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Correspondence-Study CATALOG



Announcements for 1920-1921

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“IT IS the way our hours of freedom
are spent that determine, as much as
war or labor, the moral worth of a nation.”

—Maeterlinck.

“THE best way to meet the evils of
ultraradical agitation is with the
reason which proper education applies. I
regard education as the best remedy for
mistaken or false political conceptions.”

—Governor Alfred E. Smith,
New York.

THE EXTENSION DIVISION

University of Oregon, Eugene

Correspondence-Study Catalog

Announcements for 1920-1921



UNIVERSITY PRESS

EXTENSION DIVISION ORGANIZATION

EXTENSION TEACHING

Correspondence-Study

Extension Classes

Oregon Teachers' Reading Circle

SOCIAL WELFARE

Lectures

Visual Instruction

Community Music

Public Discussion

Special Information

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Vocational Research

THE EXTENSION DIVISION

“WESTERN civilization hangs today in the balance. Every gain that the race has made is threatened with destruction. Only a thin line separates France and England and Italy from the menace of barbarism. Upon our Nation may devolve the responsibility of keeping the torch aflame. Upon the trained intelligence, the clarified insight and the disciplined will of our people in all likelihood will depend the fate of the world in the decades that are to come. First, last, and all the time it is an educational problem.”

Thus spoke Professor W. C. Bagley of Teachers College before one of the general sessions of the annual meeting of the Department of Superintendence of the National Education Association, at Cleveland, Ohio, in February. We see the same thought expressed over and over again in the press of the country. Leaders everywhere are realizing it and are speaking their acceptance of it. Education is the great prophylactic for anarchy and bolshevism; it is civilization's most potent agent for reconstruction and progress.

Never has there been a greater demand for trained men and women who are ready to serve as leaders, and rarely have there been such far reaching opportunities for those who aspire to leadership and success to get the training they need. Public schools, colleges, universities, and the government are putting an education within the reach of all. It remains for the individual to take what he wants and needs and to use it as best he can.

Furthermore, education is no longer something that must be held sacred to youth. One of the most significant happenings in recent times was the organization, only a little more than a year ago in London, of the World Association for Adult Education, whose purpose, as expressed by one of the founders, is:

“To dispel the melancholy belief that grown men and women have nothing left to learn, and to diffuse throughout all countries, and in every section of society, the sense of wonder and curiosity and the gift of mutual sympathy and companionship which add so much to the meaning of life.

“It pursues this purpose by seeking to establish contact between all those, whoever and wherever they be, who hold fast to the belief that the true purpose of education, for young and old, is the understanding and enjoyment of life, and that the uneducated man is not he who cannot read or write or count or spell, but he who walks unseeing and unhearing, unaccompanied and unhappy through busy streets and glorious open spaces of life's infinite pilgrimage.”

Universities have caught this new spirit; they have accepted the challenge. Thus it is that the university which confines its activities and interests to the students within its walls and on its immediate campus, which does not have generous service to the public on its conscience and in its plans, has almost ceased to exist.

This outward looking and outward reaching attitude is particularly marked in state universities, and rightly so. The modern state university is coming to be regarded more and more as belonging to the people at large who support it; organized and administered to serve their higher educational interests.

The University of Oregon recognizes that it is responsible for more than the instruction of the students who come to its immediate campus; that its wider duty is to provide for the people of the state opportunities to acquire educational benefits from its faculty and other repositories of organized information and instruction, and to communicate to them truth discovered through research and original investigation.

The director of university extension in one of our states has well expressed the ideals and purposes of university extension. He says:

"The Extension Division is a channel through which some of the university culture and instruction flows to the people; it is an instrument which focuses the energy and power of analysis found in the university upon common problems in the State; finally it assembles, organizes and directs for effective public use educational and social welfare resources not found within the colleges of the university. In administrative organization it is a distinct part of the university, co-ordinate with the colleges. But it has a peculiar function, not limited by the customs and traditions of academic institutions. For extension work must directly benefit many people who have not met college entrance requirements. Consequently, whatever of instruction and culture given, whatever of knowledge and useful information disseminated, whatever of public service rendered, the interpretation must be in terms of the experiences of the common man. Discussion and debating leagues, public health and community institutes, lecture-study courses, package libraries, surveys, visual instruction, and other activities of the Extension Division will not be reproductions of residence work, but they will be developed to meet the conditions of everyday, active life."

The Extension Division is the distributing agency for educational material which the University has been able to organize for the use of the general public. It is further the University's active representative in the state, serving in every way those who cannot attend educational institutions, stimulating and guiding them in their efforts to acquire a better education. Through some one or more of the several activities of the Extension Division every person in Oregon may connect with the State University.

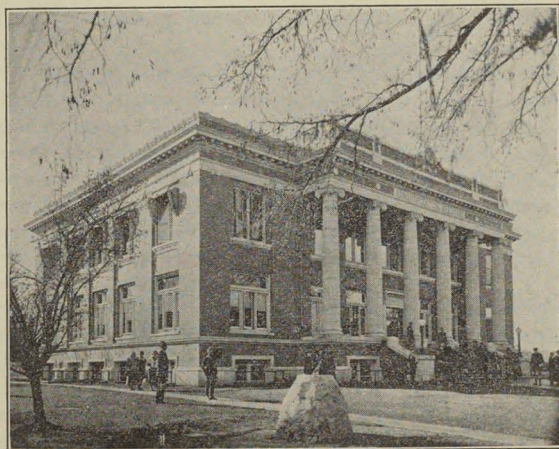
EXTENSION ORGANIZATION

The Extension Division is organized at the present time in two departments upon the basis of its two major interests—the department of extension teaching, and the department of social welfare.

The department of extension teaching concerns itself with instruction through correspondence-study, extension classes and teachers' reading circle.

The department of social welfare administers the other activities of the Division, which include visual instruction, public discussion, vocational research, child welfare, community music, special information, and extension lectures.

This bulletin is concerned primarily with announcements of correspondence courses, but persons interested in any other phase of extension work are asked to write to the Extension Division for further information. Inquiries are always welcome, and questions will be answered as fully as possible.



JOHNSON HALL

This building houses the offices of administration and provides class rooms for several departments

CORRESPONDENCE-STUDY

“**T**O TEACH MEN! That is the great privilege of the extension teacher. The training of childhood and youth is as it has ever been, a great, noble and fundamental work. But to teach men—that is and ever has been the opportunity, the challenge, to sages and seers. And in our times through organized effort, as it has ever been in unorganized ways, it becomes vastly more challenging to leaders of men. Education then for us, as for Plato, literally begins with the cradle and ends with the grave.”—William H. Lighty, Secretary of the Correspondence-Study Department, University of Wisconsin.

Only within the last twenty-five years has correspondence-study received the recognition to which it is entitled. Private correspondence institutions recognized its worth long before and took up the work of building courses largely on a commercial basis from the standpoint of both student and school.

In 1892 correspondence-study received academic recognition when William Rainey Harper became the first president of the University of Chicago. President Harper was so thoroughly convinced of the possibilities of correspondence instruction that he made the extension division one of the five divisions of the new university and included instruction by correspondence in fifteen subjects in the first announcements of the university's course of study.

Correspondence-study was distinctly included in his ideal of a university's field of service. He expressed this ideal in a bulletin of the university published six months after it opened its doors, in the following words:

“To provide instruction for those who, for social or economic reasons, cannot attend in its class rooms is a legitimate part of the work of every university. To make no effort in this direction is to neglect a promising opportunity for building up the university itself, and at the same time to fall short of performing a duty which, from the very necessities of the case, is incumbent upon the university. It is conceded by all that certain intellectual work among the people at large is desirable; those who believe in the wide diffusion of knowledge regard it as necessary.”

MANY UNIVERSITIES GIVE CORRESPONDENCE COURSES

Students for whom correspondence study provides the only opportunity for better training and a better education, are no longer obliged to depend upon commercial correspondence schools, but in most cases they may go directly to their own universities. Almost all state universities are giving instruction by correspondence, as are many private colleges and universities.

In some universities correspondence-study is wholly or largely self-supporting, but in many of them it receives a substantial allowance from the general funds of the university. In almost none of them is it conducted for gain.

COURSES FOR OREGON STUDENTS

Correspondence courses are for persons in any community in the state who would like to study under the direction of the University. Through correspondence courses the University sends into their own homes portions of its work in which they are particularly interested.

The courses fall into three main groups: (1) Those which are equivalent to university work and in which credit may be earned toward a degree; (2) those which may be taken to satisfy entrance requirements; (3) those for which no credit is allowed.

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

Correspondence courses offered by the University of Oregon are intended primarily for residents of the state. Exceptions are sometimes made of students who are out of the state temporarily or who are definitely preparing to enter the University. Non-resident persons may register by payment of special fees.

GENERAL PLAN

APPLICATION. A student should select the course he wishes to take, fill out an application blank, giving all the information requested, and return it to the department of extension teaching of the Extension Division, with the fee.

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

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

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

TIME REQUIRED. The average time required for the preparation of each correspondence lesson is about six hours. This will vary somewhat with the course and the individual student, but may be taken as a basis upon which to estimate the time that will be required for the completion

of a course. This estimate applies to the regular undergraduate courses; lessons in some advanced subjects that may be taken for graduate credit will require longer time for preparation.

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

LENGTH OF COURSE. Where practicable, courses are outlined in units of sixteen lessons each. Some subjects are treated in a series of units so arranged that students who do not have the time or do not care for all of the units may select those they prefer. A number of courses, however, have twenty-four and thirty-two lessons, and a few have forty-eight.

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

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

MARKS. The system of marks used in grading correspondence papers is the same as that used in regular university classes. A new system of marks has been installed on the campus during the past year, which correspondence instructors will use hereafter. Students will please notice the following explanation of the marks:

"Instead of marking H, S, M, P, and F, as at present, instructors shall mark Class I, II, III, IV, V and F. The grades Incomplete, Withdrawn, and Conditioned, however, shall stand. (It is contemplated that Class I shall correspond roughly to H, Class II to S, Class III to the upper half of the Ms, Class IV to the lower Ms, Class V to P.)"

Cond.: Condition. This mark is given when work is hardly of a passing grade but the instructor feels that the student is entitled to the privilege of a second examination or any other chance to raise the grade to a passing mark.

Inc.: Incomplete. This mark indicates that for some reason the work of the course has not been completed. Credit cannot be given until the work is completed.

F: Failure.

EXPENSE

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

This schedule of fees will remain in effect until January 1, 1921, at which time students should write to the Division for information about fees before registering. The cost of conducting correspondence courses has increased along with the cost of everything else, and the Division feels that it could make more satisfactory provision for extension students if the fees were slightly higher.

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

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

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

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

Accordingly, a student whose home is not in Oregon may register for correspondence courses by the payment of \$5 a semester hour for each course taken. All other requirements for courses are the same as for Oregon students.

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

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

A Students' Cooperative Book Store is to be opened at the University again this fall, so that after October 1, extension students may order their books from this store at a saving of time and inconvenience.

When a correspondence course has been decided upon, write to the Students' Cooperative Store, University of Oregon, Eugene, for prices on the texts needed or ask that books be sent C. O. D. In ordering texts do not fail to include the full price.

The Extension Division is also willing to act as an exchange bureau for students who wish to sell copies of books regularly used in correspondence courses to other correspondence students. Announcement of any books that are available will be made through the Monitor, or books may be sent direct to the Extension Division for exchange. Selling prices should always be stated in such cases.

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

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

EXAMINATIONS

OPTIONAL. Examinations are optional with the student, but are required when credit is desired. They may be taken at the University, or under the supervision of some competent person who is approved by the Extension Division. Usually a school superintendent or principal in the student's home community is willing to give the necessary supervisory assistance.

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

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

In a subject such as literature, in which students work out their lesson reports directly from the material in hand, the final grade for a course is based almost wholly upon the final examination. Grades are given on papers throughout the course as an indication to the student of whether or not he is getting satisfactory information from his reading, but such grades should not be taken to have any immediate bearing upon the final grade. In subjects such as English and mathematics, where the student's regular reports furnish a much clearer indication of his individual capacities and grasp of the work, more credit is allowed on lesson papers toward the final grade.

CREDIT

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

GRADUATE. Candidates for the degree of Master of Arts may, subject to the approval of the Graduate Council, satisfy the residence requirements by completing eighteen term hours in regular summer sessions and nine term hours in special research work at the University under the immediate direction of the major professor. With the consent of the major professor, they may make arrangements to complete a portion of the work remaining through correspondence courses.

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

Note.—Since the change of the University from the semester to the term basis, the correspondence courses will not conform as exactly to resident courses as they did formerly. However, students who complete correspondence courses will receive full credit for their work under the system now in operation.

TEACHERS

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

EDUCATION. Nine of the fifteen hours required in education may be taken by correspondence, but at least six hours should be completed in the regular session of the University or in summer sessions. This applies to teachers whose college work has been done at some place other than the University of Oregon.

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

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

ADMISSION TO THE UNIVERSITY

The state high school course is the basis of the requirements for entrance to the University, and the adoption of the state course at once simplifies the passage of students from high schools into the University. Only graduates of high schools which have at least two teachers giving full time to high school work and which meet the requirements of standardization of the State Board of Education, are admitted to the University without examination.

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

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

Certificates from accredited high schools, or academies, or preparatory departments of colleges in the state of Oregon, will be accepted in lieu of entrance examinations.

Certificates from a high school or other secondary school in another state may be accepted in favor of the recommended graduate thereof, provided such school has been examined and accredited by some college or university at which the entrance requirements are equivalent to those of the University of Oregon.

REQUIRED SUBJECTS

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

ELECTIVE SUBJECTS

The remainder of the fifteen units may be selected from any subjects for which standard high schools give credit toward graduation, and may include additional work in the required subjects. All students are urged to present four units of English. Not more than four units in vocational subjects, one in music or one in military training may be offered for admission. Physical training is not accepted as an entrance credit.

Students may present eight units in high school commerce for admission to the University School of Commerce only.

The science requirement may be satisfied with a full year's work in any of the following: physics, chemistry, botany, zoology, biology, or general science, provided it includes a substantial amount of competently supervised laboratory work.

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

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

Solid Geometry	1/2 unit
Intermediate Algebra	1/2 unit

Students planning to take the course in commerce should present the following additional subject:

Intermediate Algebra	1/2 unit
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UNIVERSITY COURSE OF STUDY

The work of the University is classified in three Divisions, called Lower, Upper and Graduate. The Lower Division comprises the freshman and sophomore years. The Upper Division comprises the junior and senior years. The Graduate Division, extending beyond these years, includes the work of the Graduate School.

LOWER DIVISION

Each student shall complete in the Lower Division at least one three-hour year course (nine term hours) in any three of the following four groups:

- I. (a) English (not including prescribed English composition), English literature, American literature.
(b) Languages: Ancient; Latin, Greek. Modern: Romance, Germanic.
- II. Social Science, including history, economics, political science, philosophy, education.
- III. (a) Mathematics.
(b) Science, including botany, chemistry, geology, physics, psychology, zoology. Each of these sciences shall include not less than one credit hour a week of laboratory time.
- IV. (a) Public Speaking, Art and Drawing, Household Arts, each including not less than one credit hour a week of laboratory or practice time.
(b) Music.

Any irregularities in meeting entrance requirements must be attended to and corrected, and any examinations for college credit for work done before entrance must be taken while in the Lower Division.

In general, the selection of courses taken during the Lower Division should be such as *first* to satisfy all specific University requirements as described above, *second* to further the student's general educational plans, including prerequisites for courses to be taken later, some start on the major subject itself, and due attention to any specific requirement for the particular degree required.

UPPER DIVISION

In the Upper Division the student must satisfy the requirements of a Major Department or pursue the prescribed course of a professional school. The head of the department in which the student's major subject lies or the dean of the school acts regularly as the student's adviser.

Students who have not attended the University, but who are expecting to attend, should have these requirements in mind in selecting correspondence courses.

EXTENSION CLASSES

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

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

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

FEE. The usual fee for extension classes is \$5 for each student regularly enrolled.

APPLICATIONS. Applications for extension classes outside of Portland, Oregon, should be made to the Department of Extension Teaching

of the Extension Division at Eugene. Applications for classes in Portland should come through the Portland office of the Extension Division at 650-652 Court House.

CLUBS

The department of extension teaching is very glad to assist clubs in the organizing of courses of study, and in securing reference books and timely lectures to heighten interest in club study. The Division has a few courses of study outlined for clubs, description of which will be found on pages 42-43.

THE EXTENSION MONITOR

This little magazine is published by the Extension Division and is the especial organ of the department of extension teaching. The Monitor is sent regularly to all students enrolled in the department. It contains helpful suggestions to students, and articles of general interest and information. Through it the Division sets forth its plans and makes its announcements.

The editor of the Monitor invites students and friends to contribute articles of interest for its pages. Students, particularly, are asked to send in items about their work, about their home communities, and any bit of news that would be interesting to fellow students.

COURSES PREPARATORY TO THE VOCATIONS

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

The following groups of correspondence courses suggest opportunities for study in preparation for some of the professions. The secretary of extension teaching will be glad to consult with students who want correspondence courses to help them in preparing for special fields.

LAW. Economics and sociology, history, English, debating, psychology, German and philosophy.

MEDICINE. Physics, botany, physiology, psychology, English, and German.

TEACHING. Education courses, English, psychology, history and courses along the line of the teacher's chosen speciality.

JOURNALISM. English, history, economics and sociology, literature, psychology, and German.

ENGINEERING. Mathematics courses, those in drawing, practical electricity, physics, English, German, economics, and history.

COMMERCE. English, history, economics, psychology, and German.

NURSING. Physiology, psychology, physics, and English composition.

COLLEGE COURSES

THESE courses reproduce as nearly as possible by correspondence the work done in similar courses on the University campus. The same standards of scholarship are also maintained as are required of resident students.

BIRD STUDY

LESSONS in this course deal particularly with the biology of the bird, but the student is also given instruction on observation of birds in the field. Emphasis is laid on knowledge gained first hand concerning particular markings, habits, and food of birds.

Dr. John Bovard, professor of zoology, has written a special text for the course consisting of seventeen chapters, each of which treats of some distinct phase of bird physiology or of bird habits.

The text is typewritten and is fully illustrated with drawings and photographs, some of which the author has gathered from printed sources, but many are prints from camera negatives that have been taken in the field and show characteristic incidents in bird life.

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

Credit: Three term hours. The fee is \$3.75 and includes a copy of the text.

BOTANY

THIS course, prepared by Albert R. Sweetser, professor of botany, is planned for those who wish a fuller knowledge of the wild flowers, and to assist teachers in giving instruction in nature study, botany and biology, and in preparing for the state teachers' examinations. The aim of the course is to interest students in the observation of nature and life processes rather than in the study of the textbook, but several lessons are devoted to the collection, analysis and classification of flowers.

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

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

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

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

CITIZENSHIP

IN THIS AGE, when Americans are confronted by the supreme test of citizenship, when democratic efficiency is everywhere on trial, a review or survey of the fundamental elements of our nation should give us renewed faith, and optimism in the cause in which we are enlisted—a new appreciation of liberty, fraternity and justice. The Extension Division recommends these two courses to teachers, ministers, social workers, civic clubs, and public spirited men and women generally. The first course has been prepared by Mr. John C. Almack, and the second by Professor Peter C. Crockatt.

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

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

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

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

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

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

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

DEBATING

THE course in debating has just been revised and is now incorporated in the course in college English composition as Section 2. It is designed not only to increase proficiency in debate, but to develop the ability

to recognize sound argument and to form the judgment accordingly. It is an elementary study prepared especially for inexperienced students in the form and methods of effective argument. Students who wish to study debating and argumentation apart from English may register for this as a separate course.

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

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

DRAWING

THE courses in drawing are conducted by Percy P. Adams, professor of graphics, and are planned to give practical instruction to students who wish to prepare for professional work in drafting and architecture. They are for beginners and for men who have had some practical experience, but who feel the need of instruction that will help to systematize and coordinate the knowledge they have.

1. MECHANICAL DRAWING. In this course students learn the use and care of drafting instruments, geometrical drawing, practical applications of the principles of orthographic projection to drafting room practice, etc. Neat, plain lettering, shop drawings, tracings and isometric drawing receive special emphasis.

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

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

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

2. GRAPHIC STATICS. Purely graphic methods of solving problems in statical mechanics are investigated with special reference to their application to trusses, beams and structural design in general. The work includes the determination of stresses in framed structures; calculation of sizes of truss members; design of joint connections in wooden trusses; design of beam for shear and bending; deflection of beam; principles governing the design of reinforced concrete; treatment of moving loads on beams and trusses. No mathematics is required except the ability to solve a formula.

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

3. FREEHAND LETTERING. The purpose of this course is to give students extended practice in various styles of lettering commonly used on working drawings. Materials, aside from the text, will cost about \$5.00.

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

Text: Wilson, Freehand Lettering.

ECONOMICS AND SOCIOLOGY

THE aim of these courses is to meet the needs of students who are preparing for social service work, for active business or for the professions of law, journalism, or the ministry, and to teach such subjects as history and literature. They may be taken as foundational work in a pre-legal course and credits earned in them may be counted toward meeting the law school requirement of two years of college work preparatory to the regular law course. They duplicate as nearly as possible the work done in the same courses on the University campus, and also provide opportunity for research along the lines that are of particular or local interest to individual students. Courses 1, 2, 4 and 9 are given by Peter C. Crockatt, professor of economics; courses 3 and 6 by Dr. James H. Gilbert, professor of economics, and courses 5, 7 and 8 by F. G. Young, professor of economics and sociology.

1. ECONOMIC AND SOCIAL HISTORY OF ENGLAND. Includes a study of primitive stages of industry, growth of institutions and property, the rise of the modern industrial system, growth of foreign trade, epoch of the great inventions, and characteristics of British modern industry. Of especial value to teachers of history and economics.

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

Texts: Gibbins, *Industry in England*, Scribners; Ashley, *Economic Organization of England*, Longmans.

2. ECONOMIC AND SOCIAL HISTORY OF THE UNITED STATES. A study of American colonial development, struggle for commercial and economic development, struggle for commercial and economic independence, the industrial revolution and the westward movement (1808-1860), and economic integration and industrial organization from 1860 to 1914. For teachers of history and economics.

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

Texts: Bogart, *Economic History of United States*, Longmans; Bogart and Thompson, *Readings in the Economic History of United States*, Longmans.

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

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

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

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

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

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

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

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

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

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

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

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

7. **ECONOMICS OF BUSINESS ORGANIZATION.** Evolution in industry is traced and characteristics of successive forms of association noted. The latter half of the course is taken up with a case study of the different types of combination and the development of public policy toward

practices and business policies involving degrees of monopoly and restraint of trade.

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

Text: Haney's Business Organization and Combination; Ripley's Trusts, Pools, and Corporations.

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

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

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

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

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

Texts: Croly, Promise of America; Croly, Progressive Democracy, Macmillan Company.

EDUCATION

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

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

Students who register for graduate courses must meet prerequisite requirements.

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

The courses are offered by Dr. H. D. Sheldon, dean of the school of education, Professor F. L. Stetson, Mr. John C. Almaek, and Professor A. N. French.

1. **EDUCATIONAL PSYCHOLOGY.** Students are given an opportunity in this course to study such fundamentals in education as heredity, instinct, impulse, environment, interest and attention, and to investigate the nature of the learning process, the factors involved and their significance. Practical applications are made to class-room procedure in connection with the study of various phases of learning, as memory, imagination, and concept forming. Some experimental work will be undertaken when possible.

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

Texts: Bagly, *The Educative Process*, Macmillan; Colvin, *The Learning Process*, Macmillan; Dewey, *The School and Society*, University of Chicago.

2. **HISTORY OF MODERN EDUCATION.** In this course particular attention is given to applied history; that is, to those educators whose practices and philosophies function today in our educational system. An endeavor is made to indicate the cause and effect relations, problems are suggested, and an opportunity afforded for the expression of independent thinking on the part of the student.

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

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

3. **SCHOOL ADMINISTRATION AND SUPERVISION.** This course is arranged in two parts. Part I deals with school organization, administration, and general business management. Part II deals with supervision. Credit will be given for the satisfactory completion of either part separately, and neither is a prerequisite of the other. The matter selected as a basis for the course is designed to fulfill these functions: (1) Acquaint the student with the literature and subject matter of school administration and supervision; (2) help him in solving the practical problems which confront him in his daily work; (3) indicate some of the leading modern tendencies in this field; and (4) give him an educational outlook that will promote his professional advancement.

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

Texts: Part 1—Cubberley, *Public School Administration*, Houghton Mifflin Co.; Strayer and Thorndyke, *Educational Administration*, Macmillan; *The Grand Rapids Survey*, Board of Education, Grand Rapids, Michigan; *A Health Survey of Oregon*, University of Oregon, Eugene; Part 2—*The Grand Rapids Survey*, same as for Part 1; Cubberley, same as for Part 1; Monroe, *Measuring the Results of Teaching*, Houghton Mifflin Co.

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

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

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

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

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

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

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

Credit: Three term hours. Fee \$2.00.

7. TEACHING PRINCIPLES. A study of the fundamental factors and processes in the psychology of learning, with practical application of the principles. Practical exercises will be given, and questions calling for personal observation and introspection asked. The result aimed at is a scientific attitude toward teaching and the beginning of rationalized skill in school procedure.

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

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

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

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

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

9. CHILD WELFARE. The first part of this course is devoted to a study of the physical and mental inheritance of the child and the relation of this inheritance to acquired traits and habits. An attempt is made to render the work practical by applying the principles deduced to the work of teaching and training children.

Finally, the larger phase of child study, child welfare, is taken up, with the emphasis placed upon preventive and constructive work dealing with problems of child life. Texts are supplemented with brief lectures for certain lessons, and inferences and observations, based on the experiences of the student, are often asked for. A bibliography of the most important recent literature on the subject is attached for the use of those who wish to do more extensive reading.

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

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

10-13. TEACHERS' READING CIRCLE COURSES. Four courses have been outlined, each of which is based on two books from the current reading circle list. By the completion of any of these courses, teachers will meet all reading circle requirements for the professional certificate and be entitled, in addition, to University credit.

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

The courses are:

10. METHODS OF TEACHING. This is an elementary course in teaching methods. It differs from the ordinary methods course in that the psychological approach is made and that emphasis is put upon the application of principles rather than the study of principles for their own sake. The problems for solution are those which arise every day in actual school room work, and opportunity is given for the student to draw upon his experience and observation.

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

Texts: Freeman, Psychology of the Common Branches, Houghton Mifflin Co.; Parker, General Methods of Teaching in Elementary Schools, Ginn.

11. SECONDARY SCHOOL METHODS. This course is designed to offer practical assistance to teachers in the public schools. The various factors determining method will be dealt with briefly in the introductory lessons, and attention thereafter given to the class period, to the curriculum, and its administration. Aims of education, the nature of the educand, administrative factors, subject matter, and method are inseparable; it is impossible to consider the last without reference to related aspects of

the whole educational program. Emphasis is placed upon general rather than special method.

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

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

12. EDUCATIONAL SOCIOLOGY. The purpose of this course is to help teachers to discover and organize methods of co-ordinating the work of the school with fundamental social and moral needs of the community.

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

Texts: Robbins, *The School as a Social Institution*, Allyn & Bacon; Engleman, *Moral Education in School and Home*, Sanborn & Company.

13. RURAL SCHOOL MANAGEMENT AND HEALTH EDUCATION. The aim of this course is to direct the attention of the student definitely to some of the most important problems in the field, with the hope that the special study of these problems will bring a clearer understanding of their importance, and suggest possible methods of solution. The texts contain a wealth of practical material, and the methods they propose are sufficiently scientific to be accurate and reliable, and yet simple enough to be within the ability of any teacher to apply in even the remote and poorly equipped country school.

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

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

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

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

Texts: Hill, *The Teaching of Civics*, Riverside Educational Monographs, Houghton Mifflin Co.; Bulletin No. 23, 1915, *The Teaching of Civics*, Bureau of Education Publications, Washington, D. C.; Bulletin No. 28, 1916, *The Social Studies in Secondary Education*, Bureau of Education, Washington, D. C.; Oregon Blue Book, Secretary of State, Salem, free; Report of Progress, Dr. Joseph Schafer, Supplement to Historical Outlook, June, 1919, free from the Extension Division.

ENGLISH

TEACHERS of English, persons interested in short story writing as a profession, and others who wish general instruction in the fundamentals of English, are those for whom the courses in English are especially appropriate. Advanced short story writing, given by Mrs. Mable Holmes Parsons, professor of rhetoric, is open only to those who have had actual experience in the preparation of manuscript for publication and who wish to submit original stories for professional criticism. The other courses are offered by Miss Mary H. Perkins, professor of English; W. F. G. Thacher, professor of rhetoric, Mrs. Parsons, and Mrs. Ida S. Allen.

1. **COLLEGE ENGLISH COMPOSITION.** Composition is to be taught in this course by means of a book of selections from good prose writers. These selections are grouped under certain types of writing. The student will be assigned in each lesson one or more selections of a definite type to read and will be asked to write an article of his own upon a similar subject, using the reading material as a model. The course is outlined in three sections of 16 lessons each. Section 1 has to do with exposition; Section 2 with argument; Section 3 with description and narration. Students who do not care for the whole course may register for any one or two sections separately.

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

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

2. **SHORT STORY WRITING.** There are two things for a person to do who desires to learn to write well: The first and most important is to write and write and write and after that *write*; the second is to read and read and read and after that *read*. Of course, he should always write his best and read the best he can get hold of. The aim of this course in story writing is to guide students in the doing of these two things. The work is simple, direct and practical and is designed to enable students to try out their abilities in creative writing.

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

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

3. **ADVANCED COURSE IN SHORT STORY WRITING.** Students eligible to take this course are those who have completed the preliminary course and have shown in it a satisfactory degree of proficiency; also, other

persons who can submit the manuscript of an original short story of real merit. Lesson sheets of suggestion and principles of construction will be enclosed with returned manuscripts. No credit will be given until 25,000 words of manuscript of the required average have been submitted. The type of instruction given in this course is designed to be helpful to students who are endeavoring to write for publication.

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

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

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

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

5. ENGLISH FOR HIGH SCHOOL TEACHERS. "Social significance reaches us through literature. Literature is essentially composition. Therefore composition, the science, the art of producing literature cannot be regarded as a 'mechanical art'; it must take its place among the social sciences for its social as well as for its disciplinary and aesthetic value," says Mrs. Parsons in her introduction to this course. For this reason, while the lessons will be based on the text in a general way, they will aim, in addition, to suggest to the teacher methods of presentation and model assignments that have proved effective as used by successful teachers of English in developing in students a command of the best English usage. Valuable opinion from many notable sources will be presented through the medium of this course. It is particularly applicable to high school work.

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

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

6. COMMERCIAL ENGLISH. This course consists of the writing of business letters of all kinds, including collection letters, sale letters, adjustments, applications, announcements, bulletins, etc.

Credit: Three term hours. Fee \$2.00.

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

7. THEME WRITING. A course in advanced English composition, based upon a study of the style of some of the best types of contemporary magazine writers and essayists. Prerequisite, a knowledge of the fundamentals in English and moderate facility in writing.

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

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

GEOLOGY

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

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

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

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

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

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

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

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

The course has been prepared by Miss Emma Griebel, head of the department of physiography in Lincoln high school, Portland.

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

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

GERMAN

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

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

The courses have been prepared and are directed by Dr. Friedrich Georg G. Schmidt, professor of the German language and literature.

1. First year, first semester.

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

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

2. First year, second semester.

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

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

3. Second year, first semester.

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

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

4. Second year, second semester.

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

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

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

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

Will be given if there is sufficient demand.

HISTORY

HISTORY provides an important foundational training for students whose major interests lie in subjects like law, commerce, economics, education, social service and literature, but it also furnishes "cultural courses" for those who wish to secure the benefit of some contact in a broad way with the humanities. High school teachers of history will often find in the outlines suggestions that will assist them in presenting the subjects to their classes.

The courses offered are by Dr. R. C. Clark, professor of history.

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

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

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

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

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

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

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

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

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

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

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

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

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

5. OREGON HISTORY. The story of how Oregon, as we know it today, came to be forms the subject of this course. The account of the exploration of the coast by the Spaniards and the English navigators in the eighteenth century, followed by the sea-faring traders and later by the explorers on land, among whom Lewis and Clark are numbered; of the contest of the British and Americans for the monopoly of the rich interior fur trade of the Oregon country; of how the fur traders gave way at last to the American pioneer settler, whose coming marks a new era in the social, economic and political history of Oregon; and, finally, the story, in the later period of American control, of the progress of the country under the stimulus of the California gold rush, the settlement of Indian troubles, the opening of the inland empire by the miner, packer and steamboat man, and lastly by the builder of railways—the whole fascinating story is included in the course as Dr. Schafer has outlined it.

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

Text: Schafer, A History of the Pacific Northwest, revised and rewritten, Macmillan, 1918.

Supplementary books: Baneroft, History of Oregon, Vol. 2; Baneroft, History of the Northwest, Vols. 1 and 2; the Quarterly of the Oregon State Historical Society. These reference books may be borrowed from the University library and from the State library.

LITERATURE

MOST of these courses have been outlined with University students in mind, who have had some training in the study of literature in the class-room and who wish to make their summer reading count toward graduation. Others who wish to cultivate systematic habits of reading for purely cultural purposes will find the courses of assistance. Clubs that use the lessons as outlines for group study will find in them many interesting questions for discussion. Some clubs using the outlines have the members collaborate in the preparation of a paper based upon the lesson questions, which they send in to the Extension Division for correction. This paper, with corrections, is returned to the club and provides an added interest to the study.

1. EARLY AMERICAN LITERATURE. The books selected for this course are chosen as representative of certain conditions of American life or

as expressing the opinion of certain American writers upon some topics of human interest. The Puritan, the idealist of public life, the practical man of affairs, the idle rich, the self-made man and the educated man in politics as well as other facts typical in American life are portrayed in the books used in this course and the one following. The two courses may be taken as a unit or separately.

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

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

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

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

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

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

Credit: Nine term hours. Fee \$6.00.

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

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

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

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

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

Credit: Nine term hours. Fee \$6.00.

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

5. CONTEMPORARY ENGLISH NOVELISTS. Professor Howe and Miss Watson. Eight novelists representative of the main tendency in the novel of today have been chosen. The life, work, and one typical book of each will be studied as follows: Rudyard Kipling, *The Light That Failed*; George Moore, *The Lake*; John Galsworthy, *The Freelanders*; H. G. Wells, *Mr. Britling Sees It Through*; Arnold Bennett, *Buried Alive*; W. J. Locke, *Septimus*; May Sinclair, *Three Sisters*; Gilbert Keith Chesterton, *Manalive*.

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

6. THE AMERICAN SHORT STORY. A study of the rise and development of the short story in American literature from the early nineteenth century to the present. It is desirable that those taking this course have

access to a good library of modern American fiction in book or magazine form. The writing of a critical essay on the work of an American short story writer is required as part of the course.

Credit: Three term hours. Miss Mary H. Perkins, professor of English.

Text: Baldwin's American Short Stories, Longmans Green & Co.

7. CONTEMPORARY POETRY. DR. E. S. BATES. A critical study of representative works of John Masfield, Rupert Brooks, Sara Teasdale, Arturo Giovannitti, C. E. S. Wood, Edgar Lee Masters, Robert Frost, Amy Lowell, Robert W. Service and Alan Seeger.

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

Texts: Everlasting Mercy and Widow in the Bye Street, Masfield, Macmillan; Poems, Seeger, Scribners; The Spell of the Yukon, Service, Barse and Hopkins; Arrows in the Gale, Giovannitti, Hillacre Book House.

8. METHODS OF TEACHING LITERATURE IN THE JUNIOR HIGH SCHOOL. It is to help the junior high school teacher to solve her special problems in literature teaching that this course is constructed. It is difficult for a course in methods entirely to avoid the appearance of didacticism. The most that such a course can attempt is to indicate the general, unfailing principles which underlie the teaching of literature as they underlie any art. A consideration of the purpose of the study of literature, and the principles guiding choice of material, are followed by the study of certain methods of presentation in the junior high school, as adapted to different types of literature, closing with a discussion of the problems connected with the outside reading of pupils. Margaret Bannard Goodall.

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

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

MATHEMATICS

INSTRUCTION in mathematics is designed to serve four particular groups of students: (1) Those who wish to secure the mental discipline that comes from the study of an exact science; (2) those who want fundamental courses for natural and applied sciences, such as physics, architecture and engineering; (3) teachers of mathematics who wish a more thorough preparation for their work; (4) men in military

service, or expecting to be, who aspire to officers' positions, for whom college algebra and plane geometry are fundamental, and analytical geometry and calculus of great value. Courses 1 to 3 have been rewritten by Mr. C. T. Kronenberg under the direction of Professor E. E. DeCou, and Course 4 by Professor DeCou. All four courses include full directions and helps for the student working by himself.

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

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

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

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

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

Text: Wentworth-Smith, Plane Trigonometry.

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

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

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

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

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

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

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

Credit: Three term hours. Fee \$2.00.

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

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

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

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

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

PHYSICS

CORRESPONDENCE courses in science must be largely concerned with theory rather than with practical demonstration of principles, as is possible when laboratories are available. Students who have access to the laboratory can carry science courses almost as satisfactorily by correspondence as in the class-room. Dr. W. P. Boynton, professor of physics, who outlined these courses realized the difficulty of presenting all phases of the subject adequately by correspondence, so has emphasized fundamental theories and principles, and has included only such simple experiments as can be performed by students at home with apparatus of their own construction. Students who take these courses are urged to spend at least a summer at the University for experimental work in the laboratories.

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

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

Credit: Nine term hours. Fee \$6.00.

Text: Reed and Guthe, College Physics, Macmillan.

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

Credit: Three term hours. Fee \$2.00.

Text: Stone, Elementary Lessons in Sound, Macmillan.

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

Credit: Three term hours. Fee \$2.00.

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

PHYSIOLOGY

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

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

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

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

PSYCHOLOGY

PSYCHOLOGY is a required subject for students in education and journalism, and is especially recommended to students of law, economics, medicine and literature. Persons engaged in business or in any occupation that calls for contact with many and varied groups or classes of people will find the study of psychology interesting and illuminating. The three courses described below are offered by Dr. E. S. Conklin, professor of psychology, and Miss Celia V. Hager, instructor in psychology.

1. ELEMENTARY GENERAL PSYCHOLOGY. This course is designed to cover, as far as possible by correspondence work, the same material as psychology 1 for resident students. It represents in a general way the elements of consciousness, their physical substrata, and the phenomena of habit, attention, association, preception, imagination, memory, reasoning, instinct and emotion. Experimental work will constitute an important part of the course.

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

Texts: Seashore, Elementary Experiments in Psychology, Henry Holt & Co.; Angell, Psychology, Henry Holt & Co.; Yerkes, Introduction to Psychology, Henry Holt & Co.

This course is being revised. Students who register after October 1, 1920, should write to the Department of Extension Teaching for new text titles before ordering their books.

2. ELEMENTARY PSYCHOLOGY, SHORT COURSE. This course offers a survey of the essentials of psychology, presenting much of the same material as course 1, but in a much less thorough manner. Habit, attention, imagination, memory, reasoning, instinct and emotion are especially emphasized. Much of the work consists of such experiments as the student can perform without elaborate equipment. The course is designed for teachers preparing for the state examination, and for students wishing credit in psychology in the Oregon State Normal School.

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

Text: Pillsbury, Essentials of Psychology, Macmillan.

This course is being revised. Students who register after October 1, 1920, should write to the Department of Extension Teaching for new text titles before ordering their book.

3. ABNORMAL AND BORDER LINE PSYCHOLOGY. A course covering the psychology of sleep, dreams, hypnosis, aphasia, amnesia, hysteria, dual personality, trance states, telepathy, theories of the subconscious, fixed ideas, and insanity. Elementary psychology is a prerequisite.

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

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

This course is being revised. Students who register after October 1, 1920, should write to the Department of Extension Teaching for new text titles before ordering their books.

ENTRANCE COURSES

ADMISSION to the freshman class of the University of Oregon is conditioned upon the completion of a four-year high school course, or its equivalent, requiring 15 units of work. The outline of this required work is given in full on pages 12-13 of this catalog.

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

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

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

ENTRANCE ENGLISH COMPOSITION

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

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

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

ENGLISH GRAMMAR AND USAGE

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

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

Text is included in the lessons.

GENERAL EUROPEAN HISTORY

THE most significant facts in the history of Europe from earliest times to the present are noted in this course. It is designed to meet the needs of teachers preparing for state examinations in general history, and to fulfill the history requirement for college entrance. The course is divided into three parts as follows: Ancient history, pages 1-317 of the text; medieval, pages 305-486; modern, pages 486 to the end of the book.

Credit: One entrance unit. Fee \$6.00.

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

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

ENTRANCE LITERATURE

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

1. LITERATURE 1. .

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

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

2. LITERATURE 2.

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

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

3. LITERATURE 3.

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

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

4. LITERATURE 4.

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

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

5. LITERATURE 5.

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

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

6. LITERATURE 6.

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

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

7. LITERATURE 7.

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

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

8. LITERATURE 8.

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

Texts: Long, English Literature (same as in course 3); poems from Wordsworth, Keats and Shelley found in Palgrave's Golden Treasury;

Tennyson, Bugle Song, Sweet and Low, Flower in the Crannied Wall and Crossing the Bar; Browning, Andrea del Sarto, Rabbi Ben Ezra, Home Thoughts from Abroad and Home Thoughts from the Sea; Austin, Pride and Prejudice; Thackeray, Vanity Fair.

MATHEMATICS

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

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

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

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

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

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

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

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

4. **PLANE GEOMETRY, COURSE G1.** The two courses in plane geometry and the one in solid correspond to the three semesters' work in this subject in the standard high schools, and satisfy all entrance requirements in geometry at the University. Course G1 covers books 1 and 2 of the text.

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

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

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

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

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

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

Text: Same as used in courses G1 and G2.

Note: The courses in plane and solid geometry are being revised and the new courses will be based upon the state text, Plane and Solid Geometry by Durell and Arnold. Students who register for geometry after January 1, 1921, may expect to use this text.

ELEMENTARY PHYSICS

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

Credit: One entrance unit. Fee \$6.00.

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

STUDY COURSES FOR CLUBS

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

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

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

The following study outlines are now available:

1. OREGON AND THE PACIFIC NORTHWEST. An outline for the study of practical problems of cities, small towns and rural communities in the Pacific Northwest, with special reference to possible organization for social and political improvement. The outline was prepared by Dr. Joseph Schafer and includes a bibliography.

2. THE HISTORY AND LITERATURE OF RUSSIA. This outline provides for the systematic study of Russian history and literature for the purpose of securing a better understanding and appreciation of the Russian people. Prepared by Dr. George Rebec and including a bibliography.

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

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

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

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

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

FACULTY—DEPARTMENT OF EXTENSION TEACHING

CORRESPONDENCE-STUDY

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

READERS

- IDA S. ALLEN, B.A., English.
JAMES L. ALMACK, Education.
CECELIA S. BELL, B.A., English Literature.
LEIGH C. DOUGLAS, Education.
MARJORIE V. LEONARD, Mathematics.
VICTOR MORRIS, M.A., History, Economics and Sociology.
CHALMER N. PATTERSON, B.A., Physics.
ETHEL I. SANBORN, M.A., Botany.

PORTLAND CENTER STAFF AND FACULTY, 1919-1920

EXECUTIVE STAFF AT 652 COURTHOUSE

GEORGE REBEC, Ph.D., Director of Portland Center.

COLIN V. DYMENT, B.A., Executive secretary of Portland Center and
Professor of Journalism in the University of Oregon.

MARGARET M. SHARP, Secretary.

FACULTY OF THE PORTLAND CENTER

P. L. CAMPBELL, B.A., LL.D., President of the University, Eugene.

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