

# THE UNIVERSITY OF OREGON

EUGENE



PORTLAND

## THE SUMMER SESSIONS

EUGENE: JUNE 22 - JULY 30

PORTLAND: JUNE 20 - JULY 29

### ANNOUNCEMENTS

1921

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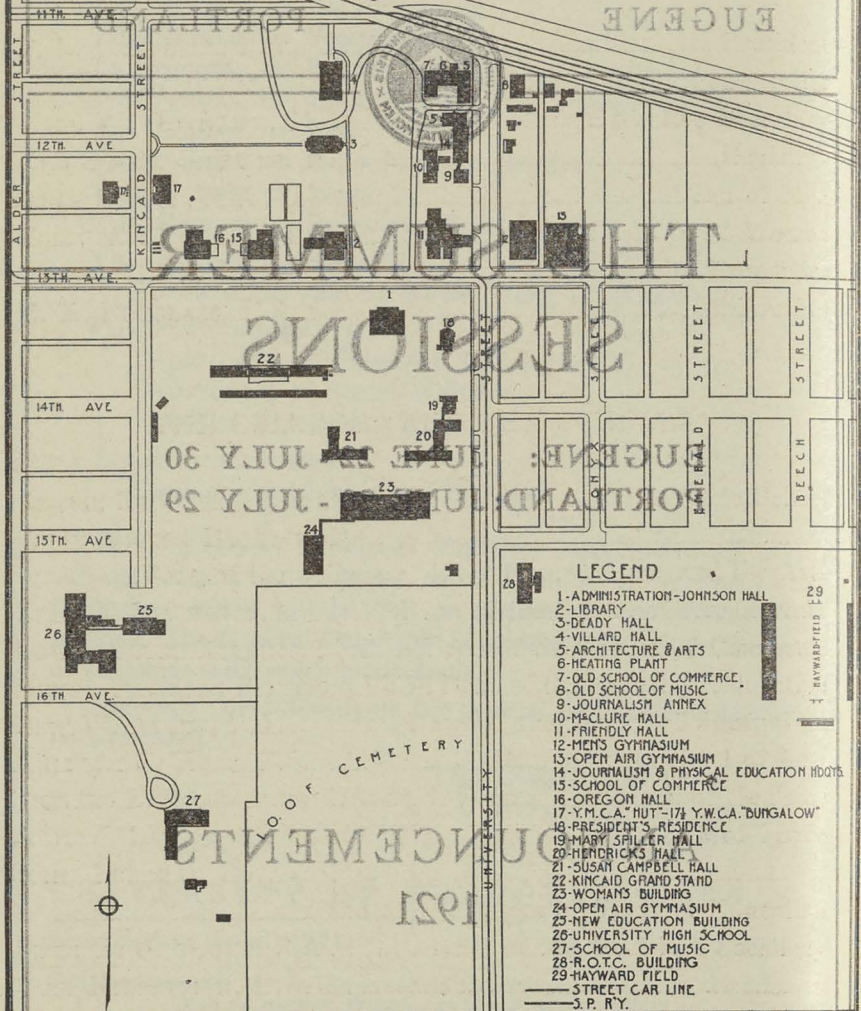
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# UNIVERSITY OF OREGON

EUGENE-OREGON  
PLAN OF CAMPUS





# UNIVERSITY CALENDAR 1921-1922

## SUMMER SESSIONS

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

## FALL TERM

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

## WINTER TERM

|                                        |                                             |
|----------------------------------------|---------------------------------------------|
| January 3, Tuesday                     | Registration day.                           |
| January 4, Wednesday                   | Classes open.                               |
| January 5, Thursday                    | Faculty meeting.                            |
| January 10, Tuesday                    | Last date in term for change of course.     |
| January 16, Tuesday                    | Regular meeting of the Board of Regents.    |
| February 1, Wednesday                  | Last day in term for withdrawal from class. |
| February 2, Thursday                   | Faculty meeting.                            |
| February 22, Wednesday                 | Washington's birthday. A holiday.           |
| March 2, Thursday                      | Faculty meeting.                            |
| March 9, Thursday                      | Regular meeting Associated Students.        |
| March 11, Saturday                     | Athletic Council meeting.                   |
| March 22, 23, 24                       | Term examinations.                          |
| March 25, Saturday, to April 2, Sunday | Spring vacation.                            |

## SPRING TERM

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

# OFFICERS OF ADMINISTRATION AND INSTRUCTION

## THE UNIVERSITY

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

## THE COLLEGES AND THE SCHOOLS

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



## THE SUMMER SESSION

### THE FACULTY

|                                          |       |                                                                                                       |
|------------------------------------------|-------|-------------------------------------------------------------------------------------------------------|
| PRINCE L. CAMPBELL, LL.D. (Colorado)     | ..... | <i>President of the University</i>                                                                    |
| EARL KILPATRICK, B.A. (Oregon)           | ..... | <i>General Director of the Summer Session</i>                                                         |
| COLIN V. DYMENT, B.A. (Toronto)          | ..... | <i>Dean of the College of Literature, Science and the Arts; Director of the Campus Summer Session</i> |
| *GEORGE REBEC, Ph.D. (Michigan)          | ..... | <i>Dean of the Graduate School<br/>Director of the Portland Summer Session</i>                        |
| GRACE EDGINGTON, B.A. (Oregon)           | ..... | <i>Acting Dean of Women, Campus Summer Session; Assistant Professor of English</i>                    |
| CARLTON E. SPENCER, B.A., LL.B. (Oregon) | ..... | <i>Registrar of the University</i>                                                                    |
| *MARGARET M. SHARP                       | ..... | <i>Secretary of the Portland Extension Center</i>                                                     |

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|                                             |       |                                                                                                         |
|---------------------------------------------|-------|---------------------------------------------------------------------------------------------------------|
| WALTER C. BARNES, B.A. (Oxon)               | ..... | <i>Professor of History</i>                                                                             |
| ERNEST SUTHERLAND BATES, Ph.D. (Columbia)   | ..... | <i>Professor of Rhetoric and American Literature</i>                                                    |
| ANNA LANDSBURY BECK, B.A. (Oregon)          | ..... | <i>Professor of Public School Music</i>                                                                 |
| JOHN FREEMAN BOVARD, Ph.D. (California)     | ..... | <i>Dean of the School of Physical Education</i>                                                         |
| GEORGE M. BOHLER (Washington State College) | ..... | <i>Assistant Professor of Physical Education</i>                                                        |
| ALBERT E. CASWELL, Ph.D. (Stanford)         | ..... | <i>Professor of Physics</i>                                                                             |
| ROBERT C. CLARK, Ph.D. (Wisconsin)          | ..... | <i>Professor of History</i>                                                                             |
| TIMOTHY CLORAN, Ph.D. (Strassburg)          | ..... | <i>Professor of Romance Languages</i>                                                                   |
| EDMUND S. CONKLIN, Ph.D. (Clark)            | ..... | <i>Professor of Psychology<br/>Adviser to Graduate Students</i>                                         |
| M. LUCILE COPENHAVER, B.A. (Oregon)         | ..... | <i>Instructor in Mathematics</i>                                                                        |
| HAROLD R. CROSLAND, Ph.D. (Clark)           | ..... | <i>Assistant Professor of Psychology</i>                                                                |
| BURCHARD W. DEBUSK, Ph.D. (Clark)           | ..... | <i>Professor of Education</i>                                                                           |
| EDGAR E. DECOU, M.S. (Chicago)              | ..... | <i>Professor of Mathematics</i>                                                                         |
| *ANDREW FISH, B.A. (Oregon)                 | ..... | <i>Assistant Professor of English</i>                                                                   |
| *FREDERICK W. GOODRICH                      | ..... | <i>Instructor in Music, Portland Center</i>                                                             |
| CHESTER A. GREGORY, Ph.D. (Iowa)            | ..... | <i>Professor of Education</i>                                                                           |
| CHARLES A. HUNTINGTON (Oregon)              | ..... | <i>Instructor in Physical Education<br/>Football coach</i>                                              |
| *SAMUEL C. KOHS, Ph.D. (Stanford)           | ..... | <i>Professor of Psychology, Portland Center<br/>Psychologist, Court of Domestic Relations, Portland</i> |
| EARL L. PACKARD, Ph.D. (California)         | ..... | <i>Professor of Geology</i>                                                                             |
| *MABLE HOLMES PARSONS, M.A. (Michigan)      | ..... | <i>Professor of English Literature</i>                                                                  |

\* Indicates Portland Session.

- \*PHILIP A. PARSONS, Ph.D. (Columbia) .....Professor of Sociology  
*Director of Portland School of Social Work*
- FERGUS REDDIE, B.A. (Valparaiso) .....Professor of Public Speaking
- EDWIN C. ROBBINS, Ph.D. (Columbia) .....Dean of the School of Commerce
- ETHEL I. SANBORN, M.A. (Oregon) .....Instructor in Botany
- \*HELEN MILLER SENN .....Instructor in Public Speaking, Portland Center
- FREDERICK L. SHINN, Ph.D. (Wisconsin) .....Professor of Chemistry
- \*FRED L. STETSON, M.A. (Washington) .....Professor of Education
- \*ALBERT R. SWEETSER, M.A. (Wesleyan) .....Professor of Botany
- \*CLINTON H. THIENES, B.A., (Oregon) .....Instructor in School of Medicine
- \*ELNORA E. THOMPSON, R.N. .....Director of Public Health Nursing  
*Portland School of Social Work*
- \*HARRY BEAL TORREY, Ph.D. (Columbia) .....Professor of Zoology
- IDA V. TURNEY, M.A. (Oregon) .....Instructor in Rhetoric
- \*F. MIRON WARRINGTON .....Professor of Commerce, Portland Center
- J. LAURENCE WHITMAN, M.S. (Oregon) .....Assistant Professor of Chemistry
- CATHERINE WINSLOW, Ph.B. (Chicago) .....Assistant Professor in  
*Physical Education*
- FREDERICK G. YOUNG, B.A., LL.D. (Oregon) .....Dean of the School of Sociology

## SPECIAL APPOINTMENTS FOR THE SUMMER SESSION 1921

- \*WILLIAM H. BOYER, .....Supervisor of Music, Portland Public Schools
- MARGARET CRIM, B.S. ....Supervisor of School Playgrounds in San Francisco  
*Head of Physical Education Department, Mission School, San Francisco.*
- HORACE A. EATON, Ph.D. Professor of English Literature, Syracuse University
- \*EMILIO GOGGIO, Ph.D. Assistant Professor of Education, University of Toronto
- S. O. HARTWELL, B.A., LL.D. City Superintendent of Schools, St. Paul, Minn.
- MARY BROWN HUMPHREY .....Reference Librarian, Washington State College
- \*ROBERT KROHN .....Supervisor of Physical Education, Portland Public Schools
- LAURA RIPLEY MACK (Mrs.) .....Supervisor of Art, Eugene Public Schools
- \*CHARLES MCKINLEY, M.A. Assistant Professor of Government, Reed College
- \*WILLIAM A. MORRIS, Ph.D. .....Associate Professor of English History,  
*University of California*
- \*ESSIE PATTERSON, (Chicago Art Institute) .....Art Instructor  
*Portland Public Schools*
- \*JOSEPH SCHAFER, Ph.D. ....Superintendent State Historical Society, Wisconsin
- \*BERTHA K. YOUNG, M.A. Professor of English; Dean of Women, Reed College
- \*N. B. ZANE, (Drexel Institute, Philadelphia) .....Art Instructor  
*Portland Public Schools*

\* Indicates Portland Session.



The committee will meet to consider petitions for admission.

## THE SUMMER SESSION

The seventeenth annual summer session of the University of Oregon will be held simultaneously on the Campus at Eugene, and at the Portland Extension Center. The regular session with its formally organized courses will continue for six weeks, and opportunity may be offered at Eugene, for a few advanced students in certain departments who can work with some degree of independence to continue their study in the library and laboratories for an additional period.

### REGISTRATION

Registration will take place in Eugene on Wednesday, June 22, and in Portland on Monday, June 20. The Registration Fee for the Summer Session is ten dollars (\$10.00). In most of the laboratory courses there is a moderate laboratory fee to help defray the cost in upkeep of equipment and materials used.

### REQUIREMENTS FOR ADMISSION

The only requirement for admission to the summer session is ability to do the work. Students wishing to become candidates for a degree from the University must satisfy the regular University entrance requirements of 15 high school units suitably distributed. Such students should file all their credentials with the Registrar of the University at Eugene as promptly as possible. All credentials filed become the permanent property of the University.

### 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 dis-

missal. The committee will meet to consider petitions for advanced standing in the first week in July.

#### RESIDENCE REQUIREMENTS FOR DEGREES

Persons actively engaged in the teaching profession may fulfill the residence requirements of the University for a degree by completing work at three summer sessions, aggregating at least 27 term hours.

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

#### GRADUATE WORK

The summer session at Eugene offers very considerable facilities for graduate work, and it is the intention of the faculty to offer its advanced courses in such sequence that a student can pursue a coherent course for a series of summer sessions. For such students, a second six weeks, when arrangements can be made for it, which it is hoped will be possible in some departments, is often particularly suited to certain types of work, such as research.

Some of the advanced courses offered in the Portland session may also be counted for graduate credit by special arrangement.

The minimum residence requirement for a Master's degree demands 27 term hours of credit earned in three summer sessions aggregating 18 weeks, toward which one after-session of six weeks may be counted.

## THE CAMPUS SESSION

#### CALENDAR

Registration for the Campus Summer Session will be on Wednesday, June 22, beginning at 9 o'clock in the morning. Classes will begin Thursday, June 23, at 8 o'clock in the morning. Classes will be held on Saturday, June 25, and examinations will take place on Saturday, July 30. The other Saturdays of the session will be devoted to recreation.



The regular session will end on July 30, but arrangements may be made to permit regularly enrolled summer session students in some courses the use of the laboratories and the library for research work, or special study, and on the approval of their major professors credit for this work may be allowed.

### SPECIALIZED WORK

In the campus session much emphasis will be placed upon specialized, advanced and graduate work. The well-equipped, scientific laboratories and the University library of more than one hundred thousand volumes, will enable the faculty to offer to students of real ability, thorough preparation, or especial interests, unusually fine facilities for research, experiment, and intensive study.

### GRADUATE STUDY

Nearly every department is offering courses which may be taken for graduate credit. Many of the departments are prepared to give very close attention to the needs of individual graduate students. The summer session offers many advantages for graduate study, and for the advanced phases of such work the after-session offers unsurpassed opportunities.

Students seeking advanced degrees should file their credentials with the Registrar 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.

### SPECIAL GRADUATE ADVISER

Professor E. S. Conklin will be on the campus at the beginning and end of the session as special adviser to graduate students, representing the Dean of the Graduate School. Graduate students wishing advice in the selection of their major and minor subjects, or any information as to the requirements and policies of the Graduate School should consult him. Students entitled to have their work accepted for graduate credit should see that their study cards are made out on the special forms used by the Graduate

School. These cards will be made out and signed by the acting head of the major department, or in case the major department has not been selected or is not represented on the summer faculty, by Professor Conklin.

#### THE SUMMER FACULTY

The Faculty of the summer session is made up mainly of members of the regular faculty whose scientific attainments, teaching ability, and knowledge of the problems of the high school especially qualify them to direct the study and research of summer students. This list is supplemented by a carefully selected group of instructors from this and other states, who are especially qualified by their training and experience for the work which they will present.

S. O. Hartwell, superintendent of schools, St. Paul, Minn., will give courses in school administration and secondary education. A graduate of Amherst, rich in successful experience as high school principal, city superintendent, author on educational subjects, and instructor in summer schools in the East, Superintendent Hartwell will give courses of strong appeal to superintendents, principals and those training for administrative work.

Dr. Horace A. Eaton, of Syracuse, will give the courses in English literature, and is expected to prove an able successor to Dr. Stockton Axson and Dr. J. Duncan Spaeth, who have instructed and delighted classes in previous summer terms.

Miss Mary Brown Humphrey, reference librarian of the State College of Washington at Pullman, will offer two courses in library methods. Mrs. Laura Ripley Mack, supervisor of art in the Eugene public schools, a pupil of Arthur W. Dow, has consented to give two courses. Miss Margaret Crim, supervisor of school playgrounds in San Francisco and head of the Physical Education Department at Mission High School, San Francisco, is a valued addition to the summer term faculty in Physical Education.

#### ASSEMBLY

There will be daily lectures in Villard Hall at 11 o'clock. These lectures will be given by members of the summer faculty and by other speakers of note brought to the campus for that pur-



pose. About the daily assembly hour will center much of the organized life of the summer student body. Music and visual instruction features will vary assembly programs. No University credit is given for attendance at these assemblies.

#### 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. The recommendation of the University was asked last year in filling over 400 vacancies, for 140 of which no recommendation was made for lack of qualified candidates. Salaries ranged from \$110 per month to \$3000 per year.

#### RECREATIONAL OPPORTUNITIES

While the Summer Session is primarily for serious study, ample facilities are provided for recreational activities, both for pleasure and as a means of maintaining physical and intellectual vigor. These include both sports on and near the campus, and week-end outings. Students should bring their own equipment, such as tennis racquets, golf sticks, bathing suits and old clothes for hikes and other outings.

**TENNIS.** The University has a number of concrete courts which are available to students and faculty without charge. Tennis tournaments are arranged for all the members of the session who are willing to take part. These include open, free for all and handicap matches.

**GOLF.** The Eugene Country Club maintains grounds easily accessible from the city, and extends its courtesies to the students of the summer session.

**CANOEING AND SWIMMING.** The mill race, famous at the University for its beauty, and the heart of student tradition, is a

splendid place for canoeing and swimming. The mill race runs close by the campus. At its upper end there is a short portage so that canoes can be put into the river.

The swimming tanks at the men's and women's gymnasiums will be open daily for those who prefer this or who want to learn to swim.

WEEK-END OUTINGS . Each week-end there will be an excursion of some kind for those who enjoy this sort of recreation. Those wishing to take part are requested to register at the office of the School of Physical Education, room 3, Physical Education building, so that these outings may be co-ordinated and organized. Membership in the "Hikers' Club" is free and to be prized. If you have some old clothes and a comfortable pair of shoes, love the outdoors and can spare the time, you have all that is necessary. Come prepared. The tenderfoot is included in this invitation. The trips projected include the following:

1. The "Braes," June 25.—A short trip to the hills about three miles southwest of Eugene. Campfire talk, "The Willamette Valley."

2. Spencer's Butte, July 2.—A good walk and climb about seven miles west of Eugene. Splendid view of the Cascades. A trip for bird lovers. Campfire talk, "Oregon and Bird Life."

3. Baldy Mountain, July 9.—A hike through the valley, by the river and a good climb to a prominent point about seven miles northeast of Eugene. A visit to the "Coburg Caves." Campfire talk, "Trees and Flowers."

4. "Cascade Trip," three-day trip, July 15, 16, 17.—Leaving Eugene at 4 p. m. Friday, July 15. Auto will take party up the McKenzie river to camp. Excursions from there will include a climb for view of the Cascades, a trip to hot springs, a trip to a Cascade lake, a chance to fish. There will be campfire talks. Expenses and final arrangements to be announced later. If interested, come prepared.

5. Hayden Bridge, July 23.—A short trip to a beautiful spot by the famous McKenzie river, a fisherman's delight. Bring along rod and tackle. Campfire talk, "Games and Sports."



## BOARD AND ROOM

Susan Campbell Hall, just completed, will be the hall of residence for women students this summer. Except for some improvements in design and furnishing, this hall building duplicates Hendricks Hall, which was occupied by the women last year.

The hall is built in three units, each unit containing nine suites and three baths, with tubs and showers. Each suite is composed of a study, a dressing room with closets and a sleeping porch, and will accommodate two or three women; each is furnished with rugs and bedding. Towels must be provided by the student.

Friendly Hall, well known to all who have visited the campus as the men's dormitory, will be open to men students. Those who have had rooms in this building in the past know how cosy and convenient are its accommodations. Towels must be provided by the students.

Meals will be served to both men and women in the dining room of Friendly Hall. Those who room in the dormitories will be expected to take their meals at Friendly Hall, or to pay a higher rental for their rooms. This is necessary as the dormitories are run absolutely at cost.

Rates for board and room together will be \$9 per week; for board alone, \$7 per week. Board will be available to a limited number of students who do not live at the dormitories.

Reservation for residence in either hall should be addressed to Mrs. Edna P. Datson, Friendly Hall, Eugene.

In addition to the halls, a number of excellent private boarding and rooming houses will be open to students. A list of such places may be secured by the incoming students from the Registrar's office. 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.

## DEPARTMENTAL ANNOUNCEMENTS

In the following description of courses it is intended that the general character of each course should 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 earlier years of a college course. Courses numbered from 100 to 199 are Upper Division courses, intended primarily for advanced undergraduates, but usually acceptable for graduate credit also, when supplemented by additional assignments of work. Courses numbered from 200 up are primarily intended for graduate students, and are open to advanced undergraduates only by special permission of the instructor. A rule of the Graduate Council requires the inclusion of some courses of this character in the program of each candidate for a Master's degree.

All classes meet daily, and carry three term hours of credit, except as otherwise explicitly stated.

### ART

MRS. LAURA RIPLEY MACK

Two courses in Art will be offered. The first is for public school teachers or those who are preparing for such work. The aim will be to familiarize teachers with present day problems in Art and methods of presenting them. The second course will take up problems in applied design.

1. PUBLIC SCHOOL ART. No pre-requisite. The Industrial and Applied Art Books I-VIII will be used as a basis for this work. (This is the adopted state text in art). The first two weeks work will cover fundamentals in Art work for public schools. Then problems in various mediums, for all grades, will be presented. Mrs. Mack. *Three hours.*

2. APPLIED DESIGN. Pre-requisite, adequate Design Course. The first two weeks of work will cover a review of fundamentals in Design. Then concrete problems in simple batik, linoleum block printing, and possibly a monotype will be worked out. Mrs. Mack. *Three hours.*



## BOTANY AND BACTERIOLOGY

MISS SANBORN

103s. PLANT HISTOLOGY. A study of the structure and function of the tissues of the Spermatophytes, and training in the technique of slide making. Open to advanced students. Miss Sanborn.

*Hours to be arranged.*

106s. BACTERIOLOGY. A course adapted primarily to teachers of Biology in the high schools, and persons desiring the fundamentals of laboratory technique. Lectures, recitations, and laboratory experiments are given to familiarize the student with the general principles of bacteriology. This will include the making of media, general technique, milk analysis, water analysis and other related problems. Two lectures and four laboratory periods each week. Miss Sanborn.

*Three hours.*

108s. ADVANCED SYSTEMATIC BOTANY. The identification and classification of the higher plants. Open to those who have had a course in general Botany. Miss Sanborn.

*Hours to be arranged.*

## CHEMISTRY

Professor SHINN

Assistant Professor WHITMAN

The department offers a minimum amount of work in the fundamental elementary courses as listed below, designed particularly to meet the needs of high school teachers and premedical students. Students selecting chemistry as a major subject or to meet the science group requirement are not advised to take this work in the summer session.

In addition to the elementary courses opportunity is given graduate students to do work on a thesis for the master's degree. The summer session is especially suited for such work on account of the relatively smaller enrollment in the summer courses thus releasing plenty of space and abundance of laboratory facilities for graduate work, as well as permitting the instructors to devote more personal attention to the research students than would otherwise be possible. For these reasons the department desires especially to stress graduate work in the summer session.

1s. GENERAL CHEMISTRY. The fundamentals of the subject are treated as fully as time will permit. Attention is given to class room demonstrations and methods of presentation both in class and laboratory. Two hours lecture or recitation and one three-hour laboratory period daily, including two or three Saturdays, during the term. *Nine hours.*

3s. ANALYTICAL CHEMISTRY. Qualitative or quantitative analysis as the student may elect. A term's work in qualitative analysis should precede work in quantitative analysis. One or two recitations per week with daily laboratory work forenoons and afternoons. Credit to a maximum of nine hours may be earned.

4s. ORGANIC CHEMISTRY. A brief course suited to the needs of anyone wishing an introduction to the subject. It is especially designed for pre-medical students. Two lectures or recitations and one three-hour laboratory period per day throughout the session. *Nine hours.*

201s. THESIS. Such work includes, besides the laboratory work, a search of the literature for data on some problem in chemistry which gives the student opportunity to acquaint himself with the chemical journals and to acquire facility in locating published material. Other assigned reading and oral reports will be required so that the student will be expected to spend his entire time in chemistry. A reading knowledge of German or French is practically indispensable.

## ECONOMICS

Dean ROBBINS

3s. PRINCIPLES OF ECONOMICS. An elementary course in the study of the principles that underlie the operation of industrial institutions which society has developed for the purpose of carrying on business. Dean Robbins. *Three hours.*

105. LABOR PROBLEMS. A study of the industrial and social conditions surrounding the wage earner since the introduction of the factory system. A discussion of child labor, woman labor, trade unionism, strikes, arbitration, industrial accidents and disease and remedial legislation. Dean Robbins. *Three hours.*



115s. HISTORY OF ECONOMIC THOUGHT. A study of the relation between given types of industrial systems and the rise of given types of economic theory. Followed by an analysis of various economic theories. Dean Robbins. *Two hours.*

## EDUCATION

Superintendent S. O. HARTWELL

Professor DeBUSK

Professor GREGORY

101. SCHOOL ADMINISTRATION. Types and methods of organization and supervision, in view of present major problems of public schools. Methods of securing and retaining proper teaching staff. The curriculum with special relation to time, distribution and school finance. Superintendent Hartwell. *Three hours.*

102. THE MODERN HIGH SCHOOL. Includes consideration of Junior High School and discussion of organization of curriculum of Senior High School in view of new and enlarged clientage. Superintendent Hartwell. *Three hours.*

161s. PSYCHOLOGY OF CHILDHOOD. A study of the child's intelligence with special reference to brightness and dullness. Inasmuch as intelligence is only one of the factors upon which success depends, it will be studied not only with reference to brightness and dullness but also in relation to health, development of the brain, general physical development, its relation to the simpler mental processes, the complex processes, the extent to which it is changed by learning and environment, and the extent to which it is fixed by heredity. Professor DeBusk. *Three hours.*

163s. MENTAL TESTS IN RELATION TO SCHOOL ROOM PROBLEMS. This course will cover the principles of mental testing, significance of individual differences, individual differences as shown by tests at various school ages, tests of retarded children, of the bright, tests in vocational and educational guidance. The course will also cover a study of a number of the standard tests both individual and group, together with some practical experience in using the tests. Professor DeBusk. *Three hours.*

172s. EDUCATIONAL TESTS AND MEASUREMENTS. The aim of this course is to familiarize the students with quantitative methods of dealing with educational problems. The literature showing the needs for educational measurements will be reviewed. The various tests in school achievements will be taken up and discussed. The use and limitation of tests as supervisory instruments will be presented.

Enough of the fundamental principles underlying the making of tests to make the tests intelligible will be given. While some of the simpler processes involved in the statistical treatment of educational data will be presented, the emphasis will be laid on an attempt to familiarize the student with the tests now in use rather than the presentation of statistical methods. Open to graduates and advanced students in education. Professor Gregory.

*Three hours.*

173s. THE ELEMENTARY CURRICULUM. This course is designed to meet the needs of those who are called upon to lay out courses of study and supervise the teaching of the common school subjects. The underlying principles for determining what ought to be taught, when and how, will be presented with special emphasis on the first question, "What shall be taught?" The various criteria for determining these questions will be presented with special emphasis on the functional viewpoint. The need for definite aims and definite units of accomplishment is emphasized. The fundamental principles of scientific curricula making in the elementary school subjects are equally applicable to the organization of high school curricula. The course is designed for principals, supervisors, superintendents and advanced students in education, including regular room teachers in the elementary schools. Professor Gregory.

*Three hours.*

175s. EDUCATIONAL TESTS AND MEASUREMENTS WITH THE ELEMENTS OF STATISTICAL METHODS. This course is designed for those who have had Course 172 in Educational Tests and Measurements or its equivalent. The emphasis is laid on the statistical treatment of educational data. The place and value of statistics in the treatment of educational problems will be presented. The theory of statistical methods as applied to educational problems will be developed. The literature dealing with the history of statistical



method applied to other subjects and finally to education, will be reviewed. Considerable drill will be given in solving problems and the graphic representation of school facts. The course is open to advanced and graduate students who have met the above prerequisites. Professor Gregory.

*Three hours.*

200. RESEARCH IN EDUCATION. Research in special problems open to graduates and specially qualified students.

*Hours to be arranged.*

## ENGLISH

Professor BATES

Professor HORACE A. EATON

Assistant Professor EDGINGTON Miss TURNEY

5s. NARRATIVE WRITING. Outline study of the evolution of narrative writing. Use of narrative types as models of workmanship in composition. Development of story-sense and appreciation. Practice in oral story-telling and demonstration. Writing to type. Three times weekly. Miss Turney.

*Two hours.*

101. CREATIVE CRITICISM. An exposition of the ideal of artistic appreciation as contrasted with the old-time rules of formal criticism. Beginning with the literary duel between Anatole France and Brunetiere, the course will afford some study of the views advanced by nearly all of the most distinguished contemporary critics. Special attention will be paid to hotly disputed points in fundamental aims and methods. As a text-book, Lewisohn's "A Modern Book of Criticisms" will be used. For graduates and advanced undergraduates. Professor Bates.

*Three hours.*

102. VARIETIES OF STYLE. This course will endeavor to furnish various satisfactory answers to the question, "What is a good style?" The method will be inductive, proceeding by analysis of the characteristics of style found in certain accepted masterpieces from the fields of the essay, short story, and novel. The basis of the rhetorical analysis will be psychological. Authors studied—Stevenson, Kipling, Oscar Wilde, Francis Thompson, G. K. Chesterton, James Hunecker, George Santayana, W. H. Hudson, George Moore, Joseph Conrad, John Galsworthy, James Branch

Cabell, James Joyce. For graduates and advanced undergraduates. Professor Bates. *Three hours.*

104. SHAKESPEARE. The development of Shakespeare as a literary and dramatic artist, in connection with contemporary theatrical and literary conditions. The more important of Shakespeare's plays together with those of some of his fellow craftsmen, will be read and discussed. Professor Eaton. *Three hours.*

106. MODERN DRAMA. Beginning with the fundamental plays of Ibsen, the course of the development of drama will be broadly traced in the different European countries and in America. The more significant plays of the last thirty years will be read. Three times weekly. Professor Eaton. *Two hours.*

111s. SHORT STORY. Critical study of the magazine short story for the purpose of establishing grounds for criticism and appreciation. The student produces numerous plots for the consideration of the class, and one finished story; he reads short story theory and typical examples of the art. The emphasis is on strictly modern and saleable stories. Students must submit one finished short story of satisfactory grade in order to register. Miss Edgington. *Three hours.*

130. VICTORIAN POETS. The more important of the poets from Tennyson to Kipling will be read and discussed, especially in relation to the thought and feeling of their time. Professor Eaton. *Three hours.*

152s. THE TEACHING OF COMPOSITION. Aims and purposes of instruction in oral and written composition. The relation of composition courses to other subjects of study. Constructive methods of teaching the mechanics of style in everyday English. Foundational methods in criticism with practice in the reading and revision of papers. Miss Turney. *Three hours.*

175s. THE TEACHING OF LITERATURE. Consideration of the content of literature courses in the elementary and high schools; the place of oral reading, dramatization, classics and recent writings, and the history of literature in the courses. Vital methods of teaching which result in the appreciation of literature and right reading habits. Miss Turney. *Three hours.*



203s. GRADUATE SEMINAR. Devoted to the study of particular problems of graduate students, attention being devoted to methods of research and the progress of individual theses. Class will meet once a week for two hours. Professor Bates. *Two hours.*

## GEOLOGY

Professor PACKARD

170. ADVANCED FIELD GEOLOGY. This course consists of a detailed field study of an area in the vicinity of Phoenix, Jackson County, Oregon. This locality affords a wide range of geologic features and has many problems yet to be solved. The student will thus have the opportunity of acquiring first-hand knowledge of several geologic formations ranging in age from the Paleozoic to the Recent. The older systems include a considerable series of interesting metamorphic and igneous types of rocks. The marine Cretaceous, and the early Tertiary terrestrial series, contain an abundance of invertebrate and plant fossils, and the Pleistocene deposits have yielded interesting specimens of mammals. This region likewise has great interest to the student of physiography since it lies within the area of the Klamath peneplain. The several small mines and the placer workings of the famous "49 Mine" will be accessible to students interested in the economic phase of geology. The three days trip to the Oregon Caves offers not only the opportunity to study those wonderful natural features, but will give a keener insight into the work of underground water as well as a broader conception of the general geology of the region.

The student is required to contribute data to the general field map; collect and study specimens of rocks, minerals, and fossils; and to write a report covering his assigned problem.

The party will operate from camps. The expenses of the course consists of transportation to Phoenix, Oregon, via Medford, and the cost of the side trip to the Oregon Caves, together with the cost of subsistence, the latter probably not exceeding \$25.00 for the three weeks.

This course is open only to advanced students in geology, being primarily designed to give such students practical experience in field methods. Correspondence is invited with all who may be interested. *Five hours.*

## GERMAN

Professor SCHMIDT

Of the following two courses one will be given, selection to be determined according to the demand.

101s. CLASSICAL GERMAN LITERATURE. Life and works of Goethe, Schiller, Lessing, Grillparzer, Heine, etc. *Three hours.*

102s. MODERN GERMAN LITERATURE. From 1888 to the present time. (Hauptmann, Sudermann, Wildenbruch, Frenssen, Rosegger, Heyse, etc.) *Three hours.*

## HISTORY

Professor CLARK

Professor BARNES

51s. EUROPE OF THE LAST FIFTY YEARS. The domestic conditions and the socialist movements, the expansion of Europe and the growth of modern imperialism, the World War, the problems of peace and the new world order. Professor Barnes. *Three hours.*

\*131 c, s. EUROPE IN THE SEVENTEENTH AND EIGHTEENTH CENTURIES. Beginning with the reign of Louis XIV, this course deals more especially with the growth of economic and social injustice down to the French Revolution. Much attention will also be given to the ideas of reform which the revolutionary leaders afterwards attempted to put into practice. Professor Barnes. *Three hours.*

\*141 a, s. THE FRENCH REVOLUTION. After a brief glance at the evils of the old regime and the ideas of reforming it, the course will follow the successive phases of the revolution. There will be occasional comparisons with the Russian Revolution. Professor Barnes. *Three hours.*

121sr. THE MIDDLE AGES. The development of Europe from the end of the Roman Empire to the death of Dante. Emphasis may be given to the economic, social, and intellectual aspects of the twelfth and thirteenth centuries. A reading course. Maximum credit three hours.

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\*Only one of these courses will be offered. The selection will depend upon the demand.



141sr. EUROPE 1815-1871. The struggles for national unity and self-government from the fall of Napoleon to the completion of German and Italian unity. A reading course. Maximum credit three hours.

162sr. THE STUARTS AND THEIR PARLIAMENTS, 1603-1688. A reading course. Maximum credit three hours.

\*171 b, s. MIDDLE PERIOD OF AMERICAN HISTORY. National development from time of Jackson to close of reconstruction. Territorial expansion, the growth of sectionalism, the factors responsible for the war between the states, and problems of reconstruction will be given special consideration. Professor Clark. *Three hours.*

\*172s. FOREIGN POLICY OF THE UNITED STATES. A study of the origin and development of our policy of isolation, the Monroe Doctrine, Carribean interests, and Latin-American relations. Professor Clark. *Three hours.*

176 b, s. OREGON HISTORY. This course will cover the history of the Pacific Northwest from the time of the earliest Spanish voyages to the admission of Oregon as a state. It will give an opportunity to become acquainted with the leading facts of state history and will prove of special value to teachers who wish to qualify to teach the subject in the grades or high school. The fine collection of materials on Oregon history in the University Library will be available for this course. Professor Clark. *Three hours.*

206s. PRINCIPLES OF HISTORICAL RESEARCH. This course is designed for seniors and graduate students. It will give a knowledge of methods of historical study, research, and criticism, and the use of materials for the writing of history. A thesis upon some specially assigned subject of research will be a requirement of the course. Professor Clark. *Three hours.*

\*Only one of these courses will be offered. The selection will depend upon the demand.

### LIBRARY METHODS

MISS MARY BROWN HUMPHREY, *Instructor*

M. H. DOUGLAS, *Librarian*

The increased emphasis that is being placed on the importance of school libraries is making a growing demand on the part of

schools for school librarians and for teachers who can give some time to the care of the school library. These elementary courses, while offered primarily to meet the needs of school librarians and teacher-librarians, are also designed to be of value to students who wish to learn to use library tools more intelligently; to librarians and library assistants of small libraries who cannot arrange to take more extended courses; and to students who, planning to take library school courses after graduation from the University, wish to have this introduction into the field of library work.

The University High School library, of 1600 volumes, will be used as an illustration of methods of administering school libraries.

Two courses are offered. They will be conducted by Miss Mary Brown Humphrey, reference librarian of the State College of Washington, at Pullman, and formerly librarian of the Girls' High School, Louisville, Kentucky.

1. GENERAL COURSE IN LIBRARY METHODS. Such topics as the following will be considered: Oregon Libraries and Oregon Library Law, Selection and Purchase of Books, Use and Care of Periodicals, Pamphlets and Clippings, Reference Books, Teaching Pupils the Use of Library Tools, The General Reading of High School Pupils. Miss Humphrey. *Three hours.*

2. AN ELEMENTARY COURSE IN CLASSIFICATION AND CATALOGUING. This will be a laboratory course, requiring the equivalent of one hour of lectures and two hours of laboratory practice each day. It is offered in response to the demand from high school principals for assistance in cataloguing their libraries. High schools sending representatives to take this course are invited to send in advance lists of book in their libraries. To a certain extent the titles included in their lists will be selected for cataloguing, so that persons taking the course will not only learn the elementary principles of library cataloguing, but will also at least make a small beginning towards cataloguing the books of the library which they represent. Miss Humphrey. *Three hours.*

## MATHEMATICS

Professor DeCOU

MISS COPENHAVER

The fundamental importance of a knowledge of Mathematics, at least through Trigonometry, has been impressed upon every soldier in the most scientific of world wars recently ended. The



applications of mathematics are steadily widening and the peace problems require an equally good preparation in the subject.

The supply of trained teachers of Mathematics is wholly inadequate to meet the demand. The courses offered below provide the necessary preparation. The course in the teaching of high school Mathematics has proved especially valuable, with its careful comparative study of the best recent textbooks in Arithmetic, Algebra and Geometry, chosen from the University's large textbook collection.

Courses 101 to 105 are for advanced undergraduates and graduate students. Graduate students having special needs are requested to confer with Professor DeCou.

\*1s. SOLID GEOMETRY. The usual course for entrance or college credit. Miss Copenhaver.

*Three hours.*

2s. ADVANCED ALGEBRA. After a brief review of fundamental topics, quadratics, progressions, logarithms, series and other selected topics will be studied. This course prepares for plane Trigonometry, Mathematical Theory of Investment and other advanced subjects. Miss Copenhaver.

*Three hours.*

3s. PLANE TRIGONOMETRY. This course pre-supposes a good knowledge of Algebra through quadratic equations. Miss Copenhaver.

*Three hours.*

\*4s. ANALYTICAL GEOMETRY. A study by analytical methods of graphs of the equations of the straight line and conic sections and of some transcendental and higher plane curves. Pre-requisites, Advanced Algebra and Plane Trigonometry. Miss Copenhaver.

*Three hours.*

\*7s. CALCULUS. An introductory course giving the fundamental ideas of this important subject, also numerous applications to the sciences. Pre-requisite, Analytical Geometry. Professor DeCou.

*Three hours.*

\*103s. DIFFERENTIAL EQUATIONS. A standard course of great importance to the mathematician, the physicist, the chemist and the engineer. A good course in calculus is pre-requisite. Professor DeCou.

*Three hours.*

\*Depending upon the demand, Solid Geometry or Analytic Geometry will be given, but not both; similarly Calculus or Differential Equations, but not both.

105s. THEORY OF EQUATIONS AND DETERMINANTS. A course of much importance to the mathematician and the teacher of mathematics. A good knowledge of advanced Algebra and a certain mathematical maturity are needed. Professor DeCou.

*Three hours.*

101s. TEACHING AND HISTORY OF HIGH SCHOOL MATHEMATICS. The best methods of teaching Arithmetic, Algebra and Geometry, are studied, followed by a careful comparison of the best texts from the large textbook collection. The latter part of the term is devoted to the history of elementary Mathematics to help the teacher to impart the human interest in Mathematics to his students. Professor DeCou.

*Three hours.*

## MUSIC

— Professor BECK

The School of Music is arranging for courses in piano, voice, violin and organ for the summer session, with teachers of note in charge. These courses are open to summer students, but special fees will be charged for all practical music courses.

Special courses are also under arrangement for teachers of music. These courses will deal with new ideas in teaching methods, with a survey of the later literature of the subject. There will be special fees for these subjects also.

Information concerning the above mentioned courses may be obtained from Rex Underwood, School of Music, University of Oregon, Eugene, Oregon.

10s. HISTORY AND APPRECIATION OF MUSIC. A course of lectures, together with supplementary research work, dealing with the evolution of music, its relation to other arts and sciences, and its place in a liberal education. A considerable part of the time will be devoted to the problem of intelligent listening. This course is recommended to those who wish to increase their capacity for understanding and enjoyment of musical literature and who are desirous of knowing upon what grounds and in what measure a musical work is to be judged. Throughout the course the talking machine will be liberally used for illustration. Mrs. Beck.

*Three hours.*



11s. ELEMENTARY PUBLIC SCHOOL MUSIC. Teaching methods for the first six grades. This is a practical course for teachers, and not only develops the points peculiar to each grade but also takes into account the rural school problems. Additional phases receiving special attention are: Music publications suitable for these grades; problems in the "boy voice"; melody writing; use of the talking machine in the grades. Mrs. Beck. *Three hours.*

12s. ADVANCED PUBLIC SCHOOL METHODS. (a) Teaching methods for the seventh and eighth grades. All music points peculiar to these grades are carefully developed and demonstrated. The "changed voice" is the new problem. (b) High School chorus work and all other music subjects, including sight-singing, suitable for this period receive their proportion of attention. Use of the talking machine is demonstrated. Mrs. Beck. *Three hours.*

## PHYSICAL EDUCATION

Dean BOVARD

Assistant Professor BOHLER

MISS MARGARET CRIM

Mr. HUNTINGTON

MISS WINSLOW

This summer the School of Physical Education will begin a cycle of instruction which will continue from year to year. The courses given will be supplemented next year by new and different lines of study, so that a student may complete a fairly satisfactory physical education training by several summer sessions. If one can find opportunity for attending a regular college term or two, the time for this cycle can be considerably shortened.

The curriculum for the summer session will be the same as that of the regular college course, and there will be the added stimulus of special instructors from various other colleges. These courses are arranged for those interested in a more thorough training in physical education as well as those just beginning such a course.

A school for coaches will be conducted for those who are particularly interested in coaching high school major sports. These coaching classes will be given by experts who will be able to instruct in the best methods of handling high school teams,

1s. ELEMENTARY GYMNASTICS. For all students and particularly for those beginning a physical education training course. Miss Winslow. *One hour.*

4s. DANCING. Folk dancing, æsthetic dancing. Festivals and pageants. Consult instructor before registering. Miss Winslow. *One hour.*

109s. SPORTS. Organization and coaching of the principal sports suitable for high schools and grade schools. A selection of only the most important. Emphasis on coaching and training. Miss Crim. *One hour.*

110s. THEORY AND PRACTICE OF PHYSICAL EDUCATION FOR SECONDARY SCHOOLS. The fundamental principles underlying work for students of this grade. Miss Crim. *One hour.*

151s. PRINCIPLES OF COACHING SPORTS. Analysis of plays. History of the game. Critical study of the rules. Practice in new formations. Open to all interested.

The course can be taken as a whole or any part and credit given accordingly.

151-Fb. FOOTBALL. Mr. Huntington. First two weeks, daily, 3 to 5. *One hour.*

151-Bk. BASKETBALL. Mr. Bohler. Second two weeks, daily, 3 to 5. *One hour.*

151-Bs. BASEBALL. Mr. Bohler. Third two weeks, daily, 3 to 5. *One hour.*

155s. PHYSICAL DIAGNOSIS, EMERGENCIES AND BANDAGING. Conditioning and elements of physical training. Three times a week. Dr. Bovard. *One hour.*

177s. PHYSIOLOGY AND HYGIENE OF MUSCULAR EXERCISE. Prescribed for all majors and advised for all taking physical education. Dr. Bovard. *One hour.*

## PHYSICS

Professor CASWELL

The courses offered in this department are intended to meet the demands of three classes of students:



(1) Teachers of inadequate preparation who find themselves called upon to teach physics in the high school. These should take as much work as possible from courses 1, 2, 3 and 120. Laboratory work will be adjusted to the preparation of the student, and opportunity given for conferences on teaching problems.

(2) Regular academic students wishing to take physics during the summer. Courses 1, 2 and 3 correspond roughly to the three terms of Essentials of Physics or General Physics, and taken together meet the requirements for the "third group," and when preceded by high school physics meet the requirements of medical schools, or of the sophomore year of the pretechnical course of the University. Students who need to earn more credits can do so by devoting additional time and meeting the expense of the instructor.

(3) Students who wish to do advanced work in physics. Those who wish to enroll for this work should write to the instructor in charge at as early a date as possible, stating the nature of the work which they would prefer.

1s. COLLEGE PHYSICS—MECHANICS AND HEAT. Simple measurements, mechanics, molecular physics and heat. Pre-requisites, plane geometry and high school algebra. High school physics is desirable but not obligatory. The laboratory work is varied to suit the needs of the individual student. Twenty class and ten laboratory periods. Recitations four days. Laboratory any two afternoons.  
*Three hours.*

2s. COLLEGE PHYSICS — ELECTRICITY AND MAGNETISM. This course is of the same character as Course 1s, but treats of magnetism and electricity. Twenty class and ten laboratory periods. Recitations four days. Laboratory any two afternoons.  
*Three hours.*

3s. COLLEGE PHYSICS—SOUND AND LIGHT. This course is of the same character as Course 1, but treats of sound and light. Twenty class and ten laboratory periods. Recitations four days. Laboratory any two afternoons.  
*Three hours.*

N. B.—Students registering for all three courses in College Physics will be permitted to do the work in five laboratory afternoons per week. Others will be excused after completing the prescribed number of periods in a satisfactory manner.

120s. PHYSICAL LABORATORY. Additional laboratory work in experimental physics, either supplementary to the required work in College Physics or for prospective teachers of high school physics who wish to acquire proficiency in laboratory methods and administration of the high school course. The work is varied to meet individual needs. Ten laboratory periods for one term hour of credit. Laboratory open every afternoon.

*One to three hours.*

125, 225. ADVANCED AND GRADUATE COURSES. Under this title, the department will offer one advanced course. The particular course to be given will depend upon the demand. Pre-requisites: A year-course in College Physics, or an equivalent, and a working knowledge of Calculus. Hours and credits to be arranged. Students wishing to register for this work should write to the instructor in charge as soon as possible.

## PSYCHOLOGY

Assistant Professor CROSLAND

1s. ELEMENTARY PSYCHOLOGY. A course in the fundamentals of Psychology taken from the experimental fields and given practical application to a great many everyday life problems. The work consists of lectures, demonstrations, class discussions, and special readings, and covers in intense fashion and in a rapid presentation a great many of the elementary facts concerning the mechanisms of conscious life and the life of action, including such topics as instincts, emotions, habits, practice, skill, learning, remembering, forgetting, assimilation, imagination, attention, perception, and sensation. The course is designed especially for students who desire to build upon the foundation obtained during the summer term and who may later desire to major in Psychology. Practical school teachers will find material which they can readily use in their own work in the classroom. A conscientious attempt will be made to apply wherever possible the facts and principles discussed to very concrete and very practical situations in the world in which we live. Assistant Professor Crosland.

103s. ADVANCED GENERAL PSYCHOLOGY (ANALYTICAL AND SYSTEMATIC). A detailed analytical and synthetic envisagement of



the various fields of psychological research and the outstanding problems being solved in those fields. Greater emphasis will be given the problems which are uppermost in the experimental fields at the present time, with quite a little emphasis laid upon the relations existing between Normal Psychology and Psychology of the Abnormal, between normal and abnormal phenomena, normal and abnormal conduct, with a view to throwing greater light upon normal consciousness and normal behavior by studying deviations from and distortions of and modifications in normal experience. The course will require no little delving into the experimental literature, and will also require serious attempts to master some of the researches in the border-line and abnormal fields. This course will be especially helpful to graduate students and other students who, having completed the elementary course, plan more work in Psychology; or persons who, having had the elementary course, desire to make application of Psychology to problems in medicine, hygiene, social service work, vocational guidance, and the like. Lectures, readings, discussions, and demonstrations. Assistant Professor Crosland.

205s. GRADUATE EXPERIMENTAL WORK IN PSYCHOLOGY. Should there be sufficient demand from graduate students, Doctor Crosland will conduct an experimental class on one or more research problems, or will devote time necessary for an advanced experimental course to one or two practical problems which have already been begun in the laboratory and for which the students can accumulate data and work up their own results. Due credit will be given for advanced laboratory work, undertaken during the summer term, toward a graduate degree, provided the student has had the pre-requisite work in the general and experimental courses.

Students wishing to register for work should write to the instructor in charge as soon as possible.

## PUBLIC SPEAKING

Professor REDDIE

103s. TEACHERS' COURSE IN PLAY PRODUCING. A course especially adapted to the needs of those who are required to produce plays in high schools or colleges. Members of the class will re-

hearse plays, and study will be made of modes of production, scene design and arrangement, lighting, costume, color-effect and stage management. Also problems of community organization will be discussed. During the course public performance will be given of a group of one-act plays cast from the class membership, and at the close of the summer session a full evening play will be produced. Professor Reddie. *Three hours.*

104s. VOICE AND INTERPRETATION. Technique of the speaking voice and its adaptation to the interpretation of literature. A practical course for any who desire to improve their manner or form of address. Special stress is placed on the correct pronunciation and inflection of English with a view to the development and control of the properties of sound in speech in order that its efficiency may be furthered. Standard literature will be used and the work will co-ordinate with that of Course 103s. Professor Reddie. *Three hours.*

## ROMANCE LANGUAGES

Professor CLORAN

1s. ELEMENTARY FRENCH. Grammar, pronunciation, colloquial French and composition. This course is intended for teachers who have never had French and for students who have no opportunity to take it except in the summer term. The essentials of French grammar will be completed. Professor Cloran. *Three hours.*

2s. ADVANCED FRENCH. Study of some of the masterpieces of French literature. The work will be adapted to the preparation of the students who may elect the course. An attempt will be made to accommodate all advanced students who will be given work adapted to their needs. Professor Cloran. *Two hours.*

11s. ELEMENTARY SPANISH. Grammar, pronunciation, conversation and composition. This course is intended for teachers who have never had Spanish and for students who have no opportunity to take Spanish except in the summer term. The essentials of Spanish grammar will be completed. Professor Cloran. *Three hours.*



12s. ADVANCED SPANISH. A brief survey of Spanish literature, with readings in the great authors. The work will be adapted to the preparation of the students who may elect this course. An attempt will be made to accommodate all advanced students who will be given work adapted to their needs. Professor Cloran.

*Two hours.*

NOTE.—Depending upon demand, only one of the advanced courses may be given.

## SOCIOLOGY

Dean YOUNG

104s. PRINCIPLES OF SOCIOLOGY. This is the fundamental course in the study of sociology. Its purpose is the revelation of the realities of the common life. It adds to the constructive power of the student as a member of any group as a school, community, city or commonwealth in which all our human experience is obtained and life lived. Through the insight gained by this analysis of our social relationships history, literature and the facts of the special social sciences receive illumination and new meaning. This course based upon good antecedent knowledge of history, economics or literature earns credits towards the fulfilment of the requirements of the master's degree. Dean Young.

*Three hours.*

105. COMMUNITY STUDY. A seminar will be conducted in which each community represented by a student will be investigated as a problem of progress. The natural resources, human resources, history, present activities, interests and ideals as factors will be brought into relation for forming a scientific program of development. Dean Young.

*Two hours.*

140s. COMMUNITY ORGANIZATION AND DEVELOPMENT. It is in our community units that the work of social reconstruction and development must actually hold sway. The student equipped with an ordered background of knowledge of the social processes will with this course be given his bearings for effective handling of programs of community upbuilding. Dean Young.

*Three hours.*

# THE PORTLAND SESSION

## GENERAL INFORMATION

The Summer Session of the Portland Center of the University of Oregon will be held approximately during the time of the Campus Summer Session at Eugene. The term will last six weeks, from June 20 to July 29.

The Director of the Summer Session of the Portland Center is Dr. George Rebec. The Portland office of the University is at 652 Courthouse. The telephone is Main 3575. Registration and payment of fees, as well as executive details of all the classes are handled from the 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.

The classes will be held in the Central Library, with the exception of Art, General Chemistry and Physical Education, which classes will be held in Lincoln high school. Morning hours will be used for classes as far as possible, but shifts will be made to the afternoon when necessary for the accommodation of students. Lectures begin Monday, June 20, at 8 a. m.

A uniform fee of \$10.00 will be paid by each person enrolling. All fees are to be paid during the period of June 20-25.

Nine term hours credit may be earned during the summer term and may be counted toward the B.A. degree from the University. Graduate credit may be earned by special arrangement.

Each morning from 9:50 to 10:00 students will meet in the North Gallery for Assembly and special announcements and to make the acquaintance of fellow students.

Friday evenings throughout the session will be reserved for student body entertainments, the first Friday being devoted to a reception for all members of the Portland Summer Session. Other special features will be excursions and picnics along the famous Columbia River highway and to other picturesque points of interest, under the leadership of different members of the faculty. The advanced students in public speaking will present a play for the Summer Session students the last week of the session, and in addition special public lectures will be arranged.

Members of the faculty will be glad to arrange conference hours with students.



## DEPARTMENTAL ANNOUNCEMENTS

In the following description of courses, it is intended that the general character of each course should 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 also, when supplemented by additional assignments of work.

The hours noted after the course descriptions represent the term hours of University credit which may be earned.

### ART

MISS ESSIE PATTERSON

MR. N. B. ZANE

1. COMPOSITION AND DESIGN. Theory and practice.

a. Presentation of the fundamental principles underlying good arrangement and spacing of line and mass. Sources of decorative material and their adaptation.

b. Methods of interpretation in decoration. Convention and symbolic design. Decorative elements in natural forms. The use of color and its possibilities in decoration. Problems to include the use of the various mediums and methods of expression.

c. Color. Theory and practice. Fundamentals of color study including standards, values, intensities and harmonies. The subject to be presented from the standpoint of appreciation as well as a working knowledge and ability to use color well. Daily at 8. Lincoln High School. Miss Patterson. *Three hours.*

2. METHODS. (Especially planned for teachers of elementary schools.)

a. A systematic study of the subject of design as developed in a course of study for the elementary schools. The presentation of the subject as a whole, and its value in education. Standards to be attained in class-room methods. Technique of mediums and use of various materials.

b. The subject of representation and its development. Study of the fundamentals governing the appearance of form, as a foundation for all work in freehand drawing. Development of freedom of expression by means of the graphic language and the ability to see and draw correctly.

c. The principles of good construction and their illustration in simple practical problems in handwork. Relation of decoration to construction, the fitness of design to material, and the purpose and harmony of the whole. Daily at 9. Lincoln High School. Miss Patterson. *Three hours.*

### 3. CRAFTS. TEXTILES.

a. Batik. A textile art of designing in wax. Study of the work of the Javanese people, and the modern methods of application. Development of design in relation to batik. Dyes, methods and processes of dyeing different kinds of materials.

b. Block printing. Methods and processes of developing decoration by means of the wood and linoleum block. Character of design in block printing. Problems in cutting blocks and printing on various materials.

c. Stitchery. Adaptation of design to material by means of decorative stitches. Block prints with embroidery enrichment. Study of good textiles and color harmonies. Membership in this class limited to 25. Daily at 10. Lincoln High School. Mr. Zane. *Three hours.*

## BIOLOGY

Professor TORREY

The first of the following courses is an introduction to biology as it exists today. The second is designed especially for those who are interested in teaching biology in elementary and secondary schools. The two may be elected separately, but together they supplement each other.

1. ELEMENTARY BIOLOGY. What biology is: its essential facts and problems; its relation to human affairs. A definition of life. Organisms as machines. Their activities, growth, reproduction, development. The significance of nutrition, respiration, exertion. The functions of muscles, nerves, sense organs. How



eggs develop. Fertilization and sexual reproduction. How wounds heal and lost parts are replaced. Typical life histories. A sketch of the facts of human development and their interpretation. Lectures with class room demonstration. Daily at 8. Room A.

*Three hours.*

101. TEACHING OF ELEMENTARY BIOLOGY. What to teach. What every child should know. The selection of materials. How to make use of local environment. The use of books and laboratories. A graded course for elementary schools. Lectures, discussions and demonstrations. Daily at 9. Room A. *Three hours.*

## BOTANY

Professor SWEETSER

1. FIELD COURSE IN PLANT BIOLOGY. This will consist of three colloquiums and two field trips per week. Attention will be given to the study of as many different forms of plant life as possible, including both flowering and non-flowering plants, fungi, lichens, trees and shrubs. There will be no pre-requisites, but each person will be expected to provide himself with a hand magnifying glass. Daily at 2. North Gallery. *Three hours.*

109s. SYSTEMATICAL BOTANY. This will be devoted to classification of plants and their relation to environment. It will be adapted to the needs of the individual. The equivalent of high school botany is pre-requisite. This class will meet five times a week. Field work as necessary. Daily at 1. North Gallery.

*Three hours.*

## CHEMISTRY

Mr. THIENES

1. GENERAL CHEMISTRY. A study of the fundamentals of chemistry: The elements, simple reactions, general properties of the commoner elements and compounds; an introduction to electro-chemistry; some work in elementary qualitative analysis. Daily at 1. Laboratory daily at 2. Lincoln High School. *Six hours.*

2. PHYSIOLOGICAL CHEMISTRY. Course 1, or its equivalent, is a pre-requisite. This course includes a study of important organic compounds; chemistry of foods, vital food substances and vitamins; general chemistry of body tissues; digestion and metabolism. This course is for advanced students of dietetics and hygiene. Daily at 8. Room F, Central Library. Laboratory three times weekly at 2. Lincoln High School. *Four hours.*

## EDUCATION

Dean REBEC

Professor STETSON

101. PROBLEMS IN ADOLESCENT EDUCATION. This course will deal with various problems involved in reorganizing secondary education in the light of individual and social need, as presented by modern psychology, sociology and philosophy. After a brief consideration of the needs of adolescence, the short-comings of our present system and typical foreign secondary systems, a careful study will be made of the junior and senior high school plan, with its implications and possibilities. This will involve such problems as exploration, scientific guidance, socialization, curricula of schools, and community resources and training of teachers. The course is planned particularly for high school and upper grade teachers and others who are interested in the education of adolescents. Daily at 8. Room C. Professor Stetson.

*Three hours.*

102. THE SPIRIT OF TWENTIETH CENTURY EDUCATION. A course of general interest to teachers and others who wish to keep in touch with educational development. It will present, in lecture form, a survey of some important present tendencies in education, with an attempt to indicate their significance. The following topics will be illustrative: Education for citizenship, education for leisure, health work in schools, the state and the nation in education, the scientific determination of abilities, educational prognosis, educational and vocational guidances, measuring achievement in school subjects, education of exceptional children, scientific curriculum making, democracy in administration and supervision, professional organizations, professional training, the ex-



perimental attitude, school publicity, and the school and the community. Daily at 9. Room C. Professor Stetson. *Three hours.*

103. See Course 101 under Psychology. This course will be given Education credit.

104. EDUCATION AND DEMOCRACY. An inquiry into educational foundations, focussed to such queries as: In a society that accepts the democratic ideal sincerely, what shall be the function, content and method of education? Does progressive democracy imply profound modifications in present institutions and practices? Is a radical democracy in education feasible or possible? Can culture be democratized? Daily at 11. North Gallery. Dean Rebec. *Three hours.*

## ENGLISH

Professor PARSONS    Professor BERTHA YOUNG    Professor FISH

1. ENGLISH COMPOSITION. A fundamental course in the mechanics of writing. Established usages, grammatical requirements, the use of language, and kindred subjects will be dealt with. Students' compositions will be read critically in class. Daily at 10. Library Hall. Professor Fish. *Three hours.*

2. THE WRITING OF ENGLISH. A moderately advanced course in composition. The essentials of a good writing style, and the different forms of discourse (narration, description, exposition, argument) will be studied. Assignments for practice and class discussion. Daily at 11. Library Hall. Professor Fish. *Three hours.*

101. PRINCIPLES OF APPRECIATION. In this course will be read poetry, fiction and drama sufficiently distinctive to invite consideration in the light of certain essential "values." When the new and striking literary work appears, how shall we approve it; for what shall we examine both it and ourselves? How nearly may an estimate of it be established? Upon what fundamentals does our insistence upon the particulars of diction, style and concreteness rest? These and other questions will suggest the basis for

reading, investigation and discussion. Daily at 8. Room H. Professor Parsons. *Three hours.*

102. NINETEENTH CENTURY PROSE. From Lamb and DeQuincy to Arnold and Pater. Especial emphasis is laid upon the work of Carlyle, Ruskin, and Emerson, with reference to the development of literature in the service of ideas. Of value to students of sociology. Daily at 10. Room C. Professor Young. *Three hours.*

103. SURVEY OF ENGLISH LITERATURE. With reference to the movements of thought as expressed in the great writers of each period, from Anglo-Saxon to the Nineteenth Century. Daily at 11. Room C. Professor Young. *Three hours.*

104. AVAILABLE PLAYS. In this course will be considered plays technically known as "available"; "Little Theatre" plays; plays representative of technique and of significance; plays actually being produced. Attention will be given to types of characterization, of action, of staging; somewhat to play-building, and also to exposition of the aims and accomplishment of the more exceptional among modern producers. Daily at 9. Room H. Professor Parsons. *Three hours.*

## ECONOMICS AND POLITICS

Professor McKINLEY

101. PROBLEMS OF AMERICAN CITY GOVERNMENT. A survey of some leading problems of structure and function of American city governments such as the relation of the city to the state, of city and county, commission manager charters, the merit system for municipal civil service, city planning, recreational activities of city governments, policy, fire and health function, and municipal taxation. Daily at 10. Room H. *Three hours.*

2. ECONOMIC HISTORY OF THE UNITED STATES. A survey of the economic development of the United States. Save for a very brief sketch of colonial conditions, this course will limit itself to the period since the American revolution. Daily at 11. Room H. *Three hours.*



## FRENCH

(See Romance Languages.)

## HISTORY

DR. MORRIS

DR. SCHAFER

1. OREGON AND THE PACIFIC NORTHWEST. A course for teachers and undergraduate students who want a rapid survey of the history of the region and the state. Lectures, assigned readings and topics Text book, Schafer's History of the Pacific Northwest. Macmillan, 1918. Daily at 10. Room B. Dr. Schafer.

*Three hours.*

101. WESTERN AMERICAN LIFE IN THE MAKING. From frontier farming to a developed society. Period 1864-1900. Will emphasize the life of the people rather than facts of external history, though these will be sketched into the picture. Large use will be made of the literary works of American writers who deal with that period. Lectures, discussions, topics, and the reading of basic literary works. Paxon's The New Nation will serve as guide for general movements and all should have it as the text. Daily at 11. Room B. Dr. Schafer.

*Three hours.*

102. HISTORY OF THE PACIFIC OVERSEAS POSSESSIONS SINCE 1783. An elementary survey including the old colonial system, British rule in India and the older island colonies, the rise of the self-governing dominions in Canada, Australasia and South Africa and an account of the newer crown colonies and dependencies. Some attention is given to the changes occasioned by the late war. Daily at 8. Room B. Dr. Morris.

*Three hours.*

103. RISE OF THE ENGLISH CONSTITUTION. A study in particular of the government and principal institutions of the Anglo-Saxon period, the strong monarchy of the Norman and Angevin kings, the rise of the judicial systems, the Great Charter, the beginnings of parliament and its rise to power in the Fourteenth and Fifteenth Centuries. The concluding lectures briefly explain later development to the end of the Nineteenth Century. Daily at 9. Room B. Dr. Morris.

*Three hours.*

## MUSIC

MR. BOYER (See Romance Languages.) MR. GOODRICH

1. SCHOOL MUSIC. This course aims to show how musical knowledge is adapted to the needs of the public school. The following and other points will be taken up: 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. Daily at 2. Room A. Mr. Boyer.

*Three hours.*

2. ADVANCED MUSIC. Sight reading, melody, phrasing and interpreting, and musical appreciation with the use of the phonograph. Daily at 3. Room A. Mr. Boyer.

*Three hours.*

3. HISTORY AND APPRECIATION. A brief general survey of music from the year 1500 to the present day, with particular reference to the standard operas and symphonies. Daily at 10. Room A. Mr. Goodrich.

*Three hours.*

101. MUSICAL ANALYSIS. Beethoven's Sonata and Bach's Well Tempered Clavier. Daily at 11. Room A. Mr. Goodrich.

*Three hours.*

103. CHORAL DIRECTING. Technic of the baton, enunciation, phrasing and interpretation. This course is open to advanced students, and Courses 1 and 2 are a pre-requisite. This course will also carry a special fee. Mr. Boyer. *Hours to be arranged.*

## PHYSICAL EDUCATION

MR. KROHN

1. PHYSICAL EDUCATION FOR CITY, COUNTRY AND RURAL SCHOOLS. A program of progressive physical exercises, classified and graded to meet the needs of pupils of various ages will be given during this hour. A health program will be included in the above. Daily at 9. Lincoln High School. *Three hours.*

2. RECREATIONAL ACTIVITIES. School room and play ground games and plays will be taught during this hour, as well as organ-



ized games and athletics. Thus an opportunity will be offered the members of the class for personal exercise and recreation. Programs for field days and contests will be outlined. Daily at 2. Lincoln High School. *Three hours.*

**SPECIAL.** High school gymnasium work will form a part of each lesson, during which practice teaching and leadership will be featured. Wear gym suits.

## PSYCHOLOGY

DR. KOHS

**1. GENERAL PSYCHOLOGY.** A general survey of the science will be undertaken with more emphasis upon the concrete and practical interpretations of human mental functioning, both individual and social, and with less upon the traditional categories of pure psychology. Applications will be made to problems in teaching, medicine, social service, business and law. Daily at 8. Story Hour Room. *Three hours.*

**101. CLINICAL PSYCHOLOGY.** A brief analysis of children's native mental equipment upon entering school will be presented, together with possibilities of pedagogical adaption thereto; a suggested scheme for a "differentiated program of education" will be outlined; principles and methods of procedure of school psychologists and court psychologists will be discussed, describing diagnostic methods and their relations to a suggested program for social and pedagogical direction. A few children will be utilized for demonstration purposes, their mental and intellectual equipment as thoroughly analyzed as is possible by means of mental and pedagogical tests now in use, and suggestions for a rational program of education to meet their individual needs based upon these results will be made. Daily at 9. Story Hour Room. *Three hours.*

## PUBLIC HEALTH

MISS THOMPSON

To meet what seems to be a demand for experienced Public Health nurses, the Portland Summer Session offers an advanced

course in public health nursing. In giving this course Miss Thompson will have the assistance of Miss Ann Doyle, U. S. Public Health Service, Miss Harriet Leete, National Field Secretary of the Child Hygiene Association, Mrs. Sadie Orr Dunbar, Executive Secretary of the Oregon Tuberculosis Association, Miss Marion Crowe, Superintendent of the Visiting Nurse Association, Miss Jane Allen and Miss Helen Hartley of the Bureau of Nursing, Oregon State Board of Health.

1. HEALTH PROBLEMS. In this course a study will be made of reports of community investigations made by the Children's Bureau, Department of the Interior, U. S. Public Health Service, and various other local and national organizations. This will include special studies in nutrition, tuberculosis, infant welfare, school hygiene and mental hygiene. Daily at 9, Room E. *Three hours.*

2. COMMUNITY ORGANIZATION. This course deals with the development and administration of health organizations, financial support, publicity, records and office detail. The purpose of this course is to help public health nurses in solving every day problems encountered in handling difficult local health situations. Daily at 10. Room E. *Three hours.*

## PUBLIC SPEAKING

MRS. SENN

1. FUNDAMENTALS OF PUBLIC SPEAKING AND INTERPRETATION. This course includes the elementary training of voice and body, development of the expression of the individual personally, and vocal interpretation of literature. The endeavor is made to show the student the means of translating his thoughts and feelings into effective speech. Practical exercises will be given in voice culture, articulation, enunciation, poise and gesture. Daily at 10. Story Hour Room. *Three hours.*

2. PRACTICAL PUBLIC SPEAKING. A more advanced course dealing with the study of natural principles, those which experience has shown to be practical and which have resulted in success. Members of the class will be given frequent opportunity for impromptu, extempore, and argumentative speeches. Students will be analyzed and shown why their voices are constricted and their



bodies awkward; why they feel nervous and self-conscious; and why they fail to make personal contact with the audience. Nevertheless, the chief stress will be laid on constructive suggestion. Daily at 11. Story Hour Room. *Three hours.*

3. SHORT PLAYS. Short plays will be studied from the vocal interpretative standpoint. Students showing sufficient ability will be used in public presentation of these plays. As the membership in this class must be limited, and much intensive individual instruction will be necessary, a special fee of \$10 will be charged. *Hours to be arranged.*

## ROMANCE LANGUAGES

### FRENCH

Professor GOGGIO

1s. ELEMENTARY FRENCH. Grammar, reading, composition, with special stress on pronunciation and oral exercises. Daily at 9. Room F. *Three hours.*

101. CONTEMPORARY FRENCH DRAMA. Lectures, reading and discussions of plays by representative contemporary dramatists such as Hervieu, Curel, Rostand, Brieux, Capus, Donnay, etc. Daily at 10. Room F. *Three hours.*

### SPANISH

Professor WARRINGTON

11s. ELEMENTARY SPANISH. The aim of this course is to give a thorough foundation in the rudiments of the Spanish language. Pronunciation and the fundamental rules of syntax will be taught by means of oral drill and written exercises. The reading of a simple text will be taken up early in the course and will furnish the basis for conversation. Daily at 9. Room G. *Three hours.*

12s. INTERMEDIATE SPANISH. This course consists of a rapid review of grammar, advanced work in syntax, writing of short

essays, and reading of typical works by modern authors. Conversational writing exercises will be based upon easy Spanish narrative prose. The work will be conducted, as far as possible, in Spanish. Daily at 10. Room G. *Three hours.*

101. ADVANCED SPANISH. This course will consist of reading of representative works from the leading Spanish novelists and dramatists. A novel by Vicente Blasco Ibanez and a play by Jacinto Benavente will be read in their entirety. Typical selections from Azorin, Valdes, Clarin (Leopoldo Alas), and Pio Baroja will be read and discussed. This course also aims to inculcate some knowledge of the peoples and institutions of Spanish-speaking countries. To that end outside lectures will be given with stereopticon views. Daily at 10. Room G. *Three hours.*

Members of the above classes will be encouraged to join the Summer Session Spanish Club which will hold a series of luncheons, excursions, and receptions where Spanish topics will be discussed in that language.

## SOCIOLOGY

DR. PARSONS

101. ELEMENTS OF SOCIOLOGY. The course will constitute a brief survey of the origin and development of society and social institutions, with a brief summary of the more important schools of sociological thought, and the development of modern social science. Lectures, discussions, assigned readings. Daily at 9. North Gallery. *Three hours.*

102. SOCIAL PROBLEMS. This course will be devoted to the analysis of several of the more important social problems including the family and divorce, religious adjustment, crime, mental defect, immigration and Americanization, social unrest, etc. Lectures, discussions, assigned readings. Daily at 10. North Gallery. *Three hours.*

## SPANISH

12. INTERMEDIATE SPANISH. This course consists of a rapid review of grammar (See Romance Languages.)



# The University of Oregon

OREGON CONFERENCE OF SOCIAL WORK  
Includes the following Colleges and Schools, located at Eu-

CENTRAL LIBRARY, PORTLAND

June 20-22, 1921

This conference is the annual meeting of the Social Workers' Association of Oregon and will be held in connection with the opening of the Portland Summer Session of the University of Oregon. There will be addresses and discussions of the state's most pressing social needs by competent authorities, followed by the formation of a definite plan for state-wide action. Members of the Summer faculty, some of them men of wide experience as well as of high distinction in the field of social problems and actual social work, may be counted on for active co-operation in these meetings.

All sessions of the conference are free and open to students and the public.

Membership in the Social Workers' Association of Oregon at \$2.00 a year, includes membership in the Conference, which entitles the holder to vote in business sessions, and places his name on the mailing list of the association.

For further information, address S. C. Kohs, President, 442 Courthouse, Portland, Oregon, or Mrs. Harriet H. Heller, 514 Chamber of Commerce Building, Portland, Oregon.

The Oregon State Graduate Nurses Association announces the Northwestern Sectional Conference of the states of Washington, Idaho, Montana, and Oregon to be held June 22, 23, 24, 25, at Portland, Oregon. A full program will be announced later. This being the first conference of the kind to be held in Portland, the nurses in the state are keenly interested, and expect to derive much benefit from the special features which will be presented.

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THE SCHOOL OF JOURNALISM  
THE SCHOOL OF LAW  
THE SCHOOL OF MEDICINE (Portland)  
THE SCHOOL OF MUSIC  
THE SCHOOL OF PHYSICAL EDUCATION  
THE SCHOOL OF SOCIOLOGY  
Portland Division of Social Work (Portland).  
THE EXTENSION DIVISION  
Department of Extension Instruction.  
Department of Social Welfare.  
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The University publishes Bulletins descriptive of its various Schools and Colleges, and a Bulletin of General Information which will be sent on request to any interested persons. The General Catalogue is printed only for purposes of exchange with other institutions.

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University of Oregon,  
Eugene, Oregon.

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