

# THE UNIVERSITY OF OREGON

EUGENE

PORTLAND



## THE SUMMER SESSIONS

Portland: June 20—July 29

Eugene: June 20—July 29

CAMPUS POST SESSION

August 1—August 26

ANNOUNCEMENTS  
1927

THE UNIVERSITY OF  
OREGON



THE SUMMER SESSIONS

Eugene: June 20—July 29

Portland: June 20—July 29

CAMPUS POST SESSION

August 1—August 26

ANNOUNCEMENTS

**1927**

PUBLISHED BY THE UNIVERSITY  
UNIVERSITY PRESS  
EUGENE

# THE SUMMER SESSIONS

## TABLE OF CONTENTS

FACULTY .....	8
FEES AND CREDIT .....	11
ADMISSION .....	11
GRADUATE SCHOOL .....	12
CALENDAR .....	14
CAMPUS SESSION .....	14
Calendar .....	14
Post Session .....	15
Registration Procedure .....	16
Field Study .....	17
Appointment Bureau .....	17
Recreation .....	18
Board and Room .....	19
COURSES, CAMPUS SESSION .....	19
Art .....	19
Botany .....	20
Business Administration .....	20
Chemistry .....	21
Drama .....	21
Economics .....	22
Education .....	26
English .....	28
Geology .....	29
History .....	30
Journalism .....	30
Library Methods .....	31
Mathematics .....	32
Music .....	32
Philosophy .....	33
Physical Education .....	34
Physics .....	35
Political Science .....	35
Psychology .....	37
Romance Languages .....	37
Sociology .....	38
Zoology .....	39
Post Session .....	41
PORTLAND SESSION .....	42
Registration .....	42
Graduate Students .....	43
Expense .....	44
COURSES, PORTLAND SESSION .....	44
Art .....	45
Biology .....	45
Botany .....	45
Economics .....	46
Education .....	47
English .....	49
German .....	49
History .....	50
Journalism .....	50
Latin .....	51
Music .....	52
Philosophy .....	52
Physical Education .....	52
Physiology .....	53
Platoon Library Course .....	53
Political Science .....	53
Psychology .....	53
Public Speaking .....	54
Romance Languages .....	54
Sociology .....	55
Institute for Health Workers .....	55
SCHEDULE OF ROOMS, PORTLAND .....	56

## THE FACULTY, 1927

ARNOLD BENNETT HALL, J.D., LL.D.....	<i>President of the University</i>
ALFRED POWERS, B.A.....	<i>Director of Summer Sessions</i>
DAN E. CLARK, Ph.D.....	<i>Assistant Director, Portland Session</i>
GEORGE REBEC, Ph.D.....	<i>Dean of the Graduate School</i>
CARLTON E. SPENCER, B.A., J.D.....	<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>
CLARA LYNN FITCH.....	<i>Secretary, Campus Session</i>
MARGARET M. SHARP.....	<i>Secretary, Portland Session</i>

## THE CAMPUS SESSION

MRS. L. O. ANDERSON, M.A.....	<i>Superintendent of Schools, Waterville, Washington</i> B.A., Nebraska Wesleyan; M.A., Washington. Served as teacher, county superintendent and city superintendent. Vice-president, Washington Education Association. Member, Washington state retirement fund. Attended World Conference of Education at San Francisco and Edinburgh.
A. C. ARGO, M.A.....	<i>Principal, Sequoia Union High School, Redwood City, California</i> B.S., Washington, 1912; M.A., Stanford, 1921. High school teacher, Oregon and Washington, 1912-15; high school principal, Washington, 1915-16; elementary school principal, Spokane, Washington, 1916-18; superintendent of schools, Washington, 1918-19. Representative, publishing house, 1919-20. Present position from 1921.
DONALD G. BARNES, Ph.D.....	<i>Professor of History</i> B.A., Nebraska, 1915; M.A., Harvard, 1917, Ph.D., 1924; Harvard Scholarship, 1915-16, Thayer Fellowship, 1916-17; Harrison Fellowship in History, Pennsylvania, 1917-18; Bayard Cutting Traveling Fellowship, Harvard, 1920-21, Parker Traveling Fellowship, 1921-22; London School of Economics, 1920-21; Sorbonne, Paris, 1921; Cambridge, England, 1922. Faculty, Oregon, from 1922.
MARY E. WATSON BARNES, M.A.....	<i>Professor of English</i> B.A., Oregon, 1909; M.A., 1911; graduate student, Columbia, 1918-19. Faculty, Oregon, from 1911.
WALTER CARL BARNES, B.A. (Oxon).....	<i>Professor of History</i> A.B., Colorado College, 1912; graduate student, California, 1912-13; Rhodes scholar, Honour School of Modern History, Oxford University, England, 1913-16; B.A. (Oxon), 1916. Faculty, British Columbia, 1917-18; California, 1918-20; Oregon, from 1920.
JOHN F. BOVARD, Ph.D.....	<i>Dean of School of Physical Education and Professor of Physiology</i> B.A., California, 1903; M.A., 1906; graduate student, Harvard, 1914-15; Ph.D., California, 1916. Research assistant, Scripps Institution for Biological Research, 1903-04, 1906. Summer session faculty, University of Washington Marine Station, 1913; California, Southern Branch, 1926. Faculty, Oregon, from 1906; present position from 1920. Author: Tests and Measurements in Physical Education.
EDWIN J. BROWN, M.A.....	<i>Teaching Fellow in School Administration, Stanford University</i> B.S. in Education, Kansas State Teachers' College, 1922; M.A., Stanford, 1925. Personnel work, United States Army, 1918-19. Director, Stadium and Union building campaign, Kansas State Teachers' College, 1922-24. Director, rural practice teaching, Michigan State Normal College, 1925-26. Cubberley Fellow, Stanford, 1926-27. Faculty, San Jose State Teachers' College, 1927.
MARGARET BURR, B.Ed.....	<i>Clinic Assistant, Child Study Department, Seattle Public Schools</i> B.Ed., Washington, 1920; special class teacher, Seattle public schools, 1912-13; assistant and field worker, research department, State Feeble-Minded Institution, Columbus, Ohio, 1913-14; present position from 1914. Author: Seattle Entrance Class Tests.
MERTON KIRK CAMERON, Ph.D.....	<i>Associate Professor of Economics</i> A.B., Princeton, 1908; A.M., Harvard, 1914; Ph.D., 1921. Faculty, Harvard, 1915-16; Hibbing Junior College, 1917-20; Oregon, from 1920.

- OSCAR J. CAMPBELL, Ph.D. .... *Professor of English, University of Michigan*  
B.A., Harvard, 1908; M.A., 1907; Ph.D., 1910. Traveling fellow, Harvard, at universities of Copenhagen and Berlin and at Paris, London and Oxford. Faculty, U. S. Naval Academy, 1904-06; successively instructor in English, assistant professor and associate professor, Wisconsin, 1911-21; present position from 1921. Selected by U. S. Government, 1918, to collect information on Turkey to be used at the Peace Conference. Member, Modern Language Association of America, American-Scandinavian Association, Pan-American Society of the United States. Author: *The Comedies of Holberg*; *A Book of Narratives*.
- 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, 1911-18; Oregon, from 1918; present position from 1917. Author of research articles on thermoelectricity and electron theory. Co-operating expert for thermoelectricity for the International Critical Tables.
- WILKIE NELSON COLLINS, B.A. .... *Writer and Critic, New York City*  
B.A., Michigan, 1905. Reader in English, Pennsylvania, 1907-11. Resident in England, 1911-18, 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 on literature and shipping to *Century*, *Bellman*, *Atlantic*, *Collier's*, *Sea Power*, *Nautical Magazine* (Glasgow), *New York Evening Post*, *Baltimore Sun*, *Commonweal*.
- THOMAS D. CUTSFORTH, M.A. .... *Instructor in Psychology*  
B.A., Oregon, 1918; M.A., Oregon, 1923; graduate assistant, Oregon, 1921-23; teaching fellow, Oregon, 1923-25; present position from 1925.
- 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, 1909-09; faculty, Teachers' College, Colorado, 1910-14; summer sessions, California; director, bureau of educational research, Portland public schools, 1925-; Oregon from 1915.
- E. E. DECOU, M.S. .... *Professor of Mathematics*  
B.S., Wisconsin, 1894; M.S., Chicago, 1897; graduate student, Chicago, 1899-1900; graduate school, Yale, 1900-01. Faculty, Bethel College, Kentucky, 1897-99, 1901-02; acting president, 1902; head of department of mathematics, Oregon, from 1902.
- CHRISTINE DOBBINS ..... *Inspector of Folk Dancing and Athletics, Public Schools, New York City*  
Graduate, New Haven Normal School of Gymnastics, now the Arnold College of Hygiene and Physical Education; Chalif Normal School of Dancing, New York City (gold medalist); Pavley-Oukrainsky Normal School of Dancing, Chicago. Student, Elizabeth Duncan School of Dancing, Salzburg, Austria; Wigman School of Dancing, Dresden, Germany; Rudolf Von Laban School of Dancing, Berlin, Germany; graduate school, Teachers' College, Columbia. Instructor, folk dancing, classical and educational dancing, College of the City of New York; public school methods of physical education, New York University; educational dancing, Newark Normal School of Physical Education; public school methods of physical education, educational and folk dancing, Battle Creek Normal College, Michigan. Field secretary, girls' branch, Public Schools Athletic League, New York City.
- VIRGIL 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.
- ANDREW FISE, Ph.D. .... *Assistant Professor of History*  
B.D., Pacific Unitarian School, 1917; B.A., Oregon, 1920; Clark, 1921-22; Ph.D., 1923; faculty, Oregon, from 1920.
- FRANKLIN E. FOLTS, M.B.A. .... *Associate Professor of Business Administration, Associate Dean of the School*  
B.A., Oregon, 1920; M.B.A., 1922. American officer in charge of divisional instruction, l'Ecole d'Artillerie, Samur, France, 1917-18. G. E. Miller and Company (stocks and bonds), 1918-20. Faculty, Oregon, from 1920; present position from 1922.
- ALTON GABRIEL, B.S. .... *Graduate Assistant in Chemistry*  
B.S., Oregon, 1925; present position from 1925.

- ADAM R. GILLILAND, Ph.D. .... *Professor of Psychology, Northwestern University*  
B.A., Muskingum College, 1913; M.A., Ohio State, 1915; Ph.D., Chicago, 1922. Psychology service, United States Army, 1918-19. Faculty, Dartmouth, 1919-20; Lafayette College, 1921-24; present position from 1924. Author: *Educational Measurements and the Classroom Teacher*.
- MARGARET BANNARD GOODALL, B.A. .... *Instructor in Education*  
B.A., Oregon, 1916; head of English department, University High School. Author of articles and programs on the teaching of English.
- J. STANLEY GRAY, M.A. .... *Assistant Professor of English*  
B.A., Muskingum College, 1920; graduate student, Chicago, 1920; M.A., Michigan, 1924. Faculty, Muskingum, 1921; Gustavus Adolphus College, 1921-23; Michigan, 1923-24; Minnesota, 1924-25; Oregon, from 1925.
- MINERVA C. HALL ..... *Supervisor of Music, Public Schools, Long Beach, California*  
Graduate, New England Conservatory of Music and Institute of Normal Methods, Evanston, Ill. Director of music, Decatur, Ill.; faculty, Illinois State Normal School; director, School of Music, Washburn College; director of music, Topeka, Kansas; head of public school music department, University of Kansas. Vice-president, California Public School Music Association. Faculty, summer sessions, Illinois State Teachers' College and Northwestern University. Instructor in music, Extension Division, University of California.
- WILLIAM L. HAYWARD ..... *Professor of Physical Education*  
California, 1900-05; assistant coach, U. S. track team, Olympic games, Stockholm, 1912; Antwerp, 1920; Paris, 1924; faculty, Oregon, from 1905.
- HERSCHEL E. HEWITT, B.A. .... *Professor of Physics, Linfield College*  
B.A., Grand Island College, 1904; graduate student, summer sessions, Oregon, 1921-26; teaching fellow, Oregon, 1926-27. Faculty, Willamette, 1917-22; present position from 1922.
- ROBERT D. HORN, M.A. .... *Instructor in English*  
B.A., Michigan, 1922; M.A., 1924; faculty, Michigan, 1922-25; Oregon, from 1925.
- RALPH R. HUESTIS, Ph.D. .... *Assistant Professor of Zoology*  
B.S.A., McGill, 1914; M.S., California, 1920; Ph.D., 1924; research assistant, Scripps Institution for Biological Research, 1920-24; faculty, Oregon, from 1924.
- MIRIAM H. LITTLE, B.M., B.F.A. .... *Professor of Cello*  
B.M., University School of Music, Lincoln, Neb.; B.F.A., Nebraska; certificate, Public School Music Supervisor; present position from 1926.
- 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.
- J. 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.
- WILLIAM E. MILNE, Ph.D. .... *Professor of Mathematics*  
B.A., Whitman, 1912; M.A., Harvard, 1913; Ph.D., 1915. Faculty, Bowdoin, 1915-18. Officer, U. S. Army, 1918. Faculty, Oregon, from 1919. Author of articles in mathematical journals.
- WILLIAM A. MORRIS, Ph.D. .... *Professor of History, University of California*  
B.A., Stanford, 1901; Ph.D., Harvard, 1907; research work, London, 1907, 1919-20; fellow, Harvard, 1904-06. Faculty, Harvard and Radcliffe, 1906-07; Washington, 1907-12; California, from 1912. Special lecturer, King's College, University of London, 1920. Author: *The Frankpledge System*.
- JESSE H. NEWLON, LL.D. .... *Superintendent of Schools, Denver, Colorado*  
B.A., Indiana, 1907; M.A., Columbia, 1914; LL.D., Denver University, 1922. Principal, high school, Decatur, Ill., 1912-16; superintendent of schools, Lincoln, 1917-20; present position from 1920. President, N. E. A., 1924-25. Author: *Administration of Junior and Senior High Schools*.
- PHILIP A. PARSONS, Ph.D. .... *Dean of the Portland School of Social Work and Professor of Sociology*  
B.A., Christian University, Missouri, 1904; M.A., 1905; student, Union Theological Seminary, 1904-06; graduate student, Columbia, and research fellow, School of Philanthropy, 1908-09; Ph.D., 1909. Faculty, Syracuse, 1909-20; director of University Settlement, Syracuse; lecturer, Department of Immigration Education, State of New York, 1912-18; present position from 1920. Author: *Introduction to Modern Social Problems*; *Crime and the Criminal*.

- ARTHUR S. PATTERSON, Docteur de l'Université.....*Chairman of Romance Language Department, Syracuse University*  
B.A., Oberlin; M.A., Harvard; Docteur de l'Université, Grenoble (France), 1899. Member of New York state board of French requirements. Faculty, California, 1927. Author: Phonetics, in *Modern Language Journal*.
- HOMER P. RAINEY, Ph.D.....*Associate Professor of Education*  
B.A., Austin College, 1919; M.A., Chicago, 1923; Ph.D., 1924. Faculty, Austin College, 1919-22; summer sessions, Chicago, 1923; Texas, 1926; Oregon, from 1924. Author: *School Finances in Oregon, The Distribution of School Funds in Oregon*.
- GEORGE REBEC, Ph.D.....*Dean of the Graduate School and Professor of Philosophy*  
B.A., Michigan, 1891; student at Strassburg, 1893-94; Ph.D., Michigan, 1896; student in Florence, Italy, 1908-09. Faculty, Michigan, 1894-1909; Oregon from 1912; director, Portland Extension Center, 1918-20; professor of education, Reed College, 1920-21; present position from 1920.
- WILLIAM J. REINHART.....*Instructor in Physical Education*  
Oregon, three years. Present position, from 1928.
- CHARLES N. REYNOLDS, Ph.D.....*Professor of Economics and Sociology, University of Hawaii*  
B.A., Oregon, 1913; M.A., 1921; Ph.D., Stanford, 1927. Executive secretary, Oregon Medical School; instructor in sociology, 1922-25; summer faculty, California, 1926; instructor in citizenship, Stanford, 1925-27.
- C. A. RICE, M.A.....*Superintendent of Schools, Portland, Oregon*  
B.S., Illinois Wesleyan, 1899; M.A., Oregon, 1923. High school teacher and principal, Illinois, 1899-1903; principal, training department, Oregon State Normal School, 1903-07; principal, assistant superintendent and superintendent, Portland, from 1907-.
- ETHEL I. SANBORN, M.A.....*Instructor in Botany*  
B.S., South Dakota State College, 1908; B.A., South Dakota, 1904; M.A., 1907; graduate student, Oregon, 1911-13; Puget Sound Biological Station, 1913; Stanford, 1917-18, 1928-24; curator of museum, Oregon, 1914-17; faculty, Oregon, from 1918.
- 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*.
- HENRY D. SHELDON, Ph.D.....*Dean of the School of Education*  
B.A., Stanford, 1896; M.A., 1897; Ph.D., Clark, 1900; student, Leipzig, 1911-12; faculty, Oregon, 1900-11; Pittsburgh, 1912-14; Oregon, from 1914. Author: *Student Life and Customs; State Normal School Systems in the United States*.
- 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; faculty, Oregon, from 1907; acting head of department, 1918-22.
- DELLA J. SISLER, B.L.S., M.A.....*Assistant Professor, School of Librarianship, University of California*  
B.L.S., Illinois; M.A., California; cataloguer, Kansas State Normal School; librarian, New Mexico.
- S. STEPHENSON SMITH, B.Litt.....*Assistant Professor of English*  
B.A., Reed College, 1915; high school principal, Oregon and Washington, 1916-20; Rhodes scholar from Oregon, 1920-23; student, Heidelberg, Berlin and the Sorbonne, 1921-22; B.Litt., Oxford, 1923; faculty, Oregon, from 1925.
- WARREN DU PRE SMITH, Ph.D.....*Professor of Geology*  
B.S., Wisconsin, 1902; M.A., Stanford, 1904; fellow in geology, Chicago, 1904-05; Ph.D., Wisconsin, 1908; geologist and chief of division of mines, bureau of science, Manila, 1920-22; head of department, Oregon, from 1914. Author: *Geology and Mineral Resources of the Philippine Islands*.
- O. F. STAFFORD, M.A.....*Professor of Chemistry*  
B.A., Kansas, 1900; M.A., 1902; graduate student, Nernst laboratory, Berlin, 1908-09; faculty, Oregon, from 1900; head of department from 1902; 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*.

- GEORGE D. STRAYER, Ph.D.....*Professor of Education, Teachers' College, Columbia University*  
B.A., Johns Hopkins, 1903; Ph.D., Columbia, 1905; LL.D., William and Mary, 1925. Director of educational surveys in Butte, St. Paul, Omaha, Baltimore, Greensboro, Patterson, Atlanta, Augusta, Springfield, St. Joseph, Providence and Tampa. Chairman of advisory committee on federal public schools, 1918. Author: *The Teaching Process; How to Teach; The Classroom Teacher; Problems in Educational Administration*. Editor, *Journal of Educational Research*.
- HOWARD R. TAYLOR, M.A.....*Assistant Professor of Psychology*  
B.A., Pacific University, 1914; M.A., Stanford, 1923; school superintendent, Port Townsend, Washington, 1916-22; assistant in education, Stanford, 1922-23; Cubberley fellow, Stanford, 1923-25; faculty, Oregon, from 1925.
- W. F. G. THACHER, M.A.....*Professor of English*  
B.A., Princeton, 1900; M.A., 1906; graduate student, Chicago, 1906; associate editor, *Pacific Monthly*, 1902-04; special writer, *Sunset*, 1911-13; faculty, Oregon, from 1913. Author: *Short Stories in Atlantic Monthly* and other magazines.
- WALTER THOMPSON, Ph.D.....*Professor of Government, University of Oklahoma*  
B.A., McPherson College, 1912; M.A., Kansas, 1913; graduate student, Chicago, 1917; graduate student, Sorbonne, 1919; Ph.D., Wisconsin, 1921. Faculty, Hibbing Junior College, 1916-17, 1919-20; Wisconsin, 1920-23; present position from 1925. Author: *Federal Centralization*.
- GEORGE TURNBULL, B.A.....*Professor of Journalism*  
B.A., Washington, 1915; graduate student, Washington, 1915-17. Reporter, assistant city editor, telegraph editor, *Seattle Post-Intelligencer*, 1905-16; copy desk, *Seattle Times*, 1916-17. Faculty, Oregon, from 1917.
- CARLETON W. WASHBURN, Ed.D.....*Superintendent of Schools, Winnetka, Illinois*  
B.A., Stanford, 1912; Ed.D., California, 1918. Teacher, rural and village schools, California, 1912-14. Faculty, San Francisco State Teachers' College, 1914-19. Summer faculty, Ohio State, 1921; Northwestern, 1922; Chicago, 1923. Lecturer at Teachers' College, Columbia, 1921-22. Special investigator of European experimental schools for the U. S. Bureau of Education, 1922-23. Present position from 1919. Author: *Story of the Earth; Common Science; Individual Speller*.
- FLORENCE E. WILBUR, B.A.....*Instructor in English*  
Graduate, Ithaca Conservatory of Music, 1909; B.A., Cornell, 1916; graduate student, Columbia, 1921; California, Southern branch, 1924; Southern California, 1925. National drama specialist, Community Service, Inc., three years; with Maurice Browne's New York productions, Greenwich Village theatre; director of drama extension, Community Arts Association, Santa Barbara, California. Present position from 1925.
- HARRY B. WILSON, LL.D.....*Superintendent of Schools, Berkeley, California*  
B.A., Indiana, 1905; M.A., Columbia, 1910; LL.D., Washburn College, 1917. Teacher, district schools, Clinton county, Indiana. Superintendent of schools, Salem, Indiana, 1895-97; Franklin, Indiana, 1902-07; Decatur, Illinois, 1907-13; Topeka, Kansas, 1913-18; present position from 1918. Author: *Motivation of School Work; Training Pupils to Study; Modern Methods in Teaching; Modern School Readers*.
- FLAUD C. WOOTON, B.S.....*Instructor in Education*  
Student, Chicago, 1916-17, 1922; Oregon, 1923-25; B.S., Oregon, 1925; head of department of history and the social studies, University high school; faculty, Oregon, from 1926.
- LEAVITT O. WRIGHT, M.A.....*Assistant Professor of Romance Languages*  
B.A., Harvard, 1914; B.D., Union Theological Seminary, New York, 1917; M.A., California, 1925; 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*.
- HARRY B. YOCOM, Ph.D.....*Professor of Zoology*  
B.A., Oberlin, 1912; graduate assistant in zoology, California, 1915-16; M.A., California, 1916; Ph.D., 1918. Faculty, Wabash, 1912-13; Kansas Agricultural College, 1914-15; Washburn, 1917-18; College of the City of New York, 1919-20; Oregon, from 1920.
- 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.

## THE PORTLAND SESSION

- R. F. ARRAGON, Ph.D.**.....*Professor of History, Reed College*  
B.A., 1918, M.A., 1914, Northwestern University; Ph.D., Harvard, 1923; assistant in history, Harvard and Radcliffe College, 1915-17; instructor in history, 1917-19; traveling fellow, Harvard, 1919-20; instructor in history and tutor in history, government and economics, Harvard, 1920-23; present position, from 1923.
- ALICE BARROWS, B.A.**.....*Specialist, U. S. Bureau of Education, Washington, D. C.*  
B.A., Vassar, 1900; fellow, Columbia, 1907-08. Faculty, Packer Collegiate Institute, 1902-03; Ethical Culture School, New York, 1903-04; Vassar, 1904-07. Investigator, woman's work, Russell Sage Foundation, 1908-11; director of Vocational Guidance Survey, New York City, 1911-12; director of Gary School League, New York, 1914-18; director of Peoples' Educational Council, New York, 1918; investigator of women in industry, U. S. Department of Labor, Washington, D. C., 1918-19; survey of Portland public schools, Secretary of National Association for the Study of the Platoon or Work-Study-Play Organization. Editor of The Platoon School.
- 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.
- EDWARD P. CHEYNEY, LL.D.**.....*Professor of European History, University of Pennsylvania*  
B.A., Pennsylvania, 1883; M.A., 1884; LL.D., 1911. Traveled, visiting German universities and studying in British museums. Author: Social Changes in England in the 16th Century; Social and Industrial History of England; European Background of American History; Readings in English History.
- DAN E. CLARK, Ph.D.**.....*Professor of History*  
B.A., Iowa, 1907; Ph.D., Iowa, 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.
- MARGARET D. CRECH, B.A.**.....*Assistant Director, Portland School of Social Work; Assistant Professor of Applied Sociology*  
B.A., Reed College, 1915; visitor for the Social Welfare Association, Grand Rapids, Michigan; executive secretary of the Home Service Section, Portland Chapter, American Red Cross; secretary of the Confidential Exchange, Portland, 1920-23; faculty, Oregon, from 1923.
- SAMIE ORR-DUNBAR**.....*Executive Secretary, Oregon Tuberculosis Association*  
New York School of Social Work, 1916-21; secretary, National Conference of Tuberculosis Secretaries, 1923-25; president, Oregon Federation of Women's Clubs, 1923-26; chairman of institutes, Oregon Federation of Women's Clubs; chairman, Doernbecher Hospital Committee, Oregon Federation of Women's Clubs; director, General Federation of Women's Clubs; present position from 1915.
- F. S. DUNN, M.A.**.....*Professor of Latin*  
B.A., Oregon, 1892; M.A., 1899; B.A., Harvard, 1894; M.A., 1903. Faculty, Willamette University, 1895-98; head of department, Oregon, from 1898; leave of absence in Italy, 1918-19.
- THOMAS D. ELIOT, Ph.D.**.....*Professor of Sociology, Northwestern University*  
B.A., Washington University, 1910; Ph.D., Columbia, 1914; fellow in social research, New York School of Social Work; fellow in sociology, Pennsylvania; fellow in social economy, Columbia; Pacific coast secretary, American Social Hygiene Association, 1914-17. Lecturer, Presbyterian Hospital, 1922-26; Illinois Institute of Nursing, 1923; National Kindergarten and Elementary College, 1924-26; summer sessions, California. Author: The Juvenile Court and the Community, and numerous reports and articles in sociological journals.
- RUDOLF H. ERNST, Ph.D.**.....*Associate Professor of English*  
B.A., Northwestern College, Wisconsin, 1904; student, Theological Seminary, Wanwatoosa, Wisconsin, 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, 1912-13; Oregon, from 1923.
- FRANKLIN FEARING, Ph.D.**.....*Associate Professor of Psychology, Ohio Wesleyan University*  
B.A., M.A., Ph.D., Stanford. Member, Psychiatric Division, Medical Department, U. S. Navy, 1918-19; director, psychological clinic serving social agencies, Louisville, Ky., 1919-20; member, field staff, national committee for mental hygiene survey, Cincinnati, 1921-22. Assistant in instruction, Stan-

ford, 1922-23; instructor in psychology, Stanford, 1923-26; present position from 1926. Contributor to Journal of Mental and Nervous Diseases, Journal of Comparative Psychology, Journal of Experimental Psychology, Journal of Abnormal and Social Psychology, Psychological Bulletin.

- 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, 1914-27.
- LAWRENCE E. GRIFFIN, Ph.D.**.....*Professor of Biology, Reed College*  
B.A., Hamlin, 1895; Ph.D., Johns Hopkins, 1900. Faculty, College for Women, Western Reserve University, 1900-02; Missouri Valley College, 1902-03; Medical School, University of the Philippines, 1908-11, dean of the college of liberal arts, 1911-13; University of Pittsburgh, 1914-20; Carnegie Museum, 1914-20; present position from 1920. Author: The Anatomy of Pearly Nautilus; investigations on protozoa and articles on the snakes of the Philippines and the reptiles of South America.
- RUTH E. HALVORSEN**.....*Instructor in Art, Portland Public Schools*  
Graduate, Pratt Institute. Faculty, Adelphi College; art instructor, Washington and Lincoln high schools, Portland; faculty, Portland Center, from 1923.
- J. H. HOLST, M.A.**.....*Professor of Education, Montana State College*  
M.A., Montana, 1913; M.A., Columbia, 1921; superintendent's diploma, Teachers' College, Columbia, 1921. Rural teacher, principal, and superintendent in public schools, 1900-13; director, summer school, Montana State College, 1914-22; associate in educational administration, Teachers' College, Columbia, 1920-21; engaged in educational surveys of Baltimore, Maryland; Hackensack, New Jersey; and New York; head of department of education and psychology, Montana State College, since 1921; faculty, summer school, Montana, Massachusetts, and Colorado State Teachers' College; member of board of editors of the Teacher's Journal and Abstract.
- KAI JENSEN, M.A.**.....*Instructor in Education*  
B.A., Washington, 1924; M.A., 1926; Denny Fellow in Psychology, Washington, 1925-26. Faculty, Washington, 1923-25; Oregon, from 1926.
- J. E. KIRKWOOD, Ph.D.**.....*Professor of Botany, University of Montana*  
B.A., Pacific, 1898; M.A., Princeton, 1902; Ph.D., Columbia, 1903. Faculty, Syracuse, 1901-07. Botanist with Continental Mexican Rubber Co., 1907-08. Present position from 1909. Author: Conifers of the Northern Rockies; Forest Distribution in the Northern Rocky Mountains.
- 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. Present position, from 1892.
- SHIRLEY V. LONG, M.A.**.....*Instructor in Short Story, University Extension, Columbia;*  
*Instructor in English, Hunter College of the City of New York*  
B.A., Florida State College for Women, 1907; M.A., 1908; graduate student, 1910-13; The Macmillan Company, New York, 1913-14; assistant to Dr. Blanche Colton Williams, Columbia University Extension, 1914-20; in charge of home study courses in the short story, Columbia University Extension, 1919-26; Hunter College of the City of New York, from 1927. Author: A Bibliography of Washington Irving, Vol. I of The Cambridge History of American Literature, 1917; Twentieth Century Poetry (with Dr. Dorothy Brewster); The Student's Course in Literature, Vol. XXX of The Warner Library, University Edition, 1917; A Course in Story Writing (with Dr. Blanche Colton Williams), published by Columbia University, 1919, revised edition, 1925.
- IRA A. MANVILLE, M.D.**.....*Associate in Physiology, School of Medicine, Portland*  
B.A., Oregon, 1913, M.A., 1922; M.D., 1923. Faculty, Oregon, from 1923. Author: Vitamin B Deficiencies Manifesting Themselves for the First Time in the Second Generation; Pathological Changes Arising on Vitamin A Deficient Diet; The Radiations of Cod Liver Oil; Cerebral Hemorrhages Occurring in the Newborn on Certain Diets.
- WALTER W. R. MAY**.....*Executive News Editor, 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 and general assignments, Spokesman-Review, Spokane; night editor, Daily News, Fargo, North Dakota; general assignments, Tribune, Minneapolis; copy editor, New York Daily News.

- CHARLES MCKINLEY, M.A.**.....*Professor of Political Science, Reed College*  
B.A., Washington, 1913; M.A., Wisconsin, 1916. Instructor, Washington, summer session, 1917; Ogden, Utah, high school, 1917-18. Faculty, Syracuse University, 1924-25; Reed College, from 1918.
- BENIAMINO RE**.....*Instructor in Italian, Portland Center*  
Diploma in Italian, Colgate University. Pastor, First Italian United Presbyterian Church, Portland. Faculty, Portland Center, from 1921.
- HUGH E. ROSSON, B.S., LL.B.**.....*Associate Professor of English and Law*  
B.S., Knox, 1916; LL.B., Iowa, 1920. Faculty, Kansas State Agricultural College, 1921-23; Oregon, from 1923.
- WILLIAM SAVERY, Ph.D.**.....*Head of Department of Philosophy, University of Washington*  
B.A., Brown University, 1896; M.A., Harvard, 1897; Ph.D., Harvard, 1899. Faculty, Fairmount College, 1900-02; Washington, from 1902.
- F. G. G. SCHMIDT, Ph.D.**.....*Professor of German Language and Literature*  
Student, University of Erlangen, Bavaria, 1888-90; Johns Hopkins, university scholar and fellow, 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. Author: *Die Rieser Mundart, Munich*. Editor: *Münchhausen's Reisen und Abenteuer; Sudermann's Heimat; Meyr's Ludwig und Annemarie*.
- DOROTHY E. SMITH, B.A.**.....*Head of School Department, Library Association of Portland*  
B.A., College for Women, Western Reserve University, 1910; certificate, training class for children's librarians, Cleveland Public Library, 1911; children's librarian, Cleveland Public Library, 1911-15; manager, Children's Book Shop, Halle Bros., Cleveland, 1915-18; supervisor, children's clubs, Cleveland Public Library, 1919-24; present position from 1925.
- ELMER W. SMITH, M.A.**.....*Professor of English, Colgate University*  
B.A., Colgate University, 1891; M.A., 1894. Examiner in English for New York State Educational Department since 1912. Member of national commission on high school syllabus. Member of national council of English teachers, N. E. A. (director, 1912-13). Author: *Graded Exercises in Punctuation and Use of Capitals; Handbook of Debate*. Associate editor, *English Journal*. Lecturer, *Radcliffe Chautauqua, 1915; Radcliffe Chautauqua, 1917-18; University of California, 1926*.
- WALTER W. SNYDER, M.A.**.....*Assistant Professor of English*  
B.A., Arizona, 1921; M.A., California, 1923. Faculty, Oregon, from 1923.
- F. MIRON WARRINGTON, Diplome de l'Université de Paris**.....*Professor of Business Administration*  
Upper Canada College, Toronto, 1897; French interpreter, Canadian federal courts, 1900-08; student, University of Mexico, 1915-17; student, University of Madrid, 1921; diplome de l'Université de Paris, 1922; instructor, Portland Center, 1918; present position, from 1919.
- E. H. WHITNEY, B.A.**.....*Assistant Superintendent of Schools and Director of Platoon Schools, Portland*  
McPherson Normal College; Ped.B., Ash Grove College; B.A., Oregon; LL.B., Oregon Law School. Principal, high school, Republican, Neb.; vice-president, Oaklawn College, Mo.; principal of schools, Tillamook; superintendent of schools, The Dalles; Portland public schools, from 1908. Author: *Oregon Geography Supplement, Tarr & McMurray Geography*.
- ESTHER W. WUEST**.....*Director of Art Instruction, Portland Public Schools*  
Graduate, Chicago Art Institute; pupil of John Vanderpool and Lorado Taft; student, University of Chicago and Julian Academic, Paris, France. Member, editorial staff, *School Arts Magazine*.

## THE SUMMER SESSIONS

### INTRODUCTION

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

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

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

### REGISTRATION, FEES AND CREDIT

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

The student may carry the amount of work necessary to earn nine term-hours of credit during a six weeks period at either session.

### 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*—For entrance to the University the student must present 15 units of high school work, of which ten are from selected subjects as follows:

Algebra .....	1	History .....	1
Geometry .....	1	Science (with laboratory) .....	1
One foreign language .....	2	Additional unit in any subject in this	
English .....	3	group .....	1

Elective units to the amount of five are permitted, but no credit is granted for drill, spelling, penmanship, physical training, or for work which may be classed as largely or purely a student activity.

*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 fulfil the residence requirements of the University for a degree by completing work at five 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.

#### 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 16,000, 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. Electric cars 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 and McClure, 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, 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 and art are held in their special buildings.

### CALENDAR

Registration for the campus session will be on Monday, June 20, beginning at 9 o'clock in the morning. Classes will begin Tuesday morning, June 21, according to the hours scheduled. Examinations will take place on Thursday and Friday, July 29 and 30.

There will be a faculty meeting in Guild hall, Monday morning at 8 o'clock, June 20.

### POST SESSION

Regularly organized classes will be conducted in several departments during a four weeks post-session, from August 1 to August 26, 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 program. 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 page 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 20. Registration will begin at 9 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. On the same floor of the 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 forty-one 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. Twenty visiting lecturers will appear on the Eugene summer faculty.

### SUMMER COURSES

Instruction will be offered in fifteen 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 fifty 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 these 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 five music courses scheduled as a part of the regular summer session program, private instruction in piano, pipe organ, voice, violin and cello will be available with members of the faculty of the University school of music.

## SUMMER SCHOOL OF ATHLETIC COACHING

During the first two weeks of summer session, from June 20 to July 2, a coaching school will be held in track, baseball, basketball and football, with the well-known University coaches of these sports serving as instructors and with ample facilities of the University freely available, including the new basketball pavilion. The coaching courses will be in charge of Virgil D. Earl, director of athletics, and the sequence of hours has been so arranged that a student may enroll in one or more courses as part of a regular academic program or have opportunity to take all four of them.

## FIELD STUDY

*Marine Zoology Station.* The department of zoology will offer instruction in marine zoology this summer as a feature in the summer session program. The site chosen is on the coast about two miles south of the entrance to Coos Bay, and about thirteen miles from Marshfield, Oregon. The work will be conducted as a field course with the aim of giving students a first-hand acquaintance with the shallow water and shore forms in their natural surroundings.

Within easy reach of the camp are to be found a great variety of environmental conditions. In the immediate vicinity the coast is abrupt with rocky shores and numerous tide pools, also broad sandy beaches, and within working distance are broad mud flats exposed at low tide. The animal life is abundant and unusual opportunity is offered for students to become acquainted with the various groups of invertebrate animals. The rocks and areas exposed at low tide are covered with a great variety of marine algae which will be studied intensively.

The commodious cabin, owned by the Boy Scouts of Coos county, has been rented for the summer session period. This will provide kitchen and dining room facilities, a laboratory room, and quarters for a part of the class. Tents will be provided for the remainder of the group. Cots and mattresses will be furnished. Eating utensils must be supplied by each member of the party. Food will be provided at cost and living will be of a simple type.

The course will begin Wednesday, June 15, and continue for five weeks, ending Friday, July 22. Class work will be carried on six days a week. Eight term-hours credit will be given for the work. The enrollment will be limited to the number that can be cared for properly with the equipment available.

The total cost to the student, including summer session fee, transportation from Eugene and return, and living expense is estimated not to exceed \$88.00. Registration for this course must be completed by June 8. Anyone planning to take the work should correspond with Dr. H. B. Yocom, department of zoology, University of Oregon, Eugene, Oregon, at the earliest possible date.

*Summer Geology Camp.* The annual summer field course conducted by the department of geology for advanced students will be carried on

this year in the Wallowa mountains. The work will begin on Wednesday, June 15, and will continue for four weeks, class work occupying six days a week. Seven term-hours credit may be earned.

The party will operate from camps. The expenses of the trip will include the regular summer session registration fee, transportation to the field, and inexpensive maintenance for the four weeks. Total expense, not including transportation, estimated at about \$50. Address Dr. Warren D. Smith, department of geology, University of Oregon, for particulars.

## 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.

## DAILY ASSEMBLY

A daily assembly hour at 11 o'clock 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 1927 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.

## RECREATIONAL OPPORTUNITIES

The men's gymnasium and the women's gymnasium, each including a splendid swimming pool, will be open to summer students from 3:30 to 6:00 p. m. daily. Tennis on the University courts, among the finest in the Northwest, canoeing, riding, and golf will appeal to many, while numerous other opportunities will be available for those who wish less strenuous exercise. Organized games and tournaments are a feature of interest each summer.

Five week-ends trips are specially planned for the students of the Eugene session.

The week-end, June 25, will be used for a trip over the nationally known McKenzie Pass to the Cascade lava beds and the Three Sisters.

The week-end of July 2, 3, 4, three days made possible by the timely occurrence of the Fourth of July on Monday, will be spent at the beaches of the Pacific ocean at Bandon, one of the most scenic sections of the whole western coast, including a trip to Cape Blanco light, the most western point but one on the mainland of the United States.

On July 16 a hike will be made to the summit of Spencer Butte, for a picnic dinner and a view of millions of acres of country, including a panorama of snow-capped peaks. The party will return to Eugene by moonlight.

The week-end of July 23 and 24 will consist of a trip to Crater Lake, the great mountain bowl of blue water, encircled by almost perpendicular banks one to two thousand feet high. The trip to and from

the lake will be by two different routes through some of the finest scenery of the Cascades.

The final excursion on July 31, immediately after the close of summer school, will include a trip up the famous Columbia river highway and around the Mt. Hood loop, a motor journey nowhere paralleled.

Further details of these trips will be announced later. Preliminary plans have been made and these will be completed for the schedule of trips, in whole or in part, according to the demand by a sufficiently large group.

Dr. John F. Bovard, dean of the school of physical education, will be in charge of the summer recreational program.

#### BOARD AND ROOM

*Rates*—Rates for board and room together will be \$10 per week; for board alone \$8 per week. The rooms in the halls are completely furnished, and adequate bedding and linen are provided. Board will be available to a limited number of students who do not live at the dormitories. Meals will be served to both men and women in the dining room of Friendly hall. Rooms will not be rented to those not boarding at the University dining hall.

*Halls of Residence*—The University has five halls of residence for students: Friendly hall, used by the men, and Hendricks hall, Susan Campbell hall, Mary Spiller hall and Thacher cottage, used by the women. All these will be open for the accommodation of summer session students.

Friendly hall, the men's residence hall, is a three-story brick building located on the campus, containing about fifty-five rooms. Those who have had rooms in this building in the past know how convenient are its accommodations.

Hendricks hall and Susan Campbell hall, the halls of residence for women, are modern three-story fireproof buildings. They contain living rooms furnished in colonial style, rooms for guests, and suites for students. Each suite includes a study, wardrobe, dressing room, supplied with hot and cold water, and sleeping balcony.

Mary Spiller hall and Thacher cottage, two smaller dormitories for women and comfortable in their appointments, will also be available for those who wish to be located conveniently on the campus.

Reservations for residence in the University halls should be addressed to the Comptroller, University of Oregon, Eugene.

*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. Later, a list of places will be prepared, with specific descriptions and prices, and will be mailed by the office of the director of the summer sessions upon request.

### Description of Courses

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

Courses numbered from 1 to 99 are commonly called lower division courses, and are primarily intended for students in the earlier years of a college course.

Courses numbered from 100 to 199 are upper division courses, intended for advanced undergraduates, but usually acceptable for graduate credit, when supplemented by additional assignments of work.

The courses numbered from 200 are primarily for graduate students, and are open to advanced undergraduates only by permission of the instructor. The graduate council requires the inclusion of some courses of this character in the program of each candidate for the master's degree.

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

##### LOWER DIVISION

60. *Freehand Drawing*. A study of objects singly and in groups. The analysis and building up of form. Seeing arrangement, mass, proportion, values and texture, and recording them with truth as an interpretation of feeling. Problems so planned that creditable results can be achieved even by those of modest ability. Pencil and pen. Daily 1 to 3. Art studio. *Three hours.*

72. *Composition in Line, Shape, Tone and Color*. Problems having to do with the decorative qualities in these compositional elements and their organization into pattern, with a view toward realizing their use in art expression and building up powers of criticism based upon the principles of design. Pencil, pen and ink. Daily, time to be arranged. Art studio. *Three hours.*

61,161. *Water Color Painting*. Character of the medium. Class room and open air problems involving water color as a means of expression. Study of different methods and means. Principles of order observed and effective rendering stimulated by explanation and demonstration. Daily, 3 to 5, Art studio. *Three hours.*

NOTE: Laboratory work is designed to require approximately thirty clock hours for one hour of credit. Art studio open every afternoon.

#### BOTANY

Miss SANBORN

##### UPPER DIVISION

104s. *Marine Algae*. Collecting and laboratory work, with lectures and readings on the marine forms found in the vicinity of the station. While a little time will be spent on the marine Green algae, the course will deal largely with the morphology and classification of the Red and Brown. Laboratory fee, \$3.00. *Five hours.*

110s. or 213s. *Research in Marine Botany*. Properly qualified students may enroll for problem work under the supervision of the instructor. Laboratory fee, \$3.00. *Hours to be arranged.*

NOTE: These courses will be given at the Marine Station, Coos Bay, Oregon, from June 15 to July 22.

## BUSINESS ADMINISTRATION

Associate Professor FOLTS

## LOWER DIVISION

10. *Modern Accounting Methods.* The usual approach in accounting has been through the Journal entry. Recently, this has largely given way to the Balance Sheet method. At Oregon this tendency has been developed to its logical conclusion, the interpretative approach. The course stresses the most recent developments in the new method. Open to beginners and advanced students. Daily at 8. 206 Commerce. *Three hours.*

## UPPER DIVISION

111. *Business Management.* The principles of modern business management, the analysis of the financial organization for production, marketing and expansion under the individual, partnership, and corporation forms. Developed through the case method from the manager's point of view. No prerequisites. Daily at 10. 107 Commerce. *Three hours.*

164s. *Investment Analysis.* Analysis of the various types of investment securities. A study of the principles underlying successful investing. The small investor's needs and opportunities will receive special attention. No prerequisites. Daily at 9. 107 Commerce. *Three hours.*

NOTE: Texts for all three courses will be furnished by the school of business administration.

## CHEMISTRY

Professor STAFFORD, Professor SHINN, Mr. GABRIEL

## LOWER DIVISION

1. *General Chemistry.* Corresponds approximately to the first half of the general chemistry course given during the regular college year. Lectures, Monday, Wednesday and Friday at 8. 105 McClure. Laboratory, Monday and Wednesday, 1 to 4, Stafford. *Three hours.*

2. *General Chemistry.* A continuation course corresponding to the work given during the last term of the regular year of college general chemistry. Lectures, Monday, Wednesday and Friday at 9. 105 McClure. Laboratory, Monday and Wednesday, 1 to 4. Stafford. *Three hours.*

10. *Analytical Chemistry.* Qualitative analysis. Lectures, Tuesday and Thursday at 8. 101 McClure. Laboratory, any afternoon, Monday to Friday, 1 to 4. Analytical laboratory, McClure, Shinn and Gabriel. *Three to four hours.*

15. *Analytical Chemistry.* Quantitative analysis. Laboratory projects, together with occasional conferences. Laboratory open every afternoon, Monday to Friday, inclusive, 1 to 4. McClure. Shinn and Gabriel. *Three hours.*

20. *Organic Chemistry.* Lectures daily at 10, McClure. Laboratory, Wednesday and Thursday, 1 to 4. Organic laboratory, McClure. Shinn. *Four hours.*

NOTE: This course corresponds approximately to the first half of the course in organic chemistry given during the regular University session. The second half will be offered during the summer session of 1928.

## UPPER DIVISION

101. *Chemical Theory.* Selected topics in physical chemistry to meet the needs of the majority of those enrolling. Lectures, Monday, Tuesday, Wednesday and Friday at 9. 103 McClure. Laboratory, Wednesday 1 to 4. Chemical laboratory, McClure. Shinn. *Three hours.*

110. *Organic Preparations.* Laboratory projects. Hours by appointment. Organic laboratory, McClure. Gabriel. *Three hours.*

120. *Methodology.* A discussion of teaching objectives in high school and college chemistry, together with studies upon the selection and organization of materials. Observation and practice teaching one period per week to be arranged. Lectures, Tuesday and Thursday at 8. 103 McClure. Stafford. *Two hours.*

## GRADUATE DIVISION

201s. *Research and Thesis.* Chemistry staff. *Hours and credit to be arranged.*

NOTE: Laboratory fees in chemistry laboratory courses will be \$1.50 per credit hour.

## DRAMA

Miss WILBUR

## UPPER DIVISION

102. *Stagecraft.* Staging and producing plays, constructing scenery, use of curtains, making of properties, lighting, costuming, make-up, use of color in lighting. Attention is given to solving actual problems, simplicity of production and the achieving of artistic effects with limited equipment. Daily at 3 p. m. Guild theatre. *Three hours.*

103. *Play Production.* Pantomime, character interpretation and rehearsal of plays. Voice production and diction, choosing of plays and their development into production. Helpful to those who select and rehearse plays for production, or who desire the work from a cultural standpoint. Time to be arranged. Guild theatre. *Three hours.*

## ECONOMICS

Dr. CAMERON

## LOWER DIVISION

3s. *Principles of Economics.* The principles that underlie production, exchange and distribution. Practical problems of money and banking, international trade, labor movement, regulation of railways, control of trusts. Daily at 8, 106 Commerce. *Three hours.*

123s. *Modern Industrial Tendencies.* (a) An analysis of some of the more important characteristics of modern industry. Emphasis is placed upon large scale production, specialization and standardization, the machine process, dispersion of ownership and concentration of control, speculative character of industry and the changing nature of competition. May be continued through the post session. Daily at 9, 106 Commerce. *Three hours.*

125s. *Control of Public Utilities.* Sound lines of policy in controlling public utilities other than railroads. Objects and effects of regulation, state versus local and federal control, franchise and public service commissions are the more important phases of the subject discussed. Daily at 10, 106 Commerce. *Three hours.*

## POST SESSION

- 123s. *Modern Industrial Tendencies.* (b) Continuation of course 123s  
(a). Daily at 9, 111 Johnson. *Two hours.*

## EDUCATION

Dean SHELDON, Dr. STRAYER, Dr. NEWLON, Dr. WASHBURNE, Dr. WILSON,  
Superintendent RICE, Dr. DEBUSK, Dr. RAINEY, Mrs. ANDERSON, Mr. ARGO,  
Mr. BROWN, Miss BURR, Mrs. GOODALL, Mr. WOOTON

## LOWER DIVISION

51s. *Principles of Education.* A study of the fundamentals of education from an individual and social point of view, including the dialectic of character formation illustrated by lives of great teachers and autobiographies. Sheldon. Daily at 1, 3 Education. *Three hours.*

53s. *Educational Psychology.* A discussion of those processes in psychology which are valuable to the teacher. Special attention will be given to learning and to the feeling attitude and drives toward action which underlie behavior. Lectures, readings and discussions. DeBusk. Daily at 8, 4 Education. *Three hours.*

## UPPER DIVISION

110. *Teaching the Social Studies.* Present tendencies in the social sciences, especially history and civics. Aims and content of courses. Recent literature on method, particularly supervised study, problem and project, socialized procedure, visual instruction. Practices in scientific testing and measuring. Wooton. Daily at 8, University high. *Three hours.*

111. *Methods of Instruction in English.* Discussion and evaluation of current theories as to the aims of teaching literature and the best methods for accomplishing these ends. Choice of material adapted to different years of junior and senior high school—the teaching of effective reading, appreciation tests, objective tests, projects, visual instruction. Methods adapted to the presentation of different types of literature will be illustrated. The class will be conducted so far as practicable on the socialized plan. Goodall. Daily at 10, University high. *Three hours.*

160. *Diagnostic Testing and Remedial Teaching.* Will cover the following topics: The principles of diagnostic test building, practice in the building of such tests; the procedure in remedial teaching. Frequent illustrations will be given from the work of educational bureaus. Readings, lectures and discussions. DeBusk. Daily at 10, 2 Education. *Three hours.*

170. *The Psychology and Education of Atypical Children.* A study of the types of children who do not respond successfully to usual school methods. Presentation of results gained from intelligence tests and other devices for the study of unusual cases. Burr. Daily at 8, 2 Education. *Three hours.*

171. *The Teaching of Backward Children.* 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. Burr. Daily at 9, 2 Education. *Three hours.*

176. *The Teacher and Her School.* Practical problems of classroom work for beginners and experienced teachers. Among the subjects to be considered will be: How to study and estimate the value of teaching; factors in constructive cooperation with the teacher; means of making the visiting of classrooms effective in respect to the teacher, the pupils, the parents and the principal; practical studies in the teaching of classroom subjects; curriculum building; how to make conferences effective; standards for constructive criticism of teachers' work. Anderson. Daily at 8, 3 Education. *Three hours.*

177. *Supervision and Administration in Village and Small City Schools.* A practical course dealing with the organization and administration of a single school. Special attention will be given to the work of the principal or the superintendent as a supervisor. Community relationships, school extension, class organization, promotional schemes, program making, and time allotment are phases of the course. The improvement of the teacher in service will be stressed from the supervisory viewpoint. For prospective principals and superintendents. Brown. Daily at 9, 4 Education. *Three hours.*

180. *Principles of Secondary Education.* Includes study of the aims of secondary education, support and control of high schools, types of schools and curricula; the high school constituency; the organization of the high school; school routine; school equipment; control of instruction; measuring results. Argo. Daily at 10, University high. *Three hours.*

184s. *Junior High School.* A special course for junior high school principals and teachers. Problems of organization and administration; curriculum building; provisions for individual differences; instruction; exploration to guidance; school activities. Typical junior high schools will be studied. Argo. Daily at 9, University high. *Three hours.*

185. *Problems and Procedure for Deans and Advisers of Girls.* A study of the problems that confront the Dean of Women and the Girls' Adviser. Subjects will include: Fundamental problems of coeducation; how to organize social life of girls in a school; right social standards; health, mental health; sex education; methods and problems in character education; manners and conventions in school and out; girls and the extra-curricular activities of the school; solution of the personal problems of the girl student; first questions in vocational and social guidance; incentives to scholarship; problems of the exceptional, the fast-growing and backward girl; the relations of teachers and girls' advisers to girls and their problems. Lectures, reports, discussions and readings. Anderson. Daily at 9, 3 Education. *Three hours.*

186. *Extra Curricular Activities.* Includes a discussion of different types of extra curricular activities such as student body organizations, papers and year books, attitudes, debating, music, dramatics and social life. Students will work out individual problems. Brown. Daily at 10, 3 Education. *Three hours.*

187. *Problems in Elementary Education.* A cooperative course for teachers and principals consisting of the following:

- First week. Natural Procedure in Learning. Wilson.  
 Second week. Teachers' Relationships to Community and Auxiliary agencies. Strayer.  
 Third week. Process of Fitting School Children by Individualizing Reading, Spelling, Writing, Language and Arithmetic. Washburne.  
 Fourth week. Teachers' Participation in School Systems as Curriculum Makers. Newlon.  
 Fifth week. The Improvement of Instruction Through Testing. Rice.  
 Sixth week. Organization and Review with Discussion of Individual Problems. Wooton.

Wooton. Daily at 2, Guild theatre. *Three hours.*

188. *Problems in School Administration.* For school administrators and superintendents:

- First week. Developing and Administering the Curriculum. Wilson.  
 Second week. Fundamental Issues in State and School Organization, State Support, School Publicity, Relative Process of Board of Education and Superintendent, Local Administration to Other Governmental Agencies. Strayer.  
 Third week. The Introduction and Administering of a System of Individual Instruction. Washburne.  
 Fourth week. Special Aspects of City School Administration, Building Programs, Salary Schedules, Interpreting Schools to the Public. Newlon.  
 Fifth week. Working of Platoon System. Rice.  
 Sixth week. Organization and Review Problem with Discussion of Individual Problems. Wooton.

Wooton. Daily at 1, Guild theatre. *Three hours.*

#### GRADUATE DIVISION

200. *Thesis Writing.* (a) 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. Sheldon, Rainey, DeBusk. Time to be arranged. *Three to six hours.*

251. *Studies in the History of the Application of the Democratic Idea to Modern Elementary School Systems.* (a) Each student in this course will work out a paper covering some one aspect of the subject. Many of the topics relate to American and British education. Students who have reading knowledge of French and German may elect topics dealing with continental education. Open only to graduates. Sheldon. Daily at 3, 2 Education. *Three hours.*

276. *Financing Public Education.* (a) This course is designed for two purposes. The first purpose is to give superintendents and other school executives a scientific training in handling the problems of financing local school systems. All the financial problems which arise in administering a school system will be studied, such as the control of city school finances, budgeting, cost accounting, financial records and reports, publicity, bonding, and the building of financial programs. The second objective of this course is to make a thorough study of the state's problem of school finance, such as the organization for school support, sources of revenue, and equalization of educational opportunities and the burden of support. Open only to upper division and graduate students. Rainey. Daily at 2, 3 Education. *Three hours.*

294s. *Statistical Methods in Education.* (a) Designed to give students a working knowledge of the most commonly used statistical methods in education. Of value to classroom teachers in preparing them to handle all such problems in their teaching, and especially useful to supervisors and administrators responsible for evaluating the results of teaching.

Open to those who have not had such training before, and who have had the equivalent of two years of college or university work. Rainey. Daily at 3, 2 Education. *Three hours.*

NOTE: Courses marked (a) will be continued in Post-Session.

#### POST SESSION

##### UPPER DIVISION

150. *Social Aspects of Teaching.* The work of the teacher in relation to problems of social development. Socialization through class exercises, student activities and school government. Discipline as a social process. Personal elements in teaching. The teacher's relation to the staff, the pupils and the community. Standards of efficiency in teaching. Wooton. Daily at 8, 4 Education. *Two hours.*

183s. *Technique of High School Teaching.* A study of classroom procedure in the different high school subjects. Analysis of recent professional literature in the different fields. Designed to acquaint students and teachers with the latest departures in high school methods and principles. Wooton. Daily at 9, 4 Education. *Two hours.*

##### GRADUATE DIVISION

200. *Thesis Writing.* (b) Continuation of course 200 (a). Sheldon, Rainey, DeBusk. Time to be arranged. 2 Education. *Two to four hours.*

251. *Studies in the History of the Application of the Democratic Idea to Modern Elementary School Systems.* (b) Continuation of course 251 (a). Sheldon. 2 Education. *Hours and time to be arranged*

276. *Financing Public Education.* (b) Continuation of course 276 (a). Rainey. Daily at 10, 3 Education. *Hours to be arranged.*

294. *Statistical Methods in Education.* (b) Continuation of course 294 (a). Rainey. Daily at 11, 3 Education. *Hours to be arranged.*

#### ENGLISH

Professor BARNES, Dr. CAMPBELL, Dr. PATTERSON, Mr. COLLINS, Professor THACHER, Assistant Professor SMITH, Assistant Professor GRAY, Mr. HORN

##### LOWER DIVISION

54s. *Prose Composition.* For those who wish to cultivate proficiency in the general use of English. The assignments will be largely in the nature of the informal essay and the article found in the modern magazine. As far as possible the work will be adapted to the requirements of the personnel of the class. Thacher. Daily at 1, 104 Journalism. *Three hours.*

57s. *Writing the Short Story.* To provide for the student an opportunity to discover and to develop whatever capacity he may have in the writing of short fiction. The emphasis will be placed upon the student's own creative work, with a minimum of theory and a maximum of constructive criticism. Thacher. Daily at 2, 104 Journalism. *Three hours.*

76s. *Speech Correction.* For teachers and others interested in abnormal speech. A study is made of the science of voice production, of the articulation of that voice into language, and the psychology of speech disorders. Special problems will be analyzed and remedial measures suggested. Gray. Daily at 3, 102 Sociology. *Three hours.*

79s. *Extempore Speaking*. An attempt will be made to teach each student to speak effectively. Individual speaking problems will receive individual consideration. Attention will be given to both delivery and speech preparation. Designed especially for the beginning student. Gray. Daily at 10, 102 Sociology. *Three hours.*

## UPPER DIVISION

112. *Debate Coaching*. Primarily for debate coaches. Consideration is given to methods of research, briefing, rebuttal, delivery, fallacies, analysis. Practice debates will be held to illustrate the theory of the course. Gray. Time to be arranged. 102 Sociology. *Three hours.*

121. *Literature of the 1890's in England, France and America*. To show the significant characteristics of the Sensationalists in England, the Symbolists and Naturalists in France, and "the little Renaissance of the Nineties" in the United States, and the ways they interacted. Their sources out of the definite literary tradition and their accomplishment in relation to literature since 1900 will be searched. The course will be based on Holbrook Jackson's *The Eighteen Nineties* (as a text) and Arthur Symons' *The Symbolist Movement in Literature* and Floyd Dell's *Intellectual Vagabondage* to indicate the English, French and American general situations, respectively. Otherwise the reading will be directly in the poets, dramatists, novelists and essayists of the decade. Collins. Daily at 9, 108 Villard. *Three hours.*

122. *Survey of French Literature in English*. (See Romance languages). From the earliest masterpieces to contemporary writers. Paterson. Daily at 9, 4 Oregon. *Three hours.*

123. *Contemporary Drama*. A study of the English drama of present day with special attention to its origins and its inter-relations with the drama of the continent. After an investigation of the formative influence of Scribe and Ibsen, studies will be made of various examples of naturalism, *drame sociale*, comedy of manners, melodrama and expressionism. Campbell. Daily at 10, 107 Villard. *Three hours.*

140. *Chief American Novels before 1890*. A study of books rather than authors. Selected works of Melville, Mark Twain, Howells, James, and others. Analysis of elements of plot, local setting, atmosphere, and character that are distinctly national, and such qualities as justify America's claim to a place in universal literature. Readings, written reports, and class discussions. Horn. Daily at 2, 101 Villard. *Three hours.*

145s. *Contemporary American Poetry*. An inductive study through readings, discussions, and occasional lectures. Attention will be given to such elements in our life and thought as have fostered poetic expression or protest. The student will be encouraged to formulate his own conception of the meaning of poetry and the significance of the "new poetry." The works of Frost, Lindsay, Masters, Robinson, Sandburg, Edna Millay and Elinor Wylie will be given special notice. Horn. Daily at 9, 101 Villard. *Three hours.*

148s. *Criticism in America Since 1890*. An elementary consideration of the contending camps in criticism. The standpoints and the work of Messrs. Woodberry, Brownell, More, Babbitt, Sherman and Santayana will be considered as in contrast with the standpoints and work of Messrs.

Spingarn, Brooks, Bourne, Mencken and Huneker, and others of each group. The function of criticism, the modern oppositions in critical aim and methods, the confusion of the arts, and the role of criticism in fields outside the arts will be investigated in a general fashion. There will be a very general review of some French and English critics of the earlier nineteenth century. Collins. Daily at 8, 108 Villard. *Three hours.*

149. *The Age of Milton*. Particular attention will be given to Milton as a seventeenth century Englishman. The epic poet will be approached through a survey of his leading contemporaries, the Cavalier poets, the metaphysical poets, the mystics and antiquarians, and the Royal Society scientists. The transition from the Elizabethan attitude to the Puritan will be noted. Written reports on suggested topics. Horn. Daily at 8, 101 Villard. *Three hours.*

152. *English Literature in the Eighteenth Century*. The sophisticated and rationalized literature of England from the Restoration to the middle of the 1700's. The works of Congreve, Swift and Addison, will be emphasized, with limited reading of Dryden and Pope. Authors and works leading to the new Romantic Movement of the later eighteenth century will be neglected. The purely critical field will have very general treatment. Edmund Gosse's *Eighteenth Century Literature* and the first half of Leslie Stephen's *English Literature and Society in the Eighteenth Century* will likewise be required as text-book material. Collins. Daily at 10, 108 Villard. *Three hours.*

159s. *The Romantic Movement*. (a) Will begin with a thorough study of Wordsworth, particularly in relation to his predecessors in poetry and philosophy. Then the work of Coleridge, Scott, Byron, Shelley, and Keats will be studied. Essays and novels of the period will be considered in their relation to the romantic poetry. Campbell. Daily at 8, 107 Villard. *Three hours.*

185s. *The English Novel*. The Victorian period: Dickens, Thackeray, George Eliot, Emily Bronte, Meredith, Hardy. One novel from the work of a major novelist will be studied each week. Additional lectures and student's papers will discuss the contemporary minor novelists. An attempt will be made to define the ideas and attitudes characteristic of the period and reflected in its novels. Barnes. Daily at 10, 101 Villard. *Three hours.*

## GRADUATE DIVISION

241. *Shakespeare Seminar*. Shakespeare's entire work will be studied from a genetic point of view. Each student will be assigned a special problem and will be expected to report the results of his investigations to the class. Campbell. *Hours and time to be arranged.*

## POST SESSION

## UPPER DIVISION

159s. *The Romantic Movement*. (b) A study of the English Romantics as a part of the European Romantic movement. The continental influences on the English Romantics, and their influence on the continent. Coleridge, Shelly, Byron, for particular study. "Romantic Classicism in Keats" will also be noted. Lectures and discussions. Smith. Daily at 1, 110 Johnson. *Two hours.*

174. *Modern Drama since Ibsen.* How far has the drama of social ideas genuine artistic significance? Plays of Ibsen, Strindberg, Hauptmann, Schnitzler, Brieux, Rostand, and Donnay. English drama since 1860, with especial reference to the development of comedy: Robertson, Pinero, Jones, Wilde, The Repertory School in Manchester and Dublin, Barker, Galsworthy, and Shaw. Lectures, papers and conferences. Daily at 2, 110 Johnson. *Two hours.*

## GEOLOGY

Dr. SMITH

### UPPER DIVISION

170s. *Field Geology.* The regular summer camp of the department of geology will be held in the Willowa mountains of northeastern Oregon. The work will consist of practical instruction in geologic and topographic mapping, including the use of the plane table. As this area is replete with many kinds of geologic formations and deposits of economic value, there will be exceptional opportunity for the student to obtain a varied experience in the study of many interesting geological problems and to become acquainted with a considerable portion of the geologic column in Oregon.

A written report embodying results of the month's work, with maps, will be required of each student taking the course. Prerequisite: the equivalent of one full year of general geology in any standard college or university. *Seven hours.*

### GRADUATE DIVISION

250s. *Advanced Field Work in Geology.* A limited number of students of advanced standing will be permitted to register in the summer school for field work in either the Cascade mountains or central Oregon, with members of the staff carrying on research in those areas.

Upper division or graduate credit will be given, according to the nature of the work completed.

## HISTORY

Dr. SCHAFER, Dr. MORRIS, PROFESSOR WALTER C. BARNES, Dr. DONALD G. BARNES,  
Dr. DAN E. CLARK, Dr. FISH

### LOWER DIVISION

5s. *Nineteenth Century Europe.* Political, social and intellectual changes from 1815 to 1914. The topics will include the development of nationalism and democracy; the industrial revolution and its social effects; the rise of new social theories such as socialism and anarchism; the progress of science and its effect upon thought; imperialism; internationalism; diplomacy and the causes of the world war. Fish. Daily at 9, 7 Commerce. *Three hours.*

62s. *English History since 1869.* A survey of English history from the revolution of 1688 to the world war. Attention is given primarily to political history, but the economic revolution and reform movements are taken up. Special stress is laid upon the growth of the British overseas empire and upon the characteristic features of English civilization. Morris. Daily at 9, 4 Commerce. *Three hours.*

72s. *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 9, 7 Commerce. *Three hours.*

### UPPER DIVISION

121s. *The Middle Ages.* The civilization of western Europe from the decline of the Roman empire to the age of Dante with special emphasis on the twelfth and thirteenth centuries. The coming of the Barbarians; the rise and progress of the Papacy; monasticism; the Holy Roman Empire; conflicts between popes and emperors; the advance of monarchy and parliaments; the decay of learning in the dark ages; the crusades and their effects; the growth of trade, cities and the middle class; the revival of learning in the twelfth century; the universities and their curricula; vernacular literature. Fish. Daily at 8, 7 Commerce. *Three hours.*

158s. *History of Recent Russia.* Russia under Nicolas II, the successive revolutions, and the Bolshevik regime. Prerequisite: a general knowledge of the French revolution or of the War of 1914. Walter Barnes. Daily at 2, 4 Commerce. *Three hours.*

164s. *Constitutional History of England.* The origins of the English constitution to the fifteenth century. The governmental institutions of the Anglo-Saxon period are studied, and the main line of development is traced through the absolutism of the Norman and Angevin periods to the Magna Charta. From that point the beginnings of parliament and its rise to power are emphasized, but the king's council and his administrative scheme also receive attention. Morris. Daily at 10, 4 Commerce. *Three hours.*

178s. *The New West.* The period studied will extend from the close of the War of 1812 to the compromise of 1850. Turner's *Rise of the New West* (American Nation Series) will serve as the text up to 1830 and will be supplemented by means of assigned reading, lectures and reports. Schafer. Daily at 8, 8 Commerce. *Three hours.*

### GRADUATE DIVISION

204. *Problems in Intellectual History.* Seminar in the general field of the development of the modern mind. Individual projects. Fish. 7 Commerce. *Hours and time to be arranged.*

261s. *Studies in Dominion Home Rule.* A graduate study based upon Canadian history. The growth of eighteenth century Colonial government into the dominion home rule of today is traced in a series of studies. The movement for imperial federation and the problem of the foreign relations of the dominions are included. Morris. 4 Commerce. *Hours and time to be arranged.*

278s. *Great Historians.* The problem will be to discover how history has hitherto been written by acknowledged masters as a means of determining how it should be written today. Critical analyses will be made in order to reveal both the good and the bad features in the writings studied, and a successful term paper will be one of the tests for passing the course. Schafer. Monday, Wednesday, Friday at 10, 8 Commerce. *Hours to be arranged.*

## POST SESSION

## UPPER DIVISION

152s. *Europe Since 1914*. A study of the background, the war, and the problems of post-war Europe. Donald Barnes. Daily at 10, 110 Johnson. *Two hours.*

179s. *Forces and Influences in American History*. A study of some of the main forces and influences which have shaped American life, ideas, ideals and institutions. Geographical influences, the influence of the frontier, inheritance and tradition, economic forces, nationalism, political parties, and other factors. Clark. Daily at 11, 111 Johnson. *Two hours.*

## JOURNALISM

Professor TURNBULL

## LOWER DIVISION

30s. *Newswriting*. Elementary principles. Practice in reporting and newswriting. More advanced members of the class may take additional work and proceed faster than the beginners. If numbers justify, class may be sectioned. Practical work will be given on the *Summer Sun*, campus publication, for the application of the theory given in class and in the assigned reading. Daily at 8, 105 Journalism. *Three hours.*

## UPPER DIVISION

180. *Editing the High School Newspaper*. A course for high school newspaper advisers. Review of newswriting and reporting principles and practice as they apply to the high school publication. Conference on problems met by advisers. Tuesday and Friday at 1, 105 Journalism. *One or two hours.*

## LIBRARY METHODS

Assistant Professor SISLER, Mrs. McCLAIN, Miss CASFORD

## LOWER DIVISION

1. *Classification and Subject Headings*. Instruction designed to cover the principles of book classification. Includes practice in classifying books according to the decimal system, with some attention to the Library of Congress scheme of classification. Practice in selecting subject headings and subject references, based on the A. L. A. list, supplemented by the Library of Congress lists. Sisler. Daily at 9, 4 Library. *Three hours.*

2. *Cataloguing*. The study of the card catalogue. Instruction confined to dictionary cataloguing in simplified form, based on the Library of Congress cards. Instruction given in class will be followed by actual cataloguing of books selected in illustration of different problems. Other subjects included in the course are: Shelf listing on cards, rules for filing, ordering and adapting of Library of Congress cards. Sisler. Daily from 1 to 4, 4 Library. *Three hours.*

5. *Administration of School Libraries*. Designed to deal with the problems of the library in the high school, and to offer practical suggestions as to its equipment, organization, administration and use. Casford. Daily at 3, 30 Library. *Three hours.*

## UPPER DIVISION

102. *Book Selection and Evaluation*. Designed to give a general survey of the best books and authors, old and new, in various fields of writing, and to interpret and apply principles and standards for judging them. Consideration is given to the best aids to book selection, and students are given practice in book reviewing and annotating. McClain. Daily at 10, 30 Library. *Three hours.*

## MATHEMATICS

Professor DeCOU, Dr. MILNE

## LOWER DIVISION

3s. *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 8, 101 Oregon. *Three hours.*

8s. *Unified Mathematics*. A simple introduction to functions and graphs and the elementary notions of the differential and integral calculus, together with some advanced algebra. Prerequisites, one and one-half years of high school algebra. Valuable for science students and teachers of mathematics. Milne. Daily at 8, 101 Oregon. *Three hours.*

NOTE: Either 3s or 8s will be given, depending upon demand.

## UPPER DIVISION

101s. *Teaching and History of Mathematics*. A study of the best methods of teaching secondary mathematics; comparative study of recent texts in relation to the report of the national committee on mathematical requirements on "The Reorganization of Mathematics in Secondary Schools;" and emphasis on the humanizing of mathematics through a study of the great men who developed the science. DeCou. Daily at 9, 1 Johnson. *Three hours.*

†103. *Differential Equations*. A practical course in the solution of ordinary and partial differential equations. Prerequisite, integral calculus. Milne. Daily at 9, 101 Oregon. *Three hours.*

†105. *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.*

†107s. *Advanced Calculus*. A treatment of advanced methods and applications of the calculus, together with a discussion of elliptic integrals. Fourier's series and other important topics. Prerequisite, integral calculus. Milne. Daily at 9, 101 Oregon. *Three hours.*

106s. *Solid Analytical Geometry*. An advanced course including surfaces of the second degree and their properties, together with some discussion of surfaces in general. DeCou. Daily at 8, 1 Johnson. *Three hours.*

108s. *Analytical Trigonometry*. An advanced course, generalizing the work done in elementary plane trigonometry, and giving much new material in analytical trigonometry. DeCou. Daily at 8, 1 Johnson. *Three hours.*

† Two of these three courses, and either 106s or 108s, will be given.

## MUSIC

Miss HALL, Miss LITTLE

## LOWER DIVISION

1s. *Elements of Musical Science.* The history, construction and treatment of harmonic forms. Terminology, major and minor scales, intervals, major and minor triads, inversions, general theory of harmonic progression, dissonant combinations, open position, modulation, foreign tones, enharmonic equivalents, and the harmonization of melodies. Valuable to all music students and especially desirable for teachers engaged in public school work. Little. Daily at 10, Lecture Room, Music building. *Three hours.*

9s. *History and Appreciation of Music.* Deals with the evolution of music. Among the phases presented are: Primitive music; music of the early church; folk music; classical, romantic and modern periods; opera and symphony orchestra. The lectures will be abundantly illustrated with Victrola records. Open to students who wish to become intelligent listeners as well as those actively engaged in music. Little. Daily at 9, Lecture Room, Music building. *Three hours.*

12s. *Elementary Public School Methods.* Part 1. Rote songs and sight reading. Selection and presentation of rote songs; the preservation of the child voice and the development of correct tone quality; devices and materials used in treating monotones; classification of voices; correlation of eye and ear through presentation of familiar songs in staff notation, song studies and sight reading; part singing; song interpretation. Part 2. Appreciation. Play orchestra; rhythmic discrimination; meter pulse and rhythm patterns; mood and description in music, poetry and painting; instruments of the orchestra; pure and descriptive music; dance forms. Hall. Daily at 1, Lecture Room, Music building. *Three hours.*

35. *Practical Group Artistry.* Method of conducting and directing choruses and glee clubs; study and interpretation of material; voice selection, quality and balance of parts; methods of preparing and presenting operettas, cantatas, choral numbers; repertoire of selected material for all group activities given. Hall. Daily at 3, Music Auditorium. *Three hours.*

## UPPER DIVISION

157. *Junior and Senior High School Methods.* Study and interpretation of music suitable for the junior and senior high schools; sight singing in parts; position; breathing; enunciation; attack; tone production; the treatment and care of the adolescent boy voice a special problem. Appreciation: instrumental ensembles, symphonies; pure and descriptive music, vocal and instrumental; forms and moods; problems in melody, rhythm and harmony; major and minor. Hall. Daily at 2, Lecture room, Music building. *Three hours.*

NOTE: Members of the faculty of the University School of Music will be available for private instruction in piano, pipe organ, voice, violin, and cello.

## PHILOSOPHY

Dean REBEC

## UPPER DIVISION

108s. *Nineteenth Century Thought.* An attempt to trace the movement of mind in the nineteenth century, as illustrated not alone in tech-

nical philosophy, but also in literature, art, and the general development of cultural, social and political ideas. Daily at 2, 111 Johnson. *Three hours.*

114s. *Advanced Course in Ethics.* Presupposes at least some knowledge of general philosophy and ethics, and especially some real degree of cultural and personal maturity. Daily, time to be arranged, 111 Johnson. *Three hours.*

## PHYSICAL EDUCATION

Dean BOVARD, Professor EARL, Miss DOBBINS, Coach McEWAN,  
Coach HAYWARD, Coach REINHART

## LOWER DIVISION

51bb. *Coaching of Baseball.* Baseball coaching on the field. Best form at batting, base running, pitching and catching. Theory and practice of inside baseball. Reinhart. June 20 to July 2, daily from 8 to 10 a. m. *One hour.*

51bkb. *Coaching of Basketball.* Demonstrations and lectures. The dribble, various types of pass, and of shooting, and all varieties of defense. Offense, using all pass styles, the long pass, the short pass and the mixed pass game, with emphasis on the short pass and the pivot. Treating athletic injuries and training methods. Reinhart. June 20 to July 2, daily from 1 to 3 p. m. *One hour.*

51fb. *Coaching of Football.* History of football, planning the season, blocking, tackling, interference and use of hands, fundamentals of line play, fundamentals of backfield play, fundamentals of end play, and kicking game, passing game, pass defensive, offensive formations and plays, team of defense, generalship, practical demonstration in so far as possible. McEwan. June 20 to July 2, daily from 3 to 5:30 p. m. *One and one-half hours.*

51tr. *Coaching of Track.* Practical demonstration of proper forms and methods of training for all track events. Hayward. June 20 to July 2, daily from 10 to 12 a. m. *One hour.*

NOTE: Total fee for all coaching courses, \$25. Students registered in regular session may carry courses in the summer school of athletic coaching on same basis as other offerings, without additional charge. Equipment will be furnished free. Both full-time and part-time coaching school students will register in Johnson hall, where Professor Virgil D. Earl, director in charge, will handle details of enrollment.

## UPPER DIVISION

101. *Programs in Physical Education in Elementary and Secondary Schools.* Designed for teachers and students for the discussion of a general program suitable for the common schools, including gymnastics, what to do at recess, class athletics, after school programs, folk dancing, contests and tournaments. Lectures and practical exercises. Dobbins. Daily at 2, Woman's building. *Three hours.*

131. *Programs in Folk Dancing, Elementary Interpretative Dancing and Pageantry.* The Von Laban and Mary Wigman method of natural dancing will be presented. This method is used exclusively in Germany, supplanting the Duncan and Dalcroze schools. Construction, groupings, color, settings and production, together with exercises appropriate for use in composing dances will be presented. Dobbins. Daily at 3, Dancing Room, Woman's building. *Three hours.*

132s. *Advanced Interpretative Dancing.* This is a continuation of the elementary course and will include music interpretation and pantomimic dancing suitable for festivals and pageantry. Dobbins. Daily, time to be arranged, Dancing room, Woman's building. *Three hours.*

140s. *Physiology of Gymnastics and Exercise.* A discussion of the physiology of exercise and gymnastics and the relationship of the muscular system and circulation, respiration, digestion, excretion, internal secreting glands; also the effect upon the strength, speed and endurance of muscular effort. Bovard. Daily at 9, 4 Johnson. *Three hours.*

170. *Tests and Measurements in Physical Education.* An intimate study into the theory and practice of physical efficiency and motor ability tests, and physiological ratings. The more common tests being used in physical education work will be presented and criticized as to their efficiency and the conditions under which they may be used. Bovard. Daily at 8, 4 Johnson. *Three hours.*

## PHYSICS

Dr. CASWELL, Professor HEWITT

### LOWER DIVISION

7. *Principles of Physics.* An abridged course in college physics, including the usual topics, but designed to give the student the modern point of view. Valuable for teachers with inadequate preparation and for review. With course 9 can be used to meet the requirement of group III, but is not equivalent to General Physics. Caswell. Daily at 8 and 9, 105 Deady. *Six hours.*

9. *Principles of Physics.* Laboratory. Laboratory work for course 7. Students registering in course 7 should plan to take as much work as possible in the laboratory. Students expecting to meet a group or departmental requirement in physics must take course 7 and three hours of laboratory work in course 9. Laboratory work is designed to require approximately thirty clock-hours for one hour of credit. Laboratory open every afternoon. Laboratory fee, \$4.00 per credit hour. Hewitt. Physics Laboratory, Deady. *One to three hours.*

### UPPER DIVISION

†101. *History and Teaching of Physics.* For prospective teachers of high school physics. Caswell. Daily at 10, 105 Deady. *Three hours.*

120. *Advanced Laboratory.* Additional laboratory work in general physics supplementary to course 9. 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. Laboratory fee, \$4.00 per credit hour. Hewitt. Physics Laboratory, Deady. *One to three hours.*

†131. *Landmarks of Physical Science.* Outstanding discoveries and theories of physics and the related sciences of astronomy and chemistry studied in their relation to subsequent developments in physical science and their effects upon the advancement of civilization. Lectures and assigned readings. Caswell. Daily at 10, 105 Deady. *Three or four hours.*

125,225. *Advanced and Graduate Courses.* Under this title the department is prepared to offer one of the following courses: Thermodynamics, molecular physics, optics or modern electrical theory. Prerequisites: A year-course in college physics, or an equivalent, and a working knowledge of calculus. Conferences and assigned readings. Caswell. 3 Deady. *Hours to be arranged.*

† One of these courses will be given, but not both, depending upon demand.

## POLITICAL SCIENCE

Dr. THOMPSON

### LOWER DIVISION

4. *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 8, 5 Commerce. *Three hours.*

### UPPER DIVISION

108s. *Political Parties.* The political party as an agency of popular government; development of the American party system; organization and functions of political parties; suffrage; nominations, political campaigns, and electoral problems. Daily at 10, 5 Commerce. *Three hours.*

### GRADUATE DIVISION

202. *Seminar in Federal Centralization and State Rights.* The problem of legislative and administrative areas with special reference to the enlarging sphere of federal authority with the powers of the states; tasks and hazards of federal centralization. 5 Commerce.

*Hours and time to be arranged.*

## PSYCHOLOGY

Dr. GILLILAND, Assistant Professor TAYLOR, Mr. CUTSFORTH

### LOWER DIVISION

11s. *Beginners Laboratory.* An exact duplicate of the laboratory work given in connection with the beginners course during the regular academic year. Three hours laboratory daily. Recommended for students anticipating major work in psychology, and for transfers from other departments or institutions, who lack training in laboratory technique. Cutsforth. Daily, 1 to 4, Psychology laboratory, Condon. *One to three hours as arranged.*

12s. *General Psychology.* A study of the native traits such as reflexes, instincts, sensations, and feelings and how they are modified by experience into the higher and more effective forms of human behavior. Will be conducted by means of lectures, demonstrations and recitations. Gilliland. Daily at 9, 101 Condon. *Three hours.*

### UPPER DIVISION

105. *Genetic Psychology.* A study of the theories concerning the origin of life and its development from the simplest forms through the invertebrate and vertebrate series to man. Paralleling this will be a study of the development of the individual from a single cell. This will in-

clude a study of physical and mental growth, habit formation, learning and character development. It is recommended that the student will have completed a course in biology or zoology. Gilliland. Daily at 10, 101 Condon. *Three hours.*

130. *Psychology of Vocational Guidance.* A consideration of the validity of the basic assumptions underlying various proposals for vocational guidance. A survey of the psychological factors involved in vocational choice and success. A discussion of the possibilities and limitations of various methods of making predictions and judgments in this field. Some practice with typical vocational tests and methods of job analysis will be given; also some opportunity for work on problems of special interest to individual students. Taylor. Daily at 8, 302 Condon. *Three hours.*

166. *Problems in Psychology of Learning.* (a) A study of the nature of the learning process. Motivation, attention and cognitive cues as factors in learning. Experiments with and introspective analysis of some typical learning situations. A discussion of the possibility and methods of facilitating various types of learning. Taylor. Daily at 9, 302 Condon. *Three hours.*

## GRADUATE DIVISION

205. *Seminar in Systematic Psychology.* The nature of this course will depend largely upon the preparation of those registered in the class. It will probably be concerned with the fundamental facts and theories upon which modern psychology is founded. Gilliland. 302 Condon. *Hours and credit to be arranged.*

## POST SESSION

## UPPER DIVISION

166. *Problems in Psychology of Learning.* (b) Continuation of course 166(a). Taylor. 302 Condon. *Hours and time to be arranged.*

## ROMANCE LANGUAGES

Dr. PATTERSON, Assistant Professor WRIGHT

## LOWER DIVISION

12s. *Second Year Spanish.* Review of grammar, composition, conversation in conjunction with translation of modern Spanish authors. Wright. Daily at 2, 5 Oregon. *Three hours.*

## UPPER DIVISION

111s. *French Classical Drama.* Reading and interpretation of the great masterpieces of the classical period, including plays by Corneille, Racine and Moliere, but with particular emphasis on Moliere. Patterson. Daily at 10, 4 Oregon. *Three hours.*

121s. *Survey of Spanish Literature.* (Given in English). From the earliest masterpieces to contemporary writers, with reports on the outstanding works; class discussion of the most interesting themes, such as those of Cid, the Infantes de Lara, and Don Juan; and the working out by the group of an outline of the periods of most importance in the history of Spanish literature. Wright. Daily at 3, 5 Oregon. *Three hours.*

165. *Survey of French Literature in English.* (See also English). From the earliest masterpieces to contemporary writers. This course is particularly designed for students in English. Patterson. Daily at 9, 4 Oregon. *Three hours.*

## GRADUATE DIVISION

210s. *French Phonetics.* Affords constant drill in producing the exact sounds according to scientific methods, including accuracy in pitch and rhythm. This method of teaching French pronunciation is now being adopted very generally throughout this country, and in many of the states an examination in phonetics is required of all teachers of French. Patterson. 4 Oregon. *Hours and time to be arranged.*

218s. *Spanish Literature of the Golden Age.* A graduate seminar devoted to the study of the outstanding works of the sixteenth and early seventeenth centuries in Spain, with particular attention to Cervantes's *Don Quijote*, Lope de Vega's *La Dama Boba*, and Calderon's *La Vida es Sueño*. Wright. Daily at 4, 5 Oregon. *Three hours.*

NOTE: In case of sufficient demand, elementary work in French and Spanish will be offered, in addition to the courses here listed.

## SOCIOLOGY

Dean PARSONS, Professor REYNOLDS

## LOWER DIVISION

54. *Elementary 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. Reynolds. Daily at 10, 111 Johnson. *Three hours.*

## UPPER DIVISION

131. *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. Reynolds. Daily at 9, 111 Johnson. *Three hours.*

150s. *Introduction to Modern Social Problems.* Will consider the forces which threaten the disintegration of modern civilization and their relation to the various types of social problems with which modern society has to contend. Parsons. Daily at 9, 110 Johnson. *Three hours.*

153s. *Crime and the Criminal.* The crime problem will be studied from three standpoints: First, the criminal and the development of criminal science; second, crime and the factors external to the criminal; third, the manner in which society has reacted and is reacting to the criminal. A scientific program for dealing with crime is suggested. Parsons. Daily at 8, 110 Johnson. *Three hours.*

## GRADUATE DIVISION

203. *Seminar in Social Institutions.* Several lectures will consider the nature and functions of social institutions, after which the students will select topics for study and discussion by seminar methods. Parsons. Daily at 10, 2 Johnson. *Hours to be arranged.*

215. *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. Reynolds. 2 Johnson. *Hours and time to be arranged.*

## ZOOLOGY

Dr. YOCOM, Dr. HUESTIS

## LOWER DIVISION

21-121. *General Biology.* Lectures upon the fundamental characteristics of living things and upon present day biological theories. Huestis. Daily at 10. 107 Deady. *Three hours.*

57. *Field Study of Western Birds and Mammals.* A study of birds and mammals as they appear in their natural surroundings in the vicinity of Eugene. Animal habits, habitat preferences and associations will be studied. Morning walks, 7 to 9, or lectures, 8 to 9 a. m., and Saturday morning trips, with some afternoon laboratory work. Laboratory fee, \$1.00. Huestis. Daily at 8, 107 Deady. *Three hours.*

## UPPER DIVISION

115s. *Genetics.* For students who have had an introductory course in this subject practice in experimental breeding and discussion of genetic theory will be provided. Laboratory fee, \$2.00. Huestis. Daily at 9, 107 Deady. *Three hours.*

124s. *Advanced Invertebrate Zoology.* A study of the morphology, physiology, life history, etc., of representatives of the groups of invertebrates of the Oregon coast. Lectures and laboratory work, alternating with course 125. Open to students who have satisfactorily completed one year's work in zoology. Laboratory fee, \$3.00. Yocom. *Four hours.*

125. *Marine Zoology.* A field course dealing with the taxonomy and ecology of shore forms. Field and laboratory work. Open to students having completed one year's work in Zoology. Laboratory fee, \$3.00. Yocom. *Four hours.*

140s. *Special Undergraduate Problems.* Properly qualified undergraduates may carry on semi-independent work on distribution, and life history of the different groups. Yocom. *Credit to be arranged.*

## GRADUATE DIVISION

203s. *Research.* For graduates who are able to undertake independent work on problems of marine zoology. Yocom. *Credit to be arranged.*

NOTE: Courses 124s, 125, 140s and 203s will be given at the Marine Station at Coos Bay, from June 15 to July 22.

## POST SESSION AT EUGENE

Through an increasing demand on the part of advanced and graduate students for longer opportunities for summer study, last year the campus post-session was definitely organized, with selected offerings in a few departments. This, in effect, provided a summer quarter and the very evident demand it satisfied has led to a more substantial schedule of courses for 1927. The period in length will be the same as last year, including four weeks, from August 1 to August 26. The registration fee is \$10.00. Faculty and courses have been listed under the various departmental descriptions but for convenience of reference they are repeated here together. Dr. Dan E. Clark, assistant director of the Portland session, will be in administrative charge and will act as general adviser.

## FACULTY

DONALD G. BARNES, Ph.D.	Professor of History
MERTON K. CAMERON, Ph.D.	Professor of Economics
DAN E. CLARK, Ph.D.	Professor of History
B. W. DEBUSK, Ph.D.	Professor of Education
HOMER P. RAINEY, Ph.D.	Professor of Education
H. D. SHELDON, Ph.D.	Dean of School of Education
S. STEPHENSON SMITH, B.Litt.	Assistant Professor of English
HOWARD R. TAYLOR, M.A.	Assistant Professor of Psychology
FLAUD C. WOOTON, B.S.	Instructor in Education

## List of Courses

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

## ECONOMICS

123s. *Modern Industrial Tendencies.* (b). Cameron. Daily at 9, 111 Johnson. *Two hours.*

## EDUCATION

150. *Social Aspects of Teaching.* Wooton. Daily at 8, 4 Education. *Two hours.*

183s. *Technique of High School Teaching.* Wooton. Daily at 9, 4 Education. *Two hours.*

200. *Thesis Writing.* (b). Sheldon, Rainey, DeBusk. Time to be arranged, 2 Education. *Two to four hours.*

251. *Studies in the History of the Application of the Democratic Idea to Modern Elementary School Systems.* (b). Sheldon. 2 Education. *Hours and time to be arranged.*

276. *Financing Public Education.* (b). Rainey. Daily at 10, 3 Education. *Hours to be arranged.*

294. *Statistical Methods in Education.* (b). Rainey. Daily at 11, 3 Education. *Hours to be arranged.*

## ENGLISH

- 159s. *Romantic Movement*. Smith. Daily at 1, 110 Johnson.  
Two hours.
174. *Modern Drama Since Ibsen*. Smith. Daily at 2, 110 Johnson.  
Two hours.

## HISTORY

- 152s. *Europe Since 1914*. Donald Barnes. Daily at 10, 110 Johnson.  
Two hours.
- 179s. *Forces and Influences in American History*. Clark. Daily at  
11, 111 Johnson. Two hours.

## PSYCHOLOGY

- 166s. *Problems in the Psychology of Learning*. (b). Taylor. 302  
Condon. Hours and time to be arranged.

## THE PORTLAND SESSION

## LINCOLN HIGH SCHOOL

## THE FACULTY, 1927

ARNOLD BENNETT HALL, J.D., LL.D.	.....	President of the University
ALFRED POWERS, B.A.	.....	Director of Summer Sessions
DAN E. CLARK, Ph.D.	.....	Assistant Director, Portland Session
CARLTON E. SPENCER, B.A., J.D.	.....	Registrar of the University
MARGARET M. SHARP	.....	Secretary
DOROTHY S. KELLY, B.A.	.....	Librarian

R. F. ARRAGON, Ph.D.	.....	Professor of History, Reed College
ALICE BARROWS, M.A.	.....	Specialist, U. S. Bureau of Education
WILLIAM H. BOYER	.....	Supervisor of Music, Portland Public Schools
EDWARD P. CHEYNEY, LL.D.	.....	Professor of History, University of Pennsylvania
DAN E. CLARK, Ph.D.	.....	Professor of History
MARGARET D. CREECH, B.A.	.....	Assistant Professor of Sociology
SADIE ORR-DUNBAR	.....	Executive Secretary, Oregon Tuberculosis Association
F. S. DUNN, M.A.	.....	Professor of Latin
THOMAS D. ELIOT, Ph.D.	.....	Professor of Sociology, Northwestern University
RUDOLF H. ERNST, Ph.D.	.....	Associate Professor of English
FRANKLIN FEARING, Ph.D.	.....	Associate Professor of Psychology, Ohio Wesleyan University
FREDERICK W. GOODRICH	.....	Instructor in Music, Portland Center
LAWRENCE E. GRIFFIN, Ph.D.	.....	Professor of Biology, Reed College
RUTH E. HALVORSEN	.....	Instructor in Art, Portland Public Schools
J. H. HOLST, M.A.	.....	Professor of Education, Montana State College
KAI JENSEN, M.A.	.....	Instructor in Education
J. E. KIRKWOOD, Ph.D.	.....	Professor of Botany, University of Montana
ROBERT KROHN	.....	Supervisor of Physical Education, Portland Public Schools
SHIRLEY V. LONG, M.A.	.....	Instructor in Short Story, Columbia University
IBA A. MANVILLE, M.D.	.....	Associate in Physiology, School of Medicine
WALTER W. R. MAY	.....	Executive News Editor, The Morning Oregonian
CHARLES MCKINLEY, M.A.	.....	Professor of Political Science, Reed College
BENIAMINO RE	.....	Instructor in Italian, Portland Center
HUGH E. ROSSON, B.S., LL.B.	.....	Associate Professor of English and Law
WILLIAM SAVERY, Ph.D.	.....	Professor of Philosophy, University of Washington
F. G. G. SCHMIDT, Ph.D.	.....	Professor of German
DOROTHY E. SMITH, B.A.	.....	Head of School Department, Portland Library
ELMER W. SMITH, M.A.	.....	Professor of English, Colgate University
WALTER W. SNYDER, M.A.	.....	Assistant Professor of English
F. MIRON WARRINGTON, Diplome de l'Universite de Paris	.....	Professor of Business Administration
E. H. WHITNEY, B.A.	.....	Assistant Superintendent of Schools, Portland
ESTHER W. WUEST, Chicago Art Institute	.....	Director of Art Instruction, Portland Public Schools

## GENERAL INFORMATION

The Portland office of the University is located at 322 Corbett building, Fifth and Morrison streets; telephone number, Atwater 2919. All executive details of the classes are handled from this office. Office hours are from 9 a. m. to 5 p. m., with the exception of Saturday, when the office closes at 1 p. m.

## REGISTRATION

All classes will be held at Lincoln high school, Park and Market streets, and, with few exceptions, will meet daily between 8 a. m. and noon. Classes begin Monday, June 20, as scheduled on page 55. 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 322 Corbett building from noon until 5 p. m. during each day of the period of registration which closes Saturday, June 25, at 1 p. m. Students living in Portland or arriving in advance will find it convenient to enroll beforehand. The administrative staff and members of the faculty will serve as advisers and will be available throughout the registration period for conference in regard to selection of suitable courses, requirements, credits and other details of the summer program and its relationship to the general academic program of the student.

## REGISTRATION OF GRADUATE STUDENTS

Graduate students should record themselves as such not only in their classes and with their instructors, but should place their names on file at the Portland Center office, filling out a special card for the courses in which they wish to receive graduate credit. 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.

Credit toward advanced degrees may be earned in some departments. The courses starred (\*) will carry graduate credit.

## LIBRARY

The Portland Library, with 440,902 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. Mrs. Dorothy S. Kelly, 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 20, and may be obtained from the J. K. Gill Company, Fifth and Oak streets.

## EXPENSES

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

## ROOM AND BOARD

One of the delightful features of the location of the Portland summer session is the wide range of satisfactory living accommodations. Room and board, together or separately, in private houses, boarding establishments or residential hotels may be secured at varying prices in accordance with the wishes and demands of the students, or arrangements for housekeeping 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. During the first week a reception will be given by the faculty for the students. In addition, 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.

Dr. A. M. Harding, professor of mathematics and astronomy at the University of Arkansas, whose "celestial travelogue" programs are nationally popular, will lecture in Library Hall, Central Library, Thursday, July 7, at 8 p. m.

Dr. Daniel C. Knowlton, assistant professor of visual instruction, Yale University, will give an illustrated lecture in Library Hall, Friday, July 15, at 8 p. m.

Frederick W. Goodrich, instructor in music in the Portland Extension Center and a member of the summer faculty, will give an organ recital at St. Mary's Cathedral, 18th and Couch streets, Thursday, July 21, at 2:30 p. m.

## 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, extempore debates, brief dramatizations of class projects, readings and other features by students, faculty and distinguished summer visitors to Portland. Among the early speakers scheduled will be President Arnold Bennett Hall, Dr. Edward P. Cheyney of the University of Pennsylvania, and Miss Alice Barrows of the United States Bureau of Education.

## FACULTY MEETINGS

A meeting of the faculty will be held on Friday, June 24, at 2 p. m. in the Story Hour Room of the Central Library.

## 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 and history. 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.

*Description of Courses*

In the following description of courses, it is intended that the general character of each course shall be indicated by its number. Courses numbered from 1 to 99 are commonly called lower division courses, and are primarily intended for students in the first two years of the college course. Courses numbered from 100 to 199 are upper division courses, intended primarily for advanced undergraduates, but are sometimes acceptable for credit toward a graduate degree when taken by registered graduate students and supplemented by especially arranged additional assignments of work. Courses available for graduate credit are starred (\*).

The hours noted after each course description represent term-hours of university credit which may be earned.

## ART

Miss WUEST, Miss HALVORSEN

## LOWER DIVISION

91s. *Modern Methods of Teaching Design*. A presentation of the subject of design to develop a knowledge of art principles as a basis for the enjoyment, appreciation and recreation of decoration for practical purposes. Simple methods of creating pattern. The use of line, dark and light, and color, in decoration. Practical problems in decorative and constructive design. Wuest. Daily at 9 a. m. Room 301.

*Three hours.*

95. *Handicrafts*. (a) Metal and jewelry. Principles of constructive and decorative design as related to this craft. Processes and methods involved in the making of articles from copper, brass, aluminum and silver. (b) Parchment. Methods of developing transparent decoration on paper and on cloth for decorative purposes. Processes and materials used. (c) Lacquer and enamel. The development of decoration for opaque materials. Adaptation to practical problems for use in the home. Halvorsen. Daily from 10 to 12 a. m. Room 301.

*Three hours.*

NOTE: It is recommended that crafts students take also the course in design at 9 a. m.

## UPPER DIVISION

191s. *Art Activities for Public Schools*. A practical and systematic presentation of art instruction as developed in a modern course of study. Creative subjects, constructive problems, correlation and development of appreciation. Methods of planning and presenting lessons. Of special interest to teachers in platoon schools. Wuest. Daily at 8 a. m. Room 301.

*Three hours.*

196s. *Home Decoration*. A practical course outlining the art elements in home planning and decoration. Fundamental principles of proportion. Arrangement for structural unity. Study of color and how to use color in various combinations. Selection of appropriate materials for floors, walls and hangings. Consideration of good furniture for the home. Halvorsen. Daily at 9 a. m. Room 317.

*Three hours.*

## BIOLOGY

DR. GRIFFIN

## LOWER DIVISION

1s. *General Biology*. A course considering the nature, structure and organization of the physical basis of life; organisms as mechanisms for the transformation of energy; units of structure and function; the evolution of structure and sex; the role of organisms in the cycle of elements; animal and plant associations; biological factors of disease; principles and mechanism of heredity; theory and evidences of evolution. Daily at 8 a. m. Room 316.

*Three hours.*

## UPPER DIVISION

101. *Evolution and Heredity*. An examination of the evidence of organic evolution; factors and theories of evolutions; mechanism of heredity; laws of heredity, practical applications of our knowledge of heredity in breeding animals and crops; application of heredity to human progress; eugenics. Daily at 9 a. m. Room 316.

*Three hours.*

## BOTANY

DR. KIRKWOOD

## LOWER DIVISION

11. *Platoon Nature Study*. A study of the phases of plant life most adaptable to work in nature study in graded schools. The course will deal with a wide range of materials and will emphasize their simple practical applications. It will afford a broad outlook upon plant life and its relation to factors in nature and its varied bearing upon human interests. Daily at 10 a. m. Room 316.

*Three hours.*

## UPPER DIVISION

101. *Systematic Study of Plants*. Outlines of the classification of the flowering plants, stressing the more evident family characters as a basis of ready recognition of the groups, and noting the differentiating marks of the common races. Acquaintance with the local flora. More or less adaptable to individual preparation and needs. Presupposes elementary knowledge of plant structures. Students, if in doubt, may consult the instructor before enrolling. Daily at 11 a. m. Room 316.

*Three hours.*

## GRADUATE DIVISION

213s. *Graduate Problems in Botany*. Research under direction. Students desiring to enroll in this course are encouraged to elect their own problems, subject to the approval of the instructor; or, if preferred, the department will assign subjects for investigation. Advance correspondence regarding problems may be addressed to the instructor. Room 316.

*Hours and time to be arranged.*

## ECONOMICS

Professor MCKINLEY

## LOWER DIVISION

1. *Introduction to the Economic Order.* Emphasis will be upon the economic order to be found in the United States. An examination will be made of the typical economic processes and the outstanding economic problems to be found in both urban and rural communities. Some attention to the historical setting of these processes will be given. An effort will be made to use concrete illustrations out of which problems of economic theory may emerge. Daily at 8 a. m. Room 106. *Three hours.*

## EDUCATION

Miss BARROWS, Professor HOLST, Superintendent WHITNEY,  
Associate Professor ROSSON, Mr. JENSEN

## LOWER DIVISION

53s. *Educational Psychology.* General introduction to the problems and methods of educational psychology, including original nature; psychological principles underlying learning, class instruction and curriculum making; habit formation; memory; factors and conditions involved in improving mental processes; the nature and measurement of individual differences and their significance for instruction; classification and promotion of school children; mental development; growth curves; transfer of training; and reasoning. Jensen. Daily at 8 a. m. Room 113. *Three hours.*

## UPPER DIVISION

\*100. *Administration of the Platoon School.* Reasons for the development of the platoon plan, its history and philosophy; methods of developing the platoon plan as illustrated by different cities; remodeling old buildings and erecting new buildings for the plan; the importance of play space; organizing platoon schools; the preparation of teachers for the plan; some results of the platoon plan and the possibilities of its future development. (In connection with this course, opportunity will be given for the class to visit school buildings, both existing buildings remodeled for the plan, and those erected for platoon schools.) Barrows. Daily at 8 a. m. Auditorium. *Three hours.*

101. *Correlated Activities of Platoon Schools.* Meeting the needs of children under the platoon plan; the work of the home rooms, of special activities—nature study, library, art, music—of the auditorium, of play and physical training, as developed in platoon schools of different sizes and in different cities; how all these activities are organized and knit together so as to provide an enriched school day; time allotments, equipment of special activity rooms, auditoriums and gymnasiums; results of the platoon plan for the children and teachers. (In connection with the course, visits will be made to platoon schools to study the arrangement and equipment of rooms, auditoriums and gymnasiums. Source material on the various activities will be provided.) Barrows. Daily at 9 a. m. Auditorium. *Three hours.*

102. *Integration of Subjects of Platoon Curriculum.* Adapting the daily program to avoid duplications and overlapping of effort; showing the relation of the work of the home room to the work done in the spe-

cial rooms and offering a plan for coordination; giving material which will form a good basis for, and suggesting projects which may be used as means of integration. This course should be especially attractive to those teachers who are now in the platoon system, or expect soon to be. Whitney. Daily at 11 a. m. Room 112. *Three hours.*

109. *School Laws of Oregon.* A study of the Oregon laws relating to the establishment, development and administration of the public school system of the state. Designed specifically for those in administrative school work in the urban and rural schools. Various statutes will be analyzed. Frequent reference will be made to cases decided by the Supreme Court of the state, thus making the student familiar with judicial method and interpretation in dealing with problems arising under the school laws. Rosson. Daily at 8 a. m. Room 103. *Three hours.*

172s. *Educational Tests and Measurements.* The history of the test movement; nature of intelligence; fundamental assumptions and technique involved in test making; study and evaluation of more important individual and group tests; giving, scoring and interpreting results; practice in the simpler statistical procedures; I.Q., E.Q. and A.Q., individual differences; function of tests and measurements in class room and educational administration; diagnostic uses; and related problems. Jensen. Daily at 9 a. m. Room 113. *Three hours.*

177. *Administration of Rural and Urban Schools.* The organization, administration and supervision of rural schools; the training and experience and qualities of leadership desirable for principals; a study of rural school problems with aids for their solution; the relationship of rural and village school situations to those of city schools. Whitney. Daily at 10 a. m. Room 112. *Three hours.*

\*181s. *High School Administration and Supervision.* An analysis of the work of the high school principal. Organizing and equipping the school; teacher and pupil assignments; standardizing and administering routine; school records; supervision of instruction and of socialization; teachers' meetings; school morale; publicity and community relations; school finance; measuring school efficiency; and other significant topics. Holst. Daily at 10 a. m. Room 113. *Three hours.*

\*197. *Educational Guidance.* Brief history of educational guidance and personnel administration. Setting up a guidance program. Preparation and qualifications for guidance and counseling. School personnel records and the use of various types of tests. Occupational information and placement as it relates to industry or to continuance of schooling. Holst. Daily at 11 a. m. Room 113. *Three hours.*

## ENGLISH

Professor SMITH, Miss LONG, Dr. ERNST, Dr. SCHMIDT, Assistant Professor SNYDER

## LOWER DIVISION

51. *Advanced Writing.* Designed to develop proficiency in the art of writing descriptive and narrative sketches, essays and articles. Emphasis will be placed on devices for heightening style and interest. Students entering this course are assumed to have a degree of skill in written expression. Snyder. Daily at 8 a. m. Room 116. *Three hours.*

57s. *Elementary Short Story*. For those who wish to write fiction and those who wish to develop critical appreciation of narrative writing. Essentials of plot; characterization in fiction; analysis of typical short stories; general necessities of the short story. Open to those who have had one year of college composition. Long. Daily at 10 a. m. Room 110.  
*Three hours.*

## UPPER DIVISION

103s. *Advanced Short Story*. For those who have had the equivalent of the course in the elementary short story. Emphasis is upon the original work of the student. Criticism of stories, with class room discussion; the materials and methods of the fiction writer; the study of plot. Long. Daily at 11 a. m. Room 110.  
*Three hours.*

104. *Puritan and Pioneer Traditions in American Literature*. Following a brief survey of Colonial literature, the writers of the last century will be studied as artists and as interpreters of the Puritan tradition, the pioneer spirit, the romanticism and realism that have characterized American life. Lectures, readings and reports. Smith. Daily at 11 a. m. Room 106.  
*Three hours.*

G143s. *Modern German Authors and their Social Significance*. (See German). Lectures in English. Applicants need not know German, as most of the works discussed and assigned for reading are available in English. Only the more recent authors will be studied, such as Hauptmann, Sudermann, Wildenbruch, Fulda, Frenssen, Mann, Huch, Ebner-Eschenbach, Wedekind, Toller. Schmidt. Daily at 11 a. m. Room 104.  
*Three hours.*

\*180s. *Elizabethan Tragedy*. Some consideration of Greek and Latin tragedy. Study of Elizabethan playwrights, except Shakespeare. Lodge, Kyd, Marlow, Jonson and others. Lectures and discussions. Ernst. Daily at 9 a. m. Room 110.  
*Three hours.*

185s. *English Novel from Defoe to Scott*. Reading and discussion of the representative works from Defoe, Richardson, Fielding, Smollett, Goldsmith, Sterne, Jane Austen and Scott, supplemented by lectures on social backgrounds and on the historical development of the novel. Snyder. Daily at 9 a. m. Room 116.  
*Three hours.*

\*193. *English Literature of the Nineteenth Century*. A study of the leading poets and prose writers of the nineteenth century as interpreters of the significant elements in human experience manifest in the lives of individuals and in the social and political movements of the century. Lectures, readings and reports. Smith. Daily at 10 a. m. Room 106.  
*Three hours.*

194. *Main Tendencies in Current Literature*. The reaction from Victorianism in Hardy, Kipling and others. The decadents: Wilde and his associates. Naturalism in Hauptmann, Bennett and Chekhov. The didactic literature of Shaw and Anatole France. Neo-romanticism in Maeterlinck, Hudson and Conrad. Expressionism: Toller and O'Neill. Ernst. Daily at 8 a. m. Room 110.  
*Three hours.*

## GERMAN

Dr. SCHMIDT

## LOWER DIVISION

1s. *Elementary German*. Intended for students who wish to acquire quickly a reading knowledge of the language for scientific purposes or to review the essentials. Students successfully finishing the course may continue the work by correspondence or by entering the second term of German in the University. Daily at 8 a. m. Room 104.  
*Three hours.*

## UPPER DIVISION

102s. *German Stories*. Reading of German stories, such as: Storm's *Pole Poppenspüler*; Meyer's *Gustav Adolfs Page*; Heyse's *Die Blinden*; Keller's *Romeo und Julia auf dem Lande*; Rosegger's *Der Lex von Guttenhag*; Spyri's *Rosenresli*; Münchhausen's *Reisen und Abenteuer*. Presupposes about a year's study of German, but more advanced students can take the course with profit, as special attention will be given to their needs. Daily at 9 a. m. Room 104.  
*Three hours.*

130s. *Teaching of Modern Languages*. Lectures and discussions of methods of teaching German, French and Spanish in cooperation with other instructors of modern languages; examination of texts. Required of students who wish to be recommended as teachers of foreign languages. This course will be offered in English and may count toward satisfaction of the state requirement of 22 term-hours in education, as part of the six-hour allowance in teaching methods. Daily at 10 a. m. Room 104.  
*Three hours.*

143s. *Modern German Authors and their Social Significance*. (See English). Lectures in English. Applicants need not know German, as most of the works discussed and assigned for reading are available in English. Only the more recent authors will be studied, such as Hauptmann, Sudermann, Wildenbruch, Fulda, Frenssen, Mann, Huch, Ebner-Eschenbach, Wedekind, Toller. Daily at 11 a. m. Room 104.  
*Three hours.*

## HISTORY

Dr. CHEYNEY, Dr. ARRAGON, Dr. CLARK

## LOWER DIVISION

73. *National Development of the United States*. The growth of nationality and the course of national policy from Washington's administration to the period of reconstruction, will be treated in relation to economic and social factors, such as European ties and continental expansion, commercial and agrarian interests, democracy and sectionalism, slavery and the rise of industry. Arragon. Daily at 9 a. m. Room 111.  
*Three hours.*

## UPPER DIVISION

160. *Modern Industrial and Social History of England*. The principal changes in the life of the common people in the eighteenth, nineteenth and twentieth centuries; the industrial revolution, changes in agriculture and trade, the history of factory laws, trade-unions, cooperation, socialism, parliamentary reform, government regulation of industry and social conditions, the rise of the labor party, and the social effects of the great war. Lectures and discussions. Cheyney. Daily at 11 a. m. Room 111.  
*Three hours.*

\*161. *Relations between England and the Continent of Europe. (1300-1500).* The principal economic and political relations between England and France, Italy, Germany and the Netherlands in the period connecting the middle ages with modern times, including the Hanseatic league, the rise of English commerce, the one hundred years war, the Peasants' rebellion and the origin of parliament and the Estate General. Lectures and readings. Cheyney. Daily at 10 a. m. Room 111.

*Three hours.*

\*178s. *History of the West.* The westward movement and its effect upon the life, ideas, problems and institutions of the American people. Special attention will be given to the period since 1850 and to the region west of the Mississippi river, including such subjects as mining booms, overland transportation, opening of the Indian lands, railroad building, and political problems. Clark. Daily at 11 a. m. Room 103. *Three hours.*

\*180. *Latin America and the United States.* Contacts of culture and race, colonial heritage, revolution, growth of national states and their economic and political relations with industrial powers, will be studied with the aim of understanding the social and political conditions of Latin America and the role of the United States on the shores and islands of the Caribbean. Arragon. Daily at 8 a. m. Room 111. *Three hours.*

## JOURNALISM

Mr. MAY

### LOWER DIVISION

30s. *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. Daily at 10 a. m. Room 116. *Three hours.*

## LATIN

Professor DUNN

### UPPER DIVISION

130s. *Caesar's "Bellum Civile."* Designed for a twofold purpose—rapid reading of an advanced nature and the discussion of Caesarean antiquities for teachers of second-year Latin, the "Civil War" being a classic not ordinarily read either by undergraduates or by teachers. The "Greater Caesar" and Caesarean bibliography will occupy a generous share in the discussion. Daily at 10 a. m. Room 102. *Three hours.*

\*131. *Selected Letters of Cicero.* A course similar to that in Caesar's "Bellum Civile," but with third-year Latin as the objective, and the greater appreciation of Cicero, his contemporaries, and his place in history. Daily at 11 a. m. Room 102. *Three hours.*

135. *Classic Antiquities.* A series of lectures, abundantly illustrated with lantern slides and photographs, and supported with required readings, to familiarize Latinists with the central scene of Latin classics and to make alive the ruins and monuments of Rome. Daily at 8 a. m. Room 102. *Three hours.*

\*153s. *Latin Pedagogy.* Intended to provide a laboratory for teachers, involving the discussion of practical problems ordinarily to be met with in high school Latin. Daily at 9 a. m. Room 102. *Three hours.*

## MUSIC

Mr. BOYER, Mr. GOODRICH, Mr. RE

### LOWER DIVISION

9s. *Musical Structure and Form.* Contrapuntal forms of early days; folk songs and folk dances of many nations; the old dance forms; idealized dance music; old and modern suite; theme and variations; sonata and sonata forms; old and modern rondo; concerto; symphony and string quartet; grand opera; light opera; oratorio; the art song; paraphrases; rhapsodies; arrangements and transcriptions; mixed and indefinite forms. These lectures will be illustrated by Duo-Art recordings for the pianoforte and by the orthophonic phonograph. Goodrich. Daily at 8 a. m. Room 108. *Three hours.*

12s. *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 10 a. m. Room 108. *Three hours.*

13s. *Song Interpretation.* Class singing, directing, interpretation of song material, and baton technique. To train teachers not so much to handle glee clubs, as to do their everyday class room singing in a more finished manner. Boyer. Daily at 11 a. m. Room 108. *Three hours.*

32s. *Elementary Italian for Music Teachers.* (See Romance Languages.) Grammar, conversation and reading. Italian will be used as much as possible. Special attention will be given to the needs of singers. Several popular Italian songs will be sung in class. Re. Daily at 11 a. m. Room 116. *Three hours.*

### UPPER DIVISION

101. *Harmony and Counterpoint, Classical and Modern.* The harmony and counterpoint of Bach and his contemporaries. The classical period, Hayden, Mozart, Beethoven. The beginnings of the Romanticists, Schubert, Schumann, Chopin, Liszt, Wagner. The French school, Debussy, Ravel, D'Indy, Fauré, Severac. The Russian school, Arensky, Balakirev, Glazounow, Glinka, Moussorgsky, Prokofieff, Rachmaninoff, Rubenstein, Scriabine, Stravinsky, Tschaiakowsky. The modernists of Italy, Spain and Scandinavia. The modern British and American school. The lectures will be illustrated by Duo-Art and phonographic recordings. Goodrich. Daily at 9 a. m. Room 108. *Three hours.*

## PHILOSOPHY

Dr. SAVERY

### UPPER DIVISION

114. *Social Ethics.* Social ideals and social progress, with special emphasis on the conflict and possible reconciliation of aristocracy and

democracy in government, industry, law, education, art and race improvement. Discussion of world peace and world federation. The course concludes with a study of optimism and pessimism, and the relation of religion to social ideals. Daily at 10 a. m. Room 105. *Three hours.*

\*130. *Present Movements in Philosophy.* The most significant contemporary philosophers: Williams James, United States; Bergson, France; Croce, Italy; Spengler, Germany; Bertrand Russell, England; and Cardinal Mercier and Neo-Scholasticism in Belgium. The course comprises a discussion of pragmatism, various forms of realism and idealism, the relation of soul and body, including the new theory of emergency, and recent philosophies of history. Daily at 11 a. m. Room 105. *Three hours.*

### PHYSICAL EDUCATION

Mr. KROHN

#### LOWER DIVISION

30. *Sports and Recreation.* During this hour the program will include organized and unorganized games for playground and gymnasium. Athletics on track, folk dancing; swimming and diving; tennis. Bathing suits and towels must be provided by swimmers. Daily at 1 p. m. Gymnasium. *One and one half hours.*

#### UPPER DIVISION

109. *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. Daily at 12. Gymnasium. *One and one half hours.*

### PHYSIOLOGY

Dr. MANVILLE

#### UPPER DIVISION

101s. *Human 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. Daily at 9 a. m. Room 114. *Three hours.*

### PLATOON LIBRARY COURSE

Miss SMITH

#### LOWER DIVISION

10. *Children's Literature.* Intended for those planning to become library teachers of platoon schools, but is also of use to teachers in other types of schools who wish to make the best use of the school survey of the field of children's literature as follows: History of children's literature, readers and primers, illustrators, folk lore and fairy tales, myths and legends, hero stories, ballads, poetry, story-telling, animal stories, adventure, science, occupations and amusements, books for special days, great literature. Lectures, reports and discussions. Daily at 9 a. m. Room 107. *Three hours.*

### POLITICAL SCIENCE

Professor MCKINLEY

#### UPPER DIVISION

\*108. *The Place of Political Parties in the Modern State.* A study of the origins of modern political parties, and of their functions and structure. While particular attention will be given to the American scene, opportunity to compare this with party life and activity in England, France and certain other countries will be afforded. Lectures and text. Daily at 9 a. m. Room 106. *Three hours.*

### PSYCHOLOGY

Dr. FEARING

#### UPPER DIVISION

\*118s. *Abnormal Psychology.* A critical survey of the abnormal types of behavior and general psycho-pathology. The phenomena of "insanity," mental deficiency, hypnosis, suggestion, dreams and dissociated personality, will be considered. Critical attention will be given to the theories and practice of psycho-analysis and other psycho-therapeutic methods. The work of Freud, Jung, White, Adler, Janet and other specialists in this field will be reviewed. Special attention will be given to problems of individual mental hygiene and the modes of healthy and unhealthy adjustment to environment. If possible, clinics will be arranged. Daily at 9 a. m. Room 105. *Three hours.*

121. *Psychology of Music and Art.* A systematic consideration of the psychological principles involved in the creation and appreciation of art forms. The data from experimental aesthetics will be reviewed and attention will be given to primitive art, the physiological processes involved in sensory stimulation (especially in connection with *hearing* and *vision* as these relate to music and visual art forms), the motor responses in rhythm, and to tests of musical aptitude and aesthetic appreciation. Daily at 8 a. m. Room 105. *Three hours.*

### PUBLIC SPEAKING

Associate Professor ROSSON

#### LOWER DIVISION

90. *Public Speaking.* A course for students who wish to obtain a fundamental knowledge of public speaking. A study of the principles involved in the selection and arrangement of speech material, together with platform practice consisting of the extempore presentation of original speeches. Rosson. Daily at 9 a. m. Room 103. *Three hours.*

### ROMANCE LANGUAGES

Professor WARRINGTON, Mr. RE

#### FRENCH

#### LOWER DIVISION

1s. *First Year 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. Warrington. Daily at 9 a. m. Room 115.

*Three hours.*

2s. *Second Year French.* A rapid review of grammar, advanced work in syntax, writing of short essays, and reading of typical works by modern authors. Conversational exercises will be based upon easy French narrative prose. The work will be conducted as far as possible in French. Warrington. Daily at 10 a. m. Room 115..

*Three hours.*

#### SPANISH

##### LOWER DIVISION

11s. *First Year 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. Warrington. Daily at 8 a. m. Room 115.

*Three hours.*

12s. *Second Year Spanish.* To continue the student's training in the Spanish language and to give some knowledge of the more important phases of modern Spanish life. The work will consist of short themes based on the text read, furnishing an opportunity for the continuation of the study of syntax; of exercises in composition and description; of critical study of contemporary Spanish writers; and of oral discussions. The class will be conducted, as far as possible, in Spanish. Open to students who have had one year of Spanish or the equivalent. Warrington. Daily at 11 a. m. Room 115.

*Three hours.*

#### ITALIAN

##### LOWER DIVISION

32s. *Elementary Italian for Music Teachers.* (See Music.) Grammar, conversation and reading. Italian will be used as much as possible. Special attention will be given to the needs of singers. Several popular Italian songs will be sung in class. Re. Daily at 11 a. m. Room 116.

*Three hours.*

#### SOCIOLOGY

Dr. ELIOT, Assistant Professor CREECH, Mrs. DUNBAR

##### LOWER DIVISION

55. *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. Eliot. Daily at 10 a. m. Room 114.

*Three hours.*

##### UPPER DIVISION

140s. *Community Organization.* A study of the theories and methods of organization now used by the national, state and local organizations. Students will make outline studies of organizations functioning in local communities, and will discuss such topics as the fundamental institutions of any community, the inter-relationships of organizations and the ideals that should motivate all efforts toward the development of our social machinery and its connection with local needs and opportunities. Dunbar. Daily at 11 a. m. Room 107.

*Three hours.*

151s. *Social Problems.* Designed to give the student a knowledge of the major problems affecting society today. Lectures, discussions and reports. Creech. Daily at 10 a. m. Room 103.

*Three hours.*

160. *Applied Sociology for Teachers.* Analysis and discussion of those social problems which occur most frequently in communities not served by trained social workers or in which social workers are in need of intelligent cooperation. The teacher is instructed in the simpler methods of procedure in problems of health, poverty, delinquency and child welfare. These will be studied in relation to the schools; and the student will be introduced to the various state and private agencies whose assistance is available. Appropriate books on applied sociology will be discussed with a view to their addition to school libraries. The course will stress the importance of developing community interest in social problems. Creech. Daily at 9 a. m. Room 112.

*Three hours.*

\*165. *Modern Movements in Social Work.* The social economic backgrounds, the functions and the levels of social work. Social work in the twentieth century and especially since the war. Present tendencies in the profession of social work. Lectures, collateral readings, reports and discussions. Eliot. Daily at 11 a. m. Room 114.

*Three hours.*

#### INSTITUTE FOR HEALTH WORKERS

Mrs. DUNBAR

The institute has four main objectives: to assist workers already in executive positions in the tuberculosis field to assume positions of greater responsibility, or to be more useful in their present positions; to prepare for executive positions those who have not had experience in the tuberculosis field; to give to volunteer workers a more comprehensive knowledge of the administrative problems involved in this work to aid in the standardization of methods and programs of tuberculosis work. Students who take this course only may do so at a special fee of \$5. Those who are interested in taking the course should write to Mrs. Saidie Orr-Dunbar, 310 Fitzpatrick building, Portland, Oregon, or to the Portland Center office, 322 Corbett building, Portland, Oregon. Daily at 10 a. m. Room 107.

*Three hours.*

NOTE: This course will be given the first two weeks of the summer session.

#### Portland Summer Session Schedule of Courses and Rooms

8 a. m.

Classic Antiquities .....	Dunn .....	102
School Laws of Oregon .....	Rosson .....	103
Elementary German .....	Schmidt .....	104
Psychology of Music and Art .....	Fearing .....	105
Introduction to the Economic Order .....	McKinley .....	106
Musical Structure and Form .....	Goodrich .....	108
Main Tendencies in Current Literature .....	Ernst .....	110
Latin America and the United States .....	Arragon .....	111
Educational Psychology .....	Jensen .....	113
First Year Spanish .....	Warrington .....	115
Advanced Writing .....	Snyder .....	116
Art Activities for Public Schools .....	Wuest .....	301
General Biology .....	Griffin .....	316
Administration of the Platoon School .....	Barrows .....	Auditorium

## 9 a. m.

Latin Pedagogy .....	Dunn	102
Public Speaking .....	Rosson	108
German Stories .....	Schmidt	104
Abnormal Psychology .....	Fearing	105
The Place of Political Parties in the Modern State .....	McKinley	106
Children's Literature .....	Smith	107
Harmony and Counterpoint, Classical and Modern .....	Goodrich	108
Elizabethan Tragedy .....	Ernst	110
National Development of the United States .....	Arragon	111
Applied Sociology for Teachers .....	Creech	112
Educational Tests and Measurements .....	Jensen	113
Human Physiology .....	Manville	114
First Year French .....	Warrington	115
English Novel from Defoe to Scott .....	Snyder	116
Modern Methods of Teaching Design .....	Wuest	301
Evolution and Heredity .....	Griffin	316
Home Decoration .....	Halvorsen	317
Correlated Activities of Platoon Schools .....	Barrows	Auditorium

## 10 a. m.

Caesar's "Bellum Civile" .....	Dunn	102
Social Problems .....	Creech	103
Teaching of Modern Languages .....	Schmidt	104
Social Ethics .....	Savery	105
English Literature of the 19th Century .....	Smith	106
Institute for Health Workers .....	Dunbar	107
Methods in Teaching Public School Music .....	Boyer	108
Elementary Short Story .....	Long	110
Relations Between England and Continent of Europe (1800-1500) .....	Cheyney	111
Administration of Rural and Urban Schools .....	Whitney	112
High School Administration and Supervision .....	Holst	113
Introduction to Sociology .....	Eliot	114
Second Year French .....	Warrington	115
Elementary Newswriting .....	May	116
Handicrafts .....	Halvorsen	301
Platoon Nature Study .....	Kirkwood	316

## 11 a. m.

Selected Letters of Cicero .....	Dunn	102
History of the West .....	Clark	103
Modern German Authors and Their Social Significance .....	Schmidt	104
Present Movements in Philosophy .....	Savery	105
Puritan and Pioneer Traditions in American Literature .....	Smith	106
Community Organization .....	Dunbar	107
Song Interpretation .....	Boyer	108
Advanced Short Story .....	Long	110
Modern Industrial and Social History of England .....	Cheyney	111
Integration of Subjects of Platoon Curriculum .....	Whitney	112
Educational Guidance .....	Holst	113
Modern Movements in Social Work .....	Eliot	114
Second Year Spanish .....	Warrington	115
Elementary Italian for Music Teachers .....	Re	116
Handicrafts (continued) .....	Halvorsen	301
Systematic Study of Plants .....	Kirkwood	316

## 12 m.

Graded Exercises for Rural and City Schools .....	Krohn	Gym
---	-------	-----

## 1 p. m.

Sports and Recreation .....	Krohn	Gym
-----------------------------	-------	-----