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EUGENE

OREGON



THE SCHOOL OF EDUCATION

ANNOUNCEMENTS
1921-1922

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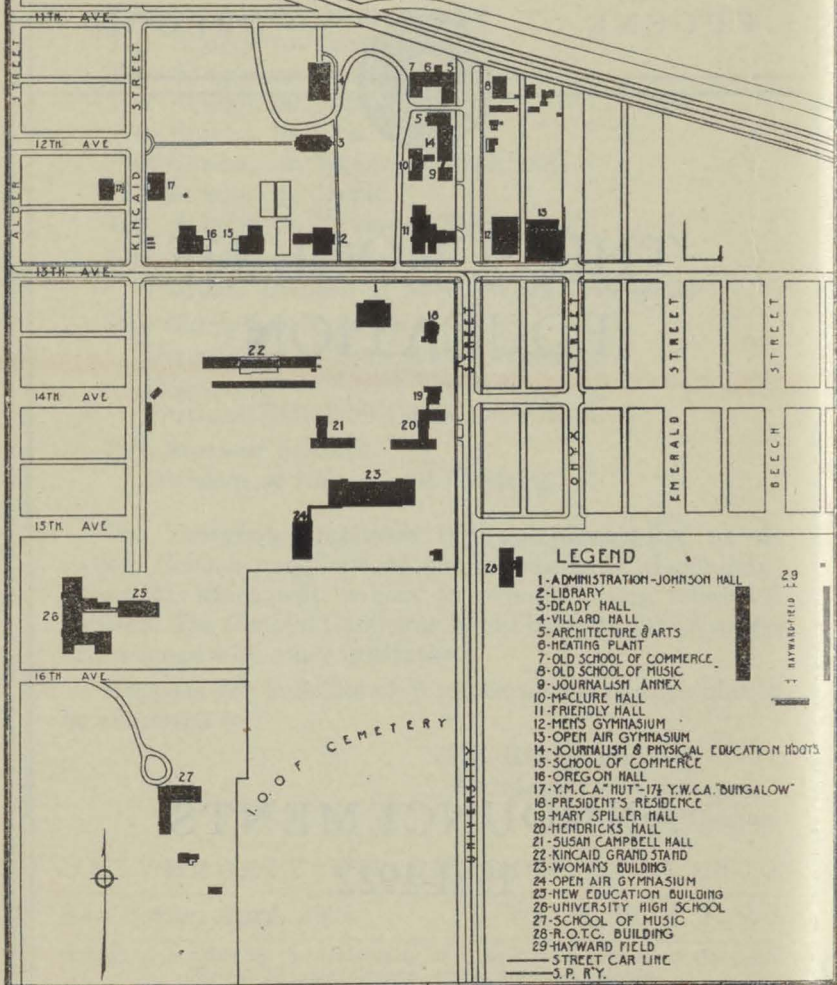
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UNIVERSITY OF OREGON

EUGENE-OREGON

PLAN OF CAMPUS



BOARD OF REGENTS

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HON. JAMES W. HAMILTON, President
HON. A. C. DIXON, Vice-President
L. H. JOHNSON, Secretary

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HON. SAM KOZER, Secretary of StateSalem
HON. J. A. CHURCHILL, Superintendent of Public Instruction
.....Salem

APPOINTED BY THE GOVERNOR

Name and Address	Term Expires
HON. A. C. DIXON, Eugene.....	April 15, 1923
HON. CHAS. H. FISHER, Eugene	April 15, 1923
HON. JAMES W. HAMILTON, Roseburg.....	April 15, 1925
MRS. G. T. GERLINGER, Dallas.....	April 15, 1927
HON. C. C. COLT, Portland.....	April 15, 1927
HON. HENRY MCKINNEY, Baker.....	April 15, 1927
HON. LLOYD L. MULIT, Portland.....	April 15, 1929
HON. C. E. WOODSON, Heppner.....	April 15, 1929
HON. VERNON H. VAWTER, Medford.....	April 15, 1931
HON. WILLIAM S. GILBERT, Astoria.....	April 15, 1933

CALENDAR, 1921

JULY							AUGUST							SEPTEMBER							
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CALENDAR, 1922

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UNIVERSITY CALENDAR 1921-1922

SUMMER SESSIONS

June 20, Monday	Portland Session opens. Registration.
June 22, Wednesday	Eugene Session opens. Registration.
July 4, Monday	Independence day. A holiday.
July 29, Friday	Portland Session closes.
July 30, Saturday	Eugene Session closes.

FALL TERM

September 24, Saturday	Fall term opens. Examination in English Composition for Freshmen.
September 26, Monday	Registration day for upper class students.
September 27, Tuesday	Registration day for Freshmen.
September 28, Wednesday	All University work begins.
October 6, Thursday	Faculty meeting.
October 6, Thursday	Regular meeting Associated Students.
October 11, Tuesday	Last date in term for change of course.
November 1, Tuesday	Last date in term for withdrawal from class.
November 3, Thursday	Faculty meeting.
November 24, Thursday	Thanksgiving day.
December 1, Thursday	Faculty meeting.
December 5, 6, Monday, Tuesday	Examinations for the removal of conditions.
December 8, Thursday	Regular meeting of Associated Students.
December 10, Saturday	Meeting of Athletic Council.
December 14, 15, 16	Term examinations.
December 17, Saturday, to January 2, Monday	Christmas vacation.

WINTER TERM

January 3, Tuesday	Registration day.
January 4, Wednesday	Classes open.
January 5, Thursday	Faculty meeting.
January 10, Tuesday	Last date in term for change of course.
February 1, Wednesday	Last day in term for withdrawal from class.
February 2, Thursday	Faculty meeting.
February 22, Wednesday	Washington's birthday. A holiday.
March 2, Thursday	Faculty meeting.
March 9, Thursday	Regular meeting Associated Students.
March 11, Saturday	Athletic Council meeting.
March 22, 23, 24	Term examinations.
March 25, Saturday, to April 2, Sunday	Spring vacation.

SPRING TERM

April 3, Monday	Registration day.
April 4, Tuesday	Classes open.
April 6, Thursday	Faculty meeting.
April 10, Monday	Last date in term for change of course.
April 23, Saturday	Filing of Failing and Beekman orations.
May 1, Monday	Last day in term for withdrawal from class.
May 1, 2, Monday, Tuesday	Examinations for the removal of conditions.
May 4, Thursday	Faculty meeting.
May 4, Thursday	Annual meeting Associated Students.
May 12, 13, Friday, Saturday	Junior week-end.
May 30, Tuesday	Memorial day. A holiday.
June 1, Thursday	Faculty meeting.
June 1, Thursday	Associated Students meeting.
June 14, 15, 16	Term Examinations.
June 16, Friday	Flower and Fern Procession, 7 p. m.
June 16, Friday	Failing and Beekman orations, 8 p. m.
June 17, Saturday	Alumni Day.
June 18, Sunday	Baccalaureate sermon, 11 a. m.
June 19, Monday	Commencement, 10 a. m.

OFFICERS OF ADMINISTRATION AND INSTRUCTION

THE UNIVERSITY

P. L. CAMPBELL, B.A., LL.D.	President
LOUIS H. JOHNSON	Comptroller
KARL W. ONTHANK, M.A.	Executive Secretary
CARLTON E. SPENCER, A.B., LL.B.	Registrar
JOHN STRAUB, M.A., Lit.D.	Dean of Men
ELIZABETH FREEMAN FOX, B.A.	Dean of Women
WILBUR K. NEWELL	Superintendent of University Properties
M. H. DOUGLASS, M.A.	Librarian

THE COLLEGES AND THE SCHOOLS

GEORGE REBEC, Ph.D.	Dean of the Graduate School
COLIN VICTOR DYMENT, B.A.	
.....	Dean of the College of Literature, Science, and the Arts
ELLIS F. LAWRENCE, M.S.	Dean of the School of Architecture
EDWIN CLYDE ROBBINS, Ph.D.	Dean of the School of Commerce
HENRY DAVIDSON SHELTON, Ph.D.	Dean of the School of Education
ERIC W. ALLEN, B.A.	Dean of the School of Journalism
WILLIAM G. HALE, B.S., LL.B.	Dean of the School of Law
RICHARD B. DILLEHUNT, B.S., M.D.	Dean of the School of Medicine
JOHN J. LANDBURY, Mus.D.	Dean of the School of Music
JOHN FREEMAN BOVARD, Ph.D.	
.....	Dean of the School of Physical Education
FREDERIC G. YOUNG, B.A., LL.D.	Dean of the School of Sociology
EARL KILPATRICK, B.A.	
.....	Director of Extension Division and Summer Schools

THE SCHOOL OF EDUCATION

THE FACULTY

PRINCE L. CAMPBELL, B.A., LL.D. (Colorado)	 <i>President of the University</i>
HENRY D. SHELDON, Ph.D. (Clark)	 <i>Dean of the School of Education</i>
BURCHARD W. DEBUSK, Ph.D. (Clark)	 <i>Educational Psychology</i>
FRED L. STETSON, M.A. (Washington)	 <i>Secondary Education</i>
CHESTER A. GREGORY, Ph.D. (Iowa)	 <i>School Administration</i>
HARL R. DOUGLASS, M.A. (Missouri)	 <i>Teaching Practice</i>
RUTH MONTGOMERY, B.A. (Oregon)	 <i>Assistant in Education</i>

ROLLIEN S. DICKERSON (Oregon)	 <i>Administrative Principal</i>
ANNA LANDBURY BECK, B.A. (Oregon)	 <i>University High School, Civics</i>
HELEN RHODES (Columbia)	 <i>Music</i>
LEO COSSMAN, B.A. (Oregon)	 <i>Art</i>
MARGARET B. GOODALL, B.A. (Oregon)	 <i>Science</i>
EDITH BAKER PATTEE, M.A. (Oregon)	 <i>English</i>
PETER L. SPENCER (Oregon)	 <i>French and Latin</i>
PETER L. SPENCER (Oregon)	 <i>Mathematics</i>
THORA SMITH, B.A. (Oregon)	 <i>History</i>
ETHEL WAKEFIELD, B.A. (Oregon)	 <i>Commerce, English</i>

JOHN F. BOYARD, Ph.D. (California)	 <i>Pedagogy of Physical Education</i>
WILLIAM P. BOYNTON, Ph.D. (Clark)	 <i>Pedagogy of Physics</i>
ROBERT C. CLARK, Ph.D. (Wisconsin)	 <i>Pedagogy of History</i>
EDGAR E. DECOU, M.S. (Chicago)	 <i>Pedagogy of Mathematics</i>
FREDERICK S. DUNN, M.A. (Harvard)	 <i>Pedagogy of Latin</i>
HERBERT C. HOWE, B.A. (Cornell)	 <i>Pedagogy of English</i>
FERGUS REDDIE, B.A. (Valparaiso)	 <i>Pedagogy of Public Speaking</i>
FRIEDRICH G. G. SCHMIDT, Ph.D. (Johns Hopkins)	 <i>Pedagogy of Modern Languages</i>
ALBERT R. SWEETSER, M.A. (Wesleyan)	 <i>Pedagogy of Botany</i>
HARRIET W. THOMSON, B.A. (Michigan)	 <i>Pedagogy of Physical Education</i>

Students in the School of Education receive instruction from practically all departments of the University. This list includes only the names of instructors giving courses especially designed for the students in the School of Education.

THE SCHOOL OF EDUCATION

ORGANIZATION

The School of Education of the University of Oregon was authorized by the Board of Regents in February, 1910. It is located on the campus in Eugene, at the head of the Willamette valley. Eugene is an important railroad center, being reached by the main line and several branches of the Southern Pacific, and also by the Oregon Electric. The Pacific highway also passes through the city and the University campus. Eugene is a modern, progressive city, furnishing a favorable environment for such a school. Climatic and health conditions are of the best, with mild winters, summers not too warm for effective work, water supply pure and carefully safeguarded, and sanitation modern and effective.

The general purpose of the school is to organize and correlate all the forces of the University which have for their ultimate aim the growth of educational efficiency in the state of Oregon. This work is done through the effective grouping of courses for teachers in the regular college curriculum, through the summer school, the extension division, and through investigation of questions of importance to the state and the publication of results in bulletin form. The new Education building, designed for the School of Education, gives commodious and well fitted quarters for the school.

OPPORTUNITIES FOR SPECIALIZATION

The School of Education, by means of the professional training offered in the various departments of education and the academic instruction given in the respective University departments, is prepared to train the following classes of teachers.

- (1) Superintendents, principals, supervisors and teachers for administrative work.
- (2) Teachers for departmental work in senior high schools.
- (3) Teachers for departmental work in junior high schools.
- (4) Special supervisors in Music, Art, Physical Training, Athletic Sports, Public Speaking and Commerce.

- (5) Teachers for Normal Schools and Colleges.
- (6) Teachers who are interested in defective and subnormal children and delinquents.
- (7) Those who are interested in physical and mental measurements and tests as specialists in large cities.

THE UNIVERSITY HIGH SCHOOL

A new model high school building has just been erected on Alder street north of 16th avenue near the School of Education building, which houses the University High School in a most complete and adequate manner. Here students may have an opportunity of observing the successful application of methods of teaching and may acquire, under supervision, such skill as will lead to the actual work of the school. Model lessons are given by the supervisors in charge so that those who are preparing to teach may have illustrations to guide them in the applications of the principles underlying education. Lesson plans are worked out and supervised teaching is done. Much of the teaching is done by the problematic or project method. Problems of discipline and organization are carefully worked out. The physical equipment is modern and ample to take care of the needs of the school. The laboratories are especially well equipped and wide use is made of the apparatus. Student activities are encouraged and much may be learned from the methods employed. Mental and physical tests and measurements are made from time to time and a careful record is kept of the results in the various tests.

THE UNIVERSITY LIBRARY

The University library is a well-selected and rapidly growing collection of books numbering over 100,000 volumes. The regular annual appropriation for books and periodicals and for binding is \$10,000, which is occasionally supplemented by special appropriations to secure particular collections.

The library is supplied with the best general and special reference books; with the files of the principal American and English periodicals of general interest, and with many of the most useful sets of periodicals of special and scientific interest, both American

and foreign. Over 700 periodicals are currently received, besides many of the daily and weekly newspapers of the state. Bound files of about 90 Oregon newspapers are on hand.

The library is a depository for the public documents published by the United States government and also for Oregon state documents.

The annual appropriation for books is sufficient to provide for the books needed for use in connection with the courses given and for general reference work. It also makes possible the acquisition each year of a few of the larger and more expensive sets needed.

The library is open each week day from 7:45 a. m. to 10 p. m. On Sunday it is open from 2 to 6 p. m. Books, other than reference books and those especially reserved for use in the library, may be drawn for a period of one month, and at the expiration of that time renewed if there is no other demand for them. All persons connected with the University have the privilege of drawing books, and the use of the library for reference purposes is extended to the general public as well. Books that can be spared from the University are also loaned for a month at a time to other libraries, to superintendents and principals of Oregon schools, and to individual citizens of the state.

THE UNIVERSITY LABORATORIES

All the science departments of the University maintain well equipped laboratories in which students in the School of Education who are preparing to teach the sciences in the high schools of the state may receive their technical training. Various professional schools, such as those of Architecture, Commerce and Journalism, also maintain laboratories where prospective teachers may find courses which will be of service to them.

THE APPOINTMENT BUREAU

The University maintains an Appointment Bureau to aid its graduates and alumni to find those positions for which their academic and professional training has fitted them. The fee is one dollar, payable but once. The Bureau keeps in touch with the Boards of Education and Superintendents desiring teachers

and strives to put the right teacher in the right place. The Bureau does not assist teachers who are not University of Oregon graduates, but concentrates all its energies in the service of its own graduates. A great many more calls for superintendents, principals and departmental teachers come to this Bureau than it is able to fill, and the number of calls is increasing each year. The recommendation of the Bureau will be limited to candidates who have taken courses as prescribed by the School of Education.

THE BUREAU OF EDUCATIONAL RESEARCH

Under the head of "The Bureau of Educational Research," provisions have been made for the purchase and distribution of all the standard tests, both mental and school achievement. These can be secured by anyone in the state at practically cost price. The bureau is willing to put its experience at the service of any city or county, which desires investigations of this type. Such work is done under the immediate direction of Professors Gregory, DeBusk and Stetson.

ORGANIZATIONS OF EDUCATION STUDENTS

A chapter of Phi Delta Kappa, a national educational honor society for men, has been authorized. This organization is devoted to furthering scientific research in Education and to putting the teacher on a permanent professional basis. The corresponding organization of the women of the School has been chartered by Pi Lambda Theta, a national honorary educational organization. There are also small groups of research students dealing with the different aspects of educational work.

ENTRANCE REQUIREMENTS

REQUIREMENTS FOR ADMISSION TO THE FRESHMAN CLASS

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

No one (with the exception of bona fide special students) will be admitted who does not have the full fifteen units.

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

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

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

Credentials filed become the permanent property of the University.

UNIFORM REQUIREMENTS

In March, 1921, certain uniform requirements were recommended to the various institutions of Higher Education in Oregon by the committee on Uniform Standards and Entrance Requirements, from the Department of Higher Education of the State Teachers Association, representing approximately all the colleges, universities and normal schools in the State. These recommendations were adopted by all these institutions, including the University of Oregon, and (with a reservation in the case of the School of Commerce) are as follows:

(a) Entrance without deficiency to the colleges, universities, and normal schools of Oregon should be contingent upon presentation of at least ten units in English, mathematics, foreign languages (including Latin), laboratory sciences and history (including civics). It is left to the individual institution to distribute these units according to their respective inclinations.

(b) The number of units in English should be three or four, and in these emphasis should fall upon syntax and upon composition of original character.

(c) The remaining five units may be taken in any subject regularly or occasionally offered in the high school course of study in this state (such as agriculture, drawing, art, manual training, domestic science and commerce).

(d) It is recommended to high schools that students taking as many as five units of work, outside the five departments mentioned in section (a), should take significant amounts of each subject, to the end that the five units may not be merely a smattering of a number of these electives.

PREScribed SUBJECTS

The University of Oregon makes the following specific requirements. For admission to all schools and departments except the School of Commerce ten prescribed units must be offered, distributed as follows:

English	3 units
Algebra	1 unit
Plane Geometry	1 unit
One Foreign Language	2 units
History	1 unit
One Science	1 unit
Elective	1 unit

10 units

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

Students are urged to present two units of foreign language, but if they are unable to do so, they will be permitted to enter conditionally and to substitute for the foreign language the same number of units of other work. However, students entering without any foreign language are required to take in the University fifteen term hours of foreign language, and those offering only one year, nine term hours in addition to the University language requirements.

Under (c) no credit shall be granted for drill, spelling, penmanship, physical training, or for work which may be classed as largely or purely a student activity.

REQUIREMENTS FOR ADMISSION TO SPECIAL STUDENT STANDING

The privileges of a special student are intended for those who, for any reason, are unable to complete a college course, but who are qualified by age, character, practical experience, purpose and habits of study to profit by University courses.

Persons of maturity, twenty years of age or over, and teachers in public and private schools, who present satisfactory credentials and testimonials, may be admitted as special students, and permitted to take one or more college courses for which they are fitted.

All applications for special student standing must be passed upon by the Committee on Special Students, who reserve the right to reject any petition, as they deem wise, and to discuss and change any proposed program of studies. Applicants must give evidence of a definite object to be attained by the courses sought.

A special student may become a candidate for a degree only by satisfying fully the matriculation and all other requirements made of regular students. College work may be substituted for entrance requirements at the rate of nine term hours for each entrance unit.

ADMISSION TO ADVANCED STANDING

All applicants for advanced standing coming from other institutions of collegiate rank, must present a complete official transcript covering both their high school and college records, and a letter of honorable dismissal. These records must be filed with the Registrar on or before the day the student registers in the University.

No University credit is granted for excess high school units, except that students who have credits in Latin, German, French, Greek, Spanish, Higher Algebra or Trigonometry over and above the sixteen full units usually required for graduation from the high school may be permitted to take examinations for University credit. The maximum credit so allowed is on the basis of 9 term-hours for one high school credit. All examinations for such credit must be taken before the student attains upper division standing.

NORMAL SCHOOL CREDIT

The University grants two years of advanced standing to those students who are graduates of the Oregon State Normal

School, providing that before entering the normal school such students were graduates of standard high schools and completed the subjects required by the University for entrance.

PHYSICAL AND MEDICAL EXAMINATIONS

All students whether freshmen or not, are required to have a physical examination upon entering the University. Examinations are conducted in the examination rooms of the physical education department during the week preceding the opening of the fall term and the first week of this term; on the Saturday preceding the opening of the winter and spring terms and during the first week of these terms. Every effort should be made to have the physical examination completed before regular university work begins, especially in the case of those whose physical condition makes it probable that some modification of the regular work in physical education must be made.

REQUIREMENTS FOR GRADUATION

The University makes certain specific requirements of all candidates for its degrees, in addition to the requirement of the completion of 186 term hours of work.

PRESCRIBED COURSES

Six term hours of Physical Education is required of all students, both men and women, during their first two years of residence. Men also earn a minimum of six term hours in Military Science. All freshmen must complete the prescribed course in English Composition unless exempted by examination. All freshman women must attend the prescribed course in Practical Ethics and Vocational Guidance throughout the year. Women students also take three term hours of Personal Hygiene during the freshman year, unless specifically exempted.

GROUP REQUIREMENTS

Each student must complete in the lower division at least one year-course of not less than three hours each term in any three of the following four groups:

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

MAJOR REQUIREMENTS

Each student must either select a major department, or pursue a definite curriculum specifically authorized by the faculty. In case he elects a major department, the head of that department, or some person designated by him, acts as the student's adviser, making out his study cards, and attempting to see that he meets all University requirements. The adviser must require of the student not less than 36 term hours of "major work" in the major or closely allied departments, of which at least 24 term hours must be of "upper division" grade, and he may require up to 72 hours of major work.

In case the student elects an authorized curriculum, he takes as his adviser the professor in charge of that curriculum, either the Dean of the School, or some person specifically designated. No person not specifically designated is authorized to act as adviser for such a curriculum. The student electing such a curriculum pursues the course required by his adviser. Only in the

case of such an authorized curriculum may a student be released from the full major requirement.

A student may change his major department or curriculum at the beginning of any academic year up to and including his junior year with the consent of both advisers concerned, but such change may be made at any other time only on the granting of a petition. A student changing his major or course must meet all the requirements of the new course before graduation, even if it involves additional time of residence, or more than the minimum of 186 term hours.

DEGREES

BACHELORS' DEGREES

The degree of Bachelor of Arts or of Bachelor of Science is conferred upon the students of the School of Education who have met the requirements of the College of Literature, Science and the Arts for the degree.

The degree of Bachelor of Science in Education is conferred upon students of the School of Education who have secured 186 hours of college credit and who have completed a prescribed curriculum in the School of Education.

ADVANCED DEGREES

The degree of Master of Arts or Master of Science is conferred upon those students who have received the Bachelor's degree from this institution or from some other college or university of approved standing. The Graduate School of Education is a department of the Graduate School of Arts and Sciences, and as such it offers opportunity for graduate study to those who have done their major work in Education.

The advanced courses in Education aim to meet the needs of three classes of students: First, those who are preparing to give courses in the history and principles of Education in colleges or normal schools; second, those who are preparing to become supervisors and administrators in various types of schools; third, students in various departments of the University, who, in addi-

tion to the course in the major subject matter which they intend to teach, wish to become acquainted with the principles underlying all educational organization and method. The last mentioned class of students may take Education as a minor subject. Graduate students who have had no course in Education, but wish to complete the 22 term hours required for the State certificate, may register as graduate students, and enjoy the privileges of the Graduate School, but are not candidates for an advanced degree.

TEACHERS' CERTIFICATE

Graduates from the School of Education are entitled to teaching certificates as provided in the following Oregon school law:

Certificates shall be issued to graduates from standard colleges or universities who have completed 120 semester hours (180 term hours) including 15 semester hours (22 term hours) in Education as follows:

1. One-year State certificates shall be issued without examination, upon application, to such graduates of standard colleges and universities, authorizing them to teach only in the high schools of this State.

2. The holder of a one-year State certificate, issued in accordance with the provisions of this section shall, after six months' successful teaching experience in this State and upon the recommendation of the county superintendent of the county in which the applicant last taught, receive, without examination, a five-year State certificate authorizing him to teach only in the high schools of this State.

3. The holder of a five-year State certificate issued in accordance with the provisions of this section shall, after thirty months successful teaching experience in this State and upon the recommendation of the county superintendent of the county in which the applicant last taught, receive, without examination, a State life certificate authorizing him to teach only in the high schools of this State.

4. The holder of a one-year State certificate, or a five-year State certificate, or a life certificate, secure in accordance with the provisions of this section, is hereby authorized to act as city superintendent of schools of any city.

Fees are as follows, payable to the State Superintendent of Public Instruction:

One-year certificate	\$1.00
Five-year certificate (after six months' teaching).....	2.00

SPECIALIST'S CERTIFICATE

To students who remain a fifth year in the University for the study of pedagogy or for continuance of work in their major field, or both, the University will under certain conditions, grant a Specialist's Certificate. Such certificates will be contingent upon completion by the candidate of prescribed courses of study in major fields, which courses of study must have included more than usually extensive study in the major branch. It is the contemplation that intending high school teachers who proceed to the Specialist's Certificate will take most of their pedagogy in the fifth year, reserving the four under-graduate years for preparation in the subject matter that is to be taught. The purpose of the Specialist's Certificate is to guide high school boards in their selections of candidates for appointments. While as a general thing students will be qualified to receive a Specialist's Certificate in only one field, they will be expected to have qualified to a lesser extent in one or two minor fields.

COURSES OF INSTRUCTION

COURSES OF STUDY FOR HIGH SCHOOL TEACHERS

The Department of Education recommends the following courses to students preparing for high school positions:

Sophomore Year—History of Education (Course 52); Introduction to Education (Course 51); Educational Psychology (Course 53); Psychology is also advisable, but does not count as Education.

Junior Year—High School Problems (Course 105); Observation of Teaching (Course 106).

Senior Year—Supervised Teaching (Course 107a), four or five hours.

Prospective teachers should make specific preparation in the subjects which they expect to teach by taking the suggested minima of work in at least one or two departments in accordance with the course titles listed below:

COURSES REQUIRED BY DEPARTMENTS

The following list of the courses necessary to equip teachers in the different high school subjects represents the irreducible minimum which the department in question now considers necessary to insure superior teaching. Under the ordinary conditions no student will be recommended for a position in a department of a high school who has not carried successfully in his college course all the work outlined. Exceptions may be made of small high schools where the candidate must of necessity teach a large variety of subjects. In schools of this class, where the faculty is limited to three teachers or less, students will be recommended upon the successful completion of shorter courses in the subject to be taught. In foreign languages, students, to secure recommendations, must have taken at least four years' work, of which two years must have been completed in a college or university.

It is advisable for students to fit themselves for teaching more than one subject. While the demand for teachers in the different subjects fluctuates from year to year, there is at present a particularly strong demand for men capable of teaching one department and acting as physical director. Ability to supervise music, athletics or public speaking, adds materially to the chances of securing a first-class position. Various combinations of subjects are asked for, but the majority of calls are for teachers of two or more adjacent subjects as arranged in the following groups: German, Latin, English, History, Civics, Mathematics, Science (i.e. Physics, Biology, Physiology, Chemistry, Physiography), Manual Training, Commercial Subjects.

The courses agreed upon by the various departments as requisite for a teacher's recommendation in a high school are as follows. Each student upon graduation should be in a position to teach one major and two minors. The present list is made to fit the requirements for minors:

LATIN

Six years of work in the subject is required, or at least two years beyond the four years offered in the secondary schools. Fifth year Latin includes such standard authors as Cicero's *De Senectute*, Vergil's *Eclogues*, a play of Plautus, Horace's *Odes*, Sallust's *Jugurtha*, selections from Catullus and Tibullus. Sixth year, Horace's *Satires* and *Epistles*, a book of Livy, Ovid's *Tristia*, a play of Terence, selections from Pliny and Martial.

SPANISH

Elementary Spanish
Advanced Spanish.
Classical Spanish..

FRENCH

Elementary French.
Advanced French.
History of French Literature in Seventeenth Century.
History of French Literature in Eighteenth and Nineteenth Centuries.
French Conversation.

GERMAN

Four years' consecutive work, including:
Elementary German.
Advanced German.
German Classical Drama.
And either German Fiction and Contemporary Literature or the Nineteenth Century Novel in addition to the teaching of German.

ENGLISH LANGUAGE, COMPOSITION
AND LITERATURE

English Composition.
American Literature.
English Literature (Freshman).
Wordsworth.
Shakespeare (one term).
Teaching of English.
Teachers' Course in Public Speaking
Teachers' Course in Play Producing.

HISTORY

Greece and Rome.
Middle Ages.
Renaissance and Reformation.
Industrial History of Europe.
Modern European History.
History of England.
Early American History.
Later American History

MATHEMATICS

Advanced Algebra and Plane Trigonometry.
Analytical Geometry and Calculus.
Teaching and History of Mathematics.
Theory of Equations and Determinants.

GEOLOGY

For teachers of Physical Geography and Introductory Science:
General Geology.
Physiography.

PHYSICS

General Physics.
History and Teaching of Physics.
Laboratory Arts.

CHEMISTRY

General Chemistry.
Analytical Chemistry.
Organic Chemistry.
Teachers' Course.

BOTANY

General Botany.
Systematic Botany.
Pedagogy of Botany.

ZOOLOGY

General Zoology.
Elementary Physiology.
Field Zoology

ADVANCED COURSES IN EDUCATION

The advanced work in Education is arranged in cycles. Each cycle for advanced work in graduate study extends over a period of three terms or one full year's work. The courses are so arranged that the hours do not conflict, thus affording a wide range of courses for those who wish to do advanced work. The first cycle deals primarily with the administrative side of education. It is designed for superintendents and principals and for those who will devote a large part of their time to the problems of supervision and administration proper. The fall term will take up the subject of School Administration proper, the winter term will deal with Statistical Methods in Education, followed in the spring term by the Organization of Common School Curricula.

The second cycle of courses deals with the psychological and hygienic phases of education. (Educational Hygiene in the fall, Exceptional Children winter term, and Mental and Physical Tests and Diagnostic Methods the spring term).

The third cycle deals with the social aspects of education and consists of History of American Education, Modern Social Problems in Education and Educational Sociology.

Coordinate with these courses are the courses in practical applications of the various principles of education. Here the practical phases are especially emphasized. The work is done in observation classes and classes in supervised teaching. Six hours of work in education, including a course in observation, is a prerequisite to practice teaching.

Through the courtesy of Superintendent E. F. Carleton and the Board of Education of the City of Eugene, much additional work of a practical nature is done in the city schools.

SPECIAL VOCATIONAL COURSES

COURSES IN NORMAL ART

The following schedule of courses offered by the School of Architecture and Allied Arts is recommended for students contemplating training as Art Teachers or Supervisors.

FRESHMAN YEAR

	<i>Fall.</i>	<i>Winter.</i>	<i>Spring.</i>
Foreign Language	5	5	5
English	3	3	3
Design	2	2	2
Drawing	1	1	1
Inst. Drawing	1	1	1
Modelling (Elective)	1	1	1
Personal Hygiene	3		
Practical Ethics	1-3	1-3	1-3
Physical Education	1	1	1
Elective		3	3

SOPHOMORE YEAR

Foreign Language	4	4	4
Education	3	3	3
Design	2	2	2
Modelling	1	1	1
Life	1	1	1
Costume Design	3	3	
Representation	1	1	1
Elements of Architecture (Elective)	1	1	1
Color Theory (Elective)	1	1	1
Elective			3

JUNIOR YEAR

Applied Arts	3	3	3
Pedagogy of Art	2	2	2
Art Appreciation	1	1	1
Life	1	1	1
Home Decoration	3	3	3
Observation of Teaching	3	3	3
Domestic Architecture (Elective)	1	1	1
Elective	5	5	5

SENIOR YEAR

Applied Arts	3	3	3
Civilization and Art Epochs	2	2	2
Water Color	1	1	1
Supervised Teaching	3	3	3
Elective	6	6	6

COURSES FOR TEACHERS OF SCIENCE

This course, leading to the degree of Bachelor of Science, is characterized by its substitution of an extensive training in the fundamental sciences, which are commonly taught in high schools, for the customary major requirement in a single department. It prescribes basal courses in Botany, Physics, Physiology and Geology, and further requires that the student shall select

some one of the sciences as a speciality, which is to be pursued for at least a year beyond the prescribed fundamental course. The following detailed schedule will satisfy these requirements.

FRESHMAN YEAR

	<i>Fall.</i>	<i>Winter.</i>	<i>Spring</i>
English Composition	3	3	
Personal Hygiene (for women)			3
Botany (or Zoology)	4	4	4
Group and other elective	7-9	7-9	7-9
Elementary Physical Education	1	1	1
Military (for men)	1	1	1
Practical Ethics (for women)	1-3	1-3	1-3

SOPHOMORE YEAR

Physics	4	4	4
Zoology (or Botany)	4	4	4
Education	3	3	3
Group and other elective	4-5	4-5	4-5
Secondary Physical Education	1	1	1
Military (for men)	1	1	1

JUNIOR YEAR

Geology	4	4	4
Advanced elected Science	3-4	3-4	3-4
Physiology	4	4	
Observation of Teaching			3
Electives	5	5	6

SENIOR YEAR

Practice Teaching	
Departmental Methodologies	
Electives	

The electives of the first two years must include at least one year-course of not less than three hours per term in either the first or the fourth group. They may well include such subjects as Literature, Foreign Language, History or Government, Chemistry, Mathematics, Mechanical Drawing or Household Arts.

The Upper Division courses will include the courses in Education and Practice Teaching required for certification and at least two Methodology courses (6 term hours). The remaining hours may be taken as free elective. Additional courses in the sciences already begun, or courses in Mathematics, Chemistry, Astronomy or Graphics will appeal to those who wish as complete a grasp as possible of the range of High School Science.

COURSE FOR TEACHERS OF PHYSICAL EDUCATION

PHYSICAL EDUCATION FOR WOMEN

FRESHMAN YEAR

	<i>Fall.</i>	<i>Winter.</i>	<i>Spring.</i>
Zoology 1	4	4	4
Gymnastics	1	1	
Sports			1
Physics 1 (where not in H. S.)	4	4	4
Elective (Group 1)	5	5	5
English Composition 1	3	3	
Personal Hygiene			3
Practical Ethics	1-3	1-3	1-3

SOPHOMORE YEAR

Chemistry 1	4	4	4
Psychology 1	3	3	3
Gymnastics	1	1	
Sports			1
Education 51, 52, 53	3	3	3
Elective	5	5	5
Dancing		1/2	1/2

JUNIOR YEAR

Mammalian Anatomy	4		
Applied Anatomy		4	
Kinesiology			5
Physiology		4	4
Playground Activities	3	3	
Playground Supervision			3
Technique of Gymnasium Teaching	2	2	2
Advanced Gymnastics and Sports	1	1	1
Education or Elective	6	2	
Dancing	1/2	1/2	1/2

SENIOR YEAR

Principles of Physical Education	3		
Physical Education in Secondary Schools		3	
Physical Education in Elementary Schools			3
Principles of Corrective Gymnastics	3	3	
Physical Examination and Diagnosis			3
History of Physical Education	2		
Emergencies and Bandaging		2	
Eugenics			2
Gymnastics and Sports	1	1	1
Dancing	1/2	1/2	1/2
Teaching	2	2	2
Elective	5	5	5

PHYSICAL EDUCATION FOR MEN

FRESHMAN YEAR

	<i>Fall.</i>	<i>Winter.</i>	<i>Spring.</i>
Zoology	4	4	4
English Composition	3	3	3
Chemistry	4	4	4
Personal Hygiene	3		
General Hygiene		3	
Elective (Intergroup Hygiene)			3
Elementary Physical Education	1	1	1
Military	1	1	1

SOPHOMORE YEAR

Physics	4	4	4
Biology	3	3	3
Education	3	3	3
Secondary Physical Education	1	1	1
Military	1	1	1
Elective (Group I)	5	5	5

JUNIOR YEAR

Mammalian Anatomy	4		
Applied Anatomy		4	
Kinesiology			5
Psychology	3	3	3
Elective Physical Education	4	4	4
Elective (Free)	3	3	2
Physical Education Technic	2	2	2

SENIOR YEAR

Electives in Physical Education	8	8	8
Education	4	4	4
Physical Education Technic	2	2	2
Elective (Free)	2	2	2

COURSE FOR MUSIC TEACHERS

The Public School Music Department offers a Supervisor's course in grade and high school music. The first requisite is musicianship. The student-teacher then receives a thorough and systematic training in the application of music, from the first grade through the high school. She is required to teach two terms, and an opportunity is provided in the Eugene City Schools.

The aim is to train teachers in such a way that they may give children good music in the most practical way and teach them to love it. A teacher who accomplishes this must appreciate all that she wishes to convey, and therefore the prerequisites of this course would include the ability to play the choruses she expects to teach and a knowledge of the constructional side of music. She must also be trained in vocal music so that she can properly care for the young voices in her charge. She must know how to avail herself of all the musical helps within reach, such as the possibilities of the talking machine, the most desirable publications, and the people who are authorities in the musical world. The School of Music offers courses in all musical lines and the Public School Department purposes to apply this knowledge to school needs.

The following are the minimum requirements for a certificate:

Ability to read and play moderately difficult choruses or accompaniments.

Two year's instruction in singing.

The elements of Musical Science, three terms.

Analysis of Music, two terms.

Musical History, three terms.

Sight Singing, three terms.

Public School Methods.

History of Education.

Principles of Education.

Choir Experience.

DESCRIPTION OF COURSES IN EDUCATION

DEAN SHELDON

PROFESSOR DeBUSK

PROFESSOR GREGORY

PROFESSOR DOUGLASS

PROFESSOR STETSON

No course in this school are open to Freshmen. Courses 51, 52 and 53 are intended for Sophomores, but are also open to upper division students. Courses numbered between 100 and 199 are primarily intended for upper division students, though many of them may be taken for graduate credit, with additional assignments of work. Courses numbered above 200 are primarily for graduate students and are open to upper division students only on special permission of the instructor. Further information concerning graduate work and credits toward advanced degrees may be found in the bulletin of the Graduate School.

LOWER DIVISION

51. AN INTRODUCTORY COURSE TO EDUCATION. The aim of this course is to familiarize the student with the broader general aspects of the field of education. Approximately half of the time will be spent on subject matter of an informational nature dealing with the divisions of the field of education into higher institutions of learning, secondary schools, elementary schools, private schools, libraries, museums, the United States Bureau of Education, schools maintained by the national government, etc. About half of the time will be spent on the biological, psychological, and sociological principles of Education. Not open to freshmen. Gregory.

Three hours, fall or spring term.

52. HISTORY OF MODERN EDUCATION. This course includes the reading and discussion of the fundamental books in modern education such as Rousseau's *Emile*, Froebel's *Education of Man*, Spencer's *Education*, etc. Not open to freshmen. Sheldon.

Three hours, winter or spring term.

53. EDUCATIONAL PSYCHOLOGY. An introductory course dealing with the fundamental facts of psychology in relation to the learning process. Not open to freshmen. DeBusk.

Three hours, fall or winter terms.

UPPER DIVISION

105. HIGH SCHOOL PROBLEMS. This course deals with the practical problems which will be faced by the high school teacher, including particularly such topics as the following: the purposes of high school education; the support and control of high schools; types of schools and curricula; the high school constituency; the teacher as a factor in the organization of the school; problems of control and instruction; organization and control of school activities; the teacher's relation to the principal, the students and community; standards of efficiency for teachers; professional improvement. Open to juniors and seniors.

Three hours.

106. THEORY AND OBSERVATION OF TEACHING. Theory and principles of the technique of instruction. Classroom phases of management. Readings, reports and class discussions supplemented by observations in the local high schools. A professional course in methods of teaching and class management in high schools. Required of all prospective high school teachers, and a prerequisite for supervised teaching. Open to students who have had Education 51, 52 and 53. Douglass.

Three hours, each term.

107a. SUPERVISED TEACHING. Practical work in the University High School, Eugene high school or other local high schools. Those enrolling for supervised teaching will be assigned a class for instruction for one high school semester. Application for classes should be made during the preceding term. Students will enroll for either fall and winter or winter and spring terms. Required of prospective high school teachers. Open to seniors who have had nine hours of Education, including Theory and Observation of Teaching. Douglass.

Three to five hours each term.

107b. EDUCATIONAL LITERATURE AND LIBRARY WORK. A study of high school library problems. Students by taking this course with 107a are enabled to secure two terms' work and credit in connection with practice teaching. Sheldon and Douglass.

Hours to be arranged, winter term

108. CIVIC EDUCATION. Points of approach and subject matter in the field of civics, economics and history, especially from the point of view of the junior high school. *Three hours, one term*

109. METHODS IN THE TEACHING OF GENERAL SCIENCE. A consideration of the function, place and aims of general elementary science. The historical beginnings of the subject as indicating the reaction to certain weaknesses in special science instruction. The relation of general science to the junior high school. The project or problem method in relation to general science. Analytic and critical study of the various texts and manuals, and of several typical courses in prominent high schools. The matter of laboratory organization will receive the major attention. Readings in current literature and special reports.

151a, b, c. HISTORY OF AMERICAN EDUCATION. Lectures, reports and discussions treating the intellectual development of America with special reference to Education. Knowledge of American history a requisite. a. Colonial period, 1607-1775; fall quarter. b. Early national, 1775-1860; winter quarter. c. Recent period, 1860-1920, spring quarter. Sheldon.

Three hours, each term.

152. WORLD PROBLEMS IN EDUCATIONAL REORGANIZATION. A study of the educational expansion of Europe and America with special attention to primitive peoples and to conditions in the Orient. Sheldon.

Four hours, spring term.

153. SOCIAL EDUCATION. A study of education in its social aspects, including primary social groups, the schools as a social group, psychology of leadership, etc. Students will be asked to observe, describe, and diagnose school situations arising in the field of discipline, school societies, playground, and amusement problems. Sheldon.

Four hours, fall term.

154. EDUCATION AND ETHICS. A consideration of education from the point of view of the highest individual development. Includes a study of systems of moral instruction in France, Japan and elsewhere. The function of various social institutions in molding character. This course continues and supplements 153. Sheldon.

Four hours, winter term.

155. EDUCATION SYSTEM OF OREGON. A study of the history and larger administrative problems of the state of Oregon. The course will consist of a few lectures outlining the field and of thesis topics, worked up by members of the class. Should be taken in connection with 151. Sheldon. *Two hours, each term.*

156. EDUCATIONAL CLUB AND SEMINAR. Reports of current educational meetings, book reviews, discussion of special topics investigated by members. Sheldon and departmental staff.
Two hours, each term.

161. PSYCHOLOGY OF CHILDHOOD. A study of the mental processes of the child with special emphasis on the changes that take place during learning. Open to students who have had Education 51, 52 and 53 or equivalent and to those students who are specially prepared for social service work. DeBusk.
Three hours, spring term.

162. HYGIENE OF THE SCHOOL CHILD. Growth and its disorders. The hygiene of learning. Preventive mental hygiene. Open to students who have had Education 51, 52 and 53 or equivalent and those regularly enrolled in preparatory medicine or physical education and hygiene. DeBusk.
Three hours, fall term.

163. MENTAL TESTS. A survey of the literature of tests of value in the measurement of the intelligence of the child. Practice in mental testing and the treatment of results. Open to seniors and graduates who have had general psychology or Education 53 and 161. DeBusk. *Three hours, fall term.*

164. EXCEPTIONAL CHILDREN. A study of the defective, delinquent, retarded and superior children. Their social and educational treatment. Open to seniors and graduate students who have had Education 163 or Psychology 108. DeBusk.
Three hours, winter term.

165. SCHOOL HEALTH WORK. The problems involved in health supervision and examination and in the teaching of hygiene. Prerequisites, Education 51, 52 and 53 or equivalent. DeBusk.
Three hours, spring term.

166. THE SCHOOL PLANT. The physical environment of school children. Problems in the construction and sanitation of school buildings. Prerequisites, Education 51, 52, and 53 or equivalent. DeBusk. *Three hours, winter term.*

167. HYGIENE OF LEARNING. A study of physiological and environmental factors that affect the learning of the child. Prerequisites, Education 51, 52, and 53 or equivalent. DeBusk. *Three hours, spring term.*

171. SCHOOL ADMINISTRATION. State, county, town, township, and district organization. The school district and its problems of organization, administration, supervision, instruction and measurement. Reorganization of county and state school administration. Gregory. *Four hours, winter term.*

172. EDUCATIONAL TESTS AND MEASUREMENTS. This course is designed to give the student a comprehensive view of the field of educational measurements. The use of tests and surveys will be taken up. Special study will be made of the need for measuring the materials, processes and products of education. Literature dealing with conferences on educational measurements will be discussed. The advantages and limitations of tests will be given special attention. Enough of the mathematics will be given to understand measures of central tendency and measures of variation. Gregory. *Four hours, spring term.*

173. ORGANIZATION OF COMMON SCHOOL CURRICULA. Principles underlying the development of the course of study. The content of the course of study. The scientific determination of what we shall teach with special reference to spelling, reading, United States History and arithmetic. Evolving curricula from the functional point of view; from other points of view. Quantitatively determining the materials of instruction. Gregory. *Four hours, spring term.*

174. GRADING AND EVALUATING THE MATERIALS OF INSTRUCTION. This course seeks to discover the underlying principles for grading and evaluating the materials of instruction for the elementary school. The biological, psychological and sociological principles governing grading will be given special attention. An

attempt will be made to discover not only what principles are now operative in grading the materials of instruction but what principles ought to govern such procedure. This is a library course and presupposes a general acquaintance with educational literature. Gregory. *Four hours, one term.*

175. STATISTICAL METHODS APPLIED TO EDUCATION. This is the method of statistical analysis. The mathematical formulae applied to educational measurements will be developed. Much drill in reading and interpreting statistics will be given. Enough problems will be assigned to develop the technique of the subject. Drill will be given in the graphic representation of results. Gregory. *Four hours, one term.*

181. HIGH SCHOOL ADMINISTRATION AND SUPERVISION. This course will deal directly with such problems as the following: Organization of the school for instruction and for socialization; teacher and pupil assignments; school finances; standardizing routine; problems of health; publicity, and community relations; equipping the school; the principal as supervisor; teachers' meetings; measuring school efficiency; school morale; the high school and other institutions. Stetson. *Three hours, one term.*

182. MEASUREMENT IN SECONDARY EDUCATION. A study of the construction and desirable uses of various standard tests and scales for measuring achievement in secondary school subjects. Such elements of statistical method will be given as are necessary for intelligent use of the tests. Stetson. *Three hours, one term.*

183. ADVANCED COURSE IN HIGH SCHOOL TEACHING. Planned for students with teaching experience and for those who may later become supervisors or administrators. Deals critically with recent tendencies in technique of teaching. Classroom organization, pupil participation; teaching how to study; project teaching; standardized grading; use of community resources in instruction; the experimental attitude in teaching. Stetson. *Three hours, one term.*

184. THE JUNIOR HIGH SCHOOL. The causes leading to the development of the junior high school; the special purposes and opportunities of this type of school; problems of organization

and administration; curriculum building; provisions for individual differences; instruction; exploration and guidance; school activities. Typical junior high schools will be studied. Stetson.

Three hours, one term.

GRADUATE DIVISION

201a, b, c. PROBLEMS IN THE HISTORY OF NINETEENTH CENTURY EDUCATION. A technical course involving the preparation and historiography dealing with special problems in the field of English and American education during the nineteenth century. The library is equipped with the requisite sources of material for the study of: a. Educational history of Oregon; b. History of Methods and Ideals in American Education; c. History of state education in Great Britain during the nineteenth century. Sheldon.

Three hours, each term.

202a, b, c. ADVANCED EDUCATIONAL PSYCHOLOGY. The psychology of endowment, of learning and of individual differences. DeBusk.

Three hours, each term.

203a, b, c. PROBLEMS IN SCHOOL ADMINISTRATION. The problems to be selected will depend upon the previous training and future plans of the students taking the course. Each student will be expected to work at some phase of school administration which will not only make him an authority in that field but will also make a contribution to the facts and data now extant. Open only to students with at least one years' graduate training who have had courses 171, 172, 173, or their equivalents. Gregory.

Two hours, each term.

204. EXPERIMENTAL PROBLEMS IN TEACHING. A research course in investigation of problems and methods of instruction. Douglass.

205. RESEARCH COURSE IN SECONDARY EDUCATION. Open only to qualified graduate students who wish to do constructive work or carry on investigations in the secondary field. Due emphasis will be given to methods of procedure in research. Stetson.

Three hours, each term.

206. RESEARCH IN EDUCATION. Research problems in elementary education. Gregory.

207. RESEARCH IN EDUCATION. Problems in educational hygiene. DeBusk.

208. CURRICULA IN GEOGRAPHY AND UNITED STATES HISTORY. The scientific determination of the materials to meet the aims of education in geography and United States history. Study and criticism of aims, processes and results. Comparison of courses now extant with aims. The development of methods and actual gathering of materials for different phases of these subjects. Individual problems after a technique is developed. Open to students with one year graduate standing or equivalent, who have had courses 171, 172, 173 in education. Gregory.

Three hours, fall term.

The University of Oregon

Includes the following Colleges and Schools, located at Eugene, except as stated:

THE GRADUATE SCHOOL

THE COLLEGE OF LITERATURE, SCIENCE AND THE ARTS

THE SCHOOL OF ARCHITECTURE

THE SCHOOL OF BUSINESS ADMINISTRATION

THE SCHOOL OF EDUCATION

THE SCHOOL OF JOURNALISM

THE SCHOOL OF LAW

THE SCHOOL OF MEDICINE (Portland)

THE SCHOOL OF MUSIC

THE SCHOOL OF PHYSICAL EDUCATION

THE SCHOOL OF SOCIOLOGY

Portland Division of Social Work (Portland).

THE EXTENSION DIVISION

Department of Extension Instruction.

Department of Social Welfare.

Portland Extension Center.

THE SUMMER SESSION

Divisions at Eugene and Portland.

The University publishes Bulletins descriptive of its various Schools and Colleges, and a Bulletin of General Information which will be sent on request to any interested persons. The General Catalogue is printed only for purposes of exchange with other institutions.

Requests for bulletins or for general information should be addressed to

THE REGISTRAR

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