harmony and orchestral organization .....	15.00
Private half-hour lessons in advanced harmony, counterpoint, canon and fugue, and analysis. Mr. Evans .....	25.00
Extra private lessons in piano, organ, or violin at special summer rates.	

Fees for Practice:

Rent of piano, one hour a day for six weeks .....	3.00
Organ rent .....	Per hour, 20c to 30c

Scholarships:

For information concerning full and partial scholarships, and for further information concerning courses and expenses, address Dr. John J. Landsbury, Dean, School of Music, University of Oregon, Eugene, Oregon.

#### PHILOSOPHY

Dr. BATES

428s. *Indian Philosophy.* The philosophy of the Upanishads; Buddhism; the Bhagavad Gita; Patanjali; Shankara; modern philosophy. Histories by Dasgupta and Radhakrishnan used as basis for the course. Daily at 8. 111 Johnson. *Three hours.*

429s. *Keyserling and Spengler.* Special attention to the *Travel Diary of a Philosopher*, with lectures on Keyserling's earlier and later works. The part of the course devoted to Spengler will consist of a close study of the two volumes of his *Decline of the West*. Daily at 9. 111 Johnson. *Three hours.*

\*503s. *Seminar in Spinoza* or a study of Spinoza's *Ethics* and minor works in the light of his recently published correspondence. Time and hours to be arranged. 111 Johnson.

\*504s. *Seminar in Kant.* Study of Kant's *Critique of Pure Reason* in the light of Norman Kemp Smith's commentaries. Time and hours to be arranged. 111 Johnson.

NOTE: Either 503s or 504s will be given, but not both.

#### PHYSICAL EDUCATION

(SUMMER SCHOOL OF ATHLETIC COACHING)

Professor EARL, Captain MCEWAN, Mr. REINHART, Mr. HAYWARD, Mr. FLETCHER

51fb. *Coaching of Football.* History of football, planning the season, blocking, tackling, interference and the use of hands, fundamentals of back-field play, fundamentals of end play and kicking game, pass game, best defensive, offensive formation and plays, team defense, generalship, practical demonstrations in so far as possible. More attention will be given to line play than any other one division of the course. McEwan. June 24 to July 6. Daily from 3 to 5:30. McArthur Court. *One hour.*

51bkb. *Coaching of Basketball.* Demonstrations and lectures. The dribble, various types of passes and of shooting, and all varieties of defense. Offense, using all pass styles, the long pass, short pass, and the mixed pass game, with emphasis on the short pass and the pivot. Reinhart. June 24 to July 6. Daily from 7:30 to 9:30 p. m. McArthur Court. *One hour.*

51bkb. *Coaching of Basketball (Second Division).* This course will be open only to women who wish to learn more about the coaching of the boys' game of basketball. Fletcher. June 24 to July 6. Daily from 3 to 5. McArthur Court. *One hour.*

51bb. *Coaching of Baseball.* Baseball coaching on the field, best form at bat, base running, pitching and catching. Demonstrations in the fundamentals of inside baseball. Reinhart. June 24 to July 6. Daily from 1 to 3. McArthur Court. *One hour.*

51tr. *Coaching of Track.* Practical demonstration of various forms and methods of training for all track events. Hayward. June 24 to July 6. Daily from 10 to 12. McArthur Court. *One hour.*

#### PHYSICS

Dr. CASWELL, Dr. McALISTER

204as. *General Physics. First Term of Regular Course without Laboratory.* This course will be essentially the lectures, recitations and problem work of the first term of the course in general physics given in the regular academic year. It deals principally with the properties of matter, heat and the simpler parts of mechanics from the experimental standpoint. The work will be based on Caswell's *An Outline of Physics*. Caswell. Daily 8 to 10, first three weeks only. 107 Deady. *Three hours.*

204bs. *General Physics. Second Term as Above.* The second term's lectures, recitations and problem work. Presupposes course 204as. It deals principally with the simpler experimental parts of electricity and light, mechanics of collision, periodic motions and the kinetic theory of matter. Textbook: Caswell's *An Outline of Physics*. Caswell. Daily 8 to 10, second three weeks only. 107 Deady. *Three hours.*

204 Lab. *General Physics Laboratory.* The usual laboratory work given as a part of the regular course in general physics. The laboratory is open every afternoon except Friday. Approximately ten afternoons, from 1 to 4, for one hour of credit. Laboratory fee, \$4.00 per credit hour. McAlister. Deady Hall. *One or two hours.*

NOTE: Students registering for 204as and 204bs should also register for one hour of General Physics Laboratory (204 Lab.)

301. *History and Teaching of Physics.* For teachers and prospective teachers of high school physics. Caswell. Daily at 10. 107 Deady. *Three hours.*

420. *Advanced Laboratory.* Recommended for high school teachers. The work is varied to suit the needs of the individual. Approximately thirty clock-hours are required for one hour of credit. Laboratory open every afternoon except Friday, from 1 to 4. Laboratory fee \$4.00 per credit hour. McAlister. Deady Hall. *One to two hours.*

427s. *Physical Optics.* A study of such typical phenomena as refraction, dispersion, interference, diffraction and polarization. Three lecture and two laboratory periods per week. Text: Taylor, *College Manual of Optics*. Laboratory fee \$4.00. McAlister. Time to be arranged. 3 Deady. *Three hours.*

NOTE: In case the demand warrants it, some other advanced course, such as analytical mechanics, advanced electricity, or electrical measurements, may be given instead of the preceding.

520. *Research Laboratory*. Qualified students will have all the facilities of the laboratory placed at their disposal and will receive the advice and assistance of the department. Caswell, McAlister. Time and hours to be arranged. 3 Deady.

550. *Graduate Thesis*. Caswell, McAlister. Time and hours to be arranged. 3 Deady.

#### POST-SESSION

204cs. *General Physics. Third Term of Regular Course without Laboratory*. The third term's lectures, recitations and problem work. Presupposes courses 204as and 204bs. The work includes the study of wave motions and sound, electro-magnetic waves, including light and X-rays, electromagnetic theory, interference and diffraction, spectra, atom models, and relativity. Textbook: Caswell's *An Outline of Physics*. McAlister. Daily at 8, and Monday, Wednesday and Friday at 9. 107 Deady.

*Three hours.*

204 Lab. *General Physics Laboratory*. To accompany the third term of general physics (204cs). McAlister. The laboratory is open Monday, Tuesday and Thursday from 1 to 4 p. m. 3 Deady.

*One hour.*

NOTE: Students registering for 204cs should also register for General Physics Laboratory (204 Lab.)

400-500. *Advanced and Graduate Courses*. Supervised reading, with occasional conferences for advanced and graduate students with suitable preparation. McAlister. Time and hours to be arranged. 3 Deady.

420. *Advanced Laboratory*. McAlister. Time to be arranged 3 Deady.

*One hour.*

520. *Research Laboratory*. McAlister. Time and hours to be arranged. 3 Deady.

550. *Graduate Thesis*. McAlister. Time and hours to be arranged. 3 Deady.

#### POLITICAL SCIENCE

Dr. Mez

203s. *Principles of American Government*. Analysis of the constitutional and governmental principles underlying American political institutions, with emphasis on the functional and objective methods of approach as distinguished from historical and descriptive methods. Designed especially for teachers of history, government and civics. Daily at 9. 1 Johnson.

*Three hours.*

408s. *International Relations*. The nature and importance of international relations; underlying problems—nationalism; materialism; imperialism; agencies of control—departmental and administrative; development of international organization, culminating with the League of Nations. Daily at 10. 1 Johnson.

*Three hours.*

420. *Political and Economic Problems of the Pacific Basin*. Will consider America's growing interest in the Pacific; problems of interdependencies, trade resources, migration, and communication; our Far Eastern policies; the Pan-Pacific Union. Daily at 2. 1 Johnson.

*Three hours.*

#### PSYCHOLOGY

Dr. CONKLIN, Dr. TAYLOR, Mr. JASPER

202s. *General Psychology*. A consideration of the basic concepts of scientific psychology for beginning students. Primary aim—to enable students to read psychological literature with understanding and critical insight. Topics to be discussed: the nervous system, sense organs, motivation of behavior, learning, perception, reasoning, intelligence and personality. Some demonstration experiments will be performed and supplementary reading will be required. Textbook: Gates, *Elementary Psychology*, revised edition (Macmillan). Taylor. Daily at 9. 301 Condon.

*Three hours.*

201s. *Beginner's Laboratory Course in Psychology*. The most important experiments in sensation, perception, attention and motor response, learning, the derivation of concepts, and reasoning, will be covered. Special attention will be given learning experiments, which will include: the transfer of training in motor and ideational fields; the relative efficacy of various modes of presentation; a comparison of the efficiency of different modes of recall; training in the use of elementary statistics with applications to systems of grading; the effect of motivation on retention; the learning curve; the forgetting curve; and a study of individual differences in the learning process. This course is especially adapted to the experimental demonstration of many important facts and processes useful in teaching methods. Jasper. Daily, 1-4. Condon Hall.

*Three hours.*

418s. *Abnormal Psychology*. Traits and theories of hysterical phenomena, insanity and the borderline phenomena. A knowledge of the material of general psychology is an indispensable prerequisite. Conklin. Daily at 9. 101 Condon.

*Three hours.*

408s. *Psychology of Religion*. A presentation of several forms of religious experience, including worship, prayer, conversion, mysticism and retreat, with their psychological interpretations. Applications of these studies to developmental changes will be covered so far as time permits. Conklin. Daily at 10. 101 Condon.

*Three hours.*

463s. *Psychology of Vocational Guidance*. A critical survey of the possibilities in the field of scientific vocational guidance and placement. The course is intended to acquaint students with what has been accomplished in this field, to point out the more promising methods and lines of research and to enable them to judge the feasibility of vocational programs and the claims made for such procedures. Opportunity to take various tests will be given. There will also be considerable explanation and practice in the interpretation of test results. Textbook: Burt, *Employment Psychology* (Houghton Mifflin & Co.) Taylor. Daily at 8. 301 Condon.

*Three hours.*

528s. *Seminar: Psychology of Learning*. Taylor. Time and hours to be arranged. 301 Condon.

#### ROMANCE LANGUAGES

Dr. WRIGHT, Dr. ROWBOTHAM, Mr. LEGRAND

1s. *Elementary French*. Grammar, pronunciation, and the reading of simple texts. Legrand. Daily at 8. 5 Oregon.

*Three hours.*

11s. *Elementary Spanish*. Grammar, pronunciation, and the reading of simple texts. Legrand. Daily at 9. 5 Oregon.

*Three hours.*

311s. *Teaching of Foreign Languages.* Methods of teaching French and Spanish pronunciation, including phonetics. Problems of grammar, and methods of presenting them. Choice of material covering a four-year high school course. A study of various texts and examinations. Wright. Daily at 1. 5 Oregon. *Three hours.*

350s. *French Masterpieces.* A study of the history of French literature and a reading of some of its masterpieces. Outside reading, reports. Rowbotham. Daily at 9. 4 Oregon. *Three hours.*

370s. *Spanish Masterpieces.* A study of the history of Spanish literature, and a reading of some of its masterpieces. Outside reading, reports. Wright. Daily at 2. 5 Oregon. *Three hours.*

450s. *Pre-War French Literature.* Outside reading with reports, as well as classroom discussion. Rowbotham. Daily at 8. 4 Oregon. *Three hours.*

510s. *Modern French Seminar.* Some French author will be studied thoroughly from the point of view of content and style. Each student will present a paper dealing with some particular phase of the author involving problems of research. Rowbotham. Time and hours to be arranged. 4 Oregon.

519s. *Spanish Seminar.* A graduate seminar devoted to a study of the picaresque novel in Spain. Each student will present a paper dealing with some particular phase of the *genre* involving problems of research. Wright. Time and hours to be arranged. 5 Oregon.

#### POST-SESSION

In case of sufficient demand, any of the undergraduate courses in French and Spanish will be continued.

#### SOCIOLOGY

Dr. REYNOLDS

300s. *Principles of Sociology.* Treats of nature and man, the character of our social heritage, its origin and growth. Contributions of the various approaches to the field of sociology will be analyzed and the nature of the social order, social institutions and social control will be developed. Daily at 8. 4 Johnson. *Three hours.*

350s. *Anthropology.* Designed to give some knowledge of primitive man and the sequences of developing cultures of general value in social science. Includes, among other topics, the origin and hereditary endowment of man; races of man; acquired characteristics; habits in society; cultural patterns, primitive institutions, industries and values traced to present conditions; progress and meaning of civilization. Daily at 9. 4 Johnson. *Three hours.*

515s. *Immigration Population Problem.* Analysis of the problem of immigration and unassimilated peoples in the light of general population growth, its distribution and nature. Human migrations; recent immigration; relation to resources and arts; natural and artificial checks; effect on races, on cultures, on population; special present problems; world contacts; general tendencies and social control. Time and hours to be arranged. 4 Johnson.

#### ZOOLOGY

Dr. HUBSTIS

101s. *Elementary Biology.* Lectures and demonstrations which will introduce the student to some of the fundamentals of animal development, morphology and function. Daily at 10. 105 Deady. *Three hours.*

206s. *Field Study of Birds and Mammals.* Field study, which will be largely spent in bird identification and observation, with lectures upon Oregon birds and mammals and demonstrations of museum material. Daily at 8. 105 Deady. *Three hours.*

404s. *Genetics.* Discussion of modern genetics together with laboratory breeding of *Drosophila*. Time and hours to be arranged. 105 Deady.

520s. *Seminar: Biological Problem.* Students with the proper prerequisite training will be allowed a research problem in biology. Time and hours to be arranged. 105 Deady.

NOTE: Either 404s or 520s will be given, but not both.

## POST SESSION AT EUGENE

Through an increasing demand on the part of advanced and graduate students for longer opportunities for summer study, the campus post-session has been definitely organized, with selected offerings in a few departments. This, in effect, provides a summer quarter. The period in length will be the same as last year, including four weeks from August 5 to August 30. The registration fee is \$10.00. Faculty and courses have been listed under the various departmental descriptions, but for convenience of reference, they are repeated here together. Dr. Dan E. Clark, assistant director of the Eugene session, will be in administrative charge and will act as general adviser.

## THE FACULTY

RAYMOND E. BAKER, Ph.D.	Professor of Education, Albany College
NELSON L. BOSSING, Ph.D.	Associate Professor of Education
DAN E. CLARK, Ph.D.	Professor of History
WILKIE NELSON COLLINS, B.A.	Professor of English, Portland Center
CARL L. HUFFAKER, Ph.D.	Professor of Education
E. D. McALISTER, Ph.D.	Assistant Professor of Physics
VICTOR P. MORRIS, M.A.	Assistant Professor of Economics
LIVINGSTONE PORTER, Ph.D.	Assistant Professor of History, University of Illinois
F. L. SHINN, Ph.D.	Professor of Chemistry
O. F. STAFFORD, M.A.	Head, Department of Chemistry

*List of Courses*

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

## CHEMISTRY

- 201cs. *General Chemistry*. Stafford. Daily, 8-10. 105 McClure.  
 405cs. *Organic Chemistry*. Shinn. Daily, 9-11. 101 McClure.

## ECONOMICS

- 341s. *International Economic Policies*. Morris. Daily at 9. 3 Johnson.  
*Two hours.*

## EDUCATION

- 457ps. *Educational Sociology*. Baker. Daily at 10. 3 Johnson.  
*Two hours.*  
 461ps. *Child Psychology*. Baker. Daily at 11 3 Johnson. *Two hours.*  
 464ps. *Tests and Measurements*. Bossing. Daily at 8 110 Johnson.  
*Two hours.*  
 304. *Problems of Teaching Staff*. Bossing. Daily at 9. 1 Johnson.  
*Two hours.*  
 575. *Problems in School Finance*. Huffaker. Daily at 1. 3 Educa-  
 tion. *Two hours.*  
 471. *State School Administration*. Huffaker. Daily at 2. 3 Educa-  
 tion. *Two hours.*

## ENGLISH

- 326s. *18th Century Literature*. Collins. Daily at 10. 1 Johnson.  
*Two hours.*  
 114s. *American Literature*. Collins. Daily at 11. 1 Johnson.  
*Two hours.*

## HISTORY

- 204s. *Modern European History, 1815-1870*. Porter. Daily at 9. 110  
 Johnson. *Two hours.*  
 470s. *Colonial America, 1492-1750*. Porter. Daily at 10. 110 Johnson.  
*Two hours.*  
 477s. *History of the West, 1850-1890*. Dan E. Clark. Daily at 11.  
 110 Johnson. *Two hours.*

## PHYSICS

- 204cs. *General Physics. Third Term of Regular Course without Labo-  
 ratory*. McAlister. Daily, 8-10. 107 Deady.  
 204. *General Physics Laboratory*. McAlister Daily, 1-4. Deady Hall.

## Eugene Summer Session Schedule of Courses and Rooms

## Eight o'Clock

<b>CHEMISTRY</b>			
201abs. General Chemistry (class 8-10 Mon.-Thurs., 8 Friday)	Stafford	105	McClure
<b>ECONOMICS</b>			
203s. Principles of Economics	Morris	106	Commerce
<b>EDUCATION</b>			
308s. Teaching of English in Secondary Schools	Solve	Univ. High School	
475. School Buildings and Building Programs	Bosking	3	Education
440. Psychology of Atypical Child	DeBusk	4	Education
442. Teaching of Backward Children (advanced course)	Fernald	2	Education
<b>ENGLISH</b>			
322s. Romantic Poets of 19th Century	Zeitlin	101	Villard
325s. English Literature 1700-1730	Collins	107	Villard
<b>GERMAN</b>			
1s. Elementary German	Reinhardt	106	Oregon
<b>HISTORY</b>			
362s. England in 18th Century	Saunders	4	Commerce
476s. History of West	Dan E. Clark	8	Commerce
<b>JOURNALISM</b>			
210s. Art of Handling News	Allen	105	Journalism
<b>LIBRARY METHODS</b>			
342s. School Library Administration	English	30	Library
<b>MATHEMATICS</b>			
408s. Solid Analytical Geometry	Davis	101	Oregon
<b>MUSIC</b>			
103. Field of Music	Beck	Music Building	
<b>PHILOSOPHY</b>			
428s. Indian Philosophy	Bates	111	Johnson
<b>PHYSICS</b>			
204as. General Physics. First term.			
Class 8-10—first 3 weeks	Caswell	107	Deady
204bs. General Physics. Second term.			
Class 8-10—last 3 weeks	Caswell	107	Deady
<b>PSYCHOLOGY</b>			
463s. Psychology of Vocational Guidance	Taylor	301	Condon
<b>ROMANCE LANGUAGES</b>			
1s. Elementary French	Legrand	5	Oregon
450s. Pre-War French Literature	Rowbotham	4	Oregon
<b>SOCIOLOGY</b>			
300s. Principles of Sociology	Reynolds	4	Johnson
<b>ZOOLOGY</b>			
206s. Field Study	Huestis	105	Deady
<b>ART</b>			
174s. Lettering	Zane	101	Normal Arts
<b>BUSINESS ADMINISTRATION</b>			
414s. Sales Management	Faville	107	Commerce
<b>CHEMISTRY</b>			
405abs. Organic Chemistry (class 9-11 Mon.-Thurs., 9 Friday)	Shinn	101	McClure
<b>DRAMA</b>			
241s. Voice Technique	Seybolt	110	Johnson
<b>ECONOMICS</b>			
340s. International Trade	Morris	106	Commerce

## Nine o'Clock

<b>EDUCATION</b>			
810s. Teaching of Science in Secondary Schools	Means	Univ. High School	
464s. Tests and Measurements	DeBusk	4	Education
477. Supervision	Bosking	3	Education
441. Teaching of Backward Children (introductory course)	Fernald	2	Education
<b>ENGLISH</b>			
451s. The Essay	Zeitlin	101	Villard
448s. The Victorian Novel	Boyer	108	Villard
435s. Elizabethan Tragedy	Ernst	107	Villard
<b>GERMAN</b>			
301s. German Literature	Reinhardt	106	Oregon
<b>HISTORY</b>			
371s. Early American History	R. C. Clark	8	Commerce
444s. Background of Great War	Saunders	4	Commerce
<b>JOURNALISM</b>			
400s. General Newspaper Technique	Allen	105	Journalism
<b>LIBRARY METHODS</b>			
341s. Books for H. S. Libraries	English	30	Library
<b>MATHEMATICS</b>			
93s. Advanced Algebra, or			
94s. Plane Trigonometry	Milne	101	Oregon
302. Non-Euclidean Geometry	Davis	107	Oregon
<b>MUSIC</b>			
126s. Ear Training	Beck	Music Building	
<b>PHILOSOPHY</b>			
429s. Keyserling and Spengler	Bates	111	Johnson
<b>POLITICAL SCIENCE</b>			
203s. Principles of American Government	Mez	1	Johnson
<b>PSYCHOLOGY</b>			
202s. General Psychology	Taylor	301	Condon
418s. Abnormal Psychology	Conklin	101	Condon
<b>ROMANCE LANGUAGES</b>			
11s. Elementary Spanish	Legrand	5	Oregon
350s. French Masterpieces	Rowbotham	4	Oregon
<b>SOCIOLOGY</b>			
350s. Anthropology	Reynolds	4	Johnson

## Ten o'Clock

<b>ART</b>			
172s. Design	Zane	101	Normal Arts
<b>BUSINESS ADMINISTRATION</b>			
475s. Merchandising	Faville	107	Commerce
<b>DRAMA</b>			
342s. Stage Management	Seybolt	103	Johnson
<b>ECONOMICS</b>			
418s. Public Finance and Taxation	Gilbert	106	Commerce
<b>EDUCATION</b>			
309s. Teaching of History and Social Sciences	Rothwell	Univ. High School	
484s. The Junior High School	Bishop	4	Education
481. Curriculum Making	Wrenn	3	Education
<b>ENGLISH</b>			
103s. English Survey. Third term	Ernst	101	Villard
201s. Shakespeare	Boyer	108	Villard
492s. "Little Renaissance" of Nineties	Collins	107	Villard
<b>HISTORY</b>			
478s. Oregon History	R. C. Clark	8	Commerce
<b>LIBRARY METHODS</b>			
221s. Book Selection and Evaluation	McClain	30	Library

<b>MATHEMATICS</b>			
403s. Theory of Equations .....	Milne .....	101 Oregon	
<b>PHYSICAL EDUCATION</b>			
61tr. Coaching of Track (class 10-12) .....	Hayward .....	McArthur Court	
<b>PHYSICS</b>			
301. History and Teaching of Physics .....	Caswell .....	107 Deady	
<b>POLITICAL SCIENCE</b>			
408s. International Relations .....	Mez .....	1 Johnson	
<b>PSYCHOLOGY</b>			
408s. Psychology of Religion .....	Conklin .....	101 Condon	
<b>ZOOLOGY</b>			
101s. Elementary Biology .....	Huestis .....	105 Deady	

## One o'Clock

<b>ART</b>			
160s. Color .....	Zane .....	101 Normal Arts	
<b>CHEMISTRY</b>			
General Chemistry Laboratory (1-4) .....	Stafford, Roehm .....	McClure	
Organic Chemistry Laboratory (1-4) .....	Shinn, Roehm .....	McClure	
<b>ECONOMICS</b>			
498s. Post-war Economic Problems .....	Morris .....	106 Commerce	
<b>EDUCATION</b>			
301a. Introduction to Education .....	Brown .....	4 Education	
311a. Teaching of Foreign Languages .....	Wright .....	5 Oregon	
476. Child Accounting .....	Bishop .....	2 Education	
574. School Finance .....	Huffaker .....	3 Education	
<b>ENGLISH</b>			
102s. English Survey. Second term .....	Collins .....	108 Villard	
260s. Short Story Writing .....	Moll .....	107 Villard	
<b>LIBRARY METHODS</b>			
122s. Classification and Cataloguing Laboratory 2-4 or 3-5 .....	Carrick .....	4 Library	
<b>MUSIC</b>			
318s. Public School Music. Grades 1-6 .....	Beck .....	Music Building	
<b>PHYSICAL EDUCATION</b>			
51bb. Coaching Baseball, 1-3 .....	Reinhart .....	McArthur Court	
<b>PHYSICS</b>			
204. Laboratory, 1-4 .....	McAlister .....	Deady Hall	
420. Laboratory, 1-4 .....	McAlister .....	Deady Hall	
<b>PSYCHOLOGY</b>			
201s. General Psychology Laboratory, 1-4 .....	Jasper .....	Condon	
<b>ROMANCE LANGUAGES</b>			
311s. Teaching of Foreign Languages .....	Wright .....	5 Oregon	

## Two o'Clock

<b>EDUCATION</b>			
302s. Problems in Secondary Education .....	Rothwell .....	4 Education	
312s. Work of Deans and Advisers of Girls .....	Brown .....	2 Education	
479. Comparative School Systems .....	Sheldon .....	3 Education	
480. Educational and Vocational Guidance .....	Wrenn .....	110 Johnson	
<b>ENGLISH</b>			
364s. Elements of Style .....	Moll .....	107 Villard	
<b>LIBRARY METHODS</b>			
121s. Use of Library .....	Casford .....	30 Library	
<b>MUSIC</b>			
314s. Public School Music, Junior and Senior High School .....	Beck .....	Music Building	
<b>POLITICAL SCIENCE</b>			
420. Political and Economic Problems .....	Mez .....	1 Johnson	
<b>ROMANCE LANGUAGES</b>			
370s. Spanish Masterpieces .....	Wright .....	5 Oregon	

## Three o'Clock

<b>EDUCATION</b>			
303s. Educational Psychology .....	Means .....	2 Education	
478. Statistics .....	Huffaker .....	3 Education	
<b>PHYSICAL EDUCATION</b>			
51fb. Coaching of Football, 3-5:30 .....	McEwan .....	McArthur Court	
51bb. Coaching of Women's Basketball, 3-5 .....	Fletcher .....	McArthur Court	

## Seven-thirty o'Clock

<b>PHYSICAL EDUCATION</b>			
51bb. Coaching of Basketball, 7:30-9:30 .....	Reinhart .....	McArthur Court	

## Time To Be Arranged

<b>BUSINESS ADMINISTRATION</b>			
540. Graduate Seminar in Business Administration .....	Faville .....	107 Commerce	
<b>EDUCATION</b>			
598. Problems in History of Western Education .....	Sheldon .....	4 Education	
589. Research in Secondary Education .....	Staff .....	3 Education	
599. Thesis Writing .....	Staff .....	2 Education	
<b>ENGLISH</b>			
500s. Seminar: Byron .....	Zeitlin .....	101 Villard	
518s. Seminar: Romantic Tendencies .....	Ernst .....	108 Villard	
<b>GERMAN</b>			
401s. German Seminar .....	Reinhardt .....	106 Oregon	
<b>HISTORY</b>			
563s. Seminar in English History .....	Saunders .....	4 Commerce	
574s. Problems in American Diplomatic History .....	R. C. Clark .....	8 Commerce	
<b>JOURNALISM</b>			
500s. Seminar in Newspaper Management .....	Allen .....	105 Journalism	
<b>MATHEMATICS</b>			
504s. Seminar in Advanced Calculus .....	Milne .....	101 Oregon	
<b>PHILOSOPHY</b>			
503s. Seminar in Spinoza, or			
504s. Seminar in Kant .....	Bates .....	111 Johnson	
<b>PHYSICS</b>			
427s. Physical Optics .....	McAlister .....	3 Deady	
520. Research Laboratory .....	Caswell, McAlister .....	3 Deady	
550. Graduate Thesis .....	Caswell, McAlister .....	3 Deady	
<b>PSYCHOLOGY</b>			
528s. Psychology of Learning .....	Taylor .....	301 Condon	
<b>ROMANCE LANGUAGES</b>			
510s. Modern French Seminar .....	Rowbotham .....	4 Oregon	
519s. Spanish Seminar .....	Wright .....	5 Oregon	
<b>SOCIOLOGY</b>			
515s. Immigration Population Problems .....	Reynolds .....	4 Johnson	
<b>ZOOLOGY</b>			
404s. Genetics, or			
520s. Seminar: Biological Problem .....	Huestis .....	105 Deady	

## Post Session

## Eight o'Clock

<b>CHEMISTRY</b>			
201cs. General Chemistry (8-10) .....	Stafford .....	105 McClure	
<b>EDUCATION</b>			
464ps. Tests and Measurements .....	Bossing .....	110 Johnson	
<b>PHYSICS</b>			
204cs. General Physics. Third term (class 8-10) .....	McAlister .....	107 Deady	

## Nine o'Clock

<b>CHEMISTRY</b>			
405cs. Organic Chemistry .....	Shinn .....	101	McClure
<b>ECONOMICS</b>			
341s. International Economic Policies .....	Morris .....	3	Johnson
<b>EDUCATION</b>			
304. Problems of Teaching Staff .....	Bossing .....	1	Johnson
<b>HISTORY</b>			
204s. Modern European History .....	Porter .....	110	Johnson

## Ten o'Clock

<b>EDUCATION</b>			
457ps. Educational Sociology .....	Baker .....	3	Johnson
<b>ENGLISH</b>			
326s. 18th Century Literature .....	Collins .....	1	Johnson
<b>HISTORY</b>			
470s. Colonial America .....	Porter .....	110	Johnson

## Eleven o'Clock

<b>EDUCATION</b>			
461ps. Child Psychology .....	Baker .....	3	Johnson
<b>ENGLISH</b>			
114s. American Literature .....	Collins .....	1	Johnson
<b>HISTORY</b>			
477s. History of West .....	Dan E. Clark .....	110	Johnson

## One o'Clock

<b>CHEMISTRY</b>			
General Chemistry Laboratory, 1-4 .....	Stafford, Roehm .....	McClure	
Organic Chemistry Laboratory, 1-4 .....	Shinn, Roehm .....	McClure	
<b>EDUCATION</b>			
575. Problems of School Finance .....	Huffaker .....	3	Education
<b>PHYSICS</b>			
204. Laboratory, 1-4 .....	McAlister .....	Deady	

## Two o'Clock

<b>EDUCATION</b>			
471. State School Administration .....	Huffaker .....	3	Education

## Time To Be Arranged

<b>PHYSICS</b>			
400 and 500. Advanced and Graduate Courses .....	McAlister .....	3	Deady
420. Advanced Laboratory .....	McAlister .....	3	Deady
520. Research Laboratory .....	McAlister .....	3	Deady
550. Graduate Thesis .....	McAlister .....	3	Deady

## POST-SESSION TO ALASKA

The Steamer Queen has been chartered for a cruise to Alaska as part of a special Post-Session program, separate from the regular Post-Session. A special train will leave Eugene August 7, taking the students to the boat at Seattle, and another special train will bring them back to Eugene from Seattle at the end of the cruise, about August 21. The time from August 21 to August 30 will be spent in completion of the class work on the campus at Eugene.

A maximum academic load of six hours may be carried. The capacity of the ship is limited to 160 students and at the time this catalogue went to press practically all the space had been reserved. Those interested should write the Director of Summer Sessions for details of the cruise and information as to whether accommodations are still available.

## THE FACULTY

KARL W. ONTHANK, M.A. ....	Director
W. G. BEATTIE, B.A. ....	Extension Lecturer
GEORGE GODFREY, ....	Assistant Professor of Journalism
MRS. MABEL E. MCCLAIN, ....	Circulation Librarian
CHARLES N. REYNOLDS, Ph.D. ....	Associate Professor of Sociology, Stanford University
WARREN D. SMITH, Ph.D. ....	Head, Department of Geology
J. DUNCAN SPAETH, Ph.D. ....	Professor of English, Princeton University
ALBERT R. SWEETSER, M.A. ....	Head, Department of Botany
NOWLAND B. ZANE, ....	Assistant Professor of Design

## List of Courses

## ART

121. *Art of the Alaska Indians.* Zane. *Two hours.*  
 166. *Landscape Sketching in Water Colors and Pastels.* Zane. *Two hours.*

## BOTANY

207. *Field Botany.* Sweetser.

## EDUCATION

308. *State and Territorial School Systems.* Beattie. *Two hours.*

## ENGLISH

312. *American Literature of the Pacific Northwest.* Spaeth. *Two hours.*

## GEOLOGY

305. *Geography and Geology of Alaska.* Smith. *Two hours.*

## JOURNALISM

- 450s. *Camera Reporting.* Godfrey. *Hours to be arranged.*  
 262. *Feature Writing.* Godfrey. *Two hours.*

## LIBRARY METHODS

- 221as. *Book Selection and Evaluation.* McClain. *Two hours.*

## SOCIOLOGY

- 350as. *Anthropology.* Reynolds. *Two hours.*

## THE PORTLAND SESSION

## LINCOLN HIGH SCHOOL

## THE FACULTY, 1929

ARNOLD BENNETT HALL, B.A., J.D., LL.D.	President of the University
BURT BROWN BARKER, B.A., LL.B.	Vice-president of the University
ALFRED POWERS, B.A.	Director
W. G. BEATTIE, B.A.	Assistant Director
C. V. BOYER, Ph.D.	Acting Dean of the Graduate School
EARL M. PALLETT, M.S.	Registrar of the University
MARGARET M. SHARP	Secretary
HILDA LANCEFIELD, B.A.	Librarian

KORENORI ANAN, D.M.D.	Instructor in Japanese, Portland Center
W. G. BEATTIE, B.A.	Extension Lecturer
WILLIAM H. BOYER	Supervisor of Music, Portland Public Schools
GRACE BRIDGES	Director of Auditoriums, Portland Public Schools
CAROLYN BROWN	Director of Visual Education, Portland Public Schools
RALPH D. CASEY, Ph.D.	Professor of Journalism
HOMER A. CHAMBERLIN, B.S.	Secretary, Oregon Social Hygiene Society
EDGAR E. DECOU, M.S.	Head of Department of Mathematics
SADIE ORR-DUNBAR	Executive Secretary, Oregon Tuberculosis Association
VIRGIL D. EARL, B.A.	Professor of Physical Education and Director of Athletics
ANDREW FISH, Ph.D.	Assistant Professor of History
THOMAS H. GENTLE	Professor of Education, Portland Center
FREDERICK W. GOODRICH	Instructor in Music, Portland Center
NATALIE D. GREY	Instructor in Art, Portland Center
WILLIAM GRIFFITH, M.A.	Assistant Professor of Psychology, Reed College
RUTH E. HALVORSEN	Instructor in Art, Portland Center
WILLIAM L. HAYWARD	Professor of Physical Education and Trainer
EVELYN M. HOGUE, B.A.	Laboratory Assistant in Botany, Portland Center
C. R. HOLLOWAY, Ph.B.	Assistant Superintendent of Schools and Principal of Holladay Demonstration School, Portland
ROBERT KROHN	Supervisor of Physical Education, Portland Public Schools
OLOF LARSELL, Ph.D.	Professor of Anatomy, School of Medicine
ELIZABETH LEWIS, B.S.	Instructor in Physical Education, University of Texas
ALFRED L. LOMAX, M.A.	Professor of Business Administration
IRA A. MANVILLE, M.A., M.D.	Associate in Physiology, School of Medicine
WALTER W. R. MAY	City Advertising Manager, The Morning Oregonian
ADA C. MCCOWN, Ph.D.	Assistant Professor of Sociology, Russell Sage College
CAPTAIN JOHN J. MCEWAN	Professor of Physical Education and Head Football Coach
ARTHUR E. NILSSON, M.B.A.	Instructor in Political Economy, Yale University
LIVINGSTONE PORTER, Ph.D.	Assistant Professor of History, University of Illinois
G. W. PRESOTT, Ph.D.	Associate Professor of Biology, Willamette University
HOMER P. RAINEY, Ph.D.	President of Franklin College
FRANK PRENTICE RAND, Ph.D.	Editor of the Signet, Amherst, Mass.
WILLIAM J. REINHART	Instructor in Physical Education and Head Basketball Coach
JOSEPH SCHAFER, Ph.D.	Superintendent of State Historical Society of Wisconsin
FRIEDRICH GEORG G. SCHMIDT, Ph.D.	Professor of German Language and Literature
FRANK CHAPMAN SHARP, Ph.D.	Professor of Philosophy, University of Wisconsin
S. STEPHENSON SMITH, B.Litt.	Associate Professor of English
MELVIN T. SOLVE, Ph.D.	Associate Professor of English, University of Arizona
EMEROI STACY	Librarian, Holladay Demonstration School
F. MIRON WARRINGTON, Diplôme de l'Université de Paris	Professor of Romance Languages, Portland Center
ULYSSES GRANT WEATHERLY, Ph.D., D.Litt.	Professor of Sociology and Director of the Training Course for Social Work, University of Indiana
ALMON J. WHITE, M.S.	Laboratory Assistant in Biology, Portland Center
BENJAMIN H. WILLIAMS, Ph.D.	Associate Professor of Political Science, University of Pittsburgh
HARRIETT A. WOOD, B.A.	Supervisor of School Libraries, Minnesota State Department of Education
ESTHER W. WUEST	Supervisor of Art, Portland Public Schools

## GENERAL INFORMATION

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

## REGISTRATION

All classes will be held at Lincoln high school, Park and Market streets, and, with few exceptions, will meet daily between 8 a. m. and noon. Classes begin Monday, June 24, as scheduled on page 62. Students, whether so far registered or not, should report for classes the first day of the session, and register between periods or in the afternoon. Registration takes place at Lincoln high school until noon; at 814 Oregon building, from noon until 5 p. m., during each day of the period of registration which closes Saturday, June 29, at 1 p. m. Students living in Portland or arriving in advance will find it convenient to enroll beforehand. The administrative staff and members of the faculty will serve as advisers and will be available throughout the registration period for conference in regard to selection of suitable courses, requirements, credits and other details of the summer program and its relationship to the general academic program of the student.

## REGISTRATION OF GRADUATE STUDENTS

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

## UNIVERSITY CREDIT

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

## PROVISIONAL CREDIT

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

## GRADUATE CREDIT

Graduate credit in the Portland summer session is given in the courses numbered 400 or above and in these courses only. In the 1929 session these consist of one course in economics, three courses in education, three courses in English, one course in geography, two courses in German, five courses in history, one course in journalism, two courses in mathematics, one course in philosophy, two courses in political science, one course in psychology, and two courses in sociology. Students unable to work out from these offerings satisfactory programs toward their majors and minors should attend the campus session at Eugene, where a much wider range of graduate courses is available.

## CREDIT OF VISITING STUDENTS

Filing of credentials is not required of teachers, and undergraduate and graduate students of good standing in other standard institutions who

wish to transfer credits earned in the Portland summer session to other universities, colleges and normal schools. Students debarred from, or on probation at, other institutions because of low scholarship may not take the courses in the Portland summer session with or without credit.

#### CREDIT FOR READING CIRCLE

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

#### NEW ENTRANCE REQUIREMENTS

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

#### LIBRARY

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

#### TEXT BOOKS

Text books are not listed in this catalogue but will be announced by the instructors at the first meeting of classes, Monday, June 24, and may be obtained from the J. K. Gill Company, Fifth and Stark streets.

#### EXPENSES

The registration fee of the summer session is \$20 for residents of Oregon and for all regular extension students of the University. For others it is \$25. In the laboratory courses there are moderate laboratory fees to help defray the cost of materials. All fees are to be paid during the first week, June 24 to June 29. Students whose fees are not paid before June 29, at noon, and who are not enrolled in classes prior to that time, may petition for permission to earn credit, but such petitions are usually denied, or granted with proportionate credit only.

#### ROOM AND BOARD

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

#### SPECIAL ACTIVITIES AND RECREATION

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

#### ASSEMBLY

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

#### POST SESSION

As an increasing number of Portland session students go to the campus for an additional month's work in the post session, the offerings make possible a proper sequence in such fields as education, psychology, English history, economics, physics and chemistry. Students intending to continue in the post-session should let the adviser know at the time of making out the six weeks course, so that a suitable ten-weeks program may be selected.

#### EXTENSION CLASSES

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

#### CORRESPONDENCE STUDY

Summer courses in several departments may also be continued by means of correspondence study. This work is handled from the Eugene office of the extension division, but in the Portland office is available a catalogue describing the 108 courses offered. A maximum of sixty term hours may be earned in correspondence courses and counted toward graduation. Fees for correspondence courses carrying University credit are, with a few exceptions, at the rate of two dollars (\$2.00) for each term-hour of university credit, with a minimum fee of four dollars (\$4.00).

#### PLATOON DEMONSTRATION SCHOOL

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

## Description of Courses

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

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

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

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

### ART

Miss WUEST, Miss HALVORSEN, Mrs. GREY

191. *Crafts*. (a) Decorative processes for developing transparent materials for home decoration. Development of the principles of constructive and decorative design in the making of lamp shades and screens. Problems to include paper and cloth parchment, hand-blocked materials and the use of different paints, oils and varnishes. (b) Metal and jewelry. Processes and methods involved in the development of decoration for pierced and etched metal, including copper, brass, aluminum and silver. Practical problems developed with emphasis on good design and technique. Simple jewelry problems including setting of stones, wire work and carving. Grey. Daily at 11. Room 302. *Three hours.*

194. *Design and Color*. Presentation of the subject of design, involving the consideration of the psychology of pattern and color expressed in modern interpretations. A study of the principles of design for stimulating creative ability. Analysis of the abstract principles of decorative composition including the psychological interpretation of form and color. Color and its relation to modern design. Individual interpretation in decoration. This course will include work in water-color, tempera and the black and white mediums. Halvorsen. Daily at 10. Room 301. *Three hours.*

195. *Fundamentals of Freehand Drawing*. Development of a working knowledge of the underlying principles of general drawing. Drawing used as a means of communication, and how different ideas may be expressed by means of drawing. Study of creative drawing with the various mediums, such as pencil and crayon. Blackboard demonstration and its value in correlation. This course includes in its subject matter material of live interest in present-day interpretation. Halvorsen. Daily at 11. Room 301. *Three hours.*

196. *Design for Craftworkers*. Fundamental principles of the space arts and the application of these principles to problems for the various crafts. Development of decorative material from various sources, and how to select and adapt this material for decorative processes. Emphasis will be given to appropriate use of decoration. Principles of color harmony with adaptations to crafts problems. This course of importance to all craftworkers and teachers of handwork. Grey. Daily at 10. Room 304. *Three hours.*

366. *Creative Expression in Drawing and Handwork*. The subject of creative expression in the curriculum considers life needs, and aims to develop a knowledge of art principles and control of materials. This knowledge leads to the development of standards in the selection, appropriate use and appreciation of material things. Art work should maintain

an active interest in and an attitude of ready assistance toward school, community and civic activities. In order to meet this need it is necessary to develop a graphic vocabulary and a knowledge of materials. This course will include methods for developing the subjects, demonstrations of lessons and practical work for problems in the various grades. Wuest. Daily at 8. Room 301. *Three hours.*

367. *Correlated Picture Study*. By means of pictures many of the subjects in the general school curriculum may be clarified and an interest developed in civic, social and cultural agencies. The work of picture study should be inter-related with and reinforce all other subjects in the school program. (To accomplish this it is necessary to keep a live interest and close contact with the teachers of other subjects.) Schools vary in the environment and the life needs of the pupils. These situations will be met by suggested plans and outlines. This course will include the consideration of all kinds of pictures which are of value in school room work. The selection, mounting, classification and methods of using materials will be considered. Wuest. Daily at 9. Room 301. *Three hours.*

NOTE: The courses in art will fully utilize the advantages of the Platoon Demonstration School.

### BIOLOGY

Dr. LARSELL, Mr. WHITE

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

101as Lab. *Elementary Biology Laboratory*. Regular laboratory work given as part of the course in elementary biology. Laboratory fee, \$4.00. White. Daily at 9. Room 316. *One hour.*

### BOTANY

Dr. PRESCOTT, Miss HOGUE

101bes. *Elementary Plant Biology*. Lectures and demonstrations giving a general introduction to the fundamental principles of plant biology. Prescott. Daily at 10. Room 317. *Three hours.*

101bes Lab. *Elementary Plant Biology Laboratory*. Regular laboratory work given as part of the course in elementary plant biology. Laboratory fee, \$3.00 for one hour, \$5.00 for two hours. Hogue. One or two hours daily; time to be arranged. Room 316. *One or two hours.*

NOTE: Students may satisfy the group requirement of nine hours of laboratory science by taking 101labs, 101as Lab., 101bes, and 101bes Lab. for two hours. This, however, would constitute a full summer session program.

208. *Nature Study for Platoon Schools*. A study of some of the simple plant forms available for instruction in platoon work in the grades. In connection with the Platoon Demonstration School, it will be the plan to enter into some details of pedagogy, and to give a comprehensive view of a few forms and indicate how and when they may be used to the best advantage. Prescott and Hogue. Daily at 9. Room 113. *Three hours.*

206s. *Systematic Botany*. The structure and classification of flowering and non-flowering plants of Oregon. The work will be adapted to the needs of the individual. This class will meet a minimum period of two hours a day, five times a week, for class work and laboratory. The laboratory is open until 1 p. m. and arrangements will permit the utilization of split periods. Laboratory fee, \$3.00. Prescott. Time to be arranged. Room 317. *Three hours.*

## ECONOMICS

Mr. NILSSON

203s. *Principles of Economics.* A study of the principles underlying the forces and activities of modern economic life; production, exchange, and distribution of wealth. Many practical problems, such as prices, business cycles, banking, taxes, foreign trade and the labor movement, are considered. Daily at 8. Room 106. *Three hours.*

438. *Problems of Modern Economic Organization.* A critical examination of present economic institutions with a study of proposed reforms. Especial reference to modern industrial tendencies, farm relief, tariff, government and business, and contemporary economic problems. Daily at 9. Room 106. *Three hours.*

## EDUCATION

Dr. RAINEY, Dr. SHARP, Mr. GENTLE, Mr. BEATTIE

315. *Principles of Elementary Instruction.* This course has for its objective the exposition of the leading principles that function in learning processes, especially as these pertain to the elementary school. Where possible, the exposition will be emphasized by demonstrations with classes of children in the Platoon Demonstration School. Gentle. Daily at 9. Auditorium. *Three hours.*

316. *Psychology of the Common Branches.* The objective to be aimed at in this course is adaptation of the principles of elementary instruction to the special kinds of subject matter appearing in the elementary curriculum. The work of this course will be attended by frequent classroom demonstrations and observation of similar work in the Platoon Demonstration School. Gentle. Daily at 8. Auditorium. *Three hours.*

357. *Educational Sociology.* Considers the relation of education to social needs, social principles underlying school organization and instruction, and the function of the school in creating both conscious self-control in social groups and conscious responsibility of the individual in relationship to the group. Beattie. Daily at 11. Room 112. *Three hours.*

451s. *History of American Education.* The objective of this course is to give students an intelligent understanding of the development of our democratic school system from colonial times to the present. Emphasis will be placed upon the factors which have influenced educational theory, practice and organization at every stage in the development of American education. Considerable attention will be given to the reorganization of education since 1890. A knowledge of American history will be an asset to students in this course. Rainey. Daily at 9. Room 107. *Three hours.*

471. *Administration of Elementary Education.* The course has for its objective a thorough analysis of the problem of elementary education from an administrative point of view. It will deal with such matters as the school population; various types of organization for the administration of elementary education; the articulation of the elementary school to other school units; and all the problems of local administration of the elementary school. Rainey. Daily at 8. Room 107. *Three hours.*

490s. *Moral Education.* (See 305s Philosophy.) Sharp. Daily at 10. Room 113. *Three hours.*

## PLATOON DEMONSTRATION SCHOOL

Mr. GENTLE, Mr. HOLLOWAY, Mr. BEATTIE, Miss BRIDGES, Miss BROWN, Miss STACY

During the full period of the Portland Summer Session, from June 24 to August 2, a Platoon Demonstration School will be held each school day from 10 a. m. to 12:20 p. m., in the Shattuck school, conveniently situated a few blocks from Lincoln high school. This will project into the summer the significant work of the Holladay Demonstration School and make observation and participation available to platoon teachers everywhere and to all who can utilize in their classrooms applications of platoon technique. Observation and practice are open to experienced teachers in service and to upper division students of education. Plans include the grades from the fourth to the eighth, inclusive, with a ten-section, ten-teacher program, and with a representative attendance of pupils from the various elementary schools of Portland. Special activities will consist of auditorium, physical education, music, art, and nature study or library. The Platoon Demonstration School will be conducted cooperatively by the Portland School Board and the University of Oregon, with full use of the resources of both to provide practical training opportunities for administrators and elementary teachers.

315. *Platoon Organization, Administration and Program Building.* Will cover briefly the study of conditions which have led to the Work-Study-Play type of elementary school organization, together with a discussion of curriculum changes that have developed. Typical platoon programs, based on the programs used in the Portland public schools, will be prepared. This course and the parallel course on classroom technique will be carried over for conference and demonstration into the Platoon Demonstration School. Holloway. Daily at 9. Room 110. *Three hours.*

316. *Platoon Classroom Technique and Correlation.* Will consider the content and technique of the special departments of auditorium, library and visual education. The first three weeks, from June 24 to July 12, inclusive, will be devoted to auditorium, with Miss Grace Bridges, director of auditoriums of the Portland public schools, as instructor. The next two weeks, from July 15 to July 26, inclusive, will be devoted to a study of the use of the library in platoon schools, with Miss Emeroi Stacy, librarian of the Holladay Demonstration School, as instructor. The final week of the session, from July 29 to August 1, with August 2 out for final examination, will be devoted to the material and equipment of visual education and the application of visual aids in platoon schools, with Miss Carolyn Brown, director of visual education in the Portland public schools, as instructor. All these teachers will be available to students for conferences, demonstrations, individual assignments and collateral projects in the Platoon Demonstration School. Associate Professor W. G. Beattie will be chairman of the course. Daily at 10. Room 110. *Three hours.*

317. *Observation and Practice in Platoon Demonstration School.* Gentle and Staff. Daily, time and hours to be arranged. Shattuck School.

NOTE: Those interested should write the Director of Summer Sessions for a special leaflet, which will be prepared later, giving fuller details of the Platoon Demonstration School.

## ENGLISH

Dr. RAND, Dr. SOLVE, Professor SMITH, Dr. CASEY, Professor WARRINGTON

308. *Survey of the French Novel in English.* (See 203, Romance Languages.) Warrington. Daily at 9. Room 115. *Three hours.*

261s. *Magazine and Feature Writing*. (See 261, Journalism.) Casey. Daily at 11. Room 108. *Three hours.*

311. *The Bible as Literature*. A study of the King James translation of the Bible, with emphasis upon its own literary values and upon its influence as found in other English classics. Rand. Daily at 11. Room 107. *Three hours.*

337. *Modern Drama*. A study of the drama of the past half-century, special consideration being given to the plays of Ibsen, Shaw, Barrie and O'Neill. Rand. Daily at 10. Room 107. *Three hours.*

357. *Advanced Writing*. A course for those who have mastered the elementary factors of prose style and who are ready for further study and practice. The writing will consist largely of familiar essays and simple narratives. Organization of ideas, sentence movement, and word values will be stressed. Solve. Daily at 10. Room 104. *Three hours.*

417. *The Psychological Novel*. Stendhal the Analyst. Dostoevsky and the abnormal. Henry James and his feminine followers. Louis Couperus and the *Small Souls* series. Marcel Proust. James Joyce and the "stream of consciousness" method. Arthur Schnitzler: Psychiatrist. The novels will be considered as works of art. Smith. Daily at 8. Room 112. *Three hours.*

430. *Contemporary Poetry*. After a brief survey of Walt Whitman and Emily Dickinson as the precursors of the modern poetry, the work will be organized around a dozen or so of the most significant of our contemporary poets. There will be much reading, and some reports and papers. Those who wish to write verse may substitute their verse for the usual critical prose. Solve. Daily at 8. Room 104. *Three hours.*

492s. *Nineteenth Century Prose*. Newman, De Quincey, Carlyle, Morris, Ruskin, Symonds, Pater and his followers. Huxley as controversialist. Prose-art and ideas in the Victorian Age. Smith. Daily at 9. Room 112. *Three hours.*

#### GEOGRAPHY

Mr. LOMAX, Dr. ANAN

302. *Modern Japan*. Lectures will consider the geography of Japan proper and her possessions; history and progress of the Japanese nation from the legendary divine age to present day; illustration of traditions, manners, customs, religion, and cultures, which are the real sources and explanations of *Yamato-Damashi*—the spirit of the Japanese people; art and literature that are peculiar to Japan; the international position of Japan and her relationship to other powers in Asia and Europe, and especially to the United States. Anan. Daily at 11. Room 110. *Three hours.*

305. *Geography of the Pacific*. Countries with a Pacific littoral are holding the attention of geographers, teachers, merchants and economists. It will be the aim of this course to present the topography, climate, commerce and industry affecting the lives of peoples inhabiting the eastern shores and islands of Asia. Attention will be directed, also, to the importance of Oriental developments insofar as they affect the Pacific Northwest. Lomax. Daily at 10. Room 106. *Three hours.*

429s. *Geography of North America*. This course is an analysis of the physiographic provinces and "human use" regions of the North American continent, including the islands in the West Indies. Since geographical environment influences human life, each natural area will be studied sep-

arately in order to determine its fitness to support existing expanding population, commerce and industry. Typical of the areas to be covered are the following: the Erie Canal region, the North Atlantic coastal plain, Northern Piedmont, the Cotton belt, Puget Sound-Willamette Valley, the West Indies-Trade Wind region. Lomax. Daily at 11. Room 106. *Three hours.*

#### GERMAN

Dr. SCHMIDT

1s. *Elementary German*. For students who wish to acquire quickly a reading knowledge of the language for scientific purposes or to review the essentials. Daily at 8. Room 202. *Three hours.*

310. *Modern German Fiction*. Reading of modern German prose writers. While it presupposes about a year's study of German, more advanced students can take the course with profit, as special attention will be given to their needs. Daily at 9. Room 202. *Three hours.*

321. *Teaching of Modern Languages*. Lectures and discussions of methods of teaching German, French and Spanish in cooperation with other instructors of modern languages. This course will be offered in English, and may count towards satisfaction of the state requirement of 22 term-hours in education, as part of the six-hour allowance in teaching methods. Daily at 10. Room 202. *Three hours.*

415. *Social Problems in Modern German Literature*. A course of lectures in English. Applicants need not know German, as the works discussed and assigned for reading are available in English. Graduate credit will be granted if additional work (in German) is done. Daily at 11. Room 202. *Three hours.*

416. *Goethe's Faust*. Parts I and II. Lectures and discussions in English. Latham's and Taylor's translations are recommended. Daily at 11. Room 202. *Three hours.*

NOTE: Either 415 or 416 will be given, but not both.

#### HISTORY

Dr. SCHAFER, Dr. PORTER, Dr. FISH

363s. *England in the 19th Century*. Industrial, political, social reforms; changes in thought; expansion of empire; international politics; effects of the war. Fish. Daily at 10. Room 111. *Three hours.*

376s. *The Pacific Northwest*. Discovery, exploration, occupation and the establishment of American institutions in the Pacific Northwest, with specific reference to Oregon. Schafer. Daily at 9. Room 111.

422s. *The Middle Ages*. A comprehensive picture of political, religious, and social conditions in Europe from the breakup of the Roman Empire to the time of Dante, with emphasis on the eleventh, twelfth, and thirteenth centuries. Intellectual interests will receive special attention. Fish. Daily at 11. Room 111. *Three hours.*

444s. *Eastern Europe*. A history of the Slavic countries such as Russia, Poland, Czechoslovakia, Jugo-Slavia, Roumania, and the smaller Baltic states. Porter. Daily at 9. Room 114. *Three hours.*

459s. *European Colonial Expansion*. A survey of the expansion of Europe since Columbus and a study of the colonization movement, especially the relations between the great powers and the backward people. Porter. Daily at 8. Room 114. *Three hours.*

471s. *American Statesmen*. A concrete study of the periods and movements in American history through the intensive consideration of men whose careers best serve to interpret them. The list of subjects will include James Monroe, John Quincy Adams, Martin Van Buren, Andrew Jackson, Henry Clay, James K. Polk, James Buchanan, and Abraham Lincoln. Reports, lectures, discussions and papers. Schafer. Daily at 8. Room 111. *Three hours.*

402. *Historical Method and Bibliography*. For advanced undergraduates and graduates and for writers and librarians. Porter. Time and hours to be arranged. Room 112.

### JOURNALISM

Dr. CASEY, Mr. MAY

111s. *Elementary Newswriting*. Fundamentals of general reporting, interviewing, news analysis, note taking, together with a study of news, and lectures upon the modern newspaper. Useful as a service course in composition, by providing the journalistic, objective point of view in writing. Assignments will be written with a view to publication in the *Summer Sun*, and other papers. May. Daily at 10. Room 116. *Three hours.*

261. *Magazine Writing*. (See 261s, English.) Instruction and practice in preparing special articles for magazines and newspapers. Study of the sources of material, the various types of articles in demand, and the writing and marketing of the manuscript. While emphasis will be placed on writing for the publication of general circulation, some study will be made of the technique of the article appearing in the specialized press—the class and trade journals. Types of articles will range from the so called “human interest” feature to the article of scientific or technical interest. Casey. Daily at 11. Room 108. *Three hours.*

401s. *Public Opinion*. (See 403, Political Science.) A study of public opinion and individual and group behavior, with particular emphasis on the part played by the press, the school, the church, the political body, and the business organization in the formation of opinion. The theatre, the motion picture, the radio, and other instrumentalities will be studied in their relation to this subject. Attention will be given to publicity, propaganda, and advertising techniques and appeals. Each student in the course will make a special study of a particular campaign designed to affect public opinion, choosing a subject in line with his special interest. Course open to advanced students of the social sciences or of journalism. Casey. Daily at 10. Room 108. *Three hours.*

### MATHEMATICS

Professor DeCOU

93s. *Advanced Algebra*. A brief review of fundamental topics, after which quadratics, progressions, logarithms, series and other selected topics will be studied. Prerequisite, three semesters of high school algebra. Daily at 8. Room 203. *Three hours.*

104s. *Unified Mathematics*. A simple introduction to functions and graphs, numerous topics in advanced algebra, and the elementary notions of the differential and integral calculus. Valuable for science students and up-to-date teachers of secondary mathematics. Prerequisite, three semesters of high school algebra. Daily at 8. Room 203. *Three hours.*

NOTE: Either 93s or 104s will be given, but not both.

302s. *Teaching and History of Mathematics*. A study of the best methods of teaching arithmetic, algebra and geometry, concluding with a comparative study of a number of the best recent texts. The report of the national committee on mathematical requirements on “The Reorganization of Mathematics in Secondary Schools” will be discussed. The latter part of the term the history of elementary mathematics is studied to enable the teacher to impart its human interest to his students. Daily at 10. Room 203. *Three hours.*

403s. *Theory of Equations and Determinants*. An important course, pre-supposing a good knowledge of advanced or college algebra. Very valuable to algebra teachers. Daily at 11. Room 203. *Three hours.*

405s. *Analytical Trigonometry*. An extension of the introductory course in plane trigonometry. Pre-requisite, plane trigonometry. Daily at 11. Room 203. *Three hours.*

NOTE: Either 403s or 405s will be given, but not both.

### MUSIC

Mr. BOYER, Mr. GOODRICH

104. *History and Appreciation of Music*. A course of illustrated lectures on the status of musical art in England, France, Germany, Italy and Russia, at different historical periods. Goodrich. Daily at 8. Room 103. *Three hours.*

118. *Scientific Music Reading and Choral Training*. This course covers much the same ground as the usual sight singing course. However, the method of treatment is different in that syllables are not used and melody is considered in relation to its supporting harmonic structure. It is essentially an elementary course and is intended for those desiring participation in larger choral efforts. Boyer. Daily at 10. Room 103. *Three hours.*

313s. *Methods in Teaching Public School Music*. The purpose of the course is to show how musical knowledge is adapted to the needs of the public school. Ways of arousing and holding interest. Songs for the unification of voices. Development of the sense of pitch and rhythm through rote singing. Phrasing and interrelation. The various systems of music books and manuals used as texts. Staff notation. Boyer. Daily at 11. Room 103. *Three hours.*

335. *Harmony—Medieval, Classical, Modern*. A practical course on the facts of harmony. This will be in line with the most recent research. Goodrich. Daily at 9. Room 103. *Three hours.*

### PHILOSOPHY

Dr. SHARP

305s. *Moral Education*. (See 490s, Education.) The school as an instrument for the development of character. Personal relationships between teacher and pupil. Methods of moral training; pupil government, the socialized recitation, the use of extra-curricular activities, work for the community. Moral instruction. The use of the school subjects as a means of developing character, especially history, biography, literature, and civics; the systematic study of the conduct of life. Sharp. Daily at 10. Room 113. *Three hours.*

408s. *The Philosophy of William James.* The psychological basis of James' philosophy. Pragmatism: its theory of the nature and extent of human knowledge. "The will to believe" as the foundation equally of science and religion. The relation of James' system to contemporary movements in philosophy. Sharp. Daily at 11. Room 113. *Three hours.*

### PHYSICAL EDUCATION

Mr. KROHN, Miss LEWIS, Dr. MANVILLE

303s. *Sports and Women's Coaching.* The program will include organized and unorganized games for schoolground and gymnasium. Athletics on track; swimming and diving; tennis. Bathing suits and towels must be provided by swimmers. Additional work will be available on the Multnomah field for the two weeks period, from July 8 to July 20, as indicated under the schedule of the Summer School of Athletic Coaching. Krohn. Daily at 12. Gymnasium. *One and one-half hours.*

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

320. *Festival, Dramatization and Pageantry.* A practical course of special value to teachers and others who wish to correlate dramatic material with elements of music, song, rhythmic, costuming and stage settings. Lewis. Daily at 9. Gymnasium. *Three hours.*

321. *First Aid.* Covers emergency treatment to be given before the arrival of a doctor in cases of accident or physical injury. Special emphasis on practical side of work with intention of fitting student to attend to cases of severe hemorrhage, drowning, electrocution, suffocation, broken bones, as well as minor injuries. Part of class period devoted to demonstration and practice bandaging, transportation and artificial respiration. A. R. C. abridged textbook on First Aid, third edition. Reference reading will consist of technical publications to be announced by instructor. Given through the cooperation of the Portland chapter and the Pacific branch of the American Red Cross. Manville. Daily at 8. Room 105. *Three hours.*

331s. *Elementary Rhythmics.* Fundamental body training based on principles of natural movement; realization of rhythm and rhythmic analysis of music; relating elements of design and meaning to physical and rhythmical realization to give a unity of expression. Lewis. Daily at 9. Gymnasium. *Three hours.*

332s. *Advanced Rhythmics and Interpretative Dancing.* For students who have had some training in interpretative dancing and rhythmics. Lewis. Daily at 10. Gymnasium. *Three hours.*

### SUMMER SCHOOL OF ATHLETIC COACHING

Professor EARL, Captain McEWAN, Mr. HAYWARD, Mr. REINHART, Mr. KROHN

These coaching courses in basketball, football and track will be the same in Portland as at Eugene. They will be given at the Multnomah Athletic Club, 581 Salmon street, for a period of two weeks, from July 8 to July 20. Those who wish to take the courses in Portland will register at the University office, 814 Oregon Building, Fifth and Oak streets.

51bkb. *Coaching of Basketball.* Reinhart. Daily, 7:30 to 9:30 p. m. Multnomah Club. *One hour.*

51fb. *Coaching of Football.* McEwan. Daily, 3:30 to 5:30 p. m. Multnomah Field. *One hour.*

51tr. *Coaching of Track.* Hayward. Daily, 1 to 3 p. m. Multnomah Field. *One hour.*

317. *Women's Coaching.* Given regularly at Lincoln high school, as listed above, with additional work on Multnomah Field from July 8 to July 20. For credit, the whole six weeks must be taken. Krohn and Reinhart. Daily. Hours to be arranged. *One and one-half hours.*

NOTE: The registration fee in the Summer School of Athletic Coaching in Portland will be \$25. For students regularly enrolled in the Portland Summer Session, the additional fee will be \$5.

### PHYSIOLOGY

Dr. MANVILLE

302. *Physiology.* A series of lectures including such subjects as the mechanism of the alimentary tract, its activities and the manner in which foods reach and are utilized by the tissues; the glands of internal secretion; the nervous system and special senses; blood circulation and respiration. Manville. Daily at 9. Room 105. *Three hours.*

### PLATOON LIBRARY

Miss Wood

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

### POLITICAL SCIENCE

Dr. WILLIAMS, Dr. CASEY

201s. *National Government of the United States.* A study of the structure and operation of our national government. The more important activities of the federal departments and independent executive establishments in Washington and the organization of federal administrative services throughout the country. Consideration of contemporary reforms. Williams. Daily at 11. Room 105. *Three hours.*

401s. *Public Opinion.* (See 401s, Journalism.) Casey. Daily at 10. Room 108. *Three hours.*

411. *Foreign Policy of the United States.* A study of the new position of the United States in the world due to the growth and extension of American industry and to the export of capital, with special consideration of the various problems in connection with this American international outlook as based on the diplomacy of investment and the diplomacy of trade. Williams. Daily at 10. Room 105. *Three hours.*

## PSYCHOLOGY

Dr. GRIFFITH

202s. *General Psychology*. A general introduction to the facts and principles of psychology, with the primary emphasis on normal adult psychology. Daily at 8. Room 116. *Three hours.*

434. *Social Psychology*. An analysis of human nature from the standpoint of social behavior involving such factors as language, custom, public opinion, morals, war, family, caste, nationalism, religion, and social adjustment. Daily at 9. Room 116. *Three hours.*

## ROMANCE LANGUAGES

Mr. WARRINGTON

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

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

203. *Survey of the French Novel*. (See 308, English.) A general survey course with a study of the development of the novel in France and a brief consideration of the principal French novels of the nineteenth and twentieth centuries. Warrington. Daily at 9. Room 115. *Three hours.*

209. *Survey of the Spanish Novel*. A study of the development of the novel in Spain. Special attention will be given to the picaresque novel, its earliest manifestations and present significance. Warrington. Daily at 10. Room 115. *Three hours.*

## SOCIOLOGY

Dr. WEATHERLY, Dr. MCCOWN, Mrs. DUNBAR, Mr. CHAMBERLIN

210. *Introduction to Sociology*. Physiographic, biologic, cultural factors in social origins, social relations and social changes. Group formation and processes. Social institutions, social control and social progress. Class discussions and exercises, collection of data bearing upon principles discussed. McCown. Daily at 8. Room 108. *Three hours.*

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

351. *Biology and Social Adjustments*. A social hygiene course for students, teachers and social workers, with special reference to the program in Oregon. Consideration of the problems involved in adjusting the individual to a sex-social environment, with emphasis upon education in home and school for the solution of the problems discussed. Special

lectures by authoritative speakers in the field of social hygiene. There will be available to students all of the Oregon social hygiene library, which is perhaps one of the largest libraries of its kind on the coast. About ten reels of motion pictures will be used in connection with the course. The class will have an opportunity to attend the Social Hygiene conference on July 5 and 6, with a schedule of national authorities in the field of social hygiene. Chamberlin. Daily at 9. Room 306. *Three hours.*

443. *Social Pathology*. The basis of social defect and degeneracy, with description of typical subnormal classes. Special attention is given to particular family groups. An outline survey is made of the chief problems of poverty, dependency, criminality, and the social maladjustment of children, as well as the more promising policies of social reconstruction. Weatherly. Daily at 10. Room 114. *Three hours.*

444. *Population Problems*. A brief study of population theories, followed by a more detailed investigation of population movements. Changes in the birth rate, and death rate, urban aggregation, immigration, the Negro problem, and the growth of population types. Special attention is given to recent developments in immigration policies, and to proposals for improving the quality of population. Weatherly. Daily at 11. Room 114. *Three hours.*

352. *Institute for Health Workers*. To give health workers, teachers, public health nurses, volunteer workers and executive secretaries a working knowledge of the growth and development of health agencies, program methods and technique as applied to National, State and Local organizations and programs. Visits to open air school, clinics and dispensary, hospitals. Presentation of topics by experts and round-table discussions prepared and directed by the conductor. Will be held for a period of two weeks, from June 26 to July 6. Dunbar. Daily at 10. Room 204. *Two hours.*

*Social Hygiene Conference*. As a part of the program of the Portland summer session, making available unusual opportunities to the class in Social Hygiene and to all the sociology classes, the Oregon Social Hygiene society will hold a conference on Social Hygiene on Friday and Saturday, July 5 and 6. Lecturers at the conference will include Dr. Walter M. Brunet, social hygiene division, New York Tuberculosis and Health association; Dr. E. S. Keyes, school of medicine, Cornell University; Dr. Max J. Exner, noted authority on sex education and in charge of social hygiene education in the U. S. army during the world war; Miss Jean B. Pinney and Dr. William F. Snow, of the staff of the American Social Hygiene society.

## Portland Summer Session Schedule of Courses and Rooms

8 a. m.

History and Appreciation of Music	Goodrich	103
Contemporary Poetry	Solve	104
First Aid	Manville	105
Principles of Economics	Nilsson	106
Administration of Elementary Education	Rainey	107
Introduction to Sociology	McCown	108
American Statesmen	Schafer	111
Psychological Novel	Smith	112
European Colonial Expansion	Porter	114
Elementary Spanish	Warrington	115
General Psychology	Griffith	116
Elementary German	Schmidt	202
Advanced Algebra	DeCou	203
Unified Mathematics	DeCou	203
Creative Expression by Means of Drawing and Handwork	Wuest	301
Elementary Biology	Larsell	317
Psychology of the Common Branches	Gentle	Auditorium

9 a. m.

Harmony—Medieval, Classical, Modern	Goodrich	103
Children's Literature	Wood	104
Physiology	Manville	105
Problems of Modern Economic Organization	Nilsson	106
History of American Education	Rainey	107
Platoon Administration	Holloway	110
The Pacific Northwest	Schafer	111
19th Century Prose	Smith	112
Nature Study for Platoon Schools	Prescott & Hogue	113
Eastern Europe	Porter	114
Survey of French Novel in English	Warrington	115
Social Psychology	Griffith	116
Modern German Fiction	Schmidt	202
Correlated Picture Study	Wuest	301
Biology and Social Adjustments	Chamberlin	306
Elementary Biology Laboratory	Larsell	316
Principles of Elementary Instruction	Gentle	Auditorium
Elementary Rhythmics	Lewis	Gymnasium

10 a. m.

Scientific Music Reading and Choral Directing	Boyer	103
Advanced Writing	Solve	104
Foreign Policy of the U. S.	Williams	105
Geography of the Pacific	Lomax	106
Modern Drama	Rand	107
Public Opinion	Casey	108
Platoon Technique	Beattie & staff	110
England in the 19th Century	Fish	111
Moral Education	Sharp	113
Social Pathology	Weatherly	114
Survey of Spanish Literature	Warrington	115
Elementary News-writing	May	116
Teaching of Modern Languages	Schmidt	202
Teaching and History of Mathematics	DeCou	203
Institute for Health Workers	Dunbar	204
Design and Color	Halvorsen	301
Design for Crafts Workers	Grey	304
Plant Biology	Prescott	317
Advanced Rhythmics and Interpretative Dancing	Lewis	Gymnasium

11 a. m.

Methods in Teaching Public School Music	Boyer	103
National Government of the U. S.	Williams	105
Geography of North America	Lomax	106
Bible as Literature	Rand	107
Magazine Writing	Casey	108
Modern Japan	Anan	110
The Middle Ages	Fish	111
Educational Sociology	Beattie	112
Philosophy of William James	Sharp	113
Population Problems	Weatherly	114
Elementary French	Warrington	115
Community Organization	Dunbar	116
Social Problems in Modern German Literature	Schmidt	202

Analytical Trigonometry	DeCou	203
Theory of Equations	DeCou	203
Fundamentals of Freehand Drawing	Halvorsen	301
Crafts	Grey	302
Festival, Dramatization and Pageantry	Lewis	Gymnasium

12 m.

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

Graded Exercises for Rural and City Schools	Krohn	Gymnasium
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Time To Be Arranged

Historical Method	Porter	112
Platoon Observation and Practice	Gentle & staff	
Systematic Botany	Shattuck School	
	Prescott	317

## Summer School of Athletic Coaching

July 8-20

Track (1:00-3:00 p. m.)	Hayward	Multnomah Club
Football (3:30-5:30 p. m.)	McEwan	Multnomah Club
Basketball (7:30-9:30 p. m.)	Reinhart	Multnomah Club
Women's Coaching (time to be arranged)	Krohn & Reinhart	Multnomah Club

