

THE UNIVERSITY OF OREGON BULLETIN



CATALOGUE 1927-1928

ANNOUNCEMENTS 1928-1929

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OREGON



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HIGHER EDUCATION IN OREGON

The State Board of Higher Curricula, created in 1909, by act of the Oregon State Legislature, has full authority to determine curricula matters for the state's two institutions of higher learning, the University of Oregon at Eugene, and the Oregon State Agricultural College at Corvallis. The duty of the Board, as defined by law, is to "determine what courses, if any, shall not be duplicated in the higher educational institutions of Oregon, and to determine and define the courses of study and departments to be offered by each such institution."

Through its various rulings from time to time the Board has differentiated between the scope and functions of the two institutions, and defined, in broad terms, their distinctive fields of service.

In accordance with their respective purposes and with the approval of the Board of Higher Curricula, the two institutions have been developed as outlined on the following pages:

UNIVERSITY CALENDAR, 1928-29

FALL TERM

September 24 to 29, Monday to Saturday Freshman week and Registration.
October 1, Monday University classes begin.
October 13, Saturday Last day to enter the University.
November 12, Monday A holiday for Armistice day.
November 29, to December 2, Thursday
to Sunday Thanksgiving vacation.
December 17 to 21, Monday to Friday Fall term examinations.
December 22, Saturday Christmas vacation begins.

WINTER TERM

January 2, Wednesday Registration day.
January 3, Thursday University classes begin.
January 12, Saturday Last day to enter the University.
March 13, 14, 15, Wednesday, Thursday,
Friday, and 18 and 19, Monday and
Tuesday Winter term examinations.
March 20, Wednesday Spring vacation begins.

SPRING TERM

March 25, Monday Registration day.
March 26, Tuesday University classes begin.
April 6, Saturday Last day to enter the University.
May 30, Thursday Memorial day, a holiday.
June 3 to 7, Monday to Friday Spring term examinations.
June 8, Saturday Alumni day.
June 9, Sunday Baccalaureate sermon.
June 10, Monday Commencement.

SUMMER SESSIONS

June 24, Monday Registration day.
June 25, Tuesday Classes begin.
July 4, Thursday Independence day, a holiday.
August 2, Friday Summer session ends.
August 5, Monday Post session begins.
August 30, Friday Post session ends.

1929-30

September 23 to 28, Monday to Saturday Freshman week, and Registration.
September 30, Monday University classes begin.

BOARD OF REGENTS

OFFICERS

HON. JAMES W. HAMILTON, *President*
HON. FRED FISK, *Vice President*
L. H. JOHNSON, *Secretary*

EXECUTIVE COMMITTEE

HON. JAMES W. HAMILTON, *Ex Officio Chairman*
HON. FRED FISK, *Acting Chairman*
MRS. G. T. GERLINGER
HON. HERBERT GORDON
HON. VERNON H. VAWTER
HON. G. F. SKIPWORTH

EX OFFICIO MEMBERS

HON. ISAAC L. PATTERSON, *Governor*.....Salem
HON. SAM A. KOZER, *Secretary of State*.....Salem
HON. CHARLES A. HOWARD, *Superintendent of Public Instruction*.....Salem

APPOINTED BY THE GOVERNOR

<i>Name and Address</i>	<i>Term Expires</i>
HON. HERBERT GORDON, Portland.....	April 15, 1929
HON. G. F. SKIPWORTH, Eugene.....	April 15, 1929
HON. VERNON H. VAWTER, Medford.....	April 15, 1931
HON. WILLIAM S. GILBERT, Portland.....	April 15, 1933
HON. PHILIP L. JACKSON, Portland.....	April 15, 1935
HON. FRED FISK, Eugene.....	April 15, 1936
HON. JAMES W. HAMILTON, Roseburg.....	April 15, 1937
MRS. G. T. GERLINGER, Portland.....	April 15, 1939
HON. C. C. COLT, Portland.....	April 15, 1939
HON. HENRY MCKINNEY, Baker.....	April 15, 1939

OFFICERS OF ADMINISTRATION

THE UNIVERSITY

ARNOLD BENNETT HALL, A.B., J.D., LL.D.....	<i>President of the University</i>
LOUIS H. JOHNSON.....	<i>Comptroller of the University</i>
KARL W. ONTHANK, M.A.....	<i>Executive Secretary of the University</i>
EARL M. PALLETT, M.S.....	<i>Registrar of the University</i>
*DEAN H. WALKER, A.B.....	<i>Dean of Men</i>
ELMER L. SHIRRELL, M.A.....	<i>Acting Dean of Men</i>
VIRGINIA JUDY ESTERLY, A.B.....	<i>Dean of Women</i>
M. H. DOUGLASS, M.A.....	<i>University Librarian</i>
GERTRUDE BASS WARNER.....	<i>Director, Oregon Museum of Fine Arts</i>

THE COLLEGE AND SCHOOLS

GEORGE REBEC, Ph.D.....	<i>Dean of the Graduate School</i>
JAMES HENRY GILBERT, Ph.D.....	<i>Dean of the College of Literature, Science and the Arts</i>
ELLIS F. LAWRENCE, M.S.....	<i>Dean of the School of Architecture and Allied Arts</i>
*EDWIN CLYDE ROBBINS, Ph.D.....	<i>Dean of the School of Business Administration</i>
FRANKLIN E. FOLTS, M.B.A.....	<i>Acting Dean of the School of Business Administration</i>
HENRY DAVIDSON SHELTON, Ph.D.....	<i>Dean of the School of Education</i>
ERIC W. ALLEN, B.A.....	<i>Dean of the School of Journalism</i>
CHARLES E. CARPENTER, M.A., LL.B.....	<i>Dean of the School of Law</i>
RICHARD B. DILLEHUNT, B.S., M.D.....	<i>Dean of the School of Medicine</i>
JOHN J. LANDSBURY, Mus.D.....	<i>Dean of the School of Music</i>
JOHN FREEMAN BOVARD, Ph.D.....	<i>Dean of the School of Physical Education</i>
FREDERIC GEORGE YOUNG, B.A., LL.D.....	<i>Dean of the School of Sociology</i>
PHILIP A. PARSONS, Ph.D., LL.D.....	<i>Dean of the School of Social Work</i>
ALFRED POWERS, B.A.....	<i>Dean of the Extension Division</i>

* Leave of absence, 1928-29.

THE FACULTY OF THE UNIVERSITY

(With the exception of the president and vice-president, members of the faculty are given in alphabetical order.)

- ARNOLD BENNETT HALL, A.B., J.D., LL.D. *President of the University*
A.B., Franklin College, 1904; scholarship, law school, University of Chicago, 1904-07, J.D. (cum laude), 1907; graduate student, Chicago, 1907-09, fellow in political science, 1908-09; LL.D., Franklin, 1924. Lecturer, Chicago School of Civics and Philanthropy, 1908-10; faculty, Northwestern, 1909-10; Wisconsin, 1910-1926; present position from 1926. Founder, National Conference on Science of Politics, 1923, president, 1923 to present time; member, Wisconsin War History Committee, since 1919; member, Social Science Research Council since 1924, chairman, committee on problems and policy; first vice-president, American Political Science Association.
- BURT BROWN BARKER, A.B., LL.B. *Vice-president of the University*
A.B., University of Chicago, 1897; LL.B., Harvard Law School, 1901. Faculty, McMinville (Linfield) College, 1897-8. Practicing lawyer, Chicago, 1901-17; New York, 1917-28. Chairman, Committee of Defense of Poor Persons Accused of Crime of the Chicago Bar Association; secretary, Chicago Bar Association; member, Legal Advisory Board of New York City during the war; director and vice-president of the Montclair Art Association.
- EDWARD FRANCIS ABERCROMBIE, B.P.E., B.S. *Instructor in Physical Education*
B.P.E., Springfield College, Mass., 1923; B.S., Columbia, 1925. Faculty, Oregon, from 1925.
- PERCY PAGET ADAMS, B.A., B.S. *Assistant Dean of the School of Architecture and Allied Arts; Professor of Graphics*
B.A., Oregon, 1901; B.S., 1902. Faculty, Oregon, from 1902.
- *FLORENCE D. ALDEN, A.B. *Professor of Physical Education; Director of Department for Women*
A.B., Smith, 1904; graduate student, Wellesley, 1905-06; Missouri, 1906-08; Teachers' College, 1919-21; director of physical education for women, Missouri. Faculty, Central School of Physical Education, New York City; Oregon, from 1921.
- ERIC W. ALLEN, B.A. *Dean of the School of Journalism and Professor of Journalism*
B.A., Wisconsin, 1901; editorial staff, Milwaukee Free Press, 1901-02; Seattle Post-Intelligencer, 1904-06; Printing, Photoengraving, Electrotyping, etc., 1906-09; Post-Intelligencer, 1909-12; correspondent, eastern papers, 1905-12. Faculty, Oregon, from 1912; dean of the school of journalism, from 1916.
- WILLIAM F. ALLEN, Ph.D. *Professor of Anatomy, School of Medicine, Portland*
A.B., A.M., Stanford; Ph.D., Minnesota; assistant to E. P. Allis, Mentone, France, 1902-07; Dr. J. Loeb, California, 1907-10. Faculty, Illinois, 1910-11; Minnesota, 1911-16; Oregon from 1916; head of department of anatomy in the School of Medicine, Portland, from 1917.
- LOUIS P. ARTAU *Instructor in Music*
John Hopkins University, 1917-18; Lehigh University, 1918-19; Peabody Conservatory, 1917, 1919-20; Bethlehem Conservatory, 1918; Los Angeles Conservatory of Music and Arts, 1920-22; pupil of David Samuels; Harold Randolph; Alfred Butler; Leopold Godowsky. Faculty, Oregon, from 1924.
- EDNA D. ASSENHEIMER *Instructor in Education*
Graduate, Oregon State Normal, 1914; present position (University High School) from 1922.
- VICTORIA AVAKIAN, B.A. *Instructor in Industrial Art*
Los Angeles Normal; California School of Arts and Crafts. Faculty, Tempe Normal, Arizona; B.A., Oregon, 1927. Faculty, Oregon, from 1920.
- KATHRYN A. BAILY, B.A. *Instructor in Business Administration*
B.A., Montana, 1924; graduate student, Chicago, 1924-25. Faculty, Oregon, from 1925.
- ALBERT HOLMES BALDRIDGE, A.B. *Instructor in English*
A.B., Oklahoma University, 1925; graduate student, Harvard, 1926-27. Faculty, Oregon, 1927.
- DONALD G. BARNES, Ph.D. *Professor of History*
B.A., Nebraska, 1915; M.A., Harvard, 1917, Ph.D., 1924; Harvard Scholarship, 1915-16, Thayer Fellowship, 1916-17; Harrison Fellowship in History, Pennsylvania, 1917-18; Bayard Cutting Traveling Fellowship, Harvard, 1920-21, Parker Traveling Fellowship, 1921-22; London School of Economics, 1920-21; Cambridge, England, 1922. Faculty, Oregon, from 1922.

* Leave of absence, 1927-28.

- *MARY E. WATSON BARNES, M.A. *Professor of English*
B.A., Oregon, 1909; M.A., 1911; graduate student, Columbia, 1918-19. Faculty, Oregon, from 1911.
- WALTER CARL BARNES, B.A. (Oxon) *Professor of History*
A.B., Colorado College, 1912; graduate student, California, 1912-13; Rhodes scholar, Honour School of Modern History, Oxford University, England, 1913-16; B.A. (Oxon), 1916. Faculty, British Columbia, 1917-18; California, 1918-20; Oregon, from 1920.
- JAMES DUFF BARNETT, Ph.D. *Professor of Political Science*
A.B., Emporia, 1890; fellow in political science, Wisconsin, 1902-03; assistant in political science, 1903-05; Ph.D., 1905. Faculty, Oklahoma, 1905-08; Oregon, from 1908; head of department, from 1909.
- OLIVER L. BARRETT *Instructor in Modeling*
Studied under Albert Herter; Emil Jacques, Avard Fairbanks. Faculty, Oregon, 1927.
- ANNE LANDSBURY BECK, B.A. *Professor of Music*
Student, Simpson College; Colorado Normal; California; B.A., Oregon, 1919. Faculty, Oregon, from 1918.
- †JAMES FRANCIS BELL, M.B., L.R.C.P. *Emeritus Professor of Medicine*
M.B., Toronto, 1882; L.R.C.P., Royal College Physicians, London, England. Faculty, Oregon, from 1887.
- ROBERT L. BENSON, A.M., M.D. *Professor of Pathology, School of Medicine, Portland*
A.B., Michigan, 1902; A.M., 1904; M.D., Rush Medical College, 1910; graduate student with Dr. Warthin, Michigan, 1921; research fellow in pathology, Chicago, 1909-10. Faculty, Oregon, from 1912.
- JOSEPH BROWN BILDERBACK, M.D. *Professor of Pediatrics, School of Medicine, Portland*
M.D., Oregon, 1905; post-graduate study in New York, Boston, Berlin, London, and Vienna. Faculty, Oregon, from 1910.
- HAROLD F. BLUM, Ph.D. *Assistant Professor of Physiology*
A.B., California, 1922; graduate student, California Medical School, 1922-23; Harvard Medical School, 1923-24; Ph.D., California, 1927. Faculty, Oregon, 1927.
- NELSON L. BOSSING, Ph.D. *Associate Professor of Education, Extension Division*
B.A., Kansas Wesleyan, 1917; M.A., Northwestern, 1922; Ph.D., 1925. Faculty, Simpson College, 1924-27, Oregon from 1927.
- JOHN FREEMAN BOYARD, Ph.D. *Dean of the School of Physical Education and*
Professor of Physiology
B.A., California, 1903; M.A., 1906; graduate student, Harvard, 1914-15; Ph.D., California, 1916. Faculty, Oregon, from 1906; present position from 1920.
- RAY PRESTON BOWEN, Ph.D. *Professor of Romance Languages*
A.B., Harvard, 1905; A.M., Cornell, 1915, Ph.D., 1916; University of Geneva, Switzerland, University of Grenoble, France, 1911-12; University of Paris, 1921-22. Faculty, Huron College, 1909-14; Cornell, 1914-16; Syracuse, 1916-18; Earlham, 1918-19; Colorado College, 1919-20; Sorbonne (lecteur d'américain), 1921-22; Syracuse, 1920-25; Oregon, head of department, from 1925.
- C. V. BOYER, Ph.D. *Professor of English*
B.S., Princeton, 1902; M.A., 1909, Ph.D., 1911; University of Pittsburg Law School, 1902-04; Oxford, England, 1905; American Academy, Rome and Athens, 1906. Faculty, Illinois, 1911-26; Oregon, head of department, from 1926.
- WILLIAM PINGRY BOYNTON, Ph.D. *Professor of Physics*
A.B., Dartmouth, 1890; M.A., 1893; graduate scholar in physics, Dartmouth, 1893-94; scholar and fellow in physics, Clark, 1894-97; Ph.D., 1897. Faculty, Southern California, 1890-93; California, 1897-1901; California College 1901-03; Oregon, from 1903; head of department, from 1906.
- CAPTAIN CLARENCE H. BRAGG *Assistant Professor of Military Science and Tactics*
Oregon Agricultural College, 1915-17; U. S. Army since 1917. Faculty, Oregon, 1927.
- BESS EVELYN BROWN, A.B., B.S. *Assistant Professor of Applied Sociology*
A.B., College of Puget Sound, 1915; R.N., Seattle General Hospital, 1924; Certificate of Public Health, Washington, 1926; B.S., Columbia University, 1917. Faculty, Oregon, 1927.
- EYLER BROWN, B.A., M.Arch. *Instructor in Architecture*
B.A., Oregon, 1916; B.S. in Arch., 1917; M.Arch., Massachusetts Institute of Technology, 1922. Faculty, Oregon, from 1922.

* Leave of absence, 1927-28.

† Deceased.

- ROY J. BULLOCK, M.B.A. *Associate Professor of Business Administration*
A.B., Doane College, 1925; M.B.A., Harvard, 1927. Faculty, Oregon, 1927.
- JULIA BURGESS, M.A. *Professor of English*
B.A., Wellesley, 1894; M.A., Radcliffe, 1901. Faculty, Oregon, from 1907.
- GEORGE E. BURGET, Ph.D. *Professor of Physiology, School of Medicine, Portland*
A.B., Indiana State Normal School; Ph.D., Chicago. Faculty, Oregon, from 1917.
- O. K. BURRELL, M.A. *Assistant Professor of Business Administration*
Cornell College, 1917-1919; B.S., Iowa, 1921; M.A., 1927. Faculty, Oregon, 1927.
- HARRY CAMDEN, B.F.A. *Assistant Professor of Sculpture*
B.F.A., Yale, 1924; Prix de Rome, 1924; fellow, American Academy in Rome, 1924-1927. Faculty, Oregon, from 1927.
- MERTON KIRK CAMERON, Ph.D. *Associate Professor of Economics*
A.B., Princeton, 1908; A.M., Harvard, 1914; Ph.D., 1921. Faculty, Harvard, 1915-16; Hibbing Junior College, 1917-20; Oregon, from 1920.
- CHARLES E. CARPENTER, A.M., LL.B. *Dean of Law School and Professor of Law*
A.B., Kansas, 1903; fellow in sociology and history, 1902-04; A.M., 1904; LL.B., Harvard, 1908. Law faculty, North Dakota, 1909-14; Illinois, 1914-18; Washburn, 1919; dean, law school, Washburn, 1920-22; faculty, Oregon, from 1922.
- EUGENE CARR, A.B. *Instructor in Music*
A.B., Westminster, 1925. Faculty, Oregon, from 1925.
- *RALPH D. CASEY, M.A. *Associate Professor of Journalism*
A.B., Washington, 1913; M.A., 1924; news staff, Seattle Post-Intelligencer, 1913-16; graduate student, Washington, 1914-16; news staff, New York Herald, 1920-21; editorial staff, American Boy Magazine, 1926. Faculty, Montana, 1916-19; Washington, 1919-20; Oregon, from 1922.
- ALBERT EDWARD CASWELL, Ph.D. *Professor of Physics*
A.B., Stanford, 1908; Ph.D., 1911; national research fellow, Princeton, 1919-20. Faculty, Purdue, 1911-13; Oregon, from 1913.
- ARTHUR CAYLOR, B.A. *Associate Professor of Journalism*
Kansas, 1910; B.A., Reed College, 1915. Faculty, Oregon, 1927.
- SADA CHAMBERS. *Instructor in University High School*
Oregon State Normal, graduate, 1925. Present position from 1927.
- DAN ELBERT CLARK, Ph.D. *Professor of History, Assistant Director of Extension Division*
B.A., Iowa, 1907; Ph.D., Iowa, 1910. Faculty, Iowa, 1909-1918; associate editor, State Historical Society of Iowa, 1908-1913; various positions with American Red Cross, 1918-1921. Faculty, Oregon, from 1921.
- PRUDENCE E. CLARK. *Professor of Music*
Student, Cornell University, Iowa, 1903-04; Boston University, 1907-08; Chicago Musical College, 1921-23. Faculty, Oregon, from 1926.
- ROBERT CARLTON CLARK, Ph.D. *Professor of History*
B.A., Texas, 1900; M.A., 1901; scholar in history, Wisconsin, 1901-02; fellow, 1902-03; Ph.D., 1906. Faculty, Oregon, from 1906; head of department from 1920; fellow, Texas Historical Association.
- TIMOTHY CLORAN, Ph.D. *Professor of Romance Languages*
B.A., Western Reserve, 1891; student, University of Berlin, 1897-98; University of Strassburg, 1898-99; Ph.D., Strassburg, 1901; student, University of Paris, 1904-05; University of Madrid, 1905-06. Faculty, Shurtleff College, 1898-97; Idaho, 1899-1900; Vanderbilt, 1900-04; Oregon, from 1906; head of department, 1906-1925.
- MELTRUDE COE, B.A. *Instructor in Education*
B.A., Oregon, 1923. Present position, University High School, 1927.
- EDMUND S. CONKLIN, Ph.D. *Professor of Psychology*
B.H., 1908, Springfield, Mass.; A.M., Clark, 1909; fellow in psychology, Clark, 1909-11; Ph.D., 1911. Faculty, Oregon, from 1911; head of department from 1913.
- CHRISTINA ADELLA CRANE, A.B. *Instructor in Romance Languages*
A.B., Colorado College, 1926; Sorbonne, 1927. Faculty, Oregon, from 1926.
- MARGARET D. CREECH, B.A. *Assistant Professor of Applied Sociology,
Portland School of Social Work*
B.A., Reed College, 1915; visitor for the Social Welfare Association, Grand Rapids, Michigan; executive secretary of the Home Service Section, Portland Chapter, American Red Cross; secretary of the Confidential Exchange, Portland, 1920-23. Faculty, Oregon, from 1923.

* Leave of absence, 1927-28.

- HAROLD RANDOLPH CROSLAND, Ph.D. *Associate Professor of Psychology*
A.B., South Carolina, 1913; A.M., Clark, 1914; Ph.D., 1916; fellow in experimental psychology, Clark, 1913-16. Faculty, Minnesota, 1916-17; Arkansas, 1917-18; Pittsburgh, 1918-20; Oregon, from 1920.
- THOMAS D. CUTSFORTH, M.A. *Instructor in Psychology*
B.A., Oregon, 1918; M.A., 1923. Teaching fellow, Oregon, 1923-25; present position from 1925.
- MARGARET L. DAIGH, A.B. *Instructor in Household Arts*
A.B., Washington, 1924. Faculty, Oregon, from 1925.
- MARY DALLERA, B.A. *Instructor in Romance Languages*
Santiago Lyceum, Chile, 1911-17; Instituto Pedagógico, University of Chile, 1918-22, B.A., 1922. Faculty, University of Chile, 1922-24; Illinois, 1924-25; Oregon, from 1925.
- DAVID R. DAVIS, Ph.D. *Assistant Professor of Mathematics*
B.A., Indiana, 1917; M.A., 1923; Ph.D., Chicago, 1926. Faculty, Illinois State Teachers' College, 1926; Oregon, from 1926.
- BURGHARD WOODSON DEBUSK, Ph.D. *Professor of Education*
B.A., Indiana, 1904; fellow, Clark, 1909-10, 1914-15; Ph.D., 1915; acting director of psychology laboratory, Indiana, 1908-09. Faculty, Teachers' College, Colorado, 1910-14; Oregon, from 1915.
- EDWARD HARRIS DECKER, A.B., LL.B. *Professor of Law*
A.B., Michigan, 1897; LL.B., 1904; practicing attorney, 1904-09; legal staff, Bureau of War Risk Insurance, 1918-20. Faculty, Illinois, 1909-10; Oregon, from 1921.
- EDGAR EZEKIEL DECOU, M.S. *Professor of Mathematics*
B.S., Wisconsin, 1894; M.S., Chicago, 1897; graduate student, Chicago, 1899-1900; graduate scholarship, Yale, 1900-01. Faculty, Bethel College, Kentucky, 1897-99, 1901-02; acting president, 1902; head of department of mathematics, Oregon, from 1902.
- LEROY ELLSWORTH DETLING, A.M. *Instructor in Romance Languages*
Ph.B., Philomath, 1920; A.B., Oregon, 1921; A.M., Stanford, 1923; Sorbonne, 1926. Faculty, Oregon, 1927.
- JOHN FOREST DICKSON, M.B., M.D., L.R.C.P.Ed. *Professor of Ophthalmology,
School of Medicine, Portland*
M.B., Toronto, 1880; M.D., Victoria, 1880; Royal College Physicians, Edinburgh, 1889; post-graduate study in New York, Edinburgh, London and Paris, 1889-91; New York, London, Paris, Vienna and Berlin, 1902-04; New York, Boston, Philadelphia, etc., 1910; Vienna, Berlin, Paris, London, and New York, 1911-14. Faculty, Oregon, from 1915.
- RICHARD B. DILLEHUNT, M.D. *Dean of the School of Medicine, Portland*
Illinois, 1904-06; M.D., Chicago, 1910. Faculty, Oregon, from 1912.
- HARL R. DOUGLASS, Ph.D. *Professor of Education*
B.S., Missouri, 1913; M.A., 1918; Ph.D., Stanford, 1927. Supervisor, University of Missouri High School, 1913-14; superintendent of schools, Missouri and Oregon, 1914-19. Faculty, Oregon, from 1919; Stanford, 1923-24.
- MATTHEW HALE DOUGLASS, M.A. *University Librarian*
B.A., Grinnell, 1895; M.A., Grinnell, 1898. Present position since 1908.
- MINNIE G. DOUGLASS. *Instructor in Music*
Oberlin Conservatory, 1898-99, 1900-03; pupil of Charles W. Morrison, George W. Andrews, E. B. Scheve, Francis Frothingham, Julia Lois Carruthers, Jane Waterman, and Jane Thacher. Faculty, Oregon, from 1920.
- FREDERIC STANLEY DUNN, A.M. *Professor of Latin*
A.B., Oregon, 1892; A.M., 1899; A.B., Harvard, 1894; holder of Austin Teachers' Scholarship at Harvard, 1902-03; A.M., 1903. Faculty, Willamette, 1895-98; head of department, Oregon, from 1898; leave of absence in Italy, 1918-19.
- CONSTANCE C. DUNNE, A.B. *Instructor in Physical Education*
A.B., Barnard College, 1925; graduate student, New York University, 1925-27; graduate, Central School of Hygiene and Physical Education, 1927. Faculty, Oregon, 1927.
- VIRGIL D. EARL, B.A. *Professor of Physical Education;
Director of Department of Athletics*
B.A., Oregon, 1906. Faculty, Oregon, from 1923.
- J. EARL ELSE, M.D., M.S., F.A.C.S. *Assistant Professor of Surgery,
School of Medicine, Portland*
Ph.G., South Dakota State College, 1900; B.S., 1901; M.D., Northwestern University Medical School, 1905; M.S., Washington State College, 1910; University of Vienna, 1912-13. Faculty, Oregon, from 1918.
- DONALD M. ERB, M.A. *Assistant Professor of Economics*
B.S., Illinois, 1922; graduate assistant, Illinois, 1923-25; M.S., Illinois, 1924; graduate student, Harvard, 1925-27; Thayer fellow, Harvard, 1926-27; Ricardo prize, Harvard, 1927; M.A., Harvard, 1927. Faculty, Oregon, from 1927.

- *ALICE HENSON ERNST, M.A. *Assistant Professor of English*
B.A., Washington, 1912; M.A., 1913; graduate student at Radcliffe, 1919-20. Faculty,
Washington, 1920-23; Oregon, from 1924.
- RUDOLF HERBERT ERNST, Ph.D. *Associate Professor of English*
B.A., Northwestern College, Wisconsin, 1904; student, Theological Seminary, Wan-
watoosa, Wisconsin, 1905-07; University of Rostock, Germany, 1908-09; University of
Leipzig, 1909-10; Sorbonne, Paris, 1910; M.A., Harvard, 1912; Ph.D., 1918; Thayer
Fellowship, Harvard. Faculty, Northwestern College, 1904-05, 1907-08; Washington,
1912-23; Oregon, from 1923.
- VIRGINIA JUDY ESTERLY, B.A. *Dean of Women*
B.A., California, 1923; dean of women of intercession, California, 1923; summer ses-
sion, California, 1924. Present position, from 1923.
- JOHN STARK EVANS, B.A. *Associate Dean of the School of Music and Professor of Music*
B.A., Grinnell, 1913; pupil of Rudolph Ganz, New York; Rubin Goldmark, New
York; Charles Widor, France; Isidor Philippe, Vienna. Faculty, Oregon, 1917;
present position, from 1920.
- WALTER L. FERRIS. *Professor of Music*
Pupil of A. F. Weldon, James Llewellyn, Herman Bellstedt; bandmaster and orchestra
soloist, wind instruments; band master, Spanish-American War. Faculty, Oregon,
from 1926.
- ANDREW FISH, Ph.D. *Assistant Professor of History*
A.B., Oregon, 1920; M.A., 1921; Clark, 1921-22; Ph.D., 1923. Faculty, Oregon, from
1920.
- DOROTHY GURLEY FISH, B.A., B.S. *Instructor in Household Arts*
B.A., State Teachers' College, Santa Barbara, California, 1923; graduate assistant,
Oregon, 1923-24; B.S., Oregon, 1925. Faculty, Oregon, from 1924.
- FRANKLIN E. FOLTS, M.B.A. *Professor of Business Administration; Acting Dean of School*
Acting Dean of the School
B.A., Oregon, 1920; M.B.A., 1923. Faculty, Oregon, from 1920.
- *WILMOT C. FOSTER, M.A., M.D. *Assistant Professor of Anatomy,*
School of Medicine, Portland
A.B., Oregon, 1916; M.D., 1920; graduate study, Minnesota, Rush Medical College,
and Chicago; M.A., Oregon, 1923. Faculty, Oregon, from 1920.
- LON L. FULLER, A.B., J.D. *Associate Professor of Law*
A.B., Stanford, 1924; J.D., 1926. Faculty, Oregon, from 1926.
- ALTON GABRIEL, M.S. *Instructor in Chemistry*
B.S., Oregon, 1925; graduate assistant, Oregon, 1925-27. Faculty, Oregon, 1927.
- ANDREW JACKSON GHEY, M.D. *Emeritus Professor of Clinical Gynecology,*
School of Medicine, Portland
M.D., Jefferson Medical College, Philadelphia, 1882; clinical study in Sweden, Dublin,
Vienna, Berlin and Paris, 1896. Faculty, Oregon, from 1887.
- JAMES HENRY GILBERT, Ph.D. *Dean of the College of Literature, Science, and*
the Arts, and Professor of Economics
B.A., Oregon, 1903; Ph.D., Columbia, 1907. Faculty, Oregon, from 1907; head of
department from 1920; acting dean of the college, 1925-27. Present position from
1927.
- GEORGE H. GODFREY. *Assistant Professor of Journalism*
Oregon, 1919-25; staff, Eugene Register, 1923-24; Eugene Guard, 1924-25; editor,
Hilo, Hawaii, Tribune-Herald, 1927; correspondent, Christian Science Monitor,
Eugene, 1923-25; Territory of Hawaii, 1926-27; correspondent, New York Times,
Territory of Hawaii, 1926-27. Faculty, Oregon, 1927.
- MARGARET BANNARD GOODALL, B.A. *Instructor in Education*
B.A., Oregon, 1904. Present position, supervisor of English in University High
School, since 1916.
- LOIS GRAY, M.A. *Instructor in Romance Languages*
B.A., Oregon, 1916; Sorbonne, Paris, 1921; M.A., Oregon, 1926. Faculty, Oregon,
from 1918.
- EARL LESLIE GRIGGS, Ph.D. *Assistant Professor of English*
Princeton, 1917-19; B.A., Colorado, 1922; M.A., Columbia, 1923. Faculty, Minnesota,
1923-25; Ph.D., London University, 1927. Faculty, Oregon, 1927.
- MOZELLE HAIR, B.A. *Assistant Professor of Sociology; Director of Organization and*
Administration of Correspondence Study, Extension Division
B.A., Oregon, 1908; graduate student, Columbia, 1921-22. Faculty, Oregon, from 1908.

* Leave of absence, 1927-28.

- ROBERT C. HALL.....*Associate Professor of Journalism and Superintendent, University Press*
Faculty, Oregon, from 1918.
- HOWARD D. HASKINS, M.A., M.D.....*Professor of Biochemistry, School of Medicine, Portland*
A.B., Michigan; M.D., Western Reserve; M.A., Oregon, 1923. Faculty, Western
Reserve, 1907-15; Oregon, from 1915.
- †JENAMIN JAMES HAWTHORNE, Lit.D.....*Emeritus Professor of Psychology*
A.M., Randolph-Macon, 1861; Lit.D., Oregon, 1910. Faculty, Oregon, 1884-1910.
- WILLIAM L. HAYWARD.....*Professor of Physical Education*
Coach, Olympic Games, since 1912. Faculty, Oregon, from 1908.
- LIEUTENANT GEORGE F. HERBERT.....*Assistant Professor of Military Science and Tactics*
U. S. Military Academy, West Point, 1914-15; U. S. Army since 1917. Faculty, Ore-
gon, from 1926.
- GILBERT L. HERMAN, B.S.....*Instructor in Physical Education*
B.S., Oregon, 1927; graduate student, Columbia, 1927. Faculty, Oregon, 1927.
- MARTHA HILL.....*Instructor in Physical Education*
Graduate, Kellogg School of Physical Education, 1920; student, Columbia University,
1926-27; Wisconsin, 1927; graduate, Portia Mansfield School of Dance and Related
Arts, 1924-25; Dalcroze Eurythmics with Nelly Reuschel, 1927; dancing with Vestoff,
Martha Graham, Anna Duncan, Kobelev, 1927.
- EDWIN T. HODGE, Ph.D.....*Professor of Geology*
B.A., Minnesota, 1913; M.A., 1914; Ph.D., Columbia, 1916; William Bayard Cutting
traveling fellowship, Columbia, 1916. Faculty, Minnesota, 1913-15; Columbia, 1915-16;
British Columbia, acting head of department, 1917-20; Oregon, from 1920.
- WILLIAM BURROUGHS HOLDEN, M.D., F.A.C.S.....*Clinician in Surgery,*
School of Medicine, Portland
Battle Creek College, Mich., 1889-93; Michigan, 1893-94; Rush Medical College, 1895-
97; M.D., 1897. Faculty, Oregon, 1914.
- GEORGE P. HOPKINS, B.A.....*Professor of Music*
B.A., Oregon, 1921. Student, Peabody Conservatory, Baltimore. Piano with Alfred
Butler, Los Angeles; Harold Randolph, Baltimore; Ernest Hutcheson, New York.
Composition with Gustave Strube, Baltimore; Sigismund Stojowski and Rubin Gold-
mark, New York. Faculty, Oregon, 1919-23, and from 1925 to present time.
- ROBERT D. HORN, M.A.....*Assistant Professor of English*
A.B., Michigan, 1922; M.A., 1924. Faculty, Michigan, 1922-25; Oregon, from 1925.
- J. K. HORNER, B.A.....*Assistant Professor of English*
B.A., Oklahoma, 1922; graduate student, Harvard, 1922. Faculty, Oklahoma, 1922-26;
Oregon, from 1926.
- HERBERT CROMBIE HOWE, B.L., A.B.....*Professor of English*
B.L., A.B., Cornell, 1893; graduate scholar in philosophy, Cornell, 1893-95. Faculty,
Oregon, from 1901; head of department, 1906-1925.
- KENNETH E. HUDSON, B.F.A.....*Assistant Professor of Painting*
Ohio Wesleyan, 1921-23; Yale, 1923-25; B.F.A., Yale, 1927; first assistant to Eugene
Francis Savage. Faculty, Oregon, 1927.
- RALPH R. HUESTIS, Ph.D.....*Associate Professor of Genetics*
B.S.A., McGill, 1914; M.S., California, 1920; Ph.D., 1924; research assistant, Scripps
Institution for Biological Research, 1920-24. Faculty, Oregon, from 1924.
- CARL L. HUFFAKER, Ph.D.....*Professor of Education*
Central Teachers' College, Oklahoma, 1907-11; B.S., Chicago, 1915; superintendent of
schools, Iowa, 1915-22; M.A., Iowa, 1922; research assistant, Iowa, 1922-23; Ph.D.,
1928. Faculty, Arizona, 1923-27; Oregon, 1927.
- PHILIP W. JANNEY, B.A., C.P.A.....*Assistant Professor of Business Administration,*
Portland Extension Center
B.A., Oregon, 1920; formerly with Whitfield, Whitcomb & Co.; C.P.A., 1922. Faculty,
Oregon, from 1921.
- JAMES ARTHUR JOHNSTON, M.A.....*Associate Professor of Business Administration*
B.S., Mt. Union College, 1905; Ph.C., Pittsburg, 1905; M.A., Iowa, 1925. Faculty,
Southwestern (La.), 1920-1923; Iowa, 1923-25; Oregon, from 1925.
- NOBLE WILEY JONES, A.B., M.D.....*Clinician in Medicine, School of Medicine, Portland*
Wisconsin, 1891-94; Stanford, 1894-95, A.B., 1895; Rush Medical College, 1898-1901,
M.D., 1901; University of Vienna, 1905-06; University of Halle, Germany, 1913-14;
University College, London, England, 1923-24. Faculty, Oregon, from 1918.

† Died, February, 1928.

- SIMEON EDWARD JOSEPHI, M.D., LL.D.....*Dean Emeritus and Professor of Nervous and Mental Diseases, School of Medicine, Portland Faculty, Oregon, from 1887.*
- C. LYLE KELLY, Ph.B., C.P.A.....*Associate Professor of Accounting Ph.B., Chicago, 1911; graduate student, Ohio, 1919-20; Nebraska, 1921. Faculty, Nebraska Wesleyan, 1921-22; Oregon, from 1922; associate member, American Institute of Accountants.*
- A. SIDNEY KINGSMILL, M.B.A.....*Associate Professor of Business Administration Toronto, 1921-22; B.A., Western Ontario, 1925; M.B.A., Harvard, 1927. Faculty, Oregon, 1927.*
- *MAUDE I. KERNS, B.A., B.S.....*Assistant Professor of Normal Arts B.A., Oregon, 1899; Hopkins Art Institute, San Francisco, 1900-01; B.S., with diploma in fine arts, Columbia, 1906; associate of Ralph Johannot, 1912-18; student, Académie Moderne, Paris; pupil, E. A. Taylor and Jessie King Taylor, 1918; pupil of William Chase, 1914; Arthur W. Dow, 1917; studied in museums of France, Germany, Italy. Faculty, Oregon, from 1921.*
- EDMOND J. LABBE, M.D.....*Emeritus Professor of Obstetrics, School of Medicine, Portland University of Virginia; M.D., Columbia. Faculty, Oregon, from 1899.*
- JOHN J. LANDSBURY, Mus.D.....*Dean of the School of Music, and Professor of Music Mus.B., Simpson College, Iowa, 1900; Mus.D., 1909; pupil Max Bruch, Berlin; graduate student, University of Berlin. Faculty, Simpson; Baker University; Oregon, from 1914; present position from 1917.*
- OLOF LARSELL, Ph.D.....*Professor of Anatomy, School of Medicine, Portland B.S., McMinnville College, 1910; graduate student, Chicago; M.A., Northwestern, 1914; Ph.D., 1918. Faculty, McMinnville, 1910-15; Northwestern, 1915-18, 1920-21; Wisconsin, 1918-20; Oregon from 1921.*
- ELLIS F. LAWRENCE, M.S., F.A.I.A.....*Dean of the School of Architecture and Allied Arts. Professor of Architecture B.S., M.S., Massachusetts Institute of Technology; fellow, American Institute of Architecture. Faculty, Oregon, from 1914. Honorary president, Oregon Building Congress; past director and vice-president, American Institute of Architects; formerly member, Portland Housing Commission, and Portland City Planning Commission. On jury of award for competition for Portland Public Auditorium, Bank of Italy, San Francisco, and War Memorial, Honolulu, Hawaii, and San Francisco Stock Exchange.*
- EARL E. LESLIE, B.B.A.....*Instructor in Physical Education B.B.A., Oregon, 1922. Faculty, Oregon, from 1925.*
- MIRIAM LITTLE, B.M., B.F.A.....*Instructor in Music B.M., Nebraska, 1918; B.F.A., 1923; American Conservatory of Music, 1915-16, 1918, 1921, 1923-24; Bush Conservatory of Music, 1923-24. Pupil of Hans Hess (cello), Adolph Weidig, Richard Czerwonky (violin). Faculty, Nebraska (School of Music), 1915-1922; Florida State College for Women, 1924-25; member, Bush Symphony Orchestra, Czerwonky, conductor, 1923-24. Faculty, Oregon, 1926.*
- ALFRED L. LOMAX, B.B.A., M.A.....*Professor of Business Administration B.B.A., Oregon, 1923; formerly with George Wills & Sons, Ltd. (export merchants); United States Shipping Board; McCarger, Bates & Lively; M.A., Pennsylvania, 1927. Faculty, Oregon, from 1919.*
- EDWARD HIRAM MCALISTER, M.A.....*Professor of Mechanics and Astronomy B.A., Oregon, 1890; M.A., 1893. Faculty, Oregon, from 1891; dean, College of Engineering, 1902-15; head of department from 1915.*
- CAPTAIN JOHN J. MCEWAN.....*Professor of Physical Education Graduate, U. S. Military Academy, West Point, 1917; U. S. Army, 1917-25. Faculty, U. S. Military Academy, 1920-23; Oregon, from 1925.*
- VERA HANSEN MCGINTY, B.Ed.....*Instructor in Design B.Ed., California, Southern Branch, 1925. Faculty, Oregon, from 1925.*
- ROSE MCGREW.....*Professor of Music Pupil of Haenisch and Von Kotzebue, Dresden; Zimmerman, Berlin; soprano, Court Theatre, Mecklenburg-Schwerin; Royal Theatre, Hanover; prima donna, Breslau, Germany; created role of Octavian in Strauss' "Rosenkavalier"; decorated with Order of the Silver Laurel (Germany). Faculty, Oregon, from 1920.*
- ALBERT EDWARD MACKAY, M.B., M.D.C.M., F.A.C.S.....*Professor of Genito-Urinary Diseases, School of Medicine, Portland M.B., Toronto; M.C.D.M., Trinity University, Toronto. Faculty, Oregon, from 1890.*

* Leave of absence, winter and spring terms, 1927-28.

- WILLIAM P. MADDOX, B.A. (Oxon).....*Assistant Professor of Political Science*
B.A., St. John's College (Md), 1921; law student, Maryland, 1921-22; Rhodes scholar
in the Honour School of Philosophy, Politics and Economics, Oxford, England, 1922-
25; certificat d'étude, Université de Grenoble; B.A. (Oxon), 1925. Faculty, Oregon,
from 1925.
- IRA ALBERT MANVILLE, M.A., M.D.....*Associate in Physiology, School of Medicine, Portland*
B.A., Oregon, 1913; M.A., 1922; M.D., 1923. Faculty, Oregon, from 1923.
- EDGAR R. MEANS, M.A.....*Instructor in Education*
B.A., Reed, 1918; graduate assistant, Oregon, 1923-24; M.A., 1927. Faculty, Oregon,
from 1924.
- FRANK R. MENNE, B.S., M.D.....*Professor of Pathology, School of Medicine, Portland*
B.S., Wisconsin; M.D., Rush Medical College. Faculty, Oregon, from 1911.
- FRED NATHAN MILLER, A.M., M.D.....*Director, University Health Service*
A.B., Lafayette, 1914; A.M., 1916; M.D., Rush Medical, 1924. Present position from
1925.
- WILLIAM EDMUND MILNE, Ph.D.....*Professor of Mathematics*
A.B., Whitman, 1912; A.M., Harvard, 1913; Ph.D., 1915. Faculty, Bowdoin, 1915-18;
Oregon, from 1919.
- ARTHUR RUSSELL MOORE, Ph.D.....*Professor of General Physiology*
B.A., Nebraska, 1904; Ph.D., California, 1911; lecturer, Woods Hole Marine Biology
Laboratory, 1916-19; guest, Naples Zoological Station, 1923; table, American Assoc-
iation, Advancement of Science, Naples, 1925; lecturer, general physiology, Hopkins
Marine Station, Stanford, from 1926. Faculty, California, 1911-13; Bryn Mawr, 1913-
16; Rutgers, 1916-26; head of department of animal biology, Oregon, from 1926.
- CAPTAIN FRANK M. MOORE, B.S.....*Assistant Professor of Military Science*
B.S., O. A. C., 1910; graduate, infantry school, Ft. Benning, 1924; U. S. Army, since
1917. Faculty, Oregon, from 1925.
- HENRIETTA E. MOORE, Ph.D.....*Associate Professor of English, Portland Extension Center*
B.A., Oregon, 1888; M.L., California, 1896; M.A., Columbia, 1901, Ph.D., 1904. Fac-
ulty, Los Angeles State Normal; Idaho; Oregon, from 1924.
- RALPH U. MOORE, B.A.....*Assistant Professor of Education*
B.A., Oregon, 1923. Present position (principal, University High School), since 1925.
- VICTOR P. MORRIS, M.A.....*Assistant Professor of Economics*
B.A., Oregon, 1915; M.A., 1920; graduate student, Columbia, 1920-22. Faculty, Grin-
nell College, 1922-24; Oregon Agricultural College, 1924-26; Oregon, from 1926.
- PAT V. MORRISSETTE, M.A.....*Instructor in English*
B.A., Oregon, 1925; M.A., 1926. Faculty, Oregon, from 1926.
- JOHN H. MUELLER, M.A.....*Assistant Professor of Sociology*
A.B., Missouri, 1919; M.A., 1920; University of Montpellier, France, 1919; graduate
student, Chicago, 1922-24. Faculty, Missouri, 1920-22, 1925-26; Chicago, 1923-25; Ore-
gon, from 1926.
- GUSTAV MÜLLER, Ph.D.....*Assistant Professor of Philosophy*
B.A., University of Bern, 1917; M.A., 1920; Heidelberg, 1921; Bern and Florence,
Italy, 1921-23; Ph.D., Bern, 1923; University of London, 1923-24. Faculty, Oregon,
from 1925.
- HAROLD B. MYERS, A.B., M.D.....*Professor of Pharmacology, School of Medicine, Portland*
A.B., Wisconsin; M.D., Western Reserve; collaborator, Journal of Pharmacology.
Faculty, Oregon, from 1915; associate dean, school of medicine, from 1917.
- DELBERT OBERTUEFFER, M.A.....*Assistant Professor of Physical Education*
B.A., Oregon, 1923; M.A., Columbia, 1924. Faculty, Oregon, from 1924.
- KARL W. ONTHANK, M.A.....*Executive Secretary of the University*
B.A., Oregon, 1913; M.A., 1915. Secretary to president, 1916-17; executive secretary,
from 1917; administrative committee of University, 1924-26.
- WILMOTH OSBORNE, A.B., M.D.....*University Physician and Medical Consultant for Women*
A.B., Reed, 1918; M.D., Oregon, 1924. Present position from 1925.
- EARL L. PACKARD, Ph.D.....*Professor of Geology*
A.B., Washington, 1911; M.A., 1912; fellow in paleontology, California, 1912-14;
Ph.D., 1915. Faculty, Washington, 1915-16; Oregon, 1916-17; Mississippi A. & M.
College, head of department, 1917-18; Oregon, from 1919; acting head of depart-
ment, 1920-22.
- EARL M. PALLETT, M.S.....*Registrar*
Platteville Normal School, Wisconsin, 1912-14; Toulouse, 1919; Wisconsin, 1919; B.S.,
1921; M.S., 1922; Chicago, 1923. Director of extension, Eastern State Teachers' Col-
lege, Madison, South Dakota, 1921-27; faculty, Oregon, 1927.

- MABLE HOLMES PARSONS, M.A.....*Professor of English, Portland Extension Center*
A.B., Michigan, 1904; M.A., 1905. Faculty, Oregon, from 1912.
- PHILIP ARCHIBALD PARSONS, Ph.D., LL.D.....*Dean of School of Social Work and*
Professor of Applied Sociology
A.B., Christian University, Missouri, 1904; M.A., 1905; student, Union Theological
Seminary, 1904-06; graduate student, Columbia, and research fellow, School of Phil-
anthropy, 1908-09; Ph.D., 1909; LL.D., Culver-Stockton College, 1927. Faculty,
Syracuse, 1909-20; director of University Settlement, Syracuse; lecturer, Department
Immigrant Education, State of New York, 1912-18; director of Portland school of
social work, 1920-27; present position from 1927.
- EDITH BAKER PATTEE, M.A.....*Instructor in Education*
A.B., Oregon, 1911; M.A., 1913. Supervisor of languages, University High School,
from 1919.
- ANDRÉ M. PELLION, M.A.....*Instructor in Romance Languages*
Brevét Supérieur, Normal School, Le Mans, France; B.A., Oregon, 1924; M.A., 1926.
Faculty, Oregon, from 1924.
- MARY HALLOWELL PERKINS, M.A.....*Professor of English*
B.A., Bates, 1898; M.A., Radcliffe, 1908; graduate student, Columbia, 1916-17; Uni-
versity of London, 1925-26. Faculty, Oregon, from 1908.
- ALFRED POWERS, B.A.....*Dean of Extension Division, Director of Portland Center,*
Professor of Journalism
B.A., Oregon, 1910; faculty, Oregon, 1917; U. S. Army, 1918-19; director of public
information and Junior Red Cross, Northwestern division, American Red Cross, 1919-
20; University editor, school of journalism, 1920-22; assistant director, extension divi-
sion, 1922-26; present position from 1926.
- JUAN B. RAEI, M.A.....*Instructor in Romance Languages*
A.B., St. Mary's College, 1923. Faculty, St. Mary's College, 1923-24; assistant in
Spanish, California, 1926-27; M.A., California, 1927. Faculty, Oregon, 1927.
- GEORGE REBEC, Ph.D.....*Dean of the Graduate School and Professor of Philosophy*
A.B., Michigan, 1891; student at Strassburg, 1893-94; Ph.D., Michigan, 1896; student
in Florence, Italy, 1908-09. Faculty, Michigan, 1894-1909; Oregon, 1912-18; director,
Portland Extension Center, 1918-23; professor of education, Reed College, 1920-21;
head of department of philosophy and dean of Graduate School, Oregon, from 1920.
- WILLIAM J. REINHART.....*Instructor in Physical Education*
Oregon, three years. Present position, from 1923.
- *EDWIN CLYDE ROBBINS, Ph.D.....*Dean of the School of Business Administration;*
Professor of Business Administration
B.A., Iowa, 1910; M.A., 1912; Garth fellow in economics, Columbia, 1912-13; Ph.D.,
1915. Faculty, Mt. Holyoke, 1914-15; Oregon, 1915-17; Minnesota, 1917-19; Oregon,
from 1919; present position, from 1920.
- R. C. ROMIG, B.S., M.D.....*Physician, University Health Service*
B.S., Idaho, 1919; M.D., Rush Medical College, 1926. Present position, from 1926.
- HUGH E. ROSSON, B.S., LL.B.....*Associate Professor of Law*
B.S., Knox, 1916; LL.B., Iowa, 1920. Faculty, Kansas State Agricultural College,
1921-23; Oregon, from 1923.
- CHARLES EASTON ROTHWELL, B.A.....*Instructor in Education*
B.A., Reed College, 1924; Oregon, 1925-27. Faculty, University High School, Oregon,
1927.
- KENNETH ROWE, M.A.....*Instructor in English*
B.A., Rice Institute, 1922; M.A., 1924; M.A., Harvard, 1927. Faculty, Rice Institute,
1922-24; Oregon, from 1924.
- *ETHEL I. SANBORN, Ph.D.....*Assistant Professor of Plant Biology*
B.S., South Dakota State College, 1903; B.A., South Dakota, 1904; M.A., 1907;
graduate student, Oregon, 1911-13; Puget Sound Biological Station, 1913; Stanford,
1917-18, 1923-24, 1927-28; Ph.D., Stanford, 1928. Curator of botanical museum, Ore-
gon, 1914-17; faculty, Oregon, from 1918.
- FRIEDRICH GEORG G. SCHMIDT, Ph.D.....*Professor of German Language and Literature*
Student, University of Erlangen, Bavaria, 1888-1890; Johns Hopkins, university
scholar and fellow, 1894-96; Ph.D., 1896. Faculty, Cornell College, 1896-97; head of
department of modern languages, Oregon, 1897-1905; head of department of German,
from 1905.

* Leave of absence, 1927-28.

- ALFRED H. SCHROFF, Diplôme des Beaux Arts.....*Professor of Painting*
Student, Boston, Cowles Art School, Zephlo Club, Copley Society; Paris, London; instructor, Copley Society, Boston Architectural Club; director, L. M. D. Sweat Memorial Museum and School; medals, World's Columbian Exposition, 1893; British Exposition, Jamaica, 1895; represented in eastern collections and exhibitions; first prize in oils, Northwestern Artists Exhibition, Seattle, 1923; Diplôme des Beaux Arts, Fontainebleau, 1924. Faculty, Oregon, from 1916.
- LOUISE BARROWS SCHROFF.....*Instructor in Painting*
Graduate, Museum of Fine Arts School, Boston, Mass., 1904; Fontainebleau School, France, 1924; pupil of Edmund Tarbell, Frank Benson, Philip Hale, Denman Ross, Arthur Dow, Jean Despujols, Aug. Fr. Gorguet, G. L. Jaulmes. Faculty, Oregon, from 1926.
- *HARRY ALEXANDER SCOTT, M.A.....*Professor of Physical Education;*
Director of Department for Men
B.S., Teachers' College, Columbia, 1920; M.A., 1921. Faculty, Columbia, 1920; Oregon, from 1921.
- GERTRUDE SEARS.....*Instructor in Education*
California, 1915; Bellingham State Normal, Washington, 1918-20; Oregon, 1925. Library, Illinois, 1921; present position (University High School) from 1927.
- HARRY J. SEARS, Ph.D.....*Professor of Bacteriology, School of Medicine, Portland*
A.B., Stanford, 1911; A.M., 1912; Ph.D., 1916; student, Chicago. Faculty, Stanford, 1911-12, 1918-16; city bacteriologist and chemist, Berkeley, Calif., 1917-18. Faculty, Oregon, from 1918; president, Oregon branch of Society of American Bacteriologists.
- LAURENCE SELLING, B.A., M.D.....*Clinical Professor of Medicine, Portland*
A.B., Yale, 1904; M.D., John Hopkins Medical School, 1908. Faculty, Oregon, from 1912.
- HELEN MILLER SENN, B.A.....*Instructor in Public Speaking, Portland Extension Center*
B.A., Michigan, 1907; National Conservatory of Dramatic Art, New York City, 1907-09; student and faculty, Boston School of Expression. Faculty, Buena Vista College, Iowa, 1914; Willamette, 1915-1917; Oregon, from 1918.
- HENRY DAVIDSON SHELDON, Ph.D.....*Dean of the School of Education and*
Professor of Education and History
A.B., Stanford, 1896; A.M., 1897; Ph.D., Clark, 1900; student, Leipzig, 1911-12. Faculty, Oregon, 1900-11; Pittsburg, 1912-14; Oregon, from 1914; chairman, administrative committee of University, 1924-26.
- MARY JOSEPHINE SHELLEY, B.A.....*Instructor in Physical Education*
Graduate, Kellogg School of Physical Education, 1922; B.A., Oregon, 1926. Faculty, Oregon, from 1926.
- FREDERICK LAFAYETTE SHINN, Ph.D.....*Professor of Chemistry*
B.A., Indiana, 1901; M.A., 1902; scholar, Yale, 1902; Ph.D., Wisconsin, 1906. Faculty, Wisconsin, 1902-04, 1905-07; Indiana, 1904-06; Oregon, from 1907; acting head of department, 1918-22.
- ELMER L. SHIRRELL, M.A.....*Acting Dean of Men, Assistant Professor of Political Science*
B.L., California, 1914; teaching fellow, California, 1914-15. Faculty, Kern County Junior College, 1915-17; director, Rehabilitation Division, U. S. Veterans Bureau, 1919-24; M.A., California, 1925; faculty, Arizona, 1925-27; Stanford, 1926-27; Oregon, 1927.
- JOHN B. SIEFERT.....*Professor of Voice*
Pupil of Ellsworth Giles, Pittsburg, Pa.; Mme. Carl Alves, Leipzig and New York; Mme. Jeanne Jomelli, San Francisco; Louis Graveure, San Francisco and Los Angeles; Theodore Albert Schroeder, Boston; soloist with Russian Symphony Orchestra, Pittsburgh Festival Orchestra, and California Symphony Orchestra. Faculty, Oregon, from 1921.
- DONALD SIMPSON, M.A.....*Instructor in Normal Arts*
A.B., Washington, 1926; Columbia University, 1927. Studied with Charles J. Martin, 1926-27. Faculty, Oregon, 1928.
- COLONEL WILLIAM S. SINCLAIR.....*Professor of Military Science and Tactics*
Michigan Military Academy, 1891-95; University of Michigan, 1896-98; U. S. Army, since 1898. Faculty, Oregon, from 1922.
- CLARA MILLER SMERTENKO, Ph.D.....*Assistant Professor of Latin and Greek*
A.B., Grinnell College, 1895; Ph.D., Chicago, 1902; Berlin, 1906-07. Faculty, Grinnell College, 1903-19; Columbia University, 1920-22; Skidmore College, 1923-25; Oregon, from 1927.
- S. STEPHENSON SMITH, B.Litt.....*Associate Professor of English*
A.B., Reed College, 1915; B.Litt., Oxford, England, 1923. Faculty, Oregon, from 1925.
- WARREN DU PRE SMITH, Ph.D.....*Professor of Geology*
B.S., Wisconsin, 1902; M.A., Stanford, 1904; fellow in geology, Chicago, 1904-05; Ph.D., Wisconsin, 1908; head of department, Oregon, from 1914; geologist and chief of division of mines, bureau of science, Manila, 1906-14, 1920-22.

* Leave of absence, 1927-28.

- CARLTON E. SPENCER, A.B., J.D. *Associate Professor of Law*
A.B., Oregon, 1913; LL.B., 1915; J.D., 1925. Secretary and instructor, Oregon Law Department, Portland, 1913-17; registrar, Oregon, 1919-27. Faculty, Law School, 1923-24. Present position from 1927.
- ORIN FLETCHER STAFFORD, A.M. *Professor of Chemistry*
A.B., Kansas, 1900; A.M., 1902; graduate student, Nernst laboratory, Berlin, 1908-09. Faculty, Oregon, from 1900; head of department from 1902.
- FRED L. STETSON, M.A. *Professor of Education*
B.A., Washington, 1911; M.A., 1913; research scholar, Teachers' College, 1919-20. Faculty, Washington, 1912-13; Oregon, from 1913; director of summer session, Eugene, 1924-26.
- A. B. STILLMAN. *Assistant Professor of Business Administration*
Student, Oregon, 1909-11. Faculty, Oregon, from 1922.
- VICTOR E. STORLI, M.B.A. *Assistant Professor of Business Administration*
B.A., St. Olaf College, 1921; M.B.A., Oregon, 1925; graduate student, Illinois, 1925-26. Faculty, Spokane College, 1922-24; Illinois, 1925-26; Oregon, from 1926.
- JOHN STRAUB, Lit.D., *Emeritus Dean of Men; Professor of Greek Language and Literature*
B.A., Mercersburg, 1876; M.A., 1879; Lit.D., Franklin and Marshall, 1913. Faculty, Oregon, from 1878; dean of the College of Literature, Science, and the Arts, 1899-1920; dean of men, 1920-1925.
- JOHN W. SUTHERLAND, M.A. *Instructor in Psychology*
B.A., Willamette, 1919; M.A., Oregon, 1923; teaching fellow, California, 1923-24. Faculty, Oregon, 1927.
- ALBERT RADDIN SWEETSER, M.A. *Professor of Plant Biology*
B.A., Wesleyan, 1884; M.A., 1887; graduate student, Massachusetts Institute of Technology, 1884-85; Harvard, 1893-97. Faculty, Radcliffe, 1896-97; Pacific University, 1897-1902; Oregon, from 1902; head of department, from 1909.
- *HERBERT G. TANNER, M.A. *Associate Professor of Chemistry*
B.S., Ottawa University (Kan.), 1915; A.M., Nebraska, 1916; graduate student, Cornell, 1916-17; research chemist, E. I. du Pont and Co., 1917-19; chief chemist, U. S. Government Kelp-Potash plant, 1919-21. Faculty, Oregon, from 1921.
- JESSE A. TANNER, M.A. *Instructor in Education*
B.A., North Dakota, 1905; M.A., 1906; Chicago, 1906-07. Curator, State Historical Society, N. Dakota, 1909. California, 1909. Instructor, State Normal School, San Diego, 1910-12; field work, Archeological and Social Surveys, 1916-20; Educational Administration, Idaho, 1920-25. Graduate student, Washington, 1925-27. Faculty, Oregon, 1927.
- HOWARD RICE TAYLOR, Ph.D. *Associate Professor of Psychology*
A.B., Pacific University (Ore.), 1914; A.M., Stanford, 1923; Cubberly fellow, Stanford, 1924-25; Ph.D., 1927. Faculty, Oregon, from 1925.
- LOURENE E. TAYLOR, B.A. *Instructor in Plant Biology*
B.A., Oregon, 1918. Faculty, Oregon, from 1922.
- JANE THACHER. *Professor of Music*
Student, Vienna; pupil of Karl Pflieger; Teodor Leschetizky; concert pianiste. Faculty, Oregon, from 1916.
- W. F. G. THACHER, M.A. *Professor of English and Advertising*
A.B., Princeton, 1900; M.A., 1906; graduate student, Chicago, 1906; associate editor of Pacific Monthly, 1902-04. Faculty, Oregon, from 1914.
- CLINTON H. THIENES, M.D., Ph.D. *Assistant Professor of Pharmacology*
B.A., Oregon, 1918; M.A., M.D., 1923; Ph.D., Stanford, 1926. Faculty, Oregon, from 1920.
- ANNA M. THOMPSON, M.A. *Assistant Professor of Romance Languages*
B.A., Western Maryland College, 1900; M.A., 1901; graduate student, Columbia, 1909-10; Institut Français (branch University of Toulouse at Madrid), 1916-17; Centro de Estudios Historicos, Madrid, diploma, 1919; University of Mexico, summer, 1922. Faculty, International Institute, Madrid, Spain, 1910-20; Oregon, from 1920.
- ELNORA E. THOMSON, R.N. *Assistant Professor of Applied Sociology;*
Director of Nursing Education, Portland School of Social Work
Executive secretary, Illinois Society for Mental Hygiene; director of Public Health Nursing Course, Chicago School of Civics and Philanthropy; member of American Red Cross Tuberculosis Commission to Italy, 1918-19; director of Far Western Extension Office, American Child Health Association, 1923-25; director of Nursing Service, Marion County Child Health Demonstration, from 1925; present position, 1921-1923, and from 1925.
- HARRIET W. THOMSON, A.B. *Professor of Physical Education*
A.B., Michigan, 1904; graduate student, 1904-05; assistant to Dr. C. L. Lowman, Orthopaedic Hospital-School, 1922. Faculty, Oregon, from 1911.

* Leave of absence, 1927-28.

- †EDWARD THORSTENBERG, Ph.D.....*Professor of Scandinavian Language and Literature*
B.A., Bethany College, 1899; scholar, Yale, 1900-03; M.A., 1902; Ph.D., 1904. Faculty,
Yale, 1902-1913; Oregon, 1913-1928.
- LILIAN E. TINGLE.....*Professor of Household Arts*
Student, Robert Gordon's College, Aberdeen, Scotland; University of Aberdeen; Uni-
versity of London; special study in Germany and Italy. Faculty, State Normal In-
dustrial School, North Dakota; general supervisor of home economics, Portland pub-
lic schools, 1908-17; head of department of household arts, Oregon, from 1917.
- H. G. TOWNSEND, Ph.D.....*Professor of Philosophy*
A.B., Nebraska Wesleyan University, 1908; Ph.D., Cornell, 1913; Sage fellow in phil-
osophy, Cornell. Faculty, Central College, 1910-14; Smith College, 1914-26; Oregon,
from 1926.
- ERNESTINE ANN TROEMEL, B.S.....*Instructor in Physical Education*
B.S., Wisconsin, 1925. Faculty, Oregon, from 1925.
- †ERNEST F. TUCKER, A.B., M.D.....*Emeritus Professor of Gynecology,*
School of Medicine, Portland
B.A., Swarthmore; M.D., Harvard Medical School. Faculty, Oregon, from 1891.
- GEORGE TURNBULL, A.B.....*Professor of Journalism*
A.B., Washington, 1915; editorial staff, Seattle Post-Intelligencer, 1906-16; Seattle
Times, 1916-17. Faculty, Oregon, from 1917.
- HAROLD S. TUTTLE, M.A.....*Assistant Professor of Education*
B.S., College of Pacific, 1905; M.A., 1911; B.D., Pacific School of Religion, 1911;
student, California, 1908-11; B.A., Pacific University, 1923. Faculty, Oregon, from
1926.
- AURORA POTTER UNDERWOOD, B.M.....*Assistant Professor of Music*
B.M., Oregon, 1921; pupil of Ethel Newcombe and Edwin Hughes, New York, 1921-
22; Fanny Bloomfield Zeisler, 1924; Phillippe, Fontainebleau, 1925. Faculty, Oregon,
from 1922.
- REX UNDERWOOD.....*Professor of Music*
Chicago Musical College, pupil Joseph Olheizer, 1904-06; Leipzig Conservatory, pupil
Hans Becker, 1907-09; Royal Bavarian School of Music, Wurzburg, pupil of Walter
Schulze-Prisca, 1910; pupil, Michael Press, Berlin, 1911; studied in London, 1912;
with Leon Sametion, and Eric Delamartre, Chicago, 1924; with Remy, Fontainebleau,
1925; violin virtuoso diploma, Fontainebleau, 1925. Concert violinist and teacher,
1913-19; faculty, Oregon, 1919.
- JAMES RAYMOND WADSWORTH, M.A.....*Assistant Professor of Romance Languages*
A.B., Cornell, 1920; M.A., 1921; fellow, University of Strasbourg, 1921-22; University
of Paris, 1921, 1926. Faculty, Cornell, 1920-21; 1922-24; Michigan, 1924-26; Oregon,
from 1926.
- *DEAN H. WALKER, B.A.....*Dean of Men*
B.A., Oregon, 1913. Graduate manager, 1913-14, 1918-19; athletic coach, 1917-18;
acting head, department of physical education, 1917-18, spring term, 1919; director
of student loan funds and student advisor, 1923-25. Present position, from 1925.
- JOHN A. WALQUIST, M.Arch.....*Assistant Professor of Architecture*
B.S. in Arch., Minnesota, 1923; M.Arch., Massachusetts Institute of Technology, 1926.
Faculty, Oregon, from 1926.
- GERTRUDE BASS WARNER.....*Director, Oregon Museum of Fine Arts*
Vassar; member American Association for Advancement of Science, American
Anthropological Association, Japan Society, Zaidan Hojin Meiji Seitoku Kinen Gak-
kai (Meiji Japan Society); present position, from 1922.
- *SAM BASS WARNER, S.J.D.....*Professor of Law*
A.B., Harvard, 1912; LL.B., 1916; S.J.D., 1923; director of Committee on Criminal
Records and Statistics of American Institute of Criminal Law and Criminology.
Faculty, Oregon, from 1919.
- F. MIRON WARRINGTON, Diplôme de l'Université de Paris.....*Professor of Business*
Administration, Portland Extension Center
Upper Canada College, Toronto, 1897; French interpreter, Canadian federal courts,
1900-1908; student, University of Mexico, 1916-17; student, University of Madrid,
1921; diplôme de l'Université de Paris, 1922; instructor, Portland Center, 1918. Pres-
ent position, from 1919.
- EMMA F. WATERMAN, M.A.....*Assistant Professor of Physical Education*
B.A., Minnesota, 1917; certificate, Hygiene and Physical Education, Wellesley, 1919;
M.A., Wellesley, 1925. Faculty, Oregon, 1919-24, and from 1925.

† Died, April 8, 1928.

† Deceased.

* Leave of absence, 1927-28.

- GEORGES M. WEBER, M.B.A.....*Professor of Business Administration*
Student, Haverford College, Virginia, Wisconsin; B.A., George Washington University, 1922. Statistical Service Co., 1911-13; National City Bank, N. Y., 1915-16; U. S. Tariff Commission, 1919-22, Institute of Economics, 1922-24. Graduate student, Georgetown University School of Foreign Service, Harvard, Columbia; M.B.A., Harvard, 1926. Faculty, Texas, 1926-27; Oregon, from 1927.
- EARL WIDMER, A.M.....*Assistant Professor of Physical Education*
B.S., Columbia, 1921; A.M., Teachers' College, 1925. Faculty, Columbia, 1920-22; Oregon, from 1922.
- FLORENCE E. WILBUR, B.A.....*Instructor in English*
Graduate, Ithaca Conservatory of Music, 1909; B.A., Cornell, 1916; graduate student, Columbia, 1921; California, Southern branch, 1924; Southern California, 1925. National drama specialist, Community Service, Inc., 3 years; with Maurice Browne's New York productions; director of drama extension, Community Arts Association, Santa Barbara, California. Faculty, Oregon, from 1925.
- W. R. B. WILLCOX, F.A.I.A.....*Professor of Architecture*
Three and a half years, Kalamazoo College, Mich.; University of Pennsylvania, 1898-94; European study, 1907. Practicing architect, Burlington, Vermont, 1894-1906; Seattle, Wash., 1908-1922; faculty, Oregon, from 1922. Fellow, American Institute of Architects; director, 1914-17; chairman, city planning committee, 1915; vice-president, 1918; jury of fellows, 1923-26.
- ROGER JOHN WILLIAMS, Ph.D.....*Associate Professor of Chemistry*
B.S., Redlands, 1914; M.S., Chicago, 1918; Ph.D. (magna cum laude), 1919. Research chemist, The Fleischmann Co., 1919-20. Faculty, Oregon, from 1920.
- GEORGE FLANDERS WILSON, M.D.....*Emeritus Professor of Surgery,
School of Medicine, Portland*
M.D., University of Virginia, College of the City of New York; Medical Corps, U. S. Army. Faculty, Oregon, from 1880.
- LOUIS AUBREY WOOD, Ph.D.....*Assistant Professor of Economics*
B.A., Toronto, 1905; B.D., Montreal Presbyterian College, 1908; Ph.D., Heidelberg, 1911. Faculty, Robertson College, Alberta, 1912-13; University of Western Ontario, 1914-23; Oregon, from 1924; fellow, Royal Economic Society.
- LEAVITT OLDS WRIGHT, M.A.....*Associate Professor of Romance Languages*
A.B., Harvard, 1914; B.D., Union Theological Seminary, 1917; M.A., California, 1925; graduate student, Teachers College, 1915-17; California, 1924-26. Faculty, Columbia, 1916-17; Pomona College, 1917-18, 1921-24; director, del Colegio Internacional, Guadalajara, Mexico, 1918-21; present position from 1926.
- HARRY BARCLAY YOCOM, Ph.D.....*Professor of Zoology*
A.B., Oberlin, 1912; graduate assistant in zoology, California, 1915-17; M.A., California, 1916; Ph.D., 1918. Faculty, Wabash, 1912-13; Kansas Agricultural, 1913-15; Washburn, 1917-18; College of City of New York, 1919-20; Oregon, from 1920.
- FREDERIC GEORGE YOUNG, LL.D.....*Dean of School of Sociology and Professor of Sociology*
B.A., Johns Hopkins, 1886; University scholar, 1886-87; LL.D., Oregon, 1920. President, Albany College, 1894-95; head of department of economics and sociology, Oregon, 1895-1920; dean of the Graduate School, 1900-1920; present position from 1920; member South Dakota Constitutional Convention, 1889; secretary, Oregon Conservation Commission, since 1908; secretary, Oregon Historical Society, since 1898; editor, Quarterly, Oregon Historical Society, Commonwealth Review.
- NOWLAND B. ZANE.....*Assistant Professor of Design*
Drexel Institute, 1912-14; Art Institute of Chicago, 1914; Penn State College, 1915-19; Pennsylvania Academy of Fine Art, 1916; art instructor, Portland public schools, and University Extension Center. Faculty, Oregon, from 1924.

TEACHING FELLOWS

- A. MURRAY FOWLER, B.A., Minnesota, 1927; English, Duluth, Minnesota.
ARTHUR C. HICKS, M.A., Oregon, 1927; English, Eugene.
*EMMA L. HOLLAND, M.A., Wyoming, 1927; Biology, Laramie, Wyoming.
STELLA KASTLEMAN, M.A., California, 1927; Romance Languages, Los Angeles, Calif.
LLOYD REYNOLDS, B.S., Oregon State College, 1924; English, Eugene.

* Resigned, February, 1928.

RESEARCH ASSISTANTS

- LOUISE BASFORD, B.S., Oregon, 1926; Education, Paterson, Wash.
CLIFFORD CONSTANCE, B.A., Oregon, 1925; Psychology, Eugene.
C. P. DUNBAR, B.S., Louisiana State University, 1927; Geology, Washington, La.
LOUIS F. HENDERSON, Ph.B., Cornell, 1874; M.A. (hon.), Oregon, 1926; Botany, Eugene.
T. R. HUMPHREYS, B.A., Oregon, 1925; Education, Heppner.
MARION E. WARNER, M.A., Massachusetts Institute of Technology, 1923; Biology, Beacon Falls, Conn.
SAMUEL H. WHONG, B.S., Sin Sung Academy, 1921; Biology, Suyn Chun, Korea.

GRADUATE ASSISTANTS

THELMA LOIS ALLEY, A.B., Grinnell College, 1926; Latin, Grinnell, Iowa.
 CARROLL AMUNDSON, B.A., Oregon, 1926, 1926; History, Ophium, Mont.
 LAWRENCE BOYLE, B.A., Oregon, 1922; Education, Canyonville.
 WINNIFRED BRADWAY, B.A., Oregon, 1926; Biology, Eugene.
 GLADYS BUEHLER, B.A., Oregon, 1926; Mathematics, Eugene.
 LETITIA LEE CAPELL, B.A., Oregon, 1927; History, Portland.
 MARGARET CLARKE, B.A., Oregon, 1927; English, Portland.
 HELEN CRANE, B.A., Colorado College, 1927; Romance Languages, Colorado Springs, Colo.
 ERNEST ERKILLA, B.A., State University of Montana, 1927; English, Red Lodge, Mont.
 BRUCE E. FOSTER, A.B., Colorado College, 1927; Physics, Colorado Springs, Colo.
 CHARLES A. GOODWIN, B.S., Oregon State College, 1927; Physics, Corvallis.
 WALLACE H. GRIFFITH, A.B., Willamette University, 1926; Mathematics, Salem.
 WILLIAM S. HOPKINS, B.S., Oregon, 1925; Economics, Eugene.
 H. BIRNET HOVEY, M.S., Oregon, 1927; Biology, Salt Lake, Utah.
 HUBERT JASPER, B.A., Reed College, 1927; Psychology, Eugene.
 *BLANCHE D. JONES, B.A., Willamette University, 1925; Chemistry, Oregon City.
 ELIZABETH KARPENSTEIN, B.A., Oregon, 1927; German, Eugene.
 WALTER EVANS KIDD, B.A., Oregon, 1926; English, Eugene.
 WILLIAM KRATT, B.A., Linfield College, 1927; German, Portland.
 HENRY H. LIPP, B.A., University of Wichita, 1927; Chemistry, Wichita, Kansas.
 ROLLAND J. MAIN, B.S., Rutgers University, 1927; Biology, Perth Amboy, N. J.
 ZENAS A. OLSON, B.A., Pacific University, 1915; Education, Hillsboro.
 HENRY PATEY, B.A., Linfield College, 1925; Education, Eugene.
 ROLLO PATTERSON, B.S., Oregon, 1928; Biology, Eugene.
 PHILLIPS G. PUTNAM, B.S., Washington State College, 1927; Biology, Hillsboro.
 VEOLA PETERSON ROSS, B.A., Oregon, 1927; Economics, Eugene.
 MARGARET SMITH, A.B., Whitman, 1926; History, Walla Walla, Wash.
 ELEANOR STEELE, B.S., University of Pittsburgh, 1922; Biology, Pittsburgh, Pa.
 JAMES C. STOVALL, B.S., Oregon, 1927; Geology, Lakeview.
 CHARLES E. TENNY, A.B., Gooding College, 1927; English, Weslayan, Idaho.
 PAUL E. TOBIE, B.S., Whitman, 1926; Psychology, Greenacres, Wash.
 GERTRUDE E. TOLLE, B.A., Oregon, 1923; Mathematics, Merrill.
 BEATRICE TOWERS, B.A., Oregon, 1924; Architecture, Newberg.
 DAVID S. TURTELTAUB, B. A., Oregon, 1927; Psychology, Portland.
 WILLIAM D. WILKINSON, B.A., Oregon, 1923; Geology, The Dalles.
 HUBERT J. YEARIAN, B.S., Oregon, 1927; Physics, Orland, California.

COMMITTEES OF THE FACULTY

Advisory Council—Deans Gilbert, Carpenter, Sheldon; Professors Packard, Boyer, Barnett.
Academic Requirements—Pallett, Folts, Boynton, Stafford, H. R. Douglass.
Appointment Bureau—H. R. Douglass, Boyer, DeCou, Bowen, Bovard, Tingle, Walter Barnes.
Athletics—Howe, Bovard, Earl.
Awards—Turnbull, Thacher, Maddox, Wright, Morris.
Catalogue and Schedule—Boynton, Hall, Onthank, Stillman, Pallett, Stetson, Mrs. Fitch, secretary.
Colloquium—Morris, Decker, Smith, Onthank.
Commencement and Assembly—Straub, Gilbert, Dunn, Evans, Kerns, Bovard, Onthank.
Foreign Scholarships—Rebec, Warren D. Smith, Walter Barnes, Griggs, Mrs. Fitch, secretary.
Free Intellectual Activities—Warren D. Smith, Stephenson Smith, Mrs. McClain, Smerthenko, Zane, Cameron.
Graduate Council—Rebec, Conklin, Young, Sheldon, Ernst, Larsell, Schmidt, Packard, Boynton, Moore, Donald Barnes.
Honors Council—Boyer, Allen, Donald Barnes, Gilbert, Howe, Huffaker, Moore, Rebec, Stephenson Smith, Taylor, Pallett.
Intra-Mural Sports—DeCou, Scott, Alden, Donald Barnes, Yocom, Cameron, Kelly, Spencer.
Junior College Advisory Committee—Stafford, Adams, Allen, Bovard, Bowen, Boyer, Conklin, Decker, DeCou, Folts, Landsbury, Parsons, Sheldon, Warren D. Smith, Moore, Spencer, Pallett.
Library—M. H. Douglass, Sheldon, Allen, Rebec, Yocom, Hodge, Boyer, Moore, Parsons, Gilbert.
Publications Committee—Allen, Young, Sheldon, Robbins, Carpenter, Packard, Dan E. Clark, M. H. Douglass, University editor.
Religious and Moral Activities—Sheldon, M. H. Douglass, DeCou, Sweetser, Williams, Warren D. Smith, Tuttle, Bovard, Parsons.
Research—Packard, Milne, Stafford, Sheldon, Barnett, Donald Barnes, Caswell, Moore.
Scholarship—Gilbert, Bovard, Sheldon, Milne, Esterly, Shirrell, Spencer, Stillman, Pallett.
Student Advisory—Onthank, Esterly, Gilbert, Folts, Shirrell, Earl, Rosson.
Student Affairs—Esterly, Oberteuffer, Osborne, Lomax, Beck, Rowe.
Student Housing and Health—Shirrell, Bovard, Dr. Miller, Sweetser, Decker, Esterly, Kelly.

* Resigned, January, 1928.

THE UNIVERSITY OF OREGON

HISTORICAL

The University of Oregon was established by act of the state legislature, October 19, 1872, and located at Eugene. Deady hall, the first University building, was erected by the citizens of Lane county, and presented to the board of regents in July, 1876. In September, 1876, the University opened its doors for the reception of students. The first class was graduated in June, 1878.

The equipment of the University was at first very small, and the courses of instruction were limited practically to literary lines. The University grew rapidly, and the demand for a broader curriculum was met by the addition of engineering, scientific, and technical courses. The law school, established in Portland in 1884 as a night school, was discontinued in 1915 when a regular three-year law school was established at Eugene. The school of medicine was established in Portland in 1887.

More recently the graduate school was established in 1900, the school of music in 1902, the school of education in 1910, and the schools of architecture and of business administration (at first called the school of commerce) in 1914, the school of journalism in 1916, the schools of sociology and of physical education in 1920, and the Portland school of social work, at first organized under the school of sociology, became a separate organization in 1927.

The extension division, which now includes the evening classes at Portland, Salem, and elsewhere, and the department of correspondence-study, was organized in 1907, and the first summer session was held in 1904. These divisions of the academic work are specially devoted to adult education and make the resources of the University available to those who are unable to attend the sessions of the regular scholastic year on the campus.

LOCATION AND CLIMATE

The campus of the University of Oregon is located in the city of Eugene, at the head of the Willamette valley. Aside from the convenience of its location on through lines of rail and highway, it enjoys exceptional health and climatic conditions. The city has an abundant supply of pure, wholesome water, and modern sanitation and all modern conveniences. The climate is mild and healthful, with moderate winters and cool summers, while the protected situation of the Willamette valley prevents any severe storms. The annual rainfall is about 38½ inches; the main precipitation coming in the winter months, November, December, and January, while the summers are practically free from rain.

GOVERNMENT

The government of the University of Oregon is vested, under the laws of the state of Oregon, in a board of regents, consisting of ten members. The governor, the secretary of state and the superintendent of public instruction are additional members *ex officio*. Each regent is appointed for a term of twelve years.

Academic matters are in the hands of the voting members of the faculty

consisting of the president, deans, full professors, associate and assistant professors.

ENDOWMENT AND SUPPORT

The University of Oregon is one of the three state-supported institutions which derive their income from the millage taxes. The millage income of the University for the year 1928 is approximately \$900,000. In addition, there is a considerable income from fees, incidental, laboratory, and non-resident.

No income producing property is owned by the University, but an income of approximately \$6,000 a year is obtained from the state land fund and a small endowment fund given to the University by Henry Villard.

The school of medicine, which is situated in Portland, is on a separate budget and is supported by fees, by private gifts and by appropriations from the state legislature.

ORGANIZATION AND DEGREES

The University is organized into the following establishments:

- (A) *The Graduate School* offers work leading to the degrees of master of arts and master of science in a number of departments, to the master of fine arts in architecture, design, painting, sculpture, and music, and to the doctor of philosophy in certain fields.
- (B) *The College of Literature, Science and the Arts* gives a liberal education in sciences, social sciences, languages and literature, leading to the degrees of bachelor of arts and bachelor of science.
- (C) The professional schools, as follows:
 - (1) *The School of Architecture and Allied Arts* offers training in architecture, structural and interior design, painting, sculpture, and normal arts, leading to the degrees of bachelor of arts and bachelor of science, and also to the bachelor of architecture and the master of architecture and of fine arts under the graduate school.
 - (2) *The School of Business Administration* specializes in the development of business executives, and offers the professional degrees of bachelor of business administration and master of business administration, although the bachelor of arts and of science may also be taken.
 - (3) *The School of Education* trains students for careers as teachers and school administrators and offers the degrees of bachelor of arts and of science, and the special degree of bachelor of science in education.
 - (4) *The School of Journalism* prepares for the various branches of journalism and publishing, and offers the degrees of bachelor of arts and of science, and of bachelor of arts or science in journalism.
 - (5) *The School of Law* requires junior standing for admission, and gives such students a three-year course leading to the degree of bachelor of laws. A student entering with senior standing may apply one year of law toward a collegiate degree, and may, consequently obtain both the bachelor of arts and the doctor of jurisprudence in the six-year course.
 - (6) *The School of Medicine* admits students who have attained senior standing. Since one year of medicine may be applied toward a collegiate degree, medical students may, in the four-year course at the medical school, receive the degrees of bachelor of arts and doctor of medicine.
 - (7) *The School of Music* enables musical theory and a limited amount of applied music to be added to the student's course of study, leading to the degree of bachelor of arts and bachelor of science, or the technical degree of bachelor of music.
 - (8) *The School of Physical Education* coordinates all of the work done in physical education for both men and women, the University health service, and inter-collegiate athletics, and trains those who wish to specialize in the various fields of physical education, giving the degrees of bachelor of arts or bachelor of science.
 - (9) *The School of Sociology* is planned to provide both cultural courses and professional training for social workers, and offers the degrees of bachelor of arts and bachelor of science.
 - (10) *The Portland School of Social Work* offers a regulation course of five years, of which the first three are given in Eugene in the school of sociology. The bachelor of arts or of science may be earned in four years, while in the fifth or professional year, the student earns a certificate of social work training.

- (D) *The Extension Division* is the agency through which the University renders service to individuals, organizations and communities of the state outside the campus. Under the extension division are the evening classes given in Portland and other cities of the state, for adults who are employed during the daytime, and the correspondence study department, as well as other activities such as lectures, surveys, etc. The summer sessions of six weeks, given simultaneously in Eugene and Portland, with a post session of four weeks in Eugene, are also organized under the extension division.

EQUIPMENT

GROUNDS

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

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

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

BUILDINGS

The buildings now in use on the University campus include the Architecture and the Arts buildings, Commerce hall, Condon hall, Deady hall, the Education and adjoining University High School buildings, the halls of residence (Friendly, Hendricks, Mary Spiller, and Susan Campbell halls, Thacher cottage, and the new dormitory for men), the Household Arts and Extension building, Johnson hall, the Journalism building, Library hall, McClure hall, Men's Gymnasium, Music building, Oregon hall, the Press building, the Power House, R. O. T. C. barracks, Sociology building, Woman's building, Villard hall.

THE UNIVERSITY LIBRARY

STAFF

M. H. DOUGLASS, M.A.	Librarian
BEATRICE J. BARKER, Ph.B.	Head Cataloguer
MABEL EATON MCCLAIN, B.A., B.S.	Circulation Librarian
MARTHA E. SPAFFORD, B.A.	Continuation Cataloguer
MARIAN P. WATTS, B.A.	Reference and Periodical Librarian
LENORE CASFORD, B.A.	Periodical Librarian
RETA W. RIDINGS, B.A.	Reference Assistant
DORA FRANCES FORD.	Reserve Book Librarian
CORWIN V. SEITZ, B.A.	Order Clerk
HAZEL JOHNSON, B.A.	Circulation Assistant
ALICE DORMAN, B.A.	Circulation Assistant
MARJORIE MYERS, B.A.	Circulation Assistant
MARGUERITE SCHWAB.	Cataloguer
ALICE GARDINER.	Periodical Clerk
DOROTHY ALDERMAN, B.B.A.	Assistant in Charge of Business Administration Reserves
MABEL KLOCKARS, B.A.	Reserve Assistant
BETTY MAE STAMM, B.A.	Reserve Assistant
MARJORIE REYNOLDS.	Reserve Assistant
ETHELYN FORREST, B.A.	Accessions Clerk
MRS. ELLEN PENNELL.	Assistant
MABEL HOUCK.	Assistant in Charge of Architecture Library
GLADYS A. YODER.	Secretary and Bookkeeper

The University library is a well selected and rapidly growing collection of books, numbering about 183,000 volumes. There is available each year from various sources for books, binding, and periodicals, about \$30,000.

The library is supplied with the best general and special reference books, and with files of the principal American and foreign periodicals of general and special scientific value. Periodicals currently received number something over 2,000, besides many of the daily and weekly newspapers of the state. About 140 Oregon newspapers are regularly bound.

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

Besides the new books of current interest that are being added continually, the library attempts to add each year some sets of important periodicals or other valuable collections of source material for advanced study and research.

Temporary quarters for conducting a part of the work of the reserve department have been located in the new science building, Condon hall, the main floor of which has been equipped for library purposes. Here convenient individual desks have been provided for the students and here are shelves for the reserve books, with the exception of those for the departments of English, history and foreign languages, which are still cared for in the library building, and reserves for the school of business administration, which are kept in Commerce hall.

The Law library of about 17,000 volumes, including the Fenton memorial library, is in the law building; a reference collection for the use of students of architecture is provided in the Architecture building, and a valuable collection of books concerning the Orient, the gift of Mrs. Murray Warner, is to be found in the Oregon Museum of Fine Arts.

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

THE OREGON MUSEUM OF FINE ARTS

MRS. GERTRUDE BASS WARNER.....	Director
MRS. LUCY PERKINS.....	Curator of Oriental Collection
MRS. EMILY B. POTTER, M.A.....	Curator of Oriental Collection
MRS. P. L. CAMPBELL.....	Curator of North American Indian Collection
MISS PAULINE WALTON, M.A.....	Librarian, Murray Warner Museum Library

The Oregon Museum of Fine Arts, housed at present on the third floor of the Woman's building, includes the Murray Warner Collection of Oriental Art and the Ada Bradley Millican Collection of North American Indian Art.

The Murray Warner Collection of Oriental Art, given to the University of Oregon in 1920 by Mrs. Gertrude Bass Warner, was collected by Major and Mrs. Warner while they were living in Shanghai, China. Major Warner had a considerable knowledge of the art of the Orient, and serving as he did, through the Boxer rebellion and the unsettled conditions following, he obtained some beautiful specimens of Chinese art which

are now in the museum. Since Major Warner's death, Mrs. Warner has made five trips to the Orient to increase the collection and to replace articles that were not up to museum standards with those that were. Mrs. Warner has given a part of the collection to the Smithsonian Institution, but the larger portion has come to the University of Oregon in order to foster on the Pacific coast a sympathetic understanding and appreciation of the peoples of the Orient.

The Warner collection is especially distinguished by the rarity and perfect preservation of the objects composing it. At the present time only the Chinese part of the collection is on display, the Japanese prints, robes, armour, and tapestries, etc., being packed away on account of lack of museum space available. Included in the material exhibited at present is a large collection of Chinese paintings from the old masters, and tapestries and embroideries; fine examples of cinnebar lacquer, and carvings of ivory, jade, and turquoise; Chinese porcelains including specimens of old blue and white of the Ming period, rare peach blow, oxblood and other varieties; and ancient bronzes dating from the Chow, Han, Sung and Ming dynasties. Especially interesting is a display representing the throne room of the rulers of the Manchu dynasty, and four antique robes used in the yearly ancestral worship, embossed with gold and silver thread, and various robes from the Ming and Manchu dynasties, including robes worn by the emperor, when he worshipped at the Altar of Heaven.

The Murray Warner Museum Library adjoining the museum contains a collection of rare books dealing with the history, the literature, the life and the art of the oriental countries which help to explain the museum collections as well as other museums. A large number of magazines on art and the Orient are found in the library reading room.

The *Ada Bradley Millican North American Indian Collection*, given to the University of Oregon by Mrs. Millican, was acquired by her when she was a teacher in Indian schools in Arizona, Utah and Washington, and while on a trip to Alaska. There are articles from 87 different tribes in this section of the museum, and it is a rare collection of Indian basketry, weaving and pottery.

UNIVERSITY PROCEDURE

The Term System. The academic year of the University is divided into three terms of approximately twelve weeks each. Supplementary to this school year is the summer session held each year both in Eugene and Portland. Students may enter at any term, but are advised to enter in the fall, since the most of the courses are either year courses or run in year sequences.

Definitions and Explanations. The word *course* as used in the University means a special subject or study followed for a certain specified length of time, and carrying a certain fixed amount of credit toward a degree. A *curriculum* or *course of study* is a group of courses arranged to provide definite cultural or professional preparation. The work in the University is arranged into *lower division*, or freshman and sophomore years, and *upper division*, or junior and senior years.

ADMISSION TO THE UNIVERSITY

Applications for admission should be filed with the registrar as early as possible, and must be filed at least one month before the opening of the term. This applies to all new students, whether entering as freshmen or advanced students.

Receipt of credentials will be acknowledged, and applicants accepted will be notified of the next step in admission procedure.

Credentials filed become the permanent property of the University and will not be returned to the student. Hence, applicants should keep copies of their credentials for future reference.

ACCREDITED HIGH SCHOOLS

The University gives full accrediting to those high schools of Oregon which have been standardized by the state superintendent of public instruction, and which in addition have at least two teachers giving full time to high school work. Graduates of standardized high schools which do not have two full time instructors are admitted on trial, contingent upon the satisfactory completion of the first year's work.

UNIFORM REQUIREMENTS FOR OREGON COLLEGES

Uniform entrance requirements adopted by all of the higher educational institutions of Oregon are as follows:

(a) *Entrance without deficiency* to the colleges, universities, and normal schools of Oregon shall be contingent upon presentation of fifteen units, with at least ten units in English, mathematics, foreign languages (including Latin), laboratory sciences and social science (consisting of history, civics and economics).

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

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

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

ADMISSION TO FRESHMAN STANDING

Conforming to the regulation above, the requirements for admission to freshman standing in the University are as follows: The student must have at least fifteen units earned by entrance examinations or evidenced by a certificate from a standard preparatory school. Unit means a subject taught five times a week, in periods of not less than forty minutes for a school year of not less than thirty-six weeks.

The most desirable distribution of the fifteen units presented for admission is as follows:

- | | |
|--------------------------------|---|
| (a) English, 3 units | (f) One foreign language, 2 units |
| (b) Algebra, 1 unit | (g) Additional in any of the above subjects, 1 unit |
| (c) Geometry, 1 unit | (h) Elective, 5 units |
| (d) Laboratory science, 1 unit | |
| (e) Social Science, 1 unit | |

Distribution of Units. Ten of the necessary fifteen units presented for admission must be distributed among the subjects a, b, c, d, e, f, given above. The number of units given in subjects a, b, c, d, e, are required for admission without deficiencies.

Social Science Units. The social science units which may be presented in fulfillment of the social science requirement are limited to history, civics and economics.

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

The Elective Units. It is recommended that the five elective units be selected, whenever possible, from the subjects of English, foreign language, history, science, and mathematics. Credit will be given, however, for any subject offered in the state course of study for high schools, except that no credit is granted for drill, spelling, penmanship, physical training, or for work which may be classed as largely or purely a student activity.

Entrance With Deficiencies. Students who present fifteen units for entrance, with ten units distributed among the subjects of English, mathematics, science, social science and foreign language, but who may not meet the exact distribution of subjects required by the University, may enter with deficiencies removable in the University. Such make-up work, however, is additional to the work regularly required in the corresponding subjects for University degrees.

Removal of Deficiencies. In the removal of deficiencies, nine term hours of University work is considered the equivalent of one entrance unit.

Preparation for Special Curricula. Students planning for major work in mathematics, physics, architecture, or geology, should increase their mathematical preparation to include a total of $1\frac{1}{2}$ units of algebra, 1 unit of plane geometry, and $\frac{1}{2}$ unit of solid geometry, and will find it advantageous to present $\frac{1}{2}$ unit of trigonometry. Students looking forward to chemistry should also present more than the minimum of algebra.

The school of business administration admits students upon fulfillment of the regular entrance requirements as outlined above, or under the following provisions: Seven units in the prescribed subjects (English, mathematics, language, social science and science) and eight from acceptable electives, provided at least four are in commerce. Students entering under the latter provision are eligible to proceed to the degree of bachelor of business administration, but may not subsequently change their enrollment to any other school or department without having fulfilled the regular entrance requirements.

ADMISSION TO ADVANCED STANDING

Advanced standing is granted to students transferring from institutions of collegiate rank for work there completed which is equivalent in quality and quantity to the work of the University of Oregon, subject to the following provisions:

It is a clearly recognized principle that the University can give no credit toward its degrees for any work that it does not itself offer for credit, or which it does not consider a proper part of the curriculum of a state-supported higher educational institution.

The amount of credit to be granted upon transfer is determined by the committee on academic requirements, which will take into consideration, among other things, the nature of the school, the quality of the applicant's scholarship, the content, quality and quantity of the courses completed, etc. Credentials from other institutions are also evaluated with regard to their relationship to the course of study to be undertaken by the student submitting them, and credit therefor is granted only to the extent to which the courses pursued elsewhere articulate with the requirements of the school or department in which the student matriculates.

Final determination of the amount of advanced standing will not be made until after the student has been in attendance at the University of Oregon for at least two terms.

All applications for advanced standing must be submitted to the registrar and must be accompanied by official transcripts covering both high school and college records and letters of honorable dismissal.

Excess High School Units. No University credit is granted for excess high school units, except that students who have credits in Latin, German, French, Greek, Spanish, higher algebra or trigonometry over and above the sixteen full units usually required for graduation from the high school may be permitted to take examinations for University credit. All examinations for such credit must be taken before the student attains junior standing. Requests for such examinations must be made on the official blank supplied by the University.

Credit by Examination. A student wishing to apply for credit for work done elsewhere than in regularly organized courses of an accredited educational institution must petition the committee on academic requirements on forms provided by the registrar for permission to take examinations in specified courses, as listed in the catalogue. The amount of credit to be allowed is determined by the committee.

ADMISSION AS SPECIAL STUDENT

The following regulations cover admission to special student standing and procedure therefor:

1. Special students are of two classes: (a) those who are not qualified for admission as regular students, but who are qualified by maturity and experience to carry one or more subjects along special lines; and (b) those who are qualified for admission, but who are not working toward a degree, and do not care to follow any of the courses of study leading to one.

2. An applicant for admission as a special student must be not less than 21 years of age, and must file with the registrar documentary evidence sufficient to prove his especial fitness to pursue the subject desired. No applicant shall be admitted as a special student without the consent of the registrar and the dean of the school or college in which he plans his major work.

3. Special students select an adviser as explained under 2 Registration Procedure on the next page. Each student shall be governed by the directions of his adviser as to the work to be carried.

REGISTRATION

Freshmen are expected to report at the University by Monday, September 24, 1928, for freshman week, consisting of English, physical and psychological examinations and orientation lectures.

Each freshman will be sent a program of freshman week events after his credentials have been passed upon. Credentials for entering students should be filed by September first.

Registration material will be released to students on Monday, September 24, 1928. Registration will take place from Tuesday to Saturday, September 25 to 29, 1928. Study programs will be made out for the entire year at that time and must be filed in the registrar's office before October 1, 1928, at which date classes begin.

Registration Procedure:

1. All students call at the registrar's office for registration material. New students receive certificate of admission at special window.

2. Each student either selects a principal line of interest in the College of Literature, Science and the Arts, i. e., one of the groups such as Language and Literature, Social Science, Mathematics and Physical Science, or Biological Science, or else chooses one of the professional schools. The chairman of the group or the dean of the school, or a staff member designated by him will be the student's adviser, and will fill out the study program conforming to the requirements of the University and the special group or school which the student has selected.

3. The year study-program should be approved by the adviser and filed in the registrar's office before Monday, October 1, 1928. No student is registered in the University before this is done.

4. A late filing fee must be paid by any student who files his study program on Monday, October 1, 1928, with a cumulative fee for each day of delay thereafter.

5. No credit will be allowed any student for a course which has not been placed on the year-study program, either originally or by change of registration.

6. On the first day of the winter and spring terms, each student is required to file in person an information card for that term in the office of the registrar, to show that he is in attendance that term. If this card is not filed, registration will be cancelled for the term. A late filing fee, with a cumulative fee for each day of delay will be paid those who do not file on the first day of the term.

Change of Registration. A fee of \$1.00 must be paid for each course added to the year study-program after it has been filed. New courses may be entered only during the first two weeks of each term, but a course may be dropped at any time, provided that the study-program is not reduced to less than twelve hours. These changes, however, may be made only by the consent of the adviser.

SCHOOLS AND DEPARTMENTS

An entering student may select and pursue a major in any one of the professional schools listed below, but is not permitted to elect a major department in the college until the beginning of the junior year. The entering student who does not elect to major in one of the schools must select a principal interest in one of the groups of the college.

COLLEGE OF LITERATURE, SCIENCE AND THE ARTS

LANGUAGE AND LITERATURE GROUP

English	Germanic Languages	Greek	Latin	Romance Languages
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SOCIAL SCIENCE GROUP

Economics	History	Philosophy	Political Science
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MATHEMATICS AND PHYSICAL SCIENCE GROUP

Mathematics	Chemistry	Geology	Mechanics and Astronomy	Physics
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BIOLOGICAL SCIENCE GROUP

Animal Biology	Plant Biology	Psychology
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PROFESSIONAL SCHOOLS

SCHOOL OF ARCHITECTURE AND ALLIED ARTS

Architecture	Painting	Sculpture	Design	Normal Art
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SCHOOL OF BUSINESS ADMINISTRATION

SCHOOL OF EDUCATION

SCHOOL OF JOURNALISM

SCHOOL OF LAW

SCHOOL OF MUSIC

SCHOOL OF PHYSICAL EDUCATION

Physical Education for Men	Physical Education for Women
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SCHOOL OF SOCIOLOGY

SCHOOL OF MEDICINE

The pre-medical years of the school of medicine are given in the college where the adviser in the department of animal biology has arranged pre-medical curricula.

SCHOOL OF SOCIAL WORK

The first three years of the social work course are given on the campus.

GRADUATION REQUIREMENTS

All candidates for undergraduate degrees must fulfill the requirements listed below. In addition, each candidate must comply with the prescribed curriculum of his school or department.

Credit. Credit for work completed in the University is figured in term-hours, by which is meant the work covered in one recitation, or one laboratory period per week for one term, or equivalent. A term hour is assumed to represent three hours a week for twelve weeks of a student's time, which may be assigned to work in the class-room, laboratory, or outside preparation.

Quantity of Work. In order to be graduated, a student must have earned not less than 186 term-hours of credit in the University.

Quality of Work. Of the 186 hours required for graduation, at least 140 must have been earned with a grade above V.

Hours Required in Upper Division Subjects. At least 62 hours must have been earned in upper division courses subsequent to the receipt of the junior certificate. (The junior certificate is granted upon completion of lower division requirements).

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

I. Unusual excellence.

II. High quality. Classes I and II together constitute approximately the highest fourth or fifth of the class.

III. Satisfactory.

IV. Fair. Grades III and IV constitute from 55 to 65 per cent of the class.

V. Passing. Approximately from 15 to 20 per cent of the class.

Students who have not completed the term's work satisfactorily are given:

Inc., Incomplete. Quality of work satisfactory, but unfinished for reasons acceptable to the instructor, and additional time granted.

Cond., Condition. Quality of work not satisfactory, but additional time granted.

F., Failure.

Dp., Dropped. Course discontinued without permission. Equivalent to F. in nearly all respects.

Group Requirements. A student whose principal interest lies in one of the four groups within the college must complete during the freshman and sophomore years, (1) a freshman foundation course and a sophomore option of one year in length and not less than 9 term-hours in any one of the four groups, (2) a freshman foundation or sophomore option of one year in length and not less than 9 term-hours in any two of the remaining groups.

A student whose major interest lies within one of the schools must complete during his freshman and sophomore years (1) the school requirements for the freshman and sophomore years, (2) a freshman foundation or sophomore option of one year in length and not less than 9 term-hours in groups one or two, and (3) a freshman foundation or sophomore option of one year in length and not less than 9 term-hours in groups three or four.

I. a. Language and Literature (English, Germanic Language, Greek, Latin, Romance Languages). This group cannot be fulfilled by beginning foreign language courses or required sophomore written English.

b. Music and Architecture. Certain survey courses offered by the School of Music and the School of Architecture and Allied Arts may be used to fulfill this group by students who are not majoring in either of these schools.

II. Social Science. (Economics, History, Political Science, Philosophy.)

III. Mathematics and Physical Sciences (Mathematics, Physics, Chemistry, Geology, Geography, Mechanics and Astronomy.)

Each of these sciences must include not less than one credit hour a week of laboratory time.

IV. Biological Sciences. (Animal Biology, Physiology, Plant Biology, Bacteriology, Psychology.)

Each of these sciences must include not less than one credit hour a week of laboratory time.

Major Requirements. Each student must satisfy the requirements of his major department by taking courses in that department, including freshman survey and sophomore option courses in the group, as prescribed by his adviser amounting to not less than 36 term-hours of which not less than 24 term-hours shall be advanced courses of the type described as "upper division," or junior and senior work.

Degree Requirement. For the bachelor of arts, two year-courses (or 24 term-hours) in one foreign language, in addition to two years of one language offered for entrance to the University. For the bachelor of science, 36 term-hours either in mathematics and science, or in social sciences.

Residence. At least 45 term-hours must be earned in residence at the University of Oregon. The remainder of the requisite work is sometimes done through the extension division by correspondence, subject to the rule which applies to all students that not more than 60 term-hours earned by correspondence may be applied toward a degree. The 45 term-hours immediately preceding graduation must be earned with the University of Oregon, although not necessarily in residence.

Required Subjects:

Physical Education. All students must take physical education throughout the first two years.

Military Training must be taken by all men during the freshman and sophomore years.

Personal Hygiene must be taken by all women to the extent of three term-hours during the freshman year.

English. One year-course of written English of not less than two hours a term, as prescribed by the school or department. This course must be taken in the sophomore year.

Restrictions. Not more than one year of law, or of Portland medical work may be applied to any degree other than professional degrees. Not more than six hours of applied music may count toward any degree other than bachelor of music. (Note: This rule refers only to applied music, such as piano, voice, violin, organ, etc., not to theoretical music courses).

DEGREE WITH HONORS

As a challenge to students of high intellect and special talent who feel that the regular work in course is too highly standardized or too superficial to act as a spur to their ambition, the University has introduced the degree of bachelor of arts with honors and the degree of bachelor of science with honors. The instruction of honor students is largely individual, the aim being to stimulate wide reading, thorough scholarship, and original or creative work on the part of superior students. The realization of this aim involves increased effort on the part of the honor student as well as a relaxation of requirements which apply to students in general. A perusal of the regulations governing honor work will show that greater responsibility is united to greater freedom.

GENERAL REGULATIONS FOR A DEGREE WITH HONORS IN A SUBJECT OR RELATED SUBJECTS

1. Students may read for honors in a single subject or in related subjects. Approximately the highest thirty per cent of the men and women who have received their junior certificates become eligible, automatically, to candidacy for the degree with honors, but they must signify their intention to become candidates to the school, department, or college group under which they intend to study, and this body must notify in writing the Honors Council. The eligibility list is computed from the sum total of grades made by the end of the second term of the sophomore year. Students not automatically eligible by rank may nevertheless be nominated by faculty members of any department to whom they would be acceptable as honors candidates. Students wishing honors privileges should consult with members of the school or department in which they wish to work. Application for candidacy should be made not later than the first term of the junior year.

2. Original work of some form is included in the plan for each honor student. This need not be a formal thesis, but it must be independent investigation of some field of study, eventuating in a paper, thesis, or other report, which can be passed upon as part basis for the granting of the degree with honors. The plans for individual students vary widely, however, according to need and inclination. One extreme may be best described as research projects plus wide reading, the other extreme as wide reading with some central core of research. The difference is one of emphasis.

3. A candidate for the degree with honors in a subject or related subjects shall study under the direction of a school, department, or college group, which shall, if satisfied with his work as prescribed in section seven, recommend him for that degree, the recommendation to be approved by the Honors Council. If his work be judged unworthy of honors, but worthy of a degree, the school, department, or college group may recommend him for a degree without the honors.

4. The particular branch of study to which the student has devoted himself, and the fact that he has taken honors in that branch, will be mentioned in his diploma and on the commencement programme.

5. Work done by the student, either in vacations or in term-time, outside of his regular courses, may be treated in such manner as the appropriate school, department, or college group, with the concurrence of the Honors Council, shall decide, as part of the fulfillment of the requirements for the degree with honors.

6. A student who has to pass a comprehensive examination for the degree with honors may, at the discretion of his school, department, or college group, be excused, during the last two terms of his senior year, from final examinations in any or all courses that may fall within the field covered by examination for honors, including allied courses accepted for this purpose. Regular rules of attendance may also be relaxed in his case. On the examinations which he takes he shall be graded like any student not reading for honors, except that a low grade shall not in itself deprive him of his candidacy, but shall be regarded as a warning. Should his work on a thesis or other subject be incomplete, but otherwise satisfactory to his adviser or instructor, at the end of a term, the grade sent in to the registrar shall be "Honors." Credit varying from 3 to 9 hours for his thesis, and credit varying from 3 to 12 hours a year for each year in which he is enrolled in the course called "Honors Reading," may be counted by an honors student towards the total number of hours required for the degree.

7. At the end of their senior year, candidates for the degree with honors are required to take a comprehensive examination in the subject or related subjects in which they have chosen to work for honors. This examination may be written or oral or both. The examination shall be given during the last quarter and at least two weeks before the final examinations. Should the examination be oral, there must be present a member of the Honors Council not himself affiliated with the school, department, or college group giving the examination. Should the examination be written, the questions shall be sent to the chairman of the Honors Council one week before the examination is given. After the candidate's paper has been graded, it shall be sent to the chairman of the Honors Council together with the candidate's thesis or report.

For more detailed information concerning requirements for honors in the respective fields, students should consult the several departmental announcements, chairmen of the departments and the members of the Honors Council.

STUDENT LIVING

The welfare of the students is under the supervision of the dean of women and the dean of men. At the time of registration all women report to the office of the dean of women in Johnson hall and all lower division men to the office of the dean of men in Johnson hall, where a record of their Eugene residence and other needed information is filed. Changes in residence must be reported immediately to the registrar's office and to the dean of women or dean of men, and may be made only with the approval of the dean.

A new University regulation effective September 1, 1928, requires all lower division students who are not resident with relatives in Eugene or not living in the fraternity or sorority groups to live in the University dormitories. Permission to live in approved residences may be obtained by men from the dean of men and by women from the dean of women. Such permission is for one quarter at a time and only for very definite reasons or because the dormitories are filled. Students are not allowed to live in apartment houses, bungalow courts or individual houses.

HALLS OF RESIDENCE

The University has six halls of residence for students, Friendly hall and the new dormitory, used by the men, and Hendricks hall, Susan Campbell hall, Mary Spiller hall, and Thacher cottage, used by the women. The halls will be ready for occupancy the Saturday previous to Freshman Week.

The new dormitory for men will be opened this fall and will house 278 men. The rooms are double rooms, with study tables, running water and separate sleeping porches. There are six separate units, each with its own club rooms. This building is modern and commodious in every respect. Each unit has its own dining room in the main dining hall.

Friendly hall, a men's residence hall, is a three-story brick building located on the campus, containing about fifty rooms which furnish accommodations for eighty-five men. The double rooms or suites easily accommodate three men and the small rooms accommodate two men.

In connection with the new dormitory and served from the same kitchen is a dining room which accommodates students living outside the hall at the same price per week as the board furnished to students living in the halls of residence.

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

Mary Spiller hall is also used as a hall of residence for women.

Thacher cottage is a residence for upper class women.

The rates for room and board in the halls of residence are as follows:

Room:

New dormitory	\$36.00 per quarter
Friendly hall	30.00 per quarter
Hendricks Hall	30.00 per quarter
Susan Campbell	30.00 per quarter
Thacher Cottage	30.00 per quarter
Mary Spiller	30.00 per quarter

Room rent is payable on registration day in advance and rooms are taken for the term. If the student withdraws from college within the

first four weeks of the term, one-half the rental is returned, after this date none of it is returnable.

Board is at the rate of \$6.25 per week but payable in advance one month at a time.

Every effort is made to keep the living expenses as low as is consistent with the price of food and service, but the University may change the prices of room and board at any time, without further notice, whenever it is deemed necessary or advisable.

Applications for Rooms. Application for rooms in the women's halls of residence should be made to the office of the dean of women, while those for the men's hall should be made to the dean of men.

All applications for rooms should be accompanied by a room deposit of \$10.00 (checks should be made payable to the comptroller of the University).

This deposit serves as a general insurance on state property. At the end of the college year the cost of all unnecessary wear and tear, or loss of equipment is charged to this fund and the unexpended balance is returned.

In case there is no space available, or the student is prevented from attending the University, the deposits will be returned.

Blanks for applications will be found on the last page of this catalogue.

INVITATIONAL HOUSES

Many of the students live in houses accommodating groups of from twenty to forty persons. These groups are generally designated by Greek letter names or club names and many of them are affiliated with national organizations. Admission to these groups is by invitation only.

The units are under the general supervision of the student living committee of the faculty, which endeavors to secure for them wholesome living conditions, and to protect them from the ills which might come from inexperience or from attempts at exploitation. The invitational houses co-operate in matters of mutual interest and concern in such organizations as the "Pan-hellenic" and "Inter-fraternity Council."

The following men's organizations are represented on the campus: Alpha Beta Chi, Alpha Tau Omega, Alpha Upsilon, Beta Theta Pi, Bachelordon, Chi Psi, Delta Tau Delta, Kappa Sigma, Phi Gamma Delta, Phi Delta Theta, Phi Kappa Psi, Phi Sigma Kappa, Psi Kappa, Sigma Alpha Epsilon, Sigma Chi, Sigma Nu, Sigma Phi Epsilon, Sigma Pi Tau, Theta Chi, Delta Epsilon.

The following women's organizations are represented on the campus: Alpha Chi Omega, Alpha Delta Pi, Alpha Gamma Delta, Alpha Omicron Pi, Alpha Phi, Alpha Xi Delta, Chi Omega, Delta Delta Delta, Delta Gamma, Delta Zeta, Gamma Nu, Gamma Phi Beta, Kappa Alpha Theta, Kappa Delta, Kappa Kappa Gamma, Phi Mu, Pi Beta Phi, Sigma Kappa.

ROOMS IN PRIVATE FAMILIES

Housing of both men and women students is subject to the approval of the dean of men and the dean of women, and is under the direction of the University housing secretary, Mrs. Charlotte Donnelly, whose office is in the Y. M. C. A. Hut on the campus.

Lists of approved rooming and boarding places in town are assembled each year by the fifteenth of September, and are available to entering students without charge. During the freshman week at the beginning of

the year the room list for girls may be consulted in the Y. W. C. A. Bungalow.

The number of rooming and boarding places is fairly large, and students desiring such accommodations usually have no serious trouble in finding good locations. Ordinarily it is not advisable to engage a room before reaching Eugene. The price of rooms varies from about \$8 to \$25 a month, good rooms usually ranging in price from \$15 to \$20. The average price for board and room is \$35.00 to \$40.00 a month, while board alone runs from \$25.00 to \$27.00 a month.

Students engaging rooms in a private family are required to take them for a period of not less than one University term of twelve weeks.

Those who do not wish to take permanent rooms on entering the University may obtain temporary ones which are listed with the dean of women, and at the Y. M. C. A. Hut.

Undergraduate women who wish to live in apartments must have an approved chaperon, and file with Mrs. Donnelly, the University housing secretary, the written permission from their parents, and from the dean of women. No women students may live in public apartments or hotels.

THE HEALTH SERVICE

The University health service, which is one of the departments of the school of physical education, maintains a dispensary and infirmary for the use of the students of the University. The staff consists of three full-time physicians, four graduate nurses, and a technician.

The Dispensary. The dispensary service is free to students of the University, except for a small fee for medicine and special supplies. The dispensary is located between Friendly hall and the Journalism building, in a building remodelled for this purpose, which contains the offices of the health service, and, in addition, laboratories, physicians' consulting rooms and waiting room, etc.

The Infirmary. The University infirmary provides free care and medical attention for regularly registered students for a limited period of time, with moderate charges for longer service. The infirmary (and dispensary) service does not extend, however, to cases requiring the care of a specialist, or involving major operations or chronic diseases.

SELF-SUPPORT

Approximately seventy per cent of the students attending the University are either wholly or in large part earning their own way by work in the summers and during the college year. The work available during the session consists of janitor work, typewriting, reporting, tutoring, waiting on table, clerking, clothes pressing, odd jobs, etc. The University is glad to be of all possible assistance to those desiring to find work and maintains through the Y. M. C. A. and Y. W. C. A. free employment bureaus for the students. However, remunerative employment cannot be guaranteed to all who may desire it, and the newly entering student should have sufficient funds to cover the expenses of at least the first term. In writing regarding employment, address Mrs. Charlotte Donnelly, secretary of employment for men, Y. M. C. A. Hut, or for women, Miss Dorothy Thomas, secretary of the Y. W. C. A.

A student who plans to earn any considerable part of his expenses while in the University should not register for a full schedule of work.

STUDENT EXPENSES

The probable living expenses of a resident student in the University might be tabulated for the year according to the table below. It should be borne in mind, however, that expenses vary greatly, and that in each case the cost, to a considerable extent, is dependent upon the habits of the individual. This table does not include the fees charged to non-resident students, which would increase the amount by about \$150 a year.

	Low	Medium	High
Room and Board	\$360.00	\$380.00	\$420.00
Fixed Fees at Registration	60.00	60.00	60.00
Books, Class Supplies, Laboratory Fees	45.00	75.00	100.00
Incidentals (Church, Recreation, Laundry, etc.)	75.00	135.00	225.00
Military Fee (returnable)	5.00	5.00	5.00
*Gymnasium Equipment, men (payable only once)	8.00	8.00	8.00
	\$553.00	\$663.00	\$818.00

* The charge for gymnasium equipment for women students is \$10.00, payable only once during the four years of the University course.

FEES

Tuition. Tuition in the academic establishments on the campus at Eugene is free to all residents of the state of Oregon. Non-residents pay a tuition fee of \$50.00 each term, or \$150 a year, in addition to the \$19.75 registration fee per term, making a total registration fee for non-resident students of \$69.75 per term, or \$209.25 a year.

Registration Fee. For all undergraduate students a registration fee of \$19.75 a term, or \$59.25 a year, is payable at the time of registration. This fee covers the membership in the Associated Students, and thus entitles the student to admission to all games, concerts, etc., sponsored by the student body on the campus and a subscription to the student daily, the Emerald. The registration fee also gives the student free use of the libraries and reading rooms, and of the gymnasium, swimming pools, tennis courts, and other playing fields, as well as lockers, towels, etc. In case of illness it also gives the student free medical consultation and advice, and free treatment at the infirmary for a period of four weeks.

Graduate School Fee. Graduate students pay a registration fee of \$9.50 a term in lieu of the regular registration fee. Graduate assistants and members of the instructional staff registering for graduate work pay a registration fee of \$7.75 a term.

Fees in Professional Schools. In certain of the professional schools, special fees are charged students majoring in these fields instead of course fees. The fees are as follows:

School of Architecture and Allied Arts	\$20.00 per term
School of Business Administration	5.00 per term
School of Journalism	5.00 per term
School of Law	10.00 per term

Military Deposit. The military deposit of \$5.00 is payable by every student subject to military training.

Gymnasium Suit Fee. This deposit or fee of \$8.00 for men, and \$10.00 for women is payable only once during the four-year course, and entitles the student to the use of a gymnasium suit, including laundry and repairs during that time. If the student does not remain in college during the full four years, a proportion of the deposit will be returned.

Laboratory, Locker and Syllabus Fees. These fees are listed in detail in the schedule of courses listed in the registration manual which is issued at the beginning of the academic year in September. They usually range from \$1 to \$10 per term, according to the cost of the materials to be consumed, or other charges which have to be covered by them.

Privilege Fees.

(1) *Late Registration Fee.* Students registering on October 1, 1928, or later, pay a \$1.00 privilege fee for later registration, with a cumulative fee of 25c a day for each day after October 1, 1928.

(2) *Late Attendance Fee.* Students failing to file cards indicating their attendance on the first, or registration day, of the winter and spring terms, pay \$1.00 for the privilege of enrolling, with a cumulative fee of \$1.00 per day for each day they are late.

(3) *Late Payment of Laboratory Fees.* Fees are payable during a ten-day period set, each term, two weeks after the beginning of the term. Students who do not pay these fees within the time set must pay a \$3.00 privilege fee, with a cumulative fee of 25c a day, for one week. After this time the student is automatically dropped from the University.

(4) *Change of Registration Fee.* A fee of \$1.00 is charged for each course added after the registration period of each term.

(5) *English A Fees.* Students who fail to take the English examination at the regularly scheduled time, or who neglect to take it in accordance with notice given them, are charged a privilege fee of \$5.00.

Students who do not pass the English A examination will be required to take the English A course without credit until they have passed it satisfactorily. The fee for this course is \$10.00 per term.

Diploma Fee. A diploma fee of \$10 is paid for each degree taken. The University regulations prescribe that no person shall be recommended for a degree until he has paid all dues, including the diploma fee.

The University reserves the right to change all fees at any time without notice, whenever it shall be deemed advisable by the proper authorities.

University fees are due and payable each term. Deposits (military and room) are payable once a year, upon registration. The gymnasium suit fee is also payable before the equipment is used, but is paid only once by each student.

STUDENT LOAN FUNDS

Through the generosity of Mr. William M. Ladd, of Portland, Mr. A. S. Roberts, of The Dalles, and the class of 1904, the University loan fund was founded. Although for a number of years the total amount of the fund reached only a little over \$500, yet its benefits were large, and through it many students were enabled to complete their college course who otherwise could not have done so. At the beginning of 1909, Senator R. A. Booth, of Eugene, became interested, and through his efforts a number of others, among whom were Mr. Theodore B. Wilcox and Mr. J. C. Ainsworth, of Portland, Mr. John Kelly, of Eugene, Mr. W. B. Ayer, of Portland, classes of 1911 and 1913, the estate of the late D. P. Thompson, of Portland, Mrs. Ellen Condon McCornack, and Mr. Ben Selling, of Portland, made substantial donations. The University now has the following funds amounting to approximately \$30,000. This money is constantly in circulation, under the supervision of the dean of men, and the University comptroller.

The General Loan Fund, established by Mr. William M. Ladd, of Portland, Mr. A. S. Roberts, of The Dalles, the class of 1904, Mr. Theodore B. Wilcox, of Portland, Mr. W. B. Ayer, of Portland, the class of 1913, Professor Max Handman of the University of Texas, and other donors.

The Oscar Brun Fund, bequeathed to the University by the late Oscar Brun.

The Ainsworth Loan Fund of \$1,000, established by Mr. J. C. Ainsworth, of Portland.

The Booth Loan Fund of \$1,500, established by Senator R. A. Booth, of Eugene.

The Class of 1896 Loan Fund, established in 1921 at the 25th reunion of the class.

The Class of 1911 Loan Fund, established by the class of 1911.

The Class of 1922 Loan Fund, established by the senior class of that year.

The Condon Loan Fund, established by Mrs. Ellen Condon McCornack, in memory of her father, the late Dr. Thomas Condon, for many years professor of geology in the University.

The Kelly Loan Fund, established by Mr. John F. Kelly, of Eugene.

The Fortnightly Loan Fund, established by the Fortnightly club, one of the pioneer women's clubs of Eugene.

The Roberts Loan Fund, established by Mr. A. S. Roberts, of The Dalles.

The Crawford Loan Fund, established under the last Wills and Testaments of Edward G. Crawford and Ida M. Crawford, his wife, is administered by the United States National Bank of Portland as trustee. This fund, available to the amount of \$1,000, is open to all men requiring financial aid in securing for themselves an education in any of the mechanical arts, trades, or in practical business, or along any particular line of study save and except the professions of medicine, law, theology, pedagogy and music. Applications for loans from this fund are made at the dean of men's office.

The Selling Loan Fund, established by Mr. Ben Selling, of Portland.

The D. P. Thompson Loan Fund of \$1,000, established by the estate of the late D. P. Thompson of Portland.

The Women's League Loan Fund of \$500, established in 1924 by the Women's League of the University, available for freshman women.

The Alice W. Wrisley and Adelaide Wrisley Church Endowment of \$10,000, given to the University by Alice W. Wrisley and Adelaide Wrisley Church.

Women's Club Loan Funds. The women of the University are eligible also to receive aid from the scholarship loan fund of the State Federation of Women's Clubs, and the scholarship loan fund of the Eugene branch of the American Association of University Women.

Both the Masonic and Eastern Star lodges have set aside definite loan funds which they loan directly to University of Oregon students who are members, or whose parents are members of the orders.

Applications for loan funds are made on blanks which may be procured from the office of the dean of men for men or dean of women for

women, and are considered by a committee composed of the president of the University, the comptroller, the dean of men, and, in the case of women students, of the dean of women.

At present, loans are not usually made before the beginning of the sophomore year, except from the Women's League loan fund for freshman girls.

The total amount loaned to any one student is necessarily very limited, but loans are made at a very moderate rate of interest, and the attempt made to assist as many students as possible.

SCHOLARSHIPS

The Mary Spiller Scholarship. The Mary Spiller scholarship, given by the alumnae of the University in memory of Mrs. Mary Spiller, the first woman member of the faculty, will not be awarded in 1928-29. An endowment fund for this scholarship is being raised by the alumnae of the University. Information concerning it may be obtained from Mrs. Lawrence T. Harris, care Harris, Smith and Bryson, Eugene, Oregon.

Bernard Daly Scholarships for Lake County Students. The Bernard Daly Educational Fund was established by the will of the late Dr. Bernard Daly, of Lakeview, Oregon, to be used in educating young men and women of Lake county in the schools, colleges and technical schools of the state of Oregon. The will provides that not less than fifteen students shall be aided each year.

The John Bernard Jakway Memorial Scholarship in chemistry is the income on \$1,000 given by Mr. and Mrs. Bernard C. Jakway in memory of their son. It is awarded each year to a junior majoring in chemistry whose work, in the opinion of the chemistry teaching staff, is best from the standpoint of originality and seriousness of purpose.

PRIZES

The Failing Prize. The Failing prize, not to exceed one hundred and fifty dollars, is the income from a gift of twenty-five hundred dollars made to the University by Hon. Henry Failing of Portland. It is awarded "to that member of the senior class in the classical, scientific or the literary course prescribed by the University, or such courses as may, at the time, be substituted for either of said courses, who shall pronounce the best original oration at the time of his or her graduation."

The Beekman Prize. The Beekman prize, not to exceed one hundred dollars, is the income of a gift of sixteen hundred dollars made to the University by Hon. C. C. Beekman of Jacksonville. It is awarded under the same conditions as the Failing prize, for the second best oration.

The Bennett Prize. The Bennett prize is the income from a gift of four hundred dollars made to the University by Hon. Philo Sherman Bennett of New Haven, Connecticut. It is given for the best student paper on the principles of free government. The annual income is about \$27.00.

The Edison Marshall Short Story Prize. A prize of \$50 is given by Edison Marshall for the best original short story written by a student.

The Albert Prize. The Albert cup, presented by J. H. Albert of Salem, is awarded at commencement to the senior student who during his college

course shall have made the greatest progress toward all around development. The award is made up on the basis of character, scholarship, and qualities of leadership in student activities.

The Koyl Cup. The Koyl cup, presented by Mr. Charles W. Koyl of the class of 1911, formerly secretary of the University Y. M. C. A., is awarded annually by a committee of the faculty to that man of the junior class who is in their judgment the best all-round man.

The Gerlinger Cup. The Gerlinger cup, presented by Mrs. G. T. Gerlinger, regent of the University, is awarded under conditions similar to those of the Koyl cup to the best all-round woman of the junior class.

The Mrs. Murray Warner Prizes. Two prizes of \$150 and \$100, donated by Mrs. Murray Warner, are awarded to the students writing respectively the best and the second best essays on the subject of promoting closer Oriental and American relations. A second contest, started for the first time in 1926, is restricted to students from the Orient. Two prizes, each of \$100, are awarded to the two students who write the two best essays on the subject of "How may relations between my country and the United States be improved?" A third contest, open to freshmen only, carries a prize of \$50 for the best essay on the improvement of Oriental-American relations.

The Jewett Prizes are awarded from the income of a sum of money given by Mrs. Wilson F. Jewett for students who excel in public speaking. Prizes are given for extempore speaking, oratory, and pre-legal inter-class competition.

The Spalding Cup. The Spalding cup is awarded to the man having the highest scholarship among the members of the "Order of the O," which is composed of the men who have won their "letters" on University teams.

Miscellaneous Prizes. Other prizes are given in the professional schools of the University for students specializing in these schools, and various special and occasional prizes are also offered in phases of technical work. For information concerning these, see the sections under the various professional schools.

THE ASSOCIATED STUDENTS

The undergraduate students of the University are organized under the name of the Associated Students of the University of Oregon (A. S. U. O.) for the conduct of student activities, athletics, concert and lecture series, glee clubs, orchestra, forensics, student publications, etc. All regularly enrolled undergraduate students are members, and their dues are included in the fixed fees at registration.

The management of the A. S. U. O. is vested in the executive council of fourteen members composed of six students, elected annually, four faculty members, three alumni and the graduate manager. Assisting the executive council in the supervision of student affairs, is the student council of fifteen members, also elected annually. The graduate manager is the executive agent of the organization, and is assisted by a group of student managers.

The Women's League. The women of the University are organized into the Women's League, a self-supporting organization, affiliated with

the state federation of women's clubs. All women enrolled in the University are members. Its purpose is to promote acquaintance and loyalty among its members; it is the medium by which social standards are made and kept high and through its facilities it is possible for the women of the University of Oregon to investigate subjects of general importance, and to inaugurate any work which may be deemed advisable by the executive council.

ALUMNI ASSOCIATION

Membership in the alumni association is open to all persons who have completed work for credit in the University. Semi-annual meetings are held at homecoming and commencement. Additional meetings of the alumni executive committee (composed of the four officers and a representative of the board of alumni delegates) can be called by the president of the association at any other time if necessary. Alumni dues, including subscription to *Old Oregon*, the official alumni magazine, are \$2.00 a year. The officers of the association are nominated by a board of delegates to the alumni convention, held at homecoming and are then elected by mail ballot.

OFFICERS OF THE ALUMNI ASSOCIATION FOR 1928

JOHN C. VEATCH, '07.....	<i>President</i>
EDWARD F. BAILEY, '13.....	<i>Vice President</i>
ANDREW M. COLLIER, '13.....	<i>Vice President</i>
JEANNETTE CALKINS, '18.....	<i>Secretary-Treasurer</i>
LYNN S. MCCREADY, '20.....	<i>Representative, Board of Alumni Delegates</i>

Old Oregon, the official organ of the alumni association, is issued nine times a year, under the editorship of the alumni secretary. It has an average circulation of about 5,000 copies.

THE GRADUATE SCHOOL

THE GRADUATE COUNCIL

GEORGE REBEC, Ph.D.	Dean, Philosophy
DONALD BARNES, Ph.D.	History
WILLIAM P. BOYNTON, Ph.D.	Physics
EDMUND S. CONKLIN, Ph.D.	Psychology
RUDOLF H. ERNST, Ph.D.	English
OLOF LARSELL, Ph.D.	School of Medicine
A. R. MOORE, Ph.D.	Biology
EARL L. PACKARD, Ph.D.	Geology
FRIEDRICH G. G. SCHMIDT, Ph.D.	German
HENRY D. SHELDON, Ph.D.	Education
FREDERIC G. YOUNG, B.A., LL.D.	Sociology

GRADUATE SCHOOL FACULTY

GEORGE REBEC Ph.D.	Dean of the Graduate School and Professor of Philosophy
*FLORENCE D. ALDEN, A.B.	Professor of Physical Education
ERIC W. ALLEN, B.A.	Dean of School of Journalism and Professor of Journalism
WILLIAM F. ALLEN, Ph.D.	Professor of Anatomy, School of Medicine, Portland
DONALD G. BARNES, Ph.D.	Professor of History
*MARY WATSON BARNES, M.A.	Professor of English
WALTER CARL BARNES, B.A. (Oxon)	Professor of History
JAMES DUFF BARNETT, Ph.D.	Professor of Political Science
ROBERT L. BENSON, A.M., M.D.	Professor of Pathology, School of Medicine, Portland
HAROLD F. BLUM, Ph.D.	Assistant Professor of Physiology
JOHN FREEMAN BOYARD, Ph.D.	Dean of the School of Physical Education and Professor of Physiology
RAY PRESTON BOWEN, Ph.D.	Professor of Romance Languages
C. V. BOYER, Ph.D.	Professor of English
NELSON L. BOSSING, Ph.D.	Associate Professor of Education, Extension Division
WILLIAM PINGRY BOYNTON, Ph.D.	Professor of Physics
JULIA BURGESS, M.A.	Professor of English
GEORGE E. BURGET, Ph.D.	Professor of Physiology, School of Medicine, Portland
MERTON KIRK CAMERON, Ph.D.	Associate Professor of Economics
ALBERT EDWARD CASWELL, Ph.D.	Professor of Physics
DAN ELBERT CLARK, Ph.D.	Professor of History and Assistant Director of Extension Division
ROBERT CARLTON CLARK, Ph.D.	Professor of History
TIMOTHY CLORAN, Ph.D.	Professor of Romance Languages
EDMUND S. CONKLIN, Ph.D.	Professor of Psychology
HAROLD RANDOLPH CROSLAND, Ph.D.	Associate Professor of Psychology
DAVID R. DAVIS, Ph.D.	Assistant Professor of Mathematics
BURCHARD WOODSON DEBUSK, Ph.D.	Professor of Education
EDGAR E. DECOU, M.S.	Professor of Mathematics
HARL R. DOUGLASS, Ph.D.	Professor of Education
FREDERIC STANLEY DUNN, A.M.	Professor of Latin
RUDOLF HERBERT ERNST, Ph.D.	Associate Professor of English
ANDREW FISH, Ph.D.	Assistant Professor of History
WILMOT C. FOSTER, M.A., M.D.	Assistant Professor of Anatomy, School of Medicine, Portland
JAMES HENRY GILBERT, Ph.D.	Dean of the College of Literature, Science and the Arts, Professor of Economics
EARL LESLIE GRIGGS, Ph.D.	Assistant Professor of English
HOWARD D. HASKINS, M.A., M.D.	Professor of Biochemistry, School of Medicine, Portland
EDWIN T. HODGE, Ph.D.	Professor of Geology
HERBERT CROMBIE HOWE, B.L., A.B.	Professor of English
RALPH R. HUESTIS, Ph.D.	Professor of Genetics
CARL L. HUFFAKER, Ph.D.	Professor of Education
JOHN J. LANDSBURY, Mus.D.	Dean of the School of Music
OLOF LARSELL, Ph.D.	Professor of Anatomy, School of Medicine, Portland
ELLIS F. LAWRENCE, M.S., F.A.I.A.	Dean of the School of Architecture and Allied Arts, and Professor of Architecture
EDWARD HIRAM McALISTER, M.A.	Professor of Mechanics and Astronomy
WILLIAM P. MADDOX, B.A. (Oxon)	Assistant Professor of Political Science
FRANK R. MENNE, B.S., M.D.	Professor of Pathology, School of Medicine, Portland
WILLIAM EDMUND MILNE, Ph.D.	Professor of Mathematics
ARTHUR RUSSELL MOORE, Ph.D.	Professor of General Physiology
GUSTAV MÜLLER, Ph.D.	Assistant Professor of Philosophy
HAROLD B. MYERS, A.B., M.D.	Professor of Pharmacology, School of Medicine, Portland

* Leave of absence, 1927-28.

WILMOTH OSBORNE, A.B., M.D.	University Physician and Medical Consultant for Women
EARL L. PACKARD, Ph.D.	Professor of Geology
MABLE HOLMES PARSONS, M.A.	Professor of English, Portland Extension Center
PHILIP ARCHIBALD PARSONS, Ph.D., LL.D.	Dean of School of Social Work and Professor of Applied Sociology
MARY HALLOWELL PERKINS, M.A.	Professor of English
ALFRED POWERS, B.A.	Dean of Extension Division, Director of Portland Center, Professor of Journalism
FRIEDRICH GEORGE SCHMIDT, Ph.D.	Professor of Germanic Languages and Literature
*ETHEL I. SANBORN, Ph.D.	Assistant Professor of Plant Biology
*HARRY ALEXANDER SCOTT, M.A.	Professor of Physical Education
HARRY J. SEARS, Ph.D.	Professor of Bacteriology, School of Medicine, Portland
HENRY DAVIDSON SHELTON, Ph.D.	Dean of School of Education and Professor of History
FREDERICK LAFAYETTE SHINN, Ph.D.	Professor of Chemistry
CLARA MILLERD SMERTENKO, Ph.D.	Assistant Professor of Greek and Latin
S. STEPHENSON SMITH, B.Litt.	Assistant Professor of English
WARREN DUPRE SMITH, Ph.D.	Professor of Geology
ORIN FLETCHER STAFFORD, A.M.	Professor of Chemistry
FRED L. STETSON, M.A.	Professor of Education
JOHN STRAUB, Lit.D.	Emeritus Dean of Men; Professor of Greek Language and Literature
ALBERT RADDIN SWEETSER, M.A.	Professor of Plant Biology
*HERBERT G. TANNER, M.A.	Associate Professor of Chemistry
HOWARD RICE TAYLOR, Ph.D.	Assistant Professor of Psychology
W. F. G. THACHER, M.A.	Professor of English
CLINTON H. THIENES, M.D., Ph.D.	Assistant Professor of Pharmacology
HARRIET W. THOMSON, A.B.	Professor of Physical Education
†EDWARD THORSTENBERG, Ph.D.	Professor of Scandinavian Language and Literature
H. G. TOWNSEND, Ph.D.	Professor of Philosophy
*SAM BASS WARNER, S.J.D.	Professor of Law
ROGER JOHN WILLIAMS, Ph.D.	Associate Professor of Chemistry
LOUIS AUBREY WOOD, Ph.D.	Assistant Professor of Economics
LEAVITT OLDS WRIGHT, M.A.	Associate Professor of Romance Languages
HARRY BARCLAY WYCOM, Ph.D.	Professor of Zoology
FREDERIC GEORGE YOUNG, LL.D.	Dean of the School of Sociology and Professor of Sociology

The graduate council has general oversight of the work of the graduate school, which includes all of the departments and schools of the University that offer work leading to the degrees of master of arts or science, master of fine arts, and doctor of philosophy.

ADMISSION

Graduates of standard colleges and universities are admitted to the graduate school by the registrar upon presentation of an official transcript of the credits upon which their bachelor's degree is based. But admission to candidacy for an advanced degree is determined only after a preliminary examination, given when a student has completed a material amount of graduate work.

Graduates of other than standard colleges and universities are advised to obtain a bachelor's degree from a standard institution, before proceeding to graduate work. Exceptions to this rule are made only by action of the graduate council after consideration of the individual case, and then only in the case of graduates of institutions closely approaching standardization. Such exceptions are always admitted conditionally.

Graduates of standard colleges and universities who desire to take additional work either of graduate or undergraduate character, without seeking an advanced degree may be admitted to the graduate school and enjoy the privileges and exemptions of that school.

DEPARTMENTS OF THE GRADUATE SCHOOL

The graduate school is organized on a departmental basis, the departments of the College of Literature, Science and the Arts, and the profes-

* Leave of absence 1927-28.

† Died, April 8, 1928.

sional schools each taking rank as departments under the graduate school. Those departments which have been officially recognized by the graduate council as equipped to give major work for the degrees of master of arts and master of science are:

Anatomy (Medical School)	Latin
Architecture and Allied Arts	Mathematics
Bacteriology & Hygiene (Medical School)	Mechanics and Astronomy
Biochemistry (Medical School)	Music
Animal Biology	Pathology (Medical School)
Plant Biology	Pharmacology (Medical School)
Chemistry	Philosophy
Economics	Physical Education
Education	Physics
English	Physiology (Medical School)
Geology	Political Science
German	Psychology
Greek	Romance Languages
History	Sociology

The departments giving work for the master of fine arts degree are as follows:

Architecture	Design
Painting	Sculpture
Music	

At present the graduate council recognizes as prepared to accept candidates for the degree of doctor of philosophy the following departments:

Anatomy (Medical School)	History
Biology	Physics
Education	Psychology
Geology	

DEPARTMENTAL REQUIREMENTS

Upon admission to graduate standing, the student chooses a major subject and a minor subject. For preparation the student should have in his major subject the fair equivalent of an undergraduate major of a standard college or university, and in his minor at least a substantial year-course of upper division grade.

Where the student's credentials do not show the normal preparation for major or minor work in the chosen field, the departments concerned are authorized to give the student an examination in specific subjects and certify as to the scope and adequacy of his preparation.

For detailed requirements see the bulletin of the graduate school, which may be had upon application to the registrar of the University.

CANDIDACY FOR ADVANCED DEGREES

Admission to formal candidacy for a degree does not commonly take place until the student has satisfactorily completed in residence the work of one term, or at least of one summer quarter. Before being admitted to candidacy for a degree, the student must pass a preliminary examination arranged by the two departments of the major and minor subjects, and, in case of departments where a reading knowledge of a foreign language is required, must satisfy his department adviser of such adequacy. Heads of the major or minor department may, at their discretion, require more than the minimum residence period.

REQUIREMENTS FOR DEGREES

THE MASTER'S DEGREE

The master's degree requires 45 term-hours of graduate work constituting a coherent program, based upon adequate preparation. Approximately 30 hours of this work is taken in the major and 15 hours in the minor department.

A year's residence is required except that students attending the summer quarters may fulfill that requirement by attendance on three summer quarters in which a total of 27 term-hours has been earned.

Courses taken for the master's degree must be such as are approved by the graduate council. No credits are acceptable when the grade is less than III, and at least one-third of the grades must be I and II.

The student must present an acceptable thesis and pass an oral examination before a committee of the faculty.

THE MASTER OF FINE ARTS DEGREE

The degree of master of fine arts is a degree in full course, and ranks on a level with the degrees of master of arts and master of science. It is open to students who hold a bachelor of arts or of science, and who show a high measure of ability as creative artists. The residence requirement and the credit requirement are the same as for the usual master's degree, but the arrangement of work and the major and minor requirements differ. The thesis is expected to be a piece of creative work.

THE DOCTOR'S DEGREE

The minimum amount of work for an adequately prepared student is three full years beyond the bachelor's degree. However, the degree of doctor of philosophy is based upon attainments and proven ability, and does not rest on any computation of time or any enumeration of courses, although no student may receive the degree until he has fulfilled the requirements of residence and study for the prescribed periods.

At least two full years must have been devoted to resident graduate study beyond the master's degree in some institution of recognized graduate standing. At least one full academic year, usually the last year, must have been spent in resident graduate work at the University of Oregon.

A student working for the doctor's degree registers for one major and one or two minor subjects. Approximately 60 per cent of his time is to be devoted to his major subject, including the thesis, and 40 per cent to the minor subjects.

Before a formal acceptance as candidate for the degree the student must pass an examination showing a sufficient reading knowledge of French and German, and must have been in residence for a time sufficient to demonstrate that he has the requisite scholarly foundation and the intellectual characteristics requisite for productive scholarship. This acceptance should normally come about one academic year before the time for the conferring of the degree.

The candidate presents a thesis embodying the results of his own original investigation. The general field, and if possible the subject of this research should be selected and such preliminary investigation of the field made as will justify an expectation of its fruitfulness before and as one of the grounds of the promotion to candidacy. The thesis, if approved, is printed in such form as the graduate council shall approve, and not less than fifty copies deposited in the University library. The degree will not be conferred nor the diploma delivered until these copies have been deposited, or a sufficient financial guarantee made to ensure their printing and delivery.

The oral examination for the doctorate is commonly of three hours' duration, and covers both the research work of the candidate, based upon his thesis, and his attainments in his major and his minor subjects.

THE SUMMER SESSION

The University offers a considerable number of graduate courses at each summer session. So far as is practicable, the courses are designed in sequences so that the student may pursue a coherent program of work through a series of summer sessions, and the needs of faculty members of colleges and normal schools are definitely borne in mind.

The regular summer sessions, held simultaneously at Eugene and Portland, are six weeks in length. The 1928 session begins June 18. At Eugene, a post session of four weeks, from July 30 to August 24, offers work in education, economics, English, history, and psychology.

A special bulletin is published each year in which the summer courses are announced. Students contemplating work in a summer session may obtain this bulletin upon application to the registrar.

FINANCIAL

All graduate students not members of the instructional staff pay in three installments of \$9.50 each, the University registration fee for each year in which they do resident work. Members of the instructional staff, including graduate assistants, registering for graduate work, pay a registration fee of \$7.75 each term. Laboratory fees are given in detail in the schedule of courses published at the beginning of each year. Graduate students are exempt from the non-resident fee.

The fees for graduate work done in summer session or in the Portland extension center are ordinarily the same as for undergraduate courses, and are announced in their special bulletins.

ASSISTANTS AND FELLOWS

The University has established assistantships of several ranks for graduate students taking their major or minor work in various of the departments or schools. The *graduate assistantship* in a department or school ordinarily pays \$500.00 a year on first appointment, subject to an increase to \$600.00 a year on re-appointment. The duties of a graduate assistant will require from sixteen to twenty hours a week of the student's time, in laboratory or quiz section supervision, correction of papers, or assistance in departmental research; the graduate council recommends that students holding these assistantships should not register for more than eight hours of class work and does not permit them to carry more than ten hours. Such students ordinarily seek re-appointment and take two full years of work for the master's degree.

Research assistantships pay \$500.00 a year. They are subject to the same restrictions as to amount of work required and the number of hours permitted in courses as the graduate assistantships. The research fellowship is awarded through the graduate council and the research committee; the duties of a research fellow are to assist in the research problem to which he has been assigned under the direction of the faculty member conducting the project.

Teaching fellowships commonly pay from \$750 to \$1,100 a year and are open to persons with some degree of advancement in their graduate work, preferably to those who have the master's degree.

GRADUATE BULLETIN

Further information concerning the graduate school with a description of the courses offered for graduate credit may be found in the graduate school bulletin, published by the University.

AND THE ARTS

THE FACULTY

ARNOLD BENNETT HALL, A.B., J.D., LL.D.....	<i>President of the University</i>
JAMES HENRY GILBERT, Ph.D.....	<i>Dean of the College of Literature, Science and the Arts,</i>
	<i>Professor of Economics and Head of Department</i>
EARL M. PALLETT, M.S.....	<i>Registrar of the University</i>

DR DONALD G. BARNES, Ph.D.	Professor of History
*MARY WATSON BARNES, M.A.	Professor of English
WALTER CARL BARNES, B.A. (Oxon)	Professor of History
JAMES DUFF BARNETT, Ph.D.	Professor of Political Science and Head of Department
RAY PRESTON BOWEN, Ph.D.	Professor of Romance Languages and Head of Department
C. V. BOYER, Ph.D.	Professor of English and Head of Department
WILLIAM PINGRY BOYNTON, Ph.D.	Professor of Physics and Head of Department
JULIA BURGESS, M.A.	Professor of English
ALBERT EDWARD CASWELL, Ph.D.	Professor of Physics
DAN ELBERT CLARK, Ph.D.	Professor of History
ROBERT CARLTON CLARK, Ph.D.	Professor of History and Head of Department
TIMOTHY CLORAN, Ph.D.	Professor of Romance Languages
EDMUND S. CONKLIN, Ph.D.	Professor of Psychology and Head of Department
EDGAR E. DeCOU, M.S.	Professor of Mathematics and Head of Department
FREDERIC S. DUNN, A.M.	Professor of Latin and Head of Department
EDWIN T. HODGE, Ph.D.	Professor of Geology
HERBERT CROMBIE HOWE, B.L., B.A.	Professor of English
EDWARD HIRAM McALISTER, M.A.	Professor of Mechanics and Astronomy and Head of Department
JOHN J. McEWAN	Professor of English
WILLIAM E. MILNE, Ph.D.	Professor of Mathematics
ARTHUR RUSSELL MOORE, Ph.D.	Professor of General Physiology and Head of Department of Animal Biology
EARL L. PACKARD, Ph.D.	Professor of Geology
MARY HALLOWELL PERKINS, M.A.	Professor of English
GEORGE REBEC, Ph.D.	Professor of Philosophy and Head of Department
F. G. G. SCHMIDT, Ph.D.	Professor of Germanic Languages and Literature and Head of Department
FREDERICK L. SHINN, Ph.D.	Professor of Chemistry
COLONEL WILLIAM S. SINCLAIR	Professor of Military Science and Tactics and Head of Department
WARREN DuPRE SMITH, Ph.D.	Professor of Geology and Head of Department
ORIN F. STAFFORD, M.A.	Professor of Chemistry and Head of Department
JOHN STRAUB, Lit.D.	Professor of Greek and Head of Department
ALBERT R. SWEETSER, M.A.	Professor of Plant Biology and Head of Department
W. F. G. THACHER, M.A.	Professor of English
†EDWARD THORSTENBERG, Ph.D.	Professor of Scandinavian Languages and Literature
LILIAN E. TINGLE	Professor of Household Arts and Head of Department
H. G. TOWNSEND, Ph.D.	Professor of Philosophy
HARRY B. YOCOM, Ph.D.	Professor of Biology

MERTON K. CAMERON, Ph.D.....	Associate Professor of Economics
HAROLD R. CROSLAND, Ph.D.....	Associate Professor of Psychology
RUDOLF H. ERNST, Ph.D.....	Associate Professor of English
RALPH R. HUESTIS, Ph.D.....	Associate Professor of Genetics
S. STEPHENSON SMITH, B.A., B.Litt.	Associate Professor of English
HOWARD R. TAYLOR, Ph.D.....	Associate Professor of Psychology
ROGER J. WILLIAMS, Ph.D.....	Associate Professor of Chemistry
LEAVITT O. WRIGHT, M.A.....	Associate Professor of Romance Languages

HAROLD F. BLUM, Ph.D.	Assistant Professor of Biology
CAPTAIN CLARENCE H. BRAGG	Assistant Professor of Military Science and Tactics
DAVID R. DAVIS, Ph.D.	Assistant Professor of Mathematics
DONALD M. ERB, M.A.	Assistant Professor of Economics
*ALICE HENSON ERNST, M.A.	Assistant Professor of English
ANDREW FISH, Ph.D.	Assistant Professor of History
EARL L. GRIGGS, Ph.D.	Assistant Professor of English
LIEUTENANT GEORGE F. HERBERT	Assistant Professor of Military Science and Tactics
ROBERT D. HORN, M.A.	Assistant Professor of English
J. K. HORNER, B.A.	Assistant Professor of English
WILLIAM P. MADDOX, B.A. (Oxon)	Assistant Professor of Political Science
CAPTAIN FRANK M. MOORE, B.S.	Assistant Professor of Military Science and Tactics
VICTOR P. MORRIS, M.A.	Assistant Professor of Economics

* Leave of absence 1927-28.

† Died, April 8, 1928.

GUSTAV MÜLLER, Ph.D.....	Assistant Professor of Philosophy
*ETHEL I. SANBORN, Ph.D.....	Assistant Professor of Plant Biology
ELMER L. SHIRRELL, M.A.....	Assistant Professor of Political Science
CLARA MILLERD SMERTENKO, Ph.D.....	Assistant Professor of Greek and Latin
ANNA M. THOMPSON, M.A.....	Assistant Professor of Romance Languages
JAMES R. WADSWORTH, M.A.....	Assistant Professor of Romance Languages
LOUIS AUBREY WOOD, Ph.D.....	Assistant Professor of Economics

A. HOLMES BALDRIDGE, B.A.....	Instructor in English
CHRISTINA A. CRANE, B.A.....	Instructor in Romance Languages
THOMAS D. CUTSFORTH, M.A.....	Instructor in Psychology
MARGARET L. DAIGH, B.A.....	Instructor in Household Arts
MARY DALLERA, B.A.....	Instructor in Romance Languages
LEROY E. DETLING, M.A.....	Instructor in Romance Languages
DOROTHY GURLEY FISH, B.A., B.S.....	Instructor in Household Arts
ALTON GABRIEL, M.S.....	Instructor in Chemistry
LOIS GRAY, M.A.....	Instructor in Romance Languages
PAT V. MORRISSETTE, M.A.....	Instructor in English
ANDRÉE PELLION, M.A.....	Instructor in Romance Languages
JUAN B. RAEL, M.A.....	Instructor in Romance Languages
KENNETH ROWE, M.A.....	Instructor in English
JOHN W. SUTHERLAND, M.A.....	Instructor in Psychology
LOURENE E. TAYLOR, B.A.....	Instructor in Plant Biology
FLORENCE E. WILBUR, B.A.....	Instructor in English

The departments of the College of Literature, Science and the Arts are organized into four groups. The Languages and Literature group includes the departments of English, Germanic languages, Greek, Latin, and Romance languages; the Social Science group is composed of the departments of economics, history, philosophy and political science; the Mathematics and Physical Sciences group comprehends the departments of mathematics, of mechanics and astronomy, of chemistry, of geology, and of physics; and the Biological Science group comprises the departments of animal and plant biology, and of psychology.

A student entering the college makes a choice of the group in which his principal interest lies, and is assigned an adviser from that group, but is not permitted to select a major department until his junior year. The freshman survey and sophomore option courses, and the written English courses of the college are taken by all the students in the professional schools to satisfy the University requirements, while a number of advanced courses are also used as service courses by these schools.

The college, then, provides not only the foundations of technical science, but the broad and cultural development of the traditional liberal arts education.

Departmental Announcements

Not all the courses here listed are offered in any one year, although practically all the lower division courses and many of the upper division are so given. The work presented will, however, be open to the student during a reasonable period of residence.

Numbers between 1 and 99 indicate courses intended primarily for lower division students, those between 100 and 199 indicate courses intended primarily for upper division students, although many of this group may be taken for graduate credit, while those numbered 200 and above are exclusively graduate courses.

The "norm" referred to in the curricula is a minor subject which the student will prepare to teach. See section under the school of education.

Laboratory and other fees in connection with the courses are given in detail in the schedule of courses published at the beginning of the academic year.

In the curricula of the various departments the totals signify the maximum and minimum amount of work to be carried by the student electing each curriculum.

In the list of faculty given at the head of the departmental announcements, the first named is the head of the department.

DIVISION OF BIOLOGY

The division of biology has been formed by an association of the two departments of plant biology and of animal biology for two purposes: (1) Giving undergraduate training in the basic principles common to both fields; (2) Providing sufficiently extensive graduate work to form a respectable basis for the doctor's degree.

An undergraduate major in biology will comprise:

1. (a) Course 1a,b,c. Elementary Biology.
 (b) Second year elective in either plant or animal biology.
 (c) 24 hours of upper division courses including senior problem and thesis.
2. General chemistry, one year of physics, one year of geology, and one year of mathematics.
3. Reading knowledge of French or German—both languages if possible.
4. Fulfillment of group and all other requirements of the University for the bachelor's degree.

Thirty hours of biology, at least half of which shall be obtained from graduate courses, constitute a major in biology for the master's degree. The equivalent of an undergraduate major in biology is prerequisite. Fifteen hours from graduate or upper division courses constitute a minor in biology for the master's degree. General chemistry is prerequisite.

DESCRIPTION OF COURSES

LOWER DIVISION

1a,b,c. *Elementary Biology*. A general introduction to the fundamental principles and problems of biology as exemplified by plants and animals. Given jointly by the departments of plant and animal biology. Two lectures and one three-hour laboratory period. Sweetser, Moore, Taylor, and assistants. *Three hours, each term.*

UPPER DIVISION

101a,b,c. *General Physiology*. The principles of physiology and their application to life processes in plants and animals. Prerequisites general chemistry and general physics. Two lectures, one hour journal club, and one three-hour laboratory period. Moore. *Four hours, each term.*

112. *Biological Pedagogy*. Practical study of methods of instruction in biology. Sweetser. *Three hours, winter term.*

GRADUATE DIVISION

201a,b,c. *Biological Seminar*. Three year cycle. Required of all graduate fellows and assistants. Topic for 1928-29, Secretion and Metabolism. Sweetser, Moore. *One hour, each term.*

206a,b,c. *Seminar on Growth*. Hours to be arranged. *Winter and spring terms.*

ANIMAL BIOLOGY

Professors A. R. MOORE, HARRY B. YOCOM;
 Associate Professor RALPH R. HUESTIS; Assistant Professor HAROLD F. BLUM;
 Demonstrator DAVID T. JONES; Teaching Fellow EMMA L. HOLLAND;
 Research Assistant SAMUEL H. WHONG;
 Graduate Assistants WINNEFRED E. BRADWAY, H. BIRNET HOVEY, ROLLAND J. MAIN,
 PHILLIPS G. PUTNAM, ELEANOR STEELE

The main headquarters of the department of animal biology are in Deady hall. The offices are on the second floor, with the laboratories for general zoology, comparative anatomy, physiology and genetics. Besides several research rooms for advanced students, the department possesses a research laboratory building, accommodating fifteen students, and provided with excellent quarters for animals in detached buildings.

The Zoological Museum contains a considerable series of mounted and unmounted birds and mammals collected by Mr. Alfred Sheldon as a beginning of a state biological survey; a collection of Oregon reptiles, made by Mr. J. R. Wetherbee; a series of fishes, mostly salmonidae from the Columbia river, donated by the United States government; a collection of food fishes of the Oregon coast, made by Mr. J. B. Bretherton, of Newport, Oregon, and presented to the University, and a collection of birds and mammals, made and presented by Dr. A. G. Prill, of Seio, Oregon.

At the present time it is not possible to display all of the zoological material available, on account of the crowded conditions in the department.

DESCRIPTION OF COURSES

LOWER DIVISION

1a,b,c. *Elementary Biology*. (See Biology.)

3. *Organic Evolution*. A study of the biological facts which bear upon theories of plant and animal development. For students without previous biological training. Not open to major students in biology. Huestis. *Two hours, fall term.*

4. *Heredity*. A preliminary study of heredity and variation in plants and animals. For students without previous biological training. Not open to major students in biology. Huestis. *Two hours, winter term.*

5. *Eugenics*. The application of our knowledge of hereditary differences among human beings to questions of individual behavior and social policy. Prerequisite, heredity. Huestis. *Two hours, spring term.*

51-52-53. *Advanced Zoology*. The elements of comparative anatomy, gross and microscopic, and of vertebrate embryology. Two lectures and six hours of laboratory. Yocom and Huestis. *Four hours, each term.*

55. *Field Zoology*. The local vertebrates, their taxonomic arrangement, habits and distribution. Two lectures and six hours of laboratory or field work, the latter being largely bird study. Prerequisite, elementary biology. Huestis. *Four hours, spring term.*

UPPER DIVISION

101a,b,c. *General Physiology*. (See Biology.)

102. *Mammalian Anatomy*. An intensive study of a typical mammal with special emphasis on its gross structure; and the correlation of structure with function. Nine to twelve hours of laboratory.

Three or four hours, spring term.

103a,b,c. *Invertebrate Zoology*. Advanced course in the taxonomy, structure, physiology, ecology and life histories of the invertebrates. Special attention to animals of economic importance, especially those of parasitic habits. Laboratory material from representatives of the invertebrate fauna of Oregon. Lectures, conferences, field and laboratory work. Yocom. *Four hours, each term.*

104. *Genetics*. Lectures or conferences upon the fundamentals of genetics together with laboratory practice in statistical analysis and experimental breeding. Huestis. *Four hours, winter term.*

105a,b. *Vertebrate Embryology*. The early developments of mammals. Two lectures and two three-hour laboratory periods. (Not given 1928-29.) Yocom. *Four hours, winter and spring terms.*

106a,b. *Elementary Human Physiology*. For students of physical education, pre-nursing, and others. Two lectures or quiz periods, one laboratory period. Prerequisites, elementary chemistry and biology. Blum. *Three hours, fall and winter terms.*

107. *Physiology of Exercise*. For students of physical education. One lecture or conference per week. Taken simultaneously with 106b. Blum. *One hour, winter term.*

108a,b,c. *Biophysics*. The consideration of certain fundamental physiological processes from a quantitative standpoint. Special emphasis is placed upon the study of muscle and nerve. Lectures and seminars. Laboratory, one period, optional. Blum. *Three or four hours, each term.*

117. *Marine Zoology*. A study in classification and structure of the invertebrate forms of the Pacific coast. Given as a part of the regular summer session. Yocom. *Four hours.*

120. *Problems in Animal Biology*. To be undertaken under the direction of the appropriate member of the staff. *Hours and credits to be arranged.*

196a,b,c. *Honors Reading*. Seminar. A course in extensive and intensive reading for honors candidates, arranged for the individual student. Junior year. Department staff. *Three to twelve hours.*

197a,b,c. *Honors Reading*. Same as 196. Senior year. *Three to twelve hours.*

GRADUATE DIVISION

202a,b,c. *Physical Chemistry of Cell and Tissue*. Moore. *Hours to be arranged.*

203a,b,c. *Seminar in Protozoology*. Yocom. *Hours to be arranged.*

204a,b,c. *Research*. May be undertaken by those properly prepared in the first year of graduate study; must be started in the second year of graduate work. Department staff. *Hours to be arranged.*

205a,b,c. *Thesis*. Department staff. *Nine hours.*

PRE-MEDICAL CURRICULA

Two curricula giving an optimum preparation in the basic sciences necessary for entering upon the study of medicine are outlined below.

The first is a three year course of study and is designed for the able and ambitious student. A student finishing this curriculum is entitled to receive his bachelor's degree upon the successful completion of the first

year in the University of Oregon medical school at Portland. The second curriculum is designed for the more leisurely accomplishment of the same training, and is recommended to students who wish more time for subsidiary courses in literature, languages, etc.; for those whose high school preparation is weak; for those who must spend a large amount of time in outside activities. The four year pre-medical curriculum entitles those completing it to the bachelor's degree given at Eugene, before entering the medical school.

THREE-YEAR PRE-MEDICAL CURRICULUM

FRESHMAN		<i>Fall</i>	<i>Winter</i>	<i>Spring</i>
Elementary Biology		3	3	3
Mathematics		4	4	4
General Chemistry		4	4	4
German or Elective Social Science		3-4	3-4	3-4
Military Science (men) or Personal Hygiene (women)		1	1	1
Physical Education		1	1	1
		16-17	16-17	16-17
SOPHOMORE				
Advanced Zoology		4	4	4
Analytical Chemistry		4	4	4
German		4	4	4
Written English		2	2	2
Military Science (men)		1	1	1
Physical Education		1	1	1
		16	16	16
JUNIOR				
General Physiology		4	4	4
Organic Chemistry		4	4	4
General Physics		4	4	4
Elective		4	4	4
		16	16	16

FOUR-YEAR PRE-MEDICAL CURRICULUM

FRESHMAN		<i>Fall</i>	<i>Winter</i>	<i>Spring</i>
Elementary Biology		3	3	3
Mathematics		4	4	4
German		4	4	4
History or Literature		3	3	3
Military Science (men) or Personal Hygiene (women)		1	1	1
Physical Education		1	1	1
		16	16	16
SOPHOMORE				
General Chemistry		4	4	4
German		4	4	4
General Physics		4	4	4
Written English		2	2	2
Military Science (men)		1	1	1
Physical Education		1	1	1
		16	16	16
JUNIOR				
Advanced Zoology		4	4	4
Analytical Chemistry		4	4	4
Elective		8	8	8
		16	16	16
SENIOR				
General Physiology		4	4	4
Organic Chemistry		4	4	4
Sanitation		3		
Bacteriology			4	
Physical Chemistry				4
Elective		4	4	4
		16	16	16

PLANT BIOLOGY

Professor ALBERT R. SWEETSER; Assistant Professor ETHEL I. SANBORN*;
Instructor LOURENE E. TAYLOR; Research Assistant and Curator LOUIS F. HENDERSON;
Graduate Assistant ROLLO PATTERSON

The botanical laboratories may be found in Deady hall. The laboratory for the elementary classes has the regular equipment of work tables, lockers, and compound microscopes, as well as provision for the displaying of stereopticon illustrations and charts. This, as are all the other rooms, is furnished with gas and lighted with electricity. A series of botanical models of flower types and insectivorous plants is available.

The supply of preserved material is constantly being added to and is fairly representative of the various plant groups. Each student is expected to provide dissecting set and drawing material, but the laboratory is prepared to furnish the necessary microscopic slides, reagents and glassware.

The collections are available for students of systematic botany. Facilities are provided for the study and preservation of local material and for cataloguing of plants sent from various parts of the state, and the department is glad to name any specimen sent to the herbarium for determination.

The bacteriological laboratory is equipped with gas-fitted and electrically wired work tables and lockers combined, autoclave, steam and hot-air sterilizers, incubators, hot water heater, and compound microscopes with oil-immersion lenses.

The Botanical Herbarium is well supplied with mounted specimens, especially those from Oregon and the Pacific Northwest. It includes the Howell collection of 10,000 specimens, especially from Oregon, the Leiberg collection, presented to the University by John B. Leiberg in 1908, about 15,000 sheets from Oregon, Washington, and Idaho, as well as the Cusick collection of 7,000 specimens, also those donated by Kirk Whitead, Edmund P. Sheldon and Martin W. Gorman. These for the most part are housed in the regulation steel herbarium cases, the gift of numerous friends in the state, and so are protected from moisture and the ravages of insects.

DESCRIPTION OF COURSES

LOWER DIVISION

101a,b,c. *Elementary Biology*. (See Biology).

61-62. *Plant Morphology, Ecology and Economy*. This course is a continuation of Biology 1a,b,c. It gives a more comprehensive view of plant forms, their relation to their environment, and their economic uses. Three lectures and one three-hour laboratory period. Sweetser and Sanborn.

Four hours, fall and winter terms.

63. *Systematic Botany*. A study of the structure and classification of Oregon plants. Three lectures and one three-hour laboratory period. Sweetser and Sanborn.

Four hours, spring term.

UPPER DIVISION

101-102. *Plant Histology*. A study of plant tissue. Two lectures and one three-hour laboratory.

Three hours, fall and winter terms.

103. *Algae*. Study of the morphology of types of the four groups, with taxonomy of our local forms. Two lectures and one three-hour laboratory. Sanborn.

Three hours, spring term.

* Leave of absence 1927-28.

104. *Technique*. Killing, embedding, sectioning, staining and mounting of plant tissues. Lectures and laboratory.

Two or three hours, spring term.

105. *Sanitation*. The study of diseases, their causes and prevention; pure food, pure water, pure milk. Desirable as prerequisite for course

106. Sweetser and Taylor.

Three hours, fall term.

106. *Bacteriology*. In the winter term this course is given primarily for pre-medical students, and technicians. Chemistry is prerequisite. Two lectures and two three-hour laboratory periods. Sweetser.

Four hours, winter term.

107. *Bacteriology*. Continuation of course 106. Two lectures and one three-hour laboratory period. Sweetser.

Three hours, spring term.

108-109-110. *Botanical Problem*. The taxonomy, ecology, physiology, or economy of some group or groups of plants.

Hours and credit to be arranged.

112. *Biological Pedagogy*. (See Biology). Sweetser.

Three hours, winter term.

115a,b,c. *Seminar*.

One hour, each term.

117-118. *Paleobotany*. History of paleobotany and studies of the Oregon fossil flora. Sanborn.

Two or three hours, fall and spring terms.

GRADUATE DIVISION

213. *Botanical Problems*.

Hours and credit to be arranged.

214a,b,c. *Bacteriological Problems*.

215. *Graduate Seminar*.

216. *Thesis*.

Nine hours.

CHEMISTRY

Professors ORIN F. STAFFORD, FREDERICK L. SHINN;

Associate Professors ROGER J. WILLIAMS, HERBERT G. TANNER*; Instructor ALTON GABRIEL;
Research Assistant MARION E. WARNER;

Graduate Assistants BLANCHE D. JONES†, HENRY H. LIPP, KENNETH MCCLAIN

The department of chemistry has separate laboratories for general chemistry, analytical chemistry, organic chemistry, physical chemistry, and advanced inorganic chemistry. It also has smaller rooms devoted to special problems in research work, and a working library to which students in the department have access. Well equipped store-rooms provide all of the usual apparatus and materials, while a shop served by an expert mechanician is available for special needs.

The requirement for graduation as a major in chemistry is the completion of at least 48 hours of work in the department. Under this requirement it is possible for students wishing to avoid specialization during undergraduate years to range widely among other University departments and at the same time secure a substantial foundation in chemistry, useful both as a feature in modern educational equipment and as foundational work upon which to build further as may be desired during a period of graduate or professional study.

The 48-hour requirement can furthermore be made to serve a very important practical objective where it is taken either in primary or secondary relationship to certain other lines of work offered in the University. In recent years, many opportunities have opened for careers in business, medicine, engineering, teaching, etc., where a knowledge

* Leave of absence 1927-28.

† Resigned, February 1, 1928.

of chemistry constitutes a highly important aspect of the equipment of the individual. In preparation for such careers it is possible to plan four-year schedules in which training in business administration and chemistry, as an example, go along together.

Students desiring to specialize more closely in chemistry during the four years of undergraduate study may, of course, elect work reasonably in excess of the minimum requirement. Schedules then will include necessary reinforcing courses particularly in modern languages, mathematics, physics, bacteriology, mineralogy, etc., as special interests may demand.

DESCRIPTION OF COURSES

NOTE—Where an average grade lower than IV is made in any course in chemistry, admission to subsequent courses may be refused until by an approved amount of additional work of satisfactory character, the fitness of the student to engage in advanced work is established. This rule is to apply particularly to students seeking entrance to organic chemistry after one year's work in general chemistry.

LOWER DIVISION

1a,b,c. *Elementary Chemistry*. A course introductory to chemistry. Three lectures and one laboratory period. Stafford.

Four hours, each term.

5a,b,c. *General Chemistry*. A previous elementary course in chemistry or physics is prerequisite, as is also facility in the solution of problems in simple proportion and use of the metric system. Three lectures and one laboratory period. Stafford.

Four hours, each term.

50-51-52. *Second Year Chemistry*. These courses are taken in succession as sequels to the basic general chemistry course 5a,b,c, and as prerequisites to the courses of the upper division. Three hours lecture and one or more laboratory periods per week. Stafford.

Four or five hours, each term.

UPPER DIVISION

100-101-102. *Analytical Chemistry*. Three laboratory periods and one lecture period. Tanner.

Four hours, each term.

105-107-109. *Advanced Inorganic Chemistry*. The chemical elements are first discussed as regards their practical and theoretical importance. Finally, such topics as radio-activity, the periodic table, and atomic structure are taken up. A minimum of two years work in chemistry is prerequisite. Three lectures per week. Shinn. Three hours, each term.

106-108-110. *Advanced Inorganic Laboratory*. To accompany, optionally, courses 105-107-109. Tanner.

One hour, each term.

125-126-127. *Advanced Analytical Chemistry*. Special analytical procedures adapted to those enrolling. Gabriel.

Hours to be arranged.

130. *Microchemical Analysis*. Tanner.

By arrangement.

132. *Toxicology*. Shinn.

By arrangement.

140a,b,c. *Organic Chemistry*. The chemistry of the compounds of carbon. Deals with compounds which are important from the theoretical, technical and biological standpoints. The first two terms are devoted to aliphatic compounds and the third term to those of the aromatic series. Prerequisite, two years of college chemistry. Three lectures and one laboratory period. Williams.

Four hours, each term.

150a,b. *Advanced Organic Chemistry*. The theoretical aspects of the subject are emphasized by discussion of theories of valence, chemical reactivity, free radicals, catalysis, etc., as these are related to particular groups of compounds. Williams.

Two hours, fall and winter terms.

155-156-157. *Advanced Organic Laboratory*. Largely individual laboratory work, with stress on laboratory technique in the preparation of organic chemicals. Organic elementary analysis is also given after the student has had some experience in preparation work. Course may be entered any term. One to four laboratory periods. Williams.

One to four hours, each term.

160a,b,c. *Biochemistry*. A general course dealing with the chemistry of both plant and animal life processes. The chemistry of carbohydrates, lipins and proteins, nutrition, digestion, photosynthesis, alcoholic fermentation. Not designed for medical students. Williams.

Two hours, each term.

161-162-163. *Biochemistry Laboratory*. To accompany optionally course 160a,b,c. Williams.

One hour, each term.

165. *Colloidal Chemistry*. Tanner.

By arrangement.

180a,b,c. *Physical Chemistry*. Three lectures and one laboratory period. Shinn.

Four hours, each term.

183-184-185. *Advanced Physical Chemistry*. Shinn.

By arrangement.

187-188-189. *Chemical Energetics*. Shinn.

Three hours, each term.

190. *Electro-Chemistry*. Shinn.

By arrangement.

195-196-197. *Instructor's Conference*. Required of student assistants in chemistry laboratory work and open to others interested in the teaching of the subject. Stafford.

One hour, each term.

199. *Senior Thesis*. The chemistry staff.

By arrangement.

GRADUATE DIVISION

NOTE—The formal credit requirement for the degree of master of arts in chemistry is the completion of 45 hours of work, approximately two-thirds of which must be in chemistry, the remainder in the minor subject. The courses in chemistry may be selected from upper division offerings with the exception of at least nine credit hours, which must be strictly graduate work.

201-202-203. *Research*. Students are assigned to suitable problems for investigation under supervision of a member of the staff.

Hours to be arranged.

204-205-206. *Thesis*.

By arrangement.

210-211-212. *Seminar*. The chemistry staff.

One hour, each term.

ECONOMICS

Professor JAMES H. GILBERT;

Associate Professor MERTON K. CAMERON;

Assistant Professors DONALD M. EBB, VICTOR P. MORRIS, LOUIS A. WOOD;

Graduate Assistants WILLIAM S. HOPKINS, VEOLA PETERSON ROSS

The department of economics offers two curricula, one intended to give general training in economics, the other special training for public service in connection with state and federal bureaus and commissions, boards of control, etc. Major students in economics are expected to adhere strictly to one or the other of these courses.

COURSE OF STUDY FOR MAJOR STUDENTS IN ECONOMICS

FRESHMAN	Fall	Winter	Spring
Modern Governments	4		4
Economic History		5	
Mathematics or Laboratory Science	4	4	4
First or Second Year Language	4	4	4
Military Science (men) or Personal Hygiene (women)	1	1	1
Physical Education	1	1	1
Elective	2-3	2-3	2-3
	16-17	17-18	16-17

THE COLLEGE OF LITERATURE, SCIENCE AND THE ARTS

THE FACULTY

ARNOLD BENNETT HALL, A.B., J.D., LL.D.	President of the University
JAMES HENRY GILBERT, Ph.D.	Dean of the College of Literature, Science and the Arts, Professor of Economics and Head of Department
EARL M. PALLETT, M.S.	Registrar of the University

DONALD G. BARNES, Ph.D.	Professor of History
*MARY WATSON BARNES, M.A.	Professor of English
WALTER CARL BARNES, B.A. (Oxon)	Professor of History
JAMES DUFF BARNETT, Ph.D.	Professor of Political Science and Head of Department
RAY PRESTON BOWEN, Ph.D.	Professor of Romance Languages and Head of Department
C. V. BOYER, Ph.D.	Professor of English and Head of Department
WILLIAM PINGRY BOYNTON, Ph.D.	Professor of Physics and Head of Department
JULIA BURGESS, M.A.	Professor of English
ALBERT EDWARD CASWELL, Ph.D.	Professor of Physics
DAN ELBERT CLARK, Ph.D.	Professor of History
ROBERT CARLTON CLARK, Ph.D.	Professor of History and Head of Department
TIMOTHY CLORAN, Ph.D.	Professor of Romance Languages
EDMUND S. CONKLIN, Ph.D.	Professor of Psychology and Head of Department
EDGAR E. DECOU, M.S.	Professor of Mathematics and Head of Department
FREDERIC S. DUNN, A.M.	Professor of Latin and Head of Department
EDWIN T. HODGE, Ph.D.	Professor of Geology
HERBERT CROMBIE HOWE, B.L., B.A.	Professor of English
EDWARD HIRAM MCALISTER, M.A.	Professor of Mechanics and Astronomy and Head of Department
JOHN J. McEWAN	Professor of English
WILLIAM E. MILNE, Ph.D.	Professor of Mathematics
ARTHUR RUSSELL MOORE, Ph.D.	Professor of General Physiology and Head of Department of Animal Biology
EARL L. PACKARD, Ph.D.	Professor of Geology
MARY HALLOWELL PERKINS, M.A.	Professor of English
GEORGE REBEC, Ph.D.	Professor of Philosophy and Head of Department
F. G. G. SCHMIDT, Ph.D.	Professor of Germanic Languages and Literature and Head of Department
FREDERICK L. SHINN, Ph.D.	Professor of Chemistry
COLONEL WILLIAM S. SINCLAIR	Professor of Military Science and Tactics and Head of Department
WARREN DUPRE SMITH, Ph.D.	Professor of Geology and Head of Department
ORIN F. STAFFORD, M.A.	Professor of Chemistry and Head of Department
JOHN STRAUPE, Lit.D.	Professor of Greek and Head of Department
ALBERT R. SWEETSER, M.A.	Professor of Plant Biology and Head of Department
W. F. G. THACHER, M.A.	Professor of English
†EDWARD THORSTENBERG, Ph.D.	Professor of Scandinavian Languages and Literature
LILIAN E. TINGLE	Professor of Household Arts and Head of Department
H. G. TOWNSEND, Ph.D.	Professor of Philosophy
HARRY B. YOCOM, Ph.D.	Professor of Biology
MERTON K. CAMERON, Ph.D.	Associate Professor of Economics
HAROLD R. CROSLAND, Ph.D.	Associate Professor of Psychology
RUDOLF H. ERNST, Ph.D.	Associate Professor of English
RALPH R. HUESTIS, Ph.D.	Associate Professor of Genetics
S. STEPHENSON SMITH, B.A., B.Litt.	Associate Professor of English
HOWARD R. TAYLOR, Ph.D.	Associate Professor of Psychology
ROGER J. WILLIAMS, Ph.D.	Associate Professor of Chemistry
LEAVITT O. WRIGHT, M.A.	Associate Professor of Romance Languages
HAROLD F. BLUM, Ph.D.	Assistant Professor of Biology
CAPTAIN CLARENCE H. BRAGG	Assistant Professor of Military Science and Tactics
DAVID R. DAVIS, Ph.D.	Assistant Professor of Mathematics
DONALD M. ERF, M.A.	Assistant Professor of Economics
*ALICE HENSON ERNST, M.A.	Assistant Professor of English
ANDREW FISH, Ph.D.	Assistant Professor of History
EARL L. GRIGGS, Ph.D.	Assistant Professor of English
LIEUTENANT GEORGE F. HERBERT	Assistant Professor of Military Science and Tactics
ROBERT D. HORN, M.A.	Assistant Professor of English
J. K. HORNER, B.A.	Assistant Professor of English
WILLIAM P. MADDOX, B.A. (Oxon)	Assistant Professor of Political Science
CAPTAIN FRANK M. MOORE, B.S.	Assistant Professor of Military Science and Tactics
VICTOR P. MORRIS, M.A.	Assistant Professor of Economics

* Leave of absence 1927-28.

† Died, April 8, 1928.

3a,b. *The Principles of Economics*. The principles that underlie production, exchange and distribution. Practical problems like monetary and banking reform, regulation of international trade, the taxation of land values, labor movement, regulation of railways, the control of the trusts, etc., are considered. Prerequisite, sophomore standing. Erb, Morris, Wood.

Four hours, two terms.

4. *Economics of Business Organization*. The evolution of business units such as the partnership, joint stock concern, and the corporation. Special attention to the organization, financing, and promotion of corporations and the advantages and disadvantages of the corporate form of organization from the standpoint of industrial society. Prerequisite, course 3a and 3b. Cameron.

Four hours, spring term.

UPPER DIVISION

105. *Labor Problems*. Treats of the condition under which laborers have worked since the advent of the industrial revolution. Topics especially emphasized are: trade union policies; strikes and lockouts; trade agreements; conciliation and arbitration; immigration; unemployment; women and children in industry; prison labor; industrial education; etc. Open to students who have studied the principles of economics or the principles of sociology. Wood.

Four hours, spring term.

106. *Organized Labor*. Study of the history of the labor movement, the aims, methods and policies of trade unions, conservative and radical. Students are required to interpret the philosophy of unionism and evaluate the significance of the labor movement. Prerequisite, 105. Wood.

Four hours, fall term.

107. *Labor Legislation*. A detailed study of some problems facing the employee, employer and public, which call for regulation through public authority. The course considers how far such legislation is consistent with the interests of all classes concerned. Wood.

Four hours, winter term.

108. *Modern Theories of Social Reform*. Lectures present various suggested theories involving more or less radical changes in the economic order and these theories are subjected to criticism. Prerequisite, economics 105 and 106 or 107. Wood.

Four hours, spring term.

110. *International Trade*. The theory of international trade; nature and effects of government interference in the form of bounties, subsidies, import and export duties; the commercial policies of the more important nations. Prerequisite, principles of economics. Morris.

Four hours, fall term.

111. *Economics of Population*. Economic causes and effects of the increase, decrease, and movements of population as shown in colonial and imperialistic expansion, and emigration and immigration policies; social attempts to influence the natural rate of increase; economic aspects of the population problem in some of the leading nations. Prerequisite, principles of economics. Morris.

Four hours, winter term.

113. *Money, Banking and Economic Crises*. The principles of money, the laws controlling its value, methods for measuring price levels and devices for stabilizing the purchasing power. The monetary history of the United States and the present monetary system. Principles underlying sound banking and the use of credit, with the history, causes and remedies for crises and panics. Prerequisite, principles of economics. Gilbert and Morris.

Five hours, spring term.

115a,b. *History of Economic Thought*. The evolution of economic doctrines from the Greek and Roman period to the age of Adam Smith, with special emphasis on the relation between economic thought and contemporaneous economic conditions; the connection between economic doctrine and current political and philosophical speculation. Prerequisite, principles of economics. Cameron. *Four hours, fall and winter terms.*

116. *Modern Economic Thought*. A critical study of the English classical school and subsequent writers. The classical doctrine as transmitted and criticized is studied in the light of recent economic theory. Cameron. *Four hours, spring term.*

118a,b. *Public Finance*. Aims to ascertain sound principles affecting public expenditure, the raising of revenue, budgetary legislation, financial organization and the use of the public credit. Various forms of taxes and a constructive plan for fiscal reform. Special consideration given to Oregon problems. Prerequisite, principles of economics. No credit for one term. Gilbert. *Four hours, fall and winter terms.*

119-120. *International Economic Policies*. Economic problems originating in or aggravated by the world war, and the remedial policies proposed. The economic clauses of the treaty of Versailles; reparations; inter-allied debts; economic activities of the League of Nations. Prerequisite, principles of economics. Morris. *Four hours, winter and spring terms.*

123. *Modern Industrial Tendencies*. Recent changes affecting the organization of big business, and the economic influences, as well as the limits, of the movement toward concentration and integration in the industrial world. Cameron. *Four hours, fall term.*

124. *Trusts and Industrial Combinations*. The evolution of industrial combinations, the economics of concentration and the evils of combination from the standpoint of investor and the public. The attempts at regulation by state and federal authority and plans for safeguarding the public interest. Prerequisite, principles of economics. Cameron. *Four hours, winter term.*

125. *Government Control of Public Utilities*. Sound lines of policy in regulating, controlling or owning natural monopolies or public utilities other than steam railways. Municipal ownership in America and Europe and the economic and political problems incidental thereto. Prerequisite, principles of economics. Cameron. *Four hours, spring term.*

135. *Railway Economics*. The study of transportation by land as a factor in modern economic life, the tendency toward combination and the problems of discriminating rates. Prerequisite, principles of economics. Erb. *Four hours, fall term.*

136. *Water Transportation*. Transportation agencies by water in both domestic and foreign trade. The evolution, services and organization of these carriers and the relationships to the railways. The problems of combination and competition, the history and effect of subsidies and forms of indirect aid by governments. Prerequisite, principles of economics. Erb. *Four hours, winter term.*

137. *Control of Carriers*. The characteristics which determine whether a carrier is a common carrier or not. The problems of regulation of rates, combinations and monopolies, relations between rail and water carriers, obtaining and use made of capital, relations of carriers to labor. Special attention to the work of the Interstate Commerce Commission and United States Shipping Board, and other government boards dealing

with the problems of regulations. Prerequisites, principles of economics, and 135 and 136. Erb. *Four hours, spring term.*

141. *Conservation of National Resources.* An inventory of national resources in mineral wealth, water, soil, timber, etc.; practices leading to waste and extravagances considered. Public policy which prevents needless waste, promotes restoration and encourages conservation. Prerequisite, principles of economics. Morris. *Three hours, spring term.*

152. *Economics of Public Utilities.* An analysis of the economic nature of public utilities followed by a critical study of their history, organization, financial problems and the trend toward large scale enterprise, consolidation, system building. Attention also given to the creation and development of specialized public relations organization. Prerequisites, 123, 124, 125. Cameron. *Four hours, winter term.*

153. *Railway Commissions.* This course aims to consider railway commissions, state and federal, especially with reference to organization, power and achievements. Prerequisite, course 135. Erb. *Four hours, spring term.*

154. *Labor Bureaus and Commissions.* This course includes a survey of state and federal bureaus and commissions and the machinery for investigating labor problems and enforcing labor legislation. Types of commissions will be studied and their problems analyzed. Prerequisites, courses 106, 107, 108. Wood. *Four hours, fall term.*

166. *Labor and Remuneration.* A survey is made of the course of real wages in Europe and America during several centuries. Successive wage theories evolved in the modern period are examined. Present day wage statistics in the United States are analyzed and correlated, systems of wage payment described. The influence of trade unions on wages is considered. Prerequisite, economics 105. Wood. *Three hours, fall term.*

167. *Labor and Agrarian Movements.* Deals in an historical and critical way with various labor and agrarian movements in the United States and Canada. Efforts to secure closer cooperation, economic and political, between organized labor and the farming class are considered and results appraised. Prerequisite, 105. Wood. *Three hours, winter term.*

178. *History of American Fiscal Policy.* At basis this course purports to be a history of the treasury department of the United States. An examination is made of federal policy since early days on subjects of coinage and paper money, public borrowing and national debts; local and centralized banking, the tariff and other forms of taxation are considered. Prerequisite, principles of economics. Wood. *Three hours, one term.*

GRADUATE DIVISION

201-202-203. *Research in Economics.* Original work for thesis purposes. Gilbert. *Hours to be arranged.*

207-208-209. *Economics Seminar.* *Hours to be arranged.*

210. *Seminar in Social Problems.* Cooperative effort at investigation of social problems overlapping into the field of several departments, such as sociology, political science, economics, journalism and the like. Open to graduate students, and also to seniors with honors privileges majoring in the departments whose professors elect to participate in the seminar. *Hours to be arranged.*

213-214-215. *Thesis.* *Nine hours.*

ENGLISH

Professors C. V. BOYER, MARY WATSON BARNES, JULIA BURGESS, JOHN J. McEWAN,
 HERBERT C. HOWE, MARY H. PERKINS, W. F. G. THACHER;
 Associate Professors RUDOLF H. ERNST, S. STEPHENSON SMITH;
 Assistant Professors EARL L. GRIGGS, J. K. HORNER, ROBERT D. HORN;
 Instructors A. HOLMES BALDRIDGE, PAT V. MORRISSETTE, KENNETH ROWE,
 FLORENCE E. WILBUR; Supervisor of English A. L. K. SHUMAKER;
 Teaching Fellows ARTHUR C. HICKS, A. MURRAY FOWLER, LLOYD J. REYNOLDS;
 Graduate Assistants MARGARET CLARKE, ERNEST EKKILLA,
 WALTER EVANS KIDD, CHARLES TENNEY

General Requirements:

1. Majors in English are required to take Latin, French, or German during both the freshman and the sophomore years. This means two successive years of one of the three languages.
2. History (English or European) and a laboratory science are lower division requirements of English majors.
3. Majors intending to teach must satisfy the education and norm requirements. (See School of Education).
4. Majors must elect from the upper-division courses at least two which run throughout the year. One of the two should be either the English Novel or the English Drama.

Recommendations:

The following courses are especially recommended as electives from other departments:

Philosophy of History, History of Philosophy, Aesthetics, Organic Evolution (Animal Biology), Psychology, Economic History, Sociology.

COURSE OF STUDY FOR MAJOR STUDENTS IN ENGLISH

ENGLISH LITERATURE OPTION

FRESHMAN	Fall	Winter	Spring
Survey Course in English Literature or Introduction to Literature†	4	4	4
Latin, French, or German	4	4	4
English History or European History or Science	3-4	3-4	3-4
Military Science (men) or Personal Hygiene (women)	1	1	1
Physical Education	1	1	1
American Literature (one term)* or elective	3	3	3
	16-17	16-17	16-17

† Option for those not intending to major in literature.

* Required only of those intending to teach and may be taken in sophomore year.

SOPHOMORE

Written English	2	2	2
Shakespeare	3	3	3
Latin, French, or German (continuation)	3-4	3-4	3-4
Beginner's Psychology, Elementary Biology or History	3-4	3-4	3-4
Military Science (men)	1	1	1
Physical Education	1	1	1
Elective	3	3	3
	16-18	16-18	16-18

JUNIOR

English Novel, English Drama, or other one-year course	3	3	3
English Composition for Teachers* (any term) or elective			2
Teaching High School English* or elective	2	2	
Education 101-102-103 *	4	4	4
Honors Reading† or elective	3	3	3
Electives (Philosophy recommended)	4	4	4
	16	16	16

* Required only of those intending to teach. Students taking English courses in Methods of Teaching are exempt from three of the hours of education required for the teacher's certificate.

† For candidates for honors.

SENIOR			
English Drama, English Novel, or other one-year course	3	3	3
Anglo Saxon†, Chaucer†, or elective	3	3	3
Honors Reading‡ (seminar) or elective	3	3	3
Education 107 * or elective	5	2	
Thesis‡ or elective	2-3	2-3	2-3
Electives		4	6
	16-17	17-18	17-18

† Required of majors contemplating graduate work in English.

‡ For candidates for honors.

* Required of majors intending to teach.

DRAMA AND PLAY PRODUCTION OPTION

FRESHMAN			
	Fall	Winter	Spring
The Speaking Voice	3	3	3
Latin, French, or German	4	4	4
Survey Course in English or Introduction to Literature	4	4	4
Color Theory	1	1	1
Military Science (men) or Personal Hygiene (women)	1	1	1
Physical Education	1	1	1
European or English History* or science	3-4	3-4	3-4
	17-18	17-18	17-18

SOPHOMORE			
Dramatic Interpretation	3	3	3
Shakespeare	3	3	3
Latin, French, or German (continuation)	3-4	3-4	3-4
Physics, Biology, Psychology or History*	4	4	4
Military Science (men)	1	1	1
Physical Education	1	1	1
Written English	2	2	2
	17-18	17-18	17-18

* History and science must be taken during the first two years. The order in which they are taken does not matter.

JUNIOR			
Technique of Acting	3	3	3
Stagecraft or Play Producing	3	3	3
Playwriting or elective	2-3	2-3	2-3
Elective in Literature	2-3	2-3	2-3
Elective	4-5	4-5	4-5
	15-17	15-17	15-17

SENIOR			
Guild Hall Players	3	3	3
Play Producing or Stage Craft	3	3	3
English Drama	3	3	3
Elective	6-8	6-8	6-8
	15-17	15-17	15-17

NOTE—Intending teachers should major in English literature.

PRE-LIBRARY

The University of Oregon does not at the present time (except in the summer session) offer courses in library training. Those who plan to become librarians should, however, have a broad general education, and since most of the better class of library training schools require a college degree for entrance, the following course of study has been planned in conformity with the requirements for admission of these schools.

Since the well qualified librarian should have a knowledge of Latin, French and one other European language (preferably German) the following curriculum presumes that one of these languages has been presented for entrance to the University. If French has been taken in high school, the student should take Latin in the first three years, with the second foreign language for the last two years.

It is recommended that the student develop a minor line of interest either in the sciences or social sciences, and considerable freedom is allowed in adjusting the course of study to this end.

The use of the typewriter by the touch system should be learned, preferably in high school, by all persons planning to go into library work.

PRE-LIBRARY OPTION

FRESHMAN		Fall	Winter	Spring
Survey Course in English Literature or Introduction to				
Literature	4	4	4	4
French or Latin	4	4	4	4
English or European History or Science	3-4	3-4	3-4	3-4
Military Science (men) or Personal Hygiene (women)	1	1	1	1
Physical Education	1	1	1	1
Elective	3	3	3	3
	16-17	16-17	16-17	16-17

Suggested Electives:

Geography
 Development and History of Life, Geologic History of Vertebrates and of Man
 English or European History
 History and Appreciation of Music
 Reflective Thinking

SOPHOMORE

French or Latin	4	4	4
Shakespeare or Literature elective	3	3	3
Written English	2	2	2
Biology, Geography or History	3-4	3-4	3-4
Military Science (men)	1	1	1
Physical Education	1	1	1
Elective	3	3	3
	16-17	16-17	16-17

Suggested Electives:

Descriptive Physics
 Principles of Economics
 Modern Governments
 Psychology
 Social Origins
 Introduction to Philosophy

JUNIOR

French or Latin Literature	3	3	3
German	4	4	4
Literature Course (upper division)	3	3	3
Elective in Minor subject	3	3	3
Elective	3	3	3
	16	16	16

Electives in the upper division years should be selected from courses which are either continuations or related to the work taken in the first two years.

SENIOR

English or general literature	2-5	2-5	2-5
German	4	4	4
Elective in English or minor subject	3	3	3
Elective	4-6	4-6	4-6
	15-16	15-16	15-16

DESCRIPTION OF COURSES

LOWER DIVISION

LITERATURE

1-2-3. *Survey Course in English Literature.* From Beowulf to the present. Each epoch is studied by reading representative authors, supplemented by lectures. First term, Beowulf to Edmund Spenser. Second term, the seventeenth and eighteenth centuries. Third term, 1800 to the present. Courses in sequence, but may be taken separately. Boyer, Howe, Rowe, Horn.

Four hours, each term.

4. *History of the English Language.* The development of the English language from the Anglo-Saxon period to the present. The historical basis of English grammar, spelling, pronunciation and usage. Perkins.

Three hours, fall term.

5. *American Literature.* Study of American literature from its beginning to the present day. Lectures and assigned readings. Burgess.

Three hours, any term.

9-10. *English Poetry*. Class-room practice in reading aloud. Credit will be given for one term only. Meets three times a week. Howe.

Two hours credit, fall or winter term.

11-12-13. *Introduction to Literature*. The purpose of this course is to stimulate the appreciation and criticism of literature. Study of some masterpieces in ancient, modern, and contemporary literature. Ernst.

Four hours, each term.

20. *Wordsworth*. A study of the poems, so selected as to illustrate the thought, power and beauty of the author. Howe. *Three hours, spring term.*

25. *Ruskin*. A study of the Modern Painters, planned to familiarize the student with the use of critical terms, as well as with masterly English prose. Howe. *Three hours, spring term.*

30. *William Morris*. A study of the life and writings, both prose and verse. Howe. *Three hours, winter term.*

40-41-42. *Shakespeare*. Study of the important historical plays, comedies, and tragedies. Courses in sequence, but may be taken separately. Prescribed for majors. Boyer, Griggs. *Three hours, each term.*

99a,b,c. *Literature of the Ancient World*. Greek and Latin writers considered with especial reference to their influence on English literature. The Bible. Masterpieces of Oriental literature which have been incorporated into English literature through translations of literary value.

Two or three hours, each term.

WRITTEN ENGLISH

50a,b,c. *Report Writing*. A service course, to be given in segregated sections, as far as possible, for majors in the different groups, in which they may be given instruction and correction in writing papers, book reviews, etc., in their respective fields of study. The work includes drill in general exposition and practice in analyzing and summarizing reading material. Burgess, Griggs, Horn, Morrisette, Rowe.

Two hours, each term.

51-52-53. *Magazine Writing*. Based on study of current literary magazines. Perkins. *Two hours, each term.*

54-55-56. *Narration, Description, and Exposition*. The first two terms of this course are devoted to narration, with attention to description as a subsidiary element in narrative writing. The last term is given over to exposition. Rowe. *Three hours, each term.*

57a,b,c. *Short Story Writing*. This course is designed to develop proficiency in the art of writing the short story. Thacher.

Two hours, each term.

59a,b,c. *Exposition*. Spoken and written English designed to meet the needs of law students. The course includes a study of the principles of effective spoken and written composition, with practice in writing and speaking, as specially related to the field of law. Shumaker.

Three hours, each term.

75a,b,c. *Business English*. Enrollment restricted to students making business administration their major subject. Morrisette, and others.

Two hours, each term.

SPOKEN ENGLISH

76a,b,c. *Introductory Course in Speech*. In this course there are three aims—first, to remedy the particular speech problems of each individual student; second, to develop a fluent use of spoken language; and third, to train students to make intelligent speech adjustments to their

environment. Attendance at the speech clinic is required. Does not fulfill written English requirement. Balldridge, Hörner.

Two hours, each term.

79. *Extempore Speaking.* A brief course for students who wish to get a fundamental knowledge of public speaking. Platform practice consists in the extempore presentation of original speeches. Balldridge, Hörner.

Three hours, any term.

82a,b,c. *Argumentation and Debate.* A study of the theory of argumentation and an application of that theory in practical classroom debates. Library research and brief drawing constitute the major part of the course. Prerequisite, 76a,b,c. Hörner.

Two hours, each term.

85. *Intercollegiate Debate.* The exhaustive study of a single debate proposition. This course is open only to those who have been chosen to represent the University in interscholastic debate. Prerequisite, 76a,b,c.

Two hours, winter term.

86. *Advanced Public Speaking—The Oration.* A study of the oration as a special form of address, together with practice and training in writing original orations. Prerequisite, 76a,b,c. Hörner.

Two hours, fall term.

87. *Advanced Public Speaking—A study of Masterpieces.* A number of the great representative speeches are examined from the point of view of form, style, and content. Parts of these are used for training in delivery. Prerequisite, 76a,b,c. Hörner.

Two hours, winter term.

88. *Advanced Public Speaking—The Public Lecture.* A critical study of the chautauqua and lyceum lecture. The preparation and delivery of a forty-five minute address. Prerequisite, 76a,b,c. Hörner.

Two hours, spring term.

89. *Intercollegiate Oratory.* The preparation and presentation in interscholastic competition, of an oration. Open only to the University orators chosen in competitive tryout. Prerequisite, 76a,b,c.

Two hours, winter term.

Speech Clinic. Held each Thursday at 4:15 for the special study of particular speech problems. Attendance on at least three meetings is required of all students of speech. Instructors may require constant attendance of other students. No credit.

DRAMA AND PLAY PRODUCTION

16a,b,c. *The Speaking Voice.* Based upon study of phonetic sounds in tone production. Practical course in standardization of English speech. Pronunciation, enunciation and articulation especially stressed. Wilbur.

Three hours, each term.

61-62-63. *Drama Interpretation.* Open to sophomores. Study of the development of the new movement in the theatre. Character analysis, interpretation and rehearsal of plays. Wilbur.

Three hours, each term.

UPPER DIVISION

LITERATURE

100a,b,c. *Literature of the Modern World.* The Renaissance in Italy, France, Spain and England; Pascal and Puritanism in England; French and English Classicism; the novel and other prose forms; the romantic revolt; Victorian literature; Parnassians and Symbolists; Ibsen and the modern drama; some consideration of recent development in literature. Ernst.

Two to three hours, each term.

121-122-123. *Milton and Seventeenth Century Literature.* Horn.

Two hours, each term.

126a,b,c. *Literature of the Medieval World.* Boethius, St. Augustine, and the other Latin writers of the dark ages. Medieval epics and romances. Icelandic sagas and eddas. The troubadours and minnesingers. Abelard, Albertus Magnus, Roger Bacon, and St. Thomas Aquinas; St. Francis. Fabliaux; Reynard the Fox. The Arthurian Cycle; Dante. The medieval stage, and especially early English drama. Piers Plowman, Layamon's Brut, and Chaucer. Smith. *Three hours, each term.*

127a,b,c. *Literature of the Renaissance.* Boccaccio and Queen Margaret of Navarre. Petrarch, François Villon, Phillipe de Comynes and Macchiavelli, Ariosto, Rabelais, Montaigne, Cervantes, Lope de Vega, and Calderon. Erasmus, More and the other humanists. The Elizabethan dramatists. Bacon. The King James Bible. Robert Burton, Sir Thomas Browne. Milton. Smith. *Three hours, each term.*

132. *Middle English.* Grammar and translation of selected passages, with special attention to the development of the language during the middle English period. Perkins. *Three hours, winter term.*

133. *Chaucer.* As much of Chaucer's work is read as time permits, with careful attention to his sources, poetical forms, pronunciation, and grammar. Perkins. *Three hours, spring term.*

134a,b,c. *Anglo-Saxon.* Grammar and translation of selected passages. Moore's Anglo-Saxon reader will be used in fall term. Wyatt's Beowulf in the winter and spring terms. Perkins. *Three hours, each term.*

135a,b,c. *History of English Criticism.* Burgess. *Two hours, each term.*

137a,b,c. *Introduction to Linguistics.* A scientific study of language. Phonetics. Laws governing the development of language. Methods of comparative philology. (Knowledge of Latin advisable as prerequisite). Smith. *Two hours, each term.*

140-141-142. *American Novel.* A general survey of American fiction, with detailed study of important authors from Melville, Howells, James, and Twain to the present day. Burgess. *Three hours, each term.*

143-144-145. *American Poetry.* Brief survey of earlier poets; Whitman and his influence; transition and contemporary poets. Burgess. *Two hours, each term.*

146-147-148. *American Prose Writers.* Fall: Emerson, Thoreau, Melville, Lowell, Holmes, with some readings from historians. Winter: William James, Dewey, Santayana, Henry Adams, and others. Spring: American literary criticism. Burgess. *Two hours, each term.*

150. *Browning.* The Ring and the Book, and the important shorter poems. The aim is to give the student facility in reading Browning, and to acquaint him with the author's work. McEwan. *Three hours, winter term.*

151. *Shelley.* His most important works are read, with attention to the author's significance as thinker and as poet. Howe. *Three hours, spring term.*

153-154-155. *Living Writers.* Kipling, Bernard Shaw, H. G. Wells, Arnold Bennett, Galsworthy, Chesterton, Gordon Bottomley, Dunsany, Kaye-Smith, May Sinclair, and others as they appear. Howe. *Three hours, each term.*

156-157-158. *Contemporary European Literature*. This course covers European literature of the last fifty years, with special emphasis on Ibsen and the Russians. Howe, Ernst. *Three hours, each term.*

159a,b,c. *Romantic Revolt (1750-1832)*. The romantic movement in England, with some reference to parallel developments in French and German literature. Ernst. *Three hours, each term.*

170a,b,c. *History of English Literature*. Planned for honor candidates, intending teachers, and graduate students. Ernst. *Three hours, each term.*

175a,b. *Teaching of Literature*. Howe. *Two hours, fall and winter terms.*

177. *Classical Poets*. A study of the poetry of Dryden, Pope, Thomson, Young, Blair, Gray, Collins, Chatterton, Cowper, Burns, and Blake for a more sympathetic understanding of the eighteenth century; the historical development of English poetry from Dryden to Blake. Griggs. *Three hours, fall term.*

178. *Romantic Poets*. The poetry of Wordsworth, Coleridge, Scott, Byron, Miller, and Keats, and of the minor poets, in reference to the main tendencies of the romantic movement; the political, social, and moral ideas, as exemplified in the poetry. Griggs. *Three hours, winter term.*

179. *Victorian Poets*. The poetry of Tennyson, Browning, Arnold, Rossetti, Morris, and Swinburne; various aspects of Victorian thought suggested by the poetry. Griggs. *Three hours, spring term.*

180a,b,c. *English Drama*. The first two terms may be taken without the third. Ernst. *Three hours, each term.*

181-182-183. *Spenser and the non-dramatic Literature of the Elizabethan Period*. Rowe. *Two hours, each term.*

185-186-187. *The English Novel*. From Richardson and Fielding to the present. Boyer. *Three hours, each term.*

189-190-191. *Eighteenth Century Prose from Dryden through Johnson*. Essays, memoirs, and letters of the Augustan Age. Voltaire in England. Sterne, Walpole, and Burke in France. Salons, clubs, coffee-houses and taverns in their influence on literature. Literature in relation to society. Smith. *Two hours, each term.*

192a,b,c. *Nineteenth Century Prose*. Main currents of thought as reflected in Carlyle, Mill, Newman, Ruskin, Huxley, Arnold, Pater. Boyer. *Two or three hours, each term.*

196a,b,c. *Honors Reading*. Seminar. A course in extensive and intensive reading for honors candidates arranged for the individual student. Junior year. Barnes, Boyer, Burgess, Ernst, Griggs, Howe, Smith. *Three to twelve hours.*

197a,b,c. *Honors Reading*. Same as 196a,b,c. Senior year. *Three to twelve hours.*

199a,b,c. *Thesis*. For honors candidates. Barnes, Burgess, Boyer, Ernst, Griggs, Howe, Smith. *Three to nine hours.*

WRITTEN ENGLISH

103a,b,c. *Short Story Writing*. Thacher. *Two hours, each term.*

110a,b,c. *Playwriting*. Creative experiment in the writing of plays with incidental study of models. Analysis and class discussion of student work with relation to problems of technique such as plot, theme, dialogue, characterization. Alice Ernst. *Three hours, each term.*

115-116-117. *Versification*. Experiment in the writing of verse, with study of various verse forms as mediums of expression. Analysis and discussion of class work. Morrisette. *Two hours, each term.*

120a,b,c. *Criticism*. A course in the writing of criticism supplemented by readings from the great English critics, especially Dryden, Coleridge, Pater, and Shaw. Smith. *Two or three hours, each term.*

130. *English Composition for Intending Teachers*. For students expecting to teach English in high schools. Combines practice in writing the various forms of composition with a study of teaching methods. Prerequisite, six hours of written English. Perkins. *Two hours, any term.*

136a,b,c. *The Essay*. Study of essay types with critical reports on readings from some chief contributors to Western thought. Special attention will be given to the development of literary prose. Horn.

Two hours, each term.

DRAMA AND PLAY PRODUCTION

160a,b,c. *Technique of Acting*. Open to upper classmen. The work in this course will consist of the rehearsal and production of plays. Students may take part in the public productions given during the year. Wilbur. *Three hours, each term.*

163a,b,c. *Stagecraft*. A study of the plastic stage. How to equip a stage, install lighting and secure adequate effects with limited equipment. Special attention is given to the use of color, the making of properties, costuming and makeup. Given alternate years with Play Production. Wilbur. *Three hours, each term.*

166a,b,c. *Play Production*. For those interested in producing plays in schools, colleges and communities. The course covers choosing a play, casting its parts, directing, rehearsal and production. Practical experience in producing a play is a part of the work of this course in perfecting the unit production. Given alternate years with Stagecraft. Wilbur.

Three hours, each term.

167-168-169. *Guild Hall Players*. A producing group elected from the advanced students who have appeared successfully in the public performances. Class limited in number. Consent of instructor required. Wilbur. *Three hours, each term.*

GRADUATE DIVISION

200. *Seminar in Special Authors*. *Hours to be arranged.*

201. *Survey of the English Critics*. Burgess, Howe.

Three hours, each term.

202. *Carlyle*. Carlyle's relation as source or transmitter, to the various literary, social, and intellectual movements of the day. Lectures and research problems. Boyer. *Two or three hours, each term.*

210-211-212. *Philosophical Foundations of English Literature*. Bacon, Hobbes, Locke, Berkeley, Hume, the deists, the economists, the evolutionists, the utilitarians, and the pragmatists. Barnes.

Three hours, each term.

215. *Coleridge*. Seminar. First term, eighteenth century Shakespearian criticism with reference to Coleridge; second term, Coleridge and romantic criticism, and the influence of German criticism; problems in Coleridge's prose; third term, Coleridge and romantic poetry. Griggs.

Hours to be arranged.

218. *Romantic Tendencies in the 18th Century.* Ernst.

Three hours, each term.

220. *Research and Seminar.* Department staff. *Hours to be arranged.*

225-226-227. *Seminar in Shelley.* Howe.

229. *Graduate Thesis.*

Nine hours.

230. *Seminar.* English Comedy (1575-1635). Elizabethan and Jacobean Comedy. Plautine tradition, influence of the *Commedia dell'Arte* on English comedy. First-hand critical study of the principal writers of comedy during the period. (The history of comedy is relatively an unexplored field). Open to graduates, and to senior honor students in English. Smith.

Two or three hours, each term.

235. *Seminar in Shakespeare.* Research problems. Open to honors students of senior standing. Boyer.

Two or three hours.

237. *The Evolution of Tragedy.* Boyer. *Two or three hours, each term.*

249a,b,c. *Seminar in American Literature.* Burgess.

One or two hours, each term

250. *Social Problems in English Literature.* The period covered by this course varies from year to year. Open to a limited number of seniors as well as to graduates. Boyer.

Two or three hours, each term.

GEOLOGY

Professors WARREN D. SMITH, EDWIN T. HODGE, EARL L. PACKARD;

Research Assistant C. P. DUNBAR;

Graduate Assistants JAMES C. STOVALL, WILLIAM D. WILKINSON

The department of geology offers work in three distinct fields: economic geology, historical geology and paleontology, and geography.

In the first of these the work is directly linked with that done in the field of physics and chemistry; in the case of the second, the natural alliances are with biology; while the third makes connection with economics, history and sociology.

The geological laboratories provide facilities for various lines of work. A general laboratory is provided for elementary geology and geography, and a special room for work in paleontology, including both invertebrate and vertebrate material. There is also a petrographic research laboratory with complete modern grinding machinery, microscopes, etc. The assay laboratory is provided with approved type of modern equipment, including a gas furnace with electric motor blower, as well as smaller furnaces and necessary grinding and sampling equipment.

Quartz hall, a small frame building which gives additional facilities for the department, is supplied with special equipment and dark room for research on the part of advanced students.

The department has a number of working collections in ores, minerals, rocks and fossils which are segregated in the several divisions of the department.

The Condon Geological Museum includes the Condon Cabinet, which represents the life work of the late Dr. Thomas Condon, the first professor of geology of the University and a member of its first faculty. This

collection is especially rich in vertebrate fossils from the John Day valley.

The museum also contains type collections of minerals, an ethnological collection of tools and implements used by primitive man, and a representative conchological collection, as well as good working collections of minerals.

With the exception of the materials used in geology teaching, much of the Condon collection is packed away at present until the University can supply adequate housing for a museum.

The department endeavors to serve three classes of students: (a) the professional major student who must follow the course outlined below and who will be expected to proceed to the master's degree at least; (b) the non-professional major, who may take a minimum of twenty-four hours of upper division work in the department; and (c) students majoring in other departments who take the service courses in geology.

The course of study in geology given below is intended for students desiring to specialize in (1) economic geography and physiography, (2) economic geology, and (3) paleontology; for students desiring geology as a service course looking to the teaching of general science. Majors in other departments of pure science who need a knowledge of certain geological branches, (geology having a wide range of applications) may find the outline and progression of courses useful.

COURSES OF STUDY FOR MAJOR STUDENTS IN GEOLOGY

FRESHMAN			
	Fall	Winter	Spring
General Geology, including Historical Geology in spring term	4	4	4
Unified Mathematics	4	4	4
Elementary Chemistry	4	4	4
Social Science group elective	3	3	3
Military Science (men) or Personal Hygiene (women)	1	1	1
Physical Education	1	1	1
	17	17	17
SOPHOMORE			
Continuation Geology	3	3	3
General Physics, or Elementary Biology	3-4	3-4	3-4
Written English	2	2	2
Military Science (men)	1	1	1
Physical Education	1	1	1
Elective	4-5	4-5	4-5
	15	15	15
JUNIOR			
Methods	4	4	4
Structural Geology	4		
Physiography		4	
Advanced Physiography			4
Biology, or Descriptive Geometry and Architecture 62a,b	2-3	2-3	2-3
Foreign Language	3-4	3-4	3-4
Electives, Education (for those intending to teach), Geography, etc.	3-4	3-4	3-4
	16-18	16-18	16-18
SENIOR			
Materials	4	4	4
Stratigraphy			3
Paleontology	4	4	
Foreign Language	4	4	4
Elective	4	4	4
Seminar	1	1	1
	17	17	17
SUGGESTED ELECTIVES FOR SENIORS AND GRADUATES			
Economic Geology—Non-metallics	4	4	
Assaying (not for graduate credit)			2-4
Applied Geology	3	3	3
Mesozoic faunas	4		
Tertiary faunas		4	
Advanced Invertebrate Paleontology			1-4

DESCRIPTION OF COURSES

LOWER DIVISION

1a,b. *General Geology*. An elementary course dealing with those processes of nature by which the surface of the earth has been built up, deformed, and torn down. A study of the natural history and occurrence of the common rocks and useful minerals. Three lectures and one laboratory or field period. Hodge, Packard, Smith.

Four hours, fall and winter terms.

2. *Historical Geology*. An outline of the geological history of the earth, with special reference to the development of the North American continent. Prerequisites, Geology, 1a,b, 8, or a satisfactory course in high school physiography. Three lectures and one laboratory or field period. Hodge, Packard.

Four hours, spring term.

3-4-5. *Elements of Geology*. Hodge, Packard. *Three hours, each term.*

8. *Development and History of Life*. A brief discussion of the origin of life upon the earth and an outline of the history of life as revealed by the fossil remains of animals and plants. Packard.

Three hours, fall term.

9. *Geologic History of Vertebrates*. A brief consideration of the rise and development of the vertebrates with especial emphasis on certain groups of ancient animals that once lived on the Pacific Coast. Packard.

Three hours, winter term.

10. *Geologic History of Man*. A study of the physical and cultural development of the ancient types of men, as shown by their fossil remains, their implements and art. Packard.

Three hours, spring term.

11-12-13. *Geography*. (a) Physical; (b) Economic; (c) Regional. A general service course offered as an introduction to the general field of geography. Three lectures and one laboratory. Smith.

Three to four hours, each term.

14-15-16. *Principles of Geography*. Smith. *Three hours, each term.*

17. *Mineralogy*. See 19, 160a,b,c, and 146a,b,c. (This course arranged as part of course 146, Earth Materials).

18. *Lithology*. See 19, 106a,b,c, and 146a,b,c. (This course arranged as part of course 146, Earth Materials).

19. *Mineralogy and Lithology*. A short course in the methods of sight recognition, properties and uses of the common minerals and rocks.

One hour, fall term.

20-21-22. *Continuation Geology*. A further consideration of the problems dealt with in General Geology (1a,b, and 2), applications made to everyday and national life and a discussion of the geology of Oregon. Open to non-majors. Prerequisite, 1a,b, and 2 (or 8-9-10). Given in alternate years. Smith.

Three hours, each term.

UPPER DIVISION

101. *Structural Geology*. Study of origin, interpretation and mapping of minor rock structures and of joints, faults, and folds. Prerequisites, general geology and stratigraphy. Two lectures and one laboratory or field period. Given in alternate years. Smith. *Four hours, spring term.*

102a,b. *Non-metallic Mineral Deposits*. The geology, uses, and economics of the non-metallic minerals. Coal, oil, building stones, road material, and fertilizers are stressed. Prerequisites, general geology, mineralogy and stratigraphy. Three lectures and one laboratory.

Four hours, fall and winter terms.

103. *Oil Geology*. See 203.

104. *Physiography*. Reviewing and elaborating the general principles. Emphasis will be laid upon the physiographic cycle. Prerequisites, Geology 1a,b, and 2. Two lectures and one laboratory. Given in alternate years. Smith.

Four hours, winter term.

105. *Physiography of the United States*. An advanced course, emphasizing the interpretation of the historical and economic development of the various natural regions of the country. Prerequisites: 1a,b, 2, and 104. Two lectures and one laboratory. Given in alternate years. Smith.

Four hours, spring term.

106a,b,c. *Methods for the determination of Materials*. Physical and chemical methods useful in the recognition of the materials of which the earth is composed. Especial attention given to microphysical and microchemical methods. Prerequisite, chemistry. Hodge. *Four hours, each term.*

107. *Metallic Ore Deposits*. This course is arranged as part of course 146, Earth Materials.

108a. *Elementary Paleontology*. Laboratory and lecture study of the main groups of recent invertebrates and comparison with fossil specimens. Two laboratory and two lecture periods a week. Packard.

Four hours, winter term.

108b. *Invertebrate Paleontology*. Laboratory and lecture study of the most important genera of the invertebrates, with special reference to the characteristic West Coast types. Prerequisite, 108a. Packard.

Four hours, spring term.

110. *Petrography*. This course is arranged as part of course 146, Earth Materials.

111. *Principles of Stratigraphy*. The genesis and subsequent history of stratified rocks, including a study of the geologic processes concerned with sedimentation, cementation, diastrophism, and weathering; and the consideration of methods of entombment or organic remains and their significance in geologic correlations. Prerequisites, Geology 1a,b, and 106a,b,c. Packard.

Three hours, fall term.

118. *Tertiary Faunas*. A study of the faunal aspects of the principal West Coast horizons, and the determination of characteristic index fossils. Two lectures and two laboratory periods. Prerequisites, stratigraphy and paleontology. Packard.

Four hours, spring term.

119. *Mesozoic Faunas*. A consideration of the character, migrations, and successions of the Mesozoic West Coast faunas, including a laboratory study of typical species from the various horizons. Two lectures and two laboratory periods. Prerequisites, stratigraphy and paleontology. Packard.

Four hours, winter term.

120. *Geologic History of North America*. The geologic development of the North American continent. Prerequisite, stratigraphy. Packard.

Three hours, one term.

121. *Geologic History of the Pacific Coast.* The geologic history of the Pacific Coast of North America. Prerequisites, stratigraphy and paleontology. Packard. *Three hours, one term.*

122. *Geologic History of Pacific Countries.* A study of the broad problems of the Pacific region as a whole and of the countries bordering thereon, with special reference to the islands and the Far East. Prerequisites, general geology and structural geology. Given in alternate years. Smith. *Two hours, spring term.*

126. *The Geography of Europe.* Comprises both lectures and laboratory work, following syllabus prepared by the Division of Geology and Geography of the National Research Council. The physiography of Europe, with a survey of the principal natural resources of the continent. Intensive study of the map of Europe. Discussions of some of the general problems. Given in alternate years. Smith. *Four hours, fall term.*

128. *The Geography of the Pacific.* An intensive study of the Pacific region, the physical geography and natural resources, with some attention given to the outstanding social, economic and political questions as influenced by the physical background of the more important countries bordering this ocean. Given in alternate years. Smith. *Three hours, spring term.*

129. *The Geography of North America.* A course of lectures, laboratory and discussions of the physiography and resources of the continent, and social reactions as influenced by these. The text used will be J. Russell Smith's "North America," accompanied by laboratory studies of Lobeck's Physiographic diagram of the United States. Given in alternate years. Smith. *Three or four hours, winter term.*

140. *Principles of Assaying.* Principles of fire assaying, practice in, and the determination of the precious and non-precious metals. Given in alternate years. *Two or four hours, spring term.*

146a,b,c. *Earth Materials.* The description, occurrence, origin, uses and distribution of minerals, igneous, sedimentary, metamorphic rocks, and metallic ores. Laboratory work with hand specimens and microphysical and microchemical studies of fragments, slices and polished sections. Prerequisite, a knowledge of methods for determination of materials. Hodge. *Four hours, each term.*

170. *Advanced Field Geology.* A general course in geologic mapping and surveying methods and an intensive study of a small area so chosen as to include a wide range of special problems. This work is conducted in a summer camp of four weeks. The course may be taken with full credit for a series of summers, since a different area is studied each season. Smith, Hodge, Packard. *Seven hours.*

171. *Microscopy.* A course in the use and theory of the microscope in the recognition and the determination of the properties of organic and inorganic materials. Hodge. *Hours to be arranged.*

180. *Advanced Geology.* Content and credits to be arranged to meet special needs. Geology staff.

196a,b,c. *Honors Reading.* Seminar. A course in extensive and intensive reading for honors candidates, arranged for the individual student. Junior year. Hodge, Packard, Smith. *Three to twelve hours.*

197a,b,c. *Honors Reading.* Same as 196. Senior year.

Three to twelve hours.

GRADUATE DIVISION

201. *Seminar.* Open to advanced major students of this and related departments for the consideration of research material and a review of the current technical literature. Smith, Hodge, Packard.

One hour, each term.

202. *Advanced Geology.* Special work assigned to meet the requirements of advanced students. Smith, Hodge, Packard.

203-204-205. *Applied Geology.* Advanced study in the application of geology to engineering and economic problems. Hodge.

Hours to be arranged.

208. *Advanced Paleontology.* Special work assigned to meet the requirements of the advanced student. Packard.

210. *Regional Geology.* Advanced studies in selected regions outside the United States. Readings and conferences. Smith.

246. *Advanced Geography.* Research in the physical and economic geography of Oregon and closely related Northwest regions. The investigations will consist largely in intensive studies of the various physiographic regions of Oregon. Prerequisites, general geology and physiography. Special work assigned to meet the needs of individual students. Smith.

250. *Graduate Research and Thesis.*

Hours to be arranged.

GERMANIC LANGUAGES AND LITERATURE

Professors F. G. G. SCHMIDT, †EDWARD THORSTENBERG;
Graduate Assistants WILLIAM E. KRATT, ELIZABETH KARPENSTEIN

* COURSE OF STUDY FOR MAJOR STUDENTS IN GERMAN

	FRESHMAN	Fall	Winter	Spring
German	4	4	4	4
Science (laboratory)	3-4	3-4	3-4	3-4
Modern Governments or History	3-4	3-4	3-4	3-4
Survey course in English Literature	4	4	4	4
Military Science (men) or Personal Hygiene (women)	1	1	1	1
Physical Education	1	1	1	1
	17	17	17	17
	SOPHOMORE	Fall	Winter	Spring
German (continuation)	3-4	3-4	3-4	3-4
Second language—Latin, Scandinavian or Romance	3-4	3-4	3-4	3-4
History or Economics	4	4	4	4
Military Science (men)	1	1	1	1
Physical Education	1	1	1	1
Written English	2	2	2	2
	15	15	15	15
	JUNIOR	Fall	Winter	Spring
German (continuation)	2-3	2-3	2-3	2-3
Additional courses in German	3	3	3	3
Second language—Latin, Scandinavian or Romance	3-4	3-4	3-4	3-4
Philosophy, Psychology, Sociology, or English	3	3	3	3
Education 161-102-103, or elective	4	4	4	4
	15-16	15-16	15-16	15-16
	SENIOR	Fall	Winter	Spring
Advanced courses in German	5-6	5-6	5-6	5-6
Second language (continuation of previous two years)	3	3	3	3
Electives (advanced courses in philosophy, education, or literature recommended)	7-9	7-9	7-9	7-9
	15-17	15-17	15-17	15-17

* The suggested course (as outlined) can be adjusted to suit the students' needs.

† Died April 8, 1928.

DESCRIPTION OF COURSES

LOWER DIVISION

1a,b,c. *Elementary German*. The elementary course comprises: Vos, Essentials of German (Henry Holt), latest edition; and German composition, reading and translation of easy prose and poetry. Schmidt, Thorstenberg. *Four hours, each term.*

3a,b,c. *Second Year German*. Grammar, composition and conversation. Translation of standard German authors. Prerequisite, one year of college or two years of high school German. Schmidt, Thorstenberg. *Four hours, each term.*

4a,b,c. *Scientific German*. Recommended to students in science or medicine. Students desiring to enter this course should consult the instructor. Thorstenberg. *Three hours, each term.*

96-97-98. *History of German Literature*. Given in English. Open to upper classmen. Outside reading and papers on assigned topics. Schmidt. *Two hours, each term.*

UPPER DIVISION

101a,b,c. *Classical German*. Open to students who have had two years of German. Some works of Goethe, Schiller, Lessing, Kleist, Grillparzer, will be read. Prerequisite, two years of college German. Schmidt. *Three hours, each term.*

102-103-104. *German Fiction and Contemporary Literature*. During the year some of the following works will be read: Sudermann's *Der Katzensteg*; Keller's *Kleider Machen Leute*; Meyer's *Juerg Jenätsch*; Wildenbruch's *Der Letzte*; Riehl's *Burg Neideck*, *Der Fluch der Schoenheit*; Frenssen's *Joern Uhl*, etc. Schmidt. *Three hours, each term.*

105-106-107. *Modern German Drama*. Some of the following dramas will be read: Fulda's *Der Talisman* or *Das Verlorene Paradies*; Wildenbruch's *Harold*; Hauptmann's *Die Versunkene Glocke*; Ernst's *Flachsmann als Erzieher*; Sudermann's *Johannes* or *Heimat*, etc. *Three hours, each term.*

114. *German Poetry*. Poems of Goethe, Schiller, Uhland, etc., will be read. *Three hours, spring term.*

115. *Goethe's Faust*. Part I with commentary. Schmidt. *Three hours, winter term.*

116. *Goethe's Faust*. Part II with commentary. Schmidt. *Three hours, spring term.*

117. *Heine*. Prose works. *Three hours, fall or winter term.*

118. *Historical and Philosophical German*. The rapid translation of historical, philosophical and economic German. *Two hours, spring term.*

120. *Goethe's Faust*. For students majoring in comparative literature and open to all students without knowledge of German. Lectures and assigned readings. *Three hours, spring term.*

130. *Teaching of Modern Languages*. Discussion of methods of teaching German, French and Spanish; examination of texts. Open to juniors and seniors. Required of students who wish to be recommended as teachers of foreign languages. Schmidt. *Three hours, spring or fall term.*

131a,b,c. *Advanced German Composition*. Required of all students who wish to teach German. *Two hours, each term.*

132a,b,c. *German Conversation*. Open to all students who have had two years of German. No credits allowed unless two terms are taken. *Two hours, each term.*

141-142-143. *The Nineteenth Century Novel*. Representative works of Freytag, Keller, Meyer, Sudermann, Frenssen, Storm, Riehl, Heyse, Scheffel, Ludwig, Dahn, Ganghofer, Rosegger, Auerbach, Ebner-Eschenbach, Spielhagen, etc., will be included in the course.

GRADUATE DIVISION

201a,b. *Middle High German*. Michels, *Mittelhochdeutsche Grammatik*, 1910; Henrici, *Proben der Dichtungen des Mittelalters*, Berlin, 1898; selections from *Nibelungenlied*; Walther von der Vogelweide, *Parzival*; Lexer, *Mittelhochdeutsches Taschen-Wörterbuch*. *Three hours, two terms.*

202a,b. *Old High German*. Braune's *Althochdeutsche Grammatik*, and the same author's *Althochdeutsches Lesebuch* (4th edition); Muellenhoff and Scherer's *Denkmaeler Deutscher Poesie and Prosa* (3rd edition); Behaghel's *Historical Grammar of the German Language*.

203a,b. *Gothic and the Elements of Comparative German Grammar*. Braune, *Gotische Grammatik*, latest edition (1920). Heyne's *Ulfilas*, 9. Auflage, von F. Wrede, Paderborn, 1896; Streithberg's *Urgenmanische Grammatik*. This course is required for advanced degrees in English philology.

204a,b,c. *History of German Literature*. With special study of the classic periods of the twelfth and eighteenth centuries. Scherer's *Geschichte der deutschen Literatur*, Franke's *History of German Literature* are used as textbooks. Papers on assigned topics will be required.

205. *Physiological Phonetics*. The sounds of English, German and French. Grandgent, *German, and English sounds* (Boston, Ginn & Co., 1892); Ripman's adaptation of Vietor's *Kleine Phonetik* (London, J. M. Dent & Co., 1913); Kleines *Lesebuch in Lautschrift* von Vietor; Sweet, *A Primer of Phonetics* (Oxford, Clarendon Press, 1890); lectures.

Two hours, one term.

206a,b,c.; 216a,b,c. *Seminar in German Literature and Philology*. Aiming to impart the principles and methods of investigation.

Three hours, each term.

220. *Graduate Thesis*.

Six to nine hours.

SCANDINAVIAN LANGUAGES AND LITERATURE

LOWER DIVISION

21a,b,c. *Elementary Norwegian (Dano-Norwegian)*. Principles of grammar and the reading of easy prose. The texts used comprise Holvik's *Beginner's Book in Norse* and *Second Book in Norse*; Bjoernson's *Synnoeve Solbakken*, or *Arne*; Kjelland's *Novelletter*. No credit for less than three terms' work. Given in alternate years with 31a,b,c. Thorstenberg. *Three hours, each term.*

31a,b,c. *Elementary Swedish*. Principles of grammar and the reading of easy prose. The texts used comprise: Elmquist's *Swedish Gram-*

mar, or Vickner's Swedish Grammar; Lagerloef's *En Herrgardssaegen*; Geijerstam's *Mina Pojkar*; Nyblom's *Det ringer*, etc. No credit for less than three terms' work. Given in alternate years with 21a,b,c. Thorstenberg. *Three hours, each term.*

UPPER DIVISION

123-124-125. *Scandinavian Literature* (Conducted in English). Works of Bjoernson, Ibsen, Lie, Kielland, Tegner, Rydberg, Lagerloef, Strindberg, etc., in standard translations. Supplementary lectures on the history of the literature. Thorstenberg. *Three hours, each term.*

126a,b,c.; 136a,b,c. *Advanced Norwegian or Swedish*. Study of works in the original, of representative Scandinavian authors, supplemented by advanced prose composition and conversation. Thorstenberg. *Three hours, each term.*

146a,b,c.; 156a,b,c. *Undergraduate Seminar in Norwegian or Swedish*. *Three hours, each term.*

160-161-162. *Scandinavian Life and Culture*. Study of educational, critical, biographical and other works and treatises on the literary and cultural life of the Scandinavian countries. Language credit may be earned by those who are qualified to gather facts from sources in the Scandinavian. Graduate credit may be earned by additional work on assigned topics. Thorstenberg. *Two hours, each term.*

GRADUATE DIVISION

222. *Old Icelandic*. Noreen's *Altislaendische* and *Altnorwegische Grammatik* is used. Thorstenberg.

GREEK

Professor JOHN STRAUB;

Assistant Professor CLARA MILLERD SMERTENKO

As Greek is rarely offered in any of the accredited preparatory institutions of this state, and is not included in the high school course of study, it is necessary to offer beginning Greek in the University. In consequence, the drill in Greek grammar is emphasized during the first two years. Students are not advised to take Greek who do not propose continuing it until they have an easy reading knowledge of such prose writers as Thucydides and Herodotus. Majors in Greek are required to have a minimum of 36 term-hours of courses in the original. On account of the demand for Greek from students of a theological school in Eugene, several courses in New Testament Greek are offered.

DESCRIPTION OF COURSES

LOWER DIVISION

1a,b,c. *Beginning Greek*. Gleason's Greek Primer; Goodwin's Greek Grammar; The Anabasis of Xenophon (Harper and Wallace), Books I and II. Students must take all three terms to receive credit. *Four hours, each term.*

50a,b,c. *Xenophon, Homer, and Greek Grammar*. Xenophon's Anabasis, Books III, IV, and V; Homer's Iliad, Books I, II, III, and VI, with readings on the lives and customs of the Homeric period. Thorough knowledge of Greek grammar will be considered necessary to proper translation. Major students should also take 51a,b,c. *Four hours, each term.*

51a,b,c. *Greek Grammar, Greek Prose, and Greek Sight Translation.* Completion and review of Goodwin's Greek grammar; continuous practice in Greek prose composition (Jones); easy sight translation.

Two hours, each term.

75a,b,c. *The Development of Greek and Roman Civilization.* A survey of the culture from Homer to the fall of Constantinople with reading in translations. Not open to freshmen.

Three hours, each term.

UPPER DIVISION

100a,b,c. *Xenophon and Greek Testament.* Xenophon, Book VI; Matthew, Mark, Luke and John; selections from the Septuagint; review of Greek grammar and general study of Hellenistic Greek. This course is intended primarily for students in preparation for the ministry, but is elective for other students in Greek. Students are expected to have had 1a,b,c, 50a,b,c, and 51a,b,c, or their equivalent. Texts: Westcott and Hort's Greek New Testament; Conybeare and Stalk's Selections from the Septuagint (Ginn and Co.)

Four hours, each term.

101a,b,c. *Herodotus and Thucydides.* Study of Herodotus I and Thucydides I, with individual work in sight translation and composition.

Three hours, each term.

102a,b,c. *Greek Tragedy.* Aeschylus, Prometheus Vincetus; Sophocles, Antigone; Euripides, Medea.

Two hours, each term.

110a,b,c. *Advanced Greek.*

Hours to be arranged.

121-122-123. *History of the Greek Language.* A study of the history of the Greek language with consideration of the principles of change in the Indo-European languages.

Three hours, each term.

130. *Greek Drama* (in English). Reading and discussion of as many plays as can be covered. Not open to freshmen or sophomores.

Two hours, winter term.

150a,b,c. *Plato and Aristotle.* Plato, Republic; Aristotle, Ethics. The purpose of this course is to arrive at a satisfactory philosophical interpretation of the Greek texts.

Three hours, each term.

151a,b,c. *Advanced Greek Prose Composition, Sight Translation and Selected Readings.* Passages will be assigned for sight translation from Plato, Herodotus, Plutarch, and Demosthenes. Selected readings from Plato, Thucydides, Demosthenes, and Aeschylus.

Two hours, each term.

185-186-187. *Greek Literature.* Reading and study of selected authors.

Two or three hours, each term.

196a,b,c. *Honors Reading.* Seminar. A course in extensive and intensive reading for honors candidates, arranged for the individual student. Junior year.

Three to twelve hours.

197a,b,c. *Honors Reading.* Same as 196. Senior year.

Three to twelve hours.

GRADUATE DIVISION

200a,b,c. *Critical Reading of Greek Literature.* Graduate students will be permitted to choose what they wish to read from a list of authors which may be obtained on application to the department. The course will include textual criticism, as well as the historical context of the works

read and presupposes adequate knowledge of the ancient world as a whole.

201a,b,c. *Plato, the Dialogues*. An extended reading of the dialogues with a study of their philosophical import.

202a,b,c. *The Greek Drama*. A reading of numerous plays in the original is expected, and is incidental to a detailed study of the rise, development, and genius of the Greek drama.

203a,b,c. *The Greek Historians*. Students will be expected to know the original throughout of Xenophon, Thucydides and Herodotus. This is essentially a study of Greek history through the documents provided by the Greeks themselves.

210. *Graduate Thesis*.

Nine hours.

HISTORY

Professors ROBERT C. CLARK, WALTER C. BARNES, DONALD G. BARNES,
DAN E. CLARK, HENRY D. SHELDON;
Assistant Professor ANDREW FISH;

Graduate Assistants CARROLL J. AMUNDSON, LETITIA LEE CAPELL, MARGARET SMITH

The two lower division courses, modern Europe, and English history, designed for those majoring or minoring in history, are specifically introductory to advanced work in the department and give definite historical training for it. Students should take one of these courses before attempting advanced work.

European history (3-4-5) is designed primarily as a three-hour service course for students in other departments.

Prospective teachers seeking a recommendation to teach history in the high school must take at least three full year courses in the department and their work should cover European and American history, and include the course in teaching of history, and Oregon history.

COURSE OF STUDY FOR MAJOR STUDENTS IN HISTORY

FRESHMAN		Fall	Winter	Spring
Modern European or English History	4	4	4	4
Elementary or second-year Language	4	4	4	4
Military Science (men) or Personal Hygiene (women)	1	1	1	1
Physical Education	1	1	1	1
Elective, Laboratory Science, or norm	5-6	5-6	5-6	5-6
	15-16	15-16	15-16	15-16
SOPHOMORE				
American History	4	4	4	4
Foreign Language (continuation of first year)	3-4	3-4	3-4	3-4
Electives or Norm	4	4	4	4
Written English	2	2	2	2
Military Science (men)	1	1	1	1
Physical Education	1	1	1	1
	15-16	15-16	15-16	15-16
JUNIOR				
Two history courses	6	6	6	6
Modern Governments and Economics	4	4	4	4
Education 101-102-103 (for teachers) or electives in minor subject or Norm	5-6	5-6	5-6	5-6
	15-16	15-16	15-16	15-16
SENIOR				
Oregon History	2	2	2	2
History courses	6	6	6	6
Education (for teachers) and electives in minor subject or general electives	9-11	9-11	9-11	9-11
	15-17	15-17	15-17	15-17

Electives suggested as allied to history; sociology; English literature; world literature; organic evolution (biology); history of philosophy; of art; philosophy of history; geography; geologic history of man.

DESCRIPTION OF COURSES

LOWER DIVISION

3-4-5. *Survey of European History.* Western European development from the decay of the Roman Empire to the present time. Political, social and cultural factors studied. May be entered second or third term at the discretion of the instructor. Open to freshmen. Fish.

Three hours, each term.

41, 42a,b. *Modern Europe.* The history of Europe from the death of Louis XIV to the present. Treats the Old Regime, the spirit of reform, the French revolution, the nineteenth century struggles for nationality and democracy, the colonial expansion of Europe, the world war, and the problems of peace. Economic, social, intellectual, and religious factors will be included. Open to freshmen. Walter Barnes.

Four hours, each term.

61-62-63. *English History.* General survey of English history covering the political and constitutional, the economic and social, the intellectual and religious lines of development. The third term will include a sketch of the growth of the empire. Open to freshmen. May be entered second or third term by permission of the instructor. Donald Barnes.

Four hours, each term.

71-72-73. *American History.* The story of the expansion of Europe in America, the struggle for independence of the American colonies, establishment of a national government, and the history of the United States since 1787. Open to sophomores. R. C. Clark. *Four hours, each term.*

UPPER DIVISION

100. *The Teaching of History.* A course designed for major students and others who are preparing to teach history in high schools. R. C. Clark.

Three hours, fall term.

101-102-103. *The History of History.* The development of the art and science of history writing from the crudest early records to the highly scientific work of today. Correlation between the changing conceptions of the function of written history and changes in the general intellectual outlook. The works of the great historians of the world. Prerequisite, two years of history. (Not given 1928-29). Fish. *Two hours, each term.*

104-105-106. *Intellectual History.* An outline study of the development of the Western European mind. The historical origins and growth of contemporary mental attitudes. The course serves also as a study of the history of the freedom of thought. Prerequisite, junior standing or instructor's permission. Fish.

Three hours, each term.

111-112-113. *Ancient History.* First term, Egypt, the Fertile Crescent, Asia Minor, and the Aegean to 500 B. C.; second term, Greece and Rome from 500 B. C.; third term, the last two centuries of the Roman Republic and the Roman Empire. Donald Barnes. *Three hours, each term.*

121-122-123. *The Middle Ages.* A study of the development of Europe and its civilization from the decline of the Roman Empire to the age of Dante. Fish.

Two hours, each term.

131-132-133. *The Age of Monarchy.* Fall term, the Renaissance; winter term, the Reformations; spring term, the Religious Wars and Louis XIV. This course traces the development from the medieval period of the universal church to the modern period of the independent states, and

their rivalry in war, colonial expansion, commerce, culture, and religion, to the eve of the French Revolution. Walter Barnes. *Three hours, each term.*

134-135-136. *The Enlightenment.* The history of France and of Europe from the end of the religious wars to the eve of the Revolution. This is an intensive study of the history, conditions, and culture of the Age of Louis XIV and of the Eighteenth Century, ending with the Enlightened Despots. Open to those who have already studied European history or literature. It is desirable to enroll for more than a single term and to have a reading knowledge of French. Walter Barnes.

Three hours, each term.

141-142-143. *The French Revolution.* An advanced study of the ten years of the French Revolution beginning with the calling of the Estates General. Prerequisite, a general course covering the French Revolution. Desirable, a reading knowledge of French. Should be entered only the first term, and if possible continued for the year. Not given 1928-29.

Two or three hours, each term.

144-145. *The Revival of Italy.* A study of the awakening of Italy during the revolutionary and Napoleonic periods and of the unity movement to 1848, showing the relations between the political and culture development. Prerequisite, a general study of the French Revolution.

Three hours, two terms.

158. *Recent Russia.* A study of the tsarist regime in Russia, an account of the work of the reformers and of the successive revolutions, then a study of the bolshevik regime. Prerequisite, Russian history, or a general course covering the French revolution or the War of 1914. Walter Barnes.

Three hours, spring term.

159. *Modern Empires.* A survey of the expansion of Europe since Columbus, then a study of the colonization movement of the last half century, especially of the relations between the great powers and the backward peoples. Prerequisite, some course leading into the subject. Good introductory reading, chapters on colonial policy in Fueter: World History 1815-1920. Walter Barnes.

Three hours, spring term.

164-165-166. *Eighteenth Century England.* Fall term, 1689 to 1721; winter term, 1721 to 1763; and spring term, 1763 to 1793. The main outlines of the political and constitutional history will be traced from the Revolution of 1689 to the outbreak of the war with France in 1793; but the emphasis will be placed on social and economic conditions. English society in the first half of the eighteenth century, the effects of the industrial revolution and the enclosure movement, and the influence of overseas expansion will be fully considered. Donald Barnes.

Three hours, each term.

167-168-169. *The Development of the British Empire.* First term, to 1782; second term, 1782-1874; third term, 1874 to the present. Donald Barnes. Not given 1928-29.

Three hours, each term.

171-172-173. *American History.* Same as 71-72-73, with additional reading for upper division credit. R. C. Clark.

Four hours, each term.

174a,b. *American Foreign Relations.* A history of the relations of the United States with other powers and the development of American foreign policies. R. C. Clark.

Three hours, winter and spring terms.

177-178. *History of the West.* The westward movement and its effect

upon the life, ideas, problems and institutions of the American people. Open to history majors and to all who have completed a general course in American history. Dan E. Clark. *Three hours, fall and winter terms.*

181. *South America and Mexico.* The story of the conquest and organization of Spain's American empire, and of the wars of independence, followed by a study of the political and social life of the four or five most important republics. Open to all juniors and to sophomores who have had sufficient history. Not given, 1928-29. *Three hours, spring term.*

191-192. *China and Japan.* A brief history of China and Japan, a study of their present conditions and of their relations with Europe and the United States. First term, China to 1914; second term, Japan and the Pacific questions. Open to all juniors and to sophomores who have had sufficient history. Good introductory reading, Bertrand Russell: *The Problem of China.* Not given, 1928-29. Walter Barnes.

Three hours, fall and winter terms.

196a,b,c. *Honors Reading.* Seminar. A course in extensive and intensive reading for honors candidates, arranged for the individual student. Junior year. *Three to twelve hours.*

197a,b,c. *Honors Reading.* Same as 196. Senior year.

Three to twelve hours.

GRADUATE DIVISION

200. *Problems in the Teaching of History.* A research course with thesis on assigned topic. To be taken with course 100. R. C. Clark.

Two to three hours, fall term.

201a,b,c. *Problems in History of 19th Century Education and Civilization.* A special course for students in history and education. Each student will prepare paper based on source material. The library is equipped with a collection of source material covering the English, German, and American portions of the subject. Sheldon.

Two hours, each term.

204a,b,c. *Special Problems in Intellectual History.* Prerequisite, Intellectual History; or may be taken in conjunction with that course on permission of instructor. Fish.

Two or three hours, each term.

210. *Graduate Thesis.* History staff.

Nine hours.

241a,b. *Forerunners of the French Revolution.* A source study of the influence of the leading eighteenth century writers upon the ideas of the French revolutionists. Prerequisite, two years of French, and a knowledge of modern European history. Walter Barnes.

Two hours, fall and winter terms.

274a,b. *Problems in American Foreign Relations.* To be taken in connection with course 174a,b American Foreign Relations, with a course thesis on an assigned topic. R. C. Clark.

Two to three hours, winter and spring terms.

276a,b,c. *Oregon History.* This course gives an acquaintance with the methods of historical study and research, and practice in the writing of history. Detailed study, largely from sources, of the building of civilization in the Pacific Northwest. Required course for senior majors, and for graduate students who write a thesis in the field of Oregon history. R. C. Clark.

Two to three hours, each term.

HOUSEHOLD ARTS

Professor LILIAN TINGLE;

Instructors MARGARET DAIGH, DOROTHY GURLEY FISH

Under the ruling of the Board of Higher Curricula, the University of Oregon's work in household arts does not constitute a major department but offers service courses for students who are majoring in another department of the college or one of the professional schools. Those who desire to major, or prepare for a profession or take a degree in household arts should go to the Oregon State Agricultural College, where the state has made adequate provision for such students.

In order to fill the needs of the student who can give only a limited amount of time to this work, home-making sequences of courses have been arranged, requiring only two or three hours a term, and allowing a student to select either the food or the clothing option. A four-year sequence which may be taken by a student majoring in any department or school, by using the elective hours in any curriculum is as follows:

	FIRST YEAR	Fall	Winter	Spring
Clothing Construction		2	2	2
Clothing Selection		1	1	1
	SECOND YEAR			
Foods		3	3	3
	THIRD YEAR			
Food Economics		3		
Home Nursing			3	
Care of Children				3
	FOURTH YEAR			
Household Management		3		
Home Planning			3	
Historic Decoration				3

A one-year sequence has been arranged for men, or for women who do not feel that they can spare more than two hours a term. It is as follows:

ONE-YEAR SEQUENCE FOR MEN

	Fall	Winter	Spring
Camp Cookery	2		
Food Selection		2	
Economics of the Household			2

The department of household arts occupies the greater part of the building which also houses the campus office of the Extension Division. The food and diet laboratory and demonstration room with its communicating kitchen laboratory is equipped with the usual individual outfit for food preparation in family quantities, with gas stoves, sinks, balances, supply cupboards, tables, etc. A family size dining room is arranged for practice meals. A class room is also available for the service of larger groups.

The sewing room is equipped with sewing machines, sewing and cutting tables, wardrobes, dressing rooms, lockers, etc.

DESCRIPTION OF COURSES

CLOTHING GROUP

1-2-3. *Clothing Construction.* The purpose of this course is to give practice in the adaptation of patterns, fitting of garments, and the basic processes of the construction of artistic clothing. This course must be accompanied by 11-12-13 Clothing Selection. No prerequisite. Daigh.

Two hours, each term.

11-12-13. *Clothing Selection.* A study of the selection of clothing from the standpoints of design, textile material, hygiene, and cost, for home-made and ready-made garments. Required with 1-2-3 Clothing Construction, but may be elected independently. No prerequisite. Daigh.

One hour, each term.

21. *Clothing Selection* (short course). A condensed course in the selection of clothing, arranged for those who can spare only one term for the work. No prerequisite. Daigh. *Three hours, fall term.*

22-23. *Clothing Construction* (short course). A course in the construction of clothing arranged for students entering in the winter term. This course, with course 21 *Clothing Selection*, will satisfy the fourth group requirement. No prerequisite. Daigh. *Three hours, winter and spring terms.*

FOOD GROUP

5-6-7. *Foods*. A general survey of the elementary problems of cookery, the planning and serving of meals, study of the food materials, and food values, and purchase of food materials. Tingle. *Three hours, each term.*

25. *Elementary Food Economics*. Selection of proper diet for health; cost of foods and selection of food to meet individual and group needs; based on dietic principles. Designed for students wishing a survey course. Three lectures. Fish. *Three hours, fall term.*

35. *Camp Cookery*. A course chiefly for men, or for women who cannot carry more than two hours of this work a term. No prerequisite. Tingle. *Two hours, one term.*

36. *Food Selection*. A short course in food economics for men, or for those who cannot carry more than two hours of this work a term. Tingle. *Two hours, one term.*

37. *Economics of the Household*. A short course in household management for those who cannot carry more than two hours of this work a term. Tingle. *Two hours, one term.*

HOME-MAKING GROUP

26. *Home Nursing*. Emergencies; first aid; and home care of the sick and convalescent. Course 25, *Food Economics*, is recommended as prerequisite. Fish. *Three hours, winter term.*

27. *Care of Children*. A study of the growth and development of the child through the prenatal period; the physical and mental development of children; food and clothing for children from infancy to adolescence. Fish. *Three hours, spring term.*

50. *Household Management*. A study of the home as a social and economic unit. A brief history of the changes that have come into the work of women in the home and application of the principles of scientific management in the home, including the study of household operations; finances; family and community relationships. *Three hours, fall term.*

51. *Home Planning*. This course deals with the selection of the site and the architect's plan for a home, from the standpoint of beauty, convenience, sanitation, and cost, and with the selection and arrangement of the furnishings with special reference to beauty, durability, care and cost. Fish. *Three hours, winter term.*

52. *Historic Ornament*. A study of the historic furniture styles and the corresponding interiors and furnishings for the period, including textiles, pottery, silver, glass, etc. Fish. *Three hours, spring term.*

60-61. *Home Problems for Social Workers.* Intended for sociology, education, pre-nursing or other students who desire, in the junior or senior year, to make studies of special home problems bearing on their professional work. Food Economics is recommended as a prerequisite. Tingle. *Three hours, fall and winter terms.*

LATIN

Professor F. S. DUNN;
Assistant Professor CLARA MILLER SMERTENKO;
Graduate Assistant THELMA ALLEY

Students who have presented less than two units in Latin for entrance are not permitted to major in the department, and it is strongly urged that intending majors come with at least three and if possible four units of high school Latin. Students who have entered with insufficient Latin and who, accordingly, may not major in the department, may if they wish take the beginning service course 1a,b,c, with such subsequent courses as are desired. In no case is course 1a,b,c counted for the major. The four-year course of study hereafter laid down will equip students for high school teaching in Latin. Majors who do not intend to teach may substitute any electives for the courses in pedagogy.

COURSE OF STUDY FOR MAJOR STUDENTS IN LATIN

FRESHMAN		Fall	Winter	Spring
Latin Literature, The Golden Age	3	3	3	3
Latin Prose Composition and Sight Translation I				3
Latin Literature, Comedy	3	3		
Physical or Biological Science	4	4		4
European or English History	3-4	3-4		3-4
Military Science (men) or Personal Hygiene (women)	1	1		1
Physical Education	1	1		1
	15-16	15-16		15-16
SOPHOMORE				
Latin Literature, The Silver Age	3	3		3
Latin Prose Composition and Sight Translation II	3			
Latin Literature, The Elegy		3		3
Written English	2	2		2
First or second year Greek or French	4	4		4
Military Science (men)	1	1		1
Physical Education	1	1		1
Elective	2-3	2-3		2-3
	16-17	16-17		16-17
JUNIOR				
Latin Literature, Satire	3	3		
Tacitus, The Annals				3
Latin Literature, Tragedy	2	2		
Latin Prose Composition and Sight Translation III				2
Continuation of language of sophomore year	4	4		4
Ancient History	3	3		3
Education 101-102-103 or elective	4	4		4
	16	16		16
SENIOR				
Latin Pedagogy	3			
Topography of Rome		3		
Roman Mythology				3
The Roman Historians (a course in the original)	3	3		3
Continuation of minor language	3	3		3
Literature of the Ancient or Modern World	2-3	2-3		2-3
Education or elective	4	4		4
	15-16	15-16		15-16

DESCRIPTION OF COURSES

LOWER DIVISION

1a,b,c. *Elementary Latin and Caesar*. The year will begin with the First Year Book and close with the reading of two books of Caesar's Gallie War. *Four hours, each term.*

3a,b. *Cicero's Orations*. This course is provided for students who have had two years of Latin in high school, or three years without Cicero. *Three hours, fall and winter terms.*

4a,b. *Vergil's Aeneid*. This course is provided for students who have had two years of Latin in high school, or three years without Vergil. *Three hours, winter and spring terms.*

21a,b,c. *Latin Literature, The Golden Age*. Horace, selected Odes and Epodes; Cicero, de Amicitia and De Senectute; Vergil, the Eclogues; Livy, Books I and II. Dunn. *Three hours, each term.*

22a,b. *Latin Literature, Comedy*. Selected plays of Plautus and Terence. Smertenko. *Three hours, fall and winter terms.*

22c. *Latin Prose Composition I*. Individual work in composition and sight translation. Smertenko. *Three hours, spring term.*

75a,b,c. *The Development of Greek and Roman Civilization*. A survey of the culture from Homer to the fall of Constantinople. Smertenko. *Three hours, each term.*

UPPER DIVISION

101a,b,c. *Latin Literature. The Silver Age*. Tacitus, Agricola and Germania; Pliny, selected Letters; Martial, selected Epigrams; Suetonius, selected Lives. Dunn. *Three hours, each term.*

102a. *Latin Prose Composition II*. Course 22c or its equivalent is prerequisite. Smertenko. *Three hours, fall term.*

102b,c. *Latin Literature. The Elegy*. Selections from Catullus and the Augustan elegiac poets. Smertenko. *Three hours, winter and spring terms.*

111a,b. *Latin Literature. Tragedy*. Fragments of Roman scaenica literature; Seneca, selected tragedies. Dunn. *Three hours, fall and winter terms.*

111c. *Latin Prose Composition III*. An advanced course in composition and sight reading. Dunn. *Three hours, spring term.*

112a,b. *Latin Literature. Satire*. Horace, Satires and Epistles; Juvenal, selected Satires; lectures on the history of Roman satire. Dunn. *Three hours, fall and winter terms.*

112c. *Tacitus, The Annals*. Selections from Books I to VI will be read, with lectures on the period. Dunn. *Three hours, spring term.*

130a,b,c. *Latin Literature, The Civil War*. Caesar, Bellum Civile; Cicero, selected Letters. Dunn. *Two hours, each term.*

141-142-143. *Less Known Latin Authors*. Reading from authors of the late imperial epoch, to be selected. *Two to three hours, each term.*

151. *Topography of Rome*. Lectures and required readings on Roman archaeology. A service course open to majors and qualified non-majors. Dunn. *Three hours, winter term.*

152. *Mythology*. Lectures and required readings upon our inheritance from the myths of Greece and Rome. A service course open to majors and qualified non-majors. Dunn. *Three hours, spring term.*

153. *Latin Pedagogy*. A laboratory course for prospective teachers of Latin. A service course open to majors and qualified non-majors. Dunn. *Three hours, fall term.*

155a,b,c. *Latin Literature, the Historians*. Livy, the Macedonian Wars; Velleius Paterculus; *Historiae Augustae*, selections. Dunn.

Three hours, each term.

191-192-193. *Seminar*.

Two hours, each term.

GRADUATE DIVISION

201a,b,c. *History of Latin Literature*. Part I (Poetry).

202a,b,c. *History of Latin Literature*. Part II (Prose).

These courses, offered in alternate years, give a two-years' intensive study of Latin literature, comprising extensive reading in the works of the lesser known authors as well as those familiar through the undergraduate course, together with lectures on their lives and style.

203a,b,c. *Roman Philosophy*. Lectures covering the chief systems of doctrine prevailing among the Romans will alternate with readings from Cicero's *De Officiis* and the best portions of Lucretius. Dunn.

204a,b,c. *The Reigns of Trajan and Constantine*. Dunn.

205a,b,c. *The Reigns of Tiberius and Nero*. These courses present two emperors each, to be studied from all available sources, literary and monumental.

251a,b,c. *Historical Latin Grammar*. A study of the development of Latin sounds, inflections and syntax.

210. *Thesis*.

Nine hours.

MATHEMATICS

Professors EDGAR E. DECOU, W. E. MILNE, EDWARD H. MCALISTER;

Assistant Professor DAVID R. DAVIS;

Graduate Assistants GLADYS BUEHLER, WALLACE C. GRIFFITH, GERTRUDE E. TOLLE

The courses below are intended to meet the needs of the following groups: first, those students seeking mental discipline through the study of an exact science; second, those desiring a mathematical basis for the study of the natural and applied sciences, as physics, chemistry, astronomy, geology, biology, architecture; third, those preparing to be teachers of mathematics in high schools; fourth, those desiring to proceed to graduate work in mathematics.

Unified Mathematics, 8a,b,c, is the standard freshman course.

Courses 1, 2, 3, 4, 5, 6, 7, 8, and 61 are designed as a foundation for work in architecture, business administration and economics.

Major students in other departments wishing to be recommended as teachers of mathematics should take the following minor norm in mathematics; unified mathematics, 12 hours, or advanced algebra, 4 hours, plane trigonometry, 4 hours, analytical geometry, 4 hours; also calculus, 8 hours, theory of equations and determinants, or higher algebra, 3 hours, teaching and history of mathematics, 3 hours.

COURSE OF STUDY FOR MAJOR STUDENTS IN MATHEMATICS

FRESHMAN			
	Fall	Winter	Spring
Unified Mathematics	4	4	4
General Chemistry or other laboratory science	3-4	3-4	3-4
French or German	4	4	4
Social Science	3-4	3-4	3-4
Military Science (men) or Personal Hygiene (women)	1	1	1
Physical Education	1	1	1
	16-17	16-17	16-17
SOPHOMORE			
Calculus	4	4	4
French or German	3-4	3-4	3-4
Written English	2	2	2
Physical Education	1	1	1
Military Science (men)	1	1	1
General Physics or elective	4	4	4
	15-16	15-16	15-16
JUNIOR			
Advanced Analytical Geometry or Advanced Calculus	3		
Differential Equations		3	3
Second course in Mathematics or elective	3	3	3
Education 101-102-103, or elective	4	4	4
Mechanics, Advanced Physics, or elective	3-4	3-4	3-4
Elective	3	3	3
	16-17	16-17	16-17
SENIOR			
Course in Mathematics	3	3	3
Second course in Mathematics or elective	3	3	3
Elective (including necessary education for intending teachers)	10	10	10
	16	16	16

DESCRIPTION OF COURSES

LOWER DIVISION

1. *Solid Geometry*. Davis. *Four hours, one term.*
2. *Intermediate Algebra*. A course based on the elementary algebra of the high school and preparatory to course 3, advanced algebra. Davis. *Four hours, fall or winter terms.*
3. *Advanced Algebra*. An elementary course based on three semesters of high school algebra, or course 2. This course is followed in the winter and spring terms by either plane trigonometry, mathematics of finance or elements of statistical methods. Davis. *Four hours, any term.*
4. *Plane Trigonometry*. An elementary course open to freshmen. It should be preceded by advanced algebra, and followed by analytical geometry, mathematics of finance or elements of statistical methods. Davis. *Four hours, winter or spring terms.*
5. *Analytical Geometry*. Open to freshmen who have had advanced algebra and plane trigonometry, or Unified Mathematics, 8a,b. DeCou. *Four hours, fall term.*
6. *Mathematics of Finance*. An elementary treatment of interest, annuities, valuation of bonds, sinking funds, building and loan associations, life insurance, etc. Prerequisite, advanced algebra. Milne. *Four hours, winter and spring terms.*
7. *Elements of Statistical Methods*. An elementary course covering the topics of frequency curves, correlation and theory of sampling. Problems chosen from the fields of biology, economics, education and vital statistics, and solved under the direction of the instructor with modern instruments of calculation. Prerequisite, advanced algebra. Milne. *Four hours, one term.*

8a,b,c. *Unified Mathematics*. Advanced algebra, trigonometry, analytic geometry, and introduction to calculus. An introductory course in college mathematics, especially designed for a continuous year's work, and adapted to the needs of students of widely varying interests. Required of all pre-medical students. DeCou, Milne, Davis.

Four hours, each term.

6la,b. *Differential and Integral Calculus*. An introductory course for literary and scientific students. Prerequisite, analytical geometry, course 5, or unified mathematics, 8a,b,c. Milne.

Four hours, winter and spring terms.

UPPER DIVISION

101. *Teaching and History of Mathematics*. A study of the methods of teaching secondary mathematics; examination and comparison of recent texts as they exemplify these methods, and the humanizing of mathematics teaching through a knowledge of the history of the great men who developed the science. DeCou.

Three hours, spring term.

102a,b,c. *Differential and Integral Calculus*. A fundamental course laying a thorough foundation for all future work in mathematics and its applications. DeCou.

Four hours, each term.

103a,b. *Differential Equations*. A practical course in the solution of ordinary and partial differential equations. Prerequisite, differential and integral calculus. DeCou.

Three hours, winter and spring terms.

104. *Higher Algebra*. A more advanced and rigorous treatment of the topics of the preceding course in algebra, together with the addition of many new topics. DeCou.

Three hours, one term.

105. *Theory of Equations and Determinants*. An important course giving the essential principles required in various advanced studies. DeCou.

Three hours, one term.

106. *Solid Analytical Geometry*. An advanced course dealing with surfaces of the second degree and their properties, together with some discussion of surfaces in general. DeCou.

Three hours, one term.

107. *Advanced Calculus*. Definite integrals, improper integrals, power series, Fourier's series, elliptic functions and other special functions. Applications to physics, mechanics and astronomy receive emphasis. Prerequisite, the calculus. DeCou.

Three hours, one term.

108. *Analytical Trigonometry*. Prerequisite, plane trigonometry. DeCou.

Three hours, one term.

109. *Foundations of Algebra*. A systematic study of the logical development of the number system of algebra. Prerequisite, a course in calculus. Davis.

Three hours, one term.

110. *Projective Geometry*. Prerequisite, analytical geometry and calculus. DeCou.

Three hours, one term.

111. *Theory of Probability*. Course for advanced students, presupposing a knowledge of calculus. Milne.

Three hours, fall term.

112. *Theory of Statistics*. Course for advanced students, presupposing a knowledge of calculus. Milne.

Three hours, winter term.

113. *Advanced Analytical Geometry*. A more advanced treatment of the subject and intended for students of fair mathematical maturity. Milne. *Three hours, fall term.*

114. *Matrices and Determinants*. Prerequisite, theory of equations. Davis. *Three hours, spring term.*

115. *Introduction to Lie's Theory of Differential Equations*. A short course dealing with one parameter groups and their application to the theory of differential equations. Prerequisite, course 103a,b. Milne. *Three hours, one term.*

139. *Applied Mathematics*. Intended for students of chemistry and physics. A rapid review of differential and integral calculus, with application to problems of physics and chemistry; the development of infinite series; elements of differential equations; Fourier's theorem; theory of probability and adjustment of errors; calculus of variations. A course in calculus should precede this course. McAlister. *Three hours, one term.*

GRADUATE DIVISION

201a,b,c. *Theory of Functions*. An introduction to the theory of functions of real and complex variables, with applications. Prerequisites, courses 103a,b, 113, or their equivalent. Milne. *Three hours, each term.*

202. *Infinite Series*. This course deals with tests for convergence, uniform convergence, operations on infinite series, and the expansion of functions. *Three hours, one term.*

203a,b,c. *Differential Equations of Mathematical Physics*. This course includes Fourier's series, Legendre's polynomials, spherical harmonics, and Bessel's functions. Methods are developed for the solution of the most important linear partial differential equations of mathematical physics, with application to elastic vibrations and the flow of heat. Milne. *Three hours, each term.*

204a,b,c. *Mathematical Seminar*. Conferences and reports on assigned subjects. DeCou, Milne, Davis.

MECHANICS AND ASTRONOMY

Professor E. H. McALISTER

MECHANICS

UPPER DIVISION

101a,b,c. *Analytical Mechanics*. First term, statics; second term, particle dynamics; third term, dynamics of a rigid body. Calculus is a prerequisite. *Three hours, each term.*

161a,b. *Strength of Materials*. Practical problems and exercises in the design of beams, columns, thin plates and cylinders, including actual tests and experiments with the testing machines. Course 101a,b,c, or its equivalent is prerequisite. *Three hours, winter and spring terms.*

165. *Hydraulics*. A study of the laws governing the flow and pressure of water in pipes and conduits. Application to hydraulic motors, hydraulic elevators, sprinkler systems, etc. *Three hours, spring term.*

170a,b. *Reinforced Concrete*. The underlying principles upon which the design of reinforced concrete construction is based. Problems in designing simple beams and columns. Practical working formulas and data. *Three hours, fall and winter terms.*

GRADUATE DIVISION

201. *Theory of Elasticity*. The mechanics of elastic solids; applications to the strength, resistance and deformation of the ordinary materials of construction. *Four hours, fall term.*

202a,b. *Hydrodynamics*. The mechanics of fluids, with special reference to liquids, but including also some applications to air and other gases. The work of the second term requires a knowledge of spherical and cylindrical harmonics. *Four hours, winter and spring terms.*

205-206-207. *Advanced Analytical Mechanics*. Topics selected according to the needs of students, in relation to previous work and work contemplated in the future. Elective by terms. *Three hours, each term.*

209. *Special Problems*. Advanced work in the application of mechanics, and problems relating thereto.

ASTRONOMY

UPPER DIVISION

121a,b. *General Astronomy*. Descriptive in character, not involving mathematical discussions. Three lectures or recitations per week with an occasional evening of observation.

Three hours, winter and spring terms.

122. *Practical Astronomy*. Determination of time, latitude, longitude, and azimuth of astronomical methods. A working knowledge of trigonometry is necessary. Lecture and laboratory with one evening period.

Three hours, spring term.

GRADUATE DIVISION

205. *Celestial Mechanics*. The fundamentals of the subject with such applications as time may permit; including some consideration of the theory of perturbed orbits.

MILITARY SCIENCE

COLONEL WILLIAM S. SINCLAIR.

CAPTAIN CLARENCE H. BRAGG, CAPTAIN FRANK M. MOORE,

LIEUTENANT GEORGE F. HERBERT

All physically fit male students are required to take two years military training during their first two years in the University. This qualifies them for appointment as non-commissioned officers in the organized reserves to which they are appointed if they so desire. Students who elect to take the full four years of military training are paid by the government during the last two years and upon graduation are commissioned in the Officers' Reserve Corps.

Students electing to major in military science, who satisfy the requirements listed below, will be recommended to take the examinations for commissions in the United States Army.

(1) Proficiency in three of the subjects named below must be attained by date of graduation. Conditions governing selection of subjects are as follows:

GROUP A

Subjects:

- (a) Analytical Geometry
(b) Calculus

- (c) Advanced Mechanics
(d) Surveying

Each student must select a minimum of one and may select a maximum of three subjects of Group A.

GROUP B

- (a) French

- (b) Spanish

Each student may select one of the two subjects of Group B among the three required.

GROUP C

- (a) English and American Literature
(b) Constitution of the United States
(c) Military Law

- (d) Chemistry
(e) Minor Tactics and Military Engineering

Each student may elect not to exceed two of the subjects of Group C among the three required.

(2) A minimum of one term-hour of military science per term during his first two years and a minimum of three term-hours of military science per term during his last two years in the University.

The following course of study for majors is recommended. However, it may be modified to any extent so long as it comes within the limitations set forth above:

RECOMMENDED COURSE FOR MAJOR STUDENTS IN MILITARY SCIENCE

	FRESHMAN	Fall	Winter	Spring
Military Science		2	2	2
Mathematics		4	4	4
French or Spanish		4	4	4
Physics or Chemistry		4	4	4
Physical Education		1	1	1
		15	15	15
	SOPHOMORE			
Military Science		2	2	2
Mathematics		4	4	4
French or Spanish		3-4	3-4	3-4
Social Science or Biological Science		3-4	3-4	3-4
Physical Education		1	1	1
Written English		2	2	2
		16	16	16
	JUNIOR			
Military Science		3	3	3
Mathematics or Physical Science, advanced courses		4	4	4
French or Spanish		3	3	3
Elective		6	6	6
		16	16	16
	SENIOR			
Military Science		3	3	3
French or Spanish		3	3	3
Elective		10-11	10-11	10-11
		16-17	16-17	16-17

DESCRIPTION OF COURSES

LOWER DIVISION

Course 1-2-3 is the minimum requirement for freshmen, and course 4-5-6 the minimum requirement for sophomores. Courses 11-12-13 and 14-15-16 may be taken in place of the minimum courses, with one additional credit.

1-2-3. *Freshman Basic Course.* Marksmanship, military courtesy, military hygiene and first aid, physical drill, command and leadership (Infantry Drill Regulations). Students of the first-year basic course will be required to function as privates at all military drills and exercises.

One hour, each term.

11-12-13. *Freshman Military Science*. Courses 1-2-3 with two additional hours per week of drill. *Two hours, each term.*

4-5-6. *Sophomore Basic Course*. Scouting and patrolling, musketry, interior guard duty, automobile rifle, command and leadership. Students of the second-year basic course will be required to function as squad leaders at all military drills and exercises. *One hour, each term.*

14-15-16. *Sophomore Military Science*. Courses 4-5-6 with two additional hours per week of drill. *Two hours, each term.*

UPPER DIVISION

101-102-103. *Junior Advanced Course*. Military sketching, military field engineering, infantry weapons (machine gun), military law, rules of land warfare, command and leadership. Students of the first-year advanced course will be required to function as section leaders at all military drills and exercises. *Three hours, each term.*

121-122-123. *Senior Advanced Course*. Infantry weapons (37mm. gun and 3-inch trench mortar), administration, military history and national defense act, combat principles, command and leadership. Students of the second-year advanced course will be required to function as platoon leaders at all military drills and exercises. *Three hours, each term.*

124-125-126. *Senior Elective Military Science*. Course 121-122-123 plus outside supplementary reading and additional hours of lecture and drill. Open to selected students only. *Hours to be arranged.*

PHILOSOPHY

Professors GEORGE REBEC, H. G. TOWNSEND;
Assistant Professor GUSTAV MÜLLER

Of the courses in philosophy, those in the lower division, 1a,b,c; 50a,b,c, and 51a,b,c, are service courses designed for general students, and may be taken to fulfill the requirement in group II. Course 101a,b,c, history of philosophy, is also a general course, open to all juniors and seniors without prerequisite. Course 125a,b,c, philosophy of history, is open to seniors and graduates, but lays down no technical prerequisite. American Thought, 111a,b,c, requires unconditionally only a fair acquaintance with American history and literature, but ought probably also to be preceded by some acquaintance with British philosophy, if not also with the general history of modern philosophy.

1a,b,c. *Reflective Thinking*. (a) Problems of conduct; (b) Problems of intellect; (c) Problems of faith. Elementary and designed for freshmen; upper division students will not be admitted. To encourage sustained and open-minded inquiry in the great fundamental regions of man's life. Townsend. *Three or four hours, each term.*

50a,b,c. *Introduction to Philosophy*. An elementary survey of some of the persistent philosophical problems about the world and man, man's knowledge, his individual and social vocations, and his faith. Townsend. *Three or four hours, each term.*

51a,b,c. *Elementary Systematic Philosophy*. (a) Logic; (b) Ethics; (c) Aesthetics. Though this course consists of three divisions, each of which will involve a separate study of the basic problems and principles

of the field indicated, yet the aim is also to secure a real unity and progress in the subject matter as the course advances, and thus to enable it to serve as a genuine introduction to philosophy. Müller.

Three or four hours, each term.

UPPER DIVISION

101a,b,c. *History of Philosophy.* History of European thought from Thales to the present. Rebec.

Three or four hours, each term.

105. *Continental Philosophy of the Seventeenth and Eighteenth Centuries.* Descartes, Discourse on Method, Meditations, Selections from Principles; Spinoza, Ethics; Leibnitz, New Essays and Monadology. Müller.

Three or four hours, fall term.

106. *British Philosophy of the Seventeenth and Eighteenth Centuries.* Bacon, Locke, Berkeley, Hume. Reading and discussion. Townsend.

Three or four hours, fall term.

107. *Kant's Critique of Pure Reason.* Reading of Critique of Pure Reason. Müller.

Three or four hours, winter term.

109. *Nineteenth Century Logical Theory.* Problems in modern logic drawn from the nineteenth century literature of the subject. 106 or its equivalent is prerequisite. Townsend.

Three or four hours, fall term.

110. *Contemporary Philosophy.* Recent philosophical movements to be selected by consultation with the students. For those who have had one or more upper division courses in philosophy. Townsend.

Three or four hours, spring term.

111a,b,c. *American Thought.* Survey of philosophical and cultural history in the United States from colonial times to the present. The philosophies of puritanism, transcendentalism, deism, realism, and pragmatism will be considered. Townsend.

Two or three hours, each term.

112. *Plato.* The Republic and other dialogues. Müller.

Two or three hours, fall term.

113. *Aristotle.* With special reference to the Ethics. Müller.

Two or three hours, winter term.

114. *Advanced Ethics.* Müller.

Two or three hours, spring term.

119. *Philosophy of Religion.* Müller.

Three hours, spring term.

120a,b,c. *Aesthetics.* The first and second terms will be historical, an attempt to evaluate the evolution of aesthetic consciousness as revealed in the succession of art epochs and aesthetic reflections; the third term will be devoted to systematic questions. Müller.

Three or four hours, each term.

125a,b,c. *Philosophy of History.* The conflict of ideals in history. A critical attempt to envisage history as an evolution of such conflict. The study will converge upon an attempt to seize and interpret the essential movement of contemporary civilization. Rebec.

151-152-153. *Undergraduate Seminar.* Philosophy staff.

Hours to be arranged.

GRADUATE DIVISION

202a,b,c. *Philosophical Seminar.* Philosophy staff.

Hours to be arranged.

205. *Thesis in Philosophy.*

Nine hours.

PHYSICS

Professors W. P. BOYNTON, A. E. CASWELL;
Graduate Assistants BRUCE E. FOSTER, CHARLES A. GOODWIN, HUBERT J. YEARIAN

The physical laboratories are located in the basement and main floor of Deady hall. The lecture room and laboratories for elementary and general work on the main floor are provided with the standard equipment necessary for effective teaching. A large dark room is equipped especially for instruction in photography. In the basement are rooms devoted to advanced work, particularly in electricity, and to research, and a seminar room containing a working departmental library. The department has special facilities for research in the thermal and electrical properties of metals, and the phenomena associated with electrical currents of high frequency and high potentials.

COURSE OF STUDY

The following course is one normally taken by students presenting for entrance $1\frac{1}{2}$ units of algebra, with geometry, and elementary physics, and entering immediately upon a physics major as candidate for the B. A. Slight modifications are obvious in case of differences of preparation, or of transfer from another major department.

COURSE OF STUDY FOR MAJOR STUDENTS IN PHYSICS

FRESHMAN		Fall	Winter	Spring
Unified Mathematics	4	4	4	4
Chemistry	4	4	4	4
Foreign Language (German or French)	4	4	4	4
Mechanical Drawing	2	2	2	2
Military Science (men) or Personal Hygiene (women)	1	1	1	1
Physical Education	1	1	1	1
	16	16	16	16
SOPHOMORE				
General Physics	4	4	4	4
Calculus	4	4	4	4
Foreign Language (continuation)	3-4	3-4	3-4	3-4
Written English	2	2	2	2
Military Science (men)	1	1	1	1
Physical Education	1	1	1	1
	15-16	15-16	15-16	15-16
JUNIOR				
Advanced General Physics	3	3	3	3
Electrical Measurements	3	3	3	3
Advanced Analytical Geometry and Differential Equations	3	3	3	3
Social Science or Biological Science	3-4	3-4	3-4	3-4
Elective	3-4	3-4	3-4	3-4
	16	16	16	16
SENIOR				
Physics, advanced course	3-9	3-9	3-9	3-9
Thesis	3	3	3	3
Journal Club	1-2	1-2	1-2	1-2
Electives	3-9	3-9	3-9	3-9
	15-17	15-17	15-17	15-17

NOTE—Prospective high school teachers will elect the introductory group in education (101-102-103), in junior year, physics 101 and some form of practice teaching, either physics 100, education 107, or laboratory assistantship in senior year, and complete the total of 22 required hours in education. This outline permits the completion of the norms in Physical Sciences and mathematics.

A maximum rather than a minimum of mathematics and chemistry should be taken.

Upper division courses in mechanics can be counted as physics major work.

Journal Club, seminar and thesis work, required of seniors and candidates for the master's degree, demand a reading knowledge of German. Doctorate work requires both German and French.

Students primarily interested either in the industrial applications of physics or in research will take their electives in mathematics, chemistry, graphics, surveying, economics and business administration as their needs may indicate. Those aiming at industrial applications may substitute work in the fourth group for some of the foreign language, proceeding to the degrees of B.S. and M.S.

DESCRIPTION OF COURSES

LOWER DIVISION

1a,b,c. *Descriptive Physics*. Experimental lectures illustrating selected topics in physics, with especial attention to the more familiar phenomena of daily life. Open to all students, but not accepted as a prerequisite for upper division courses. Boynton. *Three hours, each term.*

4a,b,c. *General Physics*. A general course covering mechanics, sound, heat, light, electricity and an introduction to the modern physics. Prerequisite, trigonometry or high school physics. Beginning September, 1927, unified mathematics or an acceptable equivalent will be prerequisite. Normally taken in the sophomore year. Three lectures and one laboratory period per week. Caswell. *Four hours, each term.*

11-12-13. *Lower Division Laboratory*. Additional laboratory to supplement other lower division courses. *Hours to be arranged.*

UPPER DIVISION

100. *Laboratory Arts*. Administration of the physical laboratory, and the construction, adjustment, repair and manipulation of physical apparatus, including a study of home-made apparatus for high school laboratories, the elements of glass working, etc. Lectures, assigned readings and laboratory. Caswell. *Hours to be arranged.*

101. *History and Teaching of Physics*. For prospective teachers of high school physics. Boynton. *Three hours, one term.*

104. *Sound*. An extended treatment of the phenomena of vibration, for students interested in music. The scientific basis of harmony and music, and the physics of musical instruments. Textbook, experimental lectures, and lantern slides. *Three hours, one term.*

105. *Meteorology*. A treatment of the physical phenomena presented by the earth and atmosphere, such as air and ocean currents, distribution of temperature and moisture, weather observations and predictions, etc. *Three hours, one term.*

106. *Photography*. Photographic methods and appliances including lenses, sensitive plates and their treatment, and the common photographic papers. Prerequisite, sophomore standing, a previous course in physics, and some familiarity with elementary chemistry. Two lectures and one laboratory period. Boynton. *Three hours, one term.*

NOTE—Courses numbered above 110 require completion of general physics and calculus as prerequisites, and only such courses may be taken for graduate credit.

111-112-113. *Advanced General Physics*. Supplementing, and giving more attention to certain topics than the elementary courses, and especially to some of the more fruitful modern theories, such as the kinetic theory, the electromagnetic theory of light, the electron theory, etc. Two lectures and one laboratory period. Caswell. *Three hours, each term.*

114-115-116. *Electrical Measurements*. The more important electrical quantities, with some reference to their practical applications. Direct current measurements; the magnetic properties of iron; the introduction to alternating current theory and measurements; transient electrical phenomena, elementary theory of radio. Two lectures and one laboratory period. Boynton. *Three hours, each term.*

120. *Advanced Laboratory*. Including senior thesis. Department staff. *Hours to be arranged.*

121-122-123. *Thermodynamics, Molecular Physics and Heat*. A study of heat and other forms of energy in connection with ideal gases, saturated vapors, dilute solutions and other ideal or actual substances, including a discussion of the kinetic theory of gases and liquids. Especially for students of physics, physical chemistry and those interested in industrial applications. Boynton. *Three hours, each term.*

124-125-126. *Electron Theory*. An introductory course dealing with cathod, canal and X-rays, ionization of gases, photo-electricity, radio-activity, atomic structure, thermoelectricity, metallic conduction and the fundamental phenomena of light from the standpoint of the electron theory. Caswell. *Three hours, each term.*

127. *Physical Optics*. A study of such typical phenomena as refraction, dispersion, interference, diffraction and polarization. Lectures and laboratory. *Three hours, one term.*

130. *Journal Club*. Assigned readings with reports and conferences. The departmental staff. *Hours to be arranged.*

196a,b,c. *Honors Reading*. Seminar. A course in extensive and intensive reading for honors candidates, arranged for the individual student. Junior year. Boynton, Caswell. *Three to twelve hours.*

197a,b,c. *Honors Reading*. Same as 196. Senior year. *Three to twelve hours.*

GRADUATE DIVISION

200. *Research Laboratory*. Qualified students will have all facilities of the laboratories placed at their disposal and will receive the advice and assistance of the department. Boynton, Caswell.

201. *Thermodynamical Potentials*. A continuation of 121-122-123, based upon the work of Gibbs and others upon the various thermodynamic potentials and their application to problems in physics and chemistry. Boynton. *Three hours, fall term.*

202. *Statistical Physics*. With especial reference to certain problems in the kinetic theory, such as the equipartition theorem, the nature of entropy, etc. Boynton. *Three hours, winter term.*

203. *The Conduction of Heat*. With especial reference to the Fourier theory. Caswell. *Three hours, spring term.*

204. *Modern Physical Theories*. A discussion of such topics as the electromagnetic theory of light, the electron theory, relativity and the quantum theory. Caswell.

211-212-213. *Advanced Electrical Theory*. With especial reference to transient phenomena, oscillations and waves, thermionic vacuum tubes, and the modern applications. Courses 114-115-116 are prerequisite. Boynton. *Three hours, each term.*

214-215-216. *Advanced Electrical Laboratory*. Designed to accompany the preceding course, dealing with the same points. Boynton. *One or two hours, each term.*

221. *Advanced Mathematical Physics*. Lectures and assigned readings. The topics treated will be varied from year to year to suit the needs of the students. Boynton, Caswell.

230. *Seminar*. Conferences and reports on assigned topics and current periodical literature. Boynton, Caswell.

240. *Graduate Thesis*. *Nine hours.*

POLITICAL SCIENCE

Professor J. D. BARNETT;
Assistant Professors W. P. MADDOX, ELMER SHIRRELL

COURSE OF STUDY FOR MAJOR STUDENTS IN POLITICAL SCIENCE

	FRESHMAN	Fall	Winter	Spring
Modern Governments	4	4	4	
Mathematics or Science	4	4	4	
French or German	4	4	4	
Military Science (men) or Personal Hygiene (women)	1	1	1	
Physical Education	1	1	1	
	14	14	14	
	SOPHOMORE			
Political Parties	4			
City Government		4		
Economic History				5
French or German (continuation)	3-4	3-4		3-4
Written English	2	2		2
American History	4	4		4
Military Science (men)	1	1		1
Physical Education	1	1		1
	15-16	15-16		16-17
	JUNIOR			
International Organization and Politics	4	4		4
Introduction to Philosophy	3	3		3
Principles of Economics	4	4		
Economics of Business Organization				4
Modern European History	4	4		4
Elective	2-3	2-3		2-3
	17-18	17-18		17-18
	SENIOR			
Constitutional Law	4			
International Problems		4		
Political Theory				4
Diplomatic Practice	4			
Principles of Politics		4		
International Law				4
Public Finance	4	4		
Labor Problems				4
Research in Political Science	2	2		2
Principles of Sociology	3	3		3
	17	17		17

DESCRIPTION OF COURSES

LOWER DIVISION

1-2-3. *Modern Governments*. (1) American national government. The national government, with special attention to practical operation and contemporary reforms. (2) State and local governments. The state and local governments, with special attention to practical operation and contemporary reforms in Oregon. (3) European governments. The organization and operation of the governments of England, France, Germany, Russia, and Switzerland, with special attention to the government of England. Open to freshmen. Barnett, Maddox, Shirrell.

Four hours, each term.

4. *League of Nations*. An elementary course designed to give acquaintance with the chief forms of international political cooperation, but with special attention to the League considered as a working institution rather than as a debatable idea. Maddox. *Three hours, winter term.*

UPPER DIVISION

101. *Constitutional Law*. A study of the federal constitution as interpreted by the courts. Chiefly a discussion of leading cases. Barnett.

Four hours, fall term.

103. *Law of Municipal Corporations.* The principles of the law of municipal corporations. Chiefly a discussion of leading cases. Open to students credited with at least one course in law. Barnett.

Three hours, one term.

104. *International Law.* The principles of international law. Barnett.

Four hours, spring term.

105. *City Government.* The organization and operation of city government in France, Prussia, England and the United States, with special attention to contemporary reforms in the United States. Barnett.

Four hours, winter term.

106. *Political Theory.* A study of the main concepts of political theory, mostly from the works of modern writers. Barnett.

Four hours, spring term.

107. *Principles of Politics.* A study of some modern problems of political government as they present themselves to America at the present moment, especial attention to the system of representative democracy, dictatorship, public opinion, etc. Prerequisite, at least eight hours of political science and sophomore standing. Shirrell.

Four hours, winter term.

108. *Political Parties and Election Problems.* The nature, organization, and operation of political parties, with special attention to conditions in the United States; election and recall of officers; proportional representation; representation of vocational interests; initiative and referendum; civil service reform. Barnett.

Four hours, fall term.

110-111-112. *International Organization and Politics.* Nature and history of international institutions of government, including the Concert of Europe, the Hague system, the League of Nations and World Courts, together with a study of political and economic realities affecting international relations. Maddox.

Four hours, each term.

113. *Diplomatic Practice.* A study of diplomatic practice, treated from the international and national points of view, including the control and conduct of foreign relations under the American political system. Maddox.

Four hours, fall term.

115. *International Problems.* An intensive study of special problems in international government and politics. Prerequisite, at least two terms' study of international relations. Maddox.

Four hours, winter term.

196a,b,c. *Honors Reading.* Seminar. A course in extensive and intensive reading for honors candidates, arranged for the individual student. Junior year.

Three to twelve hours.

197a,b,c. *Honors Reading.* Same as 196. Senior year.

Three to twelve hours.

GRADUATE DIVISION

201a,b,c. *Research in Political Science.*

204. *Graduate Thesis.*

Nine hours.

210. *Seminar in Social Problems.* Cooperative effort at investigation of social problems overlapping into the field of several departments, such as sociology, political science, economics, journalism and the like. Open to graduate students, and also to seniors with honors privileges majoring in the departments whose professors elect to participate in the seminar.

Hours to be arranged.

PSYCHOLOGY

Professor EDMUND S. CONKLIN;

Associate Professors HAROLD R. CROSLAND, HOWARD R. TAYLOR;

Instructors THOMAS D. CUTSFORTH, JOHN W. SUTHERLAND;

Research Assistant CLIFFORD CONSTANCE;

Graduate Assistants HERBERT H. JASPER, PAUL E. TOBIE, DAVID S. TURTELTAUB

The psychological laboratories in Condon hall are equipped for large beginning courses, advanced laboratory, and research along experimental lines in general and applied psychology. Fifteen cubicles are devoted to elementary work. Duplicated pieces of apparatus make it possible to assign the same experiment to all students in a given section, thus simplifying instruction, at the same time promoting efficiency. One of these cubicles is a dark room. Four experimenting rooms, including another dark room, are devoted to a second year course in laboratory, or to research.

Four additional rooms are designed for research purposes only. Six individual offices not only furnish office space for the staff, but make possible additional room for research conducted by members of the psychology faculty.

The remaining space is divided into two lecture rooms, a combination seminar room and departmental library, a shop and a storeroom.

The laboratory is equipped throughout with 110 v. A. C. and 6 v. D. C., timed 6 v. circuit, gas and compressed air. It is roughly 50x130 feet. The building is constructed on the factory-unit plan, this constituting the first unit. When the second unit is built the psychology department contemplates expanding on the same floor. A few of the cubicles for elementary laboratory are temporarily located under skylights in the center of the main hall.

COURSES AND CURRICULA

Courses in this department are not open to freshmen.

Students proposing to major in this department will be expected to follow so far as the University schedule will permit one of the following prescribed courses of study. Electives provided for in these prescribed courses should be chosen with the advice of the major professor in order that the most helpful selections may be made.

PROFESSIONAL PSYCHOLOGICAL PROGRAM

The following program of undergraduate courses is designed for the guidance of students who expect to proceed immediately to graduate work for the degree of doctor of philosophy in this or any university.

It should be observed that this program is made up with a minor in biological subjects given in the division of biology. Although the staff of the department of psychology consider this to be ideally the best program, practically many students should substitute (in the upper division) sufficient work in the school of education to make possible a graduate minor in that subject in whatever institution they may desire to do their graduate work.

If the schedule in either freshman or sophomore years should permit, the student is strongly urged to take analytical geometry and calculus.

FRESHMAN	Fall	Winter	Spring
Elementary Biology	3	3	3
French or German	4	4	4
Chemistry or Physics	4	4	4
Military Science (men) or Personal Hygiene (women)	1	1	1
Physical Education	1	1	1
Elective	3-4	3-4	3-4
	16-17	16-17	16-17

SOPHOMORE		<i>Fall</i>	<i>Winter</i>	<i>Spring</i>
Beginners Psychology		4	4	4
Advanced Biology (to be elected)		2	2	2
German or French (continuation)		3-4	3-4	3-4
Written English		2	2	2
Military Science (men)		1	1	1
Physical Education		1	1	1
*Electives		3	3	3
		16-17	16-17	16-17

* The philosophy course, Introduction to Philosophy, is recommended.

JUNIOR				
Advanced Experimental Psychology		3	3	3
Advanced Psychology Laboratory		2	2	2
Test Methods		3		
Nature of Intelligence			3	
Employment Psychology				3
General Physiology		4	4	4
*Elective		4	4	4
		16	16	16

* Intending teachers should take Education 101-102-103 and complete the hours required for the teacher's certificate with the electives in the senior year.

SENIOR				
Genetic Psychology and Adolescence		3	3	
Abnormal Psychology				3
Elective in Psychology		2	2	2
Social Psychology (114-115-116)		2	2	2
History of Philosophy		3	3	3
Elective		6	6	6
		16	16	16

Students are advised to elect a sufficient amount of work in French and German in addition to the hours prescribed above so as to make possible a reading knowledge of scientific French and German.

NON-PROFESSIONAL PSYCHOLOGICAL PROGRAM

The following course of study is arranged for the guidance of undergraduate students who desire to major in psychology but who do not expect to become professional psychologists.

FRESHMAN		<i>Fall</i>	<i>Winter</i>	<i>Spring</i>
Elementary Biology		3	3	3
French or German		4	4	4
Social Science requirement		3-4	3-4	3-4
Military Science (men) or Personal Hygiene (women)		1	1	1
Physical Education		1	1	1
Elective		2-3	2-3	2-3
		16	16	16

SOPHOMORE				
Beginners Psychology		4	4	4
Language (continuation)		3-4	3-4	3-4
Written English		2	2	2
Military Science (men)		1	1	1
Physical Education		1	1	1
Elective		3-4	3-4	3-4
		16	16	16

JUNIOR				
Advanced Experimental Psychology, or Genetic Psychology, Adolescence, and Abnormal Psychology		3	3	3
Advanced Laboratory		2	2	2
Test Methods, Nature of Intelligence, Employment Psychology		3	3	3
*Electives		9	9	9
		17	17	17

* Work in the social sciences and literature is advised. Courses in organic evolution, and heredity and eugenics will be found highly desirable corollaries.

SENIOR				
Advanced Experimental Psychology, or Genetic Psychology, Adolescence, and Abnormal Psychology		3	3	3
Social Psychology (114-115-116)		2	2	2
History of Philosophy		3	3	3
Electives		9	9	9
		17	17	17

APPLIED PSYCHOLOGY PROGRAM

Students desiring to prepare for psychology work in juvenile courts, in educational and correctional institutions, or in industrial organizations should consult with members of the department staff in order that the necessary modifications of the above program may be arranged for in time. Such modifications will ordinarily provide for additional work in sociology and education. This type of professional work ordinarily requires at least one year of graduate work in addition to the undergraduate program.

DESCRIPTION OF COURSES

LOWER DIVISION

Beginners in psychology should note carefully that the first course in psychology is ordinarily a full year of work. The group requirement may be satisfied by taking the full year of work in the general course 12a,b,c, and the laboratory course 11a,b,c.

11a,b,c. *Beginner's Psychology Laboratory*. An introductory course in laboratory experimental methods. This is operated in coordination with 12a,b,c, which must be taken at the same time. One laboratory period each week. Cutsforth. *One hour, each term.*

12a,b,c. *Beginner's Psychology*. An introductory study of the material of general experimental psychology, learning, memory, perception, imagination, sensation, attention, reasoning, instinct, emotion, will, etc. Conklin, Crosland, Taylor, Sutherland. *Three hours, each term.*

UPPER DIVISION

106. *Adolescence*. An intensive study of the available data and interpretations of the adolescent period of development. This course is in large part a continuation of course 110 Genetic Psychology which should be taken as a preparation. Conklin. *Three hours, winter term.*

107. *Research and Thesis*. Designed for advanced students. Special training is given in methods of research by participation in original research under the personal direction of the instructor. Psychology staff. *Hours to be arranged.*

110. *Genetic Psychology*. A study of the changes in the course of individual human development and of the current interpretations therefor. Conklin. *Three hours, fall term.*

114-115-116. *Special Problems in Social Psychology*. This course permits undergraduates, who are prepared to do so, to make independent investigations of social psychological materials. Sutherland. *One to two hours, each term.*

117a,b,c. *Advanced Laboratory*. A thorough training in laboratory technique as used in the problems of general psychology. Cutsforth. *Two hours, each term.*

118. *Abnormal Psychology*. Traits and theories of hysterical phenomena, insanity and the borderland phenomena. Conklin. *Three hours, spring term.*

119. *Psychological Literature*. Open to honor students. The department staff. *To be arranged.*

133. *Character and Personality*. The fundamental bases of human personality and character. The place of instinct, emotion, and sentiment

in individual development. Personality types, and diagnostic devices. Sutherland. *Three hours, spring term.*

134. *Social Psychology.* Social influence on individual development; convention, custom, tradition. Imitation, suggestion, and sympathy as social factors. Illustrations from the family and secondary social groups. Sutherland. *Three hours, fall term.*

135. *Social Psychology.* Intelligence as a factor in leadership, intellectual and executive. The creative imagination. Relation of intelligence to genius. Studies of individual genius. Sutherland. *Three hours, winter term.*

151-152-153. *Advanced Experimental.* Designed to give advanced students a thorough knowledge of general psychology as presented in the periodical literature, especially that which has not yet been summarized in text books. The point of view is consistently experimental, all theoretical and systematic considerations are but incidental to the presentation of experimental data and technique. Crosland. *Three hours, each term.*

161. *Test Methods in Psychology.* Brief survey of the most important statistical resources for handling psychological problems. Measures of central tendency, variability and relationship as applied in test procedure and other experimental work. Taylor. *Three hours, spring term.*

162. *The Nature of Intelligence.* Survey of the history and theory of intelligence testing. Practice with the more important types of test, and in the interpretation of group tests especially. An effort to decide what such tests measure and to evaluate the concept "intelligence." Taylor. *Three hours, fall term.*

163. *Employment Psychology.* Study of the possibilities in the differentiation of special individual potentialities. A survey of various aptitude tests and the principles underlying their construction, interpretation and practical use. Taylor. *Three hours, winter term.*

164. *Instinct and Learning.* A consideration of experimental evidence on the problem of motivation in learning drawn from work on various animals. An attempt to orient students toward the study of human learning. Taylor. *Two hours, fall term.*

165. *The Learning Process.* A preliminary survey of neurological and psychological explanations of learning processes, followed by an analysis of typical forms of learning and kinds of learning problems. Taylor. *Two hours, winter term.*

166. *Human Learning.* A critical examination of the laws of learning and the conditions which influence learning favorably or unfavorably. Taylor. *Two hours, spring term.*

196a,b,c. *Honors Reading.* Seminar. A course in extensive and intensive reading for honors candidates, arranged for the individual student. Junior year. *Three to twelve hours.*

197a,b,c. *Honors Reading.* Same as 196. Senior year. *Three to twelve hours.*

GRADUATE DIVISION

201a,b. *History of Psychology*. The contributions of the classical psychologists from the early Greeks to the founders of modern psychology with consideration of developmental tendencies, schools of thought and culture influences constitute the content of the course. Most of the work is done through class discussion of the assigned readings in original texts. Alternate years. Conklin. *Two hours, two terms.*

207. *Research and Thesis*. Original work for thesis purposes under the direction of the instructor in charge. Department staff.

210. *Psychology of Attention and Perception*. A detailed and systematic handling of the various factors and the various aspects of attention phenomena and the phenomena of perception and apperception. Various points of view, of behaviorist, objectivist, centralist, subjectivist, idealist, realist, nativist, empiricist, and gestaltist. Special attention to the modern conception of attention and perception so influential in medicine, psychiatry, ethics, and education. Crosland. *Two hours, fall term.*

211. *Psychology of Memory and the Image*. A rigorous analytical and synthetic treatment of the various phases of mental organization manifested in conscious memory phenomena and in the image of imagination. Eidetic imagery, dissociation, assimilation, organization and generalization of memory contents will be thoroughly studied and illustrated, together with many technical as well as practical appliances of the facts here presented. Crosland. *Two hours, winter term.*

214a,b,c. *Special Problems in Social Psychology*. Intensive work in individually assigned topics. Sutherland. *One to three hours, each term.*

216a,b. *Seminar in Genetic Psychology*. Intensive study of selected special topics in the theory, data and methods of genetic psychology. Emphasis will be placed upon newer developments, including psychoanalysis, and gestalt. Alternate years. Conklin. *Two hours, two terms.*

217. *Seminar in Abnormal Psychology*. A more intensive study of the data and theories, especially of current literature in this field. Alternate years. Conklin. *Two hours, spring term.*

218. *Association*. The doctrines of association, as related to the phenomena of habit formation, memories and imagination, imagery, attention, complexes and diagnosis of mental ailments, the diagnosis of guilty knowledge, assimilation, conception, illusions and hallucinations. The concepts of the reflex-arc and the irreversibility of nerve-conduction. Crosland. *Two hours, spring term.*

222. *Principles of Psychoanalysis*. A seminar presentation of the essential concepts in the system of psychology. Alternate years. Conklin. *Two hours, one term.*

225-226-227. *Seminar in Experimental Psychology*. Discussions and reports of experimental movements in contemporary psychology. Crosland. *One to three hours, each term.*

ROMANCE LANGUAGES

Professors RAY P. BOWEN, TIMOTHY CLORAN; Associate Professor LEAVITT O. WRIGHT;
 Assistant Professors ANNA M. THOMPSON, JAMES R. WADSWORTH;
 Instructors CHRISTINA CRANE, MARY DALLERA, LEROY E. DETLING, LOIS GRAY,
 ANDRÉE PELLION, JUAN B. RAEL;
 Teaching Fellow STELLA KASTLEMAN; Graduate Assistant HELEN E. CRANE

Freshmen must present not less than two years of high school French, Latin or Spanish to major in Romance languages.

Majors in Romance languages take a minimum of 30 hours of upper division courses in French and as many courses in Spanish as possible or majors may take a minimum of 24 hours of upper division courses in Spanish with as many courses in French as possible. Italian should not be omitted. The work of majors in Romance languages is prescribed for the four years and should follow the curriculum below. Students who have entrance credit for two years of high school French or Spanish take the second year in college. No credit is given if the first year work is repeated in college. Students who have entrance credit for three years of high school French or Spanish take the third year courses. No credit is given if the second year work is repeated in college.

COURSE OF STUDY FOR MAJOR STUDENTS IN ROMANCE LANGUAGES

	FRESHMAN	Fall	Winter	Spring
French or Spanish	3-4	3-4	3-4	3-4
Second Foreign Language	3-4	3-4	3-4	3-4
Mathematics or Biological Science or English Survey	3-4	3-4	3-4	3-4
European History or Modern Europe	3-4	3-4	3-4	3-4
Military Science (men) or Personal Hygiene (women)	1	1	1	1
Physical Education	1	1	1	1
	15-17	15-17	15-17	
	SOPHOMORE			
French or Spanish (continued)	3-4	3-4	3-4	3-4
Second Foreign Language	3-4	3-4	3-4	3-4
Written English	2	2	2	2
Science or Social Science	3-4	3-4	3-4	3-4
Economics or Psychology	3-4	3-4	3-4	3-4
Military Science (men)	1	1	1	1
Physical Education	1	1	1	1
	16	16	16	
	JUNIOR			
Major Language	3-6	3-6	3-6	3-6
Second Romance Language	3-6	3-6	3-6	3-6
English Literature	3	3	3	3
Electives, a norm, or Education 101-102-103	3-6	3-6	3-6	3-6
	15-17	15-17	15-17	
	SENIOR			
Romance Language Courses	8-11	8-11	8-11	8-11
Electives, a norm, education	6-7	6-7	6-7	6-7
	16	16	16	

DESCRIPTION OF COURSES

FRENCH

LOWER DIVISION

1a,b,c. *First Year French.* Grammar, pronunciation, composition, conversation. Translation of easy French prose and poetry. Crane, Detling, Gray, Pellion, Wadsworth. *Four hours, each term.*

2a,b,c. *Second Year French.* Review of grammar, composition, conversation, translation of modern French authors. Crane, Detling, Gray, Pellion. *Four hours, each term.*

3a,b. *First Year French.* A two-term course covering the work of 1a,b,c; for students entering in the winter term.

Six hours, winter and spring terms.

UPPER DIVISION

103a,b,c. *French Literature*. (Third year). Reading of masterpieces of various periods. A general review of French literature. Lectures. Bowen, Detling, Wadsworth. *Three hours, each term.*

104a,b,c. *French Literature*. (Fourth year). Reading of selections from the great writers of France. Lectures, reports, and explanation of texts. History of French literature. Cloran. *Three hours, each term.*

105a,b,c. *French Conversation and Composition*. Meets on alternate days with 103a,b,c. Pellion. *Two hours, each term.*

106a,b,c. *Intermediate French Composition and Syntax*. Includes phonetics. Course 105 is required as prerequisite for admission. Pellion. *Two hours, each term.*

107a,b,c. *French Pronunciation and Phonetics, and Methods of Teaching French*. Wadsworth. *Two hours, each term.*

108a,b,c. *Scientific French*. *Two hours, each term.*

109a,b,c. *Advanced French Composition*. Prerequisite, 106. *Two hours, each term.*

110a,b,c. *French Historians*. Survey of French culture and civilization. *Three hours, each term.*

111a,b,c. *Seventeenth Century French Literature*. Reading of representative works of Corneille, Molière, Racine, La Fontaine, Madame de Sévigné and Pascal. Bowen. *Three hours, each term.*

112a,b,c. *Nineteenth Century Novel, Short Story, and Criticism*. Required of French major students. Bowen. *Three hours, each term.*

113a,b,c. *Modern French Drama and Lyric Poetry*. Wadsworth. *Three hours, each term.*

114a,b. *Methods of Teaching Romance Languages*. Bowen. *One hour, two terms.*

115a,b,c. *Undergraduate Seminar* for those reading for honors in Romance languages. *Two or three hours, each term.*

116a,b,c. *Honors Readings in Romance Languages*. *Two or three hours, each term.*

SPANISH

LOWER DIVISION

11a,b,c. *First Year Spanish*. Grammar, composition, conversation, translation of easy prose. Dallera, Rael, Thompson. *Four hours, each term.*

12a,b,c. *Second Year Spanish*. Review of grammar, composition, conversation, translation of modern Spanish authors. Dallera, Rael, Thompson, Wright. *Four hours, each term.*

13a,b. *First Year Spanish*. A two-term course covering the work of 11a,b,c; for students entering in the winter term. *Six hours, winter and spring terms.*

UPPER DIVISION

121a,b,c. *Spanish Literature*. (Third year). Reading of masterpieces of various periods. A general survey of Spanish literature. Lectures. Wright. *Three hours, each term.*

122a,b,c. *Spanish Literature*. (Fourth year.). Reading of selections from the great writers of Spain. Lectures, reports and explanation of texts. History of Spanish literature. Cloran. *Two hours, each term.*

123a,b,c. *Modern Spanish Literature*. Required of Spanish majors. Wright. *Three hours, each term.*

124a,b,c. *Spanish Composition and Conversation*. Meets on alternate days with Spanish 121a,b,c. Thompson. *Two hours, each term.*

125a,b,c. *Advanced Spanish Composition and Syntax*. Course 124 is required as a prerequisite for admission. Dallera. *Two hours, each term.*

126a,b,c. *Commercial Spanish*. Spanish commercial correspondence, business forms, industrial readings, conversation. A study of Latin American countries. Prerequisite, Spanish 12a,b,c. or three years of high school Spanish. Rael. *Two hours, each term.*

127a,b,c. *Spanish American Literature*. A study of the principal authors of Spanish-America. Lectures and reading. *Two hours, each term.*

ITALIAN AND PORTUGUESE

LOWER DIVISION

32a,b,c. *First Year Italian*. Grammar, composition and translation of modern authors. Cloran. *Three hours, each term.*

33a,b,c. *Second Year Italian*. Reading of modern authors. Composition. Cloran. *Two hours, each term.*

UPPER DIVISION

160a,b,c. *Third Year Italian*. Reading of selections from representative works of great authors. Reports. Outline of Italian literature. Cloran. *Two hours, each term.*

161a,b,c. *Fourth Year Italian*. Emphasis upon classical writers. Cloran. *Two hours, each term.*

180a,b,c. *Elementary Portuguese*. Branner's Portuguese Grammar. Readings of Portuguese prose and poetry. Open to students who have had two years of Spanish. *Two hours, each term.*

GRADUATE DIVISION

The graduate courses are given in rotation and according to the need of graduate students.

200a,b,c. *French Literature in the Nineteenth Century*. Bowen. *Three hours, each term.*

201a,b,c. *French Literature in the Eighteenth Century*. Wadsworth. *Three hours, each term.*

202a,b,c. *French Literature in the Sixteenth Century*. Wadsworth. *Three hours, each term.*

205a,b,c. *Romance Philology*. Bowen. *Two hours, each term.*

206a,b,c. *Old French Readings*. Cloran. *One to three hours, each term.*

208. *Vulgar Latin and Old Provençal*. Wright. *Two hours, each term.*

210. *French Seminar*. Bowen. *Hours to be arranged.*

216a,b,c. *Old Spanish*. Wright. *Two hours, each term.*

218a,b,c. *Spanish Literature of the Sixteenth and Seventeenth Centuries*. *Three hours, each term.*

219a,b,c. *Spanish Seminar*. Wright. *Three hours, each term.*

SCHOOL OF ARCHITECTURE AND ALLIED ARTS

THE FACULTY

ARNOLD BENNETT HALL, A.B., J.D., LL.D. *President of the University*
 ELLIS FULLER LAWRENCE, M.S., F.A.I.A. *Dean of the School, Professor of Architecture*
 EARL M. PALLETT, M.S. *Registrar of the University*

PERCY PAGET ADAMS, B.A., B.S. *Professor of Graphics and Assistant Dean*
 VICTORIA AVAKIAN, B.A. *Instructor in Normal and Industrial Art*
 OLIVER L. BARRETT. *Instructor in Modeling*
 EYLER BROWN, B.A., M.Arch. *Instructor in Architecture*
 HARRY CAMDEN, B.F.A. *Assistant Professor of Sculpture*
 KENNETH E. HUDSON, B.F.A. *Assistant Professor of Painting*
 *MAUDE I. KERNS, B.A., B.S. *Assistant Professor of Normal Art*
 E. H. MCALISTER, M.A. *Professor of Structures*
 VERA HANSEN MCGINTY, B.Ed. *Instructor in Painting and Normal Art*
 A. H. SCHROFF, Diplôme des Beaux Arts. *Professor of Painting*
 LOUISE BARROWS SCHROFF. *Instructor in Painting*
 DONALD SIMPSON, M.A. *Instructor in Normal Arts*
 JOHN A. WALQUIST, M.Arch. *Assistant Professor of Architecture*
 W. R. B. WILCOX, F.A.I.A. *Professor of Architecture*
 NOWLAND B. ZANE. *Assistant Professor of Design*

ELSIE MILLER. *Assistant in General Art*
 BEATRICE TOWERS, B.A. *Graduate Assistant in Painting and Sculpture*
 * Leave of absence, winter and spring terms, 1927-28.

EQUIPMENT

The school of architecture and allied arts is located at the northeast corner of the campus in a group of stucco buildings connected by an arcaded patio; they comprise the architecture building and the art building, and the wings which shelter the sculpture and painting studios.

Architecture. The architectural drafting room is located on the second floor of the Architecture building. It is well-lighted from three sides and provides facilities for the accommodation of students in architectural design, domestic architecture, and other architectural work. Much available wall space is covered with inspirational models and rendered details. The department furnishes drawing boards, but students provide their own instruments.

Adjoining this room is the departmental library supplied with books and folios from the main University library and private collections that are constantly used for reference and research. The nature of the drafting room work is such that good material in art and architecture should be readily accessible, and for this reason approximately 2,200 choice plates are available together with 4,800 well selected slides for the display of stereopticon illustrations.

Rooms on the main floor of the Architecture building are devoted to the testing laboratory. Small machines for cement testing, and a large apparatus for testing full size beams and columns are provided.

Interior Design. The first two years of drafting in this division are spent in the main architectural drafting room. The advanced students work in the studio of the professor in charge.

Painting. The two art studios located on the ground floor of the Architecture building, are provided with abundant north light, furnishing excellent rooms for life drawing, water color and oil painting. An exhibit of valuable potteries, statues, casts and other antiques is displayed on racks and in cabinets about the studio. Anatomical charts and skeleton for use in lectures in life class work also appear with this collection.

Representative student work is displayed and the series of two hundred Racinet Polychromatic prints together with Raguene's ten volumes of *Materiaux et Documents* are reserved here for use by the departments.

Sculpture. The Art building houses the sculpture studios, with adequate space and lighting for whatever work the students select. These quarters are provided with materials and equipment of such a nature as to make them both modern and practical as an atelier. A continuous exhibit of both student and professional work is arranged. A dark room allows for the developing and handling of photographic plates.

In connection with the modeling atelier is the casting room, properly fitted. Here is done the casting of architectural ornament and sculpture subjects modeled in the room adjoining. Ample room and light will allow for marble and stone cutting.

Normal Arts. The department of normal and industrial art is found in the Art building, in six well lighted and equipped rooms. Those on the main floor are used for weaving, basketry, book-binding, construction work and dress design. The upper floor has special rooms for design, dying, batik, and wood block printing. The department is well supplied with drafting tables, gas plates, filing cabinets, looms for weaving, lockers and metal covered tables.

A new kiln and class room with modern equipment for pottery and cement tiles has been placed in the Architecture building. The kiln can also be used for stained glass, sculpture and architectural ornament.

Art Exhibition Hall. A small fire-proof exhibition hall in the Art building is used for special art exhibitions and loan collections of paintings, etchings, drawings, sculpture, and various art objects.

Until the University museum is built, this building will specially honor the sculpture of the late Roswell Dosch, an instructor in the school of architecture who died in service during the war, and will be the home of the Dorland Robinson memorial collection, the paintings of the daughter of Dr. J. W. Robinson of Jacksonville, Oregon.

DEGREES

The degree of bachelor of architecture is offered for the completion of the prescribed five-year course in architecture. The degree of bachelor of architecture in interior design is offered for the completion of the prescribed five-year course in interior design. The degrees of bachelor of arts and bachelor of science are offered those who comply with the general University requirements for those degrees, fulfilling the major requirements in the school of architecture and allied arts.

Graduates of the school of architecture and allied arts or of other institutions offering equivalent work, may secure the following advanced degrees after at least one year in residence, under the direction of the graduate school and the faculty of this school.

1. Master of Science and Master of Arts (scholastic).
2. Master of Architecture (technical).
3. Master of Fine Arts (creative).

The school offers training for students contemplating careers in architecture, structural design, painting, modeling, illustrating, various forms of commercial arts, interior decorating, costume designing, and crafts. In connection with the school of education, it offers special courses for art teachers.

The school is a member of the Association of Collegiate Schools of Architecture.

Students who major in the school of architecture and allied arts should report to the dean of the school at registration for assignment to advisers.

ADMISSION

The requirements for admission to the school of architecture and allied arts are the same as those for admission to the university. However, those who choose architecture as a major are subject to the following special entrance requirements:

(a) Fixed requirements	9 units
1. English	3 units
2. Mathematics:	
Algebra	1½ units
Plane Geometry	1 unit
Solid Geometry	½ unit
3. History	1 unit
4. Foreign language (French or German preferred)	2 units
(b) Elective subjects	6 units

It is strongly recommended that the 6 units of elective work include as far as possible, courses in the following subjects: English, advanced algebra, trigonometry, mechanical drawing, physics, chemistry.

Students asking for advance credit in the School of Architecture and Allied Arts, shall exhibit their work, or take an examination before such credit shall be given.

For further information concerning entrance requirements, excess matriculation credits and special student standing, see section entitled University Procedure, in the fore part of this catalogue.

The American Institute of Architects offers each year a medal to each of the twenty-two members of the Association of Collegiate Schools of Architecture to be awarded the student graduating with the best record in architecture. A series of exhibitions is held in the fireproof exhibition hall during the school year.

JURIES

The problems given in the school are criticized by juries of architects, artists, and craftsmen.

ARCHITECTURE

DESIGN, STRUCTURAL DESIGN, INTERIOR DESIGN

Architectural design is introduced in the first year in order to bring the student in touch with his professional work and co-workers as early as possible. This elementary design is taught by simple problems of composition—i.e., placing openings in the facades of a prescribed building and lectures on materials, mouldings, function, detail, composition. Paper or clay models of the building are finally made to give the student an early experience in the reality of the "third dimension."

In the second year, short problems are assigned to bring the students face to face with the problem of fitting simple architectural solutions to the practical limitation of materials—requirements of plan and site.

The third, fourth and fifth year design is given by means of projets, major sketch and minor sketch problems. Actual conditions of site and environment are incorporated in the program as far as possible and the work of city planning, domestic architecture and architectural design are correlated in such problems as "An Industrial Village" and "A State Capitol City," in which actual topography is given and the problems in architectural design associated definitely with living conditions and other practical considerations.

All design problems are given by individual assignments. The competitive system of teaching design has been abandoned by this school, accent being placed on honesty of thought and expression, on stimulation of a spirit of co-operation, and on development of individuality.

OUTLINE OF THE POINT SYSTEM

Because of the special nature of design work and the impossibility of foretelling the amount of time necessary to complete projects the number of years necessary to complete the work in the architectural design course is not fixed. The nominal time is five years. More or less time may be consumed at the student's discretion.

The design work is outlined as a continuous experience, consisting of a series of problems, taken and completed in consecutive order, each one of which is assigned a time value in points. When this experience has been completed in a satisfactory manner the student is qualified in architectural design as a candidate for a degree. The experience is complete when a student has gained a total of 700 points or 70 term hours. A point is taken equal to one-tenth of a term hour.

At the beginning of the year students are registered for the indeterminate number of hours shown in the catalogue as appropriate to each term, the maximum representing the nominal number of hours necessary to complete the assigned work in five years; the minimum representing the least amount of work acceptable as an indication of sufficient interest on the part of the student to allow him to remain in the course.

At term ends a grade for each student is returned on the quality of work submitted together with a measure of the quantity of work accomplished, recorded as the number of whole term hours completed during that term and equivalent to one-tenth of the number of points earned. Term hours earned in excess of the nominal number assigned by the catalogue are entered to the student's credit by the registrar as advanced credits, certified to by the dean of the school of architecture and allied arts.

REGULATIONS GOVERNING THE AWARD OF THE DEGREE OF BACHELOR OF ARCHITECTURE

1. Trigonometry and an approved course in physics shall be prerequisites for Structural Theory (Construction III).

2. The student shall fulfill the entrance language requirement of the University and take one additional year of language in the University, excepting that students presenting three years of high school language shall not be required to take any language in the University.

3. A "data book" satisfactory to the dean shall be presented by the student each year, including the results of his research in design, construction, history, ornament, and practice. The degree shall not be granted until such a data book is presented.

4. Each year a student may secure professional credits in excess of those called for in the schedule below, providing he shows in examination that he has had by experience or otherwise, the equivalent work.

5. In order to graduate, the student shall present at least 220 earned credits of which at least 147 credits shall be for work prescribed under graphics, delineation, design, construction, history, practice. He shall have clear records in physical education and military science. At least one year in residence shall be required.

6. A student may register in three credits of electives in addition to the scheduled elective subjects, providing his record for the preceding years shows no grade below III.

7. While the course of study has been prepared for students of average preparation and ability, it is not intended to preclude the graduation of students in less than five years who by experience or ability may be granted advanced credits in their professional subjects by examinations as provided in rule 4, or by presenting work in design as provided in rule 8.

8. Architectural design is offered under the point system. Before receiving the professional degree in this option, each student will be obliged to receive at least a passing grade in each course in design I, II, III, IV, V, VI, VII. By special permission of the dean, any student may proceed with the prescribed work of a course upon completion

of the preceding course with a grade of III or better, and the registrar will enter to the student's credit such advanced credits as are certified to by the dean of the school of architecture and allied arts.

COURSES OF STUDY IN ARCHITECTURE

DESIGN OPTION

Professor WILLCOX in charge

(Five-year course leading to the degree of bachelor of architecture)

FIRST YEAR		Fall	Winter	Spring
Graphics I		2	2	
Delineation I		3	3	3
Freehand Drawing I				
Architectural Modeling				
Design I	1	1		2
Construction I				1
History I, Art Survey	1	1		1
Electives—Approved by advisers	7	7		7
Military Science (men) or Personal Hygiene (women)	1	1		1
Physical Education	1	1		1
	16	16		16

Electives recommended: mathematics, language, English, music, science (physics, chemistry, geology, biology).

SECOND YEAR				
Graphics II	2	2		2
Delineation II	3	3		3
Freehand Drawing II				
Architectural Rendering				
Design II	2	2		2
History II, Architectural	2	2		2
Military Science (men)	1	1		1
Physical Education	1	1		1
Written English	2	2		2
Electives	3	3		3
	16	16		16

Electives recommended as in first year, with the addition of introduction to philosophy.

THIRD YEAR				
Delineation III	2	2		2
Freehand Drawing III				
Pen and Pencil				
Design III	4	4		4
History III, Architectural	2	2		2
Construction II	1	1		1
Construction III	3	3		3
Electives	4	4		4
	16	16		16

Electives recommended as above, with the following additions: public speaking, astronomy, principles of economics.

FOURTH YEAR				
Delineation IV	2	2		2
Freehand Drawing IV				
Drawing or Painting				
Design IV	6	6		6
Design V	1	1		1
History VI, Architectural	1	1		1
Construction IV	1	1		1
Construction V	1	1		1
Construction VI	2	2		2
Electives	2	2		2
	16	16		16

Electives recommended as in other years, with the addition of: world literature, aesthetics, psychology.

FIFTH YEAR				
Delineation V	1	1		1
Freehand Drawing V				
Design VI	10	10		10
Design VII	1	1		1
History IV, Civilization and Art Epochs	2	2		2
Practice	1	1		1
	15	15		15

STRUCTURAL OPTION

(Four-year course leading to the degree of bachelor of science)

Professor ADAMS, Adviser

FRESHMAN	Fall	Winter	Spring
Graphics I	2	2	
Delineation I	2	2	2
Design I, Architecture	1	1	2
Construction I			1
Unified Mathematics	4	4	4
History I, Art Survey	1	1	1
Electives, approved by adviser	4	4	4
Military Science (men) or Personal Hygiene (women)	1	1	1
Physical Education	1	1	1
	16	16	16

Electives recommended: chemistry, geology, social science, languages.

SOPHOMORE

General Physics	4	4	4
Calculus	4	4	4
Architectural History II	2	2	2
Architectural Design II	2	2	2
Construction II	1	1	1
Written English	2	2	2
Military Science (men)	1	1	1
Physical Education	1	1	1
	17	17	17

JUNIOR

Mechanics	3	3	3
Architectural History III	2	2	2
Construction V	1	1	1
Economics	4	4	4
Surveying		2	2
Strength of Materials		3	3
Graphic Statics	4		
Elective, approved by adviser	2	2	2
	16	17	17

SENIOR

Reinforced Concrete	3	3	
Heating and Ventilation			4
Arches	3	3	
Masonry Construction	3	3	
Mechanical Appliances	2		
Electric Lighting and Wiring		3	
Hydraulics			3
Stresses			3
Steel and Timber Construction	3	3	3
Architectural Practice	1	1	1
	15	16	14

INTERIOR DESIGN

Professor ZANE, Adviser

Interior Design is considered in its essential relations with the point of view of architecture. The work of the first two years is carried on almost identically with that of the design course of study. During the following three years the work is devoted to specialization on interiors and involves the study of the design factors of the room as a background, plus the related problems of furnishing, historically, and as affected by materials, function, construction and beauty.

FIRST YEAR

	Fall	Winter	Spring
Graphics I	2	2	
Delineation I	3	3	3
Freehand Drawing I			
Architectural Modeling			
Design I (architecture)	1	1	2
Construction I			1
History I, Art Survey	1	1	1
Electives—Approved by advisers	7	7	7
Military Science (men) or Personal Hygiene (women)	1	1	1
Physical Education	1	1	1
	16	16	16

Electives recommended: language, English, science (geology, biology).

SECOND YEAR			
Graphics II	2	2	2
Delineation II	3	3	3
Freehand Drawing II			
Architectural Rendering II			
Architectural Modeling			
Design II (architecture)	2	2	2
History II (architecture)	2	2	2
Design VIII (architecture)	1	1	1
Written English	2	2	2
Military Science (men)	1	1	1
Physical Education	1	1	1
Electives	2	2	2
	16	16	16

Electives recommended as in first year, with the addition of introduction to philosophy.

THIRD YEAR			
Delineation III	3	3	3
Life Class			
Modeling			
Painting			
Design IX (architecture)	5	5	5
History V (architecture)	2	2	2
Applied Design I (normal art)	2	2	2
Electives	4	4	4
	16	16	16

Electives as recommended above, with the addition of world literature, aesthetics, and psychology.

FOURTH YEAR			
Delineation IV	2	2	2
Life Class III			
Painting III			
Design X (architecture)	5	5	5
Design V (architecture)	1	1	1
Applied Design II (normal art)	2	2	2
History III (architecture)	2	2	2
Electives	4	4	4
	16	16	16

Electives recommended as above.

FIFTH YEAR			
Mural Painting and Stained Glass	2	2	2
Design XI (architecture)	10	10	10
Technique and Practice	4	4	4
History IV, Civilization and Art Epochs	2	2	2
	18	18	18

PAINTING

Technical proficiency consistent with the maximum development of individual expression, in the various fields of painting is the aim of this division of the school of architecture and allied arts, whether the special interests of the student be in the field of landscape, portraiture, mural, or illustration. Wide selection of subjects is permissible, but the course suggested below is one that seems to meet the needs of typical cases.

Design, life class, anatomy, composition and the history of styles find their place in the curriculum.

Competition and mass training are alike eliminated; each student is treated by the faculty as an individual.

SUGGESTED COURSE OF STUDY FOR PAINTING

Electives should be chosen so as to satisfy the general university requirements for graduation; groups, language or science, English.

FIRST YEAR			
	Fall	Winter	Spring
Painting I	3	3	3
Drawing I	3	3	3
Composition I	2	2	2
Art Survey	1	1	1
Military Science (men) or Personal Hygiene (women)	1	1	1
Physical Education	1	1	1
Electives (group requirements)	6	6	6
	17	17	17

SECOND YEAR		Fall	Winter	Spring
Painting II	4	4	4	4
Drawing II	4	4	4	4
Composition II	2	2	2	2
Artistic Anatomy	1	1	1	1
Written English	2	2	2	2
Military Science (men)	1	1	1	1
Physical Education	1	1	1	1
Electives	2	2	2	2
	17	17	17	17
THIRD YEAR				
Painting III	5	5	5	5
Drawing III	5	5	5	5
Composition III	2	2	2	2
History of Painting	2	2	2	2
Electives	3	3	3	3
	17	17	17	17
FOURTH YEAR				
Painting IV	5	5	5	5
Drawing IV	5	5	5	5
Composition IV	2	2	2	2
Sculpture Composition I	1	1	1	1
Electives	3	3	3	3
	16	16	16	16
FIFTH YEAR				
Painting V	6	6	6	6
Composition V	5	5	5	5
Architectural History III	2	2	2	2
Electives	2	2	2	2
	15	15	15	15

SCULPTURE

Professional training in the field of modeling and sculpture is offered by the school of architecture and allied arts. The course includes assignments in the fields of drawing, painting, anatomy, composition, design, and history of art as well as technical courses in modeling and casting.

The course suggested below is not mandatory in details, but is given as a guide to those interested in the subject. Deviation consistent with the general regulations of the University, and the standards of professional training of the school may be made with the consent of the adviser.

SUGGESTED COURSE OF STUDY IN SCULPTURE

Electives should be chosen so as to satisfy the general university requirements for graduation; groups, language or science, English.

FIRST YEAR		Fall	Winter	Spring
Modeling I	4	4	4	
Drawing I	3	3	3	
Sculpture Composition	1	1	1	
Art Survey	1	1	1	
Military Science (men) or Personal Hygiene (women)	1	1	1	
Physical Education	1	1	1	
Electives	6	6	6	
	17	17	17	
SECOND YEAR				
Modeling II	4	4	4	
Drawing II	3	3	3	
Sculpture Composition II	2	2	2	
Artistic Anatomy	1	1	1	
Written English	2	2	2	
Military Science (men)	1	1	1	
Physical Education	1	1	1	
Electives	2	2	2	
	16	16	16	
THIRD YEAR				
Modeling III	5	5	5	
Drawing III	4	4	4	
Sculpture Composition III	2	2	2	
Electives	4	4	4	
History of Sculpture	2	2	2	
	17	17	17	

FOURTH YEAR		Fall	Winter	Spring
Modeling IV		5	5	5
Drawing IV		4	4	4
Sculpture Composition IV		2	2	2
Electives		4	4	4
		15	15	15
FIFTH YEAR				
Modeling V		5	5	5
Sculpture Composition V		3	3	3
Electives		8	8	8
		16	16	16

NORMAL ART

The aim of the normal art courses is to develop an appreciation for the beautiful, to give freedom, spontaneity, and power of original self-expression in design, with some understanding of the design and processes employed in the industrial arts and crafts, together with preparation for the work of supervising and teaching art in the schools.

COURSE OF STUDY IN NORMAL ART

(Four-year course leading to the degree of bachelor of arts or science)

Miss KERNS, Adviser

FRESHMAN		Fall	Winter	Spring
Major Subject—				
Design I		2	2	2
Representation I		1	1	1
Applied Design I		2	2	2
Color Theory		1	1	1
Art Survey		1	1	1
Minor for B.A.—				
Foreign Language		4	4	4
or				
Minor for B.S. (choose science or social science)—				
(Science)—				
Geology or Biology		3-4	3-4	3-4
(Social Science)—				
Reflective Thinking or European History		3	3	3
Survey of English Literature		4	4	
Extempore Speaking				3
Personal Hygiene		1	1	1
Physical Education		1	1	1
		16-17	16-17	16-17
SOPHOMORE				
Major Subject—				
Representation II		1	1	1
Design II		2	2	2
Life and Costume, or Drawing		1	1	1
Book and Poster, or Architectural Design		1	1	1
Modeling		2	2	2
Minor for B.A.—				
Foreign Language		3-4	3-4	3-4
or				
Minor for B.S. (choose science or social science)—				
(Science)—				
Geology or Biology		3-4	3-4	3-4
(Social Science)—				
Philosophy, History, or elective		3-4	3-4	3-4
Elective or Psychology		3-4	3-4	3-4
Report Writing		2	2	2
Physical Education		1	1	1
		16-17	16-17	16-17
JUNIOR				
Pedagogy of Art		2	2	2
Dress Design		3	3	3
Applied Design		2	2	2
Home Decoration (junior)		2	2	2
Education 101-102-103		4	4	4
Elective or norm—				
World history, psychology, advanced biology, or geology ..		3-4	3-4	3-4
		16-17	16-17	16-17

	SENIOR	Fall	Winter	Spring
Home Decoration (senior)		2	2	2
Practice Teaching		3	2	2
Painting or Advanced Design or Modeling		1	1	1
Civilization and Art Epochs		2	2	2
Life Class		1	1	1
Elective, education or norm		6-7	6-7	6-7
		15-16	15-16	15-16

GENERAL ART SUBJECTS

This division has been arranged for students not interested in becoming professional architects, interior decorators, painters, sculptors, or art teachers, but who may be interested later in the fields of industrial art, costume design, commercial arts, the art of stage design or as teachers of art appreciation.

Description of Courses

ARCHITECTURE

DESIGN, STRUCTURAL DESIGN, INTERIOR DESIGN

For students taking the five-year course leading to the degree of bachelor of architecture, the general courses of the school of architecture are grouped under six main divisions, namely: graphics, delineation, design, construction, history, and practice.

1-2. *Graphics I.* First year. The principles of orthographic projection are studied, applications being made to the construction of plans and elevations and correct location of shades and shadows for design problems. *Two hours, fall and winter terms.*

3-4-5. *Graphics II.* Second year. The principles of descriptive geometry are studied in relation to the point, line and plane. Applications of these principles are applied to problems in perspective. *Two hours, each term.*

DELINEATION I

First year. Freehand drawings from still life and models are executed in charcoal. The student's dimensional perceptions are developed through the medium of clay modeling.

37-38-39. *Freehand Drawing I.*

One hour, each term.

66-67-68. *Architectural Modeling.*

One to two hours, each term.

DELINEATION II

Second year. The training of the hand and dimensional perceptions is continued by further freehand drawing.

47-48-49. *Freehand Drawing II.*

One hour, each term.

7-8-9. *Architectural Rendering.*

One hour, each term.

DELINEATION III

Third year. This is a continuation of the work of the previous years in life, drawing, and pen and pencil rendering.

152-153-154. *Freehand Drawing III.*

One hour, each term.

169a,b,c. *Pen and Pencil.*

One hour, each term.

DELINEATION IV

Fourth year. The training of the hand and eye is now carried on by drawing from living models.

161-162-163. *Freehand Drawing IV.*

One hour, each term.

Drawing or Painting.

One hour, each term.

DELINEATION V

Fifth year. This year is given to the design and execution of mural paintings and cartoons for stained glass, mosaic, etc.

164-165-166. *Freehand Drawing V.*

One hour, each term.

DESIGN

7-8-9. *Architectural Rendering.* Use of India ink and water color in making rendered drawings, with a view to their application to architectural design problems. *One to two hours, each term.*

10a,b,c. *Architectural Design I.* First year. This is an introductory course in architectural design. Fundamental principles are studied and rendered drawings are executed. The orders of architecture are explained and used to train the memory and sense of proportion. Problems involving their application are studied and executed in rendering drawings. *One hour, fall and winter; two hours, spring term.*

11-12-13. *Architectural Design II.* Second year. Architectural design is studied by means of simple problems in planning, whose solutions require well executed drawings. *One to two hours, each term.*

100-101-102. *Architectural Design III.* Third year. The work of the preceeding year is continued by means of more complex problems in architectural design. The relation of planning to design is carefully studied. *Two to four hours, each term.*

103-104-105. *Architectural Design IV.* Fourth year. This is another year of studies in architectural design and planning. *Three to six hours, each term.*

106a,b,c. *Architectural Design V.* Fourth year. A study of the principles and requirements incident to domestic architecture is applied to the execution of plans and elevations of residence buildings. *One hour, each term.*

203a,b,c. *Architectural Design VI.* Fifth year. A continuation of design IV. Intensive study of planning and rendered drawings. A thesis is planned and executed. *Five to ten hours, each term.*

206a,b,c. *Architectural Design VII.* Fifth year. The principles and practice of city planning are discussed and applications suggested. *One hour, each term.*

14a,b,c. *Architectural Design VIII.* Second year. An introduction to the scope, aims and technique of interior design (decoration). *One hour, each term.*

109-110-111. *Architectural Design IX.* Third year. A study of the principles of design as applied to interior decoration. Problems are given in collaboration with architectural designers. *Two to five hours, each term.*

112a,b,c. *Architectural Design X.* Fourth year. Continuation of Design IX. *Two to five hours, each term.*

211a,b,c. *Architectural Design XI.* Fifth year. A continuation of Design X. *Five to ten hours, each term.*

214a,b,c. *Architectural Design XII.* Continuation of Architectural Design V in advanced domestic work. *One hour, each term.*

217-218-219. *Architectural Design XIII.* Continuation of Architectural Design VII. *Six to twelve hours, each term.*

220-221-222. *Architectural Design XIV.* Continuation of Architectural Design XI. *Six to twelve hours, each term.*

16. *Construction I.* First year. Students are introduced to construction methods by means of direct observation of buildings under construction. These observations are made the basis of class discussion and calculations. *One hour, spring term.*

17a,b,c. *Construction II*. Second year. Scale and full size details of building construction are studied and drawings executed. Buildings under course of construction are visited and notes taken as to details.

One hour, each term.

120a,b,c. *Construction III*. Third year. This course is intended to follow trigonometry and involves the application of mathematics to the designing of structures.

Three hours, each term.

121a,b,c. *Construction IV*. Fourth year. This course is intended to give a general knowledge of various special subjects such as building materials, i. e., stone, concrete, steel, etc.; heating; plumbing; ventilation; acoustics; illumination; mechanical equipment of buildings; etc.

One hour, each term.

122a,b,c. *Construction V*. Fourth year. Students are assigned to make inspection reports on buildings under construction, paralleling a study of building specifications.

One hour, each term.

123-124-125. *Construction VI*. Fourth year. A course in constructive design continuing the work of Construction III. Designs include trusses in wood and steel, plate girders, reinforced concrete, retaining walls, etc.

Two hours, each term.

18a,b,c. *Architectural History I. Art Survey*. First year. A course in art appreciation intended to present a general historical background in the various branches of art, such as painting, sculpture, decorative design, stained glass, etc.

One hour, each term.

19a,b,c. *Architectural History II*. Second year. A study of the historic styles of architecture, supplemented by individual research investigation of historic ornament. Course open to non-majors.

Two hours, each term.

126a,b,c. *Architectural History III*. Third year. This course continues the work of Architectural History II.

Two hours, each term.

127-128-129. *Architectural History IV*. Civilization and Art Epochs. Fifth year. The civilization and art epochs of former generations are studied in their relations to each other and to present day art.

Two hours, each term.

130a,b,c. *Architectural History V*. Third year. A study of the history of furniture—textiles and other accessories contributing to interior design.

Two hours, each term.

131a,b,c. *Architectural History VI*. Fourth year. History of modern architecture. Continuing History III.

One hour, each term.

230a,b,c. *Architectural Practice*. Fifth year. Office management, business relations, professional ethics, etc., are studied and discussed.

One hour, each term.

233a,b,c. *Technique and Practice*. Fifth year. Business, estimating methods and ethics for interior decorators.

Five hours, each term.

GRAPHICS

26. *Descriptive Geometry*. An analytical study of the subject of projections, giving a thorough groundwork for all branches of drafting. Problems in the geometry of points, lines, and planes; solids; development of surfaces; plane sections; intersections of solids; etc.

Two hours, fall term.

27a,b,c. *Instrumental Drawing*. For students in normal art. Practice in the use of drawing instruments, making simple plans and elevations. Geometric drawing, projections and perspectives are made the basis of the problems. *One hour, each term.*

CONSTRUCTION

LOWER DIVISION

28-29. *Surveying*. Lectures and field work designed to enable the student to measure lines with the steel tape; to measure angles with the transit; to determine the differences in level by means of the level instrument; to run traverse lines and plot lines; to plot field notes; to make contour maps and profiles; to perform simple calculations of area and earthwork. *Two hours, winter and spring terms.*

UPPER DIVISION

136a,b. *Strength of Materials*. Practical problems and exercises in the design of beams, columns, thin plates, and cylinders, including actual tests and experiments with the testing machines.

Three hours, winter and spring terms.

137. *Graphic Statics*. Problems in equilibrium are solved by graphic constructions. The stresses in framed structures are determined by means of stress diagrams. A study is made of the influence line for moving loads. The subject matter of this course parallels that of the course in stresses. *Four hours, fall term.*

138. *Stresses*. The subject matter covered by this course is the same as in graphic statics. The solutions, however, are worked out by analytical calculation instead of graphic construction. *Three hours, spring term.*

139. *Hydraulics*. A study of the laws governing the flow and pressure of water in pipes and conduits. Application to hydraulic motors, hydraulic elevators, sprinkler system, etc. *Three hours, spring term.*

140-141. *Reinforced Concrete*. The underlying principles upon which the design of reinforced concrete construction is based. Problems in designing simple beams and columns. Practical working formulas and data. *Three hours, fall and winter terms.*

142-143. *Masonry Construction*. Properties and uses of brick and stone. Foundation stresses in masonry structures such as walls, chimneys, piers, retaining walls, etc. *Three hours, fall and winter terms.*

144. *Mechanical Appliances for Buildings*. Investigation of the special appliances and machinery to be found in hotels, apartment houses, public buildings, etc.; pumps, vacuum systems; refrigeration systems; private water systems, etc. *Two hours, fall term.*

145. *Electric Lighting and Wiring*. Proper sizes of wires for various lighting installations. Direct and indirect systems of illumination and proper methods of installations. Lighting for special purposes, such as residences, stores, auditoriums, etc. Rules and regulations of the National Board of Fire Underwriters. *Three hours, winter term.*

146. *Heating and Ventilation*. The various methods of heating and ventilation. The fundamental principles governing the efficiency and adaptability of the systems to practical problems. Calculations for sizes of installations. *Four hours, spring term.*

147a,b. *Arches*. The theoretical and practical consideration involved in the design of arches in stone, brick, and concrete, applied to problems in practice. *Three hours, fall and winter terms.*

148a,b,c. *Steel and Timber Construction*. Use of wood and steel in building construction. Design of wood and steel trusses; steel plate girders; steel frame buildings. *Three hours, each term.*

DRAWING AND PAINTING

31-32-33. *Painting I*. Elementary painting from still life. *Two to five hours, each term.*

34-35-36. *Painting II*. Advanced painting from still life and study, in color, of the head. Prerequisite, nine hours of credit in Painting I, or equivalent. *Three to five hours, each term.*

40-41-42. *Drawing I*. Study in charcoal of casts and antiques. *Two to five hours, each term.*

43-44-45. *Drawing II*. Advanced antique drawing and elementary study from the nude figure. Prerequisite, nine hours credit in Drawing I, or equivalent. *Three to five hours, each term.*

50-51-52. *Composition I*. Elementary study of the relation of elements within the picture space in line and value. Intended to encourage and guide the creative faculty of the student. *Two hours, each term.*

53-54-55. *Composition II*. Study in color of the relation of elements within the picture space. Theory of color. Designing of easel paintings. Prerequisite, six hours credit in Composition I. *Three to five hours, each term.*

56a,b. *Artistic Anatomy*. The study of the bone and muscle structure of the human figure in its relation to draftsmanship. Should accompany Drawing II. *One hour, winter and spring terms.*

37-38-39. *Freehand Drawing I*. For architects. Training in freehand drawing with architectural motives. *One hour, each term.*

47-48-49. *Freehand Drawing II*. For architects. Continuation of Freehand Drawing I, including drawing from antique. *One hour, each term.*

57-58-59. *Life and Costume*. For Normal Arts. Fifteen minute sketches from draped model, together with sketch problems. *One hour, each term.*

UPPER DIVISION

113-114-115. *Painting III*. Advanced head painting and study of the nude figure in color. Prerequisite, nine hours credit in Painting II, or equivalent. *Three to five hours, each term.*

116-117-118. *Painting IV*. Advanced painting of nude figure. Prerequisite, nine hours credit in Painting III, or equivalent. *Three to five hours, each term.*

149-150-151. *Painting V*. Continuation of Painting IV. Prerequisite, nine hours credit in Painting IV, or equivalent. *Three to six hours, each term.*

152-153-154. *Drawing III*. Advanced study from the nude. Prerequisite, nine hours credit in Drawing II, or equivalent. *Three to five hours, each term.*

155-156-157. *Drawing IV*. Continuation of Drawing III. Prerequisite, nine hours credit in Drawing III. *Three to five hours, each term.*

132a,b,c. *Composition III*. Advanced designing of easel paintings and the study of mural decoration. Prerequisite, Composition II. *Three to five hours, each term.*

133a,b,c. *Composition IV*. Study and designing of mural decorations. Prerequisite, Composition III. *Three to five hours, each term.*

134a,b,c. *Composition V*. Designing and executing in a professional manner either an easel painting or a decoration. Prerequisite, Composition IV. *Three to five hours, each term.*

158-159-160. *Freehand Drawing III*. For architects. Drawing from casts, antique and human figure. *One hour, each term.*

161-162-163. *Freehand Drawing IV*. For architects. Continuation of Freehand Drawing III. *One hour, each term.*

164-165-166. *Freehand Drawing V*. For architects. Continuation of Freehand Drawing IV. *One hour, each term.*

167a,b,c. *History of Painting*. A survey of the development of painting from the prehistoric era to the present. Special emphasis is placed upon the characteristics of individual painters as well as upon their period. *Two hours, each term.*

168a,b,c. *Civilization and Art Epochs*. (Architectural History IV.). Lectures covering the history of archaeology and arts, emphasizing the influence of political, ecclesiastical and other human agencies upon the evolution of art. *Two hours, each term.*

169a,b,c. *Pen and Pencil*. Technique of rendering with pen and pencil. *One hour, each term.*

GRADUATE DIVISION

254-255-256. *Mural Painting*. *Hours to be arranged.*

258-259-260. *Life Class*. *Hours to be arranged.*

261-262-263. *Painting*. *Hours to be arranged.*

280. *Problem*. *To be arranged.*

290. *Assigned Reading*. *To be arranged.*

SCULPTURE

60-61-62. *Modeling I*. Modeling from cast. Portrait modeling. *Two to six hours, each term.*

63-64-65. *Modeling II*. Progressive studies in cast and portrait modeling. Prerequisite, nine term hours completed in Modeling I. *Two to six hours, each term.*

66-67-68. *Architectural Modeling*. For architects. Study of architectural forms and details by actually creating the forms in clay, thus strengthening the student's perception of three dimensions when working on his design problems. *Two hours, each term.*

69a,b,c. *Sculpture Composition I*. A comprehensive course, including the histories of sculpture, architecture and painting together with a study of the basic principles of the different schools of sculpture. *One hour, each term.*

70-71-72. *Sculpture Composition II.* Continuation of I. Prerequisite, nine term hours completed in Composition I. *Two hours, each term.*

UPPER DIVISION

172a,b,c. *Modeling III.* Carries on progressively the cast and portrait modeling. Prerequisite, nine term hours completed in Modeling II. *Two to six hours, each term.*

173a,b,c. *Modeling IV.* Continues from III. Prerequisite, nine term hours completed in Modeling III. *Two to six hours, each term.*

174a,b,c. *Modeling V.* Continues from IV. Prerequisite, nine term hours completed in Modeling IV. *Two to six hours, each term.*

175a,b,c. *Sculpture Composition III.* Continuation of Composition II. Prerequisite, Composition II. *Two hours, each term.*

176a,b,c. *Sculpture Composition IV.* Continuation of Composition III. Prerequisite, Composition III. *Two hours, each term.*

177a,b,c. *Sculpture Composition V.* Continuation of Composition IV. Prerequisite, Composition IV. *Three hours, each term.*

GRADUATE DIVISION

270-271-272. *Modeling.* *Hours to be arranged.*

NORMAL ART

LOWER DIVISION

90a,b,c. *Color Theory.* (Normal Art.) A study of color with reference to its scientific background and artistic use. Practical applications to every day life in dress, the home, the commercial world, and the theatre. *One hour, each term.*

91a,b,c. *Design I.* (Normal Art.) A study of art structure underlying the visual arts. Fundamental for all students, either for general information or for those preparing for special art work. Laboratory problems in pure design in line, dark and light, and color with application to craft and industrial art including linoleum and wood block prints, cards, embroidery, lamp shades, lettering and posters. *Two hours, each term.*

92a,b,c. *Design II.* (Normal Art.) A continuation of course 91. A study of nature forms, landscapes and human figure, applied to illustrations, magazine covers and decorative compositions. Paper on historic textiles with application to wood block, tie-dyeing and batik. Prerequisite, Design I. *Two hours, each term.*

93a,b,c. *Representation I.* Principles of perspective. Proportion and the accurate rendering of form in studies of still life, flowers and plant form, interiors and landscapes, expressed through line, dark and light and color, using methods applicable to the presentation of the subject in grade and high schools. Emphasis on selection and arrangement of subject matter. Mediums used are pencil, charcoal, crayon, transparent and opaque water colors, cut paper and poster paints. *One hour, each term.*

94a,b,c. *Representation II.* A continuation of course 93 with more advanced problems along the same lines. Prerequisites, 93. *One hour, each term.*

97. *Applied Design I.* Construction and decoration of boxes, portfolios, writing cases. Study of design as related to function and structure. Selection and combination of appropriate materials and decoration of same. No prerequisites. *Two to three hours, fall term.*

98. *Applied Design I.* Elementary book binding. Construction of laced and sewed books together with their decoration. Designing and making of cover and end papers through the use of batik and print processes. Outlines of the development of book binding as an art. Study of illustrations of fine examples leading toward a keener appreciation of good design and sound workmanship as applied to the crafts. No prerequisites. *Two to three hours, winter term.*

99. *Applied Design I.* Lampshades. The construction and decoration of shades, with or without frames, designed, with reference to particular types of bases. Study of lamps in relation to their interior backgrounds. No prerequisites. *Two to three hours, spring term.*

UPPER DIVISION

190a,b,c. *Practice Teaching.* One year of supervised teaching in the University High School for Normal Art seniors.

Three hours, fall term; two hours, winter and spring terms.

191a,b,c. *Pedagogy of Art.* Comparison of the leaders of art movements and methods of art teaching of the past and present. Subject matter, material and method of presentation; observation of art classes in the city schools and University high school; lesson plans and courses of study for grade and high schools; assigned readings. Illustrative material for teaching carried out in craft and industrial art processes. Two lectures, one hour laboratory. *Two hours, each term.*

193. *Applied Design II.* Weaving; construction of simple handlooms for use in the grades; articles adapted to the needs and ability of the students; warping and setting up a four harness footpower loom for more advanced weaving. Patterns employed in the decoration of articles made which include bags, pillow tops, table runners, scarves, portieres and rag rugs. History of textile manufacture; modern industrial loom. *Two to three hours, each term.*

194a,b,c. *Applied Design III.* Pottery, including the building by hand and casting from moulds of tiles, bowl and vase forms, candle sticks and lamp bases; glazing and firing and the use of the potter's wheel; special attention to beauty of form. Historical resume of the potters' craft. *Two to three hours, each term.*

195a,b,c. *Dress Design I.* Line, tone and color as applied to dress design. Planning of modern costumes based on principles of design and color harmony adapted to individual requirements; historic dress and ornament with possibilities for modern adaptations; special problems in period, stage and commercial design. Open only to upper division students. *Two to three hours, each term.*

196a,b,c. *Dress Design II.* Continuation of Dress Design I, with special emphasis on the technique of fashion illustration. Study of various styles of rendering to be found in leading fashion periodicals. Page composition of two or more figures. Prerequisite, Dress Design I. *Two to three hours, each term.*

198a,b,c. *Home Decoration*. Great periods of interior architecture, of decorative furnishings, and the evolution of the social groups and environments in which they developed. The house plan, walls, windows and their treatment, ceilings and floors, decorative textiles and hangings. Lectures and reports. Required of normal art majors, open to upper division students of other departments. *Two hours, each term.*

199a,b,c. *Home Decoration*. Problems of side wall elevations in neutral wash and color. Quick rendering in pencil and water color of elevations and drapery arrangements. Furniture design, sketches and measured drawings. Painted furniture. Choosing, framing and hanging of pictures. Color and color schemes. Laboratory and museum research. *One hour, each term.*

GENERAL ART SUBJECTS

LOWER DIVISION

18a,b,c. *Art Survey*. Intended for the general student who is interested in, but not specializing in, art history, crafts, decorative art, and analysis of great historic periods of design. *One hour, each term.*

80-81-82. *Decorative Design I*. Study of the design impulse, its nature, origin and universality; principles of design as manifested in historic examples, and practical application to modern problems; museum research. Pattern, personality and symbolism; effects of materials and tools upon design; drawings in black and white, neutral value scale and color. Lecture and laboratory. *One to three hours, each term.*

83-84-85. *Decorative Design II*. A continuation of the work begun in *Decorative Design I*. *One to three hours, each term.*

97. *Applied Design I*. The construction and decoration of boxes, portfolios, writing cases. The study of design as related to function and structure. The selection and combination of appropriate materials and the decoration of the same. No prerequisites. *Two to three hours, fall term.*

98. *Applied Design I*. Elementary Bookbinding. The construction of laced and sewed books and their decoration. The designing and making of cover and end papers through the use of the batik and print processes. Outlines of the development of bookbinding as an art. Study of illustrations of fine examples leading toward a keener appreciation of good design and sound workmanship as applied to the crafts. No prerequisites. *Two to three hours, winter term.*

99. *Applied Design I*. Lampshades. The construction and decoration of shades with and without frames, designed with reference to particular types of bases. The study of lamps in relation to their interior backgrounds. No prerequisites. *Two to three hours, spring term.*

UPPER DIVISION

168a,b,c. *Civilization and Art Epochs*. Lectures covering history, archaeology and evolution of art. The influence of political, ecclesiastical,

aesthetic and ethnological evolution upon art; the influence of art upon humanity. Illustrated by means of photographs, lantern slides, colored plates, etc. Prerequisite, upper division standing. *Two hours, each term.*

180a,b,c. *Home Decoration*. Great periods of interior architecture, of decorative furnishings, and the evolution of the social groups and environments in which they developed. The house plan, walls, windows and their treatment, ceilings and floors, decorative textiles and hangings. Lectures and reports. Required of normal art majors, open to upper division students of other departments. *Two hours, each term.*

181a,b,c. *Home Decoration*. Problems of side wall elevations in neutral wash and color. Quick rendering in pencil and water color of elevations and drapery arrangements. Furniture design, sketches and measured drawings. Painted furniture. Choosing, framing and hanging of pictures. Color and color schemes. Laboratory and museum research. *One hour, each term.*

182-183-184. *Decorative Design III*. Drawings for commercial work, such as textiles, rugs, wall paper, mosaics, etc., making use of the principles studied in *Decorative Design I* and *II*.

Two to three hours, each term.

185-186-187. *Decorative Design IV*. Not only drawings are made, but, in some cases, the work is carried to final conclusion by actual production of a piece of stained glass, a mural decoration, a mosaic or some such piece of art work. Students execute pieces of exterior and interior decorative detail which are incorporated in the buildings and grounds of the school of architecture and allied arts. *Two to three hours, each term.*

193. *Applied Design II*. Weaving; construction of simple hand-loom for use in the grades; articles adapted to the needs and ability of the students; warping and setting up a four harness footpower loom for more advanced weaving. Patterns employed in the decoration of articles made which include bags, pillow tops, table runners, scarves, portieres and rag rugs. History of textile manufacture; modern industrial loom.

Two to three hours, each term.

194a,b,c. *Applied Design III*. Pottery, including the building by hand and casting from moulds of tiles, bowl and vase forms, candle sticks and lamp bases; glazing and firing and the use of the potter's wheel; special attention to beauty of form. Historical resume of the potter's craft.

Two to three hours, each term.

195a,b,c. *Dress Design I*. Line, tone and color as applied to dress design. Planning of modern costumes based on principles of design and color harmony adapted to individual requirements; historic dress and ornament with possibilities for modern adaptations; special problems in period, stage and commercial design. Open only to upper division students.

Two to three hours, each term.

196a,b,c. *Dress Design II*. Continuation of *Dress Design I* with special emphasis on the technique of fashion illustration. Study of the various styles of rendering to be found in leading fashion periodicals. Page composition of two or more figures. Prerequisite, *Dress Design I*.

Two to three hours, each term.

SCHOOL OF BUSINESS ADMINISTRATION

THE FACULTY

ARNOLD BENNETT HALL, A.B., J.D., LL.D.	President of the University
*EDWIN CLYDE ROBBINS, Ph.D.	Dean of the School
FRANKLIN E. FOLTS, M.B.A.	Acting Dean, Professor of Banking and Finance
KATHRYN BAILEY, B.A.	Instructor and Secretary of School
EARL M. PALLETTE, M.S.	Registrar of the University

ROY J. BELLOCK, M.B.A.	Associate Professor of Business Administration
O. K. BURRELL, M.A.	Assistant Professor of Business Administration
CHARLES E. CARPENTER, LL.B.	Dean of the School of Law
JAMES A. JOHNSTON, M.A.	Associate Professor of Business Administration
C. L. KELLY, M.A., C.P.A.	Associate Professor of Business Administration
ALFRED L. LOMAX, M.A.	Professor of Business Administration
HUGH E. ROSSON, LL.B.	Associate Professor of Law
A. SIDNEY KINGSMILL, M.B.A.	Associate Professor of Business Administration
CARLTON E. SPENCER, B.A., J.D.	Associate Professor of Law
A. B. STILLMAN	Assistant Professor of Accounting
VICTOR E. STORLI, M.B.A.	Assistant Professor of Business Administration
W. F. G. THACHER, M.A.	Professor of Advertising
GEORGES M. WEBER, M.B.A.	Professor of Business Administration

WILLIAM A. FOWLER	Research Assistant
MABEL S. FOOTE	Graduate Assistant
HUGH M. PIER	Graduate Assistant

* Leave of absence 1927-28.

ORGANIZATION AND PURPOSE

The school of business administration, organized as a distinct unit of the University of Oregon in 1914, is divided into an undergraduate and a graduate department. The state board of higher curricula assigned to it as a special field the work in "higher commerce," with the exclusive right to offer graduate work in business training.

Accordingly, the school has built its curricula, both undergraduate and graduate, around one idea, the development of business executives. Each student in business administration is viewed as a future manager. This singleness of purpose enables the school to concentrate all its energies on the managerial and administrative aspects of business training, rather than to spread them over the entire realm of commercial activity.

Sound training in business administration necessitates a broad knowledge of economics, law and liberal arts, and technical business procedure. Through careful correlation between the allied courses in economics, law, liberal arts and business administration, the school bases its training in business technique on a broad foundation of this character. In addition to such correlation, a series of management studies is offered each year which covers every phase of management, so that at the conclusion of his course each major has studied the aspects of business management.

Opportunity is also offered for specialization in some one field during the senior and graduate years. The various curricula are so arranged that a student may advance in a subject as a whole, such as accounting or banking, or he may specialize within a given field, i. e., he may study to become a certified public accountant or the manager of a bank. In other words, the school is meeting the individual needs of each student.

ADMISSION

The school of business administration admits students (1) upon fulfillment of the regular entrance requirements of the University, or (2) under the following provisions: Any seven units in the prescribed sub-

jects (English, mathematics, language, social science, and science) and eight from acceptable electives, provided at least four are in commerce subjects. A foreign language is not required for entrance according to either of these plans. Students entering under the second provision, as outlined above, are eligible to proceed to the degree of bachelor of business administration but may not change their major enrollment to any other school or department without having fulfilled the regular entrance requirements.

FIELDS OF TRAINING

Following is a brief summary of the fields available for specialization in the school of business administration. It will be seen that these fields include the vast majority of managerial positions in the business world. For instance, in the field of finance there are dozens of individual positions such as bond department manager, financial manager, bank manager, broker, bond buyer, bond and stock trader, financial sales manager, credit manager, etc. As stated above, the work of the school is so arranged as to give individual attention to the problems of each major.

The following detailed courses are not required, but merely suggestive of the kinds of work which the school offers.

SUGGESTED COURSE IN FINANCE

Finance. Since modern business is organized on a monetary basis, and money-making is regarded by many as a test of success in business, it is not strange that the field of finance itself is especially attractive. Every concern of size has its finance department which offers good positions to properly qualified persons. In addition, the rapid growth of banking institutions, bond houses, brokerage firms and investment companies of all kinds, has created a steady demand for young men and women who know the fundamentals of management, plus specific knowledge in a given line of financial endeavor. The school has so developed its finance courses that the student can specialize in any phase of that work.

	Fall	Winter	Spring
FRESHMAN			
Constructive Accounting	4	4	4
Elective	10	10	10
Military Science (men) or Personal Hygiene (women)	1	1	1
Physical Education	1	1	1
	16	16	16
SOPHOMORE			
Elements of Business Administration	3	3	3
Business English	2	2	2
Principles of Economics	4	4	
Money, Banking and Crises			5
Elective	5	5	5
Military Science (men)	1	1	1
Physical Education	1	1	1
	16	16	17
JUNIOR			
Personnel Management	5		
Finance Management		5	
Sales Management			5
Law of Contracts	4		
Law of Agency		2	
Law of Bills and Notes		2	
Law of Credit Transactions			2
Law of Competition			2
Public Finance	4	4	
Conservation of National Resources			3
Elective	3	3	3
	16	16	15
SENIOR			
Elective	8	8	8
Investments	3	3	
International Finance			3
Bank Management			3
Business Policies		5	
Building & Loan Association Management	3		
	14	16	14

SUGGESTED COURSE IN ACCOUNTING

Accounting. As business procedure grows more scientific, accounting becomes more and more urgently necessary. Thus the field offers increasing opportunity for persons of native ability and sound training. How faulty the average preparation is today is evidenced by the fact that upwards of 85 per cent of those who take the examinations to become certified public accountants fail.

The school of business administration offers two thorough courses in accounting: 1—For those who are interested in securing positions in accounting departments of business firms, banks or manufacturing establishments, a four-year managerial course is open. 2—For those who wish to prepare for public accountancy, a five-year course is available. The latter work in addition to covering all the ground found in the four-year course, particularly stresses problems which confront the certified public accountant.

FRESHMAN			
	Fall	Winter	Spring
Constructive Accounting	4	4	4
Elective	10	10	10
Military Science (men) or Personal Hygiene (women)	1	1	1
Physical Education	1	1	1
	16	16	16
SOPHOMORE			
Elements of Business Administration	3	3	3
Business English	2	2	2
Principles of Economics	4	4	
Money and Banking			5
Elective	5	5	5
Military Science (men)	1	1	1
Physical Education	1	1	1
	16	16	17
JUNIOR			
Personnel Management	5		
Finance Management		5	
Sales Management			5
Law of Contracts	4		
Law of Bills and Notes		2	
Law of Agency		2	
Law of Credit Transactions			2
Law of Competition			2
Accounting Theory and Practice	3	3	3
Elective	4	4	4
	16	16	16
SENIOR			
Advanced Accounting Theory and Practice	3	3	3
Public Finance	4	4	
Conservation of National Resources			3
Income Tax	3		
Cost Accounting		3	3
Business Policies		5	
Elective	5		5
	15	15	14
GRADUATE			
C. P. A. Problems	3	3	3
Systems	5	5	5
Seminar	2	2	2
Minor Field	5	5	5
	15	15	15

SUGGESTED COURSE IN FOREIGN TRADE

Foreign Trade. Because of the chance for travel in distant lands, foreign trade courses have always proved alluring to the college student, but stripped of all its romantic setting, this field still offers splendid opportunities. Economic writers are freely predicting that the next great wave of prosperity in this country will rest primarily upon the sound development of our foreign trade. We have already reached the stage where normal domestic production far outruns normal consumption of domestic goods. New markets must be secured. This is especially true of the Pacific northwest with its many natural resources. Its advantageous situation relative to South America and oriental ports gives it unusual opportunities for engaging in foreign trade. The school offers training for foreign trade experts in import and export houses located in this country; and for salesmen, auditors and resident managers of companies doing business in foreign lands.

FRESHMAN	Fall	Winter	Spring
Constructive Accounting	4	4	4
Elective	6	6	6
Foreign Language	4	4	4
Military Science (men) or Personal Hygiene (women)	1	1	1
Physical Education	1	1	1
	16	16	16
SOPHOMORE			
Elements of Business Administration	3	3	3
Business English	2	2	2
Principles of Economics	4	4	
Money, Banking and Crises			5
Foreign Language (continuation)	4	4	4
Military Science (men)	1	1	1
Physical Education	1	1	1
	15	15	16
JUNIOR			
Personnel Management	5		
Finance Management		5	
Sales Management			5
Law of Contracts	4		
Law of Agency		2	
Law of Bills and Notes		2	
Law of Competition			2
Law of Credit Transactions			2
Foreign Trade Technique	3	3	3
Elective	4	4	4
	16	16	16
SENIOR			
Foreign Trade Marketing	3	3	3
Railway Economics	4		
Water Transportation		4	
Control of Carriers			4
International Finance			3
Business Policies		5	
Elective	8	3	6
	15	15	16

The foregoing outlines are indicative of courses that may be arranged in other fields, such as the following:

Marketing. Producing goods is a highly technical process and in most instances depends upon extensive use of machinery combined with much technical information, but marketing the products (except transportation) is largely a matter where the personal element involved is a deciding factor. The fields of marketing include: (a) The management of retail and wholesale stores of all kinds; (b) sales management, which comprises not only the successful handling of a sales force but also the actual selling of the product; and (c) advertising management, which as taught by the school of business administration not only offers occasion for developing ingenuity by arousing the buyer's desire to purchase, but shows the relation of advertising programs to sound marketing development.

Transportation. The rapid development of transportation as a part of modern business has created a demand for traffic managers. Such persons are needed not alone by (a) the railroads; but (b) by chambers of commerce and other civic bodies which have found it advisable to create traffic departments for the sound development of community enterprise; and (c) by manufacturing concerns and business houses of size that have found it highly desirable to establish their own traffic departments to facilitate the easy movement of their products.

Labor Management. Personnel or labor management is one of the new fields open in modern business. For many years the employers were content to place emphasis upon the development of machinery alone. That great economies could be realized through the proper conservation of the labor force did not occur to the employer until recently. Today, however, no successful manager can ignore this phase of business. This means that companies must employ experts in this line, and hence, there is an ever growing demand for both men and women who are qualified to act as personnel managers. The school offers a four-year course covering this field.

COMBINATION COURSES

An intimate relation exists between business and certain of the other professions. In increasing numbers students are desiring courses which consist of combinations of business with some other field of endeavor such as law, the physical sciences, etc. The following combinations are indicative of the opportunities now available.

SUGGESTED SIX-YEAR ADMINISTRATION-LAW COURSE

Business Administration and Law. Many students enter the University hesitating whether to enroll in business administration or in law. At many points the training in these two fields cross and the student properly trained in both business and law is doubly fortified to battle with the world. To meet an increasing demand for training of this kind, the school of business administration and the school of law offer a combined six-year course leading to the degree of bachelor of business administration on the one hand and bachelor of laws on the other. A student taking the business administration-law combination will register in the law school in his senior year. He will take the regular law schedule of forty-two hours but will receive credit for forty-six hours toward his bachelor degree. Eighteen hours of the law work may be used toward a satisfaction of the thirty-six hour social science requirement for the bachelor of science degree.

FRESHMAN		Fall	Winter	Spring
Constructive Accounting	4	4	4	4
Elective	10	10	10	10
Military Science (men)	1	1	1	1
Physical Education	1	1	1	1
	16	16	16	16
SOPHOMORE				
Elements of Business Administration	3	3	3	3
Principles of Economics	4	4		
Money and Banking				5
Business English	2	2	2	2
Elective	5	5	5	5
Military Science (men)	1	1	1	1
Physical Education	1	1	1	1
	16	16	16	17
JUNIOR				
Personnel Management	5			
Finance Management		5		
Sales Management				5
Public Finance	4	4		
Conservation of National Resources				3
Elective	8	8	8	8
	17	17	17	16

Advanced Work. The law school part of this combined course will consist of the regular law course of three years. The first year of work in the law school is fully prescribed, and consists of the following courses: Agency, Contracts, Criminal Law, Personal Property, Procedure I (introduction to law and the use of law books), Procedure II (brief-making), Real Property, and Torts. In the second and third year some election is provided for, and selection may be made from the following courses: Bankruptcy, Bills and Notes, Corporations (private), Corporations (municipal), Constitutional Law, Equity, Evidence, Insurance, Mortgages, Code Pleading, Oregon Practice, Office Practice, Trial Practice, Public Utilities, Real Property, Sales, Trusts, and Wills.

COMBINATION COURSES FOR WOMEN

Business Administration and Household Arts. The call of business is strong in the ears of the modern girl but statistics show that upwards of 85 per cent of college girls marry. In order to give sound training for business and at the same time permit the student to qualify as manager of a household, the school of business administration, in conjunction with the department of household arts, offers a four-year combined course in business administration and household arts. This combined course assures the student of sound training in homekeeping and at the same time prepares her to assume positions in the business world. Some business opportunities depend upon the specific training offered in this group. For example, wholesale and retail organizations dealing with foods and food products are particularly desirous to obtain employees who have the combined knowledge of the elements of business and household management.

DEGREES

Four degrees are open to students majoring in business administration.

UNDERGRADUATE

Bachelor of Business Administration. Students must meet all general University requirements and in addition complete at least 45 hours in business administration, including the following courses: Constructive Accounting 1a,b,c, Elementary Business Administration 21-22-23, the professional management series, and one year of law. Also one year of economics, including the principles of economics.

Bachelor of Science. Students must meet all general University requirements plus 45 hours in business administration which must include Constructive Accounting 1a,b,c, Elementary Business Administration 21-22-23, and 24 hours of any upper division work in business administration plus one year of economics including the principles of economics.

GRADUATE DIVISION

Master of Business Administration. Holders of a bachelor's degree from a standard college or university are admitted to the graduate division of the school of business administration.

Members of the graduate division who have previously completed at least forty-five term-hours of undergraduate work in business administration are normally able to earn the forty-eight hours necessary for the master's degree in one year.

Members who have not completed the equivalent of forty-five term-hours of undergraduate work in business administration will have to complete that amount of undergraduate work before proceeding upon the forty-eight hours required for the master's degree.

Of the work required for the master's degree, three hours are allowed for the thesis and a minimum of fifteen hours must be made in courses of strictly graduate work; that is, in courses open to graduate students only. The remaining work must be done either in strictly graduate courses or in approved upper division courses.

Not all graduate students wish to proceed to the degree. Frequently students whose undergraduate training has not included work in commerce wish to spend a fifth year largely devoted to business training. Such students will elect courses which best fit the individual case without regard for degree requirements.

Occasionally a graduate student is interested only in carrying on some specialized type of work and does not care to become a candidate for a degree. When the student can demonstrate his earnestness and ability to do this, every effort is made to provide the type of training he desires.

SCHOLARSHIP AND PRIZES

Phi Chi Theta Scholarship. Phi Chi Theta, national honorary commerce fraternity for women students, gives an annual scholarship of fifty dollars to a woman in the junior or senior class. The scholarship is awarded on the basis of high scholastic standing and general student activities.

Beta Gamma Sigma Scholarship Record. Beta Gamma Sigma, national honorary commerce fraternity, has placed in the corridor of the Commerce building a permanent record plate on which appears the following inscription: "To honor outstanding scholastic attainment, Beta Gamma Sigma inscribes hereon annually the name of a freshman major in the school of business administration." The name of the freshman receiving the highest scholastic average for a year is inscribed on this record.

Life Insurance Prizes. Annually, cash prizes amounting to fifty or more dollars are awarded to the students making the best sales demonstration of a real life insurance policy by the following companies: The

Mutual Life Insurance Company of New York, The Massachusetts Mutual Life, Northwestern National Life Insurance Company, New York Life Insurance Company.

The Oregon Life Insurance Company has presented the school of business administration with a silver loving cup upon which the name of the winner of the contest each year is inscribed. In addition to the cup, the winner is presented with a personal memento from the company.

GRADUATE SCHOLARSHIPS

Certain scholarships and fellowships are available to students in the graduate division of the school. These awards carry stipends varying from \$250 to \$600 per year. They are granted to students in recognition of exceptional ability and scholastic achievement.

LABORATORIES AND LIBRARY

The school of business administration maintains a complete reference library in the Commerce building. Except in the field of accounting, students are not required to purchase text books. All text and reference materials are supplied to students by the school through the reference library. Adjacent to the library are well equipped study rooms. The laboratories of the school are well furnished with various types of calculating machines. This equipment is of material aid to the student as it effects a great saving of student time. A careful study shows that the student benefits through this economy in text book purchases to the extent of approximately thirty dollars per year. The library and laboratories are available to non-majors registering in business courses upon the payment of course fees. Course fees are not required of majors in business administration.

BUREAU OF BUSINESS RESEARCH

In the carrying out of its functions of training for business management the school of business administration maintains a bureau of business research. Its purpose is to study the problems of business enterprise peculiar to the state and to the northwest. The work of the bureau is carried on by the entire teaching staff of the school, augmented by a full time research fellow and several research assistants. The studies made are undertaken either at the request of business men of the state or on the suggestion of some member of the teaching organization. During the past year the following studies were completed either in whole or in part:

"A Study of Silk Manufacture in Oregon."

"History of the Wool Industry in the Pacific Northwest."

"A Study of the Re-refining of Discarded Crankcase Oils."

"A Study of the Business Aspects of the Weekly Newspaper." (Investigation carried on jointly with school of journalism.)

"An Analysis of the Investment Contracts Being Offered the Public by Building and Loan Associations of the State of Oregon."

"A Study of Commercial Air Transportation Throughout the Northwest." 

"A Study of Foreign Market Possibilities for Oregon Prunes."

"An intimate Scientific Analysis of Oriental Markets with Particular Reference to Products Originating or Passing Through the Oregon Trade Territories."

Such investigations render definite and valuable assistance to the business men of the state. Junior and senior students maintain a close contact with the work of the bureau and through it are constantly informed of current business problems and their solutions. All graduate students and many seniors assist in the study and solution of these problems. It is an invaluable experience.

Description of Courses

Service Courses

The school of business administration offers to the campus at large certain courses of a service nature. These courses are open to non-major students without prerequisites.

101. *House Administration.* This course deals with the business problems continually arising in the management of a living organization. Problems of buying, financing, record keeping, etc., are fully discussed and typical solutions analyzed. It will be of interest to the house manager of living organizations and to prospective house managers. Open to upper classmen with the consent of the instructor. Lomax.

Three hours, spring term.

102. *Personal Finance.* This course is devoted to the administration of the personal finances of the individual. It is based upon an analysis of the care and use of the individual income. Common business practices are studied from this point of view. Effective purchasing, the use of the commercial bank, the proper utilizing of the service banks and other types of service organizations, the investment of funds, personal record-keeping and the balancing of income and expenditures by means of a budget are the problems discussed. This course will be of interest to any University student who has not had the advantage of business experience. The course is strictly a service course and is not open to majors in the school of business administration. Folts.

Three hours, winter term.

169. *Statistics.* Sources, collection and interpretation of statistical data; compilation and use of standardized record-keeping forms; questionnaires and special investigations; graphic control of statistical data. This course is the regular course in statistics offered to majors in the school of business administration. It is open to upper division non-majors without prerequisite. It is designed to satisfy the needs of students particularly interested in the social sciences, etc. Johnston.

Five hours, fall term.

LOWER DIVISION

Required Courses

1a,b,c. *Constructive Accounting.* An introduction to the entire field of accounting and to business administration. A study of proprietorship from the standpoint of single ownership, partnership and corporation organization. Accounting systems from the simple to the complex are constructed from the basic accounting principles. Financial statements and the collection, interpretation, and comparison of their data. Required of all majors and fundamental to all advanced courses in business administration. Folts and staff.

Four hours, each term.

2b,c. *Constructive Accounting.* At the beginning of the winter and spring terms, all Constructive Accounting students are re-sectionized on the basis of their accomplishments during the preceding term. Students

who receive a grade of "I" in either the fall or winter terms are registered in Constructive Accounting 2b or 2c instead of 1b or 1c. This course is designed for students showing special ability in the field of accounting. The course includes more material than course 1b,c, and carries an extra hour of credit. Folts and staff. *Five hours, winter and spring terms.*

SOPHOMORE SERIES

Constructive Accounting is prerequisite to the following sophomore courses.

21. *Elementary Business Administration.* Description and fundamental consideration in organizing and locating a business concern. A study of modern methods of production. Required of all business administration majors. Stillman and staff. *Three hours, any term.*

22. *Elementary Business Administration.* A study of basic considerations in financing the business organization with attention to a study of problems concerned with purchasing, credits, collections and risks. Required of all business administration majors. Stillman and staff. *Three hours, any term.*

23. *Elementary Business Administration.* A study of the problems involved in the marketing of a product. Dealing with marketing functions, agencies, policies and methods. Stillman and staff. *Three hours, any term.*

UPPER DIVISION

Constructive Accounting 1a,b,c, and Elementary Business Administration 21-22-23 are prerequisite to all upper division courses in business administration.

112. *Personnel Management.* The study of principles and policies which underlie the successful administration of personnel work. Lomax. *Five hours, fall term.*

113. *Finance Management.* The principles underlying modern business, analysis of the financial organization for production, marketing and expansion under the individual, partnership, and corporation forms, from the manager's point of view. Kingsmill. *Five hours, winter term.*

114. *Sales Management.* The field and functions of sales management. Problems of sales organization, research and planning, sales policies, control of sales operations. Studied from the point of view of the sales manager. Bullock. *Five hours, spring term.*

115. *Production Management.* An analysis of the problems of production, factory organization and factory management. Studied from the point of view of the production manager. *Five hours, spring term.*

Courses 116-120 constitute a sequence known as the manager's use of law.

116. *Law of Contracts.* Formation of contracts, including capacity of parties to contract, offer, acceptance and consideration, legality and form; interpretation of contracts; operation of contracts; discharge of contracts. Spencer. *Four hours, fall term.*

117. *Law of Agency.* Source and scope of the agent's power; relations of the principal and third persons; termination of the relation; relations of the principal and agent; relations of the agent and third persons. Rosson. *Two hours, winter term.*

118. *Law of Bills and Notes.* A comparison of simple contracts with negotiable instruments (contracts) with the object of developing the fundamentals of form, mode and effect of negotiation and rights and liabilities of parties. Case work. Prerequisite, course 116. Rosson. *Two hours, winter term.*

119. *Law of Credit Transactions.* Subject matter of sale, executory and executed sales; bills of lading and the effect thereof on the title to the goods; seller's lien and right of stoppage in transitu; fraud; warranty and remedies for breach of warranty; statute of frauds. Spencer.

Two hours, spring term.

120. *Law of Competition.* Dealing with combinations of labor and capital, strikes, boycotts, monopolies; the doctrine of conspiracy; unfair methods of competition, imitation of competitor's goods, etc. Carpenter.

Two hours, spring term.

132. *Office Organization and Management.* The principles of organization and management as applied to the office. The elements of office organization, office management, office records and systems. A special study of the office manager as an executive and his qualifications. Stillman.

Four hours, one term.

140a,b. *General Advertising.* Theory and practice. The economic and social implications of advertising. The advertising agency. The "campaign," including methods of research, and the coordination of advertising with marketing and merchandising processes. Selection of media. Retail and mail order advertising. Typography, engraving, printing, and book-making. Study and practice in the preparation of advertising copy of all kinds. Open only to majors in journalism and business administration. Thacher.

Three hours, fall and winter terms.

141. *Space Selling.* The salesmanship of advertising, including a description of the organization and methods of the advertising department of newspapers and other publications. Open only to majors in journalism and business administration. Thacher.

Three hours, spring term.

142-143-144. *Advertising Practice.* In this course, students are given practice in the creation and preparation of advertising copy, in connection with the advertising department of the "Emerald" (the student newspaper) and other campus publications. Open only to majors in journalism and business administration. Thacher.

Three hours, spring term.

145a,b,c. *Advertising Problems.* The purpose of this course is to give the student an opportunity to cultivate his judgment through the consideration of actual marketing and merchandising problems, in the solution of which advertising may be a factor. Open only to majors in journalism and business administration. Thacher.

Two hours, each term.

150-151. *Traffic Management.* A study of fundamental principles and the business practices which underlie the management of traffic departments. Weber.

Three hours, fall and winter terms.

152. *Personal Efficiency Management.* Methods of finding personal interests and qualities necessary to successful management. Outline of individual characteristics needed for specific kinds of positions. Possible improvement of present or undeveloped personal traits. Scientific approach to problems of business management. Robbins.

Three hours, spring term.

153. *Business Policies.* The relation of business policies to the business cycle. Emphasis upon the analysis of various cases actually existing in the business world. Effort is made to coordinate all the knowledge

the student has received in economics, law, and business administration. Prerequisite, senior standing and prescribed work in economics, law, and business administration. Johnston. *Five hours, winter term.*

154. *The Manager's Use of Accounting.* Primarily for students who have completed constructive accounting and want more training in managerial accounting, but do not wish to specialize in professional accounting. Analysis of budgetary control, profit and loss statements, distribution of costs, etc. Stillman. *Three hours, one term.*

155-156. *Manufacturing.* A presentation of the economic conditions pertaining to about thirty of the principal manufacturing industries of the United States; brief history of each industry and the process of each. Where it is possible, the national or international situation is correlated with conditions found in the Pacific Northwest particularly, and the Pacific Coast generally. Lomax. *Three hours, winter and spring terms.*

159. *Senior Thesis.* Subject for research in some field of special interest to be chosen upon consultation with major adviser. Folts. *Three hours, one term.*

160. *Bank Management.* The administrative problems concerned with the organization and operation of the modern bank. Folts. *Three hours, spring term.*

161. *Building and Loan Association Management.* The administrative problems concerned with the organization and operation of the building and loan association. Folts. *Three hours, spring term.*

164a,b. *Investments.* Investment avenues and classes of investment securities as differentiated from speculation; analysis of investment securities of various classes, concluding with a study of the principles underlying successful investing. Kingsmill. *Three hours, fall and winter terms.*

165. *Foreign Investment.* Foreign investment avenues and classes of investment securities; the importance of foreign investments from the standpoint of developing foreign trade as well as from the international standpoint. Prerequisite, 164. Kingsmill. *Three hours, spring term.*

168. *Real Estate.* Business problems connected with the sale, purchase and management of real estate. Brokerage, contracts to real estate, liens, taxes and assessments, the transfer of titles, deeds, bonds and mortgages, leases, methods of arriving at the valuation of real estate, surveyors' relations to real estate, and the work of the architect, land registration. Kelly. *Three hours, spring term.*

169. *Statistics.* Sources, collection and interpretation of statistical data with special reference to managerial problems. Compilation and use of standardized record-keeping forms. Questionnaires and special investigations; records of business forecasting, market and industrial surveys. Graphic control of statistical data adapted to facilitate scientific management. Johnston. *Five hours, fall term.*

175. *Merchandising.* Methods and problems of marketing raw materials; market analysis and distribution of commodities from the manufacturer to the consumer; organization and interrelation of the different types of agencies; the distribution system in its relation to development of the retail store. Problems illustrating specific points developed by

analysis and discussion. These problems are based on actual business experience and deal with the conditions determining demand, retail trade, wholesale trade, various trade markets and price policies. Bullock.

Three hours, fall term.

177. *Advanced Salesmanship.* Research work in salesmanship problems. Open to qualified students who wish to specialize in the selling phase of business.

Three hours, spring term.

178. *Life Insurance.* Personal and business uses of life insurance; insurance administration; government control; methods of computing premiums; study of contracts. Kelly.

Three hours, winter term.

179. *Property Insurance.* The economic and legal principles and leading practices upon which the various kinds of property insurance are based. Nature of the coverage, types of underwriters, types of contracts and their special application; analysis of the policy contract, special endorsements and the factors underlying the determination of rates. Kelly.

Three hours, fall term.

181a,b,c. *Foreign Trade Technique.* The technique of papers used in shipments to foreign countries and facilities utilized at seaboard. The export order; types of quotations; weights and measures; marks; export invoice; freight forwarders; bills of lading; custom house declaration; marine insurance; financing foreign shipments; letter of credit; cable codes; problems in C. I. F. and other forms of quotations. A classification of steamers according to service, structure and clearance papers; ocean terminal facilities, such as cranes, endless conveyors, the belt line, lighters, the development of a port. Weber.

Three hours, each term.

182. *International Finance.* The essentials of foreign banking, foreign exchange and foreign investments, all from the point of view of the business manager. Weber.

Three hours, spring term.

183a,b,c. *Foreign Trade Marketing.* Advanced problems in export and import organization, foreign market analysis, and in selling, distribution and financing in foreign trade. Prerequisite, Foreign Trade Technique, 181a,b,c. Weber.

Three hours, each term.

191a,b,c. *Accounting Theory and Practice.* The underlying theory on which accounting records and statements are based. Statements of affairs, depreciation, analysis of profit and loss accounts, receiverships, balance sheet construction and problems. Required of accounting majors. Johnston.

Three hours, each term.

192a,b,c. *Advanced Accounting Theory and Auditing.* Application of the technical phases of accountancy. Professional training in practical accounting theory and auditing in preparation for the positions of auditor, comptroller or executive of large corporations. Prerequisite 191a,b,c, and prescribed work in business administration. Required of accounting majors. Johnston.

Three hours, each term.

194. *Income Tax Procedure.* Income and excessive profits tax laws of the United States. Problems involving personnel, partnership and corporate returns. Forms, law, regulations, treasury decisions involving modern points of law; decisions and rulings which affect business. Prerequisite, senior standing and 192a,b,c, or equivalent. Johnston.

Three hours, spring term.

195a,b. *Cost Accounting for Industrials*. The principles and methods of factory cost accounting, with application to practical problems. Phases of industrial management necessary to the installation and operation of a modern cost system. Prerequisite, senior standing and 192a,b,c, or equivalent. Stillman. *Three hours, fall and winter terms.*

GRADUATE DIVISION

201a,b,c. *Accounting Technique for the Manager*. An intensive study of the manager's application of accounting theory and technique to daily problems of administration. Includes the theory of account construction, the preparation of statements for managerial use, the manager's interpretation of accounts and statements, and the relationship of accounting records to managerial standards of operation, finance, etc. Emphasis is given the relationship of statements as a basis of managerial control, the use of ratios in statement analysis, and the contributions of accounting to a budgetary system. Open only to graduate students upon the recommendation of the adviser. Folts. *Five hours, each term.*

203. *Management Technique*. Intensive analysis of the field of management. Types of problems faced by the manager are classified, a technique of problem approach and solution is developed. Compiling of the examples of essential problems fundamental in each of the generally recognized managerial fields. Emphasis on detailed solution of these problems. Open only to graduate students upon recommendation of the adviser. Johnston. *Five hours, fall term.*

204-205-206. *Advanced Commercial Research*. Progress of commercial research in business institutions and research departments of universities. Examination and criticism of typical studies in business research. Determination of methods of procedure in adaptation to various types of business problems. Practice studies will be performed for application of the methods of business research. Johnston. *Two hours, each term.*

207-208-209. *Graduate Management*. Application of the principles of business management to the major subject of the student. Studies will be made of means of control available in scientific administration of business in special departments of institutions. Scientific investigations on applications of these means of control in the field of the student's major business interest. *Three hours, each term.*

210. *Pedagogy of Commerce*. Application of modern principles and methods to the problems of commercial education. Comparative study of representative types of commercial curricula in high schools and universities. A curriculum is framed by each student for the type of school in which he has especial interest. Open to graduates in business administration who have had one or more courses in principles of education. Johnston. *Three hours, spring term.*

212-213-214. *Graduate Labor Management*. Intended primarily for persons who expect to engage in some phase of labor management. An intensive presentation of the entire field. The functions of the manager and the means by which he solves his problems are given detailed consideration. Especially valuable to graduates of schools of engineering who expect to engage in labor management. Robbins. *Three hours, each term.*

220-221-222. *C. P. A. Problems.* Intensive study of problems and questions asked by the examining boards of the various states as well as the American Institute of Accountants' examinations. Extensive practice in solution of problems, training to analyze correctly and gain correct form and desired speed in solving difficult problems, involving a knowledge of partnerships, executors' accounts, corporation accounts, revenue accounts, fire insurance, etc. Prerequisite, graduate standing with adequate preparation to be determined by the instructor. Kelly.

Five hours, each term.

223-224-225. *Accounting Systems.* Installation and methods of control, cost systems. Special business concerns are studied and systems worked out to fit particular situations as well as standard business practice. Report writing, including technique, style, and form. Problems and research work. Kelly.

Five hours, each term.

240-241-242. *Graduate Seminar.* Topics for presentation and discussion are selected in general conference from term to term. Robbins.

Two hours, each term.

260. *Graduate Thesis.*

Three hours, any term.

SCHOOL OF EDUCATION

THE FACULTY

ARNOLD BENNETT HALL, A.B., J.D., LL.D.	President of the University
HENRY D. SHELDON, Ph.D.	Dean of the School of Education
EARL M. PALLETT, M.S.	Registrar of the University
BURCHARD W. DEBUSK, Ph.D.	Educational Psychology
FRED L. STETSON, M.A.	Secondary Education
CARL L. HUFFAKER, Ph.D.	School Administration
HARL R. DOUGLASS, Ph.D.	Teaching Practice
HAROLD S. TUTTLE, M.A.	Assistant Professor
JESSE A. TANNER, M.A.	Instructor
R. U. MOORE, B.A.	Administrative Principal, University High School
ANNE LANDBURY BECK, B.A.	Music
*MAUDE I. KERNS, B.A., B.S.	Art
EDGAR R. MEANS, M.A.	Science
MARGARET B. GOODALL, B.A.	English
EDITH B. PATTEE, M.A.	French and Latin
C. B. ROTHWELL, B.A.	History and Civics
GERTRUDE SEARS.	English and Library
SADA CHAMBERS.	English
EDNA D. ASSENHEIMER	Mathematics
MELTRUDE COE, B.A.	Commercial
JOHN F. BOVARD, Ph.D.	Pedagogy of Physical Education
WILLIAM P. BOYNTON, Ph.D.	Pedagogy of Physics
ROBERT C. CLARK, Ph.D.	Pedagogy of History
EDGAR E. DECOU, M.S.	Pedagogy of Mathematics
FREDERIC S. DUNN, M.A.	Pedagogy of Latin
HERBERT C. HOWE, B.A.	Pedagogy of English
FRIEDRICH G. G. SCHMIDT, Ph.D.	Pedagogy of Modern Languages
ALBERT R. SWEETSER, M.A.	Pedagogy of Botany
EMMA WATERMAN, M.A.	Pedagogy of Physical Education
LOUISE BASFORD, B.S.	Research Secretary
T. R. HUMPHREYS, B.A.	Research Assistant
LAWRENCE J. BOYLE, B.A.	Graduate Assistant
ZENAS A. OLSON, B.A.	Graduate Assistant
HENRY C. PATEY, B.A.	Graduate Assistant

* Leave of absence, 1927-28, winter and spring.

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

ORGANIZATION

The school of education of the University of Oregon was authorized by the board of regents in February, 1910. The general purpose of the school is to organize and correlate all the forces of the University which have for their ultimate aim the growth of educational efficiency in the state of Oregon. The Education building, designed for the school of education, gives commodious and well fitted quarters for the school.

OPPORTUNITIES FOR SPECIALIZATION

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

- (1) Superintendents, principals, supervisors and teachers for administrative work.
- (2) Teachers for departmental work in senior high schools.
- (3) Teachers for departmental work in junior high schools.

- (4) Special supervisors in music, art, physical training, athletic sports, public speaking and commerce.
- (5) Teachers for normal schools and colleges.
- (6) Teachers who are interested in defective and subnormal children and delinquents.
- (7) Those who are interested in physical and mental measurements and tests as specialists in large cities.

THE UNIVERSITY HIGH SCHOOL

A model high school building on Alder street north of 16th avenue near the school of education building houses the University High School. Here students may have an opportunity of observing the application of methods of teaching and may acquire, under supervision, such skill as will lead to the actual work of the school. Model lessons are given by the supervisors in charge so that those who are preparing to teach may have illustrations to guide them in the application of the principles underlying education. Lesson plans are worked out and supervised teaching is done. Much of the teaching is done by the problematic or project method. Problems of discipline and organization are worked out.

THE APPOINTMENT BUREAU

The University maintains an appointment bureau to aid its graduates and alumni to find those positions for which their academic and professional training has fitted them. The fee is one dollar. The bureau keeps in touch with the boards of education and superintendents desiring teachers and strives to put the right teacher in the right place. The bureau does not assist teachers who are not University of Oregon graduates, but concentrates all its energies in the service of its own graduates. The recommendation of the bureau will be limited to candidates who have taken courses as prescribed by the University, including the norms in subject matter for teachers as well as the professional courses.

THE BUREAU OF EDUCATIONAL RESEARCH

This bureau is organized as the service department of the school of education for the schools of the state. It is the purpose of this bureau to conduct researches on the leading educational problems of the state and to give the schools the benefit of these results. This bureau furnishes information upon request to any school in the state about educational problems. It advises as to the purchase and use of educational tests and it cooperates with schools in making studies in their own systems. In the last two years this bureau has conducted building and financial surveys in two cities in the state and one large cooperative testing program in reading and arithmetic among six city systems.

DEGREES

The degree of bachelor of arts or of bachelor of science is conferred upon the students of the school of education who have met the requirements of the College of Literature, Science and the Arts for the degree.

The degree of bachelor of science in education is conferred upon students of the school of education who have secured 186 hours of university credit and who have completed a prescribed curriculum in the school of education.

The graduate school of education as a department of the graduate school of arts and sciences, offers opportunities for graduate study and the earning of advanced degrees to those who have done their major work in education.

TEACHERS' CERTIFICATES

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

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

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

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

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

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

Fees are as follows, payable to the state superintendent of public instruction:

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

REQUIREMENTS FOR THE TEACHING CERTIFICATE

The school of education designates the following courses to be taken in satisfying the requirement of twenty-two hours in education for the teaching certificate. Candidates for the certificate should take these courses as outlined by years. Candidates for the certificate must take the first three of these courses as prerequisites to other advanced courses in the department.

	JUNIOR	Term Hours
Education } 101-102-103		12
	SENIOR	
Theory and Observation, 106		3
Supervised Teaching, 107		5-7
		<u>22</u>

NORMS FOR PROSPECTIVE TEACHERS

After September, 1927, the University of Oregon will recommend no graduate as a qualified candidate for a teaching position who has not completed, in addition to the professional requirements specified by the Oregon school law, the academic preparation outlined under either (A) or (B) below.

A.—For students whose major courses are included in the subjects commonly taught in the high schools of the state, i. e., English, history, mathematics, Latin, French, Spanish, German, biological science (including geology), physical science (physics and chemistry), music, and physical education, the requirement is a major course of study including a major norm, or a major norm and, in addition, a minor norm.

B.—For students whose major courses are not included in the above list of subjects commonly taught in the high school, the requirement is two minor norms.

Students who have started to complete norms as outlined by former legislation, may either continue with their original programs or substitute the new norms as given below:

Following is the list of norms intended to correspond to the main lines of high school teaching which are undertaken by the University's graduates:

I. ENGLISH NORMS

MINOR NORM

	<i>Term Hours</i>
1-2-3, Survey of English Literature	12
Two terms of Shakespeare	6
5, American Literature	8
176a,b, The Teaching of Literature	4
180, English Composition for Intending Teachers	2
	27

MAJOR NORM

The minor norm, and in addition: one more term of Shakespeare (3), and 12 hours from any upper division subjects approved for majors in English. Students taking the English courses in methods of teaching are exempt from 3 hours of the education required for the teacher's certificate.

II. HISTORY, CIVICS, ECONOMICS

MAJOR NORM

	<i>Term Hours</i>
61-62-63, English History, or	
41-42a,b, Modern European History	12
71-72-73, American History	12
1-2, Modern Governments	8
3a,b, Principles of Economics	8
	40

MINOR NORM

42a,b, Modern European History, or	
62-63, English History	8
71-72-73, American History	12
3a,b, Principles of Economics, or	
1-2, Modern Governments	8
	28

III. MATHEMATICS

MAJOR NORM

	<i>Term Hours</i>
8a,b,c, Unified Mathematics, or	
3, Advanced Algebra; 4, Plane Trigonometry; and	
5, Analytical Geometry	12
102a,b,c, Differential and Integral Calculus	12
103a,b, Differential Equations, or	
Two term-courses in upper division work	6
104, Higher Algebra, or	
105, Theory of Equations and Determinants	3
101, Teaching of Mathematics	3
	36

MINOR NORM

8a,b,c, Unified Mathematics, or	
3, Advanced Algebra; 4, Plane Trigonometry; and	
5, Analytical Geometry	12
61a,b, Differential and Integral Calculus	8
104, Higher Algebra, or	
105, Theory of Equations and Determinants	3
101, History and Teaching of Mathematics	3
	26

IV. LATIN

MAJOR NORM

	<i>Term Hours</i>
Thirty-three hours above Latin 1a,b,c (first year), including:	
3a,b, Cicero's Orations	6
4a,b, Vergil's <i>Æneid</i>	6
21a,b,c, Latin Literature, The Golden Age	9
101a,b,c, Latin Literature, The Silver Age, or	
102a, Latin Prose Composition II, and	
102b,c, The Elegy	9
153, Latin Pedagogy	3
	38

MINOR NORM

Twenty-four hours above Latin 1a,b,c, including:

3a,b, Cicero's Orations	6
4a,b, Vergil's <i>Aeneid</i>	6
21a,b,c, Latin Literature, The Golden Age	9
153, Latin Pedagogy	3

24

V. FRENCH

MAJOR NORM

Term Hours

Twenty-four hours above French 2a,b,c (second year), including:

103a,b,c, French Literature (3rd year)	9
105a,b,c, French Composition (3rd year)	6
111a,b,c, Classical French Drama, or	
113a,b,c, Modern French Drama, or	
112a,b,c, Nineteenth Century Novel	9

24

MINOR NORM

Twenty-seven hours above French 1a,b,c (first year), including:

2a,b,c, Second year French	12
103a,b,c, French Literature (3rd year)	9
105a,b,c, French Composition (3rd year)	6

27

VI. SPANISH

MAJOR NORM

Term Hours

Twenty-four hours above Spanish 12a,b,c (second year), including:

121a,b,c, Spanish Literature (3rd year)	9
124a,b,c, Spanish Composition (3rd year), or	
126a,b,c, Commercial Spanish	6
123a,b,c, Contemporary Literature	9

24

MINOR NORM

Twenty-seven hours above Spanish 11a,b,c (first year), including:

12a,b,c, Second year Spanish	12
121a,b,c, Spanish Literature (3rd year)	9
124a,b,c, Spanish Composition (3rd year), or	
126a,b,c, Commercial Spanish	6

27

VII. GERMAN

MAJOR NORM

Term Hours

Twenty-five hours above German 3a,b,c (second year), including:

101a,b,c, Classical German, or	
102-103-104, German Fiction and Contemporary Literature	9
115, Goethe's <i>Faust</i>	3
130, Teaching of Modern Languages	3
131a,b,c, Advanced German Composition	4-6
132a,b,c, German Conversation	6

25-27

MINOR NORM

Twenty-seven hours above German 1a,b,c (first year), including:

3a,b,c, Second year German	12
101a,b,c, Classical German, or	
102-103-104, German Fiction and Contemporary Literature	9
131a,b,c, Advanced German Composition	6

27

VIII. BIOLOGICAL SCIENCES

MAJOR NORM

Term Hours

1a,b,c, Elementary Biology	9
Advanced course in biology	12
1a,b, 2, General and Historical Geology	12
One pedagogical course in one of the above subjects	3

36

MINOR NORM

1a,b,c, Elementary Biology	9
Advanced course in biology	12
One pedagogical course	3

24

IX. PHYSICAL SCIENCE

MAJOR NORM		Term	Hours
1a,b,c, Elementary Chemistry, or 5a,b,c, General Chemistry			12
4a,b,c, General Physics			12
101, History and Teaching of Physics			3
195-196-197, Chemistry Instructors Conference, or			
100, Physics Laboratory Arts			3
Year courses totaling 9-12 hours from the following subjects:			
111-112-113, Advanced General Physics	9	50-51-52, Second Year Chemistry	12
112-113-114, Electrical Measurements	9	Total	39-42
1a,b,c, Descriptive Physics ..	9		
MINOR NORM			
1a,b,c, Elementary Chemistry			12
4a,b,c, General Physics			12
101, History and Teaching of Physics			3
			27

X. MUSIC

MAJOR NORM		Term	Hours
1a,b,c, Elements of Musical Science			9
9-10-11, History and Appreciation of Music			6
3, Contrapuntal Analysis			3
4, Formal Analysis			3
12a,b,c, Public School Music			9
13a,b,c, Scientific Music Reading			3
81a,b, Orchestral Organization			4
Applied Music (piano, voice, violin, or organ)			2
			39

XI. PHYSICAL EDUCATION

MAJOR NORM		Term	Hours
11a,b,c-71a,b,c, Introduction to Physical Education			6
13a,b,c-73a,b,c, Physical Education, Major Course			3
21a,b,c-81a,b,c, Fundamentals of Physical Education			9
Coaching of Sports			6
Twelve hours from the following:			
101a,b,c, Technique of Teaching		6	
102a,b,c, Playground and Community Recreation		7-9	
111-112a,b,c, Principles of Physical Education		3-6	12
			36
MINOR NORM (Women)			
11a,b,c, Introduction to Physical Education			6
13a,b,c, Physical Education, Major Course			3
Coaching of Sports			4-6
102a,b,c, Playground and Community Recreation			7-9
			20-24
MINOR NORM (Men)			
71a,b,c, Introduction to Physical Education			6
73a,b,c, Physical Education, Major Course			3
Coaching of Sports			6
101a,b,c, Technique of Teaching			6
			21

PROFESSIONAL CURRICULA

The following courses of study show the work in the school of education which should be followed by students who are intending to become high school teachers or whose special interest lies in the fields of secondary education or school administration. Related work in the college or in other schools of the University is shown only when it is necessary in building the proper curriculum.

Special lines of study have also been planned for those preparing for work with defectives and delinquents. Details of this curriculum may be obtained from the school of education.

SUGGESTED COURSES FOR PROSPECTIVE SUPERINTENDENTS
AND PRINCIPALS

	FRESHMAN	Fall	Winter	Spring
*Education 1-2-3		2	2	2
SOPHOMORE				
*Education 54-55-56		2	2	2
Beginners Psychology (no education credit)		3-4	3-4	3-4
†Economics 3a,b		4	4	
JUNIOR				
*Education 101-102-103		4	4	4
Education 105 (Theory and Observation)				3
†Economics 118a,b		4	4	
SENIOR				
Education 172-173-174 (basic course in school administration)		4	4	4
*Practice Teaching (enter high school semester)				5
Education elective		2	2	

* Adjustments will be made for normal graduates.

† These courses are recommended, not required.

Norms: There is one teaching norm required. It is recommended that, if possible, one major and one minor norm, or two minor norms be met.

COURSES IN EDUCATION FOR HIGH SCHOOL TEACHERS

A. Senior High School Teachers

	FRESHMAN	Fall	Winter	Spring
Education 1-2-3		2	2	2
SOPHOMORE				
Education 54-55-56		2	2	2
Beginners Psychology (no education credit)		3-4	3-4	3-4
JUNIOR				
Education 101-102-103		4	4	4
Theory and Observation of Teaching (may be taken in senior year, but must precede supervised teaching)				3
SENIOR				
Supervised Teaching (either high school semester)		5 or	2 2	5

The remaining hours in education are elective.

Normal graduates and teachers of considerable experience may be excused from supervised teaching.

B. Junior High School Teachers

Those preparing for positions in junior high schools will add to the above requirements courses 110-111-112, to be taken in the senior year. Adjustments will be made for normal graduates.

The school of education provides, also, curricula intended to give training in such groups of allied subjects as must commonly be taught by the same teacher in a high school of moderate size. The curriculum for science teachers, given below, is typical of these.

CURRICULUM FOR TEACHERS OF SCIENCE

This curriculum, leading to the degree of bachelor of science in education, is characterized by its substitution of an extensive training in the fundamental sciences, which are commonly taught in high schools, for the customary major requirement in a single department. It prescribes basic courses in biology, physics, geology, and chemistry, and further requires that the student shall select some one of the sciences as a specialty, which is to be pursued for at least a year beyond the prescribed fundamental course.

	FRESHMAN	Fall	Winter	Spring
Biology		3	3	3
Geology (or geography)		4	4	4
Elective in language or social science		3-4	3-4	3-4
Education		2	2	2
Other electives		2-3	2-3	2-3
Military Science (men) or Personal Hygiene (women)		1	1	1
Physical Education		1	1	1
		16-17	16-17	16-17

SOPHOMORE		Fall	Winter	Spring
Physics		4	4	4
Psychology		3	3	3
Written English		2	2	2
Education		2	2	2
Elective		3-4	3-4	3-4
Military Science (men)		1	1	1
Physical Education		1	1	1
		16-17	16-17	16-17
JUNIOR				
Chemistry		4	4	4
Education Cycle (101-102-103)		4	4	4
Observation of Teaching				3
Electives		8	8	5
		16	16	16
SENIOR				
Advanced Science		3-4	3-4	3-4
Supervised Teaching		5	2	
Department Methodologies				
Electives				

The electives of the first two years must include at least one year-course of not less than three hours per term in either the first or second group. They may well include such subjects as literature, foreign language, history or government, chemistry, mathematics, mechanics, mechanical drawing or household arts.

The upper division courses will include the courses in education and practice teaching required for certification and at least two methodology courses (6 term-hours). The remaining hours may be taken as free elective. Additional courses in the sciences will appeal to those who wish as complete a grasp as possible of the range of high school science.

Description of Courses

Practice teaching is counted toward the certificate only when the student is regularly registered in Supervised Teaching, Education 107.

For Freshman Majors

1. *How to Study.* Designed to aid freshmen in their college studies. Progressive drills in reading for speed and comprehension; effective use of library; note-taking, study schedule, fixing study habits. Graphs of reading improvement. Individual conferences. Open only to majors in education. Tuttle. *Two hours, fall term.*

2. *How to Study.* Continuation of Course 1. Discussion of problems of social adjustment, overcoming discouragement, the nature of learning, aids to memory and reasoning, the laws of attention and interest, the value of imagination and self-expression; drill in each basic type of study. Reading drill; graphs of improvement. Individual conferences. Open only to majors in education. Tuttle. *Two hours, winter term.*

3. *Problems of College Course.* A preview of the college courses open to education majors; content and method, value of college subjects, organization of college course. Reading drill, oral and written reports. Individual conferences. Open only to majors in education. Tuttle. *Two hours, spring term.*

For Sophomore Majors

54. *Great Teachers and Educational Reformers.* A study of the life and achievements of notable teachers with a view to understanding the essential principles of modern education as they have developed historically. Sheldon. *Two hours, fall term.*

55. *Development of Modern School Systems.* Considered naturally and in relation to certain basic ideas such as naturalism, democracy, science and economic efficiency. Sheldon. *Two hours, winter term.*

56. *Education Reforms of Today.* A consideration of some of the more recent experiments and changes in contemporary education in Europe as well as America. Considerable use of periodical literature will be made. Sheldon. *Two hours, spring term.*

UPPER DIVISION

101. *Introduction to Education.* An introductory study of education with particular reference to the Oregon school system, including a development of the more outstanding problems. Attention will be given to the factors of the school system that are directly related to the teacher. This course is designed to give a clearer perspective of education as a whole and to compare the Oregon schools with the best available standards. Huffaker, Stetson, Tuttle. *Four hours, any term.*

102. *Problems of Secondary Education.* A study of the practical problems of the high school from the standpoint of the teacher. The aims of the high school and how they are achieved through the program of studies and through the general socializing program. Analysis of the various phases of the teacher's work in the classroom, in school routine, in supervision and in guidance. Professional and social relationships in school and community. Huffaker, Stetson, Tuttle. *Four hours, any term.*

103. *Educational Psychology.* An introductory course dealing with the applications of psychology to the teacher's task. Nature of learning process; types of learning; basic laws of learning; attention; interest; nature of intelligence. Individual differences; transfer of training. Open to upper division students who have completed two hours of psychology. Courses 101, 102, 103 are prerequisite to all other upper division courses in education. Huffaker, Stetson, Tuttle. *Four hours, any term.*

106. *Theory and Observation of Teaching.* Theory and principles of the technique of instruction. Classroom phases of management. Readings, reports, and class discussions supplemented by observations in the local high schools. A professional course in methods of teaching and class management in high schools. Required of all prospective high school teachers, and a prerequisite for supervised teaching. Prerequisite 101, 102, and 103. Douglass. *Three hours, any term.*

107a.b. *Supervised Teaching.*

Hours to be arranged.

107x. *Educational Literature.*

Hours to be arranged.

110. *Junior High School Theory and Practice.* The causes and development of the junior high school movement; aims and functions of the new school; organization and administration; exploration; guidance; socializing activities; standards. Required of prospective junior high school teachers. Stetson. *Three hours, fall term.*

111. *Junior High School Curricula.* Principles of curriculum organization and administration applied to the junior high school. Analysis of courses and objectives; selections and organization of subject matter. Required of prospective junior high school teachers. Stetson. *Three hours, winter term.*

112. *Methods and Observation of Teaching in the Junior High School.* The theory and technique of teaching applied to early adolescence. Analysis of types of teaching; problems in class organization and management. Observation in local junior high schools. Required of prospective junior high school teachers and prerequisite to supervised teaching for these candidates. Stetson. *Three hours, spring term.*

121-122-123. *Reading Course in History of Education*. Open only to those who have made a superior record in either one of the two courses in the history of education; 151-152-153 or 154-155-156. Sheldon.

Hours to be arranged.

150. *Education Club*. Reports of current educational meetings, book reviews, discussions of special topics investigated by members. Sheldon and staff.

One hour, each term.

151-152-153. *History of American Education*. Lectures, reports, and discussions treating the intellectual development of America with special reference to education. Knowledge of American history a requisite. Colonial period, 1607-1775; fall term. Early national, 1775-1860; winter term. Recent period, 1860-1920, spring term. Open to seniors and graduates who have met the practice teaching requirement. Sheldon.

Two hours, each term.

154-155-156. *History of Education* (with special reference to modern educational ideas). Includes a study of the educational writings of Plato, Aristotle, Quintillian, Renaissance educators, Comenius, Locke, Rousseau, Pestalozzi, Froebel, Herbart, Herbert Spencer, Dewey, and Madame Montessori. Sheldon.

Two hours, each term.

157. *Social Education*. A study of education in the light of its social aims, the institutions with which it deals, and the principles of approved psychology; the significance of education in a democracy, leadership and originality, social progress, play and discipline. Students will be asked to diagnose situations arising out of inadequate group adjustments. Prerequisite: 101-102-103 or equivalent. Tuttle.

Three hours, winter term.

158-159. *Advanced Principles of Education*. A study of the broad fundamental principles and problems of education, with some attempt at their solution. The meaning of philosophy; the philosophy of education; principal rules, formulae; the value of a correct philosophy of education for the teacher and school administrator. How it may be made to function in all phases of school work. Huffaker.

Two hours, fall and winter terms.

160a,b,c. *Research in Education*. Designed to offer opportunity to qualified students desiring to pursue minor problems in child psychology, educational psychology, or hygiene. Credit, not to exceed two hours per term, depending upon nature of problem. DeBusk.

161-162-163. *Psychology of Childhood*. First term, the psychology of normal children; second term, the learning of children; third term, exceptional children—delinquent, subnormal, and superior—with special reference to the problems involved in their education. Prerequisites, education or psychology.

Two hours, each term.

164-165. *Mental Tests*. First term, the mental test movement. The history and technique of giving and scoring, underlying psychology principles, consideration of some of the more important individual and group tests. Second term. Application of mental tests to schoolroom problems. Prerequisites, education or psychology. DeBusk.

Two to three hours, fall and winter terms.

166. *Individual Differences*. Study of the individual differences in mental traits. Correlation of abilities and the educational problems in-

volved. Prerequisites, education or psychology. DeBusk.

Two to three hours, spring term.

167-168-169. *Educational Hygiene.* First term, hygiene of the school plant. Construction and sanitation, with special reference to the provision of a healthy school environment; second term, hygiene of the child. Consideration of those factors which affect the adjustment of the child to the school and its work; third term, hygiene of learning. Study of the problems of mental economy and control, fatigue, rest, play, organization of work, interference of association, etc. Open to qualified upper division students. Tanner.

Three hours, each term.

171. *School Administration.* The organization of the state, county, town, and district units. The financial organization for the support of public education. Principles of state and federal aid—the need for a new administrative unit. Equalization of educational opportunities; taxation for the support of public education; increasing cost of education; educational control and support. Better administration and supervision of rural education; consolidation of rural schools.

Three hours, spring term.

172-173-174. *Basic Course in School Administration.* This course develops and makes application of the general principles of school administration to the peculiar problems of the small school system. It is designed to meet the needs of the administrative officer who must be responsible for both the high school and the elementary school. The first term deals with organization, the second with administration, and the third with supervision as applied to the elementary and the high school. Required of all majors in school administration and of prospective high school principals. Huffaker, Stetson.

Four hours, each term.

176. *School Surveys.* The development and technique of the survey movement in education; current problems in school administration as revealed through school surveys; analysis of the methods of studying these problems, and of the current tendencies in school administration as indicated through the recommendations. An intensive study of several surveys; extensive reading in this literature required.

Three hours, one term.

182. *Measurement in Secondary Education.* A study of the construction and desirable uses of various standard tests and scales for measuring achievements in secondary school subjects. Such elements of statistical method will be given as are necessary for intelligent use of the tests. Stetson.

Three hours, spring term.

183. *Advanced Course in High School Teaching.* Planned for students with teaching experience and for those who may later become supervisors or administrators. Deals critically with recent tendencies in technique of teaching. Classroom organization, pupil participation; teaching how to study; project teaching; standardized grading; use of community resources in instruction; the experimental attitude in teaching. Stetson.

Three hours, one term.

184. *The Junior High School.* The causes leading to the development of the junior high school; the special purposes and opportunities of this type of school; problems of organization and administration; curriculum building; provisions for individual differences; instruction; exploration and guidance; school activities. Typical junior high schools will be studied. Stetson.

Three hours, winter term.

187-188-189. *Reading Course in Character Education Methods*. Supplementary to Course 190, 191 or 192. Preparation of bibliography, book reviews, and topic reports. Open only by permission of instructor to superior students who are taking 190, 191, or 192. Tuttle.

One hour, each term.

190. *Moral Training*. The importance of character among the objectives of education; social control of ethical ideals; stages in character development; dynamic function of the feelings; methods of training attitudes and sentiments; value of creative imagination; moral values in school subjects; in extra curricular activities. Moral training compared with moral instruction. A comprehensive program of training in ideals. Tuttle.

Three hours, fall term.

191. *Education and Ethics*. A study of methods of character education, evaluating the function of instruction. The relation between ethics and morals. Important ethical concepts; prejudices; moral codes. Ethical values in school subjects; the formal course in ethics. Ethical judgment tests. Tuttle.

Three hours, winter term.

192. *Discipline as Moral Training*. Ultimate aims of discipline; individual, social. Training for self-control. Relation of judgments and attitudes to conduct. Imitation, approbation, social control, habit, submission and mastery. Moral significance of obedience; penalty, and consequence. Discipline dangers, moral value of discipline. Tuttle.

Three hours, spring term.

196a,b,c. *Honors Reading*. Seminar. A course in extensive and intensive reading for honors candidates, arranged for the individual student. Junior year.

Three to twelve hours.

197a,b,c. *Honors Reading*. Same as 196a,b,c. Senior year.

Three to twelve hours.

GRADUATE DIVISION

204-205-206. *Statistical and Experimental Methods in Education*. Technique of quantitative and experimental methods; application of statistical methods to problems; correlation methods, regression equations, and determination of errors as employed in educational administration and research; test construction and the interpretation of test results; methods of determining relationships where data is curvilinear or categorical; partial and multiple correlation and regression equations. Calculus not required. For qualified seniors and graduate students. Admission after first term only upon permission of instructor. Huffaker.

Three hours, each term.

252-253-254. *Problems in History of 19th Century Education and Civilization*. A special course for students in history and education. Each student will prepare paper based on source material. The library is equipped with a collection of source material covering the English, German, French, and American portions of the subject. In 1928-29, the problems in the course will be in the field of British education, while in 1929-30, problems in French education will be studied, and in 1930-31, the material will be found in German education. Sheldon.

Two hours, each term.

261-262-263. *Advanced Educational Psychology*. A discussion of the experimental material which seems most useful and relevant to educational psychology. Open to graduate students with preliminary training in education and psychology. DeBusk.

Two hours, each term.

264-265-266. *Advanced Course in Mental Tests.* The history of the test movement; principles of test making; the application of tests to school problems; the definition of intelligence; average mental age of adults; the variability of the IQ; uses of tests in diagnosis. Open to graduate students only. DeBusk.

Two hours, each term.

267-268-269. *Educational Hygiene.* The work will be based on selected topics in the hygiene of learning. Open to graduate students only. DeBusk.

Two hours, each term.

271-272-273. *Research in School Administration.* Special problems selected with reference to the previous training and future plans of the student, who is expected to work at some phase of school administration with a view to becoming an authority in that field, as well as making a contribution to the facts and data now extant. Open to graduate students who have had courses 171-175, or their equivalents. Huffaker.

Two hours, each term.

274. *Educational Finance.* A study of the major problems of financing public education. State systems of financing education, computing the cost of education, unit costs. The problem of school revenues, the capital cost of education. Budget making. Open only to graduate students. Huffaker.

Three hours.

280-281-282. *Secondary School Curricula.* Problems of curriculum making in the modern high school. Historical, philosophical, social, psychological and administrative factors involved. Experimental studies in this field. Stetson.

Two hours, each term.

283-284-285. *Comparative Secondary Education.* Secondary school organization and practice in representative foreign countries. Varying conceptions of aims and functions, comparative efficiency, suggestions for American education. Stetson.

Two hours, each term.

286-287-288. *Research in Secondary Education.* Open only to qualified students who wish to do constructive work or carry on investigations of selected problems in the secondary field. Due emphasis will be given to methods of procedure in research. Stetson.

Two hours, each term.

290-291-292. *Experimental Problems of Teaching.* Experimental investigation of problems and methods of teaching. Open only to graduate students with experience in teaching and in connection with M.A. thesis. Douglass.

Two hours, each term.

293-294-295. *Research in Theory and Practice of Teaching.* Historical and psychological foundations of the philosophy of educational methods; investigation of the development and status of present teaching. Douglass.

Two hours, each term.

297. *Educational Research.* In addition to the regular courses listed above, members of the staff stand ready to supervise research and investigation by qualified graduate students. Registration by permission of the staff member or members in whose field the investigation lies. Credits one to three, depending upon the nature of the investigations.

Problems in the history of education. Sheldon.

Problems in school administration or elementary education. Huffaker.

Problems in secondary education. Stetson or Douglass.

Problems in educational psychology or hygiene. DeBusk.

Problems in social or moral education. Sheldon or Tuttle.

Problems in experimental education. Douglass.

SCHOOL OF JOURNALISM

THE FACULTY

ARNOLD BENNETT HALL, A.B., J.D., LL.D.....*President of the University*
 ERIC W. ALLEN, B.A.....*Dean of the School*
 EARL M. PALLETT, M.S.....*Registrar of the University*

*RALPH D. CASEY, M.A.....*Associate Professor of Journalism*
 ROBERT C. HALL.....*Associate Professor of Journalism and Superintendent of University Press*
 ARTHUR CAYLOR, B.A.....*Associate Professor of Journalism*
 W. F. G. THACHER, M.A.....*Professor of Advertising*
 GEORGE TURNBULL, B.A.....*Professor of Journalism*
 GEORGE H. GODFREY.....*Assistant Professor of Journalism*
 JOHN HENRY NASH, Litt.D.....*Lecturer in Typography*
 CARLTON E. SPENCER, B.A., J.D.....*Professor of Law of the Press*
 LILIAN TINGLE.....*Head, Department of Household Arts, and
 Professor of Home Economics Journalism*

* Leave of absence, 1927-28.

ORGANIZATION AND PURPOSE

Classes in journalism have been taught in the University since 1900. In 1912 a department of journalism was established, which has since been developed into one of the best-equipped and staffed schools of journalism in the country, with a complete practical equipment for the training of newspaper men and magazine, trade and class journalists. It is the only school of its kind in Oregon.

The school has three purposes: to fit its students for an abundant life through a broad and liberal training, to prepare them for the various branches of journalism and publishing, and to contribute, insofar as an educational institution may, to the progress of American journalism.

A sound general liberal training for every journalism student is regarded as of paramount importance. As the resources of the liberal arts college are indispensable to the training of the prospective journalist, the student devotes the greater part of his time in his four collegiate years to the study of literature, language, history, and the social and natural sciences. Every graduate of the school of journalism enters upon the active pursuit of his profession only after a cultural and liberalizing experience which has given him a broad understanding of the world and its problems.

The courses in journalism train for all phases of journalism, including the editorial, reportorial, interpretative, critical, advertising, circulation and business departments of the newspaper and magazine, and for independent work in advertising and writing.

In his junior courses, the student is put in touch with the technical requirements of his future profession. In the culminating courses, the student is trained in a type of thought and method of workmanship peculiarly appropriate to his life work and at the same time leading to intellectual leadership. In the fourth year, under the head of "Editing," the assignments give the senior an insight into comparative journalism, the history of journalism, the writing of editorials, and the expression of critical opinion. In this course problems of opinion are attacked with the same seriousness and competency that were manifested in the courses developing a technique for dealing with questions of fact.

The course in journalism includes attention to both the editorial and advertising departments of the magazine as well as the newspaper. Students are taught to write for general publications, trade and class journals, and newspaper syndicates.

Already, former students of the school are owners of both daily and weekly newspapers; are reporters, editors, advertising managers, advertising agency men, advertising managers of department stores, trade journalists, circulation men, foreign correspondents, publishers, teachers of journalism, teachers of printing, government representatives abroad, copy editors, managing editors, and special writers. Several are story writers and one has obtained a national reputation as a novelist.

EQUIPMENT

The school of journalism is one of the best equipped in the country. It occupies two buildings of its own, of which the larger is a three-story brick structure containing the class rooms and offices. The school is well supplied with typewriters, copydesks, library facilities, seminar rooms and the conveniences necessary to the most practical work under very favorable conditions. Its principal copydesk is a testimonial gift from the newspapers of Oregon, embellished with a bronze plate expressing appreciation of the work of the school.

The school possesses an unexcelled technical laboratory in the University Press, which was founded to furnish instruction for journalism students in the practical branches, and which is now one of the most important departments of the school. It occupies a building, specially planned for it and scientifically arranged after an examination of the plans of the most modern printing establishments, including university and commercial presses.

Members of the State Editorial Association have endowed a special press, a department of the University Press, which will be devoted to the printing of fine books. The gift had its inspiration in the presence on the campus at the annual newspaper conferences of John Henry Nash, Litt.D., San Francisco, a celebrated printer whose fame is world wide. He will supervise some of the work of the special press, giving his service gratuitously. The regents have placed him on the faculty roll of the school of journalism under the title of lecturer in typography and history.

The University Press inventories at about \$50,000 and its equipment includes two large presses, a Goss Comet perfecting press and a No. 3 Miehle, two smaller presses, two modern linotype machines, folding machines, stitchers, saws, trimmers, a power cutter, casters, a complete printers' bindery, a book bindery and everything requisite to the publication of either books and pamphlets, or a weekly or a small-town daily newspaper. In this laboratory, training is offered in the arts allied with journalism, such as advertising, etc.

ADMITTANCE

Freshmen are admitted to the school on the same terms as to other branches of the University. No high school courses in "newswriting" or "pre-journalism" subjects are required. The high school student is advised to devote himself to obtaining a substantial preparation in Latin, French or German history, science, mathematics and other solid branches.

Skill in typewriting and stenography is decidedly advantageous but not required. A student does well to own his own typewriter; nevertheless the school furnishes a liberal supply.

Advanced students are admitted from other universities and colleges, and from other branches of the University of Oregon, at any time in the course, and an effort is made to adjust the curriculum to special needs. The most favorable time for entering the school of journalism for those who do not come as freshmen is the beginning of the junior year. Students having practical experience in newspaper work will be directed to courses best suited to their stage of development.

CURRICULUM

The school of journalism supervises the student's course for the first two years, much of his time being spent in the College of Literature, Science and the Arts, and sees to it that he has the opportunity to take those courses that will furnish the best foundation for his future work. At the beginning of the junior year he becomes a professional student, spending a large proportion of his hours in the school of journalism itself, and devoting himself otherwise to the social sciences which have a direct bearing on the work of the journalist.

Of professional journalism courses the student is expected to master 45 term-hours, out of the 186 term-hours that constitute the baccalaureate curriculum. Of these 45 hours, 33 should be taken in the junior and senior years. The courses in reporting and editing are required, choice is permitted as between advertising and specialized press, and the other courses are elective.

DEGREES

The degrees of bachelor of arts and bachelor of science in journalism are conferred upon graduates of the school of journalism, as well as the liberal arts degrees of bachelor of arts or science.

PRIZES AND SCHOLARSHIPS

The Advertising Club of Portland Scholarship of \$150.00 is given annually to the student of advertising (male) who is considered best qualified to profit by the training offered for entrance into the field of advertising.

The Botsford-Constantine Prizes of \$25, \$15, and \$10 are offered each year by the Botsford-Constantine Advertising Agency of Portland, for the best solutions of an advertising problem by students in the class in general advertising.

The Ham-Jackson Prizes, aggregating \$50, are given annually by the Ham-Jackson Co., Inc., of Portland, to students of advertising, for the best solutions of advertising problems involving the use of direct mail literature.

Summer Scholarships. For the purpose of furnishing actual experience in various fields of advertising and related activities, there are offered a number of "summer scholarships" for qualified students of advertising. These scholarships provide that the student is engaged, during the summer, as a regular employee of the firm giving the scholarship, at a beginner's salary. The firms offering these scholarships are: Meier and Frank Co.; Olds, Wortman and King; Lipman and Wolfe; Botsford-Constantine Co.;

Crossley and Failing, Inc.; The Portland Oregonian; The Oregon Journal; The Portland Telegram; and Foster and Kleiser Co.

The Oregon Emerald offers numerous cash prizes for excellent work in connection with the student paper. Certain positions on this paper pay as high as \$600 a year.

Visiting newspaper men frequently offer prizes to be contended for by the students.

COURSES OF STUDY

The school of journalism offers five separate courses called options, and a considerable number of variations of these options for persons preparing for various specialties. The options are writer's option, advertising option, manager's option, news executive's option and five-year journalism course. Of these the writer's option is given as typical:

WRITER'S OPTION				
FRESHMAN				
	Fall	Winter	Spring	
Elementary Newswriting	2	2	2	
Foreign Language	4	4	4	
Political Science	4	4	4	
Elective	4	4	4	
Military Science (men) or Personal Hygiene (women)	1	1	1	
Physical Education	1	1	1	
	16	16	16	
SOPHOMORE				
Publishing and Printing	3	3	3	
Proof-reading	1			
Psychology	4	4	4	
Literature	2	3	3	
Foreign Language	3-4	3-4	3-4	
Short Story	2	2	2	
Military Science (men)	1	1	1	
Physical Education	1	1	1	
	17-19	16-18	16-18	
JUNIOR				
Reporting	3	3	3	
Copyreading	1	1	1	
Advertising	3	3	3	
Economics		4	4	
Law of the Press	3			
Elective	6	6	6	
	16	17	17	
SENIOR				
Editing (newspaper management and policy, public opinion)	5	5	5	
Sociology, Economics, or Philosophy	3-4	3-4	3-4	
Specialized Press	3	3	3	
Electives in appropriate Social Sciences	4-5	4-5	4-5	
	15-18	15-18	15-18	

Description of Courses

LOWER DIVISION

30a,b,c. *Elementary Newswriting and News Gathering.* Fundamentals of general reporting, interviewing, news analysis, note taking, together with a study of news and lectures upon the modern newspaper. Caylor, Turnbull.

Two hours, each term.

50a,b,c. *Publishing and Printing.* The study of type and its uses, the history of printing, book and newspaper standards, printing machinery and materials, the illustrative processes, cost accounting for printers, country journalism, and newspaper finance and administration. Laboratory in the print shop and practical management. Allen, Hall.

Three hours, each term.

58-59. *Proofreading.* Theory and practice. Turnbull.

One hour, one term.

UPPER DIVISION

106a,b,c. *Copyreading*. (Sometimes called news editing). The handling of material intended for newspaper publication; editing, correcting and revising any errors of fact, style and treatment, and accepting or rejecting according to standards of value. The theory of news values, and practice in news judgment. Headwriting. The full leased wires of the Associated Press and of the United Press are available for student use. Caylor, Turnbull. *One hour, each term.*

107-108-109. *Advanced Copyreading*. Includes news room management and incidental executive training. Turnbull. *One hour, each term.*

120-121-122. *The Specialized Press*. The specialized journalism of the leading industries, professions and vocations, with emphasis on those devoted to the fundamental industries, economics, finance, the arts, sciences, etc. The principles of trade and class journalism. The special feature article for magazine and newspaper. Sources, subjects, and types of articles. A review of magazine and syndicate markets. One term is devoted to the principles and practice of general publicity. Prerequisites, courses 30a,b,c and 130-131-132, or their equivalent. Caylor, Godfrey. *Three hours, each term.*

125. *Law of the Press*. Law of libel, blackmail, literary property including copyright, privileged communications, federal regulations and other phases of law bearing on the press. Spencer. *Three hours, fall term.*

127-128. *Home Economics Journalism*. Intended to equip students as department editors for newspapers and magazines. Prerequisites, courses in reporting and copyreading, and not less than fifteen hours of work in household arts. Parallel courses as advised after conference. Tingle, Allen. *Two hours, winter and spring terms.*

130-131-132. *Reporting*. Types of newswriting in leading newspapers of the country, methods of handling typical difficulties in news getting; interviewing. Assignments given and prepared with a view to probable publication in some of the available university, town and state papers. Caylor, Turnbull. *Three hours, each term.*

133. *Interpretative Newswriting*. The higher branch of reporting in which it is not enough to record the bare fact. Analysis of motives; study of probable consequences; exposition of the idea or principle underlying the fact. Political and economic news; interpretative magazine work. Prerequisite, 130-131-132. *Three hours, one term.*

140a,b. *General Advertising*. Theory and practice. The economic and social implications of advertising. The advertising agency. The "campaign," including methods of research, and the coordination of advertising with marketing and merchandising processes. Selection of media. Retail and mail-order advertising. Typography, engraving, printing, and book-making. Study and practice in the preparation of advertising copy of all kinds. Open only to majors in journalism and business administration. Thacher. *Three hours, fall and winter terms.*

141. *Space Selling*. The salesmanship of advertising, including a description of the organization and methods of the advertising department of newspapers and other publications. Open only to majors in journalism and business administration. Thacher. *Three hours, spring term.*

142-143-144. *Advertising Practice*. In this course, students are given practice in the creation and preparation of advertising copy, in connection with the advertising department of the "Emerald" (the student

newspaper) and other campus publications. Open only to majors in journalism and business administration. Thacher. *One hour, each term.*

145a,b,c. *Advertising Problems.* The purpose of this course is to give the student an opportunity to cultivate his judgment through the consideration of actual marketing and merchandising problems, in the solution of which advertising may be a factor. Open only to majors in journalism and business administration. Thacher. *Two hours, each term.*

151-152-153. *Publicity.* Theory and practice of placing before the public, important industrial, commercial, political, charitable, religious, and reform movements and institutions. Godfrey. *Two hours, each term.*

163-164-165. *Typography.* Advanced work in printing. Prerequisite, publishing and printing. Hall and Nash. *One to two hours, each term.*

170-171-172. *Current Events.* A seminar course given some years. Allen. *One hour, each term.*

180-181-182. *Estimating on Printing Jobs.* Elective for seniors who expect to work in smaller cities. Prerequisites, courses in publishing and printing. Hall. *Hours to be arranged.*

182-184-185. *Newspaper and Shop Management.* For seniors. Allen, Hall. *Two hours, each term.*

186-187-188. *Printshop Laboratory.* Advanced work in printing, and the management of job printing establishments. Hall. *Hours to be arranged.*

193-194-195. *Editing.* Newspaper management and policy. Editorial writing, use of exchanges, syndicates, and services. History of journalism in Europe and America. A consideration of journalistic ethics, editorial writing, the analysis of news and propaganda, and training in the criteria of authenticity. Study of current world problems, and the media and principles through which the editor attains authentic point of view. The coordination and application of the knowledge the student has obtained in his study of the social sciences. Final course, required for graduation, senior year. Allen. *Five hours, each term.*

196a,b,c. *Honors Reading.* Seminar. A course in extensive and intensive reading for honors candidates, arranged for the individual student. Junior year. *Three to twelve hours.*

197a,b,c. *Honors Reading.* Same as 196a,b,c. Senior year. *Three to twelve hours.*

199a,b,c. *Thesis.* The school of journalism regularly provides for thesis work. *Two hours, each term.*

GRADUATE DIVISION

200a,b,c. *Seminar.* A research course for students having the necessary preparation to enter a specialized field of original investigation. Allen. *Hours to be arranged.*

201a,b,c. *Social Science and the News.* Readings in social science and discussions bearing on news interpretation. Allen. *Hours to be arranged.*

209. *Thesis.* *Nine hours.*

210. *Seminar in Social Problems.* Cooperative efforts at investigation of social problems overlapping into the fields of several departments such as sociology, political science, economics, journalism and the like. Open to graduate students and also to seniors with honors privileges, majoring in departments whose professors elect to participate in the seminar. *Hours to be arranged.*

SCHOOL OF LAW

THE FACULTY

ARNOLD BENNETT HALL, A.B., J.D., LL.D.....	<i>President of the University</i>
CHARLES E. CARPENTER, M.A., LL.B.....	<i>Dean of the School</i>
EARL M. PALLETT, M.S.....	<i>Registrar of the University</i>
EDWARD H. DECKER, B.A., LL.B.....	<i>Professor of Law</i>
LON L. FULLER, B.A., J.D.....	<i>Associate Professor of Law</i>
HUGH E. ROSSON, B.S., LL.B.....	<i>Associate Professor of Law</i>
CARLTON E. SPENCER, B.A., J.D.....	<i>Associate Professor of Law</i>
*SAM BASS WARNER, S.J.D.....	<i>Professor of Law</i>
JAMES D. BARNETT, Ph.D.....	<i>Professor of Political Science</i>
E. R. BRYSON.....	<i>Special Lecturer in Law</i>
LAWRENCE T. HARRIS, M.A., LL.B.....	<i>Special Lecturer in Law</i>
GORDON WELLS, LL.B.....	<i>Special Lecturer in Law</i>

* Leave of absence, 1927-28.

The law school was established at Etgene in 1915. It became a member of the Association of American Law Schools in 1919.

THE LAW LIBRARY

The law library is arranged to give students and faculty easy access to the books. In content it is such as to serve every normal need of both students and faculty. It now numbers approximately eighteen thousand volumes and is receiving continual accessions. The library includes substantial gifts from the libraries of Lewis Russell, Judge Matthew P. Deady, and Judge W. D. Fenton. Judge Fenton's gift is known as "The Kenneth Lucas Fenton Memorial Library," and numbers about eight thousand volumes.

ADMISSION TO THE LAW SCHOOL

For admission to the law school the student must have completed ninety term hours of credit in the College of Literature, Science and the Arts, including the specific lower division requirements, or present satisfactory credentials covering equivalent work done in some other school or institution.

Pre-legal students should select their program of studies from the following list:

Freshman: Latin, English history, modern governments, accounting, mathematics, physics, extempore speaking, survey course in English literature.

Sophomore: American history, pre-legal English, Latin, principles of economics, money and banking, economics of business organization, philosophy, psychology, sociology.

SPECIAL STUDENTS

In exceptional cases students who have not complied with the regular admission requirements, may be admitted as special students. Such admissions will be restricted to those who are at least 23 years of age and who have completed a four-year high school course, and who are otherwise deemed qualified by the dean of the school.

Not more than ten per cent of the entering class will be admitted as special students in any one year.

Neither admission nor attendance as a special student in the school of law for one term shall give the right to continue as such in any subsequent term, nor a right to a degree. If a special student's record has been in any respect unsatisfactory, the dean may refuse permission to register or continue as a special student in any subsequent term.

Work carried as a special student for a three-year period will entitle one to take the state bar examination.

ADVANCED STANDING

A student may transfer not to exceed two of years credit earned in other schools of recognized standing, provided the credit was earned subsequent to the completion of the prescribed two years of academic work. The right to reject any and all such credit is, however, reserved.

COMBINED COURSES IN ARTS OR SCIENCE AND LAW AND IN COMMERCE AND LAW

SIX YEAR COURSE IN ARTS OR SCIENCE AND LAW

Students who wish to secure both arts and law, or science and law degrees, may enter the law school at the beginning of their senior year and count the first year of law toward both the collegiate and the law degrees, and by so doing may obtain the two degrees in six years from the date of their admission to the University.

If all requirements are complied with, the degree of bachelor of arts or of bachelor of science is conferred at the close of the first year in the law school, and the degree of doctor of jurisprudence at the conclusion of the law course two years later.

The third pre-legal year in either of these combined courses may be profitably spent in English, history, economics, philosophy, and business administration courses. Such training will increase substantially one's professional opportunities.

SIX YEAR COURSE IN COMMERCE AND LAW

Present-day conditions make it highly desirable for the lawyer to have an adequate knowledge of sound business administration. Likewise, it is practically essential for a business man to have a knowledge of law. In order to provide such training for law and commerce students, the school of law and the school of business administration are offering a combined six-year course in commerce and law. Students completing this work will receive the degrees of bachelor of business administration and doctor of jurisprudence. Any student who has taken this course is doubly fortified to go successfully into the business or legal world. Detailed information regarding the curricula may be secured from the dean of the law school.

DEGREES

THE DEGREE OF BACHELOR OF LAWS (LL.B.)

Students who have acquired ninety term hours of pre-legal credits in this University or their equivalent in another institution of recognized collegiate rank, and who have successfully completed courses in law aggre-

gating one hundred fifteen credits, and who have otherwise satisfied the requirements of the University and of the law school, will be granted the degree of bachelor of laws (LL.B.).

THE DEGREE OF DOCTOR OF JURISPRUDENCE (J. D.)

The degree of doctor of jurisprudence (J.D.) will be granted to students who have received the degree of bachelor of arts, bachelor of science or bachelor of business administration from this University, or from some other institution of recognized collegiate rank, who have satisfactorily completed courses in law aggregating one hundred and fifteen term-hours with an average grade of at least a III, and who have otherwise satisfied the requirements of the University and of the law school. Since one year of law may be counted toward both the collegiate degree and the law degree, the requirements for the degree of doctor of jurisprudence may be satisfied by the successful completion of a combined six-year course.

ADDITIONAL DEGREE REQUIREMENTS

1. Any student who fails to obtain a minimum of IV over the full three years of his law course shall not receive any law degree. For the J.D. degree, a minimum average of III is required.
2. A total of at least three years resident study in this or in some other law school of recognized standing is required of every applicant for a degree.
3. No degree shall be conferred upon any student who has not spent at least one year in resident law study at this University.

HILTON PRIZES

The Hilton Prize. Frank R. Hilton, Esq., of Portland, offers an annual prize of fifty dollars to the student who presents the best oral discussion of a legal subject selected by the faculty of the law school. To this the law school has added a second prize of twenty-five dollars.

The Bancroft-Whitney Prize. The Bancroft-Whitney Company, law publishers, have instituted an annual prize to be awarded to the senior student in the school of law who receives the highest average in his law school work. The prize consists of a law publication to be selected annually.

THE OREGON LAW REVIEW

The Oregon Law Review is published quarterly under the editorship of the law faculty as a service to the members of the Oregon bar, and as a stimulus to legal research and productive scholarship on the part of the students. It is the official organ of the Oregon Bar association.

REGISTRATION FEES

The law registration fee for all regular and special students and for partial students carrying more than six term hours of law, is ten dollars a term or \$30 a year. This fee is in addition to the University registration fee of \$19.75 a term.

Students registering late are required to pay the full registration fees for the term in which they register, and in addition, the privilege fees asked by the University for late registration.

Description of Courses

The law school assumes that its primary duty is owed to the people of the state of Oregon. For this reason, special emphasis is placed on both Oregon substantive law and Oregon procedure. In all courses, reference is repeatedly made to Oregon decisions and statutes. The attention of the student is called particularly to courses 106, 231, 232, 233 and 234, for a fuller statement concerning the procedural work.

The courses of instruction are arranged to present, as far as possible, the fundamental topics of the law during the first year, and the more specialized subjects during the second and third years. In courses continuing more than one term, credit may be withheld until the course is completed.

FIRST YEAR COURSES

101a,b,c. *Contracts*. Formation of simple contracts, including mutual assent and consideration; contracts under seal; parties affected by contracts; operation of the statute of frauds; performance of contracts, including express implied conditions; illegality; impossibility of performance; discharge. Williston, *Cases on Contracts*. Decker.

Four hours, fall and winter terms; two hours, spring term.

102a,b,c. *Agency*. Nature of relation; appointment; liability of principle for agent's torts, contracts, crimes; liabilities of agent; parties to writings; undisclosed principal doctrines; delegation of agency; termination; ratification. Mechem's *Cases on the Law of Agency*. (2nd ed.) Rosson.

Two hours, each term.

103a,b,c. *Torts*. Trespass to persons, to real property and to personal property; excuse for trespass; legal cause, negligence, contributory and imputed negligence; plaintiff's illegal conduct as a defense; duties of land owners; hazardous occupations; liability for animals; deceit; defamation, slander, libel, privilege, malice; malicious prosecution; interference with social and business relations, fair and unfair competition, strikes, boycotts, business combinations. Bohlen, *Cases on Torts*. Carpenter.

Three hours, each term.

104. *Personal Property*. Legal consequences of possession; facts giving rise to possessory title; various methods of acquiring title to chattels; liens and pledges; conversion. Warren, *Cases on Property*, abridged edition, supplemented by mimeographed selected cases. Fuller.

Four hours, winter term.

105. *Procedure I*. Course on general legal conceptions and forms of action at common law. Legal bibliography; the use of law books. The course is intended as an introduction to law and a preparation for brief-making. McKelvey, *Common Law Pleading*. Decker, Spencer.

Two hours, fall term.

106. *Criminal Law*. Nature of crime; source of criminal law; mental element in crime; intent and motive; parties in crime; crime as an act; attempts; specific crimes; crimes against the person; crimes against the dwelling house; felonious intent; jurisdiction. Sayre, *Cases on Criminal Law* (2nd ed.) Wells.

Four hours, spring term.

108. *Real Property I*. An introduction into the law of real property. The common law of estates; reversions and remainders; the Statute of Uses; rights in land; easements; profits a prendre; licenses; covenants running with the land; surface and percolating waters, natural water-courses; lateral support. Bigelow, *Cases on Rights in Land*. Fuller.

Five hours, spring term.

SECOND AND THIRD YEAR COURSES

220. *Equity*. Historical introduction; the method of enforcing equitable decrees; the relation of equity to the common law; territorial limitations upon the power of a court of equity; equitable relief against torts; denial of equitable relief upon grounds other than the adequacy of the legal remedy; specific performance of contracts; fulfillment of conditions; laches and the statute of limitations; part performance and the statute of frauds; equitable conversion; equitable servitudes; misrepresentation, mistake and hardship as defenses to specific performance, reformation and rescission for mistake. Fuller. *Five hours, fall term.*

221a,b. *Trusts*. Nature and requisite of trust; express, resulting, and constructive trusts; charitable trusts; nature of cestui's remedies against trustee, transfer of trust property by trustee or by cestui; bona fide purchase for value; liability of trustee to third persons; investment of trust funds; extinguishment of trust. Scott. Cases on Trusts. Given alternate years. (Not given, 1927-28.) Carpenter. *Three hours, fall and winter terms.*

222a,b. *Evidence*. Respective functions of judges and jury; presumptions; burden of proof; judicial notice; rules relating to hearsay, opinion and character evidence; admissions and confessions; real evidence; evidence relating to execution, contents and interpretation of writing; the best evidence rule; the parol evidence rule; competency of witness; privilege of witness; examination of witness. Thayer, Cases on Evidence (Maguire's edition). Spencer. *Four hours, winter term; two hours, spring term.*

223. *Sales of Personal Property*. Subject matter of sale; executory and executed sales; bills of lading; seller's lien and right of stoppage in transitu; fraud; warranty, and remedies for breach of warranty; statute of frauds. Woodward, Cases on Sales. Given alternate years. Carpenter. *Three hours, winter and spring terms.*

224. *Domestic Relations and Persons*. Marriage as a contract or relation; annulment; divorce. Husband and wife; wife's contracts; husband's duty to support wife and her authority to bind him by her contracts; property rights; rights to each as to earnings, services, and society of the other; husband and wife in the law of tort and crimes. Parent and child. Infancy; contracts, conveyances, torts and crimes. Woodruff, Cases on Domestic Relations and Persons (3d ed.). Spencer. *Three hours, winter term.*

225. *Bills and Notes*. The law of checks, bills of exchange and notes, with a detailed discussion of: formal requisites; acceptances; indorsement, transfer, extinguishment; obligation of parties; diligence; special character; the effect of the negotiable instruments law. Britton's Cases of Negotiable Instruments. Rosson. *Five hours, fall term.*

226. *Real Property II*. Titles; conveyancing; original titles founded on prescription, adverse possession, and accretion; execution and delivery of deeds; description of property conveyed; creation of easements; covenants for title; estoppel by deed; dedication; landlord and tenant; joint ownership; recording acts. Aigler, Cases on Titles to Real Property. Fuller. *Five hours, spring term.*

228. *Wills*. Testamentary capacity and intent; signature; attestation; witnesses; incorporation by reference; revocation; republication and

revival; grant and revocation of probate; title and powers of executors and administrators; payment of debts; payment of legacies. Costigan, Cases on Wills. Given in alternate years. Fuller. *Four hours, fall term.*

230. *Bankruptcy and Insolvency.* Fraudulent conveyances at common law and under the federal bankruptcy act; who may be a bankrupt; who may be petitioning creditors; acts of bankruptcy; what property passes to the trustee; provable claims, duties and powers of the bankrupt and trustee; protection; exemptions and discharge of bankrupt. Williston, Cases on Bankruptcy. Given in alternate years. (Not given, 1927-28). Fuller. *Three hours, spring term.*

231a,b. *Procedure III.* (a) Code pleading. Actions; parties; the complaint; demurrers; the answer; the reply. (b) Procedure before trial. Organization and jurisdiction of courts; court records and files; venue; limitation of actions; proceedings prior to trial, including process, motions, appearances and defaults. Warner, Cases on Oregon Pleading. Harris. *Three hours, winter and spring terms.*

232. *Procedure IV.* Oregon Practice. Setting cases for trial; change of venue; continuances. Selection and instruction of juries; methods of introducing evidence; exceptions; findings; verdicts; proceedings subsequent to judgment, including motion for new trial, appellate proceedings. Bryson. *Three hours, winter term.*

233. *Procedure V.* Criminal Procedure. Prosecution, arrest, extradition, bail, grand jury, indictment, arraignments, verdict and proceedings subsequent to verdict. Mikell, Cases on Criminal Procedure. Warner. (Not given 1927-28.) *Two hours, winter term.*

234. *Procedure VI.* Trial Practice. Course in trying cases before juries. Each student tries one civil and one criminal case during the term. The facts on which each case is based are acted out, then pleadings are drawn in the Office Practice course, and in this course, the jury is selected, witnesses examined, and argument made to the jury. Members of the Oregon bench and bar act as judges. Bryson, Wells. *Three hours, spring term.*

235. *Suretyship.* Nature of the suretyship relation and the means of establishing it; rights of the surety, including indemnity, contribution, subrogation and exoneration; rights of creditor to surety's securities; sureties' defenses against the creditor, both legal and equitable. Ames' Cases on Suretyship. Decker. *Three hours, winter term.*

240a,b. *Conflict of Laws.* Nature of law; territorial limitation upon the operation of law as affecting persons and things, including domicile and taxation; jurisdiction of courts in proceedings in rem, in personam, quasi in rem, and for divorce; extraterritorial recognition of rights acquired under foreign law, including status of persons, rights of property, obligations ex contractu and ex delicto, judgments, inheritance laws, etc. Beale's Shorter Selection of Cases on Conflict of Laws. Decker. *Four hours, fall term; two hours, winter term.*

241. *Constitutional Law* (Political Science 101). Written and unwritten constitutions. The adoption and amendment of constitutions; the relations between the federal and the state governments; the legislature, executive and judiciary; the state and territories; the individual and the government. Evans, Cases on Constitutional Law. Barnett. *Four hours, fall term.*

242. *Administrative Law* (Political Science 102). The nature of public office; the formation and termination of the official relation; compensation of officers; exercise of official authority; liability of government for acts of officers; extraordinary legal remedies. Goodnow, Cases on Administrative Law. Barnett. *Three hours, winter term.*

243. *Corporations, Municipal* (Political Science 103). The nature, constitution, powers and liabilities of public corporations. Beale, Cases on Municipal Corporations. Barnett. *Four hours, spring term.*

245a,b. *Partnership and Private Corporations*. Partnerships; acts and contracts creating partnerships; property; firm name and good will; rights and duties toward each other. Actions between partners; powers of partners; nature and extent of liabilities; application of assets to claims of creditors. Corporations, formation and reorganization; problems of disregarding the corporate entity; promotion and the liability of promoters; watered stock; extent and exercise of corporate powers; the de facto doctrine; ultravires; duties and rights of officers and stockholders, and the rights of creditors. Mechem, Cases on Partnerships. Warren, Cases on Corporations. Rosson. *Two hours, winter term; five hours, spring term.*

250. *Mortgages*. All forms of mortgage security, both real and chattel; essential elements of legal and equitable mortgages; legal and equitable rights, powers and remedies of mortgagor and mortgagee with respect to title, possession, rents and profits, waste, collateral agreements, foreclosure; redemption; priorities; marshalling; extension of mortgages; assignment of mortgages; discharge of mortgages. Kirchway, Cases on Mortgages. Decker. *Three hours, spring term.*

291. *Legal Research*. A course open to third-year students and by special arrangement only. From one to three hours credit may be earned. The student will work under the supervision of the instructor in whose field the problem is selected.

295. *Thesis*.

Nine hours.

THE FACULTY

ARNOLD BENNETT HALL, B.A., J.D., LL.D.	President of the University
RICHARD B. DILLEHUNT, M.D.	Dean of the Medical School
HAROLD B. MYERS, A.B., M.D.	Associate Dean
ANDREW JACKSON GIESY, M.D.	Emeritus Professor of Clinical Gynecology
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ALICE THOMAS, A.B., R.N.		Supervisor
SUSAN DODSON, R.N.		Supervisor
SOPHIE L. TRUELSON, R.N.		Supervisor
LILLIAN OLESON, R.N.		Supervisor
SUSIE CLARK, R.N.		Supervisor
ELEANOR DONALDSON, R.N.		Supervisor
ELIZABETH VANDERVELDT, R.N.		Anesthetist
HARRIET COMPTON, R.N.		Technician
EMMA CLAUSEN, A.B.		Dietitian
AMELIA FEARY, B.S., R.N.		Supervising Social Service Nurse
JANE GAVIN, B.S., R.N.		Social Service Nurse

OUT-PATIENT DEPARTMENT

Sponsored by the Junior League of Portland—MRS. CLARENCE BISHOP, *President*

PEDIATRIC	EYE	EAR, NOSE AND THROAT
ORTHOPEDIC SURGERY		PHYSIOTHERAPY

HISTORY AND EQUIPMENT

The medical school of the University of Oregon was established by a charter from the regents of the University in 1887 and has been in continuous operation since that time.

September 1, 1913, the Willamette University department of medicine was merged with the University of Oregon, the former retiring permanently from the field of medical education, leaving the University of Oregon the sole medical school in the Pacific Northwest. Under the terms of the merger, the students of Willamette University medical department were transferred to the University of Oregon and upon graduation received diplomas indicative of the consolidation. The alumni bodies of the two institutions were also merged.

THE CAMPUS

Prior to 1919 the medical school was housed in a three-story frame building at Twenty-third and Lovejoy streets near Good Samaritan Hospital. In the spring of 1914 a tract of twenty acres was deeded to the regents of the University by the Oregon-Washington Railroad and Navigation company as a campus for the future development by the University of a center of medical teaching and research.

SAM JACKSON PARK

The campus was enlarged in 1924 by the addition of an adjoining tract of eight-eight acres, a gift to the medical school by Mrs. C. S. Jackson and Mr. Philip Jackson in behalf and in memory of the late C. S. Jackson. It is named Sam Jackson Park.

The entire campus of one hundred eight acres occupies a site of exceptional scenic grandeur at an elevation overlooking the city and the Willamette river, isolated from noise and smoke but within one and one-half miles of the business center and readily accessible. It affords an ideal setting for medical school buildings and affiliated hospitals.

In 1920 the University conveyed to the county of Multnomah nine acres on the campus for the construction of a general charity hospital and in 1926 a tract of twenty-five acres was deeded to the United States government as a site for a new Veterans' Bureau hospital of three hundred beds.

MEDICAL SCHOOL BUILDINGS

The first unit of the medical school buildings was made possible by an appropriation of \$110,000 by the state legislature in 1917 and by cash donations amounting to \$25,000 from citizens of Portland. This unit, a three-story reinforced concrete structure, was completed and opened in the summer of 1919, enabling the transfer of the preclinical departments from the old quarters to the new campus, marking the beginning of a rapid development of the medical center.

MACKENZIE HALL

The legislature of 1921 appropriated \$113,000, which was matched by an equal appropriation by the General Education Board for the construction of a second unit of the medical school. This building of four stories and of similar construction to the first unit but twice its capacity was completed and dedicated by the regents in 1922, at which time it was designated Mackenzie Hall in honor of the late Dean Kenneth A. J. Mackenzie. The General Education Board appropriated an additional \$50,000 for equipment and thus there was afforded an exceptionally adequate plant and equipment for the preclinical departments as well as offices and research laboratories for the clinical departments.

CLINICAL FACILITIES

MULTNOMAH COUNTY HOSPITAL

The commissioners of Multnomah county accepted the gift of nine acres on the medical school campus and constructed thereon the first unit of the Multnomah County Hospital, which was opened in 1923. This unit, built at a cost of approximately \$1,000,000, embodies the most modern conceptions of a teaching hospital. It accommodates 300 beds and is a general charity hospital. Contemplated additional units will increase the capacity to 500 beds.

Under the terms of a contractual agreement between the commissioners of Multnomah county and the University of Oregon, the medical school has access to the hospital for teaching purposes and the director of the hospital becomes a University official. The director of the hospital appoints the professional staff, seventy-five per cent of whom are appointed from nomination by the medical school. The arrangement provides a most successful affiliation for teaching, research, and the care of the sick.

DOERNBECHER MEMORIAL HOSPITAL FOR CHILDREN

A sum of \$200,000 was given to the medical school in 1924 by Mrs. E. W. Morse and Mr. Edward Doernbecher in behalf and in memory of their father, the late F. S. Doernbecher, for the establishment and construction of the University's children's hospital. This sum was augmented by individual gifts totaling \$120,000 and enabling the completion in 1926 of a general hospital of eighty beds for children upon the campus adjacent to the medical school.

The hospital is owned and operated by the University and provides exceptional facilities for the care of sick and disabled children committed to the medical school by the counties of the state under the Children's Hospital Service Law and affords every detail for teaching and research in the departments of pediatrics and other clinical divisions.

It is operated by state appropriations and private donations.

PORTLAND FREE DISPENSARY

Founded in 1907 by the People's Institute, a private philanthropic organization, the Portland Free Dispensary became immediately affiliated with the medical school and is operated jointly by the two institutions. It is situated within five minutes of the medical school.

The professional and nursing staff is appointed by the medical school and clinics in all clinical divisions are conducted therein daily from 9 a. m. to 3 p. m. It cooperates with the Multnomah County Hospital as an out-patient department, and affords care for approximately 16,000 ambulatory indigent sick annually and thus provides a most valuable clinical teaching station.

The budget for maintenance and operation of the dispensary is derived from the People's Institute, the Community Chest, the medical school, the city of Portland, the county of Multnomah, the State Board of Health, and the Oregon Tuberculosis Association.

Special clinics are conducted in cooperation with certain agencies as follows.

Tuberculosis Clinic—Oregon Tuberculosis Association.

Venereal Clinic—Oregon State and Portland City Health Boards.

Obstetrical Clinic—Child Hygiene Department, State Board of Health.

Child Health Clinic—Oregon Tuberculosis Association and Visiting Nurses Association.

Dental Clinic—City Health Bureau and Junior Red Cross.

Health Center of the Jewish Neighborhood House—Portland Free Dispensary and Oregon Tuberculosis Association.

EXTRAMURAL CLINICS

Clinics and ward walks for small classes are conducted in a number of hospitals not situated upon the medical school campus. These classes are held at Good Samaritan Hospital, St. Vincent's Hospital, Portland Surgical Hospital, Emanuel Hospital, Portland Medical Hospital, the Portland Sanitarium, Waverly Baby Home, Albertina Kerr Nursery, and the State Hospital for the insane.

AUTOPSY SERVICE AND PATHOLOGIC MUSEUM

Under a contractual agreement with the Multnomah county commissioners, the department of pathology of the medical school is designated to perform and record all coroner's autopsies, an arrangement that

affords approximately 400 autopsies per year and materially augments the museum of pathology, and enables unusual opportunity for teaching in pathology and medical jurisprudence.

The museum, under a curator, has many thousand gross and tissue specimens.

The plan also assures authoritative records for medicolegal purposes.

LIBRARY

The medical school library contains over 7,000 volumes and receives 225 current journals. Through the privilege of inter-library loans, it is possible to procure, within a few days, volumes not contained in this collection. The library is supported from the general medical school fund, but in addition, the Portland Academy of Medicine and the Portland City and County Medical Society contribute annually toward its maintenance.

THE JONES LECTURESHIP IN MEDICINE

The Jones Lectureship in medicine has been founded by Dr. Noble Wiley Jones of Portland. Under the terms of the foundation, the income from a \$5,000 fund provides for a series of lectures by an authority in some branch of medical science. These lectures are presented in conjunction with the annual meetings of the alumni association. The first lectures were given in 1920 by Professor Ludwig Hektoen, Professor of Pathology of the University of Chicago; the second, in 1921, by Professor William Ophüls, Professor of Pathology, Leland Stanford University; the third, in 1922, by Sir Thomas Lewis of London; the fourth, in 1925, by Dr. A. J. Carlson, University of Chicago; the fifth in 1926 by Dr. Martin H. Fisher, professor of physiology, University of Cincinnati; and the sixth in 1928 by Dr. Julius Bauer of Vienna.

GENERAL INFORMATION

Tuition. For all resident students the tuition is \$180 per year, and for all students who are not bona fide residents of Oregon an additional fee of \$60 per year is charged. Arrangements may be made for paying the tuition in installments at the beginning of each term.

Cost of Living. The cost of living for medical students in Portland is approximately the same as at the University of Oregon at Eugene, viz: from \$150 to \$200 per quarter, exclusive of tuition, fees and clothing. There are numerous rooming houses and boarding houses located near the medical school, dispensary, and the hospitals.

Tuition for special students and for summer work is \$3.50 per term hour.

Breakage Deposit. A deposit of fifteen dollars (\$15) for first and second year students, and ten dollars (\$10) for third and fourth year students is required at the beginning of each year for general breakage. The cost of damage done by an individual to University property will be deducted from his deposit; and in case the identity of the one responsible cannot be established, a pro rata charge will be made against the entire class of which he is a member. The remainder of this deposit will be returned at the end of each school year.

Microscopes. Students are expected to provide themselves with microscopes. Faculty members will advise students regarding the purchase of suitable microscopes.

Lockers. Coat room and laboratory lockers will be assigned and a deposit of fifty cents must be made when a key for the same is received.

Special Examinations. If a special examination is granted, a fee of \$5 must be paid at the office.

Diploma Fee. A diploma fee of \$10 is charged for each degree taken. The rules prescribe that no person shall be recommended for a degree until he has paid all dues, including the diploma fee.

ADMISSION TO THE UNIVERSITY OF OREGON MEDICAL SCHOOL

Application for admission should be made not later than July 1st. It is necessary to complete the list of matriculants early in July, making it thereafter impossible to consider applications for admission.

Notice of acceptance of application is accompanied by matriculation card, to be presented on registration day, together with duplicate to be returned not later than ten days following receipt, with matriculation fee of \$5.00 and a deposit of \$20.00, in order to reserve a place in the entering class. The deposit of \$20.00 may be applied toward the tuition fee of the first term. It is not refundable after July 15th.

REQUIREMENTS FOR ADMISSION

Applicants for admission are required to have satisfactorily completed a four years course in an accredited high school, or its equivalent, and collegiate preparation covering not less than three years of study in an acceptable institution. These courses must include the following:

I. High School Preparation. A minimum of fifteen units is required, acceptable toward collegiate matriculation, including the following:

	Units		Units
English	3	History	1
Algebra	1	One Foreign Language	2
Geometry	1	Additional in one of above subjects	1
Laboratory Science	1	Elective	5

Recommended High School Course. The following high school course, which meets all the formal requirements, is strongly recommended:

	Units		Units
English	4	Latin	2
Algebra	1½	History	1
Geometry	1	German or French	2
Physics	1	Electives	1½
Chemistry	1		
Total			15

II. Collegiate Preparation. At least 135 term hours (90 semester hours) exclusive of credit in military science, of collegiate preparation in an accredited institution, is required for admission. Included in this preparation the following work is prescribed:

	Term Hours
Chemistry, inorganic (qualitative and quantitative may be included) ..	15
Chemistry, organic	8
Biology	20
Physics	12
English	9
German or French	20

The subject matter considered in the course in organic chemistry should be distributed over the aliphatic and aromatic compounds. Not less than 25% of all chemistry credit must be for laboratory work.

Preparation in biology should be chiefly in animal biology, elemental and advanced. Not less than 20% of the credit should be for laboratory work. Bacteriology and botany may be accepted for one-quarter of the required work.

The course in physics should cover the subject subdivisions presented in the customary one-year college course, including not less than one laboratory period per week.

It is recommended that advanced courses in written English be taken, provided such courses are not included in elective subjects.

German and French preparation may be satisfied by a statement certifying to the applicant's possessing a ready sight reading ability, submitted by an instructor granting credit in either subject in a standard college or university.

RECOMMENDED ELECTIVE SUBJECTS

In addition to the above described requisite preparation, those intending to study medicine are advised to make elective choice of psychology, history, mathematics, at least one of the social sciences and advanced courses in English.

Candidates who are deficient in any of the above minimum requirements will not be admitted.

Present facilities necessitate limiting each entering class to sixty. Many more than this number apply for admission. The selection is made upon the basis of scholarship, thoroughness of preparation, and personal fitness for the profession.

BACHELOR'S DEGREE

Students entering the University of Oregon medical school without the bachelor of arts or bachelor of science degree shall become eligible for one of these degrees, either in the University of Oregon, or in their respective institutions before entering upon the third year.

STUDENT HEALTH

A committee of the faculty has special charge of student health; and, in addition to the general service of the entire school, arrangement is made for securing the advice and aid of the dean, associate dean, and heads of departments in all student health and welfare problems.

PHYSICAL EXAMINATION

All entering students are required to take a physical examination.

SPECIAL STUDENTS

Students who are not candidates for the degree of doctor of medicine may register in courses in the fundamental laboratory branches for which they are prepared, as special students; and graduates in medicine may register as special students in any course. But no matriculants will be accepted as special students in clinical subjects, other than graduates in medicine. No graduates in medicine will be accepted as candidates for the degree of doctor of medicine.

Special students who register for special work, and who are not candidates for the degree of doctor of medicine, will be charged tuition according to the amount of work undertaken and the nature of the courses.

CURRICULUM IN MEDICINE AT UNIVERSITY OF OREGON

The course in medicine comprises four years. Three years of pre-medical work on the campus at Eugene or in some other accredited institution are devoted to liberal studies embracing the fundamental sciences contributory to medicine. They include work generally given

in pre-medical departments, and listed under requirements for admission. The four years spent in the medical school at Portland are devoted to the subjects of the regular four year curriculum in medicine required by law.

The first three years must be satisfactorily completed before admission to the medical school (Portland). It has been found necessary for the present to limit the number of first year students at the medical school, consequently, completion of the third pre-medical year does not guarantee admission to the medical school.

CURRICULUM

The prescribed and recommended subjects for the first, second, and third years, i. e., pre-medical instruction, are described under the heading: requirements for admission. In the first, second, third, and fourth years at the medical school there are 4,228 hours of required work. In addition to this twelve credits must be earned from the list of elective courses offered. Elective courses may be taken with the permission of the instructor in any term for which they are scheduled. Descriptions of these courses are to be found under the several department headings. Students desiring to elect them should consult the instructor in charge, in each case.

TABULATED COURSES FOR FOUR YEARS

FIRST YEAR					
	Lecture Hours	Laboratory Hours	Clinic Hours	Total Hours	Credits
Anatomy	99	297		396	16
Histology	33	99		132	6
Embryology	22	66		88	4
Bacteriology	44	132		176	8
Biochemistry	66	165		231	11
Physiology	33	66		99	5
Military	33			33	3
	330	825		1155	55
SECOND YEAR					
Neurology	22	66		88	4
Pathology	55	165		220	10
Pharmacology	110	66		176	12
Physiology	66	132		198	10
Military	33			33	3
Medicine 201	33			33	3
Medicine 202 (Phys. Diag.)			44	44	2
Medicine 203 (Lab. Diag.)	33	66		99	5
Surgery 201	33			33	3
	385	495	44	924	52
THIRD YEAR					
Anatomy:					
Applied Anatomy	33			33	3
Bacteriology:					
Principles of Public Health	33			33	3
Pathology:					
Autopsy Clinic 108			22	22	1
Attendance at Autopsies 104 (Students required to attend 10)					1
106. Systematic Pathology		44		44	2
Medicine:					
204. (Recitations)	66			66	6
206 and 208 (Dispensary)			132	132	6
230. (Derm. Path.)	11			11	1
231. (Syphilis Lect.)	11			11	1
Surgery:					
202. (Recitations)	33			33	3
203. (Dispensary)			49	49	2
204. (Minor Surgery)	11			11	1

	Lecture Hours	Laboratory Hours	Clinic Hours	Total Hours	Credits
205. (Bedside Clinics)			66	66	3
206. (Orthopedic)	22		22	22	2
207. (Minor Surg. Clinic)			22	22	1
208. (Surg. Pathology)			22	22	1
222. (Extrem.)			44	44	2
253. (Physiotherapy)			22	22	1
Oph., Otol., Rhin., Larn.:					
201. (Oph. Lect.)	11			11	1
202. (Oph. Disp.)			24	24	1
205. (O. R. and L. Lect.)	11			11	1
206. (O. R. and L. Disp.)			24	24	1
Genito-Urinary:					
201. (Lecture)	22			22	2
Pediatrics:					
201. (An. Ph. Hy. Inf. Ch. Inf. Clinic)			66	66	3
Gynecology:					
201a. (Gyn. Pathology)			22	22	1
201b. (Lectures)	22			22	2
Obstetrics:					
201. (Introd. Lect. and Demons.) ...			44	44	2
202. (Lect. and Demons.)			44	44	2
203. (Path. Preg. Lab. and Peurp.) ..			44	44	2
207. (Attendance at Deliveries)					3
	286	44	647	977	61

FOURTH YEAR

Pharmacology:					
104. (Toxicology)	5			5	$\frac{1}{2}$
Medicine:					
209a. (Med. Clinic)			11	11	$\frac{1}{2}$
209b. (Med. Clinic)			11	11	$\frac{1}{2}$
209c. (Med. Clinic)			11	11	$\frac{1}{2}$
209d. (Med. Clinic)			11	11	$\frac{1}{2}$
209e. (Med. Clinic)			11	11	$\frac{1}{2}$
209f. (Med. Clinic)			11	11	$\frac{1}{2}$
210. (Med. Clinic)			22	22	1
211. (Clerkships)			198	198	9
213. (Contagious Diseases)	11			11	1
214a. (Ward Walks)			11	11	$\frac{1}{2}$
214c. (Ward Walks)			11	11	$\frac{1}{2}$
214d. (Ward Walks)			11	11	$\frac{1}{2}$
228. (Tuberculosis Clinic)			11	11	$\frac{1}{2}$
221. (Nervous Diseases Clinic)			22	22	1
222. (Nerv. Dis. Lect.)	43			33	3
223. (Nerv. Dis. Clinic)			11	11	$\frac{1}{2}$
224. (Nerv. Dis. Lect.)	11			11	1
232. (Derm. Lect.)	33			33	3
Radiology:					
202. (Lectures)	33			33	3
Surgery:					
221. (Head and Neck)			22	22	1
223. (Conferences)			22	22	1
224. (Clinics)			44	44	2
225. (Clinics)			44	44	2
226. (Clinics)			66	66	3
228. (Lect. on Cancer)	5			5	$\frac{1}{2}$
251. (Ward Walks)			44	44	2
252. (Clerkships)			66	66	3
Oph., Otol., Rhin., Larn.:					
203. (Oph. Lect.)	11			11	1
207. (O., R., and L. Lect.)	11			11	1
Genito-Urinary:					
202. (Lect.)	44			44	2
203. (Dispensary)			33	33	$1\frac{1}{2}$
Pediatrics:					
203. (Dis. Inf. and Ch.)	66			66	6
205. (Clinic)			33	33	$1\frac{1}{2}$
206. (Clerkships)			22	22	1
207. (Phys. Diag. in Children)	16			16	$1\frac{1}{2}$

	Lecture Hours	Laboratory Hours	Clinic Hours	Total Hours	Credits
Gynecology:					
201. (Lectures)	22			22	2
203. (Clinic Disp.)			22	22	1
204. (Clerkships)			22	22	1
205. (Ward Walks)			16	16	$\frac{1}{2}$
Obstetrics:					
205. (Clinic)			24	24	2
206. (Outpatient Service, attendance at 7 deliveries required)					3
208. (Ward Walks)			11	11	$\frac{1}{2}$
General:					
301. (Medical Jurisprudence)	11			11	1
302. (Oral Hyg. and Pathol.)	6			6	$\frac{1}{2}$
	818		854	1172	69 $\frac{1}{2}$

RECAPITULATION

	Lecture Hours	Laboratory Hours	Clinic Hours	Total Hours	Credits
First Year	330	825		1155	55
Second Year	385	495	44	924	52
Third Year	286	44	647	977	61
Fourth Year	318		854	1172	69 $\frac{1}{2}$
	1319	1364	1545	4228	237 $\frac{1}{2}$

PRESCRIBED WORK BY DEPARTMENTS

PRE-CLINICAL

Anatomy	704
Bacteriology and Hygiene	176
Biochemistry	281
Physiology	297
Pharmacology	176
Pathology	220
Military Science	66
Total Hours—Pre-Clinical	1,870

CLINICAL

Pathology	**66
Anatomy	33
Pharmacology	5
Medicine	847
Preventive Medicine	33
Pediatrics	203
Surgery	637
Radiology	33
Ophthalmology O. R. L.	92
Genito-Urinary Diseases	99
Gynecology	126
Obstetrics	*167
Medical Jurisprudence	11
Oral Hygiene	6
Total Hours in Clinical Subjects	2,858
Total Hours Prescribed Work	4,228

** Not inclusive of attendance at 10 special autopsies.

* Not inclusive of out-patient duty in obstetrics.

ELECTIVE WORK

Twelve units of work in elective subjects are required of all candidates for the degree of doctor of medicine.

REQUIREMENTS FOR DEGREES

DOCTOR OF MEDICINE

A candidate for the degree of doctor of medicine must have completed satisfactorily the curriculum described, or in case of admission with advanced standing, the last year must be taken in this medical school. All candidates for degrees are expected to be present at the commencement exercises and receive the diploma in person.

COMBINED DEGREE

Students who shall have completed successfully three years of work in the University required for the degree of bachelor of arts may upon the successful completion of the first year in the school of medicine in Portland and with the approval of the College of Literature, Science and the Arts, receive the degree of bachelor of arts or of science.

THE GRADUATE SCHOOL

The departments of anatomy, bacteriology, and hygiene, biochemistry, pathology, pharmacology and physiology offer instruction leading to the master's degree as an integral part of the graduate school of the University of Oregon and subject to the rules and regulations which are published in the bulletin of the graduate school.

FELLOWSHIPS AND SCHOLARSHIPS

THE NOBLE WILEY JONES FELLOWSHIP IN PATHOLOGY

The Noble Wiley Jones Fellowship in Pathology is awarded each year by the pathology staff to a student who has manifested particular interest and proficiency in that branch of study. The fellowship consists of the annual income from a gift of \$5,000 made by Dr. Noble Wiley Jones of Portland.

COLLINS RESEARCH FELLOWSHIP

The Collins Research Fellowship, founded by Mr. E. S. Collins, October 1, 1920, amounts to \$1,500 a year and covers work outlined as follows:

Purpose: Experimental studies in nutrition.

Field: Foods and food factors in the dietary materials indigenous to the Pacific Northwest.

Method: Biologic investigations on laboratory animals with especial reference to the effect upon growth, health and reproduction, and including a histologic and chemical study of certain tissues and organs.

ALUMNI ASSOCIATION

The medical school alumni association, made up of the graduates of the merged schools, is a strong organization, working for the interests of students and graduates and encouraging scientific and professional progress among its members and the medical profession; it is working with the faculty to build up in Portland a great medical center; it is lending its aid in every way possible for the benefit of the medical profession.

The alumni association holds each year an annual meeting in June. The meeting lasts three full days and includes papers, clinics and the business meeting and banquet. Many out of town physicians attend these meetings. All members of the profession are cordially welcome to all

sessions. The proceedings of the meetings are published and sent to all members.

Graduates and past and present instructors of the medical schools of the University of Oregon and Willamette University are eligible to membership. The dues are one dollar a year.

The officers of the alumni association for 1927-28 are:

Dr. E. A. Sommer	President
Dr. R. P. Landis	First Vice-president
Dr. Carl Hoffman	Second Vice-president
Dr. L. S. Lucas	Third Vice-president
Dr. Joseph Blair	Fourth Vice-president
Dr. C. A. Lewis	Secretary
Dr. M. L. Bridgeman	Treasurer

SUMMER COURSES

PRE-CLINICAL

Courses for medical students or others qualified for the work are offered during the summer at the medical school, providing there is enrolled a sufficient number to warrant presentation of the course.

Because of the cost of laboratory supplies and equipment, tuition for these courses will be based on the number of credit hours given for each course, the rate being \$3.50 per credit hour.

Courses will begin at 8:00 o'clock and laboratory work will follow lecture work.

CLINICAL

A limited amount of clinical work at the Portland free dispensary is open during the summer months to medical students of junior and senior standing. Arrangements for credit must be made with the heads of departments. The full time required for work, in each case, in fall, winter and spring quarters, is required for summer work. Clinics, for which required or elective credit may be given, are conducted in medicine, surgery, dermatology, genito-urinary diseases, ophthalmology, otology, rhinology laryngology, gynecology and obstetrics.

Departments of Instruction

DEPARTMENT OF ANATOMY

WILLIAM F. ALLEN.....	Professor of Anatomy
OLOF LARSELL.....	Professor of Anatomy
*WILMOT C. FOSTER.....	Assistant Professor of Anatomy
DAVID BAIRD.....	Instructor in Anatomy
EDWARD A. LECOCQ.....	Instructor in Anatomy
CHARLES A. PREUSS.....	Instructor in Anatomy
HOWARD P. LEWIS.....	Instructor in Anatomy
J'ON V. STRAUMFJORD.....	Instructor in Anatomy
EDITH BLACKLER.....	Technician

* On year leave of absence.

REQUIRED

FIRST YEAR

101. *Gross Anatomy*. Each term; lectures and quizzes, 3 hours per week; laboratory, 9 hours per week; total 396 hours; eighteen credits. Larzell, Baird and assistants.

102. *Histology and Organology*. Fall term; lectures and quizzes 3 hours per week; laboratory, 9 hours per week; total 132 hours; six credits. Larzell and assistants.

103. *Embryology*. Winter term; lectures, 2 hours per week; laboratory, 6 hours per week; total 88 hours; four credits. Allen and assistants.

SECOND YEAR

201. *Neurology and Organs of Special Sense*. Fall term; prerequisite, Anatomy 101-103; lectures, 2 hours per week; laboratory, 6 hours per week; total 88 hours; four credits. Allen and Preuss.

THIRD YEAR

205. *Applied Anatomy*. Spring term; prerequisite, Anatomy 101; lectures, quizzes and demonstrations; 3 hours a week; 33 hours; 3 credits. Baird and Lewis.

ELECTIVE

105. *Microscopic Technique*. Fall and winter term; limited to twelve students after consultation with instructor; laboratory, 3 hours a week; total 33 hours; one credit. Larsell and assistant.

202. *Advanced Histology*. Winter and spring terms; prerequisite, Anatomy 102 and 105; laboratory, 6 hours a week or less; credits to be arranged. Larsell.

203. *Topographical Anatomy*. Winter term; prerequisite, Anatomy 101; limited to fifteen students; lectures, 1 hour a week; laboratory, 3 hours a week; total 44 hours; two credits. Baird and Lewis.

204. *Special Dissections*. Limited to available material; prerequisite, Anatomy 101; hours and credits to be arranged.

206. *Applied Osteology*. Lectures and demonstrations, 1 hour a week; laboratory, 3 hours a week; total 44 hours; two credits. Baird.

207. *Mechanism of the Central Nervous System Studied from Lesions*. Spring term; prerequisite, Anatomy 201; laboratory, 3 to 6 hours a week; credits to be arranged. Allen.

208. *Seminar and Journal Club*. Each term; includes anatomical staff and advanced students; hours and credits to be arranged. Allen.

210. *Research*. In any branch of anatomy, research is open to qualified students upon approval of any of the instructors. Hours and credits to be arranged. Allen, Larsell and Foster.

DEPARTMENT OF BACTERIOLOGY, HYGIENE AND PUBLIC HEALTH

HARRY J. SEARS	Professor of Bacteriology
WILLIAM LEVIN	Instructor in Bacteriology
W. K. LIVINGSTON	Instructor in Parasitology
MAURICE F. GOUBLEY	Assistant in Bacteriology
JAMES E. BUCKLEY	Assistant in Parasitology
LILLIAN M. DOWNING	Technician

REQUIRED

FIRST YEAR

101. *Medical Bacteriology and Immunology*. Spring term; lectures, 4 hours a week; laboratory, 12 hours a week; total 176 hours; eight credits. Sears, Levin, and Gourley.

THIRD YEAR

102. *Principles of Public Health*. The general principles of public health activities. Control of communicable diseases. Organization of federal, state, local and other health agencies. Elements of infant, school and industrial hygiene and vital statistics. Lectures, recitations and discussions. Three hours a week, second term; three credits. Sears.

ELECTIVE

204. *Seminar in Bacteriology and Immunity.* Meetings of the departmental staff and assistants with a number of specially qualified students to discuss the newer developments in the science as they appear in the current periodical literature. Topics are assigned and individual reports read at meetings of the class. Open to a limited number of students. Meetings held once each week. Sears.

207. *Parasitology.* A brief course in general parasitology consisting of lectures presenting the clinical and hygienic importance of human parasites, and laboratory studies of morphology and diagnostic technic. Fall term; laboratory, 6 hours a week; lecture, 1 hour; three credits. Livingston and Buckley.

208. *Immunology and Serum Technic.* Winter term. Lectures on the fundamentals of immunology and laboratory exercises in the technic of serum reactions. Laboratory, 3 hours; lectures and demonstrations, 2 hours; total 55 hours; three credits. Sears.

210. *Research in Bacteriology and Immunity.* Hours and credits to be arranged. Sears.

DEPARTMENT OF BIOCHEMISTRY

HOWARD D. HASKINS.....	Professor of Biochemistry
EDWIN E. OSGOOD.....	Associate in Biochemistry
MARVIN R. EBY.....	Instructor in Biochemistry
FRANK E. TROTSMAN.....	Instructor in Biochemistry
L. S. HARRIS.....	Assistant in Biochemistry

REQUIRED

FIRST YEAR

101. *Biochemistry.* Fall term, 3 lectures, 6 hours laboratory a week; winter term, 3 lectures, 9 hours laboratory a week; total 231 hours; eleven credits. Haskins, Eby, and Trotman.

ELECTIVE

202. *Advanced Biochemistry.* Winter term; lecture 1 hour, laboratory 3 hours a week; two credits. Haskins.

203. *Laboratory Diagnosis.* (For special or graduate students). Required for second year students; see department of medicine, course 203.

210. *Biochemistry Research.* Haskins.

DEPARTMENT OF PATHOLOGY

ROBERT L. BENSON.....	Professor of Pathology
FRANK R. MENNE.....	Professor of Pathology
WARREN C. HUNTER.....	Associate in Pathology
JAMES D. STEWART, JR.....	Research Assistant in Pathology
JOSEPH BENSON.....	Noble Wiley Jones Fellow in Pathology
MARY BALLE.....	Assistant in Pathology
C. LEROY HEINECK.....	Technician
HORACE M. BOYDEN.....	Technician
	Assistant in Pathology

The pathological museum is comprehensive. Gross and microscopic tissues are received from the surgical clinics of the several Portland hospitals, and from the autopsies of the coroner's office and other autopsies. (See Pathology Museum in this catalogue.)

REQUIRED

SECOND YEAR

101. *General Pathology.* Fall term. A course in general pathology, comprising the study of prepared slides supplemented by experiments,

fresh and museum specimens. Lectures, recitations, 3 hours, and laboratory 9 hours a week; 132 hours; six credits. Menne and Hunter.

102. *General Pathology*. Lectures, 2 hours, and laboratory, 6 hours a week; 88 hours; four credits. Benson and Hunter.

THIRD YEAR

103. *Autopsy Clinic*. Spring term; studies of autopsies, including a presentation of the clinical history. Two hours a week; 22 hours; one credit. Menne and Hunter.

104. *Attendance at Autopsies*. Each student is required to attend and describe at least ten autopsies. Time to be arranged. One credit. Pathology staff.

105. *Gynecological Pathology*. (See Gynecology 201a).

106. *Systematic Pathology*. Fall term, 4 hours each week, 44 hours; two credits. Benson, Menne or Hunter.

ELECTIVE

201. *Attendance at Autopsies*. Opportunity is offered to students each quarter to elect autopsy attendance with instruction, and such students are required to assist and to make detailed suggestions. Hours and credits to be arranged. Hunter.

202. *Advanced Systemic Pathology*. Study of the detached pathology of one system. Hours and credits to be arranged. Benson, Menne, or Hunter.

203. *Research*. Open to specially qualified students. Hours and credits to be arranged. Benson, Menne or Hunter.

204. *Advanced Pathological Histology*. Systematic study of microscopic section of autopsy tissues. Open to students who have had at least one quarter's work in pathology. Hours and credits to be arranged. Benson, or Menne.

205. *Special Pathology of Heart and Circulation*. Hours and credits to be arranged. Benson.

206. *Pathology of the Endocrine Glands*. Attendance at autopsies required. Hours and credits to be arranged. Menne.

DEPARTMENT OF PHARMACOLOGY

HAROLD B. MYERS.....	Professor of Pharmacology
CLINTON H. THIENES.....	Assistant Professor of Pharmacology
RANDALL F. WHITE.....	Instructor in Pharmacology
V. THOMAS AUSTIN.....	Research Assistant in Pharmacology
JOHN B. FLYNN.....	Research Assistant in Pharmacology
ASAHEL HOCKETT.....	Research Assistant in Pharmacology
ALOIS TEDISCH.....	Technician

REQUIRED

SECOND YEAR

101. *Systematic Pharmacology and Prescription Writing*. Winter term; lectures and quizzes, 5 hours a week; laboratory, 3 hours a week; total 88 hours; six credits. Myers, Thienes and White.

102. *Systematic Pharmacology and Pharmacodynamics*. Spring term; lectures and quizzes, 5 hours a week; laboratory, 3 hours a week; total 88 hours; six credits. Myers, Thienes and White.

103. *Applied Pharmacology*. Given in conjunction with Medicine 206.

FOURTH YEAR

104. *Toxicology*. Spring term; lectures and quizzes, 1 hour a week for 5 weeks; 5 hours; one-half credit. Myers.

ELECTIVE

201. *Toxicological Analysis*. (Second year.) Spring term; lectures and quizzes, 1 hour a week; laboratory, 3 hours a week; total 44 hours; two credits. Myers and Thienes.

203. *Research*. Students who are properly qualified and who can devote an adequate amount of time to the work are encouraged to pursue original investigation of pharmacological problems. Hours and credits to be arranged. Myers and Thienes.

204. *Seminar*. Offered during winter and spring terms. Open to those who have completed courses 101 and 102. 2 hours a week; 22 hours, two credits. Myers.

DEPARTMENT OF PHYSIOLOGY

GEORGE E. BURGET.....	Professor of Physiology
IRA A. MANVILLE.....	Associate in Physiology
CARLETON P. PYNNE.....	Instructor in Physiology
JOHN C. BROUGHER.....	Assistant in Physiology
HAROLD R. ALLUMBAUGH.....	Assistant in Physiology
FRANK T. WILCOX.....	Assistant in Physiology
GEORGE R. SUCKOW.....	Assistant in Physiology

REQUIRED

FIRST YEAR

101. *Blood, Circulation and Respiration*. Spring term; prerequisite, Biochemistry 101; lectures and recitations, 3 hours a week; laboratory, 6 hours a week; total 99 hours; five credits. Burget, Manville, Pynn, Brougher and Allumbaugh.

SECOND YEAR

102. *Digestion, Metabolism, Absorption, Secretion, Excretion, Muscle and Heat*. Fall term; prerequisite, Physiology 101; lectures and recitations, 3 hours a week; laboratory, 6 hours a week; total 99 hours; five credits. Burget, Manville, Pynn, Brougher and Allumbaugh.

103. *The Nervous System and the Senses*. Winter term; prerequisite, Anatomy 101; lectures and recitations, 3 hours a week; laboratory, 6 hours a week; total 99 hours; five credits. Burget, Manville, Pynn, Brougher and Allumbaugh.

ELECTIVE

201. *Lectures on the History of Physiology*. Winter term; 1 hour a week. Burget.

202. *Physiology of the Glands of Internal Secretion*. Spring term; prerequisite, Physiology 101-103; lectures, 1 hour a week; laboratory, 3 hours a week; total 44 hours; two credits. Burget.

203. *Studies in Metabolism*. Fall term; prerequisite, Physiology 101-103; lectures, 1 hour a week; laboratory, 3 hours a week; total 44 hours; two credits. Pynn.

204. *Diet and Nutrition*. (Third year). Winter term. A course in dietary requirements in health and disease with special emphasis given to the indication and contro-indications for particular food factors; the hygiene of the gastro-intestinal tract; the peculiar value of sunlight, minerals and vitamins. Prerequisite, Physiology 101-102-103; lectures, 2 hours a week; total 22 hours; two credits. Manville.

215. *Research*. Each term; hours and credits to be arranged. Burget and Manville.

DEPARTMENT OF MILITARY SCIENCE AND TACTICS

CAPT. JAMES D. EDGAR.....*Medical Corps, U. S. Army, Retired*
Professor of Military Science and Tactics

The Army Reorganization Act of Congress, June 4th, 1920, made possible the establishment of units of the Reserve Officers' Training Corps in certain selected medical schools. A unit of this corps was established in the medical school during 1920, and was among the first ten units established in Class A medical schools at the invitation of the surgeon general.

The subjects in the course act as corollaries to other subjects taught in the school, in addition to which the organization, administration and functions of the army, in both peace and war, are taught; particular stress being laid upon the organization, administration and functions of the medical department of the army.

Instruction is given by lectures, quizzes and demonstrations. No drill is required, nor are uniforms worn during the school year. During the advanced course students are paid a commutation of subsistence, amounting to over \$200.

REQUIRED

101-102. *Basic Course.* First and second years, 6 terms, 1 hour a week, six credits. This course covers military organizations, history of military medicine, theoretical schools of the soldier and company, first aid, organization and administration of the medical department, map reading, tactics and the use of medical units in peace and war.

ELECTIVE

201-202. *Advanced Course.* Open to students of the third and fourth years, who will be eligible on graduation to accept a commission in the Officers' Reserve Corps; 6 terms, 1 hour a week and one summer camp of six weeks. Work during the school year consists of lectures, quizzes and demonstrations covering hygiene, sanitation, control of communicable diseases, history and development of hospitals, hospitalization, school of the officer, military psychiatry and allied subjects.

A summer camp of six weeks at Camp Lewis, Washington, immediately following the school year is part of the course. It may be taken after the second or third years. The student receives 70c a day, transportation to and from camp, rations, uniforms, shelter and medical treatment free at the camp. The student company functions in turn, as medical detachment of a regiment, collecting company, ambulance company and hospital company. Instruction is chiefly by demonstrations and practical exercises. Afternoons are devoted to athletics, equitation and recreation. Several trips are taken, the most interesting being the trip to Mt. Rainier.

At graduation those who have completed the course receive commissions as first lieutenants in the medical section of the Officers' Reserve Corps of the United States army.

Clinical Departments

DEPARTMENT OF MEDICINE

LAURENCE SELLING.....	<i>Clinical Professor and Head of Department</i>
T. HOMER COFFEN, NOBLE WILEY JONES, WILLIAM S. KNOX, CHARLES E. SEARS,.....	<i>Clinicians</i>
HAROLD C. BEAN, MARR BISAILLON, I. C. BRILL, J. ALLEN GILBERT, J. C. ELLIOTT	<i>Assistant Clinical Professors</i>
KING, RALPH MATSON, RAY MATSON, ARTHUR E. ROSENFELD, JOSEPH M. SHORT	
LYLE B. KINGERY, EDWIN E. OSGOOD, HARVEY G. PARKER, EDWARD A. PIERCE	<i>Associates in Medicine</i>
ALBERT A. WITHAM.....	
GROVER C. BELLINGER, PROSSER CLARK, FERDINAND H. DAMMASCH, JOHN H. FITZGIBBON,	<i>Clinical Instructors</i>
HERBERT H. FOSKETT, WESLEY GATEWOOD, LEON A. GOLDSMITH, ROBERT G. HALL,	
B. BLAIR HOLCOMB, WILLARD F. HOLLENBECK, CARL J. HOLLINGWORTH, WILLIAM K.	
LIVINGSTON, MERL L. MARGASON, GEORGE MCKHANN, GEORGE W. MILLETT, MERLE	
MOORE, FRANK MOUNT, HAROLD B. MYERS, LUTHER T. NELSON, OLIVER M. NISBET,	
ROY A. PAYNE, HOMER P. RUSH, ALBERT L. SEVEREIDE, EDMUND W. SIMMONS,	
FRANK M. TAYLOR, CLINTON H. THIENES, BERTRAND O. WOODS.....	
LEWIS F. GRIFFITH.....	
J. C. EVANS.....	<i>Clinical Lecturer in Psychiatry</i>
DAVID W. E. BAIRD.....	<i>Resident in Medicine</i>

INTERNAL MEDICINE

PRESCRIBED

SECOND YEAR

201. *Introduction to the Principles of Medicine.* Recitations based on a standard text book. Spring term, 3 hours a week; 33 hours; three credits. Nisbet, Hollingworth and Hollenbeck.

202. *Physical Diagnosis.* Four hours a week during spring term; 44 hours; 2 credits.

203. *Laboratory Diagnosis.* Spring term; 3 lectures and 6 laboratory hours; 99 hours, five credits. Haskins and Osgood.

THIRD YEAR

204. *Medicine, Recitations.* Two hours a week throughout the third year; 66 hours; six credits. Simmons, Woods, and Margason.

206. *Dispensary.* Four hours a week throughout the third year; 132 hours; six credits. Coffen, Jones, Payne, Rush, Myers, Mount, Nelson, Nisbet, Woods, Clark, Dammasch, Hollenbeck, Goldsmith, Thienes, McKahnn, Hollingworth, Severeide, Gatewood, and Moore.

208. *Practical Laboratory Diagnosis.* Dispensary. Throughout the year; to class in groups of two (See Medicine 206). Foskett.

FOURTH YEAR

209a. *Medical Clinic.* Multnomah County Hospital; 1 hour a week, throughout the year in sections; 11 hours; one-half credit. Short.

209b. *Medical Clinic.* Multnomah County Hospital; diseases of the chest, 1 hour a week; one term, throughout the year, in sections; 11 hours; one-half credit. Matson and Bisailon.

209c. *Medical Clinic.* Multnomah County Hospital; 1 hour a week, one term, throughout the year, in sections; 11 hours; one-half credit. Jones.

209d. *Medical Clinic.* Multnomah County Hospital; 1 hour a week, one term throughout the year, in sections; 11 hours; one-half credit. Bean.

209e. *Medical Clinic*. Multnomah County Hospital; 1 hour a week, one term, throughout the year, in sections; 11 hours; one-half credit. Fitzgibbon.

209f. *Medical Clinic*. Multnomah County Hospital; 1 hour a week, one term, throughout the year, in sections; 11 hours; one-half credit. Rosenfeld.

210. *Medical Clinic*. St. Vincent's Hospital; 2 hours a week, one term, throughout the year, in sections; 22 hours; one credit. Millett.

211. *Clinical Clerkships*. Sections of the fourth year class are assigned to the medical service of the Multnomah County Hospital in connection with course 209; three terms, throughout the year; 198 hours; nine credits. Baird.

213. *Contagious Diseases*. Contagious Hospital; 1 hour a week, with the co-operation of Dr. John G. Abele, (city health officer), one term, throughout the year, in sections; 11 hours, one credit. Hall and Dammasch.

214a. *Medical Ward Walks*. Multnomah County Hospital; 1 hour a week, one term, throughout the year, in sections; 11 hours; one-half credit. Baird.

214c. *Medical Ward Walks*. Multnomah County Hospital; 1 hour a week, one term, throughout the year, in sections; 11 hours, one-half credit. Coffen.

214d. *Medical Ward Walks*. Multnomah County Hospital; one hour a week, throughout the year; 33 hours; one-half credit. Brill.

228. *Tuberculosis Clinic*. Portland Free Dispensary; fourth year; throughout the year in sections; 11 hours; one-half credit. Matson and Bisailon.

ELECTIVE

215. *Gastroenterology*. Fall term; lecture and conference courses, two hours a week; 22 hours; one credit. Fitzgibbon.

216. *Diseases of Metabolism and the Ductless Glands*. Fall and winter terms; lecture and conference course; 1 hour a week; 11 hours, one credit. Holcomb.

217. *Diseases of the Kidney*. Winter term; lecture and conference course; 1 hour a week; 11 hours; one credit. Millett.

218. *Diseases of the Circulation*. Fall and spring terms; lecture and conference course; 1 hour a week; 11 hours; one credit. Jones and Coffen.

219. *Diseases of the Respiratory System*. Lecture and conference course, two hours a week; 22 hours; one credit.

226. *Applied Therapeutics*. Fourth year, spring term; lectures and recitations; 11 hours, one credit. Coffen.

236. *Endocrinology*. A course of lectures taking up the clinical syndromes of disturbance in the glands of internal secretion associated with the case study of classical cases and the diagnosis and treatment of those entering the Endocrine clinic. Goitre and diabetes are included in this work, only indirectly. Fall, winter and spring terms. Two hours a week; 22 hours; one credit. Rush.

237. *Research*. Hours and credit to be arranged.

238. *Medical Ward Walks*. Good Samaritan Hospital. 1 hour a week, (Fourth year), 1 term; 11 hours; one-half credit. Bean.

239. *Physical Diagnosis.* Multnomah County Farm. Differential Diagnostic Clinic. (Third and Fourth year students). 1 two-hour period each week, one term; 22 hours; one credit. Bean.

NERVOUS AND MENTAL DISEASES

LAURENCE SELLING
MERL L. MARGASON

LEWIS FRANKLIN GRIFFITH
J. C. EVANS

J. ALLEN GILBERT
J. C. EVANS

PRESCRIBED

FOURTH YEAR

221. *Clinic at Dispensary.* Two hours a week throughout the year, in sections; 22 hours; one credit. Margason.

222. *Clinic and Lecture on Nervous Diseases.* One hour a week, throughout the year; 33 hours; three credits. Selling.

223. *Clinic.* Sections of the fourth year class are assigned to the neurological service of the Multnomah County Hospital in connection with course 222; one term, throughout the year, in sections; 11 hours; one-half credit. Selling.

224. *Clinic and Lectures on Mental Diseases.* One hour a week, spring term; 11 hours; one credit. Griffith and Evans.

ELECTIVE

225. *Psychopathology.* One hour a week; 11 hours; spring term; one credit. Gilbert.

DERMATOLOGY AND SYPHILOLOGY

J. C. ELLIOT KING

HARVEY GAMALIEL PARKER

LYLE BOYLE KINGERY

PRESCRIBED

THIRD YEAR

230. *Dermatological Pathology.* Lectures, spring term; 1 hour a week; 11 hours; one credit. Kingery.

231. *Syphilis Lectures.* Winter term; 1 hour a week; 11 hours; one credit. Kingery.

FOURTH YEAR

232. *Clinical Lectures and Conference Course.* One hour a week for each section throughout the year; 33 hours; three credits. King, Parker and Kingery.

RADIOLOGY

DORWIN L. PALMER, FRANK E. BUTLER.....Instructors
R. W. JOHNSON.....Technical Assistant

PRESCRIBED

FOURTH YEAR

202. *Advanced Radiology.* One hour a week throughout the year. Lectures and quizzes. This course will include a consideration of the interpretation of pathology as depicted on the radiograph and the fluorescent screen. This course will include the medical, surgical and dental application of roentgenology in diagnosis; the uses, the limitations and the dangers. 33 hours; 3 credits. Butler.

Clinical roentgenology in connection with the above course, throughout the year, will be given at the Portland Free Dispensary under Dr. Butler, and at the Multnomah County Hospital under Dr. Palmer.

ELECTIVE

211. *Radiographic Technic.* These lectures will be of a practical nature, and will include the principles of radiography, and actual demonstrations of technic. Fourth year. Multnomah County Hospital. Each term; 11 hours; one-half credit. Palmer.

DEPARTMENT OF SURGERY

Executive Committee in Charge of Department

WILLIAM B. HOLDEN	J. EARL ELSE, <i>Chairman</i>	PAUL ROCKEY
OTIS F. AKIN, ROBERT C. COFFEY, RICHARD B. DILLEHUNT, WILLIAM B. HOLDEN, THOMAS M. JOYCE, ERNST A. SOMMER		<i>Clinicians</i>
ALVIN W. BAIRD, J. EARL ELSE		<i>Assistant Professors</i>
CHARLES D. BODINE, LUTHER H. HAMILTON, CHARLES R. MCCLURE, GEORGE NORMAN PEASE, EUGENE W. ROCKEY, PAUL ROCKEY, JAMES C. ZAN		<i>Associates in Surgery</i>
WALTER W. BLACK, HARRY C. BLAIR, FRANK E. BOYDEN, BANNER R. BROOKE, CECIL E. BROUS, CLARENCE W. BRUNKOW, WINFRED H. BUEERMANN, ALBERT H. CANTRIL, ROSCOE W. CAHILL, C. ELMER CARLSON, JAY COFFEY, LOUIS P. GAMBEE, GARRETT LEE HYNSON, DWIGHT R. KNAPP, GORDON B. LEITCH, CLAUDE A. LEWIS, WILLIAM K. LIVINGSTON, LEO S. LUCAS, CHARLES H. MANLOVE, KARL H. MARTZLOFF, KARL P. MORAN, CECIL J. ROSS, EDWARD W. ST. PIERRE, WILLIAM E. SAVAGE, WAYNE J. STATER, HERBERT V. H. THATCHER, BENJAMIN N. WADE, OTIS B. WIGHT		<i>Clinical Instructors</i>
GILBERT L. MCBEE		<i>Resident in Surgery</i>
LEONA BOOMSLITER		<i>Technician</i>

PRESCRIBED

SECOND YEAR

201. *Recitation.* Spring term; recitations 3 hours a week; total 33 hours; three credits. Wade and Stater.

THIRD YEAR

202. *Recitation.* Fall term; recitations 3 hours a week; total 33 hours; three credits. Wade and Martzloff.

203. *Dispensary.* One term; 4½ hours a week; 49 hours; two credits. Nisbet, Cahill, Livingston, Lewis, Coffey, Leitch, Bueermann and Thatcher.

204. *Minor Surgery Recitation.* One hour a week; one term; total 11 hours; one credit. Boyden.

205. *Bedside Clinics.* Three periods of two hours each week; total 66 hours; three credits. Baird, Bodine, Cantril, Moran, Pease, St. Pierre Hamilton, Brous, Carlson, Wade, Gambée and Livingston.

206. *Orthopedic Surgery.* Lectures two hours a week; one term; total 22 hours; two credits. McClure.

207. *Minor Surgical Clinic.* Two hours a week for one term; throughout the year in sections; 22 hours, one credit. Hynson.

208. *Surgical Pathology.* Two hours a week, one term; 22 hours; one credit. Manlove.

222. *Surgery of the Extremities.* Two hours a week; two terms; lectures and clinics; 44 hours; two credits. Akin and Dillehunt.

253. *Physiotherapy.* Lectures and demonstrations. One term; 22 hours; one credit. Dillehunt, et al.

FOURTH YEAR

221. *Surgery of the Head and Neck.* A clinic; two hours a week; throughout the year in sections; 22 hours; one credit. Joyce.

223. *Surgical Conference*. Two hours a week; throughout the year; in sections; 22 hours; one credit. Holden.

224. *General Surgical Clinic*. Four hours a week; throughout the year, in sections; 44 hours; two credits. Paul Rockey, E. W. Rockey, and Sommer.

225. *General Surgical Clinic*. Four hours a week; throughout the year, in sections; 44 hours; two credits. Coffey.

226. *General Surgical Clinic*. Two hours a week, three terms; total 66 hours; 3 credits. Else and staff.

228. *Special Lectures in Cancer*. Auspices of the American Society for the control of Cancer. Spring term, 5 lectures; 5 hours; one-half credit. Wight et al.

251. *Surgical Ward Walks*. Multnomah County Hospital. Two 2-hour periods each week. One term, throughout the year, in sections. 44 hours; two credits. Holden, St. Pierre, Gambee, Pease and McBee.

252. *Clinical Clerkships*. Multnomah County Hospital. Senior students are on call for assignment each day except during class periods. All cases assigned before 5 p. m. must be worked up that day. All cases assigned after 5 o'clock must be finished before noon the following day. Students are also subject to night calls on emergencies. One term, throughout the year, in sections; 66 hours; three credits. McBee.

ELECTIVE

230. *Goitre Clinic*. Third year, one and one-half hours a week for one term; one credit. Else, Brous and Ross.

231. *Operative Surgery*. Fourth year; operative procedure upon the cadaver; two-hour period each week; 22 hours; one credit.

232. *Operative Surgery*. Operative work upon animals; two hours a week; 22 hours; one credit. Savage.

233. *Orthopedic Clinic*. Two hours a week; each term, at Portland Free Dispensary and Doernbecher Hospital; 22 hours; one credit. Lucas and Blair.

234. *Proctology*. (Third year.) Lecture course and demonstration of diseases of rectum and colon. Method of examination and diagnosis of the commoner conditions, with demonstrations. One hour a week; one term; 11 hours; one credit. Brooke and Black.

237. *Research*. Hours and credit to be arranged.

239. *Anaesthesia*. Lectures and demonstrations on general and local anaesthesia; 11 hours; one-half credit. Brunkow.

240. *Orthopedic Wardwalk*. Shriners' Hospital for Crippled Children. The course will consist of general ward rounds upon patients in the hospital, with discussion of the cases and methods of orthopedic treatment in deformities of children. Two hours each week for one term. Offered each term. 22 hours; one credit. Dillehunt.

OPHTHALMOLOGY, OTOTOLOGY, RHINOLOGY AND LARYNGOLOGY

JOHN F. DICKSON.....	<i>Professor of Ophthalmology</i>
FREDERICK H. KIEHLE.....	<i>Assistant Professor of Ophthalmology</i>
JOHN N. COGHLAN, RALPH A. FENTON.....	<i>Clinicians in Otolaryngology</i>
WILFORD H. BELKNAP, HARRY M. BOUVY, ANDREW J. BROWNING, HOWARD E. CARRUTH, AUGUSTUS B. DYKMAN, MEARLE C. FOX, IRA E. GASTON, LESTER T. JONES, HAROLD R. LUCAS, IRVING M. LUPTON, DWIGHT F. MILLER, PAUL T. NEELY, NELSON E. NEULEN	<i>Instructors</i>

PRESCRIBED

THIRD YEAR

201. *Eye*. Lectures and recitations and daily quizzes. Fall term; one hour a week; 11 hours; one credit. Kiehle.

202. *Eye. Dispensary*. Sections; throughout the year; 6 hours a week for four weeks; 24 hours; one credit.

205. *Ear, Nose and Throat*. Lectures, recitations and daily quizzes. Fall term; one hour a week; 11 hours; one credit. Fenton.

206. *Ear, Nose and Throat Dispensary*. Practical instruction in examination and treatment of cases. Throughout the year; 6 hours a week for four weeks; 24 hours; one credit.

FOURTH YEAR

203. *Eye*. Lectures, demonstrations, quizzes at each lecture and operative clinic. Fall term; one hour a week; 11 hours; one credit. Dickson.

207. *Ear, Nose and Throat*. Lectures, demonstrations, quizzes at each lecture and operative clinic. Fall term; one hour a week; 11 hours; one credit. Coghlan.

ELECTIVE

204. *Principles and Practice of Refraction*. Lectures and case work, Dispensary. Designed to instruct students in testing for glasses and in the use of the ophthalmoscope. Fourth year, winter term; 11 hours; one credit. Browning.

210. *Dispensary Assistantships*. Fourth year; three two-hour periods a week for one term. Offered each term throughout the year; 22 hours; 44 hours; or 66 hours; 1, 2 or 3 credits, depending on the number of two hour periods taken. Attendance must be the same days each week.

211. *Advanced Ophthalmology*. (Fourth year.) Fall term. Injuries and diseases; one hour a week; 11 hours; one credit. Dickson.

212. *Advanced Otology*. (Fourth year.) Winter term. One hour a week; 11 hours; one-half credit. Fenton.

213. *Advanced Rhinology*. (Fourth year.) One hour a week; 11 hours; one-half credit. Fenton.

GENITO-URINARY DISEASES

ALBERT E. MACKAY.....	<i>Professor</i>
HENRY W. HOWARD, FRANKLIN P. JOHNSON, J. GUY STROHM.....	<i>Instructors</i>

PRESCRIBED

THIRD YEAR

201. *Diseases Affecting the Genito-Urinary Tract*. Spring term. Lectures two hours a week; total 22 hours; two credits. Mackay.

FOURTH YEAR

202. *Genito-Urinary Tract.* Continuation of 201. Fall and winter terms; lectures and clinics two hours a week; total 44 hours; two credits. Mackay.

203. *Dispensary.* Throughout the year, in sections; five and one-half weeks, 6 hours per week; total 33 hours; one and one-half credits. Howard, Strohm and Johnson.

ELECTIVE

210. *Dispensary Clinic.* Lectures and demonstrations; third and fourth year students; 22 hours; one credit. Strohm.

DEPARTMENT OF PEDIATRICS

JOSEPH B. BILDERBACK	Professor
JAMES W. ROSENFELD, L. HOWARD SMITH	Associates in Pediatrics
MORRIS L. BRIDGEMAN, HELEN G. DENNIS, ADOLPHE E. GOURDEAU, SAMUEL G. HEN- RICKE, IVAN M. WOOLLEY	Instructors
CANFIELD BEATTIE	Resident in Pediatrics

PRESCRIBED

THIRD YEAR

201. *Anatomy, Physiology, Hygiene of Infancy and Childhood.* Lectures and quizzes on diseases of the newly born and diseases of nutrition. Practical work in infant feeding. Kerr Nursery and Waverly Baby Home. Two hours a week, entire third year; total 66 hours; 3 credits. Smith and Gourdeau.

207. *Physical Diagnosis in Children.* Lectures, clinics and demonstrations at the Waverly Baby Home and Doernbecher Hospital. Two hours, twice a week for four weeks. Throughout the year in divisions. 16 hours; one and one-half credits. Bridgeman.

FOURTH YEAR

203. *Diseases of Infancy and Childhood.* Lectures, clinics and demonstrations throughout the year; two hours a week; total 66 hours; six credits. Bilderback and Beattie.

205. *Dispensary.* Throughout the year, in sections; five and one-half weeks, 6 hours per week; total 33 hours; one and one-half credits. Rosenfeld, Smith, Woolley, Bridgeman, and Henricke.

206. *Clerkships.* Doernbecher Memorial Hospital for Children; throughout the year, in sections; 22 hours; one credit. Beattie.

ELECTIVE

211. *Infant Feeding Clinic.* Portland Free Dispensary. Throughout the year, in sections; 22 hours; one credit. Dennis.

212. *Diseases of the Respiratory System of Infancy and Childhood.* Demonstrations and quizzes; two hours a week; one term; 22 hours; one credit. Portland Free Dispensary and Doernbecher Hospital. Henricke and Beattie.

213. *Research.* Hours and credit to be arranged.

DEPARTMENT OF GYNECOLOGY AND OBSTETRICS

ANDREW J. GIESY.....	<i>Emeritus Professor</i>
EDMOND J. LABBE.....	<i>Emeritus Professor</i>

GYNECOLOGY

RAYMOND E. WATKINS.....	<i>Assistant Professor and Chairman of Division</i>
ALBERT MATHIEU.....	<i>Associate in Gynecology</i>
THEODORE W. ADAMS, VIRGIL E. DUDMAN, EDWIN E. GAMBEE, GOODRICH C. SCHAUFFLER, EUGENE P. STEINMETZ, WILLIAM W. WILSON.....	<i>Clinical Instructors</i>
FRANK R. MENNE.....	<i>Professor of Gynecologic Pathology</i>
HARRY S. IRVINE.....	<i>Instructor in Gynecologic Pathology</i>
GILBERT L. MCBEE.....	<i>Resident in Gynecology</i>

PRESCRIBED

THIRD YEAR

201a. *Gynecology Pathology.* Fall and winter terms, in two sections; laboratory two hours a week; 22 hours; one credit. Menne, Irvine and Wilson.

201b. *Gynecology.* Spring term; lectures, demonstrations and recitations; two hours a week; 22 hours; two credits. Watkins.

FOURTH YEAR

201. *Gynecology.* Fall term; lectures and recitations; two hours a week; 22 hours; two credits. Watkins.

203. *Practical Gynecology.* Dispensary, throughout the year, in sections; five and one-half weeks, four hours a week; 22 hours; one credit. Steinmetz, Dudman, Schauffler and Gambee.

204. *Clinical Clerkships.* Multnomah County Hospital. Senior students are on call for assignment each day except during class periods. All cases assigned before 5 p. m. must be worked up that day. All cases assigned after 5 o'clock are to be finished before noon the following day. Each student will be on service 5½ weeks; 22 hours; one credit. McBee.

205. *Ward Walks.* Multnomah County Hospital. One, 2-hour and one, 1-hour ward walk each week for five and one-half weeks, throughout the year, in sections. 16 hours; one-half credit. Watkins, Mathieu and Adams.

ELECTIVE

210. *Research.* Hours and credits to be arranged.

OBSTETRICS

CLARENCE J. MCCUSKER.....	<i>Assistant Professor and Chairman of Division</i>
THEODORE W. ADAMS, VIRGIL E. DUDMAN, ALBERT W. HOLMAN, ALBERT MATHIEU, OLIVER M. NISBET, ALLEN P. NOYES, GOODRICH C. SCHAUFFLER, EUGENE P. STEINMETZ.....	<i>Instructors</i>
HAROLD E. DEDMAN.....	<i>Resident in Obstetrics</i>

PRESCRIBED

THIRD YEAR

201. *Introductory Obstetrics.* Lectures, recitations and demonstrations in obstetrics. The anatomy and physiology of the female pelvis and genitalis; diagnosis of pregnancy; the management of normal pregnancy; physiology and clinical course of normal labor and the puerperium. Two hours, twice a week in sections. Fall term; 44 hours; two credits. Steinmetz, Dudman and Noyes.

202. *Lecture and Demonstration Course in Obstetrics.* Mechanism of normal and abnormal presentation; manikin demonstration; care of the newborn child. Obstetrical technic; forceps, version, pubiotomy; cesarean

section and embryotomy. Two hours, twice a week in sections. Winter term; 44 hours; two credits. Steinmetz, Dudman and Noyes.

203. *Pathology of Pregnancy, Labor and the Puerperium*. Lecture and demonstration. Two hours, twice a week in sections. Spring term; 44 hours; two credits.

207. *Attendance at Deliveries*. Multnomah County Hospital. Prerequisite Course 201. Each student is required to be in attendance and make proper clinical record of six cases before taking out patient work. Three credits. Dedman.

FOURTH YEAR

205. *Clinical Obstetrics*. Portland Free Dispensary and district clinics. This includes the examination of pregnant women, pelvimetry and instructions in prenatal and postpartum care. Six weeks, two hours twice a week; throughout the year in sections; 24 hours; two credits. McCusker, Nisbet, Dedman and Schauffler.

206. *Outpatient Service*. (Prerequisite Course 207.) Delivery of patients in the home, Albertina Kerr Nursery and St. Vincent's Hospital and attendance upon mother and child after delivery. Attendance upon at least seven cases required. Arranged and checked by Dr. Dedman. Three credits.

208. *Ward Walks*. Multnomah County Hospital. One hour each week, one term throughout the year in sections; 11 hours, one-half credit. McCusker, Holman and Adams.

ELECTIVE

210. *Research*. Hours and credit to be arranged.

ADDITIONAL COURSES

PRESCRIBED

301. *Medical Jurisprudence*. Fourth year; spring term; 11 hours, one credit. District Attorney Stanley Myers, U. S. District Attorney George Neuner, Drs. Josephi, Myers, Watkins and Benson.

302. *Oral Hygiene and Oral Pathology*. Fourth year, spring term; six lectures; one-half credit. Chance.

ELECTIVE

310. *Journal Club Elective*. Seminar discussion and presentation of papers in original work for criticism and suggestion in the various fields of science. Students eligible for elective through departmental appointments. Each student will be called upon the present papers. Six two-hour sessions, one term; 11 hours; one-half credit.

SCHOOL OF MUSIC

THE FACULTY

ARNOLD BENNETT HALL.....	<i>President of the University</i>
JOHN J. LANDSBURY.....	<i>Dean of the School</i>
JOHN STARK EVANS.....	<i>Associate Dean</i>
EARL M. PALLETT.....	<i>Registrar of the University</i>
ANNE LANDSBURY BECK.....	<i>Public School Music, Composition, History</i>
JANE THACHER.....	<i>Piano</i>
GEORGE HOPKINS.....	<i>Piano</i>
AURORA POTTER UNDERWOOD.....	<i>Piano</i>
LOUIS ARTAU.....	<i>Piano</i>
MINNIE GRISWOLD DOUGLASS.....	<i>Piano</i>
REX UNDERWOOD.....	<i>Violin</i>
JOHN B. SIEFERT.....	<i>Voice</i>
PRUDENCE E. CLARK.....	<i>Voice</i>
EUGENE CARR.....	<i>Voice</i>
JOHN STARK EVANS.....	<i>Organ, Piano</i>
ROSE MCGREW.....	<i>Opera Training, Voice</i>
WALTER L. FERRIS.....	<i>Wind Instruments</i>
MIRIAM LITTLE.....	<i>Violincello, Piano</i>

ORGANIZATION AND DEGREES

The school of music was organized in 1902, although a department of music had been instituted before that time.

This school takes care of that large and rapidly increasing group of regularly matriculated University students who are expected to take a degree in four years and who will offer music either as a major or minor subject. The idea that the intelligent study of music may be made a large and contributing factor in education is not a new one in theory but too often in practice the demands of the ordinary curriculum have been such as to leave little or no place for it. In the University of Oregon, however, music is a part of the regular University course of study. The students may offer it as a major subject under the same conditions as language, science, history or mathematics.

The student choosing music as a major subject may proceed toward either the degree of bachelor of arts or bachelor of science in the College of Literature, Science and the Arts, or to the technical degree of bachelor of music.

For the college degrees, only six term hours of applied music, such as piano, violin, etc., may be submitted, the remainder of the major subject being taken from the courses in theoretical music.

OUTLINE OF SUGGESTED COURSE OF STUDY LEADING TO DEGREE OF BACHELOR OF ARTS

FRESHMAN	Fall	Winter	Spring
Elements of Musical Science	3	3	3
History and Appreciation of Music	2	2	2
Applied Music	1-1½	1-1½	1-1½
Military Science (men) or Personal Hygiene (women)	1	1	1
Physical Education	1	1	1
Foreign Language	4	4	4
Electives (approved by advisers)	4	4	4
	16½	16½	16½
SOPHOMORE			
Second Year Musical Science	3	3	3
Contrapuntal Analysis	3		
Formal Analysis		3	
Harmonical Analysis			3
Applied Music	1-1½	1-1½	1-1½
Military Science (men)	1	1	1
Physical Education	1	1	1
Foreign Language	4	4	4
Electives (approved by advisers)	3	3	3
	16½	16½	16½

JUNIOR			
Applied Music	1-1½	1-1½	1-1½
Courses in Composition and History	4	4	4
Electives (approved by advisers) ; minors, norms, etc.	12	12	12
	17½	17½	17½
SENIOR			
Applied Music	1-1½	1-1½	1-1½
Courses in Composition and History	4	4	4
Electives (approved by advisers) ; minors, norms, etc.	11	11	11
	16½	16½	16½

BACHELOR OF MUSIC DEGREE

For unconditioned admission to freshman standing in the professional course, leading to the degree of bachelor of music, the student must satisfy the general entrance requirements of the University, and in addition present evidence, either by examination or by statement from a duly accredited music teacher, that he has completed a satisfactory preparatory musical course.

As in the case of the bachelor of arts and science degrees 186 term-hours of work is required for graduation. However, more credit is allowed for applied music and the student substitutes school requirements for the University requirements.

These requirements are as follows:

	Piano hours	Voice hours
Major subject, piano, organ, stringed instrument, etc.	72	
Major subject, voice		36
Minor subjects	9	9
Science and History of Music and allied subjects	30	30
Modern Language	24	
Modern Language (including one year of Italian)		36
English	9	9
Electives	36	60
Physical Education	6	6
Totals	186	186

In case a student majors in voice or violin, his minor subject must be piano or organ.

In case he majors in organ, his minor subject must be voice, with an additional minor in piano.

Minor subjects may be continued as elective and in special cases a reasonable number of these excess hours be deducted from the major requirements.

The student is urged to choose his electives from the College of Literature, Science and the Arts.

A public recital from memory is required of all the candidates for the degree of bachelor of music.

PUBLIC SCHOOL MUSIC

This course prepares the student for teaching and supervising music in the grade and high schools. The student is assumed to have the ability to play moderately difficult choruses or accompaniments. The course as at present outlined covers a period of two years. It includes:

Music 12a,b,c—Public School Music	9
Music 13a,b,c—Scientific Music Reading and Choral Training	3
Music 9-10-11—History and Appreciation of Music	6
Music 1a,b,c—Elements of Musical Science	9
Music 2a,b,c—Second Year Musical Science	9
Music 3—Contrapuntal Analysis	3
Music 4—Formal Analysis	3
Music 31a,b,c—Orchestral Organization	6
Education Cycle 101-102-103	12
Education—Supervised Teaching	7

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FEES

Fees are charged for all of the courses in applied music, and for most of the courses in theoretical music. The amounts of these fees may be found in the schedule of courses which is published at the beginning

of the year. For detailed information concerning courses of study suggested, special curricula, and expenses write for special bulletin to the dean of the school of music.

SCHOLARSHIPS

Through the generosity of members of the faculty of the school of music, a number of scholarships are available each year. These are awarded by competitive examination to especially gifted and deserving students. Application should be made to the dean.

The Mu Phi Epsilon Scholarship. The musical sorority, Mu Phi Epsilon offers a scholarship for the year in either voice, violin, piano or organ. Applications are considered throughout the year until June first. Three Mu Phi Epsilon members, as judges for the sorority, in consultation with the dean of the school of music and other University authorities make the award according to talent, personality, financial situation, promise and general scholastic standing. It is a requirement that the scholarship be awarded a University student of at least one year's attendance, and preferably one eligible for Mu Phi Epsilon, if not already a member.

Description of Courses

LOWER DIVISION

1a,b,c. *The Elements of Musical Science.* A general course in the history, construction and treatment of harmonic forms. (a) Terminology, major and minor scales, intervals, major and minor triads, inversions—especially the “six-four chord”—general theory of harmonic progression, etc. (b) Dissonant combinations—especially seventh and ninth chords—open position, etc. (c) Modulation, foreign tones, contrapuntal chords, the augmented chords, enharmonic equivalents, modern scales and harmonizations, etc. Beck. *Three hours, each term.*

2a,b,c. *Second Year Musical Science.* Beck. *Three hours, each term.*

3. *Contrapuntal Analysis.* A study of the structural basis of the strict style in general and the inventions and earlier fugues of J. S. Bach in particular. Primarily a study of motive development. Prerequisite, course 1. Landsbury. *Three hours, one term.*

4. *Formal Analysis.* The musical architecture of the free style, the career of the motive as influenced by the phrase, period and form, the song forms, developed ternary forms, etc. Texts, the sonatas of Haydn, Mozart, Beethoven, Schumann and Brahms. A practical course for those wishing to know the basis of interpretation. Prerequisite, courses 1 and 3. Landsbury. *Three hours, one term.*

5. *Harmonical Analysis.* A study of the methods of harmonic reduction and expansion based upon the works of the classical and romantic composers. Closely related to course in Formal Analysis, with which it could be taken. Prerequisite, courses 1, 3, and 4. Landsbury. *Three hours, one term.*

6. *Thorough Bass.* A course in the harmonization of basses and melodies (usually called “harmony”) based upon the treatise of Emery, Richter, Judassohn and others. Accepted as a preparation for Counterpoint, but not a substitute for course 1a,b,c. Evans.

8. *Historical Music Seminar*. Staff. *One hour, one term.*
- 9-10-11. *History and Appreciation of Music*. Lectures dealing with the evolution of music, and the problems of intelligent listening. Illustrated with the victrola. Beek. *Two hours, each term.*
- 12a,b,c. *Public School Music*. A study of the development and care of the child voice, and the music and methods adapted to the grades and high school. Melody writing, high school chorus work, and the use of the phonograph. Beek. *Three hours, each term.*
- 13a,b,c. *Scientific Music Reading and Choral Training*. This course covers much the same ground as the usual sight singing course. However, the method of treatment is different in that syllables are not used and melody is considered in relation to its supporting harmonic structure. It is essentially an elementary course and is intended for those wishing for participation in larger choral efforts. Beek. *One hour, each term.*
- 21a,b,c. *Orchestra*. Underwood. *One-third hour, each term.*
- 22a,b,c. *Ensemble*. Underwood. *One hour, each term.*
- 23a,b,c. *Choral Singing*. Evans. *One-third hour, each term.*
- 24-25-26. *Violin Class*. Underwood. *One hour, each term.*
- 31a,b,c. *Orchestral Organization*. Including elementary instruction in stringed instruments. Class limited to ten. Underwood. *One hour, each term.*
50. *Piano Seminar*. Thacher and piano staff. *One hour, each term.*
- 51-52-53. *Operatic Fundamentals*. Training in the fundamentals of operatic tradition. Practical work in reproduction of excerpts of the less pretentious examples of classical, romantic and modern opera. McGrew. *Three hours, each term.*
- 75a,b. *Piano Pedagogy*. Hopkins. *Two hours, fall and winter terms.*
- 76a,b. *Vocal Pedagogy*. A course in the principles of voice teaching, breathing control, vocal apparatus, types of singing voices, rules of interpretation and pedagogical standards. Carr. *Two hours, winter and spring terms.*
- 77-78-79. *Historic Music*. An elementary course in repertoire and interpretation, especially for singers and accompanists, beginning with music in Italy about 1600. Music of Peri, Coccini, Cesti, Purcell, Bach, Handel, Gluck, etc., studied with traditions, all with the purpose of leading to intelligent interpretation. Clark. *One hour, each term.*

UPPER DIVISION

101. *Strict Counterpoint*. Constructive counterpoint, including a consideration of the so-called "harmonic counterpoint." A study of such texts as Fux, Cherubini, Bellerma, Richter and Goetschius, together with the works of Bach, Handel and Wagner. Landsbury. *Two hours, one term.*
- 102-103. *Double Counterpoint, Canon and Fugue*. An elementary course dealing with the principles of double counterpoint in general, and the practical double counterpoint of J. S. Bach in particular. Simple types of canon and fugue, etc. Prerequisites, courses 1, 3, and 101. Landsbury. *Two hours, each term.*

104a,b,c. *Free Composition*. A study of the characteristic idioms of the free style; the variation, simple and developed song form; developed ternary form, the art song, etc. Not more than three will be permitted in the class. Landsbury. *Two hours, each term.*

107a,b,c. *Supervised Teaching*. Beek. *Hours to be arranged.*

115. *Musical Interpretation*. Open only to piano students of collegiate rank. Especially designed for those who expect to teach. Landsbury. *Two hours, one term.*

123-124-125. *Literature of the Piano*. Landsbury. *Two hours, each term.*

130a,b,c. *Advanced Orchestral Organization*. Underwood. *Two hours, each term.*

131. *Keyboard Harmony and Ear Training*. A course aiming to teach students how to think music in the terms of the piano. Prerequisite, course 1 or 6. Evans. *Two hours, one term.*

132-133. *Modulation*. A comprehensive study of the resources of the triad, seventh chord, augmented chords, attendant chords, favorable and unfavorable positions, etc. in modulation. Much keyboard work will be demanded. The phrase and period will be used as the mold for the various formulae. Considerable attention will be given to the examination of the modulation of classical and romantic composers. Landsbury. *Two hours, winter and spring terms.*

140. *The Philosophy of Music*. Upper division seminar. Discussions of the physical basis of music, consonance and dissonance, musical content and associations, absolute and program music, the classical, romantic and modern viewpoints of the musical experience, etc. Landsbury. *Hours to be arranged.*

151-152-153. *Advanced Operatic Fundamentals*. McGrew. *Hours to be arranged.*

GRADUATE DIVISION

201. *Seminar*. A study of present day musical conditions with particular reference to the adjustment of music to the curriculum. Each student will be given a definite research problem, and must defend his solution before the class.

202. *Multiple Counterpoint, Canon and Fugue*. A course dealing with the principles of multiple counterpoint in general, and the double, triple, and quadruple counterpoints of J. S. Bach in particular; types of finite and infinite canon; simple, double and triple fugue; application of the strict style of orchestral and choral composition. *Two hours, each term.*

203. *Advanced Free Composition*. Open to students showing marked creative ability, who have had adequate preparation. Classes will be limited to three members and each member must produce specimens in both the small and large forms which will be deemed worthy of publication or public performance.

204. *Practical Artistry*. To be accepted, the student must possess a technique adequate to the needs of the classical, romantic and modern schools; the required undergraduate work for a B.M. degree; must be enrolled in courses 201 and 202, and must show promise of being able to demonstrate by public performance the beauty and cultural value of the tonal masterpieces.

SCHOOL OF PHYSICAL EDUCATION

THE FACULTY

ARNOLD BENNETT HALL, A.B., J.D., LL.D.....	President of the University
JOHN FREEMAN BOVARD, Ph.D.....	Dean of the School
EARL M. PALLETT, M.S.....	Registrar of the University

DEPARTMENT FOR WOMEN

*FLORENCE D. ALDEN, B.A.	Professor of Physical Education and Director for Women
EMMA F. WATERMAN, M.A.	Assistant Professor of Physical Education and Acting Director for Women
HARRIET W. THOMSON, B.A.	Professor of Physical Education
CONSTANCE DUNNE, B.A.	Instructor in Physical Education
MARTHA HILL	Instructor in Physical Education
MARY JOSEPHINE SHELLEY, B.A.	Instructor in Physical Education
ERNESTINE TROEMEL, B.S.	Instructor in Physical Education

DEPARTMENT FOR MEN

*HARRY A. SCOTT, M.A.	Professor of Physical Education and Director for Men
DELBERT OBERTEUFFER, M.A.	Assistant Professor of Physical Education and Acting Director for Men
EARL WIDMER, M.A.	Assistant Professor of Physical Education
EDWARD F. ABERCROMBIE, B.P.E., B.S.	Instructor in Physical Education
GILBERT L. HERMANEC, B.S.	Instructor in Physical Education

DEPARTMENT OF ATHLETICS

VIRGIL D. EARL, B.A.	Professor of Physical Education and Director of Athletics
WILLIAM L. HAYWARD	Professor of Physical Education and Coach of Track Athletics
CAPTAIN JOHN J. MCEWAN	Professor of Physical Education and Coach of Football
WILLIAM J. REINHART	Instructor in Physical Education and Coach of Basketball and Baseball
EARL E. LESLIE, B.B.A.	Instructor in Physical Education and Freshman Coach
WELLINGTON D. FLETCHER, B.S.	Athletic Trainer

UNIVERSITY HEALTH SERVICE

FRED N. MILLER, M.A. M.D.	University Physician and Director of the Health Service
WILMOTH OSBORNE, A.B. M.D.	University Physician
R. C. ROMIG, B.S. M.D.	University Physician
MARGARET MCGREGOR BARNES, R.N.	Nurse
ETHEL PETTY, R.N.	Nurse
ELSIE KING WILSON, R.N.	Nurse
MARGARET L. COLAHAN, R.N.	Nurse
ALAN C. WOOLLEY	Technician

* Leave of absence, 1927-28.

ORGANIZATION

The school of physical education was authorized by the board of regents during the summer of 1920. It was intended that the school should be broad in its scope and not limited to the theoretical work in physical education. The school was organized to embrace all the work done in physical education for both men and women, intercollegiate athletics, the work in hygiene and all the activities concerned with student health.

The school of physical education unites together the interests of the following departments:

1. Physical education for women.
2. Physical education for men.
3. Intercollegiate athletics.
4. University health service.

The school supplies service courses for the University through the departments for men and women, physical education being required of all students during the first two years of their residence. All freshmen on entering are given a medical examination by the University health service so that the student may be properly adjusted to his physical activities.

A course of study, in which all departments cooperate, is shown on another page and is intended as the foundation training for those who wish to specialize in the various fields of physical education. Such a course should be followed during the graduate years by a more intensive study if one expects to make physical education a profession. Some of the opportunities for service in physical education are as high school directors, city supervisors, community and play-ground managers, college and university instructors and directors, coaches of major and minor sports.

THE UNIVERSITY HEALTH SERVICE

While the health service is maintained primarily for the care of students who may become ill during their stay on the campus, it is also looked upon as an educational institution aiming to teach preventative medicine and hygiene. Through its consultations, examinations and advice it attempts to point out the causes of ill health and to present clearly the fundamental laws of good health.

The courses in hygiene for women offered by the school are given by the members of the health service.

GENERAL INFORMATION

DEGREES

Bachelor of Arts or Science. The courses in the school of physical education are so arranged that the student may fulfill all the requirements of the College of Literature, Science and the Arts, and may obtain either the B.A. or the B.S. degree.

Master of Arts or Science. Those who care to become specialists in the field of physical education are urged to take advantage of the graduate courses in the department and complete work for the M.A. or M.S. degree. Two lines of endeavor are open, one in physiotherapy and the other in physiology.

The degree of master of arts or master of science is open to those who have a bachelor of arts or science degree from this institution or any other of approved standing.

Graduates from other institutions who wish to enter the graduate courses in the school of physical education should present as prerequisite the equivalent of the required curriculum in this school.

PHYSICAL AND MEDICAL EXAMINATION

All students, whether freshmen or not, are required to have a physical examination upon entering the University for the first time. Examinations are conducted in the examination rooms of the physical education department during the week preceding the opening of the fall term and during the first week of the winter and spring terms. It is necessary to have the physical examination completed before regular university work begins. This is especially important in the case of those whose physical condition makes it probable that some modification of the regular work in physical education must be made.

FEEES

The fees paid by every student cover the use of pool and baths, locker, swimming suit, towels, bandages and other perishable supplies. Every student in the University has a basket or locker in the gymnasium for his or her exclusive use and is urged to use the gymnasium facilities to the utmost.

GYMNASIUM SUIT DEPOSIT FEE

Men. Upon the payment of an \$8.00 fee at date of admission to the University, the department of physical education for men will issue to the student a complete gymnasium uniform, with the exception of shoes, which the student must purchase for himself.

Women. Upon the payment of a \$10.00 fee at the date of admission to the University, the department of physical education for women will issue to the student a complete gymnasium uniform with the exception of shoes and stockings, which the student must purchase for herself.

These gymnasium suit fees are payable *but once* and supply uniforms for the entire four years of undergraduate work.

TEACHERS' CERTIFICATES

Those majoring in physical education will upon the completion of the course of study as outlined, have satisfied the requirements for a state teacher's certificate, entitling the holder to teach in the schools of Oregon.

Students who are not majoring in physical education may obtain recommendations as teachers from the school of physical education provided they satisfactorily complete the course outlined as a norm in physical education. (See school of education.)

For a recommendation to coach the major sports, a course has been outlined which includes not only the courses in coaching, but a minimum of work in hygiene and theory of physical education.

COURSE OF STUDY FOR MAJORS IN SCHOOL OF PHYSICAL EDUCATION

I. DEPARTMENT OF PHYSICAL EDUCATION FOR MEN

FRESHMAN	Fall	Winter	Spring
Introduction to Physical Education (71a,b,c)	2	2	2
Physical Education for freshman majors	1	1	1
Elementary Biology	3	3	3
Elementary Chemistry	4	4	4
English Survey	4	4	4
Military Science	1	1	1
	15	15	15
SOPHOMORE			
Fundamentals of Physical Education	2	2	2
Physical Education for sophomore majors (83a,b,c)	2	2	2
Advanced Biology	3	3	
Body Mechanics			4
Written English	2	2	2
Beginners Psychology	3	3	3
Sociology or elective	3-4	3-4	3-4
Military Science	1	1	1
	16-17	16-17	16-17
JUNIOR			
Technic of Teaching Physical Education (110a,b,c)	3	3	3
Playground and Community Recreation	2-3	2-3	2-3
Physiology of Exercise	3	3	
Elective			3
Theory and Practice of Individual Gymnastics	2	2	2
Education 101-102-103	4	4	4
Coaching of Major Sports	2	2	2
	16-17	16-17	16-17
SENIOR			
Principles of Physical Education	2	2	2
Thesis	1	1	1
Supervised Teaching	2	2	2
Personal Health		3	
Minor norm and elective	11	8	11
	16	16	16

II. DEPARTMENT OF PHYSICAL EDUCATION FOR WOMEN

FRESHMAN	Fall	Winter	Spring
Introduction to Physical Education	2	2	2
Physical Education for freshman majors	1	1	1
Elementary Biology	3	3	3
Elementary Chemistry	4	4	4
Survey Course in English Literature or elective	4	4	4
Personal Hygiene (women)	1	1	1
	15	15	15

SOPHOMORE

Fundamentals of Physical Education	2	2	2
Physical Education for sophomore majors	1	1	1
Advanced Biology	3-4	3-4	
Body Mechanics			4
Written English	2	2	2
Beginners Psychology	3	3	3
Sociology or elective	4	4	4
	<u>16</u>	<u>16</u>	<u>16</u>

JUNIOR

Technique of Teaching	2	2	2
Playground and Community Recreation	2-3	2-3	2-3
Physiology of Exercise	3	3	
Elective			3
Theory and Practice of Individual Gymnastics	2	2	2
Education 101-102-103	4	4	4
Advanced Gymnastics and Coaching of Sports	1	1	1
Elementary Interpretative Dancing	1	1	1
	<u>15</u>	<u>15</u>	<u>15</u>

SENIOR

Principles of Physical Education		3	3
Theory of Dancing	3		
Advanced Gymnastics and Coaching of Sports	1	1	1
Thesis in Physical Education	1	1	1
Supervised Teaching	2	2	2
Minor norms and electives	9	9	9
	<u>16</u>	<u>16</u>	<u>16</u>

MAJOR NORM IN PHYSICAL EDUCATION FOR MEN

	<i>Fall</i>	<i>Winter</i>	<i>Spring</i>	<i>Total</i>
*Introduction to Physical Education	3	3	3	9
*Fundamentals of Physical Education	3	3	3	9
Playground and Community Recreation	2-3	2-3	2-3	6-9
Technique of Teaching	2	2		4
Coaching (at least one course)				2
Participation in three sports under supervision (no credit)				
	<u>10</u>	<u>10</u>	<u>9</u>	<u>31</u>

* The one-hour course of physical education for majors is included in this.

MINOR NORM FOR MEN

Minimum hours for recommendation to coach one or more sports as a side line.

	<i>Term Hours</i>
71a,b,c, Introduction to Physical Education	6
73a,b,c, Physical Education, major course	6
Coaching of Sports	6
101a,b,c, Technique of Teaching	6
	<u>24</u>

MAJOR NORM IN PHYSICAL EDUCATION FOR WOMEN

	<i>Term Hours</i>
11a,b,c, Introduction to Physical Education	6
21a,b,c, Fundamentals of Physical Education	6
13a,b,c, Physical Education substituted for 1-2-3	3
33a,b,c, Physical Education substituted for 4-5-6	3
Twelve hours from the following:	
102a,b,c, Playground and Community Recreation (7-9)	
101a,b,c, Technique of Teaching (6)	
111a,b, Principles of Physical Education (3-6)	12
	<u>30</u>

MINOR NORM FOR WOMEN

	<i>Term Hours</i>
11a,b,c, Introduction to Physical Education	6
102a,b,c, Playground and Community Recreation	7-9
13a,b,c, Physical Education substituted for 1-2-3	3
33a,b,c, Physical Education substituted for 4-5-6	3
101a,b,c, Technique of Teaching	6

25-27

Description of Courses

Courses 1-2-3 and 4-5-6 (or 7-8-9) for women, and 51-52-53 and 54-55-56 (or 57-58-59) for men, are required of all undergraduates in the first two years of residence. Courses 12a,b,c and 33a,b,c for women and 73a,b,c and 83a,b,c for men may be considered as fulfilling the physical education requirement.

LOWER DIVISION

Courses Primarily for Women

1-2-3. *Elementary Physical Education.* Required of all freshmen. On the basis of the medical and physical examination students may elect work in the following activities: clogging, dancing, folk dancing, field games including speedball, field hockey, lacrosse and soccer, team games including baseball, basketball, tenikoits, and volley ball, horseback riding, fencing, swimming, life saving, tennis, track, archery, golf. Three periods a week.

One hour, each term.

4-5-6. *Advanced Physical Education.* Required of all sophomores. Continuation of course 1-2-3. The regulation is that each student represent at least three activities in her two years of required physical education work, and take one of these activities at least two terms. Three periods a week.

One hour, each term.

7-8-9. *Individual Gymnastics.* For students referred to the department by the University health service or their family physicians, for special work. Prescriptive exercises, or heat and massage, as indicated, for body-building, posture, foot work, etc. Freshmen and sophomores required to enter this work substitute it for courses 1-2-3 and 4-5-6. Three periods a week.

One hour, each term.

10a,b,c. *Personal Hygiene.* A study of anatomy and physiology, followed by the application of the laws of hygiene for the health and welfare of the individual. One lecture a week.

One hour, each term.

11a,b,c. *Introduction to Physical Education.* Required of all majors and minors in the freshman year. To introduce the student to the scope and immediate objectives of physical education, its relation to and correlation with the sciences and its contribution to health and efficiency. A discussion of the different phases of physical education and their contribution to the foregoing.

Two hours, each term.

13a,b,c. *Physical Education.* Required of major and minor students in the freshman year in the place of course 1-2-3. Introduces the students to the fundamentals of a teachers' training course in activities. Includes Danish gymnastics, folk dancing, basketball, baseball, field hockey and volley ball. Four periods a week.

One hour, each term.

21a,b,c. *Fundamentals of Physical Education.* Required of all majors in their sophomore year. One term is devoted to the history of physical education; one term to general and intergroup hygiene; and one term to symptomatology and first aid. Two lectures a week.

Two hours, each term.

33a,b,c. *Physical Education.* Required of all sophomore majors and minors in place of course 4-5-6. Includes practice and technique of swimming, practice and teaching of light apparatus, practice and technique of tennis, and the technique of volley ball and baseball. Four hours a week.

One hour, each term.

Courses Primarily for Men

51-52-53. *Elementary Physical Education.* Required of freshmen. After a physical examination the student is assigned to various classes

by the instructor. Class work is given in the following: gymnasium, floor work, swimming, boxing, wrestling, basketball, football, track, etc. Three periods a week. *One hour, each term.*

54-55-56. *Advanced Physical Education.* Required of sophomores. Continuation of course 51-52-53, but more advanced in character. Students are required to have engaged in at least three lines of recreational activities before the end of the sophomore year. Three periods a week.

One hour, each term.

57-58-59. *Restricted Physical Education.* Special courses for freshmen and sophomores not adapted to the heavier regular class work. Students are given individual attention and assigned to recreational and corrective programs suited to their needs. Substitute for courses 51-52-53 and 54-55-56. Three periods a week.

One hour, each term.

64-65-66. *Physical Education Elective.* Open only to freshmen and sophomores who expect to become squad leaders. Methods of handling large groups of men and of teaching gymnastics, games, athletics and swimming. The course does not take the place of the required physical education courses. Three periods a week.

One hour, each term.

71a,b,c. *Introduction to Physical Education.* Required of freshmen majors. Introduces the student to the scope and immediate objectives of physical education, its relation to and correlation with the sciences and its contribution to health and efficiency. A discussion of some of the "tools" of physical education in their relation to the foregoing. Two lectures a week.

Two hours, each term.

73a,b,c. *Physical Education.* Required of all majors in the freshman year in place of course 51-52-53. Includes instruction in gymnastics, games, athletics and swimming. Three periods a week.

One hour, each term.

81a,b,c. *Fundamentals of Physical Education.* Required of all majors in their sophomore year. One term is devoted to the history of physical education; one term to general and intergroup hygiene; and one term to symptomatology and first aid. Two lectures a week.

Two hours, each term.

83a,b,c. *Physical Education.* Required of majors in the sophomore year. Takes the place of course 54-55-56. Deals with instruction in advanced gymnastics, games, athletics, and swimming. Six laboratory hours a week.

Two hours, each term.

Courses for both Men and Women

75. *Body Mechanics.* For all majors in the sophomore year. The analysis of gymnastic, athletic and occupational movements from the standpoint of their motor mechanism.

Four hours, spring term.

UPPER DIVISION

101a,b,c. *Technique of Teaching.* Department for women. Required of all women majors during the junior year. Technique of teaching gymnastics, rhythm training, and dancing.

Two hours, each term.

102a,b,c. *Playground and Community Recreation.* Nature and function of play, age periods and adaptation of activities, social environment, playground development, construction, management, supervision. Practice in class instruction in games, story-plays, handwork and other physical

activities. Recreation material, athletics, field meets. Practical application in teaching age groups on university playground. Two lectures a week for the year, and one laboratory period a week for one term (selected for any one term). Required of junior majors. *Two hours, each term.*

103-104-105. *Advanced Gymnastics and Coaching of Sports.* Required of all women majors in the junior year. Advanced gymnastics, heavy apparatus, Danish gymnastics, technique of coaching basketball, practice and technique of field hockey, practice in canoeing.

Three hours, fall and winter terms; four hours, winter term.

106-107-108. *Advanced Gymnastics and Coaching of Sports.* For majors in the senior year. Archery, life-saving, light apparatus, clogging, track-practice and technique. Three laboratory periods a week.

One hour, each term.

110a,b,c. *Technic of Teaching.* Department for men. Required of all physical education majors in the junior year. Advanced instruction in the technic of teaching gymnastics, games, athletics and swimming. Practice in teaching physical education under actual conditions. Seminar in teaching methods. Ten laboratory hours each week.

Three hours, each term.

111a,b. *Principles of Physical Education.* The aims and functions of physical education; its place in a scheme of general education. The problem of interest and adaptation of the means of physical education to this end. Organization and administration of physical education and problems of supervision. Required of all women majors in the senior year.

Three hours, winter and spring terms.

112a,b,c. *Principles of Physical Education.* The aims and functions of physical education; its place in a scheme for general education. The problem of interest and adaptation of the means of physical education to this end. Organization and administration of physical education and problems of supervision. Required of all men majors in the senior year.

Two hours, each term.

113-114-115-116. *Coaching of Major Sports.* Required of majors and elective for general students. No student will be admitted to this course who has not spent at least one season on the squad or played the game in the intramural activities. Prerequisite, junior standing, not open to freshmen and sophomores.

113. Football *Spring term.*

114. Basketball *Fall term.*

115. Baseball or 116 Track *Winter term.*

121a,b,c. *Theory and Practice of Individual Gymnastics.* Required of all majors in junior year. Lectures, assigned reading, and clinical practice in individual gymnastics for posture, foot and minor defects. Recognition of cases coming within the scope of the physical educator. Technique of health examination. Prerequisites, body mechanics and physiology. One lecture and three laboratory hours a week. *Two hours, each term.*

122a,b,c. *Practice of Individual Gymnastics.* For senior women majors. *One hour, each term.*

125a,b,c. *Advanced Theory and Practice of Individual Gymnastics.* Lectures, assigned reading and clinical practice in individual gymnastics,

massage, heat and light therapy, for referred cases. Two lectures and three laboratory hours per week. Elective for majors in the senior year.

Three hours, each term.

131a,b,c. *Elementary Rhythmics*. Required of women majors in the junior year. Fundamental body training based on principles of natural movement; realization of rhythm and rhythmic analysis of music; relating elements of design and meaning to physical and rhythmical realization to give a unity of expression. Three periods a week.

One hour, each term.

132a,b,c. *Advanced Rhythmics*. Elective for senior women majors. Prerequisite, 131a,b,c. Three periods a week.

One hour, each term.

133. *Theory of the Dance*. Required of women majors in the senior year. Historical analysis of the dance as an art form in the cultural development of civilization. Discussion of the dance in its relation to education, study of dance forms, music, dance drama. Prerequisite, 131a,b,c.

Three hours, fall term.

140a,b. *Physiology of Exercise*. (a) Fundamental principles underlying the physiology of the muscle and nerve with special application to physical activities. (b) Study of the interrelationship of digestion, respiration, excretion, internal secreting glands, etc., to muscular efficiency; study of effects of training, over-exertion, etc. Open only to physical education majors. Others by special permission of instructor. Blum.

Three hours, fall and winter terms.

145. *Personal Health*. Elective for any upper division student. Advised for senior physical education major students. Lectures and discussions on the theoretical and practical backgrounds for an individual health program. Designed as an informational course for all university students. Three lectures each week. Oberteuffer.

Three hours, winter term.

160a,b,c. *Thesis*. All major students will be expected to write during the senior year, a thesis based on their own investigation. Subjects to be chosen after consultation with heads of departments. Credit to be based on quality of work done.

Elective Physical Education. For any and all students of the University. The departments of physical education for men and women offer the following sports for those interested; swimming, basketball, indoor baseball, volley ball, field hockey, paddling, archery, indoor track, handball, soccer, boxing, wrestling, tennis, golf and squash.

No credit.

196a,b,c. *Honors Reading*. Seminar. A course in extensive and intensive reading for honors candidates, arranged for the individual student. Junior year.

Three to twelve hours.

197a,b,c. *Honors Reading*. Same as 196. Senior year.

Three to twelve hours.

GRADUATE DIVISION

201. *Corrective Gymnastics and Physiotherapy*. An advanced course in the theory and practice of corrective work. Lectures and clinic. The student will have opportunity for making diagnosis and following cases through treatments.

Three hours, each term.

202. *Research in Corrective Gymnastics and Physiotherapy.* Specially qualified students may arrange for work of this kind on consent of instructor.

203. *Physiological Problems.* Lectures and laboratory work. An advanced course in physiology covering the physiology of muscle and nerve activities with applications to exercise, industrial fatigue problems, massage and corrective gymnastics. Bovard.

Three hours, one term.

204. *Research in Physiology.* Specially qualified students may arrange to take problems concerned with muscle nerve physiology. Bovard.

205. *Seminar.* Open only to qualified students on consent of dean of school. Bovard.

Credit to be arranged.

206. *Thesis.* A research problem in the field of physical education suitable as a partial fulfillment of the requirement for the master's degree. Bovard.

Credit to be arranged.

SCHOOL OF SOCIOLOGY

THE FACULTY

ARNOLD BENNETT HALL, A.B., J.D., LL.D.....	<i>President of the University</i>
F. G. YOUNG, B.A., LL.D.....	<i>Dean of the School of Sociology</i>
EARL M. PALLETT, M.S.....	<i>Registrar of the University</i>
P. A. PARSONS, Ph.D.....	<i>Professor of Sociology</i>
JOHN H. MUELLER, M.A.....	<i>Assistant Professor of Sociology</i>

ORGANIZATION

The work of the school of sociology is arranged to provide cultural courses for undergraduates and professional training for social workers and for civic leaders. The courses in theory lead to advanced degrees and prepare for effective handling of the problems of progress in present day democratic society. The courses in applied sociology afford training for social workers. To secure more available facilities for supervised field work the courses in applied sociology are given mainly at Portland, under the Portland school of social work.

AIMS

1. The development of ability to interpret the movements in the social process in which the student participates is the purpose of the courses in social origins, evolution and growth and the analysis of human nature. These courses are planned to coordinate and synthesize the knowledge of the student gained through experience and the study of literature, history and the special social sciences.
2. Through systematic analysis of the more fundamental and pressing problems of social adjustment to prepare for constructive leadership.
3. Through mastery of sociological systems of thought and training in the technique of the social survey, the use of social statistics and their application in community organization and planning, to train for research activities and productive scholarship.

REQUIREMENTS FOR AN UNDERGRADUATE MAJOR

LOWER DIVISION

- 8 term hours in Principles of Economics.
- 6 term hours in Social Origins, Primitive Society.
- 3 term hours in Psychological Foundations.

UPPER DIVISION

- 9 term hours, Principles of Sociology.
- 9 term hours, Theory of Social Progress and Community Organization and Development.
- 6 term hours, Social Statistics and Town and Regional Planning.
- 3 term hours, Social Research.

REQUIREMENTS FOR THE MASTER'S DEGREE

Prerequisites: The attention of the graduate student is called to the general requirements of the graduate school as set forth under the graduate school.

The graduate major in sociology must have the equivalent of an undergraduate major in sociology, and in addition a knowledge of the principles of economics, and at least one college course in history.

Courses required:

- Principles of Sociology, 9 term hours.
- Theory of Progress, 6 term hours.
- Sociological Systems, 9 term hours.

COURSES OF STUDY FOR MAJOR STUDENTS IN SOCIOLOGY

Social agencies are making ever larger demands for university graduates. Every profession is more and more getting the point of view that normally its primary function is that of a constructive social agency and the avocation of the elite must necessarily be leadership in social adjustment. The distinctive line of social activity the student has in view will naturally determine the combination of courses to be selected. The following courses are suggested as a nucleus:

FRESHMAN	Fall	Winter	Spring
Modern European or English History	4	4	4
Elementary Biology	3	3	3
*Foreign Language	4	4	4
Elective	3	3	3
Military Science (men) or Personal Hygiene (women)	1	1	1
Physical Education	1	1	1
	16	16	16
SOPHOMORE			
Social Origins, Primitive Society and Culture, and Psychological Foundation	3	3	3
Beginners Psychology	4	4	4
*Foreign Language (continuation)	3-4	3-4	3-4
Written English	2	2	2
Military Science (men)	1	1	1
Physical Education	1	1	1
	15-16	15-16	15-16
JUNIOR			
Principles of Economics and Labor Problems	4	4	4
Principles of Sociology	3	3	3
Education 101-102-103 (for those intending to teach)	4	4	4
Minor norm, or elective	4	4	4
	15	15	15
SENIOR			
Theory of Social Progress	3	3	
Community Organization and Development			3
Social Research and Town and Regional Planning	3	3	3
Education (for those intending to teach)	3	3	3
Minor, norm, or elective	7-10	7-10	7-10
	17-19	17-19	17-19

* Required of students who wish to take the bachelor of arts degree.

Description of Courses

LOWER DIVISION

The following separate courses are regarded as a unit: the minimum elementary basis for the further study of sociology. The purpose of this year-course is to build up a unified and comprehensive view of the conditions under which mankind has advanced to higher planes of living. Prerequisite, sophomore standing.

50a. *Social Origins and Development.* The general evolutionary viewpoint is presented and applied to man. His origin, racial differentiation and dispersion are reviewed. The social nature of the fundamental human institutions is stressed, together with the influences of geographic environment, technology, social heritage, tribal organization and cultural contacts. Mueller. *Three hours, fall term.*

50b. *Primitive Society and Culture.* Several typical primitive culture areas are studied somewhat intensively with the idea of impressing upon the student the essential unity of mankind. Then the institutional aspects of primitive society are considered; government, religion, art, technology, the family, social organization, communication, etc. The object is to bring out the similarities and differences as between the various ethnic groups, and to show the relations of these factors to our own civilization, the

prime purpose being to develop in the student a critical, comparative, and constructive attitude toward the problems of society. Mueller.

Three hours, winter term.

50c. *Psychological Foundations.* The origin and development of human personality through social contact is traced. The play of the different social processes and the establishment of attitudes, habits and relationships are traced as they are determined by the instincts and other elements in human nature. The modifying and directing of the human dispositions toward the attainment of higher ideals are studied. Mueller.

Three hours, spring term.

UPPER DIVISION

104a,b,c. *Principles of Sociology.* The influences and factors, determining human life in association are studied. A comprehensive view of the social process is developed. Mueller.

Three hours, each term.

120. *Sociology and Ethics.* The development of a world view with the sociological method and the application of it to the more fundamental and pressing ethical problems of the present time.

Three hours, spring term.

121. *Social Pathology.* A study of personal disorganization with special emphasis upon the causative social factors and the institutional and legislative policies of improvement. Prerequisite, six hours of sociology.

Three hours, fall term.

122. *The Child in Relation to Society.* Concerned with the changing social and legal status of the child; an analysis of the child welfare movement in the United States and Europe; a discussion of juvenile delinquency, child labor and other problems with the current and proposed policies. Prerequisite, six hours of sociology. Mueller.

Three hours, spring term.

123. *The New Social Order.* The factors in the present situation of western civilization causing movements for reorganization are examined. The leading programs for the attainment of a new social order are analyzed. Prerequisite, six hours of sociology. Mueller.

Three hours, spring term.

136a,b. *Theory of Social Progress.* Concepts of the social self and of progress are developed and the roles of the different factors affecting progress are determined. Young.

Three hours, fall and winter terms.

140. *Community Organization and Development.* The unit or focus of common life is defined and the organization for it that will serve to bring into play most effective functioning for normal development. Young.

Three hours, spring term.

149-150-151. *Introduction to Social Problems.* Parsons.

Two hours, each term.

152. *Social Unrest.* The nature and causes of social unrest, and its relation to social problems. Prerequisite, a fundamental course in sociology. Parsons.

Two hours, fall term.

153. *Criminology.* The nature and causes of crime, history of its treatment and a criticism of present methods of repression. Prerequisite, a fundamental course in sociology. Parsons.

Two hours, winter term.

154. *Matrimonial Institutions and Divorce.* The development and social utility of the family and an analysis of its breakdown in divorce,

desertion, and celibacy. Prerequisite, a fundamental course in sociology. Parsons. *Two hours, spring term.*

155a,b,c. *Sociological Aspects of Religion*. The nature, development and function of religion; its status in modern civilization; and its utility as a social asset. Parsons. *Two hours, each term.*

GRADUATE DIVISION

202a,b,c. *Sociological Systems*. Selected systems of thought essaying to interpret the course of human history are analyzed with the view of determining their fundamental ideas. The evolution to clearness and scientific character of the hypotheses used, through their receiving increasing support of natural and psychological science, is traced. Prerequisite, principles of sociology. Young. *Three hours, each term.*

203. *Social Research*. Requirements of a scientific method in social survey inquiry. Diagnosis of social problems; formulation of community programs; presentation of social facts and survey findings. Young. *Three hours, spring term.*

204. *Social Statistics*. Principles of statistics and their application to the data furnished by official publications and special investigations; statistical methods applied to both theoretical and practical problems of sociology. Prerequisite, principles of sociology. Young. *Three hours, winter term.*

205. *Town, City and Regional Planning*. Study of the principles of city planning and the relation to regional, state and national planning. Formulation of programs of development based upon fundamental principles of progress. *Three hours, spring term.*

210. *Seminar in Social Problems*. Cooperative effort at investigation of social problems overlapping into the fields of several departments such as sociology, political science, economics, journalism, and the like. Open to graduate students and also to seniors with honors privileges majoring in departments whose professors elect to participate in the seminar.

PORTLAND SCHOOL OF SOCIAL WORK

OFFICERS OF ADMINISTRATION

ARNOLD BENNETT HALL, A.B., J.D., LL.D.	President of the University
PHILIP A. PARSONS, Ph.D.	Dean of the Portland School of Social Work
MARGARET D. CRECH, B.A.	Assistant Director
ELNORA E. THOMSON, R.N.	Director of Public Health Nurse Training
EARL M. PALLETT, M.S.	Registrar of the University
MARGARET M. SHARP	Secretary of the Portland School of Social Work

ADVISORY BOARD

The school of social work enjoys the benefit of the counsel of a special committee of citizens informally appointed by the president of the University. The members of this advisory committee are:

LESLIE BUTLER	Hood River
MRS. P. L. CAMPBELL	Eugene
MRS. SIGMUND FRANK	Portland
A. L. MILLS	Portland

THE FACULTY

BESS E. BROWN, R.N., B.A.	Assistant Director of Five-Year Nursing Course
WILLIAM L. BREWSTER, B.A., LL.D.	Instructor in Social Legislation
SAIDIE ORR-DUNBAR	Instructor in Community Organization
GEORGE EHINGER, B.A.	Instructor and Supervisor of Field Work in Child Welfare
IRA A. MANVILLE, M.A., M.D.	Associate in Physiology, School of Medicine, Portland
ALFRED POWERS, B.A.	Dean of the Extension Division
HARRY J. SEARS, Ph.D.	Instructor in Public Health
JOHN G. ABELE, M.D.	Lecturer in Public Health
ELIZABETH R. BEALER	Lecturer in Girls' Leadership
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HELEN A. CARY, M.D.	Lecturer in Public Health
MARION G. CROWE, R.N.	Supervisor of Field Work in Public Health Nursing
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AMELIA FEARY	Supervisor of Field Work in Medical Social Work
GLADYS HALL	Supervisor of Field Work in Visiting Teacher Training
PAULINE KNUDSON, R.N.	Supervisor of Field Work in School Nursing
IDA LOEWENBERG	Supervisor of Settlement Work Training
KATE MAGUIRE	Assistant Supervisor of Field Work in Delinquency
VALENTINE PRICHARD	Lecturer in Medical Social Work Training
MARTHA RANDALL	Supervisor of Case Work in Problems of Delinquency
CECIL L. SCHREYER, R.N.	Lecturer in Public Health Nursing
ANNE SIMPSON	Lecturer in Health Education
FREDERICK D. STRICKER, M.D.	Lecturer in Public Health
ESTELLA FORD WARNER, M.D.	Lecturer in Child Health

G. C. BELLINGER, M.D.	Superintendent, Oregon State Tuberculosis Hospital
ALETA BROWNLEE	Field Director, American Red Cross
NORMAN F. COLEMAN	President, Reed College
RICHARD B. DILLEHUNT, M.D.	Dean, Medical School, University of Oregon
JANE DOYLE, R.N.	Executive Secretary, Portland Chapter, American Red Cross
CLARENCE GILBERT	Attorney-at-law; Counsellor, Welfare Organizations and Commissions; Specialist in Social Legislation
HUGH H. HERDMAN	Executive Secretary, Portland Community Chest
MARGARET LEVINSON	Executive Secretary, Portland Confidential Exchange
W. G. MACLAREN	General Superintendent, Pacific Coast Rescue and Protective Society
IDA M. MANLEY	Supervisor, Special Classes, Portland Public Schools; Principal, Etna School
ANNE M. MULHERON	Librarian, Portland Library Association
H. G. OBERTEUFFER	Executive Secretary, Boy Scouts of America
GRACE PHELPS, R.N.	Superintendent, Doernbecher Hospital
J. N. SMITH, M.D.	Superintendent, State Institution for the Feeble Minded
R. E. LEE STEINER, M.D.	Superintendent, Oregon State Hospital
JOHN TEUSCHER, JR.	Superintendent, Boys' and Girls' Aid Society
ANNA THOMPSON	Principal, Mills Open Air School
REVEREND GEORGE THOMPSON	Pastor, Madeleine Church; Diocesan Director of Hospitals
MILLIE R. TRUMBULL	Secretary, Board of Inspectors for Child Labor; Secretary-Inspector, Oregon Industrial Welfare Commission

COOPERATING AGENCIES

The work of the school is strengthened and reinforced by the hearty cooperation of most of the social welfare organizations of the state and the city of Portland. The list of cooperating agencies includes:

Oregon Tuberculosis Association.
Visiting Nurse Association of Portland.
Public Welfare Bureau of Portland and Multnomah County.
Court of Domestic Relations for Multnomah County.
Oregon Child Welfare Commission.

Portland Free Dispensary.
Children's Hospital Service of the State of Oregon.
Marion County Child Health Demonstration.
Shriners' Hospital for Crippled Children.
Doernbecher Hospital.

Oregon State Board of Health.
 City Health Bureau of Portland.
 Board of Inspectors for Child Labor of the State of Oregon.
 Industrial Welfare Commission of the State of Oregon.
 Women's Protective Division, Portland Bureau of Police.
 Medical School of the University of Oregon.
 State Industrial Accident Commission.

Portland Library Association.
 Council of Social Agencies.
 Social Workers' Association of Oregon.
 Americanization Council.
 American Red Cross.
 Neighborhood House.
 Portland Council of Girl Scouts.
 Camp Fire Girls of Portland.
 Girl Reserve Movement.
 Portland Public Schools.
 Portland City Club.

The Portland school of social work is coordinated with the school of sociology on the campus at Eugene. It offers a regulation course of four years leading to the B.S. or B.A. degree, with a fifth year in which from one-half to two-thirds of the necessary credit for a master's degree may be secured. In order to take advantage of the superior opportunities for field work training, the fourth and fifth years are given in Portland. Only the senior and graduate years are offered in Portland, however, the first three years must be taken in Eugene in reasonable conformity with the suggested outline given below.

Candidates for the degree of B.S. or B.A. transferring from the campus to the Portland school will be careful to have fulfilled the under-class requirements for the degree desired. The schedule of the school of social work is so full of required work as to make it difficult if not impossible to make up deficiencies.

SOCIAL WORK TRAINING

Candidates for either degree who complete one full year in the Portland school of social work will be given a certificate of social work training. The regular course of one year satisfactorily prepares persons otherwise qualified, to accept employment as professional social workers. If two years of work are taken, the student specializes during the second year in a chosen field of social work, such as child welfare, delinquency, visiting teaching, medical social service, etc.

It is highly important that the student transferring to the training course should have no deficiencies and an adequate background in history, biology, physiology, and sociology.

SUGGESTED PRE-SOCIAL WORK COURSE OF STUDY

	FRESHMAN	Fall	Winter	Spring
European or English History	3-4	3-4	3-4	3-4
Elementary Biology	3	3	3	3
Modern Language	4	4	4	4
Modern Governments or Survey Course in English Literature..	4	4	4	4
Military Science (men) or Personal Hygiene (women)	1	1	1	1
Physical Education	1	1	1	1
	16-17	16-17	16-17	16-17
	SOPHOMORE			
Social Origins, Primitive Society and Culture, and Psychological Foundations	3	3	3	3
Written English	2	2	2	2
Principles of Economics and Labor Problems	4	4	4	4
Modern Language (continuation)	3-4	3-4	3-4	3-4
Military Science (men)	1	1	1	1
Physical Education	1	1	1	1
Elective	2-3	2-3	2-3	2-3
	16-17	16-17	16-17	16-17
	JUNIOR			
Principles of Sociology	3	3	3	3
Theory of Social Progress	3	3	3	3
Community Organization	4	4	4	4
Beginners Psychology	2	2	2	2
Social Unrest				
Criminology				
Matrimonial Institutions and Divorce	4	4	4	4
Elective	4	4	4	4
	16	16	16	16

SOCIAL WORK COURSE

Regular students in the one-year certificate course in social work, or in the first year of the two-year course, will carry sixteen hours of work each term. The second year will include fifteen hours of field work per week (five credits per term) in addition to theoretical courses in the chosen field. Arrangements will permit specialization in child welfare, delinquency, medical social service, settlement work, and recreation. The following outlined course will be followed by the student, unless exceptions are made for special reasons with the approval of the dean. If any of the courses have been taken previously, electives may be substituted.

	FIRST YEAR	Fall	Winter	Spring
Social Work Publicity		2		
Community Organization			2	
Social Legislation				2
An Introduction to Modern Social Problems		2	2	
Religion and Social Service				2
Health Aspects of Social Work		3		
Problems of Dependency			3	
Problems of the Defective and Delinquent Classes				3
Methods in Social Work		3	3	3
Field Work in Family Case Work		5	5	5
Study of Social Agencies		1	1	1
Social Service Seminar		2	2	2
		18	18	18
	SECOND YEAR			
Advanced Case Work		2	2	2
Advanced Field Work in Family Case Work		5	5	5
Social Research		2	2	2
Elective (with special reference to the educational and professional interests and needs of the student)		7	7	7
		16	16	16

SPECIAL COURSES IN UNDIFFERENTIATED TRAINING FOR
COMMUNITY SOCIAL WORK

The growth of social work in small towns and sparsely settled communities has created a demand for training in undifferentiated social work. Special courses have been organized for persons who expect to work in communities where many types of problems will be met and where there is little in the way of community resources for the worker to fall back upon.

A training course has been planned in conference with executives of the Pacific Division of the American Red Cross, and the school of social work has been designated as an official training school for Red Cross workers.

Candidates for the certificate offered by the school of social work in community social work will be required to complete two full terms of work regardless of the amount of advanced standing offered. If the conditions of admission to the courses in community social work are met on entrance, advanced field work and methods of administration may be taken in the second term either in Eugene or in Portland. If advanced standing in field work is not offered, or its equivalent in class room work or social work experience, the candidate will complete one full year of three terms, two of which will be spent in Portland before admission to the courses in community social work. Properly qualified students wishing the training in community social work but not desiring to complete the certificate course will, on completing the work, be given a statement from the registrar and the dean, indicating that the special training has been completed.

Students taking the social work courses described above will be

permitted to elect seven hours of classroom work in sociology or closely related courses to complete the full term's work of seventeen hours. Selection of electives will be made with the advice of the dean of the school of social work.

Students planning to take the full course for the certificate should plan to enter the school at Portland at the beginning of the fall term. If candidates desire to enter at the beginning of the winter or spring term, the course will be adapted as nearly as possible to the needs of the student in each case.

THE COURSES IN PUBLIC HEALTH NURSING

These courses are planned to cover one or two years. The regular course of one year prepares graduate nurses, otherwise qualified, to accept employment as public health nurses in urban or rural communities and leads to a certificate in public health nursing. If two years are taken, the public health nurse student is allowed considerable latitude of choice for specialization in the public health and the medical social work field.

Regular students in the one-year certificate course in public health nursing will carry sixteen hours of work each term. For the spring term all work will be given in Marion county, Oregon, with headquarters at Salem. Second year students will be held for fifteen hours of field work per week (five credits per term) in addition to other courses. The work will be scheduled with the agencies in the field in which the student desires to specialize. The following outlined course will be followed by the student unless exceptions are made for special reasons, by the dean. If any of the courses have been taken previously, electives may be substituted.

	FIRST YEAR	Fall	Winter	Spring
Social Work Publicity	2			
Community Organization			2	
An Introduction to Modern Social Problems	2		2	
Case Work Methods	3			
Public Health				4
Methods in Teaching Health				1
Field Work in Family Case Work	5			
Study of Social Agencies	1	1		
Introduction to Public Health Nursing	1	1		1
Methods in Public Health Nursing	1	1		5
Field Work in Public Health Nursing		5		5
Psychology	2	2		
Elective		2		
		17	16	16
	SECOND YEAR			
Principles in Public Health Nursing for Advanced Students ..	1	1		1
Advanced Field Work in Public Health Nursing	5	5		5
Seminar in Public Health Nursing	2	2		2
Social Service Seminar	2	2		2
Elective (with special reference to the educational requirements and the professional needs and interests of the student)		6	6	6
		16	16	16

THE COURSE IN NURSING

The course in nursing offers a five-year program leading to the B.A. or B.S. degree. The first two years of this course will be given on the campus at Eugene, the following two years in a hospital school of nursing.

The hospital school may be selected by the student from among the schools of nursing in hospitals which meet the University requirements. The fifth year may be selected from public health nursing, hospital administration or some other type of nursing education.

FIVE-YEAR NURSING COURSE

As there are many opportunities in nursing for the woman who is well prepared, and as such preparation means professional education of a high order, the University is offering a five-year course in nursing which leads to the bachelor of science degree from the University and prepares the student for nurse registration.

FIRST YEAR	Fall	Winter	Spring
Elementary Biology	3	3	3
Elementary Chemistry	4	4	4
Personal Hygiene	1	1	1
*Modern Language or Elective	4	4	4
Literature		3	3
History of Nursing	3		
Physical Education	1	1	1
	16	16	16
SECOND YEAR			
Report Writing	2	2	2
Elementary Human Physiology	2	2	2
Social Origins	3	3	3
Modern Social and Health Movements			2-3
Sanitation	3		
Bacteriology		4	
Food Economics	3		
Physical Education	1	1	1
Elective			3
*Modern Language or Elective	3-4	3-4	3-4
	17-18	15-16	16-17

* Modern Language required for bachelor of arts degree.

THIRD AND FOURTH YEARS
In Hospital

FIFTH YEAR

Elective—Hospital administration, public health nursing, or other nursing specialty.

Description of Courses

101. *Social Evolution.* A study of the process by which society progresses from the simple forms of primitive society to the complicated and artificial organization of highly developed cultures, with illustrations from present day and ancient civilizations. Parsons. *Two hours, fall term.*

102. *Problems of Social Institutions.* An elementary consideration of the problems of improperly functioning institutions. Consideration will be given to problems of the family, organization of authority, religion, property and education. Parsons. *Two hours, winter term.*

103. *Criminology.* The problem of crime and criminals will be taken up from three angles. Consideration will be given first to the criminal, then to the factors in the physical and social environment which contribute to the production of crime, and finally, to the nature of the criminal act and the reactions of society to criminal behavior in punishment. Parsons. *Two hours, spring term.*

110. *Adjustment Problems in the Education of the School Child.* The value of adjustment and adaptation to environment which education should give individual children. Typical problem children; factors involved and formulation of plans for adjustment. *One hour, each term.*

112. *Bacteriology and Public Health.* Causes and prevention of communicable diseases. Lectures, illustrated with the microscope, lantern

slides, charts and bacterial cultures. Designed especially for social workers, nurses and teachers. Sears.

One and one-half hours, fall and winter terms.

120. *Community Social Problems.* A study of rural society and the social problems characteristic of rural communities. Repeated each term. Open to seniors and graduate students only. Parsons. *Two hours.*

121. *Methods in Community Social Work.* Lectures and discussions taken in connection with field work in rural social work. Repeated each term. Open to seniors and graduate students only. Pre-requisite, two terms of field work and methods in family case work or its equivalent in class room work or actual social work experience; qualifications of persons offering part or all of advanced standing for this course to be determined by the dean in each case. Barnard. *Two hours.*

122. *Field Work in Community Social Work.* This course consists of actual field work experience in training under the supervision of instructor of not less than fifteen hours per week for twelve weeks. Repeated each term. Taken in connection with and under same regulations as 121, described above. Barnard. *Five hours.*

140. *Community Organization.* Principles and practices of effective organization; constructive and destructive factors existing in community life; interrelationship of organizations; background of community movements. Dunbar. *Two hours, fall term.*

141. *Social Work Publicity.* A journalism course definitely arranged to satisfy the needs of social workers. Training will not only include methods of securing newspaper co-operation, but will cover the various other media. Powers. *Two hours, winter term.*

142. *Social Legislation.* The progress and content of social legislation and of the principles underlying it, with special reference to the laws of Oregon. In co-operation with the University school of law. Brewster. *Two hours, spring term.*

150. *Neurology.* An introduction to the structure of the nervous system, and to the interrelations of its several divisions. *One hour, each term.*

151. *An Introduction to Modern Social Problems.* The social problem, analysis of its historic development and its manifestation in the so-called modern social problems. Survey of the development of modern social work. Parsons. *Two hours, fall and winter terms.*

152. *Social Unrest.* Social unrest is visualized as a phenomenon which includes many forms of unrest other than the familiar economic and political disturbances. Parsons. *Two hours, spring term.*

153. *Health Aspects of Social Work.* Causes, methods of treatment and prevention of types of illness which frequently are associated with dependency and other social problems. Thomson. *Two hours, fall term.*

154. *Problems of Dependency.* Causes, methods of treatment and prevention of dependency; unemployment, ill-health and family desertion; institutional care of children, child placing in families, mothers' pensions and the care of adult dependents. Ehinger. *Three hours, winter term.*

155. *Problems of the Defective and Delinquent Classes.* Extent, causes, modes of treatment and prevention of defectiveness and delinquency; the feeble-minded, the deaf, the blind and the insane; juvenile crime, methods of reformation; the adult offender. Ehinger.

Three hours, spring term.

156. *Advanced Case Work.* This course is designed for the second year student who is specializing in case work. Creech.

Two hours, each term.

158. *Special Problems in Child Welfare.* Study of various problems in connection with child welfare. Open to second year students. Ehinger.

Two hours, each term.

161. *Methods in Social Work.* Principles and methods of family social work; technique of investigation and diagnosis and principles of treatment applicable to all forms of social case work. Record keeping, office details, organization and direction of case conferences and other methods of administration. Creech.

Three hours, each term.

162. *Case Work Methods.* A course designed for students in public health nursing. A study of the methods and principles involved in the processes of family case work. Creech.

Three hours, fall term.

163. *Public Health.* Public health in its application to individuals as well as communities. Administration, epidemiology, sanitation, public education, vital statistics, and ethical relations with special reference to the public health nurse. Given at Salem. Brown.

Four hours, spring term.

164. *Methods in Teaching Health.* Methods which are being developed in the field of health education with special relation to the public health nurse. Simpson. Given at Salem.

One hour, spring term.

171. *Field Work in Family Case Work.* All students will do practice work a minimum of fifteen hours per week with the Public Welfare Bureau the first two terms. This training in the solution of family problems is a basis of other fields of social service. Creech.

Five hours, each term.

172. *Advanced Field Work in Family Case Work.* Open to those students who have completed one full year of field work in case work. The student will be given an opportunity to work with agencies specializing in the particular form of service in which his interest lies. Difficult case studies and histories will be undertaken. Creech, Thomson and Parsons.

Five hours, each term.

174. *Studies of Social Agencies.* The agencies of the city, county and state providing for the care of the dependent, defective and delinquent groups; inspection visits to institutions, class room reports and discussions. Creech.

One hour, each term.

176. *History of Nursing.* A study of the origin of nursing; its tradition and ideals; the care of the sick among the people of ancient civilizations; the influence of Christianity upon nursing; medieval nursing; humanitarian movements in the early modern period; and the founding of modern nursing. The course will include a study of the development of nursing education in America and the scope of modern nursing.

177. *Modern Social and Health Movement.* A study of contemporary social and health problems and the methods employed by present day social and health agencies in the effort to solve them.

180. *Introduction to Public Health Nursing.* History and development of public health nursing and its relation to other fields of community service. Thomson and Dunbar.
One hour, each term.

181. *Methods in Public Health Nursing.* Presents the methods devised to give service to individuals through public health nursing. The technique developed in each field of public health nursing in relation to its application to individuals served. Thomson.
One hour, fall and winter terms; five hours, spring term.

183. *Principles in Public Health Nursing for Advanced Students.* This course presents the principles which underly service to individuals and families as they are applied through public health nursing. Thomson.
One hour, winter and spring terms.

186a. *Field Work in Public Health Nursing.* First year students in public health nursing will do practice work a minimum of fifteen hours per week for one term with public health nursing agencies in the city of Portland. Experience will be had in pre-natal and post-natal nursing with the Portland Free Dispensary; infant welfare, tuberculosis, bedside and industrial nursing with the Portland Visiting Nurse Association; and school nursing with the school nursing division of the City Health Bureau.
Five hours, winter term.

186b. *Field Work in Public Health Nursing.* First year students in public health nursing will do practice work a minimum of fifteen hours a week for one term with the Marion County Child Health Demonstration at Salem. Thomson.
Five hours, spring term.

187. *Advanced Field Work in Public Health Nursing.* For second year public health nurse students; an opportunity to work with an agency specializing in the special form of public health nursing or medical social service in which her interest lies. Thomson and Creech.
Five hours, each term.

191. *Seminar in Public Health Nursing.* Arranged for advanced students in public health nursing. Credit will be given only for the complete course. Thomson.
Two hours, each term.

192. *Social Service Seminar.* Primarily for the senior students in the school of social work, but open to a carefully selected number of graduate students interested in the study of social problems. Fall term, methods of selecting topics, preparing outlines and of collecting material; winter term, the collection of material and discussion of projects; spring term, thesis. Parsons.
Two hours, each term.

193. *Social Research.* An opportunity for the second year student to work out projects in the line of his special interest. Opportunities in fields of child welfare, medical social work, visiting teaching, and family welfare will be afforded. Parsons and Creech.
Hours to be arranged.

THE SUMMER SESSIONS

THE FACULTY, 1923

ARNOLD BENNETT HALL, A.B., J.D., LL.D.	President of the University
ALFRED POWERS, B.A.	Director of the Summer Sessions
DAN E. CLARK, Ph.D.	Assistant Director, Eugene Session
GEORGE REBEC, Ph.D.	Dean of the Graduate School
EARL M. FALLET, M.S.	Registrar of the University
M. H. DOUGLASS, M.A.	University Librarian
HAZEL M. FRUTSMAN, Ph.B.	Acting Dean of Women
HILDA OLSEN, B.A.	Secretary, Eugene Session
MARGARET M. SHARP.	Secretary, Portland Session

THE EUGENE SESSION

RAYMOND E. BAKER, Ph.D.	Professor of Education, Albany College
ANNE LANDSBURY BECK, B.A.	Professor of Music
RAY PRESTON BOWEN, Ph.D.	Head, Department of Romance Languages
E. LENORE CASFORD, B.A.	Periodical Librarian
A. E. CASWELL, Ph.D.	Professor of Physics
DAN E. CLARK, Ph.D.	Professor of History
THOMAS R. COLE, M.A.	Superintendent of Schools, Seattle, Washington
WILLIAM JOHN COOPER, M.A., LL.D.	State Superintendent of Public Instruction, California
THOMAS D. CUTSFORTH, M.A.	Instructor in Psychology
DAVID R. DAVIS, Ph.D.	Assistant Professor of Mathematics
B. W. DEBUSK, Ph.D.	Professor of Education
E. E. DECOU, M.S.	Head, Department of Mathematics
EARL R. DOUGLASS, Ph.D.	Professor of Education
VIRGIL D. EARL, B.A.	Professor of Physical Education and Director of Athletics
DONALD ERR, M.A.	Assistant Professor of Economics
JOHN STARK EVANS, B.A.	Assistant Dean of the School of Music and Professor of Music, Organ

FRANKLIN FEARING, Ph.D.	Professor of Psychology, Northwestern University
GRACE FERNALD, Ph.D.	Professor of Psychology, University of California at Los Angeles
ANDREW FISH, Ph.D.	Assistant Professor of History
WILLIAM TRUFANT FOSTER, Ph.D., LL.D.	Director, Pollak Foundation for Economic Research, Newton, Massachusetts

JAMES HENRY GILBERT, Ph.D.	Dean of the College of Literature, Science, and the Arts, and Professor of Economics
ROSE GLASS, M.A.	Girls' Adviser, Roosevelt High School, Seattle, Washington
BRUCE MAGILL HARRISON, Ph.D.	Professor of Zoology, University of Southern California

R. H. HIGHMILLER, B.S.	Graduate Assistant in Biology
ROBERT D. HORN, M.A.	Assistant Professor of English
C. A. HOWARD, M.A.	State Superintendent of Public Instruction, Oregon
KENNETH E. HUDSON, B.F.A.	Assistant Professor of Drawing and Painting
C. L. HUFFAKER, Ph.D.	Professor of Education
JOHN J. LANDSBURY, Mus.D.	Dean of the School of Music and Professor of Music, Piano
MADEL E. MCCLAIN, B.S.	Circulation Librarian
MARION MCCLAIN, B.A.	Director of Recreation
JOHN J. MCEWAN	Professor of Physical Education
EDGAR R. MEANS, M.A.	Instructor in Education
G. BERNARD NOBLE, M.A.	Associate Professor of Political Science, Reed College
JOHN WILLIAM OLIVER, Ph.D.	Head of Department of History, University of Pittsburgh
EARL L. PACKARD, Ph.D.	Professor of Geology
PHILIP A. PARSONS, Ph.D., LL.D.	Dean of the Portland School of Social Work and Professor of Sociology

ANDREE M. PELLION, M.A.	Instructor in Romance Languages
WILLIAM J. REINHART	Instructor in Physical Education
LOYD J. REYNOLDS, B.S.	Teaching Fellow in English
EDWIN CLYDE ROBBINS, Ph.D.	Dean of the School of Business Administration
KENNETH ROWE, M.A.	Instructor in English
THEODORE SCHROEDER	Vocal Pedagogue, Boston
FREDERICK LAFAYETTE SHINN, Ph.D.	Professor of Chemistry
S. STEPHENSON SMITH, B.Litt.	Associate Professor of English
DAVID SNEEDEN, Ph.D.	Professor of Education, Columbia University
J. DUNCAN SPAETH, Ph.D.	Professor of English, Princeton University
MARTHA SPAFFORD, B.A.	Continuation Cataloguer
O. F. STAFFORD, M.A.	Head, Department of Chemistry
HENRY SUZZALO, Ph.D., LL.D.	Carnegie Foundation for the Advancement of Teaching
HOWARD R. TAYLOR, Ph.D.	Associate Professor of Psychology
H. G. TOWNSEND, Ph.D.	Professor of Philosophy
GEORGE TURNBULL, B.A.	Professor of Journalism
REX UNDERWOOD	Professor of Music, Violin
MARJORIE VAN DEUSEN, B.A.	Librarian, Belmont High School, Los Angeles
FLORENCE E. WILBUR, B.A.	Instructor in English
LEAVITT O. WRIGHT, M.A.	Associate Professor of Romance Languages
HUBERT T. YEARIAN, B.S.	Graduate Assistant in Physics
CATHARINE BEEKLEY YOCOM, B.S.	Instructor in Zoology
HARRY B. YOCOM, Ph.D.	Professor of Zoology
NOWLAND B. ZANE	Assistant Professor of Design

THE PORTLAND SESSION

VICTORIA AVAKIAN, B.A.	Instructor in Interior Decorating
DONALD G. BARNES, Ph.D.	Professor of History
W. G. BEATTIE, B.A.	Extension Lecturer
NELSON LOUIS BOSSING, Ph.D.	Associate Professor of Education
WILLIAM H. BOYER	Supervisor of Music, Portland Public Schools
HOMER A. CHAMBERLIN, B.S.	Secretary, Oregon Social Hygiene Society
WILKIE NELSON COLLINS, B.A.	Writer and Critic, New York City
MARGARET D. CREECH, B.A.	Assistant Director, Portland School of Social Work
TAM DEERING, B.A.	Executive Secretary, Community Service, San Diego
SAIDIE ORR-DUNBAR	Executive Secretary, Oregon Tuberculosis Association
F. S. DUNN, M.A.	Head, Department of Latin
RUDOLF H. ERNST, Ph.D.	Associate Professor of English
FREDERICK W. GOODRICH	Instructor in Music, Portland Center
NATALIE DBATRICH GREY	Instructor in Art, Portland Center
WILLIAM GRIFFITH, M.A.	Assistant Professor of Psychology, Reed College
GLENN E. HOOVER, Docteur en Droit	Assistant Professor of Economics and Sociology, Mills College
ROBERT KROHN	Supervisor of Physical Education, Portland Public Schools
OLOF LARSELL, Ph.D.	Professor of Anatomy, School of Medicine
OLIVER JUSTIN LEE, Ph.D.	Astronomer and Lecturer
WILLIAM LEVIN, D.P.H.	Oregon State Board of Health
T. T. LEW, Ph.D.	Professor of Education and Psychology, National University of China, Peking
JAMES PENDLETON LICHTENBERGER, Ph.D.	Professor of Sociology, University of Pennsylvania
CHARLOTTE G. MACEWAN, B.A., E.S.	Instructor in Hygiene and Physical Education, Wellesley College
WALTER W. R. MAY	City Advertising Manager, The Morning Oregonian
VICTOR P. MORRIS, M.A.	Assistant Professor of Economics
MABLE HOLMES PARSONS, M.A.	Professor of English
LYNN ARTHUR QUIVET, M.A.	Associate Professor of English, University of Utah
EDGAR EUGENE ROBINSON, M.A.	Professor of American History, Stanford University
F. G. G. SCHMIDT, Ph.D.	Head, Department of German Language and Literature
HARRY J. SEARS, Ph.D.	Professor of Bacteriology
DOROTHY E. SMITH, B.A.	Head of School Department, Library Association of Portland
ALBERT RADDIN SWEETSER, M.A.	Professor of Plant Biology
ABBIE GRACE TEMPLE	Instructor in Art, Portland Center
HERBERT V. H. THATCHER, M.D.	American Red Cross
CLINTON H. THENES, M.D., Ph.D.	Assistant Professor of Pharmacology
HAROLD S. TUTTLE, M.A.	Assistant Professor of Education
C. G. VANNEST, Ph.D.	Professor of Education, Harris Teachers' College, St. Louis
WALTER B. VEAZIE, Ph.D.	Head, Department of Philosophy, University of Colorado
F. MIRON WARRINGTON, Diplome de l'Universite de Paris	Professor of Business Administration
E. H. WHITNEY, B.A.	Assistant Superintendent of Schools and Director of Platoon Schools, Portland

INTRODUCTION

The 1928 six weeks summer sessions in Eugene and Portland begin June 18 and close July 27. The four weeks post-session at Eugene begins July 30 and closes August 24.

The Portland branch is devoted primarily to undergraduate courses and to work of general and popular interest, including an extensive range of subjects. This session, held in Lincoln high school, freely uses many resources of the city. The work is of the same high quality as that of the regular academic year.

The Eugene division, on the University campus, offers a wide variety of courses in practically all the regular academic schools and departments, featuring advanced, research and graduate work. Owing to the carefully selected teaching staff and the abundant facilities for research in the University libraries and laboratories, the earnest student will find at this session opportunities for effective work not to be excelled on the Pacific coast.

FACULTY

The faculty of the two summer sessions is composed of 105 instructors. Seventy-five of these are outstanding members of the regular University staff, and thirty are visiting professors and teachers, all chosen because of notable qualifications in their respective fields, from other universities and public school systems.

FIELD STUDY

Marine Zoology Station. The departments of biology offer instruction in marine biology as a feature in the summer session program. The site chosen is on the coast about two miles south of the entrance to Coos Bay. The commodious cabin owned by the Boy Scouts of Coos county has been rented for the summer session period.

In the immediate vicinity the coast is abrupt with rocky shores and numerous tide pools, and within working distance are broad mud flats exposed at low tide. Animal life is abundant, offering opportunity for students to become acquainted with the various groups of invertebrates, while the rocks and areas exposed at low tide are covered with a great variety of marine algae.

The course begins Monday, June 18, and continues for six weeks, ending Friday, July 27. Registration must be completed by June 10.

Summer Geology Camp. A geologic camp for advanced students will be established within the Ochoco National Forest of Central Oregon. Marine Paleozoic and Mesozoic sedimentary rocks and Cenozoic terrestrial sediments and volcanics will be studied. This field offers interesting geologic and paleontologic problems, many of which have not as yet been investigated. The work begins Monday, June 18, and continues for four weeks, class work occupying six days a week.

ATHLETIC COACHING SCHOOL

During the first two weeks of summer session, from June 18 to June 30, a coaching school is held in track, baseball, basketball and football.

GENERAL INFORMATION

Admission Requirements. The only requirement for admission to the summer session is the ability to do the work. Students not matriculated into the University of Oregon who wish to work toward their degrees should send official transcripts of preparatory school records to the registrar.

Registration. The registration day for both summer sessions is Monday, June 18, in Portland and in Eugene.

Credits. Credits to a maximum of nine term-hours may be earned in either of the regular sessions. Six term-hours additional credit may be earned in the post-session.

Graduate Work. Most of the departments offering work in the Eugene session make special provision for graduate students. Certain advanced courses in Portland may also receive graduate credit by special arrangement.

Courses. All courses in the summer sessions meet daily and carry three hours of credit, unless otherwise noted.

Graduate courses are numbered 200 and above. Upper division courses (junior and senior years) which are numbered 100 and above, may in some cases be taken for graduate credit also. These courses are marked with a star (*). Lower division courses are numbered below 100.

Fees. The registration fee for the summer session is \$20 for residents of Oregon and for all regular extension students of the University. For others it is \$25.

Post Session. Work will be offered in Eugene in education, economics, English, history, and psychology. The fee for the post session is \$10.

SUMMER SESSION BULLETIN

The University has published a special bulletin giving a full description of the courses offered both at Eugene and in Portland, which may be secured by writing either to the Extension Division, University of Oregon, Eugene, Oregon, or to the Portland Extension Center, University of Oregon, 322 Corbett Building, Portland, Oregon.

EUGENE SESSION

LIST OF COURSES

(The following courses will be given in the summer sessions of 1928. Unless otherwise noted, the courses will carry three hours of credit each.)

ART

- 18s. *Comparative Art Studies for Teachers.* Zane.
 47s. *Freehand Drawing.* Zane.
 72s. *Composition in Line, Shape, Tone and Color.* Zane.
 50. *Painting.* From still life and the head. Hudson.
 53. *Life Class.* Charcoal studies from the cast and living models. Hudson.
 63. *Landscape Painting.* Hudson.

BIOLOGY

- 105s. *Vertebrate Embryology.* Harrison.
 1s. *Elementary Biology.* Harrison.
 105s. *Vertebrae Embryology.* Harrison.
 25. *Marine Biology.* Catherine Yocom. *Eight hours.*
 107. *Marine Zoology.* Yocom. *Five hours.*
 140s. *Zoological Problems.* Yocom. *To be arranged.*
 124. *Invertebrate Morphology.* Yocom. *Four hours.*
 200. *Biology Seminar.* Harrison. *To be arranged.*

NOTE—Courses 25, 124, 107 and 140s will be given at the Marine Zoology Station at Coos Bay, from June 18 to July 27.

BOTANY

At Marine Station

- 103s. *Marine Algae.* Catherine Yocom.
 110s. *Botanical Problem.* Catherine Yocom. *To be arranged.*

BUSINESS ADMINISTRATION

110. *Principles of Industrial Management.* Robbins.
 112s. *Personnel.* Robbins.
 153s. *Business Policies.* Robbins.

CHEMISTRY

Chemistry courses have been designed so that entrance may be made at any one of five different levels. The first of these is for beginners and 2, 15, 140 and 141 are each in turn coherent continuations.

1. *General Chemistry.* Equivalent to first half year of regular general chemistry. Stafford. *Six hours.*
 2. *General Chemistry.* Equivalent to second half of first year of general chemistry. Stafford. *Six hours.*
 15. *Chemical Theory and Practice.* Equivalent to the first half year of the regular second year course in chemistry. Stafford. *Six hours.*

140. *Organic Chemistry*. Equivalent to the first half of the regular course in organic chemistry. Shinn. *Six hours.*

141. *Organic Chemistry*. Equivalent to the second half of the regular course in organic chemistry. Shinn. *Six hours.*

The chemistry staff is prepared to handle a limited number of students desiring to do work of a special advanced or graduate character. Arrangements should be made through previous correspondence.

DRAMA

104. *Stage Management for School and Amateur Plays*. Wilbur, Reynolds.

105. *Rehearsal and Play Production*. Wilbur, Reynolds.

ECONOMICS

3s. *The Principles of Economics*. Gilbert.

* 113s. *Banking and Crises*. Gilbert.

* 135s. *Railway Economics*. Erb.

EDUCATION

51s. *Principles of Education*. Baker.

53s. *Educational Psychology*. DeBusk.

* 109. *Teaching of High School Subjects*. Baker.

110. *Teaching of Science in Secondary Schools*. Means.

* 111. *Methods of Instruction in English*. Baker.

137. *Problems in Elementary Education*. A cooperative course for teachers and principals.

First week. Cole.

Second week. Snedden.

Third week. Cooper.

Fourth week. Foster.

Fifth week. Howard.

Sixth week. Suzzalo.

138. *Problems in School Administration*. For school administrators and superintendents.

First week. Cole.

Second week. Snedden.

Third week. Cooper.

Fourth week. Foster.

Fifth week. Howard.

Sixth week. Suzzalo.

* 165. *Tests and Measurements*. DeBusk.

* 170. *The Psychology and Education of Atypical Children*. Fernald.

171. *The Teaching of Backward Children*. Fernald.

* 180. *The Principalship in the Town and Small City*. Huffaker.

* 181. *The Administration and Supervision of High Schools*. Douglass.

185. *The Work of Deans and Advisers of Girls*. Glass.

186. *Organized Activities of the Youth Movement*. Glass.

200. *Thesis Writing*. DeBusk, Douglass, Huffaker. *Three to six hours.*

276. *The School Survey*. Huffaker.

294. *Educational Statistics*. Douglass.

ENGLISH

1s. *English Survey*. (First term.) Rowe.

2s. *English Survey*. (Second term.) Horn.

- 40s. *Shakespeare*. Spaeth.
 54s. *Prose Composition*. Rowe.
 120as. *Criticism*. Smith.
 *121s. *Milton*. Horn. *Time and hours to be arranged.*
 142s. *American Novel Since 1890*. Horn.
 152s. *Seminar on Keats*. Rowe. *Time and hours to be arranged.*
 *159s. *Romantic Movement*. Spaeth.
 *189s. *18th Century Essay, Letters and Memoirs*. Smith.
 230. *Seminar: Elizabethan Comedy Except Shakespeare*. Smith.
Time and hours to be arranged.

GEOLOGY

- 170s. *Field Geology*. Hodge *Seven hours.*
 250s. *Advanced Field Work in Geology*.

HISTORY

- 4s. *Europe from 1500 to 1789*. Fish.
 73s. *Recent American History, 1896-1926*. Oliver.
 156s. *Recent Germany—1871 to the Present*. Fish.
 171. *Building the Nation and the Rise of Nationalism, 1789-1829*.
 Oliver.
 *179. *Forces and Influences in American History*. Clark.
 203. *Seminar: Great Historians of the 19th Century*. Fish.
 206. *Seminar: American Problems in the Harrison and Cleveland Administration*. Oliver.

JOURNALISM

1. *Newswriting*. Turnbull. *Two hours.*
 106. *Copy Editing and Headwriting*. Turnbull. *One hour.*
 130. *Reporting*. Turnbull.

LIBRARY METHODS

1. *Elementary Cataloguing and Classification*. Spafford.
 5. *School Library Administration*. Van Deusen.
 7. *Books for High School Libraries*. Van Deusen.
 8. *Children's Literature*. Casford.
 102. *Book Selection and Evaluation*. McClain.

MATHEMATICS

- 4s. *Plane Trigonometry*. Davis.
 or 5s. *Plane Analytical Geometry*. Davis.
 8s. *Unified Mathematics*. DeCou.
 101s. *Teaching and History of H. S. Mathematics*. DeCou.
 104s. *Higher Algebra*. DeCou.
 110s. *Projective Geometry*. Davis.
 or 102s. *Differential and Integral Calculus*. Davis.

MUSIC

- 9s. *History and Appreciation of Music*. Beck.

10. *Elements of Musical Science*. Beck.
 125. *Public School Music for Grades One to Six*. Beck.
 157. *Public School Music for Junior and Senior High School*. Beck.
Technique and Interpretation in Voice. Schroeder. One hour.
Technique and Interpretation in Piano. Landsbury. One hour.
Technique and Interpretation in Organ. Evans. One hour.
Technique and Interpretation in Violin. Underwood. One hour.

PHILOSOPHY

- 5lbs. *Ethics*. Townsend.
 * 111. *Recent American Philosophy*. Townsend.

PHYSICAL EDUCATION

- 51bb. *Coaching of Baseball* (1). Reinhart.
 51bkb. *Coaching of Basketball* (1). Reinhart.
 51fb. *Coaching of Football* (1). McEwan.
 51tr. *Coaching of Track* (1). Earl.

PHYSICS

- 4as. *General Physics*. First term of regular course without laboratory.
 4bs. *General Physics*. Second term as above.
 †4cs. *General Physics*. Third term as above.
 4. Lab. *General Physics Laboratory*. To accompany 4as, 4bs, 4cs.
 Yearian. One to three hours.
 * †101. *History and Teaching of Physics*. Caswell.
 120. *Physical Laboratory*. Special work designed to meet the needs
 of special students. Yearian. One to three hours.
 * †125, 225. *Advanced Courses*. One of the following: Meteorology,
 Electrical Measurements, Thermo Dynamics, or Physical Optics.
 200. *Research Problems*. Caswell.
 † Course 4cs, or 101, or 125 will be given, but not all three.

POLITICAL SCIENCE

- 3s. *Comparative Government*. Noble.
 110s. *International Politics*. Noble.
 217s. *Seminar: International Administration and the League*. Noble.

PSYCHOLOGY

- 11s. *Beginners' Laboratory*. Cutsforth. One to three hours.
 12s. *General Psychology*. Fearing.
 120. *Freudian Psychology*. Fearing.
 133s. *Psychology of Character and Personality*. Taylor.
 162s. *The Nature of Intelligence*. Taylor.
 165s. *Psychology of Learning*. Taylor.
 221s. *Seminar: Experimental Psychology*. Fearing.

ROMANCE LANGUAGES

- 1s. *Elementary French*. Pellion.
 11s. *Elementary Spanish*. Pellion.

- 102. *French Masterpieces*. Bowen.
- 114as. *Methods of Instruction in French*. Bowen.
- 114bs. *Methods of Instruction in Spanish*. Wright.
- 115s. *Contemporary French Literature*. Bowen.
- 120. *Spanish Masterpieces*. Wright.
- 123as. *Contemporary Spanish Literature*. Wright.
- 210s. *Modern French Seminar*. Bowen.
- 219s. *Spanish Seminar*. Wright.

SOCIOLOGY

- 104s. *Principles of Sociology*. Parsons.
- 152s. *Social Unrest*. Parsons.
- 220. *Seminar: Public Welfare Administration*. Parsons.

POST SESSION

ECONOMICS

- 120s. *Post-War International Economic Problems*. Morris. *Two hours*.

EDUCATION

- 50. *Educational Sociology*. Tuttle.
- 161. *Psychology of Childhood*. Tuttle.
- *181. *Administration and Supervision of High Schools*. Douglass.
- 200. *Thesis Writing*. Douglass.

ENGLISH

- 156. *Contemporary Novel*. Horn.
- *193. *Victorian Poetry*. Horn.

HISTORY

- 5s. *Europe from 1815-1914*. Fish.
- 163s. *England in the 19th Century*. Fish.
- *176. *History of Political Parties in the United States*. Clark.

PSYCHOLOGY

- 133ps. *Psychology of Character and Personality*. Taylor.
- †*162ps. *The Nature of Intelligence*. Taylor.
- †*165ps. *Psychology of Learning*. Taylor.

† Either 162s or 165s will be given.

PORTLAND SESSION

ART

- 79. *Design for the Industrial Arts*. Avakian.
- 90. *Modern Methods of Teaching Color*. Temple.
- 94. *Design*. Avakian.
- 95. *Handicrafts*. Gray.
- 96. *Commercial Art*. Chamberlin.
- 103. *Oriental Art and Literature*. Lew.
- 195. *Dress Design*. Chamberlin.

ASTRONOMY

125. *The Solar System*. Lee.
 126. *The Stellar System*. Lee.

BIOLOGY

1. *General Biology*. Larsell.

BOTANY

- 1s. *Plant Biology*. Sweetser.
 63. *Systematic Botany*. Sweetser.

ECONOMICS

- 3s. *Principles of Economics*. Morris.
 110s. *International Trade*. Morris.
 * 141s. *Conservation of National Resources*. Morris.

EDUCATION

50. *Principles of Teaching*. Beattie.
 101. *Correlation of the Subject Matter of a Platoon School*. Whitney.
 104. *Platoon School Organization and Administration*. Whitney.
 109. *The Educational System of Oregon*. Tuttle.
 113. *Educational Sociology*. Beattie.
 115. *Technique of Teaching History in Grades and High Schools*.
 Vannest.
 * 151. *History of Education in the United States*. Vannest.
 160. *Diagnostic Tests*. Bossing.
 170. *New Movements in the Course of Study*. Bossing.
 * 181. *High School Administration and Supervision*. Bossing.
 190. *Moral Education*. Tuttle.

ENGLISH

51. *Advanced Writing*. Quivey.
 57s. *Writing the Short Story*. Quivey.
 75s. *Business Correspondence*. Quivey.
 122. *Survey of French Literature in English*. Warrington.
 * 127. *Literature of the Renaissance*. Parsons.
 * 148s. *Criticism in the United States Since 1890*. Collins.
 152. *English Literature in 18th Century*. Collins.
 156. *Contemporary Writers*. Parsons.
 193. *19th Century Novel*. Ernst.
 * 198. *Restoration Comedy*. Ernst.

GERMAN

- 1s. *Elementary German*. Schmidt.
 103s. *German Prose and Poetry*. Schmidt.
 130s. *Teaching of Modern Languages*. Schmidt.
 * 144. *German Romanticism and Classicism*. Schmidt
 * 145. *Recent German Literature*. Schmidt.

NOTE—Either 144 or 145 will be given.

31s. *Europe from 1450 to 1550.* Barnes.
 *154. *Recent China.* Lew.
 *162s. *18th Century England.* Barnes.
 *175. *History of American Political Parties.* Robinson.
 177s. *History of the West.* Robinson.

30s. *Elementary Newswriting.* May.

56. *Vergil's Aeneid, Books VII-XII.* Dunn.
153s. *Latin Pedagogy.* Dunn.
180. *The Greater Caesar.* Dunn.
*190. *Pliny's Letters.* Dunn.

11. *Music Survey—Classical, Romantic and Modern.* Goodrich.
12. *Methods in Teaching Public School Music.* Boyer.
13. *Scientific Music Reading and Choral Training.* Boyer.
140. *The Philosophy of Music.* Goodrich.

*126. *Dominant Ideals in Western Thought*. Veazie.

30. *Sports and Women's Coaching.* Krohn. *One and one-half hours.*
100. *Recreation for Schools.* Deering.
102. *Recreation Training for Playgrounds and Parks.* Deering.
109. *Graded Exercises for Rural and City Schools.* Krohn.
One and one-half hours.
119. *Adult Recreation.* Deering.
130. *Theory and Practice of Rhythmics for City Schools.* MacEwan.
132. *Advanced Interpretative Dancing.* MacEwan.
146. *First Aid.* Thatcher.

10. *Children's Literature.* Smith.

1s. *The Government of the United States.* Hoover.
110s. *International Organization and Politics.* Hoover.
*198. *International Relations.* Hoover.

12s. *General Psychology*. Griffith.
*118s. *Abnormal Psychology*. Griffith.

ROMANCE LANGUAGES

- 1s. *First Year French*. Warrington.
11s. *First Year Spanish*. Warrington.
103s. *Survey of French Literature*. Warrington.
121s. *Survey of Spanish Literature*. Warrington.

SOCIOLOGY

- 104s. *Principles of Sociology*. Lichtenberger.
115. *Biology and Social Adjustments*. Chamberlin.
140. *Community Organization*. Dunbar.
143. *Recent Developments in Public Welfare*. Lichtenberger.
151s. *Social Problems*. Creech.
165. *Social Case Work*. Creech.
*196. *History of Social Theories*. Lichtenberger.

COURSE FOR TRAINING OF MEDICAL AND PUBLIC HEALTH
LABORATORY TECHNICIANS

- Red Cross Institute*. Barnard.
Institute for Health Workers. Jacobs, Saidie Orr-Dunbar.

THE EXTENSION DIVISION

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ROBERT CARLTON CLARK, Ph.D.	Professor of History
BURCHARD W. DEBUSK, Ph.D.	Professor of Education
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J. K. HORNER, B.A.	Assistant Professor of English
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FRIEDRICH GEORG G. SCHMIDT, Ph.D.	Professor of German Language and Literature
HARRY J. SEARS, Ph.D.	Professor of Bacteriology, School of Medicine
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W. F. G. THACHER, M.A.	Professor of English and Journalism
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WILKIE NELSON COLLINS, B.A.	Instructor in English, Portland Center
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EVELYN M. FOSTER, B.A.	Reference Department, Portland Library Association
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FREDERICK W. GOODRICH	Instructor in Music, Portland Center
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JUNE S. JONES	Instructor in Credits, Portland Center
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ROBERT KROHN	Supervisor of Physical Education, Portland Public Schools
RICHARD H. MARTIN, B.A.	Instructor in Investments, Portland Center
A. R. MUNGER	Instructor in Banking, Portland Center
WALTER EDWIN NICHOL, B.S., M.D.	Instructor in Anatomy, Portland Center
DOUGLAS POWELL	Assistant Instructor in Advertising, Portland Center
HENRY F. PRICE, Ph.D.	Professor of Mathematics, Pacific University
E. RUTH ROCKWOOD, B.A.	Head of Reference Department, Portland Library Association
M. ELEANOR SLINGERLAND, B.A.	Assistant Instructor in Public Speaking, Portland Center
ANNA T. SMITH	Assistant Instructor in Public Speaking, Portland Center

DOROTHY ELIZABETH SMITH, B.A.....	Head of the School Department, Portland Library Association
LAMAR TOOE, B.A., LL.B.....	Instructor in Political Economy, Portland Center
FRED I. WEBER.....	Assistant Cashier of the Hibernia Bank, Portland
ESTHER W. WUEST, Chicago Art Institute.....	Supervisor of Art, Portland Public Schools

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ROBERT D. HORN, M.A.....	Assistant Professor of English
C. L. HUFFAKER, Ph.D.....	Professor of School Administration
GEORGE W. HUG, B.A.....	City Superintendent of Schools, Salem
HENRY I. KOHLER, Ph.D.....	Professor of English, Willamette University
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JOHN W. SUTHERLAND, M.A.....	Assistant Professor of Psychology
HAROLD S. TUTTLE, M.A.....	Assistant Professor of Education
NOWLAND B. ZANE.....	Assistant Professor of Design

ORGANIZATION

The extension division is an integral and specialized division of the University, correlative with the several schools of the University. Through the extension division the University renders service to individuals, organizations and communities outside the campus. All such service when rendered in the name of the University of Oregon is undertaken and carried out through the extension service.

The main activities of the extension division as at present organized are comprised in four departments:

- (1) Department of visual instruction.
- (2) Department of social welfare.
- (3) Extension Centers, in Portland and Salem, with classes in other Oregon cities.
- (4) Department of correspondence study.

VISUAL INSTRUCTION

Visual instruction service includes a library of stereopticon slides, moving picture films, rock and mineral sets, microscopical slides and other material usable for educational purposes by schools, community clubs and other appropriate organizations.

A special catalogue is published and seasonal lists are available on application to the extension division, Eugene, Oregon.

The service of this department was extended in 1927 to audiences totaling approximately 200,000.

SOCIAL WELFARE

The department of social welfare includes extension lectures, extension participation in surveys and investigations, conferences, institutes and publications, as well as the direct service of the faculty members under extension auspices to many aspects of the intellectual and recreational life of the state.

In this department the secretaryship of the Oregon high school debating league has been administered by the University since the foundation of the league in 1907. Bulletins of the league are available upon application.

Extension lectures are arranged by correspondence with the organizations interested. No lecture fee is charged, but the expenses of the lecturer are paid by the committee or organization in charge.

Among the surveys and investigations in which the extension division has cooperated in recent years are:

The Oregon state survey of defectives and delinquents made by Dr. Chester L. Carlisle of the United States public health service; a rural survey of Lane county, in connection with the Presbyterian county church commission; a study of the county school systems of the state of Oregon on the ten points of efficiency of the Russell Sage study of state systems. This last compilation was published by the state superintendent of schools, and has been of great value in improving school conditions.

EXTENSION CENTERS

PORTLAND CENTER

The office of the Portland center is at 322 Corbett building. The telephone number is Atwater 2919. Executive details of all Portland classes are handled from this office, which is open daily from 9:00 a. m. to 5:00 p. m., with the exception of Saturday, when it closes at 1:00 p. m. Classes are held in the Lincoln high school building, Park and Market streets, unless otherwise stated.

Resident credit in the University of Oregon may be earned in all Portland classes, unless exception is made. Students who have not matriculated in the University receive provisional credit only.

Because of its purpose to serve only the part-time student, the Portland center will accept registration for credit from a student in not more than *six term hours* of work for each term. This regulation does not apply to the summer term, at which full-time students are welcomed and in which the maximum registration is for three classes carrying nine hours of credit in all.

Admission to classes for credit after the second meeting of any term is only by permission of the instructor and admission for credit after the third week is not possible.

The University reserves the right to discontinue any course because of inadequate enrollment, or for any other sufficient reason.

GRADUATE WORK IN THE PORTLAND CENTER

It is possible, in a number of departments in the Portland center, to accomplish the whole work for the degree of master of arts, and in other departments to accomplish at least some portion of that work.

Graduate students should record themselves as such not only in their classes and with their instructors, but should place their names on file at the Portland center office, filling out a special card each term. The dean of the graduate school, or his representative, may be consulted at appointed times, and all ordinary routine information secured.

OTHER EXTENSION CLASSES

The Salem extension center is in its second year, offering courses on the same basis and under the same regulations as Portland. During 1927-28 extension courses have also been offered in Astoria, The Dalles, Hood River, Eugene, and Rainier.

Portland Extension Center

COLLEGE OF LITERATURE, SCIENCE, AND THE ARTS

CHEMISTRY

Dr. THIENES, Mr. ADAMS

LOWER DIVISION

5p. *General Chemistry*. A high school course in physics or chemistry is prerequisite. Developed along the lines of theoretical rather than practical chemistry, with special emphasis upon the composition and structure of matter, the ionic theory, and chemical equilibrium. Experiments in analytical chemistry, both qualitative and quantitative.

Three hours, each term.

ENGLISH

Professor PARSONS, Professor THACHER, Dr. MOORE, Professor WARRINGTON,
Mr. COLLINS, Mr. SMITH, Mr. ROWE

WRITTEN ENGLISH

50. *Good Usage*. A study of good use in the elements of expression. Vocabulary extension, and correct diction. A minimum of composition work required. Moore.

One hour, each term.

51. *English Usage in Speech and Writing*. Essential matters of grammar, diction, and mechanics, and the principles of sentence structure; emphasis on correctness, definiteness, and other prime qualities of speech and writing. Moore.

One hour, each term.

52. *Foundations of Writing*. Principles of unity, coherence, emphasis, and variety as applied to exposition, narration and description; weekly themes. Moore.

One hour, each term.

53. *Creative Writing*. A degree of skill in the employment of language is assumed. Practice in narration combined with analysis of literary masterpieces. Moore.

Two hours, each term.

57p. *Elementary Short Story*. To develop proficiency in the writing of short fiction; lectures on the technic of fiction, and analysis of specimen stories; emphasis upon actual production of short stories by the class. Thacher.

Two hours, each term.

101. *Aspects of Organic Writing*. The rudimentary aspect of organic writing in onomatopoeia and its great significance. The adaptation of prose construction to vocal exactions that Flaubert established. The function of description in narration. The organic treatment of time. Organic similes and metaphors. Collins.

Two hours, fall term.

102. *One-Act Plays*. Study, theoretical and practical, of the one-act play, with reading and consideration of the best recent models. Parsons.

Two hours, fall term.

103. *Advanced Short Story*. The instructor, in the capacity of editor, receives, revises and discusses with the class, manuscripts of short stories and poetry. Parsons.

Two hours, winter and spring terms.

LITERATURE

1p. *General Survey of English Literature*. A general survey of English literature from the beginnings. Collins, fall term; Rowe, winter and spring terms.

Two hours, each term.

5p. *General Survey of American Literature.* A general survey of literature in the United States from 1830 to the present time. Collins, fall term; Smith, winter and spring terms. *Two hours, each term.*

60. *Literary Appreciation.* Principles of criticism applicable to the novel, the essay, the drama, the short story, and to poetry. Moore.

Two hours, winter and spring terms.

105. *Romantic Revolt in French Literature.* The Romantic movement in France with some reference to parallel developments in English and German literature. Fall term, Romantic drama; winter term, Romantic novel; spring term, Romantic poetry and miscellaneous writings. War-rington. *Two hours, each term.*

107. *Eighteenth Century English Literature.* The "reign of classicism," its satirists, dramatists, poets, essayists, novelists, including for study writings of Swift, Addison, Steele, Pope, Gay, Thomson, Collins, Young, Gray, Chatterton, Dr. Johnson, Goldsmith, Sheridan, Burke, Crabbe, Blake, Burns, DeFoe, Richardson, Smollett, Fielding, Sterne, Walpole, Radcliffe and Godwin. Parsons. *Two hours, each term.*

108. *Contemporary Writers.* A course in comparative literature with consideration given to notable writers of fiction, drama, poetry, criticism in England and America of the present moment, with some reference to thought trends and literary forms of the hour in other countries as well. Parsons. *Two hours, each term.*

127p. *Renaissance Literature.* The renaissance, in its germination and expansion in Italy, France, Spain, and England, with attention to its varying significance and literary forms, and to its important writers in the countries considered. Parsons. *Two hours, each term.*

112. *The Nineteenth Century Novel in England and America.* A general estimate of important novelists from about 1830 to 1920. Collins.

Two hours, fall term.

113. *The Poetry of the Romantic Movement.* British poetry from Burns to Landor, with especial emphasis upon Wordsworth, Keats and Blake. The critical writings of Wordsworth, Coleridge, DeQuincey, Byron, Shelley and Keats. Collins. *Two hours, fall term.*

205. *Seminar for Problems in Shakespeare.* For graduate students but open also to qualified undergraduates. Each student will work with a special problem throughout the year, will make regular reports as to his progress. Parsons. *Two hours, each term.*

GERMAN

DR. SCHMIDT

1a.p. *Elementary German.* Essentials of German grammar and translation of easy prose and poetry. The grammar to be used is Vos' Essentials of German, fifth edition. Texts: Zeydel's *An Elementary German Reader*; Storm's *Immensee*; Zshokke's *Der zerbrochene Krug*.

One hour, each term.

113. *German Literature.* Fall term; contemporary literature; reading and translations of some of the following works; Sudermann's *Frau Sorge*, *Der Katzensteg*; Wildenbruch's *Das edle Blut*; Frenssen's *Peter Moor*. Winter term, Hauptmann's dramas; *Die Versunkene Glocke*; *Die Weber*; Hanneles *Himmelfahrt*, with special assignments on other works

of Hauptmann. Spring term, classical drama. Goethe's *Faust*; Schiller's *Maria Stuart*; Lessing's *Nathan der Weise*. *One hour, each term.*

NOTE: One or two extra courses for graduate students, but open to qualified undergraduates, will be offered such as:

204p. *History of German Literature*. Either classical or contemporary literature. Time and hours to be arranged with instructor.

209. *German Seminar*. For students majoring in German, or for advanced undergraduates. Special assignments and reports. Thesis needs will be cared for in this course. *Two or three hours, each term.*

HEALTH EDUCATION

Miss THOMSON

101. *Methods in Health Education*. Intended for classroom teachers, for the health teacher in the platoon school, or others who may be interested in health projects.

HISTORY

Dr. R. C. CLARK, Dr. DAN E. CLARK, Dr. FISH, Dr. BARNES

104-105-106p. *Intellectual History*. An outline study of the development of the Western European mind. The historical origins and growth of contemporary mental attitudes; as a study of the history of the freedom of thought. Fish. *Two hours, each term.*

111-112-113p. *Ancient History*. First term, the history of Egypt, Babylonia, Assyria, Persia, Crete and Greece to 479 B. C.; second term, Greece from 479 B. C. to 146 B. C.; third term, Rome to 330 A. D. Donald Barnes. *Two hours, each term.*

173p. *Recent American History*. The period since 1876. Economic development, problems of capital and labor, international relations, political issues and leadership, governmental developments, and general social movements. For teachers of history and government and others interested in the background of current problems in the United States. Not available for graduate credit. Dan E. Clark. *Two hours, fall and winter terms.*

GRADUATE DIVISION

210p. *Graduate Thesis*. Individual conferences at hours to be arranged. R. C. Clark. *Two hours, each term.*

LATIN

Professor WARRINGTON

1. *First Course in Latin*. Main facts of Latin grammar, word formation and derivation; Latin and English word study; form and syntax, with constant reference to English uses. Correlation of English and Latin will be stressed. *Two hours, each term.*

2. *Second Course in Latin*. Rapid review, based on texts taken from Caesar, of forms and constructions covered in Latin 1; inflections and principles of syntax postponed from first course; forms and uses of the subjunctive; exercises in composition; reading of legends of early Rome recounted in the first book of Livy. *Two hours, each term.*

3. *Third Course in Latin*. Continuation of Latin 2. General survey of Latin literature. Time to be arranged with instructor. *Two hours, each term.*

LIBRARY METHODS

MISS ROCKWOOD, MISS SMITH, MISS FOSTER

10. *Children's Literature*. Intended for those planning to become library teachers in platoon schools, and teachers in other types of schools who wish to make the best use of the school library as an aid to teaching. Smith. *One hour, winter term.*

110. *Routine Methods in Library Work for Platoon Teachers*. Cataloging, classification, loan and filing, mending, periodicals, reference, examination. Foster. *One hour, fall term.*

150. *Bibliographies*. A series of related lectures, giving comprehensive and technical lists of books, particularly those of recent publication, in various fields. Particularly designed for librarians but open to other qualified students. Lectures to be given by members of the faculty of the University of Oregon, who are experts in the different subjects. Rockwood. *Two hours, each term.*

MATHEMATICS

DR. PRICE

4p. *Trigonometry*. Open to students who have taken advanced algebra or its equivalent. An elementary course in trigonometry including some of its important applications. *Two hours, each term.*

5p. *Analytical Geometry*. Open to students who have had advanced algebra and trigonometry or their equivalent. Solid geometry will be introduced early in the course but stressed in the spring term. *Two hours, each term.*

PHILOSOPHY

DR. TOWNSEND

114p. *Ethics*. A consideration of the moral life. Man's personal and social ideals. A comparison of ancient Greek and modern theories of the nature of goodness and the good man. *Two hours, each term.*

PSYCHOLOGY

DR. GRIFFITH

12p. *General Psychology*. An introductory course in general psychology designed to furnish the student a sufficient knowledge of psychology for general culture purposes and to serve as a basis for advanced work. *Two hours, each term.*

111. *Social Psychology*. An analysis of human nature from the standpoint of social behavior involving such factors as language, custom, public opinion, morals, war, family, caste, nationalism, religion, and social adjustment. *Two hours, each term.*

PUBLIC SPEAKING

MRS. SENN, MISS SLINGERLAND, MISS SMITH

1. *Fundamentals of Public Speaking and Interpretation*. Senn, Slingerland, Smith. *Two hours, each term.*

77. *Cultivation of the Speaking Voice*. The theory of voice production and culture. Practical exercises to control and develop the essential vocal muscles. Exercises in correct breathing, articulation, and enunciation; with special attention given to the psychological aspects of tone production. Senn, Slingerland, Smith. *One hour, each term.*

79. *Extempore Speaking.* An introductory course in the fundamental principles of construction and delivery of short, original speeches. Slingerland. *Two hours, each term.*

80. *Story-telling.* Historical analysis and classification of typical stories. Reference to various periods of the child's development and consideration of stories suitable for each. Simple impersonation and dramatization; the making of story programs and actual practice in story-telling. Slingerland. *One and one-half hours, each term.*

101. *Forms of Public Address.* For business and professional people. Various forms of public address, with platform practice throughout the course. Senn. *Two hours, each term.*

107. *Advanced Voice Study.* Progressive physical and vocal exercises based on physiological and psychological principles. Senn. *One hour, fall and winter terms.*

166. *Play Production for Schools.* A course including the reading of short modern plays suitable for amateur production; choosing of plays, selection of individuals for roles, direction, and rehearsal; suggestion for resourceful methods in producing. Senn and Slingerland. *Two hours, fall and winter terms.*

ROMANCE LANGUAGES

Professor WARRINGTON, Madame Frost

FRENCH

1. *First Course in French.* Careful study of the main facts of French grammar with practice in pronunciation. Reading of easy French prose. French will be used as the language for conducting the course at as early a date as possible. Frost. *Two hours, each term.*

2. *Second Course in French.* French syntax with exercises in composition and oral practice. Reading from standard authors. Conducted in French. Frost. *Two hours, each term.*

3. *Third Course in French.* French conversation; exercises in composition and reading from French authors. Frost. *One hour, each term.*

104. *French Literature.* Reading course in French, period of which will be selected at the first meeting of the class. Frost. *One hour, each term.*

SPANISH

11. *First Course in Spanish.* The rudiments of the Spanish language. Pronunciation and the fundamental rules of syntax taught by means of oral drill and written exercises. The reading of a simple text. Warrington. *Two hours, each term.*

12. *Second Course in Spanish.* A rapid review of grammar, advanced work in syntax, writing of short essays, and reading of typical works by modern authors. Conversational exercises will be based upon easy Spanish narrative prose; conducted as far as possible in Spanish. Warrington. *One hour, each term.*

121. *Contemporary Spanish Literature.* A study of the literary groups and their doctrines; Valera and the classical idealists; the lyrical novel; Ramon Perez de Ayala and the psychological novel; the fore-runners of modernism; the drama and social problems. Warrington. *One hour, each term.*

NOTE: Two years of the two hour extension language courses or twelve hours will satisfy the entrance requirements for the bachelor of arts degree in the University or be accepted as the equivalent of one year of college language toward the same degree.

SOCIOLOGY

Dr. PARSONS, Mrs. DUNBAR, Miss HALL, Mr. BREWSTER

101. *Social Evolution*. A study of the process by which society progresses from the simple forms of primitive society to the complicated and artificial organization of highly developed cultures, with illustrations from present day and ancient civilizations. Parsons. *Two hours, fall term.*

102. *Problems of Social Institutions*. Elementary consideration of the problems which arise when institutions begin to function improperly in higher civilization or break down altogether. Problems of the family, the organization of authority, religion, property and education. Parsons. *Two hours, winter term.*

103. *Criminology*. The problem of crime and criminals; traditional and present day notions about him; factors in the physical and social environment contributing to the production of crime; punishment, reformation, and the scientific treatment of the criminal. Parsons. *Two hours, spring term.*

108ed. *Adjustment Problems of the School Child*. (See also Education.) Designed to give a better understanding of the personality, behavior and scholarship difficulties of problem children. Lectures supplemented by study and discussion of typical problem children selected from records of visiting teachers. Hall. *One hour, each term.*

140. *Community Organization*. Principles and practices of effective organization; constructive and destructive factors existing in community life; interrelationship of organizations; background of community movements. Dunbar. *Two hours, winter term.*

142. *Social Legislation*. Progress and content of social legislation and of the principles underlying it, with special reference to the laws of Oregon which social workers need to know and understand. Brewster. *Two hours, spring term.*

151. *An Introduction to Modern Social Problems*. The social problem; analysis of its historic development and manifestation in the so-called modern social problems. Parsons. *Two hours, fall and winter terms.*

159. *Religion and Social Service*. The social teaching of the Hebrew Prophets and Jesus considered in the light of their influence upon the development of modern social work in theory and practice. Parsons. *Two hours, spring term.*

192. *Social Service Seminar*. Primarily for the senior student in the school of social work, but open to a carefully selected number of graduate students interested in the study of social problems. Parsons and Creech. *Two hours, each term.*

SCHOOL OF ARCHITECTURE AND ALLIED ARTS

Professor ADAMS, Miss WUEST, Miss HALVORSEN, Mr. HUTCHINSON, Mrs. KREBS

ARCHITECTURE

137p. *Graphic Statics*. Graphic methods of solving problems in statical mechanics, with special reference to their application to trusses, beams and structural design in general. No previous training in mathematics is required except the ability to solve a formula. Adams. *Two hours, each term.*

151. *Elementary Structural Design*. General principles used in designing structural members to take care of the tensile, compressive and bending stresses; applications to problems in timber framing. Steel

framing and steel plate girders. Reinforced concrete, including beams, columns and retaining walls. Adams. *Two hours, each term.*

181. *Perspective Rendering.* Pen and ink and pencil rendering, chiefly of architectural subjects but suitable for illustrating in general. Designed to meet the needs of those who desire to become efficient in architectural rendering. Hutchinson. *Two hours, each term.*

20. *Art Appreciation.* The art of various nations; national characteristics and environment of country as related to their art. Discussion of foreign galleries and museums. Wuest. *One hour, fall term.*

21. *Art Appreciation.* Enjoyment and analysis of pictures. Various schools and styles of painting. Subject, interpretation and technique in painting. Wuest. *One hour, winter term.*

107. *American Art.* Development of American art from its beginning to the present time. Study of character and influences which formed the art of our country. American galleries. Civic art. Wuest. *One hour, spring term.*

CRAFTS

91. *Crafts.* (a) Gesso. Decoration in relief. A revival of an old Italian art which offers a simple method for decoration. (b) Parchment. Methods of developing transparent decoration on paper and on cloth for decorative purposes. Krebs. *One hour, fall term.*

92. *Block Printing.* Methods and processes involved in the cutting and printing of linoleum and wood blocks on different kinds of materials. Decoration developed by means of block printing. Krebs. *One hour, winter term.*

93. *Block Printing.* Color. Decoration developed by use of two or more blocks. Use of block printing for commercial purposes. Krebs. *One hour, spring term.*

DESIGN AND REPRESENTATION

94. *Design.* Fundamental principles of design. Proportion arrangement and spacing of line and mass as a basis for decoration. Sources of decoration and their development. Halvorsen. *One hour, fall term.*

95. *Design.* Development of naturalistic, abstract and geometric form as a basis for decoration. Creative design. Interpretation in various mediums. Halvorsen. *One hour, winter term.*

96. *Pencil, Pen and Ink.* Technique of pencil rendering in line and mass treatments. Methods of rendering with pen and ink. Pictorial and decorative compositions. Halvorsen. *One hour, spring term.*

97. *Freehand Drawing.* Study of the laws governing the appearance of form. Freehand perspective. Application of principles to the drawing of objects and nature forms. Halvorsen. *One hour, fall term.*

98. *Freehand Drawing.* Principles governing the appearance of form applied to structural drawing. Perspective of interiors and exteriors. Halvorsen. *One hour, winter term.*

99. *Water Color.* The use of transparent water color in pictorial and decorative expression. Color composition and harmonies. Technique of medium and methods of rendering. Halvorsen. *One hour, spring term.*

196. *Home Decoration.* Art elements in home planning and decoration. Fundamental principles of proportion and arrangement. Principles of constructive and decorative design and their relation to each other. Color schemes and harmonies. Furnishings for the home. *One hour, each term.*

SCHOOL OF BUSINESS ADMINISTRATION
Mr. JANNEY, Mr. KIRKPATRICK, Mr. HILTON, Mr. POWELL

ACCOUNTING

1. *Constructive Accounting.* An introduction to the entire field of accounting. Accounting principles, and the application to practical accounting. This course, or its equivalent, is required for admission to all other accounting courses. Janney.
Two hours, each term.

3. *Accounting Theory and Practice.* Presupposes a knowledge of the theory of accounting from the constructive standpoint. The theoretical aspects of accounting and their practical application. An introduction to the field of auditing. Prerequisite, Constructive Accounting. Janney.
Two hours, each term.

192. *Advanced Accounting Theory and Auditing.* Professional training in practical accounting theory and practice in preparation for the positions of auditor, comptroller, or executive; audits, balance sheet audits, detailed audits, cash audits and special investigations. Prerequisite, course 3 or its equivalent. Text: Walton's Advanced Accounting, volume II.
Two hours, each term.

193. *C. P. A. Problems.* Practice in solution of problems, training to analyze correctly and to gain correct form and desired speed in solving difficult problems, involving a knowledge of partnerships, executors' accounts, corporation accounts, revenue accounts, and fire insurance. Janney.
Two hours, winter and spring terms.

ADVERTISING

160. *Elementary Advertising.* Theory and practice; relationship to modern business and finance; investigating the market and the product; analysis of conditions; planning and preparing the campaign. Kirkpatrick and Powell.
Two hours, each term.

161. *Advanced Advertising.* Building the campaign; determining the plan; graph of ideas, preparation of copy; illustrations and reproduction; selecting media; buying space; placing the campaign; necessary follow-up of direct advertising campaigns; the advertising agency; the advertising manager; coordination between advertising and selling plans. Kirkpatrick and Powell.
One hour, each term.

BUSINESS LAW

115. *Business Law.* Fall term, a general view of various branches of law; the relation of law to business; contracts; statute of frauds and statute of limitations in connection with contracts. Winter term, sales of goods; uniform sales act; bailments. Spring term, agency and partnership. Hilton.
Two hours, each term.

121. *Real Estate Law.* Fundamental legal conceptions relating to business and land tenure. Classes of property and estates and rights incident thereto. Voluntary transfer of rights in property; passing of title by descent and will; and interests acquired by adverse possession. Mechanics' liens, judgments, vendor's liens, mortgages. Agent and principal. Hilton.
Two hours, each term.

SCHOOL OF EDUCATION

Dr. SHELDON, Dr. DEBUSK, Dr. BOSSING, Miss HALL

101. *Education and Childhood in English and American Literature.* The school as a social institution and the contribution of our leading novelists to the understanding of children. Scott, Dickens, Thackeray,

George Eliot, Anthony Trollope, Charlotte Bronte, George McDonald, George Meredith, Rudyard Kipling, H. G. Wells, Arnold Bennett, Edward Eggleston, Mark Twain, and others. Sheldon. *One hour, each term.*

102. *Education and Philosophy.* Study of the classics with a view to discovering the significance of education. Plato, Aristotle, Bacon, Locke, Kant, Schelling, Hegel, T. H. Green, John Dewey. Sheldon. *One hour, each term.*

108. *Educational Adjustment Problems of the School Child.* (See tional psychology selected to suit the needs and interests of the individual ality, behavior and scholarship difficulties of problem children. Lectures supplemented by study and discussion of typical problem children selected from records of visiting teachers. Hall. *One hour, each term.*

157. *Advanced Educational Psychology.* Special problems in educational psychology selected to suit the needs and interests of the individual students. Open to a limited number of upper division and graduate students who have had sufficient preparation in psychology and education. DeBusk. *Two hours, each term.*

160. *Diagnostic Tests for the Elementary School.* The principles of diagnostic test building, practice in the building of such tests; the procedure in remedial teaching. Readings, lectures and discussions. Bossing. *Two hours, each term.*

170. *New Movements in the Course of Study.* A comprehensive and practical consideration of recent and current movements in the curriculum of the elementary school. For teachers, supervisors, and principals in elementary schools. Bossing. *Two hours, each term.*

180. *Supervision in City School Systems.* An advanced course dealing with the philosophy and procedure of supervision in American city school systems. Bossing. *Two hours, each term.*

200. *Education Seminar.* A discussion club for all graduate education students preparing for a master's degree. Sheldon. *Credit to be arranged.*

SCHOOL OF JOURNALISM

Professor TURNBULL

30. *News writing.* A beginning course; lectures, leadwriting, copy-reading and proofreading. *Two hours, fall and winter terms.*

SCHOOL OF MEDICINE

Dr. BURGET, Dr. LARSELL, Dr. MANVILLE, Dr. NICHOL, Dr. SEARS

ANATOMY

101. *Gross Anatomy of the Human Body.* Anatomy by systems, i. e., osseous, blood vascular, augmented by charts, models, and special dissections; posture, muscular balance, and anatomical mechanics, and their relations to disease. Nichol. *Two hours, fall and winter terms.*

BIOLOGY

1. *General Biology.* A survey of the principal facts, theories and developments of biological science, particularly as related to animal organisms. For mature students with or without previous biological training. Larsell. *One hour, each term.*

105. *Neurology*. Presupposes psychology or biology. An introduction to the structure of the nervous system, and to the inter-relations of its several divisions. Larsell. *One hour, each term.*

PHYSIOLOGY

102. *Physiology*. Fall term, digestion, secretion, absorption and metabolism. Winter term, nervous system and special senses. Spring term, blood, circulation and respiration. Burget. *One hour, each term.*

106. *Important Factors in Human Nutrition*. Fall term, basal metabolism, heat regulation, metabolism of water, digestion of proteins, fats, carbohydrates and their absorption and utilization. Winter term, obesity, constipation, vitamins, food faddists, nutritional standards. Spring term, acid-base balance, mineral metabolism, nutritional hygiene, sunshine, perverted appetites, social and economic aspects of nutrition. Manville. *Two hours, each term.*

PUBLIC HEALTH

112. *Bacteriology and Public Health*. The causes and prevention of communicable diseases. Lectures, illustrated with the microscope, lantern slides, charts and bacterial cultures. For teachers, social workers and nurses. Sears. *One and one-half hours, fall and winter terms.*

SCHOOL OF MUSIC

Mr. BOYER, Mr. GOODRICH

10. *History and Appreciation*. Principal master works of musical literature. Classical and modern French, Russian, British and American composers discussed from the harmonic, melodic, orchestral and historical viewpoint. Goodrich. *One hour, each term.*

12. *Methods in Teaching Public School Music*. Adapting musical knowledge to the needs of the public school; arousing and holding interest; songs for the unification of voices; pitch and rhythm through note singing. Phrasing and interrelation. Boyer. *One hour, each term.*

13. *Scientific Music Reading and Choral Training*. Melody considered in relation to its supporting harmonic structure. Essentially an elementary course intended for those desiring participation in larger choral efforts. Boyer. *One hour, each term.*

36. *Operas and Operettas*. Operas and operettas suitable for school production; acting or character portrayal through the medium of song; stage management and directing. Boyer. *One hour, each term.*

150. *Musical Science and Philosophy*. Lectures on the building up of musical composition, melodically and harmonically; musical form; combinations of the various instruments of the orchestra, the pianoforte, and organ. Goodrich. *One hour, each term.*

SCHOOL OF PHYSICAL EDUCATION

Dr. BOVARD, Mr. KROHN

1. *Physical Education and Recreation*. Gymnastics, marching, floor work, and apparatus; folk dancing; volleyball, basketball, indoor ball; athletics for classes en masse; athletic efficiency test. Krohn. *One hour, each term.*

170. *Tests and Measurements in Physical Education*. Theory and practice of physical efficiency, motor ability tests, and physiological ratings. The more common tests used in physical education work and their efficiency and the conditions under which they may be used. Bovard. *Two hours, each term.*

COURSES OFFERED FOR THE AMERICAN INSTITUTE OF BANKING
PORTLAND CHAPTER

Mr. HENDRICKSON, Mr. HORN, Mr. HORNER, Mr. JANNEY, Mr. JAUREGUY, Mr. JONES,
Mr. MARTIN, Mr. MUNGER, Mr. TOOZE, Mr. WEBER

ACCOUNTING

1. *Analysis of Financial Statements.* Analysis and interpretation of the balance sheet and the profit and loss statement. A fundamental knowledge of the theory of accounts and of accounting terminology expected. Janney.

Three hours, fall term.

BANKING

1. *Banking Fundamentals.* Departmental activities of modern banking. Designed to help junior clerks to acquire some knowledge of the various activities of a bank and the relation of its departments with each other. Weber.

Three hours, fall term.

2. *Standard Banking.* Daily practices and problems of banking; history and principles of money, credit, and banking. Munger.

Three hours, winter term.

BUSINESS ENGLISH

1. *Business English.* (1) The mechanics of writing. A study of the fundamentals of grammar, spelling, punctuation, and sentence structure. (2) The organization and development of material. (3) Business forms. Types of business letters and reports. Horn.

Two hours, fall and winter terms.

BUSINESS LAW

1. *Commercial Law.* Contracts, agency, partnership, probate of estates, corporations, sales, mortgages, transfer of stock, bills of lading, and bankruptcy, with special attention to relations of these subjects to the banking business; reference to the Oregon law. Hendrickson.

Three hours, fall term.

2. *Negotiable Instruments.* The law of bills of exchange, notes, checks, and other negotiable paper, with special reference to the banking business; methods of transferring title to negotiable paper. Jaureguy.

Three hours, winter term.

CREDITS

1. *Credits.* Field of credits, credit instruments, bank credit departments, sources of credit information, financial statements, statement analysis, handling the borrowing account, buying open market paper, discounting receivable collateral loans, eligibility of paper for rediscount at Federal Reserve banks. Inter-bank loans, handling embarrassed and bankrupt concerns, commercial credits. Jones.

Three hours, winter term.

INVESTMENTS

1. *Investments.* Analysis of investments, with particular emphasis on the actual making of investments under local conditions, and the investment bank business. Martin.

Three hours, winter term.

POLITICAL ECONOMY

1. *Principles of Political Economy.* An analysis of the principles underlying production, exchange and distribution. Consideration of such problems as banking and currency reform, regulation of international trade, revenues, and taxation, the labor movement, wages and prices, regulation of transportation agencies, and control of trusts. Tooze.

Three hours, fall term.

PUBLIC SPEAKING

1. *Public Speaking.* Training for gathering and arranging material for short talks. How to state views clearly and forcibly; practical experience in actual speaking. *Two hours, fall and winter terms.*

SALEM EXTENSION CENTER

Extension work in Salem is organized on the lines of the Portland Center work, with the same regulations and the same fees. Classes are held in the Salem High School building, and registration made at the office of the superintendent of schools in that building. No formal requirements for admission to classes are made, but students who have not matriculated in the University receive provisional credit only.

ART

Assistant Professor ZANE

105sa. *Appreciative Studies in Painting and Sculpture.* To encourage the student in making his own response to a work of art—to develop the habit of response, to give confidence in his own judgment and feelings, and to help him express them. *One hour, fall and winter terms.*

78sa. *Commercial Design.* Nature of the best forms of commercial art; poster styles of lettering and of decorative illustration, and their effective arrangement for advertising purposes. *One hour, fall term.*

EDUCATION

Professor HUFFAKER, Superintendent HUG

157sa. *Educational Psychology.* Application of psychology to educational problems, particularly to those of the classroom. Huffaker. *One hour.*

156sa. *History of Education.* The development of modern educational ideas; educational writings of Comenius, Pestolozzi, Froebel, Rousseau, Herbart, Spencer, Dewey and others. Huffaker. *One hour.*

106sa. *Advanced Teaching Principles.* Theory and principles of the technique of instruction. Observations and reports of the practical application of such principles in actual teaching situations, with supplemental readings and class discussions. Hug. *One hour.*

ENGLISH

Dr. KOHLER

145sa. *Recent American Poetry.* Whitman and his influence; significance of the "new poetry"; special study of Frost, Sandburg, Robinson, Millay, Masters, Wylie, Teasdale, and Amy Lowell. *Two hours, fall term.*

HISTORY

Dr. CLARK

176sa. *The History of Oregon.* Geography, native inhabitants, maritime discovery, and exploration as a foundation for study of the settlement of the Willamette Valley, the acquisition of Oregon by the United States, and its political, social, and economic development up to 1859. *One hour, fall and winter terms.*

171sa. *The Rise of American Civilization.* Forces and influences that have formed the present United States; political, social, economic, geographic, and cultural factors connected with national development. *One hour, fall and winter terms.*

PSYCHOLOGY AND PHILOSOPHY

Dr. SHERMAN, Assistant Professor SUTHERLAND

102sa. *Introduction to Social Psychology.* Genesis of the social consciousness in the individual; relations of social consciousness to the moral self; contributions of biology, psychology, sociology, and philosophy to the moral self. *One hour.*

55sa. *Problems of Philosophy.* An introduction to philosophical problems. No preliminary training in philosophical study necessary. *One hour.*

OTHER EXTENSION CLASSES

Eugene

ART

Assistant Professor ZANE

72e. *Theory of Design.* A study of line as a motif; relationships and harmonies of line, shade, rhythm and tone. Pattern; presence of the idea. Lecture and laboratory. *Two hours, each term.*

BUSINESS ADMINISTRATION

Professor FOLTS, Assistant Professor STILLMAN

1e. *Constructive Accounting.* An introduction to the entire field of accounting. Accounting principles, and their application to practical situations by means of actual work on practice sets. Stillman. *Two hours.*

2e. *Investments.* The principles underlying successful investment; planned to be of practical value, especially to persons with small sums which they wish to invest in a safe and profitable manner. Folts. *No credit.*

EDUCATION

Assistant Professor TUTTLE

190e. *Moral Training.* Character as one objective of education; stages in character development, methods of training attitudes and sentiments, value of creative imagination, moral values in school subjects and extra-curricular activities. *One hour, fall term.*

ENGLISH

Assistant Professor HORN

75e. *Business English.* To develop proficiency in the correct use of language, with special reference to the practical needs of the student; mechanics of writing, the development of material, and types of business letters, forms and reports. *One hour, each term.*

76e. *Spoken English.* Principles of effective speech; designed to develop self-confidence, and the ability to think on one's feet, and to increase the vocabulary. *One hour.*

SOCIOLOGY

Assistant Professor BROWN

Modern Social and Health Movements. For nurses and other social workers. Sources for relief, parish, city, municipal, and organized private associations; methods of personal work; and legislation and education. *Two hours, winter term.*

Astoria

EDUCATION

Associate Professor BOSSING

160. *Diagnostic Tests for the Elementary School.* Principles of diagnostic test building, practice in the building of such tests, and the procedure in remedial teaching. Readings, lecture and discussions.

One hour, winter and spring terms.

170. *New Movements in the Course of Study.* Recent and current movements in the curriculum of the elementary school. For teachers, supervisors, and principals in elementary schools.

One hour, winter and spring terms.

Hood River

EDUCATION

Associate Professor BOSSING

160. *Diagnostic Tests for the Elementary School.* Principles of diagnostic test building, practice in the building of such tests, and the procedure in remedial teaching. Readings, lectures and discussions.

One hour, each term.

170. *New Movements in the Course of Study.* Recent and current movements in the curriculum of the elementary school. For teachers, supervisors, and principals in the elementary schools.

One hour, each term.

Rainier

EDUCATION

Associate Professor BOSSING

160. *Diagnostic Tests for the Elementary School.* Principles of diagnostic test building, practice in the building of such tests, and the procedure in remedial teaching. Readings, lectures and discussions.

One hour, fall term.

170. *New Movements in the Course of Study.* Recent and current movements in the curriculum of the elementary school. For teachers, supervisors, and principals in the elementary schools.

One hour, fall term.

The Dalles

EDUCATION

Associate Professor BOSSING

160. *Diagnostic Tests for the Elementary School.* Principles of diagnostic test building, practice in the building of such tests, and the procedure in remedial teaching. Readings, lecture and discussions.

One hour, each term.

170. *New Movements in the Course of Study.* Recent and current movements in the curriculum of the elementary school. For teachers, supervisors, and principals in the elementary schools.

One hour, each term.

Correspondence Study

THE FACULTY

ARNOLD BENNETT HALL, A.B., J.D., LL.D.	President of the University
ALFRED POWERS, B.A.	Dean of the Extension Division
DAN E. CLARK, Ph.D.	Director of Instruction by Correspondence
MOZELLE HAIR, B.A.	Director, Organization and Administration of Correspondence-Study
PERCY PAGET ADAMS, B.S.	Professor of Graphics
MARY E. BARNES, M.A.	Professor of English
RAY P. BOWEN, Ph.D.	Professor of Romance Languages
WILLIAM PINGRY BOYNTON, Ph.D.	Professor of Physics
MERTON KIRK CAMERON, Ph.D.	Associate Professor of Economics
ROBERT CARLTON CLARK, Ph.D.	Professor of History
EDMUND S. CONKLIN, Ph.D.	Professor of Psychology
EDGAR E. DECOU, M.S.	Professor of Mathematics
HARL R. DOUGLASS, Ph.D.	Professor of Education
ALICE HENSON ERNST, M.A.	Assistant Professor of English
JAMES HENRY GILBERT, Ph.D.	Professor of Economics
HERBERT CROMBIE HOWE, B.A.	Professor of English
RALPH R. HUESTIS, Ph.D.	Associate Professor of Genetics
PAT V. MORRISSETTE, M.A.	Instructor in English
PHILIP A. PARSONS, Ph.D.	Dean, School of Social Work and Professor of Applied Sociology
MARY H. PERKINS, M.A.	Professor of English
ETHEL I. SANBORN, Ph.D.	Assistant Professor of Botany
FRIEDRICH GEORG G. SCHMIDT, Ph.D.	Professor of German Language and Literature
HENRY DAVIDSON SHELDON, Ph.D.	Dean of School of Education
S. STEPHENSON SMITH, B.Litt.	Associate Professor of English
WARREN D. SMITH, Ph.D.	Professor of Geology
ALBERT RADDIN SWEETSER, M.A.	Professor of Botany
ANNA M. THOMPSON, M.A.	Assistant Professor of Romance Languages
ELNORA E. THOMSON, R.N.	Director of Public Health Nurse Training, Portland School of Social Work
HAROLD S. TUTTLE, M.A.	Assistant Professor of Education
FREDERIC G. YOUNG, LL.D.	Dean of School of Sociology and Professor of Sociology

INSTRUCTORS

CARROLL J. AMUNDSON, B.A.	History
WINNEFRED BRADWAY, B.A.	Physiology
BESS BROWN, B.A.	Health Education
GLADYS BUEHLER, B.A.	Mathematics
MRS. E. F. CARLETON, M.A.	Sociology
JULIA CHARPENTIER	First Year French
EULA DUKE, B.A.	Entrance English
MRS. VIRGIL D. EARL, B.A.	English Literature
CELIA V. HAGER, M.A.	Psychology
HELEN HERSHNER, B.A.	Sociology
ELMER FURUSET, B.A.	Advanced Writing
MRS. WILLIAM S. HOPKINS, B.S.	Economics
ELISABETH KARPENSTEIN, B.A.	German
STELLA KASTLEMAN, M.A.	Second Year French
GRACE R. MANN	English Composition and American Literature
MYRTLE MARIAN PADDOCK	Botany
JAMES H. PRUETT, B.A.	Physics
JOHN W. SUTHERLAND, M.A.	Psychology
JAMES C. STOVALL, B.S.	Geology
MRS. L. O. WRIGHT	Spanish
WENDELL L. VAN LOAN	Education

Correspondence-study, as offered by the extension division of the University of Oregon, is instruction of university grade, made available to persons not in residence at the University or in attendance at some other institution. It is instruction by means of lesson outlines, prepared by members of the University faculty, which take the place of the lectures and class exercises given to students in residence. Using these lesson outlines as guides, the student studies the text-books and reference materials in each particular course, and prepares papers and reports, which are mailed to the extension division for correction and suggestions by competent instructors.

PURPOSES OF CORRESPONDENCE-STUDY

Correspondence courses are offered for the benefit of persons in any community in the state who would like to study at home under the direc-

tion of the University. More definitely, these courses are designed to meet the requirements of the following groups:

(1) Persons not in residence at the University who desire to take courses entitling them to university credit.

(2) Persons who desire to take courses necessary to satisfy the entrance requirements of the University.

(3) Persons who, for any reason, desire to pursue studies under competent supervision, without any reference to university credit or requirements.

ELIGIBILITY TO CORRESPONDENCE-STUDY

The correspondence courses offered by the extension division of the University of Oregon are intended primarily for residents of the state. Exceptions are sometimes made in the case of students who are out of the state temporarily, or non-residents who are definitely preparing to enter the University.

No student is allowed University credit for correspondence work while in actual attendance at any college or high school.

No entrance examinations are required. 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.

CREDIT FOR CORRESPONDENCE-STUDY

Sixty term hours is the maximum amount of credit that may be earned toward graduation in correspondence study.

No graduate credit is allowed for correspondence work.

Students who are deficient in entrance credit may, under certain conditions, make up such deficiencies through correspondence courses.

Teachers may earn credit in correspondence courses in satisfaction of requirements in education for a state certificate.

GENERAL INFORMATION

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

Students interested in correspondence courses should write to the extension division of the University of Oregon for a complete catalogue. In this will be found full information about the courses offered, the rules governing correspondence-study, the amount of fees, texts required and other information necessary for registration

Courses for University Credit

The following courses may be taken through the department of correspondence study. For further information see the correspondence study catalogue, which may be obtained from the extension division, Eugene.

BIOLOGY

1. *Bird Study*. A combined reading and laboratory course on the biology of the bird, its habits, powers and adaptation, economic value. Lower division. \$6.00. *Three term-hours.*

BOTANY

2. *Systematic Botany*. Some of the typical flowers, use and meaning of the common descriptive terms, description, naming, and pressing of

ten Oregon plants representing at least five families. Lower division. \$4.50. *Three term-hours.*

3. *Advanced Systematic Botany.* Continuation of the previous course to make a more extended classification of plants. Lower division. \$4.50. *Three term-hours.*

4. *Shrubs and Trees.* This course will comprise: description and naming; economic uses; the government forests, care and value to the country. Upper division. \$4.50. *Three term-hours.*

DRAWING

1. *Mechanical Drawing.* The use and care of drafting instruments, geometric drawing, practical applications of the principles of orthographic projection to drafting-room practice, etc., are taught the student. Neat, plain lettering, shop drawing, tracings and isometric drawing receive special emphasis. Lower division. \$9.00. *Six term-hours.*

2. *Graphic Statics.* Graphic methods of solving problems in statical mechanics with special reference to their application to trusses and framed structures. No training in mathematics is required except the ability to solve a formula. Upper division. \$9.00. *Six term-hours.*

3. *Advanced Graphic Statics.* Graphic methods deduced and used for determining the bending moment, shear and deflection in beams; center of gravity and moment of inertia of a plane area; stresses in voussoir arches; deflection of trusses. Upper division. \$3.00. *Two term-hours.*

4. *Elementary Structural Design.* The principles of computation of the proper sizes in the various parts of trusses, machines, steel frame work or other objects under stress. The course is divided into three parts. Upper division. \$3.00 each. *Two term-hours, each part.*

ECONOMICS

1. *Economic History.* Study of the primitive stages of industry, the origin and growth of institutions and property, the rise of the modern industrial system, the development of foreign trade, the epoch of the great inventions, and the chief characteristics of modern industry. Lower division. \$9.00. *Six term-hours.*

2. *The Principles of Economics.* Wealth; foreign exchange and the tariff question; theory of interest, rent and wages; labor and protective legislation; railways and trust problems; socialism. \$12.00. *Eight term-hours.*

3. *Money, Banking and Economic Crises.* Theory of money, nature and use of credit and its relation to prices, monetary history of U S., nature and function of banks, relation to stock exchange, the defects of our currency system and suggestions for reform. Upper division. \$7.50. *Five term-hours.*

4. *Economics of Business Organization.* Nature of business organization, the classification and test of efficiency of business organizations, individuals in business, partnerships, joint stock companies, corporations, and the simple business trust. Principles of economics is prerequisite. Lower division. \$6.00. *Four term-hours.*

5. *Railway Economics.* The scope of transportation; American railroads; railroad regulation in England; railroad regulation in Germany; railroad regulation in France and Italy; regulation of railroads in the United States; the Transportation Act of 1920; the courts and railroad regulation; government ownership and operation.

Principles of economics is prerequisite. Upper division. \$6.00.

Four term-hours.

6. *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. Economic history and the principles of economics, or equivalent, prerequisites. Upper division. \$6.00.

Four term-hours.

7. *Regulation of Carriers.* Railroad regulation; regulation of motor trucks and busses; carriers by water. Principles of economics is prerequisite. Upper division. \$6.00.

Four term-hours.

EDUCATION

1. *Modern Methods of Teaching in the Upper Grades and High School.* Problems that confront the teacher every day in the classroom; supervised study; visual instruction; class procedure; project teaching; measuring the progress of pupils by means of standard tests and scales; adjustments of instruction to individual differences; and technique of controlled classroom experimentation. Upper division. \$4.50.

Three term-hours.

2. *Teaching Principles.* A study of the fundamental factors and processes in the psychology of learning, with practical application of the principles. Lower division. \$4.50.

Three term-hours.

3. *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. Lower division. \$4.50.

Three term-hours.

4. *Moral Training.* This course deals with emotion, the feelings, values, ideals, motivation, and problems related to the affective aspect of life; the motivation of choices, formation of habits, and the fixing of moral standards. Upper division. \$4.50.

Three term-hours.

5. *History of Modern Education.* The history of those educators whose practices and philosophies function today in our educational system. Upper division. \$4.50.

Three term-hours.

6. *Secondary Education.* Problems of secondary education; the progress made toward their solution, and the present conclusions of our leading authorities. Upper division. \$4.50.

Three term-hours.

7. *Child Welfare.* The physical and mental inheritance of the child, and the relation of this inheritance to acquired traits and habits; preventative and constructive work dealing with problems of child life. Upper division. \$4.50.

Three term-hours.

8. *School Administration and Supervision.* For superintendents and principals of schools. School organization, administration, and general business management are dealt with in part one. Supervision is the general topic in part two. Either course may be taken separately. Part one is not a prerequisite for part two. Upper division. \$4.50, either part.

Three term-hours, each part; six term-hours for both.

9. *Educational Psychology*. Inherited mental equipment of human beings; the learning process; the psychological principles involved in learning; the relation of secondary education to mental and social maturity. This course is divided into three sections of twelve lessons each, which may be taken separately. Lower division. \$9.00. *Six term-hours.*

10. *Educational Classics*. Thorough and critical reading of a number of the most important works on education, those which may be considered educational classics. For advanced students in education.

Teachers' Reading Circle Courses. Upon the satisfactory completion of either of the following courses, students receive a reading circle certificate for the current year on each book, and University credit. The two courses for 1927-28 were as follows:

11. *Theory and Method of Education*. The texts upon which this course is based approach the educational process from entirely different points of view. Lower division. \$3.00. *One and one-half term-hours.*

12. *Problems and Methods*. Some of the problems and most progressive methods of teaching pupils in the period of early adolescence. Lower division. \$3.00. *One and one-half term hours.*

ENGLISH AND LITERATURE

WRITTEN ENGLISH

1. *Exposition, Narration and Argument*. To enable the student to express himself in a clear and correct way; drill in grammatical construction. The course is outlined in three sections of sixteen lessons each. Section 1 has to do with exposition; section 2 with narration; section 3 with argument. Any section may be taken separately.

The completion of this course will clear the regular University requirement for written English. Lower division. \$9.00. *Six term-hours.*

2. *Advanced Writing*. Study and practice of general magazine writing sketches, essays, narratives, criticisms, and so on. Offered as the equivalent of the course in written English required of all University students in the sophomore year.

The course is divided into three sections of 16 lessons each, which may be taken separately. Lower division. \$13.50. *Nine term-hours.*

3. *Introduction to Short Story Writing*. The elements of a short story, descriptions of people, places, and states of mind, simple plot construction, with some attention to introductions, conclusions, and dialogue.

Students who cannot show adequate preparation for the course in short story writing will be expected to take this course first. Lower division. \$4.50. *Three term-hours.*

4. *Short Story Writing*. Designed to enable students to try out their abilities in creative writing. Lower division. \$4.50. *Three term-hours.*

5. *Advanced 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. Upper division. \$10.00. *Three term-hours.*

6. *Versification*. Experiments in the writing of verse, with study of various verse forms as mediums of expression. Upper division. \$4.50. *Three term-hours.*

7. *Book and Play Reviewing.* Study of the principles of criticism, based on readings from the great critics, and from contemporary sources. Prerequisite at least nine term-hours' work in literature, a college course in writing, and some knowledge of current literature. Two sections of sixteen hours each, which may be taken separately. Upper division. \$9.00. *Six term-hours.*

8. *Commercial English.* Training in concise, forceful expression, in assembling and interpreting data, and in good usage in form. Lower division. \$4.50. *Three term-hours.*

9. *Methods in Grammar School English.* Practical methods of presenting English. Upper division. \$4.50. *Three term-hours.*

10. *English for High School Teachers.* 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. Upper division. \$6.75. *Four and one-half term-hours.*

11. *Review Course in English Grammar.* Review course, in which the purpose is to organize and present material that will aid teachers preparing to take the state examination for a certificate. No University credit is given for this course. \$3.00.

12. *Debating.* Elementary course in the forms and methods of effective argument. Lower division. \$4.50. *Three term-hours.*

LITERATURE

1. *Early American Literature.* The development of American literature down to the contemporary period. Lower division. \$4.50. *Three term-hours.*

2. *Recent American Literature.* Continuation of Course 1 in Early American Literature. Lower division. \$4.50. *Three term-hours.*

3. *Nineteenth Century American Novel.* This course and the one following, Contemporary American Novel, are separate units of a single study of some of the foremost American novelists and of the historical and aesthetic forces which influenced their work. Early and Recent American Literature or their equivalents are prerequisites. Upper division. \$4.50. *Three term-hours.*

4. *Contemporary American Novel.* Continuation of course 3. Upper division. \$4.50. *Three term-hours.*

5. *Contemporary English Novelists.* The life, work, and one typical book of Kipling, George Moore, Galsworthy, H. G. Wells, Arnold Bennett, W. J. Locke, May Sinclair, Chesterton. Upper division. \$4.50. *Three term-hours.*

6. *Shakespeare.* Sixteen plays will be read with critical literature from critics of diverse schools of interpretation. Lower division. \$13.50. *Nine term-hours.*

7. *Socially Significant Literature.* Political and social problems discussed by the leading writers of the last quarter of a century in England and on the continent of Europe. For students who have had thorough preparation in the department of English literature in the University or its equivalent. Upper division. \$13.50. *Nine term-hours.*

8. *English Novel of the Nineteenth Century*. Twelve novelists of the nineteenth century, the classic age of the English novel. For advanced undergraduate students. Upper division. \$13.50. *Nine term-hours.*

9. *English and American Poetry, 1910-1920*. A critical study of representative works of Alan Seegar, Rupert Brooks, Sara Teasdale, John Masefield, Vachel Lindsay, Arturo Giovannitti, C. E. S. Wood, Carl Sandburg, Edgar Lee Masters, Robert Frost, Amy Lowell, and other contemporary poets. Upper division. \$9.00. *Six term-hours.*

10. *Methods of Teaching Literature in the Junior High School*. Consideration of the purpose of the study of literature, and the principles guiding choice of material, methods of presentation in the junior high school, as adapted to different types of literature; problems connected with outside reading. Upper division. \$4.50. *Three term-hours.*

11. *English Critics*. Primarily for advanced students and English teachers. Upper division. \$13.50. *Nine term-hours.*

GEOLOGY

1. *Geology I*. Introduction to the study of geology. Lower division. \$4.50. *Three term-hours.*

2. *Historical Geology*. A course for students who have had the introductory work of general geology. Lower division. \$3.00. *One and one-half term-hours.*

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

3. *General Geography*. This course is divided into three parts. Students may register for the entire course, or may take each part separately. Part I includes (a) mathematical geography, and (b) physiography. Part II deals with human, industrial and regional geography. Part III deals with political geography. Lower division. \$13.50. *Nine term-hours.*

4. *Physical Geography*. No University credit is given for the course. \$3.00.

HEALTH EDUCATION

1. *Health Education*. Designed for mature students seeking knowledge in the health field and interested in methods for demonstrating such knowledge. To be given in three sections. Sections II and III are in preparation. Lower division. \$3.00. *Two term-hours.*

HISTORY

1. *Oregon History*. Deals with the acquisition and building of a great western commonwealth. Opportunity is given for research, and original papers may occasionally be submitted for regular assignments. Upper division. \$4.50. *Three term-hours.*

2. *English History*. Study of England's social, economic, political and constitutional history from earliest times to the present day. Lower division. \$9.00. *Six term-hours.*

MATHEMATICS

1. *College Algebra*. This course is the equivalent of the first term's work for freshmen in literary courses in the University. Prerequisites are one and one-half years of elementary algebra and plane geometry. Lower division. \$6.00. *Four term-hours.*

2. *Plane Trigonometry*. This course is the equivalent of the second term's work for freshmen in literary courses. Prerequisites are elementary algebra, plane geometry, and college algebra. Lower division. \$6.00. *Four term-hours.*

3. *Analytic Geometry*. This course is a necessary foundation for calculus. The prerequisites are solid geometry, college algebra and plane trigonometry. Lower division. \$6.00. *Four term-hours.*

4. *Differential Calculus*. This course, plus the course in integral calculus, is the equivalent of the work of sophomores in architecture. Prerequisites are plane trigonometry and analytical geometry. Upper division. \$9.00. *Six term-hours.*

5. *Integral Calculus*. This course, plus the course in differential calculus, is the equivalent of the work of sophomores in architecture. Prerequisites are plane trigonometry, analytical geometry and differential calculus. Upper division. \$9.00. *Six term-hours.*

6. *Teaching of High School Mathematics*. Methods of teaching arithmetic, algebra, geometry and trigonometry and their history; prepared especially for teachers of mathematics. Upper division. \$4.50. *Three term-hours.*

7. *The Mathematics of Investment*. The principles of investment; interest, discount, annuities, amortization, the valuation of bonds, sinking funds and depreciation, building and loan associations, and the principles of life insurance. Lower division. \$4.50. *Three term-hours.*

8. *Review Course in Arithmetic*. A rapid review, primarily for persons who are planning to take the state examination for a teacher's certificate. No university credit is given for this course. \$3.00.

MODERN LANGUAGES

FRENCH

1. *First year, first term*. Lower division. \$6.00. *Four term-hours.*
2. *First year, second term*. Lower division. \$6.00. *Four term-hours.*
3. *First year, third term*. Lower division. \$6.00. *Four term-hours.*
4. *Second year, first term*. Lower division. \$6.00. *Four term-hours.*
5. *Second year, second term*. Lower division. \$6.00. *Four term-hours.*
6. *Second year, third term*. Lower division. \$6.00. *Four term-hours.*

GERMAN

1. *First year, first term*. Lower division. \$6.00. *Four term-hours.*
2. *First year, second term*. Lower division. \$6.00. *Four term-hours.*
3. *First year, third term*. Lower division. \$6.00. *Four term-hours.*
4. *Second year, first semester*. Lower division. \$9.00. *Six term-hours.*
5. *Second year, second semester*. Lower division. \$9.00. *Six term-hours.*

6. A third year course is contemplated if there is sufficient demand.
Upper division. \$4.50. *Three term-hours.*

SPANISH

1. *First year, first term.* Lower division. \$6.00. *Four term-hours.*
2. *First year, second term.* Lower division. \$6.00. *Four term-hours.*
3. *First year, third term.* Lower division. \$6.00. *Four term-hours.*
4. *Second year, first term.* Lower division. \$6.00. *Four term-hours.*
5. *Second year, second term.* Lower division. \$6.00. *Four term-hours.*
6. *Second year, third term.* Lower division. \$6.00. *Four term-hours.*

PHYSICS

1. *College Physics.* Prerequisites, algebra, geometry and elementary physics, or a fair equivalent for the latter in familiarity with machinery and common physical phenomena. Lower division. \$13.50.

Nine term-hours.

2. *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. Upper division. \$4.50.

Three term-hours.

3. *Meteorology.* Designed for those who want to study the subject as a matter of general intelligence and enjoyment, and for those who expect to enter the service of the U. S. Weather Bureau. Prerequisites, elementary algebra, plane geometry, and elementary physics. Upper division. \$4.50.

Three term-hours.

PHYSIOLOGY

1. *Elementary Physiology.* An introduction to human physiology. Lower division. \$4.50.

Three term-hours.

2. *Experiments in Physiology.* A series of ten practical experiments in physiology, accompanied by the necessary materials, will be offered to students doing satisfactory work in the course above or who are otherwise qualified for the work. Laboratory supplies will be furnished by the Extension Division with the course. Lower division. \$6.00.

One term-hour.

PSYCHOLOGY

1. *Elementary General Psychology.* Lower division. \$10.50.

Six term-hours.

2. *Elementary Psychology, Short Course.* Designed for the teacher who intends to take the state examination in psychology. No college credit. For review purposes only. \$3.00.

3. *Abnormal and Borderline Psychology.* A study of the better known types of abnormal and borderline mental phenomena from the standpoint of scientific interpretation. Prerequisite, any good course in the principles of general psychology. Upper division. \$6.75.

Four and one-half term-hours.

4. *Social Psychology.* A systematic study of mental phenomena in their bearing on human intercourse and development, both individual and social. Upper division. \$4.50.

Three term-hours.

SOCIOLOGY

1. *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. Upper division. \$11.25. *Seven and one-half term-hours.*

2. *Introduction to Modern Social Problems.* The nature and significance of the social problems in modern society. Upper division. \$4.50. *Three term-hours.*

3. *Criminology.* The problem of crime and criminals; factors in the physical and social environment which contribute to the production of crime; punishment, reformation, and the scientific treatment of the criminal. Upper division. \$4.50. *Three term-hours.*

Courses for Entrance Credit

ENGLISH

English and Literature. The following courses in English and literature are based upon the state course of study for high school English. They cover the four years of work in high school English so arranged that a student may take a half-year course or may complete the entire four-year course.

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|----------------------------------|---------|--------------------------------|
| 1. <i>Entrance English I.</i> | \$4.50. | <i>One-half entrance unit.</i> |
| 2. <i>Entrance English II.</i> | \$4.50. | <i>One-half entrance unit.</i> |
| 3. <i>Entrance English III.</i> | \$4.50. | <i>One-half entrance unit.</i> |
| 4. <i>Entrance English IV.</i> | \$4.50. | <i>One-half entrance unit.</i> |
| 5. <i>Entrance English V.</i> | \$4.50. | <i>One-half entrance unit.</i> |
| 6. <i>Entrance English VI.</i> | \$4.50. | <i>One-half entrance unit.</i> |
| 7. <i>Entrance English VII.</i> | \$4.50. | <i>One-half entrance unit.</i> |
| 8. <i>Entrance English VIII.</i> | \$4.50. | <i>One-half entrance unit.</i> |

9. *English Composition.* Based upon the state textbook in composition for high schools, and its plan of presentation. Adapted to seniors and juniors in high schools. \$9.00. *One entrance unit.*

10. *Entrance Grammar and Usage.* A simple outline of English grammar with such questions of usage as may come under each part of speech. \$3.00. *One-fourth entrance unit.*

HISTORY AND CIVICS

Civics 1. The framework of American government, state, local and federal, and the powers and duties of executive, legislative and judicial officers in all the units of government. \$4.50. *One-half entrance unit.*

Civics 2. Political parties and elections and the functions of American government in all its branches, including such subjects as foreign relations, crime and its prevention, etc. Course 1 or its equivalent is a prerequisite. \$4.50. *One-half entrance unit.*

American History. Based upon the state text in American history for Oregon high schools; the equivalent of a one-year course in American history in a standard high school. \$9.00. *One entrance unit.*

4. *World History.* Designed to give young students a conception of the background of history. \$9.00. *One entrance unit.*

MATHEMATICS

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 all entrance requirements in algebra at the University. \$4.50. *One-half entrance unit.*

2. *Elementary Algebra, Course A2.* This course is a continuation of A1. \$4.50. *One-half entrance unit.*

3. *Elementary Algebra, Course A3.* A continuation of course A2. \$4.50. *One-half entrance unit.*

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. \$4.50. *One-half entrance unit*

5. *Plane Geometry, Course G2.* This is a continuation of Course G1. \$4.50. *One-half entrance unit.*

6. *Solid Geometry, Course G3.* This course follows directly after course G2. Students who expect to specialize in mathematics, science or architecture should take this course. \$4.50. *One-half entrance unit.*

PHYSICS

1. *Elementary Physics.* When supplemented by a satisfactory amount of laboratory work in a high school or in a summer session of the University, this course will satisfy the entrance requirements of the University. Presupposes some familiarity with elementary algebra and plane geometry. \$9.00. *One entrance unit.*

DEGREES CONFERRED DURING YEAR 1926-27

College of Literature, Science and the Arts

BACHELOR OF ARTS

Joyce A. Albert, Portland	Elisabeth Karpenstein, Eugene
Isobelle Amon, Portland	Virginia Keating, Portland
Carl George Ashley, Portland	William Miller Kidwell, Pilot Rock
Lowell M. Baker, Stanfield	Charles A. Kilgore, Portland
Myrtle L. Baker, Portland	Dorothy Marie Kirby, La Grande
May Agile Barr, Portland	William A. Knowles, Eugene
Florence Rolleston Bathgate, Portland	Harry L. Leavitt, Portland
Kathleen Dealtry Bean, Freewater	Robert William Love, Eugene
Hugh L. Biggs, Ontario	Audrey Lucile Lundy, Myrtle Point
Gordon D. Billingsley, Portland	Isabelle D. Lundy, Eugene
Margaret W. Blackaby, Ontario	Imelda G. McAuliffe, Eugene
Leslie Blakney, Eugene	Gladys McCornack, Eugene
Bertha Orvetta Bodine, Newport	Grace McDermott, Eugene
Wilma Mary Boisselet, Portland	Clement Laird McKenna, Jr., Portland
Enid Faye Bolton, The Dalles	Thomas Adam McKenzie, Portland
Kenneth Carter Bonbright, Portland	Cecil May Mckercher, Portland
Joseph A. Bond, Eugene	Mary Louise Man, Portland
Ector Bossatti, Portland	Chauncey Elwin Marston, Portland
Horace Mayo Boyden, Portland	Louise H. Maxwell, Salem
Beryl Marjory Brown, Redmond	Gariand Meador, Prairie City
Milton G. Brown, Burns	Clatus Clifton Meredith, Eugene
Katie Maree Buchanan, Eugene	Ruth Comfort Miller, Eugene
Ivan T. Budaeff, Portland	Vern Wayne Miller, Portland
Alan Townsend Button, Portland	Gladys Dorothy Moeller, Eugene
Victor E. Campbell, Denver, Colorado	Jewell Katherine Montag, Portland
Sante D. Caniparoli, St. Helens	J. Virgil Morrisette, Yakima, Wash.
H. Jackson Capell, Portland	Alice Mortensen, Springfield
Letitia Lee Capell, Portland	Marion Morton, St. Helens
Ethel Lenore Casford, Eugene	Siemon W. Muller, Vladivostok, Siberia
Lillie Christopherson, Roseburg	Marian Lee Nelson, Portland
Margaret Clarke, Portland	Samuel James Newsom, Prineville
Lauren Herbert Conley, Long Beach, Cal.	Leonard A. Niemi, Portland
George Douglas Cooper, Eugene	Miriam Olds, Eugene
Helen Churchill Coplan, Portland	Hilda Josephine Olsen, Aberdeen, S. Dak.
Phyllis M. Coplan, Portland	Charles A. Orr, Eugene
Esther Lucile Cottingham, Eugene	Howard K. Osvoild, Portland
Aubrey Milton Davis, Portland	Tuley P. Otto, Portland
Benjamin Alexander de Civray, Eugene	Thomas Neilson Page, Portland
Harriet Dezendorf, Portland	Fenton B. Parker, Portland
Ethel Elizabeth Dickson, Portland	Norman J. Parker, Eugene
Vincent Leones Domingo, Portland	Lucille A. Pearson, Pendleton
Alice Jeannette Dorman, Ontario	Faye Corinne Perkins, Eugene
Dorothea Drake, Portland	Doris Louise Perry, Eugene
Eula Duke, Eugene	Marian Phy, Union
Althea Harriett Dwyer, Portland	Hazelmary Price, Portland
Katherine Jean Edgar, Portland	Lee Andrew Rapp, Eugene
Forrest Alden Ehlers, Redmond	Lola Marie Richardson, Rainier
Dorothy Ruth Ellison, Portland	Oran C. Rickard, Junction City
Edward E. Evans, Portland	Francis Lawry Rieder, McMinnville
Janet Fenstermacher, Portland	Anna T. Root, Eugene
John Burke Flynn, Portland	Veola Peterson Ross, Corvallis
Allan G. Frisbie, Portland	Theodore C. Ruch, Eugene
Willard M. Gobbell, Portland	Kenneth John Ruth, Eugene
Thomas M. Graham, Oak Grove	Tyra Corinne Rylander, Warren
Harold Edward Gray, Post	Helen Elizabeth Schaper, Eugene
H. Lewis Greene, Portland	Herman Semenov, Portland
Robert Bronson Greene, Portland	Edith Marie Shell, Wallowa
Mildred B. Hansen, Salem	Susie M. Shepherd, Eugene
James G. Harding, Eugene	Paul E. Shinger, Wheeler
Kenneth G. Heisler, Portland	Helen Shinn, Eugene
Herbert Cushing Henton, Portland	Robert Hajime Shiom, Portland
Robert Yorke Herren, Iowa City, Ia.	Wilmer Cauthorn Smith, Corvallis
Verden E. Hockett, Salem	Edith Dorinda Sorenson, Everett, Wash.
Robert Ellis Hunt, Seattle, Wash.	Frank LeRoy Soule, St. Anthony, Idaho
Lois Margaret Inman, Eugene	Harold Carleton Sox, Albany
Marguerite E. Jackson, Oregon City	Betty Mae Pesterfield Stamm, Eugene
Olga Marie Jackson, Albany	Jean Gladstone Steel, Eugene
Florette Janelle, Gardiner	Catherine Struplere, Spokane, Wash.

Chen Yuen Tao, Haiphong, Indo-China
 Marie Elizabeth Temple, Pendleton
 Chien-Fei Teng, Peking, China
 Catherine LaVerne Tirrell, Eugene
 May Tolle, Eugene
 S. David Turteltaub, Portland
 Alfred Cole Veazie, Portland
 Edmund A. Veazie, Portland
 Thelma Jane Vernon, Salem
 Bernice Mae Via, Forest Grove
 Marcel Villiger, Portland
 Martha Elizabeth Wade, Eugene

Kenneth R. Wadleigh, Eugene
 Shu Wang, Peking, China
 Hazel A. White, Portland
 Frank Ashton Wilson, Portland
 Emma Laura Winterberger, Eugene
 Mary Louise Wisecarver, McMinnville
 Virginia Wood, Eugene
 Harvey Anderson Woods, Ashland
 Doris M. Young, Bandon
 Adeline L. Zurcher, Portland
 Nellie Jacqueline Zurcher, Enterprise

BACHELOR OF SCIENCE

Levi Nesmith Ankeny, Walla Walla, Wash.
 Frank W. Auten, Eugene
 Marion Jean Barnum, Independence
 Joe Bickie, Portland
 Jackson A. Bliss, Berkeley, Cal.
 D. Charles Bollam, Portland
 Loris Julian Bonney, Haines
 Harold J. Brumfield, Portland
 Ardath Lillian Caldwell, Portland
 J. Francis Cleaver, Los Angeles, Cal.
 Harry Tristram Coffin, Jr., Eugene
 Laurence P. Desmond, Pendleton
 Roland D. Eby, Oregon City
 Woodbridge K. Geary, Burns
 Ermine K. Gentle, Salt Lake City, Utah
 Alfred B. Geyer, Jr., Portland
 Arthur E. Hedger, Live Oak, Cal.
 George Parsons Hinkle, Eugene
 Boyd Conger Homewood, Bend
 Charles W. Jamison, Eugene
 Fordyce A. H. Johnson, Portland
 Frank Glonnée Johnson, Eugene
 Ben R. Jordan, Enterprise
 A. Douglas King, Portland

Vasily Kniasseff, Eugene
 Ted R. Larsen, Eugene
 Walter Albert Lloyd, Portland
 Lawrence Earle Loveridge, Portland
 John Eldon McIntyre, Portland
 Louise Kelly McLean, Portland
 Paul Ramsey Matthews, Portland
 Fleta Ilo Merrill, Hardman
 Melba V. Mickelson, Eugene
 Raymond Edward Moeser, Portland
 John D'Arcy Morgan, Portland
 Charles G. Robertson, Salem
 Irvin Schatz, Portland
 Delia Sherwood, Coquille
 Albert H. Sinclair, Eugene
 Ralph W. Staley, Portland
 Robert Lee Strickland, Forest Grove
 Alice Luella Swearingen, Portland
 Ralph Tuck, Roseburg
 Lynn Seeley Van Gorder, Portland
 Edwin D. Warren, Portland
 Harold Leighton Williams, Corvallis
 Hubert Jose Yearian, Eugene

School of Architecture and Allied Arts

BACHELOR OF ARCHITECTURE

Virginia Keeney, Eugene

BACHELOR OF SCIENCE IN ARCHITECTURE

Leland T. Walker, Wendling

BACHELOR OF ARTS

Victoria Avakian, Eugene
 Helen Dean Davidson, Portland
 Helen Elizabeth Ernst, Portland
 Dorothy E. Jonsrud, Boring
 Rolf Klep, Astoria
 Helen Gertrude McGee, McMinnville
 Marjorie Merrick, Portland

Frances Irene Morgan, Portland
 Katherine R. Peterson, Portland
 Marion Schlessner, Portland
 Marie Schulderman, Portland
 Kathryn Sterling Short, Portland
 Della Somers, Eugene

BACHELOR OF SCIENCE

Vivian Hargrove, Salem
 Lydia Herrick Hodge, Eugene

Lloyd Robertson, Eugene
 Frank Roehr, Portland

School of Business Administration

BACHELOR OF BUSINESS ADMINISTRATION

Romulo C. Avila, Iloos Sur, P. I.
 Euicho Cherlweren Chung, Portland
 Hung Fai Chung, San Francisco, Cal.
 Richard L. Collins, Eugene
 Father Basil, Mt. Angel
 Charles W. Heck, Eugene
 William Claire Kneeland, Eugene

Antonia E. Koberstein, Portland
 Henry Maier, Portland
 Lester L. George Oehler, Salem
 William J. Owsley, Silver Lake
 Lester G. Porter, Creswell
 Anne Runes, Portland
 Chester Glen Zumwalt, Portland

BACHELOR OF ARTS

George S. Berezovsky, Seattle, Wash.
 Peyton Q. Burton, Portland
 Lloyd A. Byerly, Portland
 Clarence Orvil Carter, Myrtle Point
 John M. Clark, Freewater
 Jerome Gunther, Portland
 Evelyn E. Humphreys, Heppner
 Carl E. Johnson, Oregon City
 Oscar Erving McKinney, Eugene
 Kathaleen M. McReynolds, Cottage Grove

John Louis Niedermeyer, Medford
 Frank C. Rice, Portland
 Leland Burdette Shaw, Beaverton
 Warren Stevens, Portland
 Charles Norris Stockwell, Portland
 Elizabeth Caroline Strohecker, Portland
 Margaret Blondel Swan, Eugene
 Morris E. Tarsbis, Portland
 Frank Stannard Walker, Ashland

BACHELOR OF SCIENCE

Orville R. Blair, Eugene
 William Carroll Ford, Eugene
 Gertrude M. Hill, Eugene
 Chester Jean Irelan, Portland
 Reed Jagger, Oregon City
 Fern George Kelly, La-Grande
 Alice Catharine McKinnon, Eugene
 Edmund John McLaren, Portland

Berwyn H. Maple, Portland
 George W. Mimnaugh, Portland
 Herman W. Oakes, Eugene
 Wallace Noyes Pack, Portland
 Elton A. Schoeder, Myrtle Point
 Earl William Slocum, Portland
 Frank Troutman, Portland
 A. Ray Williams, Eugene

MASTER OF BUSINESS ADMINISTRATION

Harold Charles Elkington, B.A., Whitman College, 1925.
 Thesis: Installment selling (development, economic status and credit recommendation).
 William A. Fowler, B.S., Whitman College, 1925.
 Thesis: The competitive position of the Port of Portland.
 John Wilbur Vaughan, B.S., New Mexico College of Agriculture and Mechanic Arts, 1926.
 Thesis: Personnel administration in department stores.

School of Education

BACHELOR OF SCIENCE IN EDUCATION

Cora E. Coleman, Portland Ray Stanley Langworthy, Nehalem

BACHELOR OF ARTS

Lucio Paraiso Aquino, I. Norte, P. I.
 Mertie Auten, Portland
 Grace S. Calkins, Eugene
 Barbara Chapman, Dallas
 Dorsey E. Dent, Eugene
 Gertrude S. De Witt, Portland
 Mary C. Harding, Sherwood
 Catherine Hogshire, Portland
 Laura C. Johnson, Pendleton
 Maurine Maurell Johnston, Parma, Idaho

Helen Latham, Eugene
 Ethyl H. Marks, Roseburg
 Edna Beatrice Peters, Portland
 Alice A. Tunnell, Eugene
 Otis J. White, Eugene
 Eddith C. Wilson, Portland
 Ethel E. Wilson, Portland
 Daisy Eva Witham, Paisley
 C. Marqueriete De Marcus Wood, Portland

BACHELOR OF SCIENCE

Arlene Butler, Medford
 Claude E. Crumb, Eugene
 Alice Christine Downer, Portland
 Jeannetta Agnes Dugan, Portland
 Frances Lucretia Effinger, Portland
 Guy Perry, The Dalles
 Evangeline E. Foster, Eugene
 Clara A. Gravos, Vida
 Vesta Martine Hall, Oakland
 Doris Adella Healey, Portland

Rose E. Johnson, Portland
 Frances LeVerne Lamb, Eugene
 Arley R. Marsh, Elmira
 Romaine Nicholson, Bend
 Catherine Sartain, Eugene
 Wilamina Shields, Portland
 Rachel Mae Storer, Eugene
 Dot Elizabeth Ward, Portland
 Homer Angelo Wise, Sherman, Cal.

School of Journalism

BACHELOR OF ARTS

Sol Abramson, Portland
 Lewis Beeson, Eugene
 Pauline Bondurant, Portland
 Frances Mary Bourhill, Portland
 Glen F. Burch, Gladstone
 Minnie Mildred Fisher, Portland
 Edward Harwood French, Jr., Los Angeles, Cal.
 Beatrice L. Harden, The Dalles
 C. P. Horn, Jr., Falls City

Bertram E. Jessup, Portland
 Webster Anderson Jones, Eugene
 Faith J. Kimball, Independence
 Alfred S. Lockwood, Portland
 Cynthia Genevieve Morgan, Harrisburg
 Eva V. Nealon, Central Point
 Paul G. Sletton, Hood River
 Helen Reynolds Wadleigh, Eugene
 Donald Lambert Woodward, Portland

BACHELOR OF SCIENCE

Wilma M. Lester, Orland, Cal.
Herbert B. Powell, Vancouver, Wash.

Warren C. Small, Milton
Paul Eugene Tracy, Eugene

School of Law

DOCTOR OF JURISPRUDENCE

Harold W. Emmons, Portland
James Edwin Keech, Stayton
Edward C. Kelly, Medford

Frank DuMond Mayer, Lebanon
Ernest Milton Robertson, Wichita Falls, Tex.

BACHELOR OF LAWS

Robert Deane Clapperton, Deer Island
Bruce Yorke Curry, Portland
Carl A. Dahl, Portland

Robert T. H. Mautz, Portland
Hymen Samuels, Portland
Aaron B. Touhey, Portland

BACHELOR OF ARTS

Helen Louise Crosby, Eugene

Ralph Richard Martig, Harrisburg

BACHELOR OF SCIENCE

Charles A. Colistro, Portland
Ward Holcomb Cook, Astoria
Forrest Edmond Cooper, Eugene

Wilford C. Long, Portland
Robert Carlisle Thurston, Portland
Orval Dexter Yokom, Mt. Vernon

School of Music

BACHELOR OF MUSIC

Gwendolen Lampshire Hayden, Eugene
Daisy Belle Parker, Eugene

Reta A. Warnock, Enterprise

BACHELOR OF ARTS

Betty Marie Alexander, Pasco, Wash.
Gratia Katherine Graef, Portland
Zella Valillia Green, Mt. Vernon
Marion Horsfall, Marshfield

Myrtle V. Jansson, Colton
Grace Evangeline Potter, Eugene
Esther Louise Setters, Astoria
Florence Sinnott, Roseburg

School of Physical Education

BACHELOR OF ARTS

Roland E. Belshaw, Powers
Irva Dale, Pendleton
Victoria Ellean Fargher, Dufur
Myrtle Helen Mast, Lee

Mae Louise Mordoff, Klamath Falls
Clarence Edward Toole, Portland
Lillian D. Vulgamore, Burns

BACHELOR OF SCIENCE

George Leroy Allison, Portland
Florence E. Baker, Marshfield
Gladys Naomi Bristol, Portland
Walter F. Fenwick, Springfield
Dwight A. French, Klamath Falls
Gilbert Leslie Hermance, Outlook, Wash.
Dale James Ickes, Palouse, Wash.
Elizabeth Adelaide Lewis, Eugene

Donald K. Park, Eugene
Margaret M. Pepoon, Oregon City
Edith Lincoln Pierce, Salem
Eugene F. Richmond, Portland
Helen Newland Robson, Eugene
Vesta Scholl, Hubbard
Mildred L. Stephen, Romeo, Mich.

School of Sociology

BACHELOR OF ARTS

Thora V. Boesen, Eugene
Margaret M. Cleveland, Vale
Abel Eklund, Kingsbury, Cal.
Helen Hershner, Hood River

Elizabeth Manning, Klamath Falls
Holly Shanks, Spokane, Wash.
Narciso Soberano, Iloilo, P. I.
Inez M. Tyler, Salem

BACHELOR OF SCIENCE

Anna Katherine Chapman Hopkins, Eugene
Louis Dale LaFountaine, Portland
Florence Hubbard Leekley, Portland

Faith Alice Friday, Salem
Louise Teresa Schneider, Portland
Florence Marie Smith, Ashland

SOCIAL WORK CERTIFICATE

Della R. Bremmer, Portland
 Margaret M. Cleveland, Vale
 Margaret Inabnit, Portland
 Elizabeth Manning, Klamath Falls
 Faith Alice Friday, Salem

Floy Y. Russell, Portland
 Holly Shanks, Spokane, Wash.
 Genevieve Grace Thompson, Portland
 Inez M. Tyler, Salem

PUBLIC HEALTH NURSING CERTIFICATE

Teresa DeVore, Portland
 Mae M. Dwyer, Portland
 Helen M. Fisher, Portland

Bertha Williams Griffith, Portland
 Kathleen M. Leahy, Portland
 Helen J. Samson, Portland

*School of Medicine**Doctor of Medicine*

Frederick Cecil Adams, Portland
 George Harold Adler, B.A., Portland
 Roderic Randal Belknap, Nampa, Idaho
 Rudolf Alfred Bissett, B.S., Ph.C., Portland
 Adna Milton Boyd, Portland
 John W. Brand, Ph.G., Portland
 Virgil Leroi Cameron, Portland
 H. Jackson Capell, B.A., Portland
 William Payne Chisholm, Portland
 Eyolf Frantz Corneliusen, B.A., Portland
 Clifford Allen Dickey, B.S., Regina, Sask.
 Lester A. Edblom, Portland
 Clarence Lee Gilstrap, Ph.C., Portland
 Elizabeth Gunn, B.S., Seattle, Wash.
 Dwight Warner Gregg, Ashland
 George Eldred Hoxsey, Portland
 Leon Edward Kienholz, B.S., Spokane,
 Darrell Gipson Leavitt, B.A., Portland
 Charles Wilson Lemery, Gervais
 Harold Dwight Lyman, B.A., Gresham
 Cecil Wayne McCain, Portland
 Justin Stanislaus McCarthy, B.A., Port-
 land

Charles Joseph Murray, B.S., M.S., Taco-
 ma, Wash.
 Walter Edwin Nichol, B.S., Portland
 Herald Templeton Nokes, Salt Lake City,
 Utah
 Warren E. Page, B.S., Portland
 Ben I. Phillips, B.A., Portland
 Arthur Dean Pochert, B.S., Ph.G., Ph.C.,
 Tacoma, Wash.
 Ralph Evans Poston, B.A., La Grande
 John DeLoss Rankin, Portland
 Farrar Leroy Read, B.S., Ph.G., Portland
 Raymond Manning Rice, B.S., Eugene
 Laurence Roland Serrurier, B.A., Portland
 Vida Povey Sherwood, B.A., Portland
 Paul Seikiehi Shigaya, B.S., Kent, Wash.
 Howard P. Staub, Portland
 Milton Byrd Steiner, Salem
 Robert Harold Stewart, Spokane, Wash.
 I. Jack Vidgoff, B.S., Portland
 Adolph Philip von Hungen, Portland
 Ralph W. Watters, B.A., Portland
 John BeVier White, B.A., Portland
 Thomas D. Wyatt, M.S., Baker

Military Science

The following students have completed work in the departments of Military Science and Tactics on the campus and in the School of Medicine qualifying them for commissions in the Officers Reserve Corps, United States Army:

SECOND LIEUTENANTS, INFANTRY

John Francis Cleaver

Harold Mark Barthel
 Orville Rudolph Blair
 Harold Jordan Brumfield
 Earl Alton Chiles
 William Foxwell James, Jr.
 Bert Cooley Kerns
 William Miller Kidwell

Henry Maier
 Joe Parker Price
 Hilding Albert Rydell
 Leland Burdette Shaw
 James Curl Stovall
 Frank Stannard Walker
 Frank Ashton Wilson

The following students will be recommended upon completion of R. O. T. C. summer camp:

Marion L. Anderson
 Alan W. Christensen
 Donald L. Jeffries

Ralph W. McCulloch
 Byron A. Serfling
 Harlow L. Weinrick

FIRST LIEUTENANTS, MEDICAL SECTION

Adna Milton Boyd
 Virgil Leroi Cameron
 William Payne Chisholm
 Lester Almond Edblom
 George Eldred Hoxey
 Leon Edward Kienholz
 Darrell Gipson Leavitt
 Harold Dwight Lyman

Warren Elmer Page
 Ralph Evans Poston
 John De Loss Rankin
 Laurence Roland Serrurier
 Milton Byrd Steiner
 Adolph Philip von Hungen
 Ralph W. Watters
 John Be Vier White

Graduate School

DOCTOR OF MUSIC

Conferred Upon

WILLEM VAN HOOGSTRATEN

In recognition of his outstanding achievements in the world of music.

MASTER OF ARTS IN PUBLIC SERVICE

Conferred Upon

CHARLES HENRY CAREY

In recognition of his scholarly contributions to the history and jurisprudence of the State of Oregon.

MASTER OF ARTS

Edward Wilson Bieghler, B. A., Oregon.

Major, Romance Languages. Minor, Education.

Thesis: Miguel de Unamuno: Novelist and "nivolist."

John C. Brougher, B. A., Willamette.

Major, Physiology. Minor, Pathology.

Thesis: Studies on parathyroid tetany.

William Herschel Bunch, B. A., Walla Walla College.

Major, Mathematics. Minor, Education.

Thesis: Hermite's functions—A study of the functions and expansions associated with the adjoint differential equations

$$\frac{d^2u}{dx^2} + x \frac{du}{dx} + (n+1)u = 0$$

and

$$\frac{d^2v}{dx^2} - x \frac{dv}{dx} + nv = 0$$

Eugene Callaghan, B. A., Oregon.

Major, Geology. Minor, Chemistry.

Thesis: Geology of the Heceta Head district.

Hilda Brant Carruth, B. A., Oregon.

Major, German. Minor, Mathematics.

Thesis: The portrayal of character in the chief novels and dramas of Hermann Sudermann.

Geraldine Cartmell, B. A., Oregon.

Major, English. Minor, Philosophy.

Thesis: The quality of inevitability in the novels of George Eliot and Thomas Hardy.

Helen Bothwell Crouch, B. S., Syracuse.

Major, English. Minor, Education.

Thesis: Victorianism and the decadent revolt.

Felipe B. Gamboa, B. A., Oregon.

Major, Political Science. Minor, Sociology.

Thesis: The American acquisition of the Philippines.

Donald Pomeroy Grettie, B. A., Willamette.

Major, Chemistry. Minor, Physics.

Thesis: A study of the absorption of organic compounds on hydrous oxides and fuller's earth.

George Darby Helm, B. S., Oregon Agricultural College.

Major, English. Minor, French.

Thesis: A study of Shelley's theory of poetry.

Herschel E. Hewitt, B. A., Grand Island College.

Major, Physics. Minor, Mathematics and Chemistry.

Thesis: Galvanomagnetic and thermomagnetic effects in copper.

Arthur C. Hicks, B. A., Oregon.

Major, English. Minor, Philosophy.

Thesis: The structure of Meredith's novels and the Comic Spirit.

Alta Cooney Hoover, B. E., Washington.

Major, English. Minor, French.

Thesis: A survey of the criticism of the theater as expressed in the plays of Henry Fielding.

Raymond D. Lawrence, B. S., Oregon.

Major, Political Science. Minor, Journalism.

Thesis: A study of functional representation.

- Ralph Leonard Lupher, B. A., Oregon.
Major, Geology. Minor, Chemistry.
Thesis: Two new genera of Pachyodonts from the Mesozoic of Oregon.
- Edgar R. Means, B. A., Reed College.
Major, Education. Minor, Psychology.
Thesis: Some problems in the articulation of students' high school and university programs.
- Pat V. Morrisette, B. A., Oregon.
Major, English. Minor, Education.
Thesis: Synaesthetic tendencies in the imagery of Percy Bysshe Shelley and John Keats.
- Odilo H. Ortman, B. A., Mt. Angel College.
Major, English. Minor, Education.
Thesis: The Macabre in the writings of Charles Dickens.
- Francis Fountain Powers, B. A., Washington.
Major, Education. Minor, Latin.
Thesis: A diagnostic test in first year Latin.
- Herman Austin Seullen, B. A., Oregon.
Major, Zoology. Minor, Botany.
Thesis: The bremidae (bumblebees) of Oregon, with notes on their distribution and floral visiting habits.
- Manuel Edward Souza, B. A., Stanford.
Major, Geology. Minor, Chemistry.
Thesis: Physiography and structure of the Oregon coast range province.
- Ida May Stauffer, B. A., Oregon.
Major, Education. Minor, Sociology.
Thesis: A history of the educational activities of the Congregational Church in the Pacific Northwest.
- Harvey Elmer Tobie, B. A., Willamette.
Major, History. Minor, Education.
Thesis: The Willamette Valley before the great immigrations.
- Emil Lewis Winterberger, B. A., Union College.
Major, History. Minor, Sociology.
Thesis: The Presbyterian Church in Oregon.
- Flaud C. Wooton, B. S., Oregon.
Major, Education. Minor, Sociology.
Thesis: A description and an interpretation of the Hamburg community schools.

MASTER OF SCIENCE

- Alton Gabriel, B. S., Oregon.
Major, Chemistry. Minor, Geology.
Thesis: The use of aluminum oxide in the refining of kerosene distillate.
- Hazel Ruth Hayden, B. S., Oregon.
Major, Botany. Minor, Zoology.
Thesis: The Hepaticae of Western Oregon.
- H. Birnet Hovey, B. S., Utah.
Major, Psychology. Minor, Zoology.
Thesis: Measures of extroversion introversion tendencies and their relation to performance under distraction.
- Ralph O. Van Waters, B. S., Oregon.
Major, Psychology. Minor, Sociology.
Thesis: Some experiments on the transfer of training in the albino rat, with a note on form discrimination.
- John Lewis Wilson, B. A., B. S., Jamestown College; M. A., Michigan.
Major, Chemistry. Minor, Physics.
Thesis: The concentration of a "bios."

MASTER OF FINE ARTS

- Hazel Dorothy Borders, B. A., Oregon.
Thesis: A decorative scheme for the architecture library, involving backgrounds, furniture, hangings and accessories.

STATISTICAL SUMMARY

ENROLLMENT FOR THE YEAR 1926-27

EUGENE CAMPUS:	Men	Women	Total
Graduate School	83	64	147
Law School	62	3	65
Seniors	217	203	420
Juniors	316	297	613
Sophomores	411	384	795
Freshmen	533	419	952
Specials	23	17	40
Eugene Bible University Students	22	0	22
Total	1,667	1,387	3,054
*Duplicates	15	10	25
Net Total	1,652	1,377	3,029
PORTLAND MEDICAL SCHOOL	210	15	225
Total Enrollment for Academic Year of Full-time Students	1,862	1,392	3,254
SUMMER SESSIONS, 1927:			
Portland Session	103	561	664
Eugene, Regular Session	221	339	560
Eugene, Post Session	46	54	100
Total Summer Enrollment	370	954	1,324
†Duplicates	38	43	81
Net Total	332	911	1,243
EXTENSION DIVISION:			
Eugene Extension	0	17	17
Portland Extension	1,185	1,698	2,883
Salem Extension	23	95	118
Correspondence Study	812	1,637	2,449
Total Extension Students	2,020	3,447	5,467
‡GRAND TOTAL ENROLLMENT, 1926-27	4,214	5,750	9,964

* Students registered both as seniors and graduates during the year.

† Excluding duplicates between post session and other summer sessions.

‡ This total does not eliminate duplication between the regular session of the academic year and the summer sessions and extension work.

ENROLLMENT FOR FALL AND WINTER TERMS, 1927-28

EUGENE CAMPUS:	Men	Women	Total
Graduate School	66	48	114
Law School	68	4	72
Seniors	254	241	495
Juniors	291	328	619
Sophomores	419	322	741
Freshmen	532	410	942
Specials	24	17	41
Eugene Bible University Students	19	1	20
Total	1,673	1,371	3,044
PORTLAND MEDICAL SCHOOL	214	18	232
Total Enrollment for First Two Terms of Full-time Students	1,887	1,389	3,276

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APPLICATION FOR HALLS OF RESIDENCE**University of Oregon**

Date

Assignment requested in
(Name of hall of residence)

Name of applicant

Home address

Preparatory school

Class in University Age

Experience (teaching, business, travel, special training)

Is outside work necessary while in University?

Name and address of parents or guardian

Name and address of any relative living in Eugene

This blank, accompanied by a ten dollar (\$10.00) application deposit, should be filled out and returned to the dean of men for the new dormitory or Friendly hall, or to the dean of women for Hendricks hall, Susan Campbell hall, or Thacher cottage. The deposit will be returned only if there is no space available or if the student is prevented from attending the University. Upon entrance into the dormitories this application deposit becomes a breakage deposit and a certain percentage is returnable at the end of the school year after deductions are made for damages to University property. Rooms are engaged for the period of one term.

Checks should be made payable to the University Comptroller.

